

2

Teacher's Guide

Way to go!



All the written activities in this book must be completed in your own book, and not in this book.

Todas las actividades de escritura contenidas en este libro se deben realizar en un cuaderno aparte, no en el libro.



La educación es de todos

Mineducación

Way to go!

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Bogotá, D. C. – Colombia



Presentación

Lograr una educación de calidad para todos los niños, niñas y jóvenes de Colombia es el camino para avanzar hacia la equidad social, uno de los pilares del presidente Iván Duque. La importancia que tiene la educación para el actual gobierno se refleja en los programas y políticas que el Ministerio de Educación Nacional está desarrollando en todos los niveles educativos. Adicionalmente, reconocemos que la apuesta por la educación es de todos y para todos, por esa razón trabajamos de manera articulada con los actores del sistema educativo.

Estamos convencidos de que la transformación en la educación sucede en la escuela y principalmente en el aula. Por esta razón desde el Gobierno Nacional estamos haciendo los esfuerzos necesarios para generar las condiciones y proveer los recursos que garanticen mayores y mejores aprendizajes en nuestros estudiantes. Los textos escolares son uno de estos recursos que le permiten a los docentes mejorar el acompañamiento en el aula, aumentando las posibilidades para la innovación pedagógica.

Es un privilegio para nosotros entregar a los directivos, docentes, estudiantes y familias de los establecimientos educativos, la colección de textos de matemáticas, lenguaje e inglés, los cuales responden a la diversidad y riqueza de nuestro país y se articulan con los referentes de calidad del Ministerio de Educación Nacional.

Estamos seguros de que este material, junto con las estrategias definidas por cada uno de los programas del Ministerio y las iniciativas que lideran los docentes y directivos docentes en las instituciones educativas, nos permitirán continuar avanzando hacia una Educación de Calidad para todos, hacia el fortalecimiento de los procesos curriculares en las instituciones y hacia la equidad social por la que hacemos equipo con las familias, docentes y, en general, con todas las comunidades.

De manera especial queremos invitar a los maestros a explorar este material y a trabajarlo junto con sus estudiantes y las familias. Estamos convencidos de que los docentes son los líderes de la transformación educativa y serán los protagonistas de este nuevo capítulo de la historia y del futuro de la educación colombiana.

Cordialmente,

Ministerio de Educación Nacional



Dear English teachers,

The Colombian Ministry of Education, through the Programa Nacional de Bilingüismo, introduced the Suggested English Curriculum from sixth (6th) to eleventh (11th) grades, whose main objectives are to provide students with tools to communicate and interact in English. This has been the first time our country has had access to a standardized, flexible, effective guideline for English language teachers at public schools in all the regions of Colombia, hence creating quality education and equal opportunities for our students.

We are now pleased to introduce to you the *Way to go!* English language textbooks for sixth (6th), seventh (7th), and eighth (8th) grades. These textbooks are aligned with the Suggested English Curriculum. The main characteristics of the textbooks are transversality, adaptability, flexibility, and 21st century skills. The *Way to go!* series has been developed taking into account the Colombian context, regional characteristics, local themes, and cultural traditions, and has been based on current tendencies in English Language Teaching (ELT), including task-based and project-based methodologies, as well as assessment of and for learning.

This series includes key components to help the teacher carry out innovative tasks in and out of class:

1. Teacher's guide
2. Pacing guides for the teacher
2. Student's textbook
3. Student's workbook
4. Audio CDs
5. Interactive games for students
6. DVD with extra activities for the teacher
7. Interactive/digital version of the books (Colombia Aprende website*)

We hope you enjoy teaching English with these textbooks by adapting them to your school's particular needs and interests, and by motivating your students to learn English in a fresh, innovative way. Thank you for opening a window for your students to see English as a means of interacting with the world, and for contributing to make Colombia a bilingual country!

*You can find the PDF versions of the *Way to go!* textbooks on the Colombia Aprende official website: www.colombiaprende.edu.co



General Description

Way to go! is a six-level secondary school series aimed at grades 6 to 11 for schools that teach between three and five hours of English per week. The main purpose of the series is to create an appealing and enjoyable environment in which students can develop their English, not only in terms of grammar, but also at a communicative level. This series takes into account the guidelines set out by the Ministry of Education in terms of the Basic Learning Rights and the suggested English curriculum for Colombian schools, and also incorporates modern and innovative conceptual developments in the discipline of teaching and learning languages at a global as well as a national level.

Objectives and Characteristics

Way to go! has been carefully designed to establish a foundation for students to engage in English learning by concentrating on communication. It provides them with the skills needed to be able to communicate effectively with native and non-native speakers of the English language, while helping students to use the language as an instrument of interpersonal communication that helps them to represent, interpret and understand the world. The objective of this material is to guide students to achieve the following expected levels based on the Common European Framework of Reference (CEFR) within 180 class hours in the school year:

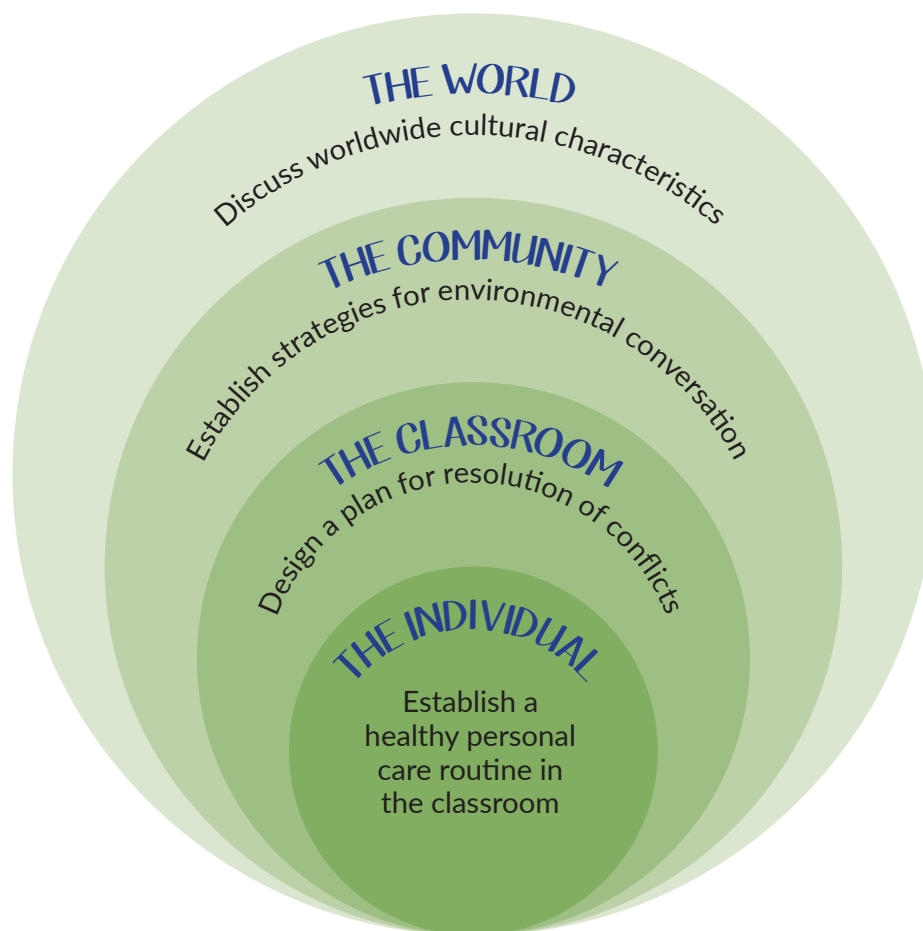
- Sixth grade: Level A1
- Seventh grade: Level A2.1
- Eighth grade: Level A2.2
- Ninth grade: Level B1.1
- Tenth grade: Level B1.2
- Eleventh grade: Level B1.3

To achieve this, each book of the series comprises four modules and, in turn, each module consists of three units that feature attractive and motivating topics including Democracy & Peace, Globalization, Health and Sustainability. These are the main requirements identified by the research that formed the basis of the Suggested Curriculum issued by the Colombian Ministry of Education. Each theme is developed through the three units of each module and within each didactic unit through listening, speaking, reading and writing activities that have been specifically designed to contribute to students' cognitive and social development. In fact, this series is founded upon the following ideas:

- Language is a means of communication and construction of meaning.
- Language is a semiotic system that favours the construction of discourse and a variety of text genres.

- Learning languages is a social phenomenon that includes cognitive, affective and interaction processes (Bandura, 1992; Halliday & Hassan, 1989; Hymes, 1972; Vygotsky, 1978).


With these ideas in mind, the series provides a number of scenarios that promote interaction with contexts that are as authentic as possible. In turn, this interaction facilitates the use of language in a functional manner in situations that are similar to everyday life events (see figure below).



(Note: taken from MEN 2016, *Pedagogical Principles and Guidelines, Suggested English Curriculum*, p. 23)

The **Way to go!** curriculum was conceived to meet the particular and varying needs of Colombian schools. Therefore, specific features have been defined in order to help integrate the books into the Colombian public school system.

- **Flexibility:** Although the curriculum has established fundamental objectives, these may be achieved in a variety of ways, taking into account the particular contexts of individual schools.
- **Adaptability:** The individual circumstances of each school need to be considered in terms of internal bilingual projects, number of hours per week devoted to English classes, availability of teachers, level of students and similar considerations.
- **21st Century Skills:** These include the principal skills required to live and be successful in the 21st century, such as those proposed by Trilling and Fadel (2009):



Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

Digital literacy: including information, media and ICT literacy.

Skills for work and life: including flexibility and adaptability, initiative and self-direction, productivity and responsibility.

Leadership and personal responsibilities

The topics, class activities, tasks, projects and challenges developed throughout the series all feature these skills, so that students can put them into practice and be ready to function as citizens who are well equipped for everyday life.

Competences


The **Way to go!** curriculum also considers the importance of developing different competences in students. The MEN defines ‘competence’ as “the knowledge, abilities and skills a person develops to understand, transform and participate in the world in which he/she lives” (MEN, 2009, 1). According to the MEN, a competent student must know how to be, how to do and how to relate “in specific situations that require creative, flexible and responsible applications of knowledge, abilities and attitudes” (MEN, 2006a, p. 12).

The main competence considered throughout this series is the **Communicative Competence**, including the **linguistic competence** which refers to the knowledge of lexical, syntactic and phonological aspects of a language; the **sociolinguistic competence** (Hymes, 1972) which considers social and cultural factors which are implied in the use of a language; and the **strategic competence**, referring to the ability to use varying resources in order to communicate appropriately and successfully while overcoming limitations that may arise due to an individual’s level of English.

Intercultural Competence is another competence that is built up throughout this series. Malik (2003) defines it as “the knowledge, abilities or skills and attitudes a conversational partner / intercultural mediator must have, supplemented by the values that are part of a certain society and the numerous social groups to which we belong” (p 15). This series does not approach this competence from the point of view that any particular culture is superior or better. It simply focuses on familiarizing students with other cultures and encouraging them to develop respect and value diversity regarding similarities to and differences from their own culture. Thus, our Colombian identity is acknowledged, while simultaneously allowing an insight into other cultures from around the world.

Teaching & Learning Approach

Way to go! is based on the theory that students learn best when they are provided with the opportunity to use the language, rather than talking about it. In addition, it promotes students’ development as autonomous learners.



In order to accomplish this, authors followed the proposals of the Suggested Curriculum for English by the Ministry of Education regarding theoretical and methodological principles to design the syllabus of the different grades, as follows:

Grades 6 and 7: Task-based Learning

This learning approach is based on asking students to carry out meaningful tasks while using the target language. To do this, students need to accomplish different tasks that require a wide range of meaningful communicative activities which encourage the use of English to communicate ideas while placing greater emphasis on fluency than on grammatical accuracy (Ellis, 2004; Brumfit, 1984). There are three main stages to this approach:

1. *Before the task*: A context for the task is presented by signaling the topic, situations and lexical areas, as well as oral and written texts that will help students carry out such tasks correctly. The aim here is to motivate students and encourage them to show interest.
2. *During the task*: Students work in groups or in pairs to complete the task. When ready, they present their findings. The idea is to promote natural communication rather than grammatical accuracy. For this reason, the teacher needs to constantly monitor the students' activities, making notes of problems observed.
3. *After the task*: Students present the results obtained from the execution of the task. The teacher needs to offer feedback regarding common and specific problems such as pronunciation, lexical phrases and sentence structure. The purpose of this stage is for students to reflect on ways they can improve.

Grades 8 and 9: Project-based Learning


Project-based learning works in a similar way to Task-based learning, in that it focuses on students learning in an entertaining, holistic, democratic and motivating way. However, a little more time is needed for students to develop their projects as they relate to their school, their community and the real world.

All the activities that are undertaken before and during the tasks must be focused on building strategies that lead to a final project on the topic. For the project to be carried out successfully, students need time to investigate, collect, analyse and use information, while the teacher needs to centre his/her attention on providing support and motivating students. The final goal of a project is for individual students or groups of students to present it to the class, putting into practice their linguistic, sociolinguistic and strategic competences.

10th and 11th Grades: Problem-based Learning

According to Barrows & Meyers (1993), teaching and learning based on problems focuses on the students' ability to apply their previous knowledge and the knowledge that they acquire through the solving of problems that are similar to everyday life. In this way, students develop their critical thinking abilities, while enhancing their potential to relate to others in the search for joint solutions.

Problem-based learning requires commitment from teachers in order to facilitate and guide the process which ultimately helps promote autonomy and flexibility during the



investigation, and allows students to come to their own conclusions and make their own decisions. Problem solving encourages students to build social learning and cooperation skills which, together with the ability to communicate and negotiate, come under the category of 21st century skills.

Lesson Planning

Lesson planning is fundamental in the learning process, so we strongly recommend that all teachers thoroughly plan all lessons. If properly organized, students are much more likely to remain engaged and focused throughout the whole class. In the **Way to go!** series, we suggest following this five-step structure when planning lessons: Warm Up, Familiarization, Practice, Application, and Assessment.

1. Warm Up

This is where teachers need to draw on any previous knowledge students may have regarding the topic, encouraging students to feel they have something to contribute. The activities proposed must be appealing and can include short discussions, observing pictures or talking about students' prior experiences.

2. Familiarization

The first stage is to make students familiar with the communicative context on which the lesson is based. **Way to go!** generally follows an inductive approach where language rules are inferred by means of examples and structured context. In other words, students can arrive at a rule by focusing on language examples instead of stated grammar structures and rules.

3. Practice

Way to go! provides a wide variety of activities that offer students the chance to practise what they are learning. This is the stage where students move from controlled exercises to slightly freer and more creative activities. The teacher should always provide communicative models in a clear and meaningful way, in order to promote communicative and problem solving skills, while still allowing for time to reflect on the form as well.

4. Application

At this stage of the lesson, students should be ready to reinforce what they have learned and use the language in different communicative activities. Just some of the activities that are recommended here include games, songs, rhymes, tongue twisters, competitions, role-playing, discussions, projects, surveys and workbook activities. The Teacher's Guide provides teachers with extra activities that help develop the competences promoted throughout the series.

5. Assessment

At the end of each unit a self-assessment page is provided and is to be completed by students. Each module also includes an evaluation page where teachers and peers evaluate the students' development throughout the module. **Way to go!** was created in the belief that assessment is a permanent and on-going process. This means that the teacher and students should use any point in the unit, or any single activity, to check understanding and the ability to apply learned knowledge.



Module Structure

The four modules in the book address the following topics: Democracy and Peace, Health, Globalization and Sustainability. These topics are in line with the socio-cultural approach for the teaching-learning process in which the functional aspect of the language is framed in real-life scenarios for communicative exchange to happen. Each module comprises a module opening, three units, a chant activity, a review, self- assessment and a task or project presentation.

a. Module Opening:

Every module starts with a presentation of the language functions students are expected to learn and develop in each unit. Also, the types of texts students need to deal with throughout the process are indicated.

Additionally, and depending on the grade, a description of the task, project or problem to be developed throughout the module is stated. For sixth and seventh grades, a task will be developed through mini-task activities. In eighth and ninth grades, students will work on a project. Tenth and eleventh grades will be given a problem to work on and come up with feasible solutions.

Besides familiarizing the student with the goals they are expected to accomplish, this opening will also activate previous knowledge through open-ended questions and background images and provide a glimpse of the topic to be developed throughout the module. Finally, the name of the song for the chant section is announced.

b. Module Units:

Each unit progressively develops the topic and gives students the necessary tools in three main lessons. There are plenty of communication activities, which give students the opportunity to practise.

In the first lesson, students become familiar with the topic, the vocabulary and the communicative activity which make up the learning process. They will also start to become aware of the grammar structure, embedded within the communicative activity, in an inductive manner. The main idea of lesson 1 is to provide the bases for the acquisition of new language by cognitively elaborating both the instrumental knowledge of the language (learning to communicate) and the formal knowledge of it.

In the second lesson, students are guided into a semi-controlled practice of the elements introduced in the first lesson. They are also encouraged to expand their knowledge through the introduction of new sub-topics, which help students develop further skills. The objectives are announced at the beginning of each unit as Can-do statements, which are limited to just a few in each lesson. The main focus of lesson 2 is to help students create associations in their brains through activities aimed at their practice of the formal aspects of the language.

Finally, in the third lesson, students develop and practise autonomously the language acquired in the first two lessons. The idea is to equip students to use all the tools, skills and

knowledge to perform personalisation activities and accomplish a mini-task that will help them achieve a final task in each module.

In addition to the main lessons, supplementary sections are provided to help students improve their learning strategies and processes. These are: Word Bank, Study Tip, Useful Expressions and 21st Century Skills.

c. Chant:

In this section, which appears before the final self-assessment, students will be encouraged to make use of the target language in a more enjoyable manner. This chant includes an activity designed to consolidate the module’s objectives by appealing to students’ musical intelligence in three different instances: before, during and after activities.

d. Self-assessment:

This section is based on the objectives established at the beginning of the unit. At the end of the unit, students reflect on how well they have done in acquiring the knowledge they are expected to achieve in each unit.

e. Review:

After the self-assessment in the third unit, a review section is included to prepare students for the final assessment. This two-page review is based on play, usually in a board game format that incorporates all the items to be assessed.

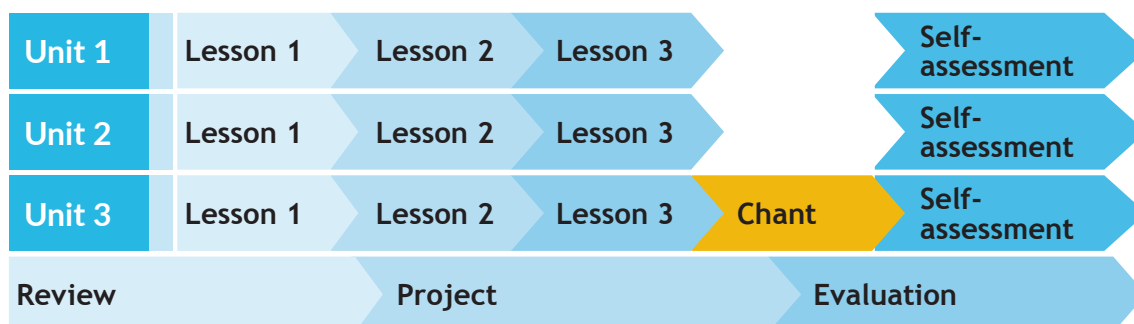
f. Project:

The project section seeks to work on the task established for the module. This task is the result of a progression of activities that start in the first lesson and are concluded and explored more deeply in the third lesson of each unit.

g. Evaluation:

The evaluation process includes self-assessment sections after each unit and a general test at the end of the module. Both evaluation types assess the four skills. After each unit, students should perform a 15-item activity. For the module’s evaluation, a 60-item test is delivered to students. It is also important to mention that there are two types of evaluation: evaluation of knowledge and evaluation for knowledge. The former is based on rubrics that measure the indicators to be achieved by the student and the latter aims to promote the skills and processes needed for the development of knowledge. Self-assessment is part of this type of evaluation.

For a clearer insight of the module structure, see the following figure:





Get To Know Your Series

Following the theoretical foundations of this series and the previous module structure explanation, this section aims to provide teachers with an overview to help them locate throughout the teacher's book all the information they require. In addition, this section delivers a brief outline of all the book's sections in their actual sequence.

Student's Book

List of Contents:

A practical guide for teachers to find a particular item in the book.

Basic Learning Rights (BLRs):

These rights constitute the knowledge and skills students must learn in education processes in Colombia. The Colombian Ministry of Education adopted them as essential tools to ensure quality and equity in education for all children. BLRs describe the elements and skills needed to achieve communicative performance in a foreign language.

Modules:

Modules 1, 2, 3 and 4 are accessed as described in the previous section. The teacher will be able to see the student's page on one side with the corresponding teacher's page opposite it. The teacher will find all the useful information needed to develop lessons efficiently.

Communicative/Gap Activities:

These activities require students to communicate with each other in order to accomplish a specific task or solve a given problem. For this, students need to make use of their linguistic and strategic competences to obtain missing information from their classmate. Use the Gap activities to enhance communicative skills; be aware that the answers for "Student B" are found in "Student's A" activity, and answers for "Student A" are found in "Student's B" activity.

Grammar Charts:

These charts provide useful reference information which teachers can refer students to when necessary. The charts give a concise explanation of the grammar structures presented in each module.

Vocabulary List:

This time-saving list can be checked by teachers to plan their classes and prepare vocabulary activities beforehand. Teachers can refer students to this list in order to enhance their vocabulary learning.

Verb list:

This is a list of common irregular verbs to assist teachers and students.



Workbook

For additional practice and reinforcement, the workbook presents the same number of units but with fewer pages: three pages per unit, a self-assessment page per unit and a chant activity per module. After the four modules, there is a section for vocabulary activities.

Teacher's Guide

Besides presenting the student's book content, this guide will provide:

Scope & Sequence:

This organizational structure gives the sequence in which linguistic, pragmatic and sociolinguistic elements need to be delivered. Additionally, the objectives, activities, evaluations, tasks/projects, and methods are included.

Vocabulary Teaching Tips:

Complementing the previous section, these suggestions can help teachers make vocabulary learning easier for students.

Student's Workbook Answers:

Teachers will find the answers for the different workbook activities in this component of the series.

Rubrics:

In this section, teachers can find speaking, writing and project rubrics to help with the process of assessment process. These charts include the criteria to be evaluated, with a brief description of all the possible students' performances, and suggest a corresponding numeric grade and performance descriptor.

Projects:

As equity is an important element in this series, this section suggests alternative options for tasks or projects. Given the context of Colombian public schools, some of the projects proposed in the modules may be difficult to achieve in every school in the country. For this reason, these alternatives are aimed at suiting a broader range of school types (urban, rural, semi-rural), technology availability, supply access, etc.

Writing Bank:

Samples of different writing types and/or formats with short examples are provided for teachers. The purpose is to point out key elements in the different writing types featured in the book.

Learning Strategies and Study Skills:

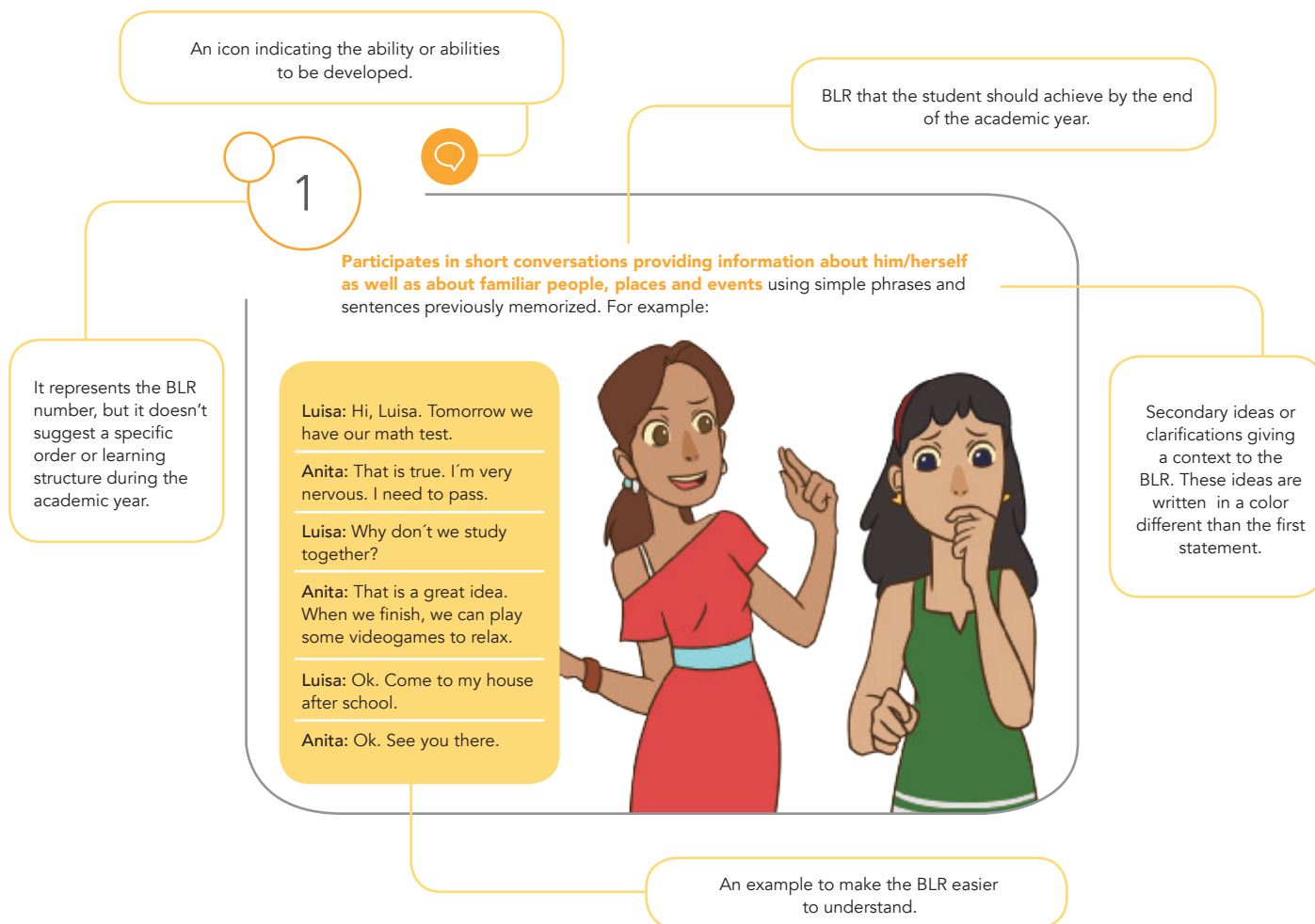
Teachers will find this information very useful when planning lessons and helping students overcome difficulties or improve their language learning performance.

List of Online Resources:

Different websites are listed to help the teacher expand a certain element, provide additional practice, prepare a lesson, or design class material.

Structure and Components of the BLR: English

For Grades 6th to 11th, there is a list of Basic Learning Rights. Every BLR is presented as follows:



- First, there is a numbered statement that matches the basic learning right the student is entitled to receive during the school year. The statement is identified by a color and corresponds to either one or several language skills (reading, listening, writing, monologue and/or conversation). It will be expressed in the third person singular since it refers to the student.
- Then, secondary ideas or clarifications that contextualize the BLR are written in a different color.
- Lastly, there is an example to allow for better comprehension of the BLR. This example is NOT intended to be the only activity performed in class, as it does not represent all of the implications of the BLR, but rather represents a sample of what the student may develop within a certain context.



LISTENING



READING



WRITING



MONOLOGUE



CONVERSATION

Basic Learning Rights English

7th Grade

1



Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. For example:

Anita: Hi, Luisa. Tomorrow we have our math test.

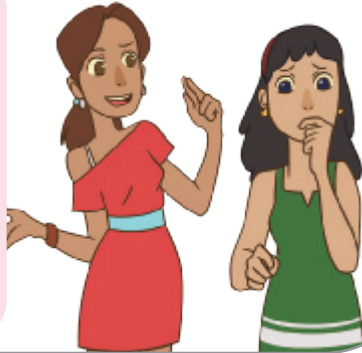
Luisa: That is true. I'm very nervous. I need to pass.

Anita: Why don't we study together?

Luisa: That is a great idea. When we finish, we can play some videogames to relax.

Anita: Ok. Come to my house after school.

Luisa: Ok. See you there.



2



Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.

Good morning, Harmony in the classroom is very important; I will share some ideas to help us do this. Respect the teachers, the classroom, other students and yourself. To show respect we can listen to others and take turns when we speak. It is also important to understand that people have different points of view. These ideas can help to live in harmony in our classroom.



3



Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. For example:

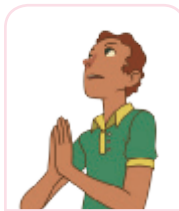
To keep a healthy life style, we need to take care of our body, mind and soul.



People need to do regular exercise and have a balanced diet.



People need to enjoy family and friends and learn new things to keep their mind healthy.



People also need to meditate and live with passion to have a long and healthy life.

4



Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography.

Character	Mother Teresa of Calcutta
Name	Agnes Gonxha Bojaxhiu
Place and date of birth	Uskub, August 26, 1910
Contributions to humanity	Humanitarian acts
Year of death	1997

Mother Teresa of Calcutta

Mother Teresa was a catholic nun born in Uskub, Ottoman Empire on August 26, 1910. This is now Skopje, the capital of the Republic of Macedonia. Her real name was Agnes Gonxha Bojaxhiu. Her father died when she was a little girl and her mother raised her. She decided to devote her life to God when she was very young. She became a sister of Loreto when she was 18 years old.

She is well known worldwide for her humanitarian acts. She created the organization of the Missionaries of Charity to help many poor, sick and needy people. In 1979, she received the Nobel Peace Prize for her hard work. After her death in 1997, the Catholic Church started the process to make her a saint. Today there are more than 4,000 nuns like Mother Teresa taking care of the poorest people in the world.

Basic Learning Rights English

7th Grade

5



Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information.

Disposal

Analysis

Collection

Transportation

Recovery

Recycling



6



Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish.

1. Crack the eggs into a bowl with salt and pepper. Beat well with a fork.
2. Pour the eggs in a frying pan and spread them out evenly.
3. Put some grated cheese.
4. Fold it over in half and remove from pan.



Recipe for an omelette

7



Describes actions related to a subject in his/her family or school environment using simple sentences and images. For example:



We are destroying our planet. It is necessary that we make decisions to save it.



I will start with me. For example, I will take short showers to use water efficiently.



I will plant new trees in my mum's garden.



I will recycle paper, plastic and cans at home and at school.



In this way, I can contribute to save my planet.



Basic Learning Rights English

7th Grade

8 _____

9 _____

10 _____

11 _____

12 _____

Level 7 Scope and Sequence

	Language Functions	Text types	Grammar	Vocabulary
Module 1: <i>Integral Personal Care</i>				
Unit 1: <i>Enjoy Your Free Time!</i>	<ul style="list-style-type: none"> Give and ask for information about free-time activities Talk about likes, hobbies and interests Talk about future plans 	<ul style="list-style-type: none"> article poster informative sentences email information leaflet report activity planner 	<ul style="list-style-type: none"> Present simple Verbs to express interest and likes Wh- questions Yes/No questions Future: <i>be going to</i> 	<ul style="list-style-type: none"> Hobbies Time expressions Expressing interests and likes
Unit 2: <i>I Can Take Care of My Body</i>	<ul style="list-style-type: none"> Talk about habits and routines. Talk about diet, physical activity and personal hygiene. 	<ul style="list-style-type: none"> information charts poster informative sentences slogans infographic 	<ul style="list-style-type: none"> Can/can't (to express ability and possibility) Simple present tense Frequency adverbs Yes/No questions 	<ul style="list-style-type: none"> Food for a balanced diet Actions and activities for personal care Personal hygiene habits Time relationships Expressions for reflection
Unit 3: <i>Taking Care of Myself and of Others</i>	<ul style="list-style-type: none"> Talk about causes of stress and solutions Express emotions Talk about relationships with friends and family. Make assertive statements and give compliments 	<ul style="list-style-type: none"> article questionnaire friendship chain poster blog 	<ul style="list-style-type: none"> Simple present tense Can/can't 	<ul style="list-style-type: none"> Actions related to reflection and emotions Stressing situations Expressions to describe symptoms of stress Expressions to describe how we can help others Expressions to respond in an assertive way Expressions to make compliments

	Language Functions	Text types	Grammar	Vocabulary
Module 2: <i>Bullying and Conflict</i>				
Unit 1: <i>Let The Games Begin!</i>	<ul style="list-style-type: none"> Express feelings and emotions Give and request information Past situations Discuss social values 	<ul style="list-style-type: none"> article descriptive paragraph biography noticeboard conversation postcard 	<ul style="list-style-type: none"> Present simple Past simple: was/were Imperative Asking for information in the present and the past simple (<i>to be</i>) 	<ul style="list-style-type: none"> Feelings and emotions Ethical values Personal characteristics
Unit 2: <i>Tell Your Story!</i>	<ul style="list-style-type: none"> Talk about the past Describe past experiences and situations Ask and answer questions about your life and the lives of others 	<ul style="list-style-type: none"> personal opinions descriptions narratives paragraph biography social network profile 	<ul style="list-style-type: none"> Verb <i>to be</i> in past: <i>was/were</i> Past tense: regular/irregular/questions (<i>open/yes/no</i>) / (affirmative/negative) Expressions of opinions 	<ul style="list-style-type: none"> Adjectives to describe situations Time expressions in the past Connectors of sequence: <i>first, then, finally</i>
Unit 3: <i>No Bullying Allowed!</i>	<ul style="list-style-type: none"> Suggestions and recommendations Obligation Apologies 	<ul style="list-style-type: none"> school newsletter descriptive paragraph proposals poster newspaper article 	<ul style="list-style-type: none"> Imperatives Modals: <i>have to/should</i> Apologizing Suggestions/Expressions to recommend 	<ul style="list-style-type: none"> Feelings and emotions Personal qualities Ethical values

	Language Functions	Text types	Grammar	Vocabulary
Module 3: <i>A World of Wonders</i>				
Unit 1: <i>Our Beautiful Natural World</i>	<ul style="list-style-type: none"> Ask for and give information Talk about situations, phenomena and events Make recommendations and suggestions 	<ul style="list-style-type: none"> descriptive paragraph information charts informative paragraph story (narrative text) letter 	<ul style="list-style-type: none"> Wh- questions Present simple Present perfect Imperative Modals: <i>can / can't, should / shouldn't, must</i> 	<ul style="list-style-type: none"> Conservation Environment Natural resources
Unit 2: <i>Nature is Life</i>	<ul style="list-style-type: none"> Discuss natural resources and their uses Express advice Exchange information about everyday activities 	<ul style="list-style-type: none"> informative paragraph article pie chart questionnaire descriptive paragraph noticeboard poster 	<ul style="list-style-type: none"> Wh- questions Present simple Present perfect <i>Should / Shouldn't</i> 	<ul style="list-style-type: none"> Conservation The environment Sources of and uses for water Natural resources and products that come from them Environmental problems
Unit 3: <i>Conservation is a Must</i>	<ul style="list-style-type: none"> Discuss environmental issues Express strong recommendations and suggestions 	<ul style="list-style-type: none"> article recommendations leaflet instructions poem poster crossword puzzle blog 	<ul style="list-style-type: none"> Imperatives; Modals <i>should / shouldn't, must / mustn't</i> 	<ul style="list-style-type: none"> Environmental issues and conservation

	Language Functions	Text types	Grammar	Vocabulary
Module 4: <i>International Cultures</i>				
Unit 1: <i>Let's See the World!</i>	<ul style="list-style-type: none"> Identify characteristics of different countries Compare characteristics of countries Talk about things that are happening now Compare weather and seasons in different countries 	<ul style="list-style-type: none"> informative paragraph tourist guide email blog narrative paragraph descriptive paragraph 	<ul style="list-style-type: none"> Comparatives Superlatives Present continuous 	<ul style="list-style-type: none"> Weather Seasons Months of the year Words to describe a place
Unit 2: <i>Travelling Around Colombia!</i>	<ul style="list-style-type: none"> Compare characteristics of cities Give your opinion about lifestyles in cities Talk about activities in the past Talk about famous festivals and give tourist information. 	<ul style="list-style-type: none"> descriptive paragraph informative paragraph interview personal opinions narrative paragraph email 	<ul style="list-style-type: none"> Superlatives Past continuous vs past simple <i>when / while</i> 	<ul style="list-style-type: none"> Adjectives Expressing ideas: <i>I think ... For me, ...</i>
Unit 3: <i>Wonderful Cultures</i>	<ul style="list-style-type: none"> Talk about experiences Compare cultures with your own Express points of view Talk about typical food dishes Talk about festivals and celebrations from around the world 	<ul style="list-style-type: none"> informative paragraph descriptive paragraph article tweets blog personal opinions 	<ul style="list-style-type: none"> Present perfect <i>Ever / never</i> Present perfect vs present simple <i>Usually</i> 	<ul style="list-style-type: none"> Countries Languages Typical food Celebrations

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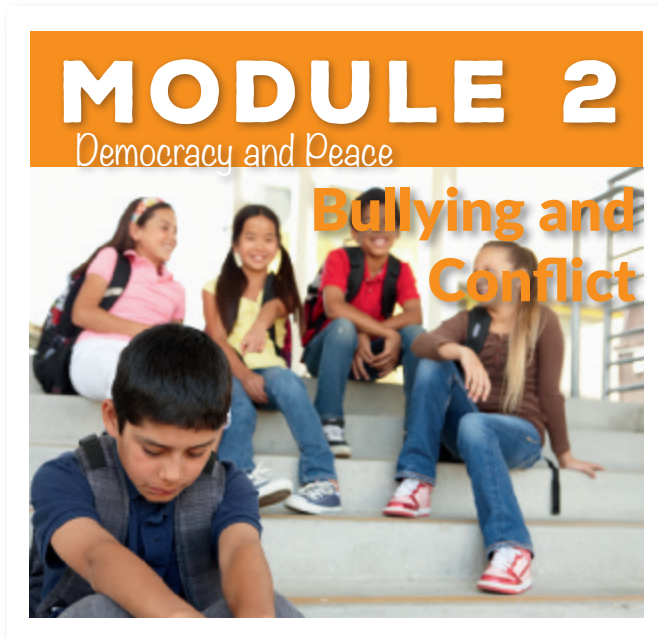
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MODULE 1

Health

Integral Personal Care



Unit »1

Enjoy Your Free Time!

Language Functions

- Give and ask for information about free-time activities.
- Talk about likes, hobbies and interests.
- Talk about future plans.

Text Types:

- article
- poster
- informative sentences
- email
- information leaflet
- report
- activity planner

Unit »2

I Can Take Care of My Body

Language Functions

- Talk about habits and routines.
- Talk about diet, physical activity and personal hygiene

Text Types:

- information charts
- poster
- informative sentences
- slogans
- infographic

Unit »3

Taking Care of Myself and of Others

Language Functions

- Talk about causes of stress and solutions
- Express emotions
- Talk about relationships with friends and family.
- Make assertive statements and give compliments

Text Types:

- article
- questionnaire
- friendship chain
- poster
- blog

Module 1 Presentation



- Remind students that this book is divided into four modules and that this first module is called 'Health: Integral Personal Care'.

- Ask students what they understand by *personal care*. Elicit possible answers from different students and then explain that *Integral personal care* relates to the actions they do for themselves in order to be in good shape physically, mentally and emotionally.
- Encourage students to discuss how actions they perform to look after themselves physically are related to how they think and feel. For example, drinking plenty of water helps them to concentrate at school; physical exercise helps positive thinking, etc. .



- Ask students to describe the pictures. This may be partially done in L1 as they might not know all the words they need.

- Elicit some words and write them on the board. Translate them if no one knows the name of a particular hobby or sport.
- Explain to students that language functions refer to the purposes for which we use language to communicate. For instance, saying 'Hello!' represents the objective of greeting somebody.
- Go over the specific language functions and text types of the three units.

Unit 1

Enjoy Your Free Time!

- Read the language functions, discussing the meaning of new vocabulary, e.g. *enjoy, free time, hobbies, activity planner*, etc.
- Use body language or mime the words to help students understand the idea.

Unit 2

I Can Take Care of My Body ?

- Read all the items, checking their understanding of words like *habits, routine, diet, slogan*. Use examples and pictures/drawings to help students understand the concepts.

Unit 3

Taking Care of Myself and of Others

- Read all the language functions and text types, checking any words students do not understand, e.g. *stress, emotions, friendship, chain*.



Explore Your Knowledge

Look at the pictures and answer ...

- Do you have any hobbies or interests?
- What do you do in your free time?
- How often do you eat fast food?
- Do you like helping other people? What do you do to help them?



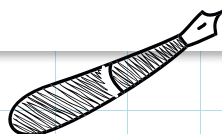
Task: A Healthy Habits Brochure

In this module you will work in groups to prepare a formal presentation.

Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> Daily activity planner (Lesson 2, exercise 5) Poster about traditional games (Lesson 3, exercise 6) 	<ol style="list-style-type: none"> Nutrients in a favourite traditional dish (Lesson 1, exercise 9) Poster inviting to exercise (Lesson 2, exercise 8) Hygiene exhibit (Lesson 3, exercise 6) 	<ol style="list-style-type: none"> Friendship chain (Lesson 2, exercise 3) Poster for your best friend (Lesson 2, exercise 6) Classmates' compliments (Lesson 3, exercise 6)

Chant

I am going to the park.



Module 1 Presentation



Explore Your Knowledge

- Ask students to look at the pictures and tell you what they see. Write their responses on the board.
- Read the *Explore Your Knowledge* questions and elicit some answers from students. Some may ask how to say something in English, so write new vocabulary on the board. You can also draw pictures or use body language if necessary.
- Use the questions as an excuse to review vocabulary or introduce new words. All the questions give students an opportunity to personalize their answers.
- You could use question three to start a short debate on healthy eating habits.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



Final Task

- Tell students that in unit 1 they will be preparing a daily activity planner and a poster about traditional games.
- In unit 2, students will talk about nutrients in their favourite dish, as well as creating a poster encouraging exercise and a hygiene exhibit. Finally, in unit 3, students will create a friendship chain and a poster for a friend, and look at classmates' compliments. You may need to clarify that compliments are kind words somebody says about another person. Go through the chart with students, answering any questions.
- Finally, read the title of this module's chant, *I Am Going to the Park*, and ask students what they understand by it and how they can relate the contents of the units to the title of the chant.

Unit » 1

Enjoy Your Free Time!

» Objectives

- » I can ask for and give personal information about free-time activities.
- » I can express future plans.
- » I can express likes and talk about hobbies and interests.

In Context » What Do You Do in Your Free Time?

1

1. Listen » Read the Word Bank. Listen and number the pictures (a–e).



Word Bank

go... to the movies
to restaurants to the beach
to the gym shopping
horse riding fishing dancing
do...chores woodwork exercise
gymnastics athletics

2. Read » Look at the graph and answer the questions (1–2) in pairs.

1. Which of the activities in the article do you do?
2. What other activities do you like doing in your free time?

I play video games. My favourites are action games, but I also like role-playing games. And I do athletics; I'm on the school athletics team.

10

Teenagers' Free-Time Activities



- watching TV
- chatting through social networks: WhatsApp, Facebook, Snapchat, Skype
- playing video games
- doing exercise: playing sports, going to the gym

Unit » 1 Enjoy Your Free Time!

Unit Objectives

Basic Standards of Competences	<p>Identify expressions about daily activities, and talk about hobbies and interests.</p> <p>Make a simple oral description about free-time activities and future plans.</p> <p>Exchange information about daily topics and future plans through questions and answers.</p> <p>Make a series of descriptive sentences about daily topics and future plans.</p>
Vocabulary	Hobbies; Time expressions; Expressing interests and likes
Grammar	<p>Present simple; Verbs to express interest and likes: like/enjoy; Wh- questions: <i>When do you ...?; Yes/No questions: Do you like (riding a bike)? Do you enjoy (swimming)?</i>; Future: be going to</p>

1. Listen »

(35 minutes) **track 1**

- Say the title of the unit and discuss as a class what it means. Explain the meaning of *free time*.
- Read the can-do statements.
- Ask students where the places are in the photos and what they think children there do in their free time.
- Students listen to the audio track. Repeat the track as often as necessary.
- Check the answers.

Extra Activity (15 minutes)

Practice vocabulary and do a spelling bee using free time activities. Dictate five activities, which students write in their notebooks, e.g. 1 'go to the beach'. Refer to the answer key and audio track for examples. Write the correct answers on the board. Students exchange their notebooks and correct their partner's work.

Answer Key

1. to the beach d.
2. do chores e.
3. go horse riding b.
4. go fishing a.
5. do woodwork c.

Audio Script

Narrator: 1

Girl: Hi, I'm from Providencia. In my free time, I love going to the beach. I go to the beach three times a week.

Narrator: 2

Boy: Hello, I'm from Caldas. In my free time, I help my parents with the harvest.

Narrator: 3

Girl: Hi, I'm from Puerto López. In my free time, I like to go horse riding.

Narrator: 4

Boy: Hello, I'm from Santander. In my free time, I like to go fishing in the river. I go fishing once a week.

Narrator: 5

Boy: Hi, I'm from Nariño. In my free time, I like to help my parents to make wooden crafts. I love arts.

2. Read »

(20 minutes)

- Make sure students understand the pie chart. Ask: *Which activity is the most popular? Watching TV.*
- Students read the text. Explain the new vocabulary.
- Students answer the questions in pairs. Encourage them to interact in English.

module 1 // Unit 1

3. **Read»** Read the poster and answer the questions.

1. When do the clubs take place?
2. Where do the clubs take place?
3. How can you get more information about the clubs?
4. Which club do you think is the best?

Study Tip

Headings in texts can often give you lots of information. Read them carefully.

CAICEDONIA CULTURAL CENTRE (CCC)
COME AND JOIN OUR AFTER-SCHOOL CLUBS!
 Have fun and develop your talents at the same time!

Do you like playing sport and keeping fit? At the **sports club** we offer a wide variety of team and individual sports. Which one do you prefer?

Are you creative and artistic? Do you enjoy listening to music? At our **arts club** you can learn to dance, play an instrument or draw and paint!

Do you like going to the cinema, watching videos and TV series? If you do, then the **film and media club** is for you!

Do you love reading? Bring your most-loved books to the **book club**. Share your favourite books, stories and characters and discover new ones!

Do you enjoy playing video games? Then come along to our **computer gaming club**. Make new online AND real friends and share virtual adventures with them!

For more information, visit us in person or contact Ms Emilse García at information@ccc.com

4. **Write»** Look at the questionnaire Sara completed about her free-time activities. Write eight sentences about Sara's hobbies.

Caicedonia Cultural Centre Teen Club Questionnaire

How often do you ...	Every day	Every two weeks	Once a week	Twice a week
1. play sport?	x			
2. play a musical instrument?			x	
3. go dancing?		x		
4. paint or draw?				x
5. go to the cinema?		x		
6. watch TV?			x	
7. read?	x			
8. play video games?				x

Sara plays sport every day.
She plays ...

3.  **Read »**

(30 minutes)

- Explain what a cultural centre is. Check understanding: *Is there a cultural centre in our city/ town/ neighbourhood? What activities does it offer?*
- Students predict the activities the Caicedonia Cultural Centre (CCC) offers.
- Students read the information on the poster and answer the questions.
- Check answers.

Answer Key

1. after school
2. at the Caicedonia Cultural Centre (CCC)
3. visit the CCC or contact Ms Emilse Garcia at information@ccc.com
4. Students' own answers

Extra Activity (10 minutes)

Students tell the class what they like doing and which club they are interested in. Model how to describe preferences: *I like sports; the sports club is for me. I enjoy listening to music; so I'm interested in the arts club.*

Study Tip

Explain what a heading in a text is. Read the heading in the poster and ask students to explain what information it gives. (It tells us the text is about CCC, it explains there are after-school clubs, and it invites readers to join the clubs).

Bring some other samples of headings and encourage students to describe the type of information they provide.

4.  **Write »**

(40 minutes)

- Ask questions about classmates using the third person singular. Ask: *María, what does (a student's name) do in his/her free time? He/she likes doing exercise.*
- Students use the information in the table to write about Sara's free-time activities.
- Check the answers.

Grammar Box

Present simple: third person singular

Explain that in the present simple, we normally add an **-s** to the verb in the third person (he/she/it). Point out that there are exceptions, e.g. *do, go* and *watch* add **-es**: *He goes/ She does.*

Write on the board:

*Maria **likes** playing sports.
Camilo **loves** painting. Teresa **watches** lots of TV.*

Grammar Box

Present simple: time expressions

Explain that we use time expressions to indicate how often (frequency) we do something. Time expressions that consist of two or more words usually go at the end of the sentence.

Write on the board:

*How often ...? **Every day**
Once/twice a week **Every two weeks***

Draw students' attention to the question form:

*How often **do you do exercise?**
I do exercise **every day.**
How often **does she go to the movies?** She goes to the movies **every two weeks.***

Suggested answers

She plays a musical instrument once a week. She goes dancing every two weeks. She paints or draws twice a week. She goes to the cinema every two weeks. She watches TV once a week. She reads every day. She plays video games twice a week.

5.  **Write»** Complete the sentences about the students' favourite activities (1-6).



1. Catalina loves painting. She can join the arts club.



2. Tomás enjoys dancing and listening to music. He can join the ... club.



3. Mónica loves reading books. She can join the ... club.




4. Simón really likes going to the cinema. He also likes watching TV series. He can join the ... club.



5. Margarita likes exercising. She can join the ... club.



6. Samuel and Sonia enjoy playing video games. They can join the ... club.

6.  **Write»** Answer the questions (1-6).

1. Do you enjoy listening to music? *Yes, I do./No I don't.*
2. Do your parents love exercising? *Yes, they do./No, they don't.*
3. Does your best friend really like reading?
4. Does your mother like watching TV series?
5. Do you enjoy playing video games?
6. Do you and your friends enjoy going to the cinema?

5.  **Write »**

(30 minutes)

- Students read the sentences next to the photos and in pairs say what the people like doing. Example: 1. *She likes painting.*
- Students complete the sentences in their notebooks.
- Check the answers.
- Students explain why they chose these clubs. Example: 1. *Catalina can join the arts club because she loves painting.*

Answer Key

1. arts
2. arts
3. book
4. film and media
5. sports
6. computer gaming

6.  **Write »**

(40 minutes)

- Highlight the difference between **do** and **does**. Example: *Do you like watching TV? Does your father like playing sports?*
- Students answer the questions (1–6) in their notebooks.
- Check the answers.
- Provide a model for the conversation: focus on pronunciation and intonation.
- In pairs, students ask and answer the questions.

Grammar Box

Present simple: yes/no questions and short answers

Yes/No questions are used to check information or ask for confirmation. In short answers we don't repeat the main verb – instead we use an appropriate auxiliary verb (usually the same auxiliary as in the question).

Write on the board:

*Do you like playing football?
Yes, I do./No, I don't.
Does your friend enjoy playing football? Yes, he does./No, he doesn't.*

Draw students' attention to the negative form:

No, she doesn't./No, they don't.

Extra Activity (15 minutes)

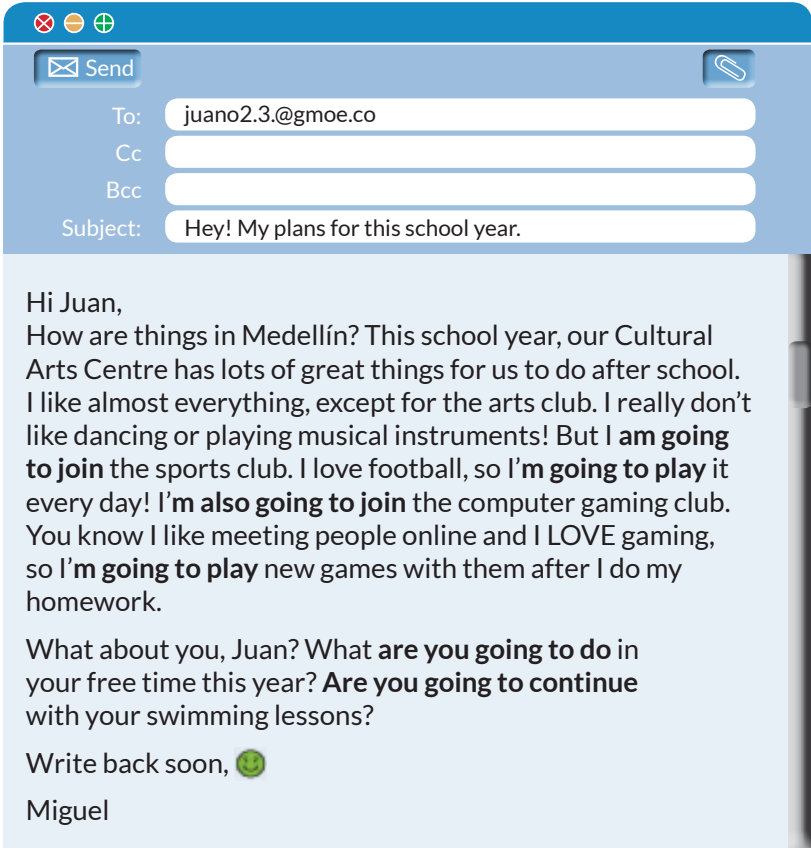
Write a free-time activity on a piece of paper and give it to a student. The other students can only ask *yes/no* questions to discover what the activity is. They have three chances to guess correctly. If they don't, then tell them the answer and play again with another student.

Example: The activity is *reading books*:

*Do you use a ball? No, I don't.
Do you do it at home? Yes, I do.*

module 1 // Unit 1

7. Read » Read Miguel's email and complete the summary (1-5).



Send

To: juano2.3@gmoe.co

Cc:

Bcc:

Subject: Hey! My plans for this school year.

Hi Juan,
How are things in Medellín? This school year, our Cultural Arts Centre has lots of great things for us to do after school. I like almost everything, except for the arts club. I really don't like dancing or playing musical instruments! But I **am going to join** the sports club. I love football, so I'm **going to play** it every day! I'm **also going to join** the computer gaming club. You know I like meeting people online and I LOVE gaming, so I'm **going to play** new games with them after I do my homework.

What about you, Juan? What **are you going to do** in your free time this year? **Are you going to continue** with your swimming lessons?

Write back soon, 😊

Miguel



 Miguel loves football. He **is going to join**¹....
He **is going to play** football²....
He also likes³... and⁴..., so he **is going to join** the⁵... club.

2

8. Listen »

Listen to Juan and Miguel's telephone conversation. Which of the activities in the photos (1-4) do they talk about? Listen again and make notes about all the activities you hear. Write sentences about what Juan is going to do or NOT going to do.



1. ride a bike



3. play video games



2. collect coins



4. skateboard

Juan is going to ride his bike. He's not going to ...

7.  **Read »**

(35 minutes)

- Ask about students' plans. Encourage students to respond using *going to*: *What are you going to do after school? I'm going to visit my grandparents. What is (student's name) going to do after school? He/she's going to visit his/her grandparents.*
- Then students identify the text type (email). Ask: *Do you have an email account? What do you use it for? How often do you use it?*
- Students read the email. Check their understanding: *Who wrote the email? Who's going to receive it? What's the email about?*
- Students complete the summary in their notebooks.
- A volunteer reads their summary out loud. Check the answers.

Grammar Box
Future: *be going to*

Explain that we use *be going to* to talk about future plans.

Write on the board:

I am going to join a club. He is going to meet his friends.

Draw students' attention to contractions:

I'm going to ... She's going to ...

Answer Key

Miguel loves football. He **is going to** join the sports club. He **is going to** play football every day. He also likes computer gaming and meeting people online, so he **is going to** join the computer gaming club.

8.  **Listen »**

(30 minutes) **track 2**

- Students look at the photos and describe the actions using *like +ing*. Example: *1. They like riding their bikes.*
- Check their understanding of the rubric. Ask: *How many people are we going to hear talking? Who are they? What are they going to talk about?*
- Play the audio track. Students write the names of the activities they hear. Ask: *Which activities in the photos (1-4) do they talk about?*
- Provide a model for note-taking: draw a table with two columns (YES/NO). Play the audio track up to *It's too cold to go swimming now*. Ask: *What free-time activity did you hear? Is Juan going to do this? Write swimming in the NO column.*
- Students copy the table in their notebooks and listen as many times as necessary to complete it.
- Students write sentences using *going to*.
- Check the sentences.

Suggested answers

He is going to ride his bike to school every day. He is going to meet some friends who collect coins.
He is not going to play video games. He is not going to swim. He is not going to skateboard. He is not going to join the book club.

Audio Script

2

Miguel: Hello?

Juan: Hi there, Miguel! I just read your email and decided to call you. All those free-time activities you talk about in Caicedonia sound great fun!

M: Yes, they do! I'm really excited. And you? Are you going to do anything after school this year?

J: Well, I'm not going to continue swimming. It's too cold to go swimming now. This year I'm going to ride my bike to school every day. I've got a new one and it's really fast!

M: How cool!

J: Yes. And you know, I love collecting coins, so this weekend I'm going to meet some friends and we're going to exchange some. I really want to get some Chinese yuan to add to my collection. I hope I get some!

M: Good luck! What about skateboarding? I know you love skateboarding.

J: I do. But I'm NOT going to go skateboarding any more. I prefer riding my bike.

M: Great! I also love riding my bike. When you come to visit us, we can go for a ride around the town.

J: Oh, that sounds fantastic! I'd love to do that.

Expanding Knowledge » What Are Your Hobbies?

3

1.  **Listen »**

Listen to Lucas and Patricia's conversation about moving from the countryside to the city. Answer the questions.



When Lucas goes to live in the city ...

1. is he going to miss Patricia? *Yes, he is.*
2. is he going to milk cows? *No, he isn't.*
3. is he going to water the plants?
4. is he going to feed the animals?
5. is he going to swim and fish in the river?
6. is he going to go shopping in a big shopping mall?
7. is he going to have a TV and the internet?
8. is he going to play video games?

2.  **Write »**

Work with a partner. In one minute, make a list of all the free-time activities you know. Include the ones you learned in this unit and add your own ideas.

3.  **Speak »**

You are going to play a game with another group. Look at the actions they are miming and guess what free-time activity they are going to do.

Are you going to go to the cinema?

No, I'm not.

Are you going to play video games?

No, I'm not.

Are you going to watch TV?

Yes, I am.

Study Tip

If you don't understand a word in a conversation, ask the person to mime it for you.

1.  Listen »

(40 minutes) **track 3**

- Students answer the question in the title of the lesson.
- Ask students about the photos: *Where do these children live: in the city or in the countryside? What do you think they do in their free time?*
- Ask students if any of them has moved house? How did they feel about it?
- Play the audio track while students take notes. They can just write *yes* or *no* in their notebooks.
- Play the audio track again. Students write *yes/no* answers in their notebooks.
- Check the answers.

Grammar Box
Future: *be going to*

To form questions with *going to*, we invert the auxiliary verb and the subject:

Affirmative: I am going to go swimming. **Question:** Am I going to go swimming?

Affirmative: She's going to play football. **Question:** Is she going to play football?

In short answers we use the appropriate auxiliary verb:

Yes, he is./No, he isn't. Yes, I am./No, I'm not.

Write on the board:

Is Lucas going to miss Patricia? Yes, he is. Is he going to milk cows? No, he isn't.

Answer Key

1. Yes, he is.
2. No, he isn't.
3. No, he isn't.
4. No, he isn't.
5. No, he isn't.
6. Yes, he is.
7. Yes, he is.
8. Yes, he is.

Audio Script

3

Patricia: So, you are going to move to Bucaramanga, to the city.

Lucas: Yes, my dad got a new job. I'm happy about his new job, but I'm sad about leaving here.

Patricia: I know. Me too!

Lucas: I'll miss you and all the things I do here on the farm. You know I like milking the cows, watering the plants, doing chores to help my parents and feeding the animals.

Patricia: I'll miss you, too. I love it when we go horse riding, and when we swim and fish in the river. But I know you're going to do lots of new exciting things in the city. Things that we can't do here.

Lucas: Yes, my parents said that in the city we're going to go shopping in big shopping malls. Also, we're going to go to the cinema. And we're going to have a TV and the internet, so I'm going to watch TV and play video games.

Patricia: That sounds cool!

Lucas: Yes, but you know that I love music and I want to continue playing the Colombian guitar, my favourite instrument. I love playing traditional Colombian music ...

Patricia: I'm sure that you can find a place to take classes there.

2.  Write »

(30 minutes)

- Students do the task in pairs. Time them for one minute, but allow more time if they find it difficult.
- Elicit students' answers and write them on the board.
- Students close their eyes while you remove one of the activities. Students say which activity was removed. Repeat the procedure for as long as students are motivated.
- Students record new vocabulary at the back of their notebooks. Provide a model:

Word	Part of speech	Meaning	Sentence
Horse riding	Noun	The sport of riding a horse	I love horse riding.

3.  Speak »

(20 minutes)

- Explain what the game charades is and illustrate how to mime an action.
- Students can ask *Yes/No* questions. See the examples in the Student's Book.
- Limit the number of times students can guess, e.g. three times.
- Put students into groups. The group size will depend on the size of your class, but there must be an even number.
- Help students with vocabulary and ensure English is used.

Study Tip

Explain that a strategy we can use to learn new vocabulary is asking someone to mime a word. This will avoid translating the word into Spanish.

module 1 // Unit 1

4. **Read»** Read a report about how teenagers spend their free time in the countryside and in the city. Answer the questions.

- How do city teenagers spend their free time?
Chatting with friends, watching TV, playing video games indoors.
- What are the problems related to sitting down for long periods?
- How do teenagers in the countryside spend their free time?

How do our teenagers spend their free time?

by Consuelo Mejía

The Colombian Government is very concerned about how urban teenagers are spending their free time. Research shows that in cities many teenagers spend their time indoors, chatting on social media, watching TV or playing video games. These teenagers can have poor posture and they can also be depressed, because they don't spend enough time being active in the fresh air.

In contrast, most teenagers in the countryside spend their free time doing physical activities and playing outdoor games. They also help their parents; they do chores, feed the animals, and milk the cows. Because these teenagers have an active life-style, they are also fitter and don't have so many health problems.

5. **Write»** Follow the instructions (1-5) and design a daily activity planner to show what you do in your free time every day.

- Draw a chart like the one below on a large sheet of cardboard.
- Cut out pictures from magazines or draw your own. Be creative.
- Write the activities you're going to do each day. Use different colours for indoor and outdoor activities.
- Put the chart on your bedroom wall.
- Count how many indoor or outdoor activities you do in a week.

Final task activity!

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Indoor							
Outdoor							

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6. **Speak»** Work with a partner and discuss the life-style changes you can make to have healthier free-time activities.

I take the bus to school, but I'm going to start riding my bike.

21st Century Skills

• Critical Thinking

Which activities are good for you?
Which ones aren't? Why? What changes can you make?

4.  **Read »**

(40 minutes)

- Do a quick class survey of free-time activities. Ask: *What do you do in your free time?* Write the answers on the board and count how many students do the activities to find out which activities are the most popular. Ask: *Where do you usually do those activities: indoors or outdoors?*
- Read the report with the class. Check their understanding of new vocabulary.
- In pairs, students answer the questions.
- Check the answers.
- In small groups, students discuss how the activities written on the board earlier can affect them, positively or negatively.

Extra Activity (15 minutes)

Faster students can write sentences about what teenagers in the city and in the countryside do. Teach them the following connectors: *in contrast, so* and *because*. Then, give them some examples of usage: *Teenagers in the countryside do physical activities and play outdoors; in contrast, teenagers in the city do more indoor activities.*

Teenagers in the city do more indoor activities, so they may develop health problems.

Answer Key

1. Chatting with friends, watching TV, playing video games indoors.
2. They may have health problems, such as backache.
3. They do physical activities and play outdoors. They also help their parents. They do chores, feed the animals and milk the cows.

5.  **Write »**

(40 minutes)

- Play Hangman to review the names of the days of the week.
- Bring these items to the classroom (or previously ask students to bring them from home): large sheet of cardboard, magazines, scissors, marker pens and glue.
- Students look at the model of a daily planner. Focus on the different elements: title, days of the week, illustrations.
- Students follow the instructions and design the planner.
- Students work in groups and show each other their planners. Students discuss how well-balanced their indoor and outdoor activities are. Provide a model of how to express opinions: *I think my activities are balanced, because I have the same number of indoor and outdoor activities. / I don't think my activities are balanced, because I do more things indoors than outdoors.*

6.  **Speak »**

(35 minutes)


- Individually students think about these questions: *Which activities are good for me? Which ones aren't? Why? What changes can I make?*
- Students discuss their ideas in groups. Monitor and provide them help when necessary.

21st Century skills

Critical Thinking

Make students aware of the importance of being able to think about our own actions in a critical way. Being objective about the activities we do can help us to make changes for our own benefit. This activity will help them to listen to others' reflections in a respectful manner, to learn from others and to contribute their ideas for others' benefit.

Preparing Your Task » Playing Traditional Games

- 4 1.  **Listen »** Listen to the TV advert to motivate teenagers to play traditional games. Label the pictures of the games (1–6) the children talk about with words from the Word Bank.


Word Bank
 jacks hopscotch sackrace tag
 hide-and-seek spinning top

Ask your parents about the games they played when they were young ...


Study Tip
 Pictures help us to understand and remember new vocabulary. Make your own picture dictionary.

Hi, everyone! I'm Camilo and this is Andrea. We're here to encourage you to play outdoors more often.



2.  **Write »** Look at Ana's notes from her interview with her mother about her favourite traditional games and complete her report (1–4).

Name of the game	<i>skipping</i>
Number of players	<i>three or more</i>
What do you need to play it?	<i>a skipping rope and some friends</i>
What are the advantages?	<i>people can skip and jump, sing and have fun</i>

 My mum's favourite traditional game is ¹*skipping*. ²... can play it. To skip you need ³... This game is good for people because they ⁴...

1.  Listen »

(40 minutes) **track 4**

- Students look at the photos and say if they recognize the games. Accept Spanish names too and teach English names.
- Ask if they know how to play the games in the photos.
- Check the pronunciation of the words in the Word Bank. Students repeat the words to reinforce pronunciation.
- Play the audio track and tell students to raise their hands when they hear the names of the games.
- Play the audio track again for students to label the photos.
- Check the answers.
- Students draw pictures of the new words in their vocabulary notebooks (see Lesson 2 exercise 2).

Study Tip

Explain that a good way to learn new vocabulary is by having pictures that illustrate the new words. Using pictures helps us to remember the words more easily and avoid translating them into Spanish.

Answer Key

1. spinning top
2. hide-and-peek
3. jacks
4. sack race
5. hopscotch
6. tag

Audio Script

4

Boy: Hi, everyone! I'm Camilo and this is Andrea. We're here to encourage you to play outdoors more often.

Girl: Ask your parents about the games they played when they were young. My mum's favourite game was hide-and-peek. In this game everyone hides, for example, behind a tree, and then one person looks for them. And this is my dad's spinning top in my hand – my dad loved his spinning top!

Boy: My dad loved playing jacks, but I have his jacks now.

Girl: And what were your mother's favourite games?

Boy: Hopscotch and tag.

Girl: I really like playing tag! I always catch everyone because I can run very fast. But what's hopscotch?

Boy: You draw numbers on the floor and then you throw a stone onto a number and jump to the number.

Girl: Oh, I see. What's your favourite traditional game, Camilo?

Boy: I love sack races. It's great fun jumping in a sack race! And you don't need much to play these games, just your friends, an outdoor space and some basic equipment.

Girl: Traditional games have lots of benefits for everyone.

Boy: Yes! I really love playing outdoors in the fresh air.

Girl: And it's fun doing exercise and having fun with your friends!

Boy: Come on, why don't we start playing traditional games today?

Girl: OK, Camilo. Let's play hide-and-peek. I'm going to hide first!

Narrator: This is a campaign by the Ministry of Education

2.  Write »

(30 minutes)

- Ask: *What games did your parents/grandparents/aunts and uncles play?*
- Students read the information in the table. Remind them of the usefulness of using tables to take notes while listening.
- Students copy and complete Ana's report in their notebooks.
- Ask a volunteer to read out their answers and check them.


Extra Activity (10 minutes)

Discuss with students what questions Ana asked to find out the information for the first two sections of the table: *What is your favourite traditional game? How many people can play it?* Ask students to interview their parents and write their own report. Students can share their findings in the next class.

Answer Key


1. skipping
2. three or more people
3. a skipping rope and some friends
4. (can) skip and jump, sing and have fun

module 1 // Unit 1

3.  **Read »** Read the chart and complete the benefits of traditional games (1-6) with the phrases in the box. Work with a partner and add some ideas of your own.

'tag' someone but don't let them 'tag' you
 throw a stone and hop (jump on one foot)
 jump inside a sack
 eye-hand coordination
 find things or people
 small movements of hands, etc.

Name of the game	Number of players	What you need to play it	Benefits
Hide-and-seek	3+	large area with places to hide	learn how to hide and be quiet develop exploring skills: ¹ ... get fresh air
Spinning top	2+	spinning top & some string	develop fine motor skills: ² ... learn to take turns learn to be a good winner (or loser!)
Jacks	2	set of jacks & a small ball	develop manual skills: ³ ... learn to be a good winner (or loser!)
Tag	3+	large area	develop speed and agility: ⁴ ... get fresh air
Sack race	3+	large area & one sack per player	develop agility: ⁵ ... get fresh air learn to be a good winner (or loser!)
Hopscotch	2+	hopscotch board on the ground & a stone	develop agility: ⁶ ... learn to be a good winner (or loser!)

4.  **Speak »** Do you like playing traditional games? Why? Why not? What are their benefits for you? Discuss with a partner.

I really enjoy playing traditional games.
 My favourite is hopscotch. I can hop really well! What about you?

My favourite activity is playing jacks. I'm really good because I have great eye-hand coordination!

3.  **Read »**

(50 minutes)

- Read the phrases in the box and check students' understanding of new vocabulary.
- Students read the table and copy it in their notebooks. Answer any questions they may have.
- In pairs, students discuss the best answers and complete the *Benefits* column.
- Check the answers.

Extra Activity (60 minutes)

Fast finishers can prepare an oral presentation about traditional games. Students can also design posters to support their presentations. Provide a model for the presentation:

I'm going to talk about the traditional game of hide-and-seek. Three or more players can play it. To play this game you need a large area with places to hide. There are many benefits of this game. For example, you learn how to hide and be quiet; how to develop exploring skills to find things and people; and how to get fresh air.


Answer Key

1. find things or people
2. small movements of hands, etc.
3. eye-hand coordination
4. 'tag' someone but don't let them 'tag' you
5. jump inside a sack
6. throw a stone and hop (jump on one foot)


4.  **Speak »**

(20 minutes)


- Model the conversation with a student: use the example in the Student's Book.
- Students develop a conversation in pairs. They need to include their own favourite games. Monitor the activity and help them with pronunciation and any new vocabulary needed.
- Students practise their conversation until they have learned it by heart.
- Students role-play their conversations in front of the class: they can use notes if they want to. Students vote for the best role-play, taking into account the following: pronunciation, intonation and use (or not) of notes.

5.  **Read»** Read the poster and complete the information (1-4) with the headings (a-d).

- a. How does my school enter the competition?
- b. What do we have to do?
- c. What can we win? What's the prize?
- d. What is the theme of the competition?



National Traditional Games Competition



The Ministry of Education invites ALL schools to participate in a competition.

1. ... Traditional games: indoors and outdoors!
2. ... Play traditional games! With your teachers, with your classmates: everybody can participate! If lots of people play, you have more chances of winning our fabulous prize.
3. ... A school playground. If your school already has one, we are going to improve it with new and better equipment.
4. ... Ask your teachers to enter your school in the competition. Ministry inspectors are going to visit schools and judge which school is the winner.


6.  **Write»** Work in small groups. Design a poster about your favourite traditional game and present it to your class. Display your posters.

Our Favourite Traditional Game

Name of the game: skipping
 Number of players: three or more.
 You can play it outdoors: in a park or garden.
 To play it, you need a skipping rope and some friends.
 We like it because we can exercise and sing.
 Skipping is fun, healthy and a great way to get fit!




Final task activity!

7.  **Speak»** Look at your classmates' posters and have a class vote for the best one. Talk with a partner from a different group about the games you chose and their benefits.

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We're going to play hide-and-seek. It's going to help us develop exploring skills. And we're going to get fresh air!

We're going to play with our spinning tops. It's going to help us develop fine motor skills and to learn to be good winners ... or losers!

5 8.  **Pronunciation»** Listen to the tongue twister. Practise saying it slowly, then, try and say it fast.

He watches the students playing sports. One girl runs, another jumps. When the break finishes, everyone stops.

5.  **Read »**

(20 minutes)

- Bring in some examples of newspaper or magazine headings. Based on the headings, ask students to predict what the texts are about.
- Students read the rubric and the poster to complete the task. Explain new vocabulary/expressions, if necessary.
- Check the answers.
- Ask follow-up questions: *How can a school win the prize? What do you think of the prize? What other prize would you prefer?*

Answer Key

1. d 2. b 3. c 4. a

6.  **Write »**

(60 minutes)

- Bring these items to the classroom (or ask students to bring them from home): large sheet of cardboard, magazines, scissors, marker pens and glue.
- Elicit ideas from students about what they would include in their traditional game posters. Write their ideas on the board and organize them. Use the example in the unit as a model for the contents of the poster.
- Students design the posters in groups. Make sure they include all the traditional games from the unit. Monitor students' work and check that they include all the relevant details. Students illustrate their posters with pictures from magazines or their own drawings.
- Display the posters around the classroom. Groups of students take turns to present theirs.

- Students choose the poster they liked the most and say why: *I like the skipping rope poster because it has colourful pictures and it includes all the information about the game.*

7.  **Speak »**

(15 minutes)

- Students vote for their favourite traditional game poster. If possible, reward the winning team.
- Two volunteers role-play the conversation in the unit.
- Students talk about the game they are going to play and explain its benefits to a member of a different group. Remind them to use the benefits chart in exercise 3.
- Use the activity to assess students' oral production.

- Students practise the tongue twister until they can say it without referring to their books.
- Have a competition. In groups, maybe saying a line each, students say the tongue twister out loud. The fastest and most accurate group wins. If possible, reward the winning team.

Audio Script

He watches the students playing sports. One girl runs, another jumps. When the break finishes, everyone stops.

5

8.  **Pronunciation »**


(25 minutes) **track 5**

- Write the following on the board using a different colour for the endings.
/iz/ /s/ /z/
watches students runs
- Say the words and draw students' attention to the differences in pronunciation of the final -s or -es.
- Say the words again. Students listen and repeat.
- Write more examples on the board for students to practise the pronunciation. Suggested list:
/iz/ boxes – dishes – buses – watches
/s/ sleeps – books – hats – walks
/z/ plays – sings – boys – girls
- Play the audio track while students read the tongue twister.
- Play it a few times for students to listen and repeat.


module 1 // Check Your Progress

Check Your Progress

6

1.  **Listen »** Listen to some students talking about what they do in their free time and complete what they say.

1. **Martha:** In my free time, I love ¹... I like running ²... in the local park. I go running ³...
2. **Francisco:** In my free time, I like ⁴... I play ⁵... in my bedroom.
3. **Tomás and Camila:** We ⁶... in our free time. We go dancing at the ⁷... in the cultural centre.

2.  **Write »** Look at the pictures and write sentences about what the people are going to do.

1. Margarita ... 2. Pablo ... 3. Sara ... 4. Samuel ... some ...



Margarita




Sara



Pablo



Samuel

3.  **Speak »** With a partner, talk about your favourite traditional games. Include the points below.

Points to include:
 Name of the game
 Number of players
 What you need to play it
 Why you like playing it

I can ask for and give information about free-time activities	✓
Very well	
Quite well	
With difficulty	

I can express future plans.	✓
Very well	
Quite well	
With difficulty	

I can express likes and talk about hobbies and interests.	✓
Very well	
Quite well	
With difficulty	

1.  Listen »

(40 minutes) track 6

- Students copy the questions in their notebooks.
- Students read the rubric and the incomplete sentences (1-3).
- Play the audio track once. Allow enough time for students to complete the sentences.
- Play the audio track again.
- Either the teacher can correct answers or students can correct each other's answers.
- Students complete the self-assessment section.

Answer Key

1. playing sports
2. outdoors
3. three times a week
4. video games
5. every day
6. love dancing
7. after-school club

Audio Script

6

Narrator: 1

Boy: Martha, what do you do in your free time?

Girl: In my free time, I love playing sports. My favourite sport is running.

Boy: Really? And where do you go running?

Girl: Well, I like running outdoors, so I go to the local park.

Boy: How often do you go running?

Girl: I go running three times a week.

Narrator: 2

Girl: Francisco, what do you like doing in your free time?

Boy: I like playing video games. Strategy games are my favourite!

Girl: How often and where do you play them?

Boy: I play them every day! And my favourite place to play them is in my bedroom.

Narrator: 3

Boy: Tomás, Camila, what do you like doing in your free time?

Camila: We really love dancing. And we often enter competitions.

Boy: Oh, that sounds like fun! Where do you go dancing?

Tomas: We go dancing at the after-school club in the cultural centre. The rooms are very big so we have lots of space.

Boy: How often do you go dancing?

Camila: We go dancing once a week.

- Students complete the self-assessment section.
- Either teacher can correct answers or students can correct each other's answers.

Answer Key

1. Margarita is going to fish/go fishing.
2. Pablo is going to feed the animals.
3. Sara is going to ride a horse/go horse riding.
4. Samuel is going to do chores.

3.  Speak »

(15 minutes)

- Students read the rubric. Draw their attention to the points to include.
- Allow students enough time to think about the type of question they can ask. If necessary, give some examples: *What is your favourite game? How many players can play it?*
- Monitor the class and evaluate students' oral production.
- Students complete the self-assessment section.
- Students can also assess their partner's performance.

2.  Write »

(15 minutes)

- Students read the rubric and look at the pictures. Emphasize that they have to write what the children in the pictures *are going to do*.
- Allow enough time for students to complete their answers.


Unit » 2

I Can Take Care of My Body

» Objectives

- » I can describe personal care habits and routines: diet (food) and physical activity.
- » I can express abilities and possibilities.

In Context » Healthy Eating

1.  **Read»** Read the poster for a campaign to encourage teenagers to live healthy lives. Match the headings (1-3) with the examples (a-c).

How to Be a Healthy Teen

Here are some tips that can help you to grow into a healthy adult.

1. Keep active and take a break 2. Good personal hygiene 3. Eat healthy food

- a. Eat a balanced diet that includes fruit and vegetables. Avoid sugars and starches. Cut out fast foods. Drink lots of water.
- b. Develop the habit of doing physical activities you enjoy: e.g. running, swimming, or riding a bike. Get enough sleep: your body needs eight hours of sleep a night.
- c. Have a shower every day. Wash your hair regularly. Brush your teeth twice a day. Keep your nails short: fingers and toes!



2.  **Write»** Work with a partner. Complete the chart (1-9) with the tips in exercise 1.

Diet	Rest	Exercise	Healthy habits & routines
<i>eat fruit and vegetables</i>	⁴ ...	<i>running</i>	<i>have a shower every day</i>
¹ ...		⁵ ...	⁷ ...
² ...		⁶ ...	⁸ ...
³ ...			⁹ ...

Study Tip

Take regular breaks when you are studying, for example, go for a short walk. This will improve your concentration and help you to focus.

Unit » 2 I Can Take Care of My Body

Unit Objectives

Basic Standards of Competences	<p>Identify expressions about habits and routines to express personal care regarding diet and physical activity.</p> <p>Make a simple oral description about physical and mental abilities.</p> <p>Exchange information about personal care through questions and answers.</p> <p>Make descriptive sentences about daily routines and abilities for personal care.</p>
Vocabulary	<p>Food for a balanced diet; Actions and activities for personal care; Personal hygiene habits; Time relationships: <i>always, often, sometimes, never, regularly</i>; Expressions for reflection: <i>I think I have good/bad habits</i></p>
Grammar	<p>Can/can't (to express ability and possibility); Simple present tense; Frequency adverbs; Yes/No questions</p>

1.  **Read »**
(30 minutes)

- Say the title of the unit. Students repeat. Check understanding of *healthy eating*.
- Read the can-do statements.
- Students read the rubric.
- Students read the headings and predict what the tips may be.
- Students read the tips and complete the exercise. Help with new vocabulary and expressions if needed.
- Check the answers.

Answer Key

1. b 2. c 3. a

2.  **Write »**
(30 minutes)

- Explain that classifying information helps us to understand reading texts better.
- Students read the column headings and decide what kind of information should go in each column.
- Students copy the chart in their notebooks.
- Students complete the chart in pairs.
- Check answers.

Answer Key

- 1 avoid sugars and starches
- 2 cut out fast foods
- 3 drink lots of water
- 4 get enough sleep
- 5 swimming
- 6 riding a bike
- 7 wash your hair regularly
- 8 brush your teeth twice a day
- 9 keep your nails short

Study Tip

Explain that as well as having a healthy diet and doing exercise, resting your mind is necessary for staying healthy. If you have a short walk, your mind gets a rest and your body gets the opportunity to stretch and keep moving.

module 1 // Unit 2

3. Write» Answer the questions.

1. Do you have a shower every day? *Yes, I do. / No, I don't.*
2. Does your best friend get enough sleep? *Yes, he (she) does. / No, he (she) doesn't.*
3. Does your teacher drink lots of water?
4. Do your classmates eat a balanced diet?
5. Do you wash your hair regularly?
6. Does your partner keep his/her nails short?

4. Speak» With a partner talk about the things you can do to have a healthy life.

What can I do to be healthy?



You can eat lots of fresh fruit and vegetables. And you can go to bed early and get enough sleep.

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5. Listen» Listen to a nutritionist explaining what a healthy balanced diet is and why it's important. Match the nutrients (1-5) with their functions (a-e).


A healthy balanced diet includes foods that give you a variety of nutrients: proteins, vitamins and minerals, carbohydrates, fats and also fibre.



- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Protein 2. Vitamins and minerals 3. Fibre 4. Carbohydrates 5. Fats | <ol style="list-style-type: none"> a. helps the body digest food b. help the body absorb minerals and store energy c. increases your body mass: helps your muscles to grow d. help you grow properly and fight diseases e. give your body energy |
|---|---|

6. Read» Read the chart and match the nutrients (1-5) with the types of food (a-e).

	Nutrient	Types of Food
	1. Protein: Eat two to three portions every day.	a. fruit, vegetables, dairy products (milk, yoghurt, cheese), dried beans
	2. Vitamins and minerals: Eat four to five portions every day.	b. bread, starches (potatoes, rice, pasta), sweets
	3. Fibre: Eat four portions every day.	c. meat, chicken, fish, eggs, dried beans, dairy products and nuts
	4. Carbohydrates: Eat two portions every day.	d. healthy: olive oil and some fish unhealthy: fried foods
	5. Fats: Eat one portion every day.	e. cereals and whole grain

3.  **Write »**
(40 minutes)

Grammar Box
Present Simple: Yes/No questions

To ask Yes/No questions in the present simple, we use **do/does** and the **base form of the main verb** (infinitive without *to*). We use **does** for the 3rd person singular (*he/she/it*) and **do** *I/you/we/you/they*.

The main verb is not repeated in short answers.

Write on the board:

I brush my teeth twice a day.

Do you brush your teeth twice a day? Yes, I do. / NO, I don't.

My father does exercise.

Does your father do exercise? Yes, he does. / NO, he doesn't.

- Students read and copy the questions in their notebooks. Focus students' attention on the sentence structure to ask questions: *Do you...? / Does he/she...?*
- Students ask and answer the questions.
- Students write the complete answers in their notebooks.

4.  **Speak »**
(20 minutes)

Grammar Box
Modal verb **can** to express possibility

Explain that the modal verb **can** is used for different purposes, one of which is to express possibility. When we use a modal verb, the main verb does not change form. **Can** only has one form for all persons in the present simple: *I/you/he/she/it/we/they can*.

Write on the board:

What can I do to have a healthy diet? You can eat healthy food.

We can be healthy.

My mother can buy healthy food in that shop.

- Focus students' attention on the conversation in the unit. Model it with a student.
- Students develop similar conversations in pairs. Remind students to use the chart they completed in exercise 2.
- Choose some students to role-play their conversations.

5.  **Listen »**

(35 minutes) **Track 7**

- Discuss what the students' favourite foods are. Ask: *What nutrients do you think those foods provide?* Tell students they can check their answers during the listening.
- Students copy the nutrients and functions in their notebooks.
- Explain that fibre isn't really a separate nutrient (it's a complex carbohydrate). But as it has an important function it is dealt with separately in this exercise.
- Check understanding of any new vocabulary.
- Students read the rubric. Play the audio track and pause after each explanation of the functions of the nutrients.
- Play the complete audio track for students to double-check their answers. Repeat as often as necessary.
- Check answers.

Answer Key

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

Audio Script

Nutritionist: So, tell me girls, how can I help you?



Girl 1: Well, you see doctor, I don't eat fruit or vegetables. I don't eat them because I actually can't eat them. They make me feel really sick and I vomit! But everyone tells me I have to eat fruit and vegetables.

Nutritionist: Well, a balanced diet gives you lots of nutrients: proteins, vitamins and minerals, carbohydrates, fats and also fibre. ... And fruit and vegetables are important because they give you vitamins. So make sure you take a vitamin supplement every day.

Girl 1: But why do I need vitamins?

Nutritionist: Well, vitamins and minerals help you grow properly. And you need vitamins so that your body can fight diseases.

Girl 2: Doctor, I don't eat meat or dairy products, ... actually I'm a strict vegetarian so I can't eat meat or dairy products.

Nutritionist: Oh, well ... protein is an important nutrient and our bodies can get protein from meat and dairy products. Protein increases your body mass and it also helps your muscles to grow big and strong! But you can also get protein from dried beans – so eat lots of those!

Girl 2: You also talked about fibre.

Nutritionist: Yes, fibre helps your body to digest food. And don't forget we also need carbohydrates. Carbohydrates give our body the energy it needs to work.

Girl 1: I also heard that we need fats. But, aren't fats bad for you?

Nutritionist: No, not all fats are bad for you. Actually good fats help the body to absorb minerals and store energy, but bad fats, for example from fried food and bacon, just make us fat!

Girl 1: Wow, you know a lot!

Nutritionist: Thank you. Now let me tell you how many portions of these nutrients you need every day. Let's start with protein


6.  **Read »**

(30 minutes)

- Students read the rubric. Tell them to use the notes they made in exercise 5 to help them.
- Students write the nutrients and the types of food in their notebooks.
- Check the answers.

Answer Key

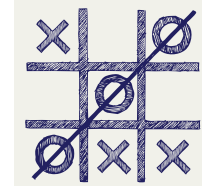
1. c 2. a 3. e 4. b 5. d


7.  **Speak »** Copy the chart and then play Tic Tac Toe with a partner.

Which foods give you protein?	How many portions of protein do you need a day?	What nutrients are in vegetables and fruit?
How many portions of fruit and vegetables do you need a day?	Which foods give you fibre?	How many portions of fibre do you need a day?
Which foods contain carbohydrates?	How many servings of carbohydrates do you need a day?	What nutrients are in some fish and vegetables?

Which foods give you protein?

Meat, chicken, fish, dried beans, eggs and nuts



8.  **Write »** Look at the typical Colombian dishes (a-c) and label them with the nutrients (1-6) they provide.

a. A paisa breakfast



A bowl of chocolate milk – nutrients: *carbohydrates, fats*
 Arepas – nutrients: *carbohydrates*
 Calentao – nutrients: *carbohydrates, protein, fats*

b. Tamal




Corn – nutrients: ¹...
 Meat – nutrients: ²...
 Peas and carrots – nutrients: ³...

c. Sancocho



Meat and chicken – nutrients: ⁴...
 Plantain, yucca, potato – nutrients: ⁵...
 Onion and coriander – nutrients: ⁶...

9.  **Speak »** Give a short presentation to your class about the nutrients in your favourite typical dish and why they are good for you.

My favourite typical dish is a 'paisa' breakfast. I love 'arepas' and they give me lots of energy because they have carbohydrates. Chocolate milk is my favourite drink and has carbohydrates and fats; so my body can store energy and use it when I do exercise. My grandmother makes great 'calentao' which has carbohydrates, fats and protein; the proteins make my muscles grow.



Final task activity!

7.  **Speak »**

(40 minutes)

- Copy the chart on the board and review how to play Tic Tac Toe (TTT).
- The teacher is X and students are O. Ask: *What can we do to be healthy?* If students answer correctly, write O in the box the students choose. Repeat the procedure until either you or the students have filled in three boxes in a straight line.
- Students copy the chart in their notebook. You may want to bring in photocopies of the chart to save time.
- In pairs students decide who is X and who is O. Students take turns to ask and answer questions: when they answer correctly they fill in a box. Students may use their notes from exercises 5 and 6 to answer the questions.
- Monitor and check students are speaking English. Help if necessary.
- Extend the game: students write their own questions. Then students swap partners and play again.

8.  **Write »**

(30 minutes)

- Ask students about their favourite Colombian dishes and the ingredients. Ask them what they know about typical dishes from other regions: *What typical dishes from other regions do you know? Where do they eat them? What ingredients are in the dishes?*
- Students look at the photos of the dishes. Ask: *Have you eaten ...? Do you like it?*
- Students copy and complete the information about the dishes and nutrients in their notebooks.
- Check the answers.

Answer Key

- 1 fibre (carbohydrate)
- 2 protein
- 3 vitamins
- 4 protein
- 5 carbohydrates
- 6 vitamins and minerals

- Discuss how balanced the typical dishes are. Ask: *Is the paisa breakfast a balanced dish? Why? Why not?* Ask about the other two dishes.

Extra Activity (15 minutes)


Students make notes about their favourite dishes: name of the dish and the ingredients. Students then play a guessing game: student A names the ingredients and student B says the name of the dish.

9.  **Speak »**

(45 minutes)


- Each student chooses a typical Colombian dish and finds out information about it, for example, name of dish and region it is from, ingredients, nutrients and how they benefit the body.
- Students design posters to illustrate their presentations.
- Organize the class into small groups: ensure the students in each group have chosen different dishes.
- Students give the oral presentation to their group.
- Display the posters around the classroom.

Expanding Knowledge » Be Smart: Do Exercise!


1.  **Read »** Read the slogans (1-6) and match them with the photos (a-f).

					
a.	b.	c.	d.	e.	f.
1. Exercise can improve your mood.	2. Exercise can make bones and muscles stronger.	3. Exercise can help you control your weight.	4. Exercise can reduce stress.	5. Exercise can increase energy.	6. Exercise can fight diseases.

8

2.  **Listen »** Listen to a P.E. teacher giving students some health tips. Decide if the statements (1-5) are true or false.

- Some of the students think doing exercise is hard. *True*
- A horrible way to do exercise is to take your dog for a walk.
- The teacher recommends 60 minutes of exercise every day.
- An exercise schedule can help you to develop a good exercise routine.
- You can do exercise when you play outdoors with your friends.

3.  **Read »** Match what the person can do (1-4) with the sport he/she plays (a-d) and then answer the questions (a-f).

- | | |
|--|---------------|
| 1. She can ride a bike. | a. football |
| 2. He can run and throw the ball at the same time. | b. cycling |
| 3. He can control a ball with his feet. | c. swimming |
| 4. She can breathe underwater. | d. basketball |

- Can the girl ride a bike? *Yes, she can.*
- Can the boy ride a bike? *No, he can't.*
- Can the boy play football?
- Can the girl swim?
- Can the boy do two things with a ball at the same time?
- Can the girl play basketball?

Study Tip

Make a study schedule: plan what to learn and when and find a quiet place to work.

1.  **Read »**

(15 minutes)

- Students look at the photos (a–f) and describe them.
- Ask: *What kind of exercise do you do and how does it help you?*
- Students read the rubric. Explain what a slogan is: a short catchy phrase often used in advertising or politics.
- Remind students about the use of *can* to express possibility. Check understanding of new vocabulary.
- Students do the task in their notebooks.
- Check answers.

Answer Key

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

2.  **Listen »**

(50 minutes) **track 8**

- Discuss how much exercise students do. Ask: *Do you play any sports or do exercise? How often do you do exercise?*
- Students read the rubric and copy the statements in their notebooks. Check understanding of new vocabulary.
- Play the audio track so students can decide if the statements are True or False. Play the audio track as many times as necessary.
- Check the answers.

Answer Key

2. False
3. False
4. True
5. True

- Brainstorm the P.E. teacher's tips and write them on the board. Refer students to the audio script if necessary. Ask students if they think the tips are good ideas and if they are willing to put them into action.

Audio Script

8

PE Teacher: Come on students.

If you **can't** find time to exercise, you **can** easily get very sick. I know some of you think it's hard to develop and follow an exercise routine, but it isn't. Here are some tips to make things easy for you.

Number 1: Start small. Do you take your dog for a walk every day? Well, that's a great way to exercise! ... See, it's easy!

Number 2: Do some exercise for about 40 minutes three to four times a week. That's about two hours a week. So turn off your TV and go to the gym!

Number 3: Plan a schedule for your physical activity. A weekly schedule helps you to see when and where you can do exercise ... AND your homework of course!

Number 4: Don't play video games online with your friends ... go outdoors and play with them, ... playing tag or hide-and-seek is a great way to do exercise ... and TALK to them, don't chat on your phone or online!

And the last one, number 5. Track your progress. This makes you feel motivated. Remember, find a physical activity that you like. That way you can be active and stay healthy.

3.  **Read »**

(35 minutes)

- Students read the rubric and describe the pictures using **can**. *He can play basketball. He can ride a bike.*

Grammar Box

Modal verb *can* to express ability

Explain that the modal verb *can* is also used to express ability. Remind students that *can* only has one form for all persons: **I can** cook. **She can** swim.

Focus on:

negative form: **cannot** or **can't**

interrogative form: **Can ... ?**

short answers: Yes, **I can**. / No, she **can't**.

Write on the board:

I can skip. I can't (cannot) play jacks. Can you skip? Yes, I can.

She can speak Spanish, but she can't (cannot) speak Japanese. Can she speak Japanese? No, she can't.

- Students do the matching exercise in their notebooks.
- Check answers.

Answer Key

1. b 2. d 3. a 4. c


- Students copy the questions (a–f) and answer them in their notebooks. Focus students' attention on how modal verbs are used in short answers.
- Check the answers.

Answer Key

c. Yes, he can.
d. Yes, she can.
e. Yes, he can.
f. No, she can't.

Study Tip

Talk about the importance and benefits of having a study schedule. Give students some time to design their study schedule and to decide the place to study. You may also want to encourage students to include other activities in their schedule. Promote family and friends time and resting time.

- 9 4.  **Listen »** Listen to some friends talking about their abilities. Complete the table.

ACTIONS	Sofia		Paola		Nico	
	can	can't	can	can't	can	can't
swim						
skateboard						
run fast						
ride a bike						
dance						
sing						
speak English						
speak French						


I can swim,
but I can't skateboard.

21st Century Skills
• Critical Thinking

What new things are you learning this year? What skills are you improving?

5.  **Write »** Complete the chart so it is true for you.

	I can ...	I can't ...	I want to learn how to ...
Physical activity	<i>swim, skip</i>	<i>skateboard</i>	<i>play basketball</i>
Arts	<i>play the guitar</i>		
Technology			
Hobbies and skills			

6.  **Speak »** Interview two classmates and make notes about their abilities and what they want to learn how to do. Use the chart in exercise 5 to help you.

	Pablo can ...	Pablo can't ...	He wants to learn how to ...	Sara can ...	Sara can't ...	She wants to learn how to ...
Physical activity	<i>run</i>	<i>skip</i>				<i>play the flute</i>

What can or can't you do, Pablo?

Sara, what do you want to learn how to do?

I can run, but I can't skip.

I want to learn how to play the flute.

4.  Listen »

(45 minutes) track 9

- Students practise the pronunciation of **can/can't**. Write some sentences on the board for students to repeat after you:
I can dance. I can't sing. I can speak English. I can't speak French.
- Students copy the chart into their notebooks.
- Play the audio track and students mark the correct form **can/can't** on their charts.
- Play the audio track again so students can check their answers.
- Students write sentences about what the speakers can or can't do. Explain that we use **but** to express contrast. Write an example on the board: *Sofia can't swim or run fast, but she can ride a bike.*

Answer Key

Actions	Sofia		Paola		Nico	
	can	can't	can	can't	can	can't
swim		x				
skateboard					x	
run fast		x	x			
ride a bike	x					
dance			x			
sing					x	
speak English						x
speak French						x

Audio Script

9

Sofia: Hi Paola, hey Nico, what are your plans for tonight?

Paola: I don't have any plans.

Nicolas: I'm going to watch the Paralympic Games on TV.

Sofia: Oh great! That's what I'm going to do! Do you want to come to my house and watch the games with me!

P & N: Yes, please!

Sofia: I love watching the Paralympics, those athletes are incredible! They can swim, run, play basketball and football ... I can't do any of those things!

Paola: Oh Sofia, don't be silly!

Everyone can do things that other people can't ... for example, my sister can sing really well, but I can't.

Sofia: You're right. It's true, I can't swim and I can't run fast, but I can ride a bike.

Paola: Yes, you can Sofia! In my case, I can dance very well, and I can run very fast, but I can't skateboard. What about you, Nico?

Nicolas: Well, for example, I can speak English, but I can't speak French.

5.  Write »

(20 minutes)

- Brainstorm and write on the board examples of actions related to physical activities, arts, technology and hobbies: for example, Arts - play the guitar.
- Students copy and complete the chart in their notebooks. Give any new vocabulary they may need.
- Students write complete sentences about their personal abilities in their notebooks, for example, *I can swim and skip, but I can't skateboard. I want to learn how to play basketball.*

6.  Speak »


(15 minutes)

- Students read the rubric and copy the chart into their notebooks.
- Focus students' attention on the speech bubbles, for example, *What can or can't you do, Pablo?*
- Students prepare the questions they want to ask their classmates.
- Students choose two of their classmates to interview.
- Volunteers tell the class what they have learned about their classmates.

21st Century Skills
Critical Thinking

Highlight the importance of being critical and objective about our own strengths and weaknesses. Invite students to share their strengths teaching others something they can do very well. Likewise, point out how we can improve by not being ashamed of what we can't do and learning from others. Individually, students reflect upon their abilities, limitations and desire to learn something new. They should ask themselves the questions in their books and add others if they wish. *What new things are you learning this year? What skills are you improving? What can you teach others?*

module 1 // Unit 2


7.  **Speak »** Work with the same classmates from exercise 6. Make suggestions about what they can do to learn new things.

Sara, you want to learn to play the flute. **Why don't you** look at some flute lessons for beginners on the internet?



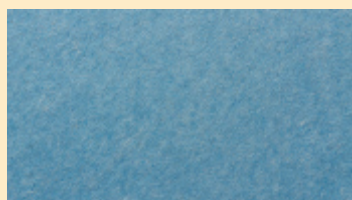
Pablo, you want to learn how to ...
You could ...

Useful Language: Why don't you take swimming classes? You could ask María to teach you.

8.  **Write »** Follow the instructions and design a slogan noticeboard to motivate you and your classmates to do more exercise.

Final task activity!

You need:



some large thick card



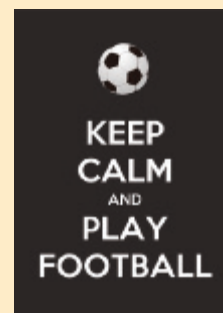
pictures cut out from magazines



marker pens

Instructions:

1. Write some slogans, for example, 'Be smart: Do Exercise!'
2. Decorate your poster with the magazine pictures. Or draw your own.
3. Put the poster on your classroom wall.



7.  **Speak »**

(15 minutes)

- Focus students' attention on the useful language for making suggestions. Explain that in English *can* (present simple) isn't used to offer advice, so we use expressions such as: *Why don't you ...? You could ...*
- Students read the rubric and then work with the same classmates as in exercise 6. Allow time for students to think about what suggestions to give their partners.
- While students are talking, monitor and assess their oral production.

8.  **Write »**

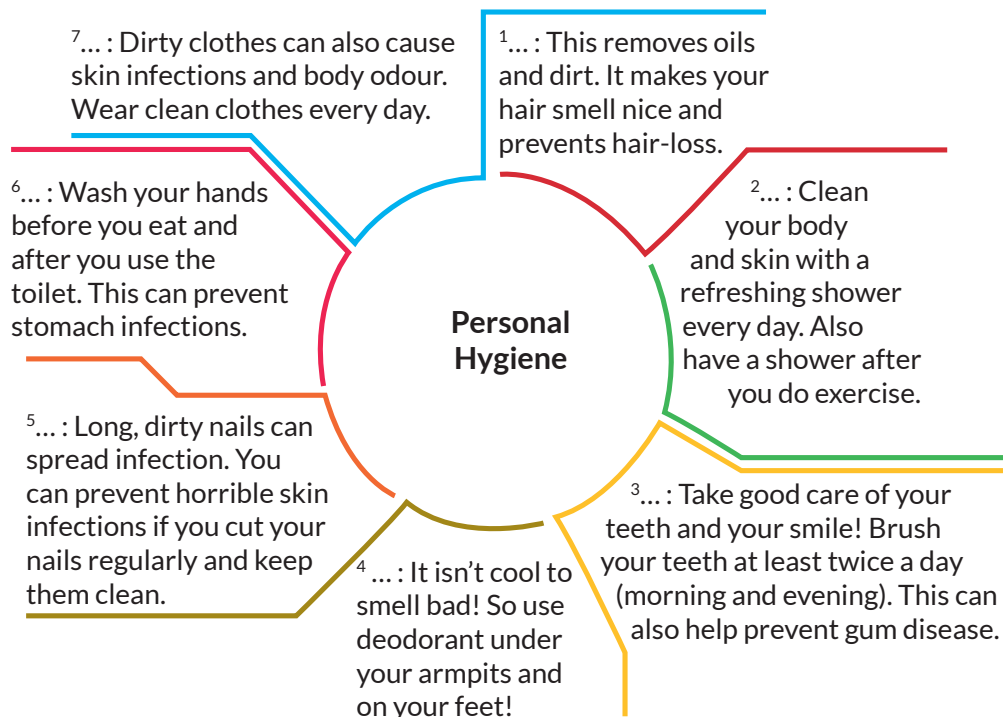
(40 minutes)

- Bring these materials to class: pieces of large thick card, pictures from magazines, scissors, marker pens and glue.
- Bring examples of slogans for different products to show the kind of language used and usual length of a slogan.
- Students read the rubric. Check understanding and explain if necessary.
- In groups, students discuss what kind of messages would motivate them to do exercise.
- Students write a variety of slogans to stick on their noticeboard.
- Display the noticeboards around the classroom. Students vote for their favourite. If possible, reward the winning team.

Preparing Your Task » Being Clean is Cool and Fun!

1. Read » Read the infographic about personal hygiene and complete it (1-7) with the headings (a-g).

- | | | |
|-----------------------------|--------------------|--|
| a. Use deodorant | d. Dental care | g. Keep your fingernails clean and short |
| b. Change your clothes | e. Wash your hands | |
| c. Wash your hair regularly | f. Have a shower | |



2. Write » Label the hygiene products (a-f) and then answer the questions (1-6) so they are true for you.



1. Do you use a hairbrush to brush your teeth? *No, I don't. I use a hairbrush to brush my hair.*
2. Do you use deodorant to smell nice? *Yes, I do.*
3. Do you use soap and water to wash your face?
4. Do you brush your teeth twice a month?
5. Do you use nail clippers to cut your hair?
6. Do you use shampoo to wash your hair?

1.  **Read »**

(45 minutes)

- Students read the title of the lesson and give their opinion about it. Ask: *Do you agree/disagree with it? Why? Why is good personal hygiene necessary?*
- Students read the rubric and the headings in the box. Check understanding of new vocabulary and expressions.
- Students copy the infographic in their notebooks and complete it with the correct headings.
- Check the answers.

Answer Key

1. c 2. f 3. d 4. a
5. g 6. e 7. b

- Write on the board: *How often do you take a shower/ brush your teeth, etc.? Are your personal hygiene habits good enough? Can you improve any of them? Which ones?*
- In pairs, students talk about their personal hygiene habits. The objective is to focus their attention on their personal habits and make them think about how they can improve them.

2.  **Write »**

(20 minutes)

- Ask students to bring pictures from magazines of the objects to class. Bring in some extra pictures yourself too.
- Students show their pictures to their partners and name the objects: *This is a ...*
- Students stick the pictures in their notebooks: in the same order as they appear in the exercise (a–f) and label the pictures.
- Check the answers.

Answer Key

a. hairbrush d. soap
b. shampoo e. nail clippers
c. toothbrush f. deodorant

- Students copy the questions (1–6) in their notebooks. Then students answer the questions so they are true for them. When students answer in the negative, make sure they explain their answer as shown in the example: *No, I don't. I use a hairbrush to brush my hair.*
- Check the answers.

Suggested answers


3. Yes, I do.
4. No, I don't. I brush my teeth twice a day.
5. No, I don't. I use nail clippers to cut my nails.
6. Yes, I do.

module 1 // Unit 2


10

3.  **Listen »** Listen to Camila talking about her personal hygiene routines and complete the chart.

Personal Hygiene Routines				
Action	Always	Often	Sometimes	Never
a. have a shower				
b. wash hair				
c. brush teeth				
d. keep nails clean and short				
e. wear clean clothes				
f. wash hands before you eat				
g. use deodorant				

4.  **Speak »** Work with a partner and describe Camila's personal hygiene routines. Use the information in the chart in exercise 3.



5.  **Write »** Use the secret code to discover how to wash your hands properly. Write the complete sentences.

Letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Secret code: Z Y X W V U T S R Q P O N M L K J I H G F E D C B A

1. Wash your hands for ... seconds. GSRIGB
2. Use ... and ... to wash your hands. DZGVIHLZK
3. Wash your hands before you ... VZG
4. Wash your hands after you go to the ... GLROVG
5. ... your hands with a clean towel. WIB



3.  Listen »

(20 minutes) track 10

- Students read the rubric and the information in the chart. Explain that a good listening strategy is to read the questions or tasks in advance. This focuses your attention on the exact requirements of the task.
- Students copy the chart into their notebooks.
- Play the audio track. Students mark how often the speaker performs the actions.
- Play the track again so students can check their answers. Repeat if necessary.
- Students write complete sentences about the girl's personal hygiene routine. Write an example on the board: *She always has a shower.* Remind students about the 3rd person singular -s in the present simple.
- Monitor and assess students' written production.

Audio Script

10

Girl: Good morning everyone. Today I'm going to tell you about my personal hygiene routines. I always have a shower in the morning, every day. But I only wash my hair sometimes. I often brush my teeth twice a day. I don't always keep my nails clean and cut short, only sometimes. I always change my clothes every day. I have to confess, I never wash my hands before I eat, but I **do** wash my hands after I use the **toilet!** I always use deodorant after I have a shower.

Answer Key

- 1. thirty
- 2. water... soap
- 3. eat
- 4. toilet
- 5. dry

- Students compare the procedure on the board with the statements in their notebook. *Are they similar? Can we combine both procedures to get a better result? How?*

4.  Speak »

(15 minutes)

- Students read the rubric and examples.
- In pairs, students talk about the girl's hygiene habits: they can refer to their answers in exercise 3. Monitor and assess students' oral production.


5.  Write »

(20 minutes)


- Brainstorm the procedure for washing your hands properly. Write students' suggestions on the board.
- Students read the rubric and look at the secret code. Make sure all the students understand how the code works.
- Students copy the statements in their notebooks and use the secret code to complete them.
- Check answers.

Answer Key


Actions	Always	Often	Sometimes	Never
a. have a shower	x			
b. wash hair			x	
c. brush teeth		x		
d. keep nails clean and short			x	
e. wear clean clothes	x			
f. wash hands before you eat				x
g. use deodorant	x			

6.  **Write»** In groups, prepare a hygiene exhibit. Follow the instructions (1-5).


Wash Your Hands




1
Use soap and water.




2
Rub your hands together under the water.




3
Use your fingers.



4
Don't forget your wrists.



5
Rinse your hands.



6
Dry your hands.


Instructions

1. Choose one personal hygiene habit: for example, how to wash your hands properly.
2. Make a list of the steps to follow: for example, Step 1. Get some soap. Step 2. ...
3. Design a picture collage to indicate the steps: you can draw or paint pictures or use photos from magazines.
4. Display your collage on your classroom wall.
5. Give a talk to your classmates (or to a different class) about the hygiene habit you chose.

To wash your hands you need soap and water. Always wash your hands before you eat and after you use the toilet.




Final task activity!

7.  **Speak»** Think about your eating, physical activity and personal hygiene habits. In groups, discuss how healthy your habits are.

I think my eating habits are healthy because I always eat fruit and vegetables.



I don't think my physical activity habits are healthy because I sometimes / never ...

11 8.  **Pronunciation»** Listen and repeat the sentences. Make sure you pronounce the short forms.

It's good to do exercise every day. I can't skateboard, but I can ride a bike. It's good to do exercise!

6.  **Write »**

(45 minutes)

- Bring these materials to class: cardboard, marker pens, pictures cut out from magazines, scissors and glue.
- In groups, students read the instructions on how to design their collage. Give them any extra vocabulary or expressions they may need to explain the habit they have chosen.
- Allow enough time for students to prepare their presentations.
- Display the picture collages on the walls of the room where the exhibit will take place: either in the students' own classroom or in the school assembly hall or gym, for example.
- Students give their presentations in groups.
- Monitor and assess students' oral and written production.

7.  **Speak »**

(10 minutes)

- Students think about their personal hygiene habits: Are they good or bad? Can they improve them?
- Students read the rubric and the examples in the unit. Point out the use of the connector *because* to express consequence/effect.
- In groups, students discuss their personal hygiene habits: they can refer to the examples in the unit.

8.  **Pronunciation »**

(15 minutes) **track 11**

- Write on the board these full and contracted forms:

<i>I am</i>	<i>you are</i>	
<i>it is</i>	<i>don't</i>	<i>cannot</i>
<i>can't</i>	<i>do not</i>	
<i>I'm</i>	<i>you're</i>	<i>it's</i>

- Students come up to the board and match the full forms with the contracted forms.
- Explain that contractions are very common in English, especially in spoken English; therefore, it's important to pronounce them properly and get into the habit of using them.
- Play the audio track. Students listen and repeat. Focus on the contracted forms. Ask different students to say the contractions out loud for the class.

Audio Script

It's good to do exercise every day. I can't skateboard, but I can ride a bike. It's good to do exercise!

11

Extra Activity (30 minutes)

Bring in two sets of cards: set 1 has full forms written on the cards; set 2 has the equivalent contracted forms written on the cards. Shuffle the cards and put them face down on a large table. Divide students into two groups. Each group takes turns to turn over two cards: if the cards match (i.e. full form and equivalent contracted form) the group keeps them. If the cards don't match, they are put back on the table face down again. The winner is the group with more cards.

module 1 // Check Your Progress

Check Your Progress

1. **Write»** Look at the picture of a meal and name the foods (1-3) and the nutrients they provide (a-d). Say if the meal is balanced or not and why.

Food: 1...

Nutrients: a... b...



Food: 2... Nutrient: c...

Food: 3... Nutrient: d...

12

2. **Listen»** Listen to people talking about their abilities and complete what they say (a-e).



a. He ...

b. He ...

c. She ...

d. She ...

e. He ...

3. **Write»** Decide which sentences show that something is possible or not and copy them.

1. You can make a healthy meal with simple ingredients.
2. I can't read a book in French.
3. Can you come to my party?
4. I can always do my Maths homework.
5. My teacher can see me tomorrow.
6. She can't come to my party.

4. **Write»** Answer the questionnaire about your personal habits and routines. Then, think about your answers and decide how you can develop your healthy habits and routines.

How healthy are your habits and routines?				
How often do you ...	Always	Often	Sometimes	Never
a. eat fruit and vegetables?				
b. play a sport?				
c. sleep eight to nine hours?				
d. have a shower?				
e. eat carbohydrates?				
f. brush your teeth?				
g. drink water?				
h. go for a walk?				

I can describe personal care habits and routines regarding diet (food). ✓

Very well

Quite well

With difficulty

I can express abilities. ✓

Very well

Quite well

With difficulty

I can express possibilities. ✓

Very well

Quite well

With difficulty

I can describe personal care habits and routines regarding physical activity. ✓

Very well

Quite well

With difficulty

1.  **Write »**

(10 minutes)

- Students read the rubric and copy the task into their notebook.
- Allow enough time for students to complete the task.
- Don't help with vocabulary: the objective is to help students assess their knowledge of food (balanced diet) vocabulary.
- Correct the answers.
- Students complete the self-assessment section.

Answer Key

1. potatoes
2. green beans
3. chicken/meat
 - a. carbohydrates, vitamins
 - b. vitamins
 - c. protein

2.  **Listen »**

(15 minutes) **track 12**

- Students read the rubric and copy the incomplete sentences (a-e) in their notebooks.
- Play the audio track twice. Allow enough time for students to complete the sentences.
- Students correct each other's answers: focus on the correct use of **can/can't**.
- Students complete the self-assessment section.

Answer Key

- a. He can ride a bike.
- b. He can't skateboard.
- c. She can't speak French.
- d. She can't solve maths problems.
- e. He can play the violin.

Audio Script

12

1. **Boy:** I can ride a bike.
2. **Boy:** I can't skateboard.
3. **Woman:** I can't speak French.
4. **Girl:** I can't solve maths problems.
5. **Boy:** I can play the violin.

3.  **Write »**

(10 minutes)

- Students read the rubric.
- Allow enough time for students to read the sentences and decide what **can** expresses in each of them: *ability* or *possibility*. Students should only choose the sentences in which it expresses possibility.
- Correct the answers.
- Students complete the self-assessment section.

Answer Key

1, 3, 5, 6

4.  **Write »**

(15 minutes)

- Students read the rubric and copy the questionnaire into their notebooks.
- Allow enough time for students to answer the questionnaire.
- Don't help with vocabulary: the objective is to help students assess their ability to understand short written texts.
- Students think about their own habits and routines and how they can improve them: students make notes in their notebooks.
- Monitor and check students' answers.
- Students complete the self-assessment section.


Unit » 3

Taking Care of Myself and of Others

» Objectives

- » I can describe stressful situations and their effects, and respond appropriately in social situations.
- » I can describe beliefs and emotions.
- » I can describe states of health.
- » I can express abilities.

In Context » Getting to Know Yourself

1.  **Read »** Read the reasons why people feel stressed (a–f). Which ones make you feel stressed? Rank them: frequently, sometimes, never.

What Makes You Feel Stressed?

- a. **School pressure:** homework, marks, tests, classmates, teachers
- b. **Parents/Family:** pressure to do well, losing someone, moving to a new home, parents' divorce, new brother or sister
- c. **Social life:** relationships with friends, girlfriend/boyfriend
- d. **Time:** not enough time, doing lots of things at the same time
- e. **Money problems:** parents losing their job, change in lifestyle
- f. **Physical or psychological changes:** smelly feet, sudden mood changes you can't control

Frequently: *parents/family* Sometimes: *teachers*
 Never: *smelly feet*



Study Tip

When you rank things, you put them in order of importance. Ranking identifies what is most important so you can focus properly.

30

2.  **Speak »**

In groups, discuss your answers to exercise 1. Which situation(s) make you feel stressed?



The cause of my stress is my family: My parents are getting divorced.

The physical changes in my body never make me feel stressed because I know it's normal: I'm just growing.

21st Century Skills • Critical Thinking

- How do you manage your stress?
- What do you do to avoid stress?

Unit » 3 Taking Care of Myself and of Others

Unit Objectives

Basic Standards of Competences	<p>Identify expressions about states of health and emotions using short descriptive oral and written texts.</p> <p>Make a simple oral description about stressful situations and their effects, and respond appropriately in social situations.</p> <p>Exchange information about beliefs and emotions through questions and answers.</p> <p>Make sentences to express gratitude and willingness to help friends.</p>
Vocabulary	<p>Actions related to reflection and emotions; Stressing situations; Expressions to describe symptoms of stress; Expressions to describe how we can help others; Expressions to respond in an assertive way; Expressions to make compliments</p>
Grammar	<p>Simple present tense; <i>Can/can't</i></p>

1.  **Read »**
(40 minutes)

- Say the title of the unit and discuss as a class what it means.
- Check understanding of *taking care of* and *getting to know yourself*.
- Read the can-do statements.
- Students read the rubric and text. Check understanding of new vocabulary.
- Students rank the statements in their notebooks: rank depends on their own personal experience.

Study Tip

Explain what ranking is about and how it helps to identify the most important information in a reading selection and focus on it. Explain that they will apply this strategy to understand the text they read.

- Answers will vary. Volunteers tell the class about how they have ranked the situations.


2.  **Speak »**
(35 minutes)

- Students think about their answers to exercise 1 and also make notes about what makes them feel stressed.
- Students read the rubric and the example.
- In groups, students discuss their ideas and feelings. Encourage them to talk about both: what makes them feel stressed and what doesn't really bother them.

**21st Century Skills
Critical Thinking**

Draw students' attention to the fact that sharing concerns and analyzing them with others help to find better solutions.

- In the same groups, students talk about the questions: *How do you manage your stress?*
What do you do to avoid stress?
- Monitor and assess students' oral production.

3.  **Read»** Read the story of a student who is stressed because of pressure in school. Underline the ways his body reacts to stress.

Study Tip

Underlining helps you identify and remember important details.

A Case of Stress

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically!


Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to bed he can't sleep because he is thinking about his exam marks. In the morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.

4.  **Write»** Write sentences about how stress can affect these things (1-7).

When people are stressed, their muscles get tense.

- | | |
|------------|-------------|
| 1. head | 5. appetite |
| 2. stomach | 6. heart |
| 3. hands | 7. muscles |
| 4. sleep | |

13

5.  **Listen»** Listen to a psychologist talking about how to deal with stress. Complete the statements with the words from the Word Bank.

How to Deal with Stress Effectively

- develop healthy habits and routines: ¹react calmly
- organize your time efficiently
- do something you ²...
- ³..., ⁴..., appreciate nature, e.g. watch a beautiful sunset
- ⁵... with people who have a positive attitude
- ⁶... your problems and talk about your feelings with someone you can ⁷...

Word Bank

enjoy	trust
meditate	pray
spend time	react calmly
share	

3.  **Read »**

(45 minutes)

- Students read the rubric and the story. Check understanding of new vocabulary.
- If possible, make copies of the story so that students don't need to copy the whole text in their notebooks.

Study Tip

Explain that an excellent strategy to understand the details in a reading activity is highlighting/underlining key information. When they highlight, they can find important information more easily.

- Ask questions that help students to confirm they have highlighted the most important information. Ask them if they can answer these questions by referring only to the highlighted/underlined sentences. *What is Pedro's problem? Why is Maths a problem for him? What happens to him when he gets bad marks? What happens to him when he is at home? Why does he tell his parents he has a stomach ache?*
- Students do the task in their notebooks.
- Check their answers.

Answer Key

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically! Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to

bed he can't sleep because he is thinking about his exam marks. In the next morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.

4.  **Write »**

(45 minutes)

- Brainstorm what Pedro (from exercise 3) feels when he gets bad marks in Maths: his stomach turns, his hands sweat, he gets a headache. Students describe what they feel when they have a problem.
- Check understanding of phrases.
- Check their answers.
- Students write sentences describing how stress affects them. Monitor and assess their writing production.
- Students discuss how stress affects them with a partner.

5.  **Listen »**

(45 minutes) **track 13**

- Discuss with your students what they usually do when they feel stressed. Write their ideas on the board.
- Students read the rubric and the vocabulary in the word bank. Check their understanding of new vocabulary.
- Students copy the incomplete statements about how to deal with stress effectively in their notebooks.
- Play the audio once. Students complete the statements. Play again, and pause for students to include more information in their answers.
- Check their answers. Monitor and assess students' listening skills.

- Students compare the list of their ideas on the board with the psychologist's suggestions in the audio. *Ask: Do you already do any of the psychologist's suggestions? Which ones do you think are useful?*

Answer Key

- enjoy
- meditate/pray
- meditate/pray
- spend time
- share
- trust

Audio Script

13

Do you sometimes feel that life is very difficult? Do you often feel you don't have enough energy? Do you shout and get angry with your friends and family for no reason? Well, you're probably doing these things because you are stressed. But don't worry – I'm going to give you some easy tips to deal with your stress effectively.

OK, first, it's important to develop healthy habits and routines, for example, eat well, get enough sleep and do exercise, and always react calmly in difficult situations.

It's also important to organize your time efficiently, so that you can do everything on time. So, for example, if you have lots of homework, don't start at ten o'clock at night!

Also you can avoid stress if you do something you enjoy, for example, your hobbies and your favourite leisure time activities.

Another good tip is to take care of your spiritual needs. You can meditate, you can pray or you can just sit outdoors and appreciate the beautiful sunset.

It's also a great idea to make sure you spend time with people who have a positive attitude.

And finally, remember, share your problems and always talk about your feelings with someone you trust.

I'm sure these tips will help to deal with your stress. Thank you for listening.

14

6.  Listen »

Listen to a radio programme about how to meditate and order the steps (a-f).



a. Decide on the best time for you to meditate.



d. Focus on your breathing.



b. Sit with your back straight.



e. Find a distraction-free place. *Step 1*



c. Wear comfortable clothes.



f. Start with 3–5 minute sessions.

7.  Speak »

Work with a partner and role-play one of the stressful situations (1–6).

Stressful Situations

1. Too much homework
2. Arguments with parents
3. Arguments with friends
4. Not enough free time to relax
5. Money problems: parents lost their job
6. Moving to a new house

Student A: You are feeling stressed. Tell Student B what is making you feel stressed and how it is affecting you.

Student B: Ask Student A about his/her stressful situation. Give him/her ideas how to deal with the situation.

Hey, what's wrong?

I feel sick. I can't sleep or eat.

My parents are getting divorced.



Really? What's the problem?

Why don't you talk to your grandparents? I'm sure they can help you.

6.  Listen »

(40 minutes) **track 14**

- Find out if any of your students meditate. Ask: *When do you do it? Why do you do it?*
- Students read the rubric and copy the steps in their notebooks.
- Explain that the steps in the written exercise are paraphrases of what the speaker actually says in the audio. Write an example of paraphrasing on the board: *The teacher told her students to finish the exercise, read the following text and write a summary.*
Paraphrase: *The teacher gave the students three instructions. Provide more examples if necessary.*
- Play the audio so students can become familiar with the accent and pace of the speaker.
- Play the audio again, pausing so that students can identify the parts where the speaker talks about the different steps. Ask students to write numbers (1–6) next to the statements. Play the audio again so students can check their answers.
- Monitor and assess students' listening skills.
- Check their answers.
- In pairs, students discuss the order of the steps using full sentences and sequence words: *first, second, next, then, after that, last of all.*

Extra Activity (30 minutes)

If you have a student who knows how to meditate, ask them to show their classmates how to meditate. Help with vocabulary and expressions to give instructions. You may also need to demonstrate the movements yourself.

Answer Key

- | | | |
|------|------|------|
| 1. e | 3. a | 5. b |
| 2. c | 4. f | 6. d |

Audio Script

14

Good morning, listeners.

Meditation is an excellent way to deal with stress effectively. It relaxes you completely. I do it every day, and I'm always very calm and relaxed. Today I want to share with you the basic instructions of how to meditate. It isn't difficult, so listen and try it at home.

The first thing you need to do is to find a place with no distractions. This means no television, no loud music and no young children playing.

Second, make sure you are wearing comfortable clothes. Don't wear tight trousers or jeans. Your favourite old T-shirt and sports trousers are perfect.

Next, decide which is the best time of the day for you to meditate – in the morning, in the afternoon or in the evening before you go to bed?

It's important to start gently. Start with three- to five-minute sessions and then work your way up to half an hour, or longer if you want. I often meditate for an hour a day, but sometimes I only meditate for ten minutes.

Next, concentrate on your posture and sit with your back straight.

Finally, focus on your breathing. Breathe slowly, calmly and deeply.


And, remember, don't be too hard on yourself. It's not easy at the beginning, but you can learn to meditate if you practise every day or twice a week.

7.  Speak »

(40 minutes)

- In pairs, students read the rubric and the stressful situations. Students choose the situation they want to role-play.
- Students develop their role-play based on the model given. Allow enough time for students to rehearse their role-plays.
- In pairs, students perform their role-play in front of the class. Monitor and assess their oral production.

Expanding Knowledge » Getting on with Others

1.  **Read »** Read the emotional health questionnaire and Emilia's answers. Then, answer the questions (a–d).

Do you take good care of other people?
Read the statements and answer honestly.




How often do you ...

1. keep in touch with your family and friends? always often sometimes never
2. do leisure activities with them? always often sometimes never
3. remember their birthday and special dates? always often sometimes never
4. listen to their problems? always often sometimes never
5. tell them what happens to you and share your feelings?
always often sometimes never
6. help them when they need you? always often sometimes never

Score: always = 3 points often = 2 points sometimes = 1 point never = 0 points

- a. What is Emilia's score? **7 points**
- b. Which aspects of her relationships are Emilia's strong points?
- c. Which aspects are OK, but she needs to improve?
- d. Which aspects need a lot of work?

2.  **Speak »** Answer the questionnaire in exercise 1 so it is true for you. Add up your score and read your score results. Then, discuss the questions (1–3) with a partner.

Score Results:

14–18 points Excellent! You take very good care of your family and friends.

7–13 points Not bad. But there are aspects of your relationships that you need to improve.

0–6 points You need to work a lot on your relationships. Your family and friends need you to make some changes. But if you work hard, you can do it!



1. How good are you at taking care of others?
2. Which aspects of your relationships do you need to improve a little?
3. Which aspects do you need to improve a lot?

1.  **Read »**
(60 minutes)

Grammar Box
Adverbs of frequency: always, often, sometimes, never

We use adverbs of frequency to say how often we do things. Adverbs of frequency usually come before the main verb.

Write on the board:

100%	<i>I always have a shower in the morning.</i>
80%	<i>I often wash my hair.</i>
50%	<i>I sometimes go shopping with my mum.</i>
0%	<i>I never watch TV.</i>

- Ask questions using *How often do you ...?*
- Read the title of the lesson and check understanding of *getting on*. Ask: *Do you have a good relationship with your parents/classmates? Do you get on with them?*
- Students read the rubric. Explain that the questionnaire measures how much people care about others.
- Students read the questions and Emilia's answers. Check understanding of new vocabulary and expressions.
- Demonstrate how to change questions into affirmative sentences and where to put the adverbs of frequency. Write on the board: *She **always** keeps in touch with **her** family.* Identify the changes in pronouns, verb conjugations and possessive adjectives.

- Students add up Emilia's score. Then, in pairs, students answer the questions (a-d).
- Check the answers.

Answer Key

- b. Strong points: keep in touch with her family and friends, do leisure activities with them
- c. What she needs to improve: listen to their problems, help them when they need her
- d. Aspects that need a lot of work: remember her family members and friends' birthdays and special dates, tell them what happens to her and share her feelings.

2.  **Speak »**
(30 minutes)

- Students read the rubric and answer the questionnaire using full sentences. Students then add up their score.
- In groups, students discuss their answers and analyze what aspects they are strong at, which ones need to improve and which ones need a lot of work.


Extra Activity (30 minutes)

Play *Find someone who ...*

Students do a class survey to find who has done what and how often. Students must ask complete questions: *Do you sometimes have breakfast in a restaurant? How often do you have breakfast in a restaurant?*


Find someone who	Name
... sometimes has breakfast in a restaurant.	
... never does exercise.	
... often watches TV.	
... always wakes up early.	
... is never late for class.	
... sometimes reads the newspaper.	
... often goes to bed late.	

3.  **Write»** Follow the instructions and make a friendship chain.




Instructions


1. You need:



strips of paper




marker pens




glue

Final task activity!

2. Think about how well you get on with your friends and family. Then, on the strips of paper, write sentences about the things you can do to improve your relationships, for example: *I can keep in touch with them more often. I can write emails to them and tell them what I am doing.*
3. Glue all the strips of paper together and make a friendship paper chain.
4. Display the friendship paper chains in your classroom.




15 4.  **Listen»** Listen to a boy telling his friends what he can do to help his family. Match the family members (1–5) with what the boy says he can do to help them (a–e).



I can help my ...

- | | |
|------------|-------------------------------------|
| 1. brother | a. to wash the dishes |
| 2. sister | b. to clean the car |
| 3. dad | c. to solve some Maths problems |
| 4. grandpa | d. to read the newspaper |
| 5. mum | e. to learn how to use the computer |

5.  **Speak»** Work with a partner and discuss what changes you can make to improve your relationships with your friends and family.



I need to **keep in touch** with my friends more often. I **can** call them regularly. I **can** meet them in person more often. I **can** use social networks and applications to send them messages.

3.  **Write »**

(40 minutes)

- Bring the materials to the class or ask students to bring them themselves.
- Students read and follow the instructions. Help them with vocabulary and expressions to express their ideas about how they can improve their relationships.
- Students show their friendship chains to their classmates.

4.  **Listen »**

(45 minutes) **track 15**

- Go over the vocabulary related to family members. Students describe their families. Ask: *Who do you live with?* Students tell the class how they help their families.
- Students read the rubric and the options. Check their understanding of new vocabulary.
- Students copy the family members.
- Play the complete audio track so students become familiar with the accent and pace of the speaker. Play it again, pausing if necessary, for students to do the matching exercise. Play it again if needed.
- Check the answers. Students write full sentences. Write a model on the board: *He can help his brother solve Maths problems.*

Answer Key

- | | | |
|------|------|------|
| 1. c | 3. b | 5. a |
| 2. e | 4. d | |

Audio Script

15

Boy: I really want to get on better with my family. Everyone in my family is always busy and has lots of things to do. But I know we need to spend more time together and I need to help them more. So, I have some ideas about what I can do!

My mum does a lot of chores at home, she's always working and tired, so I can help her to do some chores. For example, I can offer to wash the dishes.

And my dad is very proud of his car, it's an old car, but he loves it and he wants to keep it clean. So I can help him to clean his car.

And my little brother is having trouble with Maths. He thinks Maths is very difficult, but I'm good at Maths, so I can help him do his Maths homework.

My grandpa loves reading the newspaper, but he can't see very well, so I can help him to read it.

And, finally, my sister needs to learn how to use a computer for her new job. I know lots about computers, so I can teach her how to use it.

5.  **Speak »**

(40 minutes)

- Students read the rubric and example. Check their understanding of new vocabulary and expressions.
- Students think about their personal relationships, especially those that aren't very good. Ask: *Why do you think you have a difficult relationship? How can you change the situation? What can you do to make the relationship work better?*

- Students use this conversation as a model:

A: Natalia, do you get on with every member of your family?

B: Not really. I don't get on very well with my brother.

A: Why?

B: He's very noisy.

A: What can you do to change that situation?

B: I can be more patient. I can ask him to make less noise.

- In pairs, students discuss the changes they can make to improve their relationships.

module 1 // Unit 3

6. **Read** » Follow the instructions (1–6) and make a friendship poster for your best friend.

Instructions:

1. You need:
a large sheet of coloured card
2. Copy the template onto the sheet of card.



marker pens



To My Best Friend

a picture of your friend

I like ... with you.
(write an activity)

You can count on me when you ...
(write something you can help your friend with)

3. In the circle, glue a picture of your friend. If you don't have a photo, do a drawing.
4. In the square, write an activity you enjoy doing with your friend. Illustrate the activity with a picture or a drawing.
5. In the rectangle, write a sentence offering to help your friend.
6. Give your friend the poster and a huge hug!

Final task activity!

7. **Speak** » Work with your friend and discuss the reasons why he/she is your best friend and what you can do to help each other more. Use the suggestions in the table and your own ideas.

You are my best friend. I like playing games with you. I want to share my problems with you more often. I can help you to do your homework.



Thank you! You are my best friend, too!

I like ... with you.	I want to ... more often.	I can help you ...
playing games	keep in touch with you	to do your homework
going to the cinema	spend time with you	with Maths exercises
doing sports	listen to you	to play sports more regularly
going for a walk	share my problems with you	to learn how to use your computer

6.  **Read »**

(45 minutes)


- Bring the materials to the class or ask students to bring them themselves.
- Students read and follow the instructions.
- Students design their posters. Help them with the vocabulary and phrases to express their ideas in order to complete the template.
- Students can give the poster to their best friend or display it in the classroom.
- Tell students that this activity will help them to have better ideas for their final task.

7.  **Speak »**

(40 minutes)

- Students read the rubric and look at the suggestions in the chart. Help them with useful vocabulary and expressions.
- Students decide who they want to work with.
- Students talk about the activities they like doing together, what they want to do together more often and how they can help each other.
- Volunteers tell the class what they have talked about.

Preparing Your Task » It's a Matter of Communication

1.  **Read»** Read the blog. Decide if the statements (1-7) are true or false according to the information in the blog.

Assertive Communication & Positive Relationships

Posted: 25 July 2017

Assertive communication is an important social and communication skill. When you learn how to communicate assertively you **can** express what you need, want, feel or believe, in a calm and positive way. Assertive communicators speak honestly, but they are never aggressive or rude: they always respect other people.



This communication skill **can** reduce conflict, build your self-confidence and improve your relationships. Here are some tips on how to be an assertive communicator.

- a. Express negative thoughts and feelings in a positive way.
- b. Stay calm. Breathe normally, look the person in the eye, relax your face muscles and speak in a normal voice.
- c. Accept both criticism and compliments positively.
- d. Listen actively.
- e. Speak clearly.
- f. Remember that the other person is not your enemy, even if he or she doesn't agree with you.
- g. Learn to say 'no' when you need to.
- h. Use mobile technology carefully and be aware of its disadvantages.

Leave your comments:

1. It's possible to talk in a positive way about negative feelings.
2. It's OK to express our negative feelings when we aren't calm.
3. Only compliments are positive, criticism is always negative.
4. Both listening and speaking are equally important.
5. If you don't have the same opinion as someone, you can't be friends.
6. It's OK to say 'no'.
7. Mobile phones always have advantages.

1.  Read »

(40 minutes)

- Students read the title of the lesson. Check their understanding.
- Students say why they think this lesson focuses on communication.
- Students look at the structure of the blog to become familiar with this type of text. Ask: *Do you read blogs? Do you write a blog? What kind of blogs do you like?*
- Students read the rubric and do the exercise.
- In pairs, students compare their answers.
- Check the answers.
- Students justify their answers with evidence from the text, e.g. It's possible to talk in a positive way about negative feelings. This is true because the text says *a. Express negative thoughts and feelings in a positive way.*

Answer Key

- | | |
|----------|----------|
| 1. True | 5. False |
| 2. False | 6. True |
| 3. False | 7. False |
| 4. True | |

module 1 // Unit 3

2. **Read»** Match the situations (1–5) with the aggressive or rude responses (a–e).

1. A girl is using her friend's Maths book and returns it with pages missing.
2. A boy is watching his favourite TV show. His mum asks him to lay the table for dinner.
3. A girl is waiting for the shop assistant to serve her. He serves an adult instead.
4. A boy is studying for an exam. He can't concentrate because his brother is listening to loud music.
5. Somebody is offering a cigarette to a girl.

a. Hey, Felipe, shut up!

b. I can't, I'm busy!

c. Hey! Look at my book! You have to buy me a new one!



d. Are you crazy or stupid? I don't smoke!


e. Hey! Hey! I'm first. Get in the queue!

3. **Write»**

Imagine you are in the situations in exercise 2.
Write positive assertive replies.

Excuse me, but my book has some pages missing. Could you fix it, please?

Useful Expressions

 Excuse me, but ...

Could you please ...?

Sure ..., just a minute, please.

Thank you very much.

Thanks, but I'm afraid I can't ...

I'm sorry, but ...

I'd love to ..., but ...

16

4. **Listen»** Match the questions (1–5) with the replies (a–e). Listen and check your answers.



21st Century Skills • Social Skills

Can you communicate assertively?
Are you able to say 'no' nicely?

1. Can you help me with my Science project, please?
 2. Do you want to come to the cinema with me this afternoon?
 3. Would you like a cup of coffee?
 4. Are you coming to my party on Saturday?
 5. Let's play football.
- a. I'm so sorry, but I can't come. We're going on holiday.
 - b. Thanks for the offer, but I'm afraid I don't drink coffee.
 - c. I'd love to help you, but I'm very busy at the moment.
 - d. Sorry, I can't today. What about Friday?
 - e. Thank you very much for asking, but I can't today.

2.  **Read »**

(40 minutes)

- Ask: *What situations make you feel uncomfortable? How do you react?*
- Students read the situations and the reactions in the speech bubbles. Check their understanding of new vocabulary.
- Students imagine they are in situations 1–5. How would they react?
- Students copy the situations and do the exercise in pairs.
- Check the answers.

Answer Key

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

3.  **Write »**

(45 minutes)

- Discuss how students feel when someone close is rude to them. Students think about how other people might feel when the students are rude to them.
- Students read the rubric and the useful expressions.
- Students think about their possible reactions to the situations in exercise 2.
- Students look at the example. Then, they write positive assertive responses for each situation using the useful expressions.
- Volunteers read out their answers and the class gives them feedback.

4.  **Listen »**

(60 minutes) **track 16**

- Students read the rubric. Explain that they will hear some questions and offers and polite negative responses.
- Students copy the questions (1–5).
- Play each conversation once so students become familiar with the accent and pace of the speaker. Play them again for students to do the task. Play again if necessary.
- Check the answers.
- In pairs, students role-play the situations.
- Talk to the students about situations in which they have to say *no*. Ask: *Are you able to say no? How do you say no to an invitation/offer? How do you say no to someone who needs your help?*

**21st Century Skills
Social Skills**

Invite students to reflect upon the importance of having good communication with others; how communication affects relationships; and, why it is important to be assertive when expressing our feelings, ideas or thoughts.

Answer Key

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

Audio Script

16

Conversation 1

Girl 1: Bibiana, can you help me with my Science project, please?
Girl 2: Oh, Gloria, I'd love to help you, but I'm very busy at the moment.

Conversation 2

Girl 1: Do you want to come to the cinema with me this afternoon?
Girl 2: Thank you very much for asking Sarah, but I can't today.

Conversation 3


Boy 1: Would you like a cup of coffee, Eduardo?
Boy 2: Thanks for the offer, Daniel, but I'm afraid I don't drink coffee.

Conversation 4

Girl: Jim, are you coming to my party on Saturday?
Boy: Oh, Ofelia. I'm so sorry, but I can't come. We're going on holiday.

Conversation 5

Girl 1: Let's play football.
Girl 2: Sorry, I can't today. What about Friday?

5.  **Speak»** Work with a partner. Take it in turns to choose a situation (1–4) and respond assertively.


1. Your friend often asks you to lend him/her money, but he/she never pays it back. You want him/her to stop doing it.



Can you lend me some money?

Yes, of course, but please remember to pay it back as soon as possible.

2. You are at the cinema watching a film. Someone behind you is very noisy.
3. You are waiting for a friend who is going to help you with your English homework, but she never arrives. She calls you the next day, but she doesn't apologize.
4. You are at a party. Someone offers you an alcoholic drink. You refuse it.

6.  **Write»** Follow the instructions (1–4) and play *Writing Compliments*.

Instructions:

1. Each student tapes a large sheet of paper on his/her back.
2. All the students walk around the classroom and write one positive comment on every classmate's piece of paper.
3. At the end of the game read what your classmates say about you.
4. Show your piece of paper to your classmates.



Useful Expressions

How to pay a compliment

- I love the way that you ...
- I admire you because you ...
- You're so special/smart/helpful.
- You're so good at basketball/singing/dancing.
- You're one of a kind!

Final task activity!

17  **Pronunciation»**

Listen and repeat the sentences. Make sure you pronounce the short forms.

I'm good at taking care of others. **You're** so good at dancing!

5.  **Speak »**

(50 minutes)

- Students read the rubric and the situations. Check their understanding of the task and new vocabulary and expressions.
- In pairs, students plan what to say in the first situation. Help them with useful vocabulary or expressions.
- Students choose a new partner and repeat the procedure with a different situation, until they have practised all the situations.
- Monitor and assess students' vocabulary, sentence structure and oral production.

6.  **Write »**

(45 minutes)

- Discuss with students how they feel when people say nice things to them. Ask how they express their admiration for others. Write the ideas and expressions on the board for students to refer to when they do the task.
- Students read and follow the instructions. Ensure that all students get positive messages from their classmates.
- At the end of the game, students read the messages on their backs.
- Create a *compliment wall* in your classroom.
- Tell students that this activity will help them to have better ideas for their final task.

Extra Activity (30 minutes)Play the game *Compliment Tag*.

Students sit in a circle. Choose a student to be *it*. The student who is *it* tags another student with a compliment. When they give the compliment, they say *Tag, you are it!* The tagged student says thank you and tags another student with a compliment. The game ends when all the students have been tagged and have given a compliment.

You may want to divide the class into smaller groups.

7.  **Pronunciation »**(20 minutes) **track 17**

- Remind students that contractions are very common in spoken English; therefore, it is important to pronounce them properly and get into the habit of using them.
- Play the audio track. Students listen and repeat. Emphasize the contracted forms.
- Ask different students to say the sentences out loud, focusing on the contracted forms.

Audio Script

I'm good at taking care of others. **You're** so good at dancing!

17

- Play a memory game. Bring in cards with the full forms and contractions taught in this unit and in previous units. Place the cards face down on the table and play the memory game. You can divide the class into two teams. Alternatively, bring in several sets of cards so that students can play the game in small groups.

Chant

I am going to the park



*I am going to the park,
Do you want to come?
We can dance, we can skip,
And have lots of fun.
We can go to the cinema,
Later in the day,
Or you can come to my house
And find a game to play.*

*I am sorry, I would love to,
But I need to do some chores:
Do some cleaning and some cooking,
And go shopping at the stores!*

*I need soap and shampoo,
And some dairy products, too.
I need pasta and some fish,
To make a yummy dish.*

I am going to the park ...

*I am sorry, I would love to,
But I'm going to the gym,
I really like skipping,
And I want to have a swim.*

*I like to exercise,
It's important to keep fit.
I also meditate,
And I try to never quit.*

I am going to the park ...



Chant:

I am going to the park

Introduction to chants

There is one chant in each module. Chants are great activities for improving confidence and accuracy of pronunciation. Specific guidance and ideas on how best to use the chants in your class are included in the notes for each section.

Associating actions with key vocabulary items helps students to memorise the word and associate it with the movement, and is a powerful learning tool. A lot of students enjoy these activities, and they often make for fun and creative lessons.

Activities based on chants gradually increase in complexity and difficulty as the module progresses, so it is best to teach activities in the order in which they are presented in the book. If you have time for an additional classroom activity at the end of the lesson, often there are further activities for more advanced students. These additional activities are often slightly more complex than others within the unit and demand some creative thinking from students. It is also opportunity for them to include vocabulary from other lessons and topics.

Lesson 4

Speaking »

(5 minutes)

Before playing the audio for the class, ask the group to tell you what the chant is about, and any themes that they notice. If there are items of vocabulary or constructions that the group is not familiar or confident with, take time to highlight these, and get students to use an educated guess as to what they mean. Ask the students if there are any words or phrases that they don't understand, and as a group, work through all items of difficulty. Encourage students to write down new constructions and vocabulary. When you are comfortable that the class understands the

text reasonably well, move on to the listening.


Listening »


(10 minutes) **track 18**

Play the audio a couple of times, encouraging students just to listen and really focus on the rhythm and pronunciation, especially of words or phrases they are less familiar with.


Once they have had chance to practice saying the chant along with the recording themselves, get them to suggest mimes to accompany the chant. Here are some suggestions to get you started, however, it is always best to use the mimes that the students themselves suggest, as this helps greatly with their recall of vocabulary.

- *dance* – mime dancing
- *skip* – mime skipping
- *game to play* – mime playing a computer game, e.g. using a two-handed controller
- *cleaning* – mime cleaning a window
- *cooking* – mime stirring something in a saucepan
- *shopping at the stores* – mime putting something into a shopping basket
- *shampoo* – mime washing your hair with shampoo
- *yummy dish* – rub stomach and lick lips as if it's a really tasty dish
- *going to the gym* – mime using a weights machine at a gym, e.g. doing shoulder presses

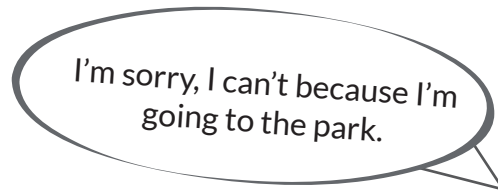
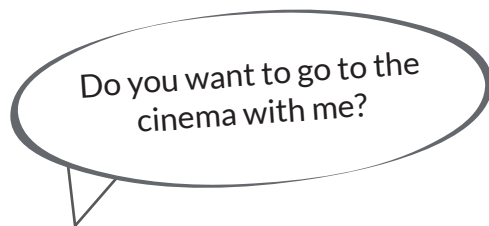
1.  **Read »** Look at the chant. Circle all the actions and underline the nouns.

2.  **Speak »** What suggestions and excuses do the singers make? Put them in the table.

Suggestions	Excuses
We can dance and skip at the park.	

3.  **Speak »** Work with a partner. Take turns to use the prompts and make suggestions and polite excuses.

I'm ..., do you want to come? Do you want to ... with me? Do you fancy? Let's ...	I'm (really) sorry, I would love to, but ... I'm (really) sorry, I can't because ... I can't make it because ... I would love to, but I'm sorry.
---	--



- 1 go to the cinema/going to the park
- 2 go dancing/cooking a meal
- 3 come to my house/going shopping for dairy products
- 4 go to the gym/meditate
- 5 help me clean the house/go to the gym
- 6 go to the park/play the guitar
- 7 do some chores/need to buy some fish and eggs
- 8 play in a band/have a swim

- *skipping* – mime jumping rope with a skipping rope
- *have a swim* – mime front crawl
- *meditate* – mime zen position, hands out in front and middle fingers touching thumb on both sides, eyes closed.

Play the recording as many times as you feel is necessary for students to become confident with the meaning and the pronunciations, before moving on to the activities.

1.  **Reading »**
(10 minutes)

Activity 1 requires students to look for actions and nouns in the chant and focus on the actions (there are a lot!) and nouns described by both singers. Searching for actions rather than just verbs encourages students to focus not just on grammatical structure but on the meaning behind the grammatical structure. Please note that in some cases, words will have both a circle and an underline; this is intentional.

Students should complete this exercise in pairs. Once all the pairs have completed their answers, go round the class to ensure all students are able to hear the correct answers, and reasons for selection.

2.  **Speaking »**
(10 minutes)

Activity 2 requires students to understand the text and differentiate between the suggestions made by one of the singers and the polite excuses made by the second singer to decline the invitation. The word ‘excuses’ does not appear in the chant itself, so before pairs start this exercise together, ensure that the whole class understands the meaning of this word. Encourage students to decline the suggestions politely, and to notice the constructions that are used in the chant to indicate that someone cannot accept an invitation. They will continue to build on this in activity 3.

3.  **Speaking »**
(15 minutes)

Activity 3 is quite an advanced speaking activity. It requires students to work in pairs to make suggestions and politely decline invitations/make polite excuses.

Some constructions are included in the phrasebank that do not appear in the chant, so before setting students up to complete this exercise in pairs, ensure they can extrapolate the meaning of each of the phrases and are able to use them. It is worth doing a couple of examples as a whole class, using ‘Do you fancy ...?’ and ‘Let’s ...’, followed by ‘I would love to, but ...’ and ‘I

can’t make it because ...’ to check understanding of these phrases and review if needed.

Extra Activity (15 minutes)


As an extension of activity 3, you might like to ask students to write up the suggestions and excuses that they discussed with their partner. Students should be discouraged from using the same two phrases for every suggestion and excuse, and you can award extra points for any constructions that they use that aren’t included in the phrase bank.

Extra Activity

Ask students to reflect on what they have learnt since the start of the lesson. Get them to write down any new vocabulary in their notebooks.

module 1 // Check Your Progress

Check Your Progress

1.  **Read»** Read the statements (1–6) and complete the chart so it is true for you.

My Well-Being Test


	NEVER	SOMETIMES	OFTEN	ALWAYS
1. I'm happy with my physical appearance.				
2. I'm good at taking care of others.				
3. I can accept criticism and compliments.				
4. I help others when they need me.				
5. I can communicate assertively.				
6. I can say <i>no</i> when I need to.				

I can express abilities. ✓

Very well	
Quite well	
With difficulty	

I can describe beliefs and emotions. ✓

Very well	
Quite well	
With difficulty	

2.  **Write»** Look at the pictures and write sentences to describe how stress physically affects these people.

When she feels stressed, ...



I can describe states of health. ✓

Very well	
Quite well	
With difficulty	

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3.  **Listen»**

Listen to the conversations (1–4). Which reply do you hear: *a* or *b*? Which responses are aggressive or rude and which are assertive?



- Sure, mum. Just a minute, please.
 - I can't, I'm busy.
- No. Leave me alone!
 - No, thanks. I'm fine.
- Yes, but don't lose it!
 - Yes, but please take care of it.
- No, I don't want to.
 - I'm sorry, I can't today. What about tomorrow?

I can describe stressful situations and their effects, and respond appropriately in social situations. ✓

Very well	
Quite well	
With difficulty	

1.  **Read »**

(15 minutes)

- Students read the rubric.
- Allow enough time for students to read the statements and do the task.
- Check the answers.
- Students complete the self-assessment section.

2.  **Write »**

(15 minutes)

- Students read the rubric and look at the pictures.
- Allow enough time for students to complete the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

- a. When she feels stressed, she gets a stomach ache.
- b. When she feels stressed, she can't sleep.
- c. When she feels stressed, she has a headache.

3.  **Listen »**

(15 minutes) **track 19**

- Students read the rubric.
- Play the audio track twice so that students can write down their answers. Play again if necessary.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. a 2. b 3. b 4. b

Aggressive or rude responses:

1. b 2. a 3. a 4. a

Assertive responses:

1. a 2. b 3. b 4. b

Audio Script

Conversation 1

Woman: Carlos, can you help me to wash the dishes?

Boy: Sure, mum. Just a minute, please.

Conversation 2

Boy: Would you like something to drink?

Girl: No, thanks. I'm fine.

Conversation 3

Girl 1: Can I use your English book?

Girl 2: Yes, but please take care of it.

Conversation 4

Girl: Shall we go swimming?

Boy: I'm sorry, I can't today. What about tomorrow?

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START
FINISH

Question 1

Question 2

Question 3

Go back to the start

Question 4

Question 30

Miss a turn

Question 29

Question 28

Question 27

Question 26

Bonus
move forward
3 squares

Question 25

Go back to question 20

Question 24

Question 23

Question 22

Question 21

Bonus
move forward
2 squares

Question 20

Go back to question 10

Review Race



[Up to 4 players] Take turns to roll the die and move the number of squares. Do or answer what it says in each square. If the answer is correct, stay on the square. If the answer is incorrect, miss a turn. The first player to get to the FINISH square wins.

1. Name five free time activities.
2. What activities do you do after school?
3. How often do you watch TV?
4. How often do you play a sport?
5. What are you going to do next Saturday?
6. What are your friends going to do after school today?
7. Ask a player what he/she is going to do next Sunday.
8. Name some activities you can do in an arts club.
9. Name two traditional games.
10. What do you have to do to be healthy?
11. What is your favourite traditional game?
12. Name three personal hygiene habits.
13. Does anyone in your class go to a literary club?



module 1 // Review

Bonus
move forward
2 squares

Question 5

Question 6

Miss a turn

Question 7

Question 8



Go back 4
squares

Question 9

Question 10

Go back to
question 7

Question 11

Question 12

Miss a turn

Question 13

Question 14

Question 15

Question 16

14. Which foods provide vitamins and minerals?
15. Which foods give you fibre?
16. Can you swim?
17. Who in your class can ride a bicycle without using his/her hands?
18. Name something you can't do.
19. Why is it important to take care of your teeth?
20. Describe the food in a healthy, balanced lunch.
21. How often do you clean and trim your nails?
22. Name two foods that provide carbohydrates.
23. Do you have healthy habits? What are they?
24. What is your favourite typical dish?
25. For a healthy diet, eat ___ to ___ servings of fruit and vegetables a day.
26. What makes you feel stressed?
27. Describe how you feel when you're stressed.
28. What are some strategies to deal with stress?
29. Act out something you do at home to help without saying what it is.
30. You can't go to a friend's party. Say 'no' to your friend.



Question 19

Question 18

Miss a turn

Bonus
move forward
2 squares

Question 17

Review Race

Pairs or small groups of up to four students play the game. They must take it in turns to roll the die and move their counter the corresponding number of squares. When they arrive at a square, players have to answer the question or do what it says there. If they answer correctly, they stay on the square. If they answer incorrectly, they return to the previous square. The first team to get to the FINISH is the winner. Since most answers will vary, circulate and monitor the activity.



Review Race Answers

Page 42-43

1. Answers may vary but some suggested activities are: making models, horse riding, playing video games, reading, playing a sport, etc.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.
6. They're going to ride their bikes.
7. What are you going to do next Sunday?
8. Answers may vary but some suggestions are arts and crafts projects, origami, etc.
9. Jacks, hopscotch, tag, etc.
10. Eat healthy food, sleep well, keep active, drink water.
11. Answers may vary.
12. Taking a shower, combing hair, brushing teeth, etc.
13. Answers may vary.
14. Protein.
15. Fruit and vegetables, whole grains, legumes, etc.
16. Answers may vary.
17. Answers may vary.
18. Answers may vary.
19. To avoid cavities and maintain good oral hygiene.
20. Answers may vary but the description should include a protein group, carbohydrates and fruits and vegetables.
21. Answers may vary.
22. Rice, bread, pasta, etc.
23. Answers may vary.



Final Task



Organizing a Healthy Habits Exhibit

1. In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 Enjoy your Free time!	Unit 2 I Can Take Care of my Body	Unit 3 Taking Care of Myself and of Others
Lesson 2, exercise 7 My Daily Activity Planner <input type="checkbox"/>	Lesson 1, exercise 9 Short presentation about the nutrients in your favourite typical dish <input type="checkbox"/>	Lesson 2, exercise 3 Friendship chain <input type="checkbox"/>
Lesson 3, exercise 6 Poster about traditional games <input type="checkbox"/>	Lesson 3, exercise 6 Hygiene Exhibit <input type="checkbox"/>	Lesson 3, exercise 6 The compliments your classmates have written about you <input type="checkbox"/>

2. Decide which information you want to include in the material for the exhibit.
3. Make sure you include different types of healthy habits – at physical, psychological, intellectual, emotional and social levels.
4. Review the healthy habits we have seen throughout the module and answer the following questions. Try to reflect the answers in the material you are going to use for the exhibit:

- Which healthy habits do you think are important to lead a better life?
- How can we practise healthy habits?
- What benefits can we get from these habits?
- Do hobbies provide physical and intellectual health benefits?

5. Look at the two options for presenting your information. Discuss the advantages and disadvantages of each option: portfolio or collage mural.

Module 1 Final Task

A healthy Habits Exhibit

1. Have students get together in groups. Allow them to create their own groups; or you may want to create the groups yourself. The following web pages provide good ideas on how to make groups.

<http://www.teachhub.com/30-ways-arrange-students-group-work>

<http://www.teachhub.com/30-ways-arrange-students-group-work>

https://steinhardt.nyu.edu/scmsAdmin/uploads/004/911/grouping_students.pdf

Make sure each member of the team has a clear role. Depending on the class characteristics, roles may vary. Some examples of roles are: Facilitator, secretary, time keeper, designer/drawer/ painter, speaker

Groups are to gather the material they designed/ created through the mini-tasks done along the units of the module. Ask them to copy the check list and tick what they have with them. This checklist will help them to make sure that they won't miss anything.

2. Students discuss what materials they want to include.

3. Encourage students to include different habits. Ask them to review the module for ideas.

4. Make the purpose of the task clear to students. Have them answer the four questions which are meant to focus their attention on the purpose. Answers will vary.

5. Students are to check and discuss both options for the task and choose the one they prefer for their group. They should discuss the pros and cons of each option and get to a consensus.

module 1 // Final Task

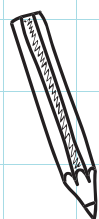
6. Read the suggestions for what to do before, during and after the exhibit. Can you think of other ideas?

	Portfolio	Collage mural
Before	<ul style="list-style-type: none"> a. Design your own paper portfolio folder to store your work. b. Collect the information and materials from module 1 and include it in the paper folder. c. Add photos and other visual information. d. Write a creative title for the folder encouraging others to take care of themselves. e. Decide on a date to present the portfolio. f. Announce the date and invite people to the presentation. 	<ul style="list-style-type: none"> a. Work in groups of three or four students. b. Look for a space to create a collage mural and ask for permission. c. Find materials to create your collage mural (What will you put it on? How big will it be?). d. Collect the information and materials from module 1 and include one task from each unit. e. Add photos and other visual information. f. Design the collage mural. g. Decorate your work and write a creative title encouraging others to take care of themselves. h. Decide on a date to present the collage mural. i. Announce the date and invite people to the presentation.
During	<ul style="list-style-type: none"> g. Give a presentation of your portfolio (e.g. a PowerPoint presentation or a presentation to the class). h. Answer questions. 	<ul style="list-style-type: none"> j. Display the collage on a mural. k. Present the information while people look at the collage. l. Answer questions.
After	<ul style="list-style-type: none"> i. Hand out feedback forms (see Step 7) to the class and collect them. j. Evaluate your presentations. 	<ul style="list-style-type: none"> m. Hand out feedback forms (see Step 7) to the class and collect them. n. Evaluate your presentations.

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7. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

	Yes	No
1. Was the presentation clear?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the presentation well organized?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the presentation complete?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the presentation meet its objective?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did everyone in the group participate?	<input type="checkbox"/>	<input type="checkbox"/>



Module 1 Final Task

6. Students follow, one by one, the steps of the option they choose.

When the products are ready, students present it to the class. An alternative option is to give the presentation to students in other grade levels, what is a must is that the activity is held in English. Coordinate with the other English teachers in your school to program the activity.

7. The presentations may become an excellent opportunity for students to give and receive feedback from their peers. Make sure to guide this assessment possibility by providing the rubrics they should use to assess others' presentations. The following form is a suggestion; you may create one of your own which may suit your students' needs and characteristics.

Oral presentation Rubric (Assign 1 mark per item achieved; zero if it is not)

Aspect	Details	Score
1. Language skills	a. appropriate vocabulary and sentence structure b. clear intonation, pronunciation, and accent	
2. Content	a. clear and organized b. logical structure	
3. Knowledge of the topic	a. presentation is spoken, not read b. ability to answer questions	
4. Body language & eye contact	a. contact with the audience is established and gestures support speech b. speed of speech is appropriate	
5. Visual aids	a. relevant to the topic and attractive b. properly used	
	TOTAL SCORE	/ 10

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

- | | | | |
|---------------------------------|-----------------------|-----------------------|----------------------------|
| 0. A. play a musical instrument | B. sing | C. be stressed | D. read |
| 1. A. trim your nails | B. go to the cinema | C. take a shower | D. use deodorant |
| 2. A. play sports | B. move to a new home | C. parents' divorce | D. have too much homework |
| 3. A. fibre | B. carbohydrates | C. fish | D. vitamins and minerals |
| 4. A. a literary club | B. a dance class | C. a cyber club | D. a problem with a friend |
| 5. A. read | B. get enough sleep | C. eat healthily | D. keep active |

Grammar

Circle the correct question for each answer. There is one example.

- | | |
|---|--|
| 0. Yes, he is going to join a sports club. | 8. I can swim. |
| A. What does he do in his free time? | A. What do you do in your free time? |
| B. What is he going to do in his free time? | B. I can dance. What can you do? |
| C. Does he like sports? | C. Is sport important for your health? |
| 6. I paint. | 9. I have too much schoolwork. |
| A. Can you paint? | A. What can you do to reduce stress? |
| B. What are you going to do after school? | B. How are you feeling? |
| C. What do you do in your free time? | C. Hey, what's wrong? |
| 7. Yes, she can. | 10. Twice a week. |
| A. Is bike riding a fun activity? | A. How often do you do sports? |
| B. Can she ride a bike? | B. Are you an active person? |
| C. Is she going to ride a bike? | C. Can you dance? |



Evaluation Answers

Page 46

Vocabulary

1. B
2. A
3. C
4. D
5. A

Grammar

6. C
7. B
8. B
9. C
10. A

module 1 // Evaluation

Reading

Read the following passage. Choose True, False, or No Information according to the text.

Team UNICEF is a programme organized by UNICEF that promotes sports around the world. Team UNICEF believes that every child has the right to play sports in a safe and healthy environment. They work with schools, institutions and Physical Education teachers in rural and urban areas to encourage children to play sports. For example, in France, they help refugees by giving them the opportunity to play football. That way, they make friends and don't feel so stressed and alone. In a rural area of Jamaica, coaches help elementary schools to do different sports and play games. Students are going to school more and feeling happy. Children learn communication and teamwork, and they become confident and have better self-esteem. Team UNICEF believes that everybody can participate and play!

	True	False	No Information
0. Team UNICEF only helps refugees.		✓	
11. Team UNICEF promotes sports around the world.			
12. Team UNICEF only works with schools in rural areas.			
13. In France, Team UNICEF helps elementary school children by giving them the opportunity to play football.			
14. In Jamaica, children only learn how to play a sport.			
15. Team UNICEF also provides food for the children.			

Writing

Read the letter and complete the answers using the expressions. Write your answers in the letter to Josh.

stay healthy help at home wash the dishes water the plants
solve maths problems with her/two or three times a week

Dear friend,

I'm very stressed. My parents are always angry with me. They say I don't help at home. What can I do? My mother says I never help in the kitchen. My father says I never help in the garden. And my little sister has problems at school because she can't understand some maths problems, and I am good at maths. It's true that I have free time after school, but I only want to play basketball with my friends.

Please help me!

Kind Regards, Josh

Dear Josh,

It's good that you like basketball. Sports help you to (0) stay healthy, but maybe you can play only (16) _____ and help more at home. You can help your mother if you (17) _____ sometimes. You can help your father more if you (18) _____. Also, you can help your little sister if you (19) _____. You can continue to play basketball and (20) _____. So everyone is happy.

Regards,

Your friend.



Evaluation Answers

Page 47

Reading

11. True
12. False
13. False
14. False
15. No information

Writing

16. two or three times a week
17. wash the dishes
18. water the plants
19. solve maths problems with her
20. help at home

MODULE 2

Democracy and Peace



Bullying and Conflict

Unit »1

Let The Games Begin!

Language Functions

- Express feelings and emotions
- Give and request information
- Describe situations in the past
- Discuss social values

Text Types:

- article
- descriptive paragraph
- biography
- noticeboard
- conversation
- postcard

Unit »2

Tell Your Story!

Language Functions

- Talk about the past
- Describe past experiences and situations
- Ask and answer questions about your life and the life of others

Text Types:

- personal opinions
- descriptive paragraph
- narrative paragraph
- biography
- social network profile
- blog

Unit »3

No Bullying Allowed!

Language Functions

- Give suggestions and make recommendations
- Express obligation and lack of obligation
- Apologize and ask for an apology
- Identify aggressive attitudes and conciliate

Text Types:

- school newsletter
- descriptive paragraph
- proposals
- poster
- newspaper article
- narrative paragraph
- advice
- comic-strip

Module 2 Presentation



- Remind students that this book is divided into four modules and that this is the second module. It is called 'Democracy and Peace'.
- Ask: *What do you understand by democracy and peace? What are the characteristics of democracy? Do you think that Colombia is a good example of democracy? Help with unknown vocabulary and write it on the board.*
- Read the title, *Bullying and Conflict*, and check that students understand the words. Ask students to reflect on times when they have experienced conflict or bullying at school, at home or in society. Encourage them to talk about how they felt. Let them talk in L1 if necessary, since they might not know enough vocabulary to express themselves in English.
- Ask: *How do you resolve conflicts with friends or family members? Again, allow L1 to help facilitate the conversation.*
- Elicit from students if they think their school is taking a proactive approach to bullying and the resolution of conflicts. Encourage them to give reasons for their answer.



- Students look at the pictures spread out over the two pages and discuss what they think each picture is about. This can be a brief discussion to introduce vocabulary and identify feelings/emotions and attitudes. The pictures will be discussed again later in the module presentation.
- Go over the specific language functions and text types of the three units.
- Explain any difficulties students may have.
- Remind students that language functions help us to communicate more effectively. Most of what we say is for a specific purpose; whether to apologize, ask for permission or simply express ourselves, we use language functions to help convey these messages.

Unit 1

Let The Games Begin!

- As a group, read the language functions students will learn in this unit.
- Discuss the meaning of new vocabulary like *feelings, emotions, request, social values, noticeboard*.

Unit 2

Tell Your Story

- Read all the items, checking understanding of vocabulary like *biography* and *social network profile*.
- Point out that asking and answering questions about your life and the lives of others provides details for more interesting biographies and profiles.

Unit 3

No Bullying Allowed!

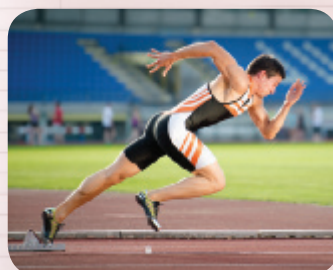
- Read the language functions and text types and clarify words students do not understand, e.g. *suggestions, recommendations, obligation, attitudes, apology, conciliate, comic strip*.
- When explaining new vocabulary, do not translate words directly into students' L1. Use examples in English, along with body language or drawing on the board, etc.



Explore Your Knowledge

Look at the pictures and answer ...

- Do you recognize some of the sports?
- Which of the sports have you done?
- Which images show people's feelings?
- Have you ever felt this way? When? Why?
- Talk about times when you show respect.
- Talk about times when you are bossy.



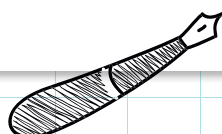
Task: A Biography

In this module you will work in groups to prepare a formal presentation.

Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> 1. Facts about Francisco Sanchlemente's biography (Lesson 2, exercises 6-8) 2. School noticeboard (Lesson 3, exercise 2) 	<ol style="list-style-type: none"> 3. Facts about Frida Kahlo's biography (Lesson 2, exercise 5) 4. Facts about Alan Turing's biography (Lesson 2, exercise 2) 5. Blogger profile (Lesson 3, exercise 1) 	<ol style="list-style-type: none"> 6. Characteristics of a class president (Lesson 1, exercises 1-3)

Chant

When we hurt one another



Module 2 Presentation



Explore Your Knowledge

- As a group, look at the pictures again, read the questions together and discuss students' answers. Allow students to answer in L1 if they don't know the names of the sports or the words to express feelings and attitudes. Write their answers on the board and ask for volunteers to translate them. If no one knows the English equivalent, help them out.
- Point to each emotion or attitude and use actions and facial expressions to help students understand the meaning of each word. Encourage students to talk about times when people might feel or act like this.
- Use the questions to encourage personalization of the topic among students. Explain that at some point in our lives we have all felt this way or acted like this. Again, allow the use of L1 to let students feel they can connect or associate themselves with the topic.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



Final Task

- Let them know that, in module 2, they will be writing somebody's biography, presenting it either as a PowerPoint presentation or on a noticeboard.
- Explain that they will need to talk about various things like date and place of birth, where the person grew up, and what school the person attended, as well as other significant aspects of his/her life that have allowed him/her to become important and respected. Remind them that photos make the presentation visually appealing.
- Students can use the biographies and profiles listed in the chart as models for their biographies.
- Finally, read the title of this module's chant, *When We Hurt One Another*, and ask students what they understand and how they can relate the content of the units to the title of the chant.


Unit » 1

Let the Games Begin!

» Objectives

- » I can express feelings and emotions.
- » I can give and request information.
- » I can describe situations in the past.
- » I can discuss social values.

In Context » On Your Marks!

- 20 1.  **Listen »** Listen to an interview with some sports contestants. Complete what the speakers say (1-4) with the words in the box.

Good morning, everybody!
Today is a very exciting day! The National Interscholastic Games are starting, and we have contestants from all over the country!



Welcome, contestants!
How are you feeling right now?

I'm feeling really ¹...! My soccer team is the best, and we're here to win!



I'm ³... The journey here was long, and I need to rest before the match.




I'm very ⁴...! There are some wonderful people here, and everything is so cool!

tired motivated excited scared



I'm really ²... I know we're good volleyball players, but there are some excellent players in the other teams.

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2.  **Write »** Match the people (1-4) to the adjectives (a-d) and reasons (A-D). Write complete sentences.

Angie is feeling **motivated** because she knows her team is going to win.

Example:

Diana is excited **because** she likes meeting new people.

- | | |
|--------------|--------------|
| 1. Diana | a. scared |
| 2. Jefferson | b. motivated |
| 3. Angie | c. tired |
| 4. César | d. excited |

because

- A: he had a long journey to get to the competition today.
B: she knows her soccer team is going to win.
C: there are other good teams in the competition.
D: she likes meeting new people.

Unit » 1 Let the Games Begin!

Unit Objectives

Basic standards of competences	Identify, read and talk about feelings and emotions in the immediate environment. Make a simple oral description about past experiences. Exchange information about feelings, emotions and values through questions and answers.
Vocabulary	Feelings and emotions; Ethical values Personal characteristics
Grammar	Present simple; Past simple: <i>was/were</i> ; Imperative; Asking for information in the present and the past simple (<i>to be</i>): - <i>Why do you feel...? Because ...</i> - <i>How do you feel...?</i> - <i>What do you do when...?</i>

1. Listen »

(40 minutes) **track 20**

- Say the title of the unit and explain the meaning of *On your marks!*
- Read the can-do statements.
- Ask: *Do you like sports?*
- Students read the rubric and text. Check new vocabulary.
- Play the audio. Students complete the sentences in their notebook.
- Play again for students to check their answers.

Answer Key

- | | |
|--------------|------------|
| 1. motivated | 3. tired |
| 2. scared | 4. excited |

Audio Script

Interviewer: Good morning, everybody! Today is a very exciting day! The National Interscholastic Games are starting, and we have contestants from all over the country. Some of them are here with us. Our first guest is Angie. How are you feeling today?

Angie: Hello! Pleased to meet you!

Interviewer: Angie, how do you feel about competing in the games?

Angie: I'm feeling really motivated! My soccer team is the best, and we're here to win!

20

Interviewer: Thank you, Angie, for talking to us! Oh, and here we have Jefferson! Good morning, Jefferson!

Jefferson: Good morning.

Interviewer: So, how are you feeling today, Jefferson?

Jefferson: Actually, I'm really scared. I know that we're good volleyball players, but there are some excellent players in the other teams, too.

Interviewer: Don't worry, I know you'll do your best! Good luck to you and your volleyball team! And now, we have César. How are you feeling, César?

César: Hello. I'm tired. The bus journey here was long, and I need to rest before the match.

Interviewer: Well, get some sleep and rest before the match. Thank you, César!

Interviewer: And finally, here with us is Diana. Diana, how are you feeling today?

Diana: I'm very excited! There are some wonderful people here, and everything is so cool!

Interviewer: Excellent! I love your positive attitude! Well, I wish all the competitors good luck! Congratulations to all the players! I think you are all champions already!

Grammar Box: Conditional sentences

Explain that when we use *why?* to ask for a reason or an explanation, we often use *because* in the answer.

Write on the board:

Why is she tired? She's tired because she played basketball all afternoon.

Why are they studying? They're studying because they have a maths exam.

Why is he happy? He is happy because his team is winning.

- In pairs, students read the options and match them.
- Check the answers.
- Students write the complete sentences in their notebooks.

Answer Key


1. Diana is excited because she likes meeting new people.
2. Jefferson is scared because there are other good teams in the competition.
3. Angie is motivated because her team is going to win.
4. César is tired because he had a long journey.

2. Write »

(40 minutes)

- Students read the rubric.
- Explain the use of *why* and *because*.

module 2 // Unit 1

3.  **Speak »** Look at the pictures. Work with a partner and say how the players are feeling. Use some of the words in the box to help you.

angry happy sad bored delighted disappointed

Hooray! We won!

I don't believe it! We're losing the match!

We're a wonderful team! Great work!




Oh, no! The other team scored a goal!

They're feeling happy because ...
He/She is disappointed because ...



Study Tip

Synonyms are words that mean the same, for example, *delighted* and *happy*. Use a synonym if you don't remember a specific word.

4.  **Read »** Read the article and complete the table.

A Day in the Life of ...

Hello, everyone! My name's César and I'm from Valledupar in the north east of Colombia. My home town is really beautiful and the weather is always hot!

I'm always really happy to go to school and I never get bored, because I get on very well with all my classmates and teachers and we have lots of fun!

Sometimes I'm tired and sleepy, because I wake up at 5 o'clock in the morning to do chores for my mum, but helping her makes me feel happy! At 6 o'clock I have breakfast, then, I ride my bike to school and at 7 o'clock I start classes! After school, I'm really tired, so I have a rest. But in the afternoon, around 3 o'clock I feel more motivated and ready to study, so I do my homework 😊. I usually finish my homework about 5 o'clock, and because I'm usually still feeling energetic, I go to basketball practice with my school team. I love playing basketball, but I'm disappointed if we lose; but then I go for a walk and I always feel better!



When	How he feels	What he does
5 a.m.		
After school		
3 p.m.		
After 5 p.m.		
Lose a match		

3.  **Speak »**

(35 minutes)

- Students read the rubric and the words in the box. Check their understanding of new vocabulary.
- In pairs, students look at the pictures and read what the people say. Check their understanding of new vocabulary.
- In pairs, students do the task. Monitor the activity.
- Ask: *How do you think the football players are feeling? Are they happy? Why are they happy? How do you think the basketball player is feeling? Is he bored/angry/happy? Why is he ...? How do you think the volleyball team are feeling? Why?*

Suggested Answers

The football team is happy/delighted because they won the game. The basketball player is sad/angry/disappointed because they are losing the match. The volleyball team is happy/excited/delighted because they are a good team. The soccer player is angry/disappointed because the other team scored a goal.

Study Tip

Tell your students that a very useful thing in English is to use synonyms if you don't remember a word. Write a list of synonyms on the board. Here are some suggestions:

*happy - delighted
sad - depressed
angry - annoyed
disappointed - unsatisfied*

Extra Activity (20 minutes)

Give students a list of situations (see below) and ask them to describe how they feel in these situations. This could be a writing or speaking activity. As an extension activity you could also ask students how they react when they feel these emotions.

Situations:

- Your favourite team wins a match.
- You fail an exam.
- You pass an exam.
- Your mother or father asks you to wash the dishes.
- You spend time with your friends.


4.  **Read »**

(40 minutes)


- Students look at the images. Ask: *Where do you think the boy lives? What do you think he does in his free time? How old do you think he is? Do you think he lives in the countryside or in the city?*
- Students read the rubric. Check their understanding.
- Read the article out loud, while students follow in their books. Tell students to pay attention to the pronunciation and intonation.
- Students take turns to read the article out loud.
- Check their understanding of new vocabulary. And focus on the use of *because* for giving a reason or explanation.
- Explain the table and tell students to complete it in their notebooks. Give an example if necessary.
- Check the answers.

Answer Key

When	How he feels	What he does
5 a.m.	sleepy/tired	He does chores for his mum.
After school	tired	He has a rest.
3 p.m.	motivated	He does his homework.
After 5 p.m.	energetic	He plays basketball.
Lose a match	disappointed	He goes for a walk.

5.  **Write»** Complete the sentences (1-4) so they are true for you.

1. Before I eat breakfast I feel ...	2. During the morning break I feel ...
3. After I finish school I feel ...	4. Before I go to bed I feel ...


6.  **Read»** Read what the volleyball players say and complete the table (1-8).




Speech bubbles and photos include:

- Ana, how do you feel before a match?
- Before a match, I feel motivated because I love this game!
- Diego, why are you sad?
- I'm really sad because we lost the match.
- Don't worry. Cheer up! I'm sure you'll win next time!
- Carlos, why are you so happy?
- I'm delighted because we won the match!
- Paola, how do you feel after this match?
- I feel so tired. It was a difficult game.
- Great!

Player	Emotion	Reason
Ana	¹ motivated	² because she loves the game.
Diego	³ ...	because his team ⁴ ...
Carlos	⁵ ...	⁶ ...
Paola	⁷ ...	⁸ ...

7.  **Speak»** Work with a partner. Ask and answer questions about the volleyball team. Use the information you read in exercise 6.



Why is Ana so motivated?

She is motivated because she loves basketball!

5.  **Write »**

(35 minutes)

- Ask: *Are you hungry/tired/happy now? Are you excited about lunch? How do you feel on Saturdays?*
- Read the rubric out loud. Check their understanding.
- Ask: *How do you feel before you eat breakfast? Do you feel sleepy or angry? How do you feel during the morning break? Do you feel energetic after you finish school? How do you feel before you go to bed?*
- Students write sentences in their notebooks.
- Monitor and check the answers.

Answer Key
Students' own answers

Extra Activity (15 minutes)

Role-play: Student A is a reporter; Student B is a famous sportsperson.

Refer students to the models in exercise 6. Students should include the expressions: *don't worry, cheer up* and *great*.

Focus on the correct use of *why* and *because*.

Write on the board:

Why do you train every day? I train every day because ...
Why do you like (name a sport)? I like ... because ...
Is it important to play sports? Why? Yes, because ...
What is your favourite sport? Why? My favourite sport is ... because ...

6.  **Read »**

(35 minutes)

- Students look at the pictures. Ask: *Do they look happy? Do they look energetic? Do they look bored? Who looks motivated? Who looks happy?*
- Read the rubric out loud. Check understanding.
- Students read the texts. Check understanding of new vocabulary.
- Volunteers role-play the dialogues in pairs for the class.
- Students complete the table in their notebooks.
- Check the answers.

Answer Key
 3. sad
 4. lost the match/game
 5. delighted/happy
 6. because they won the match
 7. tired
 8. because it was a difficult game/ she played a difficult game.

7.  **Speak »**

(35 minutes)

- Refer students to the information about the volleyball team in exercise 6.
- Students read rubric and do the task in pairs. Use example as model dialogue.
- Volunteers role-play their dialogues in front of class.


Extra Activity (15 minutes)

Ask students to think about their emotions and the moments when they feel them. Students can discuss their answers in small groups or with a partner:

Write on the board:

When was the last time you felt sad? And tired? Why did you feel that way?
When was the last time you felt motivated? And excited? Why did you feel that way?

Expanding Knowledge » Fair Play

1.  **Read »** Read the article about the Paralympic Games and answer the questions (1–3).

The first Paralympic Games were in Rome, Italy, in 1960. 400 athletes from 23 countries competed. The 2016 Paralympic Games were in Rio, Brazil, and approximately 4,350 athletes from over 160 countries competed.

These amazing world-class athletes competed in 117 very exciting events, for example, basketball, cycling, tennis and swimming, but they played in wheelchairs and had bionic legs or arms! Paralympic athletes all have one thing in common: motivation!

The Colombian Paralympic athletes won a total of 17 medals at Rio: 2 gold, 5 silver and 10 bronze! A fantastic result!

Both spectators and competitors at the events all shared the same feelings of excitement and happiness and the atmosphere was electric!

The Paralympic Games in Rio demonstrated important values, for example, respect, honesty, responsibility, cooperation and teamwork. These Games and all the fantastic athletes taught us that we are all important and equal.




21st Century Skills

- Social Skills

Are you good at teamwork?
Do you prefer to work in a group
or on your own?

1. How many Paralympic athletes competed in Italy? And in Rio?
2. What characteristic do these athletes have in common?
3. How many medals did the Colombian Paralympic athletes win in Rio?

2.  **Speak »** Read the article in exercise 2 again. Work with a partner and complete the mind map (1–12).

CHARACTERISTICS OF THE PARALYMPIC GAMES



Study Tip

Mind maps are a great way to organize your ideas and focus your thoughts.

1.  **Read »**

(40 minutes)

- Students look at the pictures. Ask: *What sports can you see? What do these people have in common? Do you think these people are good athletes? Why?*
- Students take turns to read the article out loud. Check their understanding of new vocabulary e.g. *bionic arms* and *legs*: artificial arms or legs; *wheelchairs*: special chairs for people who can't walk.
- Ask: *Where were the first Paralympic Games? How many countries participated in the first Paralympic Games? How many countries participated in Brazil 2016?*

21st Century skills

Social Skills

Encourage students to read and discuss how important teamwork is. Have in mind the questions suggested in the box. Share the answers with the class.

- Students read the rubric and answer the questions in their notebooks.
- Check the answers.

Answer Key

1. 400 athletes competed in Rome (Italy) and 4,350 athletes in Rio de Janeiro (Brazil).
2. They have motivation/ they compete in wheelchairs/ they have bionic legs or arms.
3. The Colombian Paralympic athletes won 17 medals: 2 gold, 5 silver and 10 bronze.

2.  **Speak »**

(40 minutes)

- Check their understanding of the mind map and categories.

Study Tip

Explain that a mind map is a very good tool that helps to organize the main ideas for a specific topic. The main topic is written at the top, and is divided into categories. Each category shows the main ideas about the main topic.

- Students read the rubric. Reading strategy: students focus on finding specific information to complete the mind map; there's no need to read the whole article again.
- In pairs, students discuss the categories. This will encourage teamwork. Students complete the mind map in their notebooks.
- Monitor and check the answers.
- Ask: *What other feelings do you think people experience during the games? What other values do you think the Paralympic Games promote?*

Answer Key

Competitors:

1. people in wheelchairs;

Events:

2. cycling
3. tennis
4. swimming;

Colombian medals:

5. 5 silver
6. 10 bronze;

Feelings:

7. excitement
8. happiness;

Values:

9. respect
10. honesty
11. responsibility
12. teamwork

3.  **Write»** Choose the correct words (1–8) to complete the blog comments.



The supporters were extremely ¹happy / happiness because their team won the championship. Their ²happy / happiness was incredible!




She was ³sad / sadness because her team lost the match. But she couldn't talk about her ⁴sad / sadness because she was crying.



The captain was very ⁵concerned / concern, because his best player was sick. But he didn't share his ⁶concerned / concern with the rest of the team.



The players didn't follow the rules and the referee was very ⁷irritated / irritation. The spectators understood the referee's ⁸irritated / irritation.

4.  **Write»** Match the words in group A to the words in group B. Then complete the sentences so they are true for you.

Group A: motivation tiredness happiness anger excitement fear

Group B: afraid excited motivated tired happy angry

- On my last birthday, I felt ...
- The last time I failed an exam, I was very ...
- The last time I saw my best friend, I was extremely ...
- I was ... during the last soccer match of my favourite team.
- I was very ..., the last time I competed in a competition.
- I felt ..., the last time I did a lot of homework.

5.  **Speak»** Work with a partner and discuss the questions (1–4).

- What things make you feel motivated? Does your motivation affect how well you do in school?
- What things make you angry? Does your anger affect your behaviour and relationships?
- What things are you afraid of? Does your fear affect your behaviour?
- What things make you feel excited? How do you show your excitement?



3.  **Write »**

(35 minutes)

- Read the rubric out loud.
- Students look at the pictures.
Ask: *How do you think the people in the pictures are feeling?*
- Students read the blog comments.
- Draw students' attention to the differences between the words in bold: adjectives and nouns.

Extra Activity (5 minutes)

Practise the pronunciation of the final sound /d/. Students repeat the words *sad, concerned, irritated*.

- Students complete the blog comments in their notebooks.
- Check the answers.

Answer Key

1. happy
2. happiness
3. sad
4. sadness
5. concerned
6. concern
7. irritated
8. irritation

4.  **Write »**

(35 minutes)

- Read the rubric. Check their understanding.
- Give an example of words that go together: *excitement/excited*. Model first item: *On my last birthday, I felt excited. How did you feel on your last birthday?*
- Students read the words in Groups A and B and the statements. Check their understanding.
- Students write their answers in their notebooks.
- Monitor and check their answers. N.B. answers may vary, but students must write adjectives not nouns.

- Ask: *Why were you angry/excited/tired on your birthday? Why did you feel angry/afraid when you failed that exam?*

Answer Key

Students' own answers

5.  **Speak »**

(35 minutes)

- Model an answer for the first part of question 1: *I feel motivated when my students do well in their exams. I feel motivated when my students learn something new.*
- Model an answer for the second part of question 1: *My motivation affects me positively. When I'm motivated, I want to learn more and get better marks.* N.B. accept the use of adjectives in students' answers.
- Ask questions to prepare students for the second part of the questions.
 1. *Do you feel motivated when you come to school? Do you like being with your friends here? What is your favourite subject?*
 2. *Do you often get angry? Do your parents make you angry? Does homework make you angry? Can you control your anger? Do you try to relax when you're angry? Do you apologize afterwards?*
 3. *Are you afraid of insects? Which ones? Are you afraid of ghosts? Are you afraid of failing an exam? Why?*
 4. *Do you feel excited when you are invited to a party? Do you feel excited on special occasions? Which ones?*
- In pairs, students discuss both parts of the questions.
- Monitor and check the answers.

module 2 // Unit 1

6. Read » Read the biography and complete the summary (1-4) with the words in the box.

Francisco Sanclemente is a sportsman from Buga, Colombia, and there is something special about the way he plays sport. Francisco can't walk, so he competes in a wheelchair.

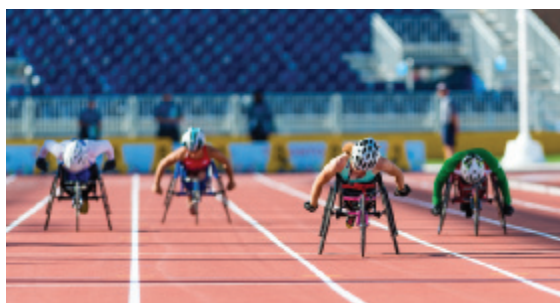
When Francisco **was** 18, he **became** very ill and **lost** the ability to move his legs: he **couldn't walk** and he **couldn't run** and he **couldn't play** sport. But Francisco is very determined and has a positive attitude to life, so his disability **wasn't** a problem. He **started** training a lot, because he **wanted** to compete in marathons ... in his wheelchair!

Francisco competes in international competitions, for example, in Colombia, Argentina, Mexico and Brazil, where he competed in the 2016 Paralympics.

Some people call Francisco a hero, but Francisco doesn't agree. He simply believes that qualities like dedication, responsibility, honesty and respect are important in both sport and in our daily lives.

legs international motivated wheelchair

Final task activity!



Sanclemente is a Colombian sportsman who competes in marathons in his ¹... . He lost the use of his ²... because of an illness. Sanclemente competes in ³... competitions and competed in the 2016 Paralympics. He is very ⁴... and positive.

21

7. Listen » Listen to an interview with a fan of Sanclemente and choose the correct answers.

1. Óscar thinks Francisco's favourite sport as a child was probably *volleyball / running / football*.
2. Óscar says Francisco was a good student because he *studied hard / went to university / loved school*.
3. Francisco started to train hard because he wanted to *be independent / help his family / win races*.
4. Francisco's first marathon was *in Bogotá / Buenos Aires / Cali*.
5. Óscar believes the values of *hard work, inspiration and responsibility / responsibility, honesty and respect / respect, honesty and punctuality* are important to Francisco.

Study Tip

Read the questions carefully and underline the key words. This will help you identify the important information and answer the questions when you listen.

8. Speak » Student A is a sports journalist and student B is a fan of Francisco Sanclemente. Role-play the interview with a partner. Use the information from exercises 6 and 7 to help you.

Where **was** Francisco born?

He was born in Buga, Colombia.

6.  **Read »**

(40 minutes)

- Students look at the picture. Ask: *What do you think this person does? Do you think this person is an athlete?*
- Read the rubric. Explain that a summary is a short text that describes the main idea of a longer text.
- Students read the article.
- Check new vocabulary.
- Students complete the summary with the words in the box in their notebooks.

Answer Key

1. wheelchair.
2. legs.
3. international.
4. motivated.

Grammar Box:

Past simple: regular and irregular verbs

Explain that most verbs in English are **regular** and add **-ed** to form the past simple. But some verbs are **irregular**.

Write on the board:

Present	Past
<i>Regular verbs</i>	
<i>start</i>	<i>started</i>
<i>want</i>	<i>wanted</i>
<i>Irregular verbs</i>	
<i>be: am/are/is</i>	<i>was/were</i>
<i>become</i>	<i>became</i>
<i>lose</i>	<i>lost</i>
<i>can</i>	<i>could</i>

7.  **Listen »**

(40 minutes) **track 21**

- Ask: *Who is Francisco Sanclemente? Do you think Francisco is a hero? Was his disability a problem?*
- Students read the rubric and the questions. Check their understanding of new vocabulary. Draw students' attention to the underlined words and explain why they are underlined. See the Study Tip.

Study Tip

Ask students to read the questions and the possible answers carefully and to listen attentively for specific information. Reading the questions before listening will help them to understand the audio better.

- Play the audio track twice. Students take notes and discuss what they have understood in pairs.
- Play the audio track again. Students do the task.
- To check the answers, play the audio track again and pause after each answer.

Answer Key

1. football
2. he went to university
3. be independent
4. Buenos Aires (In Bogotá he did the Half Marathon).
5. responsibility, honesty, respect

Audio Script

21

Host: Hello, sports fans!

Welcome to our radio show *Sports Superstars*. I'm Thomas Nash and on today's programme I'm talking to Óscar García, an enormous fan of Colombian athlete Francisco Sanclemente. Óscar, welcome to the show.

Óscar: Thank you, it's a pleasure to be here.

Host: Óscar, you're a big fan of Francisco, so what can you tell us? For example, what was his favourite sport when he was young?

Óscar: Hmmm ... Let me think ... Please remember I don't know Francisco personally, so I don't know all the answers, but I think that his favourite sport was probably football. Before he got sick, he played football and was goalkeeper for his team.

Host: And what about school? Was he a good student?

Óscar: Well, he went to university, so I imagine he was a good student.

Host: What did he study at university?

Óscar: He studied Business

Administration. But the university wasn't close to his home and Francisco needed help from his family to get there. Francisco didn't like this, because he wanted to be independent. He trained in his wheelchair every day and eventually was able to go to his classes on his own.

Host: So, that was his motivation – he wanted to be independent.

Óscar: Yes! Then in 2010 Francisco decided to compete in the Bogotá Half Marathon. And he successfully completed the race – this was his first race! In 2013 he competed in the Buenos Aires Marathon, and in the Cali Half Marathon ... and again in the Bogotá Half Marathon!

Host: That's amazing!

Óscar: Francisco's other motivation and inspiration was his daughter.

Host: Why was his daughter his inspiration?

Óscar: Because he wanted to teach his daughter about hard work, respect, honesty and responsibility.


Host: Thank you, Óscar. That's very interesting ... after this short music break, we'll talk some more. Listeners, stay tuned!

8.  **Speak »**

(35 minutes)

- Divide the class into two groups: Group A are journalists and Group B are fans.
- Brainstorm some facts about Sanclemente. Students can refer to exercises 6 and 7 to help them.
- The group of journalists write a list of past simple questions in their notebooks: *Where was Sanclemente born? Was he a good student?*
- The group of fans review all the facts they know about Sanclemente. They should try and predict the questions the journalists will ask them.
- Put the students into pairs: Student A is a journalist; Student B is a fan.
- Students role-play the interview.
- Monitor and check the correct use of the past simple.


Preparing Your Task » We Are the Champions!

1.  **Read»** Read and complete the text (1–10) with *was/wasn't* or *were/weren't*.

La Magdalena is a public high school in Lima, Peru. In 2014, the school received an important prize because the teachers helped students to improve their marks and stopped bullying. How did they do it?

There ¹... lots of problems in the school, but the main problem ²... that the students in general ³... motivated to study, and they ⁴... bored because the classes ⁵... fun. All of the teachers ⁶... concerned, but one teacher decided to motivate students with physical activities, like dancing, playing games and sports. This change ⁷... very important; students felt responsible, energetic and, most importantly, happy at their school. And so, problems like bullying and boredom stopped. It ⁸... an easy job, in fact it ⁹... difficult, but it ¹⁰... very successful.



2.  **Write»** Look at the school noticeboard and read the messages. Work in groups and write messages to motivate and encourage your classmates.



1.  **Read »**

(35 minutes)

- Revise the past simple of *to be*. Write on the board:

<i>am/am</i>	<i>is/isn't</i>	<i>was/</i>
<i>not</i>		<i>wasn't</i>
<i>are/</i>		<i>weren't</i>
<i>aren't</i>		

Grammar Box:

Past simple of *to be*

Revise the past simple of *to be*.

I/he/she/it: was/was not (wasn't)
You/we/they: were/were not (weren't)

- Students read the rubric and text. Check their understanding of new vocabulary.
- Ensure that students can identify singular and plural subjects, and positive or negative statements. Ask: *Is 'lots of problems' singular or plural? Is 'lots of problems' positive or negative?*
- Students complete the text in their notebooks.
- Check the answers.

Answer Key

- | | |
|------------|-----------|
| 1. were | 6. were |
| 2. was | 7. was |
| 3. weren't | 8. wasn't |
| 4. were | 9. was |
| 5. weren't | 10. was |

2.  **Write »**

(35 minutes)

- Ask: *What kind of things do you find difficult to do? What sports do you think are difficult? What are you afraid of? If a friend is in trouble, do you offer to help? How do you help?*
- Read the rubric out loud and check understanding.
- Students take turns to read the messages out loud.
- Explain the use of imperatives. Refer to the grammar box.

Grammar Box:

Imperatives

We use the **imperative** to give an order, a warning or advice. To form the imperative, we use the infinitive without *to*: *Be quiet*. To form a negative imperative, we put *do not* or *don't* before the verb: *Don't be afraid*. The imperative has the same form for all subjects.

Write on the board:

Be honest. Respect your team.
Stay calm. Help your team.
Don't worry. Don't be rude.

- Divide students into small groups. Ask students to think about what kind of behaviour is important in school, e.g. respect for classmates, teachers and staff, motivation to succeed, etc.
- Brainstorm some ideas with students and write them on the board.
- Students write their motivational messages in their notebooks.

Answer Key

Students' own answers

Extra Activity (10 minutes)

In groups, students think of a problem in their school, e.g. bullying, and write solutions and motivational messages to put on noticeboards around the school.

module 2 // Unit 1

3. **Read»** Read and complete the dialogue (1–10) with *is / are* or *was / were*.

Teacher: Hello, Juan José! You look very happy today!

Juan José: Good morning, sir. Yes, I'm very happy! Things ¹... so different in school now! Before, some students ²... aggressive and I ³... sometimes afraid. But now that we play sport every day, school ⁴... really different!

Teacher: Really? Why?

Juan José: Because the attitudes of the students ⁵... more positive. Before, they ⁶... bored, now, they ⁷... excited and want to cooperate. They respect the other students, and spending time together is fun!

Teacher: What can you tell me about the volleyball team?

Juan José: There ⁸... some great players on the team and the team captain ⁹... really motivated now! Before, the players ¹⁰... horrible to other students, but now they respect the rules of the school and the rules of the game!

Teacher: That's very good news! It's important to play fair!



Study Tip

Remember your future goals, for example, passing an exam or learning a new skill. This will keep you motivated when you're tired or anxious.

4. **Speak»** Read the dialogue in exercise 3 again. Work with a partner and compare and contrast the students' attitudes and behaviour before and after they started playing more sport at school.

Before, Juan José was sometimes afraid.

Yes, that's true, but now he's happy in school.

5. **Write»** Look at the photo of a professional sportsperson. What qualities do great sportspeople have? Think about your answers and make notes. Use some of the words in the box to help you.

energetic dedicated
motivated happy
teamwork respect
hard work
honesty responsibility



3.  **Read »**

(30 minutes)

- Students look at the pictures. Ask: *What do you think the children in the photos are feeling? Do they look happy? Do they look as if they are having problems at school?* Write the answers on the board.
- Read the rubric out loud. Check their understanding.
- Students read the dialogue. Check their understanding of new vocabulary.
- Do the first answer as an example. Ask: *Is the word 'things' singular or plural? Is the sentence positive or negative?*
- Students complete the dialogue in their notebooks.
- Check the answers.

Answer Key

- | | |
|---------|----------|
| 1. are | 6. were |
| 2. were | 7. are |
| 3. was | 8. are |
| 4. is | 9. is |
| 5. are | 10. were |

Study Tip

Tell your students that motivation is very important to achieve their goals. They can get motivated by remembering their past goals, by thinking about what they will get after completing a task, about how good they may feel for challenging themselves at another level. Motivation will help them to fight feelings like anxiety, stress and tiredness.

4.  **Speak »**

(30 minutes)

- Refer students to the dialogue in exercise 3. Ask: *What were the students at Juan José's school like before? What are they like now? Why were there problems at Juan José's school? What kind of problems were there?* Write students' answers on the board.
- Read the rubric and example. Check their understanding.
- Write on the board: *Before at Juan José's school, students were ... Now, students are ... Before, Juan José was ... Now, Juan José is ...* Brainstorm some ideas to complete the statements.
- Students do the task in pairs. Monitor the activity and help them if necessary.

5.  **Write »**

(30 minutes)


- Ask: *What is your favourite sport? Who is your favourite sportsperson? What sport does he/she play? Why do you like and admire him/her?*
- Students look at the picture of the sportsperson. Ask: *Who is he? (James Rodríguez.) What does he play? Do you know where he plays? Why is he a good player?*
- Students read the words in the box. Check their understanding of new vocabulary.
- Refer students to the photo again and ask: *Do you think this sportsperson is energetic? Is he dedicated? Is he hard-working?*
- Students read the rubric. Check their understanding. Students have to write about the characteristics of successful sportspeople in general, not about a specific individual.
- Monitor and check the answers.

Answer Key

Students' own answers

Extra Activity (10 minutes)

Fast finishers can also write a description of their favourite sportsperson.


6.  **Write»** Write a postcard to your personal sporting hero to congratulate him/her on his/her achievements. Explain why you admire him/her: skills, values, etc.

Dear ...,
I am writing to you because you are my sporting hero. I admire you because ...



Useful Expressions

Thank you for ...
I admire you because ...
I respect ...

7.  **Speak»** Are you responsible, honest and respectful? Complete the questionnaire so it is true for you and check your score. Discuss your answers in groups.

	Always	Sometimes	Never
I tell the truth.			
I refuse to listen to gossip about people.			
I recognize and admit my mistakes.			
I am sincere when I express my feelings.			
I accept myself as I am.			
I accept other people as they are.			
I help people in need.			
I show respect: I speak and act with courtesy.			
I treat others with dignity.			
I follow the rules of my family.			
I follow the rules of my school.			
I try to do everything to the best of my ability.			
I apologize when I make a mistake.			
I respect other people's belongings.			

Add Up Your Score: *always* = 3 points *sometimes* = 2 points *never* = 1 point
36–42 points: Congratulations! You are a wonderful example of sincerity, responsibility and respect. People admire you!
26–35 points: You need to change your behaviour in some areas. If you do this, you will get on better with your friends and family.
0–25 points: You need to change your behaviour and attitude in lots of areas. Remember friends are important and you need to take better care of them!

22 8.  **Listen»** Pronunciation. Listen and repeat the tongue-twister as fast as you can.

Thanks to that goal, the team thinks that they might win their third trophy.

6.  **Write »**

(35 minutes)

- Elicit the names of some sportspeople on the board, e.g.

Nairo Quintana	Michael Phelps
Mariana Pajón	Usain Bolt
Caterine Ibargüen	Serena Williams
	Mariajo Uribe
- Ask: *What sports do these people play? What skills do you need to play these sports? What values, e.g. hard work, responsibility, do you think are important to play these sports?*
- Students read the rubric, the model and the useful expressions. Check their understanding.
- Revise *because* for giving a reason.
- Students write their postcard in their notebooks or on a piece of card. Remind them to follow the model and use the expressions given.
- Monitor and check their answers.
- Decorate the classroom with the postcards. Or send the students' postcards to their sporting heroes – you could send them to the sports club they play for, or to their fan club.

7.  **Speak »**

(35 minutes)

- Ask: *Are you responsible? Are you honest? Are you respectful?* Students should give examples of when they behave responsibly, honestly and respectfully.
- Students read the rubric and the questionnaire. Check their understanding of new vocabulary.
- Students answer the questionnaire in their notebooks. Remind them to answer honestly.

- Students add up their scores and read their results.
- Students work in small groups and discuss their answers.

Extra Activity (10 minutes)

Fast finishers can write sentences about how to encourage responsibility, honesty and respect in the classroom. Tell them to refer to the questionnaire as a model.

8.  **Listen » Pronunciation**

(30 minutes) **track 22**

- Students read the tongue-twister and practise saying it.
- Volunteers say the tongue-twister out loud. See how fast they can say it.
- Play the audio track. Students listen.
- Read the tongue-twister slowly. Draw students' attention to the different pronunciations of the letters *th*:

thanks	/θæŋks/
that	/ðæt/
thinks	/θɪŋks/
they	/ðeɪ/
their	/ðeə/
third	/θɜːd/

- The sound /θ/ is very similar to the *z* sound in Spanish from Spain (interdental), and the sound /ð/ is very similar to the *d* sound.
- Repeat the words individually and focus on the difference between the sounds.
- Play the track again. Students listen and repeat.
- Students practise saying the tongue-twister as fast as they can. Monitor the activity, and check and correct the pronunciation.
- Have a tongue-twister competition.


Audio Script

Thanks to that goal, the team thinks that they might win their third trophy.


22

module 2 // Check Your Progress

Check Your Progress

1.  **Speak »** Look at the pictures and say what you think the people are feeling.



2.  **Speak »** Work with a partner. Look at the photos and ask and answer questions about the situations. Explain what the people are feeling and why.



Their team is winning the match.


They scored a goal.

Her team is losing the match.

Why are they excited?




They are excited because ...

3.  **Write »** Your favourite team won an important match. Write a postcard to congratulate them. Include the following: how well they played, and how you felt before, during and after the match.

Dear team,
I am writing to you because ...



4.  **Write »** Complete the table with information about your favorite sport. Then, tell your classmates about it.



My favourite sport is ...	My favourite ... player is ...	To play this sport, you need to be/ have/show ...






I can express feelings and emotions. ✓

Very well 	
Quite well 	
With difficulty 	




I can give and request information. ✓

Very well 	
Quite well 	
With difficulty 	

I can describe situations in the past. ✓

Very well 	
Quite well 	
With difficulty 	

I can discuss social values. ✓

Very well 	
Quite well 	
With difficulty 	

1.  **Speak »**

(15 minutes)

- Students read the rubric and look at the pictures.
- Allow enough time for the students to do the task in pairs.
- Monitor and evaluate.
- Students complete the self-assessment section.

Suggested Answers

Picture 1: They are feeling motivated/excited/delighted to work in a team.

Picture 2: She is sad/bored/disappointed.

Picture 3: They are energetic/happy/motivated.

2.  **Speak »**

(30 minutes)

- Students read the rubric and look at the pictures and example.
- Allow enough time for the students to do the task in pairs.
- Monitor and evaluate.
- Students complete the self-assessment section.

3.  **Write »**

(25 minutes)

- Students read the rubric and the example. Refer students to lesson 3, exercise 6, if necessary.
- Remind students to include all of the points mentioned in the rubric.
- Students write their postcards in their notebooks.
- Collect their work for correction.
- Students complete the self-assessment section.

4.  **Write »**

(20 minutes)

- Students read the rubric and the table.
- Remind students to think about values and skills, etc.
- Students do task in their notebooks.
- Monitor and evaluate.
- Students complete the self-assessment section.

Unit » 2

Tell Your Story!

» Objectives

- » I can talk about the past.
- » I can describe past experiences and situations.
- » I can ask and answer questions about my life and the life of others.

In Context » School Trips

23



1. Listen » Listen and complete the students' comments with the words in the box.

disgusting awesome fantastic fine boring terrific

Last week, we **went** to the museum and I **saw** some beautiful paintings. It was ¹...!



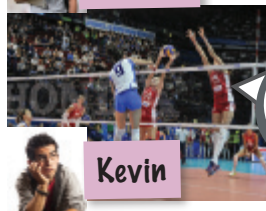
Yesterday, we **visited** the Parque Explora Aquarium. We **saw** some incredible animals. It was ²...!



In March, we **went** to Guatapé. We **climbed** to the top of the Peñol Rock. It was a hard climb, but the views were ³...!



We **went** to the sports stadium last month and we **watched** a volleyball match. The players weren't very good, so it was a bit ⁴... .



In 2016, we **went** to the theatre to see a dance show. The dancers **made** some mistakes, but in general the show was ⁵... .



Last year, the school **took** us to the zoo and it **was** horrible! I saw a lot of spiders, and I think spiders are ⁶... .



60

2. Read »

Read the students' comments in exercise 1. Complete the statements (1–6) and then answer the questions (a–b).

1. The visit to the zoo was ...
 2. The experience in Guatapé was ...
 3. Parque Explora was ...
 4. The dance show at the theatre was ...
 5. Juliet thought that her school trip was ...
 6. Kevin thought that his school trip was ...
- a. Who enjoyed the school trip?
 - b. Who didn't enjoy the school trip?

Unit » 2 Tell Your Story

Unit Objectives

Basic standards of competences	Identify expressions about past activities and experiences in simple oral and written texts. Make a simple oral description about past experiences. Exchange information about significant past life events through questions and answers.
Vocabulary	Adjectives to describe situations; Time expressions in the past; Connectors of sequence: <i>first, then, finally</i>
Grammar	Verb <i>to be</i> in past: <i>was/were</i> ; Past tense: regular/irregular/questions (open/yes/no) / affirmative/negative); Expressions of opinions: <i>My weekend was terrific! My vacation was awesome!</i>

1. Listen »

(35 minutes) **track 23**

- Say the title of the unit and elicit what it means.
- Ask: *Do you like going on trips? What places do you like to visit?*
- Students look at the pictures. Ask: *Do you recognize these places? Do you think they are interesting places to visit?*
- Students read the words in the box, and the text. Check their understanding.
- Play the audio for students to do the task in their notebooks. Repeat as often as necessary.

Answer Key

- | | |
|--------------|---------------|
| 1. fantastic | 4. boring |
| 2. terrific | 5. fine |
| 3. awesome | 6. disgusting |

Audio Script

23

Juliet: Last week, we went to the museum and I saw some beautiful paintings. It was fantastic!

Michael: Yesterday, we visited the Parque Explora Aquarium. We saw some incredible animals. It was terrific!

Mariana: In March, we went to Guatapé. We climbed to the top of the Peñol Rock. It was a hard climb, but the views were awesome!

Kevin: We went to the sports stadium last month and we watched a volleyball match. The players weren't very good, so it was a bit boring.

John: In 2016, we went to the theatre to see a dance show. The dancers made some mistakes, but in general the show was fine.

Liliana: Last year, the school took us to the zoo and it was horrible! I saw a lot of spiders, and I think spiders are disgusting!

2. Read »

(35 minutes)

- Read the rubric. Refer students to the information in exercise 1.
- Ask: *When did Liliana go to the zoo? What did she see there? What was her experience like?*
- Complete statement 1 as an example: *The visit to the zoo was horrible.*
- Students read the statements. Remind them to look for keywords to help them.
- Students complete the statements in their notebooks.

Answer Key

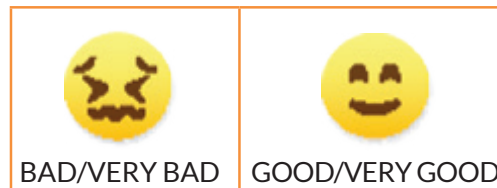
1. horrible
 2. awesome
 3. terrific
 4. fine
 5. fantastic
 6. boring
- a. Juliet, Michael, Mariana, John
b. Kevin, Liliana

module 2 // Unit 2

3. Speak »

Complete the emoticon table with the words from the box. Then play a game: student A chooses a word and mimes it; student B guesses the word.

terrific awesome horrible
fantastic incredible wonderful
fine disgusting terrible
boring



4. Write »

Read the students' feedback. Choose two different students from exercise 1 and write their feedback.

SCHOOL TRIP FEEDBACK

Student's name: *Michael*

- Where did you go?**
I went to the aquarium.
- What was your impression of the trip?**
I thought the trip was terrific!
- Why did/didn't you like the trip?**
I liked the trip because we saw some incredible animals.

THANK YOU!

SCHOOL TRIP FEEDBACK

Student's name: *Kevin*

- Where did you go?**
We went to the sports stadium.
- What was your impression of the trip?**
I thought the trip was a bit boring.
- Why did/didn't you like the trip?**
I didn't really like the trip, because the volleyball players weren't very good.

THANK YOU!

21st Century Skills
• Critical thinking

Do you think that trips are important learning experiences? Why?

24

5. Listen »

Listen to Michael and decide if the statements (1-5) are true or false. Correct the false statements.

- Parque Explora was a boring place.
False: Parque Explora was a fantastic place.
- The visit to the aquarium was awesome.
- The vivarium was an incredible place where fish live.
- Michael tried the Black Hole Simulator machine in the vivarium.
- In the planetarium, he learned many interesting facts about the universe.

Study Tip

Before you listen to a *true* or *false* activity, read the statements and identify the important words, for example, *the visit to the aquarium was awesome*. Then listen carefully and decide if the speaker is talking about the same things or something different.



3.  **Speak »**

(30 minutes)

- Read the rubric out loud. Check their understanding.
- Students read the words in the box. Check their understanding.
- Students classify the words.
- Explain the second part of the activity: Student A chooses a word to mime, and Student B guesses the word.

4.  **Write »**

(35 minutes)

- Read the rubric and refer students to exercise 1.
- Ask: *Where did Michael go? And Kevin? What did they think about the trips? What did they like about the trip? What didn't they like?*
- Students read Michael and Kevin's feedback.
- Students choose between Juliet, Mariana, John and Liliانا, and complete their feedback in their notebooks.
- Draw students' attention to the highlighted words in the feedback. Explain how to form questions in the past simple: see grammar box.

Answer Key

Bad/very bad: horrible, disgusting, terrible, boring

Good/very good: terrific, awesome, fantastic, incredible, wonderful, fine

21st Century skills

Critical thinking

Ask students to discuss the advantages and disadvantages of travelling for learning new things.

Grammar Box: Past simple questions with be

To form past simple yes/no questions with *be*, we change the position of *was/were* and the subject. To form past simple *wh* questions with *be*, we add the question word at the beginning and change the position of *was/were* and the subject.

Write on the board:

*Was I sleepy? Were they tired?
Why was I sleepy? Where were they? When was she there?*

Past simple questions with other verbs

We use the auxiliary *did/didn't* to form past simple questions with other verbs. We use the same form for all persons: *Did/Didn't I/you/he/she/it/we/they* like it?

Write on the board:

yes/no questions with other verbs			
<i>Did +</i>	<i>subject +</i>	<i>infinitive without to +</i>	<i>rest</i>
<i>Did</i>	<i>Michael</i>	<i>like</i>	<i>the school trip?</i>

Wh questions				
<i>Question word +</i>	<i>did/ didn't +</i>	<i>subject +</i>	<i>infinitive without to +</i>	<i>rest</i>
<i>Why</i>	<i>didn't</i>	<i>Kevin</i>	<i>like</i>	<i>the school trip?</i>

5.  **Listen »**

(35 minutes) **track 24**

- Students read the study tip. Check their understanding.

Study Tip

Remind students to read an exercise before answering questions, and to pay attention to keywords, for instance, *aquarium* and *awesome*.

- Students read the rubric.
- Play the audio twice. Students answer in their notebooks. Repeat if necessary.

Answer Key

1. False: Parque Explora was a fantastic place. 2. True
3. False: The vivarium is where spiders, snakes and other reptiles live.
4. False: Michael tried the Black Hole Simulator machine in the planetarium. 5. True


Audio Script


24


Hi, guys! My name is Michael, and I'm a student in Medellín. Yesterday, we had an amazing school trip to Parque Explora, a fantastic place in the city. The first place we visited was the aquarium. We saw some wonderful fish there, all the colours of the rainbow! Some of the fish only exist in Colombia, and you can't find them in any other country in the world! It is awesome! Then, after the aquarium we went to an incredible place – the vivarium. It was full of spiders, snakes and other reptiles. I saw a boa constrictor, a chameleon and a tarantula, and I took some beautiful pictures of all the animals! The vivarium was my favourite place! Finally, we went to the planetarium. There is a machine there that simulates the experience of flying through a black hole in space! I tried it, and I loved it! We also looked at the stars and learned lots of interesting facts about the universe. It was terrific!

6.  **Read»** Read about Michael's school trip and order the paragraphs (a-d).


- a. **Then**, we visited the vivarium – this was full of spiders, snakes and other reptiles. I saw a boa, a chameleon, and a tarantula, and I took beautiful pictures. That was my favourite place. It was incredible!
- b. **Finally**, we went to the planetarium, and I tried a Black Hole Flight Simulator. We also looked at the stars and learned interesting facts about the universe. It was terrific!
- c. **First**, we visited the aquarium and I saw some wonderful fish there. Some of them only exist in Colombia! It was awesome!
- d. **Yesterday**, my class went on an amazing school trip to Parque Explora.

7.  **Write»** Read about Michael's trip in exercise 6 again and complete his comments in the Visitor's Book (1-4).

<p>Parque Explora Visitor's book</p> <p>Name: <i>Michael</i></p> <p>City: <i>Medellín</i></p> <p>Your opinion about the aquarium: ¹...</p>		<p>Your opinion about the planetarium: ²...</p> <p>Your opinion about the vivarium: ³...</p> <p>Your favourite place: ⁴...</p> <p>Come back soon!</p>
--	--	--

8.  **Write»** Complete the questions (1-5) about Michael's trip.

1. Where **did** you **go**? I **went** to Parque Explora.
2. What ... you visit first? First, I **visited** the aquarium.
3. What ... you ... in the aquarium? In the aquarium, I **saw** wonderful fish.
4. What ... you ... photos of in the vivarium? In the vivarium, I **took** photos of the animals.
5. What animals ... you ...? I **saw** fish, reptiles, snakes and spiders.

9.  **Speak»** Work with a partner. Ask and answer questions about your school or family trips. Use the questions (1-3) to help you.

1. When did you last go on a trip?
2. Where did you go?
3. Did you have a good time? Why?

The last trip I went on was in 2014. I went to a coffee farm. It was awesome!



6.  **Read »**

(30 minutes)

- Students look at pictures. Ask: *What places did Michael visit? What animals did he see?*
- Students read the rubric and the text. Check their understanding of the task and the new vocabulary.
- Focus on highlighted words in the text. Explain connectors of sequence: see grammar box.

Grammar Box: Connectors of sequence

Connectors of sequence show the order in which events happen and give the narrative a logical structure.

Write on the board:

First, he went to the aquarium. Then, he went to the vivarium and, finally, he went to the planetarium.
Here are other examples of connectors of sequence: *later, next, after (that)*

- Students do task in their notebooks.
- Check the answers.

Extra Activity (10 minutes)

Students write a short description of a trip they went on. Remind students to use connectors of sequence.

Answer Key

1. d 2. c 3. a 4. b

7.  **Write »**

(35 minutes)

- Students read the text in exercise 6 again.
- Ask: *Where did Michael go? What did he do first? Where did he go after that? What was the last thing Michael did?*

- Read the rubric out loud and explain what a visitor's book is – a book in which visitors write their opinions about the place they are visiting, e.g. museums, aquariums, art galleries, etc.
- Students read the visitor's book and do the task in their notebooks.
- Check the answers.

Answer Key

1. awesome
2. terrific
3. incredible
4. the vivarium

8.  **Write »**

(35 minutes)

- Students read the rubric and the questions and answers.
- Draw students' attention to the verb forms in the answers: *went, visited, saw and took*.
- Explain how we form the past simple of regular and irregular verbs: see grammar box.

Grammar Box: Past simple: regular and irregular verbs

To form the past simple of **regular** verbs we add **-ed**.

Some verbs are **irregular** and their past forms **don't** end in **-ed**. Explain there are no rules for irregular verbs, students just have to learn them.

We use the same form for all persons: the past forms do not change.

Write on the board:

Regular verbs

visit – visited
watch – watched
listen – listened

I/you/he/she/it/we/they
visited/watched/listened

Irregular verbs

go – went
see – saw
take – took

I/you/he/she/it/we/they
went/saw/took

- Students identify the infinitive of *went, visited, saw and took*: **go, visit, see, take**.
- Revise how to form past simple questions: refer to grammar box in exercise 4 on page 61.
- Students complete the questions in their notebooks.
- Check the answers.

Answer Key

1. Where did you go?
2. What did you visit first?
3. What did you see in the vivarium?
4. What did you take photos of in the vivarium?
5. What animals did you see?

9.  **Speak »**

(30 minutes)


- Ask: *Did you go on a school trip last year? Did you go on a family trip? Where did you go? Did you visit family there?*
- Brainstorm other questions about trips. Write them on the board. E.g. *Where is the town/city you visited? Do you go there often? What did you do the last time you were there? What was the weather like? What was your favourite place in the town?*
- Students read the rubric and do the task in pairs. Remind them to use the questions you wrote on the board, too.
- Volunteers can tell the class about their trips.

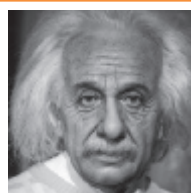
Extra Activity (15 minutes)

Fast finishers can write short descriptions of their partners' trips. They can also illustrate them if they want.

Expanding Knowledge » Amazing People

25

1.  **Listen »** Match the people to the information (1-5). Listen and check.



Albert Einstein



Gabriel García
Márquez



Frida Kahlo



Alan Turing



Ella Fitzgerald

- | | | | | |
|--|--|---|--|---|
| <p>1. She was an American singer. She sang beautiful jazz songs.</p> | <p>2. He was a German scientist. He was famous for his Theory of Relativity.</p> | <p>3. He was a British mathematician. He invented the first computer.</p> | <p>4. She was a Mexican painter. In her work she painted images of her country and her life.</p> | <p>5. He was a Colombian writer. He won the Nobel Prize for Literature in 1982.</p> |
|--|--|---|--|---|

2.  **Read »** Read Turing's biography and answer the questions (1-6).

Alan Turing **was** born in England in 1912. He **was** a brilliant mathematician and **invented** the world's first computer.

At school, Turing **was** very shy and **didn't have** many friends. He **was** also bullied because he was very good at Maths and Science.

Turing **studied** Maths and Cryptology at university. During World War II against Nazi Germany, he **invented** a machine that **helped** him understand the enemy's messages.

Turing's personal life was sad. He died at only 42 in 1954.

Many years after Turing's death, the British Government **honoured** him. Thanks to the work of this amazing man, many of us now have a computer in our homes.

1. Was Turing born in 1945?
No, he wasn't. He was born in 1912.
2. Was Turing a brilliant man?
Yes, he was.
3. Did Turing have many friends at school?
No, he didn't.
4. Did Turing study Engineering at university?
5. Did Turing help the Germans?
6. Is Turing still alive?

21st Century Skills
• Social Skills

How do you feel when people treat you differently because of your age or gender?

1.  Listen »

(35 minutes) **track 25**

- Ask: *Do you like music? What's your favourite kind of music? Do you like reading? What do you like to read? Do you like painting? Can you name any famous painters and some of their work? Can you use a computer? Do you know who invented them?*
- Students look at the pictures. Ask: *Do you recognize any of these people? Are they dead or alive? Were they important?*
- Students read the information. Check their understanding of new vocabulary.
- Play the audio so students can become familiar with the accent and pace of the speaker.
- Play the audio track again while students do the task. Repeat if necessary.
- Check the answers.

Answer Key

1. Ella Fitzgerald
2. Albert Einstein
3. Alan Turing
4. Frida Kahlo
5. Gabriel García Márquez

Audio Script

1. Ella Fitzgerald was an American jazz singer.
2. The German scientist Albert Einstein was famous for his Theory of Relativity.
3. The British mathematician Alan Turing invented the first computer.
4. Frida Kahlo was a Mexican painter. She painted scenes of her country and from her personal life.
5. In 1982, the Colombian writer Gabriel García Márquez won the Nobel Prize for Literature.

25

2.  Read »

(30 minutes)

- Say: *Look at the picture of Alan Turing. Do you know him? Where was he born? What did he invent? Do you think he was a good student at school?*
- Students read the rubric.
- Students take turns to read the biography out loud. Focus on pronunciation. Check their understanding of new vocabulary.
- Ask: *Where was Alan born? Was Alan shy? Was he an inventor? What did he invent?* Focus on short answers. Revise the structure if necessary.

21st Century skills


Social Skills

To fight against any kind of bullying in the classroom, it is very important to talk openly about discrimination, which may happen in several ways: by gender (girls exclude boys or boys exclude girls from their activities), colour (racism), abilities (skilled students in Maths who exclude those who are not that good at it), among others. Tell students how these types of discrimination can affect others. Ask your students if they have ever felt discriminated against or treated differently because of their age or gender, or for some any other reason. Encourage a debate in your class on the topic.

- Students answer questions 1–6 in their notebooks.
- Check the answers.

Answer Key

1. No, he wasn't. He was born in 1912.
2. Yes, he was.
3. No, he didn't.
4. No, he didn't. He studied Maths and Cryptology.
5. No, he didn't. The Germans were the enemies.
6. No, he isn't. He died in 1954.


3.  **Speak »** Practise asking and answering the questions in exercise 2 with a partner.



4.  **Write »** Use the secret code to complete the sentences (1-4).

SECRET CODE								
A = z	B = w	C = e	D = r	E = t	F = y	G = u	H = l	I = o
J = a	K = s	L = d	M = v	N = g	O = h	P = j	Q = i	R = p
S = q	T = x	U = c	V = f	W = b	X = n	Y = m	Z = k	

- Alan Turing **bzq whpg** in **tgudzgr**.
- Turing **ogftgxtr** the first **ehvjcxtp**.
- Turing **qxcrotr** Maths and Cryptology at university.
- The British Government **lhghcptr** Turing after his death.

26 5.  **Listen »** Listen and complete the fact file (1-5) about Frida Kahlo with the words in the box.

Final task activity!

important lesson serious traffic accident wonderful art
terrible virus infection right leg and foot

Frida Kahlo

FACT FILE

was born in Mexico in 1907, and she was always a strong woman and fighter.



When she **was** six years old, she **caught** a ¹... that **affected** her spinal cord and badly **damaged** her ²... After that Frida always **wore** trousers to cover her leg, but her classmates **laughed** at her and **were** horrible to her.

Later, when she **was** 18, she had a ³... She **wasn't** able to move for a long time, so she **began** to paint.

As an adult, Frida **became** an important painter who also **fought** for the rights of the Mexican people.

Sadly, Frida **died** in 1954, but she **left** us with her ⁴... and an ⁵...: *you don't need feet if you have wings to fly.*

3.  **Speak »**

(30 minutes)

- Students read the rubric and questions in exercise 2. Refer them to their answers for exercise 2 as well.
- Students ask and answer the questions in pairs.
- Monitor and check that they are using the question forms correctly.
- Ask follow-up questions: *What did the machine do? Why was Alan bullied?*

Extra Activity (15 minutes)

Students choose an important character (or a person they admire) and write a short description of what they did and why they were important. Use the biography in exercise 2 as a model.

4.  **Write »**

(35 minutes)

- Remind students why Turing was important. Explain that he also invented a machine that helped him to decipher a secret enemy code in World War II.
- Students read the rubric and the secret code. Check their understanding of how the code works: A = z, B = w, etc.
- Decipher the first word with the whole class: b z q = was.
- Students read the messages and decipher the coded words in their notebooks.
- Check the answers.

Answer Key

1. was born, England
2. invented, computer
3. studied
4. honoured

Extra Activity (10 minutes)

Students use the code in the activity to create their own messages and have others crack them. They share the messages with the class. Encourage messages talking about respect, cooperation and teamwork.

5.  **Listen »**

(35 minutes) **track 26**

- Students look at the paintings. Ask: *Do you know who the artist is? What do you think about the paintings? Do you like the paintings? Which is your favourite?*
- Read the rubric and the words in the box out loud. Check understanding of new vocabulary.
- Students read the fact file. Check their understanding of new vocabulary.
- Revise the past simple of regular and irregular verbs.
- Students identify the infinitive of the past tense verbs in the fact file:
Regular verbs: *affect/affected, damage/damaged laugh/laughed, die/died*
Irregular verbs: *is(n't)/was(n't), catch/caught, wear/wore, begin/began, become/became, fight/fought, leave/left*
- Play the audio track. Students listen and read the fact file.
- Play the audio track again while students do the task in their notebooks. Repeat if necessary.
- Check the answers.
- Ask: *What was the thing you liked the most about Frida? Do you think she was an important person? Did her difficulties stop her from being important? What did she mean when she said 'you don't need feet if you have wings to fly?'*

Answer Key

1. terrible virus infection
2. right leg and foot
3. serious traffic accident
4. wonderful art
5. important lesson.

Audio Script

26

Frida Kahlo was born in Mexico in 1907, and she was always a strong woman and fighter.

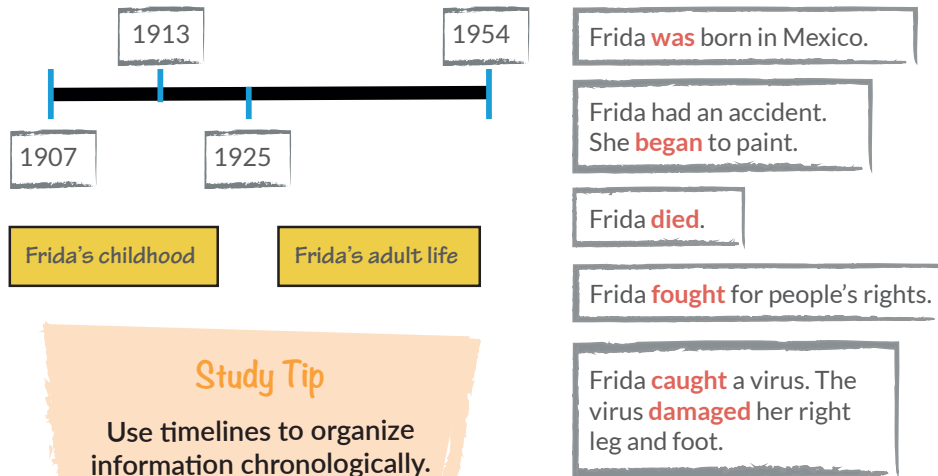
When she was six years old, she caught a terrible virus infection that affected her spinal cord and badly damaged her right leg and foot. After that, Frida always wore trousers to cover her leg, but her classmates laughed at her and were horrible to her.

Later, when she was 18, she had a serious traffic accident. She wasn't able to move for a long time, so she began to paint.

As an adult, Frida became an important painter who also fought for the rights of the Mexican people. Sadly, Frida died in 1954, but she left us with her wonderful art and an important lesson: *you don't need feet if you have wings to fly.*

module 2 // Unit 2

6.  **Write»** Complete the timeline with the events in Frida Kahlo's life.



Study Tip
Use timelines to organize information chronologically.


7.  **Speak»** Work with a partner. Ask and answer the questions (1–6) about the life of Frida Kahlo.



1. What did Frida do as an adult?
2. Where was Frida born?
3. When was Frida born?
4. When did Frida die?
5. When and why did she begin to paint?
6. When did Frida catch a virus?

When was Frida born?



She was born in ...

8.  **Speak»** Work with a partner. Compare and contrast the lives of Alan Turing and Frida Kahlo. What did they have in common? In what ways were their lives different? Make notes and give a presentation to your class.

FRIDA KAHLO	ALAN TURING
Date of birth: ...	Date of birth: ...
Profession: ...	Profession: ...
Facts about her life: ...	Facts about his life: ...
	

21st Century Skills

- Communication skills

What makes you unique and special? What is special about your classmates?

Study Tip

Make detailed notes and prepare and rehearse your presentation beforehand. This will give you confidence when you are talking.

6.  **Write »**

(35 minutes)

- Explain what a timeline is – a line that shows when things happened and the order in which they happened. Use your personal information to draw your timeline on the board: when you were born, the year you started school, etc.
- Focus students' attention on Kahlo's timeline. Ask: *What two periods is the timeline divided into? (Frida's childhood and her adult life.)*
- Students read the rubric and the events and complete the timeline in their notebooks.
- Check the answers.

Study Tip

Explain that timelines are very useful to present chronological (that is, related to time) information in a visual way. They help explain ideas and make some topics easier to understand.

Extra Activity (10 minutes)

Students write their own timeline. They should include the following: date of birth, first year of school, year when they finished/started secondary school, dates of any achievements, etc.

7.  **Speak »**

(30 minutes)

- In pairs, students make notes about the most important events in Kahlo's life.
- Ask: *When was Frida born?*
- Students read the rubric.
- In pairs, students ask and answer the questions about Kahlo's life.
- Monitor and assess their oral production.

8.  **Speak »**

(35 minutes)

- Read the rubric out loud and refer students to the information about Alan Turing and Frida Kahlo in exercises 2 and 5.
- Ask students: *What do you find interesting about the lives of these two people? Were they different? How? Were they similar? How?*
- In pairs, students make notes for their presentation. They should include the following: comparison of their lives, characters, and important facts and events.
- Students prepare their presentations: both students should participate in the presentation.
- Monitor and help with new vocabulary and ideas.
- Volunteers do their presentations in front of the class.

Study Tip

Help students with their presentation by telling them to use notes to guide them as they speak.

**21st Century skills
Communication Skills**

Tell students to acknowledge how well other people have performed without feeling jealous or envious. Telling people how good they are at sports, sciences, maths, being kind and helpful, or whatever they are good at, helps to improve relationships and create stronger bonds, as well as recognizing their own talents.

Preparing Your Task » This Is My Story

1. Read » Read Sole's blog and complete the questions and answers (1-4).

1. When ... Jonathan's birthday? Jonathan's birthday ...
2. What ... Silvia ... last weekend? Silvia ...
3. When ... José ... to the movies? José ...
4. Where ... Melissa ... last ...? Melissa ...

Sole's Travel Blog

Name: Soledad C.

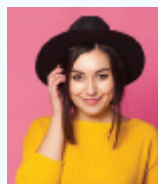
Date of birth: 14 August 1999

From: Colombia

About me: I'm happy, adventurous and I love travelling around the world.

I study languages (I speak Spanish, English, German and Japanese), but my passion is nature. I love discovering beautiful new scenery!

Follow me on @solec and join me in my adventures!



Friday: riding an elephant



Saturday: going to the beach



Sunday: celebrating Loi Krathong Day



Monday: visiting the Grand Palace

AnneMarie commented: Did u really ride an elephant? OMG! Amazing! :D

Lucas82 commented: Loved your pics. I also swam in the sea last weekend ... but in the Colombian sea! LOL Love! ♥

Today is 15 September.

It was Jonathan G.'s birthday yesterday!

Silvia T. visited The Pet Store last weekend.

José B. went to the movies on Thursday.

Melissa C. went to Barranquilla last week.

21st Century Skills

• Technology Skills

What acronyms do you know?

Final task activity!

2. Speak » With a partner practise asking and answering the questions in exercise 1.

When was Jonathan's birthday?



Jonathan's birthday was on ...



1.  **Read »**

(25 minutes)

- Ask students if they know what a blog is. Explain that a blog is a personal web page in which people share information about their life and experiences. Ask: *What kind of things would you share on a blog? What would be your blog topic: travel, science, animals, sports?*

21st Century skills

Technology Skills

As technology grows faster, so does language. Language over the internet is dynamic and fast; that is why acronyms have become very popular. Tell your students that some phrases can be expressed with three or four letters. That is the case of OMG (which stands for Oh, My God) and LOL (Laugh Out Loud), which you use when something is really funny. There are also others, like YOLO (You Only Live Once) to express that you need to take chances when they come, IDK (I Don't Know), TMI (Too Much Information), ASAP (As Soon As Possible).

- Students look at the pictures on the blog. Ask: *What do you think the blog is about?*
- Students read the rubric and the blog. Check their understanding of new vocabulary.

- Students answer the questions in their notebooks.
- Check the answers.
- Ask follow-up questions: *What is Sole's passion? What is your passion, the thing you love to do? Do you think languages are important? Do you like learning other languages?*

Answer Key


1. When was Jonathan's birthday? Jonathan's birthday was on 14 September.
2. What did Silvia do last weekend? Silvia visited The Pet Store.
3. When did José go to the movies? José went to the movies on Thursday?
4. Where did Melissa go last week? Melissa went to Barranquilla last weekend.

2.  **Speak »**


(25 minutes)

- Refer students to the additional information on Sole's blog in exercise 1: explain that some social networks and blogs also show information about your contacts.
- Students read the rubric and the questions and do the task in their notebooks.
- Check the answers.
- Students practise asking and answering the questions.
- Monitor and assess their oral production.

module 2 // Unit 2

3.  **Write»** Look at the photos and descriptions on Sole's blog and write about what she did in Thailand.

On Friday, Sole rode an elephant ...


4.  **Write»** Read Marc's blog and write about what he did in Tayrona Park.

Marc's Travel Blog

Name: Marc W.
Date of birth: 25 June 2000
From: Oxford
Follow me on @marc.

Pictures of last weekend: My weekend at Tayrona Park!

			
Friday: visiting Cristal Beach	Saturday: going on a boat trip	Sunday: taking photos at El Guardián Peak	Monday: walking around Neganje Bay

5.  **Read»** Read the blog and write questions for the answers (1-4).

Melissa's Travel Blog

Name: Melissa C.
Date of birth: 14 August 1996



From: England
Visitor's choice: Barranquilla ★★★★★

I **went** to Barranquilla on my last trip. It's a **fantastic** city! The weather **was** terrific and I **loved** all the places I **visited**. First, I **went** to the Elsa Caridi Room; it's a small museum dedicated to the most important festival in Barranquilla: Carnival. When I was there, I **saw** some beautiful colourful masks and **watched** some really interesting videos. The videos **explained** how important Carnival is for Barranquilla.

I also visited the Museum of the Caribbean. It was an **awesome** place where I **learned** about Caribbean culture: the folklore, food, art and literature. I also **watched** videos of the beaches and scenery! I really recommend visiting this city. You'll have the time of your life!

1. Where ... Melissa ... on her last trip? She **went** to Barranquilla.
2. ...? She **visited** the Elsa Caridi Room and the Museum of the Caribbean.
3. ...? She **learned** about Caribbean culture.
4. ...? The museum **was** awesome.

3.  **Write »**
(30 minutes)

- Refer students to the information and the pictures in the blog in exercise 1.
Ask: What do you think about travelling around the world? Do you think Sole's experience sounds like fun? What did Sole do on Friday? What do you think about that? When did she go to the beach? Do you like the beach?
- Students read the rubric and the example.
- Students write their answers in their notebooks.
- Monitor and check their answers.

Extra Activity (15 minutes)

Students write a short description of a family trip they went on. If they have never been on a family trip, then they should write about a memorable day they had with their family.

4.  **Write »**
(30 minutes)

- Read the rubric out loud.
- Students read the first box in the blog. Ask: *When was Marc born? Where is he from?*
- Students look at the pictures and read the information. Ask: *What did Marc do on Friday? What did he do on Saturday?*
- Students read the blog again and write their descriptions of Marc's weekend in their notebooks.
- Monitor and check answers.

Possible answers

On Friday, Marc visited Crystal Beach. On Saturday, he went on a boat trip. On Sunday, he took pictures at El Guardián Peak. On Monday, Marc walked around Neguanje Bay, at Tayrona Park.

5.  **Read »**
(40 minutes)

- Students read the rubric. Ask: *Do you know where Barranquilla is? Is it hot or cold there? Do you know any famous people who come from Barranquilla? Why is Barranquilla famous?*
- Students read the blog. Check their understanding and focus their attention on the highlighted verbs. Revise the past simple of regular and irregular verbs if necessary.
- Draw students' attention to the highlighted adjectives of opinion: *fantastic, awesome*. Ask: *What do these adjectives express? Brainstorm other adjectives of opinion and write them on the board, e.g. terrific, beautiful, interesting.* Refer to the grammar box.

Grammar Box: Adjectives of opinion

We use adjectives of opinion to express our personal feelings, opinions and to describe experiences. They also make our writing more interesting.

Write on the board:

The trip was fantastic. The views were amazing.

- Students complete the questions in their notebooks.
- Check the answers.

Answer Key

- Where did Melissa go on her last trip?
- What did Melissa visit?
- What did Melissa learn (during her visit)?
- What was the museum like?


6.  **Read»** Read the comments and choose the correct answers (1-3).

LEAVE MELISSA A COMMENT:

MaryAnn2004 commented:
Hello, Melissa! Your trip looks amazing. I saw your pictures, and I loved them. They were fantastic! ☺ Where did you go before Barranquilla?

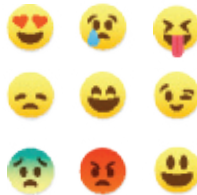
Camilo_Traveller commented:
I also went to Barranquilla last year, but I didn't go to the Museum of the Caribbean ... Were there many interesting things to see? Anyway, I walked around, and the city was OK ☺ Bye!


1. Who enjoyed Melissa's photos? *MaryAnn2004 / Camilo_Traveller*
2. Who wants to know more about the museum? *MaryAnn2004 / Camilo_Traveller*
3. Who wants to know where Melissa went before -? *MaryAnn2004 / Camilo_Traveller*

7.  **Write»** What do you think about Melissa's trip? Write your comment: you can use emoticons.

LEAVE MELISSA A COMMENT:
Dear Melissa,
...

Emoticon Bank




8.  **Write»** Imagine you are a travel blogger. Write about a place you know and love.

Name: ...
Date of birth: ...
From: ...
For my last holiday I went to ...

21st Century Skills
• Information literacy

Which social networks do you use? What information do you / your friends share?

9.  **Listen»** Pronunciation. Listen and repeat the tongue-twister.

27

I watched a bat wearing a hat. I didn't have a hat, but I had a watch that the bat watched.

6.  **Read »**

(25 minutes)

- Refer students to the blog in exercise 5. Ask: *Do you think Melissa enjoyed her trip? What was the weather like? What is the most important festival in Barranquilla?*
- Students look at the emoticons at the end of the blog. Ask: *Do you know what the emoticons mean? How many people reacted to the post? How did they react?*
- Students read the comments again and answer the questions in their notebooks.
- Check the answers.

Answer Key

- Maryann2004
- Camilo_Traveller
- Maryann2004

7.  **Write »**

(30 minutes)

- Ask: *What do you think about Melissa's trip?* In their answers students should use the adjectives of opinion from exercise 5, e.g. *I think it sounds fantastic!*
- Students look at the faces in the emoticon bank and say what they represent, e.g. fantastic, boring, love it, horrible, terrible, angry, etc.
- Students read the rubric and write their comments in their notebooks. They should include emoticons.
- Monitor and check their answers.

8.  **Write »**

(30 minutes)

- Refer students to the different blogs they have read in this lesson. Ask: *Which blog was your favourite? Why? Which places do you think are fascinating? Would you like to visit some of those places? Which ones?*
- Students read the rubric. Check their understanding.
- Ask: *Which places would you like to visit in Colombia? Which places would you like to visit in other countries? Which country would you like to visit first? Why?*
- Students write their travel blog in their notebooks. Refer them to the blogs in exercises 1, 4, and 5 as a model.
- Design a travellers' blog wall in your classroom and put students' blog entries up.

21st Century skills

Information Literacy

The internet may be useful and fun, but students must be careful, too. Advise students not to give personal information to people they do not know online. Tell them not to interact with people they do not know, and to always use social networks with the help of their parents. Discuss the type of information they share.

9.  **Listen »**

(25 minutes) **track 27**

- Play the audio track.
- Read the tongue-twister out loud slowly.
- Focus on the pronunciation of /d/ and /t/. The sound /d/ is softer and longer, but the sound /t/ is stronger and shorter.
watched [wɒtʃt]
bat [bæt]
hat [hæt]
had [hæd]
Practise the sounds by saying just the final consonants.
- Repeat the words one by one. Students focus on the difference between the sounds.
- Play the audio track again, Students repeat: Monitor pronunciation.
- Students practise saying the tongue-twister slowly. Repeat the audio track as often as necessary.
- Students say the tongue-twister as fast as they can.

Audio Script

I watched a bat wearing a hat.
I didn't have a hat, but I had a watch
that the bat watched.

27

module 2 // Check Your Progress

Check Your Progress

28 1. **Listen** » Listen and complete the information (1-10).

The meeting I had ¹ ... was ² ... I almost fell asleep!	³ ..., we ⁴ ... a horror movie, but it was ⁵ ...! It was the worst movie ever!	On Sunday, I ⁶ ... dinner with my family in a restaurant. It was ⁷ ...	Last weekend, we ⁸ ... to the stadium and ⁹ ... a football match. It was ¹⁰ ... and really exciting!

I can describe past experiences and situations.

Very well	
Quite well	
With difficulty	

2. **Speak** » Look at the pictures and discuss with a partner what Angie did on holiday.

eat fish	watch a movie
go to the amusement park	ride a bike

On Friday, Angie ate ...



I can talk about the past.

Very well	
Quite well	
With difficulty	

3. **Speak** » Interview a friend about his/her life. Use the ideas in the box and write the answers.

- Place of birth
- Date of birth
- Last birthday
- Last holiday

What did you do on your last ...?



I can ask and answer questions about my life and the life of others.

Very well	
Quite well	
With difficulty	

1.  Listen »

(30 minutes) **track 28**

- Students read the rubric and the statements, and look at the pictures.
- Play the audio track once while students make notes.
- Play the audio track again for students to write their answers in their notebooks.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

- | | |
|--------------|--------------|
| 1. last week | 6. had |
| 2. boring | 7. fine |
| 3. Yesterday | 8. went |
| 4. watched | 9. saw |
| 5. terrible | 10. terrific |

Audio Script

28

Speaker 1: The meeting I had last week was boring. I almost fell asleep!

Speaker 2: Yesterday, we watched a horror movie, but it was terrible! It was the worst movie ever!

Speaker 3: On Sunday, I had dinner with my family in a restaurant. It was fine.

Speaker 4: Last weekend, we went to the stadium and saw a football match. It was terrific and really exciting!

2.  Speak »

(15 minutes)

- Students read the rubric, look at the pictures and do the task in pairs.
- Allow enough time for students to do the task.
- Monitor and evaluate their oral production.
- Students complete the self-assessment section.

Answer Key

On Friday, Angie ate fish, watched a movie, went to the amusement park and rode a bike.

3.  Speak »

(20 minutes)

- Students read the rubric and the ideas in the box.
- Students do the task in pairs. They ask and answers questions and write the answers in their notebooks.
- Allow enough time for students to do the task.
- Monitor and evaluate their oral production.
- Students complete the self-assessment section.


Unit » 3

No Bullying Allowed!

» Objectives

- » I can give suggestions and make recommendations.
- » I can express obligation and lack of obligation.
- » I can apologize and ask for an apology.
- » I can identify aggressive attitudes and conciliate.

In Context » Class President

1.  **Read »** Read the list of appropriate behaviour for a class president (1-7) and choose the correct answers: *are* or *aren't*.

Da Vinci School Newsletter Year 7 Class President

Class presidents ...

1. *are / aren't* **respectful** to their classmates.
2. *are / aren't* **offensive** to anybody.
3. *are / aren't* **helpful** to their classmates when they have problems.
4. *are / aren't* **polite** and greet everybody. They are never **rude**.
5. *are / aren't* **tolerant** and understand that everybody is different.
6. *are / aren't* **aggressive** and try to resolve conflicts between their classmates by talking calmly instead of shouting.
7. *are / aren't* **bossy** and ask for help politely, instead of giving orders.


Let's Make this School a Better Place for Everybody!



Final task activity!



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2.  **Speak »** Discuss the questions (1-3) with a partner. Use some of the words in exercise 1 to help you.

1. What qualities do you think a class president should have?
2. Do you think you are a good candidate for class president?
3. Do you think it's important to vote? Why?

I think the most important qualities in a class president are ...

I think it's extremely important to vote, because ...

I think I am a good candidate for class president, because I am always polite, and I'm never ...

Unit » 3 No Bullying Allowed

Unit Objectives

Basic standards of competences	<p>Identify ways to express qualities and advice in simple oral and written texts.</p> <p>Make a simple oral description about qualities of peers.</p> <p>Exchange suggestions and recommendations about specific situations in the classroom.</p> <p>Use expressions to apologize or to ask for an apology in difficult situations.</p>
Vocabulary	Feelings and emotions; Personal qualities; Ethical values
Grammar	<p>Imperatives; Modals: <i>have to/should</i>; Apologizing:</p> <ul style="list-style-type: none"> ▪ <i>I feel (very) sorry.</i> ▪ <i>I didn't mean it.</i> ▪ <i>I apologize.</i> ▪ <i>Sorry, it wasn't my intention;</i> <p>Suggestions/Expressions to recommend:</p> <ul style="list-style-type: none"> ▪ <i>My recommendation is ...</i> ▪ <i>We should ...</i> ▪ <i>As a consequence, you have to/need to ...</i> ▪ <i>Why don't you ...?</i> ▪ <i>Let's think about ...</i>

1.  **Read »**
(35 minutes)

- Say the title of the unit and discuss as a class what it means.
- Ask: *Do you know what a class president is? Who is your class president? What kind of things does he/she do?*
- Brainstorm qualities that make a good class president. Write students' suggestions on the board, e.g. friendly, responsible, etc.

- Students read the rubric and the text. Check their understanding of new vocabulary.
- Students choose the correct answers.
- Check the answers.

Answer Key


- | | |
|-----------|-----------|
| 1. are | 5. are |
| 2. aren't | 6. aren't |
| 3. are | 7. aren't |
| 4. are | |

2.  **Speak »**
(30 minutes)

- Students read the rubric and the questions.
- Students make notes in their notebooks. Refer them to the new words in exercise 1.
- Students discuss the questions in pairs. Refer them to the examples as a model.
- Monitor and assess their oral production.


module 2 // Unit 3

29

3.  **Listen »** Listen to a teacher giving advice to students who want to be class president. Which of the pieces of advice (1–9) does the teacher mention?

A class president ...

1. **should** be helpful.
2. **should** take care of their classroom and the school.
3. **should** tell a teacher about any serious problems, e.g. bullying.
4. **should** be respectful, polite and friendly – greet everyone.
5. **shouldn't** bully their classmates.
6. **shouldn't** be rude: say please and thank you.
7. **should** encourage classmates to respect each other and the staff.
8. **shouldn't** be bossy – ask people to do things in a polite way.
9. **shouldn't** give orders.

4.  **Speak »** Work with a partner and discuss what are the most important pieces of advice the teacher gave in exercise 3. Explain why.

I think the most important piece of advice was that you should always be respectful, polite and friendly because ...



30

5.  **Listen »** Listen and complete the school rules (1–6) with *have to* or *don't have to*.

All class presidents **have to** follow some rules.

1. They ... attend meetings after school every Friday.
2. They ... follow all the school rules and regulations.
3. They ... attend class regularly, but they ... have perfect attendance.
4. They ... take the class register every morning and they ... report absent students immediately.
5. They ... study hard, but they ... be top of the class.

6.  **Write »** Write about the rules in your school.

In my school we have to wear a school uniform. It's obligatory. We also have to be punctual for all our classes. We have to wait outside the classroom when we arrive late.

3.  **Listen »**

(35 minutes) **track 29**

- Students read the rubric and advice. Check their understanding of new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again. Students do the task in their notebooks.
- Check the answers.
- Explain the grammar point. Refer to the grammar box.

Answer Key
1, 3, 4, 6, 8, 9

Audio Script

Hello, everyone. Silence, please! Thank you! Right, as I'm sure you all know, the elections for year 7 class president are going to take place next month. I know that some of you are interested in being class president and so I'd like to give you some advice about how a great class president should behave.

First of all, a class president should be helpful. So, if you can, always try and help other students when they have problems. But if the problem is a big one, for example, violence or bullying, then the class president should always talk to the teacher and ask them what to do.

Secondly, a class president should always be respectful, polite and friendly. Greet your classmates and teachers when you see them, and, of course, you shouldn't be rude to people ... and always say 'please' and 'thank you'.

Another important point is that a class president should never be bossy. You should always be polite when you ask people to do things. So you shouldn't give people orders!

Well, I think that's all. If you have any questions, please come and see me after class. Thank you.

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Grammar Box

Modal verb: should/shouldn't

To give advice or make a recommendation, we use the modal verb **should**. We use the same form for all persons: I/you/he/she/it/we/they **should** be respectful.

Write on the board:

Affirmative

You **should** take care of your classroom.

Negative

You **shouldn't** be rude.

Question

Should you give orders?

Grammar Box

Expressing obligation or lack of obligation

We use **have to** to talk about rules and regulations.

We use **do** or **does** for questions.

We use **don't** or **doesn't** for negatives.

Write on the board:

You **have to** pass exams to go to university.

Students **have to** attend all classes at school.

You **don't have to** be the best student, but you **have to** do your best.

4.  **Speak »**

(30 minutes)

- Students read the rubric. Refer them to the advice given in exercise 3.
- In pairs, students do the task.
- Monitor and check their use of **should/shouldn't**.

Answer Key

1. have to
2. have to
3. have to, don't have to
4. have to, have to
5. have to, don't have to

5.  **Listen »**

(35 minutes) **track 30**

- Students read the rubric and the school rules. Check new vocabulary.
- Play the audio track. Students just listen.
- Play the audio track again. Students write the answers in their notebooks. Repeat if necessary.
- Check the answers.
- Explain how to express obligation or lack of obligation. Refer to the grammar box.

Audio Script

All class presidents have to follow some rules.


1. They have to attend meetings after school every Friday.
2. They have to follow all the school rules and regulations.
3. They have to attend class regularly, but they don't have to have perfect attendance.
4. They have to take the class register every morning and they have to report absent students immediately.
5. They have to study hard, but they don't have to be top of the class.

30




6.  **Write »**


(30 minutes)

- Read the rubric and the example out loud.
- In pairs, students discuss their school rules and obligations.
- Students write their ideas in their notebooks in complete sentences.


7.  **Read»** Read the proposals of three candidates for class president. Answer the questions (1–3).

1. Which candidate wants people to talk about their problems with others calmly?
2. Which student wants boys and girls to join in activities together?
3. Which student wants separate activities for boys and girls?

<p>Kelly Ramírez 7A</p>  <ul style="list-style-type: none"> • We should have a school fashion week every year. • Let's organize a cheerleader team for boys and girls! • We should open more after-school clubs. • Let's organize sports championships! 	<p>Camilo López 7B</p>  <ul style="list-style-type: none"> • The school should build a pool. • Why don't we have football championships for boys? • Teachers shouldn't give us homework. • We should have a radio show for girls only. 	<p>Martina Garcés 7C</p>  <ul style="list-style-type: none"> • We have to solve problems by talking, not by using violence. • We should help students who have academic problems. • Why don't we start a campaign for a better school library? • We shouldn't allow boys to join in girls' activities.
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31 8.  **Listen»** Listen to some students explaining which candidate they prefer. Complete what they say (1–6).

I like ¹... proposal, because I agree that teachers **shouldn't** give us homework. I ²... doing homework!




Gloria

I prefer ³... proposal. Violence is ⁴... the answer. If you have a problem with someone, you have to talk about it.




Andrés

Personally, I like ⁵... proposal. We should definitely have more ⁶... that boys and girls can do together!



Paula

9.  **Write»** Who do you think is the best candidate: Kelly, Camilo or Martina? Why? Explain your reasons for choosing this person.

7.  **Read »**

(35 minutes)

- Ask: *What are the main problems in your school? And in your class? Do teachers and students / boys and girls have a good relationship?*
- Read the rubric and questions out loud. Check understanding.
- Students take turns to read the three proposals out loud. Check their understanding of new vocabulary.
- Ask: *Are candidates making suggestions or expressing obligations?*
- Students discuss the questions and write the answers in their notebooks.
- Ask: *Who do you think is the best candidate? Why?*

Answer Key

1. Martina Garcés.
2. Kelly Ramírez.
3. Camilo López and Martina Garcés.

8.  **Listen »**

(35 minutes) **track 31**

- Students read the rubric and the explanations. Refer students to the candidates' proposals in exercise 7.
- Play the audio track. Students listen and read.
- Play the audio track again for students to do the task in their notebook. Play as often as necessary.
- Check the answers.

Answer Key

1. Camilo's
2. hate
3. Martina's
4. never
5. Kelly's
6. activities

Audio Script

Gloria: I like Camilo's proposal, because I agree that teachers shouldn't give us homework. I hate doing homework!

Andrés: I prefer Martina's proposal. Violence is never the answer. If you have a problem with someone, you have to talk about it.

Paula: Personally, I like Kelly's proposal. We should definitely have more activities that boys and girls can do together!

31

9.  **Write »**


(35 minutes)

- Ask: *Which of the candidates' ideas in exercise 7 do you like best? Why? Which of the proposals don't you like? Why?*
- Ask: *Which candidate do you like the most? Why?*
- Students read the rubric and do the task in their notebooks. They should explain why they chose this candidate. Use the examples in exercise 8 as a model.
- Monitor and assess their written production.

Extra Activity (10 minutes)

In small groups, students discuss which four proposals they prefer and why. They can choose any of the proposals from any of the candidates.

Expanding Knowledge » Don't Be a Bully!

1.  **Read»** Read the poster about bullying and complete the sentences (1–8) with the words in the box.

a mobile phone	excludes you from	boys' clothes
your permission	rude to you	playing with dolls
social media	or physically violent	

21st Century Skills
• Social Skills

What can you do to help people who experience bullying? Should you ask an adult for help?

Pay Attention to These Signs!

Talk to your teachers or your parents when:


- ✓ Someone at school is ¹... all the time or constantly insults you.
- ✓ Someone is aggressive towards you, ²..., or takes your things without ³...
- ✓ Someone posts offensive things about you on ⁴... or in chats.
- ✓ Someone says hurtful things to you because you behave differently to other people. For example, you're a girl but you like wearing ⁵..., or you're a boy and you like ⁶...
- ✓ Someone is disrespectful to you because you don't have ⁷... or computer.
- ✓ Someone deliberately ⁸... parties, meetings, sports matches, etc.



NOBODY SHOULD BE DISRESPECTFUL. DON'T LET ANYBODY PUT YOU DOWN.

REMEMBER THAT NO MATTER WHAT, YOU ARE IMPORTANT!

Campaign Against Bullying

2.  **Write»** Complete the categories (1–3) with examples from the poster in exercise 1.

1. Verbal Bullying

When someone says offensive things to you ...

2. Physical Bullying

When ...

3. Bullying because of prejudice: because you are different.

...

1.  **Read »**

(40 minutes)

- Brainstorm situations in which students have to work together. Write them on the board.
- Ask: *What kind of people do you prefer working with? Why? What qualities should a good classmate have? What kind of people don't you like working with?*
- Students read the rubric, the words in the box and the poster. Check their understanding of new vocabulary.
- Students complete the poster in their notebooks.
- Check the answers.
- Ask: *Do you sometimes feel uncomfortable at school? Do you ever feel excluded from team activities? Do you ever exclude people from team activities?*

2.  **Write »**

(35 minutes)

- Students read the rubric and the types of bullying. Refer them to the poster in exercise 1.
- Ask: *What is verbal bullying? And physical bullying? What is bullying because of prejudice?* Elicit examples and explain terms if necessary.
- Students complete the table in their notebooks.
- Monitor and check their answers.


21st Century skills

Social Skills

Talk about bullying. There are a lot of children who have suffered from this kind of problem at school, and most of the time, it is invisible to both parents and teachers. Discuss with students the types of bullying in the poster and ask them what they can do to help bullying victims at school.

Answer Key

1. rude to you
2. or physically violent
3. your permission
4. social media
5. boys' clothes
6. playing with dolls
7. a mobile phone
8. excludes you from

32 3.  **Listen »** Listen to some students talking about bullying and decide what kind of bullying they are talking about.




Speaker 1: verbal bullying / physical bullying / bullying because of prejudice



Speaker 2: verbal bullying / physical bullying / bullying because of prejudice



Speaker 3: verbal bullying / physical bullying / bullying because of prejudice

4.  **Speak »** Work with a partner and decide if the situations (1-4) are examples of a joke in bad taste or of bullying. Explain why.

1. A friend took my notebook and hid it. I was really worried! Two hours later, he gave it back to me and said he was sorry!

- a joke in bad taste
- bullying



3. This morning I was late for school. I was running very fast, and an older student stuck his foot out and made me fall. He didn't apologize.

- a joke in bad taste
- bullying

2. Last week, some girls hid my things and I never found them. This week, they called me an idiot and laughed at me.

- a joke in bad taste
- bullying



I think situation 1 was a joke in bad taste, because later his friend said he was sorry.



4. I'm a new student at this school. In the beginning, my classmates made fun of me because of my accent, but that only lasted for a day or two. Now we're good friends.

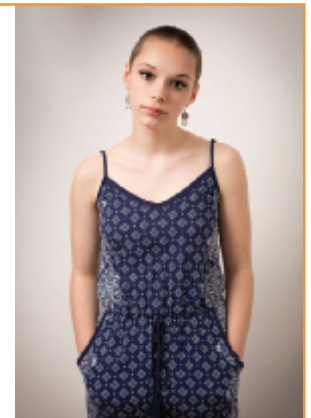
- a joke in bad taste
- bullying

5.  **Read »** Read the story and answer the questions (1-6).

Stand up to bullies! by Vanessa M.

Some of my classmates laughed at me because I prefer to spend my time with boys more than with girls. Sometimes, they were aggressive towards me. One day, during the break, one of my classmates pushed me. So, I turned around and asked her 'What exactly is your problem? You should apologize to me!' She saw that I was mad, and that I wasn't afraid of her, so she stopped bothering me. The next day, she came up to me and said 'I'm sorry. I was very disrespectful'. And I accepted her apology.

When you feel bullied, stand up and demand respect. We all deserve respect, no matter what. Be brave and strong. Don't let anybody hurt you. Say that you're sorry when you hurt someone. But never use violence – violence leads nowhere.



3.  Listen »

(35 minutes) **track 32**

- Remind students what verbal bullying, physical bullying and bullying because of prejudice are.
- Students read the rubric and look at the photos. Ask: *Which of the children seem sad? What do you think the others are feeling?*
- Play the audio track. Students listen and do the task. Repeat the audio track as often as necessary.
- Check the answers.

Answer Key

1. Physical bullying.
2. Verbal bullying.
3. Bullying because of prejudice.

Audio Script

32

Boy: I'm a new student at school. My teachers are very nice to me, but some of my new classmates are horrible. One of them pushed me over in the playground and hit me in the face. It really hurt and I cried.

Girl 1: There's one boy in my class who is always really rude to me. He calls me names and insults me all the time. I try to ignore him, but it's very difficult.

Girl 2: I don't like wearing dresses, so I'm a bit different to other girls in my class ... Nobody is verbally or physically aggressive towards me ... they just completely ignore me. They don't speak to me or look at me.

Extra Activity (10 minutes)

In groups, students discuss why some people are bullies and abuse other people. Students then write a short paragraph in their notebooks with their ideas.

4.  Speak »

(40 minutes)

- Explain the difference between a joke in bad taste and bullying. Remind students that even if they think a classmate is overreacting or is being too sensitive about a joke or comments, they should stop the comments if the classmate is upset.
- Read the rubric out loud. Students then take it in turns to read out the situations. Check their understanding of new vocabulary.
- Talk about situation 1 as a model. Ask: *Do you think this is a joke in bad taste? Or is it bullying?* Students should explain their answers.
- Students discuss the situations in pairs.
- Monitor and assess their oral production.

Answer Key

1. joke in bad taste
2. bullying
3. bullying
4. joke in bad taste or bullying

5.  Read »

(40 minutes)

- Refer students to the title and picture. Ask: *What do you think the story is about? What do you think happened to the girl?*
- Students read the rubric and the questions. Check their understanding and identify the keywords in the questions: *laugh at her* (question 1); *break* (question 2); *Vanessa's reaction* (question 3); *bully* (question 4); *bully, apologized* (question 5); *advice* (question 6).
- Students take it in turns to read out the story. Check their understanding of new vocabulary.
- Students answer the questions in their notebooks. Remind them to look for specific information, that is, they don't need to read the whole story again.
- Check the answers.
- Ask: *Can you think of other possible reactions to this bullying? Can you think of any problems with Vanessa's advice?*

Study Tip

Remind students that by reading questions first in a reading comprehension exercise, it will be easier for them to solve the exercise as they will look for specific information known beforehand. Once students finish their exercise, ask them if their search was simpler and easier, and tell them to explain.


module 2 // Unit 3

1. Why did Vanessa's classmates laugh at her?
2. What happened to Vanessa during the break?
3. What was Vanessa's reaction to the bullying?
4. What did the bully do when she heard Vanessa's reaction?
5. What did the bully say when she apologized to Vanessa?
6. What advice does Vanessa give to others about bullying?

Study Tip

When you do a reading comprehension, read the questions first. Then read the text quickly and look for key words or phrases that correspond to the questions. This is called *scanning*.

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6.  **Listen »** Listen to the students apologizing and repeat what they say. Pay attention to the intonation.

Hi, Diana! I'm sorry for hiding your notebook. Can you forgive me, please?




Hi, Victor! I didn't mean to make you fall over in the playground. I'm really sorry.



Hello, John! It wasn't my intention to make you cry today at break time. I apologize.

Study Tip

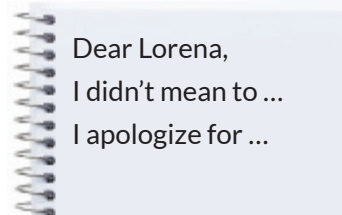
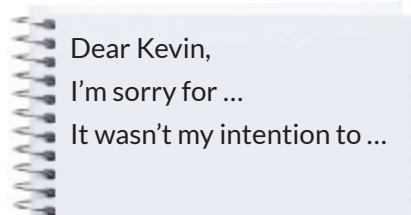
When you listen to people, pay extra attention to their intonation. This will help you to understand how they are feeling.

7.  **Read »** Read the two accounts of bullying. Choose one of the situations. Imagine you were the bully and write an apology.

A student on the sports team said I couldn't sit with them, because I was weak and pathetic. Everyone laughed at me and I had to sit on my own.
(Kevin)

This morning at lunch time, I dropped my food on the floor and I cried. A boy took a picture and posted it on the internet. Everyone in school saw the picture and now they're all laughing at me.
(Lorena)

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8.  **Speak »** Work with a partner and role-play the apologies in exercise 7.

Answer Key

1. Because she prefers to spend her time with boys.
2. One of her classmates pushed her.
3. She stood up to the bully.
4. She stopped bothering her.
5. She said she was sorry and that she had been very disrespectful.
6. To stand up and demand respect.

6.  **Listen »**

(35 minutes) **track 33**

- Ask: *Do you always apologize when you do something wrong? Do you like apologizing? Do you appreciate it when someone apologizes to you?*
- Read the rubric out loud. Students take it in turns to read out the examples. Check their understanding of new vocabulary. Refer to the grammar box.

Grammar Box

Expressions for apologizing

Refer students to the expressions in the examples.

Explain that after *for* we use *-ing* forms of the verb: *Sorry for laughing.*

And that after *to* we usually use the infinitive: *I didn't mean to hurt you.*

- Ask: *What are the people apologizing for? Would you apologize in the same situations? Would you accept an apology in these situations?*
- Explain that using the correct intonation is important to make your apology sound sincere.

Study Tip

Remind students that intonation is about how we say things, rather than what we say. Tell them to pay attention to the intonation to help them understand the speaker's emotions and feelings. Explain that awareness of intonation helps to communicate. The ability to understand and share the feelings of another will also improve their social skills. Ask students to discuss how their voice and intonation change when their emotions change, and give some examples.

- Play the audio track. Draw students' attention to the intonation.
- Play the audio track again. Students listen and repeat. Play as often as necessary.
- Students role-play the situations.

Audio Script

33

Girl 1: Hi, Diana! I'm sorry for hiding your notebook. **Can you forgive me, please?**

Boy: Hi, Victor! I didn't mean to make you fall over in the playground. I'm really sorry.

Girl 2: Hello, John! It wasn't my intention to make you cry today at break time. I apologize.

7.  **Write »**

(40 minutes)

- Ask. *Have you experienced bullying? When? What happened? How did you feel? What did you do?*
- Students read the rubric and take it in turns to read the accounts out loud. Check their understanding. Students have to imagine they are the actual bullies.
- Students choose one of the situations and write their apologies in their notebooks.
- Monitor and assess their written production. Focus on the use of expressions for apologizing.
- Volunteers read out their apologies.

Extra Activity (10 minutes)


Students look at the account they **didn't** choose in exercise 7 and think about what advice to give to the person who was bullied. Students write their advice on how to resolve conflicts on pieces of paper. Put the students' advice on the noticeboard.

8.  **Speak »**

(35 minutes)

- Students read the rubric: refer them to the accounts and their answers in exercise 7.
- Students do the task in pairs: Student A is the person who was bullied. Student B is the bully and is apologizing. Student A has to decide if they want to accept the apology or not.
- Monitor and help if necessary. Focus on the use of expressions for apologizing.
- Volunteers role-play the dialogues for the class.

Preparing Your Task » Let's Unite Against Bullying

1.  **Read »** Read the article about bullying and choose the correct options (1-2).

According to the article ...

1. there is *more* / *less* bullying in schools than before.
2. cyberbullies *use* / *don't use* modern technology to bully people.

DAILY NEWS


World - Business - Finance - Lifestyle - Travel - Sport - Weather

Bullying at Schools is on the Increase

Bullying is a problem that is on the increase in schools. In general, bullies are aggressive, physically and verbally abusive and offensive to their victims. At school, they usually call defenceless students horrible, rude names, they take their things without permission, and leave offensive messages on their desks. But one particular area of bullying that is seriously out of control is cyberbullying. Bullies use social media and messaging apps to offend masses of students with one push of a button!

If you want to stop bullying, it's very important to stay calm and not respond with violence. Also, be careful about the information you share on social media, and don't do things you aren't comfortable with or don't agree with.




2.  **Speak »** Read the article in exercise 1 again. Discuss the questions (1-2) with a partner.

1. What are the characteristics of a bully?
2. What recommendations does the article give about how to deal with bullying?



Bullies are ... They are also ...
The article recommends staying calm and ...

3.  **Read »** Read the advice about how to respond to bullying and complete the mind map with the recommendations.


What to do when you are bullied

There is no magic spell to stop someone bullying you. But if you are bullied, then you should always keep calm and not respond violently. It also helps if you can identify the type of bullying and act accordingly.

Social Bullying: If you are a victim of social bullying, you should look for new friends and new activities. Doing exercise, for example, helps you to relax. Also remember, you have to tell an adult what is happening to you.

Cyberbullying: Give your parents your passwords for all your social media accounts. Don't post personal information, and be careful who you add or accept as contacts.

Physical Bullying: Stay away from the bully, and talk to your parents and teachers. Never respond with violence.

1.  **Read »**
(30 minutes)

- Ask: *Do you know any stories of bullying in your school? Do you know people who have experienced bullying? What kind of people are bullies?*
- Ask: *Is bullying in schools something recent or has it always happened?*
- Students read the rubric and the article. Check their understanding of new vocabulary.
- Students answer the questions in their notebooks.
- Check the answers.
- Ask: *What kind of things does a bully do? What is cyberbullying?*

Answer Key

1. more
2. use

2.  **Speak »**
(30 minutes)

- Refer students to the article in exercise 1. Students identify 1.) the characteristics of bullies and 2.) the recommendations for dealing with bullying mentioned in the article.
- Brainstorm other characteristics of bullies. Write them on the board.
- Students read the rubric and discuss the questions in pairs. Use the example as a model.
- Monitor and assess their oral production.

Answer Key

1. aggressive, physically and verbally abusive and offensive
2. stay calm, don't respond with violence, be careful about the information you share on social media, don't do things you aren't comfortable with or don't agree with

3.  **Read »**
(35 minutes)

- Students look at the mind map and give examples of these types of bullying: social bullying, cyberbullying and physical bullying.
- Students read the first paragraph of the text. Ask: *What is the best reaction to bullying? Should you respond violently? How should you respond?*

21st Century skills
Social Skills

Teach students that bullying is a problem that cannot be ignored. Tell students that, when they notice a friend or a classmate is suffering from bullying, it is very important to offer advice and comfort. Ask the question in the box: *What should/shouldn't you say to someone who is being bullied?* Discuss it with the whole class.

- Students read the rubric and the rest of the text. Check their understanding of new vocabulary.
- Students complete the mind map in their notebooks. Focus on keywords and main ideas.
- Monitor and assess their written production.
- Discuss the answers with the class. Ask: *What other suggestions do you have about how to deal with these types of bullying?*

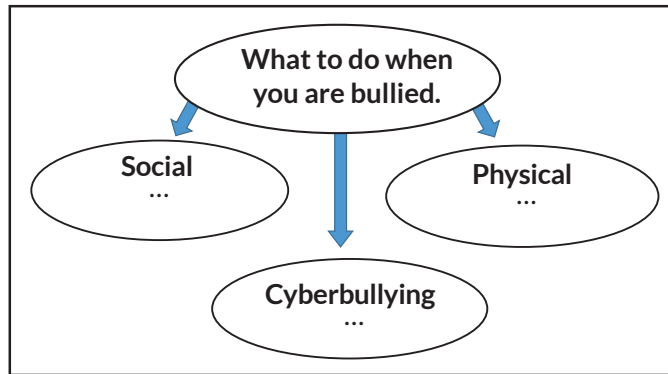
Answer Key

Social bullying: look for new friends and new activities
do exercise to relax
tell an adult

Cyberbullying: Give your parents your passwords
Don't post personal info
Don't add contacts you don't know

Physical bullying: stay away from the bully
talk to your parents and teachers
don't use violence

module 2 // Unit 3



21st Century Skills
• Social Skills

What should/shouldn't you say to someone who is being bullied?

4. Write» Write recommendations about what to do if you are a victim of bullying (1-6).



1. Social Bullying

- You should ...
- I recommend ...

2. Cyberbullying

- People should ...
- I recommend ...

3. Physical Bullying

- They should ...
- I recommend ...

4. Verbal Bullying

5. Bullying because of prejudice

6. Socio-Economic Bullying



In cases of verbal bullying, you should ...

5. Speak»

Use your notes from exercise 4 and present your suggestions for three of the types of bullying to the class.

Study Tip

Always organize your ideas before speaking in a debate or presentation. Writing them on cards is a good idea.

4.  **Write »**

(35 minutes)

- Students read the rubric and the categories. Check their understanding and revise the different types of bullying.
- In pairs, students discuss their recommendations. Monitor their oral production.
- Students write their recommendations in their notebooks. Refer them to the examples.
- Monitor and assess their written production.


5.  **Speak »**

(30 minutes)

- Students read the rubric. Refer them to their answers in exercise 4.
- Students choose three types of bullying to focus on and make notes for their presentation.
- Students present their recommendations to the class.
- Assess their oral production.


Study Tip

In order to perform well in a presentation, tell students to prepare beforehand the topic they need to speak about. Suggest students write the main ideas on cards in order to remember the points to be presented when taking part in a debate or presentation.

34 6.  **Listen»** Listen and complete the quote by Jim Rohn (1-6) with the words in the box.


The challenge of leadership is to be strong, but not ¹...; be kind, but not ²...; be ³..., but not bully; be thoughtful, but not ⁴...; be humble, but not ⁵...; be proud, but not ⁶...; have humour, but without folly.
— Jim Rohn

bold lazy timid
arrogant weak rude

7.  **Speak»** Read the quote by Jim Rohn. How is a leader different from a bully? Discuss the question in small groups.

I think that a bully is different from a leader because ...



8.  **Write»** Work in small groups. Follow the instructions (1-5) and make a comic strip about bullying.

Instructions

1. Think of the type of bullying you want to focus on, for example, cyberbullying.
2. Develop your story: make sure it has a beginning, a middle and an end.
3. Illustrate your comic strip with your own pictures or cut some out from magazines.
4. Think about what the people said or did and write some speech bubbles to stick on your comic strip.
5. Put your comic strip on your classroom wall.

You need:



large thick cardboard



marker pens



pictures cut out from magazines

The other animals made fun of the tortoise because she was slow, but in the end, she won the race. The moral of the story is that you should never underestimate people.



6.  Listen »

(35 minutes) **track 34**

- Students read the rubric. Explain that Jim Rohn was an American writer and speaker, on leadership, business and interpersonal relationships.
- Students read the words in the box and the quote. Check their understanding of new vocabulary.
- Play the audio track once. Students just listen.
- Play the audio track again for students to complete the quote in their notebooks. Repeat if necessary.
- Check the answers.

7.  Speak »

(30 minutes)

- Brainstorm the characteristics a leader should have, and write them on the board. Do the same for the characteristics of a bully.
- Read the rubric out loud. Refer students to exercise 6. Students discuss the question in small groups. Monitor and assess their oral production.

8.  Write »

(35 minutes)

- Bring these items to the classroom (or ask students to bring them from home): large thick cardboard, marker pens and pictures cut out from magazines.
- In small groups, students read the instructions and follow them.
- Students design their comic strips. Help them with vocabulary and other useful expressions.
- Decorate the classroom with the comic strips.

Extra Activity (10 minutes)

In groups, students discuss what characteristics are important in a leader and how a leader can help to stop bullying. Students write a short paragraph in their notebooks about their conclusions.

Answer Key

- | | |
|---------|-------------|
| 1. rude | 4. lazy |
| 2. weak | 5. timid |
| 3. bold | 6. arrogant |

Audio Script

The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humour, but without folly.

34

Chant

When we hurt one another



*When we hurt one another,
We feel horrible and sad.
I don't know about you
But I don't want to be bad.
Bullies are aggressive,
And can be very rude.
They put honest, happy people
In a really bad mood.
Try to be polite
And learn respect.
Cooperation and hard work
We really should perfect.*

*In two thousand and one,
I was born and life began.
I studied hard at school.
I was responsible.*

*Then one day I met a bully.
He was arrogant and bold.
I was very disappointed,
He was horrible and cold.*

*He was never happy:
He was always really sad.
I wanted to help him,
So I visited his dad.*

*His dad was an awesome man,
He was concerned for his son.
He made an incredible plan
So he could help everyone.*

*Now when his son's at school.
He's tolerant and delightful.
Now he cares for all his friends
And that's how my story ends!*

When we hurt one another, ...



Chant:

When we hurt one another.

Lesson 4

Speaking »

(5 minutes)

Before playing the chant to your students, get the class to turn to the correct page in the Student's Book. Encourage them to quickly review the page, using any visual clues as well as any vocabulary clues to understand the theme of the chant. Elicit the theme of the chant from the whole class.

Help the class to deduce that the theme of the chant is on how to lead a good life/how to be a good person. If they are struggling with specific items of vocabulary, prompt them by asking questions such as 'What does 'bully' mean?', etc. Wherever possible, get students to explain the meaning of tricky or unfamiliar words in English.

Listening »

(10 minutes) **track 35**

Play the chant for the class to listen all the way through a couple of times. Encourage students to pay close attention to the rhythm and pronunciation of words that they aren't familiar with. Gradually, encourage students to recite the chant along with the recording.

This chant doesn't lend itself to miming, so it is especially important to ensure that the class has a thorough comprehension of the text. Ask the class questions about the different characters in the chant, for example (answers given in brackets):


- *When was the narrator born? (2001)*
- *How does the narrator describe himself/herself? (helpful, studied hard at school, not weak or lazy, responsible.)*
- *What was the bully like when they first met? (arrogant, bold, horrible, cold, never happy, sad)*
- *Why did the narrator go to the bully's dad? (The bully was sad and the narrator wanted to help him.)*
- *What is the bully like now? (tolerant, delightful, cares for his friends)*

Extra Activity (10 minutes)

Give each student in the class a different adjective from the chant. Each student must write their adjective on an A4 piece of paper in big letters.

Before commencing this exercise, ensure that all students understand what their adjective means, and that they know whether it's used in the chant with a positive or negative meaning.

The whole class recites the chant together, and when they get to each student's word, the student has to hold their paper in the air.


1.  **Write»** Work with a partner to find the adjectives in the chant. Write them in the chart.

positive	negative
honest	

2.  **Read»** Read the sentence and circle the correct word.

- Chris is a bully. She's horrible/delightful.
- Paddy is helpful. He's polite/rude.
- My brother is lazy. He's helpful/weak.
- My teacher is awesome. She's delightful/aggressive.
- The girls are horrible. They're rude/responsible.
- Hannah and Simon are happy. They're sad/awesome.



3.  **Write»** Write advice for living a good life. Use the phrases given and some of the words from the box.

be rude be bold care for your friends feel sad be weak be polite be lazy
 be bad be aggressive be horrible be honest feel happy hurt people
 be arrogant learn respect cooperate be helpful study hard at school
 be responsible be cold be tolerant work hard be delightful



To be a good person,

you should ...
 you shouldn't ...
 try to ...
 try not to ...
 never ...
 always ...



1.  **Writing »**
(10 minutes)

Activity 1 can be as much a speaking activity as a writing activity, if you handle it in the right way. Put items in the correct category.

As a first step, get students to categorise the adjectives into the correct columns in the table. As a second part to this exercise, you might like to ask the students to describe one another.

2.  **Reading »**
(5 minutes)

In activity 2, students are required to read two short sentences. The first sentence includes an adjective that is either positive or negative. They must select the correct adjective in the second sentence in order for the two sentences to make sense together.

Note: if students struggle with this exercise, suggest to them that before circling an answer, they go through each adjective and mark on the page whether it is positive or negative. They will quickly spot a pattern that if the first adjective in a question is positive, the second one should also be positive, and vice versa.

3.  **Writing »**
(15 minutes)

There is sufficient material in activity 3 for students to be able to complete an extended piece of prose about how to lead a good life. This is an ideal activity to set for homework.

Extra Activity (5 minutes)

For strong groups, or groups that are particularly enthusiastic, you might also like to introduce a further speaking activity.

Ask students to think of some good and bad famous people or fictional characters, who they will then describe to you.

Here are some to use as a starting point.

Harry Potter
Voldemort
Batman
Tinkerbell
Peter Pan
Cruella deVil


Encourage students to call out the adjectives that best describe each of the characters. Reward extra points for creativity and for using adjectives that don't appear in the chant.

8.  **Roundup »**
(5 minutes)

Ask students to reflect on what they have learnt since the start of the lesson. Get them to write down any new vocabulary in their notebooks.


module 2 // Check Your Progress

Check Your Progress

36 1.  **Listen»** Listen to the people talking (1-3) and decide which option they should choose (a, b or c).


1. He's not doing well at school. He should:
 - a. move to another city and change schools.
 - b. avoid distractions when he studies.
 - c. stop playing football.
2. She's having problems with her best friend. She should:
 - a. talk to her mother about the problem.
 - b. talk to her friend and apologize.
 - c. talk to her friend and ask her for an apology.
3. They don't know what to do on holiday. They should:
 - a. go to the city museums.
 - b. stay at home because the weather is terrible.
 - c. visit their grandparents' farm.

I can give suggestions and make recommendations. ✓	
Very well 	
Quite well 	
With difficulty 	


2.  **Write»** Write an apology for the situations (1-3).

1. You hid someone's school bag.
2. You kicked someone hard during a game in the P.E. class.
3. You laughed at a classmate and called him/her stupid because he/she isn't very good at Maths.

I can apologize and ask for an apology. ✓	
Very well 	
Quite well 	
With difficulty 	




3.  **Write»** Imagine you are the head teacher: write five new school rules.




- Teachers have to ...
- Students don't have to ...

4.  **Write»** Complete the mind map with the words from the box that describe a bully.

respectful	offensive
helpful	polite
rude	tolerant
aggressive	bossy
violent	disrespectful

A BULLY IS ...

I can express obligation and lack of obligation. ✓	
Very well 	
Quite well 	
With difficulty 	

I can identify aggressive attitudes and conciliate. ✓				
Very well 		Quite well 		With difficulty 

1.  Listen »

(30 minutes) track 36

- Students read the rubric and the options, and look at the pictures.
- Ask students to read the questions carefully.
- Play the audio track once while students make notes.
- Play the audio track again for students to write their answers in their notebooks.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. b 2. c 3. c.

Audio Script

36

Boy: I'm not doing very well at school... And it's because I get distracted really easily! There's always something interesting on TV I want to watch, or some great new music I want to listen to! What can I do?

Girl: I'm angry with my best friend because she laughed at me today in front of the whole class. I don't want to lose her friendship because she really is my very best friend. What should I do?

Father: We don't have any holiday plans. We want to get out of the city, and my parents, the children's grandparents, live in the countryside. They've got lots of animals: pigs, chickens ... It's a small farm really, I suppose. What should we do?

2.  Write »

(25 minutes)

- Students read the rubric and the situations.
- Allow enough time for students to do the task.
- Students write the apologies in their notebooks.
- Monitor and evaluate their written production.
- Students complete the self-assessment section.

3.  Write »

(25 minutes)

- Students read the rubric and examples in the box.
- Allow enough time for students to do the task.
- Students write the rules in their notebooks.
- Monitor and evaluate their written production.
- Students complete the self-assessment section.

4.  Write »

(20 minutes)

- Students read the rubric and words in the box.
- Allow enough time for students to do the task.
- Students complete the mind map in their notebooks.
- Monitor and evaluate their written production.
- Students complete the self-assessment section.

Answer Key

rude, aggressive, violent, offensive, bossy, disrespectful

“Experiences” Checkers

The game is for two players. Start on one side of the board and choose a colour. Put your counter in that square. Take turns to play. If you answer the question correctly, go to the next square with the same colour. The one who gets to the other side first wins!



Say something that motivates you.	What does a bully have to do to change?	Ask a friend what he/she did yesterday.	You were rude to a teacher. Apologize.
Talk about a time you had a problem.	Yesterday we (visit)___ a museum.	Name something that makes you feel tired.	Who was Frida Kahlo?
How are you feeling today?	Talk about a time when you helped a neighbour.	Name a synonym of 'awesome'.	Give advice to the class president on something he/she should do.
Talk about a special trip you went on.	Where did you go last Sunday?	When do you feel energetic?	When were you born?
How do you feel before a sports competition?	What is physical bullying?	Name an antonym of 'bad'.	Name something a class president has to do.
Give a brief biography of a person you admire.	Talk about a special trip you went on.	What is teamwork?	Name a place you visited that was boring.



module 2 // Review



Name three characteristics of a good class president.	Name a synonym of 'incredible'.	What should you do if someone is rude to another person?	How do you feel when you have a test?
Talk about an interesting experience you had.	What should you do if a friend is sad?	Talk about a fun holiday you had with your family.	Give a brief biography of a person you admire.
What should a class president do?	What is your favourite place and how do you feel there?	What can you do to help to stop bullying?	Name something that bores you.
Where were you born?	What is verbal bullying?	Last week I (see) ___ some incredible animals at the zoo.	Talk about a special place and how you feel there.
You said something rude to a friend. Apologize.	Ask a friend what he/she did last weekend.	What is cooperation?	When do you feel energetic?
Who was Alan Turing? What did he do?	Talk about a time when you helped a friend.	Where did you go on your last field trip?	Talk about a time you had a problem.



“Experiences” Checkers

Students play in pairs. Explain that the players should be facing each other and that the aim is to get to the other side of the board before the other player. Each student chooses a colour. Explain that they can only move one square diagonally on their colour. They begin on the first column of their side of the board and choose a square. They have to answer the question or complete the sentence. If the answer is correct, they may move forward. If not, they have to answer again on their next turn. Help students with vocabulary and structures as they play. The player who arrives at the other side of the board first is the winner.



“Experiences” Checkers Answers

Page 82-83

1. Green spaces from left to right by columns:
 - Column 1, row 1: Answers may vary.
 - Column 1, row 3: Answers may vary.
 - Column 1, row 5: Answers may vary.
 - Column 2, row 2: visited.
 - Column 2, row 4: Answers may vary.
 - Column 2, row 6: Answers may vary.
 - Column 3, row 1: What did you do yesterday?
 - Column 3, row 3: amazing/ incredible/ fantastic, etc.
 - Column 3, row 5: terrible, awful, etc.
 - Column 4, row 2: She was a Mexican painter. She painted her country and herself.
 - Column 4, row 4: Answers may vary.
 - Column 4, row 6: Answers may vary.
2. Yellow spaces from left to right by columns:
 - Column 1, row 2: Answers may vary.
 - Column 1, row 4: Answers may vary.
 - Column 1, row 6: Answers may vary.
 - Column 2, row 1: Answers may vary.
 - Column 2, row 3: Answers may vary.
 - Column 2, row 5: It's when someone is aggressive to you. He/she is physically violent, or takes your things without permission.
 - Column 3, row 2: Answers may vary.
 - Column 3, row 4: Answers may vary.
 - Column 3, row 6: It means working together and respecting each other's ideas.
 - Column 4, row 1: I'm sorry I was rude to you.
 - Column 4, row 3: Answers may vary.
 - Column 4, row 5: Answers may vary.
3. Green spaces from left to right by columns:
 - Column 1, row 1: Answers may vary.
 - Column 1, row 3: Answers may vary.
 - Column 1, row 5: I'm really sorry I was rude.
 - Column 2, row 2: Answers may vary.
 - Column 2, row 4: It's when someone says rude things to you, insults you constantly, hurts your feelings and is offensive and disrespectful.
 - Column 2, row 6: Answers may vary.
 - Column 3, row 1: Answers may vary.
 - Column 3, row 3: Answers may vary.
 - Column 3, row 5: It means helping each other and working together.
 - Column 4, row 2: Answers may vary.
 - Column 4, row 4: Answers may vary.
 - Column 4, row 6: Answers may vary.
4. Yellow spaces from left to right by columns:
 - Column 1, row 2: Answers may vary.
 - Column 1, row 4: Answers may vary.
 - Column 1, row 6: He was an English mathematician. He invented the world's first computer.
 - Column 2, row 1: amazing, wonderful, incredible, etc.
 - Column 2, row 3: Answers may vary.
 - Column 2, row 5: What did you do last weekend?
 - Column 3, row 2: Answers may vary.
 - Column 3, row 4: saw.
 - Column 3, row 6: Answers may vary.
 - Column 4, row 1: Answers may vary.
 - Column 4, row 3: Answers may vary.
 - Column 4, row 5: Answers may vary.



Final Task

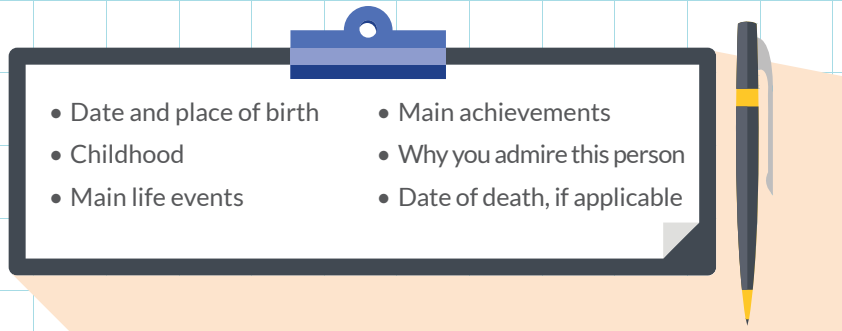


To Identify Personal Values That You Admire

1. In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 Let the Games Begin!	Unit 2 Tell your Story!	Unit 3 No Bullying Allowed!
Lesson 2, exercises 6-8 Facts about Francisco Sancelmente's biography <input type="checkbox"/>	Lesson 2, exercise 2 Facts about Alan Turing's biography <input type="checkbox"/>	Lesson 1, exercise 1 Characteristics of a class president <input type="checkbox"/>
Lesson 3, exercise 2 School noticeboard <input type="checkbox"/>	Lesson 2, exercise 5 Facts about Frida Kahlo's biography <input type="checkbox"/>	
	Lesson 3, exercise 1 Blogger profile <input type="checkbox"/>	

2. Decide which information you want to include in your biography.
3. Choose a character you admire. It can be a famous person, a relative or a classmate.
4. Do some research. Search for information on the internet or in books. If the person you have chosen is a relative or a classmate, interview them to obtain personal information. Make sure you include the following aspects in the biography:



5. Use the activities in module 2 as a guide. Find out how they can help you to develop the task:
 - Biography examples, such as Francisco Sancelmente, Alan Turing and Frida Kahlo, help you to learn how to write a biography.
 - Values you admire, such as the characteristics of a class president, will provide you with the vocabulary you need in order to talk about the things you admire in the character you have chosen.
 - The school noticeboard and the blogger profile will help you to design your presentation.



Module 2 Final Task

1. Ask students to go back to the activities developed throughout the module especially the ones identified to be helpful with the final task. Such activities are named in the table.

Ask students: *What do these people have in common? According to the characteristics of a school leader, were they leaders, too?*

2. Ask students to discuss what information to include in a biography, based on what they have seen in the module.

3. Students can decide who they want to write about. Encourage them to think creatively.

4. Students do research. They should try to find all the aspects listed. Encourage students to use different sources.

5. Students revise all the different biographies they have seen in the module for ideas for their own biography.

module 2 // Final Task

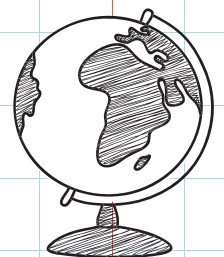
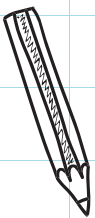
6. Look at the two options for presenting the biography. Discuss the advantages and disadvantages of each option: PowerPoint or noticeboard.
7. Read the suggestions for what to do before, during and after the presentation of the biography. Can you think of other ideas?

	PowerPoint	Noticeboard
Before	<ol style="list-style-type: none"> a. Think of a person or a famous character you admire and collect personal information about his/her biography. b. Organize your material and include the most relevant information (see Step 4). c. Create a PowerPoint presentation with the information. Include pictures, if possible. 	<ol style="list-style-type: none"> a. Look for a noticeboard to put up the information and ask for permission. b. Think of a person or a famous character you admire and collect personal information about his/her biography. c. Organize your material and include the most relevant information (see Step 4). d. Make message sheets with the biographical details of the character you have chosen. e. Decide on a date to put up the information on the noticeboard. f. Announce the date and invite people to the presentation.
During	<ol style="list-style-type: none"> d. Present the PowerPoint presentation to the class. e. Answer questions. 	<ol style="list-style-type: none"> g. Display the message sheets on the noticeboard. h. Present the information while people read the information. i. Answer questions.
After	<ol style="list-style-type: none"> f. Hand out feedback forms (see Step 8) to the class and collect them. g. Evaluate your presentations. 	<ol style="list-style-type: none"> j. Hand out feedback forms (see Step 8) to the class and collect them. k. Evaluate your presentations.

8. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

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	Yes	No
1. Was the presentation clear?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the presentation well organized?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the presentation complete?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the presentation meet its objective?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did everyone in the group participate?	<input type="checkbox"/>	<input type="checkbox"/>





Module 2 Final Task

6. Explain to your students the two options they have to present their task. They can make either a digital presentation or a bulletin board in which they describe their characters' lives.

- For the first option, have them use the model of blog shown in the activity 1, lesson 3, unit 2 (social network profile). They can work on power point and use a slide per fact. Tell students to follow the steps on the diagram below and explain them.
- For the second option, they may have a bulletin board presentation. Have students write the facts on separate sheets and paste them on corkboard or cardboard. Tell students to follow the steps given on the diagram corresponding to that option.

7. For both ways of presenting their task, have students present their work and character to the class.

8. Follow the same feedback procedure as for Module 1.

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

- | | | | |
|----|---|--------------|--------------|
| 0. | <input checked="" type="radio"/> A. tired | B. energetic | C. active |
| 1. | A. happy | B. delighted | C. sad |
| 2. | A. incredible | B. terrible | C. wonderful |
| 3. | A. boring | B. terrific | C. awesome |
| 4. | A. timid | B. arrogant | C. bossy |
| 5. | A. respectful | B. polite | C. rude |

Grammar

Circle the word that best completes the sentence or question. There is one example.

0. _____ Fred good at sports before?
 - A. Were
 - B. Is
 - C. Was
6. In the past they _____ very active.
 - A. weren't
 - B. wasn't
 - C. aren't
7. You _____ be more respectful.
 - A. are
 - B. were
 - C. should
8. Yesterday Anna _____ my notebook.
 - A. took
 - B. takes
 - C. is taking
9. I _____ mean to make you feel bad.
 - A. wasn't
 - B. didn't
 - C. doesn't
10. _____ you apologize to her?
 - A. Did
 - B. Were
 - C. Was



Evaluation Answers

Page 86

Vocabulary

1. C
2. B
3. A
4. A
5. C

Grammar

6. A
7. C
8. A.
9. B
10. A



Evaluation Answers

Page 87

Reading

- 11. B
- 12. C
- 13. B
- 14. C
- 15. A

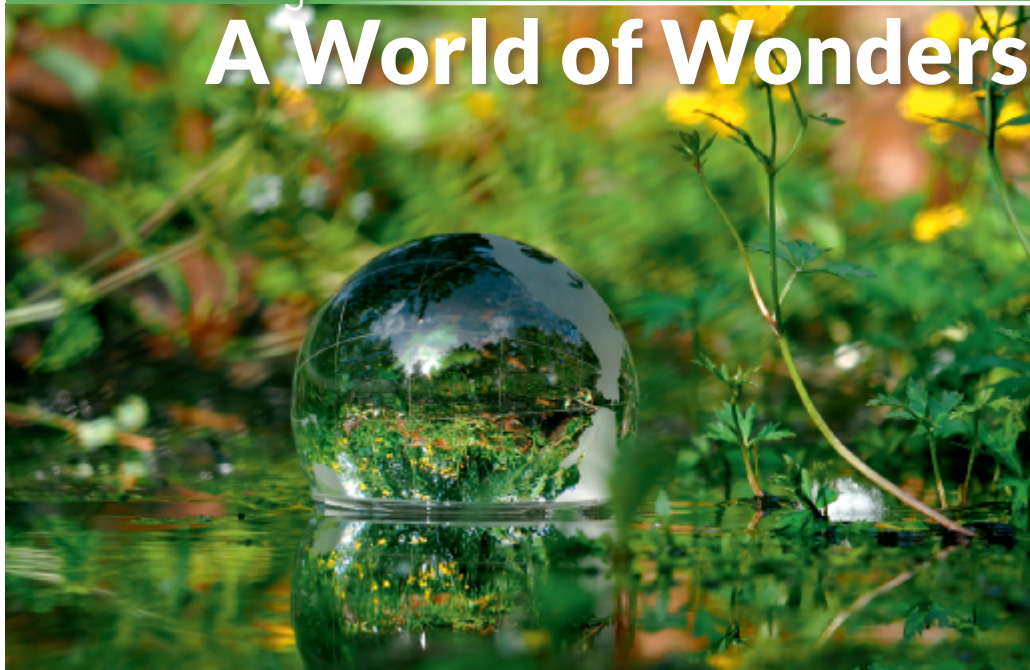
Writing

- 16. kind
- 17. tolerant
- 18. not be disrespectful
- 19. participate in school events
- 20. propose more after-school activities

MODULE 3

Sustainability

A World of Wonders



Unit »1

Our Beautiful Natural World

Language Functions

- Ask for and give information
- Talk about situations, phenomena and events
- Make recommendations and suggestions

Text Types:

- descriptive paragraph
- information charts
- informative paragraph
- story (narrative text)
- letter

Unit »2

Nature is Life

Language Functions

- Discuss natural resources and their uses
- Express advice
- Exchange information about everyday activities

Text Types:

- informative paragraph
- article
- pie chart
- questionnaire
- descriptive paragraph
- noticeboard
- poster

Unit »3

Conservation is a Must

Language Functions

- Discuss environmental issues
- Express strong recommendations and suggestions.

Text Types:

- article
- recommendations
- leaflet
- instructions
- poem
- poster
- crossword puzzle
- blog

Module 3 Presentation



- Explain to students that this section of the book is called 'Sustainability'.
- Ask students if they know what *sustainability* means. If they don't, tell them that it is about keeping nature diverse and unlimited. Explain that this section addresses sustainability by looking at the way we preserve natural resources like water. Encourage students to provide more examples of natural resource preservation.
- Read the title *A World of Wonders* and discuss synonyms. If necessary, allow students to use L1 to help them understand the concept.
- Point out that protecting the environment is vital for our survival and that we need to use our natural resources more effectively to avoid scarcity in the future and the destruction of our beautiful landscapes.



- Ask students to describe the pictures. This may be done partially in L1 as they might not know all the words they need. However, encourage the use of L2 as much as possible.
- Encourage students to suggest ways we can help protect these places so that they always stay beautiful and unspoilt.
- Emphasize that taking care of the environment involves the whole community and the development of different strategies.
- Go over the specific language functions and text types of the three units.
- Explain any difficulties students may have.

Unit 1

Our Beautiful Natural World

- Read the language functions students are expected to achieve at the end of the unit.
- Clarify vocabulary, e.g. *phenomena, recommendations and suggestions*.

Unit 2

Nature Is Life

- Read all the items, checking their understanding of vocabulary, such as *natural resources, advice, pie chart*.

Unit 3

Conservation Is a Must

- Read all the language functions and text types, checking any words students do not understand. For example, explain that a *must* refers to an obligation.



Explore Your Knowledge

Look at the pictures and answer ...

- Do you like being in the natural world? What do you do there?
- Do you go to natural places on holiday?
- Is there a natural park in your region? Which one?
- Do you take care of nature? What do you do?
- Do you conserve water in your house?



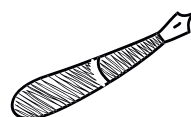
Task: Do's and Don'ts Booklet for Conserving the Environment

In this module you will work in groups to prepare a formal presentation.

Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> 1. Rules for visiting a National Park. (Lesson 1, exercise 8) 2. Description of a place in Colombia mentioning its natural resources and things to see. (Lesson 1, exercise 9) 3. Presentation about your favourite animal. (Lesson 2, exercise 3) 	<ol style="list-style-type: none"> 4. Natural Resource Noticeboard (Lesson 2, exercise 7) 5. Campaign to raise awareness of environmental problems in your school. (Lesson 3, exercise 7) 	<ol style="list-style-type: none"> 6. Water conservation poster (Lesson 2, exercise 8) 7. Celebration of a special day (Earth, Water or Energy) (Lesson 3, exercises 7 and 8)

Chant


The environment rap






Module 3 Presentation

Explore Your Knowledge

- Read the questions and elicit some answers from students. Write any new vocabulary on the board and clarify it. You can use examples or drawings.
 - Use the questions to recycle any vocabulary related to activities, the outdoors and environmental concerns.
 - Refer students to the pictures. Ask them to suggest ways to conserve the environment, for example, by using an electric car instead of a petrol one. Elicit ideas from students to help in the conservation of natural resources.
 - Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks
- 

Final Task

- Explain that in module 3 students will be preparing a booklet for conserving the environment. For that purpose, in unit 1, they will write rules for visiting a national park, describe a place in Colombia and its natural resources and give a presentation about their favourite animal. In unit 2, students will create a natural resource noticeboard and work on a campaign to raise awareness of environmental problems in their school. Finally, students will create a water conservation poster and write about a special day celebrating an aspect of the environment in unit 3. Go through the chart with students, answering any questions.
 - Finally, read the title of this module's chant, *The Environment Rap*, and ask students what they understand and how they can relate the content of the units with the title of the chant.
- 



Unit » 1

Our Beautiful Natural World

» Objectives

- » I can give and ask for information.
- » I can describe situations, phenomena and events.
- » I can make recommendations and suggestions.

In Context » Colombia: A Country of Wonders

1. **Speak »** Discuss the questions (1-2) with a partner.

1. What three words would you use to describe Colombia to someone who has never been here?
2. What special places do you think visitors to Colombia should visit? Why?

My three words to describe Colombia are beautiful, colourful and spectacular!

2. **Read »** Read the Top Ten Places to Visit and answer the questions (1-4).

Top Ten Places to Visit in Colombia

1. **Caño Cristales River:** Also called the *River of Colours*. This spectacular natural wonder is located in Serranía de la Macarena; Department of Meta.
2. **Torrent of Jirijirimo:** This magical waterfall is on the banks of The Apaporis River; Department of Vaupés.
3. **Los Estoraques Unique Natural Area:** This area is famous for its large natural rock formations; Department of Norte de Santander.
4. **Amacayacu National Park:** This wonderful natural park is located along the Amazon River; Department of Amazonas.
5. **Salamanca Island Road Park:** Another beautiful national park along the Magdalena River. It's called Road Park, because of the road which passes through it and connects Santa Marta in the Department of Magdalena, with Barranquilla in the Department of Atlántico.
6. **Gorgona National Park:** A former prison island in the Pacific Ocean near the coast of the Department of Cauca.
7. **Tayrona National Park:** This protected area of great natural beauty is on the Atlantic coast; Department of Magdalena.



Unit » 1 Our Beautiful Natural World

Unit Objectives

Basic Standards of Competences	<p>Exchange information about experiences with nature and native species on questions and answers.</p> <p>Identify words and expressions about natural sites and how their species are endangered in short oral and written texts.</p> <p>Make a simple description to recommend ways to protect species, orally and in writing.</p>
Vocabulary	Conservation; Environment; Natural resources
Grammar	Wh- questions; Present simple; Present perfect; Imperative; Modals: <i>can/can't, should/shouldn't, must</i>

Lesson 1

Colombia: A Country Of Wonders

In Context

1. Speak »

(15 minutes)

- Say the title of the unit and discuss as a class what it means. Check understanding of *wonders*.
- Read the unit objectives.
- Ask: *Where are you from? What do you like about where you live?*
- Students read the rubric and discuss the questions in pairs.
- Monitor and help if necessary.
- Volunteers tell the class their answers.

2. Read »

(25 minutes)

- If possible, bring in a large map of Colombia and some pictures of the places in the reading. Students locate the places on the map and identify the places in the pictures.
- Students read the rubric and the text. Check their understanding of new vocabulary. Ask: *Have you been to any of these places? What interesting things did you do there? What interesting places, for example museums, did you visit there?*
- Students answer the questions in their notebooks.
- Check the answers.

Answer Key

1. 3 (Los Estoraques Unique Natural Area)
2. 9 (The Tatacoa Desert)
3. 5 (Salamanca Island Road Park)
4. 6 (Gorgona National Park)

Extra Activity (20 minutes)

Play a trivia game. Make sets of trivia cards: see list below for examples. Divide the class into an even number of teams and give each team a set of cards. Two teams play together and take turns to read one of the cards for the other team to answer. If the team answers correctly, they keep the card. If not, the card is placed in the middle of the table. The winner is the team with most cards.

To make the game last longer, you can include trivia about your region.


Possible trivia questions:

- Where can we find a river of colours? (Caño Cristales)
- We can find a waterfall here. (Torrent of Jirijirimo)
- It's a park along a river. (Amacayacu National Park)
- This park is named after an indigenous tribe. (Tayrona National Park)
- A place where the desert and the sea meet. (El Cabo de la Vela)
- These lakes are in a desert. (Pozos Azules)

module 3 // Unit 1

8. **Cabo de la Vela:** A unique paradise where the desert meets the Caribbean Sea; Department of La Guajira.
9. **The Tatacoa Desert:** This enormous arid region is full of fossils; Department of Huila.
10. **Pozos Azules:** An amazing collection of small lakes in the middle of a desert located near Villa de Leyva; Department of Boyacá.

1. Where should you go if you want to see unusual, big rocks?
2. Where should you go if you want to collect fossils?
3. Which national park do you have to cross to get from Barranquilla to Santa Marta?
4. Which national park was a home for criminals?

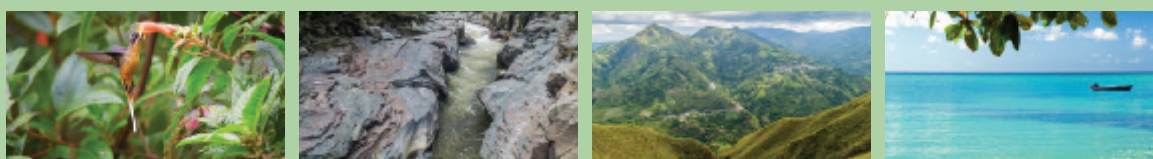
3.  **Speak »** Work with a partner and talk about the natural wonders in exercise 2.

Have you ever been to Caño Cristales?		Yes, I have. I went last year. It was really beautiful.
Have you ever been to Cabo de la Vela?		No, I haven't. Have you?

- 37 4.  **Listen »** Listen and complete the text (1-6) with the words in the Word Bank.

Word Bank

lakes rivers mountain ranges rainforests jungles oceans



Colombia is a unique country in terms of natural wonders and has a wide variety of beautiful natural resources. Our country has two ¹...: the Atlantic and the Pacific; three ²...: the Western, the Central and the Eastern ranges; and several large bodies of water, for example, ³... and ⁴... In Colombia you can also find an incredible variety of ecosystems. In fact, Colombia is one of the top countries in the world in terms of ecosystem diversity. There are humid and dry ⁵... and many different types of forests. The two main ⁶... in Colombia are located in the Department of Chocó and the Department of Amazonas.

3.  **Speak »**

(20 minutes)

- Students read the rubric and the conversation.
- In pairs, students do the task. Monitor and help with vocabulary and expressions.
- Volunteers role-play their conversation in front of the class.

4.  **Listen »**

(40 minutes) **track 37**

- Students read the rubric and the words in the Word Bank. Check their understanding of new vocabulary.
- Students write the numbers 1–6 in their notebooks.
- Play the audio track once. Students just listen.
- Play it again, pausing (if necessary) for students to identify the missing words (1–6) and write them in their notebooks. Repeat as often as necessary.
- Check the answers.


Answer Key

1. oceans
2. mountain ranges
3. rivers
4. lakes
5. jungles
6. rainforests

Audio Script

37

Speaker: Colombia is a unique country in terms of natural wonders and has a wide variety of beautiful natural resources. Our country has two oceans: the Atlantic and the Pacific; three mountain ranges: the Western, the Central and the Eastern ranges; and several large bodies of water, for example, rivers and lakes. In Colombia you can also find an incredible variety of ecosystems. In fact, Colombia is one of the top countries in the world in terms of ecosystem diversity. There are humid and dry jungles and many different types of forests. The two main rainforests in Colombia are located in the Department of Chocó and the Department of Amazonas.

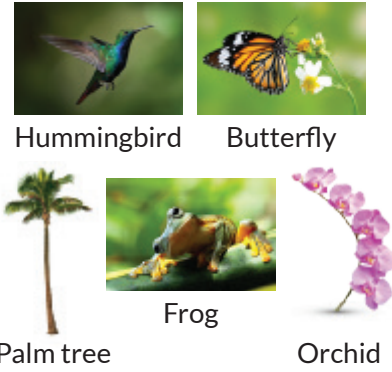
38 5.  Listen » Listen and complete the missing information in the chart (a–e). Then complete the information (1–4) with the names of the species.


Colombia's Biodiversity

Biodiversity means variety of life. Colombia has one of the greatest variety of plants and animals in the world.

Plant or animal	Number of species	World ranking
Butterflies	3,500	a...
Birds	1,870	first
Amphibians (frogs)	700	b...
Land vertebrates	2,890	first
Mammals	467	c...
Reptiles	520	d...
Palm trees	270	e...
Orchids	4,270	first

- World ranking: first: number of species of *birds*, *land vertebrates* and *orchids*.
- World ranking: second: number of species of ... and ...
- World ranking: third: number of species of ... and ...
- World ranking: fourth: number of species of ...




6.  Speak » Work in groups and talk about the biodiversity in your department. What species can you find there?

I live in Caldas, which is in central-west Colombia. Caldas has an amazing variety of different animals, for example, I often see hummingbirds in my garden, and when I go for a walk there are Andean condors flying around. My father says he saw a spectacled bear and a tapir last year!

21st Century Skills
• Creative Thinking

What things can you do to protect your natural environment?

7.  Read » Read the information and answer the questions (1–3) so they are true for you.

1. **Have you ever seen** a hummingbird? Did you know that Colombia has the largest number of hummingbirds in the world? Experts **have identified** 165 species.

Yes, I have.  No, I've never seen one.

5.  Listen »

(50 minutes) track 38

- Students look at the pictures. Ask: *Do you recognize these animals? What is biodiversity?*
- Students read the rubric and the chart. Check their understanding of new vocabulary.
- Students copy the chart.
- Play the audio track once. Students just listen.
- Play it again, pausing (if necessary) for students to complete the rankings. Repeat as often as necessary.
- Check the answers.
- Students read the statements and copy them.
- Students complete the statements using the information they already know.
- Check the answers.

Answer Key

- a. second
- b. second
- c. fourth
- d. third
- e. third
- 1. birds, land vertebrates and orchids
- 2. butterflies and amphibians
- 3. reptiles and palm trees
- 4. mammals

Audio Script

38

Speaker: Today I'm going to talk about the amazing biodiversity of Colombia. If we look at the number of species of animals in the countries around the world, we find that Colombia ranks very highly in many areas. For example, Colombia ranks first in the world for the number of different species of birds. There are 1,870 different species of birds in our country. We also rank first in the world for number of species of land vertebrates and orchids. I love those beautiful flowers ... they're my favourites! Colombia ranks second in the world for the number of species of butterflies and amphibians. Yes, we have lots of frogs! Colombia ranks third for the number of different species of reptiles. We have 520 different types of reptiles, and our country is also third for palm trees. Finally, in the world ranking for mammals, Colombia comes fourth. So, as you can see, Colombia has an amazing variety of plant and animal life. Thank you for listening.

6.  Speak »

(60 minutes)

- Ask students to do some research before they come to class about the native plants and animals in their department, or you can assign different departments of Colombia for a wider variety of presentations.
- Students read the rubric and example.
- In groups, students prepare their presentations: each group presentation should last around 4–5 minutes. Students should use visual aids.
- Monitor and help with the structuring of the presentations and any vocabulary or expressions students might need.
- Tell students you will be assessing their oral production. Explain your criteria. Write the chart below on the board.

Aspect	Criteria: the speaker ...	Points out of 5 (each section)
Body language	<ul style="list-style-type: none"> • maintains good eye contact with audience • uses appropriate gestures, e.g. pointing and identifying the visual aids 	
Voice	<ul style="list-style-type: none"> • is clear and audible 	
Language and pronunciation	<ul style="list-style-type: none"> • uses a range of vocabulary and structures • has good pronunciation 	
Length of the presentation	<ul style="list-style-type: none"> • keeps to the time limits 	
Visuals	<ul style="list-style-type: none"> • uses appropriate visual aids 	
TOTAL SCORE		

21st Century Skills
Creative Thinking

Draw students' attention to the fact that many of our species and natural sites need our care. Coming up with ideas to protect the environment requires their creativity, which is very necessary.

module 3 // Unit 1

2. **Have you ever seen** a fish eagle? Did you know that the fish eagle's wingspan is over 2 metres?

Yes, I have.




No, I've never seen one.

3. **Have you ever seen** a Colombian rain frog? Did you know that it's the smallest frog in the world? It's only about 13–18 mm big.

Yes, I have.



No, I've never seen one.

8.  **Read »** Read the rules for visiting a national park (1–7) and match them to the signs (a–g).

a.



b.



c.



d.



e.



f.




g.



Love Nature! Take Care of it!

1. Don't use artificial insect repellent. Only use natural substances – no aerosols.
2. Don't pick flowers or collect specimens.
3. Don't draw graffiti or carve your initials in trees.
4. Take your rubbish home with you.
5. Stay on the official paths – stay safe.
6. Don't leave non-biodegradable materials behind you when you go.
7. Don't light fires or smoke cigarettes.

Final activity task!

9.  **Write »** Describe a place you think tourists should visit. Include these points: location, natural resources and things to see, and rules to follow.

Have you ever been to Manizales? It's a wonderful city located in ...

Final activity task!

7.  **Read »**

(45 minutes)

- Students read the rubric and questions. Check their understanding of new vocabulary.
- Students answer questions in their notebooks.
- Do a class survey. Ask: *Who has seen a hummingbird/fish eagle, Colombian rain frog?*
- In groups, students write more questions. Refer them to the research they did for exercise 6. Monitor and check they use the correct verb tense.
- Students do a class survey. Monitor and check their use of short answers.

Grammar Box
Present Perfect

We use the present perfect to talk about an action that started in the past and continues in the present, or our experience up to the present moment: we often use the adverb *ever* (*never* in the negative) when we use the present perfect.

We can't use the present perfect with specific time expressions, e.g. *yesterday, when I was a child*.

We form the present perfect with the present tense of **have + past participle of the verb**.

Write on the board:

Have your family ever been to Caño Cristales? Yes, we've been there./No, we've never been there.

Has your sister ever seen the ocean? Yes, she has./No, she hasn't.

Have your parents ever climbed a mountain? Yes, they have./No, they haven't.

8.  **Read »**

(35 minutes)

- On the board, draw a sign students are familiar with, e.g. bus stop or no parking. Elicit other signs students know.
- Students read the rubric and look at the signs. Ask: *What do these signs mean? Where do we see them?*
- Students read the rules. Check their understanding of new vocabulary.
- Students do the task in their notebooks.
- Check the answers.

Answer Key

1. c
2. f
3. a
4. e
5. d
6. g
7. b

9.  **Write »**

(35 minutes)


- Bring a poster or a PowerPoint to the classroom of a model text you have already written, and highlight the different points you have included. *E.g. Have you ever been to La Playa in Norte de Santander? It is a beautiful little town. The first thing that draws your attention are the houses there; they're all painted white and look very neat and well-kept. A short walk from La Playa, you can see some spectacular rock formations: Los Estoraques. There you can go for a lovely hike, breathe clean air and enjoy the sounds of nature. But because Los Estoraques is a unique natural area, there are some dos and don'ts you have to follow: Don't draw graffiti or carve initials on the rocks. Don't leave your rubbish there - take it home with you.*
- Students read the rubric and identify the points to include in the model text: **light blue** = location; **dark blue** = natural resources, things to see and do; **green** = rules.
- Students write their descriptions in their notebooks.
- Monitor and assess their written production.
- Volunteers read their descriptions to the class.

Expanding Knowledge » Our Diverse Natural World

1.  **Read »** Read the descriptions (1–5) and match them to the pictures (a–e).



1. This magnificent creature is known as the King of the Andes, and is the largest flying bird in the world. With its wings fully open it can measure up to 3.4 metres. It has great eyesight, which makes it the perfect hunter and it can fly, or glide, up to one hour without moving its wings.
2. The Amazon and Orinoco Rivers are this mammal's natural habitat. Adults have a very unusual colour and can weigh up to 185 kilos and measure up to 2.5 metres in length.
3. This furry mammal spends most of its life hanging upside down from trees in the forest. Its name comes from the fact that at first it seems very lazy and slow. There are two species of this mammal: two-toed and three-toed.
4. This animal gets its name from the distinctive white marks around its eyes. Its fur is usually black, but sometimes it can be a red-brown colour. It has a great sense of hearing.
5. This little animal is only found on the island of Gorgona, where it lives in the trees. Its distinctive colour is very rare for this species.

2.  **Write »** Work with a partner and complete the chart (1–7) with the words in the Word Bank. Do some research and also use the information in exercise 1.

Word Bank

forest jungle scales fur
feathers upside down crawls

Study Tip

Classifying is a good strategy to identify similarities and differences between things.


Animal	Habitat	Body covering	How it moves	What it eats	Endangered?
1. pink dolphin	water	skin	swims	other animals and plants	yes
2. anole lizard	1...	2...	3...	other animals	yes
3. Andean condor	mountain	4...	flies	other animals	yes
4. spectacled bear	jungle	fur	walks	plants	yes
5. sloth	5...	6...	hangs 7...	plants	yes

1.  **Read »**
(25 minutes)

- Students look at the pictures.
Ask: *Have you ever seen these animals? Where and when?*
- Students read the rubric and take turns to read out the descriptions. Check their understanding of new vocabulary.
- Students do the task in their notebooks.
- Check their answers.

Answer Key

1. c (Andean condor)
2. a (pink dolphin)
3. e (sloth)
4. d (spectacled bear)
5. b (blue anole lizard)

2.  **Write »**
(80 minutes)

- Bring in pictures from magazines or the internet to illustrate the words in the Word Bank. Check their understanding of new vocabulary.
- Students record the words at the back of their notebooks. Write the chart below on the board. Students can use a dictionary if necessary.

Word	scale(s)
Part of speech	noun
Meaning	Small, hard pieces of skin that cover the bodies of some animals, e.g. fish and snakes.
Sentence	The fish has bright shiny scales.

- Students read the rubric and copy the chart in their notebooks.
- In pairs, students complete the chart. Refer them to the information in exercise 1 and/ or go to the library to do some research.
- Monitor and check the answers.

Answer Key

1. jungle
2. forest
3. crawls
4. feathers
5. forest
6. fur
7. upside down

Study Tip


Explain that by classifying the animals in the chart, students will be able to find similarities and differences between them. Ask them to form groups of animals classifying them according to each of the categories established in the chart. Illustrate:

Classify animals according to their habitat.

- a. Water animals: pink dolphin
- b. Jungle animals: blue anole lizard, spectacled bear
- c. Forest animals: sloth
- d. Mountain animals: Andean condor

Challenge students by asking them to give examples of other animals that fit in each category.

module 3 // Unit 1

3.  **Speak »** What is your favourite animal and why? Give a presentation to your class about it. Divide your presentation into the following sections:

- Habitat
- Body covering
- How it moves
- What it eats
- Endangered?
- Why you like it: what makes it special



My favourite animal is the pink dolphin. These incredible mammals inhabit rivers, and have adapted to their habitat, which is freshwater ...

21st Century Skills

• Literacy Skills

What do you use to find out information and do research?

Final activity task!

4.  **Read »** Read the story and decide if the statements (1-5) are facts or opinions.

A Sloth Who Lives in a House

I'm a sloth living in a human house. I've **been** in this house for about six months now and it's **been** extremely difficult for me. I **can't** remember how I got here. It's true that the humans in this house seem to enjoy my presence, but I miss my home, the forest, very much. When I'm there, I **can** hang from the trees for hours and hours. I **can** even change trees when I want to – not that I change trees often, but I have the option. Here there isn't anything to hang from. In the forest, I **can** always find leaves to eat; here they give me things I don't like very much. They **shouldn't** do that because it makes me ill. At home, I enjoy hanging out with my friends. We don't do much, but it's fun. Here, these little humans think I **can** play their games. They don't know it's difficult for me to move around like that. I **can't** continue living here any longer – I **must** go home! I **have thought** about how to escape. What **should** I do?

1. The people in the story bought the sloth.
2. The sloth's natural habitat is the forest.
3. Sloths hang from trees.
4. Sloths eat leaves.
5. The sloth in the story hates people.



Study Tip

To understand what you read, you have to distinguish between facts and opinions. A fact is a statement that is true and that we can verify. An opinion is what someone thinks or believes. We can't prove it.

3.  **Speak »**

(60 minutes)

- Before the lesson, tell students to do some research on their favourite animal. Indicate the sections they should include: habitat, body covering, etc.
- In groups, students prepare their presentations. Each group presentation should last around 4-5 minutes and include visual aids.
- Monitor and help students with the structure of the presentations and any vocabulary or expressions they might need. Refer them to the oral presentation criteria from lesson 1, exercise 6.
- Groups give their presentations.
- Both students and teachers assess the presentations based on the oral presentation criteria.

21st Century Skills
Literacy Skills

Tell students that they can learn many things by themselves. Researching is a way of learning a lot about many different things. Ask students how they search for information when they need to find out about something. Ask them to do some research about animals which are endangered.

4.  **Read »**

(40 minutes)

- Make sure students understand the difference between a fact and an opinion. Refer them to the study tip.

Study Tip

Write on the board:

- *Colombia is one of the top ten coffee producer countries in the world.*
- *Many people think coffee is the best drink to start the day.*


Explain that the first sentence can be proved. It is a fact that Colombia is the third coffee producer in the world. Instead, the second sentence talks about what people believe. This is not a fact; this is an opinion.

Tell students they have to identify some facts and opinions in the reading text.

- Students read the rubric and take turns to read out the story. Check their understanding of new vocabulary.
- In pairs, students discuss the statements 1-5. Are they facts or opinions?
- Check the answers.

Answer Key

- | | |
|------------|------------|
| 1. opinion | 4. fact |
| 2. fact | 5. opinion |
| 3. fact | |

5.  **Speak »** Many people keep wild animals as pets. In groups, discuss the story of the sloth in exercise 4 and what action you can take to avoid this kind of situation.


Sloths **can't** live in a house with humans, they're wild animals. They **should** live in the forest. We **should** protect them.



People **shouldn't** have wild animals as pets.


Yes, we **must** protect wild animals and save their natural habitat.

39

6.  **Listen »** Listen to a zoo guide talking to some visitors. Decide if the statements (1-6) are true or false.

Dos and Don'ts in the Zoo

1. It's OK to feed the animals.
2. People shouldn't touch or try to catch the animals.
3. People can sit on the exhibit barriers.
4. People should throw their rubbish in the rubbish bins.
5. People can play games or make noise.
6. You can't pick any flowers or plants.

7.  **Write »** Choose two of the situations (1-4) and write a list of five dos and don'ts for each of them. Use the ideas in the box to help you.

feeding animals illegal mining
littering wearing fur coats

1. Protecting endangered species
2. Spending the day in the mountains
3. Visiting a national park
4. Choosing a pet



5.  **Speak »**

(40 minutes)

- Students read the rubric and the model. Check their understanding.
- Students discuss the issue in groups. Focus on species in their local area.
- Monitor and help with new vocabulary or expressions.
- Assess students' oral production.

Grammar Box

Modal verbs: *can/can't, should/shouldn't, must*

Revise the use of **can/can't** to express ability or possibility.

We use **should** to express a recommendation or moral obligation. **Should** has the same form for all persons: *I/you/he/she/it/we/they should be respectful.*

We use **must** to express a strong obligation or necessity. We only use **must** in the present tense; for all other tenses we use **have to**. **Must** has the same form for all persons: *I/you/he/she/it/we/they must obey the rules.* We use **mustn't** to express negative obligation.

Write on the board:

*A fish **can't** breathe on land, but it **can** breathe in water.*

*We **should** take care of our pets. We **shouldn't** mistreat them.*

*We **must** protect wild animals. We **mustn't** kill animals for sport.*

6.  **Listen »**

(35 minutes) **track 39**

- Students read the rubric and the statements. Check their understanding of new vocabulary.
- Students copy the statements in their notebooks.
- Play the audio track. Students just listen.
- Play the audio track again for students to do the task. Repeat if necessary.
- Check the answers.
- Follow-up questions: *Why **shouldn't** people feed the animals in the zoo? (We shouldn't feed the animals **because** they can get sick.) Why **mustn't** people disturb the animals? Why **can't** you sit on the exhibit barriers? Why **should** you put your rubbish in the bins? Why **shouldn't** you make a lot of noise? Why **can't** you pick flowers?*

Answer Key

- | | | |
|----------|----------|----------|
| 1. False | 3. False | 5. False |
| 2. True | 4. True | 6. True |

Audio Script

39

Zoo guide: Welcome to Matecaña Zoo. We hope you have a good time observing all the different species of animals we have here and we hope you'll learn a lot, too. But, first of all, I want to give you some rules about what to do and what not to do. So, here are our dos and don'ts:

1. Do not feed the animals.
2. Do not disturb the animals in any way. That means not touching them or trying to catch them.
3. Do not sit or stand on the exhibit barriers. They are there for your safety.
4. Keep your rubbish with you and put it in the bins.
5. Do not make a lot of noise. That means no noisy games that can disturb the animals.
6. Do not pick any flowers or plants.

Anyway, that's all for now, so let's start the tour of the zoo! Enjoy your visit!

7.  **Write »**

(35 minutes)

- Students read the rubric and the situations. Check their understanding of new vocabulary.
- Refer students to the zoo rules in exercise 6. Write on the board:


*Do not feed the animals.
Keep your rubbish with you.*

- In pairs, students choose two of the situations and discuss what rules they want to have.
- Monitor and help with the new vocabulary and expressions.
- Students write their dos and don'ts in their notebook. Assess their writing production.
- Students compare their lists with another group who chose the same situations. They add dos and don'ts to their original list.

Extra Activity (15 minutes)

Students design signs for the dos and don'ts they wrote for one of the situations. The class guesses which situation it is and where the sign can be found.

Preparing Your Task » Let's Protect Our Native Species!

1.  **Read »** Read the letter and label it (1-8) with the words in the box.

conclusion closing date greeting body of letter sender's name and address
name and address of person receiving the letter name of sender

¹Mateo Gil,
31 Santa Maria Road,
Bogotá
²19 August 2016

³Mr Martínez,
Ministry for the Environment,
Bogotá

⁴Dear Mr Martínez,

⁵I am writing this letter to you because many of our native animals are endangered, especially the sloth, and we are responsible for this.

First of all, people are cutting down forest trees, so sloths are losing their homes. In addition, people are buying sloths as pets. This means sloths can't live in their natural habitat. If this continues, soon we will not have any sloths in our country. This is going to affect other species, our biodiversity and eventually, it will affect us personally.


⁶Please, Mr Martínez, you must help the sloths and prevent their extinction.

⁷Sincerely,

⁸Mateo Gil

2.  **Read »** Read the letter in exercise 1 again and answer the questions (1-3).

1. Who has written the letter?
2. Who is going to read the letter?
3. What is the purpose of the letter?

3.  **Write »** Choose a topic you think is important, for example, protecting the rainforest. Write a letter to someone you think can help: ask them to take action.

1.  **Read »**

(40 minutes)

- If possible, bring photocopies of the letter to class: one per student or one between two.
- Students read the rubric, the information in the box and the letter. Check their understanding of new vocabulary.
- Ask: *Why did the person write the letter? According to the writer, why are sloths endangered?*
- If photocopies are not possible, students copy the letter in their notebooks.
- In pairs, students do the task.
- Check the answers.

Answer Key

1. **Sender's name and address:**
Mateo Gil, 31 Santa Maria Road, Bogotá, Colombia
2. **Date:** 19 August 2016
3. **Name and address of person receiving the letter:**
Mr Martínez, Minister for the Environment, Bogotá, Colombia
4. **Greeting:** Dear Mr Martínez
5. **Body of letter:** 'I am writing this letter ... it will affect us personally.'
6. **Conclusion:** 'Please, Mr Martínez, you must do something to help the sloths and prevent their extinction.'
7. **Closing:** Sincerely,
8. **Signature and name of sender:**
Mateo Gil

2.  **Read »**

(20 minutes)

- Students read the rubric and questions. Refer them to the letter in exercise 1.
- Students answer the questions in their notebook.
- Check the answers.

Answer Key

1. Mateo Gil
2. Mr Martínez
3. Make the Minister for the Environment aware of the situation of sloths and prevent their extinction.

3.  **Write »**

(60 minutes)

- Students read the rubric.
- Brainstorm possible topics for the letter and write them on the board
- Students choose a topic to write a letter about.
- Refer students to the letter in exercise 1. Focus on the structure.
- Write on the board, e.g.:
 - **Topic:** Protecting the rainforest
 - **Who will receive my letter:** Owners of furniture factories
 - **Purpose of the letter:** Make factory owners aware of the damage they cause to our planet when they cut down trees to make furniture.
- Students write their letters in their notebooks. Monitor and help them with new vocabulary and expressions.
- Volunteers read their letters out to the class.
- Collect notebooks and check and correct the letters. Assess students' written production.

4.  **Read »** Read the text and answer the questions (1-3).

Colombia: A Country with Two Oceans!

There are five oceans on Earth: the Atlantic, the Pacific, the Indian, the Arctic and the Southern (or the Antarctic). Colombia is privileged in terms of oceans due to its location, which means it has access to two oceans: the Pacific and the Atlantic.

Unfortunately, many ocean species are in danger of extinction, mainly due to pollution and overfishing. Some endangered species in the Pacific are sea otters, seals, and turtles. In the Atlantic, some endangered species are sea lions, dolphins and whales.

1. Which ocean has two names?
2. How many ocean coastlines does Colombia have?
3. What are the main reasons some ocean life is in danger of extinction?

5.  **Speak »** Work in small groups and discuss the questions (1-2).

1. Who should protect the native animals and plants in your area?
2. How can you help to protect them?

I think the government should protect the native animals and plants in our area, because ...

6.  **Speak »** Read the instructions and play the game *Go Fish*.

1. Make two sets of cards. Set 1: *places*, e.g. the Atlantic Ocean. Set 2: *animals* e.g. whales.
2. Take two bags. In bag 1 put the *places* cards. In bag 2 put the *animal* cards.
3. Take turns to pick a card from bag 1 and give it to a classmate. Your classmate asks: *Have you ever been to ...?*



If you answer *Yes, I have*, the person on your right takes a card from bag 1.
 If you answer *No, I haven't*, you *Go Fish* and take a card from bag 2.
 Give the card to a different classmate who asks: *Have you ever seen a ...?*
 If you answer *Yes I have*, the person on your right takes a card from bag 1.
 If you answer *No, I haven't*, you *Go Fish* and take a card from bag 2.

21st Century Skills
 • Flexibility

Were you a good winner (or loser) when you played 'Go fish!'?

7.  **Listen »** Listen and repeat the poem.

40

The waves have **whispered** to me and **called** out the names of extinct animals in the sea. I hope the others have **adapted** and **survived**. I hope we have learned we need them to stay alive!

4.  **Read »**

(30 minutes)

- Students read the rubric and the text. Check their understanding of new vocabulary. Revise some names of animals: whale, seal, turtle, sea otter, sea lion, manatee, dolphin, albatross, etc.
- Students answer the questions in their notebooks.
- Check the answers.

Answer Key

1. The Southern or the Antarctic
2. Two (the Pacific and the Atlantic)
3. Pollution and overfishing

5.  **Speak »**

(30 minutes)

- Ask: *Can you name some endangered species in your area? Why are these species endangered?*
- Students read the rubric and questions and do the task in small groups.
- Monitor and help them with new vocabulary and expressions. Assess their oral production.

6.  **Speak »**

(40 minutes)

- Divide the class into small groups. Refer them to the instructions on how to make the *Go Fish* cards.
- Students make the cards and then play the game. Monitor and help if necessary. Assess their oral production.

21st Century Skills Flexibility

Stress the importance of being a good winner/loser. Focus students' attention on the importance of participating in games and contest with a flexible attitude. When winning, being humble; when losing, accepting the winner's victory without getting upset. Invite students to analyze how good winners/losers they were during and after finishing the game.

7.  **Listen »**

(20 minutes) **track 40**

- Explain that we can pronounce the *-ed* ending in three different ways: /id/ /d/ /t/.
- Write on the board using a different colour for *-ed*:
/id/ /d/ /t/
wanted ended learned played
stopped walked
- Say the words. Draw students' attention to the different pronunciations of *-ed*.
- Say the words again: students listen and repeat.
- Write more examples on the board, e.g. has/have helped, has/have decided, has/have walked, has/have smiled, has/have saved, has/have added.
- Students come to the board and write the word in the correct column: /id/ /d/ or /t/. For example, /id/ added, decided; /d/ smiled, saved; /t/ walked, helped.
- Play the audio track. Students listen and read the poem.
- Play the audio track again, pausing after each line of the poem for students to repeat. Repeat as necessary.
- Students practise saying the poem. Monitor and check their pronunciation.
- Have a poetry contest. Students recite the poem. The best student at reciting is the winner.


Audio Script

The waves have whispered to me and called out the names of extinct animals in the sea. I hope the others have adapted and survived. I hope we have learned we need them to stay alive!





40

module 3 // Check Your Progress


Check Your Progress

1.  **Speak »** Ask the questions (1–8) to your classmates. Then, present your findings to your class.

1. Have ever been to the Lost City in Buritaca?
2. Do you live near a river? What's its name?
3. Have you ever been to Cabo de la Vela?
4. Do you live near a mountain? What's it called?
5. Have you ever been to Gorgona Island?
6. Do you live near a forest? Which one?
7. Have you ever been to Tatacoa Desert?
8. Have you seen any endangered animals? Which ones?


I can give and ask for information. 	
Very well 	
Quite well 	
With difficulty 	

41





2.  **Listen »** Listen to the speakers and decide if the information (1–5) is true or false. Correct the false statements.

1. Armadillos have had to migrate because people are buying them as pets.
2. The scarlet macaw is endangered because people keep them as pets.
3. People don't make products from the skin of sea cows.
4. People are destroying the sloth's habitat and keeping them as pets.
5. Illegal mining and the cutting down of trees are killing the golden frog.

I can describe situations, phenomena and events. 	
Very well 	
Quite well 	
With difficulty 	

3.  **Write »** Match the situations (1–4) to the recommendations (a–d).

- | | |
|--|--------------------------------------|
| 1. You're visiting a natural park. | a. Do not feed the animals. |
| 2. Some animals are losing their forest habitat. | b. Take your rubbish home with you. |
| 3. You're visiting a zoo. | c. Don't throw rubbish in the water. |
| 4. You're having fun at the beach. | d. Stop cutting down trees. |

I can make recommendations and suggestions. 	
Very well 	
Quite well 	
With difficulty 	

1.  **Speak »**

(15 minutes)

- Students read the rubric and copy the survey questions in their notebook.
- Allow enough time for the students to do the task. Students record their classmates' answers in their notebooks.
- Students report their findings to the class.
- Assess their oral production.
- Students complete the self-assessment section.

2.  **Listen »**

(20 minutes) **track 41**

- Students read the rubric and copy the statements in their notebooks.
- Play the audio track. Students listen and decide which statements are true or false.
- Play the audio track again for students to check their answers.
- Allow enough time for students to correct the false statements in their notebooks.
- Students complete the self-assessment section.

Answer Key

1. False: They have lost their homes because of deforestation.
2. True
3. False: People make all different kinds of things with the skin of sea cows.
4. True
5. True

Audio Script

41

Reporter: Well, a lot of people have come here today to protest for animal rights. Let's hear what they have to say. Good morning, madam. Can you tell me why you're here today?

Woman: I'm here to protect the armadillo's habitat. Large numbers of armadillos have lost their homes because of deforestation. We must stop cutting down trees.

Reporter: Thank you. And what about you, young man?

A young boy: We must stop buying and selling macaws. They aren't pets, you know! They're endangered animals and should live in the wild!

Reporter: OK, thanks. And let me talk to this gentleman. Can I ask why you are here today?

Man: We have to protect the sea cow from extinction. People hunt sea cows for their skin and make all different kinds of things with it.

Woman 2: And I'm here to protect the sloth. Sloths live in trees and we are cutting down hundreds of trees every day! Soon sloths won't have anywhere to live!

Reporter: Thank you, madam. And, finally, what about you, sir?

Man: We must protect the golden frog. We must stop illegal mining and the cutting down of trees.

Reporter: And so you have it

3.  **Write »**

(10 minutes)

- Students read the rubric and copy the situations and the recommendations in their notebooks.
- Allow enough time for the students to do the task.
- Students complete the self-assessment section.

Answer Key

1. b 2. d 3. a 4. c

Unit » 2

Nature Is Life

» Objectives

- » I can discuss natural resources and their uses.
- » I can express advice.
- » I can exchange information about everyday activities.

In Context » The World Around Us

1.  **Speak »** Work with a partner. Look at the photos and answer the questions (1–3).

1. In which countries are the natural wonders in the photos?
2. Have you ever been to any of these places?
3. What did you do and see there?

Watery Wonders in Latin America



Iguazu Falls



The Amazon River



Angel Falls



Lake Titicaca




Lake Tota

I've been to Iguazu Falls. I went last year with my family. The falls are on the border between Argentina and Brazil. We saw some incredible wild animals when we were there!

100

42

2.  **Listen »** Listen to an expert talking about water. Complete the summary with the missing numbers (1–6).

Water makes up about ¹... per cent of the Earth's total surface.
 Only ²... per cent of the water on our planet is freshwater.
³... per cent of all the freshwater in the world is in the polar ice caps.
⁴... per cent of our planet's freshwater reserves are located in only ⁵... countries.
⁶... of people in the world don't have access to enough freshwater sources.

Unit » 2 Nature is Life

Unit Objectives

Basic Standards of Competences	<p>Exchange information about experiences with nature and environmental issues with questions and answers.</p> <p>Identify words and expressions about the use of natural resources and environmental problems in short oral and written texts.</p> <p>Make a simple description to recommend ways to protect natural resources, orally and in writing.</p>
Vocabulary	<p>Conservation; The environment; Sources of and uses for water; Natural resources and products that come from them; Environmental problems</p>
Grammar	<p>Wh- questions; Present simple; Present perfect; <i>Should/Shouldn't</i></p>

1. Speak »

(30 minutes)

- If possible, bring in a map of the American Continent and extra information and photos of the places.
- Students look at the photos. Ask: *Do you recognise these places? What do you know about them?*
- Students read the rubric and the questions.
- Students do the task in pairs, or small groups if not enough students have been to the places.
- Monitor and assess oral production.

Answer Key

Answers will vary.

2. Listen »

(30 minutes) **track 42**

- Revise what a summary is: a short overview of the main points of something.
- Students read the rubric and the summary. Check understanding of new vocabulary.
- Play the audio track: students listen and make notes.
- Play the audio track again for students to do the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

- | | |
|--------|--------------|
| 1. 71 | 4. 50 |
| 2. 2.5 | 5. six |
| 3. 70 | 6. One third |

Audio Script

42

The natural wonders you can see in the pictures all have one thing in common, and that thing is ... water! Lots and lots of water! Now, water is an extremely valuable natural resource and it seems to be everywhere ... especially in the rainy season. But what do we know about water? Well, here are some interesting facts and figures for you.

Did you know that scientists estimate that water makes up about 71 per cent of the Earth's total surface? But only 2.5 per cent of the water on our planet is freshwater, that is water that we can drink. The rest is saltwater, or saline water, and is in the world's oceans. And did you know that 70 per cent of all the freshwater in the world is in the polar ice caps? And 50 per cent of our planet's freshwater reserves, for example, lakes and rivers, are located in only six countries! Those countries are Colombia, Brazil, Canada, Indonesia, China and Russia. But there are lots of other countries that don't have enough water. In fact, one third of all the people in the world don't have access to enough freshwater sources. Thank you for listening to me today. If you have any questions ...


module 3 // Unit 2


3.  **Write »** Complete the statements (1–4) with the words from the Word Bank.

Word Bank

saltwater x2
freshwater x2
seas
snow covered mountains
lakes
rivers
source

1. Saline water, or ¹..., contains salt, so people and animals can't drink it. Our oceans and ²... are ³...
2. ⁴... is water that people and animals can drink. Some sources of ⁵... on our planet are ⁶... and ⁷...
3. The polar ice caps are also a big ⁸... of freshwater, but it is frozen water.
4. ⁹... also provide freshwater, but only when the snow melts and goes into the rivers, etc.

4.  **Speak »** Work with a partner and talk about the sources of water where you live.

5.  **Read »** Read the article and choose the correct answers (1–4).

21st Century Skills

• Creative Thinking

Can you think of other ways to save water? **Brainstorm** ideas in groups.


Water Is Life

All living things, humans, plants and animals, need water to survive. People need water for drinking, to produce food, clothing, energy and technology, and we also need water to stay clean and healthy. We use a lot of water, but unfortunately a lot of people haven't learned how to save water and use it efficiently. Did you know that we use more water for showering and washing our clothes than we do for cooking and drinking? Have you forgotten that a third of the world's population doesn't have access to freshwater? We must all learn how to use, share and conserve water.

Tips to Save Water

- a. Collect rainwater to water the plants in your garden.
- b. Only flush the toilet when you need to. And don't throw tissues, etc. in the toilet. Put them in the bin!
- c. Only wash your clothes once a week.
- d. Turn off the water when you wash your hands or face and when you brush your teeth.
- e. Have a quick shower not a bath – five to ten minutes is enough.

1. All life on Earth *needs / doesn't need* water to survive.
2. People use water for *a variety of purposes / only one purpose*.
3. *More / Less* water is used for cooking and drinking than for showering and washing clothes.
4. *One third / Two thirds* of people have access to freshwater.

3.  **Write »**
(30 minutes)

- Students read the rubric, the Word Bank and the statements. Check understanding of new vocabulary.
- Students do the task: students should write the complete statements in their notebooks.
- Monitor and help if necessary.
- Check the answers.

Answer Key

1. Saline water, or saltwater, contains salt, so people and animals can't drink it. Our oceans and seas are saltwater.
2. Freshwater is water that people and animals can drink. Some sources of freshwater on our planet are lakes and rivers.
3. The polar ice caps are also a big source of freshwater, but it is frozen water.
4. Snow covered mountains also provide freshwater, but only when the snow melts and goes into the rivers, etc.

4.  **Speak »**
(30 minutes)

- Before the lesson, students find out information about sources of water in their area based on the following criteria:
Type of source (river, lake, etc.)
Name of the source
Where it's located
Characteristics (big, clean, little, wide, thin)
- In pairs, students discuss what they have found out. Model the interaction:
A: *There's a lake near our town.*
B: *Really? Where is it?*
A: *It's in the north of the town. It's not very big, but it's very clean.*
- Monitor and assess oral production.
- Volunteers role-play their interactions for the class.

5.  **Read »**
(40 minutes)

- Ask: *What do you use water for? How long do you spend in the shower? Do you turn off the tap while you brush your teeth? How often do you use the washing machine in your house?*
- Students read the rubric and take turns to read the article out loud. Check understanding of new vocabulary.
- Ask: *Which of the tips do you do at home? Which tips can you start doing?*
- In pairs, students discuss the statements (1–4) and choose the correct answer.
- Check the answers.

21st Century Skills

Creative Thinking


In groups, students review the tips in the article. Students discuss other ways to save water and write a similar set of tips. Groups share their ideas with the class.

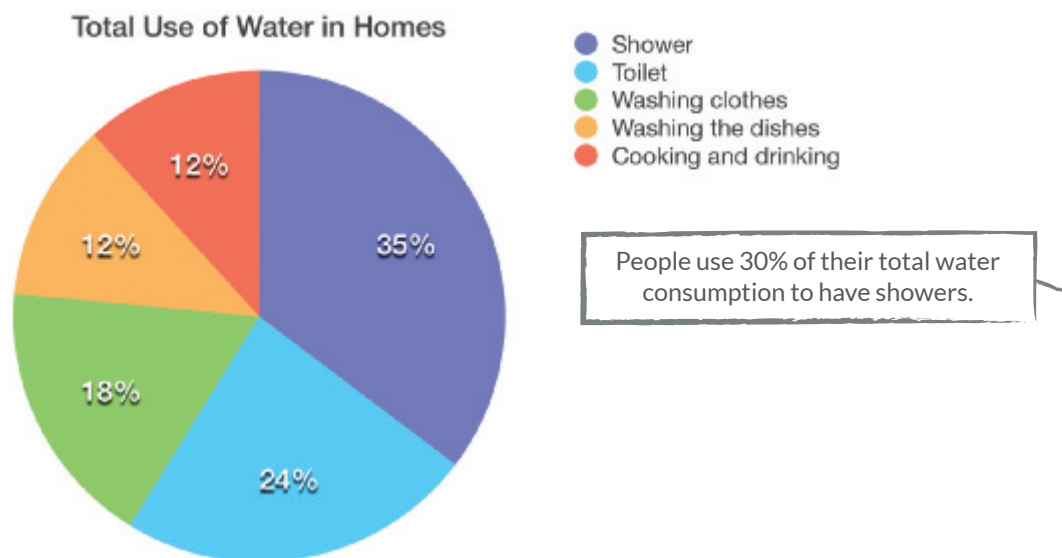
Extra Activity (40 minutes)


Students make signs with tips for saving water. Student display the tips in appropriate areas around the school.

Answer Key

1. needs
2. a variety of purposes
3. Less
4. Two thirds

6.  **Write »** Look at the pie chart. Write about the amount of water people use.





7.  **Read »** Read the test and answer the questions (1–6) so they are true for you.

Nature Gives Us More than We Think.

Have you ever thought about all the benefits we get from nature? Besides using natural resources for food, clothing and fuel, we can use them for several other purposes.

Do our quick test to see how nature benefits you.

1. **Have you ever meditated** outdoors, for example in your garden or a park?
Yes, I have. / No, I haven't.
2. **Have you ever been** trekking in the mountains?
Yes, I have. / No, I haven't.
3. **Have you ever camped** in the wilderness?
Yes, I have. / No, I haven't.
4. **Have you ever felt** physically better after **you've spent** the day in the countryside?
Yes, I have. / No, I haven't.
5. **Has nature ever inspired** you to create art: painting or writing a song or poem?
Yes, it has. / No, it hasn't.
6. **Has nature ever inspired** you spiritually?
Yes, it has. / No, it hasn't.

8.  **Listen »** Listen to people answering some of the questions in the test in exercise 7. Say which questions they answered.
9.  **Write »** Write a short paragraph about the benefits you get from nature.

I like doing sport in the countryside.
I always feel much better when I've
been in the fresh air ...

6.  **Write »**

(40 minutes)

- Students read the rubric and look at the pie chart. Check understanding. Ask: *What do people use water for the most? What do they use water for the least? What other things do people use water for?*
- Refer students to the example given. In their notebooks students do the task.
- Monitor and assess written production.
- Check the answers.
- Ask: *Do the percentages in this pie chart reflect what happens in your homes? How are they similar? How are they different?*

Answer Key

People use 20% of their total water consumption to flush the toilet.
 People use 20% of their total water consumption to wash clothes.
 People use 10% of their total water consumption to wash the dishes.
 People use 10% of their total water consumption to clean the house.
 People use 10% of their total water consumption to water the plants.

7.  **Read »**

(40 minutes)

- Ask: *What benefits do you think we get from nature?* Brainstorm the things we get from nature (natural resources) and write them on the board.
- Students read the rubric and the test. Check understanding of new vocabulary.
- Students answer the test in their notebooks.
- Brainstorm follow-up questions and write them on the board, e.g. *Where did you meditate/go trekking/camp? When did you ...? Did you enjoy the experience? Why? Why not?*
- Students ask and answer the questions with their classmates for a class survey.

- If the answer is yes, then students ask their classmates the follow-up questions.
- Monitor and assess oral production: focus on correct use of present perfect yes/no questions and short answers.
- Volunteers report their findings to the class.

Grammar Box
Present Perfect: Yes/No questions and short answers

Revise how to form the present perfect:

Positive: subject + *has/have* + past participle

Negative: subject + *has/have (never)* + past participle

Interrogative: *has/have* + subject + (*ever*) past participle

Short answers: Yes, + subject + *has/have*

No, + subject + *hasn't/haven't*

Write on the board:

Have you ever been to the desert? Yes, I have. / No, I haven't.

Has your mum ever cooked a strange meal? Yes, she has. No, she hasn't.

Answer Key

Answers will vary.

8.  **Listen »**

(30 minutes) **track 43**

- Students read the rubric: refer them to the test questions in exercise 7.
- Play the audio track: students listen and make notes.
- Play the audio track again: students do the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

Speaker 1 answered question 1 (and 6), Speaker 2 answered question 3, Speaker 3 answered question 4, Speaker 4 answered question 5

Audio Script

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Speaker 1: I've always been very spiritual, and I've always tried to connect with nature. So, I've often meditated outdoors. My favourite place to meditate is in the mountains near my home.

Speaker 2: I love going on holiday, but because I've never liked hotels and cities, I've always camped in the wilderness. I love waking up every morning and hearing nothing, ... no cars, no buses ...

Speaker 3: I love riding my bike in the mountains and through the forest. When I've spent the day out in the fresh air I always feel wonderful after and I have lots of energy to do other things.

Speaker 4: I am a writer. I love writing poems about what surrounds me, and I've often used nature for my inspiration.

9.  **Write »**


(30 minutes)

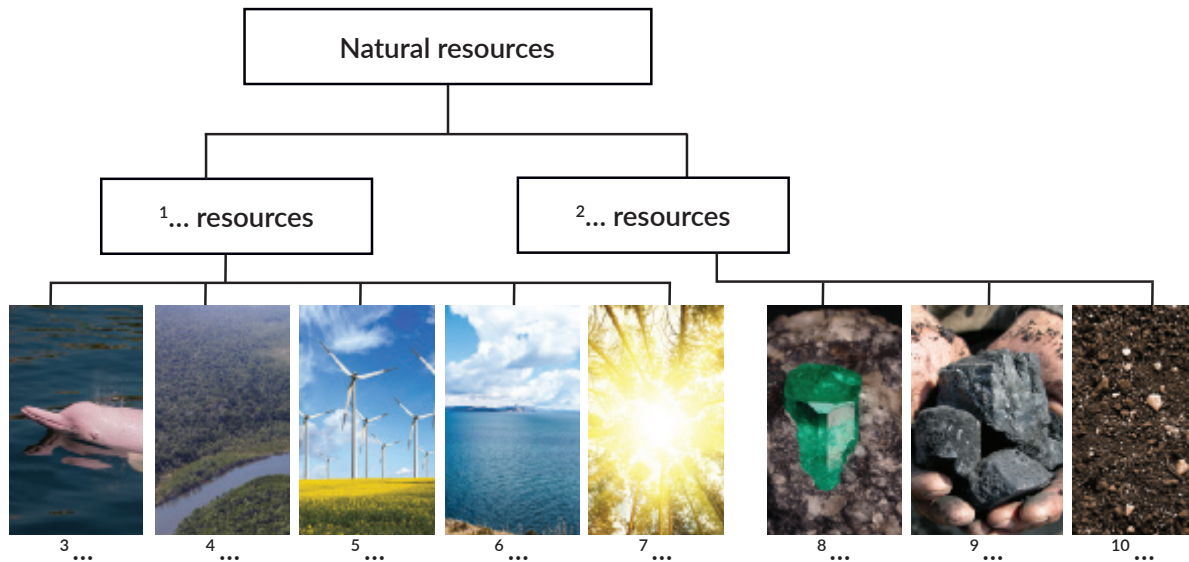
- Students read the rubric: refer them to the examples they heard in exercise 8.
- On the board write one of the examples from the audioscript in exercise 8 for students to refer to as a model, e.g. *I love riding my bike in the mountains and through the forest. When I've spent the day out in the fresh air, I always feel wonderful after and I have lots of energy to do other things.*

The first sentence describes the things students do and what they like doing outdoors. The second explains how students benefit from nature.

- Students do the task in their notebooks.
- Monitor and help with vocabulary and expressions if necessary. Assess students' written production.
- Volunteers read their paragraphs to the class.

Expanding Knowledge » Our Natural Resources


1.  **Read »** Read the text and complete the graphic organizer (1–10).



Natural resources come from nature and humans cannot create them. There are two categories: renewable and non-renewable.

Renewable resources are constantly available and nature can replace them: water, sunlight, wind, plants and animals.

Non-renewable resources cannot easily be replaced: fossil fuels, minerals and soil.

2.  **Write »** Find five natural resources and three things they are used for. Complete the sentences (1–3).

K	Y	K	P	D	O	R	O	B	I	S
V	C	C	S	B	E	U	M	U	S	A
E	L	E	C	T	R	I	C	I	T	Y
S	C	O	A	P	N	W	A	L	N	X
Q	O	W	V	E	W	I	N	D	A	Z
M	L	I	R	Y	J	M	L	I	L	K
W	S	A	L	V	H	N	E	N	P	K
N	L	T	P	C	E	X	A	G	G	S
S	E	N	I	H	C	A	M	S	U	G
K	W	M	X	N	O	Q	C	A	Z	V
H	K	G	C	I	Y	Z	Z	S	W	G

21st Century Skills
• Analytical Thinking

Graphic organizers can help you to understand new topics better, because you can concentrate on the connections between the information.
Do you use graphic organizers? Why? Why not?

1. Wind and ... can produce ...
2. People use ... to grow ... and produce food.
3. ... have industrial uses, for example, making cars, ... and ...

1.  **Read »**

(40 minutes)

- Students look at the pictures.
Ask: *What can you see in the pictures?*
- Students read the rubric and copy the graphic organiser in their notebooks.
- Students read the text: check understanding of new vocabulary.
- Students complete the graphic organiser in their notebooks.
- In pairs, students compare their answers.
- Check the answers.

21st Century Skills
Analytical Thinking

Explain that it is helpful to use graphic organisers: besides helping us to understand topics and illustrate connections, they improve our mental organization and our ability to remember details. Ask students if they use any type of organiser and if so what. Invite them to draw samples of their organizers on the board and explain what they use them for.

Answer Key

1. renewable
2. non-renewable
3. animals
4. plants
5. wind
6. water
7. sunlight
8. minerals
9. fossil fuels
10. soil

2.  **Write »**

(40 minutes)

- If possible, bring in photocopies of the word search: one photocopy between two.
- Students read the rubric and copy the word search in their notebooks if necessary.
- In pairs, students find the words.
- Students complete the sentences in their notebooks.
- Check the answers.

Answer Key

K	Y	K	P	D	O	R	O	B	I	S
V	C	C	S	B	E	U	M	U	S	A
E	L	E	C	T	R	I	C	I	T	Y
S	C	O	A	P	N	W	A	L	N	X
Q	O	W	V	E	W	I	N	D	A	Z
M	L	R	Y	J	M	L	I	L	K	
W	S	A	L	V	H	N	E	N	P	K
N	L	T	P	C	E	X	A	G	G	S
S	E	N	I	H	C	A	M	S	U	G
K	W	M	X	N	O	Q	C	A	Z	V
H	K	G	C	I	Y	Z	Z	S	W	G

1. Wind and water can produce electricity.
2. People use soil to grow plants and produce food.
3. Minerals have industrial uses, for example, making cars, machines and buildings.

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3. Listen » Listen and say which natural resource the speakers are talking about. Complete the summaries (a-j) with the words in the box.

Speaker 1: *water*
Lives near a ^a... and in summer goes ^b... and ^c... there.

Speaker 2: ...
Has a ^d... and grows ^e..., e.g. cereals. Has fruit ^f... and sells fruit at market. Sometimes ^g... highest tree.

Speaker 3: ...
Makes ^h... and ⁱ... jewellery. Sometimes uses semi-precious ^j..., too.

silver farm lake stones
fishing gold climbs trees
swimming food

4. Read » Read the paragraph and answer the questions (1-2).

We all know how useful animals are; they provide us with food, and we use their skin to make clothes. People have also used animals for transportation for centuries. Before the invention of cars and planes, donkeys, horses, elephants and camels transported people and goods. And we shouldn't forget that some animals have always occupied an important place in our hearts as pets. The most common pets have always been dogs and cats. But, nowadays, many people are buying exotic wild animals as pets. And in circuses many wild animals live in horrible conditions just for our entertainment.

1. Is it acceptable to take wild animals out of their natural habitat? Why?
2. Is it acceptable to have animals in circuses? Why?

Study Tip
Don't look up every word you don't understand in a dictionary. Use the context to work out the meaning.

5. Write » Use the information in the chart to write about natural resources and their uses.

Natural resources	Products
plants	food, medicine, clothes, furniture, paper
animals	food, clothes, shoes
fossil fuels	toys, petrol, computers
minerals	tins, cars, bicycles, machinery

We use plants to make lots of things. Most of the clothes we wear come from plants, for example, cotton T-shirts, ...

3.  Listen »

(40 minutes) track 44

- Brainstorm natural resources. Ask: *What natural resources can you name?* Write students' answers on the board.
- Read and focus on the first part of the rubric: *Listen and say which natural resource the speakers are talking about.*
- Play the audio track: students listen and take notes.
- Ask: *Which natural resource is speaker 1 talking about? And speakers 2 and 3?* Replay the audio track if necessary.
- Students read the second part of the rubric, the words in the box and the summaries. Check understanding of new vocabulary.
- Play the audio track again: students take notes and complete the summaries in their notebooks. Replay the audio track if necessary.
- Check the answers.

Answer Key

Resources they are talking about:
Speaker 1: water, Speaker 2: soil,
Speaker 3: minerals

- | | |
|-------------|-----------|
| a. lake | f. trees |
| b. swimming | g. climbs |
| c. fishing | h. gold |
| d. farm | i. silver |
| e. food | j. stones |

Audio Script

44

Speaker 1: I live near a big lake and during the summer I go there every day to swim. My family's got a boat and I often go fishing too. I've even caught enough fish to make dinner for five people!

Speaker 2: We have a farm and so we grow lots of different food, for example, cereals. We also have a lot of fruit trees. We pick the fruit and sell it at the local market, but I also sometimes climb to the top of the highest tree to watch the sunset.

Speaker 3: I make jewellery, rings, bracelets, necklaces, etc. from gold and silver. Sometimes I use semi-precious stones too. I usually sell my jewellery online or to friends and family.

4.  Read »

(40 minutes)

- Brainstorm how animals are useful to people. Ask: *In what ways are animals useful to us?* Write their suggestions on the board.
- Students read the rubric and the paragraph. Check understanding of new vocabulary.
- In pairs students compare the uses for animals in the text with their previous suggestions.
- In small groups students discuss the questions and make notes on their classmates' opinions. Monitor and help with vocabulary and expressions if necessary.
- Students answer the questions in their notebooks.

Study Tip

Explain how new words can be understood by checking what comes before and after the words. The context that surrounds a word helps students to understand what it means without looking in a dictionary or translating it.

Have students find the word "provide" and what comes before and after it in the text. What does "provide" mean? Do the same with other words from the text.

Extra Activity (40 minutes)

Play Pictionary with the new vocabulary students have learned in this module.


1. The purpose of the game is to guess a word based on what your partner draws.
2. You can only draw the word: no speaking or miming.
3. You can't write numbers or letters.
4. You have one minute to draw your word. Once the minute is up, you must stop drawing.
5. You must name the category beforehand, e.g. Uses of water (shower, toilet, washing clothes, washing the dishes, cleaning the house, watering the plants).

5.  Write »

(40 minutes)

- Students read the rubric, the table and the example. Check understanding of new vocabulary.
- Use the example as a model. First the paragraph should state the natural resource chosen. Then it should describe the uses of this natural resource.
- Students write the paragraphs in their notebooks.
- Monitor and help with vocabulary and expressions if necessary: assess written production.
- Volunteers read their paragraphs to the class.

module 3 // Unit 2


6.  **Speak »** Read the instructions and play *Find the Source* in small groups.

How to play *Find the Source*:

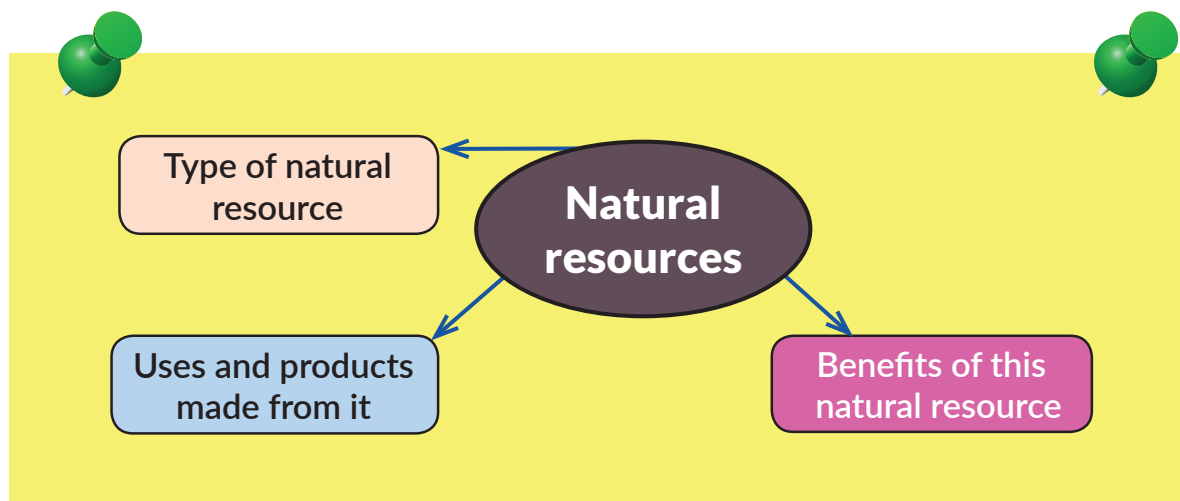
One student names a natural resource, for example, *trees*. The first student to name a product made from that resource then names another product to continue the game.


Trees!

Notebooks... OK,
it's my turn: water!

7.  **Write »** Follow the instructions and make a Natural Resource Noticeboard.

1. Decide which natural resource your group is going to write about.
2. Do some research on the natural resource. Use the internet, the library, etc.
3. Illustrate your natural resource.
4. Design a graphic organizer. Include:
 - a. Heading: **Natural resources**
 - b. Type of natural resource: where it comes from, etc.
 - c. Benefits of this natural resource
 - d. Uses and products made from it



8.  **Speak »** Present your noticeboard to your class.

We're going to talk about fossil fuels. These are a non-renewable resource. People use fossil fuels to produce ...

21st Century Skills
• *Communicating*

Use different formats to give a presentation. It will make your ideas stand out! *Do you use multimedia when you present your work to your classmates?*

6.  **Speak »**

(20 minutes)

- Students read the rubric and the instructions. Focus their attention on the example.
- Divide the class into groups. Students play the game.
- Monitor and assess oral production.

7.  **Write »**

(40 minutes)

- Bring these materials to class (or previously ask students to bring them from home): pieces of large thick card, pictures from magazines, marker pens, glue.
- Students read the instructions: check understanding.
- In groups students do the task.
- Monitor and help with vocabulary and expressions if necessary.

8.  **Speak »**

(40 minutes)

- Students read the rubric and the example.
- In the same groups as exercise 7 students prepare their presentations: they can use PowerPoint or other multimedia if they want.
- Allow enough time for students to prepare the presentation.
- Monitor and help if necessary.
- Each group does its presentation for the class.
- Assess oral production.
- Display the noticeboards around the classroom or the school.

21st Century Skills

Communicating

Explain that using visuals and multimedia to support an oral presentation will make the presentation more engaging for the audience, and help them to understand and remember your message.

Preparing Your Task » What Are We Doing to Our World?

45

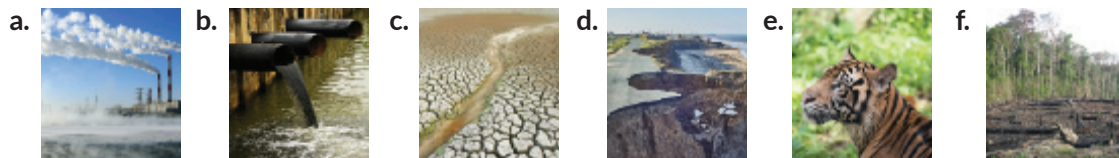
1. Listen » Listen and complete the sentences with the words from the Word Bank.

1. ... is due to an increase in the Earth's temperature. It causes the polar ice caps to melt and the sea level to rise.
2. ... is due to the cutting down of trees. It damages the land and causes soil erosion.
3. ... happens when the ground gets very dry and the wind blows it away.
4. ... refers to the damage caused to the air, water or land through the use of chemicals or other toxic substances.
5. ... is when there is very little, or a complete lack of, a very important liquid.
6. ... refers to the process of extinction of a variety of species.

Word Bank

climate change
 loss of biodiversity
 pollution water scarcity
 deforestation soil erosion

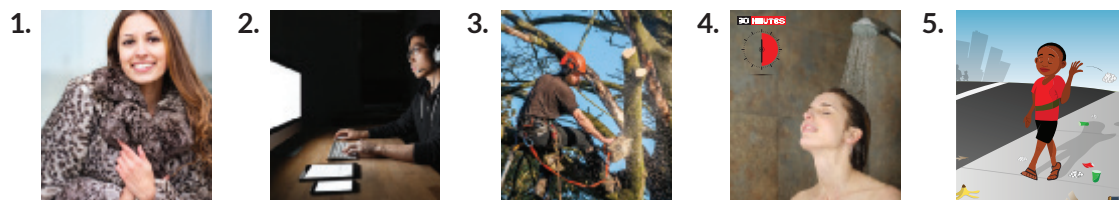
2. Write » Label the environmental issues in the photos with the words from the Word Bank in exercise 1. Then answer the questions (1-3).



1. Have you ever experienced any of these problems? Where?
2. Have you ever heard of these problems? What did you hear?
3. Have you ever thought about how we can prevent them? How can you help?

I've experienced climate change! When I was younger, the temperatures in summer were cooler. But now summers here are very, very hot!

3. Speak » Discuss the environmental problems in the pictures (1-5).



This person is wearing a fur coat. An animal died to make this coat!

That's terrible! When we kill animals for their skins, they are at risk of extinction. And that affects our biodiversity!

1.  Listen »

(45 minutes) track 45

- Ask: *What are we doing to our world?* Explain that the question refers to the damage we are causing to our planet. Write students' answers on the board.
- Students read the rubric, the words from the Word Bank and the sentences. Check understanding of new vocabulary.
- Students copy the sentences in their notebooks.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to complete the sentences in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

1. Climate change
2. Deforestation
3. Soil erosion
4. Pollution
5. Water scarcity
6. Loss of biodiversity

Audio Script

45

Good morning everyone.

Today I'm going to tell you about the main problems our planet has today.

The first big problem is climate change: our planet is getting warmer and the temperatures are increasing. So, the polar ice caps are melting and causing a rise in the sea levels.

The second problem I'm going to talk about is deforestation. Deforestation happens because we are cutting down too many trees, for example, to make houses. This seriously damages the land and causes soil erosion...

Soil erosion is another serious environmental problem: when the soil gets very dry it is easily blown away by the wind and this means plants can't grow properly.

I also want to tell you about pollution. Pollution occurs when chemicals or toxic substances get into the air, water or land. Pollution can kill animals, plants and people.

Another big problem we face today is water scarcity: when there isn't enough of this vitally important liquid, people, animals and plants die.

And finally, I'm going to talk to you about the loss of biodiversity on our planet. At least 10,000 species become extinct every year. That's a lot of plants and animals that we will never see again.

So let me begin with ...

2.  Write »

(45 minutes)

- Students look at the pictures. Ask: *What can you see in the pictures?* Help with vocabulary and expressions, e.g. *pipes, smoke, dumping dirty water, dry land*, etc.
- Students read the rubric and in pairs identify the environmental issues in the photos.
- Check the answers.
- In pairs students discuss the questions and write their answers in their notebooks.

- Monitor and help with vocabulary or structures if necessary.
- Volunteers read out their answers to the class.

3.  Speak »


(40 minutes)

- Students read the rubric and look at the pictures. Ask: *What are the people doing in the photos?*
- In pairs students do the task: refer them to the example as a model. Monitor and help with vocabulary and expressions if necessary. Assess oral production.
- Check the answers.

Answer Key

2. This person has his laptop on and his mobile phone is charging. He is using his tablet while he's listening to music. He is overusing electricity. When we overuse electricity we increase climate change.
3. This person is cutting down a tree. Cutting down trees causes deforestation. It causes climate change, loss of biodiversity and soil erosion.
4. This person is taking a very long shower. This means wasting water and energy (from gas or electricity). These are related to climate change. Also, during showers people use soap, shampoo and other chemicals which can pollute the water.
5. This person is throwing the rubbish on the floor. Rubbish can create air and water pollution.

module 3 // Unit 2

4.  **Read »** Read the questionnaire and answer the questions. What was your score?

Daily Habits that Affect our Environment

These actions can seriously damage the environment. How often do you do them?

	Always	Sometimes	Never
1. Do you turn the lights off when you leave a room?			
2. Does your family use the car every day?			
3. Do you use only one side of a sheet of paper?			
4. Do you turn off the water when you brush your teeth or wash your hands?			
5. Do you ask for plastic bags in the supermarket?			
6. Do you throw rubbish on the ground?			


How to score: 2 points: *always* 1 point: *sometimes* 0 points: *never*

Add up your score and find out how well you take care of the environment.

1-4 points: Congratulations! You take great care of the environment.

5-6 points: Be careful! You show some concern for the environment, but you should still do more!

7-10 points: It's time to change your habits completely and help the environment!

5.  **Speak »** Discuss your answers to exercise 4 with a partner. Give your partner advice on how to improve their score.

My family uses the car every day. My parents always drive me to school and then they drive to work.


You should walk to school and your parents should use public transport.

21st Century Skills

• *Communicating*

Always try to give constructive feedback and be respectful of your classmate's ideas.

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6.  **Listen »** Listen and complete the statements (1-5) with *should* or *shouldn't*.



1. We ... plant another tree to replace every tree we cut down.
2. You ... mistreat animals. You ... keep animals in small cages.
3. We ... waste energy or water.
4. You ... turn off the lights when you aren't in a room.
5. You ... leave the tap on when you brush your teeth.

4.  **Read »**

(40 minutes)

- Students read the rubric and the questionnaire. Check understanding of new vocabulary.
- Students answer the questionnaire in their notebooks.
- Students add up their score.
- In their notebooks students answer the questions using complete sentences: revise adverbs of frequency.

5.  **Speak »**

(30 minutes)

- Ask: *What can you do to improve your score in exercise 4?* Write students' suggestions on the board.
- Revise the use of *should* to give advice or recommendations.
- In pairs, students discuss their answers and give each other advice. Refer students to the model to help them: focus on how often they do these things, how they affect the environment and which ones they should change to help take care of the environment.
- Monitor and help if necessary: assess oral production.

21st Century Skills

Communicating

Point out the importance and effectiveness of communicating with others in a constructive way. Stress the positive effects of giving constructive feedback and being respectful of other people's ideas.

Extra Activity (40 minutes)

Brainstorm other situations that affect the environment: write them on the board. Students find or draw a picture depicting the situation. Underneath the picture, students write a short paragraph including the following: a description of what is happening in the picture; how it affects the environment; and a recommendation about how to stop or solve the problem.

6.  **Listen »**

(30 minutes) **track 46**

- Students read the rubric and copy the statements in their notebooks. Check understanding of new vocabulary.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to complete the statements. Repeat if necessary.
- Check the answers.

Answer Key

1. should
2. shouldn't/shouldn't
3. shouldn't
4. should
5. shouldn't

Audio Script


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Well, I'd like to give you some advice about how we all can take better care of our planet.

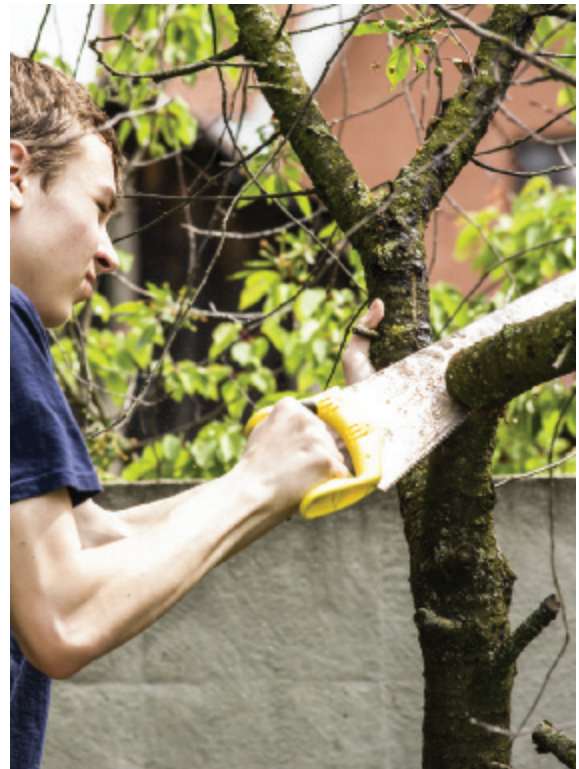
First of all, we should look after our trees. Sometimes it's necessary to cut down trees, but in that case, we should always plant another tree in a different place to replace the ones we've cut down. And animals ... they really need our help. You should take care of animals and look after them. It's really not cool to mistreat them! And if you have a pet, then make sure it has a great home. For example, lots of people keep their hamsters in small cages. But this is terrible! You should always keep your hamster in a large cage so they have lots of space to run around in.


And we should also save energy. You should always turn off the lights when you leave a room and of course you should always try and save water. So you should always remember to turn the tap off when you brush your teeth.

These simple actions will really make a difference to our planet: so, do them!

7.  **Write »** In groups, follow the instructions and design a poster to increase awareness of environmental problems in your school.

1. Identify places in your school where there are environmental problems, for example, the playground.
2. Write some slogans to make students aware of the problem. For example, *Take care of our plants and trees!*
3. Use pictures cut out from magazines, or draw your own, to illustrate your slogans: *Don't waste water!*
4. Make a poster showing what students should do to protect their environment.
5. Display your posters around your school in the places where you have identified the problems.



8.  **Listen »** Pronunciation. Listen and repeat the questions (1-4). Pay attention to the intonation.

1. _____
What have you done to help the environment?
2. _____
When do you turn the lights off?
3. _____
Which is your favourite animal?
4. _____
What do you get from it?

Study Tip
It's important to use the correct intonation because it helps the listener to understand you better.

7.  Write »

(45 minutes)

- Bring these materials to class (or previously ask students to bring them from home): pieces of large thick card, pictures from magazines, marker pens, glue.
- Students read the rubric and the instructions. Check understanding of new vocabulary.
- In groups students discuss the issues and choose the ones they are going to focus on: ensure that the groups address a variety of topics.
- Monitor and help with vocabulary and expressions if necessary.
- Display the posters around the classroom or in appropriate places around the school.

8.  Listen »

(25 minutes) track 47

- Write on the board:
Where are you from?
How old are you?
- Read the sentences out loud: students listen and repeat. Pay attention to their intonation.
- Explain that in English *Wh*-questions have rising then falling intonation.
- Refer back to the questions on the board and draw a line to indicate the intonation: the line starts to rise from *Where* up to *you* and falls on *from*.
- Play the audio track: students listen and repeat. Repeat as often as necessary, pausing to allow students to repeat the questions or check intonation.
- Students practise saying the sentences: monitor and check intonation.
- If possible, record the students so they can hear themselves and compare with the audio track.

Study Tip

Focus students' attention on the tip. Stress the fact that when we speak, using appropriate intonation is as important for being understood as pronouncing individual sounds and words correctly.

Audio Script

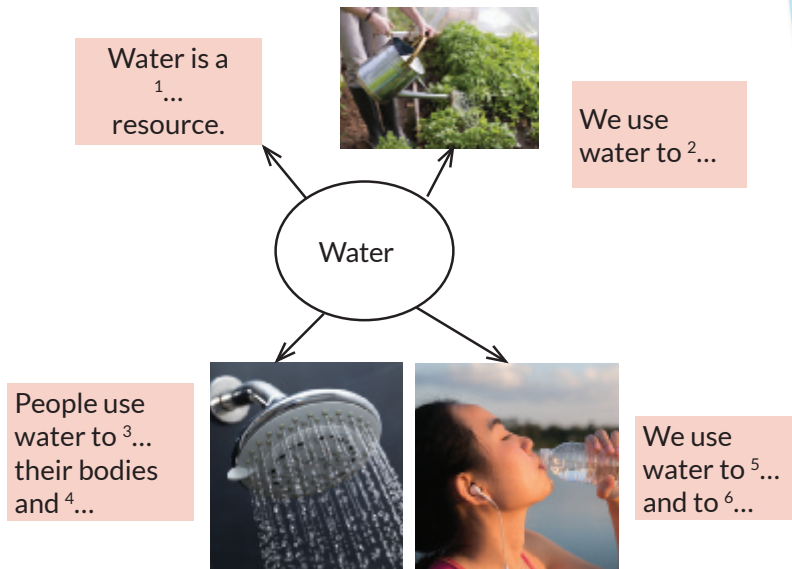
47

1. What have you done to help the environment?
2. When do you turn the lights off?
3. Which is your favourite animal?
4. What do you get from it?

module 3 // Check Your Progress

Check Your Progress

1. **Write»** Complete the graphic organizer (1-6).



I can exchange information about everyday activities. ✓	
Very well	
Quite well	
With difficulty	

I can discuss natural resources and their uses. ✓	
Very well	
Quite well	
With difficulty	

I can express advice. ✓	
Very well	
Quite well	
With difficulty	

48 2. **Listen»** Listen and match the pictures (a-d) to the speakers.



3. **Speak»** Ask your partner about how he/she takes care of the environment.

Do you turn off the water when you brush your teeth?

Yes, I do./No, I don't.

1.  **Write »**

(10 minutes)

- Students read the rubric and copy the graphic organiser in their notebooks.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. renewable
2. water plants
3. clean/wash
4. clothes
5. drink
6. cook

2.  **Listen »**

(10 minutes) **track 48**

- Students read the rubric and look at the pictures.
- Play the audio track: students do the task in their notebooks.
- Replay the audio track for students to check their answers. Repeat if necessary.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

Speaker 1: d
Speaker 2: c
Speaker 3: a
Speaker 4: b

Audio Script

48

1. You should take your rubbish home with you and throw it in the bin when you get there.
2. Please turn off the tap. You should try and save water when you wash your hands.
3. Trees provide us with oxygen to breathe. People should stop cutting down trees.
4. People shouldn't use their cars every day. They should use public transport instead.

3.  **Speak »**

(15 minutes)

- Students read the rubric and look at the example.
- In pairs, students ask and answer questions. You can write more situations on the board to extend the task.
- Allow enough time for students to do the task.
- Monitor and assess oral production.
- Students complete the self-assessment section.

Answer Key

Suggested answers

1. Do you turn off the water when you brush your teeth? Yes, I do./No, I don't.
2. Do you throw rubbish on the street? Yes, I do./No, I don't.
3. Do you use both sides of a sheet of paper? Yes, I do./No, I don't.
4. Do you use plastic bags when you do the shopping? Yes, I do. / No, I don't.

Unit » 3

Conservation Is a Must

» Objectives

- » I can discuss environmental issues.
- » I can express strong recommendations and suggestions.

In Context » A Place for Everything

1.  **Read »** Read the text and match the words (1–3) to the definitions (a–c).

Have You Heard about The Three Rs?


- We can **preserve** our natural resources and help to **prevent** climate change and **protect** our planet by **Reducing**, **Reusing** and **Recycling** our rubbish.
- When we use **The Three Rs**, we need fewer natural resources to produce or manufacture new items.
- When we follow **The Three Rs**, we throw away fewer things; this helps to reduce the amount of greenhouse gases we release into the atmosphere.

- | | |
|------------|---|
| 1. Reduce | a. Separate rubbish and use it to make other things |
| 2. Reuse | b. Use less of something |
| 3. Recycle | c. Use something again |



Study Tip

Identifying how words are formed helps us to learn new vocabulary: *re* means *again*. So **rewrite** means *to write again* and **redo** means *to do again*.

2.  **Listen »** Listen to people talking about The Three Rs. Complete the statements (1–3) with *should* or *shouldn't* and say which R they are talking about.

49

1. We ... buy fewer things and we ... buy things with lots of packaging.
Speaker 1 is talking about ...
2. You ... use things again and again. You ... buy things you only need for a short time. You ... give away the things you don't need.
Speaker 2 is talking about ...
3. You ... separate your rubbish and you ... buy products made from recycled materials.
Speaker 3 is talking about ...

Unit » 3 Conservation Is a Must

Unit Objectives

Basic Standards of Competences	Exchange information about preventing/stating solutions to environmental problems on questions and answers. Identify words and expressions about how to prevent/solve environmental issues in the locality in short oral and written texts. Make a simple description to recommend how environmental issues can be prevented/solved, orally and in writing.
Vocabulary	Environmental issues and conservation
Grammar	Imperatives; Modals <i>should/ shouldn't, must/mustn't</i>

1. Read » (40 minutes)

- Students read the rubric and the text. Check understanding of new vocabulary.
- Students do the task in their notebooks.
- Check the answers.
- Ask: *Do we reduce, reuse and recycle in our school? Give examples.*

Study Tip

Explain that one strategy for learning new words is to look at their parts. Some words have prefixes at the beginning that modify their meaning. Explain that the prefix *re-* means 'again'. Give students a list of words that have the prefix *re-* (e.g. *reread, rebuild*) and ask them to suggest definitions of the words.

Extra Activity (30 minutes)

Write on the board:

Prefix	Meaning	Example
<i>re-</i>	again	redo, replay
<i>extra-</i>	outside of	extracurricular
<i>in-, im-</i>	not	invisible, impossible

Divide the class into groups and see which group can add most words to the chart: students can use their dictionaries.

Answer Key

1. b 2. c 3. a

2. Listen »

(20 minutes) **track 49**

- Revise *should* for advice and recommendations.
- Students read the rubric and the statements. Check understanding of new vocabulary.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to do the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

1. should / shouldn't (reduce)
2. should / shouldn't / should (reuse)
3. should / should (recycle)


Audio Script

49

Speaker 1: I think we all have too much stuff! We should buy fewer things, nobody needs ten pairs of shoes or ten different bags – it's ridiculous! And also we should look at how much packaging is used; for example, don't buy apples that are in a plastic container and then put them in another plastic bag!

Speaker 2: The first step is to start by using the things you already have again and again. And also you should borrow or rent things that you are only going to need for a short time. You can also give away the things you don't need to other people, so they can use them. And you should take reusable bags with you when you go shopping.

Speaker 3: You should always separate your rubbish. Separate materials like glass bottles, cans and newspapers. People can remake bottles, cans and paper into new things. And you should always try to buy products made from recycled materials.

3.  **Write»** Write a paragraph giving recommendations about how to reduce, reuse and recycle rubbish.

Reducing: I think we all have too much stuff! We should buy fewer things. Nobody needs ten pairs of shoes or ten different bags – it's ridiculous! And also we shouldn't buy things that are packaged in unnecessary bags and boxes. Don't buy apples that are in a plastic container and then put them in another plastic bag!

4.  **Read»** Read the leaflet and complete the chart.

Save our forests!

We **should** recycle. Let's start with paper!

Paper comes from wood and it's recyclable. So, if we recycle paper, we save trees, reduce the amount of rubbish we produce and save energy.

Recycle newspapers, office paper and magazines. If possible, take them to a recycling centre: find out where the nearest one to you is.

Recycled paper can be made into newspapers, telephone directories, paper towels and egg boxes.

Protect our environment!

We **should** also recycle plastic bottles.

Plastic comes from oil, which is a fossil fuel and produces a lot of pollution. If we recycle plastic bottles, we reduce pollution, reduce rubbish and save energy.

Recycled plastic bottles can be made into lots of different things: new bottles, boxes, and they can even be made into T-shirts!

We can also reuse a plastic bottle again and again: refill it with water or juice, don't just throw it away.




Object	Comes from	Can be recycled and made into	Benefits
Paper			
Plastic bottle			

5.  **Speak»** Look at the Rubbish Diary and discuss with a partner what the items are made of: paper, glass, metal or plastic.

On Monday, the girl threw away a shoebox. Shoeboxes are made of paper.



My Rubbish Diary		
Day	What I threw away	Material made from
Monday	An empty shoebox	Paper
Tuesday	Some old CD covers	
Wednesday	Some broken silver earrings	
Thursday	An empty milk carton	
Friday	An old frying pan	

3.  **Write »**
(40 minutes)

- Draw a chart on the board.
Ask: *Does your family produce a lot of rubbish? Does your family reduce, reuse and recycle? What suggestions can you make to help your family improve the three Rs at home? Write students' suggestions in the chart. Refer students to the audio script in exercise 2 for ideas.*

Reduce	Reuse	Recycle

- Students read the rubric and the example.
- In pairs, students choose one of the three Rs and discuss their ideas and recommendations. Monitor and help with vocabulary and expressions.
- In small groups, students read out their paragraphs and discuss the suggestions they have made.
- Assess written production.

4.  **Read »**
(40 minutes)

- Brainstorm how students use paper and plastic in their daily activities. Write their answers on the board.
- Ask: *Do you know where paper and plastic come from? Do you know how they are produced?*
- Students read the rubric and the leaflet. Check understanding of new vocabulary.
- Students complete the chart in their notebooks.
- Check the answers.

Answer Key

Paper comes from wood. It can be recycled and made into newspapers, telephone directories, paper towels and egg boxes. Benefits: save trees, reduce the amount of rubbish, save energy.
Plastic bottles come from oil. They can be recycled and made into new bottles, boxes and T-shirts; they can be refilled. Benefits: reduce pollution, reduce rubbish, save energy.

5.  **Speak »**
(40 minutes)

- In pairs, students read the rubric and the Rubbish Diary.
- Ask: *What kind of things do you throw away?*
- Students discuss the girl's diary and say what the items she throws away are made of. Monitor and help if necessary.
- Assess oral production.

Answer Key

On Tuesday, she threw away some old CD covers. The covers are made of plastic or paper.
On Wednesday, she threw away some broken silver earrings. The earrings are made of silver. Silver is a metal.
On Thursday, she threw away an empty milk carton. The carton is made of paper.
On Friday, she threw away an old frying pan. The pan is made of metal.

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6.  Listen »

Listen to a student explaining the recycling process. Put the instructions (a-g) in the correct order (1-7).

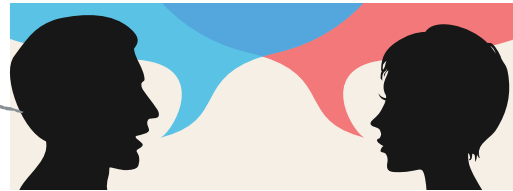


- a. From the recycling centre, the recycled materials go to factories, where they use them to make new products. ...
- b. The first thing to do is make sure you separate your rubbish properly at home. **1**
- c. Then, you buy the products made from recycled materials. ...
- d. Next, the recycling company empties the bins and takes it all to a recycling centre. ...
- e. Finally, the process starts again: your rubbish can be recycled often. ...
- f. The second thing to do is put your separated rubbish into the correct recycling bins for collection. ...
- g. After that, the new products go to shops. ...

7.  Write »

Work with a partner and write a chant that encourages people to reduce the amount of rubbish they produce.

If we want to help our world,
Recycling is the word!



8.  Speak »

Label the items (1-10) with the words in the box. Then work with a partner and decide which items you can recycle and what you can do with them.

- | | | | | |
|---------------|------------------|----------------------|------------------|------------------|
| newspapers | a plastic bottle | a can of fizzy drink | a box of cereals | fish bones |
| a tin of tuna | banana peel | a glass bottle | batteries | a carton of milk |

St Patrick's School: Eco-Campaign
A Place for Everything

We can recycle the plastic bottle and make plant pots. It's easy, you just cut the top off the bottle, put some soil and seeds in it and wait for the plants to grow.

But don't forget to water them!

6.  Listen »

(40 minutes) track 50

- Students read the rubric and the instructions about the recycling process. Check understanding of new vocabulary.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to do the task in their notebooks. Repeat if necessary.
- Check the answers.
- In their notebooks, students write the recycling process in the correct order.

Answer Key

- a. 4 d. 3 g. 5
 b. 1 e. 7
 c. 6 f. 2

Audio Script

50

The first thing to do is make sure you separate your rubbish properly at home.
 The second thing to do is put your separated rubbish into the correct recycling bins for collection.
 Next, the recycling company empties the bins and takes it all to a recycling centre.
 From the recycling centre, the recycled materials go to factories, where they use them to make new products.
 After that, the new products go to shops.
 Then, you buy the products made from recycled materials.
 Finally, the process starts again: your rubbish can be recycled often.

7.  Write »

(40 minutes)

- Review some chants students already know, e.g. *Old MacDonald had a farm, Five little monkeys*, etc. Focus students' attention on the words that rhyme. You can also repeat the chant: *If we want to help our world, Recycling is the word!*
- Students read the rubric and in pairs write their chants in their notebooks.
- Monitor and help with vocabulary, rhyming words or structures.
- Students rehearse the chant: if possible they should memorize it.
- Students perform their chants for the class.
- Assess written and oral production.

8.  Speak »


(40 minutes)

- Students read the rubric and the words in the box.
- Students label the items in the poster in their notebooks.
- Check the answers.
- In pairs, students discuss which items can be recycled and what can be done with them: refer them to the example. Students may need to do some research about how the items can be recycled and used for new purposes. This research could be done at home or in the school library.
- Monitor and help with vocabulary and expressions.
- Students work in small groups and present their ideas.

Answer Key

1. a tin of tuna
2. a can of fizzy drink
3. newspapers
4. banana peel
5. a plastic bottle
6. a glass bottle
7. fish bones
8. a box of cereals
9. a carton of milk
10. batteries


Expanding Knowledge » Let's Prevent Water Pollution!

1.  **Read»** Read the magazine article and identify the paragraphs (A-D) that answer the questions (1-4).

We Must Conserve Water

- A. Water conservation is the preservation, control and development of our freshwater sources. We must conserve our water sources so that we have freshwater in the future.
- B. The number of people in the world is increasing and the climate is getting hotter and drier. So, we will need more water to cool down our homes and workplaces and to grow plants for food.
- C. Human activity is polluting our water. Toxic emissions from factories and cars are released into the air, then fall to the ground when it rains and go directly into our water sources.
- D. We can conserve water by not polluting it. Don't use your toilet or sink as a rubbish bin. Don't throw rubbish into rivers, lakes or the sea. Let's keep our water clean!
1. How can we conserve water?
 2. Why will we need more water in the future?
 3. What is water conservation?
 4. What is the main cause of water pollution?

51

2.  **Listen»** Listen to an expert talking about conservation and complete the notes (1-7) with *must* or *mustn't*.


The Dos and Don'ts of Conservation

It's not difficult to prevent pollution. But we **must** change our behaviour now if we want to do something about the problem.

1. You ... pour fat/oil/grease down the sink: recycle it.
2. You ... throw cleaning products down the sink/toilet.
3. You ... recycle medicine: take it to the chemist.
4. You ... throw tissues/toilet paper in the bin. You ... throw them down the toilet.
5. You ... use a lot of detergent when washing clothes/dishes.
6. You ... throw papers/rubbish on the ground.
7. You ... pick up dog waste. You ... leave it on the ground.



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3.  **Write»** Write ten strong recommendations to tell people what they **must** or **mustn't** do to protect the environment.

You **must** use less water. You **mustn't** pick wild flowers.

52

4.  **Listen»** Listen to the poem and complete it.

Polluting water is very ...
It makes people sick and ...
Throwing rubbish on the ...
Will pollute our ...
It's time to ...!

Pollute no ...!
Let's make our ...
Clean and ...!
We can do it
If we do it ...!



1.  **Read »**

(30 minutes)

- Say the title of the lesson: students repeat. Ask: *Is the water clean where you live? Is it safe to drink? If it's polluted, what polluted it?*
- Students read the rubric, the article and the questions.
- In pairs, students discuss which paragraph answers which question: monitor and assess oral production.
- Students write their answers in their notebooks.

Answer Key

- | | |
|------|------|
| 1. D | 3. A |
| 2. B | 4. C |

2.  **Listen »**

(30 minutes) **track 51**

- Revise the modal verb *must*: refer to grammar box.
- Students read the dos and don'ts of conservation.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to do the task in their notebooks.

Grammar Box

Modal verbs: must vs should

We use **must** to express a strong recommendation, obligation or necessity. We only use **must** in the present tense; for all other tenses we use *have to*. **Must** has the same form for all persons: *I/you/he/she/it/we/they must obey the rules*. We use **mustn't** to express negative obligation: *You mustn't be cruel to animals*.

We use **should** to express a recommendation or moral obligation. **Should/shouldn't** has the same form for all persons: *I/you/he/she/it/we/they should be respectful*.

Write on the board:

Strong recommendation, obligation or necessity:

*We **must** protect our planet.
We **mustn't** destroy our planet.*

Recommendation:

*You **should** encourage people to do the three Rs.
You **shouldn't** ignore the three Rs.*

Audio Script

51

Good morning, everyone. As you all know, water pollution is a very serious problem for our planet. It is a problem that affects all of us. And all of us must act now to save our water. It's not difficult to prevent water pollution. But we must change our behaviour now if we want to do something about the problem. So, here are some dos and don'ts that I strongly recommend:

1. You mustn't pour fat, oil or grease down the kitchen sink. Instead, collect it in a jar and recycle it.
2. You mustn't throw cleaning products down the sink or toilet.
3. You must recycle medicine properly. Take it to the chemist and they will dispose of it for you.
4. You must throw tissues and toilet paper in the bin. You mustn't throw them down the toilet.
5. You mustn't use a lot of detergent when you are washing clothes or the dishes.
6. You mustn't throw papers or rubbish on the ground.
7. You must pick up your dog's waste. You mustn't just leave it on the ground for someone to step in.

Answer Key

1. mustn't
2. mustn't
3. must
4. must / mustn't
5. mustn't
6. mustn't
7. must / mustn't

3.  **Write »**

(30 minutes)

- In groups, students discuss the environmental problems in their neighbourhood or school.
- Students write their strong recommendations in their notebooks: focus on the use of *must/mustn't*.
- Volunteers read their sentences to the class.

4.  **Listen »**

(30 minutes) **track 52**

- Students copy the incomplete poem in their notebooks.
- Play the audio track twice for students to complete the poem. Repeat if necessary.
- Students practise saying the poem. Volunteers recite the poem for the class.

Extra Activity (50 minutes)

Have a poetry reading competition: students must learn the poem by heart. Demonstrate how to recite a poem: focus on delivery and pace, expressing meaning and the message of the poem. Here are some memorization techniques:

1. Recite the poem out loud several times.
2. Start at the end of the poem and add one line at a time.
3. Learn the poem verse by verse.

Set a time limit for students to memorize the poem. They recite the poem in front of the class. The class vote for the best recital.


Answer Key

bad, sad, streets, seas, stop, more, water, better, together

Audio Script


52

Polluting water is very bad.
It makes people sick and sad.
Throwing rubbish on the streets will pollute our seas.
It's time to stop!
Pollute no more!
Let's make our water clean and better!
We can do it, if we do it together!

5.  **Speak »** Did you like the poem? Why? Why not? Discuss your reasons with a partner.

I thought the poem was terrific because ...

Well, I don't agree. I thought it was terrible because ...

6.  **Read »** Read the article and choose the correct answers (1-3).




Living Water!

In 1994, Japanese researcher and author Masaru Emoto decided he wanted to study water in more detail. So, he took water from different places, for example, city tap water, and water from rivers and lakes that were near big cities, and froze it so he could look at the ice crystals it formed under a microscope in a laboratory. Then, Emoto also collected and froze water from natural places where there wasn't any pollution, and he also studied this frozen water under a microscope. When he compared the results, they were surprising: the ice crystals formed by the city water were ugly, but the ice crystals formed by the natural clean water were beautiful.

So, Emoto decided to do an experiment to see how water is affected by its surroundings. He put some water in his laboratory and prayed and played beautiful music there, and he also praised to the water. He observed that the ice crystals the water formed were very beautiful. Next, he reversed the experiment and said horrible things to the water and played really loud aggressive music: the ice crystals that formed were horrible and distorted.

Emoto was amazed by the results and published lots of books showing the different ice crystals. Check them out and see what you think!

1. Emoto collected water from *the same / different* places.
2. When Emoto first compared the ice crystals, they were *the same / different*.
3. During his experiment, Emoto always played *the same / different* music.

7.  **Speak »** Read the article in exercise 6 again and discuss the questions (1-2) with a partner.

1. What do you think about Emoto's experiment?
2. Do you think that nature reacts to positive or negative influences?

5.  **Speak »**
(20 minutes)

- Students read the rubric and the example.
- Brainstorm expressions for expressing an opinion. Write students' suggestions on the board, e.g. *I thought ... , I don't agree ...* Remind students of the difference between *terrific* (positive) and *terrible* (negative).
- In groups, students discuss what they thought about the poem. Monitor and help with vocabulary and expressions.
- Assess oral production.

6.  **Read »**
(30 minutes)

- Students read the rubric and the article. Check understanding of new vocabulary.
- Ask: *Who was Masaru Emoto? What type of water did he study first? What were the results? What kind of water did he study next? What were the results?*
- Students answer the questions in their notebooks.
- Check the answers.


Answer Key

1. different
2. different
3. different

7.  **Speak »**
(20 minutes)

- Students read the rubric and the article in exercise 6 again.
- Ask: *What adjectives can describe Emoto's experiment?*
- Write students' suggestions on the board, e.g. *interesting, innovative, creative, useless, pointless.*
- In pairs, students read and discuss the questions. Monitor and help with vocabulary and expressions.
- Assess students' oral production.

module 3 // Unit 3

8.  **Write»** Work in small groups and follow the instructions (1–7) to make a Water Conservation Poster.

You need:

a large piece of thick cardboard
marker pens
scissors

strips of paper
photos cut out from magazines
glue

Conserving Our Water Resources!

Final task activity!

1. Collate all the information you've learned about water in this module: how people use water, how to conserve it, etc.
2. Collect pictures of water sources and of people using water in different ways. Use magazines or draw your own.
3. Think of a heading, for example, Conserving Our Water Resources! and write it on your poster.
4. Divide the piece of cardboard into two columns: 1. Uses of Water 2. How to Conserve Water.
5. On the strips of paper, explain how people use water and also give some recommendations (strong ones, too!) on how to conserve it.
6. Glue the pictures and your explanations and recommendations on the poster in the correct column.
7. Display your poster in your classroom or around your school.

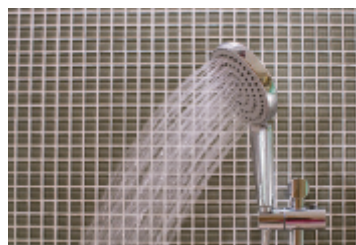


Uses of Water




cooking

How to Conserve Water



have a shower, not a bath!

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9.  **Speak»** With your group, present your poster to the class.

21st Century Skills • Collaborating

Knowing how to work in groups is important if you have common goals. Make sure each member of the team has a responsibility. *What skills do you have that can help your group?*

8.  Write »

(60 minutes)

- Bring these materials to class (or previously ask students to bring them from home): a large piece of thick cardboard, strips of paper, marker pens, photos cut out from magazines, scissors and glue.
- Students use the information in their books and their notes, and do some more research if they wish.
- Students read the rubric and the instructions. Check understanding of new vocabulary.
- Monitor and help with vocabulary and expressions. Suggest students write a interesting heading for the poster.
- Display the posters in your classroom or around the school.
- Tell students that this activity will help them with the module final task.
- Therefore, it is important that they keep their posters after they take them off the walls.

21st Century Skills
Collaborating

Highlight the importance of group work. Invite students to reflect on their individual skills and how they can contribute to the group's work by using and sharing those skills. Students assign roles to each member of the group:

- Facilitator - will be the materials gatherer
- Secretary - will be the one writing on the poster
- Designer - will be the one putting the photos in the poster and/or drawing images if necessary
- Speaker - will be the one requesting the teacher's help. (This is usually the person presenting the product, but in this case the idea is for each member of the group to explain part of their poster so that everyone in the group speaks.)

9.  Speak »

(50 minutes)

- Each group presents their poster to the class. Assess their written and oral production.
- Students could also present their work to other classes.


Preparing Your Task » We Must Save Energy

53

1.  **Listen »** Read the text and guess the missing word. Then listen and check.



Did you know that you use ... every day? ... makes things happen. Every time you turn a light on, use hot water, bake a cake in the oven, or ride in a car, bus, train or plane, you are using ... Each time you watch TV or use a computer, you are using ... All of the clothes that you wear, the toys you play with, and the food you eat, are products made from processes that require ...


2.  **Speak »** Look at the list of daily activities (1-5). Work with a partner and discuss what kinds of energy source they use. Use the words in the box to help you.

electricity gas
batteries petrol

Daily Activities

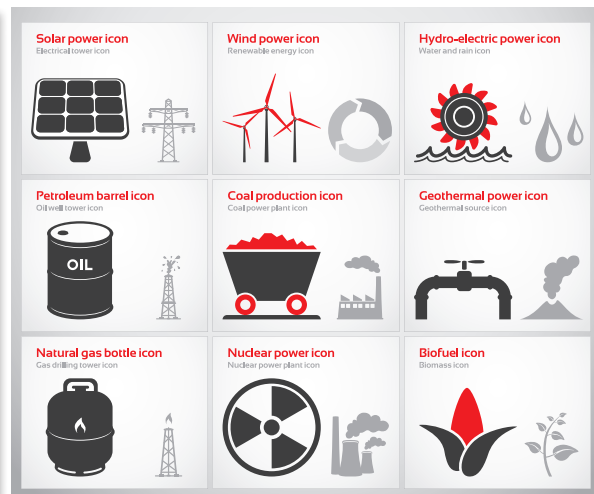
1. Prepare a hot meal
2. Have a hot shower
3. Take the bus to school
4. Iron clothes
5. Set an alarm clock

To prepare a hot meal we need gas or electricity.

3.  **Read »** Read the text and the crossword clues and complete the energy crossword.

Where Does Energy Come from?

Energy comes from **renewable** and **non-renewable** sources. Non-renewable resources that give us energy are **oil** (petroleum), **natural gas** and **coal**. We process oil into fuels to run cars, lorries and airplanes. We use both natural gas and coal to heat homes and make electricity. Among the renewable resources that give us energy are **sunlight**, **wind** and **water**. People use **sunlight** for several things, from drying clothes, growing food, heating water and cooking, to generating electricity. **Wind** turbines use **wind** to make electricity. The **water** in rivers creates electricity.



1.  Listen »

(30 minutes) track 53

- Read the title of the lesson: students repeat. Ask: *Why must we save energy?*
- In pairs, students read the text and try to guess the missing word. Elicit students' answers and write them on the board.
- Play the audio track: students listen and check their answer.
- Check the answer with the class.
- Students copy the completed text in their notebooks.

Answer Key

All the blanks are completed with the word *energy*.

Audio Script

OK, class, today we are going to talk about energy. Did you know that you use energy every day? Energy makes things happen. Every time you turn a light on, use hot water, bake a cake in the oven, or ride in a car, bus, train or plane, you are using energy. Each time you watch TV or use a computer, you are using energy. All of the clothes that you wear, the toys you play with, and the food you eat, are products made from processes that require energy.

53

2.  Speak »

(25 minutes)

- Write on the board: *turn a light on, have a hot shower, bake a cake, ride in a car, watch TV, use a computer*. Ask: *What sources of energy do we use to do these things?*
- In pairs, students read the rubric and decide the type of energy source the activities require. Refer students to the example as a model.
- Check the answers.

Extra Activity (40 minutes)

Play a miming game. Divide the class into teams. Tell students to make a list of other daily activities that require energy.

The members of the teams take turns to choose an activity and mime it: their teammates have to guess the activity and say what type of energy it requires. The time limit for guessing is one minute.

Every correct guess is worth one point. Set a time limit for the length of the game: the winning team is the one with the most points.

Answer Key

1. electricity or gas
2. electricity or gas
3. petrol
4. electricity
5. electricity or batteries

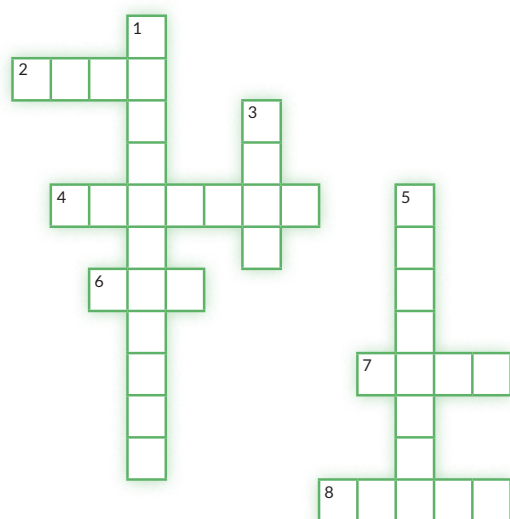
3.  Read »

(45 minutes)

- If possible, bring in photocopies of the energy crossword.
- Ask: *Where does energy come from?* Write students' suggestions on the board.
- In pairs, students read the rubric, the text and the crossword clues. Check understanding of new vocabulary.
- Students copy and complete the crossword in their notebooks.
- Check the answers.

Answer Key

Across 2. coal 4. natural
6. oil 7. wind 8. water
Down 1. electricity 3. heat
5. sunlight



Across

2. A black rock used as fuel
4. A gas found underground that is used as fuel
6. A thick liquid that comes from petroleum
7. Moving air
8. A liquid that is essential for all living things

Down

1. An electric current or charge
3. A form of energy that makes you feel warm
5. The light from the sun

4.  **Read»** Read the blog and answer the questions (1–5).

Our School Energy-Saving Blog

By Ricardo García
15 September 2018

Hi, everyone!

There are loads of things we can do to reduce our daily energy consumption. I've decided to create this blog for us so that we can share our ideas.

Here are some of mine:

- You **mustn't** leave TVs, computers or any other electronic devices on when you aren't using them.
- You **mustn't** keep electrical devices plugged in if you aren't going to use them for a while.

Anyway, guys, I'm really looking forward to reading your comments ;)

Comments:

Patricio said on 17/09/2018

Hi, Ricardo! Some great ideas! Here are my recommendations for saving energy when you use a fridge:


- You **mustn't** put too much food inside.
- You **must** only open the door when you know what you want to get from the fridge.
- You **mustn't** put hot items in it.
- You **mustn't** keep the fridge temperature too low.

Hope these recommendations are useful. Bye 😊

1. Why did Ricardo decide to create a blog?
2. When did Ricardo write his first blog post?
3. How many days later did Patricio write a comment on the blog?
4. What recommendations did Ricardo post?
5. What recommendations did Patricio post?

21st Century Skills
• *Critical Thinking*

Every little bit helps!
What can you and your family do to save energy at home?

5.  **Write»** Write some recommendations on how to save energy to post on Ricardo's blog.

You must turn off lights that you're not using.

4.  **Read »**

(45 minutes)

- Ask: *What is a blog? Do you read any blogs? What type of blogs do you like reading?* Bring in some samples of blogs, in case students aren't familiar with this text type.
- Students read the blog. Check understanding of new vocabulary.
- Students answer the question in their notebooks.
- Check the answer.

21st Century Skills
Critical Thinking

Encourage students to reflect with their families on the importance of saving energy and how to do so. Devote some time to discussing the different ways students' families can save energy and how simple but also important it is.

5.  **Write »**

(20 minutes)

- Students read the rubric. Refer them to the recommendations in the blog in exercise 4.
- Revise *must/mustn't* for strong recommendations.
- Students write their recommendations in their notebooks.
- Monitor and help with vocabulary: assess students' written production.
- Volunteers read their recommendations to the class.

Answer Key

1. To share ideas for reducing daily energy consumption
2. 15 September
3. Two days later
4. You mustn't leave electrical/ electronic devices switched on or plugged in when you're not using them.
5. Recommendations to save energy when you use the fridge

6.  **Read »** Read about the special days and say what they all have in common.




Earth Day is on 22 April. On this day, people around the world get together to show their support for environmental issues.




World Water Day is on 22 March. The day focuses attention on the importance of conserving freshwater.




World Energy Day is on 22 October. It was created to raise awareness of global energy.

7.  **Speak »** Work with a partner and talk about which of the special days in exercise 6 you think is most important and why.

I think that World Water Day is the most important because ...

8.  **Speak »** Work in small groups and follow the steps (1–3) to invent a special day.

1. Choose an environmental issue that interests the whole group and decide what aspects you want to focus on. Write short informative texts about the issues.
2. Think of how you are going to celebrate your special day and write short descriptions of the activities.
3. Present your special day to your class.

54 9.  **Listen »** Listen and repeat the sentences. Pay attention to the pronunciation of *shouldn't* and *mustn't*.

1. You **shouldn't** buy products with a lot of packaging.
2. You **mustn't** take long showers.

6.  **Read »**

(20 minutes)

- Students read the rubric.
- Students take turns to read the text out loud.
- Ask: *What do the special days all have in common?*

Answer Key

They are global events to raise awareness of important environmental issues. Also, they are all on the 22nd of the month.

7.  **Speak »**

(35 minutes)

- Students read the rubric: refer students to the special days in exercise 6.
- In groups, students discuss the importance of the special days and their relevance.
- Monitor and help with vocabulary and expressions if necessary.
- Assess oral production.

8.  **Speak »**

(60 minutes)

- Students read the rubric and the steps. Check understanding of new vocabulary.
- Students discuss their ideas and make proposals for new special days. They may need to do some research at home or in the library.
- Students write short informative texts in their notebooks: monitor and help with new vocabulary and expressions.
- Students discuss what activities/events they are going to do to celebrate their special day, e.g. design posters promoting sensible use of resources, ask for permission to celebrate the special day at school, write a letter to a local newspaper about the activities they want to implement, etc.
- Students present their proposals for special days to the class.
- If possible, put the students' proposals into action.

9.  **Listen »**

(20 minutes) **track 54**

- Students read the rubric and the sentences.
- Play the audio track: students listen and repeat. Focus on contracted forms.
- Write the contracted forms on the board: students repeat them.
- Elicit other short forms students are familiar with. Write them on the board, e.g. *I'm, you're, he's, she's, we're, they're, I'll, you'll, I've, you've*, etc. Include some negatives: *isn't, aren't, haven't*.
- Have a contractions pronunciation race. Slowly point to different contractions on the board: students say the contractions. Gradually point to the contractions more and more quickly. See how quickly students can respond and pronounce the contractions correctly.

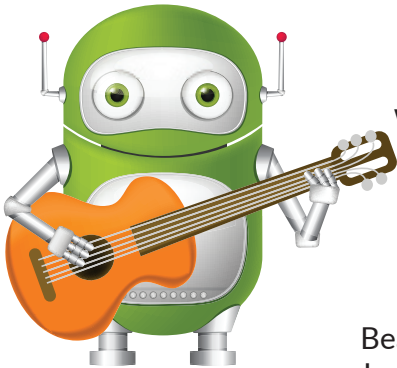
Audio Script

1. You shouldn't buy products with a lot of packaging.
2. You mustn't take long showers.

54

Chant

The environment rap



*Mother nature we must protect,
And treat our world with respect.
R-E-S-P-E-C-T
Do the environment rap with me.*

Animals are endangered,
We must treat them with respect.
They need looking after,
Or there won't be many left!

Dolphins and whales like to swim.
Lizards and frogs have scaly skin.
Bears have fur and birds have feathers,
Let's do the environment rap together.

Mother nature we must protect ...

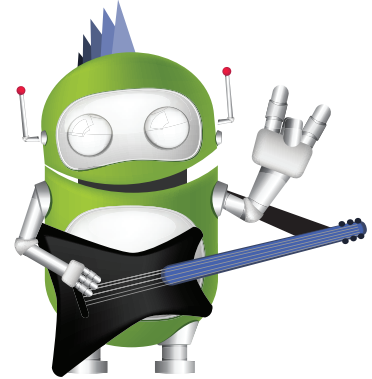
Reduce your time in the shower,
To save some water for a flower!
Wash your dishes and clean your clothes,
But just remember how plants grow!

To keep our world fantastic,
We must recycle plastic:
Fossil fuels are running out,
It's something we must think about!

Mother nature we must protect, ...


Animals are endangered,
We must treat them with respect.
They need looking after,
Or there won't be many left!

We must stop deforestation
To help prevent this situation!
Forests, jungles and mountain ranges
Need our help with climate changes.




What rhymes with climate changes?

Mountain ranges.


1.  **Speak »** Say the rhyming words with a partner.

- | | |
|--------------------|--------------|
| 1. climate changes | 4. shower |
| 2. respect | 5. swim |
| 3. feathers | 6. fantastic |




2.  **Write »** List the animals and places from the rap.

animals	places
Dolphins	

3.  **Read »** Look at the chant. Fill in the missing instructions.

- | | |
|---|----------------------------------|
| 1. _____ your clothes. | 6. _____ mother nature. |
| 2. _____ animals with respect. | 7. _____ your time in the shower |
| 3. _____ deforestation. | 8. _____ your dishes. |
| 4. _____ the environment rap. | 9. _____ how plants grow. |
| 5. _____ about fossil fuels
running out. | 10. _____ plastic. |

4.  **Speak »** Use the phrases to make true and false sentences about protecting the environment. Your partner says if they are true or false.

- | | |
|---------------------------------|-------------------------------|
| 1. use more plastic | 6. use more fossil fuels |
| 2. stop deforestation | 7. look after animals |
| 3. waste water | 8. protect endangered animals |
| 4. treat our world with respect | 9. use less fossil fuels |
| 5. 5recycle plastic | 10. endanger animals |

We should ...
We must ...
We mustn't ...
We shouldn't ...

We should use more plastic.

That's false. We should recycle plastic.

1.  **Speaking »**

(10 minutes)

Activity 1 is a rhyming activity which will build on the chanting work the class has just done as a group. It draws students' attention to the strong rhymes and pronunciation of each of the words in the exercise and encourages them to read the text more closely.

Take some time to supervise each pair as they participate in this activity, paying special attention to weaker or less confident students.

For confident pairs who finish the activity quickly, ask them to write a list of any other rhyming pairs they can think of to do with the environment.

2.  **Write »**

(10 minutes)

Activity 2 focuses more deeply on comprehension of specific nouns in the rap. This can be done as a pair activity or for homework, or if you feel that the group would benefit from a whole class recap of the answers, it can be done together as one large group, with students taking it in turns to shout out an answer as you go round the class.

Even if they put the noun into the correct category, ensure that students understand the meaning of each word before moving on to the next item by asking them either to translate it, or (for more advanced

students) by describing the animal or place in basic English.

3.  **Read »**

(10 minutes)

After students have completed this activity, ensure they have good comprehension of each of the verbs. Ask them to supply the infinitive form of each verb, and for especially advanced students, you could ask them to say the opposite of each phrase using a negative, e.g. 'Don't wash your clothes./ Don't treat animals with respect.'

4.  **Speak »**

(10 minutes)


Activity 4 is a speaking activity. Students must make true and false phrases about protecting the environment. Encourage students to use variety of vocabulary and concepts, and to say some sentences that aren't true so that their partner can correct them. Give extra points for using vocabulary from previous lessons or that does not appear in the rap.

Extra Activity (5 minutes)

Ask students to reflect on what they have learnt since the start of the lesson. Get them to write down any new vocabulary in their notebooks.

module 3 // Check Your Progress


Check Your Progress


1.  **Write»** Complete the sentences (1-5) with the words in the box.

conserving water recycling reducing
reusing saving energy

- When you separate rubbish, you are ...
- When you buy fewer things, you are ...
- When you use things you've already used, you are ...
- When you turn off the water when you brush your teeth, you are ...
- When you turn off devices that you are not using, you are ...

I can discuss environmental issues. ✓	
Very well	
Quite well	
With difficulty	

2.  **Speak»** Talk to a partner about what you can do every day to protect the environment.

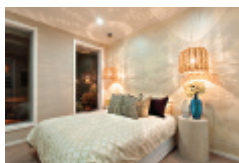
3.  **Write»** Look at the pictures and use some of the prompts to write sentences with *should/shouldn't* or *must/mustn't*.



1. reduce rubbish / separate / plastic / glass / paper / materials




2. conserve water / shower / bath



3. save energy / turn off / lights / electronic devices / fridge door

I can express strong recommendations and suggestions. ✓	
Very well	
Quite well	
With difficulty	

1.  **Write »**
(10 minutes)

- Students read the rubric and copy the sentences in their notebooks.
- Allow enough time for students to do the task.

Answer Key

1. recycling
2. reducing
3. reusing
4. conserving water
5. saving energy

2.  **Speak »**
(10 minutes)

- Students read the rubric and make notes.
- Allow enough time for students to do the task.
- Monitor and assess oral production.
- Students complete the self-assessment section.

3.  **Write »**
(10 minutes)

- Students read the rubric and look at the pictures and the prompts.
- Students do the task in their notebooks.
- Collect the notebooks and assess their written production.
- If necessary, you can increase the difficulty of the task by telling students to write affirmative and negative statements.
- Students complete the self-assessment section.

Answer Key

Suggested answers:

1. To reduce rubbish, you should/ must separate materials like plastic, glass and paper.
To reduce rubbish, you shouldn't/mustn't throw materials like paper, plastic and glass in the same bin.
2. To conserve water, you should/ must take short showers.
You shouldn't/mustn't have baths.
To conserve water, you shouldn't/ mustn't have long showers.
3. To save energy, you should/ must turn off lights.
To save energy, you should/ must turn off electronic devices.
To save energy, you should/ must open the fridge door only when it's necessary.

Environment Bingo

	A	B	C	D
2	How do you begin a letter?	Is it necessary to write the date on a letter?	What is a common expression to end a letter?	Complete the first part of the letter: "Dear Sirs, I am writing to you because ..."
3	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.
4	Name some products people make that require water.	Name some products people make that require fossil fuels.	Where is Lake Titicaca?	Where are the Iguazú Falls?
5	Describe one way to save water at home.	Describe one way to save water at school.	Name one renewable resource.	Name a non-renewable resource.
6	 Name this animal and say where it lives.	 Name this animal and say where it lives.	 Name this animal and say where it lives.	 Name this animal and say where it lives.
7	Describe an environmental problem.	Complete the sentence: When we kill animals, we promote ...	Do you leave the lights on? (Always/ Sometimes/ Never)	Do you use too many plastic bags? (Always/ Sometimes/ Never)
8	What can you do to reuse resources?	What can we do to help the environment?	What can people do to protect our water resources?	Explain why people should use less plastic.

module 3 // Review

Pick two columns and roll the dice, answer the question in the square and write the number of the square down if you answer correctly (e.g 3F). The first person that completes their two columns wins!

	E	F	G	H
2	What do you write in a letter before the greeting?	You want to protect the sloths. Complete the sentence. Sloths are in danger. First of all, _____.	Is it important to greet the person in a letter?	Complete the last part of the letter: Thank you for your support. Robert _____,
3	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.	 Imagine you visited this place. Describe where it is, what animals there are, etc.
4	Name some products people make that require plants.	Name some products people make that require minerals.	Where are the Angel Falls?	What countries share the Amazon River?
5	What happens if people waste water?	What do you do to save water at home?	What kind of resource are plants?	What kind of resource are minerals?
6	 Name this animal and say where it lives.	 Name this animal and say where it lives.	 Name this animal and say where it lives.	 Name this animal and say where it lives.
7	What does 'loss of biodiversity' mean?	Complete the sentence: When we cut down trees, we promote ...	Do you save paper? (Always/ Sometimes/ Never)	Do you throw rubbish in the street? (Always/ Sometimes/ Never)
8	What can you do to reduce waste?	What should we do at home to help the environment?	What must people avoid to prevent water pollution?	Explain why people shouldn't throw rubbish in the street.

Environment Bingo

Students play in groups of four. Each player chooses two letters on the board. They need a pair of dice, a counter, paper and pen. Explain that they should put their counter on one of their letters. They should roll the dice and answer the question or complete the statement. If the player gets 2 to 8, he/she goes to the corresponding square. (For example if he's playing on letter A and gets a 4, he/she goes to square A-4.) Explain that if the player gets 9 he/she misses the turn; if the player gets 10 he/she rolls the dice again; if the player gets 11, he/she can change the question and roll again; and if the player gets 12, he/she has two opportunities to answer the question. If he/she is correct, he/she writes the number of the square on the paper. If the answer is not correct, he/she has to wait until the next turn to try again. The player who completes one or two columns (depending on what you decide) wins.



Environment Bingo Answers

Page 82-83

- A2: with a greeting.
 A3: Answers may vary.
 A4: fizzy drinks, shampoos, electricity, etc.
 A5: Answers may vary, but they can include taking shorter showers, collecting rainwater, etc.
 A6: It's a condor. It lives in the mountains.
 A7: Deforestation, illegal mining, pollution, etc.
 A8: Answers may vary.
 B2: Yes, it is.
 B3: Answers may vary.
 B4: plastic, toys, fuel, etc.
 B5: Answers may vary, but they can include collecting rainwater, reducing the amount of water in toilets, etc.
 B6: It's a humming bird. It lives in forests.
 B7: ...extinction and put species in danger.
 B8: Answers may vary.
 C2: Sincerely
 C3: Answers may vary.
 C4: It's in Peru/ Bolivia.
 C5: plants.
 C6: It's a sloth. It lives in the rainforest.
 C7: Answers may vary.
 C8: Answers may vary, but they can include stop polluting rivers, not throwing oil down the sink, etc.
 D2: Answers may vary.
 D3: Answers may vary.
 D4: They're in Argentina/ Brazil.
 D5: gas, coal, etc.
 D6: It's a manatee. It lives in rivers and coastal marine waters.
 D7: Answers may vary.
 D8: To avoid polluting.
 E2: the heading.
 E3: Answers may vary.
 E4: medicines, clothes, paper, etc.
 E5: Answers may vary.
 E6: It's a spectacled bear. It lives in the mountains.
 E7: It means destroying the natural home of different species.
 E8: Answers may vary, but they can include buying less plastic, reusing items, etc.
 F2: Answers may vary.
 F3: Answers may vary.
 F4: cans, cars, machines, etc.
 F5: Answers may vary.
 F6: It's a pink dolphin. It lives in rivers.
 F7: deforestation.
 F8: Answers may vary, but they can include recycling, stop polluting rivers, etc.
 G2: Yes, it is.
 G3: Answers may vary.
 G4: They're in Venezuela.
 G5: A renewable resource.
 G6: It's a scarlet macaw. It lives in rainforests.
 G7: Answers may vary.
 G8: Answers may vary, but they can include not throwing rubbish in the ocean, using unnecessary detergents, etc.
 H2: Sincerely.
 H3: Answers may vary.
 H4: Colombia and Brazil. (Its source is in Peru.)
 H5: non-renewable.
 H6: It's a golden frog. It lives in rainforests.
 H7: Answers may vary.
 H8: Answers may vary.



Final Task



Importance of Conserving the Environment

1. In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 Our Beautiful Natural World	Unit 2 Nature is Life	Unit 3 Conservation is a Must
Lesson 1, exercise 8 Rules for visiting a National Park <input type="checkbox"/>	Lesson 2, exercise 7 Natural Resource Noticeboard <input type="checkbox"/>	Lesson 2, exercise 8 Water Conservation Poster <input type="checkbox"/>
Lesson 1, exercise 9 Description of a place in Colombia mentioning its natural resources and things to see <input type="checkbox"/>	Lesson 3, exercise 7 Campaign to raise awareness of environmental problems in your school <input type="checkbox"/>	Lesson 3, exercise 7 Celebration of Earth Day, World Water Day and World Energy Day <input type="checkbox"/>
Lesson 2, exercise 3 Presentation about your favourite animal <input type="checkbox"/>		

2. Decide which information you want to include in your booklet.
3. A booklet is a small, thin book with paper covers. Booklets can inform, entertain, illustrate or even advertise. In general, they give information on a particular subject so the text has to be very clear.
4. To make a booklet, follow these guidelines:
 - Decide on the topic you want to explain and do some research.
 - Organize the information.
 - Plan the number of pages in the booklet.
 - Write the text.
 - Use photos, illustrations, graphs or other visual information to support the text.
5. Choose one of the following topics:
 - Taking care of your town/city.
 - Preserving a natural park in Colombia.
 - Protecting endangered animals in your region.
 - Using water resources wisely.
6. Write a list of ten dos and ten don'ts regarding the topic you have chosen. Use photos, illustrations, graphs or other visual information to help you present your ideas.

Module 3 Final Task

Dos and Don'ts Booklet

1. Have students get together in groups. Allow them to create their own groups; or create the groups yourself. Make sure each member of the team has a clear role.

Groups are to gather the material they designed/ created through the mini-tasks done along the units of the module. Ask them to copy the check list and tick what they have with them. This checklist will help them to make sure that they won't miss anything.

2. Students discuss which information to include.

3. Have students read the information about booklets. They are to outline their own booklet following the steps indicated in the text.

4. Check students understand the guidelines.

5. In their groups, students devote some time to discuss the four topics proposed in the book. They must choose only one. If more than one topic are favourite, they should negotiate and get a consensus to select only one.

6. While students write their Dos and Don'ts, go around the classroom or area of work assisting them with vocabulary, language structures or any other aspect they may need help with.

7. Once all the do's and don'ts ideas have been gathered, students should design their booklet following the suggestions given. Remind them that they are free to include more pages if they want / need to. It is advisable that they balance the number of pages for Do's and Don'ts.

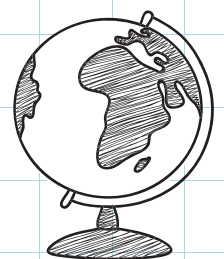
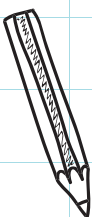
module 3 // Final Task

7. Define the number of pages in your booklet. You may include the following sections:
- A cover
 - A short presentation – what is the purpose of the booklet?
 - A page for dos
 - A page for don'ts
 - A conclusion paragraph
8. Look at the two types of booklet. Discuss the advantages and disadvantages of each one: a digital booklet or a paper booklet. Can you think of other ideas?

Option 1: Digital booklet	Option 2: Paper booklet
<ul style="list-style-type: none"> • Follow the guidelines to make a booklet using your computer. • Save as PDF. • Give a presentation of your PDF file to the class. 	<ul style="list-style-type: none"> • Follow the guidelines to prepare the booklet contents. • Use paper to make your booklet. • Present the booklet to the class.
<ul style="list-style-type: none"> • Answer questions. • Hand out feedback forms (see Step 9) to the class and collect them. • Evaluate your booklet. 	

9. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

	Yes	No
1. Was the presentation clear?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the presentation well organized?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the presentation complete?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the presentation meet its objective?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did everyone in the group participate?	<input type="checkbox"/>	<input type="checkbox"/>






Module 3 Final Task

8. Groups decide on the option they prefer to make their presentations. This decision may depend on the sources students can count on. Remind them of following the steps suggested, according to the option chosen.

Once the products are ready, allow students to choose whether they'd like to present their booklet to their classmates or to students from other grade groups. Remember to encourage them to use English all the time. For this reason, it may be more convenient that, in case presentations are addressed to other grade levels, these are higher than 7th grade. In case the presentations are given to younger students, teachers of the level will have to support their pupils with the language they don't handle.



9. The presentations may become an excellent opportunity for students to give and receive feedback from their peers. Invite students to create their own rubrics to assess their classmates' presentations, or use the ones included at the end of the teacher's book. Teacher should check those rubrics before the students use them. Make sure there is time for students to give feedback among themselves.



Evaluation

Vocabulary

Circle the correct definition for each word. There is one example.

- | | | | |
|----------------------------|--|---|--|
| 0. Mountain | A. a large area of water surrounded by land | B. an elevation of the earth's surface | C. a large natural stream of water |
| 1. Rainforest | A. a vast area of salt water that covers the earth | B. an area without vegetation covered with sand | C. a forest rich in biodiversity, common in tropical areas |
| 2. Renewable resources | A. resources that are constantly available | B. resources that cannot be easily replaced | C. resources used by people. |
| 3. Non-renewable resources | A. resources that are constantly available | B. resources that cannot be easily replaced | C. resources used by people |
| 4. Recycle | A. separate rubbish | B. use less | C. use again |
| 5. Reuse | A. separate rubbish | B. use less | C. use again |

Grammar

Circle the word that best completes the sentence or question. There is one example.

0. _____ you ever been to Tayrona Park?
 A. Do **B. Have** C. Is
6. _____ nature inspired her?
 A. Has B. Does C. Have
7. We _____ try to recycle more.
 A. have B. should C. are
8. You _____ drink more water.
 A. must B. must to C. have
9. The spectacled bear _____ in the Andean mountains.
 A. has B. lives C. live
10. We _____ throw oil down the sink.
 A. have B. should C. shouldn't



Evaluation Answers

Page 126

Vocabulary

- 1. C
- 2. A
- 3. B
- 4. A
- 5. C

Grammar

- 6. A
- 7. B
- 8. A
- 9. B
- 10. C

module 3 // Evaluation

Reading

Read the text. For 11-15, circle the best ending to the sentence, according to the text. There is one example.

The Andean condor is a South American bird that lives in the Andes Mountains. It is the largest bird in the world. Its diet consists of dead animals. It lives in windy areas high in the mountains. Unfortunately, human actions such as farming and hunting are destroying its habitat, so it is considered an endangered species. Now, several organizations have created programmes to protect these magnificent birds. Some of these programmes include condors reproducing in captivity, and the conservation of their habitat. The Andean condor is the national symbol of Colombia, Bolivia, Chile, Ecuador, Argentina and Peru. It also plays an important role in their folklore and legends.



0. The Andean condor is ...
a. the largest bird in South America b. the largest bird in America c. the largest bird in the world
11. The Andean condor is ...
a. an animal that lives in the rainforest. b. an enormous bird that lives only in Colombia. c. a bird that lives in the Andes Mountains.
12. The Andean condor's diet consists of ...
a. fish. b. dead animals. c. fruits and roots.
13. It is considered ...
a. an endangered species. b. a bird that can live in captivity. c. a large bird.
14. Some causes of its habitat loss are ...
a. captivity. b. farming and hunting. c. folklore and legends.
15. In many countries in South America, this bird is ...
a. a national symbol. b. high in the mountains. c. in captivity.

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Writing

Complete the letter giving advice to a friend on how to save water. Use the ideas in the box.

save water water plants are taking washing amount of water use much water

Dear friend,

Here are some suggestions for you to (0) save water. You should reduce the (16) _____ in the toilet. Also, you should use less water when you (17) _____ a shower and (18) _____ clothes. You shouldn't (19) _____ while brushing your teeth. Finally, you can use rainwater to (20) _____.

Regards,

Your friend



Evaluation Answers

Page 127

Reading

11. c

12. b

13. a

14. b

15. a

Writing

16. e

17. c

18. d

19. f

20. b

MODULE 4

Globalization

International Cultures



Unit »1

Let's See The World!

Language Functions

- Identify characteristics of different countries.
- Compare characteristics of countries.
- Talk about things that are happening now.
- Compare weather and seasons in different countries.

Text Types:

- informative paragraph, tourist guide, email, blog, narrative paragraph, descriptive paragraph

Unit »2

Travelling around Colombia!

Language Functions

- Compare characteristics of cities.
- Give your opinion about lifestyles in cities.
- Talk about activities in the past.
- Talk about famous festivals and give tourist information.

Text Types:

- descriptive paragraph, informative paragraph, interview, personal opinions, narrative paragraph, email

Unit »3

Wonderful Cultures

Language Functions

- Talk about experiences.
- Compare cultures with your own.
- Express points of view.
- Talk about typical food dishes.
- Talk about festivals and celebrations from around the world.

Text Types:

- informative paragraph, descriptive paragraph, article, tweets, blog, personal opinions

Module 4 Presentation



- Tell students that this is the last of the four modules in the book and it addresses globalization.
- Ask students what they understand by the word *globalization*. Explain that a simple definition is that it is the worldwide integration of economics, finance, trade and communications.
- Encourage students to reflect on whether they think globalization is good or bad. Tell them to list the negative and positive aspects of globalization.
- Now draw their attention to the title of the module, *Wise Consumption*. What do students understand by this phrase? Write the words *consume* and *consumer* on the board. Tell them to define these words. This should help them to understand what *consumption* means. Explain that someone who is wise thinks carefully before they act.
- Do students know anyone who is a compulsive shopper? What about them? Do they like buying things at the shopping mall or online? How does buying things make them feel?
- Vocabulary might be a problem throughout this discussion, so allow students to express their ideas in L1 when needed, offering translations so they start to become familiar with the topic and vocabulary.



- As a group, look at the pictures spread out over the two pages of the module presentation. Ask students if they know how to say the items and activities in English. Write words on the board as students suggest them. Help with translations if needed.
- Remind students that language functions help us to communicate more effectively. Most of what we say is for a specific purpose, such as thanking someone or apologizing to them. We use language functions to help convey these messages.
- Go over the specific language functions and text types of the three units.

Unit 1 Sensible Shopping

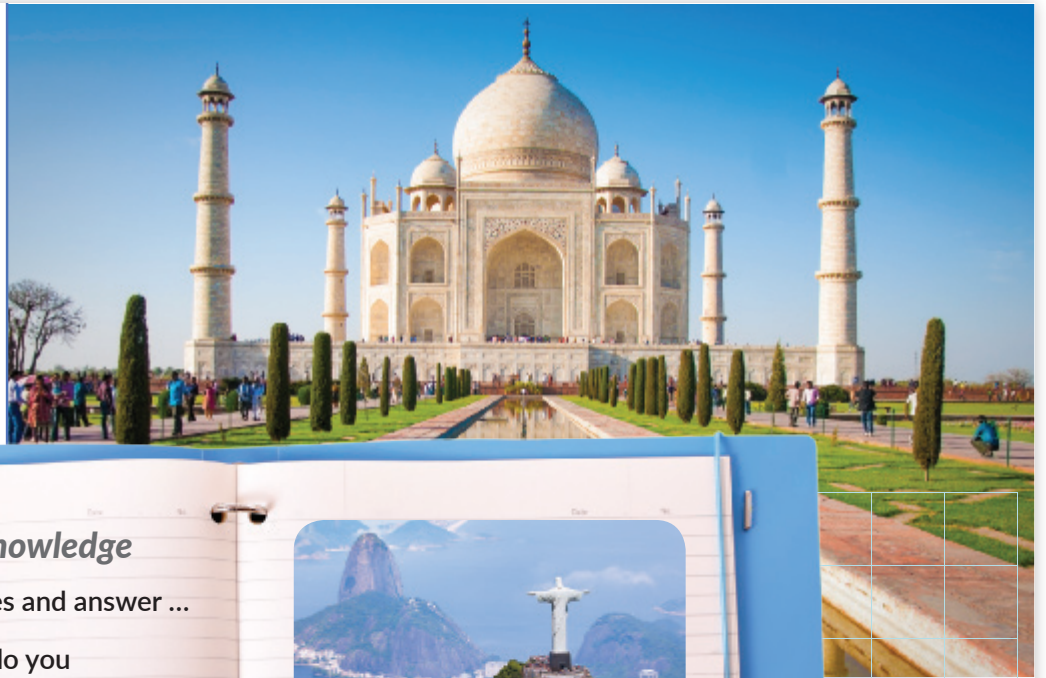
- Read the language functions students will learn in this unit.
- Discuss the meaning of new vocabulary like *shopping practices*, *justify*, *blog*.

Unit 2 Controlling Expenses

- Discuss the language functions listed in this unit and elicit definitions of new vocabulary such as *propose*, *report*, *survey*, etc.

Unit 3 Extreme Consumers

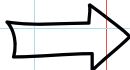
- Read the language functions and text types and clarify words students do not understand, e.g. *possibilities*, *fashion*, *forum*, etc.
- When explaining new vocabulary, do not translate words directly into L1. Use examples in English, along with body language or drawings on the board, etc.



Explore Your Knowledge

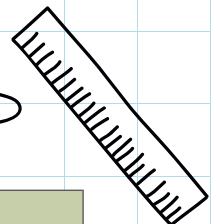
Look at the pictures and answer ...

- Which places do you recognize?
- Which places have you visited?
- Which dishes do you recognize?
- Which dishes have you tried?



Task: A Video Script about Different Cultures and Countries

In this module you will work in groups to prepare a formal presentation.



Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> 1. Video log feed from a professional travel blogger (Lesson 1, exercise 2) 2. Tourist guide for visitors to your town (Lesson 3, exercise 6) 	<ol style="list-style-type: none"> 3. People's opinions about lifestyles in Colombian cities (Lesson 1, exercise 6) 4. Tourist reviews (Lesson 2, exercise 1) 5. Comparison of cities (Lesson 3, exercise 4) 	<ol style="list-style-type: none"> 6. Facts and opinions about festivals and celebrations (Lesson 3, exercise 5) 7. Different ways of celebrating New Year's Eve (Lesson 3, exercise 8)



Chant

It's carnival time



Module 4 Presentation



Explore Your Knowledge

- Read the questions together and discuss students' answers. Allow students to answer in L1 if necessary. Use questions 4, 5 and 6 to personalize the information for students. Ask them to think about other items that they want to buy and challenge them to give reasons why they think they need this particular item. Remind them to consider if they *need* or if they simply *want* the item.
- For question 5, tell students to consider other experiences that aren't mentioned here, like sky diving, having a massage or trying new food.
- The last question is interesting. Is it better to spend your money on items or experiences? Ask students to justify their answers. Unfortunately, in today's society, we tend to place too much importance on material items. Try to help students understand that fun and exciting experiences live on in our memories much more than any physical item.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



Final Task

- Tell students that, in module 4, they will make a documentary film about teenagers' shopping needs and habits. To help them with this task, in unit 1 they will answer a quiz about being a shopping addict and a questionnaire about their shopping habits. They will focus on spending in unit 2, with an interview and report on monthly expenses and another interview about a survey on needs and spending habits. Unit 3 concludes the survey with a chart of the results and a video report.
- Finally, read the title of this module's chant, *Be Careful with Your Money*, and ask students what they understand and how they can relate the content of the units with the title of the chant.


Unit » 1

Let's See the World!

» Objectives

- » I can identify typical characteristics of different countries.
- » I can compare typical characteristics of countries.
- » I can talk about things that are happening now.

In Context » Amazing Countries

1.  **Speak »** Look at the photos and answer the questions (1-2) with a partner.


1. Where do you think these places are? Say why.
2. What do you know about these places?



The Pyramid of the Sun Pegasus Wharf The Amazon River San Martín Bridge The Great Pyramid of Giza

I know the Great Pyramid of Giza is in Egypt because ...

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2.  **Listen »** Listen to a professional travel blogger talking on his live video feed. Complete what he says (1-9) with the words in the box.

famous
astonishing
fascinating
warm
total
big
wonderful
official
incredible

Hey, what's up? Welcome to my live vlog feed *From Colombia to the World!* Today, I'm visiting the ¹... city of Cairo in the ²... country of Egypt. Cairo is the capital of Egypt and is located near the ³... Pyramids of Giza.

I'm having a ⁴... time, but I'm also very hot! Egypt is located in the north of Africa, so the weather is usually ⁵... and sunny: **the highest** temperatures are in summer. **Most** people speak Arabic, which is the ⁶... language, but a lot of people also speak French.

The ⁷... population of Egypt is about 92 million, of which an ⁸... 9.7 million live in Cairo. Cairo is **bigger than** Bogotá, where the population is about 7.9 million. Actually, Cairo is **the biggest** city in Egypt.

Although Egypt is a ⁹... country, it is **smaller than** Colombia. The River Nile flows through Egypt and is about 6,853 kilometres long and is **the second longest** river in the world. The Nile isn't **the longest** river in the world, because the Amazon is 139 kilometres **longer than** the Nile!

Final task activity!

Unit » 1 Let's See the World!

Unit Objectives

Basic Standards of Competences	<p>Produce a short descriptive text about the characteristics of places orally and in writing.</p> <p>Exchange information about characteristics of places based on questions and answers.</p> <p>Identify phrases and expressions related to events that are happening at the moment of speaking.</p>
Vocabulary	Weather; Seasons; Months of the year; Words to describe a place
Grammar	Comparatives; Superlatives; Present continuous

1. Speak »

(35 minutes)

- Say the title of the unit and discuss as a class what it means.
- Read the can-do statements.
- Ask: *Do you want to travel and discover the world? Where do you want to go? Is there a special city or country you want to live in? Why? What do you know about that place?*
- Students read the rubric and look at the pictures. Ask: *Do you think these places are interesting? Do you want to go to any of these places?*
- In pairs, students answer the questions. Monitor and help them with vocabulary and expressions.

- Play the audio track again for students to do the task in their notebooks.
- Check the answers.
- Ask: *What are the temperatures like in Egypt during the summer? What language do the majority of people speak? Is Cairo a big city? Is Egypt a big country? Is the River Nile long?*

Answer Key

- | | |
|----------------|----------------|
| 1. incredible | 6. official |
| 2. fascinating | 7. total |
| 3. famous | 8. astonishing |
| 4. wonderful | 9. big |
| 5. warm | |

2. Listen »

(40 minutes) [track 56](#)

- Read the rubric. Ask: *What is a blogger? A blogger is a person who writes blogs (personal websites on the internet) What is a video log feed? It is a video uploaded on a blog.*
- Students read the words in the box and the vlog feed. Check their understanding of new vocabulary.
- Play the audio track: students listen and take notes.

Audio Script

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Hey, what's up? Welcome to my live vlog feed *From Colombia to the World!* Today, I'm visiting the incredible city of Cairo in the fascinating country of Egypt. Cairo is the capital of Egypt and is located near the famous Pyramids of Giza. I'm having a wonderful time, but I'm also very hot! Egypt is located in the north of Africa, so the weather is usually warm and sunny: the highest temperatures are in summer. Most people speak Arabic, which is the official language, but a lot of people speak French too.

The total population of Egypt is about 92 million, of which an astonishing 9.7 million live in Cairo. Cairo is bigger than Bogotá, where the population is about 7.9 million. Actually, Cairo is the biggest city in Egypt.

Although Egypt is a big country, it is smaller than Colombia. The River Nile flows through Egypt and is about 6,853 kilometres long and is the second longest river in the world. The Nile isn't the longest river in the world, because the Amazon is 139 kilometres longer than the Nile!

module 4 // Unit 1

3. **Read»** Read the vlog in exercise 2 again and answer the questions (1–8).

1. What is the name of the most important city in Egypt?
2. When are the temperatures highest in Egypt?
3. What language do the majority of people speak in Egypt?
4. What other language do some people speak in Egypt?
5. Is Cairo smaller than Bogotá?
6. Is Colombia bigger than Egypt?
7. Is the Nile the longest river in the world?
8. How long is the Amazon?

4. **Write»** Put the words in order to make sentences (1–6).

1. smaller / is / Bogotá / Cairo / than
2. is / the / largest city / Cairo / in Egypt
3. winter / in Egypt / is / Summer / than / hotter
4. in Egypt / is / spoken language / Arabic / the most
5. covers / Egypt / than / Colombia / a larger area
6. the longest / in the world / river / The Amazon / is

5. **Read»** Read the vlog about China and complete the chart (1–8) with the missing information.

Welcome back to *From Colombia to the World!* Right now, I'm talking to you from another amazing country ... China. Look at that view!

China's capital is Beijing, where **more than** 21 million people live! In Beijing, there are many beautiful places to visit, for example, the Forbidden City, which is actually a museum, not a city.

In general, the weather in China is wet and warm, but because the country is so enormous, temperatures vary a lot depending on where you are. China has **the largest** population in the world: there are about 1.4 billion people! The official language is Mandarin and around 850 million people speak it, which means that **more** people speak Mandarin **than** any other language in the world.

China is the fourth **largest country** in the world! It covers an area of about 9.6 million km². Its **longest river** is the Yangtze, which is 6,300 kilometres long and is the third **longest river** in the world!

	Egypt	China
Weather	sunny and hot	1...
Total population	92 million	2...
Name of capital and number of inhabitants	Cairo: 9.7 million	3... 4...
Most spoken language	Arabic	5...
Area covered	1.01 million km ²	6...
Name and length of most important river	Nile: 6,853 km long	7... 8...

3.  **Read »**

(35 minutes)

- Students read the rubric: refer them to the vlog in exercise 2.
- Ask: *Where is Egypt? Is it hot or cold in Egypt? What is Egypt famous for?*
- Students read and answer the questions.
- Check the answers.

Extra Activity (10 minutes)

Students look for additional information on Cairo and compare it to the place they live in. Points to include: weather, population, language and famous places.

Answer Key

1. Cairo
2. In summer
3. Arabic
4. French
5. No
6. Yes
7. No
8. The Amazon is 6,992 km long.

4.  **Write »**

(35 minutes)

- Students read the rubric and the prompts.
- If necessary, do question 1 as an example: *Bogotá is smaller than Cairo.*
- Students complete the task – they can refer to the vlog in exercise 1 if they need help with the facts.
- Check the answers.
- Explain comparatives and superlatives: refer to the grammar box below.

Grammar Box
Comparatives and superlatives

We use a **comparative adjective** + **than** to compare two things or people.

We use **the + a superlative adjective** to compare three or more people or things.

How to form comparative and superlative adjectives:

One-syllable adjectives: add **-er / the + -est**.

warm/warmer/**the warmest**

Two-syllable or more adjectives: **more / the most** + adjective.

difficult/**more** difficult/**the most** difficult

Spelling exceptions:

One-syllable adjectives ending in consonant + vowel + consonant, double the consonant and add **-er / the + -est**:

big/bigger/**the biggest**

Two-syllable adjectives ending in **-y**, change to **ier / the + -iest**.

happy/happier/**the happiest**

Irregular adjectives: good/**better / (the) best** bad/**worse / (the) worst**

Write on the board:

Egypt is warmer **than** the UK.
Egypt is **the warmest** country.

Arabic is **more** difficult **than** English. Arabic is **the most** difficult.

People are **happier** when the weather is good. They are **the happiest** people I know.

No place is **better than** home. **The best** place is with your friends and family.

Answer Key

1. Bogotá is smaller than Cairo.
2. Cairo is the largest city in Egypt.
3. Summer is hotter than winter in Egypt.
4. Arabic is the most spoken language in Egypt.
5. Colombia covers a larger area than Egypt.
6. The Amazon is the longest river in the world.


5.  **Read »**

(40 minutes)


- Students look at the pictures. Ask: *In which continent is China? Is it a small country? What do you know about China? What is China famous for?*
- Students read the rubric and the vlog. Check understanding of new vocabulary.
- Ask: *Do you think China is an interesting country to visit? Why? Why not?*
- Students complete the chart in their notebooks.
- Check the answers.

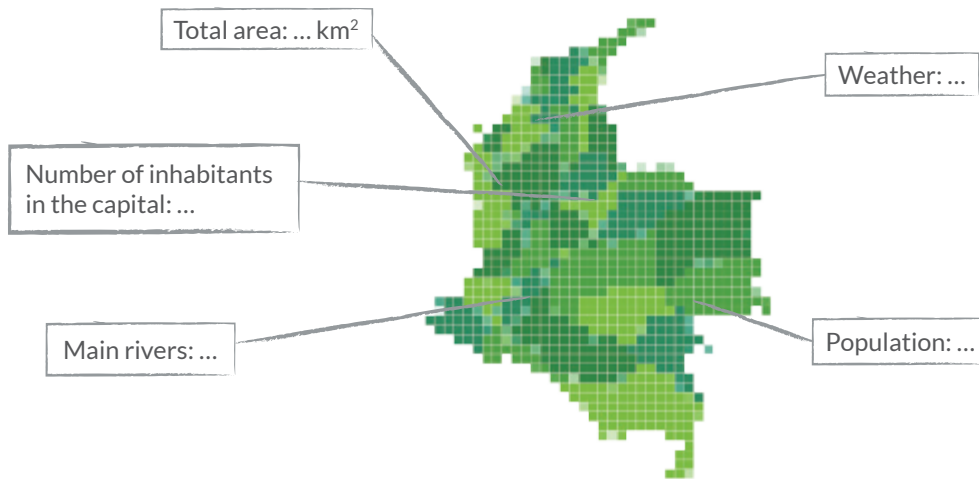
Answer Key


1. wet and warm
2. 1.4 billion people.
3. Beijing
4. 21 million
5. Mandarin
6. 9.6 million km²
7. Yangtze
8. 6,300 km long

6.  **Speak»** Work with a partner and compare and contrast Egypt and China. Use the information in the chart in exercise 5 to help you.



7.  **Write»** How much do you know about Colombia? Do some research and complete the infographic.



8.  **Speak»** Work in small groups and compare and contrast Egypt, China and Colombia. Then, give a class presentation.

Egypt is **bigger** than Colombia, but China is the **biggest** of the three countries.



21st Century Skills
• **Social Skills**
Knowing about the characteristics of the place where people live helps us to understand their culture.
What do you know about other countries?

6.  **Speak »**
(35 minutes)

- Ask: *Which country would you prefer to visit: Egypt or China? Why?*
- Students read the rubric: refer them to the chart in exercise 5.
- In pairs, students complete the task. Monitor and help them with vocabulary and expressions.
- Assess students' oral production.


Extra Activity (10 minutes)

Students do some research for a presentation on Egypt and China. They should focus on historical and cultural differences. Students present their research to the class.

- Students prepare their presentations. Ask them to focus on the similarities and differences between the three countries.
- Monitor and help them with vocabulary and expressions. Focus on comparatives and superlatives.
- Students do their presentations for the class.
- Assess students' oral production. Refer to the chart below.

**21st Century Skills
Social Skills**

The characteristics of a town, city or country can tell us a lot about the people who live there. In warm weather, for example, people dress with fresh clothes, drink a lot of refreshing beverages, and usually are happy and dynamic. People in colder weathers tend to be introverted and very independent. Ask your students what they know about other cities or countries, and the things they know about their culture. Try to explain stereotypes, if any.

7.  **Write »**
(40 minutes)

- Ask: *What is the capital of Colombia? Where is the country located? Do you know how many people live there?*
- Students read the rubric and look at the infographic. Check their understanding.
- In pairs, students do some research about Colombia – either at home or in the school library.
- If necessary, you can also bring some information in English to the classroom.
- Students complete the infographic in their notebooks.
- Check the answers.

Aspect	Criteria: the speaker ...	Points out of 5 (each section)
Body language	<ul style="list-style-type: none"> ▪ maintains good eye contact with their audience ▪ uses appropriate gestures, e.g. pointing and identifying the visual aids 	
Voice	<ul style="list-style-type: none"> ▪ is clear and audible 	
Language and pronunciation	<ul style="list-style-type: none"> ▪ uses a range of vocabulary and structures. ▪ has good pronunciation 	
Length of the presentation	<ul style="list-style-type: none"> ▪ keeps to the time limits 	
Visuals	<ul style="list-style-type: none"> ▪ uses appropriate visual aids 	
	TOTAL SCORE	

8.  **Speak »**
(40 minutes)

- Students read the rubric and the example.
- Divide the class into groups of three. Then refer students to the information in this unit about Egypt, China and Colombia.

Expanding Knowledge » Crossing Borders!

57



1. Listen »

Listen and complete what the speakers say (1-9) with the words in the Word Bank.

Word Bank

cloudy cold sunny x2 hot windy warm rainy snowy



Popayán



Mount Illimani, Bolivia



Buenos Aires, Argentina



Rio de Janeiro, Brazil

1. Welcome to Popayán where the weather today is ¹... and ²...
2. Hello from Mount Illimani! The weather today is very ³... and ⁴...
3. I'm here in Buenos Aires, where the weather today is ⁵..., ⁶... and ⁷...!
4. Hello and welcome to ⁸... and ⁹... Rio de Janeiro.



2. Read »

Read the text and complete the mind map (1-8).

Last year, I went to Argentina and I discovered an amazing thing about the seasons. We all know that there are four seasons: **winter**, **spring**, **summer** and **autumn**. But here's the thing: Argentina is in the Southern Hemisphere, so its four seasons are the opposite to the USA, which is in the Northern Hemisphere!

The summer months in Argentina are from December to March, so the weather at Christmas is usually sunny and very hot. And the winter months are from June to August, when it's usually cold, rainy and cloudy. From March to May, which is autumn in Argentina, the weather is normally cold and windy. And in spring, which is from September to November, the weather is warm, but it can be rainy sometimes!

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1.  Listen »

(35 minutes) track 57

- Students look at the pictures. Ask: *What do you know about Popayán? What do you know about Bolivia? Where is Rio de Janeiro? What is Rio de Janeiro famous for? Where is Buenos Aires? What do you know about Buenos Aires?*
- Students read the rubric, the Word Bank and the sentences. Check their understanding of new vocabulary.
- Play the audio track. Students listen and take notes.
- Play the audio track again: students complete the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

- | | | |
|----------|----------|-----------|
| 1. warm | 4. snowy | 7. cloudy |
| 2. sunny | 5. windy | 8. hot |
| 3. cold | 6. rainy | 9. sunny |

2.  Read »

(40 minutes)

- Students read the rubric and look at the mind map. Remind them that a mind map is a useful visual tool for organizing ideas about a topic.
- Ask: *What is the topic of the mind map? How many categories does it have?*
- Students take turns to read the text out loud. Check their understanding of new vocabulary.
- In pairs, students complete the mind map in their notebooks.
- Check the answers.

Answer Key

- | | |
|-----------|-----------|
| 1. rainy | 5. rainy |
| 2. cloudy | 6. sunny |
| 3. august | 7. autumn |
| 4. spring | 8. windy. |

Audio Script

57

Speaker 1: Hi, everyone.


Welcome to Popayán where the weather today is warm and sunny. It's a beautiful day to go for a walk around this lovely place.

Speaker 2: Hello from Mount Illimani in Bolivia! The weather today is very cold and snowy. ...brrrrr ...

I'm going to have a cup of hot chocolate!

Speaker 3: I'm here in Buenos Aires, Argentina, where the weather today is windy, rainy and cloudy! So my advice is stay indoors today and wait for nicer weather.


Speaker 4: Hello and welcome to hot and sunny Rio de Janeiro in Brazil. Today is the perfect day for going to the beach. See you there!

3.  **Speak »** Discuss the questions (1–4) with a partner.

1. Are there seasons in Colombia?
2. What's the weather like where you live?
3. What's your favourite time of year?
4. What kind of weather do you like the most?



Medellín is hot and sunny!


4.  **Read »** Read the email and answer the questions (1–7).

Hey Mum and Dad,

Today is the second day of our amazing trip and we're **having** a wonderful time! The sun **is shining** and it's really warm, so I'm **wearing** my T-shirt and shorts. I don't need that big coat that Mum put in my suitcase for me 😊. We're **staying** in a small hotel near the city centre and the owners are very friendly. I'm **sharing** a room with Roberto. We've got bunk beds, so Roberto sleeps on the top bunk and I'm on the bottom! It's only 8 a.m. now and Roberto **is still sleeping**, so I'm **trying** to be very quiet because I don't want to wake him up! I'm really **enjoying** this trip, but I'm **missing** everyone at home, especially Bob the Dog!

Lots of love,
Carlos

1. Is Carlos having a good time on his school trip?
2. What is the weather like?
3. What clothes is Carlos wearing?
4. Where are they staying?
5. Who is Carlos sharing a room with?
6. What is Roberto doing while Carlos is writing to his Mum and Dad?
7. Who is Carlos missing the most?

5.  **Write »** Look at the pictures (1–5) and write sentences about what the people are doing.



1. Michael: sleep on the train
2. Luisa: watch a video on the bus
3. The tourists: visit a city
4. Manuel: buy a ticket
5. My grandparents: walk on the beach

3.  **Speak »**

(35 minutes)

- Ask: *What cities in Colombia can you name? Have you been to any of these places? What's the weather like there? Is it hot, cold or warm?*
- Ask: *Can you name the four seasons? Can you name any countries that have distinct seasons? What kind of weather do they have in the different seasons?*
- Students read the rubric. In pairs, they answer the questions.
- Monitor and assess their oral production.

Extra Activity (10 minutes)

Students do some research about how the seasons affect the way people live. They should focus on clothes, food, behaviour, etc. Ask: *How do people feel during the cold seasons? And during the hot seasons? What do they eat? How do they dress?*

Students present their findings to the class.

Answer Key

1. Yes
2. sunny and warm
3. T-shirt and shorts
4. in a small hotel near the city centre
5. Roberto
6. sleeping
7. Bob the Dog

Grammar Box

Present continuous

We use the present continuous to describe what is happening at the moment.

We form the present continuous with **be + -ing**.

Write on the board:

Affirmative: subject + **be** + **-ing**

Roberto **is sleeping** at the moment.

Negative: subject + **be not** + **-ing**

They **aren't missing** their dog.

Questions: **be** + subject + **-ing**

Am I sleeping?

Short Answers: Yes, I **am**./No, I'm **not**. Yes, he/she/it **is**./No, he/she/it **isn't**.

Yes, you/we/they **are**./No, you/we/they **aren't**.

- Ask questions about the photos to practice short, negative answers, e.g. *Is Michael travelling on a bus? No, he isn't. He's travelling on a train. Are the tourists walking on a beach? No, they aren't. They're walking around the city. Is Luisa sleeping? No, she isn't. She's watching a video.*

Extra Activity (5 minutes)

Students play charades in small groups. Brainstorm different actions and write them on the board. Students take it in turns to choose an action and mime it for their group to guess what they are doing. Focus on present continuous questions: *Are you watching TV? Are you writing a letter? Etc.*

4.  **Read »**

(40 minutes)

- Ask: *Do you like travelling? What places have you visited?*
- Students read the rubric and take turns to read the email aloud. Check their understanding of new vocabulary.
- Students answer the questions.
- Check the answers.
- Draw students' attention to the words in red in the email. Ask: *Is the action happening now?* Refer to the grammar box.


5.  **Write »**

(40 minutes)

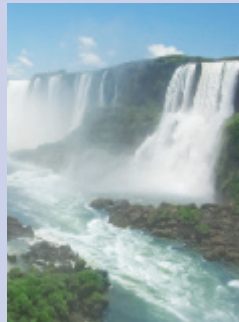
- Mime some actions for the class to guess, e.g. writing a letter, watching TV, etc. Ask: *What am I doing?*
- Students look at the pictures. Ask: *Where are the people in the photos?*
- Students read the rubric and the prompts. Check their understanding.
- Students complete the task.
- Check the answers.

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6.  **Listen »** Listen and complete the blog post (1–8) with the words in the box.

I'm in Rio de Janeiro, Brazil, and I'm having ¹... in a small café in the main square. The food here is delicious and a Portuguese ²... is teaching me how to make some typical Portuguese ³...! I'm also learning to surf and I have ⁴... every day; I wanted to have a class today, but it's raining, so I can't. The people are really nice here and I'm learning lots of Portuguese, which is great, but my ⁵... isn't very good! There are lots of interesting things to see and I'm taking hundreds of ⁶... to post on my blog. Check out the ones I took of the statue of Christ The Redeemer at the top of Corcovado Mountain. They're not bad, but there are always lots of other ⁷... taking photos of the statue too and it's hard to take a good photo. Anyway, I have to go now because it's finally stopped raining and the sun is shining, so I'm off to the ⁸... for my surf lesson!



dishes
photos
lessons
lunch
beach
tourists
friend
accent


7.  **Write »** Put the words in order to make questions (1–6) and then answer them.

1. is / Where / he / lunch / having / ?
2. Portuguese dishes / Who / to cook / teaching / is / him / ?
3. is / sport / he / to do / What / learning / ?
4. language / What / learning / he / is / ?
5. of the statue of Christ / to take good photos / Why / is it difficult / ?
6. at the end of the blog post / Where / he / is / going?

Study Tip

Recognizing and using formulas and patterns help you to learn a language.

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8.  **Write »** Imagine you are on holiday. Write an email to a friend telling them what you are doing. Use some of the ideas in the box to help you and include your own.

having fun
the weather
people or things you are missing

learning something new
the food
meeting new people / making friends

6.  **Listen »**

(35 minutes) **track 58**

- Ask: *Where is Rio de Janeiro? What language do they speak there? What do you know about Rio?*
- Students read the rubric, the words in the box and the blog post. Check their understanding of new vocabulary.
- Play the audio track: students listen and take notes.
- Play the audio track again: students complete the task. Repeat if necessary.
- Check the answers.

Answer Key

- | | |
|------------|-------------|
| 1. lunch | 5. accent |
| 2. friend | 6. photos |
| 3. dishes | 7. tourists |
| 4. lessons | 8. beach |

Audio Script

58

I'm in Rio de Janeiro, Brazil, and I'm having lunch in a small café in the main square. The food here is delicious and a Portuguese friend is teaching me how to make some typical Portuguese dishes! I'm also learning to surf and I have lessons every day; I wanted to have a class today, but it's raining, so I can't. The people are really nice here and I'm learning lots of Portuguese, which is great, but my accent isn't very good! There are lots of interesting things to see and I'm taking hundreds of photos to post on my blog. Check out the ones I took of the statue of Christ The Redeemer at the top of Corcovado Mountain. They're not bad, but there are always lots of other tourists taking photos of the statue too and it's hard to take a good photo. Anyway, I have to go now because it's finally stopped raining and the sun is shining, so I'm off to the beach for my surf lesson!

7.  **Write »**

(35 minutes)

- Revise present continuous questions. Refer to the grammar box in exercise 4.
- Students read the rubric and the prompts and write the questions in their notebooks.
- Check the answers.
- In pairs, students ask and answer the questions. Remind them to scan for specific information.
- Monitor and check their answers.

Study Tip

Using the question section of the grammar box from exercise 4, remind students how to ask questions in the present continuous. Help them to recognize the order pattern in the questions so that they can remember the structure. Tell them that, by remembering such a pattern, it will be easier for them to learn new tricks of the language.

Answer Key


1. Where is he having lunch? In a small café in the main square.
2. Who is teaching him to cook Portuguese dishes? A Portuguese friend.
3. What sport is he learning to do? He's learning to surf.
4. What language is he learning? Portuguese.
5. Why is it difficult to take good photos of the statue of Christ? Because there are always lots of tourists.
6. Where does he say he is going at the end of the blog post? He's going to the beach.

8.  **Write »**

(40 minutes)

- Ask: *Which of the places you have learned about in this unit would you like to visit? Why?*
- Students read the rubric and the ideas in the box. Check their understanding.
- Students write the email in their notebooks. Refer them to the model of an email in exercise 4.
- Monitor and help them with new vocabulary and expressions. Assess their written production.
- Volunteers can read their emails to the class.

Preparing Your Task » World Citizens

1.  **Read»** Read the extracts from the tourist guidebook and complete the sentences (1–5) with the correct form of the words in brackets.

WELCOME TO THE UNITED STATES



Come and visit the United States of America, an enormous country that is waiting for you! 50 states and 9.8 million km² of fascinating historical monuments, fun places to visit and lovely people!

More than 324 million people live in the United States. The most common language is English, but lots of people speak Spanish and other languages, too!


There is a wide range of temperatures from the hot summers of California of over 30°C to the freezing -10°C winters in Alaska.

EXPERIENCE THE UNITED KINGDOM!



Experience the magic of the United Kingdom! Four countries with an amazing culture and friendly people!

Live the magic of the United Kingdom, where medieval castles and wonderful tales from history are waiting just for you! Explore more than 243,000 km² of beautiful countryside and cities. About 64 million people live in the four countries that form the UK. Everyone speaks English, but some people also speak Welsh, Scottish Gaelic or Irish! Although there are distinct seasons, the weather in the United Kingdom is unpredictable but not extreme. Summers are warm but not hot, and, the average maximum temperature is around 20°C. Temperatures in winter can be low, sometimes 0°C, but rarely below zero except in Scotland.

1. The area of the UK is (small) ... the area of the USA.
 2. The population of the USA is (large) ... the population of the UK.
 3. Summer in California is (hot) ... in the UK.
 4. Winter in Alaska is (cold) ... in the UK.
2.  **Speak»** Work with a partner and answer the question.
1. Which country sounds the most interesting to visit: the USA or the UK? Why?

1.  **Read »**

(35 minutes)

- Students look at the pictures.
Ask: *Do you think these countries are similar or different? In which ways are they similar or different?*
- Students read the rubric and take turns to read the extracts from the tourist guidebook out loud. Check their understanding of new vocabulary.
- Students complete the sentences in their notebooks.
- Check the answers.

Answer Key

1. smaller than
2. larger than
3. more languages than
4. hotter than
5. colder than

2.  **Speak »**


(30 minutes)

- Ask: *What are the people like in the USA? And in the UK? What can you visit in the USA? And in the UK? What else do you know about these two countries?*
- Students read the rubric and answer the questions in pairs.
- Monitor and assess their oral production.
- Do a class survey: Which country would most students like to visit?


Extra Activity (15 minutes)

Students choose either the USA or the UK and do some research, e.g. food, music, places to visit, etc. Students write extracts from tourist guidebooks and illustrate them. Then, display the extracts around the class.

module 4 // Unit 1

3.  **Speak »** Work with a partner and talk about the differences and similarities between the USA, the UK and Colombia.

The USA and the UK have seasons. Colombia doesn't have seasons.

- 59 4.  **Listen »** Listen and complete the text (1–8). Can you answer Angélica's question?




Hello! My name is Angélica and I'm from Ecuador, a wonderful country in South America. I live in Quito, which is the capital city and has around 2.6 million ¹... Quito is a really old city, it dates from the 16th century and there are more than 130 old buildings in the historic centre!

We only have two ²... here in Quito: summer, or the dry season, and winter, or the rainy season. I can't decide which I like the best: the sunny ³... days or the cooler, rainy ⁴... days.

The most wonderful thing about living here is that around Quito there are numerous ⁵... and ⁶... The nearest volcano is the Pichincha! You can actually see it from my house!

Another fantastic place to visit not far from Quito is the *La Mitad del Mundo* or Equator ⁷... and ⁸... Can you guess exactly where *La Mitad del Mundo* is? 😊



5.  **Speak »** Do some research and complete the chart with information about your town. Work with a partner and compare and contrast the two places.

	Quito	Your town
Population	2.6 million	
Geographical features	Volcanoes and mountains	
Historic buildings and monuments	130 historic buildings; the Equator monument and museum	
Weather	Two seasons: dry and rainy	

There are more people in Quito than in my town!



3.  **Speak »**

(30 minutes)

- Draw the chart below on the board. Elicit what students know about each category. Then complete the chart with their answers.

	USA	UK	Colombia
Weather			
Population			
Area: km ²			
Languages			
Places to visit			
Other interesting facts			

- Students read the rubric. Refer them to the text in exercise 1.
- In pairs, students do the task. Then monitor and help them with vocabulary and new expressions.
- Assess their oral production.

4.  **Listen »**

(35 minutes) **track 59**

- Students read the rubric and the first sentence of the text. Ask: *Where is Angelica from? What do you know about Ecuador? Is it near Colombia? What is the capital of Ecuador?*
- Students read the rest of the text. Check their understanding of the new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to complete the text in their notebooks. Repeat if necessary.
- Check the answers.
- Ask: *Where is La Mitad del Mundo?* Explain that geographically it's exactly in the middle of the world because the equator passes through that point.

Answer Key

- | | |
|----------------|--------------|
| 1. inhabitants | 5. mountains |
| 2. seasons | 6. volcanoes |
| 3. summer | 7. monument |
| 4. winter | 8. museum |

Audio Script

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Hello! My name is Angelica and I'm from Ecuador, a wonderful country in South America. I live in Quito, which is the capital city and has around 2.6 million inhabitants. Quito is a really old city, it dates from the 16th century and there are more than 130 old buildings in the historic centre!


We only have two seasons here in Quito: summer, or the dry season, and winter, or the rainy season. I can't decide which I like the best: the sunny summer days or the cooler, rainy winter days.

The most wonderful thing about living here is that around Quito there are numerous mountains and volcanoes. The nearest volcano is the Pichincha! You can actually see it from my house! Another fantastic place to visit not far from Quito is the *La Mitad del Mundo* or Equator monument and museum. Can you guess exactly where *La Mitad del Mundo* is? 😊

5.  **Speak »**

(35 minutes)

- Students read the rubric and the information in the chart.
- Ask: *Do you know how many people live in your town? What geographical features are there? What are the most important places? What is the weather like?*
- In groups, students complete the chart in their notebooks. They can do some research in the library, if necessary.
- In pairs, students discuss the similarities and differences between Quito and their home town.
- Monitor and assess their oral production.

6.  **Write»** Work with a partner and write a short tourist guidebook for visitors to your town. Include pictures and the information in the check list.

INFORMATION CHECKLIST


- ✓ Name of your town
- ✓ Department
- ✓ Weather
- ✓ Population
- ✓ Things to do
- ✓ Places to visit

WELCOME TO POPAYÁN

Popayán is the capital city of the department of Cauca in Colombia. The weather in Popayán is usually nice and sunny. The driest months are from June to August because Popayán is located north of the Equator. Around 260,000 people live here ...

Final task activity!




7.  **Speak»** Present your tourist guidebook to your class. Take it in turns to talk about the information.

Welcome to Popayán, which is also called the *white city* because of the colour of its beautiful colonial houses. Popayán is one of the most picturesque cities in Colombia and many tourists visit the city to admire its wonderful architecture.

There are lots of different things to do in Popayán, for example, you can visit *El Morro de Tulcán*, which is a prehistoric pyramid!

- 60 8.  **Pronunciation»** Listen and repeat the sentence. Pay attention to the contractions.


I'm having fun, the sun's shining and we're having a picnic!

6.  **Write »**
(35 minutes)

- Brainstorm information about where students live. Write their answers on the board.
- Ask: *What do you like about your home town? What do you think a visitor to your town should see?*
- Students read the rubric, the information checklist and the example. Check their understanding of new vocabulary.
- In pairs, students write their tourist guidebook in their notebooks. They can include any other information they think is relevant.
- Monitor and help them with vocabulary and expressions. Assess students' oral production.

7.  **Speak »**
(30 minutes)

- Ask: *What are your favourite things or places in your town? What interesting historical facts do you know? What's the mayor's name?*
- Students read the rubric and in pairs prepare their presentations for the class.
- Students present their tourist guidebooks to the class.
- Display the guidebooks around the classroom.

8.  **Pronunciation »**
(30 minutes) **track 60**

- Students read the rubric and the sentence.
- Play the audio track once. Students listen and repeat. Focus on contracted forms.
- Write the contracted forms on the board. Ask students to repeat them.
- Elicit other contractions students are familiar with. Write them on the board, e.g. *I'm, you're, he's, she's, we're, they're, I'll, you'll, I've, you've, etc.*
- Have a contractions pronunciation race. Slowly point to different contractions on the board. Then students say the contractions. Gradually point to the contractions more and more quickly. See how fast students can respond and pronounce them correctly.

Audio Script

I'm having fun, the sun's shining and we're having a picnic!

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module 4 // Check Your Progress





Check Your Progress

61

1. Listen »



Listen to someone talking about their country and choose the correct answers (a, b or c).

			
Brazil is: a. small and boring. b. small and interesting. c. big and interesting.	In Brazil, people speak: a. Spanish. b. Portuguese. c. English.	The weather in Brazil is: a. wet and hot. b. dry and cold. c. dry and hot.	Beaches in Brazil are: a. crowded. b. clean. c. cold.

I can identify typical characteristics of different countries. ✓

Very well	
Quite well	
With difficulty	

2. Write »



Look at the information in the chart and write sentences to compare and contrast Mexico and Brazil.

	Mexico	Brazil
Area	1,973 million km ²	8,516 million km ²
Total population	122 million	205 million
Number of inhabitants in the capital	8,851 million	2,481 million
Weather	5°C–33°C	13°C–38°C
River	Río Grande (3,034 km)	Amazon (6,992 km)

I can compare typical characteristics of countries. ✓

Very well	
Quite well	
With difficulty	

3. Write »



Write sentences to describe what the people in the photos are doing.



I can talk about things that are happening now. ✓

Very well	
Quite well	
With difficulty	

1.  **Listen » track 61**

- Students read the rubric and copy the statements in their notebooks.
- Play the audio track once. Students listen and decide which answers are correct (a, b or c).
- Play the audio track again for students to check their answers.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. c 2. b 3. a 4. b

Audio Script

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Bom dia! I'm Fernando, from Brazil. And I want to tell you more about my country, which is absolutely amazing! Brazil is a very big country and there are lots of interesting things to see and do here – you can go to the beach or to the mountains, to the city or to the countryside. Most children learn Spanish and English in school, but the official language, and the one that everyone speaks, is Portuguese. So, if you want to come here, you have to speak Portuguese! It rains a lot, but because the equator passes through Brazil it's also very hot! It is a very beautiful country and the scenery is just amazing, so there are some incredible places to go on holiday. I love going to the beach during the summer – the beaches in Brazil are very clean and the water is warm.

2.  **Write »**

- Students read the rubric and the information in the chart.
- Allow enough time for students to do the task.
- Monitor and check the answers.
- Students complete the self-assessment section.

3.  **Write »**

- Students read the rubric and look at the pictures.
- Allow enough time for the students to complete the task.
- Monitor and check the answers.
- Students complete the self-assessment section.

Unit » 2

Travelling around Colombia!

» Objectives

- » I can compare characteristics of cities.
- » I can express an opinion about lifestyles in cities.
- » I can talk about activities in the past.

In Context » The Biggest Cities

1.  **Read »** Read the article and answer the questions (1–6).

Bogotá is the **largest** and **most important** city in Colombia. More than 7 million people live there, which also makes it **the most crowded** city in the country. Bogotá offers many interesting places to visit, for example, museums, shopping centres and amusement parks. You can find both cheap and expensive restaurants, which offer a wide variety of dishes to suit everyone's taste. Bogotá is also home to the Transmilenio bus rapid transit system, which




is Colombia's **largest** public transport system, and has routes to all parts of the city.

Medellín is **the second biggest** city in Colombia and about 2.1 million people live there. The weather in

this city is always warm: never too hot, never too cold. It's like spring all year round! There are some amazing places to visit, for example, the incredible aquarium and planetarium at Parque Explora, and of course, the charming town of Pueblito Paisa. You can travel around the city using the Metro de Medellín, one of the world's **most efficient** public transport systems, which is definitely **the easiest** and **fastest** way to travel!

1. What is the population of Bogotá?
2. What places can tourists go to in Bogotá?
3. Is there a variety of restaurants in Bogotá?
4. What is the weather like in Medellín?
5. What is Parque Explora?
6. What is Pueblito Paisa?

2.  **Speak »** Read the article in exercise 1 again. Work with a partner and decide if the statements (1–7) are true or false. Correct the false ones.

1. Medellín is the most crowded city in Colombia.
2. The Transmilenio is the largest transport system in Colombia.
3. Bogotá is the most important city in Colombia.
4. Bogotá is the second largest city in the country.
5. The Metro in Medellín is the slowest way to travel.
6. The transport system in Medellín is one of the least efficient in the world.
7. The weather in Medellín is the coldest in the country.

Medellín is the most crowded city in Colombia.

That's false: the most crowded city in Colombia is Bogotá.

Unit » 2 Travelling around Colombia!

Unit Objectives

Basic Standards of Competences	<p>Produce a short descriptive text to compare places orally and in writing.</p> <p>Exchange information and opinions about lifestyles based on questions and answers.</p> <p>Identify phrases and expressions related to activities in the past in short descriptive texts.</p> <p>Produce a short descriptive text to narrate past experiences orally and in writing.</p>
Vocabulary	Adjectives; Expressing ideas: I think ... For me, ...
Grammar	Superlatives; Past continuous vs past simple <i>when/while</i>

1. Read » (40 minutes)

- Ask: *What's the capital of Colombia? What other cities in Colombia can you name? Which are the biggest cities in Colombia? Where are they? Why are they famous?*
- Students look at the pictures. Ask: *Do you think these cities are interesting? Do you want to go to these places? Which one do you like the most?*
- Draw students' attention to the words in bold. Ask: *What do they mean? Is it a comparison or not?*
- Students read the rubric and take turns to read the text out loud. Check their understanding of new vocabulary.
- Students answer the questions in their notebooks.
- Check the answers.

Answer Key

1. More than 7 million.
2. Museums, shopping centres and amusement parks.
3. Yes, there is.
4. Weather in Medellín is warm.
5. An amazing place with an aquarium and planetarium.
6. A charming town near Medellín.

2. Speak » (40 minutes)

- Ask: *Which city do you prefer: Bogotá or Medellín? Why?*
- Students read the rubric and the statements. Refer them to the article in exercise 1.
- In pairs, students decide if the statements are true or false. Monitor and assess their oral production.
- Check the answers.
- Students correct the false statements in their notebooks.
- Check the answers.

Answer Key

1. False. The most crowded city in Colombia is Bogotá.
2. True.
3. True.
4. False. The second largest city in Colombia is Medellín.
5. False. The metro is the fastest way to travel.
6. False. The transport system in Medellín is one of the most efficient in the world.
7. False. The weather in Medellín is warm.

module 4 // Unit 2

3.  **Write»** Look at the information in the chart and answer the questions (1-5).


	Bogotá	Medellín	Cali
Population	7.7 million	2.1 million	2 million
Weather	7°C-18°C (cold)	13°C-28°C (warm)	19°C-31°C (hot)
Transport system	Transmilenio (bus)	Metro (metro)	MIO (bus)
Area covered	1,587 km ²	380 km ²	540 km ²

1. Which city has the largest population?
2. Which is the hottest city?
3. Which the coldest city?
4. Which is the fastest transportation system? Where is it?
5. Which is the largest city?

Study Tip

Comparing data and information helps you to analyze the relationships between different concepts.

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4.  **Listen»** Choose the correct options (1-6) to complete the interview. Listen and check.

Reporter: Good evening, everyone! Welcome to our show *Talking with the Stars*. We are pleased to have with us the beautiful salsa dancer Claudia Gómez. Claudia, thanks for coming on the show.

Claudia: Hello! It's a pleasure to be here!

Reporter: Claudia, tell us something about yourself. Where are you from?

Claudia: I'm from the ¹*more beautiful / most beautiful* city in Colombia - Cali! It's a magical city! It is one of ²*the oldest / most old* cities in South America. Sebastián de Belalcázar founded the city in 1536, so it's more than 400 years old!

Reporter: Wow! That is amazing! Tell us, Claudia, what do you like most about the city?

Claudia: Wow! That's one of the ³*hardest / most hard* questions anyone's ever asked me. Well, as you know, I love dancing, in fact, people from Cali are some of the ⁴*best / good* dancers in the world. And Cali has some of the ⁵*famous / most famous* places in the country for dancing, so that's one of the things I like most about my city.

Reporter: And what about the food?

Claudia: In Cali you can eat the ⁶*more delicious / most delicious* food! Just try it!

Reporter: Thank you for being with us, Claudia. Next week, we'll be talking to ...

3.  **Write »**

(35 minutes)

- Ask: *Which is the third most important city in Colombia? Cali is the third most important city in Colombia. What do you know about Cali?*
- Students read the rubric, the information in the chart and the questions. Check their understanding.
- Students answer the questions in their notebooks.
- Check the answers.

Answer Key

1. Bogotá
2. Cali
3. Bogotá
4. Metro. Medellín.
5. Bogotá

Study Tip

Ask students how they found out the answers to the exercise. Tell them that, when information is presented in a chart, it is clearer and easier to understand. It is also easier to identify the relationships between the elements that are compared in the chart. Advise students to take advantage of how the information is organized in order to better analyze the relationships between different concepts.

does she do? Where's she from?
Check their understanding of new vocabulary.

- Draw students' attention to superlatives. Refer to the grammar box

Grammar Box
Revise superlatives

We use **the + a superlative adjective** to compare three or more people or things.

How to form superlative adjectives:

One-syllable adjectives: add **the + -est**: warm/**the warmest**

Two-syllable or more adjectives: **the most + adjective**: difficult/**the most difficult**

Spelling exceptions:

One-syllable adjectives ending in consonant + vowel + consonant, double the consonant and add **the + -est**: big/**the biggest**

Two-syllable adjectives ending in -y, change to **the + -iest**: happy/**the happiest**

Irregular adjectives: good/(**the best**) bad/(**the worst**) far/(**the farthest**) or (**the furthest**)

Write on the board:

*Pluto is **the smallest** planet in the solar system.*

*Cairo is **the most populated** city in Egypt.*

Audio Script

62

Reporter: Good evening, everyone! Welcome to our show *Talking with the Stars*. We are pleased to have with us the beautiful salsa dancer Claudia Gómez. Claudia, thanks for coming on the show.

Claudia: Hello! It's a pleasure to be here!

Reporter: Claudia, tell us something about yourself. Where are you from?

Claudia: I'm from the **most beautiful** city in Colombia – Cali! It's a magical city! It is one of the **oldest** cities in South America. Sebastián de Belalcázar founded the city in 1536, so it's more than 400 years old!

Reporter: Wow! That is amazing! Tell us, Claudia, what do you like most about the city?

Claudia: Wow! That's one of the **hardest** questions anyone's ever asked me. Well, as you know, I love dancing, in fact, people from Cali are some of the **best** dancers in the world. And Cali has some of the **most famous places** in the country for dancing, so that's one of the things I like most about my city.

Reporter: And what about the food?

Claudia: In Cali you can eat the **most delicious** food! Just try it!

Reporter: Thank you for being with us, Claudia. Next week, we'll be talking to ...

4.  **Listen »**


(40 minutes) **track 62**

- Ask: *What's your favourite kind of music? Do you know how to dance to this music?*
- Volunteers demonstrate how to dance to their favourite music.
- Ask: *What do you know about Cali? What's it famous for? Cali is famous for its salsa dancers.*
- Students read the rubric and the interview. Ask: *What's the name of the woman? What*

- Students complete the interview in their notebooks.
- Play the audio track for students to correct their answers.
- Check the answers.

Answer Key

1. most beautiful
2. the oldest
3. hardest
4. best
5. most famous
6. most delicious

5.  **Write»** Complete the information about Cali (1-5) with the correct form of the words in the Word Bank.




¹... salsa dancers in the country are in Cali. It also has ²... places in Colombia to go dancing. Cali is also one of ³... cities in the country - Sebastian de Belalcázar founded it in 1536. Cali is ⁴... city in Colombia and it has ⁵... food!


Word Bank

- beautiful famous
- old delicious
- good

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6.  **Listen»** Listen and complete what the speakers are saying (1-6).

<p>I live in Bogotá, which I think is the ¹... city in the country! But it's also the ²... place to meet people from all around the world!</p> 	<p>I live in Medellín and I love it! In my opinion, it has the ³... weather in the country and the people here are the ⁴... in the world!</p> 	<p>I live in Cali, which is the ⁵... city in the world! I think we have the ⁶... sports facilities in Colombia!</p> 
Mario	Patricia	Juan José

7.  **Write»** Complete the chart with the most important points the speakers mention in exercise 6.

Bogotá	Medellín	Cali
Most stressful city in Colombia.		

Final task activity!

8.  **Speak»** Work with a partner and ask and answer the questions (1-4). You can also ask your own questions to find out more information.

1. What is the largest building in your town?
2. What is the most relaxing place to go to?
3. What is the most interesting thing in your town?
4. What do you like most about where you live?

I think that the stadium is the largest building.

What is the largest building in our town?

5.  **Write »**

(35 minutes)

- Students read the rubric and the words in the Word Bank. Check their understanding of new vocabulary.
- Ask: *Who founded the city of Cali? When? Why is it famous? What typical food can you eat there?*
- Students read the text and complete it in their notebooks.
- Check the answers.

Answer Key

1. The best
2. the most famous
3. the oldest
4. the most beautiful
5. the most delicious

6.  **Listen »**

(35 minutes) **track 63**

- Depending on where students live, ask: *Have you ever been to a big city/a small town? What do you think it's like to live in a big city/a small town?*
- Students read the rubric and the text. Check their understanding.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to complete the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

1. most stressful
2. greatest
3. most wonderful
4. nicest
5. most spectacular
6. best

Audio Script

63

MARIO: I live in Bogotá, which I think is the most stressful city in the country! But it's also the greatest place to meet people from all around the world!

PATRICIA: I live in Medellín and I love it! In my opinion, it has the most wonderful weather in the country and the people here are the nicest in the world!

JUAN JOSÉ: I live in Cali, which is the most spectacular city in the world! I think we have the best sports facilities in Colombia!

7.  **Write »**

(35 minutes)

- Students read the rubric. Refer them to exercise 6.
- Ask: *What did the speakers like about their cities? What didn't they like?*
- Students complete the chart in their notebooks.
- Check the answers.
- Ask: *In which of these three cities would you like to live? Why?*

Extra Activity (5 minutes)


In pairs, students compare and contrast lifestyles in cities and in the countryside. They should discuss the following: similarities and differences; most interesting; most stressful; which they prefer. Volunteers tell the class what they think.

8.  **Speak »**

(40 minutes)

- Ask: *What do you like the most about your home town? What's your favourite place? How old is the town?*
- Brainstorm adjectives and places, e.g. expensive/cheap restaurants/cafes, etc. Write students' answers on the board.
- Students read the rubric and answer the questions in pairs. Refer students to the adjectives and places on the board so they can ask more questions. Monitor and assess their oral production.
- Volunteers tell the class their answers.

Expanding Knowledge » Incredible Places

1.  **Read»** Read the reviews and choose the correct options (1–10).

Magical Places in Colombia

The Salt Cathedral Anna (New Zealand)

When I was in Colombia, I went to the Salt Cathedral in Zipaquirá, which is underground – it's literally a church that is under the ground! While I ¹took / was taking photos, some people ²was praying / were praying. It's an amazing place to visit!

Final task activity!

Las Lajas Sanctuary Matthieu (France)

A year ago, I ³visited / was visiting Las Lajas Sanctuary in Ipiales, which is an amazing old church in the middle of a canyon! That Sunday morning, when I ⁴arrived / was arriving at the cathedral, a large group of people ⁵walked / were walking in a procession. They ⁶sang / were singing religious songs because they ⁷celebrated / were celebrating Easter Sunday. In my opinion, it was the most interesting experience of my trip!


San Agustín Liz (South Africa)

Last year, I ⁸went / was going to the archaeological park in San Agustín, in the Department of Huila. It was a trip that I'll never forget! You can see more than 600 statues there dating back to the first century! While I was listening to the guide explaining the history of the indigenous cultures of the area, I suddenly ⁹realized / was realizing how amazing those ancient cultures were. I ¹⁰learned / was learning a lot that day!

2.  **Write»** Read the reviews in exercise 1 again and complete the chart.

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	True	False
1. Anna was praying in the Salt Cathedral.		
2. While Anna was taking photos, people were singing.		
3. Matthieu visited Las Lajas on Christmas Day.		
4. For Matthieu, visiting Las Lajas was an interesting experience.		
5. Liz will always remember her trip to San Agustín.		
6. Liz didn't understand how great the ancient cultures were.		

3.  **Speak»** Work with a partner and correct the false statements in exercise 2.

Anna wasn't ..., she was ...

1.  **Read »**

(35 minutes)

- Students read the rubric and look at the place names. Ask: *Which of these places do you think is the most interesting? And the most beautiful? The oldest? Have you ever been to these places?*
- Explain that a review is a text in which someone gives their opinion of something, e.g. a restaurant, a café, a place, a book, a film, etc.
- Students read the reviews. Check their understanding of new vocabulary.
- Draw students' attention to the tenses used in the options: past simple and past continuous. Refer to the grammar box.

Grammar Box

Past simple vs Past continuous

We use the **past continuous** to talk about something that was in progress at a certain moment in the past, or actions that were happening at the same time.

We use the **past simple** to talk about finished actions in the past.

Write on the board:

I was having a shower. The phone rang.

*past action in progress
finished action*

They were singing and I was taking photos.

past actions happening at the same time

- Students complete the task in their notebooks.
- Check the answers.
- Volunteers can read the reviews out loud. Focus on pronunciation and intonation.

Answer Key

1. was taking
2. were praying
3. visited
4. arrived
5. were walking
6. were singing
7. were celebrating
8. went
9. realized
10. learned

2.  **Write »**

(35 minutes)

- Refer students to the reviews in exercise 1. Ask: *What did the people (Liz, Mathieu and Anna) see and do? Did they have a good time?*
- Students read the rubric and complete the chart in their notebooks. Check their understanding.
- Check the answers.

Answer Key

1. False
2. False
3. False
4. True
5. True
6. True

3.  **Speak »**


(35 minutes)

- Students read the rubric and do the task in pairs. Monitor and help with new vocabulary and expressions.
- Check the answers.

Answer Key

1. Anna wasn't praying – she was only visiting the Salt Cathedral.
2. While Anna was taking photos, people were praying – not singing.
3. Mathieu visited Las Lajas on Easter Sunday – not on Christmas Day.

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4.  **Listen »** Listen to the conversation between Anna and her mother and answer the questions (1–5).


1. What was Anna doing at Zipaquirá?
2. Did Anna send pictures to her mother?
3. What problem did Anna have with her phone?
4. Who wanted to phone the police?
5. What does Anna promise to do every day?




64

5.  **Listen »** Listen to the conversation again and complete the sentences (1–4).

1. ... you phoned me, I was visiting the Salt Cathedral.
2. I tried to send you some pictures ... I was in the mine, but my phone wasn't working.
3. ... you didn't answer your phone, your brother was thinking of calling the police.
4. ... you were having a great time yesterday, we were all very worried.

6.  **Write »** Complete the sentences (1–5) with *when* or *while*.

1. ... Anna was visiting the Salt Cathedral, her mother was waiting to hear from her.
2. ... her mother tried to phone her, Anna was visiting the Salt Cathedral.
3. ... her mother was trying to phone her, Anna was visiting the Salt Cathedral.
4. ... Anna didn't answer her phone, her mother was very worried.
5. ... Anna didn't answer her phone, her brother wanted to call the police.

7.  **Write »** Complete the stories (1–5) with *when* or *while*.

Yesterday, ¹... we were walking along the street, it began to rain, so we went back to the hotel. Everybody wanted to do something different, so ²... mum was reading the newspaper, I was listening to music and dad was watching TV. It was a cold, boring day!

I can't believe that I missed my favourite dance show on TV last night! Do you want to know why I missed it? Well, ³... the dance show began, we were having dinner.

Yesterday ⁴... I was out visiting museums; my friends were at home preparing a surprise birthday party for me! That night, ⁵... they arrived to take me for dinner, I was so tired that I couldn't go out with them.

4.  Listen »

(35 minutes) track 64

- Ask: *Do you know where Zipaquirá is? What do you know about this town? Why is it famous?*
- Students read the rubric and the questions. Check understanding.
- Play the audio track: students listen and take notes.
- Play the audio track again for students to do the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

1. She was visiting the Salt Cathedral.
2. She tried to send her some pictures, but there wasn't a signal.
3. There wasn't any signal.
4. Anna's brother wanted to phone the police.
5. She promises to call her mum every day or, at least, send her a message.

Audio Script

64

Mother: Anna! Why didn't you answer your phone yesterday? I was so worried!

Anna: I'm sorry, Mum ... but when you phoned me, I was visiting the Salt Cathedral in Zipaquirá.

Mother: The Salt Cathedral? What's that?

Anna: It's a very special place ... it's an underground church, which is in an old salt mine.

Mum: That sounds interesting! I'd love to see some photos.

Anna: I tried to send you some pictures when I was in the mine, but my phone wasn't working because there wasn't any signal.

Mother: Oh, OK. But you took lots of photos, so you can show them to me later.

Anna: Yes, of course, Mum, it was fantastic! I really enjoyed the trip.

Mother: When you didn't answer your phone, your brother was thinking of calling the police! He thought you were in trouble.

Anna: Oh, dear! Don't worry. I'm having a great time here! I promise I'll call you every day or, at least, send you a message.

Mother: That's a great idea. Because while you were having a great time yesterday, we were all very worried! Anyway, enjoy yourself and remember I love you very much! Bye.

Anna: Bye, Mum!

5.  Listen »

(35 minutes) track 64

- Ask: *Did Anna have a good time at the Salt Cathedral? What did she do there?*
- Students read the rubric and the sentences.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to complete the sentences in their notebooks. Repeat if necessary.
- Check the answers.
- Focus on the use of *when* and *while*. Refer to the grammar box on page T145.

Answer Key

- | | |
|---------|----------|
| 1. When | 3. When |
| 2. when | 4. While |

6.  Write »

(30 minutes)

- Ask: *What happened to Anna? How was her mum feeling? What did her brother plan to do?*
- Read the rubric and the sentences. Revise *when* and *while*.
- Students do the task in their notebooks.
- Check the answers.

Answer Key

- | | |
|----------|---------|
| 1. While | 4. When |
| 2. When | 5. When |
| 3. While | |

7.  Write »


(30 minutes)

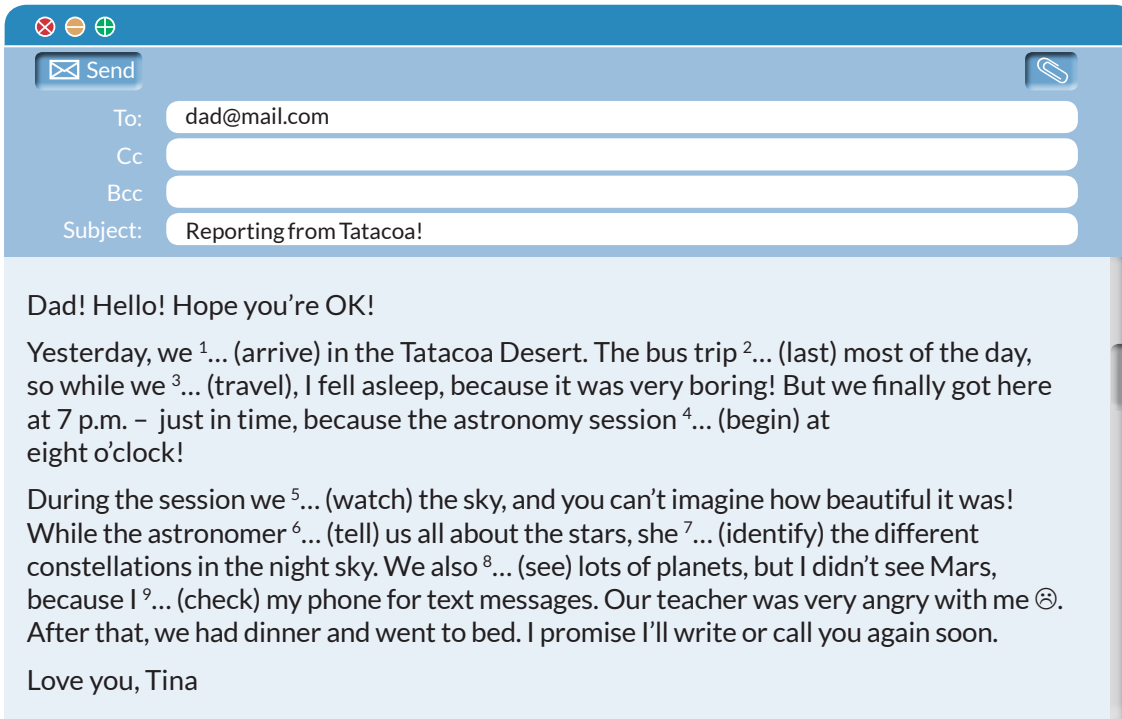
- Revise *when* and *while*.
- Students read the rubric and the stories. Check their understanding of new vocabulary.
- Students complete the stories in their notebooks.
- Check the answers.
- Students take turns to read the stories out loud. Focus on pronunciation and intonation.

Answer Key

- | | |
|----------|----------|
| 1. when | 4. while |
| 2. while | 5. when |
| 3. when | |

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8.  **Read»** Read the email and complete it with the correct form of the verbs in brackets (1-9).




The screenshot shows an email composition window. At the top, there are window control buttons (close, minimize, maximize) and a 'Send' button with an envelope icon. Below that is a 'To:' field with 'dad@mail.com' entered, and empty 'Cc' and 'Bcc' fields. The 'Subject:' field contains 'Reporting from Tatacoa!'. The main body of the email contains the following text:

Dad! Hello! Hope you're OK!

Yesterday, we ^{1...} (arrive) in the Tatacoa Desert. The bus trip ^{2...} (last) most of the day, so while we ^{3...} (travel), I fell asleep, because it was very boring! But we finally got here at 7 p.m. – just in time, because the astronomy session ^{4...} (begin) at eight o'clock!


During the session we ^{5...} (watch) the sky, and you can't imagine how beautiful it was! While the astronomer ^{6...} (tell) us all about the stars, she ^{7...} (identify) the different constellations in the night sky. We also ^{8...} (see) lots of planets, but I didn't see Mars, because I ^{9...} (check) my phone for text messages. Our teacher was very angry with me ☹️. After that, we had dinner and went to bed. I promise I'll write or call you again soon.

Love you, Tina

9.  **Write»** Imagine you are on a trip. Write an email explaining what you did yesterday. Use the model in exercise 8 to help you.

Dear Mum and Dad,

Yesterday we arrived in San Agustín, in the Department of Huila. It was a long bus trip, but while we were travelling, I

10.  **Speak»** Work with a partner. Think about the most exciting or interesting place you know in Colombia and prepare a class presentation on it. Include these points:

where the place is: give details
what you can do there
best time to visit
personal recommendations



8.  **Read »**

(35 minutes)

- Students read the rubric. Ask: *What is an email? A message sent from one computer to another. It's free, but you need an email account.*
- Revise the past simple versus the past continuous.
- Ask: *Where is the Tatacoa Desert? What can you see and do there?*
- Students read the email. Check their understanding of new vocabulary.
- Students complete the email in their notebooks.
- Check the answers.

Grammar Box:

Past simple and past continuous: when and while

We often use the past simple and the past continuous together. In this case, the **past continuous** describes a longer continuous action or situation and the **past simple** describes an event or action that interrupts the longer action.

We use the **past simple** after **when** and the **past continuous** after **while**:

A group of people **were praying** when I **arrived** at the cathedral.
 continuous interruption
 action

While we **were visiting** the Cathedral, it **started** to rain.
 continuous interruption
 action

We use **while** with the **past continuous** to talk about actions that were in progress at the same time:

While I was taking some pictures, some people **were praying**.

Write on the board:

She **was talking** to her mother **when** the phone **rang**.
 past action in interruption
 progress

While they **were waiting** for him, they **discussed** their plans for the weekend.
 past action in interruption
 progress

While I was studying, my mum **was watching** TV and my dad **was cooking**.
 past actions happening at the
 same time

Answer Key

1. arrived
2. lasted
3. were travelling
4. began
5. watched
6. was telling
7. identified
8. saw
9. was checking

10.  **Speak »**

(40 minutes)


- Ask: *What do you think is the most exciting place in Colombia? And the most interesting? Why? Write students' suggestions on the board.*
- Students read the rubric and the points to include. Check understanding.
- In pairs, students prepare their presentations. Monitor and help with new vocabulary and expressions.
- Students do their presentations for the class. Assess spoken production.

9.  **Write »**

(30 minutes)

- Brainstorm places in Colombia students would like to visit. Write their suggestions on the board. Include the places that come up in this lesson: Zipaquirá, Las Lajas, San Agustín and Tatacoa Desert.
- Ask: *Why do you want to visit these places? What can you do and see there?*
- Students read the rubric. Refer them to the model email in exercise 8.
- Students write the email in their notebooks. Monitor and help them with new vocabulary and expressions.
- Volunteers read out their emails.
- Collect students' notebooks and correct their work. Assess their written production.

Preparing Your Task » The Colombian Caribbean

1.  **Read»** Read the information in the charts. Answer the questions (1–6).


Barranquilla: The Golden Gate of Colombia	
Location and importance	Colombian Caribbean coast / very important
Year founded	Between 1627 and 1637
Area covered	154 km ²
Weather	Hot: 27–33°C
Population	Approx. 1.38 million
Things to visit	The Carnival of Barranquilla

Santa Marta	
Location and importance	Colombian Caribbean coast / very important
Year founded	1525
Area covered	55.10 km ²
Weather	Hot: 23–32°C
Population	Approx. 432,000
Things to visit	Sierra Nevada, Parque Tayrona, Quinta de San Pedro Alejandrino



1. Where are Barranquilla, Santa Marta and Cartagena?
2. When were the towns founded?
3. How big are the towns?
4. What's the weather like in the towns?
5. How many people live in the towns?
6. What things can you visit in the towns?

Cartagena	
Location and importance	Colombian Caribbean coast / very important
Year founded	1533
Area covered	709 km ²
Weather	Hot: 30–33°C
Population	Approx. 1 million
Things to visit	The Historic Centre, the City Wall, La Popa Convent and Rosario Islands

2.  **Write»** Complete the sentences (1–5) with the correct form of the words in brackets.

1. Santa Marta, Barranquilla and Cartagena are *the most important* (important) cities on the Colombian Caribbean coast.
2. Santa Marta is ... (old) city on the Caribbean coast.
3. Cartagena is ... (large) city of the three.
4. Barranquilla is ... (crowded) city.
5. Santa Marta is ... (warm) city.

1.  **Read »**

(40 minutes)

- Students look at the map.
Ask: *What coast is this?* The Colombian Caribbean coast.
What departments are in this area? What cities are in this area? What do you know about these places?
- Students read the rubric and the information in the charts. Check their understanding of new vocabulary.
- Students answer the questions.
- Check the answers.

Answer Key

1. They are on the Colombian Caribbean coast.
2. Barranquilla was founded between 1627 and 1637, Santa Marta in 1525, and Cartagena in 1533.
3. Barranquilla is 154 km² big, Santa Marta is 55.10 km² big, and Cartagena is 709 km² big.
4. In the three cities, the weather is hot.
5. 1.38 million people live in Barranquilla, 432,000 in Santa Marta, and 1 million in Cartagena.
6. In Barranquilla, you can visit the Carnival; in Santa Marta, Sierra Nevada, Parque Tayorna and Quinta de San Pedro Alejandrino; and in Cartagena, you can visit the Historic Centre, the City Wall, La Popa Convent and Rosario Islands.

2.  **Write »**

(25 minutes)

- Students read the rubric and the sentences. Refer them to the information in the charts in exercise 1.
- Students complete the task in their notebooks.
- Check the answers.
- Ask: *What else do you know about these cities?*


Answer Key

1. the most important
2. the oldest
3. the largest
4. the most crowded
5. the warmest

Extra Activity (5 minutes)

In pairs, students compare and contrast their home town with Barranquilla, Santa Marta and Cartagena. Volunteers present their answers to the class.

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3.  **Speak »** Study the information in exercise 1 for one minute. Then ask questions to test your partner. Use the words in the box to help you.

crowded large interesting hot old

Which is the oldest city?

The oldest city is ...

65

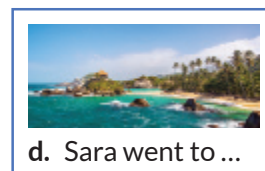
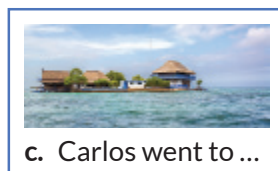
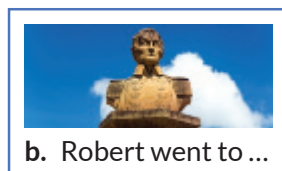
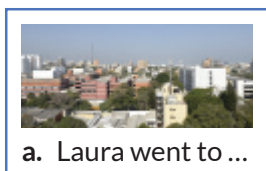
4.  **Listen »** Listen and complete the notes (1-8). Listen again and say where the speakers went (a-d).


Speaker 1: I went to the ¹... party. People were wearing the ²... costumes. And the ³... bands in Colombia were playing.

Speaker 2: I went to the place where Simón Bolívar died. It was the ⁴... place I've ever visited!

Speaker 3: I went diving and I saw the ⁵... fish. The sea life is the ⁶... in that area!

Speaker 4: I learned a lot about the Tayona culture, which is one of the ⁷... cultures in Colombia. I think the countryside there is the ⁸... I've ever seen.



5.  **Write »** Choose one of the three places: Barranquilla, Santa Marta or Cartagena. Do some research and find out more information about the town. Write a paragraph about why you chose this town.

I chose ... In my opinion ... is the most interesting city because ... It is also the ... city. The most exciting things to do there are visiting the museums, going to the beach ...

Final task activity!

6.  **Read »** Read the text and answer the questions (1-4).

The most famous carnival in Colombia takes place in Barranquilla. From January to February, people from all over the world come to the most colourful celebration in the country. People dance and dress up as *marimondas* and *monocucos* ... It's the funniest festival to watch!

At the carnival, there are parades, concerts and other activities. There is even a carnival for kids! The biggest dance celebration in the country also takes place here! People dance cumbia, which is the most typical Colombian dance rhythm. And, of course, the carnival has a king and a queen. All big celebrations should have them!

1. When is the Barranquilla carnival?
2. Do only local people go to the carnival?
3. What kinds of things take place during the carnival?
4. Why do you think people enjoy going to carnivals?

3.  **Speak »**

(30 minutes)

- Students read the rubric and the example. Check their understanding.
- Divide the class into two groups. Group 1 writes as many questions as they can about the information in exercise 1 in one minute. Group 2 has one minute to study (and remember!) the information in exercise 1.
- Put students in pairs to do the task: Student A from Group 1 and Student B from Group 2.
- Monitor and assess their oral production.
- Ask follow-up questions: *Which is the most crowded city? And the least crowded? Which is the oldest city? And the newest?*

4.  **Listen »**

(25 minutes) **track 65**

- Students look at the pictures. Ask: *Where are these places? Why are they famous? Do you think these places are important? Why?*
- Students read the rubric and the notes. Check their understanding of new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to complete what the speakers say in their notebooks.
- Check the answers.
- Play the audio track again. Students do the second part of the task in their notebooks.
- Check the answers.

Answer Key

1. most incredible
 2. most beautiful
 3. best
 4. most interesting
 5. most amazing
 6. most spectacular
 7. most fascinating
 8. most beautiful
- a. Barranquilla
 - b. (the) Quinta de San Pedro
 - c. (the) Rosario Islands
 - d. Tayrona National Park

Audio Script

65

Laura: Last week I went to Barranquilla to the most incredible party. It was carnival! People were wearing the most beautiful costumes. And the best bands in Colombia were playing in the streets.

Robert: The last trip I went on was to the place where Simón Bolívar died – the Quinta de San Pedro! It was the most interesting place I've ever visited!

Carlos: I went diving in the Rosario Islands last weekend. While I was diving, I saw the most amazing fish! The sea life near the islands is the most spectacular in that area!

Sara: I went to Tayrona National Park last summer and I learned a lot about the Tayrona culture, which is one of the most fascinating cultures in Colombia. I think the countryside there is the most beautiful I've ever seen.

5.  **Write »**

(30 minutes)

- Ask: *What have you learned about Barranquilla, Santa Marta and Cartagena? Are they important cities? Why? In what ways are they similar? And different?*
- Students read the rubric and choose a town.
- Students do some research about the town they chose, either at home or in the library.

- Students write their paragraphs in their notebooks. Remind them to include as much detail as possible.
- Volunteers read their paragraphs out loud to the class.
- Collect students' notebooks and correct their work. Assess their written production.

6.  **Read »**

(30 minutes)

- Ask: *What do you know about the Carnival of Barranquilla?*
- Students read the rubric and take turns to read the text out loud. Check their understanding of new vocabulary.
- Students answer the questions in their notebooks.
- Check the answers.

Answer Key


1. From January to February.
2. No. People from all around the world come to the carnival.
3. Parades, concerts and other activities.
4. Students' own answers

Extra Activity (5 minutes)


Ask: *What are monocucos and marimondas? They are traditional costumes of the Carnival of Barranquilla. When people wore these costumes, everyone looked the same, so there was no distinction between the rich and the poor during the carnival.*

Students invent and design their own *monocuco* or *marimonda* and explain what they represent.

66

7.  **Listen »** Listen and put the events (1-5) in the correct order.

1. The family was going back to the hotel, but Mrs Gómez got sick.
2. The family met the carnival queen.
3. Mr Gómez and his wife were watching the dancers, singers and musicians, while their children were watching the flower show.
4. Mr Gómez was checking in, while his son was looking on the internet for activities to do.
5. On the first day, they arrived at their hotel in Barranquilla in the afternoon.

8.  **Write »** Look at the photos of the carnival (1-4) and write sentences about what the people were doing.



1



3


These children were ...



2



4

9.  **Speak »** Tell your class about your favourite, or an important, festival or celebration. Use the ideas (1-6) to help you.

1. Name of festival/celebration
2. When people celebrate it
3. Most interesting activities to do
4. Most exciting things to do
5. Special food
6. Special dances or music

21st Century Skills

• Communicating

What do you think about the festivals/celebrations that your classmates describe?

The most important festival in Villa de Leyva is the Kite Festival which takes place in August. People from Bogotá, Medellín and other cities come to the town. The most interesting activity is the kite contest. People design wonderful kites and fly them ...

7.  **Listen »**

(25 minutes) **track 66**

- Brainstorm what you can see and do during a carnival. Write students' suggestions on the board. Ask: *What celebrations or festivals take place in your home town? When are they? How long do they last? What kind of activities are there to do?*
- Students read the rubric and the events. Check their understanding of new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to complete the task in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

5, 4, 3, 2, 1

Audio Script

66

We had a terrific week in Barranquilla during carnival, which is the most important celebration in Colombia. We saw lots of parades, went to lots of concerts and enjoyed the performances of the Colombian *comparsas*. *Comparsas* are groups of singers, dancers and musicians that take part in carnivals. We arrived in the afternoon, and while I was checking into the hotel, my son was looking on the internet for different activities to do there.

During the first day, while my wife and I were watching the *comparsas*, my son and my daughter were watching the flower show. In the afternoon, we went to the carnival queen ceremony. And we actually met the carnival queen – she was lovely and very friendly. That night, while we were walking back to the hotel, my wife got sick and we stopped at a chemist's. Luckily, she was fine the next day!

8.  **Write »**

(30 minutes)

- Students look at the pictures. Ask: *Which do you think is the most interesting activity? Which is the most fun? Which is the most exciting?*
- Students read the rubric and do the task in their notebooks. Monitor and help them with new vocabulary and expressions.
- Check the answers.
- Ask: *What do you think about these activities? Would you like to participate in any of them? Why?/Why not?*

9.  **Speak »**

(25 minutes)

- Brainstorm Colombian festivals and celebrations. Write students' suggestions on the board, e.g. the Carnival of Barranquilla, White and Black Carnival in Pasto, Bambuco Festival in Neiva, the Feria de Cali, the Feria de Manizales, etc.
- Ask: *What kinds of things can you do at these festivals?* Write students' suggestions on the board. Use a mind map to separate the activities into different categories.
- Students read the rubric and the ideas.
- Students make notes for their presentations. Monitor and help them with new vocabulary and expressions.
- Students give the presentations in class. Assess their oral production.

Extra Activity (10 minutes)

In groups, students invent their own festival or celebration. They should include when and where, types of activities, music, food, etc. Students present their festivals to the class.

**21st Century Skills
Communicating**

Advise students about the importance of being respectful about other people's opinions. Tell them that discussing ideas is important within the limits of respect: never attacking the person, but supporting or finding a different point of view regarding an idea. Discussions should lead to agreements and negotiations, not violence. Tell them not to take it personally when somebody disagrees with an idea they have.

module 4 // Check Your Progress

Check Your Progress

1.  **Write»** Read the fact files and answer the questions (1–4).

POPAYÁN
 Population: about 227,000
 Area: 483 km²
 Average temperature: 21°C
 Founded: in 1537
 Celebrations: Easter
 (Holy Week)


PASTO
 Population: about 280,000
 Area: 1,181 km²
 Average temperature: 13°C
 Founded: in 1539
 Celebrations: Black and
 White Carnival

VALLEDUPAR
 Population: about 350,000
 Area: 4,493 km²
 Average temperature: 32°C
 Founded: in 1550
 Celebrations: The Legend of
 Vallenato Festival

- Which city has the biggest population?
- Which city is the biggest?
- Which city is the hottest?
- Which city is the oldest?


I can compare characteristics of cities. ✓

Very well	
Quite well	
With difficulty	

2.  **Speak»** Work with a partner and answer the question.

- In your opinion, which is the most interesting city in Colombia? Why?

67

3.  **Listen»** Listen and choose the correct options (a, b or c).

- While Robert was cleaning his room, his brother ...
 - was eating a sandwich.
 - was washing the dishes.
 - was playing on his mobile phone.
- While María was doing her homework, her mother ...
 - was helping her father with the chores.
 - was reading a book.
 - was talking on the phone.
- While Carlos was packing for his trip, John ...
 - was making their hotel reservations.
 - was buying things for their trip.
 - was taking some photos.
- While Lucía's mother was watching a movie, Lucía ...
 - was playing some videos.
 - was listening to some music.
 - was talking to a friend.

I can express an opinion about lifestyles in cities. ✓

Very well	
Quite well	
With difficulty	

I can talk about activities in the past. ✓

Very well	
Quite well	
With difficulty	

1.  **Write »**

(20 minutes)

- Students read the rubric, the information about the cities and the questions.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. Valledupar
2. Valledupar
3. Valledupar
4. Popayán

2.  **Speak »**

(15 minutes)

- Students read the rubric and do the task in pairs.
- Allow enough time for students to do the task.
- Monitor and assess their oral production.
- Students complete the self-assessment section.

3.  **Listen »**

(20 minutes) **track 67**

- Students read the rubric and the statements.
- Play the audio track. Students listen and decide which answers are correct (a, b or c).
- Play the audio track again for students to check their answers.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. b 2. c 3. a 4. b

Audio Script

67

1

Boy: Yesterday, while I was cleaning my room, my brother was washing the dishes. My mother thought he was playing on his mobile phone, but he wasn't. After I cleaned my room, I had a sandwich.

2

Girl: My mother was talking on the phone while my father was helping me to do my homework. Then I read a book while my father did the chores.

3

Man: While I was packing for our trip, John was making our hotel reservations. He also made a list of things we needed to buy for our trip and found our camera so we could take photos.

4

Girl: Yesterday evening, while my mother was watching a movie, I was listening to some music. I wanted to play some video games with my friend, but that wasn't possible.


Unit » 3

Wonderful Cultures

» Objectives

- » I can talk about experiences.
- » I can compare cultures with my own.
- » I can express points of view.

In Context » Great Experiences

1.  **Read »** Read the descriptions of different traditional dishes (1–4) and match them to the pictures (a–d).

If you like food, you'll love these fabulous recipes for traditional dishes from around the world.

1. *Chilaquiles* is a typical Mexican dish and the ingredients are corn tortillas, cheese, hot chilli sauce, and beef or chicken. I've only **made** them **once**, but they were wonderful! If you like spicy food, you'll love *chilaquiles*!
2. **Have** you ever **tried** Spanish potato omelette? To make this simple but delicious dish you just need eggs, potatoes, onions and olive oil. Fry the potatoes and onions slowly, then add the eggs. Finally, put all the ingredients back in the frying pan and slowly fry again. My family loves it; in fact, I've **made** it for breakfast **twice** this week!
3. **Have** you **ever** eaten delicious spaghetti carbonara? This classic Italian dish is quick and easy to make. You just need spaghetti, eggs, bacon and cheese. I usually **make** spaghetti carbonara **three times** a week and everyone loves it!
4. **Has** anyone **ever** **said** to you, 'British food is horrible!?' Well, that's because they've never **tried** cottage pie! This traditional British dish is simply delicious. To make it you need minced meat, mashed potatoes and cheese – some people add carrots and peas as well. I've **made** it lots of times because it's one of my favourite dishes!

a.



b.




c.



d.



2.  **Listen »** Listen and say which traditional dish in exercise 1 the speakers (1–4) are describing.

Speaker 1:...

Speaker 2:...

Speaker 3:...

Speaker 4:...

Unit » 3 Wonderful Cultures

Unit Objectives

Basic Standards of Competences	<p>Produce a short descriptive text to express peoples' differences in their customs and traditions orally and in writing.</p> <p>Exchange information about traditions and characteristics of people and places based on questions and answers.</p> <p>Identify phrases and expressions to express opinions and points of view in short descriptive texts.</p> <p>Produce a short descriptive text to describe cultural differences orally and in writing.</p>
Vocabulary	Countries; Languages; Typical food; Celebrations
Grammar	Present perfect; <i>Ever/never</i> ; Present perfect vs present simple; <i>Usually</i>

1. Read »

(35 minutes)

- Ask: *What is your favourite food? Can you name any typical Colombian dishes? Which ones? Have you ever eaten typical Mexican, Italian, Spanish or British dishes? Which ones?*
- Students look at the pictures. Ask: *Do you know what these dishes are? Where are they from? Have you eaten any of these dishes?*
- Students read the rubric and take turns to read the descriptions out loud. Check their understanding of new vocabulary.
- Students do the task.
- Check the answers.

Grammar Box: Present perfect

We use the **present perfect** to describe actions that started at some point in the past and continue in the present, or to describe something we have often done in the past and continue to do.

We use **non-specific time** expressions with the present perfect, e.g. *just, once, twice, never*.

We form the present perfect with **have/has + past participle**.

Write on the board:

Have you ever tried Spanish potato omelette? (Question)

I have eaten spaghetti carbonara twice this week. (Affirmative)

She hasn't cooked cottage pie this week. (Negative)

2. Listen »

(30 minutes) track 68

- Students read the rubric. Refer them to the dishes in exercise 1 and revise the names.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to write their answers in their notebooks. Repeat if necessary.
- Check the answers.

Answer Key

1. Spanish potato omelette
2. Cottage pie
3. Chilaquiles
4. Spaghetti carbonara

Audio Script

68


Speaker 1: My favourite food is potatoes and eggs, so this dish is perfect for me! I usually have it for breakfast, but I've also eaten it for lunch, too!

Speaker 2: I really love this dish, especially when my mother makes it! She always puts in lots of carrots, but no peas ... peas are not my favourite vegetable! And my mother's mashed potato is the best!


Speaker 3: I'm a big fan of hot spicy food, so I love these! I prefer the chicken ones, because I don't really like beef very much.

Speaker 4: I love pasta, all kinds of pasta and I hate cooking, so this dish is perfect for me because it's simple and easy to make.

module 4 // Unit 3

3.  **Write»** Think of your five favourite Colombian dishes. Then, ask some of your classmates questions to complete the food survey.

	Name of student: Andrés	Name of student: Camilo
Have you ever tried coconut rice pudding?	Yes, he has.	
Have you ever made it?		No, he hasn't.

4.  **Speak»** Present the results of your survey to your class.

Andrés has eaten coconut rice pudding and Colombian meat pies, but he hasn't eaten sancocho. Camilo's never eaten ...

21st Century Skills

• Media Literacy

Use surveys to find out people's opinions or experiences.

5.  **Read»** Read the article and choose the correct options (1–8).

Lots of tourists come to Colombia every year, and we asked one of them why they've **chosen** to come to our country on holiday. Ariana is from California in the USA and this is what she had to say:

Hey, everybody! I came to Colombia because I wanted to learn more about its culture and people. I've **been** here now for two weeks and I've **fallen** in love with this amazing country! I've eaten some wonderful food, for example, sancocho and coconut rice pudding, which is the most delicious dessert I've **ever tasted!**

But I **haven't spent** all my time eating, I've also **done** lots of other things! I've **danced**

to some amazing Colombian rhythms, for example, the cumbia and the vallenato, and I've **been** to some great rock concerts, too.

I've also **visited** a lot of different historical monuments and museums and I've **learned** a lot about Colombian history. I've **had** a brilliant time and the most important thing is that I've **met** some wonderful people.

The Colombian people are all so friendly!

1. Ariana is on holiday in **Colombia / the USA**.
2. She arrived two **days / weeks** ago.
3. She **loves / hates** Colombian desserts.
4. She **likes / doesn't like** going dancing.
5. She **likes / doesn't like** Colombian rock music.
6. She **is / isn't** interested in the history of Colombia.
7. She **is / isn't** enjoying herself.
8. She **likes / doesn't like** the people she's met.

Study Tip

Sometimes the words in the questions are not the same as the words in the text. Always read the questions carefully and identify the part of the text they refer to.

3.  **Write »**
(35 minutes)

- Students read the rubric. Check their understanding of *survey*: a survey is a set of questions that you ask people to find out their opinion on a topic.

21st Century Skills
Media Literacy

A survey is a very important tool for research. It helps to know people's opinion on a certain topic, either if it is an opinion or experience. Tell students that surveys are used in media. Journalists and researchers ask people questions on the phone, by email, on the internet or in person. They study people's answers and come to conclusions.

- Brainstorm typical Colombian dishes and write students' suggestions on the board, e.g. ajiaco (Bogotá), carimañolas (Atlantic coast), lechona (Tolima), mamona (Orinoquía), bandeja paisa (Antioquia and Caldas), pepitoria (Santander). Bring in pictures of these dishes and show them to the students.
- Students make a list of their favourite dishes and complete the survey. Refer them to the example questions.
- Monitor and assess their oral production.

4.  **Speak »**
(30 minutes)

- Students read the rubric. Refer them to the results of their class survey in exercise 3.
- Students analyze their survey and count how many people have/haven't eaten or made the dishes, etc.
- Students present their findings to the class. Encourage students to use visual aids to show their results.
- Monitor and assess their oral production.

5.  **Read »**
(35 minutes)

- Ask: *What do you like most about Colombia?* Ask about places, culture, food, music, climate, etc. Write students' suggestions on the board.
- Students read the rubric and take turns to read the article out loud. Check their understanding of new vocabulary.
- In pairs, students do the task and write the correct sentences in their notebooks.
- Check the answers.

Answer Key


- | | |
|-------------|----------|
| 1. Colombia | 5. likes |
| 2. weeks | 6. is |
| 3. loves | 7. is |
| 4. likes | 8. likes |

Study Tip

Tell students that an important part of understanding a text is expressing their ideas about it in their own words. To do so, they can use similar words or ideas. Tell them that it is very important to read carefully to completely understand what a text is trying to tell us. Mention some examples from the reading: *I've been here for two weeks* is the same thing as *I arrived here two weeks ago*. Help students to express other ideas in different ways.


Extra Activity (5 minutes)

Students read the article again and identify the past participles. In their notebooks, they write a list of the past participles and their infinitives, e.g. *been - be*.

6.  **Write»** Complete the questions (1–7) for the answers.

- | | |
|---|---|
| 1. Why have you come to Colombia?
I've come to Colombia on holiday. | 5. What places ...?
I've visited some monuments and museums. |
| 2. How long ... here?
I've been here for two weeks. | 6. ... a good time in Colombia?
I've had a great time in Colombia! |
| 3. What food ...?
I've eaten traditional Colombian food. | 7. ... any Colombian friends?
I've made lots of Colombian friends! |
| 4. What other things ...?
I've danced and I've been to concerts. | |

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7.  **Listen »** Listen and identify the things (a–f) the speaker has done during her trip.



a



b



c




d



e



f

8.  **Write»** Complete the tweets (1–4) with the correct form of the words in brackets.

- I've never ... (see) such amazing countryside as this! In love with #Colombia <3
- I've ... (listen) to Colombian music all morning. I want to sing cumbias #LoveMusic
- My new friends and I have ... (laugh) all day. They're really funny people! #BestFriends
- Colombia has the greatest music! I've ... (dance) like crazy this morning!!
I've ... (have) an amazing time here. I'll never forget you, #Colombia!!


9.  **Speak »** Play *Find Someone Who*. Use the ideas in the box and add your own.

Find someone who ...

- has danced to vallenato music
- has cooked food at home
- has listened to Colombian rock music
- has travelled to different places in Colombia

Have you danced to vallenato music?

Yes, I have!

6.  **Write »**
(30 minutes)


- Students read the rubric and the questions and answers.
- Draw their attention to the answers. Ask: *What tense are the answers in?* Present perfect.
- Revise how to form questions in the present perfect. Refer to the grammar box in exercise 1.
- Students complete the questions in their notebooks.
- Check the answers.

Extra Activity (15 minutes)

Students read the article in exercise 5 again and write more questions and answers about it. Students role-play an interview. Student A is a journalist and asks the questions. Student B answers the questions.

Answer Key

1. have you come to Colombia
2. have you been
3. have you eaten
4. have you done
5. have you visited
6. Have you had
7. Have you made

7.  **Listen »**
(35 minutes) **track 69**

- Students look at the pictures. Ask: *Which of these things have you done? Have you been to a museum or visited a beautiful town or village? Have you been to a shopping centre or to a restaurant with friends? Have you been to the beach? Have you played tennis?*
- Students read the rubric. Check their understanding.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to do the task. Repeat if necessary.
- Check the answers.

Answer Key

Students should identify the pictures of the beautiful town, the museum, friends eating together and beach football.

Audio Script

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Hi from Colombia! I've been here for nearly a week now and I've loved every moment! I've seen some beautiful towns and villages; I've also played football on the beach and I've met some wonderful people! My new friends have made me some amazing food and taken me to lots of interesting places – we went to a great museum yesterday! They are the nicest people I've met for a long time! I've got to go! They're calling me! Bye!

8.  **Write »**
(35 minutes)

- Brainstorm ideas on social networks and write students' suggestions on the board. Ask: *What social networks do you use? What kind of things do you post? Do you post how you are feeling or what you are doing? Do you share photos and music?*
- Students read the rubric and the tweets. Check their understanding of new vocabulary.

**21st Century Skills
Technology Literacy**

In social networks, people use the hashtag symbol (#) to identify a specific topic. All the statuses or messages that are identified with the same hashtag become popular and people can search opinions in their social networks by using the hashtag topic, which can be one or several words without spaces between them (for example, #Maths or #SchoolTripsToday). Ask students to identify the hashtags from the exercise and suggest they write messages using their own hashtags.

- Students complete the tweets in their notebooks.
- Check the answers.
- Ask students to write their own personal messages about their favourite things in Colombia. Finally, display them around the classroom.

Answer Key

1. seen
2. listened
3. laughed
4. danced, had

9.  **Speak »**
(35 minutes)

- Ask: *Have you ever played 'Find Someone Who'?* Explain the rules: you ask questions to find someone who has done an action. Ask: *Have you ever danced to vallenato music?* Write the names of the students who have done this on the board.
- Students read the rubric and the ideas. Brainstorm some more ideas and write them on the board.
- Students write at least ten questions in their notebooks. Monitor and help them with new vocabulary and expressions. Monitor and check the use of questions in the present perfect.
- Students play the game. Monitor and assess their oral production.

Expanding Knowledge » Cultural Diversity

70

1. Listen »

Listen to people talking about countries they've visited and choose the correct options (1-4). Then find the countries on the map.

1. This year I've been to *the USA, Spain and Mexico* / *the USA, Spain and Argentina*.
2. On this tour I've been to *Brazil, Argentina and Peru* / *Mexico, Argentina and Brazil*.
3. On this trip I've been to *England, South Africa and Egypt* / *Egypt, South Africa and Australia*.
4. This year, I've been to *Thailand, Malaysia and China* / *China, Japan and Thailand*.



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70

2. Listen »

Listen again and choose the correct answers (a, b or c).

1. Speaker 1 ate the best food in ...
a. Spain b. Mexico c. USA
2. Speaker 2 thinks the nicest people he's met are from ...
a. Brazil b. Argentina c. Mexico
3. Speaker 3 saw the strangest animals in ...
a. South Africa b. Australia c. Egypt
4. Speaker 4 loved relaxing on the beach in ...
a. China b. Thailand c. Japan

21st Century Skills

• Social Skills

What interesting places or countries have you been to?
Would you like to visit a different country one day?
Why? / Why not?

1.  Listen »

(40 minutes) track 70

- Students read the rubric and the statements. Check their understanding.
- Ask: *What do you know about the countries mentioned in the statements? What languages do the people speak there? Can you name any typical dishes from these countries?*
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to do the task. Repeat if necessary.
- Check the answers.
- Students locate the countries on the map.

Answer Key

1. the USA, Spain and Mexico
2. Mexico, Argentina and Brazil
3. Egypt, South Africa and Australia.
4. China, Japan and Thailand

Audio Script

70

Speaker 1: So far this year, I've been to the USA, Spain and Mexico. I loved the USA and Spain, but the place I liked the most was Mexico ... the food was incredible! Spicy and very hot! Next week, I'll be in Argentina, I'm really excited!

Speaker 2: This tour has been incredible! Mexico and Argentina were wonderful. But the country I liked the most was Brazil. They are some of the nicest people I've ever met! Before I went to Brazil, my favourite people were the Peruvians.

Speaker 3: What can I say about this trip? Everything I've experienced so far has been awesome! Egypt and South Africa were fabulous, but Australia was the best! They have the strangest animals there. I wanted to take a kangaroo home to England, but my parents said no.

Speaker 4: I've discovered wonderful places around the world! This year, I've been to China and Japan, which were great. But the best place was Thailand – the beaches there are so white and clean. I loved relaxing on the beach and listening to the waves of the sea. I want to go to Malaysia next.

2.  Listen »

(40 minutes) track 70

- Ask: *What countries did the speakers visit? Write their answers on the board. Refer students to exercise 1.*


21st Century Skills
Social Skills

Lifestyles vary from country to country – different weather, clothes, food, traditions, etc. Tell your students that trying to approach new lifestyles and understand them will help them to be more tolerant and to respect other ways of life. Discuss with your students the importance of interacting with people from different parts of the country and the world.

- Students read the rubric and the statements.
- In pairs, students try and answer the questions based on what they remember.
- Play the audio track for students to do the task. Repeat if necessary.
- Check the answers.
- Ask follow-up questions: *Which country/countries do you think are the most interesting? Why?*

Answer Key

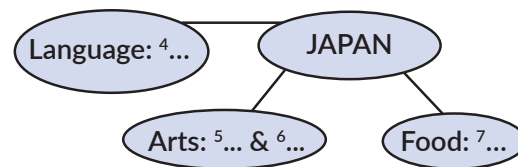
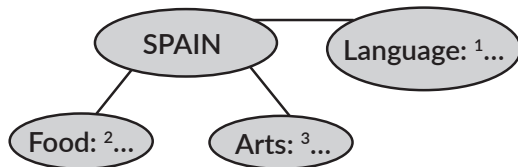
1. b 2. a 3. b 4. b


3.  **Read»** Read the texts and complete the mind maps (1-7) with the missing information.

Hello and welcome to Spain, a country that has a rich history and culture. Have you tried any of our food? Well, one of our most popular dishes is *paella*, a delicious rice dish made either with seafood or meat and vegetables. Have you heard any of our traditional music? Flamenco is great for dancing to, but you have to practise a lot if you want to do it well. Oh, and by the way, did you know that we speak Spanish here? *Bienvenidos, amigos!*



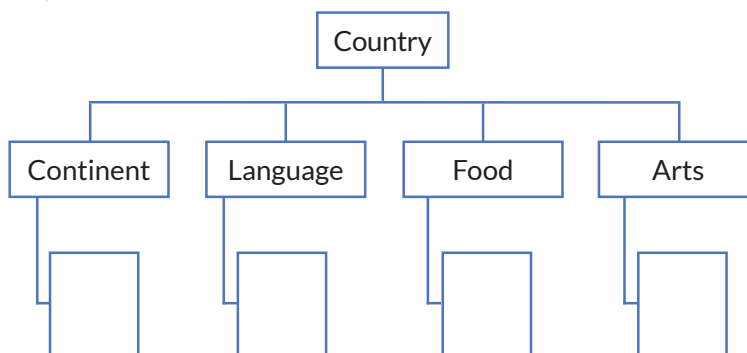
Konnichiwa means hello in Japanese! Come and discover amazing Japan, where ancient traditions live side by side with the latest technology. Visitors to Japan love *kabuki*, our traditional theatre plays that combine song, dance and drama. If you like literature, you'll love our famous poems, *haikus*. And visitors to Japan must try our delicious dishes made with vegetables and fish. You're going to like them a lot!




4.  **Write»** Work with a partner. Choose two countries from the box and find out more information about them. Then complete the mind map.

- | | | | |
|-----------|--------|-----------|--------------|
| Egypt | Mexico | China | the USA |
| Thailand | Brazil | Argentina | South Africa |
| Australia | Spain | Japan | the UK |

Study Tip
Organize difficult topics into smaller ideas to understand them more easily.



5.  **Speak»** With your partner, give a presentation to your class about the countries you researched in exercise 4.

In Brazil, people speak Portuguese.
The food in Brazil is ...

3.  **Read »**

(40 minutes)

- Students read the rubric and the categories in the mind maps. Remind them what a mind map is – a tool to categorize ideas.
- Ask: *What do you know about Spain and Japan?* Write students' answers on the board.
- Students read the texts. Check their understanding of new vocabulary.
- Students complete the mind maps in their notebooks.
- Check the answers.
- Ask follow-up questions: *What new things have you learned about Spain and Japan?*

Answer Key

1. Spanish
2. Paella
3. Flamenco
4. Japanese
5. Kabuki
6. Haikus
7. Vegetables and fish

4.  **Write »**

(35 minutes)

- Students read the rubric and the mind map. Check their understanding.
- In pairs, students choose two countries and do some research about them. Encourage students to go to the library or use the internet.
- Students design mind maps to show what they have learned about the countries: language, food and arts (music, literature, theatre, festivals, etc.).


Study Tip

In order to understand complex topics more easily, organizing them into smaller ideas can be very useful. Help students to explore and understand different topics using this technique.

5.  **Speak »**

(35 minutes)

- Bring (or ask students to bring from home) the following items: marker pens, coloured pencils, large pieces of cardboard, glue, pictures of the countries from exercise 4.
- Students read the rubric and work with the same partner as in exercise 4.
- Students make a poster to use as a visual aid for their presentations.
- Students prepare their presentations.
- Students present their research to the class. Monitor and assess their oral production.

6.  **Read»** Read the blog and decide if the statements (1–6) are true or false. Correct the false statements.

My new life in Japan – Camila’s Blog

Since we moved here three months ago, life in Japan has sometimes been difficult, but it’s also been amazing. The most difficult thing I’ve done up till now has been trying to learn Japanese. Japanese is very complicated to learn, but my teacher says it’s not impossible. I don’t speak it very well yet, but I’m trying to learn as fast as I can.

The Japanese are kind and very respectful. Especially the children, who are always very polite to people who are older than them. People are also very helpful and they like meeting new people. I’ve already made some new friends!

Anyway, it’s time to go to bed now. But tomorrow, I’ll tell you about all the amazing technology I’ve used over the last few months, for example, our fridge talks to us and tells us what food we need to buy!


1. Camila has lived in Japan for a year.
2. She’s found it easy to learn Japanese.
3. She’s had Japanese classes.
4. She’s discovered that Japanese children are polite.
5. She hasn’t made any friends.
6. She’s used some incredible new technology.



7.  **Speak»** Work with a partner and discuss the questions (1–3).

1. What do you think is the most difficult thing about moving to another country?
2. What is the easiest thing?
3. Would you like to live in another country? Why? / Why not?

The most difficult thing, I think, is leaving your old friends behind. The easiest thing is learning the language: I’m good at learning languages ...

8.  **Write»** Imagine your family has moved to a new country. Write a blog post about your experiences. Use Camila’s blog in exercise 6 as a model.

Since we moved here ...
life in ... has sometimes been ...,
but it’s also been ...

21st Century Skills

- Technological literacy

Do you always browse the internet with the help of your parents? Do you share personal information on social networks?

6.  **Read »**

(40 minutes)

- Ask: *Can you remember what a blog is?* Refer them to the blogs in module 2, unit 2.

21st Century Skills
Technological Literacy

Always browse the internet with the help of your parents, but never share personal information on social networks.

- Ask: *What do you know about life in Japan? What kind of food do they eat? Do you know any Japanese traditions?*
- Students read the rubric and take turns to read the blog out loud. Check their understanding of new vocabulary.
- Students read the statements and in pairs decide if they are true or false. Ask them to correct the false statements in their notebooks.
- Check the answers.

Answer Key

1. False. She has lived in Japan for three months.
2. False. Learning Japanese has been difficult.
3. True
4. True
5. False. She has made some new friends.
6. True

7.  **Speak »**

(35 minutes)

- Refer students to the blog in exercise 6. Ask: *What did Camila find easy about living in Japan? What did she find difficult?*
- Students read the rubric and the questions. Check their understanding.
- In pairs, students discuss the questions. Monitor and help them with new vocabulary and expressions.
- Assess their oral production.
- Ask the questions (1–3) to the whole class and write students' conclusions on the board.

8.  **Write »**

(35 minutes)


- Ask: *What country in the world would you most like to live in? Why? What do you think life in that country is like?*
- In pairs, students discuss and make notes about what they think life in that country might be like: language, food, making friends, different customs, etc. Ask: *What do you think it's like to live in that country?*
- Students read the rubric and the example.
- Students write their paragraph in their notebooks. Remind them to organize their ideas logically. Monitor and help them with new vocabulary and expressions.
- Collect students' notebooks and correct their work. Assess their written production.
- Volunteers can read out their paragraphs to the class.

Extra Activity (15 minutes)

Students write about a city or town they would like to live in. They should include a description of the place, what they can do there, why they would like to live there, etc. Students should illustrate their work. Display the descriptions around the classroom.

Preparing Your Task » Celebrate Traditions

71

1.  **Listen »** Listen to Belén talking about a Spanish festival and complete the summary (1–8) with the words in the box.



Belén is from Buñol in Spain, which is famous for ¹...! *La Tomatina* is a Spanish ²... and it's great fun! The whole town takes part.

On the last ³... of August, people throw tomatoes at each other in the ⁴... After the tomato ⁵..., they go home and have a ⁶...! Belén has taken part twice and had lots of ⁷... Next ⁸..., she's going to take part again!


Wednesday	fun
festival	year
fight	shower
streets	tomatoes

2.  **Read »** Read the text.

The Day of the Dead

The Day of the Dead is a traditional Mexican celebration, when people honour and remember their dead family members. Mexicans have celebrated this day for thousands of years, and it dates from the time of the Aztecs. People celebrate the Day of the Dead on 2 November, two days after Halloween. On this day many families go to the cemetery: they clean the graves and decorate them with flowers, candles, and photos and food, and they tell their favourite funny stories about the dead person. *La Calaca*, which is a skull, represents death and is usually made from wood or stone. You can see *calacas* everywhere on the Day of the Dead, and many people also give sugar *calacas* as presents on this day. There are also lots of parties on the Day of the Dead. Many Mexicans paint their faces, wear masks and fancy dress costumes and dance and sing in the streets.

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3.  **Write »** Identify the most important information in the text in exercise 2 and make notes. Then write a summary of the text.

The Day of the Dead is a Mexican festival, which people celebrate on ... There are lots of activities, for example, ...

1.  Listen »

(30 minutes) track 71

- Students look at the pictures. Ask: *What do you think is happening in the pictures? Are the people happy? What do you think they are celebrating?*
- Students read the rubric, the words in the box and the summary. Check their understanding of new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to do the task. Repeat if necessary.
- Check the answers.

Answer Key

- | | |
|--------------|-----------|
| 1. tomatoes | 5. fight |
| 2. festival | 6. shower |
| 3. Wednesday | 7. fun |
| 4. streets | 8. year |

Audio Script

71

Hi! My name's Belén and I'm from a small town in Spain called Buñol. My town is famous for ... tomatoes! Yes, tomatoes! Have you ever heard of *La Tomatina*? It is one of the most famous festivals in Spain and it's definitely great fun! Everybody enjoys it and all the people in Buñol take part. On the last Wednesday of August, people go out into the streets and throw tomatoes at each other. Then, when the tomato fight has finished, we all go home and have a long shower! I've been to the tomato fight twice and each time I've had the time of my life! It's so much fun! Next year, I'm going to take part again!

2.  Read »

(35 minutes)

- Students look at the pictures. Ask: *What can you see in the pictures? Can you name the celebration? Where do you think this celebration takes place?*
- Students read the rubric and take turns to read the text out loud. Check their understanding of new vocabulary.
- Students do the task.
- Check the answers.

Answer Key

- a. 3 b. 4 c. 2 d. 1

3.  Write »

(35 minutes)

- Ask: *In which country do they celebrate The Day of the Dead? When is it? What do people do on this day?*
- Students read the rubric. Revise the definition of a summary – a short text including only the main points of a longer text. Refer them to the text in exercise 2.
- In pairs, students identify the main information in the text and make notes.
- Students write their summary in their notebooks.
- Collect students' notebooks to correct their work.
- Volunteers can read out their summaries to the class.

Extra Activity (10 minutes)

Students write about the similarities and differences between how people celebrate the Day of the Dead in Mexico and how Halloween is celebrated in Colombia.

module 4 // Unit 3

4. **Speak »** Work with a partner and answer the questions (1-2).

1. Do you think these celebrations sound like fun or do you think they sound boring? Why?
2. Have you been to a festival like *La Tomatina* or The Day of the Dead? What were they like?

I've never been to a festival like *La Tomatina*, but I think it sounds like fun because ...

5. **Write »** Think about your favourite Colombian festival or celebration. Then complete the chart with the missing information (1-7).

	Day of the Dead	La Tomatina	Your favourite Colombian celebration
Country	Mexico	Spain	Colombia
When is the celebration or festival?	November	³ ...	⁵ ...
What do people do?	¹ ...	They throw tomatoes at each other.	⁶ ...
What do you think about it?	² ...	⁴ ...	⁷ ...

Final task activity!

6. **Read »** Read the text and complete the chart on the next page.

Hello! I'm Mei, from China. The New Year is coming and I'm so excited! To welcome in the New Year, we **usually** clean our house very well. In this way we say goodbye to the old year and hello to the new one with lots of good positive energy. We **usually** put lots of decorations on the doors of our houses; this year, we've put good-luck sentences on the front door, too. And we've invited our family and friends to our house to eat *jiaozi* (dumplings) and *niangao* (rice cakes).

On New Year's Eve, my parents **usually** give me a red envelope with money in it and they wish me health and good luck with my studies. The next day, we go and watch dragon dance shows and firework displays: I've loved these things ever since I was very young!



4.  **Speak »**

(30 minutes)

- Students read the rubric, the questions and the example. Refer them to the information in exercises 1 and 2.
- In pairs, students discuss the questions. Monitor and help them with vocabulary and expressions.
- Assess their oral production.

5.  **Write »**

(30 minutes)

- Ask: *What typical Colombian celebrations can you name? Where do they take place? When are they? What do they celebrate?*
- Students read the rubric and the chart. Check their understanding.
- Students complete the chart in their notebooks. Refer them to the information in exercises 1 and 2.
- Check the answers.
- Volunteers can tell the class about their favourite Colombian celebration.

Answer Key

1. They honour and remember their dead family members.
3. On the last Wednesday of August

6.  **Read »**

(35 minutes)

- Ask: *Who do you celebrate New Year's Eve with? What kind of food do you eat? What special things do you do?*
- Students look at the pictures. Ask: *Do you know how people celebrate New Year's Eve in China? New Year in China is usually celebrated during February because Chinese people have a different calendar. Take the opportunity to briefly explain the traditional Chinese calendar.*
- Students read the rubric and take turns to read the text out loud. Check their understanding of new vocabulary.
- Students complete the chart in their notebooks. Answer *True, False or No information in text.*
- Check the answers.

Answer Key

1. No information in text
2. True
3. False
4. True
5. No information in text
6. True

Grammar Box: Past simple vs present perfect

We use the **past simple** to talk about finished actions in the past. We use the past simple with specific time expressions, e.g. *last year, yesterday.*

We use the **present perfect** to talk about past actions when we don't know the exact time or to talk about actions that started in the past but haven't finished. We use the present perfect with non-specific time expressions, e.g. *for, twice, ever.*

Write on the board:

Sole went to China last year. She's been to China three times.

We've lived here for a year. We moved here in 2015.

	True	False	No information in text
1. The New Year celebrations last for two weeks.			
2. The Chinese clean their houses in preparation for the New Year.			
3. The Chinese don't put up decorations at New Year.			
4. This year, Mei's family and friends are going to eat dumplings and rice cakes.			
5. Mei's parents usually buy new clothes for everyone.			
6. Mei has loved dragon dance shows and fireworks since she was a child.			

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7.  **Listen »** Listen and complete the notes (1–8) with the words in the box.

Colombia money
 firework good luck
 wishes midnight
 suitcase trips



New Year's Eve in ¹... is a happy time. Families have dinner and go to ²... displays. At ³... people eat twelve grapes and make ⁴...

Some people wear yellow underwear for ⁵... and ⁶... At midnight, others run around their home with a ⁷... full of clothes – they believe they'll go on more ⁸... during the next year!

8.  **Speak »** Think about how you usually celebrate New Year's Eve. Make notes and then tell your class what you do.

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To celebrate New Year's Eve in my town, we usually ...

21st Century Skills

• *Communicating*

Express your opinions clearly and respectfully.

Final task activity!

7.  Listen »

(35 minutes) track 72

- Students look at the pictures. Brainstorm what students do at home to celebrate Christmas and New Year's Eve. Ask: *What's your favourite thing to do at Christmas/New Year?* Write their ideas on the board.
- Students read the rubric, the words in the box and the notes. Check their understanding of new vocabulary.
- Play the audio track once. Students listen and take notes.
- Play the audio track again for students to do the task in their notebooks.
- Check the answers.

Answer Key

1. Colombia
2. firework
3. midnight
4. (special) wishes
5. good luck
6. money
7. suitcase
8. trips

Audio Script

72

New Year's Eve in Colombia is an experience you'll never forget! This is one of the happiest celebrations of the year. Families usually have dinner together, go to firework displays and have a wonderful evening with their families. At midnight, people wish each other a Happy New Year and some people eat twelve grapes – one grape for each month – and make special wishes.

But some people also do crazy things on New Year's Eve, for example, they wear yellow underwear because they believe it will bring good luck and money. And, at midnight, some people put their clothes in a suitcase and run as fast as they can around their home. They believe this means they will go on more trips during the new year!

8.  Speak »

(30 minutes)

- Bring (or ask students to bring from home) the following items: marker pens, paper, cardboard, glue and pictures from magazines.
- Ask: *What happens in your home town on New Year's Eve?*

- Students read the rubric and make notes.
- Students prepare their presentations in pairs or on their own. They should use the items to make visual aids for their presentations.
- Students give their presentations in class. Monitor and assess their oral production.

**21st Century Skills
Communicating**

Expressing points of view clearly is very important in order to avoid misinterpretations about what is being said. Advise students to think before speaking. Respect is also necessary in order to listen and speak to other people. Remind students to always be respectful about other people's opinions and to discuss with arguments. Different points of view enrich discussion.

Chant

It's carnival time



*It's carnival time,
It's festival time!
The streets are crowded,
Let's have a good time!
There's always a reason
To enjoy every season.
Hip hip hooray!
Enjoy the parade!*



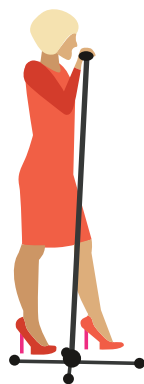
Here comes the winter,
It's cold at night.
The air is cool,
And the snow is white.

When it's the spring,
The trees turn green.
There's lots of rain,
It's astonishing!

Next comes the summer,
With dry and sunny days.
It's a hot season,
With school holidays!

Then it's the autumn:
It's windy and cold.
Leaves fall down
All over the town.

It's carnival time, ...



Chant:

It's carnival time

Lesson 4

Speaking » (5 minutes)

Before playing the audio to the class, elicit from students the theme of the chant. Tell them to use any clues they can from the text, artwork, or key items of vocabulary.

Once the group has established the main theme of the chant, ask them to identify key items of vocabulary, and to practice the pronunciation of any words that they aren't familiar with.

To check their understanding, you might like to ask students to tell you which months fall into each of the seasons in their own country.

Ask students to identify any words they don't know how to pronounce, and encourage them to specifically listen carefully for those words in the recording.

Listening » (10 minutes) [track 73](#)

Once students have understood the gist of the chant, play the audio a couple of times. Ask students to pay close attention to pronunciation and rhythm.

Gradually encourage students to sing along with the chant. You may wish to introduce movements to accompany each of the main verses and the chorus to aid their recall of the vocabulary, for example:

- chorus – mime dancing as if at a carnival
- verse (winter) – mime being cold, or wrapping up in warm clothes
- verse (spring) – mime trees and plants growing and there being lots of rain
- verse (summer) – mime being too hot, wiping your brow
- verse (autumn) – mime being caught in a strong gale, having to hold on to your hat, or holding an umbrella against the wind and rain.

Giving movements to each of the verses helps students to relate specific items of vocabulary to their meanings.

1. **Writing »** (10 minutes)


Activity 1 is a writing activity. Students are required to read the information in each stanza in the chant that relates to a particular season, and fill in the gaps with the word from the box.

2. **Reading »** (10 minutes)

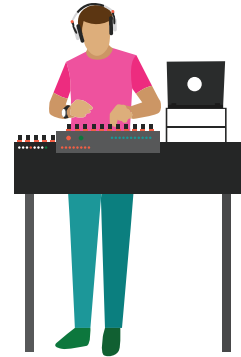
Activity 2 is slightly more challenging reading exercise. Some of the vocabulary that appears in this activity does not appear in the chant, but the words are all ones that have appeared in previous modules and with which students should be familiar.

If you suspect that some students in your class may have difficulty remembering some of the words from previous lessons, you might like to include a quick recap of any difficult items of vocabulary within this particular exercise.


No example answer has been provided for this activity – this is intentional, so as not to make the activity too easy for the students to deduce the remaining three answers.

1.  **Write »** With a partner, describe the seasons. Use the words in the box.

snowy ~~warm~~ windy cold green hot dry dark
rainy rainy sunny leaves fall



1. Spring is warm, _____ and _____.
2. Summer is _____, _____ and _____.
3. Autumn is _____, _____ and _____.
4. Winter is _____, _____ and _____.


2.  **Read »** Read the descriptions. Which season?

1. It's cold, there's sometimes snow. It's cold and rainy. It's the coldest season. _____
2. It's getting warmer, and there's a lot of rain. Plants and flowers grow quickly. _____
3. It doesn't usually snow at this time of year, but it is cold, dark and rainy. _____
4. This season is hot and dry. The days are long, it doesn't rain much and never snows.

3.  **Write »** Which activities do you do in different seasons?

play football play basketball athletics give presents ride my bike ski snowboard
run play chess skate canoe body board receive presents

1. In winter, I like to _____. I don't like to _____.
2. In spring, I like to _____. I don't like to _____.
3. In summer, I like to _____. I don't like to _____.
4. In autumn, I like to _____. I don't like to _____.

4.  **Write »** What's your favourite season? Write about why you like it.



My favourite season is ...
I like it because it's ...
I like it because I can ...
I don't like ... because it's ...

3. Writing »

(10 minutes)

For activity 3, students are required to use the words in a box to complete some sentences describing seasons. There are some items of vocabulary in the box that do not appear in the chant, e.g. give presents and receive presents, which students should be familiar with from previous modules.

This activity is a personalisation activity, and requires students not only to understand the words, but also to form an opinion about whether they like to do that activity in a particular season, in order to make a decision about what to write for each answer. Some activities listed automatically lend themselves to a particular season (e.g. with a few exceptions, skiing and snowboarding are only possible when there's snow, therefore in winter or early spring), so ensure students take this into account.

Some students may struggle with having to express an opinion, and may want to put 'I like to play football' in every season. It's fine for them to do that, as long as they understand the meaning and are accurately forming the sentences. They should also be encouraged to use all the items of vocabulary available, so if they don't like doing something in a particular season, they should accurately express this as well.

When all students have completed their sentences individually, bring the group back together and go round the class, asking a few students what they do and don't like to do in each season.

4. Writing »

(10 minutes)

Activity 4 is an ideal homework activity which builds on the previous activities and new vocabulary. Encourage students to include as many of the adjectives describing weather as they can, as well as some of the hobbies included in the box in activity 3.

Extra Activity (5 minutes)

Once students are reasonably confident with both the chant and the vocabulary, you could play a guessing game, using the vocabulary students have learnt in this module.

One at a time, invite students describe in English a seasonal festival. Some examples you might like to suggest are: Christmas time, Easter, Carnival, your birthday, spring, summer, autumn, winter, Halloween, school holidays, exam time.

Students are only allowed to speak in English and they will need to use lots of adjectives to describe the different festivals. They will need to think on their feet and use vocabulary from this module and from previous modules. If students are nervous about talking in front of their peers, you might like to give the class a short amount of time to prepare what they are going to say.


If you want to add a competitive element to this activity, you could split the class into teams and award a point for each description that a team guesses correctly

Extra Activity (5 minutes)

Ask students to reflect on what they have learnt since the start of the lesson. Get them to write down any new vocabulary in their notebooks.





module 4 // Check Your Progress


Check Your Progress

1.  **Read»** Complete the text (1-5) with the correct form of the verbs in brackets.





Everybody around the world celebrates New Year, but the celebrations in New York City are simply out of this world! They're amazing! Over the years many famous artists ¹... (give) concerts and the public ²... (see) some of the best firework displays ever.


This is the third time that my family and I ³... (come) to celebrate New Year's Eve here. The lights ⁴... always ... (be) beautiful, but this year they are absolutely magical! I ⁵... always ... (love) the lights since I was a child; in fact, they're my favourite part of the celebrations. But the most exciting moment is always the big bright ball that descends into Times Square. It is so beautiful!

I can talk about experiences. 	
 Very well	
 Quite well	
 With difficulty	

2.  **Write»** Look at the information in the chart and write a paragraph comparing the two celebrations.

Independence Day		
	Colombia	United States
Firework displays	Yes	Yes
Concerts	No	Yes
Parties	Yes	No
Parades	Yes	Yes
Family dinner	No	No





I can compare cultures with my own. 	
 Very well	
 Quite well	
 With difficulty	

3.  **Speak»** With a partner read the text and discuss the importance of festivals and celebrations.

Festivals and celebrations are very important for the people who live in the towns and villages where they take place. These events teach us about how people lived a long time ago and what things were important to them, for example, famous historical events, like battles and people, like kings and queens, or religious events. Some festivals have survived through the ages and were first celebrated by ancient cultures and civilizations. Festivals and celebrations are opportunities to remember our history.

Every culture has a special way of celebrating these events. You may not like some of them, or you may think that others are strange or boring. But in the end, it's important to remember that celebrations offer opportunities to learn about and respect other cultures, and to enjoy all the activities they have to offer. Festivals and celebrations are occasions to be happy!

I think that festivals are/aren't important because ...


I can express points of view. 	
 Very well	
 Quite well	
 With difficulty	

1.  **Read »**
(30 minutes)

- Students read the rubric and the text.
- Students complete the text in their notebooks.
- Allow enough time for students to do the task.
- Check the answers.
- Students complete the self-assessment section.

Answer Key

1. have given
2. has/have seen
3. have come
4. have, been
5. have, loved

2.  **Write »**
(25 minutes)

- Students read the rubric and the information in the chart.
- Students write a paragraph comparing the two celebrations in their notebooks.
- Allow enough time for students to do the task.
- Collect students' notebooks and correct their answers.
- Students complete the self-assessment section.

3.  **Speak »**
(30 minutes)

- Students read the rubric and the text.
- In pairs, students discuss the importance of festivals and celebrations.
- Allow enough time for students to do the task.
- Monitor and assess their oral production.
- Students complete the self-assessment section.

Challenge!

Everyone picks a square in the same category and answers the question or instruction there. When you answer correctly, you get the points. The person with the most points at the end of the game wins!

Places	Clothes and Weather	Experiences	Cities
Describe a place you visited. 800 points	Imagine you visited Quito. Describe the weather and clothes you took. 800 points	Describe something that happened to you during a trip. 800 points	What is the most interesting city in Colombia? Describe it. 800 points
Say a fact about the UK. 700 points	What's the weather like during winter? 700 points	Ask a friend where he/she went on their last holiday. 700 points	Compare your town with another one. 700 points
Name a tourist attraction where you live? 600 points	What clothes should you wear during winter? 600 points	Mention an interesting landmark in your town. 600 points	Which is the noisiest city in the world? 600 points
Imagine you travelled to Brazil. What did you do? 500 points	What's the weather like where you live? 500 points	What is a place in your region you have visited? 500 points	Say some facts about Cartagena. 500 points
What place is Jim visiting today?  400 points	What season is this?  400 points	What was she doing while she was on the train?  400 points	Imagine you visited this place. Describe the experience.  400 points
Is Cairo bigger than Bogotá? 300 points	What's the weather like in spring? 300 points	What place would you like to visit? 300 points	What is the most stressful city in Colombia? 300 points
What is the official language of Egypt? 200 points	What clothes should you take to the Illimani Mountain in La Paz? 200 points	What did you do on your last holiday? 200 points	What is the second biggest city in Colombia? Describe it. 200 points

module 4 // Review

Complete the sentence	Comparisons	Have you...?	Countries
<p>While I was ...</p> <p>800 points</p>	<p>Compare two Colombian cities.</p> <p>800 points</p>	<p>Describe something incredible you have done.</p> <p>800 points</p>	<p>Compare two countries.</p> <p>800 points</p>
<p>The most interesting place in my town is ...</p> <p>700 points</p>	<p>There are/ people/ Mexico/ Colombia</p> <p>700 points</p>	<p>Find someone in the class who has been in a band.</p> <p>700 points</p>	<p>Say a fact about the USA.</p> <p>700 points</p>
<p>One of the most beautiful cities in Colombia is ...</p> <p>600 points</p>	<p>China/ big/ Egypt</p> <p>600 points</p>	<p>Find someone in the class who has participated in a competition.</p> <p>600 points</p>	<p>Where is the Yangtze river?</p> <p>600 points</p>
<p>This city is ...</p>  <p>500 points</p>	<p>Compare the weather here with the weather in your town.</p>  <p>500 points</p>	<p>Say something this person has done.</p>  <p>500 points</p>	<p>Where is this?</p>  <p>500 points</p>
<p>The most crowded city in my department is ...</p> <p>400 points</p>	<p>Barranquilla / hot/ Bogotá</p> <p>400 points</p>	<p>Have you ever danced cumbia?</p> <p>400 points</p>	<p>What country do you think is interesting?</p> <p>400 points</p>
<p>The most important celebration in my town is ...</p> <p>300 points</p>	<p>Rio de Janeiro/ big/ Quito</p> <p>300 points</p>	<p>Have you tried a new sport recently?</p> <p>300 points</p>	<p>Describe a typical dish from your region.</p> <p>300 points</p>
<p>While Charles was getting ready for the trip, his mother ...</p> <p>200 points</p>	<p>There are / more languages/ India/ in Colombia.</p> <p>200 points</p>	<p>Have you met a new friend recently?</p> <p>200 points</p>	<p>Name a typical dish from another country.</p> <p>200 points</p>

Jeopardy

Students play in pairs or groups of up to five people. They need some paper and a pencil. Explain that they should all choose a square in one of the categories on the board and answer the question or complete the statement. If the answer is correct, they can collect the points indicated. The player marks this question as answered and writes down the number of points collected. If the answer is not correct, the player doesn't win any points and, on their next turn, can try to answer again or can answer a different question. When all the questions have been answered, the player with the most points wins. Walk around the classroom helping students with vocabulary and structures as they play.



Jeopardy Answers

Page 132-133

Places, row 1: Answers may vary.

Places, row 2: Answers may vary, but an example is: The UK has a population of about 62 million.

Places, row 3: Answers may vary.

Places, row 4: Answers may vary.

Places, row 5: Jim is visiting the Amazon River.

Places, row 6: Yes, it is.

Places, row 7: Arabic.

Clothes and Weather, row 1: Answers may vary, but students may say: 'It's a bit cold, so you should wear a sweater and a jacket.'

Clothes and Weather, row 2: Cold and rainy.

Clothes and Weather, row 3: jacket, scarf, hat, sweater, etc.

Clothes and Weather, row 4: Answers may vary.

Clothes and Weather, row 5: Autumn.

Clothes and Weather, row 6: warm and sometimes rainy.

Clothes and Weather, row 7: sweater, jacket, hat, etc.

Experiences, row 1: Answers may vary.

Experiences, row 2: Where did you go on your last holiday?

Experiences, row 3: Answers may vary.

Experiences, row 4: Answers may vary.

Experiences, row 5: She was listening to music.

Experiences, row 6: Answers may vary.

Experiences, row 7: Answers may vary.

Cities, row 1: Answers may vary.

Cities, row 2: Answers may vary.

Cities, row 3: Answers may vary.

Cities, row 4: Answers may vary, but an example is: It has a temperature of 30-33°C.

Cities, row 5: Answers may vary.

Cities, row 6: Answers may vary.

Cities, row 7: Medellín. Other answers may vary.

Complete the sentence, row 1: Answers may vary.

Complete the sentence, row 2: Answers may vary.

Complete the sentence, row 3: Answers may vary.

Complete the sentence, row 4: (Tokyo. The descriptions may vary.)

Complete the sentence, row 5: Answers may vary.

Complete the sentence, row 6: Answers may vary.

Complete the sentence, row 7: Answers may vary.

Comparisons, row 1: Answers may vary.

Comparisons, row 2: There are more people in Mexico than there are in Colombia.

Comparisons, row 3: China is bigger than Egypt.

Comparisons, row 4: Answers may vary.

Comparisons, row 5: Barranquilla is hotter than Bogotá.

Comparisons, row 6: Rio de Janeiro is bigger than Quito.

Comparisons, row 7: There are more languages in India than there are in Colombia.

Have you...? Row 1: Answers may vary.

Have you...? Row 2: Answers may vary.

Have you...? Row 3: Answers may vary.

Have you...? Row 4: It is Shakira. Answers may vary.

Have you...? Row 5: Answers may vary.

Have you...? Row 6: Answers may vary.

Have you...? Row 7: Answers may vary.

Countries, row 1: Answers may vary.

Countries, row 2: Answers may vary, but an example is: There are 50 states in the USA.

Countries, row 3: It's in China.

Countries, row 4: It's the great pyramid of Giza in Egypt.

Countries, row 6: Answers may vary.

Countries, row 7: Answers may vary.



Project



Enhance the Learning of Different Countries and Cultures

1. In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 Let's See the World!	Unit 2 Travelling Around Colombia!	Unit 3 Wonderful Cultures
Lesson 1, exercise 2 Video log feed of a professional travel blogger <input type="checkbox"/>	Lesson 1, exercise 6 People's opinions about lifestyles in Colombian cities <input type="checkbox"/>	Lesson 3, exercise 5 Facts and opinions about festivals and celebrations <input type="checkbox"/>
Lesson 3, exercise 6 Tourist guide for visitors to your town <input type="checkbox"/>	Lesson 2, activity 1 Tourist reviews <input type="checkbox"/>	Lesson 3, exercise 8 Different ways of celebrating New Year's Eve <input type="checkbox"/>
	Lesson 3, exercise 4 Comparison of cities <input type="checkbox"/>	

2. Decide which information you want to include in your video script.
3. A video script is a text that describes everything you want to say and show in a video. Video scripts usually include:
 - Places where you are going to record the video.
 - Information that you are going to present.
 - What you are going to show to the audience (photos, posters, other videos, etc.).
4. When writing a script, follow these guidelines:
 - State the main topic in a clear and concise way.
 - Organize the topic into smaller points so it can be easily understood.
 - Search for information on the internet, in books or in magazines; you can also interview people.
5. Choose a town or city to talk about. It can be your own.
6. Include the following aspects in your video script:
 - Physical characteristics of the town or city: location, size, population, etc.
 - Places to visit.
 - Weather information.
 - Cultural features – is there anything of special cultural interest, for example, an indigenous community?
 - Traditions, festivals, carnivals, etc.
7. Organize resources: photos, posters, interviews, etc.

Module 4 Final Task

1. Ask students to go back to the activities developed throughout the module and which were identified to be helpful with the final task. Such activities are named in the table.

Ask students: *What do these people have in common? According to the characteristics of a school leader, were they leaders, too?*

2. Students discuss what materials they want to include.

3. Remind students about what a video script is. Tell them that it is a text in which they describe what they are going to say in a video. They usually show the main topics, exactly what the person in the video is going to say, the location, the things that the person in front of the camera is going to show. In order to have a better comprehension of the text, have students read the text aloud and ask questions while reading: *What is a script? What does it include? What recommendations you have to follow in order to write a video script?*

4. Ask students to revise the guidelines.

5. Ask students to choose a town, city or country of their interest.

6. Have students do the research about the country they chose. Remind them to include information like: physical characteristics of the town or city they choose: location, size, number of people, places to visit, weather information, characteristics of their culture: *Do you come from a special culture (an indigenous community, for example?), customs, celebrations, carnivals, etc.*

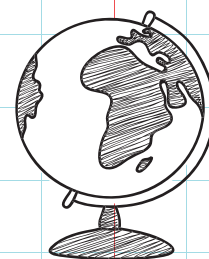
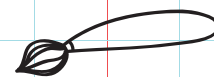
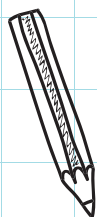
module 4 // Project

8. Look at the two options for presenting the video script. Discuss the advantages and disadvantages of each option : a document or a video.
9. Read the suggestions for what to do before, during and after the presentation of the video script. Can you think of other ideas?

	Document	Video
Before	<ol style="list-style-type: none"> a. Decide on the type of document you want to use (PowerPoint, Word, etc.). b. Write the video script in the format you have chosen. c. Add resources: photos, posters, interviews, etc. 	<ol style="list-style-type: none"> a. Find a location to record the video and ask for permission, if necessary. b. Write the script. c. Set up the camera. d. Act out the text and record the video. e. Add resources: photos, posters, interviews, etc. f. Decide on a date to release the video. g. Announce the date and invite people to the release.
During	<ol style="list-style-type: none"> d. Present the document to the class. e. Answer questions. 	<ol style="list-style-type: none"> h. Present your video to the class. i. Answer questions.
After	<ol style="list-style-type: none"> f. Hand out feedback forms (see Step 10) to the class and collect them. g. Evaluate your video scripts. 	<ol style="list-style-type: none"> j. Hand out feedback forms (see Step 10) to the class and collect them. k. Evaluate your video scripts.

10. Create a feedback form using questions 1-5. Ask the audience to give feedback on the video script:

a. Was the topic interesting?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
b. Were the contents well organized?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
c. Did the video script meet its intended purpose?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
d. Were the resources visually appealing?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
e. Was the presentation clear?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Module 4 Final Task

7. Tell students to define the things they are going to show in their video: pictures, posters, drawings, tourist guides, books, etc.

8. Explain to your students the two options they have to present their task. They can make either a digital presentation or a bulletin board in which they describe their characters' lives.

For the first option, have them use the model shown in the activity 2, lesson 1, unit 1 (Gerard's video log feed). They can work on power point and use a slide per topic to include in the script. Tell students to follow the steps on the diagram and explain them.

For the second option, they may record a video. Students will work with a camera (using their own devices –mobiles, tablets–), and present the topics mentioned in the diagram. Tell students to follow the steps given on the diagram corresponding to that option

9. For both ways of presenting their task, have students present their work to the class, and finally assess their own performance.

10. The presentations may become an excellent opportunity for students to give and receive feedback from their peers. Make sure to guide this assessment possibility by providing the rubrics they should use to assess others' presentations. The following form is a suggestion; you may create one of your own which may suit your students' needs and characteristics.

Oral presentation Rubric (Assign 1 mark per item achieved; zero if it is not)

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

- | | | | |
|---------------------|-----------------------|-----------------------|-------------------------|
| 0. A. summer | B. rain | C. spring | D. winter |
| 1. A. shirt | B. scarf | C. sweater | D. clothes |
| 2. A. the best | B. the most beautiful | C. the most stressful | D. the most interesting |
| 3. A. museums | B. carnival | C. parks | D. shopping centres |
| 4. A. chilaquiles | B. potatoes | C. cheese | D. olive oil |
| 5. A. wear costumes | B. make offerings | C. visit cemeteries | D. tradition |

Grammar

Circle the sentence or question that is correct. There is one example.

0. **A. Today we are visiting the pyramids.**
 B. Yesterday we visiting the pyramids.
 C. We has visiting the pyramids.
6. A. The UK is more smaller than India.
 B. The UK is smaller than India.
 C. The UK is smaller that India.
7. A. Which is the most long river in the world?
 B. Which is the longer river in the world?
 C. Which is the longest river in the world?
8. A. The day we arrived in Italy, it rains.
 B. The day we arrived in Italy, it was raining.
 C. The day we arrived in Italy, it has rained.
9. A. Have you ever eaten Argentinian empanadas?
 B. Have you ever ate Argentinian empanadas?
 C. Were you ever eaten Argentinian empanadas?
10. A. Lucia has tried sushi, but she didn't try soba noodles.
 B. Lucia tried sushi, but she is trying soba noodles.
 C. Lucia has tried sushi, but she hasn't tried soba noodles.



Evaluation Answers

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Vocabulary

- 1. D
- 2. C
- 3. B
- 4. A
- 5. D

Grammar

- 6. B
- 7. C
- 8. B
- 9. A
- 10. C

module 4 // Evaluation

Reading

Read the following text and choose *True*, *False*, or *Not enough information*.

Hello! My name is Peter McLeod and right now I'm visiting Zimbabwe, a beautiful country in south-central Africa. The country has many different, delicious, traditional dishes. Many dishes are made with cornmeal. Other common ingredients include peanuts, beans, squash, avocados and cucumbers. People who have visited Zimbabwe are surprised to see markets that sell caterpillars and ants. I have tried them and I like them! They have a buttery taste. While I was visiting the south of Zimbabwe, I tried *Mapopo*, a sweet made with papaya, lemons and sugar. It is very tasty! It is common in Zimbabwe to wash your hands in a small dish before eating. During special celebrations like Christmas, vegetables and meat are served. It's a wonderful country with a variety of food!



	True	False	Not enough information
0. Peter went to Zimbabwe a long time ago.		✓	
11. Zimbabwe is a country in northern Africa.			
12. Some ingredients in traditional food from Zimbabwe are peanuts, corn and avocados.			
13. During Christmas, people in Zimbabwe eat vegetables and meat. They also have special sweets on this occasion.			
14. <i>Mapopo</i> is a sweet made of sugar and beans.			
15. Peter is planning to visit other parts of Zimbabwe.			

Writing

Write about a place in Colombia you like. Use the questions as a guide.

- | | |
|---|---|
| 0. What is the name of the place? | (0)_____ is a wonderful |
| 16. Where is this place? | place. It is (16)_____. |
| 17. What do you like about it? | I like (17)_____. |
| 18. What special landmarks are there? | Some important landmarks are: |
| 19. What natural parks or landscapes can you see there? | (18)_____. Also, we have |
| 20. What special food do people eat there? | (19)_____. In this place, people eat (20)_____. |



Evaluation Answers

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Reading

11. True
12. False
13. Not enough information
14. False
15. Not enough information

Writing

16. Answers may vary.
17. Answers may vary.
18. Answers may vary.
19. Answers may vary.
20. Answers may vary

Gap Activity

Student A

Stage 1

This text is about athletes. Read it quickly. Check any difficult words.



Every athlete has a different day, full of different training activities. An athlete's lifestyle, however, often has similar routines for good health. Many athletes wake up early. They often do some training in the morning before breakfast. Later in the morning, many athletes have heavy training. After a mid-morning break, athletes often have a technical training session with their coach. For lunch, most athletes need a good balance of food. This includes protein, good fats and carbohydrates. The athlete's diet should be mixed. It can include dairy products, meat and fruit and vegetables. Most athletes don't eat sweets or bad fats. Most athletes don't drink fizzy drinks. It's important that athletes drink a lot of water after lunch. This keeps them hydrated for training in the afternoon. Training finishes in the early evening for many athletes. Many athletes go to bed very early. They normally need 8 hours of sleep every night.

Stage 2

Now, look at these questions and add the missing word.

When does an athlete normally wake a _____?

b _____ does an athlete do later in the morning?

c _____ is a good balance of food for an athlete?

d _____ is important for an athlete after lunch?

When **e** _____ an athlete go to bed?

Stage 3

Now, ask Student B your questions from Stage 2. Student B will find and say the answers. Is Student B correct?

Stage 4

Student B has different questions from Stage 2. Now, listen and answer Student B's questions with the information in the text.



module 1 // Gap Activity

Student B

Stage 1

This text is about athletes. Read it quickly. Check any difficult words.



Every athlete has a different day, full of different training activities. An athlete's lifestyle, however, often has similar routines for good health. Many athletes wake up early. They often do some training in the morning before breakfast. Later in the morning, many athletes have heavy training. After a mid-morning break, athletes often have a technical training session with their coach. For lunch, most athletes need a good balance of food. This includes protein, good fats and carbohydrates. The athlete's diet should be mixed. It can include dairy products, meat and fruit and vegetables. Most athletes don't eat sweets or bad fats. Most athletes don't drink fizzy drinks. It's important that athletes drink a lot of water after lunch. This keeps them hydrated for training in the afternoon. Training finishes in the early evening for many athletes. Many athletes go to bed very early. They normally need 8 hours of sleep every night.

Stage 2

Now look at these questions and add the missing word.

a _____ does an athlete often do before breakfast?

What b _____ an athlete have with their coach?

c _____ does a good diet include for athletes?

When d _____ training normally finish?

How long e _____ an athlete normally sleep?

Stage 3

Student A has different questions from Stage 2. Listen and answer Student B's questions with the information in the text.

Stage 4

Now, ask Student A your questions from Stage 2. Student A will find and say the answers. Is Student A correct?



Gap

Activity

Student A

Stage 1

Read the instant chat conversation. Fill in gaps A–E with the words in the Word Bank.

Stage 2

Then, complete the questions. Ask the questions to Student B to find out the missing information, and fill in gaps 1–5 in the conversation. Listen and answer Student B’s questions as well.

Student A: You won’t believe it! I was at the Eagles vs. Lions soccer game last night.

Student B: Wow! You must have been really **1** _____!

Student A: I was, because I am a big Eagles fan. My mum was **A** _____ because she doesn’t like the **B** _____ behaviour of some of the fans.

Student B: Yeah I know! I don’t like that. Hey, I heard that the Eagles players were really **2** _____ because the Lions won the last time!

Student A: Well, they were definitely **C** _____! And this time the Eagles won 4–2!

Student B: Was the crowd **3** _____ or were they yelling **4** _____ comments at the players?

Student A: Well there are always some **D** _____ people but, in general, everyone was really **E** _____.

Student B: That’s great! Our society should be more **5** _____!

Word Bank

aggressive rude concerned
energetic polite

Questions

- 1 How _____ you feeling?
- 2 How _____ the Eagles players feeling?
- 3 and 4 What _____ the crowd’s attitude?
- 5 What should our _____ be more?

module 2 // Gap Activity

Student B

Stage 1

Read the instant chat conversation. Fill in gaps A–E with the words in the Word Bank.

Stage 2

Then, complete the questions. Ask the questions to Student A to find out the missing information, and fill in gaps 1–5 in the conversation.

Student A: Wow! You won't believe it! I was at the Eagles vs. Lions soccer game last night.

Student B: Wow! You must have been really **A** _____!

Student A: I was, because I am a big Eagles fan. My mum was **1** _____ because she doesn't like the **2** _____ behaviour of some of the fans.

Student B: Yeah I know! I don't like that. Hey, I heard that the Eagles players were really **B** _____ because the Lions won the last time!

Student A: Well, they were definitely **3** _____! And this time the Eagles won 4–2!

Student B: Was the crowd **C** _____ or were they yelling **D** _____ comments at the players?

Student A: Well there are always some **4** _____ people but, in general, everyone was really **5** _____.

Student B: That's great! Our society needs to learn to be more **E** _____!

Word Bank

tolerant motivated offensive
excited respectful

Questions

- 1 How _____ your mum feel?
- 2 What behaviour does your _____ not like?
- 3 How _____ the Eagles players feeling?
- 4 What are some _____ always like?
- 5 What was everyone like in _____?

Gap Activity

Student A

Look at the pictures of the two animals. Describe them to your partner. Include details about what they look like and also where they live.

Can your partner guess what they are?



Humming Bird



Black Spider Monkey

module 3 // Gap Activity

Student B

Look at the pictures of the two animals. Describe them to your partner. Include details about what they look like and also where they live.

Can your partner guess what they are?



Ocelot



Scarlet-fronted parakeet

Gap Activity

Student A

Stage 1

Think about travelling. Put the words in the correct order to make questions about travelling around Colombia.

1	you/Where/been?/have	
2	What/do/did/in Leticia?/you	
3	last week?/What/you doing/in Santa Marta / were	
4	in Medellín?/were/last night/you doing/ What	
5	the coldest/city?/Which/is	
6	Medellín or Leticia?/city,/Which/the higher/is	
7	most rainfall?/city/has the/Which	

Stage 2

Look at the pictures and expressions. Imagine you did these things while travelling around Colombia.



Climbing Monserrate in Bogotá



Eating seafood in Cartagena



White water rafting in San Gil

Read the information about Bogotá, Cartagena and San Gil. Student B will ask questions about this information and your 'travelling'.

	Bogotá	Cartagena	San Gil
Average Temperature	15°C	28°C	23°C
Number of people	7,878,783	895,400	42,998
Average Rainfall	824mm/year	870mm/year	1274mm/year
Elevation	2,640m	2m	1,114m

Now, ask your questions from Stage 1 to Student B. Listen and write down the answers. Answer Student B's questions about travelling with the information from Stage 2.

module 4 // Gap Activity

Student B

Stage 1

Think about travelling. Put the words in the correct order to make questions about travelling around Colombia.

1	you/Where/been?/have	
2	What/do/did/in Bogotá?/you	
3	last week?/What/you doing/in San Gil/were	
4	in Cartagena?/were/last night/you doing/What	
5	the highest/city/Which/has/rainfall?	
6	Cartagena or San Gil?/city/Which/hotter,/is	
7	biggest population?/city/has the/Which	

Stage 2

Look at the pictures and expressions. Imagine you did these things while travelling around Colombia.

 <p><i>Dancing salsa in Medellín</i></p>	 <p><i>Swimming in the ocean in Santa Marta</i></p>	 <p><i>Visiting isla de los micos in Leticia</i></p>
---	---	---

Read the information about Medellín, Santa Marta and Leticia. Student A will ask questions about this information and your 'travelling'.

	Medellín	Santa Marta	Leticia
Average Temperature	22°C	27°C	26°C
Number of people	2,441,123	454,860	32,450
Average Rainfall	1612mm/year	1777mm/year	2846mm/year
Elevation	1495m	6m	96m

Now, ask your questions from Stage 1 to Student A. Listen and write down the answers. Answer Student A's questions about travelling with information from Stage 2.

Grammar Chart

Module 1

Unit 1	Unit 2	Unit 3
<p>Present simple Use it to express what you usually do or like to do. We play the piano. I enjoy painting very much. For the third person singular (he, she, it) you need to add an -s to the verb. Victor enjoys cycling. Yes / No questions Do you enjoy listening to music? Yes, I do. Does Carla like playing football? No, she doesn't. Frequency expressions These are used to find out about the frequency of activities. How often do you play sports? We play sports every day. She plays hockey twice a week.</p> <p>Present continuous It is used to talk about future plans. What sport are you going to play this year? I'm going to play baseball this year. Are you going to go to the cinema?</p>	<p>Modal Can Use can to talk about possibilities and abilities. Exercise can improve your mood. (possibility) She can jump very high. (ability) Tomás can't swim. (ability) How can music help you? (possibility)</p> <p>Adverbs Always; Usually; Sometimes; Never express the frequency of an action. I always play football in school. Cathy never plays sports. I usually brush my teeth after I eat.</p> <p>Imperative Use it to give advice. Eat four to five portions of fruit and vegetables every day. Be safe: wear a bike helmet.</p>	<p>Assertive communication Use this type of communication to talk to people in a respectful but confident manner. Could you please be quiet? I'm sorry, but I can't go. Excuse me, but could you close the window? Can you help me, please?</p>

Module 2

Unit 1	Unit 2	Unit 3
<p>Giving reasons Use because to give reasons why we do or feel something. Carlos is tired because he had a long journey.</p> <p>Similarities between adjectives and nouns Many adjectives and nouns are similar. e.g. happy / happiness; concerned / concern</p> <p>The supporters were happy. They couldn't hide their happiness.</p>	<p>Past simple This tense is used to talk about past experiences and situations. Last week we went to a museum and we saw paintings. They played basketball last Saturday.</p> <p>Use the same tense to ask questions about past experiences and situations. What did you eat for lunch? Where was the concert?</p> <p>Biographical information is given in the past simple tense. Mozart died when he was 35.</p>	<p>Modal should / shouldn't This is used to make suggestions and give recommendations. You should be helpful. You shouldn't be rude.</p> <p>Modal have to / don't have to Use this to express obligation and lack of obligation. You have to study hard, but you don't have to be the top of the class.</p>

Module 3

Unit 1	Unit 2	Unit 3
<p>Present Perfect The present perfect tense is used to talk about experiences and events from an unspecified moment in the past. I've never been to Germany.</p> <p>Modals can and should These are used to make recommendations and suggestions. They can be used in affirmative and negative sentences. I can help the animals in my community. How can you protect your region? The Government should protect Colombian biodiversity. People shouldn't hunt animals.</p> <p>Wh-questions Where should you go if you want to collect fossils?</p>	<p>Present Perfect Use the present perfect to ask about experiences and events from an unspecified moment in the past. Have you ever seen a tapir? Have you ever heard about these problems? Have you experienced any of these problems?</p> <p>Modal should Use this to give advice. It can be used in affirmative or negative sentences. We should take reusable bags to the shops to stop using plastic bags. People shouldn't waste water.</p> <p>Imperative This is used to give tips. Collect rain water. Don't wash your clothes every day.</p>	<p>Modal must This can be used to make a strong recommendation or communicate an obligation. People must start using eco-friendly cleaning products. We must protect animals' homes.</p>

Module 4

Unit 1	Unit 2	Unit 3
<p>Comparatives Use comparative adjectives to compare differences between people, places or things. Cairo is bigger than Bogotá. Italian food is more delicious than Chinese food.</p> <p>Superlatives Use superlative adjectives to describe when a person, place or thing is more or less than all other similar things. Mount Everest is the highest mountain in the world. Colombia is the most amazing country I have been to.</p> <p>Present continuous This tense is used to talk about actions that are happening at the time of speaking. I'm wearing a t-shirt and shorts.</p>	<p>Past continuous Use this tense to talk about activities in the past. They were celebrating Easter on Sunday. It is also used to talk about two actions that were happening at the same time in the past.</p> <p>When Use when to focus on one long action that is interrupted by a shorter one. I was sleeping when she arrived.</p> <p>While Use while to express that something was happening at the moment when a shorter action happened. While I was walking, it started to rain.</p>	<p>Present Perfect This tense is used to talk about actions that started in the past and continue in the present and possibly in the future. I've been in Colombia for two weeks now. I came to Rome because I've always wanted to learn Italian.</p> <p>Have ... ever ...? Used to ask if someone has done something at least once in their life. Have you ever tried ajjaco? Yes, I have. No, I haven't. I've never tried sushi.</p>

Vocabulary List

Module 1

Free-time activities		Advantages of Outdoor Activities	Food	Personal Hygiene items	Ways to Reduce Stress	Positive Assertive Expressions	Frequency of actions
chat (v.) through social networks collect (v.) coins dance v. exercise v. do (v.) athletics do (v.) chores do (v.) exercise do (v.) gymnastics do (v.) woodwork draw v. go (v.) dancing go (v.) fishing go (v.) horse-riding go (v.) shopping go (v.) to a restaurant go (v.) to the beach go (v.) to the cinema	go (v.) to the gym keep (v.) fit listen (v.) to music paint v. play (v.) an instrument play (v.) video games play (v.) sport read (v.) books ride (v.) a bike watch (v.) TV watch (v.) videos Traditional Games hide and seek n. hopscotch n. jacks n. sack race n. skipping n. spinning top n. tag n.	get (v.) fit make (v.) new friends meet (v.) new people develop (v.) strong muscles enjoy (v.) the outdoors get (v.) fresh air go (v.) outside have (v.) fun learn (v.) new things reduce (v.) stress	beans n. bread n. cereals n. cheese n. chicken n. dairy products n. eggs n. fish n. fruit n. meat n. milk n. nuts n. olive oil n. pasta n. potatoes n. rice n. sweets n. vegetables n. yogurt n.	deodorant n. hairbrush n. nail clippers n. shampoo n. soap n. toothbrush n.	enjoy ... v. meditate v. pray v. react calmly v. share v. spend time ... v. trust v.	Excuse me, but ... Could you please ...? I'd love to, but ... Sorry, but ... Sure, just a minute, please. Thank you/ Thanks very much, but I'm afraid I can't ...	always adv. frequently adv. often adv. sometimes adv. never adv.

Module 2

Feelings	Values	Descriptions	Types of bullying	Behaviour	Verbs – past simple
angry adj. bored adj. concerned adj. delighted adj. disappointed adj. excited adj. happy adj. irritated adj. motivated adj. sad adj. scared adj. tired adj.	cooperation n. hard work n. honesty n. respect n. responsibility n. teamwork n.	awesome adj. boring adj. disgusting adj. fantastic adj. fine adj. horrible adj. incredible adj. terrific adj. terrible adj. wonderful adj.	cyberbullying n. physical bullying adj. prejudice n. social bullying adj. socio-economic bullying adj. verbal bullying adj.	aggressive adj. arrogant adj. bold adj. bossy adj. dedicated adj. energetic adj. helpful adj. lazy adj. offensive adj. polite adj. respectful adj. rude adj. timid adj. tolerant adj. weak adj.	began v. died v. learned v. made v. saw v. studied v. took v. visited v. was v. was born v. watched v. went v.

Module 3

Animals	Animal Coverings	Nature	Environmental problems	Natural Resources	Uses of Water in the House	Recycling Products	Conservation Actions
bear <i>n.</i> butterfly <i>n.</i> condor <i>n.</i> dolphin <i>n.</i> frog <i>n.</i> hummingbird <i>n.</i> lizard <i>n.</i> seal <i>n.</i> sloth <i>n.</i> turtle <i>n.</i> whale <i>n.</i>	feathers <i>n.</i> fur <i>n.</i> skin <i>n.</i> scales <i>n.</i>	forest <i>n.</i> jungle <i>n.</i> lake <i>n.</i> mountain range <i>n.</i> ocean <i>n.</i> lake <i>n.</i> rainforest <i>n.</i> sea <i>n.</i>	climate change <i>n.</i> deforestation <i>n.</i> endangered species <i>n.</i> global warming <i>n.</i> hunting <i>n.</i> illegal mining <i>n.</i> pollution <i>n.</i>	coal <i>n.</i> fossil fuel <i>n.</i> gas <i>n.</i> oil <i>n.</i> petrol <i>n.</i> renewable resources <i>n.</i> silver <i>n.</i> sunlight <i>n.</i> water <i>n.</i> wind <i>n.</i>	shower <i>v.</i> flush (<i>v.</i>) the toilet wash (<i>v.</i>) clothes wash (<i>v.</i>) dishes cook <i>v.</i> drink <i>v.</i> clean (<i>v.</i>) the house water (<i>v.</i>) plants	glass <i>n.</i> metal <i>n.</i> paper <i>n.</i> plastic <i>n.</i>	preserve <i>v.</i> prevent <i>v.</i> protect <i>v.</i> recycle <i>v.</i> reduce <i>v.</i> reuse <i>v.</i>
	How animals move						
	crawl <i>v.</i> fly <i>v.</i> swim <i>v.</i> travel (<i>v.</i>) upside down walk <i>v.</i>						

Module 4

Seasons	Weather Conditions	Characteristics of Tourist Attractions	City / Country descriptions	Cultural Traditions
winter <i>n.</i> spring <i>n.</i> summer <i>n.</i> autumn <i>n.</i>	cloudy <i>adj.</i> cold <i>adj.</i> dry <i>adj.</i> hot <i>adj.</i> rainy <i>adj.</i> snowy <i>adj.</i> sunny <i>adj.</i> warm <i>adj.</i> wet <i>adj.</i> windy <i>adj.</i>	high <i>adj.</i> big <i>adj.</i> small <i>adj.</i> long <i>adj.</i> large <i>adj.</i>	amazing <i>adj.</i> astonishing <i>adj.</i> beautiful <i>adj.</i> crowded <i>adj.</i> delicious <i>adj.</i> famous <i>adj.</i> incredible <i>adj.</i> old <i>adj.</i> spectacular <i>adj.</i> fascinating <i>adj.</i> wonderful <i>adj.</i>	carnival <i>n.</i> festival <i>n.</i> midnight <i>n.</i> parade <i>adj.</i> streets <i>n.</i> traditional <i>adj.</i>

Vocabulary Teaching Tips

Vocabulary needs to be presented in context. Isolated words are sometimes difficult to remember, but if they are introduced within a word family group or a particular context, students can remember them more easily. The more a student is exposed to the new words, the more retention and learning is guaranteed.

Following Marzano (2009), you can help your students learn vocabulary by using these six stages:

Step 1: introduce a new word by establishing connections with prior knowledge, using imagery, acting out, etc.

Step 2: ask students to use the new word by creating a song or using total physical response “to speak their minds”

Step 3: ask students to create a non-linguistic representation of the word, e.g. a picture, a symbolic representation.

Step 4: ask students to use the new words by comparing, associating or classifying them, making analogies or metaphors, creating poems or haikus.

Step 5: ask students to discuss the new words, e.g. think-pair-share, elbow partners.

Step 6: play games to review new vocabulary, e.g. Jeopardy, Guess Who (here the options are endless).

Some tips are given below for many lexical aspects of *Way to Go!*:

Module 1

Free-time activities	Visual aids like pictures or videos can encourage more interest in the topic from students. You can look for videos about specific activities like extreme sports, life in the country, outdoor lifestyles, etc.
Traditional games	Acting out can be used to guess the different games. Present a video of traditional games from different countries to broaden students' minds and include these in games such as Charades which can be played in teams.
Food	You can look for children's videos on food groups and nutrition, which you can present in class. Realia can also be a good resource in this case.
Personal hygiene items	Pelmanism would be a good option in this case. Prepare cards with words for the items and images for situations in which they might be used. Students play a memory game where they turn cards over in pairs and match them.
Physical activities: doing exercise	An acting game can help students remember new vocabulary and get them moving! Put different activities in a hat/bag; students choose an activity and act it out for their classmates to guess and score points. Another option is to describe what advantages the activity has so that other classmates can guess the activity.

Module 2

Feelings	Charades is a great way to teach feelings. Students act out each feeling that they are given, while other students guess the word. You can do an emoticon-word matching exercise as well.
Descriptions	These can be taught as collocations, e.g. “hard times”, “difficult game” etc. Provide each word on a separate piece of paper and students have to move them around to see how many collocations they can make. Finally, ask them to try and use the collocations in a short sentence.
Values	Direct students, in groups, to make posters with pictures and words or phrases for each value you want them to learn. Ask them to be as artistic as possible. Encourage them to draw situations or make up short stories to include on the posters. When ready, each group presents its poster to the class and then you can display them on the walls of the classroom.
Qualities of people/ Behaviour	Find magazines that have pictures of the qualities that you are teaching and distribute them around the class. Instruct students to look for pictures that show each quality. Once they have found all the qualities, the next step is to sort them into positive and negative qualities and explain why.

Module 3

Colombian natural parks: nature and animals	Visual aids can be very helpful in this case. Using videos can inspire enthusiasm and curiosity in students. Also, a map can help students locate the different parks.
Environmental problems: water, renewable resources, conservation, recycling etc.	A papers-in-a-hat activity based on environmental problems related to water will help students to think of and share feasible solutions. Once they have been introduced to the concepts and vocabulary, you can try a short debate on water and renewable resources. Similarly, students can pull papers out of a hat with one word: deforestation, erosion, etc. and provide a description for other classmates to guess the problem. Finally, students can try to provide possible solutions for these problems.

Module 4

Countries and nationalities	Flag matching game. Download a list of international flags and, with a partner, students have to write the countries and the nationality for each flag you show. Once you have shown all the flags, correct answers as a group. The pair with the most correct answers is the winner.
City/Country descriptions	A mixture between a crossword puzzle and images can be used to teach the adjectives. A noun can be given in the clue for the crossword alongside a picture of the noun and adjective. e.g. if the adjective is "large", the clue will be "_____ country" with a picture of a large country next to it. Students need to complete the crossword puzzle with the adjectives
Food	If possible, bring some actual food items into class. For food or dishes that you can't physically bring into class, bring pictures. Divide students into groups of 3 or 4 and give them each a picture of a dish. They need to name all the foods that are in the dish and present them to the class.
Sports	Present equipment from each sport and students have to say what sport it belongs to. In this way, students will not only learn the names of the sports, but also the equipment used by its players. Actual equipment works best, but use pictures if items are not available.
Seasons/Weather conditions	Divide the class into 4 groups and provide each group with the weather conditions and characteristics of a particular season, but don't tell them which season their group represents. Students guess this information based on the weather conditions and characteristics. Once they have guessed which season they are, encourage students to act out the characteristics in a short play so other groups can guess their season.
Cardinal points	Bring as many compasses as possible into class. Using objects in the classroom as points of reference, ask students to use a compass to say where the objects are located by using cardinal points. This activity can also be used outside to make it a little more interesting.



Student's Workbook Answers

Unit 1

Lesson 1, page 3

- 1d 2e 3a 4c 5b
- Students' own answers.
2. reads 3. read 4. is going to 5. enjoy 6. go 7. are going to 8. are going to 9. likes 10. wants 11. paint 12. is going to

Lesson 2, page 4

- Indoor: watching TV; reading; playing video games Outdoor: riding a bike; swimming; horse-riding; fishing; playing basketball
2. Is Bernardo going to visit his grandma this week? Yes, he is.
3. Are Bernardo and his dad going to fish this week? Yes, they are.
4. Is Bernardo going to do outdoor activities? Yes, he is.
5. Are he and his friends going to play board games? No, they aren't.
6. Is Bernardo going to have guitar lessons? No, he isn't.

Lesson 3, page 5

2. sack race 3. hide and seek
4. hopscotch
- Students' own answers.
- Students' own answers.

Check your progress, page 6

1. b 2. a 3. c 4. d 5. a
6. d 7. d 8. a 9. c 10. d

Unit 2

Lesson 1, page 7

- Bottom level: bread, rice, whole grain cereals, pasta, potatoes Second level: apples, broccoli, spinach, bananas, carrots, oranges, onions Third level: milk, cheese, yogurt Fourth level: eggs, meat, chicken, fish, beans Top level: oil, sweets.
2. Yes, they can. 3. Yes, it does.
4. No, it isn't. 5. No, they aren't.
6. No, they aren't.
- Students' own answers.

Lesson 2, page 8

- 1b 2c 3a
- Students' own answers.
2. You can be an athlete. 3. You can play basketball. 4. You can't go swimming. 5. You can play baseball. 6. You can't play football.
- Students' own answers.

Lesson 3, page 9

- Students' own answers.
- Students' own answers.
2. takes 3. arrives 4. takes 5. washes 6. brushes 7. cuts

Check your progress, page 10

1. c 2. b 3. a 4. a 5. c
6. a 7. b 8. d 9. b 10. d

Unit 3

Lesson 1, page 11

- Students' own answers.
2. No, she isn't. 3. She feels sad.
4. She can't sleep or eat. She has a bad feeling in her stomach.
5. She has to pass all her exams.
- Students' own answers.

Lesson 2, page 12

- Students' own answers.
2. Students' own answers. 3. A place where old people live. / A home designed for elderly people. (or similar) 4. Students' own answers. 5. They can't pay high rents.

Lesson 3, page 13

- 2, 5 and 6
- 1 and 4
- Students' own answers.

Check your progress, page 14

1. c 2. d 3. c 4. b 5. c
6. b 7. c 8. c 9. a 10. d



Student's Workbook Answers

Unit 1

Lesson 1, page 17

2. motivated 3. excited
4. scared 5. angry 6. happy
7. disappointed 8. bored
9. delighted 10. sad
2. sad 3. tired 4. happy 5. angry

Lesson 2, page 18

2. practise 3. motivated 4. gold medal 5. carry 6. happy
2. Motivation / motivated
3. irritated / irritation 4. angry / anger
- Students' own answers.

Lesson 3, page 19

2. were 3. was 4. wasn't 5. was 6. was 7. weren't 8. were 9. were 10. were 11. was 12. wasn't
2. teamwork 3. dedication / hard work 4. hard work / dedication 5. success
- Students' own answers.

Check your progress, page 20

- b 2. b 3. b 4. c 5. a
6. c 7. a 8. a 9. c 10. d

Unit 2

Lesson 1, page 21

2. climbed 3. happened 4. wanted 5. made 6. visited 7. swam 8. ate 9. saw 10. Took
- b1 c4 d2
2. Sara 3. Natalia 4. Jaime 5. Andres
2. He went to Cartagena. 3. He thought it was fantastic. 4. She thought it was boring. 5. He went to the aquarium. 6. He saw lots of fish and took lots of photos. 7. She thought it was terrible.

Lesson 2, page 22

2. was 3. attended 4. experienced 5. lived 6. had 7. refused 8. arrested 9. started 10. received 11. died 12. left
2. No, she didn't. She experienced discrimination because of her skin colour. 3. No, she wasn't. She was arrested in 1955. 4. Yes, it was. 5. She was born in 1913. 6. She was arrested for civil disobedience. 7. She died in 2005. 8. She left us with her wonderful saying.

Lesson 3, page 23

- 1B 2C 3A
1. go 2. did, do 3. did, Carolina, meditate 4. did, Carolina, eat
- Students' own answers.

Check your progress, page 24

- d 2.a 3. b 4. b 5. c
6. a 7. d 8. d 9. c 10. d

Unit 3

Lesson 1, page 25

- Across: 4. aggressive 6. rude
7. offensive 8. helpful
Down: 1. polite 2. tolerant
3. respectful 5. bossy
2. negative; You shouldn't be aggressive.
3. positive; You should be helpful.
4. negative; You shouldn't be bossy.
5. positive; You should be polite.
6. positive; You should be respectful.
7. negative; You shouldn't be rude.
8. positive; You should be tolerant.
2. don't have to... 3. have to... 4. don't have to... 5. have to... 6. have to... 7. don't have to

Lesson 2, page 26

2. tolerant and respectful
3. push me about 4. laugh at me 5. annoying me 6. offensive and hurtful
A. Jackson: Bullying because of prejudice
B. Javier: Physical bullying
C. Laura: Verbal bullying
- Possible answers:
2. make you feel bad 3. pushing you about 4. laughing at you 5. annoy you 6. write hurtful things

Lesson 3, page 27

2. Bullies want you to react.
3. Walking away / Ignoring them / Responding with a one-liner 4. You take the power away from the bully. 5. Talk to a parent or a teacher.
- Students' own answers.

Check your progress, page 30

- d 2. d 3. a 4. b 5. b
6. c 7. b 8. c 9. b 10. a



Student's Workbook Answers

Unit 1

Lesson 1, page 31

2. rainforest 3. lake 4. mountain range 5. ocean 6. jungle
2. palm tree 3. orchid 4. bird 5. condor 6. amphibians 7. hummingbirds
2. It's an orchid. 3. It's the Andean condor. 4. It's the most poisonous animal in the world. 5. Answers may vary but accept anything similar to: 'Because it has a blue beard and a crest in its head'.

Lesson 2, page 32

- 1c 2a 3b 4e 5d
- Students' own answers.
2. Competing for the same fish and killed by fishermen 3. Illegal hunting and habitat loss 4. The presence of exotic species./Food for Western basilisk lizard and deforestation

Lesson 3, page 33

- Land vertebrates: tapir, sloth, spectacled bear, blue anole lizard Water vertebrates: whale, dolphin, seal, sea otter, manatee
2. has been recorded 3. has been destroyed 4. must 5. can't 6. should 7. mustn't

Check your progress, page 34

1. c 2. d 3. c 4. b 5. b
6. c 7. c 8. a 9. c 10. a

Unit 2

Lesson 1, page 35

2. sea 3. source 4. lake 5. freshwater 6. snow 7. river
- Facts: According to recent studies snow-covered mountains will disappear in the next 30 years; The reason is global warming. Glaciers in these mountains are melting because the temperature has risen in the last decades; snow-covered mountains are water regulators; This is very important for the water cycle. The presence of snow guarantees we have water in our rivers; At the same time, snow reflects sunlight back to the atmosphere reducing warming effects on the planet; Snow-covered mountains are excellent indicators of climate change. If the atmosphere is cool, snow is present. On the contrary, if the atmosphere's temperature rises, snow melts; Some good news, at least for the Sierra Nevada de Santa Marta, came with Hurricane Matthew. The heavy rains and humidity created the perfect conditions to help the Sierra become white again. Opinions: ..., this is quite easy to do in Colombia; ... being beautiful and sacred; Let's hope this continues!
2. Global warming 3. They are water regulators and indicator of climate change 4. No, it hasn't. 5. Students' own answers.

Lesson 2, page 36

- Renewable resources: wind, animals, sunlight, plants, water Non-renewable resources: nuclear fuels, petroleum, coal, gas, minerals.
1. Students' own answers. 2. Students' own answers. 3. Students' own answers. 4. green 5. Students' own answers.

Lesson 3, page 37

- 2c 3e 4d 5a
2. have suffered 3. has become 4. has made 5. has become 6. was 7. has contributed
2. must 3. mustn't 4. must 5. should

Check your progress, page 38

- d 2. c 3. a 4. b 5. b
- d 7. a 8. c 9. b 10. b

Unit 3

Lesson 1, page 39

- Recycle: plastic bags; cardboard boxes; glass containers; milk cartons; old notebooks; clothes; packaging of items; plastic bottles; cans of fizzy drinks; cans of food Reuse: plastic bags; cardboard boxes; glass containers; plastic bottles Reduce: plastic bags; packaging of items; plastic bottles; cans of fizzy drinks, cans of food
- Students' own answers, but check for the correct use of modals.
- Students' own answers, but check for the correct use of modals.

Lesson 2, page 40

- Facts: 1, 3, 4
1. must 2. mustn't 3. mustn't 4. must 5. must 6. mustn't 7. must 8. mustn't
- Students' own answers.

Lesson 3, page 41

2. wind power 3. solar energy 4. batteries 5. water power
2. No, it doesn't. 3. It is limited to certain places in the world. 4. heating; spas; industrial and agricultural processes; desalination
- Students' own answers, but check the correct use of modals.

Check your progress, page 42

- c 2. a 3. b 4. a 5. b
- b 7. a 8. b 9. d 10. c





Student's Workbook Answers

Unit 1

Lesson 1, page 45

1. B. Funnel Web spider C. Great Barrier Reef D. Sydney Opera House
2. Great Barrier Reef
3. Uluru 4. Funnel Web spider
2. The Northern Territory is the hottest. 3. Uluru is famous because it is the biggest rock in the world. 4. Melbourne is colder than Sydney. 5. The largest coral reef in the world is called 'The Great Barrier Reef'. 6. The Brazilian Wandering spider is more venomous than the Funnel Web spider.
3. 2. bigger than 3. largest 4. most venomous 5. hotter than

Lesson 2, page 46

1. 2. autumn 3. spring 4. summer
2. winter 3. spring 4. autumn
2. What are they doing? They are walking on the beach. 3. Where is he staying? He is staying in a hotel. 4. What is he buying? He is buying a bus ticket. 5. What is she eating? She is eating a hamburger. 6. What are they making? They are making a snowman.
3. Students' own answers.

Lesson 3, page 47

1. 2. higher than 3. bigger than
4. more languages than 5. more international visitors than
2. Answers may vary

Check your progress, page 48

1. b 2. d 3. a 4. b 5. c
6. c 7. c 8. a 9. b 10. a

Unit 2

Lesson 1, page 49

1. 2. more relaxing 3. most picturesque 4. most colonial
5. biggest 6. most touristic
7. oldest 8. most interesting
9. most historical
2. True 3. True 4. False.
Cartagena is the most touristic place in Colombia.
5. False, Cartagena is the most crowded. 6. False. San Gil has the highest annual rainfall. 7. True
8. False. Villa de Leyva has a bigger town square than Cartagena.

Lesson 2, page 50

1. 2. were walking / began 3. was telling / phoned 4. realised / looked 5. were watching / arrived
2. 2. while 3. while 4. while 5. when
3. 2. was taking 3. was getting
4. sat 5. was turning 6. found
7. decided

Lesson 3, page 51

1. 2. lower 3. smaller 4. colder
5. bigger
2. 2. most exciting c. most spectacular
3. Students' own answers.

Check your progress, page 52

1. d 2. a 3. b 4. d 5. c
6. a 7. d 8. c 9. c 10. b

Unit 3

Lesson 1, page 53

1. 1B 2D 3E 4C 5A i.
2. 2. eaten / No, he hasn't. 3. cooked / Yes, he has. He has cooked it three times. 4. made / Yes, she has. She has made it once.
5. prepared / No, she hasn't.
3. 2. She has seen the Tower of London, Trafalgar Square and Westminster Abbey. 3. No, she hasn't. 4. She has travelled a lot in England. 5. She hasn't eaten roast beef. 6. She's going to try it tonight.

Lesson 2, page 54

1. 2. True 3. True 4. False. He has tried to have conversations with the teenagers. 5. False. He has tried lots of dishes. 6. False. He is going to the Great Wall of China tomorrow.
2. Students' own answers.
3. Students' own answers.

Lesson 3, page 55

1. 2. Paint faces black and then white 3. Villa de Leyva 4. Have kite flying competitions
5. Enjoyable and great family atmosphere 7-10 Students' own answers.
2. Students' own answers.

Check your progress, page 56

1. b 2. c 3. d 4. b 5. c
6. c 7. a 8. b 9. c 10. d



Module 1

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content <ul style="list-style-type: none"> Health: Personal Care 	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used <ul style="list-style-type: none"> Free-time activities, hobbies and interests Traditional games Food Personal hygiene items Ways to reduce stress 	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English <ul style="list-style-type: none"> Different verbs Yes/No questions Present continuous - going to Modal can Adverbs of frequency Imperative Assertive communications 	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 2

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content <ul style="list-style-type: none"> Bullying and Conflicts 	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used <ul style="list-style-type: none"> Feelings Values Descriptions Types of Bullying Behaviour 	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English <ul style="list-style-type: none"> Past simple tense <i>should / shouldn't</i> <i>have to / don't have to</i> <i>because</i> to give reasons Adjective / Noun similarities 	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
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Module 3

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content <ul style="list-style-type: none"> • Sustainability: Conservation 	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used <ul style="list-style-type: none"> • Animals • Animal coverings • Animal movement • Natural features • Environmental problems • Natural resources • Conservation 	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English <ul style="list-style-type: none"> • Present perfect • Modals <i>can, should</i> and <i>must</i> • <i>Wh</i>-questions • Imperatives 	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
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Module 4

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content <ul style="list-style-type: none"> International Cultures 	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used <ul style="list-style-type: none"> Seasons Weather Conditions Characteristics of tourist attractions City / Country descriptions Cultural Traditions 	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English <ul style="list-style-type: none"> Comparatives & Superlatives Present Continuous Past Continuous Past Continuous with <i>when</i> and <i>while</i> 	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
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Rubric for a Narrative Text

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content	The topic is not developed in a logical way and very little information is given. The narrative event is absent or not understood.	Even though the idea is vaguely stated, the narrative event is present and it can be easily understood.	Most of the intended ideas are stated logically. The narrative event can be easily understood although it is not very well developed.	Conveys narrative events effectively and in a logical way. Events are clearly stated, understood and developed.
Use of Language (Grammar / Vocabulary)	Has problems expressing himself/herself clearly when he/she narrates events close to his/her reality, mainly because he/she does not use grammar rules in sentences and uses inappropriate vocabulary.	Uses successfully some grammar rules in sentences and simple vocabulary to make himself/herself understood when he/she narrates events.	Expresses himself/herself clearly because he/she uses correctly most of the grammar rules in sentences and the narrative events are evident in the text. Uses acceptable and appropriate vocabulary.	Expresses himself/herself clearly using grammar rules in sentences correctly. Narrative events are stated clearly using appropriate transitions. Word choice is accurate and correct.
Text Structure	There is no evidence of a specific writing format or paragraphing; ideas are scattered without narrative cohesion.	Narrative events are stated in a vague writing format with only basic paragraphing but the narration, in general, can be understood.	Narrative events are quite structured in a coherent writing format and paragraphing is clear.	The writing format is clear and narrative events are well stated within the paragraph structure.
Mechanics (Spelling / Punctuation)	Misspelling of words interferes with understanding. Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks)	Frequent spelling and punctuation mistakes, but these do not affect the main message	Spelling is correct most of the time. Most punctuation elements are used.	Spelling is correct. Uses punctuation accurately and effectively.

Rubric for a Descriptive Text

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Content	The topic is not developed in a logical way and very little information is given. Descriptive elements are absent or not understood.	Even though descriptive elements are vaguely stated and they lack logical unification, the general idea is present and it can be easily understood.	Most of the intended descriptive elements are stated logically. The general idea can be understood.	Conveys a good number of descriptive elements effectively and in a logical way. Ideas are clearly stated, understood and developed.
Use of Language (Grammar / Vocabulary)	Has problems expressing himself/herself clearly when he/she describes people, places or things, mainly because he/she does not correctly use grammar elements for descriptive sentences and uses incorrect and restricted vocabulary.	Uses successfully some grammar rules in sentences and simple vocabulary to make himself/herself understood when he/she describes people, places or things.	Expresses himself/herself clearly because he/she uses correctly most of the grammar rules in sentences and the descriptive elements are evident in the text. Uses acceptable and appropriate vocabulary.	Expresses himself/herself well using grammar rules correctly. Descriptive elements are stated clearly using appropriate transitions. Word choice is accurate and correct.
Text Structure	There is no evidence of a specific writing format or paragraphing; ideas are scattered without cohesion.	Descriptive elements are stated in a vague writing format with only basic paragraphing but, overall, the text can be understood.	Descriptive elements are quite structured in a coherent writing format and paragraphing is clear.	The writing format is clear and descriptive elements are well stated within the paragraph structure.
Mechanics (Spelling / Punctuation)	Misspelling of words interferes with understanding. Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks)	Frequent spelling and punctuation mistakes, though the ideas are clear.	Spelling is correct most of the time. Most punctuation elements are used.	Spelling is correct. Uses punctuation accurately and effectively.

Rubric for Task Preparation

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Preparation of the Task	Students did not research the Task topic. They did not accomplish the mini-tasks assigned in each unit to develop the Task.	Students had difficulty understanding and communicating the Task topic. They accomplished the mini-tasks assigned in each unit to develop the Task, but only at a very basic level.	Students understood and communicated the Task topic satisfactorily. They accomplished with only minor mistakes the mini-tasks assigned in each unit to develop the Task.	Students understood and communicated the Task topic successfully. They accomplished to a high standard the mini-tasks assigned in each unit to develop the Task.
Use of English	Students are not motivated to communicate in English and they do not try to use the grammar structures learned throughout the units.	Little motivation to communicate in English is evident and use of the grammar structures learned throughout the units is limited.	Students show a reasonable amount of motivation to communicate in English and use the grammar structures learned throughout the units.	Students are very motivated to communicate in English and use the grammar structures learned throughout the units.
Use of Materials and Resources	Students do not use any materials or resources in the mini-tasks.	Students only use a small number of materials and resources in the mini-tasks.	Students use a good number of materials and resources in the mini-tasks.	Students use a great diversity of materials and resources in the mini-tasks.
Teamwork	Students do not work collaboratively or in an organized way. A lack of communication within the group is evident.	Students only work collaboratively in some areas and communication within the group is very limited. Their work is a little disorganized.	Students work collaboratively and communicate well with each other. Their work is reasonably well organized.	Students work collaboratively and communicate very well with each other. Their work is well organized.

Rubric for the Final Task

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
Knowledge	The group demonstrates very limited knowledge and a lack of comprehension of the topic's main issues. The topic is under-prepared. Mini-tasks are not discussed.	The group has some difficulty in demonstrating knowledge and comprehension of the topic's main issues. A basic level of preparation of the topic is evident, but mini-tasks are barely discussed.	The group demonstrates knowledge of the topic and satisfactory comprehension of the topic's main issues. There is evidence that the topic was sufficiently prepared and most of the mini-tasks are discussed.	The group demonstrates with ease knowledge of the topic and also shows good comprehension of the topic's issues. The topic is well prepared and mini-tasks are discussed.
Use of English	Most vocabulary, grammar and text type rules related to the subject are not used properly.	Some vocabulary, grammar and text type rules related to the subject are used properly.	Most of the vocabulary, grammar and text type rules related to the subject are used properly.	Vocabulary, grammar and text type rules related to the subject are used widely and at a high level.
Presentation; Use of Materials and Resources	The presentation reveals few significant outcomes from the Task. The group uses no materials or resources in the Task.	The presentation reveals some significant outcomes from the Task. The group uses a few materials and resources in the Task.	The presentation reveals many significant outcomes from the Task. The group uses a good range of materials and resources in the Task.	The presentation is a good reflection of the expected outcomes from the Task. The group uses a great diversity of materials and resources in the Task.
Teamwork	The group is disorganized and does not work collaboratively. There is a lack of communication between group members in the combined delivery of the final Task.	The group demonstrates little collaborative work or communication between members. Their combined delivery of the final Task is fairly disorganized.	The group demonstrates collaborative work and members communicate effectively. Their combined delivery of the final Task is well organized.	The group demonstrates good collaborative work and members communicate well. Their combined delivery of the final Task is well organized.

Module 1 Final Task

A Healthy Habits Pictionary

1. Planning

Students take a look at the module again and make a list of healthy activities.

They think about the following categories:

- eating healthy food
- good personal hygiene
- keeping active
- having good relationships

2. Development

- Students take a sheet of paper or cardboard (letter size) and fold it into four parts to get four flashcards. They make the number of cards that correspond to their list.
- On each flashcard they draw or paste a picture representing each healthy habit from their list.
- On the back of each card they write the corresponding habit according to the picture.
- They organize the flashcards according to each category: eating healthy food, etc.

3. Prepare the presentation

Students practise each sentence. Remind them to be careful of pronunciation and clarity of the message.

4. Students give their presentation.

- They display their cards on the wall showing the pictures.
- They ask their partners to guess which habit corresponds to each picture.
- They tell their partners if they are right or wrong.

5. Evaluate the work

- Tell students to take notes on the important aspects to improve.
- Encourage them to use the same technique to complete their Pictionary and learn vocabulary during the whole year.
- Students write a self-evaluation on how they can help their group to get better results next time.



Module 2 Final Task

“No Bullying Allowed” Role Play

1. Planning

In groups of three or four, students look again at the module and make a list of recommendations and suggestions to avoid bullying at school.

Encourage them to think about one of the following categories:

- Verbal bullying
- Physical bullying
- Bullying because of prejudice

2. Development

- a. In their groups, students, think of a bullying situation and write a dialogue in which all students in the group will take part.
- b. They think of the setting where this dialogue can occur: the location, the moment, the characters.
- c. Encourage students to use the expressions they learnt in the module to apologize, to ask for an apology, and to talk about aggressive attitudes and make peace.

3. Prepare the presentation.

- a. First students prepare a role play according to the situation. They may take brief notes or plan a short script.
- b. Explain that they need to organize any costumes or props they will need to perform the role play.
- c. Students practise the conversation together and memorize it.

4. Give the presentation.

- a. Students perform the role play in front of the class.
- b. Encourage students to ask their classmates questions about their role play to make sure everybody understood the message.

5. Evaluate the work.

- a. Students take notes on the important aspects to improve.
- b. Remind them to pay attention to their classmates' presentations.
- c. Students write a self-evaluation on how they can help their group to get better results next time.



Module 3 Final Task

My Community: Environmental Conservation Award

1. Planning

In groups of three, students look again at the module and make a list of the most important strategies and actions used by people in their community in protection and conservation of the environment.

Encourage them to think about:

- Native Species Protection
- Natural Resources Conservation
- Reducing, Reusing and Recycling Rubbish

2. Development

- a. Each student in the group identifies the most important actions of protection and conservation in his/her community. The group writes a list of them.
- b. Each student also identifies the most important people who protect and conserve the environment in the community. Again, the group writes a list of them.
- c. Ask students to discuss with their partners to what action and to whom they would give an award for protection and conservation of their community environment.

3. Prepare the presentation

Students prepare a text to present the person and the action that they consider deserves an award. Encourage students to use pictures of the person(s) and of the actions.

4. Give the presentation.

- a. Students display their pictures and the texts to show the winning action or person.
- b. Have a competition among all the nominated actions and people and, as a class, choose a winner.
- c. Then publish the winning text on the school noticeboard.

5. Evaluate the work.

- a. Ask students to take notes on the important aspects to improve.
- b. Encourage them to pay attention to their classmates' presentations.
- c. Students write a self-evaluation on how they can help their group to get better results next time



Module 4 Final Task

A General Culture Contest: "Let's Take a Trip to..."

1. Planning

- In groups students take a look at the module again and make a list of the countries they would like to visit.
- They look for information about population, weather, language, customs, traditions, celebrations, food, music, and famous places in the countries they chose.
- Each member of the group can search for information about a different country.

2. Development

- Each group has to ask a total of 12 multiple choice questions about the country (ies) they chose.
- They can use some of the following patterns to write their questions, or ask their own questions according to the information they have.

- How many inhabitants does (city/country) _____ have?
A _____ B _____ C _____
- What is the capital city of _____?
A _____ B _____ C _____
- What's the weather like in _____?
A _____ B _____ C _____
- What is the largest _____?
A _____ B _____ C _____
- What is the most famous place in _____?
A _____ B _____ C _____
- What is the most interesting thing in _____?
A _____ B _____ C _____
- Which is the most crowded country/city?
A _____ B _____ C _____

8. Which is the hottest country/city?

A _____ B _____ C _____

9. Which is the coldest country/city?

A _____ B _____ C _____

10. Which is the largest country/city?

A _____ B _____ C _____

11. Which is the most typical food in _____?

A _____ B _____ C _____

12. Which is the most typical music in _____?

A _____ B _____ C _____

3. Prepare the presentation

Students write each question on a sheet of paper and the answer on another one. On the other side, they write a random number for the questions and a random letter for the answers.

4. Give your presentation.

- Have a competition. Students stick the question sheets on one side of the board and the answers on the other in a random order. Their classmates have to choose a question and look for the answer: this is a memory game.

5. Evaluate the work

- Ask students to take notes on the important aspects to improve.
- Encourage them to pay attention to their classmates' presentations.
- Students write a self-evaluation on how they can help their group to get better results next time.

Poster

A poster is a large announcement containing images and key information about a topic. It is widely used in advertising. It is designed to be seen from a distance. For this reason, the font size is large. A poster should have a title, images and specific information.

Writing Strategy

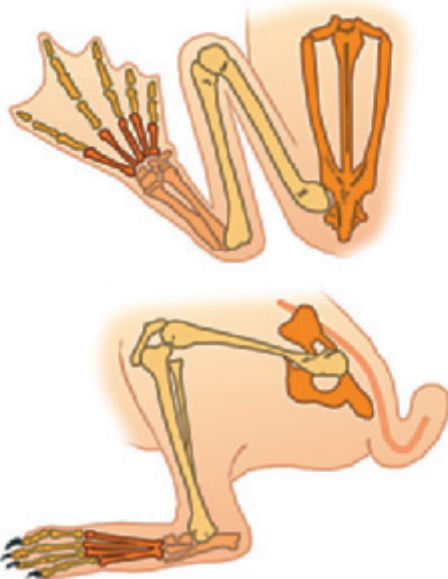
Use bullet points when you want to indicate important information about a topic. These are usually used in lists to draw attention to the main elements. Bullet points are visually attractive and help locate key information. Sometimes you don't need to use complete sentences, so there is no need for capital letters or full stops at the end. If you use complete sentences, the full stop is optional.

Vertebrates

Vertebrates are animals with an internal skeleton. They have a backbone or spinal column, also called vertebrae. These animals are classified as mammals, reptiles, amphibians, fish and birds.

Examples of vertebrate animals:

- **Mammals:** These are warm-blooded animals that feed their offspring with their milk. They are covered with fur or hair. Humans, whales, lions and monkeys are examples of animals in this category.
- **Reptiles:** They are cold-blooded animals that reproduce by laying eggs. They are covered with hard scales. Reptiles include: crocodiles, lizards, turtles and snakes.
- **Amphibians:** These animals start life as water animals breathing through gills, like fish. With time, they develop lungs and move out of the water. Some examples are frogs, toads, newts and salamanders.
- **Fish:** They live in the water so they need gills to breathe. Some fish are: tuna, salmon and shark.
- **Birds:** Birds are covered with feathers and have wings and beaks. They also lay eggs. Most birds can fly. Some examples are: Andean condors, eagles, hummingbirds, and hens.



Biography

A biography is a detailed description of a person's life. Some of the important elements that need to be included in a biography include:

- Title
- Early life
- Education
- Significant achievements
- Death

Writing Strategy

Use a full stop (.) to indicate the end of a logical and complete idea or sentence.

Title:

NELSON MANDELA

Early Life: Nelson Mandela was born in South Africa in 1918. He grew up with his two sisters and mother and, as a boy, he had to look after the family's cows.

Education: At school Mandela developed a strong interest in African history. After finishing high school, he studied law and then moved to Johannesburg for work.

Significant Achievements: While in Johannesburg, Mandela became involved in the anti-apartheid movement and joined the African National Congress in 1942. For more than 20 years Mandela fought against the racial segregation in South Africa and led a non-violent movement.

In 1962 Mandela was arrested and sentenced to life in prison. He served 27 years in jail and was finally released in 1990 after a lot of international pressure. In 1993, with the end of apartheid, Mandela won the Nobel Peace prize. Then, in 1994, he won the elections and became South Africa's first black president. Mandela served as president for 5 years.

Death: In 2013, Mandela passed away at the age of 95.

Formal Letter

This type of letter is used for any official communication. It is usually used in professional situations. Some of the reasons to write a formal letter include: applying for a job, making a complaint, making a request, making an inquiry, submitting a proposal, giving a reference or giving an invitation.

The parts of a formal letter include:

Writing Strategy

Use a semi-colon when you want to connect two independent clauses without the use of a conjunction.

1. The recipient's address: on the left side of the page right after the date.

2. Greeting: on the left side write "Dear Sir/Madam/Ms Jones"

3. Your address and date: on the top right corner of the page

Mr A. Sims
Manager
Community Bank Ltd.
Cra. 32 No. 4-26 (807)
Bogotá, Colombia

Calle 20 No. 5-34 (401)
Twin Towers
Bogotá, Colombia

23rd October, 2016

Dear Mr Sims

The purpose of this letter is to request the cancellation of my credit card, number 543231487685, for the following reasons.

Interest rates have been increasing for some time without any justification as no statement has been issued by the Government to this effect; your organization simply raises the rates without prior notice.

Secondly, the fee you charge customers for using your service is the most expensive on the market; it is almost double the rate of the next most expensive bank.

Finally, your customer service department provides a terrible service: your employees are always rude and they do not provide the necessary information. Therefore, for all these reasons, I wish you to cancel my account immediately as I have already paid all the money I owed to your bank.

Yours sincerely,

Cristina Blanco

5. Ending: Yours sincerely/Best regards/Yours faithfully and your signature. Use Yours sincerely when you know the name of the recipient (Dear Ms Jones) and Yours faithfully when you do not know the name of the recipient (Dear Sir/Madam). Regards or Best regards is a less formal ending.

4. Body of the letter: The first paragraph should briefly state the purpose of the letter. The next paragraphs should include information related to the purpose of the letter. The last paragraph should make clear what actions the writer of the letter requires from the recipient.

Tourist guide

A tourist guide is used to provide information for people travelling in a certain area or country in order to make their trip easier. Some of the things a tourist guide should include are:

- Title
- History
- Summary
- Natural attractions
- City attractions
- Cultural Tips

Writing Strategy

Use a **comma** (,) to separate items in a list. Using it before *and* is optional.

Australia: A Paradise Waiting to be Discovered!

History: Australia, an English colony, is one of the youngest countries in the world. It was discovered in 1770 by Captain James Cook.

Summary: Come and visit the country where everything is bigger and better!

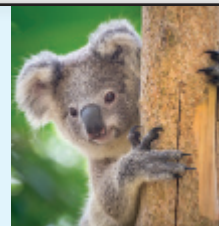
Natural attractions: That's right, Australia has Uluru, the biggest rock in the world, the Great Barrier Reef, the largest coral reef in the world, and our native aboriginals have been declared the oldest civilization in the world.

There is something for everyone. Swim at crystal clear beaches in summer and ski the snow-covered mountain slopes in winter, or discover the unique native wildlife from kangaroos and koalas to echidnas, platypuses and dingoes.

City attractions: Drink a glass of wine while looking over the spectacular harbour of Australia's largest city, Sydney, or walk over the famous Sydney Harbour Bridge and take your photo next to the Sydney Opera House.

For coffee and art lovers, you can't go past Australia's second largest city, Melbourne. Walk down the city's many lanes or simply spend an afternoon shopping.

Cultural Tips: Australians are known for their relaxed lifestyle. A common greeting is "G'day, mate" which means "Good day, friend!" If you are visiting the country in summer, a pair of flip-flops, or 'thongs' as locals call them, is a must for the beach.



email

An email is a type of electronic message using Internet connection. Several hosts offer a messaging service and they provide the format to be used, which is quite simple:

Writing Strategy

How you close an email may change depending on its purpose. For a request, writing a closing line giving thanks would be helpful, for example, "Thank you for your help/time/assistance". If you need a response in the future, something like "I look forward to hearing from

you/meeting you/seeing you" or "I would appreciate your prompt attention to this matter" can help. On the other hand, if you are the person giving help, then "If you require more information, please do not hesitate to contact me" can be very helpful.

First write the recipient's electronic address in the corresponding box in the form xxxx@xmail.com Don't forget to use @ and write the complete information after it.

Second, write the topic of your message; it can be a word or a complete sentence.

The screenshot shows an email client window with the following fields and content:

- To:** customerservice@telephone.com
- From:** shirleydaza@xmail.com
- Topic:** Mobile plans

The main message body contains the following text:

Good morning,

I would like to find out about any plans you have for mobile service at the moment. I mainly need voicemail but if there is some internet service included, I would also be interested.

Please contact me at any time on this landline number: 5-4212940, or via email at the address above.

I look forward to your reply.

Regards,

Shirley Daza

Then write the message in the large text box. Emails can be more informal than a formal letter. However, you must remember to include a greeting and an ending.

Informative email

An informative email provides news or important data about a topic or event.

- Sender
- Recipient
- Subject
- Greeting
- Body
- Sign off

Writing Strategy

Use a **question mark (?)** at the end of a direct question, but never at the end of an indirect question. A question mark replaces a full stop at the end of a sentence.

Sender:	Angela Gonzales <i>angiegonzales643@gmail.com</i>
Recipient:	Julia Vega <i>jvega22@hotmail.com</i>
Subject:	Hello!

Greeting: Hi Julia! How are you?

Body: I have just got back from my holiday in San Gil, Colombia. It was fantastic! Have you ever been there? I did so many things, especially adventure sports like white water rafting, paragliding and mountain bike riding. I remember you told me once that you wanted to try white water rafting. Have you tried it yet?

While I was white water rafting on Wednesday, I fell into the water twice. It was awesome. The rapids were really fast and my adrenaline was pumping. On Thursday, I was getting ready to go paragliding when my mum called me. She was really worried about my safety, but I assured her that I would be alright! My mum is always worried about me when I go travelling. Oh, and on Friday morning, while I was riding a mountain bike, a goat ran in front of me and made me fall off my bike. Luckily I didn't break my arm or anything. I was a little shocked, but I was OK!

I really loved my time in San Gil and I want to travel more. Hey, what are you doing at Easter? Do you want to go scuba diving with me in Parque Tayrona? It's going to be awesome!

Sign off: Speak soon
Angie.

Learning Strategies

The term Language Learning Strategies, according to Rebecca Oxford, refers to specific actions that language learners apply in order for them to learn and use a new language more effectively. They are considered to be thoughts and actions that are intentionally used by language learners of all levels to assist them in performing various tasks, such as how they learn and remember information, different ways they can study for tests and how they can take advantage of their learning strengths.

As their language levels progress, many students will consciously and unconsciously develop their own learning strategies. However, some strategies may need to be taught in order for students to improve their learning techniques. Given that each student is different, a strategy that works for one student may not necessarily work for another; it greatly depends on their individual learning styles. For example, the strategies used by an outgoing student may be different from those used by a more introverted student.

Way to Go! has been designed taking into account a variety of Learning Strategies (direct and indirect) that fit into different categories. Various projects, tasks and exercises throughout the series require the application of these strategies in order to be successfully completed by students. In this way, **Way to Go!** promotes these strategies and allows students to develop their communicative competence while assuming autonomy in their learning process.

Rebecca Oxford classified learning strategies into the following categories:

- Cognitive Strategies: actions that help students in the direct manipulation of language

Analysing	Summarizing	Practising structures and sounds
Reorganizing information	Practising in naturalistic settings	

- Metacognitive Strategies: actions that relate to the management of the overall learning process

Evaluating the success of any type of learning strategy	Self-monitoring preferences and needs	Planning tasks
Gathering and organizing materials	Arranging a study space and a schedule	Monitoring mistakes
Evaluating task success		

- Memory Strategies: actions that link one L2 item or concept with another but not necessarily to develop deep understanding

Learning and retrieving information in an orderly string (e.g. acronyms)	Using mechanical means (flashcards)
Learning and retrieving via sounds (rhyming)	Locating (on a page or board)
Making images (mental picture of the word or meaning)	Grouping
Relating sounds and images (keyword method)	Finding patterns and associating

- Compensation Strategies: actions that help to make up for missing information or knowledge

Guessing meanings from context (listening and reading)	Using synonyms
Using gestures or pause words (speaking)	

- Affective Strategies: actions that encourage students to learn

Identifying your mood and anxiety level	Rewarding yourself for good performance
Using deep breathing	Talking about feelings

- Social Strategies: actions that help learners work with others and understand the target culture and language

Becoming culturally aware	Exploring cultural and social norms
Asking for help in doing a language task	



Study Skills

These skills cover procedures to make learning more efficient. They address the process of organizing and taking in new information,

retaining information and coping with assessment procedures. Most of the following features will vary somewhat depending on what type of learner

the student is. Thus, discovering an individual learning style can be of great assistance to the student in using efficient study skills.

- Exam strategies: assessment time

punctuality,
anxiety reduction,
making lists of the items to be tested

- Time management: optimal organization

fighting against procrastination,
prioritizing tasks by using different colours for assignments

- Rest and proper nourishment: vital tips

having a good rest before going to class or taking an exam;
eating healthily and drinking plenty of water

Irregular Verbs list

IRREGULAR VERBS LIST

become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
lend	lent	lent

IRREGULAR VERBS LIST

let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



Online Resources

Websites

Resource tools, printables, and other great stuff for ELL educators are all available on these websites

<https://www.usingenglish.com/>

Here, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

<http://www.everythingsl.net>

This is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

<http://www.colorincolorado.org/teaching-english-language-learners>

This website is full of useful information, activities, and resources for ELL teachers, especially those at the Pre-K to third grade level. However, most activities can be adapted all the way up to high school, making this a diverse and useful website.

Articles & Advice

Check out resource lists, journal articles, and ideas for best practices in ELL with this link.

<http://ies.ed.gov/ncee/wwc/>

Scholarly publications for effective outcomes in English language learning.

Organizations

Take advantage of the great opportunities and resources available from these organizations that benefit ELL teachers.

http://www.ets.org/toefl/teachers_advisors?WT.ac=toefl_27125_teachers_advisors

As the official language test for education, TOEFL hosts a website that is incredibly useful for sharing test-taking and studying information with students.

Learning Resources

Enrich your students' learning by sharing these excellent English resources that they can check out in the classroom or on their own.

<http://capl.washjeff.edu/index.php>

This lexicon offers images demonstrating the true meaning of the word, making it easier for English language learners to understand.

<http://www.manythings.org/>

On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

<http://en.bab.la/games/>

Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games and a community forum.

<http://www.eslbasics.com/>

On this site, you'll find free English videos for both students and teachers.

<http://www.bbc.co.uk/learningenglish/>

On this website from the BBC, students can find help with grammar, vocabulary, and pronunciation, with plenty of references to current events. Also, you'll find a special section for ELL teachers.

<http://www.eslgold.com/>

Students can practise pronunciation, find a book to study, and even talk to someone in English on this site. Also, teachers can find a job, search for textbooks, discover games and so much more.

<http://www.real-english.com/>

Have a look at this free site for learning English, with lots of videos from real English speakers, as well as quizzes and community support.

Online Resources

<http://repeatafterus.com/>

In this online library, students can get access to a huge collection of English texts and scripted recordings.

<https://translate.google.com/>

An awesome resource to use for simple translations, Google Translate can help your students see how it's done and better understand translations between two or more languages.

<http://www.esl-lab.com/index.htm>

Direct your students to this ESL cyber listening lab with study guides, quizzes and teacher features.

<http://www.vocabulix.com/>

This online tool is designed to help jump-start students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

<http://wordsteps.com/>

Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

Teaching Resources

With these resources, you can find great ways to communicate more effectively, explore lessons, and be a great ELL teacher.

<http://www.uen.org/k12educator/ell/>

This is a great list of resources for ELL, with teaching ideas, forums, and even news and research.

<http://www.onestopenglish.com/>

Specially designed for English language teachers, One Stop English has a monthly topics series, news lessons, and even an app for ELL teaching on the go.

<http://casanotes.4teachers.org/>

This ingenious tool allows ELL teachers to effectively communicate effectively with non-English speaking parents. You'll be able to quickly make and customize notes that you can translate and send home to parents, effectively communicating information about field trips, behaviour, homework, and more.

<https://www.wyzant.com/resources/lessons/english/esl>

A great site for ELL teachers, with lesson plans, strategies, worksheets, flashcards, quizzes, games, and even vocabulary resources to help you be a better ELL teacher.

<http://a4esl.org/>

Thousands of teacher contributions can be found on this site full of quizzes, exercises and tests for teaching English as a second language.

https://elt.oup.com/learning_resources

A service provided by Oxford University Press, this learning resources bank for English language teaching has courses, titles, and interactive English reading tools.

<http://www.english-test.net/>

Encourage students to self-test with this website, offering free English tests, grammar exercises, and worksheets.

<http://www.ef.com/english-resources/english-test/>

Have a look at these tests and games that offer a great way for students to test and improve their English language skills.



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