

# English, please!

Teacher's Guide

1

FAST TRACK

9th  
GRADE



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

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



La educación  
es de todos

Mineducación

# English, please! 1

## Teacher's Guide

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Bogotá D.C. - Colombia

## Presentación:

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

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

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

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

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

Cordialmente,

**Ministerio de Educación Nacional**



# Introducción

El Ministerio de Educación Nacional, a través del Programa Nacional de Bilingüismo, se complace en entregar al país la serie *“English, please!”* (Edición *Fast Track*), una estrategia que busca ayudar a construir el camino hacia la consolidación de los procesos de calidad en la enseñanza y aprendizaje del inglés en los colegios oficiales colombianos, cuya meta es contribuir a que nuestros jóvenes estudiantes alcancen un nivel de inglés Pre Intermedio (B1) en grado 11. *English, please!* (edición *Fast Track*) se encuentra alineado con la *Guía 22: “Estándares Básicos de Competencias en Lengua Extranjera: Inglés”* y toma como referente los principios pedagógicos y metodológicos de la “Propuesta de Currículo Sugerido de Inglés”, desarrollada en 2015.

Esta edición parte del pilotaje realizado en 2015 con un grupo de Instituciones Educativas focalizadas que recibieron los textos escolares. A partir de dicha experiencia, se logró identificar la necesidad de proveer a los estudiantes de grado 9, 10 y 11 de las herramientas necesarias para fomentar el desarrollo de su competencia comunicativa en inglés de una forma más sólida, y como complemento definitivo del trabajo realizado en los grados anteriores.

El término *“Fast Track”* hace referencia precisamente al logro efectivo y eficaz de los niveles: Principiante (A1), Básico (A2) y Pre Intermedio (B1). Lo anterior resulta de un mayor énfasis en la progresión y graduación de contenidos, actividades y tareas de aprendizaje en pro de la interacción, la comunicación y el uso en contexto del idioma.

A su vez, la serie *English, please!* se encuentra compuesta por los siguientes elementos, que también se podrán consultar y descargar a través de la página [www.colombiaaprende.edu.co](http://www.colombiaaprende.edu.co):

1. El libro del estudiante.
2. La guía del docente que incluye el CD con actividades de audio.
3. La versión digital interactiva del libro del estudiante.
4. Las guías de intensidad horaria (*Pacing guides*).

La estructura del libro del estudiante y del docente refleja la organización del año escolar en las instituciones educativas oficiales, trabajando un módulo de tres unidades por bimestre con una intensidad de 5 horas semanales. Para cargas horarias inferiores, el docente podrá consultar los *“Pacing Guides”* de la serie.

Por otra parte, el syllabus de la serie se centra en macro temas (*Topic Based Syllabus*), los cuales permiten un trabajo interdisciplinar con áreas y proyectos transversales relacionados con la salud, la educación para la sexualidad, la educación para el ejercicio de los Derechos Humanos, la sostenibilidad, el medio ambiente, y la democracia y paz.

Con las anteriores premisas y características, *English, please!* (Edición *Fast Track*), es una serie de textos que le presenta a los docentes un repertorio amplio de opciones adaptables a los diversos contextos nacionales, el cual busca contribuir a la transformación de las prácticas pedagógicas, la motivación en el aula hacia el aprendizaje del inglés y la formación integral a través de la interacción y la comunicación sobre temas de interés para los estudiantes de grados 9, 10 y 11.

# The methodology in *English, please!*

The *English, please!* series has been designed and written by teachers from a range of education institutions across Colombia. The key principles which underlie the approach and methodology of the modules, units, lessons and activities are:

- A topic-based approach to the language syllabus
- Learning outcomes based on language use and project work
- Learner autonomy through self-assessment and reflection
- Integration of transferable skills
- A noticing approach to language development
- Integration of the four language skills
- Development of learning strategies
- Alignment to national and international standards



## A topic-based approach to the language syllabus

A topic-based approach takes themes and topics, rather than language structures, as the starting point of syllabus design. This aims to provide all learners with a specific and meaningful context in which to learn language and content. It also gives students the opportunity to learn cross-curricular content, i.e. content from different school subjects for English language learning. The macrotopics for the *English, please!* series are educational topics (Teenagers, Globalisation, Lifestyles and Health, and The Environment) rather than 'pop culture' topics, and aim to challenge learners to see the English language as the means to learning rather than an end.



## Learning outcomes based on language use and project work

The project work in *English, please!* (one project per module) provides learners with an end product to see evidence of their own learning, and teachers with a way to assess progress which moves away from traditional testing. Project work is learner-centred, motivational, develops learner autonomy and creativity, integrates the four skills, and involves authentic tasks and contexts.



## Learner autonomy through self-assessment and reflection

In addition to the learner autonomy developed through project work, *English, please!* invites learners to assess their achievement of the language and study goals at the end of the module. Through self-assessment of the key learning outcomes, and reflection on the transferable skills used in a module, *English, please!* helps learners take responsibility for their own learning.



## Integration of transferable skills

Transferable skills are the abilities and practices learners develop outside the classroom which support their learning, and the skills they develop inside the classroom which are relevant to other curriculum subjects and aspects of their personal life. Examples of transferable skills developed throughout the *English, please!* series are team work, communication skills, organisational skills, problem-solving and analytical skills.



## A noticing approach to language development

A 'noticing approach' (paying attention to and focusing explicitly on language forms as they occur in graded language input) helps learners internalise language rules, rather than treating grammar and vocabulary development as decontextualised topics for memorising and controlled production. It can help learners notice how language is typically used, become aware of their own use of the target language, give relevance to language points so they recognise them again when they meet new texts, and help them make discoveries and generalisations about how language is used. Consequently, learners and teachers are invited to explore the texts in *English, please!* through guided and supported activities, noticing how grammar and vocabulary gives meaning to language.

## 6

### Integration of the four language skills

With an explicit focus on how the skills of listening, reading, speaking and writing are used in combination when we communicate, the *English, please!* series gives balanced coverage of the four skills, and also encourages learners not to see the skills in isolation from each other. Skills are integrated throughout lessons, in project work and in self-assessment of learning outcomes.

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### Development of learning strategies

Learning strategies are the techniques individual students use to help themselves learn. Learning about learning is part of the education process and also helps learners in other areas of life. *English, please!* promotes meta-cognitive strategies, such as planning, peer- and self-evaluating and monitoring language use; cognitive strategies used in actually 'doing the learning', such as guessing words, repeating, learning things by heart and working out rules; and social strategies, such as working with others and asking for help.

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### Alignment to national and international standards

The Ministry of National Education established the teaching-learning standards for foreign languages (to know what is to be learned and for the learner to know what he/she is able to learn and able to do with what he/she knows). The standards correspond to levels A1-B1 of the Common European Framework of Reference for Languages and include five areas: receptive skills (listening and reading) and productive skills (writing, spoken monologue and spoken conversation).

### How is the *English, please!* series organised?

The series comes in three levels, each with a Student's Book, Teacher's Guide and accompanying Audio CD.

Each level contains four modules. Each module is centred around a different topic. Students will also complete a project. The modules start with an introductory section where students explore the topics, language skills and project. After that there are three units. The first two units explore different subtopics in more depth and provide students with activities to acquire the necessary language and skills. The third unit also gives students the opportunity to work on a project and present it, and to think back and assess their achievement with regard to the module's expected language learning outcomes.

The following is a visual representation of the structure of the modules:

MODULE	INTRO	Exploration of topics, language skills and project
	UNIT 1	Lessons 1 to 3
	UNIT 2	Lessons 4 to 6
	UNIT 3	Lessons 7 and 8 Let's work together Self-assessment

# Initial exploration of topics, language skills and project

In this section, the students explore the topic, the expected language skills and the project for the module.

## What will you find in the *English, please!* lessons?

There is a wide range of activity types within lessons, but you can expect to find the following sections throughout each unit:

### Get ready!

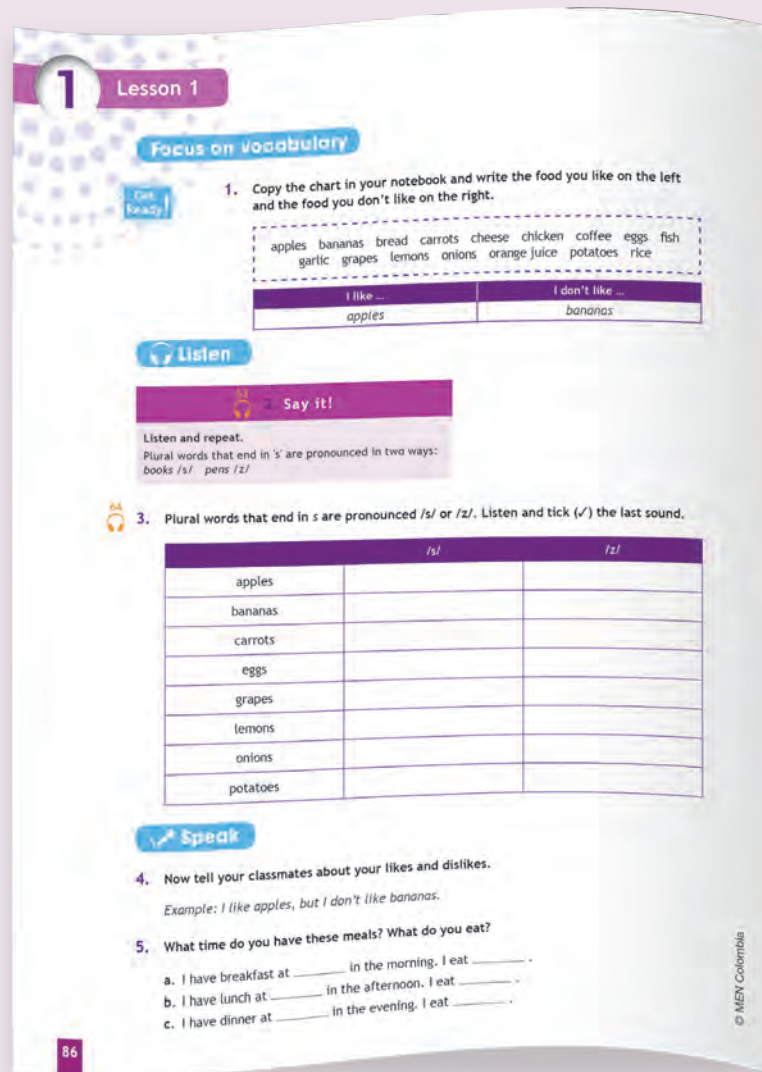
In these activities, students are invited to think about the topic of the lesson and prepare for some of the language they may need to use. This section provides opportunities for teachers to elicit or teach vocabulary, initiate discussions, invite students to share opinions and bring in their knowledge of the world they live in. Some of these activities may be supported by use of learners' L1, as the purpose is to generate interest in, and awareness of, the topic. (See Topic-based approach on page vi.)



### Language skills

**Speak** **Write** **Read** **Listen**

These sections may involve using the skill in isolation, or in combination with another skill (see Integration of the four language skills on page viii). For receptive skills activities, teachers need to decide whether to pre-teach any of the vocabulary in the texts, or whether other pre-listening/reading activities are appropriate to predict context or content. For speaking activities, teachers will need to decide on the focus of the activity, e.g. fluency development or a focus on accuracy, and instruct/model as appropriate while setting up the activity. Teachers can also draw attention to Useful Language boxes and other language content to support the speaking activity, and encourage use of English. Teachers will also need to decide the best interaction patterns for the activity and when to monitor and correct students' language. In writing activities, students practise planning, checking and revising their writing through a process approach, which teachers will need to guide and support. Teachers need to decide on how much input, modelling and feedback to give for writing tasks, and also what form of presentation is appropriate, e.g. classroom display or contribution to project work.



### Focus on vocabulary

Vocabulary activities help learners develop understanding and use of key vocabulary from the texts and functional language for productive use. Teachers should consider different ways to help students understand new vocabulary such as using pictures from the lessons; flashcards; realia; translation; games: pelmanism, bingo, crosswords, word snakes; and vocabulary charts in the classroom.




# Self-assessment

Although this is presented as the final activity of each of the modules, students and teachers are encouraged to refer to it on a regular basis as they advance throughout the module. Finally, at the end of each module, it is important to dedicate some time to a formal reflection on the individual and group achievements (see Learner autonomy through self-assessment and reflection on page vi). Self-assessment should be complemented by the teacher's assessment of the student's progress.


UNIT 1  
Module 3

**Focus on language**


6. Read the *Useful language* box. Then look at the pictures and write C for Countable and U for Uncountable.




a. \_\_\_ fruit




b. \_\_\_ apple




c. \_\_\_ milk




d. \_\_\_ carrot




e. \_\_\_ rice




f. \_\_\_ beans



g. \_\_\_ water



h. \_\_\_ meat



i. \_\_\_ mango

**Useful language**

Food words are countable or uncountable. Countable nouns refer to words you can count. They can be singular or plural. Uncountable nouns refer to words you can't count. They are always singular.

7. Listen to Matt and Kelly talking about food and drink. Write *M* for Matt and *K* for Kelly.

Who ...

a. doesn't like bread? _____	e. has fish for lunch? _____
b. prefers juice to coffee? _____	f. thinks vegetables are good for you? _____
c. always has a big breakfast? _____	g. doesn't like chicken? _____
d. buys an apple for a snack? _____	h. loves chocolate? _____

8. Listen again and write what they eat for each meal.

	Matt	Kelly
Breakfast		
Snack		
Lunch		

9. In your notebook, write what you usually have for each meal.

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## Say it!

These pronunciation sections invite learners to develop their receptive awareness of different features of pronunciation, or to have controlled practice of their spoken production. Teachers should draw attention to sounds/features which may be difficult for learners due to their L1, and give both individual and choral practice. Teachers should also revisit these features when they arise in listening texts or learners' own language use.

## Tips

Learning strategies are part of developing autonomous learning (see Learning strategies on page vii). The tips included in the lessons provide students with opportunities to improve their awareness of how they learn best. Teachers should explain why these tips are important and useful and refer to them throughout the course. Teachers could also invite learners to talk about what strategies work best for them, and to reflect on how successful they have been (see Learner autonomy on page vi).

## Focus on language

In Focus on Language sections, students work out how language works by analysing examples of English in context. They discover the language forms and the rules for themselves with guidance from the teacher. It is important that the teacher guides students to notice and then discover how language works. Teachers should try to avoid giving grammar rules before the activity; instead, they should draw attention to and give further examples related to the topic and in context; and give explanations after students have worked independently and with classmates.



## Let's work together

This part of the lesson is for learners to work on their project. One of the aims of project work is for students to develop teamwork and other transferable skills. For this to be successful, students should work in small groups, roles should be assigned and clear tasks and deadlines should be given. The teacher's role as monitor is important to make sure students are working on the activities suggested for the project.

# Scope and sequence

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
<b>Module 1 Your world</b>						
<b>Unit 1 This is me!</b>						
Lesson 1	Questions and answers	Greetings	Introductions and greetings Words beginning with 'h'	Dialogues about meeting someone	Roleplaying meeting someone	A short dialogue using greetings
Lesson 2	Full and contracted forms of <i>to be</i> : affirmative	The alphabet Numbers 0-20	Students giving their personal information <i>/i:/ /e/ /eɪ/ /u:/ /ɑ:/ /aɪ/</i>	Email to a penfriend	Discussing personal information	A paragraph about you
Lesson 3	Full and contracted forms of <i>to be</i> : negative	Countries and nationalities Colours	Discussing nationalities	Students introducing themselves on a forum	Talking about you and your best friend	A text about your best friend
<b>Unit 2 My family</b>						
Lesson 4	Possessive adjectives	Family members Numbers 20-100	Identifying numbers Stress on numbers	Description of pictures	Discussing a family in a picture	An email about your family
Lesson 5	Possessive 's	Personality adjectives	People talking about their families Possessive 's	Describing a family tree	Interviewing a friend	A paragraph about your family
Lesson 6	<i>to be</i> : questions	Jobs	Information to complete a form Intonation in questions	An email describing a family photo	Asking questions to identify a famous Colombian	A text about a famous person
<b>Unit 3 School life and people</b>						
Lesson 7	<i>a</i> and <i>an</i> <i>this/these</i> and <i>that/those</i>	Sports, subjects and classroom objects Days of the week	Discussing school subjects	Reading a jumbled letter	Describing a classroom	A letter
Lesson 8	<i>Wh-</i> questions with <i>to be</i>	Adjectives describing physical appearance	Discussing physical characteristics Intonation in questions	Descriptions of people	Describing a famous person	A job interview dialogue
<b>Let's work together</b>		A family collage				
<b>Self-assessment</b>						

<b>Module 2 Around the world</b>						
<b>Unit 1 From day to day</b>						
Lesson 1	Present simple: affirmative	Daily routines Time	Four teenagers describe their routines	Teenagers around the world	Talk about your daily routine	Write about your daily routine
Lesson 2	Present simple: questions	Free time activities	Three short interviews	A survey about free time activities	Do a survey	Write the results of your survey
Lesson 3	Present simple: third person	Daily activities Time expressions	Three people describe their daily routine	Describing someone else's routine	Interview about daily routines	Write the routine for a member of your family
<b>Unit 2 Local colour</b>						
Lesson 4	Present simple: negative	Sports Adjectives	Interview with three marathon runners	Dances around the globe	Interview about activities	A report about your classmate's activities
Lesson 5	Adverbs of frequency	Weather and seasons Clothes	Talking about weather and clothes Intonation in lists	What's your favourite season?	Presentation about the weather in a different country	An email describing weather and clothes
Lesson 6	Verbs + <i>-ing</i> <i>Yes/no</i> questions	Likes and dislikes <i>-ing</i> adjectives	Interview with a famous pop star <i>-ing</i> /ɪŋ/	People describing the role of music in their lives	Interview about tastes in music	A paragraph about tastes in music
<b>Unit 3 Special days</b>						
Lesson 7	Prepositions: <i>at</i> , <i>on</i> , <i>in</i>	Celebrations and festivals Ordinal numbers	Four people describe celebrations in their country	Three texts about celebrations	Discussing special occasions and how you celebrate them	A paragraph describing an invented celebration
Lesson 8	<i>Wh-</i> questions with the present simple	Holiday activities	Interviews about holidays <i>/h/ /w/</i>	Interview about someone's job	Discussing holidays with a classmate	A paragraph about your classmate's holidays
<b>Let's work together</b>		A special place				
<b>Self-assessment</b>						

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
<b>Module 3 How we live</b>						
<b>Unit 1 What we eat</b>						
Lesson 1	Countable and uncountable nouns <i>there is / there are</i>	Food and drink	Discussing food and drink <i>/s/ /z/</i>	A country full of dishes	A dialogue about meals	Write about a Colombian dish
Lesson 2	<i>how much / how many</i>	Food groups Food and drink	Discussing the food pyramid <i>do + you = /dʒə /</i>	An article about healthy meals	An interview about eating habits	An email about Colombian meals
Lesson 3	Quantifiers: <i>a little, a lot, a few</i>	Food	Colin's eating habits Linking words with 'and' <i>/n/</i>	Three people describe their eating habits	Interviewing your classmates about their eating habits	A report about the results of your survey
<b>Unit 2 Take good care</b>						
Lesson 4	<i>some / any</i>	Food and containers	A conversation between a doctor and a patient Stress	Ordering food in a restaurant	Roleplaying a dialogue about ordering food in a restaurant	A dialogue set in a restaurant
Lesson 5	<i>should / shouldn't</i>	The environment	Two interviews discussing the environment <i>/j/</i>	Meatless Mondays	A dialogue asking for advice	A poster about the environment
Lesson 6	Intensifiers Extreme adjectives	Healthy habits	Students talk about gardening	Healthy schools campaign	Discussing health advice	An opinion piece about healthy habits
<b>Unit 3 Time for fun</b>						
Lesson 7	<i>play + game; go + verb + -ing; do + activity</i>	Free time activities	Discussing free time activities Stress	Jimmy's diary	Discussing your free time activities	A paragraph about how you spend your free time
Lesson 8	<i>can / can't</i>	How to be polite	How to be polite in different countries <i>can and can't</i>	Eating habits in different countries	Comparing social etiquette in two different countries	An email about the eating habits in your country
<b>Let's work together</b>		Healthy lifestyles				
<b>Self-assessment</b>						

<b>Module 4 Protect the Earth</b>						
<b>Unit 1 The world we live in</b>						
Lesson 1	Comparatives and superlatives	Natural landscapes	Describing places in Colombia Numbers	Natural ecoparks in Colombia	Comparing ecoparks	A description of an ecopark in Colombia
Lesson 2	The imperative	Using water Housework	Talking about using and saving water	Don't waste water!	Discussing how you use water Giving instructions	A poster encouraging people to save water
Lesson 3	<i>has / have to for obligation</i>	Animals	Talking about pets Sentence stress Numbers	Animal cruelty	Discussing pictures Giving your opinion on animal cruelty	An opinion piece about animal cruelty
<b>Unit 2 Problems and solutions</b>						
Lesson 4	Present continuous Time expressions for present actions	Environmental problems	Presentation on how the Earth is sick Sentence stress	How we are helping our sick Earth!	Presenting ideas on how to help the Earth	A poster about helping the Earth
Lesson 5	Negative contractions	Natural disasters	Explaining a practice earthquake drill Contractions	Blog post about a possible volcanic eruption	Discussing natural disasters Presenting ideas for raising money	A review of three presentations
Lesson 6	Present continuous: affirmative and questions	Helping the environment	Interview on helping the environment Intonation	An email about International Earth Day	Discussing pictures to find differences	A formal letter asking for support on an environmental scheme
<b>Unit 3 Changes to make</b>						
Lesson 7	Affirmative and negative predictions using <i>will and won't</i>	Predictions for the world in 2050	A discussion about predictions <i>will, 'll, will not and won't</i>	The three Rs of rubbish	Discussing predictions for the world in 2050	A composition explaining three predictions with your own opinions
Lesson 8	Past simple	Opposite adjectives	A biography of an environmentalist Using <i>was/were</i>	An account describing urban expansion	Discussing changes in your town Discussing the past	A description of a familiar place and how it has changed
<b>Let's work together</b>		Create an infographic about the environment				
<b>Self-assessment</b>						

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In this module you will ...

- learn how to greet people and practise saying the alphabet, numbers, colours and nationalities in

**Unit 1** This is me!

- describe your family and different types of family relationships in

**Unit 2** My family

- talk about school and learn how to describe people physically in

**Unit 3** School life and people

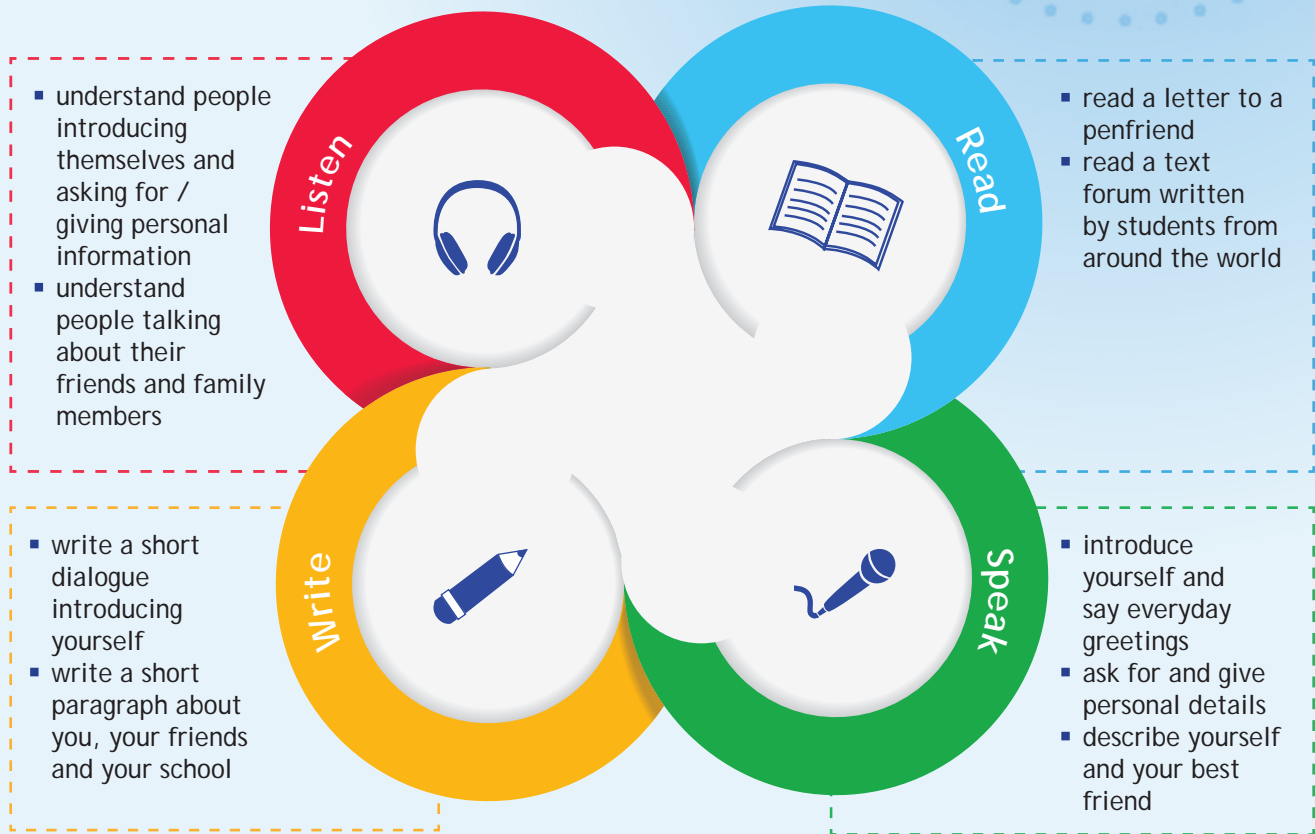
## Module Overview

The main theme of the module is related to three different spheres of teenagers' lives: family, friends and school. Introduce the module to students by telling them the name of Module 1: *Your world*. Also, tell them this is the first module in the *English, please!* series. If this is the first time they are using the series, briefly explain that the MEN has introduced this series for grades 9-11 and there are four modules per school year. This book is for grade 9. This is a good time to tell students that they cannot write in the books. They should write in their own notebooks.

## In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *Do you know the names of any colours or nationalities? Can you say the words for any family members? Which school subjects do you know?*

You will also ...



Let's work together

## A family collage

You will work together as a team of three students to create a family collage.

This project will practise the following skills:

- collaboration** - as a team you will work towards a shared final goal
- negotiation** - you will share ideas and make a joint decision about the content of the collage
- creativity** - you need to be creative to produce an interesting topic and photo, and to create the final product.

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.



### You will also ...

Draw students' attention to the diagram showing the language skills. Point out that the different icons represent different skills students will practise in the course. You can go through this fairly quickly, just reading aloud the skills-based work that students will be doing, or allowing students to read it for themselves.

### Let's work together

#### Project: A family collage

This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section at the very end of the module.

 Read

 Get Ready!


1. Listen and read the dialogues A-D. Match them to pictures 1-4.



A.

John: Hi, I'm John. What's your name?  
Sara: Hi, John, I'm Sara and this is my friend, Julie.  
John: Nice to meet you both.  
Julie: Nice to meet you, too.



B.

Rufus: Hi, Luis, How's it going?  
Luis: Great, thanks. And you?  
Rufus: Yeah, I'm fine, thanks.



C.

Dad: Bye, John.  
Mum: See you later.  
John: Bye. See you at 5:00.  
Dad: See you!



D.

Sally: Hello, Alicia. How are you?  
Alicia: Not too good.  
Sally: Sorry to hear that. Get well soon.  
Alicia: Thanks.

## Glossary

*How's it going?* = (informal) ¿Cómo te va?  
*Not too good.* = No muy bien.  
*Sorry to hear that.* = ¡Que lástima!  
*Get well soon.* = ¡Que te mejores!



## 2. Say it!

Listen and repeat the words.

*Hi! Hello! How are you?*

Be careful when you pronounce words beginning with the letter 'h' in English.

 Listen


3. Listen and repeat these sentences.

a. Hi! How are you?

b. Hello! My name is Helen.

c. How are you, Helen?

d. Sorry to hear that.

 Speak

4. In groups, read aloud the dialogues in exercise 1.

## MODULE 1 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Greetings	Questions / Answers for greetings	Speaking: practising meeting people Writing: a short dialogue
Lesson 2	Alphabet Numbers 1-20 Personal information	<i>to be</i> : affirmative (full and contracted forms)	Writing: a paragraph about you, your friends and your school Speaking: exchanging personal information
Lesson 3	Countries and nationalities Colours	<i>to be</i> : negative (full and contracted forms)	Speaking / Writing: giving factual information about other people

## UNIT THEME

In Unit 1, there are three lessons on the theme 'This is me!'. Students will learn how to introduce themselves and how to give basic information about themselves and other people. By the end of the unit, they will be able to talk about themselves and their friends.

## LESSON OVERVIEW

The main emphasis of this lesson is on building confidence through practising different types of greetings. Students will probably already be familiar with simple greetings and responses, such as *Hi! How are you?* and *I'm fine, thanks*, but may be less familiar with phrases like *How's everything?* and *See you*. Drilling any new language is extremely important as it will give students the confidence to carry out the lesson tasks in English.

## Read

## Get ready!

- Listen and read the dialogues A-D. Match them to pictures 1-4.
  - Explain the activity, using dialogue A as an example. Play dialogue A of audio Track 1 and ask students to say which picture matches the dialogue (*picture 3*).
  - Next, ask them to read and listen to dialogues B-D.
  - Go through the glossary with the class. If necessary, explain any other vocabulary in the dialogues that they don't understand.
  - Organise the class into pairs and tell them to match the remaining pictures.
  - Check answers with the class.

## Answers

1 D 2 C 3 A 4 B

## Listen

- Listen and repeat the words.
  - Draw students' attention to the Say it! box and play audio Track 2. Get them to repeat the words and phrases, paying attention to the pronunciation of the /h/ sound.
- Listen and repeat these sentences.
  - The purpose of this activity is for students to pronounce the sound /h/ correctly at the beginning of words. Play audio Track 3 and ask students to listen and repeat.

## Speak

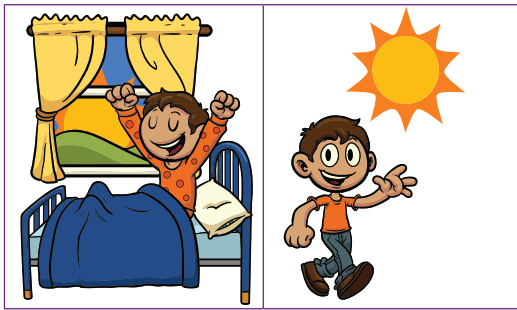
- In groups, read aloud the dialogues in exercise 1.
  - Put students into small groups.
  - Monitor the groups to make sure they are pronouncing /h/ correctly.
  - As a whole class, ask four different groups to read each dialogue. If any words are causing particular difficulties, you can drill the pronunciation again.

## Extra activity

Ask students to close their books. Write dialogue A from exercise 1 on the board, but gap some words. Elicit the answers. For example,  
*Hi, I'm John. What's \_\_\_ name?*  
*Hi, John. I'm Sara and \_\_\_ is my friend, Julie.*  
*Nice to \_\_\_ you both.*

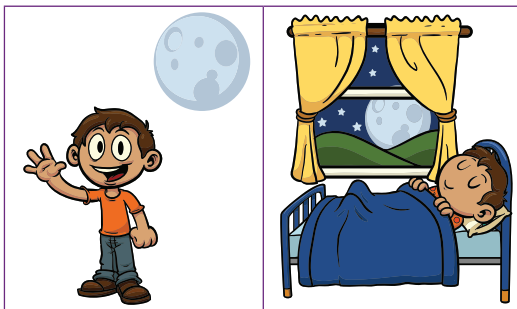
Then tell them to work on their own and to write one of the other dialogues in their notebooks with some missing words. Put students into pairs and ask them to see if they can complete their partner's sentences. They should check their answers with the complete dialogues in exercise 1.

Focus on vocabulary



Good morning

Good afternoon



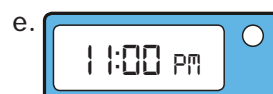
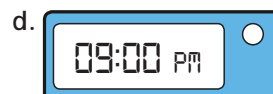
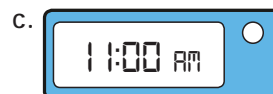
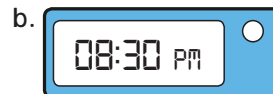
Good evening

Good night

5. Copy the clocks in your notebook and write the correct greeting from the *Useful vocabulary* box.



Example: Good morning.



Useful vocabulary

Good morning      Good afternoon  
 Good evening      Good night

1. We say 'Good morning' from when we wake up until 12 PM.
2. We say 'Good afternoon' after 12 PM until about 6 PM.
3. We say 'Good evening' after 6 PM until we leave or go to bed.
4. We say 'Good night' when we leave a place late at night or go to bed.

Focus on language

6. Match a-d with the responses in 1-4.

- |                         |                                     |
|-------------------------|-------------------------------------|
| a. What's your name?    | 1. Hi. Great, thanks.               |
| b. Hello. How are you?  | 2. Nice to meet you too.            |
| c. Pleased to meet you. | 3. Hi. My name's Teresa.            |
| d. Hi. How's things?    | 4. Hello. I'm very well, thank you. |

7. Write the conversation in the correct order in your notebook.

- |   |  |
|---|--|
| a. Hi, Susan. I am Pedro. Nice to meet you. | d. Good morning. My name is Susan. What's your name? |
| b. Nice to meet you, too.                   | e. Pleased to meet you Alberto.                      |
| c. Susan, this is my friend Alberto.        | f. Pleased to meet you too, Pedro.                   |

Example: 1 d Good morning. My name is Susan. What's your name?

### Focus on vocabulary

5. Copy the clocks in your notebook and write the correct greeting from the *Useful vocabulary* box.
- Ask students to look at the pictures and the different greetings. Get them to repeat each greeting after you.
  - Draw their attention to the *Useful vocabulary* box and go through the information.
  - Before they do the exercise, see if students know how to say numbers 1-12 and 30. Check they also know how to say *AM* and *PM* and that they understand what these mean. Write some times on the board, for example 6:00 AM (*six a.m.*), 11:30 PM (*eleven thirty p.m.*) and ask students to say what they are.
  - Explain the activity and put students into pairs. Tell them that they must not write in the books, and that they have to copy the clocks into their notebooks.
  - Check answers as a whole class.

#### Answers

- a. 4:00 PM - Good afternoon.
- b. 8:30 PM - Good evening.
- c. 11:00 AM - Good morning.
- d. 9:00 PM - Good evening.
- e. 11:00 PM - Good night.

### Focus on language

So far, your students have been exposed to language implicitly; they have not studied grammatical structures. However, they are already incorporating grammatical elements in their language knowledge (or reinforcing some they already know).

6. Match a-d with the responses in 1-4.
- The purpose of this activity is for students to notice questions or statements used in different types of greetings and to match these with the correct responses.
  - Students work in pairs and complete the task.
  - Check answers as a class. Explain that there are two possible answers for b and d. *Hi* is more informal than *Hello*, but it's OK to reply with *Hi* if a person says *Hello* to you, and vice versa.

#### Answers

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

7. Write the conversation in the correct order in your notebook.
- Explain the activity. Ask students to read the sentences out around the class and to look at the example. Ask them to tell you why 'd' is the first line of the conversation.
  - Students work in pairs and write the conversation in the correct order in their notebooks.
  - Check answers as a whole class and write the complete conversation on the board. Alternatively, you could invite different students to come to the board and write each sentence in the correct order.

#### Answers

- d. Good morning. My name is Susan. What's your name?
- a. Hi, Susan. I am Pedro. Nice to meet you.
- f. Pleased to meet you too, Pedro.
- c. Susan, this is my friend Alberto.
- e. Pleased to meet you, Alberto.
- b. Nice to meet you, too.

 Listen


8. Listen and choose the correct response, A, B, or C.

- |                               |                         |
|-------------------------------|-------------------------|
| 1.                            | 4.                      |
| A. Hello, Jack.               | A. I'm OK and you?      |
| B. Goodbye, Jack.             | B. Pleased to meet you. |
| C. I'm fine, thank you.       | C. My name's Marta.     |
| 2.                            | 5.                      |
| A. Hi, Tom. Nice to meet you. | A. Hi!                  |
| B. See you later.             | B. See you!             |
| C. What's your name?          | C. Sorry to hear that!  |
| 3.                            | 6.                      |
| A. Pleased to meet you, too.  | A. How are you?         |
| B. I'm fine, thanks.          | B. Sorry to hear that.  |
| C. Get well soon.             | C. How's it going?      |



### Listening Tip

- ✓ Don't panic!
- ✓ Understand the exercise before you begin.
- ✓ Read the options before you begin.
- ✓ Listen carefully.



9. Now listen and check your answers.

**Listen**

This is the first listening task students will do and the task has been made deliberately simple. They only have to listen to the first line of six different dialogues and choose the correct response. The idea is to build students' confidence when listening. Before students listen, go through the Listening Tip. Explain this in L1 if necessary.

**8. Listen and choose the correct response, A, B, or C.**

- Explain the activity. Tell students to look at the three options in the first question as an example. Play audio Track 4 and stop after the first sentence. Ask students to say what they heard (*Goodbye, Linda*) and to say which option they think is the correct response. Don't tell them the answer yet.
- Put students in pairs. Give them time to read the three options for each of the other questions. Play the audio for each one and ask the students to choose the correct response.
- Once again, don't give them the answers as they will find out in the next exercise.

**Audio script**

4



1. Goodbye, Linda.
2. This is my friend, Tom.
3. Pleased to meet you.
4. Hi, Marta. How's it going?
5. Bye, Sophie. See you later!
6. I'm not too good at the moment.

**9. Now listen and check your answers.**

- Play audio Track 5. Let students listen to the complete dialogues for them to confirm their answers or make corrections if necessary.

**Answers**

1 B 2 A 3 A 4 A 5 B 6 B

**Audio script**

5



1. A: Goodbye, Linda.  
B: Goodbye, Jack.
2. A: This is my friend, Tom.  
B: Hi, Tom. Nice to meet you.
3. A: Pleased to meet you.  
B: Pleased to meet you, too.
4. A: Hi, Marta. How's it going?  
B: I'm OK and you?
5. A: Bye, Sophie. See you later!  
B: See you!
6. A: I'm not too good at the moment.  
B: Sorry to hear that.

**Speak**

10. Look at the pictures. Use the phrases to practise three short conversations to meet people, introduce yourself, and say goodbye.

**1 Meet people**



*Hi! How are you?*

*I'm fine (thanks).*

*How's everything?*

*I'm OK.*

*How's it going?*

*Not bad.*

**Respond**

**2 Introduce yourself**



*Hi! I'm ...*

*Nice to meet you.*

*Hello! I'm ...*

*Pleased to meet you.*

*This is my friend ...*

*She's ...*

**Respond**

**3 Say goodbye**



*Goodbye.*

*Bye.*

*See you!*

**Write**

11. In your notebook, write a short dialogue using expressions from the lesson.

- A: \_\_\_\_\_
- B: \_\_\_\_\_
- A: \_\_\_\_\_
- B: \_\_\_\_\_
- A: \_\_\_\_\_





**Speak**

10. Look at the pictures. Use the phrases to practise three short conversations to meet people, introduce yourself and say goodbye.

- The purpose of this activity is for students to be able to practise the language they have learnt.
- Tell students to look at each picture and read the phrases for each one.
- In pairs, ask students to prepare three short conversations. If they feel confident enough, they don't need to write the conversations in their notebooks.
- Ask a few pairs to say their conversations to the class.

**Extra activity**

You could ask students to work in bigger groups. Each student should choose one of the phrases in exercise 10 to start a conversation. The first student to give the correct response wins a point. Give them five minutes and see how many points they can win in the time.

**Write**

11. In your notebook, write a short dialogue using expressions from the lesson.

- Let students do the exercise by themselves. Monitor to check that they are doing the task correctly.
- Ask some students to read their dialogues aloud. They can choose other students to read the other part.

### Listen



1. Listen to four students talking and match them to the ID cards A-D.

A



Class:  
9B  
Name  
Joshua  
Surname  
Adejokun

B



Class:  
11C  
Name  
Dean  
Surname  
Harrison

C



Class:  
10A  
Name  
Shirley  
Surname  
Perez

D



Class:  
8D  
Name  
Tina  
Surname  
Johnson

### Focus on vocabulary



2. Listen and repeat.

The alphabet

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



4. Listen and choose the name you hear.

1. A. Sara      B. Sandra      C. Sarah
2. A. John      B. Jhon      C. Johnny
3. A. Viviana      B. Bibiana      C. Biviana
4. A. Jan      B. Yan      C. Gan



5. Listen and write the names of students 1-3 in your notebook.



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



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



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



3. Say it!

Listen and repeat.

Learn the vowels first. Listen and repeat.

a e i o u

Make groups of consonants with similar sounds. Listen and repeat.

/i:/ b c d g p t v

/e/ f l m n s x z

/eɪ/ h j k

/u:/ q w

/ɑ:/ r

/aɪ/ y

## LESSON OVERVIEW

In this lesson, students look at the alphabet, numbers 1-20, and learn how to give simple information about themselves, using the verb *to be* (affirmative forms). The reading and writing activities provide useful models for when they want to speak and write about themselves.

### Listen

#### Get ready!

#### 1. Listen to four students talking and match them to the ID cards A-D.

- Before students do the activity, ask them to look at the four identity cards. Explain that *surname* means 'apellido' in Spanish.
- Play the first dialogue of audio Track 6 as an example and ask students to identify the correct card (C). If necessary, play the audio again.
- Play the rest of audio Track 6 and stop after each conversation so students can identify the other cards. Check answers with the class.

#### Extra activity

Tell students to close their books. Ask questions about the four people again to see if they can remember the details, e.g. *What's Tina's surname? What class is she in?*

#### Answers

1 C 2 B 3 A 4 D

#### Audio script

6

- A: Good morning. May I help you?  
B: Good morning. Yes, please. I need a new student ID.  
A: What's your surname?  
B: Pérez.  
A: And what's your name?  
B: Shirley.  
A: Can you spell that, please?  
B: Sure. S-H-I-R-L-E-Y.  
A: OK. Are you in Class 10A?  
B: Yes, that's right.  
A: Here you are.  
B: Thank you.
- A: Good afternoon, Mrs Brown.  
B: Good afternoon, Dean.  
A: Mrs Brown, do you have the new ID cards?

- B: Let me see. What's your surname?  
A: Harrison. H-A-R-R-I-S-O-N.  
B: And your group is ...  
A: 11C.  
B: There you are.  
A: Thanks, Mrs Brown. See you later.  
B: Bye, Dean.
- A: Is this your ID card?  
B: Yes, sir.  
A: Well, the surname is not clear.  
B: It's A-D-E-J-O-K-U-N - Adejokun.  
A: And you are in class 8B, right?  
B: Mmm, no sir. Now I'm in 9B.  
A: Well Joshua, you need a new card.  
B: That's right.
  - A: Do you know where lost ID cards go?  
B: Yes, there's a box of them here.  
A: I'm looking for one that belongs to Tina Johnson.  
B: Gina?  
A: No, Tina - T-I-N-A.  
B: Oh, yes. It's here. Tina Johnson. Class 8D.  
A: That's right.

### Focus on vocabulary

#### 2. Listen and repeat.

- The purpose of this activity is to give students practice saying the alphabet. Ask students to look at the alphabet and play audio Track 7 for them to listen and repeat.

#### 3. Listen and repeat.

- Draw students' attention to the Say it! box and focus on the vowels first. Play audio Track 8 for students to listen and repeat the vowels. Drill the vowels as a class.
- Then, focus on the groups of consonants and play the rest of audio Track 8. Follow the same procedure as before. Drill the consonants as a class.

#### Extra activity

Write the alphabet on the board. Do this in order from A-Z, or in the same vowel and consonant groups as in the Say it! box. Point to the letters randomly to see if students can say the letters correctly.

#### 4. Listen and choose the name you hear.

- As preparation for the activity, write some names on the board and get students to practise spelling them.

- As an example, ask students to look at the first question and spell the names in each option. Play the first conversation of audio Track 9 and check the answer.
- Give students time to read the options for 2-4. Play the audio for each one and ask the students to choose the correct option.

#### Answers

1 B 2 C 3 A 4 A

#### Audio script

9

- A: Good morning! What's your name?  
B: Sandra.  
A: How do you spell it?  
B: S-A-N-D-R-A.
- A: Hi! What's your name?  
B: Johnny.  
A: Is it J-O-N-N-Y?  
B: No, it's J-O-H-N-N-Y.
- A: Good afternoon. I want to register for the course.  
B: Certainly. What's your name?  
A: Viviana.  
B: Can you spell it for me, please?  
A: V-I-V-I-A-N-A.
- A: Hello, this is my friend, Jan.  
B: Jan?  
A: Yes, Jan. J-A-N.

#### 5. Listen and write the names of students 1-3 in your notebook.

- Say that you will play the audio twice. The first time students should write the names in their notebook. Let them check answers with a partner before playing audio Track 10 again.
- Check answers as a class. Write the names on the board so students can see the correct spelling.

#### Answers

1 Connie 2 Bernhard 3 Jude

#### Audio script

10

- A: What's your name?  
B: Connie. C-O-N-N-I-E.
- A: What's your name?  
B: Bernhard. B-E-R-N-H-A-R-D.
- A: What's your name?  
B: Jude - J-U-D-E.

## Focus on vocabulary



11-12 6. Listen and repeat the numbers.

0	nought / zero	11	eleven
1	one	12	twelve
2	two	13	thirteen
3	three	14	fourteen
4	four	15	fifteen
5	five	16	sixteen
6	six	17	seventeen
7	seven	18	eighteen
8	eight	19	nineteen
9	nine	20	twenty
10	ten		

## Useful expressions

- @ = *at*
- .com = *dot com*
- \_ = *underscore*



## Listen



13 7. Listen and complete the forms in your notebook.

## Student 1

NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_

CLASS: 8C

PHONE NUMBER: \_\_\_\_\_

EMAIL: \_\_\_\_\_

## Student 2

NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

PHONE NUMBER: 9542076

EMAIL: \_\_\_\_\_

## Student 3

NAME: \_\_\_\_\_

SURNAME: Paez

CLASS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

EMAIL: \_\_\_\_\_

## Student 4

NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

EMAIL: Jan01520@hotmail.com

## Focus on vocabulary

## 6. Listen and repeat the numbers.

- Ask students to look at numbers 0-10. Play audio Track 11 for them to listen and repeat. Write the figures (not the words) on the board. Point to each one and get students to tell you the numbers.
- Do the same for 11-20. Play audio Track 12 for them to listen and repeat. Make sure they put the main word stress on *-teen* in numbers 13-19. For example, *thirteen*, *fourteen*, etc. Write the figures (not the words) on the board. Point to each one and get students to tell you the numbers.

## Extra activity

Students write eight numbers from 0-20 in their notebooks. Explain that you're going to say all the numbers but they will be in random order. They must cross out their numbers as they hear each one. The first student to hear all their numbers shouts 'Bingo!'.

## Listen

## 7. Listen and complete the forms in your notebook.

- Tell students they are going to hear more information about the people in exercise 4. Go through the *Useful expressions* box. Write some example email addresses on the board and explain or elicit how they are read.
- Explain that you will play the audio twice. Give them time to copy the forms in their notebooks. Play the first dialogue of audio Track 13 as an example. To check answers, you can write the form on the board and get students to help you complete it.
- Play the rest of the audio and ask students to compare their answers in pairs.
- Play audio Track 13 again. Then you can check answers by writing the forms on the board and asking students to complete them.

## Answers

## Student 1

NAME: Sandra  
SURNAME: Pérez  
CLASS: 8C  
PHONE NUMBER: 314 872 29 92  
EMAIL: sandrita00@gmail.com

## Student 2

NAME: Viviana  
SURNAME: González  
CLASS: 1A  
PHONE NUMBER: 9542076  
EMAIL: vivi\_gonza@yahoo.com

## Student 3

NAME: Johnny  
SURNAME: Paez  
CLASS: 10A  
PHONE NUMBER: 331 0954  
EMAIL: j\_paez@gmail.com

## Student 4

NAME: Jan  
SURNAME: López  
CLASS: 9B  
PHONE NUMBER: 7559100  
EMAIL: Jan01520@hotmail.com

## Audio script

13



## Student 1

A: Good morning! What's your name?  
B: Sandra.  
A: How do you spell it?  
B: S-A-N-D-R-A.  
A: What's your surname?  
B: Pérez. I'm in class 8C.  
A: Sandra, what's your phone number?  
B: It's 314 872 29 92.  
A: And your email address?  
B: It's sandrita00@gmail.com.

## Student 2

A: Good afternoon. I want to register for the course.  
B: What class?  
A: Class 1A.  
B: Certainly. What's your name?  
A: Viviana.  
B: Can you spell it for me, please?  
A: V-I-V-I-A-N-A.  
B: Viviana, what's your surname?  
A: González.  
B: Is that with S or Z?  
A: Z.  
B: What's your phone number?  
A: It's 9542076.  
B: And what's your email?  
A: It's vivi\_gonza@yahoo.com.

## Student 3

A: Hi! What's your name?  
B: Johnny.  
A: Is it J-O-N-N-Y?  
B: No, it's J-O-H-N-N-Y.  
A: Alright. What's your surname?  
B: Paez. P-A-E-Z.  
A: You're in class 10B ... is that right?  
B: No. I'm in class 10A.  
A: OK. What's your phone number?  
B: My phone number is 331 0954.  
A: And what's your email address?  
B: It's j\_paez@gmail.com.

## Student 4

A: Hello, this is my friend, Jan.  
B: Jan?  
A: Yes, Jan. J-A-N. Jan López.  
B: Ah, OK. Nice to meet you, Jan.  
C: Nice to meet you, Carol.  
A: We are in class 9B together.  
B: Great! So, give me your phone number and email. I'm making a list of students for the teacher.  
A: Sure! My phone number is 7559100 and my email is Jan01520@hotmail.com.  
B: Thanks. See you later, Jan.  
C: See you, Carol.

 Read

8. Read the text and the sentences a-e. Are the sentences true (T) or false (F)?

- a. Angélica is Megan's penfriend. \_\_\_\_\_  
 b. Angélica and Lili are 13 years old. \_\_\_\_\_  
 c. Angélica and Lili are best friends. \_\_\_\_\_  
 d. Patricio is Angélica's brother. \_\_\_\_\_  
 e. They are all at the same school. \_\_\_\_\_

Dear Megan,

I'm very pleased to 'meet' you. I'm happy you're my penfriend. I'm Angélica Pérez and I'm 13 years old. At school I'm in Class 9F. Here's a photo - it is me and my friend. Her name is Liliana - or Lili to her friends. She's 14 years old. We're in the school dance group. Lili is my best friend. She's very nice.

The other photo is my brother. His name is Jonás Pérez. He's with his classmate, Patricio. He's from Chile. They're in the school baseball team. They're both 15 years old.

We're all at the same school. It's The Columbus School.

My email address is angelip@me.com and my mobile number is 011 57 315 75364.

Please write soon.

Best wishes,  
 Angélica



### Focus on language

9. Look at the text in exercise 8 again. Find examples of the words below.

Full form	Contracted form
I am	I'm
You are	You're
She is	She's
He is	He's
It is	It's
We are	We're
They are	They're



10. Listen and repeat the sentences.

- a. I am Angélica. I'm a student.  
 b. You are Megan. You're my penfriend.  
 c. It is me and my friend. It's The Columbus School.  
 d. He is with his classmate, Patricio. He's from Chile.  
 e. She is 14 years old. She's my best friend.  
 f. We are in the school dance group. We're at the same school.  
 g. They are in the school baseball team. They're 15 years old.

**Read**

It is important for students to try and read in English without looking up every word they don't know in their dictionaries. Begin by asking your students to put away their dictionaries. Use L1 if necessary.

**8. Read the text and the sentences a-e. Are the sentences true (T) or false (F)?**

- Tell students to look at the two pictures. Ask general questions, for example, *How many people can you see? How old do you think they are?*
- Before they read the text, tell them to look at the sentences a-e. See if they can guess the meaning of *penfriend* in sentence a. Also, explain that *Angélica's brother* in sentence d means 'el hermano de Angélica'.
- Students read the text and decide if the sentences are true or false. Do the first one with them as an example. Tell them to correct the false sentences.
- Organise the class into pairs and ask them to complete the task.
- Check answers as a class.

**Answers**

- a. T
- b. F (Angélica is 13, but Lili is 14 years old.)
- c. T
- d. F (Jonás is Angélica's brother. / Patricio is Jonas's classmate.)
- e. T

**Focus on language**

**9. Look at the text in exercise 8 again. Find examples of the words below.**

- Go through the full and contracted forms of the verb *to be*. Write them on the board and get students to practise saying first the full form and then the contracted form for each person. Explain that contracted forms are often used in informal language.
- Ask them to find examples of the contracted forms in the text and then compare with a partner.
- Check answers as a class.

**10. Listen and repeat the sentences.**

- Tell students to look at the sentences. Play audio Track 14 for them to listen and repeat.
- Drill the sentences as a class.

**Extra activity**

Ask students to change the first sentences in the exercise to contracted forms, and then the second sentences as full forms. For example: *a. I'm Angélica. I am a student.* This can be a spoken or a written exercise.

 **Write**

11. Use *am*, *is* or *are* in the full form to complete the text.

I (1) \_\_\_\_\_ Manuel and I (2) \_\_\_\_\_ 15 years old. Today my friends and I (3) \_\_\_\_\_ at school. We (4) \_\_\_\_\_ all in 10 T.

It (5) \_\_\_\_\_ Monday, so it (6) \_\_\_\_\_ baseball practice after school. My best friend (7) \_\_\_\_\_ Tobías. He (8) \_\_\_\_\_ very nice. My other friends (9) \_\_\_\_\_ Paula, Beatriz, and Elena. They (10) \_\_\_\_\_ funny.



12. In your notebook, write a similar paragraph about you, your friends and your school.

I'm ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Writing Tip**

- ✓ Make notes before you write.
- ✓ Put your ideas in a logical order.
- ✓ Check your writing carefully for spelling, punctuation and grammar mistakes.

**Useful expressions**

'Double s' or 'Double 3'.  
 Say the word *double* when you have a word, email address or phone number with the same letter or number repeated.  
 Lilli. L-I-double L- I  
 0171 43double 9 2double52

 **Speak**

13. Ask and answer questions to complete the chart.



Name	email	Phone number



**Write**

11. Use *am*, *is* or *are* in the full form to complete the text.

- This activity gives students more practice with the verb *to be*. Ask them to look at the text quickly and tell you how many people's names they can find (*five*). Pre-teach *funny*.
- Ask students to read the instruction. Complete the first sentence as a class.
- Students can work in pairs and complete the rest of the text. Check answers as a class.

**Answers**

1. am 2. am 3. are 4. are 5. is  
6. is 7. is 8. is 9. are 10. are

12. In your notebook, write a similar paragraph about you, your friends and your school.

- Before students start their paragraph, go through the Writing Tip with the class.
- Tell them to follow the organisation of the paragraph in exercise 11. If they want to add some extra details, they can.
- Monitor while they are writing their paragraphs. When they have finished, put students into small groups so they can read their paragraphs to each other. Encourage them to help each other if they find any mistakes.

**Extra activity**

Students write a paragraph about themselves, but include two details which are not true. When they work in groups, the other students have to say which ones are false.

**Speak**

13. Ask and answer questions to complete the chart.

- Write the three questions on the board. Model each one and get students to repeat them after you.
- Go through the *Useful expressions* box and ask the class to repeat the examples after you. Put a few more examples on the board for them to practise.
- Tell students to copy the chart into their notebooks. Explain the activity. If it is easy for your students to move around the classroom, they can walk around and talk to four students. If this is difficult to arrange, organise your students into groups of five and get them to ask each other the three questions.
- Students can use real information if they want to. As they will already know each other, they could also pretend to be someone else and invent their email addresses and phone numbers.
- Make sure students complete the charts with the information. They should check the information is correct by saying the name, email address and phone number back to each student they interview. Encourage them not just to show the other student the completed chart.
- When the class has finished, get feedback by asking a few students to talk about the students they interviewed.

## Focus on vocabulary

Get Ready!

1. Look at the vocabulary box and say the colours in each flag. Then write the name of the country for each flag.

Example: It is yellow and red.

1.



Spain

2.



3.



4.



5.



6.



7.



8.



9.



Austria Cameroon China France Mexico Spain Switzerland  
United Kingdom United States



## Useful vocabulary

## Colours



2. Match the adjectives to the countries in exercise 1. Then listen and check your answers.

Mexican British Swiss Cameroonian Austrian Chinese French Spanish American

Example: 1. Spain - Spanish

## Listen



3. Listen and match the people to their nationalities

- |             |              |
|-------------|--------------|
| a. Connie   | 1. Brazilian |
| b. Jan      | 2. French    |
| c. Luc      | 3. Colombian |
| d. Thomas   | 4. Swiss     |
| e. Bernhard | 5. Chinese   |

## LESSON OVERVIEW

In this lesson, students look at countries, nationalities and colours, and learn how to give factual information about themselves using the affirmative and negative forms of *to be*. The different activities throughout the lesson will prepare them for the final writing and speaking activities in which they describe themselves and their best friend.

### Focus on vocabulary

#### Get ready!

- Look at the vocabulary box and say the colours in each flag. Then write the name of the country for each flag.
  - As preparation, ask students to tell you the names of colours they know. Draw their attention to the *Useful vocabulary* box and get them to practise saying the colours. Point to different objects around the classroom and ask for the colours. Alternatively, you can ask students to do this.
  - Students read the instructions. Ask them to look at the man holding the Colombian flag and say the colours (*yellow, blue and red*). Organise the class into pairs so they can say the colours for flags 1-9. Check answers as a class before they do the next part of the activity.
  - Next, write the names of the countries on the board and drill the pronunciation. In the same pairs as before, get students to write the name of the country for each flag in their notebooks.
  - Check answers as a class.

#### Answers

- red, yellow. Spain
- red, white, blue. United Kingdom
- red, white. Switzerland
- green, white, red. Mexico
- blue, white, red. United States
- red, yellow. China
- blue, white, red. France
- green, red, yellow. Cameroon
- red, white. Austria

- Match the adjectives to the countries in exercise 1. Then listen and check your answers.
  - Ask students to repeat the adjectives in the box after you. Drill the pronunciation.
  - Refer them back to the countries in exercise 1. Tell them to match the adjectives to the countries. Do the first one as an example (*1 Spain - Spanish*).
  - Students work individually to do the matching task, then compare answers in pairs. Play audio Track 15 for them to check their answers.

#### Extra activity

Students work in pairs. Tell them to say a country or a nationality to their partner. Their partner has to say the matching nationality or country as quickly as possible. For example: *A: Mexico B: Mexican. A: Chinese B: China.*

#### Answers

- Spain - Spanish
- United Kingdom - British
- Switzerland - Swiss
- Mexico - Mexican
- United States - American
- China - Chinese
- France - French
- Cameroon - Cameroonian
- Austria - Austrian

#### Listen

- Listen and match the people to their nationalities.
  - Explain to students that they will just hear one longer conversation. Play audio Track 16 twice.
  - Check the answers as a class. If necessary, play the audio again.

#### Extra activity

Tell students to write five sentences in their notebooks about the countries the five people are from. For example, *Connie is from Colombia.*

#### Answers

a 3 b 2 c 4 d 5 e 1

#### Audio script

16

A: Hi, Bernhard, how are you doing?  
 B: Just great. I'm very happy in my new class.  
 A: Oh really? Why?  
 B: I have friends from all over the world.  
 A: Tell me more!  
 B: Jan is from France, Connie is from Colombia, Luc is from Switzerland and I have a Chinese friend, too. His name is Thomas.  
 A: Oh, how interesting. And where are you from, Bernhard?  
 B: I'm Brazilian.

**Focus on vocabulary**

4. Look at the flags. Write sentences about the country and nationality of the person/people.

- a. Juan is from Spain. He's Spanish. 
- b. Philippe \_\_\_\_\_ 
- c. Anna and Bruno \_\_\_\_\_ 
- d. Matt \_\_\_\_\_ 
- e. Gabriela and Juana \_\_\_\_\_ 
- f. Linda \_\_\_\_\_ 

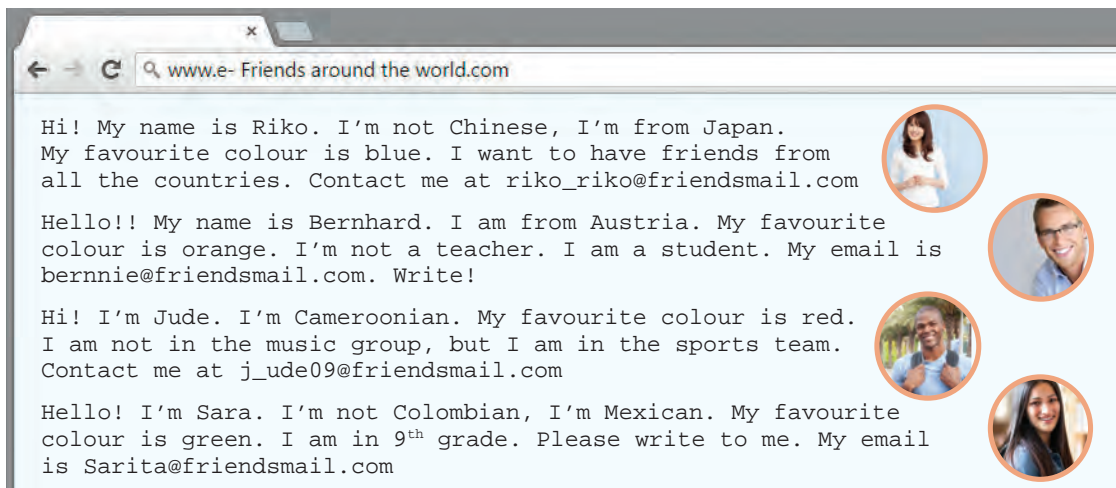
5. In your notebook, write a chart with the nationalities in groups according to their ending.

-ish	-ian/-an	-ese	Other
<i>Spanish</i>			


**Read**


6. Read the text and the sentences. Are the sentences true (T) or false (F)?


- a. Riko is Chinese. \_\_\_\_\_
- b. Bernard is a student. \_\_\_\_\_
- c. Jude is in the music group. \_\_\_\_\_
- d. Sara is in 10<sup>th</sup> grade. \_\_\_\_\_




www.e-Friends around the world.com

Hi! My name is Riko. I'm not Chinese, I'm from Japan. My favourite colour is blue. I want to have friends from all the countries. Contact me at riko\_riko@friendsmail.com 

Hello!! My name is Bernhard. I am from Austria. My favourite colour is orange. I'm not a teacher. I am a student. My email is bernnie@friendsmail.com. Write! 

Hi! I'm Jude. I'm Cameroonian. My favourite colour is red. I am not in the music group, but I am in the sports team. Contact me at j\_ude09@friendsmail.com 

Hello! I'm Sara. I'm not Colombian, I'm Mexican. My favourite colour is green. I am in 9<sup>th</sup> grade. Please write to me. My email is Sarita@friendsmail.com 

7. Read the text again and complete the table in your notebook.

Name	Country	Favourite colour

## Focus on vocabulary

4. Look at the flags. Write sentences about the country and nationality of the person/people.

- Students read the instructions. Write the example on the board and point out that they must use the full form of the verb *to be* in the first sentence and the contracted form in the second sentence.
- Ask students to work individually and write sentences in their notebooks. Then check answers as a class.

## Answers

- b. Philippe is from France. He's French.  
 c. Anna and Bruno are from Austria. They're Austrian.  
 d. Matt is from the United Kingdom. He's British.  
 e. Gabriela and Juana are from Mexico. They're Mexican.  
 f. Linda is from China. She's Chinese.

5. In your notebook, write a chart with the nationalities in groups according to their ending.

- Organise students into pairs and ask them to copy the chart into their notebooks. Explain the activity and refer them back to the list of nationalities in exercise 2.
- When they have finished, put the completed chart on the board and drill the nationalities according to their groups.

## Answers

-ish	ian/-an	-ese	Other
Spanish	Austrian	Chinese	French
British	Mexican		Swiss
	Cameroonian		
	American		

## Read

6. Read the text and the sentences. Are the sentences true (T) or false (F)?

- Tell students to read the sentences and then the text.
- Organise them into pairs to do the activity. Remind them to correct the false sentences.
- Check answers as a class.

## Extra activity

In the same pairs, students can practise reading the text out loud to each other. This will also give them further practice saying colours, countries and nationalities as well as remind them how to say email addresses.

## Answers

- a. F (She's Japanese.)  
 b. T  
 c. F (He's in the sports team.)  
 d. F (She's in 9th grade.)

7. Read the text again and complete the table in your notebook.

- Tell students to read the text again and complete the table in their notebooks.
- Check answers as a class.

## Extra activity

Ask students to close their books. Copy the table onto the board and only include some of the information in the completed table. Students have to identify the missing details.

## Answers

Name	Country	Favourite colour
Riko	Japan	blue
Bernhard	Austria	orange
Jude	Cameroon	red
Sara	Mexico	green

## Focus on language

8. Complete the sentences with the correct form of *be* affirmative (+) or negative (-).

- My best friend (+) \_\_\_\_\_ Colombian, she (-) \_\_\_\_\_ Spanish.
- We (-) \_\_\_\_\_ French, we (+) \_\_\_\_\_ English.
- My friends (-) \_\_\_\_\_ at school today.
- I (-) \_\_\_\_\_ Swiss, but my best friend (+) \_\_\_\_\_ from Switzerland.
- You (-) \_\_\_\_\_ in Class 10B.

be (negative)	
I am not	I'm not
You are not	You're not / You aren't
She is not	She's not / She isn't
He is not	He's not / He isn't
It is not	It's not / It isn't
We are not	We're not / We aren't
They are not	They're not / They aren't



9. Listen and repeat the sentences.

- I'm not Manuel. I'm Michael.
- You aren't a teacher. You are a student.
- It isn't a house. It's a school.
- He isn't from Colombia. He's from Venezuela.
- She's not Yvonne. She's Susan.
- We aren't classmates. We're friends.
- They aren't in the classroom. They're in the cafeteria.

## Listen



10. Listen and choose the correct option A, B, or C.

- Jenny's best friend is from the United States.
  - Jenny's best friend isn't American.
  - Jenny's best friend isn't Brazilian.
- Marco isn't Spanish, he's American.
  - Marco isn't Colombian, he's Mexican.
  - Marco isn't Mexican, he's from Venezuela.
- Jenny isn't in 10<sup>th</sup> grade, but her brother is in 10<sup>th</sup> grade.
  - Jenny is in 9<sup>th</sup> grade and her brother is in 8<sup>th</sup> grade.
  - Jenny is in 10<sup>th</sup> grade and her brother is in 9<sup>th</sup> grade.
- Jenny's favourite colour is orange.
  - Jenny's favourite colour isn't green.
  - Jenny's favourite colour isn't red.



## Focus on language

8. Complete the sentences with the correct form of *be* affirmative (+) or negative (-).
- The purpose of this activity is to introduce students to the negative form of the verb *to be* and to contrast it with the affirmative form.
  - Ask students to tell you the affirmative forms of the verb *to be* and write these on the board. Use the full forms only, not contractions.
  - For the next step, you can refer them to the grammar box on the page or write the forms directly on the board. Ask them to tell you how the negative forms are made. Explain that they can use either of the two types of contractions. Drill the different forms.
  - Students read the instructions and complete the sentences. Do the first one as an example.
  - Check answers as a class.

## Extra activity

As a spoken activity, students could read sentences a-e again but this time say the opposite forms. For example:  
 a. *My best friend isn't Colombian, she's Spanish.*

## Answers

- a. 's/is; is not/'s not/isn't
- b. are not/'re not/aren't; are/'re
- c. aren't
- d. 'm not/am not; is/'s
- e. are not/'re not/aren't

9. Listen and repeat the sentences.
- Ask students to read the sentences before they listen to the audio. Play audio Track 17 and pause it after each one to give students time to say the sentences.
  - Students can repeat the sentences in pairs.

## Listen

10. Listen and choose the correct option A, B, or C.
- Explain that they are going to hear a conversation between two teenagers. Give them time to read the four questions before playing audio Track 18 for the first time.
  - Ask students to compare their answers with a partner and then play the audio again. If they are unsure about any of the answers, play the audio a third time.
  - Check answers as a class.

## Answers

1 A 2 C 3 C 4 B

## Audio script

18

J: Hi. That's a nice dog.  
 M: Thanks. Are you Jenny?  
 J: Yes, that's right. What's your name?  
 M: I'm Marco. My sister is in the 10th grade at school like you. Your best friend is from Spain, isn't she?  
 J: Luciana? No, she isn't Spanish. She's American - from the United States. Isn't your family Mexican?  
 M: No, we're not Mexican. We're from Venezuela.  
 J: That's nice. And is your brother in 9th grade with my brother?  
 M: Yes, that's right. How funny! Would you like a sweet?  
 J: Mmm ... yes, please. Can I have a red one? Red's my favourite colour.  
 M: Yes, that's fine.

 Write

11. Complete the text with the correct form of *be* (affirmative or negative).

Hi! I *am* Pablo. I (1) \_\_\_\_\_ from Colombia, but I (2) \_\_\_\_\_ from Bogotá, I (3) \_\_\_\_\_ from Medellín. My friends (4) \_\_\_\_\_ Colombian, they (5) \_\_\_\_\_ from different countries. Anna (6) \_\_\_\_\_ from Venezuela, Lucía and Paula (7) \_\_\_\_\_ Spanish, and Lukas (8) \_\_\_\_\_ English. We (9) \_\_\_\_\_ just friends ... we (10) \_\_\_\_\_ a team!



12. Look at the *Useful language* box. Then choose *and* or *but* for sentences a-e.

- My friend is in 8<sup>th</sup> grade *and* / *but* my brother is in 8<sup>th</sup> grade too.
- I am Colombian *and* / *but* my best friend is French.
- Tracey is 15 years old *and* / *but* her sister is 15 years old too.
- Sam is from The United States *and* / *but* he is American.
- My name is Helen *and* / *but* her name is Sally.

## Useful language

*and* / *but*

Use *and* to connect two complementary ideas. (addition)

Use *but* to connect two contrasting ideas. (contrast)

13. In your notebook, complete the text with information about you. Then write some sentences about your best friend. Use *and* and *but* to join sentences.

Hi! My name's (1) \_\_\_\_\_ and I'm from (2) \_\_\_\_\_. I'm in (3) \_\_\_\_\_ grade. My favourite colour is (4) \_\_\_\_\_. I (5) \_\_\_\_\_ a teacher, I (6) \_\_\_\_\_ a student. My email address is (7) \_\_\_\_\_. *My best friend ...*

 Speak

14. Now tell your partner about you and your best friend.

## Speaking Tip

- ✓ Make some notes to plan your speaking. For example, tell your partner these things about you and a friend:
  - Name
  - Country / Nationality
  - Grade / Age
  - Colour
  - Email



**Write**

11. Complete the text with the correct form of *be* (affirmative or negative).

- As preparation for the exercise, ask students to find the names of the people in the text (*Pablo, Anna, Lucía, Paula, Lukas*).
- Organise students into pairs to complete the text. Tell them that they have to read the sentences carefully to decide if they need the affirmative or negative forms of the verb *to be*.
- Check answers as a class.

**Extra activity**

Tell students to close their books. Ask them questions about the text. For example: *Which country is Pablo from? Are Lucía and Paula Colombian? Where is Anna from? Is Lukas American?*

**Answers**

- am/'m
- 'm not
- am/'m
- are not/aren't
- are/'re
- is/'s
- are
- is
- are not/'re not/aren't
- are/'re

12. Look at the *Useful language* box. Then choose *and* or *but* for sentences a-e.

- The purpose of this activity is for students to practise the appropriate use of the words to connect ideas.
- Go through the information in the *Useful language* box with the students. Do this in L1 if necessary. Ask them to find *and* and *but* in the text in exercise 11 and to tell you why they have been used.
- Now ask students to look at sentences a-e. First, they work on the exercise individually and then compare their answers with a partner.
- Check answers as a class.

**Answers**

- and
- but
- and
- and
- but

13. In your notebook, complete the text with information about you. Then write some sentences about your best friend. Use *and* and *but* to join sentences.

- This exercise is for students to practise the language of the lesson. Ask them to look at each gap and to say what kind of information is missing. Tell them that they need to write two short texts. The first one is about themselves. Make it clear that they have to write the same kind of information about their best friend, but using the third person of the verb *to be*.
- Monitor students while they are working on their texts.

**Speak**

14. Now tell your partner about you and your best friend.

- Explain the activity, but make sure students understand that as this is a speaking activity, they should not just read out their completed texts from exercise 13.
- Go through the Speaking Tip with them. Tell them not to write full sentences for each category when they write their notes.
- Organise the class into pairs or groups of three and tell students to tell the others about themselves and their best friends using their notes. Monitor the activity.

**Extra activity**

After students have completed the activity, ask them to write down what they remember about their partners and their best friends. Give them a few minutes to do this. They then read their answers back to their partners to see how many details they remembered correctly.

### Focus on vocabulary



1. Write the family members in your notebook.



2. Find more family members and complete the chart in your notebook.



Female	Male	Plural

3. Match the sentences a-d to the pictures 1-4.

- a. She's my aunt. Her name's Anna.
- b. We're from Venezuela. Our family is very big.
- c. They're Juanita, Luis and Pedro. Their parents are Lucía and Paul.
- d. I'm an only child. My family is very small.



## MODULE 1 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Family members Numbers 20-100	Possessive adjectives	Speaking: describing your family Writing: an email about your family
Lesson 5	Adjectives (describing personality)	Possessive 's	Writing: a paragraph about your family tree Speaking: interviewing a friend
Lesson 6	Jobs	<i>to be</i> : question forms and short answers	Speaking: asking and answering questions Writing: a text about a famous person

## UNIT THEME

In Unit 2, there are three lessons on the theme 'My family'. Students will learn how to talk about members of their family and describe other families. By the end of the unit, they will also be able to talk about people's jobs and some of their favourite things.

## LESSON OVERVIEW

In this lesson, students learn the words for family members, the numbers from 20-100, and how to use possessive adjectives. They read descriptions of different family pictures and finish the lesson by writing and talking about their own families.

**IMPORTANT:** Ask students to bring pictures of their family to class before the lesson. They need their own pictures to do exercise 14.

## Focus on vocabulary

## Get ready!

- Write the family members in your notebook.
  - The purpose of this activity is to discover the family vocabulary students already know.
  - Ask students to look at the picture of the family and to write the words in their notebooks. This should be done individually.
  - Organise students into pairs and ask them to compare their answers.
  - Check answers as a class. Ask students first to say the word and then to spell each one. Write these on the board and then drill the pronunciation with the class.
  - Accept alternative answers which are also correct.

## Answers

- father / dad / husband
- grandmother
- brother / son
- mother / mum / wife
- grandfather
- sister / daughter

- Find more family members and complete the chart in your notebook.
  - This activity expands students' family vocabulary. Keep students in their pairs and first tell them to identify the family members in the word cloud.
  - Ask them to copy the chart into their notebooks. Explain or elicit the meaning of *Female*, *Male* and *Plural*. Elicit example words for each column to check that students understand what they have to do.
  - After students have completed the chart, check answers as a class. Put the completed chart on the board and ask students to say what each word means. Be sure to correct common mistakes, and use L1 if necessary. For example, *parents* means 'padres' (*mother* and *father*), not 'parientes'. The English for 'parientes' is *relatives*.
  - Drill the pronunciation of the words in the chart. Get students to repeat each word several times, and make sure they say the vowel sounds correctly. Emphasise the first syllable in the longer words.

## Extra activity

Explain that you are going to say some family words, and that they must write the 'partner' word in their notebooks. For example, you say *mother* and they

write *father*. Continue with the other words from exercises 1 and 2 (*son - daughter*; *grandmother - grandfather*; *aunt - uncle*; *grandchildren - grandparents*; *husband - wife*).

## Answers

Female	wife, daughter, grandmother, aunt
Male	husband, uncle, grandfather, son
Plural	parents, grandchildren, cousins, grandparents

- Match the sentences a-d to the pictures 1-4.
  - Tell students to look at the four pictures and to say how many people are in each one.
  - Next, ask them to read the sentences and say what they think the words in bold mean. The Focus on Language section will look at possessive adjectives on the next page, so there is no need to analyse these sentences in a lot of detail at this stage.
  - Ask students to do the matching task. Do the first one as an example. Students work individually first of all and write their answers in their notebook before comparing their ideas with a partner. Check that they understand the meaning of *only child* (a child with no brothers or sisters).
  - Check answers as a class.

## Answers

1 d 2 c 3 a 4 b

**Focus on language**



4. Listen and repeat the sentences.

- a. My family is small.
- b. Your mother is from Austria.
- c. Her name is Laura.
- d. His name is Andrés.
- e. The dog loves its ball.
- f. Our names are Lala and Lily.
- g. Their names are Sophie and Chris.

5. Complete the text with the correct possessive adjective.

my    your    her    his    its    our    their

This is a photo of my family. This is *my* sister. (1) \_\_\_\_\_ name is Rose. She's two years old. I have two brothers. They are twins! (2) \_\_\_\_\_ names are Pablo and Fabián. They're six years old. (3) \_\_\_\_\_ favourite colour is blue. (4) \_\_\_\_\_ parents are George and Lisa. (5) \_\_\_\_\_ father is 35 years old. (6) \_\_\_\_\_ favourite colour is green. (7) \_\_\_\_\_ mother is 30 years old. (8) \_\_\_\_\_ favourite colour is white. (9) \_\_\_\_\_ dog isn't in the picture. (10) \_\_\_\_\_ name is Piky. What about your family?



**Focus on vocabulary**



6. Listen and match the numbers to the words in your notebook.

- 20
- 30
- 40
- 50
- 60
- 70
- 80
- 90
- 100

a hundred    eighty    fifty    forty    ninety    seventy    sixty    thirty    twenty

*Example 20 = twenty*

**Listen**



8. Listen and write the number you hear in your notebook.

- a. 15    50
- b. 12    20
- c. 17    70
- d. 13    30
- e. 19    90
- f. 16    60
- g. 14    40
- h. 18    80

9. Answer the questions in your notebook.

- a. How old is your grandmother? \_\_\_\_\_
- b. How many students are in your class? \_\_\_\_\_
- c. How many letters are in your best friend's full name? \_\_\_\_\_
- d. How old is our school? \_\_\_\_\_



7. Say it!

Listen and repeat the numbers.  
Stress on numbers: fifteen fifty

## Focus on language

4. Listen and repeat the sentences.
- Ask students to read the sentences before they listen to the audio. Play audio Track 19 and pause after each sentence to give students time to say each one.
  - Write the possessive adjectives from the sentences on the board. Ask students to tell you which personal pronoun (*I, you, he, we, etc.*) they go with. Point out or elicit in L1 that possessive adjectives in English are the same for singular and plural nouns. For example, *our mother* and *our parents* (not *ours parents*).
5. Complete the text with the correct possessive adjective.
- Before students complete the text, ask them to look at the picture, read the gapped text quickly and say *who* in the picture is describing their family (*the boy standing up*).
  - Tell students to write their answers in their notebook. Students complete the text individually. Check answers as a class by asking them to take turns reading out each sentence.

## Extra activity

Ask questions about the completed text. For example, *Who is Rose?* (*his sister*), *How old is Pablo?* (*six*), *Who is George?* (*his father*), *Who is Piky?* (*their dog*).

## Answers

1. Her 2. Their 3. Their 4. Our/My  
5. Our/My 6. His 7. Our/My  
8. Her 9. Our/My 10. Its

## Focus on vocabulary

6. Listen and match the numbers to the words in your notebook.
- Tell students to close their books. Write the figures 20, 30, 40, 50, 60, 70, 80, 90, 100 on the board and see how many students already know how to say them.

- Students open their books. Play audio Track 20 twice and students match the figures and the words in their notebook.
- Check answers as a class. Drill the pronunciation. Make sure they emphasise the first syllable.

## Answers

- 20 - twenty      70 - seventy  
30 - thirty      80 - eighty  
40 - forty      90 - ninety  
50 - fifty      100 - a hundred  
60 - sixty

## Listen

7. Listen and repeat the numbers.
- The purpose of this activity is for students to contrast numbers ending in *-teen* and *-ty*. Draw students' attention to the **Say it!** box and play audio Track 21. Get them to repeat the numbers, with the emphasis on the correct syllable (*fifteen*, *fifty*).
8. Listen and write the number you hear in your notebook.
- Before students listen, ask them to say the pairs of numbers in a-h, practising the emphasis on the correct syllable. Explain that they are going to hear eight very short dialogues and that they have to write the correct number in their notebook. Sometimes they will hear two numbers in the same dialogue, so they must listen carefully as only one will be correct.
  - Play audio Track 22. Do the first dialogue as an example and ask for the correct number (15). Play the rest of the audio and pause it after each dialogue. Repeat the audio for students to check their answers.
  - Check answers as a class.

## Answers

- a 15 b 20 c 70 d 30 e 90  
f 16 g 14 h 80

## Audio script

22



- a. A: My cousin is 15.  
B: 50?  
A: No, 15 years old.
- b. A: I have 20 cousins.  
B: 20 cousins?  
A: Yes!  
B: That's great.
- c. A: Today is my grandmother's birthday!  
B: Oh really? How old is she?  
A: She's 70.
- d. A: How old is your teacher?  
B: Mr Brown? I think he's 30.
- e. A: How old is your grandfather?  
B: He's 90 and he's very active. Look he's swimming.
- f. A: How old is your aunt?  
B: She's 16.  
A: Wow - that's young!
- g. A: How old are you?  
B: I'm 14.
- h. A: Please tell me the last two numbers of your ID card.  
B: Mmmm ... 80.  
A: Is that 18?  
B: No, it's 80.

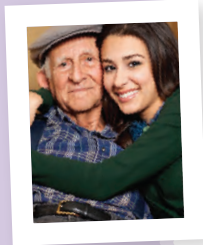
## 9. Answer the questions in your notebook.

- As preparation for the rest of the lesson, write the numbers 21-29 in figures on the board. See if the class know how to say these and write the words next to each figure (21 - *twenty-one*, 22 - *twenty-two*, etc). Dictate ten numbers at random between 21 and 100 for students to write in their notebook. Nominate different students to read out the numbers they have written and write these on the board.
- Students answer the questions in their notebook and compare their answers with a partner.
- Check answers as a class.

 Read

10. Read the texts and choose the correct option, A, B, C, or D.

**Fernando:** This is a picture with my granddaughter Helen. She's 20 years old and she's an only child. We are very happy on her birthday.



**Sam:** This is my son's birthday. My wife Sandra is thirty-two years old. Her favourite colour is yellow. Our son is Pete.



**Sophia:** This is a picture of my daughter Laura with her baby Allan. He's her first child and he's just two months old. My daughter is thirty.



**Carlos:** This is a photo with my girlfriend Linda. She's 18 years old. Our favourite kind of music is Salsa. Her favourite colour is red, but my favourite colour is purple.



1. How old is Helen?

- A. Twelve
- B. Twenty
- C. Twenty-two
- D. Thirty-two

2. Who is eighteen years old?

- A. Sam
- B. Laura
- C. Linda
- D. Carlos

3. Who is 30 years old?

- A. Helen
- B. Laura
- C. Linda
- D. Sandra

4. Who is a grandfather?

- A. Fernando
- B. Sam
- C. Carlos
- D. Pete

5. Which two people are an only child?

- A. Helen and Allan
- B. Allan and Sam
- C. Sophia and Pete
- D. Pete and Allan

### Reading Tip

1. Read the text.
2. Read the question.
3. Go back to the text to find the answer.
4. Check all the options, before you choose your answer.

**Read**

10. Read the texts and choose the correct option, A, B, C, or D.
- Before students do the reading activity, ask them to look at each text quickly and to find the names of the four people who are describing the pictures (*Fernando, Sophia, Sam* and *Carlos*). Next, ask them to say how old they think the people are in the pictures (without looking at the texts).
  - Draw students' attention to the Reading Tip and go through it with them. As an example, read Fernando's text aloud to the class and ask them to look at question 1 and the four options. Tell them to read Fernando's text again and to choose the correct option (*B*).
  - Students read all four texts and answer questions 2-5. Tell them not to worry about any words they do not know in the texts. Ask them to compare answers in pairs before checking answers as a class.

**Extra activity**

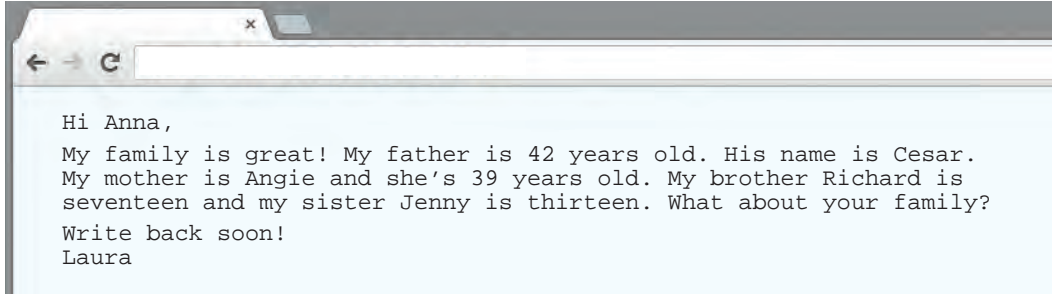
Students work in pairs and practise reading the texts aloud to each other. At this stage, you could ask them to tell you the meaning of new words in the text, such as *birthday, girlfriend*, and *favourite*.

**Answers**

1 B 2 C 3 B 4 A 5 A

 **Read**

11. Read the email and complete the chart in your notebook.



	Name	Age
Father		
Mother		
Brother		
Sister		

 **Write**

12. In your notebook, write an email to Laura about your family.

**Glossary**

*great* = genial  
*What about your family?*  
 ¿Explicame sobre tu familia?  
*Write back soon!*  
 ¡Escribeme pronto!

**Useful language**

*Who is she/he?*  
*Where is he/she from?*  
*How old is he/she?*  
*What is his/her favourite colour?*

 **Speak**

13. Ask and answer questions about the family in the picture. Look at the *Useful language* box.



14. Prepare a presentation of your family. Bring pictures and describe the people in them.

**Speaking Tip**

- ✓ Make some notes to plan your speaking.
- ✓ Practise describing the photo.
- ✓ Speak slowly and use simple language.



## Read

11. Read the email and complete the chart in your notebook.

- Focus students' attention on the email. Ask: *Who is it from? (Laura) Who is it to? (Anna)*. Before they read the email in more detail, go through the glossary. Say the word and sentences for them to repeat.
- Explain the activity. Ask students to copy the chart in their notebook and to read the email. As an example, complete the chart about the father and say that they need to write figures for the ages, not words. They can complete the rest of the chart individually. Ask them to check their completed table with two other students. Check answers as a class.

## Answers

	Name	Age
Father	Cesar	42
Mother	Angie	39
Brother	Richard	17
Sister	Jenny	13

## Write

12. In your notebook, write an email to Laura about your family.

- Before students start writing their emails in their notebook, remind them that it is a good idea to make some notes first. Tell them to write the names of the people in their family and their ages.
- Students then write their emails. Monitor and help if necessary. Put students into pairs to compare their emails.
- Ask different students to read out their emails.

## Speak

13. Ask and answer questions about the family in the picture. Look at the *Useful Language box*.

- First, go through the *Useful language box* with the class. Ask students to tell you what each question means. Get them to practise saying each question after you.
- Focus their attention on the picture. Tell them that they are going to answer the questions from the *Useful language box*. Explain that they have to use their imaginations and invent the information. Give them some examples, such as *How old is she? (72) Where are they from? (Mexico)*, etc.
- Ask students to work individually first of all and make notes in their notebooks. Give them a few minutes to do this.
- Next, organise the class into groups of three. Tell them to ask and answer the questions from the *Useful language box* about the picture. They have to see whether their answers are similar or very different. Ask them to come to an agreement about all the people in the picture.
- Get class feedback by asking the groups to say what they decided about the picture.

14. Prepare a presentation of your family. Bring pictures and describe the people in them.

- Explain that students are going to prepare and give a short presentation about their families, using their pictures. Tell students that their presentations should answer the questions in the *Useful language box* on page 25.
- Draw their attention to the Speaking Tip and go through each point with them.
- Give them an example of a possible presentation: *This is a picture of my mother with my brother. My mother Anna is 40 and she's from Cartagena.*

*Her favourite colour is red. My brother Pedro is 18. His favourite colour is black.*

- Ask them to make notes in their notebooks and to prepare their descriptions. Monitor and help with any vocabulary and grammar points.
- Students can give their presentations in small groups of four or five. If any feel confident enough, they can do this in front of the whole class.

 Listen

 Get Ready!

23

1. Listen to four people talking about their families. Match the families a-d to the pictures 1-4.

a. Felipe's family   b. Caroline's family   c. Jenny's family   d. Mateo's family.



## Listening Tip

- ✓ Understand the exercise.
- ✓ Make notes while you listen.
- ✓ Don't worry if you don't understand everything.

24

2. Listen to Michelle, the first speaker, again and complete the chart in your notebook.

Felipe's family

	Name	Age
Father	<i>Felipe</i>	
Mother		
Sister		
Brother		

3. Complete the sentences about Felipe's family with a word from the box.

brother   sister   niece   nephew   sister-in-law   wife   mother   aunt

- a. Felipe is Michelle's \_\_\_\_\_ .      e. Pili is Michelle's \_\_\_\_\_ .
- b. Michelle is Felipe's \_\_\_\_\_ .      f. José is Michelle's \_\_\_\_\_ .
- c. Laura is Felipe's \_\_\_\_\_ .      g. Michelle is Pili and José's \_\_\_\_\_ .
- d. Laura is Michelle's \_\_\_\_\_ .      h. Laura is Pili and José's \_\_\_\_\_ .

**LESSON OVERVIEW**

In this lesson, students learn more words for family members, some useful adjectives to describe people, and how to use the possessive 's to talk about possession. They look at family trees and descriptions of family pictures, and finish the lesson by speaking and writing about their own families.

**Listen**

**Get ready!**

- Listen to four people talking about their families. Match the families a-d to the pictures 1-4.
  - Ask students to look at the four pictures and to say how many people are in each one. Tell them to try and guess the people's ages.
  - Draw their attention to the Listening Tip. Go through the advice and reassure them about not having to understand every word they hear.
  - Explain the activity. Ask students to tell you what they notice about 's after each name. Elicit that it shows possession, and that it is not the contracted form of *is*.
  - Play audio Track 23. Do the first dialogue as an example. Ask students which picture it describes (*picture 3*). Play the rest of the audio and pause it after each dialogue.
  - Ask students to compare their answers in pairs. Then play audio Track 23 again.
  - Check answers as a class.

**Answers**

1 d 2 c 3 a 4 b

**Audio script**

23

- I'm Michelle and this is a picture of my brother Felipe's family. Felipe is 30 years old and his wife's name is Laura. She's 25 years old. Their children's names are José and Pili. José is three and Pili is five.
- This is a picture of my sister Caroline and her family. She's 30 and is a single mother. Her sons are Mario and Fabio. Mario is a teenager - he's thirteen years old. Fabio is seven years old.
- Hi! I'm Jenny. My father just got married again. He's very young. He's just 45. My stepmother is Betty. She's young too. She's only 40. Her son is Billy and is fifteen years old. He's my stepbrother.
- My name's Mateo. Our parents adopted the three of us. My sister's name is Anna and my brother is Kevin. Our parents are Rita and Joe. Our mother is 37 years old and our father is 47. We are a big family now.

**2. Listen to Michelle, the first speaker, again and complete the chart in your notebook.**

- Ask students to copy the chart into their notebook. Play audio Track 24 twice for students to complete the chart.
- Check answers as a class.

**Answers**

	Name	Age
Father	Felipe	30
Mother	Laura	25
Brother	José	3
Sister	Pili	5

**Audio script**

24

I'm Michelle and this is a picture of my brother Felipe's family. Felipe is 30 years old and his wife's name is Laura. She's 25 years old. Their children's names are José and Pili. José is three and Pili is five.

**3. Complete the sentences about Felipe's family with a word from the box.**

- Explain that students are going to complete sentences about the people using the words from the box. The box includes some new family words: *niece*, *nephew*, and *sister-in-law*. Get students to repeat them after you and see if they know what they mean.
- Write the names of the people on the board as follows:  
Michelle Felipe + Laura  
Pili José  
Point to Michelle and Felipe and say *Felipe is Michelle's* \_\_ . Pause after 'Michelle's' for students to say 'brother'. Point to Jose and then Laura and say *José is Laura's* \_\_ . Pause after 'Laura's' for students to say 'son'.
- Ask students to complete the sentences individually in their notebooks, then compare their answers in pairs.
- Check answers as a class by asking students to read out the complete sentences.

**Extra activity**

Tell students to close their books. Ask them questions with *Who* about sentences a-h. For example: *Who is Michelle's brother? (Felipe) Who is Felipe's sister? (Michelle) Who is Felipe's wife? (Laura)*, etc.

**Answers**

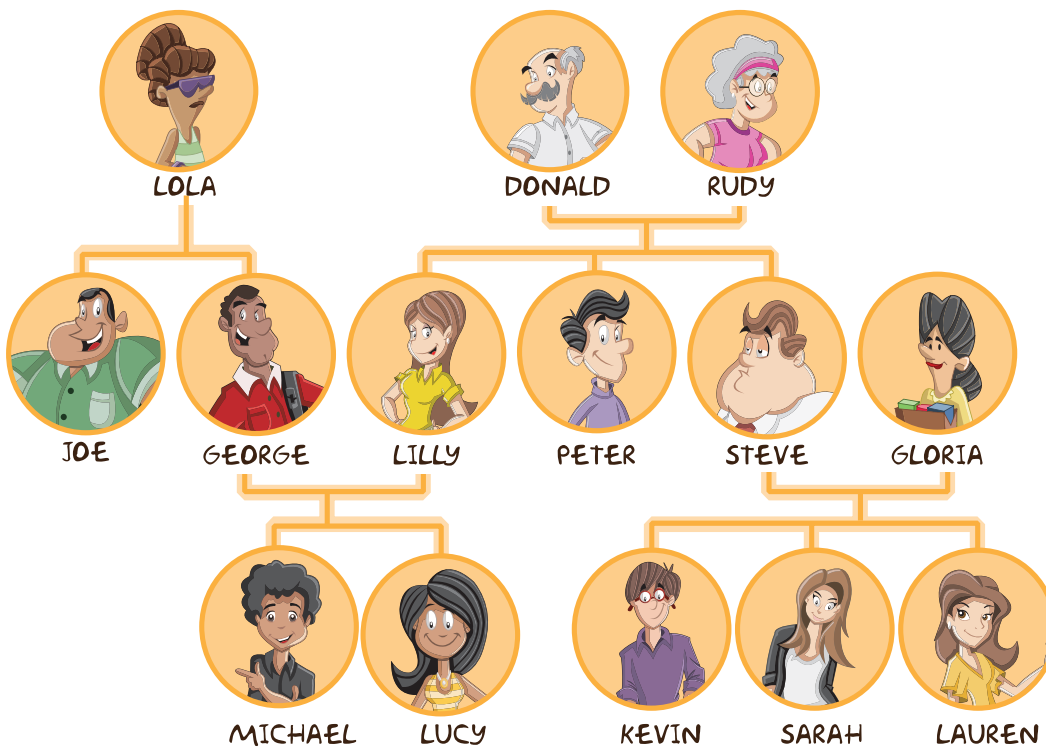
- |                  |           |
|------------------|-----------|
| a. brother       | e. niece  |
| b. sister        | f. nephew |
| c. wife          | g. aunt   |
| d. sister-in-law | h. mother |

Focus on language

4. Look at the Williams family tree and choose the correct name.

- |                            |                    |                     |                    |
|----------------------------|--------------------|---------------------|--------------------|
| 1. Lucy's grandmother is   | A. Rudy            | B. Lilly            | C. Gloria          |
| 2. Kevin's uncle is        | A. Steve           | B. Peter            | C. Joe             |
| 3. Lola's granddaughter is | A. Lucy            | B. Sarah            | C. Lauren          |
| 4. Gloria's husband is     | A. Joe             | B. George           | C. Steve           |
| 5. Sarah's parents are     | A. Lilly and Peter | B. Steve and Gloria | C. Donald and Rudy |

The Williams Family



Useful language

- How do you say these sentences in Spanish?
- Look at the apostrophe *s* in all the sentences, e.g., *Lucy's father*.

Important!

- ✗ *George is the father of Lucy.*
- ✓ *George is Lucy's father.*

5. In your notebook, write sentences to answer the questions.

- Who are Michael's parents? *George and Lilly are Michael's parents.*
- Who is Joe's nephew? \_\_\_\_\_
- Who is Steve's sister? \_\_\_\_\_
- Who are Sarah's grandparents? \_\_\_\_\_
- Who is Lola's granddaughter? \_\_\_\_\_

6. Write sentences with the names and people.

- 'Lilly is my daughter.' (Donald) *Donald is Lilly's father.*
- 'Lauren is my sister.' (Kevin) *Kevin is \_\_\_\_\_*
- 'Donald is my grandfather.' (Michael) \_\_\_\_\_
- 'George is my husband.' (Lilly) \_\_\_\_\_
- 'Rudy is my mother.' (Peter) \_\_\_\_\_

### Focus on language

4. Look at the Williams family tree and choose the correct name.
- Tell students to look at the family tree and the sentences 1-5. Check that they remember that *granddaughter* means 'nieta' and see if they can tell you the word for 'nieto' (*grandson*). Do the first question as an example by asking them to find Lucy and then look at the three options (A Rudy, B Lilly, C Gloria). Ask *Who is Lucy's grandmother? (Rudy)*.
  - Students can work in pairs and do the rest of the exercise.
  - Check answers as a class. Ask students to say the letter and the complete sentence, for example, 1 A *Lucy's grandmother is Rudy*.
  - Draw students' attention to the *Useful language* box. The objective is to point out the difference between Spanish and English, and to the way we use the possessive 's in English. Give more examples with the whole class.

#### Answers

1 A 2 B 3 A 4 C 5 B

5. In your notebook, write sentences to answer the questions.
- Explain the activity and go through the example with the class. Ask them to repeat the sentence after you.
  - Students work individually and write the sentences in their notebook. They can then compare their sentences with two other students.
  - Check answers as a class. Drill the complete sentences to check students are pronouncing the possessive 's correctly.

#### Answers

- a. George and Lilly are Michael's parents.
  - b. Michael is Joe's nephew.
  - c. Lilly is Steve's sister.
  - d. Donald and Rudy are Sarah's grandparents.
  - e. Lucy is Lola's granddaughter.
6. Write sentences with the names and people.
- Students read the instructions. Explain that they must start each new sentence with the name of the person in brackets.
  - Students can work individually or with another student.
  - Check answers as a class. Once again, drill the complete sentences to check students are pronouncing the possessive 's correctly.

#### Extra activity

If you think your students need more practice using possessive 's, organise them in pairs to do this extra activity. Student A should give a clue from the family tree and Student B has to guess the person. For example,

A: *She is Joe's mother.*

B: *Lola.*

B: *They are Lilly's brothers.*

A: *Peter and Steve.*

Demonstrate this activity with one student. Ask another pair of students to demonstrate another example. Do not let this activity go on too long.

#### Answers

- a. Donald is Lilly's father.
- b. Kevin is Lauren's brother.
- c. Michael is Donald's grandson.
- d. Lilly is George's wife.
- e. Peter is Rudy's son.



### Read

7. Read about Sandy's family and complete her family tree in your notebook.

Hi, I'm Sandy and this is my family tree. My parents are Nancy and José. They are good parents. I'm an only child, but I have two twin cousins. Carlos is very clever and Cesar is funny. They are my Aunt Patricia's sons. She is very nice. Uncle James is their father. My mum's brother is Tom and he is single. He's my favourite uncle. He's great. Doris and William are married. They are my father's parents. Martha and Juan are my mother's parents. They are divorced. My grandmothers are both lovely and kind. My grandfathers are amazing!!

### Glossary

*twin* = gemelo/a  
*single* = soltero/a  
*married* = casado/a  
*divorced* = divorciado/a

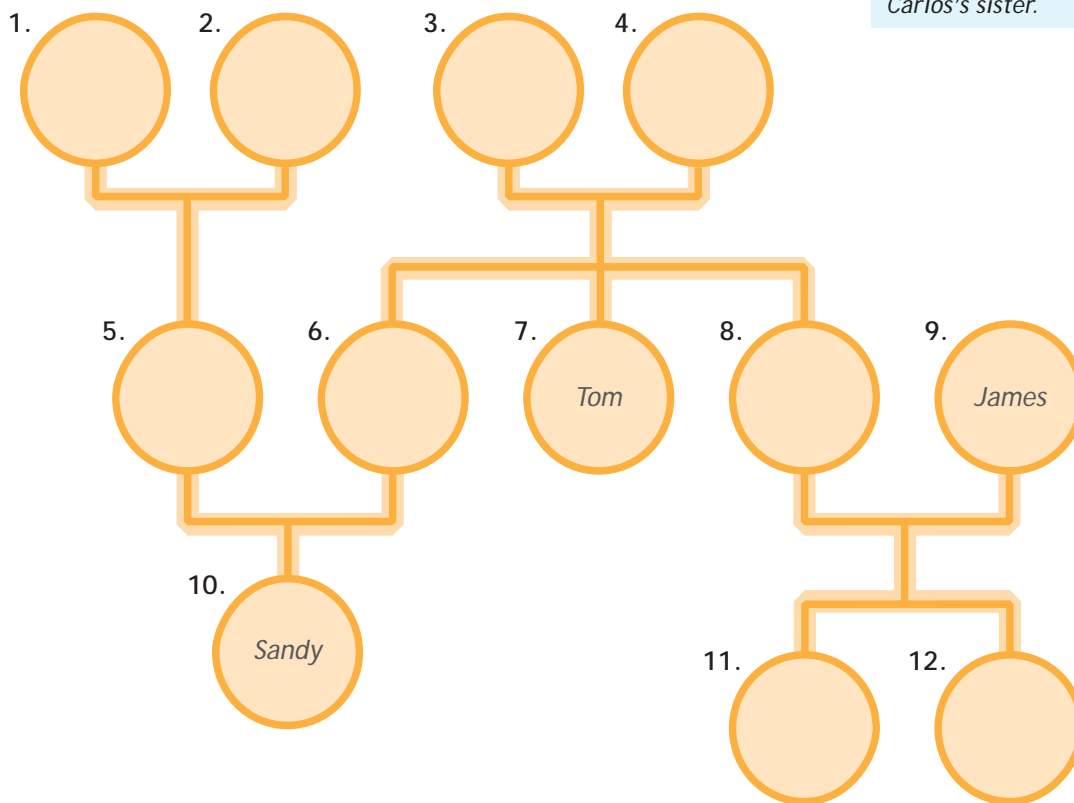


### 8. Say it!

Listen and repeat.

When we add 's' to singular words that end in 's', we add an extra syllable at the end of the word.

*Carlos's sister.*



9. Listen and repeat these sentences.

- Richard's brother is Ken.
- My father's family is big.
- Jenny is Carlos's sister.
- The children's aunts are in the park.
- Chris's niece is my daughter.

**Read**

7. Read about Sandy's family and complete her family tree in your notebook.

- Explain the activity. Draw students' attention to the glossary and get them to repeat the words after you. Tell them not to worry about other words they do not know in the text as they will look at these later in the lesson.
- Ask students to find Sandy in the family tree (10). Read the first two sentences aloud to the class and ask the class to say which numbers are Nancy and José in the family tree. They should say 5 and 6, but point out that they will not know whether 5 is Nancy or José until they read more of the text.
- Organise the class into pairs or groups of three. Give them enough time to complete the family tree. Check answers as a class by drawing the family tree on the board. Go through numbers 1-12 in order.

**Extra activity**

Ask the class some questions about the people in Sandy's family using *Who*. For example: *Who is Doris?* (different answers are possible - She's *William's wife* or *She's Sandy's grandmother*, etc). Students continue the activity working in pairs.

**Answers**

- |            |             |
|------------|-------------|
| 1. Doris   | 7. Tom      |
| 2. William | 8. Patricia |
| 3. Martha  | 9. James    |
| 4. Juan    | 10. Sandy   |
| 5. Jose    | 11. Carlos  |
| 6. Nancy   | 12. Cesar   |

8. Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 25 for students to repeat *Carlos's sister*. If students are finding the pronunciation difficult, write another example on the board, for example *James's wife*.

9. Listen and repeat these sentences.

- Tell students to read the sentences before you play the audio. Play audio Track 26 and pause after each one for students to repeat. Check they have understood the meaning of the sentences by asking them to translate them into Spanish.
- Students can work in pairs and repeat the sentences to each other.

### Focus on vocabulary

10. Find the words in the text in exercise 7. Then choose the correct option.

kind good funny great lovely nice amazing clever

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 1. A. She is a nice person.         | B. She is a person nice.         |
| 2. A. My uncle is funny.            | B. He's an uncle funny.          |
| 3. A. They are grandparents lovely. | B. They are lovely grandparents. |
| 4. A. He's a amazing man.           | B. He's an amazing man.          |
| 5. A. My cousin is great.           | B. Is great my cousin.           |

### Speak

11. Interview a friend. Complete the questionnaire in your notebook.

What is / are...

- your parents' names? \_\_\_\_\_
- your mother's father's name? \_\_\_\_\_
- your mother's mother's name? \_\_\_\_\_
- your father's father's name? \_\_\_\_\_
- your father's mother's name? \_\_\_\_\_
- your father's brothers' and sisters' names? \_\_\_\_\_
- your mother's brothers' and sisters' names? \_\_\_\_\_
- your brothers' names? \_\_\_\_\_
- your sisters' names? \_\_\_\_\_
- your cousins' names? \_\_\_\_\_

### Write

12. Draw a family tree in your notebook. Then write a paragraph about your family. Use the text in exercise 7 as a model and some of the words in exercise 10.



**Focus on vocabulary**

10. Find the words in the text in exercise 7. Then choose the correct option.
- Tell students or elicit that the words in the box are adjectives and they describe people and things. Write the words on the board and ask students to repeat each one after you. Ask them to translate each one into Spanish.
  - Students find the adjectives in the text in exercise 7. Ask questions with *Who*, for example *Who is kind? (Sandy's grandmothers)*.
  - Explain that in 1-5 one option is correct and one is incorrect. Ask students to work in pairs and choose the correct options.
  - Check answers as a class. If you notice they had any difficulties you could give some extra explanations, but try not to go into too much detail.

**Answers**

1 A 2 A 3 B 4 B 5 A

**Speak**

11. Interview a friend. Complete the questionnaire in your notebook.
- Explain the activity and ask students some of the questions in the questionnaire.
  - Organise the class in pairs and give them enough time to ask each other all the questions. They need to write the answers in their notebooks.
  - Get feedback by asking different students around the class to talk about their partners.

**Write**

12. Draw a family tree in your notebook. Then write a paragraph about your family. Use the text in exercise 7 as a model and some of the words in exercise 10.
- This exercise is for students to practise the language of the lesson. Explain the activity and ask them to draw their family trees in their notebooks. Before they write their paragraphs, organise students into pairs and ask them to tell each other about the people in their family trees.
  - Next, students write a paragraph about their family in their notebooks. Monitor and give any help as necessary. After they finish, ask them to share their paragraphs in groups and then ask some volunteers to read their paragraphs to the class.

## Focus on vocabulary

Get Ready!

1. Match the jobs to the pictures.



air steward / stewardess  
 chef  
 doctor  
 fire fighter  
 judge  
 teacher  
 police officer  
 waiter / waitress

## Listen



2. Listen and complete the form in your notebook.

## Green Day School

## Registration Form

First Name \_\_\_\_\_

Surname \_\_\_\_\_

Age \_\_\_\_\_

Place of Birth \_\_\_\_\_

Nationality \_\_\_\_\_

Mother's name \_\_\_\_\_

Age \_\_\_\_\_

Occupation \_\_\_\_\_

Father's name \_\_\_\_\_

Age \_\_\_\_\_

Occupation \_\_\_\_\_

Home telephone number \_\_\_\_\_

Mobile telephone number \_\_\_\_\_

3. Match the questions and answers. Look at exercise 2 to help you.

- |                                     |                     |
|-------------------------------------|---------------------|
| a. Is Kiara a student?              | 1. Yes, he is.      |
| b. Are Pablo and Elena her parents? | 2. Yes, they are.   |
| c. Is Pablo 25 years old?           | 3. Yes, she is.     |
| d. Is Elena a chef?                 | 4. No, she isn't.   |
| e. Is Pablo a teacher?              | 5. No, they aren't. |
| f. Are they Chilean?                | 6. No, he isn't.    |

4. Ask and answer the questions in exercise 3 with a partner.

## LESSON OVERVIEW

In this lesson, students learn how to give more information about people. They learn words for different kinds of jobs, and how to ask and answer *yes/no* questions using the correct intonation. By the end of the lesson, they will be more confident talking and writing about people.

### Focus on vocabulary

#### Get Ready!

- Match the jobs to the pictures.
  - Before students do the activity, check that they understand that *job* means 'trabajo'. Find out if they already know some names of jobs in English.
  - Explain the activity. Ask students to look at the nine pictures and to repeat the words in the box after you.
  - Do the first one as an example. Ask them to look at picture 1 and to find the job in the box (*chef*).
  - Tell students to work in pairs and complete the activity.
  - Check answers as a class.

#### Answers

- |                   |            |
|-------------------|------------|
| 1. chef           | 6. doctor  |
| 2. fire fighter   | 7. waiter  |
| 3. air stewardess | 8. judge   |
| 4. police officer | 9. teacher |
| 5. waitress       |            |

#### Listen

- Listen and complete the form in your notebook.
  - Tell students to copy the registration form in their notebooks and explain any words in the form that they do not understand, such as *registration*, *place of birth*, and *nationality*.
  - Explain in L1 that they will hear a conversation between a language school secretary and a girl who would like to register in a course.

- Play audio Track 27 twice all the way through without stopping and give students time to complete the form. Ask if they managed to complete all the information and if they would like to hear it again. Play the audio again as necessary.
- Let them check their answers with a partner and listen one last time before checking answers as a class.

#### Answers

First Name: Kiara  
Surname: Gómez  
Age: 15  
Place of Birth: Spain  
Nationality: Spanish  
Mother's name: Elena  
Age: 42  
Occupation: waitress  
Father's name: Pablo  
Age: 45  
Occupation: teacher  
Home telephone number: 4552189  
Mobile telephone number: 3447120075

#### Audio script

27

A: Green Day School. Good morning, may I help you?  
B: Yes, please. My name is Kiara Gómez and I want to register for the English course.  
A: Yes, of course. Can I take some personal details, please?  
B: Yes, that's fine.  
A: So, your first name is Kiara, is that Q-U-I-A-R-A?  
B: No, it is K-I-A-R-A.  
A: And what's your surname?  
B: It's Gómez.  
A: Is that G-O-M-E-Z?  
B: Yes, that's correct.  
A: Kiara, how old are you?  
B: I'm 15.  
A: Are you Colombian?  
B: No, I'm not. I'm from Spain.  
A: OK. Please tell me about your parents.  
B: My mother's name is Elena, she's 42 years old and she works in a restaurant.  
A: Is she a chef?  
B: No, she isn't. She's a waitress.  
A: OK. What about your father?  
B: My father's name is Pablo. He's 45 years old and he works in a school.

A: Is he a teacher?  
B: Yes. He's a Maths teacher.  
A: Can you give me your home and mobile phone numbers, please?  
B: Yes, my home phone number is 4552189. And my mobile is 3447120075.  
A: Could you repeat that, please?  
A: Yes, of course. My home phone number is 4552189. And my mobile is 3447120075.  
B: Thank you, Kiara. We'll contact you soon.  
A: Thank you, bye.

- Match the questions and answers. Look at exercise 2 to help you.

- Ask students to look at the questions and answers and tell you what they notice about the answers (*they are all yes/no*). Organise them into pairs to do the matching task.
- Check answers as a class.

#### Answers

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

- Ask and answer the questions in exercise 3 with a partner.
  - Ask students to practise the questions and answers in pairs.

#### Extra activity

Tell students to close their books. Ask them the questions from exercise 3 (in a different order) and see if they can remember the short answers. In the same pairs, ask them to write two more questions and short answers about the information in the form. For example, *Are they Spanish?* (*Yes, they are.*) *Is their surname González?* (*No, it isn't*). Students then work with a new partner and ask their questions.

**Read**

5. Read the text and complete the chart in your notebook.

Dear Sandra,

This is a photo of my 7<sup>th</sup> birthday, now I'm 15. I am with my brother, Fer. He is now 17 years old and is a student in my school. He is in class 11C. My aunt Mary is my favourite aunt. She is 30 years old and isn't married. She is at the hospital all the time because she's a nurse. Our grandfather is in the picture too. His name is Alberto. He's not from Colombia. He's from Chile and is an engineer. He's not with our grandmother in the photo because he's on holiday in Colombia and she's in her country. My mother's name is Claudia and she's Chilean too. She's 33 years old. She's a doctor in an important hospital. My father's name is Javier. He is 34 years old and isn't from Chile, he's Colombian. He's a manager at a hotel.

Send me pictures of your family.

With love,  
Kate

**Glossary**

*engineer* = ingeniero/a  
*manager* = gerente  
*nurse* = enfermero/a



	Name	Age	Job	Nationality
Mother				
Father				
Brother				
Aunt				
Grandfather				
Grandmother				

6. Read the text again. Are the sentences true (T) or false (F)?

- a. Fer is a student. \_\_\_\_\_
- b. Mary is married. \_\_\_\_\_
- c. Javier is Chilean. \_\_\_\_\_
- d. Claudia is a doctor. \_\_\_\_\_

**Reading Tip**

✓ Check the meaning of the words you do not know in a dictionary or ask your classmates or your teacher.

## Read

5. Read the text and complete the chart in your notebook.
- Ask students to look at the picture and describe what is happening.
  - Go through the glossary with the class and make sure they can say *engineer*, *manager* and *nurse* correctly.
  - Tell them to read the text silently once. Refer them to the Reading Tip at the bottom of the page and then ask them to check the words they do not know.
  - Students copy and complete the chart in their notebooks as far as they can (some information is missing from the text) before comparing with another student.
  - Check the completed chart with the class. Ask some students to tell the class about the different people in the chart.

## Extra activity

Ask students to write three more true/false sentences about the text in their notebook. They can ask and answer their questions in small groups of three or four.

## Answers

- a. T
- b. F (She isn't married.)
- c. F (He's Colombian.)
- d. T

## Answers

	Name	Age	Job	Nationality
Mother	Claudia	33	doctor	Chilean
Father	Javier	34	manager	Colombian
Brother	Fer	17	student	Colombian
Aunt	Mary	30	nurse	-
Grandfather	Alberto	-	engineer	Chilean
Grandmother	-	-	-	Chilean

6. Read the text again. Are the sentences true (T) or false (F)?
- Ask students to read and decide if the sentences are true or false.
  - Students work in pairs to check their answers and to correct the false information.
  - Check answers with the whole class.

## Focus on language

7. In your notebook, write the words in the correct order. Then choose the answer A or B.

- |  |                   |                     |
|--|-------------------|---------------------|
| 1. mother / a / Is / teacher / your ?      | A. Yes, she is.   | B. No, she isn't.   |
| 2. you / student / Are / a ?               | A. Yes, I am.     | B. No, I'm not.     |
| 3. old / 40 / your / years / Is / father ? | A. Yes, he is.    | B. No, he isn't.    |
| 4. a / pet / cat / your / Is ?             | A. Yes, it is.    | B. No, it isn't.    |
| 5. happy / your / friends / Are ?          | A. Yes, they are. | B. No, they aren't. |

8. Look at Tina's profile and complete the questions and answers in your notebook.

www.tinasblog.com

## TINA'S BLOG!

Name: Tina  
Class: 8B  
Teacher: Jimena  
My favourite sport: basketball  
My favourite colour: red

- Is \_\_\_\_\_ a teacher?  
No, she's not. She is a student.
- \_\_\_\_\_ in class 8B?  
Yes, she is.
- Is her teacher \_\_\_\_\_ ?  
Yes, she is.
- Is her favourite sport basketball?  
\_\_\_\_\_
- Is her favourite colour blue?  
\_\_\_\_\_
- Are you in Tina's class?  
\_\_\_\_\_

## Listen



29 10. Listen and repeat the questions.

- Is your mother a teacher?
- Are you a student?
- Is your father 40 years old?
- Is your pet a cat?
- Are your friends happy?



30 11. Listen and tick (✓) if you hear a question.

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ |          |



28 9. Say it!

Listen and repeat.

When you ask a question beginning with *Is / Are* the intonation goes up at the end of the question.

Are you Colombian?

### Focus on language

7. In your notebook, write the words in the correct order. Then choose the answer A or B.
- Before students do the activity, write a jumbled question on the board, for example: *your / is / student / sister / a ?* and elicit the question (*Is your sister a student?*).
  - Students work in pairs and write the questions in their notebook. Pre-teach or elicit *pet* and *cat* in question 4. Ask them to answer the questions.
  - Put students into pairs so that they can interview each other.

#### Answers

- Is your mother a teacher?
- Are you a student?
- Is your father 40 years old?
- Is your pet a cat?
- Are your friends happy?

8. Look at Tina's profile and complete the questions and answers in your notebook.

- Tell students to do this activity in pairs.
- When they have finished, check and then drill the questions and answers.

#### Extra activity

Ask students to change the questions for b-e so that the answers are negative. For example: *Is she in class 8A?* (No, she isn't.) *Is her teacher Anna?* (No, she isn't.) *Is her favourite sport football?* (No, it isn't.) *Is her favourite colour orange?* (No, it isn't.)

#### Answers

- Is she a teacher?
- Is she in class 8B?
- Is her teacher Jimena?
- Yes, it is.
- No it isn't. It's red.
- No, I'm not.

### Listen

9. Listen and repeat.
- Go through the Say it! box and play audio Track 28 for students to listen to and repeat.
10. Listen and repeat the questions.
- Play audio Track 29 twice for students to repeat the questions. Make sure their intonation is going up at the end of each question.
11. Listen and tick (✓) if you hear a question.
- Explain the listening task. Play audio Track 30 twice for students to decide whether they hear questions or sentences. They should write their answers in their notebooks.

#### Extra activity

- Tell students that you are going to play the audio again, and that this time they must write the questions and sentences in their notebooks. Play audio Track 30. Students can work with a partner and practise saying the questions and sentences with the correct intonation.

#### Answers

Questions: a, d, e

#### Audio script

- Is your father from Colombia?
- Your father is Colombian.
- It is not a dog.
- Is it your pet?
- Is he married?

30



**Speak**

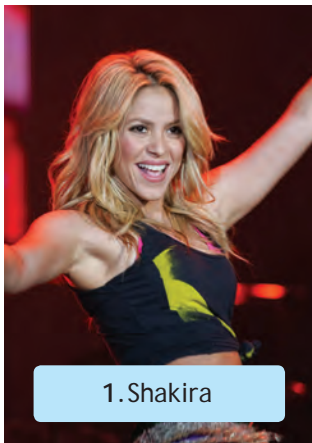
12. Ask your teacher three questions and guess the famous Colombians. For each one, write who you think it is in your notebook.

*Is he / she married / single?*

*Is he / she from Bogotá / Medellín?*

*Is he / she about 20 or 30 / 40?*

*Is he / she a footballer / a singer / a formula 1 driver / a writer / an actor?*



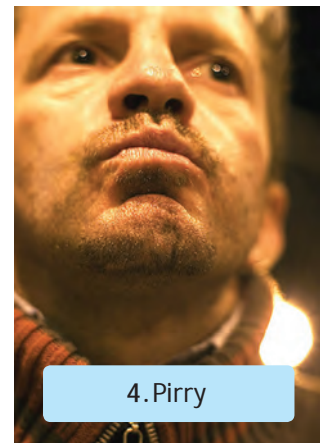
1. Shakira



2. Radamel Falcao



3. Mariana Pajón



4. Pirry

**Write**

13. Read about Joshua and complete the text with words from the box.

from name parents email manager

Hello, my (1)\_\_\_\_\_ is joshua adejokun. I'm 24 years old and I'm (2)\_\_\_\_\_ paris, france. I'm the (3)\_\_\_\_\_ of a little bookshop. I'm not married. My home is with my (4)\_\_\_\_\_ in london. My (5)\_\_\_\_\_ address is joshua17@hotmail.com. My mobile phone number is 3175642109.

**Writing Tip**

- ✓ Use correct punctuation when writing in English.
- ✓ Learn which words need a capital letter in English.

14. In English, capital letters are at the beginning of names of people and places. Find five mistakes with capital letters in the text and correct them in your notebook.

15. Now write a short text about someone you know or a famous person. Use the text in exercise 13 as a model. Remember to use capital letters. Write about:

name  
age

place of birth  
occupation

marital status  
home

email  
phone



**Speak**

12. Ask your teacher three questions and guess the famous Colombians. For each one, write who you think it is in your notebook.

- Students look at the pictures. Explain that you are going to think of each of the four people in the pictures but in a different order. You are not going to say who it is. Students have to ask you three questions for each person and you can only answer *Yes, he is / Yes, she is* or *No, he isn't / No, she isn't*.
- Before they start, ask students to repeat the example questions after you to check their pronunciation and intonation. Ask them to try and guess the meaning of any words that they do not know.
- Start the activity. When students have asked three questions and you have answered them, tell them to write the names in their notebooks. Tell them not to say the name out loud. They can compare with other students at the end of the activity.

1. Shakira (born 1977) is a singer. She is from Barranquilla and she is married.
2. Radamel Falcao (born 1986) is a footballer. He is from Santa Marta and he is married.
3. Mariana Pajón (born 1991) is a cyclist. She is from Medellín and she is single.
4. Pirry, full name Guillermo Arturo Prieto La Rotta, (born 1970) is a journalist. He is from Tunja and he is single.

**Extra activity**

Students each think of another famous person. Organise them into groups of three so they can practise asking and answering questions.

**Write**

13. Read about Joshua and complete the text with words from the box.

- Before they complete the text, ask students general questions. For example, *How old is he? (24) Is he married? (No, he isn't)*. Tell them to read the text quickly and find the answers.
- Explain the activity and give students enough time to complete the text with the words in the box. Tell them to ignore any mistakes they find in the email for the moment.
- Check answers as a class.

**Answers**

1. name 2. from 3. manager
4. parents 5. email

14. In English, capital letters are at the beginning of names of people and places. Find five mistakes with capital letters in the text and correct them in your notebook.

- Ask students to read the Writing Tip. Check they understand the meaning of 'capital letters'. Then look at the question and ask students if it is the same in Spanish.
- Students work individually first of all and correct the mistakes in their notebooks. Ask them to compare answers with a partner. Check answers as a class.

**Answers**

- |          |        |
|----------|--------|
| Joshua   | France |
| Adejokun | London |
| Paris    |        |

15. Now write a short text about someone you know or a famous person. Use the text in exercise 13 as a model. Remember to use capital letters.

- Explain that students are going to write a similar text to the one about Joshua in exercise 13. They can choose someone they know or a famous person. They need to write about as many of the eight details in the instructions as possible, but of course they will not be able to write a famous person's real email or phone number - they could always invent these.
- Set this activity for homework if students need more time to find the information. They can read their texts to each other in their next English lesson. Remind them to check their work for any mistakes, including capital letters.

### Focus on vocabulary

Get Ready!

1. Do the survey. Write your answers in your notebook.

31 2. Say it!

Listen and repeat.  
 Monday Tuesday  
 Wednesday  
 Thursday Friday  
 Saturday Sunday  
 Practise saying the days of the week.

### What's your favourite:

#### sport?



American football



basketball



cycling



swimming

#### kind of music?



#### subject?



Dance



English



PE (Physical Education)



Art

3. Complete your school timetable in your notebook. Use the words in the box.

Art break English Maths Music PE Social Studies Science Spanish

	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

4. Look at your timetable and answer the questions.

- a. When is your Maths lesson? *It's on Monday.*
- b. When is your Science lesson? \_\_\_\_\_
- c. When is your English lesson? \_\_\_\_\_
- d. When is your Music lesson? \_\_\_\_\_

### Speak

5. Now ask your partner questions about their timetable.

## MODULE 1 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Favourite music / sport / school subjects Classroom objects	<i>a / an</i> <i>this / that / these / those</i>	Writing: a letter about your interests at school and at home Speaking: asking and answering questions
Lesson 8	Personal descriptions	<i>Wh-</i> question words	Writing: a text describing people Speaking: answering interview questions
Let's work together: A family collage - you and your family's favourite things			
Self-assessment			

## UNIT THEME

In Unit 3, there are two lessons on the theme 'School life and people'. Students will learn how to talk about their favourite things at home and at school, and to describe other people. There is also a Let's work together section where students work on a project: a family collage.

## LESSON OVERVIEW

In this lesson, students focus on school subjects and different interests. They also learn the names for typical classroom objects. They have opportunities throughout the lesson to talk and write about the new vocabulary as well as reuse vocabulary from earlier lessons.

## Focus on vocabulary

## Get Ready!

- Do the survey. Write your answers in your notebook.
  - Before students do the activity, and with their books closed, write the words *Sports*, *Music* and *School subjects* on the board. Ask them to tell you any words they already know for the different categories.
  - Tell students to open their books and to look at the survey. Explain the activity. Ask students to tell you the complete questions (*What's your favourite sport? What's your favourite kind of music? What's your favourite subject?*).
  - Give them time to write the answers to the questions in their notebooks.

## Extra activity

Tell students to move about the class and ask five different students for the answers to the three questions. They can write the answers in their notebooks and then write complete sentences, for example, *Luisa's favourite subject is Art; Miguel's favourite sport is basketball*, etc.

## 2. Listen and repeat.

- Draw students' attention to the Say it! box. Ask them what they notice about the words for the days of the week (*they begin with capital letters*). This is important because in Spanish, capital letters are not used for the days of the week.
- Play audio Track 31 twice for students to listen and repeat. Ask them where the main stress is (*on the first syllable*). Point out that even though the words end with the letters 'ay', the sound they make is /eɪ/ (not /aɪ/).
- Students can practise saying the days until they feel confident with the pronunciation.

## 3. Complete your school timetable in your notebook. Use the words in the box.

- Focus students' attention on the words in the box. Check they understand the meaning of each word and see if they can pronounce each one correctly. They may find *break*, *Maths*, *Social Studies*, and *Science* a little more difficult to say.
- Tell students to work on their own and to complete the timetable in their notebook with the subjects in the box.

## 4. Look at your timetable and answer the questions.

- Go through the four questions with the class before they answer them in their notebook. Ask them what they notice about the example answer 'It's on Monday'. Elicit that we use *on* before the days of the week.
- Students answer the questions in their notebooks. Remind them to use full sentences in their answers.

## Speak

## 5. Now ask your partner questions about their timetable.

- Organise the class in pairs and ask students to practise asking and answering the questions.
- Ask some pairs to volunteer to ask and answer their questions in front of the class.

## Focus on vocabulary

6. Write the names of the classroom objects in your notebook.



## Focus on language

7. Complete the text using *a* or *an* before singular nouns or write *X* for plural nouns.

In my pencil case I have (1) \_\_\_\_\_ red pen and (2) \_\_\_\_\_ blue pen, (3) \_\_\_\_\_ colouring pencils, (4) \_\_\_\_\_ sharpener, (5) \_\_\_\_\_ eraser, (6) \_\_\_\_\_ scissors and (7) \_\_\_\_\_ compass. In my bag, I have (8) \_\_\_\_\_ notebooks, (9) \_\_\_\_\_ English book and (10) \_\_\_\_\_ folder.

## Useful language

We usually use the word *a* before a noun.  
We use the word *an* before a noun which begins with a vowel.  
We often use nothing before plural nouns.

8. Find the mistakes and write these sentences correctly in your notebook.

- In my bag I have a scissors, an pencil and a eraser.
- For my Maths lesson, I need an calculator, an pencil and an ruler.
- In PE, I use ball and an racket.
- I like a colouring pencils.
- I need new schoolbag.

9. Tell your partner what you have in your bag today.

### Focus on vocabulary

6. Write the names of the classroom objects in your notebook.
- Ask students to look at the pictures of the different classroom items. See how many words they already know.
  - Check answers by going through each item in order. Before you write the words on the board, ask students to repeat each one.

#### Answers

1. calculator
2. notebook
3. eraser
4. pen
5. (school)bag
6. pencil sharpener
7. desk

### Focus on language

7. Complete the text using *a* or *an* before singular nouns or write *X* for plural nouns.
- This exercise contains more classroom items. Ask students to read the text quickly and to find the new words. See if they can tell you what they mean and make sure they can say the words correctly. Point out the silent 'c' in *scissors*.
  - Draw their attention to the *Useful language* box. Go through it with them and if necessary write some example sentences on the board, for example, *I am a teacher, She is an air stewardess, They are doctors.*
  - Explain the activity. Students work in pairs and complete the text.
  - Check answers as a class. Students can read the complete text aloud in their pairs.

#### Answers

1. a 2. a 3. X 4. a 5. an 6. X
7. a 8. X 9. an 10. a

8. Find the mistakes and write these sentences correctly in your notebook.

- Students read the instructions. Check they understand the meaning of *ruler* in b.
- Do the first one as an example. The sentences contain new verbs but tell students just to focus on what comes before each noun.
- Ask students to work individually and write the correct sentences in their notebooks. They can then check their sentences with a partner.
- Check answers as a class. Make sure they say the complete corrected sentences.

#### Answers

1. In my bag, I have scissors, a pencil and an eraser.
2. For my Maths lesson, I need a calculator, a pencil and a ruler.
3. In PE, I use a ball and a racket.
4. I like colouring pencils.
5. I need a new schoolbag.

9. Tell your partner what you have in your bag today.

- Students tell each other about the items in their bag. Ask them to see how many are the same and how many are different.

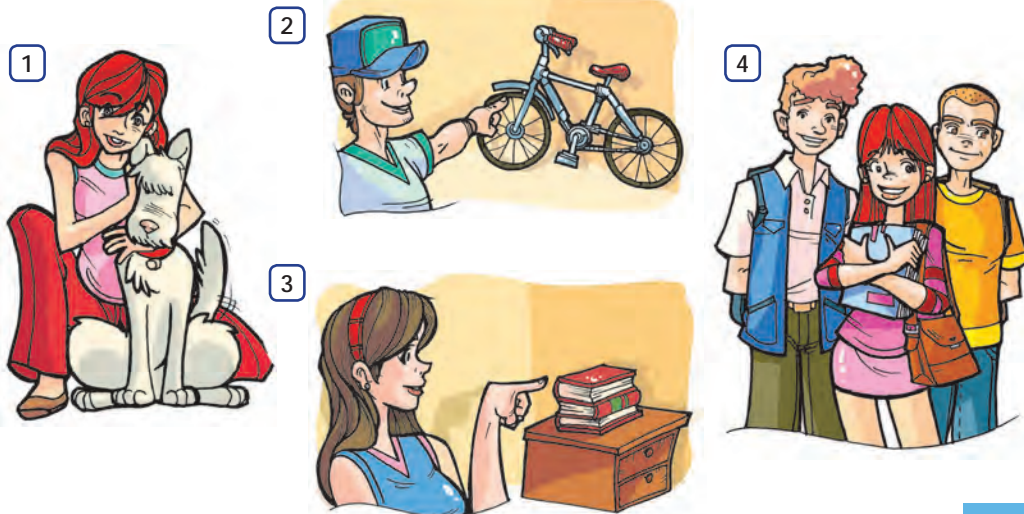
#### Extra activity

In pairs or groups, students have to say what they think the other students have in their bags. See how many can guess all the items correctly.

### Focus on language

10. Look at the *Useful language* box. Then match the sentences to the pictures.

- a. These are my school friends.
- b. Those books look old.
- c. This is my sister's dog.
- d. That is Michael's new bike.



### Useful language

For singular objects, use *this* for an object that you are close to and *that* for an object which is at a distance.

For plural objects, use *these* for objects that you are close to and *those* for objects which are at a distance.



12. Listen and repeat the sentences.

- a. This is a backpack.
- b. These are notebooks.
- c. That is a watch.
- d. Those are dictionaries.



11. Say it!

Listen and repeat.

*this*    *these*  
*that*    *those*

Practise saying these words.

13. Look around the classroom and say what you see.

*This is a pen. That is the blackboard.*

### Listen



14. Listen to the conversation and match the people to their favourite subjects. There are two extra subjects you don't need.

People	Subjects
Kevin    Lucía    Richard    Lorena    María	PE    Social Studies    Science    Computers Maths    English    Spanish



15. Listen again and answer the questions.

- a. When are Kevin's favourite lessons?
- b. Where's Richard at that moment?
- c. Who is Maria's teacher?

### Focus on language

10. Look at the *Useful language* box. Then match the sentences to the pictures.

- Go through the *Useful language* box with the class. Give them some example sentences if necessary.
- Ask students to read the instructions and do the activity with a partner.
- Check answers as a class.

#### Answers

1 c 2 d 3 b 4 a

11. Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 32 for students to repeat the words. Make sure they pronounce the vowel sounds in *this* /ɪ/ and *these* /i:/ correctly.

12. Listen and repeat the sentences.

- Play audio Track 33 for students to repeat the sentences.

13. Look around the classroom and say what you see.

- Explain the activity and ask students to give you some example sentences using *this*, *that*, *these* and *those* before working in pairs.
- Check answers by asking students to tell you some of their sentences.

### Extra activity

Students can play a true/false game in small groups using *this*, *that*, *these* and *those* and items in the classroom. Each student in turn points to something and makes a sentence, for example, *This is a desk*. If it is not correct, the others must correct the sentence. If the sentence is correct, the other students must repeat the sentence.

### Listen

14. Listen to the conversation and match the people to their favourite subjects. There are two extra subjects you don't need.

- Students read the instructions. Tell them you will play the audio twice and that they must listen and write their answers in their notebooks.
- Play audio Track 34 the first time but pause the audio after Kevin says, 'No way! I love Maths'. Ask students to tell you Kevin's favourite subject. Then play the rest of the recording for students to complete the activity.
- Tell them to compare their answers with a partner and then play the audio a second time to check their answers.
- Check answers as a class by asking students to say full sentences for each person, for example, *Kevin's favourite subject is Maths*. Ask them to tell you the two extra subjects (*Social Studies* and *English*).

#### Answers

Kevin - Maths  
Richard - PE  
María - Spanish  
Lucía - Computers  
Lorena - Science

### Audio script

34

- A: Hi, Kevin, what's Richard's favourite subject?  
B: Hi, Lorena. Richard's favourite subject is PE. Look, he's at the gym now.  
A: And what's your favourite subject?  
B: My favourite subject is Maths.  
A: I thought it was Social Studies.  
B: No way! I love Maths.  
A: When are your Maths lessons?  
B: On Tuesdays and Thursdays.  
A: Oh really? What about María and Lucía? What are their favourite subjects?  
B: María is very good at Spanish and Lucía's favourite subject is Computers.  
A: Who's María's teacher?  
B: Mrs Díaz is her Spanish teacher. And you, Lorena? What's your favourite subject?  
A: My favourite subject is Science.

15. Listen again and answer the questions.

- First, ask students to see if they can answer the questions from memory. Tell them to write their answers in their notebooks.
- Play audio Track 34 again for the students to check their answers. Then, check answers as a class.
- Write sentence a. on the board and ask students to tell you what they notice. They should point out that s has been added to the days. Elicit in L1 that this means *every* Tuesday and Thursday.

#### Answers

- a. Kevin's Maths lessons are on Tuesdays and Thursdays.  
b. Richard's at the gym.  
c. María's teacher is Mrs Díaz.

 **Speak**

16. Put the words in order to make questions. Then match them to answers 1-4.

- |  |  |
|--|--|
| a. your / friend's / What / name / is / best ? | 1. She's my classmate.                   |
| b. Maths / lessons / are / When / your ?       | 2. On Mondays and Wednesdays at 9:00 AM. |
| c. books / your / are / Where ?                | 3. They are in my bag.                   |
| d. Sally / is / Who ?                          | 4. His name is Timmy.                    |

17. Write four questions to ask your classmates using these question words.

- What
- When
- Where
- Who

18. Ask and answer your questions from exercise 17.

 **Read / Write**

19. Put the sentences in the correct order. Then write the letter in your notebook.

- a. Jason and I are in class 10B at school. Our favourite lesson is Science, but our favourite teacher is Brenda, our English teacher.
- b. My favourite kind of music is pop. I love Shakira and I dance a lot. At school, I play my favourite sport, basketball, with my friends.
- c. Best wishes,
- d. This is a picture of me and my best friend, Jason. He's American. He's now in Colombia with his family. His father is a lawyer for a multinational company. His mother is an engineer in the same company. He's an only child.
- e. My name is Gloria. I'm 16 years old and I'm from Popayán. It's a city in the south of Colombia. Like many Colombians, I love music!
- f. What about you? Please write back soon.
- g. Dear John,
- h. Gloria

20. Write a similar letter about you and a friend.



**Speak**

16. Put the words in order to make questions. Then match them to answers 1-4.

- Explain the activity. As an example, write these words on the board and ask students to tell you the first, second, third word, etc: *is / name / What / your ? (What is your name?)*.
- Tell students to write the correct questions in their notebooks and then to match them with the answers.

**Answers**

- a. 4 What is your best friend's name?
- b. 2 When are your Maths lessons?
- c. 3 Where are your books?
- d. 1 Who is Sally?

17. Write four questions to ask your classmates using these question words.

- Students can write questions about any of the topics in Module 1 so far, such as school subjects, jobs, teachers' names, friends, classroom items, family members, etc.
- Monitor while they are writing their questions in their notebooks.

18. Ask and answer your questions from exercise 17.

- Students can work in pairs or small groups. Give them time to ask all their questions.
- Ask volunteers to read out their questions. Other students around the class can answer.

**Read / Write**

19. Put the sentences in the correct order. Then write the letter in your notebook.

- Explain the activity. First, ask different students around the class to read parts a-h aloud. As an example, ask the class to tell you which goes first (*g. Dear John.*).

- Organise the students in small groups to decide on the correct order for the rest of the letter. Give them enough time to write the complete letter in their notebooks.
- Check answers as a class. Point out or elicit the typical features of a letter, such as the greeting (*Dear John*) and the closing (*Best wishes*) and the writer's name at the end.

**Extra activity**

Ask students to write *Wh-* questions about the letter, such as *Where is Gloria from? (Popayán) What's Gloria's best friend's name? (Jason)* etc.

**Answers**

- g. Dear John,
- e. My name is Gloria. I'm 16 years old and I'm from Popayán. It's a city in the south of Colombia. Like many Colombians, I love music!
- b. My favourite kind of music is pop. I love Shakira and I dance a lot. At school, I play my favourite sport, basketball, with my friends.
- d. This is a picture of me and my best friend, Jason. He's American. He's now in Colombia with his family. His father is a lawyer for a multinational company. His mother is an engineer in the same company. He's an only child.
- a. Jason and I are in class 10B at school. Our favourite lesson is Science, but our favourite teacher is Brenda, our English teacher.
- f. What about you? Please write back soon.
- c. Best wishes,
- h. Gloria

20. Write a similar letter about you and a friend.

- Students can use the complete letter in exercise 19 as a model.

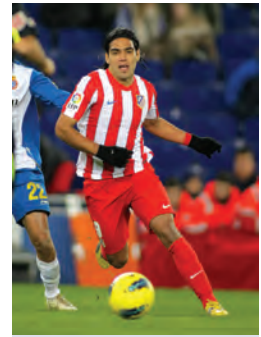
- Remind them to make some notes as well before they start writing their letters. Doing that will help them to organise their ideas.
- Monitor while students are writing their notes and their letters.

 **Read**
 **Get Ready!**

1. What do you know about the people in the pictures? Read the texts a-d and match them to the pictures 1-4.
- He's tall. His hair is shoulder-length and black. His eyes are small and black. He isn't old.
  - She's short and slim. Her hair is long and black. Her eyes are big and black too. She's young.
  - He's short and well-built. His hair is short and black. His eyes are big and black. He's middle-aged.
  - She is short. Her hair is long and blonde. Her eyes are brown.



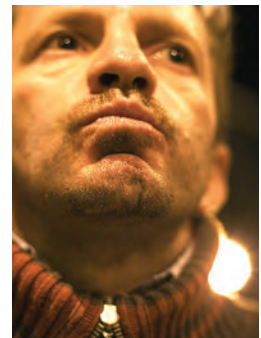
1. Shakira



2. Radamel Falcao



3. Mariana Pajon



4. Pirry

**Focus on vocabulary**

2. Find words in the texts in exercise 1 to complete the chart in your notebook.

Age	Height	Build	Hair	Eyes
<i>young</i>				

3. Correct these sentences in your notebook.

- Shakira's eyes are green.
- Mariana is old.
- Falcao is short.
- Pirry is young.

**Glossary**

*height* = altura  
*build* = constitución  
*hair* = cabello  
*eyes* = ojos

 **Speak**

4. Choose the correct option to describe your best friend.

- My best friend is      A. a boy      B. a girl
- He/She is              A. tall        B. short
- He/She is              A. slim       B. well-built
- His/Her hair is        A. long       B. short
- His/Her hair is        A. blonde    B. brown      C. black       D. red
- His/Her eyes are      A. big        B. small
- His/Her eyes are      A. brown     B. black       C. green       D. blue

5. Use the options in exercise 4 to describe a famous person. Can your partner guess who it is?

*This person is a boy / girl / man / woman ...*

## LESSON OVERVIEW

In this lesson, students are provided with vocabulary to describe people physically. They read and listen to longer descriptions of people, and by the end of the lesson they will be able to produce questions and answers which are typically asked in interviews.

### Read

#### Get Ready!

1. What do you know about the people in the pictures? Read the texts a-d and match them to the pictures 1-4.
  - Tell students to look at the four pictures. Find out how much students remember about the four people from the earlier lesson. Encourage them to tell the class any other information they know.
  - Ask them in L1 if they know words to describe the people.
  - Organise the class into pairs and ask them to read the texts and do the matching task. Do not explain any unknown words to them at this stage. See if they can guess what they mean.
  - Check answers as a class.

#### Answers

1 d 2 a 3 b 4 c

### Focus on vocabulary

2. Find words in the texts in exercise 1 to complete the chart in your notebook.
  - Ask students to look at the chart. Draw their attention to the glossary for the meanings of the headings. Tell students to repeat the headings after you in case they find the pronunciation difficult.

- Students can work in pairs or small groups to complete the chart in their notebooks. Give them enough time to find all the words. Students can check the meanings of the words in a dictionary.
- Check answers as a class. Drill the pronunciation of the words.

#### Extra activity

Ask students to use the vocabulary from the chart to write some sentences about themselves and their family in their notebooks.

#### Answers

Age	young old middle-aged
Height	tall short
Build	slim well-built
Hair	shoulder-length long black short blonde
Eyes	small black big brown

3. Correct these sentences in your notebook.
  - Students write the correct sentences in their notebook. Do the first one as an example (*Shakira's eyes aren't green. Her eyes are brown*).
  - Check answers as a class.

#### Extra activity

Ask students to write four more false sentences about the people in the pictures in exercise 1. Put them into groups of three, and tell them to read out their sentences to the group. They have to try and correct each other's sentences.

#### Answers

- a. Shakira's eyes aren't green. Her eyes are brown.
- b. Mariana isn't old. She's young.
- c. Falcao isn't short. He's tall.
- d. Pirry isn't young. He's middle-aged.

### Speak

4. Choose the correct option to describe your best friend.
  - Students work in pairs and talk about their best friends using the options in 1-7.
  - Ask some volunteers to describe their best friends to the class.
5. Use the options in exercise 4 to describe a famous person. Can your partner guess who it is?
  - Students can stay in the same pairs or work in small groups.
  - Tell them to see how many questions they have to ask before they can guess who it is.

 Listen

35 

6. Maria is talking to her mother about her music group. Listen and match the people to their characteristics.

- | People          | Characteristics |
|-----------------|-----------------|
| a. Danny _____  | 1. tall         |
| b. Ruth _____   | 2. short        |
| c. Tom _____    | 3. green eyes   |
| d. Sandra _____ | 4. blonde hair  |
| e. Linda _____  | 5. red hair     |

**Listening Tip**

- ✓ Read the instructions and options before you start listening.
- ✓ When you hear the answer write it down.



35 

7. Listen again and, in your notebook, complete the questions Maria's mum asks.

- |                     |   |
|---------------------|---|
| a. How _____ _____? | d. How many people _____ _____ your band? |
| b. Who _____ _____? | e. When _____ _____ Music lessons?        |
| c. Is _____ _____?  | f. Where _____ _____ practice room?       |

36 

8. Listen and repeat the questions in exercise 7.

38 

10. Listen and tick (✓) the correct option: yes/no question or *wh*-question.

	yes / no question	wh-question
1		
2		
3		
4		
5		
6		

37 

9. Say it!

Listen and repeat the questions with the correct intonation.

When you ask a question beginning with *Is / Are*, the intonation goes up at the end of the question.

*Are you Colombian?*

When you ask a question beginning with a question word (*What, Where, When, etc.*), the intonation goes down at the end of the question.

*Where are you from?*

**Listen**

6. Maria is talking to her mother about her music group. Listen and match the people to their characteristics.
- Ask students to describe the people in the picture then go through the Listening Tip with the class.
  - Tell students to look at the people's names and characteristics before they listen to the audio. Say that they will hear the conversation twice. Play audio Track 35.
  - Ask students to compare their answers in pairs. Then play audio Track 35 again to check their answers.
  - Check answers as a class.

**Extra activity**

Ask some follow-up questions about the people in Maria's group. For example, *Is Ruth short? (No, she isn't. She's tall.) Are Sandra's eyes green? (Yes, they are.)* etc.

**Answers**

a 5 b 1 c 2 d 3 e 4

**Audio script**

35

Mum: Hi, Maria. How are you?  
 Maria: Hi, Mum. I'm fine, thanks. Here's a photo of my band. Look!  
 Mum: Who is this?  
 Maria: That's Danny. He plays the drums. His hair is red. Ruth is the tall girl and Tom is the short boy.  
 Mum: Is this Sandra? I remember her green eyes.  
 Maria: Yes. She sings really well.  
 Mum: Who is the girl with blonde hair?  
 Maria: That's Linda.  
 Mum: How many people are in your band?  
 Maria: There are six of us. I'm the photographer.  
 Mum: When are your Music lessons?  
 Maria: They're on Mondays and Fridays.  
 Mum: Where is the practice room?  
 Maria: It's in the Music block. We can make lots of noise. I love it!

7. Listen again and, in your notebook, complete the questions Maria's mum asks.
- Play audio Track 35 again for students to complete the questions in their notebooks.
  - Check answers and make sure students understand what each question means.

**Answers**

- a. How are you?  
 b. Who is this?  
 c. Is this Sandra?  
 d. How many people are in your band?  
 e. When are your Music lessons?  
 f. Where is the practice room?

8. Listen and repeat the questions in exercise 7.
- Play audio Track 36 twice for students to repeat the questions.
9. Listen and repeat the questions with the correct intonation.
- Before they look at the Say it! box, ask students to tell you what they remember about the intonation of yes/no questions.
  - Go through the Say it! box with the class and see if students can say the intonation in the wh-question correctly before they listen to the audio. Play audio Track 37 twice for students to listen and repeat.

10. Listen and tick (✓) the correct option: *yes/no question* or *wh-question*.
- Explain the activity and play audio Track 38. Do the first question as an example. Then play the rest of the audio for students to complete the chart in their notebooks.
  - Play the audio again and ask students to write the questions in their notebooks. Organise the class into pairs and tell them to practise asking and answering as many of the questions as possible.

**Answers**

	<i>yes/no question</i>	<i>wh-question</i>
1		✓
2		✓
3	✓	
4		✓
5	✓	
6		✓

**Audio script**

38

1. Who is your teacher?  
 2. Where is your friend?  
 3. Is he your friend?  
 4. What's her name?  
 5. Is it your book?  
 6. When is your English class?

## Focus on language

11. Put the words in the correct order to make questions.

is / who / tall ?  
*Who is tall?*

- a. he / old / how / is ?  
b. colour / is / hair / what / her ?  
c. slim / who / is ?  
d. your / when / birthday / is ?  
e. from / is / where / he ?

12. Correct these questions in your notebook. Then write the answers.

- a. is where your notebook?  
b. when your English lessons are?  
c. short is who ?  
d. how old you are?

## Read

13. Read the text and match paragraphs a-c to pictures 1-3.

- a. Richard Pérez is a student from Mexico. He's 17 years old and he lives in Cartagena. His address is Street 25 No. 8-57, Cartagena. His lessons are from Monday to Friday from 9:00 AM to 4:00 PM. He's tall and slim and his hair is short and black. His eyes are brown. He's young.
- b. Julia Reeves is a teacher from Australia. She's 40 years old and lives in Canberra. Her flat is in the centre of the city. She works from 8:00 AM to 3:00 PM every day. She's short and her hair is blonde and shoulder-length. Her eyes are brown. She's middle-aged.
- c. Henry James is from England. He's a doctor and he lives in London. His house is near Green Park. He's 64 years old. He works from 9:00 AM to 6:00 PM every day. He's tall and well-built. His hair is short and grey. He has a moustache and a small beard and wears glasses. His eyes are brown. He's old.

## Glossary

*beard* = barba  
*glasses* = lentes  
*moustache* = bigote



**Focus on language**

11. Put the words in the correct order to make questions.

- Ask students to order the words with a partner. This is a spoken activity so don't ask them to write these down.
- Check their questions as a class. Ask them to suggest some possible answers for each one.

**Answers**

- How old is he?
- What colour is her hair?
- Who is slim?
- When is your birthday?
- Where is he from?

12. Correct these questions in your notebook. Then write the answers.

- Students work in the same pairs as before and write the correct questions in their notebooks. Check answers as a class. Then ask students to write answers to the questions.
- Tell students to ask and answers the questions in pairs and compare their answers.

**Answers**

- Where is your notebook?
- When are your English lessons?
- Who is short?
- How old are you?

**Read**

13. Read the text and match paragraphs a-c to pictures 1-3.

- Ask students to read the text once. Draw their attention to the glossary and ask them to say how they think the three words are pronounced.
- Students work in pairs to do the matching task.
- Check answers as a class.

**Answers**

1 c 2 a 3 b

 **Read**

14. Read the text again and answer the questions in your notebook.

- |                                   |                           |
|-----------------------------------|---------------------------|
| a. Where is Richard from?         | f. Where is Julia's flat? |
| b. Is Richard's hair short?       | g. What is Henry's job?   |
| c. What colour is Richard's hair? | h. Is Henry's hair brown? |
| d. Where is Julia from?           | i. How old is Henry?      |
| e. Is Julia young?                |                           |

15. Look at the paragraph about Richard Pérez again. Complete the questions with: *how, what, where, when.*

- |                                 |  |
|---------------------------------|--|
| a. _____ is your full name?     | <i>Richard Pérez</i>                                   |
| b. _____ are you from, Richard? | <i>I'm from Mexico.</i>                                |
| c. _____ is your occupation?    | <i>I'm a student.</i>                                  |
| d. _____ is your address?       | <i>Street 25 No. 8 - 57, Cartagena</i>                 |
| e. _____ is your phone number?  | <i>It's 3257608277.</i>                                |
| f. _____ old are you?           | <i>I'm 17 years old.</i>                               |
| g. _____ are your lessons?      | <i>From Monday to Friday, from 9:00 AM to 4:00 PM.</i> |
| h. _____ is your school?        | <i>It's near the park.</i>                             |

 **Speak**

16. Take turns to ask and answer the questions in exercise 15. Your partner is Julia / Henry.

*What is your full name? Julia Reeves*  
*Where are you from, Julia? ...*

*What is your full name? Henry James*  
*Where are you from, Henry? ...*

 **Write**

17. Read the job advert. At the interview, Mr Jessop asks you for some personal details. Write the dialogue. Use exercise 15 to help you.

## Job Adverts

Part-time salesperson needed  
for weekends:

Saturday (10:00 AM - 6:00 PM) and  
Sunday (11:00 AM - 4:00 PM)

Call Mr Jessop on 3216587643.



## Read

14. Read the text again and answer the questions in your notebook.
- Students stay in their pairs to answer the questions in their notebooks. For the answers with 'no', encourage them to give the short answers followed by the correct information.
  - Check answers as a class.

## Answers

- a. He's from Mexico.
- b. Yes, it is.
- c. It's black.
- d. She's from Australia.
- e. No, she isn't. She's middle-aged.
- f. It's in the centre of Canberra.
- g. He's a doctor.
- h. No, it isn't. It's grey.
- i. He's 64 years old.

15. Look at the paragraph about Richard Pérez again. Complete the questions with: *how, what, where, when*.
- Students work individually and complete the questions in their notebooks.
  - Check answers as a class.

## Extra activity

Organise the class into pairs. Ask students to cover the questions in their textbooks, but not the answers. Tell them to take it in turns saying an answer. The other student tries to remember the question for the answer. For example, Student A: *I'm from Mexico*. Student B: *Where are you from, Richard?*

## Answers

- a. What
- b. Where
- c. What
- d. What
- e. What
- f. How
- g. When
- h. Where

## Speak

16. Take turns to ask and answer the questions in exercise 15. Your partner is Julia / Henry.
- Explain the activity. Students will not be able to use all the questions from exercise 15 as some will not be relevant. They can ask different questions. Encourage students to invent answers.
  - Ask pairs of students to volunteer to ask and answer the questions in front of the rest of the class.

## Write

17. Read the job advert. At the interview, Mr Jessop asks you for some personal details. Write the dialogue. Use exercise 15 to help you.
- Ask students to look at the advert and ask them questions about it. For example, *What's the job? What's the meaning of 'part-time'? Which days are the job? What are the hours? What's Mr Jessop's phone number?*
  - Check students understand what they have to do. Tell them that they will not need to ask all of the questions in exercise 15.
  - Before students start writing the dialogue, you could ask them to give examples of possible questions and answers.
  - Ask students to write the dialogue with another student in their notebook. Monitor students' work, offering suggestions and language support. After they finish, ask them to share their dialogues in groups and then ask some volunteers to read out their dialogues to the class.



## Let's work together

### A family collage



### Prepare your collage

1. Make groups of three students.



### Plan your collage

2. Bring pictures to show 'You and your family's favourite things'.



*My family's favourite thing is a walk in the forest.*

*My family's favourite thing is baking cakes.*



*My family's favourite thing is a picnic in the park.*



3. Decide as a group which pictures to use on your poster.

#### Project Tip

- ✓ Choose the most interesting photos / topics.
- ✓ Choose a variety of topics.



This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

### A family collage

This activity is a group activity. Students create a collage by choosing pictures that represent their lives, their families and their favourite things.

**IMPORTANT:** Before the class, ask students to bring in pictures of their families, magazines they can cut up, coloured pens, crayons, glue, scissors, etc. You will need to provide them with poster-sized paper and tape to paste their work up around the walls of the classroom.

### Prepare your collage

1. Make groups of three students.
  - Organise the class into groups of three or four students, depending on the number of students in your class.

### Plan your collage

2. Bring pictures to show 'You and your family's favourite things'.
  - Students will need to have a good selection of pictures of their families as well as pictures from magazines to represent their interests.
3. Decide as a group which pictures to use on your poster.
  - Draw students' attention to the Project Tip. Remind them that they want their poster to catch people's interest so they need to make sure they choose a good variety of pictures.



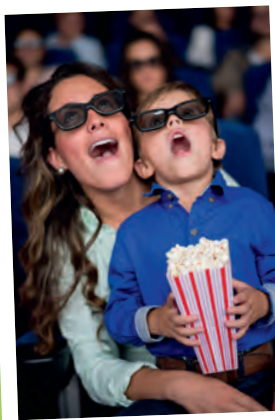
## Make your collage

4. Write a brief description of each picture. Write about:
  - what your favourite thing is
  - who is in the picture
5. Check your classmates' writing. Check the language, spelling and punctuation are correct.
6. Make your collage colourful.

### Glossary

*hanging out* = pasar el rato  
*in the country* = en el campo

## My family's favourite things



*Sofía's family*  
 My family's favourite thing is the cinema. This is my mum and my little brother. His name is Charlie and he's six years old. He loves popcorn.

*Mateo's family*  
 My family's favourite thing is hanging out. This is my brother, Jonás, and my sister, Tina. We're at my grandma's house in the country.



*Jeni's family*  
 My family's favourite thing is family barbecues. This is my mum and dad and my two younger sisters.



## Present your collage

7. Take turns to present your pictures in the collage to your class. Learn the text so you can say it without reading it.

*Jeni, Mateo and Sofía: This is our collage.*

*Jeni: My family's favourite thing is family barbecues. This is my mum and dad and my two younger sisters.*

*Mateo: My family's favourite thing is ...*



### Make your collage

4. Write a brief description of each picture.
  - Before students write their descriptions of their pictures, ask them to look at the three pictures and example descriptions on the page. Ask some questions, for example, *What's Sofía's family's favourite thing? (the cinema) What's her brother's name? (Charlie) What's Mateo's family's favourite thing? (hanging out) Where are his family in the picture? (his grandma's house) Who's in Jeni's picture? (her mum, dad and sisters) What's her family's favourite thing? (family barbecues).*
  - Tell students to make sure that they say what their family's favourite thing is and who the people are in the picture. Ask them to draft and check their own texts first of all. Monitor and help them to express their ideas in simple but accurate language. Give feedback as needed.
5. Check your classmates' writing. Check the language, spelling and punctuation are correct.
  - Students should check each other's work in their team before they write the descriptions on the collage.
  - Tell them to write the information next to each picture.
6. Make your collage colourful.
  - Remind students of the advice in the Project Tip. Encourage the teams to make their collages as eye-catching as possible.

### Present your collage

7. Take turns to present your pictures in the collage to your class. Learn the text so you can say it without reading it.
  - Focus students' attention on the example presentation. Point out or elicit that they should begin their presentation by saying, *This is our collage.* Show how each person in the group takes it in turns to talk about their own family's favourite things and who the people are in the picture. Encourage students to learn their texts as they will sound more natural when they talk about their pictures from memory.
  - Give them a few minutes to rehearse their presentations before they do them in front of the class.
  - Make sure there is enough time for each group to present their collage. Congratulate each group as they finish their presentation. This is the first time they will have given a presentation in English so it is important to give everybody as much encouragement as possible.



## 1. Assessment of your English language skills

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts.			
	B. I can follow instructions.			
	C. I can complete reading activities.			
WRITING	A. I can write dialogues.			
	B. I can write short emails.			
	C. I can describe my family.			
LISTENING	A. I can complete listening activities.			
	B. I can follow intonation patterns.			
	C. I can understand familiar words.			
SPEAKING	A. I can say hello and good bye.			
	B. I can introduce a person (including me).			
	C. I can ask and talk about family members.			



As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later, at work. Tell them that this activity is not going to be assessed, but explain its importance.

### Assessment of your English language skills

1. Look back over the Module. What have you learned? Tick (✓) the appropriate box.
  - The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to recognise their strengths and reinforce the areas in which they have weaknesses.
  - Ask them to copy and complete the table in their notebooks.

## 2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I organise vocabulary into categories.			
2. I write new words in a Vocabulary Book.			
3. I make notes in English.			
4. I check my writing for correct spelling and punctuation.			
5. I speak English in class.			

## 3. Assessment of Let's work together

First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

## 4. Assessment of Module 1

Look back over the module, then complete the sentences.

My favourite activity was ...  
 The most useful words or expressions were ...  
 I enjoyed learning about ...  
 I need to practise ...







## Assessment of your English study skills

2. Study skills help you improve in all school subjects. Say how often you use these study skills.
  - Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.
  - Ask them to copy and complete the table in their notebooks.

## Assessment of Let's work together

3. First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.
  - This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you enjoy making the collage? Were you happy with the images you chose? Did you have any problems with the descriptions?*
  - Ask them to copy and complete the table in their notebooks individually.
  - After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

## Assessment of Module 1

4. Look back over the module then complete the sentences.
  - The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate.
  - Ask a few volunteers to read their sentences aloud.



In this module you will ...

- learn how to describe daily routines and free-time activities in  
**Unit 1** From day to day
- find out about different types of dances, sports, music and the weather in  
**Unit 2** Local colour
- discover ways we celebrate and spend our holidays in different parts of the world in  
**Unit 3** Special days

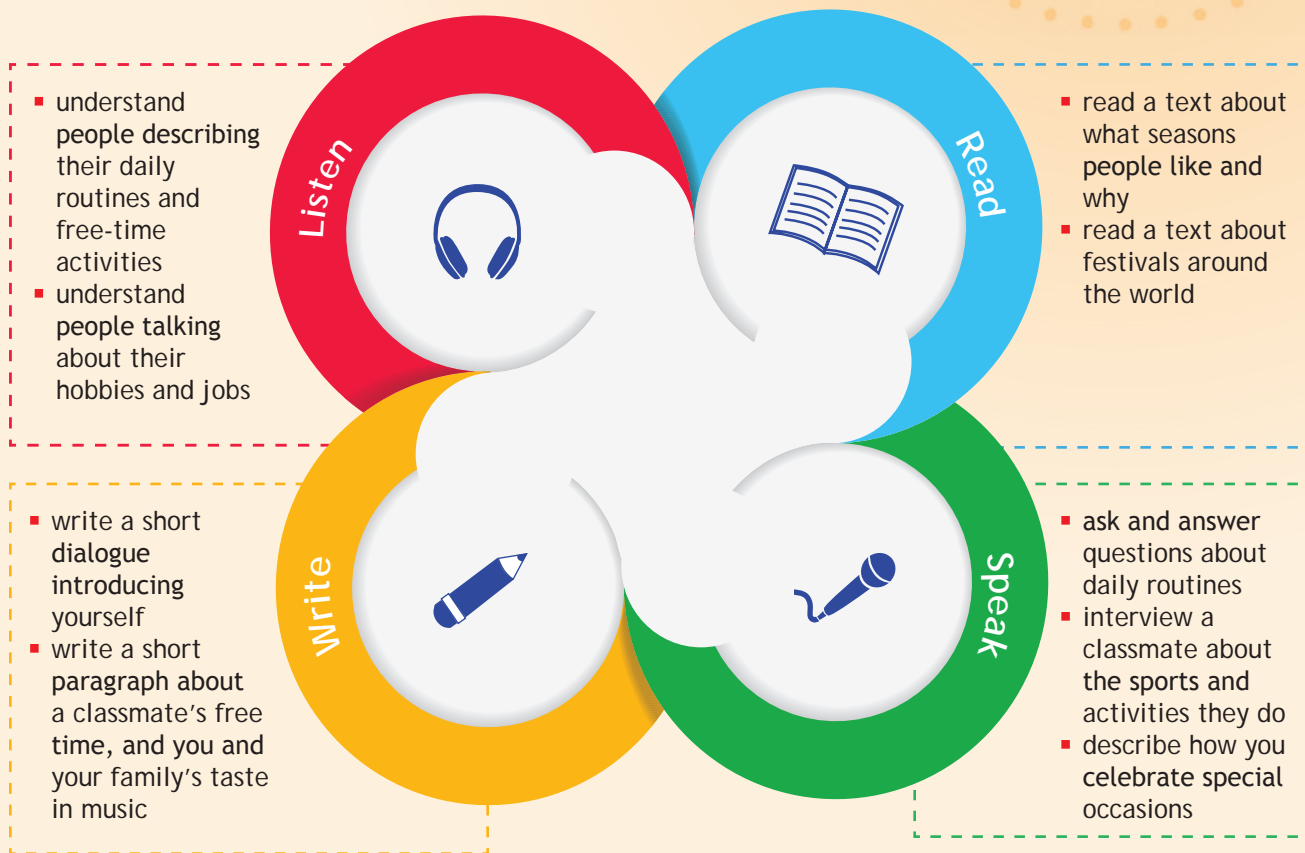
### Module Overview

The main theme of the module is about aspects of life both in Colombia and around the world. Students will focus on the topics of daily routines and free-time activities such as dances, sports, music, weather, celebrations and holidays. Introduce the module to students by telling them the name of Module 2: *Around the world*.

### In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *Do you know the names of any daily routines? Can you say the words for different types of weather? Do you know the names of celebrations or festivals around the world?*

You will also ...



Let's work together

## A special place

You will work together as a team of three students to create a promotional poster about a location in Colombia.

This project will practise the following skills:

- processing information - you will need to find, process and communicate information
- linguistic communication - you will use persuasive language in your poster to encourage people to visit your chosen area
- social competence - you will need to understand the social reality in which we live

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

**You will also ...**

Draw students' attention to the diagram showing the language skills. You can go through this fairly quickly, just reading aloud the skills-based work that students will be doing, or allowing students to read it for themselves.

**Let's work together****Project: A special place**

This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section at the very end of the module.

 Read

 Get Ready!

1. Read the sentences a-e and match them to pictures 1-5.

## Teenagers around the world

- a. Hi! I am Elvira and I am in São Paulo. It's Monday and I am at school today. I usually have a Maths lesson at 2:00 PM.
- b. Hello! I am Larissa and I am in London. I watch TV in the afternoon after school. It's my favourite time!
- c. Hello! I am Fernando and I am in New York. It's time for breakfast now! I have breakfast at 7:00 AM.
- d. Hi! I am Daniel and I am in Armenia. It's Saturday morning and I am at home. I usually play video games at 11:00 AM.
- e. Hello! I am Camilo and I am in Bangalore. It's late - nearly time for bed. I usually go to bed at 10:30 PM.



2. Add the letters *a, e, i, o* or *u* and write the five activities from exercise 1 in your notebook.

- a. g\_ t\_ b\_d  
 b. pl\_y v\_d\_\_ g\_m\_s  
 c. h\_v\_ \_ M\_ths l\_ss\_n  
 d. w\_tch TV  
 e. h\_v\_ br\_\_ kf\_st

 Listen

39

3. Listen to four teenagers talking about activities they do. In your notebook, write the sentences a-j under the correct name.

- a. I talk to my parents while we eat.  
 b. I play chess at 4:00 PM.  
 c. I watch the news.  
 d. I get up late.  
 e. I read or watch TV.  
 f. I have piano lessons in the morning.  
 g. I usually have a nap.  
 h. I do homework after 6:00 PM.  
 i. I help my mum at home.  
 j. I go to bed very early.

Caleb	Tahomi	Karima	Bruno

## Glossary

*have a nap* = hacer una siesta  
*at noon* = al medio día

## MODULE 2 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Daily routines	Present simple: affirmative ( <i>I, you, we, they</i> )	Writing / Speaking: describing your daily routine
Lesson 2	Free-time activities	Present simple: question forms and short answers	Speaking: interviewing people about their free-time activities
Lesson 3	More daily activities	Present simple: affirmative (3rd person singular)	Writing: describing a family member's daily routine

## UNIT THEME

In Unit 1, there are three lessons on the theme 'From day to day'. Students will learn how to describe their daily routines and free-time activities. By the end of the unit, they will be able to talk about themselves and their friends and family.

## LESSON OVERVIEW

In this lesson, students learn expressions for daily routines and how to tell the time in different ways. The main language focus is on the present simple form of some common verbs. The reading and listening texts provide useful models for when they speak and write about their own daily routines.

## Read

## Get ready!

- Read the sentences a-e and match them to pictures 1-5.
  - The purpose of this activity is to introduce students to the lesson topic of daily routines as well as revise language from the previous module.
  - Ask students to look at the five pictures and describe the people they see in as much detail as possible.
  - Organise them into pairs to do the matching activity.
  - Check answers as a class.

## Answers

1 c 2 e 3 b 4 a 5 d

- Add the letters *a, e, i, o* or *u*, and write the five activities from exercise 1 in your notebook.
  - Before you do this activity, revise the letters of the alphabet with

the class. Ask them to spell the people's names in exercise 1.

- Tell students to find the activities in exercise 1. They should then complete the phrases a-e in their notebooks. Get them to work individually before comparing answers with a partner.
- Check answers as a class. Drill the pronunciation by asking students to repeat each phrase after you. Make sure they say *watch* /wɒtʃ/ correctly.

## Answers

- go to bed
- play video games
- have a Maths lesson
- watch TV
- have breakfast

## Listen

- Listen to four teenagers talking about activities they do. In your notebook, write the sentences a-j under the correct name.
  - Explain the activity and ask students to read the sentences before they listen. Go through the glossary with them. See if they can work out the meaning of the sentences for themselves.
  - Ask students to write the four teenagers' names in their notebooks. Say that they only need to write the letters for sentences a-j below the correct names.
  - Play audio Track 39. Pause after each speaker if you think this will help your students understand.
  - Students compare their answers in pairs or small groups. Check answers as a class.

## Extra activity

Mime some activities from exercises 2 and 3 and ask students to say what they are. Students can then do the same in pairs or small groups.

## Answers

Caleb: f, e  
Tahomi: a, g  
Karima: d, i  
Bruno: b, h, c, j

## Audio script

39

Hi! I'm Caleb and I am from Sydney in Australia. On Tuesdays and Fridays, I have piano lessons in the morning. On Monday evenings, I play football with my friends. In the evening, I read or watch TV.

Hello! My name's Tahomi and I'm Japanese. I have lunch and dinner at home with my parents. I talk to my parents while we eat. We talk about school and work. After lunch, I usually have a nap.

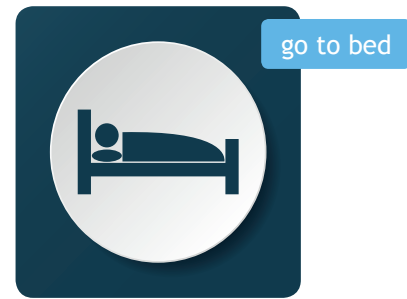
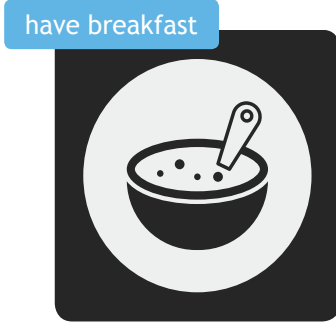
Hi, friends! I'm Karima and I'm French, from Paris. I love weekends, because it's my free time. I get up late, but I help my mum at home. I go to the cinema, visit my grandparents, or go out with friends.

Hello! My name's Bruno. I'm from Argentina. Afternoons are great here! I study English at 2:00pm. Then I play chess at 4:00 PM. Later I do homework after 6:00 PM. In the evening, I watch the news and go to bed very early.

**Focus on vocabulary**

4. Look at the activities that José does every day. Match the activities with a time and write them in order in your notebook.

*get up = 6:00 AM*



4:30 PM 10:15 PM 7:30 PM 6:15 AM 7:00 AM 6:00 AM 12:45 PM



5. Listen and check your answers.  
 6. Read the *Useful expressions* box. Listen to the sentences about daily routines. Put the times a-f in the order you hear them.

- a. 3:00
- b. 8:15
- c. 1:30
- d. 11:45
- e. 7:30 1
- f. 9:10

**Useful expressions**

You can say the time in more than one way:

- *quarter past eight* or *eight fifteen*
- *quarter to twelve* or *eleven forty-five*
- *half past one* or *one thirty*

7. In your notebook, write sentences about what time you do the activities in exercise 4. Tell your partner about your daily routine.

*In the morning, I get up at ...*



### Focus on vocabulary

4. Look at the activities that José does every day. Match the activities with a time and write them in order in your notebook.

- Ask students to look at the pictures before matching them with the times.
- Organise the class into pairs and get them to write the activities and times in the correct order in their notebooks. Don't check answers as they will do this in the next exercise.

5. Listen and check your answers.

- Explain that they will hear José talking about his activities. Play audio Track 40 twice for students to check their answers from exercise 4.
- Check answers as a class.

#### Answers

get up = 6:00 AM  
 have breakfast = 6:15 AM  
 go to school = 7:00 AM  
 have lunch = 12:45 PM  
 play football = 4:30 PM  
 have dinner = 7:30 PM  
 go to bed = 10:15 PM

#### Audio script

Hi! My name's José. Every day, from Monday to Friday, I get up at 6:00 AM and have breakfast at 6:15 AM. At 7:00 AM I go to school. I have lunch at 12:45 PM and play football at 4:30 PM. At 7:30 PM, I have dinner and at 10:15 PM I go to bed.

6. Read the *Useful expressions* box. Listen to the sentences about daily routines. Put the times a-f in the order you hear them.

- Before students do this activity, draw their attention to the *Useful expressions* box. Make sure they can pronounce *quarter* /'kwɔː.tə/ and *half* /hɑːf/ correctly. Point out or elicit that the letter *l* in *half* is silent.
- Write some example times on the board and ask students to

practise saying them in pairs. Encourage them to try and say the times in more than one way.

- Explain that they will hear audio Track 41 twice and that they have to order the times. Play the first one as an example (*I get up at half past seven*). Then play the rest of the audio and check answers as a class.

#### Answers

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

#### Audio script

41

- I get up at half past seven.
- I catch the bus at ten past nine.
- I watch TV at three o'clock.
- I have lunch at eleven forty-five.
- I have a shower at quarter past eight.
- I have a nap at one thirty.

7. In your notebook, write sentences about what time you do the activities in exercise 4. Tell your partner about your daily routine.

- Tells students to write the activities in exercise 4 in their notebooks with the times that they do them. Then write an example sentence on the board (*I get up at 7:00*) and ask students to write complete sentences for each activity.
- Put students in pairs or small groups to talk about their routines.
- Ask some volunteers to tell the class about their routines.

#### Extra activity

Ask the class to write more sentences about their daily routines using the activities in exercise 3.

## Focus on language

8. In your notebook, write the statements which describe routines.

- |  |  |
|--|--|
| a. I have breakfast at home.           | g. My friends and I go to bed late at the weekend. |
| b. My phone number is 7310342.         | h. Some of my friends are from Chile.              |
| c. They get up at 7:00 AM.             | i. You do homework after lunch.                    |
| d. I have lunch at school.             | j. My friends play basketball after school.        |
| e. They are young and happy.           | k. My mother's brother is a doctor.                |
| f. I listen to music in the afternoon. |  |

9. Read the sentences. Are they true (T) or false (F) for you? Write the sentences in your notebook. Correct the false sentences.

Example: F. I go to bed at 9.00 PM.

- I go to bed very late.
- I do homework after dinner.
- I get up at 7:00 AM.
- I play the piano.
- I watch TV after lunch.
- I play football after school.
- I have lunch at home.
- I never have breakfast.



10. Tell your partner what you do every day. Say three things that are false. Can your partner identify the false statements?

Example: Manu: I get up at 6:00 AM, then I have my breakfast ...  
Miguel: No. You get up at 7:00 AM.

11. Read these sentences about habits in other cultures. Are they similar to habits in Colombia?

- In the Middle East, people usually eat lunch after 2:00 PM.  
Example: No, in Colombia, people eat lunch at 12:00 PM.
- In Japan, children finish school at 3:15 PM.
- In Spain, many people eat dinner around 11:00 PM.
- In the United States, many families get up before 7:00 AM at the weekend.



12. Listen and choose the correct option A, B, or C.

- |  |              |               |               |
|--|--------------|---------------|---------------|
| 1. I go to the gym on ...                  | A. Mondays   | B. Tuesdays   | C. Fridays    |
| 2. They visit friends on ...               | A. Saturdays | B. Wednesdays | C. Sundays    |
| 3. We go to our grandparents' house on ... | A. Thursdays | B. Sundays    | C. Tuesdays   |
| 4. My brothers get up late on ...          | A. Saturdays | B. Fridays    | C. Mondays    |
| 5. I have a Social Science lesson on ...   | A. Tuesdays  | B. Fridays    | C. Wednesdays |

### Focus on language

8. In your notebook, write the statements which describe routines.
- Students work with a partner and identify the statements about routines.
  - Check answers as a class. Ask them what they notice about the verb forms in sentences c, g, i and j. See if they are able to tell you that the same verb form is used for *I, we, you* and *they*.

#### Answers

a, c, d, f, g, i, j

9. Read the sentences. Are they true (T) or false (F) for you? Write the sentences in your notebook. Correct the false sentences.
- Explain the activity and give some example sentences about yourself.
  - Give students enough time to write the sentences in their notebooks.
  - Ask students around the class to read out their sentences.
10. Tell your partner what you do every day. Say three things that are false. Can your partner identify the false statements?
- Organise the class into pairs or small groups of three or four.
  - Tell them to write at least six statements about what they do every day and remind them that three must be false.
  - Give them enough time to do the activity. Monitor and give any language support if necessary.
  - Ask volunteers to read out some of the false things they said. See if students who were not in the same group as the volunteers can guess what the correct statements should have been.

11. Read these sentences about habits in other cultures. Are they similar to habits in Colombia?
- Ask students to tell you the meaning of *habits* and *cultures*. Students can discuss the different habits in pairs.
  - Check answers as a class. See if they know similar facts about any other countries.

#### Extra activity

Ask students to do some Internet research about other countries for homework. Tell them to find five facts and to write sentences in their notebooks. You could then start the next lesson by asking students to share their sentences with the class.

12. Listen and choose the correct option A, B, or C.
- Explain the activity and ask students to read the beginnings of each sentence and the three options before they listen.
  - Tell them they will hear audio Track 42 twice and that they must write the correct option in their notebooks.
  - Check answers as a class by asking volunteers to say the letter (A, B or C) followed by the complete sentence.

#### Answers

1 C 2 B 3 B 4 A 5 A

#### Audio script

42

- I go to the gym on Fridays.
- They visit friends on Wednesdays.
- We go to our grandparents' house on Sundays.
- My brothers get up late on Saturdays.
- I have a Social Science lesson on Tuesdays.

 **Read**

13. Put the sentences in order to describe the daily routines of Clara and Santiago. Then write them in the correct order in your notebook.

**Student 1: Clara**

*Hi! My name is Clara. I am from Peru. This is what I do most days.*

- After lunch, we stay at school for Music lessons or sport.
- After dinner, I watch TV or go online.
- At 10:00 PM, I am tired.
- At 5:00 PM, I return home, I do my homework and talk to my parents.
- I get up very early. I go to school by bus.
- After lessons, I have lunch at school.
- I have piano lessons and my friends play football.
- Finally, I brush my teeth and I go to bed.
- We have dinner at 7:00 PM.
- At school, we have lessons from 7:00 AM to 1:30 PM.

**Student 2: Santiago**

*Hello! My name is Santiago. I am from Colombia and I live in Pereira. This is my daily routine.*

- After breakfast, I do my homework and get ready for school.
- At 11:00 AM, I finish homework and play video games.
- I get up very early because I have a lot to do in the morning.
- After lunch, I go to school on foot.
- First of all, I have breakfast at 6:30 AM.
- I have lessons from 1:00 to 6:00 PM.
- I have lunch with my family at 11:45 AM.
- When I return home, I have dinner in the evening, then I watch TV.
- Finally, I go to bed at 10:00 PM.


 **Write**

14. Write about your daily routine. Look through the lesson for ideas to help you. Check your writing carefully.

**Writing Tip**

Use these expressions to make your writing more interesting:

- ✓ *After breakfast / lunch / school / classes, etc.*
- ✓ *First of all, Then, Finally*
- ✓ *When I return home.*

**Read**

13. Put the sentences in order to describe the daily routines of Clara and Santiago. Then write them in the correct order in your notebook.

- Explain the activity. Depending on the time available, you may prefer to divide the class in half so that some students only look at Clara's sentences and others look at Santiago's sentences.
- Students work in pairs. Ask them to read the sentences first and to check the meanings of any words they don't know. Tell them to write what they think is the correct order in their notebooks. They should then compare their order with another pair.
- Check answers as a class. Students can take it in turns to read out the sentences in the correct order. Ask some general questions about the two complete texts, for example, *Are Clara's lessons in the morning or the afternoon? Are Santiago's lessons in the morning or the afternoon?*

- After they finish, students compare their paragraphs in groups. Tell them to see how many similarities they notice. Ask some volunteers to read their paragraphs to the class.

**Answers****Student 1: Clara**

e, j, f, a, g, d, i, b, c, h

**Student 2: Santiago**

c, e, a, b, g, d, f, h, i

**Write**

14. Write about your daily routine. Look through the lesson for ideas to help you. Check your writing carefully.

- Go through the Writing tip with the class and ask students to find the expressions in exercise 13. Point out or elicit that these expressions will help their writing sound more organised.
- Remind students to make notes before they start writing about their routines. While they are writing their texts, monitor and give any help as necessary.

## Focus on vocabulary

Get Ready!

1. Match the free-time activities in the box to the pictures 1-8.

watch TV go bowling play the guitar go shopping  
go to the cinema listen to music  
play computer games read books



2. Look at the free-time activities and answer the questions in your notebook.

- Do you listen to music?  
Yes, I do. / No, I don't.
- Do you play computer games?  
Yes, I do. / No, I don't.
- Do you go shopping with your friends?  
Yes, I do. / No, I don't.
- Do you go bowling?  
Yes, I do. / No, I don't.
- Do you watch TV?  
Yes, I do. / No, I don't.
- Do you go to the cinema with your family?  
Yes, I do. / No, I don't.
- Do you read books?  
Yes, I do. / No, I don't.
- Do you play the guitar?  
Yes, I do. / No, I don't.



## 3. Say it!

Listen and repeat.

When you ask a question beginning with 'Do', the intonation goes up and then down at the end of the question.

*Do you live in Colombia?*  
Yes, I do.

*Do you speak French?*  
No, I don't.

## Speak

4. Ask and answer the questions in exercise 2.

*Do you listen to music?*  
Yes, I do.

## LESSON OVERVIEW

In this lesson, students learn expressions for free-time activities and how to ask present simple *yes/no* questions with the auxiliary verb *do*. The different activities throughout the lesson will prepare them for the final speaking and writing activities based on interviews with other students.

### Focus on vocabulary

#### Get ready!

#### 1. Match the free-time activities in the box to the pictures 1-8.

- As preparation for this lesson, ask students to tell you the names of any free-time activities in English that they already know, for example, *play football* or *basketball*, *go swimming*, *play video games*.
- Tell students to look at the pictures of some more free-time activities and to do the matching task with a partner. Ask them to compare their answers with another pair of students.
- Check answers as a class. Make sure they can pronounce the activities correctly.

#### Extra activity

Ask students to close their books. On the board, put the verbs from the expressions in one column on the left. In a second column, write the rest of the expressions. For example:

<i>listen</i>	<i>the guitar</i>
<i>play</i>	<i>online</i>
<i>go</i>	<i>books</i>
<i>read</i>	<i>computer games</i>
<i>chat</i>	<i>to music</i>
	<i>shopping</i>
	<i>to the cinema</i>

Students then match the verbs with the second half of the expressions. They will see that some verbs have to be used more than once. Check answers as a class.

#### Answers

1. listen to music
2. play computer games
3. go shopping
4. go bowling
5. watch TV
6. go to the cinema
7. read books
8. play the guitar

- Organise students in groups of four to practise asking and answering the questions from exercise 2.

#### 2. Look at the free-time activities and answer the questions in your notebook.

- The purpose of this exercise is to introduce students to present simple *yes/no* questions formed with *do*, together with the short answers.
- Ask students to read the questions and answers and to tell you what they notice. They should be able to tell you that all the questions begin with *Do* and that the short answers are also formed with *do* or *don't*.
- Tell them to write the short answers for each question in their notebook. Don't check their answers yet.

#### 3. Listen and repeat.

- Before they look at the Say it! box, ask students to tell you what they remember about the intonation of *yes/no* questions with the verb *to be*. You could write some questions on the board to remind them.
- Go through the Say it! box with the class and play audio Track 43 twice for students to listen and repeat the questions and short answers with *do*.

### Speak

#### 4. Ask and answer the questions in exercise 2.

- Drill the questions chorally with the class before they begin the activity. Ask some students randomly around the class to answer the questions.

 Listen

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5. Listen to three short interviews. Write the questions you hear in your notebook.

## Interview 1:

- A. Do you play sports?
- B. Do you get up before 7:00 AM?
- C. Do you go shopping?
- D. Do you play football at the weekends?

## Interview 3:

- A. Do you read books?
- B. Do you have a nap after lunch?
- C. Do you all go to the cinema?
- D. Do you live with your parents?

## Interview 2:

- A. Do you chat online?
- B. Do you play chess?
- C. Do you go to school on foot?
- D. Do you finish school at 12:00 PM?

44

6. Listen again. After each question, write the answers *Yes, I do.* or *No, I don't.*

## Focus on language

7. In your notebook, write the words in the correct order.

- a. you / play / do / chess / school / at ?
- b. you / do / chat / your / online / friends / with ?
- c. to / breakfast / go / school / have / you / do / before / you ?
- d. the / you / to / weekend / do / go / cinema / at / the ?
- e. spend / family / your / time / you / do / with ?

8. Answer the questions in exercise 7 in your notebook.

*Example: Do you play chess at school? Yes, I do. / No, I don't.*

9. Find the mistakes in these questions. Then write the correct question in your notebook.

- a. Are you do your homework in the evening or at the weekend?
- b. You go to bed early or late?
- c. Do have you lunch at school?
- d. Watch TV before you go to school?
- e. Do you going shopping with your family?

10. Ask and answer the corrected questions from exercise 9 with a partner.





## Listen

## 5. Listen to three short interviews. Write the questions you hear in your notebook.

- Ask students if they know the name of the game in the picture (*chess*).
- Explain the activity. Tell students to look at the four options in the first interview. Play the first interview in audio Track 44 twice. Ask students to say which questions they heard (*B and A*).
- Put students in pairs. Give them time to read the four options for the other two interviews. Tell them that *on foot* means 'andando'. Play the audio twice for interview 2 and 3 for students to choose the correct questions.
- Check answers as a class.

## Extra activity

Play the first interview again and ask students to write down any other questions with *Do* that they notice in their notebooks (*Do you have free time in the afternoon? Do you do your homework on time?*). You can then continue with the other two interviews. They can compare the questions with a partner to see if they have written the same.

## Answers

Interview 1: A, B

Interview 2: C, D

Interview 3: C, D

## Audio script

44

## Interview 1

- I: Hello, Anna. Are you from Colombia?  
 A: Yes, I'm Colombian. I live in Bogotá.  
 I: Great! Anna, do you get up before 7:00 AM?  
 A: Yes, I do. I get up at 6.00 AM. I have classes at 7:00 AM.  
 I: That's very early. And do you have free time in the afternoon?  
 A: No, I don't. I do lots of activities in the afternoon.  
 I: I see. Do you play sports?  
 A: Yes, I do. I play baseball.  
 I: And do you do your homework on time?  
 A: Yes, I do.  
 I: That's great. You're a busy student.

## Interview 2

- I: Hello, Peter. Are you a student?  
 P: Yes, I am. I go to a school near my house.  
 I: So, do you go to school on foot?  
 P: Yes, I do. I go with friends.  
 I: Do you finish school at 12:00 PM?  
 P: No, I don't. I finish school at 1:00 PM.  
 I: And do you have lunch at school?  
 P: No, I have lunch at home with my family.  
 I: I see ... and do you chat about school much with your family?  
 P: No, I don't. We chat about other things.

## Interview 3

- I: Hello, Sarah! Do you live around here?  
 S: Yes, I do. I live on the corner.  
 I: And, do you live with your parents?  
 S: Yes, I do! We're a big family. There are eight of us.  
 I: Wow! That is big. And ... do you do things together? I mean the whole family.  
 S: Yes, sometimes. It's difficult to organise everything though.  
 I: Do you all go to the cinema?  
 S: Sometimes ... if there's a film that we all want to see. Mostly we spend time together at home.  
 I: That's nice.

6. Listen again. After each question, write the answers *Yes, I do.* or *No, I don't.*

- Before you play audio Track 44 again, ask students in their pairs to try and remember the answers for each of the questions in the interviews. Tell them to write these in their notebooks.
- Play audio Track 44 again for students to check their answers.

## Focus on language

## 7. In your notebook, write the words in the correct order.

- Before students do the activity, write a jumbled question on the board, for example, *games / do / computer / play / you ?* and elicit *Do you play computer games?*
- Students work in pairs and write the questions in their notebooks.
- Check the complete questions as a class.

## Answers

- Do you play chess at school?
- Do you chat online with your friends?
- Do you have breakfast before you go to school?
- Do you go to the cinema at the weekend?
- Do you spend time with your family?

## 8. Answer the questions in exercise 7 in your notebook.

- Students write the answers in their notebook.

## 9. Find the mistakes in these questions. Then write the correct questions in your notebook.

- Explain that all the questions include different kinds of mistakes.
- Ask them to write the questions correctly in their notebooks and compare with a partner.
- Check the correct questions as a class.

## Answers

- Do you do your homework in the evening or at the weekend?
- Do you go to bed early or late?
- Do you have lunch at school?
- Do you watch TV before you go to school?
- Do you go shopping with your family?

## 10. Ask and answer the corrected questions from exercise 9 with a partner.

- Let students do the exercise by themselves. Monitor to see how they are doing, but don't interrupt.

 Read

11. Read the interview. Then read the questions and answers a-g. Are the answers true (T) or false (F) for Jo? Correct the false ones by writing what Jo says.

**Interviewer:** Good morning! I'm doing a survey about free-time activities.

Do you have five minutes?

**Jo:** Yes, of course.

**Interviewer:** What's your full name?

**Jo:** My full name is Joanne Brown.

But you can call me Jo.

**Interviewer:** Nice to meet you, Jo.

My name's Sam.

**Jo:** Nice to meet you, too, Sam.

**Interviewer:** We're interested in how young people spend their free time.

For example, do you listen to music?

**Jo:** Yes, of course I do. I listen to music every day.

And I play the guitar. I love music!

**Interviewer:** That's great. Do you do any sport?

**Jo:** Yes. I love sport. I play volleyball and I go to the gym three times a week.

**Interviewer:** Excellent. I love volleyball too. Do you play any other games? For example, do you play chess?

**Jo:** No, I don't. I play cards though.

**Interviewer:** OK. Do you meet your school friends out of school?

**Jo:** Yes, I do. I go to the cinema with my best friend every Friday. We love films!

**Interviewer:** That's great. And the final question ... do you spend much time with your family?

**Jo:** Well, we have dinner together almost every evening and at the weekend we sometimes go bowling.

**Interviewer:** Thanks, Jo.



## Glossary

*interested in* = interesado en  
*of course* = por supuesto  
*play cards* = jugar cartas  
*together* = juntos  
*spend time* = pasar tiempo

## Useful expressions

**Time expressions**  
*every day, every Friday,*  
*every week, every month*  
*once a month, twice a*  
*month, three times a month*

- a. Do you like music? *No, I don't.* Example: F. (Yes, I do. I love music!)
- b. Do you play any instruments? *Yes, I do. I play the piano.*
- c. Do you do any sport? *No, I don't.*
- d. Do you play chess? *No, I don't.*
- e. Do you play cards? *Yes, I do.*
- f. Do you go to the cinema? *No, I don't.*
- g. Do you spend time with your family? *Yes, I do. We go to the cinema.*

**Read**

11. Read the interview. Then read the questions and answers in a-g. Are the answers true (T) or false (F) for Jo? Correct the false ones by writing what Jo says.

- Ask your students some general questions about the interview, for example, *What are the names of the people in the picture? (Jo and Sam) Do they talk about basketball? (No, they don't) Do they talk about the cinema? (Yes, they do).*
- Draw their attention to the glossary and ask them to repeat the words after you. Then go through the *Useful expressions* box. Explain the time expressions and practise pronunciation of the phrases. Give more examples with the whole class.
- Tell students in L1 that questions a-g are based on the information in the interview. They have to read the interview again and decide whether the short answers are correct. Make sure they write the answers and correct the false information in their notebooks.
- Check answers as a class.

**Answers**

- a. F (Yes, I do. I love music!)
- b. F (Yes, I do. I play the guitar.)
- c. F (Yes, I do. I play volleyball and I go to the gym three times a week.)
- d. T
- e. T
- f. F (Yes, I do. I go to the cinema with my best friend every Friday.)
- g. F (Yes, I do. We have dinner together almost every evening and at the weekend we sometimes go bowling.)

**Focus on vocabulary**

12. Complete the mind map in your notebook with the words in the Vocabulary box.

**Vocabulary**

- baseball
- basketball
- cards
- chess
- dominoes
- football
- tennis
- the drums
- the saxophone
- the guitar
- the piano
- video games

**Speak**

13. Write six questions about free-time activities in your notebook.

- a. Do you ...?
- b. Do you ...?
- c. Do you ...?
- d. Do you ...?
- e. Do you ...?
- f. Do you ...?

14. Ask six students your questions. Use some time expressions in your answers. Write down the answers in your notebook.

*Example: Do you go to the cinema with your friends?  
Yes, I do. I go to the cinema with my friend, Clara at the weekend.*

**Write**

15. Read the results of Sam's survey of six students in his class and answer the questions.

All the students like music and two students play an instrument. Five students play sport two or three times a week. Only two students play chess, but four students play cards or dominoes. All the students go to the cinema two or three times a year, and three students go every week!

- a. How many students like music?
- b. Do all the students play an instrument?
- c. How many students play a sport?
- d. How many students play cards?
- e. Do all the students go to the cinema every week?

16. Write the results of your own survey. Use the text in exercise 15 to help you.

### Focus on vocabulary

12. Complete the mind map in your notebook with the words in the Vocabulary box.
- Ask students to look at the pictures and elicit the names of the activities. Draw their attention to the vocabulary box and see if they notice that many of the words are similar to Spanish.
  - Students can first complete the mind map individually before comparing with a partner. If they know any English words for any more sports, instruments and games, elicit these but make sure they all collocate with the verb *play*.
  - Check answers by drawing the mind map on the board and inviting different students to come up to the board and write the activities in the correct place.

#### Answers

**a sport:** baseball, basketball, football, tennis

**an instrument:** the drums, the saxophone, the guitar, the piano

**a game:** cards, chess, dominoes, video games

### Speak

13. Write six questions about free-time activities in your notebook.
- Students work individually and write the questions in their notebooks. You could ask them to write questions about the activities that they find the most interesting in exercise 12. If they want to, they can look back through the lesson to find some other free-time activities.

14. Ask six students your questions. Use some time expressions in your answers. Write down the answers in your notebook.
- Students need to move around the class to ask their questions. Before the class starts the activity, go through the example. Explain that the students answering the questions must say how often they do the activities if replying in the affirmative. If necessary, you can refer them back to the *Useful expressions* box on page 54.
  - Remind students to write the names of the students they ask and their answers in their notebooks.

### Write

15. Read the results of Sam's survey of six students in his class and answer the questions.
- Students read the text and answer the questions in their notebooks. Check answers as a class.

#### Answers











- a. All the students like music.
- b. No. Two students play an instrument.
- c. Five students play a sport.
- d. Four students play cards.
- e. No. Three students go every week.

16. Write the results of your own survey. Use the text in exercise 15 to help you.
- This exercise is for students to practise the language of the lesson. Give them some time to review what they wrote in exercise 14 and organise their ideas.
  - Students can compare their texts in pairs. Encourage them to help each other checking their texts for accuracy.
  - Ask some students to read their texts aloud.

## Focus on vocabulary

Get Ready!

1. Look at the daily activities and write them in the chart in your notebook.

brush your teeth		dry your hair	
sweep the floor		have a shower	
cook dinner		make the bed	
do the ironing		set the table	
do the washing up		wash your hands	

Personal hygiene	Jobs to do at home
<i>brush your teeth</i>	<i>sweep the floor</i>

## Listen



2. Listen and write the correct word in your notebook.

Example: (0) *have*

I live with my parents and my brother and sister. At weekends, we all (0) *have / has* chores to do at home. My mother usually (1) *cook / cooks* the meals. Her meals are delicious. My father (2) *do / does* the washing up. My little brother (3) *sweep / sweeps* the floor. My sister (4) *make / makes* the beds and I (5) *set / sets* the table. In the afternoons my sister (6) *go / goes* out, my brother (7) *play / plays* chess with a friend, my father (8) *watch / watches* TV, my mother (9) *visit / visits* friends and I (10) *do / does* homework.

## Useful expressions

When we talk about activities we do regularly at a particular time of day or week, we use the plural form:

*At weekends*  
*In the afternoons*  
*On Mondays*

3. Complete these statements with the activities each person does.

Example: *At weekends, my mother cooks the meals and visits friends.*

- a. My father ...  
b. My brother ...  
c. My sister ...  
d. I ...

## LESSON OVERVIEW

In this lesson, students learn the third person singular form of common verbs. They are also provided with expressions to describe typical daily routines at home. By the end of the lesson they will be able to write about the daily routine of a member of their family and report on their classmates' routines.

### Focus on vocabulary

#### Get ready!

1. Look at the daily activities and write them in the chart in your notebook.
  - This activity introduces students to the lesson topic of typical daily activities at home.
  - Ask students to look at the pictures and practise saying the activities in pairs. Help them with any pronunciation difficulties, such as *shower* /'ʃaʊə/ and *ironing* /'aɪəniŋ/.
  - Still working in their pairs, students copy and complete the chart in their notebooks.
  - Check answers as a class.

#### Extra activity

Ask students to close their books. Say the second half of the expressions and ask them to write the verbs in their notebooks, for example, *a shower (have), the bed (make)*, etc.

#### Answers

##### Personal hygiene

brush your teeth  
dry your hair  
have a shower  
wash your hands

##### Jobs to do at home

sweep the floor  
cook dinner  
do the ironing  
do the washing up  
make the bed  
set the table

## Listen

2. Listen and write the correct word in your notebook.
  - Draw students' attention to the *Useful expressions* box. Ask them to give you more examples of expressions with *in* and *on*, such as *in the mornings, on Tuesdays*, etc.
  - Ask students to read the text. Explain that *chores* means 'tasks'.
  - For more of a challenge, you can ask students to work with a partner and guess the correct words before they listen to the audio.
  - Play audio Track 45 for students to listen and check their answers. Ask if they notice anything about the verb forms. Don't go into too many details about the rules at this stage; focus more on the pronunciation of the third person singular verb forms. You could write some of the verbs on the board and ask students if they can remember how they were pronounced in the audio. In particular, elicit the difference between *does* /dʌz/ and *goes* /gəʊz/, and the need to sound the /ɪz/ ending for *watches* /'wɒtʃɪz/.
  - Check answers as a class. To help them with the next exercise, elicit that they need to add an *s* or *es* to the verbs when they talk about *he* and *she*.

#### Answers

1. cooks
2. does
3. sweeps
4. makes
5. set
6. goes
7. plays
8. watches
9. visits
10. do

3. Complete these statements with the activities each person does.
  - Tell students to re-read the text in exercise 2 and to complete the sentences with the correct activities. Tell them they need to write two activities in each sentence.
  - Check answers and praise students if they say the verb forms correctly. They will focus on the endings of the third-person singular verbs in more detail later in the lesson.

#### Answers

- a. My father does the washing up and watches TV.
- b. My brother sweeps the floor and plays chess with a friend.
- c. My sister makes the beds and goes out.
- d. I set the table and do homework.

 **Read**

## 4. Read about my sister's daily routine. Put the activities in order.

My sister is 14 years old. She is a student and her name is Gloria. Every day she gets up before 7:00 AM. She has a shower and gets dressed. Then she has breakfast. She usually has cereal, eggs and bread and she drinks milk. After breakfast, she brushes her teeth and packs her school bag. She goes to school by bus. She has lessons from 8:00 to 2:30 PM and then she has lunch at school. She always sits next to her best friend, Sofía. At 3:00 PM, she goes home and has a nap. Later, she does homework and watches TV. In the evening, we all cook dinner together. Gloria helps too - she sets the table. We chat about school while we eat. After dinner she tidies her room. Then she usually reads a book before she goes to bed.



Example: 1 c

- |  |                                      |
|--|--------------------------------------|
| a. She <u>goes</u> to bed.                         | i. She <u>has</u> lunch at school.   |
| b. She <u>has</u> a nap.                           | j. She <u>tidies</u> her room.       |
| c. She <u>gets</u> up.                             | k. She <u>brushes</u> her teeth.     |
| d. She <u>has</u> breakfast.                       | l. She <u>goes</u> home.             |
| e. She <u>reads</u> a book.                        | m. She <u>sets</u> the table.        |
| f. She <u>has</u> a shower.                        | n. She <u>gets</u> dressed.          |
| g. She <u>watches</u> TV.                          | o. She <u>packs</u> her school bag.  |
| h. She <u>has</u> lessons from 8:00 AM to 2:30 PM. | p. She <u>goes</u> to school by bus. |
|  | q. She <u>does</u> homework.         |

## Useful expressions

## Time expressions

before / after - she gets up before lunch / after 6:00 PM  
 every day - I get up at 7:00 AM every day.  
 then - I have breakfast, then I go to school.  
 while - We chat while we have dinner.

## Focus on language

## 5. Look at sentences a-q again and answer the questions.

- Why do all the underlined verbs end in *s*?
- Which verbs add *s* and *es* at the end? Write them in your notebook in two groups.
- Find two verbs in the text which are not typical. Why are they different?

## 6. Read the sentences and choose the correct option A, B, or C.

- My cousin works in a hotel in the school holidays. He \_\_\_\_\_ beds.  
A. make      B. makes      C. goes
- My grandmother helps my mum at home. She usually \_\_\_\_\_ dinner for us.  
A. washes      B. cook      C. cooks
- My brother is a student. He \_\_\_\_\_ a lot of homework.  
A. have      B. has      C. possess
- My friend is a security guard. He \_\_\_\_\_ up very late as he works all night.  
A. gets      B. washes      C. get
- My mother is a film critic. She \_\_\_\_\_ DVDs for her job.  
A. watch      B. make      C. watches



## Read

## 4. Read about my sister's daily routine. Put the activities in order.

- Ask students to look at the picture and to describe the girl. See if they can guess her age too.
- Tell students to read the text and to answer some general questions. For example, *How old is she? (14 years old) What's the girl's name? (Gloria) What's her best friend's name? (Sofía)*.
- Draw their attention to the *Useful expressions* box. Ask students to translate the words to check they have understood the meaning: *before* = 'antes', *after* = 'después', *then* = 'luego' and *while* = 'mientras'.
- Explain the activity and tell them they need to order 17 sentences. Elicit the first one as an example and show how they need to write the order in their notebooks, for example, 1 c. You could ask them to find the second sentence too, 2 f.
- Organise students into pairs. Give them enough time to order the sentences, but don't allow the activity to go on for too long. Ask them to compare their answers with another pair.
- Check answers as a class. Refer them back to the text if they disagree about the order of any of the sentences.

## Answers

1 c 2 f 3 n 4 d 5 k 6 o 7 p  
8 h 9 i 10 l 11 b 12 q 13 g  
14 m 15 j 16 e 17 a

## Focus on language

## 5. Look at sentences a-q again and answer the questions.

- Organise students into groups of three to answer the questions. See how much they have been able to notice about the third-person singular forms. It may help to write the infinitives of the verbs on the board when explaining why some verbs add 's' and others 'es'. Make sure they pronounce the ending of the verbs with 'es' correctly.
- Check answers as a class.

## Extra activity

Say the infinitive form of the verbs from exercise 4 quickly and ask students to write the third person singular form in their notebooks. Then check answers.

## Answers

- a. Because they refer to the third person singular (*he, she, it*).
- b. -s: gets, reads, sets, packs  
-es: goes, watches, brushes, does
- c. has - irregular (have)  
tidies - the ending is *-ies* (tidy)

## 6. Read the sentences and choose the correct option A, B, or C.

- Students work individually before comparing with another student.
- Check answers as a class. Ask students to read out the complete sentence each time.

## Answers

1 B 2 C 3 B 4 A 5 C

 Listen


7. Listen to three people talking about their daily routine. Complete the events and times in the chart in your notebook.



Person	Activity	Time
Elizabeth	gets up	(1) _____
	(2) _____	12:00 PM
	(3) _____	6:00 PM
Oscar	(4) _____	7:15 AM
	watches the news	(5) _____
	(6) _____	6:30 PM
Alejandro	(7) _____	7:30 AM
	studies	(8) _____
	(9) _____	10:15 PM

**Focus on vocabulary**

8. Match the verbs a-h with the words in 1-8 to make phrases.

Example: a-4 watch the news

9. In your notebook, complete the sentences with the phrases from exercise 8. Use the correct form.

- |           |              |
|-----------|--------------|
| a. watch  | 1. French    |
| b. study  | 2. school    |
| c. help   | 3. my bag    |
| d. clean  | 4. the news  |
| e. send   | 5. a friend  |
| f. pack   | 6. the house |
| g. finish | 7. a nap     |
| h. have   | 8. emails    |

- Before school, he \_\_\_\_\_ with books, a calculator and his pencil case.
- My dad \_\_\_\_\_ on TV every evening at 6:00 PM.
- At weekends, she \_\_\_\_\_. Then she does the ironing.
- My mum \_\_\_\_\_ in the afternoon when she is tired.
- Sandy \_\_\_\_\_ from his phone.
- Margo \_\_\_\_\_ at school.
- Kevin \_\_\_\_\_ with his Maths homework after school every Monday.
- Tommy \_\_\_\_\_ at 3:00 PM, then he plays football.

## Listen

7. Listen to three people talking about their daily routine. Complete the events and times in the chart in your notebook.

- Students read the instructions and copy the chart in their notebooks. Tell them to give themselves enough room in their notebooks to write the longer answers in the Activity column.
- Before they hear the audio, ask them to look at the times for each person. Encourage them to predict what the people might be doing at those times. They should do the same for the events by guessing when the people might do the activities.
- Tell students you will play the audio twice for each person. Play audio Track 46 for Elizabeth first and elicit answers 1-3. They will hear the people using 'I' so they have to change the verb forms correctly in the chart. Play the rest of the audio for Oscar and Alejandro, but ask them just to write the answers, not to discuss them.
- After they have heard all three people, play the audio again and then let them compare their answers in pairs.
- Check answers as a class and ask students to give you complete sentences, for example, *Elizabeth gets up at 6:00 AM.*

## Extra activity

Say some false sentences about the three people and ask students to correct the sentences, for example, *Elizabeth gets up at 7 AM. (No. She gets up at 6:00 AM); Oscar has a shower at 7:15 AM (No. He goes to work at 7:15 AM), etc.*

## Answers

- |                    |                 |
|--------------------|-----------------|
| 1 6:00 AM          | 6 returns home  |
| 2 has lunch        | 7 has breakfast |
| 3 plays basketball | 8 10:00 AM      |
| 4 goes to work     | 9 goes to bed   |
| 5 12:30 PM         |                 |

## Audio script

46



## 1. Elizabeth

Hi! My name is Elizabeth. I'm a student. I usually get up at 6:00 AM because classes start at 7:30 AM. First, I have a shower, brush my teeth and get dressed. Then at 7:00 AM I have breakfast with my brother. After breakfast, I pack my bag and walk to school with a friend. At 12:00 PM I have lunch at the school restaurant because school finishes at 3:00 PM. In the afternoon, I have a nap and later I play basketball at 6:00 PM. In the evening, I return home to do homework and chat with my parents.

## 2. Oscar

Hi! I'm Oscar. I'm a teacher. I usually get up very early because I have classes at 7:30 AM. Before work, I have a shower, brush my teeth and watch the news. I don't have breakfast at home. I go to work at 7:15 AM. At school I teach Art. I usually have classes until 12:00 PM and then I go home and have lunch. I often watch the news again at 12:30 PM when I get home. In the afternoon, I have a group of students at the school art club. We have lots of fun making things. At 6:30, I return home to see my family.

## 3. Alejandro

Hi! I'm Alejandro. I go to school in the afternoon. We start at midday. I usually get up at 5:00 AM and go running for 45 minutes. After that, I relax and have breakfast at 7:30 AM. At 10:00 AM, I study and later I check emails. At 11:45 AM, I go to school with some friends. School finishes at 6:30 PM. I return home by bus. Before dinner, I chat with my parents about school. I usually read a book for one hour. It's my favourite time! I always go to bed at 10:15 PM because I get up very early.

## Answers

- watch the news
- study French
- help a friend
- clean the house
- send emails
- pack my bag
- finish school
- have a nap

9. In your notebook, complete the sentences with the phrases from exercise 8. Use the correct form.

- Explain the activity and ask students to write the missing phrases in their notebooks. Tell them to compare their sentences with two other students.
- Check answers as a class.

## Answers

- packs his bag
- watches the news
- cleans the house
- has a nap
- sends emails
- studies French
- helps a friend
- finishes school

## Focus on vocabulary

8. Match the verbs a-h with the words in 1-8 to make phrases.
- Ask students to do the matching task individually and write the answers in their notebooks.
  - Check answers as a class.

**Write**

10. Read the text and find the time expressions. Write them in your notebook.

Example: *in the mornings, around midday ...*

- My mother's name is Marilyn and she is a teacher. In the mornings, she gets up every day at 5:00 AM. She has a shower and gets dressed and then she has breakfast. At 7:00 AM she goes to work.
- Around midday she has lunch at school. She doesn't usually have much time, so she just eats a sandwich. She comes home between 3:00 and 4:00 PM.
- In the afternoons, she writes articles for the school newspaper.
- In the evenings, we have dinner together. Then she usually reads or watches TV with me. That's my favourite time of day - I love being with her.
- At night, we go to bed at the same time - about 10:30 PM.



**Glossary**

*between 3:00 and 4:00 PM* = entre las 3:00 y las 4:00 PM  
*I love to be with her* = me gusta estar con ella.  
*at the same time* = a la misma hora  
*around midday* = sobre el mediodía

11. Choose a member of your family. Write his/her routine in your notebook. First, prepare some notes under these headings. Then write your text. Remember to use time expressions and to check your work when you finish.

morning	midday	afternoon	evening / night

**Speak**

12. Find someone who ... Write six questions about daily routines. Ask the questions to your classmates. If the answer is affirmative, write it in your notebook.

Example:  
 Do you get up early?  
 Melissa gets up early. She gets up at 5:30 AM

**Writing Tip**

- ✓ Break down your writing into sections - it will feel more organised.
- ✓ Always write notes to plan your writing.

**Write**

**10. Read the text and find the time expressions. Write them in your notebook.**

- Tell students first to read the text then look at the glossary. Working in pairs, they can write the expressions they find in their notebooks.
- Check answers.

**Extra activity**

On the board, write the time expressions as the beginning of sentences:

*In the mornings, ...*  
*Around midday, ...*  
*In the afternoons, ...*  
*In the evenings, ...*  
*At night, ...*

Ask students to read the text again and to complete the sentences with the information about Marilyn.

**Answers**

in the mornings  
 every day  
 around midday  
 between 3:00 and 4:00 PM  
 in the afternoons  
 in the evenings  
 at night

**11. Choose a member of your family. Write his / her routine in your notebook. First, prepare some notes under these headings. Then write your text. Remember to use time expressions and to check your work when you finish.**

- Explain the activity and go through the Writing tip with the class. In L1, ask students to look back at the text in exercise 10 and to tell you how many sections they can find and what is in each one. They should be able to tell you each section is about the activities Marilyn does at different times of the day.

- Monitor while students are writing their notes about the member of their family in their notebooks. Give them enough time to write and check their texts. Encourage students to help each other checking their texts for accuracy.
- Ask some volunteers to read their texts aloud.

**Speak**

**12. Find someone who ... Write six questions about daily routines. Ask the questions to your classmates. If the answer is affirmative, write it in your notebook.**

- Explain the activity and ask students to write their questions. Monitor and provide any assistance when needed.
- When they are ready, tell students to walk around the classroom and ask their questions to different classmates. Remind them that they must only write down the answers if they are in the affirmative.
- After they finish, students can share their findings in groups. Ask some volunteers to read out their sentences to the class.

## Focus on vocabulary

Get Ready!

1. Which activities do you, your friends and your family do? Write sentences in your notebook.

Example: My mum dances at the weekend.  
Tom cycles to school every day.

1



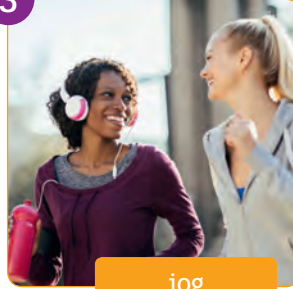
dance

2



cycle

3



jog

4



walk the dog

5



run

6



swim

7



rollerskate

8



hike

2. Find the activity that is different.

- |                       |                   |                     |
|-----------------------|-------------------|---------------------|
| 1. A. walk the dog    | B. brush my teeth | C. have a shower    |
| 2. A. sweep the floor | B. watch TV       | C. make the bed.    |
| 3. A. go to bed late  | B. jog            | C. hike             |
| 4. A. have lunch      | B. cycle          | C. have dinner      |
| 5. A. rollerskate     | B. swim           | C. go to the cinema |

## Listen



3. Listen to six people talking. Choose the correct option.

- Jaime *drives* / *doesn't drive* a taxi on Sundays.
- Pablo *runs* / *doesn't run* when he's on holiday.
- Tilly *walks the dog* / *doesn't walk the dog* at the weekend.
- My teacher *speaks* / *doesn't speak* Spanish.
- Patricia *dances* / *doesn't dance*.
- Daniel *gets up* / *doesn't get up* late at weekends.

## MODULE 2 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Keeping fit	Present simple: negative ( <i>he, she, it</i> )	Writing: a report about how to keep fit Speaking: interviewing a classmate
Lesson 5	The weather Clothes	Frequency adverbs	Speaking: a presentation about a country Writing: an email about the weather
Lesson 6	Music -ing adjectives	<i>yes/no</i> questions using <i>do</i> and <i>does</i> <i>like/love/can't stand</i> + -ing forms	Speaking / Writing: interviewing classmates about their taste in music

## UNIT THEME

In Unit 2, there are three lessons on the theme 'Local colour'. Students will learn about different ways of keeping fit, the weather and clothes in different countries, as well as music. By the end of the unit, they will be able to write about their own and their family's musical tastes.

## LESSON OVERVIEW

In this lesson, students learn vocabulary for different ways of keeping fit and how to use the negative third person singular form of the present simple. They also practise all the affirmative and negative verb forms of the present simple. At the end of the lesson, they interview another student about the fitness activities they do and write a report.

## Focus on vocabulary

## Get ready!

### 1. Which activities do you, your friends and your family do? Write sentences in your notebook.

- Before students learn some new expressions for different ways of keeping fit, ask them to tell you the names of any fitness activities they already know.
- Tell students to look at the pictures of people getting fit and to repeat the names of the activities after you. Explain or elicit in L1 that when we talk about fitness activities we often say *jog*, but *run* is also correct. Ask students to tell you which activities they do.
- Students write the sentences in their notebooks. Ask them to compare their sentences with two other students to see if they have the same interests.

- Ask some students to read out their sentences.

## Extra activity

Tell students to close their books. Jumble the letters in each of the fitness activities and write them on the board, for example, *ncade* (*dance*) *kieh* (*hike*), *lyecc* (*cycle*), etc. Include some other activities from earlier in the module for a greater challenge, for example, *laktalsbeb* (*basketball*) and *winblog* (*bowling*). Tell students to write the words correctly in their notebooks. Check answers as a class.

### 2. Find the activity that is different.

- In this exercise, students identify the activity which is different in each group of three.
- Organise students into pairs to make their choices.
- Check answers as a class. Ask them to explain the reasons for their choices.

## Answers

1 A 2 B 3 A 4 B 5 C

## Listen

### 3. Listen to six people talking. Choose the correct option.

- This exercise introduces the negative auxiliary *doesn't* to students. Ask the class to read the six sentences and to tell you what they think *doesn't* might mean.
- Explain that they are going to hear a few sentences about each person and that you will play the audio twice. They have to write the correct answer in their notebooks.

- Play audio Track 47. If your students need a little more support, you can pause the audio after the description of each person.
- Ask students to compare their answers with a partner, then play the audio again.
- Check answers as a class. Students should read out the complete sentence each time.

## Answers

- doesn't drive
- doesn't run
- walks the dog
- doesn't speak
- dances
- doesn't get up

## Audio script

47

- Jaime is a taxi driver. He sits in his car most of the week. But on Sundays he doesn't drive his taxi. He cycles in the countryside.
- Pablo runs every day. When he's on holiday he doesn't run. He travels abroad.
- Tilly works from Monday to Friday. At the weekend, she doesn't work; she walks the dog with her friends.
- My teacher only speaks English. She doesn't speak other languages.
- Patricia doesn't swim or jog for exercise. She dances with her partner.
- Daniel doesn't get up late at weekends. He trains for triathlons, so he cycles, swims and runs.

 Read

4. Read the text. Which dances can you see in the pictures?

### DANCES AROUND THE GLOBE

The **Macarena** is a dance song from Spain, but you don't need to be Spanish to dance the Macarena. The world record for the largest Macarena dance is for 2,226 teachers and students from the south-west of England.

Colombian dancer Alberto 'Beto' Pérez is the creator of **Zumba** - a dance fitness programme. It now keeps people fit and happy all over the world. It doesn't feel like exercise as it's good fun.



**Bollywood dance** is famous around the world because of the popularity of Indian Bollywood films. It is a mixture of belly dancing and Indian folk. In Bollywood dance, you don't just dance, you also sing. There's one non-Indian Bollywood dancer, of course, Shakira.

The **Haka** is a Maori dance from New Zealand that is famous round the world. The dance is a traditional Maori war dance, which the All Blacks Rugby team perform before the match. Most people don't do the dance - they watch.

#### Reading Tip

- ✓ Don't worry if you don't understand every word.
- ✓ Use the glossary to help you.
- ✓ Keep a vocabulary book and write down words that you want to learn.

5. Read the text again. Are the sentences true (T) or false (F)?

- a. The Macarena doesn't come from Spain.
- b. Zumba is a type of dance that helps you to keep fit.
- c. In Bollywood dance, you don't just dance.
- d. Shakira doesn't do Bollywood dance.
- e. The Haka is a dance that a lot of people do all over the world.

#### Glossary

*world record* = *récord mundial*  
*keep fit* = *mantenerse en forma*  
*belly dancing* = *danza árabe*  
*perform* = *realizar, actuar*



**Read****4. Read the text. Which dances can you see in the pictures?**

- Students read a longer text in this exercise containing several words that they will not know. Go through the Reading Tip with them and emphasise that they do not have to try and understand every new word they come across in a text. When they have read the text a couple of times, they can choose the words they would like to record in their vocabulary books.
- Draw their attention to the glossary before asking them to read the text and identify the dances in the pictures.
- Check answers. Ask if any students have done or would like to try any of the four dances.

**Answers**

1. the Haka 2. Zumba

**5. Read the text again. Are the sentences true (T) or false (F)?**

- Ask students to read sentences a-e and then read the text for a second time.
- Tell students to compare their answers with a partner and then check answers as a class.

**Extra activity**

Ask students to write some true/false sentences of their own about the text. They first work individually and then in groups of four. Tell them to take turns reading out their sentences. The others need to say 'true' or 'false' and then correct any false sentences.

**Answers**

- F (The Macarena comes from Spain.)
- T
- T (You also sing.)
- F (Shakira does Bollywood dance.)
- F (The Haka is a dance that lots of people watch all over the world.)

## Focus on language



6. Listen and choose the correct option.

- |                                    |  |
|------------------------------------|--|
| 1. A. I cycle to school.           | B. I don't cycle to school.            |
| 2. A. We study at night.           | B. We don't study at night.            |
| 3. A. They sing very well.         | B. They don't sing very well.          |
| 4. A. She walks the dog every day. | B. She doesn't walk the dog every day. |
| 5. A. You jog in the park.         | B. You don't jog in the park.          |

I/You don't drive.  
He/She/It doesn't drive.  
We/They don't drive.

7. Complete the text with the correct form of the verb affirmative (+) or negative (-).

Mary (1) (+) \_\_\_\_\_ (like) to keep fit, so she (2) (-) \_\_\_\_\_ (watch) TV every night. She (3) (+) \_\_\_\_\_ (do) exercise. On Mondays and Fridays, she (4) (+) \_\_\_\_\_ (swim). Her friends (5) (-) \_\_\_\_\_ (swim), so she goes alone. On Tuesday and Thursday mornings, Mary and her friends (6) (+) \_\_\_\_\_ jog in the park. They (7) (-) \_\_\_\_\_ (go) when the weather is bad. Also Mary (8) (+) \_\_\_\_\_ (cycle) a lot. She (9) (-) \_\_\_\_\_ (drive) her car very often. She's very active. Sometimes she (10) (+) \_\_\_\_\_ (rollerskate) to the shops!



8. Listen and repeat. Pay attention to the sound of *don't* / *doesn't*.

- |                                       |                             |
|---------------------------------------|-----------------------------|
| a. My friend doesn't walk the dog.    | d. I don't jog or run.      |
| b. My teacher doesn't speak Japanese. | e. You don't dance or sing. |
| c. Classes don't start at 5:00 AM.    |                             |

## Listen



9. Listen and choose the correct option A, B, or C.

- |   |  |
|---|--|
| 1. What does Dele say?<br>A. I drink a lot of water.<br>B. I don't come from Nigeria.<br>C. I do a lot of preparations.                         | 4. What do they all say about preparing for a marathon?<br>A. I run every day.<br>B. I don't go to bed late.<br>C. I eat healthy food. |
| 2. What does Nette say?<br>A. I don't run all year.<br>B. We don't go to bed late.<br>C. It doesn't make me strong.                             |  |
| 3. What does Ryan say?<br>A. I don't do triathlons.<br>B. I don't like the weather in Australia.<br>C. I don't live in Australia at the moment. |  |



### Focus on language

#### 6. Listen and choose the correct option.

- Explain the activity and ask individual students to read out both options.
- Play audio Track 48 the first time for students to choose the correct options. Check answers as a class. Then play the audio again for students to listen and repeat.
- Go through the negative verb forms in the box and write some other verbs on the board. Ask students to say the negative forms for different subject pronouns, for example, *I sing (I don't sing)*; *she cycles (she doesn't cycle)*, etc.

#### Answers

1 A 2 A 3 B 4 B 5 A

#### Audio script

48



- I cycle to school.
- We study at night.
- They don't sing very well.
- She doesn't walk the dog every day.
- You jog in the park.

#### 7. Complete the text with the correct form of the verb affirmative (+) or negative (-).

- Organise the class into pairs. Ask students to read the instructions and write the correct verb forms in their notebooks. Do one or two with them as examples.
- Check answers by asking students around the class to read sentences.

#### Answers

- |                  |                  |
|------------------|------------------|
| 1. likes         | 6. jog           |
| 2. doesn't watch | 7. don't go      |
| 3. does          | 8. cycles        |
| 4. swims         | 9. doesn't drive |
| 5. don't swim    | 10. rollerskates |

#### 8. Listen and repeat. Pay attention to the sound of *don't* / *doesn't*.

- Give students enough time to read each sentence before

playing audio Track 49. Pause after each sentence and play the audio again if they find some sentences difficult to say.

### Listen

#### 9. Listen and choose the correct option A, B or C.

- Before students read the questions, ask them to describe the picture and to say what the people are about to do (*run a race*).
- Explain that they will hear interviews with three people in the race. Tell students to read the four questions and each option carefully as preparation for the listening. Help with any vocabulary that they might not know in the questions.
- Ask the class to focus on question 1 and play audio Track 50 twice for the first interview with Dele. Elicit the answer as a class and see if students can tell you why the other two options are incorrect.
- Play the rest of the audio all the way through so students can answer questions 2-4. Ask them to compare their impressions with a partner, and then play the audio again.
- Check answers as a class.

#### Answers

1 A 2 B 3 C 4 B

#### Audio script

50



- I: I'm here at the start of the London Marathon where there are people of all nationalities warming up to prepare for their race. Hello, sir. Where are you from?  
 D: Hi! My name's Dele and I'm from Nigeria. I run marathons all year.  
 I: Really? Why do you do so many marathons?  
 D: I love running and I think it's interesting to travel and meet different people from all over the world.  
 I: What do you do to prepare for a marathon, Dele?  
 D: Well, I don't do anything to prepare really. I do so many.  
 I: I see.

D: There are things that I do to prepare the day before, I suppose. I don't go to bed late, I eat well and I drink lots of water.

I: That's a good idea. Good luck with the race.

D: Thanks.

I: Hi. Do you have time for a chat?

N: There are a few minutes before we start. Go ahead!

I: Thanks. What's your name and where are you from?

N: I'm from Denmark and my name is Nette.

I: Nice to meet you, Nette. Can you tell me what you do to prepare for a marathon?

N: Yes, of course. I run all year. I don't find it boring. It's fun. I don't always do long runs as I don't have time. I also cycle everywhere which makes me strong. In my family, we don't eat junk food and we don't go to bed late.

I: Thanks, Nette. Have a good run.

N: Thanks.

R: I'm Australian and my name's Ryan.

I: Hi, Ryan! How do you prepare for a marathon?

R: Well, I went to bed early last night. Does that count as preparation? I usually do triathlons, so I cycle, swim and run all the time. Australia's great for training as the weather's great! However, I live in London at the moment, so I don't always train outside. I don't swim in the River Thames; it's cold and it could be dangerous. I go to a swimming pool. I don't run in the park; I go to the gym.

I: Sounds like you're prepared for anything. Thanks, Ryan. I think the London Marathon is about to start...

## Focus on vocabulary



10. Listen again and write the adjectives you hear in your notebook.

boring dangerous exciting  
interesting fun tiring

11. Choose the correct word to complete the sentences.

- I'm sure you can cycle down this hill. It isn't *dangerous* / *exciting*.
- We love to rollerskate at the weekend. It's *fun* / *boring*.
- I don't read many books. They are *boring* / *interesting*.
- He wants to see that film again. It's really *interesting* / *tiring*.
- She doesn't run marathons. They're *fun* / *tiring*.
- I can't wait until we do the New York Marathon. It's *dangerous* / *exciting*.



## Speak

12. Interview a classmate. Follow the steps below and make notes in your notebook.

- Choose six activities to find out about.  
*Do you rollerskate?*  
*No, I don't. / Yes, I do.*
- Find out why they do / don't do that activity.  
*Why do / don't you rollerskate?*  
*I think it's dangerous / fun. OR I don't think it's boring.*

## Write

13. Write a report about the activities your classmate does and the activities he/she doesn't do and why. Use the example below to help you.

Julia likes to keep fit, so she does a lot of activities. She cycles every day to school and back. She thinks it's fun. She swims every day too. She doesn't think it's boring. Julia doesn't jog or run - she finds it tiring, but she does walk the dog every afternoon. It's fun to play with her dog in the park. She doesn't hike, but she rollerskates. Some people think it's dangerous, but she thinks it's exciting.

### Focus on vocabulary

10. Listen again and write the adjectives you hear in your notebook.
- Go through the adjectives in the box and elicit or explain the meaning of each word. Drill the pronunciation chorally.
  - Explain that students heard some of the adjectives in the listening activity in exercise 9. Tell students they are going to listen to the interviews again and write any adjectives from the box that they hear in their notebooks.
  - Play audio Track 50 again all the way through. Students can compare answers in pairs before you check answers with the whole class.

#### Answers

interesting, boring, fun, dangerous

11. Choose the correct word to complete the sentences.
- Ask students to read the sentences. Explain any unfamiliar words and then tell them to write the correct words in their notebooks.
  - Check answers as a class.

#### Answers

- dangerous
- fun
- boring
- interesting
- tiring
- exciting

### Speak

12. Interview a classmate. Follow the steps below and make notes in your notebook.
- Go through the instructions and the examples. Make sure students choose six activities to find out about. Ask them to write the questions in their notebooks.
  - Organise students into pairs and make sure they write

down the reasons their partner gives for doing or not doing an activity. Monitor and give help if requested. Make sure they are using the adjectives from exercise 10.

- Get some feedback by asking volunteers to tell you some of their partner's answers.

### Write

13. Write a report about the activities your classmate does and the activities he/she doesn't do and why. Use the example below to help you.
- Explain the activity and ask a few students to read out the sentences in the example report.
  - Ask some questions about the text. For example, *Why does Julia cycle every day to school and back? (she thinks it's fun) Why doesn't she jog? (she finds it tiring) Why does she like to play with her dog in the park? (it's fun) What does she think about rollerskating? (she thinks it's exciting).*
  - Tell students to use the example text as a model for their report. Remind them to make some notes before they start writing.
  - Give them enough time to write and check their reports. Monitor and provide any assistance when needed. Encourage students to help each other checking their texts for accuracy.
  - Ask some volunteers to read their reports aloud.

## Focus on vocabulary

Get Ready!

1. Match the types of weather to the pictures.

Example: 1 = rainy



cloudy sunny snowy rainy windy



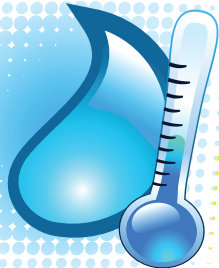
51

2. Listen to five people describing the weather in the places in exercise 1. Match the speakers a-e to the pictures 1-5.

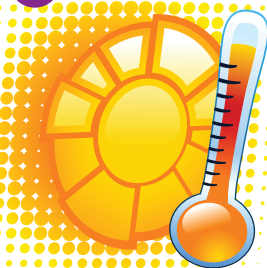
3. Match the adjectives describing temperature to pictures 1-4.

hot cool warm freezing

1



2



3



4



4. Describe the weather where you are today.

Example: I'm in Oxford. It's cold and rainy.

## LESSON OVERVIEW

In this lesson, students learn how to talk about the weather, seasons and clothes. The grammar focus is on adverbs of frequency. By the end of the lesson, students will be able to write an email giving information about Colombia and make a presentation about another country using the language they have learnt in the lesson.

### Focus on vocabulary

#### Get ready!

#### 1. Match the types of weather to the pictures.

- This exercise introduces students to the topic of weather. Ask them to look at the words in the box and to repeat them after you. Organise the class into pairs to do the matching task.
- Check answers as a class.

#### Answers

1. rainy
2. windy
3. cloudy
4. sunny
5. snowy

#### 2. Listen to five people describing the weather in the places in exercise 1. Match the speakers a-e to the pictures 1-5.

- Ask students to say where they think the five pictures in exercise 1 were taken. They will find out in the audio, so don't tell them yet.
- Play audio Track 51. Students do the matching task individually in their notebooks and then compare answers with a partner. Play the audio again for students to check their answers.
- Ask students to say where the places are in each picture (1. Paris, 2. Wellington, 3. London, 4. Santa Marta, Colombia, 5. Washington, D.C.).

#### Answers

a 1 b 5 c 3 d 2 e 4

#### Audio script

51



- a. I'm in Paris and it's rainy and cool.
- b. We're in Washington and it's freezing. It's winter and it's snowy.
- c. I love London. Today, it isn't rainy. It's warm and cloudy.
- d. This is a picture of me in Wellington in New Zealand. It's windy.
- e. Santa Marta is on the Caribbean coast of Colombia. It's sunny! I love Colombia!

#### 3. Match the adjectives describing temperature to pictures 1-4.

- Students do the matching task individually and then compare answers with a partner.
- Check answers as a class and drill the pronunciation of the adjectives.

#### Answers

1. cool
2. hot
3. warm
4. freezing

#### 4. Describe the weather where you are today.

- Elicit the answer from the class.

#### Extra activity

On the board, write some names of places from different parts of the world and next to each place write a temperature and draw a weather symbol. Ask students to pretend they are in these different places and describe the weather in their notebooks, for example, *I'm in New York. It's cool and rainy; I'm in Rome. It's hot and sunny*, etc.

#### Answers

Students' own answers

 **Read**

5. Match the seasons in the box to the people. Then read the text and check your answers.

spring summer autumn winter

### WHAT'S YOUR FAVOURITE SEASON?

I'm Joanna and I'm from London. My favourite season is the summer. In July and August it's usually warm and sunny. Many people go to the beach on holiday. We always go to my grandparents' home near the sea. I love it!

My name's Peter and I'm from Germany. I like autumn because the temperature is perfect. It's usually sunny, but it's never too hot. In September we usually go for long walks. The trees are full of fruit and the colours are just so beautiful!

I'm Mindy from Canada. Winter here is freezing with sub-zero temperatures. Usually, it's snowy and sometimes it's very windy. Many people like winter because they can do winter sports like skating, skiing, and snowboarding.

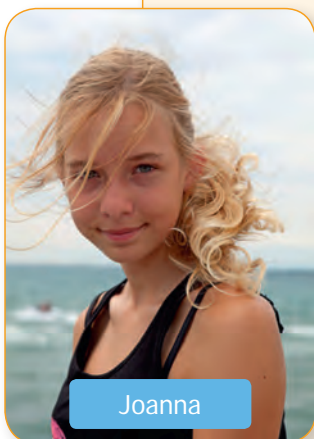
I'm from France and my name's Pierre. My favourite season is the spring because after the cold days of winter, it's warm again. Trees and bushes are full of blossom and people sometimes go on picnics.

### Glossary

skating = patinar

skiing = esquiar

blossom = flor



Joanna



Peter



Mindy



Pierre

6. Read the text again and answer the questions with the correct option A, B or C.

- What's the weather usually like in the summer in London?
  - warm and rainy
  - hot and sunny
  - warm and sunny
- Why does Peter like autumn?
  - It's too hot.
  - It's not too hot or too cold.
  - It's perfectly hot.
- Where and when do people go skating and skiing?
  - In the winter in Germany.
  - In the summer in Canada.
  - In the winter in Canada.
- Why does Pierre like the spring?
  - The temperature gets warm.
  - He likes picnics.
  - He's from France.



**Read**

5. Match the seasons in the box to the people. Then read the text and check your answers.
- Before students read the text, explain that *seasons* means 'estaciones'. Ask them to look at the seasons in the box and drill the pronunciation. Then ask them to look at the pictures carefully and to try and match the seasons to the four people and write the answers in their notebooks.
  - Draw their attention to the glossary box and check pronunciation.
  - Tell students to read the text and check their answers.
  - Check answers as a class.

**Answers**

Joanna - summer  
Peter - autumn  
Mindy - winter  
Pierre - spring

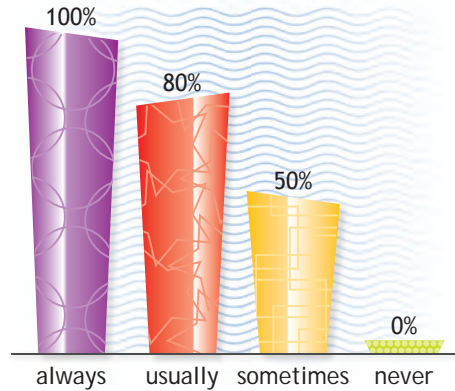
6. Read the text again and answer the questions with the correct option A, B or C.
- Explain the activity. Point out or elicit in L1 that in question 1 *What's ... like?* is asking for a description of the weather, but in question 2 *like* has a completely different meaning. You could ask students to translate the four questions to check that they completely understand what they have to do.
  - Students read the text again and answer the questions in their notebooks.
  - Check answers as a class.

**Answers**

1 C 2 B 3 C 4 A

### Focus on language

7. Look at the diagram. Find examples of frequency adverbs in the text in exercise 5.



### Useful language

Look at the position of the adverb in affirmative and negative sentences.  
*We usually go to the beach in the summer.*  
*We don't usually go to the beach in the summer.*  
 The negative form is used with *always* and *usually*.

8. Read the *Useful language* box, then complete the sentences.

- People in Colombia \_\_\_\_\_ go on holiday in December.
- It \_\_\_\_\_ rains in the Atacama Desert.
- I \_\_\_\_\_ wear shorts in the snow.
- In Canada it \_\_\_\_\_ snows in the winter.
- In spring, the weather is \_\_\_\_\_ cold and rainy.

### Glossary

Don't confuse the words *wear* and *carry*.  
 wear = llevar puesto  
 carry = llevar (en sus manos)

### Focus on vocabulary

9. Match the words to the clothes 1-12.



hat scarf coat jumper T-shirt  
 shorts jeans skirt dress  
 boots shoes umbrella



### Listen

10. Listen to five people and say if the sentences are true (T) or false (F).

- Speaker 1 never carries an umbrella.
- Spring in Paris is usually cloudy and cool.
- Speaker 2 never wears a lot of clothes in winter.
- At the weekends, he goes to the mountains.
- Speaker 3 always wears a dress or a skirt and a T-shirt.
- Speaker 4 lives in Wellington where it's always windy.
- Speaker 5 is from Santa Marta, where it's usually cloudy and hot.
- He usually plays volleyball with his friends.

11. Tell a classmate about the clothes you wear for different types of weather.

*Example: When it's rainy and cool, I wear a coat, a hat, boots, jeans and a jumper. I carry an umbrella.*

## Focus on language

7. Look at the diagram. Find examples of frequency adverbs in the text in exercise 5.
- Explain the activity and drill the pronunciation of the adverbs. Check students stress the first syllable of each word.
  - Students find the adverbs in the text and discuss their meaning (*always* = 'siempre', *usually* = 'soler', *sometimes* = 'a veces', *never* = 'nunca').
  - Check answers as a class.
8. Read the *Useful language* box, then complete the sentences.
- Go through the *Useful language* box with the class. If you think your class needs more support, write extra examples on the board using different verbs.
  - Ask students to look at the gapped sentences. Explain that *shorts* means 'pantalones cortos' in sentence c. Tell students to write the missing adverbs in their notebooks.
  - When checking their answers as a class, ask them to say the complete sentences.

## Answers

- usually
- never / sometimes
- never
- always / usually
- sometimes

## Focus on vocabulary

9. Match the words to the clothes 1-12.
- Before students look at the words, ask them to identify the four seasons in the pictures. Then ask how many words for clothes they already know.
  - Organise the class in pairs and ask students to write the answers in their notebooks.
  - Check answers as a class and drill the pronunciation for each word.

## Extra activity

Tell students to close their books. Explain that you are going to say the names of different clothes in Spanish and they must write the English words in their notebooks. They can compare answers in pairs. When you check answers as a class, ask students to say the complete word followed by the spelling.

## Answers

- |             |            |
|-------------|------------|
| 1. coat     | 7. boots   |
| 2. umbrella | 8. scarf   |
| 3. hat      | 9. shoes   |
| 4. T-shirt  | 10. jeans  |
| 5. shorts   | 11. jumper |
| 6. dress    | 12. skirt  |

## Listen

10. Listen to five people and say if the sentences are true (T) or false (F).
- Before students do the activity go through the glossary with them. Explain in L1 that *wear* is only used for clothes and jewellery.
  - Ask students to read the eight sentences a-h. Check they understand all the vocabulary.
  - Tell them that you will play the audio twice. They must write the answers in their notebooks.
  - Play audio Track 52 for the first time. Students can compare in pairs before they listen a second time. If your students need more support, play the audio again.
  - Check answers as a class.

## Answers

- F (He always carries an umbrella.)
- F (It's usually rainy and cool.)
- F (He always wears a lot of clothes in winter.)
- T
- T
- F (It's sometimes windy in Wellington.)
- F (It's usually hot and sunny.)
- T

## Audio script

52

## Speaker 1

I live in Paris. In spring, it's usually cool and rainy. I usually wear a coat, jeans, boots and a jumper and I always carry an umbrella. After school, I usually meet my friends in a café for a chat.

## Speaker 2

I live in the USA in Washington. In winter, it's always snowy and freezing cold. I always wear lots of clothes - jeans, a jumper, a coat, a hat and scarf and some boots. At the weekends, I go to the mountains to ski. I love it!

## Speaker 3

In London in the summer it's sometimes hot and sunny, but it's usually warm and cloudy. I always wear a dress or a skirt and T-shirt and some shoes. I always go to the park after school with my best friend.

## Speaker 4

I live in New Zealand in a city called Wellington. It's sometimes windy in Wellington. I usually wear jeans and a T-shirt. If it's cold, I wear a coat too. When it's windy, I like to go to the harbour.

## Speaker 5

I'm from Santa Marta in Colombia where it's usually hot and sunny. I always wear shorts and a T-shirt. In my free time, I usually play volleyball on the beach with my friends.

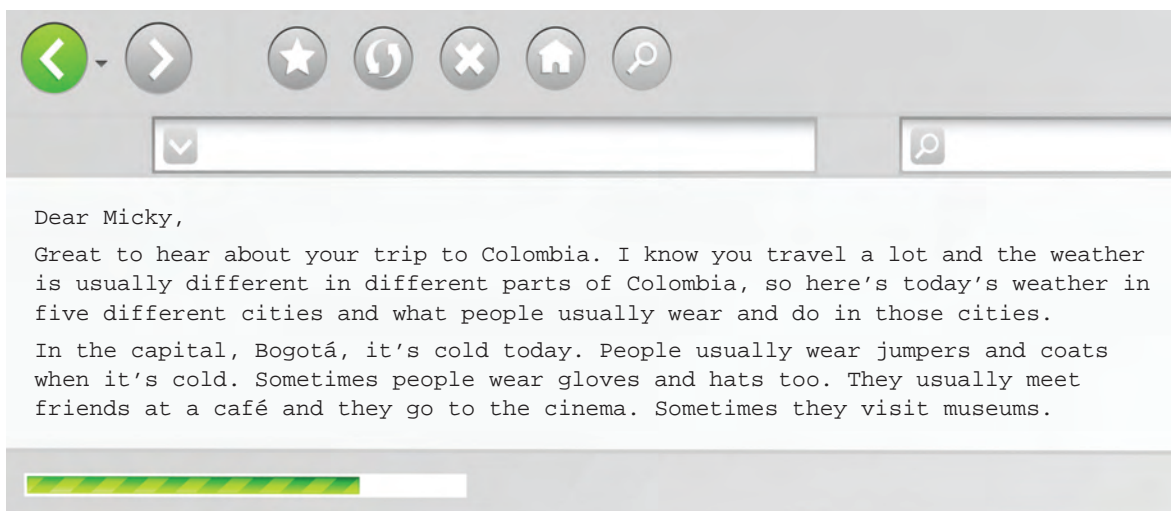
11. Tell a classmate about the clothes you wear for different types of weather.
- Read the example with the class and ask students to describe what they wear in their notebooks. Organise them in groups of three or four to compare their sentences and see how many similarities and differences there are.
  - Ask some volunteers to read out their descriptions.

 Write

12. Look at the map of Colombia and the weather chart. Write an email to a friend saying what the weather is like today in three of the places on the map. Describe what people wear in that type of weather and what they usually do. Look at the example to help you.



Bogotá	cold
Medellín	rainy
Cali	windy
Barranquilla	sunny
Bucaramanga	cloudy



Dear Micky,

Great to hear about your trip to Colombia. I know you travel a lot and the weather is usually different in different parts of Colombia, so here's today's weather in five different cities and what people usually wear and do in those cities.

In the capital, Bogotá, it's cold today. People usually wear jumpers and coats when it's cold. Sometimes people wear gloves and hats too. They usually meet friends at a café and they go to the cinema. Sometimes they visit museums.

 Speak

14. Prepare a short presentation about a different country. Research the weather at one particular time of the year in three different places in that country. Explain what people wear in that type of weather and the type of activities that people do at that time of year.



## 53 13. Say it!

Read the information. Then listen and repeat.

When you say a list of items in English, the intonation on each word goes up at the end, until the last word in the list when the voice goes down.

*I wear a coat, a hat, boots, jeans and a jumper.*

**Write**

**12. Look at the map of Colombia and the weather chart. Write an email to a friend saying what the weather is like today in three of the places on the map. Describe what people wear in that type of weather and what they usually do. Look at the example to help you.**

- Go through the instructions with the class and make sure they understand what they have to do.
- Ask some questions about the example email, for example, *What's the weather like in Bogotá today? (cold) What do people usually wear when it's cold? (jumpers and coats)*
- Students can work together to make notes in their notebooks about the weather in the different places, the clothes that people usually wear there, and some typical activities for each place.
- Ask the class to write their emails in their notebooks and to follow the model provided in the book. Monitor students' work, offering content and language support. Encourage students to help each other checking their texts for accuracy.
- Ask some volunteers to read their emails aloud.

**Speak**

**13. Read the information. Then listen and repeat.**

- Go through the Say it! box with the class. Play audio Track 53 a few times for students to practise using the correct intonation when giving a list of items.

**Extra activity**

Organise the class into groups of four. Explain that they are going to play a memory game. Each student in the group must add the name of an item of clothing to the sentence.

For example,

Student A: She wears a coat.

Student B: She wears a hat and a coat.

Student C: She wears a skirt, a hat and a coat.

Student D: She wears a T-shirt, a skirt, a hat and a coat, etc.

Remind them to use the correct intonation after each item in the list and at the end of the sentence.

**14. Prepare a short presentation about a different country. Research the weather at one particular time of the year in three different places in that country. Explain what people wear in that type of weather and the type of activities that people do at that time of year.**

- Go through the instructions with the class and make sure students understand what they need to include in their presentations.
- You could ask students to work individually and research a country of their choice, or you could ask the class to give you the names of five or six countries. Write the names of the countries on the board. Either put students in groups or invite them to form their own groups according to the countries they are interested in.
- If it is possible for students to do the research during the lesson, let them make notes in their notebooks and prepare their descriptions. Monitor and help with any vocabulary and grammar points. They may need to do the research as homework and bring the information to the next class, in which case the preparation can continue in the following lesson.
- Organise students in groups of four with classmates they didn't work with before (if they did their preparation as part of a group). Students then give their presentations to the group.
- When they have finished, ask volunteers to tell the class some new facts they learnt about the other countries.

 **Speak**
**Get Ready!**

1. Read what people say about music. Which person is most like you?



2. Walk around the classroom and ask your classmates the questions.

Questions	You	Classmate 1	Classmate 2
Do you like music?			
What type of music do you like?			
Do you feel happy when you listen to music?			
Do you dance when you hear music?			
Do you listen to music on your phone, on the radio, on a CD player?			

3. Compare your answers with the rest of the class. Which type of music is the most popular?

## LESSON OVERVIEW

In this lesson, students will express their opinions and feelings about music using adjectives ending in *-ing* and some useful expressions. They also revise *Yes/No* questions with *Do* and *Does* together with the new expressions. The lesson finishes with students interviewing each other about their tastes in music and writing a short paragraph about their own and their family's musical tastes.

### Speak

#### Get ready!

1. Read what people say about music. Which person is most like you?
  - Write the word *Music* on the board and elicit as many types of music as possible.
  - Ask students to open their books and look at exercise 1. Then ask them to find the different types of music in the speech bubbles. Ask students in pairs or small groups to think of well-known singers, bands, composers, etc who are linked to each type of music.
  - Check students understand each opinion before they answer the question. Ask them to compare answers with other students.
  - As class feedback, ask some volunteers to say which person is most like them.
2. Walk around the classroom and ask your classmates the questions.
  - Go through the questions with the class. Ask them to repeat the questions after you to check they are using the correct intonation. Then model the short answers, *Yes I do / No I don't* and encourage students to answer the questions with these.
  - Tell students to copy the chart into their notebooks and to answer the questions about themselves first of all. Give them enough time to move around the classroom and interview two other classmates, writing down their responses in their notebooks.
3. Compare your answers with the rest of the class. Which type of music is the most popular?
  - Ask students to make groups of four and to report their findings. Tell them to work with different students from the ones they interviewed.
  - For the most popular type of music, find out as a class which performers are students' favourites.

**Read**

4. Read the text and answer the questions Yes (Y) or No (N). Correct the No answers.

Hi there. I'm Santiago, I'm 16 and I love music - it's my hobby. My favourite type of music is rock - I listen to it every day and there are a few bands that I follow - I'm crazy about them. There are other types of music that I like, but rock is my favourite. I don't like vallenato - it's boring.

Hi. My name's Jan and I'm 15 years old. Music is very important in my life. All my family loves playing and listening to music. My dad and I play the guitar together, but we have very different music taste. I enjoy listening to metal - I find it really exciting. My father loves classical music - he says it's relaxing.

Hi, I'm Annie, I always sing when I listen to music that I like. My favourite types of music are salsa and merengue. It's amazing - when I listen to that type of music I feel happy! Music plays a big role in my life because my mum is a music teacher and our whole family is musical. I play the piano and my sister plays the flute.

My name's Lola and I'm 14 years old. For me, music is an important part of my life - I like listening to it in my bedroom. I remember good times when I listen to music. I love pop music, but I can't stand listening to metal. Metal is annoying.



- a. Does Santiago only like rock music?
- b. Does he think vallenato music is boring?
- c. Does Jan play the same instrument as her dad?
- d. Does Jan's dad think classical music is exciting?
- e. Does Annie like more than one type of music?
- f. Does she play any instruments?
- g. Does Lola like listening to music in her bedroom?
- h. Does Lola think pop music is annoying?

**Focus on vocabulary**

- 5. Find five adjectives ending in *-ing* in the text. What do they describe?
- 6. Complete the sentences with the words below so they are true for you.

amazing annoying boring depressing exciting relaxing

- a. Pop music is ...
- b. Reggae is ...
- c. Classical music is ...
- d. Rock music is ...
- e. Vallenato music is ...

8. Compare your answers to exercise 6 with your classmate.

54 **7. Say it!**

Listen and repeat.  
Practise pronouncing *-ing* /ɪŋ/.  
*amazing annoying boring*  
*depressing exciting relaxing*



**Read**

4. Read the text and answer the questions Yes (Y) or No (N). Correct the No answers.
- Tell students they will read about a group of teenagers describing how music makes them feel. Ask them to read the text and say if they agree with any of the teenagers.
  - Ask students to read the questions before reading the text for a second time so they know what they have to look out for. Do the first question as an example and show how they must explain why the *No* answers are incorrect. They will also need to give more information for question f even though that is a 'Yes' answer.
  - Let students work through the exercise and compare answers with a partner. Check answers with the whole class.

**Answers**

- a. No. He also likes other types of music.
- b. Yes
- c. Yes
- d. No. He thinks it's relaxing.
- e. Yes
- f. Yes (She plays the piano.)
- g. Yes
- h. No. She loves pop music. She thinks metal is annoying.

**Focus on vocabulary**

5. Find five adjectives ending in *-ing* in the text. What do they describe?
- Ask students to read the text again and find the five adjectives.
  - Check answers as a class.

**Answers**

boring - vallenato  
exciting - metal  
relaxing - classical music  
amazing - salsa and merengue  
annoying - metal

6. Complete the sentences with the words below so they are true for you.

- Explain the activity. The vocabulary box includes a new word, *depressing*. See if students can guess its meaning. If necessary, tell them it means 'deprimente'.
- Students work individually to complete each sentence. Don't let them compare answers as they will do this in exercise 8.

**Answers**

Students' own answers

7. Listen and repeat.

- Draw students' attention to the Say it! box. Play audio Track 54 for them to listen and repeat the words. Make sure they are putting the main stress on the second syllable of each adjective (except *boring*, which has the stress on the first syllable) as well as pronouncing the /ɪŋ/ sound correctly.

8. Compare your answers to exercise 6 with your classmate.

- Organise the class into pairs, or groups of four if you prefer, for students to compare their opinions.
- Get class feedback by asking students to say if their groups had similar opinions about each type of music.

**Extra activity**

Ask students to write three sentences in their notebooks giving their opinions about the different types of music in the lesson so far. Tell them that one sentence must be true and two must be false. Ask students to form pairs and read their opinions aloud. They should take it in turns to guess which opinion is true.

 Listen

55

9. Listen to an interview with a famous pop star and answer the questions with *Yes, she does.* / *No, she doesn't.*

- Does Tallulah know the title of her song?
- Does Tallulah write her own songs?
- Does she like doing concerts?
- Does her guitarist like doing concerts?
- Does Tallulah like answering questions?

55

10. Listen again and match the beginnings of the sentences with their endings.

- |                                    |                         |
|------------------------------------|-------------------------|
| a. Tallulah's fans are crazy about | 1. travelling.          |
| b. Tallulah can't stand            | 2. her fans.            |
| c. Tallulah hates                  | 3. her.                 |
| d. Tallulah loves                  | 4. answering questions. |
| e. Tallulah doesn't like           | 5. doing concerts.      |

## Useful expressions

*be crazy about + -ing / noun*  
*be mad about + -ing / noun*  
*can't stand + -ing / noun*  
*don't mind + -ing / noun*  
*love / like / hate + -ing / noun*

11. Read the *Useful expression* box. Then complete the sentences so they are true about you and your family.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| a. I am crazy about ...           | d. My neighbour doesn't like ... |
| b. My mother / father loves ...   | e. I can't stand ...             |
| c. My brother / sister enjoys ... | f. My friends at school hate ... |



## Listen


9. Listen to an interview with a famous pop star and answer the questions with *Yes, she does.* / *No, she doesn't.*
- Draw students' attention to the *Useful expressions* box and check that students understand all the expressions.
  - Tell students to read through the questions before they listen to the audio. Play audio Track 55 and tell students to write the answers in their notebooks.
  - Students can compare their answers in pairs before playing the audio a second time.
  - Check answers as a class.

## Answers

- a. Yes, she does.
- b. No, she doesn't.
- c. No, she doesn't.
- d. Yes, he does.
- e. No, she doesn't.

## Audio script

55

- I: Hello, Tallulah! How are you today? 
- T: Great! My new song is number one!
- I: That's exciting! What's the title of the song?
- T: *Does he love me?*
- I: Sorry?
- T: *Does he love me?* That's the title.
- I: Ahh, I see. Of course. Your fans are crazy about you.
- T: Yes, I love them too. They're amazing.
- I: Do you write your own songs?
- T: No, I don't. My guitarist writes them. I like singing.
- I: Does your guitarist like doing concerts?
- T: Yes, I think he does. I can't stand it though! I hate travelling, I don't really like crowds and I miss my boyfriend.
- I: That's a shame. Does your guitarist hate travelling too?
- T: No, he doesn't mind long journeys.
- I: Does he do concerts on his own?
- T: No, he doesn't.
- I: Does he play with anyone else?
- T: No, he doesn't.
- I: Does he ...
- T: Look ... this is annoying. No more questions. I don't like them. They're boring.
- I: Oh, goodbye then.

10. Listen again and match the beginnings of the sentences with their endings.

- Explain the activity. Ask students if they can match the sentence halves before they listen to the audio again. Play audio Track 55 again for students to write or check their answers in their notebooks.
- Check answers as a class by asking individual students to read out the complete sentences.
- Point out to students that the sentence endings 1-5 are all nouns or the *-ing* forms of the verbs.

## Answers

a 3 b 5 c 1 d 2 e 4

11. Read the *Useful expressions* box. Then complete the sentences so they are true about you and your family.

- Go through the *Useful expressions* box with the class again and check students' comprehension of each expression. Point out that these are very useful common phrases, but students must be careful with the constructions after each one. It may be helpful to write a few example sentences on the board.
- Students complete the sentences in their notebooks and then compare their sentences with three other classmates.

## Extra activity

Write on the board or dictate some sentences using the useful expressions in the box. Some must be correct, but some must have mistakes. Tell students they have to decide if the sentences are correct or not, and if there are any mistakes then they have to correct them. Check as a whole class.

## Answers

Students' own answers

## Focus on language

12. Choose the correct word to complete the questions.

- Does / Do* your father love music?
- Does / Do* your friends hate classic music?
- Does / Do* your teacher enjoy pop music?
- Does / Do* you mind listening to rock music?
- Does / Do* you hate cumbia?

## Useful language

*Yes/No* questions

We use *Does* in questions with *I, you, he/ she/it, we, they*.

We use *Do* in questions with *I, you, he/ she/it, we, they*.

## Write

13. Use the words in the box to write questions.

Do	you your brothers and sisters friends	love like hate	listening to playing dancing to	music? rock music? pop music?
Does	he your mum that man		pop music? reggae? vallenato?	

14. Now write five *yes/no* questions to ask your classmates about their taste in music. Also find out about their family.

*Example:*

*Do you like pop music?*

*Does your mum like rock?*

15. Write a short paragraph about you and your family's taste in music. Use the texts on page 69 to help you.

- Introduce yourself and your taste in music
- Say what type of music you like / don't like
- Say how certain music makes you feel
- Talk about your family members' tastes in music

### Focus on language

12. Choose the correct word to complete the questions.

- The purpose of this activity is for students to revise *Yes/No* questions using some of the new expressions from page 70. Tell them to do the activity in pairs. The *Useful language* box can be used as a reminder while they complete the questions.
- Check answers as a class.

### Extra activity

Write the corrected questions on the board and elicit the possible short answers for each one: *Yes, he does / No, he doesn't, Yes, they do / No they don't*, etc. Then tell students to ask and answer the questions in pairs, encouraging them add extra information where they can.

### Answers

- a. Does b. Do c. Does  
d. Do e. Do

### Write

13. Use the words in the box to write questions.

- Students should now feel confident to ask longer questions. Explain how the chart works and elicit a few example questions from the class to check they understand what they have to do.
- Give students a few minutes to write some questions in their notebooks and then ask volunteers to read out their questions.

14. Now write five *yes/no* questions to ask your classmates about their taste in music. Also find out about their family.

- Explain the activity and monitor while students are writing their questions. Encourage them to make the questions as varied as possible.
- Tell students to move around the classroom asking different classmates their questions.

- Don't allow the activity to go on for too long. Organise students into groups of three or four so they can discuss their findings.

15. Write a short paragraph about you and your family's taste in music. Use the texts on page 69 to help you.

- Go through the instructions with the class. Make sure they understand what they have to do and that they must cover the four points in the exercise. Tell them to refer back to the texts on page 69 for guidance.
- Remind students to make notes before they write their paragraphs. Monitor their work, offering content and language support. After they finish, ask them to share their paragraphs in groups, and then ask some volunteers to read their own paragraphs aloud.

### Listen

Get Ready!

1. Match the celebrations to the pictures 1-4.

Valentine's Day Halloween Carnival Independence Day



2. What other festivals do you know? Write a list in your notebook.

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3. Listen to these people talking about celebrations. Complete the chart in your notebook.

Celebration	Place	Time	Activities

56

4. Listen again and complete the sentences.

- Independence Day \_\_\_ Colombia is \_\_\_ July 10<sup>th</sup>.
- Halloween is \_\_\_ October. It is \_\_\_ October 31<sup>st</sup>.
- Easter \_\_\_ Mexico lasts two weeks.
- \_\_\_ the USA, people celebrate Saint Valentine's Day \_\_\_ February 14<sup>th</sup>.

MODULE 2 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Celebrations Ordinal numbers	Prepositions of time and place	Speaking: describing celebrations Writing: inventing a special occasion
Lesson 8	Holidays	Wh- questions	Writing: a description of a holiday
Let's work together: A special place - promoting tourism in Colombia			
Self-assessment			

UNIT THEME

In Unit 3, there are two lessons on the theme of celebrations and holidays. Students will learn how to describe festivals and holidays. There is also a Let's work together section where students work on a project: a poster to promote tourism in Colombia.

LESSON OVERVIEW

In this lesson, students learn how to talk about celebrations in Colombia and around the world. They learn how to say dates using ordinal numbers and how to use time and place prepositions. By the end of the lesson, students will be able to speak about a variety of celebrations.

Listen

Get ready!

1. Match the celebrations to the pictures 1-4.

- Ask students to look at the four pictures and describe what they can see. Then ask them to do the matching task in pairs.
- Check answers as a class.

Answers

- Independence Day
- Halloween
- Carnival
- Valentine's Day

2. What other festivals do you know? Write a list in your notebook.

- Ask students to list other festivals they know in their notebooks. Put students into groups to compare their lists.

3. Listen to these people talking about celebrations. Complete the chart in your notebook.

- Tell students to copy the chart in their notebooks and then play audio Track 56.
- Let students compare answers in pairs before playing the audio a second time.
- Check answers as a class.

Answers

Celebration	Place
Independence Day	Colombia
Time	Activities
July 10th	People go out and hang the Colombian flag outside their houses.

Celebration	Place
Halloween	Many countries around the world
Time	Activities
October 31st	Children wear costumes. Children go to houses to ask for sweets.

Celebration	Place
Easter	Mexico
Time	Activities
Palm Sunday to the Saturday after Easter Sunday	People go on holiday. People visit family and friends around the country.

Celebration	Place
Valentine's Day	the United States
Time	Activities
February 14th	People give cards, letters, flowers or presents to their partner. Some people have a romantic meal in a restaurant.

Audio script

56

Speaker 1

In Colombia, we celebrate Independence Day on July 10th. People go out and hang the Colombian flag outside their houses.

Speaker 2

Halloween is in October on the last day of the month, the 31st. In many countries around the world, children wear costumes and go from house to house in their neighbourhood, often in small groups, to ask for treats such as sweets, lollipops or chocolates.

Speaker 3

In Mexico, Easter lasts for two weeks and consists of two different festivals: Semana Santa, which means Holy Week and lasts from Palm Sunday to Easter Saturday, and Pascua - the period from Easter Sunday to the following Saturday. This is a popular time for people to go on holiday. Many people visit their family and friends around the country.

Speaker 4

In the United States, Valentine's Day is on February 14th. This festival celebrates romantic love and many people give cards, letters, flowers or presents to their partner. Some people have a romantic meal in a restaurant. Common symbols of Valentine's Day are hearts, red roses and Cupid.

4. Listen again and complete the sentences.

- Tell students to read the sentences and to try and guess the missing words. Play audio Track 56 again for them to complete the sentences.
- Check answers as a class and ask what they noticed about the missing words (*we use in for places and months and on for dates*).

Answers

- a. in, on b. in, on c. in d. In, on

 Read

## 5. Read about the celebrations and match them to the pictures.

**Thanksgiving Day:** In the United States, this special celebration is in November (on the fourth Thursday). It's a holiday in the United States and they celebrate the harvest. At lunch time, families get together to eat a traditional Thanksgiving meal of turkey and pumpkin pie. It's a special time when families can be together.

**Chinese New Year celebrations:** In China, these celebrations start on the 23rd day of the 12th lunar month of the Chinese calendar. This festival ends on the 15th day of the first lunar month in the following year in the Chinese calendar. The streets are decorated with red lanterns and there are parades and fireworks. Traditionally people give children money in red envelopes - red is a lucky colour. Many people clean their homes to welcome the new year.

**Christmas:** In Colombia, Christmas is celebrated on December 24<sup>th</sup>. Families get together, sing carols and eat chicken or pork. The house has decorations, such as lights, a Christmas tree and a Nativity scene. At midnight, they give presents to each other.



## 6. Read the text again and answer the questions.

- What is celebrated in the United States on the fourth Thursday in November?
- What is the traditional way to celebrate Thanksgiving?
- Name four ways the Chinese celebrate the New Year.
- What is special about the colour red in China?
- When do Colombians celebrate Christmas?
- When do Colombians give presents?

## Glossary

harvest = cosecha  
 parade = desfile  
 carols = villancico  
 Nativity scene = pesebre

## Focus on language

7. Look at the underlined words in the reading. Then complete the sentences with the correct word.

- \_\_\_ noon, people usually have lunch.
- \_\_\_ November 1st, people celebrate the Day of the Dead.
- People usually go dancing \_\_\_ Friday nights.
- We start classes \_\_\_ January.
- Mum and Dad often go to bed \_\_\_ midnight.

## Useful language

celebrate - celebration  
 decorate - decoration



**Read**

5. Read about the celebrations and match them to the pictures.
- Ask students to read the text and draw their attention to the glossary, checking their pronunciation. Students do the matching task and then compare answers in pairs.

**Answers**

- Thanksgiving Day
- Christmas
- Chinese New Year celebrations

6. Read the text again and answer the questions.
- Tell students to work in pairs to find the answers to the questions. Then check answers as a class.
  - If they ask about any other new words in the text, encourage them to guess their meaning from the context before they check in a dictionary.
  - Draw their attention to the *Useful language* box and elicit how the two nouns are formed from the verbs by changing the *-e* ending to *-ion*. Check their pronunciation of both the verbs and the nouns so they can see how the main stress changes from the first syllable in the verbs to the third syllable in the nouns.

**Extra activity**

Organise students in pairs and ask them to write four true/false sentences about the facts from the text in their notebooks. When they have finished their sentences, mix the students up so everyone is working in a group of four with new classmates. Students take turns reading out their sentences and the others have to decide which sentences are true or false. For an extra challenge, students could keep their books closed to see how much they can remember.

**Answers**

- Thanksgiving Day
- Families get together to eat a traditional Thanksgiving meal of turkey and pumpkin pie.
- (1) The streets are decorated with red lanterns. (2) There are parades and fireworks. (3) People give children money in red envelopes. (4) Many people clean their homes to welcome the new year.
- Red is a lucky colour.
- Colombians celebrate Christmas on December 24th.
- Colombians give presents at midnight on December 24th.

**Focus on language**

7. Look at the underlined words in the reading. Then complete the sentences with the correct words.
- Students read the text again, this time focusing on the underlined words. Ask students to work on their own first of all and complete the sentences in their notebooks.
  - Check answers as a class and ask them to explain the reason for each one.

**Answers**

- a. At b. On c. on d. in e. at

## Focus on vocabulary

8. Complete the phrases a-i with the correct verb from the box.

celebrate dance decorate give have (x2) set off visit wear

- |                          |                            |
|--------------------------|----------------------------|
| a. ____ traditional food | f. ____ the family         |
| b. ____ fireworks        | g. ____ a meal             |
| c. ____ presents         | h. ____ a special occasion |
| d. ____ the streets      | i. ____ in the streets     |
| e. ____ costumes         |                            |

9. Complete the sentences with phrases from exercise 8.

- At Christmas, many people \_\_\_\_ such as turkey and Christmas cake.
- We usually \_\_\_\_ by having a party.
- At New Year in many countries, people \_\_\_\_ to celebrate by lighting up the sky.
- At Carnival, people \_\_\_\_ and parade through the streets.
- In many countries, people \_\_\_\_ at midnight on Christmas Eve.
- At Chinese New Year, people \_\_\_\_ with red lanterns.

## Listen



57 10. Listen and write the words you hear from exercise 8 in your notebook.



58 11. Say it!

Listen and repeat.

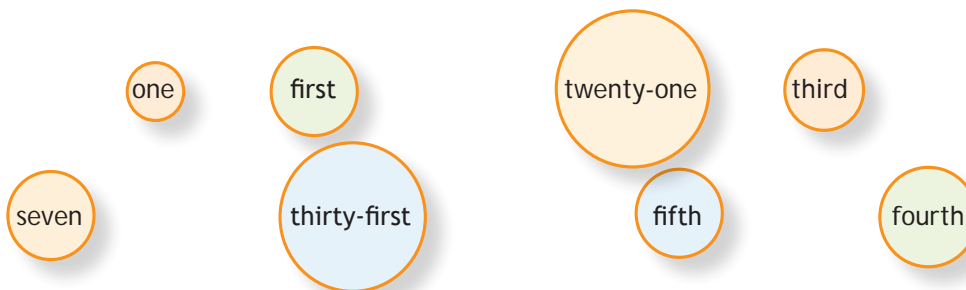
Ordinal numbers.

*first second third fourth fifth*

*tenth sixteenth twenty-seventh thirty-first*



59 12. Listen and write the numbers you hear in your notebook.



## Focus on vocabulary

8. Complete the phrases a-i with the correct verb from the box.
- Students complete the phrases individually and then compare answers with a partner.
  - Check answers and the meaning and pronunciation of each phrase as a class.

## Answers

- a. have
- b. set off
- c. give
- d. decorate
- e. wear
- f. visit
- g. have
- h. celebrate
- i. dance

9. Complete the sentences with phrases from exercise 8.
- Students do the activity in pairs. Then check answers as a class.

## Answers

- a. have traditional food
- b. celebrate a special occasion
- c. set off fireworks
- d. wear costumes / dance in the streets
- e. give presents
- f. decorate the streets

## Listen

10. Listen and write the words you hear from exercise 8 in your notebook.
- Tell students that they will hear some short sentences with different facts about festivals. Play audio Track 57 twice for them to write the words.
  - Check answers as a class.

## Answers

- a. have traditional food
- b. set off fireworks
- c. give presents, visit the family
- d. wear costumes
- e. dance in the streets

## Audio script

57



- a. On Thanksgiving Day, Americans have traditional food, such as turkey and pumpkin pie.
- b. On August 7th, in Colombia there is a military parade and people set off fireworks.
- c. At Christmas, people give presents and visit the family.
- d. At the White and Black Festival in Colombia, there is a big parade and people wear costumes and paint their faces with black or white make-up.
- e. At the San Pedro Festival, there is a beauty contest and people dance in the streets.

## 11. Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 58 twice for students to listen and repeat the words.
- By now, students will have seen ordinal numbers several times in the lesson. Ask if they have noticed when they are used. They should be able to tell you they are used to talk about numbers in dates.

## 12. Listen and write the numbers you hear in your notebook.

- Ask students to read the words aloud and write them in their notebooks. Play audio Track 59 twice and then check answers.

## Extra activity

Write some sentences on the board for students to complete in their notebooks with different numbers, some of which will be ordinal numbers. For example:

- My birthday is on \_\_\_\_ .
- I'm \_\_\_\_ years old.
- New Year's Day is on \_\_\_\_ .
- My favourite day of the year is \_\_\_\_ .
- There are \_\_\_\_ students in this class.
- November has \_\_\_\_ days.
- The last day of the year is \_\_\_\_ .

Tell them to check answers with a partner by reading out the sentences to each other. Check answers as a class and make sure they are saying the numbers correctly.

## Audio script

59



first, twenty-one, third, seven, fifth, fourth

 **Speak**

13. In your notebook, write information about these celebrations.

Celebrations	Day	Activities
Mother's Day		
Father's Day		
Teacher's Day		
Student's Day		

14. Share the ideas from exercise 13 with a classmate. Are they similar? What are the differences?
15. With another pair of students, share the similarities and differences of how you celebrate the special occasions in exercise 13.

 **Write**

16. Invent your own special occasion. Write notes under the headings below. Then write a paragraph describing the celebration. Use the texts on page 73 and the activities in exercise 8 to help you.

Name of the celebration:

Place:

Date / Time:

Activities:



**Speak**

13. In your notebook, write information about these celebrations.

- In this activity, students think about how they celebrate each of the four special days in the chart.
- Tell them to copy the chart into their notebooks. Clarify that they need to write a date or stage of the month (for example, the second weekend of May) when each celebration takes place and to write the activities they do on each of the days.

**Example answers**

Celebration	Day
Mother's Day	The second weekend of May
<b>Activities</b>	
Families get together. Mothers receive presents.	
Celebration	Day
Father's Day	The second weekend of June
<b>Activities</b>	
Families get together. Fathers receive presents.	
Celebration	Day
Teacher's Day	May 15th
<b>Activities</b>	
Students give presents to teachers. There are school celebrations.	
Celebration	Day
Student's Day	June 9th
<b>Activities</b>	
Schools celebrate. Students go out to the river or the swimming pool.	

14. Share the ideas from exercise 13 with a classmate. Are they similar? What are the differences?

- Students compare their completed charts with a classmate. Ask them to write down any similarities and differences they found in their notebooks.

15. With another pair of students, share the similarities and differences of how you celebrate the special occasions in exercise 13.

- Students work with another pair and compare their answers. Encourage them to write a summary of the similarities and differences in their notebooks.
- Ask volunteers to tell the class about some of the similarities and differences they found.

**Write**

16. Invent your own special occasion. Write notes under the headings below. Then write a paragraph describing the celebration. Use the texts on page 73 and the activities in exercise 8 to help you.

- Explain the activity and tell students they can choose any special occasion they like but it must be something that happens every year, for example a birthday (their own or a family member's), a wedding anniversary, new year's party, etc. Refer them back to the texts on page 73 and the activities in exercise 8.
- Students write their paragraphs in their notebooks. Monitor and provide assistance when needed. Encourage students to help each other check their texts for accuracy before you ask some students to read their paragraphs aloud to the rest of the class.

## Focus on vocabulary

Get Ready!

1. Match the sentences to the pictures 1-8.

We visit new cities.



1

We travel around the country.



8

We stay at my grandparents' house.



2



7

We go camping in the countryside.

I go to the beach with my friends.

IT'S HOLIDAY TIME!  
WHAT DO YOU DO  
ON HOLIDAY?

6



3

They usually go to summer camp.

They go skiing in the mountains.

5



4

I sometimes go abroad.

2. Ask and answer the questions with a classmate.

- Where do you usually go on holiday?
- What do you usually do on holiday?
- What is your favourite type of holiday?
- What is your least favourite type of holiday?

## Useful expressions

go to the beach  
go to summer camp  
go abroad  
go camping / skiing

## LESSON OVERVIEW

In this lesson, students learn how to talk about holidays. They extend their knowledge of *Wh-* questions including how to say them using the weak forms of the auxiliaries, *do* and *does*. Students interview each other about their holidays and end the lesson with a short written description of their classmate's holiday.

### Focus on vocabulary

#### Get Ready!

#### 1. Match the sentences to the pictures 1-8.

- Ask students to look at the pictures and to say what they show (*different types of holidays*) and then to read the sentences.
- Organise the class into pairs to do the matching task. Check answers and explain any new vocabulary, for example, *beach* = 'playa', *countryside* = 'campo', *abroad* = 'al extranjero'. Model the pronunciation of *countryside* /'kʌn.trɪ.saɪd/ and *abroad* /ə'brɔ:d/.

#### Extra activity

Tell students to work in groups of three and appoint one person as the 'monitor'. The monitor points at a photo and the other two must try and say the sentences as quickly as possible. Students get a point for saying the sentence first. The winner is the student with the most points.

#### Answers

1. I go to the beach with my friends.
2. We stay at my grandparents' house.
3. We travel around the country.
4. They go skiing in the mountains.
5. They usually go to summer camp.
6. I sometimes go abroad.
7. We go camping in the countryside.
8. We visit new cities.

#### 2. Ask and answer the questions with a classmate.

- Ask students to read the questions. Check that they understand the phrase *least favourite*. Before they answer the questions, draw their attention to the *Useful expressions* box. Ask what they notice about the different expressions (*they all use the verb go*).
- Organise the class into pairs or groups of three to discuss the questions. Refer them back to the different types of holidays in exercise 1.
- Ask a few students to tell the class about their answers.

#### Answers

Students' own answers

 Listen

60

3. Listen to the interviews and complete the questions with the correct word.

- When does Stacey go \_\_\_ holiday?
- Where does she \_\_\_ go?
- What does she do on \_\_\_ ?
- How \_\_\_ does Wesley go on holiday?
- Where \_\_\_ he go to?

60

4. Now listen again and answer the questions in exercise 3 in your notebook.

Example:

When does Stacey go on holiday?

She goes on holiday at the end of August.

## Glossary

actually = en realidad  
nowadays = actualmente

## Useful expressions

I'm sorry I'm late.  
That's fine.  
Can I ask you a few questions?  
Well, actually ...  
Nowadays, ...  
Let's talk about ...  
No problem.

## Focus on language

5. Read the *Useful language* box and put the words in order to make questions.

- live / does / Where / Charlie ?
- time / do / What / to bed / they / go ?
- many / does / How / holidays / have / she ?
- skiing / you / Who / do / with / go ?
- do / holiday / they / on / How / go/ often ?
- camping / When / go / they / do ?

6. Write a *Wh-* question for each question word in the *Useful language* box.

## Useful language

*Wh-* questions are used to ask more specific information:  
*Where ... ?* (place)  
*What ... ?* (object)  
*Who ... ?* (person)  
*When ... ?* (date / time)  
*How often ... ?* (frequency)  
*How many / much ... ?* (quantity)  
*What time ... ?* (hour)

61

## 7. Say it!

Listen and repeat.

*Who / How* begin with the sound /h/.

*Where / When / What* begin with the sound /w/.



## Listen

## 3. Listen to the interviews and complete the questions with the correct word.

- Explain the activity and ask students to read the gapped questions. See if they can predict the missing words before they listen to the audio.
- Warn students that some of the questions they hear are not exactly the same as the questions in the exercise.
- Play audio Track 60 all the way through and ask students to complete the questions. If they have any difficulties completing the questions, play the audio a second time.
- Students can compare their questions with a partner before you check answers as a whole class.
- Get students to say the questions aloud. Check they are stressing the question words.

## Answers

- |            |          |
|------------|----------|
| a. on      | d. often |
| b. usually | e. does  |
| c. holiday |          |

## Audio script

60



- I: Hi, Stacey.  
 S: Hi. I'm sorry I'm late.  
 I: That's fine. Can I ask you a few questions about going on holiday?  
 S: Yes, of course. In the UK, most people go on holiday in July or August when the schools close for six weeks for the summer holidays. I always go on holiday with my family at the end of August.  
 I: Where do you usually go?  
 S: Well, actually. I go on holiday twice. I go to summer camp with my friends and then I usually go camping with my family.  
 I: What do you do on holiday?  
 S: At summer camp, we do lots of sports activities and in the evenings we play games and have camp fires. When I go camping with my family, we usually relax or go for a walk in the forest.  
 I: Do you go abroad?  
 S: No. Nowadays we usually stay in the UK.  
 I: Thanks, Stacey. That's great.

- I: Hi. What's your name?  
 W: Hi. I'm Wesley. I'm Australian.  
 I: Hi, Wesley! How are you?  
 W: Fine! Ready for the interview.  
 I: Great. OK. Let's talk about holidays.  
 W: Cool! I love holidays!  
 I: How often do you go on holiday?  
 W: We have four school holidays a year - one for each season. We usually go away in the winter holidays in July and again in the summer holidays in December.  
 I: Nice. Where do you go to?  
 W: We sometimes go skiing in the winter holidays or we go abroad. In the summer holidays we always go to the beach. I'm crazy about surfing.  
 I: That sounds amazing! Thanks, Wesley.  
 W: No problem!

## 4. Now listen again and answer the questions in exercise 3 in your notebook.

- Play audio Track 60 again and ask students to write down the answers to the questions in exercise 3. They can compare answers with a partner.
- Check answers as a class. If there are any disagreements about the answers, play the audio again.
- Go through the *Useful expressions* box and explain each phrase, modelling the pronunciation. Next, draw their attention to the glossary. Explain that *actually* is a 'false friend' as it looks similar to 'actualmente', but it means something completely different. If they want to say 'actualmente' in English, they should say *nowadays*.

## Answers

- She goes on holiday at the end of August.
- She goes to summer camp and goes camping with her family in the UK.
- At summer camp, she does lots of sport, plays games and has camp fires. With her family, she relaxes or goes for a walk in the forest.
- He goes away twice per year, in July and December.
- In the winter, he goes skiing or abroad. In the summer, he goes to the beach.

## Focus on language

5. Read the *Useful language* box and put the words in order to make questions.

- The purpose of this exercise is to revise *Wh-* questions and learn new *Wh-* questions with *How often*, and *How many/much*. Go through the *Useful language* box and ask students to give you example questions for each question form.
- Tell students to write the questions in the correct order in their notebooks. Ask them to compare answers in pairs before checking as a class.

## Answers

- Where does Charlie live?
- What time do they go to bed?
- How many holidays does she have?
- Who do you go skiing with?
- How often do they go on holiday?
- When do they go camping?

6. Write a *Wh-* question for each question word in the *Useful language* box.

- Tell students to write the questions in their notebooks. Monitor and offer assistance if necessary.
- Ask students to compare their questions with a partner. Check the questions as a class and write an example of each one on the board.

## 7. Listen and repeat.

- Go through the Say it! box. Play audio Track 61 twice for students to listen and repeat.

## Extra activity

Ask students to look again at their questions in exercise 6 and to practise saying them aloud, making sure they use /h/ and /w/ correctly.

 Read

## 8. Read the text and the sentences. Then say if sentences a-f are true (T) or false (F)?

Budi's job is a holiday. What do I mean? Well, 21-year-old Budi loves surfing and guess what his job is. Yes, he's a surf instructor. I met up with him to find out what it's like to love your job so much!

*What do you do every day, Budi?*

Well, I get up early and check the weather. When it's very rainy, we cancel lessons. Here it's usually sunny and windy - perfect for surfing. After breakfast, I go to the beach to prepare the boards.

*What time do you start lessons?*

The first one is at 9:00 AM. Each lesson is one hour.

*How often do you have a break?*

We have 30-minute break at 11:00 AM and 3:00 PM and two hours for lunch. In the summer holidays it's busy all day, but other times, we may only have three or four lessons.

*When do you do your own surfing?*

I love surfing alone in the evening when the sun comes down. Sunsets are amazing here!

*Who do you work with?*

There are six of us who work together. We're all good friends.

*Where do you live?*

The surf club has houses on the beach, so the surf instructors all live there.

*What do you think of your job?*

It's a brilliant job to have. I'm so lucky.



- Budi is on holiday at the moment.
- They have surf lessons in the rain.
- The first lesson finishes at 10:00 AM.
- They don't have a break in the morning.
- The summer is always very busy.
- Budi surfs in the evening with six friends.

62



## 9. Say it!

Listen and repeat.

Pronunciation of *do* and *does* in questions:

*What time do you start lessons?*

*Who do you work with?*

*Where does your friend go on holiday?*

*How often does your friend go surfing?*

**Read**

8. Read the text and the sentences. Then say if sentences a-f are true (T) or false (F).
- Ask students to look at the picture and the beginning of the text and say what Budi's job is (*a surf instructor*). Ask if any of them surf and if not would they like to.
  - Tell them to read the rest of the text and the questions carefully and to write the answers in their notebooks. Remind them with this type of exercise that if the answer is false, they have to say why it is false.
  - Check answers as a class. Clarify any new vocabulary.

**Extra activity**

Ask students to write three questions about the text in their notebooks and ask and answer the questions in pairs.

**Answers**

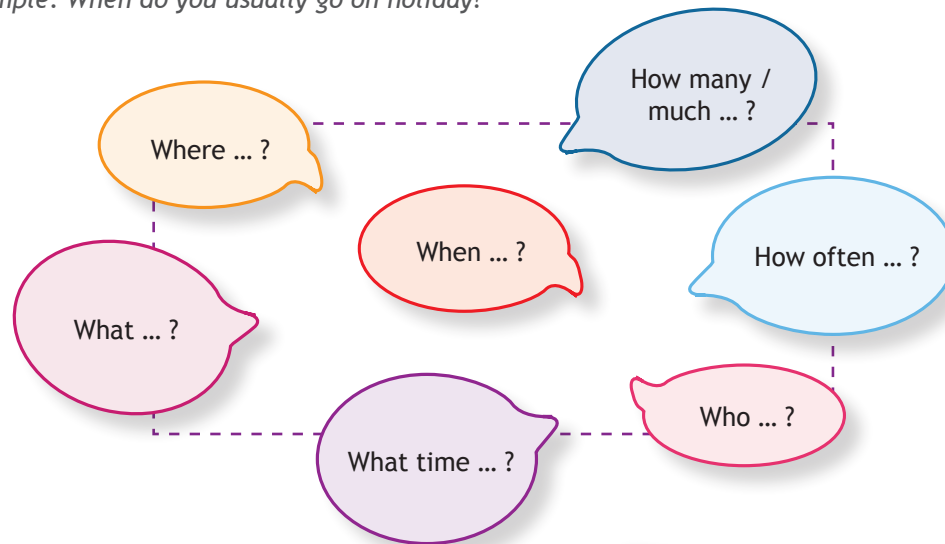
- a. F (He isn't on holiday.)
- b. F (When it's very rainy, they cancel lessons.)
- c. F (The first lesson finishes at 11.00 AM.)
- d. T
- e. T
- f. F (He surfs alone in the evening.)

9. Listen and repeat.
- Go through the Say it! box and play audio Track 62 twice for students to listen and repeat. Make sure they emphasise the question words and the important content words in each question and pronounce *do* as /də/ not /du:/ and *does* as /dəz/ not /dʌz/.
  - For extra practice, ask them to find questions with *do* and *does* in the lesson so far and to practise saying them correctly.

 **Speak**

10. Write six questions to ask your classmate about their holidays. Look at pages 76 and 77 to help you.

Example: *When do you usually go on holiday?*



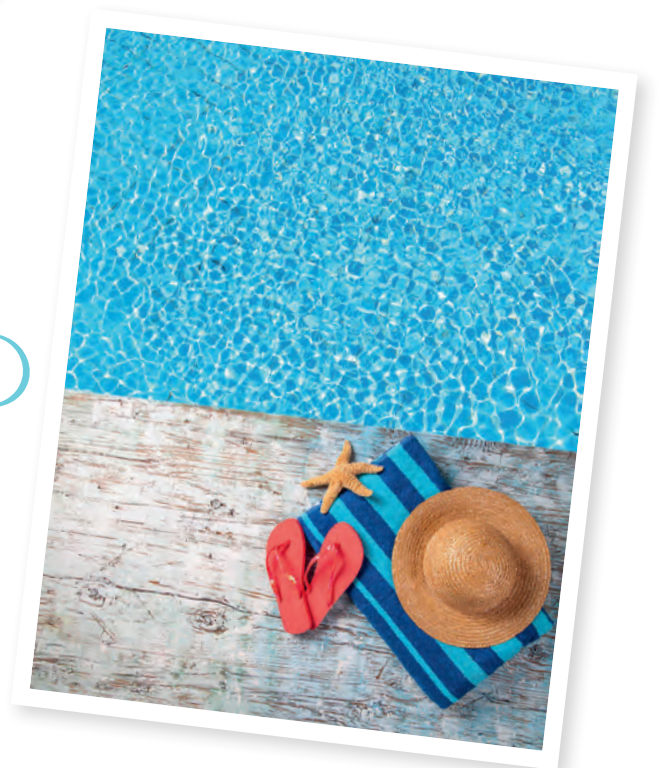
11. Now ask and answer the questions to find out about your classmate's holidays. Give as much information as you can. Write down their answers in your notebook.


 **Write**

12. Write a paragraph about how your classmate spends his/her holidays.

Remember these points:

- Think about a logical order for your paragraph.
- Use adjectives and linking words to make it more interesting.
- Write in third person (*he/she*).
- Check your work for spelling and punctuation.



**Speak**

10. Write six questions to ask your classmate about their holidays. Look at pages 76 and 77 to help you.
- Explain the activity and ask students to work on their own and write the questions in their notebooks.
11. Now ask and answer the questions to find out about your classmate's holidays. Give as much information as you can. Write down their answers in your notebook.
- Organise the class into pairs or groups of three. Give them enough time to ask and answer the questions in as much detail as they can. Monitor and offer assistance when needed.

**Write**

12. Write a paragraph about how your classmate spends his / her holidays.
- Go through the points with the class and elicit adjectives they could use, for example, *exciting*, *amazing*, etc. and linking words, such as *and* and *but*.
  - Students write their paragraphs in their notebooks. Monitor and give any help as necessary. After they finish, ask them to share their paragraphs in groups and then ask some volunteers to read their paragraphs to the class.



Let's work together

## A special place



## Prepare your presentation

1. Look through module 2 to remind yourself of the topics.
2. Discuss the topic of Colombia.  
  
In groups, think of:
  - things that make Colombia unique
  - celebrations that take place in Colombia
  - the activities that you can do at the celebration / in the area.
3. You are going to prepare a poster to encourage more tourists to come to your country. As a group, choose a region of Colombia:
  - Pacific
  - Andean
  - Orinoquia
  - Amazon
  - Caribbean
4. Collect information about the region:
  - Location
  - Celebrations
  - Characteristics
  - Activities
5. Find out some unusual facts to capture the reader's attention.



This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

### A special place

This activity is a group activity. Students create a poster to encourage visitors to a region of Colombia.

**IMPORTANT:** Before the class, ask students to bring in pictures of Colombia, magazines they can cut up, coloured pens, crayons, glue, scissors, etc. You will need to provide them with poster-sized paper and tape to paste their work up around the walls of the classroom.

### Prepare your presentation

- 1. Look through Module 2 to remind yourself of the topics.**
  - Tell students to review all of the module to refresh their memories about the topics: daily routines and free-time activities, keeping fit, the weather, clothes, music, celebrations and holidays.
- 2. Discuss the topic of Colombia.**
  - Organise the class into groups of three or four students, depending on the number of students in your class. Give them time to discuss all the points in the instructions.
- 3. You are going to prepare a poster to encourage more tourists to come to your country. As a group, choose a region of Colombia.**
  - Ask the groups to discuss each region before making their final choice.

### 4. Collect information about the region.

- Let the students in each group decide how they are going to collect the information. They may decide to research a different aspect individually or work on each aspect as a group.

### 5. Find out some unusual facts to capture the reader's attention.

- Encourage them to look for facts that may be less well known about the region, but would be fascinating for visitors to know.



## Make your poster

6. The poster should be very visual.
  - In your groups, think of ideas to present the information in a more visual way.
  - Write some text. Use persuasive language to encourage people to visit your country,
  - Check your writing carefully for grammar and spelling mistakes.
  - Choose a title and photos or illustrations for your poster.



## Present your posters

7. Decide how to present your poster.
  - Write some questions for people to answer after they have looked at the poster.
  - Prepare an oral presentation to support your poster.

### Project Tip

✓ For this type of poster, use persuasive language to encourage readers to come to Colombia. Use adjectives and positive statements.





### Make your poster

#### 6. The poster should be very visual.

- Go through the instructions with the class. Draw their attention to the Project Tip about using persuasive language. Elicit that they can make the language more persuasive by using a range of adjectives in the interesting facts about the region.
- Remind students as well they that they want their poster to catch people's interest so they need to choose a good variety of pictures and an appropriate title.
- Students should check each other's work in their group before they write the descriptions on the poster.

### Present your posters

#### 7. Decide how to present your poster.

- Ask groups to think of different *Wh-* questions to ask the people who look at their poster. Elicit some examples and write these on the board, such as *Where do you want to go in the region? How many places do you want to visit? What time of year do you want to go?*
- Give them a few minutes to rehearse their presentations before they do them in front of the class.
- Make sure there is enough time for each group to present their poster and have general feedback after the presentations.



## Self-assessment

### 1. Assessment of your English language skills

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts about routines.			
	B. I can identify ideas in different types of texts: interviews, descriptions.			
	C. I can complete reading activities.			
WRITING	A. I can write about daily routines.			
	B. I can write interviews.			
	C. I can describe celebrations.			
LISTENING	A. I can identify daily routines.			
	B. I can follow pronunciation patterns.			
	C. I can recognise words to ask questions about routines.			
SPEAKING	A. I can describe my daily routine.			
	B. I can ask questions about daily routines.			
	C. I can answer questions about free-time activities.			



As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

### Assessment of your English language skills

#### 1. Look back over the module.

**What have you learned? Tick the appropriate box.**

- The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to recognise their strengths and reinforce the areas in which they have weaknesses.
- Ask them to copy and complete the table in their notebooks.

## 2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I generate new ideas, create new images or designs.			
2. I can contribute effectively to a team.			
3. I can interact with other people as part of a team.			
4. I plan projects and follow through on projects.			

## 3. Assessment of Let's work together

First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

## 4. Assessment of Module 2

Look back over the module, then complete the sentences.

My favourite activity was ...

The most useful words or expressions were ...

I enjoyed learning about ...

I need to practise ...





### Assessment of your English study skills

2. **Study skills help you improve in all school subjects. Say how often you use these study skills.**
  - Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.
  - Ask them to copy and complete the table in their notebooks.

### Assessment of Let's work together

3. **First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.**
  - This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as, *Did you enjoy making the poster? Were you happy with the images you chose? Did you have any problems with the texts?*
  - Ask them to copy and complete the table in their notebooks individually.
  - After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

### Assessment of Module 2

4. **Look back over the module then complete the sentences.**
  - The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate.
  - Ask a few volunteers to read their sentences aloud.



In this module you will ...

- learn about different food and eating habits around the world in **Unit 1** What we eat
- identify healthy lifestyles and ways to look after the environment in **Unit 2** Take good care
- compare sports and leisure time around the world in **Unit 3** Time for fun

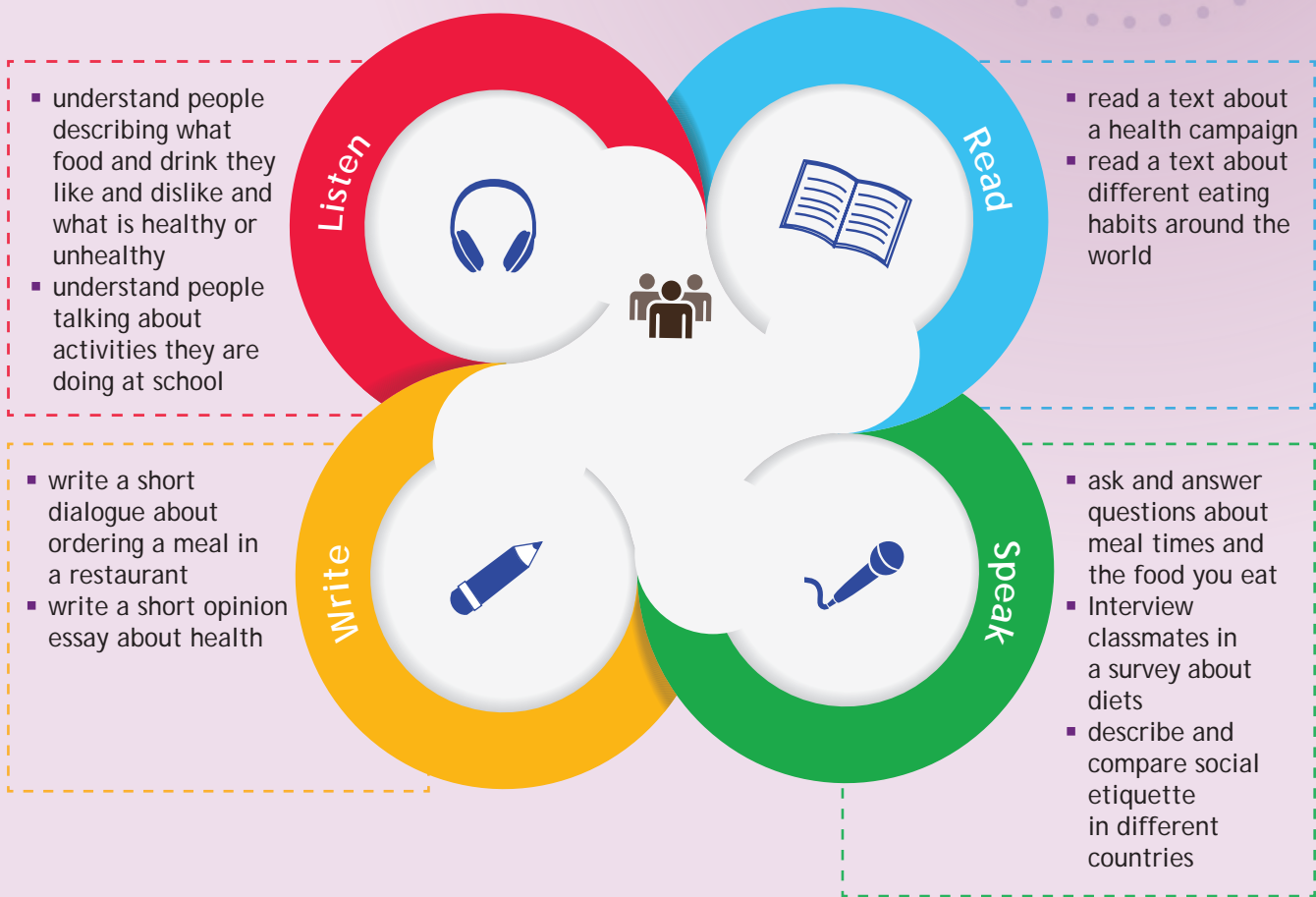
### Module Overview

The main theme of the module is how we live and it looks at three different areas related to students' lives: what we eat, taking good care and time for fun. Introduce the module to students by telling them the name of Module 3: *How we live*.

### In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *Do you know the names of any food and drink? Can you describe a healthy diet? What activities do you do in your free time?*

You will also ...



Let's work together

## Healthy lifestyles

You will work together as a team to create a leaflet about healthy lifestyles.

This project will practise the following skills:

- **linguistic communication** - you will need to select the most important messages and communicate them effectively and succinctly
- **citizenship** - you will need to encourage readers to help themselves and help the environment to make the world better for all
- **creativity** - you need to be creative to produce an interesting and attractive leaflet

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.



### You will also ...

Draw students' attention to the diagram showing the language skills students will practise in the module. You can go through this fairly quickly, just reading aloud the skills-based work that students will be doing, or allowing students to read it for themselves.

### Let's work together

#### Project: A health campaign leaflet

This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section at the very end of the module.

## Focus on vocabulary

Get Ready!

1. Copy the chart in your notebook and write the food you like on the left and the food you don't like on the right.

apples bananas bread carrots cheese chicken coffee eggs fish  
garlic grapes lemons onions orange juice potatoes rice

I like ...	I don't like ...
<i>apples</i>	<i>bananas</i>

## Listen



## 63 2. Say it!

Listen and repeat.

Plural words that end in 's' are pronounced in two ways:  
*books /s/ pens /z/*



- 64 3. Plural words that end in *s* are pronounced /s/ or /z/. Listen and tick (✓) the last sound.

	/s/	/z/
apples		
bananas		
carrots		
eggs		
grapes		
lemons		
onions		
potatoes		

## Speak

4. Now tell your classmates about your likes and dislikes.

*Example: I like apples, but I don't like bananas.*

5. What time do you have these meals? What do you eat?

- a. I have breakfast at \_\_\_\_\_ in the morning. I eat \_\_\_\_\_ .  
b. I have lunch at \_\_\_\_\_ in the afternoon. I eat \_\_\_\_\_ .  
c. I have dinner at \_\_\_\_\_ in the evening. I eat \_\_\_\_\_ .

## MODULE 3 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Likes and dislikes Food	<i>I like ... but I don't like ...</i> Countable and uncountable nouns <i>a / an / some / any</i>	Speaking: talking about food preferences Writing: describing a dish
Lesson 2	Food groups Healthy and unhealthy diet	<i>how much / many</i>	Speaking: a survey about eating habits Writing: an email to a penfriend
Lesson 3	Eating habits	Quantifiers: <i>a little / a few</i> Frequency expression: <i>sometimes / every day / never</i>	Speaking: conducting a survey Writing: a report

## UNIT THEME

In Unit 1, there are three lessons on the theme 'What we eat'. Students will learn how to talk about their food preferences and how to find out about each other's eating habits. By the end of the unit, they will be able to talk about healthy and unhealthy diets.

## LESSON OVERVIEW

The main emphasis of this lesson is on building confidence through talking about food. Students will probably already be familiar with simple phrases, such as *I like / don't like ...*, but may be less familiar with phrases such as *I like ... but I don't like ...* and *There are some ... There aren't any...* Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

## Focus on vocabulary

## Get ready!

- Copy the chart in your notebook and write the food you like on the left and the food you don't like on the right.
  - Ask students to close their books and find out what food they already know. Write the word *food* on the board and ask students to say as many examples as possible. Write the words on the board under the heading.
  - Next, students look at the list of food in exercise 1 and find any words which are not on the board. Read through the words and explain any unknown foods in L1 if necessary, drilling pronunciation.

- Explain the activity, using the example in the table *I like apples. I don't like bananas.*
- Students complete the table individually in their notebooks.

## Listen

## 2. Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 63. Get them to repeat the example words.
- Make sure they pronounce the final 's' sound correctly.

## 3. Plural words that end in 's' are pronounced /s/ or /z/. Listen and tick the last sound.

- The purpose of this activity is for students to distinguish the /s/ and /z/ sounds correctly on countable plural nouns at the end of the words.
- Tell them to look at the table. Play audio Track 64 for them to listen and repeat. Students tick the correct sound in their notebooks.
- Check answers as a class.

## Answers

/s/ carrots, grapes  
/z/ apples, bananas, eggs, potatoes, onions, lemons

## Speak

## 4. Now tell your classmates about your likes and dislikes.

- Draw students' attention back to exercise 1 and model a sentence

based on the example, *I like apples, but I don't like bananas.*

- Put students into pairs and ask them to use their tables from exercise 1 to make more sentences.
  - Monitor the students to make sure they are pronouncing /s/ and /z/ correctly.
  - Ask four different pairs to tell the class about their likes and dislikes. If any words are causing particular difficulties, you can drill the pronunciation again.
- What time do you have these meals? What do you eat?
    - Draw a clock face on the board and review some times. Include hours and half hours, for example *12:00, 12:30*. Ask students: *What time is it? (twelve o'clock, twelve thirty).*
    - Draw students' attention to the gapped text. Tell students what time you have breakfast and what you eat. Repeat with lunch and dinner.
    - Tell students to copy the sentences in their notebooks and complete the gaps with their own answers. Then, put the students in small groups and ask them to share their answers.
    - As a class, ask volunteer students to share their answers.

Focus on language

6. Read the *Useful language* box. Then look at the pictures and write C for Countable and U for Uncountable.



a. \_\_\_\_ fruit



b. \_\_\_\_ apple



c. \_\_\_\_ milk



d. \_\_\_\_ carrot



e. \_\_\_\_ rice



f. \_\_\_\_ beans



g. \_\_\_\_ water



h. \_\_\_\_ meat



i. \_\_\_\_ mango

Useful language

Food words are countable or uncountable. Countable nouns refer to words you can count. They can be singular or plural. Uncountable nouns refer to words you can't count. They are always singular.



7. Listen to Matt and Kelly talking about food and drink. Write *M* for Matt and *K* for Kelly.

Who ...

- a. doesn't like bread? \_\_\_\_\_
- b. prefers juice to coffee? \_\_\_\_\_
- c. always has a big breakfast? \_\_\_\_\_
- d. buys an apple for a snack? \_\_\_\_\_
- e. has fish for lunch? \_\_\_\_\_
- f. thinks vegetables are good for you? \_\_\_\_\_
- g. doesn't like chicken? \_\_\_\_\_
- h. loves chocolate? \_\_\_\_\_



8. Listen again and write what they eat for each meal.

	Matt	Kelly
Breakfast		
Snack		
Lunch		

9. In your notebook, write what you usually have for each meal.

Focus on language

6. Read the *Useful language* box. Then look at the pictures and write C for Countable and U for Uncountable.

- The purpose of this activity is for students to notice the difference between countable and uncountable nouns.
- Draw their attention to the *Useful language* box and go through the information.
- Tell students to write the words in their notebooks and decide if they are countable or uncountable in pairs.
- Check answers as a class.

Answers

a U   b C   c U  
d C   e U   f C  
g U   h U   i C

Listen

7. Listen to Matt and Kelly talking about food and drink. Write M for Matt and K for Kelly.

- The purpose of this activity is for students to identify information about Matt and Kelly's eating habits.
- Students work in pairs and complete the task in their notebooks. Play audio Track 65 twice. Check answers by asking *Who doesn't like bread?* (Kelly).

Answers

a K   b K   c M   d M   e K   f M  
g K   h K

Audio script

Kelly: I'm hungry!

Matt: What about your breakfast?

Kelly: I don't have time for breakfast. I usually have an apple. I don't like bread, I don't like coffee. I prefer juice, but I don't have time. What about you?

Matt: My mum always makes a big breakfast for us. Every morning I have

two eggs, a sandwich and a glass of orange juice.

Kelly: Wow! So you're not hungry the rest of the day.

Matt: Well, I buy an apple for a snack. And what about your snack?

Kelly: I eat grapes. Then, for lunch I usually have fish with lemon and potatoes.

Matt: Sounds delicious! I usually have chicken and salad. Vegetables are good for you.

Kelly: Chicken? Yuck! I don't like it. After lunch, I eat something delicious ... chocolate.

Matt: Oh Kelly, you have a strange diet!

8. Listen again and write what they eat for each meal.

- Draw the students' attention to the chart and explain the activity. Tell them to copy the chart in their notebooks.
- Students listen to audio Track 65 again and complete the chart.
- In pairs, students compare their answers. Then check answers as a class.

Answers

	Matt	Kelly
Breakfast	two eggs, a sandwich, a glass of orange juice	an apple, juice
Snack	an apple	grapes
Lunch	chicken and salad	fish with lemons and potatoes

9. In your notebook, write what you usually have for each meal.

- Explain the activity. Let the students do the exercise themselves. Monitor to check they are doing it correctly.
- Ask some students to read out their meals.



### Read

10. Read the text and match the dishes to the pictures. There is one dish with no picture. What is it?

#### Glossary

avocado = aguacate  
 herbs = hierbas/especies  
 pineapple = piña  
 soup = sopa  
 strawberries = fresas  
 stuffed = relleno

### A COUNTRY FULL OF DISHES

Colombia is a beautiful country with lots of different regions and different food traditions. Here are four typical Colombian dishes:

**Cholao:** This is a traditional dish from Valle del Cauca. It has strawberries, bananas, pineapple, mango and other fruits, with ice and condensed milk.

**Ajiaco:** This dish is from Cundinamarca and Boyacá. It is a soup and has different kinds of potatoes, corn, chicken and some herbs.

**Bandeja Paisa:** This is a traditional dish from the coffee region. It has rice, beans, beef, pork, avocado and an egg.

**Lechona:** This traditional dish from Tolima is a stuffed pig. There is a mixture of rice, peas and pork inside the pig.

Different cities have different dishes, so when you travel, make sure to try some food from the place.



11. Are the statements true (T) or false (F)?

- a. Cholao has fruit and vegetables. \_\_\_\_\_
- b. Lechona is a traditional dish from Boyacá. \_\_\_\_\_
- c. Cheese, rice and egg are some of the ingredients of Ajiaco. \_\_\_\_\_
- d. Ajiaco is a soup. \_\_\_\_\_

12. Complete the descriptions about each dish.

Name: Cholao  
 Place: Valle del Cauca

Ingredients:  
 strawberries, bananas,  
 pineapple, mango,  
 and other fruit. You  
 have it with ice and  
 condensed milk

Name:  
 Place:

Ingredients:

Name:  
 Place:

Ingredients:

Name:  
 Place:

Ingredients:

## Read

10. Read the text and match the dishes to the pictures. There is one dish with no picture. What is it?

- The aim of this activity is to get students to think about the ingredients of typical dishes in different parts of Colombia.
- Ask students to look at the pictures and ask them what food they can see. Draw their attention to the glossary.
- Tell students to work in pairs and to read the text quickly and match the names to the pictures. Tell them not to worry about any words they don't know.
- Check answers as a class.

## Answers

1. Bandeja Paisa
2. Ajiaco
3. Lechona

Cholao is the dish with no picture.

11. Are the statements true (T) or false (F)?

- Write the names of the four dishes on the board and ask the students if they remember the ingredients of each dish.
- Next, ask the students to read through the statements individually. Give an example *True* or *False* statement about the dishes for example, *Lechona is a type of soup (False)*.
- Tell students to read the text carefully and to do the activity individually, correcting the false statements.
- Ask students to compare answers in pairs before checking as a class.

## Answers

- a. F (Cholao only has fruit.)
- b. F (Lechona is from Tolima.)
- c. F (Ajiaco has potatoes, corn, chicken and some herbs.)
- d. T

12. Complete the descriptions about each dish.

- Students look at the fact files. Ask them *What are the ingredients for Cholao?* (strawberries, banana, pineapple, mango, other fruits, ice and condensed milk).
- Put the students into pairs to complete the descriptions of the other dishes in their notebooks.

## Answers

Name: Cholao

Place: Valle del Cauca

Ingredients: strawberries, banana, pineapple, mango, and other fruits with ice and condensed milk

Name: Ajiaco

Place: Cundinamarca and Boyacá

Ingredients: different kinds of potatoes, corn, chicken and some herbs

Name: Bandeja Paisa

Place: coffee region

Ingredients: rice, beans, beef, pork, avocado and an egg

Name: Lechona

Place: Tolima

Ingredients: stuffed pig with rice, peas and pork inside

## Extra activity

Put the students in two teams. Ask each team a question about the fact files. If they answer correctly, they score two points. If they answer incorrectly, the other team has a chance to answer and score one point.

Focus on language

13. Look at the chart. Write sentences to describe what is in the fridge.

Countable		Uncountable
Singular	Plural	
<i>There is a(n)</i>	<i>There are some</i>	<i>There is some</i>
<i>There isn't a</i>	<i>There aren't any</i>	<i>There isn't any</i>



14. In your notebook, complete the sentences using *a, an, some, any*.

- a. Mark eats \_\_\_\_\_ banana every day.
- b. I don't want \_\_\_\_\_ chicken for lunch, please.
- c. Mum eats \_\_\_\_\_ apple every morning.
- d. We often have \_\_\_\_\_ rice for dinner.
- e. Every morning I drink \_\_\_\_\_ water.
- f. I have \_\_\_\_\_ egg or \_\_\_\_\_ sandwich for breakfast.

Speak

15. Read the dialogue. Then practise similar dialogues with a classmate. Talk about breakfast, lunch and dinner.



Write

16. Write about a typical Colombian dish and a dish from another country. Make sure to include:

- Origin:
- Ingredients:
- Why you like it:

Writing Tip

- ✓ Begin your sentence with a capital letter.
- ✓ End your sentences with a full stop ( . )
- ✓ Use a comma ( , ) for a list of three or more items:  
*I like grapes, bananas and strawberries.*



## Focus on language

13. Look at the chart. Write sentences to describe what is in the fridge.

- The purpose of this activity is for students to be able to recognise countable and uncountable nouns and make correct sentences using them.
- Ask students to look at the picture and elicit the names of the food and drinks in the fridge.
- Then ask students to look at the table and make some example sentences, *There are some peppers in the fridge. There aren't any potatoes.* Ask students to give some more examples to check they understand.
- In pairs, ask students to write the sentences in their notebooks.
- Ask a few pairs to share their sentences with the class.

## Example answers

There is a melon, an apple, etc.

There isn't a potato, an avocado, etc.

There are some oranges, grapes, eggs, tomatoes, peppers, etc.

There aren't any peas, mangoes, etc.

There is some milk, fruit juice, water, yoghurt, etc.

There isn't any rice, meat, etc.

14. In your notebook, complete the sentences using *a, an, some, any*.

- Read through the first sentence and elicit the answer (*Mark eats a banana everyday*).
- Ask students to copy the sentences in their notebooks and fill in the gaps.
- Ask students to compare their answers in pairs, before checking as a class.

## Answers

a. a b. any c. an d. some  
e. some f. an / a

## Speak

15. Read the dialogue. Then practise similar dialogues with a classmate.

Talk about breakfast, lunch and dinner.

- Tell students to look at the first question and explain that *usually* means 'soler' in Spanish. Then, read through the dialogue as a class and drill pronunciation.
- In pairs, ask students to practise the dialogues. Monitor and check for pronunciation.
- Next, ask the class what they could substitute for *breakfast* (*lunch, dinner and snack*). In pairs, students create their own dialogues substituting the underlined words.
- Ask a few pairs to say their dialogues aloud to the class.

## Extra activity

Students go round the class and ask and answer the questions they have been practising.

## Write

16. Write about a typical Colombian dish and a dish from another country.

- Let students do the exercise by themselves. Monitor to check that they are doing the task correctly.
- Ask some students to read out their description of their dish.

### Focus on vocabulary

Get Ready!

1. Look at the diagram of the food groups and complete the information about why food is important for your body.



- \_\_\_\_\_ (e.g. bananas and apples): They give your body fibre, vitamins and antioxidants.
- \_\_\_\_\_ (e.g. carrots and broccoli): They give your body vitamins, minerals and fibre.
- \_\_\_\_\_ (e.g. soya milk and yoghurt): They provide calcium.
- \_\_\_\_\_ (e.g. rice or pasta): They give you energy, and help the body grow and work correctly.
- \_\_\_\_\_ (e.g. chicken or fish): These help your body to build and repair tissues.
- \_\_\_\_\_ (e.g. chocolate or butter): These provide lots of energy for your body.

#### Glossary

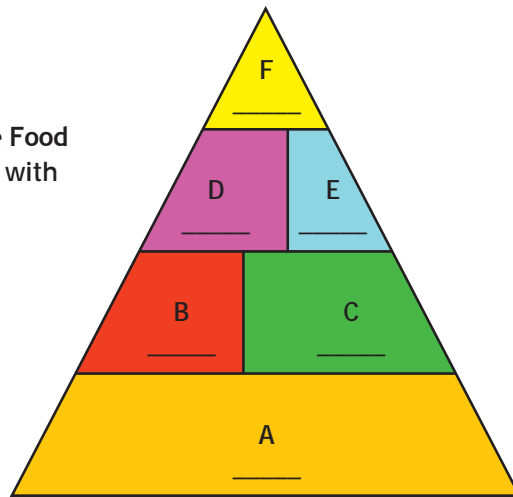
*build* = *construir*  
*fibre* = *fibra*  
*tissues* = *tejidos*

### Listen

66

2. Listen to the information about the Food Pyramid and complete the diagram with the food groups 1-6.

- fruit
- vegetables
- proteins
- grains
- dairy
- fats and sugars



67

3. Write the words in the correct food group. Then listen to the person talking about the Food Pyramid and check your answers.

beef bread broccoli carrots cereal cheese chicken eggs fish lettuce melon  
 oranges pasta peas pineapples soya milk spinach strawberries yoghurt

Fruits	Vegetables	Protein	Dairy	Grains

## LESSON OVERVIEW

The main emphasis of this lesson is on asking and answering questions about countable and uncountable nouns and finding out about students' eating habits. Phrases such as *How much...?* and *How many...?* are used. Students also find out about food groups and what quantities they should have each day. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

- Look at the diagram of the food groups and complete the information about why food is important for your body.
  - Students look at the food group diagram in their books. Ask them questions about the foods they can see, for example, *What food can you see in Grains? (bread, pasta, rice)*.
  - Read through the information as a class. Explain the activity, and elicit the answer for *a (fruit)*.
  - Put the students into pairs to complete the exercise.
  - Ask some students to share their answers.

#### Answers

- a. Fruit b. Vegetables c. Dairy  
d. Grains e. Proteins  
f. Fats and sugars

### Listen

- Listen to the information about the Food Pyramid and complete the diagram with the food groups 1-6.
  - Ask students if they know what the diagram shows. Explain that it is a food pyramid and gives us information about how to eat healthily. Say that the bottom of the pyramid is wider and represents food we should eat a lot of and the top of the pyramid

is thinner and represents food we should only eat a little of.

- Play audio Track 66 and ask students to match the food groups to the different sections of the pyramid.
- Check answers as a class.

#### Answers

- A. 4 (grains)  
B. 1 (fruit)  
C. 2 (vegetables)  
D. 3 (proteins)  
E. 5 (dairy)  
F. 6 (fats and sugars)

#### Audio script

The food guide pyramid represents a model for healthy eating. It is a diagram with six horizontal sections that represent the six food groups. Grains are the biggest section and we need to eat a lot of these to give us energy. The next two groups are fruit and vegetables. We need to eat three to five vegetables per day and two to four pieces of fruit per day. The next two groups are proteins and dairy. They are smaller, so we need to eat less of them. These foods are good for our tissues and our bones. The last group is fats and sugars and it is the smallest group. These give us lots of energy, but we only need a small amount of them. We only eat a little each day.

#### Audio script

Vegetables: Dark green vegetables like broccoli, spinach, and lettuce provide different nutrients. Orange and red vegetables like yucca, carrots, and pepper provide your body with vitamins, minerals and fibre.

Fruits: pineapples, strawberries, pears, melon, oranges and mangoes help your body to get fibre, potassium, vitamins, and antioxidants.

Proteins: Beef, chicken, fish, eggs, nuts, black beans, peas, lentils, and veggie burgers. Protein builds up, maintains, and replaces the tissues in your body.

Grains: Bread, cereal, rice, tortillas and pasta. Whole-grain products such as whole-wheat bread, oatmeal, and brown rice are recommended because they have more fibre and help you feel full.

Dairy: Milk, yoghurt, cheese, and fortified soya milk or a cup of milk, but it's better to choose low-fat or non-fat dairy most of the time.

#### Answers

- Fruit: melon, oranges, pineapples, strawberries  
Vegetables: broccoli, carrots, lettuce, spinach  
Protein: beef, chicken, eggs, fish, peas  
Dairy: cheese, soya milk, yoghurt  
Grains: bread, cereal, pasta

- Write the words in the correct food group. Then listen to the person talking about the Food Pyramid and check your answers.

- Ask students to look at the words in the box and explain any words they don't know, for example *soya milk* means 'leche de soja'.
- Ask students to copy the table into their notebooks and explain that they have to write the words in the correct columns.
- Play audio Track 67 once and then let students compare answers in pairs.
- Check answers as a class.

#### Extra activity

Put students in small groups. They take turns to describe a kind of food for the others to guess. For example, *This is in the grain group. We eat it with soup. It is brown or white (bread)*.

 Read

## 4. Read the text and match the questions a-d to the paragraphs.

- a. How much sugar do you need every day?                      c. How much water do you need every day?  
b. How many meals do you need every day?                      d. How much fruit do you need every day?

## What is a healthy diet?

(1) \_\_\_\_\_

Doctors say we need to have six meals a day. Normally we have breakfast, lunch and dinner, and it is a tradition to have a big meal. But, our body needs small quantities of food to process more frequently. This means you need to eat something every two or three hours.

(2) \_\_\_\_\_

Doctors say we need to eat fruit every day, and between three to five portions a day. Nowadays, it is possible to find fresh fruit at the supermarket. Usually they are organised by colour. You can find yellow fruit, for example, orange, tangerine and papaya; red fruit, for example, cherries and strawberries; green fruit, etc. So, it makes it simple for you to select from a range of colours.

(3) \_\_\_\_\_

People have different opinions about how much is required. Some people drink just one glass with their meal, others drink six glasses throughout the day, and other people drink it all day long. The truth is that we drink much more water than what we think. Water is everywhere, in fruit, in soups, in vegetables. The only important thing is to give your body one litre a day.

(4) \_\_\_\_\_

You may be surprised to learn that your body does not need sugar. In fact, it is not good for your body. Especially when it is artificial. The sugar you find in fruit is natural and your body processes it in a different way, but the sugar that comes from sweets, chocolates, and sodas is not good. Do you know how much sugar there is in a glass of soda? The answer is between four to six spoons, so think twice the next time you feel like a cola or a bar of chocolate.

## 5. Read the text again and choose the correct option.

- How many meals do you need to have a day?
  - Six small meals
  - Six big meals
  - Three big meals
- How much fruit do you need to have a day?
  - None (zero)
  - One to three portions
  - Three to five portions
- How much water do you need?
  - One glass
  - One litre
  - 10 glasses

## 4. How much sugar do you need?

- Your body doesn't need sugar.
- Your body needs small quantities.
- Your body needs big quantities.

## 6. Find these words in the text and match them to the definitions.

doctors   glass   natural   supermarket

- a place to buy food and other products
- a container of liquids
- not artificial
- professionals who are trained to treat ill people

**Read**

4. Read the text and match the questions a-d to the paragraphs.
- Read through the questions as a class. Elicit possible answers from the students.
  - Read out the first question again. Tell the students they have thirty seconds to find the paragraph with the correct answer. (*paragraph 4*).
  - Put the students in pairs to match the other questions with the paragraphs.
  - As a class, ask volunteer students to share their answers.

**Answers**

1 b 2 d 3 c 4 a

5. Read the text again and choose the correct option.
- Students complete the activity in pairs.
  - Ask some students to share their answers.

**Answers**

1 A 2 C 3 B 4 A

6. Find these words in the text and match them to the definitions.
- Ask students to find the underlined words in the text. Then, they complete the activity individually.
  - Put the students in pairs and ask them to compare their answers.
  - Check answers as a whole class.

**Answers**

a. supermarket	b. a glass
c. natural	d. doctors

## Focus on language

7. Read the *Useful language* box. Complete the food questionnaire with the correct question: *How much* or *How many*. Then answer the questions in your notebook.

## Useful language

## Countables

Use *How many* to ask for quantities of countable nouns.  
*How many apples do you need?*

## Uncountables

Use *How much* to ask for quantities of uncountable nouns.  
*How much water do you drink?*

68



## 8. Say it!

## Listen and repeat.

When speaking quickly two words often join together to form one sound. For example, the words *do* and *you* often appear together in questions:  
*do + you = /djə/*  
*How much fruit do you eat?*  
*How many meals do you have a day?*

## Food questionnaire

- \_\_\_\_\_ fruit do you eat a day?
  - Three or more pieces of fruit
  - One or two pieces of fruit
  - I don't eat fruit
- \_\_\_\_\_ portions of vegetables do you eat a day?
  - Three or more
  - One or two
  - I don't eat vegetables
- \_\_\_\_\_ water do you drink a day?
  - One big bottle
  - One glass
  - One small bottle
- \_\_\_\_\_ fizzy drinks do you drink a day?
  - I don't drink fizzy drinks
  - One glass
  - One big bottle
- \_\_\_\_\_ dairy products do you have a day?
  - Three or more
  - One or two
  - zero

Mostly A: Great job!! You take care of your eating habits.

Mostly B: Good job! But sometimes you don't eat well.

Mostly C: Be careful. Your eating habits aren't good for your health.

## Speak

9. Choose two food groups and ask your classmates questions to find out about their eating habits. Use *How much* and *How many*.

*Example: How much meat do you eat every week?*

*I eat meat three times a week.*

*How much fruit do you eat a day?*

*I eat two portions of fruit every day.*



## Focus on language

7. Read the *Useful language* box. Complete the food questionnaire with the correct question: *How much* or *How many*. Then answer the questions in your notebooks.
- The aim of this activity is to review countable and uncountable nouns and to introduce the question forms *How much ...?* and *How many...?* to complete a questionnaire about health.
  - Draw students' attention to the *Useful Language* box and focus their attention on when to use *much* and *many*.
  - Next, ask students to read the first question and decide what the missing question words are. Elicit answers as a class.
  - Put the students in pairs to complete the exercise. Check answers with the class.
  - Tell students to ask their partners the questions and write their answers in their notebooks. Then tell them to use the key to find out how healthy they are.

## Answers

1. How much
2. How many
3. How much
4. How many
5. How many

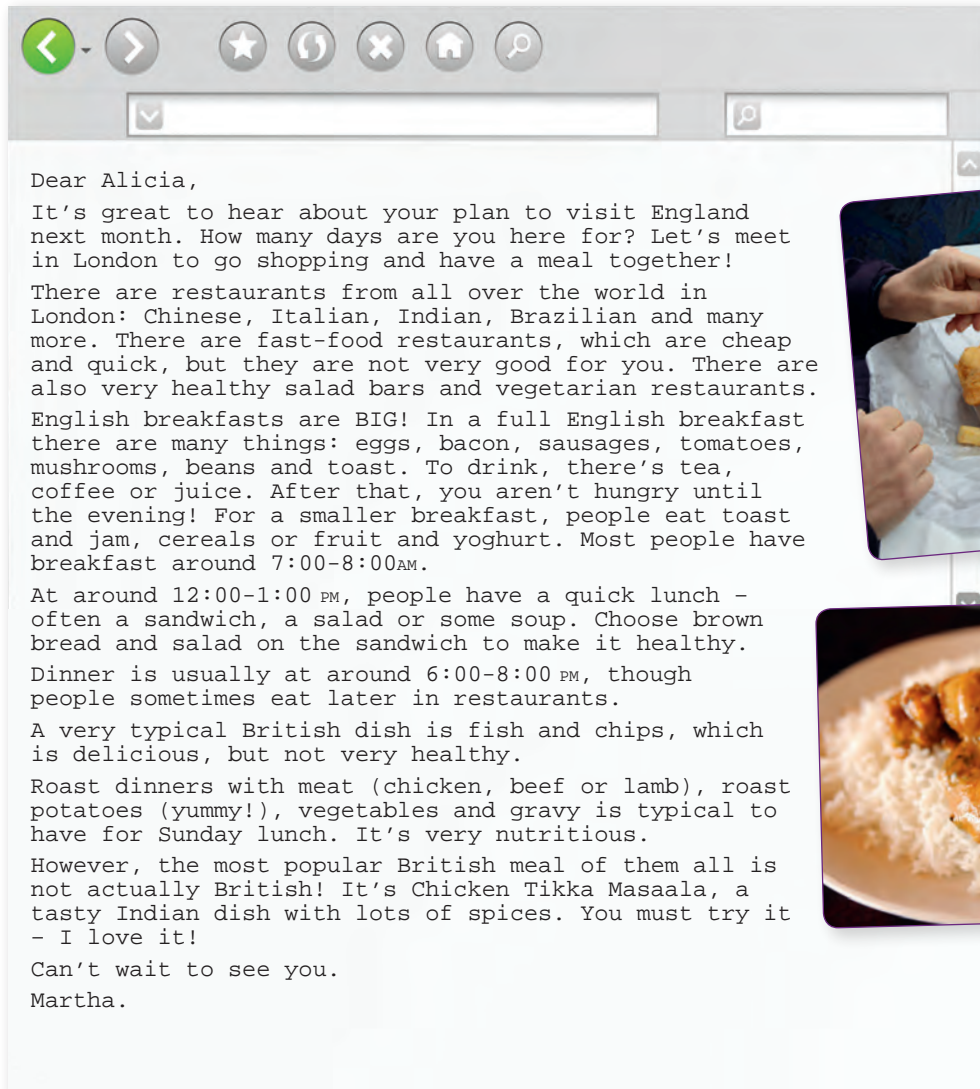
## Speak

9. Choose two food groups and ask **your classmates questions to find out** about their eating habits. Use *How much* and *How many*.
- The purpose of this activity is for students to be able to practise the language they have learned.
  - Review the five food groups and elicit some examples of food in each group.
  - Draw the chart on the board and copy the first example. Answer the question for yourself and write it in the column *You*. Then ask two students the question and write their answers on the chart.
  - Students write their questions on their chart. Put students in small groups. Tell them to take turns to ask and answer their questions and record their answers on their charts. Monitor the students checking language structures and pronunciation are correct and offering support.
  - Ask some questions to find out what eating habits the class have.

8. Listen and repeat.
- Draw the students' attention to the *Say it!* box and play audio Track 68 for the students to repeat the words. Make sure they pronounce *do you* together to form one sound.
  - If students have any problems you can practise with more *do you* questions, for example, *where do you live?*

 Write

## 10. Read the text and answer the questions a-e.



Dear Alicia,

It's great to hear about your plan to visit England next month. How many days are you here for? Let's meet in London to go shopping and have a meal together!

There are restaurants from all over the world in London: Chinese, Italian, Indian, Brazilian and many more. There are fast-food restaurants, which are cheap and quick, but they are not very good for you. There are also very healthy salad bars and vegetarian restaurants.

English breakfasts are BIG! In a full English breakfast there are many things: eggs, bacon, sausages, tomatoes, mushrooms, beans and toast. To drink, there's tea, coffee or juice. After that, you aren't hungry until the evening! For a smaller breakfast, people eat toast and jam, cereals or fruit and yoghurt. Most people have breakfast around 7:00-8:00AM.

At around 12:00-1:00 PM, people have a quick lunch - often a sandwich, a salad or some soup. Choose brown bread and salad on the sandwich to make it healthy.

Dinner is usually at around 6:00-8:00 PM, though people sometimes eat later in restaurants.

A very typical British dish is fish and chips, which is delicious, but not very healthy.

Roast dinners with meat (chicken, beef or lamb), roast potatoes (yummy!), vegetables and gravy is typical to have for Sunday lunch. It's very nutritious.

However, the most popular British meal of them all is not actually British! It's Chicken Tikka Masaala, a tasty Indian dish with lots of spices. You must try it - I love it!

Can't wait to see you.  
Martha.



- What time do people eat their meals in the UK?
- What do people eat for breakfast, lunch and dinner?
- What healthy / unhealthy food is mentioned?
- Find two ways of saying 'tastes good'.
- Find the different ways of saying if something is healthy / unhealthy.

## 11. Read the task and write your email. Use the text in exercise 10 to help you.

Your penfriend wants to know about food in Colombia for her/his trip next month. Write an email telling her/him about meals in Colombia. Write about:

- what type of restaurants there are
- what she/he can eat for breakfast, lunch and dinner
- which dishes are healthy / unhealthy
- recommend some traditional dishes.



**Write**

10. Read the text and answer the questions a-e.

- Ask students what they think people in Britain eat for breakfast, lunch and dinner.
- Put students in pairs and ask them to read the text to see if their ideas are correct.
- Tell students to work in pairs and answer the questions in their notebooks.

**Answers**

- a. Breakfast 7:00-8:00 AM  
Lunch 12:00-1:00 PM  
Dinner 6:00-8:00 PM
- b. Big Breakfast: eggs, bacon, sausages, tomatoes, mushrooms, beans and toast, tea, coffee or juice  
Light breakfast: toast and jam, cereals or fruit and yoghurt  
Lunch: sandwich, a salad or some soup  
Dinner: fish and chips, roast dinners with meat (chicken, beef or lamb), roast potatoes, vegetables and gravy
- c. Healthy: brown bread and salad  
Unhealthy: fish and chips
- d. yummy, delicious
- e. Healthy: nutritious  
Unhealthy: not good for you

11. Read the task and write your email. Use the text in exercise 10 to help you.

- Ask a student to read out the task. Elicit ideas under each heading and write the words on the board.
- In pairs, students write an email. Monitor to check they are doing the task correctly and offer support with content and language.
- Ask a few pairs to read out their emails.

## Focus on vocabulary

Get Ready!

1. Match the words in the box to the pictures 1-9.

burger and chips chicken and rice fish lasagne green salad  
 pizza spaghetti bolognese roast beef roast chicken

1



2



3



4



5



6



7



8



9



3. Ask and answer these questions with a partner.

*Which dishes do you eat regularly?*

*I eat ... regularly?*

*Which dishes do you only eat at the weekend?*

*I eat ... at the weekend.*

## Listen

70

4. Listen to what Colin eats every day, then match the food to the correct day.

- |                         |                                    |
|-------------------------|------------------------------------|
| a. On Sunday he eats    | 1. fish and chips.                 |
| b. On Monday he eats    | 2. roast chicken.                  |
| c. On Tuesday he eats   | 3. sausage and mash.               |
| d. On Wednesday he eats | 4. ham and salami.                 |
| e. On Thursday he eats  | 5. spaghetti bolognese or lasagne. |
| f. On Friday he eats    | 6. green salad and roast beef.     |
| g. On Saturday he eats  | 7. mixed grill.                    |

69

2. Say it!

Read the information. Then listen and repeat.

When two words are joined together with the word *and* the pronunciation of this conjunction is often shortened to an /n/ sound.

*Chicken and rice (chicken 'n' rice)*

*Burger and chips (burger 'n' chips)*

## Listening Tip

✓ Check the correct pronunciation of key words from the task. It will make it easier for you to identify them in the listening.

## LESSON OVERVIEW

The main emphasis of this lesson is on students' eating habits and getting them to ask and answer questions about quantities. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

- Match the words in the box to the pictures 1-9.
  - Review the six food groups (*fruit, vegetables, proteins, grains, fats and sugars*) and ask students to give you some examples of food from each group.
  - Draw students attention to the pictures and ask them which food groups they can see in each of them. Then ask them which dishes they think are healthy and which are unhealthy.
  - Explain the activity and drill pronunciation of the words. Then do the first picture as a class. Put the students into pairs to complete the activity.

#### Answers

- spaghetti bolognese
- green salad
- roast chicken
- pizza
- burger and chips
- roast beef
- lasagne
- fish
- chicken and rice

- Read the information. Then listen and repeat.
  - The purpose of this activity is to raise the students' awareness of how sounds in English can change in connected speech.
  - Draw students' attention to the Say it! box and play audio Track 69. Get them to repeat the example phrases.

- Ask students if they can think of any other types of food which go together, for example *fish and chips, rice and beans* and encourage them to try to say these.
- Ask and answer these questions with a partner.
    - Ask some students the questions to model the activity.
    - Put students into pairs. They take turns to ask and answer the questions.
    - Monitor the students to make sure they are using the contraction 'n' where appropriate.
    - Ask four different pairs to say their dialogues to the class. If any words are causing particular difficulties, you can drill the pronunciation again.

### Listen

- Listen to what Colin eats every day, then match the food to the correct day.
  - Guide students through the activity. Review how 'and' is contracted to 'n' when speaking quickly and draw their attention to the Listening Tip box.
  - Ask students to practise saying the food in 1-7 quickly. This should help when they are listening to the audio.
  - Tell the students you will play the audio recording three times. The first time, tell them to listen for the different food in 1-7. Play audio Track 70.
  - Play audio Track 70 again. This time so students can do the matching activity. Then, students work in pairs to compare their answers.
  - Play audio Track 70 a final time so students can check their answers. Then check the answers with the class.

#### Audio script

70



What does my family eat every week? I'm afraid we're quite boring and we don't vary our meals much. Every Sunday, we always have roast chicken either at home or at my grandparents. During the week we eat a lot of meat - I'd say we have meat about three or four days a week. Let me count ... as I said before, it's roast chicken on Sundays. On Mondays, we always have cold meats like ham or salami. On Tuesdays, it's an Italian night - we usually have spaghetti bolognese or lasagne or something like that. Wednesdays, mmmm, oh yes, on Wednesdays, it's green salad and roast beef. On Thursday, my mother usually gets paid, so we always go out for a mixed grill as a treat. Friday is our favourite day of the week because we usually have fish and chips. And on Saturdays, because we are busy shopping and doing chores, we have something quick like sausage and mashed potato. Then, of course, it's back to Sunday roast again. So actually ... that's meat every day, except Fridays when we have fish!

#### Answers

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

 **Speak**

5. Ask and answer questions with two classmates about what you eat during the week.

*What do you eat on Mondays?  
On Mondays, I eat burgers and chips.*

 **Read**

6. Read the texts about Jeff, Ellen and Ward, and answer the questions a-e.

**Jeff Peterson**

I'm a college student. College is very expensive, so at the weekends, I work in an Italian restaurant. My day begins very early because I have classes from 7:00 AM to 1:00 PM, so I have a quick breakfast of a glass of orange juice and a few biscuits. In the afternoon, I work on my assignments. I take a packed lunch with a ham sandwich, a little cheese and some fruit. I also eat crisps - several packets a day. I love crisps, so I eat a lot of them. From Thursdays to Sundays, I work from 6:00 to 10:00 PM, so I usually have dinner at the restaurant. There are a lot of dishes to choose from - my favourite meals are pasta and lasagne.

**Ward Jacobson**

I'm a travel agent. I work from Monday to Friday from 8:00 AM to 8:00 PM. My working day is very long. I don't usually have time for breakfast because I need to get ready and make the journey to work. I talk on the phone nearly all day. I'm usually quite thirsty, so I drink a lot of water. In the afternoon, I usually have a slice of pizza or a little pasta for lunch at my desk and for dinner I have a main meal, like fish or chicken and rice. Before I go to bed, I have a glass of milk and some biscuits.

**Ellen Andersen**

I'm an engineer and I have my own company. At 6:30 AM, I usually have a big breakfast of hot chocolate, a sandwich and some eggs. During the day, I'm often hungry, so I have some snacks - usually fruit, such as grapes and apples. I eat lots of fruit. For lunch, I usually have a main meal with beef or roast chicken and a few potatoes. At around 7:00 PM, I stop work and I have a cup of tea and some crackers and cheese for dinner.

**Glossary**

*a slice* = un pedazo  
*expensive* = caro  
*I'm hungry.* = Tengo hambre.  
*I'm thirsty.* = Tengo sed.  
*main meal* = comida principal

- Who has a few potatoes for lunch?
- Who eats a lot of fruit?
- Who doesn't eat breakfast?
- Who eats a lot of crisps?
- Who drinks a lot water?

7. Read the texts again and answer the questions.

- What are Jeff's favourite meals?
- What does Ellen have for dinner?
- What does Ward have for lunch?



**Speak**

5. Ask and answer questions with two classmates about what you eat during the week.
- Write the phrase *What do you eat on ...* on the board and elicit the days of the week from the class.
  - Answer the question yourself, for example, *On Sunday I have lunch with my family. We usually eat chicken, rice and vegetables.*
  - Tell students to write the days of the week in their notebooks and then to write what they eat on each day. Then ask students to work in groups of three and to ask and answer the question to find out their classmates' eating habits.
  - Ask a few students to say what they found out about their classmates.

**Read**

6. Read the texts about Jeff, Ellen and Ward and answer the questions a-e.
- Explain the activity and draw students' attention to the glossary. The aim of this activity is to introduce the use of quantifiers to describe how much they eat.
  - Divide the class into three groups. Give each group a different person to read about. After the students have read their text, put students into groups of three so there is one student who read the text about Jeff, Ellen and Ward in each group.
  - Next, students read the questions and work together to complete the answers.

**Answers**

- a. Ellen
- b. Ellen
- c. Ward
- d. Jeff
- e. Ward

7. Read the texts again and answer the questions.

- Tell students to read the other two texts that they didn't read before.
- Students stay in their groups to answer the three questions in this exercise.

**Answers**

- a. Jeff's favourite meals are pasta and lasagne.
- b. Ellen has a cup of tea and some crackers and cheese for dinner.
- c. Ward usually has a slice of pizza or a little pasta for lunch.

**Extra activity**

In the groups of three, students write three more questions about the texts. Then they swap the questions with another group to answer.

### Focus on language

8. Match sentences a-f to pictures 1-6.



- a. None of the students have food or drink in the classrooms.
- b. A lot of children take a packed lunch to school.
- c. A lot of students have lunch in the school canteen.
- d. A few students take an apple to school every day.
- e. A few students eat healthy food.
- f. A lot of students eat pizza for lunch.

9. Answer the questions with *a little* or *a few*.

- a. Do you want more sugar? Yes, *a little*, please.
- b. Do you have any oranges? Yes. I have \_\_\_\_\_ .
- c. Do you want milk with your coffee? Yes, please. Just \_\_\_\_\_ .
- d. Do you have any tomatoes? Yes, I have \_\_\_\_\_ .
- e. Do you want more rice? Yes, \_\_\_\_\_ .



### Useful language

	Quantifier +++++	Quantifiers ++
Countable	<i>I need a lot of apples to make apple juice.</i>	<i>I only need a few apples to make this pie.</i>
Uncountable	<i>I drink a lot of water.</i>	<i>I drink a little water every day.</i>

**Focus on language****8. Match sentences a-f to pictures 1-6.**

- The purpose of this activity is for students to be able to describe quantities of food or drink.
- Draw students' attention to the quantifiers for countable and uncountable nouns in the *Useful language* box and ask them what they notice (*the quantifier a lot of is the same for plural countable nouns and uncountable nouns*).
- Read the first sentence as a class and ask students to decide which is the correct picture (6).
- Put the students in pairs to complete the activity.
- Students feed back their answers as a class.

**Answers**

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

**9. Answer the questions with *a little* or *a few*.**

- Review food that is countable and uncountable. Then ask which quantifier we use for countable nouns (*a little*) and uncountable nouns (*a few*). Ask some students to make a sentence using one of the foods on the board with *a little* or *a few*.
- In pairs, ask students to copy and complete the sentences in their notebooks.
- Ask a few pairs to share their answers with the class.

**Answers**a. *a little* b. *a few* c. *a little*  
d. *a few* e. *a little*

 **Read**

10. Read the results of a survey. Are sentences a-c true (T) or false (F)?

How often do you eat ...	every day	Sometimes	never
chicken?	### ## II	### ###-###	III
<p>Thirty people took part in the survey about their eating habits, and about how often they eat certain food items.                      A lot of people eat chicken sometimes - a total of fifteen people. 50% eat chicken sometimes.                      A lot of people eat chicken every day - a total of twelve people, which means 40% eat chicken every day.                      A few people never eat chicken - a total of three people. So 10% of people never eat chicken.</p>			

- a. A few people eat chicken sometimes.
- b. Everybody eats chicken.
- c. A lot of people never eat chicken.

 **Speak**

11. Do a survey about your classmates' eating habits. Copy the table in your notebook. Change the food items if you prefer.

How often do you eat ...	every day	sometimes	never
rice?			
fast food?			
vegetables?			
beans?			
fruit?			
hamburgers?			

*Example: How often do you eat rice?  
 Every day. / I eat rice every day.*

 **Write**

12. Write a report about the results of your survey. Use the example in exercise 10 to help you.

**Writing Tip**

- ✓ Always plan your writing first.
- ✓ In the case of a survey, work out the results first and perhaps calculate some percentages.
- ✓ Are any of the results surprising? Do any results stand out? Write about these ones. You don't have to report every result, just the most interesting ones.



## Read

10. Read the results of a survey. Are sentences a-c true (T) or false (F)?

- Review the use of *never*, *every day* and *sometimes*.
- Explain the word *percentage* (%) and drill pronunciation. Then explain how to read the scores in the text (*fifteen out of thirty*, *twelve out of thirty*, etc).
- Draw students' attention to the chart. Explain that this is a *tally chart* and we use it to record numbers. One tally stick represents one person. We group the tally sticks into groups of five.
- Next, ask the class to count how many people eat chicken every day (*twelve*).
- Put the students into pairs to complete the activity and ask them to correct the false sentences.

## Answers

- a. F (lots of people eat chicken sometimes)
- b. F (a few people never eat chicken)
- c. F (a few people never eat chicken)

## Speak

11. Do a survey about your classmates' eating habits. Copy the table in your notebook. Change the food items if you prefer.

- The purpose of this activity is for students to find out how often their classmates eat different food. Drill pronunciation of the questions and answers and review the contracted form of *do you ...?* /dʒə/.
- Tell students to complete the chart for themselves in their notebooks. Then, tell them to stand up and mingle with their classmates asking and answering the survey questions.
- Monitor to check students are doing the activity correctly and

support with pronunciation and vocabulary when needed.

- Students count up their tallies and write down the totals. Some students might like to work out the percentages.
- Ask some students to share their results with the class.

## Write

12. Write a report about the results of your survey. Use the example in exercise 10 to help you.

- Explain the activity. Then draw students' attention to the Writing Tip box.
- Ask students to plan their reports. Ask them to re-read the model text in exercise 10 first and then follow the points in the Writing Tip box.
- Students work on their plans. Monitor to check that they are doing the task correctly. Support with content and language as needed. Students can write up their report for homework.

## Focus on vocabulary

Get Ready!

1. Complete the descriptions with the words in the box.

bottle bowl packet cup glass plate box tin jar jug



1

A \_\_\_\_\_ of soup



2

A \_\_\_\_\_ of coffee



3

A \_\_\_\_\_ of chips



4

A \_\_\_\_\_ of tuna



5

A \_\_\_\_\_ of milk



6

A \_\_\_\_\_ of water



7

A \_\_\_\_\_ of crisps



8

A \_\_\_\_\_ of orange juice



9

A \_\_\_\_\_ of cereals



10

A \_\_\_\_\_ of mayonnaise

## Useful Vocabulary

Don't confuse *chips* and *crisps*.*Chips* are long and thin. People eat them hot with salt and tomato ketchup.*Crisps* are round and very thin. People eat them cold straight from the packet.

72

3. Complete the conversation with words from exercise 1. Then listen and check.

Sue: Good morning, John.  
 John: Hello, Sue. How can I help you?  
 Sue: I'd like two (1) \_\_\_\_\_ of milk, please.  
 John: Anything else?  
 Sue: Yes, please. Can I have a (2) \_\_\_\_\_ of rice? And I'd like two (3) \_\_\_\_\_ of jam.  
 John: Of course. Would you like a (4) \_\_\_\_\_ of salmon? It's on offer.  
 Sue: Yes, please. That sounds nice. Thanks.  
 John: Thank you.



71

2. Say it!

Read the information. Then listen and repeat.

In these phrases, the underlined nouns are stressed and the words *a* and *of* are unstressed.a bottle of watera cup of coffeea bowl of soup

4. Practise reading out the dialogue with a classmate.

## MODULE 3 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Food containers Ordering food and drink	<i>Do you like ...</i> <i>Would you like ...</i> Collective nouns	Speaking: ordering food and drink in a restaurant
Lesson 5	Helping the environment	<i>should / shouldn't</i>	Speaking: giving advice about the environment Writing: making a poster
Lesson 6	Health advice	Extreme adjectives Intensifiers	Speaking / Writing: giving opinions on health topics

## UNIT THEME

In Unit 2, there are three lessons on the theme 'Take good care'. Students will learn to talk about how healthy or unhealthy different food and drink is. By the end of the unit, they will be able to order food and drink in a restaurant or café and give opinions about a range of health issues.

## LESSON OVERVIEW

The main emphasis of this lesson is healthy lifestyles and ordering food and drink. Students also learn some food collocations and collective nouns, such as *a bottle of water and useful adjectives*. Throughout the lesson they have opportunities to talk and write about the new language covered as well as reusing topic vocabulary from earlier lessons.

## Focus on vocabulary

## Get ready!

- Complete the descriptions with the words in the box.
  - Tell students to look at the pictures and ask questions, for example, *What food can you see?* and *What drinks can you see?* and try to elicit some of the containers.
  - Explain the meaning of any new words and focus on the *Useful vocabulary* box and explain the difference between *crisps* and *chips*. You could also say that in the USA *chips* are usually called *French fries* and *crisps* are called *chips*.
  - Ask students to work in pairs to complete the descriptions in their notebooks, then check answers as a class.

## Answers

- bowl
- cup
- plate
- tin
- jug
- bottle
- packet
- glass
- packet
- jar

## 2. Read the information. Then listen and repeat.

- The purpose of this activity is to raise students' awareness of more sounds in English that change in connected speech.
- Draw students' attention to the Say it! box and play audio Track 71. Get them to repeat the example phrases.
- Ask them to practise more of the phrases from exercise 1 in pairs.

## 3. Complete the conversation with words from exercise 1. Then listen and check.

- Tell students to close their books. Then ask them to guess the second part of each collocation: *a bottle of...* (water), *a plate of...* (chips), a jug of ... (milk), etc.
- Put the students in pairs and ask them to guess the missing words and write their answers in their notebooks.
- Play audio Track 72. Students listen and check their answers.

## Answers

- bottles
- packet
- jars
- tin

## Audio script

72

Sue: Good morning, John.  
John: Hello, Sue. How can I help you?  
Sue: I'd like two bottles of milk, please.  
John: Anything else?  
Sue: Yes, please. Can I have a packet of rice? And I'd like two jars of jam.  
John: Of course. Would you like a tin of salmon? It's on offer.  
Sue: Yes, please. That sounds nice.  
Thanks.  
John: Thank you.

## 4. Practise reading out the dialogue with a classmate.

- Tell the students they are going to read the dialogue with their partners. First, ask two students to read the completed dialogue to the class. Then, students read the dialogue with their partners.
- Monitor the students to make sure they are not stressing the words *a* and *of*.
- Ask some pairs of students to read their dialogues to the class. If any words are causing particular difficulties, you can drill the pronunciation again.

## Extra activity

Students practise the dialogue again, but this time they substitute the food and drink in the dialogue for other phrases from exercise 1.

 Listen

5. Read the definitions of healthy / unhealthy food. Then look through module 3 and write as many healthy and unhealthy food and drink words as you can in your notebook.

Healthy food and drink	Unhealthy food and drink
<i>chicken and rice</i> <i>water</i>	<i>burger and chips</i> <i>fizzy drinks</i>

Unhealthy foods are bad for your body and your health.

Healthy foods are good for your body and they help you grow.

6. Look at the lists of healthy and unhealthy food and tick (✓) the items you eat or drink. Write how many times a week / day you have them.



7. Listen to a conversation between a doctor and a patient who has completed a healthy eating questionnaire. Choose the correct option A, B or C.

- What does the doctor think is good about Manuela's diet?
  - She seems to eat a lot of chips.
  - She drinks a lot of water.
  - There's some information missing.
- What does Manuela say about chips?
  - She eats three or four plates of chips every day.
  - She'd like to eat fewer chips.
  - She loves them - especially with ketchup and salt.
- What does the doctor say about fizzy drinks?
  - You don't need to have them.
  - He loves fizzy drinks.
  - You only need orange juice.
- How is Manuela confused about a balanced diet?
  - She eats too much unhealthy food and too much healthy food.



- She thinks it means eating the same amount of healthy and unhealthy food.
  - She thinks it means getting the right balance across the food groups.
5. What does the doctor tell Manuela to do?
- He doesn't think she understands.
  - He tells her to see the correct balance.
  - He tells her to have less unhealthy food and drink.
8. Answer the questions about your diet.
- Do you eat more food from the healthy or the unhealthy food list?
  - What makes the food and drink you eat unhealthy? (e.g. too much sugar / fat)
  - What changes should you make to your diet?

## Listen

5. Read the definitions of healthy / unhealthy food. Then look through module 3 and write as many healthy and unhealthy food and drink words as you can in your notebook.
  - Write *healthy* and *unhealthy* on the board. Ask students what food and drink they can remember under each heading.
  - Then, ask students what makes some food and drinks unhealthy and others healthy? Elicit answers, then read out the definitions in exercise 5.
  - Put the students into small groups and read out the rubric as a class. Tell them to copy the chart in their notebooks. Then tell the students they have five minutes to look through module 3 and to find as many healthy and unhealthy words as they can and write them on their chart. The aim is to have the most words correctly placed.
  - After five minutes, stop the class and ask each group to read out their lists.
6. Look at the lists of healthy and unhealthy food and tick (3) the items you eat or drink. Write how many times a week / day you have them.
  - The purpose of this activity is for students to see how healthy or unhealthy their diet is.
  - Students work individually to complete the activity.
  - Monitor to check students are doing the activity correctly.
7. Listen to a conversation between a doctor and a patient who has completed a healthy eating questionnaire. Choose the correct option A, B or C.
  - The purpose of this activity is for students to listen to suggestions from a doctor about healthy eating.
  - Tell the students they are going to listen to a conversation between Manuela and her doctor. The doctor is asking Manuela

about her eating habits. Tell them the first time you play the audio they need to decide if Manuela has a healthy or unhealthy diet.

- Play audio Track 73. Elicit the answer (*her diet is unhealthy*).
- Next, tell students to read through the questions in exercise 7. In pairs, ask the students to see if they remember the answers. Then play audio Track 73 again. Students listen and select the correct answer. Ask students to compare their answers in pairs.
- Then, play audio Track 73 once more to check the answers. Stop after each section.

## Audio script

73

Doctor: Hello, Manuela. Thanks for completing the questionnaire.

Manuela: Hi, Dr. Oyuela. That's fine. I don't think the results will be good. I'm not very healthy.

Doctor: Well, I need to ask a few questions. There's some information missing. Let's see. How much water do you drink?

Manuela: Well, I drink about eight glasses of water a day.

Doctor: That's great! It's important to drink lots of water. You seem to eat a lot of chips. How many plates of chips do you eat every week?

Manuela: Oh... Chips are my favourite food. I probably eat three or four plates of chips in a week.

Doctor: Well, I think that's too many. I'd like you to eat fewer chips, please. They aren't very healthy for you, are they?

Manuela: No, they aren't. But I love them. Mmmm with lots of salt and ketchup!

Doctor: Ok... and... How much fizzy drink do you have? How many bottles a week?

Manuela: I usually have about one or two bottles a day. I drink a lot of fizzy drink. I know it's bad for you, but I love it.

Doctor: I'd like you to stop drinking fizzy drink. All your body needs is water. A glass of juice is OK with breakfast. Do you eat fruit and vegetables?

Manuela: Yes, I do. I eat a bowl of fruit for breakfast and a plate of green salad for lunch.

Doctor: That's great.

Manuela: Yes, I try to eat healthy food in the morning and at lunch time, so I can eat my favourite food in the evening.

Doctor: Ah ... I see. Do you think you eat more healthy or unhealthy dishes?

Manuela: Mmm ... I think that I eat a balanced diet ... of healthy and unhealthy food.

Doctor: I don't think you understand. A balanced diet means eating from all the food groups. You need to eat the correct amount of protein, fruit and vegetables, dairy and grains. Looking at your diet, I'd like you to try to eat fewer chips and less fizzy drink. Eat more rice, chicken and fish and a wider variety of vegetables.

Manuela: OK. Thank you, Dr. Oyuela. I'll give it a go.

## Answers

1 B 2 C 3 A 4 B 5 C

8. Answer the questions about your diet.

- The purpose of this activity is for students to find out how healthy their diet is.
- Students look at their answers from exercise 5 and complete the activity for themselves. Then they work in small groups and take turns to ask and answer the questions.
- Monitor to check students are doing the activity correctly and to offer support.

## Extra activity

Students could prepare a poster that shows healthy and unhealthy food and drinks.

 Read


9. Complete the dialogue with the phrases in the box. Then listen to check your answers.

a bowl of  
a bottle of  
do you like  
Good afternoon  
I'd like some chicken  
I'm hungry too

Adam: I'm hungry. What about you? Would you like some food?

Paula: Yes, (1) \_\_\_\_\_. Great idea!

Adam: What kind of food (2) \_\_\_\_\_? Are you a healthy eater?

Paula: Well, I try to eat healthy food most of the time.

Adam: This café is great as it has a good selection of fresh, healthy food.

Paula: OK. Let's try it.

Waiter: (3) \_\_\_\_\_. Are you ready to order?

Adam: Yes, I think so.

Waiter: Would you like a starter?

Adam: I'd like (4) \_\_\_\_\_ vegetable soup, please.

Paula: And I'd like some salad, please.

Waiter: Would you like a drink?

Adam: Shall we share (5) \_\_\_\_\_ sparkling water?

Paula: Good idea.

Adam: Then I'd like some fish. What else would you like?

Paula: I don't like fish. I think (6) \_\_\_\_\_, please.

What does it come with?

Waiter: You can have some rice, chips or vegetables.

Adam: I'd like some vegetables, please.

Paula: Me too.

Waiter: OK.



### Focus on language

10. Read the sentences and answer the questions.

Do you like fish? Yes, I do. / No I don't. Yes, I do like it. / No I don't like it.	Would you like some fish? Yes, I would. / No, I wouldn't. Yes, I would like some please. / No, I wouldn't like any, thank you.
I like fish. I don't like fish.	I'd like some fish, please. I wouldn't like any fish, thank you.

- Which question means *Do you want ...*? A. Do you like ...? B. Would you like ...?
- In the question form with plurals and uncountables, *Would you like ...* is followed by ...  
A. *some* B. *any*?
- In the negative form with plurals and uncountables, *I wouldn't like ...* is followed by ...  
A. *some* B. *any*?

## Read


9. Complete the dialogue with the phrases in the box. Then listen to check your answers.
- Tell students to look at the picture and ask them where it is (*a restaurant or café*) and who the people are (*a waiter and two customers*).
  - This activity shows students how to order food and drink in a restaurant or café. Explain the activity and tell students that *sparkling water* means 'agua con gas' and *still water* means 'agua sin gas'.
  - Then tell students to work in pairs and try and complete the dialogue by writing the correct phrases in their notebooks.
  - Play audio Track 74 for students to check their answers.

## Answers

1. I'm hungry too
2. do you like
3. Good afternoon
4. a bowl of
5. a bottle of
6. I'd like some chicken

## Audio script

74

Adam: I'm hungry. What about you?   
Would you like some food?

Paula: Yes, I'm hungry too. Great idea!

Adam: What kind of food do you like? Are you a healthy eater?

Paula: Well, I try to eat healthy food most of the time.

Adam: This café is great as it has a good selection of fresh, healthy food.

Paula: Ok. Let's try it.

Waiter: Good afternoon. Are you ready to order?

Adam: Yes, I think so.

Waiter: Would you like a starter?

Adam: I'd like a bowl of vegetable soup, please.

Paula: And I'd like some salad, please.

Waiter: Would you like a drink?

Adam: Shall we share a bottle of sparkling water?

Paula: Good idea.

Adam: Then I'd like some fish. What else would you like?

Paula: I don't like fish. I think I'd like some chicken, please. What does it come with?

Waiter: You can have some rice, chips or vegetables.

Adam: I'd like some vegetables, please.

Paula: Me too.

Waiter: OK.

## Focus on language

10. Read the sentences and answer the questions.
- Go through the language structures in the box. Give students some additional examples if necessary.
  - Ask students to read through the questions. Then, tell them to use the information in the box to help answer them.
  - Students compare their answers with a partner.

## Answers

1 B 2 A 3 B

 Write

## 11. Complete the sentences in your notebook.

- Would you \_\_\_\_\_ cheese?
- She \_\_\_\_\_ like tomatoes. She hates them.
- They \_\_\_\_\_ pop music, but \_\_\_\_\_ jazz.
- I \_\_\_\_\_ like salad, but I love vegetables.
- \_\_\_\_\_ you \_\_\_\_\_ meat? Yes, I do.
- \_\_\_\_\_ you \_\_\_\_\_ sausages? No, I \_\_\_\_\_, thanks.



## 12. Say it!

Read the information. Then listen and repeat.

Listen to the pronunciation of *n't* in

*wouldn't*, *don't* and *doesn't*.

*I wouldn't like any vegetables, thanks.*

*We don't like fish.*

*She doesn't like coffee.*

## Writing Tip

- ✓ When you finish writing, check your work carefully for language, spelling and punctuation errors. Then read it out loud. Does it sound natural?

## 13. Practise the dialogue in exercise 9 with two classmates.

## 14. Choose one of the menus and write your own restaurant dialogue. Look at the dialogue in exercise 9 to help you.

## Menu A

hot dog  
chips  
burger  
pizza  
fizzy drink

## Menu B

green salad  
chicken and rice  
fish  
roast beef  
vegetables  
water



**Write**

11. Complete the sentences in your notebook.
- The purpose of this activity is for students to be able to distinguish between *like* and *would like*.
  - Put the students in pairs to complete the activity.
  - Students feed back their answers as a class.

**Answers**

- a. like some
- b. doesn't
- c. like / they don't like
- d. don't
- e. Do / like
- f. Would / like some / wouldn't

12. Read the information. Then listen and repeat.
- Draw students' attention to the Say it! box and play audio Track 75 for students to listen to the pronunciation of *n't* and repeat the phrases.
13. Practise the dialogue in exercise 9 with two classmates.
- Put the students into pairs to complete the activity.
  - Monitor to check they are pronouncing the words correctly.
14. Choose one of the menus and write your own restaurant dialogue. Look at the dialogue in exercise 9 to help you.
- Read the rubric as a class. Put the students into pairs. Tell them to choose one of the menus and to write down the dialogue in their notebooks. Draw their attention to the Writing Tip box to help with the writing.
  - Then students practise saying their dialogue and act it out. If possible, students can try to act out the dialogue without reading the words.
  - Ask some pairs of students to read or act out their dialogues.

## Focus on vocabulary

Get Ready!

1. Read the text. Then complete the chart in your notebook so it is true for you.

To save energy ...	To save water ...	To save petrol ...	To save paper and plastic ...
<i>I turn off lights.</i>			

## How 'green' are you?

Do you...

- **save energy?**  
To save energy, turn off the lights and other electrical equipment when you don't need them. Use rechargeable batteries.
- **save water?**  
To save water, have short showers and turn off the tap when you clean your teeth.
- **reduce pollution?**  
To reduce pollution, walk, cycle or use public transport. Don't travel by car.
- **reduce waste?**  
To reduce waste, recycle paper, metal and plastic. Reuse plastic bags. Recycle. Don't buy bottled water - use a reusable water bottle.



### Glossary

save = ahorrar  
 turn off = apagar  
 rechargeable = recargable  
 reduce = reducir  
 waste = basura

2. In small groups, discuss your answers.

*Example: I save energy, because I always turn off the lights. What about you?*

3. What changes should you make to help the environment?

*Example: We should ... walk, cycle or use public transport.*

## LESSON OVERVIEW

The main emphasis of this lesson is how we can protect the environment and what we should and shouldn't do. By the end of the lesson, students will also be able to give advice about how to protect the environment.

### Focus on vocabulary

#### Get ready!

1. Read the text. Then complete the chart in your notebook so it is true for you.
  - Ask students what it means to *be green* (*to look after the environment*). Then ask them to look at the pictures and elicit what they show (*turning the lights off, recycling plastic, having a quick shower, using rechargeable batteries, turning off the tap*).
  - Next, ask students to look at the chart and copy it into their notebooks. Elicit suggestions under each heading.
  - As a class, read *How 'green' are you?* Explain the activity and drill pronunciation of the collocations.
  - Students use the ideas to help them complete the chart.
2. In small groups, discuss your answers.
  - Organise the class into small groups. Read out the example and drill the pronunciation, if necessary. Ask some students to give more examples. Students take turns to compare their answers with the group.
  - Tell each group to decide who does the most and who does the least to help the environment and why. Ask someone from each group to feed back their answers to the class.
3. What changes should you make to help the environment?
  - Write *What should we do?* on the board followed by *We should ...*
  - Elicit some suggestions from the class. Then students work in their groups to come up with ideas of what they should do to help the environment. Students write their ideas in their notebooks.

#### Example answers

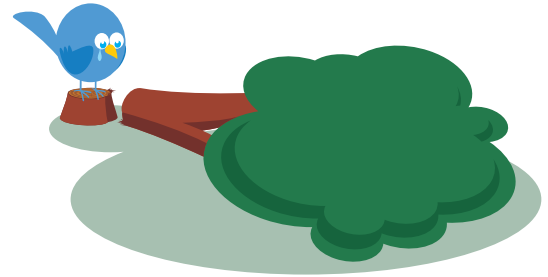
To save energy ...	To save water ...	To save petrol ...	To save paper and plastic ...
I turn off lights. I use rechargeable batteries.	I have short showers. I turn off the tap when I clean my teeth.	I walk. I cycle. I use public transport. I don't travel by car.	I recycle paper, metal and plastic. I reuse plastic bags. I don't buy bottled water. I use a reusable water bottle.

 Read

76

## 4. Do the quiz. Then listen to check your answers.

- Which is the most dangerous species?
  - Sharks
  - Humans
  - Spiders
- Animals die and may become extinct when they ...
  - lose their habitat.
  - are food for other animals.
  - are food for people.
- Very large animal farms destroy ...
  - rivers and lakes.
  - the fields.
  - our houses.



## MEATLESS MONDAYS

It's important to turn off lights and recycle paper, but there's another way we can help the planet ... by eating less meat. Here are the facts:

- farm animals use 30% of the Earth's surface
- we cut down the Amazon rainforest to grow soya to feed animals
- animals eat 97% of the world's soya crop (which could feed humans)
- to produce one kilo of beef it can take up to twelve kilos of grain
- to produce one kilo of beef it can take up to fifteen thousand litres of water!!

To produce meat we cut down trees and use lots of water. It isn't good for the environment.

Also, as the world's population grows, eating meat is not an efficient way to feed people.

*Meatless Mondays* is a campaign to encourage people not to eat meat on one day of the week, every week. It helps the environment and is good for your health. You should try it!



- Meatless Mondays is a campaign to get people to recycle paper.
- We are damaging the planet to produce meat.
- We need just a little water and food to get a lot of meat.
- Eating meat is the best way to feed a growing population.
- Eating meat every day is bad for our health.

## Glossary

feed = alimentar  
grow = crecer  
encourage = animar

## Read

4. Do the quiz. Then listen to check your answers
- Tell students they are going to do a short quiz about the environment. Ask them to quickly read through the quiz and explain any new vocabulary.
  - Put the students into pairs and tell them to complete the quiz.
  - After two minutes, stop the class and play audio Track 76 to check answers.

## Answers

1 B 2 A 3 A

5. Read the text. Are the sentences a-e true (T) or false (F)? Correct the false sentences.
- The purpose of this activity is for students to find out about a less well known way to help the planet. Write *Meatless Mondays* on the board and ask students what they think the text will be about.
  - Then ask students to look at the statements under the text or dictate them. Make sure students don't read the text yet.
  - Then put them in pairs and ask them to decide whether each statement is true or false. Ask some students to share their predictions.
  - Tell students to read the text individually and check to see if their predictions were correct.

## Answers

- a. F (It is a campaign to eat less meat.)
- b. T
- c. F (To produce one kilo of beef it takes twelve kilos of grain and fifteen thousand litres of water.)
- d. F (Eating meat is not an efficient way to feed people.)
- e. T

## Extra activity

Tell students to write three more true or false statements in their notebooks based on the information in the Meatless Mondays text, for example, *Farm animals use 50% of the Earth's surface (False)*. When they have finished they can swap questions with a partner and decide if they are true or false.

 Listen

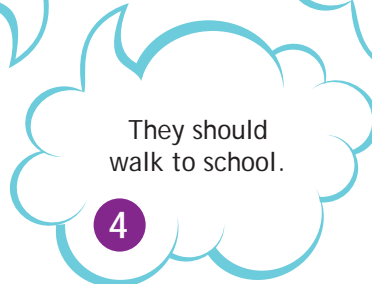
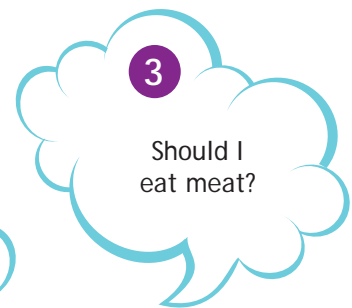
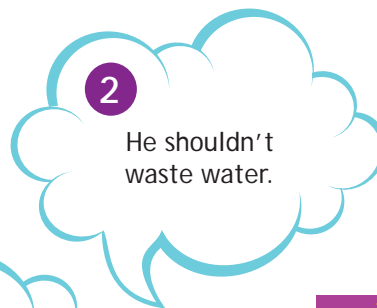

6. Listen to the interviews and write who agrees with the sentences a-f: Charlie (C) or Tanya (T).

To look after the environment ...

- you should eat less meat.
- you shouldn't waste water.
- you should turn off lights.
- you should walk, cycle or go by bus.
- you shouldn't throw away plastic bags, reuse them.
- you should recycle your rubbish.

## Focus on language

7. Read the sentences and answer the questions a-e.



## 8. Say it!

Practise the sound /ʃ/.  
Listen and repeat.  
*Should Shelley shop for shoes?*

- Are these sentences making suggestions or giving an order?
  - Which sentence is saying not to do something?
  - Which sentences are saying to do something?
  - Does the word *should* change for different parts of speech (*I, you, he, she, we, they*)?
  - How do you form a question?
9. Write sentences to give advice to a friend who wants to help the environment. Use the words in the box or your own ideas and *should* / *shouldn't*.

eat less meat    have shorter showers    throw away plastic bags  
recycle your rubbish    turn off the lights    travel everywhere by car  
waste food    save water    walk or cycle

*Example: You should eat less meat. / You shouldn't throw away plastic bags.*

## Listen

6. Listen to the interviews and write who agrees with the sentences a-f: Charlie (C) or Tanya (T).
- Tell students to copy the six pieces of advice into their notebooks and then to decide which three are the most important. Then tell students to compare their answers in pairs.
  - Explain to students that first they will hear the interview with Tanya. Play the first part of audio Track 77 up until *you're welcome* and tell students to write a 'T' by the things Tanya says. Then play the final part of audio Track 77 and tell students to write a 'C' by the things Charlie says.
  - Ask students to compare their answers in pairs and then listen to the whole of audio Track 77 again for students to check their answers.
  - Ask students which sentence both Charlie and Tanya agree with (f).

## Answers

- a. C
- b. C
- c. C
- d. T
- e. T
- f. T

## Audio script

77

Interviewer: Hello! Today our topic is the environment. Can we ask a few questions?

Tanya: Yes, that's fine.

Interviewer: Thanks. First of all, what's your name?

Tanya: I'm Tanya.

Interviewer: Hi, Tanya. Do you think you are 'green'?

Tanya: Yes, I think so. Well, I try to be.

Interviewer: Great! What kind of things do you do to look after the environment?

Tanya: Well, I know we shouldn't use the car too often. So I usually walk or cycle to school every day and when it rains, I go by bus.

Interviewer: That's impressive. Is there anything else you do to protect the environment?

Tanya: Well, I don't throw away plastic bags. When I go shopping, I always reuse old plastic bags.

Interviewer: Good. Do you recycle rubbish, too?

Tanya: Yes, I do as much as I can. I know it's something you should do, but there are still some things that you can't recycle.

Interviewer: OK. Thanks, Tanya. That's excellent. Thanks for your time.

Tanya: OK, You're welcome.

Interviewer: Hi. Do you have time to talk about green lifestyles?

Charlie: Yes, I do. I think it's a very important subject.

Interviewer: You're right. Can you tell me what you do to protect the environment?

Charlie: Well, for me the key thing is to save!

Interviewer: Yes, ... can you tell me more? What do you 'save'?

Charlie: Everyone should try to save energy. For example, I turn off lights and other devices when I don't need them.

Interviewer: That's excellent.

Charlie: You should also try to save water. I have short showers and turn off the water when I clean my teeth, so I don't waste water.

Interviewer: Great is there any other advice you can give?

Charlie: We should all eat less meat. That's better for the environment and for our health.

Interviewer: That's great to hear that. Thanks.

Charlie: No problem.

## Focus on language

7. Read the sentences and answer the questions a-e.
- Ask students to read through sentences 1 to 4. Then organise the class into small groups to discuss the questions a-e.
  - Ask a student from each group to share their answers.
  - Ask students what the difference is between making a suggestion and giving an order. Explain that in English we usually use *should* to make suggestions and imperatives, such as *don't* in *Don't waste water!* to give orders.

## Answers

- a. making suggestions
- b. 2
- c. 1 and 4
- d. no
- e. Should + subject + verb + noun (complement)

## 8. Listen and repeat

- Go through the *Say it!* box and play audio Track 78 for students to repeat.

9. Write sentences to give advice to a friend who wants to help the environment. Use the words in the box or your own ideas and *should* / *shouldn't*.

- Tell students they are going to give some advice to a friend so they can help the environment. Ask students for some suggestions and write them on the board.
- Then draw students' attention to the suggestions in exercise 10 and see if any were the same.
- Put the class into pairs. Students work together and decide what advice they are going to write. Monitor to make sure students are using *should* and *shouldn't* correctly and offer support where needed.
- Ask some students to tell the class what their advice is.

## Answers

- You should have shorter showers.  
 You shouldn't throw away plastic bags.  
 You should recycle your rubbish.  
 You should turn off the lights.  
 You shouldn't travel everywhere by car.  
 You shouldn't waste food.  
 You should save water.  
 You should walk or cycle.





**Speak**

10. In pairs, ask for and give advice. Use the information in the box and your own ideas.

- The purpose of this activity is for students to practise giving advice to help the environment. Explain that one student must ask one of the questions in the speech bubbles, and the other must give advice using the information in the box or their own ideas.
- They could do this as a role play: one student is not environmentally-friendly and the other student is. The student who is environmentally-friendly tries to give their partner some advice.
- Put the students in pairs and make sure they understand what they have to do. Elicit some examples using the information in the box and drill any pronunciation.
- Monitor and check for pronunciation and offer advice where needed. Ask some students to share or act out their dialogues.

**Write**

11. Make a poster for your classroom about things people should and shouldn't do to help the environment. Look through lesson 5 for ideas.

- Draw students' attention to the Writing Tip box. Explain what they need to do. If available, provide some large sheets of paper and coloured pencils or paints.
- Remind students to do a rough copy in their notebooks and to check each other's work before they start on the poster.
- When they have finished, you could stick the posters on the walls of the classroom and ask students to walk around and to vote on whose poster gives the best advice.

## Focus on vocabulary

Get Ready!

1. Complete the health advice with the headings in the box.

Fitness Health checks Healthy food Hygiene

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

- Eat a balanced diet.
- Drink plenty of water.
- Have plenty of fresh fruit and vegetables.

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

- Wash you hands with soap.
- Clean your teeth.
- Change your toothbrush.

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

- Do an hour of exercise three times a week.
- Walk to school.
- Take the stairs not the lift.

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

- Visit the dentist twice a year.
- Have regular health checks with your school nurse or doctor.

2. In your notebook, complete the sentences with the words in the box.

dentist doctor exercise fit hands soap toothbrush

To keep healthy you should:

- wash your (1) \_\_\_\_\_ with (2) \_\_\_\_\_ and water after going to the toilet.
- visit the (3) \_\_\_\_\_ twice a year and get a new (4) \_\_\_\_\_ every month.
- eat healthy food and do (5) \_\_\_\_\_ to keep (6) \_\_\_\_\_ .
- visit the (7) \_\_\_\_\_ every six months for a check-up.

3. Tell your partner which of the activities in exercises 1 and 2 you do and which you should do.

## LESSON OVERVIEW

The main emphasis of this lesson is giving advice on health issues and using intensifiers with adjectives. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

### Get ready!

- Complete the health advice with the headings in the box.
  - Ask students what things they do to stay healthy. Then ask them how often they do them.
  - Explain the activity, and read through the headings. Elicit some advice about each heading before reading the options below.
  - Put the students into pairs to complete the activity. Then, ask some students to share their answers with the class.

#### Answers

- Healthy food
- Hygiene
- Fitness
- Health checks

- In your notebook, complete the sentences with the words in the box.
  - The purpose of this activity is to introduce some useful vocabulary related to healthy routines.
  - Check students understand all the words in the box and use L1 if necessary.
  - Ask students to complete the gaps individually. Then put them into pairs and ask them to compare their answers.
  - Ask some students to read out their completed sentences.

#### Answers

- hands
- soap
- dentist
- toothbrush
- exercise
- fit
- doctor

- Tell your partner which of the activities in exercises 1 and 2 you do and which you should do.
  - Review *should* and *shouldn't* and elicit some examples of activities they should do to keep healthy.
  - Put students into pairs to do the activity. Monitor the students to make sure they are doing the activity correctly and to check pronunciation.
  - Ask some students to share with the class what their partners do and what they should do.

 Read

## 4. Read the text and complete it with the sentences in exercise 2.

## HEALTHY SCHOOLS CAMPAIGN

Our school runs an annual 'healthy school' campaign to teach students basic health care. It's a **really** important part of education because a healthy body means a healthy mind. Here are some of the things we learn:

## Annual check-up

Many students only go to the doctor's when they are **extremely** ill. However, our school advises students to have regular health checks and to (1) \_\_\_\_\_. Every term the school doctor asks us to complete a questionnaire about our diet, exercise and sleeping habits.

Paul, 16 years old.



## Time to brush!

At the beginning of the school year there is a campaign to encourage students to clean their teeth. The teachers invite dental experts to teach us how to brush our teeth properly. At the end, they give us an **incredibly** useful kit: a toothbrush, some toothpaste and floss. They then remind us to (3) \_\_\_\_\_. Annie, 12 years old.



## Now wash your hands!

You'll see this sign in public toilets. Don't forget to (2) \_\_\_\_\_. This **very** simple action is an easy way to prevent diseases from spreading. Wash your hands regularly throughout the day, before preparing and eating food and after travelling on public transport. Always think ... now wash your hands!

Jan, 15 years old.



## Do you have a balanced diet?

Many students have bad diets. They often bring sugary snacks and fizzy drinks to school in their lunch boxes. It's **really** obvious that this is bad for you: eating the wrong types of food can make you overweight and give you health problems. At our school, we have posters everywhere saying (4) '\_\_\_\_\_'. Lola, 14 years old.



## Focus on language

## 5. Look at the words in blue in exercise 4. Then read the rules below and choose the correct option.

- We use words like *very*, *really*, to make adjectives *stronger* / *weaker*.
- These words are called *intensifiers*. They appear *before* / *after* the adjective they are making stronger.

## 6. Write these sentences in your notebook with an intensifier. The adjectives are underlined to help you.

- It's important to keep your hands clean.
- Is it necessary to clean your teeth twice a day?
- Mary is health conscious.
- Tara does lots of sport, so she's fit.

## Glossary

*check-up* = control medico

*disease* = enfermedad

*floss* = seda dental

*spread* = propagarse

## Reading Tip

✓ Look for cognates and familiar words in a text. Use those words to understand the main idea of the text.

## Read

4. Read the text and complete it with the sentences in exercise 2.
- Put the students in small groups and tell them to read the text.
  - Then, ask them to guess what the missing text might be. Elicit ideas from the class. Draw their attention to the glossary box and go through the information.
  - Tell students to check their ideas by looking back at exercise 2. Students correct their ideas if necessary.

## Answers

1. ... visit the doctor every six months for a check-up.
2. ... wash your hands with soap and water after going to the toilet.
3. ... visit the dentist twice a year and get a new toothbrush every month.
4. ... eat healthy food and do exercise to keep fit.

## Focus on language

5. Look at the words in blue in exercise 4. Then read the rules below and choose the correct option.
- Before they do the exercise, ask students to look at the words in blue. Ask them what they think their function is.
  - Ask students to read the two sentences and decide which words are correct. Students might like to copy the correct sentences in their notebooks for reference. Elicit some further examples, such as *extremely important*, *very easy*, *incredibly bright*, etc.

## Answers

- a. stronger
- b. before

6. Write these sentences in your notebook with an intensifier. The adjectives are underlined to help you.
- The purpose of this activity is to give students the opportunity to use the intensifiers.
  - Students work in pairs and complete the task. Draw their attention to the Reading Tip.
  - Check answers as a class.

## Example answers

- a. It's very important to keep your hands clean.
- b. Is it really necessary to clean your teeth twice a day?
- c. Mary is incredibly health conscious.
- d. Tara does lots of sport, so she's extremely fit.

 Listen


7. Listen to the sentences. Are they true (T) or false (F)? Correct the false sentences.

- Students are learning how to grow their own vegetables.
- Students don't like being in the garden.
- They only grow vegetables.
- The garden doesn't look good.



8. Listen again and complete the text with the words in the box.

absolutely really totally

Hi! I'm Stacey. I love the vegetable garden and I spend all my time here looking after the plants. It makes me feel (1) \_\_\_\_\_ amazing that I can help to grow vegetables to eat.

My name's JC and we don't have a garden at home, so having this (2) \_\_\_\_\_ enormous garden here means a lot to me. We can grow loads of fruit and vegetables - enough to feed the whole school.

I'm Melissa. In the winter, the playground looks (3) \_\_\_\_\_ awful - grey and dull. Now it's spring, it's (4) \_\_\_\_\_ stunning with trees, plants and flowers. It makes me feel happy to see it!

## Glossary

grow = cultivar  
 enormous = enorme  
 awful = terrible  
 stunning = impresionante

## Focus on language

9. Look at the adjectives that appear after the intensifiers in exercise 8. Then choose the correct option to complete the rules.
- The adjectives *amazing*, *enormous*, *awful* and *stunning* are called *normal* / *extreme* adjectives.
  - Before these adjectives you *can* / *can't* use the intensifier *very*.
10. Look at the pairs of adjectives. Which are normal adjectives and which are extreme adjectives? Write them in two lists in your notebook.

small - tiny    huge - big    beautiful - stunning    fantastic - good    awful - bad

Normal adjectives	Extreme adjectives
<i>small</i>	<i>tiny</i>

11. Write two sentences describing the items in a-d using the adjectives in exercise 10.
- your garden - *Your garden is very beautiful. Your garden is totally stunning.*
  - the mountains
  - this insect
  - this food

**Listen**

7. Listen to the sentences. Are they true (T) or false (F). Correct the false sentences.
- Tell students they are going to find out about a healthy schools campaign. Put the students in small groups and ask them to write down some ways to make their school a healthier place.
  - Play audio Track 79. Students listen and compare their ideas.
  - Then tell the students to read the sentences a-d. Play the audio Track 79 again for students to decide whether the sentences are true or false. They can do this individually. Students compare their answers with their groups.

**Answers**

- a. T
- b. F (It's extremely popular.)
- c. F (They also grow fruit, trees and flowers.)
- d. F (It looks stunning.)

**Audio script**

79

The healthy schools campaign is not just about diet, exercise and hygiene. To improve the health of all students, it is essential for them to spend time outside in the fresh air. So, our school now teaches all students how to grow their own vegetables ... and it is an extremely popular addition to the curriculum. Here's the opinion of some of the students.

Hi! I'm Stacey. I love the vegetable garden and I spend all my time here looking after the plants. It makes me feel totally amazing that I can help to grow vegetables to eat.

My name's JC and we don't have a garden at home, so having this really enormous garden here means a lot to me. We can grow loads of fruit and vegetables - enough to feed the whole school.

I'm Melissa. In the winter, the playground looks absolutely awful - grey and dull. Now it's spring, it's totally stunning with trees, plants and flowers. It makes me feel happy to see it!

8. Listen again and complete the text with the words in the box.
- Ask the students to read through the text. Ask them what type of word is missing (*intensifier*). Then put them in pairs and ask them to predict what the missing words are.
  - Play audio Track 79 again. Students listen and complete the gaps. Ask some students to share their answers.

**Answers**

- 1. totally
- 2. really
- 3. absolutely
- 4. totally

**Focus on language**

9. Look at the adjectives that appear after the intensifiers in exercise 8. Then choose the correct option to complete the rules.
- Students answer the questions in pairs. Then share their answers as a class.

**Answers**

- a. extreme
- b. can't

10. Look at the pairs of adjectives. Which are normal adjectives and which are extreme adjectives? Write them in two lists in your notebook.
- Read through the list of adjectives and explain any new words.
  - Put the students into pairs to complete the exercise. Ask some students to share their answers with the class.

**Answers**

Normal adjectives	Extreme adjectives
<i>small</i>	<i>tiny</i>
<i>big</i>	<i>huge</i>
<i>beautiful</i>	<i>stunning</i>
<i>good</i>	<i>fantastic</i>
<i>bad</i>	<i>awful</i>

**Extra activity**

Students can use a dictionary to find examples of more normal adjectives and a couple of corresponding extreme forms.

11. Write two sentences describing the items in a-d using the adjectives in exercise 10.
- Read through the activity and check students know what to do.
  - Students complete the exercise individually. Monitor and check they are doing the activity correctly and offer support where needed.
  - Students share their sentences with a partner. Ask some students to read out their sentences.

**Example answers**

- a. *Your garden is very beautiful. Your garden is totally stunning.*
- b. *The mountains are very big. The mountains are absolutely huge.*
- c. *The insect is very small. The insect is really tiny.*
- d. *This food is very good. This food is absolutely fantastic.*

 **Speak**
**12. Say it!**

Listen and repeat.

How many syllables are there in each word?  
Underline the stressed syllable.

*absolutely = 4 syllables*

*extremely incredibly really totally very*

- 13. In groups, ask questions and give your opinion on the topics in 1-3.**  
Look at the *Useful expressions* box to help you.

1. Schools shouldn't teach students how to be healthy.  
They should learn that from their parents.

2. People are happy when they are healthy.  
True or false?

3. Parents shouldn't be allowed to give their children  
fizzy drinks and sugary snacks. What do you think?

**Useful expressions**

*In my opinion*

*I think / don't think*

*I agree / don't agree with ...*

*Don't you think ... ?*

*It's important to ...*

 **Write**

- 14. Read the text. Which topic sentence from exercise 13 is it about?**

In my opinion, it's really important for schools to teach students about being healthy.

Some students learn to wash their hands and clean their teeth from their parents. However, some students don't know why they should wash their hands and clean their teeth. So I think it's incredibly useful for all students to learn about hygiene. These days, diet is an extremely big problem. Many families have bad diets and some students don't know that they should eat a more balanced diet.

A lot of people are very lazy and stay at home and watch TV. Not many people are active and do sport. So it's important for schools to encourage students to be more active and to spend time outside.

I think school is a place to learn about everything, including health.

- 15. Choose one of the topics from exercise 13 and write your opinion about it.**  
Use the text in exercise 14 to help you.

Paragraph 1: summarise your opinion

Paragraph 2-4: write three examples to back up your opinion

Paragraph 5: repeat your opinion to conclude.



## Speak

## 12. Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 80 for students to repeat the adjectives. Ask them how many syllables each word has and where the stress is.
- Ask students to copy the words in their notebooks and underline the stressed syllables.

## Answers

*absolutely* = 4 syllables  
*extremely* = 3 syllables  
*incredibly* = 4 syllables  
*really* = 2 syllables  
*totally* = 3 syllables  
*very* = 2 syllables

13. In groups, ask questions and give your opinion on the topics in 1-3. Look at the *Useful expressions* box to help you.

- Explain the activity to the students and draw their attention to the *Useful expressions* box. Make some example phrases about topic 1 using some of the phrases, for example, *I don't agree with topic 1. In my opinion, schools should teach students how to be healthy, but it's important for parents to teach their children too.*
- Put the students into small groups. Give them a few minutes to think about each topic and to write down some ideas in their notebooks. Students then take turns to give their opinions and ask and answer questions about the topic.
- Ask a couple of students from each group to share the key ideas that came up in their discussions.

## Write

## 14. Read the text. Which topic sentence from exercise 13 is it about?

- Explain that this activity is providing a model text about a student's opinions.
- Ask the students to read the text and decide which topic statement it is about.

## Answer

topic 1

## 15. Choose one of the topics from exercise 13 and write your opinion about it. Use the text in exercise 14 to help you.

- Draw students' attention to the information about paragraphs. Ask them to find the corresponding information in the text in exercise 13. For example, an example to back up the opinion might be, *not all students learn to wash their hands from their parents.*
- Students do the exercise by themselves. Monitor to check that they are doing the task correctly and offer support on content where needed.
- Ask some students to read out their opinions.

 Speak

Get Ready!

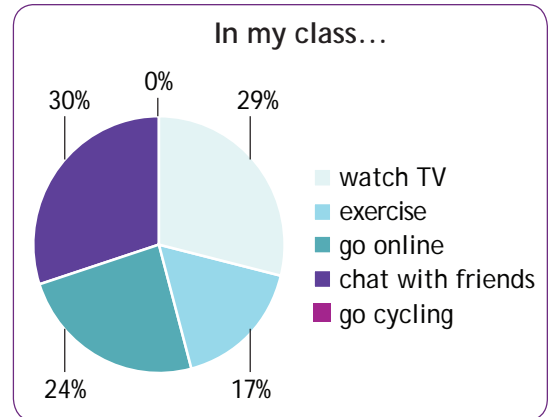
1. Find out how many students in your class do the activities in the list below.

Make a pie chart with the results.

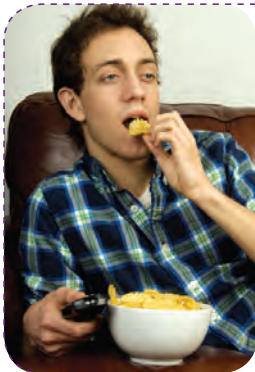
- watch TV.
- exercise.
- go online.
- chat with my friends.
- go cycling.

Example:

In my class, 29% of the students watch TV...



2. Complete the sentences with the activities in exercise 1.



I like action movies.  
I always (1) \_\_\_\_\_  
after school.  
I never (2) \_\_\_\_\_  
I hate doing sports.



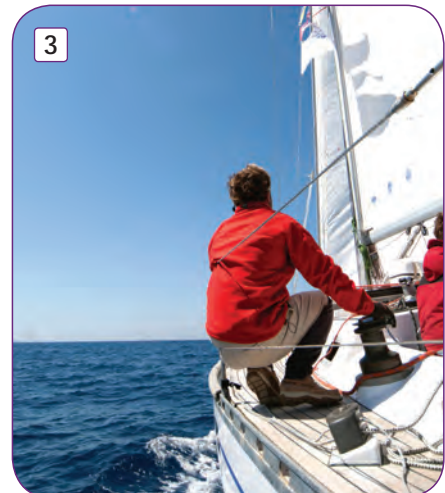
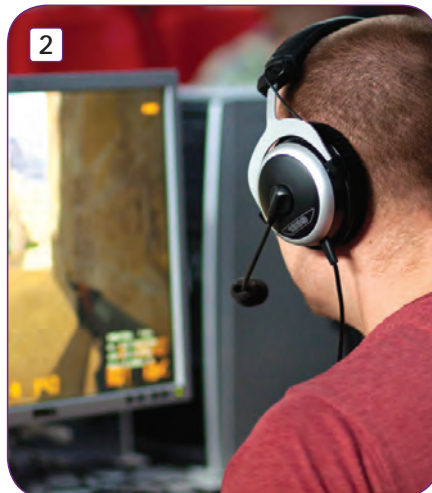
I like going to the Gym.  
I (3) \_\_\_\_\_ every day.  
I never (4) \_\_\_\_\_  
I hate computers.  
I prefer to (5) \_\_\_\_\_  
at school.

3. Match the sentences to the pictures.

He plays computer games.

He goes sailing.

He plays American football.



## MODULE 3 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Free-time activities	<i>go/play/do</i> collocations Frequency adverbs: always, usually, sometimes, hardly ever, never	Speaking: talking about your free time Writing: a paragraph about how you spend your free time
Lesson 8	How to be polite in different countries	<i>can /can't</i> for possibility and permission	Writing: an email to a friend about eating customs in Colombia Speaking: talking about what is polite in different countries
Let's work together: A leaflet - healthy lifestyles			
Self-assessment			

## UNIT THEME

In Unit 3, there are two lessons on the theme 'Time for fun'. Students will learn to talk about different activities and will use a timetable to make arrangements to meet a friend. By the end of the unit, students will be able to talk about what they do in their free time and typical customs in Colombia.

## LESSON OVERVIEW

The main emphasis of this lesson is the activities that students do in their free time. Students also use a timetable to talk about when activities take place. Throughout the lesson they have opportunities to talk and write about the new language covered as well as reusing topic vocabulary from earlier lessons.

## Speak

## Get ready!

- Find out how many students in your class do the activities in the list below. Make a pie chart with the results.
  - Say some different activities, for example, *listen to music, do sports, watch TV*, etc and ask students to put their hands up if they do any of them.
  - Tell students they are going to find out how many students in the class do different activities. Draw their attention to the list in exercise 1. Write language frames on the board, for example, *Do you...? Yes, I do. / No, I don't.*

- Tell students to write down the activities in their notebooks and suggest they keep a tally of the number of students that do each activity. Then ask them to stand up and move round the class asking and answering the questions.
- Tell students to add up the total for each activity and write it as a percentage of the number of students in the class. Students then draw a pie chart to show this information.

## 2. Complete the sentences with the activities in exercise 1.

- Ask the students to work individually and then compare their answers in pairs.
- Ask students to read out the sentences to check answers.

## Answers

- watch TV
- exercise / go cycling
- exercise
- go online
- chat with my friends

## 3. Match the sentences to the pictures.

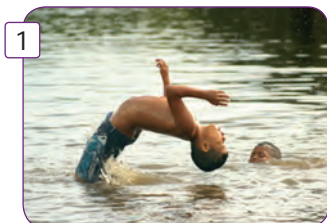
- Put students in pairs and ask them to match the pictures with the activities.
- Check the answers as a class.

## Answers

- He plays American football.
- He plays computer games.
- He goes sailing.

Focus on vocabulary

4. Match the sentences to the pictures.



Free Time Activities

- He goes swimming.
- She does Pilates.
- They play football.
- They do aerobics.
- They go cycling.
- They do karate.
- He plays pool.
- He plays wheelchair basketball.
- They play board games.
- He goes climbing.
- They go running.



5. Now put the activities in exercise 4 into the correct column.

Exercises or Hobbies	
Competitive games or ball sports	Sports that can be done alone

### Focus on vocabulary

4. Match the sentences to the pictures.
- Read through the different activities and explain any new vocabulary. Alternatively, ask students to use a dictionary to find out the meanings.
  - Tell students to write the activities in their notebooks and then complete the exercise in pairs. Check the answers as a class.
  - Play *charades*. Mime one of the activities and ask the students to guess what you are doing.
  - Put the students into small groups and tell them to take turns to mime one of the activities from exercises 3 and 4 and for the rest of the group to guess what it is.

#### Answers

1. He goes swimming.
2. They do karate.
3. He plays wheelchair basketball.
4. They play board games.
5. He plays pool.
6. They play football.
7. They go cycling.
8. They go running.
9. She does Pilates.
10. He goes climbing.
11. They do aerobics.

#### Answers

Competitive games or ball sports	Sports that can be done alone
football karate pool wheelchair basketball board games	swimming pilates aerobics cycling climbing running

5. Now put the activities in exercise 4 into the correct column.
- Ask students which sports can be done alone and which are played with other people.
  - Students copy the table in their notebooks and work in pairs to complete the exercise.
  - Monitor to check students are doing the activity correctly. Then check answers as a class.



## Read



## 6. Read about Jimmy and complete his diary in your notebook.

Jimmy is a sports fan! He loves all sports and games. Every morning from Monday to Friday, he gets up at 6:00AM. He goes running around the park for an hour. Then, he gets home and prepares a healthy breakfast: carrot juice, eggs and a sandwich. After that, he walks to school. During the break, Jimmy plays football with his friends. After school, he goes skating with his friends. Sometimes they go cycling. Then in the evening, on Tuesdays and Thursdays he plays tennis, and on Mondays and Wednesdays

he does karate. On Fridays, he does yoga. On Saturday morning, he plays basketball and in the afternoon he goes swimming. Sometimes, during the evening he plays chess with his sister or when his parents are at home they all play board games.

Sundays are family days, so Jimmy goes sailing or fishing with his dad while his mum plays volleyball with his sister. In the afternoon, they all play baseball and have lots of fun together. They are sports fans!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	<i>go running</i>	<i>go running</i>	<i>go running</i>	<i>go running</i>	<i>go running</i>		
Afternoon							
Evening							

## 7. Read the text again. Are the sentences true (T), false (F) or the text doesn't say (DS)?

- Jimmy gets up at 6:00AM.
- Jimmy catches the school bus every morning.
- Jimmy is part of the football team.
- Jimmy does yoga on Mondays.
- Jimmy plays chess with his father.

## Focus on language

## 8. In your notebook, write the sports from exercise 7 in the chart.

<i>play + game</i> (ball or competitive game)	<i>go + verb + ing</i> (usually an activity to do alone)	<i>do + activity</i> (usually a non-team sport)
<i>play football</i>		

## 9. Write the three activities that match each verb in your notebook.

- |               |             |             |
|---------------|-------------|-------------|
| 1. play       | 2. go       | 3. do       |
| A. basketball | A. swimming | A. tennis   |
| B. aerobics   | B. cycling  | B. yoga     |
| C. rugby      | C. football | C. karate   |
| D. volleyball | D. running  | D. aerobics |

81



## 10. Say it!

Read the information. Then listen and repeat the sentences.

In English some words are stressed in a sentence and the other words are weak. We usually stress content words (nouns, verbs, adjectives and adverbs).

*I play football on Sundays in the park.  
What do you usually do at weekends?  
Jack thinks that swimming is boring.*

**Read**

6. Read about Jimmy and complete his diary in your notebook.
- In this activity students have to complete a timetable showing when different activities take place.
  - Before reading the text, put the students into pairs and ask them to look at the list of activities in exercises 3 and 4 and say which activities they do and when they do them.
  - Then ask students to read the text individually to see which activities Jimmy does. Ask questions about the text: *When does Jimmy go cycling? When does he do karate?* etc. In pairs, students copy and complete the diary in their notebooks.
  - Check the answers as a class.

**Extra activity**

In pairs, ask students to write five more true and false statements about Jimmy's diary. Then they swap their statements with another pair to answer.

**Focus on language**

8. In your notebook, write the sports from exercise 7 in the chart.
- Go through the language structures in the box. Give students some additional examples if necessary for example, *go running* and *do Pilates*.
  - Put the students into pairs to complete the activity.
  - Copy the chart on the board and ask some students to write the different sports under the correct headings.

**Answers**

1. A/C/D 2. A/B/D 3. B/C/D

10. Read the information. Then listen and repeat the sentences.

- The purpose of this activity is to raise students' awareness of words that are normally stressed in English. Draw the students' attention to the Say it! box and play audio Track 81. Ask the students to repeat the sentences.

**Answers**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	<i>go running</i> <i>play football</i>	<i>go running</i> <i>play football</i>	<i>go running</i> <i>play football</i>	<i>go running</i> <i>play football</i>	<i>go running</i> <i>play football</i>	play basketball	go sailing or fishing
Afternoon	go skating or cycling	go skating or cycling	go skating or cycling	go skating or cycling	go skating or cycling	go swimming	play baseball
Evening	do karate	play tennis	do karate	play tennis	do yoga	play chess or board games	

7. Read the text again. Are the sentences true (T), false (F) or the text doesn't say (DS)?
- Ask students to do this activity in pairs. Then check answers as a class.

**Answers**

- T
- F (He walks to school.)
- DS
- F (He does yoga on Fridays.)
- F (He plays chess with his sister.)

**Answers**

<i>play + game</i> (ball or competitive game)	<i>go + verb + ing</i> (usually an activity to do alone)	<i>do + activity</i> (usually a non-team sport)
<i>play football</i> <i>play basketball</i> <i>play baseball</i> <i>play tennis</i> <i>play chess</i> <i>play board games</i>	go running go cycling go sailing go fishing go skating go swimming	do karate do yoga

9. Write the three activities that match each verb in your notebook.
- Review the activities that go with *play*, *go* and *do* again. Students complete the exercise individually.
  - Then check the answers as a class.

 Listen

82 

11. Listen to Vicky and Ben and answer the questions.

- a. Who plays the guitar?
- b. What does Ben do on Tuesday evenings?
- c. When does Vicky do yoga?
- d. Where does Ben play football?
- e. When and where do they arrange to meet?

**Listening Tip**

✓ Take notes as you listen. It may help you to answer the questions.

82 

12. Listen again and match the adjectives to the activities.

exciting interesting fun cool relaxing

- a. play the guitar
- b. do yoga
- c. play football
- d. go skating
- e. play chess

 Speak

13. In pairs, talk about what you do in your free time. Use *play*, *go* and *do*, the adjectives in exercise 12 and frequency adverbs.

**Frequency adverbs**  
always usually sometimes hardly ever never



 Write

14. Write a paragraph about how you spend your free time during the week and at weekends.

Use time expressions, frequency adverbs and adjectives.





## Listen

## 11. Listen to Vicky and Ben and answer the questions.

- Draw students' attention to the Listening Tip box. Tell them they are going to listen to Ben and Vicky trying to find a time when they can meet. Suggest students draw a blank timetable for the two friends in their notebooks, similar to the one in exercise 6. Then they can write in the days and the times as they hear them.
- Tell them they will listen to the audio three times. The first time, suggest they listen to Ben's timetable and make notes on the chart. Play audio Track 82. Students listen and write down the activities that Ben does.
- Play audio Track 82 again. This time, students listen out for the activities Vicky does and write them on the timetable.
- Put students in pairs to compare their notes and answer questions a-e. Then play audio Track 82 again for them to check their answers.

## Answers

- Vicky
- He goes swimming
- On Wednesdays
- In the park
- Ben's house on Thursday at 7:00

## Audio script

82

Vicky: Hi, Ben.

Ben: Hi, Vicky. How are you?

Vicky: Fine, thanks. I'm on my way to my guitar lesson.

Ben: Do you play the guitar? That's cool!

Vicky: Yes, let's meet up for a chat another time. When are you free?

Ben: Well, I'm busy this evening. I always go swimming on Tuesdays. What about tomorrow?

Vicky: I'm sorry. On Wednesdays, I usually do yoga after school.

Ben: Yoga - isn't that boring? You don't really do much in yoga.

Vicky: I love it. It's very relaxing. I'm free in the evening though.

Ben: Wednesday evening is not good for me. I always play football in the park with my friends.

Vicky: That's fun. I do most of my free-time activities alone.

Ben: What about skating? You go skating with your friends. That's exciting.

Vicky: Yes, it is. How about Thursday? Are you free on Thursday evening?

Ben: Yes, I think so. Do you like chess?

Vicky: Yes, it's quite interesting.

Ben: OK. Come to my house on Thursday at 7:00 and we'll play chess and have a chat.

## 12. Listen again and match the adjectives to the activities.

- Ask students to work in pairs and try to remember how Ben and Vicky described the activities. Then play audio Track 82 again for students to complete the exercise.
- Check answers as a class.

## Answers

- cool
- relaxing
- fun
- exciting
- interesting

## Speak

13. In pairs, talk about what you do in your free time. Use *play, go* and *do*, the adjectives in exercise 12 and frequency adverbs.

- Ask students to close their books. Then write the frequency adverbs on the board in a random order (*sometimes, never, hardly ever, always, usually*). Ask students to work in pairs and put them in the correct order. Ask them to check their answers by looking at exercise 13.
- Draw students' attention to the frequency adverbs in the box. Read through the adverbs and drill pronunciation.
- Write *I play tennis on Monday afternoon* on the board and ask

students where in the sentence they should put the frequency adverbs (*between I and play*).

Drill the sentence with the different frequency adverbs, *I always play tennis on Monday afternoon, I usually play tennis on Monday afternoon, etc.*

- Ask students to work in pairs and monitor to check the students are doing the activity correctly. Offer support with content and pronunciation where needed.
- Ask some pairs of students to say their dialogues to the class.

## Write

## 14. Write a paragraph about how you spend your free time during the week and at weekends.

- Tell students to plan their paragraph by writing a timetable of their activities in their notebooks similar to the one in exercise 6.
- Monitor to check they are doing the activity correctly and offer support with content as needed.
- Ask some students to read out their paragraphs to the class. Alternatively, they may prefer to ask someone else to read it for them.

## Focus on vocabulary

Get Ready!



1. Look at the pictures and match them to the phrases a-l.

## How to be polite

- |   |   |
|---|---|
| a. arrive on time / early / late        | g. put / don't put your elbows on the table |
| b. kiss / hug                           | h. leave / don't leave food                 |
| c. shake hands                          | i. say please and thank you                 |
| d. take off / don't take off your shoes | j. use a napkin                             |
| e. sit on the floor / sit at the table  | k. don't talk with your mouth full          |
| f. eat / don't eat with your hands      | l. don't use your mobile at the table       |

2. Use the five phrases in exercise 1 which don't have a picture to complete these sentences.

- Wait until you finish eating to speak. \_\_\_\_\_ .
- In Britain, it's polite to \_\_\_\_\_. Don't be late.
- In Japan, it's traditional to \_\_\_\_\_ to eat.
- In Britain, people always \_\_\_\_\_ when someone is kind to them.
- In Japan, you should \_\_\_\_\_ when you enter a house.

3. Look again at the phrases in exercise 1. What should people do to be polite in Colombia?

## LESSON OVERVIEW

In this lesson, students will learn about being polite and what is considered polite in different countries. By the end of the lesson, students should be able to talk about how to be polite in a number of different situations in different countries.

### Focus on vocabulary

#### Get ready!

1. Look at the pictures and match them to the phrases a-l.
  - Ask students how people show politeness in Colombia.
  - Ask them to look at the pictures in the exercise and describe what they can see. Then ask what might be polite or impolite in each situation.
  - Read through the phrases and check students understand them. Drill pronunciation if necessary.
  - Put students in pairs to complete the activity. Explain that there are some phrases without a picture.
  - Check answers as a class.

#### Answers

- a
- b 2
- c 3
- d
- e
- f 4
- g 5
- h 7
- i
- j 1
- k
- l 6

2. Use the five phrases in exercise 1 which don't have a picture to complete these sentences.
  - Read the phrases that didn't have a picture in exercise 1. As a class, ask students which phrases go in the gaps.
  - Students copy and complete the sentences in their notebooks.

#### Answers

- a. don't talk with your mouth full
- b. arrive on time
- c. sit on the floor
- d. say please and thank you
- e. take off your shoes

3. Look again at the phrases in exercise 1. What should people do to be polite in Colombia?
  - Ask students to look at the phrases in exercise 1. Ask if the situations are the same or different in Colombia. If they are different, ask students how they are different.

#### Extra activity

Students can make some flashcards to help remember the polite phrases. On one side of the card, they draw a picture or cartoon of the polite situation and on the other side, they write the polite phrase. Students can then practise the phrases with a partner.

 Read

4. Read about eating habits in four different countries. Match the pictures to the texts a-d.



In Nepal, food and meal times change from region to region. However, most meals consist of some kind of rice, lentils and a vegetable dish (*tarkari*). On special occasions, they usually eat chicken or goat, and fried rice. In Nepal you can use your right hand to eat - you shouldn't use the left hand. **a**

In Japan, traditionally people sit on the floor to eat and use chopsticks. However, you can sit at the table and use a knife, fork and spoon too. A traditional Japanese food is *sushi* - it has rice and uncooked fish. Another typical food is *ichiju-sansai*. This is a soup with rice, vegetables and cooked meat or fish. **b**

In Ethiopia, a popular breakfast includes bread and eggs with green and red peppers, tomatoes and onions. People in Ethiopia usually eat with their hands. You can use a piece of their traditional round bread called *injera* to pick up the food. **c**

In Central America, people use corn to prepare *tortillas*, *tacos* and *tamales* and they love to eat rice and beans too. In Guatemala, you can eat certain foods on specific days. You can eat *paches* on Thursdays and *tamales* on Saturdays. **d**



## Glossary

chopsticks = *palillos chinos*  
 cooked = *cocinado*  
 uncooked = *sin cocinar*  
 soup = *sopa*

5. Read the texts again. Are the sentences true (T) or false (F)?

- All over Nepal, people eat the same food.
- In Nepal you can only eat with one of your hands.
- In Japan there are options to where you eat and what you eat with.
- In Japan they eat a lot of potatoes.
- People in Ethiopia eat eggs and vegetables for breakfast.
- You can't eat with your hands in Ethiopia.
- People in Central America make a lot of dishes from corn.
- You can't eat on Thursdays in Guatemala.

## Reading Tip

✓ Use pictures and your knowledge of the world to work out the meaning of certain words.

## Read

4. Read about eating habits in four different countries. Match the pictures to the texts a-d.
- Tell students they are going to read four short texts about eating habits in different countries. Organise the class into four groups. Allocate one of the texts to each group. Check that students understand the text and refer them to the glossary and Reading Tip box. Then tell the students they have two minutes to read their text and remember as much as they can.
  - After two minutes, stop the class. Tell them to close their books and try to recall as much information as possible. Students can make notes in their notebooks. Put the students into groups of four, so there is one student who has read each text in each group.
  - Tell students to exchange the information they have about their country then decide which is the correct picture. Students then quickly read the four texts to double check their answers.

## Answers

a 3 b 1 c 2 d 4

5. Read the texts again. Are the sentences true (T) or false (F)?
- Students stay in their groups of four to complete the activity. To make this more challenging, tell students that they can't refer back to the student's book and have to use the notes they made in their notebooks to help decide if the statements are true or false.
  - Check the answers as a class.

## Answers

a T b T c T d F e T f F  
g T h F

 Listen

83

6. Listen and complete the sentences in your notebook with the correct country.

Britain China Colombia Egypt Ethiopia France Singapore Thailand (x2)

- In \_\_\_\_\_, you can't arrive late to a dinner invitation.
- In \_\_\_\_\_, you can arrive late to a dinner invitation.
- In \_\_\_\_\_, you can kiss people to greet them.
- In \_\_\_\_\_, you can't leave food on your plate.
- In \_\_\_\_\_, you can leave food on your plate.
- In \_\_\_\_\_, you can't put food in your mouth with a fork.
- In \_\_\_\_\_ and \_\_\_\_\_, you can eat with your hands.
- In \_\_\_\_\_, you can't eat with your left hand.

## Focus on language

7. Complete the sentences using *can* or *can't* so they are true for Colombia.

- You \_\_\_\_\_ eat fish with your hands.
- You \_\_\_\_\_ arrive late for a meal.
- You \_\_\_\_\_ talk with your mouth full.
- You \_\_\_\_\_ put your elbows on the table.

85

9. Now write the word you hear in your notebook.

- I *can* / *can't* speak with my mouth full.
- You *can* / *can't* leave some food on your plate.
- Paul *can* / *can't* use chopsticks.
- She *can* / *can't* eat meat.

10. Put the words in order to make questions.

Example:  
late / I / can / arrive?  
Can I arrive late?

- I / hands / eat / can / my / with ?
- we / can / late / arrive ?
- can / bring / flowers / he ?
- they / can / juice / some / drink ?

11. In pairs, ask and answer the questions in exercise 10.

Example:  
Can I arrive late?  
Yes, you can. / No, you can't.

## Useful language

We use *can* and *can't* to talk about what is and isn't acceptable.

84

## 8. Say it!

Listen and repeat the following sentences.

*You can't arrive late.*  
*You can arrive late.*

## Listen

## 6. Listen and complete the sentences in your notebook with the correct country.

- Before playing the audio, ask students to read the countries and to work in pairs to predict which country goes in each gap.
- Play audio Track 83 once and tell students to see if their predictions were correct and write the correct answers.
- Ask students to compare their answers in pairs, then play the recording again.
- Check answers as a class.

## Answers

- Britain
- Colombia
- France
- Singapore
- China
- Thailand
- Thailand and Ethiopia
- Egypt

## Audio script

83

Perhaps you know how to be polite in your own country, but travel abroad and each country has its own rules and expectations. It's important to find out and learn these before you travel. Today I want to give you some examples of the different ways to behave if you are invited to dinner in a range of countries.

The first thing to note is time. Meal times vary quite a lot around the world. You may expect to have dinner at 6:00-7:00 PM in Britain, whereas in Spain they eat their evening meal at 10:00 PM.

Punctuality is an important aspect in many countries around the world. For example, in Britain, people expect you to arrive on time if you agree with your friends that dinner is at 7:00 PM, you need to arrive at 7 or shortly after. Whereas in Colombia, time keeping is more relaxed. If you are invited at 7:00 PM, you can arrive at 7:30 or 8:00 PM without any problems.

How you greet people is important to know too. In Japan, people do a small bow to each other, in Britain people may shake hands, whereas in France people

may kiss or hug people, even when they meet them for the first time.

When you're at the table, you need to know how to behave. Can you eat with your hands? Can you put your elbows on the table? Can you leave food you don't want on your plate? A good tip is to watch what other people do and copy them. In some countries, like Singapore, it is rude to leave food on your plate, but in China, for example, you can leave a little, as it's a sign you are satisfied.

There are quite a few rules about what to use to eat your food with. In many Asian countries people eat with chopsticks, but it is also acceptable to eat with a knife and fork. In Thailand, however, it is unacceptable to put food in your mouth with a fork. You use your fork to push food onto your spoon. In Mexico you can't eat tacos with a knife and fork. And in Japan you can't stick chopsticks upright in your bowl. Whilst in Thailand and Ethiopia people can eat with their hands, in countries like Egypt you can't eat with your left hand because it is considered dirty.

So, there are lots of things to learn. You can find out more about each country online before you travel. When you are in a country, you can ask people you meet to explain the basics.

## Focus on language

7. Complete the sentences using *can* or *can't* so they are true for Colombia.

- Students read the sentences. They complete the exercise on their own and then compare their answers with a partner.

## Answers

- can
- can
- can't
- can't

## 8. Listen and repeat the following sentences.

- Go through the Say it! box and play audio Track 84 for students to repeat.
- Focus on the difference in pronunciation of *can* and *can't* and ask students to practise with the sentences in exercise 7.

## 9. Now write the word you hear in your notebook.

- Tell students to listen carefully to distinguish between *can* and *can't*. Students listen and write the word in their notebooks. Play audio Track 85 and stop after each sentence.
- Check answers as a class.

## Answers

- can't
- can
- can't
- can't

## Audio script

85

- I can't speak with my mouth full.
- You can leave some food on your plate.
- Paul can't use chopsticks.
- She can't eat meat.

## 10. Put the words in order to make questions.

- Write a jumbled sentence on the board: *eat / we / a / can / fork / with*? Ask a student to write the sentence in the correct order. Encourage the other students to help.
- Put the class into pairs. Students work together to put the words in the correct order.
- Ask some students to share their answers. Then drill the pronunciation of the questions.

## Answers

- Can I eat with my hands?
- Can we arrive late?
- Can he bring flowers?
- Can they drink some juice?

## 11. In pairs, ask and answer the questions in exercise 10.

- Put the students in pairs to complete the activity.
- Invite some pairs to share their questions and answers with the class.

 **Speak**

12. Match the pictures to the phrases a-f.



- In many countries, you can eat sandwiches with your hands.
- In some countries, you can eat off a banana leaf.
- In most countries, you can eat at a table.
- In some Asian countries, you can sit on the floor to eat.
- In most countries, you can use knives, forks and spoons.
- In some Asian countries, you can use chopsticks to eat.

13. Now choose two countries and compare the social etiquette around meals. Say what you can and can't do in each country.

*Example: In Colombia you can arrive late, but in Britain you can't.*

 **Write**

14. Write an email to your pen friend about the eating habits in your country. Use the text on p115 to help you. Include this information:

- Do I need to arrive on time?
- What can't I do at the table?
- Can I leave some food on my plate?
- Do I need to use chopsticks / do special things with my knife, fork and spoon?
- What kind of food can I expect?



**Speak**

12. Match the pictures to the phrases a-f.

- Put the students into pairs and ask them to describe what they can see in the pictures. Elicit answers as a class.
- Read through the phrases a-f. Tell students to complete the activity with their partner.
- Monitor and check for pronunciation and offer advice where needed.
- Check answers as a class.

**Answers**

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

13. Now choose two countries and compare the social etiquette around meals. Say what you can and can't do in each country.

- Draw students' attention to the example. Then elicit further examples using *can* and *can't*. Check that the pronunciation of *can* and *can't* is clear and drill again, if needed.
- Students work in pairs to do the activity. Monitor to check students are doing the activity correctly and the pronunciation is correct.
- Invite some students to share their answers.

**Write**

14. Write an email to your pen friend about the eating habits in your country. Use the text on p.115 to help you.

- Remind students the importance of planning a piece of writing. Then, review the texts in exercise 4 on page 115. Put students in pairs and ask them to write a draft text using the questions as a guide. Then, ask them to work with another pair of students to assess their writing and make suggestions. Students rewrite the final text individually in their notebooks.
- Ask some pairs of students to read out their texts.



Let's work together

## Healthy Lifestyle



## Prepare your leaflet

### 1. Follow these steps to prepare your leaflet:

- think of a topic or topics for your health campaign
- research your chosen topic
- think of a memorable heading
- include the most important information
- write short messages about the benefits of your campaign
- be direct in telling people what to do
- include contact information
- find attractive pictures or draw an illustration
- plan the layout of the leaflet.

Now, you are ready to make your leaflet!

# Healthy lifestyles



**Be active**

**Eat a balanced diet**

**Reduce your ecological footprint**

**RECYCLE**

### Project Tip

- ✓ For ideas, have a look through Module 3 of *English, Please 1*.
- ✓ Also, look online for further help.

<b>Be active</b>	<ul style="list-style-type: none"> <li>▪ It reduces the risk of a disease.</li> <li>▪ It makes your body strong and makes you feel better.</li> </ul>
Do at least 30 minutes of exercise every day	
<b>Eat a balanced diet</b>	<ul style="list-style-type: none"> <li>▪ They give your body vitamins and energy.</li> <li>▪ They prevent diseases.</li> </ul>
Eat five portions of fruit and vegetables a day.	
<b>Reduce your ecological footprint</b>	It helps the planet and helps you enjoy the wonders of nature.

Further contacts • [www.theactivelifestyle.org.uk](http://www.theactivelifestyle.org.uk)  
 Tel: 01707 281685 • Fax: 01707 281688



This leaflet contains useful information and tips for leading a healthy lifestyle



This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

### Healthy lifestyles

This is a group activity. Students create a leaflet by selecting pictures and information that represents what they want to say about health.

**IMPORTANT:** Before the class, ask students to bring in pictures and diagrams from magazines they can cut up, glue, coloured pencils and pens, crayons, scissors, etc. You will need to provide them with A4 paper or card for their final leaflets.

### Prepare your leaflet

1. Follow these steps to prepare your leaflet:
  - Bring in some examples of leaflets about health. Organise the class into groups of three or four. Give each group some leaflets to look at and ask them to note down any specific features. Ask questions, such as, *Which parts of the leaflet are important? How has the creator of the leaflet made sure this is clear? What colours have been used? Why? How do these help? What pictures have been used? etc.*
  - Draw students' attention to the Project Tip. Tell them that they can look at Module 3 for ideas.
  - Next, tell them to look at the steps they need to take to prepare their leaflet and suggest they allocate each student in the group with specific tasks on the list.
  - Encourage the students to use a variety of sources for their information and remember to make a note of where they found the information and to reference it in the leaflet.
  - Monitor the students and provide support as needed.



## Make your leaflet

2. **First write the text, then add the pictures.**
  - write the title
  - write the three most important messages of your campaign
  - ask a classmate to check your writing - be careful there are no mistakes
  - design images and drawings
  - design the layout of your leaflet.



## Present your leaflet

3. **Now, you are ready to present your leaflet.**
  - choose to present it orally or
  - make it available for other students to see
  - provide some questions for students to answer based on the leaflet or
  - ask for feedback.



### Make your leaflet

2. First write the text, then add the pictures.
  - Encourage the students to peer-edit and assess their work at every stage. Explain that peer editing is looking at each other's work and giving feedback on it. Remind them that this is an important part of the project process.
  - Ask students to find out who is good at the different skills needed for the task in the group. Maybe someone is good at drawing but not so good at speaking English. This activity may give them an opportunity to show their talents in another skill that is needed for the task.
  - Monitor and provide support as needed.

### Present your leaflet

3. Now, you are ready to present your leaflet.
  - If students choose to present their leaflet orally, tell them they will need to practise the presentation. Suggest they record themselves then play back the recording and listen out for pronunciation especially word stress and connected speech. Make sure that all members of the group have a role in the presentation.



## 1. Assessment of your English language skills

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can follow the sequence of a text.			
	B. I can use graphic organisers to present the information of a text.			
	C. I can understand the meaning of words in context.			
WRITING	A. I can write descriptions of Colombian dishes.			
	B. I can write about issues in a community.			
	C. I can write postcards about eating habits.			
LISTENING	A. I can find specific information about eating habits and lifestyles.			
	B. I can identify characteristics of food and dishes in short descriptions.			
	C. I can recognise healthy lifestyles.			
SPEAKING	A. I can talk about Colombian eating habits.			
	B. I can ask questions about lifestyles.			
	C. I can express preferences about sports and leisure activities.			



As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

### Assessment of your English language skills

1. Read each statement and choose if you can do it, do it with help, or need to work on it.

Ask some students to read through each section of the four skills. Tell them they are going to assess their progress using three *can do* descriptors: *I can do this*, *I can do this with help* and *I need to work on this*. Remind them that the statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers.

### Assessment of your English study skills

2. Study skills help you improve in all school subjects. Say how often you use these study skills.
  - Tell the students they are going to assess their use of the learning strategies they have practised throughout the module according to how often they use them: always, sometimes or never. Then ask them to think about the strategies they can use to improve their English study skills.

## 2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. Take notes when listening.			
2. Use new vocabulary learnt when I express my ideas.			
3. Identify cognates and familiar words in a text.			
4. Do extra activities to improve my English.			
5. Complete assignments.			

## 3. Assessment of Let's work together

First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

## 4. Assessment of Module 3

Look back over the module, then complete the sentences.

My favourite activity was ...  
 The most useful words or expressions were ...  
 I enjoyed learning about ...  
 I need to practise ...







### Assessment of Let's work together

3. First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

This section focuses on students' ability to work with others on a task in their project work. Use guiding questions such as, *How often did you help other students with their work?* *Did you always listen to your classmates' opinions when you were all discussing the project?* *Did you peer-assess your work as you progressed?*

- After students have completed their self-assessment, suggest they work with their project team and repeat the activity to highlight the achievements of the team and identify areas to improve. Make sure that the students make constructive comments and focus on ways to improve rather than what didn't go well.

### Assessment of Module 3

4. Look back over the module then complete the sentences.

The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Give the students time to look back through the module and complete their sentences. Then put them in small groups to share the information. Ask some students to read their sentences aloud.



In this module you will ...

- learn about geographical features and flora and fauna in the world in **Unit 1** The world we live in
- identify environmental problems, natural disasters and being 'green' in **Unit 2** Problems and solutions
- analyse changes in our cities and look at ways to help the environment in **Unit 3** Changes to make

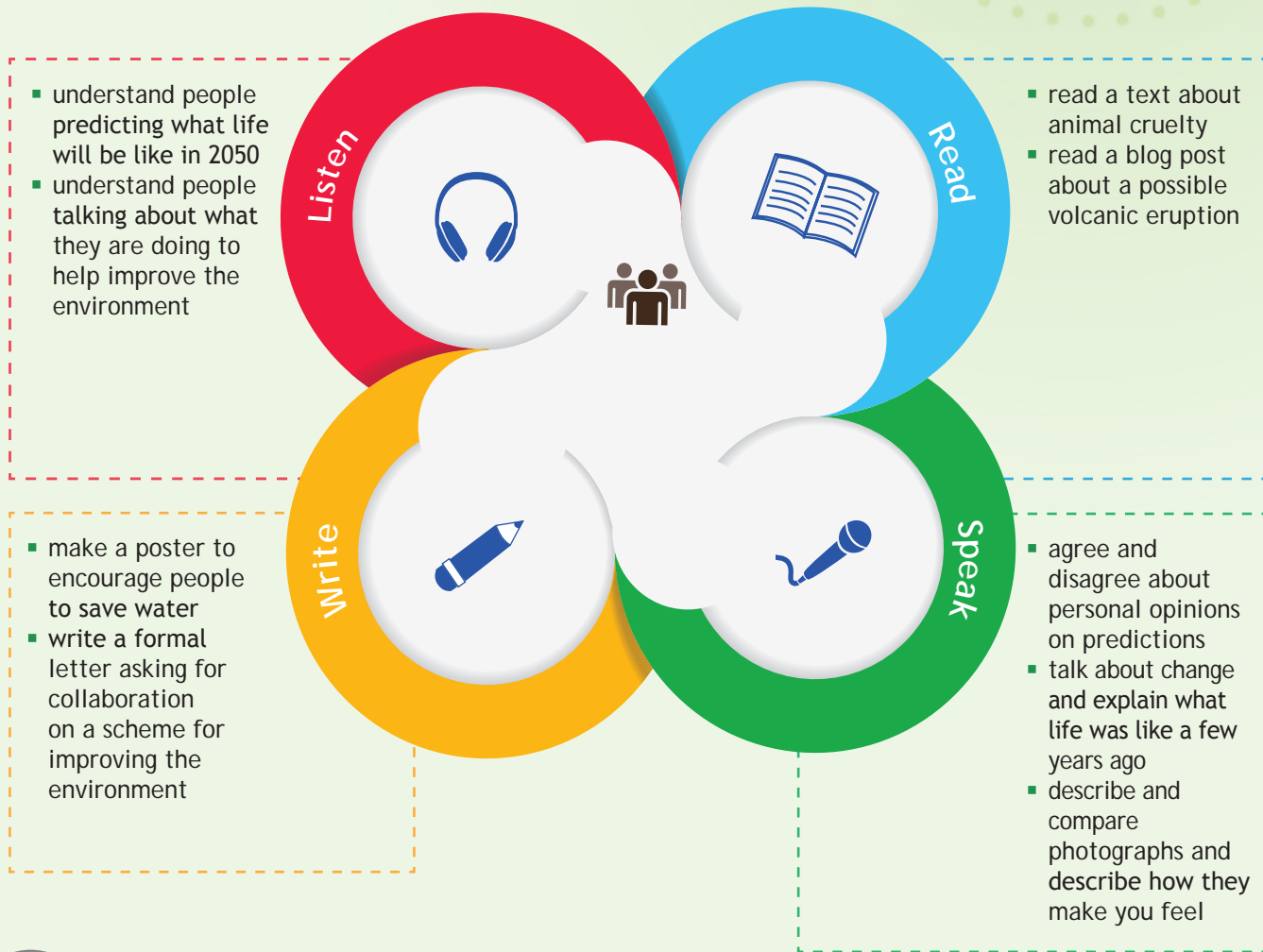
### Module Overview

The main theme of the module is related to protecting the Earth. It is divided into three units which look at the world we live in, problems and solutions and changes to make. Introduce the module to students by telling them the name of Module 4: *Protect the Earth*.

### In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *Do you know the names of any landscapes? Can you name some natural disasters? What is your town like?*

You will also ...



Let's work together

## Create an infographic about the environment

You will work together as a team to create an infographic about environmental problems in Colombia.

This project will practise the following skills:

- research - you need to be able to find interesting and relevant information to present in your infographic
- maths skills - to be able to present facts and figures as graphs
- autonomy and personal initiative - to come up with unique ideas to present your information critically and with confidence

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

### You will also...

Draw students' attention to the diagram detailing the language skills students will develop. You can go through this fairly quickly, just reading aloud the skills-based work that students will be doing, or allowing students to read it for themselves.

### Let's work together

#### Create an infographic about the environment

This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section at the very end of the module.

## Focus on vocabulary

Get Ready!



1. Match the words a-g to pictures 1-7.

- |               |            |
|---------------|------------|
| a. mountain   | e. plain   |
| b. river      | f. sea     |
| c. rainforest | g. volcano |
| d. lake       |            |

2. Read the sentences and complete them with the words in exercise 1.

Places around Colombia:

- Do you know Guatavita? It is a peaceful \_\_\_\_\_ near Bogotá.
- Have you heard of the 'llaneros'? They are Colombian cowboys who live on the Orinoco \_\_\_\_\_, in the west of Colombia.
- Chocó is an area in the west of Colombia with beautiful \_\_\_\_\_.
- Pico Cristóbal Colón is a very high \_\_\_\_\_ in the north of Colombia.
- Galeras is an active \_\_\_\_\_. It is very high. It is near Pasto, in the south of Colombia.
- San Andrés is a tourist island. People enjoy the beaches and swimming in the \_\_\_\_\_.
- Caño Cristales is a colourful \_\_\_\_\_ in La Macarena National Park.

3. Read the text and complete it with words from exercise 1 in your notebook.

Colombia is a beautiful, colourful country. It has many interesting places to visit. There are high (1) \_\_\_\_\_ such as El Picacho in Santander. There are the sunny, hot (2) \_\_\_\_\_ of Meta and (3) \_\_\_\_\_, such as the Amazon and the Orinoco. There is a (4) \_\_\_\_\_ near Cali called Calima. I also love the colours of the (5) \_\_\_\_\_ on the Caribbean coast near La Guajira and Cartagena. I enjoy the fresh air and the green of the (6) \_\_\_\_\_ in Chocó and the Amazon. Colombia has beautiful landscapes!

## Glossary

*such as = tales como*  
*landscapes = paisajes*

## MODULE 4 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Features of the world	Comparative and superlative adjectives	Speaking: dealing with numbers Writing: a description of an ecopark
Lesson 2	Saving water	Imperatives for instructions	Speaking: talking about activities we do regularly Writing: a poster to encourage people to save water
Lesson 3	Animals	<i>have to / has to</i> for obligation	Speaking: describing how pictures make you feel Writing: a paragraph giving opinions on a situation

## UNIT THEME

In Unit 1, there are three lessons on the theme 'The world we live in'. Students will learn how to compare things and how to give and follow instructions. By the end of the unit, they will be able to talk about things they have to do.

## LESSON OVERVIEW

The main focus of this lesson is on describing the different landscapes of Colombia. Students will use comparative adjectives to compare different landscapes and learn about word order in English. They will review large numbers and use them to give the heights and areas of different features. By the end of the lesson, students will be able to describe an ecopark in Colombia.

## Focus on vocabulary

## Get ready!

- Match the words a-g to pictures 1-7.
  - Ask students what beautiful places they know in Colombia and why they think they are beautiful. Elicit some landscape features. Tell students to look at the pictures and describe what landscape features they can see.
  - Next, ask students to look at the words and to look up the meaning of any words they don't know.
  - Put the students into pairs to complete the matching activity.
  - Check answers as a class.

## Answers

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

- Read the sentences and complete them with the words in exercise 1.

- Organise the class into small groups. Read out the first sentence and elicit the correct word from exercise 1 (*lake*). Then, ask students to read through the rest of the sentences and to look up any words they don't know. Draw a compass on the board and elicit the four main cardinal points: *north*, *south*, *east* and *west*.
- Students work with their partner to complete the gaps. Ask some students to read out their completed sentences.

## Answers

- a. lake                      e. volcano  
b. plain                     f. sea  
c. rainforest                g. river  
d. mountain

- Ask students to read through the text first before completing the gaps and to find out the meaning of any new words. Draw their attention to the glossary box.
- Then, put the students into pairs to complete the activity. Students compare their answers with another pair.
- Ask some students to share their answers with the class.

## Answers

1. mountains              4. lake  
2. plains                     5. sea  
3. rivers                     6. rainforest

- Read the text and complete it with words from exercise 1 in your notebook.

- Review the vocabulary from exercise 1 by playing a word game. Ask two students to come to the front of the class and sit with their backs to the board. Write one of the words on the board. The rest of the class say sentences to describe the word without saying it and the two students have to guess the word. Give an example: *It's a kind mountain. It can be very dangerous. Some people like to climb them. Very hot lava comes out of them (volcano)*. Repeat with another pair of students.

 Read

4. Read the text and the sentences. Are they true (T) or false (F)? Correct the false sentences.

### NATURAL ECOPARKS IN COLOMBIA

#### Ecoparque de la Salud (The Health Ecopark)

Cali is the biggest city in the south west of Colombia. Like other cities in Colombia, it has an ecopark nearby. The Health Ecopark in Cali is a large park which borders the beautiful Pance River. At 564 km<sup>2</sup> it is the most important park in the area. The forest is a relaxing place for people from the nearby city to get fresher air and cooler temperatures. There are lots of trees in the forest and a wide variety of animals and birds. People visiting the ecopark can see birds such as guacharacas, eagles and other native species. Along the river they can see amphibians such as toads and frogs in the clear water.

#### Tayrona Ecopark

Tayrona Ecopark near Santa Marta in the north of Colombia is smaller than the Health Ecopark, with an area of 150 km<sup>2</sup>. This ecopark is more famous than the Health Ecopark. Tayrona has beautiful beaches, exotic nature and clear blue sea. It has a wide variety of wildlife as the park is located between the sea and the mountains.

In terms of wildlife, there are 300 species of birds and 70 species of bats, as well as jaguars, deer, iguanas, turtles and other native species.

Visitors can walk in the forest or relax on the beaches. You can camp in Cañaveral or El Cabo or go swimming in La Piscina - a natural sea water lake.



### Glossary

*native species* = *especies nativas*

- Tayrona Ecopark is bigger than the Health Ecopark.
- People from Cali can enjoy fresher air by visiting the Health Park.
- In the Health Park people can see wildlife in the sea.
- The Health Ecopark is more famous than Tayrona Ecopark.
- The Health Ecopark has both mountains and the sea.
- Tayrona Ecopark has places where you can stay the night.

### Reading Tip

- ✓ First read the text to get the general idea. Then, read each question and scan the text to find the answer.



**Read**

4. Read the text and the sentences. Are they true (T) or false (F)? Correct the false sentences.
- Write the names of the two ecoparks on the board and ask students if they have visited them. If they have, ask them what they are like.
  - Tell students they are going to read two texts about the ecoparks. Draw their attention to the Reading Tip box and ask them to follow the advice.
  - Organise the class into two groups. Tell one group to read the text about Ecoparque de la Salud and the other group to read the text about Tayrona Ecopark. Give them a few minutes to read through their texts individually. Then stop them and tell them to close their books.
  - Students in the same group try to remember as much information about their park as possible and each student makes notes.
  - Then reorganise the class into pairs with one student from each group in each pair. Students describe their ecoparks to each other.
  - Then tell students to say if the statements are true or false by sharing the information they have read. Tell them not to refer to the text. Then students check their answers by comparing with the text.

**Answers**

- a. F (The Health Ecopark is 564 km<sup>2</sup> and the Tayrona Ecopark is 150 km<sup>2</sup>.)
- b. T
- c. F (In the Tayrona Ecopark, people can see wildlife in the sea.)
- d. F (Tayrona Ecopark is more famous than the Health Ecopark.)
- e. F (It has trees and a river.)
- f. T

 Listen

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5. Listen to people describing places in Colombia. Which words do they use? Write the words in your notebook.

- a. Sierra Nevada de Santa Marta *Example: mountains, highest, beautiful*  
 b. The Magdalena River  
 c. The Orinoco  
 d. Chocó Rainforest  
 e. Colombian coastlines  
 f. Volcanoes in Colombia

## Geographical features:

mountains landscape river plains forests  
 rainforests sea ocean volcano

## Describing words:

active beautiful calm cold colourful dangerous  
 high long tropical vast wet wild warm wide

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6. Listen again and complete the sentences with the correct words in your notebook.

colder colourful dangerous highest longest warmer wettest wide

- a. The Sierra Nevada de Santa Marta is the world's (1) \_\_\_\_\_ coastal mountain range.  
 b. It is a (2) \_\_\_\_\_ river, which runs from south to north ending in the city of Barranquilla.  
 c. The Orinoco is one of the (3) \_\_\_\_\_ rivers in South America.  
 d. Chocó, in the north west of Colombia, is one of the world's (4) \_\_\_\_\_ rainforests.  
 e. The Pacific Ocean is (5) \_\_\_\_\_ and wilder, but the Caribbean Sea is (6) \_\_\_\_\_, calmer and more (7) \_\_\_\_\_.  
 f. Galeras is one of the most (8) \_\_\_\_\_ volcanoes in the world.

## Focus on language

7. Read the *Useful language* box. Then complete the table in your notebook.

adjective	comparative	superlative
big, wide, long,	bigger, wider, (1) _____	the biggest, the widest, (2) _____
beautiful, dangerous,	more beautiful, (3) _____	the most beautiful, (4) _____
good, bad,	better, worse	the best, the worst

## Useful language

- We use adjectives to describe nouns. They usually appear before the noun (a high mountain, a beautiful park), or after the verb *be* (The sea is colourful.)
- To compare two things we add *-er* to the adjective (a mountain is higher than a house). Or we add the word *more* before the adjective (The Caribbean is more colourful.)
- To compare three or more things we add *-est* to the adjective (the highest mountain in the world). Or we use *the most* before the adjective (the most dangerous volcano in the world.)

## Listen

5. Listen to people describing places in Colombia. Which words do they use? Write the words in your notebook.

- The purpose of this activity is for students to hear people talking about different landscapes in Colombia.
- Tell students to write down the landscape headings a-f in their notebooks. Then ask them what they already know about the different landscapes. Tell them they are going to hear information about the different landscapes. Students need to write key words only. Play audio Track 86. Students listen and make notes.
- Students compare their answers with a partner. Then, play audio Track 86 again for students to check their answers and add further information.

## Answers

- a. mountains landscape high beautiful
- b. river wide
- c. plains long vast tropical
- d. forests wet
- e. ocean sea cold wild warm calm colourful
- f. volcanoes active dangerous

## Audio script

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- a. The Sierra Nevada de Santa Marta is the world's highest coastal mountain range. People usually go hiking and camping in this beautiful landscape. It's really worth a visit.
- b. The Magdalena River is the principal river in Colombia. It is a wide river, which runs from south to north ending in the city of Barranquilla.
- c. The Orinoco is one of the longest rivers in South America. The plains of the Orinoco are a vast, tropical grassland to the east of the Andes. They are home to a wide variety of flora and fauna.
- d. Forests in Colombia are diverse and need to be protected. Chocó, in the north west of Colombia, is one of the world's wettest rainforests. It is the most biodiverse habitat and has many species which are at risk of extinction.

- e. Colombia is a country with two coastlines - the Pacific Ocean to the west and Caribbean Sea to the north. The coastlines are quite different from one another. The Pacific Ocean is colder and wilder whilst the Caribbean Sea is warmer, calmer and more colourful. You may see sealife, such as whales, turtles and dolphins.
- f. Colombia has 18 volcanoes - 15 of those are considered to be active. Most of them are in the south of the country. Galeras, near to the border with Ecuador, is one of the most dangerous volcanoes in the world at present.

6. Listen again and complete the sentences with the correct words in your notebook.

- Before playing the audio again, students work with a partner and try to complete the gaps with the correct forms of the words in the box.
- Play audio Track 86. This time, stop after each piece of information and ask the students for their answers.

## Answers

- |            |              |
|------------|--------------|
| 1. highest | 5. colder    |
| 2. wide    | 6. warmer    |
| 3. longest | 7. colourful |
| 4. wettest | 8. dangerous |

## Focus on language

7. Read the *Useful language* box. Then complete the table in your notebook.

- Draw students' attention to the *Useful language* box. Ask students to go back through the sentences in exercise 7 and underline all the adjectives comparing two things (comparative adjectives) in one colour and all the adjectives that compare three or more things (superlative adjectives) in another.
- In pairs, students complete the table. Then check answers as a class.
- Draw students' attention to the irregular comparative and superlative forms for *good* and

*bad*. Explain that we usually use *more* or *most* when an adjective has more than two syllables (*dangerous* 3 syllables - *more dangerous* / *most dangerous*). Otherwise we add *-er* or *-est* (*cold* 1 syllable - *colder* / *coldest*).

## Answers

- |                |                       |
|----------------|-----------------------|
| 1. longer      | 3. more dangerous     |
| 2. the longest | 4. the most dangerous |

 Write

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8. Listen and write the correct option in your notebook.

*Los Nevados National Ecopark in Tolima is 583 km<sup>2</sup>.*

1. Los Nevados National Ecopark in Tolima is ...
  - A. 583 km<sup>2</sup>
  - B. 853 km<sup>2</sup>
  - C. 683 km<sup>2</sup>
2. Caño Cristales in the Sierra de la Macarena is ...
  - A. 100 km
  - B. 200 km
  - C. 120 km
3. Gorgona National Ecopark near the Pacific Ocean is ...
  - A. 516 km<sup>2</sup>
  - B. 616 km<sup>2</sup>
  - C. 660 km<sup>2</sup>
4. Las Orquídeas Natural Park in Antioquia is ...
  - A. 302 km<sup>2</sup>
  - B. 230 km<sup>2</sup>
  - C. 320 km<sup>2</sup>
5. Puracé National Ecopark near Popayán is ...
  - A. 813 km<sup>2</sup>
  - B. 830 km<sup>2</sup>
  - C. 803 km<sup>2</sup>
6. Los Guácharos Cave in Caquetá is ...
  - A. 627 km<sup>2</sup>
  - B. 762 km<sup>2</sup>
  - C. 672 km<sup>2</sup>

10. Choose an ecopark in Colombia and write a description of it. Look through the lesson for ideas to help you. Check your writing carefully.

- a. location
- b. characteristics - compare it with other similar places
- c. flora and fauna - give some examples, use adjectives
- d. activities - things people can do in the ecopark

 Speak

11. In pairs, compare the ecoparks you wrote about in exercise 10. Tell the class about the differences.

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9. Say it!

How do you say these numbers? Listen and repeat.

- 225 = *two hundred and twenty-five*
- 564 = *five hundred and sixty-four*
- 387 = *three hundred and eighty-seven*
- 791 = *seven hundred and ninety-one*
- 405 = *four hundred and five*

For m<sup>2</sup> we say: square metre

For km<sup>2</sup> we say: square kilometre

**Write**

8. Listen and write the correct option in your notebook.
- The purpose of this activity is for students to discriminate between numbers that are quite similar. Tell them to write down the number they hear in their notebooks.
  - Play each question on audio Track 87 twice. Students listen and write their answers down. Put students in pairs to compare their answers. Then ask volunteer students to read out their answers.

**Answers**

1 A 2 A 3 B 4 C 5 B 6 A

**Audio script**

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1. Los Nevados National Ecopark in Tolima is 583 km<sup>2</sup>.
2. Caño Cristales in La Sierra de la Macarena is 100km.
3. Gorgona National Ecopark in the Pacific Ocean is 616 km<sup>2</sup>.
4. Las Orquídeas Natural Park in Antioquia is 320 km<sup>2</sup>.
5. Puracé National Ecopark near Popayán is 830 km<sup>2</sup>.
6. Guácharos Cave in Caquetá is 627 km<sup>2</sup>.

9. How do you say these numbers? Listen and repeat.
- Go through the Say it! box and play audio Track 88 for students to repeat. Explain that in British English we say 'and' between the hundreds and tens, such as, one hundred *and* five, nine hundred *and* sixty four. In American English, *and* is not used.

**Extra activity**

Students can do a quiz using the information in exercise 8. Put them into small groups and each group prepares five questions. Give an example: *How big is Puracé National Ecopark? Which landscape is 627 km<sup>2</sup>? etc.*

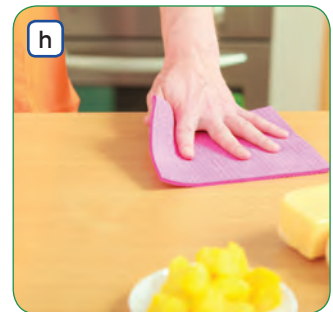
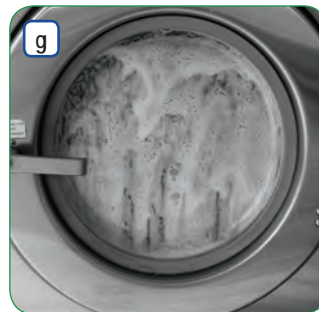
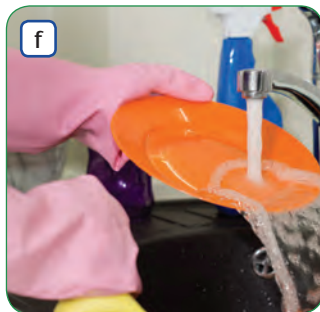
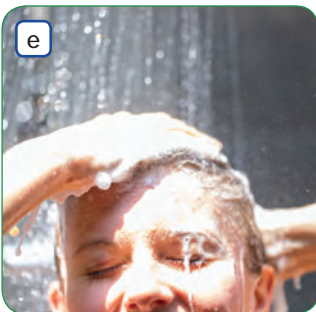
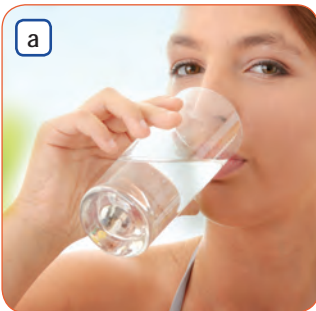
10. Choose an ecopark in Colombia and write a description of it. Look through the lesson for ideas to help you. Check your writing carefully.
- Put the students into pairs and make sure they understand what they have to do. Encourage them to choose a variety of ecoparks from across the country.
  - Remind students that it is important to plan their writing first and the headings provided will help them to organise their work. Encourage students to use a wide range of adjectives in their descriptions.
  - Monitor and check students are doing the activity correctly. Offer advice on content, reference materials and content where needed.
11. In pairs, compare the ecoparks you wrote about in exercise 10. Tell the class about the differences.
- Put two pairs together. Students read out their descriptions. Review the use of adjectives and the comparative and superlative forms. Then students discuss the two ecoparks and highlight how they are different using comparative and superlative adjectives.
  - Ask some pairs of students to tell the class about the differences they found between their ecoparks.

## Focus on vocabulary

Get Ready!

1. Match the expressions with the pictures. Which action do you think uses most water?

do the washing-up drink clean the kitchen water the plants do the laundry  
have a shower flush the toilet prepare food



2. In pairs, do the quiz.

## Approximately how much water do you use when you ...

## 1. flush the toilet?

- a. 5-10 litres
- b. 10-20 litres
- c. 20-30 litres

## 2. have a 10-minute shower?

- a. 40 litres
- b. 70 litres
- c. 100 litres

## 3. do the washing-up for five minutes?

- a. 10 litres
- b. 20 litres
- c. 30 litres

## 4. do the laundry in a washing machine?

- a. 30-40 litres
- b. 50-100 litres
- c. 100-150 litres

## 5. Where do you think we use most water at home? Put the following in order.

- a. Doing the laundry
- b. Cleaning the kitchen
- c. Preparing food
- d. In the bathroom

## LESSON OVERVIEW

The main emphasis of this lesson is talking about water resources and how we can save water. Students will learn how to use the infinitive without *to* to tell someone to do something or *don't* + infinitive to tell someone not to do something. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

- Match the expressions with the pictures. Which action do you think uses most water?
  - Write *Water* in a circle on the board. Ask students what everyday activities use water. Draw lines from the topic word and write students' ideas at the end of each of them.
  - In pairs, ask students to say which activities they do and then to say which they think use the most / least water. Students share their ideas with the class.
  - Tell the students to look at the pictures and say what is happening in each picture. Then read through the actions. In pairs, students do the matching activity. Then ask them which they think uses the most water.
  - Tell students they will find out the answer in the quiz in exercise 2.

#### Answers

- drink
- water the plants
- flush the toilet
- prepare food
- have a shower
- do the washing-up
- do the laundry
- clean the kitchen

## 2. In pairs, do the quiz.

- Read through the questions as a class and explain any new vocabulary. Students answer the questions in pairs.
- Students compare their answers with another pair. Then ask some students to share their answers with the class. The class decides if the answers are correct or not.
- Check answers as a class.

#### Answers

- b (The average flush uses 13.6 litres.)
- b (The average shower uses 7.9 litres per minute = 79 litres for a 10-minute shower.)
- c (A running tap uses an average of 6 litres per minute = 30 litres for 5 minutes.)
- b (The average washing machine uses 55 litres per wash.)
- most d a c b least

 **Read**

3. Look at the pictures. What can you see? What are the people doing? Why?



4. Read the text. How many ideas to save water are mentioned? Can you think of any more?

**Don't waste water!**

There are 7 billion people on the planet and we need more water than before. 1.1 billion people don't have access to fresh water. Others only have access for part of the year. Pollution from factories and chemicals makes water dirty. Also, climate change means that there is less water now. It rains less, or rain falls at different times. The rain doesn't fill rivers and reservoirs.

If there is no clean water, people drink dirty water instead. This causes illnesses and a lot of people, especially children, die because of this.

What can we do?

If you live in a country with lots of fresh water, you are very lucky! But you can still help to save your country's water.

- Turn off the tap when you are brushing your teeth.
- Don't use fresh water to water your lawn.
- Don't have a bath. Have a shower instead.
- Eat less meat. The meat industry uses a lot of water.

Water is precious! Don't waste it.

**Glossary**

- waste* = desperdiciar
- pollution* = contaminación
- dirty* = sucio/a
- reservoir* = embalse
- turn off the tap* = cerrar el grifo
- brush your teeth* = cepillarse los dientes

**Reading Tip**

- ✓ Many words are similar in English and Spanish. What do these words mean?  
*access, chemicals, climate, industry*

5. Read the text again. Are the statements true (T) or false (F)?

- a. There is more water now than before.
- b. Climate change affects rivers.
- c. Some children die because water is dirty.
- d. A bath uses more water than a shower.
- e. Producing meat doesn't use much water.



**Read**

3. Look at the pictures. What can you see? What are the people doing? Why?

- Put the students into small groups and read through the rubric.
- Then tell them to describe what they can see in the pictures and to discuss why the people are doing these things.
- Check answers as a class.

**Answers**

A dry river bed.

A boy collecting water in bottles.

Two women on their way to collect water.

4. Read the text. How many ideas to save water are mentioned? Can you think of any more?

- Before students read the text, ask them if they can think of any ways to save water. Write their ideas on the board.
- Then draw students' attention to the Reading Tip box. Encourage students to guess the meaning of English words before they use a dictionary and see if they know what the four words mean, *access* = 'acceso', *chemicals* = 'químicos', *climate* = 'clima' and *industry* = 'industria'. Ask them if they can find any other words in the text which are similar to Spanish.
- Point out the glossary box and ask them to read the text individually and write down the ideas for saving water in their notebooks.
- Ask students to compare their answers in pairs and then go through the answers as a class.

**Answers**

1. Turn off the tap when you are brushing your teeth.
2. Don't use fresh water to water your lawn.
3. Don't have a bath. Have a shower instead.
4. Eat less meat.

5. Read the text again. Are the statements true (T) or false (F)?

- Ask students to read through the statements a-e. Then put the students into pairs. Before they read the text again in exercise 4, tell them to decide whether the statements are true or false. Students then read the text again and check their answers.
- Check answers as a class.

**Answers**

a F b T c T d T e F

## Focus on language

- 6 Look at the statements. Which of them are instructions to do something? Which of them are instructions NOT to do something?
- I do the dishes every day.
  - Don't use fresh water to water your lawn.
  - Turn the tap off when you are brushing your teeth.
  - I don't have a twenty-minute shower every day.
  - Eat less meat.
  - Don't have a bath.
  - Have a shower.
  - Save water at all times.
7. Choose the correct word to complete the sentences.
- To tell someone to do something we use the infinitive of the verb with / without to.
  - To tell someone not to do something we use Do / Don't before the infinitive without to.
8. In your notebook, write the words in the correct order.
- do / washing-up / after / the / dinner / please
  - long / shower / don't / a / have
  - use / phone / in / don't / class / mobile / your
  - school / call / after / me
  - late / to / go / don't / bed / tonight

## Listen



- 89 9. Listen to Tania. What good habits does she have about using water?



- 89 10. Listen again. How often does Tania and her family use water? Copy the table and write the activities in the correct column.



Twice a day	Every day	4 times a week	At weekends	Never
	<i>drink 8 glasses of water</i>			

## Focus on language

6. Look at the statements. Which of them are instructions to do something? Which of them are instructions NOT to do something?
- Read through the statements as a class and drill pronunciation. Review *do* and *do not* (*don't*).
  - Then students decide which statements are instructions to do or not to do something and which are not.
  - Check answers as a class.

## Answers

Instructions to do something: c, e, g, h  
 Instructions not to do something: b, f

7. Choose the correct word to complete the sentences.
- Put students in pairs to complete the sentences. Elicit answers as a class.

## Answers

- a. without  
 b. Don't

8. In your notebook, write the words in the correct order.
- Write an example jumbled sentence on the board: *plants / water / the*. Elicit the correct order (*Water the plants*).
  - Students work in pairs to unjumble the sentences. Then they write the words in the correct order in their notebooks.

## Answers

- a. Please do the washing-up after dinner.  
 b. Don't have a long shower.  
 c. Don't use your mobile phone in class.  
 d. Call me after school.  
 e. Don't go to bed late tonight.

## Listen

9. Listen to Tania. What good habits does she have about using water?
- Ask students to work in pairs and tell their partner what good habits they have about using water.
  - Then play audio Track 89. Students listen to see how many of their good habits are the same as Tania's.

## Answers

Tania has a shower instead of a bath. She doesn't wash her hair every day. She lives in an apartment without a garden, so she doesn't water plants.

## Audio script

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Interviewer: Tania, tell us about how you and your family use water. What do you do every day that uses water?

Tania: Well, I drink a lot of water - about eight glasses of water every day. My parents prepare the meals every day, and my sister and I do the washing-up.

Interviewer: Do you have a shower every day?

Tania: I have a shower twice a day! In the mornings, and in the evenings, because I go running in the evenings. But I don't wash my hair every day. I do that four times a week. There's a bath in our bathroom, but I never have a bath.

Interviewer: What about the weekends?

Tania: My mum does the laundry at the weekends. So I guess that uses a lot of water. Also, my dad washes his car every weekend. But we live in an apartment and we don't have a garden, so we never use water to water plants.

10. Listen again. How often does Tania and her family use water? Copy the table and write the activities in the correct column.

- Tell students to copy the table in their notebooks. Then play audio Track 89 again. Students complete the table.
- Students compare their answers in pairs. Then play audio Track 89 again to check the answers. Stop the audio after each answer.

## Answers

Twice a day	Every day
<i>have a shower</i>	<i>drink 8 glasses of water</i>
4 times a week	At weekends
<i>wash hair</i>	<i>do the laundry</i> <i>Wash the car</i>
Never	
<i>water plants</i>	

 **Speak**

11. Look at the actions in exercise 1 again. Then tell your partner how often you use water. Use the box to help you.

*I drink water about 5 times a day. How about you?  
I drink water more than that. I drink about 10 glasses  
of water a day.*

**Useful expressions**

When we talk about activities we do regularly, we can say:  
*once a day / week / month  
twice a day / week / month  
three times a day / week / month*

12. Take turns to give and follow instructions using a verb from box A and an expression from box B. Make some of them negative with *don't*.

**A**

stand  
close  
say  
look  
ask  
touch

**B**

your eyes  
your book  
me a question  
the alphabet in English  
at me  
up

 **Write**

13. Make a poster to encourage people to save water. Look at the text on p129 again to help you. Also, use your own ideas.



**Water is precious!**

Don't have a shower every day.

Don't wash your car every week.

Always turn off taps completely.

**Speak**

11. Look at the actions in exercise 1 again. Then tell your partner how often you use water. Use the box to help you.
- Read through the example and draw students' attention to the *Useful expressions* box. Then tell the class how often you use water for a couple of the actions in exercise 1. Put the students in pairs to complete the activity.
  - Monitor to check that they are doing the activity correctly and offer support with content and pronunciation as needed.

**Answers**

Students' own answers

12. Take turns to give and follow instructions using a verb from box A and an expression from box B. Make some of them negative with *don't*.
- Read through the exercise as a class and demonstrate the activity with a couple of examples (*Stand up, Don't look at me*) and make sure students follow your orders.
  - Students complete the activity in pairs. Monitor and offer support where needed.

**Example answers**

(don't) stand up  
 (don't) close your eyes / your book  
 (don't) say the alphabet in English  
 (don't) look at me / up  
 (don't) ask me a question  
 (don't) touch your eyes / your book

**Extra activity**

Students could play a modified version of *Simon Says!* Demonstrate the activity by giving different instructions using the verbs and expressions from the box. If you say *don't*, the students mustn't move. If they do move, they have to sit down. The aim is to be the last student standing.

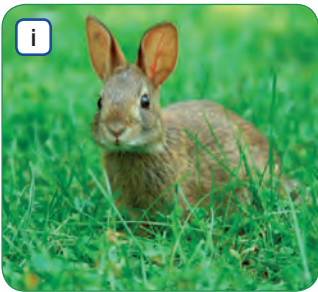
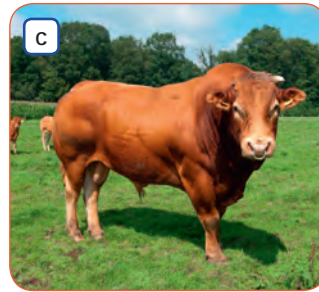
**Write**

13. Make a poster to encourage people to save water. Look at the text on p129 again to help you. Also, use your own ideas.
- Read through the activity and the example as a class. Then put students into pairs. Remind them to plan their work before doing the final poster. Suggest they decide which actions to write first and then decide who will write the text and who will draw the pictures.
  - Monitor to check that they are doing the activity correctly and offer support with content as needed.
  - Students present their posters to the class.

## Focus on vocabulary

Get Ready!

1. Match the animals in the box to the pictures.



dolphin monkey cat iguana caiman dog capybara horse cow snake rabbit sheep

2. Copy the table. For each category, write three animals from exercise 1.

pets	farm animals	wild animals (mammals)	wild animals (reptiles)

3. Read the descriptions and write the animals.

- This animal likes people, but doesn't like cats! You have to take it for a walk every day.
- This animal is small. It has long ears and a short tail. It loves carrots.
- This animal is very intelligent. It lives in the sea.
- This animal lives in the water, but can walk on land. It can be dangerous.
- This animal lives with people, but it's very independent. It likes eating fish.
- This animal is very long and lives in the jungle. It can be dangerous.

## LESSON OVERVIEW

The main focus of this lesson is on talking about living with animals and our obligations. It will raise students' awareness of how animals are used, sometimes, cruelly. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

- Match the animals in the box to the pictures.
  - Tell students to look at the pictures and ask: *What is the animal in a? (a snake).*
  - Ask the students to match the animals in the box to the pictures.
  - Check answers as a whole class.

#### Answers

- |             |           |
|-------------|-----------|
| a. snake    | g. caiman |
| b. capybara | h. cat    |
| c. cow      | i. rabbit |
| d. dolphin  | j. sheep  |
| e. iguana   | k. dog    |
| f. monkey   | l. horse  |

- Copy the table. For each category, write three animals from exercise 1.
  - Read through the sentences as a class. Then tell students to complete the table individually.
  - Then put students into pairs and ask them to compare their answers.
  - Check answers as a class.

#### Answers

pets	farm animals
cat	cow
dog	sheep
rabbit	horse
wild animals (mammals)	wild animals (reptiles)
dolphin	caiman
capybara	snake
	iguana

- Read the descriptions and write the animals.
  - Read through the sentences as a class. Then tell students to write the animals in their notebooks individually.
  - Then put them in pairs and ask them compare their answers.

#### Answers

- |            |           |
|------------|-----------|
| a. dog     | d. caiman |
| b. rabbit  | e. cat    |
| c. dolphin | f. snake  |

 Listen

90

4. Listen to three people talking about their pets. Who has got an unusual pet?

90

5. Listen again and write *Joe*, *Chloe* or *Andy* for each sentence.

- This person's parents help to look after the pet.
- The pet needs clean water every two days.
- This person doesn't agree with the choice of pet.
- This pet is very young.
- This pet's owner feeds him twice a day.
- This pet likes playing with people.

91

6. Complete the sentences about obligations. Then listen and check.

- I \_\_\_\_\_ take him for a walk before school.
- We \_\_\_\_\_ feed him twice a day.
- She \_\_\_\_\_ clean its cage every week.
- My cousin \_\_\_\_\_ be careful that he doesn't escape.

7. Choose the correct options in the sentences.

- At school we have to / has to arrive at our classes on time.
- At weekends, we have to / has to help my parents with the housework.
- My sister have to / has to clean the kitchen.
- I have to / has to do the washing-up.
- It's Sunday, but my dad have to / has to go to work today.

92

## 8. Say it!

Where is the stress in these sentences? Listen and repeat.

- We have to study.*
- I have to make my bed.*
- Mary has to write a book.*
- Dad has to work.*

9. In pairs, discuss the questions.

- What do you have to do at school?
- What do you have to do at home to help?

*Example:*

*We have to do our homework.*

*Yes, and we have to bring a notebook to every lesson.*



## Listen

4. Listen to three people talking about their pets. Who has got an unusual pet?
- Tell the students they are going to listen to three children talking about their pets.
  - Play audio Track 90. Students listen and answer the questions.
  - Put students in pairs to compare their answers. Then play audio Track 90 again, stopping after each section. Elicit the answer from the class.

## Answer

Andy's cousin

## Audio script

90

## Joe

We've got a dog. He's called Paddy and he's 6 years old. I have to take him for a walk before school, and my brother has to take him after school. We can't leave school at lunchtime, so my mum has to come home and take him for a walk. We have to feed him twice a day. He has his own food, but he's always hungry and he loves sharing my dinner!

## Chloe

My little sister has got a rabbit. It's name is Snowy. It's only 3 months old so it's still a baby. She has to feed it twice a day, and she has to give it clean water every two days. Also, she has to clean its cage every week. Sometimes my sister lets it out of the cage to explore the house.

## Andy

My cousin has got a pet monkey called Sammy. Sammy likes sitting on your head and playing with your hair! He's very intelligent and he can open windows, so my cousin has to be careful that he doesn't escape. But I don't think it's right to keep a monkey as a pet. I think it should live in the wild.

5. Listen again and write *Joe*, *Chloe* or *Andy* for each sentence.
- Tell students to listen again and write *Joe*, *Chloe* or *Andy* for each sentence.
  - Play audio Track 90. Then ask students to compare their answers in pairs.

- Play audio Track 90 again, for students to check their answers.

## Answers

- |          |          |
|----------|----------|
| a. Joe   | d. Chloe |
| b. Chloe | e. Joe   |
| c. Andy  | f. Andy  |

6. Complete the sentences about obligations. Then listen and check.

- Organise the students into pairs and ask them to remember the missing words. Monitor and offer support where needed.
- Play audio Track 91 for students to check their answers.

## Answer

- a. have to  
b. have to  
c. has to  
d. has to

## Audio script

91

- a. I have to take him for a walk before school.  
b. We have to feed him twice a day.  
c. She has to clean its cage every week.  
d. My cousin has to be careful that he doesn't escape.

7. Choose the correct options in the sentences.

- Tell students to look at the completed sentences in exercise 6 and ask them when we use *have to* and when we use *has to* (*We use have to when the subject is I, you, we or they and we use has to when the subject is he, she or it*).
- Then ask students to look at the sentences a-e and to work in pairs to complete them with the correct form of *have to* in their notebooks.
- Let students compare answers in pairs and then check answers as a class.

## Answers

- |            |            |
|------------|------------|
| a. have to | d. have to |
| b. have to | e. has to  |
| c. has to  |            |

8. Where is the stress in these sentences? Listen and repeat.

- Draw students' attention to the Say it! box and play audio Track 92 once. Tell students to listen to the sentences carefully and ask them which words are stressed in each sentence (*have / has and the main verbs*).
  - Then play audio Track 92 again and ask them to repeat the sentences, paying attention to the sentence stress.
  - For extra practice, ask them to read out the sentences in exercise 7 in pairs.
9. In pairs, discuss the questions.
- Ask students to give some examples of sentences using *have to* and *has to*.
  - Put students into pairs to do the activity. Monitor the students to make sure they are doing it correctly.
  - Ask some students to read their sentences aloud to the class.

 Read

10. Look at the pictures and the title of the text. How is each picture connected to the title?
11. Read Marta's essay. How many examples does she give of animal cruelty?

### ANIMAL CRUELTY by Marta Sánchez

We share our planet with millions of species of animals. Animals are beautiful and intelligent, but people often do terrible things to them. In my opinion, we have to stop cruelty to animals.

#### Circuses

We love seeing animals like elephants and lions in circuses. They live in small cages, and people often hit the animals if they don't learn quickly. Some people think that the animals don't suffer because they are used to circus life. But I think it's cruel.

#### Traditions

Sports like bullfighting, fox hunting and dog fighting are popular in a lot of countries. Some people think that bullfighting is exciting, and say that it's fair because bulls are strong and powerful. But I disagree, because the bullfighter chooses to fight, but the bull can't choose.

#### Animal trafficking

A lot of exotic animals are taken from their natural habitats. People can make a lot of money from animal trafficking. People buy them as pets, or kill them for food, or make products from their bodies such as souvenirs, clothes and medicine.



### Glossary

cage = jaula  
 fox hunting = caza de zorros  
 fair = justo/a  
 powerful = poderoso/a  
 souvenir = recuerdo

12. Read the essay again. Copy and complete the table.

	Why do people use animals for this?	Why does Marta think it's cruel?
Circuses		
Bullfighting		
Animal trafficking		



- 93 13. Listen and put the numbers in order. Then say the numbers.

- 100,000
- 16,000,000
- 60,000
- 1,000,000
- 60,000,000
- 6,000,000

### Useful language

In English we don't use -s in the plural of *hundred*, *thousand* and *million*.

Example:

*two million*, NOT *two millions*

*six hundred*, NOT *six hundreds*

*thirty thousand*, NOT *thirty thousands*

**Read**

10. Look at the pictures and the title of the text. How is each picture connected to the title?

- Put students into pairs and tell them to describe the pictures. Then explain that *cruelty* means 'crueldad' and ask students how the pictures can relate to this.

**Answers**

Traditional sports like bullfighting can be considered cruel. It can be cruel to have animals in circuses. Keeping bears in cages is cruel.

11. Read Marta's essay. How many examples does she give of animal cruelty?

- Before students read the text, draw their attention to the glossary box.
- Tell students to read Marta's essay and find how many examples of animal cruelty she gives and to write them in their notebooks.
- Check answers as a class.

**Answers**

keeping animals in cages  
hitting animals  
bullfighting  
fox hunting  
taking exotic animals from their natural habitats  
buying exotic animals as pets  
killing exotic animals for food  
making products from exotic animals' bodies

12. Read the essay again. Copy and complete the table.

- Tell students to copy the table into their notebooks.
- Tell them to read the essay again and complete the table in pairs.
- Check answers as a whole class.

**Answers****Circuses**

People love seeing animals in circuses. People often hit the animals and they live in small cages.

**Bullfighting**

It's popular a lot of countries. Bulls can't choose to fight.

**Animal trafficking**

People can make a lot of money. Exotic animals are taken from their natural habitats.

13. Listen and put the numbers in order. Then say the numbers.

- Tell students to look at the numbers a-f in pairs and guess how to say them. Tell them to write the numbers in their notebooks and explain that they must order them from 1-6 as they hear them.
- Play audio Track 93 twice pausing after each answer. Then check the answers as a class.
- Draw students' attention to the *Useful language* box.

**Answers**

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

**Audio script**

93



- Sixteen million
- Six million
- Sixty thousand
- Sixty million
- One million
- A hundred thousand

**Extra activity**

Organise the class into groups of three (students A, B and C). Tell students A to write down three large numbers in their notebooks. Students B must then read these out and students C must write down the numbers in their notebooks. Students then compare the numbers in the two notebooks to see if they are the same. Students swap roles and repeat.

 **Speak**

14. Look at the pictures on page 134 again. Describe them, and explain how they make you feel, and why.

**Useful expressions**

We can use the following expressions to describe a picture:

*In the picture, I can see ...*

*There's / There are ...*

*When I see this picture, I feel ...*

15. In pairs, read the situations and give your opinions.

**a**

There is a laboratory near my house where they use animals for experiments. I know there are dogs, cats and rabbits there. They give substances to the animals to see their reactions.

**b**

My friend has three cats. One of them is his favourite. Sometimes, when the other two cats do something wrong, my friend hits them.

**c**

My friend Paola is vegetarian. She thinks it's wrong to kill animals and use their meat for food. I understand her point of view, but sometimes she gets angry with me too when I eat meat.

**d**

People do horse racing in my town. They don't kill the horses, but sometimes the horses die when they fall. I think it's cruel to use animals for sport.

**Useful expressions**

We can use the following expressions to discuss and give opinions:

*I think (animal testing) is awful.*

*I don't think (horse racing) is very bad.*

*I agree.*

*I see what you mean, but ...*

 **Write**

16. Choose one of the situations above, or one from the text on page 134. Write a paragraph giving your opinion about it.

**Speak**

14. Look at the pictures on page 134 again. Describe them, and explain how they make you feel, and why.

- Tell students they are going to talk about the three pictures in exercise 11. Put them in pairs and ask them to look at the pictures and say how they make them feel.
- Tell students to look at the first *Useful expressions* box. Students take turns to describe the pictures.
- Students compare their answers with another pair then feed back how they made them feel.

**Answers**

Students' own answers

15. In pairs, read the situations and give your opinions.

- Tell students to look at the second *Useful expressions* box.
- Tell them to work in pairs and read the situations. They should give their opinions on each situation, saying if they agree or disagree.
- Monitor and help as needed and then feed back as a class.

**Answers**

Students' own answers

**Write**

16. Choose one of the situations above, or one from the text on page 134. Write a paragraph giving your opinion about it.

- Students choose one of the situations and write a paragraph about it.
- Encourage them to plan their texts by thinking about what the situation is, what their opinion of it is and explaining why they have this opinion.

- Students work in pairs and read each other's paragraphs and say if they agree or disagree and explain why.
- Monitor and help students with language and input as needed.

## Focus on Vocabulary

Get Ready!



1. Look at the pictures above. Match the phrases below to the pictures they describe.

- |                       |                    |
|-----------------------|--------------------|
| a. pollute the air    | d. kill fish       |
| b. cut down trees     | e. traffic animals |
| c. throw away rubbish |                    |

2. Speak to your partner. Can you think of other examples of how the Earth is sick? Make a list, use your dictionary if you need to.

## MODULE 4 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Caring for the environment	Present continuous (affirmative)	Speaking: giving a presentation Writing: a poster about environmental issues
Lesson 5	Natural disasters	Present continuous (negative)	Speaking: presenting a plan to raise money Writing: making notes
Lesson 6	Earth day	Present continuous (questions)	Speaking: answering questions Writing: a formal letter about an environmental initiative

## UNIT THEME

In Unit 2, there are three lessons on the theme 'Problems and solutions'. Students will learn how to say how we are harming the environment and how to give a presentation. By the end of the unit, they will be able to talk about ways to help the environment and write a formal letter.

## LESSON OVERVIEW

The main focus of this lesson is environmental issues in the world. Students will use the present continuous with time expressions to talk about what is happening to the Earth. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

## Focus on vocabulary

## Get ready!

- Look at the picture above. Match the phrases below to the pictures they describe.
  - Ask students to look at the pictures and elicit words about them as a class. Then, ask students questions about the pictures: *What happening in the picture? Why is it an issue?*
  - Explain the activity and read through the phrases. Explain any new words.
  - Put the students into pairs to complete the activity. Then, ask some students to share their answers with the class.

## Answers

1 d 2 b 3 c 4 a 5 e

- Speak to your partner. Can you think of other examples of how the Earth is sick? Make a list. Use your dictionary if you need to.

- Students remain in their pairs. Elicit some other examples as a class. Then students make their own lists with their partners. Encourage them to use dictionaries to find new words.
- Ask students to share their lists with another pair and then feed back to the class.

## Answers

Students' own answers.

 Listen

94

3. The pictures on page 136 are from a presentation a student gave about how the Earth is sick. Listen to the presentation. Number the order in which the presenter says the examples.

- a. pollute the air
- b. cut down trees
- c. throw away rubbish
- d. kill fish  1
- e. traffic animals



94

4. Listen again. Did the presenter mention any of the things from your list in exercise 2?



## Glossary

cut down = derribar  
 throw away = desechar  
 rubbish = basura  
 pollute = contaminar  
 destroy = destruir  
 waste = desperdiciar

95

## 5. Say it!

Read and listen to the sentences.

Using stress to emphasise important information.

- Notice how stress can be used to emphasise the important information in a sentence.
  - a. We are making the Earth sick. (*We* is the important information.)
  - b. We are making the Earth sick. (*making* is the important information.)
  - c. We are making the Earth sick. (*sick* is the important information.)

6. Now say the sentence below three times with different emphasis.

*You are wasting water.*

- a. Make *You* the important information.
- b. Make *wasting* the important information.
- c. Make *water* the important information.



**Listen**

3. The pictures on page 136 are from a presentation a student gave about how the Earth is sick. Listen to the presentation. Number the order in which the presenter says the examples.

- Before playing the audio, ask students to read through the issues a-e. Play audio Track 94. Students listen and order the issues in their notebooks.
- Students compare their answers with their partner. Then, play audio Track 94 once more for students to check their answers.
- Ask some students to read out their answers.

**Answers**

a 5 b 2 c 4 d 1 e 3

**Audio script**

94



The Earth is sick.  
 Why is the Earth sick?  
 Because we are making the Earth sick.  
 Who is making it sick?  
 We are making the Earth sick. People are making the Earth sick in many different ways.  
 We are killing fish.  
 We are cutting down trees.  
 We are trafficking animals.  
 We are throwing away rubbish.  
 We are polluting the air.  
 We are destroying habitats.  
 We are wasting water.  
 We are changing the climate.  
 What are we doing?  
 We are making the Earth sick. We are making our Earth sick.

**Example answers**

The presenter also mentioned:  
 destroy habitats  
 waste water  
 change the climate

5. Read and listen to the sentences.
- Copy the first sentence on the board. Ask students to read it. Draw their attention to the underlined words. Explain that in English the placing of emphasised words in a sentence gives the listener extra information. It tells the listener what the speaker considers important.
  - Play audio Track 95. Students read and listen to the sentences.
6. Now say the sentence below three times with different emphasis.
- Put students into pairs to do the activity. Monitor the students to make sure they are stressing the correct words. Then, ask some students to say the sentences with the different emphasis.
4. Listen again. Did the presenter mention any of the things from your list in exercise 2?
- Tell the students that they are going to listen to the audio Track 94 again to see if any of the ideas they listed in exercise 2 are mentioned. Students tick any that they hear. Play audio Track 94 again.
  - Students share anything they had on their lists with the class.

## Focus on language

7. Look at the pictures and read the sentences.

- Are these sentences about actions that are happening at the moment?
- How do you make this verb form?
- What are you doing at the moment?



She is cleaning the bird.



People are cutting down the trees.

## Useful language

When we describe activities that are happening now, we can use time expressions such as: *now, right now, these days, at the moment.*

- *People are taking care of animals these days.*
- *My friend is washing his dog at the moment.*
- *We are reading about the environment right now.*

8. Complete the sentences with words from the box.

destroying cleaning changing wasting throwing away making

- You are \_\_\_\_\_ water. Turn the tap off!
- He is \_\_\_\_\_ that bottle. He could recycle it.
- The climate is \_\_\_\_\_. The Earth is getting hotter and hotter.
- They are \_\_\_\_\_ the habitats of many animals by cutting down the forests.
- We are \_\_\_\_\_ a poster about our project.
- I am \_\_\_\_\_ the beach. Look! There is so much rubbish!

9. Complete the sentences with the verbs in brackets in the correct form.

- I \_\_\_\_\_ English. I love it! (*learn*)
- You \_\_\_\_\_ too quickly. I don't understand. (*speak*)
- Our teacher \_\_\_\_\_ us make a poster. (*help*)
- We \_\_\_\_\_ all our rubbish. (*recycle*)



### Focus on language

7. Look at the pictures and read the sentences.

- Tell students to look at the pictures and ask them what is happening. Elicit some answers as a class. Then read out the descriptions of the pictures. Review the use of the present continuous form by answering questions a-c.
- Put the students in small groups to answer the questions. Elicit answers as a class.
- Then draw students' attention to the *Useful language* box and the time expressions. Ask them to look at the pictures again and make sentences using a time expression.

#### Answers

- a. yes
- b. subject + *be* in present tense + verb *-ing*
- c. *Example answer: I am studying English.*

8. Complete the sentences with words from the box.

- Put students in pairs and ask them to read the sentences.
- Then, together they decide which word is best for each gap. Remind them to read the complete sentence first before completing it to get an idea of the general meaning and context.
- Ask some students to read out their answers.

#### Answers

- a. wasting
- b. throwing away
- c. changing
- d. destroying
- e. making
- f. cleaning

9. Complete the sentences with the verbs in brackets in the correct form.

- Students can complete this exercise individually first. Then ask them to compare their answers with a partner and explain why they have chosen the different forms. If necessary, some students could explain in L1.
- Check the answers as a class.

#### Answers

- a. am learning
- b. are speaking
- c. is helping
- d. are recycling

#### Extra activity

In pairs or small groups, students search the Internet and other resources to find pictures showing ways that we are damaging the environment. Then they write five sentences about the pictures on strips of paper (one sentence per strip of paper). Then they mix up the sentences. Students work with another pair or group of students and swap pictures and sentences. Students match the sentences with the correct picture.

 Read

10. Read the poster that a class created as a project.

### HOW WE ARE HELPING OUR SICK EARTH!

- We are planting trees near our school.
- We are recycling all the paper we use in class.
- We are checking lights are turned off.
- We are not wasting water.
- Our school is only using low-energy light bulbs.
- We are not throwing away our plastic bags.
- We are helping with the washing-up in the Kitchen.
- We are not eating too much meat.



You are  
polluting me. Start  
recycling.



11. In your notebooks, put the sentences into two categories: affirmative (what they are doing) and negative (what they are not doing). Change the sentences so you are writing about the students.

*Example: They are planting trees near their school.*

 Write

12. Prepare a poster like the one in exercise 10. Try to think of a different title. Try to use your own ideas.

 Speak

13. Use your poster to give a presentation. Remember to use stress to emphasise the important information.

## Glossary

check = comprobar  
 turned off = apagado/a  
 low-energy light bulb =  
 bombillo de bajo  
 consumo  
 the washing-up =  
 lavar la loza  
 meat = carne

## Read

10. Read the poster that a class created as a project.
- Tell students they are going to prepare a poster together. First, ask them to read through the sentences saying how the students in the poster are helping our sick Earth. As they read, ask them to highlight any activities that their school is also doing to help the Earth. Elicit ideas as class.
11. In your notebooks, put the sentences into two categories: **affirmative (what they are doing)** and **negative (what they are not doing)**. Change the sentences so you are writing about the students.
- Draw a chart with two columns on the board. Ask the students to copy it in their notebooks. Tell them to write the headings *affirmative* and *negative* at the top of the columns.
  - Put the students in pairs to complete the activity. Remind them to change the personal pronouns *we* and *our* to *they* or *their*. Monitor the class to make sure they are doing the activity correctly and offer support where needed.
  - Tell students to share their answers with another pair. Then ask some pairs of students to read out their answers to the class.

## Answers

## affirmative:

They are planting trees near their school.

They are recycling all the paper they use in class.

They are checking lights are turned off.

Their school is only using low-energy light bulbs.

They are helping with the washing-up in the kitchen.

## negative:

They are not wasting water.

They are not throwing away their plastic bags.

They are not eating too much meat.

## Write

12. Prepare a poster like the one in exercise 10. Try to think of a different title. Try to use your own ideas.
- Organise the class into small groups. Explain the activity and give students a few minutes to decide on a title.
  - Tell students to decide what they need to do and then to choose who will work on each part.
  - Encourage students to use a range of materials and resources to find out information. Ask them to bring in any old magazines that they can cut up, old bottle tops or other recyclable waste they could use.
  - Monitor the class to make sure they are doing the activity correctly and offer content support where needed.

## Speak

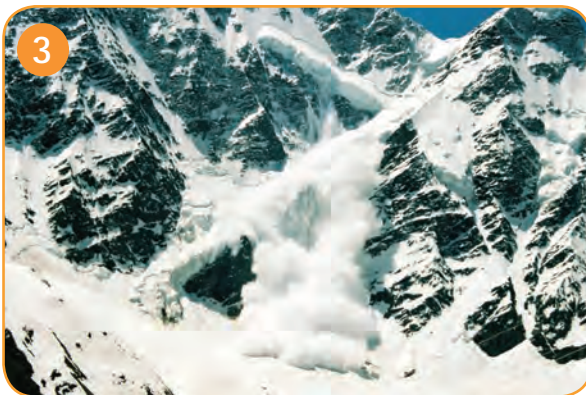
13. Use your poster to give a presentation. Remember to use stress to emphasise the important information.
- Tell students that each group will present their poster to the class. Tell them they need to make sure everyone presents one part of the presentation. Remind them to decide which words to emphasise. Then give them time to practise going through their presentations so they can build up the confidence to give the presentation without reading from a text.
  - Students present their poster to the class. Encourage students to give positive feedback after each presentation. Display the posters in the classroom or around the school, if possible.

## Focus on vocabulary

Get Ready!

1. Match pictures 1-6 to the natural disasters in the box.

earthquake hurricane flood landslide avalanche volcano



2. Speak to your partner. Do you know what to do in these natural disasters? Which ones do you think are most frightening?

## LESSON OVERVIEW

The main emphasis of this lesson is on natural disasters, how to predict them and what to do when one occurs. Students will use contractions in both the affirmative and negative forms to talk about different actions. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

1. Match pictures 1-6 to the natural disasters in the box.
  - Write *natural disasters* on the board and ask students to name any they know. Ask them what natural disasters occur in Colombia.
  - Then, read through the words in the wordpool and check students understand them. Students then do the matching activity in pairs.
  - Students share their answers with the class.

#### Answers

- |              |               |
|--------------|---------------|
| 1. hurricane | 4. volcano    |
| 2. landslide | 5. flood      |
| 3. avalanche | 6. earthquake |

2. Speak to your partner. Do you know what to do in these natural disasters? Which ones do you think are most frightening?
  - Put the students in pairs. Tell them to read the questions and discuss them with their partners.
  - Elicit suggestions regarding what to do in some of the situations especially for earthquakes.

#### Answers

Students' own answers

 **Speak**

3. Look at the pictures. Discuss with a partner.
- What can you see?
  - How do you think the pictures are connected?


 **Read**

4. Read the blog post from a reporter near a possible volcanic eruption.

WORLD BLOG

I am sitting near Mount Vesuvius, a famous active volcano in Italy. When Vesuvius erupted in AD 79, it destroyed the Roman city, Pompeii. Mount Vesuvius last erupted in 1944, but experts and locals are worried that it could happen again soon!

I am speaking to Dr. Rosalia Dell'Aquila, an expert in volcanoes, and to Donna Esmeralda, who can remember the last time that Mount Vesuvius erupted.

Donna Esmeralda explained to me why she is so worried. She said "We are seeing many things we saw last time. My neighbour's cows aren't giving milk and her bees aren't coming back. My dog isn't happy - she isn't sleeping at night. The same thing happened in 1944."

Dr. Dell'Aquila says 'Now we are good at knowing when a volcano can erupt. Donna Esmeralda's comments are very interesting. Scientific tests are also telling us about a possible eruption. We're testing things like CO<sub>2</sub> and it is high. But the magma inside the volcano isn't rising and we aren't seeing any deformation of the land.'

**Glossary**

worried = preocupado/a  
 bee = abeja  
 happen = ocurrir

5. Choose the correct option.
- Vesuvius...
    - last erupted in AD 79.
    - last erupted in 1944.
    - is erupting right now!!
  - Donna Esmeralda is...
    - a scientist.
    - a farmer.
    - a local.
  - Donna Esmeralda owns...
    - cows.
    - bees.
    - a dog.
  - Dr. Rosalia has noticed...
    - high CO<sub>2</sub> levels.
    - magma rising.
    - the land deforming.



**Speak**

3. Look at the pictures. Discuss with a partner.
- Tell the students to look at the pictures and answer the questions with their partners.
  - Elicit answers as a class.

**Answers**

- a. a geologist / scientist  
an archaeological site / Pompeii  
cows / buffaloes  
bees / bee hives  
a volcano / Vesuvius
- b. Students' own answers.

**Read**

4. Read the blog post from a reporter near a possible volcanic eruption.
- Tell students to read through the text quickly to find out what the key information is and make notes in their notebooks
  - Then tell students to compare notes in pairs.
5. Choose the correct option.
- Tell students to cover the text and to try and complete sentences a-d in pairs just using the notes that they made.
  - Let students read the text to check their answers.

**Answers**

a 2 b 3 c 3 d 1

 Listen

96

6. Listen to a Colombian teenager telling his older sister what to do in a practice earthquake drill.



7. Complete the sentences about the earthquake drill with the correct words.
- Have a \_\_\_\_\_ .
  - Don't \_\_\_\_\_ in a doorway.
  - Sit under a desk or \_\_\_\_\_ .
  - Protect your \_\_\_\_\_ .
8. Write the contractions for these words. Listen to Ramón and Susana again if you need to.
- You are \_\_\_\_\_
  - Rex is not \_\_\_\_\_
  - We are not \_\_\_\_\_
9. Now use contractions to tell your partner about:
- What you are doing right now.
  - What your mum or dad are NOT doing right now.
  - What your favourite football team are doing right now.

**Focus on language**

10. Read the sentences.
- She isn't sleeping.
  - We aren't sleeping.
  - I'm not sitting.
  - You aren't practising.
11. Choose the correct option.
- The sentences are all **affirmative/negative**.
  - The word *not* (*n't*) goes before/after the main verb.
  - When speaking, people usually use/**don't** use contractions.
12. Rewrite these sentences in the negative. Use contractions.
- The volcano is erupting.
  - I am speaking to you.
  - You're chatting to your friends.
  - The cows are sleeping.
  - My dog is sleeping under the table.
  - They are noticing the important signs.

## Listen

6. Listen to a Colombian teenager telling his older sister what to do in a practice earthquake drill.
- Review what people need to do in an earthquake. Students can refer to any earthquake drills (*simulatos*) they have done. Elicit some answers and write them on the board.
  - Tell students to read the rubric. Then play audio Track 96 to see if any of their ideas are the same.

## Audio script

96



Ramón: We're talking about natural disasters at school at the moment. They say that every family should have a plan for an earthquake. Do we have a plan?

Susana: A plan? I think I probably know what to do. Look!

Ramón: Errr. What are you doing? You aren't standing in the doorway are you? Everyone knows that doesn't help. Doorways are no stronger than any other part of the house. Obviously doorways do not help when chairs and other things are flying about. The best place to go is under a table or a desk.

Susana: I'm not sitting under a desk with you! You don't shower!

Ramón: Come on! This is serious! You aren't practising!

Susana: OK, OK ... Now we are sitting under the table together. Are you happy?

Ramón: Rex, here.

Susana: No, no. You aren't calling your dog, are you? Rex isn't sitting under the table with us. Let's get out of here!

Susana: What are you doing now?

Ramón: I'm checking what can fall and hit us. We need something to protect our heads. Ah, perfect!

Susana: We aren't using Mamá's favourite plates as helmets Ramón!

Ramón: Come on! You have to practise, this is serious! You need to protect your head in an earthquake. You're just chatting to your friends!

7. Complete the sentences about the earthquake drill with the correct words.

- Tell students to read the sentence starters and copy them in their notebooks. Then play audio Track 96. Students write down the rest of the sentences.
- Students compare their answers with a partner. Ask some students to share their answers with the class.

## Answers

- a. plan                      c. table  
b. stand                     d. head

8. Write the contractions for these words. Listen to Ramón and Susana again if you need to.

- Write some contractions on the board that the students already use: *it's, he's, she's, etc.* Ask them what the apostrophe means. Explain that the apostrophe replaces a letter. Ask students what letters are missing from the examples on the board.
- Students work in pairs to write the contractions. Ask volunteer students to write the answers on the board. You can play audio Track 96 again if it will help.

## Answers

- a. You're  
b. Rex isn't  
c. We aren't / We're not

9. Now use contractions to tell your partner about:

- Read the exercise with the class. Tell students to work with their partners to talk about the different topics. Remind them to use contractions.
- Monitor to check students are doing the activity correctly and support with pronunciation where needed. Ask some pairs of students to read out one of their answers to the class.

## Focus on language

10. Read the sentences.

- Read through the sentences as a class.

11. Choose the correct option.

- In pairs, students read the options. They look back at exercise 10 and decide which is the best option to describe the sentences.
- Students answer as a class.

## Answers

- a. negative  
b. before  
c. use

12. Rewrite these sentences in the negative. Use contractions.

- Write one of the sentences on the board and elicit the answer. Students work in pairs to complete the activity.
- Go through the answers as a class.

## Answers

- a. The volcano isn't erupting.  
b. I'm not speaking to you.  
c. You aren't chatting to your friends.  
d. The cows aren't sleeping.  
e. My dog isn't sleeping under the table.  
f. They aren't noticing the important signs.

## Extra activity

Students play a game of sentence tennis. In pairs, they write down a list of six or more affirmative sentences. Then they work with another pair. They take turns to say their sentences and the other pair have to reply with the negative form using contractions where necessary. They say one sentence after the other and try not to stop. When one side hesitates or reaches the end of their list, the other pair say their sentences.

 **Speak**

13. Read the blog post from a blogger who is raising money for a special cause.

## Green Blog

MY "CONSUME NOTHING" DAY.

I am raising money for the people affected by the earthquake in the Himalayas. Because these people have nothing, I am trying to consume nothing today. I'm not eating, I'm only drinking water. I'm not shopping. I'm not travelling anywhere by car, I'm walking.

I'm giving all the money I save to charity and I am asking people to give the same amount.

**Glossary**

*special cause* = ONG u organización sin ánimo de lucro.

14. You are going to raise money for a special cause. In groups, decide:
- What special cause or region you are raising money for.
  - How you are raising money.
  - What each person is doing.

*Example:*  
*I am wearing a bird suit.*  
*Juanita is selling cakes.*  
*We are all singing.*

15. Now present your plan to the rest of the class.

 **Write**

16. Listen to the presentations by the other groups in the class and make notes.
17. Choose three of the presentations and write about them. Which did you think was the best? Why?

**Speak**

13. Read the blog post from a blogger who is raising money for a special cause.
- Draw students' attention to the glossary box and check students understand what *a special cause* means. Then ask them what they do to help raise money for different causes.
  - Tell students to read through the blog. Ask questions about the blog, such as, *Where was the earthquake? What is the blogger going to do? What is the blogger going to do with the money?*
14. You are going to raise money for a special cause. In groups, decide:
- Read through the activity as a class. Put the students into small groups to discuss what they are going to do.
  - Monitor to check that they are doing the activity correctly and offer support with content and pronunciation as needed.
  - Encourage students to write their plans in their notebooks.
15. Now present your plan to the rest of the class.
- Give students time to prepare their presentations. Encourage them to think of a logical order using the example in the blog.
  - Students give their presentations to the class.

**Write**

16. Listen to the presentations by the other groups in the class and make notes.
- Tell students that as they listen to the other groups' presentations, they need to make notes. After the presentations they will need their notes to write about three of the presentations.
17. Choose three of the presentations and write about them. Which did you think was the best? Why?
- Ask volunteer students to say which raising money presentation they liked best and why.
  - Put students in pairs to complete the activity. Remind them to plan their writing first and to use contractions where appropriate. Invite students to read out what they wrote about one of the presentations.

## Focus on vocabulary

Get Ready!

1. Read the text and match the speech bubbles to the pictures.

We're walking to school.



I'm collecting litter, then recycling it.



Today is Earth Day,

so we're all doing something to help the environment.

I'm cycling to school this morning.



They're having a paper-free day.

4

We're not using electricity for the whole day!



4



2. Complete the sentences with the correct words from exercise 1.

- We're collecting \_\_\_\_\_ to make the school cleaner.
- So today we're having a \_\_\_\_\_ day - no books or notepads of any kind, please.
- We're trying to help the \_\_\_\_\_ by not using electricity today.
- She's \_\_\_\_\_ the litter to help reduce waste.

## LESSON OVERVIEW

The main emphasis of this lesson is on talking about ways of looking after the environment. Students will learn how to use the present continuous tense to talk about different actions and ways of looking after the environment. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

1. Read the text and match the speech bubbles to the pictures.
  - Write *Earth Day* on the board. Ask students what they know about Earth Day and what people do. Explain that it happens every year to raise people's awareness of the environment and pollution.
  - Then, ask students what they do every day to save energy. Students then look at the pictures and describe what the people are doing.
  - Explain the activity and read through the headings.
  - Put the students in pairs to complete the activity. Then, ask some students to share their answers with the class.

#### Answers

1. We're not using electricity for the whole day!
2. I'm cycling to school this morning.
3. We're walking to school.
4. I'm collecting litter, then recycling it.
5. They're having a paper-free day.

2. Complete the sentences with the correct words from exercise 1.
  - Read through the sentences as a class. Then tell students to complete the gaps individually.
  - Then put them into pairs and ask them to compare their answers.
  - Ask some students to read out their completed sentences.

#### Answers

- a. litter
- b. paper-free
- c. Earth / environment
- d. collecting

 Listen

97

3. Listen to the interview and choose the correct option A-C.
- What is Tom doing in the garden?
    - He's watching for a while.
    - He's planting some seeds.
    - He's outside in the garden.
  - What are Tom's friends doing?
    - They're picking up litter.
    - They're eating food.
    - They're also planting seeds.
  - What is Sally doing?
    - She's doing different things.
    - She's sorting the recycling.
    - She's painting the canteen green.
  - What's the boy at the computer doing?
    - He's sending emails to farms.
    - He's shopping.
    - He's buying a farm.
  - What are the girls in the kitchen doing?
    - They're asking the chefs questions.
    - They're finding out what it's like to be a chef.
    - They're learning how to cook.
  - Which statement is true?
    - Normally students don't eat meat on Wednesdays.
    - Students don't usually use paper on Mondays.
    - The school doesn't use electricity on Wednesdays.


 Listening Tip

✓ Read the questions before listening. It will help you to predict the topic and listen out for the answers.

## Focus on language

4. Look at the questions and answers in exercise 3, questions 1-5 and choose the correct options.
- The present continuous (*be + ing*) describes what happens every day / what is happening now.
  - To form a question the subject and the auxiliary verb stay the same / change position.
  - It's common / not common to contract the subject and auxiliary verb, e.g. He is = He's.
  - Why is the present simple used in exercise 3, question 6?
5. Complete the sentences with the correct form of the present continuous.
- My friends \_\_\_\_\_ (work) in the garden.
  - Today we \_\_\_\_\_ (have) a paper-free day at school.
  - \_\_\_\_\_ you \_\_\_\_\_ (eat) meat today?
  - John \_\_\_\_\_ (pick up) litter in the playground.
  - \_\_\_\_\_ she \_\_\_\_\_ (send) an email?



## Listen

## 3. Listen to the interview and choose the correct option A-C.

- Review activities people do for Earth Day and elicit some examples.
- Tell the students they are going to listen to Tom and Sally talking about the activities they do for Earth Day.
- Draw students' attention to the Listening Tip box. Then, tell students to read through the questions and options and try and predict the answers.
- Play audio Track 97. Students listen and answer the questions.
- Put students in pairs to compare their answers. Then play audio Track 97 again stopping after each section.
- Elicit answers from the class.

## Answers

1 B 2 C 3 B 4 A 5 A 6 C

## Audio script

97

Interviewer: Today is Earth Day and at this school all students are doing something to help look after the environment. I'm here to talk to some of them. First, I'm outside in the garden where a few students are working hard. Hello. What's your name?

Tom: Hi. I'm Tom.

Interviewer: Hi Tom. What are you doing?

Tom: I'm planting some seeds in the vegetable plot.

Interviewer: Can I watch for a while?

Tom: Yes, of course. I'm just preparing the ground. Now I'm planting the seeds. And now I'm watering them.

Interviewer: What kind of seeds are they?

Tom: These are beans. My friends are planting spinach and lettuces.

Interviewer: Fantastic. And I can see the other students are picking up litter. Now I'm walking into the school building to see what is happening inside. Hi. What are you doing?

Sally: Hi. I'm Sally. Well today we're looking at ways to make the school canteen greener. Different people are doing different things. I'm organising the recycling into paper and plastic.

Interviewer: What's the boy at the computer doing?

Sally: He's emailing local farms to buy our food from them.

Interviewer: That's a great idea. What about the two girls in the kitchen - what are they doing?

Sally: They're doing a questionnaire with the chefs to see what happens to food waste. We want to reduce the amount of waste and set up a compost bin.

Interviewer: I'm very impressed. What else is happening today?

Sally: Well the whole school is having a day without electricity, paper and meat.

Interviewer: What do you mean?

Sally: Well today we are not using electricity or paper and the chefs are preparing meals without meat. Normally, we don't eat meat on Mondays, we have power-free Wednesdays and paper-free Fridays.

Interviewer: That's a fantastic idea. Keep up the good work.

## Focus on language

## 4. Look at the questions and answers in exercise 3, questions 1-5 and choose the correct options.

- Ask a volunteer student to read out question 1 and the answer. Write the question and answer on the board and ask students what grammatical structure is used (*present continuous*). Ask students to underline all the verbs in the continuous form in questions 1-5.
- Read through the questions and elicit answers as a class. Draw a timeline on the board to show the difference between the present simple and continuous.
- Organise the students into pairs to answer the questions. Monitor and offer support where needed.
- Check the answers as a class.

## Answers

- what is happening now
- change position
- common
- because this answer refers to habits or routines

## 5. Complete the sentences with the correct form of the present continuous.

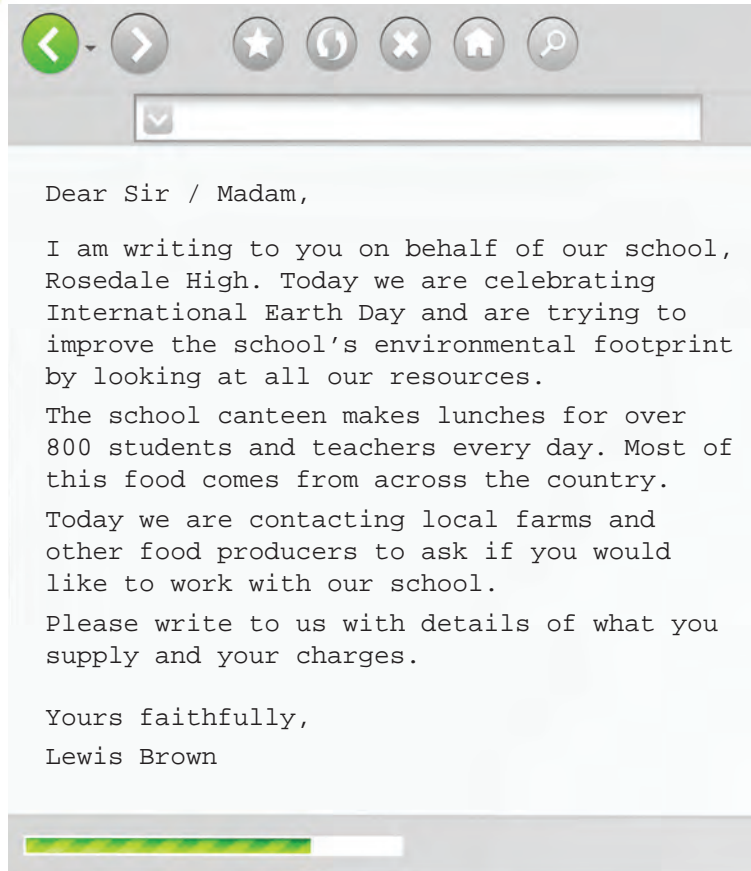
- Ask students to give some examples of sentences using the present continuous.
- Put students into pairs to do the activity. Monitor the students to make sure they are doing it correctly and offer support where needed. Check through the answers as a class.

## Answers

- are working
- are having
- Are / eating
- is picking up
- Is / sending

 Read

6. Read the email and answer the questions.



Dear Sir / Madam,

I am writing to you on behalf of our school, Rosedale High. Today we are celebrating International Earth Day and are trying to improve the school's environmental footprint by looking at all our resources.

The school canteen makes lunches for over 800 students and teachers every day. Most of this food comes from across the country.

Today we are contacting local farms and other food producers to ask if you would like to work with our school.

Please write to us with details of what you supply and your charges.

Yours faithfully,  
Lewis Brown

## Glossary

celebrate = **celebrar**  
 environmental footprint = **huella ambiental**  
 food producers = **productores de alimentos**

## Useful language

When we ask for specific information, we ask *Wh*-questions. Compare these questions:

*What is he doing? He's cooking dinner.*  
*Is he cooking dinner?*  
*Yes, he is. / No, he isn't.*

- Who is Lewis writing to?
- How is the school trying to improve its environmental footprint?
- How many lunches does the school prepare every day?
- Where does the food usually come from?
- Why is the school writing these letters?
- Is the letter formal or informal? How do you know?



## 7. Say it!

Listen and repeat. What is the difference in the intonation?

*Are you cooking? What are you cooking?*



8. Listen to five questions and draw the correct arrow in your notebook for rising ( ↗ ) and falling intonation ( ↘ ).

- a. \_\_\_\_      b. \_\_\_\_      c. \_\_\_\_      d. \_\_\_\_      e. \_\_\_\_

## Read

## 6. Read the email and answer the questions.

- Put the students into pairs and tell them to read the text. Ask them to look up the meaning of any new words and to answer the questions. Draw their attention to the glossary box and the *Useful language* box and go through the information.
- Tell students to compare their answers with another pair of students. Then, check the answers as a class.

## Answers

- to local farms and other food producers
- They are looking at all their resources.
- over 800 lunches
- Most of the food comes from across the country.
- because they want to to ask if they would like to work with their school
- It's formal because it uses titles in the greetings and it uses formal language and no contractions.

## 7. Listen and repeat. What is the difference in the intonation?

- Go through the Say it! box and play audio Track 98 for students to listen to.
- Elicit that the intonation of *Are you cooking?* goes up at the end and the intonation of *What are you cooking?* goes down.
- Play audio Track 98 again for students to repeat.

## 8. Listen to five questions and draw the correct arrow in your notebook for rising (↗) and falling intonation (↘).

- The purpose of this activity is to give students the opportunity to listen carefully to the intonation of questions.
- Put the students into pairs. Play audio Track 99 and stop after each question. Ask the students to repeat the question together.
- Tell students to decide whether the intonation is rising or falling. Check answers as a class. Play audio Track 99 again if necessary.

## Answers

- ↗
- ↘
- ↗
- ↘
- ↗

## Audio script

99



- Is she walking to school?
- Why are you planting seeds?
- Are you studying English?
- What are you writing?
- Are you listening to me?

## Extra activity

In small groups, students play *Charades*. Students take turns to mime one of the actions from the lesson to the rest of the group. The other students guess what he or she is doing. Tell them that they need to give a complete sentence (He / She is picking up litter).

 **Speak** /  **Write**

9. It's the end of Earth Day and the students are having some time off.

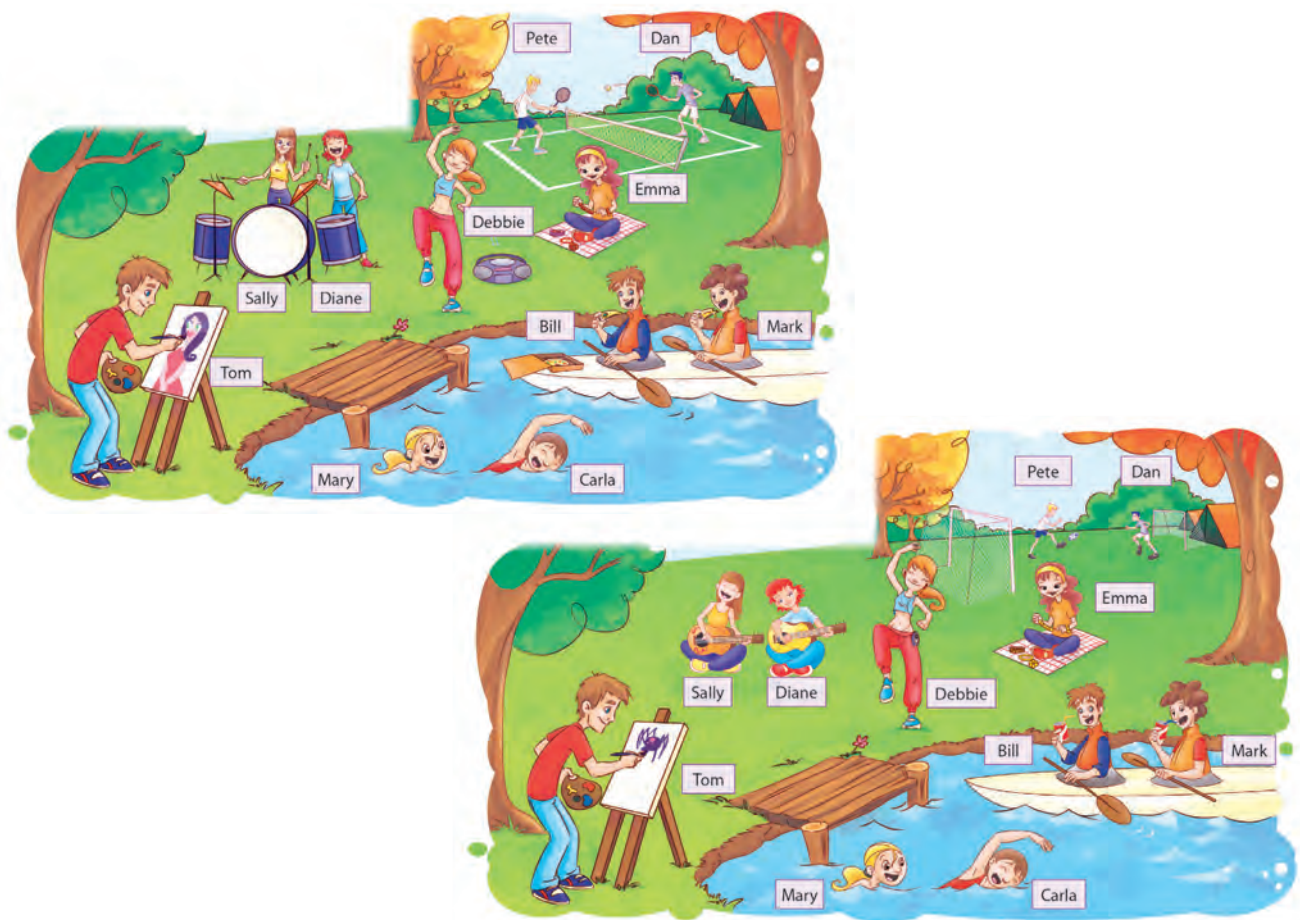
Look at the pictures and ask and answer as many questions as you can to find the differences. Use the verbs in the box.

Example:

Student A: Are Sally and Diane playing the guitar in your picture?

Student B: No, they aren't. They're playing the drums.

play the drums   play the guitar   paint a picture   swim  
dance   eat   play tennis   have a picnic



10. Write a formal letter to a person or company asking them to collaborate with you to help to improve the environment. Use the letter in exercise 6 to help you. Remember to include:

- What you are doing now
- What changes you would like to make
- What you are asking the person or company to do

**Speak / Write**

9. It's the end of Earth Day and the students are having some time off. Look at the pictures and ask and answer as many questions as you can to find the differences. Use the verbs in the box.
- Tell students they are going to find differences between two pictures. Put the students in pairs. Ask them to look at the pictures and help them with any new vocabulary.
  - Students take turns to describe their pictures and find the differences.
  - Students compare their answers with another pair then feed back the differences they found to the class.

**Example answers**

Tom is painting a girl / a spider.

Sally and Diane are playing the drums / guitars.

Bill and Mark are eating pizza / drinking.

Pete and Dan are playing tennis / football.

Debbie is listening to music on a radio / with headphones.

10. Write a formal letter to a person or company asking them to collaborate with you to help improve the environment. Use the letter in exercise 6 to help you.
- Students read the email in exercise 6 again. Then ask them what each paragraph talks about (*reason for writing / background information / how the recipient of the email can collaborate / sign off*).
  - Put the students in pairs to complete the activity. Monitor the class to make sure they are doing the activity correctly and offer support where needed.
  - Tell students to share their emails with another pair. Then ask some pairs of students to read out their emails to the class.

 **Speak**
**Get Ready!**

1. Read the predictions for what the world will be like in 2050. Which do you think will come true?

- People will be much healthier.
- Forests will disappear.
- There will be more floods.
- People will live longer.
- There will be less pollution.
- The world will be cleaner.
- More animals will become extinct.
- Houses and flats will be smaller.
- People won't eat meat.
- People won't be able to breathe outside.



2. Read the sentences in exercise 1 again. In your notebook, write them under the correct heading in the chart.

POSITIVE PREDICTIONS	NEGATIVE PREDICTIONS

3. Add your own predictions to the chart. Share your ideas with a partner.

## MODULE 4 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	The world in 2050	<i>Will</i> for predictions	Speaking: making predictions about the future Writing: giving opinions about predictions
Lesson 8	Adjectives Urban and rural features	Past simple Comparative and superlative adjectives	Speaking: comparing places in the past with now Writing: a description of a place you know well
Let's work together: Create an infographic about the environment			
Self-assessment			

## UNIT THEME

In Unit 3, there are three lessons on the theme 'Changes to make'. Students will learn how to talk about life in the future and to make predictions. By the end of the unit, students will be able to describe and compare places they know now, in the past and in the future.

## LESSON OVERVIEW

The main emphasis of this lesson is talking about the future. Students will learn how to use the future form *will* to make predictions about what the world will be like in 2050. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

## Get ready!

1. Read the predictions for what the world will be like in 2050. Which do you think will come true?
  - Write 2050 on the board. Put students in small groups and ask them to tell each other what the world will be like in 2050. Elicit ideas from each group.
  - Then, read through the predictions a-j and explain any new vocabulary. Ask students which of their ideas were the same. Then students decide which of the predictions on the list they think will come true.
  - Ask a student from each group to share their answers with the class.

## Answers

Students' own answers

2. Read the sentences in exercise 1 again. In your notebook, write them under the correct heading in the chart.

- Copy the chart onto the board. Read through the sentences as a class and ask students to give a prediction under each heading.
- Students draw the chart in their notebooks and complete the activity individually. Then, put the students in small groups to compare their answers.
- Ask some students to read out their predictions.

## Answers

Students' own answers

## Answers

## Positive predictions:

- a. People will be much healthier.
- d. People will live longer.
- e. There will be less pollution.
- f. The world will be cleaner.
- i. People won't eat meat.

## Negative predictions:

- b. Forests will disappear.
- c. There will be more floods.
- g. More animals will become extinct.
- h. Houses and flats will be smaller.
- j. People won't be able to breathe outside.

3. Add your own predictions to the chart. Share your ideas with a partner.

- Read the activity as a class. Students complete the activity individually and then compare their answers with a partner.
- Elicit answers from the class.

 Listen

100

4. Listen and write *will* or *won't* for each sentence.

- Some people think that by 2050 we \_\_\_\_\_ have to stay in our homes.
- By 2050, we \_\_\_\_\_ have enough to eat.
- In 100 years, we \_\_\_\_\_ have any rainforests left.
- More people \_\_\_\_\_ die due to pollution.
- Some countries \_\_\_\_\_ have enough water to grow food.
- Some people believe that the sun \_\_\_\_\_ be the main power source.
- Solar power \_\_\_\_\_ mean that we have cleaner air in the future.
- We \_\_\_\_\_ grow two plants in the same place in the future.
- There \_\_\_\_\_ be nine billion people by 2050.
- We have to make changes, but these \_\_\_\_\_ make us healthier.

## Useful expressions

When we talk about predictions, we use the following time expressions:

*By 2050**In 100 years**In the future*

## Focus on language

## 5. Look at the sentences in exercise 4 and answer the questions.

- Are we talking about the present, the past or the future?
- Do the sentences express plans, daily routine, or predictions?
- How do you form the affirmative and negative forms?

## 6. In your notebook, write the words in the correct order.

- be / world / the / will / cleaner
- longer / will / live / people
- population / increase / the / will
- enough / won't / food / there / be
- floods / more / be / there / will
- cut / trees / we / down / fewer / will

101

## 7. Say it!

Listen and repeat.

will / won't

*You will live longer. You'll live longer.**You will not live longer. You won't live longer.*



## Listen

4. Listen and write *will* or *won't* for each sentence.

- Tell students they will listen to someone talking about future predictions. They should listen and choose the correct option.
- Ask students to read predictions a-j and guess which ones will become true. Deal with any new vocabulary and draw their attention to the *Useful expressions box*.
- Play audio Track 100. Allow students to compare answers in pairs.
- Then play audio Track 100 again, pausing to check the answers.

## Answers

- |          |          |         |
|----------|----------|---------|
| a. will  | e. won't | i. will |
| b. won't | f. will  | j. will |
| c. won't | g. will  |         |
| d. will  | h. will  |         |

## Audio script

100

Are you afraid of the future? Many people think that pollution, global warming and a bigger population will make the current situation worse and by 2050 we will have to stay in our homes and we won't have enough to eat. Others are more optimistic and think that by changing our ways we can make a difference. What do you think? Here are some facts and opinions:

Every year, we cut down forests the size of Panama. In 100 years, some people predict that we won't have any rainforests left. Deforestation affects the climate, our water supply and we lose species of plants and animals.

More than 2 million people die every year due to pollution. This figure will increase unless we do something about the quality of our air. However we continue to burn fossil fuels.

Water is a problem. More countries will have floods from rising water levels. Other countries won't have enough water, making it impossible to grow food. These problems will get worse in the future as the earth's temperature rises.

Some people are more optimistic and think that by taking action the earth will be a better place to live by 2050.

We now use more renewable energy like wind and solar power. Some people believe the sun will be the main source of our energy by 2050. We will have cleaner air, and so fewer people will die from pollution.

We will use land more efficiently. We will be able to do double-cropping. This means that we will grow one plant underground, like carrots or potatoes and grow another plant, like tomatoes, above ground at the same time.

There will be 9 billion people on the Earth by 2050. We will have to change the way we live, but the changes we make will make us healthier and will look after the planet more. It is time to change how we live so future life on earth will be possible.

## Answers

- a. The world will be cleaner.
- b. People will live longer.
- c. The population will increase.
- d. There won't be enough food.
- e. There will be more floods.
- f. We will cut down fewer trees.

## 7. Listen and repeat

- Go through the Say it! box and play audio Track 101 for students to repeat.
- Remind students that we use the contracted form when we are speaking.

## Focus on language

## 5. Look at the sentences in exercise 4 and answer the questions.

- Ask students to read through the sentences in exercise 4 again. Then ask them to work in pairs to answer questions a-c.
- Review the answers as a class.

## Answers

- a. Future
- b. Predictions
- c. Affirmative: will  
Negative: won't

## 6. In your notebook, write the words in the correct order.

- Ask students to give some more predictions. Write a couple of examples on the board, one affirmative and one negative. Highlight the word order and position of *will/won't* before the main verb.
- Put students into pairs to do the activity. Monitor the students to make sure they are doing it correctly and offer support where needed.
- Check through the answers as a class.

 Read

8. Read the article and choose the correct option, A, B, or C.

### The Three Rs of Rubbish

In the last 50 years people have used more resources than in the rest of history and we're destroying our planet in the process. We will have to change so that life can continue. Renewable energy will help to reduce pollution, but there are many things we can do as individuals. What exactly do we need to do?

**Reduce** - We reduce when we buy and use less! Ideally in the future we will buy durable products. At the moment, electronic devices such as TVs, computers and fridges have a short life. We throw them away and buy new ones. This creates pollution. Before buying something new, ask yourself - do you really need it? Before throwing something away, ask if there's another option.

**Reuse** - When we reuse an item many times, we reduce the amount of rubbish. When you go shopping, take bags with you to use many times. Buy rechargable batteries and avoid buying items (like paper plates) that have only one use. When your clothes are old, take them somewhere for other people to use.

**Recycle** - Recycling extends the life of products that we no longer need. Many materials, such as plastic, paper, cardboard, metal and textiles, can be recycled and made into other things. In the future, we won't be able to put anything into landfill and we will have to reuse or recycle everything.

We live in a world where people buy and throw away easily. We need to change these bad habits and to focus on the three Rs - Reduce, Reuse and Recycle!



1. What is wrong with electronic devices?
  - A. They only last a few years.
  - B. They are durable goods.
  - C. They use electricity.
2. How can we reduce the problem of rubbish?
  - A. Use disposable items.
  - B. Don't buy disposable items.
  - C. Buy things every day.
3. What is a benefit of reusing items?
  - A. We will reduce the amount of rubbish.
  - B. We will wash more plates.
  - C. We will make more rubbish.
4. When we recycle ...
  - A. the item is made into something else.
  - B. the material isn't reused.
  - C. we throw everything into landfill.
5. The three Rs of rubbish are ...
  - A. refuse, reduce and recharge.
  - B. reduce, reuse and remove.
  - C. reduce, reuse and recycle.

#### Glossary

destroy = *destruir*

disposable = *desechable*

rechargable batteries = *baterías recargables*

landfill = *vertedero*

**Read**

8. Read the article and choose the correct option, A, B, or C.
- Write the title on the board and ask students what they think the three Rs stand for. Elicit ideas. Then ask students to quickly read through the text in their books and see if they were correct.
  - Put students in pairs and tell them to read the text. Draw their attention to the glossary box and check they understand what the words mean. Ask them to look up the meaning of any other new words and to answer the questions.
  - Tell students to compare their answers with another pair of students. Then check the answers as a class.

**Answers**

1 A 2 B 3 A 4 A 5 C

**Extra activity**

Organise the students into pairs or small groups. Tell them to work together and to write down as many ideas as they can to reduce, reuse and recycle in their notebooks. After five minutes, write the three categories on the board and ask students for their ideas and write them up on the board.

## Focus on vocabulary

### 9. Complete the sentences with the words in the box.

disposable goods   durable products   electronic devices   landfill   pollution  
rechargeable batteries   recycle   renewable energy

- Solar and wind power are types of \_\_\_\_\_ .
- \_\_\_\_\_ will last longer and so help reduce rubbish.
- Computers, TVs and washing machines are all types of \_\_\_\_\_ .
- In the future, we won't be able to send any items of rubbish to \_\_\_\_\_ .
- We should buy \_\_\_\_\_ to avoid throwing them away.
- It's essential that we \_\_\_\_\_ items made of plastic, glass, paper and metal.
- When we burn fossil fuels we produce a lot of \_\_\_\_\_ .
- \_\_\_\_\_ are things we use once and then throw away.

## Speak

### 10. Look back at the predictions on page 148 and say which ones you think will come true. Your partner should agree or disagree. Look at the box to help you.

*Example:*

*By 2050, I think that people will definitely live longer.*

*Do you? I'm not sure.*

### Useful expressions

To show disagreement:

*I'm not sure. / I don't agree. / I disagree with you. / I don't think so.*

To show agreement:

*I agree (with you). Yes. You're right!*

## Write

### 11. Write about the predictions on page 148. Choose three predictions. Say what the current situation is, explain the prediction and then give what your own opinion. Use words from exercise 9 to help you.

*Example:*

*There will be less pollution.*

*At the moment, the world has a problem with pollution. Some people predict that in the future, there will be less pollution as we begin to use renewable energy. I agree with this prediction.*

### Focus on vocabulary

9. Complete the sentences with the words in the box.
- Read through the words in the box and check students understand them all. Then tell them to read through the sentences a-h. Go through the first sentence as a class and elicit the answer (*renewable energy*).
  - Put students in pairs to complete the gaps in their notebooks. Ask students to compare their answers with another pair. Then check the answers as a class.

#### Answers

- a. renewable energy
- b. Durable products
- c. electronic devices
- d. landfill
- e. rechargeable batteries
- f. recycle
- g. pollution
- h. Disposable goods

#### Extra activity

In small groups, students play a definitions game. They use the sentences from exercise 9 and turn them into definitions. For example: *These are things we use once and then throw away. (disposable goods)*. Students work with another group and take turns to say and guess the words.

### Speak

10. Look back at the predictions on page 148 and say which ones you think will come true. Your partner should agree or disagree. Look at the box to help you.
- Read through the activity as a class and draw students' attention to the *Useful expressions* box. Write them on the board for students to refer to. Check pronunciation and drill if necessary.
  - Ask a volunteer student to read out the example. Then invite

other students to agree or disagree with the statement.

- Put students in pairs to complete the activity. Tell them to use the predictions from exercise 1 on page 148.
- Monitor to check that they are doing the activity correctly and offer support with content and pronunciation as needed.

#### Answers

Students' own answers

11. Write about the predictions on page 148. Choose three predictions. Say what the current situation is, explain the prediction and then give your own opinion. Use words from exercise 9 to help you.
- Read through the activity and the example as a class. Then put students in pairs and ask them to look back at the predictions on page 148 and choose three.
  - Remind them to plan their work before writing. Suggest they make notes about the current situation and what they think will happen in the future before writing.
  - Monitor to check that they are doing the activity correctly and offer support with content as needed. Students compare their predictions with other pair of students. Then, ask some students to share what they have written with the class.

## Focus on vocabulary

Get Ready!

1. Read the sentences and decide if they are true (T) or false (F) for where you live.



In the past ...

- buildings were high, now they are low.
- houses and flats were large, now they are small.
- houses were expensive, now they are cheap.
- streets were busy, now they are quiet.
- buses were full, now they are empty.
- roads were wide, now they are narrow.
- trains were very slow, now they are fast.

2. Read the sentences in exercise 1 again and write adjectives a-g with the opposites in your notebook.

- |              |          |
|--------------|----------|
| a. slow      | e. small |
| b. wide      | f. quiet |
| c. expensive | g. high  |
| d. empty     |          |

3. Add two more pairs of adjectives to describe something else that is different in your town from in the past.

## LESSON OVERVIEW

The main emphasis of this lesson is on talking about where students live. They have the opportunity to use comparative adjectives and present and past tenses to compare places today with the past. Continue to drill any new language as it will give students the confidence to carry out the lesson tasks in English.

### Focus on vocabulary

#### Get ready!

1. Read the sentences and decide if they are true (T) or false (F) for where you live.
  - Tell students they are going to describe where they live today and what these places were like in the past.
  - Put the students into pairs and ask them to look at the pictures and describe them to their partner.
  - Focus students' attention on the height of the buildings in the different photos. Ask them if the buildings are old or new. Elicit that the old buildings are low and the new buildings are high.
  - Explain the activity and read through sentence 1 as an example. Ask students if it is true or false (*false*) and elicit the correct sentence (*In the past buildings were low, now they are high*). Explain any new words or ask students to look up the meaning.
  - Students read through the remaining sentences and complete the activity in their notebooks.
  - Then, ask some students to share their answers with the class.

#### Answers

- a. F (Buildings were low, now they are high.)
- b. T
- c. F (Houses were cheap, now they are expensive.)
- d. F (Streets were quiet, now they are busy.)
- e. F (Buses were empty, now they are full.)
- f. F (Roads were narrow, now they are wide.)
- g. T

#### Example answers

In the past, the rivers were clean, now they are dirty.

In the past, transport was difficult, now it is easy.

2. Read the sentences in exercise 1 again and write adjectives a-g with the opposites in your notebook.
  - Elicit examples of opposite adjectives from exercise 1. Students complete the activity in their notebooks. Then they compare their answers with a partner.
  - Say one of the adjectives and tell students to call out the opposite. Then tell students to take turns to say the adjectives to their partner and to say the opposite.

#### Answers

- a. slow - fast
- b. wide - narrow
- c. expensive - cheap
- d. empty - full
- e. small - large
- f. quiet - busy
- g. high - low

3. Add two more pairs of adjectives to describe something else that is different in your town now than it was in the past.
  - Students work in pairs to complete the activity. Encourage them to use dictionaries to find different adjectives to describe their town.

 **Read**

4. Read the text and answer the questions.

Ten years ago, our town was smaller and cleaner. The town was less crowded and there was less pollution. Not far from the town centre there were farms, rivers and lakes. The water was cleaner, so there were more birds and fish than nowadays. The forests were bigger and there were more wild animals.

Our house was in the town centre, but there was a small garden at the front and a large backyard for us to play. The roads were quieter because there was less traffic. There were more trees and parks than there are now, so the air was clean.

Now the town is much bigger. There are fewer farms, but there is a large airport. The shops were in the town centre, but now they are outside the town. The roads are busy and have traffic lights. Our old house is now a police station with some flats above. We live in one of the new housing estates. Our town is very modern, but it's noisier and busier than before.



**Reading Tip**

✓ Check the meaning of the words you do not know in a dictionary or ask your classmates or your teacher.

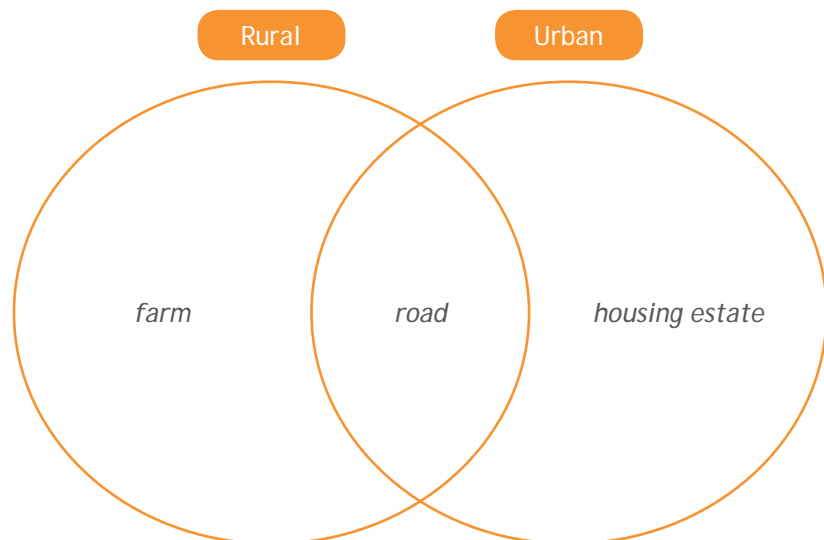
**Useful language**

*less* is used with uncountable nouns, e.g. *less pollution*  
*fewer* is used with plural countable nouns, e.g. *fewer farms*

- a. What was the town like in the past?
- b. Where were the farms, lakes and rivers?
- c. Why were there more birds and fish?
- d. Why were the roads quieter?
- e. Why was the air clean?
- f. Where were the shops?
- g. Where does the writer live now?

5. Put the words from the box in the diagram.

farm traffic  
 airport lakes  
 garden forests  
 rivers wild animals  
 birds and fish  
 housing estate road  
 town centre trees  
 parks traffic lights  
 police station



6. Talk about your town. Which features in exercise 5 were in your town in the past and which features are there now?



## Read

## 4. Read the text and answer the questions.

- Ask students to read through the text to get the general idea. If there are any words they don't know, tell them to try and guess their meaning from the context. If they still don't know, refer them to the Reading Tip and encourage them to use a dictionary.
- Draw students' attention to the *Useful language* box. Then ask students to find examples of countable and uncountable nouns with *fewer* and *less* in the text.
- Put students in pairs and ask them to read through the questions and answer them.
- Check answers as a class.

## Answers

- a. The town was smaller and cleaner. It was less crowded and there was less pollution.
- b. Not far from the town centre there were farms, rivers and lakes.
- c. Because the water was cleaner.
- d. Because there was less traffic.
- e. Because there were more trees and parks.
- f. The shops were in the town centre.
- g. He lives in one of the new housing estates.

## 5. Put the words from the box in the diagram.

- Copy the Venn diagram on the board. Read through the words as a class and drill pronunciation. Then elicit some words to put in the rural and urban sides as a class. Ask them which words might go in the middle section.
- Students look at the Venn diagram in the book and read the words. Then they work in pairs to complete the activity in their notebooks.
- Invite students to write their answers in the Venn diagram on the board.

## Answers

Rural: farm, lakes, forests, wild animals, birds and fish

Both: road, garden

Urban: traffic, airport, housing estate town centre, parks, traffic light, police station

## 6. Talk about your town. Which features in exercise 5 were in your town in the past and which features are there now?

- Organise the students into small groups to talk about their towns. Monitor and offer support where needed.
- Ask some students to tell the class about their towns.

## Answers

Students' own answers

 Listen

102

7. Listen to some information about environmentalist Marina Silva. Choose which sentence is correct, A or B.
- A. Marina was one of eleven brothers and sisters.  
B. Marina was in the rainforest for eleven years.
  - A. Her brothers and sisters were all illiterate.  
B. Her brothers and sisters weren't all illiterate.
  - A. Marina wasn't a university student.  
B. Marina was a university student.
  - A. She was against deforestation.  
B. She wasn't against deforestation.
  - A. She was Environmental Minister at the age of 45.  
B. In 2012 she was Environmental Minister.
  - A. She was a sports person in the London Olympics.  
B. She was part of the opening ceremony in the London Olympics.
  - A. In 2014, she was one of the 'Financial Times Women of the Year'.  
B. In 2014, she was 'Woman of the Year'.

## Glossary

illiterate = analfabeto/a

103

## 8. Say it!

Listen to the way we pronounce the words *was* and *were*. Listen and repeat.

*The town was smaller.*

*The town wasn't smaller.*

*The roads were quieter.*

*The roads weren't quieter.*

## Focus on language

9. Look at the sentences in exercise 7 again and answer the questions.
- Are the sentences about the present, the past or the future?
  - Do the sentences describe plans, daily routines, or past situations?
  - What is the affirmative and negative form?
10. In your notebook, write these sentences in the past simple. Use the box to help you.
- Example:*  
*There are lots of cars.*  
*There were lots of cars.*
- She is a minister.
  - There isn't a housing estate.
  - The cars are fast.
  - The parks aren't big.
  - The houses are expensive.
  - The train is slow.
  - I am against deforestation.
  - They are university students.

I am	I was
you are	you were
he / she / it is	he / she / it was
we are	we were
they are	they were

## Listen

7. Listen to some information about environmentalist Marina Silva. Choose which sentence is correct, A or B.
- Before listening, ask the class what they know about Marina Silva. Invite students to share any information they know. Then tell them they are going to listen to an audio to find out more.
  - Tell them they will listen to the audio more than once. The first time, ask them to find out what Marina was most interested in. Play audio Track 102 and elicit the answer (*rainforests*).
  - Before playing the audio again, tell them to read the sentences 1-7.
  - Then play audio Track 102 again. Students listen and choose the best option. Students compare their answers with a partner.
  - Then check the answers as a class.

## Answers

1 A 2 A 3 B 4 A 5 A 6 B 7 A

## Audio script

102

Marina Silva was born in 1958 in a small Brazilian village. She was one of eleven children - her parents worked in the rainforest. Like all her family, she was illiterate until the age of 16, when she was a student at a convent. She was a university student at the age of 26. During her 30s she was political and was against deforestation. By the age of 45 she was Brazil's Environment Minister. From 2004 to 2007, deforestation decreased by 59%. In 2012 she was one of the Brazilian flag bearers in the Olympic Games Opening Ceremony. In 2014 she was one of the 'Financial Times Women of the Year'.

8. Listen to the way we pronounce the words *was* and *were*. Listen and repeat.
- Go through the Say it! box and play audio Track 103 for students to repeat.
  - Point out that in affirmative sentences we don't stress *was* and *were*.

## Focus on language

9. Look at sentences in exercise 7 again and answer the questions.
- Put the students in pairs. Tell them to read the sentences in exercise 7 again and answer the questions a-c.
  - Then check the answers as a class. Explain the answers as needed. Highlight the third person forms of the verb in the past and present.

## Answers

- a. the past  
b. past situations  
c. Affirmative form: was / were  
Negative form: wasn't / weren't

10. In your notebook, write these sentences in the past simple. Use the box to help you.
- Students complete the activity individually. Then they compare their answers in pairs. Students share their answers with the class.

## Answers

- a. She was a minister.  
b. There wasn't a housing estate.  
c. The cars were fast.  
d. The parks weren't big.  
e. The houses were expensive.  
f. The train was slow.  
g. I was against deforestation.  
h. They were university students.

 **Speak**
**11. Say it!**

Listen and repeat.

1995: *nineteen ninety five*

2007: *two thousand and seven*

1765: *seventeen sixty five.*



- 12.** Listen to the years and write them in order in your notebook.

1987      1969      2000      1999      2014      1957

- 13.** In pairs, choose a year and talk about how things were in that year. Use the simple past and nouns and adjectives from the lesson.

*Example:*

2010

*In 2010, I was seven years old. The town was the same, but there was less traffic and it was quieter.*

 **Write**

- 14.** Choose a place that you know well and write about how it was in the past, where your house was, and how it is now. Use the text on page 153 to help you. You can include information about:

- parks
- house
- rural areas
- traffic
- your own ideas

**Useful expressions**

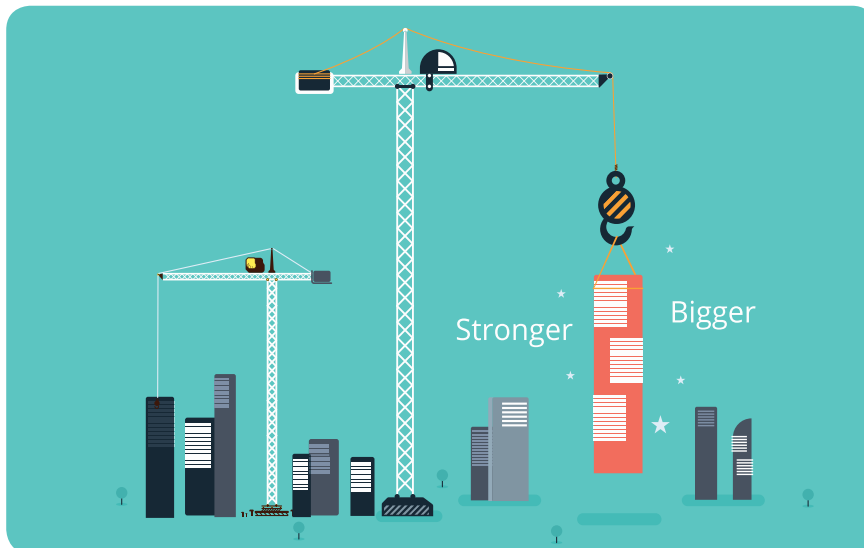
When we describe past experiences, we can say:

*last year / last week*

*... ago*

*yesterday*

*in 1997*



**Speak****11. Listen and repeat.**

- Go through the Say it! box and play audio Track 104 for students to repeat.
- Ask students more questions to practise saying years, for example, *What is the year now? When were you born? When did you start school?* etc.

**12. Listen to the years and write them in order in your notebook.**

- Before playing the audio, give some example years and ask volunteer students to write them on the board.
- Play audio Track 105. Students listen and write the years in their notebooks. Ask some students to read out their answers. Drill pronunciation if needed.

**Answers**

1. 1957 2. 2000 3. 1987  
4. 2014 5. 1999 6. 1969

**Audio script**

1. 1957  
2. 2000  
3. 1987  
4. 2014  
5. 1999  
6. 1969

105

**Extra activity**

Students work in small groups. Each group chooses twenty years and writes them on small pieces of paper (one year per piece of paper). Then each student in the group makes a Bingo card by drawing a grid three squares by four squares. Then they choose twelve of the twenty dates and write them on their cards. Put the twenty dates in a bag. One student doesn't have a card, but says the different dates. He/She takes out one date at a time from the bag. Students listen to the date and cross it off their card if they have it. The winner is the first student to cross out all the dates on their card. Some students may like to work with a partner.

**13. In pairs, choose a year and talk about how things were in that year. Use the simple past and nouns and adjectives from the lesson.**

- Read through the example as a class and review the use of *less* and *fewer* with countable and uncountable nouns.
- Then put the students in pairs. Monitor the class to make sure they are doing the activity correctly and to offer support where needed.
- Invite some students to share their descriptions.

**Answers**

Students' own answers

**Write****14. Choose a place that you know well and write about how it was in the past, where your house was, and how it is now. Use the text on page 153 to help you.**

- Students work on the activity individually but give them a 'buddy' to read through their work and offer suggestions. Remind them to plan their writing before completing the final draft using the headings a-e and the words in the *Useful expressions* box. Monitor the class to make sure they are doing the activity correctly and offer support where needed.
- Students peer-assess each other's writing. Then invite some students to read out their descriptions to the class.

**Answers**

Students' own answers



Create an infographic about the environment



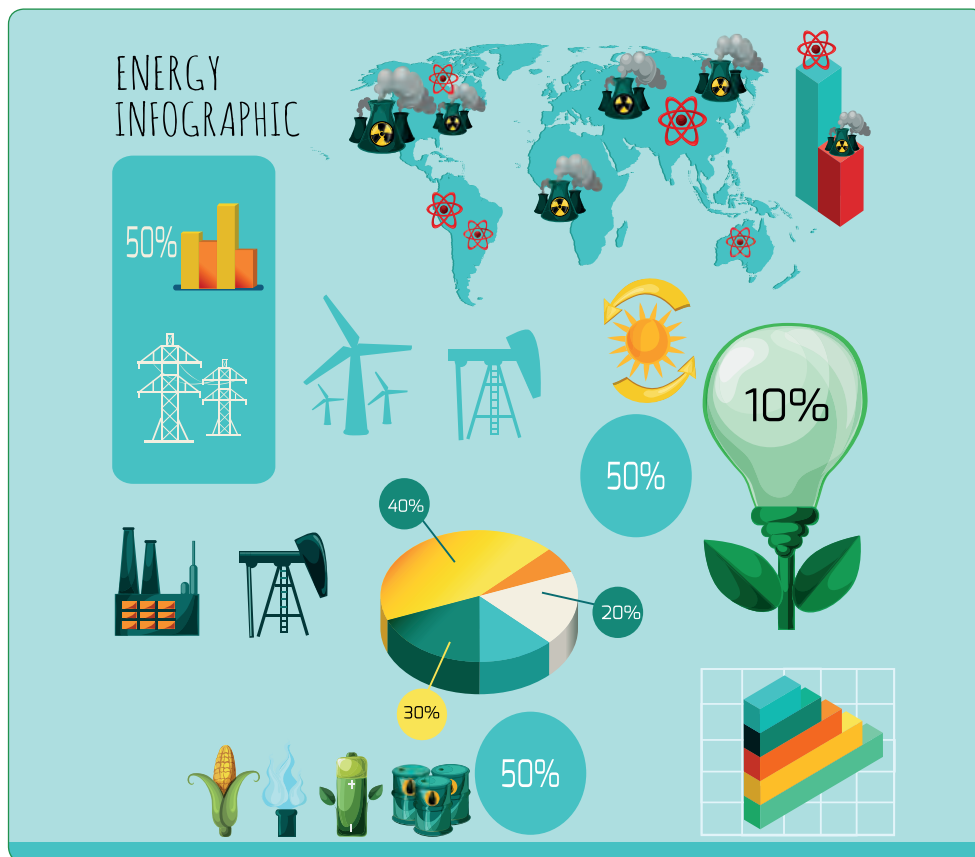
Prepare your infographic

1. Look through Module 4 to remind yourself about the topic of the environment.
2. Discuss the topic of the environment in Colombia.

In pairs, think of:

- three natural resources in Colombia and/or your region
- three environmental problems in the region
- three possible ways to help to solve the problems

3. Look at the following infographic. In pairs, discuss what you think the numbers, pictures and graphs mean.





Remind students that this section is designed to promote working together as a team. Tell the students that they are going to work on an infographic about the environment in their area and then do a presentation. Explain that an important part of the project is for students to collaborate with each other and be responsible for playing their part in the group. Monitor them throughout the project to make sure they are covering the activities for each section. Offer support as needed.

Each output has to be reviewed by the group members before the first draft is made. Decide on the timing of the project and the logistics, such as how big the infographic should be and where to display it for the presentation.

Decide when the students will need to complete the infographic and do their self-assessment.

### Create an infographic about the environment

This is a group activity. Students create an infographic by finding and selecting pictures and information that most represents what they want to say in the infographic. Read through the steps as a class and ask students to look back through module 4.

**IMPORTANT:** before the lesson, ask students to bring in pictures and diagrams from magazines they can cut up, glue, coloured pencils and pens, crayons, scissors, etc. You will need to provide them with A4 paper or card for their infographics or access to computers, if they do them digitally.

### Prepare your infographic

1. Look through Module 4 to remind yourself about the topic of the environment.
  - Tell students to look back through units 1-3 of module 4 to give them ideas about the environment. You can help them by asking questions, for example: *What will Colombia be like in 2050? What are the Rs of Rubbish? What was your town like in the past?*
2. Discuss the topic of the environment in Colombia.
  - Organise the class into pairs and ask them to look at the task and to write their ideas in their notebooks.
  - Monitor as students work and help with any language or content issues.
  - When students have finished, invite pairs of students to read out their ideas and write them all up on the board for students to refer to later.
3. Look at the following infographic. In pairs, discuss what you think the numbers and pictures mean.
  - If possible, bring in some examples of infographics about the environment or show students some on the Internet. Still in their pairs, ask them to note down any specific features. Ask questions such as, *What information is on the infographic? How has the creator of the infographic made sure this information is clear?*
  - Then ask students to focus on the infographic in exercise 3 and discuss what the numbers refer to, in pairs.
  - Invite students to tell the rest of the class their ideas.

4. You are going to create and present an infographic about the environment in your area in groups. First, decide which topic to focus on:
  - animals
  - natural disasters
  - ways to help the Earth
5. Find out more information about your topic.
  - What is happening at present?
  - Why is it happening?
  - What can we do to help?
6. Find out some facts and figures to present in your infographic.



## Make your infographic

7. An infographic should be very visual. Follow the instructions.
  - Think of ideas to present the information in a more visual way.
  - Write some text and ask someone to check it carefully for grammar and spelling mistakes.
  - Choose a title and photos or illustrations for your infographic.
  - Decide how to present the facts and figures (bar chart, pie chart, etc.)

### Project Tip

✓ Look for examples online to give you ideas, but do not copy them directly.



## Present your infographic

8. Decide how to present your infographic.
  - All students should talk about one section of the infographic.
  - Decide in what order you will talk.
  - Finally, present your infographic to your classmates.





4. You are going to create and present an infographic about the environment in your area in groups. First decide which topic to focus on.
  - Organise the class into small groups of three or four students. Explain that they are going to prepare and present an infographic about the environment together.
  - Tell them to choose a topic. They can choose one of the options mentioned or another topic that is relevant to them. Try to get the different groups working on a range of topics so there are a variety of interesting infographics at the end of the lesson.
5. Find out more information about your topic.
  - Tell students to work in groups and research their topics. Encourage them to use information from Module 4, the library or online.
  - Make sure they cover the three points below the rubric, as they can use this information to structure their infographics.
6. Find out some facts and figures to present in your infographic.
  - Remind students that many infographics contain graphs and pie charts, as this is an easy way to visualise numerical information.
  - Encourage students to find numerical information about their topics which can be presented graphically.

### Make your infographic

7. An infographic should be very visual. Follow the instructions.
  - Draw students' attention to the Project Tip and encourage them to look online for good examples of infographics about the environment. Tell them not to copy these, but use the ideas to present the information they have found.

- Tell students to follow the instructions to make their infographic and offer support throughout.

### Present your infographic

8. Decide how to present your infographic.
  - Draw students' attention to the three points below the rubric and make sure they follow them.
  - Give students time to practise their presentations. Encourage all members of the group to do part of the presentation. If possible, some students might like to record themselves doing a practise presentation. This will help them with the pronunciation, pace and content.
  - Monitor and support students with content and language as they prepare their infographic for the rest of the class.
  - Invite groups to the front of the classroom one at a time to present their infographics to the rest of the class. Encourage other students to ask questions and give praise.



## Self-assessment

### 1. Assessment of your English language skills

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can make predictions about short texts.			
	B. I can find specific information in texts.			
	C. I can use illustrations to help me understand the texts.			
WRITING	A. I can describe places and events.			
	B. I can make predictions.			
	C. I can write a formal email.			
LISTENING	A. I can promote responsible use of water.			
	B. I can give recommendations about the environment.			
	C. I can talk about places in the past.			
SPEAKING	A. I can make predictions about the text before listening.			
	B. I can identify environmental problems.			
	C. I can recognise recommendations to protect the environment.			



Remind students that the self-assessment is an important part of the learning process. Go through the charts with the students. Tell them the self-assessment focuses on three aspects: their English skills, study skills and working together on the infographic. Give them time to read the assessment and complete it individually. Tell them that this activity is not going to be assessed, but remind them of its importance.

### Assessment of your English language skills

1. Look back over the module. What have you learned? Tick (✓) the appropriate box.
  - Ask some students to read through each section of the four skills. Tell them they are going to assess their progress and tick the appropriate box: *I can do this*, *I can do this with help* and *I need to work on this*. Remind them that the statements are based on the specific skills students should have developed during this module. Remind students to be honest with their answers.

## 2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I complete assignments.			
2. I ask for clarifications in class.			
3. I use new vocabulary.			
4. I use a dictionary to look for new words.			
5. I speak English in class.			

## 3. Assessment of Let's work together

First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

## 4. Assessment of Module 4

Look back over the module, then complete the sentences.

My favourite activity was ...  
 The most useful words or expressions were ...  
 I enjoyed learning about ...  
 I need to practise ...





### Assessment of your English study skills

2. Study skills help you improve in all school subjects. Say how often you use these study skills.
  - Tell the students they are going to assess their use of the learning strategies they have practised throughout the module according to how often they use them: always, sometimes or never. Then ask them to think about the strategies they can use to improve their English study skills.

### Assessment of Let's work together

3. First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.
  - This section focuses on students' ability to work with other on a task in their project work. Use guiding questions such as: *How often did you help other students with their work? Did you always listen to your classmates' opinions when you were all discussing the project? Did you peer-assess your work as you progressed?*
  - After students have completed their self-assessment, suggest they work with their project team and repeat the activity to highlight the achievements of the team and identify areas to improve. Make sure that the students make constructive comments and to focus on ways to improve rather than what didn't go well.

### Assessment of Module 4

4. Look back over the module then complete the sentences.
  - The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Give the students time to look back through the module and complete their sentences. Then put them in small groups to share the information. Ask some students to read their sentences aloud.



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