

1

Student's Book

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.



Dear students,

Welcome, this is the *Way to go!*

The Colombian Ministry of Education, through its Programa Nacional de Bilingüismo, is pleased to introduce *Way to go!*, the series of textbooks created to support your English learning process for sixth (6th), seventh (7th), and eighth (8th) grades. With this textbook, you will be able to learn English in a fun and dynamic way, and to express yourself in English with your teachers, classmates, and friends. This material will guide you through innovative topics related to the Colombian culture and that in other countries by means of varied tasks and projects which integrate 21st century skills, created to prepare you for a globalized world.

“*Way to go!*” is an expression that means you have done something well and that you are proud of your progress. The *Way to Go!* resources will help you learn English in an effective way in and out of class:

1. **The student’s book:** for you to learn when you are in class (Please do not write on it, because other students will use this book next year)
2. **Your workbook:** for you to have extra practice in class or at home (Yes, you can write on it!)
3. **Audio tracks:** for you to practice listening on the Colombia Aprende website* at your own pace
4. **Interactive games:** for you to play and learn at the same time*
5. **Interactive/digital version of the materials:** for you to download or check online*

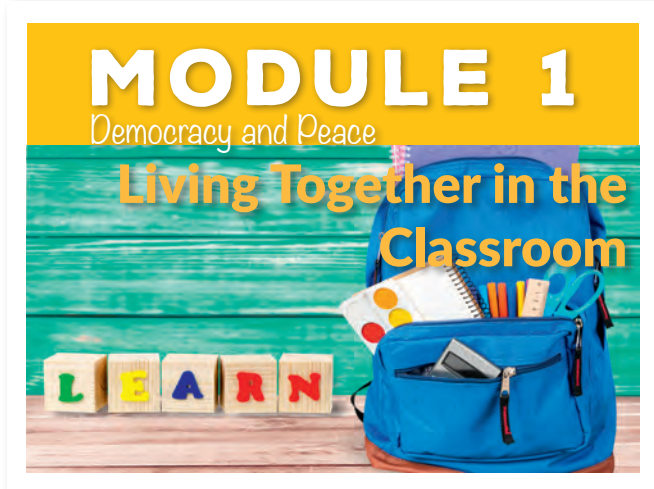
In this series, you will find four (4) modules that will help you learn English while you discuss diverse topics like culture, health, democracy and peace, environment, and global citizenship, among many more. These topics have been selected thinking about the next generation of Colombian people living in peace and connecting with each other in English.

We hope you enjoy learning English with your new textbooks, and that you are eager to see the English language as a tool that will open great opportunities today, and in the future.

Welcome to this new adventure of interacting in English with the world! This is the *Way to go!*

*You can find the digital/interactive materials of the *Way to go!* series on the Colombia Aprende official website: www.colombiaprende.edu.co

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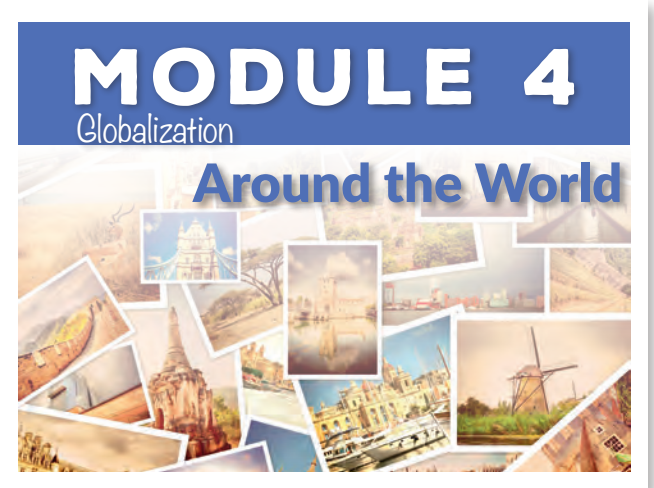
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Basic Learning Rights English

6th Grade

1

Participates in a short conversation where he/she provides his/her name, age and basic information to professors, friends and acquaintances. For example:

Hello, I am Antonio. I am your new classmate.

Hi Antonio, How are you?



I am fine, thank you. What is your name?

My name is Margarita.

2

Requests and provides clarification on how names and unknown words are spelled.



Antonio: Where are you from?

Margarita: I am from Riohacha.

Antonio: Margarita, how do you spell that?

Margarita: R-I-O-H-A-C-H-A

Antonio: Nice to meet you, Margarita

Margarita: Nice to meet you, too.

3

Understands and uses familiar words and short phrases about routines, daily activities and preferences. For example, the student understands or can produce a text like the following:

I'm Angela Poole.
I'm a doctor.
I work in a hospital.
I really like my job.
On weekends, I like to play soccer with my children and listen to music.



Name: Angela
Last name: Poole
Occupation: Doctor
Likes: Play soccer and listen to music.



4

Understands instructions related to class, school, and community activities **and expresses them orally and in written form** to evidence his/her understanding. For example:



Don't run in the halls.



Use the trash can.



Turn off the lights.

Basic Learning Rights English

6th Grade

5



Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. For example:



My City

I live in Pasto. This is a small and beautiful city in the Andean area of Colombia. There are many mountains around the city. Many tourists visit the famous Galeras Volcano and the Black and White's Carnival Museum.

6



Answers questions related to "what, who and when" after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions like the following:

Carnival of Barranquilla

Carnival is one of the most traditional Colombian folklore celebrations. Dance groups, costume makers, and the Queen of the Carnival work very hard to make it an unforgettable party. We celebrate carnival for four days. On Saturday, we see 'The Battle of Flowers', a parade of dance groups and floats. On Sunday, we see 'La Gran Parada de Tradición' and the 'Orchestra Festival'. On Monday, 'the Gran Parada de Comparsas' shows fantasy costumes and dancing. Carnival ends on Tuesday with The Burial of Joselito, who symbolizes the joy of the Barranquilla Carnival.



What is the Carnival of Barranquilla?

The Carnival is a traditional Colombian folklore celebration.

Where is this celebration performed?

Barranquilla.

Who participates in the party?

Dance groups, costume makers, and the Queen of the Carnival.

What is the 'Battle of Flowers'?

A parade of dance groups and floats.

7



Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information.

Name: Mariluz
Last name: González
Sex: Male Female
Age: 15
Birthday: August 24th
Nationality: Colombian
Address: 79th St # 42 - 200
City: Tunja
Phone: 741 48 60



8



Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her

Carlos: This text is about France and some interesting facts.

Jesús: Yes, for example the capital is Paris and the language they speak is French.

Carlos: And the flag is blue, white and red.



MODULE 1

Democracy and Peace

Living Together in the Classroom



Unit »1

Hello!

Language Functions

- Say hello and goodbye
- Spell out names
- Ask and answer questions about basic personal information
- Introduce yourself and another person
- Ask and answer questions about objects in the classroom
- Understand and use classroom language

Text Types:

- personal ID cards
- school ID cards
- descriptive paragraph
- directory of famous people/ students

Unit »2

What do you do?

Language Functions

- Describe daily routines
- Ask and answer questions about daily routines
- Ask and answer questions about the time
- Describe the frequency of activities
- Talk about habits at school

Text Types:

- survey
- narrative paragraph
- article
- diary
- letter
- poem

Unit »3

My people!

Language Functions

- Talk about family relationships
- Talk about people's feelings
- Understand information about people's physical appearance

Text Types:

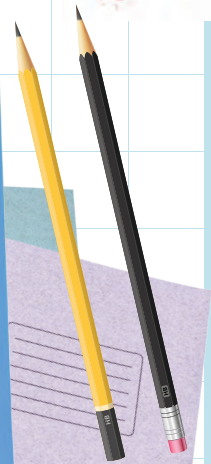
- article
- descriptive paragraph
- narrative paragraph
- personal profile



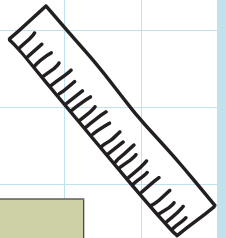
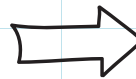
Explore Your Knowledge

Look at the pictures and answer ...

- Which classroom objects do you recognize?
- What is your favourite colour of pen?
- What is your favourite thing about school?
- Do you have good friends at school?



Task: A Wall of Honour



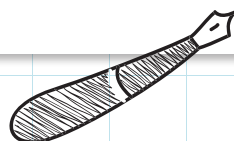
In this module you will work in groups to prepare a formal presentation.

Unit 1 Hello!	Unit 2 What do you do?	Unit 3 My people!
<ol style="list-style-type: none"> 1. Introduction of two classmates (Lesson 3, activity 5) 2. Class directory (Lesson 3, activity 7) 	<ol style="list-style-type: none"> 3. Personal information profile (Lesson 1, activity 7) 4. Poster presentation (Lesson 3, activity 8) 	<ol style="list-style-type: none"> 5. Interview (Lesson 2, activity 6) 6. Description of a classmate, giving personal and family information. (Lesson 3, activity 7)



Chant

Good Morning Everyone




Unit » 1

Hello!


» Objectives

- » I can ask and answer questions about basic personal information.
- » I can introduce myself and another person.
- » I can understand information about objects in the classroom.

In Context » My First Day at School

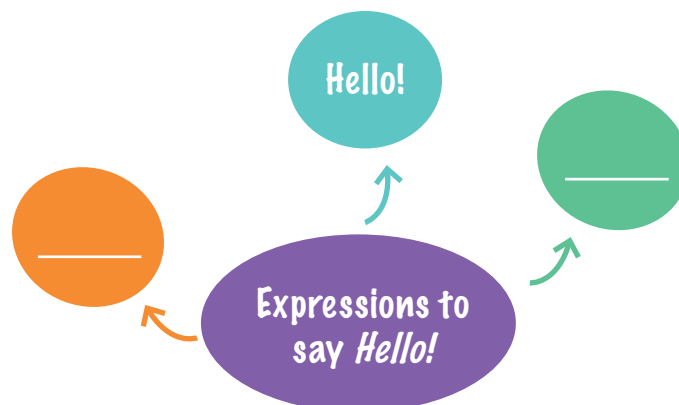
1.  **Listen »** This is the first day at school in Cali. Listen to the students.



2.  **Write »** Complete the diagram. Then, practise with a friend.

Study Tip

You can use visual diagrams to organize and remember vocabulary.



2 3.  **Listen »** Saray meets a new friend at school. Listen and read.



I'm Saray. What's your name?


How old are you?


Nice to meet you.

My name's Leonardo.

I'm 12 years old.

Nice to meet you, too.

3 4.  **Listen »** Meet other students from Colombia. Listen to the students spell their names.



Hi! My name's Juliana Payares. That's J-U-L-I-A-N-A. And my last name's P-A-Y-A-R-E-S.

Hello! My name's Estefan. That's E-S-T-E-F-A-N. My last name's Restrepo. That's R-E-S-T-R-E-P-O.

Good afternoon! My name's Hakani and my last name's Huainiri. That's H-A-K-A-N-I ... and my last name ... H-U-A-I-N-I-R-I.

21st Century Skills
• *Communicating*

It's important to know our country.
Can you guess the department each child is from in this activity?

Study Tip

You can say the alphabet at your own pace. Take your time!

5.  **Speak »** Practise with a partner.



Hi! I am Linda. What's your name?

How do you spell that?












Are you 12 years old?

Hey! I'm Nicolás Moreno.

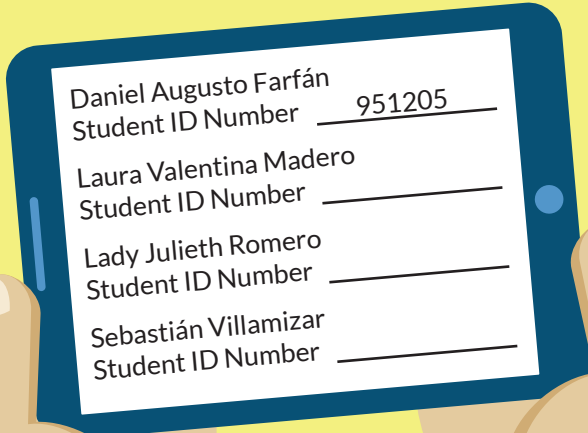
That's N-I-C- ...

No, I'm not. I'm 11.

4 6.  Listen » Listen and repeat. Then, match.

NINE	FIVE	FOUR	ONE
ZERO			
			
			
			THREE
SEVEN	TEN	TWO	SIX

5 7.  Listen » Listen and complete the ID numbers.



6 8.  Listen »

This is the ID card of a middle-school student in San Diego, USA. Listen and complete. Then, check with a partner.

IDENTIFICATION CARD

School: _____

Name: _____

Age: _____

ID number: _____

Signature _____

9.  Write »
Now, draw your ID card and complete the information.



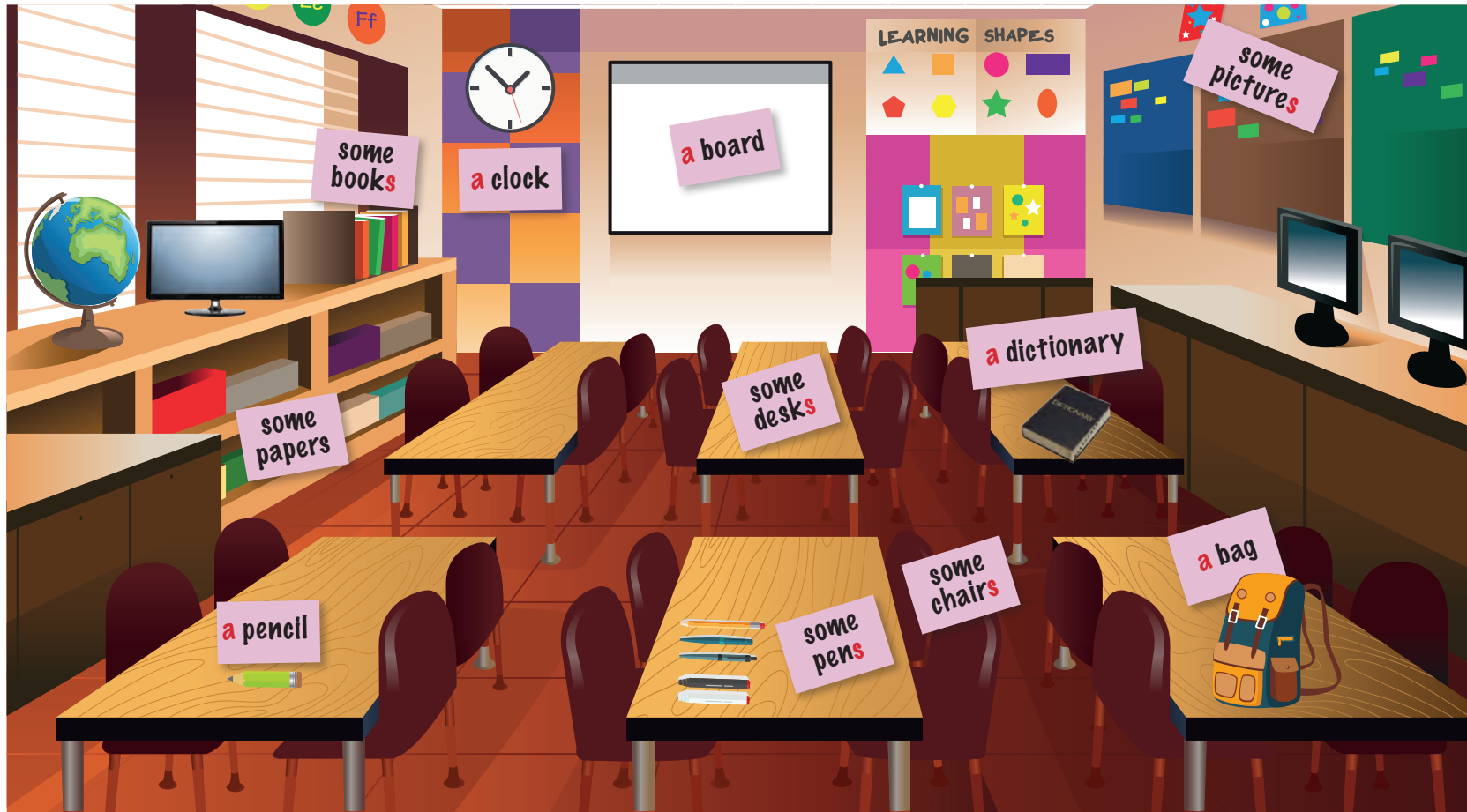
Expanding Knowledge » My Favourite Place

7

1. Listen »



Joshua's a new student in a middle school in Melbourne, Australia. Listen and repeat.




2. Write »



Complete with *a*, *an* or *some*.

1. a board		2. an orange pen		3. some pencils	
4. English book		5. dictionary		6. chairs	
7. students		8. desk		9. teacher	

Study Tip
You can focus on colours to understand grammar.

3.  **Speak »** In pairs, name ten of the objects in the picture.



Yes, **it is**. One point!

Is it a pencil?

Is it an English book?

No, it **isn't**! That's incorrect.

I'm sorry!
Are they pens?

Yes, they **are**. Two points!



Study Tip
You can always use a dictionary to learn new vocabulary.

8 4.  **Listen »** Listen to Joshua's teacher. Number the missing instructions.

Word Bank

- 1. Raise your hand.
- 2. Read.
- 3. Be quiet!
- 4. Listen.
- 5. Work in groups.
- 6. Open your books.
- 7. Write in your notebooks.
- 8. Work in pairs.
- 9. Look at the board.

5.  **Read »** Read and tick (✓) the items mentioned in the text.

Hi! My name's Yang Dawa. I'm a student in 6th grade at a public school in Shanghai. Look! This is a picture of my classroom. I see some chairs. That's my teacher. This is my desk. On the desk, there's a pencil, my bag, an English book and a dictionary.

a clock

some chairs

some desks

a teacher

a bag

some students

some pens

a pencil

some paper

a dictionary

an English book

6.  **Write »**

Write about your classroom.

Look! This is a picture of my classroom. I see some _____. That's my _____. This is my _____. On the _____, there's a _____, a _____, a _____ and a _____.

Study Tip

You can use models to write texts in English.

21st Century Skills

• Communicating

- It's important to communicate with your classmates and your teacher.
- Do you say hello and goodbye to them?

9

7.  **Listen »** Listen and match.

Bye

See

Good

Take

care!

bye!

you!

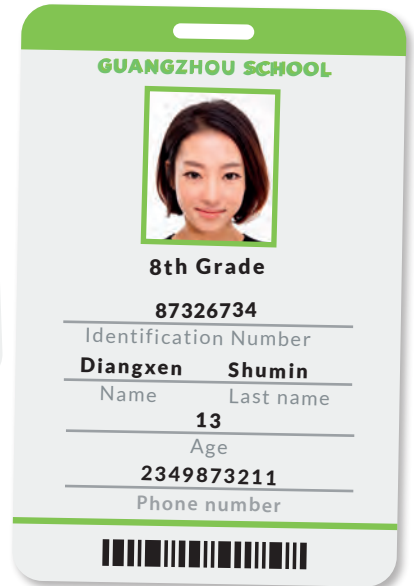
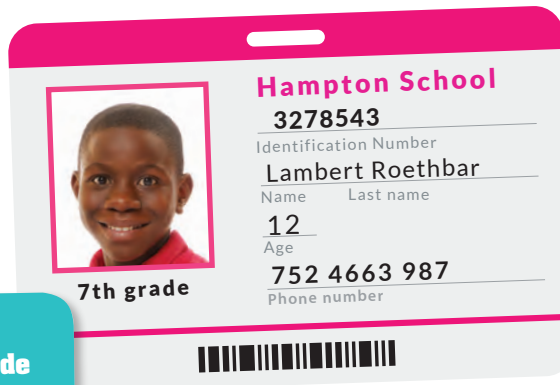
bye!



Preparing Your Task » Making a Directory

1. Speak »

Look at the ID cards of students from around the world. Ask and answer questions.



Is Diangxen 13 years old?

Yes, she is.
Is Eulogio's ID number 130579?

No, **it isn't**. It's 120579.
Are Lambert and Eulogio in 8th grade?

Is Diangxen's ID number ...?

No, **they aren't**.
Eulogio **is** in ... and Lambert **is** in ...



2. Write »

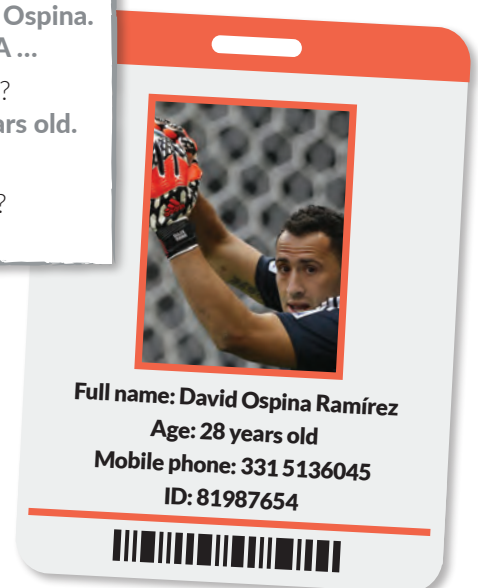
Let's play. Imagine you're a famous person. Write your personal information. Work with four classmates to complete the directory.

Useful Expressions

Hey! What's your name?
I'm David Ospina. That's D-A ...

How old are you?
I'm 28 years old.

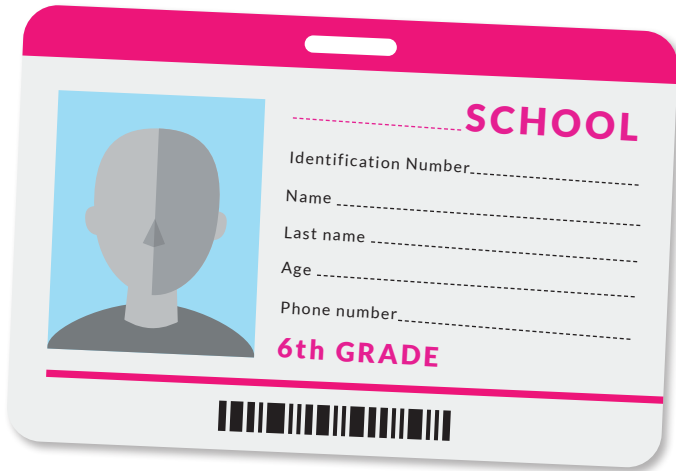
OK. And what's your ID number?
It's 819 ...



SCHOOL STUDENT DIRECTORY				
Student ID	Age	First name	Middle name	Last name

3. Write »

Do you know your classmates well? Look at four of your classmates around you. Try to complete their ID numbers using your memory.



4. Speak »

After you have filled out all the information you know, ask questions to complete the rest.

Are you Maritza? Yes, I am.

Is your last name Moreno? No, it isn't.

Are you ... years old?

Study Tip
Recycle questions from previous lessons to complete this exercise.

5. Speak »

Introduce two of your classmates to the class.



Good morning, class! This is Maritza. Her middle name's Andrea and her last name's Ortiz. She's 12 years old and her student ID number is 443727.

Now ... this is Juan. His middle name's ...

Final task activity!

6.  **Read »**

A classroom directory is a list of the members of your class with some basic personal information. Tick (✓) the information you think is important in a directory and cross out (✗) the information that is not.

<input type="checkbox"/> Email	<input type="checkbox"/> Emergency contact number
<input type="checkbox"/> Mobile/home phone number	<input type="checkbox"/> Age
<input type="checkbox"/> Social networks user name/password	<input type="checkbox"/> Address
<input type="checkbox"/> Name	<input type="checkbox"/> Family information

21st Century Skills
• *Critical Thinking*

Are you careful about using personal information on social networks?

Is That Information Private or Not?

7.  **Teamwork »**

Complete the classroom directory. Ask questions to four different classmates.

Name	Mobile / Home phone	Emergency contact number	Address	Email



Final task activity!

8.  **Speak »**

Let's play a memory game! Check your memory for names and numbers.

What's up? This is Lina and she's 11. I'm John and I'm 12.

Hi! This is Lina. She's 11. This is John and he's 12. I'm Mateo and I'm 13.

Good morning! This is Lina and she's ...

Hello! I'm Lina and I'm 11.

Wow! I have a great memory for names!



module 1 // Check Your Progress

Check Your Progress

10 1. Listen »


Listen to a student registering at the school library. Complete the information. Check with a partner.

Is she Shassad?

No, she isn't. She's Hassad. That's H-A- ...
Is she ... years old?

Yes, she is. Is her ID number ...?

Yes, it is.



Name: _____
Age: _____
Grade: _____
ID Number: _____

MEMBERSHIP CARD

I can ask and answer questions about basic personal information. ✓

Very well


Quite well

With difficulty

2. Speak »

Introduce these students to a partner.

SANTA CARMELLA SCHOOL



6th Grade

ID number: 878317
Name: Giovanni
Last Name: Delpitto
Age: 10
Address: 3467845

CITY OF PANAMA SCHOOL



8th Grade

ID number: 45789209
Name: Yohanis Paola
Last Name: Charry Akunis
Age: 14
Address: 2276 2449824

I can introduce myself and another person. ✓

Very well

Quite well

With difficulty

3. Read »

Read about a classroom. Tick (✓) true (T) or false (F).

Hello! My name's Jenny Andrea Páez and I'm a student in a school in Yopal. My classroom's very big. We have a big board, six desks and 22 chairs. My classroom's great!

	T	F
1. The classroom's small.	<input type="checkbox"/>	<input type="checkbox"/>
2. Jenny's classroom has a board.	<input type="checkbox"/>	<input type="checkbox"/>
3. The classroom has 20 chairs.	<input type="checkbox"/>	<input type="checkbox"/>
4. Jenny likes her classroom.	<input type="checkbox"/>	<input type="checkbox"/>

I can understand information about objects in the classroom. ✓

Very well

Quite well

With difficulty


» Objectives

- » I can describe daily routines.
- » I can ask and answer questions about daily routines.
- » I can ask and answer questions about the time.
- » I can describe the frequency of activities.
- » I can talk about my habits at school.

Unit »2

What Do You Do?

In Context » It's Just Another Day!

1.  **Read »** Read the survey from *Teenagers Today* magazine. Answer the questions. Then, compare with a partner.

ARE YOU A TYPICAL TEENAGER?		
Do you...	Yes	No
wake up late?		
play video games?		
use the internet to do your homework?		
listen to music on your mobile phone?		
play sports at school?		
read books or magazines?		



- 11 2.  **Listen »** Read Santiago's email. Listen and complete with the words in the box.

breakfast shower dinner homework



Hi!

On Mondays to Fridays, I **wake up** early and **take** a _____. I **don't make** my _____ because my mother **makes** it for me. I **go** to school by bus and I **start** school at 6.15. In the afternoon, I **do** my _____. I **don't play** sports, but I **read** a lot! I **watch** TV, but I **don't make** _____. My father **arrives** early every day and **cooks**.


3.  **Speak »** Is your routine similar to Santiago's? Tick (✓) what you do. Then, practise with a partner.

<input type="checkbox"/> wake up at 6.00
<input type="checkbox"/> take a shower
<input type="checkbox"/> make breakfast
<input type="checkbox"/> start school at 6.15
<input type="checkbox"/> play sports at 10.35

On weekdays,
I **wake up** at 6.00 and
I **make** my bed. I ...




On weekdays,
I **wake up at** 6.30. I **take** a shower, but I **don't make** breakfast. I ...

12 4.  **Write »** Listen to Bill, a student from Atlanta. Complete with the words in the Word Bank.

Word Bank

- my email
- my family
- music
- sports
- teeth
- a book
- bed
- lunch

 read _____	 make _____	 check _____	 listen to _____
 talk to _____	 play _____	 brush my _____	 go to _____

13 5.  **Listen »** Listen to Yana talk about her sister Alina. Listen and tick (✓) the activities that you hear. Discuss Alina's routine with a partner.


 She wakes up late.	 She doesn't take a shower.
 She studies all afternoon.	 She doesn't do her homework.
 She watches TV.	 She doesn't help with dinner.

21st Century Skills
• Critical Thinking

How can you have better results at school? Do you have good routines that contribute to your good results?
What do you do in order to build good habits?

She **wakes up** late. It's bad because she **doesn't have** time to have breakfast.



6.  **Speak »** In pairs, say what Alina does and doesn't do.



Alina **doesn't take** a shower every day. She **studies** hard and she ...




7.  **Write »** Read the *Teenagers Today* article. Complete the article with the words in the box.

goes doesn't watch drinks wakes up eats plays doesn't eat



Tom Calvo's a footballer. He _____ at 5.15 every morning. He _____ eggs and bread for breakfast. He _____ chocolate. He _____ football from 7 a.m. to 5 p.m. every day. He eats a lot of food and _____ a lot of water. In the evening, he _____ TV. He reads and _____ to bed at 10.

8.  **Speak »** Choose a famous person and tell your partner what that person does or doesn't do.

Mariana Pajón **rides** her bicycle every day. She **doesn't** eat bad food. She ...

Justin Bieber **sings** and **plays** the ... He **doesn't** ...



21st Century Skills
• *Communicating*

Are you familiar with activities people in other cities/countries do? Can you name those activities?

Why do people take part in different activities in different places?

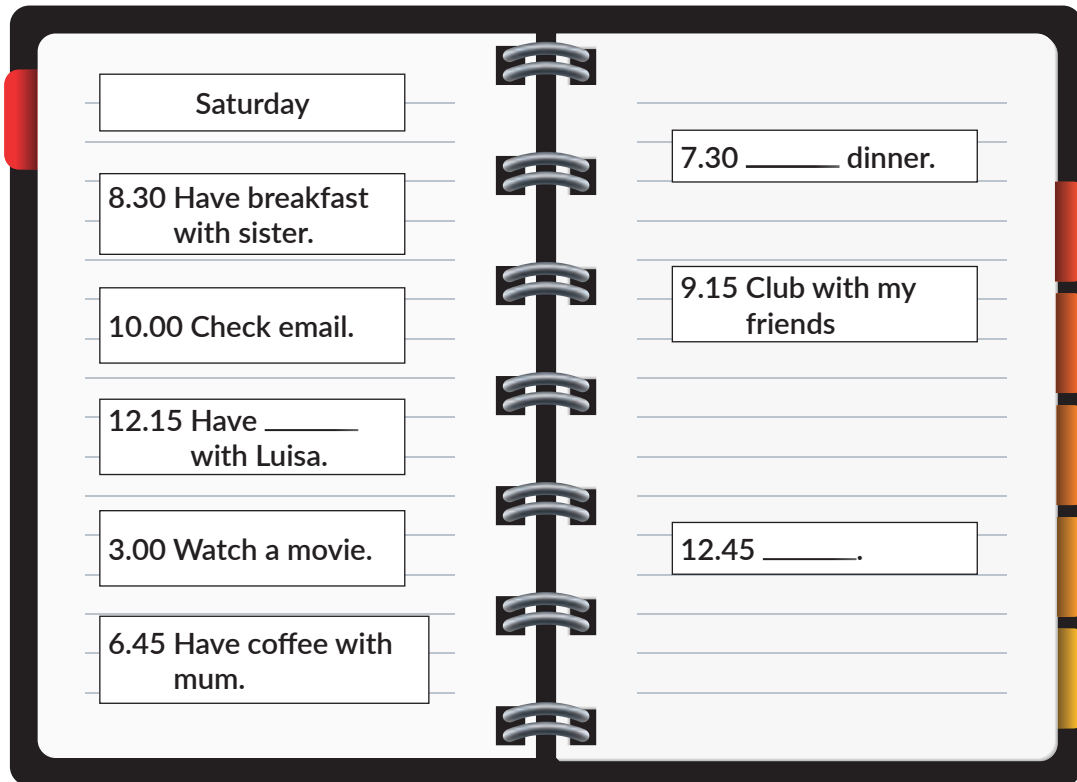
Expanding Knowledge » At What Time?

14



1. Listen »

Emilio's the director of *Teenagers Today* magazine. This is his diary for Saturday. Listen and complete.



2. Speak »

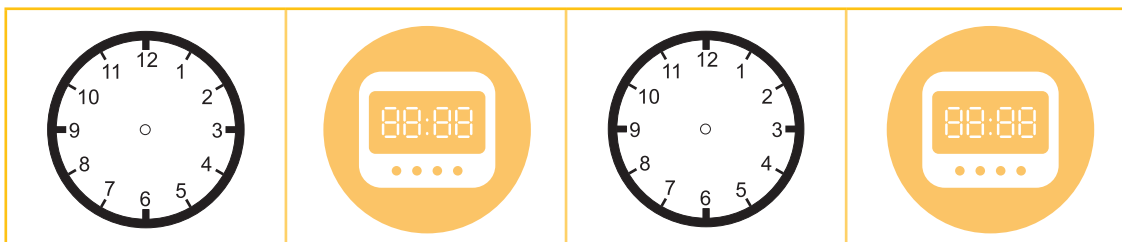
Match the numbers to make times. Then, practise with a partner.


12	15	four thirty
3	25	twelve forty-five
6	00	eleven o'clock
4	30	nine twenty-five
9	45	three fifty
1	50	six twenty
11	20	one fifteen




3. Speak »

Draw times on the clocks. Ask your partner what the time is.




4.  **Speak** » Tell your partner what Lina does every day.



15 5.  **Listen** » Vincent and Lucía have a magazine survey. Listen and complete the information.


What time do you ...	Vincent	Lucía
1. watch TV?	_____	_____
2. check your email?	_____	_____
3. play sports?	_____	_____
4. read magazines or books?	_____	_____

6.  **Speak** » Ask and answer the questions in the survey from exercise 5.



Study Tip
You can recycle vocabulary from previous lessons to make the exercise more interesting.

module 1 // Unit 2


7.  **Write»** *Teenagers Today* magazine has some incorrect information about this pop star. Make questions to correct the information.

- She lives in Florida. (✗) New York
- She works in her music studio every day. (✓)
- She sings rock and metal. (✗) pop
- She has children. (✓)
- She has three cats and three dogs. (✗) one dog
- She does yoga and takes dancing and singing lessons. (✓)



8.  **Speak»** Think of a famous person. Ask and answer questions with your partner.



9.  **Write»** Complete this survey for *Teenagers Today* magazine. Make questions to complete the names in the chart.

Find someone who likes ...		
fizzy drinks Name _____	swimming Name _____	books Name _____
dogs Name _____	bachata Name _____	cats Name _____
bicycles Name _____	pasta Name _____	cooking Name _____

Do you like dogs?

Yes, I do.

Perfect! I have one!

Do you like cats?

No, I don't.

Oh, no! Do you like ...?

Preparing Your Task » I Never Do That!

16 1.  **Listen »** Listen and read.

Dear Makena!
 How are you? It's very cold here in Finland.
 I **usually** go to school at 7 a.m. I like school.
Sometimes I go to the cafeteria for my lunch.
 I **always** eat fruit and vegetables. I **never** eat chips! Do you like the food at your school?
 Love,
 Lotte



17 2.  **Write »** Complete the letter with the words in the Word Bank. Then, listen and check.



Word Bank
 never
 usually
 always
 sometimes

Dear Lotte,
 It's very hot here in Rwanda.
 I _____ have lunch at home with my family.
 I _____ drink water because it's really hot here. I _____ drink some soda, too.
 After school, my friends _____ play volleyball, but I _____ play sports. I don't like sports.
 Love,
 Makena

3.  **Write »** Read one of Makena's poems. Follow the model and write a poem.

*I always start my day
 By seeing the Kivu shores
 My friends and I have great fun
 We swim, we row and we run*

*It's hard for me to get
 Why our elders fight so much
 Our families and our cities
 Suffer the impact of war*

*I can only hope
 That we never forget the past
 No matter; hutu or tutsi
 We have to rebuild as one.*

I always start my day

My friends and I have great fun

It's hard for me to get


I can only hope

21st Century Skills
 • Social Skills

Exchange poems with a partner. Make some comments on it!


Your poem is beautiful. Congratulations! I especially like the part of ...



4.  **Read»** Complete the survey. Then, compare with a partner.

What kind of student are you?	
1.	Do you go to school on time? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
2.	Do you play sports during the break? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
3.	Do you read books at school? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
4.	Do you do your homework on time? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never




5.  **Speak»** Practise with a partner. Who has the best study habits?



21st Century Skills
 • Critical Thinking

Does your school have facilities to get better results? Which are those?

6.  **Speak»** Makena's school principal, Ms Bohasa, has a diary. Ask and answer questions about her activities.


How often does Ms Bohasa have lunch with students?

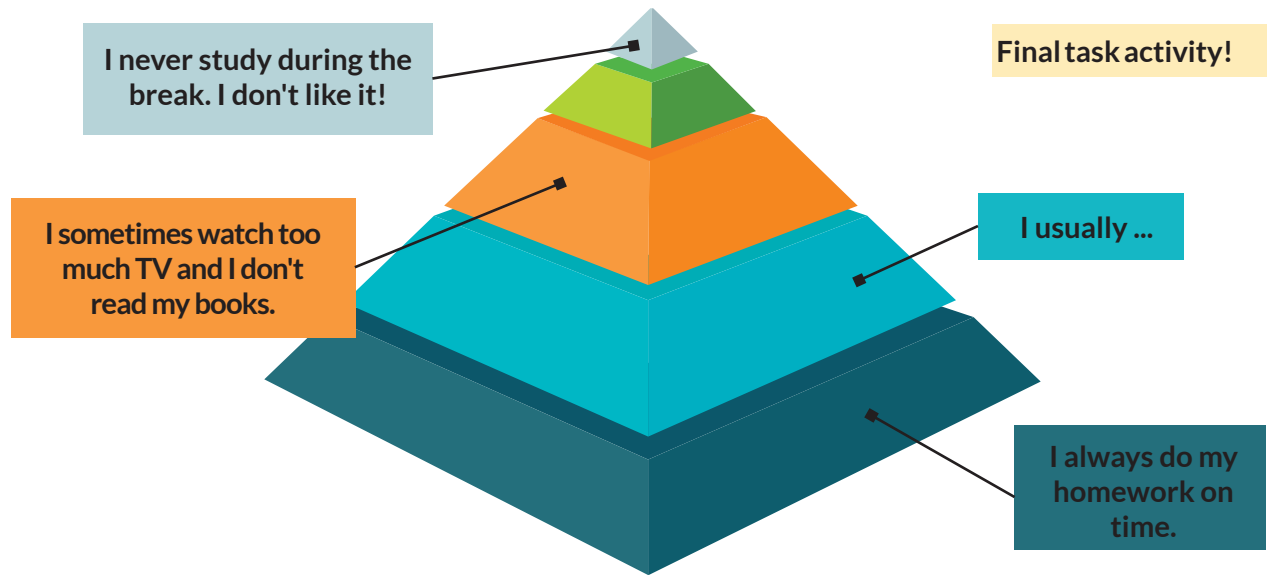
She sometimes checks school evaluations.

How often does she ...?

She always/sometimes/usually/never ...

January					2017
Monday	Tuesday	Wednesday	Thursday	Friday	
Talk to teachers 2		Check school evaluations 4		Visit the school 6	
Talk to teachers 9	Play soccer 10	Write a school report 11		Study English at home 13	
Talk to teachers 16	Play volleyball 17	Have lunch with students 18	Study English at home 19	Visit the school 20	
Talk to teachers 23		Study English at home 25	Have lunch with students 26	Check school evaluations 27	
Talk to teachers 30	Play basketball 31				

7.  **Write»** Complete the diagram with the activities you do and don't do at school.



8.  **Speak»** Present your diagram to your class.



9.  **Listen»** Read the poem and practise the times with a partner.

18



Seven fifteen, time to clean
 Nine forty, time for a story
 Eleven fifty-five, time to drive
 Twelve o'clock, time to stop.

module 1 // Check Your Progress

Check Your Progress

19

1. Listen»

Listen to an American student. Complete the information.

Activity	Yes/No	How often/What time
Make breakfast	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Take the school bus	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have lunch at school	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do homework	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Go to sleep	<input type="checkbox"/> Yes <input type="checkbox"/> No	

2. Write»

Make a list of your good and bad habits at school. Use expressions of frequency to describe your routines.




	
_____	_____
_____	_____

3. Write»

Listen to your teacher's questions and answer them.

4. Write»

Write sentences. Use expressions of frequency or times.

 _____ _____	 _____ _____	 _____ _____
---	---	---

I can describe daily routines. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

I can ask and answer questions about daily routines and the time. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

I can talk about my habits at school. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

I can describe the frequency of activities. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

Unit » 3

My People.


» Objectives

- » I can ask and answer questions about families.
- » I can talk about people's feelings.
- » I can understand information about people's physical appearance.

In Context » Family Life

20 1.  **Listen »** Listen to Andrea describing her family album. Complete the names.



2.  **Speak »** Complete with some of the words in the Word Bank. Then, practise with a partner.

Word Bank

father	brother	sister
mother	son	daughter

30

Andrea **is** Rosa and Antonio's daughter.



Yes! Antonio **is** Andrea's _____.

Right! Jairo **is** Andrea's _____.



21

3. Listen »



Maya's from Silvia, a little town in the Department of Cauca. Listen and read.



Hi! **My** name's Maya Itimay. I have two sisters. Their names are Yolanda and Morela. Yolanda's 24. **Her** son's Alberto. **His** last name's Camijoi. Morela's 16. **Our** parents are Guambiano people. **Their** names are Lorenzo and Sashkay. This is their picture.

4. Speak » In pairs, describe Maya's family.

Lorenzo **is** Maya's father.

Yes! **His** last name is ...

Yolanda **is** Alberto's mother.

No! **Her** mother is ...



5. Speak » Describe Oriana's family members.

- Angelino (dad)
- 50 years old
- play chess

- Manuel (brother)
- 25 years old
- play soccer

- Romina (mum)
- 45 years old
- read books

- Cristina (sister)
- 16 years old
- play video games

- Oriana (daughter)
- 15 years old
- running

Oriana's **father** is Angelino. **He's** 50 years old. **His** hobby is ...

Her brother and sister are ... They're...and...years old. **Their** hobby ...



6. **Speak**» Draw your family tree. Ask and answer questions with a partner.

Is he your brother?

Is he a student?

What's his hobby?

He always plays video games and ...

Yes, he is. His name's ...

No, he isn't. He works.

Study Tip
Practise asking and answering questions with your partner to improve your oral communication skills.

7. **Read**» Look at Oriana's brother's selfies. Match each photo with a feeling from the Word Bank.

Word Bank

happy sad bored tired excited hungry



8. **Speak**» Take photos or draw pictures of your family and friends. Tell a partner about how they're feeling.


This is my friend.
Her name's Lorena. In this picture, she's sad.

This is my brother.
His name's Raúl. In this picture, he's happy.

21st Century Skills
• Social Skills

When someone is upset or angry, are you respectful and help them?

Expanding Knowledge » We Are All Different!

1.  **Read »** Read the *Kansas School Newspaper* article about the volleyball team. Complete the chart.



This is the school volleyball team. The captain, Neil Patrick, is the guy on the left. His hair is short, curly and black. The libero is Harry Jones. He's tall and blond. Ms O'Hara, the woman with long, straight, black hair is the coach.

Name	Position in the team	Physical characteristics
<i>Neil Patrick</i>	_____	_____
_____	_____	<i>tall</i>
_____	<i>coach</i>	_____

- 22 2.  **Listen »** Listen and read. Then, write the names of the people in the photo.




Study Tip
Make a word list in order to remember the vocabulary you learn.

Harry Jones is really **tall**. He has **straight, blond, short** hair. He has **green** eyes.

William Blunt is **tall**. His hair is really **short, curly** and **black**. He has **brown** eyes.

Neil Patrick is **medium-height**. He has **short, black, curly** hair. His eyes are **brown**.

Josh Samir is **short and thin**. He has **short, wavy, fair** hair. His eyes are **blue**.

3.  **Speak »** Ask and answer questions about the Kansas School basketball team. Use the Word Bank.



Word Bank
Physical Description

HAIR
 black brown blond dark
 long short curly wavy


HEIGHT
 tall short medium-height

EYES
 brown green grey blue

Does Alexa have short hair? No, she **doesn't**. She **has long** hair.

Does Ling have ... eyes? Yes, she **does**. She **has ... eyes**.

Is Louisa short? Yes, she **is**. She's **short**.

4.  **Read »** Match the pictures with the descriptions.




Mr Morales is young and very tall. He has short dark hair. He coaches the basketball team.

Ms Rashid is very short and slim. Her hair is black and long. She's the mentor of the volleyball team.

Mr Kuchynsky is tall and thin. He has very short hair. He has brown eyes. He trains the tennis players.

Ms Simonson is short. She wears glasses. She's the swimming coach.

5. **Speak** » In groups, describe someone in your class.



He's tall.

He's tall and he has short hair.

Julian's tall.

21st Century Skills
• *Social Skills*

We're all different. Physical differences make us special.
Differences make the world awesome!

6. **Speak** » In pairs, choose a teacher from your school. Ask and answer questions.



Is it a man or a woman?

Is she tall?

Does she have green eyes?

Is it Ms Torres?

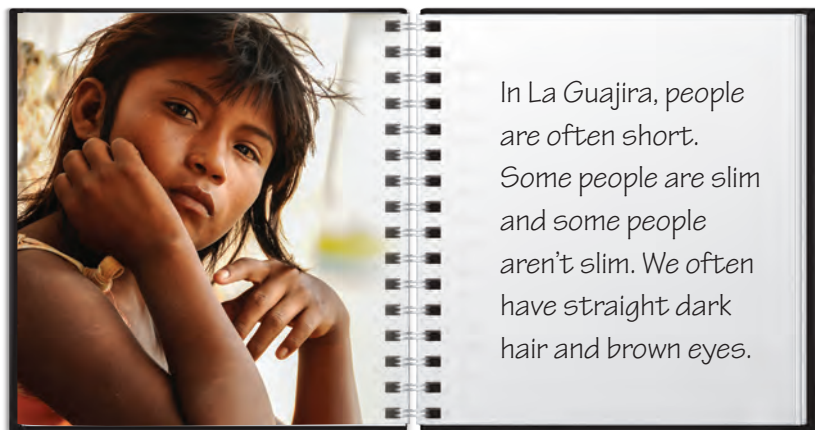
It's a woman.

No, she isn't. She's really short.


Yes, she does. She has green eyes.

No, it isn't.

7. **Write** » Work in groups. Write about people in your country.



Preparing Your Task » People I Admire

1.  **Speak »** Look at the picture of the British Royal Family. In groups, describe the people.



Prince William's **confident** ...

Queen Elizabeth II is short and has grey hair. She's **very responsible**. She has to speak to important people around the world.

Catherine, Duchess of Cambridge, **has long, black and straight** hair. She's really **kind**. She visits sick adults and children.



Word Bank
responsible caring
confident creative kind

23 2.  **Listen »** Listen and complete.



	Favourite person	Description
Jeena	_____	_____
Robert	_____	_____
Sasha	_____	_____

3.  **Write »** Think of your favourite person and say why you like them.

An important person does good things for other people.

An important person accepts different opinions.

An important person loves nature and animals.

An important person is a role model for others.







21st Century Skills
• Leadership

Can you be a good leader and do things that make others feel comfortable and happy?

Final task activity!

4. **Speak »** Describe your favourite people.

Who is a person you admire in ...?	
Music	Cinema
	
Sports	Other (Technology, Artist, Science, etc.)
	

My favourite person in science is Rodolfo Llinás. He's short and his hair's grey. He studies the brain.

My favourite person in sports is ... She's ... and her hair's ...

5. **Speak »** Write the top five people that your classmates like.

Who's your favourite person in Colombia?


I like **Ciro Guerra**. His film *Embrace of the Serpent* is really interesting.

His movie's amazing!




TOP FIVE FAVOURITE PEOPLE IN COLOMBIA

1. Rodolfo Llinás
2. **Ciro Guerra**
3. Mariana Pajón
4. Goyo, Tostao y Flow
(ChocQuib Town)
5. Fernando Botero





24

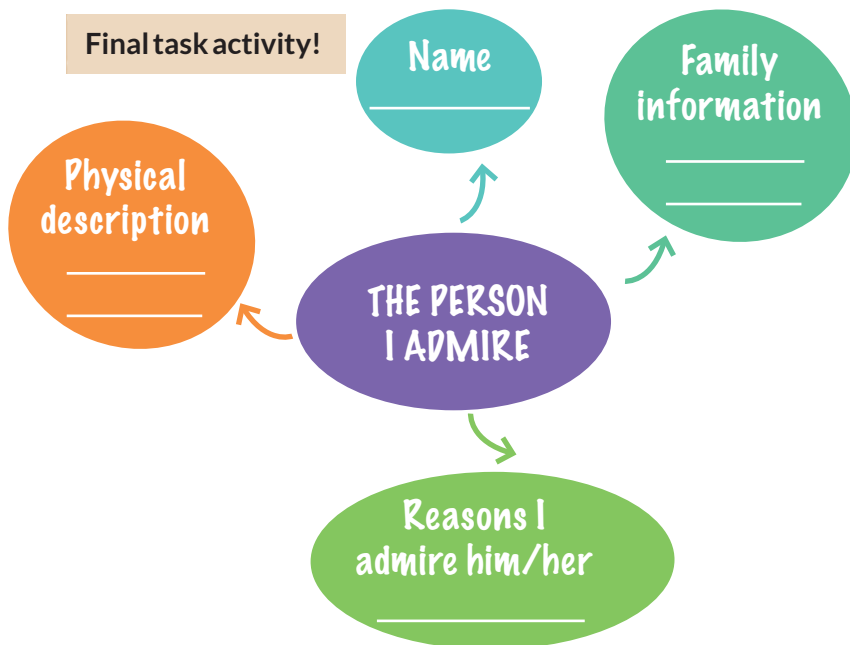
6.  **Listen »** Listen and complete. Use the Word Bank.

Word Bank
 boring
 famous
 funny
 interesting
 generous

Lorena's favourite person	
Name	_____
Physical description	_____ _____
Family	_____ _____
Why does she like him?	_____ _____



7.  **Write »** Choose a relative, a celebrity or a friend. Complete the mind map.



8.  **Speak »**

Present the person you admire to your class.



The person I admire is Oscar Figueroa. He has...hair...I really like his...

38

9.  **Listen »** Listen and circle the sound *th*. Then, listen and repeat.

25



Family is mother

Family is father

Family is sister, brother

Like family ... there's no other!

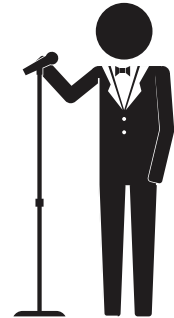
Chant

Good morning everyone



*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*

I'm your teacher, nice to meet you.
Let's work in pairs of two.
Get your papers and your pen
And open your books on page ten.



Now everyone listen to me.
Let's learn about our families.
Look at the picture on the board.
Look at the dad, he looks bored.

He is short and very strong.
His daughter's hair is very long.
He has two sons, they are tall.
He is responsible and he loves them all.



*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*

Look at the grandmother on the chair!
She has grey and curly hair.
She looks tired and quite sad.
She is smooth, just like her dad!



Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
One, two, three, now rap with me!

*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*


Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!



Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
Now come on everyone, rap with me!




Good morning everyone, ...


1.  **Speak »** There are nine instructions in the chant. Work with a partner to find them all.

Please raise your hand if you have something to say!

Yes, that's right. The next one is ...

2.  **Read »** Read the chant again and look for the words.

1. Underline all the imperative verbs.
2. Circle all the nouns for people.
3. Draw a box around all the adjectives.

3.  **Write »** Answer the questions. Use full sentences.

1 Where is the picture?

The picture is on the board.

2 What does the dad look like?

3 What does the daughter look like?


4 How many sons are there?

5 What do the sons look like?

6 Where is the sister?

7 What does the sister look like?

8 What is the mum like?

4.  **Write »** Write about your family. Use words from chant, the phrases provided and your own ideas.

curly caring interesting strong tall
responsible blond long sad small
fun dark short tired



My dad/my mum is ...
My brother/sister is ...
We are ...
My family is ...

module 1 // Check Your Progress

Check Your Progress

1. **Speak** » Answer the questions.

*** Family Tree ***

1. Is Mary Jack's sister?
2. Who's Peter?
3. Is Mark Alex's cousin?
4. Is Jack Elizabeth's grandmother?
5. Who are Juliet and Anna?
6. Who are Jack's parents?

I can ask and answer questions about families. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

2. **Speak** » Describe the pictures. Talk about each person's feelings.

1.	2.	3.
4.	5.	6.

I can talk about people's feelings. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

The person in picture number 1 is ...

The person in picture number 2 is ...

27 3. **Listen** » Listen and match the people with the names.

Liliana	Darío	Silvia	Matías	Juan

I can understand information about people's physical appearance. ✓

😊 Very well	
🙂 Quite well	
😞 With difficulty	

START
FINISH

Question 1

Question 2

Question 3

Question 4

Go back 1 space

Question 30

Go back 2 spaces

Question 29

Question 28

Miss a turn

Question 27

Question 26

Bonus
go to the finish

Question 25

Question 24

Bonus
roll again

Question 23

Question 22

Go back 1 space

Question 21

Bonus
exchange places

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. Complete: I ___ always happy.
2. Name 5 physical description words.
3. Give 3 greeting expressions.
4. Describe your mum's routine.
5. Give 3 expressions teachers use in the classroom.
6. What time do you get up?
7. Name 5 colours.
8. Describe your daily routine.
9. Say the name and age of two classmates.
10. Talk about your family.
11. Give 3 good habits at school.
12. Name 4 frequency expressions.
13. Talk about a person you admire.



module 1 // Review

Question 5

Question 6

Miss a turn

Question 7

Question 8

Bonus
roll again



Question 9

Question 10

Question 11

14. Complete: This is ____ book. These ____ some dictionaries.
15. Spell the names of two classmates.
16. Describe your father's routine.
17. Complete: This is ____ eraser. This is ____ chair.
18. Give 2 bad habits at school.
19. Name 5 classroom objects.
20. Ask two classmates what time they go to bed and report it to your group.
21. Say 3 words to describe people you admire.
22. Introduce yourself and your team to the class.
23. Give 2 expressions to ask about routines.
24. Talk about your habits at school.
25. Say the name and age of your parents, and where they come from.
26. Tell the time.
27. Say the numbers: 13, 30, 60, 70
28. Give a physical description of your best friend.
29. Name 5 parts of the body.
30. Say the days for yesterday, today and tomorrow.

Bonus
move forward
2 squares



Question 12

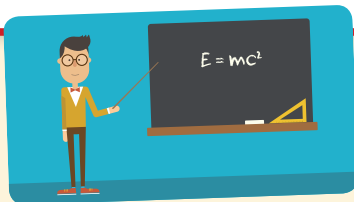
Question 13

Miss a turn

Question 14

Bonus
move forward
3 squares

43



Question 15

Question 20

Question 19

Question 18

Bonus
move forward
1 square

Question 17

Question 16



Final Task

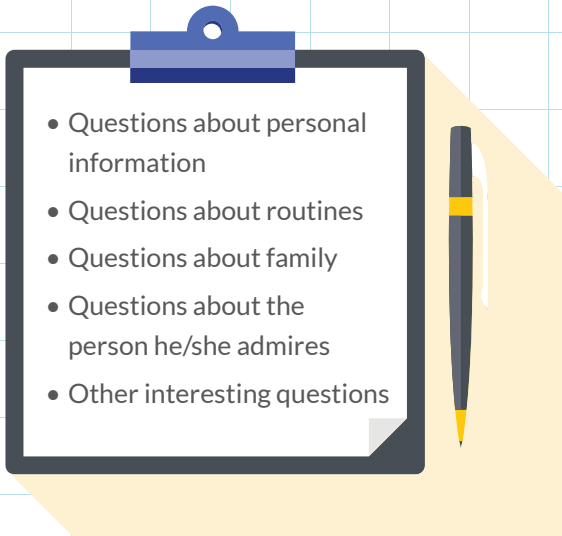


The Wall of Honour

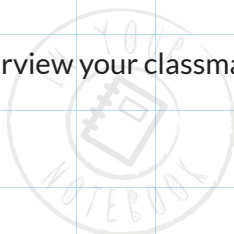
- In groups, collect the information and materials you created in this module. Use the checklist to make sure you have everything you need.

Unit 1 What's New!	Unit 2 What Do You Do?	Unit 3 My People
Lesson 3, exercise 5 Introducing another person <input type="checkbox"/>	Lesson 1, exercise 8 Description of a person's routine. <input type="checkbox"/>	Lesson 1, exercise 5 Description of a person's family. <input type="checkbox"/>
Lesson 3, exercise 5 A classroom directory <input type="checkbox"/>	Lesson 3, exercise 9 Description of frequency of activities <input type="checkbox"/>	Lesson 2, exercise 5 Description of a person's physical appearance <input type="checkbox"/>
		Lesson 3, exercise 8 Description of a person you admire. <input type="checkbox"/>

- Make groups of five people. Write the names of the five classmates your teacher tells you.
- In your group, do a survey to find all the possible information about each classmate. Include all the questions you studied in the module.



- Interview your classmates. Collect the answers in your notebook.

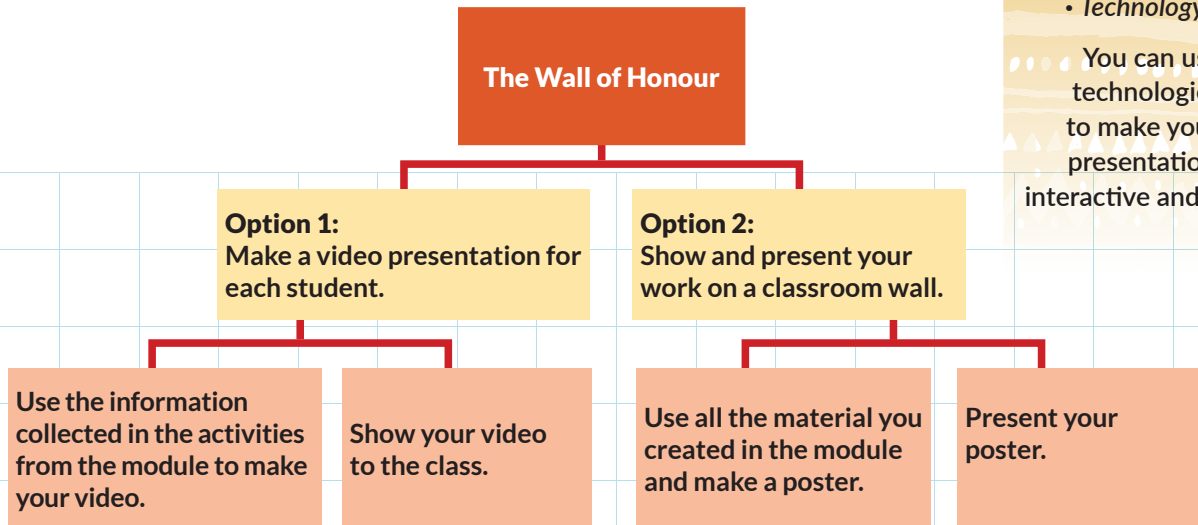


module 1 // Final Task

- In your group, prepare your Wall of Honour. Choose Option 1 or Option 2 and start organising the information.
- Follow the steps for your presentation choice.

21st Century Skills
• *Technology Literacy*

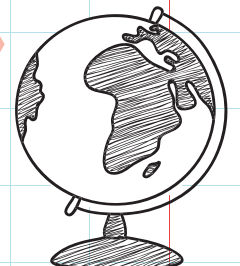
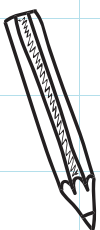
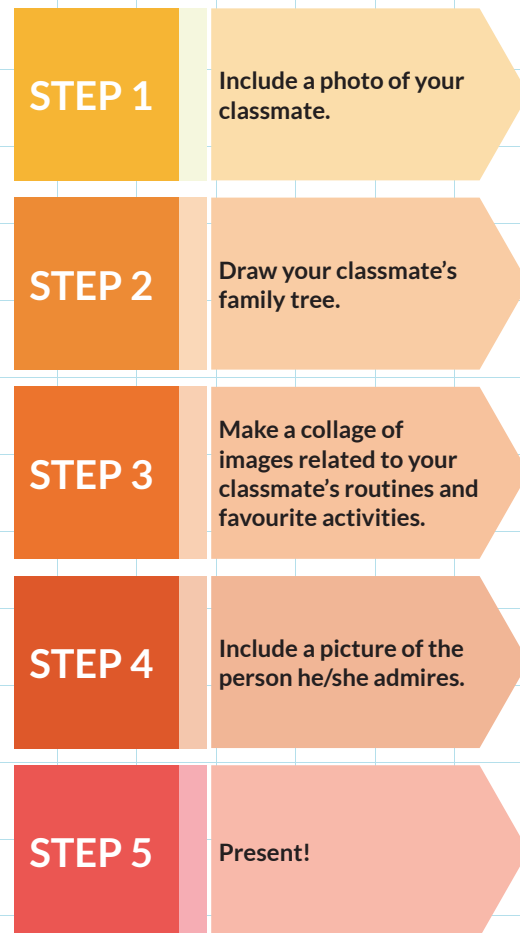
You can use your technological skills to make your digital presentations more interactive and interesting.



Option 1: A video presentation



Option 2: A poster



Evaluation

Vocabulary

For questions 1-5, circle the word or phrase that does not belong in each group. There is one example.

- | | | | | |
|--------------------------|----------------|----------------|--------------|--------------|
| 0. Feelings: | A. happy | B. upset | C. surprised | D. always |
| 1. Classroom objects: | A. board | B. chairs | C. hello | D. ruler |
| 2. Routines: | A. architect | B. do homework | C. wake up | D. go to bed |
| 3. Family members: | A. blond | B. father | C. son | D. mum |
| 4. Physical description: | A. tall | B. wavy | C. daughter | D. dark |
| 5. Personality: | A. responsible | B. dictionary | C. creative | D. caring |

Grammar

For questions 6-10, organize the sentences and rewrite them on the lines. There is one example (0).

0. three brothers. / Hi! My name / I have / is Sandra.

Hi! My name is Sandra. I have three brothers. _____

6. my brother / This is / Steven.

7. blond hair. / He / has / curly,

8. work / Does / ? / he

9. he / Yes, / does

10. arrives at school / on time / He always

Reading

Read the text below. Then, choose the correct statement True (T) or False (F). There is one example (0).

A teacher's typical day

Some people think that a teacher's day is easy. Teachers usually get up at 4:00 or 5:00 am, because they start class at 6:30 am. They are always on time for class. They always prepare their classes and check school evaluations at home. During the break, they sometimes talk to parents at school or write school reports. They never have lunch at home; they usually have lunch at school with students. After school, they sometimes have extracurricular activities, sports or conversation clubs. A teacher's typical day is very busy!

	True	False
0. Some people think that a teacher's typical day is easy	✓	
11. Teachers are usually on time for class.		
12. Teachers always talk to parents after school.		
13. Teachers never have lunch at home.		
14. Teachers sometimes write school reports during the break.		
15. Teachers usually get up early.		

Writing

For questions 16-20, complete the following text with words from the box. Write your answers in the answer box. There is one example (0).

doesn't hair takes ~~has~~ up has

Hi! My name is Patrick, and I'd like to talk about my brother Erick.

He is 35 years old. He's very tall and he (0) has

short, dark (16) _____.

He is very responsible and respectful. His wife's name is Linda.

She is a teacher. She always gets (17) _____

at 5:00 am because she starts class at 6:30 am. Erick (18)

_____ get up early. He sleeps late every day. He

(19) _____ breakfast, (20) _____

a shower and goes to work at 10:30 am. He is a businessman and

sometimes travels to different cities around Colombia. I love my

brother!

MODULE 2

Health

Healthy Habits



Unit »1

My Body is an Amazing Machine!

Language Functions

- Identify the main parts of the body and their features
- Understand short, simple descriptions of body problems
- Create short, simple sentences about recommendations to protect our bodies

Text Types:

- descriptive paragraph
- informative sentences
- interview
- report
- recommendations

Unit »2

People Can Do a Lot of Things

Language Functions

- Create short, simple sentences about interests and likes
- Describe what you and other people can/can't do
- Ask and answer questions about what people are doing

Text Types:

- explanatory paragraph
- informative paragraph
- descriptive paragraph

Unit »3

My Health Care Routine

Language Functions

- Describe habits and personal care routines
- Talk about the time and days when you do activities
- Exchange personal information about daily activities

Text Types:

- informative paragraph
- lists
- survey



Explore Your Knowledge

Look at the pictures and answer ...

- What activities do you like doing?
- Do you eat healthy or junk food during the break?
- Do you eat healthy or junk food at home?
- Do you do any sports during the break?
- Do you do any sports at home?
- Do you think an athlete needs a special routine and a special diet? Why?



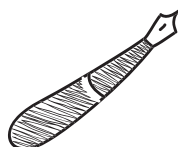
Task: A Visual Campaign to Promote Healthy Habits

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. Parts of the body (Lesson 1, exercise 8) 2. Description of accidents and injuries (Lesson 2, exercises 1, 3 and 6) 3. Ways to prevent accidents (Lesson 3, exercise 4) 	<ol style="list-style-type: none"> 4. Activities people like to do (Lesson 1, exercise 4) 5. Activities people are doing for Colombia (Lesson 2, exercise 6) 6. Description of what leaders are doing in specific contexts (Lesson 2, exercise 8). 7. Identification of a school problem and possible solution (Lesson 3, exercise 7) 	<ol style="list-style-type: none"> 8. Daily routine (Lesson 1, exercise 4) 9. Identification of healthy and unhealthy habits (Lesson 2, exercises 1-5) 10. Ideas to start a healthy routine (Lesson 3, exercise 4) 11. Description of a healthy day (Lesson 3, exercise 7)

Chant

Activities Are Exciting



Unit » 1

My Body Is an Amazing Machine

» Objectives

- » I can identify the main parts of the body and its features.
- » I can understand descriptions of body problems.
- » I can write simple recommendations to protect our bodies.

In Context » From Head to Toe

28

1. Listen »



Camila's having a check-up with the school doctor, Ms Romero. Listen and tick (✓) the parts of the body the doctor checks.



PART OF THE BODY	
• arm	<input type="checkbox"/>
• leg	<input type="checkbox"/>
• eye	<input type="checkbox"/>
• ear	<input type="checkbox"/>
• stomach	<input type="checkbox"/>
• head	<input type="checkbox"/>
• back	<input type="checkbox"/>
• foot	<input type="checkbox"/>

2. Speak »



Label the pictures (1–8) with the words in the Word Bank. Practise the pronunciation with a partner.




Word Bank

stomach neck knee
shoulder back leg
arm elbow

Study Tip

Make a word list to remember the vocabulary you learn.

3.  **Speak »** Match the parts of the body with the correct number. Then, check with the class.

Word Bank


Regular plurals
 one finger - - ten fingers
 one ear - - - two ears

Irregular plurals
 one foot - - - two **feet**
 one tooth - - - thirty-two **teeth**

Part of the body	Number
mouth	10
hands	1
toes	10
teeth	2
fingers	2
feet	32
eyes	2
nose	1

We have **one** mouth.
 We also have **two** hands.
 We have **32** teeth.



4.  **Speak »** Play with a partner. Ask your partner a question. Give your partner one point for a correct answer.

How many fingers do we have?









We have **ten** fingers. Now it's your turn. **How many ... do we have?**

Study Tip

You can learn adjectives by knowing their opposites. It can help you to remember.

big ≠ small
 weak ≠ strong
 short ≠ long

5.  **Read »** Match the pictures (1-6) with the descriptions (a-f).

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	6. ...
a. Luisa does gymnastics. Her legs are quite short.	b. José loves exercising at the park. His body looks very strong.	c. Ramiro plays basketball in the school team. His arms and legs are quite long.
d. Martha likes to plant trees in the school garden. Her hands are really small.	e. Johnny doesn't do much exercise. His body's really weak these days.	f. Antonio catches the ball often. His hands are very big.

29

6.  Listen »

Look at the Wall of Honour. Listen and label the pictures with the correct names.

Wall of Honour: Johanna Ramiro Giovanny Manuel Lina



7.  Write »

Use the pictures on the Wall of Honour to describe each person. Write three things about each person.

Giovanny plays basketball. His legs are really long.

Johanna is a ...

Final task activity!

8.  Write »

How many sentences about your body can you write in one minute? Write them on the board.

52



My arms are strong. My head's small, but my nose is big. My ears are small and my eyes are small, too. My legs are . . . and my head is . . .



Expanding Knowledge » Protecting Our Bodies

1.  **Read »** This is a report from the Ministry of Education about accidents at school. Read out loud with a partner.

Typical accidents at school!

For example, You can hurt your arm.



You can fall



You can cut your finger.



You can hit your head.




You can break your arm or leg.



21st Century Skills
• Collaborating

Work with your classmates to check pronunciation.

2.  **Speak »** With the class, make a list of the parts of the body that you can hurt in an accident.

You can cut your finger.

You can hit your head.




Study Tip


Recycling vocabulary from previous lessons/units helps you to communicate in different ways.

- 30 3.  **Listen »** Listen to the report. Make a top five of the accidents. Report to the class.

Here we have the top five typical accidents in Colombian schools. In position number 5, is ... In position number 4, is ...



1	
2	
3	
4	
5	

4.  **Speak »** Look at the pictures (1-7) and name the places. Use the Word Bank.


Word Bank

hallway stairs kitchen toilets laboratory classroom playground

Number 1 is ...
Number 2 is ...



		
1. ...	2. ...	3. ...
		
4. ...	5. ...	
		
6. ...	7. ...	


5.  **Speak »** Make a list of different places in your school. Present your list to the class.



We have a school playground.

There are ten classrooms.

31

6.  **Listen »** Listen and match the sentences (1–4) with the photos (a–d).

1. You can break your arm if you fall down the stairs.

a.



2. You can hurt your leg if you fall in the playground.

b.



3. You can fall if you run in the hallway.


c.



4. You can cut your finger on a piece of paper if you don't pay attention.

d.




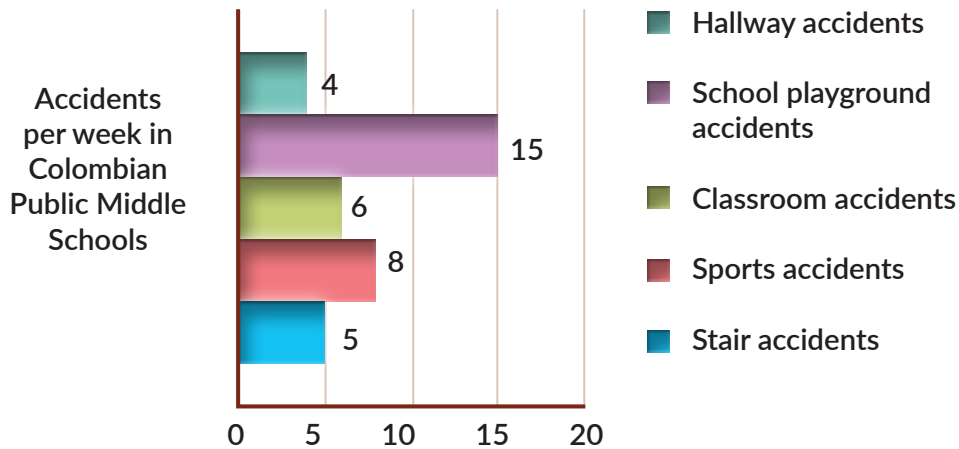
7.  **Write »** Look at these types of protection. Complete the sentences (1–4) with the words in the box.

wears knee pads wears a helmet wear gloves wear safety glasses

<p>1. This boy goes skateboarding,</p> 	<p>2. Students work in a laboratory,</p> 
<p>so he <i>wears kneepads</i>.</p>	<p>so they ...</p>
<p>3. The staff do the cleaning,</p> 	<p>4. Jessica rides a bike,</p> 
<p>so they ...</p>	<p>so she ...</p>

Preparing Your Task » Safe Schools


1.  **Speak »** Look at the graph about accidents at middle schools. Then, answer the questions.



21st Century Skills
• Information Literacy

Using and understanding numbers helps you to learn about the world around you.

- How many accidents happen per week?
- Where do a lot of accidents happen?
- Do you have to be more careful inside or outside the classroom?

2.  **Speak »** Work in pairs. Say how you can have an accident at school. Make sentences using the vocabulary in the chart.

We can	hit hurt cut break	our	heads arms hands fingers legs faces stomachs backs	if	we run too fast in the school hall.
					we don't use the necessary protection.
					we don't follow our teacher's suggestions.
					we don't pay attention when we walk.
					we jump on the school stairs.
					we don't look in front of us.
					we push our classmates in a game.

Final task activity!




We can hit our heads if we don't look in front of us.

32

3.  **Listen »** Listen to an interview with Ms Román. Tick (✓) true (T) or false (F).

	T	F
1. Ms Román is a Mathematics teacher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Students usually have accidents because they don't pay attention.	<input type="checkbox"/>	<input type="checkbox"/>
3. Students often cut their fingers.	<input type="checkbox"/>	<input type="checkbox"/>
4. Sometimes a student can push another student by accident.	<input type="checkbox"/>	<input type="checkbox"/>
5. The stairs and the hallways are typical places where accidents happen.	<input type="checkbox"/>	<input type="checkbox"/>
6. For Ms Román, attention is the best way to prevent accidents at schools.	<input type="checkbox"/>	<input type="checkbox"/>



4.  **Write »** Write how we can prevent accidents at school. Share your ideas with a partner.



To prevent accidents in the classroom **it's important to** pay attention.
And to prevent accidents in the stairs **it's important not to jump ...**



Useful Expressions

To prevent
 It's important to
 It's important not to

5.  **Speak »** Interview your classmate and record the answers.

Good afternoon, Camila.
 How are you?



What accidents can happen
 in your school?


Fine, thanks.

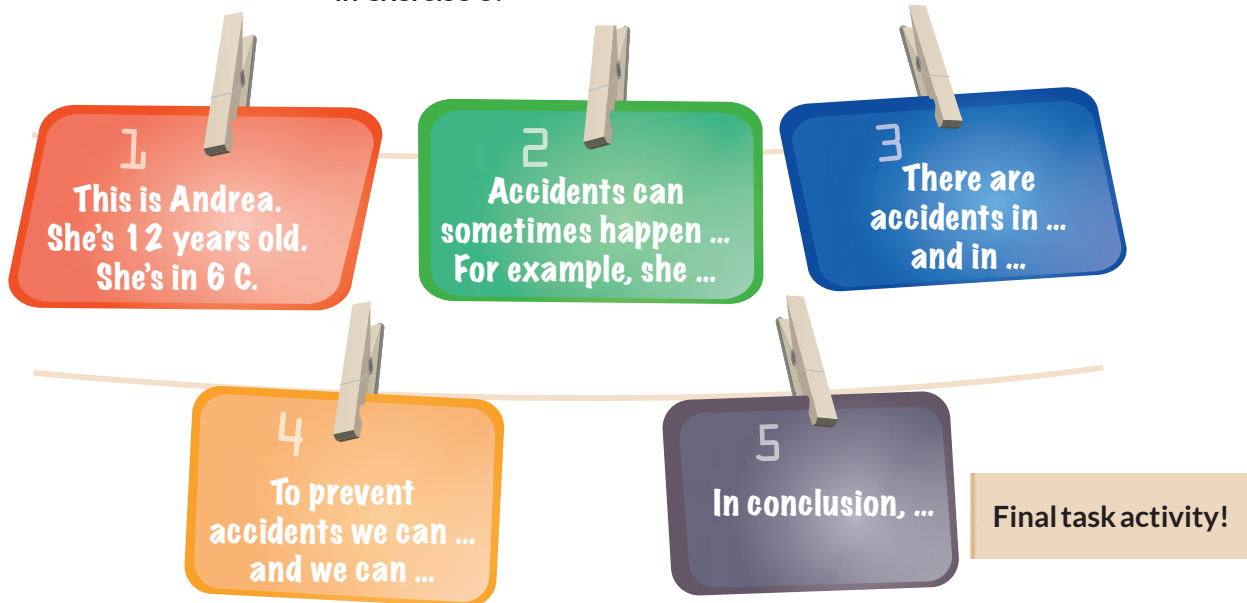



In my class, students
 sometimes ...

21st Century Skills
 • Social Skills

Working in groups helps you
 to give and receive feedback
 about your speaking skills.

6.  **Write»** Write a report with the information you have from the interview in exercise 5.




7.  **Speak»** Present your report to the class. Use your favourite visual option to present information. Vote for the best presentation.

This is Andrea. She's 12 years old. She's in 6 C. She says that accidents can happen ... For example ...



21st Century Skills
• Technology Literacy

- You can use interesting ideas to present information to class.
- You can use a collage, a digital presentation or a video. Use your imagination!

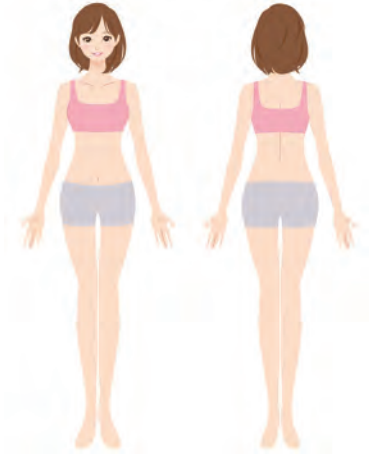
8.  **Speak»** Listen to the poem. Then, read it out loud. Emphasize the pronunciation of the -s/-es sound in the plural words.




33 *I have one head. My parents have two heads.
I have one nose. My parents have two noses.
I have two ears. My parents have four ears.
I have ten fingers. My parents have twenty fingers.
I have thirty-two teeth. My parents have ... I don't know!*




Check Your Progress

1.  **Write»** Write the parts of the body. Then, describe the girl.






I can identify the main parts of the body and its features. ✓	
Very well 	
Quite well 	
With difficulty 	

2.  **Read»** Read and complete the text with the words in the Word Bank.


Word Bank

break
hurt
falls
cut




Some students have accidents in and out of the classroom. A typical accident is when a child runs too fast and... They sometimes... their legs, their arms, and sometimes their heads. It's possible that some children... their arms because they hit the ground. Finally, children sometimes... their fingers when they're in the school laboratory or at home in the kitchen.

I can understand descriptions of body problems. ✓	
Very well 	
Quite well 	
With difficulty 	

34

3.  **Listen»** Listen and write a recommendation for each situation.

Situation 1	It's important ...
Situation 2	It's ...
Situation 3	...

I can write simple recommendations to protect our bodies. ✓	
Very well 	
Quite well 	
With difficulty 	


Unit » 2

People Can Do a Lot of Things!

» Objectives

- » I can create short, simple sentences about interests and likes.
- » I can describe what other people can or can't do.
- » I can ask and answer questions about what people are doing.

In Context » That Is Interesting to Me!

1.  **Speak »** Look at the noticeboard from the Quiroga Community Centre. Ask and answer with a partner.

Quiroga Community Centre. Courses for everyone!

Which courses do you think **are interesting**?

Do you like dolls? We can teach you how to make them!

Do you like walking? Join the walking club and make friends!

Learn how to play the accordion and vallenato music!

Football's **interesting** to me. I **like playing** football.

Free courses for children, teens and adults!

Roller skating. You can be a champion!

Free origami lessons!

The football school is open every weekend!

In my opinion, football **isn't so interesting**. I **like working** with paper, so origami's **interesting** to me.

2.  **Speak »**

Make a list of activities. Then, ask questions to learn your partner's opinion.

Study Tip

Classifying words into groups helps you to remember vocabulary.

ACTIVITIES	SPORTS
making dolls	football
origami	roller skating
play a musical instrument	...
...	...

Do you like ...?

Yes, I do. I **like + -ing ...**










No, it isn't. I **don't like + -ing ...**

Is ... interesting for you?

35

3. Listen »

Listen to Manuela, Juan Pablo and Matías talking about their favourite activities and sports. Tick (✓) the activities they like.

Manuela		Juan Pablo		Matías	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>
					<input type="checkbox"/>

4. Speak »

Talk with a partner about what activities you like and don't like. Use the Useful Expressions.

Reading books is interesting to me. It's fascinating!



I don't like tennis. I don't understand it!



I don't like drawing. It's difficult for me!

I like playing tennis. I'm very good at it!

Useful Expressions

Likes
It's easy for me!
I'm very good at it!
It's exciting!

Dislikes
It's difficult for me!
I don't understand it!
It's a bit boring!

5. Write »

Look at the list of popular activities and explain why you like or don't like them. Tell the class.


Sport/Activity	Like	Don't like	Why?
 riding a bike			because ...
 running			
 singing			

21st Century Skills
• Communicating

Giving your opinions in a respectful way helps you to have good relationships with other people.

Final task activity!

Expanding Knowledge » We Can Do Great Things!

1.  **Speak »** Some programmes offer many options to public schools in Colombia. Talk about what you can and can't do.

English classes for public schools in Colombia



dance painting

crafts performing arts


drama instrumental music



Theatre's interesting to me. I **can act** in front of people.

Really? I **can't act**. It's a bit boring to me. But I **can play** the guitar.

Wow! I **can't play** an instrument, but I **can ...**

2.  **Write »** Ask five questions with *Can you ...?* to a different partner. Write the answers and report to your class.

QUESTIONS	YES	NO
1. Can you do crafts?		
2. Can you play a sport?		
3. Can you ...?		
4. ...?		
5. ...?		

21st Century Skills
• **Critical Thinking**


Do you know your school rules?
Do you follow them?

Yes, I can.

No, I can't.

Can you do crafts?

Yadira **can do** crafts.
She **can play** the piano.
She **can't ...**

3.  **Speak »** With your class, make a list of the things you can or can't do in different parts of the school. Use the Word Bank.

Word Bank

eat play
run arrive late
yell speak loudly



We **can eat** in the cafeteria, **but we can't eat** in the classroom.


We **can play** in the playground, **but we can't play** in the library.

37

4.  Listen » Listen and read about a Colombian person who's making an important contribution to the world. Then, practise reading aloud with a partner.



Adriana Ocampo's a Colombian scientist. Right now, **she's working** for NASA on a project to explore Jupiter, a planet in our solar system. **She's coordinat**ing the project called 'New Horizons'. In that programme, **a spaceship is** travelling across the solar system and **is going** to Jupiter. **The ship's** collecting rocks and **analyzing** Jupiter. **Adriana's** controlling the process and **she's** making Colombia famous.

5.  Speak » Look at the names (1-4). Use the pictures to help you talk about what these people are doing. Use the Word Bank.



1. Diana Uribe



2. Colombian football team



3. Caterine Ibagüen




4. Monsieur Periné

Word Bank

play jump sing
talk about history

Number 1 is Diana Uribe.
She's talking about history.

Yes! Number 2 is the
Colombian football team.
They're ...

6.  Speak » Make a list of people who do things for Colombia. Work with another pair and ask and answer questions.

What **are** Bomba Estéreo doing?

They're singing in different countries.

What's Juan José Cuadrado doing?

He's playing in a football team.




21st Century Skills
• Leadership

Leaders are people who influence and motivate others to get involved in the achievement of a particular task. You can recognize a leader's work by discussing their contributions to their community/country.

Final task activity!

Preparing Your Task » What Can I Do to Help?

- 38 1.  **Listen »** Listen to how these people are helping the community. Match the conversations with the pictures. Then, check with a partner.



police officer




paramedic




firefighter




- 39 2.  **Listen »** Listen and write what each person can do.

People	I can ...	I can also ...
police officer		
paramedic		
firefighter		


3.  **Speak »** Let's play. Ask your partner questions and guess who they're thinking of. Use the model.



4.  **Write »** With two other classmates, choose someone from your school and describe what he/she does to help others.




The teacher's an important person. He likes to help us. He teaches us English. At the moment, he's preparing us to take exams. He's giving us some recommendations.

5.  **Speak »** Some members of your community can act in bad ways. In groups of three, say what they can do to be better.



Texting in the car is dangerous.


Yes, it's really dangerous. To be better, you can text when you aren't driving.

6.  **Read »** Match the problems (1-5) with the solutions (a-e). Check with a partner.

1. Car accidents	a. You can listen to others with patience.
2. Rubbish on the street	b. You can pay more attention to other people's space.
3. Fights in the street	c. You can give other cars more space.
4. Arguments with a person	d. You can put the rubbish in a bag and take it home.
5. People pushing other people	e. You can ask about the problem and suggest a solution.

For car accidents, you can ...


Yes! And for arguments with other people you can ...

7.  **Write »** Complete with possible things you can do to help solve a problem in your school.


The problem ...
I can do something I can ... I can ... I can ...
I'm doing this! I'm ... I'm ... I'm ...

I like to help in my school!

Final task activity!

8.  **Speak »** Present your ideas to the class. Listen to the other groups' ideas and vote for your favourite.



9.  **Listen »** Listen to the sentences. Pay attention to the pronunciation of *can* and *can't*. Practise in pairs.

40


I help at school and I help my family. We *can* all help.

My parents say I *can't* go to bed late and I *can't* eat chewing gum!


She *can* speak Spanish, but she *can't* speak Japanese.

module 2 // Check Your Progress

Check Your Progress




1.  **Write »** Write sentences about the activities that people in your family do or don't like doing.

My mother likes ... She doesn't like ...
 My father likes ... He doesn't like ...
 My grandma likes ...
 My brother ...
 My sister ...




2.  **Speak »** Look at the pictures and say what each person can or can't do.

			
Chung Mi 	Magdalena 		
			

I can create short, simple sentences about interests and likes. ✓

	
Very well	
	
Quite well	
	
With difficulty	




I can describe what other people can or can't do. ✓

	
Very well	
	
Quite well	
	
With difficulty	

- 41 3.  **Listen »** Listen to the questions. Write the answers.

1. ...
2. ...
3. ...
4. ...
5. ...

I can ask and answer questions about what people are doing. ✓

	
Very well	
	
Quite well	
	
With difficulty	

Unit »3

My Health Care Routine

» Objectives


- » I can describe habits and personal care routines.
- » I can express the times and the days when I do activities.
- » I can exchange personal information about daily activities.

In Context » On a Normal Day, I ...

1.  **Write »** Put the days in the correct order and choose which activities you want to do.



I want to do 'Let's run together!' on Wednesday. I want to run fast!

2.  **Speak »** Match the pictures with the daily routines. Then, tell a partner.



In the morning, he brushes his teeth.

In the afternoon, he spends time with his family.

Useful Expressions

In the morning
In the afternoon
In the evening
At night

42

3. Listen » Listen and put the activities in the correct order.

Valerie Castagna	
<input type="checkbox"/>	She meets her friends.
<input type="checkbox"/>	She eats vegetables, cereals and fish.
<input type="checkbox"/>	She jumps on the floor.
<input type="checkbox"/>	She goes to the gym.
<input type="checkbox"/>	She goes home.
<input type="checkbox"/>	She combs her hair.
<input type="checkbox"/>	She jumps on trampolines.
<input type="checkbox"/>	She reads magazines.



4. Speak » Tell your partner what you do on a normal day.

Final task activity!



On a normal day, in the morning, I **usually** ... In the afternoon, I **always** ...

Study Tip
You can recycle vocabulary from earlier units.

5. Write » Make a list of different activities your family does during the week. Tell your class.


WEEK: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SATURDAY	SUNDAY	NOTES: _____		
swimming class	 	_____		



On Saturdays, we **usually** go to a swimming class together. On Tuesdays, we **sometimes** ... On Wednesdays, we **always** ...

6.  **Read »** Read the routine of a Latin American swimming champion. Tick (✓) true or false.

	I wake up at 4.30 every day. I arrive at the pool at 5 a.m. Then, I swim for two hours. After I finish, I go home. I have breakfast before I take a shower. I go to school at 7.45 and I finish at 2.45. After school, I go swimming again. I usually arrive home for dinner at 6.30. Sometimes I'm late because I swim more.	
		True
1. He wakes up very early every day.	<input type="checkbox"/>	<input type="checkbox"/>
2. First, he takes a shower. Then, he has breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
3. He has breakfast at school.	<input type="checkbox"/>	<input type="checkbox"/>
4. He goes swimming before and after school.	<input type="checkbox"/>	<input type="checkbox"/>
5. He always has dinner at 6.30.	<input type="checkbox"/>	<input type="checkbox"/>


7.  **Write »** Interview a sports star. Write four questions. Use the Useful Expressions.

Final task activity!



Useful Expressions

What time do you wake up?
 What sport do you do?
 Do you do your sport in the afternoon?
 What do you do after practice?

8.  **Speak »** Role-play. Be a sports star and an interviewer. Ask and answer questions. Vote for your favourite interview in class.

What sport do you do?

When do you play football?

What time do you practise?

What do you do before practise?




I play football.

I practise every day.

I usually practise at 5.30 p.m.

I always take a break and then eat something.

Expanding Knowledge » Is that Healthy?

1.  **Read »** Answer the questions in the survey about being healthy and tell your partner your results.

Republic of Colombia School

Always Sometimes Hardly ever

In the morning

1. Do you have breakfast?
2. Do you have a shower and brush your teeth?
3. Do you have a fruit snack?

In the afternoon

4. Do you watch TV for less than one hour a day?
5. Do you drink a lot of water?
6. Do you do exercise?

In the evening

7. Do you eat vegetables?
8. Do you share time with your family?
9. Do you sleep seven or eight hours per day?

Understand your results!


7-9 *always*
You have a healthy routine.


3-6 *sometimes*
Your routine is not so balanced.

5-7 *hardly ever*
It's time to make a change! You're not healthy!




I have a healthy routine. In the morning, I always have breakfast, I have a shower and I ...

- 43 2.  **Listen »** Listen to Luz and Ramiro talking about their routines. Write in blue the healthy activities and in red the unhealthy ones.



Luz is a student from Ráquira, Boyacá. She brushes her teeth three times a day. She likes to drink water. On Fridays, she sometimes watches four hours of TV. She likes to eat hot dogs and burgers with her brothers. On Saturdays and Sundays, she usually plays sports.



Ramiro's a student from Medellín. He always eats burgers or pizza, but he likes to eat fruit as a snack. He sometimes goes swimming and runs in the park. He plays video games on Sundays, sometimes all morning.

21st Century Skills
• *Critical Thinking*

Identifying what is healthy or unhealthy helps you to have a balanced life.

44

3. Listen »



Listen and complete the chart. Then, write what healthy and unhealthy routines Gina has.



Healthy activities ...	Unhealthy activities ...
---------------------------	-----------------------------



Final task activity!

Gina has some healthy routines. For example, she ...

4. Speak »



Describe each picture and say which activities are very good or not so good for your body.

1.  swimming	2.  eating a burger	3.  studying in bed
4.  going to bed late	5.  using dental floss	6.  eating fruits and vegetables
7.  staying in all day	8.  drinking fizzy drinks	9.  washing your hands

5. Speak »



Say which activities in exercise 4 you do. Say who has a healthy routine in your group.

I **always** go swimming on holiday. It's **really good** for me.

I **never** go swimming. I don't like it. It **isn't so good** for me.


In my group, Carla **has a healthy routine**. She likes to ... and ...



I **sometimes** eat a burger on Saturdays. It **isn't so good** for me.

Yes. And she's ... it's ... for your body.

He's **swimming**. It's **very good** for your body!

6.  **Speak** » You're planning activities for this year. Say the activities that you can do in the months of the year.

2017

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		


DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

In June, we can have a healthy picnic.

In May, we have Mother's Day.

We have lots of fun activities this year.



Our final class is **on** 11 November.

7.  **Write** » With your class, make a list of important dates. Use a calendar to help you.

Teacher's Day is **on** 15 May.

Darío's birthday is **on** ...




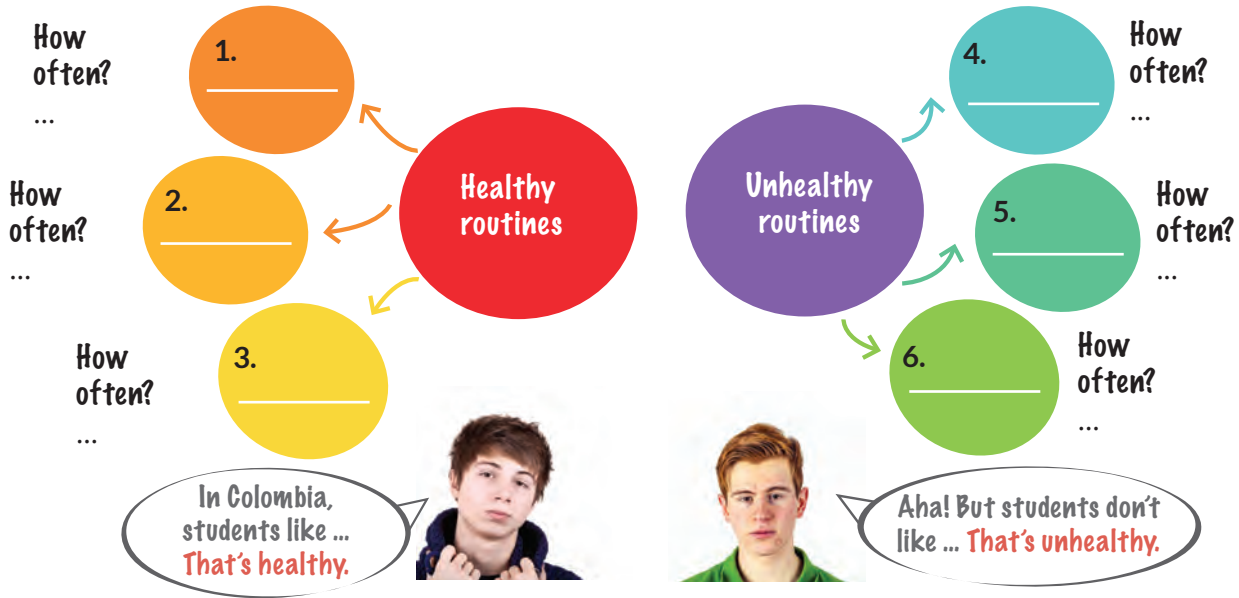
21st Century Skills
• *Information Literacy*


Knowing about important dates helps you to plan your activities. Are you familiar with the special days in your country? When are they? Do you celebrate them?

Preparing Your Task » The Healthy Day

45


1.  **Listen »** Listen to a report about the routines of Colombian students. Complete the diagram. Then, compare with a partner.



2.  **Speak »** Talk to a partner and describe your healthy/unhealthy routines at school/home.

I have some healthy routines at school.
For example, I ...


I have some unhealthy routines at home.
For example, I ...

3.  **Speak »** Use the information to describe the routine of a Colombian student.

Ramiro is from Bogotá							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Watch TV	✓ in the afternoon	✓ in the afternoon			✓ in the afternoon	✓ in the morning	✓ in the morning
Brush teeth	✓ 3 times	✓ 3 times	✓ 3 times	✓ 3 times	✓ 3 times	✓ 3 times	✓ 3 times
Drink water						✓ 2 times	✓ 3 times
Play video games					✓ in the evening		✓ all day
Do sports			✓ in the afternoon		✓ in the evening		✓ in the morning
Chat with friends		✓ in the afternoon		✓ in the afternoon		✓ at night	



Ramiro sometimes watches TV in the afternoons, he always brushes his teeth three times a day. He ...

4.  **Write»** Think about ideas to start healthy routines at school and at home. Make a list and show it to your class.

Final task activity!


At home ...
I can drink a glass of water.
I can use the stairs.

At school ...
I can play a different sport in the break.
I can ...

21st Century Skills
• Initiative


- Making a change in your life is the first step to having a more balanced life. Are you realistic about your initiatives? Are they easy to start today?

46

5.  **Listen»** Listen to the description of a health project in a public school in Bosa. Choose the correct answers, a, b or c.

1. What's the name of the project?	a. The Healthy Project
	b. The Healthy Week
	c. The Healthy School
2. What do students do at the beginning of the project?	a. Make a list of unhealthy habits
	b. Speak to friends about unhealthy habits
	c. Stop unhealthy habits
3. Who participates in the project?	a. Students and teachers
	b. Teachers and parents
	c. Students, parents and teachers
4. What activities do they have in the project?	a. Change healthy habits
	b. Promote healthy habits
	c. Explain healthy habits
5. Does the project work?	a. Yes, with no problems
	b. Yes, with some problems
	c. No, with many problems



6.  **Write»** Plan a *Healthy Day* at your school. Choose one unhealthy habit, the month, the day and the activities to do that day.

Our Healthy Week
 Month: ...
 Day: ...
 Unhealthy habit to stop:
 ...
 Three activities to do that day:
 ...




7.  **Speak»** Present your *Healthy Day* to the class. Vote for your favourite idea.

Final task activity!

Our healthy day is on ...
 We want people to stop ...
 First, we plan to ...
 Then, ...
 Finally, ...



47 8.  **Listen»** Listen and repeat the ordinal numbers. Listen to the pronunciation of the *th* sound. Practise with a partner.

1 2 3 rd
 4 5 nd
 6 7 8 th
 9 0 st

Chant

Activities are exciting



*Activities are exciting.
What do you enjoy?
Dancing or hiking?
Or playing with your toys?*

On Mondays I play basketball.
On Tuesdays I go swimming.
On Wednesdays I draw pictures
And on Thursdays I like singing.

On Fridays I play football,
It's the start of the weekend.
On Saturdays and Sundays
I go dancing with my friends.



Activities are exciting. ...

In the mornings I take care,
I brush my teeth and comb my hair.
Eat healthy food and wash my hands,
Then I'm ready to make plans.

I ride my bike to the school.
I wear my helmet in case I fall.
I wear kneepads and my gloves
And my glasses that I really love!

Activities are exciting. ...

I really love to exercise.
When I play football I use my eyes.
I use my elbows and my hands
To play an instrument in my band.

I use my legs to run up the stairs.
I use my arms to brush my hair.
I play at the playground at my school
And use the laboratory, it's really cool!

Activities are exciting. ...




1.  **Speak »** Match the activities and corresponding nouns.

- | | |
|--------------------------|------------------|
| 1 play football | my legs |
| 2 play an instrument | my legs |
| 3 run upstairs | my arms |
| 4 brush hair | my arms |
| 5 play at the playground | my arms and legs |
| 6 dancing | my eyes |
| 7 watch TV | my whole body |

I use my legs to play football.




2.  **Read »** Look at the table. Complete the sentences.

	Me	Charlie	Juana and Helene	My mum
Monday	football	sing	dance	work in a laboratory
Tuesday	play guitar in my band			work in a laboratory
Wednesday		draw pictures	ride bikes	work in a laboratory
Thursday	play in the playground		basketball	work in a laboratory
Friday		dance with friends	dance with friends	work in a laboratory

- On Mondays, Charlie sings.
- On _____, Helena and Juana ride bikes.
- Mum works in a laboratory _____.
- On Fridays, _____ dance with friends.
- On Tuesdays, _____ play guitar in my band.
- On _____, I play in the playground.



3.  **Write »** When do you do these activities? Write sentences.


every day on Mondays on Tuesdays on Wednesdays on Thursdays on Fridays
at the weekend on Saturdays on Sundays in the morning at lunchtime in the evening

football play an instrument run upstairs brush hair play at the playground dance
play with toys hike brush my teeth go to school learn English play in a band

I go to school every day. I learn English on Mondays, Wednesdays and Fridays. I play an instrument after school on Thursdays and play in a band at the weekend.

module 2 // Check Your Progress


Check Your Progress

1.  **Speak »** Describe your routine using the pictures.

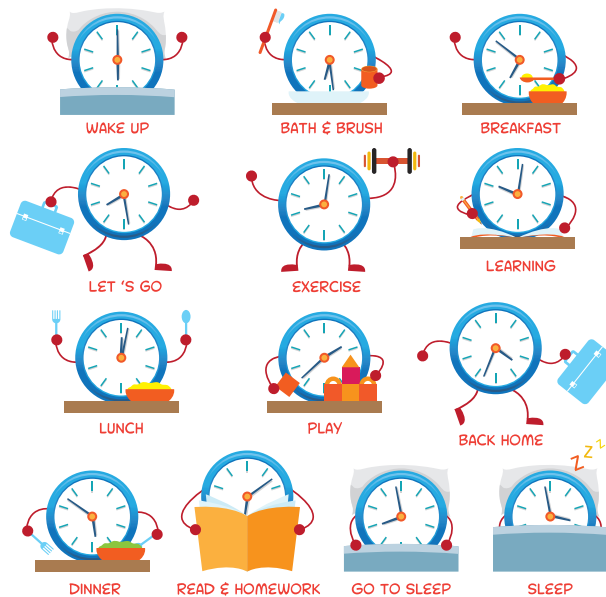


I can describe habits and personal care routines. ✓




Very well 	
Quite well 	
With difficulty 	


2.  **Write »** Look at the clocks and write when you do these activities.

I wake up at ...



I can express the times and the days when I do activities. ✓




Very well 	
Quite well 	
With difficulty 	

3.  **Speak »** Think of a person you like very much and tell your partners about his/her routines.

I like Michael Phelps. He starts his day with a big breakfast and then he goes to the pool ...



I can exchange personal information about daily activities. ✓

Very well 	
Quite well 	
With difficulty 	

Battleships Game

(2 players) Put 5 ships on the board (1 box for each ship). Select a box and answer the question; if you answer correctly, you can fire a missile. Put an X in the box every time you hit a ship and get 1 point. The first player to get 5 points wins.

- 1A. How many teeth do we have?
- 1B. Say what you usually do on Wednesday.
- 1C. Can a firefighter teach a class at school? If not, what can they do?
- 1D. Name 1 activity you can do in October.
- 1E. Do you like roller skating? What is your opinion about it?
- 1F. What are students from your class doing to make a contribution to your school?
- 1G. Can you play a sport?
- 1H. Name 2 sports you don't like doing.
- 1I. Do you always have breakfast?
- 1J. What time do you wake up?
- 2A. Name 2 activities you can do in different parts of your school.
- 2B. Name 2 unhealthy activities.
- 2C. How often do you have a fruit snack?
- 2D. Name 3 places in your school.
- 2E. Do you always brush your teeth?
- 2F. Name 2 accidents that can happen at your school.

Player 1

	1	2	3	4	5
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					

module 2 // Review

- 2G. Some people throw rubbish on the street; what can you do to be better?
- 2H. Name 2 healthy activities.
- 2I. What sports are you good at?
- 2J. Do you like singing? Why or why not?
- 3A. Do you like dolls? What is your opinion about them?
- 3B. Can you play a musical instrument?
- 3C. Identify 1 problem you have at school and say what you can do to help solve it.
- 3D. What do you do in the morning on a normal day?
- 3E. Name 3 parts of the body that you can hurt in an accident.
- 3F. Do you sleep for 7 or 8 hours per day?
- 3G. How often do you drink fizzy drinks?
- 3H. What time do you go to bed?
- 3I. How often do you go to bed late?
- 3J. Say what you usually do on Sunday.
- 4A. Name 1 activity that is difficult for you.
- 4B. Do you always take a shower?
- 4C. How often do you eat burgers?
- 4D. How many feet do we have?
- 4E. Name 2 activities you don't like doing.
- 4F. Can a paramedic put out a fire? If not, what can they do?
- 4G. Do you like origami? What is your opinion about it?
- 4H. What do you do in the afternoon on a normal day?
- 4I. Name a part of the body that you can cut in an accident.
- 4J. Name 1 activity you can do in May.
- 5A. Say what you usually do on Saturday.
- 5B. How often do you use dental floss?
- 5C. Do you like reading books? Why or why not?
- 5D. Say what you usually do on Monday.
- 5E. What time do you do your homework?
- 5F. Name 1 activity that is interesting for you.
- 5G. Do you like model making? What is your opinion about it?
- 5H. Name 2 activities you can't do at school.
- 5I. How often do you exercise?
- 5J. Name 1 activity that is easy for you to do.



Player 2

	1	2	3	4	5
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					



Final Task



A Visual Campaign to Promote Healthy Habits

- 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 My Body Is an Amazing Machine!	Unit 2 People Can Do a Lot of Things!	Unit 3 My Health Care Routine
Lesson 1, exercise 8 Parts of the body <input type="checkbox"/>	Lesson 1, exercise 4 Activities people like to do <input type="checkbox"/>	Lesson 1, exercise 4 Daily routine <input type="checkbox"/>
Lesson 2, exercises 5 and 7 Description of accidents and injuries <input type="checkbox"/>	Lesson 2, exercise 6 Activities people are doing for Colombia <input type="checkbox"/>	Lesson 2, exercise 5 Identification of healthy and unhealthy habits <input type="checkbox"/>
Lesson 3, exercise 4 Ways to prevent accidents <input type="checkbox"/>	Lesson 2, exercise 8 Description of what leaders are doing in specific contexts <input type="checkbox"/>	Lesson 3, exercise 4 Proposal of ideas to start a healthy routine <input type="checkbox"/>
	Lesson 3, exercise 7 Identification of a school problem and possible solution <input type="checkbox"/>	Lesson 3, exercise 7 Description of a healthy day <input type="checkbox"/>

We can work on unhealthy habits at home.

No! Let's work with unhealthy habits at school!

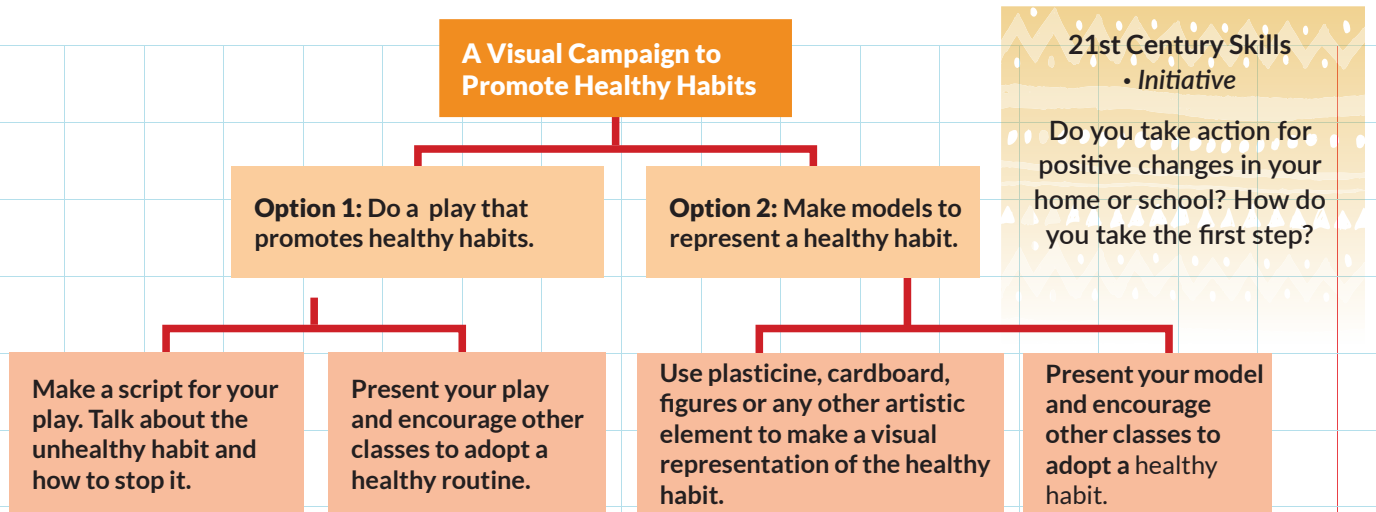
OK! So our final decision is to work on unhealthy habits at...

- In groups of four, choose your context for the task: an unhealthy habit at home or at school.

- Questions about the unhealthy routine
- Questions about the frequency of that unhealthy habit
- Questions about parts of the body that can be affected by that unhealthy habit

module 2 // Final Task

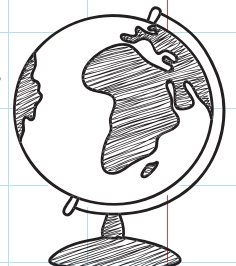
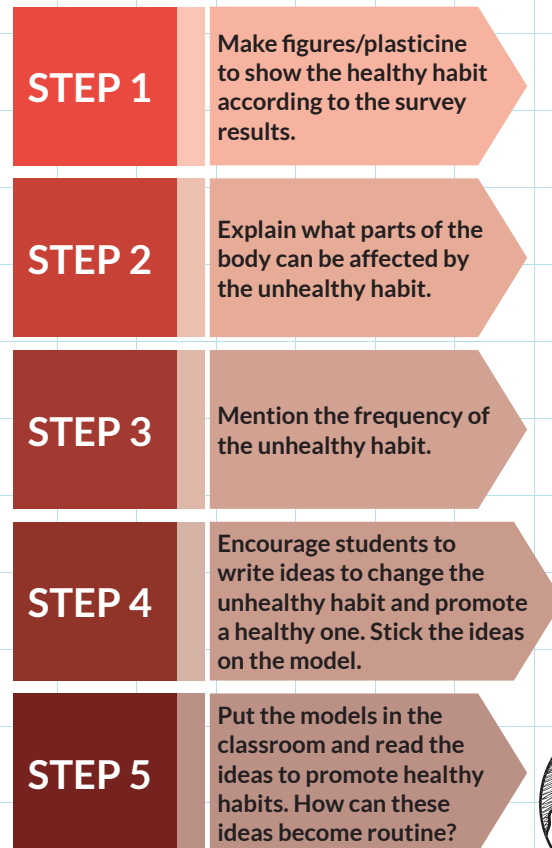
- In your group, do a survey to get all the possible information about an unhealthy habit. Include all the possible questions you studied in the module.
- Hand out the survey and interview your classmates. Collect the answers in your notebook. Make sure you have all the information.
- In your group, prepare your campaign to promote healthy habits. Think of a possible idea to change an unhealthy habit. Be creative!



6. Follow the steps for your presentation choice.

Option 1: A play

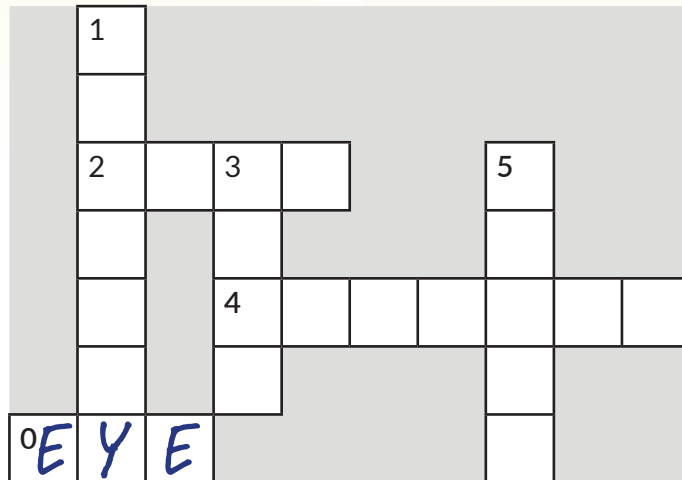
Option 2: A model



Evaluation

Vocabulary

For questions 1-5, read the clues and fill in the crossword puzzle with the correct word. There is one example (0).



ACROSS

0. One of the two organs on the face that you see with.
2. The part of the body between the head and the shoulders.
4. The Japanese art of folding paper into attractive figures.

DOWN

1. The 1st month of the year, between December and February.
3. To prepare food.
5. The activity of making things with your hands.

Grammar

For questions 6-10, each sentence has one (1) mistake. Find the mistakes and rewrite the sentences. There is one example (0).







0. I writing an email about my friends.
CORRECTION: I am writing an email about my friends.
6. Martha is a firefighter. She cans put out fires.
CORRECTION: _____
7. Samantha eats hamburgers never.
CORRECTION: _____
8. They play basketball every day in 6:30 pm.
CORRECTION: _____
9. I am not like to play basketball. I don't understand it!
CORRECTION: _____
10. What sport does you play?
CORRECTION: _____

Reading

Read the following text and match the health advice (11-15) with the photos (A-E).

Why is it important to have a healthy lifestyle? Read these ideas and you will see, feel and experience the benefits:

- Wash your hands (0): do it before eating and after using the bathroom or playing outside. This is your first line of defence.
- Exercise regularly (11): this can reduce stress and anxiety.
- Sleep for a minimum of 8 hours per day (12): some of the benefits include better memory and better grades at school.
- Drink lots of water (13): it helps digestion and prevents headaches.
- Don't eat fast food (14): it can cause weight problems and acne.
- Brush your teeth after meals (15): you can get white teeth and prevent tooth decay.

	A	B	C	D	E
					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing

For questions 16-20 look at the activities in parentheses. Which ones can you do? Which ones can't you do? Which ones do you like? Which ones don't you like? Write sentences on the lines about yourself. Use the words in parentheses. You can also use other expressions to explain or give extra information about your statements. There is one example (0).

0. *I don't like to make models. I think it's boring!* _____ (like / make models)
16. _____ (can / ride a bike)
17. _____ (can / cook)
18. _____ (like / martial arts)
19. _____ (can / origami)
20. _____ (like / reading)

MODULE 3

Sustainability



Unit »1

Eco-friendly Home

Language Functions

- Talk about your home and where you live
- Ask about other people's homes
- Talk about ways to help and protect the environment

Text Types:

- descriptive paragraphs
- guide
- poster
- interview

Unit »2

I Belong to a Community

Language Functions

- Talk about places in town
- Describe places
- Talk about where places are

Text Types:

- maps
- questionnaire
- signs
- directions
- interview

Unit »3

Every Job Is Important

Language Functions

- Use vocabulary related to jobs
- Talk about actions in progress
- Describe actions in a simple and logical sequence
- Talk and write about daily activities

Text Types:

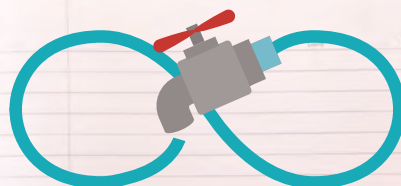
- explanatory paragraph
- informative paragraph
- diary
- documentary
- advertisements



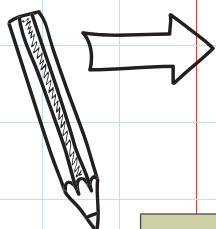
Explore Your Knowledge

Look at the pictures and answer ...

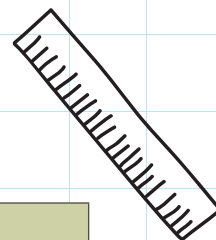
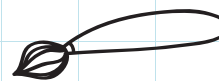
- Do you care about the environment?
- What activities do you do to protect the environment?
- Which places do you recognize?
- Are there any activities to protect the environment in your community?



SAVE-
Water



Task: A Radio Programme about My Community



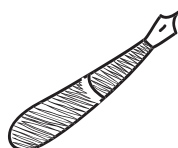
In this module you will work in groups to prepare a formal presentation.

Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> 1. Understanding data (Lesson 3, exercise 1) 2. Survey on classmates' home and eco-friendly activities (Lesson 3, exercise 2) 3. Eco-friendly person interview (Lesson 3, exercise 6) 	<ol style="list-style-type: none"> 4. Santiago's interview with Mrs Pérez (Lesson 3, exercise 1) 5. Interview with a person in your neighbourhood (Lesson 3, exercise 2) 6. Advertisement to encourage people to improve their community (Lesson 3, exercise 7) 	<ol style="list-style-type: none"> 7. Ramiro's documentary on Ligia, the baker (Lesson 3, exercise 1) 8. Documentary about a person from your community (Lesson 3, exercise 3)



Chant

Welcome to Our Town



Unit » 1

Eco-Friendly Home

» Objectives

- » I can talk about my home and where I live.
- » I can ask about other people's homes.
- » I can talk about ways to help and protect the environment.

In Context » This Is My Home!

49

1. Listen »



Label the rooms in house. Use the words in the box. Then, listen and check.

bathroom
bedroom
living room
garage
laundry room
kitchen
dining room



90

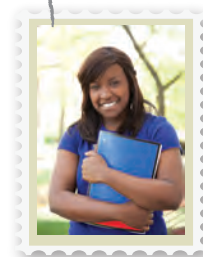
2. Speak »




Look at the photos of different homes. Say which one is more similar to your place. Discuss with your class.

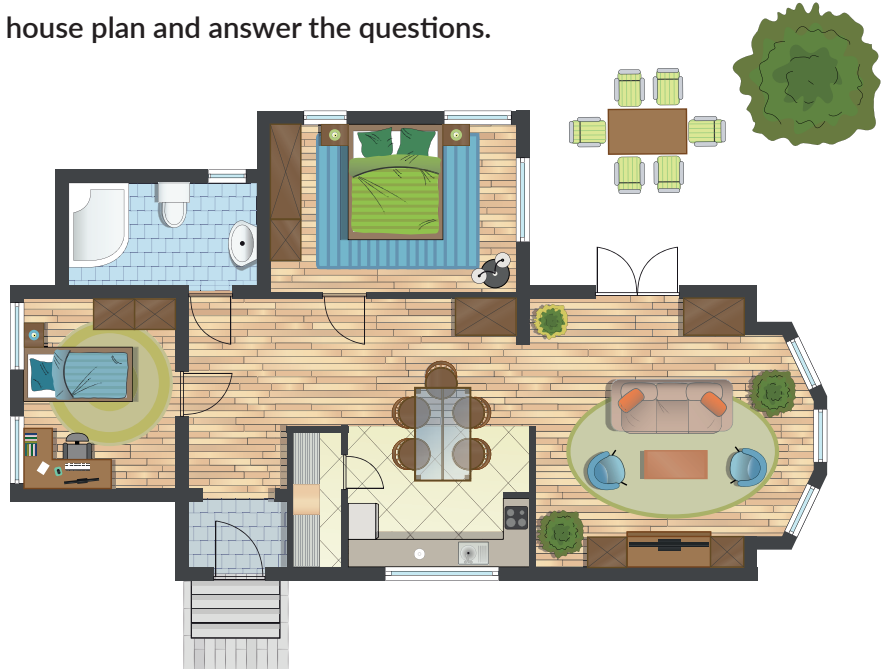


Where do you live?



3.  **Write »** Look at the house plan and answer the questions.

- a. How many bedrooms are there?
- b. How many bathrooms are there?
- c. Is there a garden?
- d. Is there a living room?




4.  **Speak »** In pairs, look at the house furniture and ask and answer questions about where you can find them.

				
table	desk	sofa	shower	bed
				
refrigerator	cooker	washing machine	wardrobe	toilet



50

5. **Listen** » In pairs, guess where the characters in the stories live. Then listen, and match the houses with the names of the characters.

Bilbo Baggins, the Hobbit Hansel and Gretel Shrek and Princess Fiona



That house has a chocolate door. The roof has cookies. There's a candy chimney too!



That green house is beautiful. It has a round door and a round window. There's grass on the roof.



That house is very big. There are many windows and doors. There are many bedrooms, too.

6. **Speak** » In pairs, design an imaginary house. Then, describe it in groups.



This house is eco-friendly. There are... There's... Does your house have...? Is there...? Are there any...?

7. **Speak** » Draw a plan of your home. Then, compare in groups. Use the following objects.

cooker	tables and chairs	toilet	shower
sofa	bed	table	door

Study Tip

Drawing creatively helps you to remember new words.

This is my house. This is the kitchen.








And where's the dining room?

Expanding Knowledge » I Help the Environment

51 1.  **Listen »** Listen and read. Tick (✓) the things that you do at home.

Eco-Friendly Guide We Can All Help the Environment			
			
Separate the rubbish and recycle. <input type="checkbox"/>	Use energy-saving light bulbs. <input type="checkbox"/>	Don't waste water. Use only the water you need. Turn off the tap . <input type="checkbox"/>	Collect rainwater . <input type="checkbox"/>
			
Walk or use your bicycle when possible. <input type="checkbox"/>	Turn off the lights when you aren't in a room. <input type="checkbox"/>	Use the air conditioning or heater only when you need it. <input type="checkbox"/>	Use paper bags, not plastic bags. <input type="checkbox"/>

2.  **Speak »** In pairs, match the problems with the solutions to help the environment.

	
1. This light bulb isn't energy saving.	2. These bags have rubbish that is not separated!
	
3. That air conditioning is on and there isn't anybody around.	4. Those lamps are on and there isn't anybody in the room.
a. Turn off the lights!	b. Turn off the air conditioning!
c. Use energy-saving light bulbs!	d. Separate the rubbish!

21st Century Skills
• Creative Thinking

What can you do at home to help to save the planet?

52

3.  **Read »**

Read about Earth Day at Simón Bolívar School. Choose the correct word. Then, listen and check.



Today's April 22nd. It's Earth Day. *This / These* is my poster with an eco-friendly message.



Everyone at school works together on different projects. *These / This* children are helping to collect rubbish.



That / Those are my friends in the school vegetable garden.



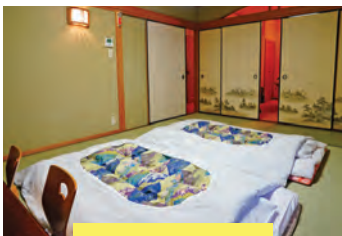
This / Those children are giving presentations about saving energy.

53

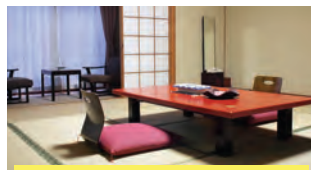
4.  **Listen »**

Listen to Keiko talk about her house and put the pictures in the correct order. Then, discuss the questions in groups.

organic strawberry farm



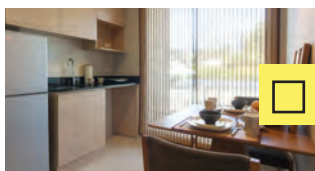
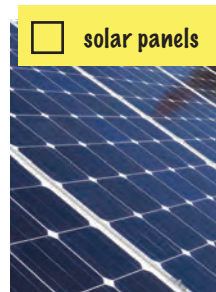
futons



traditional Japanese living room

- Where does Keiko live?
- What's special about Keiko's house?
- Where does her family sit?
- Is their living room similar to the one in your house?
- Where do they sleep?

solar panels



kitchen



recycling


grandparents




5.  **Read »** Look at the poster and label.






- a. That means there are solar panels on the house.
- b. Those vegetables mean there's a vegetable garden.
- c. That indicates they collect rainwater.
- d. That means they use a bicycle.
- e. That sign means they recycle

6.  **Speak »** In groups, design a similar poster about your ideal eco-friendly house. Describe the drawing to a partner.




7.  **Speak »** Play the 'Eco Inspector'. Use the pictures to ask and answer questions about what you can do to protect the environment.

 plastic bags	 rubbish that is not separated	 TV on in an empty room	 taps with running water
What are these?	What's this?	What's that?	What are those?



Preparing Your Task » Respect the Environment

1.  **Read »** Look at Cecilia's notes about her classmates' homes and answer the questions.


Santa Rita School in Zipaquirá

- There are 25 students in total
- 14 students live in houses
- 7 students live in apartments
- 4 students live on farms
- 21 students recycle at home
- 15 students use rainwater to wash
- 22 students turn off the lights when they don't use them
- 20 students try to use paper bags
- 18 students use their bikes




Final task activity!

Can we say that...	Yes	No
most students live on farms?		
most students recycle?		
one, two or three students reuse rainwater?		
all the students use a car to go to school?		
most students want to help the environment?		


2.  **Speak »** In groups, design a survey using the information from exercise 1. Ask and answer the questions.

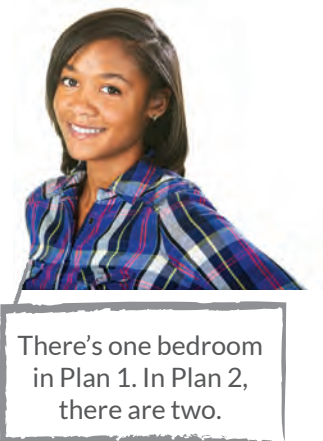
Final task activity!

Question	Friend 1	Friend 2	Friend 3	Friend 4
a. Where do you live? In a house, an apartment, or a farm?				
b. Do you recycle?				
c. Do you ... when you don't use them?				
d. Do you use ... ?				
e. Do you use your ... ?				

3.  **Speak »** In pairs, describe these famous houses in Colombia.

	Casa de Nariño	Rafael de Núñez's house	Policarpa Salavarrieta's house
Where?	Bogotá	Cartagena	Cundinamarca
Bathroom?	Yes	Yes	Yes
Bedrooms?	Many	2	2
Dining room?	Yes	Yes	Yes
Balcony	Yes	Yes	No
Observatory	Yes	No	No
Patio	Yes	Yes	Yes

4.  **Speak »** In pairs, find the differences between the house plans.



54 5.  **Listen »** Listen and read the diary. Then, draw a plan of the house.


Walden, Massachusetts

I live in the **woods** because I want to live a simple life. My house is small. There's only one room. There's a small kitchen. There isn't a bathroom. I bathe in Walden **pond**. There's one bed, a cooker, a table, a desk and three chairs. I have books and my **flute**. Outside there's a vegetable garden. I grow my food and respect the environment. I want to enjoy nature...



21st Century Skills
• **Critical Thinking**

Do you think you're an eco-friendly person?
Why? / Why not?

6.  **Write »** Write questions for an interview with an eco-friendly person. Work in pairs.

Final task activity!

QUESTION	ANSWER
a. What are ...?	Those are solar panels. They create energy from the sun.
b. ...?	These are recycling bins. I separate all the rubbish.
c. ...?	This is my vegetable garden. I grow organic food.
d. ...?	That's eco-friendly air conditioning. It doesn't use much energy.

7.  **Speak »** Play *Headbands* using words from the unit.

1. Write as many words as you can from the unit on different pieces of paper. Include: parts of the house, furniture, and eco-friendly elements.

2. Put them face down and choose one. The player sticks it on their forehead and asks questions to guess what the object is.

kitchen


lamp

solar panel

chair


solar panel

shower



Is it an object in the living room?


No, it isn't.

55 8.  **Speak »** Pronunciation. Say the following eco-friendly slogans. Pay special attention to the pronunciation of the s.



module 3 // Check Your Progress

Check Your Progress




1.  **Read »** Read about the house and label the rooms. Say if this is your perfect house.




You want to buy a house. Your ideal home isn't too big. There's one bedroom, one bathroom, a kitchen, a living room and dining room, and a space for studying. You don't have a car, so you don't need a garage.

Is this the house for you?
Yes No Why?

I can ask about other people's homes. ✓




	
Very well	
	
Quite well	
	
With difficulty	


56


2.  **Listen »** Listen and tick (✓) the objects that you hear. Then, describe the things that Joanna has in her room with a partner.






I can talk about my home and where I live. ✓

	
Very well	
	
Quite well	
	
With difficulty	

3.  **Speak »** In pairs, ask and answer questions about ways to help and protect the environment.

Questions	
a. What can you use to create energy from the sun?	
b. What can you use to separate rubbish?	
c. Where can you grow organic food?	
d. What are the most eco-friendly ways to go to school?	
e. What can you use instead of plastic bags?	

I can talk about ways to help and protect the environment. ✓

	
Very well	
	
Quite well	
	
With difficulty	


Unit »2

I Belong to a Community

» Objectives

- » I can talk about places in town.
- » I can describe places.
- » I can talk about where places are.

In Context » This Is My Neighbourhood


1.  **Speak »** Look at the map of Kaitlin's neighbourhood in New Jersey, USA, and answer the questions.



21st Century Skills • Initiative

Do you know where key places near your house are?

- a. Where can you buy groceries?
You can buy groceries at the ...
- b. Where can you play basketball?
You play basketball at the ...
- c. Where can you buy medicine?
You can buy medicine at the ...
- d. Where can you get money?
You can get money at the ...
- e. Where can you buy books?
You can buy books at the ...
- f. Where can you see a film?
You can see a film at the ...
- g. Where can you buy bread?
You can buy bread at the ...


2.  **Speak »** In groups, discuss if you have these places near your house.

Is there a pharmacy in your neighbourhood?



Yes, there is.

No, there isn't.

3.  **Read »** Look at the map of Michael's neighbourhood and read the directions. Then, point to the places.



- | | | | | |
|--|---|--|---|--|
| a. The bank's next to the hospital. | b. The cinema's opposite the bank. | c. The school's between the café and the bookshop | d. The pharmacy's behind the public library. | e. The bakery's in front of the restaurant. |
|--|---|--|---|--|

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4.  **Listen »**

Listen to Michael talk to Kaitlin about his neighbourhood and point to the places on the map in exercise 3. Then, listen again and complete the sentences.

Word Bank

on
between
behind
in front of
next to
opposite

Michael: So... this is the map of my neighbourhood. Here's the hospital **a.** _____ Second Avenue. It's **b.** _____ the bank. **c.** _____ the bank is the cinema, and **d.** _____ the cinema is the department store.

Kaitlin: Where's your school?

Michael: The school's **e.** _____ the café and the bookshop. My mum always goes to that café. It's on Third Avenue.


Kaitlin: Where's the bakery we always go to?

Michael: The bakery's right here on the corner of First Avenue, **f.** _____ the restaurant.

Kaitlin: And your house?

Michael: It's on Third Avenue, **g.** _____ the pharmacy, **h.** _____ the public library. Let's go to the bakery and get some cupcakes!

Kaitlin: Sure!

5.  **Speak »** In pairs, look at the photos and say where the places are.

Street 1



Street 2







The supermarket's between...




The bakery's... the café.

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6.  **Listen »** Listen to some students talk about their favourite places in the neighbourhood and complete the table. Then, compare with a partner.

		
Place: _____	Place: _____	Place: _____
Location: _____	Location: _____	Location: _____
Why: _____	Why: _____	Why: _____

Study Tip
Taking notes helps you to focus on the specific information you want to understand.

7.  **Speak »** In groups, ask and answer questions about your favourite place in your neighbourhood.

What's your favourite place in your neighbourhood?










Where is it?

Why do you like it?

Expanding Knowledge » I'm a Good Citizen

1.  **Read »** Take the test and learn if you're a good citizen.

A Good Citizen Knows This!		
		
<p>1. Do you recycle and keep your neighbourhood clean?</p> <p>a. Always <input type="checkbox"/></p> <p>b. Sometimes <input type="checkbox"/></p> <p>c. Never <input type="checkbox"/></p>	<p>2. Do you make noise that makes your neighbours unhappy?</p> <p>a. Always <input type="checkbox"/></p> <p>b. Sometimes <input type="checkbox"/></p> <p>c. Never <input type="checkbox"/></p>	<p>3. Do you know the emergency numbers in your neighbourhood?</p> <p>a. Yes <input type="checkbox"/></p> <p>b. No <input type="checkbox"/></p>
		
<p>4. Do you say hello to your neighbours and people in your community?</p> <p>a. Always <input type="checkbox"/></p> <p>b. Sometimes <input type="checkbox"/></p> <p>c. Never <input type="checkbox"/></p>	<p>5. When you walk your dog, do you keep your park clean?</p> <p>a. Always <input type="checkbox"/></p> <p>b. Sometimes <input type="checkbox"/></p> <p>c. Never <input type="checkbox"/></p>	<p>6. Do you respect public spaces and objects such as bins, benches, bus stops, playgrounds, etc.?</p> <p>a. Always <input type="checkbox"/></p> <p>b. Sometimes <input type="checkbox"/></p> <p>c. Never <input type="checkbox"/></p>
<p>Score: Question 1: a = 5 points, b = 3 points, c = 1 point Question 2: a = 1 point, b = 3 points, c = 5 points Question 3: a = 5 points, b = 1 point Questions 4, 5 and 6: a = 5 points, b = 3 points, c = 1 point.</p>		<p>20–30 points: You're a good citizen! Good job! 10–20: You try to be a good citizen. Continue trying! 6–10: You aren't trying to be a good citizen. You can do it!</p>

2.  **Read »** Match the signs with the instructions.


1. 	2. 	3. 	4. 
a. 'Please recycle.'	b. 'This area is protected by police!'	c. 'Clean up after your dog.'	d. 'Don't make noise.'

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3.  **Listen »** Listen to people talk about their community and answer the questions.



- What does Mr Gómez do to help his community?
- What does the Parra family do?
- What do Jennifer and Michael do?
- What do Raúl and his friends do?

4.  **Read »** Look at the signs, stand up, walk around the classroom and follow the directions your teacher gives.



5.  **Read »** Look at the map and read the directions. Say where Mr Gómez is going.




- Walk straight ahead to Creek Avenue and turn left there.
- Turn right on May Street.
- The place is opposite the bakery.

Study Tip
Learning how to read maps and signs helps you become aware of your surroundings.

6.  **Read »** In pairs, read the directions and use the map in exercise 5 to say where you arrive.

<ol style="list-style-type: none"> 1. You're at the café on Leaf Avenue. Walk straight ahead and turn left on Sun Street. 2. Turn right on Creek Avenue. 3. The place is on the corner of Creek Avenue and Rain Street. <p>Place: _____</p>	<ol style="list-style-type: none"> 1. You're at the restaurant on Park Avenue. Walk straight ahead on May Street. Turn left on Creek Avenue. 2. Turn right on Rain Street. 3. The place is opposite the bookshop. <p>Place: _____</p>	<ol style="list-style-type: none"> 1. You're at the bank on Rain Street. Walk straight ahead and turn left on Creek Avenue. 2. Turn right on May Street. 3. The place is opposite the supermarket. <p>Place: _____</p>
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7.  **Speak »** In groups, use the map in exercise 5 and give directions.

Walk straight ahead on Rose Avenue. Turn left...



8.  **Speak »** Look at the community's strategy to make their neighbourhood better and discuss the questions in groups.



- Does everybody work together in your neighbourhood?
- What strategies are there to keep the neighbourhood clean?
- What strategies are there to include others in your neighbourhood?
- Is a good community the responsibility of everybody?



Preparing Your Task » For a Better Community

60

1. Listen »



Listen to Santiago interview a person from his neighbourhood in Armenia and complete the questions.

Final task activity!



- a. _____ live?
- b. _____ about your neighbourhood?
- c. _____ in your neighbourhood?
- d. _____ places do you like?

I live in downtown, Armenia. I like my street. There are lots of shops. There's a supermarket, a bookshop, a department store, everything! My favourite place in my neighbourhood is the square where the San Francisco church is. There's also a park there where I take my dog. Another place I like is Café de la Merced. I always go there with my friends for coffee!

2. Write »




Interview a person in your neighbourhood. Write the questions using the words below. Then, write the answers.

Final task activity!



Question	Answer
a. Where / live?	_____
b. What places / are there?	_____
c. Is there a bakery / pharmacy / bank?	_____
d. What / like / about neighbourhood?	_____
e. What's / favourite place?	_____
f. Do / like / your community?	_____
g. What / do / to help in the community?	_____

3.  **Read »** In pairs, look at the list of things to do. Say where you need to go in your neighbourhood.


Things to do:

- Buy milk, bread, eggs
- Buy medicine for grandpa
- Buy a new adventure book
- Visit Emma who is sick
- Play volleyball with Matthew
- Do volunteer work at church

We need to buy groceries.



We need to go to the...

4.  **Write »** In groups, design a map of your neighbourhood. Label the different places and take turns to ask for and give directions.


What places are there?



There's a supermarket, a cinema, a park ...

I want to go to the park and I'm here ...


To go to the park, walk straight ahead ...

5.  **Speak »** In groups, look at the following community ad. Say what it's about and if you think it can work.

<p>Our neighbourhood park looks like this...</p> 	<p>We want it to look like this!</p> 
<p>Come with your family this Saturday and help us clean it and fix the playground.</p> <p style="text-align: center;">Together we Can Build a Better Community!</p>	

21st Century Skills
• Leadership

How can you help to improve your community?

6.  **Speak »** In groups, number the neighbourhood problems in order of importance and discuss what you can do to help. Use the words in the box.

- repair
- paint
- call emergency services
- be friendly
- put signs up
- talk to the police
- run a campaign
- have a neighbourhood meeting


- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> rubbish | <input type="checkbox"/> crime |
| <input type="checkbox"/> noise | <input type="checkbox"/> unkindness |
| <input type="checkbox"/> traffic | <input type="checkbox"/> vandalism |



The problem we have is vandalism in our public spaces.

That's right. We can repair the benches.


We can paint the rubbish bins.

7.  **Write »** In groups, make an ad to encourage people in your community to solve the problems in exercise 6.



- a. Is your ad visually attractive? Yes No
- b. Does it give the message you want? Yes No
- c. Does it give solutions to the problem? Yes No


Final task activity!

61 8.  **Speak »** Pronunciation. Listen and practise asking the following questions.



- a. Do you like your neighbourhood?
- b. What's an important place in your neighbourhood?
- c. Do you know the emergency numbers?
- d. Where's the police station?

Check Your Progress

1.  **Speak »** Look at the map of a different neighbourhood and ask and answer the questions.



- Where can you buy shoes?
- Where can you buy an aspirin?
- Where can you watch a film?
- Where can you buy fruit?
- Where can you report an emergency?


I can talk about places in town.	✓
 Very well	
 Quite well	
 With difficulty	

- 62 2.  **Listen »**

Ted's helping Harry find his way in the neighbourhood. Listen and follow the directions on the map in exercise 1. Say where Harry goes.




- The first place is the _____ on _____.
- The second place is the _____ on _____.

I can talk about where places are.	✓
 Very well	
 Quite well	
 With difficulty	

3.  **Speak »** In pairs, ask and answer questions about your neighbourhood.

- What places are there in your neighbourhood?
- What's your favourite place? Where is it?
- Do people in your community help each other? How?
- What do you like about your neighbourhood?



I can describe places.	✓
 Very well	
 Quite well	
 With difficulty	


Unit » 3

Every Job Is Important

» Objectives

- » I can use vocabulary related to jobs.
- » I can talk about actions in progress.
- » I can describe actions in a simple and logical sequence.
- » I can talk and write about daily activities.

In Context » Different Jobs

1.  **Speak »** Look at Joyce's neighbourhood map and describe the people that live there.



Who's she?

She's Cynthia.

Name: Cecilia
Job: Cook
Place: Fresh and Yummy Restaurant

Name: Lynn
Job: Baker
Place: Corner Bakery

Name: Delia
Job: Hairdresser
Place: Celia's Salon

Name: Ron
Job: Pharmacist
Place: Blue Pharmacy

Name: Cynthia
Job: Nurse
Place: Shield Hospital

Name: Luis
Job: Sales clerk
Place: Green Supermarket

Name: Christopher
Job: Teacher
Place: Lakeside School


Name: Mary Anne
Job: Police officer
Place: Police station

What does she do?

Where does she work?

She works at Shield Hospital.


She's a nurse.

2.  **Speak »** Discuss with a friend if you know people with these jobs in your community.



Do you know a baker in your community?

Yes, I do.
His name's José.

3.  **Write»** In pairs, look at the photos and write what these people do. Use the Word Bank.




Word Bank

builds houses takes care of people acts in a play
 fixes cars designs buildings and streets checks accounts
 grows fruit and vegetables paints


21st Century Skills
 • Critical Thinking

What do you like about these jobs?

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4.  **Listen»** Listen to Joyce talk about her sister's job and guess what job it is. Then, compare your answers with a partner.

	Yes	No
a. Joyce's sister works in an office.	_____	_____
b. Jane works with computers.	_____	_____
c. Jane works with children.	_____	_____
d. Jane gets phone calls.	_____	_____
e. Jane grows fruit and vegetables.	_____	_____

5.  **Write»** Write about a member of your family with the words given. Then, share your information in groups.



My _____ is a _____.
 He/She works at a _____.
 He/She works with children/
 computers/accounts/plants...

6.  **Speak »** In pairs, choose a character and ask and answer questions about their job.



Study Tip
Practise making questions several times in order to remember the language structures.


Does she work in a restaurant? —————

Is she wearing a hat? —————



————— No, she doesn't.


————— Yes, she is.

7.  **Listen »** Match the photos with the sentences. Then, compare with a partner.




1.
2.
3.
4.
- a. In this photo, she's reading a story.
- b. Here, she's helping the children. They're playing with blocks.
- c. Here, my sister's doing exercise with the children.
- d. Here, she's painting.

Expanding Knowledge » What Are You Doing Right Now?

1.  **Read »** Read the diary and say what Andrea's doing on each day. Then, answer the questions.


<p>June 20th</p> <p>Dear diary, It's fun to be a 6th grader while everybody else is working! My mother's a cook and she works in a restaurant. Right now, I'm at the restaurant with her. She's cooking lots of food and I'm helping her to prepare a sauce.</p> 	<p>June 24th</p> <p>Dear diary, Today's Wednesday and I'm with my dad. He's a pharmacist and works at a pharmacy in town. Right now, he's talking to a customer. While he's working, I'm doing my homework!</p> 
<p>June 26th</p> <p>Dear diary, Today I'm with my sister, Julia. She's a salesperson. She works in a shop. Right now, we're organizing the products in their place.</p> 	<p>June 27th</p> <p>Dear diary, Today's Saturday and I'm home while all my family's working. I'm doing my favourite activity in the world! I'm painting!</p> 

- | | |
|----------------------------------|--|
| a. What does Andrea's mother do? | e. What does Andrea's sister do? |
| b. Where does she work? | f. Where does she work? |
| c. What does Andrea's father do? | g. What's Andrea's favourite activity? |
| d. Where does he work? | |


2.  **Speak »** Look at the photos and say what the people are doing right now. Use the Word Bank.


Word Bank
run talk eat play

 <p>They're...</p>	 <p>She's...</p>	 <p>He's...</p>	 <p>They're...</p>
---	---	---	---


3.  **Speak »** Look around the classroom and take notes about what's happening. Then, share your ideas in groups.

	Name
Is somebody drinking water right now?	_____
Is somebody writing?	_____
Is somebody listening to music?	_____
Is somebody jumping?	_____
Is somebody eating?	_____

4.  **Write »** Write a diary entry about what the people in your family are doing now.



Today's...
 Right now my mum/dad/brother is...
 My cousins are...
 While my mother/sister is.... I'm...
 What's your sister doing right now?
 What do you do while they're...?

65 5.  **Listen »** Listen and read about what an actor does. Use the Word Bank to complete the sentences. Then, compare with a partner.

Word Bank

perform learn practise



My name's Oscar and I'm an actor. It isn't an easy job!



First of all, the director gives me my role. I have to read the text of the play.



Secondly, we have to learn the lines. Here, I'm with the other actors. We _____ our lines!




Thirdly, we have to practise and practise. Here, we _____ a scene.





Then, we do the play in the theatre. Here, I _____ a play by Shakespeare.



Finally, after all that work, here's the audience clapping!

6.  **Read »** Read about Jane's typical day as a violinist and put the sentences in the correct order. Then, compare with a partner.

	<p>First of all, I wake up at 6:00 a.m. and get ready for work. I'm a musician. I play the violin in an orchestra.</p> <p>Secondly, I arrive at the conservatory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Then, Jane practises with her teacher. <input type="checkbox"/> Finally, Jane and the orchestra perform for an audience. <input type="checkbox"/> First of all, Jane wakes up early. <input type="checkbox"/> After lunch, she practises with the orchestra. <input type="checkbox"/> Later, Jane eats lunch with other musicians. <input type="checkbox"/> Secondly, Jane goes to the conservatory and studies.
<p>and begin to study. Then, I practise on my own. Here I'm playing a piece. Later, we have lunch with the other musicians. After that, we practise for two hours. Sometimes we have a performance at night. It's usually a busy day, but I love my job!</p>		


7.  **Write »** Write the names of different jobs and choose one. Then, act it out and ask your classmates to guess your job.



What are you doing?

Are you dancing?

Are you a dancer?

8.  **Speak »** Choose a job and draw different activities you have to do for your job. Then, share in groups.



I'm a...

Here I'm...

At the minute, I'm... and...


While I do this, my colleagues...






What's your job?

What are you doing here?

Preparing Your Task » I Know the People in my Community


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1.  **Read »** Listen and read Ramiro's documentary about the job of a baker. Then, answer the questions.




 <p>This is Ligia. She's a baker. She works at Grandma's Bread Bakery.</p>	<p>1.  The first thing that Ligia does in the morning is prepare the ingredients. Here's Ligia making the dough.</p>	<p>2.  Secondly, Ligia bakes the bread. The bread goes in the oven.</p>
<p>This is my documentary.</p> 	<p>3.  Thirdly, the bakers make other different breads and cakes. At this moment, they're making bread rolls.</p>	<p>4.  Here, Ligia's putting plastic on some bread rolls.</p>
	<p>5.  Finally, when everything's ready, Ligia and the other bakers sell the bread.</p>	

- | | |
|--|-----------------------------------|
| a. Where does Ligia work? | c. What's she doing in picture 1? |
| b. What's the first thing she does in the morning? | d. What's she doing in picture 2? |
| | e. What's she doing in picture 4? |

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2.  **Speak »** Look at the photos and say who works at the places.



		
<p>Hospital in Zapatoaca, Santander</p>	<p>The Sydney Opera House in Australia</p>	<p>School in Cabo de la Vela, Guajira</p>

3. Write »

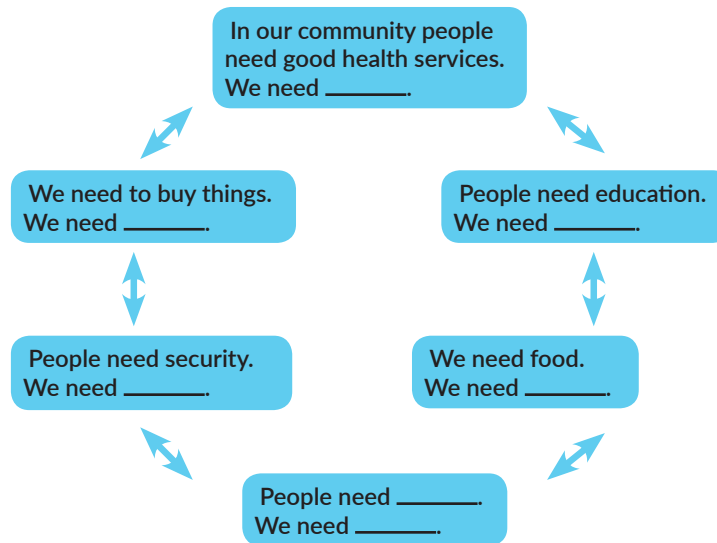
In groups, choose a person from your community and create a documentary about his/her job. If possible, take photos or draw the activities he/she does.

This is _____. He's/She's a _____ He/She works at a _____.		Then, he/she _____	
The first thing he/she does is _____. Here he's/she's _____.		Later, he/she _____ Here he's/ she's _____.	
At this moment, he's/she's _____.		Finally, he/she _____.	

Final task activity!

4. Speak »

Look at the flow chart and write the corresponding job for each need. Then, discuss in groups.



5. Write »


In groups, choose a person from your community to be Person of the Month. Explain why.



This is Rocío Pérez. She's the Community Person of the Month. She's a nurse. She's very kind. She helps everybody in the community when they are sick. She makes people feel better.

21st Century Skills
• Leadership

How do people with other jobs help your community?


6.  **Speak »** Read and say whether the sentences are true for you. Then, say what job's a good choice for you.

	Yes	No
I like working with computers.	_____	_____
I like working with children.	_____	_____
I like working with animals.	_____	_____
I like working with plants.	_____	_____
I like designing things.	_____	_____
I like cooking.	_____	_____
I enjoy working outdoors.	_____	_____



You like working with children. You're creative and like art and music.

You can be an artist or an art teacher.

7.  **Read »** Read quotations about work and match them with the explanations.

1. Every body's work in literature, or music, or architecture or anything else, is always an image of themselves.
Samuel Butler (1612-1680)
British poet

2. Work is victory.
Ralph Waldo Emerson (1803-1882) American philosopher and poet


3. We create our own fortune and are the children of our own works.
Miguel de Cervantes (1547-1616)
Spanish novelist, dramatist and poet



a. You choose your destiny and you decide what you are.

b. People usually choose jobs related to things that interest them. Their choice shows what the person's like.

c. If you work hard, you see the results of your work.

67 8.  **Speak »** Pronunciation. Listen and practise asking the following questions.



- a. What do you do? ↘
- b. Do you like your job? ↗
- c. What activities do you have to do in your job? ↘
- d. Is your job difficult? ↗

Chant

Welcome to our town



*Welcome to our town,
We like to keep it clean!
We take care of the environment,
Our parks are very green.*

*We turn off all the lights
And we always use our bikes.
Welcome to our town.
Let me show you around!*

There's a church and a café,
And a square where people meet.
There are lots and lots of restaurants
Where people like to eat.

There's a doctor healing people,
And the bakers love to cook,
There are builders building houses,
And a library full of books!

Welcome to our town, ...

Come and see my house,
My bedroom's really cool!
Turn left, then right,
It's opposite the school.

My house has two bathrooms,
A kitchen and a garden!
In my room I have a desk,
And a bed where I can rest.

Welcome to our town, ...



module 3 // Check Your Progress

Check Your Progress

1. **Write »** Look at the descriptions and write the names of the jobs.

1. This person makes food and works in a kitchen. _____
2. This person meets customers and sells products _____
3. This person makes houses. _____

2. **Write »** Look at the photos of different jobs and say what the people are doing.



She's _____.



He's _____.



He's _____.



She's _____.

69 3. **Listen »** Listen to Jim talk about his typical day and put the sentences in order.

- Thirdly**, he collects the ingredients.
- Finally**, Jim decorates the plates. Now the food's ready!
- Secondly**, he checks the menus of the day.

- First of all**, Jim arrives at the restaurant.
- Then**, he prepares the soups.
- After that**, Jim prepares the more complicated dishes.

4. **Speak »** Imagine you have a job. Tell a friend what you do on a typical day.



I'm a... I work at a...
The first thing I do is...
Secondly, I...
After that... / Then...

I can use vocabulary related to jobs. ✓

Very well	
Quite well	
With difficulty	

I can talk about actions in progress. ✓

Very well	
Quite well	
Need help	

I can describe actions in a simple and logical sequence. ✓

Very well	
Quite well	
Need help	

I can talk and write about daily activities. ✓

Very well	
Quite well	
With difficulty	

3-in-a-row

(2-4 players) Players/teams choose a square and answer the question. If your answer is correct put your mark (O or X) in the square. If you have 3 consecutive marks (3-in-a-row), you get 1 point. The team/player with the highest score wins.

1. How many chairs are there in your dining room?
2. Complete (use the verb in parentheses): My mother is an architect. She ____ (work) right now.
3. Choose: Is there / are there a desk in your bedroom?
4. Complete: Don't ____ noise that makes your neighbours unhappy.
5. Is there a TV in your living room?
6. Do students in your school use a car to go to school?
7. Choose: That / Those children are working on a recycling project.
8. Choose: What is that / are those? They are solar panels.
9. Where can you buy groceries?
10. Complete: ____, I arrive at school and begin to study. Then, I have a break and play with my friends.
11. How many bedrooms are there in your house/apartment?
12. Complete (use the verb in parentheses): At the moment I ____ (do) my homework.
13. Complete: Walk straight ahead and ____ left on Creek Avenue.
14. Do you separate rubbish and recycle? Explain.
15. Choose: Where / What does she work? She works at República de Colombia School.
16. What places are there in your neighbourhood? Name 3.
17. Does your house have a garage?
18. Complete: When you walk your dog, it is important to ____ up after it.
19. What is your favourite place in your neighbourhood?
20. Complete: What ____ he do? He is a baker.
21. Where can you buy bread?
22. Complete: She is an ____; she designs buildings and streets.
23. Complete: He is a ____; he takes care of people.
24. Complete (use the verb in parentheses): While I am studying at school, my dad ____ (make) lunch.
25. What do you like about your neighbourhood? Name 2 things.
26. Complete: The pharmacy is in ____ of the bookshop.
27. What does your father do?
28. Complete: ____ do you live? I live in Villavicencio.
29. Do you live in a house or an apartment?
30. Complete: First of all, Sam arrives at the bakery. ____, she prepares the ingredients. Thirdly, she bakes the bread.

module 3 // Review

A 6x5 grid of 30 numbered circles on a green background. Each circle is white with a grey border and contains a number from 1 to 30. The circles are arranged in 6 rows and 5 columns. The numbers are: Row 1: 1, 2, 3, 4, 5; Row 2: 6, 7, 8, 9, 10; Row 3: 11, 12, 13, 14, 15; Row 4: 16, 17, 18, 19, 20; Row 5: 21, 22, 23, 24, 25; Row 6: 26, 27, 28, 29, 30.



Final Task



A Radio Programme about My Community!

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

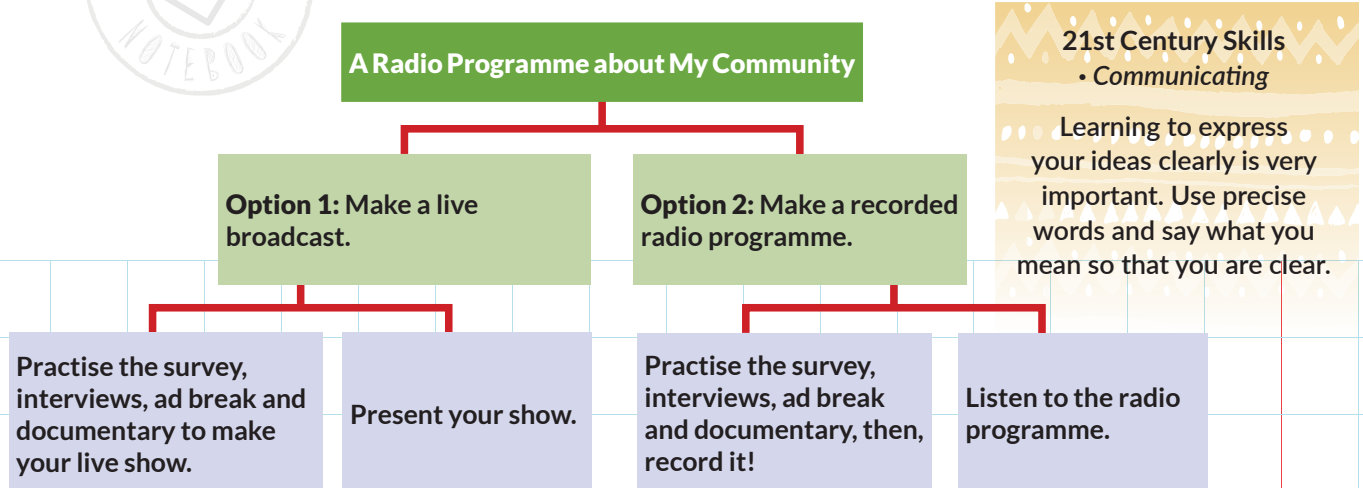
Unit 1 Eco-Friendly Home	Unit 2 I Belong to a Community	Unit 3 Every Job Is Important
Lesson 3, exercise 1 Understanding data <input type="checkbox"/>	Lesson 3, exercise 1 Santiago's interview with Mrs Pérez <input type="checkbox"/>	Lesson 3, exercise 1 Ramiro's documentary on Ligia, the baker <input type="checkbox"/>
Lesson 3, exercise 2 Survey on classmates' home and eco-friendly activities <input type="checkbox"/>	Lesson 3, exercise 2 Interview with person in your neighbourhood <input type="checkbox"/>	Lesson 3, exercise 3 Documentary of person from your community <input type="checkbox"/>
Lesson 3, exercise 6 Eco-friendly person interview <input type="checkbox"/>	Lesson 3, exercise 7 Ad to encourage people to improve their community <input type="checkbox"/>	

- Read and match the sentences with the parts of a radio programme. Then, practise in groups.

1. Good morning, ladies and gentlemen. This is Radio 1!	2. Today we have an interesting interview.	3. Now, we have a survey about our school community.	4. Thank you! Now we have another section on our programme: a documentary.	5. And now, an advert break.	6. Thank you very much. See you tomorrow with another interesting show!
a. This finishes the show. <input type="checkbox"/>	b. This indicates that there are ads in the show. <input type="checkbox"/>	c. This introduces the radio show. <input type="checkbox"/>	d. This introduces an interview. <input type="checkbox"/>	e. This introduces a survey. <input type="checkbox"/>	f. This introduces a documentary. <input type="checkbox"/>

module 3 // Final Task

3. In your group, prepare a Radio Programme. Choose Option 1 or Option 2 and start organising the information.



21st Century Skills
• *Communicating*

Learning to express your ideas clearly is very important. Use precise words and say what you mean so that you are clear.

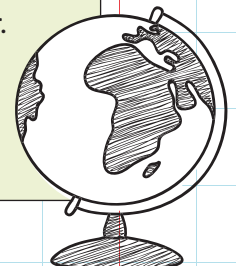
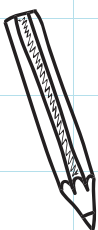
4. Follow the steps for your presentation choice.

Option 1: A live broadcast

Pre-Production	Production	On Air	Post production
<p>a. Get your material ready: prepare your interviews, survey, ad and documentary.</p> <p>b. Prepare an introduction to the programme. Say that it is a show about your community. Say where it is and the name of the neighbourhood.</p>	<p>c. Choose two presenters. Decide in groups what everybody is going to say and when. Use the language in exercise 2.</p> <p>d. Practise until everybody feels that they know the material.</p>	<p>e. Present each of your parts to the class.</p>	<p>f. In your group, say if you think it went well and how it could be better.</p>

Option 2: A recorded radio programme

Pre-Production	Production	On Air	Post production
<p>a. Get your material ready: prepare your interviews, survey and documentary.</p> <p>b. Use the ad you made in Unit 2, Lesson 3, exercise 7 to make a radio ad.</p> <p>c. Prepare an introduction to the programme. Say that it is a show about your community. Say where it is and the name of the neighbourhood.</p>	<p>d. Choose two presenters. Decide in groups what everybody is going to say and when. Use the language in exercise 2.</p> <p>e. Practise until everybody feels that they know the material.</p>	<p>f. Prepare the recording equipment (mobile phone, recorder, computer, etc.) and other elements, such as music, for the ad.</p> <p>g. Record the show. Because it's recorded, you can change some parts you think could be better.</p>	<p>h. In your group, say if you think it went well and how it could be better.</p>



Evaluation

Vocabulary

For questions 1-5, match the words and the definitions. Write the correct letter in the box. There is one example (0).

0. Baker
1. Cooker
2. Pharmacy
3. Greet
4. Bedroom
5. Engineer

A	This person's job is to design and build engines, machines, roads, bridges, etc.
B	a shop that sells medicines and also other types of products, for example cosmetics
C	a person who bakes and sells bread and cakes
D	a room for sleeping in
E	to say hello to somebody or to welcome them
F	an appliance for cooking food, containing an oven and gas or electric rings on top

0	C
1	
2	
3	
4	
5	

Grammar

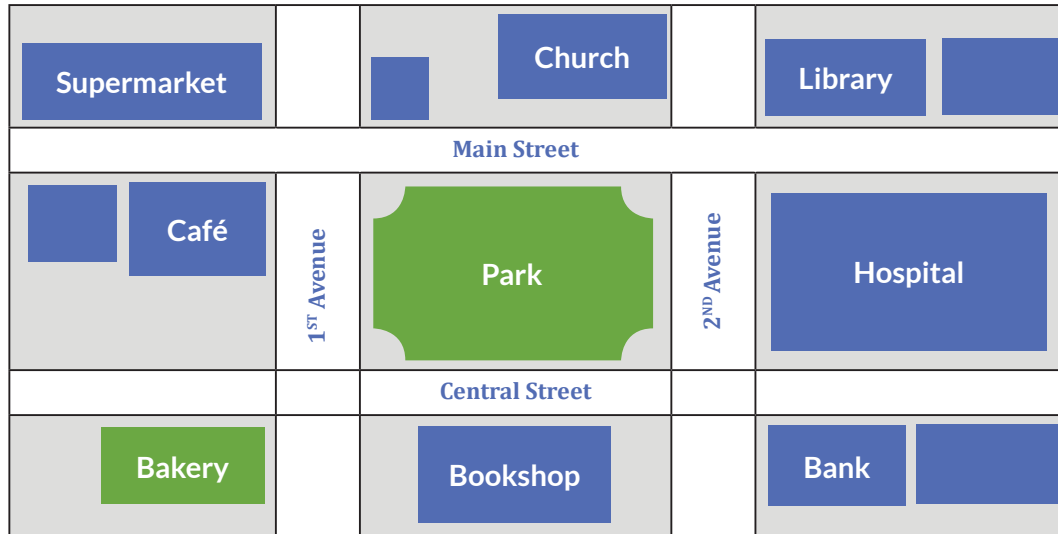
For questions 6-10, read the conversation and complete the sentences by choosing the correct word. Write your answers in the box. There is one example (0).

0. What **do you do/are you doing** right now?
6. My sister and I are **play/playing** outside, in the garden.
7. Wow! There **are/is** a garden at your house! Please, send me a picture.
8. What are **that/those** objects on the house?
9. They are solar panels. **What/Where** do you live? In a house? In an apartment?
10. I live in an apartment. There **is/are** 3 bedrooms, 1 bathroom, a kitchen and a living room.

0	are you doing
6	
7	
8	
9	
10	

Reading

For questions 11-15, read the directions / locations and put a ✓ next to the ones that are correct according to the map. There is one example (0).



0. To go from the supermarket to the library, go straight down Main St. on to 2nd Avenue. It's at the corner of Main St. and 2nd Avenue, on the left.	✓
11. The bookshop is on Central St. opposite the park.	
12. To go from the café to the bank, just cross the street. The bank is opposite the café.	
13. To go from the park to the church, just cross the street. The church is at the corner of Main St. and 2nd Avenue.	
14. The hospital is on 2nd Avenue. It is next to the church.	
15. Where is the library? It's at the corner of Central St. and 1st Avenue.	

Writing

For questions 16-20, think about different ways to be a good citizen and build a better community. Use the words to help you write five (5) ideas for a campaign. There is one example (0).

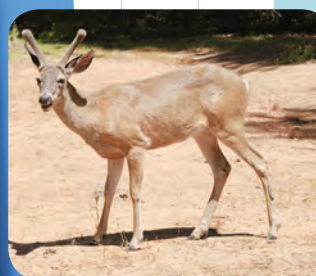
- 0. greet Always greet people in your neighbourhood.
- 16. recycle _____
- 17. clean up after pets _____
- 18. be friendly _____
- 19. rubbish _____
- 20. noise _____



Explore Your Knowledge

Look at the pictures and say ...

- Which places do you recognize?
- Which animals do you recognize?
- Which products do you recognize?
- Which regional things can you identify?



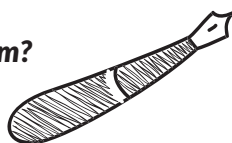
Task: A Regional Exhibition

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. Pablo's presentation of his town (Lesson 3, exercise 1) 2. Factsheet about your Department (Lesson 3, exercise 5) 3. Plasticine map of your Department (Lesson 3, exercise 6) 	<ol style="list-style-type: none"> 4. Drawing of the traditional costume of your region (Lesson 3, exercise 5) 	<ol style="list-style-type: none"> 5. Chart about a festival in your region (Lesson 3, exercise 4) 6. Information about typical foods from your region (Lesson 3, exercise 6)

Chant

Where are you from?



Unit » 1

One World

» Objectives


- » I can talk about nationalities.
- » I can describe places.
- » I can identify cultural characteristics.
- » I can ask for and give information about my town.

In Context » I'm Colombian!

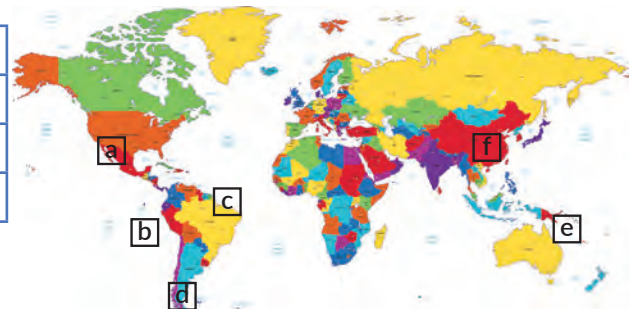
70

1.  **Listen »** Listen and read about an Intercultural Encounter in Medellín.

Come and meet new friends! Celebrate every culture and exchange ideas and opinions for a better world!	Youth Intercultural Encounter Medellín, Colombia		
			
Paola's from Colombia.	Kenji's from Japan.	Josh's from the United States.	Mei-Li's from China.

2.  **Read »** Match a–f with the names of the countries.


<input type="checkbox"/> Mexico	<input type="checkbox"/> the United States	<input type="checkbox"/> Japan
<input type="checkbox"/> Colombia	<input type="checkbox"/> China	<input type="checkbox"/> Canada
<input type="checkbox"/> Brazil	<input type="checkbox"/> the United Kingdom	<input type="checkbox"/> Argentina
<input type="checkbox"/> Australia	<input type="checkbox"/> France	<input type="checkbox"/> Peru



3.  **Write »** Complete the form.


Second Youth Intercultural Encounter							
Your name: _____		Your country: _____			Your age: _____		
Some friends I want to meet are:							
Australian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Colombian	<input type="checkbox"/>	Peruvian	<input type="checkbox"/>
Mexican	<input type="checkbox"/>	American	<input type="checkbox"/>	Japanese	<input type="checkbox"/>	Brazilian	<input type="checkbox"/>
Canadian	<input type="checkbox"/>	English	<input type="checkbox"/>	French	<input type="checkbox"/>	Argentinian	<input type="checkbox"/>

71

4.  **Listen »** Listen to children at the Second Youth Intercultural Encounter and complete the answers.

- | | |
|-----------------------------------|-------------------------------------|
| a. Where's Paola from? _____ | d. What's Josh's nationality? _____ |
| b. How old is she? _____ | e. How old's Mei-Li? _____ |
| c. Which city's Kenji from? _____ | |

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5.  **Listen »** Listen to a radio programme about the Intercultural Encounter in Medellín and tick (✓).



bagels China
 the USA



The Great Wall China
 the USA



The Heaven Temple China
 the USA




noodles China
 the USA




The Statue of Liberty China
 the USA

72

6.  **Listen »** Listen again and complete. Use the words in the box. Compare with a partner.


big active organized interesting beautiful disciplined









- Mei-Li says the Great Wall of China and the Heaven Temple are _____ and _____.
- Mei-Li thinks Chinese people are _____ and _____.
- Josh says New York is a _____ city.
- Josh thinks people in New York are very _____.


7.  **Speak »** In groups, write about your country and town. Use the Word Bank to help you. Then, tell your class.




<p>My country:</p> <p>_____</p> <p>An interesting place in my country:</p> <p>_____</p>	<p>My town:</p> <p>_____</p> <p>We're:</p> <p>_____</p>
---	---


Word Bank
quiet
kind
serious
funny
hard-working


8.  **Speak** » Look at the sportspeople. Ask and answer questions with a partner.

  <p>Nationality: <u>Swiss</u> Sport: <u>Tennis</u> Special characteristic: <u>strong</u></p>	  <p>Nationality: <u>Jamaican</u> Sport: <u>Track and Field</u> Special characteristic: <u>fast</u></p>	  <p>Nationality: <u>Colombian</u> Sport: <u>Cycling</u> Special characteristic: <u>brave</u></p>	  <p>Nationality: <u>Japanese</u> Sport: <u>Figure Skating</u> Special characteristic: <u>agile</u></p>
---	---	---	---

9.  **Write** » Choose three international sportspeople and complete. Then, ask and answer questions with a partner.

 <p>Name: _____ Country: _____ Characteristics: _____</p>	 <p>Name: _____ Country: _____ Characteristics: _____</p>	 <p>Name: _____ Country: _____ Characteristics: _____</p>
--	--	--

10.  **Read** » Read and complete the diagram with information from the text.

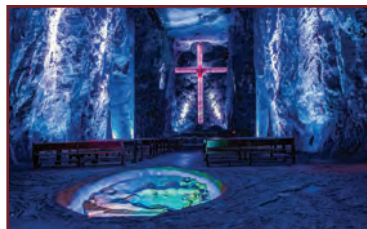
	<p>My name's Luciana and I'm from Peru. I'm 13 years old and I love swimming. I swim every day from 6:00 a.m. to 8:00 a.m. and then in the afternoon from 5:00 p.m. to 7:00 p.m. I think that to be a good athlete, it's important to be disciplined. I think that friends and family are very important too. Thanks to them I feel strong and motivated. I also think it's very important to balance sports with school and family. I enjoy swimming competitions.</p>
---	---



4.  **Write »** Look at the tourist ads. Then, design one about a place in your town or city.



Visit San Andrés.
It's beautiful and relaxing!



In Zipaquirá, live
an interesting and
peaceful experience.



In Leticia...
enjoy exciting
activities. It's
never boring
here!




Old-Fashioned? Yes!

Modern? That too!


Visit Bogotá: Always fun.




5.  **Write »** Look at the words. Then, write your own word using a special style. Share it with a friend.



Study Tip
You can learn
vocabulary by drawing
pictures of words.

6.  **Speak »** Ask your classmates questions about their town. Then, complete the chart.

Question	Friend's name	Yes, it is.	No, it isn't.
Is your town fun?			
Is your town boring?			
Is your town old-fashioned?			
Is your town modern?			
Is your town stressful?			
Is your town noisy?			
Is your town quiet?			
Is your town crowded?			

7.  **Read »** Read a newspaper article. Discuss in groups if you agree or disagree with the article.

The Problem of Living in a Big City: How Can Citizens Help?



Living in a big city can be a problem: traffic, crime, noise, rubbish ...



It can also be positive. A big city has libraries, museums, restaurants, parks and sports centres.




Help!

- Respect traffic signs.
- Report dangers.
- Use buses.
- Recycle rubbish.
- Respect others.



Your city's your responsibility, too! Help to make your city the place you want it to be!

Study Tip
Use a dictionary to find key words. Put the ideas in a sentence to try to see what the words mean.

- 73 8.  **Listen »** Listen to students talk about their towns and take notes. Then, give your opinion.



21st Century Skills
• *Critical Thinking*

What are the positive and negative things about your town?

1. Andrea's from... She likes her town. / She doesn't like her town. Her town is
 2. Jason's from... He likes his town. / He doesn't like his town. His town is...
 3. Ricardo's from... He likes his town. / He doesn't like his town. His town is...
- I like / don't like my town. My town is...

Preparing Your Task » I Know My Town

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1. Listen »

Listen and look at Pablo's presentation of his town. Then, ask and answer questions with a partner.



My city, Popayán

by Pablo Talero Velasco, grade 6th

Where is it? It's in Cauca.

Description: peaceful, interesting

Favourite place: Humilladero Bridge

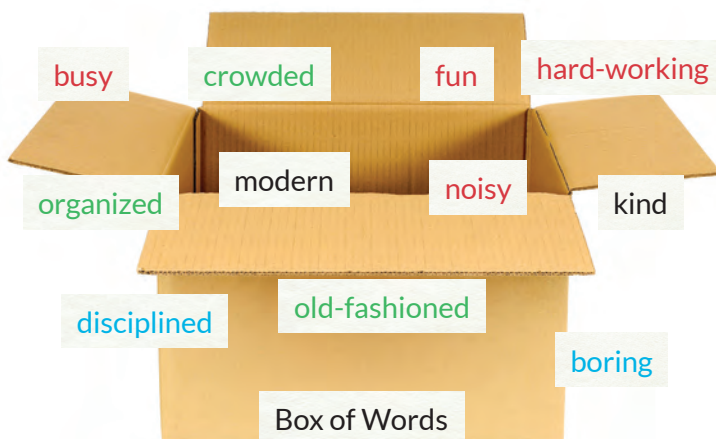
Something special: I can buy fruit on the street.

The people: kind and happy

- Does he present a map?
Yes No
- Does he talk about his town?
Yes No
- Does he say his favourite place?
Yes No
- Does he say what he likes?
Yes No
- Does he talk about people in his town?
Yes No
- Does the presentation have pictures?
Yes No

Final task activity!

2. Speak » In groups, play charades.



Study Tip




Using physical movement helps you to remember new words.

3. **Speak »** Look at the places and describe them.



Pereira's interesting but very busy. Turbo is...

4. **Read »** Read about Serranía de la Macarena and complete the flow chart.


	Five Colours River	<p align="center">Serranía de la Macarena</p> <p>Serranía de la Macarena is in the department of Meta. There are mountains here and there are lots of different animals: anteaters, deer, monkeys, jaguars and many species of birds and insects.</p> <p>You can explore the famous River of Five Colours, the Caño Cristales River. It's beautiful.</p>
	Anteater	
	Deer	

Place: _____


There are _____


I can visit _____




This place is _____

5.  **Write»** In groups, research your department and complete the chart.


Final task activity!


My department is: _____	This is the flag of my department: 
Some towns in my department are: _____ _____	An important product in my department is: _____ _____
An important person in my department is: _____	A typical animal in my department is: _____

6.  **Write»** Make a map of your department in Colombia. Show and tell.

1. Draw the map on some cardboard.		2. Cover the map with plasticine.	
3. Create the mountains or any other things you think are important.		4. Make signs to indicate where your town or other important places are located.	
5. Present your map.			

Final task activity!

75 7.  **Speak»** Say the tongue twister. Who can say it faster?


	In my country there are treasures, treasures and parks, mountains, rivers and stars in the dark.
---	--

Check Your Progress


1. **Speak** » Read and describe to a partner.

STARS WITH A CAUSE

SHAKIRA:
She sings, dances and helps children.




JACKIE CHAN:
An actor from Hong Kong who helps to build schools.



TAYLOR SWIFT:
The singer who wants to stop bullying.



JAVIER HERNANDEZ OR 'CHICHARITO':
A football player from Mexico who works with UNICEF.



- Shakira is _____.
- El Chicharito is _____.
- Taylor Swift _____.
- Jackie Chan _____.

I can talk about nationalities. ✓


Very well 	
Quite well 	
With difficulty 	

76

2. **Listen** » Listen and complete.

- Lucía's from _____.
She likes her city. She doesn't like her city.
Lucía thinks her city is _____.
- Hernán's from _____.
He likes his town. He doesn't like his town.
Hernán thinks his town is _____.
- Lorena's from _____.
She likes her city. She doesn't like her city.
Lorena thinks her city is _____.

I can describe places. ✓

Very well 	
Quite well 	
With difficulty 	

3. **Speak** » Write and tell a partner about your town.




I'm from _____. It's in the Department of _____.

My town's _____ and _____.




My favourite place is _____.

In my opinion, people in my town are _____ and _____.

I can ask for and give information about my town. ✓

Very well 	Quite well 	With difficulty 
---	--	---

I can identify cultural characteristics. ✓

Very well 	
Quite well 	
With difficulty 	

Unit » 2

Weather Changes

» Objectives

- » I can describe weather conditions.
- » I can understand details about the weather in short, spoken texts.
- » I can describe clothes.
- » I can exchange information about my home city and country.

In Context » What's the Weather Like Today?

77 1.  **Read »** Listen and read.

			
It's sunny.	It's snowing.	It's raining.	It's windy.
			
It's hot.	It's cold.	It's stormy.	It's cloudy.


2.  **Speak »** Look and describe.











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What's the weather like in picture 1?



It's sunny and it's hot.



3.  **Read** » Mark whether the weather is good (✓) or bad (✗) to do the activities.


Monday	Tuesday	Wednesday	Thursday	Friday
				
				
play football	fly a kite	do arts and crafts	run	play chess
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4.  **Write** » Complete the chart. Then, tell a partner.

	Antonio Nariño Middle School Integration Week				
	Monday	Tuesday	Wednesday	Thursday	Friday
Weather  It's raining.	Weather _____	Weather _____	Weather _____	Weather _____	Weather _____
Activity: watch TV _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____

21st Century Skills
• Collaborating


Does your school have an Integration Week?
Do you participate in it?

5.  **Read** » Read and describe the weather.

	The flowers dance after the rain. It's green. It's green. The grass smiles after the rain. It's clean. It's clean.	
I watch the clouds: an elephant there, a bear. They now become grey and black, a tiger in the sky.		I can't play today. I can't. The wind blows hard. It's dark. I watch the rain pour down. I can't play today. I can't.

21st Century Skills
• Creative Thinking

What words are used in these poems to describe the weather?

78 6.  **Listen »** Listen to the weather forecast and match the places with the weather.



a. Pasto



b. Armenia




c. Riohacha



d. Bogotá

21st Century Skills
• Communicating

What can you do when it's sunny? What can you do when it's raining?

78 7.  **Listen »** Listen again and write the temperatures.

Pasto: _____

Riohacha: _____

Armenia: _____

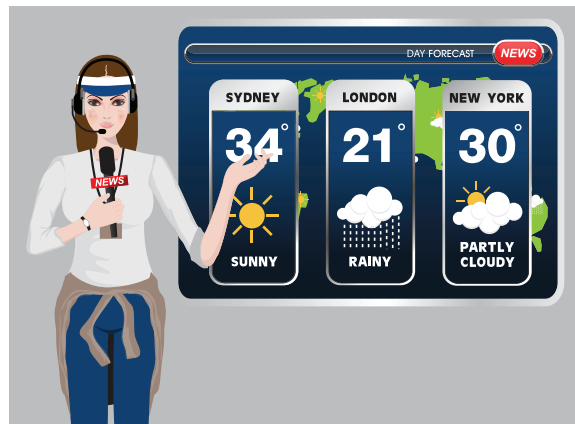
Bogotá: _____

Useful Words			
11	eleven	21	twenty-one
12	twelve	22	twenty-two
13	thirteen	30	thirty
14	fourteen	40	forty
15	fifteen	50	fifty
16	sixteen	60	sixty
17	seventeen	70	seventy
18	eighteen	80	eighty
19	nineteen	90	ninety
20	twenty	100	one-hundred


8.  **Speak »** Describe today's weather.

Good morning! This is the weather.

Today in... the weather is...
The temperature in... is...
Today in... We have a... day.



Expanding Knowledge » What Are You Wearing Today?

1.  **Speak »** Imagine a trip to one of these places in Colombia. Say what clothes you will take.


			
Tunja	Guatapé	Cali	Santa Marta
Temperature: 13°C	Temperature: 18°C	Temperature: 15°C	Temperature: 25°C
			

						
shirt	sweater	underwear	trousers	socks	t-shirt	scarf
						
blouse	jacket	shorts	skirt	shoes	hat	dress



I want to go to Tunja...
In Tunja, it's cold... In Tunja, you wear a sweater or a jacket...


You don't wear shorts because it isn't hot!
What do you wear in...?

2.  **Write »** Complete the paragraph. Then, tell a partner.





In general, the weather where I live is _____ with a temperature of _____ degrees. Today is _____
I usually wear _____.

3.  **Write »** Complete the chart with what your friends are wearing today.

Friend's name	Clothes
_____	_____, _____, _____
_____	_____, _____, _____
_____	_____, _____, _____

4.  **Speak »** Read and answer the questions.


What's the weather like in the different seasons? What clothes are the people wearing? Which weather is more similar to the weather in your hometown?

Other Useful Words:	
 hot	 cold
 warm	 cool



5.  **Read »** Describe the weather for each season.

<p>Spring: In spring, the weather is ☀️ . It can be ☁️ too. The temperature is 🌡️ .</p>	<p>Summer: In summer, it is ☀️ . It can be ⚡️ too. The temperature is 🌡️ .</p>
<p>Autumn: In autumn, the weather is ☁️ and ☁️ . The temperature is 🌡️ .</p>	<p>Winter: In winter, the weather is ❄️ and the temperature is very 🌡️ .</p>

6.  **Read »** Read and tick (✓) true (T) or false (F).


We have seasons because the Earth moves around the sun. When certain parts of the Earth are **close** to the sun, they are warm.

The Earth moves, so when it's summer in the northern **hemisphere**, it's winter in the southern hemisphere.


Some regions of the Earth do not have the four seasons; for example, the areas in the **poles** and the areas in the middle. Colombia does not have the four seasons because it is in the **Equatorial** zone of the earth. In Colombia, the weather depends on the **altitude** and each region has a relatively permanent temperature during the year.

	True	False
a. Colombia has four seasons.	_____	_____
b. The seasons depend on the Earth's movement around the sun and on itself.	_____	_____
c. When a region in the Earth is close to the sun, it is warm.	_____	_____
d. Colombia is in the polar zone of the Earth.	_____	_____
e. In Colombia, the weather depends on the altitude.	_____	_____

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7.  **Listen »** Listen to some children from around the world and complete the chart.

		
Name: _____	Name: _____	Name: _____
Place: _____	Place: _____	Place: _____
Weather: _____	Weather: _____	Weather: _____
Clothes: _____	Clothes: _____	Clothes: _____
Month: _____	Month: _____	Month: _____

8.  **Speak »** Look and be one of the people. Talk about the clothes you're wearing and describe the weather.




Preparing Your Task » What's the Traditional Costume in your Region?

1.  **Speak »** Look at the pictures. Discuss where the people are from and what they are wearing.

Colombian Festival




2.  **Speak »** In pairs, discuss the questions.

- What's the weather in your region like?
- What's the traditional costume in your region?
- What's the name of a traditional dance in your region?

21st Century Skills

• Communicating

Do you ever wear the traditional costume of your region?

3.  **Write »** Label the clothes. Then, compare with a partner.

Traditional Dress For Joropo In Los Llanos Orientales


Word Bank
 dress
 hat
 jacket
 trousers
 shoes



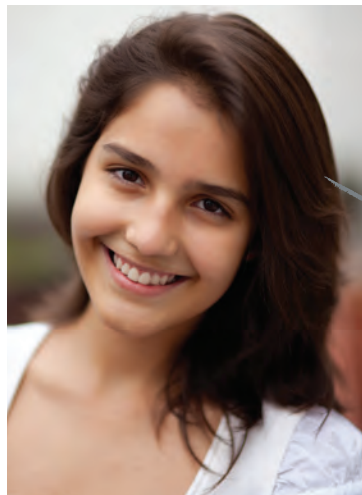
80 4.  **Speak »** Look, listen and compare.



Word Bank
 kilt
 turban
 necktie
 bowtie


5.  **Speak »** Draw the traditional costume of your region. Label the clothes and describe them.

Final task activity!



The traditional costume of my region is...
 The woman wears... and the man wears...


6.  **Read »** Read Aesop’s Fable and choose the correct message.

<p>The Sun and the Wind from Aesop’s Fables</p> <p>The Sun and the Wind are talking about how strong they are. At that moment, a man comes. He is wearing a jacket. “Listen,” the Wind says. “If I make the man take off his jacket, I am the king of nature.” “OK,” says the Sun. So the Wind blows and blows, but the man doesn’t take off his jacket.</p>	<p>“It’s not working” says the Wind.</p> <p>The Sun is now in the sky. It is now a sunny day and it is very warm.</p> <p>The man takes the jacket off.</p> <p>“OK. You win,” says the Wind.</p> <p>The Sun smiles.</p>	
---	--	---

- a. It’s a good idea to wear a jacket.
- b. Kindness is always good.
- c. The wind has to blow more.

21st Century Skills
• *Critical Thinking*

Is it better to be kind or strong?
Are you kind to others?


7.  **Speak »** Ask and answer the questions.

- a. What’s the man wearing?
- b. What does the Wind do to make the man take it off?
- c. What does the Sun do to make the man take it off?
- d. Who’s the winner? Why?

8.  **Write »** Play Scattergory. Use the chart.

Weather conditions and the seasons	Clothes	Nationalities	Countries

9.  **Listen »** Listen and repeat.

	<p>Tongue Twister</p> <p>The sun shines and the snail hides in the bushes, in the bushes.</p> <p>The wind blows and pushes. It pushes!</p>
---	---

Check Your Progress

1. **Write** » Read and complete. Use the words in the Word Bank.

Monday	Tuesday	Wednesday
Activity for today: _____	Activity for today: _____	Activity for today: _____

- On Monday, it's _____. A perfect activity for today is _____.
- On Tuesday, it's _____. A perfect activity for today is _____.
- On Wednesday, it's _____. A perfect activity for today is _____.

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2. **Listen** » Listen and complete. Then, compare with a partner.

Oxford	Bristol	Bath	London
Temperature: _____°C	Temperature: _____°C	Temperature: _____°C	Temperature: _____°C
Weather: _____	Weather: _____	Weather: _____	Weather: _____

3. **Speak** » Choose a place to go on holiday from exercise 2 and talk about the clothes you need.

I can describe clothes.			
Very well	Quite well	With difficulty	

4. **Speak** » Ask and answer questions.

Which clothes are traditional in your region?
What do people wear?

A traditional costume is.... The man wears...
The woman wears....

I can describe weather conditions.	
Very well	
Quite well	
With difficulty	

Word Bank

flying a kite
playing football
reading at the library

I can understand details about the weather in short, spoken texts.	
Very well	
Quite well	
With difficulty	

I can exchange information about my home city and country.	
Very well	
Quite well	
With difficulty	


Unit » 3

Let's Celebrate!

» Objectives

- » I can describe celebrations and traditions.
- » I can talk about traditional foods.
- » I can describe people, places and customs.
- » I can compare customs.

In Context » Today Is a Special Day

1.  **Read »** Read about different celebrations.



21st Century Skills
• Critical Thinking

What celebrations are important to your family?

83 2.  **Listen »** Listen and complete the chart.

			
Chinese New Year	Indian Diwali	Colombian Christmas	American Thanksgiving
When: _____	When: _____	When: _____	When: _____
Important facts: _____	Important facts: _____	Important facts: _____	Important facts: _____
Food: _____	Food: _____	Food: _____	Food: _____

3. **Speak »** In groups, discuss if you agree or disagree.



- "I think Diwali is **more colourful than** the Chinese New Year."
- "I think the food at Thanksgiving is **nicer than** the food in Diwali."
- "In my opinion, tamales are **spicier than** turkey."
- "I think the sweets of Diwali are **sweeter than** the oranges of Chinese New Year."
- "Chinese New Year **lasts longer than** Colombian Christmas."
- "In my opinion, a Thanksgiving meal is **bigger than** a Diwali meal."

4. **Speak »** Ask and answer questions.

pizza	burgers	delicious
Which is more delicious: a pizza or a burger?		
hot weather	cold weather	comfortable
Which is more... cold weather or hot weather?		
the beach	the mountains	beautiful
Which is... the beach or the mountains?		
football	basketball	good
Which is better: football or basketball?		
fruit	sweets	healthy
Which is healthier: fruit or sweets?		

21st Century Skills
• Flexibility



Do you respect others' opinions?

Useful Expressions



I think pizza's more delicious.
In my opinion...
I believe that...
I like...

5. **Read »** Read and complete the chart.

In the UK, people sing Christmas carols in December.	The big celebration is on Christmas Day, December 25th. Usually families get together and eat turkey, vegetables, potatoes and pudding .
On Christmas Eve, children hang stockings . Father Christmas fills them with presents.	People wear paper hats and pull crackers that make a noise!
	

	Christmas in the UK	Christmas in Colombia
Children hang stockings.	✓	✗
People sing carols in December.		
Father Christmas brings presents.		
People celebrate Christmas on December 25th.		
A traditional dinner is turkey with vegetables.		
People wear hats and pull crackers.		

6.  **Speak »** Say if you agree or disagree.

I think birthday parties are **absolutely** wonderful! They're better than New Year's parties!



Agree Disagree

I believe Halloween's the best celebration. It's **very** exciting!




Agree Disagree

In my opinion, Mother's Day is **really** fun because I make a card for my mum and I choose a present for her.



Agree Disagree

7.  **Speak »** Match the words to express your opinions.

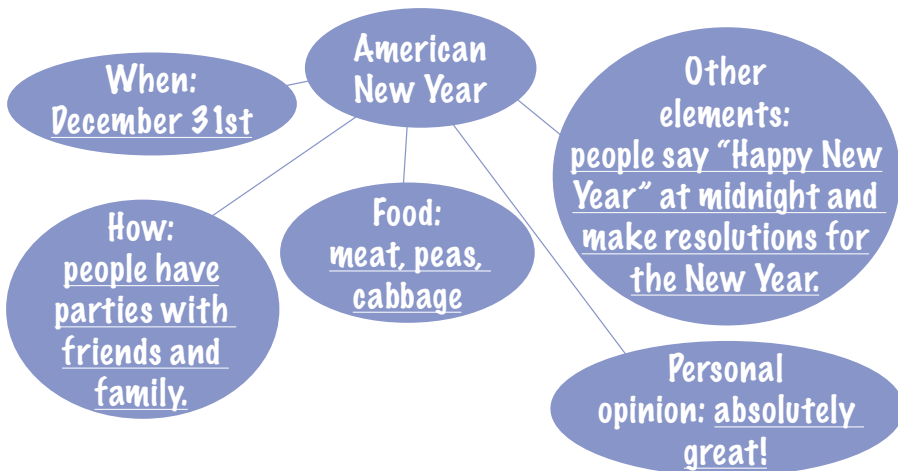
a Maths exam a race a school dance a field trip a science experiment
absolutely totally completely really very
amazing great boring interesting stressful

I think a Maths exam's really interesting ...




Really? I don't agree. I think a Maths exam's very stressful.

8.  **Write »** Look at the diagram about American New Year and describe it in pairs. Then, make one about New Year in Colombia and share in groups.



Study Tip
 Making diagrams helps you to categorize words and concepts.

Expanding Knowledge » Party Time!

1.  **Speak »** Look and describe the foods. Then, tell a partner which foods you like and don't like.


 American Christmas biscuits: sweet	 American Halloween chocolates: _____	 Mexican tortillas for a birthday party: salty and _____	 Colombian pipián empanadas for a birthday party: salty and _____
 Traditional German sauerkraut for New Year: _____	 Japanese pickles for New Year: _____	 Grapes for Colombian New Year: _____	 Oranges for Chinese New Year: _____

American Christmas biscuits and Halloween chocolates are sweet.





21st Century Skills
• *Communicating*

What is a traditional food of your region for a birthday party?

2.  **Write »** Ask and answer questions in groups.

a. Which is sweeter : a cocada or a dulce de leche?	_____
b. Which are spicier : Mexican tortillas or pipián empanadas?	_____
c. Which is more sour : a lime or a mandarin?	_____
d. Which are juicier : grapes or oranges?	_____
e. Which is saltier : an empanada or a Mexican tortilla?	_____

3.  **Speak »** Ask and answer the questions.

	<p>What is a spicy/sweet food in your town/region? When do you eat it? Do you like it? Which kind of food do you prefer: sweet, spicy or savoury?</p>
---	---

4. **Write »** Complete the chart.



When? _____	Christmas Party	What activities can you do there? _____ _____
What time? _____		Food: _____ _____
Where? _____		

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5. **Speak »** In pairs, look and describe Rodrigo's friends. Then, listen and say who's who.

- Rodrigo
- Sebastián
- Ana
- Carolina



Study Tip

Opposites can be very useful. Do you understand what these words and their opposites mean?

long	short
fat	thin
tall	short
dark	light

6. **Speak »** Discuss with a friend whether the sentences below are true or false.

	True	False
Carolina's taller than Rodrigo.	_____	_____
Ana's thinner than Sebastián.	_____	_____
Rodrigo's hair's longer than Ana's.	_____	_____
Sebastián's shorter than Ana.	_____	_____


7. **Write »** Look at Sandra's birthday photo album and describe the children.



- a. Jessica is _____ than Sandra.
- b. Ricardo is _____ than Sandra.
- c. Daniel's hair is _____ than Tomás's.
- d. Sandra's hair is _____ than Jessica's.
- e. Sandra is _____ than Mateo.

8.  **Write »** Write about your friends in groups.

Friend's name	Description
_____	_____ is _____ than _____.
_____	_____ is _____ than _____.
_____	_____ is _____ than _____.
_____	_____ is _____ than _____.

9.  **Read »** Read and answer the questions.



**You're invited to
Juan Andrés's Party**

On May 16th at 3:00 pm
Come to my house
Av. 34 68-20 casa 2
Music and dancing



**Ana María's
13th Birthday Party**

Date: March 10th
Time: 2:00 pm
Place: Park in front of my house
COME FOR VOLLEYBALL AND
FOOTBALL FUN

- Whose parties are these?
- When are the parties?
- At what time are the parties?
- Where are the parties?
- Which party do you think is more fun?

10.  **Write »** Plan your own party.

When? _____	My _____ Party	What activities can you do there? _____
What time? _____		_____
Where? _____		Food: _____

Preparing Your Task » Colombian Celebrations and Festivals

1.  **Speak »** Ask and answer.



Barranquilla Carnival



Holy Week, Popayan

January	February	March	April
Black and White Carnival, Pasto, Nariño	Barranquilla's Carnival, Atlántico	Holy Week, Popayán, Cauca	Vallenato Festival, Valledupar, Cesar
May	June	July	August
Teacher's Day	Father's Day	July 20th Parade, Cartagena Bolívar	Flower Festival, Medellín, Antioquia
September	October	November	December
Love and Friendship Day	The Day of All Races	Children's Day	Christmas



Flower Festival, Medellín, Antioquia



Black and white carnival, Pasto


When is Teacher's Day?
Where is it celebrated?



It's in May. It's celebrated all over Colombia.


2.  **Speak »** Look at the chart and describe each celebration. Compare with a partner.

	Cultural event	Religious celebration	Celebrates a person	Historical celebration	Food	Music	Dance	Presents	Special costumes
Black and White Carnival	✓					✓			✓
Holy Week		✓			✓				
Vallenato Festival	✓					✓	✓		✓
Father's Day			✓					✓	
July 20th Parade				✓		✓			✓

3.  **Speak »** In groups, compare the celebrations in the calendar. Give your opinion.


The Vallenato Festival's a cultural event. There's special music, dance and costumes. In my opinion, it's absolutely amazing!



4.  **Write »** In pairs, discuss an important celebration in your region and complete the chart. Include drawings.

Final task activity!

When? _____	What is it about? _____
Where? _____	Special food? _____

5.  **Speak »** Look and describe the different Colombian foods. Say whether you like or don't like them.

Study Tip
The names of traditional things (foods, names of places, etc.) aren't generally translated. You can say them in the original language.




It's really horrible. I don't like it!



It's my favourite traditional food. It's absolutely delicious! I love it!



6.  **Speak »** In groups, choose two typical foods from your region and compare them. Discuss the questions and make a poster.

- a. Name of food: 1. _____
2. _____
- b. Description of food: 1. _____
2. _____
- c. Are these foods for special occasions? 1. _____
2. _____

Final task activity!

85

7.  Listen »

Listen and match the expressions with the celebrations. Listen to the pronunciation of the 's'.



- a. Today's a friend's birthday. _____
- b. You and your family give your mum a secret party. _____
- c. Your brother's graduating. _____
- d. A friend's travelling to another country. _____
- e. Today's Christmas. _____

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8.  Read »

Listen and read *A Christmas Carol*. Put the events in the correct order.

A Christmas Carol by Charles Dickens

This is Mr Scrooge. He's richer than everybody in town. He's a terrible person. Mr Cratchit helps Mr Scrooge in his office. He's poorer than Mr Scrooge... Today's the day before Christmas, but Mr Scrooge doesn't believe in Christmas, so Cratchit has to work. Scrooge goes home. That night three ghosts visit him. The Ghost of Christmas Past shows Scrooge his sad past only thinking about money.

The Ghost of Christmas Present shows him Cratchit's house. Scrooge sees that Bob's very poor and has a sick child. Scrooge is sad... The Ghost of Christmas Future shows Scrooge his grave. He now understands... Suddenly, Scrooge is in his house again. He feels better and younger than ever. He's a new man. Scrooge celebrates Christmas with Cratchit. He's kinder and more generous now. Together they have a merry Christmas!

21st Century Skills
• Social Skills

Can people change?
Do you give people a second chance?

Study Tip

Stories show you structures and vocabulary that you know and help you use them.

<input type="checkbox"/> The Ghost of Christmas Past shows Scrooge his terrible past.	<input type="checkbox"/> Scrooge celebrates Christmas with Mr Cratchit.	<input type="checkbox"/> The Ghost of Christmas Present shows the poor life of Cratchit.
<input type="checkbox"/> The Ghost of Christmas Future shows Scrooge his grave.	<input type="checkbox"/> Scrooge makes Mr Cratchit work on Christmas Eve.	

Chant

Where are you from?



*Where are you from, where are you from?
Let's dance together, everyone.
Jamaican, English or Australian,
Let's join together and have some fun!*

The weather for Mexico and Brazil
Is stormy, sunny, rainy and hot.
The weather for England and Canada
Is cold, snowing and raining a lot.

Brazil has jaguars and monkeys,
Exotic anteaters and birds to see,
The Chinese like food that's salty,
Sweet and sour and spicy for me.




Where are you from, where are you from? ...

When it's cold and not very hot,
I like to wear trousers and socks.
Old-fashioned dresses and hats
Make me look beautiful: I really like that!

In my opinion, I'm active and fun,
and serious when work's to be done.
Boring and quiet is not for me;
I like to keep busy with activities.



1.  **Speak »** With a partner, say the nationality for each of these countries.


- 1 Mexico
- 2 Jamaica
- 3 England
- 4 Brazil
- 5 America
- 6 Canada
- 7 China



2.  **Read »** What do the adjectives describe? Put them in the chart.

juicy rainy hot sour sunny stormy cold salty sweet snowy spicy

weather	food	both
	juicy	

3.  **Write »** Answer the questions in full sentences.

- 1 What's the weather like in Brazil and Mexico?
The weather in Brazil and Mexico is stormy, sunny, rainy and hot.
- 2 What's the weather like in England and Canada?

- 3 What animals are there in Brazil?

- 4 What food do people eat in China?

- 5 What clothes does the singer wear when it's cold?

- 6 What clothes make the singer look beautiful?


- 7 How does the singer describe himself/herself?

- 8 What does the singer dislike?

- 9 What does the singer like?



Check Your Progress



1.  **Write »** Look at the photos and describe the Brazilian Carnival.







I can describe celebrations and traditions. ✓	
Very well 	
Quite well 	
With difficulty 	

The Brazilian Carnival is a cultural event. There's food; for example, _____. There's also music; for example, in the _____. Finally, there's dancing ; for example, _____ dancing.




- 88 2.  **Listen »** Listen and complete. Then, describe to your partner.

	
American apple pie	Japanese curry and rice
sweet <input type="checkbox"/> sour <input type="checkbox"/>	sweet <input type="checkbox"/> sour <input type="checkbox"/>
salty <input type="checkbox"/> spicy <input type="checkbox"/>	salty <input type="checkbox"/> spicy <input type="checkbox"/>
For special occasions? Yes <input type="checkbox"/> No <input type="checkbox"/>	For special occasions? Yes <input type="checkbox"/> No <input type="checkbox"/>

I can talk about traditional foods. ✓	
Very well 	
Quite well 	
With difficulty 	

3.  **Speak »** Describe how your family celebrates Christmas. Then, compare with your partner.

What do you wear?
What do you eat?
What else do you do?

I can describe people, places and customs, and compare customs. ✓	
Very well 	
Quite well 	
With difficulty 	

START
FINISH

Question 1

Question 2

Question 3

Miss a turn

Move forward 2 squares

Question 30



Review Race

Go back 3 squares

Question 29

Question 28

Question 27

Question 26

Go back to question 10

Question 25

Question 24

Question 23

Miss a turn

Question 22

Question 21

Go back to question 10

Question 20

Question 19

Play in pairs or teams of up to 4 players. Take turns to roll the die and move your counter the corresponding number of squares. When you arrive at a square, answer the question or do what it says there. If you answer correctly, stay on the square. If you answer incorrectly, return to the previous square. The first team to get to the FINISH is the winner.

1. Name nationalities related to seven South American countries.
2. Where is your father from?
3. Name nationalities related to four Asian countries.
4. Name nationalities related to eight European countries.
5. What nationality is someone from Switzerland?
6. What nationality is someone from the United States?
7. Where is your favourite actor from?
8. What nationality is someone from France?
9. A Thai person is from ____.
10. An Irish person is from ____.
11. Is English a nationality or a country?



module 4 // Review

Question 4

Question 5

Go back 1 square

Question 6

Question 7

Miss a turn



Question 8

Question 9

Go back to question 4

12. Is someone in your class from a different city or town?
13. Describe people in your country.
14. Describe your city or town.
15. What are people in your city or town like?
16. What is your mother like?
17. What is the weather like today?
18. What are you wearing today?
19. What is the teacher wearing today?
20. What do you wear to go to the cinema?
21. What do you need to wear in winter?
22. List five clothes you wear in summer.
23. Describe common weather conditions for winter.
24. What do you usually wear at the weekend?
25. Name your favourite traditional food.
26. Compare two traditional foods from your region or country.
27. Describe your favourite food. Is it spicy? Is it sweet?
28. Compare two of your classmates.
29. What do you do during your favourite holiday or festival?
30. How does your family celebrate Christmas?



Question 10

Question 11

Question 12

Bonus
move forward
1 square

Question 13

Question 14

Question 15



Bonus
move forward
4 squares

Question 18

Miss a turn

Question 17

Question 16

Go back 3 squares



Final Task



A Regional Exhibition

- 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	Unit 2	Unit 3
Lesson 3, exercise 1 Pablo's town presentation <input type="checkbox"/>	Lesson 3, exercise 5 Drawing of the traditional costume of your region. <input type="checkbox"/>	Lesson 3, exercise 4 Chart about a festival in your region. <input type="checkbox"/>
Lesson 3, exercise 4 Factsheet about your department. <input type="checkbox"/>		Lesson 3, exercise 6 Information about typical foods from your region. <input type="checkbox"/>
Lesson 3, exercise 5 Plasticine map of your department. <input type="checkbox"/>		

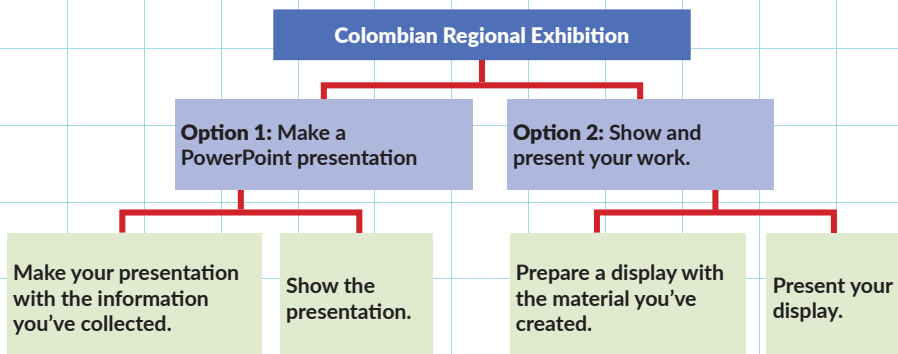
- Use the words to complete the advice on how to give a good presentation.
 eye practise material hear oral



In order to make a good _____ presentation, it is important to have some aspects in mind. First, you have to know your _____ well. It is also important to _____ your presentation beforehand. Remember to speak loudly and clearly so that your audience can _____ you well. Don't forget to make _____ contact. And enjoy yourself! You have worked hard so it's time to show what you know!



- In your group, prepare the Colombian Regional Exhibition. Choose Option 1 or Option 2 and start organising the information.



21st Century Skills

- Teamwork

When working as a team, you need tolerance and respect for making decisions together.



4. Compare Pablo's presentation in Unit 1, Lesson 3, exercise 1 with your presentation. Then, check the following elements.

a. Is your presentation clear?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
b. Is your presentation interesting and presented well?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
c. Is your presentation complete?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
d. Does everybody in the group know what to say?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
e. Does the presentation have pictures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

5. Follow the steps for your presentation choice.



Option 1: A PowerPoint Presentation

Option 2: A recorded radio programme

STEP 1 Make one slide that includes a photo of the booklet you made in Unit 1 about your department.

STEP 1 Use a table to display the elements of your exhibition.

STEP 2 Make a slide with a photo of the plasticine map of your department.

STEP 2 Discuss as a group if you need to design a poster with the name of your department.

STEP 3 Make a slide with a photo of the traditional costume of your department that you made in Unit 2.

STEP 3 Plan how to display your drawings and information. Do you need to paste it on colourful paper? Do you need to add something?

STEP 4 Make a slide with the diagram about a festival in your region.

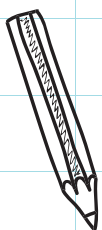
STEP 4 Decide what everyone in the group is going to say and practise.

STEP 5 Make a slide with information about typical foods in your region.

STEP 5 Present!

STEP 6 Decide what everyone in the group is going to say and practise.

STEP 7 Present!



Evaluation

Vocabulary

For Questions 1-5, circle the correct definition of types of people and places. There is one example.

0. A person with nice behaviour towards other people.
A. interesting B. serious **C. kind**
1. A person who spends a lot of time and energy on work.
A. kind B. fun C. hard-working
2. A place with a lot of people.
A. active B. crowded C. disciplined
3. Not modern; something that belongs to the past.
A. old-fashioned B. ugly C. serious
4. Not interesting; monotonous.
A. organized B. fun C. boring
5. Quiet, calm, tranquil; not violent.
A. serious B. boring C. peaceful

Grammar

For questions 6-10, circle the correct question for each answer. There is one example.

0. She is from Peru.
A. Where is she from? B. Is she from Peru? C. Are she from Peru?
6. No, they aren't. Sam and Ellie are American.
A. Are Sam and Ellie American? B. Where are Sam and Ellie from?
C. Are Sam and Ellie Australian?
7. We are from India.
A. Where is Deva from? B. Are you and Premal from India?
C. Where are you and Premal from?
8. Yes, I'm Colombian.
A. Where are you from? B. Are you Colombian?
C. Is you Colombian?
9. No, it isn't. Bogotá is very noisy.
A. What's Bogotá like? B. Is Bogotá peaceful?
C. Are Bogotá noisy?
10. Yes, it is. It's very beautiful.
A. Is Cartagena beautiful? B. What's Cartagena like?
C. Are you from beautiful Cartagena?

Reading

Read the following passage. For questions 11-15, choose *True*, *False*, or *No Information* according to the text. Write your answers in the box. There is one example.

The Black and White Carnival in Pasto is a very colourful Colombian festival. It starts on the second of January and ends on the seventh. On the first day, people from local towns arrive in Pasto to show their traditions and cultural values in a parade. On the second day, children have the chance to participate with their own parades. On the third day, the Castañeda Family arrives in the city, making fun of everyone. The next day is the Black Day. People paint their faces or bodies with black body paint. The last day is the White Day. A huge parade with decorated floats takes place in the streets of the city. People wear white body paint and throw white powder at each other. Talented artisans work on the beautiful and creative floats all throughout the year. So, maybe next year you can plan to have your holiday here!

	A. True	B. True	C. No Information
0. You can see a lot of colours in this carnival.		✓	
11. The carnival takes place at the end of the year.			
12. Artisans make the floats quickly.			
13. The parades are for everyone in the region.			
14. The parades are boring because they are repeated every day.			
15. The Castañeda Family arrives before children have their parades.			

Writing

Complete the following e-mail. Write your answers in the answer box. There is one example.

Dear Shaun,

I hope you are well. I want to tell you about my city, so you can plan your holiday better. Cali is (0) sunny and (16) _____ during the day. It is warm in November. For this reason, you need to bring sandals, a hat and (17) _____. But at night the temperature is (18) _____ than during the day, so a sweater is a good idea. Cali is a long way from Bogotá, the capital city of Colombia. Bogotá is a big, noisy city. However, my city is (19) _____ (small) than Bogotá, and it is (20) _____ (peaceful). In Cali, people love dancing. Maybe you can learn to dance salsa here. What is your city like? Could you describe it for me?

Best wishes,

Marisol

0	sunny
16	
17	
18	
19	
20	

Gap

Activity

Student A

How old is this person?



Stage 1

Read the text. Ask Student B questions. Complete the missing information in your text.

My name is Mila Alboth. I'm a _____ years old. My ID number is 1098246537. I'm in sixth grade. I wake up at b _____ to go to school. At 3:00 pm, I get home. My mother comes home and then she takes me to c _____. My mother is great. She is very helpful and confident. This is good for me because I want to be a d _____ when I grow up and she helps me with this. I practice for two hours every day. When I come home at e _____, I do my homework and my mum cooks dinner. After dinner, we talk or play games with my older brother Simon. He is very tall and thin. He is very good at basketball. He is also very intelligent. He has f _____ and short curly hair. I go to bed at 9:00 pm. I love my family!

Stage 2

Now, Student B asks you questions. Listen and answer Student B's questions with information in your text.

Her name is *Mila Alboth*.



Student B

Stage 1

Read the text.
Listen and answer
Student A's questions
with information in
your text.



She is 13 years old.

Stage 2

Now, ask Student A questions.
Complete the missing information
in your text.



What is this person's
name?

My name is a _____. I'm 13 years old. My ID number is
b _____. I'm in sixth grade. I wake up at 5:00 am to go to school.
At c _____, I get home. My mother comes home and then she takes
me to my violin lessons. My mother is great. She is very d _____ and
confident. This is good for me because I want to be a violinist when I grow up and she
helps me with this. I practice for two hours every day.
When I come home at 6:30 pm, I e _____ and my mum cooks
dinner. After dinner, we talk or play games with my older brother Simon. He is very f
_____. He is very good at basketball. He is also very intelligent. He
has green eyes and short curly hair. I go to bed at 9:00 pm. I love my family!

Gap

Activity

Student A

Stage 1

Look at the picture. Ask Student B questions. Find out what the missing people are doing in your picture. Draw them.

What is person 1 doing?



Stage 2

Now, Student B asks you questions. Listen and answer Student B's questions about what the people are doing in your picture.

Person 1 is playing guitar.



module 2 // Gap Activity

Student B

Stage 1

Look at the picture.
Listen and answer
Student A's questions
about what people are
doing in your picture.



What is person 1
doing?

Stage 2

Now, ask Student A questions. Find out
what the missing people are doing in your
picture. Draw them.



Person 1 is playing
guitar



Gap

Activity

Student A

Stage 1

Look at the map. Ask Student B questions. Find out what the missing places are on your map. Write them in.

What place is next to the restaurant and in front of the square?



Stage 2

Now, Student B asks you questions. Listen and answer Student B's questions with the information on your map.

It's the school.

School	Restaurant	a	Pharmacy		
Square	b	Bookstore	c	Department store	
Church	Bakery	d	e	Fire station	f

module 3 // Gap Activity

Student B

Stage 1

Look at the map.
Listen and answer
Student A's questions
with the information
on your map.



It's the school.

What place is next to
the restaurant and in
front of the square?

Stage 2

Now, ask Student A questions. Find out
what the missing places are on your map.
Write them in.



School	Restaurant	Public library	a		
Square	Café	b	c	Bank	Department store
d	Bakery	Cinema	Park	e	Police station

Gap

Activity

Student A

Stage 1

Read the two identification forms. Think about the missing information. Work with Student B to check any new words.

Form 1

- 1 **Name:** Sam Smith
- 2 **Nationality:** _____
- 3 **Personality:** _____
- 4 **Name of town/city:** _____
- 5 **Likes:** extreme sports, baseball, and reading
- 6 **Dislikes:** _____
- 7 **Favourite foods:** spicy foods, Indian foods
- 8 **Favourite items of clothing:** scarf, jacket

Form 2

- 1 **Name:** _____
- 2 **Nationality:** Portuguese
- 3 **Personality:** active, organized
- 4 **Name of town/city:** Lisbon, Portugal
- 5 **Likes:** _____
- 6 **Dislikes:** noisy places
- 7 **Favourite foods:** _____
- 8 **Favourite items of clothing:** _____

Stage 2

Write questions for the missing information. Work with Student B to check you have the correct questions.

- 1 What's _____?
- 2 Where is _____?
- 3 What's _____?
- 4 Where does _____?
- 5 What _____?
- 6 What doesn't _____?
- 7 What are _____?
- 8 What are _____?

Stage 3

Now, ask Student B questions to find out the missing information in your two identification forms. Listen and answer Student B's questions as well.

What's his or her name?



module 4 // Gap Activity

Student B

Stage 1

Read the two identification forms. Think about the missing information. Work with Student A to check any new words.

Form 1

- 1 **Name:** _____
- 2 **Nationality:** American
- 3 **Personality:** strong, hard-working
- 4 **Name of town/city:** New York City
- 5 **Likes:** _____
- 6 **Dislikes:** crowded places
- 7 **Favourite foods:** _____
- 8 **Favourite items of clothing:** _____

Form 2

- 1 **Name:** Line Da Silva
- 2 **Nationality:** _____
- 3 **Personality:** _____
- 4 **Name of town/city:** _____
- 5 **Likes:** sports, movies, and dancing
- 6 **Dislikes:** _____
- 7 **Favourite foods:** health foods, vegetables
- 8 **Favourite items of clothing:** hat, sandals

Stage 2

Write questions for the missing information. Work with Student A to check you have the correct questions.

- 1 What's _____?
- 2 Where is _____?
- 3 What's _____?
- 4 Where does _____?
- 5 What _____?
- 6 What doesn't _____?
- 7 What are _____?
- 8 What are _____?

Stage 3

Now, ask Student A questions to find out the missing information in your two identification forms. Listen and answer Student A's questions as well.



Grammar Chart

Module 1

Unit 1	Unit 2	Unit 3
<p>Verb to be This verb introduces basic personal information like name or age. You can use it in affirmative and negative sentences and for questions. <i>What is your name? My name is Ursula. I'm Ursula.</i> <i>This is Ursula.</i> <i>She's 11 years old.</i> <i>How old are you? I'm 13.</i> <i>My ID number is 87984535.</i> <i>What's your home number? It is 4302097</i></p> <p>Verb to be This verb can also be used in questions about objects. <i>Are they some pencils?</i> <i>Yes, they are.</i> <i>Is it a dictionary? Yes, it is.</i> <i>Is it a pencil?</i> <i>No, it isn't. It's a pen.</i></p> <p>Quantifiers <i>a, an, some.</i> Use <i>a</i> for a single item, <i>an</i> when the next word starts with a vowel, <i>some</i> for several items. <i>a pen / an orange pen / some chairs</i></p>	<p>Present simple <i>I wake up at 6:00 am.</i> Add an <i>-s</i> to the verb for the third person singular (he, she, it) <i>Marla reads books.</i> <i>Jaime plays football.</i> <i>Ana studies all afternoon.</i></p> <p>Yes / No Questions <i>Do you wake up late?</i> <i>Yes, I do / No, I don't wake up late.</i> <i>Does she wake up late?</i> <i>She doesn't wake up late.</i> <i>Does Carlos play tennis?</i> <i>No, he doesn't.</i></p> <p>Wh- Questions <i>What time do you wake up?</i> <i>What time does Simón start school?</i></p> <p>Adverbs of frequency <i>Always; Usually; Sometimes; Never</i> express the frequency of an action. <i>How often</i> is used to ask about the frequency of an action. <i>How often do you play football?</i> <i>I always play football in school.</i></p>	<p>Present simple Verb to be This verb is used to talk about your family. <i>Rosa is my mother. They are my brothers.</i> This verb is also used to talk about the personality and physical appearance of a person. <i>I am short and fat.</i> <i>Marie is confident and responsible.</i> <i>We are tall and slim.</i> <i>Does Lisa have short hair?</i> It also expresses a temporary mood or state: <i>She's happy.</i> <i>He's tired.</i> 's 's expresses possession. <i>Juan is Rosa's son = Juan is the son of Rosa.</i></p> <p>Possessive Adjectives <i>My, your, his, her, our, their</i> They also express possession, but they are used before a noun. <i>My sister is Clementina.</i> <i>Your father is Pedro.</i> <i>Their names are Juan and Penelope.</i></p>

Module 2

Unit 1	Unit 2	Unit 3
<p>Verb to be This verb can be used to describe parts of the body. <i>His arms are strong.</i> <i>His legs aren't weak.</i> <i>Her nose is small.</i></p> <p>Verb to have Use this verb to talk about possession. <i>We have two feet.</i> <i>Germán has small hands.</i> <i>How many</i> is used to ask about quantities. <i>How many teeth do we have?</i></p> <p>Modal can This modal expresses possibilities. <i>You can hit your head in the playground.</i></p>	<p>Present simple Use it to express likes. <i>Do you like dancing? Yes, I do.</i> <i>Does she do origami? No, she doesn't like crafts.</i> <i>I like to play the guitar. I don't like to play football.</i></p> <p>Verb to be This verb describes activities. <i>Is origami interesting for you? Yes, it is.</i> <i>Football is boring for me.</i> <i>Basketball isn't difficult for me.</i></p> <p>Modal can This modal also expresses abilities. You can use it in affirmative and negative sentences and in questions. <i>I can play the violin. I can't sing.</i> <i>Can you swim?</i> <i>Yes, I can. No, I can't.</i></p> <p>Present continuous This tense expresses the actions happening right now. <i>My mother is working.</i> <i>They're playing football.</i> <i>Is he eating?</i> <i>Yes, he is. No, he isn't.</i></p>	<p><i>Always; Usually; Sometimes; Never</i> express the frequency of an action when talking about daily routines. <i>I always play football after school.</i> <i>Cathy never plays sports.</i> <i>On Saturday, we sometimes go swimming.</i> <i>At the weekend, we often eat breakfast together.</i></p> <p>Wh- questions These questions are used to ask about detailed information. <i>What time do you practise basketball?</i> <i>What sport do you do?</i> <i>When do you spend time with your family?</i> <i>How often do you drink fizzy drinks?</i></p>

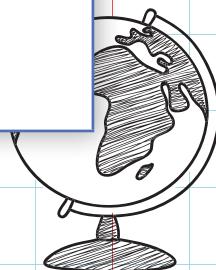
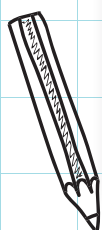
Module 3

Unit 1	Unit 2	Unit 3
<p>Demonstratives Use <i>This</i> and <i>These</i> to point to something near you. <i>What's this? This is a desk.</i> <i>What are these? These are futons.</i> Use <i>That</i> and <i>Those</i> to point to something far away from you. <i>What is that? That is a hospital.</i> <i>What are those? Those are restaurants.</i></p> <p>There is / There are These express the existence of things. <i>How many bathrooms are there?</i> <i>There is one bathroom.</i> <i>There's a small kitchen.</i> <i>Is there a refrigerator in the kitchen?</i> <i>Yes, there is. No, there isn't.</i></p> <p>Imperatives Use them to give instructions. <i>Separate the rubbish.</i> <i>Don't waste water.</i></p>	<p>Present simple Use it to give personal information. Wh- questions These questions are used to ask about detailed information. <i>Where do you live?</i> <i>Where is/Where's the bank?</i> <i>Where can you buy medicine?</i> <i>What do you like about your neighbourhood?</i> <i>What does Sara do to help her family?</i></p> <p>Prepositions of place They help locate elements within a given space. <i>The bank is next to the police station.</i> <i>The bookshop is behind the café.</i> <i>The restaurant is in front of the cinema.</i></p> <p>Imperatives They are also used to give directions. <i>Turn right/left.</i> <i>Walk/Go straight ahead.</i></p>	<p>Present simple Use it to describe what people do. <i>The doctor heals people.</i> <i>The mechanic fixes cars.</i></p> <p>Present continuous: This tense expresses actions happening right now and develops actions in time. <i>My mother is working.</i> <i>I like cooking.</i></p> <p>Wh- questions This type of question asks for detailed information. <i>Who is/Who's she? Where does she work?</i> <i>What does she do?</i></p> <p>Sequence of actions <i>First of all, Pablo gets the ingredients. Then, he makes the cake. Later, he bakes it in the oven. Finally, he eats it!</i></p>



Module 4

Unit 1	Unit 2	Unit 3
<p>Verb to be This verb can express nationality, personality characteristics and description of places. <i>Usain Bolt is Jamaican.</i> <i>Where are you from?</i> <i>People in Caldas are very kind.</i> <i>What are people like in your town?</i> <i>La Guajira is an exotic place.</i> <i>Is your town interesting?</i> <i>What are your favourite places in your town?</i></p> <p>Verb to be This verb also expresses location. <i>Popayán is in the Department of Cauca.</i></p> <p>Verb to like This verb expresses your favourite things. <i>I like Humilladero Bridge. It is an important tourist place in Popayán.</i> <i>Do you like dancing?</i></p>	<p>Verb to be Use it to express weather conditions. <i>What is/What's the weather like today?</i> <i>Today, the weather is sunny.</i> <i>It can be stormy in the mountains.</i> <i>It's cloudy.</i></p> <p>Verb to wear This verb expresses dressing habits. <i>What do you usually wear?</i> <i>I wear a T-shirt every day.</i> In the present continuous, it also describes what people are wearing. <i>What are you wearing?</i> <i>I'm wearing a hat and a sweater.</i></p>	<p>Comparatives <i>Juana is taller than Pedro.</i> <i>Medellín is bigger than Santa Marta.</i> <i>Bogotá is noisier than Cartagena.</i> <i>The Thanksgiving celebration is more interesting than the Independence Day celebration.</i> <i>Cartagena is more beautiful than Neiva.</i> <i>Which sweater do you prefer, the blue one or the red one?</i> <i>Which is prettier, the blue or the red one?</i> <i>Which is more beautiful, the green or the orange one?</i></p> <p>Intensifiers These make descriptions more powerful. <i>I think holidays are absolutely wonderful.</i> <i>The parade is really exciting.</i> <i>Tests can be very stressful.</i></p>



Vocabulary List

Module 1

Introducing, Greeting and Saying Goodbye	Classroom Items	Classroom Language	Numbers	Daily Routines	Family Members	Feelings and Personality Descriptions	Physical Appearance
Good morning Goodbye / Bye-bye Hello / Hi How do you spell that? I'm xx and this is xx Nice to meet you See you Take care	bag <i>n.</i> board <i>n.</i> book <i>n.</i> chair <i>n.</i> clock <i>n.</i> desk <i>n.</i> dictionary <i>n.</i> paper <i>n.</i> pen <i>n.</i> pencil <i>n.</i> picture <i>n.</i> student <i>n.</i> teacher <i>n.</i>	be (v.) quiet listen <i>v.</i> look (v.) at the board open (v.) your books raise (v.) your hand read <i>v.</i> work (v.) in groups work (v.) in pairs write (v.) in your notebooks	one <i>n.</i> two <i>n.</i> three <i>n.</i> four <i>n.</i> five <i>n.</i> six <i>n.</i> seven <i>n.</i> eight <i>n.</i> nine <i>n.</i> ten <i>n.</i>	wake up take a shower have breakfast/ lunch/dinner make breakfast/ lunch/dinner go to school start school read a book play sports check your email talk to your family watch TV listen to music go to bed	mother <i>n.</i> father <i>n.</i> brother <i>n.</i> sister <i>n.</i> son <i>n.</i> daughter <i>n.</i>	bored <i>adj.</i> excited <i>adj.</i> happy <i>adj.</i> hungry <i>adj.</i> sad <i>adj.</i> tired <i>adj.</i> boring <i>adj.</i> caring <i>adj.</i> confident <i>adj.</i> creative <i>adj.</i> famous <i>adj.</i> funny <i>adj.</i> generous <i>adj.</i> interesting <i>adj.</i> kind <i>adj.</i> responsible <i>adj.</i>	curly <i>adj.</i> straight <i>adj.</i> wavy <i>adj.</i> blond <i>adj.</i> dark <i>adj.</i> light <i>adj.</i> big <i>adj.</i> small <i>adj.</i> short <i>adj.</i> long <i>adj.</i> tall <i>adj.</i> strong <i>adj.</i> weak <i>adj.</i> black <i>adj.</i> brown <i>adj.</i> blue <i>adj.</i> green <i>adj.</i> grey <i>adj.</i>

Module 2

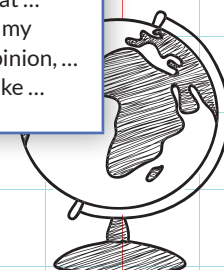
Parts of the Body	School	Types of Accidents	Activities and Sports	Expressions about Activities	Days of the Week/Months of the Year	Health Care Routines
arm <i>n.</i> back <i>n.</i> ears <i>n.</i> elbow <i>n.</i> eyes <i>n.</i> finger <i>n.</i> foot-feet <i>n.</i> hand <i>n.</i> head <i>n.</i> knee <i>n.</i> leg <i>n.</i> mouth <i>n.</i> neck <i>n.</i> nose <i>n.</i> shoulder <i>n.</i> stomach <i>n.</i> tooth-teeth <i>n.</i>	classroom <i>n.</i> hallway <i>n.</i> kitchen <i>n.</i> laboratory <i>n.</i> playground <i>n.</i> stairs <i>n.</i> toilet <i>n.</i>	break <i>v.</i> cut <i>v.</i> fall <i>v.</i> hit <i>v.</i> hurt <i>v.</i>	basketball <i>n.</i> crafts <i>n.</i> dancing <i>n.</i> drawing <i>n.</i> football <i>n.</i> hiking <i>n.</i> painting <i>n.</i> playing (v.) an instrument riding (v.) a bike singing <i>n.</i> swimming <i>n.</i> volleyball <i>n.</i>	It's fascinating! It's exciting! I'm (very) good at it. It's easy for me. I don't understand it. It's a bit boring. It's difficult for me.	Monday Tuesday Wednesday Thursday Friday Saturday Sunday January February March April May June July August September October November December	brush (v.) teeth comb (v.) hair cook (v.) healthy food do (v.) exercise drink (v.) water eat (v.) healthy food sleep (v.) well spend (v.) time with family use (v.) dental floss wash (v.) hands in the morning in the afternoon in the evening at night

Module 3

Parts of the House	Furniture	Places in Town	Eco-friendly Actions	Jobs	Actions Related to Jobs
bathroom <i>n.</i> bedroom <i>n.</i> dining-room <i>n.</i> garage <i>n.</i> garden <i>n.</i> kitchen <i>n.</i> laundry room <i>n.</i> living-room <i>n.</i>	bed <i>n.</i> cooker <i>n.</i> desk <i>n.</i> refrigerator <i>n.</i> shower <i>n.</i> sofa <i>n.</i> table <i>n.</i> toilet <i>n.</i> wardrobe <i>n.</i> washing machine <i>n.</i>	bakery <i>n.</i> bank <i>n.</i> bookshop <i>n.</i> café <i>n.</i> cinema <i>n.</i> church <i>n.</i> department store <i>n.</i> fire station <i>n.</i> hospital <i>n.</i> neighbourhood <i>n.</i> park <i>n.</i> pharmacy <i>n.</i> police station <i>n.</i> public library <i>n.</i> restaurant <i>n.</i> school <i>n.</i> square <i>n.</i> supermarket <i>n.</i>	collect (v.) rainwater don't throw (v.) rubbish in the street don't waste (v.) water keep (v.) places clean reduce (v.) waste separate (v.) rubbish take care (v.) of others and the environment turn off (<i>phr. v.</i>) lights turn off (<i>phr. v.</i>) water use (v.) a bicycle use (v.) energy-saving lightbulbs use (v.) paper bags	accountant <i>n.</i> actor <i>n.</i> artist <i>n.</i> baker <i>n.</i> builder <i>n.</i> cook <i>n.</i> doctor <i>n.</i> engineer <i>n.</i> farmer <i>n.</i> mechanic <i>n.</i> nurse <i>n.</i> pharmacist <i>n.</i> police officer <i>n.</i> salesperson <i>n.</i> teacher <i>n.</i>	act (v.) in a play build (v.) houses check (v.) accounts cook (v.) food design (v.) buildings and streets fix (v.) cars grow (v.) fruit and vegetables heal (v.) people help (v.) people paint (v.) perform (v.) a play take care (v.) of people
	Giving Directions				
	turn right turn left go straight ahead between behind in front of next to on opposite				

Module 4

Nationalities	Description of People	Weather	Animals	Clothes	Food descriptions	Description of Places	Verbs
American <i>adj.</i> Argentinian <i>adj.</i> Australian <i>adj.</i> Brazilian <i>adj.</i> Canadian <i>adj.</i> Chinese <i>adj.</i> Colombian <i>adj.</i> English <i>adj.</i> French <i>adj.</i> Jamaican <i>adj.</i> Japanese <i>adj.</i> Mexican <i>adj.</i> Peruvian <i>adj.</i> Swiss <i>adj.</i>	active <i>adj.</i> busy <i>adj.</i> disciplined <i>adj.</i> fun <i>adj.</i> hard-working <i>adj.</i> organized <i>adj.</i> serious <i>adj.</i>	it's cold (<i>adj.</i>) it's cloudy (<i>adj.</i>) it's hot (<i>adj.</i>) it's raining (v.) it's snowing (v.) it's stormy (<i>adj.</i>) it's sunny (<i>adj.</i>) it's windy (<i>adj.</i>) seasons <i>n.</i>	anteater <i>n.</i> bird <i>n.</i> deer <i>n.</i> insect <i>n.</i> jaguar <i>n.</i> monkey <i>n.</i>	blouse <i>n.</i> dress <i>n.</i> hat <i>n.</i> jacket <i>n.</i> scarf <i>n.</i> shirt <i>n.</i> shoes <i>n.</i> shorts <i>n.</i> skirt <i>n.</i> socks <i>n.</i> sweater <i>n.</i> trousers <i>n.</i> t-shirt <i>n.</i> underwear <i>n.</i>	juicy <i>adj.</i> salty <i>adj.</i> sour <i>adj.</i> spicy <i>adj.</i> sweet <i>adj.</i>	beautiful <i>adj.</i> boring <i>adj.</i> crowded <i>adj.</i> exotic <i>adj.</i> fun <i>adj.</i> modern <i>adj.</i> noisy <i>adj.</i> old-fashioned <i>adj.</i> peaceful <i>adj.</i> quiet <i>adj.</i> stressful <i>adj.</i>	dance <i>v.</i> eat <i>v.</i> like <i>v.</i> be <i>v.</i> wear <i>v.</i>
							Expressing Opinion
							I think ... I believe that ... In my opinion, ... I like ...



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