1 Way to go!

Teacher's Guide

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.

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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.

Ministerio de Educación Nacional

Dear English teachers,

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

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

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

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

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

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

General Description

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

Objectives and Characteristics

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

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

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

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

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

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

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

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

- **Flexibility:** Although the curriculum has established fundamental objectives, these may be achieved in a variety of ways, taking into account the particular contexts of individual schools.

- **Adaptability:** The individual circumstances of each school need to be considered in terms of internal bilingual projects, number of hours per week devoted to English classes, availability of teachers, level of students and similar considerations.

- **21st Century Skills:** These include the principal skills required to live and be successful in the 21st century, such as those proposed by Trilling and Fadel (2009):

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

Digital literacy: including information, media and ICT literacy.

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

Leadership and personal responsibilities

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

Competences

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

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

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

Teaching & Learning Approach

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

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

Grades 6 and 7: Task-based Learning

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

1. ***Before the task:*** A context for the task is presented by signaling the topic, situations and lexical areas, as well as oral and written texts that will help students carry out such tasks correctly. The aim here is to motivate students and encourage them to show interest.

2. ***During the task:*** Students work in groups or in pairs to complete the task. When ready, they present their findings. The idea is to promote natural communication rather than grammatical accuracy. For this reason, the teacher needs to constantly monitor the students' activities, making notes of problems observed.

3. ***After the task:*** Students present the results obtained from the execution of the task. The teacher needs to offer feedback regarding common and specific problems such as pronunciation, lexical phrases and sentence structure. The purpose of this stage is for students to reflect on ways they can improve.

Grades 8 and 9: Project-based Learning

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

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

10th and 11th Grades: Problem-based Learning

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

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

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

Lesson Planning

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

1. Warm Up

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

2. Familiarization

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

3. Practice

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

4. Application

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

5. Assessment

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

Module Structure

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

a. Module Opening:

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

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

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

b. Module Units:

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

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

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

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

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

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

c. Chant:

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

d. Self-assessment:

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

e. Review:

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

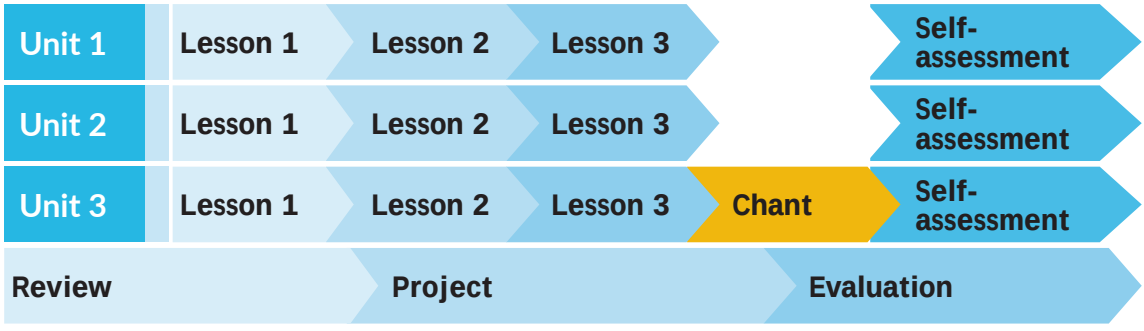
f. Project:

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

g. Evaluation:

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

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



Get To Know Your Series

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

Student's Book

List of Contents:

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

Basic Learning Rights (BLRs):

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

Modules:

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

Communicative/Gap Activities:

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

Grammar Charts:

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

Vocabulary List:

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

Verb list:

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

Workbook

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

Teacher's Guide

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

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

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

Student's Workbook Answers:
Teachers will find the answers for the different workbook activities in this component of the series.

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

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

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

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

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

STRUCTURE AND COMPONENTS OF THE BLR: ENGLISH

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

An icon indicating the ability or abilities to be developed.

BLR that the student should achieve by the end of the academic year.

It represents the BLR number, but it doesn't suggest a specific order or learning structure during the academic year.

1

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

Secondary ideas or clarifications giving a context to the BLR. These ideas are written in a color different than the first statement.

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

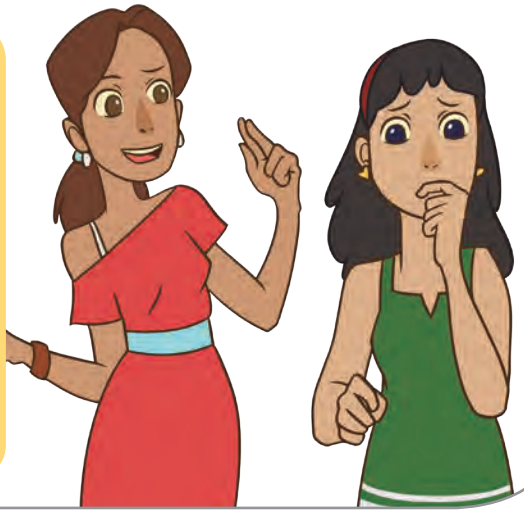
Anita: That is true. I´m very nervous. I need to pass.

Luisa: Why don´t we study together?

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

Luisa: Ok. Come to my house after school.

Anita: Ok. See you there.



An example to make the BLR easier to understand.

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

LISTENING READING WRITING

MONOLOGUE CONVERSATION

Basic Learning Rights English

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.

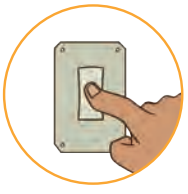
Name: Angela
Last name: Poole
Occupation: Doctor
Likes: Play soccer and listen to music.

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 X
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.

6th Grade

9

10

11

12

LEVEL 6 SCOPE AND SEQUENCE

	Language Functions	Text types	Grammar	Vocabulary
Module 1: *Living Together in the Classroom*				
Unit 1: *Hello!*	▪ 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	▪ personal ID cards ▪ school ID cards ▪ descriptive paragraph ▪ directory of famous people/ students	▪ Present simple (*to be*) ▪ *Yes*/No and *Wh-* questions ▪ Indefinite article *a/an* ▪ Indefinite pronoun *some* ▪ Singular and plural nouns	▪ Greetings: *Hello, hi, nice to meet you* ▪ Alphabet and numbers 0–10 ▪ Plural and singular nouns ▪ Classroom instructions; Classroom objects
Unit 2: *What Do You Do?*	▪ 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 ▪ Understand and use classroom language	▪ survey ▪ narrative paragraph ▪ article ▪ diary ▪ letter ▪ poem	▪ Present simple: positive, negative and question forms ▪ *Yes*/*No* questions (*Do you …? Yes, I do./ No, I don't.*) ▪ Personal pronouns ▪ Adverbs of frequency: *always*, *sometimes*, *never*	▪ Routines: *What time does she wake up? Does he do any sport? How often/ When do you …?* ▪ Numbers 0–100
Unit 3: *My People!*	▪ Talk about family relationships ▪ Talk about people's feelings ▪ Understand information about people's physical appearance	▪ article ▪ descriptive paragraph ▪ narrative paragraph ▪ personal profile	▪ Possessive adjectives ▪ Present simple affirmative, negative and question forms	▪ Members of the family ▪ Feelings ▪ Physical description words ▪ Personality words

	Language Functions	Text types	Grammar	Vocabulary
Module 2: *Healthy Habits*				
Unit 1: *My Body is an Amazing Machine!*	▪ 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.	▪ descriptive paragraph ▪ informative sentences ▪ interview ▪ report ▪ recommendations	▪ Regular and irregular plural nouns ▪ Personal pronouns ▪ Present simple ▪ *Wh-* questions	▪ Parts of the body ▪ Adjectives to describe parts of the body ▪ Problems of different parts of the body
Unit 2: *People Can Do a Lot of Things*	▪ 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	▪ explanatory paragraph ▪ informative paragraph ▪ descriptive paragraph	▪ Expressing likes and dislikes ▪ Expressing ability with *can/can't* ▪ Questions with *can* ▪ Present continuous ▪ Questions in the present continuous	▪ Vocabulary related to sports and hobbies ▪ Vocabulary related to actions to help the community
Unit 3: *My Health Care Routine*	▪ Describe habits and personal care routines ▪ Talk about the time and days when I do activities ▪ Exchange personal information about daily activities	▪ informative paragraph ▪ lists ▪ survey	▪ Adverbs of frequency ▪ Prepositions of time	▪ Days of the week and months of the year ▪ Ordinal numbers ▪ Telling the time

	Language Functions	Text types	Grammar	Vocabulary
Module 3: *Green Community*				
Unit 1: *Eco-friendly Home*	▪ Talk about your home and where you live ▪ Ask about other people's homes ▪ Talk about ways to help and protect the environment	▪ descriptive paragraphs ▪ guide ▪ poster ▪ interview	▪ Prepositions of place ▪ *There's/ There are* ▪ *This*, *these*, *that* and *those*	▪ Parts of the House ▪ Objects in the house ▪ Eco-friendly activities
Unit 2: *I Belong to a Community*	▪ Talk about places in town ▪ Describe places ▪ Talk about where places are	▪ maps ▪ questionnaire ▪ signs ▪ directions ▪ interview	▪ *Wh-* questions ▪ Prepositions of Place	▪ Places in town ▪ Being a good citizen ▪ Giving Directions
Unit 3: *Every Job is Important*	▪ Use vocabulary related to jobs ▪ Talk about actions in progress ▪ Describe actions in a simple and logical sequence ▪ Talk and write about daily activities	▪ explanatory paragraph ▪ informative paragraph ▪ diary ▪ documentary	▪ Present continuous	▪ Jobs ▪ Sequence connectors

	Language Functions	Text types	Grammar	Vocabulary
Module 4: *Around the World*				
Unit 1: *One World*	▪ Talk about nationalities ▪ Describe places ▪ Identify cultural characteristics ▪ Ask for and give information about your town	▪ form ▪ informative paragraph ▪ descriptive paragraph ▪ advertisement ▪ newspaper article	▪ Adjectives	▪ Countries and nationalities ▪ Descriptive adjectives
Unit 2: *Weather Changes*	▪ Describe weather conditions ▪ Understand details about the weather in short, spoken texts ▪ Describe clothes ▪ Compare traditional clothes from different regions and countries	▪ informative paragraph ▪ descriptive paragraph ▪ poem ▪ scientific paragraph ▪ fable (narrative text)	▪ Adjectives to describe the weather ▪ Present continuous to describe what one is wearing	▪ Weather and seasons ▪ Clothes
Unit 3: *Let's Celebrate!*	▪ Describe celebrations and traditions ▪ Talk about traditional foods ▪ Describe people, places and customs ▪ Compare customs	▪ descriptive paragraph ▪ informative paragraph ▪ story (narrative text)	▪ Intensifiers ▪ Comparatives	▪ Vocabulary related to celebrations ▪ Vocabulary related to food ▪ Adjectives related to food

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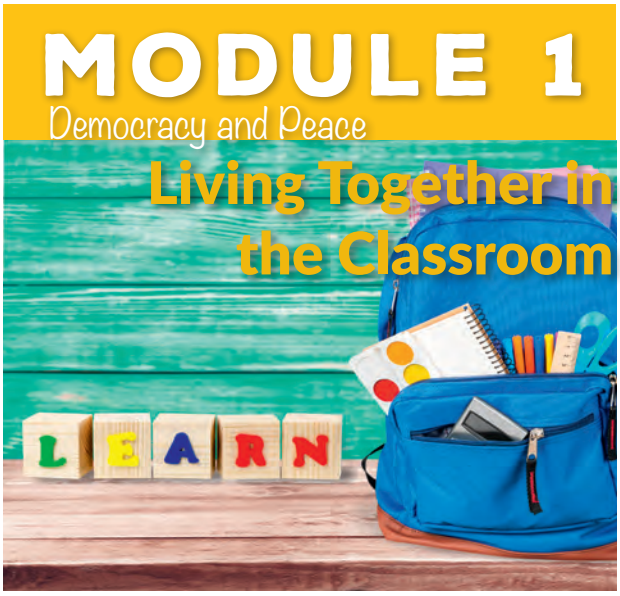

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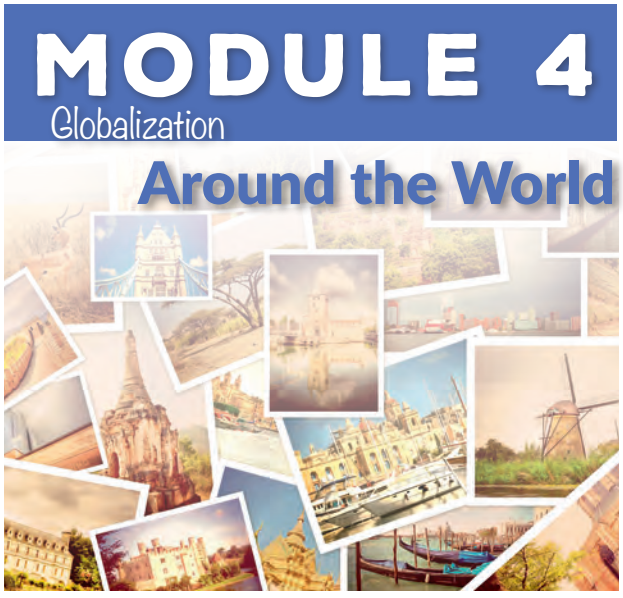

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MODULE 1

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

Module 1 Presentation

10 minutes

- Explain to students that this book is divided into four sections or modules and that this first section is called 'Democracy and Peace'.
- Ask students if they know what peace means. If they don't, draw a dove with a little branch of an olive tree in its beak, as a symbol of peace.
- Read the title and explain that this means knowing your classmates: i.e. their personal information (names, telephone numbers, their family, their likes and dislikes).
- Point out that knowing who you share your classroom with contributes to achieving peace and democracy in the classroom, as knowing about another person helps you to understand him/her.

20 minutes

- Ask students to describe the picture. This may be done in Spanish as they might not know all the words they need; some students may just be able to say *hand*, so allow L1 to be used.
- Elicit that this picture of people or students raising their hands might show people answering questions, because active participation defines democracy. The people might also be saying, 'Here I am.'
- Emphasize the fact that the presence of everyone is important. Every student makes significant contributions to the class, so respecting everyone's point of view is essential.
- Go over the specific language functions and text types of the three units.
- Explain to students that language functions refer to the purposes for which we use language to communicate, for instance, saying 'Hello!' represents the purpose or objective of greeting.

Unit 1
Hello!

- Read the language functions students are expected to achieve at the end of the unit.
- Clarify vocabulary, e.g. *spell out*, *introduce*, *yourself*, *ID*, etc. As you may encounter true beginners, always use body language or mime the words to help students understand the idea.

Unit 2
What Do You Do?

- Read all the items, checking understanding of vocabulary like *daily*, *routine*, *time*, *habit*, *language*, *diary* and *survey*. Mime the words and use pictures/drawings to help students understand the concepts.

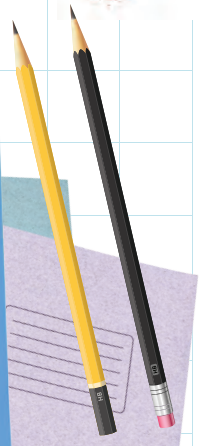
Unit 3
My People

- Read all the language functions and text types, checking any words students do not understand, e.g. *relationships*, *feelings*, *appearance*, *profile*.
- Use body language to make yourself understood. Also, drawing faces on the board can be helpful for moods and feelings.

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?



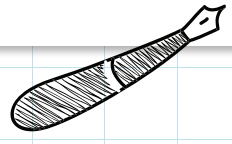
Task: A Wall of Honour

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!
1. Introduction of two classmates (Lesson 3, activity 5) **2.** Class directory (Lesson 3, activity 7)	**3.** Personal information profile (Lesson 1, activity 7) **4.** Poster presentation (Lesson 3, activity 8)	**5.** Interview (Lesson 2, activity 6) **6.** Description of a classmate, giving personal and family information. (Lesson 3, activity 7)

Chant

Good Morning Everyone



Module 1 Presentation

Explore Your Knowledge

20 minutes

• Ask students to look at the images and tell you what they see. Write what they say on the board. They might say things like *school*, *pencil*, *colours*.

• Write *Classroom objects* on the board as a title and organize the students' list.

• Read the *Explore Your Knowledge* questions and elicit some answers from students. While students are answering the first question, add the objects to the students' original list. Some may ask how to say something in English, so things like *board*, *desks*, *maps*, *atlas*, *noticeboard*, *notebook*, *ruler*, *pen*, *rubber*, *sharpener*, *books*, *scissors*, *brushes*, *protractor* and *sheet of paper* may also be included on the list. In addition, *set square* and *compass* can be incorporated. Clarify new vocabulary. To do so, you can use real objects or pictures.

• Use the second question as an opportunity to review the colours by asking several students to name or translate them from Spanish.

• For the last question, ask students to tell you their friends' names. This is a chance for you to start learning students' names!

• Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.

Final Task

10 minutes

• Explain that in module 1 they will be creating a Wall of Honour and for that purpose they will be making a class directory and introducing some classmates in unit 1, a personal information profile and a poster presentation in unit 2, and an interview and a paragraph about another classmate's information and family in unit 3. It is even better if this can be done through questions, so students are asked to interpret the information in the chart.

• Finally, read the title of this module's chant, *Good morning, everyone!* and ask them what they understand and how they can relate the content of the units to the title of the chant.

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.

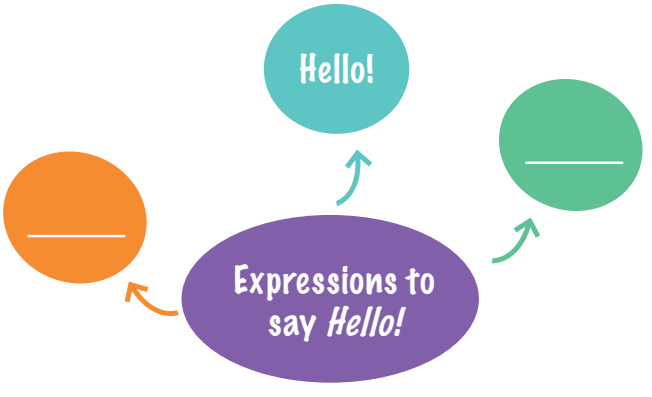
In Context » My First Day at School

1 **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.



Unit » 1 Hello!

Unit Objectives

Basic standards of competences	Identify words related to greetings and farewells. Use common words and phrases to express my needs in the classroom. Understand written and oral texts expressing personal information. Make short phrases in English about objects in my classroom.
Vocabulary	Greetings: *Hello, hi, nice to meet you;* Alphabet and numbers 0–10; Plural and singular nouns; Classroom instructions; Classroom objects
Grammar	Present simple (*to be*); *Yes/No* and *Wh-* questions; Indefinite article *a/an; some;* Singular and plural nouns

1. Listen »

(5 minutes) track 1

- Say the title of the unit and discuss as a class what it means.
- Read the rubric. Ask students where Cali is and which department it's located in. Ask: *Do you know anyone from Cali? What are typical products from Cali or Valle del Cauca?* You could bring in a map for students to locate Cali and any other towns in Colombia.

Extra Activity (10 minutes)

Use a map of Colombia and play a capital cities game. Divide the class into groups. Ask: *What's the capital of Cundinamarca*? The first group to raise their hands can answer. They get one point for a correct answer and one extra point if they can locate the city on the map. Continue with other departments.

- Students listen to the audio. Repeat the track so that students become familiar with the intonation and basic pronunciation patterns.

Audio Script 1

Girl 1: Hi! My name's Sandra and I'm thirteen.
Girl 2: Hello! I'm Saray. I'm twelve years old.
Girl 3: Good morning! I'm Andrea and I'm twelve.
Boy 1: Hello! I'm Duván. I'm twelve years old.

2. Write »

(20 minutes)

- Read the rubric.
- Students use the vocabulary from the previous exercise to complete the mind map in their notebooks.
- Check the answers. Draw and complete the mind map on the board with the students' help.

Study Tip

Explain how charts and pictures can help students to organize and recall vocabulary. Encourage students to record new words in their notebooks and use charts, pictures and words to help them remember them. Give examples.

- Model how to use the information in the diagram by introducing yourself. You could also choose a student to do it. Then, give them enough time to practise before they actually introduce themselves to the class.

Answer Key

Hi! Good morning!

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

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

Study Tip

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

21st Century Skills

• *Communicating*

It's important to know our country.

Can you guess the department each child is from in this activity?

5. Speak » Practise with a partner.

3. Listen »

(10 minutes) track 2

- Ask students to look at the picture and words, and say who the people are.
- Play the track.
- Point out the red words. Explain that these words are essential for a basic conversation.
- Repeat the track. Students listen and repeat.
- Students practise the conversation in pairs.
- Ask different pairs to model the conversation for the class.

Grammar Box
Contractions

Explain that we use contractions in most spoken English.

Write the following on the board and model the pronunciation of both forms:

Full form	Contraction
I am	I'm
My name is	My name's

Extra Activity (5 minutes)

Make students stand up and interact. They should introduce themselves to four different classmates using different expressions each time.

Audio Script 2

Girl: I'm Saray. What's your name?
Boy: My name's Leonardo.
Girl: How old are you?
Boy: I'm 12 years old.
Girl: Nice to meet you.
Boy: Nice to meet you, too.

4. Listen »

(30 minutes) track 3

- Read the rubric.
- Go over the alphabet with the class, repeating difficult consonants, e.g. *g*, *j*, *y* and vowels.
- Ask how many people there are in the pictures, what their names are and where in Colombia they might come from.
- Play the complete track once.
- Play the track again, pausing after each dialogue. Students repeat the spellings.

Audio Script 3

Girl : 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.
Girl 2: Hello! My name's Estefanía. That's E-S-T-E-F-A-N. My last name's Restrepo. That's R-E-S-T-R-E-P-O.
Girl 3: 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.

Study Tip

Explain that everybody learns differently, and such differences are welcome in the English classroom.

21st Century Skills
Communicating

Ask students to locate their town on a map of Colombia and locate any other major, intermediate and small towns so that they have a good idea of the regions in our country. Then, ask students to predict what department the students in each picture are from. Highlight the value of our country's diversity and how it helps us to become better citizens of the 21st century.

Extra Activity (10 minutes)

Write the following chart on the board. Ask students to read and repeat.

Sound	Letters of the alphabet
/el/	A H J K
/i:/	B C D E G P T V
/e/	F L M N S X Z
/al/	I Y
/əʊ/	O
/ju:/	Q U W
/ɑ:/	R

5. Speak »

(40 minutes)

- Ask students what is happening in the picture. (*The children are saying hello.*)
- Model the conversation with two students.
- In groups of three, students practise the conversation.
- Groups practise the conversation again using their own personal details.

Grammar Box
Questions with *to Be*

Write on the board:

Question	Answer
What's your name?	My name's ...
Are you ...?	Yes, I am./ No. I'm not.

- Give students prompts: *Are you Colombian? Are you a new student? Are you from (any town in Colombia)? Are you eleven?* Encourage students to use the short answers as shown in the model.
- Students practise asking and answering questions.

Extra Activity (10 minutes)

Ask students to rehearse the conversation and role-play it in front of the class. Give specific categories, e.g. the most fluent group, the most dramatic group, the group with the best pronunciation, etc. Mix students with different abilities in the different teams.

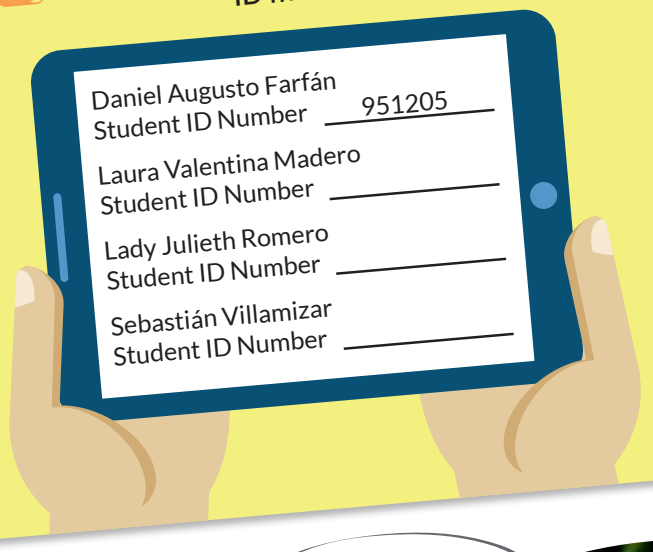
4

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

NINE	FIVE	FOUR	ONE
ZERO	0 1 2 3 4 5 6 7 8 9 10		THREE
			EIGHT
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.

6. Listen »

(15 minutes) track 4

- Read the rubric.
- Play the track once and pause after each number for students to match.
- Play the track again for students to repeat and emphasize the /Θ/ sound in '**th**ree' and the /z/ sound in '**z**ero'.

Audio Script 4

Narrator: zero... one... two... three... four... five... six... seven... eight... nine... ten.

7. Listen »

(30 minutes) track 5

- Read the rubric.
- Give students time to copy the information in their notebooks (the students' names) and then the ID numbers. Explain that the ID number is the number that identifies each student at school.
- Play the first part of the track. Make sure students understand the model and point out that number 0 may be pronounced /ˈzirəʊ/ or /əʊ/.
- Play each part of the track, pausing for students to take notes.

Answer Key

Daniel Augusto Farfán: 951205
Laura Valentina Madero: 863962
Lady Julieth Romero: 037409
Sebastián Villamizar: 586394

Audio Script 5

OK, students. Please, write the numbers you hear. They are your student ID numbers. Daniel Augusto Farfán: nine, five... one, two... zero, five. Laura Valentina Madero: eight, six... three, nine... six, two. Lady Julieth Romero: zero, three... seven, four... Oh, nine. Sebastián Villamizar: five, eight... six, three... nine, four.

Extra Activity (5 minutes)

Help students notice that numbers are usually grouped in twos or threes when giving personal information. When checking the answers, focus on this grouping.

8. Listen »

(20 minutes) track 6

- Read the rubric and give students time to copy the template in their notebooks.
- Ask students if they know where San Diego is. If possible, have them locate it on a world map.
- Play the track once and tell students to write down what they understand. Students should try to continue listening, even if they do not understand every single number.
- Play the track again to complete and check the information.
- Model with a student how to check the information with a partner.
- Go around the class monitoring how students check their answers.

Answer Key

School: Saint Mary's School
Name: Katherine Johnson
Age: 13
ID number: 280993

Audio Script 6

Girl: Hello everybody. My name is Katherine Johnson. J–O–H... N–S... O–N. I'm 13 years old... I'm in 8th grade at Saint Mary's school. My ID card is 280... 993. See you around!

9. Write »

(20 minutes)

- Read the rubric.
- Allow enough time for students to draw their own ID cards in their notebooks.

Extra Activity (15 minutes)

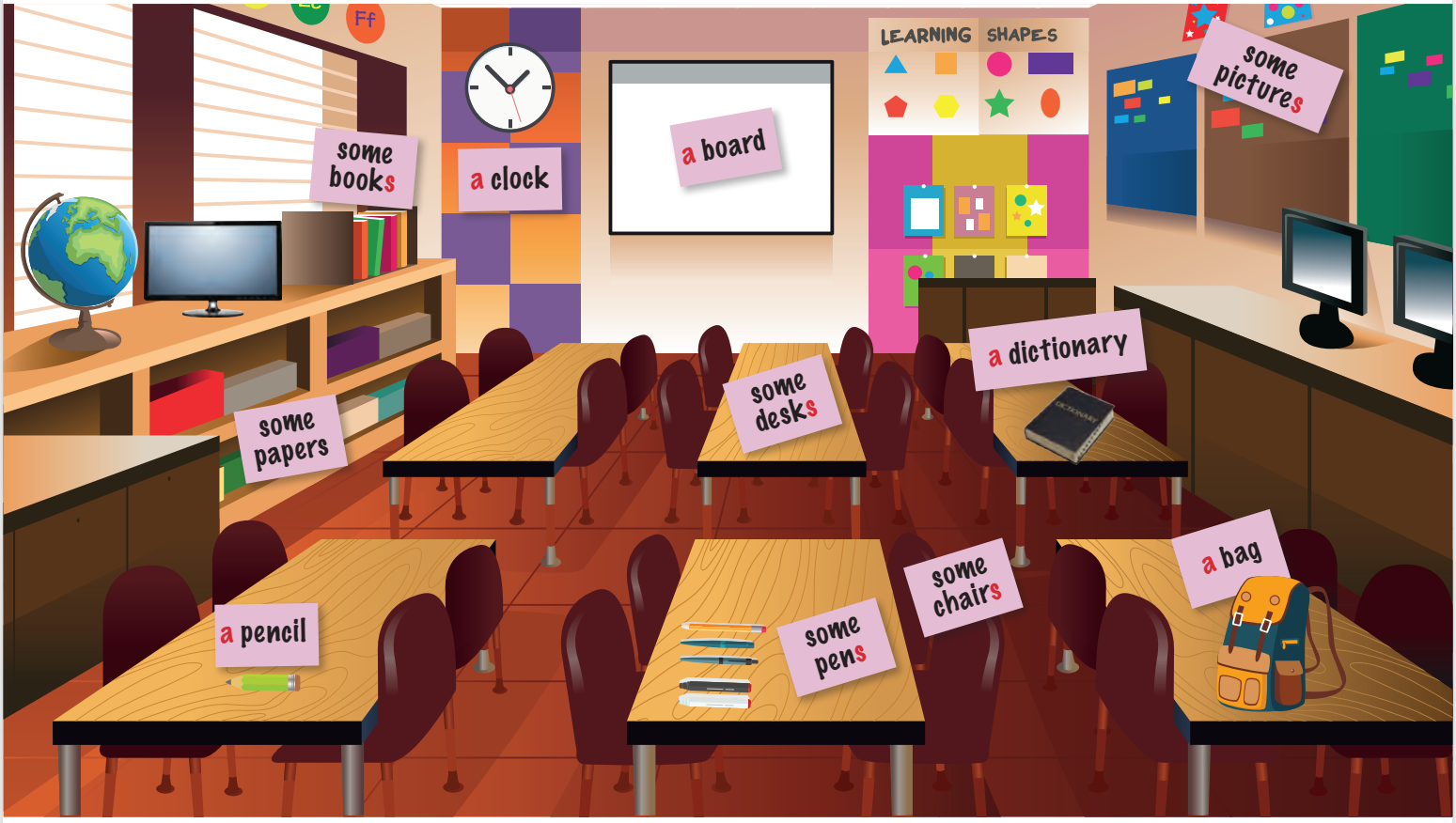
Bring safety pins and make students draw their ID cards on pieces of cardboard. They can pin their cards on their uniforms and go around the class checking personal information. Write the following model on the board and ask students to use the vocabulary and language they've seen:

- What's your ... (name/last name/phone number)? It's ...
- How old are you? I'm ...
- Are you 11/12/13 years old? Yes, I am./No, I'm not.

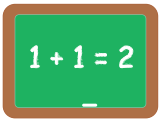
Encourage the students to practise as many times as necessary and with different classmates.

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.

1. Listen »

(20 minutes) track 7

- Read the rubric.
- Ask where Australia is. Take a world map to class and ask them to locate Australia, and Melbourne, and other places in the world.
- Play the track once and make students repeat each word. Play it again to reinforce pronunciation.

Audio Script 7

Boy: Hi Joshua, welcome to your new school. Look at the classroom. We have... a clock... a board... a dictionary... some books... some paper... some pictures... a pencil... some chairs... a bag... some pens... and some desks.

Joshua: It's very nice!

Extra Activity (10 minutes)

Play the *How many...?* game to practise numbers and drill plural and singular nouns. Ask students how many boards/clocks/desks there are in Joshua's classroom. Do not worry about teaching *How many...?* questions at this point.

Extra Activity (10 minutes)

Ask students what similarities or differences they can find between the classroom in the picture and their own. Make groups and give each group one item in the classroom. They have to make a cardboard sign with the name of it and put it next to the object. When the week is over, remove the cards. In your next class, ask students to tell you how many items there are of the object on each card.

2. Write »

(20 minutes)

- Read the rubric. Allow enough time for students to write down the sentences and complete the spaces.
- Tell students to use a different colour to highlight *a/an/some*.

Study Tip

Show students how colours can help them identify grammar. Focus their attention on the red letters/words in the exercises and copy extra words on the board using a different colour for the a/an/some words and the initial letter (or the plural) of the noun. For example:

- a door
- an electric connection
- some windows

- Check with the class by asking different students to give you the answers and praise them for their good work.

Grammar Box

Singular and Plural Nouns

Write on the board:

a	an	some
a boy	an old boy	some boys
a school	an interesting school	some schools
a girl	an English girl	some girls

Extra Activity (10 minutes)

Explain to students that to form the plural it is necessary to add *-s* or *-es* to the singular noun. When the noun ends in *-ch*, *-sh*, *x*, *s*, and *z*, add *-es*. For example, benches, brushes, boxes, buses, quizzes.
Give students some nouns to write the plural form. For example: *ruler*, *calculator*, *chalk*, *suitcase*, *city*, *lady*, etc.

Answer Key

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

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.

3. Speak »

(20 minutes)

- Read the rubric.
- Model how to make the questions with a student.

Grammar Box
Singular/Plural Questions with *to Be*

Copy the following chart on the board:

Question	Answer
Is it a pencil?	*Yes, it is.*
Is it an eraser?	*No, it isn't.*
Are they pencils?	*Yes, they are.*
Are they books?	*No, they aren't.*

- Go around the classroom and check that students are following the model in both the questions and the answers.

Extra Activity (10 minutes)

Ask two students to model the activity. Ask the class to focus on the pronunciation of the correct plural/singular words, or the fluency of the questions and answers. Another option is to play a memory game in pairs. One student looks at the picture for a minute and then closes the book. He or she has to think of one of the objects. The other student asks questions following the model, to guess what the object is.

Study Tip

A bilingual dictionary is always an excellent tool in class. If possible, bring dictionaries to class and play with students' abilities to find words in it and explain the meaning. Promote a culture of using their dictionaries and reducing the use of their mother tongue.

4. Listen »

(30 minutes) track 8

- Read the rubric.
- Play the first word of the track and focus on the model.
- Allow enough time for students to write down the vocabulary and draw the pictures in their notebooks.
- Play the track twice and check the answers with the class.

Answer Key

From left to right: 4; 1; 9; 6; 3; 7; 2; 8; 5

Audio Script 8

Woman:
One: Raise your hand.
Two: Read.
Three: Be quiet!
Four: Listen.
Five: Work in groups.
Six: Open your books.
Seven: Write in your notebooks.
Eight: Work in pairs.
Nine: 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 _____.

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	care!
See	bye!
Good	you!
Take	bye!

Study Tip
You can use models to write texts in English.

5. Read »

(10 minutes)

- Read the rubric.
- Ask students where Shanghai is. Have them locate it on a world map. Have them locate other important places in Asia.
- Check the answers as a class by asking different students to give you the answers.

Answer Key
some chairs, a teacher, some desks, a pencil, a bag, an English book, a dictionary

21st Century Skills
Communicating

Highlight the information of this section. How do they feel in their classrooms? Make a class poll and write students' answers on the board. This exercise may well help students express their real feelings about it. Highlight the importance of communicating with their classmates.

Extra Activity (15 minutes)

Ask different students (low achievers, high achievers, volunteers) to read the text out loud and monitor their pronunciation. Promote peer assessment practices by asking other students for feedback on each other. A variation of this activity is to model the reading out loud (you read to the class) and then make them work in pairs. It is always good to pair a low achiever with a high achiever.

6. Write »

(30 minutes)

- Read the rubric.
- Allow enough time for students to write in their notebooks and complete the text.

Study Tip

Tell students that when they have to write a text, they can follow a model and replace the necessary information. In that way, they can be sure that their texts are acceptable in terms of grammar and order of ideas.

Extra Activity (10 minutes)

Make copies of the text (with the blanks) and give them out, so that students can paste it in their notebooks and use it as a model. In this way, you can also give the activity for homework. You could ask them to write their texts on A4 pieces of cardboard and stick them on the wall in your class.

7. Listen »

(5 minutes) track 9

- Read the rubric.
- Play the track once and repeat it to check the students' work.
- Check the answers with the whole class.

Answer Key
Bye bye! See you! Goodbye!
Take care!

Audio Script 9

Teacher: OK, students. We have finished our classes for today. Remember to do your homework. Goodbye!
All children:
Boy 1: Bye bye, Yang!
Girl 1: Goodbye, Chen!
Girl 2: See you, Wei!
Boy 2: Take care, Li!

Extra Activity (15 minutes)

Ask students to go to the school computer lab and write 'hello and goodbye expressions' in the browser. They can watch videos too if they want. For homework, copy a similar diagram to the one they used in exercise 2, Lesson 1, but this time using expressions to say goodbye. Make a big diagram for class and put it on the wall. As the class finishes, play a game with students. Tell them that they can only leave the class if they say goodbye to you and their classmates in English.

Extra Activity (30 minutes)

Ask students to plan a very short role-play in groups of three or four: one of them is the teacher and the others are students. In the script, the teacher says hello to the students, give some classroom instructions, and asks some questions about classroom objects. The students do everything the teacher tells them, answer all the teacher's questions and finally say goodbye to him/her and their classmates.

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?

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

Is Diangxen's ID number ...?

2. Write »

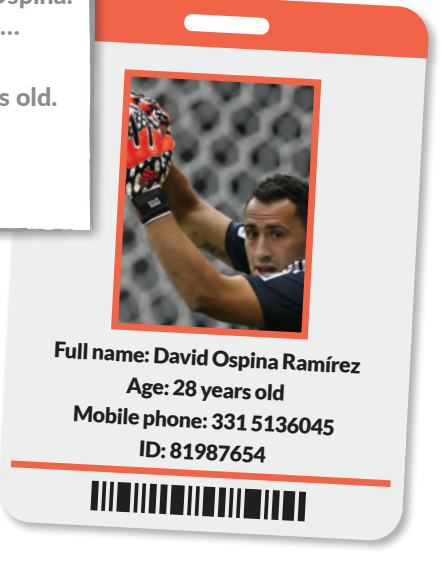
Let's play. Imagine you're a famous person. Write your personal information. Work with four classmates to complete the directory.

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

1. Speak »

(20 minutes)

- Read the rubric.
- Ask students how many ID cards there are in the exercise. Ask about the school names. Ask where (in what country) these schools are. Accept all logical answers.
- Model with a student how to do the exercise. Allow enough time for students to work in pairs. Go around and monitor their work. Make the necessary corrections regarding the wording of questions and answers, but remember that the most important goal is for students to develop autonomous communication.

2. Write »

(30 minutes)

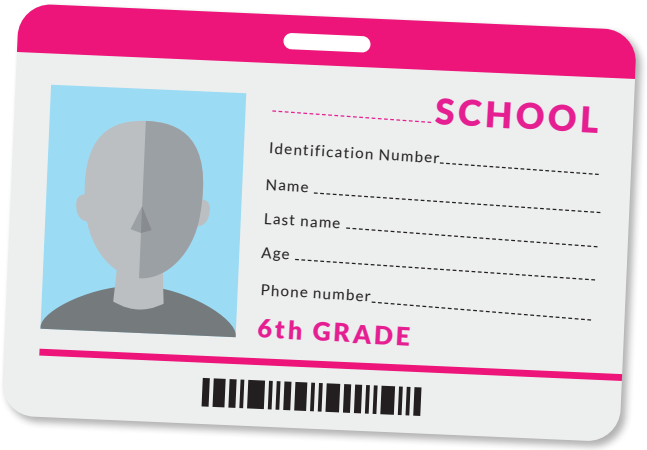
- Read the rubric.
- Model the exercise with David Ospina's information in the box. Tell students to choose a real character's name. Then, they can make up the other pieces of information (their student ID and their approximate age).
- Make groups of four. Students have to ask all the members in their groups and complete the directory.

Extra Activity (10 minutes)

Run a class poll and find out which were the most repeated character names and the most unusual ones. Make an International School Directory with some of the characters. This encourages students to use their imagination and be more creative in other speaking activities.

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.

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!

3. Write »

(10 minutes)

Extra Activity (5 minutes)

Bring any ID card template on pieces of paper to class and distribute them to all the groups. Make sure every student gets four ID cards with the blanks to complete.

- Read the rubric.
- Arrange the class in groups of five. Students complete the information for each of the four other classmates in their group. Make sure they do not ask questions at this point.
- Encourage students to include full names on their classmates' ID cards.

4. Speak »

(20 minutes)

- Read the rubric.
- Tell students that, once they have completed their classmates' ID cards in the previous exercise, it is time to check the information. To do so, they have to follow the model in the book.
- Model with a student if you feel they need more guidance before attempting to do the exercise.
- Encourage the students to ask questions to complete the information.
- Go around the classroom and monitor students' work.

Study Tip

Make sure students use the necessary grammar and expressions to make the activity really communicative. Recycling is always an important strategy to make the learning process more relevant and meaningful for students.

5. Speak »

(30 minutes)

- Read the rubric.
- Model how to do the activity with another student.
- Give each student the chance to introduce at least one of their classmates.

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.

☐ Email	☐ Emergency contact number
☐ Mobile/ home phone number	☐ Age
☐ Social networks user name/password	☐ Address
☐ Name	☐ 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 »

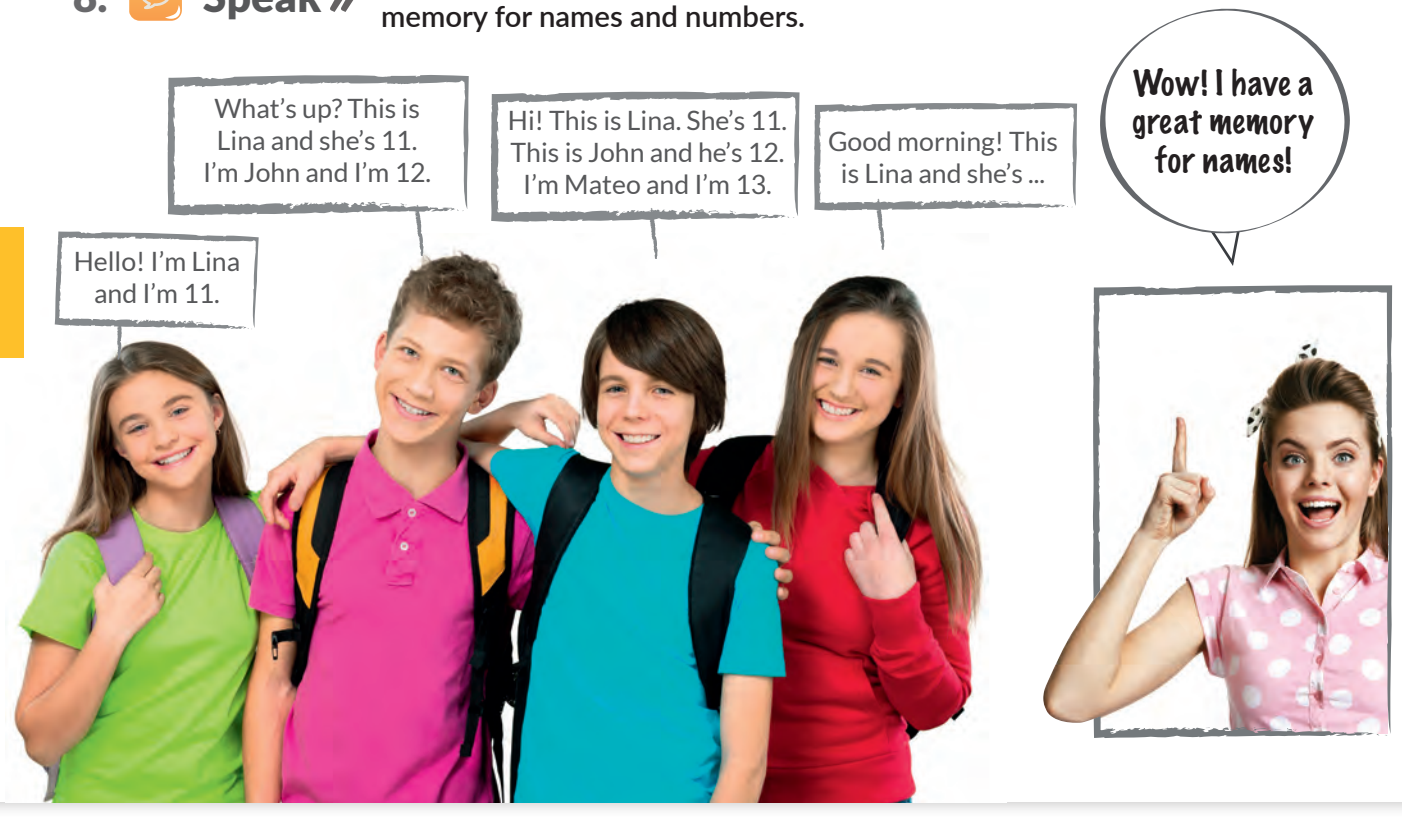
Complete the classroom directory. Ask questions to four different classmates.

Final task activity!

Name	Mobile / Home phone	Emergency contact number	Address	Email

8. Speak »

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



6. Read »

(15 minutes)

- Read the rubric.
- Allow time for students to check which information they must include in a classroom directory.

Extra Activity (10 minutes)

Draw the following chart on the board:

Private information	Public information
_____	_____
_____	_____
_____	_____

On pieces of cardboard, write the following words: email, mobile phone number, password, name, emergency contact number, age, address and family information.

Ask for volunteers to choose a card and put it under the corresponding heading on the board. The class has to say *Yes* or *No* if they agree or disagree with the answer.

21st Century Skills
Critical Thinking

Help students notice the importance of discriminating what is private and what can be public. That decision must always be conscious and responsible. Talk to students about being careful with their information on social media.

7. Teamwork »

(30 minutes)

Study Tip

To maximize time, bring the classroom directory templates ready to class so that students do not have to copy them in their notebooks. By doing this you guarantee enough time to practise orally.

- Read the rubric.
- Use the questions and the answers.
- Model with a couple of students and then get everybody to work.
- Allow enough time for students to circulate freely around the classroom and complete the directory in their templates.
- Establish a time limit for the activity and offer a reward for the first ten students to finish. Remember students need to feel motivated and praised, and this activity provides a great opportunity to do so.

Extra Activity (5 minutes)

If you have students who enjoy being challenged, pre-teach the words at (@), underscore (_) and slash (/). Then, you can ask them to include some of their classmates' emails in the directory.

8. Speak »

(20 minutes)

- Read the rubric.
- Make groups of at least eight students. Show them how to play the game by following the model in their books. Then allow them to practise.

Extra Activity (5 minutes)

Mix students among groups, so that they can redo the activity with different students. Finally, play the game with the whole class, making it more difficult and challenging.

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?

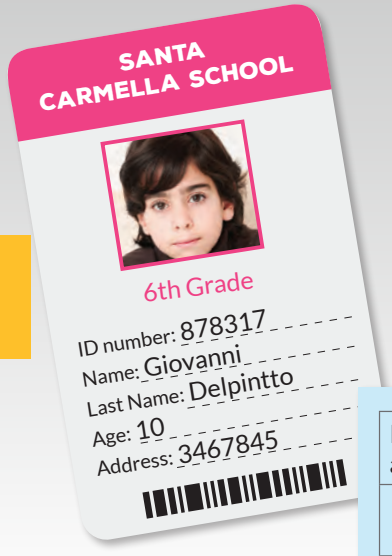
Yes, she **is**. **Is** her ID number ...?

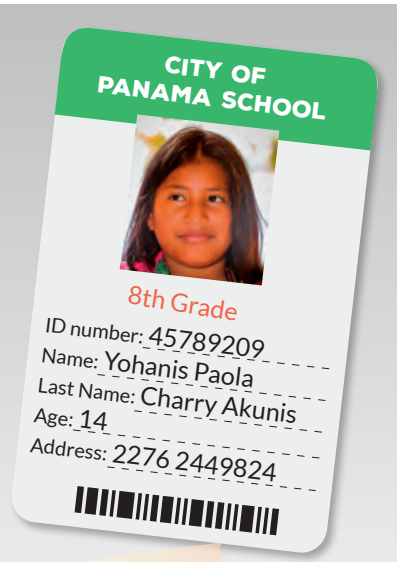
Yes, it **is**.

I can ask and answer questions about basic personal information. ✓	
Very well	
Quite well	
With difficulty	

2. Speak »

Introduce these students to a partner.





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.	☐	☐
2. Jenny's classroom has a board.	☐	☐
3. The classroom has 20 chairs.	☐	☐
4. Jenny likes her classroom.	☐	☐

I can understand information about objects in the classroom. ✓	
Very well	
Quite well	
With difficulty	

1. Listen »

(15 minutes) track 10

- Read the rubric.
- Allow enough time for students to copy the template.
- Play the track twice, so that students can write down their answers in their notebooks.
- Then, check in pairs. To do so, students must use the questions they have studied throughout the unit (as shown in the example in the book).
- After they finish the exercise, help them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

Answer Key
Name: Hassad Abadoubi
Age: 11
Grade: 7th
ID Number: 1012458234

Audio Script 10

Girl: Hello. Is this the school library?
Woman: Yes, it is. Can I help you?
Girl: Yes, thank you. I want to read the *Harry Potter* books.
Woman: OK, no problem. I just need some information. Let's see... What's your name?
Girl: My name's Hassad Abadoubi.
Woman: How do you spell that?
Girl: It's H-A-S... S-A-D... and... A-B... A-D-O... U-B-I.
Woman: H-A-S... S-A-D, no?
Girl: Yes, that's right.
Woman: A-B... A-D-O... U-B-Y?
Girl: No. I, not Y.
Woman: OK. How old are you?
Girl: I'm 11.
Woman: OK. What grade are you in?
Girl: I'm in 7th grade.
Woman: OK. Perfect! What's your ID number?
Girl: Mhhh... Let me see... I don't remember well... Oh, yes! It's 101... 245... 82... 34.
Woman: OK... 101... 245... 8234... Perfect! All right, then. That's it. You just have to put a photo in here and write your name. You can start using the library now.
Girl: Now? Yeaaah!

2. Speak »

(10 minutes)

- Read the rubric.
- Help students introduce another person and let them choose their character.
- They work in pairs and introduce the person they chose.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

3. Read »

(10 minutes)

- Read the rubric.
- Allow enough time for students to read the text and write down the statements 1–4.
- Students check in pairs: one reads the item and says *True or False*. The other agrees and reads the next one.
- After they finish the exercise, make them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

Answer Key
1. F 2. T 3. F 4. T

Unit »2

What Do You Do?

» 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.

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.

Unit » 2 What Do You Do?

Unit Objectives

Basic Standards of Competences	Identify phrases and expressions related to daily activities in short oral and written texts. Exchange information about daily activities through questions and sentences.
Vocabulary	Routines: *What time does she wake up? Does he do any sport? How often/When do you …?*; Numbers 0–100
Grammar	Present simple: positive, negative and question forms; *Yes/No* questions (*Do you …? Yes, I do./ No, I don't.*); Personal pronouns; Adverbs of frequency: *always, sometimes, never*

1. Read »

(15 minutes)

- Say the title of the lesson and discuss as a class what it means.
- Read the rubric.
- Ask students what magazines they know. Are they familiar with any teenage magazines? What can they find in them? Make a list with the class.
- Allow some time to explore vocabulary and complete the survey.

Extra Activity (10 minutes)

Run a class vote and check the most common answers. Divide the board into two columns (Good/ Bad habits) and ask students to put each activity under the best heading.

Grammar Box
Yes/No Questions in the Present Simple

Help students to focus on the repetitive pattern of the questions. Write on the board:

Question: *Do you* (verb) …?

The idea is that students become familiar with the basic structure. The answers will be discussed later in the unit.

2. Listen »

(20 minutes) track 11

- Read the rubric.
- Point out that the email is from a student writing an answer to the survey in the previous activity.
- Play the track twice so that students become familiar with the intonation and pronunciation patterns. If necessary, pause after every sentence to highlight specific features and ask the students to repeat.

Audio Script

Boy: On Mondays to Fridays, I wake up early and take a shower. I don't make my breakfast 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 homework. I don't play sports, but I read a lot! I watch TV, but I don't make dinner. My father arrives early every day and cooks.

Extra Activity (10 minutes)

Play a game. Ask students to use body language to represent each action as it is mentioned in the text. Read it aloud doing each action. Then, ask for volunteers to do the same. This is a good way for students to remember vocabulary with some TPR activities.

Grammar Box
Present Simple

It is usually used to express routines and repeated actions in time. Write on the board:

Affirmative	Negative
I wake up early every day.	I don't wake up late.
You go to school by bus.	You don't go to school by taxi.
He wakes up early every day.	He doesn't wake up late.
She goes to school by bus.	She doesn't go to school by taxi.

3. Speak »

Is your routine similar to Santiago's? Tick (✔) what you do. Then, practise with a partner.

- [ ] wake up at 6.00
- [ ] take a shower
- [ ] make breakfast
- [ ] start school at 6.15
- [ ] 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 »

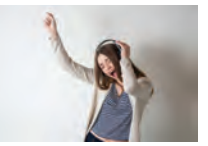
Listen to Bill, a student from Atlanta. Complete with the words in the Word Bank.

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.

3. Speak »

(20 minutes)

- Read the rubric.
- Go over the vocabulary with students and help them with the definitions.

Extra Activity (10 minutes)

Check numbers 11 to 100 before doing this activity, especially if there are people in your class with no solid base in the English language in primary education. Remember to emphasize on the different stresses in numbers like ***fourteen*** and ***forty.*** Do the same with each pair of numbers.

Grammar Box
Connecting Sentences with *and* and *but*

We use *and* to connect two parts of a sentence. When one part of the sentence is different from the other, we use *but.*

4. Write »

(30 minutes) track 12

- Read the rubric.
- Explain to students that the exercise is set during a week when there's no class. In North America, this is called *Spring Break*. In Colombia, this is called *Recess Week*.

Answer Key

read a book, make lunch, check my email, listen to music, talk to my family, play sports, brush my teeth, go to bed

Audio Script 12

Boy Hello! No school this week! I don't wake up early in the mornings. I read my favourite books. I don't make my bed because I read in it. I make lunch with my mum and then I check my email. In the afternoons, I listen to music and talk to my family. In the evening, I play basketball, brush my teeth and go to bed. I don't study in the holidays, so I can do my favourite things.

- Play the track once and give students some time to write down the words they understand. Students use the Word Bank.
- Play the track again to check the answers.

Extra Activity (10 minutes)

Explain that when two or more words go together (do homework, make the bed), they are called 'collocations'. They are very common in English and students should try to memorize them. Make a list of collocations on a poster for them to look at in every class.

Extra Activity (10 minutes)

Ask students to close their books and play a memory game. Divide the class into groups. Each group needs a piece of paper and a pen. Choose one of the collocations from the exercise and give them the first word ('read'). Students have to complete and write the collocation on their piece of paper ('read a book'). The first four groups that give you their papers get a point. Use this exercise to assess common mistakes that students make.

5. Listen »

(20 minutes) track 13

- Read the rubric.
- Ask students to locate Russia on a map. How much do they know about Russia?
- Look at the vocabulary before playing the track for the first time. Allow enough time for students to write down the sentences in their notebooks.
- Play the track once.
- Play the track again and check the answers with the class.

Answer Key

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

Audio Script 13

I'm Yana, and I study at Petrograd Public School in Moscow. My sister is 11 years old. She usually wakes up late and sometimes she doesn't take a shower! She studies all afternoon, but in the evenings she watches a lot of TV. She doesn't do her homework. In the evening, she does exercise, but doesn't help mum with dinner. She has dinner and goes to bed. She's very bad!

- Use the model to discuss the activities they checked. Write the following model on the board.

Grammar Box
Linking Ideas with *because*

We use *because* to connect two parts of a sentence. *Because* is used to show the reason for something happening.

It is important to make sure each sentence includes all the necessary elements (a subject, a verb and a complement—if necessary).

Part 1_____because_____Part 2

She goes to bed early because she gets up at 6 a.m.

She studies hard because she wants to be good at school.

- Ask students to work in pairs to discuss the activities of the exercise using *because*. Help them with the vocabulary and be very supportive with their ideas.

21st Century Skills
Critical Thinking

Make students understand how good habits at home can help them to have better school results. Start mentioning the ones in the activity and then elicit two or three extra habits that can contribute to improve their school results. You can make a big poster for the class and ask students whether they are following some of the suggestions of the poster and if their results have improved. This type of reflection upon action is a key element to becoming a modern citizen of the world.

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

Alina **doesn't take** a shower every day. She stud**ies** 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 ride**s** her bicycle every day. She **doesn't** eat bad food. She ...

Justin Bieber sing**s** and play**s** **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?

6. Speak »

(15 minutes)

- Read the rubric.
- Tell students this exercise helps them to reinforce the grammar in the unit, along with the vocabulary. They can use the Study Tip of using colours to identify the grammar points.
- Make students work in pairs and go around the class monitoring their work.
- Finish the activity by eliciting answers from the whole class. Praise volunteers when they raise their hands to participate.

Answer Key

She doesn't take a shower. She studies in the morning/in the afternoon. She does exercise. She watches TV. She doesn't do homework. She doesn't help with breakfast/lunch/dinner.

Extra Activity (15 minutes)

Play the 'Who' game with the class. Everybody stands up. Then, ask a question related to a specific routine, like this: *Who wakes up early? Who helps with breakfast? Who does homework every day?* Those who do remain seated. Those who don't have to sit down. The idea is to find out who the most dedicated student is (the one who remains standing). You can adapt this game to different grammar topics or structures in other lessons.

7. Write »

(30 minutes)

- Read the rubric.
- Give students time to copy the information in their notebooks and think about the answers.
- Check the answers with the class. Ask volunteers to read each sentence and praise them for their correct answers.

Answer Key

Tom Calvo's a footballer. He wakes up at 5.15 every morning. He eats eggs and bread for breakfast. He doesn't eat chocolate. He plays football from 7 a.m. to 5 p.m. every day. He eats a lot of food and drinks a lot of water. In the evening, he doesn't watch TV. He reads and goes to bed at 10.

8. Speak »

(20 minutes)

- Read the rubric.
- Model with the examples in the book. Students should say at least six sentences about each character (make sure they use both positive and negative forms).

Extra Activity (5 minutes)

If you feel your class needs extra help with the present simple, write the information on the board and leave it there for students to use as a model. This is especially useful for students who need extra support.

- Allow enough time for students to say at least six sentences about their famous characters. Go around the class helping them with the vocabulary and monitoring their sentences.

21st Century Skills
Communicating

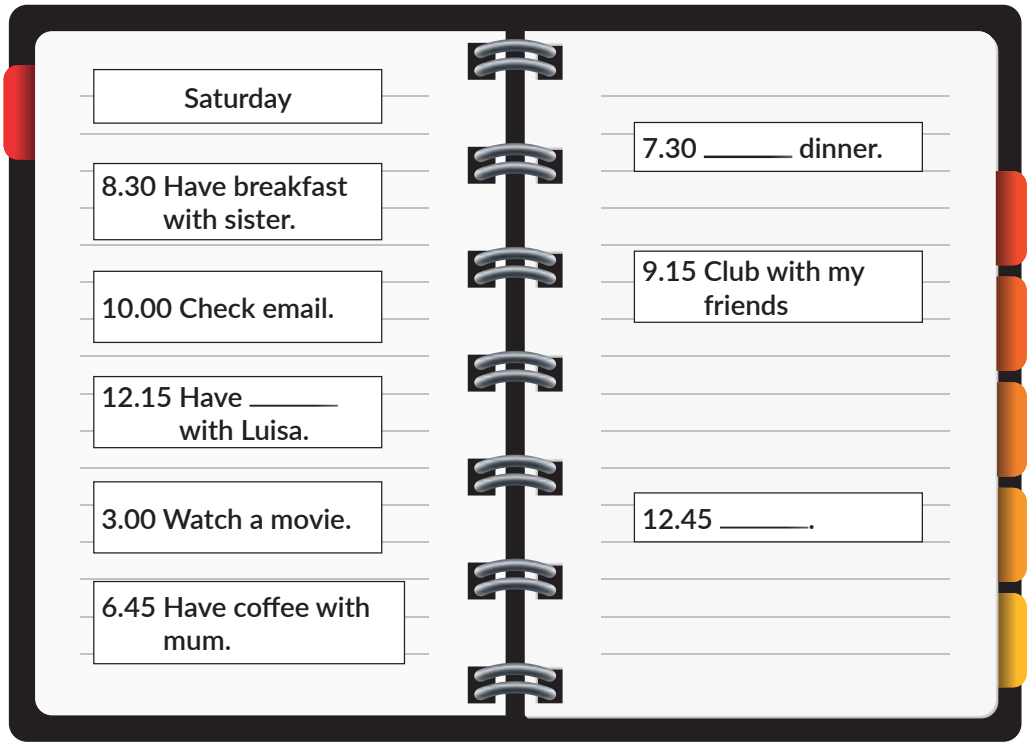
Listen again to the audio about Alina, the girl from Russia. The weather in Russia is very cold, so maybe people do not take a shower every day because of that. Make the connection with the information in the box and elicit a couple of ideas from students regarding different activities people do in different cities/countries. Finish the activity by highlighting the importance of knowing some basic information about different contexts that define the type of activities people do or don't do.

Extra Activity (20 minutes)

If your class is divided into rows, play a game. Tell the students sitting at the front of each row to get a piece of paper and a pen. Then, give them the name of a famous person. The first student has to write a sentence about that person and pass the paper to the student behind him/her. The second student has to write another sentence and pass the paper to the student behind. Continue the activity until the last student in each row writes a sentence. Collect the papers and read them aloud to the class. Give a point for each correct sentence on each paper. You could use this activity to correct students' mistakes and reinforce grammar awareness. The group with the most points wins.

Expanding Knowledge » At What Time?

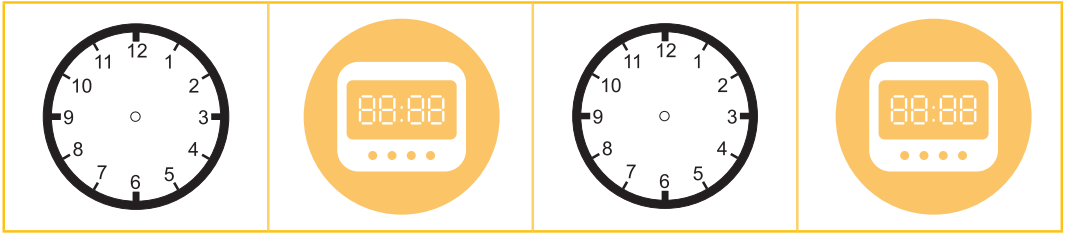
14 **1. Listen »** Emilio's the director of *Teenagers Today* magazine. This is his diary for Saturday. Listen and complete.



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.



1. Listen »

(10 minutes) track 14

- Read the rubric.
- Explain that the diary belongs to the director of the magazine mentioned in Lesson 1.
- Look at the vocabulary before playing the track.
- Play the track twice, making sure students have enough time to write down the answers.
- Check the answers with the class.

Answer Key
12.15 have lunch with Luisa
7.30 have dinner
12.45 get home

Audio Script 14
These are my plans for today. At eight thirty I have breakfast with my sister. Then, at ten o'clock I check my emails. At twelve fifteen I have lunch with Luisa. At three o'clock there's a movie. In the evening, at six forty-five, I have coffee with mum ... That's every day! Dinner is at seven thirty. At nine fifteen it's the club with my friends. Finally, I get home at twelve forty-five. Phew! What a busy day I have today!

2. Speak »

(20 minutes)

- Read the rubric.
- Use 12.45 as an example. Then, students match the hours and the minutes, and write down the information in their notebooks.
- Introduce the model with the question and the answer.

Grammar Box
Asking and Telling the Time

Copy the following examples on the board.

Question for time	Answer
What time is it?	It's 12.45.

- Students check their answers in pairs.
- Check with the class. One student asks the question, while another gives the answer. Praise them for their good work.

Answer Key
4.30 four thirty
12.45 twelve forty-five
11.00 eleven o'clock
9.25 nine twenty-five
3.50 three fifty
6.20 six twenty
1.15 one fifteen

3. Speak »

(20 minutes)

- Read the rubric.
- Give students some time to draw the clocks and the times in their notebooks.
- Get them to work in pairs.
- Students ask their partners the time.

Extra Activity (15 minutes)
In order to practise how to ask and give the time, you can carry out a peer-assessment activity. Prepare slides or pictures of clocks with different times on them. Ask students to write the time on each clock, but without writing their names. Then, collect the clocks and hand them out at random again. Check the answers of the exercise and students will have to evaluate their partner's answers.

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

Lina's typical 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.

4. Speak »

(20 minutes)

- Read the rubric.
- Show students how to say the questions and the answers for this exercise.

Grammar Box
Asking and Answering Questions about Times

The question to find out the time that specific activities happen is different from simply asking what time it is. We use the present simple instead of the verb *to be*. Write on the board:

Question	Answer
What time does he make breakfast?	He makes breakfast at 9.45 a.m.
What time does she study?	She studies at 6.15 a.m.

- Make sure students understand the difference between *What time is it?* and *What time does she ...?*
- Go around the class monitoring students' work.

Answer Key

Q: What time does she wake up? **A:** She wakes up at 5.30 a.m.

Q: What time does she have breakfast? **A:** She has breakfast at 6.10 a.m.

Q: What time does she go to school? **A:** She goes to school at 6.50 a.m.

Q: What time does she study? **A:** She studies at 8.00 a.m.

Q: What time does she watch TV? **A:** She watches TV at 2.00 p.m.

Q: What time does she play the guitar? **A:** She plays the guitar at 3.00 p.m.

5. Listen »

(10 minutes) track 15

- Read the rubric.
- Point out that the survey is from the magazine they used in exercise 1. Before playing the track, look at the vocabulary with students.
- Play the track twice to make sure students get most answers right.

Answer Key

What time do you ...	Vincent	Lucía
watch TV?	6.15	7.30
check your email?	6.45	12.00
play sports?	7.20	10.45
read magazines or books?	9.30	8.40/ 8.45

Audio Script 15

Girl: Look! Some questions! OK ... question number 1. What time do you watch TV?
Boy: Oh, no! I'm not sure! I guess I watch TV in the evenings, at about 6.15. That is when my favourite programme starts.
Girl: That's OK. I usually watch TV at night. I watch TV at about 7.30 p.m. You can learn a lot on the TV news! ha, ha, ha. Let's continue. Question number two. What time do you check your email?
Boy: I check my email very early. At 6.45 a.m., after breakfast. And you?
Girl: I check my emails at twelve, after school. Now ... question 3. What time do you play sports?
Boy: That's easy! I swim every day at 7.20.
Girl: Wow, Vincent. You are a sports star, huh? I play volleyball in the school breaks, so that's at 10.45. Final question, number four. What time do you read magazines or books?
Boy: Hey! I love to read. I read at 9.30 at night, before I go to sleep.
Girl: I read a lot of magazines, usually after TV time. At about 8.40 or 8.45.

6. Speak »

15 minutes

- Read the rubric.
- Model how to make a question, making students use the question for specific activities (changing the subject and the auxiliary).

Study Tip

Explain to students that the structure of the question is similar to the one in activities 2 and 3 on the previous page. They only need to check the auxiliary that goes with the subject.

- Allow enough time for students to ask and answer the questions in pairs.

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 T*eenagers Today* magazine. Make questions to complete the names in the chart.

Do you like dogs?

Yes, I do.

Perfect! I have one!

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 cats?

No, I don't.

Oh, no! Do you like ...?

7. Write »

(30 minutes)

- Read the rubric.
- Point out the model provided and help students to identify the word order.

Grammar Box

Yes/No Questions in the Present Simple

The order of the words in *yes/no* questions in present simple is usually the same: *Do/Does* + person + verb + complement?

Question	Answer	Sentence
Does he drink water?	Yes, he does.	He drinks water every day.
Does she watch TV?	Yes, she does.	She watches car-toons.
Does he play soccer?	No, he doesn't.	He plays basket-ball.
Does she listen to music?	No, she doesn't.	She reads child-ren's books.

Point out that the structure of the question is similar to the question of time for specific activities, but without the *wh-* word.

- Students do the exercise in pairs. Go around the class monitoring their questions and answers.
- Check their answers by asking a student to ask a question and another student to give the answer. The rest of the class should say *Right! or Wrong!*

Answer Key

Q: Does she live in Florida?
A: No, she doesn't. She lives in New York.
Q: Does she work in her studio every day?
A: Yes, she does. She works in her studio every day.
Q: Does she sing rock and metal?
A: No, she doesn't. She sings pop.
Q: Does she have children?
A: Yes, she does. She has children.
Q: Does she have three cats and three dogs?
A: No, she doesn't. She has three cats and one dog.
Q: Does she do yoga and take dancing and singing lessons?
A: Yes, she does. She does yoga and takes dancing and singing lessons.

8. Speak »

(30 minutes)

- Read the rubric.
- Help students to follow the model and do the exercise.
- Go around the class checking their work.

Extra Activity (5 minutes)

To make the activity a little more challenging, especially for high achievers, limit the number of questions to find the secret person. Twenty questions is a good number. The idea is to make the activity interesting, challenging and motivating for all the students in your classroom.

9. Write »

(30 minutes)

- Read the rubric.
- Show how to ask a question using the answer in each box. Students have to find a person who answers *yes* to one question and write his/her name in the corresponding box. Then, they ask another person to complete another box and continue.
- Allow enough time for students to copy the chart in their notebooks and get ready to work.
- Have a prize for the first five students (or ten, depending on the number of students you have) who complete the chart with names.

Extra Activity (5 minutes)

To make the activity more interesting, set a time limit to do the activity, as well as clear rules to carry it out: they can ask just one question per person and then they have to change roles.

Another variation of the activity is to complete a line (horizontally, vertically or diagonally) first, but always with different names. It is the same idea as a bingo game: students can complete the entire chart or just some lines.

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!

1. Listen »

(20 minutes) track 16

- Read the rubric and ask students to locate Finland on a map.
- Ask students to look at the picture next to the letter. What can they see? Make a list of two or three things that students can relate to Finland using the picture.
- Tell students that the letter is from a student who reads the *Teenagers Today* magazine.
- Play the track and encourage students to read the text in silence as they listen to it.
- Focus students' attention on the red words.

Audio Script 16

Girl: Dear Makena!
How are you? It's very cold here in Finland.
I usually go to school at seven. 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

Grammar Box
Adverbs of Frequency

We can use the expressions *always, usually, sometimes* and *never* to say how often or regularly we do something. These adverbs usually go before the verb.

We always study English.

He usually watches TV in the morning.

They sometimes drink water at night.

I never write poems.

Extra Activity (10 minutes)

After listening to the audio, ask students to read the text aloud. Read the first sentence and after each full stop say a student's name. He/She reads the next sentence and, after the full stop, says another classmate's name. The activity continues until the letter is read. Repeat the activity allowing as many students as possible to read at least one sentence aloud. This is a nice way to check your students' awareness of basic pronunciation.

2. Write »

(30 minutes) track 17

- Read the rubric.
- Tell students that this letter is a reply to the letter in the previous activity.
- Help students to locate Rwanda on the map. Depending on your class level, explain in very simple terms that Rwanda was in a civil war in the 90s.
- Students write what they think the answers will be before listening. Then, listen and check.
- Allow enough time for students to write down the answers and then play the track once.
- If necessary, play it again to check their answers.

Answer Key
usually, always, sometimes, never

Audio Script 17

Girl: Dear Lotte,
It's very hot here in Rwanda. I usually have lunch at home with my family. I always drink water because it's really hot here. I sometimes drink soda, too. After school, my friends always play volleyball, but never play sports. I don't like sports.
Love,
Makena

3. Write »

(40 minutes)

Extra Activity (5 minutes)

To maximize time, bring copies of the poem template and hand them out to the class. Make sure every student gets one template to complete.

- Read the rubric.
- Tell the class that poems are a way of expressing feelings and that sometimes follow a rhyme or structure.
- Read the poem aloud putting emphasis on intonation.
- Focus on the poem written by Makena and discuss it as a class.

Extra Activity (5 minutes)

In pairs, students practise reading the poem aloud. Don't worry about pronouncing every word correctly, but try to keep a 'reading pace' (typical of poems).

- With the help of a dictionary, ask students to write their poems following the model. Tell them to write basic ideas in each gap.

21st Century Skills
Social Skills

Tell students that sharing their work is key to creating a more comfortable atmosphere among friends and classmates. Therefore, they will have to read their partner's poem. Then, they need to make a comment following the model. Ask them to use simple words and to highlight the part they liked the most. Recognizing and praising the work of others is an excellent way of becoming more tolerant and respectful of differences (which, in the end, is one of the objectives of this module).

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

What kind of student are you?	
1.	Do you go to school on time? ☐ Always ☐ Usually ☐ Sometimes ☐ Never
2.	Do you play sports during the break? ☐ Always ☐ Usually ☐ Sometimes ☐ Never
3.	Do you read books at school? ☐ Always ☐ Usually ☐ Sometimes ☐ Never
4.	Do you do your homework on time? ☐ Always ☐ Usually ☐ Sometimes ☐ Never

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

Do you **always** go to school on time?

Yes, I do. I **always** go to school on time.

No, I don't. I **never** ...

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	3	Check school evaluations 4	5	Visit the school 6
Talk to teachers 9	Play soccer 10	Write a school report 11	12	Study Engligh 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	24	Study English at home 25	Have lunch with students 26	Check school evaluations 27
Talk to teachers 30	Play basketball 31			

4. Read »

(20 minutes)

- Read the rubric.
- Tell students that the survey is from *Teenagers Today*.
- Allow enough time for students to copy the chart in their notebooks and answer the questions.

5. Speak »

(20 minutes)

- Read the rubric.
- Model the activity.
- Go around the class and monitor students' work, making any corrections if necessary.

21st Century Skills
Critical Thinking

Explain to students that it can be possible to develop good habits when a place, such as a school, meets minimum standards to implement these habits. For example, we need the internet to do homework. Ask: *Do you have access to the internet at your school? What other possibilities does your school offer to develop better habits?* Make a list with the class, helping them with the vocabulary.

6. Speak »

(25 minutes)

- Read the rubric.
- Make sure students understand the model before doing the activity.

Grammar Box
Questions with Adverbs of Frequency

We use *How often do/does ...?* or *When do/does ...?* to ask how often we do something or to say how regularly something happens.

We include an adverb of frequency in the answer.

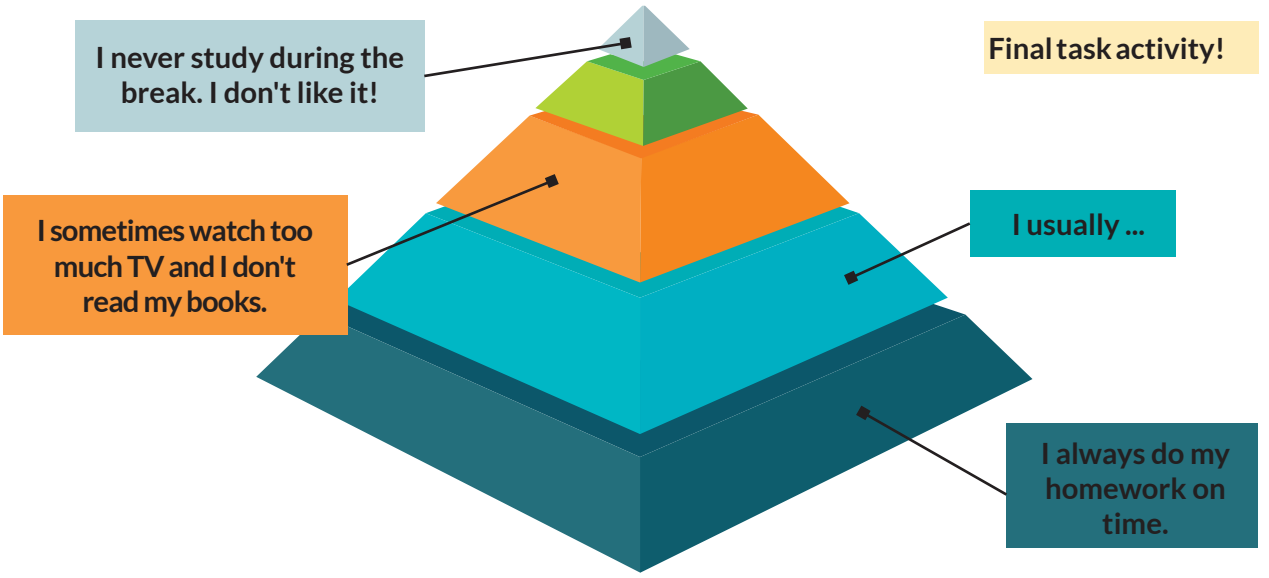
Question	Answer
How often / When do you drink water?	I always drink water in the morning.
How often / When does your father play tennis?	He never plays tennis.
How often / When do we study English?	We sometimes study English on Fridays.

- Help students to identify the frequency of Ms Bohasa's activities by looking at the whole month, not just one day or one week.
- Get students to do the activity and then go around the class monitoring their work.
- Check their answers as a class by asking a student to ask one question and another student to give the answer.

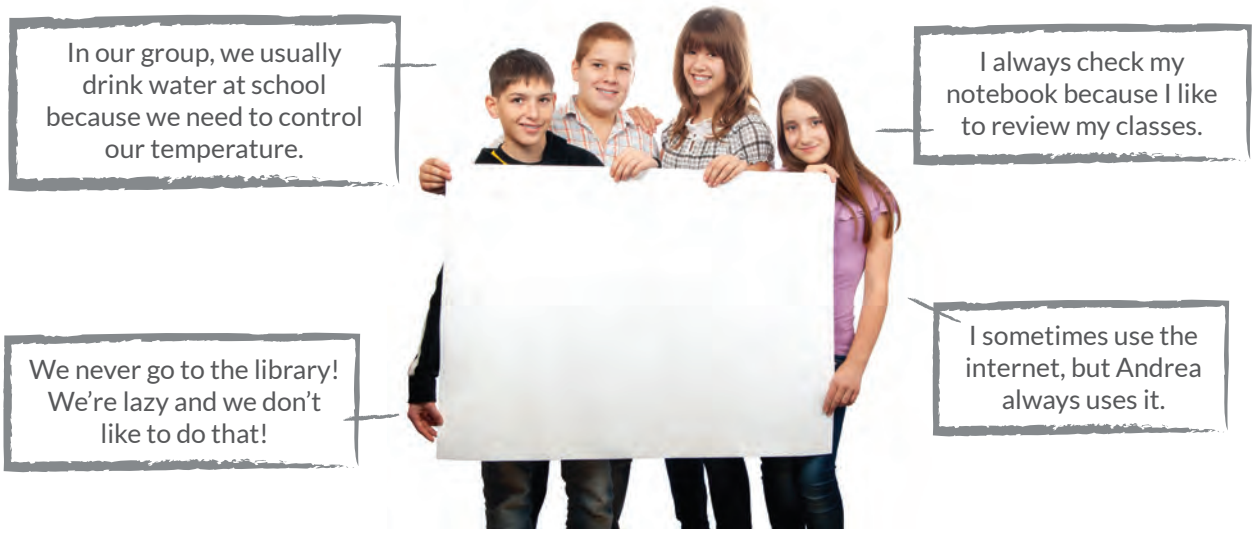
Answer Key

Q: How often does Ms Bohasa have lunch with students?
A: She sometimes has lunch with students.
Q: How often does she check school evaluations?
A: She sometimes checks school evaluations.
Q: How often does she talk to teachers?
A: She always talks to teachers.
Q: How often does she play sports?
A: She usually plays sports.
Q: How often does she visit the school library?
A: She sometimes visits the school library.

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.

7. Write »

(30 minutes)

Extra Activity (10 minutes)

To maximize time, bring the task template to class so that students do not have to copy the diagram in their notebooks. Remember this task requires, at least, A4-size paper or cardboard for each student, so make sure you have the material ready.

- Read the rubric.
- Show students how diagrams help to identify the frequency of their activities at school.
- Get students to write their sentences in the correct part of the diagram. Make sure they use all the adverbs of frequency in each level.
- Allow enough time to make an attractive poster by using some coloured pens or clippings from magazines (or even drawings).

Extra Activity (10 minutes)

Challenge students' imagination by asking them to use a different action in each level of the diagram.

8. Speak »

(30 minutes)

- Read the rubric.
- Divide the class in groups of four. Students compare their charts and prepare a diagram to show the results of the group.
- Students present their diagram to the class.

Extra Activity (10 minutes)

Using the model provided in their books, help students notice how many elements from previous lessons/units are used. For example, the connector *because* is in some of the examples; also, the connector *but* to contrast two different ideas. Encourage students to use the model and use the connectors. Additionally, you could mix high achievers with low achievers in each group, so that they can help each other with the task.

9. Listen »

(10 minutes) track 18

- Read the rubric.
- If you feel it is necessary, read the poem aloud first using a nice rhythm and intonation. Emphasize the rhymes at the end of each line.
- Play the track twice to make sure students can repeat the poem.
- Students work in pairs and practise the poem.

Audio Script 18

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

Extra Activity (10 minutes)

Ask students to memorize the poem and then say it aloud to the rest of the class. You could even ask for students to say it in the next class without opening their books. How many students can memorize it?

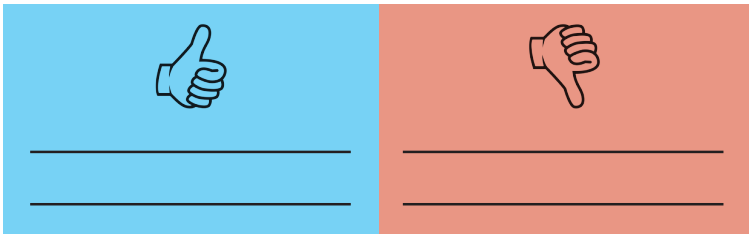
Check Your Progress

19 **1. Listen »** Listen to an American student. Complete the information.

Activity	Yes/No		How often/What time
Make breakfast	☐ Yes	☐ No	
Take the school bus	☐ Yes	☐ No	
Have lunch at school	☐ Yes	☐ No	
Do homework	☐ Yes	☐ No	
Go to sleep	☐ Yes	☐ 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 _____
_____

I _____
_____

I _____
_____

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	

1. Listen »

(15 minutes) track 19

- Read the rubric.
- Remind students that, depending on the place, people have different routines.
- Students listen to the routine of an American girl and check the answers in the chart.
- Play the track twice so that students can write down their answers in their notebooks.
- Check the answers as a class.
- After students finish the exercise, help them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

Answer Key

Activity	Yes/No		How often/ What time
Make breakfast	□Yes	□No	She never makes breakfast.
Take the school bus	□Yes	□No	She takes the bus at 7.00.
Have lunch at school	□Yes	□No	She sometimes has lunch at the school cafeteria.
Do homework	□Yes	□No	She always does (her) homework.
Go to sleep	□Yes	□No	She goes to sleep at 8.45.

Audio Script 19

I'm Samantha, from Texas. I usually wake up early to take a shower. I never make breakfast because I don't cook! I always take the school bus at 7.00 and start school at 7.30 a.m. I sometimes have lunch at the school cafeteria. At 3.45 I get home and I always do my homework. I always play with my dog. At 8.45 I go to sleep.

2. Write »

(20 minutes)

- Read the rubric.
- Elicit adverbs of frequency students have studied throughout the unit.
- Allow enough time for students to write their sentences. They should include good and bad habits and use a frequency adverb for each one.
- After students finish the exercise, help them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

3. Write »

(20 minutes)

- Read the rubric.
- Read the following questions twice – clearly and at a normal pace. Allow enough time for students to answer each question:
  1. What time do you usually wake up?
  2. How often do you use the internet?
  3. How often do you play sports?
  4. What time do you usually do your homework?
  5. What time do you start your classes?
- After students finish the exercise, help them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

4. Write »

(10 minutes)

- Read the rubric.
- Make sure students understand they have to write real sentences for the pictures and use adverbs of frequency.
- Allow enough time for students to write each sentence.
- After students finish the exercise, help them reflect upon their performance in the exercise and the background knowledge they needed. Make them complete their reflection chart.

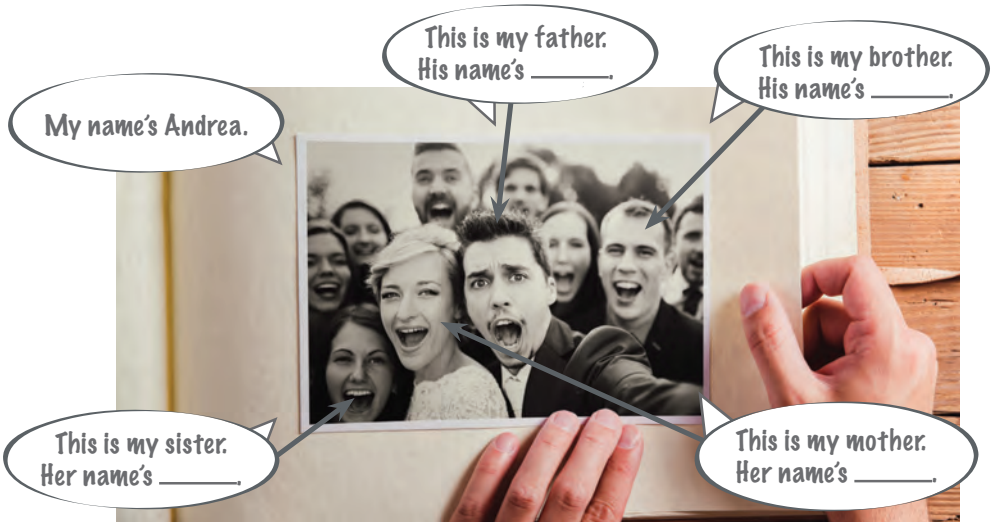
Unit » 3
My People.

» 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~~

Unit » 3 My People

Unit Objectives

Basic standards of competences	• Identify phrases and expressions related to my family and other people's families. • Produce simple sentences about people's feelings. • Exchange information about people's physical description through questions and sentences.
Vocabulary	Members of the family; Feelings; Physical description words; Personality words
Grammar	Possessive adjectives; Present simple affirmative, negative and question forms

1. Listen »

(15 minutes) track 20

- Say the title of the lesson and discuss what it means as a class.
- Read the rubric.
- Ask students how many people there are in their families: *Who has the biggest family in the class?*
- Use the picture and ask how many people there are in Andrea's family. Students say where they think the family is from. Do they know families from that part of Colombia? Are families big or small there? Is their family similar to Andrea's?
- Play the track once. Students identify the family members.
- Play the track for the second time and check answers as a class.

Answer Key
This is my father. His name's Antonio.
This is my mother. Her name's Rosa.
This is my sister. Her name's Liliana.
This is my brother. His name's Jairo.

Audio Script 20
Hello, everybody! My name's Andrea and I live in Medellín. I'm 11 years old. This is my family. This is my father. His name's Antonio and he's 42 years old. This is my mother. Her name's Rosa. She's 38 years old. This is my brother Jairo. He's 16 years old and he helps my parents every day on the farm. That's my sister. She's 14 years old. Her name's Liliana.

2. Speak »

(25 minutes)

- Read the rubric.
- Tell students that the activity is about Andrea's family. Students close their books and ask questions about the names of Andrea's family members. Practise spelling.

Grammar Box
Possessives to Express Family Relations

Tell students that we use an apostrophe (') next to the person's name and the relation in the family to show the possessive.

Think of a famous family, like the Simpsons. Write on the board:

Bart is Marge and Homer's son.

Lisa and Maggie are Marge and Homer's daughters.

Homer is Bart, Lisa, and Maggie's father.

Marge is Bart, Lisa, and Maggie's mother.

Use colours to help students understand the grammar rule.

- Read the example and elicit the answer from the class. Make sure everybody understands the answer.
- Allow enough time to students to complete the rest of the answers in their notebooks. Help by answering questions or correcting spelling mistakes, if necessary.
- Students compare their answers in pairs.

Answer Key
Antonio is Andrea's **father.**
Jairo is Andrea's **brother.**

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.

Yolanda **is** Alberto's mother.

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

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

5. Speak »

Describe Oriana's family members.

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

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

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

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

- 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 ...

3. Listen »

(30 minutes) track 21

- Read the rubric.
- Ask questions about the place in the picture. Are students familiar with the Cauca department? What is its capital? Where is it in Colombia? Students locate the department on a map. Then, ask them to find Silvia on the map.
- Play the track once. Students listen and read. Then, play the track again for students to notice pronunciation patterns.

Extra Activity (20 minutes)

To practise pronunciation patterns, play the track and pause it after every sentence in the text. Students repeat the sentence trying to imitate the pronunciation and intonation. Continue with the other sentences. Ask for volunteers to read each sentence.

Grammar Box
Possessive Adjectives

We can also express possession with possessive adjectives. Write on the board:

Maya's sisters are Morela and Yolanda.

Her sisters are Morela and Yolanda (*her* is the possessive adjective that replaces the word *Maya's*).

Alberto's last name is Camijoi.

His last name is Camijoi (*his* is the possessive adjective that replaces the word *Alberto's*).

Morela, Yolanda and Maya's parents are Guambiano people.

Our parents are Guambiano people (*our* is the possessive adjective that replaces the words Morela, Yolanda, and Maya's).

Audio Script 21

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

4. Speak »

(20 minutes)

- Read the rubric.
- Read the model. Highlight the use of the possessive adjectives and the *'s*. If necessary, write on the board:

Extra Activity (15 minutes)

Use the Simpsons family tree to drill similar sentences to the ones presented in the model. Use as many possessive adjectives as possible and change the subjects and the *'s* so that students understand the changes they have to make when they do the exercise.

- Check as a class. You may like to ask for volunteers to go to the board and write their examples.

5. Speak »

(30 minutes)

- Read the rubric.
- Ask questions: *How many members are there in Oriana's family?' Where are they from?', 'Is your family similar to Oriana's?*
- Ask a student to read the model sentences.
- Pair students. Students describe Oriana's family members. Go around and monitor students' work, especially regarding their use of possessive adjectives and possessive apostrophes.

Extra Activity (20 minutes)

Divide the class into groups of three and tell them that they will need a piece of paper and a pen/pencil. You will say the name of a member of Oriana's family, and students have to write three sentences about that member. Tell students that you will look at the answers from the first four groups who give you their papers. Then, read each sentence and give a point if it is correct or, if it is incorrect, use it to raise awareness of typical errors. Give papers back to groups and continue the activity, naming another member of Oriana's family. Praise groups that have correct sentences and encourage the others to get points in the next round.

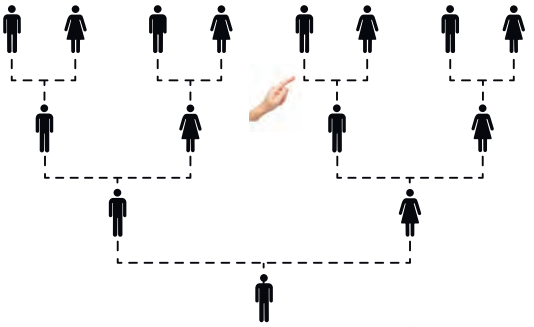
6. Speak » Draw your family tree. Ask and answer questions with a partner.

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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?

6. Speak »

(30 minutes)

- Read the rubric.
- Allow enough time for students to draw their family trees and make questions to their partners. Go around the classroom monitoring students' use of grammar and vocabulary.

Extra Activity (10 minutes)

If you feel comfortable doing so, draw your family tree. Alternatively, draw the Simpsons family tree again on the board and use it as a model for the activity. Ask students to use the model and ask questions about one member of the family.

Study Tip

Help students read the information in the tip and emphasize the importance of asking questions and answering them in class all the time. This will help students improve their oral skills, feel more comfortable and help their classmates with difficulties in class. Making questions and answers is part of the routine of the classroom and promotes positive relations among classmates.

7. Read »

(30 minutes)

- Read the rubric.
- Give students time to look at the vocabulary and make sure they understand the adjectives.
- Students match the pictures and the adjectives.
- Check with the class by modelling like this: 'In picture number 1, he is …'. Ask volunteers to read each sentence and praise them for their correct work.

Extra Activity (5 minutes)

Present two or three extra adjectives appropriate for the level. Write the word on the board and use body language (or face gestures) to help students identify its meaning. Then, allow them to write that extra vocabulary in their notebooks. Suggested extra words: *thirsty, scared, serious, relaxed.*

8. Speak »

(20 minutes)

- Read the rubric and check understanding.

Extra Activity (5 minutes)

Ask students to take pictures of their family members and organize them in a collage or a digital presentation. Then, in the next class they can show the pictures and describe their families following the model.

21st Century Skills
Social Skills

Introduce this section by telling students that we usually have good and bad days. Then our emotions may depend on what happens during those days. When we see people showing specific emotions, we can always ask if they are you OK, and tell them that everything will be OK. In this simple way, we can show our support and offer help when necessary; this demonstrates we feel empathy with the people around us.

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
Neil Patrick	_____	_____ _____
_____	_____	***tall*** _____
_____	***coach***	_____

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**.

1. Read »

(20 minutes)

- Read the rubric.
- Before reading the text, ask how many students in the classroom are in a sports team. Have they participated in any school competitions? Did they win?
- Students look at the vocabulary and then read the text.

Extra Activity (5 minutes)

Ask students to check the vocabulary in a dictionary. It is always a good idea to have dictionaries to hand to help students with vocabulary. Alternatively, if you have access to the internet in your classroom, allow students to check the words they do not know on the internet.

- In pairs, students read to their partners. They can assess their partner's pronunciation and fluency.
- Present the chart and check students understand the information they must complete. Use the model provided in the chart and allow enough time for students to complete it.
- Check answers with the whole class.

Answer Key

Name	Position in the team	Physical characteristics
Neil Patrick	captain	short, curly, black hair
Harry Jones	libero	tall and blond
Ms O'Hara	coach	long, straight, black hair

2. Listen »

(15 minutes) track 22

- Read the rubric.
- Play the track once. Students listen without completing the names.
- Play the track again. Students complete the names.
- Check answers with the class by asking different students to read each description and say the correct name.

Grammar Box

Physical Descriptions

We can describe people using three specific models. Write on the board:

Model 1	Model 2	Model 3
John is tall.	He has green eyes.	His hair is long, curly and black.
Andrea is short.	She has black hair.	Her eyes are brown.

Sometimes more than one word can be used. For example: *He has short, brown hair = His hair is short and brown.*

Answer Key

From left to right: Neil Patrick, Harry Jones, Josh Samir, William Blunt

Audio Script 22

Hello, everybody! I'm Ellen Darril, and I'm here at the volleyball court. Look! Here come the boys from the school volleyball team. Do you remember Harry Jones? He's really tall. He has straight, blond, short hair. He has green eyes. Oh... look! That's William Blunt. He's tall. His hair is really short, curly and black. He has brown eyes. Then... oh, yes! The captain, Neil Patrick. Neil is medium-height. He has short, black curly hair. His eyes are brown. Finally, we can see Josh Samir. He's short and thin. He has short, wavy fair hair. His eyes are blue. Let's go and say hello. Hello, guys! This is an interview for the *Kansas School Magazine.*

Study Tip

Help students realize the importance of recording vocabulary in an organized way. In this case, physical description contains too many words to be memorized in just one opportunity. Therefore, they can make lists of words in a special section of their notebook to remember the important vocabulary. They can make groups of words to make shorter lists. For example, vocabulary related to hair, eyes and body.

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.

1.

2.

3.

4.

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.

3. Speak »

(30 minutes)

- Read the rubric.
- Give students some time to look at the vocabulary and the model.
- Students look at the Word Bank and check they understand the vocabulary.

Extra Activity (15 minutes)

Ask students to study the models provided and notice the order of the words. Then, elicit students' answers. They might be able to identify two types of questions in the exercise: *yes/no* questions with to be, and *wh*-/information questions in the present simple. Ask students to remember the order of words in each type of question and compare that order with the model provided.

- Allow enough time for students to ask questions and answer them. Go around the classroom monitoring their work, making any necessary corrections.

4. Read »

(20 minutes)

- Read the rubric.
- Students read silently and match each picture with its description.
- Check answers with the class.

Extra Activity (15 minutes)

Extend the activity by asking students to practise reading aloud in pairs (or put students in groups of four, so that each student reads one description each). This type of activity can promote peer-assessment in a friendly way.

Answer Key

1. Ms Simonson is short. She wears glasses. She's the swimming coach.
2. Mr Kuchynsky is tall and thin. He has very short hair. He has brown eyes. He trains the tennis players.
3. Ms Rashid is very short and slim. Her hair is black and long. She's the mentor of the volleyball team.
4. Mr Morales is young and very tall. He has short, dark hair. He coaches the basketball team.

Extra Activity (5 minutes)

Wrap up the activity by asking students whether any of their teachers at school are similar to the teachers in the pictures. It is always fun to find some similarities between the book content and students' real life.

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

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.

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

In La Guajira, people are often short. Some people are slim and some people aren't slim. We often have straight dark hair and brown eyes.

5. Speak »

(30 minutes)

- Read the rubric.
- Model with a student.
- Allow plenty of time for students to drill the models and the vocabulary with their classmates. Go around providing the necessary help.

Extra Activity (5 minutes)

Tell students to play in pairs and choose a person in class. They have to take turns saying one sentence without stopping. If one of them takes longer than five seconds to say another sentence, he/she loses a point and the other wins one.

Extra Activity (10 minutes)

Play with the classroom rows. Tell each row that they will need a piece of paper and a pen. Say the name of a student in class, and the last person in the row writes one sentence about that person. Then, he/she passes the paper to the person in front, who writes another sentence. Continue until the first person in front of each row has written a sentence. They cannot repeat any of their classmates' ideas! Collect papers and read them aloud. Give one point for each correct sentence. The group with the highest number of points wins.

21st Century Skills
Social Skills

Ask some questions to reflect upon the different physical characteristics people have in different contexts. For example, people who live by the coasts usually have particular characteristics that can be very different from the people who live in the mountains. This 'mosaic' of characteristics is what makes the world a great place to live. To wrap up, tell students that they will have the chance to describe people in their countries in exercise 7.

6. Speak »

(20 minutes)

- Read the rubric.
- Students think of a teacher in the school and keep his/her name secret. They work in pairs and ask questions to find out who their partner's secret teacher is.
- Make sure students follow the model provided.
- To make the activity more challenging for everybody, tell students that they can ask a maximum of 12 questions.
- Allow enough time for students to ask and answer the questions in pairs.
- Students guess who their partner is talking about.

7. Write »

(30 minutes)

- Read the rubric.
- Ask students questions about the region mentioned in the text. How much do they know about it? What is its capital? Where is it in Colombia?
- If necessary, read the model aloud and use different intonation patterns to highlight important vocabulary.
- Students write about people in their country. Go around monitoring their writing process and providing any help with vocabulary.

Extra Activity (30 minutes)

Try to promote some cultural awareness of students' region/city and its people. Ask students to work in groups. They choose a specific population. They will have to draw or include a picture and describe the physical characteristics of that population. Ask students to put their work on a wall of the classroom and invite other classes to come and read the descriptions.

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.

Final task activity!

21st Century Skills
• *Leadership*

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

1. Speak »

(20 minutes)

- Read the rubric. Ask students to locate Great Britain on a map.
- Students look at the magazine. What can they see on the cover? Do students know the British Royal Family?
- Students look at the words in the Word Bank. Are there any words they don't know?
- In groups, students describe the different members of the Royal Family. Go around monitoring students' work and check they use the words in the Word Bank.

Extra Activity (10 minutes)

To make sure students have some basic information about the Royal Family, prepare a simple family tree and draw it on the board. Include the names and the relations of the people in the tree.

Extra Activity (10 minutes)

Students use the vocabulary list they have been working on in previous lessons and add new vocabulary to it. Remind them to use a heading to group the new vocabulary (e.g. Personality words).

2. Listen »

(30 minutes) track 23

- Read the rubric.
- Play the track once. Students take notes.
- Play the track again. Students complete the chart.
- Ask students to compare their answers in pairs and then check them as a class.
- Ask volunteers to say the name of the person mentioned and some characteristics about him/her.

Answer Key

	Favourite person	Description
Jeena	Kim Kardashian	She's beautiful and famous. She has long, dark hair and brown eyes.
Robert	Camilo Villegas	He has short, dark hair and brown eyes. He's confident and he's a good player.
Sasha	Adele	Her songs are beautiful and her style is relaxed. She has a beautiful voice.

Audio Script 23

Jeena: Well ... I really like Kim Kardashian. She's so beautiful and famous! She has long, dark hair and brown eyes. How about you, Robert?

Robert: I'm not sure ... let's see ... Oh! I know! I really love Camilo Villegas. He's a golf player. He has short, dark hair and brown eyes. He's confident and a good player.

Sasha: Mhhh ... I have a different idea. To me, a very important person is Adele. Her songs are beautiful and her style is so relaxed. She has a beautiful voice as well.

3. Write »

(30 minutes)

- Read the rubric.
- Students describe what makes a person important and write this on post-it notes (or in their notebooks).
- First, ask students to think of a person they consider important in their lives.
- Then, ask students to think about the specific characteristics that make that person unique.
- Ask them to write about their favourite person. Go around the classroom helping with vocabulary. Keep students focused on the activity by asking them to write short, simple ideas, keeping them relevant and true.
- Ask students to write their sentences on the post-it notes and stick them on the board. You could also divide the class into groups and stick their ideas on the wall behind them.
- Ask students to read their notes aloud. Praise students for their ideas about people they admire.

21st Century Skills
Leadership

Explain to students that a leader is a person who makes important decisions, always looking to benefit everyone. It does not mean a leader of a group has to be a perfect person. Some of the people they have written about may be leaders. Encourage the students to say which ones and why. Maybe one day your students will be leaders to other people. Leaders are necessary in history!

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

4. **Speak »**
(30 minutes)

- Read the rubric.
- Students have to think of their favourite people in different areas. The pictures may give them some ideas.
- Allow enough time for them to think of ideas about who they want to talk about. Read the model provided and tell students they can adapt it to their own person.
- Share the information as a class or in little groups.
- Make sure students' ideas are clear. A few mistakes are OK. You do not want to make students feel frustrated because their ideas are not completely accurate in terms of form.

5. **Speak »**
(30 minutes)

- Read the rubric.
- Do this activity as a class or in small groups.
- Tell students to check their classmates' favourite people and list how many are from Colombia. Then, find out how many students chose the same people and rank them.
- Ask students to write their lists in their notebooks and be ready to report to the class. Make sure they have at least one piece of information about each person.

Extra Activity (20 minutes)

As a variation of this activity, ask groups to write their lists on posters and present them to the class. Each group goes to the board and takes turns to describe the top five Colombian people. Make sure each student talks about one character. Encourage the other students to clap after each presentation and praise them for their effort.

24

6. Listen »

Listen and complete. Use the Word Bank.

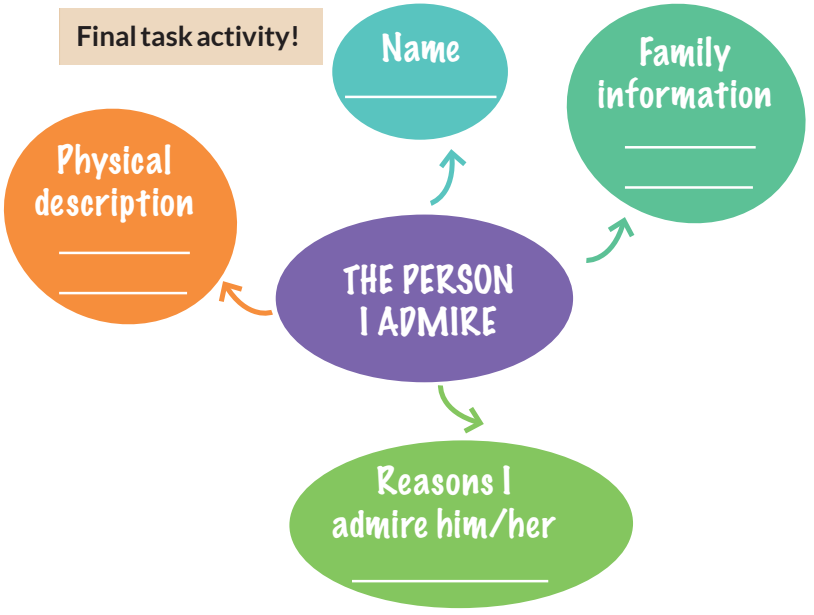
Word Bank
boring
famous
funny
interesting
generous

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.

Final task activity!



8. Speak »

Present the person you admire to your class.

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

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!

6. Listen »

(15 minutes) track 24

- Read the rubric.
- Ask students if they know who the person in the picture is: *Where's he from? What does he do? Why is he so famous?*
- Look at the Word Bank and make sure students understand the words.
- Play the track once and students take notes of key words they understand.
- Play the track again and students complete the information in the chart.
- Give them some time to organize their ideas in the chart before checking the exercise.
- Check answers as a class. Accept any piece of information that is correct, even if it is a little incomplete.

Answer Key

Lorena's favourite person	
Name	Will Smith
Physical description	He's tall and has short, black hair. He has brown eyes.
Family	He has a son and a daughter. His wife's name is Jada.
Why does she like him?	He's a very good actor. He's in interesting films, like *I, Robot* and *Men in Black*. He's very funny. He's a generous person. He gives money to a charity to help poor people.

Audio Script 24

Girl: My name's Lorena.
The person I admire is Will Smith.
He's a famous actor.
He's tall and has short, black hair. He has brown eyes.
I admire Will because I think he's a very good actor. He's in interesting films, like *I, Robot* and *Men in Black*.
They're never boring! He's also very funny. I think he's a generous person.
He gives money to a charity to help poor people.
He has a son and a daughter. His wife's name is Jada.

7. Write »

(30 minutes)

- Bring a template of the mind map to class so that students do not have to copy it in their notebooks. Remember this task requires A4-size sheets of paper or cardboard for each student, so make sure you have this material ready.
- Read the rubric.
- Show students how the diagrams help to organize the important information about their favourite people.
- Allow enough time for students to choose their person and write the information in their diagrams.

Extra Activity (10 minutes)

If you have access to the internet, allow students to check information about their chosen person (information about their families – provided such information is available online). If students choose people who seem to be known just by them, make sure they include some basic information in the diagram.

8. Speak »

(30 minutes)

- Read the rubric.
- Put students in groups of four. They present the person they admire using the mind map in exercise 7. Encourage groups to help their partners and clap after each presentation.

Extra Activity (10 minutes)

Help students notice how, in the model provided in their books, many elements from previous lessons/units are recycled. For example, the physical description vocabulary and the reasons why you admire a person. Encourage students to use the model and use the content of the unit. Additionally, you could put high achievers with low achievers in each group so that they help each other to complete the task.

9. Listen »

(30 minutes) track 25

- Read the rubric.
- Make sure students understand the instructions and play the track once.
- Allow students to circle the *th* sounds and play the track again. Drill the pronunciation of the sound *th* and encourage students to imitate you.
- Finally, play the track again and pause after each line for students to repeat.

Extra Activity (10 minutes)

Students memorize the poem and then say it to the class. Ask for students to say it in the next class without opening their books. How many students could memorize it?

Audio Script 25

Family is mother
Family is father
Family is sister, brother
Like family ... there's no other.

26

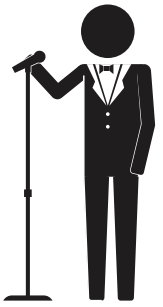
Chant

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 hair is blond and 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 sister on the chair.
She has blond and curly hair.
She looks tired and very 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.
One, two, three, now rap with me!

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

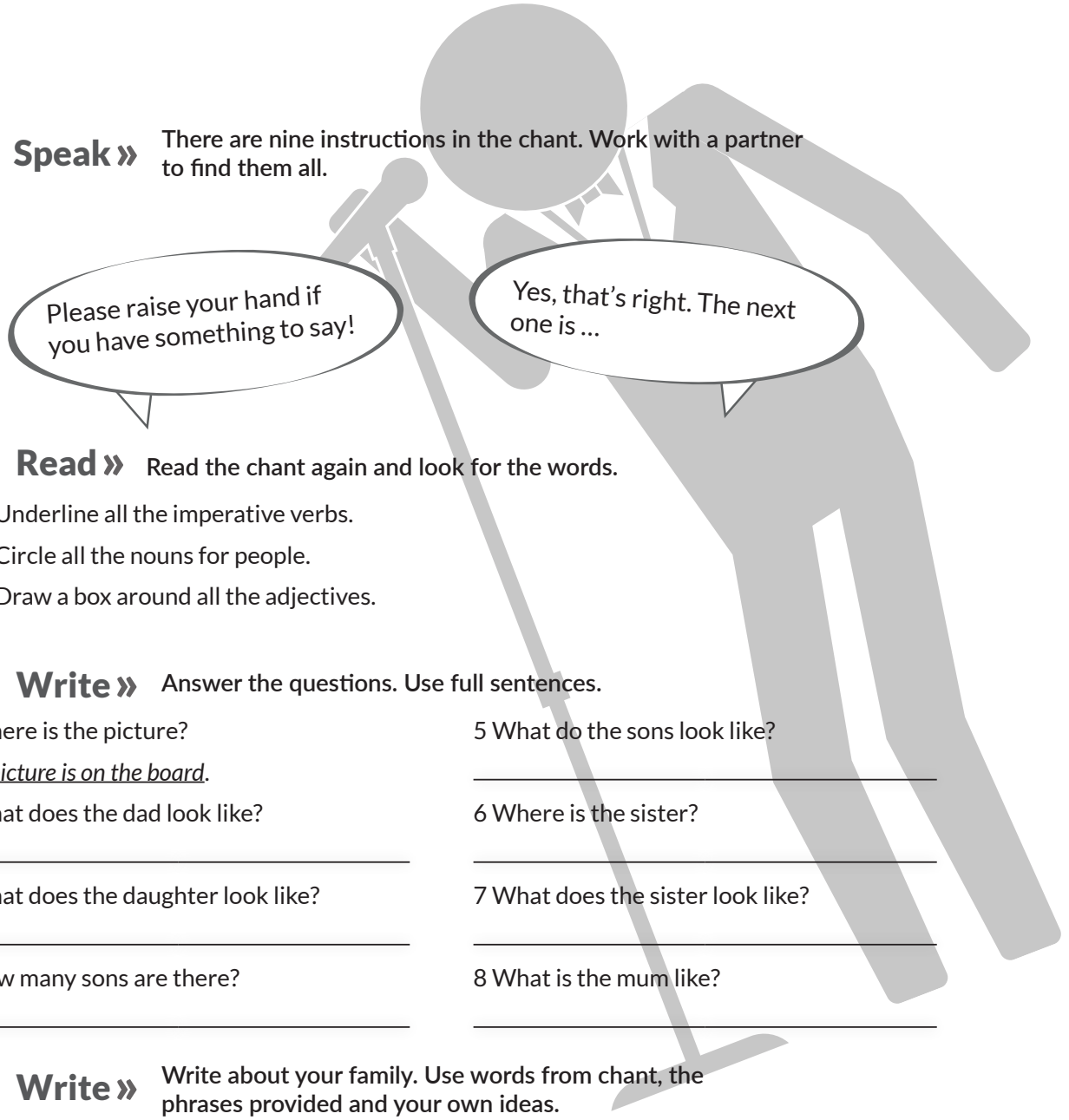
Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!

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, …

Chant: Good morning everyone

Introduction to chants	There is one chant in each module. Chants are great activities for improving confidence and accuracy of pronunciation. Specific guidance and ideas on how best to use the chants in your class are included in the notes for each section. Associating actions with key vocabulary items helps students to memorise the word and associate it with the movement, and is a powerful learning tool. A lot of students enjoy these activities, and they often make for fun and creative lessons. Activities based on chants gradually increase in complexity and difficulty as the module progresses, so it is best to teach activities in the order in which they are presented in the book. If you have time for an additional classroom activity at the end of the lesson, often there are further activities for more advanced students. These additional activities are often slightly more complex than others within the unit and demand some creative thinking from students. It is also opportunity for them to include vocabulary from other lessons and topics.
Pre-class preparation for module 1 (5 minutes)	Most chants don't require advance preparation. The chant in module 1 is an exception, and requires just 5 minutes' preparation before the class starts. Line 11 in the chant refers to a picture on the board. Before the class begins, you should prepare this image if you can. If you don't have time to prepare the image before the class, you can make drawing the picture as a whole class activity directly after the first listening of the chant, by calling one student to the front of the class and asking the rest of the class to instruct them what to draw in the picture. The key for this is as follows: ▪ dad – looks bored, short, strong, responsible, loves his family ▪ daughter – long hair ▪ two sons – tall ▪ grandmother – sitting on a chair, grey, curly hair, looks tired and sad, she's small ▪ mum – caring, fun, dark hair.



1. Speak »

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

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?

_____

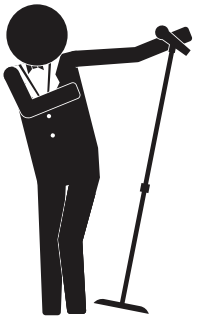
8 What is the mum like?

_____

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 ...

Lesson 4

Good morning everyone.

Speak »

(5 minutes)

- One of the key learning outcomes from this module is classroom instructions, so activity 1 is particularly helpful to this end. Once students have completed this activity, bring them back to a whole class and play a game of 'Simon says'.

Listen »

(10 minutes)

Play the chant a couple of times for students to get used to the rhythm and pronunciation. Ask students to suggest actions to indicate that they understand the content. Here are some examples to get you started (there's lots of potential for creativity with this exercise, so encourage students to be inventive too and adopt actions suggested as a whole class):

- Good morning everyone – mime a friendly-looking wave to everyone in the class.
- Please raise your hand – mime raising a hand as if to ask a question in class
- I'm your teacher – gesture to yourself, as the teacher. (When you ask students to mime this with you, encourage them to point to you rather than pointing to themselves as the teacher, as this will help them to differentiate between 'I' and 'you'.)
- Get your papers and your pen – mime gathering together a book of papers and a pen, getting ready to write something.
- Open your books – mime turning to a specific page in a book.
- Listen to me – mime 'listening' by cupping a hand to your ear.
- Look at the picture on the board – gesture to the picture on the board
- He looks bored – mime a bored-looking expression
- Strong – mime flexing your biceps
- Hair is long – mime brushing your hair as if it were very long.
- He loves them all – put both your hands on your heart.

1. Speak »

(10 minutes)

- One of the key learning outcomes from this module is classroom instructions, so activity 1 is particularly helpful to this end. Once students have completed this activity, bring them back to a whole class and play a game of 'Simon says'.
- The rules to 'Simon says' are as follows: if they say an instruction prefixed with 'Simon says', the students must mime the action. If they say an instruction as a normal command and not prefixed with 'Simon says', the rest of the students should not move. Assign one student as the leader, invite them to the front of the class to give instructions to their classmates. The students then do the actions that their classmate tells them.

2. Read »

(10 minutes)

Activity 2 is a reading activity that requires students to analyse the grammar of some of the words in the chant and categorise them correctly. Once students have completed this activity, revise each item of vocabulary with them to ensure thorough comprehension.

3. Write »

(15 minutes)

In activity 3, students are required to write answers to a series of comprehension questions about the second half of the chant. The focus of this activity is on 'family'. Particular focus should be paid to the correct grammatical structure of sentences.

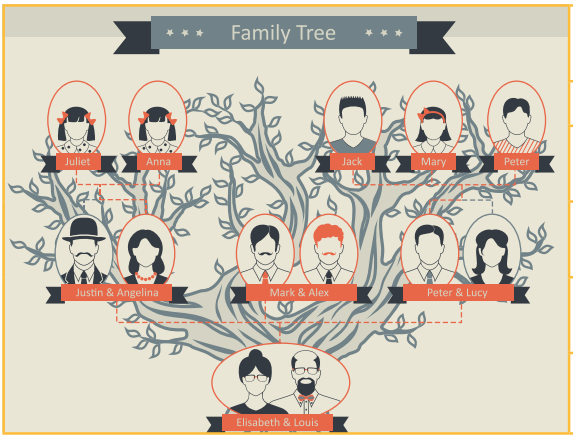
4. Write »

(10 minutes)

The final activity in this section is another writing activity that is ideal for homework.

Check Your Progress

1. Speak » Answer the questions.



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.

The person in picture number 1 is ...

The person in picture number 2 is ...

I can talk about people's feelings. ✓

Very well	
Quite well	
With difficulty	

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	

1. Speak »

(15 minutes)

- Read the rubric.
- Allow enough time for students to write the answers to the questions.
- Students compare their answers in pairs, paying special attention to the correct pronunciation of the members of the family.
- Check their answers as a class. Help students reflect upon their performance in the exercise and make them complete their reflection chart.

Answer Key

1. Yes, she is.
2. Peter II is Peter I and Lucy's son.
3. No, he's not. Mark is Alex's husband.
4. No, he's not. Jack is Elizabeth's grandson.
5. They're sisters. They're Justin and Angelina's daughters.
6. Jack's parents are Lucy and Peter.

2. Speak »

(10 minutes)

- Read the rubric.
- Elicit words to express emotions.
- Allow enough time for students to read their sentences. To make it more meaningful, pair students at random.

Suggested Answers

The person in picture number 1 is excited.
The person in picture number 2 is angry.
The person in picture number 3 is sad.
The person in picture number 4 is bored.
The person in picture number 5 is happy.
The person in picture number 6 is tired.

- After they finish the exercise and they check their answers, help them reflect upon their performance in the exercise and make them complete their reflection chart.

3. Listen »

(15 minutes) track 27

- Read the rubric.
- Play the track twice so that students have time to write and check their answers.
- Check answers with the whole class.

Answer Key

From left to right: Juan, Matías, Liliana, Darío, Silvia

- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

Audio Script 27

Boy: Hello, everybody. My name's Matías, and I'm 10 years old. I'm short and thin and I have short, fair hair. My mother is Liliana. She's short. Her hair is brown and straight. My father's name is Juan. He's very tall and thin. He has short, black hair. My sister's medium-height and her hair is very long. It's fair. Her name's Silvia. My teacher's name is Darío. He's short.

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.

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.

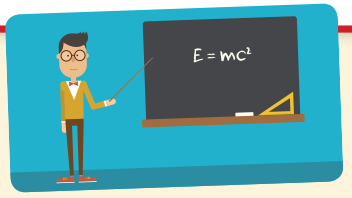
Bonus
move forward
2 squares

Question 12

Question 13

Miss a turn

Question 14



Bonus
move forward
3 squares

Question 15

Question 20

Question 19

Question 18

Bonus
move forward
1 square

Question 17

Question 16

Review Race

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

Review Race Answers

Page 42-43

1. I am always happy.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.
6. Answers may vary.
7. Answers may vary.
8. Answers may vary.
9. Answers may vary.
10. Answers may vary.
11. Answers may vary.
12. Answers may vary.
13. Answers may vary.
14. This is a book.
    These are some dictionaries.
15. Answers may vary.
16. Answers may vary.
17. This is an eraser.
    This is a chair.
18. Answers may vary.
19. Answers may vary.
20. Answers may vary.
21. Answers may vary.
22. Answers may vary.
23. Answers may vary.
24. Answers may vary.
25. Answers may vary.
26. Answers may vary.
27. Students pronounce the numbers indicated: thirteen, thirty, sixty and seventy.
28. Answers may vary.
29. Answers may vary.
30. Answers may vary.

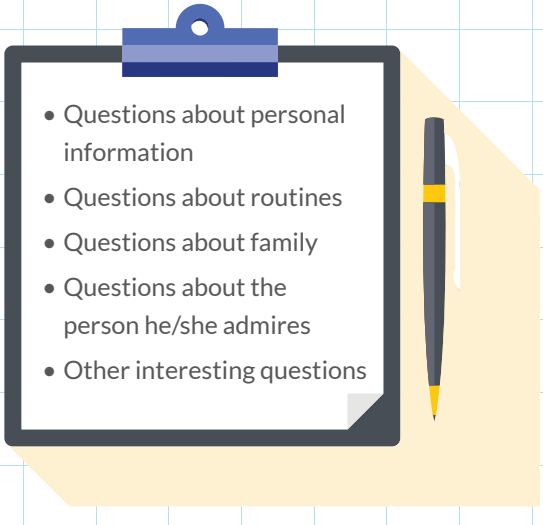
Final Task

The Wall of Honour

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

Unit 1 What's New!	Unit 2 What Do You Do?	Unit 3 My People
Lesson 3, exercise 5 Introducing another person ☐ **Lesson 3, exercise 5** A classroom directory ☐	**Lesson 1, exercise 8** Description of a person's routine. ☐ **Lesson 3, exercise 9** Description of frequency of activities ☐	**Lesson 1, exercise 5** Description of a person's family. ☐ **Lesson 2, exercise 5** Description of a person's physical appearance ☐ **Lesson 3, exercise 8** Description of a person you admire. ☐

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



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

Module 1 Final Task

The Wall of Honour

5 minutes

• Ask students to read the name of the module task. Explore what they think it is about and accept any answer from students.

• Explain what the Wall of Honour consists of and check they all understand it. Make sure they understand the purpose of the activity.

• Remind them they will have collected or done some of the mini-tasks in the three units of the module in order to carry out this final stage.

5 minutes

1.

• Have them take a look through the whole module and check which of the mini-tasks they have developed by using the checklist provided.

15 minutes

2.

• Put students in groups of five (either at random or you can give students a minute to make the groups as they want). Have a class list to hand and go group by group giving them the names of five of their classmates. Students write the names in their notebooks.

20 minutes

3.

• Read the rubric.

• Focus students' attention on the model provided and tell them they can use any content studied in the Module.

• Encourage students to write as many questions as possible to find out information about their partners.

• Make sure they use English in their groups.

30 minutes

4.

• Ask students to share the work and get ready. They will have to choose one of the people in their list and ask him/her the questions prepared in the previous activity. The answers have to be written down for the task.

• Go around the classroom helping students. Do not correct them. Let them use their compensation strategies to come up with the language they need to express meaning. Encourage them to do their best at communicating.

5. In your group, prepare your Wall of Honour. Choose Option 1 or Option 2 and start organising the information.
6. 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.

The Wall of Honour

Option 1: Make a video presentation for each student.
- Use the information collected in the activities from the module to make your video.
- Show your video to the class.

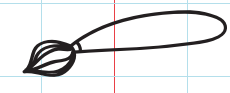
Option 2: Show and present your work on a classroom wall.
- Use all the material you created in the module and make a poster.
- Present your poster.

Option 1: A video presentation

STEP 1	Record a short video of yourself talking about your classmate. Show his/her picture!
STEP 2	Show and describe your classmate's family tree.
STEP 3	Talk about your classmate's routines and favourite activities.
STEP 4	Show a picture/video of the person he/she admires and talk about why your classmate likes him/her.
STEP 5	Present!

Option 2: A poster

STEP 1	Include a photo of your classmate.
STEP 2	Draw your classmate's family tree.
STEP 3	Make a collage of images related to your classmate's routines and favourite activities.
STEP 4	Include a picture of the person he/she admires.
STEP 5	Present!



Module 1 Final Task

5 minutes

5.

• In groups, students select one of the options to make their presentation.

21st Century Skills

Technology Literacy

In the new millennium, emergent software and technologies have made it possible to make incredible academic presentations without much effort. Encourage groups who choose the video option to use any kind of tech tool they know to make the video more interesting. This use of new technologies usually makes people more interested in the information and the way it is presented.

40 minutes

6.

• Students work in groups.

• Allow enough time for students to prepare, organize and edit the necessary material for their task. If they choose the video option, tell them they need some visual aids to accompany the video. They can use their school tablets (if available), their phones (if available), or even the school video cameras (if available). If they choose the poster, tell them they need to be creative and artistic to make the poster interesting.

• Since this task is planned during the academic term, tell groups that they will have to do their presentations at the beginning of each class. To make sure all groups present, plan a schedule in which one (or two, depending on the number of groups you have) group presents and have that schedule visible to all groups. In that way, you can remember what groups should present in coming classes and get everything ready.

• Make a final round up session asking students what they like about the other groups' presentations and give positive feedback to the others.

• Individually, each student can write a short reflection paragraph about how they can help their own groups in future presentations or how they can improve their contribution, be it at the procedural level or linguistic one.

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
    _____

Evaluation Answers

Page 46

Vocabulary

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

Grammar

6. This is my brother Steven.
7. He has curly, blond hair.
8. Does he work?
9. Yes, he does.
10. He always arrives at school on time.

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!

Evaluation Answers

Page 47

Reading

11. F
12. F
13. T
14. T
15. T

Writing

16. hair
17. up
18. doesn't
19. has
20. takes

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

Module 2 Presentation

10 minutes

- Explain that this second section of the book is about health. Then, ask students to repeat the word.
- Elicit a definition of *health*: 'a state where your body is in good condition.'
- Check the meaning of *habit* by encouraging students to provide examples of activities they do every day. Allow L1 as they might not know the vocabulary. You can draw stickmen on the board to illustrate the activities.
- Read the title and explain the concept of *healthy habits*.
- Point out that looking after our bodies is very important for being healthy and it is our responsibility. To do this, we need to develop healthy habits. If we do some exercise and spend some time every day taking care of ourselves, our bodies will be healthy.

20 minutes

- Students look at the pictures. Ask what activities the people are doing. Encourage the use of L2 as much as possible.
- Ask students if they think sportspeople take care of their bodies and elicit some ways in which they think they do. Write students' suggestions on the board.
- Elicit the other activities shown in the pictures. Discuss how they might help you to keep healthy. For example, painting might help you to relax; performing (or watching a performance) can stimulate your brain, etc.
- Go over the specific language functions and text types of the three units.
- Explain any difficulties students may have.
- Point out that asking questions and exchanging information about daily activities gives students more ideas about how to develop healthy habits.

Unit 1
My Body is an Amazing Machine!

- Read the language functions students are expected to achieve at the end of the unit.
- Clarify vocabulary, e.g. *amazing*, *machine*, *recommendation*, *protect*, etc. Use body language or mime the words to help students understand.

Unit 2
People Can Do a Lot of Things

- Read all the items, checking understanding of vocabulary like *interests*, *likes* and *explanatory*. Elicit examples of students' interests, likes and dislikes to help to explain these concepts.

Unit 3
My Health Care Routine

- Read all the language functions and text types, checking any word students do not understand, e.g. *care* and *daily*.
- If you did a drawing at the beginning of the module presentation, show students the stickmen on the board to illustrate everyday routines.

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
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)	**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)	**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

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Module 2 Presentation

Explore Your Knowledge

• Ask students to look at the pictures and explain what they see. Ask students: *Can you think how the pictures relate to each other? Do you believe athletes need to sleep or eat well? Do they need to go to the doctor?*

- Read the *Explore Your Knowledge* questions and elicit some answers from students. Write any new vocabulary, e.g. *junk food*, *check-up*, on the board and clarify it. You can use examples or drawings. To check their understanding, you can invite students to act out some of the vocabulary.
- Use the questions as an opportunity to check if students know more vocabulary related to activities, sports or healthy routines by making a contribution list on the board for the whole class. You can use the list on the board from earlier in the module presentation as a starting point for discussing healthy routines.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.

Final Task

• Explain that in module 2 students will be working on a visual campaign to promote healthy habits. For that purpose, they will be identifying parts of the body, describing accidents and injuries and suggesting ways to prevent accidents in unit 1. In unit 2, they will find activities people like to do and activities people are doing for Colombia, describe what leaders are doing in specific contexts, identify a school problem and suggest a solution. Finally, in unit 3, they will discuss their daily routine, identify healthy and unhealthy habits, suggest ideas for starting a healthy routine and describe a healthy day. Go through the chart with students, eliciting this information by asking questions and clarifying any difficulties.

- Finally, read the title of this module's chant, *Activities are exciting*, and ask students what they understand and how they can relate the content of the units to the title of the chant.

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	☐
• leg	☐
• eye	☐
• ear	☐
• stomach	☐
• head	☐
• back	☐
• foot	☐

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

1. …	2. …	3. …	4. …
5. …	6. …	7. …	8. …

Word Bank

stomach neck knee
shoulder back leg
arm elbow

Study Tip

Make a word list to remember the vocabulary you learn.

Unit » 1 My Body Is an Amazing Machine!

Unit Objectives

Basic Standards of Competences	Identify phrases and expressions related to parts of the body and their characteristics. Produce simple sentences about ways to protect our bodies from accidents. Exchange information about problems of the body.
Vocabulary	Parts of the body; Adjectives to describe parts of the body; Problems of different parts of the body
Grammar	Regular and irregular plural nouns; Personal pronouns; Present simple; *Wh-* questions

1. Listen »

(15 minutes) **track 28**

- Say the title of the unit and discuss as a class what it means.
- Read the rubric.
- Students say if they know where to go if they have an accident at school. What should they do? Who is responsible for contacting a child's parents if there is a medical emergency? What other number can they call?

Extra Activity (10 minutes)

Students talk about emergencies. Ask: *What's the number for emergencies in Colombia?* (123) *What's the number for the police?* (112) *What's the number for the fire department?* (119)

- Play the track. Students tick the words they hear.
- Play the track again so that students can check their answers.

Answer Key

head, stomach, back, leg

Audio Script 28

Doctor: Hello, Camila.
Girl: Hi, Doctor Romero.
Doctor: Let's see how you are today. Let's start with your head. Please, look at me ... OK. Your head's fine. How about your stomach? Do you have a problem if I touch it?
Girl: No, I don't, doctor.
Doctor: Now ... I want to check your back. Let me see ... All right! It's perfect.
Girl: I'm very healthy.
Doctor: You are! And finally, I want to check your leg. Mhhhh ... no problem. OK, Camila. You can go now. You are in a very good physical condition.
Girl: Thank you, doctor. Can I go to play now?
Doctor: Sure! Bye, Camila!
Girl: Bye!

Extra Activity (10 minutes)

Check the pronunciation of the parts of the body, especially the ones students tend to mispronounce: eye /ai/ (not /ei/), ear /i☐r/ (not /ear/), stomach /'st☐m☐k/ (not /stoma☐/), head /hed/ (not /head/), foot /f☐t/ (not /f☐:t/). You must emphasize the correct pronunciation of specific vowels and consonants.

2. Speak »

(15 minutes)

- Read the rubric.
- Students check they understand the vocabulary in the Word Bank before labelling the pictures.
- Students label the pictures with the words.
- Pair students and make them practise the pronunciation of the words. Monitor their work.
- Check the answers.

Answer Key

1. back
2. knee
3. neck
4. leg
5. arm
6. stomach
7. elbow
8. shoulder

Study Tip

Remind students that they have already studied this tip in Module 1. When they are learning new words making lists with a logical structure helps them to remember vocabulary in an easier way. Ask them to label the group of words 'parts of the body' and draw the part of the body in front of each word or cut pictures from a copy and then paste them. They should have a vocabulary section in their notebooks just for vocabulary work.

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.

3. Speak »

(25 minutes)

- Read the rubric.
- Students practise the words for numbers (previously studied in Module 1) and parts of the body.

Extra Activity (15 minutes)

Go to the school library (or use the computer laboratory, if available) and get students to look for information about the number of teeth that humans have. Do animals have the same number of teeth? This activity could also be done in one of the students' other classes (Biology, Physical Education, etc.).

- Students match each part of the body with its corresponding number.

Grammar Box
Regular and Irregular Plural Nouns

In English, we usually add ***-s*** (or ***-es***) to the noun to make the plural form. However, there are some irregular plurals that do not follow this rule.

Write on the board:

Regular plurals	Irregular plurals
one finger ten fingers	one foot two feet
one ear two ears	one tooth 32 teeth

- Check the answers with the class, asking different students to follow the model. Praise their good work and when they pronounce each word correctly.

Answer Key

mouth 1	fingers 10
hands 2	feet 2
toes 10	eyes 2
teeth 32	nose 1

4. Speak »

(20 minutes)

- Read the rubric.
- Students practise asking *How many …?* questions.

Grammar Box
Questions for Countable Nouns

The question for countable nouns is always the same. The only words that change are the auxiliary and the subject.

Write on the board:

Question	Answer
How many hands do we have?	We have two hands.
How many heads do you have?	I have one head.

- Present the model with a student.
- Allow enough time for students to work in pairs. Go around the class monitoring their work and help them with any pronunciation or grammar difficulties they may have.
- Check the answers with the class by asking pairs of students to ask and answer a question.

Study Tip

Explain to students that knowing the opposite meaning of a word (antonym) will help them to improve their vocabulary. They can make a list with the adjectives they have seen in the unit and write down their opposite. If there are any words they are not sure about, they can check them in a dictionary.

5. Read »

(25 minutes)

- Read the rubric.
- Before matching the pictures with the descriptions, explore the vocabulary. If students are not familiar with the vocabulary, encourage them to use dictionaries.

Grammar Box
Using Adverbs with Adjectives

An adverb can add extra information to an adjective.

Write on the board:

Adjectives	Emphatic adverbs
My arms are strong.	My arms are quite strong.
His body is weak.	His body is really weak.
Her neck is long.	Her neck is very strong.

- Allow enough time for students to read, work on the vocabulary and match each picture with the correct description.
- Check the answers by asking different students to read them out loud.

Answer Key

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

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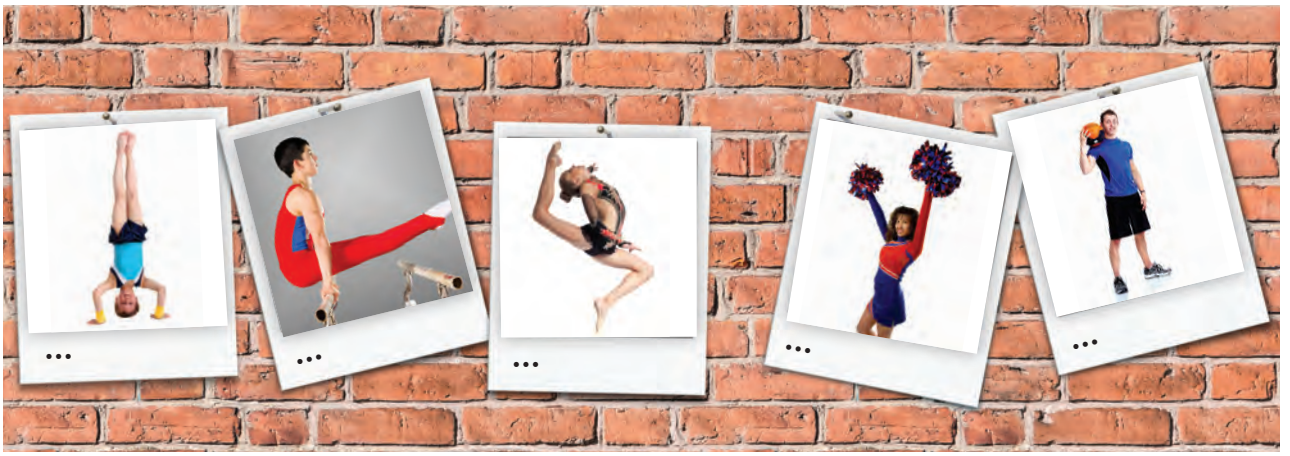
6. Listen »

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.

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 . . .

6. Listen »

(15 minutes) track 29

- Read the rubric.

Extra Activity (5 minutes)

Check the vocabulary before the listening task. Ask students if they can name each sport in the pictures. Play a spelling game to see if they know how to spell the words correctly. Ask students what other sports they can play in their school and make a list on the board. Run a class vote to identify which is the most popular sport.

- Play the track once and pause after each number. Students label the pictures with the names.
- Play the track again for students to check their answers.
- Check the answers with the class. Use the following model: *In Picture 1, ... practises ....*

Answer Key

From left to right:

1. Manuel
2. Lina
3. Giovanny
4. Ramiro
5. Johanna

Audio Script 29

Girl 1: Hello, Martha. What's this?

Girl 2: It's the Wall of Honour for the Physical Education class. These are the best students in the class. For example, look at Johanna. She's a cheerleader. Her legs are short, but she jumps with her pompoms and everything.

Girl 1: Oh, yeah! She jumps a lot! What about this one? Ramiro?

Girl 2: He does gymnastics. He's really strong! I mean ... REALLY STRONG!

Girl 1: Hey! I know this boy. His name's Giovanny. He plays in the basketball team. Wow! His legs are really long!

Girl 2: Of course! He's a basketball player. Manuel, he's the opposite. His arms are short, but that's not a problem for him. Look! He can stand on his head! And here you have Lina. Her legs are quite long. She does beautiful jumps.

Girl 1: It's true! I want to be on this wall! Let's go to the school gym and start practising. We can be the next stars on the Wall of Honour.

7. Write »

(30 minutes)

- Read the rubric or ask a student to read it out loud. Make sure they understand they have to write three different sentences about each person.
- If you followed the suggested model to check the answers in the previous exercise, tell students that sentence number one has already been done. They just have to copy it and write two extra sentences.
- Allow enough time for students to write them down and go around the class monitoring their work.
- Students go to the board and write some of their ideas.

Extra Activity (20 minutes)

Ask two or three students to write their sentences on the board simultaneously. First, ask them to write their sentences about Johanna, for example. Then, check their ideas highlighting the fact that all possibilities are correct. Make any necessary corrections and continue with the next group of students to write sentences about another person in the exercise.

8. Write »

(10 minutes)

- Read the rubric and give students time to study the model provided.
- Students use the model and write information about themselves and their body.
- Put students in groups of three. They read their sentences to each other.
- Students write their ideas on the board.

Extra Activity (10 minutes)

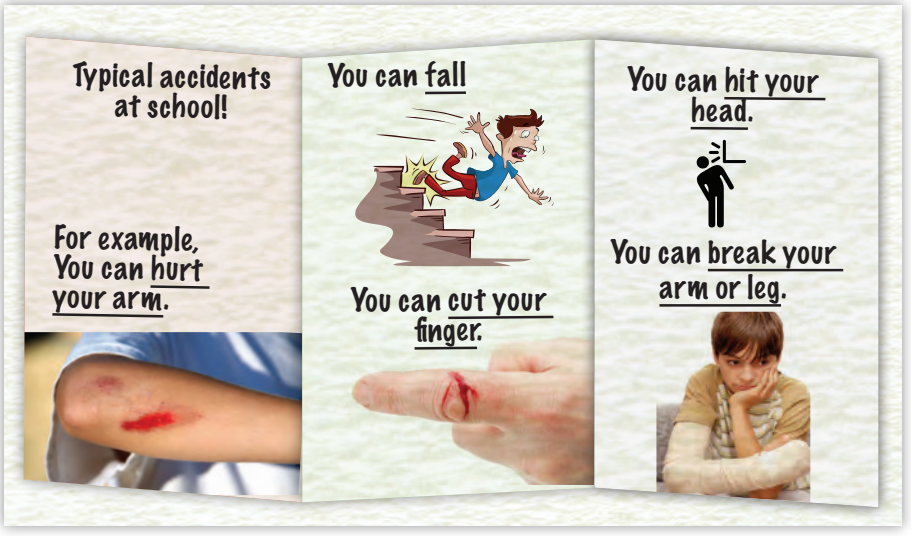
Do a peer-assessment session. When students have written their sentences, tell them to exchange their notebooks and assess their partner's ideas. The following criteria can guide the students' assessment process: *Are the sentences complete? Is their spelling correct? Are the sentences separated by a full stop?*

Extra Activity (20 minutes)

Ask three or four students to go to the board and write their sentences in exactly one minute, as if they were playing the 'Stop' game. Then, assess students' work with the whole class. Praise each student for their effort, no matter the number of mistakes they make. Then, repeat the activity asking three or four different students to write their sentences on the board.

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.



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.

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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. I position number 5, is ... In position number 4, is ...

1
2
3
4
5

1. Read »

(20 minutes)

- Read the rubric.
- Make sure students understand the instructions.

21st Century skills
Collaborating

The ability to work in groups and help each other to reach a common goal is very important. In this case, students have the chance to read out loud and peer-assess their pronunciation. In order to make the activity really meaningful, make sure they are familiar with the pronunciation of most words before reading the text.

- Allow some time to explore the vocabulary and check the pronunciation of any new words. Take dictionaries to class or use an online one.
- Allow enough time for students to read and work together. Go around the classroom monitoring their work.
- After reading the report, ask students the following question: *What types of accidents happen at school?* Discuss the answers as a class.

2. Speak »

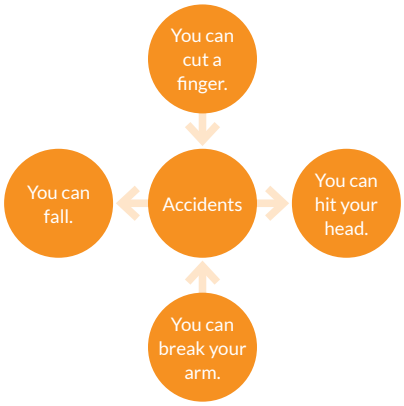
(20 minutes)

- Read the rubric.
- Go over the model provided and make sure students understand what they have to do.

Study Tip

Make students aware that the vocabulary of the previous lessons can help them to complete this activity. They can combine the new vocabulary of accidents with the parts of the body to make full sentences, as shown in the example.

- Draw a big circle on the board and write the word 'Accidents' in it. Add other circles to the diagram. Ask students to say short sentences and include them in the diagram.



Extra Activity (10 minutes)

Ask students to include the place of the school in which the accidents can happen.

3. Listen »

(15 minutes) **track 30**

- Read the rubric.
- Tell students that this report is a 'real' report which describes the most common accidents students have at school.

Extra Activity (5 minutes)

Ask students for examples of top fives. Then, ask: *Who is the tallest student in the classroom? Which rooms are the biggest in the school? What songs are the most popular these days?* Then, write top fives for the answers to the questions on the board.

Extra Activity (3 minutes)

Students predict which accident they think is in number 1. Elicit some ideas and tell students they will have the chance to check their predictions.

- Play the track once. Students take notes of key words.
- Play the track again so that students can check their key words and add them to their notes. Then, allow some time for them to copy the chart with the information in the audio.
- Check the answers with the class, starting with number 5 and then numbers 4, 3, 2 and 1.

Answer Key

1. Students hurt their legs and arms.
2. They hit their heads.
3. They cut their fingers.
4. Students/They fall.
5. They can break an arm.

Audio Script 30

In Middle School, students usually have accidents because they're not careful. Here we have the top five school accidents. In position number five, is an accident students have when they play – they can break an arm. In the next position, number four, we have a common situation – when students fall. In position number three, we have a simple problem students have with paper – they cut their fingers. In position number two, we have the typical accident that happens when students don't pay attention – they hit their heads on walls, windows or doors. And finally, in position number one, we have the most typical accident in Colombian schools – students hurt their legs and arms. In every school, we always have a minimum of five students who hurt themselves every week!

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

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

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

4. Speak »

(15 minutes)

- Read the rubric.
- Explore the vocabulary before doing the exercise. Students do peer-assessment to monitor each other's pronunciation.
- Students match the places with their corresponding name. Then, check as a class by asking for volunteers to read the answers following the model provided.

Answer Key

1. stairs
2. hallway
3. laboratory
4. playground
5. toilets
6. kitchen
7. classroom

5. Speak »

(20 minutes)

- Read the rubric.
- Students write down their ideas.

Extra Activity (15 minutes)

Play a game and reuse the content and grammar studied in the previous lesson. Ask: *How many kitchens are there in the school?* Then, take students around the school so they can name the different places. After ten minutes, students return to class and say the names of the places. Write them on the board.

Extra Activity (20 minutes)

Students work in groups and make a floor plan of their school. If there are different floors, give each group a floor. Students draw the floor plan and label the different places.

- Allow enough time for students to prepare their sentences and get ready to present them to the class.
- Check with the class by asking different students to say a sentence each.

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.
2. You can hurt your leg if you fall in the playground.
3. You can fall if you run in the hallway.
4. You can cut your finger on a piece of paper if you don't pay attention.

a.

b.

c.

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

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

6. Listen »

(10 minutes) **track 31**

- Read the rubric.
- Check that students know all the vocabulary. Students use a dictionary for words they don't know.
- Play the track twice so that they can check their work.

Grammar Box
Connecting Ideas with *if*

We join two ideas using the word ***if*** to talk about the result of something happening.

Write on the board:

Result	Connector	Action
You can break your arm	if	you run in the hallway.
You can hurt your leg	if	you play rugby.

- Check the answers with the class.

Extra Activity (10 minutes)

Ask students for ideas of their own. Ask them to follow the model and tell you two or three extra sentences of possible accidents they can have at school or at home. Accept any logical answer.

Answer Key

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

Audio Script 31

Girl: You can break your arm if you fall down the stairs.
Man: You can hurt your leg if you fall in the playground.
Boy: You can fall if you run in the hallway.
Woman: You can cut your finger on a piece of paper if you don't pay attention.

7. Write »

(25 minutes)

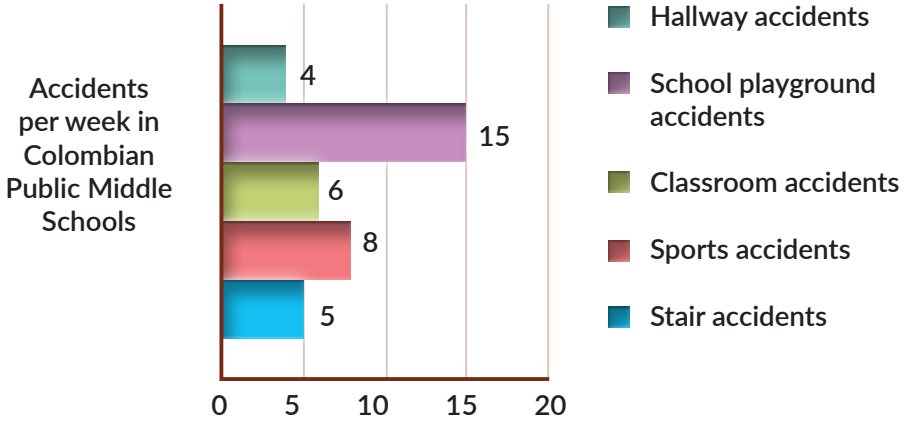
- Read the rubric.
- Check that students understand the vocabulary before doing the activity.
- Allow enough time for students to write their sentences in their notebooks.
- Students compare their answers with a partner.
- Check the answers with the class by asking four different students to read a sentence each.

Answer Key

1. wears kneepads
2. wear safety glasses
3. wear gloves
4. wears a helmet

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.

a. How many accidents happen per week?
b. Where do a lot of accidents happen?
c. 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!

1. Speak »

(25 minutes)

- Read the rubric.
- Ask students if they are familiar with graphs like the one in the exercise. What information does the graph show? Why are colours important? Do they understand the information in the graph?

21st Century skills
Information Literacy

The internet and social networks manage a great amount of information about people, characteristics, animals and many more categories. Therefore, sometimes information is organized in groups of numbers and presented using graphs like the one in the exercise. Usually, a graph includes information (for example, students, accidents, animals, sports, etc.) in a specific context. Identifying the graph in which the information is presented and the relation of numbers helps us to be much more informed about the world around us and have a more solid opinion about it.

Extra Activity (15 minutes)

Check students' understanding of the graph by asking them to think of another possible context in which a graph can be used. For example, a graph showing the number of students and computers in a school, soccer teams in Colombia and the number of goals, etc. Elicit some ideas from students.

- Ask a student to read the heading on the left of the graph and check their understanding.
- Students work in pairs and answer the questions. Tell them that they have to read the questions carefully and find the information in the graph to answer them.
- Go around the class monitoring their work and providing help if necessary.

Answer Key

a. In total, 38 accidents happen per week.
b. A lot of accidents happen in the school playground.
c. You have to be more careful outside the classroom.

2. Speak »

(20 minutes)

- Read the rubric.
- Students combine words from each column and make logical sentences about accidents in school.
- Ask a student to read the model and have the student point to what expressions were combined to make that sentence. Point out that more than one combination may be possible.
- Encourage students to be as creative as possible and enjoy the activity.
- Check the answers with the class, accepting that there are many possible answers.

Extra Activity (5 minutes)

Elicit from students the grammar studied in previous lessons and check the use of the connector *if*. Remind them of the order of the words and ask students to make sentences.

Suggested answers:

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

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.	☐	☑
2. Students usually have accidents because they don't pay attention.	☐	☐
3. Students often cut their fingers.	☐	☐
4. Sometimes a student can push another student by accident.	☐	☐
5. The stairs and the hallways are typical places where accidents happen.	☐	☐
6. For Ms Román, attention is the best way to prevent accidents at schools.	☐	☐

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.

3. Listen »

(20 minutes) track 32

- Read the rubric.
- Students read the sentences before listening and check their understanding.
- Play the track once. Students tick the sentences.
- Play it again and students make sure they have ticked the correct sentences.
- You may need to play the track again. Then, check the answers with the class.

Extra Activity (5 minutes)

Students correct the false statements by writing the correct information. Then, listen again and check.

- Get students to compare their answers.
- Check the answers by asking different students to read each sentence and say whether it is true or false.

Answer Key

1. F	3. F	5. F
2. T	4. T	6. T

Audio Script 32

Man: Hello, everybody! Welcome to our 'Safe Schools' programme. Today we're here with Ms Román, a Physical Education teacher who works at Puerto de Buenaventura School in Cali. How are you today, Ms Román?
Ms Román: Hello. I'm fine, thank you. I'm very happy to be here.
Man: Tell us, Ms Román, what are the typical accidents students have in your school?
Ms Román: Well ... students usually have simple accidents because they don't pay attention or don't follow the rules when they play sports. For example, one of the most common accidents I have in my classes is when students hurt themselves, especially their elbows and their knees.
Man: Why does this happen?
Ms Román: They hurt themselves because they run too fast and they don't look in front of them. Sometimes also because students push other students by accident.
Man: Aha! Any other accidents?
Ms Román: Well ... there's another common accident. Students hit their heads or legs on the chairs or the tables in the classrooms, and also the chairs in the playground. Again, this usually happens because students don't pay attention when they walk or run.
Man: OK. Well, dear listeners, this is another story from a Colombian school. We'll be back later with another interview. Ms Román, thank you very much for your time.
Ms Román: Thank you. And remember, it's very easy to prevent accidents at school. Pay attention!

4. Write »

(30 minutes)

- Read the rubric.
- Go over the model and draw students' attention to the *Useful Expressions* box. Point out the word order (*To prevent* usually goes at the beginning of a sentence and *It's important to/It's important not to* can go in the middle of the sentence).
- Read the model again (out loud) and show students how to organize their ideas.
- Allow enough time for students to write their own sentences. Provide any necessary help with vocabulary.
- Check the answers by asking different students to write their ideas on the board.

5. Speak »

(40 minutes)

- Read the rubric.
- Students plan what questions they will ask and write them down.
- Students write four questions to ask a classmate. Check their work.
- Pair students and tell them to interview each other and write down their answers. You could let them use their mobile phones to record their interviews.

Extra Activity (10 minutes)

Students plan the interview and do it with a student from a different class (same level, of course).

21st Century skills
Social Skills

Read the information and highlight the value of group work in class. Students can always help each other in a positive way because learning is a cooperative activity. Instead of criticizing, they can make constructive comments on both positive aspects and things to improve. In this way, students can reduce their natural anxiety in class and get better results.

6. Write»

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

1 This is Andrea. She's 12 years old. She's in 6 C.

2 Accidents can sometimes happen ... For example, she ...

3 There are accidents in ... and in ...

4 To prevent accidents we can ... and we can ...

5 In conclusion, ...

Final task activity!

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!

6. Write »

(30 minutes)

- Read the rubric.
- Go over the model and tell students to check the information in their interviews. Ask: *How can you present the information in a creative way? Can you use paper or an electronic device to organize the information?* Encourage them to use their imagination.
- Allow enough time for students to write down their ideas. Make sure they include as much information as possible from the interview.

7. Speak »

(30 minutes)

- Read the rubric.
- Follow the model with a student.
- To save time, get students to work in groups of four. They will have to give their presentations to their group and they will then vote for their favourite presentation. Why is it their favourite? What things did they like about it?

21st Century skills
Technology Literacy

Remind students that technology offers a lot of possibilities to make interesting and visually attractive presentations. Encourage them to use alternative ideas, not always paper and pencil. They will be surprised to see the level of creativity of their classmates.

8. Speak »

(20 minutes) track 33

- Read the rubric.
- Play the track once and repeat the plural words. Emphasize the final *-s/-es* sounds in the plural words.
- Play the track again and ask students to repeat as a class.
- Let students work individually and practise the poem. How fast can they read it?

Extra Activity (5 minutes)

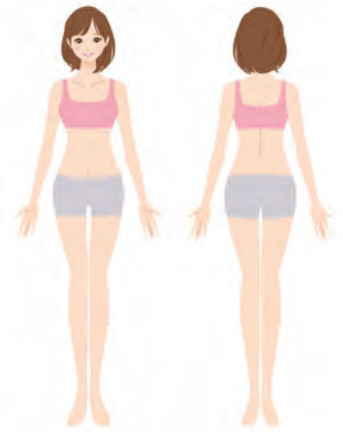
Students memorize the poem and say it out loud. Give points for the best recitals.

Audio Script 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	

1. Write »

(25 minutes)

- Read the rubric.
- Allow enough time for students to copy the picture of the girl in their notebooks.
- Students write the parts of the body and label the picture.
- Students write sentences about the girl.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

2. Read »

(15 minutes)

- Read the rubric.
- Students complete the sentences with the words in the Word Bank.
- Set a time limit.
- Check the answers. Ask different students to read sentence by sentence. The class has to say whether the answer is right or wrong.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

Answer Key

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

3. Listen »

(10 minutes) track 34

- Read the rubric.
- Play the track once so that students can write down the words they hear.
- Play the track again and students write their answers.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

Suggested Answers

1. It's important to run slowly/ It's important not to run too fast.
2. It's important to pay attention.
3. It's important not to push your classmates.

Audio Script 34

Boy: Mum! Mum! Look at my elbo… I always fall in the park when I run too fast.

Girl: Doctor, I don't pay attention when I'm doing my art homework and I usually cut my finger. Is it OK?

Doctor: Don't worry, Ana. It's just a small cut. You just have to pay more attention next time.

Man: Mhhh ... Those students have a problem again. When they play in the playground, they push their classmates too hard.

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.

2. Speak »

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

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

Study Tip

Classifying words into groups helps you to remember vocabulary.

Unit » 2 People Can Do a Lot of Things!

Unit Objectives

Basic Standards of Competences	Identify phrases and expressions related to activities people do in their free time. Produce simple sentences about characteristics of activities and hobbies. Exchange information about ways to help the community be a better place.
Vocabulary	Vocabulary related to sports and hobbies; Vocabulary related to actions to help the community
Grammar	Expressing likes and dislikes; Expressing ability with *can/can't*; Questions with *can*; Present continuous; Questions in the present continuous

1. Speak »

(20 minutes)

- Say the title of the unit and discuss as a class what it means.
- Tell students they are going to learn about hobbies and activities they can do in their free time.
- Read the rubric. Ask students if they know where Quiroga neighbourhood is. How familiar are they with Bogotá, or the city they live in?

Extra Activity (5 minutes)

Play a game. Students make a list of neighbourhoods in their city. The winner is the group (or pair) that has the highest number of neighbourhood names.

- Ask students what a community centre is. What activities can they do there? Why are those centres so important for communities? Do they know where their community centre is?
- Students read the noticeboard. Do the courses sound interesting to them? Would they like to take any?
- Students work in pairs and ask and answer the questions. Draw their attention to the words in red, which indicate an opinion of the activity and their interest in specific activities.
- Students listen to each other and assess each other's work.

2. Speak »

(20 minutes)

- Read the rubric. Make sure students understand the instructions.
- Look at the vocabulary in the list. Are students familiar with all the activities? What about the sports?

Study Tip

Classifying words into groups with common characteristics is a great way to help students organize and remember more vocabulary. They can classify the new words according to their personal criteria, as long as it is a logical way of understanding the words in the group.

- Ask students to write more words in the list. Encourage them to use dictionaries, if possible.
- Point out the words in red. What do they indicate? Ask two students to read the model.

Grammar Box
Expressing Likes and Dislikes

To express likes and dislikes we use *like* + *-ing*, *like* + object and *don't like* + *-ing*, *don't like* + object. The activity, sport or hobby comes after *like /don't like /doesn't like*.

Write on the board:

Likes	Dislikes
I like music.	He doesn't like school.
You like writing poems.	We don't like playing volleyball.
My mother likes dancing.	He doesn't like reading books.

- Pair students and ask them to practise the model in the book. Then, they can continue using the words in their list of activities.

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
reading books ☐ swimming ☐	volleyball ☐ basketball ☐	model making ☐ painting ☐
martial arts ☐	model making ☐	drawing ☐

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

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!

3. Listen »

(10 minutes) track 35

- Read the rubric.
- Get students ready for the listening task by looking at the pictures first and checking that students know the meaning of the words.
- Play the track once. Students tick the activities that they hear.
- Play the track again for them to tick any answers they missed. Then, ask them to compare answers in pairs.
- Check the answers as a class by asking different students.

Extra Activity (5 minutes)

Play the track again and ask students to focus on the way the students in the conversation express their interests. They are good with their hands, they prefer sports or they are artistic. Run a class vote and ask students who they are similar to Manuela, Juan Pablo or Matías. This poll will be a good transition to the next activity.

Answer Key

Manuela: She likes reading books and she likes martial arts.
Juan Pablo: He likes volleyball and basketball.
Matías: He likes model making, painting and drawing.

Audio Script 35

Manuela: Look at this bulletin board! They have a lot of courses! For example, the reading club. I like reading fantasy books!
Juan Pablo: The reading club? No way! That's too boring for me. I don't like sitting on a chair and reading for hours. I prefer sports.
Manuela: I like sports, too. I like martial arts. Do you like martial arts?
Juan Pablo: Not really. Martial arts are not so interesting. I like team sports, for example, volleyball or basketball.
Manuela: Hey! There's a basketball team here!
Juan Pablo: Great! That's my sport! How about you, Matías? Are you interested in sports?
Matías: Not really, Juan Pablo. I'm more of an artistic person. I like painting, drawing and doing things with my hands.
Manuela: Do you like doing origami and things like that?
Matías: Yes, I do. I like making model aeroplanes, too. I'm good with my hands.
Juan Pablo: Model aeroplanes? Wow! That sounds interesting!
Matías: Yeah! It *is* interesting.

4. Speak »

(20 minutes)

- Read the rubric.
- Tell students this activity helps them to practise what they have studied in the lesson.
- Use the model with a student and point out how people express their opinions.

Grammar Box
Likes and Dislikes

When we talk about our likes and dislikes, it is possible to give more information about why we like or don't like specific activities.

Write on the board:

Like/Dislike	Reason
I like painting.	It's easy for me.
I don't like doing martial arts.	It's a bit boring.

- Point out the Useful Expressions box and check students understand what the expressions mean.
- Ask two volunteers to practise using the model. They should try to use some of the expressions.

21st Century Skills
Communicating

In everyday conversation we have the chance to express our honest opinions about things we like and things we don't like. This can create disagreement, but we should always be respectful and understand that people have different opinions in order to build more solid relationships with our family, classmates and friends.

- Students practise in pairs. Go around monitoring students' work and making any necessary corrections.

5. Write »

(25 minutes)

- Read the rubric.
- Students look at the list of activities and tick what they like or don't like.
- Students think about why they like or don't like the activities.

Extra Activity (5 minutes)

Remind students of the use of connectors in their sentences. Write on the board: *don't like drawing because it's difficult for me.* Then, ask students to give more sentences using *because*.

- Allow enough time for students to write their reasons and help them use as much vocabulary as possible from previous activities.
- Check the answers by asking some students to read their sentences out loud.

Extra Activity (25 minutes)

Ask students to make a similar chart on a piece of cardboard and to include three or four different activities in the first column. Then, ask students to paste their charts on the classroom. Students walk around the classroom. Then, shout 'stop!' Students then write their opinion on the closest chart. They should tick the activity that they like or don't like and write their reason. Continue the activity until all the charts on the wall are complete.

36

6. Listen » Listen and choose the correct answers, a, b or c.

In Ukraine, students are very good at gymnastics, swimming and athletics. We like doing sports because they help people to be more disciplined and healthy. We also like doing other things that are different from sports. For example, sewing's an exciting activity in many schools in Ukraine. It's very difficult for me. My sister's really good at it, but she doesn't like it. She likes dancing. She likes salsa, the Latin dance. It's a bit hard for her, but she practises every day.

sewing

1. Ukrainian students are good at ...
   - **a.** swimming and cooking.
   - **b.** athletics and gymnastics.
   - **c.** football and watching TV.

2. For Dimitri's sister, salsa's ...
   - **a.** a bit difficult.
   - **b.** really easy.
   - **c.** boring.

3. In Ukraine, students do sports to be ...
   - **a.** strong and fast.
   - **b.** disciplined and healthy.
   - **c.** interesting and fascinating.

4. For Dimitri, sewing's ...
   - **a.** very difficult.
   - **b.** exciting.
   - **c.** very easy.

7. Write » Write about some activities students do in your country/department/community. Follow the model to complete your text.

In ..., students are very good at ..., ... and .... We like doing these activities because .... We also like ... and .... In my opinion, ... is fascinating. ... is a bit difficult for me, but I practise every day.

Study Tip

Remember to follow models when you write. It helps you to write better texts.

8. Write » Read a partner's text. Make corrections. Finally, write a positive comment.

very good at *like doing*

In Puerto Gaitán, Meta, students are very good running and swimming. We like do these activities because they're traditional activities. We also like dancing and playing the piano. In my opinion, the harp is fascinating. Dancing Joropo's a bit difficult for me, but I practise every day.

Natahly: your text is very interesting. Congratulations. The ideas are incredible. I especially like the part about dancing and playing the piano because I like dancing, too!

21st Century Skills

• *Collaborating*

Making positive comments about other people's work helps them to be more confident.

6. Listen »

(20 minutes) track 36

- Read the rubric.
- Locate Ukraine on a map. Tell students that they will learn about the customs of young Ukrainians.
- Play the track once. Students listen and read.
- Play the track again for students to read along with again and further undersatnd the text.
- Students read the questions and choose the correct answers.

Extra Activity (5 minutes)

In case you have high achievers who finish the exercise quickly, ask them to indicate in the text where they find the answer to each. This helps students to identify specific pieces of information. If they can do it well, ask them to help their classmates who need help. This peer-help exercise helps to create stronger bonds among classmates.

- Check the answers with the class. Ask different students to read the questions and the corresponding answers.

Extra Activity (10 minutes)

Run a class vote to find out what students like and don't like: gymnastics, swimming, athletics, salsa dancing and sewing. Ask students why different activities are more or less popular in different countries (the weather, the tradition, the religion).

Answer Key

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

Audio Script 36

Dimitri: In Ukraine, students are very good at gymnastics, swimming and athletics. We like doing sports because they help people to be more disciplined and healthy. We also like doing other things that are different from sports. For example, sewing's an exciting activity in many schools in Ukraine. It's very difficult for me. My sister's really good at it, but she doesn't like it. She likes dancing. She likes salsa, the Latin dance. It's a bit hard for her, but she practises every day.

7. Write »

(30 minutes)

- Read the rubric out loud or ask a student to read it.
- Students should write about a real activity that is common in their region.
- Read the model provided and read the information in the Study Tip.

Study Tip

Following models is a strategy to have better results not only in writing, but with many other skills in the classroom. Using a model helps to give students confidence, too.

- Allow enough time for students to write their ideas and provide help as necessary.
- Go round and monitor students' work.

8. Write »

(20 minutes)

- Read the rubric and give students time to study the model provided.
- Tell students to exchange papers/notebooks with a partner and read their partner's text. If possible, make corrections by circling the error and indicating the correction.
- When students finish, they should write something positive about the text, following the model provided.
- Allow enough time for students to do the peer-assessment activity. Help them with corrections and encourage them to write positive comments about their classmates' work.

21st Century Skills
Collaborating

Learning is a process that takes time and effort, and we always need some supporting words to keep working hard. When we make good comments about each other, we are promoting a culture of respect and tolerance, and this will give people confidence and will help them to perform better.

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. ...?		

Yes, I can.

No, I can't.

Can you do crafts?

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

21st Century Skills
• *Critical Thinking*

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

3. Speak »

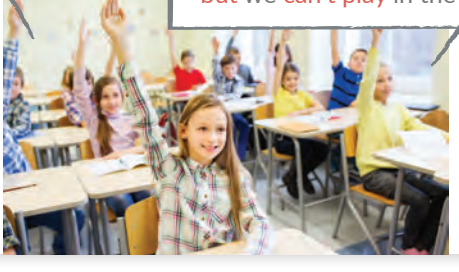
With your class, make a list of the things you can or can't do in different parts of the school. Use the Word Bank.

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.



1. Speak »

(20 minutes)

- Read the rubric.
- Ask students what activities they can do in the programme. How long have they been part of it? What is their favourite activity?
- Go over the vocabulary and check pronunciation.
- Go over the model and draw students' attention to the words in red.

Grammar Box
Expressing Ability with *Can/Can't*

We express our ability to do different things with the expressions *can* or *can't*. We use an action after *can* and the action is in the infinitive form.

Write on the board:

Ability expression	Reason
I can sing karaoke.	It's interesting to me.
I can't draw.	It's very difficult to me.

- Make students work in pairs using the information in the pictures.
- Go around monitoring students' work, especially the use of *can/can't*.
- Encourage students to use some of the expressions from the previous lesson, e.g. *boring*, *hard*, *easy*, *interesting*.

Extra Activity (5 minutes)

Students explore what extra-curricular activities they can do in their school. Students write down what they know and share their ideas with the class.

2. Write »

(20 minutes)

- Read the rubric. Make sure students understand that they have to ask five questions to five different classmates, i.e. one question per person.
- Read the model, focusing students' attention on the way the questions are asked.

Grammar Box
Questions with *Can*

Can appears at the beginning of the question.

Write on the board:

Question	Answer	Reason
Can you dance?	Yes, I can.	I like dancing very much.
Can you speak Italian?	No, I can't.	It's very difficult for me.

- Students write five questions in their notebooks in a similar chart to the one in the book.
- Students stand up and ask their questions to five students.
- Once students finish asking the questions and recording the answers, check with the class. Ask volunteers to read their answers, expanding if they can.

21st Century Skills
Critical Thinking

School rules are very important because they include the things students can and can't do at school. Sometimes, we might think that those rules are unnecessary, but rules are a social agreement that make living and learning with other people more enjoyable. Knowing the rules of the school is an essential aspect to ensure everyone gets along at school.

3. Speak »

(15 minutes)

- Read the rubric.
- Tell students that in this activity they will talk about what they can/can't do *but* in a different context: school.
- Go over the model and ask students to use the school vocabulary studied in previous lessons.
- Remind students to use connectors such as *but*.
- Check students understand the vocabulary in the Word Bank.

Extra Activity (5 minutes)

Play a game. Students work in groups of three or four. You say a place in the school and point to a group. They have two minutes to say as many sentences as possible about the activities they can/can't do there. The group with the highest number of answers wins.

- Go around monitoring students, helping them with the vocabulary.

37

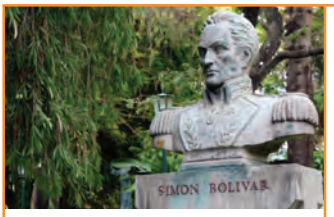
4. Listen »

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 coordinating 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 Ibargüen

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.

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!

4. Listen »

(15 minutes) track 37

- Read the rubric.
- Tell students that the text is about a real person from Colombia.
- Play the track once. Students listen and read. Ask them if they understood the general idea of the text.
- Play the track again and tell them to try to understand more this time.

Extra Activity (5 minutes)

Prepare this activity in advance and get some pieces of cardboard (or slides, if you have a computer in your room) to make vocabulary flashcards of any of the words in the text. On one side of the card, write the words. On the other side, draw or stick a picture of the word. After listening to the text, read the text out loud and stop after the words you have flashcards for. Show the flashcards to students and keep on reading.

- Students read out loud in pairs. Go around the classroom and help students with pronunciation.

Extra Activity (15 minutes)

Play a pronunciation game in which students read sentences from the text. Prepare some reading comprehension questions (appropriate for the students' level).

- Ask students to focus on the words in red: *What do they indicate? What is the common characteristic they have?* (They are all in the *-ing* form.)

Grammar Box
Present Continuous

We use the present continuous for things happening now, at the moment of speaking.

Write on the board:

She's reading a book.
We're cleaning the house.
I'm teaching class now.

Audio Script 37

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 coordinating 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 »

(15 minutes)

- Read the rubric.
- Look at the names before doing the exercise. Are students familiar with the people 1-4? What do they do?
- Ask a student to read the model and focus students' attention on the use of the *-ing* form to express something that is happening now.
- Check students understand the meaning of the words in the Word Bank.
- Students talk with a partner about the pictures. Go around the classroom and monitor students' work.

Answer Key

Number 1 is Diana Uribe. She's talking about history. Number 2 is the Colombian football team. They're playing football. Number 3 is Caterine Ibargüen. She's jumping. Number 4 is Monsieur Periné. They're singing.

6. Speak »

(20 minutes)

- Read the rubric.
- Ask if students know other Colombian people who are doing some positive things.
- Follow the model with a student and make sure students understand what they have to do. Focus their attention on the words in red in the questions.

Grammar Box
Questions in the Present Continuous

Question	Answer
What's your brother doing these days?	She's studying to be a doctor.
What are your parents doing?	They're working hard.

- Ask students to write down the names of five or six people from Colombia.
- Students work in pairs and ask and answer questions about the five or six people they wrote down.
- Go around monitoring students' work.

Extra Activity (10 minutes)

Ask students different questions about people they know, e.g. *What's Mr/Ms (principal's last name) doing now? What's your sister doing now? What are the policemen doing right now?* Encourage students to raise their hand to answer and praise their good work.

- Check with the class by asking different students to say one question and another student to answer it.

21st Century Skills
Leadership

Leaders are people who make important decisions for different people. Usually, leaders are recognized by communities and sometimes their work goes beyond the local context. There are many anonymous leaders, and the only way to recognize their work is by talking about what they are doing and its impact on the community. This makes leaders more visible.

7. Write » Think about a leader who's doing something important for your community/city/country. Complete the information.

My aunt Carla's working for my community. She's painting murals with the children of my neighbourhood.

8. Speak » Work in groups of three. Share your information about your leaders. Say what information is interesting to you. Talk to your classmates.

My brother's a leader in my community. At the moment, he's helping children eat healthy food.

Great! Is he working alone?

Wow! That's really interesting.

No, he isn't. He's working with a team.

Final task activity!

9. Speak » Say if you have personal goals. Tell a partner.

I want to be an excellent student this year. I'm doing all my homework these days. I'm checking my lessons at home. I'm not using the internet very much.

7. Write »

(30 minutes)

- Read the rubric.
- Students think of a person who is doing something important. It should be a real person.
- Read the model provided and point out the *-ing* forms. Do students understand the model? Is it clear what they have to do?
- Allow enough time for students to write their ideas. Go around providing help as necessary.

Extra Activity (10 minutes)

Do this activity in pairs. Students ask and answer questions about the important things people are doing to help other people.

8. Speak »

(15 minutes)

- Read the rubric. Make sure students understand what to do.
- Read the model before doing the exercise.

Extra Activity (5 minutes)

Make a list of expressions students can use to indicate their opinion. In the model, the students use *Wow! That's interesting!* Show students three or four extra expressions they can use. For example, write on the board: *That's great! That's amazing! That's perfect!* Encourage students to use the right intonation when using the expressions (point out the exclamation marks at the end of each expression).

- Allow enough time for students to share their ideas and express their opinions.
- Check students' ideas by asking them to read out their sentences. Then, ask other students to react using the expressions.

9. Speak »

(15 minutes)

- Read the rubric. Make sure students understand the activity.
- Give students enough time to think about one goal they have (a real one) and come up with two or three sentences related to that goal.
- Ask students to share their goals with the class. Praise students for their effort.

Extra Activity (5 minutes)

Use some of the expressions from the previous exercise and encourage students to use them when reacting to their classmates' goals.

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.

1. Listen »

(10 minutes) track 38

- Read the rubric. Ask students if they are familiar with the people in the picture.
- Play the track once. Students match the pictures and the answers.
- Play the track once again to check their work.
- Read the model. Students work in pairs and compare answers.

Answer Key

1. firefighter
2. paramedic
3. police officer

Audio Script 38

1. Woman: Please leave the building. We need to go upstairs to control the fire. Go … go … go out!
2. Woman: OK. The patient's OK. Let's put her in the ambulance and go to the hospital.
3. Man: Hey, guys, you can cross the road now.

2. Listen »

(20 minutes) track 39

- Read the rubric.
- Play the track once. Students match the person with the activity.
- Play the track again and ask students to write down key words about each person. Play the track again if necessary.
- Before checking answers with the class, students can check their answers in pairs.
- Check the answers with the whole class.

Extra Activity (5 minutes)

Ask students if they think the jobs are easy, difficult, interesting or boring. Run a class vote and check students' answers on the board. Which was the most popular job?

Answer Key

People	I can …	I can also …
police officer	help people in the street	check the cars follow the rules
paramedic	take people to the hospital	give medicine to patients
firefighter	put out a fire	teach students how to prevent a fire

Audio Script 39

Police officer: Hi! My name's Bob and I'm a police officer. I help people in the street. I make sure that everyone can cross the street safely. I can also check that the cars are following the traffic rules.
Paramedic: How's it going? I'm Joanna and I'm a paramedic. In my job, I take people to the hospital so they can get medical care. I can also give the patients medicine.
Firelighter: Hello! I'm Kayla and I'm a firefighter. I put out fires all over the city. We're really quick at it! I can also teach students how to prevent a fire. Stay safe!

3. Speak »

(20 minutes)

- Read the rubric.
- Practise the model with another student.
- Students work in pairs. Go around the classroom and monitor students' work.

Extra Activity (5 minutes)

Students work in different pairs. You may want to pair low achievers with high achievers.

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 »

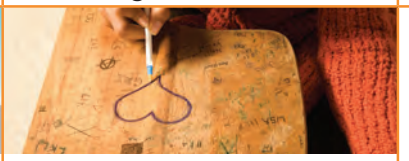
Some members of your community can act in bad ways. In groups of three, say what they can do to be better.

1. She's driving and texting.

2. He's crossing the street on a red light

3. They're leaving a campfire near trees.

4. He's throwing rubbish on the street.



5. They're drawing on the school desks.

6. He's saying bad words to a classmate.

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 ...

4. Write »

(30 minutes)

- Read the rubric.
- Read the model. Point out the use of punctuation, tenses and the 'tone' of the text.
- Students work in pairs and think of a person. Then, they have to write some sentences, helping each other with vocabulary and grammar.
- Students should write a minimum of three sentences.
- Ask different pairs to read their texts out loud. Praise them and continue with another pair.

Extra Activity (15 minutes)

Students write their sentences on pieces of card and stick them around the classroom.

5. Speak »

(15 minutes)

- Read the rubric.
- Read the model.
- Put students into groups of three. Go around the classroom monitoring their work.

Extra Activity (10 minutes)

Ask students to rate the bad actions where number one is the most serious and six the least. Give them a couple of minutes to write a number next to the sentences. Run a class vote and write the results on the board.

Answer Key

1. To be better, you can text when you aren't driving.
2. To be better, you can cross the street on a green light.
3. To better, you can put the campfire out before you leave.
4. To be better, you can throw rubbish in the bin.
5. To be better, you can draw on paper.
6. To be better, you can be friendly with your classmates.

6. Read »

(20 minutes)

- Read the rubric.
- Before matching the actions with the possible solutions, go over the vocabulary. Be ready to explain using synonyms.
- Students read the text again and match the corresponding ideas.
- Check the answers. Ask volunteers to read their answers.

Answer Key

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

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.

7. Write »

(30 minutes)

- Read the rubric.
- Students work in groups of three and choose a problem in their school. They write down the problem.
- Students work together to think of possible solutions to the problem.
- Ask students to assess each other's work.
- Allow enough time for students to write their ideas.

Extra Activity (10 minutes)

Students write a problem on a piece of paper and exchange it with another student. The other student writes a possible solution. Students then give their opinion on the suggested solutions.

8. Speak »

(20 minutes)

- Read the rubric.
- Ask groups to read their ideas and make sure the others are listening.
- When all the groups have presented, focus their attention on the model provided and ask them to vote for their favourite group presentation. They cannot vote for themselves.
- Run a class vote and find out which was the most popular presentation. Praise the groups for their work.

Extra Activity (10 minutes)

Write numbers 1 to 5 in a list on the board. Each number represents a different group. Students clap loudly if they liked the group's presentation. Write the results of the class vote on the board. The winner should be the group that received the loudest clapping.

9. Listen »

(10 minutes) track 40

- Read the rubric. Point out the pronunciation of *can* and *can't*.
- Play the track once.
- Play it again, stopping after each line. Ask students to repeat.
- Students work in pairs and read the text out loud.
- Ask for volunteers to read the text out loud. The rest of the class has to evaluate how well it was pronounced.

Extra Activity (5 minutes)

Students memorize the sentences and say them out loud. Give points for the best pronunciation.

Audio Script 40

Girl: 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.

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 ...

I can create short, simple sentences about interests and likes. ✓
Very well
Quite well
With difficulty

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

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

1. Write »

(20 minutes)

- Read the rubric.
- Allow enough time for students to write down the information.
- Students write what different members of their family like doing or don't like doing.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

2. Speak »

(15 minutes)

- Read the rubric.
- Give students two minutes to prepare their ideas individually.
- Students then work in pairs and share their sentences. They can work in pairs and peer-assess their performance.
- After they finish the exercise, help them reflect upon their individual performance in the exercise and make them complete their reflection chart.

Answer Key

Chung Mi can play volleyball and he can play the guitar. He can't paint and he can't do karaoke.

Magdalena can do sudoku and she can dance. She can't do origami and she can/can't roller-skate.

3. Listen »

(10 minutes) track 41

- Read the rubric.
- Play the track once. Listen to the questions and take notes of key words.
- Play the track again and allow enough time for students to write their answers accordingly.
- After they finish the exercise, help them reflect upon their performance in the exercise and make them complete their reflection chart.

Answer Key

Suggested answers:

1. He/She's teaching a class.
2. Yes, I am. I'm studying hard./ No, I'm not. I'm not studying hard.
3. Yes, she is/No, she isn't.
4. I'm ... *(answers will vary).*
5. Yes, I am. I'm ... *(answers will vary).*

Audio Script 41

1. What's your teacher doing now?
2. Are you studying hard these days to pass your school exams?
3. Is your mother watching TV right now?
4. What are you doing to help your community?
5. Are you doing something to help your school?

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.

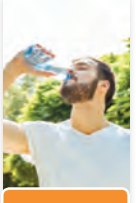
In Context » On a Normal Day, I ...

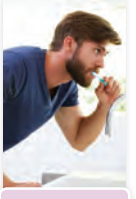
1. Write » Put the days in the correct order and choose which activities you want to do.

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

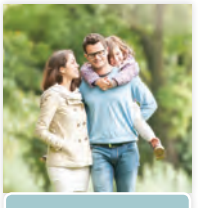
2. Speak » Match the pictures with the daily routines. Then, tell a partner.

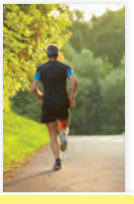
drink water

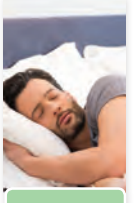

brush teeth


do exercise

cook healthy food


comb your hair


spend time with your family


sleep well

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

Unit » 3 My Health Care Routine

Unit Objectives

Basic Standards of Competences	Identify phrases and expressions related to habits and personal care routines. Produce simple sentences about times and days when people do activities. Exchange information about ways to start a healthy routine.
Vocabulary	Days of the week and months of the year; Ordinal numbers; Telling the time
Grammar	Adverbs of frequency; Prepositions of time

1. Write »

(20 minutes)

- Say the title of the unit and discuss as a class what it means.
- Read the rubric.
- Ask students if they remember what a community centre is and what it is for.

Extra Activity (5 minutes)

Ask students if they remember the courses offered by the Quiroga Community Centre at the beginning of Unit 2 (without looking in their books). Which of those courses were related to sports and physical activities?

- Students put the days of the week in the correct order and then discuss which activities they want to do.

Extra Activity (20 minutes)

Play a *Days of the Week* game. Organize students in groups of four or five. Then, say 'Monday'. You point to a group and the first student has to say the first letter of the word 'Monday'. Then, the student next to him/her has to say the second letter of that day. Then, the third student says the third letter, etc. If a student makes a mistake, point to another group. The other group has to start spelling from the beginning of the word.

- Read the model.
- To check the answers, run a class vote to find out which were the most common answers.

Extra Activity (15 minutes)

Play a pronunciation game. Who can say the correct pronunciation of each day of the week? Pay special attention to the ones students usually mispronounce. Monday /ˈmʌndeɪ/, Tuesday /ˈtuːzdeɪ/, Wednesday /ˈwenzdeɪ/, Thursday /ˈθɜːzdeɪ/, Friday /ˈfraɪdeɪ/, Saturday /ˈsæţərdeɪ/, Sunday /ˈsʌndeɪ/. Make sure you drill these words as many times as possible.

Answer Key

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2. Speak »

(25 minutes)

- Read the rubric.
- Look at the vocabulary under each picture. If students do not understand it, use your body language to help them with the exercise.
- Students match the pictures with the corresponding routine. Then, in pairs, they describe what the man does every day.
- Point out the model and the Useful Expressions box. Tell students that we say *on Monday* (without *the*). We use *in the* with phrases, such as *in the morning, in the afternoon* and *in the evening*; however, the exception is *at night*.
- Students work in pairs. Monitor their description of the man's daily routines. Make sure they use the correct phrases and prepositions, and recycle the correct tenses (present simple).
- Check the answers with the class by asking different students to tell you one activity the man does and the corresponding time of the day.

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

	Valerie Castagna
☐	She meets her friends.
☐	She eats vegetables, cereals and fish.
☐	She jumps on the floor.
☐	She goes to the gym.
☐	She goes home.
☐	She combs her hair.
☐	She jumps on trampolines.
☐	She reads magazines.

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

Final task activity!

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
swimming class	

NOTES: _____

3. Listen »

(15 minutes) track 42

- Read the rubric.
- Ask students what they know about a gymnast's routine: *Where do they train? How long do they train a day? Where are the most famous gymnastics champions from?*
- Allow enough time for students to copy the sentences in their notebooks.
- Play the track once and let students make a note of any key words.

Extra Activity (5 minutes)

It is always useful to tell students that when they have to do listening activities, they should keep focused even if they miss some information. They can leave a 'space' in their notebooks if they miss something and keep on listening.

- Play the track again. Students complete the exercise. You might need to play the track again.
- Before checking with the class, ask students to compare their answers in pairs. Then, ask different students to tell you the order of the activities using the ordinal numbers.

Extra Activity (30 minutes)

Ask students to find out about a famous gymnast.

Ask students the following questions:

What is his/her name?

Where is he/she from?

Which competitions does he/she do?

What do you think is his/her daily routine?

Extra Activity (5 minutes)

Teach students that, when we describe a routine, we can start with the word *first*, continue with ordinal numbers (or use alternative expressions like *then*, *after that*, *after*), and to express the final action we usually use the word *finally*. This indicates we have finished the actions we were describing.

Answer Key

First, she goes to the gym. Second, she meets her friends. Third, she eats vegetables, cereals and fish. Fourth, she jumps on the trampolines. Fifth, she jumps on the floor. Sixth, she gets home. Seventh, she reads magazines. Eighth, she combs her hair.

Audio Script 42

Hey! I'm Valerie Castagna and I'm a gymnastics champion.I want to do well in all my competitions, so my routine is very important. I wake up at 5.30 and have breakfast: lots of fruit gives me the energy I need for exercise. Then, I brush my teeth, take a shower and get ready to go to my gym. I arrive at my gym, meet my friends and get ready to do my exercise. We work hard. I run a lot, phew, it's exhausting! I have lunch at 12.30. I eat lots of vegetables, cereals and fish. In my lunch hour, I can take a break to get ready for the last exercises. First, I jump a lot using the trampolines, and then I do my jumps on the floor. I also get on the bars, so I need to be strong. After that, I go home and have a big dinner with my parents; my parents' food is delicious! Finally, I read my favourite magazines, comb my hair and go to bed at nine to get ready for the next day. I want to be the best for a long time, so I work hard!

4. Speak »

(20 minutes)

- Read the rubric.
- Give students some time to prepare their ideas and look for the necessary vocabulary. Have some dictionaries to hand in case students need to check any words.
- Point out the adverbs of frequency. Students can use these to talk about something that happens very often.
- Ask a student to read the model and get them to work in pairs. Go around the class monitoring their work.
- Ask a couple of volunteers to tell the class their routines.
- Tell students that this activity will help them to have better ideas for their final task.

Study Tip

Help students remember the vocabulary they studied in previous units and lessons, and that it can be recycled to make the exercise more interesting. Are there any sports or hobbies they do with their families? Encourage students to recycle the vocabulary they need, or even to look for new vocabulary as needed in the dictionary.

5. Write »

(25 minutes)

- Read the rubric.
- Go over the days of the week in the calendar and tell students that this time they will have to describe routines that people in their family have.
- Give students enough time to write down their ideas.
- Check the answers by asking students to read their sentences.

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	False
1. He wakes up very early every day.	☐	☐
2. First, he takes a shower. Then, he has breakfast.	☐	☐
3. He has breakfast at school.	☐	☐
4. He goes swimming before and after school.	☐	☐
5. He always has dinner at 6.30.	☐	☐

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.

6. Read »

(25 minutes)

- Read the rubric.
- Ask students if they know any famous swimmers, either local or international. Elicit some of their names (for example, Michael Phelps, Omar Pinzón, etc.).
- Give students some time to read the text and understand the information.
- Students read the sentences below the text and tick *True* or *False*. Tell them to make sure that their answers are supported by information in the text.
- Check the answers with the class by asking different students to read each statement and say if it is true or false.

Extra Activity (10 minutes)

Run a class vote to find out students' similarities or differences with the routine described in the text. Do they wake up early? Do they do any sports?

Answer Key

1. True
2. False. First, he has breakfast. Then, he takes a shower.
3. False. He has breakfast at home.
4. True
5. False: He usually has dinner at 6.30, but sometimes he is late.

7. Write »

(20 minutes)

- Read the rubric out loud or ask a student to read it.
- Make sure they understand they have to role-play an interview with a famous athlete. It can be any sport or discipline, as long as it is a real one.
- Point out the Useful Expressions box. Students write questions similar to those in the Useful Expressions box.
- Allow enough time for interviewers to prepare their questions. Make sure everybody has questions to ask.

Extra Activity (10 minutes)

Invite students to the front of the class to read their questions. Tell students to pretend they are a real interviewer on the television.

8. Speak »

(20 minutes)

- Put students in pairs. You could pair high achievers with low achievers to balance each pair. Then, assign roles: one student will be the sports star and the other will be the interviewer.
- Ask the sports stars to get ready to answer their partners' questions.
- Ask them to role-play their interviews, paying special to fluency and intonation.
- Go around the classroom monitoring students' work. Praise them for the great work they are doing.
- Make pairs switch roles and do the activity again. The idea is that they are different people in every opportunity, taking advantage of students' imagination when they choose their characters.

Extra Activity (20 minutes)

Invite two students to the front of the class to perform their interview. Tell students to pretend they are real interviewers and sports stars on the television.

Ask students to vote for their favourite interview.

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?			

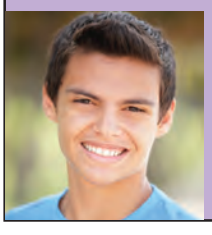
Understand your results!

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.

1. Read »

(20 minutes)

- Read the rubric.
- Check that students understand the vocabulary and check any pronunciation.
- Allow enough time for students to read the survey and write the answers.

Grammar Box
Adverbs of Frequency

We express the frequency of our actions with expressions like *always, sometimes, hardly ever* and *never*. These expressions are called adverbs of frequency and they have an invariable position in the sentence.

Person	Adverb of frequency	Action
I	always	drink water in the mornings.
She	sometimes	reads books.
We	hardly ever	play sports.
You	never	eat pasta.

- Check the answers as a class by asking different students to read their results. Provide the following model:

  According to the survey, I have a healthy routine. I always …

  I'm not so healthy. I sometimes …

  My routine is not healthy. I hardly ever/never …

2. Listen »

(15 minutes) track 43

- Read the rubric.
- Students write in blue the healthy activities and the unhealthy ones in red.
- Play the track once so that students get the general idea.
- Ask students to read along and try to imitate the intonation and the pace of the audio track.

Extra Activity (5 minutes)

Use a 'T chart'. This is a chart with two columns in which information is easily recorded and can be used later. Ask students to copy the following chart in their notebooks:

ROUTINES	
Healthy activities	Unhealthy activities

Tell students they will have to complete their chart with the corresponding information.

- Ask volunteers to come to the board and write their sentences. Ask other volunteers to read them and check pronunciation and intonation patterns.

21st Century Skills
Critical Thinking

Knowing what activities constitute healthy or unhealthy practices helps us to have a more balanced life. This does not mean that we should control every single activity we do, but at least to understand that there must be variety and balance of the things we do in our daily routines. Such balance of life is only possible when we decide to start making some changes and follow a healthier routine.

Answer Key

Routines	
Healthy activities	Unhealthy activities
▪ She brushes her teeth three times a day. ▪ She likes to drink water. ▪ She plays sports. ▪ He eats fruit as a snack. ▪ He goes swimming and runs in the park.	▪ She watches a lot TV. ▪ She eats hot dogs and burgers. ▪ He eats burgers or pizza. ▪ He plays video games.

Audio Script 43

Woman: 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.

Man: 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.

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!

3. Listen »

(15 minutes) track 44

- Read the rubric.
- Students copy the chart in their notebooks.
- Play the track once, allowing students to take notes of key words in each column.
- Play the track again, asking students to complete the chart.
- Ask students to check their answers in pairs.
- Allow enough time for students to write down the information in their notebooks and finish the exercise by asking different volunteers to read the healthy and unhealthy routines Gina has.
- Tell students that 'unhealthy' activities are only bad when they are done a lot. It is fine to go and have a burger or stay up late every once in a while, as long as it doesn't become a part of their routine.

Answer Key

Healthy activities	Unhealthy activities
▪ She rides her bike. ▪ She plays volleyball or basketball.	▪ She drinks a lot of fizzy drinks. ▪ She eats a lot of chocolates. ▪ She eats pizza. ▪ She eats a big sandwich.

Audio Script 44

My name's Gina. I live in Boyacá, a little town near Bogotá. I always ride my bike to school because it's nearby. I drink a lot of fizzy drinks because I'm thirsty all the time. At school, I sometimes eat a lot of chocolates. At the weekend, I like to eat pizza with my family and we go to the park to play volleyball or basketball. At night, I sometimes eat a big sandwich. I feel really hungry at night!

4. Speak »

(15 minutes)

- Read the rubric.
- Check students understand the vocabulary.
- Students write down their ideas and then share with a partner.

Extra Activity (5 minutes)

Always provide models for conversation exchange. For example, for this activity, you could use the following model:

A: Swimming's good for my body.
B: I know! I love swimming. But eating a burger isn't so good for my body.
A: You're right. And ...

Extra Activity (15 minutes)

Students follow the model provided and give more information by saying why each activity is good (or not so good) for their body. They will have to give a logical reason and should try to recycle vocabulary from previous lessons.

For example:

A: Swimming's good for my body **because** it helps me to be strong.
B: I know! I love swimming. But eating a burger isn't so good for my body **because** it has a lot of unhealthy ingredients.

5. Speak »

(20 minutes)

- Read the rubric.
- Before getting students to work, ask four volunteers to read the model provided.
- Put students in groups of four or five. They tell their group which of the activities they do (or don't do) and say how often.
- After every member of the group has spoken, they should decide who has the healthiest lifestyle.
- Ask a student to report their group's findings. Continue the activity until all the groups have had the chance to describe the healthiest person in their group.

6. Speak »

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

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.

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
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19	20	21	22	23	24	25
26	27	28				

MARCH

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19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

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21	22	23	24	25	26	27
28	29	30	31			

JUNE

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18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

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20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
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24	25	26	27	28	29	30

OCTOBER

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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
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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
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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?

6. Speak »

(10 minutes)

- Read the rubric.
- Ask different students to read the models and focus students' attention on the words in red.

Grammar Box
Prepositions of Time

When we talk about the month in which we do an activity, we use the preposition *in*. When we talk about the month and the day in which we do the activity, we use the preposition *on*, and an ordinal number.

Month	Month and day
We fly kites in August.	There's a party on 2 August.
My family celebrates Christmas in December.	My sister celebrates her birthday on 6 January.

- Go around the class monitoring students' work.

7. Write »

(30 minutes)

- Read the rubric.
- Ask students how much they know about national holidays or important dates. Which ones can they name?
- Ask students to work in groups of three and give them three minutes to make a list of important dates in Colombia with the exact dates.
- Ask for a volunteer from each group to read their sentences.
- Write a list of all the important dates on the board and ask students to raise their hand if they celebrate them.

Extra Activity (15 minutes)

Tell students to make a big calendar for the year (or do it month per month as the academic year goes by) with the information of the activity in English and put it up on one of the classroom walls. At the beginning of every month, they can check what important activities or celebrations they have during that month and say how they will celebrate them.

21st Century Skills
Information Literacy

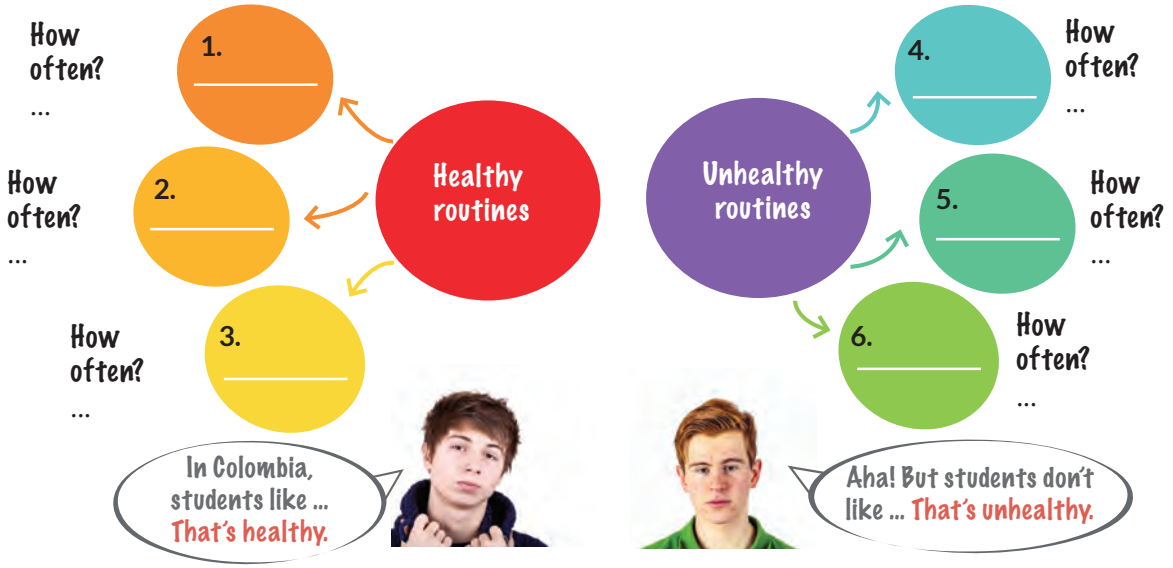
Knowing about our own history and important dates helps us to plan our lives, feel more proud of being Colombian and celebrating our diversity. It is not obligatory to memorize all the dates in a calendar, but at least to be familiar with some of them (the ones that are relevant for students' lives).

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 ...

1. Listen »

(15 minutes) track 45

- Read the rubric. Ask students if they are familiar with the general routines of Colombian students. Are they healthy or unhealthy?
- Ask students to copy the diagrams in their notebooks and focus on the information they have to listen to.
- Play the track once and allow students to take notes on key words in each part of the diagram.
- Play the track again. Students complete their diagrams.
- Go over the model. Students work in pairs and compare their answers.

Answer Key

Healthy routines:

1. exercise – three times a week
2. drink juice or water – six times a week
3. wash hands before lunch – every day

Unhealthy routines:

4. eat snacks (and talk) – usually
5. drink fizzy drinks – three or four times a week
6. go to bed late – twice a week

Audio Script 45

The results of the study of our students' routines by The National Ministry of Education are very interesting. A lot of our students don't exercise enough. Our elementary school students exercise three times a week in the break, but the high school students don't exercise in the break, they often eat snacks and talk. Students don't drink enough water. They drink fizzy drinks about four times a week at school. At home, the situation is different. Students drink juice or water six times a week. This is much better. Most students go to bed late two times a week, this makes them go to school feeling tired. Students like to wash their hands before lunch every day. As we can see, these results are important. We have to start promoting healthy habits in ALL our Colombian students.

2. Speak »

(20 minutes)

- Read the rubric.
- Students work in pairs and describe some of their healthy/unhealthy routines both at home and at school.
- Go around the class monitoring students' work. Make any necessary corrections and encourage students to use English as much as possible.
- Check students' ideas by asking them to say their healthy/unhealthy activities to the rest of the class.

Extra Activity (5 minutes)

Ask students about healthy/unhealthy routines some members of their families have.

3. Speak »

(20 minutes)

- Read the rubric.
- Encourage students to pay close attention to the number of times an activity is repeated because it can make the difference between saying *usually* or *sometimes*.
- Students share their ideas in pairs.

Extra Activity (5 minutes)

Introduce *once* and *twice*. Tell students that once means just one time and *twice* means two times. Model with a couple of examples about yourself, and then practise with some ideas from the exercise: *I always wash my hair twice a week. I usually eat pizza once a month.*

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

4. Write »

(30 minutes)

- Read the rubric.
- Students write a minimum of three sentences about themselves. Encourage them to write more if they can.
- Ask students to read the model to see how ideas are organized.
- Allow enough time for students to come up with their own ideas, helping them when necessary.
- Ask different students to read their texts out loud. Praise them for their great cooperative work and continue with other students.

21st Century Skills
Initiative

People who want to promote a more balanced lifestyle make decisions to start healthier routines at home, school or at work. The first step is to have the initiative and start with simple steps. One by one, each step will help us the expected outcomes. Such initiative is always welcome, provided the ideas are logical, realistic and achievable.

5. Listen »

(15 minutes) **track 46**

- Read the rubric.
- Ask students if they know where Bosa is. How many places do they know in Bogotá? Can they list ten of them?

Extra Activity (5 minutes)

Bring a map of Bogotá to class and show students the areas of the city. Which is the biggest area? Where is their school located?

You might want to leave the map on the wall for a few days and then, in another class, take it down and see if students can remember it by trying to draw it on the board.

- Ask students to read the questions and options before listening to the recording. Do they understand all the questions?
- Play the track once allowing students to tick the answers they understood with just one listening.
- Play the track again and ask students to check their previous answers.
- Check the answers by asking different students to read the questions and their corresponding answer. The rest of the class has to say *right* or *wrong*.

Answer Key

1. b **2.** b **3.** c **4.** b **5.** b

Audio Script 46

Hey! My name's Arturo and I'm a student in sixth grade at Bosa's La Estancia School. In our school, we have a project called the Healthy Week. It consists of some simple activities to promote healthy habits. At the beginning, we make a list of what we think the unhealthy habits are in our school. There are usually lots of habits, but we make a top five and then we choose a week of the year to do the activities. For example, this year we have the healthy week in October because during Halloween, students don't eat healthily. Everybody in the community can take part in the project, because we are all responsible for our health. We have a campaign to promote healthy habits. We have to promote them and explain them in each classroom during that week. The idea is to improve people's habits. Sometimes it's difficult. It's hard for people to change their unhealthy habits in a short time, and it's just one week in the year, people forget about the campaigns. In conclusion, it's a very interesting activity in our school. Do you like it?

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.

st nd rd th

1 2 3 4

5 6 7 8 9

6. Write »

(40 minutes)

- Read the rubric.
- Put students in groups of three or four, making sure there are high achievers and low achievers in every group.
- Students decide on the unhealthy habit they want to change.
- Students choose a day and a month, and discuss what activities they think could be part of that day.
- Ask students to read the model and follow it.
- Students write their ideas in an organized way to be ready to present them to class.

Extra Activity (10 minutes)

Tell the teams that everybody should know about the *Healthy Day* of each group because anybody can be chosen to present the information. Students should practise their presentations in front of each other before actually presenting it to the whole class.

7. Speak »

(30 minutes)

- Read the rubric.
- Students present their *Healthy Day* ideas to their classmates.
- Go around taking notes on students' performance, noticing any common mistakes.
- Students present their ideas to the whole class. Ask students to vote for their favourite proposal and say why.

8. Listen »

(10 minutes) **track 47**

- Read the rubric.
- Remind students to focus on the *-th* sound at the end of the ordinal numbers.
- Play the track once for students to get familiar with it.
- Play it again, stopping after each number. Ask students to repeat. Exaggerate the pronunciation of each ordinal number with your mouth so that students can notice the way the *-th* sound is produced.
- Get students to work in pairs reading the numbers out loud and practising pronunciation.

Audio Script 47

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
twenty-first
twenty-second
twenty-third
twenty-fourth
twenty-fifth
twenty-sixth
twenty-seventh
twenty-eighth
twenty-ninth
thirtieth
thirty-first

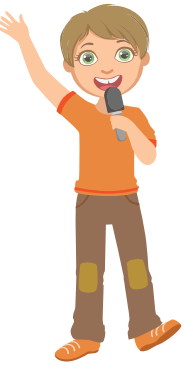
48

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. …

Chant: Activities are exciting

Lesson 4

Speak »

(5 minutes)

Before playing the audio for the chant, ask your student what they think the chant is about. Ask them to tell you which words they can read that helps them to understand the theme of the chant. If there are any items of vocabulary that students don't understand, see if anyone in the class can explain it either in English, or in their own language.

Recap the days of the week and months of the year, and ask students to shout out all the different activities they can read in the text.

At this point, you may also choose to recap the different parts of the body, so an unusual and fun way to start this lesson might be to play a game with your students where you call out a body part, and they have to point to it on themselves. To make it more challenging (and to get a clearer idea of how well your students know their body vocabulary), tell your students to close their eyes so that they are not influenced by their neighbours.

The parts of the body that are included in this chant are: *teeth*, *hair*, *hands*, *knee(pads)*, *eyes*, *elbows*, *hands*, *legs*, *arms*.

Listen »

(10 minutes) **track 48**

Play the audio recording of the chant. Listen through as a whole group a couple of times before encouraging students to adopt actions for some of the lines, and gradually help them with pronunciation and rhythm to ensure that, after one or two more listens, they are able to chant along with all the words.
Get your students to suggest actions for the chant themselves, as this will help them to personalise the content and memorise the words more easily. Here are a few suggestions to help you get started:

- *dancing* – mime dancing on the spot
- *hiking* – mime hiking with ski poles up a steep slope
- *brush my teeth* – mime teeth clenched, brushing your teeth
- *brush my hair* – mime someone brushing their hair
- *wash my hands* – mime washing your hands with soap and water
- *ready to make plans* – mime rolling up your sleeves
- *ride my bike* – mime riding a bike, pedalling (sit down for this!)
- *wear my helmet, kneepads and gloves* – mime putting on a helmet, kneepads and gloves
- *football* – mime kicking a ball
- *parts of the body (e.g. elbows, hands, legs, arms)* – point to the relevant body part.

Once students are getting more confident with the words to the chant, set them different challenges each time they listen to it. Challenge them to miss out words for sports – get them just to mime them instead, or challenge them to miss out all the verbs. Choose a different category each time to keep them concentrating on a different aspect of the chant each time.

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

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

1. On Mondays, Charlie *sings*.
2. On _____, Helena and Juana ride bikes.
3. Mum works in a laboratory _____.
4. On Fridays, _____ dance with friends.
5. On Tuesdays, _____ play guitar in my band.
6. 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.

1. Speak »
(5 minutes)

Activity 1 is a speaking exercise that requires students to match activities and corresponding parts of the body. Divide the class into pairs and get each pair to complete the speaking activity together.

For students that finish this activity quickly, encourage them to think of different sports that don't appear in the chant, and to say what they use to do those sports.

2. Read »

For students that finish activity 2 quickly, or as an additional homework activity, you can ask students to use the information in the table to make questions and answers sentences about what each person does, e.g.

- What do you do on Mondays? ~ On Mondays, I play football.
- What do Juana and Helene do on Mondays? ~ On Mondays, Juana and Helene dance.
- What does mum do on Tuesdays? ~ On Tuesdays, mum works in a laboratory.
- What does Charlie do on Wednesdays? ~ On Wednesdays, Charlie draws pictures.

3. Write »
(15 minutes)

Activity 3 is a creative writing activity where students are told to write about their own weekly timetable. Encourage students to be as creative as possible with this activity, and to make up answers if they need to (if, for example, they don't have any hobbies).

Extra Activity (5 minutes)
Ask students to reflect on what they have learnt since the start of the lesson. Get them to write down any new vocabulary in their notebooks.

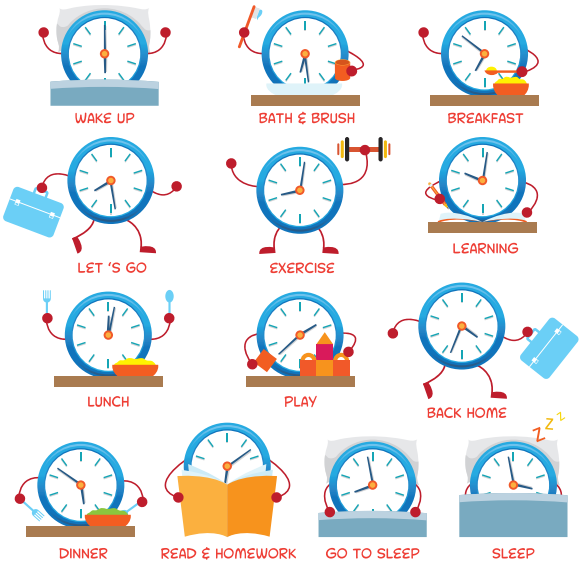
Check Your Progress

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 can exchange personal information about daily activities.	✓
Very well	
Quite well	
With difficulty	

1. **Speak »**
(15 minutes)
   - Read the rubric.
   - Allow enough time for students to look at the pictures and identify the vocabulary they need to use.
   - Students work in groups of three and share their routines. Focus students' attention on fluency and intonation, since they have already studied this vocabulary in the unit.
   - After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

2. **Write »**
(25 minutes)
   - Read the rubric.
   - Focus students' attention on the images and ask them if they know which vocabulary they need to do the activity. Give students two minutes to prepare their ideas individually.
   - Students write the times and the activities in complete sentences.
   - After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

3. **Speak »**
(20 minutes)
   - Read the rubric.
   - Give students one minute to think about the person they will talk about and organize their ideas.
   - Students work in pairs.
   - After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

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					

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					

Battleship Game

(2 players) Each player positions 5 ships on the board (1 box per ship). Players take turns to select a box to fire missiles. Every box has a name given by coordinates, for example 4G. Students must answer the corresponding question for the selected box; if they answer correctly, they can fire a missile. Players get 1 point for every opponent's ship hit. Students put an X in the box every time they hit a ship. The first player to get 5 points wins. Answers may vary, so circulate to monitor the activity.

Battleship Game Answers

Page 82-83

1A. 32

1B. Answers may vary.

1C. No, they can't. Answers may vary.

1D. Answers may vary.

1E. Answers may vary.

1F. Answers may vary.

1G. Answers may vary.

1H. Answers may vary.

1I. Answers may vary.

1J. Answers may vary.

2A. Answers may vary.

2B. Answers may vary.

2C. Answers may vary.

2D. Answers may vary.

2E. Answers may vary.

2F. Answers may vary.

2G. Answers may vary.

2H. Answers may vary.

2I. Answers may vary.

2J. Answers may vary.

3A. Answers may vary.

3B. Answers may vary.

3C. Answers may vary.

3D. Answers may vary.

3E. Answers may vary.

3F. Answers may vary.

3G. Answers may vary.

3H. Answers may vary.

3I. Answers may vary.

3J. Answers may vary.

4A. Answers may vary.

4B. Answers may vary.

4C. Answers may vary.

4D. 2

4E. Answers may vary.

4F. No, they can't. Answers may vary.

4G. Answers may vary.

4H. Answers may vary.

4I. Answers may vary.

4J. Answers may vary.

5A. Answers may vary.

5B. Answers may vary.

5C. Answers may vary.

5D. Answers may vary.

5E. Answers may vary.

5F. Answers may vary.

5G. Answers may vary.

5H. Answers may vary.

5I. Answers may vary.

5J. Answers may vary.

Final Task

A Visual Campaign to Promote Healthy Habits

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

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

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...

2. 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

A Visual Campaign to Promote Healthy Habits

1.

10 minutes

Ask students to read the name of the module task. Explore what they think it is about and accept any answers from students.

Explain what the visual campaign consists of and check they all understand it. Make sure they understand the purpose of the activity: they have to promote a campaign to reduce how often people do an unhealthy habit/activity. It has to be visual so everybody must use images.

Remind students that they have already done some mini-tasks in the three units of the module which will help with this final task.

Students look back through the units and find the mini-tasks they completed. Use the checklist provided.

2.

5 minutes

Put students into groups of five (mix high achievers and low achievers).

Students choose one habit they want to fight. It could be at home or at school. Ask them to tell you their final decision so that each group has a different idea and there is no repetition of topics.

3. 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.

4. Hand out the survey and interview your classmates. Collect the answers in your notebook. Make sure you have all the information.

5. In your group, prepare your campaign to promote healthy habits. Think of a possible idea to change an unhealthy habit. Be creative!

A Visual Campaign to Promote Healthy Habits

Option 1: Do a play that promotes healthy habits.

- Make a script for your play. Talk about the unhealthy habit and how to stop it.
- Present your play and encourage other classes to adopt a healthy routine.

Option 2: Make models to represent a healthy habit.

- Use plasticine, cardboard, figures or any other artistic element to make a visual representation of the healthy habit.
- Present your model and encourage other classes to adopt a healthy habit.

21st Century Skills
• *Initiative*

Do you take action for positive changes in your home or school? How do you take the first step?

6. Follow the steps for your presentation choice.

Option 1: A play

STEP 1	Using the survey results, make a script for your play.
STEP 2	Choose parts for everyone in the group. Make sure all members take part.
STEP 3	Dress up to play your part.
STEP 4	The play has to show an idea to prevent an unhealthy routine and promote a healthy one.
STEP 5	Present your play in front of your class!

Option 2: A model

STEP 1	Make figures/plasticine to show the healthy habit according to the survey results.
STEP 2	Explain what parts of the body can be affected by the unhealthy habit.
STEP 3	Mention the frequency of the unhealthy habit.
STEP 4	Encourage students to write ideas to change the unhealthy habit and promote a healthy one. Stick the ideas on the model.
STEP 5	Put the models in the classroom and read the ideas to promote healthy habits. How can these ideas become routine?

Module 2 Final Task

3.

20 minutes

Read the rubric. Students have to make a survey in which they will find out as much information as possible about the unhealthy habit they chose.

They can ask questions of frequency, reasons, times, days, opinions and any other type of information they consider relevant.

Allow enough time for students to work on their questions and make sure they are clear.

Make sure they use English in their groups and practise their communication skills.

4.

30 minutes

Ask students to distribute work and get ready. They have to go around the classroom asking their questions to their classmates and recording the information in their notebooks.

Go around the classroom helping students. Do not correct them.

Encourage them to make their best effort at communicating and making this a fun stage in the process of learning.

5.

5 minutes

In their groups, students should select one of the options to make their presentation: a piece of theatre (no longer than five minutes) or a model.

6.

60 minutes

Students work in groups and decide who will do what in the task.

Allow enough time for students to prepare, organize and create the necessary material for their task.

If they choose the play option, tell them they need to use some visual aids. Focus their attention on the suggested steps for the play option.

If they choose the model, tell them they need to be creative and artistic to make the model visually attractive and focus their attention on the suggested steps of the model option.

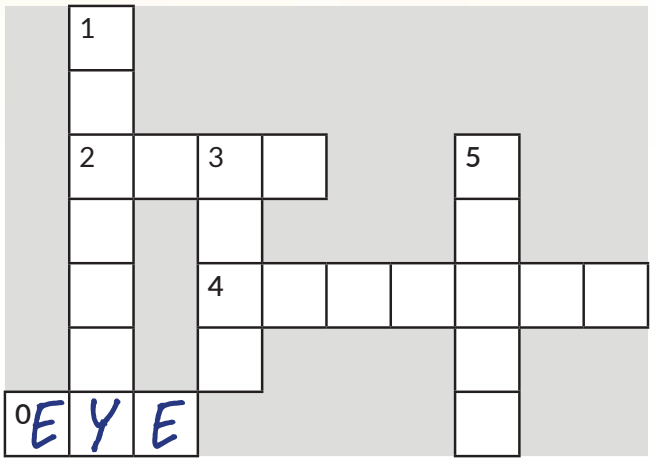
Make a final round-up session asking students what they like about the other groups' tasks. Ensure that they give positive feedback to the others.

Individually, each student writes a short paragraph about how they can do future presentations better and how they can improve their way of working.

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: _____

Evaluation Answers

Page 86

Vocabulary

1. January
2. Neck
3. Cook
4. Craft
5. Origami

Grammar

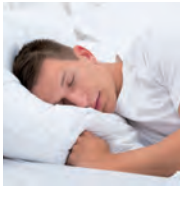
6. Martha is a firefighter. She ***can*** put out fires.
7. Samantha ***never*** eats hamburgers.
8. They play basketball every day ***at*** 6:30 pm.
9. I ***do*** not like to play basketball. I don't understand it!
10. What sport ***do*** you play?

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
				
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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)

Evaluation Answers

Page 87

Reading

11. B
12. C
13. E
14. A
15. D

Writing

16. Answers may vary (positive/ negative and extra information). Students need to use the words given.
17. Answers may vary (positive/ negative and extra information). Students need to use the words given.
18. Answers may vary (positive/ negative and extra information). Students need to use the words given.
19. Answers may vary (positive/ negative and extra information). Students need to use the words given.
20. Answers may vary (positive/ negative and extra information) Students need to use the words given.

MODULE 3

Sustainability

Green Community

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

Module 3 Presentation

- Say the name of this section of the book – 'Sustainability'. Students repeat the word.
- Define *sustainability* as keeping nature varied and its resources unlimited.
- Check the meaning of *environment* by relating it to the natural world: rivers, oceans, etc. Encourage students to provide more examples of these, e.g. mountains, forests, etc.
- Read the title, *Green Community*, and explain that the concept of *green* is not about the colour, but its other meaning of ecological, or something which helps to take care of the environment.
- Point out that protecting the environment is vital for our survival and that we need more environmental campaigns in the world.

- Students describe the picture. This may be done in Spanish as they might not know all the words they need. However, encourage the use of L2 as much as possible.
- Ask: *How are the pictures related to each other?*
- Check their understanding of the three R's, especially the difference between *reuse* and *recycle*. Encourage students to give examples of all three and write them on the board. Again, the use of L1 may be necessary, but encourage L2 when possible.
- Emphasize the fact that taking care of the environment involves everyone in a community and the development of different strategies.
- Go over the specific language functions and text types of the three units.
- Explain any difficulties students may have, e.g. the meaning of *eco-friendly*.

Unit 1
Eco-friendly Home

- Read the language functions students are expected to achieve at the end of the unit.
- Clarify vocabulary, e.g. *home*, *protect*

Unit 2
I Belong to a Community

- Read all the items, checking their understanding of vocabulary. Explain *belong* (be part of something), *signs* (boards which give information or instructions) and *directions* (instructions on how to get to a place)
- Elicit suggestions for places in town, in preparation for unit 2.

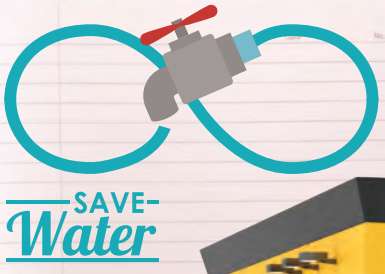
Unit 3
Every Job is Important

- Read all the language functions and text types, checking any words students do not understand, e.g. *in progress*, *logical sequence*, *diary*.

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?



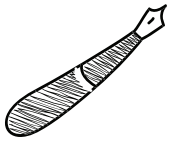
Task: A Radio Programme about My Community

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

Unit 1	Unit 2	Unit 3
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)	**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)	**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



Module 3 Presentation

Explore Your Knowledge

20 minutes

- Ask students to look at the pictures and explain what they see.
- Read the Explore Your Knowledge questions and elicit some answers from students. Write any new vocabulary on the board and clarify it. You can use examples or drawings.
- Use the third question as an opportunity to check if students know more vocabulary related to places in town by making a contribution list on the board for the whole class.
- Ask how these places can help to protect the environment.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.

Final Task

10 minutes

- Explain that in module 3 students will prepare a radio programme about their community. For that purpose, in unit 1, they will show that they understand data, carry out a survey on other students' home and eco-friendly activities and interview eco-friendly people. They will look at and carry out more interviews in unit 2, and produce an advertisement to encourage people to improve their community. In unit 3, students will look at a documentary before preparing their own documentary about a person in their community. Go through the chart with students, eliciting this information by asking questions and clarifying any difficulties.
- Finally, read the title of this module's chant *Welcome to our town* and ask students what they understand and how they can relate the content of the units to the title of the chant.

Unit » 1

Eco-Friendly Home

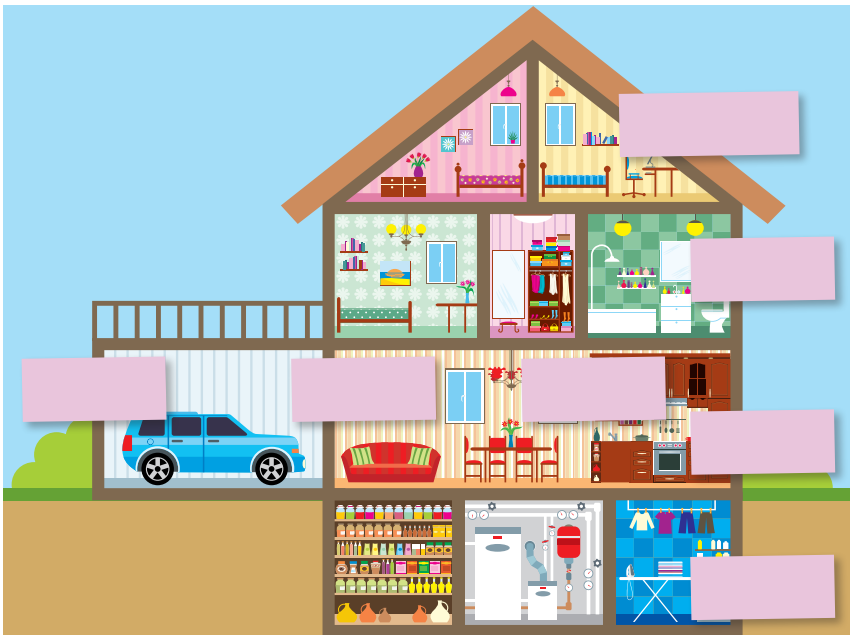
» Objectives

- » 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.

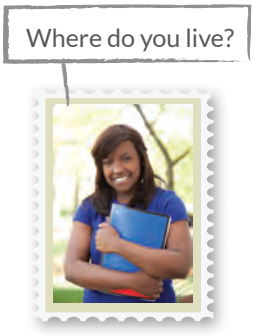
In Context » This Is My Home!

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



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



Unit » 1 Eco-Friendly Home

Unit Objectives

Basic standards of competences	Exchange information about parts of the house. Exchange information about common objects in the house. Build simple spoken and written sentences about eco-friendly activities
Vocabulary	Parts of the house; Objects in the house; Eco-friendly activities
Grammar	Prepositions of place; *There's / There are;* *This, these, that and those*

1. Listen »

(40 minutes) **track 49**

- Read the rubric.
- Students look at the house and name the different rooms. Point to the basement and make sure students understand its meaning.
- Students listen and write the words.
- Check answers as a class.

Audio script 49

I live in a house with my parents and my sister.
There are three bedrooms, a bathroom, living room, dining room and kitchen. There's a laundry room in the basement. We have a garage where my parents park our car.

2. Speak »

(15 minutes)

- Read the rubric.
- Students look at the photos and describe the different homes. Which is more similar to the place where they live?
- Look at the question and sentences provided, pointing out the correct use of the prepositions.
- Ask some of the students where they live. Then have students ask each other.

Extra Activity: (30 minutes)

Bring to class pictures of solar panels, energy-saving light bulbs and recycling bins. Paste the pictures on the board and write the words for them. Then discuss the following questions:

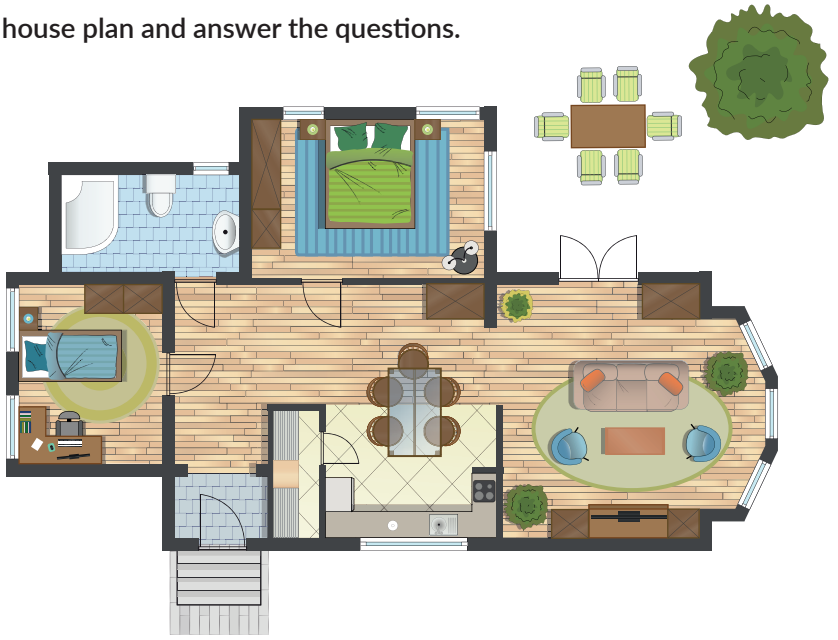
How can you make this house eco-friendly? (By putting solar panels, recycling bins, and using energy-saving light bulbs.)

What other actions can you do at home to help the environment? (You can save water and have your own vegetable garden.)

Then students draw the house from activity 1 but with solar panels, energy-saving light bulbs, recycling bins, and a vegetable garden. Students describe their houses and name the rooms. Discuss as a class what they do at home to help the environment.

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

3. Write »

(25 minutes)

- Read the rubric.
- Students look at the house plan and identify the different rooms.
- Explain the use of *there's* and *there are*.

Grammar Box: *there's* and *there are*

We use *there is* or *there are* to talk about the presence of something.

There's goes before a singular noun: *There's a bathroom in my house.*

The negative is *There isn't. There isn't a garage in my house.*

The question is *Is there a...? Is there a bathroom in your house?*

N.B. *there's* = *there is*

There are goes before a plural noun: *There are two bathrooms in my house.*

The negative is *There aren't. There aren't solar panels on my house.*

The question is *Are there ...? Are there two bedrooms in your house?*

- Check answers as a class.

Answer Key

a. There are two bedrooms.
b. There is one bathroom.
c. Yes, there is.
d. Yes, there is.

Extra Activity: (15 minutes)

Practise using *there's* and *there are* by using the illustration from activity 1 to ask the following questions:

Are there solar panels on this house? (No, there aren't.)

How many bedrooms are there? (There are three.)

How many bathrooms are there? (There's one.)

4. Speak »

(20 minutes)

- Read the rubric.
- Students look at the photos and repeat the words. Elicit other words related to common objects in the house that students may already know and write them on the board.
- Go over the models provided and practise with different students.
- In pairs, students ask each other similar questions.

Extra Activity: (60 minutes)

Students research unusual homes from different parts of the world. They label the different rooms, write a short descriptive paragraph, draw them and present them to the class. You may want to write on the board the model sentence and suggest some of the houses below.

Model sentence: *People in (name of place) live in / on a (kind of home).*

a. Igloo used by Inuit people, Northern Canada.
b. Yurt used by Mongolian nomads.
c. Nipa huts used by fishermen in Philippines.

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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?

5. Listen »

(25 minutes) **track 50**

- Read the rubric.
- Students look at the names of the characters. Do they know them? Can they guess which houses belong to their stories?
- Students listen, read and match the characters with the homes.
- Elicit other characters they are familiar with and where they live. Students describe the characters' houses. (Consider Batman and his mansion, Harry Potter and Hogwarts, Snow White's dwarves and their house in the woods, etc.)

Answer key:
The Hobbit: house with grass on the roof; Hansel and Gretel: candy house; Shrek and Fiona – palace.

Extra Activity: (45 minutes)

Ask students to make a newspaper advert to sell one of the houses from exercise 5. Use the advert below as a model and then have them create their own advert in pairs. Encourage students to be creative. Then, ask them to present their adverts.

Hobbit House for Sale

Three bedrooms, two bathrooms, big kitchen, vegetable garden located in Hobbiton with lovely green grass on the roof.

Call Bilbo at 2445637

6. Speak »

(45 minutes)

- Read the rubric.
- Explain that students are going to design an imaginary house. Read the model provided.
- Students work in pairs to design and draw their houses. Encourage them to include eco-friendly and fantastic characteristics.
- They describe their houses in groups. Encourage them to ask each other questions.

Extra Idea (10 minutes)

Run a class vote to find out the favourite house and presentation of the class.

7. Speak »

(30 minutes)

- Read the rubric.
- Students look at the icons and say the words.
- Students design individually a floor plan of their homes using the one provided in activity 3 as a model and the icons provided.
- Go over the model provided and practise with some students and their floor plans.
- Students ask and answer questions about their floor plans in groups.

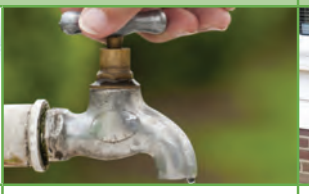
Study Tip

Explain that drawing helps visual learners to recall words and is a useful strategy to remember vocabulary.

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. ☐	Use energy-saving light bulbs. ☐	Don't waste water. Use only the water you need. Turn off the tap. ☐	Collect rainwater. ☐
Walk or use your bicycle when possible. ☐	Turn off the lights when you aren't in a room. ☐	Use the air conditioning or heater only when you need it. ☐	Use paper bags, not plastic bags. ☐

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?

1. Listen »

(45 minutes) **track 51**

- Read the rubric.
- Students look at the guide and guess what it is about. Then, they read the title and say if they agree that we can all help the environment.
- Using the photos in the guide, check students understand the words in red.
- Students listen, read, and say if they do or don't do these actions at home.

Extra Activity (20 minutes)

As a class discuss the following questions (Allow students to use L1 as necessary.):

Why is it important to separate the rubbish? (To recycle and avoid polluting the environment. Rubbish should be separated into organic material, plastic, metal, paper, glass and other.)

How can you use water in an eco-friendly way? (You can save water by using only the water you need, by turning off the tap, and by collecting rainwater.)

Why is it important to collect rainwater in closed containers? (To avoid mosquitoes breeding and to prevent dengue, zika, and chikungunya.)

How does walking and riding your bike help the environment? (By not using cars, we reduce carbon dioxide emissions.)

How can you save energy? (By turning off the light and appliances when you aren't using them.)

Why is it better to use paper bags than plastic bags? (Because plastic bags never fully decompose.)

2. Speak »

(40 minutes)

- Read the rubric.
- Students look at the photos and describe what is happening.
- Students read the sentences and, in pairs, match a solution with each problem.
- Discuss as a class.
- Use your hand to indicate that *that* and *those* are used to refer to objects that are far away.

Grammar Box: *This, these, that* and *those*

this, *these*, *that*, and *these* are pronouns used to refer to specific objects or people.

this indicates a singular object that is near the person who is speaking: *This book is interesting.* (I'm holding the book in my hand.)

these indicates the plural form, and refers to objects that are near the speaker: *These books are interesting.* (I'm holding more than one book in my hands.)

that indicates a singular object that is far from the person who is speaking: *That book is interesting.* (The book is far away from me.)

those indicates the plural form, and refers to objects that are far from the person who is speaking: *Those books are interesting.* (The books are far away from me.)

21st Century Skills

Read the text and discuss the question as a class. Highlight that the activities presented in activity 1 are simple and easy ways to help the environment at home.

Extra Activity: (30 minutes)

Students discuss in groups the questions below. Encourage them to try to find words to express their ideas. Then write the ideas on the board.

a. Is there a culture in your region to help the environment?

b. Do you use paper bags?

c. When do you turn off the lights?

d. What is something you do to help the environment?

52

3. Read »

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

Buy green products!

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.

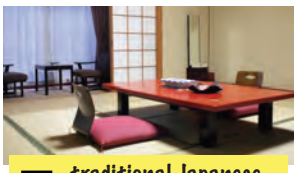
53

4. Listen »

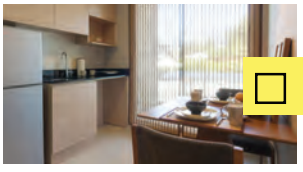
Listen to Keiko talk about her house and put the pictures in the correct order. Then, discuss the questions in groups.

- ☐ organic strawberry farm

- ☐ futons



- ☐ traditional Japanese living room



- ☐ kitchen

- ☐ solar panels

- ☐ recycling

- ☐ grandparents

a. Where does Keiko live?
b. What's special about Keiko's house?
c. Where does her family sit?
d. Is their living room similar to the one in your house?
e. Where do they sleep?

3. Read »

(25 minutes) **track 52**

- Read the rubric.
- Students look at the photos and say what Earth Day at Simón Bolívar School is and what activities the students do.
- Students listen and read. They choose the correct answers. Check the answers with the class.
- Discuss the following questions:
  - **a.** When is Earth Day? (It's on April 22nd.)
  - **b.** What are some of the eco-friendly activities students do on that day? (They collect rubbish, work in the vegetable garden, and give presentations about saving energy.)
  - **c.** Do you have a similar day in your school?

Answer Key

This, These, Those, Those.

Audio Script 52

Girl: Today's April 22nd. It's Earth Day! This is my poster with an eco-friendly message.
Everyone at school works together on different projects. These children are helping to collect rubbish.
Those are my friends in the school vegetable garden.
Those children are giving presentations about saving energy.

Extra Activity: (45 minutes)

Students plan a celebration of Earth Day in their school. They should think about what activities they can do and how they can work together to help the environment. In groups, students take notes and write a plan. Then they discuss as a class.

4. Listen »

(20 minutes) **track 53**

- Read the rubric.
- Students look at the photos and describe them. What eco-friendly activities do they see?
- Students read the words and look at the photos. Ask: *What is a futon?* (It is a kind of bed.) *What is a traditional Japanese living room like?* (It is a room that has a table and cushions for the people to sit. There aren't any chairs. The floor is covered with tatami (a straw mat that forms the traditional Japanese floor).
- Students listen and put the pictures in the order that they hear about them.

Answer Key

1. organic strawberry farm;
2. solar panels;
3. recycling;
4. traditional Japanese living room;
5. futons;
6. kitchen

- Students read the questions and then listen again, take notes, and then compare their answers in groups.

Answer Key

a. She lives on a farm in Japan.
b. Her house is eco-friendly.
c. They sit on the floor.
d. Answer will vary.
e. They sleep on futons.

Audio Script 53

Keiko: Hello! My name's Keiko.
I live in Japan. I live on an eco-friendly farm. These are my parents working on the organic strawberry farm.
This is my house and those are solar panels.
We recycle. We separate plastic bottles.
My house is a typical Japanese house. This is the living room. There isn't a sofa and there aren't chairs. We sit on the floor.
This is the bedroom. There aren't beds. We sleep on Japanese beds called futons. This is my mother in the kitchen. The kitchen is very small.

Extra Activity: (30 minutes)

Students discuss in groups the questions below:

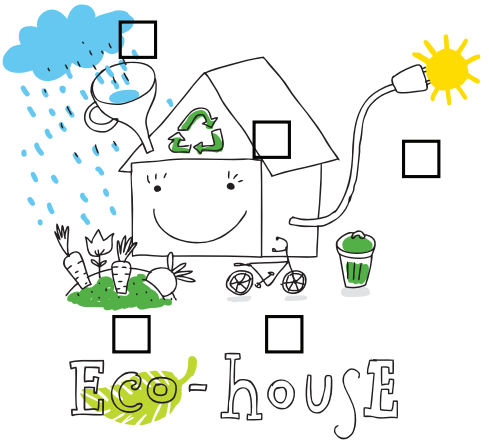
What do they grow on the farm? (They grow strawberries.)

What eco-friendly activities do they do? (They grow organic fruit, use solar panels, and recycle.

What is Keiko's house like? (It is a traditional Japanese house.)

What is the kitchen like in Keiko's house? (It is very small.)

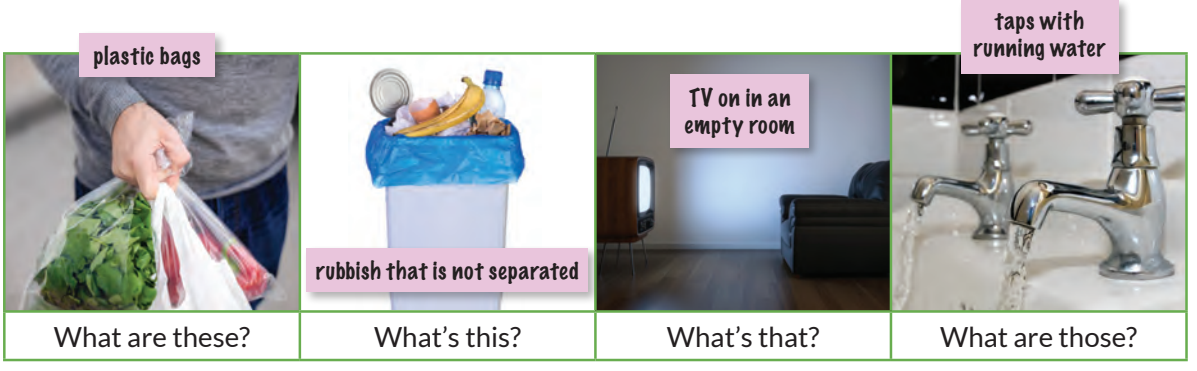
5. Read » Look at the poster and label.



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.



What are these?	What's this?	What's that?	What are those?

5. Read »

(15 minutes)

- Read the rubric.
- Students look at the poster and describe it. Explain that it shows how people in this house are eco-friendly.
- Students match the explanations with each of the items in the house.
- Discuss as a class.

Answer Key

the plug in the sun means that there are solar panels in the house (a).
The vegetables in the garden mean that there is a vegetable garden (b).
The funnel on the roof means that they collect rainwater (c).
The bicycle means that they use a bicycle when possible (d).
The three green arrows is the sign that means they recycle (e).

6. Speak »

(45 minutes)

- Read the rubric.
- Students design a poster in groups using the one from activity 5 as a model. They need card and coloured pens or pencils.
- Explain that the idea of the poster is to have elements that represent different eco-friendly activities.
- Read the text in speech bubbles. Then ask students in pairs to ask and answer questions about the posters.

Extra Activity (10 minutes)

Run a class vote to find out which poster is the class's favourite.

7. Speak »

(25 minutes)

- Read the rubric.
- Students look at the photos and describe them.
- Explain that they are going to play a game in which someone has broken some rules. Students have to say what to do to help the planet.
- Review the model provided, and tell students to ask similar questions and use imperatives to say what the person should or should not do to be eco-friendly.

Answer Key

Stop! What are these? These are plastic bags. Use paper bags!
Stop! What is this? This is rubbish that is not separated. Separate the rubbish! Recycle!
Stop! What is that? That is a TV on in an empty room. Turn off the TV! Save energy!
Stop! What are those? Those are taps with running water. Turn off the tap. Save water!

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 ... ?				

1. Read »

(20 minutes)

- Read the rubric.
- This activity will help them with the Final Task as a model for activity 2.
- Students read the notes and decide if it is possible to say the statements below. How do they decide?
- Check answers as a class.

Answer Key
no, yes, no, no, yes.

Extra Activity: (30 minutes)

Students discuss in groups the questions below:

How many students are there in Cecilia's class? (25.)

Do the majority of students live in houses? (Yes, they do.)

Do the majority of students collect water? (Yes, they do.)

Is there an eco-friendly attitude in Cecilia's class? (Yes, there is.)

Are the students and their families saving water and energy? (Yes, they are. They turn off the lights when they are not using them and collect rainwater.)

2. Speak »

(25 minutes)

- Read the rubric.
- This activity is part of the Final Task, so make sure students keep it. Students read the questions in the survey and complete it.
- Each student asks four friends the questions and writes the answers.
- Students make conclusions similar to the ones in activity 1. What can they say about the results?

Extra Activity: (30 minutes)

Write the results of the survey on the board and draw a graph to illustrate them. Ask students if they think the results are surprising.

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.

PLAN 1	PLAN 2

There's one bedroom in Plan 1. In Plan 2, there are two.

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?

3. Speak »

(20 minutes)

- Read the rubric.
- Students look at the names of the famous houses in Colombia. Do they recognize any of them?
- Show students the model and the table and elicit some more examples using the prompts. (new line and bullet) Ask if they can guess what 'balcony' and 'observatory' mean.
- Students describe these places in pairs.

Answer Key

Casa de Nariño is in Bogotá. It's the Presidential Palace. There's a bathroom and there are many bedrooms. There is a dining room and a balcony. There's also an observatory (in the garden) and a patio.

Rafael de Núñez's House is now a museum in Cartagena. There's a bathroom and there are two bedrooms. There is a dining room and a long balcony. There isn't an observatory but there is a patio.

Policarpa Salavarrieta's house is now a museum in Cundinamarca. There's a bathroom and there are two bedrooms. There is a dining room but there isn't a balcony. There isn't an observatory but there is a patio.

Extra Activity: (40 minutes)

Students research a famous house from another part of the world. In pairs, have them draw it and describe it to the class. You could suggest one of the famous houses below:

a. 10 Downing Street, London: residence of the UK's Prime Minister

b. The White House: residence of the President of the United States of America

c. The Imperial Palace: residence of the Japanese Emperor

4. Speak »

(20 minutes)

- Read the rubric.
- Students look at the floor plans and name the different parts of the house.
- Practise the model with a student and then students compare the two house plans in pairs.

Answer Key

There is one bedroom in plan 1. In plan 2, there are two bedrooms. There is one bathroom in plan 1. There are three bathrooms in plan 2. There is a dining room in plan 2. There isn't a dining room in plan 1.

5. Listen »

(45 minutes) track 54

- Read the rubric and look at the picture.
- Elicit the format of the text: it is a diary. Discuss as a class what a diary is (a text in which a person records his/ her daily activities or thoughts.) Explain that this is the diary of Henry David Thoreau, a famous American philosopher and writer.
- Students listen and read the diary and then look in the dictionary for the meaning of the words in red.
- Students draw a plan of the house and discuss where everything will go.
- They draw the objects mentioned in the diary in their sketches.

Extra Activity: (30 minutes)

Students discuss in groups the questions below:

What's Thoreau's house like? (It's small and there's only one bedroom and a kitchen.)

Is there a bathroom in the house? (No, there isn't.)

Where does he bathe? (In the pond.)

Does he respect the environment? How? (Yes. He produces his own food.)

What does he do in the house? (He enjoys nature.)

You may want to include more details about Thoreau's life:

Henry David Thoreau was an American philosopher and writer. He was born in 1862. He decided to build a house and live there only with essential things and to grow his own food. He lived there for two years to prove his theory of simplicity. While there, he wrote his book 'Walden, or Life in the Woods'.

21st Century Skills

Discuss the questions as a class. Are they an eco-friendly person? Why/Why not? Was Thoreau 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.

kitchen

lamp

chair

solar panel

shower

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

55

8. Speak »

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

6. Write »

(20 minutes)

- Read the rubric.
- This activity is part of the module's final task. Make sure students save it.
- Students read the answers and write the questions in pairs.

Extra Activity: (15 minutes)

Students learn some interviewing techniques.

Explain that in an interview, the interviewer usually greets the person and presents the topic of the interview. Elicit what the presenter could say to introduce this particular interview. (An example is: ***Hello, ladies and gentlemen. Today we have an interview with an eco-friendly person!)***

Tell students that the presenter usually makes comments such as ***That's very interesting. Can you tell us more?***

Elicit other questions that can be asked in this interview. ***(Are you an eco-friendly person? Do you save water?)***

- Students role-play the interview and then switch roles.

Answer Key

a. those
b. What are these
c. What's this
d. What's that

7. Speak »

(35 minutes)

- Read the rubric.
- Students play a 'Headbands' game. They need paper and tape to play this game.
- Students play in groups and write on separate pieces of paper as many words as they can from the unit.
- The categories are: parts of the house, furniture, and eco-friendly elements.
- Then, they should put the words face down and shuffle them.
- One of the players picks up one of the pieces of paper and, without looking at it, sticks it to his/her forehead so that everybody can read the word.
- The player has to ask questions, such as the one provided in the model, and try to guess the chosen object.

8. Speak »

(10 minutes) track 55

- Read the rubric.
- Students practise the /s/, /z/, and /ʒ/ sound of the letter ***s*** by listening and repeating different messages related to eco-friendly activities.
- Students listen and pay special attention to these sounds. Then, have them repeat.

Extra Activity: (35 minutes)

Students design a brochure with a set of eco-friendly messages similar to the ones in the Pronunciation activity in groups. They need cardboard and markerpens. Students then present their posters.

Audio Script 55

Narrator:
Reduce, reuse, recycle
Save water
The world is in our hands

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

1. Read »

(15 minutes)

- Read the rubric.
- Students look at the house plan and describe it.
- They label the rooms and read the text about the house they want to buy.
- They decide if this is the ideal house for them and say why or why not.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key

(from top left to bottom left) small space for studying, dining room, kitchen; (middle) living room: (right), bedroom, bathroom. (possible answers) Is this the house for you? Yes, it is. It is not too big; there is only one bedroom. There is a bathroom, a kitchen, a living room, a dining room, and the small living room can be an area for studying.

2. Listen »

(10 minutes) track 56

- Read the rubric.
- Students look at the photos and name the objects.
- Students listen and tick the objects that are in Joanna's room.
- Students compare their answers.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key

bed, lamp, wardrobe, sofa.

Audio Script 56

Girl: Hi, my name's Joanna, and this is my room. I like it very much! There's a bed, of course, a lamp and a wardrobe. There isn't a desk and there isn't a TV, and there aren't any chairs. There's a sofa.

3. Speak »

(10 minutes)

- Read the rubric.
- Students complete the questions first.
- They ask and answer the questions in pairs.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key

a. solar panels
b. recycling bins
c. in a vegetable garden
d. eco-friendly air conditioning doesn't use much energy
e. paper bags

Unit »2

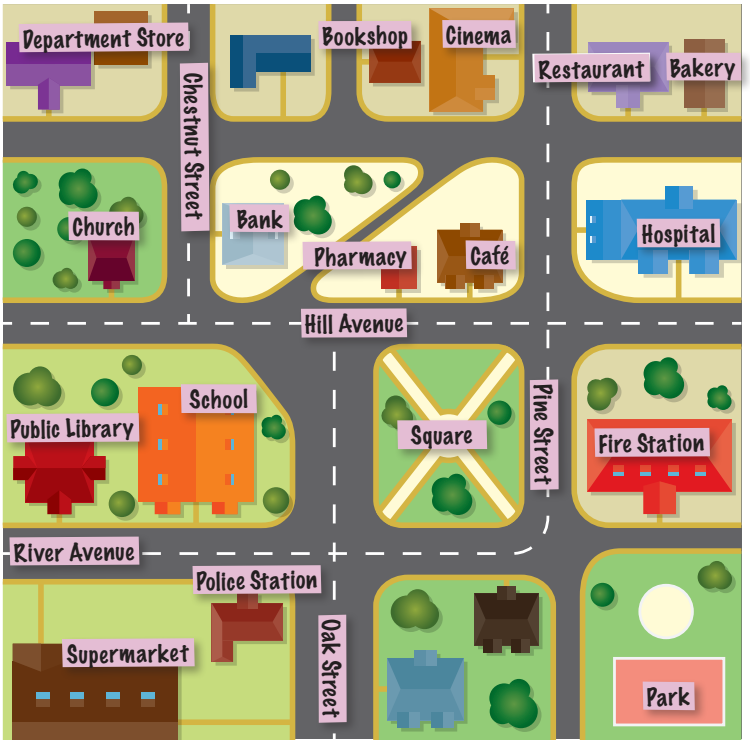
I Belong to a Community

» 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.

Unit » 2 I Belong to a Community

Unit Objectives

Basic standards of competences	Exchange information about places in town Build simple sentences about neighbourhood activities
Vocabulary	Places in town; Being a good citizen; Giving directions
Grammar	Prepositions of place; *Wh*- questions

1. Speak »

(20 minutes)

- Read the rubric.
- Students look at the map. Can they name some of the places? Write them on the board. Which places are there in their neighbourhoods? Which places do they visit often?
- Students use the dictionary to find the definition of the words *groceries* and *film*.
- Go over the different names of the streets on the map. Provide an example, such as *Where's the school? It's on River Avenue*. Then ask students other similar questions.
- Students ask each other questions and then share answers as a class.
- Locate emergency places on the map. (The police station's on River Avenue / Oak Street. The fire station's on Pine Street. The hospital's on Hill Avenue.)

21st Century Skills

Discuss which places are key (important) in case of an emergency (the hospital, the police station, etc.). Ask students if they know the location of these places in their neighbourhood.

Answer Key

a. supermarket
b. park
c. pharmacy
d. bank
e. bookshop
f. cinema
g. bakery

Extra Activity (15 minutes)

In pairs, students write the names of different places in their neighbourhood and say where they are. (For example: Fresh Bread Bakery. It's on 2nd Avenue.) Then they share their answers as a class.

2. Speak »

(15 minutes)

- Read the rubric.
- Go over the model and practise with some students.
- Students ask similar questions in groups.

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.

57

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!

3. Read »

(20 minutes)

- Read the rubric.
- Students look at the map and name the places.
- Ask *On which street or avenue is the hospital/bank/bookshop?*
- Students read the directions and locate the places paying special attention to the words in red.
- Use objects in the classroom and place them in different locations to practise the different prepositions.

Grammar Box: Prepositions of place

Students have already seen the prepositions: *at, in, on*.

There are other prepositions to describe where something is. These include: *behind, between, in front of, opposite, next to*

The order of the words in a sentence with a preposition is:

subject + verb + preposition + object

For example: *The restaurant is in front of the bookshop.*

Extra Activity (20 minutes)

When students feel confident, ask the following questions about the map in exercise 3:

What's behind the cinema? (The department store.)

What's next to the school? (The café.)

What's opposite the café? (The public library.)

What's behind the cinema? (The department store.)

Give more practice using the map from exercise 1 to locate the different places. Ask the questions below:

Where's the café? (It's between the pharmacy and the department store.)

Where's the school? (It's next to the public library.)

Where's the park? (It's in front of the fire station.)

Where's the restaurant? (It's behind the hospital / next to the bakery.)

4. Listen »

(20 minutes) **track 57**

- Read the rubric.
- Students listen to the track as many times as necessary to locate the places on the map.
- They listen again and complete the script.
- In pairs, students ask each other similar questions.
- Check answers as a class.

Answer Key

a. on
b. next to
c. Opposite
d. behind
e. between
f. in front of
g. next to
h. behind

Extra Activity (40 minutes)

Have students work in groups to create a model of a neighbourhood using recycled items such as bottles, used boxes, etc. If you want, you can have students paint the boxes and containers and write the names of different places in town. Tell them to locate the places and describe where they are. You can have students from different groups say where a place is located in another group's neighbourhood.

Audio Script 57

Michael: So... this is the map of my neighbourhood. Here's the hospital on Second Avenue. It's next to the bank. Opposite the bank is the cinema and behind the cinema is the department store.
Kaitlin: Where's your school?
Michael: The school's between the café and 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, in front of the restaurant.
Kaitlin: And your house?
Michael: It's on Third Avenue, next to the pharmacy, behind 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.

58

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?

5. Speak »

(20 minutes)

- Read the rubric.
- Students look at the streets and name the places.
- Follow the model provided and have students say where the places are on each street.
- Students talk about their street and describe the places.

Answer Key

Street 1: The supermarket's between the school and the pharmacy. The pharmacy is next to the supermarket.
Street 2: The bookshop's opposite the café. The restaurant is next to the café.

Extra Activity (20 minutes)

Have students bring to class a map of their town. In groups, have them tell everyone about the different places using the vocabulary they have studied.

6. Listen »

(25 minutes) track 58

- Read the rubric.
- Students look at the photos and say what the places are.

Study Tip

Explain that taking notes as they listen helps them to focus on the important information they need.

- Students listen and take notes.
- They listen again and compare their answers.
- Discuss the kind of place where these places might be (a big city, a small town, a village, etc.)

Answer Key

a. Place: bakery, location: between the café and the bookshop, why: the bread is delicious.
b. Place: park, location: in front of the girl's house, why: there is a basketball court.
c. Place: public library, location: next to the school, why: he loves reading.

Audio Script 58

Girl: What's your favourite place in your neighbourhood, Jeff?
Jeff: Well, I think it's the bakery.
Boy 2: Where is it?
Jeff: It's between the café and the bookshop. The bread's delicious and I love eating! What about you?
Girl: I love the park. It's in front of my house. There's a basketball court and I love playing basketball.
Boy 2: My favourite place in the neighbourhood is the public library. It's next to the school so it's easy to go to. I love reading!

7. Speak »

(15 minutes)

- Read the rubric.
- Review the models as a class.
- Students work in groups and talk about their favourite place in their neighbourhood.

Extra Activity (10 minutes)

Run a class vote to find out the students' favourite places. Which was the most popular place?

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!

1. Do you recycle and keep your neighbourhood **clean**?
   - **a.** Always ❑
   - **b.** Sometimes ❑
   - **c.** Never ❑

2. Do you make **noise** that makes your neighbours unhappy?
   - **a.** Always ❑
   - **b.** Sometimes ❑
   - **c.** Never ❑

3. Do you know the emergency numbers in your neighbourhood?
   - **a.** Yes ❑
   - **b.** No ❑

4. Do you say hello to your neighbours and people in your community?
   - **a.** Always ❑
   - **b.** Sometimes ❑
   - **c.** Never ❑

5. When you walk your dog, do you keep your park clean?
   - **a.** Always ❑
   - **b.** Sometimes ❑
   - **c.** Never ❑

6. Do you **respect** public spaces and objects such as bins, **benches**, bus stops, playgrounds, etc.?
   - **a.** Always ❑
   - **b.** Sometimes ❑
   - **c.** Never ❑

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.

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!

2. Read » Match the signs with the instructions.

1.

a. 'Please recycle.'

2.

b. 'This area is protected by police.'

3.

c. 'Clean up after your dog.'

4.

d. 'Don't make noise.'

1. Read »

(30 minutes)

- Read the rubric.
- Students look at the photos and describe them. Then read the title as a class and discuss what the text might be about.
- Students use a dictionary to check the meaning of the words in red.
- Students read and answer the test. Then they add up their score and check how they can improve and become better citizens.

Extra Activity (20 minutes)

As a class discuss the following questions and make notes on the board:

What can you do if a neighbour is noisy? (You can try talking to this person, and if that doesn't work, you can call the police.)

Do you know the emergency numbers off by heart? Is it important to know them?

Where's a good place to keep the emergency contact numbers? Why? (It is important to have these numbers within easy reach in case of an emergency. A good place is on the fridge or on a table that everybody sees.)

What other aspects are important to be a good citizen? (Helping others, reporting suspicious activities, etc.)

Are you a good citizen?

What can you do to be better?

2. Read »

(15 minutes)

- Read the rubric.
- Students look at the signs and describe them. Are there signs like these in their neighbourhoods?
- Students read the four instructions and match them with the signs.

Answer Key

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

Extra Activity (30 minutes)

In groups, students design a street sign to encourage people to be better citizens. First, they identify a problem in their community. Once they've decided, encourage them to design their sign creatively. The message should be clear. Have each group present their signs.

59

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

Mr Gómez	The Parra Family	Jennifer and Michael	Raúl and his friends

a. What does Mr Gómez do to help his community?
b. What does the Parra family do?
c. What do Jennifer and Michael do?
d. 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.

Turn right	Turn left	Go straight ahead

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

a. Walk straight ahead to Creek Avenue and turn left there.

b. Turn right on May Street.

c. The place is opposite the bakery.

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

3. Listen »

(30 minutes) track 59

- Read the rubric.
- Students look at the photos and describe the people. *How old are they? How do you think these people help their community?*
- Students read the questions and then listen and take notes.
- Students discuss their answers as a class.

Answer Key

a. Mr Gómez says hello to everyone and works in the community garden.
b. The Parra family recycle and teach others how to recycle.
c. Jennifer and Michael clean after their dog. They also have a sports group in the park and everybody can participate.
d. Raúl and his friends help to clean the park and carry Mr Gómez's groceries.

Audio Script 59

Mr Gómez: I live in a flat by myself. I love my community. Every morning I go to the bakery and say hello to everyone. My neighbours are all very friendly. After that, I go and do some work in our community garden.
Parra Family, mother: We live in a house. I think it's very important to help in the community.
Little Girl: Yes! We recycle!
Little Boy: And we teach others how to recycle.
Father: That's right!
Jennifer: Michael and I live in an apartment. We have a dog and we always clean after it when we go for a walk in the park!
Michael: We're also in a group that does sports in the park. Anyone can take part and we're always looking for new people!
Raúl: My name's Raúl. My friends and I love our community, too! We help to clean the park. We also help Mr Gómez to carry his groceries.

Extra Activity (40 minutes)

Bring old magazines or newspapers, cardboard and markerpens to class. In groups, students choose a picture of a person or a group of people from the magazines or newspapers and invent who they are, where they live and how they help their community.

Then they present and discuss as a class.

4. Read »

(15 minutes)

- Read the rubric.
- This exercise introduces some directions through physical movement.
- Students look at the signs and read their meanings.
- They stand up and walk around the classroom following the directions you say. *(Go straight ahead. Turn right. Turn left.)*

Extra Activity (20 minutes)

Students work in pairs. One student wears a blindfold and the other student gives the blindfolded student directions. They must try to guide their partners to a different desk and be sure not to bump into any of the other students in the class.

5. Read »

(35 minutes)

- Read the rubric.
- Students look at the map and, using the prepositions learned in lesson 1, say where some of the places are (for example: *The bank is opposite the bookshop. The restaurant is behind the supermarket, etc.*)

Study Tip

Highlight the importance of reading and interpreting maps. Learning to read a map helps people to become familiar with their surroundings and can encourage them to take more interest in their neighbourhood and their community.

- Make sure students identify the starting point on the map (It is at the point marked Mr Gómez). They follow the directions to discover where Mr Gómez is going.

Answer Key

Mr Gómez is going to the supermarket.

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

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. Place: _____	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. Place: _____	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. Place: _____

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.

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

6. Read »

(15 minutes)

- Read the rubric.
- Students read the directions and find the places on the map in exercise 5.
- Make sure students notice that the starting point is different in each case.
- Students share their answers as a class.

Answer Key
bookshop, bank, bakery

7. Speak »

(20 minutes)

- Read the rubric.
- Go over the model and practise with a student.
- In pairs, students use the map from exercise 5 to give each other directions.
- Remind them to have a clear starting point on the map before beginning.

Extra Activity (15 minutes)
Students work in pairs. One student gives directions and the other student imagines they are walking through the school. Where does the first student tell the other to go?

8. Speak »

(30 minutes)

- Read the rubric.
- Go over the mind map as a class and discuss the following questions:
  - **a.** What do you think a volunteer service is? (It's working without payment in order to help a community.)
  - **b.** What does 'maintenance' mean? (It means to keep things in good condition.)
  - **c.** What strategies are there in the mind map to help the community? (Volunteer service, park maintenance, being responsible for security, sharing people's abilities and recycling.)
- In groups, students think about their own neighbourhood and discuss the questions in the exercise.

Extra Activity (25 minutes)
In groups, students create a similar mind map about their communities. What strategies are there in their community to make it better? How do people help? Give students time to work on their mind maps and help them with vocabulary. Then have each group present their work.

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?	_____

1. Listen »

(30 minutes) **track 60**

- Read the rubric.
- Students look at the pictures and describe Mrs Pérez. How old do they think she is?
- Discuss what an interview is and what it's for. (It's a conversation between two people where one asks the other questions to learn about his/her life, interests, or knowledge.)
- Students read the answers to the questions and guess what the questions are.
- Students listen to the interview and complete the questions. Then they compare their answers.
- Students practise the interview both as the interviewer and as the person being interviewed.

Answer Key

a. Where do you
b. What do you like
c. What's your favourite place
d. What other

Audio Script 60

Boy: Hello, Mrs Pérez. How are you?
Lady: I'm fine. I'm very happy to help you in this interview.
Boy: Mrs Pérez, tell me: where do you live?
Lady: I live in downtown Armenia.
Boy: What do you like about your neighbourhood?
Lady: I like my street. There are lots of shops. There's a supermarket, a bookshop, a department store. Everything!
Boy: That's great! What's your favourite place in your neighbourhood?
Lady: 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.
Boy: What other places do you like?
Lady: Another place I like is Café de la Merced. I always go there with my friends for coffee!
Boy: Thank you, Mrs Pérez. Nice talking to you.
Lady: Thank you!

Extra Activity (15 minutes)

Students listen again and discuss the questions below:

Does Santiago greet Mrs Pérez? (Yes, he does.)

Does Mrs Pérez explain her answers clearly? (Yes, she does.)

Does Santiago use words to show he's interested in what Mrs Pérez is saying? (Yes, he does. He says 'That's great!')

Does Santiago thank Mrs Pérez at the end of the interview? (Yes, he does.)

2. Write »

(60 minutes)

- Read the rubric.
- This exercise is part of the final task, so make sure students keep it.
- Students read the prompts and write the questions. Then they compare in pairs.
- In groups, students think of a person in their neighbourhood they would like to interview.
- Remind students of the importance of greeting and encouraging the person and thanking him / her for the interview.
- After they have done the interview, have them present their findings to the class.

Extra Activity (40 minutes)

Students work in pairs. One of them is the interviewer and the other imagines he/she is one of the following people in their community:

a. a mother or father of three small children
b. a retired person
c. a teenager

The interview should be about how this person helps his/her community. Have students write the questions and role-play the interview.

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.

Our neighbourhood park looks like this...	We want it to look like this!

Come with your family this Saturday and help us clean it and fix the playground.

Together we Can Build a Better Community!

21st Century Skills

• *Leadership*

How can you help to improve your community?

3. Read »

(20 minutes)

- Read the rubric.
- Students read the list and discuss what they need to do.
- Go over the model. Students have a similar conversation and say where they need to go.
- Students role-play their conversations.

Answer Key

We need to buy groceries. We need to go to the supermarket.
We need to buy medicine for grandpa. We need to go to the pharmacy.
We need to buy a new adventure book. We need to go to the bookshop.
We need to visit Emma who is sick. We need to go to the hospital.
We need to play volleyball with Matthew. We need to go to the park.
We need to do volunteer work at church. We need to go to the church.

Extra Activity (20 minutes)

In pairs, students write a Things-to-do list. They exchange their lists with other groups and say where they need to go to do the things on the list.

4. Write »

(45 minutes)

- Read the rubric.
- Students design a map of their neighbourhood in groups. They label the places and the streets.
- Go over the model and practise with some students.
- Remind them to choose a specific starting point.
- Students give each other directions to get to different places.

Extra Activity (30 minutes)

In groups, students draw their maps on large pieces of paper or card. Stick their maps on the wall. Students vote for their favourite map.

5. Speak »

(20 minutes)

- Read the rubric.
- Students look at the ad and describe the two parks. What is wrong with the first one?
- They read the ad and discuss in groups if they think the ad is good and can persuade people to come and to improve the community's park.

Extra Activity (10 minutes)

As a class, discuss the following questions:

Why is it important to show the two photos?

Do you think people are going to help?

Are there ads like this in your community?

21st Century skills

Talk about the question and elicit ideas on how students can help in their communities.

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

☐ rubbish	☐ crime
☐ noise	☐ unkindness
☐ traffic	☐ vandalism

That's right. We can repair the benches.

We can paint the rubbish bins.

The problem we have is vandalism in our public spaces.

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?

6. Speak »

(40 minutes)

- Read the rubric.
- Students read the list of problems and discuss their meaning. Do they have any of these problems in their community?
- In groups, students number the problems in order of importance (where 1 is the most important and 6 is the least important) and discuss.
- Go over the model and practise with two students.
- Review the meaning of the expressions in the box and have students match solutions with the problems.

Extra Activity (35 minutes)

Students research a current world problem in the news. In groups, they discuss what can be done to solve it. Use exercise 6 as a model. As a class, decide which the best solution is.

7. Write »

(45 minutes)

- Read the rubric.
- This exercise is part of the module's final task, so students should save it for the end of the module.
- In groups, students choose one of the problems from exercise 6 and think of a creative and effective ad to improve the problem.
- They review the checklist and make sure they have all the elements in the ad.
- Students present their ads.

Extra Activity (10 minutes)

Run a class vote to find out students' favourite ad.

8. Speak »

(40 minutes) track 61

- Read the rubric.
- Students practise the intonation of *yes/no* and *Wh-* questions.
- Students read the questions and guess the intonation.
- They listen and check their answers. Then listen again and repeat.
- Ask students to write different questions and repeat them using the correct intonation.

Audio Script 61

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.

a. Where can you buy shoes?
b. Where can you buy an aspirin?
c. Where can you watch a film?
d. Where can you buy fruit?
e. 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.

a. The first place is the _____ on _____.
b. 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.

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

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

1. Speak »

(15 minutes)

- Read the rubric.
- Students look at the map and name the places.
- They also say the names of the streets where some of the places are.
- They practise saying where some of the places are with respect to other places.
- They answer the questions and compare their answers.
- After they finish the exercise, help them reflect upon their performance and complete their reflection chart.

Answer Key

a. at the department store
b. at the pharmacy
c. at the cinema
d. at the supermarket
e. at the police station

2. Listen »

(10 minutes) track 62

- Read the rubric.
- Students listen and follow the directions to find the places on the map from exercise 1.
- Students listen again and confirm their answers.
- They compare their answers.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key

public library on Strawberry Avenue, pharmacy on Peach Street

Audio Script 62

Harry: Hi! I'm Harry. I'm new in the neighbourhood.
Ted: Hi! I'm Ted. Nice to meet you.
Harry: I'm looking for this place…
Ted: Sure! We're on the corner of Peach Street and Apple Avenue. So, walk straight ahead. Turn right on Pear Street. Then, turn left on Lemon Avenue and cross Strawberry Avenue. The place you're looking for is next to the church.
Harry: Thank you. I also need to go here.
Ted: OK. We're on the corner of Peach Street and Apple Avenue right now. So turn right on Peach Street. The place you want is between the café and the bookshop.

3. Speak »

(10 minutes)

- Read the rubric.
- Read the questions as a class.
- Students ask and answer the questions in pairs. Go around the class monitoring their work.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

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.

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

Unit » 3 Every Job Is Important

Unit Objectives

Basic standards of competences	Exchange information about different jobs. Build simple spoken and written sentences about action in progress.
Vocabulary	Jobs; Sequence connectors
Grammar	Present Continuous

1. Speak »

(20 minutes)

- Read the rubric.
- Students look at the pictures and say which jobs they know.
- Point out each of the characters presented and have students say their job and the place where they work.

Extra Activity (20 minutes)

As a class discuss the following questions and make notes on the board:

What does the cook do? (She cooks and prepares food.)

What does the nurse do? (She helps sick people.)

What does the teacher do? (He teaches and works with students.)

What does the sales clerk do? (He sells and organizes things.)

What does the police officer do? (She helps to protect people in a neighbourhood.)

What does the pharmacist do? (He gives different medicines and treatments.)

What does the hairdresser do?) (She cuts people's hair.)

What does the baker do? (She makes bread and pastries.)

- Elicit other jobs students know and write them on the board. Ask them where the people work.
- Review the model and practise with a student.
- In pairs, students ask and answer questions about the different characters.

Answer Key

Cecilia is a cook. She works at the Fresh and Yummy Restaurant. Christopher is a teacher. He works at Lakeside School. Luis is a sales clerk. He works at the Green Supermarket. Mary Anne is a police officer. She works at the police station. Ron is a pharmacist. He works at the Blue pharmacy. Delia is a hairdresser. She works at Celia's Salon. Lynn is a baker. She works at the Corner Bakery.

2. Speak »

(15 minutes)

- Read the rubric.
- Go over the model and practise with some students.
- Students ask similar questions in pairs.

Extra Activity (40 minutes)

In pairs, students draw a map of their street and locate the different places. Then they say who works there and what they do using sentences similar to the ones in exercises 1 and 2.

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

actor	builder	farmer	mechanic
doctor	engineer	artist	accountant

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?

63

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...

3. Write »

(30 minutes)

- Read the rubric.
- Students look at the photos and read the words. Using vocabulary they know, students say what the people do in their jobs.
- Go over the Word Bank and use the photos or actions to explain the meanings.
- Students use the Word Bank to say what the people do. Highlight the –s or –es ending of the third person singular in the present simple tense.

21st Century skills

Discuss the question as a class. Talk about the interesting aspects of the jobs presented in exercises 1 and 3. Encourage students to think about many aspects of the jobs.

Answer Key

An actor acts in a play. A builder builds houses. A farmer grows fruit and vegetables. A mechanic fixes cars. A doctor takes care of people. An engineer designs buildings and streets. An artist paints. An accountant checks accounts.

Extra Activity (25 minutes)

Students imagine they have one of the jobs in exercise 3 and write about it using the questions below:

- What's your job?
- Where do you work?
- What do you do in your job?
- What's interesting about your job?
- What isn't interesting about your job?

4. Listen »

(25 minutes) track 63

- Read the rubric.
- Students read the statements so that they know what to listen for.
- Students listen to the track and tick Yes or No.
- They listen again and confirm.
- Students compare their answers with a partner.

Extra Activity (20 minutes)

As a class discuss the following questions and make notes on the board:

- What elements are important in Jane's job? (Books and a board.)
- Where does she work? (At a school.)
- What does she do? (She prepares classes and organizes school events.)
- Does she like her job? (Yes, she does.)

Answer Key

a. no **b.** no **c.** yes **d.** no **e.** no

Audio Script 63

Joyce: My sister's name's Jane and she works with children.
She uses books and a board.
She works at a school.
She prepares classes and organizes school events.
She works a lot, but she enjoys it!

5. Write »

(40 minutes)

- Read the rubric.
- Go over the model and provide information about a member of your own family. Write the information on the board.
- Students think of a member of their family and write about his/her job.
- They share their paragraphs in groups and then as a class.

Extra Activity (20 minutes)

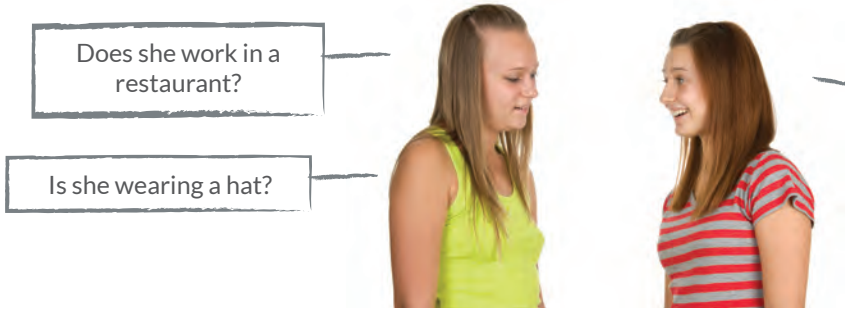
As a class discuss the following questions and make notes on the board:

- Who in your family did you write about?
- What's interesting about this person's job?
- What aspects aren't very interesting about his/her job?
- Would you like to have this job?

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.



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

☐

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.

6. Speak »

(40 minutes)

- Read the rubric.
- Students look at the pictures and describe the characters and their jobs.
- In pairs, students choose one of the characters without telling their partner.
- Go over the model provided and practise with a student first.
- They ask questions about the character's job and physical appearance and try to guess which character it is.
- Then switch roles. They can do this three or four times.

Study Tip

Remind students that the more they use the language, the more they will feel confident about asking and answering questions

7. Listen »

(20 minutes) track 64

- Read the rubric.
- Students look at the photos say what the person's job is.
- Students listen and match the photos with the sentences. Then, compare answers.
- Make students notice the form of the present continuous and explain that it is used because these actions are happening in the photos.

Answer Key

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

Audio Script 64

Joyce: I think my sister's job is great!
Girl: She's a teacher, right?
Joyce: That's right. It's a fun job.
Boy: Tell us about it.
Joyce: Look, here I have some photos of Jane working with her students. Here, my sister is doing exercise with the children.
Boy: That is fun!
Joyce: And here, she's painting.
Girl: What is she doing here?
Joyce: In this photo, she's reading a story. Her students love stories!
Boy: And here?
Joyce: Here, she's helping the children. They're playing with blocks.
Girl: You are right. Being a teacher looks really fun!
Boy: Yeah!

Extra Activity (15 minutes)

In pairs, students make a list in two columns of different jobs they like and don't like.

What's interesting about the jobs they like?

What isn't interesting about the jobs they don't like?

What does this list tell them about what they want to do in the future?

Discuss their conclusions as a class.

Expanding Knowledge » What Are You Doing Right Now?

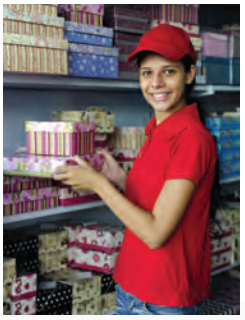
1. Read » Read the diary and say what Andrea's doing on each day. Then, answer the questions.

June 20th

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.

June 24th

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!



June 26th

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.

June 27th

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!

a. What does Andrea's mother do?
b. Where does she work?
c. What does Andrea's father do?
d. Where does he work?

e. What does Andrea's sister do?
f. Where does she work?
g. What's Andrea's favourite activity?

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

They're...

She's...

He's...

They're...

1. Read »

(45 minutes)

- Read the rubric.
- Students look at the photos and describe them. What are the people's jobs? Where are they? What are they doing?
- Make students notice the format of the text. What is it and what is it used for? (A diary is used to record daily experiences and activities.) Does anybody in the class have a diary?
- Students read and answer the questions in pairs.
- Review the present continuous tense and write examples on the board. Make students notice that this structure is used when the action is happening at the moment of speaking.
- Also explain the use of *while* as connectors between sentences.

Answer Key

a. She's a cook
b. She works in a restaurant
c. He's a pharmacist.
d. He works at a pharmacy.
e. She's a salesperson.
f. She works in a shop.
g. Painting

Extra Activity (20 minutes)

Have students bring photos of members of their families doing a specific action (doing a sport, opening a present, etc.) and ask questions about them using the present continuous tense. This can also be done with pictures from magazines.

2. Speak »

(20 minutes)

- Read the rubric.
- Students look at the photos and, using the words in the Word Bank, say what the people are doing.
- Students compare their answers in pairs.

Extra Activity (20 minutes)

Bring as many pictures as possible of characters doing different activities and place them on the board. Have students say what the characters are doing.

Answer Key

They're eating. She's talking. He's playing the piano. They're running.

Grammar Box: The present continuous

The present continuous is formed with the verb *be* and the *-ing* form of another verb. It's used to describe actions that are happening at the moment of speaking.

Affirmative sentences:			Negative sentences:			
I	am		I	am		
You	are		You	are		
He/She/It	is	running in the park.	He/She/It	is	not	running in the park.
We	are		We	are		
They	are		They	are		

Questions:

Am I		Yes, I am. / No. I'm not.
Are you		Yes, you are. / No you aren't.
Is he/she/it	running in the park?	Yes, he / she is. / No, he / she isn't.
Are we		Yes, we are. / No, we aren't.
Are they		Yes, they are. / No, they aren't.

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 »

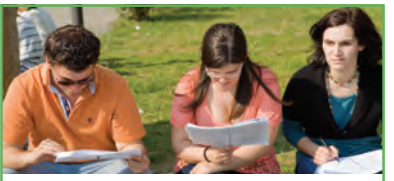
Listen and read about what an actor does. Use the Word Bank to complete the sentences. Then, compare with a partner.

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!

3. Speak »

(30 minutes)

- Read the instructions and questions as a class.
- On separate pieces of paper write the actions 'drink water', 'write', 'listen to music', 'jump', and 'eat' and give them to some students. Tell them to do these actions when you tell them.
- Give a sign to the students who have to perform the actions.
- The rest of the class take notes and write the names of students who are doing the actions and then say the sentences.
- Do this again with other verbs and other students. (You can include 'sing', 'run', 'cry', 'sleep', etc.)
- Students write the sentences using the present continuous.

Extra Activity (70 minutes, 10 minutes each day for 7 days)

Students write an Observation Diary for one week. They have to go to a park or look outside their window at home and write about what's happening at that specific moment. They should write the date and say where they are. Students read their diaries in class. They can draw pictures too if they want.

4. Write »

(40 minutes)

- Read the rubric.
- Students look at the photo and say what the people are doing.
- Bring a picture or drawing of your own family doing different activities and write on the board what they are doing using the model sentences.
- This exercise can be done as homework or in class.
- At home, students have to observe their family on a busy day and write, using a diary format, what everybody is doing at that moment. The next day they share their diaries in class.

5. Listen »

(35 minutes) **track 65**

- Read the rubric.
- Students look at the photo and guess what the man's job is and what the people are doing in every photo.
- Students read and complete with the present continuous tense using the verbs in the Word Bank.
- Students listen and confirm their answers.

Answer Key

are learning, are practising, am performing.

Audio script 65

Oscar: 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 are learning our lines. Thirdly, we have to practise and practise. Here, we are practising a scene. Then, we do the play in the theatre. Here, I am performing a play by Shakespeare. Finally, after all that work, here's the audience clapping.

- Make students notice the words in red. What do they indicate? (They indicate the sequence in which actions occur.)

Extra Activity (20 minutes)

Discuss the following questions:

What does Oscar do? (He's an actor.)

Is it an easy job? (No, it isn't.)

Number the actions in the order Oscar mentions them:

The actors practise the play. (3)

The director gives him a role. (1)

The actors perform the play in front of an audience. (4)

The actors learn their lines. (2)

6. Read »

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

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. Secondly, I arrive at the conservatory 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!

- ☐ Then, Jane practises with her teacher.
- ☐ Finally, Jane and the orchestra perform for an audience.
- ☐ First of all, Jane wakes up early.
- ☐ After lunch, she practises with the orchestra.
- ☐ Later, Jane eats lunch with other musicians.
- ☐ Secondly, Jane goes to the conservatory and studies.

7. Write »

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

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?

6. Read »

(20 minutes)

- Read the rubric.
- Students look at the photo and say what Jane's job is. Would they like to be musicians? What do they imagine musicians have to do in their jobs?
- Students read the text and think about the order in which Jane does the activities.
- They order the activities and compare with a partner.
- Students share their answers as a class.

Answer Key

First of all, Jane wakes up early. Secondly, Jane goes to the conservatory and studies. Then, Jane practises with her teacher. Later, Jane eats lunch with other musicians. After lunch, she practises with the orchestra. Finally, Jane and the orchestra perform for an audience.

- Point out that the sequence connectors indicate the order in which events happen. For example *first of all* is action number 1 and *finally* indicates that it is the last action.

Extra Activity (20 minutes)

Discuss the following questions:

What does Jane do?
(She's a violinist in an orchestra.)

What time does she wake up?
(6:00 a.m.)

Where does she go?
(To the conservatory.)

What do you think you need to be a good musician? (You need to be happy to practise a lot.)

7. Write »

(20 minutes)

- Read the rubric.
- Each student makes a list of as many different jobs as he/she can think of.
- Each student chooses one of the jobs.
- Go over the model and explain that they are going to guess the different jobs.
- Each student acts out his/her job.
- The other students ask questions and guess.

8. Speak »

(35 minutes)

- Read the rubric.
- Students look at the photo and name the jobs.
- They choose a job and draw different activities the people do in that job. They should include at least four drawings.
- Review the model sentences. Then, have students show their drawings and ask each other about the activities they are doing in each picture.

Extra Activity (35 minutes)

Students look at the job adverts below. What are some of the jobs? What do they have to do? Which job seems interesting to them? Discuss as a class.

Job Offer: Teacher	Job Offer: Cook	Job Offer: Mechanic
To work in a high school. Has to teach maths, history, geography and art.	To work at a hotel restaurant. Has to know international recipes and work from 7:00 p.m. to 2:00 a.m.	To work in a garage. Has to repair cars, trucks and motorcycles.
Job Offer: Hairdresser	**Job Offer: Engineer**	**Job Offer: Accountant**
To work at Linda's Salon for Dogs. Has to like dogs and be patient.	To work for a construction company. Has to build bridges and buildings.	To work in an office. Has to check accounts, and work with computers.

Preparing Your Task » I Know the People in my Community

66

1. Read »

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

This is Ligia. She's a baker. She works at Grandma's Bread Bakery.

1.

The first thing that Ligia does in the morning is prepare the ingredients. Here's Ligia making the dough.

2.

Secondly, Ligia bakes the bread. The bread goes in the oven.

3.

Thirdly, the bakers make other different breads and cakes. At this moment, they're making bread rolls.

4.

Here, Ligia's putting plastic on some bread rolls.

5.

Finally, when everything's ready, Ligia and the other bakers sell the bread.

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

116

2. Speak »

Look at the photos and say who works at the places.

Hospital in Zapatoca, Santander

The Sydney Opera House in Australia

School in Cabo de la Vela, Guajira

1. Read »

(40 minutes) track 66

- Read the rubric.
- This exercise is important for the Final Task because it familiarizes students with a documentary format.
- Students look at the photos and describe Ligia's job as a baker. What are some of the activities that she does?
- Discuss what a documentary is. (A set of pictures and interviews with real people on a particular subject.) Explain that the boy in the photo, Ramiro, has made a documentary about Ligia's working day.
- Students use a dictionary to find the meaning of the words in red.
- Go over the questions so that students know what to look for in the text.
- Students listen and read. Then they answer the questions.
- Check answers as a class.

Answer Key

a. She works at Grandma's Bread Bakery.
b. She prepares the ingredients.
c. She's making the dough.
d. She's making bread / talking to another baker.
e. She's putting plastic on bread rolls.

Audio Script 66

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

Extra Activity (20 minutes)

Discuss the following questions:

What activities does Ligia do on a normal day?

What order does she do the following activities?

- ☐ She puts the bread in the oven. (2)
- ☐ They sell the bread. (4)
- ☐ Ligia prepares the bread dough. (1)
- ☐ The bakers make different breads and cakes. (3)

Is Ligia's job fun and interesting?

What are some aspects you don't think are interesting?

2. Speak »

(15 minutes)

- Read the rubric.
- Students look at the photos and describe the places. What are they?
- Use the model provided. Students say who might work in each place.

Answer Key

Doctors and nurses work at Zapatoca hospital. Actors, singers and dancers work in the Sydney Opera House. Teachers work at the school in La Guajira.

Extra Activity (35 minutes)

In pairs, students make a poster about an important building in their town and write who works there. They need card and coloured pens. Students draw the building and write, using the model provided in exercise 2 as a guide. Students present their buildings.

3. Write »

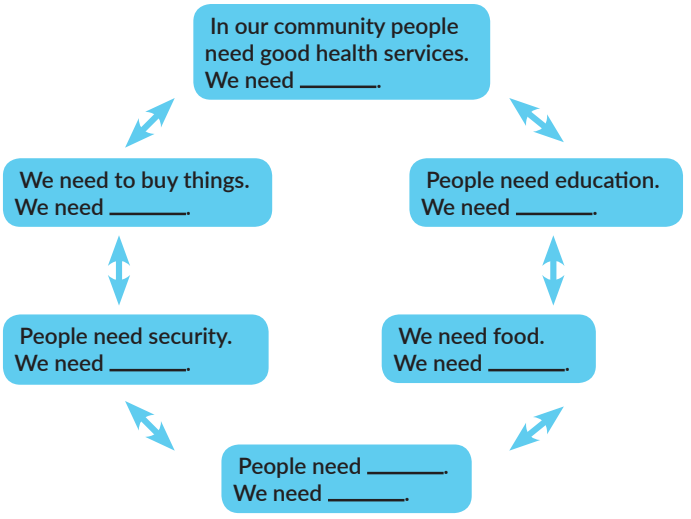
In groups, choose a person from your community and create a documentary about his/her job. If possible, take photos or draw the activities he/she does.

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?

3. Write »

(80 minutes)

- Read the rubric.
- This exercise is part of the module's final task, so students should save it for the end of the module.
- In groups, students think of a person in their community for a documentary.
- Explain that they need to interview this person about his/her job and take photos, or draw about his/her daily activities at work.

Extra Activity (20 minutes)

Ask students what types of questions they could ask in an interview:

What is your job?
Where do you work?
At what time do you begin and finish your work?
What is the first thing you do?
What do you do next?

- Students imagine an interview with the person and then, in class, complete the documentary with photos and pictures and texts, explaining what the person is doing in every photo.
- Share as a group.

4. Speak »

(20 minutes)

- Read the rubric.
- Students look at the flow chart and, in groups, complete with the jobs corresponding to each need.
- Discuss as a class.

Answer Key

(clockwise from the top) doctors and nurses, teachers, farmers, answers will vary, police officers, sales clerks/salespeople

5. Write »

(35 minutes)

- Read the rubric.
- Students look at the photo and say what her job is. Then read the text and discuss the questions below:

  Why's her job important? (She's a nurse and helps many people.)

  What's Rocío like? (She's kind.)

  Why's she the Community Person of the Month? (She helps everybody in the community.)
- In groups, students think of a person in their community who can be Community Person of the Month and write a paragraph similar to the model. If possible, tell them to include a photo of this person.
- Students present their Community Person of the Month to the class.

21st Century Skills

Discuss the question. How does everybody's job contribute to a community?

Extra Activity (45 minutes)

In groups, students research the courses offered at their nearest university or technical institute and write a list of the options available. Have them write some of the names of the courses and what jobs can be done after studying them. Which ones interest them? Students share their information with the class.

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? ↗

6. Speak »

(25 minutes)

- Read the rubric.
- Elicit a list of jobs and write them on the board.
- Students read the statements and mark Yes or No. They compare in pairs.
- Go over the model and have students tell each other possible jobs they can do in the future according to what they like.

7. Read »

(25 minutes)

- Read the rubric.
- In groups, students read the quotations. Help them to understand the quotations and match them with their corresponding explanation.
- Discuss the questions below:
  - **a.** Do you agree with the first quotation?
  - **b.** Is working a good experience? Why?
  - **c.** Do you agree with the third quotation?
  - **d.** Do the decisions we make every day decide our future?

Answer Key

1. b. **2.** c. **3.** a.

Extra Activity (35 minutes)

Students research a quotation about work. In groups, they debate what it means and write an explanation.

8. Speak »

(10 minutes) track 67

- Read the rubric.
- Students practise the intonation of *yes/no* and *Wh-* questions.
- Students try to use the correct intonation.
- They listen to the questions. They listen again and repeat.
- They practise in pairs.

Audio Script 67

What do you do?
Do you like your job?
What activities do you have to do in your job?
Is your job difficult?

68

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, …

Chant: Welcome to our town

Lesson 4

Welcome to our town.

Speak »

(5 minutes)

Before playing the audio for the chant, ask the class what the chant is about. Get them to identify key vocabulary items that point to the topic, and ask them to identify any words or phrases that they don't understand or aren't familiar with. Ask other students if they can supply the meanings. Don't spend too long on detailed understanding, as listening to the chant itself will help a lot with students' comprehension.

Listen »

(10 minutes) **track 68**

Play the audio through a couple of times and get students to listen. Gradually introduce actions to assist comprehension. Here are some examples to help you get started:

- *welcome to our town* – wave to welcome someone to the town
- *turn off all the lights* – mime pulling down on a light chord
- *we always use our bikes* – mime pedalling on a bike
- *church* – mime a church with a steeple (tips of fingers in a triangle)
- *café* – mime drinking a cup of coffee
- *people like to eat* – mime eating some pasta
- *healing people* – mime taking someone's pulse
- *builders building houses* – mime hammering something into a wall
- *books* – mime opening a book
- *turn left, then right* – mime turning to the left, then turning to the right
- *where I can rest* – mime sleeping (hands pressed together to the side of your head, and close eyes, as if lying on a pillow)

Gradually get students to sing along with the words, paying particular attention to the rhythm and punctuation. Play the audio as many times as you need in order to ensure that students feel confident with the words and rhythm.

1. Speak » Do you find these nouns in a house or in a town? Ask and answer with a partner.

~~bedroom~~ kitchen church café parks room square restaurants garden houses bed library school desk

In a town	In a house
	bedroom

Where do you find a bedroom?

You find a bedroom in a house.

2. Read » Match the words to make sentences.

1 We	build	in my room.
2 Books	are	green.
3 The bakers	cook	food.
4 The builders	have	houses.
5 Libraries	rest	in the library.
6 Parks	heals	people.
7 The doctor	use	in the square.
8 People	meet	the lights.
9 We	are	our bikes.
10 I	turn off	books

3. Write » Write answers in complete sentences.

1 What do the people of the town take care of?

They take care of the environment.

2 What do people turn off?

3 Where do people meet?

4 How many restaurants are there?

5 What do people do in the restaurants?

6 What does the doctor do?

7 What do the bakers do?

8 What is in the library?

9 Where is the speaker's house?

10 How many bathrooms does the house have?

1. Speak »

(10 minutes)

For activity 1, tell students to cover the chart complete this task from memory, if they can. They are required to understand the meaning of various nouns that appear in the chant, and be able to categorise them into two groups. The answers all appear in the chant but students should also be able to place most of the nouns into the correct column in the table. This checks their understanding of the target vocabulary in this unit.

After pairs have completed the exercise, go round the class taking it in turns for a different pair to ask and answer the questions for each of the nouns listed.

2. Read »

(10 minutes)

Activity 2 is a reading and matching exercise. Students will need to re-read the chant carefully and identify the sentences that are included in the text. It is important that students understand the meaning of the words rather than being able to copy it word-for-word from the chant.

If students find this activity challenging, you can encourage them to complete the activity working backwards from the third column. They will need to use their logic and reasoning, as well as be able to understand the words in the chant.

3. Write »

(10 minutes)

The final activity is the most challenging in this unit. It builds on the understanding of the topic and knowledge of vocabulary that students have been developing whilst reciting the chant, and in the preceding exercises. It is important that they have a good understanding of the chant and associated vocabulary, but they will also need to be able to formulate simple, yet grammatically correct sentences in order to respond accurately to the questions that are posed.

Extra Activity (35 minutes)

As an additional fun activity, and particularly for more advanced students who might finish early, get students to rewrite the chorus of the chant from the point of view of a town that is not very good at caring for the environment. Use the following as an example, but encourage students to be creative with their answers.

Welcome to our town,
*We **don't** keep it clean!*
*We **don't take care** of the environment,*
*Our parks **aren't** very green.*

*We turn **on** all the lights*
*And we **never** use our bikes.*
Welcome to our town.
Let me show you around!

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	

1. Write »

(15 minutes)

- Read the rubric.
- Students read the descriptions and decide the name of the job for each one. Then they compare with a partner.
- Discuss as a class which of these jobs interests them and why.
- After they finish the exercise, help them reflect upon their performance and complete their reflection chart.

Answer Key
cook, accountant/salesperson, builder

2. Write »

(10 minutes)

- Read the rubric.
- Students look at the photos and name the jobs.
- They write what each person is doing.
- They compare their answers.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key
teaching, talking, painting, playing the piano

3. Listen »

(10 minutes) track 69

- Read the rubric.
- Students read the instructions and the sentences.
- They listen to the track at least twice and number the sequence.
  Discuss the questions:
  Where does he work? (At a restaurant.)
  When does he arrive at the restaurant? (Early in the morning.)
  Does he like his job? (Yes, he does.)
- They share their answers.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

Answer Key
First of all, Jim arrives at the restaurant. Secondly, he checks the menus of the day. Thirdly, he prepares the food. After that, Jim prepares the more complicated dishes. Then, he prepares the soups. Finally, Jim decorates the plates. Now the food's ready!

Audio Script 69
Man: My name's Jim and I'm a cook. I work at a restaurant. First of all, I arrive at the restaurant early in the morning. Secondly, I check the menus of the day. Thirdly, I collect all the ingredients for the recipes. After that, I prepare the more complicated dishes. Then, I prepare the soups. Finally, I decorate all the plates, and the food is ready to be served! It's a busy day but I enjoy cooking very much!

4. Speak »

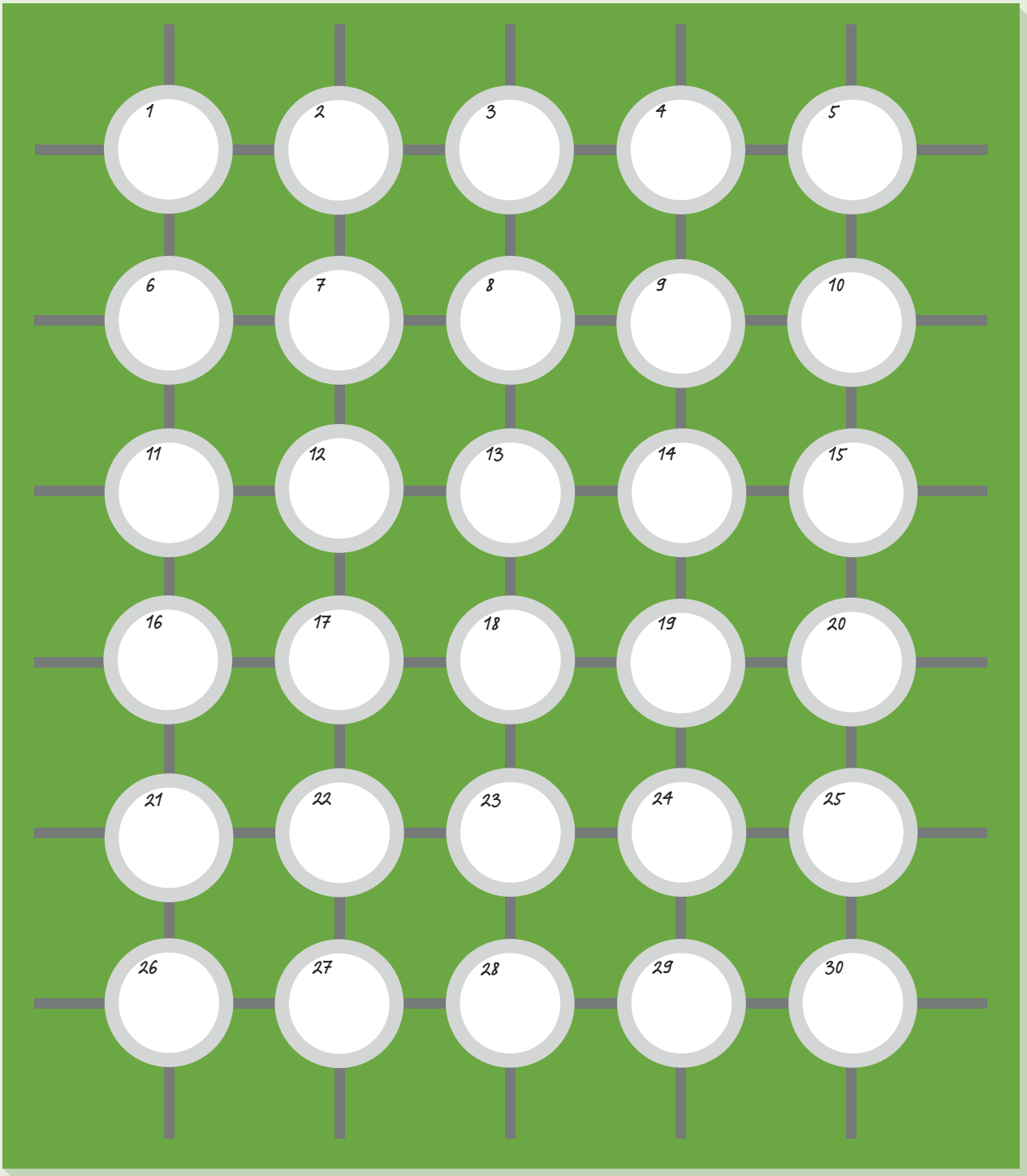
(15 minutes)

- Read the rubric.
- Students imagine they have a job they like and use the words and phrases to create sentences about their job.
- In pairs, they tell each other what they do on a typical day in their job.
- After they finish the exercise, help them reflect upon their performance in the exercise and complete their reflection chart.

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.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3-in-a-row

(2–4 players)
Players/teams choose a square and answer the question. If the answer is correct, the player/team puts their mark (O or X) in the square. If they have 3 consecutive marks (3-in-a-row), they get 1 point. Explain that players must get 3 adjacent squares, either horizontally, vertically or diagonally. The team/player with the highest score wins. Some answers may vary, so circulate and monitor the activity.

3-in-a-row Answers

Page 82-83

1. Answers may vary.
2. is working / 's working
3. Is there
4. make
5. Answers may vary.
6. Answers may vary.
7. Those
8. are those
9. At the supermarket
10. First of all / First
11. Answers may vary.
12. am doing / 'm doing
13. turn
14. Answers may vary.
15. Where
16. Answers may vary.
17. Answers may vary.
18. clean
19. Answers may vary.
20. does
21. Answers may vary.
22. engineer
23. doctor / nurse
24. is making / 's making
25. Answers may vary.
26. front
27. Answers may vary.
28. Where
29. Answers may vary.
30. Secondly

Final Task

A Radio Programme about My Community!

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

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

2. 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. ☐	b. This indicates that there are ads in the show. ☐	c. This introduces the radio show. ☐	d. This introduces an interview. ☐	e. This introduces a survey. ☐	f. This introduces a documentary. ☐

Module 3 Final Task

A Radio Programme about My Community

1.

• Go over the title of the Final Task. What's a radio programme? (It's a programme on the radio in which people present and discuss a variety of topics.) Do they listen to the radio? Which radio programmes are their favourites?

• Students go over the checklist and make sure they have all the materials they've done throughout the module.

2.

• Read the instructions of the exercise as a class and discuss the following questions:

• During a radio programme, does the presenter greet the audience? (Yes, he/she does.)

• Does the presenter use special expressions to change the topics? (Yes. He/She uses transitions.)

• Students read the expressions a radio programme presenter may say and match them with their meaning.

• Discuss as a class.

• Students practise in groups saying the different expressions

Answer Key

a. This introduces the radio show.
b. This introduces a section of the show: an interview.
c. This introduces another section in the show: a survey.
d. This introduces another section in the show: a documentary.
e. This indicates that there are commercials in the show.
f. This finishes the show.

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

A Radio Programme about My Community

- **Option 1:** Make a live broadcast.
  - Practise the survey, interviews, ad break and documentary to make your live show.
  - Present your show.
- **Option 2:** Make a recorded radio programme.
  - Practise the survey, interviews, ad break and documentary, then, record it!
  - Listen to the radio programme.

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
a. Get your material ready: prepare your interviews, survey, ad and documentary. **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.	**c.** Choose two presenters. Decide in groups what everybody is going to say and when. Use the language in exercise 2. **d.** Practise until everybody feels that they know the material.	**e.** Present each of your parts to the class.	**f.** In your group, say if you think it went well and how it could be better.

Option 2: A recorded radio programme

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

Module 3 Final Task

21st Century Skills
Communicating

People who want to promote a more balanced lifestyle make decisions to start healthier routines at home, school or at work. The first step is to have the initiative and start with simple steps. One by one, each step will help us the expected outcomes. Such initiative is always welcome, provided the ideas are logical, realistic and achievable.

3.

30 minutes

• Students choose one of the two options of the Final Task: one is making a live broadcast and the other is recording the show. The first option means that students have to role-play the show in front of the class, and the second option involves having access to mobile phones or tape recorders.

4.

30 minutes

• Students review the exercises from the units mentioned in the chart and discuss the questions in groups.

• They share ideas as a class.

• Give students time to plan their radio programme.

5.

45 minutes

• As a class read the different stages of a radio programme. Discuss the questions below:

What's the pre-production stage? (The stage in which the programme is prepared.)

What's the production stage? (It's when the script for the programme is written and practised.)

What's the 'On Air' stage? (It's the moment in which the radio programme is recorded or presented.)

What's the post-production stage? (It's when the team gets together and discusses what worked well in the show and what they can do for it to be better.)

• Students follow the instructions according to the option they chose.

• For option 1, students follow the instructions for each stage. They prepare the introduction and transitions, decide what everybody is going to say and practise.

• Students present their radio show to the class.

• After that, students discuss what they could have done better.

• If students chose the second option, they follow the instruction for this option.

• During the pre-production stage, students collect their material and, using the ad from Unit 2, lesson 3, exercise 7 as a model, they invent their own ad.

• Then they decide what everybody is going to say, and choose two main presenters.

• They practise until they feel confident.

• Students record their radio programme and play it to the class.

• The team gets together and decides what could have worked better.

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	

Evaluation Answers

Page 126

Vocabulary

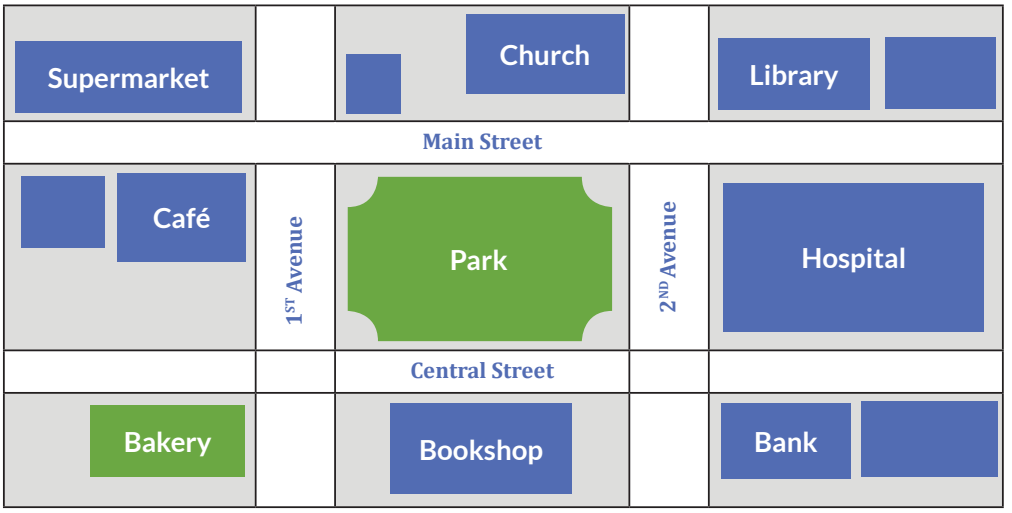
1. F
2. B
3. E
4. D
5. A

Grammar

6. playing
7. is
8. those
9. Where
10. are

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 _____

Evaluation Answers

Page 127

Reading

11. ✔
12. ✗
13. ✔
14. ✗
15. ✗

Writing

16. Answers will vary. Students need to use the words given.
17. Answers will vary. Students need to use the words given.
18. Answers will vary. Students need to use the words given.
19. Answers will vary. Students need to use the words given.
20. Answers will vary. Students need to use the words given.

MODULE 4

Globalization

Around the World

Unit »1

One World

Language Functions

- Talk about nationalities
- Describe places
- Identify cultural characteristics
- Ask for and give information about your town

Text Types:

- form, informative paragraph, descriptive paragraph, advertisement, newspaper article

Unit »2

Weather Changes

Language Functions

- Describe weather conditions
- Understand details about the weather in short, spoken texts
- Describe clothes
- Compare traditional clothes from different regions and countries

Text Types:

- descriptive paragraph, poem, scientific paragraph, fable (narrative text)

Unit »3

Let's Celebrate!

Language Functions

- Describe celebrations and traditions
- Talk about traditional foods
- Describe people, places and customs
- Compare customs

Text Types:

- descriptive paragraph, informative paragraph, story (narrative text)

Module 4 Presentation

10 minutes

- Point out to students that this fourth module of the book is based on globalization.
- If necessary, explain that, in this case, globalization refers to the fact of opening up to other international cultures but understanding Colombian culture first.
- Read the title, *Around the World*, and elicit from students examples of different countries and cultures joining together, such as sporting events, scientific research, ecological projects, etc.

20 minutes

- Draw students' attention to the pictures and ask them if they recognize any of these landmarks. If they do, ask them if they know where they are located (the Great Wall of China, the Eiffel Tower in Paris, the Houses of Parliament in London, Machu Picchu in Peru, etc).
- It would be useful to have a world map in the classroom to help students locate these places. A brief warm-up activity could be for students to point out the location they think is correct. The student closest to the right answer scores a point.
- Go over the specific language functions and text types of the three units.

Unit 1
One World

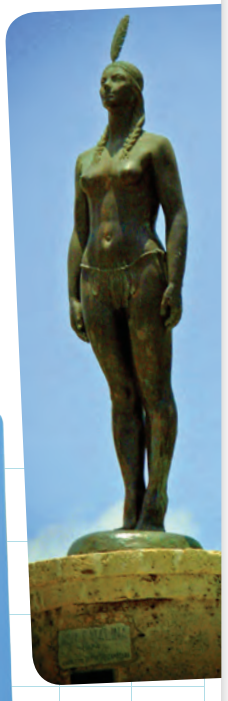
- Read, or ask a student to read, the different items, clarifying any new vocabulary, such as *nationalities*, *characteristics*, *town*.
- Tell students they will learn about different nationalities and how to describe places and people in terms of their culture.

Unit 2
Weather Changes

- Read all the items, checking their understanding of vocabulary like *weather*, *clothes*, *scientific*, *fable*.
- Explain that students will discuss weather conditions and clothing related to different places.

Unit 3
Let's Celebrate!

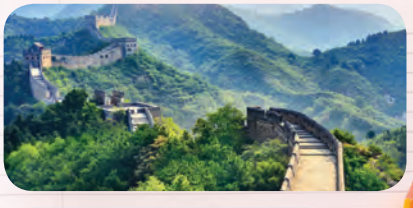
- Read all the language functions and text types, checking any words students do not understand, e.g. *celebration*, *traditions*, *customs*, *story*.
- Tell students that they will find out about celebrations and traditions from different cultures, including food and clothing. You can use the picture of indigenous people to help them to understand the concept of costume.

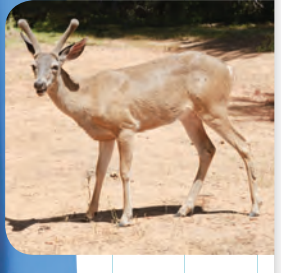


Explore Your Knowledge

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
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)	**4.** Drawing of the traditional costume of your region (Lesson 3, exercise 5)	**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?

Module 4 Presentation

Explore Your Knowledge

20 minutes

- Ask students to look at the pictures and explain what they see.
- Read the *Explore Your Knowledge* questions and elicit some answers from students. Write any new vocabulary on the board and clarify it. You can use examples or drawings.
- Students may find vocabulary a problem, so allow the use of L1, but encourage L2 as much as possible.
- For the first question, students may mention the landmarks in the introduction: Great Wall of China, Eiffel Tower, Houses of Parliament, Machu Picchu, etc. Help them with this vocabulary if they do not know it and write it on the board.
- For the second and third questions, when students are familiar with the new words, ask them to describe the pictures with simple sentences like 'There is a llama in Machu Picchu.'
- For the final question, elicit answers and ask students where these regional things come from (coffee: Colombian coffee region, such as Quindío, Caldas, Risaralda; bananas: Colombian coastal departments, such as Magdalena; cotton: the south-eastern region of the United States and the Sinú region of Colombia). Also mention that the bald eagle in the picture (Big Ben) is the national bird of the United States.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.

Final Task

10 minutes

- Explain that the task for module 4 is a *Regional Exhibition*. In order to develop this presentation, in unit 1, students hear someone talking about their home town and create a booklet about their department, together with a plasticine map showing its features. Students draw the traditional costume of their region in unit 2 and, in unit 3, students make a chart about a festival or celebration that takes place in their town, department or region and they also present two typical foods from their region.
- Go through the chart with students, eliciting this information by asking questions and clarifying any difficulties.
- Finally, read the title of this module's chant *Where are you from?* Ask students what they understand by this title and how they can relate the content of the units to the title of the chant.

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.

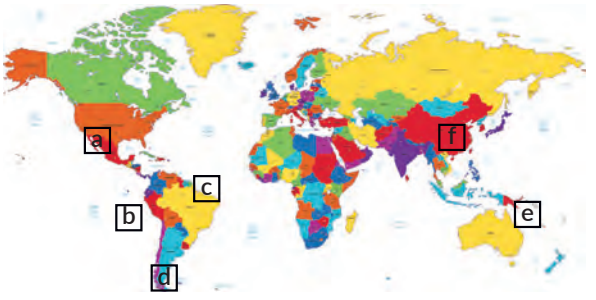
In Context » I'm Colombian!

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.

☐ Mexico	☐ the United States	☐ Japan
☐ Colombia	☐ China	☐ Canada
☐ Brazil	☐ the United Kingdom	☐ Argentina
☐ Australia	☐ France	☐ Peru



3. Write » Complete the form.

Second Youth Intercultural Encounter					
Your name: _____		Your country: _____		Your age: _____	
Some friends I want to meet are:					
Australian ☐	Chinese ☐	Colombian ☐	Peruvian ☐	Mexican ☐	American ☐
Japanese ☐	Brazilian ☐	Canadian ☐	English ☐	French ☐	Argentinian ☐

Unit » 1 One World

Unit Objectives

Basic standards of competences	Identify information related to specific characteristics of different countries and nationalities Use vocabulary related to characteristics of people in oral and written texts. Describe the physical and personality traits of people. Answer personal questions regarding age, nationality and address, with the help of repetition when necessary.
Vocabulary	Countries and nationalities; Descriptive adjectives
Grammar	Adjectives

1. Listen »

(30 minutes) **track 70**

- Read the rubric.
- Say the title of the unit and discuss as a class what it means.
- Read the title of the brochure and ask students what an Intercultural Encounter means.
- Talk about similar events such as national and international scouts encounters, or international language exchanges in which students go to other countries to experience a different culture and learn a language.
- Students read and listen to the audio. Ask: *What are some of the nationalities participating in this event? Would you like to participate in this event?*
- Make students notice that nationalities are always capitalized.

Audio Script 70

Welcome to this year's Youth Intercultural Encounter, Medellin, Colombia. Come and meet new friends! Celebrate every culture and exchange ideas and opinions for a better world! Where is everybody from? Paola's from Colombia. Kenji's from Japan. Josh's from the United States and Mei-Li's from China.

Grammar Box: Adjectives

In most cases nationality adjectives are formed by adding *-n*, *-an* or *-ian* to the name of the country: *Colombia – Colombian*; *Mexico – Mexican*; *Brazil – Brazilian*.

Keep in mind some exceptions that will appear later in the unit:

Switzerland – Swiss
Germany – German
Sweden – Swedish
Peru – Peruvian
France – French
England – British / English
Ireland – Irish
Scotland – Scottish
Japan – Japanese
China – Chinese

2. Read »

(15 minutes)

- Read the rubric.
- Students look at the map and identify the countries marked on the map. Can they name the nationalities of these countries?
- Students name the other countries mentioned in the list and name the nationalities.

Answer Key

a. Mexico
b. Colombia
c. Brazil
d. Argentina
e. Australia
f. China

3. Write »

(10 minutes)

- Read the rubric.
- Explain that at Intercultural Encounters people complete forms about themselves.
- Have students fill in theirs and compare in pairs.

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? _____	

72 **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

1. Mei-Li says the Great Wall of China and the Heaven Temple are _____ and _____.
2. Mei-Li thinks Chinese people are _____ and _____.
3. Josh says New York is a _____ city.
4. 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.

My country: _____

An interesting place in my country: _____

My town: _____

We're: _____

Word Bank
quiet
kind
serious
funny
hard-working

4. Listen »

(30 minutes) track 71

- Read the rubric.
- Students read the questions. Check they understand the meaning of them all.
- Students listen at least three times and compare their answers.
- Tell students that they do not need to understand every single word when they are listening or speaking.

Answer Key

a. She's from Colombia.
b. She's 13 years old.
c. He's from Tokyo.
d. He's American.
e. She's 14 years old.

Audio Script 71

Colombian girl: Hello, everybody! And welcome to the Second Youth Intercultural Encounter. Welcome to Medellin! Welcome to Colombia! My name's Paola. I'm 13 years old. I'm from Envigado, Antioquia. I'm Colombian. Here are some of the students from different parts of the world.
Japanese boy: Err… Hi! My name's Kenji. I'm from Tokyo, Japan. I'm Japanese. I'm very happy to be here.
American boy: Hi, everyone! My name's Josh. I'm from New York in the United States. I'm American.
Chinese girl: Good morning! Uh… My name's Mei-Li and… I'm Chinese… I come from China… I'm 14 years old.

Extra Activity (20 minutes)

As a class, play the audio again and discuss the following questions:

What part of Colombia is Paola from? (She's from Envigado.)

How does Kenji feel about being at the encounter? (He's very happy.)

Where's Meili from? (She's from China.)

5. Listen »

(20 minutes) track 72

- Read the rubric.
- Ask students to look at the pictures and describe what they see.
- Play the audio and have students tick where the items are from.
- Play the audio once more so that students can check their answers.
- Ask if they can think of any other foods, places or landmarks from these countries.

Answer Key

bagels – the USA,
The Great Wall – China,
The Heaven Temple – China,
noodles – China,
The Statue of Liberty – the USA

Audio Script 72

Paola: Hello, we're in the Second Youth International Encounter in Medellin. My name's Paola. We're visiting the different stands. First we're here with Mei-Li! She's Chinese. Hello, Mei-Li. How are you? Tell us about your country.
Mei-Li: Hi, Paola… Well, yes, that's right, I'm Chinese. China's a very big country. There are many people in China.
My city is Beijing, the capital of China. We have the Great Wall of China and the Heaven Temple. These places are interesting and beautiful!
Paola: How can you describe Chinese people?
Mei-Li: I think that we're very disciplined and organized.
Paola: What about special food?
Mei-Li: Food in China's delicious! My favourite Chinese food is noodles.
Paola: OK. Now, we're with Josh, from the United States. Hello, Josh! Tell us about your city.
Josh: Hi, Paola… so… I'm American. I'm from New York. It's a big city and there are many things to do! We have the Statue of Liberty!
Paola: What about a typical food in New York?
Josh: We have bagels, of course!
Paola: How can you describe people in New York?
Josh: I think we're very active because we're often busy going to different places around town…
Paola: Thank you, Josh! This is Paola talking about different countries. We will continue later…

6. Listen »

(20 minutes) track 72

- Read the rubric.
- Go over the words in the box and make sure students understand their meaning. Take advantage of cognates such as 'interesting', 'organized', 'active', and 'disciplined'.
- Play the audio. Students listen again and take notes on what the characters say.
- Check answers as a class.

Answer Key

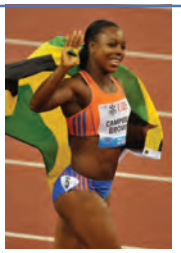
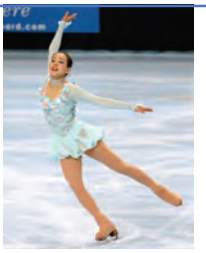
1. interesting, beautiful
2. disciplined, organized
3. big
4. active

7. Speak »

(20 minutes)

- Go over the words provided in the Word Bank.
- Read the rubric.
- Students use some of the words to talk about their country and town. They also mention an important landmark. They may also use words from the previous exercise.
- Students exchange their ideas and say if they agree with the characteristics mentioned.

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

			
Nationality: Swiss Sport: Tennis Special characteristic: strong	Nationality: Jamaican Sport: Track and Field Special characteristic: fast	Nationality: Colombian Sport: Cycling Special characteristic: brave	Nationality: Japanese Sport: Figure Skating Special characteristic: agile

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

Name: _____ Country: _____ Characteristics: _____	Name: _____ Country: _____ Characteristics: _____	Name: _____ Country: _____ Characteristics: _____

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

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.

To be a good athlete

Important characteristics: _____, _____

Other important things: _____ and _____

8. Speak »

(20 minutes)

- Read the rubric.
- Students look at the album of the sportspeople. Ask them if they know their names and what they know about them. (*Roger Federer, Veronica Campbell-Brown, Nairo Quintana, Mao Asada.*)
- Students look at the flags and name the countries the sportspeople are from. (*Switzerland, Jamaica, Colombia, Japan*)
- With a student, model the questions students should ask: *Where is he/she from? What is his/her name? What sport does he/she play? What is his/her special characteristic?*

Extra Activity (15 minutes)

Discuss as a class other characteristics that the sportspeople in exercise 8 have (disciplined, motivated, organized, busy, active, etc.).

9. Write »

(30 minutes)

- Read the rubric.
- Bring photos of different famous sportspeople (e.g. Usain Bolt, Lionel Messi, Serena Williams, Mariana Pajón, etc.).
- Students look at the photos and say what they know about these sportspeople (nationality, the sport they play, etc.).
- In pairs, students think of three sportspeople they admire and write their names, research and write the country and different characteristics they have.
- Students use the information to ask and answer questions about these sportspeople.

Extra Activity (50 minutes)

Have students research and present information about famous scientists, artists, writers or other prominent international figures.

10. Read »

(45 minutes)

- Read the rubric.
- Go over the diagram with students, then they read the text and try to identify the characteristics mentioned.
- Students complete the diagram in pairs and exchange ideas with other groups.

Extra Activity (20 minutes)

As a class discuss the following questions:

Where is Luciana from? (She's from Peru.)

How old is she? (She's 13.)

What does she do during the day? (She swims.)

How does she feel about competing in an international swimming event? (She enjoys swimming competitions.)

Is it important to have a balance between studies and free time? (Yes, it is. It helps you have a full life.)

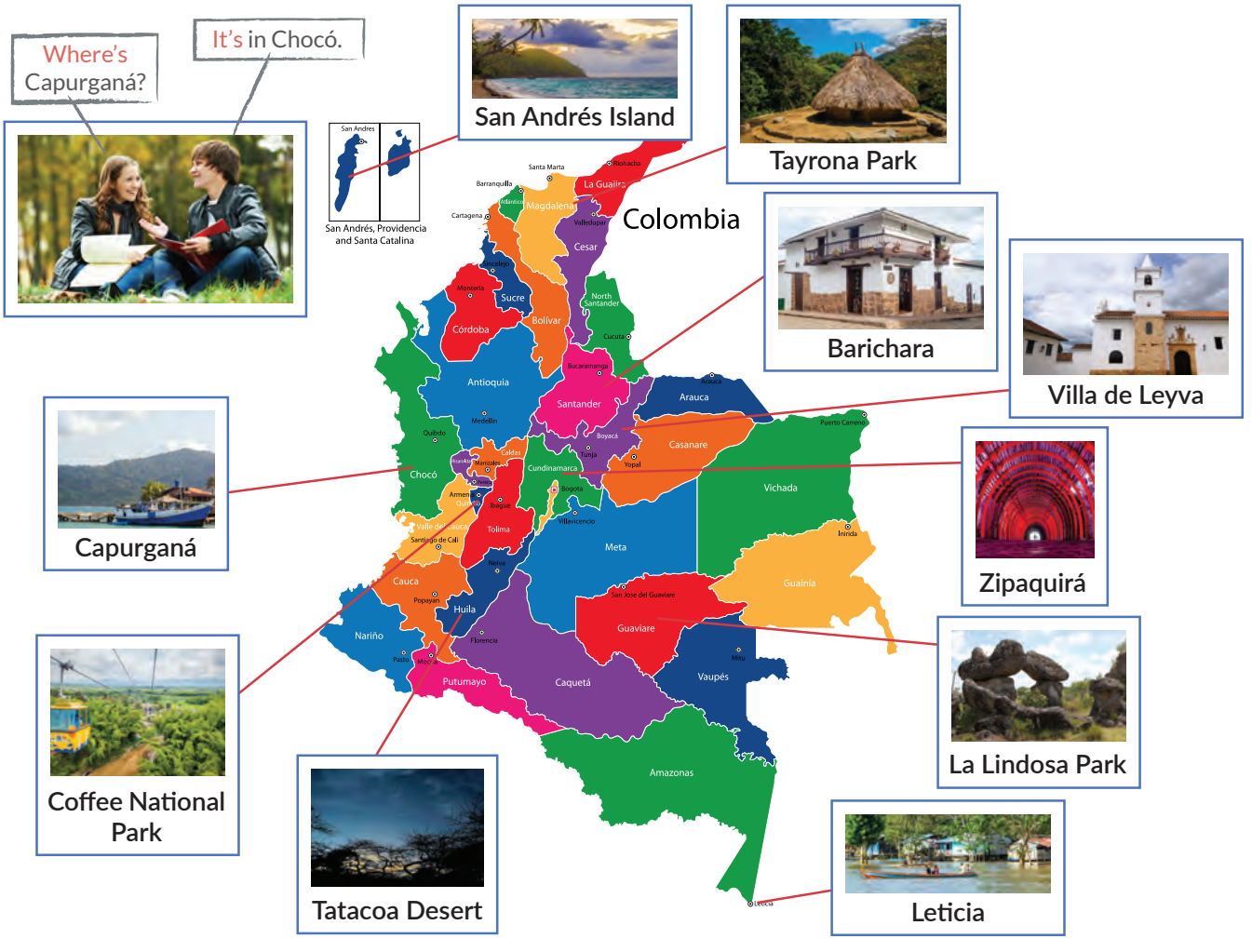
Is it important to be disciplined and organized? Why? (Yes, it is because these characteristics help you to become a good athlete and organize a balanced schedule.)

Answer Key

Important characteristics: to be disciplined, strong, motivated.
Other important things: school and family.

Expanding Knowledge » I'm from Cali

1. Speak » Look at a map of Colombia and be a tourist. Ask and answer questions in pairs.



2. Write » Choose a place in exercise 1 and draw a picture of it. Then, make notes and tell a partner.

A place in Colombia I like is ... It's in the Department of ...

3. Speak » Ask and answer questions in groups.

What's the name of your department?
What is a famous place there?
What other places can you visit in your department?

1. Speak »

(30 minutes)

- Read the rubric.
- Have students look at the map.

Extra Activity (20 minutes)

Students look at the map and discuss the following questions:

Which places do they recognize?

Have they visited any of these places?

Which ones would they like to visit?

- Go over the model provided and practise with some students.
- Have students ask and answer the question in pairs about the different places on the map.
- As a class, make a list of other interesting and beautiful places in Colombia. Where are they located?
- Make students notice that the names of places are always capitalized.

Answer Key

Where is the Tayrorna Park? It's in Magdalena.
Where is the San Andrés beach? It's in San Andrés.
Where is Barichara? It's in Santander.
Where is Villa de Leyva? It's in Boyacá.
Where is Zipaquirá? It's in Cundinamarca.
Where is La Lindosa Park? It's in Guaviare.
Where is Leticia? It's in Amazonas.
Where is Tatacoa Desert? It's in Huila.
Where is the Coffee National Park? It's in Quindío.

2. Write »

(25 minutes)

- Read the rubric.
- Students choose a place from the map in exercise 1 and draw an outline map of it.
- Students write about this place and exchange information with a partner.
- Discuss other characteristics these places have (interesting, beautiful, etc.) and what activities can be done there (swimming, hiking, watching the stars, etc.).

Extra Activity (45 minutes)

Have students do a similar exercise by choosing a place in a different country. Suggest the places below or let students research their own place.

The Great Canyon in Colorado, the United States; the beaches in Cuba; Iguazu Falls in Argentina and Brazil; Grey Glacier in Chile.

3. Speak »

(25 minutes)

- Read the rubric.
- Go over the model and practise the questions with some students.
- Students ask and answer the questions in groups.
- Explain that the purpose of learning a new language is to communicate. In this sense, it is OK to make mistakes as long as they express the message.

Extra Activity (20 minutes)

Students work in pairs and practise their spelling by spelling the name of their department and famous places there. Their partners must write down the letters that they hear. Then, compare answers.

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.

Happy

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?			

4. Write »

(60 minutes)

- Read the rubric.
- For this exercise students need cardboard, markers and pencils.
- Bring to class some advertisements from magazines and put them on the board.
- Ask students what the advertisements are about, what colours there are, and if they would like to buy or try any of the products. Discuss as a class that the idea of an advertisement is to make a product, a place or a concept appealing to the public.
- Students look at the advertisements in the textbook. *What are they about? Are they colourful and is the message clear? What words do these ads use?*
- Highlight the words and expressions in the advertisements. Clarify meaning by using movements, pictures, and taking advantage of cognates.

Extra Activity (20 minutes)

Students discuss the following questions:

Do all the words in the advertisements in exercise 4 have a positive meaning in this context? (Yes, they do.)

Do they transmit the message vividly? (Yes, they do.)

Which words could have a negative meaning in a different context? (boring, old-fashioned)

- Have students work in groups and design an advertisement about a place in their town. They should use some of the descriptive adjectives mentioned.
- Each group presents their advertisement.

Grammar Box
Descriptive adjectives

Descriptive adjectives (*boring, interesting, exciting*, etc.) are used to describe an object, a place or a person:

The film is interesting.

The adjective can come at the end of a sentence or before a noun:

The house is beautiful.
It's a beautiful house.

5. Write »

(15 minutes)

- Read the rubric.
- Students look at the words.
- Discuss how they are illustrated to express their meaning. Is the word 'exciting' exciting?
- Students work individually. They choose one of the adjectives presented in lessons 1 and 2 and write it with a design that reflects its meaning.
- Students share their work with a partner and then as a class.

Study Tip

Explain that drawing pictures of words or writing them in a meaningful way is useful to learn words, because writing and drawing stimulate the visual memory.

Extra Activity (35 minutes)

Have students create a postcard to a friend about a place they're visiting. Tell them to describe and draw the place. Use the model text below.

Draw here	Dear _____, How are you? I'm fine. Right now I'm in _____. It's a _____, _____ place. Please say hello to everybody! Love, _____

6. Speak »

(30 minutes)

- Read the rubric.
- Go over the adjectives in the questions and make sure students know their meaning. Use pictures and gestures to represent the meaning of new vocabulary.
- Practise asking some students two or three of these questions.
- Students walk around the classroom asking the questions and taking notes.
- Discuss the results as a class.
- You may want to include other adjectives such as 'interesting', 'beautiful', 'busy', 'organized', and 'quiet'.

Extra Activity (20 minutes)

Write the results of the students' questions and then ask students, in groups, to draw a chart/graph to illustrate the results. Then, ask questions, such as: *Which question did most students agree with?*

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...

7. Read »

(30 minutes)

- Read the rubric.
- Discuss with students what kind of text this is (a newspaper article). Students look at the photos and describe them.
- They read the article's title. What are some of the problems of a city?
- Ask how they can contribute to make their city better.
- Ask students to use the dictionary only to find the meaning of necessary words. Otherwise, they should try to understand the context.
- Ask additional comprehension questions:
  - **a.** *What are some of the problems of living in a city?* (noise, crime, traffic, rubbish)
  - **b.** *What are some of the positive aspects of living in a city?* (There are libraries, museums, parks, and sports centres.)
  - **c.** *Do they agree with the suggestions provided? What else can they do?*
  - **d.** *Is it true that their city or town is their responsibility too?*
- Students read the text again and underline the actions they do to help their city. Then compare in groups.

Study Tip

Explain that when reading a text it is not necessary to know every single word but to understand the idea. The dictionary is valuable tool to clarify the main idea of a text.

8. Listen »

(30 minutes) track 73

- Read the rubric.
- Have students look at the photos and guess where the people live. Is it a rural or an urban place?
- Go over the question so that students know what to listen for in the audio.
- Students listen at least twice and take notes. Then, compare their answers in pairs.
- Students write and express their own opinion about their town.

21st Century skills
Critical Thinking

Discuss as a class the positive and negative aspects of their town. What can they do to help?

Answer Key

a. Andrea is from Ráquira in Boyacá. She likes her town. Her town is beautiful.
b. Jason is from San Gil, Santander. He likes his town. It is big and it's never boring.
c. Ricardo is from Cali. He likes his town. It is interesting.

Audio Script 73

Andrea: Well, I'm from Ráquira in Boyacá…
Jason: Do you like your town?
Andrea: Yes, I do. It's beautiful, but there are a lot of tourists!
Jason: I'm from San Gil in Santander. We also have a lot of tourists.
Paula: And do you like San Gil?
Jason: Sure! I do a lot of activities outside. The town's never boring!
Ricardo: I'm from Cali. It's a big city.
Andrea: Do you like it?
Ricardo: Yes, I do. There are a lot of restaurants. It's stressful sometimes, but it's an interesting place.

Extra Activity (20 minutes)

Have students write a similar newspaper article about their town or city. Use the text below as a template for students to complete. Explain that their article should have a title and photos or drawings.

_____ (Title) Living in a big city can be a problem: _____. It can also be positive. _____	Help! • _____ • _____ • _____ You can help your city!

Preparing Your Task » I Know My Town

74

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

a. Does he present a map?
Yes ☑ No ☐

b. Does he talk about his town?
Yes ☐ No ☐

c. Does he say his favourite place?
Yes ☐ No ☐

d. Does he say what he likes?
Yes ☐ No ☐

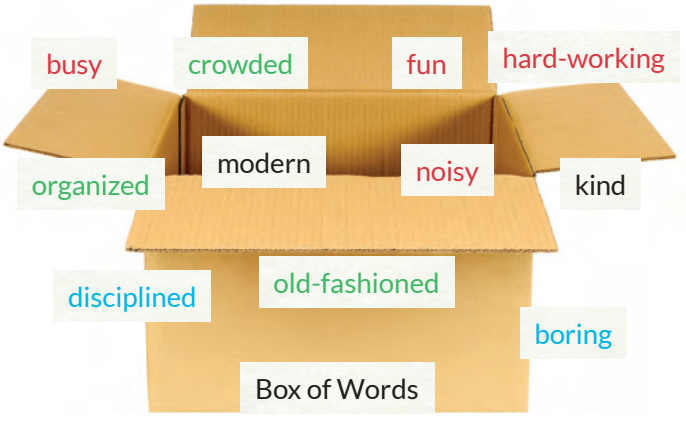
e. Does he talk about people in his town?
Yes ☐ No ☐

f. 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.

1. Listen »

(35 minutes) track 74

- Read the rubric.
- Explain that students are going to listen to a presentation.
- Have them look at the images and discuss the following questions:
  - **a.** *What is the presentation about?*
  - **b.** *Do you think Pablo's materials for the presentation are appealing?*
  - **c.** *Do Pablo's visual materials reflect the contents of the notes?*
- Explain that students are going to evaluate Pablo's presentation and check if he has all the information in the questions.
- Quickly review the questions and clarify any language.
- Students listen to the presentation two or three times and check the questions in pairs.
- Students discuss the questions in the checklist in groups. Explain that at the end of the module they are going to make a similar presentation about their department, and that this exercise can be used later on as a model for their own presentations.

Answer Key

a. Yes.	**c.** Yes.	**e.** Yes.
b. Yes.	**d.** Yes.	**f.** Yes.

Audio Script 74

Pablo: OK... So... Hello... My name's Pablo and I'm from Popayán, Cauca. Here's Cauca... and here's my city, Popayán. I like my town. It's peaceful and interesting. My favourite place in Popayán is Humilladero Bridge. It's beautiful. Something special that I like about my town is that I can buy fruit on the street. People in Popayán are kind and happy.

2. Speak »

(35 minutes)

- Read the rubric.
- Review the words and make sure students know their meaning.
- Divide the class into groups and have them write these words on separate pieces of paper. You can include other words such as 'active', 'quiet', 'noisy', 'exciting', 'relaxing' and 'serious'.
- Explain that to play 'Charades' they can only use movement and gestures.
- A student picks a word and reads it without showing it to the rest of the group.
- The student acts out the meaning of the word and the rest of the group tries to guess. If they guess, they get a point.
- The group with the most points wins.

Study Tip

Explain that physical movement is another way to learn and remember words.

Extra Activity (20 minutes)

Practise this vocabulary by giving students a list of the words written in a 'secret' code. Have them work in groups and 'crack' the code as fast as they can, using the clues. Example:

25 12 15 6 11 4 (boring)

The code is

a=24, b=25, c=26,
d=1, e=2, f=3 etc.

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

Pereira, Risaralda	Turbo, Antioquia	Manizales, Caldas

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

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

Five Colours River

Anteater

Deer

Serranía de la Macarena

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.

You can explore the famous River of Five Colours, the Caño Cristales River. It's beautiful.

Place: _____ → There are _____ → I can visit _____ → This place is _____

3. Speak »

(20 minutes)

- Read the rubric.
- Students look at the photos. Do they recognize any of the places?
- Go over the model provided.
- Discuss the positive and negative aspects that each place may have.
- Students use the same technique to describe their own town.

Extra Activity (20 minutes)

Students work in pairs. One student describes a place (this could be one of the places in exercise 3 or another place in their country or another country). The other student has to guess the place their partner is describing.

4. Read »

(20 minutes)

- Read the rubric.
- Students look at the photos in the brochure and read the title. What kind of place is this? Do they know these animals?
- Go over the titles in the flow chart so that students know what to look for in the text.
- Students read the text and complete the flow chart. Discuss the answers as a class.

Answer Key

Place: Serranía de la Macarena
There are: mountains, animals, birds and insects
I can visit: the River of Five Colours and the Caño Cristales River
This place is: beautiful

Extra Activity (60–90 minutes)

In groups, students choose and research a Colombian national park and design a brochure similar to the one in exercise 4. Tell them to include drawings or pictures and to use the structures and vocabulary studied throughout the unit. Then, have each group present their brochures.

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.	This is the Department of Tolima. Some important places are...

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.

5. Write »

(60 minutes)

- Read the rubric.
- This exercise is part of the module's final task. For this reason, it is important that students save it until the end of the module.
- Students work in groups and complete the chart.
- Students show it to the class.

6. Write »

(120 minutes)

- Read the rubric.
- This exercise is also part of the module's final task. Make sure students save it for their final presentations.
- Students trace the silhouette of the map of their department on the cardboard.
- Then, they put plasticine along the borders and geographical features of the map (for instance, use green plasticine for any forests or fields, yellow for deserts and blue for bodies of water).
- Students model mountains and other particular traits of their department.
- Making flags, as indicated in the instructions, students mark important places of their department.
- Check the model provided and have groups present their maps.

Extra Activity (10 minutes)

Run a class vote to find out students' favourite model and presentation.

7. Speak »

(20 minutes) track 75

- Read the rubric.
- Through this tongue twister students begin to recognize the different pronunciation of the /s/ sound.
- Students listen once and then read the tongue twister aloud slowly.
- They listen again until they feel confident with the words.
- Students take turns trying to repeat the tongue twister as fast as they can.

Audio Script 75

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

Extra Activity (10 minutes)

Play a game. Use the tongue twister in exercise 7, or find another from the internet, and time the students as they try to say it. The student who says the tongue twister the quickest is the winner.

Check Your Progress

1. Speak » Read and describe to a partner.

a. Shakira is _____.

b. El Chicharito is _____.

c. Taylor Swift _____.

d. Jackie Chan _____.

I can talk about nationalities. ✓	
Very well	
Quite well	
With difficulty	

76

2. Listen » Listen and complete.

a. Lucía's from _____.
She likes her city. ☐ She doesn't like her city. ☐
Lucía thinks her city is _____.

b. Hernán's from _____.
He likes his town. ☐ He doesn't like his town. ☐
Hernán thinks his town is _____.

c. 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 identify cultural characteristics. ✓	
Very well	
Quite well	
With difficulty	

I can ask for and give information about my town. ✓					
Very well		Quite well		With difficulty	

1. Speak »

(20 minutes)

- Read the rubric.
- Bring to class different magazines and ask students what the magazines are about, who appears in them, etc. What is the presentation about?
- Students look at the magazine article and say if they recognize any of the stars presented.
- Students read the article's title. What is about? What kind of information will probably appear?
- They read the texts and complete the sentences with the nationalities of the characters.

Extra Activity (20 minutes)

Talk about other famous people and their good work.

Some additional examples are Angelina Jolie or Brad Pitt who help with UNICEF, and Emma Watson who fights for women's equality.

- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Answer Key

a. Colombian.
b. Mexican.
c. American.
d. Chinese.

2. Listen »

(10 minutes) track 76

- Read the rubric.
- Students listen twice to the track, take notes and compare their answers in pairs.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Answer Key

a. Lucía is from Bogotá. She likes her city. She thinks it is interesting and busy.
b. Hernán is from Guatapé. He likes his town. He thinks his town is fun.
c. Lorena is from Pasto. She doesn't like her city very much. She thinks it is old and cold.

Audio Script 76

Lucía: My name's Lucía and I live in Bogota. I like my city. I think it's an interesting and busy city. There are lots of things to do. You can visit museums and there are good places to eat.

Hernán: My name's Hernán and I'm from Guatapé. Guatapé is a beautiful town. I like my town because it's fun. You can go swimming in the lake or go on a boat.

Lorena: My name's Lorena and I live in Pasto. My city's OK but it's very old. I prefer modern cities. It's also quite cold. I always wear a sweater.

3. Speak »

(15 minutes)

- Read the rubric.
- Students work in pairs, take notes and use them to talk about their town.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Unit » 2

Weather Changes

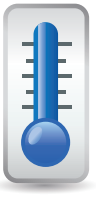
» Objectives

- » 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.

What's the weather like in picture 1?

It's sunny and it's hot.

1.	2.	3.

Unit » 2 Weather Changes

Unit Objectives

Basic standards of competences	Exchange information about characteristics of people and places through questions and sentences. Produce simple sentences, orally and in writing, about places and their weather.
Vocabulary	Weather and seasons; Clothes
Grammar	Adjectives to describe the weather; Present continuous to describe what one is wearing

1. Read »

(20 minutes) **track 77**

- Read the rubric.
- Students look at the pictures of different types of weather.
- Play the audio once and have students repeat each sentence.
- Check students' pronunciation.

Audio Script 77

It's sunny.
It's snowing.
It's raining.
It's windy.
It's hot.
It's cold.
It's stormy.
It's cloudy.

Extra Activity (20 minutes)

Ask students to say what the weather is like today and then tell them to work in pairs and ask each other what the weather is like in different countries.

2. Speak »

(30 minutes)

- Read the rubric.
- Students look at the paintings and read the titles, authors and dates.
- Students say how they feel when they look at these paintings *(happy, nervous, sad, worried, etc.)*
- Review the model and practise with a student.
- In pairs, students ask each other questions about the paintings. Then, switch roles.

Answer Key

1. It is sunny.
2. It is stormy, windy, and rainy.
3. It is rainy.

Extra Activity (60 minutes)

Students make their own 'weather painting' using cardboard and poster paints or watercolours. Have students work individually. Tell them to give their work an evocative title. Have them present their paintings and describe the weather or you can make an art exhibition and have the class describe the weather in the paintings.

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
☐	☐	☐	☐	☐

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 _____
	Activity: watch TV _____	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?

3. Read »

(40 minutes)

- Read the rubric.
- Students look at the weather icons and read the words underneath.
- Students practise the meaning of the weather icons by using body movements and sound (for instance, you can shiver to explain the word 'snowy', or you can blow and move your arms to clarify the meaning of 'windy').
- Students look at the weather and say if the conditions are good for the activities.
- Students rearrange the activities to match the weather conditions.
- Use questions such as: *Why can't you play football on Monday? What can you do instead?*

Answer Key
Monday: not good
Tuesday: good
Wednesday: good
Thursday: good
Friday: good

Grammar Box
Adjectives for describing weather

Remember that the words *rainy, windy, cloudy, snowy, sunny*, and *stormy* are adjectives and can be used as follows:

Today is a rainy day.
It's rainy.

Extra Activity
(10 minutes x 5 days)

Students keep a weather journal for one week. They write the name of each day on a piece of paper, and draw and write a weather icon for each day. Each day, have students describe the weather.

4. Write »

(40 minutes)

- Read the rubric.
- As a class, elicit activities students would like to do during an Integration Week at their school.
- Students work in groups and write an activity and draw a weather icon for each day.
- They think of weather conditions that will be perfect for each activity or that won't interfere with it.
- Discuss as a class and decide which activities are the most popular.

Extra Activity (20 minutes)

Students read the title of the bulletin board and discuss the following questions:

What's an Integration Week? (A week of different activities so that students interact with each other.)

Who participates? (All students of the school.)

What are other events that help students to interact with each other? (A sports week, a reading week, a field trip, etc.)

5. Read »

(45 minutes)

- Read the rubric.
- Students look at the pictures and describe them. What's the weather like?
- Read the poems as a class.
- Make students pay special attention to the way some of the lines are formed. For example, in the first poem, there are incomplete sentences. This is fine in poetry and strengthens images or ideas.

Answer Key
Clues to the weather in each poem (1: clouds and the fact that there are many shapes, indicate that it is cloudy. 2: after the rain, green, smile, clean indicate a sunny day after raining. 3: can't play, wind blows, darkness, pouring rain indicate a stormy day.)

21st Century skills
Creative Thinking

Read the text and questions. Highlight some of the words that are used to describe the weather (e.g. *elephant, bear, tiger, dance, smiles, clean*) and ask students to suggest why the writer chose these words. Students suggest alternatives to the words used.

Extra Activity (60 minutes)

Students write their own weather poem using the Word Bank below:

Word Bank
blow, fall, see, pour, shine
cold, hot, fresh, new, tired
sky, flower, leaf, mountain, river

Use pictures and gestures to make the words clear. Then, divide the class into groups and explain that they are going to write a poem similar to the ones in exercise 5. The idea is to write about the weather without explicitly saying what the weather is like. They can use the words in the Word Bank if necessary but they can also use other vocabulary they know. Groups read their poems to the class; the other groups guess what the weather is like.

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.

6. Listen »

(15 minutes) track 78

- Read the rubric.
- If possible, bring to class a map of Colombia and highlight the cities.
- Students look at the weather icons and describe the weather.
- Play the audio. Students listen and focus on the weather for each city.
- Explain that it doesn't matter if they can't understand all the information. The objective is to get the information they are looking for.
- Check answers as a class.

Answer Key
Bogotá: stormy. Riohacha: sunny. Armenia: cloudy. Pasto: rainy.

Audio Script 78

Woman: Good morning! This is Colombian News. First, we take a look at the weather. Here's Wilson with the weather forecast for today. Good morning, Wilson.

Man: Good morning, Piedad. Today, it's stormy in Bogotá. It's also raining today. The temperature is 16 degrees. In Riohacha, it's sunny and the temperature is 31 degrees. In Armenia, it's cloudy today and the temperature is 22 degrees. In Pasto, it's raining and the temperature is 14 degrees. That's all for the weather news, now back to you!

21st Century skills
Communicating

Read the text and questions. Talk about the importance of enjoying each day no matter what the weather is like. There are many activities that can be done on a sunny or rainy day.

7. Listen »

(10 minutes) track 78

- Read the rubric.
- Play the audio from exercise 6 again.
- Students listen again and focus on the temperature in each city, then compare their answers with a partner.

Answer Key
Bogotá 16°, Riohacha 31°, Armenia 22°, Pasto 14°.

Extra Activity (30 minutes)

Play bingo. Prepare cards with six different numbers or temperatures (from 11 to 100). Call out different numbers. The first student to cross out all of their six numbers, calls out 'Bingo' to win the game.

8. Speak »

(40 minutes)

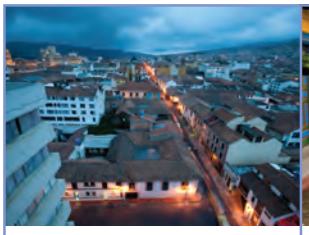
- Read the rubric.
- Students look at the image and discuss the following questions as a class:
  - **a.** *What does a weather presenter do?*
  - **b.** *What's the weather like in the cities presented?*
- Go over the models provided and practise with a student.
- Students work in pairs and prepare their own weather report.
- Students present their forecast to the class.

Extra Activity (10 minutes)

Run a class vote to find out students' favourite weather report.

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 _____.

1. Speak »

(50 minutes)

- Read the rubric.
- Students read the title of the lesson. Explain its meaning by describing and showing what you are wearing today: *Today, I'm wearing a shirt and trousers*, etc.
- Students imagine they are going on a trip. Ask: *What is important to consider before a trip?* (The destination and its weather, the clothes they are bringing, where they are staying, etc.)
- Elicit ideas and write them on the board.
- Students look at the photos and discuss if they know where these places are.
- Students look at the weather icons and describe the weather in each place.
- Review the model and questions and give examples.
- In groups students choose one of the places and decide what clothes they have to bring according to the weather.

Suggested answers

If you go to Tunja, you need underwear, a shirt/blouse, trousers, socks, a scarf, a jacket, shoes.
If you go to Zapatoca, you need underwear, a t-shirt, trousers / skirt, socks, shoes, a jacket.
If you go to Villavicencio, you need underwear, a t-shirt, shorts/ skirt, a dress.
If you go to Cucunubá, you need underwear, a shirt/blouse, trousers, socks, a scarf, a jacket, shoes.

Grammar Box:
Present continuous

We use the present continuous to say what we're doing now. To describe how we are dressed at the moment of speaking, we say 'I'm wearing'.

Remember that the present continuous is formed with the present form of the verb *to be*, as an auxiliary verb, and the continuous form of the verb (*-ing*) form.

I	am/'m	
You	are	
He/ She/ It	is/'s	wearing a jacket.
We	are/'re	
They	are/'re	

2. Write »

(20 minutes)

- Read the rubric.
- Students practise the vocabulary related to clothes and personalize it with information related to the weather in their own town.
- Students work individually.
- They share their paragraphs in pairs.

Extra Activity (10 minutes)

Run a class vote to find out students' favourite paragraph. Each student presents their paragraph and the students vote.

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.

Spring: In spring, the weather is . It can be too. The temperature is .	**Summer:** In summer, it is . It can be too. The temperature is .
Autumn: In autumn, the weather is and . The temperature is .	**Winter:** In winter, the weather is and the temperature is very .

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.

3. Write »

(25 minutes)

- Before doing the exercise, students describe what a friend is wearing today. (If your school has a uniform, students draw themselves wearing their favourite clothes and then do the exercise as follows.)
- Read the rubric.
- Students practise the vocabulary related to clothes by describing what their classmates are wearing today.
- They walk around the classroom asking three friends and taking notes.
- Students report back their answers.

Extra Activity (40 minutes)

Have students research the typical costumes of another country. They find a picture and draw the costume, then describe the clothes. You may want to consider the following traditional costumes:

a. Japanese kimono
b. The traditional Bavarian costume from Germany.
c. The traditional Inca costume from Peru.

Students present their drawings to the class.

4. Speak »

(25 minutes)

- Students read the instructions of the exercise first.
- Students look in groups at the photos and describe the weather and the clothes the people are wearing.
- Go over vocabulary in the Useful Words box to describe the temperature during each season (for example: 'In spring, the weather is rainy and cool.')
- Students read the questions.
- Students discuss which weather is more similar to the weather in their town and what clothes they usually wear.

Suggested answers

In spring the weather is warm.
The mother is wearing a hat, trousers and a blouse. The girl is wearing a blouse and trousers.
In summer the weather is hot.
They are wearing swimsuits.
In autumn the weather is cool.
The children are wearing jackets, sweaters, and trousers. One girl is wearing a hat and a scarf.
In winter the weather is cold.
The girl is wearing a jacket, a hat, gloves, a scarf and trousers.

5. Read »

(15 minutes)

- Read the rubric.
- Students do this exercise individually or in pairs.
- They read the sentences using the images as cues.
- Students share their answers as a class.

Answer Key

In spring the weather is sunny. It can be rainy too. The temperature is warm.
In summer it is sunny. It can be stormy too. The temperature is hot.
In autumn the weather is windy and rainy. The temperature is cool.
In winter the weather is snowy and the temperature is very cold.

Extra Activity (20 minutes)

Students write a text similar to the one in exercise 5. They describe each season using similar logos. They then read their texts to a partner. The other students must guess which season they are describing.

6. Read »

(35 minutes)

- Read the rubric.
- Students read the text and use a dictionary to find the meaning of the words in red. Discuss them as a class.
- Go over the sentences as a class.
- Students read the text again.
- In pairs, they decide if the sentences (a–e) are true or false.

Answer Key

a. F, **b.** T, **c.** T, **d.** F, **e.** T.

Extra Activity (40 minutes)

Students make a collage about the four seasons. They can do this in pairs or groups. They need magazines, newspapers, cardboard and marker pens. Have students divide the cardboard into four sections, one for each season. Then, have them find pictures that reflect the weather and clothing of each season. They cut them out, stick them on the board and write a short description. Have students present their collages to the class.

	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: _____
Place: _____
Weather: _____
Clothes: _____
Month: _____

Name: _____
Place: _____
Weather: _____
Clothes: _____
Month: _____

Name: _____
Place: _____
Weather: _____
Clothes: _____
Month: _____

8. Speak » Look and be one of the people. Talk about the clothes you're wearing and describe the weather.

Natalie

Jocelyn

Fernando

Dhruv

7. Listen »

(25 minutes) track 79

- Read the rubric.
- Students look at the photos and describe the clothes the children are wearing. Can they guess the season?
- Play the audio. Students listen and take notes.
- Students compare their answers in pairs.

Answer Key

Angie: Australia, sunny, t-shirt, December. Susan: Chicago, windy and cool, hat and sweater, October. Yoshi: Japan, sunny and cool, sweater, April.

Audio Script 79

Australian girl: Hello! My name's Angie and I live in Australia. It's December now and it's sunny and very, very hot! I wear a T-shirt every day.

American girl: My name's Susan. I live in Chicago. Right now, it's October. The weather's windy and cool. I'm wearing a hat and a sweater.

Japanese boy: Hi! My name's Yoshi and I'm Japanese. It's now April in Japan. It's sunny and cool. I wear a sweater every day!

Extra Activity (30 minutes)

Students listen to the audio again and discuss in groups the questions below:

What month does Angie mention? (December.)

What season is it? Why? (It's summer, because Australia is in the southern hemisphere.)

According to Angie, what's summer like in Australia? (It's very hot.)

What month does Susan mention? (October.)

What's the season? (It's autumn.)

What month does Yoshi mention? (April.)

What's the season? (It's spring.)

8. Speak »

(30 minutes)

- Read the rubric.
- Students look at the flags and identify where the children in the photos are from.
- Students work in groups of four and write notes about each child using the notes from exercise 7 as a model.
- They pretend they are one of the children in the photos.
- Encourage students to be creative and include extra information.

Suggested answers

My name is Natalie. I am from the United States. I am American. I am wearing a hat and a jacket. The weather is cold and snowy. It's winter.

My name is Fernando. I am from Brazil. I am Brazilian. I am wearing a t-shirt and a shirt. The weather is cloudy and windy.

My name is Jocelyn. I am from New Zealand. I am a New Zealander. I am wearing a dress. The weather is rainy.

My name is Dhruv. I am from India. I am Indian. I am wearing a t-shirt. The weather is sunny.

Extra Activity (35 minutes)

Students look at a world map and choose another country. They research the weather and pretend they are living there for a time. They take notes and then describe the weather and the clothes they have to wear.

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.

a. What's the weather in your region like?
b. What's the traditional costume in your region?
c. 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?

1. **Speak »**
(50 minutes)

- Read the rubric.
- Discuss with students what a festival is. (An event in which an aspect or different aspects of a culture are celebrated.)
- Students look at the photos and say where the people might be from.
- Students look at the photos and describe the clothes.
- Discuss the answers as a class.

21st Century skills
Communicating

Read the text and questions. Students discuss in groups the questions below:
Are there any festivals where they live?
What do people usually wear?
What do they do and eat?
Is there a special music during the event?

2. **Speak »**
(20 minutes)

- Read the rubric.
- Students discuss the questions in pairs. Students talk about the weather, the traditional costumes, and a traditional dance of their region.
- If they don't know the answers, students research and find out more about a traditional costume and dance of their region.
- Students share ideas a class.

Extra Activity (45 minutes)

Have students research one of the dances presented in exercise 1. If possible, have them watch a video about it and try to imitate it. This can be a fun activity done in groups. You can also give each group one of the dances and, using the corresponding music, have each group dance. Students also describe the clothes they need for each dance.

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

_____

_____

_____

_____

_____

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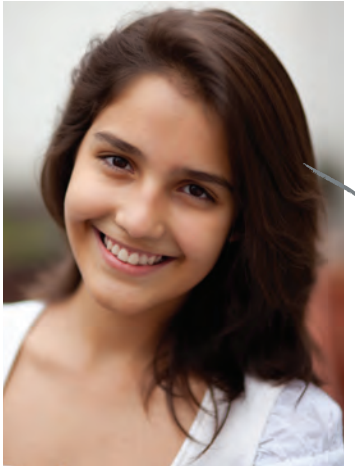
4. Speak » Look, listen and compare.

Word Bank
kilt
turban
necktie
bowtie

5. Speak » Draw the traditional costume of your region. Label the clothes and describe them.



The traditional costume of my region is...
The woman wears... and the man wears...

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Final task activity!

3. Write »

(15 minutes)

- Read the rubric.
- Students look at the photo and describe what the man and woman are wearing.
- If possible, have students listen to the music from this dance.
- Students work individually and write the names of different clothes.
- They compare their answers with a partner.

Answer Key
Woman: headdress, skirt.
Man: hat, shirt, trousers, espadrilles.

4. Speak »

(30 minutes) track 80

- Read the rubric.
- Go over the words in the Word Bank and use the photos to clarify their meaning.
- Students look at the photos and describe the clothes.
- Discuss the following questions:
  - **a.** *Where do they think these people are from?*
  - **b.** *Do they recognize any of these dances?*
  - **c.** *Do any of these dances look similar to a traditional Colombian dance?*
- Play the audio. Students listen to the music and decide whether the music sounds are similar to any traditional Colombian music.
- Discuss as a class.

Audio Script 80
Argentinian tango music.
Traditional Scottish music.
Dandia dance music from India.

Extra Activity (45 minutes)
Have students research a traditional dance from another country. They describe the clothes people wear for dance. If possible, ask them to listen to the music and say if it is similar to Colombian music.

5. Speak »

(30 minutes)

- Read the rubric.
- This exercise is part of the module's final task. Make sure students save it for their final presentations.
- Students need paper and coloured pens.
- In pairs, students draw the traditional costume of their region and label the different clothes.
- Go over the model provided and have students describe their drawings.

Extra Activity (10 minutes)
Run a class vote to find out students' favourite drawing.

6. Read » Read Aesop's Fable and choose the correct message.

The Sun and the Wind from Aesop's Fables

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.
"It's not working" says the Wind.
The Sun is now in the sky.
It is now a sunny day and it is very warm.
The man takes the jacket off.
"OK. You win," says the Wind.
The Sun smiles.

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.

Tongue Twister
The sun shines and the snail hides in the bushes, in the bushes.
The wind blows and pushes. It pushes!

6. Read »

(35 minutes)

- Read the rubric.
- Discuss what a fable is. (A short story, usually about animals or personified objects, with a moral.) Are students familiar with any other fables?
- Explain that the purpose of this exercise is to find the moral of the fable.
- Students read the story in groups and then choose the best message of the story.
- Students work in pairs and role-play the story.

Answer Key

b. Kindness is always good. (You get better results when you are kind to others.)

21st Century skills
Critical Thinking

As a class, discuss the questions. What other stories do they know that transmit this message?

Extra Activity (20 minutes)

Discuss the questions as a class:

Who are the characters of the story? (The Sun and the Wind.)

What's the characters' discussion about? (It's about their power and who has more.)

How does the Wind want to prove who has more power? (By making a man take off his jacket.)

What's the weather like when the Wind blows? (It's windy and probably cool.)

What's the weather like when the Sun shines? (It's sunny and hot.)

7. Speak »

(10 minutes)

- Read the rubric.
- Students discuss the questions in groups.
- Check answers as a class.

Answer Key

a. The man is wearing a jacket.
b. The Wind blows and blows.
c. The Sun shines.
d. The Sun is the winner because instead of being violent, he was kind and 'shone'. (In a literal sense when there is wind one does not want to take a jacket off, but when there is sun and it's warm, one takes the jacket off.)

Extra Activity (60 minutes)

Explore another Aesop's fable on kindness: *The Lion and the Mouse*. Use the text below and discuss with students the comprehension questions. Then, decide if the moral is similar to the one of *The Sun and the Wind*.

A lion catches a mouse, but the mouse begins to cry: 'Let me go, Mr Lion, and I can help you another day!' The Lion laughs at this idea: 'Ha! Ha! You, Little Mouse, you think you can help me? OK, go…' So the mouse escapes.

One day the lion is caught in a net. 'Help me! Help me! 'He cries, and the mouse who is near hears and comes to help the lion. The mouse bites through the net with its teeth and the lion escapes. The lion and mouse become good friends.

a. Why does the lion laugh? (Because he thinks that the mouse can't help him because it's very small.)
b. What happens to the lion? (He's caught in a net.)
c. How does the mouse help him? (It bites through the net with its teeth.)
d. What's the moral of the fable? (Every act of kindness is rewarded and every small friend is a great friend.)

8. Write »

(35 minutes)

- Read the rubric.
- Divide the class into small groups.
- Students copy the chart on a separate piece of paper.
- Before playing, give one or two examples of the categories.
- Students write as many words as they can for one of the categories.
- Each group says their words. The group that has the highest number of words wins. If there is a tie, the group that has fewer spelling mistakes wins.
- Do the same with every category.

9. Listen »

(25 minutes) **track 81**

- Read the rubric.
- This tongue twister practises the different pronunciations of the /s/ sound.
- Students listen and repeat the tongue twister slowly.
- They listen again until and make sure they identify the different /s/ sounds.
- Students repeat the tongue twister at different speeds until they feel confident with the pronunciation.

Audio Script 81

The sun shines and the snail hides in the bushes, in the bushes.

The wind blows and pushes. It pushes!

Extra Activity (10 minutes)

Play a game. Use the tongue twister in exercise 9, or find another from the internet, and time the students as they try to say it. The student who says the tongue twister the quickest is the winner.

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: _____

a. On Monday, it's _____. A perfect activity for today is _____.
b. On Tuesday, it's _____. A perfect activity for today is _____.
c. On Wednesday, it's _____. A perfect activity for today is _____.

Word Bank
flying a kite
playing football
reading at the library

I can describe weather conditions. ✓

Very well		Quite well		With difficulty	

82 **2. Listen »** Listen and complete. Then, compare with a partner.

Oxford	Bristol	Bath	London
Temperature: _____°C Weather: _____	Temperature: _____°C Weather: _____	Temperature: _____°C Weather: _____	Temperature: _____°C Weather: _____

I can understand details about the weather in short, spoken texts. ✓

Very well		Quite well		With difficulty	

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 exchange information about my home city and country. ✓

Very well		Quite well		With difficulty	

1. Write »

(15 minutes)

- Read the rubric.
- Students look at the weather icons and describe the weather.
- Students check the chart and write the activities.
- They decide which activity is the best according to the forecast and complete the sentences.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Answer Key

a. On Monday, it's stormy. A perfect activity for today is reading in the library.
b. On Tuesday, it's windy. A perfect activity for today is flying a kite.
c. On Wednesday, it's sunny. A perfect activity for today is playing football.

2. Listen »

(15 minutes) track 82

- Read the rubric.
- Students look at the photos and describe the weather.
- Play the audio. Students listen at least twice and take notes.
- Students complete and compare their answers in pairs.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Audio Script 82

Narrator: Good morning! Here's the weather in England. In Oxford, it's snowing and the temperature is 0°. It's very cold! In Bristol, it's cloudy, the temperature is 6°. In Bath, the temperature is 8° and it's sunny. In London, it's raining and the temperature is 9°.

Answer Key

Oxford – Temperature: 0°.
Weather: snowing.
Bristol – Temperature: 6°.
Weather: cloudy.
Bath – Temperature: 8°.
Weather: sunny.
London – Temperature: 9°.
Weather: raining.

3. Speak »

(15 minutes)

- Read the rubric.
- Students choose a place from exercise 2 and imagine they are going there.
- Students talk about the clothes they need according to the weather forecast.
- Students exchange ideas.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

4. Speak »

(10 minutes)

- Read the rubric.
- Go over the model provided and practise with a student.
- In pairs, students talk about the weather and traditional costume of their region using similar sentences.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

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: _____

Unit » 3 Let's Celebrate!

Unit Objectives

Basic standards of competences	Understand personal information. Read and understand simple, authentic texts about events associated to cultural traditions. Write cards with short greetings or invitations. Express feelings in words or short sentences. Seek opportunities to use what students know in English. Express personal opinions when exchanging information about a party.
Vocabulary	Vocabulary related to celebrations; Vocabulary related to food; Adjectives related to food
Grammar	Intensifiers; Comparatives

1. Read »

(30 minutes)

- Read the rubric.
- Students look at the collage. Explain what a collage is (a collection of personal photos, cut-outs and other memorabilia to display and present information about personal interests in an attractive way).
- Students look at the photos and guess what this collage is about. (Celebrations from different countries.)
- Have students describe the clothes and food they see. What elements are important in each celebration?
- Discuss which celebration is familiar to them and what they usually do. Make a list on the board of the food and decorations students mention.

21st Century skills
Critical Thinking

Ask students when each celebration takes place and discuss the question in the box as a class.

2. Listen »

(20 minutes) track 83

- Read the rubric.
- Students look at the photos and describe the new elements of the celebrations from exercise 1.
- Play the audio. Students listen and take notes.
- Students compare their answers in pairs.

Answer Key

Chinese New Year – When: January or February; colour red. Food: oranges.
Indian Diwali – When: in the autumn; light, candles. Food: sweets.
Colombian Christmas – When: December 24th; nativity scene. Food: tamales.
American Thanksgiving – When: fourth Thursday of November; people give thanks. Food: turkey and vegetables.

Audio Script 83

Sandra: Do you like my scrapbook?
Camila: I love it! Tell us about these celebrations.
Sandra: Well, this is the Chinese New Year. It's in January or February.
Luis: Why's everything red?
Sandra: Red's a colour for good luck.
Camila: What about the food?
Sandra: They eat oranges for good luck, too.
Luis: What about this one?
Sandra: This is the Indian Diwali. It's in the autumn. It's the celebration of light. They eat special sweets.
Camila: How interesting! I know about the Colombian Christmas! It's on December 24th.
Luis: My family gets together and we prepare a nativity scene.
Sandra: We usually eat tamales.
Camila: I love Christmas!
Sandra: Me too!
Luis: What about this one?
Sandra: This is American Thanksgiving. It's on the fourth Thursday of November.
Luis: That sounds complicated.
Sandra: No, it isn't. It's always on the fourth Thursday of November. The traditional food is turkey.
Camila: And vegetables, right?
Sandra: Sure... I love food!
Luis: Me too! I love celebrations!

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?		

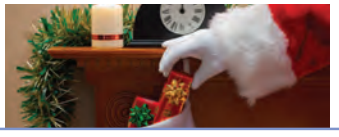
21st Century Skills
• *Flexibility*

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.		

3. Speak »

(20 minutes)

- Students encounter comparatives for the first time. Do not explain the grammar yet.
- Focus on the communicative aspect of this exercise: students discuss in groups if they agree or disagree with the statements. Encourage them to say why.

Extra Activity (20 minutes)

Students discuss in groups the questions below:

Which of these celebrations is your favourite?

Which of these foods do you like the most?

4. Speak »

(30 minutes)

- Read the rubric.
- Students continue practising comparatives in an inductive way by concentrating on the content of the statements and learning expressions about personal opinions.
- Go over the models provided to express one's opinion and give some examples of your own preferences.
- Students read the statements in groups and talk about their preferences using the expressions.

21st Century skills
Flexibility

Discuss the importance of the tolerance of and the respect for others' opinions.

Extra Activity (30 minutes)

Students practise expressing their opinions and, in groups, discuss the questions below:

What do you like more: watching TV or playing video games?

What do you prefer: reading a book or watching a movie?

Which is more interesting: a science project or a literature project?

What's more delicious: fruit or sweets?

What do you prefer: cats or dogs?

5. Read »

(30 minutes)

- Read the rubric.
- Students look at the pictures and describe what they see. Are they familiar with the different Christmas traditions shown?
- Students read the words in red and check their meaning in a dictionary.
- Tell students to read and think about the differences between the Christmas celebrations in the United Kingdom and Colombia.
- Students complete the chart and compare their answers in pairs.

Extra Activity (60 minutes)

Have students research the Christmas celebration in another country and make a poster about it. Tell them to use the text from exercise 5 as a guide. Tell them to include drawings or cut-outs. They can use the questions below as a guide:

a. How do people celebrate Christmas?
b. What do they usually eat?
c. When do they celebrate Christmas, on Christmas Eve or on Christmas Day?
d. What other important elements are there in the celebration?

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

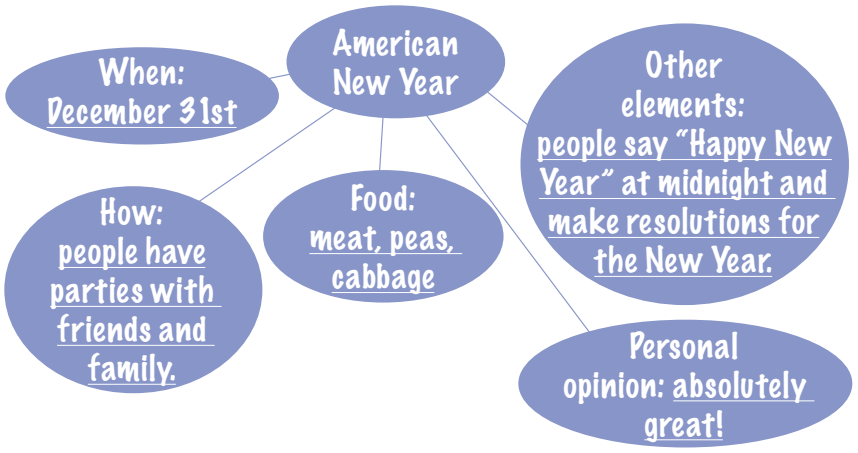
absolutely | totally | completely | really | very

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.

6. Speak »

(20 minutes)

- Read the rubric.
- Students read what the characters say and decide in pairs if they agree or disagree.
- Discuss as a class.
- Point out that the words in red are used to intensify the meaning of the adjective that follows them.

Extra Activity (30 minutes)

Students discuss in groups the questions below:

What's an absolutely wonderful celebration?

What's a very exciting sport?

What activity's really fun?

What's a very interesting movie?

What's a really boring movie?

7. Speak »

(30 minutes)

- Read the rubric.
- Write the intensifiers from the previous exercise on the board.
- Elicit other similar words students might already know.
- Go over the intensifiers and the model. Students repeat the words.
- Make students notice that the intensifiers in the pink boxes are used with the adjectives in the pink boxes, and the intensifiers in the orange boxes are used with the adjectives in the orange boxes. Note that *really* can be used with all the adjectives, pink and orange.
- Review the model and practise it with a student.
- In pairs, students express their opinions about the topics in the blue boxes by saying sentences using the intensifiers and adjectives provided.
- Students express their opinions in a similar way about other topics: (a trip, a medical appointment, winning a competition, a visit from relatives).

Grammar Box
Intensifiers

Intensifiers are used to make the meaning of certain adjectives stronger. Compare 'It's an interesting book' and 'It's an extremely interesting book'. Notice that the opinion in the second sentence is stronger because of the intensifier.

Remember that some adjectives are already strong. For example: *excellent*, *amazing*, *delicious*, *great*, *awful*. With strong adjectives, the intensifiers *very* or *super* are not used. Instead, intensifiers such as *absolutely*, *totally*, *completely* and *really* are used.

Examples:

This movie's absolutely great.
This movie's very boring.

Extra Activity (35 minutes)

Students write the adjectives *interesting*, *stressful*, *boring* and *amazing* and classify as many topics as they can think of in these categories. Then, students express their opinions on these topics using intensifiers.

8. Write »

(60 minutes)

- Read the rubric.
- Make students notice the different categories in the diagram.
- Students describe this celebration in pairs using the information in the diagram.
- In pairs, students make a similar diagram about New Year celebrations in Colombia.
- Students present their diagrams and talk about the different ways they celebrate New Year.

Study Tip

Read the information in the box and tell students that charts and diagrams are a great way to remember groups of words or concepts.

Extra Activity (35 minutes)

Have students make a similar diagram about any celebration they choose and how it is celebrated in Colombia. Have them work in groups and then present their diagrams.

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.

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?

1. Speak »

(30 minutes)

- Read the rubric.
- Students look at the photos and name the foods they know.
- Students read and say if they would like to try the foods.
- Write the words *sweet*, *salty*, *spicy*, *sour* and *juicy* on the board. Check students understand their meaning.
- Students put the foods in the exercise into categories. Give other examples.
- Go over the model and have students say similar sentences about the other foods presented.

Answer Key

Mexican tortillas and Colombian pipián empanadas are salty and spicy. German sauerkraut and Japanese pickles are sour. Grapes and oranges are juicy.

21st Century skills
Communicating

As a class, discuss the question and have students describe a traditional party food from their region.

2. Write »

(40 minutes)

- Read the questions as a class and make students notice the words in red.
- Explain that some comparative forms, such as *sweeter* and *spicier*, have a special ending (*-er/-ier*) and others have the word *more* before them. In both cases they mean a comparison between two people or things, and both forms are followed by *than*.
- Students discuss the questions in groups.
- Go over the Grammar Box with students and practise comparatives using the cues below:
  a. My friend Jim / tall / than / Charles. (*My friend Jim is taller than Charles.*)
  b. This painting / beautiful / than / that one. (*This painting is more beautiful than that one.*)
  c. This book / interesting / than / the other one. (*This book is more interesting than the other one.*)
  d. Chocolate / sweet / cookies. (Chocolate is sweeter than cookies.)

Grammar Box
Comparatives

Comparatives in English have three basic forms (notice that they all use *than* to compare the first object with the second one):

a. **One-syllable adjectives:** the comparative is usually formed by adding *-er*.

tall – taller: *My sister is taller than my mother*

short – shorter: *My brother is shorter than my cousin.*

b. **Two-syllable adjectives ending in *-y*:** the comparative is formed by changing the *-y* into *-ier*:

salty – saltier: *This soup is saltier than that one.*

easy – easier: *This exam is easier than the other one.*

c. **Other two-syllable adjectives and adjectives with more than three syllables:** the comparative is formed by placing the word *more* before the unchanged adjective:

boring – more boring: *This movie's more boring than the one about trains.*

difficult – more difficult: *This Maths question's more difficult than the other one.*

Extra Activity (35 minutes)

In groups, students research a traditional celebration food from another country. Students draw the food, describe it and compare it with a Colombian food. Then, students present their drawings.

3. Speak »

(20 minutes)

- Read the rubric.
- Go over the questions and practise with a student.
- In pairs, students ask and answer the questions about a sweet, a spicy, a sour and a juicy food from their region.

4. Write » Complete the chart.

When? _____ What time? _____	What activities can you do there? _____ _____ _____
Christmas Party	
Where? _____	Food: _____ _____ _____

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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.

4. Write »

(20 minutes)

- Read the rubric.
- Students look at the invitation card, say what the celebration is and describe the food.
- Students read the information on the card and complete the chart.

Answer Key

When? On December 23rd

What time? from 3:00 to 8:00 pm

Where? at Cra. 79b 129-34, Casa 27

What activities can you do there? Play games, bingo and participate in a dance contest

Food: Christmas cookies, tamales, turkey

Extra Activity (30 minutes)

Students discuss in groups the questions below:

Whose party is this? (the Lopez family's)

Would you like to go to this party?

What do you like most about this party?

Imagine you are planning a Christmas party. Think of the food and activities you would like to have.

5. Speak »

(25 minutes) track 84

Study Tip

Have students notice that connecting adjectives with their opposites is an effective strategy to learn more words and remember their meaning.

- Read the rubric.
- Go over the adjectives and give the comparative form of the adjectives (*long – longer, short – shorter, fat – fatter, thin – thinner, tall – taller, short – shorter, dark – darker, light – lighter*).
- Before doing the exercise, practise comparatives by comparing pictures of different people.
- Students look at the photo in exercise 5 and describe the people.
- Students listen at least twice and identify the people based on the descriptions they hear.
- Students compare their answers in pairs.

Answer Key

From left to right, Carolina, Rodrigo, Ana, Sebastián.

Audio Script 84

Rodrigo: Hello! My name's Rodrigo. Today's my birthday and I'm with my friends: Carolina, Sebastián and Ana. I'm shorter than Sebastián. I have longer and darker hair than Sebastián. I'm also thinner than Sebastián. Carolina's taller than Ana and Carolina's hair's shorter than Ana's.

6. Speak »

(15 minutes)

- Read the rubric.
- Students practise comparatives using the photo from the exercise 5. Ask students two or three questions:
  - **a.** Is Carolina taller than Ana? (Yes, she is.)
  - **b.** Is Sebastián thinner than Rodrigo? (Yes, he is.)
  - **c.** Is Rodrigo's hair shorter than Sebastián's? (No, it isn't.)
- Students discuss the statements in pairs and tick true or false.
- Encourage students to make other comparisons between the characters.

Answer Key

a. true **c.** false
b. true **d.** true

Extra Activity (35 minutes)

Students bring a photo of their families to class. Have students use a photo from a magazine. Tell them to write the names of the characters and write comparisons similar to the ones in exercise 5 and 6 between their own photos and the magazine photos. Then, have students present their photos to a friend.

7. Write »

(20 minutes)

- Read the rubric.
- Students look at the scrapbook and say what it is about. (It's about a birthday party.)
- Students look at the photos and describe the people.
- They complete the sentences in groups and compare their answers.
- Elicit other comparisons and write them on the board.

Extra Activity (20 minutes)

Students discuss in groups the questions below:

What does Ricardo give Sandra? (a teddy bear.)

How is Sandra feeling today? (She's very happy.)

What are they eating? (They are eating cupcakes.)

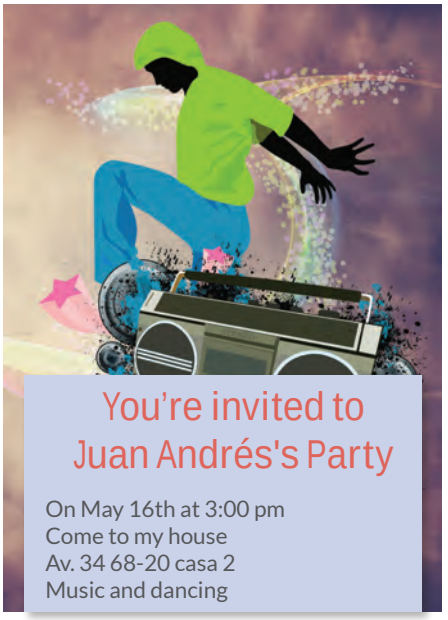
Suggested answers

a. Jessica is taller than Sandra.
b. Ricardo is taller than Sandra.
c. Daniel's hair is longer than Tomás's.
d. Sandra's hair is shorter than Jessica's.
e. Sandra is shorter 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.



a. Whose parties are these?
b. When are the parties?
c. At what time are the parties?
d. Where are the parties?
e. Which party do you think is more fun?

10. Write » Plan your own party.

When? _____
What time? _____
Where? _____

My _____ Party

What activities can you do there? _____
_____
_____
Food: _____
_____
_____

8. Write »

(25 minutes)

- Read the rubric.
- Students get into groups and write comparisons between their classmates.
- They work in groups and then discuss as a class.
- Encourage students to use different adjectives and the comparative.

9. Read »

(20 minutes)

- Read the rubric.
- Students look at the invitations and describe them.
- They discuss the questions.

Answer Key

a. The first party is Andrés' party. The second party is Ana María's party.
b. The first party is on May 16th. The second party is on March 10th.
c. The first party is at 3:00 pm. The second party is at 2:00 pm.
d. The first party is at Andrés' house. The second party is in the park in front of Ana María's house.

Extra Activity (20 minutes)

Students discuss in groups the questions below:

How old is Ana Maria?

Which of these parties would you like to attend?

What food is usually served at birthday parties?

What kind of activities do kids do during parties?

10. Write »

(30 minutes)

- Read the rubric.
- Students plan a party.
- Go over the different parts of the chart as a class.
- Have students complete their charts.
- Students share their ideas in groups.
- As a class, talk about the different ideas for an ideal party.

Extra Activity (35 minutes)

In pairs, have students design the invitation for their ideal birthday party. Have them include all the parts shown in the invitations, and say what activities there are going to be.

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!

1. **Speak »**
(30 minutes)

- Read the rubric.
- Students look at the calendar in groups and say which of these festivals they are familiar with.
- Students ask each other questions about the celebrations in the calendar

Extra Activity (20 minutes)

Students discuss in groups the questions below:

What do you know about these celebrations?

When is each celebration?

Do you participate in any of these celebrations?

What other festivals or celebrations do you know about and when are they celebrated?

2. **Speak »**
(30 minutes)

- Read the rubric.
- Describe one of the celebrations from the chart as an example (e.g. *The Black and White Festival is a cultural event. There is music and special costumes.*)
- Students describe the festivals and celebrations from the chart.
- Students compare their sentences in pairs.

Answer Key

The Black and White Carnival is a cultural event. There is music and special costumes.

Barranquilla's Carnival is a cultural event. There is music, dance, and special costumes.

Holy Week is a religious celebration. There is special food.

The Vallenato festival is a cultural event. There is music, dance, and special costumes.

Teacher's Day is an occasion that celebrates a person; in this case, teachers. There are presents for this person.

Father's Day is also an occasion that celebrates a person; in this case fathers. There are presents.

July 20th Parade is a historical celebration. There is music and special costumes.

The Flower Festival is a cultural event. There is music, dance, and special costumes.

Love and Friendship Day is a day that celebrates a loved person and friends. There is food and presents.

The Day of All Races is a historical celebration.

Children's Day is an occasion that celebrates children. There are presents.

Christmas is a cultural and religious celebration. There is food, music and presents.

Extra Activity (40 minutes)

In groups, students research a Colombian festival they don't know much about. Have them find pictures and write a description. Then, each group presents their work.

3. **Speak »**
(20 minutes)

- Read the rubric.
- Review the model and role-play it with a student.
- Students work in groups and express their opinions about the different celebrations from exercise 1.
- Share ideas as a class.

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 my favourite traditional food. It's absolutely delicious! I love it!

It's really horrible. I don't like it!

6. Speak »

In groups, choose two typical foods from your region and compare them. Discuss the questions and make a poster.

Final task activity!

a. Name of food: 1. _____ 2. _____

b. Description of food: 1. _____ 2. _____

c. Are these foods for special occasions? 1. _____ 2. _____

4. Write »

(35 minutes)

- Read the rubric.
- This exercise is part of the module's final task. Make sure students save it for the end of the module.
- In pairs, students think of an important festival from their region and complete the chart.
- Students draw or cut and paste important elements of the festival.
- Students share their material with the class.

Extra Activity (45 minutes)

In groups, students research an international celebration and make a brochure about it. Have them use the chart from exercise 4 as a model. You may want to consider the following celebrations:

1. Venice Carnival, Italy. Cultural event. Elaborate masks and costumes.
2. Saint Patrick's Day, Ireland. Cultural and religious celebration. Music, a parade, special costumes. The green colour is important.
3. Yi Peng Lantern Festival, Thailand. Cultural event. Hundreds of paper lanterns and paper decorations.

Students present their brochure.

5. Speak »

(30 minutes)

- Read the rubric.
- Students look at the photos, name the food and say if it is a salty, spicy, sweet or sour.
- Go over the models provided.
- Students express their opinion about the food using similar sentences.

Extra Activity (20 minutes)

Ask students what they think about other typical Colombian foods such as ajiaco, bandeja paisa, sancocho, cocadas, panelitas, etc.

Encourage students to express their opinions and ask them which is their favourite typical food.

Study Tip

Explain that in English *arepas* is *arepas* because it is a word for a typical food that does not exist in the English language. Words like this are kept in the original language.

6. Speak »

(35 minutes)

- Read the rubric.
- This exercise is part of the module's final task. Make sure students save it for the end of the module.
- Students choose two typical foods from their region and compare them in groups.
- They make a poster about these foods and include a description and a drawing of the food.
- Have students use the sentences provided as a model and compare the two foods using the adjectives *sweet*, *salty*, *sour*, *juicy* and *spicy*.
- Students present their posters.

Extra Activity (10 minutes)

Run a class vote to find out students' favourite poster.

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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. _____

86

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.

☐ The Ghost of Christmas Past shows Scrooge his terrible past.	☐ Scrooge celebrates Christmas with Mr Cratchit.	☐ The Ghost of Christmas Present shows the poor life of Cratchit.
☐ The Ghost of Christmas Future shows Scrooge his grave.	☐ Scrooge makes Mr Cratchit work on Christmas Eve.	

7. Listen »

(25 minutes) track 85

- Read the rubric.
- Students practise the pronunciation of different common expressions used for special occasions. Emphasis is placed on the pronunciation of the /s/ sound (/s/, /z/, and /iz/), though other expressions may not have this sound.
- Play the audio. Students listen and repeat the expressions on the cards.
- Students read the situations (a–e) and decide which expression is the best one for each situation.
- Students compare ideas in pairs.

Answer Key

a. Happy birthday!
b. Surprise!
c. Congratulations!
d. All the best! / Good luck!
e. Merry Christmas!

Audio Script 85

Best wishes.
Surprise!
Congratulations!
Happy birthday!
Merry Christmas!
All the best!
Good luck!

Extra Activity (20 minutes)

Include similar expressions and have students imagine situations in which they would use them.

Break a leg! (It means 'good luck' but it is used before theatre and stage performances.)

Get well soon! (This is used to wish a quick recovery to someone who's sick.)

Have a great day! (This is a common expression used to wish someone a nice day.)

Happy New Year! (It's used during the New Year's celebration.)

8. Read »

(35 minutes) track 86

- Read the rubric.
- Explain that this is a summary of Charles Dickens's famous story *A Christmas Carol*, first published in Britain in 1843.
- Students listen and read the story and think about the order in which the events happen. Discuss the order of the events as a class.

21st Century skills
Social Skills

As a class, discuss the question and decide if this message is transmitted in the text. Is Scrooge given a second opportunity? Does he change?

Answer Key

1. Scrooge makes Mr Cratchit work on Christmas Eve.
2. The Ghost of Christmas Past shows Scrooge his terrible past.
3. present shows the poor life of Cratchit.
4. The Ghost of Christmas Future shows Scrooge his grave.
5. Scrooge celebrates Christmas with Mr Cratchit.

Audio Script 86

Narrator: 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!

87

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.

Chant: Where are you from?

Lesson 4

Where are you from?

Speak »

(5 minutes)

Before listening to the audio of the chant, get students to tell you what they think the themes of the chant will be. Ask them to highlight any key areas of vocabulary that point towards the topics. (The theme of this chant is describing words. This is conveyed through extensive use of adjectives. Some key areas of vocabulary are weather, nationality, food, and personality.)

Ask students to identify any words they don't know how to pronounce, and encourage them to specifically listen carefully for those words in the recording.

Listen »

(10 minutes) **track 87**

Play the audio through a couple of times to introduce students to the pronunciation and the rhythm. Highlight any words that the students had previously identified as challenging to pronounce and ask students to say them aloud when the recording has come to an end.
Encourage students to chant along with the song, paying particular attention to rhythm and pronunciation.

When students are becoming more confident with saying the chant, ask them to identify words that describe the following:

- nationality
- weather
- food
- personality

This is very good preparation for activity 2, when students will need to work with adjectives, and be able to categorise them according to their meaning.

Depending on the level of your students, at this time, it may be sensible to spend some time paying attention to 'hot', which has three different meanings within this chant, depending on context.

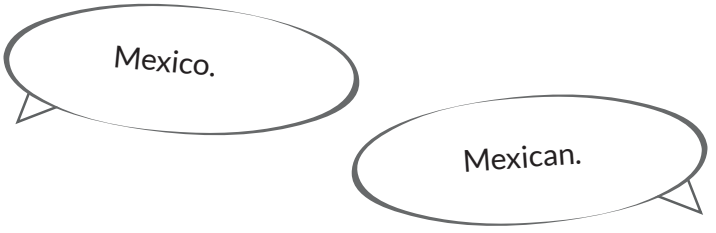
- 'hot' weather
- 'hot' to describe food (meaning 'spicy') and
- 'hot' to describe food (meaning 'temperature').

Ensure students understand when it should be used in each situation.

To consolidate their understanding of the different types of adjectives. Play the chant two more times. The first time, tell students they must not say any adjectives that describe nationality or personality. The second time, they must miss out any adjectives that describe weather or food.

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?

1. Speak »
(5 minutes)

In activity 1, students will need to be able to recognize the name of a country and say the nationality of people from that country. This should be done in pairs, and depending on the level of your students, you may find that they complete this quite quickly. With all level of students, encourage the pairs to mix up the order of the questions. Once they've answered all the questions on nationality, get them to reverse the exercise, so that they ask and answer questions in reverse, e.g. 'Where do Americans come from? ~ America.'. You could also challenge them to do a true/false exercise, where students are required to correct their partner if they say an incorrect statement, e.g. 'Americans come from Canada. ~ That's false. Americans come from America OR That's false. Canadians come from Canada.'

2. Read »
(10 minutes)

In activity 2, students are asked to categorise the different adjectives into three columns, one for food, one for weather and another for 'both', which is limited to the special adjectives in this activity that can be used for either weather or for food.

Once students have completed this activity, get them to make their own sentences using the adjectives, e.g.

- I like it when the weather is snowy. I don't like it when it's hot.
- I don't like spicy food. I like sweet food.

Pay special attention to the adjectives that can be used for both food and weather, and make sure the students create two sentences for each of these: one where 'hot' and 'cold' are used to describe weather, and a second sentence where they describe food. Take care with the multiple meanings of 'hot' in this situation, especially relating to food, and ensure students are clear as to whether they mean 'hot (temperature)' or 'hot (spicy)'.

3. Write »
(10 minutes)

Activity 3 gets students to look carefully again at the text for the chant, in order to answer some detailed comprehension questions. They should answer in complete sentences.

Extra Activity (10 minutes)

For advanced groups, or as a useful homework activity, get students to write questions that they will then answer themselves, e.g.

- What's the weather like in your country?
- What animals are there in your country?
- What food do people eat in your country?
- What clothes do people wear in your country?
- What are you like?
- What do you like?

Encourage students to use words from the chant, and their own ideas.

Extra Activity (5 minutes)

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

Check Your Progress

1. Write » Look at the photos and describe the Brazilian Carnival.

parade	samba	sweet Brazilian carnival bolos

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.

I can describe celebrations and traditions. ✓	
Very well	
Quite well	
With difficulty	

88 **2. Listen »** Listen and complete. Then, describe to your partner.

American apple pie	Japanese curry and rice
sweet ☐ sour ☐ salty ☐ spicy ☐ For special occasions? Yes ☐ No ☐	sweet ☐ sour ☐ salty ☐ spicy ☐ For special occasions? Yes ☐ No ☐

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	

1. Write »

(10 minutes)

- Read the rubric.
- Students look at the photos and describe them.
- Students complete the paragraph.
- Discuss the following questions:
  - **a.** What do you know about the Brazilian Carnival?
  - **b.** Why's it famous?
  - **c.** Is there a similar celebration in Colombia?
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Answer Key

The Brazilian Carnival is a cultural event. There's food; for example, sweet Brazilian carnival bolos. There's also music; for example, in the parade. Finally, there's dancing; for example, samba dancing.

2. Listen »

(15 minutes) track 88

- Read the rubric.
- Students look at the photos and describe the foods. Are they sweet, salty, spicy or sour?
- Play the audio. Students listen and tick the correct box underneath each photo.
- They compare their answers.
- Ask the following questions:
  - **a.** Which food is sweeter, the pie or the curry and rice? (the pie)
  - **b.** Which food is spicier, the pie or the curry and rice? (the curry and rice)
  - **c.** Which of these foods would you like to try?
  - **d.** Are any of these foods similar to Colombian food?
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

Answer Key

American apple pie: sweet; for special occasions (Thanksgiving).
Japanese curry and rice: salty and spicy; not for special occasions.

Audio Script 88

Boy: So... This is the traditional American apple pie...
Girl: Wow! It looks delicious!
Boy: It is! It's very sweet.
Girl: Do you eat it on special occasions?
Boy: Yes, especially at Thanksgiving.
Girl: Well, this is the traditional Japanese curry and rice.
Boy: Mmm! It looks great!
Girl: It's a salty, very spicy food.
Boy: Do you eat it on special occasions?
Girl: Not really. We eat it all the time!

3. Speak »

(10 minutes)

- Read the rubric.
- Students work in pairs. Go over the questions as a class.
- Students ask and answer the questions.
- After they finish the exercise, help them reflect on their performance in the exercise and complete their reflection chart.

START / FINISH

Question 1

Question 2

Question 3

Miss a turn

Move forward 2 squares

Question 30

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

Review Race

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

Question 10

Question 11

Question 12

Bonus move forward 1 square

Question 13

Question 14

Question 15

Question 16

Go back 3 squares

Question 17

Miss a turn

Question 18

Bonus move forward 4 squares

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?

Review Race

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

Review Race Answers

Page 162-163

1. Answers may vary.
2. Student's own answer.
3. Answers may vary.
4. Answers may vary.
5. Swiss
6. American
7. Student's own answer.
8. French
9. Thailand
10. Ireland
11. A nationality
12. Answers may vary.
13. Answers may vary.
14. Student's own answer.
15. Student's own answer.
16. Student's own answer.
17. Answers may vary.
18. Student's own answer.
19. Student's own answer.
20. Answers may vary.
21. Answers may vary.
22. Answers may vary.
23. Answers may vary.
24. Student's own answer.
25. Student's own answer.
26. Answers may vary.
27. Student's own answer.
28. Student's own answer.
29. Student's own answer.
30. Student's own answer.

Final Task

A Regional Exhibition

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

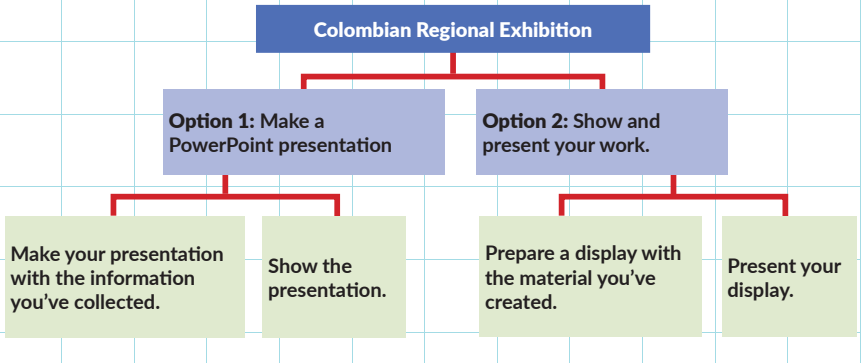
Unit 1	Unit 2	Unit 3
Lesson 3, exercise 1 Pablo's town presentation ☐ **Lesson 3, exercise 4** Factsheet about your department. ☐ **Lesson 3, exercise 5** Plasticine map of your department. ☐	**Lesson 3, exercise 5** Drawing of the traditional costume of your region. ☐	**Lesson 3, exercise 4** Chart about a festival in your region. ☐ **Lesson 3, exercise 6** Information about typical foods from your region. ☐

2. 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!

3. 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.

Module 4 Final Task

A Regional Exhibition

15 minutes

1.

• Read the rubric.

• Go over the title of the Final Task. What does a regional exhibition mean? (An exhibition about their department and its characteristics similar to the 'Youth Intercultural Encounter' presented in the first lesson of Unit 1. Students will prepare stands for their region and show and present what it is like).

• Students go over the checklist and make sure they have all the material they created throughout the module for the Final Task.

15 minutes

2.

• Read the rubric.

• Students look at the photos. What do they think is important to have in mind when giving an oral presentation? Write their ideas on the board.

• Students compare their answers in groups. Remind students that these steps are the logical order for an oral presentation.

• Discuss the following questions:

a. Why's it important to know your material? (Because it gives you confidence for the presentation).

b. Why's it also important to practise? (Because you know what to say and how to say it).

• Tell students that speaking loudly and making eye contact are strategies used to address the audience effectively.

• Discuss as a class which of these aspects are really important for them.

Answer Key

In order to make a good oral presentation, it is important to have some aspects in mind.

First, you have to know your material well. It is also important to practise your presentation beforehand. Remember to speak loudly and clearly so that your audience can hear you well.

Don't forget to make [wol] contact. And enjoy yourself! You have worked hard so it's time to show what you know!

15 minutes

3.

• Read the rubric.

• Students choose one of the two options for the Final Task: one is making a PowerPoint presentation of their region and the other is making an actual stand at an exhibition in their classroom. The first option involves technological and presentation skills, and the second choice is about preparing a visually appealing stand and presenting their work.

• Go over the 21st Century Skills box.

21st Century skills

Teamwork

Discuss why teamwork is important and whether they find the characteristics mentioned necessary to work as a team.

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 ☐	No ☐
b.	Is your presentation interesting and presented well?	Yes ☐	No ☐
c.	Is your presentation complete?	Yes ☐	No ☐
d.	Does everybody in the group know what to say?	Yes ☐	No ☐
e.	Does the presentation have pictures?	Yes ☐	No ☐

5. Follow the steps for your presentation choice.

Option 1: A PowerPoint Presentation

STEP 1	Make one slide that includes a photo of the booklet you made in Unit 1 about your department.
STEP 2	Make a slide with a photo of the plasticine map 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 4	Make a slide with the diagram about a festival in your region.
STEP 5	Make a slide with information about typical foods in your region.
STEP 6	Decide what everyone in the group is going to say and practise.
STEP 7	Present!

Option 2: A recorded radio programme

STEP 1	Use a table to display the elements of your exhibition.
STEP 2	Discuss as a group if you need to design a poster with the name of your department.
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	Decide what everyone in the group is going to say and practise.
STEP 5	Present!

Module 4 Final Task

4.

• Before doing this exercise, give students some time to begin planning their presentations.

• Students look at the presentation given by a character in Unit 1, lesson 3, exercise 1. Tell them to look and listen to Pablo's presentation again and discuss why this is a solid, well-prepared presentation.

• Go over the checklist provided in that exercise again.

• Students discuss the questions provided and analyze the preparation of their own presentations.

5.

• Read the rubric.

• This exercise is the culmination of the Final Task. Students follow the instructions according to the option they chose.

• For the PowerPoint presentation students make a slide for each of the elements of the Final Task (the booklet, the plasticine map, the drawing of the traditional costume, the diagram about the festival, and the poster about the food). It is important that each person in the group has a part to present and knows what to say.

• Give students time to prepare and practise their presentations. Then, have each group share their PowerPoint presentation.

• If students chose the second option, decide as a class on a day on which the exhibition will take place.

• Make space in the classroom for students' stands and make sure each group has a table where they can display their materials.

• Students follow the steps provided and prepare extra material if needed, such as a colourful poster with the name of their department.

• They practise and everybody decides what to say. You may invite other classes and teachers to visit the exhibition, and as visitors come to the stands, they should make their presentations.

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?

Evaluation Answers

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Vocabulary

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

Grammar

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

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	

Evaluation Answers

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Reading

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

Writing

16. hot
17. T-shirts and shorts
18. colder/cooler
19. smaller
20. more peaceful

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

What is person 1 doing?

Stage 1

Look at the picture. Ask Student B questions. Find out what the missing people are doing in your picture. Draw them.

Person 1 *is* playing guitar.

Stage 2

Now, Student B asks you questions. Listen and answer Student B's questions about what the people are doing in your picture.

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?

Person 1 *is* playing guitar

Stage 2

Now, ask Student A questions. Find out what the missing people are doing in your picture. Draw them.

GAP ACTIVITY

Student A

What place is next to the restaurant and in front of the square?

Stage 1

Look at the map. Ask Student B questions. Find out what the missing places are on your map. Write them in.

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.

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.

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:** _____

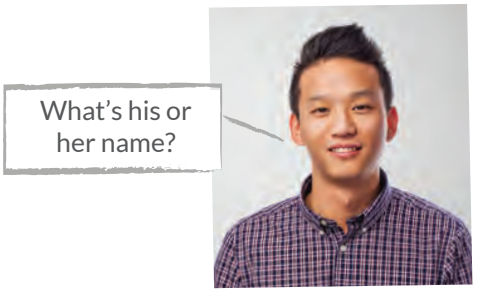
Stage 2

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.



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

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.
What is your name? My name is Ursula. I'm Ursula.
This is Ursula.
She's 11 years old.
How old are you? I'm 13.
My ID number is 87984535.
What's your home number? It is 4302097
Verb *to be*
This verb can also be used in questions about objects.
Are they some pencils?
Yes, they are.
Is it a dictionary? Yes, it is.
Is it a pencil?
No, it isn't. It's a pen.
Quantifiers
a, an, some.
Use a for a single item, *an* when the next word starts with a vowel, *some* for several items.
a pen / an orange pen / some chairs

Unit 2

Present simple
I wake up at 6:00 am.
Add an **–s** to the verb for the third person singular (he, she, it)
Marla reads books.
Jaime plays football.
Ana studies all afternoon.
***Yes / No* Questions**
Do you wake up late?
Yes, I do / No, I don't wake up late.
Does she wake up late?
She doesn't wake up late.
Does Carlos play tennis?
No, he doesn't.
***Wh-* Questions**
What time do you wake up?
What time does Simón start school?
Adverbs of frequency
Always; Usually; Sometimes; Never express the frequency of an action.
How often is used to ask about the frequency of an action.
How often do you play football?
I always play football in school.

Unit 3

Present simple
Verb *to be*
This verb is used to talk about your family.
Rosa is my mother. They are my brothers.
This verb is also used to talk about the personality and physical appearance of a person.
I am short and fat.
Marie is confident and responsible.
We are tall and slim.
Does Lisa have short hair?
It also expresses a temporary mood or state:
She's happy.
He's tired.
's
's expresses possession.
Juan is Rosa's son = Juan is the son of Rosa.
Possessive Adjectives
My, your, his, her, our, their
They also express possession, but they are used before a noun.
My sister is Clementina.
Your father is Pedro.
Their names are Juan and Penelope.

Module 2

Unit 1

Verb *to be*
This verb can be used to describe parts of the body.
His arms are strong.
His legs aren't weak.
Her nose is small.
Verb *to have*
Use this verb to talk about possession.
We have two feet.
Germán has small hands.
How many is used to ask about quantities.
How many teeth do we have?
Modal *can*
This modal expresses possibilities.
You can hit your head in the playground.

Unit 2

Present simple
Use it to express likes.
Do you like dancing? Yes, I do.
Does she do origami? No, she doesn't like crafts.
I like to play the guitar. I don't like to play football.
Verb *to be*
This verb describes activities.
Is origami interesting for you? Yes, it is.
Football is boring for me.
Basketball isn't difficult for me.
Modal *can*
This modal also expresses abilities. You can use it in affirmative and negative sentences and in questions.
I can play the violin. I can't sing.
Can you swim?
Yes, I can. No, I can't.
Present continuous
This tense expresses the actions happening right now.
My mother is working.
They're playing football.
Is he eating?
Yes, he is. No, he isn't.

Unit 3

Always; Usually; Sometimes; Never express the frequency of an action when talking about daily routines.
I always play football after school.
Cathy never plays sports.
On Saturday, we sometimes go swimming.
At the weekend, we often eat breakfast together.
***Wh-* questions**
These questions are used to ask about detailed information.
What time do you practise basketball?
What sport do you do?
When do you spend time with your family?
How often do you drink fizzy drinks?

Module 3

Unit 1	Unit 2	Unit 3
Demonstratives Use *This* and *These* to point to something near you. *What's this? This is a desk.* *What are these? These are futons.* Use *That* and *Those* to point to something far away from you. *What is that? That is a hospital.* *What are those? Those are restaurants.* ***There is / There are*** These express the existence of things. *How many bathrooms are there?* *There is one bathroom.* *There's a small kitchen.* *Is there a refrigerator in the kitchen?* *Yes, there is. No, there isn't.* **Imperatives** Use them to give instructions. *Separate the rubbish.* *Don't waste water.*	**Present simple** Use it to give personal information. ***Wh-* questions** These questions are used to ask about detailed information. *Where do you live?* *Where is/Where's the bank?* *Where can you buy medicine?* *What do you like about your neighbourhood?* *What does Sara do to help her family?* **Prepositions of place** They help locate elements within a given space. *The bank is next to the police station.* *The bookshop is behind the café.* *The restaurant is in front of the cinema.* **Imperatives** They are also used to give directions. *Turn right/left.* *Walk/Go straight ahead.*	**Present simple** Use it to describe what people do. *The doctor heals people.* *The mechanic fixes cars.* **Present continuous:** This tense expresses actions happening right now and develops actions in time. *My mother is working.* *I like cooking.* ***Wh-* questions** This type of question asks for detailed information. *Who is/Who's she? Where does she work? What does she do?* **Sequence of actions** *First of all, Pablo gets the ingredients. Then, he makes the cake. Later, he bakes it in the oven. Finally, he eats it!*

Module 4

Unit 1	Unit 2	Unit 3
Verb *to be* This verb can express nationality, personality characteristics and description of places. *Usain Bolt is Jamaican.* *Where are you from?* *People in Caldas are very kind.* *What are people like in your town?* *La Guajira is an exotic place.* *Is your town interesting?* *What are your favourite places in your town?* **Verb *to be*** This verb also expresses location. *Popayán is in the Department of Cauca.* **Verb *to like*** This verb expresses your favourite things. *I like Humilladero Bridge. It is an important tourist place in Popayán.* *Do you like dancing?*	**Verb *to be*** Use it to express weather conditions. *What is/What's the weather like today?* *Today, the weather is sunny.* *It can be stormy in the mountains.* *It's cloudy.* **Verb *to wear*** This verb expresses dressing habits. *What do you usually wear?* *I wear a T-shirt every day.* In the present continuous, it also describes what people are wearing. *What are you wearing?* *I'm wearing a hat and a sweater.*	**Comparatives** *Juana is taller than Pedro.* *Medellín is bigger than Santa Marta.* *Bogotá is noisier than Cartagena.* *The Thanksgiving celebration is more interesting than the Independence Day celebration.* *Cartagena is more beautiful than Neiva.* *Which sweater do you prefer, the blue one or the red one?* *Which is prettier, the blue or the red one?* *Which is more beautiful, the green or the orange one?* **Intensifiers** These make descriptions more powerful. *I think holidays are absolutely wonderful.* *The parade is really exciting.* *Tests can be very stressful.*

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 *n.* board *n.* book *n.* chair *n.* clock *n.* desk *n.* dictionary *n.* paper *n.* pen *n.* pencil *n.* picture *n.* student *n.* teacher *n.*	be (*v.*) quiet listen *v.* look (*v.*) at the board open (*v.*) your books raise (*v.*) your hand read *v.* work (*v.*) in groups work (*v.*) in pairs write (*v.*) in your notebooks	one *n.* two *n.* three *n.* four *n.* five *n.* six *n.* seven *n.* eight *n.* nine *n.* ten *n.*	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 *n.* father *n.* brother *n.* sister *n.* son *n.* daughter *n.*	bored *adj.* excited *adj.* happy *adj.* hungry *adj.* sad *adj.* tired *adj.* boring *adj.* caring *adj.* confident *adj.* creative *adj.* famous *adj.* funny *adj.* generous *adj.* interesting *adj.* kind *adj.* responsible *adj.*	curly *adj.* straight *adj.* wavy *adj.* blond *adj.* dark *adj.* light *adj.* big *adj.* small *adj.* short *adj.* long *adj.* tall *adj.* strong *adj.* weak *adj.* black *adj.* brown *adj.* blue *adj.* green *adj.* grey *adj.*

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 *n.* back *n.* ears *n* elbow *n.* eyes *n.* finger *n.* foot-feet *n.* hand *n.* head *n.* knee *n.* leg *n.* mouth *n.* neck *n.* nose *n.* shoulder *n.* stomach *n.* tooth-teeth *n.*	classroom *n.* hallway *n.* kitchen *n.* laboratory *n.* playground *n.* stairs *n.* toilet *n.*	break *v.* cut *v.* fall *v.* hit *v.* hurt *v.*	basketball *n.* crafts *n.* dancing *n.* drawing *n.* football *n.* hiking *n.* painting *n.* playing (*v.*) an instrument riding (*v.*) a bike singing *n.* swimming *n.* volleyball *n.*	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 *n.* bedroom *n.* dining-room *n.* garage *n.* garden *n.* kitchen *n.* laundry room *n.* living-room *n.*	bed *n.* cooker *n.* desk *n.* refrigerator *n.* shower *n.* sofa *n.* table *n.* toilet *n.* wardrobe *n.* washing machine *n.* ***Giving Directions*** turn right turn left go straight ahead between behind in front of next to on opposite	bakery *n.* bank *n.* bookshop *n.* café *n.* cinema *n.* church *n.* department store *n.* fire station *n.* hospital *n.* neighbourhood *n.* park *n.* pharmacy *n.* police station *n.* public library *n.* restaurant *n.* school *n.* square *n.* supermarket *n.*	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 (*phr. v.*) lights turn off (*phr. v.*) water use (*v.*) a bicycle use (*v.*) energy-saving lightbulbs use (*v.*) paper bags	accountant *n.* actor *n.* artist *n.* baker *n.* builder *n.* cook *n.* doctor *n.* engineer *n.* farmer *n.* mechanic *n.* nurse *n.* pharmacist *n.* police officer *n.* salesperson *n.* teacher *n.*	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

Module 4

Nationalities	*Description of People*	*Weather*	*Animals*	*Clothes*	*Food descriptions*	*Description of Places*	*Verbs*
American *adj.* Argentinian *adj.* Australian *adj.* Brazilian *adj.* Canadian *adj.* Chinese *adj.* Colombian *adj.* English *adj.* French *adj.* Jamaican *adj.* Japanese *adj.* Mexican *adj.* Peruvian *adj.* Swiss *adj.*	active *adj.* busy *adj.* disciplined *adj.* fun *adj.* hard-working *adj.* organized *adj.* serious *adj.*	it's cold (*adj.*) it's cloudy (*adj.*) it's hot (*adj.*) it's raining (*v.*) it's snowing (*v.*) it's stormy (*adj.*) it's sunny (*adj.*) it's windy (*adj.*) seasons *n.*	anteater *n.* bird *n.* deer *n.* insect *n.* jaguar *n.* monkey *n.*	blouse *n.* dress *n.* hat *n.* jacket *n.* scarf *n.* shirt *n.* shoes *n.* shorts *n.* skirt *n.* socks *n.* sweater *n.* trousers *n.* t-shirt *n.* underwear *n.*	juicy *adj.* salty *adj.* sour *adj.* spicy *adj.* sweet *adj.*	beautiful *adj.* boring *adj.* crowded *adj.* exotic *adj.* fun *adj.* modern *adj.* noisy *adj.* old-fashioned *adj.* peaceful *adj.* quiet *adj.* stressful *adj.*	dance *v.* eat *v.* like *v.* be *v.* wear *v.* ***Expressing Opinion*** I think ... I believe that ... In my opinion, ... I like ...

Vocabulary Teaching Tips

Vocabulary needs to be presented in context. Isolated words are sometimes difficult to remember, but if they are introduced within a word family group or a particular context, students can remember them more easily. The more a student is exposed to the new words, the more retention and learning is guaranteed.

Following Marzano (2009), you can help your students learn vocabulary by using these six stages:

Step 1: introduce a new word by establishing connections with prior knowledge, using imagery, acting out, etc.

Step 2: ask students to use the new word by creating a song or using total physical response "to speak their minds"

Step 3: ask students to create a non-linguistic representation of the word, e.g. a picture, a symbolic representation.

Step 4: ask students to use the new words by comparing, associating or classifying them, making analogies or metaphors, creating poems or haikus.

Step 5: ask students to discuss the new words, e.g. think-pair-share, elbow partners.

Step 6: play games to review new vocabulary, e.g. Jeopardy, Guess Who (here the options are endless).

Some tips are given below for many lexical aspects of Way to Go!:

Module 1

Classroom items	Labelling real classroom objects is a good way to use realia. This can be done as a race in teams to score points.
Daily routines	Acting can be used to guess in teams the different routines. For final personalization practice, routines can be recorded by completing a time/routine chart.
Family members	A family tree can be drawn as a mind map; students can personalize this by writing the family member's name and the corresponding family tie.
Numbers and time	Bingo is a suitable activity to practise both numbers and the time. Match the word with the picture. Spelling of numbers can be checked by unscrambling words.

Module 2

Parts of the body	"Head, shoulders, knees and toes" song. Different parts of the body can be substituted in the song. "Hokey Cokey" song. Labelling a picture of the body. Word-picture matching exercise. Unscrambling words for parts of the body.
Time expressions related to routines	Papers in a hat activity, with time expressions written for students to complete with routines in simple sentences. A time expression/routine chart can be completed by students.
Phrases for personal care	Collocations of phrases can be practised by matching activities where the phrase is split and placed in two different columns. Scrambled routines in sentences or in a comic strip which do not follow a logical chronological sequence; students organize them into the correct order. Then, as a more challenging follow-up, students can be asked to use connectors to link the sentences in a paragraph.

Module 3

Rooms and furniture	Use a kitchen/living room picture for students to label furniture and devices. Word-picture matching exercise. Unscrambling activity. If there is a possibility for realia, ask students to label real objects. Provide descriptions of devices for students to guess the item.
Expressions to describe energy-saving actions	Collocation dominoes using the expressions, to be played in pairs or groups. Papers in a hat activity with environmental problems written for students to think about and share feasible solutions. At this level students may just say short and simple expressions.

Module 4

Countries and nationalities	Use a real map for students to label the name of the country. Then, with a list of the countries, students can complete nationalities. Draw students' attention to the different suffixes to create nationality adjectives (maybe through a matching activity).
Food	Word search Crossword Word-picture matching exercise
Celebrations	Brainstorming famous celebrations and matching them to their corresponding dates. Matching activity of celebration photos to their names.
Clothing	Dress up paper dolls. Fun clothing can be designed by students. Distribute pictures of different people for students to describe what they are wearing. If possible, bring in real clothes for students to dress up and create a fashion show where students describe what their classmates are wearing. A good way to link celebrations and clothing can be asking students what to wear for certain celebrations.
Adjectives to describe all the categories in this module	Pelmanism for opposite adjectives. Use pictures of people and places for students to use adjectives to describe them. This can be done as a competition by setting a time limit for students to write a list of adjectives and the team/student with the highest number of correct words wins.

Student´s Workbook Answers

Unit 1

Lesson 1, page 3

1. **1.** Can you spell your last name?
   2. Are you 12?
   3. What's your name?
   4. How old are you?
   5. Nice to meet you.
2. Answers may vary.
3. **a.** two **b.** one **c.** three
   d. ten **e.** four **f.** eight
   g. seven **h.** six **i.** zero
   j. five.
   Mystery sentence:
   Welcome to school!

Lesson 2, page 4

1. **a.** Is it a board? No, it isn't. It's a clock.
   b. Are they some pens? Yes, they are.
   c. Is it an English book? Yes, it is.
   d. Is it a dictionary? No, it isn't. It's a desk.
   e. Are they some tables? No, they aren't. They're some chairs.
   f. Is it a bag? Yes, it is.
2. **1.** Open your books.
   2. Read.
   3. answer.
   4. Write.
   5. look.
   6. Be quiet.
   7. Raise your hands.
   8. work in pairs.
   9. do
   10. see you

Lesson 3, page 5

1. **a.** What's your last name?
   b. How old are you?
   c. What's your ID number?
   d. What's your mobile number?
   e. What's your home number?
2. **a.** He is 13 (years old).
   b. He's in sixth grade.
   c. His ID number is 1009675283.
   d. His mobile number is 301 223 7621.
3. Answers may vary.

Self-assessment, page 6

1. d **2.** c **3.** a **4.** b
5. b **6.** c **7.** a **8.** c
9. a **10.** b

Unit 2

Lesson 1, page 7

1. **a.** Read a magazine.
   b. Check e-mail.
   c. Play video games
   d. Listen to music
   e. Use the internet.
   f. Make dinner.
   g. Ride a bicycle.
2. **a.** likes **b.** doesn't like
   c. doesn't like **d.** checks
   e. uses **f.** play **g.** makes
   h. go
3. **a.** No, he doesn't.
   b. No, he doesn't.
   c. Yes, they do.
   d. No, he doesn't.
   e. Yes, they do.

Lesson 2, page 8

1. **a.** Twenty to ten.
   b. A quarter past three.
   c. Twenty-five past one.
   d. Ten past seven.
   e Half past four.
   f. A quarter to eleven.
   g. Twenty-five too six.
2. **a.** takes **b.** make **c.** have
   d. go **e.** starts **f.** arrive
   g. do **h.** watch **i.** play
   j. have **k.** go
3. Answers may vary.
4. Answers may vary.

Lesson 3, page 9

5. Answers may vary.
6. **a.** sometimes
   b. usually
   c. sometimes
   d. always
   e. never

Self-assessment, page 10

1. b **2.** a **3.** d **4.** b **5.** a **6.** c **7.** c **8.** d **9.** a **10.** c

Unit 3

Lesson 1, page 11

1. **a.** mother **b.** brother
   c. daughter **d.** father **e.** son
2. **a.** No, he isn't. Leo/He is his father.
   b. Yes, she is.
   c. No, he isn't. Marco/He is his brother.
   d. Yes, she is.
   e. No, it isn't. It's Cardona.
3. **a.** Jose - tired face
   b. Patricia – excited face
   c. Maria – bored face
   d. Clara – happy face
   e. Eduardo – sad face

Lesson 2, page 12

1. **a.** Pedro is fat and tall. He has dark eyes and short straight dark hair. Similar answers are accepted.
   b. Drawing must correspond to description.
   c. Drawing must correspond to description.
   d. Drawing must correspond to description.
2. Answers may vary.
3. Answers may vary.

Lesson 3, page 13

1. intelligent; great; patient; responsible; confident.
2. Answers may vary.
3. Answers may vary.

Self-assessment, page 16

1. b **2.** a **3.** b **4.** a **5.** a
6. c **7.** c **8.** d **9.** a **10.** b

Student´s Workbook Answers

Unit 1

Lesson 1, page 17

1. Check students labelled the parts of the body correctly.
2. **a.** Nairo Quintana can ride his bike in high mountains because he has very strong legs. **b.** Catherine Ibargüen can jump well because she has really long legs. **c.** Basketball players usually have big hands. **d.** Weak people can't do gymnastics. **e.** Some short football players can be very agile and fast like Lionel Messi.
3. Verify specifications are accomplished by students.

Lesson 2, page 18

1. **2.** People can fall on a wet floor in the toilets. **3.** We can hit our head in the playground. **4.** Children can break their leg on the stairs. **5.** We can cut our fingers in the kitchen.
2. **1.** e **2.** d **3.** b **4.** c **5.** a
3. **a.** If you don't wear safely glasses in the laboratory, you can hurt your eyes. **b.** If don't wear a helmet when you ride a motorcycle, you can hurt your head. **c.** If you don't wear kneepads when you go skating, you can hurt your knees. **d.** If you don't wear rubber gloves when you clean, you can hurt your hands.

Lesson 3, page 19

1. Students' own answers.
2. Students' own answers.
3. Students' own answers.

Self-assessment, page 20

1. d **2.** c **3.** b **4.** d **5.** d
6. c **7.** b **8.** a **9.** d **10.** c

Unit 2

Lesson 1, page 21

1. Students' own answers.
2. Students' own answers.
3. **a.** Do you like playing football? **b.** Does your sister like making dolls? **c.** Is origami boring for you? **d.** Are you good at making models? **e.** Are martial arts exciting to you? / Do you like martial arts?

Lesson 2, page 22

1. **a.** The man in photo B can't sing. **b.** The woman in photo C can play the guitar. **c.** The boy in photo D can't ride a bike. **d.** The girl in photo E can't cook. **e.** The boy in photo F can swim.
2. **a.** Can you dance? (Students' own answers). **b.** Can your mother play an instrument? (Students' own answers). **c.** Can your father sew? (Students' own answers). **d.** Can you paint? (Students' own answers). **e.** Can your sister or brother rollerskate? (Students' own answers).

Lesson 3, page 23

1. **a.** The paramedic is giving emergency treatment. **b.** The police officer is protecting people. **c.** The firefighter is controlling a fire. **d.** The street cleaner is cleaning the streets.
2. **a.** The cyclist not wearing a helmet. (Possible answer: The cyclist can put on a helmet.) **b.** People are throwing rubbish in the forest. (Possible answer: People can take their rubbish home / People can pick up their rubbish.) **c.** The woman is smoking in the restaurant. (Possible answer: The woman can smoke outside / The woman can put out her cigarette.) **d.** The mobile phone is ringing in the cinema. (Possible answer: The mobile phone can be on silent. / We can turn off the mobile phone.) **e.** The driver is not wearing a seatbelt in the car. (Possible answer: The man driver can put his seatbelt on.)

Self-assessment, page 24

1. c **2.** b **3.** d **4.** c **5.** b
6. a **7.** c **8.** a **9.** b **10.** c

Unit 3

Lesson 1, page 25

1. Students' own answers.
2. Students' own answers.
3. **a.** What time do you wake up? Answers may vary. **b.** What sport do you practice? Answers may vary. **c.** When do you spend time with your family? Answers may vary. **d.** How often do you take a shower? Answers may vary. **e.** What do you do in the evening? Answers may vary.

Lesson 2, page 26

1. Students' own answers.
2. Students' own answers.
3. **a.** It's on December 24th. **b.** We celebrate it on October 31st. **c.** It's in May. **d.** It's in July. **e.** It's in June. **f.** Students' own answers, but check the use of the preposition. **g.** Students' own answers, but check the use of the preposition.

Lesson 3, page 27

1. **a.** takes a shower **b.** has **c.** eats **d.** brushes **e.** goes **f.** doesn't have **g.** has **h.** comes **i.** makes **j.** does **k.** plays **l.** eats
2. **a.** No, he doesn't. **b.** Students' own answers.
3. Students' own answers.

Self-assessment, page 28

1. d **2.** a **3.** b **4.** c **5.** a
6. b **7.** c **8.** b **9.** a **10.** c

Student´s Workbook Answers

Unit 1

Lesson 1, page 31

1. **a.** Check labelling is correct.
2. **a.** There's one bedroom. **b.** Yes, there is. **c.** No, there aren't. There's one. **d.** No, there isn't. (But there's one in the kitchen.) **e.** No, there isn't. **f.** There are four.
3. **a.** Is there a shower? **b.** How many TVs are there? **c.** Is there a cooker? **d.** Is there a dining room? **e.** How many chairs are there?
4. **a.** Order may change. **b.** People eat in the dining room **c.** People sleep in the bedroom. **d.** People sit and talk in the living room. **e.** People cook in the kitchen **f.** People bathe in the bathroom.

Lesson 2, page 32

1. **a.** What's this? / What is this? It's a cooker **b.** What are these? They're light bulbs. **c.** What are these? They're taps. **d.** What's this? / What is this? It's a refrigerator.
2. **a.** those **b.** food **c.** that **d.** bicycles **e.** those
3. **a.** produce electricity **b.** collect **c.**grow food **d.**separate rubbish **e.**save energy

Lesson 3, page 33

1. Inorganic: boxes; metal containers; plastic bags; plastic bottles Organic: damaged fruit; food leftovers; fruit peel; old vegetables;
2. **Step 1:** Separate organic waste in a container. **Step 2:** Dig a hole in the soil and put a layer of straw in the bottom. **Step 3:** Put in all the kitchen waste and add more straw and green waste on top. **Step 4:** Cover all of it with plastic or wood. **Step 5:** Leave it like that for two weeks. **Step 6:** Mix everything with a shovel and add more organic waste.

Self-assessment, page 34

1. c **2.** b **3.** d **4.** c **5.** a
6. d **7.** b **8.** d **9.** a **10.** d

Unit 2

Lesson 1, page 35

1. **a.** At a cinema. **b.** At a library. **c.** At a pharmacy. **d.** At a bakery. **e.** At a department store.
2. **a.** The café is opposite the pharmacy. **b.** The police station is opposite the restaurant. **c.** The department store is at the end of the street on the corner. **d.** The petrol station is next to the supermarket. **e.** The restaurant is between the pharmacy and the supermarket.

Lesson 2, page 36

1. **a.** 1. 1, 3 and 5
2. Possible answers: **a.** It's between the public library and the pharmacy; It's on Oak Avenue. **b.** It's next to the bakery on Main Avenue; It's opposite the cinema; It's on the corner of Main Avenue and Walnut Street. **c.** It's on Main Avenue, on the corner (with Pine Street). It's opposite the supermarket.
3. **a.** The police station **b.** The pharmacy **c.** The school

Lesson 3, page 37

1. Possible answers: **a.** What's the name of your neighbourhood? **b.** What's your favourite place in your neighbourhood? **c.** What places are there in your neighbourhood? **d.** Where is the supermarket? **e.** What problems do you have in your neighbourhood?
2. Students' own answers

Self-assessment, page 38

1. b **2.** a **3.** b **4.** b **5.** c
6. d **7.** a **8.** a **9.** c **10.** c

Unit 3

Lesson 1, page 39

1. **a.** It's an accountant. **b.** It's a hairdresser. **c.** It's a farmer. **d.** It's a baker. **e.** It's a sales clerk.
2. **a.** Where does she work? **b.** Does she work with people? **c.** Does she help people in her job? **d.** Does she use any tools? **e.** She's an artist.
3. **a.** She's a nurse. **b.** She works in a hospital. **c.** She's taking care/ helping a patient. **d.** Yes, she is. **e.** Yes, she does.

Lesson 2, page 40 a

1. Check the verbs are used in the following way:. **a.** He's teaching / He is teaching (a class) . **b.** She's dancing **c.** She's singing / She is singing **d.** He's playing / He is playing (football) **e.** He's cooking / He is cooking **f.** She's painting / She is painting **g.** He's acting / He is acting **h.** She's playing / She is playing
2. **1.** D **2.** G **3.** A **4.** F **5.** E **6.** F
3. **a.** First of all, the cook receives fruit and vegetable deliveries. **b.** Secondly, the cook prepares soups, sauces, and cakes because they take long to do. **d.** Then, the cook makes lunch. **e.** Later, the cook gets the food ready for dinner. **f.** Then, the cook makes dinner. **g.** Finally, the cook checks the kitchen is clean to go home.

Lesson 3, page 41

1. Students' own answers
2. Students' own answers
3. **a.** is helping / 's helping **b.** Are you making **c.** are you making **d.** is he doing **e.** are cooking **f.** Is he playing **g.** are you laughing

Self-assessment, page 42

1. b **2.** c **3.** a **4.** d **5.** a
6. c **7.** b **8.** a **9.** c **10.** a

Student´s Workbook Answers

Unit 1

Lesson 1, page 45

1. Japanese; Australian; Brazilian; Portuguese; French; German; Egyptian; English; American; Chinese; Thai; Irish.
2. **a.** Portuguese **b.** Australia **c.** Irish **d.** French **e.** United States
3. **a.** are **b.** am **c.** Is **d.** Where **e.** Is **f.** Isn't **g.** from **h.** Are

Lesson 2, page 46

1. **1.** i **2.** d **3.** b **4.** h **5.** g **6.** c **7.** a
2. Peaceful can be the opposite of stressful or noisy Fun can be the opposite of boring
3. Underlined words: busy noisy crowded interesting old-fashioned disorganized beautiful
4. **a.** Cairo is the capital city of Egypt. **b.** No, it isn't. (It's busy, noisy and crowded.) **c.** They ride them on tours to the pyramids. **d.** People need to go to the market to buy antiques **e.** Students' own answers. **f.** Students' own answers.

Lesson 3, page 47

1. Students' own answers.
2. **Country's name:** Japan **Characteristics and Importance: words describing the country:** very interesting, crowded island with large, busy cities; beautiful and peaceful countryside **words describing products and animals:** cars, mobile phones, computers, rice, tea, sugar; giant salamanders, snow monkeys, spidercrabs. Anime and Manga **a unique characteristic:** it has many contrasts **People: words describing its people** hard-working, disciplined and organized.
3. Students' own answers.

Self-evaluation test, page 48

1. **c** 2. **b** 3. **a** 4. **b** 5. **c**
6. **d** 7. **c** 8. **b** 9. **a** 10. **d**

Unit 2

Lesson 1, page 49

1. **a.** It's snowing. **b.** It's cold and cloudy. **c.** It's stormy **d.** It's hot and sunny. **e.** It's rainy.
2. **a.** snowy **b.** sunny **c.** cloudy **d.** sunny and windy
3. **a.** A warm and sunny day. **b.** Eat, drink, relax, run, play football, fly a kite, etc. **c.** Play chess, read, watch a film, watch TV, etc.
4. Eat cake, dance, play games, etc.

Lesson 2, page 50

1. Possible answers: **a.** a shorts and a t-shirt or (for girls) a skirt and a t-shirt or a dress **b.** hat, scarf, sweater, socks, shoes, jacket, trousers, etc. **c.** trousers (or skirt), t-shirt, etc **d.** girl: dress or skirt and blouse, boy: trousers, shirt, jacket, etc **e.** underwear, socks, shoes, shirt, and either trousers or skirt **f.** dress or skirt/trousers and blouse
2. **Ireland:** winter **Canada:** autumn **Japan:** spring **Australia:** summer
3. **a.** spring **b.** rainy **c.** cloudy **d.**sunny **e.** sweaters **f.**jacket **g.** walking
4. Students' own answers.

Lesson 3, page 51

Activity 1 - **1.** d **2.** c **3.** b **4.** a
Activity 2 - **1.** Kimono **2.** Obi **3.** Getas
3. Students' own answers.

Self-evaluation test, page 52

1. d **2.** b **3.** d **4.** c **5.** a
6. b **7.** b **8.** d **9.** a **10.** c

Unit 3

Lesson 1, page 53

1. Answers may vary but you can accept: **a.** Mexican food is spicier than a cocada. **b.** Bandeja paisa is more colourful than a cocada. **c.** A cocada is sweeter than a bandeja paisa. **d.** A bandeja paisa is saltier than a cocada. **e.** A bandeja paisa is more delicious than Mexican food.
2. Students' own answers.
3. Students' own answers.

Lesson 2, page 54

1. Students' own answers.
2. **a.** Going to parents' house **b.** Decorating the house with red lanterns and couplets **c.** Eating fish, rice rolls, and rice cakes with family **d.** Lighting firecrackers **e.** Giving red envelopes **f.** Watching the dragon dance
3. **1.** c **2.** a **3.** d **4.** b

lesson 3, page 55

1. Students' own answers.
2. Circled words: uncooked raw raw salty beautiful natural strong sour sweet sweet sour
3. Answers may vary; however, the idea should be close to the following: **a.** I believe Japanese food is healthier (healthy) than Chinese food because it's not oily. **b.** I think that Japanese food is saltier (salty) than Chinese because they use soy sauce. **c.** In my opinion, Chinese food is stronger (strong) than Japanese food because they use a lot of spices. **d.** Japanese food is more beautiful (beautiful) than Chinese food because food presentation is very important for them. **e.** Students' own answers.

Self-evaluation test, page 56

1. d **2.** a **3.** c **4.** a **5.** b
6. c **7.** a **8.** d **9.** c **10.** b

Module 1

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content • Democracy and Peace: Getting to Know Others	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used • Introducing, Greetings and Saying Goodbye • Classroom Items • Numbers • Classroom Language • Family members • Feelings and Personality descriptions • Physical appearance	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English • Verb *to be* • Possessives • Quantifiers • Different verbs • Modal *do* • Frequency adverbs	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 2

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content • Health: Healthy Physical Routine	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used • Parts of the body • Places in school • Verbs to talk about accidents • Safety items to wear • Activities and sports • Health care routines • Days of the week • Months of the year	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English • Verb *to be* • Verb *to have* • Modal *can* • Present simple • Present continuous • *Wh*-questions • Frequency adverbs	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 3

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content • Sustainability: Environment	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used • Parts of the house • Furniture • Places in town • Giving directions • Eco-friendly actions • Jobs • Actions related to jobs	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English • Demonstratives • *there is / there are* • Imperatives • *Wh*-questions • Prepositions of place • Present simple • Present continuous • Sequence connectors	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 4

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content • Globalization: Our World	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
Vocabulary Used • Nationalities • Personality description • Weather • Animals • Clothes • Food description • Place description • Expressing opinions	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
Use of English • Verbs *to be* and *to like* • Verb to *wear* • Comparatives • Intensifiers	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
Oral Ability (Pronunciation / Intonation / Fluency)	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
Interaction and audibility	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Rubric for a Narrative Paragraph

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content	The topic is not developed in a logical way and there is very little information. The narrative event is absent or not understood.	Even though the idea is vaguely stated, the narrative event is present and it can be easily understood.	Most of the intended ideas are stated logically. The narrative event can be easily understood although it is not totally well developed.	Conveys narrative events effectively and in a logical way. Events are clearly stated, understood and developed.
Use of Language (Grammar / Vocabulary)	Has problems expressing himself/ herself clearly when he/she narrates events close to his/ her reality, mainly because he/she does not use grammar rules in sentences and uses inappropriate vocabulary.	Uses successfully some grammar rules in sentences and simple vocabulary to make himself/herself understood when he/ she narrates events.	Expresses himself/ herself clearly because he/she uses correctly most of the grammar rules in sentences. Narrative events are reasonably well expressed. Uses acceptable and appropriate vocabulary.	Expresses himself/ herself clearly using grammar rules in sentences correctly. Narrative events are stated clearly, using appropriate transitions. Word choice is accurate and correct.
Text Structure	There is no evidence of a specific writing format or paragraphing; ideas are scattered without narrative cohesion.	Narrative events are stated in a vague writing format with very basic paragraphing, but the narration, in general, can be understood.	Narrative events are quite structured in a coherent writing format and paragraphing is clear.	The writing format is clear and narrative events are well stated within the paragraph structure.
Mechanics (Spelling / Punctuation)	Misspelling of words interferes with understanding. Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks)	Frequent spelling and punctuation mistakes; but these do not affect the main message	Spelling is correct most of the time. Most punctuation elements are used.	Spelling is correct. Uses punctuation accurately and effectively.

Rubric for a Descriptive Paragraph

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Content	The topic is not developed in a logical way and there is very little information. Descriptive elements are absent or not understood.	Even though descriptive elements are vaguely stated and they lack logical unification, the general idea is present and it can be easily understood.	Most of the intended descriptive elements are stated logically. The general idea can be understood.	Conveys a good number of descriptive elements effectively and in a logical way. Ideas are clearly stated, understood and developed.
Use of Language (Grammar / Vocabulary)	Has problems expressing himself/ herself clearly when he/she describes people, places or things, mainly because he/she does not correctly use grammar elements for descriptive sentences and uses incorrect and restricted vocabulary.	Uses successfully some grammar rules in sentences and simple vocabulary to make himself/herself understood when he/ she describes people, places or things.	Expresses himself/ herself clearly because he/she uses correctly most of the grammar rules in sentences. Descriptive elements are expressed satisfactorily. Uses acceptable and appropriate vocabulary.	Expresses himself/ herself clearly using grammar rules in sentences correctly. Descriptive elements are well expressed, using appropriate transitions. Word choice is accurate and correct.
Text Structure	There is no evidence of a specific writing format or paragraphing; ideas are scattered without cohesion.	Descriptive elements are stated in a vague writing format with very basic paragraphing but, overall, the text can be understood.	Descriptive elements are quite structured in a coherent writing format and paragraphing is clear,	The writing format is clear and descriptive elements are well stated within the paragraph structure.
Mechanics (Spelling / Punctuation)	Misspelling of words interferes with understanding. Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks)	Frequent spelling and punctuation mistakes, though the ideas are clear.	Spelling is correct most of the time. Most punctuation elements are used.	Spelling is correct. Uses punctuation accurately and effectively.

Rubric for Task Preparation

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Preparation of the Task	Students did not research the Task topic. They did not accomplish the mini-tasks assigned in each unit to develop the Task.	Students had difficulty understanding and communicating the Task topic. They accomplished the mini-tasks assigned in each unit to develop the Task, but only at a very basic level.	Students understood and communicated the Task topic satisfactorily. They accomplished with only minor mistakes the mini-tasks assigned in each unit to develop the Task.	Students understood and communicated the Task topic successfully. They accomplished to a high standard the mini-tasks assigned in each unit to develop the Task.
Use of English	Students are not motivated to communicate in English and they do not try to use the grammar structures learned throughout the units.	Little motivation to communicate in English is evident and use of the grammar structures learned throughout the units is limited.	Students show a reasonable amount of motivation to communicate in English and use the grammar structures learned throughout the units.	Students are very motivated to communicate in English and use the grammar structures learned throughout the units.
Use of Materials and Resources	Students do not use any materials or resources in the mini-tasks.	Students only use a small number of materials and resources in the mini-tasks.	Students use a good number of materials and resources in the mini-tasks.	Students use a great diversity of materials and resources in the mini-tasks.
Teamwork	Students do not work collaboratively or in an organized way. A lack of communication within the group is evident.	Students only work collaboratively in some areas and communication within the group is very limited. Their work is a little disorganized.	Students work collaboratively and communicate well with each other. Their work is reasonably well organized.	Students work collaboratively and communicate very well with each other. Their work is well organized.

Rubric for the Final Task

Criteria	*Low Performance (1.0 to 2.9)*	*Basic Performance (3.0 to 3.9)*	*High Performance (4.0 to 4.5)*	*Superior Performance (4.6 to 5.0)*
Knowledge	The group demonstrates very limited knowledge and a lack of comprehension of the topic's main issues. The topic is under-prepared. Mini-tasks are not discussed.	The group has some difficulty in demonstrating knowledge and comprehension of the topic's main issues. A basic level of preparation of the topic is evident, but mini-tasks are barely discussed.	The group demonstrates knowledge of the topic and satisfactory comprehension of the topic's main issues. There is evidence that the topic was sufficiently prepared and most of the mini-tasks are discussed.	The group demonstrates with ease knowledge of the topic and also shows good comprehension of the topic's issues. The topic is well prepared and mini-tasks are discussed.
Use of English	Most vocabulary, grammar and text type rules related to the subject are not used properly.	Some vocabulary, grammar and text type rules related to the subject are used properly.	Most of the vocabulary, grammar and text type rules related to the subject are used properly.	Vocabulary, grammar and text type rules related to the subject are used widely and at a high level.
Presentation; Use of Materials and Resources	The presentation reveals few significant outcomes from the Task. The group uses no materials or resources in the Task.	The presentation reveals some significant outcomes from the Task. The group uses a few materials and resources in the Task.	The presentation reveals many significant outcomes from the Task. The group uses a good range of materials and resources in the Task.	The presentation is a good reflection of the expected outcomes from the Task. The group uses a great diversity of materials and resources in the Task.
Teamwork	**The group is disorganized and does not work collaboratively. There is a lack of communication between group members in the combined delivery of the final Task.**	The group demonstrates little collaborative work or communication between members. Their combined delivery of the final Task is fairly disorganized.	The group demonstrates collaborative work and members communicate effectively. Their combined delivery of the final Task is well organized.	The group demonstrates good collaborative work and members communicate well. Their combined delivery of the final Task is well organized.

Module 1 Final Task

A Family Collage

10 minutes

1. Planning

In groups, students take a look at the module again and decide what type of collage they are going to do. It can be

- to describe family members.
- to talk about the routines of family members.
- to mention the good or bad routines some family members have.

Tell students to assign roles and decide on the responsibilities each person has: writing texts, doing drawings, giving the presentation, etc.

2. Development

25 minutes

Get students to work in groups and write a brief description of each picture.

Make sure some members of each group help by checking grammar and spelling of the text.

Encourage students to decorate their collage and stick down the corresponding pictures.

15 minutes

3. Prepare the presentation

Help students work together and practise the presentation.

Make sure students do not just stand there to read what is written on the captions that go with some of the pictures.

Encourage students to help each other with pronunciation, body language, clarity of the message, etc.

Ask students to choose the best representatives to give the presentation.

Tell the other members to help the representative learn his/her part so that she/he can say it without reading it.

20 minutes

4. Show the collages

Assign turns to present their collages.

Encourage students to be as clear as possible and to try their hardest.

15 minutes

5. Evaluate the work

Ask students to take notes on the important aspects to improve.

Discuss the positive points and what to do better next time as a class.

Finally, ask students to write a self-evaluation on how they can help their group to get better results next time.

Module 2 Final Task

A Visual Campaign to Promote Healthy Habits

10 minutes

1. Ask students to read the name of the module task. Explore what they think it is about.

Explain what the visual campaign consists of and check they all understand it. Make sure they understand the purpose of the activity: they have to produce a campaign to reduce the frequency with which people do an unhealthy habit/activity. It has to be visual so everybody must use images and actions with language in an effective way.

Remind them they should have collected or done some of the helpful mini-tasks along the three units of the module in order to carry out this final stage.

Have them take a look through the whole module and check which of the mini-tasks they have done by using the provided checklist.

5 minutes

2. Make groups of five people at random (or you can mix high achievers and low achievers evenly). When the groups are ready, they will have to decide on just one habit they want to fight. It could be at home or at school. Ask them to tell you their final decision so that each group has a different idea and the campaign does not repeat topics.

20 minutes

3. Read the rubric. Students have to create a survey in which they will find out as much information as possible about the unhealthy habit they chose.

They can ask questions of frequency, reasons, times, days, opinions, and any other type of information they consider relevant to get a solid idea of people's bad habits.

Allow enough time for students to work on their questions and make sure they will be understood by their peers.

Make sure they use English in their groups, as it is in this type of situation that they are expected to negotiate meaning. That is, it is expected that their learning is a matter of taking advantage of the possibilities for using English they have, and this is one of the clearest opportunities. It is not only a matter of having a good end result, it is also a matter of going through the process according to the principles of communicative language learning and teaching.

30 minutes

4. Ask students to share out roles and prepare. They have to go around the classroom asking their questions to their classmates and recording the information in their notebooks because the information is necessary for the task.

Go around the classroom helping students. Do not correct them. Let them use their compensation strategies in order to find the language they need to express meaning.

Encourage them to try their best at communicating and make this a fun stage in the process of learning.

21st Century Skills—Initiative

The people of the new millennium who want to promote a more balanced lifestyle make decisions to start healthier routines at every place they are. Home and work are two of those places, and many simple yet effective ideas can be implemented in those places. The first step is, always, to have the initiative and start with simple steps. One by one, each step will help us achieve the expected outcomes.

5 minutes

5. In their groups, students should select one of the options to prepare their presentation: a play (no longer than 5 minutes) or a model.

60 minutes

6. Have them work in groups and assign roles for the development of the task.

Allow enough time for students to prepare, organize and create the necessary material for their task.

If they choose the play option, tell them they need to use some visual aids to accompany the performance. They can use any creative idea that can help people understand the unhealthy habit and the proposed actions to prevent it. Focus their attention on the suggested steps for the play option.

If they choose the model, tell them they need to be creative and artistic to make the model visually attractive and focus their attention on the suggested steps of the model option.

You can do a final round-up session asking students what they like about the other groups' tasks and give positive feedback to the others.

Individually, each student can write a short reflection paragraph about how they can help their own groups for a future presentation or how they can improve their contribution during the process, be it at the procedural level or linguistic one.

Module 3 Final Task

A Newspaper

1. Planning

10 minutes

a. In groups, students imagine the sections a community newspaper would have. You can suggest the following sections: editorial, an interview, a news section (related to interests of the community such as activities, classes, etc.), advertisements and job adverts.

b. Assign each person a particular section to work on.

2. Development

50 minutes

a. Each person researches, and draws or takes pictures, then writes his/her section on separate pieces of paper.

b. In their groups, students review each section and make any corrections.

c. Students put the newspaper together. They put advertisements on every page and organize each page in a visually clear way. Encourage them to think of a good title for their newspaper.

3. Prepare the presentation

25 minutes

a. Students practise their section so that they can present it and feel confident about it.

b. Decide the order in which each member of the group will present.

4. Show the newspapers

30 minutes

a. Ask groups to present each part of their newspaper.

b. Encourage the groups to exchange newspapers with other groups and ask them questions about their paper. *(What is your interview about? What news do you have in your newspaper?)*

5. Evaluate the work

10 minutes

a. As a class, discuss the positive points and the aspects students can improve on next time.

b. Ask students to write a self-evaluation of how they can help their group to get better results next time.

Module 4 Final Task

A Travel Brochure

10 minutes

1. Planning

a. In groups, students think of a country they would like to research and describe:

- where it is located in the world
- what its weather is like
- what important landmarks there are
- what its culture is like in terms of typical food, customs, music, and celebrations

b. Assign each person a particular area to work on

50 minutes

2. Development

a. Each person researches his/her area and draws and writes about it on separate pieces of paper.

b. In groups, students put the brochure together.

c. Make sure that students check that all the aspects of the country they chose are included.

20 minutes

3. Prepare the presentation

a. Students work in groups and practise the presentation. Because this is a travel brochure, they should make sure it is inviting and appealing.

b. Emphasize that students should learn their part so that they can say it and not read it.

10 minutes

4. Show the brochures

a. Each group presents each part of its brochure.

b. Students watch other groups present their brochure and ask questions about their country. *(Is this typical food sweet? What is an interesting place in this country?)*

10 minutes

5. Evaluate the work

a. As a class, discuss the positive points and what to do better next time.

b. Students write a self-evaluation on how they can help their group to get better results next time.

ID cards

An ID card shows the identity of a person. The information is grouped in sections:

Title
There is a heading showing the kind of ID card, for example it can be an educational institution's card or it can be a nationality ID card. Depending on the type of card, the information shown can change.

Name and last name
The full name of the person is shown.

Other information
Depending on the type of ID card, it will have an address, a telephone number, age, the place and date of birth, etc.

GABRIEL GARCÍA MÁRQUEZ SCHOOL

Name: Carlos Andrés

Last Name: Pineda

ID number: 1.003.576.897

Grade: Sixth

Age: 12

Home phone: (5) 276-9831

ID number
Every person has a number that identifies them. Some names may be the same, but the number will always be unique.

Writing Strategy

Use Capital Letters to write proper names, for example the name of the institution giving the ID card and the name of the person. In these cases, every letter starting a word will be in capital letters. Also, use capital letters when beginning a sentence or for acronyms (ID=Identity Document).

Photo
Most ID cards have a photo of the person.

Narrative Paragraph

A narrative paragraph tells a story or a series of events. It usually tells the story in chronological order, in other words the story has a beginning and an end.

Writing Strategy

Use a full stop every time you end a complete sentence.

I wake up at 6:00 am every day, even at the weekend. From Monday to Friday I go to school, so I have to wake up early. I study from 7:00 am to 3:30 pm. When I get back from school, I do my homework, eat a snack and play sports. Sometimes I play tennis with my sister or I ride a bike with my friends in the park. After that, I help my mum with dinner and I take out the rubbish. Then, the family gets together to talk and watch TV. At 8:00 pm, my sister and I get ready for bed because we need to go to sleep at 9:00 pm. At the weekend, I get up early because my sister and I need to do chores. After doing chores, I go to piano lessons. In the afternoons, my family plays board games or we go somewhere special to spend time together. We go to bed late at the weekend, at 10:30 pm.

Tips

Tips are a list of useful ideas on a specific topic.

The topic is stated in the title.

Writing Strategy

Use an exclamation mark when communicating a categorical declaration, a command, or an interjection to express strong feelings like surprise.

A list is usually numbered; sometimes each item is indicated with bullet points. The general idea is then expressed in a very short phrase which is normally highlighted.

5 Tips on Helping the Environment

- **Buy local:** If you travel long distances to buy your groceries or clothing, you are consuming unnecessary petrol to get to that place. This produces unnecessary pollution. It's the same if you buy things that come from very distant places because some of these products come in planes from remote countries, polluting the air. Buying products produced locally can also help the people who live near you, creating a positive impact on the local economy. So, buy local and make a difference!

- **Reuse:** Many products have packaging that can be used again. For example, plastic bottles can be used again to carry tap water when you go out. By doing that, you can also save a lot of money!

- **Reduce:** Sometimes we have a lot of old clothes in our wardrobes. They can be practically new, so don't buy more: just have a fashion show with your friends and exchange them! In this way, you will have "new" clothes from time to time.

- **Recycle:** This one is a classic! Most of the things we buy can be used again in a different way. For example, food tins can be cleaned and painted and used as pencil holders for your desk.

- **Use a large plastic bottle in your toilet tank:** With this strategy you will use less water every time you flush the toilet. You can save up to 10 gallons of water per day! Just put some stones and water in a 1-2 litre bottle and put it in your toilet tank. Be careful not to interfere with the toilet parts inside the tank.

After the general idea is stated, a brief description of the idea is expressed.

Brochure

A brochure is a piece of informative writing, mostly used in advertisements, to give the reader information about a specific product, course, event, place etc.

A brochure is folded into several parts. Brochures have a lot of images and precise information about the topic or item.

Writing Strategy

Use a colon when you want to give examples. Use a colon when you are going to introduce an item or a set of items. Also, use it when you need to introduce a list of elements.

COME AND JOIN THE ADVENTURE ...

WHERE BEAUTY NEVER ENDS!

IGUAZÚ FALLS

These large waterfalls are 2.7 kilometres wide and the height varies between 60 metres and 82 metres. There are about 200 falls here.

These waterfalls are located on the Iguazú River dividing two countries: Argentina and Brazil.

On the Brazilian side, the most famous falls are:

- Benjamin Constant
- Deodoro
- Floriano

ACTIVITIES

- Upper circuit: awesome views of the waterfalls and their exuberant vegetation.
- Lower circuit: ramps for people to get close to the cascades.
- Devil's Throat: astonishing large waterfall.
- Forest train: ecological train tour to the forest and the river.

Descriptive Paragraph (people)

A descriptive paragraph of a person represents in words his or her physical or personality features. A descriptive paragraph appeals to the five senses. In other words, descriptive writing will try to tell you how someone or something looks, smells, sounds, tastes or feels.

Writing Strategy

Remember you can use adjective + noun when you describe someone's features.

Samuel is a tall, strong man. His skin is dark and soft, maybe because he spends so much time at sea. He has big hands, with a great talent for carving wood. His big, round, green eyes are always trying to see right through you. His curly hair is very dry, thanks to the salt water. For this reason, he always keeps his hair short. He has learned to be very patient. The long hours at sea have taught him not to expect anything big very soon. His quiet and peaceful personality has given him the nickname of the "Lone sea lion".

Descriptive Paragraph (places)

A descriptive paragraph of a place represents in words its physical features. A descriptive paragraph appeals to the five senses. In other words, descriptive writing will try to tell you how a place looks, smells, sounds, tastes or feels.

Writing Strategy

Use a comma to separate different items in a series.

Use a comma and a short conjunction to connect two independent clauses.

Use a comma to separate linked adjectives.

Use a comma after logic or time connectors.

This place is very popular because the river flows into the sea here. The fresh and salt water combine. You can have a current of fresh water after a salt one. Early in the morning, you can swim in the river and see the peaks of the Sierra Nevada shining in the sun, but you have to hurry if you want to take a picture because soon the clouds cover the peaks. Beside the river, the vegetation is very green, exuberant and exotic. On the other hand, near the sea it gets dry and scarce because the winds from the sea are very strong.

Learning Strategies

The term Language Learning Strategies, according to Rebecca Oxford, refers to specific actions that language learners apply in order for them to learn and use a new language more effectively. They are considered to be thoughts and actions that are intentionally used by language learners of all levels to assist them in performing various tasks, such as how they learn and remember information, different ways they can study for tests and how they can take advantage of their learning strengths.

As their language levels progress, many students will consciously and unconsciously develop their own learning strategies. However, some strategies may need to be taught in order for students to improve their learning techniques. Given that each student is different, a strategy that works for one student may not necessarily work for another; it greatly depends on their individual learning styles. For example, the strategies used by an outgoing student may be different from those used by a more introverted student.

Way to Go! has been designed taking into account a variety of Learning Strategies (direct and indirect) that fit into different categories. Various projects, tasks and exercises throughout the series require the application of these strategies in order to be successfully completed by students. In this way, ***Way to Go!*** promotes these strategies and allows students to develop their communicative competence while assuming autonomy in their learning process.

Rebecca Oxford classified learning strategies into the following categories:

- Cognitive Strategies: actions that help students in the direct manipulation of language

Reasoning	Repeating	Note-taking
Applying deduction and inference	Practising in naturalistic settings.	Practising structures and sounds

- Metacognitive Strategies: actions that relate to the management of the overall learning process

Identifying one's own learning style	Self-monitoring preferences and needs	Evaluating task success
Gathering and organizing materials	Arranging a study space and a schedule	Evaluating the success of any type of learning strategy

- Memory Strategies: actions that link one L2 item or concept with another but not necessarily to develop deep understanding

Learning and retrieving via sounds (rhyming)	Producing body movement (total physical response)
Making images (mental picture of the word or meaning)	Grouping
Relating sounds and images (keyword method)	

- Compensation Strategies: actions that help to make up for missing information or knowledge

Guessing meanings from context (listening and reading)
Using synonyms

- Affective Strategies: actions that encourage students to learn

Identifying your mood and anxiety level	Reducing anxiety
Encouraging yourself	Using deep breathing

- Social Strategies: actions that help learners work with others and understand the target culture and language

Asking for help in doing a language task	Exploring cultural and social norms

Study Skills

These skills cover procedures to make learning more efficient. They address the process of organizing and taking in new information, retaining information and coping with assessment procedures. Most of the following features will vary somewhat depending on what type of learner the student is. Thus, discovering an individual learning style can be of great assistance to the student in using efficient study skills.

- Exam strategies: assessment time

  punctuality,
  anxiety reduction,
  making lists of the items to be tested

- Time management: optimal organization

  fighting against procrastination,
  prioritizing tasks by using different colours for assignments

- Rest and proper nourishment: vital tips

  having a good rest before going to class or taking an exam;
  eating healthily and drinking plenty of water

IRREGULAR VERBS LIST		
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
lend	lent	lent

IRREGULAR VERBS LIST		
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Online Resources

Websites

Resource tools, printables, and other great stuff for ELL educators are all available on these websites

https://www.usingenglish.com/

Here, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

http://www.everythingesl.net

This is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

http://www.colorincolorado.org/teaching-english-language-learners

This website is full of useful information, activities, and resources for ELL teachers, especially those at the Pre-K to third grade level. However, most activities can be adapted all the way up to high school, making this a diverse and useful website.

Articles & Advice

Check out resource lists, journal articles, and ideas for best practices in ELL with this link.

http://ies.ed.gov/ncee/wwc/

Scholarly publications for effective outcomes in English language learning.

Organizations

Take advantage of the great opportunities and resources available from these organizations that benefit ELL teachers.

http://www.ets.org/toefl/teachers_advisors?WT.ac=toefl_27125_teachers_advisors

As the official language test for education, TOEFL hosts a website that is incredibly useful for sharing test-taking and studying information with students.

Learning Resources

Enrich your students' learning by sharing these excellent English resources that they can check out in the classroom or on their own.

http://capl.washjeff.edu/index.php

This lexicon offers images demonstrating the true meaning of the word, making it easier for English language learners to understand.

http://www.manythings.org/

On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

http://en.bab.la/games/

Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games and a community forum.

http://www.eslbasics.com/

On this site, you'll find free English videos for both students and teachers.

http://www.bbc.co.uk/learningenglish/

On this website from the BBC, students can find help with grammar, vocabulary, and pronunciation, with plenty of references to current events. Also, you'll find a special section for ELL teachers.

http://www.eslgold.com/

Students can practise pronunciation, find a book to study, and even talk to someone in English on this site. Also, teachers can find a job, search for textbooks, discover games and so much more.

http://www.real-english.com/

Have a look at this free site for learning English, with lots of videos from real English speakers, as well as quizzes and community support.

Online Resources

http://repeatafterus.com/

In this online library, students can get access to a huge collection of English texts and scripted recordings.

https://translate.google.com/

An awesome resource to use for simple translations, Google Translate can help your students see how it's done and better understand translations between two or more languages.

http://www.esl-lab.com/index.htm

Direct your students to this ESL cyber listening lab with study guides, quizzes and teacher features.

http://www.vocabulix.com/

This online tool is designed to help jump-start students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

http://wordsteps.com/

Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

Teaching Resources

With these resources, you can find great ways to communicate more effectively, explore lessons, and be a great ELL teacher.

http://www.uen.org/k12educator/ell/

This is a great list of resources for ELL, with teaching ideas, forums, and even news and research.

http://www.onestopenglish.com/

Specially designed for English language teachers, One Stop English has a monthly topics series, news lessons, and even an app for ELL teaching on the go.

http://casanotes.4teachers.org/

This ingenious tool allows ELL teachers to effectively communicate effectively with non-English speaking parents. You'll be able to quickly make and customize notes that you can translate and send home to parents, effectively communicating information about field trips, behaviour, homework, and more.

https://www.wyzant.com/resources/lessons/english/esl

A great site for ELL teachers, with lesson plans, strategies, worksheets, flashcards, quizzes, games, and even vocabulary resources to help you be a better ELL teacher.

http://a4esl.org/

Thousands of teacher contributions can be found on this site full of quizzes, exercises and tests for teaching English as a second language.

https://elt.oup.com/learning_resources

A service provided by Oxford University Press, this learning resources bank for English language teaching has courses, titles, and interactive English reading tools.

http://www.english-test.net/

Encourage students to self-test with this website, offering free English tests, grammar exercises, and worksheets.

http://www.ef.com/english-resources/english-test/

Have a look at these tests and games that offer a great way for students to test and improve their English language skills.

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