

8<sup>th</sup>  
grade

## Teacher's Guide

# Way to go!



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

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



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# Way to go!

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## 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,  
**María Victoria Angulo González**  
Ministra de Educación Nacional



## Dear English teachers,

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

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

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

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

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

\*You can find the PDF versions of the *Way to go!* textbooks on the Colombia Aprende official website: [www.colombiaprende.edu.co](http://www.colombiaprende.edu.co)



## GENERAL DESCRIPTION

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

### *Objectives and Characteristics*

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

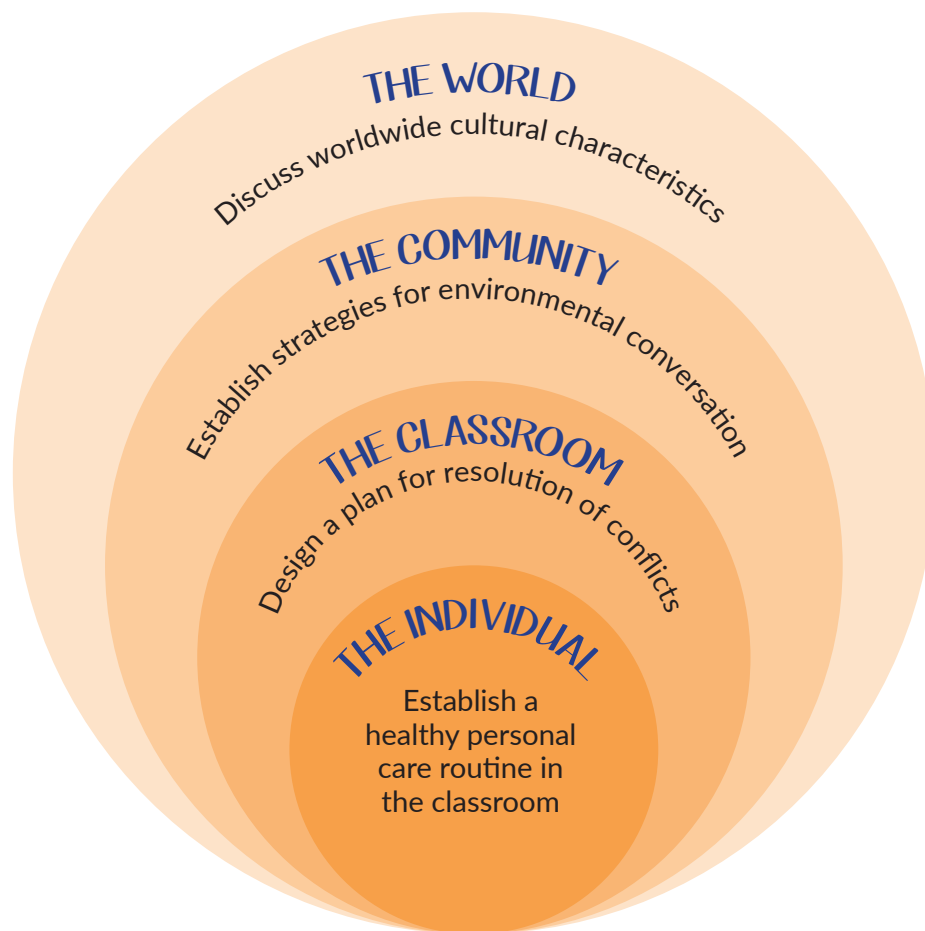
- Sixth grade: Level A1
- Seventh grade: Level A2.1
- Eighth grade: Level A2.2
- Ninth grade: Level B1.1
- Tenth grade: Level B1.2
- Eleventh grade: Level B1.3

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

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

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


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



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

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

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



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

**Digital literacy:** including information, media and ICT literacy.

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

## Leadership and personal responsibilities

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

## Competences


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

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

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

## Teaching & Learning Approach

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



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

### **Grades 6 and 7: Task-based Learning**

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

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

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

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

### **Grades 8 and 9: Project-based Learning**

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


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

### **10th and 11th Grades: Problem-based Learning**

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

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





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

## Lesson Planning

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

### 1. Warm Up

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

### 2. Familiarization

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

### 3. Practice

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

### 4. Application

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

### 5. Assessment

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



## MODULE STRUCTURE

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

### **a. Module Opening:**

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

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

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

### **b. Module Units:**

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

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

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

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

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

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

**c. Chant:**

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

**d. Self-assessment:**

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

**e. Review:**

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

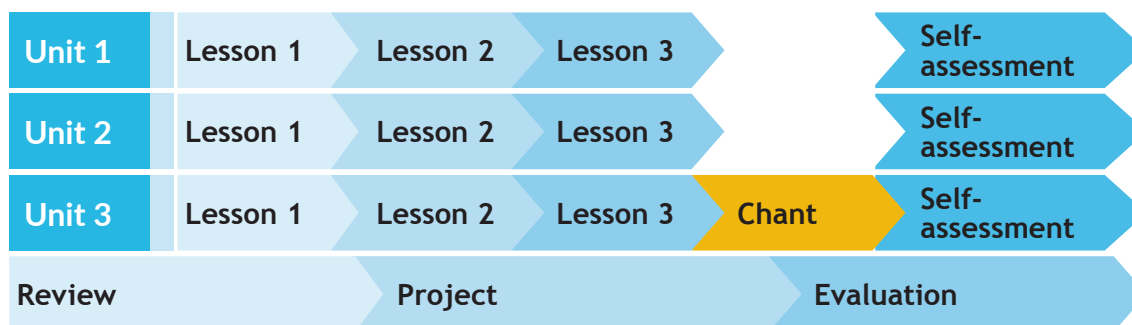
**f. Project:**

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

**g. Evaluation:**

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

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





# Get To Know Your Series

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

## Student's Book

### List of Contents:

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

### Basic Learning Rights (BLRs):

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

### Modules:

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

### Communicative/Gap Activities:

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

### Grammar Charts:

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

### Vocabulary List:

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

### Verb list:

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



## Workbook

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

## Teacher's Guide

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

### Scope & Sequence:

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

### Vocabulary Teaching Tips:

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

### Student's Workbook Answers:

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

### Rubrics:

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

### Projects:

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

### Writing Bank:

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

### Learning Strategies and Study Skills:

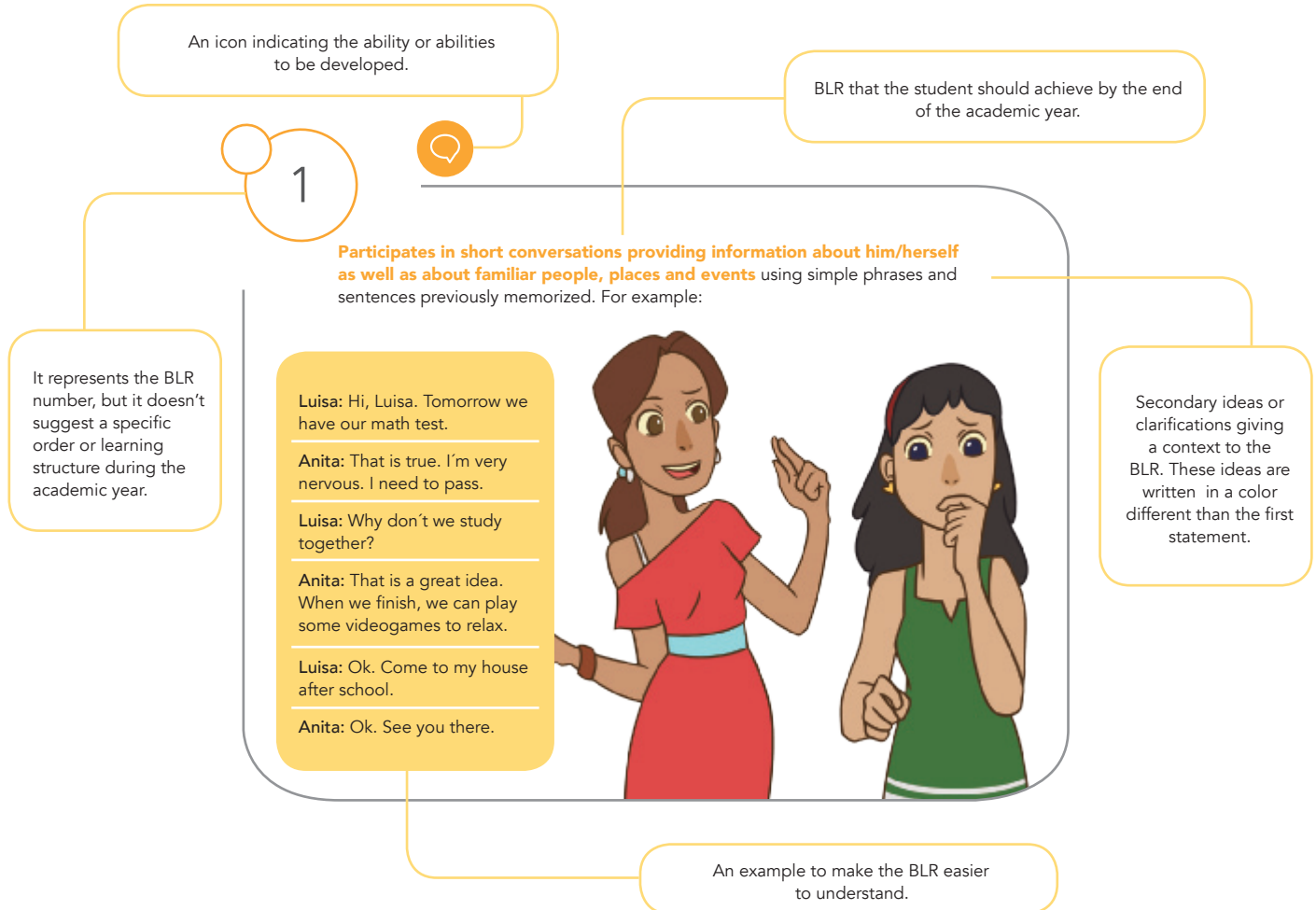
Teachers will find this information very useful when planning lessons and helping students overcome difficulties or improve their language learning performance.

### List of Online Resources:

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

# STRUCTURE AND COMPONENTS OF THE BLR: ENGLISH

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



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



LISTENING



READING



WRITING



MONOLOGUE



CONVERSATION

# BASIC LEARNING RIGHTS ENGLISH

8th Grade

1

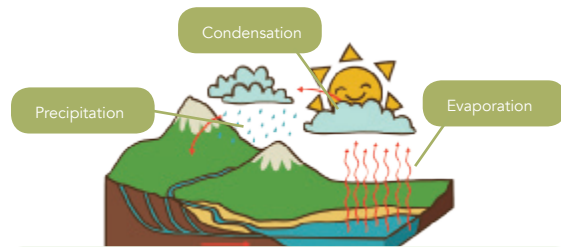
**Requests and provides information about experiences and plans in a clear and brief manner** using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher. For example:

Laura: Did you send the email to your teacher?  
Daniela: No, I didn't. I am going to send it later.  
Laura: Remember that we have until 3:00 p.m.  
Daniela: I know. I will do it.



2

**Explains in written form different familiar situations and facts in a coherent and simple manner.** The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons. For example:



### The Water Cycle

Earth is mostly water. Water is needed for all forms of life. Water can be found in snow, glaciers, lakes, streams, and underground. Water can also be in the form of vapor. The sun heats the water and it evaporates into the atmosphere. When the atmosphere is cold, the vapor becomes clouds and then rain or snow.

3

**Recognizes specific information in short oral and written texts on topics of general interest.** The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming). For example:

### English around the World

People use words to express their ideas, intentions, emotions and information. Currently, the words that people use are often English words. The English language has More than 500.000 words. Most of these words are very unusual: we almost never use them. Some words that English speakers use are taken from different languages. For example:

- Avocado, Barbecue and Totem come from indigenous American language.
- Jungle and Yoga are of Indian origin.
- Kangaroo comes from an aboriginal Australian word.
- Ketchup is Chinese.
- Color is Latin.

Besides, other languages take some words from English too, for instance: Basketball, Tennis, Play Station, Chat, O.K., Bye. Actually, you do not need to travel to USA or UK to learn English because English is Everywhere.

### Reading strategy: Predicting: Key words

How many times do these words occur in the text: English, language (s), word?

### Reading strategy: Predicting: Cognates

Find words in the first paragraph that are similar to Spanish words.

4

**Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.** In these conversations, the student may express opinions in a simple manner using previously studied models. For example:

Santi: Do you think that recycling paper is important?

Camilo: Yes, because recycling paper saves the trees in the forest.

Santi: How do you save the trees?

Camilo: If we recycle paper, we don't need to cut more trees to make more paper.

Santi: I agree with you. I also think recycling paper is very important.



# BASIC LEARNING RIGHTS ENGLISH

8th Grade

5



**Makes recommendations to people in his/her community about what to do, when and how,** based on daily situations in his or her family life, school or local environment. For example:

Tomas: You should organize your free time.  
 Eduardo: Really? How?  
 Tomas: You can make a schedule.  
 Eduardo: Really, is it helpful?  
 Tomas: Yes. I do it and it really helps me to organize my time.  
 Eduardo: Thank you! I will try.  
 Tomas: I think that you really need to do it as soon as possible.  
 Eduardo: Can you help me to do it?  
 Tomas: O.k. Do you want to start right now?  
 Eduardo: It is O.k. I am free!  
 Tomas: First of all, you should know when you are free and what activities you have to do; then, you should plan the activities according to their importance.  
 Eduardo: Oh! That's a good idea! I am going to do a list of my pending activities.



6



**Makes brief presentations on academic topics related to his/her school environment or community** including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher. For example:



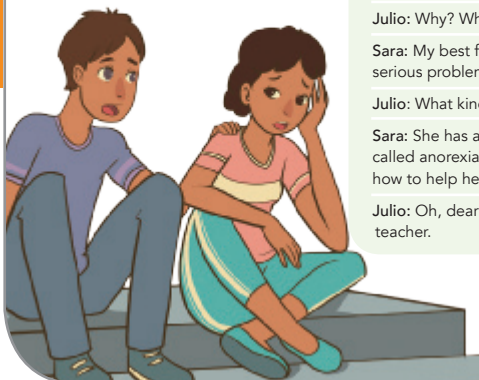
Good morning! My purpose today is to talk about language. Language is the ability to acquire and use the system of communication. There are about 5.000 to 7.000 languages in the world. When we communicate, we can use words, symbols, gestures, movements, or images. It means that language can be verbal (words: spoken or written) and symbolic (images, gestures, movements, symbols). In conclusion, we use language to interact with other people, to express our ideas, feelings and emotions.

7



**Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.** For example:

Sara: I am really sad.  
 Julio: Why? What's up?  
 Sara: My best friend has a serious problem.  
 Julio: What kind of problem?  
 Sara: She has an eating disorder called anorexia and I don't know how to help her.  
 Julio: Oh, dear! Let's talk to our teacher.



8



**Briefly narrates current facts, daily situations or personal experiences orally and in written form.** To do so, the student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/or the teacher. For example:



**My first trip...**

The first time I left my small town was when I went to the capital. We had a school visit to a local newspaper printing plant to understand the process of producing and printing the newspaper. When we finished the activity, we went to a mall. It was exciting for me because I have never been to a mall before. There were some things which surprised me because I have never seen them, such as: the electronic stairs and the elevator. I was afraid first but once I tried them, I really enjoyed it!





BASIC LEARNING  
RIGHTS  
ENGLISH

*8th Grade*

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# LEVEL 8 SCOPE AND SEQUENCE

	Language Functions	Text types	Grammar	Vocabulary
<b>Module 1:</b> <i>Planet Earth</i>				
<b>Unit 1:</b> <i>Human Actions and the Environment</i>	<ul style="list-style-type: none"> <li>Describe human actions and environmental impact</li> <li>Present yourself to a group by describing your interests, concerns, desires and talents</li> <li>Describe changes</li> </ul>	<ul style="list-style-type: none"> <li>feature stories</li> <li>narrative text</li> <li>teenage profiles</li> <li>magazine article</li> <li>descriptive paragraph</li> </ul>	<ul style="list-style-type: none"> <li><i>Would (not) like to ...</i></li> <li>Adjective and preposition combinations</li> <li>Verbs followed by gerunds</li> <li>Past simple</li> </ul>	<ul style="list-style-type: none"> <li>Environment</li> <li>Environmental impact</li> <li>Human actions</li> </ul>
<b>Unit 2:</b> <i>Think Green!</i>	<ul style="list-style-type: none"> <li>Request information about human actions</li> <li>Make suggestions to improve practices</li> <li>Describe how to do something</li> </ul>	<ul style="list-style-type: none"> <li>narrative paragraph</li> <li>questionnaire</li> <li>magazine article</li> <li>interview</li> <li>information leaflet</li> <li>website</li> <li>school newsletter</li> </ul>	<ul style="list-style-type: none"> <li><i>Wh-</i> questions</li> <li>Making suggestions</li> <li>Giving explanations</li> </ul>	<ul style="list-style-type: none"> <li>Negative things for the environment</li> <li>Environmental impact</li> <li>Human actions</li> </ul>
<b>Unit 3:</b> <i>Caring for the Environment</i>	<ul style="list-style-type: none"> <li>Express opinions about human actions</li> <li>Discuss good and bad environmental practices</li> <li>Describe ecological values</li> </ul>	<ul style="list-style-type: none"> <li>news extracts</li> <li>quiz</li> <li>magazine article</li> <li>narrative paragraphs</li> <li>narrative story</li> <li>survey</li> <li>letter</li> </ul>	<ul style="list-style-type: none"> <li>Collocations to express opinion</li> <li>Giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>Eco-values</li> <li>Expressing opinion</li> </ul>

	Language Functions	Text types	Grammar	Vocabulary
<b>Module 2:</b> <i>Health Issues</i>				
<b>Unit 1:</b> <i>What is an Eating Disorder?</i>	<ul style="list-style-type: none"> <li>Describe minor illnesses and give suggestions</li> <li>Describe symptoms of eating disorders and express conditions</li> <li>Describe past experiences</li> <li>Recognize negative health practices</li> </ul>	<ul style="list-style-type: none"> <li>webpage</li> <li>poster</li> <li>conversation</li> <li>questionnaire</li> <li>narrative text</li> <li>informative article</li> <li>descriptive paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Frequency adverbs</li> <li>First conditional</li> </ul>	<ul style="list-style-type: none"> <li>Eating disorders</li> <li>Health problems and remedies</li> </ul>
<b>Unit 2:</b> <i>Healthy Food Choices</i>	<ul style="list-style-type: none"> <li>Ask for and give information about eating habits</li> <li>Make suggestions about eating habits</li> <li>Ask for and give information about the ingredients of a dish</li> <li>Give information about the nutritional value and health benefits of food</li> </ul>	<ul style="list-style-type: none"> <li>nutrition advice</li> <li>survey</li> <li>descriptive paragraph</li> <li>narrative paragraph</li> <li>conversation</li> <li>blog</li> <li>recipe</li> <li>nutrition quiz</li> <li>article</li> <li>interview</li> </ul>	<ul style="list-style-type: none"> <li>Present simple questions</li> <li><i>Wh-</i> questions</li> <li>Imperative</li> </ul>	<ul style="list-style-type: none"> <li>Food</li> <li>Cooking methods</li> <li>Nutrients</li> </ul>
<b>Unit 3:</b> <i>Body and Mind Connection</i>	<ul style="list-style-type: none"> <li>Describe emotions and feelings</li> <li>Express conditions</li> <li>Ask about past experiences</li> <li>Give and ask for suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Wiki webpage</li> <li>online advertisement</li> <li>descriptive paragraphs</li> <li>narrative texts</li> <li>instructions</li> <li>interviews</li> <li>newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>Zero conditional</li> <li>Making suggestions</li> <li>Past simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Describing emotions</li> </ul>

	Language Functions	Text types	Grammar	Vocabulary
<b>Module 3:</b> <i>A Good Citizen</i>				
<b>Unit 1:</b> <i>Solving Problems with Others</i>	<ul style="list-style-type: none"> <li>Give advice</li> <li>Apologize and admit mistakes</li> <li>Talk about duties and rights</li> <li>Talk about cultural characteristics</li> </ul>	<ul style="list-style-type: none"> <li>online forum comments</li> <li>descriptive paragraph</li> <li>informative paragraph</li> <li>article</li> <li>poster</li> </ul>	<ul style="list-style-type: none"> <li>Modals: <i>should/ shouldn't, can, (don't) have to, must/mustn't</i></li> </ul>	<ul style="list-style-type: none"> <li>Positive and negative adjectives to describe personal qualities</li> <li>Vocabulary to describe minority cultures</li> </ul>
<b>Unit 2:</b> <i>What is a Model Citizen?</i>	<ul style="list-style-type: none"> <li>Talk about past/present experiences</li> <li>Express facts and opinions</li> <li>Complain and apologize</li> </ul>	<ul style="list-style-type: none"> <li>article</li> <li>informative paragraph</li> <li>graph</li> <li>survey</li> <li>descriptive paragraph</li> <li>letter</li> <li>interview</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect (positive, negative and question forms + <i>ever</i> and <i>never</i>)</li> <li>Modals: <i>should/ shouldn't, have to, need to, mustn't</i></li> </ul>	<ul style="list-style-type: none"> <li>Verbs related to verbal abuse</li> <li>Verbs related to helping others</li> <li>Expressions to make requests</li> <li>Expressions to apologize</li> </ul>
<b>Unit 3:</b> <i>Making Peace Through Words and Actions</i>	<ul style="list-style-type: none"> <li>Express facts and justify opinions</li> <li>Express conditions and justify points of view</li> <li>Express future plans</li> </ul>	<ul style="list-style-type: none"> <li>headlines</li> <li>descriptive paragraph</li> <li>web articles</li> <li>informative paragraph</li> <li>resolutions list</li> <li>email</li> </ul>	<ul style="list-style-type: none"> <li>First conditional (<i>If</i> + present simple + <i>will</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives describing positive characteristics</li> <li>Adjectives with prefixes describing negative characteristics</li> <li>Nouns with suffixes (values)</li> <li>Vocabulary related to charity, forgiveness and peace-making</li> <li>Expressions to respond to opinions and situations</li> </ul>

	Language Functions	Text types	Grammar	Vocabulary
<b>Module 4:</b> <i>Wise Consumption</i>				
<b>Unit 1:</b> <i>Sensible shopping</i>	<ul style="list-style-type: none"> <li>Describe present and past experiences</li> <li>Express opinions (about shopping practices)</li> <li>Justify points of view (about shopping practices)</li> </ul>	<ul style="list-style-type: none"> <li>web page</li> <li>news article</li> <li>blog</li> <li>questionnaire</li> <li>magazine article</li> <li>narrative text</li> <li>descriptive paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect</li> <li>Present perfect with <i>yet</i> and <i>already</i></li> <li>Present perfect with <i>since</i> and <i>for</i></li> </ul>	<ul style="list-style-type: none"> <li>Positive adverbs</li> <li>Negative adverbs</li> <li>Positive adjectives</li> <li>Gift items</li> <li>Justifying a point of view</li> <li>Giving a contrasting opinion</li> </ul>
<b>Unit 2:</b> <i>Controlling Expenses</i>	<ul style="list-style-type: none"> <li>Describe present and past experiences</li> <li>Justify points of view</li> <li>Propose or present a solution</li> </ul>	<ul style="list-style-type: none"> <li>email</li> <li>advertisement</li> <li>report</li> <li>survey</li> <li>descriptive paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect continuous</li> <li>Expressions to justify actions, decisions and opinions: <i>although, because, instead of (-ing)</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to shopping habits, vacations and travelling</li> </ul>
<b>Unit 3:</b> <i>Extreme Consumption</i>	<ul style="list-style-type: none"> <li>Talk about possibilities</li> <li>Express conditions</li> <li>Talk about the future</li> <li>Ask and answer questions on sports, technology and fashion</li> </ul>	<ul style="list-style-type: none"> <li>email</li> <li>advertisements</li> <li>questionnaire</li> <li>article</li> <li>letter</li> <li>posts to a forum</li> <li>survey</li> <li>descriptive paragraphs</li> <li>narrative text</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs to express degrees of certainty (<i>could, may, might</i>) and deduction (<i>must</i>)</li> <li><i>play</i> and <i>go</i>: <i>play football, go swimming, etc.</i></li> <li>Second conditional (<i>If</i> + Past simple + <i>could, might, would</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to shopping practices, vacations and trips</li> <li>Vocabulary related to information and communication technology devices: <i>smartphone, laptop, download, etc.</i></li> </ul>

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# MODULE 1

Sustainability

## Planet Earth



### Unit »1

#### Human Actions and the Environment

##### Language Functions

- Describe human actions and environmental impact
- Present yourself to a group by describing your interests, concerns, desires and talents
- Describe changes

##### Text Types:

- feature stories
- narrative text
- teenage profiles
- magazine article
- descriptive paragraph

### Unit »2

#### Think Green!

##### Language Functions

- Request information about human actions
- Make suggestions to improve practices
- Describe how to do something

##### Text Types:

- narrative paragraph
- questionnaire
- magazine article
- interview
- information leaflet
- website
- school newsletter

### Unit »3

#### Caring for the Environment

##### Language Functions

- Express opinions about human actions
- Discuss good and bad environmental practices
- Describe ecological values

##### Text Types:

- news extracts
- quiz
- magazine article
- narrative paragraphs
- narrative story
- survey
- letter

# Module 1 Presentation



- Remind students that this book is divided into four modules and that this is the first module of the book. It deals with the topic of sustainability.
- Ask students what they understand by the word *sustainability*. Students should reflect on whether they think the society they live in is sustainable or not. Encourage them to give reasons for their answers. Allow them to express their ideas in L2 when needed, offering translations so they start to become familiar with the topic and vocabulary.
- Read the module's title, *Planet Earth*, and discuss how human actions affect our planet, both positively and negatively. Write students' ideas on the board, helping with vocabulary when needed.
- Point out that in order to make changes in society, first we need to take a look at our own personal actions.



- Remind students that language functions help us to communicate more effectively. Most of what we say is for a specific purpose: whether we apologize, ask for permission or simply express ourselves, we use language functions to help convey these messages.
- Go over the specific language functions and text types of the three units.

## Unit 1 Human Actions and the Environment

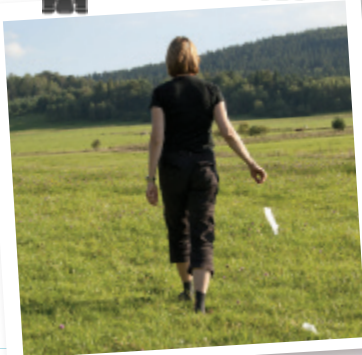
- As a group, read the language functions students will learn in this unit.
- Discuss the meaning of new vocabulary like *affect, environment, concerns, desires, talents*.

## Unit 2 Think Green!

- Discuss the language functions listed in this unit and elicit definitions of new vocabulary such as *request, improve, questionnaire*.

## Unit 3 Caring for the Environment!

- Read the language functions and text types and clarify words students do not understand, e.g. *environmental, practices, values, news extracts*, etc



### Explore Your Knowledge

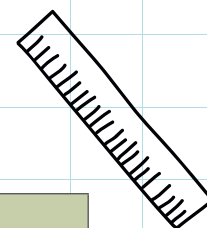
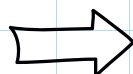
Look at the pictures and answer ...

- Do you recognize the photos?
- Which things are good for the environment and which are bad?
- Which of the good things do you do?
- Which of the bad things do you do or contribute to?
- How can you do more to help the environment?



### Project: An Eco-newsletter

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



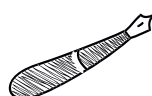
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Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> <li>1. Facts about Colombia's eco-concerns (Lesson 3, exercises 5-7)</li> <li>2. Poster of environmental problem research (Lesson 3, exercise 9b)</li> </ol>	<ol style="list-style-type: none"> <li>3. Eco-friendly advice for travellers (Lesson 2, exercise 6)</li> <li>4. Information leaflet with suggestions for a school recycling programme (Lesson 3, exercise 3)</li> <li>5. Eco-promise (Lesson 3, exercise 4)</li> <li>6. News articles about the school eco-footprint (Lesson 3, exercise 9)</li> </ol>	<ol style="list-style-type: none"> <li>7. Photos and facts about problems in the oceans (Lesson 3, exercise 1)</li> <li>8. Article on the Magdalena River (Lesson 3, exercise 5)</li> <li>9. A petition letter (Lesson 3, exercise 8)</li> </ol>



Chant

Respect the earth





# Module 1 Presentation



## Explore Your Knowledge

- Ask students to consider which of the photos are good for the environment and which are bad. Encourage them to give reasons for their answers.
- Once students have divided the list into 'good' and 'bad', they should reflect on how they contribute to some of the bad things. For example, when we use energy to turn on our lights or when we put water in a plastic bottle we are contributing to mining and pollution.
- The last question makes students reflect on change. Remind them that the first step in changing a society is to examine our own actions and start by changing ourselves. Education is extremely important when trying to bring about change.
- Remind students that they need to perform a final project for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



## Project

- Explain that in module 1 students will be preparing an eco-newsletter. To help with this, in unit 1, they will learn facts about Colombia's eco-concerns and create a poster to present an environmental problem they have researched. In unit 2, students will work on eco-friendly advice for travellers, a leaflet about recycling, an eco-promise for other students in the school and articles about the school's eco-footprint. Finally, in unit 3, students will research problems in the oceans and the Magdalena River and write a petition letter. Go through the chart with students, answering any questions.
- Finally, read the title of this module's chant *Respect the Earth* and ask students what they understand and how they can relate the content of the units with the title of the chant.


# Unit »1

## Human Actions and the Environment

### » Objectives

- » I can describe human actions that affect the environment.
- » I can present myself: my interests, concerns, desires and talents.
- » I can describe changes between the past and the present.

## In Context » Environmental Concerns

1.  **Read »** Match the photos of environmental problems with expressions from the Word Bank.

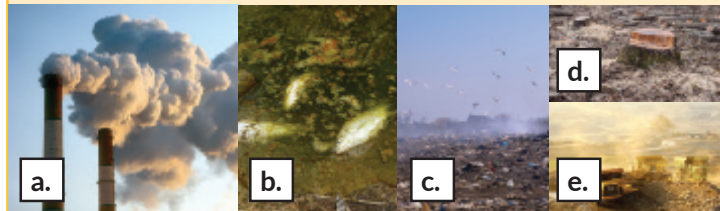
### Word Bank

soil pollution      water pollution  
 illegal mining      air pollution  
 deforestation

### Eco life

Subscribe to our newsletter

I'm concerned about ...



2.  **Speak »**

- a. Complete the human actions with expressions from the Word Bank.
- b. Discuss your environmental concerns with a partner. What human actions in exercise 2 are associated with the environmental problems in exercise 1?

### Word Bank

dump waste  
 produce fumes  
 extract metals and minerals  
 cut down trees  
 use pesticides



I am, too. People **cut down too many trees.**

I'm concerned about deforestation.

# Unit » 1 Environmental Concerns!

## Unit Objectives

Basic standards of competences	Demonstrate an understanding of short, clear messages about environmental problems.
Vocabulary	Environment; Environmental impact; Human actions
Grammar	Would (not) like to ... ; Adjective and preposition combinations; Verbs followed by gerunds; Past simple

### 1. Read » (15 minutes)

- Write the title 'Environmental Concerns' on the board. Students look at the photos. Ask: *What problems are these?*
- Check students understand the Word Bank expressions. Students repeat. Monitor their pronunciation.
- Students match the expressions with the photos and compare in pairs.

#### Answer Key

- air pollution
- water pollution
- soil pollution
- deforestation
- illegal mining

#### Extra Activity (10 minutes)

Once students have matched the photos and expressions from the word bank, ask them to work in groups and rank the problems from 1 (bad) to 5 (worst). This will probably be a subjective discussion as there are no right answers. Specifically, students could consider which problems are worst for Colombia.

### 2. Speak » (20 minutes)

- Students look at the pictures and describe what they see. Ask: *What human actions can you see? How do they affect the environment?*
- Check students understand the Word Bank expressions. Encourage them to use cognates and the pictures to work out meaning.
- Students match and create complete sentences. Check answers.


#### Answer Key

- People cut down trees.
- Farmers use pesticides.
- Cars and industries produce fumes.
- Factories dump waste.
- Mining companies extract metals and minerals.

- For part b, focus attention on the expression *I'm concerned about...* and give two or three examples. Use an appropriate tone of voice to show concern. Students agree or disagree with your statements.

- Write on the board:  
*'I'm concerned about*  
\_\_\_\_\_. (noun)  
**Agree: I am, too.**  
**Disagree: I'm not.**
- Individual students express their concerns and the rest of the class respond. Encourage students to use an appropriate tone of voice and additional information to support their concern, as in the model.

# module 1 // Unit 1


- 1 3.  Listen » Read and listen to three stories about teenagers getting involved in their communities. Complete the text with environmental concerns from exercise 1.



I'm Carlos. I live in Nóvita, Chocó. It's near the River Támana. My friends and I **love living** in the rainforest with all its plants and animals. **We're concerned about** illegal <sup>a</sup> \_\_\_\_\_. This activity **pollutes** rivers and streams, **erodes** land, and **affects** our health.

I'm Diego from Ciénaga. I'm the son of a fisherman and I live near the lagoon. **I'm worried about** fish. They are dying because the level of oxygen is low. There is too much water <sup>b</sup> \_\_\_\_\_.

I'm Luisa. I live in Arcabuco, Boyacá. I **enjoy walking** in these beautiful mountains. **I'm concerned about** <sup>c</sup> \_\_\_\_\_. A lot of people cut down trees for agriculture and cattle farming. It affects ecosystems and biodiversity.

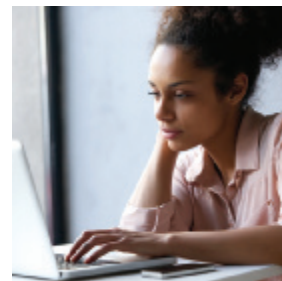
- 2 4.  Listen » Label the photos with the expressions in the box. Then listen and match the photos with the conversations.

organize and sign a petition

go on a demonstration

create an environmental newsletter

volunteer to plant trees



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

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

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

d. \_\_\_\_\_

3.  Listen »

(25 minutes) (track 1)

- Read the rubric. Students look at the photos and read the first line of each paragraph to make predictions about the text. Ask: *What kind of text is this?* (a section of a magazine for readers to express personal concerns); *What is the purpose?* (to describe a problem they are concerned about).
- Students complete the text. Play the audio to check their answers. Remind students to focus on the vocabulary in red.

**Answer Key**

- a. mining
- b. pollution
- c. deforestation

- Write comprehension questions on the board: *Where does Carlos/Luisa/Diego live? What activity is s/he concerned about? What is the consequence of the activity?*
- Students re-read the text to answer.
- Personalize. Ask: *What is the biggest environmental concern where you live?* If students don't know, they can find out for homework and report back.

**Audio Script**

1

**Carlos:** I'm Carlos. I live in Nóvita, Chocó. It's near the River Támara. My friends and I love living in the rainforest with all its plants and animals. We're concerned about illegal mining. This activity pollutes rivers and streams, erodes land, and affects our health.

**Diego:** I'm Diego from Ciénaga. I'm the son of a fisherman and I live near the lagoon. I'm worried about fish. They are dying because the level of oxygen is low. There is too much water pollution.

**Luisa:** I'm Luisa. I live in Arcabuco, Boyacá. I enjoy walking in these beautiful mountains. I'm concerned about deforestation. A lot of people cut down trees for agriculture and cattle farming. It affects ecosystems and biodiversity.

4.  Listen »

(20 minutes) (track 2)

- Students look at the photos. Ask: *What are these people doing? Why are they doing those things?*
- Check students understand the expressions. Students repeat. Monitor their pronunciation.
- Students label the photos and share answers in pairs.
- Play the audio as many times as necessary. Check answers as a class.

**Answer Key**

- a. go on a demonstration
  - b. volunteer to plant trees
  - c. organize and sign a petition
  - d. create an environmental newsletter
- Conversation 1 – c, Conversation 2 – b, Conversation 3 – d, Conversation 4 – a

**Audio Script**

2

**Conversation 1**

**Juan:** We have to do something.

**David:** About what?

**Juan:** About illegal mining. Those people are not interested in the conservation of natural resources. They just want to extract gold and other metals. They use substances that are very dangerous for our health.

**David:** In school some people are organizing a petition to stop illegal mining.

**Juan:** I'll sign it!

**Conversation 2**

**Luisa:** Did you read about the things we can do to conserve the forest?

**Julián:** Yes, I did! I heard there's a new eco-group that is looking for volunteers. They want people to work together and plant trees. I'd like to volunteer. Would you like to help?

**Luisa:** Yes, it sounds good! I enjoy planting trees.

**Conversation 3**

**Paula:** I hate seeing all those tyres that people dump in my neighbourhood. It's depressing. I would like to teach people how to recycle the tyres.

**Mauro:** Well, why don't we volunteer to create a newsletter and distribute it using social media?


**Paula:** Great idea! I'll take some photos.

**Conversation 4**

**Teacher:** Good morning, everyone.

**Student:** Sir, did you hear that the lake is polluted? So now we can't swim anymore? We need to do something!


**Teacher:** Yes, I know. There's a demonstration on Saturday outside the city hall. It's to stop factories dumping waste into the lake. We want to support this cause. If you would like to, you can come with me. But ask your parents first!

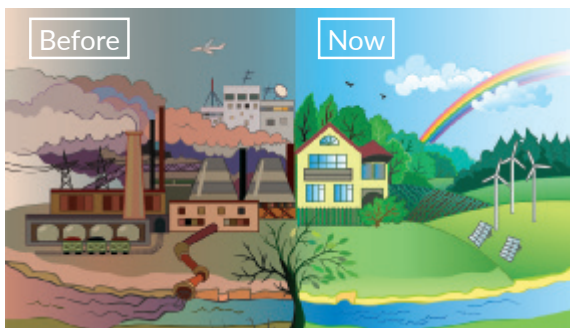
5.  **Speak »** Work with a partner. Discuss the things you **would like to do** and the things you **would not like to do**.

- a. rescue abandoned animals
- b. pick up rubbish in a public place
- c. organize a petition
- d. participate in a demonstration
- e. volunteer at a community garden
- f. design a website.

I **would like to** rescue abandoned animals.

I **wouldn't like to pick up** rubbish, but I **would like to** organize a petition.

6.  **Speak »** Look at the pictures and find four differences.



**Before**, the air **was** polluted, but **now** the air **is** pure.

**Now** there **are** a lot of trees. **Before**, there **were** no trees.

7.  **Read »** Complete the text with the correct form of the verbs in brackets.


### A Story of Change

La Paz School is a rural school in the mountains of Central Colombia. A few years ago, teachers and students <sup>a</sup>\_\_\_\_\_ (decide) to do something about the environmental problems they had. Deforestation and bad management of waste <sup>b</sup>\_\_\_\_\_ (be) their main concerns. As a result, they <sup>c</sup>\_\_\_\_\_ (create) an environmental group to look for solutions.

**First**, they <sup>d</sup>\_\_\_\_\_ (research) information about the people, their businesses and the impact of their actions. Then, they <sup>e</sup>\_\_\_\_\_ (organize) a campaign to protect the rivers in their town. They <sup>f</sup>\_\_\_\_\_ (talk) to the local authorities about prohibiting the industries from

dumping waste. They <sup>g</sup>\_\_\_\_\_ (start) teaching people about recycling methods and the whole town <sup>h</sup>\_\_\_\_\_ (sign) a petition to stop the destruction of their forests. They <sup>i</sup>\_\_\_\_\_ (plant) more than 2,000 trees near the river.

**Now** people in our town <sup>j</sup>\_\_\_\_\_ (be) happy with the results. Liliana, a 15-year-old student at La Paz School, said: 'Now we <sup>k</sup>\_\_\_\_\_ (have) lots of trees around our houses and parks; the rivers are clean; and we understand that when people work together to support a cause, the little things that everyone <sup>l</sup>\_\_\_\_\_ (do) can create big changes.'

8.  **Write »** In groups, create a mind map to show how some human actions affect the environment negatively in your community or school. Then choose one problem to investigate and write notes about.

### Study Tip

Create a diagram to show the relationship between ideas.

5.  **Speak »**

(10 minutes)

- Write on the board: *Human initiatives to protect the environment.*
- Check students understand the vocabulary in a–f and model the dialogue with one student.
- Students work in pairs and share ideas, then report back to the whole class.

**Grammar Box**

*Would like* is used to give information about wishes and desires. Write on the board:

<i>Informal</i>	<i>Less informal</i>
-----------------	----------------------

<i>I want to ...</i>	<i>I would like to ...</i>
----------------------	----------------------------

Focus attention on the affirmative and negative forms.

*I would like to volunteer to plant trees. (affirmative)*

*I wouldn't like to pick up rubbish. (negative)*

**Extra Activity (15 minutes)**

Put students in groups to play Charades with the vocabulary in exercise 5. For each group, write the activities on pieces of paper and put them in a bag. Each student takes a piece of paper and acts out the activity in turn. The other students guess the activity. Set a time limit.

6.  **Speak »**

(15 minutes)

- Read the rubric. Students look at the picture and read the example.
- Focus attention on the words *Before* and *Now*.
- Students discuss the differences in pairs.
- Whole-class feedback. Remind students that the past simple ending of regular verbs is *-ed*. Help with any difficulties in using the past simple forms of *to be*. Make sure students understand that *was* and *were* correspond to *is* and *are*.

**Answer Key**

**Before:** The air was polluted. There were no trees; There were factories. Factories dumped their waste in the river. **Now:** The air is pure. There are a lot of trees. There are no factories. The water is clean.

7.  **Read »**

(15 minutes)

- Students predict the content of the text using the title and information in exercises 3–6.
- Students read and complete the text with the correct verb forms. Remind them to use the time expressions to decide on the correct form of the verb.
- Ask for volunteers to read each of the paragraphs.

**Answer Key**

- |               |            |
|---------------|------------|
| a. decided    | g. started |
| b. were       | h. signed  |
| c. created    | i. planted |
| d. researched | j. are     |
| e. organized  | k. have    |
| f. talked     | l. does    |

8.  **Write »**

(15 minutes)

- Lead a discussion on how human actions can be positive or negative. Students can provide examples using the previous reading.
- Remind students they should select a concern to investigate. Outcome: mind map and decision.

**Study Tip**

Students organize their ideas in a mind map. Each student decides on a problem and explains his or her concern in their group.




**Extra Activity (15 minutes)**

Invite students to create a mind map with vocabulary from the unit as a learning strategy. Have them create different categories to group together the new words they have learned in the unit.

## Expanding Knowledge » Working for a Cause!

### 1. Read »

Three friends are creating an online eco-newsletter. Complete the profiles with the correct form of the verb in brackets. Then match each profile with an occupation.

<p><b>Juana</b> is good at <sup>a.</sup> _____ (read and write). She enjoys <sup>b.</sup> _____ (talk) to people. She's interested in <sup>c.</sup> _____ (protect) the rivers and lagoons in her area. She would like <sup>d.</sup> _____ (do) research into the levels of pollution.</p>		 <p>1. Designer or photographer</p>
<p><b>Mateo</b> loves <sup>e.</sup> _____ (take) photos. He also likes <sup>f.</sup> _____ (design and draw) pictures of animals and flowers. He's good at <sup>g.</sup> _____ (use) software and applications. He would like <sup>h.</sup> _____ (travel) to remote villages to learn about other people.</p>		 <p>2. Editor/ writer</p>
<p><b>Carlos</b> enjoys <sup>i.</sup> _____ (read) books. He's very good at <sup>j.</sup> _____ (spell) words and <sup>k.</sup> _____ (correct) mistakes. He has written some articles for the school newspaper and has helped many classmates with their essays. He would like <sup>l.</sup> _____ (work) with indigenous communities.</p>		 <p>3. Journalist</p>

### 2. Pronunciation»

3

a. Notice the different pronunciations of *-ed*. Listen and repeat.

I'm concerned about deforestation.  
/d/

I'm interested in planting trees in the school yard.  
/əd/

b. In natural speech, final consonants are linked to the next vowel sound. Listen and repeat.

I'm concerned about illegal mining.

↓ ↓  
/aimkənsərndəbawtɪli:gəlmajniŋ/

I'm interested in planting trees in the school.

↓ ↓  
/aimɪnrəstədɪnplæntɪŋtri:zəndəskul/



1.  **Read »**

(25 minutes)

- Students look at the photos. Talk about the different tasks or jobs involved in the creation of a magazine. Model the pronunciation of the jobs and ask students to describe them.
- Read the rubric. Make clear that the first verb (e.g. *be good at, enjoy, be interested in*) determines the use of the gerund (-ing form) or infinitive with *to*.
- Go over the first two verbs with the students. Students complete the exercise and match each photo with the correct profile alone. They then compare answers in pairs.

**Answer Key**

- a. reading and writing
  - b. talking
  - c. protecting
  - d. to do
  - e. taking
  - f. designing and drawing
  - g. using
  - h. to travel
  - i. reading
  - j. spelling k. correcting
  - l. to work.
- Matching:*  
 Juana – journalist;  
 Mateo – designer or  
 photographer;  
 Carlos – editor or writer.

2. **Pronunciation »**

(15 minutes) **(track 3)**


- Write on the board: /d/ and /əd/. Ask students the difference between these sounds.
- Play the audio. Students repeat. Monitor their pronunciation. Students identify which sound is an additional syllable /əd/ and which is only a single sound /d/.

**Audio Script**


**Narrator:** I'm concerned about deforestation.  
 I'm interested in planting trees in the school yard.  
 I'm concerned about illegal mining.  
 I'm interested in planting trees in the school.


**3**

- In part b, students practise linking the final consonants with the following vowel sound. This helps them sound more natural and fluent.

3.  **Speak »** Complete the outline with personal information.

- a. Work with a partner and introduce yourselves to each other.      b. Listen to your partner. Suggest a role for your partner on the eco-newsletter.

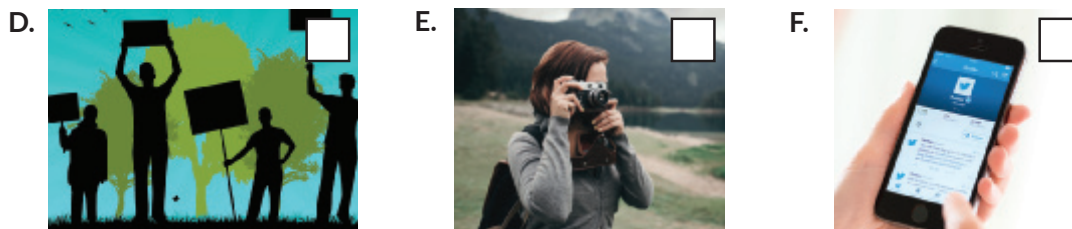
<p><b>PERSONAL PROFILE</b> Name: _____ Age: _____</p>	<p><b>Likes</b> I like ...</p>	<p><b>Concerns</b> I'm concerned about ...</p>
<p>I live in ...</p>		<p><b>Interests</b> I'm interested in ...</p>
<p><b>Skills and Talents</b> I'm good at ...</p>		<p><b>Dreams</b> I would like to ...</p>

4.  **Listen »** Listen to an interview about an environmental problem.

- a. Listen to part 1. Select the photo that illustrates the environmental problem.



- b. Listen to part 2. Put the photos in the correct order. Then write a sentence describing each photo.



First, they ... Then, they ... Finally, they ...

- c. What did Luisa learn from the experience?  
Discuss with a partner.

I think she learned that ...

**21st Century Skills**  
• Collaborating

*Why is it important to work together?  
What have you learned from the times  
when you have worked with others?*

3.  **Speak »**

(20 minutes)

- Remind students about their project and their role in the eco-newsletter. Students complete the profile chart, and prepare an introduction of themselves.
- Students work in groups of 5 or 6 and present their information using the chart.
- Remind students about linking sounds, the target expressions (*I live in ...*, *I like ...*, etc.) and verb combinations (verb + gerund or infinitive).
- As project preparation, students are assigned roles according to their profiles.
- Students use the evaluation chart to assess their partners and suggest roles.

**Extra Activity (20 minutes)**

Students create a PowerPoint presentation or poster to introduce the presentation of each member of the magazine team. Provide students with expressions to construct and organize their presentations. Write on the board: *I'm going to introduce myself, I would like to start by talking about my talents / my interests, etc.*

- Evaluate your partner's presentation by asking the following questions:

Does s/he make eye contact?  
Does s/he speak fluently?  
Does s/he use the correct expressions?  
What kind of magazine job s/he is good at?

4.  **Listen »**

(30 minutes) **(track 4)**

- Students look at the photos and describe them, e.g. *In photo A, the problem is \_\_\_\_\_.*
- Play the audio for part 1. Students select the photo that matches the topic of the conversation.

**Audio Script**

**Part 1**

**Interviewer:** Luisa, thanks for being with us today.

**Luisa:** Thank you for having me.

**Interviewer:** Tell us about your eco-project and how you decided to get involved to help your community with this problem.

**Luisa:** Well, I study at a rural school. My friends and I used to go to a beautiful forest up the hill in our lunch break, or after school. It was an area that was protected because there were a lot of different species of animals living there. One day, some people came with machines to cut down some trees. Immediately, a group of students got together and we decided to investigate who the people were, and why they were cutting down the trees.

**Answer Key**

**B**

- Students describe each photo.
- Read the rubric. Play the audio for part 2. Students identify the correct sequence of events.
- Play the audio again if necessary. Students write a sentence for each photo, using the sequencing adverbs *First, Then, Finally*.

**Audio Script**

**Part 2**

**Interviewer:** So what did you do?

**Luisa:** Well, first we took photos ... and some video ... and we went to talk to the local authorities. But they didn't want to see us. So, we decided to use social media to tell the people in our community what was happening. A lot of people joined us and finally, they supported our cause and went with us on a demonstration to the city hall. Finally, the mayor listened to us, and they stopped the men cutting the trees. They were doing it illegally. From that moment, we realized that we could use our talents and interests to make a difference and bring about a positive change. When we work together, we get results.

**Answer Key**

**D. 3 E. 1 F. 2**

- In pairs, students discuss the question.
- Provide more models for students to express their ideas about the reading. Write on the board: *Do you know any similar stories? What was the problem? What did people do?*

**21<sup>st</sup> Century Skills  
Collaborating**

Invite a volunteer to read the questions. As a class, make a list of benefits when people work together with a common purpose. Provide a model: *It's easier to do things when we work together.*

# module 1 // Unit 1

## 5. Read » Read the text from an eco-magazine. Put the sentences (1–3) in the correct place (A, B, or C) in the text.

1. According to the WWF (the Worldwide Fund for Nature), human activity has destroyed 50% of the world's forests.
2. Our lifestyle is responsible for most environmental problems.
3. In an ecosystem, everything has a specific role to play: if something does not work, it will create imbalance in other parts of the ecosystem.

### The Interconnectedness of Life

Everything is connected. There is a **symbiotic** relationship between all living things. One good example of this relationship is **ecosystems**. These are communities of living organisms that share the benefits of their habitat. They get air, water, and food. **(A)** ...

Our planet is an ecosystem, made up of many other small ecosystems. But human actions have transformed the Earth. Too much **CO<sub>2</sub>** in the atmosphere is changing the climate of the planet. This change creates other conditions that affect ecosystems.

**(B)** ... We create pollution. We build roads, kill animals, cut down trees, pollute the soil, air and water, and consume resources without thinking of the effects. Forests are necessary to purify the air. Trees absorb **CO<sub>2</sub>** and release oxygen. They also maintain the water cycle by releasing water vapour into the atmosphere. The forests are the **habitat** of many organisms and animals. They provide food and water. Clearly, **deforestation** is our biggest problem. **(C)** ...

A healthy ecosystem allows many different species to live together. This is **biodiversity**, and it is **sustainable** when it is capable of providing the necessary conditions for all species to live and reproduce.

## 6. Write » Match the definitions with the words in bold in the article in exercise 5.

1. The natural environment where species live.
2. Connected and interdependent.
3. Cutting down large numbers of trees.
4. Communities of living organisms sharing mutual needs and benefits.
5. Capable of supporting itself.
6. A variety of different species living in the same space.
7. A gas that is present in the atmosphere.

15

## 7. Speak » Read the article in exercise 5 again. Discuss the questions with a partner.

- a. What are some characteristics of ecosystems?
- b. According to the article, what happens when something does not work in an ecosystem?

When people cut down trees, animals lose their habitat.  
When people pollute rivers, ...

5.  **Read »**

(25 minutes)

- Write the title of the text on the board. Explain the idea of interconnectedness, i.e. that there is a relationship between human actions and their effects on the environment. Provide some model sentences: *There is a connection between ... and ... / A is connected to B because ...*
- Read the rubric. Explain that sentences 1, 2, 3, were removed from the text. Students read the sentences and decide where in the text they should go.

**Answer Key**

A. 3      B. 2      C. 1

6.  **Write »**

(10 minutes)

- Focus attention on the words in bold in the text. Students read the definitions and match them with the words in the text.
- Remind students to use the context to understand the clues and ideas.

**Answer Key**

- |                  |                    |
|------------------|--------------------|
| 1. habitat       | 5. sustainable     |
| 2. symbiotic     | 6. biodiversity    |
| 3. deforestation | 7. CO <sub>2</sub> |
| 4. ecosystem     |                    |

7.  **Speak »**


(15 minutes)

- Students read the questions and re-read the text.
- Provide a model for students' answers, e.g. *When industries pollute water, animals die.*
- Set a time limit. Groups describe as many consequences as they can.

**Extra Activity (10 minutes)**

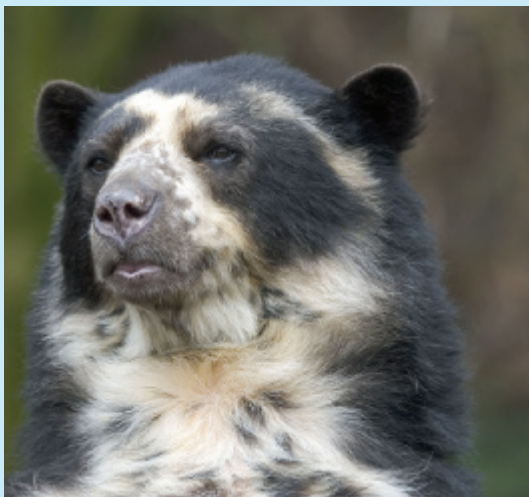
Invite students to make a quick drawing to illustrate the idea of interconnectedness and human actions. Set a time limit. Encourage students to explain their pictures.

## Preparing Your Task » Regional Environmental Problems

1.  **Speak »** Play the game with a partner. The aim is to cross the board from start to finish. Your teacher will give you instructions.



2.  **Read »** Read the story about Silvio the Spectacled Bear. Find six mistakes and correct them.



### Bear Cries Over Lost Habitat

Silvio the bear loved live in the forest by the river. He enjoyed walking around the forest. One day Silvio went to a different part of the river to drink water and eat fruit from the trees. When he came back to his place in the forest, he saw something terrible. People had cut in his favourite trees. Silvio sat by the river and cried.

Now Silvio would like find another place to live, but he's not interested of living near humans because they destroyed its habitat.

1.  **Speak »**

(20 minutes)

- Students practise previously learned vocabulary by following any route across the board.
- For each group of three, you need a token for each student and a coin.
- Each student takes a token and tosses the coin to advance two squares (heads) or one square (tails).
- When they land on a square, they identify the human action and decide if its effect on the environment is positive or negative.
- Write examples on the board.

**Questions**

*What is the human action? Is it positive or negative? What are the effects?*

**Answers**

*The action is deforestation. It's negative because people cut down trees.*

*The action is networking. It's positive because you can use social networks to support a cause.*

2.  **Read »**

(15 minutes)

- Read the rubric. Students share any information about spectacled bears (e.g. *They're endangered because they have lost their habitat.*)
- Students identify the mistakes and compare answers.

**Answer Key**


Silvio the bear loved *living* in the forest by the river.

He enjoyed *walking* around the forest.

People had cut *down* his favourite trees.

Now Silvio would like to find another place to live, but he's not interested in living because they destroyed *his* habitat.


# module 1 // Unit 1

3.  **Speak »** Work with a partner. Think of a story about an environmental problem. Take turns to ask and answer questions.

**Student A** – Ask your partner the questions. **Student B** – Answer your partner's questions.

- What is the story about?
- What happened at the beginning?
- What happened at the end?

It's about a family. They travelled to a beach, but it was closed because a factory dumped waste in the lake and polluted the water. They went home and organized an online petition.

4.  **Write »** Label the photos with the words and expressions in the Word Bank.


### Word Bank

- open mine
- fossil fuels
- pesticides
- deforestation



5.  **Listen »** Decide if the sentences are true (T) or false (F). Then listen and check.

	T	F
a. Coal is the second largest export of Colombia.		
b. The biggest environmental problem in Colombia is soil pollution.		
c. In Colombia pesticides are not used very much.		
d. El Cerrejón is the second biggest open mine in the world.		
e. The world still depends on fossil fuels like coal, oil and gas to produce energy.		

5.  **Listen »** Listen again and complete the notes with the correct numbers.

The production of coal has increased by <sup>1</sup>. \_\_\_\_\_ %.

<sup>2</sup>. \_\_\_\_\_ % of the total illegal mining happens in Antioquia and Chocó.

Colombia lost <sup>3</sup>. \_\_\_\_\_ km<sup>2</sup> of forest last year.

According to the Minister of Mines, illegal mining of some minerals in Guainía and Guaviare destroyed <sup>4</sup>. \_\_\_\_\_ km<sup>2</sup> of a protected nature reserve in <sup>5</sup>. \_\_\_\_\_ months.

According to the World Bank, Colombia increased the use of pesticides by <sup>6</sup>. \_\_\_\_\_ % in the last 20 years.




3.  **Speak »**  
(20 minutes)

- Read the rubric.
- Students work in pairs. Student A creates a story using one of the pictures in exercise 2. Student B asks questions based on the picture. They then change roles.
- Remind students to use the past tense and the correct verb + gerund or infinitive combinations.

**Extra Activity (20 minutes)**


Each student writes their story. In pairs, students exchange stories and practise peer correction. Provide a writing checklist for students to evaluate their partner's work. This can include spelling, grammar, text organization, development of ideas, etc. You can add simple criteria for them to keep in mind such as *very good* (only one or two mistakes), *quite good* (a few mistakes but well-organized and interesting to read), and *needs more work* (a lot of mistakes and badly organized / not interesting).

4.  **Write »**  
(15 minutes)

- Write the title on the board.
- Explain that they will read important information about Colombia's environmental problems.
- Check students understand the words/expressions in the Word Bank. Students repeat. Monitor their pronunciation.
- Students label the photos.

**Answer Key**

- a. open mine
- b. fossil fuels
- c. pesticides
- d. deforestation

5.  **Listen »**  
(20 minutes) (track 5)

- Students read the quiz. Check they understand all the vocabulary.
- Students take the quiz and mark statements T or F.
- Play the audio. Students check their answers.
- Students provide the correct answers for the false statements.

**Audio Script**

5

According to the United Nations, the biggest environmental problem in Colombia is deforestation. Colombia loses 3,000 square kilometres of forest every year. We are cutting down the forests because agriculture demands a lot of land. This destroys ecosystems, and pollutes the soil with excessive use of fertilizers and pesticides. Did you know that, according to the World Bank, Colombia increased the use of pesticides by 360% in the last 20 years? Farmers in regions like Boyacá or Cundinamarca use very dangerous pesticides.

Another reason for deforestation is mining. Mining is a very important industry because the world still depends on fossil fuels like coal, oil and gas to produce energy. Did you know that only 20 years ago, the biggest exports from Colombia were agricultural products? Now, coal is the second largest export. Since the year 2000, the production of coal has increased by 85%. Illegal mining brings more serious environmental problems than agriculture. It destroys all the vegetation, causing erosion and water pollution. For example, the coal mine El Cerrejón is the second biggest open mine in the world. This mine pollutes the soil, the rivers around the mine and even the beaches and the ocean.


Illegal mining is even worse because there is no government control. According to the Ministry of Mines and Energy, 50% of the mining in Colombia is illegal. Did you know that 80% of that illegal mining for gold is happening in Chocó and Antioquia?

It is also happening very fast in Guainía and Guaviare. For example, illegal mining of a mineral called Coltan destroyed five square kilometres of a nature reserve in three months. There is great demand for this mineral for the production of electronics like mobile phone batteries. When people extract metals and minerals, they use many toxic substances like mercury and arsenic. These substances escape from the mines and get into the water.

So, illegal mining and bad practices in agriculture have catastrophic effects for the air, the soil, the water and also for our health. The question we need to ask ourselves is: how are we going to find solutions?

**Answer Key**

- a. T b. F The biggest environmental problem is deforestation. c. F Colombia increased the use of pesticides in the last 20 years. d. T e. T

6.  **Listen »**  
(15 minutes) (track 5)

- Play the audio again. Students listen and complete the notes with the correct numbers and percentages.
- Play the audio as many times as necessary. Confirm the answers on the board.

**Answer Key**

- 1. 85 3. 3,000 5. three;
- 2. 80 4. five 6. 360

**7. Read »** Your teacher will give you a text. Read the text and complete the chart.

Community (Who, Where)	Activity (What)	Impacts (How)
Rural areas in Chocó and Antioquia	Extraction of gold	Destroys vegetation, pollutes water

**Study Tip**  
Using tables can help you organize your ideas before writing.

**8. Group Work »** In groups, complete a similar chart for the environmental problem you chose in lesson 1, exercise 8.

Community (Who, Where)	Activity (What)	Impacts (How)

**9. Write »** When you do research, it's important to show (*cite*) the source of your information.

- a. Complete the notes for the environmental problem in exercise 8. Follow the example.

**Example:**

**Source:** *The Ministry of Mines and Energy report in El Espectador.*

**Source:** \_\_\_\_\_  
\_\_\_\_\_

**Citing the information:**

**Citing the information:**

**Information:** *Illegal mining of a mineral called Coltan ruined 5 km<sup>2</sup> of a nature reserve in three months.*

**Information:** \_\_\_\_\_

**According to** *a report by the Ministry of Mines published in El Espectador, illegal mining of a mineral called Coltan ruined 5 km<sup>2</sup> of a natural reserve in three months.*

**According to** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. In your group, create a poster to present your environmental problem to the class.

**Study Tip**

Find different sources of reliable information (the Internet, specialized magazines and stories and videos). Remember to cite your sources.



7.  **Read »**

(20 minutes)

- Make copies of audio script 5 for exercises 5 and 6 on page T17.
- Students read the script and complete the chart, individually or in pairs.

**Study Tip**

Go over the tip box with students. Use the following questions for students to identify the different elements of the chart. Ask: *What is the problem? Who are the people involved? Where is it happening / did it happen? How does it affect the environment?*

**Answer Key**

Community (Who, Where)	Activity (What)	Impacts (How)
Rural areas in Chocó and Antioquia	Extraction of gold	Destroys vegetation, pollutes water
Boyacá or Cundinamarca	Use of pesticides	Affects human and animal health, produces erosion
Guainía, Guaviare	Illegal mining of minerals	Destroys vegetation, pollutes water
El Cerrejón,	Extraction of coal	Air and water pollution

8.  **Group Work »**

(30 minutes)

- Remind students about their investigation in lesson 1, exercise 8. Arrange a visit to the computer lab or library. Students spend time doing research and complete the chart with the information they get. Alternatively, you can set the research stage for homework.

9.  **Write »**

(30 minutes)

**Study Tip**

Direct students' attention to the tip.

Remind students of the importance of citing the source of their information.

- Focus attention on the use of the connector *According to ...*, and the need for quotation marks ('...') if the exact words are used.
- In groups, students share their information to create a poster (including an information chart and map). Remind them to use the information in exercise 8 to complete their poster with all necessary data.


Outcome: A poster with contributions from all members of the group.

**Extra Activity (20 minutes)**

Students can search on the internet to find information related to human actions and their impact on the environment.


# module 1 // Check Your Progress

## Check Your Progress


- 6 1.  **Listen »** Listen to Juana and Marcos talking about their environmental concerns. Complete the chart.


	What are they <b>concerned about</b> ?	What <b>would</b> they like to do?	What are they <b>good at</b> ?
Juana	<i>She's <b>concerned about</b> the pollution in her city.</i>		
Marcos			

I can present myself: my interests, concerns, desires and talents. ✓

 Very well

 Quite well

 With difficulty

2.  **Write »** Complete the texts with the human actions.

### Industries



Industries \_\_\_\_\_ and toxins in rivers.

### Agriculture




When people \_\_\_\_\_, they kill vegetation and damage the soil.

### Deforestation





When people \_\_\_\_\_, many animals lose their habitat.

I can describe human actions that affect the environment. ✓

 Very well

 Quite well

 With difficulty

3.  **Write »** Complete the article with the correct form of the verb in brackets.

### National Park Is Closed


The National Park was a beautiful place to go hiking. You could see many different plants and animals there. The trees <sup>1.</sup> \_\_\_\_\_ (be) very tall and very old. Things changed when an illegal mining business came to the park. They <sup>2.</sup> \_\_\_\_\_ (start) an open mine and quickly cut down most of the trees near the river. They <sup>3.</sup> \_\_\_\_\_ (want) to extract some important and valuable minerals.


Sadly, the local authorities <sup>4.</sup> \_\_\_\_\_ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They <sup>5.</sup> \_\_\_\_\_ (pollute) the water with mercury and other toxic substances.


Now, some environmental groups <sup>6.</sup> \_\_\_\_\_ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas will never regenerate.



I can describe changes between the past and the present. ✓

 Very well

 Quite well

 With difficulty

1.  Listen »

(20 minutes) (track 6)

- Read the rubric. Students read the chart.
- Play the audio. Students answer the questions for each person in each column. Play the audio again if necessary.
- Remind students to write complete sentences.

Audio Script

Conversation 1

6

**Man:** So, Juana ... you're interested in writing some articles for our newsletter, right? Tell us about yourself. Where are you from?

**Juana:** I'm from Barranquilla, in Colombia.

**Man:** Tell us about Barranquilla. Is it a city or town?

**Juana:** Barranquilla is the largest and most important city on the Atlantic coast. It's near the delta of the Magdalena River.

**Man:** And what's your principal concern?

**Juana:** Well, Barranquilla is a very polluted city. There are a lot of old cars, and public transport is not very efficient. There are a lot of industries, too. So I would like to organize a petition to promote the use of bicycles and reduce the use of private cars. I think this could reduce the pollution.

**Man:** Are you good at talking to people?

**Juana:** No, I'm not good at talking to people, but I have great computer skills. I can organize an online community, send e-mails, send tweets and persuade people to sign the petition.

**Man:** Well, it's a good idea. We'll help you write your petition and we'll support your cause at an international level. But first, let's start by documenting the problem. You need photos, statistics, and interviews. When you have everything, send it to us and we'll put it together ....

Conversation 2

**Interviewer:** Hi. Can I speak to you for a moment?

**Marcos:** Sure.

**Interviewer:** Do you know why they're cutting down the trees in the field next to the bridge?

**Marcos:** Well, I'm investigating that right now. I'm an eco-volunteer at the community centre.

**Interviewer:** So what are your concerns?

**Marcos:** Well, firstly those trees are very old. We need to protect them. Also, they are an important habitat for a lot of different animals and birds. So I'm also concerned about the wildlife that lives in those trees.

**Interviewer:** What else do you know about the area?

**Marcos:** That land is protected. They can't build anything there. If they do, it's illegal.

**Interviewer:** Really? So what do you want to do?

**Marcos:** Well, I would like to stop them. I need to collect evidence of what is happening and then go to the authorities.

**Interviewer:** I see you have a camera.

**Marcos:** Yes, I love taking photos. I'm good at it and I can work really fast.

**Interviewer:** So ... take some photos, and I'll talk to my colleagues at the local TV station. We need to get this on the news channel.

**Marcos:** Great, thanks.

Answer Key

**Juana:** She would like to organize a petition to promote the use of bicycles and reduce the use of private cars. She has good computer skills.

**Marcos:** He's concerned about the trees they are cutting down, and the wildlife. He would like to protect them; He's good at taking pictures.

2.  Write »

(10 minutes)

- Students look at the pictures and complete the sentences.

Answer Key

Industries dump waste and toxins in rivers. When people use pesticides, they kill vegetation and damage the soil. When people cut down trees, many animals lose their habitat.

3.  Write »

(20 minutes)

- Read the rubric. Students look at the picture and read the whole text before completing.

Answer Key

1. were
2. started
3. wanted
4. were
5. polluted
6. are


# Unit » 2

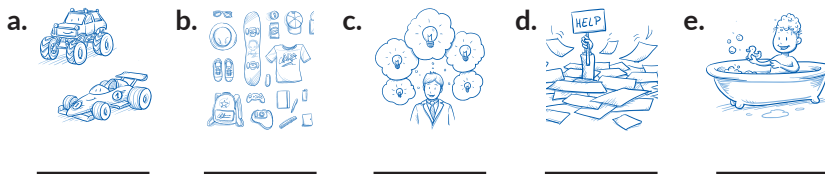
## Think Green!

### » Objectives

- » I can request information about human actions.
- » I can make suggestions to improve practices.
- » I can describe how to do something.

## In Context » My Ecological Footprint

**7** 1.  **Listen »** Listen to Miguel talking about ecological footprints. Label with the words in the Word Bank. Then match the answers with the questions.



**Word Bank**  
 water  
 energy  
 possessions  
 transportation  
 waste


- a. What does an eco-footprint represent?
- b. What does it measure?
- c. How can we reduce our eco-footprint?

1. It measures how much we consume.



2. We can reduce our footprint by changing our lifestyles.

3. It represents how much of the environment we use to support our lifestyles.

**8** 2.  **Listen »** Listen to Tommy and Rocío talking about their lifestyles. Complete the chart with the correct name.

20

	Eco-friendly actions
Rocío	grows his/her own food
	buys packaged food
	has a lot of appliances
	has a solar panel
	turns off the lights when not in use
	rides a bike to school

**21st Century Skills**  
 • Critical thinking

*How important is the environment to you?*

*What simple changes can you make to reduce your consumption of resources?*

# Unit » 2 Think Green!

## Unit Objectives

Basic standards of competences	Identify general and specific information in a short text about ecological footprints written in simple language.
Vocabulary	Negative things for the environment; Environmental impact; Human actions
Grammar	Wh- questions; Making suggestions; Giving explanations

### 1. Listen »

(20 minutes) **(track 7)**

- Read the rubric. Students look at the images. Write on the board: *What does an eco-footprint represent?* Accept all answers.
- Explain that the footprint represents the way human actions affect the environment. Students use the Word Bank to label the images.
- Play the audio. Students match questions and answers.

#### Answer Key

- a. transportation  
 b. possessions  
 c. energy  
 d. waste  
 e. water  
 questions: a. 3 b. 1 c. 2

#### Audio Script

**Interviewer:** So, Miguel, what is an ecological footprint?

**Miguel:** Well, basically, it's a measure of how much of the environment we use to support our lifestyle.

**Interviewer:** And what exactly does it measure?

**Miguel:** It measures how much we consume in every aspect of our lifestyles. So, how much water and energy we use, how much food we eat, how we use transportation to move around, where we live, the possessions we have ... how much of these things we consume and throw away.

**Interviewer:** So how can we reduce our footprint?

**Miguel:** We can reduce our footprint by reducing consumption and making changes in our lifestyles. If we all do some simple things, it will give the planet the time it needs to recover the resources we use. If we consume only what is necessary and behave more responsibly, we will help the environment.

### 2. Listen »

(20 minutes) **(track 8)**

- Write *Eco-friendly* on the board. Students suggest definitions (e.g. *an action, person or object that is friendly toward the environment*).
- Read the rubric. Students read the actions.
- Play the audio. Students complete the chart with a name and compare answers in pairs.

#### Answer Key

(top to bottom) Rocío, Tommy, Tommy, Rocío, Tommy, Rocío

#### Audio Script

**Interviewer:** Can I ask you some questions about your lifestyles? Let's start with you, Rocío. Where do you live?

**Rocío:** I live near a small town about two kilometres from Cucuta.

**Interviewer:** How big is your house?

**Rocío:** Well, I live in a small house, but we have a big garden and we grow our own food – vegetables and fruit.

**Interviewer:** So how often do you go shopping?

**Rocío:** My mum goes to town at weekends to get more food. But mostly we buy food in the local market.

**Interviewer:** Let's talk about energy. What do you do to save energy?

**Rocío:** Well, we don't have many appliances. We have a solar panel for the fridge, the computer and our mobile phones. And hot water too.

**Interviewer:** Great! OK, let's talk about transportation. How do you get to school?

**Rocío:** Well, we ride our bikes or we walk. The school's not far.

**Interviewer:** How long does it take?

**Rocío:** By bike it takes ten minutes. It takes longer to walk, of course.

**Interviewer:** How do you feel about your lifestyle?

**Rocío:** I love it. It's relaxing. I love nature and it's good to know that I'm not producing too much rubbish and I'm not consuming a lot. I think people who live in cities consume a lot of unnecessary things.

**Interviewer:** Well, congratulations! You're a good example to a lot of people. Now ... this is Tommy, who lives in a big city, Cali. Hi, Tommy.

**Tommy:** Hello.

**Interviewer:** Tommy, do you live in a house or in an apartment?


**Tommy:** I live in an apartment in the city centre.

**Interviewer:** How big is the apartment?

**Tommy:** It's a small apartment. It's just me and my father.

**Interviewer:** How often do you go shopping for food?




**Tommy:** Well, my father doesn't cook, so we usually get takeaway food or we buy packaged frozen food. Yeah, I know it produces a lot of rubbish.

3.  **Read »** Label the parts of the questionnaire with the words in the box. Then answer the questions and check your answers.

transportation   possessions   at home   waste

## How big is your eco-footprint?

1. **How do you get to school?**
  - a. by bicycle
  - b. by bus
  - c. by car
2. **How do you travel short distances?**
  - a. on foot/by bike
  - b. by bus
  - c. by car
3. **How often do you turn off the lights when you leave a room?**
  - a. I always turn off the lights when I leave a room. I also turn off appliances when they are not in use.
  - b. I often turn off the lights when I leave a room.
  - c. I sometimes turn off the lights when I leave a room. I often forget.
4. **How much water do you save?**
  - a. I take short showers and turn off the tap when I brush my teeth.
  - b. I use a glass when I brush my teeth.
  - c. My shower is only 15 minutes.
5. **How big is your house?**
  - a. It's big enough for the family.
  - b. It's a big house with a garden and extra rooms.
  - c. It's a very big house with a garden, a garage and a lot of rooms.
6. **What do you do with clothes, books and magazines you don't use any more?**
  - a. I give them away to charity.
  - b. I pile them up in my bedroom.
  - c. I throw them away.
7. **How does your family manage waste at home?**
  - a. We use organic waste for composting, recycle some materials and reuse plastic bags.
  - b. We reuse plastic bags and bottles.
  - c. We put all our waste in one bag.
8. **What do you do with old or damaged appliances, or electronic waste?**
  - a. I take it to authorized e-waste recyclers.
  - b. I put it in the attic.
  - c. I put it in the rubbish bin.

Mostly a. answers	Mostly b. answers	Mostly c. answers
		
<p>Congratulations! You show great respect for the environment. <b>It's a good idea to</b> pass on your knowledge to other people.</p>	<p>You are doing some good things but <b>it's important to</b> reduce your eco-footprint a bit more. <b>Start by</b> making more changes to reduce consumption of water and energy.</p>	<p>Your eco-footprint is very big. <b>It's time to start</b> consuming less, and <b>to stop</b> being so wasteful. Change some of those bad habits.</p>



**Interviewer:** Do you have a lot of appliances at home?

**Tommy:** Well, the normal things: fridge, TVs, microwave, sound system, video game consoles, computers, dishwasher, dryer ... yeah, a lot.

**Interviewer:** And what do you do to save energy?

**Tommy:** Well, we turn off the lights and all the appliances when they're not in use.

**Interviewer:** Good! And how do you get to school?

**Tommy:** I walk to school. It's healthy.

**Interviewer:** One last question, Tommy: how do you feel about your ecological footprint?

**Tommy:** Well, I try to be eco-friendly, but I know I need to change some things.

**21st Century Skills**

**Critical Thinking**

Lead a discussion about the importance of our lifestyles and the choices we make when consuming and buying.

3.  **Read »**

(40 minutes)

- Ask: *How big is your eco-footprint?* Model an example answer: *I think my eco-footprint is very big / quite big / not very big / small because I ...*
- Students describe their eco-footprint and say why.
- Read the rubric. Students read the questionnaire and label the sections.
- Students answer the questionnaire to discover their eco-footprint, then they compare the results in pairs.
- Ask volunteers to report the results of their test and challenge them to say if they agree or not with the results.
- Focus attention on the phrases in red for making suggestions on how to reduce their eco-footprint. Students suggest other expressions for making suggestions. Write these on the board. For example:  
*You can ...*  
*It's important / necessary / essential / to ...*  
*It's time to ... / It's a good idea to ...*  
*Start saving ... / Stop wasting ... / Start by reducing ...*  
*It's time to start saving ...*

**Answer Key**

transportation, at home, possessions, waste

**Grammar Box: How questions**

Focus attention on the questions in the questionnaire. Students identify combinations with *How* (*how big / how important / how much / how often / how do you*).

Ask them to match each combination with a function. Write on the board:

**Asking about frequency:**

**How** \_\_\_\_\_?

**Asking about quantity:**

**How** \_\_\_\_\_?

**Asking about size:**

**How** \_\_\_\_\_?

**Asking about importance:**

**How** \_\_\_\_\_?

Explain that *How do you* + verb means *In what way*, and is different from the other questions, *How* + adjective / adverb / quantifier. It is similar in meaning to *What do you do to ...?*

**Extra Activity (20 minutes)**

Invite students to draw their eco-footprint. Hold a competition to find the best picture(s). You may find it useful to search online for images associated with *eco-footprint* to give students some ideas.

4.  **Read »** Read the magazine article. Match each paragraph (a–c) with a picture (1–3).

### The Fantastic Three Rs

**It's time to start** reducing your eco-footprint. You can do it **by following** the three Rs: Reduce, Recycle and Reuse.

a. When you reduce, you use only what you need. **Start by reducing** the things you don't really need. So, **stop buying** on impulse. When you are shopping, try to buy food from local markets so you reduce the amount of packaging you use (you get more packaging from supermarkets). At home, you can reduce your consumption of water **by taking shorter showers** or **recycling the water** from the washing machine to flush the toilet.


b. When you recycle, **you can make** new products. There are a lot of materials that you can recycle if they're in good condition. It's a good idea to use plastic bottles as plant pots. You can use waste paper for your art projects. And don't forget to use the paper on both sides. To recycle, you just need some creativity.

c. There are a lot of things we can reuse. Stop buying a bottle of water every day. You can refill it from the tap in some cities and use it many times. **Stop throwing away** bags and clothes. Reuse the bags you have at home and give the clothes to other people. You can reuse things more than once.


1. 

2. 

3. 

5.  **Read »** Match the 'R' action with an example.

- |  |                    |
|--|--------------------|
| a. Camila is wearing her cousin's old jacket.                      | _____ 1. reducing  |
| b. Pablo stopped buying magazines and books he never reads.        | _____ 2. recycling |
| c. Jorge uses old plastic bottles to plant flowers and vegetables. | _____ 3. reusing   |

6.  **Speak »** Work with a partner. Use the questionnaire in exercise 3 to interview each other about your family's eco-footprint.

What does your family do to reduce energy consumption?

We use energy-saving light bulbs.

4.  **Read »**

(20 minutes)

- Introduce the topic of recycling. Ask: *Do you think recycling is an important human action? Why?* Discuss with the whole class.
- Students look at the pictures and say what they see. Ask: *Do you produce the same waste? Do you and your family recycle?*
- Write on the board: *What are the three Rs?* Students read the text to find the answers. Ask students their opinion about the suggestions in the article.
- Remind them to pay attention to the words and expressions in red.
- Students match the paragraphs with the pictures.

**Answer Key**

a. 3.      b. 1      c. 2

5.  **Read »**

(20 minutes)

- Students match the 'R' actions with the situations.
- Ask them to suggest more examples of recycling, reusing and reducing.

**Answer Key**

a. 3      b. 1      c. 2

6.  **Speak »**


(20 minutes)

- Before students interview their partners using the questionnaire in exercise 3, ask them to create two or three similar questions related to waste management.
- Demonstrate the model conversation with a volunteer.
- Students interview a partner. Encourage students to select different partners for speaking activities rather than the same person each time.
- As a class, students report the results of the interviews.

**Extra Activity (10 minutes)**

Students suggest other actions that start with R. Write examples on the board: *refuse, restore, refill, reforestation, rethink, repair*, etc. Students explain the actions and their impact on the environment. For example:  
*Reforestation means planting more trees. This has a positive effect on the environment because ...*

## Expanding Knowledge » Changing Lifestyles

- 9** 1.  **Listen »** Put the words in the correct order to complete the questions. Then listen to the interview and check your answers.

**You:** big / is / how / your / eco-footprint?

**Leidy:** According to the test it's very big.

**You:** you / can / what / do / to reduce it?

**Leidy:** Well, I can save water and energy.

**You:** reduce / you / can / how / your consumption of water?

**Leidy:** I can stop taking long showers.


**You:** OK. It's also important to reduce waste. you / what / do / do to reduce waste?

**Leidy:** Well, I need to stop buying so much packaged food.

**You:** Really? often / how / you / do / buy packaged food?

**Leidy:** Well, every day.



2.  **Write »** Label each picture with the questions. Then complete the answers with expressions from the box.

How can I save water?

What can I do to reduce waste?

What can I do with my old tyres?

How can I reduce my carbon footprint?

save water    throwing away    using a private car  
turn off the tap    reduce waste    recycle old tyres

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



It's easy to <sup>a</sup>. \_\_\_\_\_. For example, when you're brushing your teeth, you can <sup>b</sup>. \_\_\_\_\_.

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



It's time to <sup>d</sup>. \_\_\_\_\_. You can compost peelings and leftover food. Stop <sup>e</sup>. \_\_\_\_\_ everything.

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



Start riding your bike. Stop <sup>c</sup>. \_\_\_\_\_. Then you can help reduce carbon emissions.

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



It's easy to <sup>f</sup>. \_\_\_\_\_. You can make them into a nice planter for your garden.

1.  Listen »

(30 minutes) (track 9)

- Set the context: a student is interviewing other students.
- Read the rubric. Students read the complete conversation and write the questions in their notebooks.
- Play the audio. Students check their answers.
- If you have time, play the audio again for students to repeat the questions. Focus on the correct intonation. Students can personalize the dialogue and practise with a partner.

**Answer Key**

How big is your eco-footprint? What can you do to reduce it? How can you reduce your consumption of water? What do you do to reduce waste? How often do you buy packaged food?

**Grammar Box: What questions**

Remind students how to form Wh- questions. Write on the board:

What	auxiliary	subject	verb
What	do	you	do to save energy?
What	can	you	do to save energy?

Point out that Wh- questions normally have an auxiliary or modal verb before the subject. Remind students that we use the present simple for routine actions – *What do you do ...?* We use *can* to talk about possibility – *What can you do ...?* Students find more examples in the book. Write them on the board.

2.  Write »

(10 minutes)

- Write the abbreviation FAQs (frequently asked questions) on the board.
- Ask or explain what FAQ stands for. Elicit a question or provide a model: *Why is it important to recycle? How can I save water? What can I do to save energy?*
- Read the rubric. Students look at the pictures and label with the correct question.

**Grammar Box: Gerunds and infinitives**

Remind students about verb combinations with the -ing form and infinitive with to. Write on the board:

*Start / Stop + -ing*  
*You can reduce waste by + -ing*  
*It's important + to (infinitive).*

Remind students that *by* is a preposition and after prepositions we use verbs with -ing. Contrast this with expressions that are followed by an infinitive.

- Elicit suggestions to complete the answers to the questions (a-f). Then students complete the suggestions with the expressions in the box.

**Answer Key**

- How can I save water?
  - save water
  - turn off the tap
- How can I reduce my carbon footprint?
  - using a private car
- What can I do to reduce waste?
  - reduce waste
  - throwing away
- What can I do with my old tyres?
  - recycle old tyres

**Extra Activity (10 minutes)**

As a class, decide on a question for a survey to include in your eco-newsletter.

Ask a question and provide three possible answers. Students create posters and put them up on the school bulletin boards for others to vote.

3.  **Write »** Label the pictures with words from the Word Bank.

**Word Bank**  
 peelings    crisp packet    magazines    batteries    plastic bottles



a. \_\_\_\_\_    b. \_\_\_\_\_    c. \_\_\_\_\_    d. \_\_\_\_\_    e. \_\_\_\_\_


10 4.  **Listen »**

Listen and label the bins with the words from the Word Bank. Then listen again and match the items from exercise 3 with the correct bin.

**Word Bank**  
 e-waste    recycling    organic waste    rubbish



\_\_\_\_\_

5.  **Speak »** Work with a partner. Complete the chart. Use the words in the box and your own ideas. You can use a word more than once. Then compare your answers with the class.

clothes                  a newspaper    plastic bottles  
 vegetable peelings    photocopies    mobile phones

**It's possible to** reduce water consumption.

**You can** reuse a book.


What can you:		
reduce?	recycle?	reuse?
water consumption	glass	a book

3.  **Write »**  
(10 minutes)

- Students use the Word Bank to label the pictures. They then compare answers in pairs.
- Students provide more examples of things we throw away. Ask: *What do you usually throw away?* (e.g. *glass, clothes, leftover food*)

**Answer Key**

- a. plastic bottles
- b. magazines
- c. peelings
- d. batteries
- e. crisp packet

4.  **Listen »**  
(20 minutes) (track 10)

- Focus attention on the bins. Say the colours. Students repeat.
- Play the audio. Students label the bins.

**Answer Key**

blue – recycling;  
green – organic waste;  
brown – rubbish;  
orange – e-waste

- Students match the vocabulary from exercise 3 with the bins.

**Answer Key**

blue – magazines, plastic bottles  
green – peelings  
brown – crisp packets  
orange – batteries

- Students add examples: *blue – glass jars, aluminium cans, paper; green – vegetables, leaves and branches; brown – dirty paper, plastic bags, used napkins, nappies; orange – mobile phones*

**Audio Script**

10

**Daniela:** What are you doing, Carlos? You just put a plastic bottle in the green bin! That's for organic waste. It's important to separate waste properly to make recycling easier!

**Carlos:** Oh! I'm sorry! I don't really know how to manage waste.

**Daniela:** Well, it's important to put organic waste in a separate bin so you can use it as a natural fertilizer. You can use it for compost.

**Carlos:** So how can I manage the waste that's not organic?

**Daniela:** It's easy. You can separate the waste by paying attention to the colours of the bins – and the labels. So, here in this school, green is for organic, like I said. Blue is for recycling magazines, newspapers, plastic and glass bottles. But you can't recycle broken glass so you should put it in the rubbish bin, the brown one.

**Carlos:** So, what is not recyclable?

**Daniela:** You usually recycle paper and cardboard, but if it's dirty, like used napkins, then we don't recycle it. Crisp packets and plastic bags are not recyclable. They're just rubbish.

**Carlos:** What about e-waste? Some people don't know what to do with their old batteries and they throw them in the rubbish bin.

**Daniela:** I know, but they shouldn't do that. For e-waste there's an orange bin in the computer room. All batteries, old mobile phones and electronic devices have to go in this bin. Then they go to an authorized recycling point.

**Carlos:** I think the school should put up clear signs so people can see the difference. I think it's a good idea to teach people how to do this correctly.

**Daniela:** I agree. It's so important to recycle, there's just too much waste.

**Answer Key**

blue bin: recycling, magazines, plastic bottles; green bin: organic waste, peelings; brown bin: rubbish, crisp packet; orange bin: e-waste, batteries

5.  **Speak »**  
(15 minutes)


- Students put the words into the. Encourage them to suggest more examples. Remind them to use the expressions *It's possible to ...* and *You can ...*

**Suggested Answers**

reduce? water consumption, clothes, photocopies  
recycle? glass, clothes, newspapers, photocopies  
reuse? a book, clothes, water

**Extra Activity (10 minutes)**

Explain the terms *upcycling* (use material for something more valuable than the original purpose, e.g. art) and *free cycling* (give objects for free so other people can use them, e.g. books). Encourage students to provide examples of these.

6.  **Read »** Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions.

Save energy   Save water   Reduce waste

## Travelling Eco-footprint

Our ecological footprint follows us everywhere. When we travel, we have an impact on the places we visit. Even when we go on holiday, we still have a responsibility to be eco-friendly. Learn to be an eco-friendly traveller by following this advice from local kids.

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

**Tanacio, from Sierra Nevada**

I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.



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

**Jerónimo from Palomino, Guajira**

I help reduce waste in my community by recycling plastic bottles. When tourists come, they buy a lot of water and throw away the empty bottles. Tourists can help by putting their bottles in the recycling bins in our town.



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

**Mayra from Valledupar**

Valledupar is very hot, so it's important to plant trees because they provide oxygen and shade. We all plant trees near the house because they keep the area cool. When you come to Valledupar, you can help by turning off the air-conditioning when you leave your hotel room.

7.  **Read »** Match the facts to the paragraphs in the text.

1. There are about 35 rivers that come from the Sierra Nevada and they produce one hundred thousand million cubic metres of water.
2. For every ton of recycled paper, we can save 17 trees.
3. The average time for a plastic bottle to biodegrade is about 450 years.

8.  **Speak »**

Work with a partner. Use your own ideas to explain how to be a green traveller.

When travelling, we can:

- a. reduce carbon emissions by ...
- b. save water by ...
- c. save energy by ...
- d. reduce pollution by ...



6.  **Read »**

(20 minutes)

- Read the title of the article. Students brainstorm things people do when they travel that have a negative effect: drive, fly, ride on the bus, go shopping (for clothes and other products), go to the beach, buy bottled water, go swimming in rivers and the ocean, stay at hotels, etc.
- Students give advantages and disadvantages of tourism for a town or city.
- Read the rubric. Students look at the photos, title and sub-headings, then read the text and label the paragraphs.

**Answer Key**

- a. Save water
- b. Reduce waste
- c. Save energy

**Grammar Box: by + -ing**

Remind students that we use *by + -ing* to explain how to do something. Point out examples of the negative form in the text. Write on the board:

*Positive: You can help by turning off the air-conditioning.*

*Negative: You can help by not using polluting cleaning products.*

- Review the suggestions in the article. Ask students for more suggestions.

7.  **Read »**

(10 minutes)

- Read the rubric. Students read the facts 1–3.
- Encourage students to look for key information to make the connection with the correct paragraph. For students who need help, go over the figures: present the numbers – 100,000,000,000 (*one hundred thousand million*); or paraphrase or explain words – 1 ton equals 1000 kilos.

**Answer Key**

1. a.            2. c.            3. b.

8.  **Speak »**


(20 minutes)

- In pairs, students provide suggestions for improving people's travelling footprint. Walk around the classroom monitoring and providing help with pronunciation and any grammar questions. Remind students to use the expressions from exercises 5 and 6.
- Encourage students to search for more facts about recycling and eco-travelling to support their suggestions.
- Pairs present their ideas to the whole class.


**Extra Activity (15 minutes)**

You might want to invite pairs to role-play typical tourist activities using the eco-tips discussed. Students create a dialogue and act it out in front of the class.


# Preparing Your Task » A Green School!

1.  **Write »** You are going to collect information about the way your school manages resources. Complete the questions.

Water	Energy	Waste
What does the school do to save water? How much ...?	What does ...? How can ...?	How does the school recycle? What ...?

2.  **Speak »** Interview teachers and students. Ask the questions in exercise 1. Note down the answers in the chart.

Name	Role	What they said
Martha González	Principal	It's important to change our habits because we are throwing away a lot of paper that we can recycle.
Carlos Suárez	Student (grade 8)	We can save energy by turning off the air-conditioning.

3.  **Write »** Work in groups. Create an information leaflet with at least five suggestions to make your school 'greener'. Use the answers from exercise 2 and the expressions in the list.

It's important to ...


Stop -ing ...

Think about ...

We can ...

Start -ing ...



4.  **Speak »** Invite a student from another class to sign an eco-promise. Tell your class what they promised to do.

I'm going to start:

- recycling all paper and cardboard.
- using paper on both sides.
- turning off lights or equipment.
- turning off the taps.

Other: \_\_\_\_\_

I'm going to stop:

- throwing away plastic bottles and drink cans.
- wasting paper.

Other: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1.  **Write »**  
(15 minutes)

Project: Tell students this information will be used for a future writing exercise.

- Review things related to eco-footprints. Ask for suggestions. Prompt some ideas: *There are many things involved in your eco-footprint. One is water: it's important to manage water consumption and not waste water. What else is part of your footprint?* Examples include energy, waste, food, possessions and transportation.
- Read the rubric. Students write questions about the school eco-footprint. Focus attention on the model questions and provide more examples if necessary: *How much paper does the school recycle? Does the school have a water-saving plan? Are there enough recycling bins?*

2.  **Speak »**  
(15 minutes)

Project: Tell students this exercise will be used for a future writing assignment.

- Students prepare the interview. Remind them to use the questions from exercise 1. They should arrange interviews with different people including their classmates, teachers or people in charge of recycling at the school.
- Remind them to use the correct format to record the interview (name, role, message).
- Students practise the questions with several partners. You might need to coordinate with another class and students may have to conduct the interviews during the break or when the people are available.

3.  **Write »**  
(20 minutes)

- In groups, students use the information collected in the previous exercises to create a poster, or leaflet. Remind students to provide suggestions using the different expressions practised in class.
- Direct students' attention to the model. If necessary, write additional ideas on the board to help students: *Stop throwing everything away, think about recycling, start using different coloured bins, stop consuming so much, think about the waste it produces, start by turning off lights.*

**Extra Activity (15–20 minutes)**

Students form groups to be environmental patrols. The aim is to go around the school monitoring the use of energy and water, and how waste is managed. Each group will check a specific aspect, and provide reminders for teachers and students to follow the suggestions provided in class. This activity can be associated with the eco-promise in the next exercise.

4.  **Speak »**  
(15 minutes)

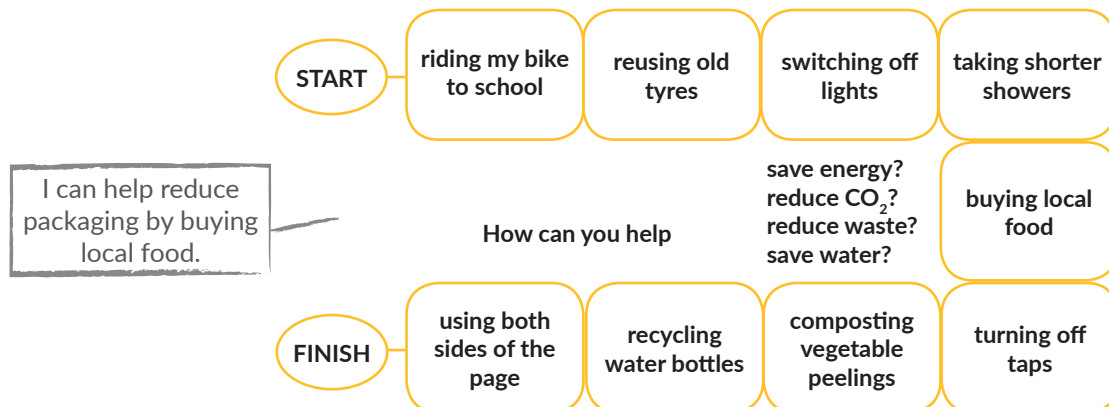
- Write the word *eco-promise* on the board and elicit reactions. Ask: *Do you keep promises? How good are you at keeping promises?*
- Read the eco-promise list. Students suggest other options. Give students the choice of completing the document and signing it.

**Extra Activity (30 minutes)**

Groups create their own eco-promise document in a poster and carry out a small campaign during the break to get students from other classes to read it and sign it. The group with the most signatures wins.

# module 1 // Unit 2

5.  **Speak »** Play the game with a partner. Cross the board from start to finish. Say how you can help in each situation.



- 11 6.  **Listen »** Do the quiz. Select true (T) or false (F). Then listen and check your answers.

Facts about Recycling	T	F
a. You can recycle all waste materials.		
b. The most recycled objects are aluminium cans.		
c. One ton of recycled paper can save up to five trees.		
d. Recycling a plastic bottle can power a light bulb for six hours.		
e. Colombia produces 12 million tons of rubbish every year.		
f. Colombia recycles only 17% of the rubbish it produces.		

7.  **Read »** Read the article quickly. Select the best headline.

- San Pedro School Waste Problem
- Successful Recycling Programme At San Pedro School
- San Pedro School Eco-Promise

1 \_\_\_\_\_

In the last five years, San Pedro School in the municipality of El Tambo, Nariño, has become the number one school in the region to efficiently manage most of the waste its students, teachers and workers throw away. 2

According to the ecological pedagogical group 'Ecología y Educación', San Pedro School

has reduced 80% of the waste that goes to the local rubbish dump by promoting an interesting environmental education programme. The programme places importance on recycling, reusing and reducing non-organic material. It promotes the use of composting to turn organic waste into fertilizer for the school garden. 3

Lina Suárez, a secondary student, is very happy to see how her school is having a positive effect on the environment of the region. She says, 'When we learned that recycling paper saves trees, and composting provides the soil with natural fertilizers, we understood that not everything is rubbish.' 4

5.  **Speak »**

(20 minutes)

- Each pair needs two tokens and a coin.
- Each student takes a token and tosses the coin to advance two squares (heads) or one square (tails).
- The other student asks a question from the centre of the board that relates to the square the first student arrived on.

6.  **Listen »**

(20 minutes) **(track 11)**

- Set the context for the listening: students participating in an eco-trivia quiz.
- Students do the quiz in pairs.
- Alternatively, divide the class into groups. Read the 'facts'. Each group votes for T or F.
- Play the audio to confirm answers.

**Answer Key**

- a. False (some dangerous materials are impossible to recycle)
- b. True
- c. False (15 trees)
- d. False (three hours)
- e. True
- f. True.

**Audio Script**

11

**Presenter:** ... So now we have our new eco-quiz. Today we have three students: Juan, Jorge and Natalia. Are you ready? So, the topic for today is recycling and waste management. And the first question is: Can we recycle all waste materials? Juan gets to answer.

**Juan:** No, there are some dangerous materials that we can't recycle.

**Presenter:** You're right. Next question: We all know that there are a lot of materials that we can recycle, but what is the most recycled item? Natalia?

**Natalia:** Aluminium cans?

**Presenter:** You're absolutely right! Yes, it's aluminium cans. OK, next question: How many trees can we save with a ton of recycled paper? Is it five, fifteen, or fifty? Jorge.

**Jorge:** Between fifteen and twenty trees. And it's sad to see that not everyone recycles their waste paper. You can save a lot of trees by recycling and reusing paper products.

**Presenter:** You're right. The answer is fifteen trees are saved with every ton of recycled paper. OK, next. When you recycle a plastic bottle, you can save energy to power a light bulb for how many hours? Is it one hour, three hours, or six hours?

**Natalia:** Six.

**Presenter:** Sorry, not six. Jorge?

**Jorge:** Three hours.

**Presenter:** Correct! Three hours.

So ... next question: dealing with rubbish is a serious problem. In Colombia, how many tons of rubbish do we produce every year? Is it nine million, twelve million, or twenty million? Natalia?

**Natalia:** It's twelve million tons of rubbish every year.

**Presenter:** Correct. And the next question is a bit more difficult. How much of those twelve million tons is recycled? Is it 17%, 25%, 50% or 100%?

**Juan:** I think 25% of the rubbish is recycled.

**Presenter:** Sorry, that's not correct. Natalia?

**Natalia:** I think it's only 17%.

**Presenter:** Exactly, it's 17%. Another point for Natalia! Well, now let's move on to the next ...


7.  **Read »**

(10 minutes)

- Remind students the article is a model for an activity in their project.
- Read the rubric. Students read the article to select the correct headline.


**Answer Key**

Successful Recycling Programme at San Pedro School


8.  **Read »** Label each part of the article in exercise 7 using the definitions.

- a. **Headline:** gives the general idea of the story
- b. **Lead paragraph:** the introduction that gives the most important information
- c. **Main body:** develops the information
- d. **Quotation:** presents something that someone said

**Study Tip**  
 A good news report develops the information by answering the questions:  
*Who? Where? What? When? How?*

9.  **Write »** Use the information from your research in exercise 2 to write an article similar to the one in exercise 7. Make sure you include:

- a. a headline
- b. a lead paragraph to create interest
- c. a main body with information about the answers to your questions
- d. a quotation from one of the people you interviewed.

10.  **Read »** Exchange your article with a partner. Evaluate your partner's article. Use the Evaluation Checklist.

Evaluation Checklist		
Does the article have:	Yes	No
a headline?	<input type="checkbox"/>	<input type="checkbox"/>
a lead paragraph?	<input type="checkbox"/>	<input type="checkbox"/>
information using the answers to the writer's questions?	<input type="checkbox"/>	<input type="checkbox"/>
a quotation?	<input type="checkbox"/>	<input type="checkbox"/>
Add one comment or suggestion to improve the article.		

**Study Tip**  
 It's a good idea to revise, reread and rewrite parts of your writing to clarify your ideas.  
 Always reread your writing and ask someone else to give you feedback.

8.  **Read »**  
(20 minutes)

- Explain that news articles have particular features and a particular way of organizing information. Direct students' attention to the parts of the article and the definitions (a–d).
- Students read and label the parts of the article.

**Study Tip**

Students read the tip and complete the *Wh*- questions for the information in the article. Provide a model. Write on the board: *Who? Who was involved? / Where? Where is the school? / What? What happened?*

Students complete the questions for *When* and *How*.

- Review the answers with the whole class.

**Answer Key**

(depends on the design)

9.  **Write »**  
(30 minutes)

- Make sure students understand the task. Remind them to use the information in exercises 1 (how the school manages resources) and 2 (to support their writing with a quotation).
- Remind students to use the article in exercise 7 as a model.

10.  **Read »**  
(15 minutes)


**Study Tip**

Go over the Tip with students. Write *Feedback* on the board. Ask: *What is feedback? Why is it important when you write a composition?*

- Students exchange compositions and read their partner's work.
- Focus attention on the Evaluation Checklist. Explain that this will help them give feedback on the content and organization of their partner's article.
- As a class, ask students what feedback they received. Ask: *Was it helpful? How can you revise your article based on the feedback?*

# module 1 // Check Your Progress

## Check Your Progress


1.  **Read »** Complete the opinions with the correct form of the verb in brackets.

**Ernesto:** It's important (recycle) <sup>a</sup> to recycle plastic bottles to use them as planters. It's also a good idea (reduce) <sup>b</sup> \_\_\_\_\_ their consumption because making them causes pollution.

**María:** You can start (reuse) <sup>c</sup> \_\_\_\_\_ the items that you have at home and don't use any more. You can give them to friends or people that need them.

**Stephan:** When I go food shopping. I always carry my own bag. It's important (stop) <sup>d</sup> \_\_\_\_\_ using plastic bags. People need to start (think) <sup>e</sup> \_\_\_\_\_ more about how plastic bags damage the environment.

I can make suggestions to improve practices. ✓	
Very well 	
Quite well 	
With difficulty 	

2.  **Read »** Read the interview with Mario, a teacher. Complete the questions.

**Interviewer:** What <sup>a</sup> \_\_\_\_\_?

**Mario:** I take short showers.

**Interviewer:** Really? How <sup>b</sup> \_\_\_\_\_?

**Mario:** I spend fifteen minutes in the shower.

**Interviewer:** Hmm. That's a lot of time. And how <sup>c</sup> \_\_\_\_\_?




**Mario:** Well, I ... turn off the TV when I'm not watching it.

**Interviewer:** And how <sup>d</sup> \_\_\_\_\_?

**Mario:** Every day! I always drive to school.

**Interviewer:** But you live near the school. According to this test, your eco-footprint is very big.



**Mario:** Really? I'm sorry. I need to change that.

I can request information about human actions. ✓	
Very well 	
Quite well 	
With difficulty 	

12

3.  **Listen »** Listen to an interview with Marta. Which activities does she talk about?

a. You can start saving water by:	b. You can start saving energy by:	c. You can reduce waste by:
1. taking shorter showers.	1. disconnecting from all devices.	1. throwing away things you don't need.
2. recycling water from the washing machine.	2. talking to your friends about saving energy.	2. organizing your rubbish into two bins.

I can describe how to do something. ✓	
Very well 	
Quite well 	
With difficulty 	



1.  **Read »**

(10 minutes)

- Remind students to work on their own as this is an opportunity for them to check what they know or don't know.
- Students look at pictures and read the whole conversation before completing the opinions.

**Answer Key**

- a. to recycle
- b. to reduce
- c. reusing
- d. to stop
- e. thinking

2.  **Read »**

(15 minutes)

- Make sure students understand that the objective is to create *What* and *How* questions to request information.
- Students read the whole conversation before completing the questions.

**Answer Key**

- a. What do you do to save water?
- b. How much time do you spend in the shower?
- c. And how do you save energy?
- d. And how often do you drive to school?

3.  **Listen »**

(15 minutes) **(track 12)**

- Set the context for the listening: an interview about how to reduce an eco-footprint.
- Students listen and select the correct answers.

**Answer Key**

- a. 2      b. 1      c. 2

**Audio Script**

12

**Interviewer:** So, with me is Marta from Medellín. Marta is going to tell us how to reduce our eco-footprint. Marta, thank you for being with us today.

**Marta:** Thank you, I'm happy to be here.

**Interviewer:** So, how do we reduce our footprint?

**Marta:** Well, there are a lot of very simple things you can do. For example, you can reduce the consumption of water by recycling the water from your washing machine. Then you can use that water to wash the car, wash the floors or flush the toilets.

**Interviewer:** How often do you wash your car?

**Marta:** I don't have a car. I have a bike. I ride my bike to work.

**Interviewer:** Great! Now, what about energy consumption? How can we reduce the consumption of energy?

**Marta:** OK, you can reduce the use of energy by disconnecting from all those electronic devices. Turn off the TV, go to the park, go for a walk. Turn off the computer, get together with your friends. And of course, turn off the lights, especially when you aren't in the room!

**Interviewer:** That's good advice! And what about the production of waste? What can we do to reduce that?

**Marta:** Well, recycling is important. Some people just throw everything in the rubbish. So, start by not collecting so much stuff. And if there is something you don't need, stop and think before you throw it away. Ask yourself if you can recycle it. We really need to do more recycling. You can start by organizing your rubbish at home. You need at least two different bins: one to recycle organic waste and the other to recycle paper, cardboard, bottles and cans.

**Interviewer:** Thank you very much, Marta.

# Unit » 3


## Caring for the Environment

### » Objectives

- » I can express opinions about human actions
- » I can discuss good and bad environmental practices
- » I can describe ecological values.

## In Context » Values and Virtues


13

1.  **Listen »** Four people are being interviewed about the protection of the environment. Listen and match the speaker with the values in the Word Bank.

#### Word Bank

a. respect   b. cooperation   c. responsibility   d. creativity

1. Sonia Campos  
business woman
2. Samuel Pérez  
fisherman
3. Olga Rojas  
teacher
4. Dr Ramón García  
biologist

2.  **Read »** Read the news stories. Decide if the situation is good or bad for the environment.

#### 1. Big Business

The city council has announced the creation of a new shopping centre. Sadly, **it's necessary to** cut down a small forest of 200 trees to make space for the development. Local politicians **strongly believe** that the shopping centre is great for business in the city.

#### 2. Plastic Prohibition

The mayor of the city is now asking people to stop using plastic bags. **In her opinion, it's good to** prohibit the use of plastic bags. Some people **don't agree with her**. They feel they have the right to use plastic bags because they're useful for many things.

#### 3. Catching Only The Big Ones

There are no fish in the markets. Local fishermen say that fishing has been especially difficult, because the fish they catch are very small. They **really think it's wrong** to catch such small fish. They prefer to put them back in the ocean so they can grow bigger. Now the city's seafood restaurants are closed until the big fish return.

3.  **Speak »** Match the opinions with each news story in exercise 2. Tell your partner your opinion.

a. I agree with the fishermen. I really think that **it's good practice** to protect all marine species.

b. I have no doubt that **it's a mistake to** cut down all those trees. Many birds and animals will lose their habitat.

c. **In my opinion, it's better to** ask people to reuse them, because they are really useful.

# Unit » 3 Caring for the Environment

## Unit Objectives

Basic standards of competences	Understand the general idea in a narrative or descriptive text. Identify general and specific information in a short text written in simple language. Describe or narrate in a simple way familiar activities and situations. Use the right vocabulary to give coherence to texts, especially a letter.
Vocabulary	Eco-values Expressing opinion
Grammar	Collocations to express opinion Giving reasons

### 1. Listen »

(20 minutes) **(track 13)**

- Read the rubric. Students look at the pictures and Word Bank.
- Introduce the idea of acting ethically towards the environment. Ask: *What is an important eco-value for each of the occupations in the picture?* Students predict.
- Play the audio. Students listen and confirm their predictions.

#### Answer Key

1. c.    2. a.    3. d.    4. b.

#### Audio Script

**13**

**Student:** OK, so I interviewed some people from the community. I asked them to share their ideas about how we can contribute positively to the protection of the environment and our natural resources. So first, let's listen to Sonia Campos, a business woman from our region.

**Sonia:** I think a very important thing for all business is responsibility. Industries and business benefit from natural resources. We use them to create products and make money. So we have an obligation to protect the environment by dealing with the waste we produce and taking only what is necessary.

**Student:** OK. Now, let's listen to Samuel Pérez. Samuel is a fisherman and I met him on the beach fixing his boat.

**Samuel:** Well, I'm a fisherman. I only take the fish that I need from the ocean. The ocean gives me food. I need to show respect for its ecosystems and the animals that live there.

**Student:** Samuel was very nice, very respectful. And this is Olga, of course ... one of our teachers. I asked her how she thinks that she can contribute.

**Olga:** As a teacher, I can help students learn how to find better solutions for the environmental problems we have now. I think creativity is really important. Students can use their creativity to look at the problems and find practical solutions.

**Student:** That was good – we need creative solutions. And finally, this is Dr Ramón García, a biologist.

**Dr García:** I think it's everybody's job to protect the forests, the ocean, all our natural resources. We cannot do it alone. The environment needs our cooperation – as a society, as a country – all of us, we have to work together.

### 2. Read »

(20 minutes)

- Read the rubric.
- Students read the news stories and decide if they describe good or bad environmental practice.
- Students compare their answers in pairs.

#### Answer Key

1. bad    2. good    3. good

### 3. Speak »

(15 minutes)

- Individually, students read the opinions and match with the news stories.
- Students check answers in pairs and exchange personal opinions.

#### Answer Key

a. 3.    b. 1.    c. 2.

# module 1 // Unit 3

## 4. Read » Olga Rojas's students are showing what they did to celebrate Earth Day at school. Match the descriptions with the photos

We are having an eco-competition to celebrate International Earth Day! Send pictures of your school initiatives to show people the importance of caring for the environment.



a. We're sure that drama is a wonderful way to show our concern for forests. We presented a play about the role of trees in our lives.

b. We are certain it's good practice to restore the forest. So we planted trees around the school.

c. We strongly believe it's necessary to know all the benefits we receive from our planet. So we organized a talk with experts and people from the community.

## 5. Read » Match the events with the reasons.

	Events		Reasons
It's a good idea to	<ul style="list-style-type: none"> <li>a. present a play or an art show</li> <li>b. organize a paper-recycling campaign</li> <li>c. have a 'plant a tree' event</li> <li>d. have a photo exhibition</li> </ul>	because	<ul style="list-style-type: none"> <li>1. with photographs people can admire the beauty of the forest and show respect for animals and plants.</li> <li>2. when you plant a tree, you take responsibility for the environment.</li> <li>3. with cooperation, you can reduce a lot of city waste.</li> <li>4. when you show creativity, people pay attention to the message and enjoy learning.</li> </ul>

## 6. Speak » Discuss with a partner what you would like to do in the eco-competition, and why. Follow the example.

I think it's a good idea to have a photo exhibition, because with photos people can see the negative effects of deforestation.

Yes, I agree with you, but I believe that it's better to organize an educational campaign, because many people don't know about the benefits of planting trees.

### Useful Expressions

Giving Opinions  
 I (really) think that ...  
 I believe that ...  
 I'm sure that ...  
 In my opinion... /  
 My opinion is (that) ...  
 I agree with ...  
 I have no doubt that ...

4.  **Read »**

(15 minutes)

- Set the context. Students are participating in an eco-competition on Earth Day ([www.earthday.org](http://www.earthday.org)). They have sent photos and a description of their activity to the organizers.
- Students identify the events (planting a tree, a talk, a play). Ask for volunteers to read each paragraph.
- Students match the photos with the descriptions.
- Ask some comprehension questions: *What was the play about? Who went to the talk? Where did they plant the trees?*
- Focus attention on the expressions in red and blue. Ask: *What do the expressions in red and in blue do?* (red – express opinions; blue – suggest good and bad practices)

**Answer Key**

a. 3.      b. 1.      c. 2.

5.  **Read »**

(15 minutes)

- Students read the events and reasons. Remind them to use cognates to work out the meaning of words they don't recognize.
- Focus attention on the different parts of the statement. Students match the events and the reasons. If necessary, do the first one together as a whole class: *It's a good idea to present a play or an art show because when you show creativity, people pay attention to the message and enjoy learning.*
- Check the answers with the whole class.

**Answer Key**

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

6.  **Speak »**

(20 minutes)

- Tell students they can also participate in the competition. Elicit a few ideas from the class. Ask: *What would you like to do in this kind of competition? Why?*
- Focus attention on the Useful Expressions for giving opinions. Explain that *really* is used to add emphasis and *that* is optional. Write on the board:
 

*I think (that) it's important to respect nature.*

*I really think (that) it's important to respect nature.*
- Students repeat the expressions.
- Model an opinion and elicit some opinions from volunteers. Monitor pronunciation.
- Students discuss what they would like to do in pairs.

**Extra Activity (15 minutes)**

Explain that your school has decided to participate in a drawing or photography competition. In groups, students discuss and decide what they would like to enter. The drawing or photo should include a brief message with background information, as in exercise 4. Connect the activity to the project by asking students to decide what cultural or artistic activity they will present for the launch of their newsletter. Encourage all students to give their opinions and share the decision-making.

**7. Read »** Do the quiz to find out how much you know about the importance of forests. Select true (T) or false (F).

How much do you know about trees?	T	F
a. Every year people cut down 13 million hectares of the world's forests.		
b. Forests release CO <sub>2</sub> and absorb oxygen.		
c. The only cause of deforestation around the world is agriculture.		
d. Trees help prevent soil erosion.		

**8. Read »** Read this article by Dr Ramón García about biodiversity and forests. Check your answers to the quiz in exercise 7.

There are many reasons why we need to protect our forests. They make the landscape beautiful and they are home to great biological diversity. Forests contain 80% of all the world's biodiversity and are the natural habitat of animals, plants and micro-organisms. In addition, this diversity provides important natural resources that sustain our lives by releasing oxygen, absorbing CO<sub>2</sub>, preventing soil erosion, conserving water and moderating temperatures. Sadly, the growth of the human population and our needs for housing, fuel, paper, food and many other things have a negative impact on the forests of the world. According to FAO\*, the world loses 13 million hectares of forest every year.



We need to support good practices that protect and restore forests by reducing the demand for paper, creating protected natural reserves, controlling agricultural development, and stopping illegal mining and logging. However, the most powerful way to achieve all these solutions is by educating people. We need to understand that the exploitation of forests can bring immediate benefits now, but it will destroy opportunities for future generations.

**9. Write »** Complete the chart with information from the article.

Causes of problems	Solutions	Benefits
population growth	restore forests	forests absorb CO <sub>2</sub>

**10. Write »**

Write three sentences giving your opinion about the information in the article.

- a. I have no doubt it's wrong to ... because ...
- b. I strongly believe it's good practice to ... because ...
- c. I think it's necessary to ... because ...

\*The Food & Agriculture Organization of the United Nations

7.  **Read »**  
(10 minutes)


- Explain that this is a prediction stage and that students will read the text in exercise 8 to find out if their predictions are correct.
- Students read the quiz and select T or F for each statement.

8.  **Read »**  
(15 minutes)

- Students read to check their answers in exercise 7.
- After students read, ask these comprehension questions (or write them on the board):  
*What causes deforestation? What are the benefits of preserving forests? What's the best solution: to restore the forest or stop deforestation?*
- Students share answers as a whole class.

**Answer Key**

- T
- F (forests release oxygen and absorb CO<sub>2</sub>)
- F (the growth of the human population also causes deforestation)
- T

9.  **Write »**  
(15 minutes)


- Students look at the chart about forests. Remind them to refer to the article and identify the principal ideas and important details.
- Students complete the chart.

**Answer Key**

Causes of problems: population growth, need for housing, need for fuel, need for paper, need for food

Solutions: education, restore forests, reduce demand for paper, create natural protected reserves, stopping illegal mining and logging

Benefits: forests absorb CO<sub>2</sub>, they release oxygen, they prevent soil erosion, they moderate temperatures, they help conserve water

10.  **Write »**  
(15 minutes)

- As a class, discuss the main ideas in the article in exercise 8. Elicit opinions. Ask: *What's your opinion about deforestation? What can we do to protect the forest?*
- Students complete opinions a–c with their ideas.
- Students share their opinions as a whole class.


**Possible answers**

- I have no doubt it's wrong to cut down trees because they produce oxygen.
- I strongly believe it's good practice to protect the forests because many animals and plants live there.
- I think it's necessary to educate people because if people do not know about the dangers, they will continue with bad practices.

**Extra Activity (15 minutes)**

In pairs, students note down three facts using the information in the article (ask them to use facts not included in exercise 7). Tell them to include at least one false 'fact'. Students work in groups of four and test each other using the true/false facts they created.

## Expanding Knowledge » Respect Your Planet!

1.  **Read »** Read three texts about community involvement. Complete the texts with the words in the Word Bank.

**Word Bank**

think  
believe  
sure



a. Johana, teacher

I am <sup>1</sup>\_\_\_\_\_ that education is the best way to help the environment. Some children love climbing trees to take birds' eggs. When we started reading about the rich biodiversity of birds in Colombia, they understood that **it is wrong to** take birds' eggs.


b. Pedro, student

A lot of tourists come to our town on holiday, but they throw away a lot of rubbish. Last summer we started the campaign 'Take your rubbish home'. I really<sup>2</sup>\_\_\_\_\_ **it's good to** remind people that they have the obligation to deal with their rubbish.



c. Daniel, office worker

I **strongly** <sup>3</sup>\_\_\_\_\_ that changes are possible when people unite. We are writing a petition to get financial help to clean the river in our community. Everybody needs to sign. It's **necessary to** get involved and work together.

2.  **Read »** Read the texts in exercise 1 again and select the correct word to complete the sentences.

- When people understand that animals and plants have value and importance, they show more *respect* / *cooperation* / *creativity*.
- When people accept the obligation to keep places clean, they take *respect* / *responsibility* / *cooperation* for the environment.
- When there is no *respect* / *creativity* / *cooperation*, it's difficult to get results, because everybody needs to help.

3.  **Write »** Complete the conversation with the expressions in the box.

Juana: Do you think that <sup>a</sup>\_\_\_\_\_ recycle paper?  
Manuel: Yes, because <sup>b</sup>\_\_\_\_\_ cut down so many trees.  
Juana: OK. So, <sup>c</sup>\_\_\_\_\_ do things online. And <sup>d</sup>\_\_\_\_\_ print so many things.  
Manuel: Yes, exactly.

it's better to                      it's wrong to  
it's not necessary to          it's important to





1.  **Read »**

(20 minutes)

- Students look at the photos. Elicit ideas. Ask: *Who are the people? What are they doing?*
- Students read and complete the texts.
- Ask students if they agree with the opinions expressed.
- Focus attention on the expressions in red and blue. Ask: *What do the expressions in red and in blue do?* (red – express opinions; blue – say if something is good or bad practice)

**Grammar Box: Infinitives**

Remind students about the structure used to describe good and bad practices (*It's* + adjective + infinitive with *to*). Remind them that *It's* is a contraction of *It is*.

Write on the board:

*It's good to remind people that they need to be responsible.*

*It's wrong to take birds' eggs.*

Encourage students to provide more examples, e.g. *It's necessary / a mistake / better / important to ...*

Write on the board:

*be + adjective + infinitive*

*It's necessary to plant trees.*

*It's wrong to pollute rivers.*

*be + noun + infinitive (phrase)*

*It's a mistake to take birds' eggs.*

*It's good to practice restore forests.*

**Answer Key**

1. sure
2. think
3. believe

2.  **Read »**

(15 minutes)

- Check that students understand the key words: *cooperation, creativity, respect, responsibility*. Elicit explanations from the whole class: e.g. *If you show cooperation, it means that you can work with other people.*
- Students complete the sentences. They can reread the texts if necessary.
- Students give their personal opinions about the situations. Ask: *Do you know any ecologically committed person who is an example for your community? Who is it / was it? What does/did they do to help the environment?*

**Answer Key**

- a. respect
- b. responsibility
- c. cooperation

3.  **Write »**

(15 minutes)

- Students complete the conversation with the expressions. Remind them to read the whole conversation before completing it.
- To check their answers, students read the conversation in pairs. Monitor and correct students' pronunciation as you listen.


**Answer Key**




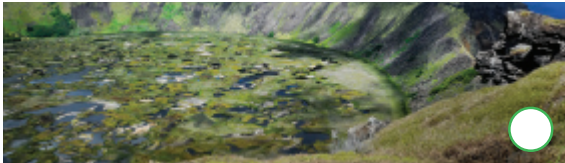


- a. it's important to
- b. it's wrong to
- c. it's better to
- d. it's not necessary to


**Extra Activity (15 minutes)**

In groups, students imagine an eco-superhero/heroine. Students describe his/her super-powers and qualities: *Our eco-superhero's name is ... He/She can ... (powers). He/She is ... (qualities)*

14

4.  **Listen »** Read the story of Easter Island. Number the sections in the correct order. Then listen and check.

<p>Long ago, a group of people lived on a remote island in the Pacific Ocean.</p>  <p style="text-align: right;">1</p>	<p>The people cut down all the trees and the island lost its ecological balance. Without trees, there was soil erosion, the lakes dried, and the animals died.</p> 
<p>In the end, the population of the island was reduced to very few people. Only the stone statues stood the test of time.</p> 	<p>The forest gave them food and water. It also provided materials to construct houses, canoes to go fishing in and tools to transport the big statues to the coast.</p> 
<p>As time passed, there were more and more people living on the island. They divided into two groups and started to compete for the resources on the island.</p> 	<p>At first, the people were very organized and cooperative. In their free time, they created big stone statues.</p> 

5.  **Speak »** Discuss the questions with a partner.

- a. What did the people on the island do wrong?
- b. What lesson does this story teach us?

It is wrong to ....

The lesson is: it's important to ...

**21st Century Skills**  
• *Taking Responsibility*

Taking responsibility for your actions will help you think about your needs and the needs of others.  
*What kind of eco-responsibilities do you have?*

4.  Listen »

(30 minutes) (track 14)

- Set the context. Note that Easter Island is now called Rapa Nui and is a UNESCO world heritage site.
- Students look at the pictures. Elicit what they know. Ask: *Have you ever heard of Easter Island? Have you ever seen pictures of the Moais (statues)? What do you know about them?*
- Students read and organize the story in the correct order.
- Students note down any words or phrases they have difficulty understanding. Write these on the board and elicit suggestions for what they mean. Demonstrate how to use the context, key words, pictures and cognates to understand difficult vocabulary.
- Play the audio. Students check their answers in pairs.

**Answer Key**  
(reading across) 1, 5, 6, 3, 4, 2

**Audio Script**

14

Long ago, there lived a group of people on a remote island in the Pacific Ocean. Today, we call it Easter Island. They lived in a very organized society. They devoted their time to agriculture, fishing and the construction of very big stone statues that were placed near the coast of the island. The forests provided them with the necessary resources: food, shade, water, and the materials to construct houses, canoes that were used to fish in the ocean and tools to transport the big statues to the coast. But slowly things began to change.

As time passed, the population increased and there were more and more people living on the island. There were conflicts and the people divided into two groups. They started competing for the resources the island provided. Without thinking of the consequences of their actions, they cut down more and more trees to build statues. When most of the trees were gone, the island suffered. Without trees, there was soil erosion, making agriculture impossible. The rivers and lakes dried up and many animals died. When the people realized the problem, they decided to escape the island, but it was too late. Without wood it was impossible to build enough canoes for everyone to leave. And so the population of the island was reduced to a few people, and eventually they also died. The only things left now are the huge stone statues standing on the coast, looking out to sea.

**Extra Activity (15 minutes)**

In pairs, students read the story out loud in the correct sequence. Encourage them to use story-telling techniques like using intonation, pauses and interaction with the listeners to make the story more interesting.

5.  Speak »

(25 minutes)

- Play the audio again if necessary.
- Students work in groups and discuss the questions. Write more questions on the board: *What resources did the people on Easter Island have at first? (a forest, food, wood, fresh water) Why do you think the people divided into two groups? (there were too many people, they had different opinions)*

**Answer Key**

- a. People on the island didn't restore the forest and consumed all the resources.
- b. It's important to use natural resources wisely.

- Students share their answers with the whole class and discuss the message of the story. Elicit examples of where the islanders did or did not show cooperation, creativity, respect or responsibility. Example: *They created sculptures. They showed (creativity).*


**21st Century Skills  
Taking Responsibility**

Read the information with the class. Discuss the importance of accepting responsibility for your actions. Ask students to think of examples to illustrate this idea. Then ask students to list the eco-responsibilities that they have.

**Extra Activity (20 minutes)**


In groups, students think of or invent a similar story about sustainability. Ask them to outline the story by answering *Who ... ? , Where ... ? , What ... ?*

# module 1 // Unit 3

6.  **Read »** Read each category in this survey. Decide if the items (a–d) are very important (V), quite important (Q), or not very important (N). Compare your answers with a partner.

## The Ideal City

- |  |   |
|--|---|
| <p>1. For people living in your city, an important value is:</p> <ul style="list-style-type: none"><li>a. respect</li><li>b. cooperation</li><li>c. responsibility</li><li>d. creativity.</li></ul> <p>2. In your city, a bad environmental practice is:</p> <ul style="list-style-type: none"><li>a. destroying forest for industrial purposes</li><li>b. polluting water for industrial purposes</li><li>c. throwing away rubbish</li><li>d. killing animals for food.</li></ul> | <p>3. A good environmental practice in your city is:</p> <ul style="list-style-type: none"><li>a. recycling</li><li>b. conserving the green areas</li><li>c. restoring forest</li><li>d. saving water and energy.</li></ul> <p>4. In your city, it's necessary to improve:</p> <ul style="list-style-type: none"><li>a. air quality</li><li>b. access to water</li><li>c. transportation</li><li>d. waste management.</li></ul> |
|--|---|


7.  **Speak »** Find someone in your class who agrees with the opinions. Find out their reasons for agreeing.

### Find someone who ...

- a. thinks respect is the most important eco-value
- b. strongly believes it's wrong to kill animals for food
- c. is sure that restoring forests is the best environmental practice
- d. agrees with the need to stop using private cars

I agree with you that respect is very important, but I believe cooperation is more important in our city.

Because when you live in a big city, you need cooperation to build things.

8.  **Speak »** In groups, read the text and discuss the city's dilemma. What is your opinion? Who do you agree with, A, B or C?

You live in a coastal town. Fishing is a very important economic activity, but in recent years the number of fish has decreased. This has had a negative impact. A foreign company is interested in building a port to export coal by ship. It has offered to buy a part of the beach for this project. The town has to decide what to do.

**A** I have no doubt it's wrong to sell the beach because the transportation of coal will pollute the coast.



**B** I think it's a good opportunity to make money to build more tourist facilities.

**C** I'm sure it's a good idea to sell but it's important to make the company promise they will not pollute the beach.

6.  **Read »**

(25 minutes)

- Set the context. Tell students they will participate in a debate about the ideal city.
- Students complete the survey individually, then share answers and compare results in pairs.
- In groups, students hold a debate using the categories in the survey. Each student says what they think and supports their opinion with a reason.
- At the end, the group votes to select a winner.

7.  **Speak »**

(15 minutes)

- Read the rubric. Explain that students need to stand up and move around the class, asking and answering questions. Provide a model of the interaction, with the following questions and the sample answers from the Student's Book:
  - A: *Do you think respect is the most important eco-value?*
  - B: *I agree that respect is important, but I believe cooperation is more important in our city.*
  - A: *Why do you think that?*
  - A: *Because when you live in a city you need cooperation to build things.*
- Students note down names and reasons.
- If you think it's appropriate, you can make this a competition. The first ten students to finish 'win'.

8.  **Speak »**


(20 minutes)

- Students work in groups of three. Set the context and explain the task.
- Students read the text and the opinions, A, B and C. Encourage students to agree or disagree with the opinions and offer their own opinions. Remind them to use expressions to give an opinion and describe good and bad practices.
- Monitor the discussions and offer help where necessary.

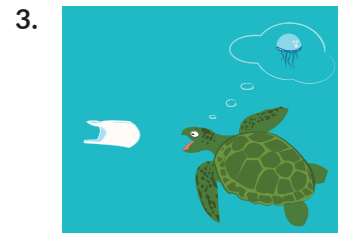
**Extra Activity (20 minutes)**

In small groups, students create a similar dilemma for the rest of the class to discuss, and to express their opinions about. Students write their dilemma and exchange with another group. Each group discusses the dilemma and provides two or three opinions which they then give back to the first group.


## Preparing Your Task » Local Problems Are Global Problems!

1.  **Read »** Match the sentences (a–c) with the correct photo (1–3).

- a. There is a very big island of rubbish floating in the ocean.
- b. Plastic can kill marine animals.
- c. People kill sharks for their fins.



15

2.  **Listen »** Listen and decide if the sentences are true (T) or False (F).

- a. There is an island in the ocean made of rubbish.
- b. Fishermen kill sharks because they are dangerous.
- c. Supermarkets don't want people to pay for plastic bags.

3.  **Read »** Read the text. Select the correct form of the verbs in *italics*.

I <sup>a</sup> *have / haven't* no doubt that we all share the benefits the ocean provides. We all affect its preservation in a positive or negative way. It's wrong <sup>b</sup> *to think / thinking* that we cannot do anything to find a solution. The oceans constitute 80% of the surface of the planet. They are important because they regulate global temperatures and capture CO<sub>2</sub>. It's important <sup>c</sup> *to protect / protecting* the habitats of many plants and marine animals.

There are two big problems for the oceans: pollution and overfishing. Pollution is a serious problem. Animals sometimes eat plastic because they think that it's food, or they get trapped in plastic bags or fishing nets.

I <sup>d</sup> *am agree / agree* with people who want to reduce or prohibit industrial fishing because it <sup>e</sup> *is not / does not* good practice. We need to stop over-exploiting the ocean's resources.



1.  **Read »**

(15 minutes)

- Write the sentence on the board: *Local problems are global problems!* Ask students to explain. Give an example: *When we throw away rubbish, all those materials that are not organic stay in the soil or end up in the rivers and oceans. Then it's not local any more - it's a problem for everyone.*
- Elicit more examples.
- Students look at the photos and, as a class, describe what they see.
- Students match the photos and sentences a-c.

**Answer Key**

a. 2.      b. 3.      c. 1.

2.  **Listen »**

(20 minutes) (track 15)

- Ask what students know about human actions and the oceans. Encourage them to use the photos in exercise 1. Write any relevant vocabulary on the board, e.g. *fishing nets, marine animals, sharks, fins.*
- Students decide if the sentences are true or false.
- Play the audio. Students check their answers in pairs.
- As a class, students summarize each of the conversations.

**Answer Key**

a. T      b. F      c. F

**Audio Script**

15

**Conversation 1**

**Oscar:** Did you know there is an enormous island of rubbish floating in the Pacific Ocean?

**Pilar:** Really? How big is it?

**Oscar:** Well, it's big. Some people say it's very, very big.

**Pilar:** That's horrible! How can we clean up the oceans? Is it too late?

**Oscar:** Well, I think it's very difficult. We have to stop throwing away so much rubbish. Especially plastic.

**Pilar:** Yes, I think it's wrong when people buy bottles of water and throw away the bottle without reusing it or recycling it.

**Conversation 2**

**Pilar:** Do you think it's important to stop killing sharks for their fins?

**Oscar:** Why do you ask? Of course it's important! Fishermen kill millions of sharks every year.

**Pilar:** I think sharks are beautiful, but a lot of people think they are dangerous.

**Oscar:** People are more dangerous. I strongly believe we should show respect for all animals - including sharks.

**Conversation 3**

**Pilar:** What do you think of supermarkets asking people to pay for plastic bags?

**Oscar:** I think it's a really good idea. The sea is full of plastic bags. Plastic stays in the water for a long time and it can kill marine animals and birds.

**Pilar:** It's not necessary to use new plastic bags for everything.

**Oscar:** Yes, I agree.

3.  **Read »**

(15 minutes)

- Students look at the photo. Ask: *What do you think are the two main problems of the ocean? What are the benefits the ocean provides?* Write some ideas on the board.
- Remind students to read the whole text before selecting the correct verb form, to get an idea of the overall meaning.
- Students select the correct form of the verbs, and check their answers in pairs.
- Compare students' ideas with the information in the text.

**Answer Key**

- a. have
- b. to think
- c. to protect
- d. agree
- e. is not

**Extra Activity (15 minutes)**

Students think about the last time they visited the sea or a river. In pairs, they tell each other their stories (what they saw, what they did, etc.). Ask for volunteers to share their stories with the class.

## 4. **Read »** Read this article and complete the suggestions with the words in the box.

caption    main body    quotation    headline    lead paragraph

### Magdalena River

by Gloria Torres



Dead fish in the Magdalena River.

The Magdalena River is the most important river in Colombia. It has permitted the cultural and economic development of many towns and cities that are near it, but it has a very serious environmental problem.

The Magdalena River provides drinking water and food. It is also used to generate energy. But the river is now very polluted. The number of fish is decreasing, and there is a lot of deforestation around the river.

We need to do something to restore its biodiversity, protect its waters and help the people that make a living from it.

Make the <sup>a</sup> \_\_\_\_\_ more specific. What is the problem with the river?

A <sup>b</sup> \_\_\_\_\_ is not a description of the photo. It tells the story behind the picture or adds interesting information.

The <sup>c</sup> \_\_\_\_\_ should explain the specific environmental problem and the causes of this problem.

The <sup>d</sup> \_\_\_\_\_ should add interesting facts. For example, all rivers provide drinking water. But how many people benefit from the river as a drinking water resource? Research!

This part of the main body should say how to restore the river. It can include the opinion of an expert. Find a <sup>e</sup> \_\_\_\_\_.

## 5. **Write »** Rewrite the article. Use the suggestions in exercise 4, the extra information below and your own ideas.

- Large numbers of fish die every year in the Magdalena River because pollution reduces the level of oxygen.
- According to the Nature Conservancy Agency, 38 million people benefit from its water.
- Pablo Garavito, environmental engineer: 'Local people and industries need to take responsibility for cleaning up the river. Without this important contribution, there is no solution.'

## 6. **Write »** Look back at your research in Unit 1, lesson 1, exercise 8 and lesson 3, exercise 9. Complete the chart with notes from your research. Then write a similar article, following the suggestions in exercise 4.

What's the problem?	Who is involved?	Where is it?	How can we solve the problem?




4.  **Read »**  
(20 minutes)

- Set the context. Explain to students that they will read an article written by a student.
- Students look at the photo and title. Ask: *What is the topic of the article?* (the Magdalena River)
- Explain that the boxes on the right are suggestions made by an editor. Students read the suggestions. Ask: *How can we improve the headline?* (with key words that establish and limit the topic: e.g. *Magdalena River Is Dying, Magdalena River Pollution Problem*)
- Explain that the words in the box are the names of the different parts of a news article.
- Students complete the suggestions and check their answers as a class.

**Answer Key**

- a. headline
- b. caption
- c. lead paragraph
- d. main body
- e. quotation

5.  **Write »**  
(15 minutes)


- Focus attention on the text. Explain that it contains extra information to complete and improve the article.
- Students read the text.
- Students modify or extend the article in exercise 4 using this.

6.  **Write »**  
(20 minutes)

- Explain that in this part of the project, students will complete the news article they outlined in Unit 1.
- Students use the chart to generate and organize their information and ideas before writing.
- Students write the article, using the Magdalena River article as a model. Remind them to include the key features: a headline, lead paragraph, main body, quotation and a caption for any photos they use.

**Extra Activity (10 minutes)**

Encourage students to do some peer correction. Students work in pairs and read their partner's article, and provide feedback.

7.  **Read »** Read the letter from a student to an international foundation. Label the letter with parts a–h.

- a. Supporting information
- b. Name and address of sender
- c. Opening salutation
- d. Request for help
- e. Opening paragraph (statement of purpose)
- f. Closing salutation
- g. Concluding paragraph
- h. Name, company and address of recipient

**Study Tip**

Writing a letter is a very important skill. Formal letters have specific and important elements.

David Quiroga  
Paso Verde School, Nóvita, Chocó  
20 June 2018

Ms Claire Smith  
World Ecosystems Foundation  
210 Manchester Street, London SW2 1TJ, United Kingdom

Dear Ms Smith,

I'm writing to you about the illegal mining that happens in my community. We need to stop illegal mining now because it is affecting our environment and our health.


Every day the industry throws large quantities of mercury and other chemicals into streams and rivers that are our sources of fresh water. According to the Mining and Energy Ministry's latest report, 35% of the protected area near the River Tamaña has now been eroded as a result of illegal mining activities. We are concerned about our health, deforestation and the destruction of local ecosystems in general.

We would like to ask for your international support because we have heard about your initiatives and your commitment to helping communities like ours. We can all work together to make sure that there is a healthy environment for everyone.

In conclusion, we strongly believe it is time to stop these activities before it is too late for the people and the environment. The area is a beautiful rainforest with amazing biodiversity, and it belongs to all of us.

Yours sincerely,

**David Quiroga**  
Eco-Warriors Youth Group  
Paso Verde School

8.  **Write »** In groups, think of an environmental problem in your town or city. Write a similar letter to the local authorities expressing your concern. Include:

- the correct names and addresses
- opening and closing salutations
- an opening paragraph
- supporting information
- a request for help
- a concluding paragraph.

7.  Read »

(15 minutes)

- Students read the letter quickly. Ask: *What kind of letter is this?* (formal? informal? personal?) *Why would you write this kind of letter?*
- Write these comprehension questions on the board: *Who wrote the letter? Who is the letter to? What is it about? What is its purpose?*
- Students read the letter and answer the questions in groups.
- Explain that items a-h are the different parts of a letter. Check that students understand these before they match them with the content.
- Check answers as a class.

**Study Tip**

Read the text together and discuss why this is a formal letter and not an informal letter. Ask students to describe an informal letter.

**Answer Key**

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

8.  Write »

(20 minutes)

- Students work in groups to write a letter. Remind them of the purpose of the letter: to express their concern about an environmental problem.
- Students can use the information from the news article in exercise 6 for content, and the letter in exercise 7 as a model. Explain that they can use the words and expressions in red to organize the letter.
- If there is time, groups can exchange letters and give feedback on the use of correct language and organization.

# Chant

## Respect the earth



*Save energy to be green!  
Respect the earth and keep it clean.  
Save energy to be green!  
Respect the earth and keep it clean.*



Sustainable energy will help us restore,  
But we can't afford to pollute any more.  
Pesticides and open mines  
I strongly believe will destroy us in time.

Be sure to recycle, wherever you are,  
And use your bike instead of a car.  
Sign a petition in this magazine,  
To conserve biodiversity.

*Save energy to be green! ...*

We must protect our habitat.  
We need conservation, and that's a fact.  
Deforestation means losing our trees,  
Water pollution's destroying our seas.



Believe in the cause and join a campaign.  
Ask your friends to do the same.  
Have no doubt and cooperate.  
Make a change, before it's too late!



# Chant:

## Respect the earth


*Introduction to chants*

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


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

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

### Lesson 4

 **Speaking »**  
(5 minutes)

Before playing the audio for the chant, ask your students what they think it is about. Ask them to tell you which words they can read that helps them to understand the theme. If there are any items of vocabulary that they don't understand, see if anyone in the class can explain it either in English, or in their own language.

 **Listening »**  
(15 minutes)

Play the audio through a few times. The first couple of times, tell students to focus on listening to the rhythm and pronunciation of the chant. On the third listen, encourage them to sing along with the chant, and replay it several times so that they feel confident with the melody and the rhythm.

Once students are familiar with the chant, split the class in two. Get one group to chant the main body of the text, and the second group to say the final word at the end of each line.

Group 1 Save energy to be  
Group 2 green!  
Group 1 Save energy to be  
Group 2 green!  
Group 1 Pesticides and open  
Group 2 mines  
Group 1 I strongly believe will destroy  
us in  
Group 2  
time.  
Group 1 Sustainable energy will help  
us  
Group 2  
restore,  
Group 1 But we can't afford to  
pollute any  
Group 2  
more.

As part of this whole class activity, you may find there is a good opportunity to recap modal verbs. In preparation for activity 1, ask students to tell you what they must and must not do, according to the chant (must will be replaced with should in activity 1).



1. **Read »** What should and shouldn't we do?

- 1 We shouldn't cut down trees.
- 2 We \_\_\_\_\_ pollute the environment.
- 3 We \_\_\_\_\_ use sustainable energy.
- 4 We \_\_\_\_\_ save energy.
- 5 We \_\_\_\_\_ use pesticides.
- 6 We \_\_\_\_\_ respect the earth.
- 7 We \_\_\_\_\_ keep the earth clean.
- 8 We \_\_\_\_\_ join a campaign.
- 9 We \_\_\_\_\_ cooperate.
- 10 We \_\_\_\_\_ have open mines.

2. **Write »** Answer the questions.

- 1 What does the singer believe will destroy us?  
Pesticides and open mines
- 2 What can't we afford to do?  
\_\_\_\_\_
- 3 What should you do, wherever you are?  
\_\_\_\_\_
- 4 What should you use instead of a car?  
\_\_\_\_\_
- 5 Where is the petition?  
\_\_\_\_\_
- 6 What must we protect?  
\_\_\_\_\_
- 7 What happens when we lose our trees?  
\_\_\_\_\_
- 8 What destroys our seas?  
\_\_\_\_\_
- 9 What should you ask your friends to do?  
\_\_\_\_\_
- 10 What should you do before it's too late?  
\_\_\_\_\_

3. **Write »** Write an article for a website about protecting the environment. Say what we should do and why.

drive a car respect the earth join a campaign keep the earth clean use pesticides  
 have open mines use sustainable energy protect our habitat recycle ride a bike  
 sign a petition pollute water cut down trees join a demonstration save energy  
 pollute destroy our seas



We should ...  
 We shouldn't ...  
 We must ...  
 We mustn't ...  
 Always ...  
 Never ...  
 ... because ...

1.  **Reading »**  
(10 minutes)

Activity 1 is a reading activity. You may find that students need a brief reminder of should and shouldn't and modal verbs that don't appear in the chant, so make sure that they understand the rubric before they start work in their pairs. You may like to complete the first two or three questions as a whole class to ensure everyone understands what to do.

Get students to do the exercises in their pairs, then bring the whole class back together and run through each question, identifying any problem questions or areas of difficulty.

2.  **Writing »**  
(15 minutes)

Activity 2 requires a thorough and detailed comprehension of the text, and the ability to translate this into grammatically correct sentences. Students should be encouraged to answer in full sentences.

Once all pairs have written down their answers, go round the class getting a different pair to answer each question. Give extra marks for good pronunciation and creative use of correct English.

3.  **Writing »**  
(15 minutes)

Activity 3 is an ideal homework exercise, as students could feasibly write quite a lot on the topic of protecting the environment at this point. Encourage them to recycle all the key vocabulary in the chant, and that they have learnt whilst doing the preceding exercise.

Encourage students to use as great a variety of vocabulary, ideas and concepts as possible. Give one mark for each correctly used item from the wordpool, and two marks for each item that students think of themselves (and use in a grammatically correct sentence).

**Extra Activity (10 minutes)**

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

# module 1 // Check Your Progress

## Check Your Progress

1.  **Read »** Complete the conversation with the expressions in the box.

I have no doubt   I'm not sure   I really think   I agree with

Ángela: Did you know that the mayor says it's obligatory to recycle our waste?

Carlos: No, I didn't. <sup>a.</sup> \_\_\_\_\_ it's a good idea because there is too much rubbish. I <sup>b.</sup> \_\_\_\_\_ the mayor.

Ángela: <sup>c.</sup> \_\_\_\_\_. Is it the real solution?

Carlos: Absolutely! I <sup>d.</sup> \_\_\_\_\_ we need to recycle and reduce our waste to protect the animals in the oceans and rivers.





2.  **Read »** Select the correct expression to complete the letter.

Dear Sir,





I am writing to you because I am interested in protecting the forests of Colombia. Forests cover 53% of the total area of our country, but deforestation has advanced quickly in recent years. It's <sup>a.</sup> *important* / *wrong* to find ways to make companies restore the forests the country is losing. It's <sup>b.</sup> *wrong* / *a good idea* to cut down an area of trees and not restore the forest, just because Colombia has a lot of forests. I think it's <sup>c.</sup> *necessary* / *bad practice* to protect nature reserves all around the country because the forests are home to a variety of plants and animals. It's <sup>d.</sup> *important* / *not necessary* to remember that Colombia has the seventh largest area of tropical rainforest in the world, and is second in terms of biodiversity.

Yours faithfully,  
Ana Rodríguez



I can express opinions about human actions. 	
 Very well	
 Quite well	
 With difficulty	

I can discuss good and bad environmental practices. 	
 Very well	
 With difficulty	
 I agree with	

I can describe ecological values. 	
 Very well	
 Quite well	
 With difficulty	

3.  **Listen »** Listen and answer the questions.

- Why did Milo decide to do something about the pollution in the oceans?
- What did Milo do to help protect the oceans?
- What value do business people in San Francisco show?



1.  **Read »**

(10 minutes)

- Remind students to read the whole conversation before completing it.
- Students complete the conversation, then check their answers in pairs.

**Answer Key**

- a. I really think
- b. agree with
- c. I'm not sure
- d. I have no doubt

2.  **Read »**

(10 minutes)

- Remind students to read the whole letter before selecting the correct expression, to get an idea of the overall meaning.
- Students complete the letter, then check their answers in pairs.

**Answer Key**

- a. important
- b. wrong
- c. necessary
- d. important

3.  **Listen »**

(20 minutes) **(track 16)**

- Students read the questions and possible answers before listening.
- Play the audio. Students listen and select the best answer.

**Answer Key**

- a. He discovered there was a lot of plastic waste in the oceans.
- b. He started a petition to reduce the plastic used in supermarkets and stores.
- c. cooperation

**Audio Script**

17

Milo lives in San Francisco,

He is only nine years old, but he has shown the world his concern for the environment.

Milo was worried about the pollution of the oceans. So he started researching the causes of that pollution. He discovered that there is a lot of waste in the oceans, including plastic bags, cups and bottles. Milo was sure that some of this plastic is not really necessary and some of it can be reduced. So he decided to do something to help reduce the number of bags and bottles that people use.

Milo organized a petition to supermarkets and other big stores, asking them to stop the excessive use of plastic bags, bottles and packaging. He sent the petition to most of the businesses in the San Francisco Bay area.

Surprisingly, most people from these businesses decided to sign the petition and they promised to work together with Milo to help protect the ocean.

# Quiz

Everyone picks a square in the same category and answers the question or instruction in that square. When you answer correctly, you get the points. The person with the most points at the end wins!

Negative Effects on the Environment	Helping the Environment	Expressing your Opinion	Recycling
Describe an environmental problem in your community. <b>800 points</b>	Talk about what you can do to help the environment. <b>800 points</b>	Say why you think it is important to protect forests. <b>800 points</b>	Describe actions taken in your community to recycle. <b>800 points</b>
What happens when people don't care about the environment? <b>700 points</b>	What environmental issue have you recently read about in the news? <b>700 points</b>	Name two actions to the environment that you strongly disagree with. <b>700 points</b>	Explain how you can reduce water consumption. <b>700 points</b>
What is the problem with pesticides? <b>600 points</b>	How is life interconnected? <b>600 points</b>	Complete: <i>I have no doubt that ...</i> <b>600 points</b>	Name one item you can reuse. <b>600 points</b>
Name one eco-friendly action you do at home. <b>500 points</b>	What do you have to do to recycle? <b>500 points</b>	Describe something you and your friends strongly believe in? <b>500 points</b>	Do you respect public spaces? <b>500 points</b>
Describe what's happening.  <b>400 points</b>	What can people do to solve this problem?  <b>400 points</b>	Express your opinion about adopting animals from a shelter.  <b>400 points</b>	Explain what you can do with these items.  <b>400 points</b>
What concerns do you have about the environment? <b>300 points</b>	How does planting trees help the environment? <b>300 points</b>	Complete: <i>It's wrong to ...</i> <b>300 points</b>	Describe one action you can take to start reducing waste. <b>300 points</b>
What is illegal mining? <b>200 points</b>	How does signing a petition help the environment? <b>200 points</b>	Complete: <i>I really think that ...</i> <b>200 points</b>	Name three eco-friendly actions. <b>200 points</b>

# module1 // Review

Eco-Friendly Actions	Writing a Letter	Problems	Working for a Cause
<p>Explain how your school can be more eco-friendly.</p> <p><b>800 points</b></p>	<p>Write a short letter expressing an environmental concern.</p> <p><b>800 points</b></p>	<p>Describe what habitat loss means.</p> <p><b>800 points</b></p>	<p>Discuss a possible solution for the island of rubbish in the Pacific Ocean.</p> <p><b>800 points</b></p>
<p>How can carbon emissions be reduced?</p> <p><b>700 points</b></p>	<p>What is the closing paragraph of a letter?</p> <p><b>700 points</b></p>	<p>What is the effect of cutting down trees for cattle farming?</p> <p><b>700 points</b></p>	<p>Briefly tell the story of Easter Island. What can we learn from it?</p> <p><b>700 points</b></p>
<p>Describe some eco-friendly things you can do when traveling.</p> <p><b>600 points</b></p>	<p>What is the purpose of the letter in the box below?</p> <p><b>600 points</b></p>	<p>How do human actions impact the environment?</p> <p><b>600 points</b></p>	<p>Is it possible to work together and change the world? Explain.</p> <p><b>600 points</b></p>
<p>Define composting.</p>  <p><b>500 points</b></p>	<p>Continue the letter:</p> <p>Dear Sirs, Our community is not recycling. There is rubbish in the park and public spaces ...</p> <p><b>500 points</b></p>	<p>Explain what was happening before and what happened after.</p>  <p><b>500 points</b></p>	<p>What can teenagers do to help the environment?</p>  <p><b>500 points</b></p>
<p>Is buying bottled water every day an eco-friendly action?</p> <p><b>400 points</b></p>	<p>What part of a letter is this? 'I'm writing to you because ...'</p> <p><b>400 points</b></p>	<p>What environmental problems are there in Colombia?</p> <p><b>400 points</b></p>	<p>What can a teacher do to help the environment?</p> <p><b>400 points</b></p>
<p>Describe one way you can save energy.</p> <p><b>300 points</b></p>	<p>Mention the three important parts of a letter.</p> <p><b>300 points</b></p>	<p>What is deforestation?</p> <p><b>300 points</b></p>	<p>What can a farmer do to help the environment?</p> <p><b>300 points</b></p>
<p>What is an eco-footprint?</p> <p><b>200 points</b></p>	<p>What is the first part of a letter?</p> <p><b>200 points</b></p>	<p>What is air pollution?</p> <p><b>200 points</b></p>	<p>What can a photographer do to help the environment?</p> <p><b>200 points</b></p>

## Taking Care Of The Environment Challenge

Students play in pairs or groups of up to five people. They need some paper and a pencil. Explain that they should all choose a square in one of the categories on the board and answer the question or complete the statement. If the answer is correct, they can collect the points indicated. The player marks this question as answered and writes down the number of points collected. If the answer is not correct, the player doesn't win any points and, on their next turn, can try to answer again or can answer a different question. In each group students should decide together if an answer is correct or incorrect. You can help with suggestions. When all the questions have been answered, the player with the most points wins. Walk around the classroom helping students with vocabulary and structures as they play.

## Challenge Answers

### Page 42-43

1. Negative Effects on the Environment, row 1: Answers may vary.
2. Negative Effects on the Environment, row 2: Answers may vary.
3. Negative Effects on the Environment, row 3: Answers may vary, but students may mention that pesticides contaminate water and damage ecosystems.
4. Negative Effects on the Environment, row 4: Answers may vary.
5. Negative Effects on the Environment, row 5: Fumes from factories pollute the air and increase the greenhouse effect.
6. Negative Effects on the Environment, row 6: Answers may vary.

## Review Race Answers continued

7. Negative Effects on the Environment, row 7: Answers may vary, but students may say that illegal mining is done without taking care of the environment, increasing water pollution, deforestation and habitat loss.
8. Helping the Environment, row 1: Answers may vary, but students may mention saving energy and water, using less plastic, signing petitions, etc.
9. Helping the Environment, row 2: Answers may vary.
10. Helping the Environment, row 3: There is a symbiotic relationship between living things. Every action humans do can damage or protect the environment.
11. Helping the Environment, row 4: Separate rubbish correctly.
12. Helping the Environment, row 5: Answers may vary.
13. Helping the Environment, row 6: It helps to prevent deforestation and to produce oxygen.
14. Helping the Environment, row 7: Collecting a lot of signatures may lead to passing a bill or taking action to protect the environment.
15. Expressing your Opinion, row 1: Answers may vary.
16. Expressing your Opinion, row 2: Answers may vary.
17. Expressing your Opinion, row 3: Answers may vary.
18. Expressing your Opinion, row 4: Answers may vary.
19. Expressing your Opinion, row 5: Answers may vary.
20. Expressing your Opinion, row 6: Answers may vary.
21. Expressing your Opinion, row 7: Answers may vary.
22. Recycling, row 1: Answers may vary.
23. Recycling, row 2: Answers may vary but may include taking shorter showers, collecting rainwater, not doing the laundry every day, etc.
24. Recycling, row 3: Answers may vary, but may include clothes, paper, containers, etc.
25. Recycling, row 4: Answers may vary.
26. Recycling, row 5: They can all be recycled but need to be separated correctly.
27. Recycling, row 6: Answers may vary but may include reusing items, buying less plastic, etc.
28. Recycling, row 7: Answers may vary but may include saving water, planting trees, recycling, etc.
29. Eco-Friendly Actions, row 1: Answers may vary.
30. Eco-Friendly Actions, row 2: Answers may vary but may include using cars less, having factories work on reducing emissions, etc.
31. Eco-Friendly Actions, row 3: Answers may vary but may include not throwing rubbish away, being aware of the habitats visited, etc.
32. Eco-Friendly Actions, row 4: It means using organic material as fertilizer.
33. Eco-Friendly Actions, row 5: No. We should try to buy less plastic.
34. Eco-Friendly Actions, row 6: Answers may vary but can include turning lights and appliances off when not using them.
35. Eco-Friendly Actions, row 7: It is a symbol of the actions we take to help the environment.
36. Writing a Letter, row 1: Answers may vary.
37. Writing a Letter, row 2: It's a paragraph that sums up the information and thanks the recipient of the letter.
38. Writing a Letter, row 3: To ask authorities in the community to implement recycling and rubbish collection.
39. Writing a Letter, row 4: Answers may vary.
40. Writing a Letter, row 5: It is the purpose of the letter.
41. Writing a Letter, row 6: Answers may vary.
42. Writing a Letter, row 7: The name and date.
43. Problems, row 1: It means losing forests and animal habitats because of human activity.
44. Problems, row 2: Habitat loss and deforestation.
45. Problems, row 3: Answers may vary but may include pollution, deforestation, habitat loss, etc.
46. Problems, row 4: Answers may vary, but students may say: 'before there was a forest but, due to deforestation and water pollution, the habitat was lost.'
47. Problems, row 5: Answers may vary.
48. Problems, row 6: Cutting down trees for cattle farming.
49. Problems, row 7: Pollution of the air caused by fumes.
50. Working for a Cause, row 1: Answers may vary.

# PROJECT

## An eco-newsletter to evaluate the impact of human actions on the Colombian environment

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

Unit 1 Human Actions and the Environment	Unit 2 Think Green!	Unit 3 Caring For the Environment
<p><b>Lesson 3, exercises 5-7</b> Facts about Colombia's eco-concerns <input type="checkbox"/></p> <p><b>Lesson 3, exercise 10</b> Poster of environmental problem research <input type="checkbox"/></p>	<p><b>Lesson 2, exercise 6</b> Eco-friendly advice for travellers <input type="checkbox"/></p> <p><b>Lesson 3, exercise 3</b> Information leaflet with suggestions for a school recycling programme <input type="checkbox"/></p> <p><b>Lesson 3, exercise 4</b> Eco-promise <input type="checkbox"/></p> <p><b>Lesson 3, exercise 9</b> News articles about the school eco-footprint <input type="checkbox"/></p>	<p><b>Lesson 3, exercises 1-3</b> Photos and facts about problems in the oceans <input type="checkbox"/></p> <p><b>Lesson 3, exercise 4</b> Article on the Magdalena River <input type="checkbox"/></p> <p><b>Lesson 3, exercises 7-8</b> A petition letter <input type="checkbox"/></p>

2. Decide which information you want to include in your newsletter.
3. Look at the two options for presenting the newsletter. Discuss the advantages and disadvantages of each option: an online newsletter or a poster presentation.
4. Read the suggestions for what to do before, during and after the launch of the newsletter. Can you think of other ideas?

	Online newsletter	Poster presentation
<b>Before</b>	<p>a. Create a website – think of a name and web address.</p> <p>b. Choose a format for your newsletter (see the suggested format in Step 5).</p> <p>c. Organize your material using the format you chose.</p>	<p>a. Look for a space to create a poster presentation and ask for permission.</p> <p>b. Find materials to create your poster (What will you put it on? How big will it be?).</p> <p>c. Make an outline of the design on paper. Then create your poster.</p> <p>d. Decide on a date to launch the poster.</p> <p>e. Announce the date and invite people to the launch.</p>

## Module 1 Project

1. Explain to students that they are going to create an eco-newsletter. The newsletter will have different sections with informative texts on environmental and ecological issues. Students will carry out research and produce posters, collages, trivia questions, surveys and interviews. Tell students they will be publishing this newsletter in an eco-friendly way, either publishing online or using recycled paper.

Remind students that they've been working on the project throughout the module. Direct them to the Unit overview pages so they can see the Module tasks and elements which will contribute to the project. Remind them of the different activities they carried out earlier in the module.

It is important to use this checklist to enable teachers and students to clearly see where they're going, how much progress they have made, and how much is missing. Tell students the mind maps, outlines and posters will help them decorate the classroom or noticeboards and will help them in their oral presentations of the topics.

2. Students discuss which information they want to include.

3. Students decide the format they'd like to use for their newsletter. Direct their attention to the chart. Go over the two options, and discuss the advantages and disadvantages of each.

4. Clarify that in an online publication students should promote the website, the launch event and share some content previews to create curiosity about the newsletter. For the wall-poster newsletter, students should invite the audience to present their products. If students want to make copies of their news articles or contents of the newsletter, they should use recycled paper.

### 21st Century Skills

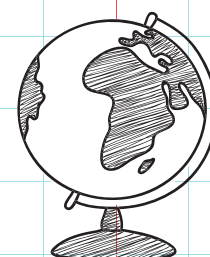
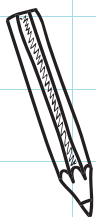
Ask students to discuss why it's important not to waste paper. Remind them not to use unnecessary paper and cardboard as they produce their materials, and also to be aware of the need to use school resources wisely.

# module1 // Project

	Online newsletter	Poster presentation
During	<p>d. Give a presentation of your website (e.g. a PowerPoint presentation, a presentation to the class).</p> <p>e. Answer questions.</p> <p>f. Think of different strategies to promote your website (e.g. by email, using social media).</p>	<p>f. Put up your poster.</p> <p>g. Present the information while people read the sections of the poster.</p> <p>h. Answer questions.</p>
After	<p>g. Invite people to sign the eco-promise and to vote in your online survey.</p> <p>h. Publish the results of the survey.</p> <p>i. Ask for feedback online.</p>	<p>i. Invite people to sign the eco-promise and to vote in your online survey.</p> <p>j. Publish the results of the survey.</p> <p>k. Ask people present for feedback.</p>

5. Here are some suggestions for how to organize the information in your online newsletter or poster.

<b>Name of the newsletter:</b> _____ <b>Web address:</b> _____ <b>Launch date:</b> _____	
<b>WHO ARE WE?</b> <ul style="list-style-type: none"> <li>Personal information about the people in the group</li> </ul>	<b>FEATURE STORIES / REGIONAL NEWS</b> <ul style="list-style-type: none"> <li>News article about the school eco-footprint</li> <li>Article on environmental problems</li> <li>Article on the Magdalena River</li> </ul>
<b>EDITORIAL</b> <ul style="list-style-type: none"> <li>Map of environmental problems</li> </ul>	<b>ECO-ACTIONS</b> <ul style="list-style-type: none"> <li>Suggestions for travellers – how to reduce your eco-footprint</li> <li>Eco-promise – ask people to sign</li> </ul> <b>DID YOU KNOW ...?</b> <ul style="list-style-type: none"> <li>Eco-facts, e.g. rainforest, recycling, Colombian problems</li> </ul> <b>ONLINE SURVEY</b> <ul style="list-style-type: none"> <li>Ask people to vote on ideas to reduce the impact of human actions on the environment.</li> </ul> <b>PETITION LETTER</b> Read and sign!
<b>PHOTO CONTEST</b> <ul style="list-style-type: none"> <li>Exhibition of photos showing environmental problems</li> </ul>	







## Module 1 Project


5. Invite students to reflect on how a newsletter is put together. Bring some examples to class and invite students to browse the different sections: local news, feature stories, surveys, contests, etc.

Direct their attention to the suggested sections. Tell students they can use these ideas to organize their newsletter, but that they needn't be bound by them and can decide on alternative ways to organize their chosen content.

Have students reflect on the importance of obtaining the corresponding feedback after the event. Explain that the audience or readers should provide feedback on the students' presentations and also on the newsletter as a whole.

Make sure students devise a form to ask the audience for feedback. They might want to use recycled paper to make copies of the feedback form and hand it out before the audience leaves.

Encourage students to reflect on the results of the presentations. They should congratulate themselves on things that went well and discuss how to improve things that did not work.



# Evaluation

## Vocabulary

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

- |                               |                         |                      |                                  |
|-------------------------------|-------------------------|----------------------|----------------------------------|
| 0. A. use pesticides          | B. illegal mining       | C. deforestation     | D. recycling                     |
| 1. A. volunteer               | B. pollute              | C. rescue an animal  | D. sign a petition               |
| 2. A. waste                   | B. reduce               | C. reuse             | D. recycle                       |
| 3. A. plastic bottles         | B. recycle              | C. fruit peelings    | D. magazines                     |
| 4. A. protect the environment | B. take shorter showers | C. have solar panels | D. use energy saving light bulbs |
| 5. A. I strongly believe...   | B. I'm certain...       | C. launch a petition | D. I'm sure...                   |

## Grammar

Circle the word that best completes the sentence. There is one example.

- |   |   |
|---|---|
| 0. I enjoy _____.   | 8. We can reduce pollution by _____ less plastic. |
| A. pollution  | A. buy  |
| B. walking  | B. buying   |
| C. deforestation  | C. is buying                                      |
| 6. There are many trees in our neighbourhood. Before, there _____ none. | 9. It's important to _____ consuming less.        |
| A. were   | A. have started                                   |
| B. are  | B. starting                                       |
| C. weren't  | C. start  |
| 7. Jessica is really good at _____.                                     | 10. I strongly _____ we can help the environment. |
| A. sing   | A. believe  |
| B. doesn't sing   | B. sure   |
| C. singing  | C. opinion  |



**Evaluation Answers**

**Page 46**

**Vocabulary**

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

**Grammar**

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

# module 1 // Evaluation

## Reading

Read the following text. Circle the best answer for each question. There is one example.

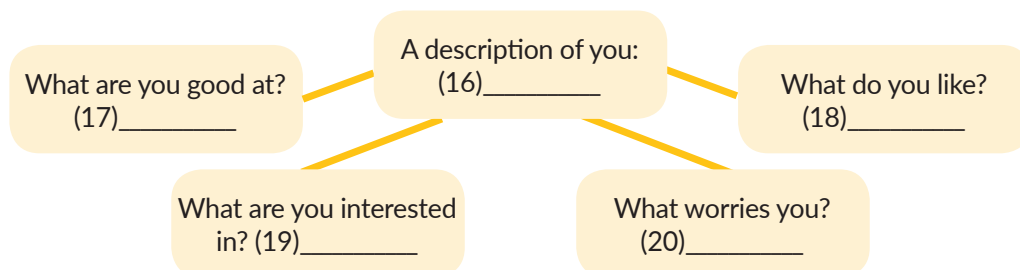
In recent years, climatic phenomena such as El Niño and La Niña have increased the lack of water in several countries. Fog catchers are nets between two wooden poles that capture water without polluting the environment. Scientists are starting to think that fog catchers can help us collect water in an efficient way. They are especially effective in deserts, mountains and other places that have a lot of fog. In the Atacama Desert in Chile, fog catchers are used for water supply and agriculture with wonderful results. A team of engineers from the Massachusetts Institute of Technology (MIT) is working to improve fog catchers. Scientists believe that, because they are easy to assemble and effective, fog catchers could become a globalized solution for water supply and agriculture all over the world.

0. Where have El Niño and La Niña increased the lack of water?  
a. In the Atacama Desert      b. In places that have a lot of fog      c. In several countries
11. What are El Niño and La Niña?  
a. They are objects that collect water.      b. They are climatic phenomena.      c. They are a solution to the lack of water.
12. What is a fog catcher?  
a. A type of agriculture.      b. An object that pollutes water.      c. A net that collects water.
13. Why are fog catchers helpful?  
a. Because are useful for collecting water.      b. Because they are easy to make.      c. Because they are made of wood and a net.
14. Where are fog catchers especially efficient?  
a. Near the ocean.      b. In places with a polluted environment.      c. In deserts and mountains.
15. What is the MIT team doing?  
a. They are working in the Atacama Desert in Chile.      b. They are studying El Niño and La Niña.      c. They are working to improve fog catchers.

## Writing

47

Complete the chart below about yourself.





## Evaluation Answers

### Page 47

#### Reading

- 11. B
- 12. C
- 13. A
- 14. C
- 15. C

#### Writing

- 16. Answers may vary.
- 17. Answers may vary.
- 18. Answers may vary.
- 19. Answers may vary.
- 20. Answers may vary.

# MODULE 2

Health



## Health Issues

### Unit »1

#### What is an Eating Disorder?

##### Language Functions

- Describe minor illnesses and give suggestions
- Describe symptoms of eating disorders and express conditions
- Describe past experiences
- Recognize negative health practices

##### Text Types:

- Webpage, poster, conversation, questionnaire, narrative text, informative article, descriptive paragraph

### Unit »2

#### Healthy Food Choices

##### Language Functions

- Ask for and give information about eating habits
- Make suggestions about eating habits
- Ask for and give information about the ingredients of a dish
- Give information about the nutritional value and health benefits of food

##### Text Types:

- nutrition advice, survey, descriptive paragraph, narrative paragraph, conversation, blog, recipe, nutrition quiz, informative article, interview

### Unit »3

#### Body and Mind Connection

##### Language Functions

- Describe emotions and feelings
- Express conditions
- Ask about past experiences
- Give and ask for suggestions

##### Text Types:

- Wiki webpage, online advertisement, descriptive paragraphs, narrative texts, instructions, interviews, newspaper article

# Module 2 Presentation



- Point out to students that this is the second module of the book and it addresses the topic of health.
- Ask: *What do you understand by the word 'health'? Do you consider yourself healthy or not?* Encourage students to justify their answers. Vocabulary might be a problem, so allow them to express their ideas in L1 when needed, offering translations so they start to become familiar with the topic and vocabulary.
- When explaining new vocabulary, do not translate words directly into L1. Use examples in L2, along with body language or drawings on the board, etc.
- Discuss the following: *Is good health just what you eat? Or does it include exercise?* Explain that in order to have good health, there are a number of factors involved. Obviously, good food and exercise are two very important factors, but psychological factors are also significant. For example, stress is a major problem when it comes to health. There are other external factors like fresh air and sunlight that also contribute to health.
- Draw students' attention to the theme of the module. Ask: *What is an eating disorder? Who can give me some examples of eating disorders?* Elicit that there are a wide variety of eating disorders, ranging from anorexia and bulimia to overeating.
- Make sure students understand that these types of disorders are dangerous health issues and that under no circumstances should we make fun of someone who has an eating disorder. On the contrary, these people need proper medical and psychological attention.



- Encourage students to look at the different pictures spread out over the two pages of the module presentation. Point to each one and ask students if they know the English word. Write the words on the board as students call them out. Help with translations if no one knows the name of a particular food or part of the body.
- Remind students that language functions help us to communicate more effectively. Most of what we say is for a specific purpose; whether to thank someone, offer help or simply express an emotion, we use language functions to help convey these messages.
- Go over the specific language functions and text types of the three units

## Unit 1

### What Is an Eating Disorder?

- As a group, read the language functions students will learn in this unit.
- Discuss the meaning of new vocabulary like *eating disorder, illnesses, symptom, health practices, poster*.

## Unit 2

### Healthy Food Choices

- Discuss the language functions listed in this unit and elicit definitions of new vocabulary such as *eating habits, nutritional value, dish, health benefits, survey, infographic, recipe*.

## Unit 3

### Body and Mind Connection

- Read the language functions and text types and clarify words students do not understand, e.g. *suggestions, wiki, advertisements, etc.*



### Explore Your Knowledge

Look at the pictures and answer ...

- Do you recognize the different food items?
- Which foods are healthy and which are unhealthy?
- Which foods do you like eating?
- Do you recognize some of the different body parts?
- What is each body part used for?



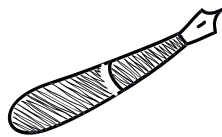
### Project: Create an Eating Disorder Prevention Plan and Present It at a Health Fair

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

Unit 1	Unit 2	Unit 3
<p>1. <b>Lesson 2, exercise 9</b> <b>21<sup>st</sup> Century skills</b> Ideas to raise awareness about being overweight and obesity.</p> <p>2. <b>Lesson 3, exercise 8</b> A text about a specific eating disorder including definition, causes, symptoms, treatment.</p>	<p>3. <b>Lesson 1, exercise 8</b> Survey on eating habits.</p> <p>4. <b>Lesson 2, exercises 8 and 9</b> Instructions on how to prepare a healthy snack.</p> <p>5. <b>Lesson 3, exercise 5</b> Nutrition quiz questions.</p> <p>6. <b>Lesson 3, exercise 7</b> Text and infographic describing a healthy food.</p> <p>7. <b>Lesson 3, exercise 8</b> Nutrition suggestions with infographics.</p>	<p>8. <b>Lesson 1, exercise 7</b> Infographic suggesting positive ways to improve self-esteem and body image.</p> <p>9. <b>Lesson 3, exercise 8</b> Checklist to discover if people contribute to their own low self-esteem and body image problems.</p> <p>10. <b>Lesson 3, exercise 10</b> Presenting ideas about the role of self-esteem and body image in the prevention of eating disorders.</p>

### Chant

Be good to your body





## Module 2 Presentation



### Explore Your Knowledge

- Read the questions together and discuss students' answers. Allow students to answer in L1 if they need to.
- Question three allows students to personalize the information by asking them which food they like to eat. Encourage them to give reasons for their responses.
- The last two questions refer to parts of the body. For the last question, encourage answers like *We use our hands to hold things* or *We use our knees to help us walk*, etc.
- Finally, ask students if they can name other body parts. Help them with the English words if needed.
- Remind students that they need to perform a final project for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



### Final Project

- Let students know that, in module 2, they will be organizing a Health Fair where they need to present an Eating Disorder Prevention Plan.
- Explain that in order to organize the fair they will need to organize several committees, including a Promotion committee, a Logistics and Decoration committee and a Presentations committee. Also, they will need to prepare their presentation, an Eating Disorder Prevention Plan.
- To assist in preparing the Eating Disorder Prevention Plan, in unit 1 students look at ideas to prevent overweight and obesity, as well as researching specific eating disorders. Students focus on healthy eating in unit 2, with a survey on eating habits, a recipe for a healthy snack, a nutrition quiz, a text and an infographic about healthy food, and nutrition suggestions. Finally, in unit 3, students learn about positive ways to improve self-esteem and body image, and the role of self-esteem and body image in preventing eating disorders.
- Finally, read the title of this module's chant, *Be good to your body*, and ask students what they understand and how they can relate the content of the units to the title of the chant.


# Unit » 1

## What Is an Eating Disorder?

### » Objectives

- » I can describe symptoms of eating disorders and express conditions.
- » I can describe minor illnesses and give suggestions.
- » I can describe past experiences.
- » I can recognize negative health practices.

## In Context » I'm Interested in My Health!

1.  **Read »** It is the International Week of Eating Disorders at Kennedy School. The school has created a webpage to inform students about the activities. Read the webpage and answer questions a–d.
- a. There's a health fair at the school. When is it? *From 2<sup>nd</sup> to 9<sup>th</sup> June.*
  - b. Where can you find information about being overweight in Colombia?
  - c. Where can you find information about the symptoms of anorexia?
  - d. How can you contact a health specialist?

Kennedy School International Week of Eating Disorders

**HEALTH NEWS**  
Health Ministry reports half the population of Colombia is overweight.  
Do you often have headaches? Do you feel low in energy? Are you worried about obesity? Get a health check! Read more: [Colombianews.com](http://Colombianews.com)


**Doctor speaking!**  
What is an eating disorder? Talk to the health specialist!  
Telephone: 364-555-896

**HEALTH CHECKLISTS**  
Not sure if your friend has an eating disorder? Use these checklists to find out.  
*Helping you prevent: Anorexia, Bulimia, Binge-eating*

**Join us! Show you care!**  
Health Fair 2<sup>nd</sup>–9<sup>th</sup> June  
Special events! Healthy recipes! Active life workshops!  
Talks, competitions, concerts ... and more!

**EATING DISORDERS - REAL STORIES!**  
Read Claudia and Nicolás's stories about recovering from eating disorders.

**The Digital Storytelling Project**  
Share your personal stories to work out problems together.



# Unit » 1 What Is an Eating Disorder?

## Unit Objectives

Basic standards of competences	Understand basic information about eating disorder symptoms. Identify general and specific information in a short text written in simple language. Use notes to summarize short texts that describe people's eating habits, symptoms and causes.
Vocabulary	Eating disorders; Health problems and remedies
Grammar	Frequency adverbs; First conditional

### 1. Read »

(15 minutes)

- Set the context. Write the title of the lesson on the board and ask: *Are you interested in your health? What do you do to stay healthy?*
- Read the rubric. Check students understand the term *eating disorder*. Elicit the names of some eating disorders (e.g. *anorexia, bulimia, binge-eating*) and their effects (e.g. *obesity, being overweight/underweight*).
- Students scan the webpage to answer the questions.
- Check answers as a class.

#### Answer Key

- a. From June 2<sup>nd</sup> to 9<sup>th</sup>
- b. Colombianews.com
- c. The checklist: Helping you prevent: Anorexia Bulimia Binge-eating
- d. Telephone: 364-555-896

## module 2 // Unit 1

18



### 2. Listen »

Jaime and Andrea want to help their friend Nicolás. Listen and note down the sections of the webpage they discuss. Then, listen again and tick the ideas (a–e) they discuss.

- Read real stories about people with eating disorders.
- Get in touch with a psychologist or a health specialist.
- Share Nicolás's personal story online.
- Invite him to go to the Health Fair.
- Talk to his family about the problem.



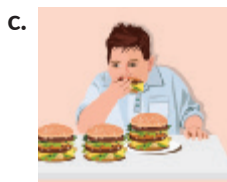
### 3. Speak »

Which is the best idea in exercise 2? Discuss with a partner.



### 4. Read »

Look at the poster. Match the photos (a–e) with the phrases.



eats too little

eats in secret

worries too much about their weight

can't control their eating

vomits after eating

Do you care about your friends?  
These are some symptoms or signs of a possible eating disorder. If your friend ...

- eats in secret
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

... he/she may have an eating disorder!

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### 5. Listen »

Listen to Jaime and Andrea talking about Nicolás. Complete the sentences with the correct adverb.

always usually often sometimes hardly ever never

Andrea thinks that Nicolás <sup>a</sup> \_\_\_\_\_ eats in secret, but <sup>b</sup> \_\_\_\_\_ he can't control his eating. In Jaime's opinion, he <sup>c</sup> \_\_\_\_\_ worries about his weight. Also, he <sup>d</sup> \_\_\_\_\_ vomits after eating.

2.  Listen »

(25 minutes) track 18

- Set the context. Two students are exploring the health website to find help for their friend.
- Read the rubric and ideas a–e. Make sure students understand the task. Model the pronunciation of important words (e.g. *health specialist, psychologist*).
- Play the audio. Students listen and identify the webpage sections they discuss.
- Play the audio. Students listen and tick the ideas.
- Students check their answers in pairs.

**Answer Key**

Sections they discuss: Digital Storytelling, Doctor speaking! Health Fair  
Ideas they discuss: a, b

**Audio Script**

**Andrea:** What's wrong?

**Jaime:** Well, I think my best friend has an eating disorder. I want to help him but I don't know how.

**Andrea:** Umm, Well, there's a page on the school website about eating disorders. Let's have a look. There's of information on here, and stories of real people who have had these problems. This is great!

**Jaime:** Yeah, and look here. You can make an appointment to speak with a psychologist or a specialist doctor. I think we need to tell an adult about Nicolás. I'll make an appointment right now.

**Andrea:** Yeah, it's the best thing to do. We could all go together to the Health Fair next week, too – so he knows he isn't alone.

**Jaime:** Good idea!

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3.  Speak »

(15 minutes)

- Elicit expressions to give opinions and suggestions (covered in Module 1, Unit 3) and write on the board: *I think, I'm sure, I believe, I have no doubt, it's important to, they can/should, etc.*
- In pairs or small groups, students give their opinions about what to do.

**Extra Activity (10 minutes)**

Write these questions on the board. In small groups, students discuss and exchange ideas.

*If a student thinks he or she has an eating disorder, should they tell an adult at school or at home?*

*If you think that a friend may have an eating disorder, should you tell his/her parents or talk to your friend first?*

*What if your friend doesn't admit he or she has an eating disorder?*

*Which adult in your school might you talk to about an eating disorder?*

4.  Read »

(20 minutes)

- Set the context. Read the rubric. Make sure students understand the task.
- Focus attention on the main sentence and example. Explain that all the *If...* conditions have the same result: *If your friend eats in secret, he or she may have an eating disorder.*
- Focus attention on the phrases and model for pronunciation. Students repeat. Clarify the meaning of any unknown words.
- Students match the phrases with the photos.
- Students share their answers with the class.

- If you have time, suggest that students research more eating disorders and their symptoms for the project.

**Answer Key**

- a. eats in secret
- b. vomits after eating
- c. can't control their eating
- d. eats too little
- e. worries too much about their weight

5.  Listen »

(15 minutes) track 19

- Read the paragraph before playing the audio. Focus attention on the frequency adverbs and check meaning.
- Play the audio. Students complete the text.
- Play the audio again if necessary.
- Check answers as a class.

**Answer Key**

- a. never
- b. sometimes
- c. usually
- d. often

**Audio Script**

**Jaime:** Look at this poster!

Interesting! Hey, Andrea! What do you think? Does Nicolás eat in secret?

**Andrea:** Umm ... I've never seen him doing that.

**Jaime:** Does he control his eating?

**Andrea:** Well, he eats very quickly and yeah ... sometimes it's like he can't stop.

**Jaime:** And he usually worries about his weight.

**Andrea:** And you know what? His sister told me he often vomits after eating.


**Jaime:** We should tell a teacher about him. He needs help now.

**Andrea:** Yes, he does!

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6.  **Speak »** In groups, play a game with the vocabulary in exercises 4 and 5.

1. Write a sentence describing a symptom in exercise 4.
2. Act it out in front of your group. Do not talk.
3. The rest of the group guesses the symptom.

7.  **Read »** Look at the check-up questionnaire. Label the photos (a-h) using phrases from the Word Bank.

How often do you get a headache?  
usually often sometimes  
a few times a year never

When was the last time you got a headache?  
a few days ago last week last month

What did you do?  
*I stayed in bed and relaxed.*


**Word Bank**

**to have/get:**

a headache	stay in bed and relax	bed and relax
toothache	take a home remedy	
a cold	visit the doctor/dentist	
a stomach ache	take some medicine	



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8.  **Listen »** Listen to Roberto answering the check-up questionnaire. Complete his answers (a-c).

**Doctor:** Let me ask you some questions, Roberto.

**Roberto:** OK.

**Doctor:** How often do you get a stomach ache?

**Roberto:** Well, I <sup>a</sup> \_\_\_\_\_, like three or four times a week.

**Doctor:** When was the last time you got one?


**Roberto:** It was <sup>b</sup> \_\_\_\_\_.

**Doctor:** What did you do?

**Roberto:** I <sup>c</sup> \_\_\_\_\_.

**Doctor:** Alright, I think we should do some tests. Come with me!



9.  **Speak »** Work with a partner. Create two more questions for the check-up questionnaire. Then, take turns to role play the questionnaire.

6.  **Speak »**  
(20 minutes)

- The aim of this exercise is to review the vocabulary of eating disorder symptoms.
- Students work in groups of four. Each student writes a symptom on a piece of paper and puts their piece of paper in a box or bag.
- Students take turns to take a piece of paper and act out the symptom. The other students guess the symptom. Don't allow any spoken clues.

**Extra Activity (15 minutes)**


Students play 'Pictionary' to illustrate some common vocabulary related to eating disorders, minor illnesses and their symptoms. Students take turns to draw the symptom. The other students guess.

7.  **Read »**  
(10 minutes)

- Set the context. Explain that doctors ask patients to provide more information about their health in a check-up questionnaire.
- Ask: *How often do you get a check-up? How often should people get a check-up?* Elicit students' opinions.
- Focus attention on the Word Bank and model for pronunciation. Students repeat.
- Students read the text and label the pictures, then check their answers in pairs.

**Answer Key**

- a. a headache,
- b. a cold,
- c. a stomach ache,
- d. toothache,
- e. stayed in bed and relax,
- f. take a home remedy,
- g. take some medicine,
- h. visit the doctor/dentist

8.  **Listen »**  
(20 minutes) **track 20**

- Read the rubric. Students look at the photo. Elicit what Roberto is doing (having a check-up at the doctor's).
- Play the audio. Students close their books and listen. Ask: *How often does he get a stomach ache?*
- Play the audio again. Students read and listen to complete the conversation, then check their answers in pairs.
- Students act out the conversation in pairs.

**Answer Key**

- a. often get a stomach ache,
- b. two days ago,
- c. drank some herbal tea.

**Audio Script**

**Doctor:** Let me ask you some questions, Roberto.

**Roberto:** OK.

**Doctor:** How often do you get a stomach ache?

**Roberto:** Well, I often get a stomach ache, like three or four times a week.

**Doctor:** When was the last time you got one?

**Roberto:** It was two days ago.

**Doctor:** What did you do?

**Roberto:** I drank some herbal tea.

**Doctor:** Alright... I think we should do some tests. Come with me!

20

9.  **Speak »**  
(15 minutes)

- In pairs, students read the questionnaire in exercise 7 again and add two more questions.
- If students need help adding questions, provide examples: e.g. *How often do you get a cold? What do you usually do when you have a toothache?*
- Students take turns to ask and answer the questions in the questionnaire.

**Extra Activity (15 minutes)**

Students use the symptoms they created in the previous extra activity and ask questions related to these. For example, *Do you ever find you can't control your eating? Did you have breakfast today?*

## Expanding Knowledge » I Feel Under the Weather

- 21 1.  **Listen »** Valentina is at the doctor's office. Listen and complete the conversation.

**Doctor:** How are you today?

**Valentina:** I <sup>a</sup> \_\_\_\_\_ under the weather. I have a terrible headache.


**Doctor:** <sup>b</sup> \_\_\_\_\_ you hit your head?

**Valentina:** No, I haven't.

**Doctor:** OK. Let me check your eyes ... Open your mouth, please. It's been very hot today. Your mouth is dry. Have you <sup>c</sup> \_\_\_\_\_ enough water? If you don't drink enough water, you <sup>d</sup> \_\_\_\_\_ get a headache.

**Valentina:** Well, no. I haven't drunk much water today.

**Doctor:** You <sup>e</sup> \_\_\_\_\_ drink a lot of water. Especially when it's hot. If you drink more water, you <sup>f</sup> \_\_\_\_\_ feel better.

- 22 2.  **Listen »** Listen to three more conversations. Match the conversations (1-3) with the pictures (a-c).

a.




b.



c.



3.  **Write »** Write three sentences to express conditions. Use the words from the conversations in exercise 2. Follow the examples.

Example:

don't drink enough water / get a headache

*If you don't drink enough water, you may get a headache.*

drink more water / feel better

*If you drink more water, you will feel better.*

- don't wash your hands / get a virus  
get a virus / get ill
- don't eat before taking pills / get a stomach ache  
take pills on an empty stomach / get a stomach ache
- don't brush your teeth every day / get toothache  
get toothache / go to the dentist a lot



1.  Listen »

(15 minutes) track 21

- Write up the title of the lesson and elicit possible meanings. To feel under the weather means to feel unwell.
- Students read the conversation.
- Play the audio. Students complete the conversation, then check their answers in pairs.

**Answer Key**

- a. feel                      d. may  
b. Have                    e. should  
c. drunk                    f. will

**Audio Script**

21

**Doctor:** How are you today?  
**Valentina:** I feel under the weather. I have a terrible headache.  
**Doctor:** Have you hit your head?  
**Valentina:** No, I haven't.  
**Doctor:** OK. Let me check your eyes ... Open your mouth, please. It's been very hot today. Your mouth is dry. Have you drunk enough water? If you don't drink enough water, you may get a headache.  
**Valentina:** Well, no. I haven't drunk much water today.  
**Doctor:** You should drink a lot of water. Especially when it's hot. If you drink more water, you will feel better.

2.  Listen »

(15 minutes) track 22

- Students listen and match the conversations with the pictures.

**Answer Key**

Conversation 1: a;  
Conversation 2: c;  
Conversation 3: b

**Audio Script**

22

**Conversation 1**

**Stella:** I'm interviewing people for an English assignment. Can I ask you some questions?

**Sara:** Sure!

**Stella:** Do you have any bad eating habits?

**Sara:** Umm, ... Well, I don't have any now, but ... when I was a little girl, I didn't like to wash my hands. So I got a virus quite a few times. Now, of course, I always wash my hands with lots of soap and water before eating. It's very important because if you don't wash your hands, you'll get a virus.

**Stella:** Exactly. And if you get a virus, you'll get ill.

**Conversation 2**

**Stella:** Camilo, do you have any bad eating habits?

**Camilo:** Well, last year I got really ill. So I had to take a lot of medicine. And I had this terrible stomach ache. So I went to see a doctor and he told me that I need to eat something before I take my pills. If I don't eat first, I may get a pain in my stomach.

**Stella:** That's important.

**Camilo:** Yes. So, I learned! If I take pills or medicine on an empty stomach, I'll get a bad stomach ache.

**Conversation 3**

**Stella:** So, do you have any bad eating habits?

**Sergio:** Umm, well, I eat a lot of sweets, and ice cream, and I drink a lot of fizzy drinks. And sometimes I forget to brush my teeth. I've had some problems with my teeth - toothache and a few cavities. It's very painful and I have to go to the dentist a lot.

**Stella:** So, now you know. If you don't brush your teeth every day, you may get toothache.

**Sergio:** Yes, and if I get toothache, I will have to go to the dentist a lot. So, now, when I eat sweet things, I always brush my teeth.

**Stella:** That's a good lesson.

**Grammar Box**

**Conditional sentences**

Explain that conditional sentences have two parts: the *If* (condition) clause and the 'result' clause. Point out that the *If* clause uses the Present simple, and the 'result' clause uses *will* or *may* / *might* to talk about likely or possible results. Explain that in this context, the doctor is talking about the likely or possible results of behaviour which are generally true. Write on the board:

If clause	Result clause
<i>If you have breakfast every day,</i>	<i>you will feel better.</i>
<i>If you don't drink plenty of water,</i>	<i>you may get a headache.</i>

- Students read the examples. Change the subject (*you*) for *he* or *she*. Students modify the result clauses accordingly.


3.  Write »

(15 minutes)

- Students read the examples and write three complete sentences.
- Check answers as a class.

**Answer Key**

- a. If you don't wash your hands, you'll get a virus. If you get a virus, you'll get ill.  
b. If you don't eat before taking pills, you'll get a stomach ache. If you take pills on an empty stomach, you'll get a stomach ache.  
c. If you don't brush your teeth every day, you'll get toothache. If you get toothache, you'll go to the dentist a lot.

4.  **Speak »** Role play these situations with a partner. Ask about experiences, express conditions, and make suggestions.

Example:


A: *How are you today?*

B: *I feel under the weather.*

A: *You should eat more. If you eat more, you may feel better.*

- a. Student A: You often get ill. You eat very little.  
Student B: Express a condition. Make suggestions.
- b. Student A: You have a toothache.  
Student B: Express a condition. Make suggestions.
- c. Student A: Ask some questions about habits and experiences.  
Student B: You are a patient at a doctor's office. Express conditions.




5.  **Write »** This text describes how Claudia recovered from an eating disorder. Complete the text with the Past simple form of the verbs (a–i).

A few years ago Claudia (not feel) <sup>a</sup> \_\_\_\_\_ good about her body shape and her weight. She (decide) <sup>b</sup> \_\_\_\_\_ to go on a diet without any specialist help. Time (pass) <sup>c</sup> \_\_\_\_\_ and Claudia (continue) <sup>d</sup> \_\_\_\_\_ eating less and less food. She (start) <sup>e</sup> \_\_\_\_\_ to feel really bad. She also (avoid) <sup>f</sup> \_\_\_\_\_ her friends when they (have) <sup>g</sup> \_\_\_\_\_ plans to go out. Claudia (feel) <sup>h</sup> \_\_\_\_\_ really lonely. But one day, Claudia had to go to the hospital. Fortunately, Claudia got medical help. When her mother came to the hospital, Claudia (realize) <sup>i</sup> \_\_\_\_\_ that she was not alone.

6.  **Speak »** Discuss the questions about Claudia's story with a partner.

- a. What caused her eating disorder?
- b. What did she do to deal with her problem?
- c. How did the eating disorder affect her?
- d. What kind of eating disorder do you think she has?
- e. What will happen if she doesn't talk to her mother?

7.  **Read »** Look at the word cloud. What is the topic of the article you are going to read?



**Study Tip**

Use *word clouds* to identify key words in a text. Key words will tell you the most important ideas in a text. In a word cloud, the bigger the word, the more important the idea.

4.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Focus on the example and model for pronunciation. Students repeat.
- In pairs, students read the roles and prepare three short conversations.
- Students role play the conversations.
- Ask for volunteers to act out their conversations for the class.

**Extra Activity (15 minutes)**

In groups, students create more conversations using the expression *I feel under the weather*. You might want to teach some other expressions related to health, or good or bad eating habits. For example, *to be a couch potato, an apple a day keeps the doctor away*, etc. Ask for suggestions of similar idioms in Spanish.

5.  **Write »**  
(30 minutes)

- Read the rubric and set the context (a personal experience of an eating disorder).
- Ask: *What is the topic of the story?*
- Students complete the sentences. Remind them to use Past simple form. Explain that they are telling a story.
- Students check their answers in pairs.
- Read the complete story as a class. Individual students read a sentence each. Monitor and correct pronunciation of the Past simple forms.

**Answer Key**

- |                |             |
|----------------|-------------|
| a. didn't feel | f. avoided  |
| b. decided     | g. had      |
| c. passed      | h. felt     |
| d. continued   | i. realized |
| e. started     |             |

6.  **Speak »**  
(15 minutes)

- Students discuss the questions in pairs and write answers in complete sentences.
- Students compare answers with another pair.
- In pairs, students tell the complete story in the third person. As a variation, suggest they tell the story as a personal narrative in the first person.

**Answer Key**

- a. She didn't feel good about her body shape and her weight.
- b. She went on a diet without any specialist help.
- c. She felt really bad and stopped going out with friends.
- d. It may be anorexia.
- e. If she doesn't talk to her mother, it will be more difficult to recover.

**Extra Activity (15 minutes)**

In pairs, students look back at the story in exercise 5 and continue the conversation between Claudia and her mother. Monitor and provide help if necessary. Ask for volunteers to act out their conversations for the class. Discuss the value of personal stories for this kind of health problem. These stories can help people suffering from eating disorders because they can learn from other people's experiences. Point out that people with eating disorders find it difficult to recognize their illness and talk about it with family and friends.


7.  **Read »**  
(10 minutes)

- Students read the word cloud and predict the topic of the reading in exercise 8, based on the words they see (the problem of people being overweight in Colombia).

**Study Tip**

Explain that a word cloud is a collection of words from a text or subject. The size of the words in the cloud indicate how frequent or important they are. Point out that identifying the key words in a text can help understand the general meaning.

# module 2 // Unit 1

8.  **Read »** Read the article. Complete it with the key words from the word cloud in exercise 7. Then, complete the pie chart with the correct percentages.

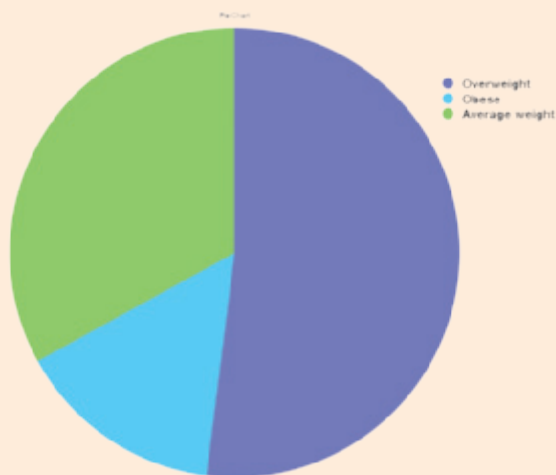
By Jairo Leal

The Colombian Ministry of Health has found that over half (52%) of the <sup>a</sup>\_\_\_\_\_ of our country is <sup>b</sup>\_\_\_\_\_. The study confirms that there is also a smaller group of 15% that is obese.

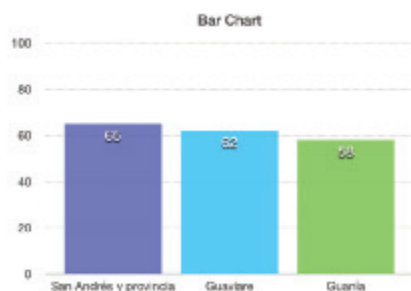
The figures from FUNCOBES (Colombian Obesity Foundation) show that one in two people are overweight. This is more common in people over 45 years old who are living in cities. The Ministry also says that one child in six is overweight.

Health specialists agree that the information is worrying, especially because <sup>c</sup>\_\_\_\_\_ people continue to eat junk food and drink fizzy drinks without taking more exercise to use up the extra energy.

Sara Rojas, an obesity specialist at FUNCOBES, says: 'It is sad to see that Colombian <sup>d</sup>\_\_\_\_\_ do not worry about their <sup>e</sup>\_\_\_\_\_ until they develop serious illnesses like diabetes, heart disease or strokes. These illnesses may be prevented if we drink more water, <sup>f</sup>\_\_\_\_\_ more fruit and vegetables, eat less junk <sup>g</sup>\_\_\_\_\_ and take more exercise'.



9.  **Speak »** Look at the bar chart. Explain the facts from FUNCOBES in your own words.



Did you know that ... is the region in Colombia with the most obesity?



In my family, four out of seven people are overweight. If we don't do something now, it will be worse later. I'm going to suggest ...

21st Century Skills  
• Leadership

Think about the people in your family or your community.

Are they affected by this problem? How can you help to raise awareness about being overweight and obesity?

8.  **Read »**

(25 minutes)

- Read the rubric. Make sure students understand the task, and that there are two parts (completing the text with the words in the word cloud, and completing the pie chart).
- Students identify the kind of text it is (a news article).
- Before reading, elicit what students know about the issue. Ask: *Do you think your community has a problem with people being overweight? Do people in your community have healthy eating habits?*
- Students read and complete the article and the pie chart.
- Check answers as a class.

**Answer Key**

- |                |            |
|----------------|------------|
| a. population, | e. health, |
| b. overweight, | f. eat,    |
| c. Colombian,  | g. food    |
| d. people,     |            |

Pie chart: overweight 52%, obese 15%, normal weight 33%.

9.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the task
- In pairs, students read the information in the bar chart and discuss their reactions.
- Lead a class discussion and encourage students to give their opinions on the information in the bar chart. Provide a model: *I believe being overweight is a serious problem in Colombia because ..., I don't think it's a serious problem because ...*

**21st Century Skills Leadership**


Discuss with students the idea of being a leader. Ask what they think are the most important characteristics of a leader. To promote leadership, it's important to give students opportunities to show their skills: encourage them to direct activities, take decisions, organize events, influence their classmates, etc.

Students read the questions in groups and make suggestions on how to raise awareness. Write some of the suggestions on the board.

**Extra Activity (10 minutes)**

Students make a list of words related to weight to include in their Pictionary activity. Remind them to talk about this health problem with respect. Promote the use of appropriate language (the word *overweight* is better than *fat*) and an awareness of the need to improve people's lifestyles to deal with weight problems.

# Preparing Your Task » Let's Get Balanced

- 23 1.  **Listen »** Listen and repeat the questions and answers. Notice how the word *have* is pronounced.

**Conversation 1**

A: Have you been ill recently? B: Yes, I **have**.

 /°vju/

**Conversation 2**

A: How have you been? B: I've been fine.

 /°vju/  /aiv/

- 24 2.  **Listen »** Link the final consonant sound of a word with an initial vowel sound.

Listen and repeat.


A: Have you been ill? B: Yeah, I've been in hospital.






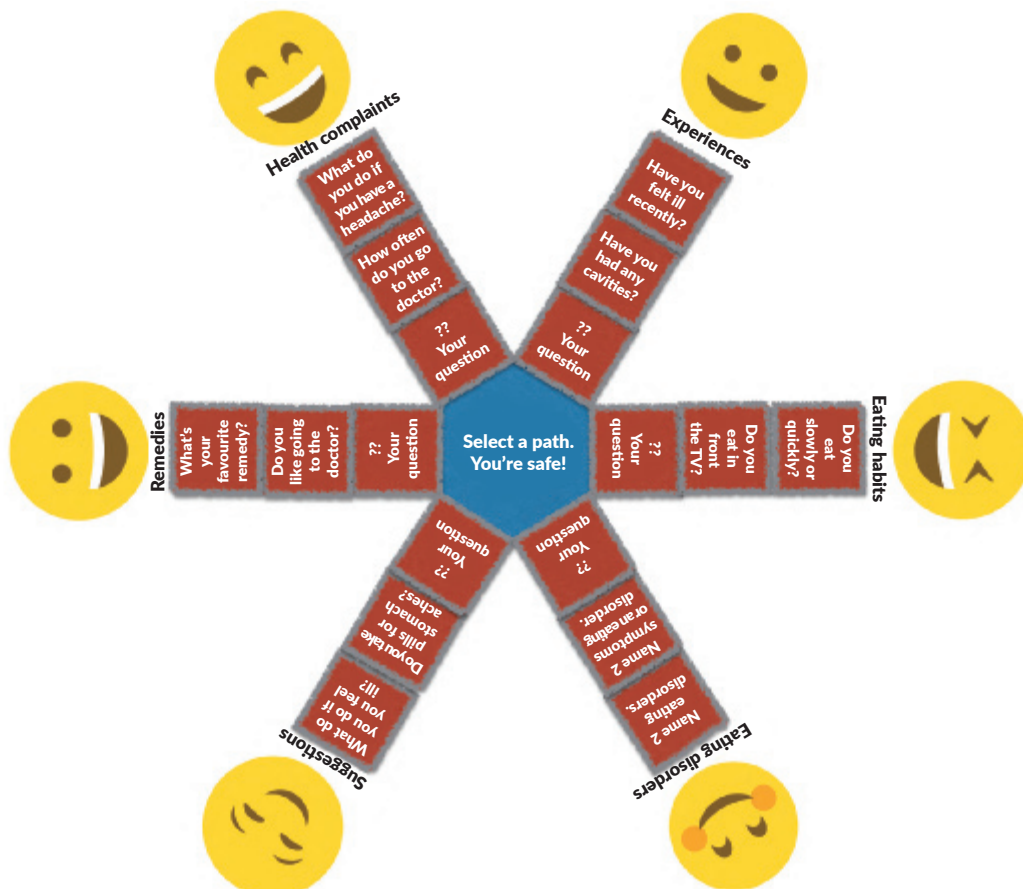
**Study Tip**

*Have* is reduced and linked in questions and long answers. It is not reduced in short answers.

- 25 3.  **Listen »** Read and listen to the conversation. Mark the linking and the reduction of *have*.

A: Have you had a headache lately? B: Yes, I have. I had one last week. It hurt a lot.

4.  **Speak »** In groups, play the game. Your teacher will give you instructions about how to play. Start at any 'feeling' square and move from one side of the board to any other side, passing through the centre.



1.  Listen »

(5 minutes) track 23

- Explain that students are going to practise pronunciation.
- Students read the sentences to themselves.
- Remind students that *have*, in this context, is an auxiliary and so not stressed in conversation. Focus attention on the linked sounds (*have you*) and model how the syllables run into each other. Point out that in a short answer, the auxiliary *have* is not reduced.
- Play the audio a couple of times for students to listen and identify the sounds.
- Students listen and repeat.

**Study Tip**

Point out that the pronunciation of some words changes depending on their use and position in a sentence. Some words become less strong because other words in the sentence are stronger.

2.  Listen »

(5 minutes) track 24

- Students read the sentences.
- Students listen. Focus attention on the linked sounds (*been in*). Explain that in continuous speech, the last consonant of a word combines with the following vowel sound.
- Play the audio a couple of times for students to listen and identify the sounds.
- Students listen and repeat.

3.  Listen »

(10 minutes) track 25

- Students read the conversation and mark the linked sounds.
- Play the audio. Students listen and check their answers.
- Go over the answers with the whole class. Invite volunteers to practise the conversation. Monitor the reduction and the linking.

**Answer Key**

**A:** Have you had a headache lately?

**B:** Yes, I have. I had one last week. It hurt a lot.


4.  Speak »

(25 minutes)

- In groups of three, students practise previously learned vocabulary by starting at any 'feeling' square and progressing to any other 'feeling' square. They need to go through the centre of the board to get there.
- For each group of three, you need a token for each student and a coin.
- Each student takes a token and tosses the coin to advance two squares (heads) or one square (tails).
- When they arrive at a square, they answer the question.
- Before starting, students read the questions. Explain that in some squares they need to come up with a question for their opponents.
- Students play the game in pairs and make similar questions and answers.
- At the end, elicit examples from different groups.

**Extra Activity (15 minutes)**

In groups, students research an eating disorder called Night Eating Syndrome, or NES (eating large quantities of food after the last meal of the day). Students create a questionnaire to discover if someone has NES. Provide a model question (*Do you ever feel really hungry right before going to bed? Do you get up in the night to eat something?*) Allow some time for groups to write their questions. Students ask the questions to volunteers and report back on their results.

5.  **Read »** Work with a partner. Student A, read part 1 of the article. Student B, read part 2. As you read, match each paragraph (1–4) with one of the questions (a–d).

- What kind of treatment does a person with an eating disorder need?
- What is an eating disorder?
- What causes eating disorders?
- What are some symptoms and behaviour?

## Eating Disorders by Angie Roa

### PART 1

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

An eating disorder is a serious illness. It is characterized by extreme and dangerous eating behaviour. This can have very serious physical and psychological consequences. This illness affects all kinds of people: young and old, men and women, rich and poor. It is often difficult to know when someone has an eating disorder – you can't always tell by looking at them.

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

Health specialists are not completely sure about the causes of many eating disorders. There are many different reasons, such as bad eating habits, family history, attitudes and emotions, a person's income, and even where they live. However, some things are clear: eating disorders are mainly the result of unhealthy eating habits, the desire for an ultra-thin body and very low self-confidence.

### PART 2


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

It is very difficult to find out if a person has an eating disorder. However, some typical symptoms include losing or gaining weight drastically, vomiting, excessive fatigue and emotional distress. In addition, some typical behaviour includes paying excessive attention to body weight and shape, not sleeping well, getting stomach aches and avoiding social situations, especially for eating out.

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

Fortunately, it is possible to treat most eating disorders if they are diagnosed in time. People can be helped if they accept that they have an eating disorder, and get the necessary nutritional and psychological treatment. People with eating disorders should learn to eat well, change bad eating habits and get help from their family. They should also accept their bodies the way they are.

**In conclusion**, eating disorders are complex illnesses, but treatment is possible. However, people need a trained health specialist to diagnose and treat these disorders.

6.  **Write »** Match the questions from exercise 5 with the one-word paragraph headings. Then note down the main ideas in each paragraph. Ask your partner for the missing information.

- Introduction \_\_\_\_\_?
- Causes \_\_\_\_\_?
- Symptoms \_\_\_\_\_?
- Treatment \_\_\_\_\_?



5.  **Read »**

(30 minutes)

- Read the rubric. Make sure students understand the task.
- Students read their part of the text and select the correct questions.
- Students compare their answers in pairs.
- As a review, ask the class each question. Students answer the questions in their own words.

**Answer Key**

Part 1: 1. b 2. c

Part 2: 3. d 4. a

**Extra Activity (15 minutes)**

It's important for students to be aware of misperceptions about eating disorders. Write these statements on the board. In groups, students discuss whether the sentences are true or false.

- a. *Only girls get eating disorders.*  
(False: boys can also develop similar disorders.)
- b. *People with eating disorders are either very thin or very fat.*  
(False: they can be normal weight and still develop an eating disorder.)
- c. *Eating disorders only have physical consequences.* (False: there can be physical, psychological, emotional and social consequences.)


6.  **Write »**

(20 minutes)

- Students work in the same pairs as exercise 5.
- Read the rubric. Make sure students understand the task. Explain that they are practising taking information from a text and organizing it to use in their own writing.
- Students write the two questions they noted in exercise 5. They then read their part of the text again (Part 1 or Part 2) and note the main ideas of each paragraph.
- In pairs, students exchange information to match the questions from exercise 5 with the one-word paragraph headings.

**Answer Key**

1. Introduction: What is an eating disorder?
2. Causes: What causes eating disorders?
3. Symptoms: What are some symptoms and behaviour?
4. Treatment: What kind of treatment does a person with an eating disorder need?

**7.  Write »** Write a paragraph summarizing the article in your own words. Use your notes from exercise 6.

- a. Write one sentence as an introduction with the main idea.
- b. Write three sentences about the main ideas in paragraphs 2, 3 and 4.
- c. Write a concluding sentence for your paragraph, starting with *In conclusion ...*
- d. Exchange your paragraph with a partner. Evaluate your partner's paragraph. Use the Evaluation Checklist.


**Evaluation Checklist**

Does your partner:

organize his/her paragraph correctly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
summarize the main ideas?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
use his/her own words?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
include a concluding sentence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Study Tip**

When you summarize a text, identify the most important ideas, and write them in your own words.

**8.  Group Work »** In groups, create a prevention plan for a specific eating disorder that you choose to research. The purpose is to raise awareness about the disorder at your school's Health Fair.

**Step 1 – Research**

Find out about existing eating disorders in your school.

Select an eating disorder and research its:

- definition
- causes
- symptoms
- treatment

Decide what research methods you will use – for example, surveys and interviews, internet searches. Look for different sources of information.

Make a note of all the information you find.

**Step 2 – Organization**

In your group, put together all the information from your research.

Decide what you want to include and how you would like to present it. You can use ideas from this lesson, the results from your surveys or interviews, posters, recipes or any other activity.

Plan how to organize and present your information. Use a mind map, table or other diagram to organize your ideas.

**Step 3 – Presentation**

Together, write an informative text to raise awareness about the eating disorder you researched. Include information about the research and about the disorder. Make sure you include ideas for how to recognize the disorder, and what people can do if they are worried about any of their friends.

7.  Write »

(15 minutes)

- Read the rubric and instructions. Make sure students understand that they should write a five-sentence paragraph summarizing the text in exercise 5. Remind them to use their notes and their own words, and not copy sections of the article word for word.
- Encourage students to read their paragraph and check their spelling and punctuation.
- Students exchange paragraphs, read their partners' paragraphs and provide feedback using the Evaluation Checklist.

**Study Tip**

Summarizing helps students remember more effectively. Explain that summarizing a text means identifying the most important ideas and reducing them to a few sentences that contain the main points. Ask: *What is the most important information? What is the main idea?*

8.  Group Work »

(20 minutes)

- Read the rubric and make sure students understand the instructions and the task.
- If students need to do detailed research, book a visit to the library or computer lab, and allow time for this. Remind them to use the questions in exercise 5 to get more information about the disorder they are researching.
- Encourage students to collaborate and to take on different responsibilities, ensuring that everyone has a chance to contribute.



**Extra Activity (15 minutes)**

After groups have completed their written text, students organize their information into an oral presentation. Make sure that everyone in the group gets an opportunity to speak, and make sure they practise their parts of the presentation a few times. One tip is to practise in front of a mirror so that they can check their body language and eye contact.


# module 2 // Check Your Progress

## Check Your Progress

26

-  **Listen »** Listen to two conversations. Note down the problems and the doctor's suggestions.
-  **Write »** Complete the story with the past simple form of the verb.

It all <sup>a</sup> \_\_\_\_\_ (start) because I did not feel good about my body shape and weight. I <sup>b</sup> \_\_\_\_\_ (want) to be more muscular, but I <sup>c</sup> \_\_\_\_\_ (feel) so thin. I <sup>d</sup> \_\_\_\_\_ (not feel) I was someone special. So, I <sup>e</sup> \_\_\_\_\_ (begin) to eat a lot of food and I <sup>f</sup> \_\_\_\_\_ (stay) at the gym all day. But then I <sup>g</sup> \_\_\_\_\_ (become) obsessed with food. So one day I <sup>h</sup> \_\_\_\_\_ (talk) to my teachers and they <sup>i</sup> \_\_\_\_\_ (help) me find a solution.

-  **Write »** Look at the pairs of pictures. For each pair, write a sentence about the symptoms of an eating disorder and what can happen.

a.




b.



c.



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-  **Read »** Number the conversation in the correct order.

- Dentist: Omar, be honest with me, please! Do you have an eating disorder?
- Dentist. Yes, but if you have an eating disorder and you vomit all the time, you will get very ill.
- Dentist: Yes, I can see your teeth are in bad condition because you vomit a lot.
- Omar: Well, I vomit, but I brush my teeth three times a day.
- Omar: Yeah, I worry a lot about my weight. So I vomit a lot. And I have toothache.
- Omar: It's true. What should I do?

I can describe minor illnesses and make suggestions. ✓

Very well

Quite well

With difficulty

I can describe past experiences. ✓

Very well

Quite well

With difficulty

I can recognize negative health practices. ✓

Very well

Quite well


With difficulty

I can describe symptoms of eating disorders and express conditions. ✓

Very well

Quite well

With difficulty

1.  **Listen »**  
(15 minutes) **track 26**
- Set the context. Germán and Liz are at the doctor's.
  - Play the audio. Students listen and note down the problems and suggestions.
  - Play the audio again if necessary.

**Answer Key**


Patient	Problem	Suggestion
Germán	He has a headache.	Take some pills but not on an empty stomach.
Liz	She often gets colds	Eat plenty of vegetables and fruit.

**Audio Script**

26

**Doctor:** Hello, are you feeling under the weather?  
**Germán:** Doctor. I feel terrible! I have a headache.  
**Doctor:** Have you taken anything for that headache?  
**Germán:** No, I haven't. What should I do?  
**Doctor:** Well, here, you should take these pills in the morning and at night, then you'll feel fine. But you shouldn't take the pills on an empty stomach. If you do, you may get very ill.  
**Germán:** OK. Let's see, I should take these pills in the morning and at night, but I need to eat before I take the pills. OK! Thank you.  
**Doctor:** How are you today?  
**Liz:** I get colds very often. What should I do?  
**Doctor:** You are very young and according to your medical record you don't have any serious illnesses. Let me ask you some questions. Do you eat well? I mean, do you eat the right things?  
**Liz:** Actually, I never eat vegetables.  
**Doctor:** I see. Well, you should eat plenty of vegetables and fruit, because they have vitamins and minerals to protect your body from viruses. You should start including more fruit and vegetables in your diet.

Liz: Should I take vitamin pills?  
**Doctor:** No, you shouldn't. If you eat well, you won't need extra vitamins.  
 Liz: Thank you, doctor. I think I need to change that bad habit.  
**Doctor:** Yes, you do.

2.  **Write »**  
(10 minutes)

- Students read the paragraph and complete with the verbs in the Past simple.

**Answer Key**

- a. started
- b. wanted
- c. felt
- d. didn't feel
- e. began
- f. stayed
- g. became
- h. talked
- i. helped

3.  **Write »**  
(10 minutes)

- Students' look at the pictures and write *If* sentences expressing three conditions and results.

**Possible answers**

- a. If you eat too little, you may get a stomach ache.
- b. If you can't control your eating, you might have an eating disorder.
- c. If you vomit every time you eat, you may damage your teeth.

4.  **Read »**  
(10 minutes)

- Read the rubric. Remind students to read all lines of the conversation before they start.
- Students reorganize the conversation. Encourage them to read it aloud to themselves when they have finished to check it makes sense.

**Answer Key**

1, 5, 3, 4, 2, 6


# Unit » 2

## Healthy Food Choices

### » Objectives

- » I can ask for and give information about eating habits.
- » I can make suggestions about eating habits.
- » I can ask for and give information about the ingredients of a dish.
- » I can give information about the nutritional value and health benefits of food.

## In Context » Nutrition and Health

1.  **Read »** Look at the pictures relating to dishes from Australia, Japan and Colombia. Label the ingredients with the words in the Word Bank.



meat pie



"nikuman"






empanada



### Word Bank

onions  
minced beef  
flour  
potatoes  
oil  
salt  
ketchup  
pork

2.  **Listen »** Listen and complete the chart.

	Description
<b>Nikuman</b> 	It is healthy because it <b>contains</b> <sup>a</sup> _____, a <b>good source</b> of protein.
<b>Meat pie</b> 	The <sup>b</sup> _____ is healthy, but if you add too much ketchup, it is <b>high in</b> <sup>c</sup> _____.
<b>Empanada</b> 	This empanada is <b>filled with</b> <sup>d</sup> _____ and <sup>e</sup> _____. It is better to eat it <b>if</b> it is <sup>f</sup> _____, not fried.

3.  **Write »**

Answer questions about the three dishes in exercise 1.

- a. What are the ingredients of the dish?
- b. What is it filled with?
- c. What is the cooking method?

The ingredients of nikuman are ...  
It is filled with ...  
The cooking method is ...

# Unit » 2 Healthy Food Choices

## Unit Objectives

Basic Standards of Competences	Ask and answer simple questions in situations such as talking about your favourite food, and eating habits of the people in the community. Carry out research and write a short descriptive text about a familiar subject.
Vocabulary	Food; Cooking methods; Nutrients
Grammar	Present simple questions; <i>Wh-</i> questions; Imperative

### 1. Read »

(15 minutes)

- Set the context. Explain that the three dishes are part of an international food event.
- Students look at the pictures.
- Focus attention on the Word Bank and model for pronunciation. Students repeat.
- Students match the ingredients with the photos.
- Check answers as a class.

#### Answer Key

##### Meat pie:

ketchup                      onions  
minced beef                  oil and salt  
   baked

##### Nikumán:

flour                              garlic  
onions                           steamed  
pork

##### Empanada:

minced beef                  fried  
flour and eggs               baked  
potatoes

- Students check their answers in pairs.

#### Answer Key

- pork
- cooking method
- salt
- meat
- onions
- baked

#### Audio Script

**Judge:** ... So today, we are tasting three different dishes from three different countries. So first, this is *nikuman*, which is a traditional dish from Japan ... Mm, it's delicious. It's steamed, so it's not made with oil. It contains pork and pork is a good source of protein. It also has onions and garlic, so it is healthy. Now, I'm ready for an Australian meat pie ... Well, in my opinion this meat pie is delicious. It contains beef which is high in protein, too. But the beef in this pie contains more fat than the pork. The cooking method is healthy, it's baked in the oven. But people often eat their pie with lots of ketchup. Too much ketchup means it's very high in salt. So just have a small serving of ketchup. Now ... *empanadas* from Colombia! This Colombian dish is delicious. It's filled with meat and onions. Of course, onions contain a lot of vitamins and minerals. My suggestion is to eat baked empanadas, not fried, because fried empanadas contain a lot of fat.

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### 3. Write »

(20 minutes)

- Students work individually to write the answers, then check their answers in pairs.
- Students close their books and try to remember the information. Ask: *Which dish contains pork? Which dish contains minced beef?*

#### Extra Activity (10 minutes)

Students work in groups to describe their favourite dishes or snacks. Students write their description individually, then take turns to ask each other the questions in exercise 3 to find out more. Groups then present a summary of the dishes or snacks to the class.

### 2. Listen »

(15 minutes) **track 27**

- Students read the descriptions. Focus attention on the words in red and check students understand.
- Play the audio. Students listen and complete the sentences.
- Play the audio again if necessary.

4.  **Read »** Read this nutrition advice. Complete the text with words from the Word Bank.

**Word Bank**

bread, cereals and potatoes    meat and eggs    *fats and sugary food*  
 fruit and vegetables    dairy products

## THE FIVE FOOD GROUPS



**1** Make sure to include carbohydrates like \_\_\_\_ because this food group provides energy for our bodies.


**2** You can get protein from \_\_\_\_.

**3** Limit your consumption of *fats and sugary food*.

**4** Eat plenty of \_\_\_\_\_. They provide vitamins and minerals. Try to eat a variety of both.

**5** Include \_\_\_\_\_. They give your body protein, vitamins and minerals. Choose low-fat cheese and milk.

Don't forget to drink lots of water.

28 5.  **Listen »** Listen to a teacher talking about nutrition. Match the nutrients A-E with the parts of the body.

**Word Bank**

heart    teeth    muscles    eyes    skin    intestines    brain    bones x2

- A These need **vitamins** and **minerals** to function properly. \_\_\_\_\_
- B **Calcium** is important to keep these healthy. \_\_\_\_\_
- C **Fibre** helps these to function correctly. \_\_\_\_\_
- D **Lipids** help this to function correctly, and protect the whole body. \_\_\_\_\_
- E These need **protein** to be strong and to grow. \_\_\_\_\_



4.  **Read »**

(20 minutes)

- Read the rubric.
- Focus attention on the Word Bank and the five food groups. Make sure students understand the important words, e.g. *carbohydrates, consumption, energy, minerals, protein, variety, vitamins*.
- Model for pronunciation. Students repeat.
- Students read and complete the text.
- Check answers as a class.
- As a class, discuss the importance of having a balanced diet. Ask: *Why is it important to eat food from each of the groups?*

**Answer Key**

1. bread, cereals and potatoes
2. meat and eggs
3. fats and sugary food
4. fruit and vegetables
5. dairy products

5.  **Listen »**

(25 minutes) **track 28**

- Set the context. Read the rubric. Make sure students understand the task.
- Focus attention on the Word Bank and the text about nutrients. Make sure students understand the highlighted words, e.g. *calcium, fibre, lipids*.
- Check students understand the parts of the body. Say a word; students point at the relevant part of their body. If you wish, play a game with the class. Say a part of the body and point to a different part of your own body. Students point at the part of their own body *only* if the word is correct.
- Play the audio. Students listen and match the parts of the body with the nutrients in statements A-E.
- Check answers as a class.

**Answer Key**

- A. eyes, skin and heart
- B. teeth, bones
- C. intestines
- D. brain
- E. bones, muscles

**Audio Script**

28

**Teacher:** So, today we're talking about nutrition – the nutrients in our food that keep us healthy. Good nutrition is essential for good health and to prevent eating disorders.

Now, what are the health benefits of a balanced diet?

First, it's important to include fruit and vegetables in your daily diet because they contain vitamins and minerals that are essential for healthy eyes, good skin, and for your heart. Very important. ... Yes?

**Student:** I have a question. Is calcium good for your eyes?

**Teacher:** Calcium is really important for healthy teeth. And bones as well.

OK, so, next ... Well, again you should eat a lot of fruit and vegetables because they also contain fibre. Your intestines need fibre to function correctly.

Another thing is to be careful with the consumption of fats.


Too much fat can cause weight problems. However, you should include them in your diet because some fats, called lipids, help your brain to function. Lipids are 'good fats'. They also protect your whole body. Just be careful not to eat too much fatty food.

Next, make sure you eat some food with lots of protein. Protein helps grow and maintain strong bones and muscles.

Finally, include some carbohydrates in your diet. They are also very important because they provide energy for our bodies; energy to move, to learn, to think.

6.  **Write »** Research some different foods and make notes in the chart.

Sources of vitamins and minerals	Sources of protein	Sources of carbohydrates	Sources of fibre
	<i>Meat, eggs</i>		

7.  **Read »** Read the guidelines for good nutrition. Match them with the questions in the survey.

Guideline 1: Drink plenty of water

Guideline 3: Measure your portions

Guideline 2: Choose fresh, natural food

Guideline 4: Don't skip breakfast

**STUDENT NUTRITION SURVEY**

1. **How often do you eat breakfast?**
  - a. I always eat breakfast.
  - b. I sometimes skip breakfast and I feel very hungry during the morning.
  - c. I never eat breakfast because I never feel hungry very early in the morning.
2. **How much do you eat?**
  - a. I eat regular portions. If I feel full, I stop eating.
  - b. I eat a lot. I am never full.
  - c. It depends. I eat small portions but I'm always eating.
3. **How many glasses of water do you drink a day?**
  - a. I drink 3–4 glasses.
  - b. I drink 1 or 2 glasses.
  - c. I never drink water.
4. **What kind of food do you prefer?**
  - a. I like fresh food like fruit and vegetables.
  - b. I like snacks like biscuits and potato crisps.
  - c. I like fast food like hot dogs and pizza at weekends.

8.  **Group Work »** In groups, research the eating habits of people in your school.

- a. Think of two more guidelines for good nutrition. Add them to the survey in exercise 7.
- b. Add two more questions to the survey using your ideas in a.
- c. Each person in the group should choose a different question. Ask your question to ten people.
- d. Note down the answers and share them with your group.
- e. In your groups, write a report.
- f. Share your results with the class. Are the results surprising?

6.  **Write »**  
(20 minutes)

- Students research foods that are good sources of the essential nutrients in the chart.
- Students complete the chart, then check their answers in small groups.

**Possible answers**

**Sources of vitamins and minerals:** fruit, vegetables, grains, milk, cheese.

**Sources of protein:** beans, beef, eggs, milk, pork, chicken, fish, seafood.

**Sources of carbohydrates:** fruit, rice, sugar, bread, pasta.

**Sources of fibre:** whole grains, vegetables, fruit, seeds, oats.

**Extra Activity (15 minutes)**

Students add the nutritional value to the description of their favourite snack and decide if it is healthy or not.

7.  **Read »**  
(15 minutes)

- Students read guidelines 1–4. Elicit their reactions. Ask: *Why is skipping breakfast not a good idea?*
- Students rank the guidelines in order of importance for the prevention of eating disorders.
- Students read the survey quickly and label the questions with the guidelines.
- Encourage students to reflect on their own eating habits. Ask: *What do you think about your eating habits? What is one habit you need to improve?*

**Answer Key**

1. Guideline 4: Don't skip breakfast;
2. Guideline 3: Measure your portions;
3. Guideline 1: Drink plenty of water;
4. Guideline 2: Choose natural fresh food.

8.  **Group Work »**  
(30 minutes)

- Read the rubric and instructions. Make sure students understand the task.
- In their groups, students read the survey in exercise 7 again, then create two more dietary guidelines. For each new guideline, they also create a question with three possible answers (a–c), as in the survey.
- When ready, students use the survey to interview fellow students. The aim is to find out about the eating habits of people in their communities.
- Students share their results with the group. Each group should decide how to record and interpret the results.
- Students write a report based on the results of the survey. Provide the outline below as a model.

Title: \_\_\_\_\_

- Introduction (what the report is about)
- Description of the situation (the purpose of the survey and what they did)
- Results
- Suggestions (to improve the situation)
- Conclusion (concluding statement)

**Extra Activity (25 minutes)**

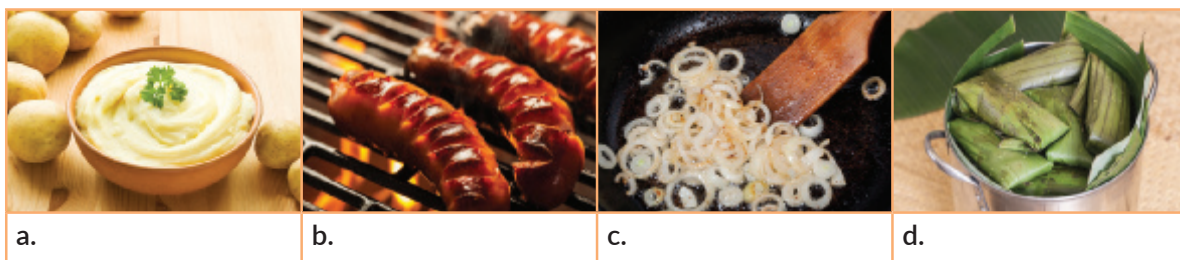
Students create a poster with infographics showing the results of the survey and illustrations of the suggestions they made.

## Expanding Knowledge » What Does It Come With?

1.  **Read »** Match the photos with the food from the Word Bank.

**Word Bank**

grilled sausages      fried onions      steamed corn dough      mashed potatoes



29

2.  **Listen »**

Two students are talking about typical food from their countries. Complete the conversation with words to describe the cooking methods from exercise 1. Then, listen and check.

What kind of dish is a *tamal*?

It's just <sup>b.</sup> \_\_\_\_\_ potatoes and <sup>c.</sup> \_\_\_\_\_ sausages. **It comes with** <sup>d.</sup> \_\_\_\_\_ onions.



It's a **kind of** <sup>a.</sup> \_\_\_\_\_ corn dough in a banana leaf. **It's filled with** peas, carrots, rice and meat.

What's *bangers and mash*?

29

3.  **Listen »**

Listen again. Do they think the food from their country is healthy?

4.  **Speak »**

Make a list of typical Colombian dishes. Take turns to describe the food to your partner.

What's an *empanada*?

It's a kind of bread made with corn and filled with beef or chicken.



**Useful Expressions**

It comes with ...  
It's made with ...  
It's a kind of ...  
It's filled with ...

**Study Tip**


The names of some traditional food cannot be translated. Instead, you can describe them.

1.  **Read »**  
(10 minutes)

- Students talk about their favourite cooking methods. Ask: *What's your family's usual cooking method? Which one is your favourite?*
- Students label the photos.
- Check answers as a class.

**Answer Key**

- a. mashed potatoes
- b. grilled sausages
- c. fried onions
- d. steamed corn dough

2.  **Listen »**  
(15 minutes) **track 29**

- Students read the conversation. Ask: *What nationalities are the dishes they are talking about?* (Colombian and British)
- Focus attention on the expressions for asking about and describing dishes. Model for pronunciation. Students repeat.
- Students complete the conversation.
- Play the audio. Students listen and check their answers.

**Answer Key**

- a. steamed
- b. mashed
- c. grilled
- d. fried

**Audio Script**

29

**Ellie:** What kind of dish is a *tamal*?

**Juan:** It's a kind of steamed corn dough in a banana leaf. It's filled with peas, carrots, rice and meat.

**Ellie:** And it's wrapped inside a banana leaf? (Yes.) And it's steamed, not baked?

**Juan:** Yes. It's delicious. I love it. What's your favourite dish from your country?

**Ellie:** Well, I really like bangers and mash.

**Juan:** What's ... bangers and mash?

**Ellie:** It's just mashed potatoes and grilled sausages.


**Juan:** What does it come with? Vegetables?

**Ellie:** It comes with fried onions. We eat it quite often.

**Juan:** Do people from your country eat healthily?

**Ellie:** Not really. Some British food is high in fat and sugar. Some people eat a lot of fried food. But we also eat a lot of vegetables – most dishes come with steamed vegetables. What about Colombian food?

**Juan:** I suppose Colombians eat too many carbohydrates. And frying is probably the favourite cooking method.

3.  **Listen »**  
(10 minutes) **track 29**

- Play the audio again. Students listen and answer the question.
- Check the answer as a class. Encourage students to give their own opinion about the nutritional value of the dishes based on the cooking methods and ingredients.

**Answer Key**

Neither of them thinks their country's food is healthy.

4.  **Speak »**  
(20 minutes)


- Read the rubric. Focus attention on the example and Useful Expressions to describe dishes. Model for pronunciation. Students repeat.
- Individually, students make a list of five Colombian dishes.
- In pairs, students take turns to describe their dishes, following the example.

**Extra Activity (10 minutes)**

Extend to a whole class activity. Pairs describe a dish from exercise 4 to the class. The rest of the class guesses the name of the dish.

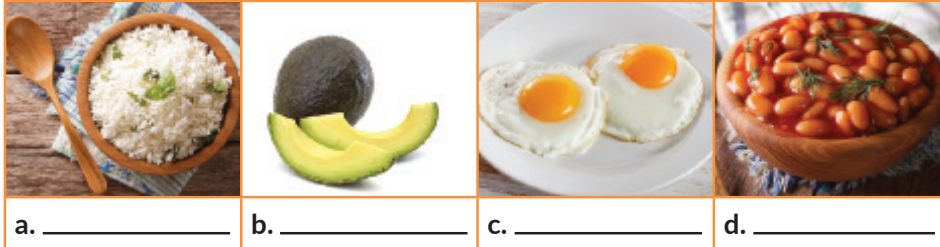
**Study Tip**

Explain that it is not always possible to find an exact translation of names of food and dishes from different regions or countries. Students should try to describe in simple terms what the foods are by stating the main ingredients and how they are prepared. Students may also want to explain how and when such foods are eaten.

5.  **Speak »** Look at the ingredients of a famous Colombian dish. Match the photos with the words from the Word Bank. What dish is it? Which two ingredients are not shown in the photos?

**Word Bank**

avocado      beans      rice      minced beef      fried egg



6.  **Read »** Complete the traveller's blog post using words from the Word Bank. Then, discuss the blogger's opinion about the dish with a partner. Do you agree?

**Word Bank**

comes      good source      contain      high      provide

### Travel Blog: Colombian Cuisine

Posted by James Lee, August 31<sup>st</sup>.

I am a Canadian traveller and I have just come back from Colombia. I loved my stay there. The food is a gastronomical adventure! I really recommend the paisa platter (*bandeja paisa*). It's a <sup>a</sup> \_\_\_\_\_ of protein because it has eggs, red beans, fried pork and minced beef. It <sup>b</sup> \_\_\_\_\_ with rice and slices of fried plantain called *patacón*. It's served with avocado. Avocados <sup>c</sup> \_\_\_\_\_ a lot of vitamins and minerals. Personally, I love this dish because it mixes a lot of flavours and nutrients. I suppose fried pork, minced beef and eggs <sup>d</sup> \_\_\_\_\_ a lot of cholesterol, so this dish is not healthy if you eat it every day or if you are not very active! But if it's your first time in Colombia and you are in Antioquia, you should try it!

**COMMENTS**

Lorie, 15 September, 2016 at 3:24 pm

I'm a nutritionist. I agree the mix of flavours sounds interesting: eggs, avocados and pork are great sources of protein. But unfortunately, it's very <sup>e</sup> \_\_\_\_\_ in fat. Maybe you should include more vegetables and use a different cooking method for some ingredients.

**COLOMBIA**

South American countries

5.  **Speak »**

(10 minutes)

- Students look at the photos and read the Word Bank. Make sure they understand that there are six ingredients but only five photos.
- Students label the photos.
- Check answers as a class. Elicit the name of the dish (*Bandeja Paisa*).
- Encourage students to talk about this dish. Ask: *Do you sometimes eat Bandeja Paisa? How often do you eat it? How do you like it? Do you think it's healthy?*

**Answer Key**

- a. rice
- b. avocado
- c. fried egg
- d. beans
- e. fried pork

The dish is *Bandeja Paisa*. The missing ingredients are minced beef.

6.  **Read »**

(20 minutes)

- Set the context. Ask: *What kind of text is this?* (a travel blog)
- Students read and complete the text, then check their answers in pairs.
- Ask some follow-up comprehension questions: *Where is James Lee from? (Canada) What's his opinion about the food in Colombia?* (it's a gastronomical adventure)

**Answer Key**

- a. good source
- b. comes
- c. provide
- d. contain
- e. high

**Grammar Box:**  
third person -s

Remind students that we use the third person -s with verbs in expressions with *It* ...

Write on the board:

<i>It contains</i> ...	<i>It provides</i> ...	<i>It comes with</i> ...
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Contrast with the third plural form (no -s):

<i>They contain</i> ...	<i>They provide</i> ...	<i>They come with</i> ...
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## module 2 // Unit 2


7.  **Write »** Write a comment to James Lee. Ask him about some typical food from his country. Complete questions a–d.


Hi James! I'm glad you like Colombian food. I have a couple of questions about the food in your country. I've heard that traditional Canadian food is delicious. What's your <sup>a</sup> \_\_\_\_\_ from Canada? What <sup>b</sup> \_\_\_\_\_ method? What does <sup>c</sup> \_\_\_\_\_ with? Do people from Canada <sup>d</sup> \_\_\_\_\_ healthily? I hope you come back to Colombia soon!

- 30 8.  **Listen »** Lorie, the nutritionist, shares a video on her blog. It gives instructions on making an energy bar. Look at the ingredients for the energy bar. Listen to Part 1 and note down the quantities.

				
bananas	quinoa	oats	nuts	honey
_____	_____ cups	_____ cup	_____ cup	_____ tablespoons

- 31 9.  **Listen »** Listen to Part 2. Number the photos in the correct order.


a. 	b. 	c. 	d. 	e. 	f. 
					1
<b>Store</b> in the fridge for up to five days.	When ready, <b>cut</b> into bars and let them cool.	<b>Bake</b> at 150°C for 25 minutes or until light brown.	<b>Mix</b> all the ingredients together.	<b>Shape</b> the mixture into a large bar or rectangle.	<b>Peel</b> and <b>mash</b> the bananas.

10.  **Group Work »** In groups, think about a recipe for a healthy snack.

- Make a list of the ingredients with the correct quantity.
- Write the instructions to make the snack.
- Create some pictures for the instructions.

11.  **Speak »** Share your recipe with other groups. Use the prompts to ask questions about other groups' recipes.

- What / ingredients / need?
- How much / \_\_\_\_\_ (ingredient) / need?
- What / nutrients / contain?

12.  **Speak »** Think about the recipes and their nutritional value. Make suggestions to make them healthier. Then, choose the winning recipe.

How much milk does it need?



For the sandwich, **try** to use whole wheat bread!



7.  **Write »**

(15 minutes)

- Read the rubric. Make sure students understand that this text is a comment from the previous blog.
- Students read and complete the questions.

**Answer Key**

- a. favourite dish/food
- b. is the cooking
- c. it come
- d. eat

**Grammar Box:**

**Present simple questions**

Remind students to use the correct question form to ask about factual information.

Write on the board:

1. *What is your favourite dish?*
2. *What does it come with?*

Point out that in question 1, *is* is the main verb (*to be*). In question 2, *does* is an auxiliary verb; the main verb is *come with*.

8.  **Listen »**

(10 minutes) **track 30**

- Read the rubric and instructions. Ask: *What is an energy bar? Who eats energy bars?*
- Students look at the photos.
- Play the audio. Students listen and note down the quantities.

**Answer Key**

- a. two
- b. two
- c. one
- d. one
- e. two

**Audio Script**

30

**Lorie:** Today I want to show you a very healthy recipe using one of my favourite grains: quinoa, and one of my favourite fruits: bananas. So first, let me show you the ingredients and quantities we need. We need two bananas ... two cups of quinoa ... one cup of oats ... one cup of nuts ... and two tablespoons of honey. OK, are you ready?

9.  **Listen »**

(15 minutes) **track 31**

- Students look at the photos.
- Focus attention on the instructions, especially the words in red, and model for pronunciation.
- Play the audio. Students listen and number the photos in sequence from 1 to 6.
- Check answers as a class. Elicit students' thoughts on the nutritional value of the energy bar.

**Answer Key**

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

**Audio Script**

31

**Lorie:** OK, now let's prepare this delicious snack. First, you need to peel and mash the bananas. Then put all the ingredients – with the bananas – in a bowl and mix them together. When it's nicely mixed, shape the mixture into a large bar or a rectangle. Then, put it in the oven. Don't forget to pre-heat the oven to 150 degrees Centigrade. Bake it for about 25 minutes or so. You can tell when it's ready because it's a nice light brown colour. When you take it out of the oven, cut it into smaller bars and let them cool. Finally, put the energy bars in the fridge to keep them fresh. You can store them for up to five days. But you'll probably eat them before that! So ... enjoy!

10.  **Group Work »**

(15 minutes)

- Read the rubric and instructions. Make sure students understand the task.
- Encourage students to collaborate and assign different tasks to different people.
- Students should research and include the nutritional value of their recipe.

11.  **Speak »**

(15 minutes)

- Students complete the questions and check their answers in groups.
- As a class, students take turns to ask other groups the questions to find out more about their recipes.

**Possible Answers**

- a. What ingredients do you need?
- b. How much sugar do you need?
- c. What nutrients does it contain?

12.  **Speak »**

(15 minutes)

- As a class, elicit suggestions to improve the recipes. You might want to have a panel of judges in class who can decide which one is the winning recipe. Invite students to discuss which recipes to include in their health fair.

## Preparing Your Task » Do You Know About Nutrition?

### 32 1. Pronunciation »

Listen and repeat the words. Notice how the sounds /əʊ/ and /ə/ are pronounced.

- a. carbohydrates /,kɑ:bəʊ'haidreɪts/
- b. proteins /'prəʊti:nz/
- c. vitamins /'vɪtəmi:nz/
- d. minerals /'mɪnərəlz/

### 32 2. Pronunciation »

Notice that in many words the first syllable is stressed. Listen and repeat again.

proteins    vitamins    minerals  
but: carbohydrates

### 33 3. Pronunciation » Listen and repeat.

- a. Our bodies need carbohydrates to get energy.
- b. Meat and eggs are a good source of protein.
- c. Fruit and vegetables contain a lot of vitamins and minerals.

### 34 4. Listen » Answer the questions about nutrition. Then, listen and check.

How much do you know about nutrients?  
Choose the best answer!

- |  |   |
|--|---|
| <p>1. Which food is highest in vitamin C?</p> <ul style="list-style-type: none"> <li>a. apples</li> <li>b. mangoes</li> <li>c. oranges</li> <li>d. broccoli</li> </ul> <p>2. Which food is a good source of iron?</p> <ul style="list-style-type: none"> <li>a. fish</li> <li>b. milk</li> <li>c. bread</li> <li>d. carrots</li> </ul> <p>3. Which meal is most important?</p> <ul style="list-style-type: none"> <li>a. lunch</li> <li>b. dinner</li> <li>c. breakfast</li> </ul> | <p>4. Which mineral is essential for healthy bones?</p> <ul style="list-style-type: none"> <li>a. calcium</li> <li>b. potassium</li> <li>c. iron</li> </ul> <p>5. What is a good source of vitamin D?</p> <ul style="list-style-type: none"> <li>a. sunlight</li> <li>b. eggs</li> <li>c. onions</li> <li>d. chicken</li> </ul> |
|--|---|

1.  **Pronunciation »**

(5 minutes) **track 32**

- Write the symbols: /əʊ/ and /ə/ on the board. Model the sounds and check students can hear the difference.
- Play the audio. Students listen and repeat. Check their pronunciation individually.

2.  **Pronunciation »**

(5 minutes) **track 33**

- Students focus on the main stress in each word.
- Illustrate the stress patterns on the board to show the stressed syllable in each word: carbohydrates ooOo, proteins Oo, vitamins Ooo, minerals Ooo.
- Play the audio again. Students listen and repeat.
- Check their pronunciation individually. If you like, you can make a game of it, with groups competing to see who can be the first to pronounce all four words correctly.

3.  **Pronunciation »**

(5 minutes) **track 33**

- Play the audio. Students listen and repeat.
- Students work in pairs and practise the sentences.
- Check their pronunciation individually.

4.  **Listen »**

(10 minutes) **track 34**

- Set the context – students will listen to part of a quiz about nutrition.
- In pairs, students read the questions and guess the correct answers.
- Play the audio. Students listen and check their answers.
- As a class, discuss whether any of the answers were surprising.

**Answer Key**

1. broccoli
2. fish
3. breakfast
4. calcium
5. sunlight

**Audio Script**

34

**Teacher:** OK, let's start the quiz.

Are you ready? The first question is ... Which food is highest in Vitamin C? Is it apples, mangoes, oranges or broccoli?

**Student A:** Oranges have a lot of vitamin C.

**Teacher:** Sorry, that's not the answer!

**Student C:** I have no idea!

**Student B:** Broccoli is very high in vitamin C. I think it's broccoli.

**Teacher:** Correct. Next question.

Which food is a good source of iron? Fish, milk, bread or carrots?

**Student C:** Well, fish is a good source of iron.

**Teacher:** Correct again! The next question is very easy! Which meal is the most important? Is it lunch, dinner or breakfast?

**Student A:** Breakfast is the most important meal!

**Teacher:** That's correct! OK, next question. Which mineral is essential for healthy bones? Calcium, potassium or iron?

**Student B:** I think it's calcium.

**Teacher:** That's right! Calcium is essential for your bones. And the last question is, what is a good source of vitamin D? Is it sunlight, eggs, onions or chicken?

**Student C:** I know the answer! Sunlight is a good source of vitamin D.

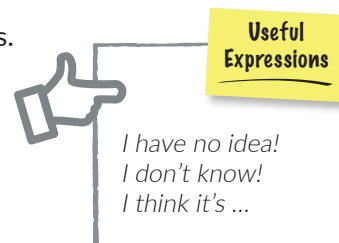
**Teacher:** That's correct! The answer is sunlight. So, let's move on to the next subject ...

## 5. **Group Work** » In groups, write a similar nutrition quiz.

- Research some foods that are good sources of important nutrients.
- Write five questions with four possible answers. Include the correct answer.

*Bread, cereal, rice and pasta are good sources of \_\_\_\_\_?*  
 a. carbohydrates   b. cholesterol   c. protein   d. vitamins

- Ask another group your questions. Then, answer their questions. Which group has more correct answers?




## 6. **Read** » Read the text and the nutritional value of tomatoes.

Tomatoes are not vegetables as many people think. They are a fruit. They come in different sizes and colours. Tomatoes are a basic ingredient of many popular foods like pizzas and ketchup and healthier dishes like salads and sauces of all kinds.

Tomatoes contain essential nutrients **and** are high in vitamin C. This vitamin helps the body grow **and** it can help to repair it. **In addition**, tomatoes are a source of vitamin H. This vitamin helps the body in the production of energy. Tomatoes **also** contain minerals like potassium and copper. These minerals help to regulate body functions. Finally, tomatoes can help digestion because they are a good source of fibre.

**In summary**, you should eat tomatoes in your daily diet, because they are a tasty fruit with many benefits for your health.

## 7. **Write** » Write a similar description of a food.

- Select a food and research information about it.
- Describe it. Include its name, colour, size, shape, taste, ways to eat it, or how it is usually served (in other dishes, soups, juices, etc.).
- Describe its essential nutrients – vitamins, minerals, protein, etc. (select the ones with the highest percentages).
- Explain some of the benefits. Connect similar ideas with *and*, *also*, *In addition*.
- Write a concluding sentence to say why people should eat this food. Use *In summary*.
- Exchange your paragraph with a partner. Evaluate your partner's paragraph. Use the  Evaluation Checklist.
- Create an infographic to summarize the nutritional information.

### Evaluation Checklist

Does your partner:

- ... describe the food and its appearance? Yes  No
- ... describe its essential nutrients? Yes  No
- ... connect ideas with words like *and*, *also*, *in addition*?  
Yes  No
- ... include a concluding sentence starting with *In summary*?  
Yes  No
- ... include an infographic?  
Yes  No

5.  **Group Work »**

(20 minutes)

- Read the rubric and instructions. Make sure students understand the task.
- Remind students that they already have quite a lot of information in this unit. Encourage them to build on this and research more details.
- In groups, students create a similar quiz.
- Groups ask and answer each other's questions. Before they start, focus attention on the Useful Expressions. Explain that these are expressions to use when you don't know or are not sure of the answer.

**Extra Activity (10 minutes)**

Students discuss ways to incorporate these questions as ice-breakers or games in their presentations and health fair activities.

6.  **Read »**

(20 minutes)

- Read the rubric and infographic. Make sure students understand the task.
- Before reading, check what students know about tomatoes. Ask: *Are tomatoes vegetables or fruit? What nutrients do they contain? What dishes contain tomatoes? Do you like tomatoes?*
- Students read and complete the infographic.
- Check answers as a class.

**Answer Key**

**Vitamins:** C, H

**Minerals:** potassium, copper

**Nutrients:** fibre, carbohydrates, calories, protein

7.  **Write »**

(35 minutes)

- Read the rubric and instructions. Make sure students understand the task. Suggest they write about a food they like.
- Explain that students should use the text in exercise 6 as a model for their writing. Review the text and show how it includes all the points they need to cover in their paragraph.
- Focus attention on the linking words/phrases in red in the text.
- Explain that these words/phrases connect ideas that have a similar connotation. Write on the board:  
*Tomatoes are a basic ingredient for many delicious dishes. They contain essential nutrients.*  
Elicit or demonstrate how to connect these two sentences using *and*, *also*, and *In addition*.

*Tomatoes are a basic ingredient for many delicious dishes **and** they contain essential nutrients.*

*Tomatoes are a basic ingredient for many delicious dishes. **In addition**, they contain essential nutrients.*

*Tomatoes are a basic ingredient for many delicious dishes. They **also** contain essential nutrients.*

Point out that each connector is used in a different place and with different punctuation.

- Give students time to do the research or divide the task into two sessions so students can do the research for homework.
- Remind students to use their notes and their own words, and not copy sections of the model text.
- Encourage students to read their paragraph and check their spelling and punctuation.
- Students exchange paragraphs, read their partner's paragraphs and provide feedback based on the Evaluation Checklist.

**Extra Activity (15 minutes)**

Ask volunteers to provide a description of famous fruit or vegetables for the class to guess. They should not say the name. Provide an example: *It's a round fruit. It is usually green or red. The green one is less sweet, the red one is very sweet. It contains vitamin A, B, and C. It's a good source of fibre. What is it? (An apple.)*

**8. Group Work »** In your group, provide suggestions for preventing the eating disorders discussed in Unit 1.

**Step 1**

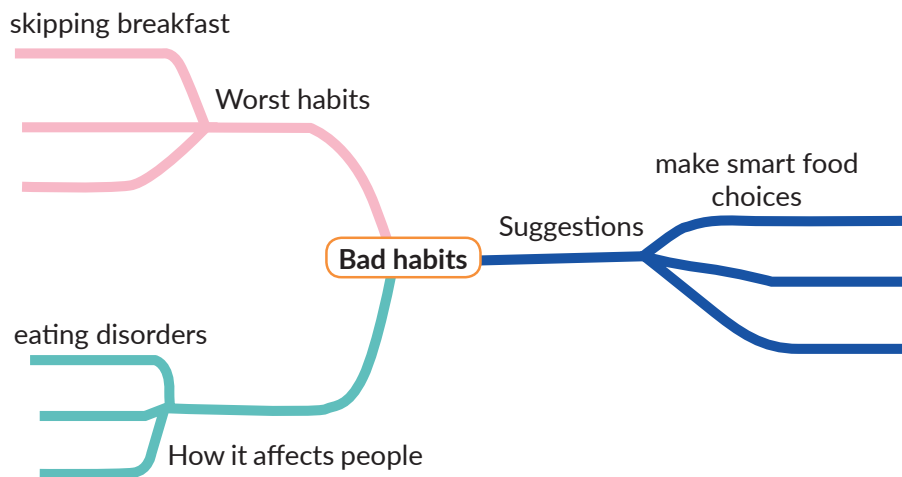
Think of foods, cooking methods and eating habits to be careful of, or to avoid. Suggest nutritional alternatives. Complete the chart as a group.

	<i>Example</i>	<i>Reason</i>
Bad eating habits	<i>Skipping breakfast</i>	<i>You eat more snacks later in the day.</i>
Alternative or good eating habits		
Foods to be careful of		
Foods to eat more of		
Cooking methods to avoid		
Alternative cooking methods		

**Step 2**

Discuss questions a–c. Then, complete the mind map to summarize your ideas.

- What are the three worst eating habits?
- How do they affect people?
- What are some suggestions for better eating habits?



**Step 3**

Create two more mind maps to summarize your ideas for:

- foods to avoid / eat more of
- cooking methods to avoid / alternative cooking methods.

**21st Century Skills**  
• Creativity

Being creative will help you communicate ideas more effectively.

*Make a poster using all your creativity!*

## 8. Group Work »

(60 minutes)

- Read the rubric and instructions. Make sure students understand the task: to come up with dietary suggestions to avoid eating disorders.

### Step 1

(20 minutes)

- As a class, students talk about the importance of having good eating habits to avoid eating disorders. Elicit examples of good and bad eating habits, and healthy and less healthy foods and cooking methods.
- In groups, students read and complete the chart.

### Step 2

(20 minutes)

- The purpose of the mind map is to summarize the information students have previously discussed.
- Students read the questions and complete the mind map.

### Step 3

(20 minutes)


- Students extend the mind map with extra ideas. Encourage them to be creative with their ideas.
- Students exchange their completed mind maps with other groups and discuss the way their ideas are presented. Encourage them to find and comment on similarities and differences.

#### 21st Century Skills Creativity

Encourage students to use their imagination when creating mind maps or other visuals. Students can use different colours, create collages or make their own mind maps using PowerPoint. Strong and creative visuals help students capture their audience's attention and makes their presentations more memorable.

# module 2 // Check Your Progress


## Check Your Progress

1.  **Read »** Read the interview with Manuel about his eating habits. Complete the questions.

Interviewer: (a) What kind \_\_\_\_\_?  
 Manuel: I like eating fast food like hamburgers and hot dogs.  
 Interviewer: (b) How many \_\_\_\_\_?  
 Manuel: I drink five or six cans of cola a week.  
 Interviewer: (c) How often \_\_\_\_\_?  
 Manuel: I don't eat breakfast but I have a big lunch.  
 Interviewer: (d) How much \_\_\_\_\_?  
 Manuel: I never drink water. I don't like it.

I can ask for and give information about eating habits. ✓

Very well	
Quite well	
With difficulty	


2.  **Write »** Make suggestions to help Manuel improve his eating habits.

*You should eat / drink / include / avoid ... Don't eat / drink ...*

- ... because fast food contains too much salt and fat.
- ... because cola has a lot of sugar in it.
- ... because breakfast is the most important meal of the day.
- ... because all the parts of your body need water to function correctly

I can make suggestions about eating habits. ✓

Very well	
Quite well	
With difficulty	

3.  **Read »** Read the interview with Todd, a participant in an international cooking competition. Complete the questions in your notebook.

Interviewer: So, Todd, what (a) \_\_\_\_\_?  
 Todd: I'm preparing a French recipe. It's called *hachis Parmentier*.  
 Interviewer: I love French food. What (b) \_\_\_\_\_?  
 Todd: Well, the main ingredients are potatoes, beef and cheese.  
 Interviewer: And what (c) \_\_\_\_\_?  
 Todd: It's filled with beef and sausages.  
 Interviewer: It sounds good. What (d) \_\_\_\_\_?  
 Todd: The potatoes are mashed and the beef and sausages are fried.

I can ask for and give information about the ingredients of a dish. ✓

Very well	
Quite well	
With difficulty	

- 35 4.  **Listen »** Listen and select the best answer.

1. Bananas are a good source of	2. Bananas are high in	3. Potassium is good for
a. vitamin C.	a. fibre.	a. your muscles.
b. vitamin B6.	b. carbohydrates.	b. your intestines.
c. vitamin B2.	c. protein.	c. your eyes.

I can give information about the nutritional value and health benefits of food. ✓

Very well	
Quite well	
With difficulty	



1.  **Read »**

(15 minutes)

- Students read and complete the conversation.
- Remind students to read the answers carefully before completing.

**Suggested answers**

- a. ... of food do you like eating?
- b. ... fizzy drinks do you drink a week?
- c. ... do you have breakfast?
- d. ... water do you drink daily?

3.  **Read »**

(15 minutes)

- Students read and complete the questions.
- Remind students to read the whole conversation carefully before completing.

**Suggested answers**

- a. ... are you preparing
- b. ... are the main ingredients
- c. ... is it filled with
- d. ... are the cooking methods you use

2.  **Write »**

(10 minutes)

- Students read and complete the suggestions.
- Make sure students understand that their suggestions are related to the conversation in exercise 1.

**Suggested answers**

- a. You should eat less fast food ...
- b. Don't drink so many cans of cola ...
- c. Don't skip breakfast ...
- d. You should drink more water ...

4.  **Listen »**

(15 minutes) **track 35**

- Students read the statements and possible answers before playing the audio.
- Play the audio. Students listen and select the correct answer.

**Answer Key**

- a. vitamin B6
- b. fibre
- c. your muscles

**Audio Script**

OK, I'm going to describe the nutritional value of my favourite fruit: bananas. Bananas are a good source of vitamin B6. Vitamin B6 helps people regulate their emotions and helps in the production of energy. Bananas are also a good source of fibre which helps in the correct functioning of the intestines. Bananas are also high in potassium. This mineral is essential for growing muscles.

**35**


# Unit » 3

## Body and Mind Connection

### » Objectives

- » I can describe emotions and feelings.
- » I can express conditions.
- » I can ask about past experiences.
- » I can give and ask for suggestions.

## In Context » Everybody Is Different!

1.  **Speak »** Discuss the photos with a partner. Which photo best represents the society we live in?



A




B

#### 21st Century Skills

- Critical Thinking

How do you think photo B influences how we feel about our bodies?

2.  **Read »** Read the three texts from a wiki. Match the questions with the correct text.

- a. What is *body image*?
- b. Why is self-esteem important?
- c. How does the media affect people negatively?

1 In our lives, we all interact with different kinds of media which provide information and messages that influence our perception of reality. This influence can turn negative if we cannot process the messages in a critical and healthy way. First of all, if we believe in the ideal of a 'perfect body' that the media promotes, we will be **frustrated** at not being beautiful enough. This can create a negative body image. Secondly, if we let the media tell us how to be **happy** and **successful**, we will spend a lot of time, money and energy going after the wrong ideals and values.

2 The picture we create in our mind of how we look is called *body image*. But this perception is not just an image or an idea. It is a feeling that influences our personality and our behaviour. If you have a positive body image, you will feel good about who you are, not only about how you look. If you are unhappy with your body image, this can affect your self-esteem and create negative feelings. If those feelings continue, they can turn into serious illnesses like eating disorders or depression.

3 The value you attribute to yourself is your *self-esteem*. It is important because it is something that influences your personality and your emotions. If you have high self-esteem, you will believe in yourself and be **confident** in all areas of your life. On the contrary, if you have low self-esteem, you may be **unhappy**, **anxious** or extremely **self-conscious**.

# Unit » 3 Body and Mind Connection

## Unit Objectives

Basic Standards of Competences	<p>Understand a short, spoken factual text.</p> <p>Identify the sequence of events in a short story using visual prompts to aid comprehension.</p> <p>Give simple suggestions and advice about mindful living and body image issues.</p> <p>Understand and respond to questions about past experiences.</p> <p>Organize and give a short presentation about improving self-esteem.</p>
Vocabulary	Body parts; Describing emotions
Grammar	Zero conditional; Making suggestions; Past simple questions

### 1. **Speak »** (15 minutes)

- Set the context. Write the title of the lesson on the board. Students suggest ways in which people differ: e.g. *body shape, height, race or ethnicity, gender, language, personality, physical appearance*, etc.
- Students look at the photos. Ask: *What differences are there? Where do you usually see these photos? How do you feel about what they show?*
- Give students time to prepare their opinions.
- Discuss as a class.

#### 21st Century Skills Critical Thinking

Ask: *How do you think photo B influences how we feel about our bodies?* Each student selects two words to describe the pictures. Write the words on the board and help with selecting the right vocabulary. Encourage students to describe their reaction using complete sentences.

### 2. **Read »** (25 minutes)

- Read the rubric. Ask: *Where would you find this kind of text?* (online – a *wiki* is a website that allows people to edit or add to its content).
- Read the questions. Check students understand *body image, the media, self-esteem*.

- Students read the texts and match them with the questions.
- Focus attention on the words in red and check their meaning. Students list adjectives related to positive and negative feelings. Check answers as a class (positive: *confident, happy, successful*; negative: *anxious, frustrated, self-conscious, unhappy*).
- Elicit any similar words and add to students' lists.

#### Answer Key

a. 2      b. 3      c. 1







## module 2 // Unit 3

### 3. Read » Match the conditions with the results.

- |   |   |
|---|---|
| a. If you cannot process media messages critically,                       | 1. you will be frustrated.  |
| b. If you have high self-esteem,  | 2. their influence can turn negative.                                     |
| c. if you have a positive body image,                                     | 3. you will feel good about who you are, and not only about how you look. |
| d. If you believe in the ideal of a perfect body that the media promotes, | 4. you will believe in yourself and you will be confident.                |

### 4. Read » Read the advertisement for online psychological support. Complete with the words from the Word Bank.

**Word Bank**

					
frustrated	confident	unhappy	self-conscious	happy	anxious

*I don't like the person I see in the mirror. What should I do? I feel <sup>a</sup> \_\_\_\_.*  
*You should call or text us.*

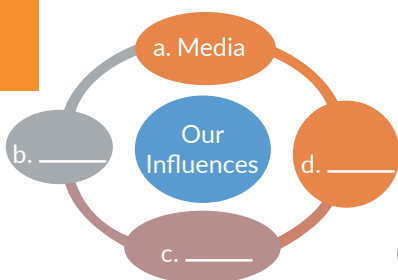
*My friend is often <sup>b</sup> \_\_\_\_.* Who can I talk to?  
*You can talk to one of our advisors.*

### 36 5. Listen » Listen to two conversations. Select the correct emoticon to show how Tomas and Gina feel.

- |   |   |   |  |
|---|---|---|--|
|  |  |  |  |
| a.  | b.  | c.  | d.   |

### 37 6. Listen » Listen to a psychologist talking about things that influence our self-esteem and body image. Complete the mind map. Then, match the comments with the influences.

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— 1. **If** you don't eat your vegetables, you **will never be** as tall as me.

— 2. We are going to have a fashion show at school. **Let's** select the best-looking girls and boys to be models.

— 3. You want happy kids? Come to Burger World and get a free fizzy drink with a double-sized burger. **Because** we know **if they're** happy, you're happy!

— 4. I **need to** go on a diet to fit into a size 8. Everyone is size 8 except me!

3.  **Read »**

(5 minutes)

- Students match the conditions and results, then check their answers in pairs.

**Answer Key**

a. 2    b. 4    c. 3    d. 1

**Grammar Box:**  
Conditional sentences

Remind students about the structure of conditional sentences (*If* clause and *Result* clause) and that they studied this in Module 1, Unit 1, Lesson 2.

Explain that the two clauses in a conditional statement can change order. Write on the board:

*If you have high self-esteem, you will believe in yourself.  
You will believe in yourself if you have high self-esteem.*

Point out that if the condition clause begins the sentence, there is a comma separating the two clauses.

**Extra Activity (10 minutes)**

Ask students how important body image is to them and how it affects their self-esteem. As a class, discuss what they can do to avoid negative feelings.

4.  **Read »**

(20 minutes)

- Focus attention on the emoticons, and the words in the Word Bank and model for pronunciation. Students repeat.
- Students read and complete the advertisement, then check their answers in pairs.
- Elicit responses from the class. Ask: *What do you do when you feel anxious / frustrated / unhappy?*

**Answer Key**

a. unhappy;  
b. frustrated / anxious.

5.  **Listen »**

(10 minutes) **track 36**

- Read the rubric. Make sure students understand the task.
- Students look at the emoticons and say what feeling each one shows.
- Play the audio. Students listen and select the correct emoticon for each conversation.
- Check answers as a class.

**Answer Key**

1. c (unhappy)    2. d (confident)

**Audio Script**

**Conversation 1**

**Lisa:** What's the matter, Tomás?

**Tomás:** I've just got my exam grades. They're really bad.

**Lisa:** If you feel unhappy, you need to talk about it.

**Tomás:** Well, I worked really hard. And now I feel I'm not good enough for my parents. I'm not the perfect student they want.

**Lisa:** I'm sure they don't think that.

Anyway, no one is perfect. We all have bad days.

**Conversation 2**

**Felipe:** So, Gina, are you ready for the presentation we have to do today?

**Gina:** Oh, no! I forgot. Is it today?

**Felipe:** Yeah, it is. And I'm really anxious about it.

**Gina:** Don't worry, Felipe! You always do a good job!

**Felipe:** It's easy for you. You're a confident person, but I'm not! I get really anxious when I talk in front of a lot of people. I don't know why.

**Gina:** Come on, we'll do it together. It'll be fine!

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6.  **Listen »**

(20 minutes) **track 37**

- Read the rubric. Make sure students understand the task.
- Students look at the mind map. Encourage them to predict the other influences (b–d).
- Play the audio. Students listen and confirm. Make sure they note down the influences.
- Check answers as a class.
- Students read the speech bubbles. Ask a volunteer to read each comment aloud.

- In pairs, students match the comments with the influences in the mind map.
- Check answers as a class.
- Elicit reactions from the class. Ask: *Which influence is the strongest?*

**Answer Key**

a. Media (3);  
b. Friends (4);  
c. School (2);  
d. Parents / Adults (1)

**Audio Script**

**Psychologist:** In today's podcast,

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I want to talk about some of the things that can influence young people's self-esteem, and especially their body image. It's important to be aware of these, so we can help to change attitudes and perceptions. First of all, one of the biggest influences is the media. This means TV, magazines, music videos – but also social media. All these kinds of media are a powerful way of communicating both positive and negative messages.

Secondly, friends are a big influence. There may be some friends in a group who are always talking about dieting, celebrities, clothes and body shapes and sizes. This can create negative thoughts in other people in the group. You need to ask yourselves if you also contribute to negative feelings and low self-esteem in your friends and in other people. Think about it, and think about the language that you use when you talk about other people or about yourself. You don't want to make other people feel they are not good enough.

OK, thirdly, think about what happens at school. Some schools promote participation in events that celebrate beauty or fashion above health and happiness – for example, beauty contests or fashion shows. Or they may have sports competitions where the idea of winning is more important than just competing with a healthy attitude to failure. Finally, sometimes it can be parents, or adults in the family, who promote the wrong ideas in young people about what is really important in life. They may not mean to, but they do. For example, parents who expect their kids to get perfect grades might unintentionally cause low self-esteem.

**7. Speak »** Classify these behaviours as positive (+) or negative (-). Then discuss ways to promote positive behaviours about body image and self-esteem.

Use *need to, should, shouldn't, can, can't*.

We *need to* promote events for people to show their talents.

Schools *shouldn't* promote beauty contests.

Behaviours	(+)	(-)
a. Listen to friends when they want to talk about their feelings.		
b. Encourage someone to lose weight to improve their body image.		
c. Try to manage strong emotions without help.		
d. Tell people about a friend's personal feelings or emotions.		
e. Compliment a person's talents and special skills.		
f. Promote events where beauty is the most important thing.		

**8. Read »** Read the text. Put the paragraphs (1-4) in the correct sequence.

**The Myth of Narcissus**

1. He also stopped talking to his friends; he even stopped eating and drinking. Narcissus became so weak and confused that one day, as he was looking at his reflection, he fell into the lake and drowned.
2. The myth says he turned into a flower, which is called the narcissus.
3. From that moment on, Narcissus started coming to the lake every day just to look at his reflection in the water. Time passed and Narcissus became a different person. He became vain and obsessed with his image. The only person he loved and admired was himself.
4. Long ago in ancient times, there lived a boy called Narcissus. He was a very beautiful boy and everyone admired him. One day, he was walking past a lake and saw his reflection in the water. Immediately, he fell in love with the image he saw.



**9. Speak »** Answer these questions about the story. Practise telling the story with a partner.

1. Who are the characters?
2. What happened to the characters?
3. What were the obstacles?
4. How did the story end?

**10. Speak »** In groups, create your own modern version of the story. Use the questions in Exercise 9. Discuss how it compares to the myth.

7.  **Speak »**  
(15 minutes)

- Read the rubric. Explain that students should keep in mind the information and advice given by the psychologist in exercise 6.
- Students read the sentences and decide if the behaviours are positive or negative, then discuss their answers in pairs.
- Check answers as a class.

**Answer Key**

- a. positive
- b. negative
- c. negative
- d. negative
- e. positive
- f. negative

**Grammar Box: Modal verbs**

Write the table on the board and explain that we use certain modal verbs to make suggestions, and talk about possibility and necessity. Elicit more examples.

Modal verb	Function	Example
<i>should / shouldn't</i>	<i>To make suggestions or give advice.</i>	<i>You should think positively.</i>
<i>can / can't</i>	<i>To express possibility.</i>	
<i>need to</i>	<i>To express necessity or give strong advice.</i>	

8.  **Read »**  
(15 minutes)

- Students read the title of the text and look at the pictures.
- Find out if they are familiar with the Greek myth. Ask: *Have you ever heard the story of Narcissus?* If so, elicit a brief explanation of the story.
- Students read individually and put the paragraphs in the correct order.
- Check answers as a class. Elicit responses. Ask: *What do you think we can learn from this story?*

**Answer Key**

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

9.  **Speak »**  
(5 minutes)

- Students answer the questions.
- In pairs, students practise asking and answering questions to retell the story in their own words.


10.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the questions and ideas in the table. Explain any important words (e.g. *characters, obstacles*).
- Groups follow the questions from Exercise 9 and complete the story or start from scratch with different characters. Encourage them to add details to make it more real and interesting.
- Groups take turns to tell their story to the class.

**Extra Activity (10 minutes)**

Invite students to role-play the story they have just created. Ask them to choose a narrator and some actors. As you listen, monitor and correct pronunciation of the verbs in the past tense.

## Expanding Knowledge » Mindful Living

1.  **Read »** Read the definitions. Match each behaviour (a–d) with being *mindful* (M) or *self-conscious* (S)

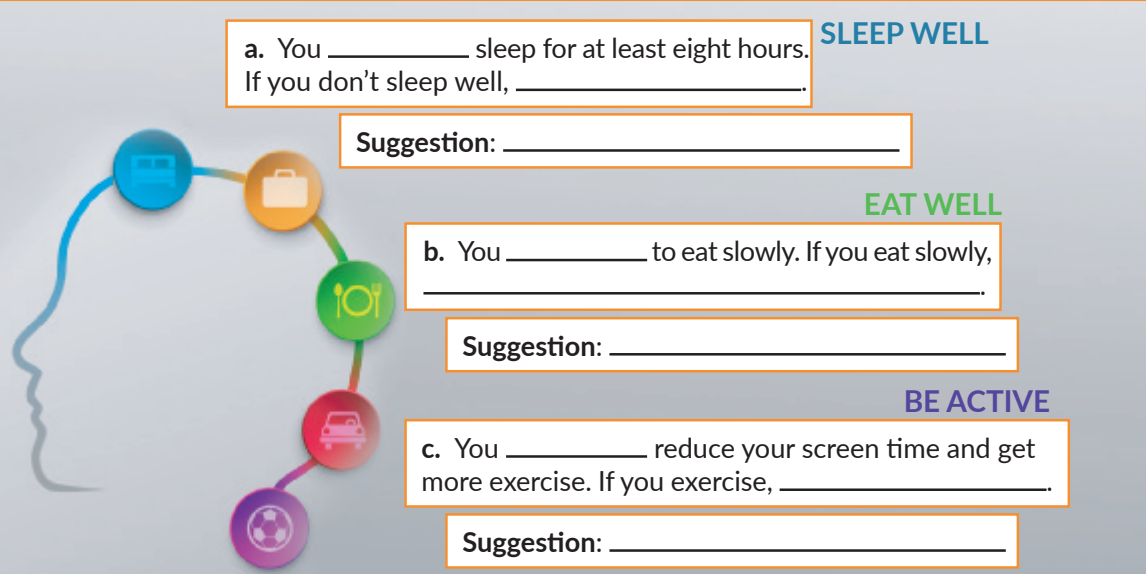
**mindful:** adj /'maɪndfəl/ paying attention to your own actions, emotions and sensations

**self-conscious:** adj /self 'kɒnfəs/ paying too much attention to what others think of you

- Look in the mirror and see the good qualities in your body. \_\_\_\_\_
- Exercise every day to try to have a perfect body. \_\_\_\_\_
- Eat slowly and concentrate on the flavours and textures of the food. \_\_\_\_\_
- Dance thinking about what others think of the way you dance. \_\_\_\_\_

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2.  **Listen »** Work with a partner. Listen and complete the infographic about 'mindful living'. Add one suggestion for each category.



**SLEEP WELL**

a. You \_\_\_\_\_ sleep for at least eight hours.  
If you don't sleep well, \_\_\_\_\_.

Suggestion: \_\_\_\_\_

**EAT WELL**


b. You \_\_\_\_\_ to eat slowly. If you eat slowly,  
\_\_\_\_\_.

Suggestion: \_\_\_\_\_

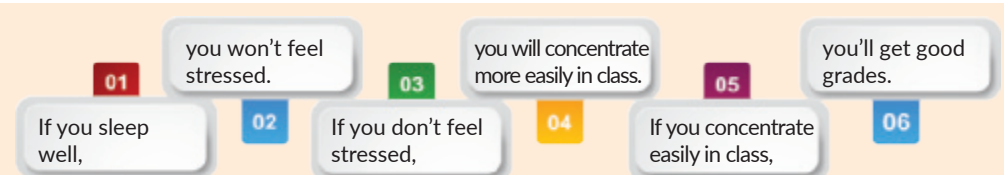
**BE ACTIVE**

c. You \_\_\_\_\_ reduce your screen time and get  
more exercise. If you exercise, \_\_\_\_\_.

Suggestion: \_\_\_\_\_

3.  **Write »** Look at the example. Write two more sentence chains.

(sleep well / (not) feel stressed / concentrate more easily in class / get good grades)



01 you won't feel stressed.

02 If you sleep well,

03 you will concentrate more easily in class.

04 If you don't feel stressed,

05 you'll get good grades.

06 If you concentrate easily in class,

### Study Tip

Use a comma to separate the condition and the result.

- (eat slowly / better digestion / eat less / lose weight)
- (take exercise / have more energy / (not) feel anxious / feel more positive)



1.  **Read »**  
(10 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the definitions. Model the pronunciation of *mindful* and *self-conscious*. Drill the sound /ʃ/ a bit more: *conscious, should*.
- Explain that the words *mindful* and *self-conscious* can be used to describe behaviours a–d.
- Students read the behaviours and match.
- Check answers as a class.

**Answer Key**

a. M, b. S c. M, d. S

2.  **Listen »**

(20 minutes) **track 38**

- Students think about the importance of mindfulness in the prevention of eating disorders. Ask: *Why is it important to be mindful in order to have good health?*
- Focus attention on the infographic. Make sure students understand that they will hear tips about sleeping well, eating well and being active.
- Play the audio. Students listen and complete the tips.
- Play the audio again. Students listen and add suggestions.
- Students check their answers and compare suggestions in pairs.

**Suggested Answers**

- a. need to / should; you will probably feel more anxious and stressed
  - b. need to; your digestion will be better
  - c. should; you will keep your body and mind healthy
- Suggestions: students' own answers.

**Audio Script**

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**Presenter:** ... In today's podcast, we're going to talk about what it means to be mindful. There is concern that teenagers today spend too much time connected to their mobile devices and disconnected from their bodies and minds! To be mindful is to remember that you need to respect your body's need for sleep, good digestion and physical activity. So here are some tips to help you achieve this.

First of all, your body needs to get enough sleep, at least eight hours a night. If you sleep well, you can concentrate more easily. You are more alert and this reduces the risk of accidents. Also, you are able to concentrate more easily in class, so it's easier to memorize information. If you don't sleep well, you will probably feel more anxious and stressed.

Secondly, eating well not only means getting the right nutrients, but also eating in the right way. If you eat slowly and mindfully, your brain will have time to send a signal to your stomach that you are full – so your digestion will be better, and more importantly, you will enjoy your food more. Also, you will eat less, and this can help you lose weight. It's also important to eat at the right moment and to pay attention to the food you are eating. So don't eat your lunch or dinner in front of the TV.

Finally, be active. Do plenty of exercise. Reduce the time you spend on your smartphone. Exercise is the best way to keep your body and mind healthy. Just like sleep, exercise helps to reduce stress and anxiety; and it gives you more energy so you feel more positive. Physically, exercising has many benefits. For example, it reduces the risks of heart disease, it helps you control your weight, and it makes your muscles stronger.

In conclusion, try to reduce your screen time and be mindful of every moment of your life. Try to live more 'in the present moment' and connect with your body and mind.

3.  **Write »**  
(20 minutes)

- Read the rubric. Make sure students understand the task.
- Read the example. Explain that this is a chain exercise with three sentences, where the result of the first sentence becomes the condition of the second.

**Study Tip**

Direct students' attention to the condition. Remind them of the use of a comma to separate the two parts (if and result clause.)


- Students complete two more sentences, then check their answers in pairs.

**Answer Key**

- a. If you eat slowly, you will have better digestion. If you have better digestion, you will eat less. If you eat less, you will lose weight.
- b. If you take exercise, you will have more energy. If you have more energy, you won't feel anxious. If you don't feel anxious, you will feel more positive.

**Extra Activity (10 minutes)**

Students suggest other categories of *mindfulness*: e.g. mindful breathing, mindful posture, mindful shopping. Elicit more suggestions for each of the categories: e.g. *You need to breathe deeply. You should stand straight to protect your back.*

4.  **Write »** Label the parts of the body with the words from the Word Bank.

**Word Bank**

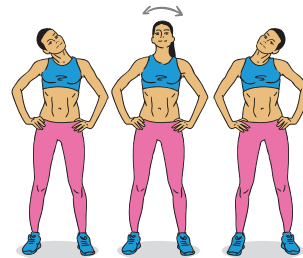
knee	neck	leg	arm	shoulder
foot	hand	hip	waist	head



5.  **Write »** Look at the pictures. Complete the instructions with the parts of the body.

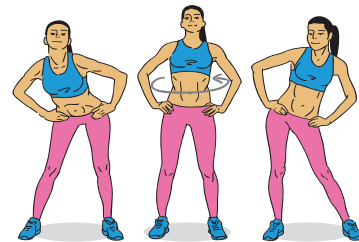
1. A: I'm very stressed after exams. What exercise should I do to relax the muscles in my <sup>a</sup> \_\_\_\_\_ and my shoulders?

B: OK. Stand with your <sup>b</sup> \_\_\_\_\_ apart and your hands on your <sup>c</sup> \_\_\_\_\_. Then, slowly rotate your <sup>d</sup> \_\_\_\_\_ to the left, back, right and front. Change direction and repeat a couple of times.



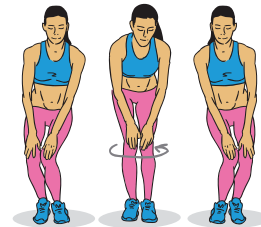
2. A: I often get backache. My doctor told me to exercise. What exercises can I do?

B: Put your <sup>e</sup> \_\_\_\_\_ on your hips. Move your <sup>f</sup> \_\_\_\_\_ to the left and then slowly to the right. Keep your <sup>g</sup> \_\_\_\_\_ down.



3. A: I want to start running, but I have heard you can get injured if you don't start carefully. What do I need to do before starting?

B: It's important to warm up your muscles before you run. You can walk for a few minutes, or you might like to do this exercise. Stand with your <sup>h</sup> \_\_\_\_\_ together, put your hands on your <sup>i</sup> \_\_\_\_\_ and bend them a little. Slowly rotate your knees to the left and then to the right.



4.  **Write »**

(15 minutes)

- Set the context. Ask: *Why do you think our body needs to exercise?* Help students recognize the relationship between good health and physical activity.
- Focus attention on the picture and the Word Bank. Model the pronunciation of any problem words (e.g. *knee, shoulder, waist*) and check understanding.
- Students label the picture, then compare their answers in pairs.
- If you wish, have a competition to see which pair of students can identify all the parts of the body with their books closed.

**Answer Key**

- a. hand
- b. knee
- c. shoulder
- d. arm
- e. hip
- f. leg
- g. head
- h. neck
- i. waist
- j. foot

5.  **Write »**

(35 minutes)

- Students look at the pictures. Ask: *What kind of exercise is this?* (warm-up routines)
- Students read the three sets of instructions. Encourage them to find differences between the routines.
- Students complete the instructions.
- Check answers as a class.
- In pairs, students take turns to give the instructions and perform the exercises. Remind them that these movements will help them relax their muscles.


**Answer Key**

- a. neck
- b. legs/feet
- c. hips
- d. head
- e. hands
- f. hips
- g. shoulders
- h. legs
- i. knees

**Extra Activity (15 minutes)**

In pairs, students create instructions for another exercise routine using the verbs in instructions 1–3. Remind them to think of a purpose for the routine and perform it in front of class.

## module 2 // Unit 3

6.  **Read »** Some young people are asking some famous athletes for advice. Complete the requests (a-c) with the correct question. Then, match the requests with the advice (1-3).

Should I tell the coach?      What should I do?      How can I compete against them?

a. I'd like to be a top gymnast but I feel anxious about the food I eat. My trainer says I have to be very thin to be the best. \_\_\_?


b. I do weight training. My partners take pills to increase their strength. \_\_\_?


c. I am a swimmer, but I feel frustrated about my next competition. The other swimmers are all taller and bigger than me! \_\_\_?

1. You should ask for professional help. You can talk to a nutritionist or a health specialist to evaluate how much weight you can lose.

2. You need to be more confident. If you train hard, you can be faster than them.

3. You should talk to your partners. Tell them they are making a mistake. If they don't listen, tell the coach.




7.  **Read »** Read an article by a fan of a famous Colombian athlete. Complete the text with the words in the box.

hurt    recovered    got    overcome    believe

Mariana Pajón is an inspiration to me and she has helped me <sup>a</sup> \_\_\_\_\_ in myself because success is about your mental attitude. Mariana had an accident in her last competition. She fell and <sup>b</sup> \_\_\_\_\_ her arm, but she <sup>c</sup> \_\_\_\_\_ quickly because she <sup>d</sup> \_\_\_\_\_ the support of her doctors and all her family. In her last competition, the other competitors were bigger and stronger than her but this did not make her anxious. Her self-esteem is very high because she is confident in herself. I believe she always thought she could win and she did. My personal motto is inspired by Mariana: "If you have a positive mental attitude, you will <sup>e</sup> \_\_\_\_\_ all obstacles. If you fall, stand up and keep going. Don't give up!"



8.  **Read »** Imagine you have interviewed Mariana. Match her comments with the follow-up questions. Notice how to react to a comment.

a. It was a hard competition, but I always thought I could win.

b. Last year was a difficult year. I had two injuries.

c. My life has changed a lot since I won an Olympic gold medal.

d. When I was five, I had to compete against boys because there wasn't a female category. I competed and I beat them.

1. *No way!* How did they feel when you beat them?

2. *Really?* How did you recover?

3. *That's amazing!* How did you feel when you won?

4. *I bet!* How has it changed?

6.  **Read »**  
(25 minutes)

- Set the context. Write on the board: *Athletes are sometimes affected by eating disorders.* Elicit responses. Ask: *What kind of athletes usually have these problems?* (gymnasts, weightlifters) *Why?* (weight is an important part of their athletic performance)
- Read the rubric. Make sure students understand the task.
- Focus attention on the questions. Explain that these are part of the student athletes' requests for advice.
- Students read the requests and complete with the correct question.
- Students read the pieces of advice and match them with the requests.
- Check answers as a class.

**Answer Key**

- a. What should I do? / 1
- b. Should I tell the coach? / 3
- c. How can I compete against them? / 2

**Grammar Box:**  
Modal verbs

Explain that the modal verbs *should* and *can* change position in questions. Write on the board:

Statement	Question
<i>I should talk to a nutritionist.</i>	<i>Should I talk to nutritionist?</i>
<i>You can get help!</i>	<i>How can I get help?</i>

7.  **Read »**  
(20 minutes)

- Play a game. Divide the class into two groups. Each group makes a list of famous athletes they admire and their sport. Set a time limit. The group with the most names and different sports wins.
- Students say their favourite athletes. Elicit information about those athletes. Ask: *Why do you admire him/her?*
- Focus attention on the photo and explain the context – this is a short article by a fan.
- Read the verbs in the box and clarify their meaning.
- Students read and complete the text with the correct verb.
- Check answers as a class.

**Answer Key**

- a. believe
- b. hurt
- c. recovered
- d. got
- e. overcome

8.  **Read »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Read Mariana's comments and the reactions. Point out that that the reactions include a short expression and a follow-up question.
- Model the reactions for pronunciation, especially the expressions in blue.
- Students match the questions and reactions, then check their answers in pairs.

**Answer Key**

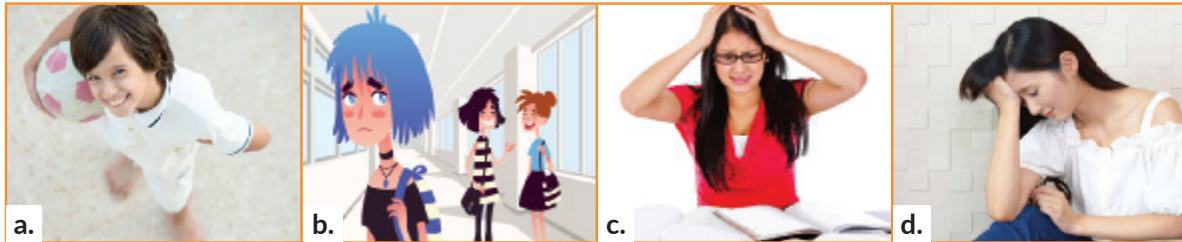
- a. 3                      c. 4
- b. 2                      d. 1


**Extra Activity (15 minutes)**

In pairs, students take turns to ask and answer the questions, taking turns to be Mariana. Encourage them to continue the conversation by asking, answering and reacting to follow-up questions.


## Preparing Your Task » The Power of Self-esteem

- 39 1.  **Listen »** Listen to four conversations. Match the conversations with the pictures.



- 40 2.  **Listen »** Listen again. Match the conversations with the way each person helped their friend feel better.

- |                |   |
|----------------|---|
| Conversation 1 | a. He/She said that the whole team played badly, not just the friend. |
| Conversation 2 | b. He/She told the friend what they were good at.                     |
| Conversation 3 | c. He/She offered to work on a difficult exercise together.           |
| Conversation 4 | d. He/She said the friend looked great.                               |

3.  **Read »** Read the interview with an athlete, Tina García. Complete the questions (a–c) with the words in the box. Then, match the questions with the answers.

did x2    helped    start    recover

- |                                  |  |
|----------------------------------|--|
| a. How _____ this problem _____? | 1. I got specialized treatment from health experts. You cannot do it on your own. And, after some time, I overcame the problem. Now I am helping other people with the same problem. |
| b. How _____ you _____?          | 2. It started when I joined the school team. I was under a lot of pressure to be the right weight.   |
| c. Who _____ you?                | 3. My coach helped me realize that I had a problem and then my family gave me the support I needed.  |

4.  **Speak »** Read the newspaper article. Then, correct the information with a partner.

A: Her eating disorder didn't start after she became famous.

A: When she was at school.

B: When did it start exactly?

Tina García, the famous gymnast, has openly admitted that she has an eating disorder. Ms García told the press it started after she became famous because she felt a lot of pressure from the media to be thin. She also confessed that her coach told her it was normal for a successful athlete. She finished by saying that she recovered by herself. She says she's now ready to win a lot of medals for Colombia!

### 21st Century Skills

#### • Critical Thinking

Asking critical questions will help you identify inaccurate or biased information. *What can you do to get reliable information?*

1.  Listen »

(15 minutes) track 39

- Students look at the photos and say what kind of feelings they show.
- Play the audio. Students listen and match, then check their answers in pairs.

**Answer Key**

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

**Audio Script**

39 40

**Conversation 1**

**Carlos:** What's the matter, Sonia?

**Sonia:** I'm just ... frustrated.

**Carlos:** Can I help?

**Sonia:** I can't understand this exercise. I feel so stupid.

**Carlos:** You're not stupid. Come on, let's work it out together.

**Conversation 2**

**Carmen:** What do you think of this dress? Do I look terrible?

**Sonia:** No! You look great in that dress.

**Carmen:** Everyone is laughing at me.

**Sonia:** No, they're not. They're laughing because they're happy. They're having a good time. Stop worrying about what other people think.

**Conversation 3**

**Sara:** What's the matter, César?

**César:** I want to join the football team, but they say I'm too small.

**Sara:** So what if you're small? You're really good at football.

**César:** But I'm not good enough. Look at the other guys. They're all much bigger than me.

**Sara:** But you're really fast and that's a very important talent for a football player.

**César:** You're right ... Maybe I should try again.

**Conversation 4**

**Toby:** What's up, Sandra?

**Sandra:** I'm just ... a little sad.

**Toby:** Why? I know we lost, but ...

**Sandra:** We lost because of me. I'm not good enough to be in this team.

**Toby:** We lost because the whole team played badly. Not just you! We're a team.

2.  Listen »

(10 minutes) track 40

- Students read the sentences and match them to the conversations.
- Play the audio again. Students listen and check their answers, then compare in pairs.
- Elicit responses about the situations. Ask: *Have you ever felt this way? Have you ever been in this situation?*

**Answer Key**

1. c    2. d    3. b    4. a

3.  Read »

(25 minutes)

- Read the rubric. Make sure students understand the context and the task.
- Students complete the questions with the correct word.
- Students read the answers and match them with the questions.
- Check answers as a class.

**Answer Key**

- a. did, start 2  
b. did, recover 1  
c. helped 3

**Grammar Box:**

**Past simple questions**

Explain that *did* is an auxiliary, not a verb, and that in questions with *did* the verb does not take the past simple form.

*How did this problem start?*

In questions without *did*, the verb takes the past simple form.

*Who helped you?*

4.  Speak »

(15 minutes)

- Set the context. Explain that students will read a news article based on the interview in exercise 3.
- Students read the article and find the incorrect information.
- Focus attention on the example and model for pronunciation. Students repeat.
- In pairs, students explain the mistakes and ask follow-up questions.

**Answer Key**

She doesn't have an eating disorder now. She had an eating disorder, but she overcame it. / Her coach didn't tell her it was a normal thing. He helped her realize she had a problem. / She didn't recover by herself. She recovered with the help of a health treatment and the support of her family.

**21st Century Skills**

Elicit students' response to the mistakes they found in the news article. Invite them to reflect on how information is manipulated or misused. Elicit suggestions. Ask: *What can you do to get reliable information?* Provide examples: read reliable news sources, double check information in different sources, etc.

**Extra Activity (25 minutes)**

Ask students to find out information about famous people and athletes who have gone through eating disorders and explain how they overcame the problem.

# module 2 // Unit 3

## 41 5. Pronunciation »

In speech, the sounds *d* /d/ and *y* /j/ create a new sound /dʒ/. The sounds *t* /t/ and *y* /j/ create /tʃ/. Listen and notice the sounds.

A: What did you do?      B: I got help.  
A: Who helped you?    B: My family did.

## 42 6. Pronunciation »

Notice the intonation for *Wh*-questions. Listen and repeat.

A: What did you do? 

A: Who helped you? 

**Tip** Stress the most important words.

**Tip** Use falling intonation for *Wh*- questions.

## 7. Speak »

Read the activities in the chart and think of a follow-up question for each activity. Ask and answer questions to find someone in your class who has done the activities. Follow your teacher's instructions and the example.



Find someone who:

went cycling last week. <i>Who did you go with?</i>	did stretching this week. <i>Where</i> _____?	played football yesterday. <i>Who</i> _____?	went dancing last week. _____?
didn't sleep well last night. _____?	had a big breakfast today. _____?	didn't do exercise yesterday. _____?	went jogging with a friend last week. _____?
has done Zumba. _____?	has done weight training. _____?	has run in a race. _____?	did yoga last week. _____?
slept for a long time last weekend. _____?	played a sport last week (not football). _____?	walked to school today. _____?	didn't have breakfast this morning. _____?



5.  **Pronunciation »**

(10 minutes) **track 41**

- Explain that students are going to practise pronunciation.
- Students read the sentences to themselves.
- Focus attention on the linked sounds and model how the sounds run into each other to create a new sound. Explain that these new sounds are created in continuous natural speech.
- Play the audio a couple of times for students to listen and identify the sounds.
- Students listen and repeat.

**Audio Script**

A: What did you do?

B: I got help.

A: Who helped you?

B: My family did.

41

6.  **Pronunciation »**

(10 minutes) **track 42**

- Remind students that intonation in *Wh-* questions usually falls at the end.
- Play the audio a couple of times for students to listen and identify the intonation patterns.
- Students listen and repeat.
- Remind students that the most important words are usually nouns, verbs, adjectives, and adverbs. Auxiliaries, prepositions and articles are not usually stressed.

**Audio Script**

What did you do?

Who helped you?

42

7.  **Speak »**

(40 minutes)

- Read the rubric. Make sure students understand the task.
- Explain that students need to interview a person for each square in the table. When they find a person who answers 'yes', they ask a follow-up question and take notes (name and specific information.)
- Read all the squares and clarify any problem vocabulary
- Focus attention on the example. Point out the difference between *yes/no* questions and follow-up *Wh-* questions.
- Model the example for pronunciation. Students repeat.
- In pairs, students write a follow-up question for each activity.
- Students interview their classmates. Encourage them to ask the same person only one or two questions before they move to the next person.

8.  **Speak »**

Discuss the behaviours in the list. Which are healthy and which are unhealthy? Which of them are common in your school community? Add any other behaviours you can think of.

It is (un)healthy if you ...

- a. criticize yourself and your friends all the time.
- b. do anything to be perfect.
- c. develop a talent or special skills.
- d. appreciate your body the way it is.
- e. talk to other people about your feelings.
- f. pay too much attention to how you and others look.



9.  **Read »**

Read a short presentation about self-esteem and body image. Match the expressions (a–c) with an expression in bold in the presentation with the same meaning.

- a. In conclusion
- b. First of all
- c. Additionally

'I want to talk about the importance of self-esteem for the prevention of mental and eating disorders.

**First**, we should remember that if we have good self-esteem, we feel confident about who we are. We don't feel the need to criticize ourselves all the time. **In addition**, we should appreciate ourselves for who we are, not how we look.

Our looks are not as important as our personalities, our talents and our values. When we truly appreciate ourselves, we don't spend a lot of time in front of the mirror comparing ourselves with others. Instead, we exercise and eat healthy food because we care about our health. **To sum up**, we respect ourselves and others because we believe that to be an individual is beautiful.

10.  **Speak »**

In groups, prepare a similar mini-presentation about the connection between body image and eating disorders. Look back at the story you created in lesson 1, exercise 10 and your ideas in exercise 8 of this lesson.

- a. Discuss the questions.
  - 1. How can an obsession with your appearance lead to eating disorders?
  - 2. How can an eating disorder affect a person's family life, school work and social life?
  - 3. How do people with a negative body image see their bodies?
  - 4. Does the person they see in the mirror always match reality?
  - 5. How can they change this?
- b. Plan a presentation based on your answers to the questions. Organize your presentation like this:
  - Introduction: *I want to talk about ...*
  - Point 1: *First ... / First of all ...*
  - Point 2: *In addition ... / Additionally ...*
  - Conclusion: *In conclusion ... / To sum up ...*
- c. Give your presentation to another group.

8.  **Speak »**

(15 minutes)

- Read the rubric.
- Students work in their project groups to discuss the behaviours. Encourage them to ask each other questions: e.g. *Why do you think this behaviour is wrong?*
- One student in each group should take notes and summarize their ideas at the end of the exercise.

9.  **Read »**

(10 minutes)

- Set the context – a short presentation by a student.
- Ask a volunteer to read the presentation or do so yourself.
- Students read and match the expressions.
- Check answers as a class.

**Answer Key**

- a. In conclusion = To sum up,
- b. First of all = First,
- c. Additionally = In addition

10.  **Speak »**

(35 minutes)

- Read the rubric and instructions. Make sure students understand the task. Write on the board: *Connections between body image and eating disorders.*
- Students read questions 1–5. Check they understand the questions and if necessary provide example answers.
- Students discuss the questions and take notes for their presentation.
- Students use the suggested outline to organize their ideas. Make sure they also decide who is presenting each of the points.
- Students practise their presentation in their group. Encourage them to provide each other with feedback.
- Students give their presentations to another group.

# Chant

## Be good to your body



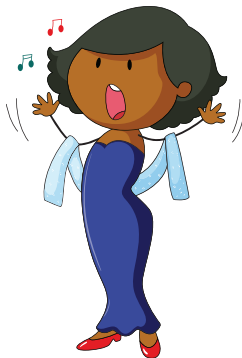
*Be good to your body, be good to your body,  
Come on everyone, be good to your body.  
We're all singing the healthy song  
Come on everyone, sing along!*



Make good choices with food you're making  
Before you start grilling and baking.  
Don't eat sugar, it's not good,  
But protein and fibres are really good!

So if you're worried and overweight,  
Just put healthy food on your plate.  
Drinking water is good for your skin,  
Sugary drinks go in the bin.

*Be good to your body, be good to your body ...*



Calcium keeps our bones really strong,  
Carbohydrates turn our energy on.  
Vitamins and minerals, they're OK,  
So eat them at breakfast, every day!



If you're unhappy, stressed or sad,  
Try not to worry; life's not that bad!  
Just keep healthy and stay strong,  
And remember to sing the healthy song!



# Chant:

## Be good to your body

### Lesson 4

#### Speak »

(5 minutes)

Before you play the audio for the chant, ask students to look at the page. Ask them what they think the chant is about. They don't need to understand all the vocabulary at this point, this is just to get them thinking about the overall topic and how they can communicate that to you and to one another. Once they have correctly identified the main theme, ask them to explain why healthy eating is important.

Without going into too much specific detail at this stage, ask students to identify one or two words or phrases within the chant that they don't understand or are unfamiliar with. Encourage stronger students to respond to any vocabulary questions before providing a translation.

#### Listen »

(10 minutes) **track 43**

Play the chant. Ask students to especially focus on rhythm and pronunciation for the first couple of listens. On the second or third repeat of the chant, encourage students to sing along with it.

They will get louder as they get more confident! Focus on any areas where they struggle with the rhythm or pronunciation, replaying parts of the recording if necessary. Play as many times as necessary in order for students to feel confident with the rhythm and vocabulary.

#### Listen and speak »

(10 minutes) **track 43**

As a class, ask students to suggest actions for different activities mentioned in the chant. Associating actions with key vocabulary items helps students to memorise the word and associate it with the movement, and is a powerful learning tool. Focus particularly on these elements:

- *grilling* – mime grilling something in a grillpan
- *baking* – mime getting something out of the oven
- *don't eat sugar* – shake your head and wag your finger to indicate 'no'
- *protein and fibres* – mime strong muscles flexing
- *worried* – mime hunched shoulders and furrowed brow. (NB Be sensitive around the word 'overweight' as this may be a delicate topic for some students.)
- *drinking water* – mime drinking a glass of water

- *sugary drinks go in the bin* – mime putting a can of something into a bin
- *keeps our bones really strong* – mime being a bodybuilder, flexing biceps
- *turn out energy on* – mime someone with a lot of energy, whole body shaking
- *eat them at breakfast* – mime a bowl of cereal.

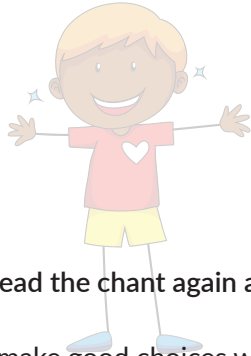
Replay the chant as many times as you need to, with students reciting and miming the actions. Once your students are really confident with the chant, and familiar with the words and vocabulary, move on to the activities.

Should I eat sugar?

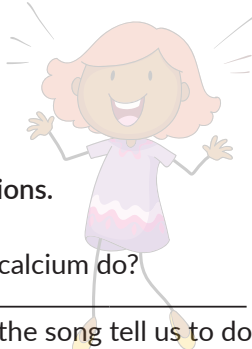
No. You shouldn't eat sugar.

**1. Speak »** Ask your partner questions about the things in the chant.

- 1 Sugar
- 2 Protein
- 3 Fibres
- 4 Healthy food
- 5 Sugary drinks



- 6 Calcium
- 7 Carbohydrates
- 8 Vitamins
- 9 Minerals
- 10 Breakfast



**2. Read »** Read the chant again and answer the questions.

- 1 When should you make good choices with food?  
Before you start grilling and baking.
- 2 What does the chant tell us about sugar?  
\_\_\_\_\_
- 3 If you're worried and overweight, what should you do?  
\_\_\_\_\_
- 4 What should you do with sugary drinks?  
\_\_\_\_\_

- 5 What does calcium do?  
\_\_\_\_\_
- 6 What does the song tell us to do with vitamins and minerals?  
\_\_\_\_\_
- 7 What should you do if you are sad?  
\_\_\_\_\_
- 8 What does the song tell you to remember?  
\_\_\_\_\_

**3. Write »** Write advice on how to eat healthily. Use the words from the chant to help you and the phrases.



Hi everyone,  
Can you help me? I need some advice on healthy eating.  
Karl.



Hi Karl,  
Here are some tips for healthy eating:  
You should eat lots of ...  
You should avoid ...  
To be really healthy, you could ...  
Some really healthy foods are ...  
Good luck!  
Charlie.

1.  **Speaking »**  
(10 minutes)

Activity 1 is a pairs speaking activity. Before your students start the activity themselves, go through the rubric with the students so that they are clear what they have to do. Walk through the first couple of questions with the students and give students the opportunity to ask questions, then set the pairs up to work together to answer all the questions. When all pairs have completed the exercise, go through the answers as a group, calling on different pairs to demonstrate their answer to each of the questions.

2.  **Reading »**  
(10 minutes)

Activity 2 is a reading activity that can be done in pairs, or individually. This would make an excellent homework activity for individuals.

Before asking students to complete the activity, ensure they understand what it is that they have to do. The vocabulary in this activity makes great use of the vocabulary within the chant, but students have to think carefully in some cases about how to phrase their answer. Answers can be short sentences, but they should be grammatically correct. They cannot simply copy the text directly from the chant, so ensure that they understand this and guide them through the first one or two examples as a class.

3.  **Writing »**  
(10 minutes)

Activity 3 is an individual writing activity that can be done in class or as homework. Students are asked to respond to a question that someone has posted online.

Before asking students to complete the activity, run through an example of a completed reply to the message as a class. Students can reuse vocabulary and concepts from the chant, as well as the constructions provided in the prompt. You can encourage them to also include their own examples and constructions.

**Extra Activity (5 minutes)**


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




**Extra Activity (15 minutes)**


Ask students to act out the chant in small groups (3-4 is the ideal size group for this activity). Get them to act out a chat show slot on healthy eating. One person is a presenter, one is someone who is looking for advice on living a healthy life, and the other two or three participants are guests who give advice on healthy eating. Encourage students to use a wide variety of vocabulary, using the phrases they see in the chant if they still need practice, as well as other vocabulary they are familiar with. The focus should be on using as many different constructions and vocabulary items as possible.

# module 2 // Check Your Progress

## Check Your Progress

1.  **Write »** Complete the questions. Then, write an appropriate suggestion.
- My sister has an eating disorder, but she doesn't want to admit that she is hurting herself. What \_\_\_\_\_?
  - My son is part of the school weight-lifting team. He gets really stressed about being the right weight for the competitions. What \_\_\_\_\_?

I can give and ask for suggestions. ✓	
Very well 	
Quite well 	
With difficulty 	

2.  **Write »** A journalist is interviewing a famous singer. Write the interview questions.




Interviewer: \_\_\_\_\_?  
 Singer: Well, when I was fifteen I was diagnosed with anorexia.  
 Interviewer: \_\_\_\_\_?  
 Singer: I felt depressed and anxious. I had very low self-esteem.  
 Interviewer: \_\_\_\_\_?  
 Singer: I overcame it with the help of a therapist and my own determination.

I can ask about past experiences. ✓	
Very well 	
Quite well 	
With difficulty 	

3.  **Read »** Match the conditions (a-d) with the results (1-4). Complete with words in the box.


may      will      need      should

- |   |   |
|---|---|
| a. If you have a healthy body image,      | 1. you _____ to do some yoga.                   |
| b. If you don't sleep well,               | 2. you _____ tell your parents about it.        |
| c. If you feel stressed,                  | 3. you _____ accept yourself the way you are.   |
| d. If your sister has an eating disorder, | 4. you _____ be anxious and tired all the time. |

I can express conditions. ✓	
Very well 	
Quite well 	
With difficulty 	

81

44




4.  **Listen »** Listen to two conversations. Select the correct answer.

### Conversation 1


- Julio feels a. really tired b. ill c. really depressed.
- Sara thinks he should a. not tell Ana's parents b. talk to her c. tell her parents.

### Conversation 2

- Germán feels a. anxious b. excited c. confident.
- Diego thinks he should a. go for a run b. believe in himself c. work hard.

I can describe emotions and feelings. ✓	
Very well 	
Quite well 	
With difficulty 	




1.  **Write »**  
(15 minutes)

- Students complete the questions with a request for advice, then write a suggestion. Remind them to use the language practised in this unit.

**Possible Answers**

- should I do?; You should talk to her and encourage her to speak to a doctor.
- can I do?/should he do; You should speak to his coach.

2.  **Write »**  
(15 minutes)

- Students read the whole interview before writing their questions. Remind them that the questions should be in the past simple.

**Answer Key**


- When did it start?
- How did you feel?
- How did you overcome your problem?

3.  **Read »**  
(10 minutes)

- Students match the two parts of the conditions, then complete the conditions with the words in the box.

**Possible Answers**

- 3 (may)
- 4 (will)
- 1 (need)
- 2 (should)

4.  **Listen »**  
(10 minutes) **track 44**

- Students read the information in the table.
- Play the audio. Students listen and select the correct answer.
- Play the audio again if necessary.

**Answer Key**

Conversation 1: 1. c. / 2. b.  
Conversation 2: 3. a. / 4. b.

**Audio Script**

44

**Conversation 1**

**Sara:** What's the matter?  
**Julio:** I am really depressed.  
**Sara:** Why?  
**Julio:** My best friend Ana has a serious problem.  
**Sara:** What kind of problem?  
**Julio:** She doesn't eat. I think she has anorexia. What should I do?  
**Sara:** Do her parents know? They need to help her.  
**Julio:** No, she doesn't want to tell them. Maybe I should tell them.  
**Sara:** I think you should talk to her first.  
**Julio:** Maybe you're right. But ... if I don't tell them, she may have serious health problems in the future.

**Conversation 2**

**Diego:** I'm so excited about the cycling competition. It's going to be great. How are you feeling, Germán?  
**Germán:** Actually, I feel quite anxious ... You know, I haven't slept well lately. I'm worried that I won't do well in the competition.  
**Diego:** Oh, come on. You're the best cyclist in the school. You can win if you believe in yourself.  
**Germán:** Yeah, but the other guys are really good, too.  
**Diego:** Germán, you need to be confident. You have worked hard. Come on, let's go to the gym or go for a run. It will help you relax.

# “Health Issues” Checkers

The game is for two players. Start on one side of the board and choose a colour. Put your counter in that square. Take turns to play. If you answer the question correctly, go to the next square with the same colour. The one who gets to the other side first wins!



Talk about the importance of self-esteem.	Why is it important to drink enough water?	Name a food that is usually baked.	What is your favourite food?
Is it important to have a positive attitude?	Ask a friend how often he/she gets ill.	Why is breakfast important?	Name the five food groups.
Describe a healthy behaviour.	Complete: <i>If you believe everything the media says, ...</i>	What food is a good source of protein?	What food is a good source of iron?
Have you tried a new sport recently?	Complete: <i>If you don't drink enough water, ...</i>	Name a traditional Christmas food.	What is a good source of carbohydrate?
What should you do if you have a headache?	Complete: <i>If you believe in yourself, ...</i>	Name a food that is a dairy product.	What is a typical dish in Colombia?
Explain a simple recipe.	Complete: <i>If you don't brush your teeth frequently, ...</i>	Name three healthy things you've eaten today.	Why is calcium important?



# module 2 // Review



Name two cooking methods.	What mineral is essential for your bones?	Complete: <i>if people have high self-esteem, ...</i>	You have a headache and a stomach ache. Tell the doctor.
What food is a good source of fibre?	Name three healthy things you've eaten today.	Complete: <i>If you eat a lot of sweets, ...</i>	Explain a simple recipe.
What is a typical dish in your region?	What food is a good source of protein?	Complete: <i>If people are confident about themselves, ...</i>	What should you do if you have toothache?
Why are vegetables important?	Name a typical food from a different country.	Complete: <i>If you don't wash your hands, ...</i>	Have you tried a new sport recently?
What is a good source of vitamin D?	What is a good source of vitamins and minerals?	Is it important to warm up before exercising?	Name two symptoms of an eating disorder.
What does fibre do in your body?	Name two sources of vitamin C.	Ask a friend how often he/she gets a headache.	Name a healthy behaviour.



## “Health Issues” Checkers

Students play in pairs. Explain that the players should be facing each other and that the aim is to get to the other side of the board before the other player. Each student chooses a colour. Explain that they can only move one square diagonally on their colour. They begin on the first column of their side of the board and choose a square. They have to answer the question or complete the sentence. If the answer is correct, they may move forward. If not, they have to answer again on their next turn. Help students with vocabulary and structures as they play. The player who arrives at the other side of the board first is the winner.



## “Health Issues” Checkers Answers

### Page 82-83

1. Dark spaces from left to right by columns:

- Column 1, row 1: Answers may vary.
- Column 1, row 3: Answers may vary.
- Column 1, row 5: Answers may vary.
- Column 2, row 2: How often do you get ill?
- Column 2, row 4: Answers may vary, but a possible answer is ‘... you’ll get a headache.’
- Column 2, row 6: Answers may vary, but a possible answer is ‘... you’ll get cavities.’
- Column 3, row 1: Answers may vary.
- Column 3, row 3: meat, fish, poultry, nuts, lentils, beans, etc.
- Column 3, row 5: Answers may vary but may include cheese, yogurt, etc.
- Column 4, row 2: Fruit and vegetables, dairy products, grains, sweets and fats, proteins.
- Column 4, row 4: Any food from the grains group.
- Column 4, row 6: It helps keep your bones strong.

2. Light spaces from left to right by columns:

- Column 1, row 2: Yes, it is.
- Column 1, row 4: Answers may vary.
- Column 1, row 6: Answers may vary.
- Column 2, row 1: It helps your body to function well and stops you from getting headaches.
- Column 2, row 3: Answers may vary, but a possible answer is ‘... you’ll believe you need products that aren’t necessary.’

- Column 2, row 5: Answers may vary, but a possible answer is ‘... you’ll have a positive attitude and be able to accomplish many things.’

- Column 3, row 2: It provides nutrients and energy for the day ahead.

- Column 3, row 4: Answers may vary.

- Column 3, row 6: Answers may vary.

- Column 4, row 1: Answers may vary.

- Column 4, row 3: Any food from the protein group.

- Column 4, row 5: Answers may vary.

3. Dark spaces from left to right by columns:

- Column 1, row 1: Answers may vary but may include baking, boiling, frying, etc.

- Column 1, row 3: Answers may vary.

- Column 1, row 5: Exposure to the sun.

- Column 2, row 2: Answers may vary.

- Column 2, row 4: Answers may vary.

- Column 2, row 6: Oranges, guavas, etc.

- Column 3, row 1: Answers may vary, but a possible answer is ‘... they will have a positive attitude.’

- Column 3, row 3: Answers may vary, but a possible answer is ‘... they will embrace life’s problems with optimism.’

- Column 3, row 5: Yes, it is.

- Column 4, row 2: Answers may vary.

- Column 4, row 4: Answers may vary.

- Column 4, row 6: Answers may vary.

4. Light spaces from left to right by columns:

- Column 1, row 2: Fruit, vegetables and whole grains.

- Column 1, row 4: They provide essential vitamins and minerals.

- Column 1, row 6: It helps your intestine to work well and regularly.

- Column 2, row 1: Calcium.

- Column 2, row 3: Any food from the protein group.

- Column 2, row 5: Fruit and vegetables.

- Column 3, row 2: Answers may vary, but a possible answer is ‘... you may get cavities.’

- Column 3, row 4: Answers may vary, but a possible answer is ‘... you may catch a virus.’

- Column 3, row 6: How often do you get a headache?

- Column 4, row 1: Answers may vary but a possible answer is: I have a headache and a stomach ache. What should I do?

- Column 4, row 3: You should go to the dentist.

- Column 4, row 5: Eating in secret, eating too much or too little, etc.

# PROJECT

## A health fair to create an eating disorder prevention plan.

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

Unit 1 What is an eating disorder?	Unit 2 Healthy food choices	Unit 3 Everybody is different!
<p><b>Lesson 2, exercise 9</b> 21st Century skills Ideas to raise awareness about being overweight and obesity. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 9</b> A text about the specific eating disorder you researched, including definition, causes and symptoms. <input type="checkbox"/></p>	<p><b>Lesson 1, exercises 7-8</b> Survey on eating habits. <input type="checkbox"/></p> <p><b>Lesson 2, exercise 9</b> Instructions on how to prepare a healthy snack. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 5</b> Nutrition quiz questions. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 7</b> Text and infographic describing a healthy food. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 8</b> Nutrition suggestions with infographics. <input type="checkbox"/></p>	<p><b>Lesson 1, exercise 8</b> Infographic suggesting positive ways to improve self-esteem and body image. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 9</b> Checklist to discover if people contribute to their own low self-esteem and body image problems. <input type="checkbox"/></p> <p><b>Lesson 3, exercise 11</b> Presenting ideas about the role of self-esteem and body image in the prevention of eating disorders. <input type="checkbox"/></p>

- Organize the material into a presentation of guidelines to prevent eating disorders. Try to:
  - motivate and engage your audience (posters, games, quiz, pictures, recipes)
  - inform your audience (texts, survey results)
  - persuade your audience (suggestions on nutrition, mindful living and healthy behaviour).
- Look at the two options for presenting your information. Discuss the advantages and disadvantages of each option: an exhibition or a presentation. Can you think of other ideas?

### 1 Exhibition

The audience arrives. Different groups each have a stand or table with their presentation material. The audience walks round the room, listening to the different groups.

**Advantages:** The groups and the audience can all participate at the same time.

All groups have an equal amount of time.

### 2 Presentation

The audience listens to each group's presentation.

**Advantages:** The audience sees all the information from all the groups.

All the groups can use the same equipment (e.g. digital projector).

All the groups can watch each other giving their presentations.

**Final decision:** \_\_\_\_\_

## Module 2 Project

1. Explain that the objective of the health fair is for students to promote good eating habits, good nutrition and healthy attitudes to food and body image.

Brainstorm the different activities a health fair could contain: nutritional information, food stands, health talks and information, contests, and different activities to keep fit and control anxiety or stress to deal with bad eating habits and weight problems.

Remind students that they've been working on the project throughout the module. Direct them to the Unit overview pages so they can see the Module tasks and elements which will contribute to the project. Remind them of the different activities they carried out earlier in the module.

It is important to use this checklist to enable teachers and students to clearly see where they're going, how much progress they have made, and how much is missing. Tell students the mind maps, outlines and posters will help them decorate the classroom or noticeboards and will help them in their oral presentations of the topics.

2. Students discuss the way to motivate, inform and persuade the audience.

3. Go over the two options for the presentation of the project. Read out and elicit more advantages. Then invite students to discuss any disadvantages they might encounter. For example, explain to students that the Exhibition Mode might be more appropriate for a large school with many students, while the Presentation Mode could be more suitable for a school with a small number of students, or with only one projector and computer. Time, space and tech tools available should be taken into account when considering how best students can present their work.

Remind students that if they select the Presentation Mode, they need to prepare their materials digitally.

Invite students to think about more advantages or disadvantages for each of the modes. Clarify that if students all talk at the same time it will be noisy but will give all groups plenty of time to present their information, at the same time as providing students with the opportunity to present their work many times to many different students.

# module 2 // Project

4. Set up three committees to prepare for the health fair.
5. Decide on their responsibilities. Add more examples to the chart if necessary.
6. Discuss what committee you would like to be part of, and why.

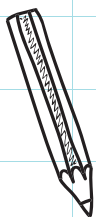
1 Promotion committee	2 Logistics committee	3 Presentations committee
<p>Promote the event (include information about place, date and time). Create material: posters, leaflets, e-mails, social media messages.</p>	<p>Before the fair:</p> <ul style="list-style-type: none"> <li>- reserve a room; find tables, projectors and other equipment.</li> </ul> <p>On the day of the fair:</p> <ul style="list-style-type: none"> <li>- put up posters, arrange exhibition stands, tables and chairs.</li> <li>- check that all equipment is working.</li> </ul>	<p>Create the agenda and make a list of the activities for people to explore at the fair.</p> <p>Help the other students while they prepare and practise their presentations.</p>

7. Use this checklist to make sure everything is ready. Add anything that is missing.

Before the fair starts	During the fair	After the fair finishes
<p>a. Put up posters, arrange equipment, tables and chairs.</p> <p>b. Committees do their work.</p> <p>_____</p> <p>_____</p>	<p>a. Greet the audience, show them round, make sure they know where to go and what to do.</p> <p>b. Collect all posters and equipment. Leave the place clean, and return all equipment and materials</p> <p>c. Take photos of the event.</p> <p>_____</p> <p>_____</p>	<p>a. Hand out feedback forms (see Step 8) to the audience and collect them.</p> <p>b. Present the objectives and the agenda for the event.</p> <p>c. Give presentations.</p> <p>d. Evaluate your presentations.</p> <p>_____</p> <p>_____</p>

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

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





## Module 2 Project

4. Students analyse the functions of the three different suggested committees and add more functions.

5. Students allocate themselves to one of the committees.

Ask: What qualities should a person in the Promotion committee have? What talents? What skills? Explain to students that it is important for them to discover their talents and join committees that will benefit from their strengths and interests.

6. Explain that the Promotion committee should have creative and sociable students who enjoy expressing ideas graphically and verbally. The Logistics committee takes care of all the tools and technological gadgets involved. They also organize spaces, people and materials. This committee could have members who enjoy planning and details. The Presentations group needs students who have good communication and organizational skills.

Once committees are created, everyone in the committee should be given specific responsibilities. Constant communication in the group leads to the achievement of goals.

7. Look at the checklist. Students should notice that the event is divided into tasks to be done before, during and after the presentation. Students should think of more possible activities for each of the stages.

8. Make copies of the feedback form for people in the audience and ask them to return it after the presentation. Remind students to use recycled paper and to be mindful of the careful use of resources.

**General recommendations.** Work together with students. Create a constant dialogue so they can discuss their important ideas with you. Be attentive to their needs. Task-based projects require students to use and develop a wide range of skills that they might still be in the process of developing.

Ask the project groups to work together for the project activities, but be sure to promote other kinds of group work during other activities.

Remember that students will pick up language through their interactions, which are maximized by the different activities and stages of the project. Help them keep a picture dictionary of all the important words they need or encounter. The amount of new language might look overwhelming but the context will make it easier for students to understand it.

# Evaluation

## Vocabulary

Choose the sentence that is closest in meaning to the one provided.

0. Alejandra plays basketball four times a week.  
**A. She does sport often.**      B. She never does sport.      C. She does sport once a week.
1. Mario has a headache and a stomach ache.  
**A. He needs to drink some water.**      B. He's feeling ill.      C. He should go to the doctor.
2. Jane has a nutritious diet.  
**A. She only eats sweets.**      B. She drinks plenty of water.      C. She eats food from the five food groups in a balanced way.
3. Bake the mixture at 180°.  
**A. Store the mixture in the fridge.**      B. Put the mixture in the oven.      C. Mix all the ingredients.
4. In order to be healthy, you need to sleep well.  
**A. In order to be healthy, you have to sleep for six to eight hours.**      B. In order to be healthy, you should sleep for six to eight hours.      C. In order to be healthy, you can sleep for six to eight hours.
5. If you believe everything the media say, you'll feel frustrated.  
**A. You have to believe everything the media say.**      B. You'll feel frustrated if you don't see the media.      C. You shouldn't believe everything the media say.

## Grammar

Choose the correct question for the answer.

0. I sometimes watch TV.  
**A. How often do you watch TV?**  
 B. Have you watched TV?  
 C. Do you like watching TV?
6. You should go to the doctor.  
 A. How are you?  
 B. I don't feel well. What should I do?  
 C. Should I wash my hands before eating?
7. Yes, it is. It provides protein and fibre.  
 A. Do you like quinoa?  
 B. Is quinoa from the grains group?  
 C. Is quinoa nutritious?
8. Milk and soy products are a good source of calcium.  
 A. Is milk from the dairy group?  
 B. Are soy products and milk nutritious?  
 C. What food is a good source of calcium?
9. I felt positive and ready to participate!  
 A. Do you have good self-esteem?  
 B. How did you feel before the race?  
 C. Did you win the competition?
10. You will feel more confident and prepared.  
 A. What happens if you have positive thoughts?  
 B. What should you do to be healthy?  
 C. How often should you have positive thoughts?



# Evaluation Answers

## Page 86

### Vocabulary

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

### Grammar

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

# module 2 // Evaluation

## Reading

Read the recipe. Choose the correct option to complete the sentence.

### Pasta with Broccoli Recipe

- Ingredients:
- 2 cups broccoli florets
- 500 g pasta
- garlic
- ½ teaspoon pepper
- 4 tablespoons olive oil
- salt
- cheese

#### Preparation:

Heat water in a pot for the pasta.  
Add the pasta to the boiling water and cook for 6 minutes.  
In a different pot, heat the olive oil and add the garlic, pepper and salt. Cook for 1-2 minutes.  
Add the broccoli to the pasta and cook for 3-4 more minutes until the pasta is ready.  
Drain the pasta and broccoli and add the oil.  
Add the cheese

0. This is a recipe to make  
A. garlic pasta                      B. cheese                      **C. pasta with broccoli**
11. This recipe is ...  
A. healthy.                              B. nutritious.                      C. not healthy.
12. The ingredients include ...  
A. oil and garlic.                      B. cheese.                              C. broccoli.
13. Before draining the pasta...  
A. add the oil.                              B. add the garlic.                      C. add the broccoli.
14. Before adding the pasta ...  
A. add the cheese.                      B. boil the water.                      C. heat the olive oil.
15. Some of the food groups included in this recipe are ...  
A. fruits and vegetables.              B. grains.                              C. dairy products.

## Writing

Write a recipe you know. Complete the instructions. You can use the words to help you.

preheat   mix   bake   mash   cut   cook   store

#### Ingredients:

16.

---

---

---

---

#### Preparation:

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



# Evaluation Answers

## Page 87

### Reading

- 11. A, B
- 12. A, B, C
- 13. C
- 14. B
- 15. A, B, C

### Writing

- 16. Answers may vary.
- 17. Answers may vary.
- 18. Answers may vary.
- 19. Answers may vary.
- 20. Answers may vary.

# MODULE 3

Democracy and Peace

## A Good Citizen



### Unit »1

#### Solving Problems with Others

*Language Functions*

- Give advice
- Apologize and admit mistakes
- Talk about duties and rights
- Talk about cultural characteristics

*Text Types:*

- online forum comments, descriptive paragraph, informative paragraph, article, poster

### Unit »2

#### Have You Been a Model Citizen?

*Language Functions*

- Talk about past/present experiences
- Express facts and opinions
- Complain and apologize

*Text Types:*

- article, informative paragraph, graph, survey, descriptive paragraph, letter, interview

### Unit »3

#### Making Peace through Words and Actions

*Language Functions*

- Express facts and justify opinions
- Express conditions and justify points of view
- Express future plans

*Text Types:*

- headlines, descriptive paragraph, web articles, informative paragraph, resolutions list, email

# Module 3 Presentation



- Point out to students that this third module of the book deals with democracy and peace. Ask them what they understand by the two words. *Democracy* is where the government is elected by the people. *Peace* means not at war; when a society lives in harmony.

- Say the title, *A Good Citizen*. Students repeat this.
- Check understanding of *citizen* and encourage students to suggest some ways to be a good citizen.
- Ask students to give some examples of positive and negative language in L1 and ask them how important they think positive words are when it comes to building peace in a community.



- Students look at the pictures and discuss what they represent.

Remind students that Colombia has a diverse and particular culture, with African, European and indigenous influences. Discuss the importance of respect and tolerance when it comes to building peace and democracy.

- Ask students to name some minority groups in Colombia and if they know their cultural traditions. Accept answers in L1.
- Explain that in all communities, it is normal that problems arise. What is important is how to deal with them. Help students understand that their tone of voice and the words they use when they make a complaint is vital to solving the problem. If they use negative words and speak in an angry tone of voice, they are likely to make the problem worse, not solve it.
- Tell students that outside Colombia there are many generalizations about Colombian culture that are wrong or unfounded. For example, people think that it is very dangerous to travel in Colombia. However, in general, Colombians are friendly and most parts of the country are not dangerous.
- Point out that these types of generalization can cause stereotyping and prejudice. Elicit other types of generalization that foreign people make about Colombia.
- Help students understand from this that actions or words have a consequence, some positive and some negative. If someone tells his friends that Colombia is a dangerous country to travel in, and then those friends tell their friends, the result will be that people will be scared to travel in Colombia. So, the consequence of the opinion of one

person is to create a myth about Colombia. Encourage students to reflect on the importance of weighing up the consequences of their words and actions before they say or do them.

- Go over the specific language functions and text types of the three units.
- Explain any difficulties students may have.

## Unit 1 Solving Problems with Others

- Read the language functions students are expected to achieve at the end of the unit.
- Clarify vocabulary, e.g. *apologize, admit, duties, rights, forum*.

## Unit 2 Have You Been a Model Citizen?

- Read all the items, checking understanding of vocabulary like *experience, complain, graph*.
- Tell students that their past and present experiences are a key part of who they are as a person and how they fit into their community.

## Unit 3 Making Peace through Words and Actions

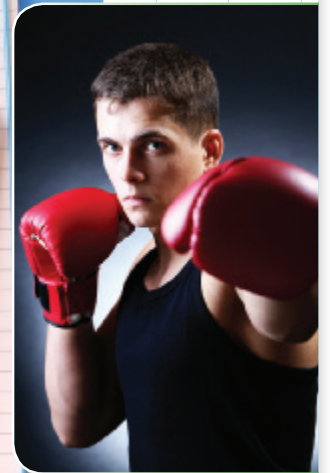
- Read all the language functions and text types, checking any word students do not understand, e.g. *justify, point of view and resolution*.
- Elicit from students that their words and actions are extremely important when trying to make peace with someone or solve a problem. Encourage them to name a foundation or group of people which helps others in society.



### Explore Your Knowledge

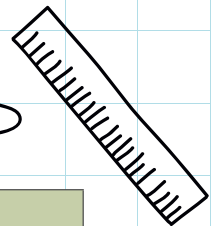
Look at the pictures and answer ...

- What is happening in each situation?
- How many positive actions can you identify? Which are they?
- How many negative actions can you identify? Which are they?



### Project: A Poster Campaign on How to Be a Good Colombian Citizen

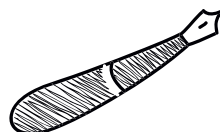
In this module you will work in groups to prepare a formal presentation.



Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> <li>1. Advice on how to be emotionally intelligent (Lesson 1, exercise 10)</li> <li>2. A poster to promote the good citizen campaign, including a slogan and advice (Lesson 3, exercise 8)</li> </ol>	<ol style="list-style-type: none"> <li>3. A few sentences explaining how you have been a good citizen (Lesson 1, exercise 8)</li> <li>4. Profile of your best neighbour (Lesson 3, exercise 6)</li> <li>5. Analysis of the results of the good citizen survey (Lesson 3, exercise 9)</li> </ol>	<ol style="list-style-type: none"> <li>6. Resolutions for being a better citizen (Lesson 2, exercise 7).</li> <li>7. Behaviours to create peace in your school (Lesson 3, exercise 7)</li> <li>8. Results of the school survey on helping your community (Lesson 3, exercise 10)</li> </ol>

### Chant

Help support people in need





# Module 3 Presentation



## Explore Your Knowledge

- Read the questions and elicit answers from some students. Ask them what they do when they have a problem with someone, e.g. *Your friends always laugh at you because you can't play basketball well.* Ask them what they would do in this situation and associate it to a picture in the module presentation.
- Remind them that thinking positively is a powerful tool for success, and positive language is just one tool that they can use to achieve positive thinking.
- Now tell them that the situation is the reverse: *You laughed at a friend because he/she couldn't play basketball well.* Point out that we all make mistakes in life and that it is part of growing up. What is important is to learn from these mistakes and become better people. Ask them how they would apologize for making their friend feel bad and relate this to an image in the module presentation.
- Suggest that students think for a minute about the different qualities that a good Colombian citizen should have, e.g. be tolerant and respectful of others. Ask them to associate these good qualities with the pictures in the module presentation. Finally, ask them to try and organize these qualities from the most important to the least important.
- Accept answers in L1 for all these exercises as students may not know the vocabulary they need.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks.



## Final Project

- Explain that in module 3 students will be preparing a poster campaign on how to be a good Colombian citizen. For that purpose, they will collect advice on how to be emotionally intelligent and create a poster to promote the good citizen campaign in unit 1. In unit 2, they will write sentences explaining how they have been good citizens, prepare a profile of their best neighbour and analyze the results of the good citizen survey. Finally, in unit 3, they will make resolutions on how to become a better citizen, promote peace in their school and report the results of the survey on improving their community. Ask students questions to elicit this information from the chart and resolve any difficulties.
- Finish the presentation by reading the title of this module's chant, *Help support people in need.* Ask students what they understand and how they can relate the content of the units to the title of the chant.


# Unit » 1









## Solving Problems With Others

### » Objectives

- » I can give advice.
- » I can apologize and admit mistakes.
- » I can talk about duties and rights.
- » I can talk about cultural characteristics.

## In Context » Giving Advice

1.  **Read »** Some teenagers are sharing their experiences online. Match the comments (1–3) with the replies (a–c).

Forum: When People Hurt Your Feelings		
This topic contains 4 replies, and was updated by Susi0072 one minute ago.		
 TommiCoolguy	<b>Comment 1</b> Like · Reply ·  1 · Feb 23, 2016 12:49 p.m. My best friend is angry with me. He said that I was selfish because I didn't let him copy my homework. Now he doesn't want to speak to me any more.	<b>a. Reply to comment</b> You <b>should speak</b> to the team coach about their comments. You probably just need more practice.
 I_love_football	<b>Comment 2</b> Like · Reply ·  1 · Feb 24, 2016 5:10 p.m. I feel really bad today. The other players in my football team say that I'm lazy and fat. They say I should run faster. They make me feel I'm a bad player.	<b>b. Reply to comment</b> You <b>should speak</b> to your mum and say you are sorry. You were rude to her. She is just worried about you. You <b>should try</b> to understand her.
 Karen2017	<b>Comment 3</b> Like · Reply ·  1 · Feb 27, 2016 6:00 p.m. I feel bad because I argued with my mum. She said that I can't go to a party with my friends. So I said, 'It's not fair! You're ruining my life!' She started to cry. Should I say sorry or just forget about it?	<b>c. Reply to comment</b> You <b>should speak</b> to him about the importance of honesty. Copying someone's homework is never OK. Don't worry, you did the right thing.
 Susi0072	<b>Comment 4</b> Like · Reply ·  1 · Feb 27, 2016 7: 10 p.m. I posted some photos of my 15th birthday party on Facebook. One of my friends commented that I looked skinny and ridiculous in my dress. I feel really hurt.	<b>d. Reply to comment</b>

2.  **Write »** Think of some advice for Susi0072 in comment 4. Write a reply.

*You should / shouldn't ...*

# Unit » 1 Solving Problems With Others

## Unit Objectives

Basic Standards of Competences	Describes, orally and in writing, situations related to good citizenship, personal responsibility, and cultural understanding.
Vocabulary	Positive and negative adjectives to describe personal qualities: <i>sociable, tolerant, intolerant, rude</i> , etc; Vocabulary to describe minority cultures: <i>traditions, beliefs, ritual, nomads</i> , etc.
Grammar	Modals: <i>should/shouldn't, can, (don't) have to, must/mustn't</i>

### 1. Read »

(25 minutes)

- Set the context. Check students understand the terms *blog* and *blogger*.
- Give an example of a popular blog in Colombia.
- Ask the class: *Do you read blogs? Have you ever written a comment in a blog?*
- Students look at the pictures. Ask: *How many bloggers can you see? What are their usernames?* (TommiCoolguy, I\_love\_football, Karen2017, and Susi0072).
- Students read the blogs and match the comments with the replies.

- Check answers as a class. Alternatively, students can work in pairs and take turns to read a comment and the reply aloud.

#### Grammar Box: *should*

Point out that we use the modal verbs *should* and *could* to give advice diplomatically. Write on the board:

*You should speak to the team coach.*

*You should try to understand your mum.*

#### Answer Key

1. c.      2. a.      3. b.

### 2. Write »


(15 minutes)

- Read the rubric.
- Students can work individually or in pairs to write their advice. Remind them to use *You should*.
- Ask a few students to read their advice to the class.

#### Extra Activity (20 minutes)

Focus attention on the title of the blog. Ask: *Has anyone ever hurt your feelings?* Find out if students have any experiences similar to the experiences of the bloggers. Encourage students to give each other advice.

# module 3 // Unit 1

3.  **Speak »** Work with a partner. Think of some more advice for the bloggers in exercise 1. Use the expressions in the Word Bank and the Good Advice box.

### Word Bank

good daughter  
generous friend  
caring mum  
attractive girl  
skilled player  
cool friend


Tommi Coolguy

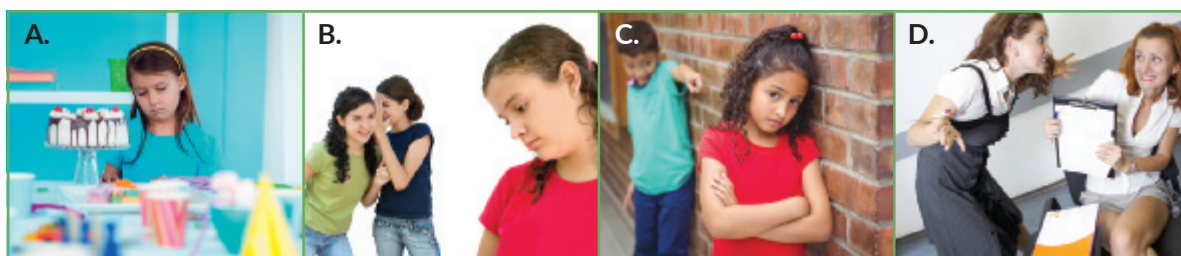
Don't worry. You're a generous friend. **I think you should** suggest you do your homework together.




### Good Advice

- Talk to him/her and apologize
- Invite him/her to . . .
- Practise your football skills with your dad
- Suggest you do your homework together
- Be careful when posting photos online

4.  **Read »** Match the photos (A-D) with the incidents 1-4.



1. You said a bad word to your teacher because she told you to be quiet.
2. It is 7.00 p.m. You forgot that today was your best friend's birthday.
3. You said something insensitive to friend A about friend B. Friend B was listening to you.
4. You laughed at a girl's accent because she is from another region of the country.

5.  **Speak »** Work with a partner. Apologize for the mistakes in exercise 4 and suggest a solution.

I'm sorry for forgetting your birthday. Could I buy you an ice-cream?



### Apologizing


*I'm sorry. I didn't mean to ...*

*I apologize for saying that ...*

*I'm sorry for being so insensitive ...*

*What I said the other day was rude ...*

Useful Expressions

6.  **Speak »** Read the definition of emotional intelligence. Discuss the questions.

- a. Do Colombian people have emotional intelligence?
- b. Do you think you have emotional intelligence?
- c. Does emotional intelligence help you to be a good citizen?

Emotional intelligence is the ability to understand, control and express your emotions. It helps you to be a good person and a good citizen.

3.  **Speak »**  
(25 minutes)

- Read the example.
- Focus attention on the words in red, and the expressions in the Word Bank and the Good Advice box. Model the expressions for pronunciation. Students repeat.
- In pairs, students think of more advice for the bloggers in exercise 1 using expressions and ideas from the Word Bank and the Good Advice box.
- Give them time to write their advice.
- Pairs share their advice with the class.

**Suggested answers**

1. Advice to I\_love\_football: Don't worry. You are a skilled player. I think you should practise your football skills with your dad.
2. Advice to Karen2017: Don't worry. You are a good daughter and you have a caring mum. I think you should talk to her and apologize.
3. Advice to Susi0072: Don't worry. You are an attractive girl. I think you should be careful with posting photos online.

4.  **Read »**  
(15 minutes)

- Students look at the pictures and describe the situations they see.
- Students match the photos (A–D) with the incidents (1–4).
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

A. 2.   B. 3.   C. 4.   D. 1.

**Extra Activity (15 minutes)**

Students work in groups and discuss if they have ever experienced anything similar to the incidents in pictures A–D. Encourage them to share their experiences and say whether they apologized. Suggest questions, e.g. *Have you ever made a similar mistake? What did you do? Did you apologize?*

5.  **Speak »**  
(15 minutes)


- Read the rubric. Check students understand the meaning of *apologize* and *rude*.
- Focus attention on the Useful Expressions. Model the expressions for pronunciation. Students repeat.
- Elicit some possible solutions for the incidents in exercise 4 and write them on the board.
- In pairs, students apologize for the incidents and suggest a solution, as in the example.

**Suggested answers**

1. I'm sorry. I didn't mean to be rude to you. Could I help you tidy the classroom at the end of the day?
2. I apologize for forgetting your birthday. Could I buy you an ice-cream?
3. I'm sorry for being so insensitive to you. Could I invite you to my house for dinner?
4. What I did the other day was rude. Could we be friends?

6.  **Speak »**  
(15 minutes)

- Students read the definition of emotional intelligence. Check students understand the definition.
- Students discuss the questions in pairs, then share their opinions with the class.
- Elicit as much information as possible to support students' opinions about emotional intelligence.

7.  **Read »** Read the lists of positive and negative personal qualities.

- a. Select the personal qualities, positive or negative, that describe you. Be honest!
- b. Select the qualities that can help you to be emotionally intelligent.


Positive Qualities	Negative Qualities
tolerant self-controlled rational polite sensitive sociable kind humorous understanding	impatient impulsive angry aggressive intolerant indifferent rude bad-tempered

8.  **Speak »** With a partner, discuss how Colombians could improve their emotional intelligence to be better citizens. Use the words in exercise 7.


*In my opinion*, Colombians don't have a lot of emotional intelligence because they are intolerant. They *should be* more understanding.



*I'm sorry, but I disagree.* I think they have high emotional intelligence because they are very sociable.

45 9.  **Listen »** Listen to a presentation about how Colombian citizens deal with emotional intelligence. Decide if the statements are true (T) or false (F).

	T	F
a. 80% don't know what emotional intelligence is.		
b. 90% try to control their emotions, but can't.		
c. 10 people said that they get impatient in stressful situations.		
d. The presenters interviewed their parents for the survey.		
e. One conclusion is that Colombians control their emotions easily.		

10.  **Write »** Write three sentences about your personal qualities and how you can be more emotionally intelligent, and become a better citizen.

1. Your positive qualities: *I am ...*
2. Your negative qualities: *I am ...*
3. The qualities you can improve: *I can try to ...*

Final project activity!



7.  **Read »**

(10 minutes)

- Students read the lists of positive and negative personal qualities.
- Model the expressions for pronunciation. Students repeat. Check students understand the meaning of all words.
- Students select the personal qualities, positive or negative, that describe them. Emphasize that they need to be honest with their answers. As an example, select positive and negative qualities that describe you.
- Refer students to the definition of emotional intelligence in exercise 6. Students select three qualities that contribute to emotional intelligence.
- Ask for volunteers to share their answers with the class.

8.  **Speak »**

(20 minutes)

- Read the rubric. Students look at the photo and suggest positive or negative qualities to match the people. For example: *They look sociable. He looks angry.*
- Focus attention on the example. Model the expressions for pronunciation. Students repeat.
- Focus attention on the expressions in red, *In my opinion* and *I'm sorry, but I disagree*, and explain that we use them to express and support opinions.
- Students practise the example dialogue in pairs.
- Give students time to prepare their ideas, then create similar dialogues.

**Extra Activity (15 minutes)**

Students write their names on a piece of paper, then stick the piece of paper on their back. Students walk around the class and ask their partners to write positive qualities on the piece of paper. At the end, students read the list of qualities and report back to the class.

9.  **Listen »**

(20 minutes) **track 45**

- Students read statements a–e. Check they understand all the vocabulary.
- Play the audio. Students listen and mark the statements T or F.
- Play the audio again if necessary. Students check their answers.
- Students compare answers in pairs.

**Answer Key**

a. T. b. F. c. T. d. T. e. F

**Audio Script**

45

**Student A:** We all have different personalities and we feel different emotions. Some people can stay calm to solve problems, but many people become aggressive and impatient very easily. According to Colombian psychiatrist Rodrigo Córdoba, Colombians are often intolerant in their daily lives. For a project in our English class, we did a survey with twenty students and their parents in the neighbourhood, to find out if they were emotionally intelligent.

**Student B:** So, 80% of the people said that they don't really understand the term 'emotional intelligence'. Only 20% said that they try to control their emotions, but they can't do it all the time. Ten people think that they don't have emotional intelligence because they get very impatient – especially in stressful situations at work or at school.

**Student A:** Also, eight people said that family problems made them angry. Seven parents said that they get angry with their children because they are sometimes rude. So, anger, and sometimes aggression, start at home.


**Student B:** Based on our survey, we conclude that we Colombians should try to control our emotions to be happy. For example, firstly, we should try to have a positive attitude all the time. Secondly, we should recognize the negative qualities we need to change – like being intolerant or impatient. And thirdly, we can try to express our emotions with respect for other people.

10.  **Write »**

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students follow sentences 1–3.
- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes.
- If you have time, ask for volunteers to read their sentences to the class.

## Expanding Knowledge » Children's Duties and Rights


1.  **Speak »** Work with a partner. Discuss who **has to** do the duties in photos A–E at home.

In my house, I **have to** make my bed. How about you?

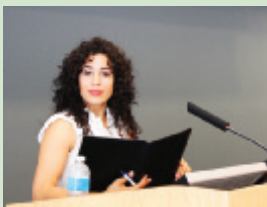


I **have to** feed my dog.




- 46 2.  **Listen »** A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes.

So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or *not* doing things you want to do. OK, there are three types of responsibility.



Responsibility

- Being responsible for yourself
  1. You are responsible for your own \_\_\_\_\_
  2. You have to take \_\_\_\_\_
  3. You have to \_\_\_\_\_ yourself.
- Being responsible for doing the right things
  1. You have to \_\_\_\_\_ and \_\_\_\_\_
  2. At home you have to \_\_\_\_\_
  3. You can also \_\_\_\_\_
- Being responsible in society
  1. You have to \_\_\_\_\_
  2. You have to say \_\_\_\_\_

- 46 3.  **Listen »** The psychologist also talks about things you *mustn't* do. Listen again and note down as many as you can.




1.  **Speak »**  
(15 minutes)

- Students read the title of the lesson. Elicit the meaning of *duty* and *right*.
- Students look at the pictures. Check they understand all the vocabulary.
- Focus attention on the example. Model the example for pronunciation. Students repeat.
- Students practise the example dialogue in pairs, then create similar dialogues about the pictures.
- Ask a few students to tell the class what their partner has to do at home.

**Answer Key**

- A. She has to do the laundry.
- B. They have to make their beds.
- C. He has to wash the dishes.
- D. She has to feed her pet.
- E. He has to clean his room.

2.  **Listen »**  
(25 minutes) **track 46**

- Read the rubric. Make sure students understand the task.
- Students read the first part of the talk, then study the mind map to familiarize themselves with the information before they listen.
- Check understanding. Ask: *What are the three types of responsibility?*
- Play the audio. Students listen and complete the notes in the mind map. Play the audio again if necessary.
- Students check their answers in pairs.

**Answer Key**

Being responsible for yourself:

1. You are responsible for your own actions, your own decisions and your own happiness.
2. You have to take care of your health and your body.
3. You have to protect yourself

Being responsible for doing the right things:

1. You have to study for your exams and show dedication.
2. At home you have to help your parents around the house.
3. You can also wash the dishes or do the laundry.

Being responsible in society:

1. You have to behave well with your parents, classmates and teachers.
2. You have to say hello to other people.

**Audio Script**

**Psychologist:** So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or not doing things you want to do. OK, there are three types of responsibility. The first one is being responsible for yourself. You are responsible for your own actions, your own decisions and your own happiness. You are responsible for having a better life. I can give you some examples. You have to take care of your health and your body. You have to eat well and do exercise. You mustn't smoke cigarettes, or take drugs or drink alcohol. Your body is precious and you have to protect yourself from things that are dangerous to your health. The second type of responsibility is being responsible for doing the right things. You have to go to school. You have to study for your exams and show dedication. You have to work hard and you mustn't be lazy. At home, you have to help your parents around the house. You mustn't expect them to do everything for you. So you have to look after your pets, and tidy your bedroom... And you can also wash the dishes or do the laundry. OK, the third type of responsibility is being responsible in society.

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That is, you have to behave well with your parents, with your classmates and with your teachers. You mustn't be rude to other people. You have to show respect and be polite. So, for example, when you arrive somewhere, say hello to other people.

**Grammar Box: has to/have to and must**

Point out that we use *have to* and *don't have to* to talk about duties or rules.

*You **have to** make your bed every day.*

*My sister **has to** feed her dog.*


*We **have to go** to school on Saturday.*

We also use *must*, but this is normally used to express a personal obligation:

*You **must** be nice to your sister.*

*I **must** remember to do my homework.*


*We **must** go for an ice-cream some time.*


3.  **Listen »**  
(10 minutes) **track 46**

- Read the rubric. Make sure that this time students focus on different information.
- Explaining that we use *mustn't* to talk about things that it is wrong to do.
- Play the audio. Students listen and note down things they *mustn't* do, then check their answers in pairs.

**Answer Key**

You mustn't smoke cigarettes, or take drugs or drink alcohol. You mustn't be lazy. You mustn't expect them (your parents) to do everything for you. You mustn't be rude to other people.

4.  **Speak »** Work with a partner. Ask and answer questions about your duties at home. Say what you *have to do* and *don't have to do*.




What are your duties at home?

I **don't have to walk** the dog. But I **have to** make breakfast.


I **have to** walk the dog before school. What about you?


I **have to** clean my room, too.


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5.  **Listen »** A news reporter interviewed some children about their lives and duties. Listen and complete the interviews with a-h.

- |   |   |
|---|---|
| a. I have to go to class                | e. I have to work ten hours a day                 |
| b. I have to take care of them          | f. I have to work as a rubbish collector          |
| c. I have to plant rice and water seeds | g. I have to stay at school for eight hours a day |
| d. I have to cook and clean the house   | h. I have to give the money                       |

- 

**Adhira**  
My name is Adhira. I live in Andhra Pradesh, in India. I had to leave school to go to work because my family has economic problems. I work in the fields. 1. \_\_\_. 2. \_\_\_. I would like to go back to school some day like my brother. He goes to school every day and he is learning many things. I'm sorry I can't do that.
- 

**Masashi**  
My name is Masashi and I live in Seto, Japan. I have to study hard. Education in Japan is very strict. 3. \_\_\_. I have two hours of homework every night, plus 4. \_\_\_ on Saturday. Exams are difficult, so I sometimes get very tired.
- 

**Alala**  
My name is Alala. I live in a small town in Ghana, Africa. I'm 13 years old, and I don't go to school. I don't know how to read and write. 5. \_\_\_. My parents have ten children. Because I'm the oldest, 6. \_\_\_. Soon, I will marry and have many children.
- 

**Juan**  
My name is Juan. I'm 14 years old. I live in Bogotá, Colombia. I go to school every day, but 7. \_\_\_ in the afternoons. 8. \_\_\_ to my parents because they are poor. I really want to finish high school soon to get a better job. I don't like this job.

6.  **Speak »** Work with a partner. Discuss the questions about the children in exercise 5.


- Are these children responsible? Why/Why not?
- Who is more fortunate with his/her duties?
- Should children have to work? Why/Why not?

4.  **Speak »**  
(15 minutes)

- Tell students that they will work with a partner to ask and answer questions about their duties at home. They have to talk about what they have to and don't have to do.
- Ask two students to read the examples.
- Give them time to prepare the dialogue. Walk around to help them if needed.
- Ask them to practise the dialogue. Then, ask them to come to the front of the class and act out the dialogue.

**Extra Activity (15 minutes)**

Ask students to design a poster about their family's duties at home/work/or school. They should stick pictures of their family on the poster. Under their names, students have to write their duties. Remind learners to use *must* and *have to*. Give an example with your own family, e.g. My mother has to... My older brother, John, has to... Then, ask them to get into small groups. They should introduce their families and talk about their duties at home.

5.  **Listen »**  
(20 minutes) **track 47**

- Students look at the photos and read the names of the children. Ask them to suggest where the children are from.
- Read the rubric. Make sure students understand the task. Let them read the interviews before listening to familiarize themselves with the context and check their suggestions.
- Play the audio. Students listen and complete the interviews. Then check their answers in pairs.

**Answer Key**

- |       |       |       |
|-------|-------|-------|
| 1. c. | 4. a. | 7. f. |
| 2. e. | 5. d. | 8. h. |
| 3. g. | 6. b. |       |

6.  **Speak »**  
(10 minutes)

- Give students time to read the questions and prepare their answers. Also, review expressions to give opinions (*I think that... / In my opinion ... because ...*).
- Students discuss the questions in pairs. Encourage them to get as much information as possible about each other's opinions.
- Check answers as a class. Write the answers on the board and ask students to say which opinions are similar.

**Audio Script**

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1. **Adhira:** My name is Adhira. I live in Andhra Pradesh, in India. I had to leave school to go to work because my family has economic problems. I work in the fields. I have to plant rice and water seeds. I have to work ten hours a day. I would like to go back to school some day like my brother. He goes to school every day, and he is learning many things. I'm sorry I can't do that.
2. **Masashi:** My name is Masashi, and I live in Seto, Japan. I have to study hard. Education in Japan is very strict. I have to stay at school for eight hours a day. I have two hours of homework every night, plus I have to go to class on Saturday. Exams are difficult, so I sometimes get very tired.
3. **Alala:** My name is Alala. I live in a small town in Ghana, Africa. I'm 13 years old, and I don't go to school. I don't know how to read and write. I have to cook and clean the house. My parents have ten children. Because I'm the oldest, I have to take care of them. Soon, I will marry and have many children.
4. **Juan:** My name is Juan. I'm 14 years old. I live in Bogotá, Colombia. I go to school every day, but I have to work as a rubbish collector in the afternoons. I have to give the money to my parents because they are poor. I really want to finish high school soon to get a better job. I don't like this job.

**7. Read »** Read the six articles from the European Convention on Human Rights (child-friendly version). Match the articles (1–6) with the headings (a–f).

- |  |  |
|--|--|
| a. Article 27, Adequate standard of living           | d. Article 18, Parents' joint responsibilities |
| b. Article 4, Freedom from slavery and forced labour | e. Article 12, Respect for the child's opinion |
| c. Article 2, Freedom from discrimination            | f. Article 28, Right to education              |

<p>1. <u>Article 2, Freedom from discrimination</u> You <b>should not be</b> discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, or any other characteristic or those of your parents.</p> <p>2. _____ No one <b>should treat</b> you as a slave, and you <b>should not make</b> anyone your slave. No one <b>can make</b> you work by force.</p> <p>3. _____ Both your parents share responsibility for your care, and <b>should</b> always consider what is best for you. Governments <b>should provide</b> services to help parents, especially if both parents work.</p>	<p>4. _____ When adults are making decisions that affect you, you have the right to speak and give your opinion freely.</p> <p>5. _____ You <b>should live</b> in good conditions that help you develop physically, mentally, spiritually, morally and socially. The government <b>should help</b> families who cannot afford to provide this.</p> <p>6. _____ You have a right to education. Discipline in schools should respect your human dignity. Primary education <b>should be</b> free. Rich countries should help poorer countries to achieve this.</p>
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**8. Group Work »** In groups, discuss the questions.

- What is the difference between a *right* and a *duty*?
- Can you think of other children's human rights?

**9. Group Work »** In groups, read these statements and decide if each one is a *right* or a *duty*. Explain your decision to the class.

People should treat me kindly	I can tell my parents about my feelings
Teachers should listen to me	I have to arrive on time at school
I have to use my time wisely	I have to learn a lot about the world
I can ask for help	I need time to play with my friends
I should be kind	I have to do my best at school



7.  **Read »**  
(20 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the text and match the articles (1–6) with the headings above (a–f).
- Give students time to work on any vocabulary they are unsure of, using a dictionary.
- If you have time, some students could read the article aloud to practise pronunciation.
- Check answers as a class. Ask for their response to the text: e.g. *Are you surprised by any of the articles?*

**Answer Key**

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

**Extra Activity (10 minutes)**

This text has a lot of vocabulary. However, many of the words are cognates. Explain that a cognate is a word with a similar origin and meaning in both English and Spanish (e.g. *discrimination* is similar to *discriminación* in Spanish). Students write the cognates in English on one side of a small piece of paper (one piece of paper per word) and their Spanish equivalent on the other side. Students can then test each other on the cognates they have written. This will help them to learn new vocabulary items and check what they remember.

8.  **Group work »**  
(15 minutes)

- Students discuss the questions.
- Encourage them to think of other human rights and note these down. Remind them to use *should (not)* to talk about rights, as in the text.
- Groups share their answers with the class.


9.  **Group work »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Groups discuss the statements. Explain that they should try to agree on an answer for each.

**Answer Key**

People should treat me kindly: right  
 Teachers should listen to me: right  
 I have to use my time wisely: duty  
 I can ask for help: right  
 I should be kind: duty  
 I can tell my parents about my feelings: right  
 I have to arrive on time at school: duty  
 I have to learn a lot about the world: duty  
 I need time to play with my friends: right  
 I have to do my best at school: duty

## Preparing Your Task » Learning About Colombian Cultural Groups


1.  **Speak »** Work with a partner. Look at the pictures of two cultural groups who live in Colombia. Discuss what you know about them.

The Roma people




The Palenqueros



2.  **Speak »** With your partner, choose one of the groups of words related to these two cultural groups. Use a dictionary to find out the meaning of the words. Then, explain them to your partner.

**The Roma people**  
nomads    bilingual    clan  
fortune-tellers    artists


**The Palenqueros**  
rainbow    drums    ritual  
slave    dead

3.  **Read »** Read texts A and B on page 97 about the Roma people and the Palenqueros. The paragraphs in each text are in the wrong order. Match the headings in the box (1-4) with the correct paragraph in each text.

1. Origin and location in Colombia    2. Daily lives  
3. Traditions and beliefs    4. Their needs

### Study Tip

Skim-reading helps you find the main ideas of a text without having to focus on every word.

4.  **Write »** Make notes about the Roma people and the Palenqueros in the chart, using the cultural information in the texts on the next page. Compare your notes with a partner.

Note down something you learned that was:	The Roma people	The Palenqueros
exotic new interesting artistic unjust	<i>Women are fortune-tellers.</i>	

1.  **Speak »**  
(10 minutes)

- Students look at the photos.  
Ask: *What do you know about the two cultural groups?*
- *What information about the groups can you get by looking at the photos?*

2.  **Speak »**  
(20 minutes)

- In pairs, students choose one of the groups of words and use a dictionary to find out the meaning of those words.
- Give students time to look up all the words and write the meaning in their notebooks.
- Students close their books. As a class, test them on the meaning of the words they have looked up. You can write the word on the board and students give the meaning (insist they use English). Alternatively, give the meaning and get students to tell you the word.
- You could also play a spelling game with some of the words, e.g. complete the word (*\_ o \_ \_ d \_ = nomads*) or anagrams (*valse = slave*).

**Answer Key**

Roma people: *nomads* = people who move from place to place, *bilingual* = able to speak two languages, *clan* = a large family, *fortune-teller* = a person who can predict the future, *artists* – people who sing, dance or play musical instruments

The palenqueros: *rainbow* = a multi-coloured, curved line that appears in the sky, *drums* = cylindrical musical instruments that you hit with a stick or your hands, *ritual* = a ceremony, *slave* = a person who is a servant and the property of another person, *dead* = not living.

3.  **Read »**  
(40 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the headings and check understanding.
- Students read the texts and match the headings with the correct paragraphs in each text.
- Give students time to read, but explain that they don't have to understand every word to identify the correct heading.
- Check answers as a class.
- If there is time, students can read the text aloud to practise pronunciation.

**Study Tip**

Skim-reading to understand the main idea of a text is a useful skill to develop.

**Answer Key**

**Text A The Roma People:**

4. Their needs
2. Daily lives
1. Origin and location in Colombia
3. Traditions and beliefs

**Text B The Palenqueros:**

2. Daily lives
4. Their needs
3. Traditions and beliefs
1. Origin and location in Colombia

## A The Roma People

---

Many Colombian people do not recognize them as citizens of the country. Roma people are 'invisible' Colombians, a minority group that live in poverty. They need health care, better nutrition and education. There are about 5,000 Roma people in Colombia.

---

Roma people are nomads – they travel from one place to another. They are good artists. In their culture singing, dancing and playing musical instruments are very important. The women sometimes sell shoes or kitchen utensils. They are also fortune-tellers.

### 1. Origin and location in Colombia

Roma, or *Rom*, people arrived in Colombia in the 16<sup>th</sup> century from European countries such as Spain and Portugal. *Rom* originally meant 'men of low class who live on singing and dancing'. They live in Bolívar, Antioquia, Tolima and Nariño.

---

Girls and boys get married when they are teenagers. Roma people don't value individuality because they belong to a clan. They only learn to read and write. They are bilingual: they speak their native language, Romany, and Spanish.

## B The Palenqueros

---

The women go to Cartagena every day to sell fruit and sweets. They wear colourful clothes that represent the colours of the rainbow, and to show they are happy. Women carry water from *casimbas* (holes near the river where they store the water). The men often work on farms.

---

The Palenqueros suffer from racial discrimination. Many don't know how to read or write. They need more support from the government because they don't have electricity or running water. They live in extreme poverty.

---

They speak *Palenquero*, a language that combines Spanish and African languages. They have a ritual for the dead called *Lumbalú*. They don't cry. They sing, play the marimba and the drums, and dance around the dead person to say goodbye.

---


The Palenqueros are descended from African slaves. Today, the Palenqueros form a group of 3,500 inhabitants of Palenque de San Basilio, which is located in Montes de María, three hours away from Cartagena. In 2005, UNESCO declared San Basilio a 'masterpiece of the oral and intangible heritage of humanity'.



4.  **Write »**

(30 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the adjectives in the left-hand column (*new, interesting, etc.*) and check understanding.
- Students read texts A and B and make notes in the chart. Explain that notes only include the most important words – they shouldn't write complete sentences.
- Students compare their notes in pairs.

5.  **Speak »** Discuss the questions as a class.

- a. What is a 'minority group'?
- b. Why are the Roma people and the Palenqueros minority groups?
- c. Do you know any other minority groups in Colombia?
- d. What are their traditions, beliefs and needs?

6.  **Group Work »**

The texts in exercise 3 describe some of the problems of the Roma people and the Palenqueros. In groups, discuss how other Colombians can help to improve their lives.

What **can** we do to help the Roma people?

The government **should...**

7.  **Write »**

Look at the chart about Wayuu culture and write a description of the Wayuu culture using the verbs in column A and the information in column B. Use exercise 3 as a model.

	A	B
Paragraph 1	<i>live / be</i>	on the Guajira peninsula by the Caribbean Sea, northern Colombia and north-west Venezuela warm and dry environment
Paragraph 2	<i>live by / grow / make / work on</i>	farming cows, sheep and horses beans and corn <i>chinchorros</i> and <i>mochilas</i> extracting salt from the sea
Paragraph 3	<i>live in / play / believe</i>	small groups of houses called <i>rancherías</i> musical instruments called <i>kashi</i> and <i>sawawa</i> (a type of flute) music is very important for the economy and social life of the clan
Paragraph 4	<i>need</i>	better food and medicine a fresh water supply better resources for children

**Outline: The Wayuu Culture**

Paragraph 1: Location

*The Wayuu live on the Guajira peninsula by ...*

Paragraph 3: Traditions and beliefs

Paragraph 2: Daily life

Paragraph 4: Needs

8.  **Group Work »**

In groups, prepare a campaign on how to be a good Colombian citizen. Your campaign will involve the school community, including students and teachers.

- a. Make a poster with a slogan for your campaign. For example: 'Citizenship means serving others'; 'To be a good Colombian citizen is to have a sense of responsibility'.
- b. Look back at lesson 1, exercise 10. Share your ideas and use them in your poster to give more advice on how students can be good citizens. Use: *You should/shouldn't ..., You can/can't ..., You have to ..., You mustn't ...* Write four sentences.

**Final task activity!**

5.  **Speak »**  
(15 minutes)

- Give students time to read the questions and refer to the texts in exercise 3 before starting the discussion. Allow them to discuss their ideas in pairs.
- Lead the class discussion. Ask several students to answer each question, especially c and d. Encourage students to ask each other additional questions.

6.  **Group work »**  
(15 minutes)

- Focus attention on the example and review the use of *can* and *should*. Model the example for pronunciation. Students repeat.
- Students discuss in groups and note down their ideas in their notebooks. Take advantage of this activity to review expressions to give and justify opinions (*I think that... / In my opinion ... because ...*).
- Groups share their ideas with the class.

**Extra Activity (20 minutes)**

Encourage students to do some research online about other cultural groups in Colombia, e.g. Silletteros, Cundiboyacenses, Llaneros, etc. They should find one piece of information about (1) their origin and location in Colombia, (2) their daily lives, (3) their traditions and beliefs, and (4) their needs.

Students present the information to the whole class without saying the name of the cultural group. The rest of the class has to guess the name of that group.

7.  **Write »**  
(20 minutes)

- For this writing task, students can follow the model texts in exercise 3 and use the information in the chart.
- Students read and familiarize themselves with the information in the chart. Give students time to work on any vocabulary they are unsure of, using a dictionary.
- Explain that they should use the information in the chart and the outline to organize their description.
- Collect in the written descriptions and highlight any mistakes in the grammar, spelling, and punctuation.
- Return the descriptions in the next lesson for students to correct.
- Encourage students to exchange their compositions with other students and encourage them to give each other feedback.

**Suggested answers**

**Paragraph 1 Location:** The Wayuu live on the Guajira peninsula by the Caribbean Sea, northern Colombia and north-west Venezuela. It is a warm and dry environment.

**Paragraph 2 Daily life:** They live by farming cows, sheep and horses. They grow beans and corn. They make *chinchorros* and *mochilas*. They work on extracting salt from the sea.

**Paragraph 3 Traditions and beliefs:** They live in small groups of houses called *rancherías*. They play musical instruments called *kashi* and *sawawa* (a type of flute). They believe that music is very important for the economy and social life of the clan.

**Paragraph 4 Needs:** They need better food and medicine, a fresh water supply, and better resources for children.


8.  **Group work »**  
(20 minutes)

- Explain that in groups students will prepare a campaign on how to be a good Colombian citizen.
- Read the instructions. Make sure students understand the task. (Notice that, as a teacher, this is an important step for the final task.)
- Check students understand what a *slogan* is. To demonstrate, bring in posters or advertisements with slogans, and focus attention on the examples.
- Students look back at lesson 1 to review expressions for giving advice.
- Students write their four sentences as a group.


# module 3 // Check Your Progress

## Check Your Progress


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1.  **Listen »** Listen to four people talking about their problems. Give them advice using *should*, *shouldn't* or *could*.


- What a problem! You \_\_\_\_\_
- Don't worry. You \_\_\_\_\_
- Well, I think you \_\_\_\_\_
- That's not a serious problem. You \_\_\_\_\_

2.  **Speak »** Read the problems and give an apology for each.

- You didn't remember to meet your friends after school.
- You shouted at your English teacher.
- You hurt your friend by accident.

3.  **Write »** Write about your friends' duties at home today.

			
a. Marta _____	b. Pepa _____	c. Francia _____	d. Tomás and Jaime _____

4.  **Write »** Write four sentences about the Palenqueros. Use the information in the chart and the correct verbs from the box.




grow/sell    need    live    play

	The Palenqueros
Location	San Basilio, near Cartagena
Daily life	fruit / agricultural products
Traditions	Marimba and drums at funerals
Needs	electricity and water




I can give advice ✓

	
Very well	
	
Quite well	
	
With difficulty	




I can apologize and admit mistakes. ✓

	
Very well	
	
Quite well	
	
With difficulty	

I can talk about duties and rights. ✓

	
Very well	
	
Quite well	
	
With difficulty	

I can talk about cultural characteristics ✓

	
Very well	
	
Quite well	
	
With difficulty	

1.  Listen »

(15 minutes) track 48

- Play the audio. Pause after each problem and ask: *What was the problem?*
- Play the audio again. Pause after each problem. Students listen and complete their answers.
- Play the audio again if necessary, so that students can check their advice.

**Possible answers**

- a. What a problem! You shouldn't be rude to people. You should call her and apologize.
- b. Don't worry. You could try to make friends with the person who sits next to you in class.
- c. Well, I think you should ask your teacher to help you understand.
- d. That's not a serious problem. You should speak to your teacher and explain yourself.

**Audio Script**

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1. I have a problem. I was rude to my best friend Daniela and she got angry. Now she isn't speaking to me. What should I do?
2. I'm a new student at school and I don't have any friends. No one speaks to me. What should I do?
3. I don't understand my maths lesson, and we have a test next week. I'm worried.
4. I have a problem. I didn't do my English homework. My teacher will be very angry with me.

2.  Speak »

(10 minutes)

- Students look at the photos and read the situations.
- Students write an apology for each situation and discuss their apologies with a partner.

3.  Write »

(10 minutes)

- Students look at the photos and write a sentence for each one.

**Suggested answers**

- a. Marta has to wash the dishes.
- b. Pepa has to do the laundry.
- c. Francia has to feed her dog.
- d. Tomás and Jaime have to make their bed.

4.  Write »

(10 minutes)

- Read the rubric. Make sure students understand the task. Explain that they should use a different verb in each sentence.
- Students read the information in the chart (*marimba* and *drums* are musical instruments) and decide which verb goes with which piece of information.
- Students write their sentences.

**Answer Key**

The palenqueros live in San Basilio, near Cartagena. They grow/sell fruit and agricultural products. They play the marimba and the drums at funerals. They need electricity and water.



# Unit » 2

## Have You Been A Model Citizen?

### » Objectives

- » I can talk about past and present experiences.
- » I can express facts and opinions.
- » I can complain and apologize.

## In Context » What Is A Model Citizen?

1.  **Speak »** Work with a partner. Look at the magazine article in exercise 2. Discuss what you know about the two celebrities in the photos.
2.  **Read »** Read the article and complete it with phrases a–f in the box.

- |             |                |
|-------------|----------------|
| a. has felt | d. has done    |
| b. has said | e. has helped  |
| c. has been | f. has visited |

### Study Tip

Think about the meaning of *model*. Define it.

Predict why the celebrities could be models.

### Two Great Model Citizens From Colombia

By: Julián caballero



Shakira isn't only a great pop singer. She's a model citizen who has helped people since she founded Bare Feet (in Spanish, *Pies Descalzos*) in 1997. Bare Feet is a non-governmental organization that <sup>1</sup> \_\_\_\_\_ to promote education for poor children in Colombia. Bare Feet **has supported** seven schools in Barranquilla. More than 10,000 children **have gone** to these schools. Shakira <sup>2</sup> \_\_\_\_\_ a Goodwill Ambassador for UNICEF since 2003. Shakira <sup>3</sup> \_\_\_\_\_ prestigious universities such as Oxford and Harvard to talk to students about her campaign, Education For All. She **has been** a model citizen in Colombia and in the rest of the world.



J Balvin, the famous Paisa, urban music singer and Grammy Award winner, is also a model citizen. He <sup>4</sup> \_\_\_\_\_ a lot of charity work. **He has collected** money and given donations through his social networks to help *Fundación La Familia*, an institution that helps children with cancer. **He has also helped** displaced children in South America. Like Shakira, he became a Goodwill Ambassador for UNICEF in 2010. Since then, he **has supported** a campaign to defend women against domestic violence. He <sup>5</sup> \_\_\_\_\_ very patriotic about Colombia all his life. He believes in a superior being, and <sup>6</sup> \_\_\_\_\_ that he thinks God is Colombian!

# Unit » 2 Have You Been a Model Citizen?

## Unit Objectives

Basic Standards of Competences	Show understanding about personal information.
Vocabulary	Verbs related to verbal abuse: <i>threaten, shout at, insult, laugh at, call (someone) names</i> . Verbs related to helping others: <i>visit, take care of, help, volunteer, defend, invite, forgive</i> , etc. Expressions to make requests: <i>Could you tell me ...?, Can you ..., please?</i> Expressions to apologize: <i>I'm (really) sorry, I didn't mean to disturb you, Please accept my apologies, Sorry for disturbing you, It won't happen again.</i>
Grammar	Present perfect (positive, negative and question forms + ever and never) Modals: <i>should/shouldn't, have to, need to, mustn't</i>

### 1. Speak » (10 minutes)

- Students look at the photos and discuss what they know about Shakira and J Balvin. To help with ideas, ask about their origins, the kind of music they produce, their life achievements, etc.

#### Possible answers

Shakira is from Baranquilla. She is a pop star. She lives in Spain. She is married to a footballer.

J Balvin is a Paisa. He is an urban music singer. He is single.

#### Tip (5 minutes)

Read the tip. Encourage students to give a definition of a *model*. Then, elicit information from students by asking them to predict why these celebrities could be models.

### 2. Read » (25 minutes)

- Focus attention on the verb forms a-f. Model them for pronunciation. Students repeat.
- Students read the article and complete it with the verb forms a-f, then compare their answers in pairs.
- Ask two students to read the article aloud. As they read, check their answers and correct if necessary.

#### Answer Key


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

#### Grammar Box: the Present perfect


Focus attention on the verb forms in the article. Explain that we use the Present perfect to talk about life experiences:

Positive:	Shakira <i>has been</i> a Goodwill Ambassador for UNICEF.
Negative:	J Balvin <i>hasn't been</i> president of Colombia.
Question:	<i>Have you ever visited</i> another country? Yes, I <i>have visited</i> Mexico. / No, I <i>haven't visited</i> another country.

## module 3 // Unit 2

3.  **Read »** Read the article again. Match the words (1–5) with the correct definition, a or b. Do not use a dictionary.

1. promote	a. make better	b. help make something happen
2. poor	a. without a job	b. with no money
3. campaign	a. a cause to support	b. a serious problem
4. charity work	a. artistic work	b. work helping other people
5. displaced	a. without a home	b. with a lot of money

4.  **Speak »** Work with a partner. Ask and answer the questions about Shakira and J Balvin. Check the article if you don't remember the information.

Example:



### Study Tip

When you find a new word in a text, try to infer its meaning from the context.

#### Student A asks Student B

- How many schools has Bare Feet supported since 1997?
- Which universities has Shakira visited?
- How long has J Balvin worked with UNICEF?
- Which campaigns has J Balvin supported?

#### Student B asks Student A

- How many children has Bare Feet supported?
- How long has Shakira been a Goodwill ambassador?
- What has J Balvin done through his social networks?
- What has J Balvin said about God?

### 21st Century Skills

- Information literacy

Making inferences will help you identify implied information

5.  **Read »** Decide who is saying statements a–e. Write S for Shakira or JB for J Balvin.

- 'We **have to help** poor children in Colombia to go to school.'
- 'Men **should stop** physical abuse against women.'
- 'Displaced children from Guatemala and El Salvador need our love.'
- 'We need to build more schools in Barranquilla for more children.'
- 'Children with cancer are also our children. Let's help them.'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





3.  **Read »**  
(10 minutes)

- Students read the article again and match the words with the correct definition. Explain that by not using a dictionary they need to infer the meaning from the context.
- If necessary, demonstrate with one word as an example.
- Give students time to work out the answers and allow them to discuss with other students if necessary.
- Check answers as a class.

**Answer Key**

1. b.      3. a.      5. a.  
2. b.      4. b.

4.  **Speak »**  
(20 minutes)

**Grammar Box: the Present perfect**

Focus attention on the position of the auxiliary *has/have* in *Wh-* and *How* questions forms:

*What has Shakira done for UNICEF? She has been a Goodwill Ambassador for UNICEF.*

*What charity work has J Balvin done in South America? He has helped displaced children.*

*How many schools has Bare Feet supported since 1997? It has supported ...*

- Focus attention on the example. Model the question for pronunciation. Students repeat.
- Students read the questions and check the article again if they don't remember the information.
- Students ask and answer the questions in pairs. Student A asks student B questions a-d,

then they change roles and Student B asks the questions. Make sure they understand that the purpose is to practise asking and answering questions in the Present perfect; it's not a memory test.

- Ask a few pairs to ask and answer the questions in front of the class.

**Tip (5 minutes)**

Explain that students should not depend on a dictionary every time they find new words in a text. Explain that the *context* refers to other words and phrases around the target word that can provide clues about the probable meaning. If they try to infer the meaning from the context, this will improve their fluency in reading.

**Answer Key**

Student A asks Student B

- Bare feet has supported seven schools.
- Shakira has visited Harvard and Oxford Universities.
- J Balvin has worked with UNICEF since 2010.
- J Balvin has supported Fundación La Familia and campaigned to defend women against domestic violence.

Student B asks Student A.

- Bare Feet has supported 10,000 children.
- Shakira has been a Goodwill ambassador since 2003.
- He has collected money and given donations through his social networks to help *Fundación La Familia*.
- He has said that that he thinks God is Colombian!

5.  **Read »**  
(15 minutes)

**21st Century Skills**

Students read the information. Explain that making inferences means to deduce or guess information that is not given, using some information we already know. For example: *If J. Balvin is Paisa, we can infer that he is from Colombia. If somebody is sick, you can infer that he is not feeling well.*


- Students read the statements and identify who made them, Shakira or J. Balvin.
- Make sure they understand that they need to use the information in the article to work out the answers.
- Give them time to refer to the article and find information that can help them.

**Answer Key**

- a. S, b. JB, c. JB, d. S, e. JB

**Extra Activity (10 minutes)**

Ask students to think about their favourite Colombian artists and write a four- or five-sentence article on a piece of paper, explaining why those artists are model citizens from Colombia. Provide an example of your own favourite artist's life experiences and achievements as good models for society. Include sentences in the Present perfect in your example, and make sure that students also use the Present perfect in their articles.

49 6.  **Listen »** A reporter is interviewing ordinary Colombians in the street. Listen and match the names (a–f) with the photos (1–6).

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



visit someone      teach someone      take care of someone      help someone      volunteer for social work      take food to someone


a. Diana      b. Martha      c. Lupe      d. Andrés      e. Amanda      f. Carlos

50 7.  **Pronunciation »** Notice how some sounds are blended together. Listen and repeat.


- a. Have **you ever** won a race?
- b. Have you ever **made a** donation?
- c. Have you ever **given an interview**?

**Study Tip**

Check the meaning of the vocabulary before you listen.

8.  **Speak »** Have you done something to make you a model citizen? Answer questions 1–8. Then ask and answer the questions with a partner.

Have you ever ...	You	Your partner
1. <b>defended</b> a friend from bullies?		
2. <b>visited</b> a sick friend or relative?		
3. <b>volunteered</b> for a social cause?		
4. <b>helped</b> someone who has fallen down?		
5. <b>explained</b> a difficult maths problem to a classmate?		
6. <b>forgiven</b> a person who has offended you?		
7. <b>invited</b> someone to have dinner with you?		
8. <b>bought</b> a present for a person with your own money?		

9.  **Speak »** Prepare a short presentation to tell the class how **you have been** a model Colombian citizen. Choose one question from the box. Give details.

- a. Have you ever given a donation to someone or to an organization?
- b. Have you ever helped an old person?
- c. Have you ever done something for your school or community?
- d. Have you ever helped a close friend?

Examples:

- 1. *I think I am a model Colombian citizen because I have given donations. Last Christmas I donated some clothes to a Charity Fair.*
- 2. *I think I am a model Colombian citizen because I have helped many people. For example, I have helped my grandmother feed the animals on her farm in Boyacá ...*

6.  Listen »

(20 minutes) track 49

- Read the rubric.
- Students look at the photos and say what the people are doing, using the captions in the photos. Elicit questions they think the reporter might ask.
- Play the audio. Students listen and match people with the photos.
- Play the audio again, more than once if necessary.
- Check answers as a class.

Answer Key

- |          |           |
|----------|-----------|
| 1. Marta | 4. Andrés |
| 2. Diana | 5. Amanda |
| 3. Lupe  | 6. Carlos |

Audio Script

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Conversation 1

**Interviewer:** Excuse me, can I talk to you for a moment?

**Andrés:** OK ...

**Interviewer:** Thanks. Er ... what's your name?

**Andrés:** My name is Andrés.

**Interviewer:** We want to know if you think you are a model Colombian citizen. Have you helped anyone recently?

**Andrés:** Sure, I have helped people in a lot of ways. For example, yesterday I saw a woman fall off her bike. I helped her get up and checked she was not injured.

**Interviewer:** OK, that's great. Thank you.

Conversation 2

**Interviewer:** Hello! What's your name?

**Diana:** My name is Diana.

**Interviewer:** Diana. So, have you done anything for other people recently?

**Diana:** I think so ...

**Interviewer:** Can you remember anything?

**Diana:** Well, yes ... I have taught my grandmother to use the computer. She has learned how to send e-mails. So she can talk to her grandchildren.

**Interviewer:** That's wonderful! Say hello to your grandmother from us.

Conversation 3

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

**Carlos:** Carlos.

**Interviewer:** Carlos, do you believe you are a model citizen?

**Carlos:** Well, yes, I do.

**Interviewer:** Have you done something good recently?

**Carlos:** Yes, I have taken food to some old people in a care home. Actually, I do it all the time.

**Interviewer:** Oh, that's excellent. Thank you.

Conversation 4

**Interviewer:** Could I ask you a question? What's your name?

**Amanda:** I'm Amanda.

**Interviewer:** We're asking people if they have done something good in their lives.

**Amanda:** Well, I have volunteered with the Red Cross for about ten years.

**Interviewer:** Ten years? So you are definitely a model Colombian citizen.

Conversation 5

**Interviewer:** I want to ask you if you have done something for other people.

**Marta:** Sure, there's this old lady I visit. I have visited her for two years. She has no family, so I go and talk to her.

**Interviewer:** I think that means you are a model citizen ... Sorry, I forgot to ask, what's your name?

**Marta:** Marta.

**Interviewer:** Thank you, Marta.

**Marta:** No problem.

Conversation 6

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

**Lupe:** My name is Lupe.

**Interviewer:** Lupe, we are looking for people who are model Colombian citizens. Have you done anything for other people recently?

**Lupe:** Well, I have looked after my brother for the last five years. He is blind. He is quite independent but he needs someone to help him.

**Interviewer:** That's great, thank you.

7.  Pronunciation »

(10 minutes) track 50

- Students read the sentences to themselves.

- Read each sentence aloud or play the audio. Focus attention on the underlined sounds and model how the syllables run into each other.
- Students listen and repeat.
- Give an example of another sentence in which the sounds are blended. e.g. *Have you ever visited an elderly neighbour?*
- Students work in pairs to produce their own sentences.

Audio Script

Have you ever won a race?  
Have you ever made a donation?  
Have you ever given an interview?

50

8.  Speak »

(20 minutes)


- Read the rubric. Make sure students understand the task.
- Focus attention on the question in the rubric. Elicit answers from different students.
- Students answer the questions in the table.
- Students ask and answer the questions with a partner and write his/her answers in the *Your partner* column. Encourage students to provide additional information when they answer. Give an example.
- Pairs share each other's answers with the class.

9.  Speak »


(15 minutes)

- Students choose a question from the box.
- Focus attention on the examples.
- Give learners time to prepare the activity. Encourage them to think of some examples to support their statement.
- Students share their experiences with the class.


## Expanding Knowledge » Let's Stop Verbal Abuse!

1.  **Speak »** As a class, discuss the meaning of the types of verbal abuse.

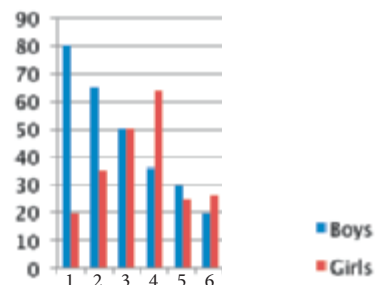
- |                       |   |
|-----------------------|---|
| a. threaten someone   | d. laugh at someone                     |
| b. call someone names | e. shout at someone                     |
| c. insult someone     | f. post negative comments about someone |

2.  **Read »** Read the introduction to an article. Complete it with the correct form of the verbs in brackets.

**Stop Verbal Abuse**  
By: Cecilia Rodríguez



According to a statistical report by DANE\*, in recent years verbal abuse has <sup>1.</sup> \_\_\_\_ (increase) in many Colombian schools. More students have <sup>2.</sup> \_\_\_\_ (be) disrespectful to their parents, teachers and classmates. Over the past decade, many students have <sup>3.</sup> \_\_\_\_ (become) aggressive, and have <sup>4.</sup> \_\_\_\_ (find) it difficult to use polite language. They often use offensive language to establish status and power. Verbal abuse includes name-calling, insults and threats. These types of verbal abuse have <sup>5.</sup> \_\_\_\_ (destroy) students' social relationships. Table 1 shows the results of a survey conducted by DANE with 5,000 students around the country. The students were asked if they have <sup>6.</sup> \_\_\_\_ (use) verbal abuse in their school lives.



The graph shows the percentage (%) of students who admit using these types of verbal abuse.

\*Departamento Administrativo Nacional de Estadística

So how can students avoid verbal abuse? How can we stop them being offensive to their classmates? How can they become model citizens and use more positive, less abusive language? How can parents educate their children at home to reduce offensive language?

### Questionnaire

Have you ever:

- |                                     |  |
|-------------------------------------|--|
| 1. called a classmate names?        | 4. shouted at someone?                                     |
| 2. insulted a friend?               | 5. threatened someone?                                     |
| 3. laughed at someone's appearance? | 6. posted negative comments about someone on social media? |

1.  **Speak »**

(15 minutes)

- Students read the title of the lesson. Ask: *What do you understand by 'verbal abuse'? Have you ever been a victim of verbal abuse at school?*
- Discuss the meaning of the types of verbal abuse. Lead the discussion yourself. Elicit definitions and write them on the board. Point out that these are all negative ways to treat other people.
- Check pronunciation, especially of *threaten* and *insult*.

**Possible answers**

- a. *threaten someone*: To say you will harm/hurt someone if that person doesn't do what you want.
- b. *call someone names*: To use insulting names in order to hurt someone's feelings – often because of how they look or behave.
- c. *insult someone*: Similar to b – to say unpleasant things to another person.
- d. *laugh at someone*: To tease or make fun of someone, often because of how they look or speak.
- e. *shout at someone*: To raise your voice to someone disrespectfully and aggressively.
- f. *post negative comments about someone*: To write insulting or unkind things about someone on social networks.


2.  **Read »**

(25 minutes)

- Students look at the pictures and identify the verbal abuse.
- Before students read the introduction to the article, explain that the article is about a government survey of verbal abuse by Colombian children.
- Students read and complete the article with the correct form of the verbs.
- Check answers as a class. As an option, students can read the article aloud while you check the answers.

**Answer Key**

1. increased
2. been
3. become
4. found
5. destroyed
6. used

3.  **Speak »** Work with a partner. Look at the results in the graph. Ask and answer questions and suggest solutions to reduce verbal abuse in schools.


Example:

How many boys **have called** a classmate names?

According to the survey, 80% of boys **have called** their classmates names. **In my opinion, students should** think about the negative effect of this.


**Useful Expressions**

 In my opinion, I think that I believe that

4.  **Write »** Answer the DANE survey for yourself. Then write notes about how you can change your behaviour in future.

I have insulted my friends and used bad words. In future I will try to control my temper and speak with respect.

Survey on verbal abuse (DANE)		
Have you ever:	YES	NO
called a classmate names?		
insulted a friend?		
laughed at someone's appearance?		
shouted at someone?		
threatened someone?		
posted negative comments about someone on social media?		

5.  **Read »** Match the situations (a-f) with the photos (1-6).

- a. Your friend has told you that he has taken some money from his sister.
- b. You have noticed that a new girl at school doesn't have any friends.
- c. Your best friend has been very unhappy for two weeks.
- d. Someone has written offensive comments on your Facebook page.
- e. Someone is bullying your little brother because he always gets top grades.
- f. You have heard that an older student has threatened your classmate.

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

3.  **Read »**

(20 minutes)

- Focus attention on the graph and questions. Give students time to study the information and results. Make sure they read the questions and understand which colours represent boys and girls.
- Focus attention on the example and Useful Expressions. Model the question and answer for pronunciation. Students repeat.
- Explain the task. Make sure students understand that they should also suggest solutions. Give them time to think of solutions and write them in their notebooks.
- Students ask and answer the questions in the questionnaire and suggest solutions to reduce verbal abuse.
- Selected pairs ask and answer their questions in front of the class.

**Extra Activity (15 minutes)**

Ask questions such as: *What is your reaction when somebody shouts at you / laughs at you?* Elicit students' answers and encourage them to talk about the effects. For example: *When somebody threatens me, I feel bad/lonely, etc. When somebody laughs at me, I feel embarrassed / I get angry.* This activity is an opportunity for learners to review feelings related to emotional intelligence. You can finish the activity by asking them what actions are appropriate to take when they are victims of verbal abuse.

**Possible questions and answers**

- How many boys/girls have called a classmate names?  
80% of boys / 20% of girls
- How many boys/girls have insulted a friend?  
65% of boys / 35% of girls
- How many boys/girls have laughed at someone's appearance?  
50% of boys / 50% of girls
- How many boys/girls have shouted at someone?  
35% of boys / 65% of girls
- How many boys/girls have threatened someone?  
20% of boys / 25% of girls
- How many boys/girls have posted negative comments about someone?  
45% of boys / 30% of girls

4.  **Write »**

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example. This will provide a model for their own sentences.
- Give students time to complete the survey and write their answers in their notebooks.
- If appropriate, ask a few students to read out a sentence they have written.

5.  **Read »**


(15 minutes)

- Students look at the photos and match with the situations.
- Check answers as a class.

**Answer Key**

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

## module 3 // Unit 2

6.  **Speak »** Work with a partner. Use one expression from box A and one from box B to resolve the situations in exercise 5.

A Polite requests	B Saying what should happen
Could you tell me why you ...?	You should ... / You shouldn't ...
Can you stop <i>-ing</i> ...?	You have to ... / You need to ...
Can you leave him/her alone, please?	You mustn't ...

Could you tell me why you took your sister's money?

You have to return the money right now.

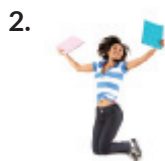
7.  **Speak »** Work with a partner.

**Student A:** announce the achievements using the photos and the prompts (1–6). Add some details.  
**Student B:** make positive comments using the expressions in the box. Then change roles.

Example:



I / graduate / from high school



I / write / my first book of poems

**Student A:** Great news! I **have graduated** from high school! My parents took me to a restaurant to celebrate last night. It was really fun!



I / get / a job at a café



I / win / a race

**Student B:** That's great! You should be very proud!




I / finish / my swimming classes



I / play piano in the school concert

### Useful Expressions

That's great! You should be very proud!  
 That's fantastic/  
 wonderful!  
 You deserve it.  
 You've worked really hard.  
 Well done!  
 Good for you!  
 You must be really happy/  
 excited.

8.  **Speak »** Tell the class about something you **have achieved** recently. Add one detail. You can use pictures from your photo album if you like.

I **have won** a medal for table tennis. It was in the Cundinamarca tennis tournament last week.



6.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the phrases in the table (columns A and B) and the example. Model the example for pronunciation. Students repeat.
- In pairs, students take turns to make similar sentences for situations b–f in exercise 5.
- Check answers as a class.

**Extra Activity (30 minutes)**

In pairs, students make up a similar situation in which one student verbally abuses the other. Student A uses polite requests to resolve the problem and says what should happen. Student B apologizes. They can review expressions to apologize in Lesson 1, exercise 5. Give them time to write the dialogue and practise it. Students act out their dialogues in front of the class.

**Possible answers**

- b. Could you tell me why you don't have any friends? You should try to be more sociable. We can be friends if you like.
- c. Could you tell me why you have been so unhappy for two weeks? You should talk to someone if you have a problem.
- d. Can you stop writing offensive comments on your Facebook page? You need to be more respectful when you use social networks.
- e. Could you stop bullying my little brother? You have to respect other children at school.
- f. Can you leave my classmate alone, please? Don't threaten him anymore. You should respect other people more.

7.  **Speak »**  
(25 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example and Useful Expressions. Model the example for pronunciation. Students repeat. Then model the Useful Expressions and repeat.
- Students look at the photos and identify the people's achievements, using the prompts below each picture.
- Give students time to prepare and write their ideas in their notebooks.
- Students act out the dialogues in pairs. Encourage them to add a detail to each achievement, as in the example.

**Answer Key**

- 2.
  - A: I have written my first book of poems. I've published it online.
  - B: That's fantastic! Well done!
- 3.
  - A: I have got a job at a café. I work three nights a week.
  - B: You must be really happy.
- 4.
  - A: I have won a race. I'm the school champion!
  - B: That's wonderful. Good for you!
- 5.
  - A: I have finished my swimming classes. Now I have a certificate.
  - B: Well done! You've worked really hard.
- 6.
  - A: I have played piano in the school concert. Everyone said I was brilliant.
  - B: You deserve it.


8.  **Speak »**  
(20 minutes)

- Students tell the class about something they have achieved in life recently. Make sure they understand that they have to give one detail about that achievement. If there is time, encourage students to bring to class photos or any other object (a medal, a diploma) related to that achievement. Remind students that achievements can be big or small and give examples of smaller daily achievements like being kind to someone.
- Students read the example and identify the achievement (in the Present perfect) and the detail about that experience (in the Past simple). If necessary, give an additional example from your own experience.

**Extra Activity (15 minutes)**

Students can research and report important achievements of famous artists in Colombia, or of their own family members. They can bring in photos to explain the details of that achievement. Remind them to announce the achievement in the Present perfect and the details in the Past simple.

# Preparing Your Task » Neighbours From Heaven And Hell

1.  **Read »** Do you have good neighbours or bad neighbours? Match the expressions (1-7) with the photos (a-g).

1. have a noisy dog



2. threaten someone



3. shout at each other



4. throw rubbish




5. have noisy parties

6. ring the doorbell



7. play loud music

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2.  **Listen »** Listen to part of a radio programme with callers complaining about bad neighbours. Write the number of the caller (1, 2 or 3) next to each complaint.

Complaint	Caller
a. The neighbour plays loud music.	
b. The neighbour threatened her physically.	
c. The parents shout at each other.	1
d. The neighbour has noisy parties.	
e. The neighbour threw rubbish in her garden.	
f. The neighbour's dog barks all day.	
g. The neighbours' children ring the doorbell and run away.	
h. The neighbour's friends sang outside his door.	
i. The neighbours' baby screams all day.	

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3.  **Speak »** Work with a partner. Say what you think about the neighbours' actions.

Example:

I'm afraid that listening to loud music isn't right because

You are absolutely right, because threatening people is ...

1.  **Read »**

(15 minutes)

- Discuss the question as a class. Elicit information about what makes a good or a bad neighbour.
- Students look at the photos and say what the people in the pictures are doing. Elicit the effects of the actions.
- Students match the expressions with the photos.
- Check answers as a class.

**Answer Key**

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

2.  **Listen »**

(20 minutes) **track 51**

- Read the rubric. Make sure students understand the task.
- Students read the complaints in the table.
- Play the audio. Students complete the table.
- Play the audio again if necessary.
- Check answers as a class.

**Answer Key**

- |              |              |
|--------------|--------------|
| a. caller 2, | f. caller 3, |
| b. caller 3, | g. caller 1, |
| c. caller 1, | h. caller 2, |
| d. caller 2, | i. caller 1  |
| e. caller 3, |              |

**Audio Script**

51

**Presenter:** ... So, remember that today we want to hear your stories about terrible neighbours. The number is 0300 404040. Call in and tell us your story. And we have our first caller.

**Caller 1:** Hi, Richard. My name is Elena.

**Presenter:** Hi, Elena. What's the problem with your neighbours?

**Caller 1:** Yes, well, my neighbours have just moved in. They have several children, and a baby that screams all day. The parents are always arguing, they shout at each other all the time. It's terrible. And the older kids ... well, they ring my front doorbell and run away. They think it's funny, but it's not. I have asked the parents to control their kids, but nothing has happened. I don't know what to do.

**Presenter:** Well, we have someone from the police department on the programme later. They'll give you some advice, Elena ...

**Presenter:** ... Now, we have another caller. What's your name and what's your problem?

**Caller 2:** My name is Simón. I live in a flat and my upstairs neighbour is really noisy. He plays loud music most of the day and all night. It's constant and I can't sleep. And he has parties until three or four o'clock in the morning. You know, every weekend. I mean, last Saturday I had fifteen people singing outside my door at 3.00 a.m. ...

**Presenter:** ... And we have another caller on the line.

**Caller 3:** Hi, Richard. My name is Sofia. My neighbour has a really aggressive dog, and it barks all day. I complained to the neighbour, and he threatened me physically. He was really abusive. Can you believe it?

**Presenter:** That's terrible!

**Caller 3:** And ... I saw him throwing rubbish into my garden.

**Presenter:** OK, stay on the line, Sofia, and we'll have someone from the police department with us, right after the break.

3.  **Speak »**

(15 minutes)

- Focus attention on the example. Model the example for pronunciation. Students repeat.
- Focus attention on the expressions in red. These are used to give and respond to opinions.
- Give students time to look back at the situations in exercise 2 and prepare their opinions.
- Students discuss their opinions in pairs, following the example.

**Extra Activity (15 minutes)**

Students work in pairs to create a similar dialogue for a radio programme. Encourage them to think of a real problem in their community. Students read the listening transcript as a model. Ask for volunteers to perform the conversation in front of the class.

## module 3 // Unit 2

### 4. **Speak »** Work with a partner. Role-play two of the situations.

**Student A:** Knock on the door and complain about the situation.



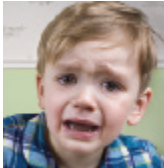


**Student B:** Open the door and listen to your neighbour's complaint. Apologize using the expressions in the box.

Excuse me. It's late, and your dog **has been** very noisy all evening. She hasn't stopped barking.

I'm really sorry. I didn't mean to disturb you. Bella **has been** ill. I'm taking her to the vet tomorrow.

#### Useful Expressions

*I'm (really) sorry, I didn't mean to disturb you. Please accept my apologies. Sorry for disturbing you. It won't happen again. I will take care of it now.*

1.  people fighting
2.  a dog barking
3.  a child crying
4.  loud music
5.  a bad smell

### 5. **Read »** Take a survey. Answer questions 1–8 for yourself. Then ask and answer the questions with a partner.

Are you a neighbour from heaven or a neighbour from hell?			
Have you ever ...	Never	Once or twice	Many times
1. played loud music and disturbed your neighbours?			
2. done something helpful for your neighbours?			
3. left rubbish near your neighbours' door?			
4. said 'good morning' or 'good afternoon' to your neighbours?			
5. used bad language with your neighbours?			
6. been told how to be a good neighbour?			
7. helped to keep the neighbourhood clean and neat?			
8. broken a neighbour's window?			

### 6. **Speak »** Decide who is the best neighbour in your neighbourhood / town. Prepare a profile of that person, then tell the class.

Example:

Name	<i>Carlos's Uncle William</i>
What is his/her personality?	<i>Kind, friendly, helpful</i>
What activities <b>has he/she done</b> for the community?	

My uncle William is a good neighbour



4.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example and Useful Expressions. Model the example for pronunciation. Students repeat. Then model the Useful Expressions and repeat.
- Students look at the pictures and choose two situations. Explain that in one situation they will be the neighbour, and in the other they'll be the person complaining. Give them time to prepare and think about what to say.
- Students act out the dialogues, following the example.

**Possible answers**

1. Excuse me. It's late, and you are fighting ...
2. Excuse me. It's late, and your dog is barking ...
3. Excuse me. It's late, and your child is crying ...
4. Excuse me. It's late, and the music is very loud ...
5. Excuse me. There is a bad smell coming from your apartment ...

5.  **Read »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the questions in the table and tick the correct column for each question.
- Students ask and answer the questions with a partner and write down his/her answers. Encourage students to ask for and provide additional information when they answer. Ask: *What happened? What did you do?*
- Pairs share each other's answers with the class.

6.  **Speak »**  
(15 minutes)

- Students think of someone in their community who is a good neighbour.
- Focus attention on the example. Students note down their name, personal qualities and what they've done for the community, using the table as an example.
- Select a few volunteers to tell the class about their 'best neighbour'.

7.  **Group Work »**

Being a good neighbour is sometimes difficult because you need to be tolerant. In groups, discuss the ideas (a–c). Say if you agree or disagree.

a. 'You are a citizen, and a citizen carries responsibilities.'

-Paul Collier

b. 'You can be a good neighbour only if you have good neighbours.'

-Howard Koch

c. 'A good neighbour is a priceless treasure.'

-Chinese proverb

I agree, because ...  
In my opinion ...



I'm afraid that isn't right, because ...



I agree completely, because ...



8.  **Write »**

Write a letter to your teacher telling her/him why you are a 'neighbour from heaven'. Include anything you need to improve to become a model neighbour. Use the ideas in the box and the outline to help you.

Mompox, Antioquia  
25 May

Dear (teacher's name),

I personally think that I am a neighbour from heaven because I help to take care of my town.

As a neighbour, I've never / I've always ...

In future, I will try to ...

Best wishes,  
(your name)

**Useful ideas**

listen to loud music ...  
say bad things about ...  
fight with ...  
disturb ...  
make a noise late at night  
argue with ...

say 'hello' and 'goodbye' to...  
put the rubbish ...  
respect ...  
help with ...  
visit ...  
speak kindly to...

9.  **Group Work »**

Continue your campaign on how to be a good Colombian citizen. Interview people at your school to find what positive things they have done in their community.

- Interview them using questions from the unit.
- Summarize the results. Say how many people have done each positive thing.

Five people have defended a friend from bullies.

7.  **Group work »**  
(15 minutes)

- Point out that being a good neighbour is difficult because we need to be tolerant. Ask students if they are tolerant neighbours and elicit extra information.
- Students read the quotations (a-c) and example responses. (**Note:** Paul Collier is Professor of Economics at Oxford University and author of a book, *The Bottom Billion*. Howard Koch was an American playwright and screenwriter.)
- In groups, students discuss the quotations (a-c). Students say if they agree or disagree and explain why.
- Students decide which of the three quotations they like the most.

**Extra Activity (15 minutes)**

Students create their own saying about being a good neighbour. Students write the idea in quotation marks on a piece of coloured paper and add their name. Students share their saying in small groups. Display the sayings around the class and hold a vote for the three best and most original sayings. Suggest to students that they put into practice those ideas.

8.  **Write »**  
(20 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the letter outline and the useful ideas, and think about anything they need to improve to become a model neighbour.
- Students write their letters individually.
- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes.
- If time, ask for volunteers to read their sentences to the class.

9.  **Group work »**  
(30 minutes)

- In groups, students make a list of questions from the unit and add questions of their own using 'Have you ever ...?'. They decide how and when to follow the instructions and conduct the interviews.
- Students share the results and prepare a summary.

# module 3 // Check Your Progress

## Check Your Progress

### 1. Read »

Read the table giving the results of a survey on verbal abuse at a school in Argentina. One hundred students answered the survey. Write four sentences reporting the results. Use the prompts.

Verbal abuse results	Boys	Girls
1. Insult a friend using bad words	40	9
2. Call their classmates names	86	10
3. Laugh at someone's appearance	50	50
4. Shout at classmates	46	47
5. Post negative comments on Facebook	10	0

Example:

*boys / have / insult / a friend using bad words*  
*Forty boys have insulted a friend using bad words.*

- boys / have / call / their classmates names
- girls / have / shout / at their classmates
- boys / have / laugh / at someone's appearance
- girls / have / post / negative comments on Facebook

I can talk about past / present events. ✓

	
Very well	
	
Quite well	
	
With difficulty	




### 2. Write »

Write three sentences saying why you think you are a model citizen. Use the clues in brackets.

volunteer/ Red Cross: I think I am a model citizen because I have volunteered for the Red Cross.

- give / a donation to a hospital
- defend / my friends from bullies
- not offend / my classmates

I can express facts and opinions. ✓

	
Very well	
	
Quite well	
	
With difficulty	

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### 3. Listen »

Listen to three situations. Match them to the photos (a-c) in the order you hear them from 1 to 3. Then decide if each situation is an apology, a complaint or both.



a. Complaint / Apology / Both \_\_\_\_\_






b. Complaint / Apology / Both \_\_\_\_\_



c. Complaint / Apology / Both \_\_\_\_\_

I can complain and apologize. ✓

	
Very well	
	
Quite well	
	
With difficulty	




1.  **Read »**  
(15 minutes)

- Students read the information in the table and the example.
- Students write four sentences using the prompts.

**Answer Key**


- a. 86 boys have called their classmates names.
- b. 47 girls have shouted at their classmates.
- c. 50 boys have laughed at someone's appearance.
- d. No girls have posted negative comments on Facebook.

2.  **Write »**  
(15 minutes)

- Students read the example and prompts, and write a sentence for each one.

**Answer Key**

- a. I think I am a model citizen because I have given a donation to a hospital.
- b. I think I am a model citizen because I have defended my friends from bullies.
- c. I think I am a model citizen because I haven't offended my classmates.

3.  **Listen »**  
(15 minutes) **track 52**

- Students look at the pictures.
- Play the audio. Students match the situations with the pictures.
- Play the audio again if necessary, so that students can check their answers.

**Answer Key**

- a. Situation 3
  - b. Situation 1
  - c. Situation 2
- a. both
  - b. apology
  - c. both

**Audio Script**

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**Situation 1**

**A:** Hi. Can I help you?

**B:** Hi. Could you please ask your daughter to stop screaming? It has been noisy for an hour, and I need to go to sleep.

**A:** I'm really sorry. She has toothache.

**Situation 2**

**A:** Hello? ... OK... I understand ... I'm really sorry. I'll separate the dogs right now. They were just playing in the garden. Sorry again ... Yes, goodbye.

**Situation 3**

**A:** Hello?

**B:** Hello, Kathy. This is Mrs López from apartment 201. It's very late and the music is very loud. Could you turn the music down, please?

**A:** I'm sorry, Mrs López. I didn't mean to disturb you. I'll turn it down.


# Unit » 3

## Making Peace through Words and Actions

### » Objectives

- » I can express conditions and justify points of view.
- » I can understand and express facts and opinions.
- » I can express future plans.

## In Context » Let's Make a Fairer World!

1.  **Read »** Read the messages from four charities (1-4). Complete them with the expressions (a-d). Then, match the photos with the charities.

- a. **they will** soon disappear  
 b. **you will help** to save lives  
 c. **you will make** their old age happier  
 d. **they will grow** up to be angry



### 1. Happy Faces, Colombia

'Child abuse is one of the worst problems in the world. Many children are victims of cruelty and abandonment by their parents. **If we don't educate our children with love,** \_\_\_\_\_ and may become violent. Please help us to help them.'



### 2. Food for Africa, UK

'Millions of people in Africa are hungry. They have no food. **If we don't provide them with basic food, many will die. If you make a donation today,** \_\_\_\_\_ Please help us reduce hunger in Africa.'



### 3. Indigenous Roots, Colombia

'Many indigenous groups in Colombia suffer from poverty and illness. Their population is decreasing. **If we don't improve their health,** \_\_\_\_\_. **If we really want a country for all, we need to give native Colombians medical assistance.** Please help us.'



### 4. Silver Care, USA

'Many elderly people feel abandoned by the younger generation. They live alone, in poverty, without the necessary care. **If you help to reduce their isolation,** \_\_\_\_\_. Please support our cause.'

# Unit » 3 Making Peace through Words and Actions

## Unit Objectives

Basic Standards of Competences	Exchange information on the topics of charity, forgiveness and peace-making.
Vocabulary	Adjectives describing positive characteristics; Adjectives with prefixes describing negative characteristics; Nouns with suffixes (values); Vocabulary related to charity, forgiveness and peace-making; Expressions to respond to opinions and situations
Grammar	First conditional ( <i>If + present simple + will</i> )

### 1. Read »

(20 minutes)

- Discuss the title of the lesson as a class. Make sure students understand the meaning of *fair* and *fairer*.
- Make sure students understand the meaning of *charity*. Ask what charity organizations students know. Elicit information about those charities.
- Focus attention on the names of the charities the people in the pictures support. Elicit ideas about what the charities do.
- Students read and complete the messages with the expressions in the box, then check their answers in pairs or as a class.
- Students identify facts about social injustice in each message.

#### Answer Key

##### Messages:

1. d    2. b    3. a    4. c

##### Pictures:

2, 1, 4, 3

#### Grammar Box

##### First conditional

Explain that we use the first conditional (*If + present simple + will*) to express or predict possible results in the future.

<i>If</i>	+	<i>present simple</i>	+	<i>will</i>
<i>If you</i>		<i>make a donation today,</i>		<i>you will make their old age happier.</i>
<i>If we</i>		<i>don't educate our children with love,</i>		<i>they will grow up to be angry.</i>


*What will happen if we don't provide people in Africa with basic food?*

*If we don't provide people in Africa with basic food, many will die.*

#### Extra Activity (15 minutes)

Students work in small groups. Give them the first clause of five conditional sentences starting with *If* (e.g. *if you don't do your homework, ... / If you don't feed your dog, ... / If you pass your exams, ... / If you do exercise, ...*). Groups complete each sentence with a possible result in the future: they should be creative but logical. Give them a time limit to complete the sentences. The group with the most correct and logical sentences is the winner.

## module 3 // Unit 3

2.  **Read »** Read the charities' web pages. Complete sentences a–d with the donations each charity needs.

### 1. Happy Faces

Home Who we are Help us Contact

Happy Faces is a Colombian charity that has helped abused children in Ibagué since 2000. We help kids who have been victims of parents' cruelty. With our help, children improve their physical and emotional health and social conditions. We accept money, books, clothes, toys and blankets. **If you sponsor a child, you will improve their life**, now and in the future. The child you sponsor will send you a 'thank you' letter. If you would like to meet the child you sponsor, we can organize this. Please sponsor a child today.

### 3. Indigenous Roots

Home Who we are Help us Contact

We are a non-governmental organization founded in 1992. We defend the rights of indigenous groups in Colombia. We ask for financial help to provide these native Colombians with food, medicine and clothes. We have mainly supported the Nukaks, who are almost extinct. They live between the Guaviare and Inírida rivers in south-east Colombia. We also help the Guayabero community, located in Guaviare and Meta. There are only 1,118 of them. Help us to help them. **If you give a donation, we will invest it** in the future of these people.

### 2. Food for Africa

Home Who we are Help us Contact


We are a humanitarian organization that has responded to three food crises in the past five years: in West Africa, Sahel and East Africa. A billion people are now hungry in Africa, and child malnutrition has risen over the last ten years. We provide these people with drinking water, food and medical assistance. **If you feed them, they will live to thank you**. Your money can help. Please give what you can.

### 4. Silver Care

Home Who we are Help us Contact

Many elderly people are not only poor, but isolated, and feel that they are abandoned by their children. Our foundation provides food, housing, health care and entertainment for over sixty grandparents. However, we depend on people's donations, such as money, clothes, furniture and food. **If you give these grandparents a little happiness now, they will live** longer and happier lives.

- a. Indigenous Roots needs food, medicine and clothes.  
b. Happy Faces needs \_\_\_\_\_ .  
c. Food for Africa needs \_\_\_\_\_ .  
d. Silver Care needs \_\_\_\_\_ .

3.  **Read »** Complete the sentences using information from exercise 2. Match the first part of each sentence (1–5) with the endings (a–e).

- |                                    |  |
|------------------------------------|--|
| 1. Indigenous people in Colombia   | a. are poor and feel isolated.           |
| 2. A billion people                | b. in Ibagué since 2000.                 |
| 3. Happy Faces has helped children | c. have happened in the past five years. |
| 4. Three food crises               | d. are very few in number.               |
| 5. Many elderly people             | e. are now hungry in Africa.             |

2.  Read »

(25 minutes)

- Read the rubric. Make sure students understand the task.
- Pre-teach any vocabulary you think is necessary, e.g. *crises*, *extinct*, *sponsor*.
- Students read the web pages and complete the sentences with the donations each charity needs.
- Check answers as a class. As an option, students can read the article aloud while you check the answers.

**Answer Key**

- a. food, medicine and clothes
- b. money, books, clothes, toys and blankets
- c. drinking water, food and medical assistance
- d. money, clothes, furniture and food


3.  Read »

(10 minutes)

- Students match the first part of each sentence with the endings.
- Students check their answers in the web pages in exercise 2 and compare answers in pairs.

**Answer Key**

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

4.  **Speak »** Work with a partner. Talk about the possible consequences if people don't support each charity in exercise 2. Use the Word Bank and the Useful Expressions to express and justify your opinion.

If we don't support Food for Africa, many children will become ill. They need our support. We should help them with ...




You're absolutely right. If we don't provide them with donations, they will ...

**Useful Expressions**

**Expressing points of view**  
 You're absolutely right/correct.  
 Exactly, I couldn't agree more.  
 I think that ... /In my opinion, ...

**Word Bank**


join	provide	sponsor
help	support	donate

53 5.  **Listen »** Read the quotation from the Dalai Lama. Listen to part of a talk at a conference. Tick (✓) the ideas the speaker mentions.

1. Provide food for a homeless person
2. Send a nice email
3. Donate things you don't use
4. Donate some money
5. Talk to a person who is lonely
6. Say 'hello' and 'thank you'
7. Give sweets to children
8. Share with your family




'If you want others to be happy, practise compassion. If you want to be happy, practise compassion.'  
 (the Dalai Lama)

6.  **Speak »** With a partner, discuss the quotation from the Dalai Lama. Do you agree? Use the expressions in exercise 4 and ideas in exercise 5.

I agree with the Dalai Lama. If you practise compassion, you will ...

Exactly, if you want to be happy, you need to ...

7.  **Write »** Select one of the Colombian charities in the box and do some research into their activities.

- a. Make notes to answer the questions:
  - When and where was the charity founded?
  - What is its mission?
  - What kind of support does it need?
  - What will happen if people help?
- b. Use your notes to write a short report about the charity. Use the information about the charities in exercise 2 as a model for your writing.

- The Children of the Andes Foundation (*Fundación Niños de los Andes*)
- Help in Action (*Ayuda en Acción*), Valle del Cauca
- María José Foundation – Heroes, Big and Small (*Fundación María José, Pequeños y Grandes Héroes*)

4.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example. Model the example sentences for pronunciation. Students repeat.
- Focus attention on the Useful Expressions and Word Bank and check understanding.
- In pairs, students think of possible consequences if people don't support each charity in exercise 2 using the words in the Word Bank. Give students time to prepare what they will say for each sentence.
- Students take turns to express and support their opinions.
- Selected pairs act out their exchanges in front of the class.

**Extra Activity (15 minutes)**

Students work in small groups and plan a donation journey.

They decide which particular group of people they want to support. Then, they imagine they have a donation box and think about what items to donate. If appropriate, expand this activity by inviting students to actually fill up a donation box for any people in need in their community.

5.  **Listen »**

(15 minutes) **track 53**

- Check students know who the Dalai Lama is (his Holiness the 14th Dalai Lama is the spiritual leader of Tibetan Buddhism).
- Students read the quotation from the Dalai Lama. Check students understand the meaning of *compassion*. Based on the quote, students predict what the listening activity will be about.
- Read the rubric and the ideas before listening. Make sure students understand the task.
- Play the audio. Students listen and check the ideas mentioned.

- Play the audio again if necessary.
- Students compare answers in pairs, or check as a class.

**Answer Key**

Provide food for a homeless person.  
 Donate things you don't use.  
 Talk to a person who is lonely.  
 Give sweets to children.  
 Say 'hello' and 'thank you'.  
 Share with your family.

**Audio Script**

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**Presenter:** So, as I was saying, it's easy to forget the sense of compassion. The Dalai Lama once said, 'If you want others to be happy, practise compassion. If you want to be happy, practise compassion.' We should always try to help other human beings because, if we practise compassion, we will be happy, too. And that's a great feeling. So, here are some suggestions for you to begin to practise compassion.

The first suggestion is to donate something you don't use to a charity. You could donate books, clothes, toys, shoes. If you give away these things, other people will use them.

Second, take a minute to help someone. You can accompany an elderly person to a doctor's appointment, talk to someone who is lonely and needs support, or you can help someone who is sick.

Third, share your time with those around you. Sometimes we think we don't have time to sit and talk with other people because we are too busy. But this is an excuse. Be generous with your time and share it with your family, friends and neighbours.

Fourth, share food. In the break, eat and drink with your friends. Give sweets or fruit to children. Giving food to a homeless person is a great way to practise compassion.

Fifth, the easiest contribution you can make to other people's happiness is to smile and be friendly. Be kind, say 'hello' and 'thank you' to people at home, at work and at school. If you smile and you are friendly, you will make

people feel better. And you will feel better, too.

So, I invite you to help someone today. Be compassionate. You do not need to be rich to practise compassion. Start with small things – they make a difference.

6.  **Speak »**

(15 minutes)


- Students discuss the quotation from the Dalai Lama in pairs. To help shape the discussion, ask or write on the board: *Do you agree with that quote? What is happiness for the Dalai Lama? Is that real happiness?*
- Focus attention on the example. Elicit ways to complete the conditional sentences. Model the statement and response for pronunciation. Students repeat.
- Give students time to prepare their opinions. Encourage them to refer back to exercises 4 and 5.
- Students discuss in pairs.

7.  **Write »**

(20 minutes)

- Students will select one of the charities in the box and do some research about their humanitarian activities.
- Students read the questions they should answer as part of the research. Give them time to find the information. You may wish to assign this activity as homework so that students have time to do the research and answer the questions before writing.
- Students write a short report about the charity. Encourage them to use the information about the charities in exercise 2 as a model for their writing.
- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes.

## Expanding Knowledge » Solving Personal Problems Wisely!

1.  **Read »** Read the dictionary definitions. Then, read the text. Match the headings (a-d) with the correct tip.

**forgive** v. stop feeling angry with someone for something bad they did  
**forgiveness** n. the action of forgiving someone

- a. See if you learned a lesson for life
- b. Take action to resolve the situation
- c. Let go of resentment
- d. Put yourself in the other person's shoes

### The Power of Forgiveness

According to statistics, many Colombian people are intolerant and violent because they don't forgive their relatives, friends and neighbours easily when they have a fight or an **argument**. Colombians need to start making a change. If Colombians learn to forgive and **reconcile** their differences, they will reduce cruelty and violence in their daily lives. Here are some useful tips for why you should forgive the people who have hurt you and how to do this.



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

If you really want to forgive someone who hurt you, you have to forget your feelings of **resentment**. Resentment can destroy your inner peace. For your own **well-being**, give yourself time to **calm down**. Talk about your resentful feelings to a friend or write them down. Soon you will feel better and will forgive more easily.



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

If you feel you are a victim of intolerance, think how that violent experience taught you a lesson for life. You can learn how to choose good friends and how to **trust** other people. You can also learn about respect.


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

If you try to understand the other person, you will learn that he or she is not all bad. Maybe that person never meant to hurt you. It was just a misunderstanding.

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

Find the right moment to speak with the other person. Let that friend or relative know how you feel. Listen to how they feel, and accept their apology. You can also say you are sorry.

Forgiveness has the power to **cure** body and soul. If you forgive, you will make people feel better and more emotionally secure. You will also feel better and will be someone who promotes peace.

2.  **Read »** Look at the words in blue in the text. Match them with a word or expression (1-7) that has a similar meaning.

- 1. make better
- 2. anger
- 3. believe (in someone)
- 4. relax
- 5. a fight with words
- 6. happiness
- 7. resolve



1.  Read »

(30 minutes)

- Students read the dictionary definitions. Make sure they understand the meaning of *forgive* and *forgiveness*.
- Students read the text and match the headings with the correct tip. Explain that at this point they don't need to understand every word.
- Students compare answers in pairs. Ask which they think is the most useful tip for practising forgiveness.

**Answer Key**

1. c    2. a    3. d    4. b

2.  Read »

(10 minutes)


- Focus attention on the words in blue in the text. If necessary, model the words for pronunciation. Students repeat.
- Students match the words in blue with a word or expression with a similar meaning. Encourage them to use the context to work out the meaning.
- Check answers as a class.

**Answer Key**

1. cure
2. resentment
3. trust
4. calm down
5. argument
6. well-being
7. reconcile


**Extra Activity (15 minutes)**

Spelling competition. Students work in small groups. Spell out the first part of five words studied in exercises 1 and 2: *forgi...* / *reco...* / *rese...* / *misund...* / *secu...* (*forgiveness, reconcile, resentful, misunderstanding, secure*). Groups complete the words. Allow time to check the spelling of the words in their textbooks. The group to finish first with five words spelled correctly is the winner.


3.  **Write »** Complete the ideas (a–f) with information from the text in exercise 1.

- a. If Colombians learn to forgive, ...
- b. If you feel you are a victim of intolerance, ...
- c. Forgiveness has the power to ...
- d. If you really want to forgive someone, ...
- e. If you try to understand the other person, ...
- f. If you forgive, ...




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4.  **Listen »** Intonation is about *how* we say sentences, rather than *what* we say. When we speak, our voice rises and falls. Listen to the intonation in conditional sentences. Notice that the tone rises (↗) in the **first clause** and falls (↘) in the **second clause**.

- a. *If you forgive your friends,* you'll feel better about yourself.
- b. *If you apologize to your parents,* they'll be happy.
- c. *If people use rude language,* I'll ask them to be more respectful.

5.  **Speak »** Work with a partner. Read situations 1–3. Use the *a* prompts to form a conditional sentence (*If you ..., you will/may ...*) to comment on each situation. Then, make a suggestion using *should* or *have to* and one of the *b* options.

*If you try to solve* the conflict, *you will see* it was just a misunderstanding. You *should* forgive each other.


		
1. Two students are fighting in class.	2. A student is talking on her mobile phone and is not paying attention in class.	3. A student is late for class.
a. solve the conflict/see it was just a misunderstanding	a. pay attention in class/learn something important	a. be on time for class/ set a good example to your classmates
b. <ul style="list-style-type: none"> <li>• forgive each other</li> <li>• agree to respect each other</li> </ul>	b. <ul style="list-style-type: none"> <li>• turn the mobile phone off</li> <li>• show respect to the teacher</li> </ul>	b. <ul style="list-style-type: none"> <li>• get up earlier</li> <li>• be more punctual</li> </ul>

3.  **Write »**  
(10 minutes)

- Students complete the ideas with information from the text.
- Give them time to complete the sentences in their notebooks. Then, check and correct.

**Answer Key**

- a. ... they will reduce cruelty and violence in their daily lives.
- b. ... think how that violent experience taught you a lesson for life.
- c. ... cure body and soul.
- d. ... you have to forget your feelings of resentment.
- e. ... you will learn that he or she is not really all bad.
- f. ... you will make people feel better.

4.  **Listen »**  
(5 minutes) **track 54**

- Read the rubric. Make sure students understand that intonation is about *how* we say the sentences.
- Play the audio. Students listen to the sentences and use the arrows to help them recognize the intonation patterns. Then, ask them to listen to the audio and repeat.
- Play the audio again, pausing after each model sentence. Students repeat each sentence.

**Audio Script**

**Speaker:** If you forgive your friends, you'll feel better about yourself.  
If you apologize to your parents, they'll be happy.  
If people use rude language, I'll ask them to be more respectful.

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5.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students look at the photos and read the captions. Elicit what is happening in each photo.
- Focus attention on the example and the prompts in *a* and *b*. Model the example statement for pronunciation. Students repeat with the correct intonation.
- Give students time in pairs to create sentences from the prompts and think of suggestions.
- Listen to some sentences and suggestions and monitor them for correct grammar and intonation.

**Answer Key**

1. a. If you solve the conflict, you will see it was just a misunderstanding.  
b. You should forgive each other./You should agree to respect each other.
2. a. If you pay attention in class, you may learn something important.  
b. You should turn off your mobile phone./You have to show respect to the teacher.
3. a. If you are on time for class, you will set a good example to your classmates.  
b. You should get up earlier./ You have to be more punctual.

**Extra Activity (15 minutes)**

Students work in pairs and think of similar situations to the ones in exercise 5, involving impoliteness, disrespect, intolerance or indiscipline. Pairs write the situation on a piece of paper. Collect the papers and put them in a bag or box. Pairs take a piece of paper from the bag/box and read the situation. Each pair creates a conditional sentence (*If you ..., you will/may ...*) about the situation and makes a suggestion with *should* or *have to*.

## module 3 // Unit 3

### 6. Write »

Read the positive characteristics (a-j) in column A. Use a dictionary to find the correct prefix (*dis-*, *in-*, *ir-*, *un-*) to change them to a negative characteristic in column B. Then find the correct suffixes to complete the values in column C.

A Positive characteristic (adjective)	B Negative characteristic (adjective prefix: <i>dis-</i> , <i>in-</i> , <i>ir-</i> , <i>un-</i> )	C Value (noun, suffixes: <i>-ity</i> , <i>-ce</i> , <i>-ness</i> , <i>-ship</i> )
a. honest	<i>dishonest</i>	<i>honesty</i>
b. responsible		
c. respectful		<i>respect</i>
d. trustful		<i>trust</i>
e. fair	<i>unfair</i>	
f. tolerant		
g. kind		
h. forgiving		
i. friendly		<i>friendship</i>
j. punctual		

### Study Tip

**PREFIXES** are added at the beginning of a word and may be used to give a negative/opposite meaning to a word. **SUFFIXES** are added at the end of a word to form a verb, a noun, an adjective or an adverb.

### 7. Write »

In this module you have learned about being a good citizen and how to solve problems. This week, you want to be a better citizen. Complete the resolutions for what you will do in these situations. Write the values that correspond to each resolution.

Resolution list for this week	Values
1. If I am not on time for class, <u>I will apologize to my teacher and ask if I can come in.</u>	<i>punctuality, respect</i>
2. If I accidentally hurt any of my classmates, I ...	
3. If people use bad language, I ...	
4. If one of my classmates doesn't understand the lesson, I ...	
5. If I am rude to my sister or brother, I ...	
6. If one of my classmates is hungry, I ...	
7. If a neighbour complains that I am listening to loud music, I ...	
8. If a charity needs help, I ...	

### Values

collaboration  
forgiveness  
friendship  
honesty  
kindness  
punctuality  
respect  
responsibility  
tolerance

### Study Tip

A resolution is a firm decision to change your life and be a better person. When you write a resolution list, you are determined to change in a positive way.

6.  **Write »**

(20 minutes)

- Make sure students have access to a dictionary, either alone or in pairs or small groups.
- Read the rubric. Make sure students understand the task. Introduce the idea of prefixes and suffixes. Refer to the Study Tip and elicit or provide some examples from Spanish.
- Students work together to find the correct prefixes to complete column B, and the correct suffixes to complete column C.
- Check answers as a class. Model and practise pronunciation of the new words.

**Answer Key**

- a. honest  
dishonest  
honesty
- b. responsible  
irresponsible  
responsibility
- c. respectful  
disrespectful  
respect
- d. trustful  
distrustful  
trust
- e. fair  
unfair  
fairness
- f. tolerant  
intolerant  
tolerance
- g. kind  
unkind  
kindness
- h. forgiving  
unforgiving  
forgiveness
- i. friendly  
unfriendly  
friendship
- j. punctual  
unpunctual  
punctuality

**Study Tip**

Tell students to read the study tip about prefixes and suffixes. Also, give some examples from English and Spanish.

7.  **Write »**

(20 minutes)

- Read the rubric. Make sure students understand the task and the meaning of *resolution*. Refer to the Study Tip.
- Review the list of values in the box with the students and check understanding.
- Students read the resolutions and select the values that correspond to each resolution.
- Give students time to write their ideas.
- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes. You may want your students to submit an improved version of this written task after receiving your feedback.

**Study Tip**

Read and discuss the meaning of *resolution* and relate it to the example given.

**Extra Activity (15 minutes)**

Students interview five classmates and ask them about their resolutions in real life. The resolutions can be related to studies, family, food habits, friendships or behaviour in general. Students report back to the class, anonymously if necessary.

## Preparing Your Task » Solving Cultural Misunderstandings

### 1. Read »

Charlie, from England, is planning to visit his friend Andrés in Colombia. They are sharing some cultural information about their countries. Complete the two emails with the words in the boxes.

a. cultural tip b. will feel c. will teach you d. weddings e. will have

Hi Charlie,

If you're planning to come to Colombia, you <sup>1</sup> \_\_\_\_\_ to understand some cultural information. For example, many Colombians celebrate birthdays, <sup>2</sup> \_\_\_\_\_, baptisms and graduations in a very noisy way. Parents, cousins, friends and grandparents dance salsa and vallenatos until 4.00 a.m. Many foreigners think that we party all the time. However, some Colombians prefer to travel and are quieter.

Another <sup>3</sup> \_\_\_\_\_ is that if you spell the word Colombia incorrectly as Columbia, many Colombians <sup>4</sup> \_\_\_\_\_ offended. Foreigners sometimes confuse the name of our country with the city of Columbia in the United States. It may be silly, but some people can get annoyed.

Anyway, when you come to Colombia, I <sup>5</sup> \_\_\_\_\_ more about my country.

I look forward to seeing you soon.

Andrés

f. will need g. will see h. misunderstandings i. island j. inhabitants

Hi Andrés,

We British also experience cultural <sup>6</sup> \_\_\_\_\_. For example, most people think that all British people are English, but that's not true. Great Britain is the name of an <sup>7</sup> \_\_\_\_\_ containing three different countries: England, Scotland and Wales. The United Kingdom (UK) also includes Northern Ireland. Only people from England are English. The <sup>8</sup> \_\_\_\_\_ of these countries can be very different.

Everyone thinks that if you come to England you <sup>9</sup> \_\_\_\_\_ an umbrella because it rains every day. Well, it can be warm and sunny a lot of the time. People also think that the British are cold and a bit serious – some of us are, but some of us like to party as well!

Anyway, I think that if we get to know each other's culture, we <sup>10</sup> \_\_\_\_\_ our own cultures with different eyes.

See you soon at El Dorado airport in Bogotá.

Charlie

### Study Tip

Read the emails with the help of your dictionary.

Write a list of the new words in your notebook.



1.  **Read »**

(30 minutes)

- Make sure students understand the context: Charlie and Andrés have been in contact via email and social media, but this is Charlie's first visit to Colombia.
- Students complete the emails with the words in the boxes. Give them time to work individually and encourage them to use a dictionary to check any unknown words.
- Check answers as a class.

**Answer Key**

1. e 2. d 3. a 4. b 5. c  
6. h 7. i 8. j 9. f 10. g

**Tip (5 minutes)**

As students have been asked to use their dictionary, tell them to list the new words in their notebooks, then work in pairs and compare their lists. Students test each other on their lists to review the meaning of the 'new' words.


**Extra Activity (10 minutes)**

Bring a world map and teach students where the United Kingdom is located. Indicate the names of the countries it consists of and encourage students to practise the pronunciation of the names.


## module 3 // Unit 3

2.  **Speak »** Work with a partner. Explain the cultural misunderstandings (a–d) in your own words. Use the information in the emails in exercise 1.

a. People think that in England ...	c. Foreigners confuse ...
b. People think that all British people are ...	d. Many foreigners think that Colombians ...

3.  **Read »** Find this information in the emails in exercise 1. Decide if statements a–h are facts (something that is true) or opinions (something people think is true).

- |   |  |
|---|--|
| a. Colombians party all the time.                         | e. The city of Columbia is in the United States.               |
| b. Great Britain is an island containing three countries. | f. All British people are English.                             |
| c. El Dorado airport is in Bogotá.                        | g. Many foreigners say <i>Columbia</i> , not <i>Colombia</i> . |
| d. It rains all the time in England.                      | h. British people are cold and serious.                        |


4.  **Speak »** Discuss what other cultural information about Colombia you could give Charlie before he comes to visit. Research some cultural facts about Colombia. Give your opinion about those facts. Use the ideas in the box.

<b>Fact:</b>	The Gold Museum has a collection of Quimbaya and Muisca golden pieces.
<b>Opinion:</b>	I think it is a fascinating place to visit.

Cultural Facts
1. Animals, birds and plants
2. Tourist sites in your area
3. An unfair cultural stereotype or misunderstanding about Colombians

- 55 5.  **Listen »** Listen to the conversations about cultural misunderstandings about three countries. Number the photos 1 to 3.

a. 	b. 	c. 
--	--	--

- 55 6.  **Listen »** Listen again and select the correct option, *a* or *b*. Decide if the speakers refer to a fact, or express an opinion.

- |  |                          |  |
|--|--------------------------|--|
| 1. Colombia means —                    | a. drugs and violence    | b. poverty and malnutrition            |
| 2. Colombia borders with —             | a. Venezuela and Ecuador | b. the Atlantic and the Pacific Oceans |
| 3. — represents power and dominance    | a. The Statue of Liberty | b. The United States                   |
| 4. — represents freedom and friendship | a. The United States     | b. The Statue of Liberty               |
| 5. — is a very British tradition       | a. Drinking coffee       | b. Drinking tea                        |



2.  **Speak »**  
(15 minutes)

- Explain that this exercise is related to the two emails in exercise 1.
- Students complete the sentences to explain the cultural misunderstandings.
- Check answers as a class.

**Suggested answers**

- People think that in England it rains every day.
- People think that all British people are English.
- Foreigners confuse the spelling of the word *Colombia* with *Columbia*.
- Many foreigners think that Colombians party too much.

**Extra Activity (10 minutes)**

Encourage students to research some other cultural aspects of the United Kingdom. They should find at least two facts in each of these categories: main cities, traditions, sport, food, famous writers, artists and musicians, education and economy.

3.  **Read »**  
(10 minutes)


- Read the rubric. Make sure students understand that the purpose of this exercise is to identify facts and opinions in the emails in exercise 1.
- Students read the statements and find the relevant information in the emails. Explain that, based on the context given in the emails, they have to decide if the statements are facts (F) or opinions (O).
- Give students time to read and decide, then compare answers in pairs.

**Answer Key**

- |      |      |      |      |
|------|------|------|------|
| a. O | c. F | e. F | g. O |
| b. F | d. O | f. F | h. O |

4.  **Speak »**  
(20 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the Cultural Facts box and the example.
- In pairs or small groups, students research cultural facts about Colombia using the ideas in the box.
- Students discuss which information about Colombia they should give Charlie before he comes to visit, and give their opinion about those facts. This will help them to distinguish fact from opinion.
- Pairs/groups share their ideas with the class.

5.  **Listen »**  
(15 minutes) **track 55**

- Set the context: students will listen to cultural misunderstandings about three countries.
- Students look at the pictures and say which countries they represent.
- Play the audio more than once if necessary.
- Students compare their answers in pairs.

**Answer Key**

- a. 3      b. 1      c. 2

**Audio Script**

**1**  
**Andrés:** So, you've been here for two weeks, Charlie. What's your personal opinion about Colombia?  
**Charlie:** Well, many people in the world think that Colombia means drugs and violence, but it's not true. I think that Colombia means friendly people, music, beautiful landscapes, emeralds ... and great coffee!  
**Andrés:** And what have you learned about Colombia?

**55**

**Charlie:** I've learned a lot of things I didn't know. I mean, I've learned that Colombia borders with both the Atlantic and the Pacific Oceans.

**2**

**Sara:** So, what places will you visit if you go to the United States?

**Miriam:** Well, ... I want to see the Statue of Liberty in New York City.

**Sara:** Really? You know, some people think that the Statue of Liberty represents the power and dominance of the United States of America.

**Miriam:** Well, actually, that is not true. I read in a history book that the true meaning of the Statue of Liberty is freedom and friendship between nations. That's the real meaning. In fact, France constructed the Statue of Liberty and gave it to the USA as a present between two friendly countries in 1886.

**Sara:** Really? I didn't know that. Well, then, there's a cultural misunderstanding about it. Thank you for telling me.

**Miriam:** You're welcome.

**3**

**Amy:** Dad, is it true that British people drink tea all day, or it is just a myth?


**Dad:** Well, drinking tea is a very popular British tradition. According to a survey last year, most British people drink about three cups of tea a day. They consume 60 billion cups of tea per year.

**Amy:** I don't understand why they don't drink coffee like people in Colombia.

**Dad:** Well, a lot of British people do drink coffee. Some British people prefer coffee to tea. But tea is part of their culture. Coffee is a drink that identifies Colombia and tea is a drink that identifies Great Britain. However, I personally think that coffee is better than tea.

**Amy:** That's because you are Colombian, but the British could say the opposite. They might say that tea is better than coffee.

**Dad:** You're right. We are all influenced by our cultural traditions.

7.  **Read »** Decide if the behaviours belong to a 'peace-maker' or a 'peace-breaker'. Make two lists. Explain how you will be a peace-maker.

I **will respect** cultural differences in my country. I **will value** different races and tolerate their traditions.

Shout at people

Be friendly and helpful

Forgive others' mistakes

Say bad things to classmates

Contradict parents and teachers

Post negative comments on Facebook

Recognize others' achievements


Defend innocent people

Be intolerant in arguments

Say 'thank you'

Be resentful

Respect cultural differences

8.  **Speak »** Work with a partner. Some friends from another country are coming to visit your town/city. Make a plan of the activities you will do with them using the ideas in *Things to consider*.

What **will we do** if they want to go sightseeing?  
If they want to go sightseeing, we'll take them to ...



**Things to consider**

- go sightseeing?
- eat typical food?
- have fun?
- travel around Colombia?

**Useful Expressions**

**Responding to an idea**  
That's a great idea!  
Yes, let's do that!  
I'm not sure about that.

**21st Century Skills**  
• Social Skills

*Do you tolerate and respect differences?*

9.  **Teamwork »** In groups, develop your campaign on how to be a good Colombian citizen.

- Identify four values students should practise to make peace in your school. Look at the values in Lesson 2, exercises 6 and 7. Discuss why they are important in school life.
- Based on the values you chose, propose four resolutions that the school community should make to be good Colombian citizens.

10.  **Teamwork »** Prepare to interview 20 people from your school or community.

- Write eight questions to find out what positive things they have done in the community. Ask questions with *Have you ever ...?*
- Show the questions to your teacher.
- Make a plan to conduct the survey, including typing, printing and photocopying the interviews. Select a date to interview the 20 people.

6.  Listen »

(10 minutes) track 55

- Play the audio. Students listen again and select the correct option, *a* or *b*.
- Students decide if the speakers are referring to a fact or expressing an opinion.
- Play the audio again to allow them to check their answers.

**Answer Key**

1. a, opinion
2. b, fact
3. a, opinion
4. b, fact
5. b, fact

7.  Read »

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Elicit the definition and characteristics of a *peace-maker* and a *peace-breaker*.
- Students read the behaviours and put them in the correct list. Then, check answers as a class.
- Focus attention on the example. Model the example for pronunciation. Students repeat.
- In pairs, students explain how they will be peace-makers, following the example.

**Answer Key**

**Peace-maker:** recognizes others' achievements, says 'thank you', is friendly and helpful, defends innocent people, forgives others' mistakes, respects cultural differences.

**Peace-breaker:** shouts at people, says bad things to classmates, contradicts parents and teachers, is resentful, posts negative comments on Facebook, is intolerant in arguments.

**Extra Activity (15 minutes)**

In pairs or small groups, ask students to add three more behaviours to the list of how to be a peace-maker. Give them time to discuss and evaluate their ideas, then share their suggestions with the class.

8.  Speak »

(20 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example and the Useful Expressions. Model the example and the Useful Expressions for pronunciation. Students repeat.
- Students read the ideas in Things to consider. In pairs, students make a plan of the activities they will do with their visitors. Remind them to follow the example to discuss ideas, and the Useful Expressions to respond.
- Encourage them to share their plans with other students.

**21st Century Skills  
Social Skills**

Focus attention on the information. Emphasize that, when students take part in group activities, they need to be tolerant and respect different points of view. These are behaviours associated with peace-makers.

9.  Teamwork »

(20 minutes)

- Students work in groups to continue developing their campaign on how to be a good Colombian citizen.
- In their groups, students discuss the values in lesson 2, exercises 6 and 7, and why those values are important in their school life. Their aim is to identify four important values they should practise to make peace in their school.
- Based on the values they choose, students to propose four resolutions that the school community should make to be good Colombian citizens. Remind them that they will present the resolutions at the end of the campaign.

10.  Teamwork »

(20 minutes)

- Explain that students are going to interview 20 people from their school or community.
- In their groups, students:
  - prepare and agree on a list of eight questions.
  - plan the interview process.
  - allocate tasks to different group members.
- Give feedback on the questions and make suggestions for improvement.
- Provide support with all the steps involved in typing, printing and photocopying the interviews.

# Chant

## Help support people in need



*Help support people in need.  
Practice forgiveness and honesty.  
Never argue that's the key.  
Sing the values song with me.*

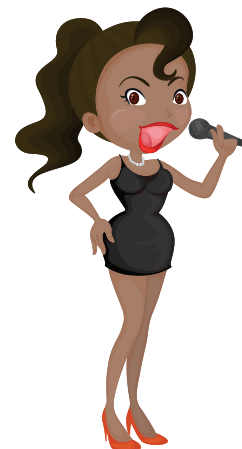
Try to be generous, kind and polite.  
Trust in people that you like.  
Be humorous and rational,  
And everyone will think you're cool.

Live your life with no regrets,  
Be honest, forgive and show respect.  
Caring and kindness go a long way,  
So let's start helping people today.

*Help support people in need ...*

If you've told terrible lies,  
Then do what's right and apologize!  
Don't insult and never shout,  
There are better things to think about.

If someone discriminates against you  
Try to forgive: it's a good thing to do.  
Don't be aggressive, angry or sad.  
Life isn't kind to those who are bad.



# Chant:

## Help support people in need

### Lesson 4

#### Speak »

(5 minutes)

Before playing the audio for the chant, ask your students what they think the chant is about. Ask them to tell you which words they can read that helps them to understand the theme of the chant. If there are any items of vocabulary that students don't understand, see if anyone in the class can explain it either in English, or in their own language.

There is a lot of vocabulary in this activity, and concepts which are not easy to explain through actions. If students find it hard to explain the concept in English, ask them to offer the opposite word (in English if they can) as an alternative way of illustrating the meaning for their classmates.

Before playing the recording, ask students to identify all the items of vocabulary in the chant that give advice on how we should and shouldn't behave. This is important foundation work for the following activities and to ensure students' good comprehension of the material.

#### Listen »

(10 minutes)

Once you are confident that the students have understood as much vocabulary as possible from the chant, play the audio through a couple of times. To start with, tell students to focus on the rhythm and pronunciation of the chant. Once they have heard the chant a couple of times, encourage them to sing along with it, and replay it several times so that they start to feel confident with the melody and the rhythm. To make the preparation work fun, and to illustrate the different values, get students to give examples of famous people who they think embody certain values, or who are famous for them. Try and get students to think of a different person for each one. Use this list as a starting point. Someone who:

- supports and helps people in need
- is forgiving
- is honest
- argues a lot
- trusts other people
- is caring and kind
- tells lies
- apologises
- insults other people
- shouts a lot
- discriminates against other people

- is aggressive
- is angry
- is sad

#### 1 Speak »

(10 minutes) **track 56**

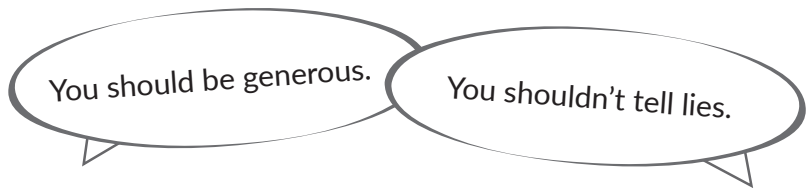
Activity 1 requires students to review the chant and extract the different forms of advice they find there. They need to understand all the items of vocabulary in the wordpool, so before you set pairs up to complete this activity, it is worth asking the class to identify any words in the vocabulary list that they are still unfamiliar with. Students should make a note of words that they are still unfamiliar with.

Allow students to work in pairs and to formulate their own sentences. Encourage student to be creative with their answers. Bring the group back together to compare answers at the end of the activity.

#### 2. Read »


(10 minutes)

Activity 2 is challenging, because there are items of vocabulary in the wordpool that do not appear in the chant itself – although they should be familiar to your class from previous English lessons. Before you set pairs up to



1.  **Speak »** Work with a partner. What should and shouldn't you do?


be generous tell lies shout be humorous be honest insult discriminate against anyone  
 be rational be aggressive forgive show respect have regrets be sad argue be polite  
 be angry be kind trust people

2.  **Read »** Read verses 2 and 3 again. Complete the verse below with antonyms from the box so that it has a similar meaning.

mean dishonest irrational hold a grudge humourless  
 unkindness cruelty full of regrets rude unkind nobody

Don't be mean, \_\_\_\_\_ and \_\_\_\_\_.  
 Trust in people that you like.  
 Don't be \_\_\_\_\_ or \_\_\_\_\_,  
 Or \_\_\_\_\_ will think you're cool.  
 Don't live your life \_\_\_\_\_.  
 Don't be \_\_\_\_\_ or \_\_\_\_\_, just show respect.  
 \_\_\_\_\_ and \_\_\_\_\_ just make us sad.  
 So let's agree not to be bad!



3.  **Write »** You overhear someone being mean to your friend. Write constructive advice to your friend and the bully, using the phrases in the box and words from the chant.

- 1 Write a letter to the bully.
- 2 Write a letter to your friend.

You should/shouldn't ...  
 You must/mustn't ...  
 Try to ...  
 Don't ...  
 Never ...  
 Always ...



complete this activity, spend a couple of minutes with the whole class together and ask students to identify items of vocabulary that they're unfamiliar with so that the answers are shared among the class. Before providing an answer, or before inviting other students to provide the meaning of the words, encourage students to guess the meaning. Students are often surprised how much they can guess, and confidence is their biggest barrier to success.

Having run through each item of challenging vocabulary, then allow pairs approximately five minutes to complete this activity together, before bringing the class back together and running through the answers as a group.

Instruct students who finish this exercise quickly to continue working through the rest of the chant, substituting the opposite words wherever possible to provide a new version of the chant. This is great for practising negatives, and is excellent preparation for activity 3.

### 3. Writing » (15 minutes)

In activity 3, students are expected to empathise and offer constructive advice to both sides of a conversation. Steer students away from being aggressive towards the bully and encourage them to visualise the impact on their friend who is the recipient of the encounter.

Additional marks should be given to students for being empathetic towards both parties, and embodying the values contained within the text, as well as for using vocabulary not included in the chant and more advanced grammatical structures.

#### Extra Activity (5 minutes)

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

# module 3 // Check Your Progress

## Check Your Progress

### 1. Read »

Read the information about a charity organization. Complete the sentences with *if ... will ...* to justify why it is important to help this organization. Use the verbs in brackets.

The Children of the Andes Foundation is a Colombian organization that has helped abandoned street children for more than 40 years. We provide children with food, medicine, education and sports and cultural activities to improve their lives. Help us with your donation. If you sponsor a child, you will help him / her to be a better Colombian citizen.

**Their rights are our duty.**

**Contact us now.**

- I think that (provide) \_\_\_\_\_ children with food, they (not/be) \_\_\_\_\_ hungry.
- In my opinion, (not/help) \_\_\_\_\_ these children with medicine, they (be) \_\_\_\_\_ ill.
- I believe that (sponsor) \_\_\_\_\_ a child, he/she (go) \_\_\_\_\_ to school.
- In my opinion, (not/donate) \_\_\_\_\_ money to the Children of the Andes Foundation, they (not/have) \_\_\_\_\_ any cultural and sports activities.

57

### 2. Listen »

Listen to the conversations. Write (F) if the speakers refer to a fact and (O) if they refer to an opinion.

	Situation	Fact or opinion?
Conversation 1	About the United Kingdom	_____
Conversation 2	About a bad experience yesterday	_____
Conversation 3	About a trip to New York	_____
Conversation 4	About Colombia	_____
Conversation 5	About a poster of Colombia	_____

I can express conditions and justify points of view. ✓

Very well	
Quite well	
With difficulty	

I can understand and express facts and opinions. ✓

Very well	
Quite well	
With difficulty	



I can express future plans. ✓

Very well	
Quite well	
With difficulty	

### 3. Write »

Imagine a friend from another country is coming to visit your town/city. Make a plan of the activities you will do with him/her. Write complete sentences.

	Plans
Sightseeing	a.
Food	b.
Entertainment	c.
Shopping	d.
Show how you are a peace-maker	e.



1.  **Read »**

(15 minutes)

- Students read the information and complete the sentences.

**Answer Key**

- I think that if I provide the children with food, they won't be hungry.
- In my opinion, if I don't help these children with medicine, they will be ill.
- I believe that if I sponsor a child, he/she will go to school.
- In my opinion, if I don't donate money to the Children of the Andes Foundation, they won't have any cultural and sports activities.

2.  **Listen »**

(15 minutes) **track 57**

- Play the audio. Students mark the situations F or O.
- Play the audio again if necessary, so that students can check their answers.

**Answer Key**

- Fact
- Fact
- Opinion
- Opinion
- Fact

**Audio Script**

**Conversation 1**

**Teacher:** OK, I'm going to check your homework now. So, Julio, what information did you find about Great Britain?

**Student:** I found out that Great Britain is an island containing three countries: England, Scotland and Wales. The United Kingdom is made of Great Britain and Northern Ireland.

**Teacher:** That's good. Now, just repeat the names of the countries that make up Great Britain so that everybody in class learns that information.

**Student:** OK, so the United Kingdom contains four countries: England, Scotland, Wales and Northern Ireland.

57

**Conversation 2**

**A:** I had a really bad experience yesterday.

**B:** Tell me about it. Maybe I can help you.

**A:** Jenny lent me her guitar for the school concert, and I accidentally broke it. I don't have any money to repair it.

**B:** You broke her guitar? That's terrible!

**Conversation 3**

**A:** How was your trip to New York?

**B:** Fantastic! New York is a wonderful city, and the Statue of Liberty is amazing.

**A:** Tell me more about New York. I'd like to go there someday.

**Conversation 4**

**A:** I'm doing my homework. I need to investigate cultural misunderstanding about Colombian people around the world.

**B:** Well, there are a lot. One of them is that Colombia only means drugs production.

**A:** Is that really true?

**B:** Well, that has been a problem, but Colombia has many positive things, too. It's a general idea that foreign people have about our country.

**Conversation 5**

**A:** Adriana, I need to do a poster to promote some good aspects of Colombia. Can you help me? What information would you give the world about Colombia?

**B:** I would say that Colombia produces emeralds, flowers and coffee. It is a country that borders the Atlantic and the Pacific Oceans. And it has beautiful forests.

**A:** That's perfect. Thank you. I'll do the poster right now.

3.  **Write »**

(15 minutes)

- Students read the information in the chart and write five sentences using the ideas.



20 points  
Question 1

25 points  
Question 2

10 points  
Question 3

20 points  
Question 24



# Review Race



10 points  
Question 23

15 points  
Question 22

20 points  
Question 21

10 points  
Question 20

10 points  
Question 19

Play in pairs or teams of up to 4 players. Take turns to roll the die and move your counter the corresponding number of squares. When you arrive at a square, answer the question or do what it says there. If you answer correctly, stay on the square. If you answer incorrectly, return to the previous square. The first team to get to the FINISH is the winner.

1. Read your neighbour's complaint and apologize. "Excuse me, your dog left a mess over there where we are playing football and you didn't pick it up."
2. If you see a little boy on the streets suffering from malnutrition, what should you do?
3. Select the correct word in bold.  
*She has **forgiven** / invited / given her friend to the cinema.*
4. Name two negative qualities of a bad citizen.
5. Complete with the correct form of the verb in parentheses.  
*They have \_\_\_\_\_ (donate) blood.*
6. Use *must* and *mustn't* to talk about 2 obligations (or lack of obligation) at home.
7. Complete the following question. "Have you ever...?"
8. Complete the sentence with *should*.  
*If you want people to trust you, ...*
9. What are two important values for building peace?
10. You accidentally closed the door in a neighbour's face. Use positive language and apologize.

Go back  
3 squares

20 points  
Question 18

15 points  
Answer questions  
17 & 18

Go back  
3 squares

15 points  
Question 16



# module 3 // Review

10 points  
Question 4



25 points  
Answer questions  
5 & 6

10 points  
Question 6



Miss a turn

20 points  
Question 7

15 points  
Question 8

10 points  
Question 9

20 points  
Question 10

20 points  
Question 11

15 points  
Question 12

11. Agree with or disagree with the following sentence. Give your reasons why. *"To be a good neighbour, you should invite your neighbours for dinner."*
12. If someone hurts your feelings, how should you act?
13. Answer the question. *Have you ever defended someone from bullies?"*
14. Name two things you must do at school.
15. Agree with or disagree with the following sentence. Give your reasons why. *"To be a good citizen, you must respect and be tolerant towards others."*
16. Offer some advice for the following problem. *"I failed my exam. What should I do?"*
17. Complete the sentence with *will*. *If I am a responsible person, ...*
18. Read your neighbour's complaint and apologize. *"Excuse me, but it's late and the music at your party is too loud. I can't sleep!"*
19. Name two positive qualities of a good citizen.
20. Select the correct word in bold. *He has **defended** / visited / helped an old lady cross the road.*
21. You broke your classmate's guitar. Use positive language and apologize
22. Offer some advice for the following problem. *"They always bully me. What should I do?"*
23. Name two things you mustn't do at school.
24. Make a polite request to your maths teacher asking for some extra help.

20 points  
Question 15

10 points  
Question 14

15 points  
Question 13

Go back  
4 squares



## Review Race

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



## Review Race Answers

### Page 82-83

1. Answers may vary, but an example is: 'I'm really sorry. I didn't see my dog making a mess. I'll clear it up immediately.'
2. Answers may vary.
3. invited
4. Answers may vary, but may include abuse, aggressive, bad-tempered, call names, intolerant, etc.
5. donated
6. Answers may vary.
7. Answers may vary.
8. Answers may vary, but an example is: '... you should show them respect and kindness.'
9. Answers may vary, but may include forgiveness, honesty, tolerance, etc.
10. Answers may vary, but an example is: 'I'm so sorry. I didn't mean to close the door in your face. I didn't see you there.'
11. Answers may vary.
12. Answers may vary.
13. Answers may vary.
14. Answers may vary.
15. Answers may vary.
16. Answers may vary, but may include: 'You should study more.' 'You should ask your teachers for help.'
17. Answers may vary.
18. Answers may vary, but an example is: 'I apologize for being insensitive. I didn't know it was so late.'
19. Answers may vary, but may include: generous, self-controlled, tolerant, understanding, etc.
20. helped
21. Answers may vary, but an example is: 'I'm sorry. I didn't mean to break your guitar. I will help you buy a new one.'
22. Answers may vary.
23. Answers may vary.
24. Answers may vary, but an example is: 'I didn't understand this lesson. Could you give me some help after school, please?'



# Project



## A poster campaign to make people aware of what makes a good neighbour and a good Colombian citizen.

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

Unit 1 Solving Problems with Others	Unit 2 Have You Been a Model Citizen?	Unit 3 Making Peace through Words and Actions
<b>Lesson 1, exercise 10</b> Advice on how to be emotionally intelligent <input type="checkbox"/>	<b>Lesson 1, exercise 8</b> A few sentences explaining how you have been a good citizen <input type="checkbox"/>	<b>Lesson 2, exercise 8</b> Resolutions for being a better citizen <input type="checkbox"/>
<b>Lesson 3, exercise 8</b> A poster to promote the good citizen campaign, including a slogan and advice. <input type="checkbox"/>	<b>Lesson 3, exercise 6</b> Profile of your best neighbour <input type="checkbox"/>	<b>Lesson 3, exercise 8</b> Behaviours to create peace in your school <input type="checkbox"/>
	<b>Lesson 3, exercise 9</b> Analysis of the results of the good citizen survey <input type="checkbox"/>	<b>Lesson 3, exercise 11</b> Results of the school survey on helping your community <input type="checkbox"/>

2. You have completed some of the planning activities (✓). As a group, decide how you will complete the others and who will do which activities.
3. Tick (✓) activities as soon as you complete them.

Planning the campaign	Planning the launch	Managing the launch
1. Design a poster on how to be a good Colombian citizen. ✓	1. Select a date for the launch of the campaign.	1. Prepare an agenda of the activities for the launch.
2. Design an eight-question survey. ✓	2. Decide the time and book a room for the launch.	2. Prepare to present your poster to the school community.
3. Analyse the results of the survey. ✓	3. Book any equipment you need (e.g. TV, digital projector, computer).	3. Explain the reasons for the questions in your survey.
4. Make a chart, similar to the one in Unit 2, Lesson 2, exercise 4, to show the results.	4. Decide how to invite the school community to the launch.	4. Present the results of the survey and the commitment of the school to be better citizens.



## Module 3 Project

1. Explain to students that they are going to create a poster campaign on how to be a good neighbour and a model Colombian citizen. Jog their memories with some of the ideas they discussed earlier in the module.

Tell students they will be carrying out research and presenting the results to the school or to another class.

Remind students that they've been working on the project throughout the module. Direct them to the Unit overview pages so they can see the Module tasks and elements which will contribute to the project. Remind them of the different activities they carried out earlier in the module.

2. It is important to use this checklist to enable teachers and students to clearly see where they're going, how much progress they have made, and how much is missing. Tell students the mind maps, outlines and posters will help them decorate the classroom or noticeboards and will help them in their oral presentations of the topics

3. Students look at the chart and discuss which activities have been completed and which they still have to carry out. Remind them of how they organized themselves into committee in Module 2, and encourage them to do the same here, allocating different people to the different committees.

# module 3 // Project

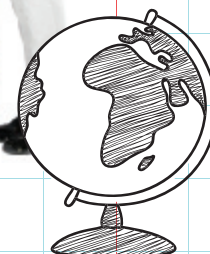
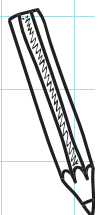
4. Look at the two options for launching your campaign. Discuss the advantages and disadvantages of each option: in a lecture room/auditorium or in another classroom.. Can you think of other ideas?

Option 1: Have the launch in a lecture room or auditorium	Option 2: Visit another classroom and have the launch there
<ol style="list-style-type: none"> <li>1. Welcome the audience and explain the purpose of your campaign.</li> <li>2. Show your poster to the school community. Read it and explain it.</li> <li>3. Present the results of the survey and the commitment of the school to be better citizens.</li> <li>4. Invite the audience to write their personal resolutions.</li> <li>5. Show all the resolutions in a part of the school where everyone can see them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow steps 1, 2 and 3 of Option 1.</li> <li>2. Ask the audience to create their own posters, in groups, on how to be a good citizen. Provide them with paper and coloured pens to complete their poster in 30 minutes.</li> <li>3. Select the best poster and give the winners a prize.</li> <li>4. Show all the posters on the wall of the classroom.</li> </ol>

This is my resolution.

We have won the poster competition!

We must be good neighbours and help each other.








## Module 3 Project

4. Go over the two options for the presentation of the project. Elicit and discuss the advantages and disadvantages of each. Then invite students to discuss any disadvantages they might encounter. Explain to students that Option 1 might be more appropriate for a large school with many students, which Option 2 could be more suitable if they don't have a projector and computer. Time, space and tech tools available should be taken into account when considering how best students can present their work.

Have students reflect on the importance of obtaining the corresponding feedback after the event. Explain that the audience should provide feedback on the research and activity as a whole.

Make sure students devise a form to ask for feedback. They might want to use recycled paper to make copies of the feedback form and hand it out before the audience leaves.

Encourage students reflect on the results of the launch. They should congratulate themselves on things that went well and discuss how to improve things that did not work.



# Evaluation

## Vocabulary

Read the text. Choose the correct word for each space.

'Help the Homeless' is a charity that provides (0) support and assistance to the thousands of homeless people living on the streets of Bogotá. We firmly believe that all (1) \_\_\_\_\_ of Colombia, without (2) \_\_\_\_\_, deserve the dignity that comes with having our basic human rights guaranteed. The (3) \_\_\_\_\_ and indifference of our society towards our homeless neighbours has created a social crisis and needs urgent attention. No more (4) \_\_\_\_\_ at the hands of aggressive police officers or bad-tempered citizens. Come and join our (5) \_\_\_\_\_ by participating in our demonstration this Saturday in the National Park.

Donations in the form of food, clothes, toys or money are more than welcome!

- |                      |                |                |
|----------------------|----------------|----------------|
| 0. A. discipline     | B. support     | C. honesty     |
| 1. A. neighbours     | B. slaves      | C. citizens    |
| 2. A. discrimination | B. rights      | C. wellbeing   |
| 3. A. respectfulness | B. punctuality | C. intolerance |
| 4. A. abuse          | B. kindness    | C. apologies   |
| 5. A. indigenous     | B. campaign    | C. resentment  |

## Grammar

Complete the conversation with the phrases in the box.

~~have donated~~    should be really fit    have run    must be at least  
have volunteered    you will help

**Pablo:** Hi Tina! Do you consider yourself to be a good citizen?

**Tina:** Hmm, I think so. I (0) have donated my old toys to a children's foundation and I (6) \_\_\_\_\_ with the Red Cross.

**Pablo:** Really? I have always wanted to work with the Red Cross.

**Tina:** Well, if you volunteer with the Red Cross, (7) \_\_\_\_\_ lots of people in need.

**Pablo:** What advice can you give me for becoming a volunteer?

**Tina:** Well, you (8) \_\_\_\_\_, because we do a lot of walking.

**Pablo:** That's no problem. I (9) \_\_\_\_\_ every day for the last year.

**Tina:** Oh, and you (10) \_\_\_\_\_ 14 years old to volunteer for the youth programme.

**Pablo:** Great. Thanks a lot, Tina.



# Evaluation Answers

## Page 126

### Vocabulary

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

### Grammar

6. have volunteered
7. you will help
8. should be really fit
9. have run
10. must be at least

## module 3 // Evaluation

### Reading

Read the following passage. Choose *True*, *False* or *Not enough information* according to the text. Write your answers in the box.

Afro-Colombian is a term that applies to Colombian citizens that are direct descendants of Africans. Back in the early 16th century, Africans from countries like the Republic of Congo, Angola, Ghana and Mali were brought to Colombia to work as slaves in the gold mines, sugar cane plantations and cattle ranches. When they arrived, many Afro-Colombian slaves began to fight for their freedom. They formed towns, called Palenques, where black slaves who escaped their oppressors could live in freedom. In fact, Afro-Colombians played a very important role in the fight for independence from Spain, with more than half of Simón Bolívar's army being of African descent. Finally, in 1851, slavery was formally abolished in Colombia but, unfortunately, life didn't immediately improve for the Afro-Colombians. Many were forced to live in the jungle regions of the country to protect their cultural traditions, because the Colombian government wanted them to be more like Europeans. Today the situation has improved. However, Afro-Colombians continue to be displaced by armed groups that want to take their land for farming and mining purposes.

	True	False	Not enough information
0. Africans were brought to Colombia at the end of the 16th century.		✓	
11. Afro-Colombians didn't fight for freedom for many years after arriving in Colombia.			
12. There were towns where black people could enjoy their freedom.			
13. Afro-Colombians held high positions in Simón Bolívar's army.			
14. After slavery was abolished, Afro-Colombians began to lose their cultural traditions.			
15. Today, Afro-Colombians have taken land from armed groups.			

### Writing

Your best friend has had problems with bullies at his new school. Complete the sentences in the email to give him some advice about how to deal with the problem.

**Include:** a. *your friend's name*, b. *what will happen if your friend doesn't stop the bullies*, c. *two suggestions to stop the bullies*, d. *your name*.

Hello (16) a. \_\_\_\_\_!

Thank you for your email. I have some ideas about how you can stop the bullies from annoying you. It is important to stop them immediately! If you don't stop them now, (17) b. \_\_\_\_\_.

First, I think you should (18) c1. \_\_\_\_\_.

If this doesn't work, then you could (19) c2. \_\_\_\_\_.

I hope this advice helps you. Have a great day!

(20) d. \_\_\_\_\_.



## Evaluation Answers

### Page 127

#### Reading

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

#### Writing

16. Answers may vary.
17. Answers may vary.
18. Answers may vary.
19. Answers may vary.
20. Answers may vary.

# MODULE 4

Globalization

## Wise Consumption



### Unit »1

#### Sensible Shopping

##### Language Functions

- Describe present and past experiences
- Express opinions (about shopping practices)
- Justify points of view (about shopping practices)

##### Text Types:

- web page
- news article
- blog
- questionnaire
- magazine article
- narrative text
- descriptive paragraph

### Unit »2

#### Controlling Expenses

##### Language Functions

- Describe present and past experiences
- Justify points of view
- Propose or present a solution

##### Text Types:

- email
- advertisement
- report
- survey
- descriptive paragraph

### Unit »3

#### Extreme Consumers

##### Language Functions

- Talk about possibilities
- Express conditions
- Talk about the future
- Ask and answer questions on sports, technology and fashion

##### Text Types:

- email
- advertisements
- questionnaire
- article
- letter
- posts to a forum
- survey
- descriptive paragraphs
- narrative text

# Module 4 Presentation



- Remind students that this book is divided into four modules. This is the final module and it addresses globalization.
- Ask students if they know what the word *globalization* means. If they don't, explain that it means operations on an international scale.
- Read the title *International Cultures* and ask students to suggest words that define what the word *culture* means: e.g. language, religion, cuisine, social habits, customs, music and art.
- Elicit from students aspects of their own culture, e.g. *language - Spanish, religion - Catholic, cuisine - Bandeja Paisa, etc.*
- Ask students what they know about other cultures from around the world. Be specific, if necessary, and ask them about American culture, British culture, Chinese culture, etc.
- Point out to students that even though other countries' cultures may be different from theirs, it is important to always respect other cultures.



- Show students the pictures spread out over the two pages of the module presentation and ask them what they see. Discuss briefly which country or culture each photo relates to.
- Remind students that language functions help us to communicate more effectively. Most of what we say is for a specific purpose. Whether we apologize, ask for permission or simply express a wish, we use language functions to help convey these messages.
- Go over the specific language functions and text types of the three units.

## Unit 1 Let's See the World!

- As a group, read the language functions students will learn in this unit.
- Discuss the meaning of new vocabulary like *weather, seasons, tourist guide, blog, etc.*

## Unit 2 Travelling around Colombia

- Discuss the language functions listed in this unit and elicit definitions of new vocabulary such as *lifestyle, festival, celebration, personal opinion, etc.*

## Unit 3 Wonderful Cultures

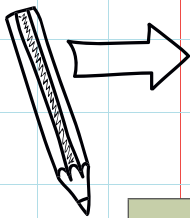
- Read the language functions and text types and clarify words students do not understand, e.g. *points of view, dishes, tweet, etc.*
- When explaining new vocabulary, do not translate words directly into L1. Use examples in English, along with body language or drawings on the board, etc.



### Explore Your Knowledge

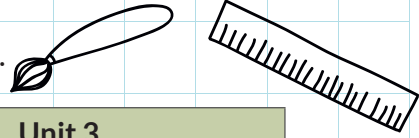
Look at the pictures and answer ...

- Which of these are items that you can buy?
- Which items do you have and which would you like to buy?
- Which pictures show experiences?
- Which experiences have you tried?
- Are there any experiences you would like to try?
- Is it better to spend your money on items or experiences? Why?



### Project: A Documentary Film about Teenagers' Shopping Needs and Habits

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

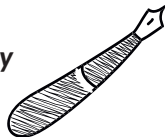


Unit 1	Unit 2	Unit 3
<ol style="list-style-type: none"> <li>1. Quiz: "Are you a shopping addict?" (Lesson 2, exercise 6)</li> <li>2. Questionnaire about students' shopping habits (Lesson 3, exercise 7)</li> </ol>	<ol style="list-style-type: none"> <li>3. Interview teenagers and report on their monthly expenses (Lesson 2, exercise 5)</li> <li>4. Survey and recorded interview on adolescents' needs and spending habits (Lesson 3, exercises 9-10)</li> </ol>	<ol style="list-style-type: none"> <li>5. Chart based on survey results and video report (Lesson 3, exercises 8-9)</li> </ol>



### Chant

Be careful with your money





# Module 4 Presentation



## Explore Your Knowledge

- Look again at the pictures spread across the two pages. As a group, read the questions together and encourage students to answer them. The idea is that most of the students will have visited some of the places or eaten some of the foods shown in the pictures. Ask them to talk a little more about each photo and give extra information such as what the dishes are made of or where the place is located, etc. You might need to help students with vocabulary in order for them to be able to talk more about each photo.
- Use the third and fourth questions as an opportunity to review the names of different food like *rice*, *beans*, *chicken*, *potatoes*, etc.
- Encourage students to make a list on the board of other typical foods or dishes from their region. Also encourage them to make a list detailing other famous places in their region. The idea is to personalize the information being learned.
- For question number 5, ask students to think about other festivals that they know of. They can be Colombian festivals or international festivals.
- Remind students that they need to perform a final task for each module, but that they will work towards achieving it during the whole module by accomplishing mini-tasks..



## Final Task

- Tell students that in module 4 they will be writing a video script about a different country or culture and presenting it either in written form or video form. Explain that they will need to take into account various factors, including physical characteristics of the places, like location, size and population; places of interest for tourists; weather; cultural identity; festivals, etc. If students are going to present their script in video format, they need to make arrangements for the video camera, etc.
- Go through the chart with students, asking questions to encourage them to identify the pieces of information about various towns, cities, celebrations and festivals which they can adapt to help them write scripts about a country or culture of their choice.
- Finally, read the title of this module's chant, *It's Carnival Time*, and ask students what they understand and how they can relate the content of the units to the title of the chant

# Unit » 1

## Sensible Shopping

### » Objectives:


- » I can describe present and past experiences.
- » I can justify points of view about shopping practices.
- » I can express opinions about shopping practices.

## In Context » Shopping for Useful Items

58

### 1. Listen »

*Best Gifts for Teens* is a webpage suggesting presents for teenagers. Listen and match the photos (a–f) with the radio advertisements for the products (1–6).

a.  <input type="checkbox"/>	b.  <input type="checkbox"/>	c.  <input type="checkbox"/>
d.  <input type="checkbox"/>	e.  <input type="checkbox"/>	f.  <input type="checkbox"/>

58

### 2. Listen »

Listen again and match the photos (a–f) with the prices (1–6).

1. £69.99    2. £120    3. £45.50    4. £150    5. £23    6. £95

### 3. Write »

Complete the sentences with words from the Word Bank.

- a. The hoodie will be really \_\_\_\_\_ on cold nights; it will keep your head nice and warm.
- b. The sunglasses are really \_\_\_\_\_; they make you look like a film star.
- c. It is great \_\_\_\_\_ taking photos of you and your friends with a selfie stick.
- d. This telescope is completely \_\_\_\_\_; no one else will have one.
- e. Our bean bag chair is very \_\_\_\_\_; you can sit in it for hours.
- f. This is the most \_\_\_\_\_ tent you can buy. It is very big but it goes into a small, light bag.

#### Word Bank

cool  
cosy  
comfortable  
practical  
unique  
fun

# Unit » 1 Sensible Shopping

## Unit Objectives

Basic Standards of Competences	Identify relevant information on consumption needs and practices in medium-length spoken and written narrative texts. Write a short, self-reflective text about consumption practices.
Vocabulary	Positive adverbs; Negative adverbs; Positive adjectives; Gift items; Justifying a point of view; Giving a contrasting opinion
Grammar	Present perfect; Present perfect with <i>yet</i> and <i>already</i> ; Present perfect with <i>since</i> and <i>for</i>

### 1. Listen »

(20 minutes) **track 58**

- Set the context. Students read the title of the unit and the lesson. Check students understand *sensible*, *useful* and *items*. Explain that *sensible* is a false friend and translates in Spanish as *sensato*. *Sensible* in Spanish translates as *sensitivo* in English.
- Focus attention on the title of the webpage and the photos. Elicit the meaning of the title and the names of the items. Students describe the items in their own words.
- Read the instructions. Have them read the options they have to match before the listening.
- Play the audio. Students listen and match the photos with the advertisements, then check their answers in pairs.
- Play the audio again if necessary.
- Check answers as a class.

#### Answer Key

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

#### Audio Script

58

- Have you thought about what to buy for your son's birthday? If you haven't bought anything yet, this thick and durable hoodie will be perfect. Your teenager will love it so much that he will never take it off. It is only £45.50.
- Has your daughter asked you for a selfie stick? It will help her take great photos for Facebook and Instagram. Get it for just £23.
- Haven't you bought your teenage son a birthday present yet? He will love these sunglasses. They will be perfect for sunny summer days. They only cost £95.
- If you haven't gone camping yet, you should try it. Your whole family will love this wonderful tent. It makes a fantastic birthday present. It can resist extreme weather conditions in the forest and in the mountains. It is £120.
- Do you want to give your child a really special gift, but haven't found it yet? You can stop looking now. This telescope is powerful enough to see the moons of Jupiter. Only £150.
- Your teenager can relax, sleep, study and watch TV in this amazing chair. We have designed it for their comfort and safety and they will feel like they are sitting on a cloud. Just £69.99.

### 2. Listen »

(10 minutes) **track 58**

- Model the prices for pronunciation. Students repeat. Make sure they notice the symbol for pounds: £.
- Play the audio. Students listen and match the prices with the photos, then check their answers in pairs.
- Play the audio again if necessary.
- Check answers as a class.

#### Answer Key

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

### 3. Write »


(10 minutes)

- Focus attention on the Word Bank. Check students understand the words.
- Give students time to read and complete the sentences.
- Check answers as a class.


#### Answer Key


a. cosy      d. unique  
b. cool      e. comfortable  
c. fun      f. practical

# module 4 // Unit 1

4.  **Write »** Alicia and Elena are looking at *Best Gifts for Teens* to buy a present for Alicia's boyfriend. Complete the sentences with words and prices from exercises 1–3.


- A: Elena, help me, I need to buy a present for Ricardo's birthday.  
 E: Haven't you bought him anything yet? He will look cool in this <sup>a</sup>\_\_\_\_\_.  
 A: He already has one of those and I always buy him clothes.  
 E: What about this <sup>b</sup>\_\_\_\_\_? Ricardo is studying astronomy, so it will be really <sup>c</sup>\_\_\_\_\_.  
 A: No way! It costs <sup>d</sup>\_\_\_\_\_. That's expensive.  
 E: I know! What about a <sup>e</sup>\_\_\_\_\_? They are <sup>f</sup>\_\_\_\_\_ because you can take pictures together and it only costs <sup>g</sup>\_\_\_\_\_.  
 A: Perfect! Thanks, Elena.

5.  **Speak »** Practise the dialogue. Use your own ideas with products from *Best Gifts for Teens* and words from exercises 1–3.

6.  **Read »** Read the text messages between two parents buying Christmas presents for their eight children. Complete the gaps with *already* or *yet*.

I've <sup>a</sup>\_\_\_ bought a football for Jaime.  
 Have you decided what to buy him <sup>b</sup>\_\_\_?

I've bought him a skateboard, but I haven't bought a pair of skates for Carolina <sup>c</sup>\_\_\_\_.  
 What about the other children?

7.  **Speak »** Look at the shopping list and discuss with a partner what Dad has **already** bought (✓) and what he hasn't bought **yet** (✗).

Shopping list			
A hoodie for Jane	✓	A football for Andrés	✓
A selfie stick for Laura	✗	A cap for Felipe	✗
A skateboard for Alejandra	✓	Sunglasses for David	✗

Dad has **already** bought a present for his daughter Jane. It's a hoodie.

He hasn't bought sunglasses for his son David yet.




## 21st Century Skills • Analyzing

Look carefully at all the products.

Decide what is best for you.

- Think about what you really need now.
- Decide if you will use it every day or occasionally.

4.  **Write »**  
(10 minutes)

- Read the rubrics. Give students time to read and complete the dialogue.
- Check answers as a class.

**Answer Key**

- a. hoodie
- b. telescope
- c. practical/useful
- d. £150
- e. selfie stick
- f. fun/practical
- g. £23

5.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Model the dialogue in exercise 4 for pronunciation. Students repeat, then read the dialogue aloud in pairs.
- Give students time to practise their dialogue without reading.
- Select a few pairs to act out their dialogue for the class.

**Extra Activity (10 minutes)**

Focus attention on the items on the webpage *Best Gifts for Teens*. Students decide which item they would like to buy and why. They can only choose one item. Students use the vocabulary presented on this page to justify their choices with *because*. For example, *I would like to buy the sunglasses because I will look cool.*

6.  **Read »**  
(10 minutes)

- Students read and complete the texts.
- Check answers as a class.

**Answer Key**

- a. already
- b. yet
- c. yet

**Grammar Box: the Present perfect with *already* and *yet***

Remind students that the Present perfect tense is used to express actions, events or situations that started in the past and continue to be relevant in the present (see: Module 3, Unit 2, Lesson 1).

Focus attention on *already* and *yet* in exercise 6. Explain that *already* is used in positive sentences, and *yet* is usually used in negative statements and questions. Write on the board:

*I've **already** bought a football for Jaime. (positive)*

*Have you decided what to buy him **yet**? (question)*

*Yes, I've **already** bought him a skateboard. (positive)*

*No, I haven't bought him a present **yet**. (negative)*

Point out that *already* usually goes between *have* or *has* and the main verb. *Yet* usually goes at the end of a sentence.

7.  **Speak »**  
(10 minutes)


- Read the rubric. Make sure students understand the task.
- Focus attention on the examples and model for pronunciation. Students repeat.
- In pairs, students read the shopping list and make similar sentences, following the examples.
- Check answers as a class.

**Suggested answers**

1. Dad has already bought a present for his daughter Jane. It's a hoodie.
2. He hasn't bought a selfie stick for Laura yet.
3. He has already bought a present for his daughter Alejandra. It's a skateboard.
4. He has already bought a present for his son Andrés. It's a football.
5. He hasn't bought a cap for his son Felipe yet.
6. He hasn't bought sunglasses for his son David yet.

**21st Century Skills Analyzing**

Students read the 21<sup>st</sup> Century Skills box and follow the instructions. Elicit as much information as possible from students as they analyze the possibilities.

8.  **Speak »** We can buy **useful** (essential) or **useless** (unnecessary) things. Choose an item from options a–d below and justify to your partner why it will be useful for you. Then, listen to your partner's choice.

a.



b.



c.




d.



OK, **although** I like all the items, I've **already** decided to buy the headphones. They will be useful **because** my parents don't like the music I listen to. So, I won't disturb them.


**Useful Expressions**

I really need new ...  
I need to change my wardrobe. I only have...  
It is / They are old-fashioned and...

9.  **Speak »** Do you know the meaning of these words? Find somebody in the class who knows the meanings of the words you don't know.


- a. strange    b. necklace    c. possessions    d. to secure    e. to impress people

59

10.  **Listen »** Listen to the introduction of a radio programme. What is the main subject of the programme? Choose a, b or c.


- a. People's favourite clothes, music and accessories.  
b. How to impress other people.  
c. The reasons people buy things.

60

11.  **Listen »** Listen to the rest of the programme and write S1 (shopper 1), S2 (shopper 2) or S3 (shopper 3), as they answer the question: *Why do we buy more things than we need?* There is an extra answer.

- a. **Because** we want to impress other people. \_\_\_\_\_  
b. **Because** shopping makes us feel safe and satisfied. \_\_\_\_\_  
c. **Because** we don't like having money in our pockets. \_\_\_\_\_  
d. **Because** we are influenced by advertising. \_\_\_\_\_  
e. **Because** buying makes us happy. \_\_\_\_\_

60

12.  **Listen »** Listen again and choose the correct option (a–c).

1. Today, Shopper 1 has **already** bought  
a. a pair of jeans.  
b. a watch.  
c. some perfume.
2. Shopper 2 has **already** bought  
a. jeans and a necklace.  
b. a watch and shoes.  
c. jeans and some perfume.
3. Shopper 3 hasn't found \_\_\_\_\_ **yet**.  
a. a book  
b. a watch  
c. some perfume

8.  **Speak »**

(20 minutes)

- Read the rubric. Make sure students understand the task. As a class, discuss the idea that we can buy things that are *useful* and *useless*.
- Students look at the pictures and decide which items are useful or useless.
- Focus attention on the example and Useful Expressions and model for pronunciation if necessary. Explain that they should follow the model.
- Focus attention on the words *although* and *because* in the model. Explain that we can use them to justify an action, opinion or decision. Write on the board:  
Although they are expensive, I've decided to buy the headphones.  
(= They are expensive, but I'm going to buy them.)  
I've decided to buy the headphones because they are really useful.  
(= They are really useful, so I'm going to buy them.)
- In pairs, students choose an item and use the Useful Expressions to explain their choices.

9.  **Speak »**

(10 minutes)

- Students discuss and write definitions of the words.
- Check answers as a class.

**Suggested answers**

- a. *strange* unfamiliar or unknown
- b. *necklace* a piece of jewellery for wearing around the neck
- c. *possessions* property or belongings; things you own
- d. *to secure* to save or protect
- e. *to impress people* to show other people how rich or successful we are

10.  **Listen »**

(15 minutes) **track 59**

- Read the rubric. Make sure students understand the task.
- Students read the three options.
- Play the audio. Students listen and check, then compare their answers in pairs.

**Answer Key**

c

**Audio Script**

59

**Reporter:** Hello. One of our favourite hobbies is shopping for clothes, music, and accessories. Although some people spend sensibly, some buy things just to impress other people. We often buy more than we need, and we often don't use the things we buy. So, we interviewed some shoppers in our nearest mall and asked them why they think we buy more things than we need.

11.  **Listen »**

(15 minutes) **track 60**

- Read the rubric. Explain that there is an extra answer not answered in the interviews.
- Play the audio. Students listen and match the answers with the shoppers.
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

- |                 |       |
|-----------------|-------|
| a. S2           | d. S3 |
| b. S2           | e. S1 |
| c. extra answer |       |

**Audio Script**

60

**Interview 1**

**Reporter:** Excuse me, sir. Can I ask you a question? Can you tell me why we buy more stuff than we need? Why do we like going shopping?

**Shopper 1:** Wow, that's a good question. Well, I think that we buy more because it makes us happy. We are happy when we own things. For example, I have already bought a watch today and I feel happy.

**Reporter:** And do you really need a new watch?

**Shopper 1:** Not really. I already have a lot of watches at home, but I just bought another one because it makes me happy. It's very strange, haha!

**Interview 2**

**Reporter:** Excuse me, madam. Can I ask you a question? How many things have you bought today?

**Shopper 2:** Well, I've already bought a pair of jeans and a gorgeous necklace.

**Reporter:** Can you tell me, why you think we buy more stuff than we need?

**Shopper 2:** What a question. I think there are two reasons. The first reason is that shopping makes us feel safe and satisfied. We think that if we have more things, we will have a more secure life and future. The second is maybe that we want to impress other people. We want to show off about our possessions. People can see that we're successful and have money to spend.

**Interview 3**

**Reporter:** Excuse me, madam. Have you finished shopping for today?

**Shopper 3:** No, I haven't. I've already bought some perfume, but I still need to get a book.

**Reporter:** Can you tell me why you think we buy more stuff than we need?

**Shopper 3:** Oh wow, what a difficult question. I think that maybe advertising controls our minds. Every day advertising on TV or the radio sends us messages to buy things, and we believe what they say and buy what they sell. I haven't really thought about this much, but I know I sometimes buy things I don't really need.

12.  **Listen »**


(15 minutes) **track 60**

- Students read the options carefully.
- Play the audio. Students listen and check their answers.
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

- |      |      |      |
|------|------|------|
| 1. b | 2. a | 3. a |
|------|------|------|

## Expanding Knowledge » Extreme Consumers

1.  **Read »** Read the article. Then, complete the sentences with the correct form of the verbs in brackets.

### Passionate Collectors or Shopping Addicts? You Decide!



Bettina Dorfmann, a woman from Germany, has collected 15,000 Barbie dolls **since** she was 13 years old. She has <sup>a.</sup>\_\_\_\_\_ (be) interested in Barbie dolls **since** she


was five years old when her father gave her her first doll in 1966. However, she has <sup>b.</sup>\_\_\_\_\_ (be) a professional collector **for** 24 years. Of course, she has <sup>c.</sup>\_\_\_\_\_ (spend) a lot of money **since** she started this hobby. Apparently, she has <sup>d.</sup>\_\_\_\_\_ (pay) nearly £200,000 **since** 1993 for all the dolls she has <sup>e.</sup>\_\_\_\_\_ (purchase). She won't stop. Bettina possesses the world record for her collection.

Jay Leno, the famous US chat show host, is crazy

about cars. He bought his first car for \$350 when he was fourteen. He has <sup>f.</sup>\_\_\_\_\_ (spend) a lot of money on cars. He has <sup>g.</sup>\_\_\_\_\_ (collect) hundreds of cars **since** the mid-1980s. He has <sup>h.</sup>\_\_\_\_\_ (buy) famous cars like Bentleys and Jaguars and less famous ones. He has <sup>i.</sup>\_\_\_\_\_ (have) an intense passion for cars **since** he was a child. He has <sup>j.</sup>\_\_\_\_\_ (own) one car, a '55 Buick Roadmaster, **for** over 40 years. Luckily, he has had the money since he became famous.

2.  **Write »** Answer the questions about Bettina and Jay using *since* or *for*.

How long has...	
a. Bettina been interested in Barbie dolls?	d. Jay collected cars?
b. Bettina been a Barbie dolls collector?	e. Jay had a passion for cars?
c. Bettina been a professional collector?	f. Jay owned his '55 Buick Roadmaster?

3.  **Speak »** Discuss the questions with a partner.

- Do Bettina and Jay collect useful things? Use evidence from the text.
- Are Bettina and Jay collectors or shopping addicts?
- Have you collected anything in your life? If not, what would you like to collect?



1.  **Read »**

(15 minutes)

- Discuss the title of the lesson as a class. Make sure students understand the meaning of *extreme consumers*. Elicit ideas about what makes a person an extreme consumer.
- Students look at the photo and read the title of the article. Elicit the difference between a *collector* and a *shopping addict*. Encourage them to speculate why the people could be passionate collectors or shopping addicts.
- Students read and complete the article with the correct form of the verbs. Give them time to read and review their answers.
- Check answers as a class.

**Answer Key**

- |              |              |
|--------------|--------------|
| a. been      | f. spent     |
| b. been      | g. collected |
| c. spent     | h. bought    |
| d. paid      | i. had       |
| e. purchased | j. owned     |

**Grammar Box: the Present perfect with *since* and *for***

Focus attention on the sentences in the text where *since* and *for* appear. Explain that:

- *since* is used when we know the starting point of an event or we are referring to a specific time or date in the past when an event started.
- *for* is used when we refer to a period of time or the time or date in the past when an event started is not specified.

Write on the board:

*Bettina Dorfmann has collected 15,000 Barbie dolls since she was 13 years old. She has been a professional collector for 24 years.*

*Jay Leno has collected hundreds of cars since the mid-1980s. He has owned a 1955 Buick for over forty years.*

Check understanding by asking which examples indicate a specific starting point and which indicate a period of time.

2.  **Write »**

(15 minutes)

- Focus attention on the expression *How long (has/have) ...?* Explain that we use this question form to ask about duration.
- Students write the six questions with *How long has* in their notebooks, then write short answers beginning with *Since* or *For*.
- Give students time to complete the task, then compare their answers in pairs.
- In pairs, students ask and answer the questions.

**Answer Key**

- a. Since she was five years old.
- b. Since she was 13 years old.
- c. For 24 years.
- d. Since the mid-1980s.
- e. Since he was a child.
- f. For over 40 years.

3.  **Speak »**


(10 minutes)

- Read the questions and check understanding.
- Students discuss the questions in pairs. Encourage them to refer back to the text in exercise 1 to check information and justify their opinions about questions a and b.
- Select a few pairs to share their opinions and ideas with the class. Elicit as much information as possible.

**Extra Activity (10 minutes)**

Students prepare six questions starting *How long ...* that they could answer about their personal lives (e.g. *How long have you studied in this school?*, *How long have you played (a sport)?* *How long have you known your best friend?* *How long have you lived in this city?*, etc.). Students ask and answer their questions in pairs. Make sure they give short answers with *since* or *for*.

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4.  **Listen »** Listen and complete the sentences (a–f) with the names and expressions in the box.

Sandra six years    Patricia got married    Jaime three years    Elena 2012    Carlos was a child

a. _____ is a shopaholic. She has been a shopaholic <b>since</b> _____ when she won the lottery.	b. _____ is addicted to smart phones. She has collected them <b>for</b> _____.	c. _____ loves postage stamps. He has collected stamps <b>since</b> he _____.
d. _____ can't stop buying old clocks. He has spent money on this hobby <b>for</b> _____.	e. _____ can't resist buying shoes. She has bought 100 pairs <b>since</b> she _____ last year.	f. <u>Dad</u> is crazy about ties. He has had this obsession <b>for</b> <u>five years</u> .


5.  **Speak »** Read this Blog post. Do you agree? Discuss with a partner.

Do Celebrities Spend Their Money Foolishly?

They earn a lot of money but does this mean that rich and famous people should spend their money so extravagantly? For example, the famous singer and fashion designer Victoria Beckham has spent over \$2 million on handbags! Justin Bieber is famous for spending his money irresponsibly: he has even rented a house not to live in but just to have parties in. Beyoncé bought an aeroplane for her husband Jay Z for \$47 million and Cristiano Ronaldo has spent \$15 million on sports cars. What a waste of money; he can only drive one at a time! I wish these people would not waste their income so carelessly when they could spend it responsibly.

Although Victoria Beckham earns a lot of money, I think she has spent it **foolishly**. She has wasted a lot on handbags!

I don't agree! She works in fashion. It's her own money; she can spend it how she wants.

6.  **Speak »** Use the questionnaire to interview a classmate and find out if he/she is a compulsive shopper.

Are You a Shopping Addict?			
	Always	Sometimes	Never
1. Do you buy chocolates, sweets, snacks and fast food <b>carelessly</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you spend the pocket money your parents give you <b>quickly</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you buy clothes and accessories <b>unnecessarily</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you saved any money <b>cautiously</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever felt guilty after buying useless products <b>foolishly</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.  Listen »

(20 minutes) track 61

- Read the rubric. Make sure students understand the task.
- Set the context: students will listen to six short conversations about shopping addicts and collectors.
- Students read the sentences. Check they understand the meaning of any important words, e.g. *addicted to*, *can't resist*, *(be) crazy about*, *obsession*, *purchase*, *shopaholic* (someone addicted to shopping).
- Play the audio. Students listen and complete the sentences.
- Play the audio again if necessary. Students compare their answers in pairs.
- Check answers as a class.

Answer Key

- a. Sandra, 2012
- b. Patricia, three years
- c. Jaime, was a child
- d. Carlos, six years
- e. Elena, got married

Audio Script

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Conversation 1

A: What about your dad, is he a consumer?

B: Yes, he is. Dad is crazy about ties. He says it's just a hobby; I think it is an obsession. He's had this obsession for five years now. It drives Mum crazy: she has nowhere to put all her shoes!

Conversation 2

A: Is Patricia a compulsive shopper?

B: Definitely, she's addicted to smart phones! She's collected them for three years. She just loves them!

Conversation 3

A: Would you agree that Carlos is a compulsive collector?

B: Definitely. He can't stop buying old clocks. Most of the clocks don't work, but he's wasted money on this strange hobby for six years now.

Conversation 4

A: Where is Elena going?

B: She's going shopping. She just can't resist buying shoes. I think she's bought a hundred pairs of shoes since she got married last year.

Conversation 5

A: Have you noticed that Sandra goes shopping every weekend?

B: Yes, I have. Sandra is a real shopaholic. I think she hasn't stopped shopping since she won the lottery in 2012! Although she is a millionaire, she shouldn't waste her money like that.

Conversation 6

A: Somebody told me Jaime is a collector. What does he collect?

B: Jaime loves postage stamps. He has collected stamps since he was a child. Although it's an interesting hobby, I guess, he's really spent a lot of money on those stamps.

Write on the board:

*Justin Bieber is famous for spending his money irresponsibly.*

*People should not spend their income so carelessly.*

*I spend money responsibly, but my brother spends it foolishly.*

- Students read the blog post and discuss the opinions expressed about the celebrities' spending in pairs. Encourage them to follow the example.
- Select a few pairs to act out their dialogue for the class.

6.  Speak »

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students read the questions in the chart, then ask and answer the questions with a partner and note down his/her answers. Encourage students to provide additional information when they answer.
- Pairs share each other's answers with the class.

5.  Speak »


(20 minutes)

- Explain that students are going to read a blog post about how celebrities spend their money. Check they know who the celebrities are.
- Focus attention on the example and model for pronunciation. Students read the example aloud in pairs.
- Students discuss whether they agree with the opinion in the example. Elicit opinions as a class.

Grammar Box: Adverbs of manner

Focus attention on the adverbs of manner that appear in the blog post (*carelessly*, *extravagantly*, *irresponsibly*, *responsibly*) and make sure students understand the meaning. Explain that adverbs of manner tell us **how** someone behaves or does something, and are usually formed by adding *-ly* to an adjective (e.g. *foolish*, *foolishly*). They usually come either after the main verb or after the object in a sentence.

# module 4 // Unit 1

7.  **Speak »** Have you ever wasted your money? Use the expressions in the example and the Word Bank to justify your spending to a partner. Then, as a class, discuss spending habits using information from exercises 6 and 7.

I have **always** spent money **cautiously** because...




Yes, I have. **Instead** of spending money **carelessly** on snacks, I will try to

**Although** I spend my money **foolishly**, I

**Word Bank**

<b>Positive adverbs:</b>	<b>Negative adverbs:</b>
carefully	carelessly
cautiously	foolishly
correctly	irresponsibly
responsibly	unnecessarily
wisely	unwisely




Useful Expressions


Instead of...

Because...

Although...

8.  **Write »** Look at the list of how Colombian teenagers spend their money. Now, make a list for yourself. Order it from 1 (the product you buy the *most*) to 5 (the product you buy the *least*).

Top things Colombian teenagers spend their pocket money on	
a. shoes & clothes	
b. fizzy drinks & ice-cream	
c. sweets & chocolates	
d. fast food	
e. video games	


9.  **Write »** Look at the examples and write a self-reflection note about how you have spent your money during your life.

I often manage my money **correctly** **because** I don't spend much money on fizzy drinks.

**Instead of** spending **unwisely** on fizzy drinks, I will...

**Although** I always spend all my pocket money, .....

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10.  **Pronunciation »** Listen and complete the sentences. Notice how the sound /S/ blends with other words.

<p>a. She's _____ millions _____ dollars _____.</p>	<p>c. I've collected stamps _____ I _____ child.</p>
<p>b. He's _____ all his _____ this _____.</p>	<p>d. I have always _____ money because _____ want to _____ a house</p>


7.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the meaning of *wasted*.
- Focus attention on the example sentences, the adverbs of manner and the Useful Expressions.
- Review the meaning and use of *because*, *although* and *instead of* to justify an action, opinion or decision (see Lesson 1, exercise 8).
- Give students time to prepare their ideas.
- In pairs, students discuss their spending habits, following the examples. Lead a whole-class discussion on spending habits. Start with the question: *Have you ever wasted your money?*


**Extra Activity (15 minutes)**

Students close their notebooks. Test their memory by asking them to complete these sentences logically with any of the adverbs of manner in this exercise.


1. I do my homework \_\_\_\_\_.
2. I use my money \_\_\_\_\_ because I am saving to buy a new bike.
3. Instead of buying so many sweets \_\_\_\_\_, from now on I will buy some fruit.
4. I sometimes speak \_\_\_\_\_, but now I will try to be respectful.
5. I always treat my dog \_\_\_\_\_.

8.  **Write »**  
(10 minutes)

- Students write a similar list and number it in order.
- Check ideas as a class.

9.  **Write »**  
(10 minutes)

- Students write their self-reflection note, following the examples. Encourage them to use adverbs of manner and *because*, *although* and *instead of* to explain their actions.
- Ask for volunteers to read their notes to the class.

10.  **Pronunciation »**  
(10 minutes) **track 62**

- Explain that in natural speech, when an *s* sound is followed by another *s* or a vowel, the sounds run together.
- Play the audio. Students listen and complete the sentences.
- Play the audio again if necessary.
- Demonstrate how the sounds run together by modelling them yourself. Students listen and repeat.

**Answer Key**

- a. spent, of, on handbags
- b. wasted, savings, year
- c. since, was a
- d. saved, I, purchase

**Audio Script**

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- a. She's spent millions of dollars on handbags.
- b. He's wasted all his savings this year.
- c. I've collected stamps since I was a child.
- d. I have always saved money because I want to purchase a house.

**Extra Activity (15 minutes)**

Students write about their own experience with money and consumption this year, reflecting on:

1. A useful item they have bought this year.
2. Some unnecessary clothing they have bought.
3. A gift they have given someone this year.
4. Something they have eaten constantly this month.
5. An expensive item their parents have purchased this year.

## Preparing Your Task » Shopping Traditions in Three Countries

### 1. Read »

Work in groups of three. Student A, read about the United States; Student B, read about Colombia; Student C, read about the United Kingdom. Choose the correct options to complete the text.

### Shopping traditions: the excuse to buy

#### A. Shopping in the United States

Americans <sup>1</sup> **have lived / have celebrated** Black Friday since 1932. It is the day after Thanksgiving Day in the US. It <sup>2</sup> **has been / has had** the biggest shopping day of the year ever since because many shops offer low prices on many items. Since 1932, shops <sup>3</sup> **have opened / have closed** their doors at 5.00 a.m. Hundreds of customers come in quickly to buy Christmas presents. In recent years, shoppers <sup>4</sup> **have chosen / have visited** to shop online because they don't like the crowds.



#### B. Shopping in Colombia

December has always been a time to go shopping in Colombia. However, Colombians <sup>5</sup> **have started / have learned** to forget some Christmas traditions because they <sup>6</sup> **have done / have become** a consumer society. In the past they prayed to baby Jesus in the "novena" and sang carols. Today these traditions <sup>7</sup> **have increased / have diminished** because new generations think that Christmas means going shopping.



#### C. Shopping in the United Kingdom

In the UK, people <sup>8</sup> **have always spent / have always celebrated** Boxing Day. It is the day after Christmas Day, on 26th December. Boxing Day <sup>9</sup> **has left / has been** an important day for post-Christmas shopping. Many shoppers spend the night and early morning waiting in queues to get into the shops and buy items at lower prices. Traditionally, British people <sup>10</sup> **have always watched / have always rented** football and rugby matches on this day.



### 2. Speak »

In your groups, take turns to ask and answer the questions.

#### Questions on Black Friday

1. How long have Americans celebrated Black Friday?
2. When do Americans celebrate Black Friday?
3. Why do they shop on Black Friday?
4. What shopping options have Americans chosen?

#### Questions on Colombia

1. What has traditionally been the time to go shopping in Colombia?
2. Why have Colombians started to forget some Christmas traditions?
3. What was a Christmas tradition in the past?

#### Questions on Boxing Day

1. When do the British celebrate Boxing Day?
2. Why do the British go shopping on Boxing Day?
3. What have the British traditionally watched on Boxing Day?

1.  **Read »**

(20 minutes)

- Find out if students know when the main shopping season in Colombia is and what Colombians usually buy.
- Read the rubric. Make sure students understand the task.
- Give students time to read and complete their text.
- Check answers as a class.

**Answer Key**

1. have celebrated
2. has been
3. have opened
4. have chosen
5. have started
6. have become
7. have diminished
8. have always celebrated
9. has been
10. have always watched

2.  **Speak »**

(15 minutes)

- Each student answers the questions based on the text they read in exercise 1.
- Check answers as a class.

**Answer Key**

Questions on Black Friday

1. since 1932
2. the day after Thanksgiving Day
3. because many shops offer low prices on many items
4. to shop online because they don't like crowds.

Questions on shopping in Colombia

1. December
2. because they have become a consumer society
3. people prayed to baby Jesus in the *novena* and sang carols


Questions on Boxing Day

1. the day after Christmas Day, on 26<sup>th</sup> December
2. because items are at low prices
3. football and rugby matches

**Extra Activity (10 minutes)**

Students write a five-sentence paragraph describing how they celebrate Christmas with their families. Encourage them to focus on traditions and shopping, and to describe the most memorable Christmas presents their parents have given them.

# module 4 // Unit 1

3.  **Speak »** Look at the Christmas shopping list and note down the useful presents you want to buy for your family. Then, practise the dialogue with a partner.


### Student A

Christmas shopping list		
	Relative	Useful present
X	Mum	
✓	Dad	tie
✓	Brother	
X	Sister	
✓	Grandparents	

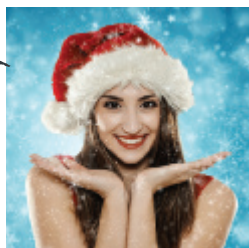
### Student B

Christmas shopping list		
	Relative	Useful present
X	Mum	
✓	Dad	
✓	Brother	
X	Sister	handbag
✓	Grandparents	

- A: **Have you thought about** your dad's Christmas present?  
 B: Yes. **I've decided** to buy him a tie.  
 A: That's very useful! **I've decided** to buy my sister a handbag.  
 B: That's useful, too! Good choice.


4.  **Speak »** The tick (✓) in the shopping list in exercise 3 indicates you **have already bought** their Christmas present. The (X) indicates you **haven't yet**. Ask each other questions, following the prompts in the example.

Have / **already** / buy / a Christmas present for your \_\_\_\_\_?



Yes, I \_\_\_\_\_ **already** \_\_\_\_\_

No, I \_\_\_\_\_ **yet**. I'll buy \_\_\_\_\_

5.  **Speak »** In groups, read these shopping mistakes and suggest why shoppers make them. Use positive and negative adverbs and *instead of*, *although* and *because*.

#### Shopping mistakes

- Not making shopping lists  
*In my opinion, **instead of** shopping **carelessly**, we should make shopping lists **carefully**.*
- Choosing busy times to go shopping
- Taking too much money with us
- Not comparing prices in other shops
- Trying to buy too many products on one day
- Buying products at the last minute



3.  **Speak »**

(10 minutes)

- Read the rubric. Make sure students understand the task.
- Students complete the list with a choice of present for every family member.
- Focus attention on the example dialogue and model for pronunciation. Students repeat.
- Students take turns to initiate similar dialogues about their choices of Christmas presents.
- Give them time to practise their dialogues.
- Select a few pairs to act out their dialogue for the class.

4.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Model the example with a student.
- Students take turns to initiate similar dialogues about the presents they *have already bought / haven't bought yet*.
- Give them time to practise their dialogues.
- Select a few pairs to act out their dialogue for the class.

**Extra Activity (15 minutes)**

This is an opportunity to review the use of *already* and *yet*. Students think about three activities they have already done today and three activities they haven't done yet. Encourage them to say when they are going to do the things they haven't done yet. Give an example: *I have already done my maths homework. I haven't had breakfast yet. I'll eat something after class.*

5.  **Speak »**

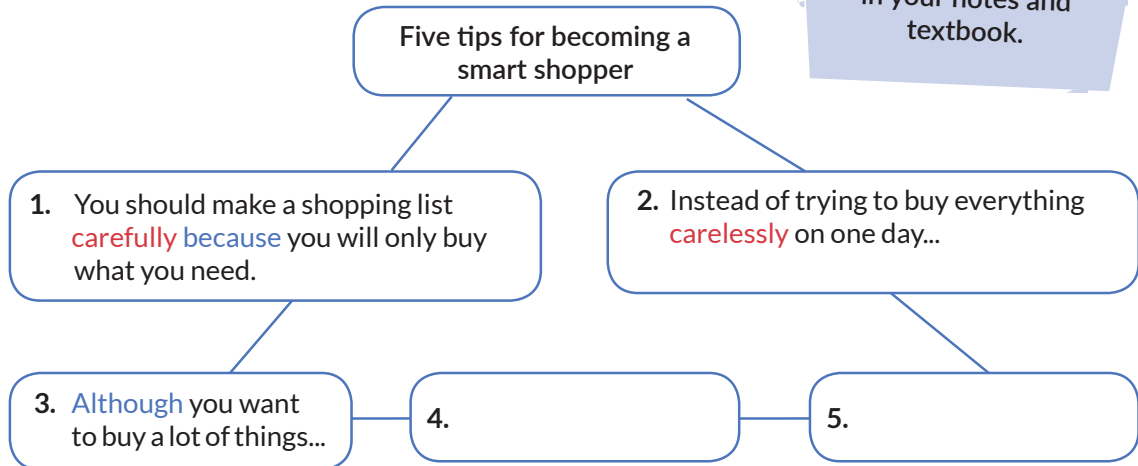
(15 minutes)

- Read the rubric. Make sure students understand that the purpose of the task is to practise using adverbs of manner and *although, because* and *instead of*.
- Students read the mistakes and discuss why they think shoppers make those mistakes.
- Students read the example and work together to complete the table with similar sentences, based on their discussion.
- Check answers as a class.

6.  **Write »**

Complete the suggestions for avoiding mistakes when shopping. Use the words in the boxes.

**Study Tip**  
Review examples in your notes and textbook.



7.  **Group work »**

In groups, design a questionnaire to ask students five questions about their shopping habits. (For an example of a questionnaire, see Lesson 2, exercise 6). Use these prompts:

- a. you / ever / buy / useless items / in your life?
- b. you / purchase clothes and articles because you want to impress others?
- c. you / believe / you / be / a shopping addict or a careful shopper?
- d. you / ever / waste / your money on something?
- e. you / ever / save / money to buy presents for your family?



6.  **Write »**

(15 minutes)

- Read the rubric and the example (1).
- Students complete tips 2 and 3, and write two new tips, 4 and 5, using their own ideas. Explain that they can reuse their ideas from exercise 5.
- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes.

**Study Tip (10 minutes)**

Students read the tip. Explain that by looking at sentences and examples in their notebooks, from previous lessons, they will be able to remember and reuse language.

7.  **Group Work »**

(10 minutes)

- Students work in groups to create a questionnaire. Encourage them to look back at the example of a questionnaire in lesson 2, exercise 6.
- Give groups time to complete the questions, then ask and answer the questions with another group.
- Check answers as a class.

**Answer Key**


- a. Have you ever bought useless items in your life?
- b. Have you ever purchased clothes and articles because you want to impress others?
- c. Have you ever believed that you are/were a shopping addict or a careful shopper?
- d. Have you ever wasted your money on something?
- e. Have you ever saved money to buy presents for your family?

**Extra Activity (10 minutes)**

Students work in pairs and ask each other the questions they created in exercise 7. They should be honest with their answers. Students write the answers on a sheet of paper. Collect the papers and highlight any grammar, spelling or punctuation mistakes if necessary. Be aware that students will pilot the questions with this activity and will later have to interview other people in the school using these questions.

# module 4 // Check Your Progress

## Check Your Progress

1.  **Write »** Sebastián and Carolina are talking about their mother's birthday. Complete the conversation with *already* or *yet*.

**Sebastián:** I have <sup>a</sup> \_\_\_\_\_ bought a phone for Mum. Have you decided what to buy <sup>b</sup> \_\_\_\_\_?


**Carolina:** Yes, I have. But I haven't bought her cake <sup>c</sup> \_\_\_\_\_. You said you would give me some money.

**Sebastián:** I have <sup>d</sup> \_\_\_\_\_ given it to you. Haven't you spent it <sup>e</sup> \_\_\_\_\_?

**Carolina:** Oh, I remember now. It is in my purse.



I can describe present and past experiences. ✓	
Very well	
Quite well	
With difficulty	

2.  **Write »** Justify your points of view by completing these ideas.

a. **Instead of spending** money on sweets and snacks, \_\_\_\_\_.

b. I would like to save money **because** \_\_\_\_\_.


c. You should make a shopping list carefully **because** \_\_\_\_\_.

d. **Although** we waste money on things to impress people, \_\_\_\_\_.



I can justify points of view about shopping practices. ✓	
Very well	
Quite well	
With difficulty	


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3.  **Listen »** Listen and choose the things three celebrities have spent their money on. Also, tick (✓) if they have spent the money wisely or unnecessarily.

Celebrity	Spent money on		
	a.	b.	c.
1. Andrew Jackson, painter	sports cars	antique statues	jewels
2. Sasha, top model	clothes	beauty products	trips
3. Bobby Smith, actor	trips	antique statues	sports cars

Wisely	Unnecessarily


I can express opinions about shopping practices. ✓	
Very well	
Quite well	
With difficulty	

1.  **Write »**  
(15 minutes)


- Students read the conversation and complete the sentences.

**Answer Key**

- a. already
- b. yet
- c. yet
- d. already
- e. yet

2.  **Write »**  
(15 minutes)

- Students read and complete the sentences using their own ideas.

3.  **Listen »**  
(15 minutes) **track 63**

- Play the audio. Students listen and select the correct answers.
- Play the audio again if necessary, so that students can check their answers.

**Answer Key**

- 1. a / unnecessarily
- 2. a / unnecessarily
- 3. a / wisely

**Audio Script**

**63**

**TV host:** And now in our entertainment section we will talk about three famous celebrities and what they have spent their money on to impress people. The first one is the famous painter Andrew Jackson. He has earned a lot of money from his paintings, but he spends his money on sports cars. He has already bought ten cars. Although he has spent a lot of money on cars, he has never driven any of them.

Our second celebrity, Sasha, the top model, has spent her money on more and more expensive clothes that she doesn't need. She can't stop shopping, and people say she's becoming a shopping addict.

Our last celebrity is Bobby Smith, the famous actor. Instead of wasting his fortune, we think this man has spent his money wisely. He likes to travel around the world with his wife and son. They have all enjoyed their trips and have learned about different cultures and countries of the world. That's a good way to spend money.

# Unit » 2

## Controlling Expenses!

### » Objectives

- » I can describe present and past experiences.
- » I can justify points of view.
- » I can propose or present a solution.


## In Context » Too Good to Be True!

1.  **Read »** Read the definitions in the crossword. Then, complete the spaces with the words.

slim    trainer    acne    cream    gym    in shape

a. Small spots on your face	A	C	N	E					
b. Having a good body									
c. Thin in an attractive way									
d. A soft ingredient to put on your skin									
e. A place to do exercise and aerobics									
f. A person who helps people in a gym									

64

2.  **Listen »** Listen to the radio advertisements. Complete the gaps.

**1 Dersa Secret**

The *acne*<sup>1</sup> \_\_\_\_\_ that really works!

"I have been using it for only two weeks and my <sup>2</sup> \_\_\_\_\_ has disappeared."



Call 1-800-948-8488 or contact us at [orderdersasecret.com](http://orderdersasecret.com)

**2 Body Strength Fitness Centre**

The newest <sup>3</sup> \_\_\_\_\_ in the area!

- Weight programme
- "Get <sup>4</sup> \_\_\_\_\_ Fast" aerobics
- Olympic swimming pool

Come and meet your personal <sup>5</sup> \_\_\_\_\_. They have all been training for years. Get in <sup>6</sup> \_\_\_\_\_ with us!



Call us now on: 3105698354 or visit our website: [bodystrength.com](http://bodystrength.com)

# Unit » 2 Controlling Expenses!

## Unit Objectives


Basic Standards of Competences	Prepare short written and spoken narrative texts on spending habits, travel and memorable experiences.
Vocabulary	Vocabulary related to shopping habits, vacations and travelling
Grammar	Present perfect continuous; Expressions to justify actions, decisions and opinions: <i>although, because, instead of (-ing)</i>

1.  **Read »**  
(10 minutes)

- Set the context. Students read the title of the unit and the lesson. Explain that they are going to listen some advertisements that promote some 'miraculous' products. Elicit the meaning of *too good to be true*.
- Students read the words and definitions. These words appear in the advertisements. Model the pronunciation.
- Students complete the spaces with the words. Encourage them to use a dictionary if necessary.
- Check answers as a class.

**Answer Key**

- |             |            |
|-------------|------------|
| a. acne     | d. cream   |
| b. in shape | e. gym     |
| c. slim     | f. trainer |

2.  **Listen »**  
(20 minutes) **track 64**

- Focus attention on the advertisements. Students look at the photos and read and identify the product and sports service. Elicit predictions about the characteristics of the product and service.
- Play the audio. Students listen and complete the information with the words from exercise 1.
- Play the audio again if necessary. Students compare their answers in pairs.

**Answer Key**

- |          |            |
|----------|------------|
| 1. cream | 4. Slim    |
| 2. acne  | 5. trainer |
| 3. gym   | 6. shape   |

**Audio Script**

64

1. **Girl 1:** Oh, María, I have been cleaning my face with this lotion for two months and I have still got acne. My skin feels so dry.

**Girl 2:** Ivonne, you should try Dersa Secret. I have been using it for only two weeks and my acne has disappeared. And Dersa Secret leaves your skin really soft and not dry at all.

**Man:** Dersa Secret, the acne cream that really works. Order now because there's a world out there waiting for you. Call 1-800-948-8488 or contact us at [orderdersasecret.com](http://orderdersasecret.com).

2. We have just opened a new *Body Strength Fitness Centre* in the city centre. Come and see this modern gym where you can really get in shape. We offer personalized training, a weight programme, free "get slim fast" aerobics and an Olympic swimming pool. Our personal trainers have been training for years to help you. You can join for as little as \$100 a month. This is the gym that you have been looking for. Call us now on: 310-569-8354 or visit our website: [bodystrength.com](http://bodystrength.com)

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**3. Listen »** Listen again. Reorder the words to make phrases you heard in the radio advertisements.

1. for two months / with this lotion / I / cleaning / my face / have been

\_\_\_\_\_

2. two weeks / have been / I / using / for only / it

\_\_\_\_\_

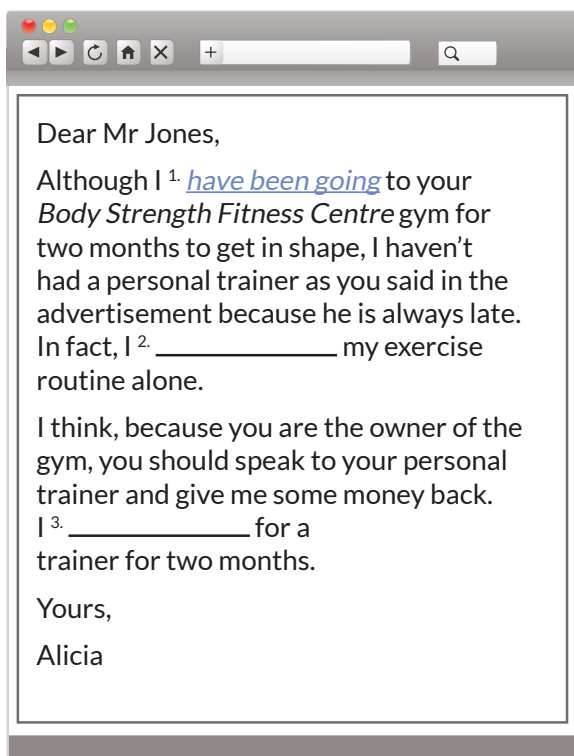
3. have been / our personal trainers / for years / training

\_\_\_\_\_

4. that you / this is / looking for / have been / the gym

\_\_\_\_\_

**4. Read »** Read the emails. Then, match them to the radio advertisements (1 and 2) in exercise 2.

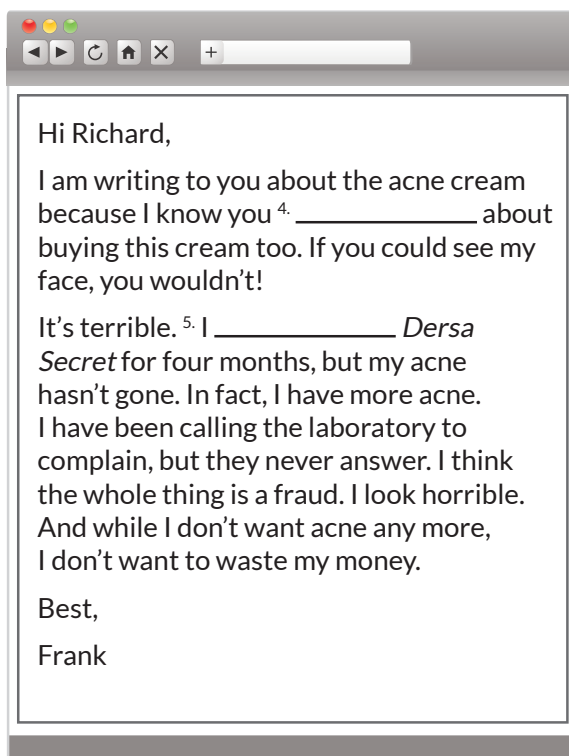


Dear Mr Jones,

Although I <sup>1</sup> *have been going* to your *Body Strength Fitness Centre* gym for two months to get in shape, I haven't had a personal trainer as you said in the advertisement because he is always late. In fact, I <sup>2</sup> \_\_\_\_\_ my exercise routine alone.

I think, because you are the owner of the gym, you should speak to your personal trainer and give me some money back. I <sup>3</sup> \_\_\_\_\_ for a trainer for two months.

Yours,  
Alicia



Hi Richard,

I am writing to you about the acne cream because I know you <sup>4</sup> \_\_\_\_\_ about buying this cream too. If you could see my face, you wouldn't!

It's terrible. <sup>5</sup> I \_\_\_\_\_ *Dersa Secret* for four months, but my acne hasn't gone. In fact, I have more acne. I have been calling the laboratory to complain, but they never answer. I think the whole thing is a fraud. I look horrible. And while I don't want acne any more, I don't want to waste my money.

Best,  
Frank

**5. Read »** Use the prompts (a–e) to make phrases. Complete the gaps in the emails in exercise 4.

- a. have / be / go
- b. have / be / do
- c. have / be / think
- d. have / be / use
- e. have / be / pay



3.  Listen »

(10 minutes) track 64

- Read the rubric. Make sure students understand the task.
- Students read the jumbled sentences before listening.
- Play the audio. Students listen and write the words in the correct order for each sentence.
- Play the audio again, pausing if necessary. Students confirm their answers.
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

1. I have been cleaning my face with this lotion for two months.
2. I have been using it for only two weeks.
3. Our personal trainers have been training for years
4. This is the gym that you have been looking for.

**Grammar Box: Present perfect continuous**

Explain that we use the Present perfect continuous to refer to an action that started in the past and is still in progress now. Focus attention on the form (*have been -ing*) and the position of the auxiliary *has/have* in positive statements.

1. *I have been cleaning my face with this lotion for two months.*
2. *I have been using Dersa Secret for only two weeks.*
3. *Our personal trainers have been training for years.*

**Extra Activity (15 minutes)**

Encourage students to tell the class the name of an item they have been using recently or an activity they have been doing this year to take care of their appearance (e.g. an anti-acne cream, a lotion, a shampoo, a moisturizing cream, doing exercise, jogging). Make a list on the board. Elicit information about why they use those products or do those activities. Ask them if it is important for them to take care of their appearance, and why.

4.  Read »

(15 minutes)

- Explain that the emails are written by some customers complaining about the products in the radio advertisements in exercise 2.
- Students read the emails quickly and match with the radio advertisements.
- Check answers as a class.

**Answer Key**

- a. Alicia 2.
- b. Frank 1.


5.  Read »

(30 minutes)

- Students use the prompts (a–e) to make phrases in the Present perfect continuous and complete the gaps in the emails in exercise 4. Focus attention on the example 1.
- Give students time to read and check their answers.
- Students compare their answers in pairs.
- Check answers as a class.


**Answer Key**



1. have been going
2. have been doing
3. have been thinking
4. have been using
5. have been paying

6.  **Read** » Match the first part of each sentence (1–4) with the endings (a–d).

- |   |   |
|---|---|
| 1. <i>Body Strength Fitness Centre</i> claims to offer a personal trainer | a. the laboratory never answer when he calls to complain. |
| 2. Alicia wants the owner to speak to the personal trainer                | b. but Alicia has been exercising alone.                  |
| 3. Frank thinks <i>Dersa Secret</i> is a fraud because                    | c. as well as some money back.                            |
| 4. Frank has been using <i>Dersa Secret</i> for four months               | d. but his acne hasn't gone.                              |


65

7.  **Listen** » Listen to two people making complaints. Then, order the sentences in each conversation from 1 to 4.

<p><b>Conversation 1.</b></p> <p>Shampoo to control hair loss</p>  <p>_____ a. I haven't seen any results.</p> <p>_____ b. Although <i>I've been washing</i> my hair ...</p> <p>_____ c. Give me my money back.</p> <p>_____ d. We don't sell shampoo.</p>	<p><b>Conversation 2.</b></p> <p>Payment for an Italian course</p>  <p>_____ a. <i>I've been waiting patiently</i> for the package.</p> <p>_____ b. That's strange. What's the purchase order number?</p> <p>_____ c. Hello, Language Institute. May I help you?</p> <p>_____ d. I paid for an Italian course with my credit card.</p>
---	---

**Word Bank**

- fraud
- make a complaint
- false advertising
- to complain

8.  **Speak** » Match the Organization, Situation and Complaint in the three columns. With a partner, practise short conversations. Student A calls to complain about the fraud. Student B gives excuses. Then, switch roles.

Organization	Situation	Complaint	Sentences to use
1. National Lottery Office	a. You paid for a French course with your credit card.	i. The International Language School hasn't sent you the books and material to study.	<i>I've been waiting for I've been putting I've been calling, but ...</i>
2. International Language School	b. You want to have a clean face.	ii. The National Lottery Office hasn't given you the money.	
3. <i>Dersa Secret</i>	c. You won the lottery!!	iii. You have more acne.	

6.  **Read »**

(10 minutes)

- Give students time to read the first part of each sentence and the endings before they match them.
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

1. b    2. c    3. a    4. d

**Extra Activity (10 minutes)**

Write the following problem on the board. *You have been using the Machine Exercise Power for five months because you want to get in shape. You have been exercising every day, but you haven't seen any results. Also, the machine has a problem and is making a funny sound.*

In pairs or groups, students write an email to complain about the machine, using the emails in exercise 4 as a model.

7.  **Listen »**

(15 minutes) **track 65**

- Read the rubric. Make sure students understand the task.
- Students read the sentences they will put in order.
- Play the audio. Students listen to each conversation and number the sentences in order.
- Play the audio again if necessary. Students confirm their answers in pairs.
- Check answers as a class.

**Answer Key**

**Conversation 1.**

1. b    2. a    3. c    4. d

**Conversation 2.**

1. c    2. d    3. a    4. b

**Audio Script**

**65**

**Conversation 1**

**Woman:** Hello. May I help you?

**Man:** Yes, please. I bought some shampoo to control hair loss and, although I've been washing my hair with that shampoo for five months, I haven't seen any results. Could you please give me my money back?

**Woman:** Sorry, er, I think you have the wrong number.

**Man:** Isn't this 1-800-6889-9098?

**Woman:** Yes, sir, that is our number, but... we don't sell shampoo. Bye.

**Man:** Hey. Are you there? Hello?

**Conversation 2**

**Man:** Hello, Language Institute. May I help you?

**Woman:** I paid for an Italian course with my credit card online. However, the course hasn't arrived yet. I've been waiting patiently for the package for two months, but nothing has arrived yet.

**Man:** That's strange. What's the purchase order number?

**Woman:** It's 0009090.

**Man:** Let me check. No, we don't have that order.

**Woman:** Is this some sort of fraud?

8.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the task. Explain that the purpose is to practise using the Present perfect continuous and that they should use the phrases in red.
- In pairs, students match the three components of each conversation, then act out the conversations.
- Students switch roles so that both have the opportunity to practise complaining using the Present perfect continuous.
- Select a few pairs to act out their conversations for the class.

**Answer Key**

1. 3. 2.  
2. 1. 1.  
3. 2. 3.

**Extra Activity (15 minutes)**

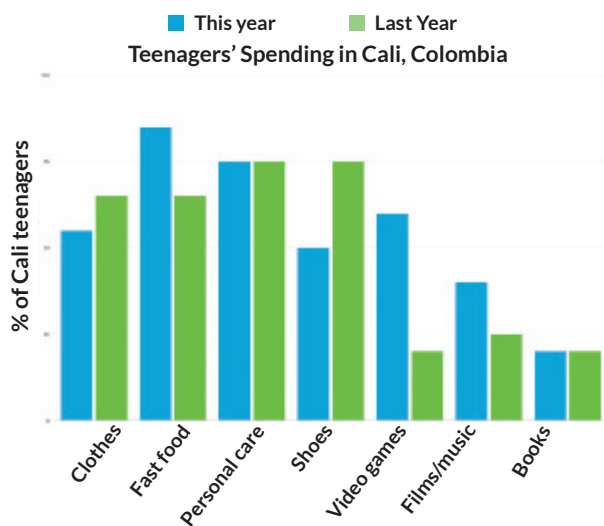
Students imagine that this month they have been very busy because they have been trying hard to solve some problems. Write the following sentences on the board. Students complete the sentences with their own ideas.

1. *You failed your science exam = I have been \_\_\_\_\_ this math.*
2. *You have noticed that acne has appeared on your face = I have been \_\_\_\_\_*
3. *Your mobile phone broke and you want to buy a new one = I have been \_\_\_\_\_*
4. *You have been ill because of a heavy cold = I have been \_\_\_\_\_*

# Expanding Knowledge » Do I Control My Expenses?

1.  **Read »**

The graph shows the results of a survey conducted with 1,000 teenagers in Cali about what they spend their money on. Read the statements (a-d) and choose True (T), False (F), or the survey doesn't say (DS).



Today, Colombian teenagers want to be more independent and spend their own money on what they want. Their consumption of some things has changed significantly this year. These are the figures for what teenage Caleños spent their money on this year compared to last year.



This year, Cali teenagers **have been** ...

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
|   | T                        | F                        | DS                       |
| a. <b>spending</b> more money on clothes than last year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. <b>eating</b> more fast food than last year          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. <b>spending</b> less money on personal care          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. <b>drinking</b> more fizzy drinks than last year     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2.  **Write »**

Complete the sentences (a-c) with the words in the box.

three quarters      half      quarter

- Less than a \_\_\_\_\_ of Cali teenagers have been spending money on books this year.
- This year over 60% of teenagers have been spending money on clothes while last year it was just over \_\_\_\_\_.
- \_\_\_\_\_ of Cali teenagers have been spending money on personal care this year, the same as last year.

1.  **Read »**

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Give students time to read the introduction and become familiar with the information in the graph.
- Explain that this year is not over yet.
- Students read and tick the statements T, F or DS, then confirm their answers in pairs.
- Check answers as a class.

**Answer Key**

a. T    b. F    c. F    d. DS

2.  **Write »**


(15 minutes)

- Focus attention on the words and make sure students understand that these refer to fractions – elicit by writing on the board:  $\frac{3}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{4}$ .
- Give students time to read and complete the sentences. Students use the graph in exercise 1.
- Check answers as a class.
- As an extension, focus attention on the phrases to describe quantity: *less than*, *over*, *just over*, *the same as*.

**Answer Key**a. three quarter  
b. half  
c. quarters**Extra Activity (15 minutes)**

Encourage students to study the graph in exercise 1 further and write sentences in which they compare Cali teenagers' spending this year with last year. They should write sentences with *although* and *while*. Give an example:


*Although 60% of Cali teenagers spent money on video games last year, less than 20% have been spending money on video games this year.*

66 3.  **Listen »** These people spend too much money on their lifestyles. Listen and match the conversations (1-3) to the photos (a-c).



66 4.  **Listen »** Listen again. Which of these expressions (a-c) are mentioned in each conversation?

- |                         |                         |                      |
|-------------------------|-------------------------|----------------------|
| 1. a. instead of buying | b. while buying         | c. as well as buying |
| 2. a. while this year   | b. as well as this year | c. but this year     |
| 3. a. although          | b. the same as          | c. while             |


5.  **Speak »** Work with a partner. Calculate your monthly expenses and write the figures in the 'You' column. Then, interview your partner and complete the information in the column 'Your partner' column.

Our monthly expenses	You	Your partner
a. School supplies (notebooks, photocopies, pencils, paper ...)	\$	\$
b. Snacks	\$	\$
c. Clothes (jeans, T-shirts ...)	\$	\$
d. Going to the cinema	\$	\$

How much do you spend on school supplies per month?

According to my calculations, I spend \$ \_\_\_\_\_ on school supplies. How about you?



3.  **Listen »**  
(20 minutes) **track 66**
- Focus attention on the photos and encourage students to guess what the people spend their money on.
  - Play the audio. Students listen and match the conversations with the photos.
  - Play the audio again if necessary. Students compare their answers in pairs.
  - Check answers as a class.

**Answer Key**

a. 3      b. 1      c. 2

**Audio Script**

**66**

**Conversation 1**

**Guillermo:** What's wrong, Sara? You look worried.

**Sara:** I am worried, Guillermo. I've been spending too much money this year. I have to pay the personal trainer at the gym, buy pills to lose weight and go to the spa. It just adds up to too much money in one month. What can I do?

**Guillermo:** You should control your monthly expenses. Instead of buying pills and going to the spa, you should save that money. You don't need those things.

**Sara:** Thank you. I'll take your advice.

**Conversation 2**

**Jo:** Harry, what's wrong? You look worried.

**Harry:** I've been thinking about money. Last year I saved a lot of money, but this year I have spent a lot.

**Jo:** How come?

**Harry:** I've been spending money on silly things. I've bought expensive jackets, ties and shoes that I really don't need.

**Jo:** Take my advice, Harry. You should carry a notebook with you and write a list of the things you actually need and don't buy anything else. It will help you to control your expenses.

**Harry:** Wonderful idea. Thank you, Jo.

**Conversation 3**

**Leonardo:** Mum, could you give me more pocket money? I've spent all my pocket money this week.

**Mum:** I know that you have been spending all your pocket money on video games and fast food. So, Leonardo, whether you like it or not, we won't give you more money.

**Leonardo:** But you must give me more. It is a parent's responsibility to support their children.

**Mom:** Well, you should work for your money the same as we do. So, if you want more money, then you need to wash the dishes and take the rubbish out. Also, you need to get good grades like your sister.

**Leonardo:** What?

5.  **Speak »**  
(10 minutes)

- Read the rubric. Make sure students understand the task.
- Give students time to read the information in the chart and complete the 'You' column for themselves.
- Focus attention on the example and model for pronunciation. Students read the example aloud in pairs.
- In pairs, students act out similar dialogues and complete the second column for their partner.

4.  **Listen »**

(10 minutes) **track 66**

- Give students time to read the expressions before they listen.
- Play the audio. Students listen and choose the correct answer.
- Check answers as a class.

**Answer Key**

1. a      2. c      3. b

**Extra Activity (10 minutes)**

In groups, students discuss the following questions:


*What does it mean to have an expensive lifestyle?*

*Do you know anybody who has an expensive lifestyle? What aspects of his/her life show he/she has an expensive lifestyle?*

*Have you ever dreamed of having an expensive lifestyle one day? What do you imagine exactly?*

*What problems can a person have when he/she has an expensive lifestyle?*

# module 4 // Unit 2

6.  **Write »** Write a report comparing your monthly expenses with your partner's. Use the words and expressions in the box to help you.

*Report on monthly expenses*

*I spend \$20,000 on school supplies but my partner spends \$30,000. He has spent more money on school supplies than me.*

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**Useful Expressions**

similar to  
the same as  
while  
but  
like  
although



7.  **Write »** The graph shows how Colombians spent their money during their holidays last December compared to how they have spent their money this December. Use the information in the graph to complete the sentences (a-d).



a. While 60% of Colombians travelled to the coast last year, \_\_\_\_\_

b. This year \_\_\_\_\_  
like \_\_\_\_\_

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

d. \_\_\_\_\_  
but \_\_\_\_\_



6.  **Write »**  
(20 minutes)

- Read the rubric. Make sure students understand that they will write a report with the information they collected in exercise 5.
- Focus attention on the example and the Useful Expressions so that they can write similar sentences. Model some example sentences so that students understand the correct structure.

Similarity:

*Like Elena, I spend \$20,000.  
I spend \$20,000, **the same as** Elena.  
I spend \$20,000, **similar to** Elena.*


Difference:

*I spend \$20,000, **but** Carlos spends \$30,000.  
**While** I spend \$20,000, Carlos spends \$30,000.  
**Although** I spend \$20,000, Carlos spends \$30,000.*

- Check students' writing and highlight any mistakes in grammar, spelling and punctuation.
- Students correct their mistakes.

**Extra Activity (10 minutes)**

If appropriate, suggest students interview their parents and ask them how much money they (the parents) have been spending on them (the students) this year. Students should design a similar chart to the one in exercise 5, including the things their parents have to pay for in order to raise and educate their children. They can ask about: tuition, food, snacks, entertainment and personal care (e.g. *How much money have you been spending on my tuition/personal care this year?*). At the end, lead a discussion on the effort parents make to raise their children. **Note:** not everyone may be comfortable with this activity – use some discretion.

7.  **Write »**  
(15 minutes)

- Read the rubric. Make sure students understand the task.
- Give students time to read the introduction and become familiar with information in the graph including the figures, columns and labels.
- Give students time to read and complete the sentences using the information in the graph.
- Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

Answers will vary

## Preparing Your Project » Things that Money Can't Buy

67

**1. Listen »** Listen to two friends talking about spending money. Answer the questions (a and b).

- Who do you think is more responsible, Juan or Andrés?
- What two things does Juan say he wants to buy?



67

**2. Listen »** Listen again. Match the first part of each sentence (a–h) with the endings (1–8).

- |  |   |
|--|---|
| a. If you buy the smart phone,                           | 1. you'll practise your English.                                  |
| b. If you buy those jeans,                               | 2. I will be able to buy cool smart phones and fashionable jeans. |
| c. If you save all the money your grandmother gives you, | 3. you will earn lots of money.                                   |
| d. And if you go travelling,                             | 4. you'll look silly.   |
| e. And if you meet new people,                           | 5. you will get a good job.                                       |
| f. And if you practise your English,                     | 6. you'll be able to go travelling.                               |
| g. And if you get a good job,                            | 7. you will meet new people.                                      |
| h. And if I earn lots of money,                          | 8. you'll only lose it.   |

**3. Write »** Imagine you have won a cash prize in a competition, but you don't know how much. What will you do with the money? Complete the sentences (a–d) with your own ideas.

- If I win 100,000 pesos, I will \_\_\_\_\_.
- If I win 500,000 pesos, I will \_\_\_\_\_.
- If I win 1,000,000 pesos, I will \_\_\_\_\_.
- If I win 10,000,000 pesos, I will \_\_\_\_\_.

### 21st Century Skills

- Interpretation and analysis will help you learn to respect different ways living.

Which things have a monetary value and which a sentimental value in your life?



1.  Listen »

(15 minutes) track 67

- Before listening, students read the questions.
- Play the audio. Students listen and answer the questions.
- Play the audio again if necessary.
- Check answers as a class.

**Answer Key**

- a. Andrés
- b. a smart phone and a pair of jeans

**Audio Script**

67

**Juan:** Hey Andrés, guess what?

My grandmother has just given me 300,000 pesos. She's great. She is always giving me money. I think I'll buy that cool new smart phone.

**Andrés:** Oh, Juan! If you buy the smart phone, you'll only lose it. You always lose your phones.

**Juan:** You're right ... I know, I'll buy those jeans we saw last month.

**Andrés:** If you buy those jeans, you'll look silly. They aren't fashionable any more.

**Juan:** Really? Well, what do you think I should spend the money on?

**Andrés:** You don't have to spend it. You could save it. If you save all the money your grandmother gives you, you'll be able to go travelling. And if you go travelling, you will meet new people. And if you meet new people, you'll practise your English. And if you practise your English, you will get a good job. And if you get a good job, you will earn lots of money ...

**Juan:** And if I earn lots of money, I will be able to buy cool smart phones and fashionable jeans. Fantastic! You always have good advice, Andrés. Thanks.

**Andrés:** Oh dear, Juan ...

2.  Listen »

(15 minutes) track 67

- Give students time to read the first of each sentence and the endings before they listen.
- Play the audio. Students listen and match the sentences.
- Play the audio again if necessary. Students listen and check their answers.
- Check answers as a class.

**Answer Key**

- a. 8      c. 4      e. 1      g. 3
- b. 6      d. 7      f. 5      h. 2

3.  Write »

(10 minutes)

- Students imagine that they have won a cash prize in a competition, but they don't know how much exactly.
- Students imagine what they will do with the money and complete the sentences with their ideas.
- Give them time to think of ideas, and encourage them to be creative and responsible with the way they will spend their money.
- Students share their ideas with the class.


**21st Century Skills**

Focus attention on the 21st century skill. Explain that analyzing and evaluating will help students learn to respect different ways of living. Write up the following question on the board:


*Which things have a monetary value and which things have a sentimental value in your life?*

Students read the questions and analyze and evaluate their answers carefully.

## module 4 // Unit 2

4.  **Speak »** Work in groups to discuss the questions (a–c) about the situation in exercise 3.

- Will you spend the money or save the money?
- Will you spend the money on things or on experiences?
- Do you think the money will make you happier?

5.  **Speak »** Read the ideas about spending (a–c). Decide if you agree (A), disagree (D) or are not sure (NS). Then, as a class, discuss and justify your ideas about spending money on travelling.

Well, **although** travelling is interesting, I want to buy some make-up that I need right now.



I **disagree** **because** spending money on travelling will give you memories that will last forever.

Ideas about spending money on travelling	A	D	NS
a. Traveling is a waste of money. We need to pay monthly bills first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Colombia has everything. Why travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Spending money on travelling gives you important experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I don't need money. I just want to see the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




### Useful Expressions

although ...

because

instead of + verb (-ing) ...

6.  **Speak »** Prepare a two-minute presentation about a memorable experience **you have had** in your life. Use the ideas below or think of your own. The prompts (a–d) will help you plan your presentation.



A festival



A celebration



A family holiday

- Introduce the experience
- Give details about the experience. Talk about the places you visited, the activities you did, and the food you ate.
- Calculate the cost of the experience (ask your parents).
- Discuss the sentimental value of the experience.

4.  **Speak »**  
(15 minutes)

- Give students time to think about their answers to the questions.
- Students discuss the questions in groups. Encourage them to ask each other why they have decided to use the money in this way.
- Groups share some answers with the whole class.

**Extra Activity (10 minutes)**

Students write on a piece of paper something they think money can't buy. Students mingle and try to find someone in the class with the same answer. Encourage them to discuss and compare their reasons. Students may mention love, friendship, health, knowledge, parents, etc. Write their answers on the board and elicit comments.

5.  **Speak »**  
(20 minutes)

- Students read the ideas about spending money on travelling and decide if they agree, disagree or are not sure.
- Focus attention on the example and the Useful Expressions.
- As a class, students discuss and explain their responses to the ideas. Give them time to prepare what to say.
- Encourage students to ask each other questions to find out more information: e.g. *Why do you think travelling is a waste of money? What kind of experiences do you get from travelling?*

6.  **Speak »**  
(15 minutes)

- Read the rubric and the prompts. Make sure students understand that they need to prepare a presentation using the ideas and prompts provided.
- Explain that they can talk about a festival, a celebration or a family holiday, or another important experience if they wish.
- Give students time to think about the experience and what they will say. Encourage them to make notes to help them organize their ideas.
- If they have photos of the experience, suggest that students bring these to share with the class.
- Students give their presentations in groups or to the whole class.

**Tip**

Remind students that for a good presentation it is necessary to have a structure. Students should spend some time planning the structure of their presentation. They can use the prompts in exercise 6 to help them. Drawing a table can also help students to see the structure of their presentation. Students can add notes to the table and use these when they give their presentation.

**Extra Activity (10 minutes)**

Use mime, gestures and/or pictures to describe a memorable experience you have had in your life. Don't speak, but elicit the story from the students based on the input you provide. Then, in pairs or groups, students write a description of your experience in their own words.

7.  **Speak »**

You **have been** in London for one week. You have spent a lot of money. Complete the sentences to show what you have been spending your money on. Match the first part of each sentence (a–d) with the endings (1–4).



- |                         |   |
|-------------------------|---|
| a. You've been eating   | 1. souvenirs for all your friends and family. |
| b. You've been taking   | 2. in expensive restaurants.                  |
| c. You've been shopping | 3. taxis to get around London.                |
| d. You've been buying   | 4. for fashionable clothes.                   |

8.  **Speak »**

You still have four more days in London. Work in groups to discuss how you can save money.

*We can save money if we ...*

9.  **Speak »**

Prepare the second part of the survey on adolescents' needs and spending habits. Match the first column (a–e) with the second column (1–5). Then, include the five questions you prepared in unit 1, lesson 3, exercise 8, for the final version of the survey.



Do you spend more money on things or experiences?

- |                               |                                 |
|-------------------------------|---------------------------------|
| a. Do you spend more money on | 1. when you travel on holiday?  |
| b. Have you ever bought       | 2. money in your wallet?        |
| c. Do you spend much money    | 3. things or experiences?       |
| d. Do you always have         | 4. to spend on holiday?         |
| e. Do you save money          | 5. a product that doesn't work? |

10.  **Speak »**

Use both sets of questions and interview ten students in your school. Use your smart phone or a camera to film five of the interviews. Save the videos for unit 3.

7.  **Speak »**  
(15 minutes)

- Students imagine they have been in London for a one-week trip. They have spent a lot of money.
- Students match the first part of each sentence with the endings, then compare their answers in pairs.

**Answer Key**

a. 2    b. 3    c. 4    d. 1

8.  **Speak »**  
(15 minutes)

- Students imagine that they still have four more days in London. Give them time to think of ways to save money. Elicit a few suggestions from the class and write them on the board.
- In groups, students discuss how they can save money and suggest creative solutions using the expression *We can save money if we ...*
- Groups share their ideas with the class.

9.  **Speak »**  
(15 minutes)

- Read the rubric. Make sure students understand the task: they are going to prepare the second part of the survey on adolescents' needs and spending habits.
- Remind students that they designed the first part of the survey in unit 1, lesson 3, exercise 7 and that they should refer to this if necessary.
- Students match the first part of each question with the endings, then compare their answers in their group.
- Groups combine the five questions from unit 1, lesson 3, exercise 7 and the questions in this exercise to create the final version of the survey questionnaire.

**Answer Key**


a. 3    b. 5    c. 1    d. 2    e. 4

10.  **Speak »**  
(20 minutes)

- Explain that students are going to conduct an interview with different students using the questions in exercise 9.
- In their groups, students discuss and decide alternative ways to record the interviews, such as using the school video camera. Encourage them to practise the interviews in their groups first so that they are familiar with the questions and know approximately how long each interview will take.
- Make sure students understand that they need to save the videos for an activity they will do later in unit 3.


# module 4 // Check Your Progress

## Check Your Progress

1.  **Write** » Complete the sentences (a-d). Use the prompts in brackets.
- a. My mother (**have/be/use**) a moisturizing cream for two weeks, but she (**have/no/see**) any results. Her face is still dry.  
\_\_\_\_\_
- b. My father and my older brother (**have/be/go**) to the gym all this month, but they (**have/no/lose**) any weight.  
\_\_\_\_\_
- c. I (**have/be/use**) an anti-acne cream for two months, but it (**have/no/work**).  
\_\_\_\_\_
- d. My uncle (**have/be/look**) for a new house, but he (**have/no/find**) one he likes.  
\_\_\_\_\_




I can describe present and past experiences ✓

Very well 	
Quite well 	
With difficulty 	


2.  **Write** » Look at Luisa's expenses last month and this month. Write sentences with *the same as*, *although*, *while*, and *but*.

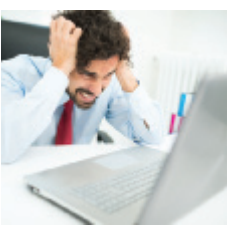
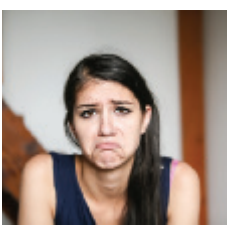

Luisa's expenses	Last month	This month
a. spent on school supplies (notebooks, photocopies...)	\$20,000	\$20,000
b. buying a snack for break time	\$10,000	\$15,000
c. spent on clothes (jeans)	\$80,000	\$90,000
d. buying magazines	\$20,000	\$25,000

I can justify points of view. ✓




Very well 	
Quite well 	
With difficulty 	

68


3.  **Listen** » Listen to three people talking about their spending problems. Then, suggest a solution.

a. Tomás	b. Carolina	c. Diana
		
<b>Solution:</b> _____ _____	<b>Solution:</b> _____ _____	<b>Solution:</b> _____ _____

I can propose or present a solution. ✓

Very well 	
Quite well 	
With difficulty 	




1.  **Write »**  
(15 minutes)

- Students read and complete the sentences.

**Answer Key**


- a. has been using, hasn't seen
- b. have been going, haven't lost
- c. have been using, hasn't worked
- d. has been looking, hasn't found

2.  **Write »**  
(15 minutes)

- Students read the information and write sentences using their own words provided.

**Possible answers**

- a. Luisa has spent \$20,000 on school supplies this month, the same as last month.
- b. Although Luisa spent \$10,000 on snacks for break time last month, she has been buying more snacks this month.
- c. While Luisa spent \$80,000 on clothes last month, she has been spending more on clothes this month.
- d. Luisa spent \$20,000 on magazines last month, but she has been buying more magazines this month.

3.  **Listen »**  
(15 minutes) **track 68**

- Play the audio. Students listen and propose a solution for each speaker.
- Play the audio again if necessary, so that students can check their ideas.

**Audio Script**

68

- A: Tomás, what's wrong?
- B: I've been spending too much money on expensive clothes.
- A: Why? You have lots of clothes.
- B: I know, but I can't control my expenses.
  
- A: Why are you looking so sad, Carolina?
- B: I've been eating in restaurants this week and now I don't have any money for the rest of the month.
- A: What? You've been eating in restaurants and you've spent all your money?
- B: Yes. What should I do?
  
- A: Diana, what's your problem?
- B: I've been using some cream to clear my acne, but I haven't seen any results and it's really expensive!
- A: What is the name of that acne cream?
- B: Dersa Secret.
- A: Well, what can I say ...?

**Answer Key**

Answers will vary.

# Unit » 3

## Extreme Consumption

### » Objectives

- » I can talk about possibility and certainty.
- » I can express conditions when talking about possible situations.
- » I can ask and answer questions on sports, technology and fashion.

## In Context » Extreme Consumers

69

### 1. Listen »



Listen to two conversations about people who are going on an extreme sports holiday. Match the conversations with photos A and B.



A.



B.

69

### 2. Listen »



Listen again and choose the correct options (a-c).

1. Julia is going to \_\_\_\_\_ to learn wingsuit flying.  
a. San Andrés   b. Vasiliki   c. California
2. Sara thinks that wingsuit flying \_\_\_\_\_ a dangerous sport.  
a. could be   b. might not be   c. must be
3. Juan's mum is worried because she thinks Juan \_\_\_\_\_ problems in the sea.  
a. can have   b. might have   c. must have
4. Juan is taking a \_\_\_\_\_ windsurfing course in Greece.  
a. five-year   b. two-day   c. two-week

### 3. Read »



Read the email. Complete the text with words from the box.

Hi Lorena,  
I've been researching good places to go mountain climbing next year. I think that Los Nevados could be a good area to visit. There are lots of different mountains to climb, but I think that El Cisne might not be as <sup>1</sup> \_\_\_\_\_ because it is the lowest. My mum says that I should be <sup>2</sup> \_\_\_\_\_ because I might have an accident. I don't agree - it looks <sup>3</sup> \_\_\_\_\_, but I will have a guide with me to help. I will need to stay for ten days because it could be <sup>4</sup> \_\_\_\_\_ to climb too quickly - you can get sick from the altitude. What do you think? Would you like to come with me?

Javi ☺

dangerous   difficult  
careful   scary

# Unit » 3 Extreme Consumption

## Unit Objectives

Basic Standards of Competences	Express opinions and ideas about consumerism, money issues, fashion, use of technology, and entertainment in spoken and written interaction.
Vocabulary	Vocabulary related to shopping practices, vacations and trips. Vocabulary related to information and communication technology devices: <i>smartphone, laptop, download</i> , etc.
Grammar	Modal verbs to express degrees of certainty ( <i>could, may, might</i> ) and deduction ( <i>must</i> ) <i>play</i> and <i>go</i> : <i>play football, go swimming</i> , etc. Second conditional ( <i>If + Past simple + could, might, would</i> )

### 1. Listen »

(20 minutes) track 69

- Set the context. Students read the title of the unit and the lesson. Check that students remember the meaning of *extreme consumers*.
- Focus attention on the photos. Students describe what is happening in each photo. Elicit the names of the sports: *wingsuit flying* and *windsurfing*.
- Play the audio. Students listen and match the photos with the conversations.
- Check answers as a class.

#### Answer Key

- A. conversation 1  
B. conversation 2

#### Audio Script

##### Conversation 1

69

**Sara:** Julia, I saw on Facebook that you're going to go wingsuit flying in Lake Elsinore! It could be very dangerous. You might have an accident.

**Julia:** You might think it's a dangerous sport, Sara, but all you need to do is follow the safety rules.

**Sara:** *But you'll be a long way from home. What if you have an accident?*

**Julia:** Don't worry, I'll be fine. I am going with some friends. We have to wear this special suit, jump out of an airplane, and start flying like a bird. We will have so much fun. You could come with me some day.

#### Conversation 2

**Mum:** Juan, you shouldn't go windsurfing in Greece. It could be dangerous. You might have problems in the sea.

**Juan:** Don't worry, Mum. I've been windsurfing for five years here in San Andrés. I am going to take a windsurfing course in Vasiliki with the most famous windsurfer in the world. Relax, Mum. I will only be there for two weeks.

**Mum:** But it's too far away.

**Juan:** I'll be fine. I'm going with twenty other Colombian friends.

#### Grammar Box: Modal verbs for degrees of certainty and deduction

Remind students that *may, might, could* and *must* are modal verbs and are followed by a main verb. *May, might* and *could* are all used to express degrees of certainty.

*I might go windsurfing in Greece next year.*

*We use must to express a deduction.*

*Wingsuit flying must be dangerous.*

### 3. Read »

(10 minutes)

- Students read and complete the email. Check answers in pairs and as a class.

#### Answer Key

- a. difficult  
b. careful  
c. scary  
d. dangerous

### 2. Listen »

(10 minutes) track 69

- Give students time to read the questions and options.
- Play the audio. Students choose the correct option to complete the sentences.
- Play the audio again if necessary. Students confirm their answers in pairs.

#### Answer Key

1. c    2. a    3. b    4. c

# module 4 // Unit 3

4.  **Speak** » Look at photos A-D. Complete the risks with words from the box.



A. \_\_\_\_\_ into a rock



B. \_\_\_\_\_ in the sea



C. \_\_\_\_\_ off




D. \_\_\_\_\_ your leg

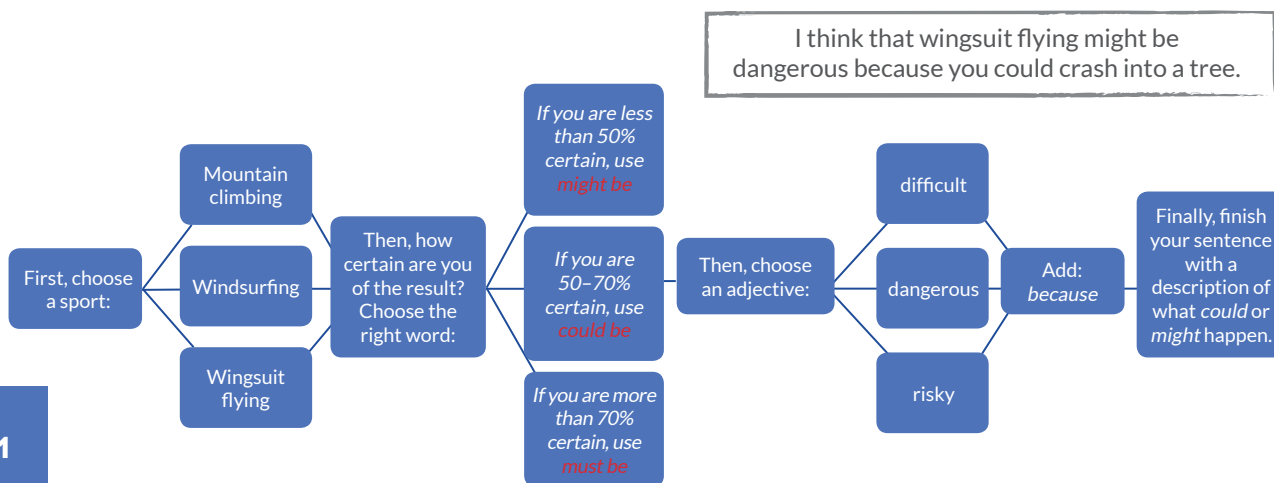
fall                      break  
drown                  crash


### 21st Century Skills

• Information literacy

Are you a sports participant, spectator or both? Do you spend money on any sport you enjoy?

5.  **Speak** » Work with a partner. Read the example sentence. Use the diagram below to tell your partner two more possible negative results of the extreme sports. Then, listen to your partner.



6.  **Write** » Think about possible positive results of the sports. Write sentences with *could*, *might* or *must* and words from the box.

1. Wingsuit flying *could be* exciting because I *could* jump from a helicopter.
2. Wingsuit flying ...
3. Mountain climbing ...
4. Wind surfing ...

fun                      interesting  
exciting              liberating

4.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the term *risk*.
- Focus attention on the words in the box and make sure students understand their meaning. Model for pronunciation.
- Students look at the photos and complete the captions, then compare their answers in pairs.
- Check answers as a class.

**Answer Key**

- |           |          |
|-----------|----------|
| 1. crash, | 3. fall, |
| 2. drown, | 4. break |

5.  **Speak »**

(15 minutes)

- Read the rubric. Make sure students understand the task: they are going to speak about the possible risks of extreme sports using the diagram to make sentences.
- Give students time to read the flowchart. Focus attention on the percentages, representing degrees of certainty. Explain that if they are less than 50% certain they should use *might be*; if they are 50-70% certain they should use *could be*; and if they are more than 70% certain they should use *must be*.
- Ask students to work with a partner and look at the example sentence so that they have a model to speak about the risks of extreme sports.
- Focus attention on the example and demonstrate step by step how to choose from the options in the diagram. Model for pronunciation. Students repeat.
- In pairs, students take turns to make statements, following the example. Make sure they think of a possible negative result for each sentence.
- Pairs share their ideas with the whole class.

6.  **Write »**

(15 minutes)

- Read the rubric and elicit possible positive results of the sports in exercise 5.
- Focus attention on the words in the Word Bank and make sure students understand their meaning. Model for pronunciation.
- Students read the example and write three more sentences using their own ideas.
- Ask volunteers to share their ideas with the class.


70

7.  **Listen »**

Look at photos A–D. Which sport is the most expensive? Order the photos (A–D) from 1 (most expensive) to 4 (least expensive). Then, listen and confirm your answers.



- A. Sailing \_\_\_\_\_ B. Ski jumping \_\_\_\_\_ C. Formula 1 racing \_\_\_\_\_ D. Wingsuit flying \_\_\_\_\_

8.  **Read »** Match the advertisements with the photos (A–D).

1. **Take a risk and have an extreme day in Villa de Leyva, Boyacá**

If you love adrenaline and adventure, come and enjoy Villa de Leyva. You could go mountain climbing near the river. You could walk or rent a quad bike and explore the dramatic scenery. Don't stay at home, come and experience the extreme! You will remember this adventure forever.


\$45,000 COP (Quad bike rental is not included. It is \$80,000 COP per hour.)

2. **Get out of your routine and experience the extreme with a day in San Gil, Santander**

Breathe in the fresh air and go white water rafting in the Suárez river, known as 'The Wild Discovery'. You might also want to have a picnic at Juan Curi and later you could go swimming at the bottom of the waterfalls there. It will be the best extreme day of your life.

\$40,000 COP (Rafting tour is not included. It is \$130,000 COP per person.)



9.  **Write »** Decide which would be the best extreme sports day. Write three sentences. Use questions a–c and the Useful Expressions to help you.

- Which plan is better value for money?
- Which plan is closer to your town/city?
- What might be the risks of doing the activities in each plan?



**Useful Expressions**

I think ... is better value because ...  
 ... is closer to my town/city ...  
 ... might be / could be dangerous / scary / fun / exciting because ...

7.  Listen »

(10 minutes) track 70

- Students look at the pictures and captions. Model the pronunciation of the sports.
- In pairs, students predict which sports are the most and least expensive.
- Play the audio. Students listen and confirm their predictions.
- Play the audio again if necessary. Students compare their answers in pairs.

**Answer Key**

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

**Audio Script**

70

**Mateo:** What are you reading, María?

**María:** Hmm? Oh, I'm reading this article about the most expensive sports in the world. Can you guess what might be the most expensive?

**Mateo:** The most expensive sport? Well, it could be windsurfing? Oh, I don't know. Tell me!

**María:** Well, you're nearly right. The fourth most expensive sport is sailing. The boat and the equipment cost a lot of money.

**Mateo:** That must be expensive. And what's the third most expensive sport?

**María:** It is wingsuit flying. It is very expensive because you have to rent a plane or helicopter to jump, pay a pilot, and also pay insurance.

**Mateo:** And the second place? I think it must be ski jumping.

**María:** That's right. How did you know?

**Mateo:** It was just a lucky guess.

**María:** Yes, ski jumping is in second place. You need to buy expensive equipment and hire a trainer. Also, you have to pay life insurance, and it is very, very expensive. The insurance is usually more expensive than the equipment.

**Mateo:** Wow! And what is at the top of the list, the most expensive sport on the planet? I guess it might be sky diving.

**María:** No, it isn't sky diving. According to this article, it is motor racing. In Formula 1 racing, participants must have their own car, and racing cars are extremely expensive. One Formula 1 racing car can cost about \$8 million!

**Mateo:** Really? That's incredible!

**Extra Activity (15 minutes)**

Students name a sport or activity they would like to try and explain why it could be dangerous and why it could be fun. Give an example: *I would like to try motorcycling. It might be dangerous if I ride fast - I could have a crash. Motorcycling could be fun if I went to the countryside with my friends.*

8.  Read »

(10 minutes)

- Students look at the photos and read the advertisements. Make sure they understand there are two photos to match with each advertisement.
- Check answers as a class.

**Answer Key**

Advertisement 1 - photos A and D;  
Advertisement 2 - photos B and C

9.  Write »


(15 minutes)

- Read the rubric. Make sure students understand the task: to write three sentences explaining which extreme sports day in exercise 8 they would choose and why.
- Give students time to read the advertisements again.
- Focus attention on the questions and the Useful Expressions. Explain that the questions will help them compose their sentences.
- Students write their sentences.
- Check students' writing and highlight any grammar, spelling and punctuation mistakes.
- Students correct their mistakes.

**Extra Activity (15 minutes)**

Students research where they can do extreme sports in their own Department (e.g. Cundinamarca, Quindío, Antioquia, Meta, etc.), and report back to the class. If possible, provide a map of the country so that students can indicate the places they have researched.

## Expanding Knowledge » Consumers of Technology

1.  **Read »** Read the questions (1-4) in the chart. Match the questions with the photos (A-D).

How many hours a week do you spend ...	1-2 hrs	2-4 hrs	6-8 hrs	9-10 hrs
1. looking for information online?				
2. chatting on WhatsApp?				
3. talking on the phone?				
4. visiting Facebook?				



A.





B.



C.



D.

2.  **Speak »** Complete the chart in exercise 1. Ask a partner the questions. Then, complete the chart with your partner's answers.
3.  **Read »** Read the article about technology. Complete the sentences (1-5) with words from the box.

library film development entertain Google Maps

### What Would Life Be Like Without Technology?

Our lives in the 21st century have changed because of the <sup>1</sup> \_\_\_\_\_ of information and communication technologies such as the internet, smartphones and smart televisions. Life has become easier with technology, and we use it every day to communicate, work and <sup>2</sup> \_\_\_\_\_ ourselves. If the technology didn't exist, people's lives would be more difficult. Life would be the same as it was at the beginning of the 20th century. For example, if <sup>3</sup> \_\_\_\_\_ and satellite navigation didn't exist, we would have to use a paper map or stop people and ask for directions. If we didn't have the internet to help us do our homework, we would have to go to the <sup>4</sup> \_\_\_\_\_ more often. If email didn't exist, we wouldn't be able to

communicate with the world so quickly, and we would have to wait weeks for letters and postcards to arrive from friends or relatives living in other countries. We also use technology for entertainment. With electronic devices like smartphones and smart TVs, we can play video games, listen to music, see a good <sup>5</sup> \_\_\_\_\_, and even shop online from our homes. If we didn't have these devices, we would have to go to different places to do those activities in our free time. Can you imagine what your life would be like without technology?





1.  **Read »**

(15 minutes)

- Explain that students are going to talk about technology and consumers of technology. Ask them if they are consumers of technology and which devices, apps and social media they use.
- Students read the questions and match with the photos.
- Check answers as a class.

**Answer Key**

1. D    2. C    3. A    4. B

2.  **Speak »**

(15 minutes)

- Students answer the questions in exercise 1 for themselves.
- In pairs, students ask and answer the questions and note down their partners' answers.
- Students compare their answers.
- As a class, students find out who uses technology the least and the most in a week.


3.  **Read »**

(15 minutes)


- Students read the text and complete with words in the box.
- Give them time to read the text carefully. Encourage them to guess any words they don't know from the context or to use a dictionary.
- Check answers as a class.

**Answer Key**

1. development
2. entertain
3. Google Maps
4. library
5. film

4.  **Write »** Read the article again and complete these sentences.


- a. If technology <sup>1</sup> **didn't exist**, people's lives <sup>2</sup> **would be** more difficult.
- b. If we <sup>1</sup> \_\_\_\_\_ the internet to help us do our homework, we <sup>2</sup> \_\_\_\_\_ to go to the library more often.
- c. If email <sup>1</sup> \_\_\_\_\_, we <sup>2</sup> \_\_\_\_\_ able to communicate with the world so quickly.
- d. If we <sup>1</sup> \_\_\_\_\_ these devices, we <sup>2</sup> \_\_\_\_\_ to different places to do those activities.


5.  **Speak »** What would you do if the internet didn't exist? With a partner, follow the example to ask and answer questions about the ideas in the box. Use pictures A-D to help you.

What would you do if you couldn't ...


- a. download photos?
- b. receive and send emails?
- c. download music?
- d. make friends on Facebook?

What would you do if you couldn't download photos from the internet?







A.



B.



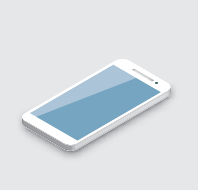

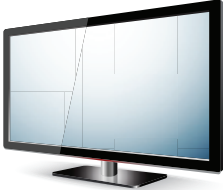


C.



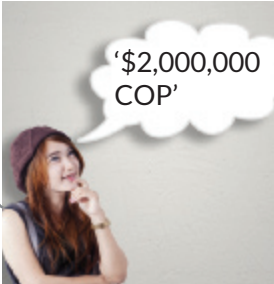
D.

If I couldn't download photos from the internet, I would take pictures with a camera and print them in a photo shop.

6.  **Speak »** If you had \$2,000,000 COP, which technological devices would you buy? Justify your answer.

				
A smartphone \$600,000 COP	A laptop \$1,600,000 COP	A flat screen TV \$1,400,000 COP	A digital USB player \$500,000 COP	Home-cinema equipment \$1,800,000 COP

If I had \$2,000,000, I would buy a smartphone because it would be useful to chat with my friends.



4.  **Write »**  
(15 minutes)

- Students read the article again.
- Focus on the first example in a. Ask: *Does technology exist?* (Yes) *Are people's lives easier because of technology?* (Yes) *What would people's lives be like without technology?* (more difficult)

**Grammar Box:**  
**Second conditional**

Remind students that they have already studied the first conditional to talk about future possibility. Explain that we use the second conditional to talk about situations that are possible or hypothetical.

Second conditional sentences also have two parts: the *If* (condition) clause and the 'result' clause. Point out that the *If* clause uses the Past simple, and the 'result' clause uses *would*, *could* or *might*. Write on the board:

<i>If clause</i>	<i>Result clause</i>
<i>If technology didn't exist,</i>	<i>people's lives would be more difficult.</i>
<i>If I had a smartphone,</i>	<i>I might chat more with my friends.</i>

- Students complete the sentences using the second conditional, then compare their answers in pairs.
- Check answers as a class.

**Answer Key**

- b. didn't have / would have,
- c. didn't exist / wouldn't be
- d. didn't have / would have to go.

**Extra Activity (15 minutes)**

Ask students: *What would you do if you lived in the 19<sup>th</sup> century without modern technology?* Students answer with two activities. Give an example: *If I lived in the 19<sup>th</sup> century, I wouldn't take the bus to go to school. I would walk or ride in a carriage.*

5.  **Speak »**  
(10 minutes)

- Read the rubric. Make sure students understand the task.
- Focus attention on the example and model for pronunciation. Students repeat.
- In pairs, students take turns to ask and answer the questions using the second conditional. Listen and check for common mistakes, e.g. *If I would ...*
- Ask some pairs to act out their dialogues for the whole class.

**Possible answers**


- a. If I couldn't download photos from the internet, I would take pictures with a camera and print them in a photo shop.
- b. If I couldn't receive and send emails, I would write letters by hand.
- c. If I couldn't download music, I would listen to the radio.
- d. If I couldn't make friends on Facebook, I would talk to people in person.

6.  **Speak »**  
(10 minutes)


- Focus attention on the photos of technological devices and check the vocabulary and prices.
- Students read the example and prepare their sentences. Remind them that they cannot spend more than \$2,000,000 COP.
- Individual students tell the class what they would buy and why.

## module 4 // Unit 3

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7.  **Listen »** Javier and Camila are playing a game called 'Guess what it is.' Listen to their clues. Guess the answer.

Item 1 is a \_\_\_\_\_ Item 2 is a \_\_\_\_\_ Item 3 is \_\_\_\_\_ Item 4 is a \_\_\_\_\_

8.  **Speak »** What are the negative effects of spending too much time on the internet? Discuss the question in groups and suggest a solution. Use the ideas (a–e) and the Useful Expressions.


- gain weight because you're less active.
- become distant from your family
- get low grades at school
- be shy in social contexts
- have/get backache

I think that if I spent too much time on the internet, then I could get backache. In that case, I would have to go to the doctor.



**Useful Expressions**

I'd like to say that ...  
You're absolutely right/correct.  
Exactly, I couldn't agree more.

9.  **Write »** Write a letter to your head teacher to suggest four possible solutions to internet addiction. The *Ideas for the Proposal* will help you. Use the correct form of the verbs in brackets.

### Ideas for the Proposal

- If students (**do**) physical activity after class, they (**spend**) less time on their computers.
- If parents (**control**) their children's time on the internet, students (**spend**) more time with their families.
- If teachers (**explain**) the dangers of the internet to the class, the students (**be**) safer online.
- (Your own idea)


Dear Ms/Mr \_\_\_\_\_  
I would like to present a proposal to suggest four important ways to help students control their time on the internet.

- I'd like to say that if students did more physical activity after school.

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

Yours sincerely,  
\_\_\_\_\_

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10.  **Pronunciation »** Listen and repeat each question. Notice how the words *would* and *you* blend together. Then, take it in turns to ask and answer questions 1–3 with a partner.

- What **would you** do if the internet didn't exist?
- What electronic devices **would you** buy if you had a lot of money?
- What **would you** do if you had a new smartphone?



## Preparing Your Task » The Effects of Consumerism

73

1.  **Listen »** Listen to the conversation about shopping and complete the sentences (1–4).

**Susana:** Hi Lucía, would you like to come over to do some <sup>1</sup> \_\_\_\_\_ with me today?  
I need to get some jeans for my holiday.

**Lucía:** OK, but we went shopping yesterday. Do you really need more clothes?

**Susana:** I always need more clothes! I want to get some new ripped <sup>2</sup> \_\_\_\_\_ and  
I could buy a pair of trainers.


**Lucía:** They must be expensive. Do you have enough money?

**Susana:** No, but I have my mum's <sup>3</sup> \_\_\_\_\_.

**Lucía:** She might be angry if you use her card without asking.

**Susana:** She could be angry, but I need <sup>4</sup> \_\_\_\_\_ so she will understand.


**Lucía:** OK, I'll be there soon.

2.  **Speak »** Susana has called you because her mum is angry about her shopping. Match the problems (1–4) with the best solutions (a–d). Then, discuss your answers with a partner.

1. I used my mum's credit card without permission. \_\_\_\_\_
  2. Mum says the trainers are too expensive. \_\_\_\_\_
  3. I used my mum's money to buy clothes for me. \_\_\_\_\_
  4. I don't have enough money to pay mum for the clothes. \_\_\_\_\_
- a. You could cancel the order with the online shop.
  - b. You must apologize for using your mum's card.
  - c. You could sell some clothes you don't need to make some money.
  - d. You could give your mum some money to pay for the clothes.



My shopping has really upset my mum, what can I do?

3.  **Read »** Read two posts from an online forum for teenagers about arguments with their families. Then, read the statements 1–5 and write *David* or *Milton*.



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Hi everyone, I love listening to electronic dance music. It is my passion and I have an app on my smartphone that lets me listen to music all day. The problem is that my mum and dad are always angry with me because I don't talk to them very much now. My mum says I have to eat dinner with them every day whether I like it or not, but we always argue. What can I do? David, 13



Hi guys, I don't know what to do. Last week, I went to get my nose pierced. All of my friends have a piercing and I wanted to have one too. The problem is I didn't tell my parents. My dad is so disappointed in me because I did the same thing as my friends, but they all think it's cool. What should I do? Milton, 14



1.  Listen »

(15 minutes) track 73

- Set the context.
- Play the audio. Students listen and complete the conversation
- Play the audio again if necessary. Students compare their answers in pairs.
- Check answers as a class.

**Answer Key**

1. online shopping
2. jeans
3. credit card
4. new trainers

**Audio Script**

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**Susana:** Hi Lucía, would you like to come over to do some online shopping with me today? I need to get some jeans for my holiday.

**Lucía:** OK, but we went shopping yesterday. Do you really need more clothes?

**Susana:** I always need more clothes! I want to get some new ripped jeans and I could buy a pair of trainers.

**Lucía:** They must be expensive. Do you have enough money?

**Susana:** No, but I have my mum's credit card.

**Lucía:** She might be angry if you use her card without asking.

**Susana:** She could be angry, but I need new trainers so she will understand.

**Lucía:** OK, I'll be there soon.

2.  Speak »

(15 minutes)

- Students read and match the problems with the solutions, then compare their answers in pairs.
- Check answers as a class.

**Answer Key**

1. b    2. a    3. d    4. c

3.  Read »

(10 minutes)

- Read the rubric. Make sure students understand the task.
- Check students understand the important words: *argue/argument, pierce/piercing*.
- Students match the statements.
- Check answers as a class.

**Answer Key**

1. David
2. David
3. Milton
4. Milton
5. David

**21st Century skills (10 minutes)**

Focus attention on the 21<sup>st</sup> century skill: Critical Thinking. Explain that critical thinking means logically and objectively about an idea or a situation. In pairs, students analyze and discuss the family misunderstandings in exercise 3. Encourage them to discuss who is right in each situation: the parents or the children. Elicit supporting arguments and advice for David and Milton.

**Extra Activity (15 minutes)**

Students find someone in the class who has had an argument with their parents or teachers because of fashion trends. Students ask the following questions and find out the details of the argument.

- a. *Have you ever had a piercing? What did your parents say?*
- b. *Have you ever worn unusual clothes? What did your parents say?*
- c. *Have you ever had an unusual hair style? What did your parents say?*
- d. *Have you ever argued with your parents because they do not understand the way you dress?*


## module 4 // Unit 3

1. He has a lot of arguments with his parents.
2. He doesn't want to spend time with his family.
3. He copied something that his friends did.
4. He has disappointed his father.
5. He uses his smartphone every day.

### 21st Century Skills

#### • Critical Thinking

Who do you think is right?  
What could they do to solve the problems?

4.  **Write »** Make suggestions for how David and Milton could make things better with their parents. Write sentences using *could*, *should* and the prompts below.

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David, I think your mum and dad are angry because you listen to music and you don't talk to them.

---

- (not) listen to / music so often  
- spend / more time with your family


ⓧ ⓪ ⊕

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Milton, I think your dad is disappointed because you copied your friends.

---

- remove / the piercing  
- (not) copy / your friends

5.  **Write »** Read Claudia's problem. Write an email to her. Use the possible solutions below with *could* and *should* to suggest how she could control the negative effects of using technology.

My parents say that I spend all day chatting on WhatsApp and I don't have time for them, but I like it. It's the only hobby I have.



#### Possible solutions:

- talk to her parents about why she likes WhatsApp
- spend some time every day with her parents
- find more hobbies
- (your own idea)

#### Tip

Identify the purpose of the task: you want to present a solution to the problems.



4.  Write »

(15 minutes)

- Set the context. Explain that students will reply to David and Milton. Give them time to think of some ideas and discuss in pairs if necessary.
- Students complete the replies, then compare their ideas in pairs.
- Check answers as a class

**Answer Key**

Advice for David: You shouldn't listen to music so often. / You could spend more time with your family.

Advice for Milton: You could remove the piercing. / You shouldn't copy your friends.

5.  Write »

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Students read Claudia's problem and the possible solutions. Point out that they will need to change some of the words from the third to the second person.
- Give students time to write their email and read it through carefully.
- Check students' writing and highlight any grammar, spelling and punctuation mistakes.
- Students correct their mistakes.


**Tip (5 minutes)**

Students read the tip. Point out that it is important to identify the purpose of a task – in this case, to suggest solutions to a problem.

**Extra Activity (20 minutes)**


Students read and analyze these situations, then discuss solutions in pairs or small groups.

- a. *John has got his nose pierced and his father is very strict and conservative.*
- b. *Rocío took her mother's credit card in secret and bought clothes for \$600,000 COP.*
- c. *Nicolás dyed his hair purple and now he doesn't want to leave his room.*
- d. *Sara was wearing her mother's earrings without permission and she lost one in the street.*

**74** 6.  **Listen »** Listen to Angélica's suggestions on how to save money to buy what you want. Read statements 1–5. Choose T (true), F (false) or NM (not mentioned).


1. You need to know how much money you receive weekly. \_\_\_\_\_
2. You might want to save all the money you receive. \_\_\_\_\_
3. You could sell things you don't need any more. \_\_\_\_\_
4. You could find opportunities to make money. \_\_\_\_\_
5. You might want to spend your money, but control yourself. \_\_\_\_\_




7.  **Speak »** Ask your classmates this survey question and record their answers (a–c) in a chart.

What do you think is the best way to be a better consumer?


- a. If you bought cheaper products, you could buy more things for the same money.
- b. If you did less shopping, you could save money for something big.
- c. If you sold your old things, you could make money and buy new things.

8.  **Write »** Look at the chart you created in exercise 7. Write sentences to explain the results of the survey. Do you agree with the results? Use the useful expressions to help you.



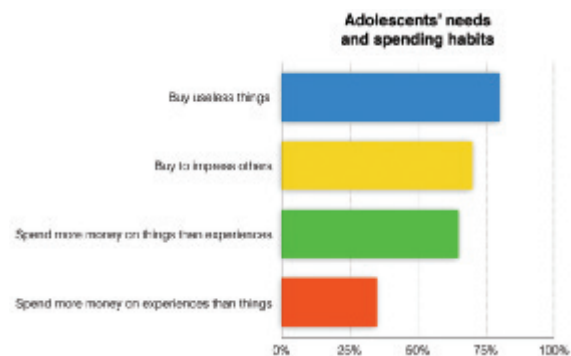
**Useful Expressions**

Some students think ...  
 The survey results show that ...  
 Many students ...  
 Nearly all of the students ...

9.  **Group Work »** Design a bar chart using the answers to the survey in Unit 2, Lesson 3, exercise 10. Then, present the results. Film your presentation. Include examples of the students you filmed during the interview.

**Title: Teenagers' needs and spending habits**

buy useless things	buy to impress others	spend more money on things than experiences	spend more money on experiences than things
80%	70%	65%	35%



6.  Listen »

(15 minutes) track 74

- Set the context. Give students time to read the statements.
- Play the audio. Students listen and choose T, F or NM.
- Play the audio again if necessary. Students compare their answers in pairs.
- Check answers as a class.

Answer Key

1. T, 2. F, 3. NM, 4. T, 5. F

Audio Script

74

A lot of teenagers want to save money these days because we want to have our own laptops, video games, a new smartphone or clothes that are in fashion. I think these steps might help you.

First, you need to know exactly how much money you receive weekly. Do your parents give you any money? Do you earn any money? How much? Then, you could try to save half of the money you receive. Do not spend it all on snacks! Put the money you can save in a piggy bank. Spend less, save more.

Don't waste your money on things you do not really need. You must distinguish between real needs and wants.

Also, you could find opportunities to make some money. How? You could clean windows, help an elderly neighbour to carry his or her shopping or you could walk someone's dog. You could negotiate with your parents to get some extra money. For example, you could tell them that if you get good grades at school, they could give you more money. If you are a good student, they might be generous with you.

Finally, once you have started saving your money, you could ask your parents to help you open a savings account. You might want to spend it all, but be patient and you can save the money you need to buy what you want.

7.  Speak »

(15 minutes)

- Explain that students will interview their classmates by asking the survey questions and giving three possible answers, a, b or c.
- In pairs, students design a chart to record their classmates' answers to the question and record their answers.
- Give students time to interview each other.

Example chart:

What do you think is the best way to be a better consumer?			
Name	a	b	c
Carlos			
Lucía			
Rocío			

8.  Write »

(15 minutes)

- Read the rubric. Make sure students understand the task.
- Check students understand the meaning of the words in Useful Expressions.
- Students write three sentences summarizing the results of the survey.
- Encourage students to say if they agree or disagree with the results.

9.  Group Work »

(15 minutes)

- Refer students back to the survey on students' consumption habits which they created in Unit 2, lesson 3, exercise 10.
- Students create a bar chart to present the results of the survey.
- Give students time to prepare the presentation of the chart. Make sure they include examples and that they decide who will present which information.
- Groups film their presentations. If you have the equipment, you could select a few groups to show their presentation to the class. Alternatively, suggest they post their video on social media for the class to watch.

Extra Activity (15 minutes)

Encourage students to propose a three-step plan on how to start saving money as of next year, using *I will / I could / I might / I should*. Make a list of their most useful ideas. Give an example: *I want to save money next year. So, I could buy fewer sweets and snacks. I could save \$ 20,000.*

# Chant

## Be careful with your money



*Be careful, be cautious with your money,  
'Cause when it runs out, it's not funny!  
It might be liberating at the time,  
Although you'll regret it  
When you're left behind.*

I'm wearing my hoodie and I'm going into town.  
I bought a selfie stick to take pictures all around.  
I've foolishly spent my money on a tent,  
Instead of wisely paying for my rent.  
It is very cosy with a beanbag chair,  
And there is also a telescope in there.



*Be careful, be cautious with your money, ...*



I use the internet cautiously;  
I only chat to people who are nice to me.  
I go to the gym to have a fun time,  
Instead of spending all my time online.

I download music on my laptop,  
And I use my headphones quite a lot.  
I bought some sunglasses unnecessarily,  
I don't need them but they look cool on me.

*Be careful, be cautious with your money, ...*



# Chant:

## Be careful with your money

### Lesson 4



#### Speaking »

(5 minutes)

Before you play the recording for your class, take some time together with the whole group to establish the theme of the chant. Ask them what they think the chant is about, and the reasons for their answers.

Once the group has concluded that the theme of the chant is to do with financial responsibility and spending money wisely, ask them to identify the key vocabulary that indicates this. What word forms and structures do they see? What patterns can they identify?

Ask the students to point out any words or phrases that they don't understand, and encourage the class as a whole to work together to guess the meaning, where possible. Encourage stronger students to provide explanations in English wherever possible, or translations into their own language if not, and use this opportunity to build the confidence of the group in using educated guesses to understand the text.



#### Listening »

(10 minutes) **track 75**

Once you have highlighted any particularly challenging vocabulary with the class, move on to playing the recording. For the first one or two times, play the recording all the way through, encouraging students to listen carefully to the rhythm and pronunciation of the chant, listening out especially for the more unfamiliar vocabulary items.


On the second or third recording, encourage students to sing along with the chant, and introduce a series of mimes to accompany the meaning of the chant. Some suggestions for mimes are listed below, but wherever possible, allow your students to suggest their own actions (as long as they make sense with the chant and demonstrate that they have clearly understood the meaning of the words), as this will greatly assist their ability to memorise the new vocabulary.

Suggestions for mime actions for this chant:

- when you're left behind – mime a fearful expression
- wearing my hoodie – mime pulling a hood up onto your head

- a tent – mime a triangle with your hands, to indicate a tent
- beanbag chair – mime sitting in a very big armchair, both arms out to the side and very relaxed
- telescope – mime using a portable telescope to look at the stars
- use the internet – mime typing on a keyboard
- go to the gym – mime lifting weights at a gym
- headphones – mime listening to music through headphones
- sunglasses – mime putting on sunglasses
- they look cool on me – mime looking at yourself in a mirror with the sunglasses on.

When the class is confident with the actions, rhythm and pronunciation (you can usually tell they are getting confident as the volume of their singing increases), you might like to split the class into two groups, and have each group recite alternate lines of the chant. Swap the group around to ensure both groups get chance to recite all the lines.

1.  **Read »** Read the chant again. What is foolish and what is wise? Work with a partner and draw lines.

- 1 be careful with your money
- 2 spend money on a tent
- 3 pay for my rent
- 4 buy a beanbag chair
- 5 buy a telescope
- 6 use the internet cautiously
- 7 chat to people who are nice to you
- 8 go to the gym
- 9 spend all my time online
- 10 buy sunglasses


Foolish

Wise



2.  **Write »** Answer the questions.

- 1 What is the singer wearing? A hoodie.
- 2 What does the singer use the selfie stick for? \_\_\_\_\_
- 3 What did the singer spend his/her money on instead of rent? \_\_\_\_\_
- 4 What is in the tent? \_\_\_\_\_
- 5 Who does the singer talk to on the internet? \_\_\_\_\_
- 6 Why does the singer go to the gym? \_\_\_\_\_
- 7 What does the singer do instead of spending all his/her time online? \_\_\_\_\_
- 8 What does the singer do on his/her laptop? \_\_\_\_\_
- 9 How often does the singer use his/her headphones? \_\_\_\_\_
- 10 Why did the singer buy sunglasses? \_\_\_\_\_

3.  **Write »** Are you good with money? Write about your spending habits. Use the phrase below and words from the chant, and your own ideas.



I buy ...  
 I don't buy ...  
 I foolishly ...  
 I wisely ...  
 Instead of ... I ...  
 I need ...  
 I don't need ...

1.  **Reading »**  
(10 minutes)

Activity 1 requires students to read the information presented in the chant, and categorise it according to whether the singer describes it as a wise thing to do, or a foolish thing to do.


The chant doesn't always use the words 'wise' and 'foolish' about all the actions in the text, so students must have a good understanding of the different words for 'wise' and 'foolish', and the ways different ideas are linked within the chant. As preparation for this exercise, you might like to get students to identify the phrase in the chant that indicate whether or not the singer classes them as 'wise' or 'foolish'.

Students should complete this activity in pairs, and compare answers as a whole group.

2.  **Writing »**  
(10 minutes)

For activity 2, students must read the questions, and write answers based on the information provided in the chant.

Special attention should be paid to question words and pronouns in this exercise, so if these are areas that your students find challenging, it is a good idea to do a quick recap exercise before they begin this exercise.

3.  **Writing »**  
(15 minutes)

The final activity is an excellent homework activity and requires students to write about their spending habits, and to comment on whether the choices they make are good or bad. The prompt phrases provided are in the present tense, but extra marks should be awarded to students who use a mixture of tenses, and a combination of vocabulary from the module, as well as additional vocabulary and more complex grammatical structures.


**Extra Activity (5 minutes)**

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

6.  **Roundup »**  
(5 minutes)


# module 4 // Check Your Progress

## Check Your Progress

1.  **Write »** Write two positive possibilities (PP) and two negative possibilities (NP). Use *could*, *might*, and *must* and the prompts to help you.


1. NP: Climbing / risky / because I / fall \_\_\_\_\_
2. PP: Climbing / interesting / because I / walk down a rocky mountain \_\_\_\_\_
3. NP: White water rafting / dangerous / because I / crash into the rocks \_\_\_\_\_
4. PP: White water rafting / exciting / because I / go down a wild river \_\_\_\_\_




2.  **Write »** Write three ideas to describe what your life would be like if the internet didn't exist.



1. If \_\_\_\_\_, I \_\_\_\_\_
2. If \_\_\_\_\_, I \_\_\_\_\_
3. If \_\_\_\_\_, I \_\_\_\_\_

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3.  **Listen »** Listen to the interview with Francisco. Choose the correct answers (a-c).

1. What would Francisco do if the internet didn't exist?
  - a. He'd watch TV.
  - b. He'd read newspapers.
  - c. He'd buy a radio.
2. What kind of clothes has Francisco bought?
  - a. a T-shirt
  - b. a pair of trainers
  - c. a pair of jeans
3. What's Francisco's main problem with technology?
  - a. He's been distant from his family.
  - b. He's had problems at school.
  - c. He's always on the internet.
4. What will he do to control technology consumption?
  - a. do an extreme sport
  - b. spend more time with friends and family
  - c. never play video games

I can speak about possibility and certainty. ✓	
Very well 	
Quite well 	
With difficulty 	

I can express conditions when talking about possible situations. ✓	
Very well 	
Quite well 	
With difficulty 	

I can ask and answer questions on sports, technology and fashion. ✓	
Very well 	
Quite well 	
With difficulty 	



1.  **Write »**

(15 minutes)

- Students read and complete the sentences.

**Possible answers**

1. Climbing could be risky because I might fall.
2. Climbing might be interesting because I could walk down a rocky mountain.
3. White water rafting must be dangerous because I could crash into the rocks.
4. White water rafting could be exciting because I might go down a wild river.

2.  **Write »**

(15 minutes)

- Students write the sentences.
- Answers will vary. Focus on checking that they have formed second conditional sentences correctly.

3.  **Listen »**

(15 minutes) **track 76**

- Play the audio. Students listen and choose the correct answer.
- Play the audio again if necessary, so that students can check their answers.

**Answer Key**

1. a,    2. c,    3. c,    4. b

**Audio Script**

76

**Reporter:** I'm here with 16-year-old Francisco, from Cartagena, to talk about his consumer habits and any problems he has with fashion and technology. So, Francisco, what would you do if the internet didn't exist?

**Francisco:** Wow, erm... well, life would be more difficult. I think that if the internet didn't exist, I would still watch TV, but I would also read more books and listen to my dad's radio.

**Reporter:** OK, second question. Have you ever spent your money on fashionable clothes?

**Francisco:** Well, this T-shirt belonged to my brother, but I have bought some fashionable clothes. The last time I went shopping I bought a new pair of jeans, but they were too big. I wanted to wear them with some trainers my mum bought me as a present. I wasted my money.

**Reporter:** Right, question three. Have you ever been more distant from your family because of using technology?

**Francisco:** Yes, I have. I've spent a lot of time downloading music from the internet and I always spend hours playing games on my smartphone. I need to control those habits. I know I'm not the only one.

**Reporter:** Oh, I know. Many teenagers prefer to spend time using technology instead of speaking with their friends and family in person. So, how do you think you might become a better user of technology?

**Francisco:** Well, I could control the time I spend online. I have plans to change my life style because the internet and video games shouldn't be the most important things. I might do more exercise, but there are other important things like spending more time at home with my family.

**Reporter:** That's great. Francisco, thanks for your time. Good luck with your plans.

**Francisco:** Thanks.

# Having fun Bingo

	A	B	C	D
2	What have you been doing lately?	What book have you been reading lately?	What do you like to collect?	What does 'spending foolishly' mean?
3	 <p>Imagine you bought these. Tell your mother why you need them.</p>	 <p>Imagine you bought these. Tell your father why you need them.</p>	 <p>What is this sport? Can it be dangerous?</p>	 <p>What positive characteristics does this sport have?</p>
4	Complete: <i>Although I have the money, ...</i>	Complete: <i>Instead of buying a video game, ...</i>	What should a smart buyer know?	Tell your friend about a time when you spent money carelessly.
5	Complete: <i>If I spend all my money, I ...</i>	Complete: <i>If I play a sport, I ...</i>	Complete: <i>If we didn't have cars, ...</i>	Complete: <i>If we didn't have the internet, ...</i>
6	 <p>Is this practical?</p>	 <p>Is this useful?</p>	 <p>Are these warm and cosy?</p>	 <p>Is this cool and modern?</p>
7	Say the price: £130	Say the price: £210	Complete: <i>Car racing could be ...</i>	Complete: <i>_____ is an exciting sport.</i>
8	Pretend you are at a shop. Ask the salesperson about the price of a sweater.	Complete with <i>yet</i> or <i>already</i> : <i>I have _____ bought my textbooks.</i>	Name two essential items you need to buy.	Complete with <i>yet</i> or <i>already</i> : <i>I haven't studied for the test _____.</i>

# module 4 // Review

Pick two columns and roll the dice, answer the question in the square and write the number of the square down if you answer correctly (e.g. 6B). The first person that completes their two columns wins!

	E	F	G	H
2	What sport have you been playing recently?	What have you been studying recently?	Do you know a person who collects something? What does he/she collect?	What does 'spending wisely' mean?
3	 <p>Imagine you bought this. Tell your mother why this is something you need.</p>	 <p>Imagine you bought these. Tell your father why you need them.</p>	 <p>What is this sport? Can it be dangerous?</p>	 <p>What positive characteristics does this sport have?</p>
4	Complete: <i>Have you spent much money this year? On the contrary, I ...</i>	Complete: <i>Please buy some notebooks as well as ...</i>	Complete: (You spent too much and your mum is angry.) <i>I will ...</i>	Complete: (You had a piercing done and your mum is angry.) <i>I will ...</i>
5	Complete: <i>If I study a lot, I ...</i>	Complete: <i>If I save some money, I ...</i>	Complete: <i>If we didn't have schools, ...</i>	Complete: <i>If we didn't have computers, ...</i>
6	 <p>Is this useful?</p>	 <p>Is this practical?</p>	 <p>Are these modern?</p>	 <p>Is this unique and fun?</p>
7	Say the price: £332	Say the price: £567	Complete: <i>Sailing can be ...</i>	Complete: _____ <i>is a dangerous sport.</i>
8	Pretend you are a salesperson. Tell a customer how much a sweater costs.	Complete with <i>yet</i> or <i>already</i> : <i>I haven't bought my textbooks _____.</i>	Name two unnecessary items you have bought in the last month.	Complete with <i>yet</i> or <i>already</i> : <i>I have _____ studied for the test.</i>

## Having Fun Bingo

Students play in groups of four. Each player chooses two letters of the board. They need a pair of dice, a counter, paper and pen. Explain that they should put their counter on one of their letters. They should roll the dice and answer the question or complete the statement. If the player gets 2 to 8, he/she goes to the corresponding square. (For example if he's/she's playing on letter A and gets a 4, he/she goes to square A-4.) Explain that if the player gets 9 he/she misses a turn; if the player gets 10 he/she rolls the dice again after this turn; if the player gets 11, he/she can roll again to change to a new question; and if the player gets 12, he/she has two opportunities to answer the question. If it is correct, he/she writes the number of the square on the paper. If the answer is not correct, he/she has to wait until the next turn to try again. The player who completes one or two columns (depending on what you decide) wins.

## Having Fun Bingo Answers

### Page 162-163

A2: Answers may vary.

A3: Answers may vary.

A4: Answers may vary, but may include: '... I don't want to spend it.'

A5: Answers may vary, but may include: '... I won't have any for an emergency.'

A6: Answers may vary.

A7: A hundred and thirty pounds.

A8: Excuse me, how much is this sweater?

B2: Answers may vary.

B3: Answers may vary.

B4: Answers may vary, but may include: '... buy something you really need.'

B5: Answers may vary, but may include: '... I will be healthy.'

B6: Answers may vary.

B7: Two hundred and ten pounds.

B8: already

C2: Answers may vary.

C3: Answers may vary.

C4: Answers may vary.

C5: Answers may vary, but may include: '... we wouldn't be able to travel so efficiently from one place to the other.'

C6: Answers may vary.

C7: Answers may vary.

C8: Answers may vary.

D2: It means spending carelessly and irresponsibly.

D3: Answers may vary.

D4: Answers may vary.

D5: Answers may vary, but may include: '... we wouldn't be able to research topics so quickly.'

D6: Answers may vary.

D7: Answers may vary.

D8: yet

E2: Answers may vary.

E3: Answers may vary.

E4: Answers may vary.

E5: Answers may vary, but may include: '... I will pass the test.'

E6: Answers may vary.

E7: Three hundred and thirty-two pounds.

E8: This sweater is ... pounds.

F2: Answers may vary.

F3: Answers may vary.

F4: Answers may vary.

F5: Answers may vary, but may include: '... I will have money for an emergency.'

F6: Answers may vary.

F7: Five hundred and sixty-seven pounds.

F8: yet

G2: Answers may vary.

G3: Answers may vary.

G4: Answers may vary.

G5: Answers may vary, but may include: '... people wouldn't be able to study and learn.'

G6: Answers may vary.

G7: Answers may vary.

G8: Answers may vary.

H2: It means spending money on things that you really need.

H3: Answers may vary.

H4: Answers may vary.

H5: Answers may vary, but may include: '... people wouldn't be able to use the Internet, communicate more easily, or send emails.'

H6: Answers may vary.

H7: Answers may vary.

H8: already



# Project



## A documentary film to present information on teenagers' shopping needs and habits.

A documentary film is a short film that shows a real situation or event. It usually has a narrator or reporters who describe the event and interview people.

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

Unit 1 Sensible shopping	Unit 2 Controlling expenses!	Unit 3 Extreme consumption
<b>Lesson 2, exercise 6</b> Quiz: Are you a shopping addict? <input type="checkbox"/>	<b>Lesson 2, exercises 5-6</b> Interview teenagers and report on their monthly expenses. <input type="checkbox"/>	<b>Lesson 3, exercises 8-9</b> Chart based on survey results and video report. <input type="checkbox"/>
<b>Lesson 3, exercise 8</b> Questionnaire about students' shopping habits. <input type="checkbox"/>	<b>Lesson 3, exercises 10-11</b> Survey and interview on adolescents' needs and spending habits. <input type="checkbox"/>	

- Look at the six stages of making a documentary film. Decide who in your group will work on the different stages.
  - Choose a topic for your film (e.g. teenagers' shopping needs).
  - Write interview questions to ask people about the topic.
  - Decide who will be the interviewer/reporter. Start filming. Use a camera or smartphone. Interview as many people as possible about the topic.
  - Watch the interviews and note down the results. Create a chart or infographic to show the results.
  - Prepare a script for the narrator. Think about what you will say to introduce the topic and the results of the interviews.
  - Edit the film.
    - Decide how you will organize the interviews.
    - Include some images of your school or community.
    - Add a title at the beginning.



## Module 4 Project

1. Explain to students that they are going to create a documentary film to present information on teenagers' shopping needs and habits. Jog their memories with some of the ideas they discussed earlier in the module.

Tell students they will be making the film and presenting it to the school or to another class.

Remind students that they've been working on the project throughout the module. Direct them to the Unit overview pages so they can see the Module tasks and elements which will contribute to the project. Remind them of the different activities they carried out earlier in the module.

2. Go through the different stages of making a documentary film. Ask students to choose who will work on which stage.

Students will need to prepare the elements of the film and edit it.

Encourage students to challenge themselves to make the film as good as possible. As students will be showing this film to people outside the class, they should be proud of the work they do.

## module 4 // Project

3. Look at the two suggestions for ways to show your film. Discuss the advantages and disadvantages of each one: showing your film in the school theatre/lecture room or uploading it to the internet. Can you think of other ideas?

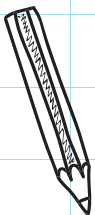
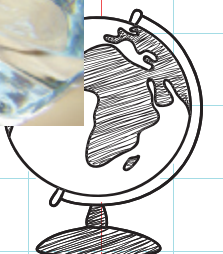
### Option 1: Show your film in the school theatre or a lecture room

1. Select a date and book a room.
2. Book the equipment you need (e.g. TV, digital projector, computer).
3. Decide how to invite the school community to see the film. What information will you give them about the film?
4. On the day, welcome the audience and introduce the group who made the film.
5. Show the film.
6. After the film, have a 'question and answer' session with the audience.

### Option 2: Upload the film to the internet

1. Upload your film to YouTube or a similar social media website.
2. Visit classrooms in your school and invite students and teachers to watch the film online. Make sure you give them the correct link!
3. Invite students to click 'like' (👍) and to write positive comments about your film.
4. Reply to the comments.
5. Keep a note of the number of people who watched and 'liked' the film, and the comments.

4. In your groups, discuss the questions or comments and any other feedback from your audience.
- a. What was good about your film?
  - b. What could you improve?
  - c. What would you do differently in future?









## Module 4 Project

3. Go over the two options for the presentation of the film. Elicit and discuss the advantages and disadvantages of each. Then invite students to discuss and disadvantages they might encounter. Explain to students that Option 1 might be more appropriate for a large school with many students, which Option 2 could be more suitable if they don't have a projector and computer. Time, space and tech tools available should be taken into account when considering how best students can present their work.



4. Have students reflect on the importance of obtaining the corresponding feedback after the event. Explain that the audience should provide feedback on the research and activity as a whole.

Encourage students to reflect on the process of filming, collating the research and showing their film. They should congratulate themselves on things that went well and discuss how to improve.



# Evaluation

## Vocabulary

Circle ALL the words and phrases with similar meanings.

- |                   |                       |                  |               |
|-------------------|-----------------------|------------------|---------------|
| 0. <b>A. cool</b> | <b>B. modern</b>      | <b>C. useful</b> | D. ugly       |
| 1. A. foolishly   | B. imprudently        | C. responsibly   | D. carelessly |
| 2. A. similar to  | B. in the same way as | C. although      | D. as well as |
| 3. A. unique      | B. prudent            | C. dangerous     | D. risky      |
| 4. A. boring      | B. fun                | C. interesting   | D. exciting   |
| 5. A. pay         | B. spend              | C. buy           | D. save       |

## Grammar

Choose the sentence that is correct.

0. **A. I have already bought a new tent.**  
 B. I have yet bought a new tent.  
 C. I have already buy a new tent.
6. A. Although I like this jacket, it is also beautiful  
 B. Although I like this jacket, it's too expensive.  
 C. Although I like this jacket, I bought it.
7. A. I have wait for a package for three weeks.  
 B. I have been waiting for a package for three weeks.  
 C. I'm waiting for a package for three weeks.
8. A. Instead of buying so many unnecessary things, buy some more.  
 B. Instead of buying so many unnecessary things, waste your money.  
 C. Instead of buying so many unnecessary things, try to save some money.
9. A. Mountain climbing could be dangerous.  
 B. Mountain climbing should be dangerous.  
 C. Mountain climbing be dangerous.
10. A. If mobile phones didn't exist, we won't be able to communicate so easily.  
 B. If mobile phones didn't exist, we wouldn't be able to communicate so easily.  
 C. If mobile phones didn't exist, we can't be able to communicate so easily.



# Evaluation Answers

## Page 166

### Vocabulary

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

### Grammar

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

# module 4 // Evaluation

## Reading

Read the following text. Choose the best answer, *True* or *False*, for each question.

We are now living in a 'digital world'. Everyone has a mobile phone, and people are always looking for the newest model. Every teenager depends on their phone not only to communicate, but also to play games, check their social networks, listen to music, use the internet, etc. Every day, new terms related to communication appear: 'texting', 'messaging' and 'chatting' are some of the words that refer to communicating using a mobile phone. Although schools are now aware of this, their opinion on this issue seems to vary. Some schools, for example, accept the use of mobile phones and allow them to be used for homework. Other schools prohibit the use of mobile phones and students use them in secret. Should schools have a balanced view on mobile phone use and take advantage of these new forms of communication and words? Of course. If this was the case, students would feel free but at the same time only use their mobile phones when it is appropriate.

	True	False
0. The term 'digital world' means that there is new technology such as mobile phones that everyone uses.		✓
11. According to the article, people don't use their mobile phones.		
12. According to the article, teenagers use their phones only to talk.		
13. New ways of communication and words related to communication have appeared because of new technology.		
14. All schools accept the use of mobile phones in class.		
15. The article says that schools shouldn't allow students to use their mobile phone in class.		

## Writing

Write what would happen if the following situations happened. Use the Word Bank.

- We would not have any cultural development.
- We wouldn't be able to travel so easily.
- We wouldn't be able to research topics so fast.
- We wouldn't be able to study and read about different topics.
- We wouldn't be able to communicate easily from one place to the other.
- We wouldn't be able to watch shows and movies.

(0) What would happen if we didn't have technological resources?

We would not have any cultural development.

16. What would happen if we didn't have the internet?

\_\_\_\_\_

17. What would happen if people didn't have books?

\_\_\_\_\_

18. What would happen if there weren't phones?

\_\_\_\_\_

19. What would happen if there weren't planes?

\_\_\_\_\_

20. What would happen if we didn't have TVs?

\_\_\_\_\_



## Evaluation Answers

### Page 167

#### Reading

11. False
12. False.
13. True
14. False
15. False

#### Writing




16. We wouldn't be able to research topics so fast.
17. We wouldn't be able to study and read about different topics.
18. We wouldn't be able to communicate easily from one place to the other.
19. We wouldn't be able to travel so easily.
20. We wouldn't be able to watch shows and movies.

# Gap Activity

## Student A

### Stage 1

Look at expressions and pictures about illegal mining and its effects. Match three expressions to your pictures.

<p>affected health campaigns contaminated the air destroyed the forests education programs writing letters polluted the rivers</p>	<p>1</p> 	<p>2</p> 	<p>3</p> 
--	--	---	--

Now, read the text about illegal mining. Then, complete the questions.

About a \_\_\_\_\_ ago, the town where I lived had a lot of illegal mining. It was terrible. The beautiful forests and mountains near our home were completely destroyed. Over time, the mining b \_\_\_\_\_ and destroyed the forests. It was so terrible that it even c \_\_\_\_\_ the air we breathe. It became so bad that our town was constantly covered in black smoke. As you can imagine, it really d \_\_\_\_\_ our health. Many people began to suffer from respiratory problems and there was an increase in cancer.

People in the town decided to do something about it. We started e \_\_\_\_\_ and wrote letters to the local government. We also began several education programs. We managed to improve the local regulations for mining. We also saw the government and the police working with the local community to stop a lot of illegal mining. Today, there are not as many illegal mines and we feel there has been a big improvement in the air quality and local environment here.

### Questions

- When did the illegal \_\_\_\_\_ begin?
- What happened \_\_\_\_\_ time?
- What \_\_\_\_\_ to the air?
- What did the \_\_\_\_\_ mining do to people's health?
- What did people start to \_\_\_\_\_?

### Stage 2




Now ask your questions to Student B. Listen and write down the answers to complete your text. Listen to Student B's questions and answer them with information in your text.

# module 1 // Gap Activity

## Student B

### Stage 1

Look at expressions and pictures about illegal mining and its effects. Match three expressions to your pictures.

<p>affected health campaigns contaminated air destroyed forests education programs writing letters polluted the rivers</p>	<p>1</p> 	<p>2</p> 	<p>3</p> 
--	--	---	--

Now, read the text about illegal mining. Then, complete the questions.

About 5 years' ago, the town where I lived had a lot of illegal mining. It was a \_\_\_\_\_. The beautiful forests and mountains near our home were completely destroyed. Over time, the mining polluted the rivers and b \_\_\_\_\_. It was so terrible that it even contaminated the air we breathe. It became so bad that our town was constantly covered c \_\_\_\_\_. As you can imagine, it really damaged our health. Many people began to suffer from d \_\_\_\_\_ and there was an increase in cancer.

People in the town decided to do something about it. We started campaigns and e \_\_\_\_\_ to the local government. We also began several education programs. We managed to improve the local regulations for mining. We also saw the government and the police working with the local community to stop a lot of illegal mining. Today, there are not as many illegal mines and we feel there has been a big improvement in the air quality and local environment here.

### Questions

- How \_\_\_\_\_ the illegal mining?
- What happened \_\_\_\_\_ time?
- What \_\_\_\_\_ to the town?
- What did people begin to \_\_\_\_\_ from?
- What did people start to do?

### Stage 2

Now ask your questions to Student A. Listen and write down the answers to complete your text. Listen to Student A's questions and answer them with information in your text.

# Gap Activity

## Student A

### Stage 1

Complete the questions that a doctor might ask when somebody is ill. Work with Student B to check your answers.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| a How _____ you feel today?      | e Do you _____ ill all the time? |
| b _____ are your symptoms?       | f _____ you sleeping enough?     |
| c _____ did your symptoms begin? | g Are _____ eating enough?       |
| d What _____ you do yesterday?   | h Do you drink lots _____ water? |



### Stage 2

Now, decide what advice a doctor normally gives somebody who is ill. Work with Student B to check your answers.

i You should / shouldn't take antibiotics.

m

j You should / shouldn't take vitamin C.

n You should / shouldn't drink plenty of water.

k You should / shouldn't take lots of rest.

o You should / shouldn't go outside in the cold.

l You should / shouldn't stay at home.

p You should / shouldn't eat some garlic.

### Stage 3

Now, you will pretend to be ill. Think of your symptoms, using the Word Bank to help you. Student B is the doctor. Tell the doctor what's wrong. Write down the doctor's advice. Thank the doctor at the end of your conversation.

### Stage 4

Now, you will pretend to be the doctor. Find out what's wrong with Student B. Listen carefully to Student B's symptoms. Give advice to Student B for getting better.

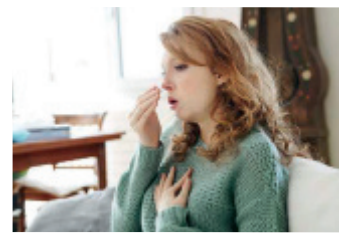
#### Word Bank

feeling really stressed    have a fever  
 feeling really tired    have a headache  
 have a bad cough    have a stomach ache



# module 2 // Gap Activity

## Student B



### Stage 1

Complete the questions that a doctor might ask when somebody is ill. Work with Student A to check your answers.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| a How _____ you feel today?      | e Do you _____ ill all the time? |
| b _____ are your symptoms?       | f _____ you sleeping enough?     |
| c _____ did your symptoms begin? | g Are _____ eating enough?       |
| d What _____ you do yesterday?   | h Do you drink lots _____ water? |

### Stage 2

Now, decide what advice a doctor normally gives somebody who is ill. Work with Student A to check your answers.

i You should / shouldn't take antibiotics.

m You should / shouldn't eat plenty of sweets.

j You should / shouldn't take vitamin C.

n You should / shouldn't drink plenty of water.

k You should / shouldn't take lots of rest.

o You should / shouldn't go outside in the cold.

l You should / shouldn't stay at home.

p You should / shouldn't eat some garlic.

### Stage 3

Now, you will pretend to be the doctor. Find out what's wrong with Student A. Listen carefully to Student A's symptoms. Give advice to Student A for getting better.

### Stage 4

Now, you will pretend to be ill. Think of your symptoms, using the Word Bank to help you. Student A is the doctor. Tell the doctor what's wrong. Write down the doctor's advice. Thank the doctor at the end of your conversation.

#### Word Box

feeling really stressed    have a fever  
feeling really tired    have a headache  
have a bad cough    have a stomach ache

# Gap Activity

## Student A

### Stage 1

Read about your neighbour. He or she isn't a very good neighbour!

### My neighbour ...

Doesn't clear the front garden - it's always messy  
Has a smelly back garden - I saw rats there  
Burns rubbish in the back garden - it's quite dangerous on a hot day

### Stage 2

Complete the missing words to make sentences you might use to complain to your neighbour. Two of the missing words are **should** and **shouldn't**.

- 1 Your front \_\_\_\_\_ is really messy.
- 2 Could \_\_\_\_\_ tidy it up, please?
- 3 I'm afraid I also saw \_\_\_\_\_ in your back garden. It's really smelly there.
- 4 You \_\_\_\_\_ clear it up.
- 5 And I've seen you burning \_\_\_\_\_ in your back garden.
- 6 You \_\_\_\_\_ burn rubbish on a hot day. It might cause a fire.

### Stage 3

Your neighbour is Student B!  
Student B doesn't know you are unhappy. You need to tell Student B about the problems. Be polite. Try to help the situation.

Student B is also unhappy with you!  
Listen to Student B's complaints and write them down. Be polite. Try to help the situation.

Excuse me, do you have a moment? ...



# module 3 // Gap Activity

## Student B

### Stage 1

Read about your neighbour. He or she isn't a very good neighbour!

#### My neighbour ...

Hasn't painted our garden fence – it's his or her responsibility to do that  
Always plays loud music late at night  
Leaves rubbish in the street in front of my home

### Stage 2

Complete the missing words to make sentences you might use to complain to your neighbour. Two of the missing words are **should** and **shouldn't**.

- 1 You haven't painted our garden \_\_\_\_\_ – it's your responsibility to do that.
- 2 Could \_\_\_\_\_ do it this weekend, please?
- 3 I'm afraid I often hear loud \_\_\_\_\_ at night, after 11pm.
- 4 You \_\_\_\_\_ play loud music or have the TV on loudly late at night.
- 5 And you leave \_\_\_\_\_ in the street in front of my home.
- 6 You \_\_\_\_\_ put it in the rubbish bin for collection.

### Stage 3

Your neighbour is Student A!  
Student A doesn't know you are unhappy. You need to tell Student A about the problems. Be polite. Try to help the situation.

Student A is also unhappy with you!  
Listen to Student A's complaints and write them down. Be polite. Try to help the situation.

Excuse me, do you have a moment? ...



# Gap Activity



## Student A

### Stage 1

Look at the picture. Then, complete the questions about shopping habits. Work with Student B to check your answers.

- a \_\_\_\_\_ you like shopping?
- b How \_\_\_\_\_ time do you spend each week shopping?
- c Do \_\_\_\_\_ prefer to spend lots of money or small amounts of money when you are shopping?
- d Have you ever bought something that \_\_\_\_\_ never used?
- e Have your parents ever become irritated because you wanted to buy \_\_\_\_\_ much?
- f Do you like buying things \_\_\_\_\_ buying experiences?
- g Does advertising help you decide what things to \_\_\_\_\_?
- h \_\_\_\_\_ you buy things according to the fashions?
- i Was the last thing \_\_\_\_\_ bought absolutely necessary?
- j Would you describe yourself as a 'smart shopper' \_\_\_\_\_ a 'compulsive shopper'?

### Stage 2

Use your completed questions about shopping from Stage 1 to find out the shopping habits of Student B. Listen and write down Student B's answers.

Do you think Student B is a 'smart shopper' or a 'compulsive shopper'? Why? Why not?

# module 4 // Gap Activity

## Student B

### Stage 1

Look at the picture. Then, complete the questions about shopping habits. Work with Student A to check your answers.



- a \_\_\_\_\_ you like shopping?
- b How \_\_\_\_\_ time do you spend each week shopping?
- c Do \_\_\_\_\_ prefer to spend lots of money or small amounts of money when you are shopping?
- d Have you ever bought something that \_\_\_\_\_ never used?
- e Have your parents ever become irritated because you wanted to buy \_\_\_\_\_ much?
- f Do you like buying things \_\_\_\_\_ buying experiences?
- g Does advertising help you decide what things to \_\_\_\_\_?
- h \_\_\_\_\_ you buy things according to the fashions?
- i Was the last thing \_\_\_\_\_ bought absolutely necessary?
- j Would you describe yourself as a 'smart shopper' \_\_\_\_\_ a 'compulsive shopper'?

### Stage 2

Use your completed questions about shopping from Stage 1 to find out the shopping habits of Student A. Listen and write down Student A's answers.

Do you think Student A is a 'smart shopper' or a 'compulsive shopper'? Why? Why not?

# Grammar Chart

## Module 1

Unit 1	Unit 2	Unit 3
<p><b>Would (not) like to ...</b> Used to let someone know what you would or wouldn't be interested in doing. <i>I would like to rescue abandoned animals</i> <i>I wouldn't like to pick up rubbish.</i></p> <p><b>Adjective and preposition combinations</b> Some adjectives often go with prepositions. They are normally followed by a verb in gerund form. <i>I am good at using computers.</i></p> <p><b>Verbs followed by gerunds.</b> Some verbs are followed by other verbs in gerund form. <i>Carlos enjoys reading books.</i></p> <p><b>Past simple</b> Use <i>before</i> and <i>now</i> to show change. <i>Before, the water was polluted; now, it is clean.</i></p>	<p><b>Wh- questions</b> Used to request information. <i>How can I save water?</i> <i>What do you do with damaged appliances?</i></p> <p><b>Making suggestions</b> Use <i>can</i> to make suggestions. <i>You can reuse a plastic bottle.</i></p> <p><b>Giving explanations</b> <i>by</i> followed by a gerund is used to explain how something is done. <i>You can help by putting your bottles in the recycling bins.</i></p>	<p><b>Collocations to express opinion</b> Use certain collocations to express your opinion. <i>I believe that it's better to organize an educational campaign</i> <i>In my opinion, the school should have more recycling bins.</i></p> <p><b>Giving reasons</b> <i>because</i> is used to express a reason for something. <i>We need to stop using private cars because they pollute the environment.</i></p>

## Module 2

Unit 1	Unit 2	Unit 3
<p><b>Adverbs of Frequency</b> <i>never, usually, often, sometimes, hardly ever, always</i> Use these to say how often something happens. <i>Nicolás usually eats in secret.</i></p> <p><b>First Conditional</b> This is used to talk about something that will happen (a consequence) if a particular condition is completed. It is formed as follows: Use the <i>present simple</i> after <i>if</i>, and the <i>future simple</i> with <i>will</i> to talk about the consequence: <b>If + present simple, will + infinitive</b> <i>If you have breakfast every day, you will feel great.</i></p> <p><b>Past simple</b> Use this tense to talk about past experiences <i>It all started because I was not happy with my weight</i></p>	<p><b>Present simple questions</b> Used to ask for information. Often used with a <i>wh-</i> question word. <i>Which mineral is essential for healthy bones?</i> <i>What's an empanada?</i></p> <p><b>Imperative</b> You can use this to give advice or instructions. <i>Mix all the ingredients together.</i> <i>Don't forget to drink lots of water.</i> <i>Put your hands on your waist</i></p>	<p><b>Zero Conditional</b> This is used to talk about things that are generally <i>always</i> true. It is formed as follows: Use the <i>present simple</i> after <i>if</i>, and the <i>present simple</i> or <i>imperative</i> for the consequence: <b>If + present simple, present simple or imperative</b> <i>If you cannot process media messages critically, their influence turns negative.</i></p> <p><b>Making suggestions</b> Use <i>need to</i> and <i>let's</i> to make suggestions. <i>You need to feel happy about your body image.</i> <i>Let's start by drinking more water.</i></p> <p><b>Past simple questions</b> Used to ask about past experiences <i>How did this problem start?</i></p>

## Module 3

Unit 1	Unit 2	Unit 3
<p><b>Modal verbs</b> <b>should and could</b> These are modal verbs that are used to give advice and suggestions. <i>What should I do?</i> <i>You should wash your hands before eating</i> <i>You should speak with your friend about the problem.</i> <i>You shouldn't shout at her.</i> <i>He could be more respectful.</i> <b>must/have to</b> These are modal verbs that are used to show obligation. <i>What must you do at home?</i> <i>I must wash the dishes.</i> <i>I mustn't go to bed late.</i> <i>What do you have to do at school?</i> <i>I have to wear my uniform properly.</i></p>	<p><b>Present perfect</b> This tense is used to talk about something that started in the past and continues in the present. It is formed using the present form of the auxiliary verb <i>have</i> and the <i>past participle</i> of a verb: <i>I have insulted my friends with bad words.</i> <i>I haven't donated clothes to a foundation.</i> <i>She has volunteered at the Red Cross.</i> <i>She hasn't forgiven her friend for shouting at her.</i> <i>Have you ever...?</i> This question asks if once in your life you have done something. <i>Have you ever defended a friend from bullies?</i></p>	<p><b>First Conditional</b> This is used to talk about something that will happen (a consequence) if a particular condition is completed. It is formed as follows: Use the <i>present simple</i> after <i>if</i> and the <i>future simple</i> with <i>will</i> to talk about the consequence: <b>If + present simple, will + infinitive</b> <i>If you give your grandparents a little happiness, they will show their gratitude.</i> <i>If we don't support Food for Africa, children will be sick and weak.</i>  This conditional form is also used to make future plans. <i>If they come to visit, we'll take them to the carnival.</i></p>

## Module 4

Unit 1	Unit 2	Unit 3
<p><b>Present perfect with yet and already</b> Use <i>yet</i> in negative statements to say that something hasn't happened before now. <i>I haven't bought Juan's present yet.</i> We also use it in questions. <i>Have you bought the present yet?</i> Use <i>already</i> to talk about an action that has happened before now and doesn't need to be repeated. <i>I've already bought a present for Juan.</i> <b>Present perfect with since and for</b> Use <i>since</i> to talk about a starting point of an action that still happens in the present. <i>She has collected Barbie dolls since she was 5 years old.</i> Use <i>for</i> to talk about a period of time up until the present. <i>She has been a professional collector for 24 years.</i></p>	<p><b>Present perfect continuous</b> Used to talk about an action that started in the past and is still happening at the moment of speaking. <i>How long have you been going to the gym?</i> <i>I have been going to the gym for two months now.</i>  <b>First Conditional</b> Used to talk about hypothetical situations that are likely to happen in the future. <i>If we travel, we will meet people from different countries.</i> <b>Talking about statistics</b> Use <i>half</i>, <i>quarter</i> and <i>three quarters</i> to say how many people did something. <i>Three years ago, less than half the teenagers in school recycled their plastic bottles. Now, three quarters of the students recycle regularly.</i></p>	<p><b>Modal Verbs</b> These verbs can be used to express levels of certainty about future events <b>Could</b> - 50% certain <i>It could be very dangerous.</i> <b>Might</b> - 50% certain <i>You might have problems in the sea.</i> <b>Can</b> - 70% certain <i>You can go scuba diving on the Caribbean coast.</i> <b>Must</b> - 100% certain <i>You must be careful.</i> <b>Second Conditional</b> Used to talk about hypothetical situations that are not very likely to happen in the future. <i>If students spent less time on the computer, they would do more physical activity.</i></p>



# Vocabulary List



## Module 1

<i>Eco-Values</i>	<i>Human actions</i>	<i>Environmental impact</i>	<i>Expressing opinion</i>	<i>Environment</i>	<i>Negative things for the environment</i>
cooperation <i>n.</i> creativity <i>n.</i> respect <i>n.</i> responsibility <i>n.</i>	compost <i>v.</i> conserve <i>v.</i> cut down <i>v.</i> destroy <i>v.</i> dump <i>v.</i> extract <i>v.</i> go ( <i>v.</i> ) on a demonstration produce <i>v.</i> restore <i>v.</i> save <i>v.</i> sign ( <i>v.</i> ) a petition support ( <i>v.</i> ) a cause throw away <i>v.</i> volunteer <i>v.</i>	air pollution <i>n.</i> batteries <i>n.</i> crisp packets <i>n.</i> deforestation <i>n.</i> energy <i>n.</i> erode <i>v.</i> erosion <i>n.</i> e-waste <i>n.</i> illegal mining <i>n.</i> magazines <i>n.</i> organic waste <i>n.</i> peelings <i>n.</i> plastic bottles <i>n.</i> pollute <i>v.</i> recycling <i>n.</i> soil pollution <i>n.</i> water pollution <i>n.</i>	according to ... (not) agree with ... be certain/sure that ... be concerned/worried about ... be sure that ... believe that ... have no doubt that ... in my opinion ... it's a good idea to ... it's better to ... it's good/important/necessary/wrong to ... really think that ... strongly believe that ...	absorb ( <i>v.</i> ) CO2 biodiversity <i>n.</i> ecosystem <i>n.</i> habitat <i>n.</i> sustainable <i>adj.</i> symbiotic <i>adj.</i>	fumes <i>n.</i> open mine <i>n.</i> pesticides <i>n.</i> possessions <i>n.</i> population growth <i>n.</i> rubbish <i>n.</i> transportation <i>n.</i> tyres <i>n.</i> waste <i>n.</i>

## Module 2

<i>Eating Disorders</i>	<i>Health Problems and Remedies</i>	<i>Food</i>	<i>Cooking Methods</i>	<i>Nutrients</i>	<i>Body Parts</i>	<i>Describing emotions</i>	<i>Verbs</i>
anorexia <i>n.</i> body image <i>n.</i> bulimia <i>n.</i> binge-eating <i>n.</i> obesity <i>n.</i> overweight <i>adj., n.</i> self-esteem <i>n.</i>	cold <i>n.</i> headache <i>n.</i> stomach ache <i>n.</i> toothache <i>n.</i> relax <i>v.</i> stay ( <i>v.</i> ) in bed take ( <i>v.</i> ) a home remedy/some medicine visit ( <i>v.</i> ) the doctor/dentist	avocado <i>n.</i> flour <i>n.</i> ketchup <i>n.</i> minced beef/pork <i>n.</i> onion <i>n.</i> oil <i>n.</i> salt <i>n.</i> sugary foods <i>n.</i>	baked <i>adj.</i> fried <i>adj.</i> grilled <i>adj.</i> mashed <i>adj.</i> steamed <i>adj.</i>	a good source of ... calcium <i>n.</i> carbohydrates <i>n.</i> fats <i>n.</i> fibre <i>n.</i> minerals <i>n.</i> protein <i>n.</i> vitamins <i>n.</i>	bones <i>n.</i> brain <i>n.</i> heart <i>n.</i> hips <i>n.</i> intestines <i>n.</i> muscles <i>n.</i> skin <i>n.</i> waist <i>n.</i>	anxious <i>adj.</i> confident <i>adj.</i> frustrated <i>adj.</i> happy <i>adj.</i> mindful <i>adj.</i> self-conscious <i>adj.</i> stressed <i>adj.</i> unhappy <i>adj.</i>	eat <i>v.</i> feel <i>v.</i> get <i>v.</i> provide <i>v.</i> take <i>v.</i> vomit <i>v.</i> worry <i>v.</i>



## Module 3

Positive Personality Qualities	Negative Personality Qualities	Verbal Abuse	Expressions for Apologizing	Values for Building Peace	Good actions	Bad actions
attractive <i>adj.</i> caring <i>adj.</i> cool <i>adj.</i> generous <i>adj.</i> humorous <i>adj.</i> kind <i>adj.</i> polite <i>adj.</i> rational <i>adj.</i> self-controlled <i>adj.</i> sensitive <i>adj.</i> skilled <i>adj.</i> sociable <i>adj.</i> tolerant <i>adj.</i> understanding <i>adj.</i>	aggressive <i>adj.</i> angry <i>adj.</i> bad-tempered <i>adj.</i> impatient <i>adj.</i> impulsive <i>adj.</i> indifferent <i>adj.</i> intolerant <i>adj.</i> rude <i>adj.</i>	call (v.) names insult v. laugh at v. shout at v. threaten v.	I'm sorry, I didn't mean to ... I'm sorry for being so insensitive. I apologize for saying that ... What I said the other day was rude.	forgiveness <i>n.</i> honesty <i>n.</i> kindness <i>n.</i> respect <i>n.</i> responsibility <i>n.</i> tolerance <i>n.</i> trust <i>n.</i>	apologize v. defend v. donate v. explain v. forgive v. join v. provide v. sponsor v. support v. teach v. volunteer v.	abuse v. argue v. discriminate against v. hurt. treat (v.) as a slave

## Module 4

Positive Adverbs	Negative Adverbs	Positive Adjectives	Gift Items	Money	Words and expressions to justify a point of view or give a contrasting view	Sports Characteristics and Dangers
carefully <i>adv.</i> cautiously <i>adv.</i> correctly <i>adv.</i> responsibly <i>adv.</i> wisely <i>adv.</i>	carelessly <i>adv.</i> foolishly <i>adv.</i> irresponsibly <i>adv.</i> unnecessarily <i>adv.</i>	cosy <i>adj.</i> comfortable <i>adj.</i> fun <i>adj.</i> liberating <i>adj.</i> practical <i>adj.</i> unique <i>adj.</i>	bean bag chair <i>n.</i> headphones <i>n.</i> hoodie <i>n.</i> selfie stick <i>n.</i> sunglasses <i>n.</i> telescope <i>n.</i> tent <i>n.</i>	earn v. income <i>n.</i> rent v. save v. spend v.	although as well as because but instead of like on the contrary similar to the same as while	careful <i>adj.</i> crash v. dangerous <i>adj.</i> difficult <i>adj.</i> drown v. exciting <i>adj.</i> interesting <i>adj.</i> scary <i>adj.</i>
				<b>Health and Fitness</b> acne <i>n.</i> cream <i>n.</i> gym <i>n.</i> in shape <i>adj.</i> slim <i>adj.</i> trainer <i>n.</i>		

## Vocabulary Teaching Tips

Academics' attitude towards language and vocabulary acquisition has changed considerably over the years. Many teachers and students believe that repetition is the best strategy for learning vocabulary. Today, it is widely considered that it is best to learn vocabulary not as single isolated words, but as chunks of language (Lewis, M. 1997).

It has also been proven that more efficient strategies exist to help students learn and remember information for long periods of time, such as making meaningful associations (Chamot, A. et al. 1999). Other strategies that help students recall vocabulary include:

- Imagining key words to create a visual and personal association between meaning and sound
- Creating categories by grouping or classifying words according to attributes
- Transferring word meaning from one language to another, generally from L1 to L2
- Using both visual and verbal aids to help individuals learn faster and recall better
- Using flashcards and picture vocabulary cards

Teachers may also consider encouraging students, when they encounter new words while reading, to look the word up in the dictionary, write it on a blank picture card and draw a picture that helps them remember the word. Teachers can suggest that students use this method to create their own Picture Vocabulary Notebook.

Before teaching students new vocabulary, it is important to provide a context for the type of words they are going

to learn (e.g. words related to health, conservation, etc.) Call on students' previous knowledge about the topic and elicit words they might already know. Engage students in activities that require those words for the exchange of information or expressions of personal feelings, etc. It is vital that enough time is provided for students to have simple communication experiences, using the new words, in order for them to use them in a meaningful way and therefore memorize them more effectively.

### Module 1

Human actions	Charades. Students form two groups. One student from each group comes to the front of the class and acts out an action that you give him/her. The group that guesses the most words wins the game.
Environment: eco-values and environmental impact	Start with a picture-word matching exercise. Then ask students to match the words with a consequence of each action.
Expressions to describe human actions on the environment	Use context clues to introduce the expressions and then ask students to match them with an image. Continue by encouraging them to have a conversation with a partner where they actually use the expression, together with ways of expressing opinion which are introduced in this module.

## Module 2

Parts of the body	“Head, shoulders, knees and toes” song. Different parts of the body can be substituted in the song. If students are unable to touch a particular body part, e.g. intestine, use pictures.
Symptoms and remedies	Write a list of symptoms and a list of remedies on the board. In no particular order, act the symptoms out, or ask students to take turns to act them out. Students have to guess what the problem is and what remedy you should use to get well.
Illnesses and eating disorders	Inferring. Provide short stories with enough context clues for students to be able to infer the meaning of a particular illness or disorder. Context clues can include definitions, synonyms, picture clues, etc.
Food, cooking methods and nutrients	Various picture-word matching games can be played. Nutrient cards or cooking method cards can be matched to food cards. You could also ask students to draw a “plate” and use nutrient cards to show a balanced diet.
Describing emotions	Charades. Students act out each emotion that they are given, while other students guess the word. You can do an emoticon-word matching exercise as well.

## Module 3

Positive and Negative Personality Qualities	To differentiate between positive and negative qualities, ask students to divide the words into two lists. As for the specific meaning of each word, using synonyms is a great idea.
Verbal Abuse	The game Pictionary is a fun way for students to learn vocabulary related to verbal abuse. They can draw people shouting at each other, etc. Remind students that, even though the topic is verbal abuse, they can't talk!
Values for building peace	Play bingo, but instead of giving the word, only give the definition. Students have to guess what word you are describing. You can use examples for this, too.
Good and Bad actions	As you go through the list, students give a ‘thumbs up’ (good action) or ‘thumbs down’ (bad action) for each word or phrase. Tell students to invent sentences using each word or phrase, in order for them to remember them.

## Module 4

Consumerism	Play a kind of ‘Show and Tell’. Ask students to bring different things they have bought into class. When students show their items to the class, the other students must say the name of the item and whether the object is a ‘need’ or a ‘want’.
Words to express similarities and contrast	Play the Synonyms and Antonyms word game. Divide students into two groups and give each group vocabulary cards. If you are working on synonyms, group 1 will have a card with the word “fun”, group 2 will have the card “entertaining”. They need to match their cards. For antonyms, you will need to provide different cards, like expensive – inexpensive, etc.
Expressions to suggest a solution	Provide students with a list of words and expressions that they can use to suggest a solution. Then give them a problem. Encourage them to decide, in groups, which words and expressions can be used to propose a solution.

# Student's Workbook Answers

## Unit 1

Lesson 1, page 3

- 1 **A** water pollution; **B** illegal mining; **C** air pollution; **D** deforestation
2. **B**; illegal mining **3. D**; deforestation **4. A**; water pollution
- 3 Students' own answers

Lesson 2, page 4

- 1 **2. in 3. about 4. at**
2. **2. being 3. organizing 4. meditating 5. start 6. swimming 7. creating** Paragraph 1 – C; Paragraph 2 – B; Paragraph 3 – A
- 3 **1 b; 2 e; 3 a; 4 f; 5 d; 6 e**

Lesson 3, page 5

- 1 Example answers **1. Several regions of Colombia have been affected, including Caquetá in the Amazon region. 2. Deforestation is a big problem in Colombia. 3. Deforestation is a problem because of the increase in illegal logging, agriculture and mining industries. 4. Deforestation has caused a decrease in biodiversity in Colombia.**
- 2 Students' own answers

Check your progress, page 6

- 1c; 2c; 3d; 4b; 5c;  
6a; 7a; 8b; 9c; 10d

## Unit 2

Lesson 1, page 7

- 1 **2 G; 3 B; 4 F; 5 A; 6 C; 7 D**
- 2 **2. recycle 3. reduce 4. recycle 5. recycle 6. reduce**
- 3 Students' own answers

Lesson 2, page 8

- 1 **1. How can I reduce my electricity consumption?; B 2. What can I do with my fruit and vegetable peelings?; C 3. How can I reduce my eco-footprint?; A 4. What can I do with my plastic water bottles?; D**
2. **2. recycle 3. batteries 4. in a private car 5. crisp packets**
- 3 Students' own answers

Lesson 3, page 9

- 1 **2. reduce pesticide use 3. reduce waste 4. reduce possessions 5. save water 6. save energy 7. save trees 8. educate people 9. reduce consumption**
- 2 Example answers **2. The class are going to save water by collect rain water to use on the school garden. 3. The school is going to publish an environmental newsletter to educate people about environmental issues.**
- 3 Students' own answers

Check your progress, page 10

- 1b; 2d; 3c; 4c; 5a;  
6d; 7b; 8c; 9c; 10c

## Unit 3

p.11 Lesson 1

- 1 **2. responsibility 3. cooperation 4. creativity**
- 2 **1. use plastic bags; bad 2. catch small fish; bad 3. organize a party; good 4. use recycled paper; good**
- 3 Students' own answers

Lesson 2, page 12

- 1 **1. believe 2. important 3. agree 4. necessary 5. opinion 6. mistake 7. sure**
- 2 Students' own answers

Lesson 3, page 13

- 1 **1 Name and address of sender C 2 Date H 3 Name, company and address of recipient E 4 Opening salutation A 5 Opening paragraph (statement of purpose) B 6 Supporting information G 7 Request for help D 8 Conclusion I 9 Closing salutation F 2 Students' own answers**

Check your progress, page 10

1. d; 2. c; 3. a; 4. b; 5. b;  
6. d; 7. a; 8. d; 9. c; 10. c



## Student's Workbook Answers

**Unit 1**

## Lesson 1, page 17

1. A Binge-eating; B Anorexia; C Bulimia
2. 1. Anorexia 2. Bulimia 3. Binge-eating
3. 1. often; drink more water  
2. sometimes; take a home remedy  
3. hardly ever; visit the dentist  
4. usually; take some medicine

## Lesson 2, page 18

1. A. soap; B. pills; C. virus; D. injection; E. toothache; F. stomach ache
2. 1. C; 2. A; 3. D; 4. B
3. 1. you will feel sick 2. you won't get better 3. you will become thin 4. you might get a stomach ache
4. Example answers 2. If you eat too much food, you might get a stomach ache. 3. If you feel sick, you won't be happy. 4. You will become thin if you suffer from anorexia. 5. If you don't get better, you might go to hospital.

## Lesson 3, page 5

1. 2. Losing control 3. Steps to recovery 4. New experiences
2. When she felt depressed, Viviana started binge-eating and vomiting more often to feel better. 3. Viviana suffered from bulimia for 15 years. 4. Viviana thought that if she didn't diet she would become obese. 5. Viviana thought it was helpful to talk to people who had similar experiences.

## Check your progress, page 6

1. b; 2. d; 3. c; 4. d; 5. b; 6. a; 7. c; 8. d; 9. a; 10. b

**Unit 2 – Healthy Food Choices**

## Lesson 1, page 21

1. Key to be determined once photo selected – labelled dish ingredients are dependent on photo
2. Grains: corn cake; beans; rice Fruit and vegetables: avocado; plantain Meats and eggs: egg; minced meat; sausage Fats and sugary foods: pork rind Dairy products is the group that isn't included.
3. 2. fruit and vegetables 3. fats and sugary food 4. meat and eggs 5. grains
4. 2. intestines 3. muscles 4. skin

## Lesson 2, page 22

1. B. boiled C. grilled D. baked E. fried
2. 2. It comes with; fried 3. It's made with; boiled
3. 1. peel 2. cut 3. mix 4. bake

## Lesson 3, page 23

1. example answers 1. If you eat a healthy breakfast, you will be happier. 2. A healthy breakfast should include fruits and vegetables, carbohydrates and proteins. 3. Our bodies need carbohydrates to make energy.
2. Students' own answers
3. Students' own answers

## Check your progress, page 24

1. c; 2. a; 3. d; 4. a; 5. c; 6. b; 7. d; 8. c; 9. c; 10. a

**Unit 3**

## Lesson 1, page 25

1. 2. high self-esteem 3. low self-esteem
2. 2. self-conscious 3. confident 4. frustrated
3. 1. Analyse images critically-Positive  
2. Ignore someone when they ask for help.-Negative  
3. Go on a diet to look like fashion models.-Negative  
4. Encourage someone to feel good about their body image.-Positive  
5. Laugh at someone's physical appearance.-Negative  
6. Express your emotions and feelings.-Positive
7. Students' own answers
8. Students' own answers

## Lesson 2, page 26

1. B. eat healthily C. educate yourself D. spend time in nature E. exercise daily
2. Students' own answers
3. 1. It was amazing. I couldn't believe it. 2. About two years old. I learned to ski and walk at the same time. 3. Yes, I did. I hit a tree and broke both my legs. 4. It took lots of patience and determination.

## Lesson 3, page 27

1. 1. c; 2. a; 3. b; 4. d
2. Students' own answers)
3. 2. did; speak 3. did; say 4. did; do
4. Students' own answers

## Check your progress, page 10

1. c 2. b 3. d 4. d 5. a 6. c 7. c 8. d 9. b 10. a





## Student's Workbook Answers

**Unit 1**

Lesson 1, page 31

1. apologize 2. patient 3. understand 4. practice
- 2 Students' own answers
- 3 Positive Qualities: kind; polite; sociable; understanding Negative Qualities: aggressive; angry; rude; intolerant

Lesson 2, page 32

- 1 1 D (feed the cat) 2 F (make breakfast) 3 E (walk the dog) 4 F (do the laundry) 5 C (wash the dishes)
- 2 A (sweep the floor) 2 Students' own answers
- 3 Students' own answers

Lesson 3, page 33

- 1 1 c; 2 b; 3 a; 4 c
- 2 1 F; 2 T; 3 DM; 4 F; 5 F; 6 T
- 3 Students' own answers

Check your progress, page 34

1. c 2. d 3. a 4. c 5. c
6. b 7. c 8. a 9. b 10. c

**Unit 2**

Lesson 1, page 35

- 1 Students' own answers
- 2 1. Malala 2. Juanes 3. Malala 4. Juanes 5. Malala 6. Malala
- 3 2. Juanes has given peace concerts. 3. Malala has become known worldwide because of her support of human rights for women and children. 4. The Mi Sangre Foundation has helped over 12,000 people. 5. The Malala Fund has opened schools for girls in Gaza, Lebanon and Pakistan. 6. The Mi Sangre Foundation has helped people in Colombia.
- 4 Students' own answers

Lesson 2, page 36

- 1 b. forgive c. shout d. offend e. insult f. donate
- 2 b. Has a friend ever shouted at you?; Students' own answers c. Have you ever defended someone from bullies?; Students' own answers d. Have you ever written bad comments about someone?; Students' own answers e. Have you ever felt sad because someone offended you?; Students' own answers f. Has your mum ever said sorry to you?; Students' own answers g. Have your parents ever donated something to a foundation?; Students' own answers h. Have you ever forgiven someone for hurting you?; Students' own answers

Lesson 3, page 37

- 1 A2; B1; C4; D5; E3
- 2 Students' own answers
- 3 1 O; 2 F; 3 F; 4 O; 5 F
- 4 Students' own answers
- 5 1. Have you ever helped old people cross the road? 2. Have you ever rescued stray cats or dogs? 3. Students' own answers 4. Students' own answers
- 6 No key

Check your progress, page 38

1. b 2. d 3. c 4. b 5. a;
6. d 7. a 8. c 9. a 10. c

**Unit 3**

Lesson 1, page 39

- 1 1. responsible 2. will give 3. will combat 4. sponsoring 5. crisis 6. will have
- 2 A. 3; B. 2; C. 1
- 3 example answers 2. If you donate \$3,000 a month, Refugees Today will use the funds to help refugees. 3. If you are a responsible and patient person, you could help United In Differences. 4. (students' own answers)

Lesson 2, page 40

- 1 3. tolerant 4. intolerant 5. fair 6. unfair 7. respectful 8. disrespectful 9. kind 10. unkind
- 2 Students' own answers
- 3 Students' own answers

Lesson 3, page 41

- 1 Fact 1 opinion Fact 2 fact Fact 3 opinion Fact 4 fact Fact 5 opinion
- 2 1. will 2. thank you 3. positive 4. respect 5. will 6. won't
- 3 2. will we eat 3. will we do

Check your progress, page 42

1. c 2. b 3. d 4. c 5. a
6. c 7. a 8. b 9. d 10. b





## Student's Workbook Answers

**Unit 1**

## Lesson 1, page 45

- 1 B. telescope C. selfie stick D. tent E. sunglasses F. beanbag chair
- 2 1. yet; already 2. yet; yet 3. yet; already
- 3 Students' own answers

## Lesson 2, page 46

- 1 2. bought 3. collected 4. had 5. was 6. paid 7. spent
- 2 2. since 3. since 4. for 5. for 6. since
- 3 1. Students' own answers 2. Do you ever feel guilty for buying something?; Students' own answers 3. Have you ever lied about how much something cost?; Students' own answers 4. Do you spend more money when you feel sad or angry?; Students' own answers

## Lesson 3, page 47

- 1 2. have offered 3. have saved 4. have made 5. have given 6. have continued
- 2 example answers 1. Shops in Spain have their discount shopping periods in January and July. 2. The biggest discount you can receive during the rebajas is 70% 3. The rebajas period is important for shop owners because they can make 20% of their yearly sales. 4. The government in Spain ended their control of the rebajas in 2012.
- 3 Students' own answers

## Check your progress, page 48

1b; 2c; 3a; 4c; 5a;  
6c; 7d; 8b; 9a; 10d

**Unit 2**

## Lesson 1, page 49

- 1 2. has been applying 3. have been following A. 3; B. 2; C. 1
- 2 2. Gloria's son has been using it for almost 3 months, but he still has acne. 3. Rick and his wife have been following the diet for two months and they haven't lost any weight.
- 3 1. My computer game hasn't arrived yet. 2. I've been waiting patiently for my order. 3. Can you give me my money back?

## Lesson 2, page 50

- 1 2. as well as 3. While 4. Instead of 5. similar to
- 2 Students' own answers
- 3 Students' own answers

## Lesson 3, page 51

- 1 example answers 2. you will learn things 3. you will face exciting challenges 4. you will open your mind 5. you will get great value for money
- 2 Students' own answers
- 3 Students' own answers

## Check your progress, page 52

1. b 2. d 3. a 4. c 5. a  
6. c 7. a 8. d 9. c 10. b

**Unit 3**

## Lesson 1, page 53

- 1 B. white water rafting C. mountain bike riding D. paragliding
- 2 2. risky 3. fun 4. liberating 5. careful 6. dangerous 7. interesting 8. scary 9. difficult
- 3 2. could be 3. must be; can be 4. could be 5. must be
- 4 1. C; 2. D; 3. A; 4. B

## Lesson 2, page 54

- 1 2. didn't spend; wouldn't be 3. wasn't; would play 4. didn't exist; would socialize
- 2 example answers 2. use a cable to connect to the internet. 3. Juan would play computer games on his console. 4. If Luna lived in an area with no internet service, she would read a book.
- 3 Students' own answers

## Lesson 3, page 55

- 1 2. shopping 3. everyone 4. whether you like it or not 5. job 6. teacher 7. music 8. whether you like it or not 9. concert
- 2 Students' own answers

## Check your progress, page 56

1. c 2. b 3. c 4. a 5. d  
6. b 7. c 8. a 9. c 10. d



## Module 1

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b> <ul style="list-style-type: none"> <li>Planet Earth</li> </ul>	Has difficulty covering the expected content.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
<b>Vocabulary Used</b> <ul style="list-style-type: none"> <li>Eco-Values</li> <li>Human Actions</li> <li>Environment</li> <li>Environmental Impact</li> <li>Negative things for the environment</li> <li>Expressing Opinions</li> </ul>	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
<b>Use of English</b> <ul style="list-style-type: none"> <li>would not like to + verb</li> <li>Adjective-Preposition combinations</li> <li>Verbs followed by gerunds</li> <li>can for suggestions</li> <li>Collocations to express opinion</li> <li>because to give reasons</li> <li>by followed by gerund to give explanations</li> </ul>	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
<b>Oral Ability (Pronunciation / Intonation / Fluency)</b>	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
<b>Interaction and audibility</b>	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.



Module 2

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b> <ul style="list-style-type: none"> <li>Health Issues</li> </ul>	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
<b>Vocabulary Used</b> <ul style="list-style-type: none"> <li>Eating Disorders</li> <li>Health Problems and remedies</li> <li>Food</li> <li>Cooking Methods</li> <li>Nutrients</li> <li>Body Parts</li> <li>Emotions</li> </ul>	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
<b>Use of English</b> <ul style="list-style-type: none"> <li>Adverbs of Frequency</li> <li>First Conditional</li> <li>Imperative</li> <li>Zero Conditional</li> <li>Making suggestions</li> <li>Past Simple questions</li> </ul>	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
<b>Oral Ability (Pronunciation / Intonation / Fluency)</b>	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
<b>Interaction and audibility</b>	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 3

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b> <ul style="list-style-type: none"> <li>• Making Peace through Words and Actions</li> </ul>	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
<b>Vocabulary Used</b> <ul style="list-style-type: none"> <li>• Positive Personality Qualities</li> <li>• Negative Personality Qualities</li> <li>• Verbal Abuse</li> <li>• Values for Building Peace</li> <li>• Good Actions</li> <li>• Bad Actions</li> </ul>	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
<b>Use of English</b> <ul style="list-style-type: none"> <li>• Present Perfect</li> <li>• First Conditional</li> <li>• Modal verb <i>should</i></li> <li>• Modal verb <i>could</i></li> <li>• Modal verb <i>must</i></li> <li>• Modal verb <i>have to</i></li> </ul>	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
<b>Oral Ability (Pronunciation / Intonation / Fluency)</b>	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
<b>Interaction and audibility</b>	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

Module 4

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b> <ul style="list-style-type: none"> <li>Wise Consumption</li> </ul>	Has difficulty covering the expected content points.	Covers with some difficulty parts of the intended topic, but the message is not badly affected.	Covers the expected content successfully.	Easily covers the expected content successfully.
<b>Vocabulary Used</b> <ul style="list-style-type: none"> <li>Positive Adverbs</li> <li>Negative Adverbs</li> <li>Positive adjectives</li> <li>Gift Items</li> <li>Money</li> <li>Health and fitness</li> <li>Adjectives to describe sports</li> <li>Actions on the Internet</li> <li>Expressions to justify points of view</li> </ul>	Has difficulty using vocabulary related to the topic.	Uses with a certain amount of difficulty some appropriate vocabulary related to the subject studied, but the learner can make himself/herself understood.	Uses vocabulary which is appropriate to the subject studied.	Easily uses extensive and appropriate vocabulary related to the subject studied.
<b>Use of English</b> <ul style="list-style-type: none"> <li>Present Perfect with <i>yet</i> and <i>already</i></li> <li>Present Perfect with <i>since</i> and <i>before</i></li> <li>Present Perfect Continuous</li> <li>First Conditional</li> <li>Second Conditional</li> <li>Modal Verbs: <i>could</i>, <i>might</i>, <i>can</i>, <i>must</i></li> </ul>	Has difficulty using grammar rules related to the subject; has problems expressing himself/herself clearly.	Uses with some difficulty grammar rules related to the subject to make himself/herself understood.	Uses correctly most of the grammar rules related to the subject and expresses himself/herself clearly.	Uses grammar rules related to the subject extensively and expresses himself/herself clearly.
<b>Oral Ability (Pronunciation / Intonation / Fluency)</b>	Speech is impossible to understand or hard to follow due to very poor pronunciation, intonation of key words and slow, hesitant speech.	Even though speech is difficult to understand, the speaker has the creativity to make himself/herself understood.	Speech is generally well pronounced and fluid, with a few hesitations. However, the speaker has some pronunciation and intonation problems.	Speech is well articulated, pronounced and fluid, with very few or no hesitations. It is easy to understand and uses correct intonation.
<b>Interaction and audibility</b>	Has difficulty maintaining appropriate interaction with audience or speaking partner, which impedes communication. Speaks very softly, making it extremely hard to hear and impeding understanding.	Sometimes maintains appropriate interaction with audience or speaking partner, but communication is occasionally impeded. Often speaks very softly, making it hard to hear and therefore frequently impeding understanding.	Interaction with audience or speaking partner is appropriate most of the time, although some mistakes are made. Level of speech in terms of sound is well adjusted to setting and surroundings most of the time.	Always maintains appropriate interaction with audience or speaking partner, which facilitates communication. Level of speech in terms of sound is well adjusted to setting and surroundings, facilitating understanding.

### Rubric for an Informative Text

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b>	The topic is not developed in a logical way and there is very little information. The narrative event is absent or not understood.	Even though the information in the text is expressed in vague terms and lacks logical unification, the general idea is covered and can be understood.	Most of the intended information is expressed logically in the text. The general idea can be understood, although it is not conveyed quite as well as it could be.	Conveys a satisfactory amount of information effectively and in a logical way. Ideas are clearly expressed and developed, making them easy to understand.
<b>Use of Language (Grammar / Vocabulary)</b>	Has difficulty using grammar rules in sentences. Paragraphs are not used correctly. Has problems expressing himself/herself clearly. Has difficulty using appropriate vocabulary.	Uses some grammar rules in sentences and some correct paragraphing.  Although he/she uses simple vocabulary, the idea is clear.	Uses most of the grammar rules correctly in sentences and ideas are structured in paragraphs.  Expresses himself/herself clearly.  Uses appropriate vocabulary.	Uses grammar rules in sentences extensively and ideas are stated clearly in paragraphs, with appropriate transitions.  Expresses himself/herself clearly.  Word choice is accurate and correct.
<b>Text Structure</b>	It is difficult to identify a specific writing form for an informative text. Ideas are scattered and no concluding expressions are used.	Ideas or information are expressed in a writing format suitable for an informative text, but concluding expressions need improving.	Information is quite structured in an appropriate writing format for an informative text. Suitable concluding expressions are used.	The writing format for an informative text is clear and ideas are well expressed within the structure.  Uses concluding expressions appropriately.
<b>Mechanics (Spelling / Punctuation)</b>	Misspelling of words interferes with understanding. Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks).	Frequent spelling and punctuation mistakes, but the meaning of the text is clear.	Spelling is correct most of the time.  Most punctuation elements are used.	Spelling is correct. Uses punctuation accurately and effectively.

## Rubric for an Argumentative Text

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Content</b>	The topic is not developed in a logical way for an argumentative text and there is very little information. The original idea is either not covered or not easy to understand.	Even though the information is expressed in vague terms and lacks the logical unification appropriate to an argumentative text, the general idea is covered and can be understood.	Most of the intended information is expressed logically in the text. The general idea can be understood, although it is not conveyed quite as well as it could be for an argumentative text.	Conveys a satisfactory amount of information effectively and in a logical way for an argumentative text. Ideas are clearly expressed and developed, making them easy to understand.
<b>Use of Language (Grammar / Vocabulary)</b>	Has difficulty using grammar rules in sentences. Paragraphs are not used correctly.  Has problems expressing himself/herself clearly.  Has difficulty using appropriate vocabulary.	Uses some grammar rules in sentences and some correct paragraphing.  Although he/she uses simple vocabulary, the idea is clear.	Uses most of the grammar rules correctly in sentences and ideas are structured in paragraphs.  Expresses himself/herself clearly.  Uses appropriate vocabulary.	Uses grammar rules in sentences extensively and ideas are stated clearly in paragraphs, with appropriate transitions.  Expresses himself/herself clearly.  Word choice is accurate and correct.
<b>Text Structure</b>	It is difficult to identify a specific writing form for an argumentative text. Ideas are scattered and no connectors of contrast and/or addition are used.	Ideas/information are expressed in a writing format suitable for an argumentative text, but connectors of contrast and/or addition need improving.	Ideas/information are quite structured in an appropriate writing format for an argumentative text. Suitable connectors of contrast and/or addition are used.	The argumentative text writing format is clear and ideas are well expressed within the structure. Uses connectors of contrast and/or addition correctly.
<b>Mechanics (Spelling / Punctuation)</b>	Misspelling of words interferes with understanding.  Lacks all or most punctuation (capital letters, full stops, commas, question marks and exclamation marks).	Frequent spelling and punctuation mistakes, but the meaning of the text is clear.	Spelling is correct most of the time.  Most punctuation elements are used.	Spelling is correct.  Uses punctuation accurately and effectively.

### Rubric for Project Preparation

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Preparation of the Project</b>	Students did not research the Project topic. They did not accomplish the mini-tasks assigned in each unit to develop the Project.	Students had difficulty understanding and communicating the Project topic. They accomplished the mini-tasks assigned in each unit to develop the Project, but only at a very basic level.	Students understood and communicated the Project topic satisfactorily. They accomplished with only minor mistakes the mini-tasks assigned in each unit to develop the Project.	Students understood and communicated the Project topic successfully. They accomplished to a high standard the mini-tasks assigned in each unit to develop the Project.
<b>Use of English</b>	Students are not motivated to communicate in English and they do not try to use the grammar structures learned throughout the units.	Little motivation to communicate in English is evident and use of the grammar structures learned throughout the units is limited.	Students show a reasonable amount of motivation to communicate in English and use the grammar structures learned throughout the units.	Students are very motivated to communicate in English and use the grammar structures learned throughout the units.
<b>Use of Materials and Resources</b>	Students do not use any materials or resources in the mini-tasks.	Students only use a limited number of materials and resources in the mini-tasks.	Students use a good number of materials and resources in the mini-tasks.	Students use a great diversity of materials and resources in the mini-tasks.
<b>Teamwork</b>	Students do not work collaboratively or in an organized way. A lack of communication within the group is evident.	Students only work collaboratively in some areas and communication within the group is very limited. Their work is a little disorganized.	Students work collaboratively and communicate well with each other. Their work is reasonably well organized.	Students work collaboratively and communicate very well with each other. Their work is well organized.

### Rubric for the Final Project

Criteria	Low Performance (1.0 to 2.9)	Basic Performance (3.0 to 3.9)	High Performance (4.0 to 4.5)	Superior Performance (4.6 to 5.0)
<b>Knowledge</b>	The group demonstrates very limited knowledge and a lack of comprehension of the topic's main issues. The topic is under-prepared. Mini-tasks are not discussed.	The group has some difficulty in demonstrating knowledge and comprehension of the topic's main issues. A basic level of preparation of the topic is evident, but mini-tasks are barely discussed.	The group demonstrates knowledge of the topic and satisfactory comprehension of the topic's main issues. There is evidence that the topic was sufficiently prepared and most of the mini-tasks are discussed.	The group demonstrates with ease knowledge of the topic and also shows good comprehension of the topic's issues. The topic is well prepared and mini-tasks are discussed.
<b>Use of English</b>	Most vocabulary, grammar and text type rules related to the subject are not used properly.	Some vocabulary, grammar and text type rules related to the subject are used properly.	Most of the vocabulary, grammar and text type rules related to the subject are used properly.	Vocabulary, grammar and text type rules related to the subject are used widely and at a high level.
<b>Presentation; Use of Materials and Resources</b>	The presentation reveals few significant outcomes from the Project.  The group uses no materials or resources in the Project.	The presentation reveals some significant outcomes from the Project.  The group uses limited materials and resources in the Project.	The presentation reveals many significant outcomes from the Project.  The group uses a good range of materials and resources in the Project.	The presentation is a good reflection of the expected outcomes from the Project.  The group uses a great diversity of materials and resources in the Project.
<b>Teamwork</b>	The group is disorganized and does not work collaboratively. There is a lack of communication between group members in the combined delivery of the final Project.	The group demonstrates little collaborative work or communication between members. Their combined delivery of the final Project is fairly disorganized.	The group demonstrates collaborative work and members communicate effectively. Their combined delivery of the final Project is well organized.	The group demonstrates good collaborative work and members communicate well. Their combined delivery of the final Project is well organized.

# Module 1 Final Project

## Eco-Documentary

### 1. Planning

In groups, take a look at the module again and prepare an eco-documentary about an ecological problem in Colombia and how to solve it. The message can take different forms. Brainstorm ideas with the students and use this list to start them off:

- What is the problem?
- Is it specific to Colombia or a global environmental problem?
- What solutions might there be?

### 2. Development

- a. Students research the problem they have chosen. They could speak to local people or go online to find some facts and figures.
- b. They discuss what the solutions could be.
- c. Students prepare a script for their eco-documentary.
- d. Students can play different roles in the documentary. For example, one student could be a reporter and another student could be a local person who is affected by the environmental problem.

### 3. Rehearsal

- a. Students rehearse and practise their lines to make sure they know exactly what they are going to say.

### 4. Action!

- a. Students use their cell phones or other equipment to make the film.
- b. Students take turn to film each other.
- c. If possible students use computers to edit the film and make it look as professional as possible.

### 5. Present

- a. Students can invite other students from the school or members of the local community to watch the film.
- b. Make the event as close as possible to a movie night.

### 6. Evaluation and feedback

- a. Ask everyone who attended the movie night to give feedback.
- b. Ask for opinions about each of the environmental problems that were presented.



# Module 2 Final Project

## Get Fit Campaign to Raise Sponsorship for an NGO

### 1. Prepare

Tell students that as a class they are going to participate in a sponsored Get Fit Campaign to raise money for an NGO.

- As a class students should choose a Non-Governmental Organization that they want to raise money for. They could consider a global organization such as Greenpeace or a more local organization that works in their community.
- Each student should think about a challenge for themselves. This could be a fitness challenge such as running a marathon or doing 10 minutes of exercise a day. Or they could consider a healthy eating challenge such as cutting out fast food or sweets and cakes for a month.

### 2. Development

- Students should prepare a sheet detailing their personal challenge and a list for people to complete with the amount of money they will contribute if the student successfully completes the challenge. The sheet should look something like this:

*I, Juan Manuel Moreno, challenge myself to run 1km every week for a month. If I complete this successfully, the people who sign this list will contribute the amount of money they have promised below. This money will be donated to Misión Gaia, the conservation NGO.*

Name	Amount
Isabel Fuertes	500 pesos per kilometre
Andrés Caballero	2000 pesos en total

- Once they have prepared their sheets, students should ask people to pledge money. Encourage them to ask members of their family and local community to contribute what they can. It is important for students to be polite and realistic. Remind them that they should not ask people for too much money and that they should explain what they are doing and why it is important.

### 3. The challenge

- Students should carry out their challenges and record what they do.
- Once they have successfully carried out the challenge they should then collect the money and send it to their chosen NGO.

### 4. Evaluation and feedback

Congratulate students on their achievements, however small. Encourage them to discuss their experiences. What could have worked better? What went very well?




## Module 3 Final Project


### A Graffiti Wallpaper for Peace in Colombia

#### 1. Planning


In groups, take a look at the module again and prepare a message of peace to write on a graffiti wallpaper. The message can take different forms. Brainstorm ideas with the students and use this list to start them off:

- Advice on how to construct peace in Colombia.
  - How I have been a peacemaker.
  - Promise to be a better peacemaker in the future.
  - An invitation to other students in the school to write their messages of peace.
- 


#### 2. Development

- a. Choose one wall in the school or classroom and cover it with white paper. Remind students to use masking tape so that you do not damage the walls.
  - b. Working in groups, students help each other to create a message of peace for Colombia. Make sure the message contains three main ideas: e.g. (1) a piece of advice on how to construct peace in Colombia, (2) an idea of how you have been a peacemaker, (3) a resolution for becoming a better peacemaker in the future. Encourage students to be creative with their three ideas.
  - c. Check grammar and spelling.
  - d. Have messages ready to be written on the graffiti wallpaper for peace in Colombia.
- 


#### 3. Students write their message of peace on the graffiti wallpaper.

- a. They choose a corner or area on the graffiti wallpaper for their message of peace. Encourage them to use paints, colors or sprays respectfully and carefully and to sign their message.
  - b. Students may want to decorate or draw images or symbols related to peace.
- 

#### 4. Present your message.

- a. Students take turns to present their message of peace to their classmates.
  - b. Encourage them to speak without looking at their notes.
  - c. Invite other students in the school to add their messages in English.
- 

#### 5. Evaluate your work.

- a. Discuss the positive points of writing messages of peace.
  - b. Discuss legal and illegal graffiti walls.
  - c. Discuss or investigate why legal graffiti is a way to build peace in our country.
  - d. Exhibit the graffiti wallpaper for a few days. Then ask students to remove it gently and clean the area where it was placed.
- 



# Module 4 Final Project

## A TV News Item on Online Shopping

### 1. Planning

Tell students they are going to play the role of reporters, making a short piece of news on how to shop online. To carry out the project they need to:

- Design a survey of Colombian people's perceptions around online shopping.
- Design a chart analyzing the results of the survey.
- Investigate the advantages and disadvantages of shopping online.
- Record a piece of TV news, reporting people's perceptions and summarizing the research on shopping online.

### 2. Development

Students complete these steps to make the piece of TV news.

- a. In groups of three, they prepare 5-6 questions to interview 10 people in their community about their perceptions of shopping online. Brainstorm possible questions: have they ever shopped online, do they feel safe shopping online, do they prefer shopping online or in a store, etc.
- b. Students conduct the interview and film people using their cell phones or a videocamera.
- c. Students design a chart based on the results of the interview like the one in activity 8, unit 3.
- d. Students research the advantages and disadvantages of shopping online.

### 3. Rehearsal

Students prepare to film the TV news item.

- a. They take on the role of reporters, giving the news. Student 1 introduces the news item and explains the results of the interview (the chart on 10 people's perceptions of shopping online). Student 2 should explain the advantages of shopping online. Student 3 should explain the disadvantages and risks of shopping online. The three students should give some advice on online safety.
- b. Students rehearse their part several times.
- c. Students film the TV news item and include some of the video recordings of the people they interviewed.
- d. Students play their piece of TV news for their classmates using computers, cell phones, or an overhead projector.

### 4. Evaluation and feedback.

- a. Discuss the positive points of shopping online.
- b. Reflect on why this topic is important for new generations, especially for children and teens.
- c. Summarize the precautions you would need to take to buy safely on line.

## Outline

An outline helps you plan and organize your ideas before writing an essay, a report, a blog, etc. The most important elements in an outline are:

### A title

The subject you are going to write about

### An introduction

The sentence you use to give the context

### A topic sentence

The idea you want to communicate

### Supporting Details

The information or arguments that support your topic sentence

### Writing Strategy

Use *sequence connectors* such as *first*, *next*, *then*, *finally*, and *now* to link ideas from one sentence to the next, thus providing coherence between paragraphs. They are placed at the start of a sentence.

### A conclusion

The sentence which summarizes your text

#### Title:

*Indigenous Power*

#### Introduction:

Native American indigenous communities have taken protection of the environment into their own hands.

#### Topic Sentence:

Tired of the lack of cooperation from local and national governments, various indigenous communities have come together to combat the high levels of water contamination and deforestation in their local environments.

#### Supporting Details:

**First**, they organized meetings between the different communities to discuss their plan of action. Community leaders proposed various ideas for consideration, including reforestation and water purification programmes.

**Next**, volunteers were called upon to help implement the programmes in the worst affected areas.

**Then**, technical staff were hired to supervise the day-to-day running of each programme and coordinate the different volunteer groups.

#### Conclusion:

**Now**, almost one year after implementing the programmes, the local indigenous groups are happy with progress, even though they understand that this is a long-term project and that results won't be seen immediately.

## Blog

A blog is a personal online text similar to a diary or journal. A person who writes a blog is called a blogger.

The four main parts of a blog include:

1. header
2. content area
3. sidebar
4. footer

Blogs have various uses including:

- a personal diary
- a corporate newsletter
- mass media portfolios
- building a community



The screenshot shows a browser window with the address bar displaying 'www.mytravelblog.com'. The page has a header with the title 'Cultural Cuisine Blog' and a quote: 'The way to really experience a culture is through its food!'. The main content area features a post by Julian Rodríguez dated 2 November, 2016, about Mexican cuisine. A sidebar on the left contains links for 'Previous articles', 'Instagram', 'Followers', and 'HTML / Java Script'. The footer has navigation links for 'About me', 'Portfolio', 'FAQ', and 'Contact me'.

**Header**  
**Cultural Cuisine Blog**

*"The way to really experience a culture is through its food!"*

**Sidebar**

- Previous articles
- Instagram
- Followers
- HTML / Java Script

**Content Area**

**Posted by Julian Rodríguez, 2 November, 2016**

After more than eight years travelling the world and sampling different cultures through their traditional dishes, one country stands out. Mexico! What a gastronomic delight!

Enchiladas, quesadillas, nachos, tacos, you name it, they've got it! But my absolute favourite is the original Mexican burrito. Now, I know that today you can find burritos in most countries, but there is nothing like a traditional Mexican burrito! A wheat tortilla filled with meat and beans. If you're lucky, they might also add some traditional Mexican guacamole to the mixture. Oh, and I shouldn't forget to mention the delicious co-chinita pibil! It's a traditional Mexican dish that is prepared by marinating pork in acidic citrus juice and then slow roasting it in a banana leaf. I have never tasted anything like it anywhere in the world!

To sum up, if you are looking for a gastronomic adventure, you can't beat Mexico. With an array of flavours and spices (especially hot chilli) there is something for everyone! I definitely recommend Mexico!

**Footer**

- About me
- Portfolio
- FAQ
- Contact me

## Writing Strategy

Expressions like *'To sum up'*, *'In conclusion'* and *'Therefore'* help bring a text to a conclusion. They are used at the start of the concluding paragraph of a text.

## Blog comment

A Blog comment is a space provided in a Blog that allows readers to post their ideas and thoughts relating to the topic.

The design includes:

- Title of the forum
- Comment Number
- Name and Picture of the person leaving the comment
- Comment

www.myfunnyblog.com


### How to use language constructively

Register      FAQ      Members      Calendar      Today's Posts

[reply](#) [topic](#)

**Comment Number:**  
This topic contains 1 reply, and was updated by GrammarGranny 8 minutes ago.

**Name and Picture:**  
GrammarGranny



**Comment:**

Language is an extremely powerful tool that can help us in our day-to-day lives. We should use it positively and constructively, **but** people often use language in a negative way. Use of negative language conveys a bad image to the people around us and can create problems. **On the other hand**, positive language makes people feel they can trust you and gives them a sense of confidence. Try making the change today. I guarantee you will see a difference!

Comment 1 [Like](#) · [Reply](#) · 1 · 23 Feb, 2016 12:49pm

### Writing Strategy

*Contrast connectors* such as *However*, *but* and *on the other hand* are used to show differences between ideas. When used appropriately, they help us add variety to our writing.

## Persuasive Text

A persuasive text uses facts and evidence to persuade or convince the reader. The elements of a persuasive text include:

- introduction
- support
- refutation
- conclusion

### Anti-Ageing Creams: Effective Solution or Marketing Fraud?



**Introduction:** Today, in an age where vanity is at the forefront of our society, there are many different anti-ageing creams available on the market. **However**, are these creams as effective as they claim to be or are consumers victims of marketing fraud?

**Support & Refutation:** Most leading dermatologists agree that anti-ageing creams do not fulfil the claims made by

the cosmetic companies that manufacture them. It is a fact that they do moisturize the skin, **but** it cannot be proven that they effectively reduce ageing. Many companies say that they have scientific evidence to prove that their cream works; **nevertheless**, they refuse to make these studies public. **Furthermore**, it has been proven that most of the creams on the market do not include enough of the active ingredients to reduce the signs of ageing.

**Conclusion:** After extensive research, it can be concluded that there is a fine line between the cosmetic companies' claims and marketing fraud. More scientific research needs to be conducted, **in addition** to raising consumer awareness, **as well as** stricter regulations to control misleading marketing.

### Writing Strategy 1

**Contrast connectors** such as *However, but, on the other hand* and *nevertheless* are used to combine sentences and show differences between ideas.

### Writing Strategy 2

**Addition connectors** like *in addition, furthermore, as well as* and *also* are used to combine sentences and show a similar relationship between ideas.

## Tourism Advertisements

The aim of tourism-related marketing is to attract potential travellers to come and spend money in a certain area or country.

An advertisement generally includes:

- title
- brief introduction
- offer details
- price
- contact details

### Writing Strategy

Use *parentheses* when you want to provide additional information to help clarify something (Note: parentheses are always used in pairs).

Title

## EXPLORE THE AMAZING AMAZON

Brief introduction:

**Have you ever been to the Amazon Rainforest?**

**Well, now is your chance.**

**Nature lovers (and anyone who loves travelling)**

**don't miss this special offer.**

Offer details:



- Sleep in indigenous huts
- Watch local dances and traditional celebrations
- Eat traditional food (3 meals a day included)
- Visit the Monkey Island (entrance fee not included in the price)
- Take a boat safari on the Amazon River

Price:

**All for only \$400,000 for 4 nights (airfares not included)**

Contact details:

**For reservations, call 0800 876 54321**

**or Book online: [www.amazonadventure.com](http://www.amazonadventure.com)**



## Survey

Surveys are used to collect data and gather information about people and their habits. They may focus on factual information or they might obtain opinions.

Elements of a survey often include:

- Title
- Instructions
- Questions
- Answer space
- Results

### Writing Strategy

Use a *question mark (?)* at the end of a direct question but never at the end of an indirect question. A question mark replaces a full stop at the end of a sentence.

Title

## How Environmentally Friendly Are You?

### Instructions

Complete the survey and calculate your results to find out if you are environmentally friendly or environmentally unfriendly.

Tick (✓) Yes or No

### Questions

1. Do you ride your bicycle or walk to school?
2. Have you ever participated in a park clean-up day?
3. Would you donate money to an environmental cause?
4. Does your family compost organic food at home?
5. Do you take showers for no more than 5 minutes?
6. Have you ever planted trees to help reforestation?
7. Do you turn off the water tap when you brush your teeth?
8. Have you ever thrown rubbish away in the street?
9. Do you organize your rubbish into different recycling categories?
10. Have you ever been involved in an environmental campaign?

### Answer Space

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### Results

#### 0-4 ticks for Yes

You are Environmentally Unfriendly. You need to start thinking about how you can change your ways to help the environment.

#### 4-7 ticks for Yes

You are reasonably Environmentally Friendly but you could do more. Make an effort to change one or two of the actions described in the survey.

#### 8-10 ticks for Yes

Congratulations! You are a very Environmentally Friendly person. The environment is important to you and you want to make a difference!

## Learning Strategies

The term Language Learning Strategies, according to Rebecca Oxford, refers to specific actions that language learners apply in order for them to learn and use a new language more effectively. They are considered to be thoughts and actions that are intentionally used by language learners of all levels to assist them in performing various tasks, such as how they learn and remember information, different ways they can study for tests and how they can take advantage of their learning strengths.

As their language levels progress, many students will consciously and unconsciously develop their own learning strategies. However, some strategies may need to be taught in order for students to improve their learning techniques. Given that each student is different, a strategy that works for one student may not necessarily work for another; it greatly depends on their individual learning styles. For example, the strategies used by an outgoing student may be different from those used by a more introverted student.

*Way to Go!* has been designed taking into account a variety of Learning Strategies (direct and indirect) that fit into different categories. Various projects, tasks and exercises throughout the series require the application of these strategies in order to be successfully completed by students. In this way, *Way to Go!* promotes these strategies and allows students to develop their communicative competence while assuming autonomy in their learning process.

Rebecca Oxford classified learning strategies into the following categories:

- Cognitive Strategies: actions that help students in the direct manipulation of language

Summarizing	Synthesizing	Outlining
Reorganizing information	Practising in naturalistic settings	Practising structures and sounds

- Metacognitive Strategies: actions that relate to the management of the overall learning process

Monitoring mistakes	Self-monitoring preferences and needs	Planning tasks
Evaluating task success	Evaluating the success of any type of learning strategy	

- Memory Strategies: actions that link one L2 item or concept with another but not necessarily to develop deep understanding

Learning and retrieving information in an orderly string (e.g. Acronyms)	Locating (on a page or board)
Learning and retrieving via sounds (rhyming)	Grouping
Making images (mental picture of the word or meaning)	Finding patterns and associating
Relating sounds and images (keyword method)	

- Compensation Strategies: actions that help make up for missing information or knowledge

Guessing meanings from context (listening and reading)	Using synonyms
Using gestures or pause words (speaking)	"Talking around" a missing word (speaking and writing)

- Affective Strategies: actions that encourage students to learn

Identifying your mood and anxiety level	Reducing anxiety
Encouraging yourself	Talking about feelings
Rewarding yourself for good performance	Singing and talking positively to yourself

- Social Strategies: actions that help learners work with others and understand the target culture and language

Asking questions for clarification or verification of a confusing point	Asking for help in doing a language task
Becoming culturally aware	Exploring cultural and social norms

## Study Skills

These skills cover procedures to make learning more efficient. They address the process of organizing and taking in new information,

retaining information and coping with assessment procedures. Most of the following features will vary somewhat depending on what type of learner

the student is. Thus, discovering an individual learning style can be of great assistance to the student in using efficient study skills.

- Effective reading: active process

The PQRS method suggests a sequential procedure for these language skills:

- Preview: Titles can help learners predict and activate previous knowledge based on the topic, associated images or key words.
- Question: The learner establishes hypotheses to be answered by reading the text.
- Read: Actively reading the text. This includes note-taking or underlining relevant information.
- Summary: Writing a summary in the learner's own words to ensure understanding. Notes taken during reading are helpful at this stage.
- Test: An assessment of the process can be important.

- Exam strategies: assessment time

punctuality,  
anxiety reduction,  
making lists of the items to be tested

- Time management: optimal organization

fighting against procrastination,  
prioritizing tasks by using different colours for assignments

- Study environment: a place to learn

peace,  
quiet,  
background music,  
access to the necessary tools

- Rest and proper nourishment: vital tips

having a good rest before going to class or taking an exam; eating healthily and drinking plenty of water

## Irregular Verbs list

### IRREGULAR VERBS LIST

become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
lend	lent	lent

### IRREGULAR VERBS LIST

let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Online Resources

### Websites

Resource tools, printables, and other great stuff for ELL educators are all available on these websites

<https://www.usingenglish.com/>

Here, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

<http://www.everythingsl.net>

This is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

<http://www.colorincolorado.org/teaching-english-language-learners>

This website is full of useful information, activities, and resources for ELL teachers, especially those at the Pre-K to third grade level. However, most activities can be adapted all the way up to high school, making this a diverse and useful website.

### Articles & Advice

Check out resource lists, journal articles, and ideas for best practices in ELL with this link.

<http://ies.ed.gov/ncee/wwc/>

Scholarly publications for effective outcomes in English language learning.

### Organizations

Take advantage of the great opportunities and resources available from these organizations that benefit ELL teachers.

[http://www.ets.org/toefl/teachers\\_advisors?WT.ac=toefl\\_27125\\_teachers\\_advisors](http://www.ets.org/toefl/teachers_advisors?WT.ac=toefl_27125_teachers_advisors)

As the official language test for education, TOEFL hosts a website that is incredibly useful for sharing test-taking and studying information with students.

### Learning Resources

Enrich your students' learning by sharing these excellent English resources that they can check out in the classroom or on their own.

<http://capl.washjeff.edu/index.php>

This lexicon offers images demonstrating the true meaning of the word, making it easier for English language learners to understand.

<http://www.manythings.org/>

On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

<http://en.bab.la/games/>

Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games and a community forum.

<http://www.eslbasics.com/>

On this site, you'll find free English videos for both students and teachers.

<http://www.bbc.co.uk/learningenglish/>

On this website from the BBC, students can find help with grammar, vocabulary, and pronunciation, with plenty of references to current events. Also, you'll find a special section for ELL teachers.

<http://www.eslgold.com/>

Students can practise pronunciation, find a book to study, and even talk to someone in English on this site. Also, teachers can find a job, search for textbooks, discover games and so much more.

<http://www.real-english.com/>

Have a look at this free site for learning English, with lots of videos from real English speakers, as well as quizzes and community support.

## Online Resources

<http://repeatafterus.com/>

In this online library, students can get access to a huge collection of English texts and scripted recordings.

<https://translate.google.com/>

An awesome resource to use for simple translations, Google Translate can help your students see how it's done and better understand translations between two or more languages.

<http://www.esl-lab.com/index.htm>

Direct your students to this ESL cyber listening lab with study guides, quizzes and teacher features.

<http://www.vocabulix.com/>

This online tool is designed to help jump-start students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

<http://wordsteps.com/>

Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

### Teaching Resources

With these resources, you can find great ways to communicate more effectively, explore lessons, and be a great ELL teacher.

<http://www.uen.org/k12educator/ell/>

This is a great list of resources for ELL, with teaching ideas, forums, and even news and research.

<http://www.onestopenglish.com/>

Specially designed for English language teachers, One Stop English has a monthly topics series, news lessons, and even an app for ELL teaching on the go.

<http://casanotes.4teachers.org/>

This ingenious tool allows ELL teachers to effectively communicate effectively with non-English speaking parents. You'll be able to quickly make and customize notes that you can translate and send home to parents, effectively communicating information about field trips, behaviour, homework, and more.

<https://www.wyzant.com/resources/lessons/english/esl>

A great site for ELL teachers, with lesson plans, strategies, worksheets, flashcards, quizzes, games, and even vocabulary resources to help you be a better ELL teacher.

<http://a4esl.org/>

Thousands of teacher contributions can be found on this site full of quizzes, exercises and tests for teaching English as a second language.

[https://elt.oup.com/learning\\_resources](https://elt.oup.com/learning_resources)

A service provided by Oxford University Press, this learning resources bank for English language teaching has courses, titles, and interactive English reading tools.

<http://www.english-test.net/>

Encourage students to self-test with this website, offering free English tests, grammar exercises, and worksheets.

<http://www.ef.com/english-resources/english-test/>

Have a look at these tests and games that offer a great way for students to test and improve their English language skills.



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