

English, please!

Teacher's Guide

FAST TRACK

2



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

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



La educación
es de todos

Mineducación

English, please! 2

Teacher's Guide

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Bogotá D.C. - Colombia

Presentación:

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

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

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

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

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

Cordialmente,

Ministerio de Educación Nacional

Introducción

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

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

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

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

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

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

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

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

The methodology in *English, please!*

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

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

1

A topic-based approach to the language syllabus

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

2

Learning outcomes based on language use and project work

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

3

Learner autonomy through self-assessment and reflection

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

4

Integration of transferable skills

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

5

A noticing approach to language development

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

6

Integration of the four language skills

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

7

Development of learning strategies

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

8

Alignment to national and international standards

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

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

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

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

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

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

Initial exploration of topics, language skills and project

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

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

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

Get ready!

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



Language skills

Speak Write Read Listen

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

1 Lesson 1

Focus on Vocabulary

Get Ready! 1. Match pictures to the sports and hobbies.

- skydiving _____
- white water rafting _____
- skateboarding _____
- fishing _____
- horse riding _____
- playing music _____
- chatting online _____
- playing board games _____
- bowling _____
- playing basketball _____
- playing ice hockey _____

2. Choose three sports or hobbies. Copy and complete the table with information for each. Then write sentences like the ones below.

- Playing board games is a hobby.
- You can play them indoors or outdoors.
- You can play them with one or more players.

Sport	Hobby	Indoors	Outdoors	Team	Individual
	Playing board games	X	X	X	X
Skateboarding			X		X

10

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Focus on vocabulary

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

Self-assessment

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

Say it!

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

Tips

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



Let's work together

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

Module 1

Listen

3. Listen to Thomas, Angela and Chris talk about their hobbies and sports. Complete the table with the hobbies and sports they do and don't do.

Names	Hobbies		Sports	
	does	doesn't do	does	doesn't do
Thomas				
Angela				
Chris				

Listening Tip

✓ Before you listen, read the sentences or questions to know what information you need to listen for. Try to guess the answer before you listen. This will help you listen for specific information.

4. Listen again and complete the sentences.

a. Thomas: I really enjoy _____ extreme sports. I _____ experiencing new things. I _____ to try bungee jumping.

b. Angela: I _____ painting and playing the guitar. I _____ to live in the country when I'm older.

c. Chris: I _____ doing all kinds of sports or hobbies. I _____ staying indoors at weekends.

Focus on Language

5. Look at these sentences. What verb form comes after *like*? What verb form comes after *would like*?

a. I like being outdoors at the weekend.
b. I would like to live in the country.

6. Complete the sentences with *like* or *would like*.

a. We use _____ to talk about things you like all the time.
b. We use _____ to talk about things you want now, or at some time in the future

7. Find the verbs in the box in exercise 4. What verb form comes after them? Then copy the table in your notebook and write the verbs in the correct column.

love - enjoy - want - hate

Verb + -ing form	Verb + infinitive + to
<i>like</i>	<i>would / 'd like</i>

8. Write true sentences. Use verbs from the box in exercise 7 and the verbs in brackets.

Example:
My father *likes playing* football. (play football)

a. I _____ (go skateboarding)
b. My best friend _____ (dance hip-hop)
c. My mother _____ (chat online)
d. My grandfather _____ (eat fish)
e. My uncle _____ (buy a motorbike)
f. My friends and I _____ (play board games)

9. Write four questions, two using *like* and two using *would like*. Ask a classmate. Then report to the class.

Focus on language

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

Scope and sequence

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
Module 1 Teen culture						
Unit 1 Having fun						
Lesson 1	Verb + <i>ing</i> form; verb + infinitive + <i>to</i>	Sports and hobbies	Talking about sports and hobbies <i>I like, 'd like, do you like, would you like</i>	Parkour: You feel as if you are flying!	Talking about free time activities	A short article about sport
Lesson 2	Comparatives and superlatives	Clothes and parts of the body	Discussing quiz questions	Urban tribes	Discussing urban tribes	A personal webpage
Lesson 3	<i>be going to</i>	Things for outdoor activities	A girl planning a camping trip	Forest Hill Summer Camp	Talking about a camping trip	A poster about a summer camp
Unit 2 Teen power						
Lesson 4	<i>should</i> and <i>could</i>	Positive and negative adjectives	Community projects	Problems with friends	Role playing problems and giving advice	A story
Lesson 5	Past simple: affirmative and negative	Irregular verbs (past simple)	Modern day heroes Connected speech	Everyday people changing the world	Telling a story	A story in the past simple
Lesson 6	<i>can</i> and <i>could</i> for ability	Abilities	Answering quiz questions	Amazing people	Talking about abilities	A list of your abilities
Unit 3 Spending time well						
Lesson 7	Zero conditional	Useful equipment	A Scout leader talking about a hiking trip	What is Scouting?	Identifying problems in a schedule	An email to your family
Lesson 8	Revision of <i>should / could / why don't you</i> for advice	Social problems	Advice on creating a youth organisation	Interact at Rotary International	Performing a dialogue about a social problem	Writing a letter to an organisation
Let's work together		Create a youth organisation				
Self-assessment						

Module 2 Money makes the world go round						
Unit 1 What we spend						
Lesson 1	<i>more</i> and <i>less</i> with nouns	Everyday products	Describing products	How your government spends your money	Discussing hypothetical situations	An opinion piece about government spending
Lesson 2	Imperatives: affirmative and negative	Adjectives for fashion and clothes	Three friends comparing the price of sunglasses	The fashion trap	Talking about spending money	A report using charts
Lesson 3	<i>will</i> and <i>won't</i> to make predictions	Advertised products	Adverts for three different products	The advertising game	Presenting an advert	A radio advert for a product
Unit 2 How the world works						
Lesson 4	Present simple and present continuous	Fairtrade products	A shop owner explaining Fairtrade	The experiences of two Fairtrade farmers	Interviewing a farmer/producer for a radio show	A poster in support of Fairtrade
Lesson 5	Present perfect	Work and employment	Two employees talking about their working conditions <i>/tʃ/ /ʃ/ /dʒ/</i>	The impact of business on the local economy and the environment	Presenting an idea for a new company	A job advert for your company
Lesson 6	The passive	Verbs for manufacturing a product	Describing traditional Colombian products	The life story of jeans	Roleplaying in a market	A label for a product at a market
Unit 3 Ready to change						
Lesson 7	The gerund	Essential and desirable items	Two monologues by a father and son about spending money	A simpler life	Discussing questions about personal possessions	A crossword using the vocabulary learnt in this module
Lesson 8	First conditional	Places of work	A discussion about shopping habits	Are you an ethical consumer?	Playing a board game	A short guide about how to be an ethical consumer
Let's work together		Make an advertising brochure for a product				
Self-assessment						

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
Module 3 We are all different						
Unit 1 Different looks, different lifestyles						
Lesson 1	Adverbs of frequency and frequency expressions	Daily activities	A boy talking about his daily routine /θ/ and /ð/	An interview with Yuniko	Discussing questions about lifestyles	Ideas about the lifestyles of teenagers from a different country or region
Lesson 2	Quantifiers	Celebrations and festivals	People describing special occasions /v/ and /b/	Saint Patrick's Day and Chinese New Year	Discussing questions about festivals	A description of two festivals in Colombia
Lesson 3	<i>use to</i> and <i>used to</i>	Leisure activities	A radio talk show about popular activities	Hobbies: then and now	Discussing questions about having fun in the past and now	A short report about your classmates' hobbies in the past and now
Unit 2 Be yourself						
Lesson 4	<i>have to</i> and <i>has to</i>	Adjectives for describing people	A radio show about rituals for boys	What is beauty?	Talking about things that you <i>have to do</i> and <i>don't have to do</i> ; describing a famous person	A composition with the title 'What is beauty?'
Lesson 5	Sentences with <i>to + infinitive</i>	Adjectives for describing things	A discussion about bullying /s/ /z/ and /ɪz/	Violence in our towns	Discussing questions related to a blog entry	A short news article about a conflict
Lesson 6	Hypothetical situations: <i>If I was / were ... , I'd ...</i>	Changing your appearance	Five adverts <i>would</i> , <i>'d</i> and <i>wouldn't</i>	If I were you ...	Comparing two photos; discussing what advice to give	A piece of advice in response to a problem posted online
Unit 3 Mind your manners						
Lesson 7	Past simple questions	Identity	A teenager describes his experience of moving to the USA	The melting pot of the world	Presenting an interview to your class	An interview about impressions of life in Colombia
Lesson 8	<i>must</i> , <i>mustn't</i> , <i>have to</i> , <i>don't have to</i>	English proverbs	Two stories of people experiencing cultural shock	Living in Colombia	Roleplaying between a Colombian and a foreigner	A quiz about cultural aspects of other countries
Let's work together		Write and perform a TV show				
Self-assessment						

Module 4 Our natural environment						
Unit 1 Eco-tourism						
Lesson 1	<i>ever</i> and <i>never</i>	Landscapes	Two friends talking about their holidays in Colombia	Two tourist blog posts	Asking and answering questions with <i>Have you ever...?</i>	A postcard to a foreign friend about Colombia
Lesson 2	First and second conditionals	Holidays	A conversation about adventure holidays	Eco-destinations around the world	Roleplaying a tourist and a travel agent	An advert for an eco-holiday
Lesson 3	<i>for</i> and <i>since</i>	Facilities in a national park	A conversation between a guide and some visitors	Eco-projects	Discussing questions about national parks in Colombia	A tourist information sign
Unit 2 Protecting our native culture and environment						
Lesson 4	The past continuous	Indigenous people	Visiting indigenous communities in Colombia	The Achuar people	Doing an interview about a visit to an indigenous community	A composition about visiting indigenous people
Lesson 5	Active and passive	Trafficked animals	Talking about animal trafficking	How can you help?	Discussing photos related to animal trafficking	An opinion piece about animal trafficking
Lesson 6	Present perfect continuous	Environmental problems	An interview with an environmental activist	Environmental problems in Colombia	Roleplaying a meeting about deforestation	A letter to a local newspaper about an environmental problem
Unit 3 Colombia: a natural and cultural paradise						
Lesson 7	Present continuous for the future, <i>be going to</i> or <i>will</i>	Adjectives to describe places	People discussing their holidays in Colombia	National parks and sanctuaries in Colombia	Roleplaying an interview between a travel agent and a customer	A description of a holiday
Lesson 8	<i>already</i> , <i>still</i> and <i>yet</i>	Vocabulary categories across the module	People talking about their experiences in Colombia	A Chinese girl in paradise	Playing a game that involves different speaking activities	A short blog describing your travels in Colombia or another country
Let's work together		Create a new eco-park				
Self-assessment						

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Teen culture



In this module you will ...

- talk about hobbies, sports and leisure activities and urban tribes, in **Unit 1** Having fun
- reflect on teen issues and learn about teenagers in action, in **Unit 2** Teen power
- learn about different teenage groups and making the most of your free time, in **Unit 3** Spending time well

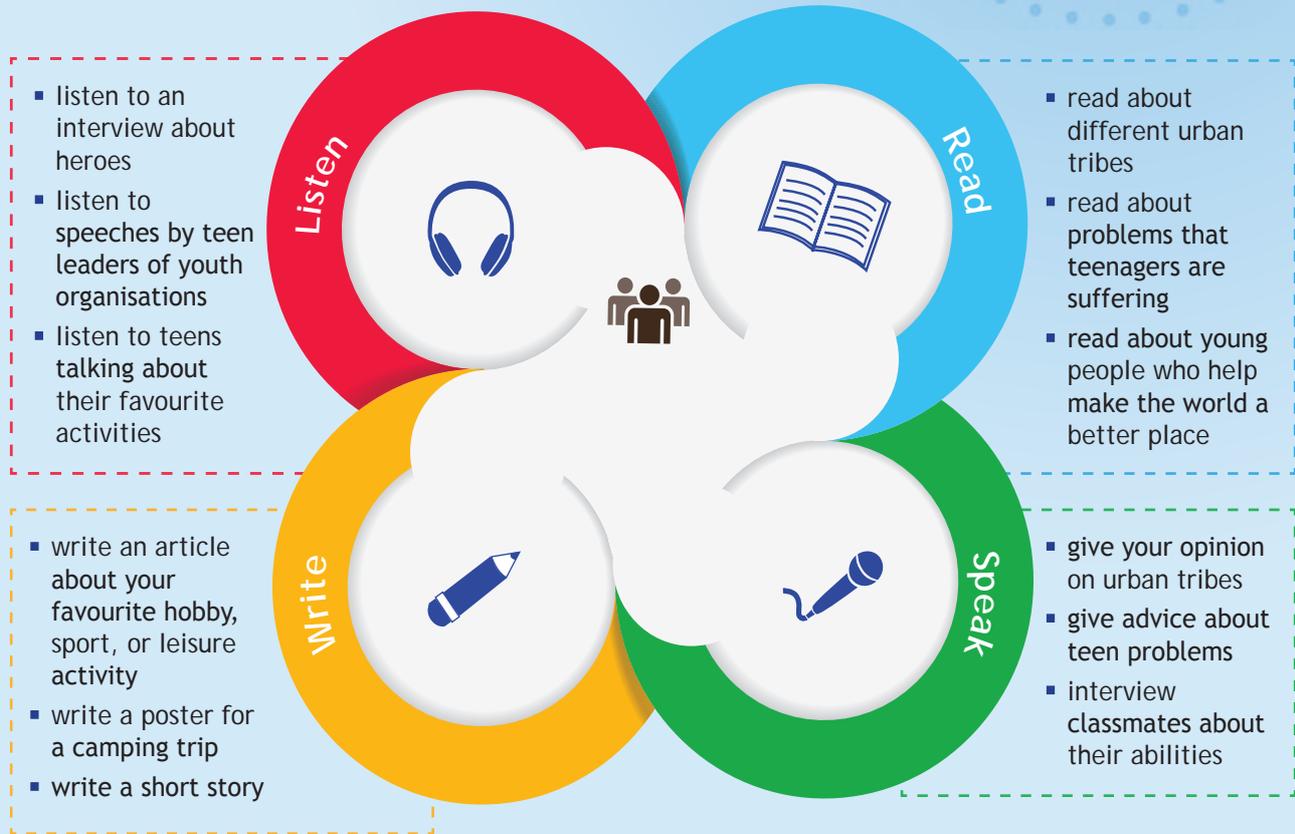
Module Overview

In this module, students will explore the topic of teenagers and teen activities. They will learn about hobbies and sports, consider teen issues and how to make the most of their free time. Topics in the module include hobbies, urban tribes, camps and summer activities, heroes and amazing young people, and youth organisations. Introduce the module to students by telling them the name of Module 1: *Teen culture*. Also, tell them this is the first module in the *English Please!* series. This is a good time to remind students that they cannot write in the books. They should write in their own notebooks.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, you could ask questions like *What activities do you enjoy doing after school, at the weekend and in the summer? Who do you do these activities with? Are you part of any groups or organisations?*

You will also ...



Let's work together

Create a youth organisation

In this module, you will learn about teenage culture, identity, interests, youth organisations and heroes. Your project will be to create your own youth organisation. You will:

- think of a name and logo for your organisation
- decide what its objectives are
- decide what activities it will do
- present it to the class

To start the project, think of some youth organisations that you already know. They can be local, national or international. What are their objectives, and what activities do they do?

You will also...

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

Let's work together**Project: Create a youth organisation**

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

Focus on Vocabulary

Get Ready!

1. Match pictures to the sports and hobbies.



- skydiving ____
- white water rafting ____
- skateboarding ____
- fishing ____
- horse riding ____
- playing music ____
- chatting online ____
- playing board games ____
- bowling ____
- playing basketball ____
- playing ice hockey ____

2. Choose three sports or hobbies. Copy and complete the table with information for each. Then write sentences like the ones below.

- Playing board games is a hobby.
- You can play them indoors or outdoors.
- You can play them with one or more players.

Sport	Hobby	Indoors	Outdoors	Team	Individual
	<i>Playing board games</i>	X	X	X	X
<i>Skateboarding</i>			X		X

MODULE 1 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Hobbies Sports and leisure activities	<ul style="list-style-type: none"> Verb + <i>-ing</i> form Verb + infinitive + <i>to</i> 	<ul style="list-style-type: none"> Speaking: talking about hobbies and sports Writing: an article about a sport you like
Lesson 2	Urban tribes: clothes and activities	<ul style="list-style-type: none"> Comparatives and superlatives 	<ul style="list-style-type: none"> Speaking: describing urban tribes Writing: a description for a webpage about your urban identity
Lesson 3	Objects for a camping trip	<ul style="list-style-type: none"> <i>be going to</i> + infinitive 	<ul style="list-style-type: none"> Speaking: talking about going on a camping trip Writing: a poster about a summer camp

UNIT THEME

In Unit 1, there are three lessons on the theme of 'Having fun'. By the end of the unit, students will be able to describe their favourite sports and hobbies using verb + *-ing* form or verb + infinitive + *to*. They will be able to talk about an urban tribe and describe the tribe's identity, dress style and interests using comparatives and superlatives. They will also design an advertisement for a camping trip using *be going to* + infinitive.

LESSON OVERVIEW

In this lesson, students will learn about sports and hobbies. Students will learn to talk about their hobbies and sports that they like doing. They will also learn how to write an article about a sport they like.

Focus on Vocabulary

Get ready!

1. Match the pictures to the sports and hobbies.

- Lead into the topic by asking students these questions: *What sports do you do? What hobbies do you have? What other activities or interests do you have?*
- Tell students to look at the first picture (chatting online) and ask them what the girl is doing. Elicit *chatting online* by asking *Who is she talking to? And How is she doing this?*
- Have students look at the words under the pictures and the example for question 1. Tell them to work in pairs and match the pictures to the sports and hobbies. Then go through the answers as a whole class.

Answers

- chatting online
- white water rafting
- playing ice hockey
- playing basketball
- skydiving
- playing music
- bowling
- fishing
- skateboarding
- horse riding
- playing board games

Extra activity

- Ask students to get into small groups and to choose an activity from exercise 1. The other students ask them *Yes / No* questions so that they can guess what the activity is e.g. *Is it a sport or hobby? Do you do it indoors? Do you do it outdoors? Is it a team sport or hobby? Is it an individual sport or hobby?*

2. Choose three sports or hobbies. Copy and complete the table with information for each. Then write sentences like the ones below.

- Tell students to look at the pictures again and choose three sports or hobbies. Have the students copy the table in exercise 2 in their books, with the three sports or hobbies they choose.
- Ask the students questions about the examples, i.e. for Playing board games ask *Is it an indoors or outdoors activity? Is it a team or individual activity?* Do the same for Skateboarding.
- Tell students to complete the table, then to compare their answers in small groups. Monitor and help as needed. Do whole class feedback by asking a few students to say the sport or activity they chose. The other students say what type of activity they are in the table, e.g. indoors and individual or outdoors and team.

 Listen

- 1 3. Listen to Thomas, Angela and Chris talk about their hobbies and sports. Complete the table with the hobbies and sports they do and don't do.

Names	Hobbies		Sports	
	does	doesn't do	does	doesn't do
Thomas				
Angela				
Chris				

Listening Tip

✓ Before you listen, read the sentences or questions to know what information you need to listen for. Try to guess the answer before you listen. This will help you listen for specific information.

- 1 4. Listen again and complete the sentences.
- Thomas: I really enjoy _____ extreme sports. I _____ experiencing new things. I _____ to try bungee jumping.
 - Angela: I _____ painting and playing the guitar. I _____ playing sports. I _____ to live in the country when I'm older.
 - Chris: I _____ doing all kinds of sports or hobbies. I _____ staying indoors at weekends.

Focus on Language

- Look at these sentences. What verb form comes after *like*? What verb form comes after *would like*?
 - I like being outdoors at the weekend.
 - I would like to live in the country.
- Complete the sentences with *like* or *would like*.
 - We use _____ to talk about things you like all the time.
 - We use _____ to talk about things you want now, or at some time in the future
- Find the verbs in the box in exercise 4. What verb form comes after them? Then copy the table in your notebook and write the verbs in the correct column.

love - enjoy - want - hate

Verb + <i>-ing</i> form	Verb + infinitive + <i>to</i>
<i>like</i>	<i>would / 'd like</i>

- Write true sentences. Use verbs from the box in exercise 7 and the verbs in brackets.

Example:
My father likes playing football. (play football)

 - I _____ (go skateboarding)
 - My best friend _____ (dance hip-hop)
 - My mother _____ (chat online)
 - My grandfather _____ (eat fish)
 - My uncle _____ (buy a motorbike)
 - My friends and I _____ (play board games)
- Write four questions, two using *like* and two using *would like*. Ask a classmate. Then report to the class.

Listen

3. Listen to Thomas, Angela and Chris talk about their hobbies and sports. Complete the table with the hobbies and sports they do and don't do.
- Explain that the students will hear three teenagers talking about hobbies and sports they do in their free time.
 - Have the students copy the table in their notebooks. Tell them that they will listen and write the hobbies that each teenager does / doesn't do and the sports that they also do / don't do.
 - Read through or have the students read the Listening Tip. Encourage them to make guesses.
 - Play audio Track 1 on the CD. Have the students compare their answers in pairs, then play audio Track 1 again. Check answers with the whole class.

Answers

Names	Hobbies	
	does	doesn't do
Thomas	play computer games	other indoor activities
Angela	paint, play the guitar	chatting online
Chris	make model airplanes	collect stamps
Names	Sports	
	does	doesn't do
Thomas	skydiving, white water rafting	basketball
Angela	tennis	other sports
Chris	hiking, swimming, cycling, bowling	ice hockey

Audio script

1. Hi, my name is Thomas. I really enjoy doing extreme sports. I want to go skydiving and white water rafting this weekend! I don't like spending time alone. I prefer playing football with others. Generally, I don't like playing basketball, or indoor activities. But I like playing computer games! I love experiencing new things. I would like to try bungee jumping.
2. Hello, I'm Angela. I do a lot of outdoor activities. But I also enjoy indoor activities. I especially love painting and playing the guitar.

I can't stand playing sports - I only do tennis at school - and I don't like chatting online. I also prefer being in the country, away from the city. I love being alone. I want to live in the country when I'm older.

3. Hi, my name is Chris. I am always excited about trying new things in my spare time. That's why I love doing all kinds of sports and hobbies like hiking, swimming, cycling and bowling with my friends. I don't play ice hockey, but I'd like to do that. I hate staying indoors at weekends. My cousin collects stamps, but I don't. I make model airplanes in my free time at a club after school.
4. Listen again and complete the sentences.
- Tell the students they are going to listen to the three teenagers again and complete gapped sentences.
 - Have the students read through the sentences and work in pairs to guess the answers. Monitor to see if they are using verb + *-ing* and verb + infinitive + *to* e.g. *like doing*, *can't stand doing* and *'d like to go*, but don't correct any mistakes at this stage. Check answers as a whole class.

Answers

- doing, love, would like
- love, can't stand, want
- love, hate

Focus on Language

5. Look at these sentences. What verb form comes after *like*? What verb form comes after *would like*?
- Write the sentences in exercise 5 on the board or read them aloud. Ask the following concept question: *Is this true now or in the future?* (Answer for question a: *now*. Answer for question b. *in the future*.)
 - Underline the two different verb forms: a. I like being outdoors at the weekend. b. I would like to live in the country. Elicit the difference in form i.e. *like* is followed by the verb + *-ing*, *would like* is followed by *to* + the infinitive.

6. Complete the sentences with *like* or *would like*.
- Explain the activity. Ask students to read the sentences and write *like* or *would like* in the gaps. Have them check answers in pairs, then check as a whole class.

Answers

- a. like b. would like

7. Find the verbs in the box in exercise 4. What verb form comes after them? Then copy the table in your notebook and write the verbs in the correct column.
- Explain the activity. Ask students to look at the box in exercise 7 and say the verbs in it.
 - Tell students to decide which column the verbs go in. Check answers with the whole class.

Answers

- Verb + *-ing* form: love, enjoy, hate
- Verb + infinitive + *to*: want

8. Write true sentences. Use verbs from the box in exercise 7 and the verbs in brackets.
- Students complete the sentences.
 - Do whole class feedback. Give an example: *I hate going skateboarding*. Elicit sentences from individual students.
9. Write four questions, two using *like* and two using *would like*. Ask a classmate. Then report to the class.
- Tell students to write four questions using *like* and *would like*.
 - Put students in pairs and have them ask and answer the questions. Demonstrate this with a volunteer, using the example language.
 - Tell them to note down the answers.
 - Ask individual students to tell the class what their partner said.

 Read

10. Look at the pictures and discuss with a partner.
- Do you think Parkour is a sport or a hobby?
 - Do you think that it is a team or individual sport / hobby?
 - What do you need if you want to do Parkour?
11. Read the article and check your predictions.

Reading Tip

✓ Look at the title of a text and the pictures before you read. This can help you get an idea of what the topic is and predict the information you will read in the text.



Parkour: You feel as if you are flying!

1 Parkour is definitely my favourite outdoor sport. I love using my body to move freely and to jump obstacles in public places with only my body and my skill. I also climb and run. Parkour can be a hobby, an extreme sport, or an art. In Parkour, you use your body to get from one point to another without stopping.

- 2** Parkour is excellent exercise because it helps you to keep fit and healthy. It makes you brave and confident, too. Another good thing about Parkour is that it's very cheap. You need to be in good physical condition, and you need a good pair of running shoes. And that's all!
- 3** However, Parkour can be dangerous. If you're new to Parkour, you need to know and understand the different basic moves. You also need to train a lot so you don't have accidents.
- 4** It can take a long time to become good at Parkour and you can sometimes hurt yourself, but I think it is a perfect way to exercise and discover your body's potential. Try it! You feel as if you are flying.



Glossary

- fit: *en forma*
- brave: *valiente*
- confident: *confiado/a*
- moves: *movimientos*
- train: *entrenar*
- hurt yourself: *hacerse daño*

12. Read the sentences and write true (T) or false (F).
- Parkour is only a sport.
 - It's expensive to do Parkour.
 - Parkour isn't always safe.
 - You can become good at Parkour very quickly.

Read

10. Look at the pictures and discuss with a partner.
- Explain that the students will read an article about a popular teen activity, Parkour. Draw students' attention to the Reading Tip. Read it to them and ask *Why is it important to look at the title and pictures before you read a text?* Elicit or give the answer *It helps you to predict what the text will be about.*
 - Ask students to work in pairs and answer questions a-c. Do whole class feedback and do a short discussion of the ideas students have.
11. Read the article and check your predictions.
- Tell students to read the article quickly to get an overall idea of what it is about. Set a time limit if students are not very practised at reading quickly for gist.
 - Have students check their predictions with a classmate. Finish by asking students to report their answers to the class.

Answers

- Parkour can be a hobby, an extreme sport or an art.
- It is an individual sport.
- You need a good pair of running shoes.

12. Read the sentences and write true (T) or false (F).
- Tell students to read the sentences in exercise 12. Then ask them to read the article again and discuss if the sentences are true or false with a classmate.

Answers

1 false 2 false 3 true 4 false

 **Speak**


13. Listen and repeat these sentences.

- I really like playing board games.
- I'd really like to try bungee jumping.
- Do you like cycling?
- Would you like to play the drums?



14. Circle the word/words you hear in these sentences: *like*, *'d like*, *Do you like* or *Would you like*.

- like - 'd like - Do you like - Would you like
- like - 'd like - Do you like - Would you like
- like - 'd like - Do you like - Would you like
- like - 'd like - Do you like - Would you like

15. What do you do in your free time? In pairs, ask and answer questions.

- What do you think of Parkour? Would you like to try it? Why / Why not?
- What outdoor / indoor sports / hobbies do you like?
- Which sports / hobbies would you like to try?
- What sports / hobbies are popular in your country?
- Which sports / hobbies are dangerous or safe?

Useful expressions

- I like fishing. / I don't really like fishing.
- In my country, ... are popular sports / hobbies.
- I'd like to try ... / I really want to try ...
- ... is a dangerous/safe sport.

16. Find someone in the class for each of the activities below. Walk around the room and ask a *yes/no* question to different classmates. When the answer is *yes*, write the person's name.

- does spinning
- plays basketball
- hates soccer
- would like to try white water rafting
- plays the piano
- enjoys bowling
- doesn't like outdoor activities
- would like to try skydiving

 **Write**

17. Choose a sport that you like. Write a short article about it. Use the questions to help you.



Speak

13. Listen and repeat these sentences.

- Tell students to read the sentences in exercise 13. This is so that they can listen and repeat them. Play audio Track 2, pausing it after each sentence. Drill any sentences that they find difficult to say.
- Play audio Track 2 again, this time with no pauses, or with shorter pauses and encourage the students to speak loudly and confidently.

14. Circle the word / words you hear in these sentences: *like*, *'d like*, *Do you like* or *Would you like*.

- Tell the students they are going to listen to four sentences or questions and circle the words they hear.
- Do an example: write *like* - *'d like* - *Do you like* - *Would you like* on the board. Play audio Track 3 and pause after the first question. Ask students which word they heard. Play the audio track again if needed.
- Play the rest of the audio track, pausing after each sentence / question. Have the students compare their answers in pairs, then do whole class feedback. You could write the sentences on the board and drill them if students find this exercise difficult.

Answers

- Would you like
- like
- 'd like
- Do you like

Audio script

- Would you like to watch the football match on TV with me?
- I like skateboarding in the city centre with my friends.
- I'd like to go to the beach tomorrow.
- Do you like white water rafting?

3



15. What do you do in your free time? In pairs, ask and answer questions.

- Tell students they are going to talk about hobbies and sports they do or would like to do. Have them read the questions silently on their own.
- Draw their attention to the Useful expressions box below exercise 15. Ask the students to read out the expressions. You could also ask them to say a sentence that is true about them using the target language.
- Put students in pairs and set a time limit for the speaking activity. Monitor and remind students about the Useful expressions box.
- Do whole class feedback. To keep students focused, ask them to say one new thing they learnt about someone in the class that day.

16. Find someone in the class for each of the activities below. Walk around the room and ask a *Yes / No* question to different classmates. When the answer is *yes*, write the person's name.

- Tell students they are going to do a group speaking activity. Demonstrate the activity: Write some or all of the questions a-h on the board. Ask one of the students *Do you like spinning?* Write their name and *yes* or *no* next to it on the board. Ask the same question to a different student and write their name and *yes* or *no*.
- Have students copy the questions in their notebook. Tell them to leave space for their classmates' answers.
- Tell students to stand up and ask questions a-h to at least two classmates. Set a time limit. Monitor and help as needed. Make notes on common errors so that you can deal with this in feedback. Do whole class feedback.

Write

In this activity, students will learn how to write a short article. You will show them how to plan their written work and therefore improve it.

17. Choose a sport that you like. Write a short article about it. Use the questions to help you.

- Tell students that they are going to plan and then write a short article about a sport that they like. Do an example on the board for you, e.g. *I like football*. Have the students ask you the questions in the book and write your answers on the board.
- Have students copy the questions in exercise 17 in their notebooks. Allow them time to write their answers.
- On the board, elicit or suggest language students can use to write an article. Provide enough language so that students have a clear model, but don't just copy what you write.
- Set a time limit and monitor and help as needed. When students have finished you can do feedback in two ways: 1. Tell students to give their article to their partner. Their partner reads it and writes two questions about the article; 2. Display the students' work around the classroom. Set a time limit and a reading task e.g. Which is the most interesting or unusual sport?

 Read

 Get Ready!

1. Read the definition of urban tribes and check that you understand it. Then match the urban tribes in the box to the pictures.

An urban tribe is a group of people who have a strong identity. They express their identity through their clothes, their style, and often the music that they listen to.

skinheads - punks - emos - metalheads - rappers



2. Read about Jim and David. Why do they like being part of their urban tribe?

Skaters: a free style

Hi, my name is Jim. I am a skater. Skaters have a simple style. We prefer wearing light shorts, skinny denim jeans, T-shirts, dark trainers or skate shoes.



We love skating in parks and on the streets, but skate parks are the best places for us. They have ramps and obstacles, and it's safer than skating on the streets.

The most exciting part is when we jump in the air and do tricks.

Skaters are an urban tribe, but we are more interested in having fun together. Looking good or competing with other groups isn't important to us. We love skateboarding and that's why we do it.

Floggers: a colourful style



Hello! I'm David. I'm a flogger. The name 'flogger' comes from 'Fotolog' - a website where we share our photos and comments. Everyone there has a love of fashion.

Floggers wear fun, colourful clothes. For example, we often wear brightly coloured jeans or trousers, fluorescent T-shirts and colourful trainers.

We love music. We like dancing to electro house and listening to techno music.

I love being a flogger. We have lots of fans who follow our styles. It's very popular with teenagers because everyone enjoys taking photos of themselves! It's a great urban tribe.

Glossary

- skinny: *ajustado/a*
- ramp: *rampa*
- do tricks: *hacer maniobras*
- compete: *competir*
- brightly coloured: *colorido/a*
- follow: *seguir*

LESSON OVERVIEW

In this lesson, students will learn about urban tribes, the clothes they wear and the activities they do. Students will learn to talk about which urban tribe they belong to or would like to be a part of. They will also learn how to compare two or more people, urban tribes or things and places.

Read

Get ready!

1. Read the definition of urban tribes and check that you understand it. Then match the urban tribes in the box to the pictures.

- Give students time to read the definition and look at the pictures.
- Ask comprehension questions about the first picture: *What is he wearing? What colour is his hair? What kind of music do you think he listens to?*
- Ask students *What urban tribe is he a part of?* (Answer: punks)
- Tell students to do the exercise, then check answers as a whole class.

Answers

1 punks 2 skinheads 3 rappers
4 emos 5 metalheads

2. Read about Jim and David. Why do they like being part of their urban tribe?

- Ask students to look at the two pictures and the titles of the text. Ask if they know the urban tribes *skaters* or *floggers*.
- Tell the students to read the two texts quickly and answer the question in exercise 2. Set a time limit if students lack confidence in their reading skills. The aim here is to read for gist so it is alright if students don't understand every word.
- Ask students to discuss their answers in pairs, then do whole class feedback.

Extra activity

- Ask students if they know anyone who is a skater or a flogger and to describe them.

Answers

Jim: Because skaters have a simple style. It's exciting. He loves skateboarding.

David: Because he loves fashion and colourful clothes. He loves electro and techno music. He has lots of fans who follow his style.

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Tell students to find the words in the text because they will need them to do the next two exercises.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

Extra activity

- Ask students how they learn new words. Draw a mind map on the board with the title *Learning new words* in the centre.
- Draw a branch from the centre of the mind map and write *word and picture* at the end of it. Write *ramp* and ask a volunteer to draw a skate park ramp.
- Draw another branch and write *translation*. Elicit the L1 translation of *skinny* and ask another volunteer to write this on the mind map.
- Continue to work through the other branches of the mind map, asking students to help you complete it.
- Have the students copy the mind map in their notebooks or vocabulary books.

Focus on Vocabulary

3. Copy and complete the table with information about skaters and floggers.

	Clothes	Activities
Skaters		
Floggers		

4. Correct the mistakes in the following sentences.

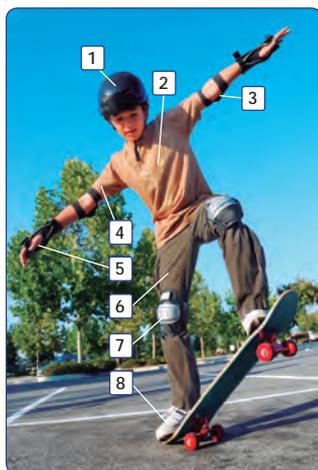
- a. Skaters wear skinny shorts, jeans and trainers.
- b. Jim thinks that the street is the best place to skate.
- c. Looking good is important to skaters.
- d. Floggers wear dark clothes.
- e. Floggers love taking photos of other people.

5. Match the words in the box with the parts of the body and clothes in the pictures.

leg - foot (feet) - head - arm - knee -
elbow - hand - chest

trousers - socks - shoes - tie - T-shirt -
jacket - skirt

Example: 1 head



6. Describe the fashion style of these urban tribes.

- skinhead
- punk
- emo
- metalhead
- rapper
- skater

Focus on Vocabulary

3. Copy and complete the table with information about skaters and floggers.

- Tell students to copy the table in exercise 3 into their notebooks. Then do an example with them as a whole class. Ask them to find one clothes word for skaters, for example, *light shorts* and one activities word for floggers, for example, *dancing*.
- Set a time limit to complete the table. Then put students in pairs and have them check their answers together. Do whole class feedback, correcting if needed.

Answers

	Clothes	Activities
Skaters	light shorts, skinny denim jeans, T-shirts, dark trainers or skate shoes	skating in parks, on the streets and in skate parks, jumping, doing tricks
Floggers	fun, colourful clothes, brightly coloured jeans or trousers, fluorescent T-shirts and colourful trainers	sharing photos, dancing to electro house, listening to techno music

Extra activity

- Ask students to choose another urban tribe and write what clothes they wear and what activities they take part in.

4. Correct the mistakes in the following sentences.
- Students read the sentences and do the activity.
 - Check answers in pairs then as a whole class.

Answers

- Skaters wear shorts, skinny jeans and trainers.
- Jim thinks that skate parks are the best place to skate.
- Looking good isn't important to skaters.
- Floggers wear colourful clothes.
- Floggers love taking photos of themselves.

5. Match the words in the box with the parts of the body and clothes in the pictures.

- Ask the students to look at the two pictures and say what urban tribes the children belong to (Answer: *The boy is a skater and the girls are emos.*)
- Find the first body word with the students (Answer: 1 head), then find the first clothes word with the class (Answer: 9 jacket).
- Tell the students to work in pairs and match the remaining words. Then check answers as a whole class.

Answers

- 1 head 2 chest 3 elbow 4 arm
5 hand 6 leg 7 knee 8 foot
9 jacket 10 tie 11 T-shirt
12 trousers 13 skirt 14 socks
15 shoes

6. Describe the fashion style of these urban tribes.

- Tell students they are going to describe different urban tribes.
- Do an example with skinheads. Ask *What do skinheads wear? What colour hair do they have?* Elicit different answers and write notes on the board.
- Students do the activity with a classmate. Check answers as a class.

Answers

- skinhead: skinny jeans, tall boots with laces, no hair
punk: torn jeans and T-shirts, tall boots, colourful spiky hair
emo: skinny jeans, black or coloured hair, T-shirts with emo bands on them
metalhead: dark jeans and T-shirts with heavy metal bands on them, trainers, long hair
rapper: loose clothes, white or coloured trainers, baseball caps
skater: shorts, skinny jeans, T-shirts, dark trainers or skate shoes

Focus on Language

7. Read the sentences. Which sentences compare two things? Which sentences compare one thing above all others?

Compare two things: ____

Compare one thing above all others: ____

- Reggaeton is more modern than Rap.
 - Punks are the coolest people in the world.
 - Breakdancing is more popular than hip hop.
 - Goths wear darker clothes than rockers.
 - Heavy metal music is more popular in Colombia than in the UK.
 - Emos have the most interesting style.
8. Copy and complete the table with the adjectives in the box. Write the comparative and superlative form.

old - modern - extreme - dirty - fashionable - long - popular - healthy - dangerous

COMPARATIVES		SUPERLATIVES	
One syllable, or two syllables ending -y	Two or more syllables	One syllable, or two syllables ending -y	Two or more syllables
<i>older</i>		<i>the oldest</i>	
	<i>more modern</i>		<i>the most modern</i>

 Listen

- ⁴  9. Look at the box. Listen to two students. Which questions in the table do they discuss?

What is the	biggest country most expensive food most difficult language best job	most beautiful city longest river most dangerous animal easiest language	in the world?
-------------	---	---	---------------

- ⁴  10. Listen again. What answers do the students give for each question?

Focus on Language

7. Read the sentences. Which sentences compare two things? Which sentences compare one thing above all others?
- Ask students to read the sentences.
 - Ask students: *Does sentence a compare two things or put one thing above all others?* (Answer: It compares two things.) Ask: *Does sentence b compare two things or put one thing above all others?* (Answer: It puts one thing above all others.)
 - Have the students do the rest of the exercise on their own or in pairs.
 - Check answers as a whole class.

Answers

Compare two things: a, c, d, e
One thing above all others: b, f

8. Copy and complete the table with the adjectives in the box. Write the comparative and superlative form.
- Write or show the table on the board. Ask: *How many syllables does 'old' have?* (One.) *How many syllables does 'modern' have?* (Two.) *Does it end in -y?* (No.)
 - Ask students to copy the table in their notebooks.
 - Put students in pairs and have them complete the table for the other adjectives in the box.
 - Check answers as a whole class.

Answers

Hobbies	
One syllable, or two syllables ending -y	Two or more syllables
older	more modern
dirtier	more extreme
longer	more fashionable
healthier	more popular
	more dangerous
Sports	
One syllable, or two syllables ending -y	Two or more syllables
the oldest	the most modern
the dirtiest	the most extreme
the longest	the most fashionable
the healthiest	the most popular
	the most dangerous

Extra activity

- Tell students to write four more adjectives. Students swap them with their partner and do the exercise. They check answers in their pairs.

Listen

9. Look at the box. Listen to two students. Which questions in the table do they discuss?
- Ask students to look at the box and make questions, for example, *What is the biggest country in the world?*
 - Play audio track 4. Check students' answers whole class.

Answers

What is the biggest country in the world?
What is the longest river in the world?
What is the most difficult language in the world?

Audio script

4



- A: Hmm, I'm not sure. I think it's China.
B: No, Russia is bigger than China.
A: What about Canada?
B: Canada is big, but I'm sure Russia is bigger. I think Russia is the answer.
- A: What do you think about this one, Emma?
B: Is it the Amazon?
A: I think it's the Nile.
B: Are you sure? The Amazon is really long.
A: I know, but the Nile is longer.
- B: I know the answer - English!
A: I don't think so. French is more difficult than English.
B: Yes, maybe. What about Chinese?
A: Oh yes. That's really difficult.
B: But it's not difficult for Chinese people...
A: That's true. So maybe the answer is... there isn't an answer! It depends what your first language is.

10. Listen again. What answers do the students give for each question?

- Tell the students to listen again and write the answers to the three questions they hear in their notebooks.
- Play audio track 4 again. Allow students time to check their answers with a classmate. If needed, play audio track 4 again.
- Check answers by pausing the audio after each of the three questions and eliciting the answers.

Answers

- Russia
- The Nile
- There isn't an answer. It depends what your first language is.

 **Speak**

11. In pairs, make more questions from the table in exercise 9. Ask and answer.
12. In small groups, discuss the questions below.

Do you know any other urban tribes? Which ones?

Would you like to belong to an urban tribe? Which one, and why?

What urban tribes are there in your town / city?
Where do they meet?

Do you know anyone who belongs to an urban tribe?

Which urban tribes wear the coolest clothes?

What is your favourite type of music?

 **Write**

13. Complete the table with information about you. Then write a description of you for your personal webpage.

My style	
Clothes that I usually wear	
Music that I listen to	
My 'look'	
My urban tribe (if you have one)	

Speak

11. In pairs, make more questions from the table in exercise 9. Ask and answer.
- Put students in pairs and have them make more questions from the table in exercise 9.
 - Monitor and help as needed.
 - Tell the students to ask their classmate the questions and note their answers.
 - Do whole class feedback and give a point to each correct answer.

Extra activity

- Have early finishers write more questions with superlatives in them. Play a quiz game with these questions either as a class or in small groups.

12. In small groups, discuss the questions below.
- Ask students to read the questions in exercise 12. Allow them time to note the answers. Tell them to look at their notes for a short time (one to two minutes) and to remember as much as they can.
 - Put students into small groups (three to four students) and set a time limit for the whole exercise.
 - There are different ways you can manage the discussion so that students don't use L1 or finish quickly: 1) Set a time limit for each question. 2) Label the students A, B, C and D. After the students have asked one or two questions ask all the A students to move to the next group to the right. Then ask all the B students to move after the next one or two questions and so on.
 - Discuss answers as a whole class:
Ask: *What did you learn that you didn't know before? What is the most popular urban tribe in our class?*

Write

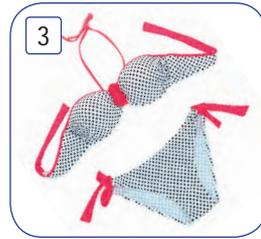
13. Complete the table with information about you. Then write a description of you for your personal webpage.
- Tell students they are going to write a description about their style and urban identity.
 - Refer students back to exercise 3 and then to the table in exercise 13. Tell them they are going to write similar notes about themselves.
 - Allow students time to make notes and look up or ask for words they need.
 - Do an example on the board for one of the people in the pictures in exercise 1. Ask the students to work together to write a class example.
 - Set a time limit for the writing exercise. Monitor and help as needed.
 - Share the students' answers with the whole class.

Focus on Vocabulary

Get Ready!

1. Match the words in the box with the pictures. Which items do people take on a camping trip?

backpack - sleeping bag - hiking boots - swimsuit - life jacket - camera - sunglasses - tent - helmet - torch - trainers - waterproof jacket



2. Put the items from exercise 1 in the correct column. Then add one more item for each activity.

hiking	at the beach	sleeping	canoeing	horse riding

3. In pairs, ask and answer about the items in exercise 1. Use the language in the box.

Useful expressions

- What do we use (a backpack/sunglasses) for?
- We use it/them for (carrying our things).
- We use it/them to (protect our eyes).

LESSON OVERVIEW

In this lesson, students will learn to talk about their plans in the context of going on a camping trip. They will read a short text about a summer camp and will learn to say when they are going to do activities. They will also develop their speaking and writing skills by planning and making a poster about a summer camp.

Speak

Get ready!

- Match the words in the box with the pictures. Which items do people take on a camping trip?
 - Give students time to read the words and look at the pictures.
 - Ask students what the word is for the first picture (Answer: *backpack*). Tell them to work in pairs and match the pictures and the words.
 - Monitor and help with any problems with pronunciation of the new vocabulary.
 - Check answers as a whole class.

Answers

1 backpack 2 trainers 3 swimsuit
4 sunglasses 5 hiking boots
6 sleeping bag 7 camera
8 life jacket 9 torch 10 tent
11 helmet 12 waterproof jacket

- Put the items from exercise 1 in the correct column. Then add one more item for each activity.
 - Ask students to look at the table in exercise 2. Ask them to say an item from exercise 1 that they use for hiking, for example, *backpack*, or *hiking boots*.
 - Tell them to copy the table in their notebooks and work with a partner to complete the table.
 - Check answers with the whole class.

Answers

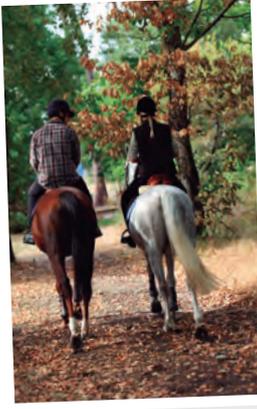
hiking
backpack, hiking boots, camera, torch, waterproof jacket
at the beach
swimsuit, sunglasses, camera
sleeping
sleeping bag, torch, tent
canoeing
life jacket, helmet, swimsuit
horse riding
trainers, helmet

Extra activity

- Ask students if they can think of any other items for the different places in the table.
- In pairs, ask and answer about the items in exercise 1. Use the language in the box.
 - Ask students to look at the box. Ask them: *What do we use a backpack for?* Elicit: *We use it for carrying our things.* Ask: *What do we use sunglasses for?* Elicit: *We use them to protect our eyes.*
 - Highlight the difference in verb forms on the board: *We use it / them to + infinitive, We use it / them for + -ing* form of the verb.
 - Put students in pairs and tell them to ask and answer questions about the pictures in exercise 1. Students should describe the function of each item using *We use it / them to + infinitive* or *We use it / them for + -ing* form of the verb.
 - Ensure all students are interacting and help with any language.
 - Do whole class feedback.

 Read

4. Read about Forest Hill Summer Camp. Choose an activity that you'd like to do in the morning, afternoon and evening.



FOREST HILL SUMMER CAMP

What are you going to do this summer? Why not come on our summer camp in Forest Hill and have an awesome time! You can stay for one day, two days, a whole week ... or all summer, if you want!

In the morning: The mornings are great for creative people. We're going to have art and drawing classes, drama classes and we're going to play music together too. If you play an instrument - bring it to camp! We rehearse every day, and have a concert every weekend.

In the afternoon: We're going to get active! We're going to go hiking and horse riding in the

forest, swimming in the lake, and canoeing and white water rafting in the river.

In the evening: The evenings are for relaxing. We're going to have a party EVERY night with music, a barbecue, and stories around the campfire. Or if you prefer, you can watch a movie in the movie tent.

At the weekend: At the weekend, there are excursions to interesting places - mountains, beaches and even a volcano! But we aren't going to tell you what to do - it's your choice.

Start: Monday 2nd June
End: Sunday 31st August



Glossary

- creative: *creativo/a*
- drawing classes: *clases de dibujo*
- rehearse: *ensayar*
- bring: *traer*
- go hiking: *hacer senderismo*
- campfire: *fogata*

5. In pairs, ask and answer about the activities that you want to do at the Summer Camp.

Example:

A: *What do you want to do in the morning?* B: *I want to go to the drawing class. What about you?*

6. Read the box and complete the sentences with *at*, *in*, or *on*.

- a. We are going to have arts lessons ____ the morning.
- b. The song festival is ____ 9:00 pm ____ Saturday and Sunday.
- c. ____ the afternoon, we're going to go to the river. We're going to return to the camp ____ 6:00 pm.
- d. ____ night, I prefer playing games near the campfire rather than telling stories.
- e. We get home on Sunday ____ 7:00 pm ____ the evening.
- f. The next school camp trip is going to be ____ June.
- g. ____ Saturday, we're going to do activities at the lake, and ____ night we're going to play hide and seek.

Useful language

Prepositions of time *in / on / at*

- We use *in* for months, years and parts of the day.
Example: in February, in 1981, in the morning
- We use *on* for dates and days.
Example: on March 28th, on Monday
- We use *at* for times, festivals, *at night* and *at the weekend*.
Example: at 6 o'clock, at Christmas

Read

4. Read about Forest Hill Summer Camp. Choose an activity that you'd like to do in the morning, afternoon and evening.
- Tell students to look at the pictures and ask: *What can you do at Forest Hill Summer Camp?* (Answers: *go horse riding, go camping*)
 - Tell students to read the text quickly and choose an activity they would like to do. Tell them they can look up words they don't know in the glossary.
 - Have students compare their answers in pairs, then check answers as a whole class.

Extra activity

- Ask students to think of more activities they would like to do at a summer camp.
5. In pairs, ask and answer about the activities that you want to do at the Summer Camp.
- Tell students to read the text again and underline all the activities they want to do.
 - Put them in pairs and have them ask and answer the questions. Demonstrate this with a volunteer, using the example language in the book.
 - Do whole class feedback.

6. Read the box and complete the sentences with *at*, *in*, or *on*.
- Draw students' attention to the *Useful language* box.
 - Write *in* on the board and elicit what we use it for. Elicit some different examples from students e.g. *in May, in 2016*. Do the same for *on* and *at*.
 - Tell students to read the sentences in exercise 6 and work with a classmate to complete the sentences.
 - Do whole class feedback.

Answers

a in b at/on c In/at d At
e at/in f in g On/at

Extra activity

- Tell students to write three true sentences about themselves using *in*, *on* and *at*, leaving a gap for the preposition of time, for example, *I was born ____ April*.
- Tell them to swap notebooks in small groups or pairs and complete the sentences.

Focus on Language

7. Complete the sentences from the text.
- We _____ music together.
 - We aren't _____ you what to do.
 - What are you _____ this summer?



8. Read the sentences in exercise 7 and choose the correct option.
- These sentences talk about the present / the past / the future.
 - We use *be going to* + infinitive for future plans / activities you do every day.
 - To make questions, we put the verb *be* before / after the subject.
9. Write true sentences for you using the verbs in brackets. Use *be going to*.
- I _____ videogames after class. (play)
 - We _____ to the USA on holiday this year. (go)
 - My family _____ our grandmother on Sunday. (visit)
 - My friends _____ in the sea this weekend. (swim)
10. What are your plans for this weekend? Make notes in your notebook using *be going to*. Then write two questions to ask your classmates about their plans.

Listen

- ⁵ 11. Listen to Susana talking to her mother about a camping trip. Which things on the list do they talk about?

- activities in the water
- Susana's backpack
- transport
- Susana's tent
- protection against the sun
- fishing

- ⁵ 12. Listen again and answer the questions.

- Is Susana going to pack more things in her backpack?
- What activities can Susana do in the mornings?
- What does she need to bring?
- What is she going to do in the evenings?
- What isn't she going to do in the evenings?



Focus on Language

7. Complete the sentences from the text.

- Tell students to look at the text in exercise 4 and complete the sentences in exercise 7.
- Students do the activity and then check their answers with a classmate.
- Check answers as a class.

Answers

- a 're going to play c going to do
b going to tell

8. Read the sentences in exercise 7 and choose the correct option.

- Students do the activity as a class.
- Do whole class feedback. Elicit an example for each statement, for example, for sentence a, elicit: *I'm going to go hiking this weekend.*

Answers

- a the future c before
b future plans

9. Write true sentences for you using the verbs in brackets. Use *be going to*.

- Ask students to read the sentences and complete them using the verbs in brackets. Do the first one as an example if needed.
- Ask students to compare answers with a classmate.
- Check answers as a class.

Answers

- a 'm / 'm not going to play
b are / aren't going to go
c is / isn't / are / aren't going to visit
d are / aren't going to swim

10. What are your plans for this weekend? Make notes in your notebook using *be going to*. Then write two questions to ask your classmates about their plans.

- Ask students to work individually to make notes on their plans for the weekend using *be going to*. Then ask them to write two questions to ask about their classmate's plans.
- Put students into pairs. They ask their classmate their questions.
- Do whole class feedback. Ask students to decide who has the same plans for the weekend as them.

Extra activity

- Tell students to write four true or false statements about their plans for the weekend.
- Put them in pairs. They read their sentences and their classmate decides if the sentences are true or false.

Listen

11. Listen to Susana talking to her mother about a camping trip. Which things on the list do they talk about?

- Ask students to read the list of items in exercise 11. Tell them they will hear a teenage girl talking with her mother about a camping trip. They should listen and write the items they talk about.
- Play audio track 5. Allow students to compare answers with a classmate.
- Check answers as a whole class.

Answers

Susana's backpack, activities in the water, protection against the sun

Audio script

5

Mum: How's your packing going, Susana? Are you going to put anything else in your backpack?
Susana: No, Mum. I'm ready now! Everything I need is already in my backpack.

Mum: That's great! Just make sure you follow the rules, so everything goes well.

Susana: I know, Mum. You've told me that a hundred times! I'm not a baby!

Mum: Ha! Ha! Well, you are my baby! So tell me, baby, what activities are you going to do there?

Susana: There are so many things that we can do. In the mornings, we are going to do different kinds of activities on the water, like swimming lessons, and canoeing and kayaking.

Mum: And where are you going to be in the afternoons?

Susana: Well, in the afternoons, we are going hiking and horse riding. The camp leader says that we need to bring a summer hat and use sunscreen, so we don't get sunburned.

Mum: Yeah, that's very important. This camp leader sounds good!

Susana: Yeah, Mum, I know.

Mum: I'm your mum, I worry about you! And what are you going to do in the evenings?

Susana: It depends on the day. For example, on Sunday we're going to have a camp fire and we're going to sing songs and cook hot dogs. But we aren't going to dance. That's a pity!

Mum: It sounds like fun! Just don't forget to get up early if you want to do all of these things.

Susana: Get up early? No way! I want to have fun!

12. Listen again and answer the questions.

- Tell students to read the questions. Play audio track 5 again. If students find it difficult, play it once more, pausing after the answers.
- Ask students to compare their answers with a classmate.
- Check answers with the whole class.

Answers

- a No, she isn't.
b swimming, canoeing and kayaking
c a summer hat and sunscreen
d have a camp fire, sing songs and cook hot dogs
e She isn't going to dance.

 **Speak**

13. In pairs, ask and answer the following questions.
- If you want to go swimming, what do you need to take?
 - When you go camping, what do you need to take with you?
 - Where can you go in your country when you want to go camping?
 - If you have a problem, who can you speak to?
 - What activities can you do on a camping trip?
 - What happens if you don't use sunscreen and don't wear a hat in the summer?


 **Write**

14. Work in groups of three or four. Imagine you are organising a summer camp. First, look at the text about the Forest Hill Summer Camp on page 19 again.
15. Decide the following things about your camp:
- What is the name of your camp?
 - What activities are there:
 - in the morning?
 - in the afternoon?
 - in the evening?
 - Where are people going to sleep?
 - What special activities are there at night or at the weekend?
 - What equipment do people need to bring?
16. Create a poster for your camp. Include the information from exercise 15. If possible, include pictures.
17. Work with another group. Show them your poster and tell them about the camp.



Example:

Our camp is called Champions' Camp. It's a winter camp! In the morning, students go skiing ...

Speak

13. In pairs, ask and answer the following questions.
- Put students in pairs and ask them to read the questions. Tell them they should make notes in their notebooks. Do the first question as an example if needed.
 - Compare answers as a whole class and write the answers on the board.

Answers

- a a swimsuit
- b a tent, a sleeping bag, a torch
- c Students' own answers.
- d the camp leader
- e Students' own answers.
- f You can get sunburned.

Write

14. Work in groups of three or four. Imagine you are organising a summer camp. First, look at the text about the Forest Hill Summer Camp on page 19 again.
- Put students in groups of three or four. Ask them to imagine they are organising a summer camp. Tell them to look back at the text on page 19 and underline the following things: the name of the camp; the activities in the morning, afternoon and evening; where people are going to sleep; special activities at night / at the weekend and what equipment to bring.
 - Do whole class feedback.
15. Decide the following things about your camp:
- Ask volunteers to read the questions out to the class. Do a model of how to make notes on the board. For example, write: *Name: Mr / Mrs Herrera's Summer Camp, Activities: morning: drama classes, etc.* Make sure the students are involved by eliciting the model notes from the whole class.
 - Arrange students in groups to discuss the questions.
 - Check answers as a whole class.
16. Create a poster for your camp. Include the information from exercise 15. If possible, include pictures.
- For this activity, you ideally need large sheets of paper, coloured pens, scissors, glue and magazines. You can ask students to collect pictures for a summer camp as homework before this lesson. You can also make your own poster as an example, or use one from another class using this coursebook.
 - Ask each group to choose a helper. They come and get the materials from you and give them to their group.
 - Set a time limit for the task. Allow students time to discuss their ideas. Monitor and help as needed.
17. Work with another group. Show them your poster and tell them about the camp.
- Put groups together so they have two posters to work with.
 - Demonstrate the task with your poster, or your notes on the board from exercise 15, eliciting target language from the class. For example, say: *The name of our camp is [name]. In the morning we are going to [activity verb] etc.*
 - Tell students to present their posters. To ensure students listen, tell them they have to think of a question for the group to ask at the end of the presentation.
 - Do whole class feedback. Ask which camps the students would like to go to.

 Read

 Get Ready!

1. Discuss in pairs. What topics do teenagers usually talk about? Put the topics in order from the most common to the least common.

- the future
- homework and exams
- problems with parents or siblings
- sports
- problems with friends
- TV, music, films

2. Read the situations quickly and match them with the pictures. What are the teens doing?



1

Two people from my class always make fun of me because I always wear a cycle helmet when I'm cycling to school. The roads are quite busy so I think it's safer to always wear a helmet. I want to be safe, but they say it looks stupid. Normally I don't care what they say, but sometimes it hurts when they are mean.

Rachel, 14

2

I have a group of five really good friends. But my friend Diana is really annoying. She always criticises one of us - what we wear, what we say, what we're having for lunch - everything. Sometimes I talk to her about it, and she always apologises, but then she starts doing it again.

Aleja 15

3

I usually hang around with my friends Max and Larry at break - we all love basketball. But now they smoke. They have a group of new friends who go to get cigarettes at break and smoke them behind the gym. We hardly ever play basketball now, and I feel like I'm losing my friends. Maybe I should start smoking too?

Jack, 14

Glossary

- make fun of: *burlarse de*
- I don't care: *no me importa*
- annoying: *fastidioso/a*
- apologise: *disculparse*
- hang around: *pasar el rato*
- break: *descanso*

MODULE 1 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Problems and solutions	<ul style="list-style-type: none"> • <i>Should / Shouldn't</i> for advice • <i>Could</i> for suggestions 	<ul style="list-style-type: none"> • Speaking: acting out a story and giving advice • Writing: a story about a problem
Lesson 5	Heroes Everyday heroes	<ul style="list-style-type: none"> • Past simple: affirmative and negative, regular and irregular verbs 	<ul style="list-style-type: none"> • Writing: a short story about a road accident • Speaking: telling a story
Lesson 6	Amazing people	<ul style="list-style-type: none"> • <i>Can</i> and <i>Could</i> for ability 	<ul style="list-style-type: none"> • Speaking: describing people who can do amazing things • Writing: a paragraph about what you can or could do

UNIT THEME

In Unit 2 there are three lessons on the theme of 'Teen power'. By the end of the unit, students will be able to discuss and suggest solutions for teenage problems using *should* and *shouldn't*. They will be able to talk about everyday heroes and tell a simple story using the past simple. They will learn about people who have achieved amazing things and be able to talk about their own abilities using *can* and *could*.

LESSON OVERVIEW

In this lesson, students will read about typical teenage problems and learn how to give advice and make suggestions. They will listen to people talking about places where you can find solutions to their problems and roleplay a story about solving a common teenage problem.

Read

Get ready!

1. Discuss in pairs. What topics do teenagers usually talk about? Put the topics in order from the most common to the least common.
 - Students work in pairs and say which topics teenagers usually talk about. Then they put the topics in order according to how common they are.
 - Check answers as a whole class. Allow some discussion of different answers.

Extra activity

- Put students in small groups and ask them to decide which topic is the most important to them and say why. For example, *The future, because we want to have happy, successful lives.*
2. Read the situations quickly and match them with the pictures. What are the teens doing?
 - Tell students to read the three texts quickly. Tell them to look at the words they don't know in the glossary. Set a time limit because this is a gist reading activity.
 - Encourage students to compare their answers with their classmates.
 - Check answers as a whole class.

Extra activity

- Have students write the words in the glossary and the L1 translations in their notebooks or vocabulary books.
- Put students in pairs and tell them to close their notebooks or vocabulary books.
- Have one student look at their book and say a word in L1. The other student says the word in English. They can also make sentences with the word in it, for example, *People make fun of Rachel.*

Answers

1 b 2 c 3 a

3. Read the situations on page 22 again and complete the table.

	Rachel	Aleja	Jack
1. What is the problem?			
2. What is <u>your</u> idea to solve the problem?			

Focus on Language

4. Read the advice. Match the sentences with Rachel, Aleja and Jack.

- You should find some new friends who enjoy your hobby. _____
- You shouldn't be friends with someone who is always criticising you. _____
- You could ask your friends and other classmates to wear one too. _____
- You should ask her why she always criticises her friends. _____
- You shouldn't worry what other people say about you. _____
- You shouldn't do things that are bad for your health. _____

5. Look again at the modal verbs in exercise 4. Which verb do we use to:

- give a suggestion? _____
- give advice and tell someone to do something? _____
- give advice and tell someone NOT to do something? _____



6. Listen and repeat the sentences.

- You should talk to your friends.
- You shouldn't do things that are bad for you.
- You could try a new sport.



7. Listen and write the word you hear.

- You _____ talk to your parents about it.
- You _____ get upset.
- You _____ find other things to do.
- What _____ I do?
- You _____ stay at home all day.
- You _____ come to drama club with me.

Useful language

Pronunciation of modal verbs:

should /ʃʊd/

shouldn't /ʃʊdnt/

could /kʊd/

The letter 'l' is silent in these modal verbs and the vowel sound *u* is pronounced like 'oo' in the words: *good*, *wood*.

3. Read the situations on page 22 again and complete the table.
- Ask students to look at the texts again and complete the table. They should do question 1 first for all three teenagers.
 - Ask them to work in pairs and discuss question 2.
 - Tell students to support their answer with evidence from the text.
 - Check the answer as a whole class.

Answers

- Rachel: Two classmates make fun of her because she wears a cycle helmet.
Aleja: Her friend Diana criticises her and her other friends.
Jack: His two friends smoke with their new friends instead of playing basketball with him. He thinks he is losing his friends.
- Students' own answers.

Focus on Language

4. Read the advice. Match the sentences with Rachel, Aleja and Jack.
- Students read the advice and match the sentences with the teenage children in the texts.
 - Ask them to underline the text in the article that supports their answers.
 - Check answers as a whole class.

Answers

- | | |
|----------|----------|
| a Jack | d Aleja |
| b Aleja | e Rachel |
| c Rachel | f Jack |

5. Look at the modal verbs in exercise 4. Which verb do we use to:
- Which verb do we use to:
 - Elicit what the modal verbs in exercise 4 are (*should, shouldn't and could*).
 - Put students in pairs and have them match the verbs to the uses.
 - Ask concept questions: *Does the speaker think it is a good or bad idea? Are they giving a suggestion?*
 - Highlight the form on the board i.e. *should / shouldn't / could go, NOT should to go* etc.
 - Tell students to look at the *Useful language box*. Model the pronunciation of the three modal verbs and drill. Tell students we don't say the 'I' in these words.
 - Check answers as a whole class.

Answers

- could
- should
- shouldn't

6. Listen and repeat the sentences.
- Tell students to listen and repeat the sentences in exercise 6.
 - Play audio Track 6. Drill the sentences more than once so that students are confident saying them.
 - Check answers as a whole class.

Answers

Students repeat the sentences a, b and c.

7. Listen and write the word you hear.

- Ask students to read the gapped sentences in exercise 7. Tell them they should listen and write *should, shouldn't, or could*.
- Play audio Track 7. Have the students compare their answers in pairs. Play audio Track 7 again if needed.
- Play audio Track 7 again to check answers as a class, pausing after each question.

Answers

- could
- shouldn't
- should
- should
- shouldn't
- could

Audio script

- You could talk to your parents about it.
- You shouldn't get upset.
- You should find other things to do.
- What should I do?
- You shouldn't stay at home all day.
- You could come to drama club with me.



 Listen

8.  Look at the pictures and read the descriptions. What is happening in each picture? Listen and check your ideas.



a. The Fun Club



b. Community First



c. The Tutoring Cooperative

9.  Listen again and answer the questions.

- Who is the Fun Club for?
- When can you go to the Fun Club?
- How does Community First want to change the neighbourhood?
- When is the first meeting?
- How does the Tutoring Cooperative work?
- How often can you go to it?

Focus on Vocabulary

10. Look at the adjectives in the box. Which of them have a positive meaning, and which of them have a negative meaning?

annoying - busy - friendly - boring - active -
nice - generous - mean - interesting - fun



11. Complete the sentences with the adjectives in exercise 10.

- Jenny is a really _____ person. She knows so much about everything.
- Brandy is really _____. She never has any free time!
- The Community First meeting will be _____. Everyone wants to go.
- Some of my lessons are really _____ and I can't concentrate.
- I don't like Laura - she's really _____ to me and says horrible things.

Useful language

Descriptive adjectives are words that describe a person, place or thing.

- Adjectives can go before a noun.
John is the kind boy who lives next door.
adjective + noun
- Adjectives can go after the verb *be*.
Susana is beautiful.
verb + adjective

Listen

8. Look at the pictures and read the descriptions. What is happening in each picture? Listen and check your ideas.
- This is a listening for gist exercise. Ask students to look at the pictures and the descriptions under them and predict what is happening in each picture. Play audio Track 8 and have students compare their answers in pairs.
 - Check answers as a whole class. Play audio Track 8 again, pausing after each answer.

Answers

- a They are dancing / having fun.
- b They are helping people in their neighbourhood.
- c They are helping other students with problems in their lessons.

Audio script

8

- A Sandra and Kim: Hi there!
Sandra: I'm Sandra.
Kim: And I'm Kim.
Sandra: If you're bored and have nothing to do, you should join our new club: The Fun club. We organise fun and interesting activities to do during school breaks and before or after school.
Kim: So if you're interested, come along. We'd love to meet you. We meet every day. Get active, and join us!
- B Brandy: Hi, my name is Brandy, and I am from Community First. We are looking for people with plenty of ideas about our neighbourhood. We know we have some problems now, but we want to make our neighbourhood a safe and fun place to live. If you like the idea and you want to make a change, this is the place for you. Come to our first meeting on Wednesday at 8 o'clock.
- C Tutor: Are you having problems with Maths, English or another subject? Then you probably need to come to our tutoring cooperative. What is a tutoring cooperative? Well, it's simple. You come along with problems that you're having in your lessons, and other students help you. And you can help other students when they have problems in the subjects that you're good at. If you're interested, come to Classroom 2B every day at lunchtime.

9. Listen again and answer the questions.
- Tell students to read the questions and then listen again and write the answers in their notebooks.
 - Play audio Track 9, then have students compare answers in pairs.
 - Play audio Track 9 again, pausing after each answer, and elicit the answers.

Answers

- a bored students
- b during school breaks and before or after school
- c They want to make it a safe and fun place to live.
- d Wednesday at 8 o'clock.
- e Other students help you with the problems you're having in your lessons. You can help other students with the problems that they're having in the subjects that you're good at.
- f Every day at lunchtime.

Focus on Vocabulary

10. Look at the adjectives in the box. Which of them have a positive meaning, and which of them have a negative meaning?
- Tell students to look at the adjectives in the box.
 - Do an example with *annoying*. Ask: *Is it good or bad to have an annoying brother or sister?* Write *positive*, *negative* and *both* in three columns on the board and ask a volunteer to write *annoying* under *negative*. Explain that some words are both positive and negative.
 - Have students work in pairs and classify the adjectives.
 - Check answers as a whole class.

Answers

- Positive: friendly, active, nice, generous, interesting, fun
Negative: annoying, boring, mean
Both: busy

11. Complete the sentences with the adjectives in exercise 10.
- Students complete the sentences in pairs.
 - Check answers as a whole class. Draw students' attention to the information about word order when using adjectives. This is a common L1 transfer error for the students.

Answers

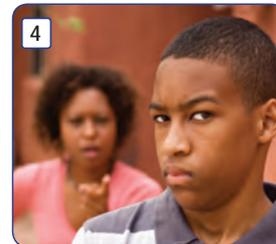
- a interesting d boring
- b busy e mean
- c fun

Extra activity

- Students write gapped sentences using the adjectives from the box and others that they know to describe people's personality.
- They swap their sentences with their partner and complete the sentences.

 **Speak**

12. In pairs, discuss the questions about the pictures:



a. What are the teens doing?

Example:

In the first picture, the teenager is arguing with ...

b. What problems do you think they have?

Example:

Maybe the boy is her little brother, and she's angry with him because ...

13. In small groups, choose one of the stories from this lesson and act it out.

- Decide how many characters there are in the story. Decide who is going to play each role. You can add characters if you want.
- Make notes on what you are going to say.
- Choose the most appropriate ending for your role play.

Useful language

Giving advice

- *You should ... You should talk to her.*
- *You shouldn't ... You shouldn't be mean to people.*
- *You could ... You could look for some new friends.*
- *Try -ing ... Try understanding why he feels like that.*
- *Why don't you ... ? Why don't you go for a coffee together?*

 **Write**

14. In your groups, write a new story with two or more different endings. Share your story with the class and vote on the best ending.

Plan your story first:

Actions or behaviour causing the problem

Who is doing or saying what?

Consequences

How is this making people feel or act?

Choice

How can the people involved react to this situation?

Speak

12. In pairs, discuss the questions about the pictures:
- Ask students to look at picture 1. Ask what the teens are doing. Elicit the example: *They are arguing*. Ask what problems they think the students have. Elicit possible answers including the example in exercise 12.
 - Students do the exercise in pairs. Then compare answers as a whole class.
13. In small groups, choose one of the stories from this lesson and act it out.
- Put students into groups of three or four. Tell them they are going to act out a story from one of the pictures in exercise 12.
 - Students choose a picture and decide how many characters their story will have. For example, for picture 1, they can choose the teenage girl, her younger brother, their father and their mother.
 - They make notes on what each person is going to say. Then they choose the best ending for the story.
 - They practise using their notes. They can practise a second time without their notes because this develops fluency.
 - Ask for volunteers to act out their stories in front of the class. Ask the other students to say if the ending is appropriate in their opinion.

Write

14. In your groups, write a new story with two or more different endings. Share your story with the class and vote on the best ending.
- Ask students to work in groups. Tell them they will write a new story and share it with the class.
 - Do an example on how to plan and draft a story on the board. Write the headings in exercise 14 on one side of the board. Elicit answers to the three questions and make notes on the board. Ask students to create the story orally and suggest useful language, for example, *To start with, Next, Suddenly, Finally*, etc. Write these phrases on the other side of the board.
 - Set a time limit for the drafting task. Monitor and help as needed. Focus more on the content than errors; you can correct these once students have read each other's stories.
 - Display the stories around the class and tell the students to read at least three stories.
 - Do whole class feedback, asking which stories students liked and why. Do a short error correction of common errors.

Extra activity

- Students can write their stories in the style of a photo story or a story board. This is best done in another lesson, as students will need to spend time taking and printing photos or drawing pictures in a storyboard.

 Listen

 Get Ready!

1. In pairs, discuss the questions.

- What is a hero?
- What qualities does a hero need? Think of five.

Example: Heroes need to be brave, strong ...



2. Listen to an interview about heroes. List three examples of heroes, according to Julia.



3. Listen again. For each sentence, find the ending that is incorrect.

- | | |
|--|---|
| <p>a. Heroes in Hollywood movies ...</p> <p>___ have supernatural abilities.</p> <p>___ are sometimes the bad guys.</p> <p>___ save the world.</p> | <p>c. Heroes are ordinary people ...</p> <p>___ with supernatural abilities.</p> <p>___ who make a difference.</p> <p>___ who can't just watch someone in danger.</p> |
| <p>b. Heroes can be real people such as ...</p> <p>___ teachers.</p> <p>___ mothers.</p> <p>___ basketball players.</p> | |

Say it!



4. Read the information. Then listen and repeat these sentences from the interview.

- When we speak English, we often don't pronounce each word separately - we connect them. We often do this when a word starts with a vowel sound.

I'm eighteen. My dad is my hero.

- | | |
|--|---------------------------------------|
| a. Today we're going to talk about heroes. | c. They believe it's the right thing. |
| b. They always put their kids first. | d. We can all be heroes! |

LESSON OVERVIEW

In this lesson, students will learn about modern heroes. They will read about everyday people who change the world and learn to describe heroic actions in the past. They will write and tell a story about heroes saving lives.

Listen

Get ready!

1. In pairs, discuss the questions.

- Ask the students to answer the questions in pairs.
- Check answers as a whole class. Ask the students if they know someone who is an everyday hero.

Answers

- a someone who has done something brave, for example, saving a person's life
- b Possible answers include: brave, strong, selfless, dedicated

2. Listen to an interview about heroes. List three examples of heroes, according to Julia.

- Tell students they will hear a woman called Julia talking about heroes.
- Ask students to listen and note the three types of heroes Julia talks about. Play audio Track 9.
- Tell students to discuss their answers with their classmates.
- If needed, play audio Track 9 again.
- Check answers as a whole class.

Answers

Any three from: police officers, firefighters, teachers, parents, ordinary people

Audio script

9

John: Hello, and welcome to Radio Talk Time. Today we're going to talk about heroes. With us in the studio is Julia Pino. Julia has written an interesting article about modern day heroes. Good morning Julia and thanks for being here.

Julia: Thanks for inviting me John.

John: Well, Julia, normally when we think of heroes, we think of Hollywood movie heroes, with supernatural abilities who fight the bad guys and save the world! Your heroes are very different.

Julia: Yes, John. For me, modern day heroes are real, everyday, ordinary people, like police officers, firefighters, teachers ...

John: You also say that parents are heroes, too. You give an example, of a mother who is really busy, but goes to her son's basketball game. Or a father, who always has time to help his children with homework. But isn't this what all parents do?

Julia: I think all good parents do this, yes. My definition of a hero is someone who gives up things that they want to do, because they put other people first. So dedicated parents are the biggest heroes because they always put their kids first. Their own needs and interests come second.

John: Heroes often do things that are really dangerous, don't they? Not just professionals, like firefighters, but ordinary people. Why do they do it?

Julia: Well, they do it because they believe it's the right thing. They can't just watch when someone is in danger.

John: Even if they put their own lives in danger?

Julia: That's right. Heroes are ordinary people who make a difference.

John: So, Julia, you don't need superhuman abilities to be a modern day hero?

Julia: Definitely not. We can all be heroes!

3. Listen again. For each sentence, find the ending that is **incorrect**.

- Tell students to read the questions in exercise 3. Play audio Track 9 again.
- Have students compare answers in pairs.
- Check the answers as a whole class. Play audio Track 9 again, pausing after each answer.

Answers

- a are sometimes the bad guys
- b basketball players
- c with supernatural abilities

4. Read the information. Then listen and repeat these sentences from the interview.

- Tell students to read the information in the *Say it!* box.
- Write the examples on the board and elicit the connecting sounds: /m/ in *I'm eighteen* and /d/ in *My dad is my hero*.
- Tell students to work in pairs, repeat the sentences from the interview and say what the connecting sound is in each sentence.
- Check answers as a whole class.

Answers

- a /k/ talk about
- b /j/ They always
- c /v/ believe it
- d /n/ can all

 Read

5. Look at the pictures. What social problems do you think each picture represents?



6. Read the stories. Match them with the pictures in exercise 5 and check your ideas from exercise 5.

EVERYDAY PEOPLE CHANGING THE WORLD

1

Thulani Madondo started an educational programme to help children living in the slums of Kliptown, South Africa.

When Thulani left primary school, his father told him that he didn't have enough money for his high school fees. Thulani washed cars and carried boxes to earn his own money to pay to go to school.

The Kliptown Youth Program helps other young people in Kliptown to get an education and improve their lives. It gives them uniforms, books and money for their school fees.



2

Pushpa Basnet runs a day care centre for children who are growing up in prison in Nepal.

Pushpa studied social work at university. One day when she visited a women's prison, she saw children living there. She was shocked by this situation and she opened a children's day care centre.

Every day, children under the age of six leave prison in the morning to spend the day at the centre. Pushpa also runs a residential home for older children who have the chance to go to school and get food and health care.



3

Catalina Escobar's foundation transforms the lives of Colombian teenage mothers.

Catalina worked as a volunteer in a hospital in Cartagena. One day, a twelve-day-old boy died in her arms because the baby's teenage mother didn't have money for the treatment to save him. A week later, Catalina's baby son Juan Felipe fell from a balcony and died. Catalina didn't want any more children to die in these terrible situations.

Her foundation offers medical care and training programmes to help teenage mothers and their children to have a better life.



Glossary

- slums: *barrios bajos*
- school fees: *matrícula*
- earn money: *ganar dinero*
- day care centre: *guardería*
- grow up: *criarse*
- training: *formación*

Read

5. Look at the pictures. What social problems do you think each picture represents?
- Tell students to work in pairs and look at the pictures. Ask: *What social problems do the pictures represent?*
 - Check answers as a whole class.

Answers

- a childcare
- b poverty
- c teenage pregnancy

6. Read the stories. Match them with the pictures in exercise 5 and check your ideas from exercise 5.
- Students read the stories and match the pictures to the texts. Let them discuss their answers in pairs.
 - Tell students to find the words in the glossary in the texts and underline them. Ask: *Do you need these words to understand the texts?* Have students write the words and their L1 translation in their notebooks or vocabulary books.
 - Check answers as a whole class.

Answers

- 1 b
- 2 a
- 3 c

Extra activity

- Tell students to choose a text and write three comprehension questions about it. They work in pairs then swap their questions with another pair.

7. Complete the table with information from each text:

Questions	Thulani	Pushpa	Catalina
a. Where do they live?			
b. Why did they decide to help people?			
c. How do they help people?			

Focus on Language

8. Look at the underlined past simple affirmative and negative forms in the stories in page 27. Answer the questions.
- What is the past simple affirmative ending for regular verbs? _____
 - What do we do when a verb ends in *-y*? Find an example in the text. _____
 - Irregular verbs don't end in *-ed*. Find the past simple form of four irregular verbs in the text. What are their infinitive forms? _____
 - Find three negative forms. To make the negative, we use _____ + infinitive.
9. Read the story of Chris, a sixteen-year-old boy from Toronto. Complete it with regular past simple forms of the verbs in brackets.



It was a Tuesday. Chris (1) _____ (finish) school, and (2) _____ (decide) to go to the park. He (3) _____ (relax) on a bench near a lake. Suddenly, someone (4) _____ (scream) loudly. A woman was at the edge of the water, and a small boy was in the middle of the lake. The boy (5) _____ (try) to swim, but he (6) _____ (disappear) under the water. Chris (7) _____ (not have) time to put on a swimsuit. He (8) _____ (jump) into the water and (9) _____ (pull) the boy out of the water. The boy's mother (10) _____ (want) to give Chris some money, but he (11) _____ (not take) it. He was a true hero!

10. Read the stories on page 27 again. Answer the questions. Write full sentences and use the past simple in your answers.
- Why did Thulani Madondo have to work while he was still at school?
 - What kind of organisation did Thulani create to help poor children?
 - What did Pushpa study at university?
 - Why did Pushpa start a children's day centre?
 - What happened to Catalina Escobar's son?
 - Why did the twelve-day-old baby die?

7. Complete the table with information from each text.
- Copy the table onto the board and have the students copy it in their notebooks. Ask students the first question: *Where does Thulani live? (He lives in South Africa.)*
 - Tell students to work in pairs and complete the table.
 - Check answers as a whole class.

Answers

- a Thulani: South Africa, Pushpa: Nepal, Catalina: Colombia
- b Thulani: To give children living in the slums an education.
Pushpa: She was shocked to see that children were living in prison.
Catalina: She didn't want any more children to die in terrible situations.
- c Thulani: His educational programme provides children with uniforms, books and money for their school fees.
Pushpa: She runs a day care centre for children who are growing up in prison and a residential home for older children.
Catalina: She started a foundation that offers medical care and training programmes to help teenage mothers and their children have a better life.

Focus on Language

8. Look at the underlined past simple affirmative and negative forms in the stories on page 27. Answer the questions.
- Tell students to look at the underlined verbs in the texts. Ask: *What tense are the verbs in? (past simple).*
 - Put students in pairs and tell them to read the sentences and answer the questions. Encourage them to work out the answers for themselves.
 - Check answers as a whole class.

Answers

- a -ed
b the ending is *-ied*; for example, carry - carried
c leave - left, tell - told, do - did, see - saw, fall - fell
d *didn't* + infinitive (didn't have, didn't want)

9. Read the story of Chris, a sixteen-year-old boy from Toronto. Complete it with regular past simple forms of the verbs in brackets.
- Ask students to read the text for meaning. Tell them they will do the grammar exercise after this.
 - Put students in pairs and have them complete the verbs in brackets.
 - Check answers as a whole class.

Answers

- | | |
|---------------|----------------|
| 1 finished | 7 didn't have |
| 2 decided | 8 jumped |
| 3 relaxed | 9 pulled |
| 4 screamed | 10 wanted |
| 5 tried | 11 didn't take |
| 6 disappeared | |

10. Read the stories on page 27 again. Answer the questions. Write full sentences and use the past simple in your answers.
- Ask students to read the stories again and, in pairs, answer the questions in exercise 10. They should use past simple affirmative and negative in their answers.
 - Check answers with the whole class.

Answers

- a Thulani Madondo worked because he didn't have enough money to pay his high school fees.
- b Thulani created an educational organisation to help poor children.
- c Pushpa studied social work at university.
- d Pushpa started a children's day centre to help children who are growing up in prison with their mothers.
- e Catalina Escobar's son died when he fell from a balcony.
- f The baby died because his teenage mother didn't have money to pay for his treatment.

Focus on Vocabulary

11. A lot of common verbs are irregular in English. Match the infinitives with the past simple affirmative forms.

Infinitives

do - make - write - leave - say - eat -
drink - drive - come - give - have - go -
get - swim - sleep - meet - read - buy -
teach - run

Past simple forms

had - went - made - said - bought -
did - swam - read - taught - got - met -
drank - ate - slept - wrote - drove -
came - gave - left - ran

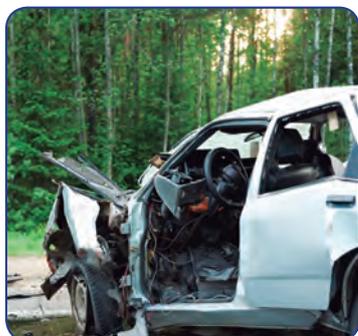
12. Choose six irregular verbs from exercise 11. For each verb, write two past simple sentences – one affirmative, and one negative.

Example: I slept very well last night. I didn't sleep well on Saturday.

My friends went to the cinema at the weekend. They didn't go to the zoo.

Write

13. In pairs, look at the pictures and invent a short story. Write your story using verbs in the past simple.



Speak

14. Tell your story to another pair. What is the same and what is different in your stories?

11. A lot of common verbs are irregular in English. Match the infinitives with the past simple affirmative forms.
- Ask students to match the infinitive forms of the verb with the past simple affirmative forms.
 - Check answers as a whole class.

Answers

do - did
 make - made
 write - wrote
 leave - left
 say - said
 eat - ate
 drink - drank
 drive - drove
 come - came
 give - gave
 have - had
 go - went
 get - got
 swim - swam
 sleep - slept
 meet - met
 read - read
 buy - bought
 teach - taught
 run - ran

Extra activity:

- Play the game *Bingo!* Tell students to draw a table with two rows and five columns and write a past simple verb in each square. They use a mix of affirmative and negative forms.
- Say sentences with past simple verbs in them. Students cross out verbs when you say them.
- The first student to cross out all their verbs shouts *Bingo!* and wins.

12. Choose six irregular verbs from exercise 11. For each verb, write two past simple sentences - one affirmative, and one negative.
- Tell students to choose six irregular verbs from exercise 11. Tell them to write an affirmative sentence and a negative sentence for each verb. Read out or write the example on the board.
 - Students work on their own, then compare sentences with a classmate.
 - Do whole class feedback.

Extra activity

- Students write five true sentences and one false sentence. They swap them with a partner who asks questions to find the false answer.
13. In pairs, look at the pictures and invent a short story. Write your story using verbs in the past simple.
- Tell students to look at the pictures. Elicit useful language to describe the pictures, for example, *traffic lights, road crossing, have an accident, call an ambulance, paramedic* and write it on the board.
 - Put students in groups of three or four. Set a time limit to write a story using the four pictures. Monitor and help if needed. Note common errors.
 - Do correction of common errors as a whole class.

Speak

14. Tell your story to another pair. What is the same and what is different in your stories?
- Put students in pairs. Have them tell, not read, their story to their classmate. They must find differences and similarities between their stories.
 - Compare answers as a whole class.

 **Speak**


1. What sort of person are you? Describe yourself to your partner.
2. In pairs, do the quiz. Then check your answers at the bottom.


WHAT SORT OF PERSON ARE YOU? TRY THE QUIZ AND FIND OUT!


1. You see some students bullying another student. You:
 - a. tell them to stop.
 - b. feel bad, but it isn't your problem.
 - c. look for a teacher or an adult.
2. You see the new kid in your class eating his lunch alone. You:
 - a. have lunch with him.
 - b. sit with your friends as usual.
 - c. invite him to join your friends.
3. You see a nine-year-old child drinking beer on the street. You:
 - a. talk to him/her and explain to them why it's a bad idea.
 - b. think it's funny.
 - c. tell your parents.
4. If you have some money, you usually:
 - a. spend it on things for your family.
 - b. spend it on things for yourself.
 - c. spend it on having fun with your friends.
5. You see a young child on the street without an adult. You:
 - a. ask the child if he/she is lost and look for their parents.
 - b. don't do anything. It's normal, right?
 - c. tell a police officer.
6. Your best friend asks you to skip school to go to the beach. You:
 - a. don't want to go. Your exams are more important.
 - b. go!
 - c. want to go, but decide it's a bad idea.
7. You see someone having difficulties in the sea, but you can't swim. You:
 - a. go into the water to help them.
 - b. do nothing. They're probably fine.
 - c. shout for help - someone else on the beach can help them.
8. When your sports team wins, you say '...' to the other team:
 - a. 'You played really well.'
 - b. 'Haha, losers!'
 - c. 'Good game, but the best team won.'

Check your answers

- Most of your answers are A. Congratulations! You are a wonderful person. People like you change the world. But be careful - don't put yourself in danger if it isn't necessary.

- Most of your answers are B. You are quite a selfish person. Maybe life is good for you right now, but what about if you need someone to help you one day? We all need to help each other in this life!

- Most of your answers are C. You are a good person who likes helping others, and you usually make the right decision. Continue doing the right thing, but consider taking more risks!

 **Listen**


3. Listen to two students. Which questions in the quiz do they discuss?

Glossary

- bully (verb): *amenazar*
- spend money: *gastar dinero*
- loser: *perdedor*
- skip school: *escaparse de clase*

LESSON OVERVIEW

In this lesson, students will learn about amazing young people who changed their communities. They will also learn how to talk about things they can and can't do, as well as things they could or couldn't do in the past.

Speak

Get ready!

1. **What sort of person are you? Describe yourself to your partner.**
 - Do an example for yourself, for example, *I'm helpful*.
 - Ask students to discuss the question in pairs.
 - Elicit answers from the class.
2. **In pairs, do the quiz. Then check your answers at the bottom.**
 - Tell students they will do a quiz to find out what sort of person they are.
 - Do the first question as an example: say what your answer is and ask a few volunteers what their answer is.
 - Put students in pairs and set a time limit for the exercise. Monitor and help as needed.
 - Discuss answers as a whole class.
Ask: *What sort of a person is your classmate? Why?*

Listen

3. **Listen to two students. Which questions in the quiz do they discuss?**
 - Tell students they will hear two students answering four of the questions in the quiz. Tell them to listen and write which questions the two students answer.
 - Play audio Track 11. Tell students to discuss their answers with a classmate.
 - Check answers as a whole class. Play audio Track 11 again, pausing after each question.

Answers

- 1 Q3 a nine-year-old child drinking beer on the street
- 2 Q4 spending money
- 3 Q2 a new kid eating lunch alone
- 4 Q6 skipping school to go to the beach

Audio script

11

1. Female teenager: I don't think this is funny. I think it's really sad.
Male teenager: Well, I don't believe that it happens. Do young children really do this? I didn't do that when I was nine!
Female teenager: Yes, I know they do. I saw a group of children once, they were really young. I think their parents don't tell them that it's a bad idea, or maybe they haven't got parents.
2. Male teenager: I like doing nice things with my friends ... and sometimes they cost money.
Female teenager: I agree. But it's nice to buy presents as well.
Male teenager: Yes, but I only buy presents when it's Christmas, or when it's someone's birthday! At other times sorry, but I want to have fun!
3. Female teenager: Ah, I know exactly how this feels. It's a really horrible feeling when you don't know anyone.
Male teenager: But maybe if you don't know anyone, you should say hello to people and be friendly.
Female teenager: I agree, but it's so difficult, Mark! Just imagine if everyone is with their friends, and you haven't got anyone. Who can you talk to?
Male teenager: Yes, that's true. Well, I'm happy to chat to anyone!
4. Female teenager: So what do you think about this question, Mark?
Male teenager: This one's easy. What if someone sees you when you should be in school? You'll have big problems!
Female teenager: Exactly. And school is a great thing. Lots of children in the world don't go to school, you know. We shouldn't ever waste the opportunity.

 **Read**

4. Follow the instructions.
- Read the title of each text and the first sentence of each paragraph. What is each text about?
 - Read the texts and check your ideas.

AMAZING PEOPLE

Let's find out how these amazing young people changed their communities.

FROM BEGGING TO BUILDING

Sandra Ferreira de Souza grew up on the streets of São Paulo, Brazil. She couldn't work because she was so young, so she begged for money to survive. She became pregnant when she was just a teenager. An organisation Lua Nova, which helps pregnant women in Brazil, gave her somewhere to live. After she had her baby, Lua Nova helped Sandra to learn about building, so that she could get a job.



Sandra and other women like her learnt a lot. She can now make bricks and sell them, and she can build a house. Some people think that women can't be builders, but Sandra knows that they are wrong. In fact, some people prefer women builders because they think that women are more careful. Sandra now lives with her three children in a house that she built herself.

ECO-FRIENDLY INVENTOR

William Kamkwamba was born in Malawi, Africa in very poor conditions. He grew up without electricity or running water. After he was 14, he couldn't go to school because his family were poor. However, there was a local library, so he went there instead. He could read books and teach himself things.

William was very interested in reading about how windmills could make electricity and pump water. So he decided to build a windmill.

William's windmill was very successful, and he won a scholarship to a university in South Africa. Now he can teach young people how to make their own windmills and repair water pumps.



Glossary

- beg for money: *pedir limosna*
- pregnant: *embarazada*
- build: *construir*
- running water: *agua corriente*
- windmill: *molino*
- pump water: *bombear agua*
- successful: *exitoso/a*
- scholarship: *beca de estudios*

Read

4. Follow the instructions.
- Question a is a pre-reading exercise. It is designed to help students predict the content of texts by reading the title and the first line of the text only.
 - Tell students to read question 4a. Tell them to read the title and first line of the two texts quickly and that it is a competition to find the answers first. They should put their hands up when they know the answer.
 - Elicit the answers and write them on the board. Point out that *begging* means 'pedir limosna' and is in the glossary box.
 - Tell students to read the whole of the two texts and check their answers.
 - Check answers as a whole class.

Answers

- a Text 1 - begging money to build homes
Text 2 - inventing an eco-friendly windmill

Extra activity

- Put students in pairs and tell them to write comprehension questions about one of the texts. Monitor and assist as needed. For example, *Where did Sandra grow up? (She grew up on the streets of São Paulo, Brazil.)*
- Set a time limit in which to write five or more questions. Monitor and help if needed.
- Tell each pair to swap their questions with a pair that wrote questions for the other text.
- Students work in pairs and answer the questions. They then pass their answers back to the other pair and mark their answers.
- Check answers as a whole class.

5. Read the texts again and answer the questions.
- What organisation helped Sandra when she was pregnant?
 - How does Sandra make extra money now?
 - Why did William leave school when he was 14?
 - What did William build?

Focus on Language

6. Complete the sentences from the text.
- She _____ work because she was so young.
 - He _____ read books.
 - She _____ build a house.
 - Some people think that women _____ be builders.
7. Complete the table about Sandra and William.

	Things they <i>could</i> and <i>couldn't do</i> (past)	Things they <i>can</i> and <i>can't do</i> (present)
Sandra		
William		

8. Write the words in the correct order to make sentences.
- fast run can't dog can speak but our he
 - I was couldn't English I speak when younger
 - brother could one walk my he was when
 - because can pilot fly a a plane she Lidia is

Focus on Vocabulary

9. Match the verbs with the words to make expressions for abilities.

paint - play (x3) - speak -
run - repair - draw - do -
write (x2) - ride (x3)

a foreign language - a horse - chess - a magic trick -
a poem - a bike (x2) - a motorbike - tennis - a story -
5 kilometres - a musical instrument - a picture (x2)

Example: *play tennis*

10. Write five sentences about things that you can do. Use the expressions in exercise 9. Give extra information.

Example: *I can speak a foreign language. I can speak English and Portuguese.*

5. Read the texts again and answer the questions.

- Tell students to answer the questions about the texts.
- Check answers as a whole class.

Answers

- a an organisation called Lua Nova
- b She makes bricks and sells them, and she can build a house.
- c His family were poor.
- d a windmill

Extra activity

- If you did the first extra activity in exercise 4, vary the activity type by placing a photocopy of each text on opposite walls of the classroom.
- Put the students in pairs and tell them to close their Student's Books. Read question a. One student writes it down. The other student goes to read the text on the wall and then tells the other student to write the answer down.
- Do the same for questions b-d and tell the students to change roles after two questions.

Focus on Language

6. Complete the sentences from the text.

- Ask students to complete the sentences in their notebooks.
- Check answers as a whole class.

Answers

- a couldn't c can
- b could d can't

7. Complete the table about Sandra and William.

- Ask students to copy the table in exercise 7 into their notebooks.
- Do the first question as an example. Ask: *What couldn't Sandra do in the past? (She couldn't get a job.)*
- Have students complete the table in pairs.
- Check answers as a whole class.

Answers

Things they could and couldn't do (past):

Sandra - She couldn't work. She could get a job when she had learnt about building.

William - He couldn't go to school. He could read books and teach himself things.

Things they can and can't do (present):

Sandra - She can now make bricks and sell them. She can build a house, although some people think that women can't be builders.

William - He can teach young people how to make their own windmills and repair water pumps.

8. Write the words in the correct order to make sentences.

- Write the mixed up sentence in question a on the board. Ask students to do question a as a whole class.
- Cross out each word as they say it and have a volunteer write the answer on the board.
- Students work in pairs to write the words in the correct order.
- Check answers as a whole class.

Answers

- a Our dog can't speak, but he can run fast.
- b I couldn't speak English when I was younger.
- c My brother could walk when he was one.
- d Lidia can fly a plane because she is a pilot.

Focus on Vocabulary

9. Match the verbs with the words to make expressions for abilities.

- Ask students to read the first verb (*paint*) and find the matching ability word (*a picture*).
- Ask students to match the remaining verbs and expressions of ability.
- Check answers as a whole class.

Answers

- paint - a picture
- play - chess, tennis, a musical instrument
- speak - a foreign language
- run - 5 kilometres
- repair - a bike
- draw - a picture
- do - a magic trick
- write - a poem, a story
- ride - a horse, a bike, a motorbike

10. Write five sentences about things that you can do. Use the expressions in exercise 9. Give extra information.

- Ask students to write five things they can do using the expressions in exercise 9.
- Have them compare their answers with a classmate.
- Check answers as a whole class.

 **Speak**

11. Copy the table and complete it with eight abilities from exercise 9.

12. Find a classmate who can do each of the expressions in the table. Ask different students questions. Try to find a different student for each expression.

*Example: Can you play chess?
Yes, I can.*

13. Think of some people you know who can do amazing / difficult / unusual things, or could do them when they were younger. Tell your classmate.

*Example: My cousin Rodrigo could play the piano when he was three.
No way!
It's true. He can play three musical instruments now.*

Useful expressions

- No way!
- Really?
- That's awesome!
- I don't believe it!

 **Write**

14. Answer the following questions. Write a paragraph for each question.

What couldn't you do when you were 10 that you can do now?

What could you do when you were a very small child?

What can't you do now, but you want to learn in the future?

Speak

11. Copy the table and complete it with eight abilities from exercise 9.
- Ask students to copy the table in their notebooks and write eight things they can do in it. Monitor and help if needed.
12. Find a classmate who can do each of the expressions in the table. Ask different students questions. Try to find a different student for each expression.
- Ask a volunteer to say the first of their abilities. Ask the class who can do that.
 - Tell students to stand up and walk around the classroom, asking different students if they can do one of the eight things in their table. If your class is too large, put students in medium-sized groups.
 - Monitor and help if needed, noting common errors for correction.
 - Check answers as a whole class.

Extra activity

- Ask students to say a sentence about a classmate.

13. Think of some people you know who can do amazing / difficult / unusual things, or could do them when they were younger. Tell your classmate.
- Give an example of your own, for example, *My father could speak English when he was seven.* Encourage students to ask you about this, for example, *Where did he learn?*
 - Tell students to write down one amazing, one difficult and one unusual thing someone they know could do when they were younger.
 - Put students in pairs and have them tell each other their sentences.
 - Elicit answers from the whole class.

Write

14. Answer the following questions. Write a paragraph for each question.
- Ask volunteers to read the questions in the speech bubbles. Give an example for each from your life and write a short paragraph on the board.
 - Students write a short paragraph for each of the three questions. Monitor and help as needed.
 - They compare answers with a classmate.
 - Check answers as a whole class.

Extra activity

- Ask students to write a neat, corrected version that can be used as part of a classroom display.

Focus on Vocabulary

Get Ready!

1. What do you know about Scouts? Look at the two pictures below and describe them.



2. Match the words in the box with the pictures.

binoculars - compass - lamp - hat - boots - cooking pot
flask - map - water bottle - raft - suitcase - penknife

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

3. In pairs, think of more useful items for a camping trip. Then decide the three most important things to take.

Example: The most important thing is a water bottle. We can't survive without water!

MODULE 1 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Scouting A Scout camping trip	• Zero conditional	• Speaking: finding the mistakes in a schedule • Writing: an email from a Scout camping trip
Lesson 8	Social problems The Rotary International	• Making suggestions using <i>could</i> , <i>should</i> and <i>Why don't you ...?</i>	• Speaking: answering questions about a dialogue • Writing: a letter or email about a social problem
Let's work together: Create a youth organisation			
Self-assessment			

UNIT THEME

In Unit 3 there are two lessons on the theme of 'spending time well'. By the end of the unit, students will be able to talk about the scouting organisation and the kinds of healthy outdoor activities it promotes, using the zero conditional. They will talk about social problems in their local area and will read and hear about volunteer organisations which deal with these kinds of issues. They will learn to make suggestions using *could*, *should* and *Why don't you ...?*

LESSON OVERVIEW

In this lesson, students will learn about Scouting and a Scout camping trip. They will practise describing situations that are always true, using the zero conditional. They will talk about a camping trip and write an email saying what they are doing and feeling.

Focus on Vocabulary

Get ready!

- What do you know about Scouts? Look at the two pictures below and describe them.
 - Write the word *Scouts* on the board. Ask students to tell you what they know about them.
 - Ask students to describe the pictures in exercise 1 in pairs.
 - Check answers as a whole class.

Answers

Students' own answers

The girl and boy are wearing Scouts' uniforms. They have got a shirt, a neck tie and a skirt / shorts.

- Match the words in the box with the pictures.

- Tell students to look at the pictures and the words in the box. Ask *What is picture 1?*
- Have students work in pairs and match the pictures and words.
- Check answers as a whole class.

Answers

- | | |
|--------------|-----------------|
| 1 penknife | 7 boots |
| 2 lamp | 8 cooking pot |
| 3 binoculars | 9 flask |
| 4 compass | 10 hat |
| 5 map | 11 water bottle |
| 6 suitcase | 12 raft |

Extra activity

- Ask students to write the words in their notebooks and vocabulary books.

Extra activity

- Play a game of *Pictionary*. Divide the class into two teams. Ask one student from each team to come to the front and give them a board pen.
 - Show them a word from exercise 2. They must draw it on the board and their team guesses what it is. Allow each team to only have three goes to avoid them shouting out all the words.
- In pairs, think of more useful items for a camping trip. Then decide the three most important things to take.
 - Put students in pairs and tell them to think of more useful items to take on a camping trip. They should say why they are useful. They should also choose the three most important items for the camping trip.
 - Monitor and help as needed.
 - Discuss answers as a whole class.

 Read

4. Work with a partner. Answer the following questions about Scouting.

- Are you a Scout, or do you know one?
- What do you think Scouts do?
- Would you like to be a Scout? Why? / Why not?

5. Read the text about Scouting. Use the words in the glossary to complete the text.



WHAT IS SCOUTING?

1
Scouting is an international
1 _____. It started
in 1907 when British soldier
Robert Baden-Powell took a
group of boys and trained them

in 2 _____ skills. After that, he wrote his
book *Scouting for boys*, which became very popular.
Boys created their own groups and practised the ideas in
the book.

2
Lots of people were interested in the idea, so in 1908,
Baden-Powell started the official Scouting movement.
More and more boys of all different ages wanted to
join, so three different age groups were created:
Beavers and Cubs for younger boys, and Scouts for
teenagers. In 1910, girls could join their own group -
the Girl Guides.

3
Scouting gives young people the opportunity to have fun
and improve their life skills. They train in physical
activities, such as climbing, hiking, camping and water
sports. But they also learn social skills, and
3 _____ activities which help them to
develop spiritually and intellectually. Being a Scout or a
Girl Guide is about being a 4 _____ in the
modern world.

4
You can recognise a Scout or Girl Guide easily. They
wear different clothes in different countries, but they
usually wear a khaki, green or blue 5 _____
with a shirt, shorts and a tie. They often wear
6 _____, too. They earn these when they
learn a new skill, or gain experience in a new activity.

Glossary

- uniform: *uniforme*
- badges: *insignia*
- leader: *líder*
- movement: *movimiento*
- survival: *supervivencia*
- take part in: *participar*

6. Which question best matches each paragraph in the text.

- What do Scouts look like?
- How did Scouting begin?
- What do Scouts do, and why?
- How did Scouting develop?

4. Work with a partner. Answer the following questions about Scouting.
- Ask students to discuss the questions in pairs.
 - Discuss answers as a whole class.
5. Read the text about Scouting. Use the words in the glossary to complete the text.
- Ask students to look at the picture and the title. Ask: *What can they see? What do they think the text is about?*
 - Tell students to read the text quickly and check their answers.
 - Tell them to work in pairs and read the text again. Tell them to look at the glossary and ask: *Which word from the glossary is gap number 1? (movement)*
 - The students complete the text, writing the words in their notebooks.
 - Check answers as a whole class.
6. Which question best matches each paragraph in the text?
- Ask students to read the questions before they scan the text for the answers. Encourage students to underline the evidence in the text for their answers.
 - Check answers as a whole class.

Answers

- a paragraph 4
- b paragraph 1
- c paragraph 3
- d paragraph 2

Answers

- | | |
|----------------|-----------|
| 1 movement | 4 leader |
| 2 survival | 5 uniform |
| 3 take part in | 6 badges |

Extra activity

- Ask students to look at the *Glossary* box and look up the words in a dictionary. Ask students to think about and find more words relating to Scouts. If there is time, ask students to write sentences including these words.

 Listen

7. Imagine you're going to go hiking in the forest. What problems or dangers can you think of? Make a list.

12


8. Listen to a Scout leader talking about a hiking trip. Do you hear your ideas from exercise 7?

12


9. Listen again and complete the sentences.

- If snakes aren't scared, they don't _____.
- If bears smell food, they _____!
- If you stay in the water a long time, your body loses _____ and it's difficult to swim.
- If they bite you, it's _____ and you can get ill.



Focus on Language

10. Read the sentences in exercise 9 and choose the correct option.

- These sentences talk about an imaginary situation / something that is always true.
- We use present simple / past simple after *if*.
- We use present simple / past simple in the other part of the sentence.
- This is called **zero / first** conditional.

11. Complete the sentences using the zero conditional. Compare your ideas with a partner.

Example: If you start the day with a good breakfast, you have lots of energy all day.

If you start the day with a good breakfast, ...

If dogs are scared, ...

If you don't drink enough water, ...

If you don't sleep well, ...

If there is a forest fire, ...

If a mosquito bites you, ...

If you stay in the sun all day without any protection, ...



Listen

7. Imagine you're going to go hiking in the forest. What problems or dangers can you think of? Make a list.

- Ask students to make a list of problems or dangers they can think of when hiking in the forest.
- Elicit one or two answers as a whole class if needed, then have students work in pairs.
- Check answers as a whole class.

Possible answers

You could get lost.

You could see a bear.

You could see a snake.

You could get cold and wet.

You could get sunburned.

8. Listen to a Scout leader talking about a hiking trip. Do you hear your ideas from exercise 7?

- Tell students they will hear someone telling a group of students about things they should do to avoid danger when hiking in the forest. They should listen and check their ideas from exercise 7.
- Play audio Track 12 and have students compare their answers in pairs.
- Check answers as a whole class. Play audio Track 12 again, pausing after each section.

Audio script

12

Speaker: Hello everyone! Tomorrow morning, we're going hiking in the forest. I know we're all going to have a fantastic time, but I have some important information that I want to tell you. First of all, make sure you bring enough water. You should bring two water bottles. There is no place that we can get water on the route. If you don't have a water bottle, you can get one in the food tent. Secondly, it's possible that we'll see some dangerous animals, like snakes. Don't panic! If snakes aren't scared, they don't bite. So just stay calm, and wait for the snake to go away. There are bears in the forest too, so don't leave any food on the ground.

If bears smell food, they follow it! We don't want to see any bears - this is extremely important. We're going to stop at a lake so that you can swim. But the water is really cold. If you stay in the water a long time, your body loses energy and it's difficult to swim. So when you feel cold, get out! One last thing. Put insect repellent on your legs and arms. Some insects in the forest are dangerous - if they bite you, it's really painful, and you can get ill. And take it with you, so you can put more on during the hike. That's everything! So we leave tomorrow at 9am.

9. Listen again and complete the sentences.

- Ask students to listen again. Play audio Track 12 again. Have the students compare their answers in pairs.
- Check answers as a whole class. Play audio Track 12, pausing after each section to elicit the answers.

Answers

- a bite c energy
b follow it d really painful

Focus on Vocabulary

10. Read the sentences in exercise 9 and choose the correct option.

- Encourage students to read the sentences and discuss with a classmate which option is correct.
- Check answers as a whole class.

Answers

- a something that is always true
b present simple
c present simple
d zero conditional

11. Complete the sentences using the zero conditional. Compare your ideas with a partner.

- Ask students to read the sentences. Ask students to finish the sentences starting with *If*. For example, they may say: *If you start the day with a good breakfast, you don't feel hungry.*
- Tell students to complete the sentences using the zero conditional and to write them in their notebooks.
- Have them compare their answers in pairs.
- Check answers as a whole class.

Extra activity

- Tell students to write their own *If ...* sentence starters. They swap them and complete them.

Possible answers

If you start the day with a good breakfast, you have lots of energy all day.

If dogs are scared, they bark loudly.

If you don't drink enough water, you get a headache.

If you don't sleep well, you feel tired in the morning.

If there is a forest fire, you don't go camping.

If a mosquito bites you, you put on insect repellent.

If you stay in the sun all day without any protection, you get sunburned.

 **Speak**

12. Look at the schedule for a Scout camping trip. There are lots of mistakes in the schedule. How many can you find? Discuss why they are wrong.

7:00 Showers	13:00 Lunch (food tent)
7:30 Wake up	14:00 Afternoon activities: hiking (forest), swimming (music tent), horse riding (forest)
8:00 Breakfast (food tent)	16:00 Break for a shower
8:30 Tidy tents and make beds	16:30 Sports: football (girls only), basketball (boys only), running (girls and boys)
9:00 Morning activities: art classes (art tent), drama classes (drama tent), music rehearsals (lake)	19:00 Dinner (art tent)
10:30 Break for a snack	22:00 Bed
11:00 Campfire! Songs, stories and games round the campfire	

*Example: Look - they go swimming in the music tent! That's a mistake.
I agree I think they go swimming in the lake, or river.*

13. Compare with another pair. How many mistakes did you find?

 **Write**

14. Imagine that you are on a Scout camping trip. Write an email to your family, explaining what you're doing, and how you're feeling.

Useful expressions
Writing an email

- I'm having a great time!
- It's really cool here.
- This morning / afternoon, I ...
- Tomorrow morning / afternoon, I'm going to ...
- The best thing about the camping trip is ...
- I miss you!

Speak

12. Look at the schedule for a Scout camping trip. There are lots of mistakes in the schedule. How many can you find? Discuss why they are wrong.

- Ask students to read the schedule. Ask them to find the first mistake in it (*They have showers before they wake up.*)
- Have the students work in pairs to find the other mistakes.
- Check answers as a whole class.

Answers

They wake up after having a shower.

There are music rehearsals in the lake.

There is a campfire at 11:00 - this is an evening activity, not a morning one.

There is swimming in the music tent.

There is a break for a shower at 16:00 before playing sports.

Only girls play football.

Only boys play basketball.

Dinner is in the art tent.

Extra activity

- Ask students to write true or false sentences about the schedule. Ask students to swap them with a partner and answer.

13. Compare with another pair. How many mistakes did you find?

- Ask students to compare their answers with another pair.
- Check answers as a whole class.

Answers

There are eight mistakes.

Extra activity

- Tell students to write a schedule for another Scout camp, for example, a winter camp. Tell them to include at least six mistakes.
- They swap schedules with another pair and discuss the mistakes. They correct the mistakes.

Write

14. Imagine that you are going on a Scout camping trip. Write an email to your family, explaining what you're doing and how you're feeling.

- Ask students to imagine they are on a Scout camping trip. Tell them they will write an email to their family.
- Have students look at the *Useful expressions* box.
- With the students' help, write a model text on the board. Ask questions to elicit useful language.
- Set a time limit and tell students to work on their own. Monitor and help as needed, noting common errors for correction.
- Next, tell students to swap their email with a classmate and read it and write three questions they want to know the answer to.
- They pass their email back and they answer the questions.
- Correct common errors as a whole class. You can make this a team game to keep students interested.

Extra activity

- Ask students to read their email again and see if they have made common errors. Have them re-draft their work for a classroom display.

Focus on Vocabulary

Get Ready!

1. Look at the social problems in the box. Which of them are a big problem in your town or city?

homelessness - poverty - drug abuse - gangs - violence - domestic abuse - teenage pregnancy - underage drinking - bullying - unemployment



2. Match the social problems in exercise 1 with three of the quotes below.

a My daughter is only 17, so the baby is going to live with us. We don't have much space in our apartment.

d I started drinking when I was 14. All my friends did it too, and I wanted to be the same as them.

b Lots of people sleep under the bridge by the canal at night. It's warm there and they feel safer than on the streets.

e A group of men attacked my friend after he left a party. He was in hospital for three days.

c My dad lost his job in a factory three months ago. He's looking for a new one - he wants to be a taxi driver.

f A group of girls at school are always mean to me. They tell people things about me that aren't true.

3. In pairs, discuss which are the worst problems in your town or city.

Example: *I think the worst problem in our town is unemployment.*

LESSON OVERVIEW

- In this lesson, students will learn about social problems. They will discuss which are the worst social problems in their town or city. They will listen and read about different organisations which try to deal with some social problems. They will practise giving spoken and written advice.

Focus on Vocabulary

Get ready!

- Look at the social problems in the box. Which of them are a big problem in your town or city?
 - Write the word *Social problems* on the board and elicit an example, e.g., *homelessness*. Ask students to name other social problems and have volunteers write them on the board.
 - Tell students to look at the words in the box and the pictures. Ask: *What social problems do the pictures show? Which of them are a big problem in your town or city?*
 - Have the students discuss the questions in pairs.
 - Check answers as a whole class.

Extra activity

- Ask the students to work in small groups and discuss the question: *Which social problems are the top three problems for Colombia?*

- Match the social problems in exercise 1 with three of the quotes below.
 - Tell students to read the speech bubbles.
 - Have students work in pairs and decide which social problems the speech bubbles are talking about.
 - Discuss answers as a whole class.

Answers

- a teenage pregnancy
- b homelessness
- c unemployment
- d underage drinking
- e violence/gangs
- f bullying

Extra activity

- This activity reviews language for advice and suggestions. Tell students they are a Problem page advisor. They have to give advice to the people who said what is in the speech bubbles.
 - Do an example. Ask: *What could she or he do? What should he or she do?* Elicit answers to these questions using the modal verbs. Also elicit suggestions with *Why don't you ...?*
 - Students work in small groups or pairs and give their advice and suggestions.
 - Check answers as a whole class.
- In pairs, discuss which are the worst problems in your town or city.
 - Put students in pairs and tell them to discuss which social problems are worst in their town or city.
 - Monitor and help as needed.
 - Discuss answers as a whole class.

Extra activity

- Ask students to write the words in their notebooks and vocabulary books.

 Listen

- ¹³  4. Look at the problems in exercise 1 again. Then listen to an interview. Which problem does Claudia's organisation help?
- ¹³  5. Listen again and choose the correct answers.
- | | |
|---|--|
| <p>a. What does Claudia's organisation do?</p> <ol style="list-style-type: none"> 1. It gives people somewhere to sleep. 2. It gives people money. 3. It solves people's problems. | <p>c. What does Claudia say about money?</p> <ol style="list-style-type: none"> 1. It's not important. 2. You need money to start a business. 3. Your website can help you. |
| <p>b. What does Claudia say is the most important thing that people need to start an organisation?</p> <ol style="list-style-type: none"> 1. money 2. passion 3. a website | |

Focus on Language

- ¹⁴  6. Do you remember how to give advice and suggestions? Match the sentence halves. Then listen to the last part of the interview again and check.
- | | |
|------------------|----------------------------------|
| a. You should | create a webpage? |
| b. Why don't you | try contacting local businesses. |
| c. You could | look for sponsors. |
7. Look at the pictures. Think of a problem connected to each situation. Then give advice and suggestions about the situation.

*Example: You want to be in the school basketball team, but the coach never selects you for the team.
You should train with your friends after school every day.
Why don't you try a different sport?*



a. playing sport



b. working in a team



c. going camping



d. eating well



e. learning to do something difficult



f. being in the hot sun

4. Look at the problems in exercise 1 again. Then listen to an interview. Which problem does Claudia's organisation help?

- Ask students to look at the problems in exercise 1 again.
- Tell them they will hear a woman, Claudia, talking about one of the problems. Ask: *What is the problem?*
- Play audio Track 13.
- Have the students compare their answer in pairs; then check the answer as a whole class.

Answers

Homelessness

Audio script

13

Interviewer: Good morning. I'm with Claudia Mendoza, who started an organisation that helps teenagers in her city. Hi Claudia.

Claudia: Good morning, James.

Interviewer: Now, lots of us see the problems in our communities, and we want to help. How can we do that?

Claudia: I think that the best way to help is by working together with people like you. There are lots and lots of fantastic groups and organisations out there. You can join one, or you can start your own!

Interviewer: Tell us about your organisation. What does it do?

Claudia: Our organisation is called *Warm and Safe*. We run a shelter for young people who have nowhere to sleep. We can't solve their problems, but we can give them somewhere warm and safe at night.

James: How did you start it?

Claudia: Well, I couldn't do it alone. First, I found some other people who were interested in the same problem. Then we chose a name, and we decided on a vision for our organisation.

Interviewer: What advice can you give young people who want to start an organisation?

Claudia: I think the most important thing is that you need passion. Passion for what you want to improve in society. We can't solve all the problems we see, but we can help little by little.

Interviewer: That's a strong message. What about money?

Claudia: Money isn't everything, but it's important. You should look for sponsors. You could try contacting local businesses and see if they want to help. Also, why don't you create a webpage? It will help you to find more sponsors, or other

people who want to join you.
Interviewer: Thank you for your time, Claudia.
Claudia: It's my pleasure.

5. Listen again and choose the correct answers.

- Ask students to read the questions.
- Play audio Track 13. Allow students to check their answers in pairs.
- Check answers as a whole class: play audio Track 13 again and pause it after each question to elicit the answer.

Answers

- a 1
- b 2
- c 3

Focus on Language

6. Do you remember how to give advice and suggestions? Match the sentence halves. Then listen to the last part of the interview again and check.

- Ask students to tell you language for giving advice and suggestions. Write examples on the board e.g. *Why don't you create a webpage?*
- Have the students match the sentence halves.
- Check answers as a whole class.

Answers

- a You should look for sponsors.
- b Why don't you create a webpage?
- c You could try contacting local businesses.

Audio script

14

James: What about money?

Claudia: Money isn't everything, but it's important. You should look for sponsors. You could try contacting local businesses and see if they want to help. Also, why don't you create a webpage? It will help you to find more sponsors, or other people who want to join you.

7. Look at the pictures. Think of a problem connected to each situation. Then give advice and suggestions about the situation.

- Ask students to look at the pictures. Tell them to think of a social problem for each picture and then to give advice and suggestions about the situation. Do the first as an example, using the example in the book.
- Put students in groups and have them discuss the other five pictures.
- Check answers as a whole class.

 Read

8. What youth organisations do you know? Are there any in your neighbourhood, city or region?
9. Look at the pictures. Which of the statements below do you think are true about the organisation Interact?



- Interact is a Colombian organisation.
- Interact is for both girls and boys.
- Interact is a children's organisation.

10. Read the text quickly. How many members are there in Interact?

Interact at Rotary International

Have you heard of the Rotary International? It started in the USA in 1905, and now has millions of members all over the world. Its members are mostly business people who want to improve people's lives, both in their local communities and abroad.

Young people can also get involved in Rotary International's Interact programme. Interact is a club for young people aged 12-18. Each Interact club has different rules - some are only for boys, some only for girls, and some are mixed. Sometimes, the members only come from one school.

In Interact, members can participate in projects where they help people locally and in other countries. This helps to create international understanding and goodwill, and you can also make friends for life. Members learn the importance of respecting people from different cultures, taking individual responsibility, and working hard.

There are now over 10,000 Interact clubs throughout the world, with nearly 200,000 members. If you're interested, find out if there is a local Rotary Club in your town.

Glossary

- business people: *gente de negocios*
- abroad: *en el extranjero*
- rules: *normas*
- mixed: *mezclado/a*
- international understanding: *conocimiento internacional*
- goodwill: *buena voluntad*

11. Read the text again and write true (T) or false (F).

- a. Rotary International is for people who want to improve their own lives.
- b. Interact is for people of all ages.
- c. Interact clubs are only for boys.
- d. You can meet people from abroad in Interact.
- e. You can learn important life skills in Interact.

Read

8. What youth organisations do you know? Are there any in your neighbourhood, city or region?
- Ask students what youth organisations they know. Ask what they do and who they help.
 - Have students discuss the questions in pairs.
 - Check answers as a whole class.
9. Look at the pictures. Which of the statements below do you think are true about the organisation Interact?
- Ask students to look at the picture and the three statements about the organisation Interact.
 - Put them in pairs and tell them to decide which of the statements are true.
 - Check answers as a whole class.

Answers

Interact is a children's organisation.
Interact is for both girls and boys.

10. Read the text quickly. How many members are there in Interact?
- Encourage students to read the text quickly and find out if they were right. Tell them to answer the question: *How many members are there in Interact?* and put up their hands when they are finished.
 - Check answers as a whole class.

Answers

Nearly 200,000 members

11. Read the text again and answer true (T) or false (F).
- Ask students to read the sentences. Tell them they should read the text again and decide if the sentences are true or false.
 - Allow students to compare their answers in pairs. Tell them to justify their answers by reading the relevant part of the text.
 - Check answers as a whole class.

Answers

- a F. It is for people who want to improve the lives of others.
- b F. Interact is for young people aged 12-18.
- c F. There are clubs for only boys, only girls and mixed gender.
- d T
- e T

Extra activity

- Tell students to work in pairs and write comprehension questions for the text. Do one as an example: *When did Rotary International start? (1905)*
- Set a time limit. Monitor and help as needed. Tell students to swap their questions with another pair and read and write the answers.

 **Speak**

12. Read the dialogue between Sara and Alex and answer the questions.

- What is the problem?
- What does Alex suggest?
- Can you think of any more suggestions for Sara?

Sara Hi Alex. I need to talk to you about the family who live next door.

Alex Why? What's up with them?

Sara I think they are living in poverty.

Alex Really? How do you know?

Sara Sometimes the younger children go outside without shoes. Also, they often come to our house and ask my parents if we have any food.

Alex That's awful.

Sara What should I do?

Alex Well, you can't solve the problem alone. Why don't you find out if there's an organisation that helps people who are living in poverty?

Sara That's a good idea.

Alex Also, this is just a small thing, but you could take food to them, if they're hungry.

Sara Another good idea. Thanks, Alex.



13. Practise the dialogue in pairs. Then, create your own dialogue. Change the underlined parts of the sentence to talk about different people, a different problem, and different suggestions.

 **Write**

14. Write a letter or email to an organisation which helps people that you talked about in your dialogue. Explain the problem and what you would like them to do.

Useful expressions

Writing a letter

- I'm writing to tell you about ...
- I'm worried about ...
- I would like you to ...
- Please tell me how I can help.
- Best wishes

Speak

12. Read the dialogue between Sara and Alex and answer the questions.
- Ask students to read the dialogue and the three questions. Ask them to find the first answer. (*The family next door are poor.*)
 - Tell students to work in pairs and find the answers.
 - Check answers as a whole class.

Answers

- a Sara's next door neighbours are living in poverty.
- b Alex suggests that Sara could find out if there is an organisation that helps people who are living in poverty, and that Sara could take food to her neighbours directly.
- c Students' own answers

13. Practise the dialogue in pairs. Then, create your own dialogue. Change the underlined parts of the sentence to talk about different people, a different problem, and different suggestions.
- Tell the students they are going to act out the dialogue in pairs. They should each choose a part. Allow them to read it first from their books and practise in their pairs.
 - Then tell students to act out the dialogue from memory. Write prompts on the board to help them remember their lines, for example, *need to talk to you - the family next door*, etc.
 - Next, tell students to write their own dialogue about a different problem. Remind them they should use *could*, *should* and *Why don't you ...?* when giving advice and making suggestions.
 - Monitor and help as needed, noting common errors for correction.
 - Ask volunteers to act out their dialogues in front of the class.

Write

14. Write a letter or email to an organisation which helps people that you talked about in your dialogue. Explain the problem and what you would like them to do.
- Tell students they will write an email or letter to an organisation that helps the people that they talked about in exercise 13.
 - Have students look at the *Useful expressions* box.
 - With the students' help, write a model text on the board. Ask questions to elicit useful language. Explain the differences and similarities between letters and emails.
 - Set a time limit and tell students to work on their own. Monitor and help as needed, noting common errors for correction.
 - Next, tell students to swap their email or letter with a classmate. They read each other's email/letter and write three questions they want to know the answer to.
 - They pass their email/letter back and then answer the questions about their own email/letter.
 - Correct common errors as a whole class. You can make this a team game to keep students interested.

Extra activity

- Ask students to read their email or letter again and see if they have made common errors. Have them re-draft their work for a classroom display.



Create a youth organisation

1. Look back through all the lessons in Module 1. Make a list of all the different organisations, and write a description of what each one does, for example:

Example: Tutoring Cooperative - an organisation where students help each other with their school subjects
Lua Nova - an organisation which helps pregnant women in Brazil



2. Work in groups. Think of a youth organisation that you would like to create. It can be similar to one in Module 1, or something totally new. Decide:

- What area will your organisation work in? (e.g. homeless children, people without access to education, etc.)
- What problems are there in this area?
- Who will your organisation help, and how?
- Is it to help young people or people of all ages?
- Who will run the organisation? How can young people help?

3. In your groups, give each person a role. The tasks include:

- designing a logo
- presenting the organisation to the class

4. Choose a name for your organisation.





Remind students that this section is designed to promote working together as a team. Tell the students that they will work on a presentation about a youth organisation. Explain that an important part of the project is for students to collaborate with each other and be responsible for playing their part in the group. Monitor them throughout the project to make sure they are covering the activities for each section. Offer support as needed.

- Each output has to be reviewed by the group members before the first draft is made. Decide on the timing of the project and the logistics, such as, who will prepare and present the different parts of the presentation.
- Decide when the students will need to complete the preparation of their presentation and do their self-assessment.

Preparation required

Before the class, ask students to bring in pictures and logos from magazines they can cut up, glue, coloured pencils and pens, crayons, scissors, etc. You will need to provide them with A4 paper or card for their final presentations.

If you have access to one or more computers, you can have students make a Powerpoint presentation. You may like to show a presentation of your own or one you find on the Internet as an example.

Create a youth organisation

This is a pair and then a group activity. Students read through Module 1 and make notes on organisations that help people and what they do, for example Tutoring Cooperative. They then work in groups and create a youth organisation. They discuss the questions in exercise 2, assign each person a role and choose a name for their organisation.

1. **Look back through all the lessons in Module 1. Make a list of all the different organisations, and write a description of what each one does, for example:**
 - Put the students in small groups and tell them to look back through Module 1 and make a list of the different organisations. Do an example with the Tutoring Cooperative and Lua Nova.
 - Monitor the students and provide support as needed.
 - Check answers with the whole class.
2. **Work in groups. Think of a youth organisation that you would like to create. It can be similar to one in Module 1, or something totally new.**
 - Tell students that they should work in groups and answer the questions in exercise 2. Set a time limit for the discussion.
 - Monitor and provide support as needed.
3. **In your groups, give each person a role. The tasks include:**
 - Tell students that each person in the group should have a role. In groups larger than three students, more than one can perform a role, i.e. two students can design an advert.
 - Elicit what sorts of things each role involves so students can choose a role they are comfortable with. For example, a student who is good at IT and Design can design either an advert or a logo for the organisation.
4. **Choose a name for your organisation.**
 - Tell students to discuss and decide on a name for their organisation.



Design a logo

5. Design a logo for your organisation.
 - Use the name of your organisation in the logo, plus any symbols and icons to make it attractive and interesting.
 - The logo should reflect the objectives of the organisation.
 - If possible, use a computer. If not, use paper and coloured pens to design your logo.



**HELPING
HANDS**



Plan a presentation

6. Plan how to present your organisation to the class. One person could talk about it, or all the group members could speak. Decide what you're going to say to the class. Include:
 - Why you chose this area for your organisation.
 - What your organisation is called, and why you chose this name.
 - Who the organisation helps, and how.
 - How people can join the organisation, get involved, or find out more information.



Present your organisation

7. Each group presents their organisation to the class. Talk about your organisation, give all the information you can and show the class your logo.
8. After each presentation, the class can ask questions about the organisations.
9. After all the presentations are finished, decide which is the best youth organisation. Have a class vote.





Design a logo

5. Design a logo for your organisation.
 - Tell students to look at the logos in the magazines they have brought in. Ask: *How is the name of the organisation shown? Why is it effective? What ideas do you have for your logo?*
 - Tell students to make notes and sketches of their logo. They should do a draft before making the final logo. If you have access to computers, allow students to design the logo using the computer.

Plan a presentation

6. Plan how to present your organisation to the class. One person could talk about it, or all the group members could speak. Decide what you're going to say to the class. Include:
 - If you have an example presentation, talk through how it was prepared and planned. For example, show that it is divided into logical sections, starting with the overview, then the detail, then actions for the future. You can also show that you have notes so you can remember what to say.
 - Tell the students to answer the questions in exercise 6.
 - Set a time limit and monitor and help as needed. Allow students time to do a rehearsal of their presentation. They can do this for another group to save you time.

Present your organisation

7. Each group presents their organisation to the class. Talk about your organisation, give all the information you can and show the class your logo.
 - Have the students present their organisations to the class.
8. After each presentation, the class can ask questions about the organisations.
 - Tell the students they should listen and think of a question they want to ask.
9. After all the presentations are finished, decide which is the best youth organisation. Have a class vote.
 - Ask the students to choose their favourite youth organisation. Ask them to give reasons why.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read a description of two different urban tribes.			
	B. I can read an article about people who have made a big difference in their communities.			
	C. I can read a text about the origin of the Scouting movement.			
WRITING	A. I can write a description of a sport that I like.			
	B. I can write a description of my look and style.			
	C. I can plan an ideal camping trip and write a description of the activities you can do there.			
SPEAKING	A. I can give advice to teenagers about their problems.			
	B. I can tell a story set in the past using photos as a guide.			
	C. I can describe my abilities now and when I was younger.			
LISTENING	A. I can understand teenagers talking about their hobbies and interests.			
	B. I can understand a dialogue between a teenager preparing for a camping trip and her mother.			
	C. I can understand an interview with an author about heroes in the modern world.			



Remind students that the self-assessment is an important part of the learning process. Go through the charts with the students. Tell them the self-assessment focuses on three aspects: their English skills, study skills and working together on the presentation. Give them time to read the assessment and complete it individually. Tell them that this activity is not going to be assessed, but remind them of its importance.

1. Assessment of your English language skills

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

Ask students to read through each section of the four skills. Tell them they are going to assess their progress using three *can do* descriptors: *I can do this*, *I can do this with help* and *I need to work on this*. Remind them that the statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Also ask them to say how they know this, for example, for Listening A, they could say *I understood the listening text in Lesson 1 exercises 3 and 4*.

2. Assessment of your English study skills

- Study skills help you improve in any school subject. Say how often you use these study skills.

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Relate new material to what I already know.			
2. Organise my thoughts and ideas before starting an activity.			
3. Use new vocabulary learnt when I express my ideas.			
4. Review my notes and texts after I write them.			
5. Speak English in class.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
Me			
My group			

4. Assessment of Module 1

- Look back over the module then complete the sentences.
 - My favourite activity was ...
 - The most useful words or expressions were ...
 - I enjoyed learning about ...
 - I need to practise ...



2. Assessment of your English study skills

- Study skills help you improve in any school subject. Say how often you use these study skills. Tell the students they are going to assess their use of the learning strategies they have practised throughout the module according to how often they use them: *always, sometimes* or *never*. Then ask them to think about the strategies they can use to improve their English study skills. You can elicit these and add them to a mind map on the board that the students then copy into their notebooks. For example: *I make notes before I write to structure my written work.*

3. Assessment of Let's work together

- First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect. This section focuses on students' ability to work with others on a task in their project work. Use guiding questions such as: *How often did you help other students with their work?* *Did you always listen to your classmates' opinions when you were all discussing the project?* *Did you peer-assess your work as you progressed?* After students have completed their self-assessment, suggest they work with their project team and repeat the activity to highlight the achievements of the team and identify areas to improve. Make sure that the students make constructive comments and focus on ways to improve rather than what didn't go well.

4. Assessment of Module 1

- Look back over the module then complete the sentences. The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Give the students time to look back through the module and complete their sentences. Then put them in small groups to share the information. Ask some students to read their sentences aloud.

Money makes the world go round



In this module you will ...

- discuss how people spend money and prioritise their spending, in **Unit 1** What we spend
- read and talk about work, how products are made and who makes them, in **Unit 2** How the world works
- talk about the power of the consumer, and how the things we buy can make a difference, in **Unit 3** Ready to change

Module Overview

In this module, students will explore the topic of money and consumerism. They will learn about spending habits, methods of manufacturing commercial goods, and how our shopping habits can make a difference in the world. Topics in the module include advertising, Fairtrade, employment conditions, the production process and opting for a simpler lifestyle. Introduce the module to students by telling them the name of Module 2: *Money makes the world go round*. Also, tell them this is the second module in the *English, please!* series. This is a good time to remind students that they cannot write in the books. They should write in their own notebooks.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, you could ask questions like *How often do you go shopping?* *What kinds of things do you like to buy?* *Do you know where (and how) your clothes were made?*

You will also ...



Let's work together

Make an advertising brochure for a product

For the project in this module, you will become advertisers. You will plan a product, and create a brochure for it. You will:

- plan how your product is made
- decide who a typical customer will be
- think of how to make your product better than similar products
- present it to the class

To start the project, think of some successful products that you know. Why do people like them? What sort of people buy them? What do you know about the company's advertising strategy?

You will also...

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

Let's work together**Project: Make an advertising brochure for a product**

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

 Speak

 Get Ready!

1. Read the definition of *shopaholic* in the box. Are the people below shopaholics? How about you? Discuss with a partner.

A *shopaholic* is a person who is addicted to shopping.
Other similar words: *workaholic*, *alcoholic*, *chocaholic*.

Christie: 'I buy new clothes every week.'

Sam: 'I always save some money in case of an emergency.'

Lucia: 'I only buy what I need.'

Taylor: 'I work hard so I can buy lots of things at the end of the month.'

Oscar: 'When my parents give me money, I always spend it immediately.'

2. Look at the numbers in the boxes. Then in pairs, say the numbers below out loud.

100

One hundred

2,000

Two thousand

35,000

Thirty-five thousand

6,000,000

six million

13,000,000,000

thirteen billion

- | | |
|-----------|-------------------|
| a. 273 | e. 129,000 |
| b. 909 | f. 999,999 |
| c. 4,780 | g. 45,000,000 |
| d. 64,900 | h. 72,000,000,000 |



3. Listen and repeat the numbers in Exercise 2.

4. Work in groups of three or four. Follow the instructions to play a game with big numbers.

- Write 20 big numbers on a piece of paper.
- One student says one of the numbers (without pointing to it).
- The first student to find the number wins a point.

MODULE 2 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Shopping, individual spending, government spending	<ul style="list-style-type: none"> Using <i>more</i> and <i>less</i> 	<ul style="list-style-type: none"> Speaking: prioritising and giving reasons Writing: expressing opinions on spending
Lesson 2	Consumerism, the creation of trends	<ul style="list-style-type: none"> Imperatives, affirmative and negative 	<ul style="list-style-type: none"> Speaking: carrying out a survey Writing: using charts to display information, writing a report
Lesson 3	Advertising	<ul style="list-style-type: none"> Using <i>will</i> and <i>won't</i> to make predictions 	<ul style="list-style-type: none"> Speaking: analysing advertisements, giving a presentation Writing: creating an advertisement

UNIT THEME

In Unit 1 there are three lessons on the theme of 'the consumer society'. By the end of the unit, students will be more aware of the pressure to consume from businesses and society as a whole. They will discuss their own and global attitudes to spending money using *more* and *less* and will explore the techniques the fashion industry uses to persuade people to buy new clothes. They will survey and report on their classmates' spending habits. Finally, they will learn about the advertising industry, make predictions using *will* and *won't*, and create their own advertisement.

LESSON OVERVIEW

In this lesson, students will learn about spending money. They will talk about how individuals spend money, and they will practise the use of numbers. They will also learn about how governments spend money. They will think about how their own government should spend its money.

Speak

Get ready!

1. Read the definition of *shopaholic* in the box. Are the people below shopaholics? How about you? Discuss with a partner.
 - Give students time to read the definition of a shopaholic. Ask students if they know anyone who is a shopaholic.
 - Draw students' attention to key vocabulary in the list of people: *emergency*, *immediately*.

- Tell students to work in pairs and decide which of the five people are shopaholics.
- Discuss answers as a whole class.

Answers

Christie and Oscar are shopaholics.

2. Look at the numbers in the boxes. Then in pairs, say the numbers below out loud.
 - The goal of this activity is to give students practice in saying large numbers. Ask students to work in pairs. They should take turns saying the numbers. Circulate and monitor their progress.
 - Check answers as a class.

Answers

- Two hundred and seventy-three
- Nine hundred and nine
- Four thousand seven hundred and eighty
- Sixty-four thousand nine hundred
- One hundred and twenty-nine thousand
- Nine hundred and ninety-nine thousand nine hundred and ninety-nine
- Forty-five million
- Seventy-two billion

3. Listen and repeat the numbers in exercise 2.
 - Play audio Track 15. Have students listen first while they read the numbers in exercise 2. Then, play the audio a second time and ask students to listen and repeat.

4. Work in groups of three or four. Follow the instructions to play a game with big numbers.
 - This activity helps students to recognise big numbers and to produce them quickly and fluently.
 - Before the class, write 20 big numbers (hundreds, thousands, millions) on a sheet of paper. Make a copy for each group.
 - Ask students to work in groups of three or four. Students will take turns reading one of the numbers. Other students will search for the number. The student who finds the number first wins a point.
 - At the end, review all 20 numbers as a class.

Extra activity

- Ask students to work in pairs. Give each pair the name of a country. For each country, pairs must find the following:
 - the population
 - the area
- Students can do this in class or for homework.
- Pairs take turns reporting their findings to the class.

Focus on Vocabulary

5. Can you name all of these products? Match the names of the products with the pictures.

cap - face cream - memory stick - keyboard - mobile phone - headphones - tablet - mouse - jeans - T-shirt - soap - deodorant



6. Put the products in exercise 5 in the correct category.

Skin and body care	Technological items	Clothing
		cap

 **Listen**

 7. Listen to the descriptions. Which products from exercise 5 do the speakers describe?

 8. Listen again and make notes about the products. Then in pairs, describe the products using your notes.

Focus on Vocabulary

5. Can you name all of these products? Match the names of the product with the pictures.
- As a class, read the list of products in the box.
 - Ask students to work in groups of three or four. They will match each picture with the correct word.
 - Review as a class; check any pronunciation difficulties.

Answers

- | | |
|----------------|-----------------|
| 1 mobile phone | 7 T-shirt |
| 2 headphones | 8 cap |
| 3 soap | 9 mouse |
| 4 deodorant | 10 face cream |
| 5 keyboard | 11 memory stick |
| 6 jeans | 12 tablet |

6. Put the products in exercise 5 in the correct category.
- Ask students to work in pairs to categorise the items.
 - When they finish, draw the table on the board and check answers as a class.
 - Ask students to supply more words related to skin and body care, technological items and clothing.

Answers

Skin and body care	Technological items	Clothing
soap	mobile phone	cap
deodorant	headphones	jeans
face cream	keyboard	T-shirt
	mouse	
	memory stick	
	tablet	

Extra activity

- You can use this vocabulary in an interactive activity. Before the class, write the list of products on a piece of paper, with space to write a student's name next to each product. Make a copy for each student.
- Give students the list. Ask them to walk around the class. They need to find a classmate who has bought each of the

products within the last six months. They should write the name of a student next to each product. They should try to find a different name for each product.

- At the end, come together as a class. Find out who has bought each product. Ask the buyer how much the item cost (this is further practice in saying numbers).

Extra activity

- You can use this vocabulary as a springboard to meaningful discussion. Bring pictures of all the words studied so far in the lesson.
- Using a video beam, project the images and make students pronounce each word. Then, ask some questions in order to contextualise the vocabulary. Some questions could be:
 - How many pairs of shoes do you own? Which is your favourite?
 - Do you have a cap? What is on your cap?

Listen

7. Listen to the descriptions. Which products from exercise 5 do the speakers describe?
- In this exercise, students will listen to advertisements for some of the products on this page. First, review the vocabulary with the class.
 - Play audio Track 16. Play the audio first without pausing. Ask students to write down the products they hear.
 - Play the audio again, pausing after each item. Ask students what is being advertised. They will need to use the context to guess what each product is.

Audio script

16

- If you do a lot of sport, this will keep you smelling nice and fresh all day long. Perfect for those hot summer days.
- Are you a music lover? Buy this hi-tech pair and enjoy your favourite music wherever you want. Available in white, blue, red and silver.
- Does your skin feel tired and dry? Use this at night and in the morning, and you'll feel great.

- Small, compact and light - this is a great alternative to a computer. It's perfect for watching movies when you're travelling.
- This casual piece of clothing is great to wear during hot weekends at home, on the beach, or when playing sport. It is 100% cotton.
- Stay in contact with family, text friends, surf the web or listen to music. You can do all this and more.
- This connects to your desktop or laptop computer with Bluetooth. The new design supports your hands as you work. It's perfect for writing long documents and emails.
- Take your documents, photos or music with you wherever you go. Just connect it to your computer. 2, 4, 8 gigabytes or more - you decide.
- Do you want to look great around town? We have the most fashionable classic and modern styles for men and women. Available in blue and black.

Answers

- | | |
|--------------|----------------|
| 1 deodorant | 6 mobile phone |
| 2 headphones | 7 keyboard |
| 3 face cream | 8 memory stick |
| 4 tablet | 9 jeans |
| 5 T-shirt | |

8. Listen again and make notes about the products. Then in pairs, describe the products using your notes.
- Ask students to work in pairs. Play audio Track 16 again. Students will write down key information from the advertisements. Ask them to share information to create a full description of each product.
 - Check as a class; play the audio again to confirm accuracy of information.

 Read

9. Look at the pictures. What do you think your country spends most money on? Put the pictures in order from 1-4.



Defence



Education

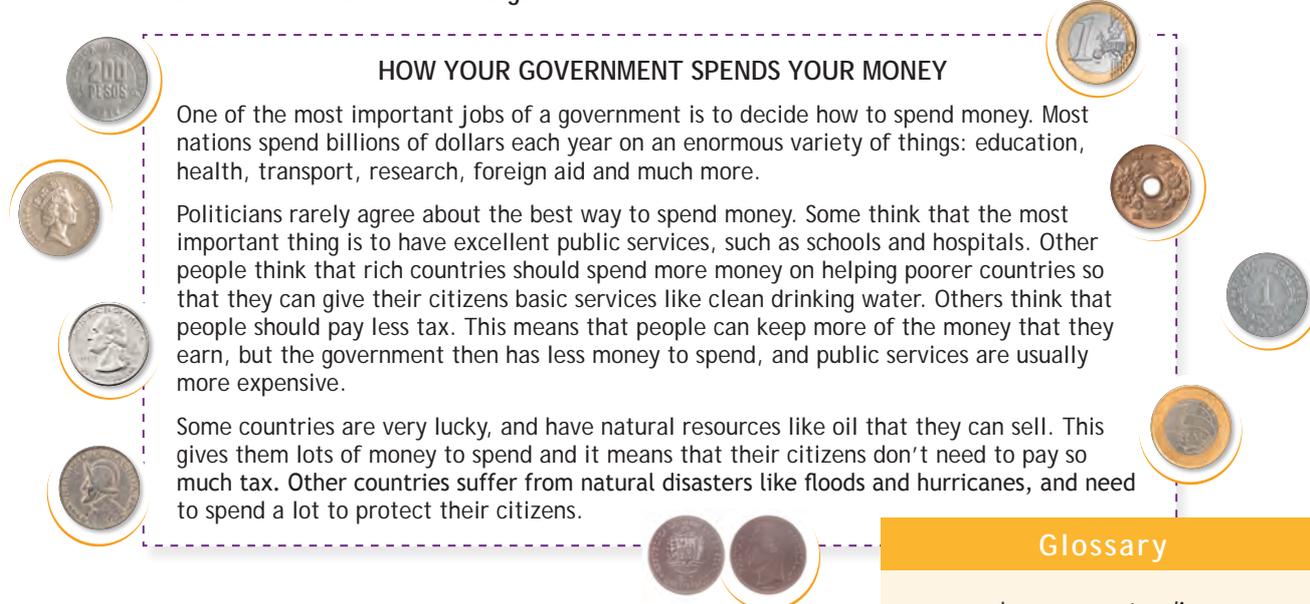


Health



Drinking water

10. Read the text. Which of the things in exercise 9 does it mention?



HOW YOUR GOVERNMENT SPENDS YOUR MONEY

One of the most important jobs of a government is to decide how to spend money. Most nations spend billions of dollars each year on an enormous variety of things: education, health, transport, research, foreign aid and much more.

Politicians rarely agree about the best way to spend money. Some think that the most important thing is to have excellent public services, such as schools and hospitals. Other people think that rich countries should spend more money on helping poorer countries so that they can give their citizens basic services like clean drinking water. Others think that people should pay less tax. This means that people can keep more of the money that they earn, but the government then has less money to spend, and public services are usually more expensive.

Some countries are very lucky, and have natural resources like oil that they can sell. This gives them lots of money to spend and it means that their citizens don't need to pay so much tax. Other countries suffer from natural disasters like floods and hurricanes, and need to spend a lot to protect their citizens.

Glossary

- spend money: *gastar dinero*
- research: *investigación*
- foreign aid: *ayuda al extranjero*
- tax: *impuestos*
- citizens: *ciudadanos*
- oil: *petróleo*
- floods: *inundaciones*

Focus on Language

11. Complete the sentences from the text.

- a. Rich countries should spend _____ money on helping poorer countries.
- b. Others think that people should pay _____ tax.

12. Complete the sentences with *more* or *less* and the nouns in the box.

cars - time - energy - pollution

Example: I've got more people in my family than my best friend has. He's an only child.

- a. I've got _____ to spend with my friends at the moment because I'm studying for exams.
- b. There are _____ on the roads now. The traffic is really bad.
- c. I go running in the morning because I've got _____ then.
- d. There's _____ in my city now. The air feels cleaner.

Read

9. Look at the pictures. What do you think your country spends most money on? Put the pictures in order from 1-4.
- Tell students that, just as they have personal spending priorities, countries and governments need to make decisions about how they will spend their money.
 - Have students look at the pictures in pairs. Ask them to discuss which item they think their country spends the most on, which it spends the second most on, and so on.
 - Discuss answers as a class.

Extra activity

- Have students predict which countries spend the most on defence, education, health and drinking water.
- Ask students to research this information and to share their findings; they should have real statistics/facts/data about the countries that spend most money on these items.

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

10. Read the text. Which of the things in exercise 9 does it mention?

- Have students read the text individually and silently. Check answers as a class.

Answers

Education, health, drinking water

Focus on Language

11. Complete the sentences from the text.

- Ask students to work in pairs to complete the sentences.
- Check answers as a class.

Answers

- a more
b less

12. Complete the sentences with *more* or *less* and the nouns in the box.

- Ask students to work in pairs to complete the sentences.
- Check answers as a class.

Answers

- a less time
b more cars
c more energy
d less pollution

 **Speak**

13. Discuss in pairs. Imagine you are in these situations. Use the language in the box below to help you.
- You are on a sinking ship. You need to leave it immediately and get into a life raft. You can take five items. What are they?
 - A hurricane is on its way to your town or city. What five things do you take with you?
 - Look at the items in exercise 5. Were any of them on your two lists? Explain why or why not.

Useful expressions
Prioritising and giving reasons

- I think we should take ..., because it's useful for ...
- We need ... to ...
- If we have ..., we can ...
- ... is more important/useful than ...
- ... isn't useful because ...

 **Write**

14. Look at the items below. Write about what you think your country should spend its money on.
- Number each item from 1 (most important) to 8 (least important). Add more items if you can think of them.
 - Explain why you think your top three items are more important.
 - Explain why your bottom three items are less important.
- defence
 - health
 - education
 - research
 - foreign aid
 - the environment
 - social protection
 - transport

Useful expressions
Giving your opinion

- In my opinion, ...
- I think that ...
- I believe that ...
- I feel that ...

Speak

13. Discuss in pairs. Imagine you are in these situations. Use the language in the box below to help you.

- The aim of this exercise is to have students prioritise items and distinguish between needs and wants. Focus students' attention on the Useful expressions box. Write some examples on the board. Elicit some other answers from the class.
- Ask students to work in pairs to discuss the situations. Once they have compiled their lists, ask each pair to join another pair. They should share their lists of priorities and give reasons for their choices.
- Have them look back at the items in exercise 5 and ask if any of them were on their list; they should explain why or why not. Have them think about the usefulness of the items and then ask if they are wants or needs.
- As a closing activity you can have students draw up two lists, one of needs and one of wants.

Write

14. Look at the items below. Write about what you think your country should spend its money on.

- The objective of this activity is to have students think critically. First, ask students to think about some of the main problems in their own country. Make a list on the board. Then, ask them to work individually to number the items from 1 to 8.
- Focus students' attention on the Useful expressions box. Ask students to share and discuss their answers in groups of three or four.
- They should write their answers individually. You can have them draw a mind map, or do one as a class on the board and brainstorm ideas for the class.
- They should use the following structure as a model:
One of the biggest problems in my country is _____. So I think that the government should spend money on _____.
- Ask students to work in small groups and compare their ideas.

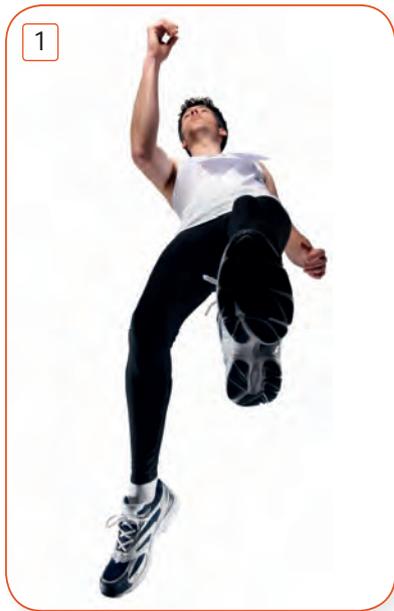
Focus on Vocabulary

Get Ready!

1. Match the adjectives to the definitions. Then describe the clothes in the pictures.

smart - baggy - cool - fashionable - sporty - tight - casual - formal - sensible

- informal clothes that you can wear at home
- clothes that are popular in your country at the moment
- clothes that people often wear in an office or at school
- clothes that you wear to do exercise
- clothes for special occasions
- clothes that are really big for you
- clothes that are practical
- clothes that fit closely
- clothes that you and your friends like



2. Complete the sentences with an adjective from exercise 1.
- My best friend bought a _____ suit for his prom.
 - I usually wear _____ clothes when I'm relaxing at home.
 - I run a lot, and prefer wearing _____ clothes.
 - These jeans are really _____. I need a bigger pair.
 - Those white shoes look great but they aren't _____ for going to the park!
 - My mum works with politicians, so she has to wear _____ clothes at work.
3. Talk to a partner about the clothes in your closet. Describe them using the adjectives in exercise 1. When do you wear them?

LESSON OVERVIEW

In this lesson, the topic is consumerism and students will reflect on their spending habits. They will read about the 'fashion trap', and explore techniques used by clothing companies to create fashion trends. By the end of the lesson, students will have carried out a survey to find out what spending habits teenagers have and will have presented the results of their survey to the class.

Focus on Vocabulary

Get ready!

1. Match the adjectives to the definitions. Then describe the clothes in the pictures.
 - Review the words in the box. Check pronunciation.
 - Ask students to work in pairs to match each adjective to a definition.
 - Check as a class. Look at the photos. Ask students which words they would use to describe how each person is dressed.

Answers

- a casual
- b fashionable
- c smart
- d sporty
- e formal
- f baggy
- g sensible
- h tight
- i cool / students' own answers

Suggested answers:

Picture 1: sporty

Picture 2: smart / formal / sensible

Picture 3: baggy / casual

2. Complete the sentences with an adjective from exercise 1.
 - Ask students to complete the exercise in pairs. Check answers as a class.

Answers

- a formal / smart
- b casual
- c sporty
- d tight
- e sensible
- f smart

3. Talk to a partner about your clothes in your closet. Describe them using the adjectives in exercise 1. When do you wear them?
 - Working individually, students write five questions to ask a partner about clothing. Examples: 'How many shoes do you own?' or 'Are there any formal clothes in your closet?'
 - Ask students to work in pairs. They will take turns asking each other their questions.
 - Share information as a class. Each student will share something about his or her partner's closet. Help with vocabulary where needed.

Extra activity

- Ask students to bring to the next class a few photographs of themselves in different situations, e.g. at a party, at school, at a sports match, at a religious ceremony. Students will work in groups to talk about where they were, what they were doing, and why they chose the clothes they wore.

Extra activity

- Ask students to bring to the next class a few pictures of famous people. Working in groups, they will talk about what each person is wearing and whether or not they like the clothes in the photos.

 Read

4. Read the first part of the article below. What is the Fashion Trap?

THE FASHION TRAP

Fashion is an industry that is changing all the time. What is 'in' now might be 'out' in a week's time. You can wear quality clothes for a long time, but clothes companies don't want this. They want you to regularly buy new clothes, and that's why they invent fashion trends. These are new styles that appear throughout the year and make you feel the need to buy new clothes.



5. Now read the rest of the article. Match a heading to each paragraph.

- a. Don't buy clothes which advertise themselves c. Mind the environment
b. Be yourself d. Choose classic brands

BEING AUTHENTIC AND ORIGINAL

1. _____

Don't buy clothes from new brands. These clothes don't stay in fashion for long, so you will soon need to buy some more new clothes from newer brands. If brands are important to you, buy clothes that not only match your personality, but are also eco-friendly.

2. _____

When choosing your clothes, avoid items which have big printed words which advertise the company. If the company goes out of fashion, you will feel under pressure to stop wearing them, even if they are in good condition.

3. _____

Don't buy clothes just because everybody is wearing them. Instead, buy clothes that you really like. This can help you save a lot of money. Buy what you really need and concentrate on clothes that fit you and make you feel comfortable.

4. _____

Don't get clothes because you think they will make you look more interesting and attractive. Clothes don't define who you are. What really matters is what kind of person you are, so be authentic!



6. In pairs, discuss the tips in the article. Which do you think is the most useful tip and why?

Glossary

- trap: *trampa*
- be 'in': *estar a la moda*
- be 'out': *ser anticuado*
- constantly: *constantemente*
- fashion trends: *tendencias de moda*
- brands: *marcas*
- avoid: *evitar*
- fit (verb): *quedar bien*

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or, if they have them, their vocabulary books.

4. Read the first part of the article below. What is the Fashion Trap?

- **TEACHING TIP:** Always give students a reason for reading a text. In this case, the question 'What is the Fashion Trap?' is the reason students should read the text – they need to find the answer to this question.
- Before students read the article, write the title on the board: 'The Fashion Trap'. Ask students what they understand by the word 'trap'. Ask them what they think the text will be about.
- Have students read the text individually and silently. Once they have finished, ask them about the answer to the question: 'What is the Fashion Trap?' Students should come up with the idea that clothing companies always invent new trends so that people will keep buying clothes that they don't need.

5. Now read the rest of the article. Match a heading to each paragraph.

- Tell students they will read the rest of the text, 'Avoiding the Fashion Trap'. First, preview the vocabulary in the headings: *advertise, instincts, classic brands*.
- Then, working in pairs, students will identify the main ideas in the text. Tell students to match the headings with the different paragraphs of the text and label them according to the information they contain.
- Monitor students' work closely and provide help with comprehension when needed.

Answers

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

6. In pairs, discuss the tips in the article. Which do you think is the most useful tip and why?

- Assign each student to a different partner (i.e. not the same partner as in exercise 5). Ask pairs to rank the four items from most to least useful. Share ideas as a class.

Extra activity

- Ask students to bring in a photo of an item of clothing they own which shows how they did not follow the advice given. This could be a T-shirt with a designer's name, something that was trendy for a short time, etc. Students can share their stories with the class.

Focus on Language

7. Complete the sentences from the article.
- _____ clothes from new brands.
 - _____ items which have big printed words.
 - _____ clothes that you really like.
 - _____ clothes because you think they will make you look more interesting.
 - _____ authentic.
8. Choose the correct words to complete the rules.
- Imperative sentences don't have a **subject** / a **verb**.
 - We use the **infinitive** / **-ing form** to make an imperative.
 - We use **No** / **Don't** in negative imperatives.

9. Write affirmative and negative imperatives using the verbs in the box.

use - think - put - say - buy - touch

- _____ the plate. It's really hot.
- _____ your mobile phones in class.
- _____ before you buy new clothes. Do you really need them?
- Look, here's a present from Grandma. _____ 'thank you' to her!
- _____ your card into the machine, please.
- _____ the first pair of jeans that you see.

 Listen

-  ¹⁷ 10. Listen to the conversation. Why does Mark ask Leanne her opinion on the sunglasses?

-  ¹⁷ 11. Listen again and complete the sentences.

- Mark bought his sunglasses at the _____.
- Tom's sunglasses cost over _____.
- Tom says that the material is better _____.
- At first, Leanne says that _____'s sunglasses came from the market.
- Tom bought some expensive _____ last week.



12. Discuss in pairs. Are you more like Mark or Tom? Explain why.

Focus on Language

7. Complete the sentences from the article.

- Model the first sentence with the class. Ask students to work in pairs to complete the exercise.
- Review as a class; check any pronunciation difficulties.

Answers

- | | |
|-------------|-------------|
| a Don't buy | d Don't get |
| b Avoid | e Be |
| c Buy | |

8. Choose the correct words to complete the rules.

- Carry out this exercise as a class. Review the imperative with students: why it is used, and how it is formed. Ensure all students understand how to use the target language.

Answers

Imperative sentences don't have a subject.

We use the infinitive form to make an imperative.

We use Don't in negative imperatives.

9. Write affirmative and negative imperatives using the verbs in the box.

- Ask students to carry out this exercise in pairs. Monitor carefully, watching for common mistakes such as the use of a subject.
- Review answers with the class.

Answers

- | | |
|---------------|-------------|
| a Don't touch | d Say |
| b Don't use | e Put |
| c Think | f Don't buy |

Extra activity

- Working in groups of three or four, students make a list of advice or instructions they have been given by parents or other caregivers about clothing. They should use both affirmative and negative imperatives.

- Model an example: 'Don't wear jeans to church' and see what else they come up with.

Listen

10. Listen to the conversation. Why does Mark ask Leanne her opinion on the sunglasses?

- In this exercise, students will listen to a dialogue about designer sunglasses. First, introduce the topic by asking students the following questions:
 - Do you wear sunglasses?
 - Do you own designer sunglasses? If you do, why did you choose them? If you don't, where did you buy your sunglasses?
 - Do you think designer sunglasses are better than cheap sunglasses?
- Play audio Track 17. Play the audio without pausing. Ask students why Mark asks Leanne her opinion.

Audio script

17

Mark: Hi Tom. I like your sunglasses. 

Tom: Thanks.

Mark: Look, they're the same as mine!

Tom: Oh, are yours Dolce & Gabbana too?

Mark: Dolce & Gabbana? No! I bought them at the market.

Tom: What?? Then no, they aren't the same!! These cost over \$200!

Mark: Really? But they look just the same as mine!

Tom: No! Yours are totally different from mine!

Mark: What's so different about them?

They're the same shape, they're the same style, they're stylish and fashionable ...

Tom: No. The shape is different. The material is better quality. Everything is different!

Mark: Let's ask someone else what they think. Hey, Leanne.

Leanne: Hi Mark. Oh, hi Tom! You guys are wearing the same sunglasses! How funny.

Mark: Hahaha. Now, can you guess which ones cost \$200 and which ones came from the market?

Leanne: Mmm ... I think ... Tom — yours came from the market!

Tom: What??

Leanne: Only kidding. Yours are the expensive ones. But I only know that because last week you told me that you spent \$300 on a pair of jeans. You like expensive things. To me, both your pairs of sunglasses look the same.

Tom: Well, I don't believe you. I know they're Dolce & Gabbana, and that's what matters.

Mark: Tom, if that makes you happy... that's fine by us!

Answers

Suggested answer: Tom's sunglasses are an expensive brand that cost him \$200, whereas Mark's sunglasses look the same but were much cheaper from the market. Mark wants Leanne to guess which sunglasses are the expensive ones to make fun of Tom.

11. Listen again and complete the sentences.

- Play audio Track 17 again. Ask students to work in pairs to complete the sentences. Play a second time to allow students to fill in any gaps they missed.
- Review as a class and play again.

Answers

- | | |
|-----------|---------|
| a market | d Tom |
| b \$200 | e jeans |
| c quality | |

12. Discuss in pairs. Are you more like Mark or Tom? Explain why.

- Ask students to work in pairs to explain their own perspective.

Extra activity

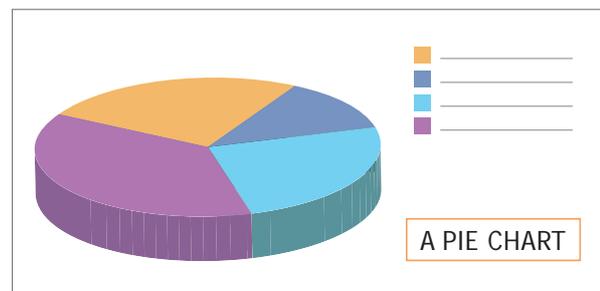
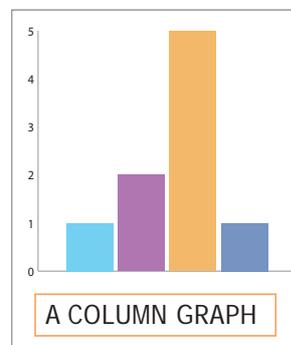
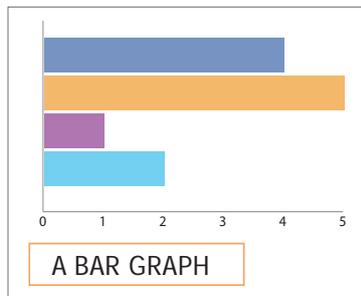
- Prepare pieces of paper before the class. On half of them, write 'Mark'. On the other half, write 'Tom'. Carry out a whole-class discussion, with students arguing either for Mark's opinion or for Tom's, depending on which name they have been given. Encourage students to provide examples and other evidence to support their argument.
- Monitor for language and provide help where necessary, but don't interrupt the flow of discussion with too many corrections. You could draw attention to common errors at the end.

 **Speak**

13. In groups, discuss the following questions:
- What do you like to spend your money on?
 - What should teenagers spend money on?
14. Find out what your friends usually spend money on. Choose two questions from the list. Ask ten students the questions and make a note of their answers.
- Do you get pocket money? How much do you get every week?
 - What do you spend your money on?
 - Do you save any money? How much?
 - What do you buy with your savings?
 - Do you usually get money as a present for your birthday or on other occasions? How much?
 - Are you saving for something right now? What?
 - What would you most like to buy?

 **Write**

15. Collect, count and categorise the answers to the questions you asked in exercise 14. Present your statistics in a visual way. You can use different types of charts. Here are some examples:



16. Write a report of your results. Then present it to your classmates.

Useful expressions

Reporting statistics

- I found out that ...
- ... % of my classmates ...
- (Over) Half/A quarter/A third of my classmates ...
- Almost everyone ...
- The most interesting thing was ...

Speak

13. In groups, discuss the following questions.
- Ask students to work in groups of three or four to answer the questions. Monitor students closely and ask further questions to encourage discussion.
 - Discuss answers as a class if time permits.
14. Find out what your friends usually spend money on. Choose two questions from the list. Ask ten students the questions and make a note of their answers.
- Ask students to go around the class or school and interview ten of their friends. You can ask students to do this activity outside class time with friends who are not in the class. If this is the case, encourage students to use English when asking the questions at first. They can use their L1 if the person being interviewed does not understand the questions in English.
 - Students need to note the results, as these will be used later.

Write

15. Collect, count and categorise the answers. Present your statistics in a visual way. You can use different types of charts. Here are some examples:
- Review with the class the different ways of presenting information in charts and graphs.
 - Explain to students how they need to present the information they found in exercise 14 in a graph. Suggest that they draw their graphs on big pieces of paper (or a PowerPoint presentation if you have a projector) to show to their classmates.
16. Write a report of your results. Then present it to your classmates.
- Focus students' attention on the Useful expressions box. Write some examples on the board.
 - Encourage each student to give a mini-presentation of his or her findings. Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation) and presentation skills (speed, volume, use of gesture and eye contact, level of confidence, etc.). Share feedback with individual students.
 - With the whole class, try to draw conclusions about spending habits among teenagers.
 - Ask students to keep a copy of their presentation and report.

Focus on Vocabulary

Get Ready!

1. Think about products that you see or hear about in TV or radio adverts. Copy the table. Then complete the headings with the types of product in the box.

kitchen products - beauty products - hygiene products - electronic products - clothes - toys - sports equipment - travel products - pet products - food and drink

Type of product	kitchen products				
Example	washing-up liquid	computer	jeans	bread	soap

Type of product					
Example	guidebook	face cream	train	dog food	tennis racket

2. Think of one more example for each type of product. Add them to your table.

Speak

3. Think of an advert that you can remember. Describe it to your partner.

Example: It's an advert for deodorant that shows a woman running for miles. She doesn't sweat because the deodorant is so good. I like this advert because the message is very clear.



Useful expressions

Describing an advert

It's an advert for ...	deodorant. a mobile phone. jeans.
It shows ...	a woman running. two people on the beach.
I like this advert because ...	it's interesting. it's funny.
I don't like this advert because ...	it's violent. it isn't true.

LESSON OVERVIEW

In this lesson, students will learn about advertising strategies and techniques used by companies to sell their products and how advertising influences our spending habits. By the end of this lesson, students will be able to create their own advertisement using the techniques and language they have learned.

Focus on Vocabulary

Get ready!

1. Think about products that you see or hear about in TV or radio adverts. Copy the table. Then complete the headings with the types of product in the box.
 - Review the words in the box. Check pronunciation.
 - Ask students to complete this exercise individually. Check answers as a whole class.

Answers

kitchen products - washing-up liquid
 electronic products - computer
 clothes - jeans
 food and drink - bread
 hygiene products - soap
 travel products - guidebook
 beauty products - face cream
 toys - train
 pet products - dog food
 sports equipment - tennis racket

2. Think of one more example for each type of product. Add them to your table.
 - Carry out this exercise in groups or as a whole class. Use the board to show correct spelling; ensure correct pronunciation of new items.

Speak

3. Think of an advert that you can remember. Describe it to your partner.
 - As a class, talk about one current advertisement that is memorable. Ask students what is being advertised, and encourage them to think about why the advert is memorable.
 - Then, ask students to work in pairs to talk about adverts they can remember. Draw students' attention to the Useful expressions box. Monitor and provide further help if necessary.
 - Ask pairs to report back to the class on the adverts they chose. Try to elicit some advertising strategies used in the adverts to make people buy products.

Read

4. Read the text. Then think about the adverts that you discussed in exercise 3 and complete the table.

Product	Advert	Technique

THE ADVERTISING GAME

Companies use different techniques in their adverts to attract people to their products. Here are some of the most common strategies.

Celebrities

We all know these adverts - you see a popular singer, sports person or model using a product, and it makes you want to buy it, so that you can be just like your favourite celebrity.

Visual stimulation

Companies advertise their products in a creative way. They use strong colours to catch your eye, because they attract us to the product and they look good.

Emotional attraction

A lot of adverts promote their products by using music, images and stories that touch your emotions - love, friendship, nostalgia, etc. This is a very powerful way to attract you to their product.

Humour

This is a very common and successful way to advertise a product. People enjoy laughing, and they like to watch adverts again and again if they are funny. Soon, you associate this pleasant feeling with a product.

Special offers

Companies often make you believe that you are getting something for free if you buy their products. Be careful - this is usually not true!



Glossary

- celebrities: *famosos/as*
- strategies: *estrategias*
- catch your eye: *llamar la atención*
- promote: *promocionar*
- pleasant: *agradable*
- special offer: *oferta*
- for free: *gratis*

5. Answer the questions. Then discuss your answers with a partner.

- a. Which of the techniques in the text do you think is the most effective? Why?
- b. Which of these techniques do you find annoying or ineffective? Why?
- c. Which celebrities are advertising products on TV at the moment? What do you think of the adverts?
- d. Can you think of any adverts that make you feel emotional? What emotion do you feel? What products are they advertising?
- e. Look at the pictures. What do they show? What techniques do companies use when they advertise products for children? Are they different from products for adults? Think of some examples.



Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.
4. Read the text. Then think about the adverts that you discussed in exercise 3 and complete the table.
- Explain to the students they will need to look back at the products they discussed in exercise 3 and write them in the chart before they read.
 - Tell students to read the text individually. Then, tell them to remember the adverts they saw for the products in the chart and write which of the advertising techniques from the text was used for each product on their list.
 - Students can compare their answers with the student they worked with in exercise 3.
5. Answer the questions. Then discuss your answers with a partner.
- Ask students to work in pairs to discuss the questions. Monitor students' work closely and provide help with vocabulary when needed.
 - Have pairs report back to the class. Provide help with vocabulary and pronunciation. Encourage students to share their ideas.

Extra activity

- Give each student ONE of the five techniques listed in the reading. Students should do some independent research and find an example of an ad — ideally in English — that makes use of this technique. Students bring in a picture or video of their ad; they then discuss with the class which technique is used and how successful it is.

Extra activity

- Bring in some advertisements from local newspapers, magazines or TV commercials that show each one of the strategies used. Have students tell you which strategy goes with which advert or commercial.

Listen

6. Listen to three adverts. For each one, write:
- the name of the product
 - the type of product
- In this exercise, students will listen to three examples of advertising.
 - Play audio Track 18. Play the audio without pausing. Students complete the exercise individually.
 - Check as a class and play again.

Audio script

18

- You know that feeling when you want to make an important call, but your phone is out of credit? With CallsOne, you can call any mobile in Colombia for just \$30 pesos per minute. And what's more, we will give you 30 minutes every day to make international calls for free! Register your mobile with CallsOne by calling 018000000 now, or through our website: www.callsone.com. CallsOne. You will never think twice about making that call!
- Make your child's dreams come true with MyBabyBike! We believe that if a child can walk, then he or she can ride a bike! MyBabyBike is perfect for the house and in the garden. But don't worry - your child won't fall off. My BabyBike is totally safe - it's impossible to fall off, thanks to our safety features. MyBabyBike will let your child develop and explore, and it's great for using all that energy! MyBabyBike. Let your child explore the world.
- Your dog is your best friend. He will always support you, and he will always be by your side. That is why you have to be his best friend too! And that means giving him DoggyFood every day! DoggyFood is a delicious mixture of turkey, chicken and pork, with extra vitamins that strengthen your dog's bones and teeth. DoggyFood. Your dog will love you forever!

Answers

- CallsOne
 - mobile phone network
- MyBabyBike
 - a safe bike for young children
- DoggyFood
 - dog food

7. Listen again and choose the correct options.
- Play audio Track 18 again. Working individually, students choose the correct answer for the three questions. They can check in pairs if they wish.
 - Review the answers and play the audio again.

Answers

- 1
- 3
- 3

Focus on Language

8. Match the sentence halves from the adverts.
- Carry out this exercise as a class. Review the use of *will/won't* with students: why these forms are used, and how they are formed. Point out that the verb *will* does not take -s in the *he/she/it* forms. Ensure all students understand how to use the target language.

Answers

- Your dog will love you forever!
- Your child won't fall off.
- You will never think twice about making that call.

9. Complete the sentences using *will/won't* for predictions.
- Ask students to carry out this exercise in pairs. Monitor carefully, watching for common mistakes.
 - Review answers and go through the Useful language box with the class.

Answers

- will
- will
- will
- won't
- will/won't

Extra activity

- Ask students to find two or three videos of television ads in English. They could find these from an English-language television station or from YouTube. Ask them to make a note of the following:
 - What is being advertised.
 - What technique is used.
 - How *will/won't* is used in these adverts.
 - What they think about the advert, i.e. is it effective or not?
- Students will report back to the class in the next lesson.

Extra activity

- This activity asks students to make predictions about their own lives using *will* and *won't* using the Useful language. First, ask students to copy the following table into their notebooks:

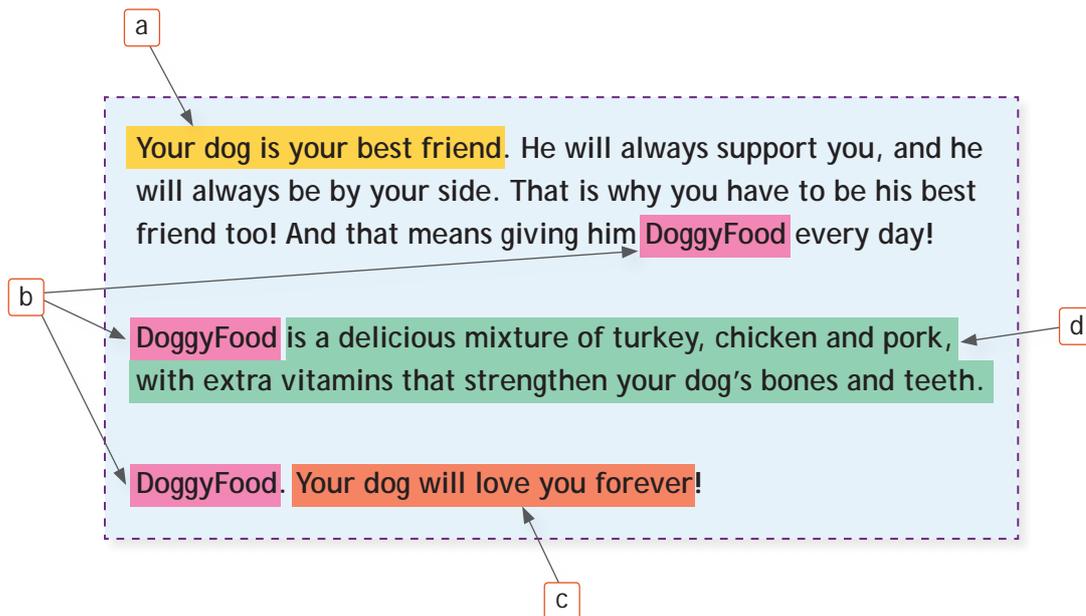
	Next year	In five years	In ten years
I think that ...			
I don't think that ...			
I'm sure that ...			
I doubt that ...			

- Model a few suggested answers with the class. Then, ask students to complete the table using their own ideas. Monitor for correct use of the target language.
- Ask students to work in groups of three or four to discuss their ideas.

 Write

10. You are going to write a radio advert for a product. First, read one of the adverts that you listened to in exercise 6. Match the descriptions to the parts of the text.

- A prediction about how the product will improve the listener's life
- The name of the product (repeated)
- A description of the product
- A line that touches the listener's emotions



The advert text is enclosed in a dashed purple box. It contains four highlighted sections:

- a** points to the yellow highlight: "Your dog is your best friend. He will always support you, and he will always be by your side. That is why you have to be his best friend too! And that means giving him
- b** points to the pink highlight: "DoggyFood"
- c** points to the orange highlight: "Your dog will love you forever!"
- d** points to the green highlight: "is a delicious mixture of turkey, chicken and pork, with extra vitamins that strengthen your dog's bones and teeth."

The full text of the advert is: "Your dog is your best friend. He will always support you, and he will always be by your side. That is why you have to be his best friend too! And that means giving him DoggyFood every day! DoggyFood is a delicious mixture of turkey, chicken and pork, with extra vitamins that strengthen your dog's bones and teeth. DoggyFood. Your dog will love you forever!"

11. Now write your own radio advert. It can be a product from exercise 1, or your own idea. Follow the instructions.

- a. Choose a product that you want to advertise.
- b. Decide who the audience for the advert is.
- c. Decide what you want the advert to include, for example: a description of the product, a special offer.
- d. Decide if you want to make the listener feel emotional.
- e. Use predictions with *will/won't*, to show how the product will improve the listener's life.

 Speak

12. Present your advert to the class.

13. In groups, discuss which was your favourite advert, and why.

Write

10. You are going to write a radio advert for a product. First, read one of the adverts that you listened to in exercise 6. Match the descriptions to the parts of the text.
- This activity asks students to look again at one of the adverts they discussed earlier in the lesson and to create their own advertisement based on the same principles.
 - First, working in pairs, students match the descriptions to the highlighted sections of the text. Review as a class.

Answers

- a a line that touches the listener's emotions
- b the name of the product (repeated)
- c a prediction about how the product will improve the listener's life
- d a description of the product

11. Now write your own radio advert. It can be a product from exercise 1, or your own idea. Follow the instructions.
- Working individually, students write an advertisement for a product of their own choosing. This could be an existing product or it could be something entirely made up.
 - Model the activity, choosing a product as a class and following the instructions. Then give students sufficient time to create their own. Encourage students to be as creative as they wish.
 - Students may create their advertisement on paper, or they may use any technology available to them. Encourage them to include details about how the advertisement will appear in the media (for example, will a celebrity be asked to promote the product?).
 - As students are working, monitor and help with grammar and lexis.

Speak

12. Present your advert to the class.
- Encourage each student to give a mini-presentation of his or her advert. Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation) and presentation skills (speed, volume, use of gesture and eye contact, level of confidence, etc.). Share feedback with individual students.
13. In groups, discuss which was your favourite advert, and why.
- Ask students to work in groups of three or four and discuss the presentations.

Extra activity

- Have an advertising awards ceremony. Based on students' group discussion, create categories as follows:
 - a) Best product description
 - b) Most creative advertisement
 - c) Most emotional advertisement
 - d) Most likely to be successful
 - e) Funniest advertisement
 - f) Any other categories depending on your students' work
- Ask students to vote for their classmates. Design simple certificates to hand out to the winners. Hold a class ceremony in which the winners are honoured.

Focus on Vocabulary

Get Ready!

1. Read about Fairtrade. Then match two words in the box with each product below.

Over 4,500 products from coffees to flowers are classed as Fairtrade. They have been certified by a Fairtrade certification organisation, which sets international Fairtrade standards.

roses - pineapple - espresso - tropical - instant - towels - herbal - shirts - cocoa - melon - carnations - smoothies - green - dark



a. fresh fruit



b. chocolate



c. cotton



d. tea



e. fruit drinks



f. coffee



g. flowers



2. Listen and check.

3. The people in the pictures all work with Fairtrade products. What do you think they are producing?



MODULE 2 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Fairtrade	<ul style="list-style-type: none"> Use of the present simple vs. present continuous 	<ul style="list-style-type: none"> Speaking: radio interview Writing: poster to encourage people to buy Fairtrade products
Lesson 5	The global workplace: working conditions in places of production	<ul style="list-style-type: none"> The present perfect tense 	<ul style="list-style-type: none"> Speaking: collaborating to invent a company; describing that company Writing: a job advertisement
Lesson 6	Traditional products, how things are made	<ul style="list-style-type: none"> Use of the passive to show how products are made 	<ul style="list-style-type: none"> Speaking: a role play about shopping in a traditional market Writing: a label for a traditional product

UNIT THEME

In Unit 2 there are three lessons on the theme of 'global trade and labour'. By the end of the unit, students will be more aware of different global working and trading conditions and how they can contribute to a fairer society through their own consumer power. They will learn about the Fairtrade movement and will listen, read and talk about good and bad employment practices using the present perfect. They will discuss the features of an ethical company and will explore how Colombian traditional crafts and products are made using the passive.

LESSON OVERVIEW

The aim of this lesson is for students to understand the links between the products they buy and the people and processes involved in making those products. They will learn about Fairtrade, and how it is different from other forms of production; by the end of the lesson they will have a good sense of the advantages of Fairtrade and will be able to speak about these.

Focus on Vocabulary

Get ready!

- Read about Fairtrade. Then match two words in the box with each product below.
 - Read the introductory paragraph as a class. Answer any questions.
 - Review the words in the box. Check pronunciation, paying particular attention to word stress.

- Do the first question (a. fresh fruit) together as a class to ensure students know what to do. Ask students to complete the rest of the exercise individually. Check answers as a whole class.

Answers

- pineapple, melon
- cocoa, dark
- towels, shirts
- herbal, green
- tropical, smoothies
- espresso, instant
- roses, carnations

2. Listen and check.

- Play audio Track 19 to enable students to check their answers.

Audio script

19

- Pineapple and melon are types of fruit.
- Chocolate can be dark. It is made from the cocoa plant.
- Shirts and towels can be made with cotton.
- You can have green tea and herbal tea.
- Tropical juice and smoothies are fruit drinks.
- Espresso is a type of coffee. And you can have instant coffee.
- Roses and carnations are types of flowers.

Extra activity

- Ask students to work in pairs or groups of three. Give each pair/group one of the items in the pictures. Ask students to do some research (either inside or outside class) to find out where the product they consume locally comes from. Is it imported or produced locally?
- The people in the pictures all work with Fairtrade products. What do you think they are producing?
 - Ask students to work in groups of three or four. They should look at each picture and give as much information as possible about what is happening in the picture. Ask students to describe each person. Encourage students to guess where the picture might have been taken. Monitor and help with vocabulary where necessary.
 - Share ideas with the whole class.

 Listen


4. Look at the photo of Susana and read the questions. Listen and answer the two questions.



Hello! My name is Susana. I own a Fairtrade shop

What is 'Fairtrade'?

So what can you do to support Fairtrade producers?



5. Listen again and complete the sentences.

- Farmers don't make much money if prices go _____.
- Fairtrade farmers and producers always get a _____ price for their products.
- Farmers and producers receive premiums if they give _____ to local people.
- Fairtrade farmers and producers work in a way that is good for the _____.
- If you buy Fairtrade products, you are supporting _____ all around the world.

 Read

6. Read about two Fairtrade farmers. Choose two ideas that you find interesting and tell your partner.

1

Gerardo Arias Rodríguez is a coffee farmer in Costa Rica.

'Fairtrade helps us to have a better quality of life and to take care of the environment. At the moment, we're learning how to protect our water resources. We're also learning to make compost to fertilise our plants. It makes our farms more productive, and we can sell our products at reasonable prices.

The technicians from Fairtrade usually work with communities to train people to be more efficient and use their resources in a better way. A lot of farmers like me are taking courses to learn new techniques, so that we can use the methods in our own farms.'



Listen

4. Look at the photo of Susana and read the questions. Listen and answer the two questions.

- As a whole class, look at the photo. Try to predict how Susana's two questions will be answered.
- Play audio Track 20. Students listen for the correct information.
- Review as a class.

Audio script

20

Susana: Hi, my name is Susana. I own a Fairtrade shop. Have you heard of Fairtrade? Let's have a look at what it is. Farmers grow food and other products to make a living for their families. Then they sell their products, but if prices go down, this means that sometimes farmers don't make much money. Fairtrade is a trade organisation which makes sure that farmers and producers always get a fair price for their products, even if the price goes up and down around the world. Another positive thing is that farmers and producers also receive a bonus called premiums if they give work to people in their local communities. Fairtrade also promotes ways of farming and production that are both healthy, and good for the environment. So when you buy them, you can be sure that you're getting a better quality product. So how can you support Fairtrade? You can choose to buy Fairtrade products rather than the ones produced by large companies. Every time you buy our products, you are supporting communities all around the world. A lot of people don't know about Fairtrade products. So next time you go to the shops, why don't you buy some of our products, see how good they are, and tell your friends and family about them? Fairtrade gives us the opportunity to have a better quality of life, so we can continue growing and helping more people to improve their lives too. Thank you so much. You can't imagine how much you are helping us!

Answers

Fairtrade is a trade organisation which makes sure that farmers and producers always get a fair price for their products, even if the price goes up and down around the world. You can choose to buy Fairtrade products to help improve the lives of communities around the world. You can tell your family and friends about them.

5. Listen again and complete the sentences.

- Play audio Track 20 again. Students complete the sentences individually; then they can check their answers in pairs.
- Review the answers as a class.

Answers

- a down
- b fair
- c work
- d environment
- e communities

Extra activity

- This activity checks comprehension of the concept of Fairtrade. Ask students to work in pairs and create a role-play between a shopper and Susana (choose a male name if there are not enough females in the class). The student playing the shopper comes up with 5 questions to ask Susana about her shop; the student playing Susana needs to answer the questions based on the information in the listening or their own imaginations. Monitor and help where necessary.
- Have students practise their dialogues and choose a few to be performed in front of the class.

Read

Glossary

- Draw students' attention to the glossary on the next page. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.
6. Read about two Fairtrade farmers. Choose two ideas that you find interesting and tell your partner.
- Students read individually and silently. They write down two interesting facts about each farmer to tell their partner. Have students work in pairs to share ideas.

2

Comfort Akoye is a cocoa farmer in Ghana.

'Life is usually very hard in villages where people grow cocoa. Most people don't have access to healthcare, drinking water and other vital facilities. But now, our situation is changing.

Because we work with Fairtrade, we now have extra money that we can spend on improving our community. We now have drinking water every day. We have a health centre and schools - they are always open for everyone, and we love that! And what is more, we're getting a better price for our cocoa beans.

Our community is changing, too. Women are participating in the decisions that we make. And our children don't go to work in the fields - they go to school instead.'



Glossary

- water resources: *recursos de agua*
- compost: *abono*
- fertilise: *abonar*
- reasonable: *razonable*
- vital facilities: *servicios vitales*
- cocoa beans: *granos de cacao*

7. Complete the information below about the farmers.

Name	Place	Product	How Fairtrade is helping

8. Choose one of the stories and tell the rest of the class about it. You can produce a song, rap, poem, news report or drama about your case study.

Focus on Language

9. Read the sentences from the text. Then complete the rules with *present simple* or *present continuous*.

Fair trade helps us to have a better quality of life. We love that!

Our situation is changing.

We're learning how to make compost.

- a. We use the _____ for routines, facts and states.
- b. We use the _____ for actions happening now, or temporary situations.

10. Look at the words in the box. Do we use them with the present simple or present continuous? Write a true sentence about you with each word/expression.

Example: Today - *present continuous*. Today I'm learning about Fairtrade products.

every day - usually - at the moment - always - today - now - often - never

7. Complete the information below about the farmers.

- Students can complete this task in pairs. Review as a class.

Answers

Name	Place	Product	How is Fairtrade helping
Gerardo Arias Rodriguez	Costa Rica	coffee	Farmers learn to protect their water resources and to make compost. These techniques make farms more productive.
Comfort Akoye	Ghana	cocoa	The community has money for drinking water, a health centre and schools. Children go to school instead of working in the fields, and women participate in decision-making.

8. Choose one of the stories and tell the rest of the class about it. You can produce a song, rap, poem, news report or drama about your case study.

- This activity provides an opportunity for students to use their own talents in a way that suits them best. A musical student might make up a song; a pair of students with strong verbal skills might produce a skit; a quieter student might write a letter to the editor. Allow students freedom to take this in any direction they choose. Monitor and help where

necessary. Set aside a lesson for performance and demonstration of the various student productions.

Extra activity

- Play a Hangman game with the vocabulary in the reading: quality, environment, resources, compost, fertilise, productive, technicians, method, facilities, improve, community, participate. Divide the class into two teams; the team that solves the puzzle get a point. The winning team then has the chance to gain a second point by using the word correctly in a sentence.

Focus on Language

9. Read the sentences from the text. Then complete the rules with *present simple* or *present continuous*.

- Carry out this exercise as a class. Review the use of each tense with students: why these forms are used, and how they are formed. Ensure all students understand how to use the target language.

Answers

- a present simple
b present continuous

Extra activity

- Ask students to find some more examples of the present simple and present continuous in the two texts.
- Review answers as a class.

Example Answers

Present simple

It makes our farms more productive.
We can sell our products at reasonable prices.
Life is usually very hard.
We now have drinking water every day.

Present continuous

We're learning how to protect our water resources.
A lot of farmers like me are taking courses to learn new techniques.
We're getting a better price for our cocoa beans.
Women are participating in the decisions that we make.

10. Look at the words in the box. Do we use them with the present simple or present continuous? Write a true sentence about you with each word/expression.

- Ask students to carry out the first part of the exercise in pairs. Review answers before they work individually and write true sentences about themselves.
- Students share their sentences as a class.

Answers

present simple: every day, usually, always, often, never

present continuous: at the moment, today, now

 **Speak**

11. In pairs, plan an interview for a radio show between a presenter and a farmer or producer in the Fairtrade programme.

Farmer/producer

- Decide which country you live in, and some information about your life.
- Look at the questions in the box to help you.

Radio show presenter

- Plan some questions to ask the farmer/producer.
- Look at the questions in the box to help you.

12. Now practise your interview.

Useful language

Asking about everyday life

- Where do you live?
- What do you produce?
- Describe a typical day for you. What time do you get up / go to bed?

Asking about the past

- What was life like before you worked with Fairtrade?

Asking about changes

- What training are you doing?
- What changes can you see in your community?


 **Write**

13. Look at the poster. Then design your own poster to encourage people to buy Fairtrade products.

Buy Fairtrade!

Help farmers and their families all over the world.

Save the planet, too!



Speak

11. In pairs, plan an interview for a radio show between a presenter and a farmer or producer in the Fairtrade programme.
- Tell students they are going to carry out a role-play activity on the subject of Fairtrade. First, review the main features of Fairtrade and address any remaining questions students might have. Then, review the expressions in the Useful language box.
 - Put students in pairs. One will play the role of the farmer, the other of the presenter. Students work together to come up with suitable questions and answers. They should make use of the material in the lesson, showing that they understand the concept of Fairtrade; however, they should also be encouraged to use their own imaginations and create their character in any way that appeals to them. Students should be given time to do a little online research into specific countries and farming techniques. They should also be encouraged to use the vocabulary in the lesson.
12. Now practise your interview.
- Monitor and provide assistance where necessary.

Write

13. Look at the poster. Then design your own poster to encourage people to buy Fairtrade products.
- This activity asks students to condense the principle of Fairtrade into one or two short sentences and to design a poster that is eye-catching and convincing. Encourage students to be as creative as they wish with this task. Monitor for correct use of language.

Extra activity

- Hold a Fairtrade Day in your classroom. Display posters on the wall, bring in examples of Fairtrade products (e.g. coffee), and invite guests (school administration, other classes) to visit. Students can demonstrate their posters and perform their role-plays from exercises 11 and 12.

Focus on Vocabulary

Get Ready!

1. Complete the table with the words in the box.

employer - employee - salary - holiday pay - overtime - pension - sick pay - break - minimum wage - manager/boss - shift

People	Things that you do at work	Benefits

2. Read the texts and match them with the pictures.



1. ____

In a cooperative, everyone is the boss. The members own the company and run it. Everyone is equal, and they make decisions together.

2. ____

A responsible company provides a safe place for its employees to work. It respects the rights of its employees, and it respects the environment too.

3. ____

Some factories, often called 'sweatshops', have extremely poor working conditions. They are dangerous, and their employees have long shifts with no minimum wage or other benefits.

Say it!



- 21 3. Listen and repeat.

The sounds /tʃ/ - /ʃ/ - /dʒ/

- /tʃ/: teacher, check, choose
- /ʃ/: shifts, shoes, fashion,
- /dʒ/: wage, disadvantage, join

- Workers **join** a cooperative for better wages and conditions.
- Many fashionable **shoes** and **shirts** are made in sweatshops.
- Chinese** products are much **cheaper** than local ones.

LESSON OVERVIEW

The topic of this lesson is the global workplace and working conditions. In this lesson, students will explore the connections between the consumer goods they talked about in Unit 1 with the working conditions of producers and workers around the world. At the end of the lesson, they will create their own company and decide how their company guarantees employee safety, protects the environment and provides satisfactory working conditions.

Extra activity

- Before this class, find out information about different school bags, backpacks, school shoes and trainers. Write a short biography about each one: *My name is... It was made in... by.* Have enough to paste around the room. This will link the product to the global workplace and the people who make these products.

Focus on Vocabulary

Get ready!

- Complete the table with the words in the box.
 - Review the words in the box. Check pronunciation, paying particular attention to word stress.
 - Do the first item (employer) together as a class to ensure students know what to do. Ask students to complete the rest of the exercise individually. Check answers as a whole class.

Answers

People - employer, employee, manager/boss
 Things that you do at work - overtime, (have a) break, shift
 Benefits - salary, holiday pay, pension, sick pay, minimum wage

- Read the texts and match them with the pictures.

- This activity is to introduce the concept of sweatshops, cooperatives and social responsibility. First have students look at the texts and elicit information about them: *Who are these people? Employees, employers, bosses? Where is he / are they? At work, in a factory, in a company? Is he wearing a helmet? Why? Does the helmet protect him? What are the conditions like?*
- Students read individually; help with vocabulary where necessary.
- Check answers as a class.

Answers

- a 2
- b 3
- c 1

Extra activity

- Ask students to work in pairs or groups of three. Give each pair/group one of the pictures. Ask students to do some research (either inside or outside class) to find an example of each kind of business. Share findings with the class.
- Listen and repeat.
 - This activity is designed for students to practise the use of /tʃ/ - /ʃ/ - /dʒ/ phonemes. It includes the audio for students to listen to the words in the exercise. Read the Say it box with students and tell them these are the three sounds you will focus on: /tʃ/ - /ʃ/ - /dʒ/.
 - Play audio Track 21. Have students repeat the sounds and sentences. Monitor for pronunciation and sentence stress.

 Read

4. Read each situation. Then, in pairs discuss if the situation is positive or negative:

a. for you.

b. for Colombia's economy.



1. A local car factory in your city has closed. The company that owns it has opened a new factory abroad, where salaries and production costs are cheaper.



4. You want to buy a pair of shoes from your local shoe shop. But you have found them in an online shop from the United States, where they are much cheaper.



2. A new multinational company has opened an office in your city. Lots of people have started to work there. It has also started building a new school.



5. A factory abroad has collapsed, and lots of the workers inside have died. Inside the building, the employees made clothes for Europe, and North and South America.



3. Your friend plays in a band. It has become really popular on the Internet, and people from Europe, Africa and Asia are downloading their music.



6. A foreign gold mining company has invested in Colombia. It will create jobs, but it is cutting down trees in the rainforest, in order to build a gold mine.

Glossary

- band: *grupo*
- download: *descargar*
- collapse: *derrumbarse*
- invest: *invertir*
- cut down: *talar*
- gold mine: *mina de oro*

5. Read the situations again. Which situation:

- a. might be a sweatshop?
- b. is bad for local shops and businesses? (2 situations)
- c. will provide jobs for local people? (2 situations)
- d. is bad for the environment?
- e. is benefiting the local community in other ways?

Read**Glossary**

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

4. Read each situation. Then, in pairs discuss if the situation is positive or negative: a. for you. b. for Colombia's economy.

- Ask students to work in pairs to discuss each situation. They should decide if it is positive or negative for themselves, and then for Colombia. Students should explain their answers.
- The aim is to help students understand that globalisation affects local communities in complex and interdependent ways. For example, the impact of a company outsourcing its factory can have a negative impact on the local community it leaves and a positive impact on the community where it arrives. Conversely, it can have a negative impact on the new local community if it generates sweatshop labour conditions. If companies move their factories to countries where production costs are cheaper, they can reduce the prices of their products which is positive for consumers, but then this can make local producers go bankrupt, which affects local jobs and so on. Encourage students to think about the different consequences of each situation.
- Share thoughts as a class.

5. Read the situations again.

- Ask students to work in the same pairs as for exercise 4 to complete the exercise.

Answers

- a 5
- b 1 and 4
- c 2 and 6
- d 6
- e 3

Extra activity

- Give students this situation: you live in a quiet, peaceful town in a rural part of your country. The area is famous for its natural beauty, clean air, and clean water. Many people go there to relax. Now, a multinational company has decided to build a new factory in your town. This will change your town forever.
- Ask students: Is this a good idea, or not?
- Give each student a piece of paper with either 'Yes' or 'No' written on it. Hold an open discussion on whether or not the new factory is a good idea. Students should support the opinion on their piece of paper.

Extra activity

- Set for homework. Ask students to look at a favourite item of clothing or an electronic product that they own. Ask them to find out where (i.e. which country) the item was made. They can then do some online research to find out more about the company and production conditions in the country of origin. Report findings to the class.

Focus on Language

6. Look at the following sentences. Choose the correct answers in a-c.

1. A local car factory in your city has closed.
 2. You have found some shoes in an online shop.
 3. A new multinational company has opened an office in your city.
- a. This tense is called the **present simple / present perfect**. We use it when an action in the past has a result in the present. We **say / don't say** exactly when it happened.
 - b. We form it with **have / be + past participle**.
 - c. Regular past participles end in **-ing / -ed**.

7. Complete the sentences. Use the present perfect form of the verbs in brackets.

Example: Maria has started a new job in a cooperative. (start)

- a. The employees _____ for a meeting with their boss because they want a better salary. (ask)
- b. Pablo _____ jobs because he didn't get sick pay in his last job. (change)
- c. Sorry, I can't go for a coffee because I _____ my break. (finish)
- d. A big oil company _____ in our city, and there will be lots of new jobs. (invest)

Listen



8. Look at the pictures and descriptions, and listen to Maria and Fernanda. Which of them has better working conditions?



Maria works in a factory in The Philippines.



Fernanda works in a factory in Panama.



9. Listen again. Make true sentences using the information below.

Maria	has / doesn't have	<ul style="list-style-type: none"> ▪ a lunch break ▪ the minimum wage ▪ good working conditions
Fernanda		<ul style="list-style-type: none"> ▪ a good salary ▪ a job that she likes ▪ a long working day

Focus on Language

6. Look at the following sentences. Choose the correct answers in a-c.

- Carry out this exercise as a class. Explain the use of the present perfect to students: why it is used, and how it is formed. Put some examples on the board from the students' own lives. Ensure all students understand how to use the target language.

Answers

- a This tense is called the **present perfect**. We use it when an action in the past has a result in the present. We **don't** say exactly when it happened.
- b We form it with **have + past participle**.
- c Regular past participles end in **-ed**.

7. Complete the sentences. Use the present perfect form of the verbs in brackets.

- Ask students to complete this exercise in pairs. Check as a class.

Answers

- a have asked
- b has changed
- c have finished
- d has invested

Extra activity

- Copy the table below onto a piece of paper and make a copy for each student. Students should walk around the class asking their classmates questions, e.g. 'Have you ever bought something online?' They need to find a different name for each item.

Have you ever ...		
bought something online? Name: _____	visited a factory? Name: _____	downloaded music from the Internet? Name: _____
travelled abroad? Name: _____	met a company boss? Name: _____	worked in a part-time job? Name: _____
owned something made in another country? Name: _____	helped the environment? Name: _____	done something to benefit your community? Name: _____

Listen

8. Look at the pictures and descriptions and listen to Maria and Fernanda. Which of them has better working conditions?

- As a whole class, look at the pictures. Ask students to describe what they see. Try to predict the answer to the question.
- Play audio Track 22. Students listen to the information and note anything they hear on the topic of working conditions.
- Review as a class. Replay the audio as often as necessary until students grasp the meaning.

Answer

Fernanda has better working conditions.

9. Listen again. Make true sentences using the information below.

- Play audio Track 22 again. Students complete the sentences individually; then, they can check their answers in pairs.
- Review the answers as a class.

Answers

Maria has a lunch break. / Fernanda has a lunch break.

Maria doesn't have the minimum wage. / Fernanda has the minimum wage.

Maria doesn't have good working conditions. / Fernanda has good working conditions.

Maria doesn't have a good salary. / Fernanda has a good salary.

Maria doesn't have a job that she likes. / Fernanda has a job that she likes.

Maria has a long working day. / Fernanda doesn't have a long working day.

Audio script

22

Maria: I work in a factory making clothes. I work for more than 12 hours per day with no breaks, apart from 30 minutes for lunch. I know that I get paid less than the minimum wage, even when I work overtime.

It's very difficult for me. I want to complain, because I know that it is illegal to make me work so much, but I can't because I don't want to lose my job. I need the money for my family.

Fernanda: I work in a factory making clothes from Monday to Saturday. It's good, because I work 7 hours every day, so I have time for my family as well. I have a one-hour break for lunch and they pay me the minimum wage. I am studying as well as working, and I will get a promotion when I finish my studies. It's hard work, but I really enjoy my job. I know I am lucky to have a job in a company that respects me and looks after its employees. Lots of people here work in really difficult conditions.

 **Speak**

10. In pairs, invent a company. Look at the diagram, and discuss your answers to the questions.



11. Present your company to the class. Your classmates can ask questions.

 **Write**

12. Write a job advert for your company. Include the following information:
- a description of your company and what it does
 - what job you are advertising
 - what the working conditions are
 - why your company is a good place to work

Speak

10. In pairs, invent a company. Look at the diagram, and discuss your answers to the questions.
- Ask students to work in pairs to complete the mind map. Encourage them to be as creative as they wish. Then tell them to decide if the company is similar to a cooperative, a responsible company or a sweatshop and have them explain their answer.
 - Remind them to use the vocabulary in the lesson where possible. Monitor for correct use of language.
 - Students may wish to create a poster presentation to showcase their company.
11. Present your company to the class. Your classmates can ask questions.
- Encourage each student to give a mini-presentation of his or her company. Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation) and presentation skills (speed, volume, use of gesture and eye contact, level of confidence, etc.). Share feedback with individual students.

Write

12. Write a job advert for your company.
- Students should stay in their pairs to carry out this task. Refer them back to the vocabulary at the beginning of the lesson and the listening task in exercise 8. Monitor for use of language.

Extra activity

- Carry out role-plays between 'advertisers' and 'job applicants'. Encourage the job applicants to ask about working conditions in the company. Monitor for correct use of the present perfect, e.g. 'Have you worked in a factory?'

Listen

Get Ready!

1. Look at the traditional Colombian products in the pictures. Imagine that you are describing them to someone who doesn't know what they are. Use the words in the box to help you.

backpack - hammock - shoes - pot - vase - hat - blouse - cotton - wool - clay - traditional - colourful



mochila Arhuaca



sombrero vueltaio



artesanías en Werregue



cerámica de La Chamba



hamaca de San Jacinto



Kuna mola



alpargatas de fique



mochila Wayúu

23

2. Listen to descriptions of the products in exercise 1. Which products are they? Write the name of each product in the order that you hear them.

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

23

3. Listen again. Where on the map is each product made?



LESSON OVERVIEW

The aim of this lesson is for students to understand and describe how products are made. The focus moves from local, handcrafted items to mass-produced products (jeans). Students will learn to use the passive voice to show how items are made and where they are sold. They will practise the vocabulary and grammar from this lesson in the performance of a role play and the creation of a product label.

Listen

Get ready!

- Look at the traditional Colombian products in the pictures. Imagine that you are describing them to someone who doesn't know what they are. Use the words in the box to help you.
 - Review the words in the box. Check pronunciation, paying particular attention to word stress.
 - Do the first item (*backpack*) together as a class to ensure students know what to do. Ask students to complete the rest of the exercise in pairs. Check answers as a whole class.
 - They should be familiar with most of the objects. When you get feedback, ask them if they know where these products are made. Write their answers on the board. Tell them they will check their answers when they listen.
- Listen to descriptions of the products in the pictures in exercise 1. Which products are they? Write the name of each product in the order that you hear them.
 - Play audio Track 23. Students listen to the information and individually write the product names.
 - Review as a class. Replay audio to check comprehension.

Audio script

23

- These colourful bags are made by the native people of La Guajira. They are made of cotton and produced in approximately 20 days.
- This is a typical Colombian hat. It is a symbol of Colombia. This hat is made in Córdoba and Sucre. The Zenú people created the design of the hat. It is made from a tree called *Caña Flecha*.
- These bags are a popular Colombian handicraft. They are made of wool and cotton. The bags are manufactured in Sierra Nevada de Santa Marta in La Guajira by the Arhuacos people. Indigenous drawings, representations of animals and other objects from their cultures are depicted on them.
- These clay pots are made in La Chamba in Tolima. Each one takes more than one month to make.
- Baskets, dishes and shoes are traditional handicrafts made of straw and *fique* - a natural product from the fique plant - by artisans from Boyacá. These days, Colombians and foreign tourists buy them.
- In San Jacinto, Bolívar, we can find these colourful hammocks, which are made by hand, and take 2 to 3 weeks to create.
- These bowls and vases are produced by the Wunana people in Chocó. They are made from Werregue palm fibres. Nowadays, they are mostly sold in markets.
- These blouses, called 'molas', are part of the traditional clothes of the Kuna Indians who live in Antioquia. They are decorated with designs of shapes and figures.

Answers

- mochila Wayúu / backpack
- sombrero vueltaio / hat
- mochila Arhuaca / backpack
- cerámica de La Chamba / pots
- alpargatas de fique / shoes
- hamaca de San Jacinto / hammock
- artesanías en Werregue / vases
- kuna mola / blouses

- Listen again. Where on the map is each product made?
 - Play audio Track 23 again and ask them to check where each item is made. They should individually write the locations. Get feedback e.g.: Where are the mochilas Wayúu made? In La Guajira, on the Caribbean coast...
 - Review as a class. Replay audio to check comprehension.

Answers

- La Guajira
- Córdoba and Sucre
- Sierra Nevada de Santa Marta
- La Chamba in Tolima
- Boyacá
- San Jacinto in Bolívar
- Chocó
- Antioquia

Extra activity

- Ask students if they own any of these items. If they do, ask them to bring them into class. They can talk about where they came from, how they are used, and so on.

Focus on Vocabulary

4. Look at the verbs in the box for manufacturing a product. Then match them to the expressions. For some expressions, you can match more than one verb.

sell - pick - grow - pack - buy - knit - cut - send - produce - sew

- a. _____ clothes in a market (2 verbs) e. _____ cotton on farms
 b. _____ thousands of items each year f. _____ the material into small pieces
 c. _____ clothes by hand (2 items) g. _____ in boxes
 d. _____ fruit from trees h. _____ to stores in trucks
5. Think of more expressions for each of the verbs in exercise 4.

Example: send a letter, buy some jeans online

Focus on Language

6. Read these sentences from the listening in exercises 2 and 3. Answer the questions.

1. This hat is produced in Córdoba and Sucre.
 2. The bowls are sold in markets.
 3. The bags are manufactured in Sierra Nevada de Santa Marta by the Arhuacos people.
- a. Are these sentences in the present, past or future?
 - b. In sentences 1 and 2, do we know who does the action? Is it necessary to know?
 - c. In sentence 3, what preposition do we use to say who does the action?
 - d. When do we use *is* + past participle, and when do we use *are* + past participle?

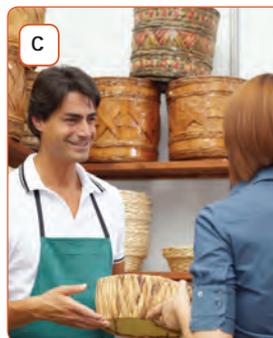
7. Unscramble the sentences about making and selling baskets.



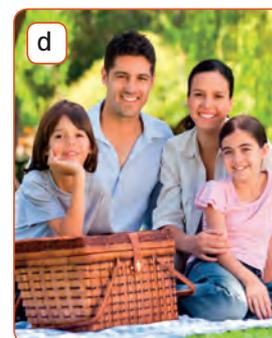
bamboo / into / thin /
is / picked / and /
pieces / cut



baskets / the /
artisans / pieces /
made / into / by / are



sold / baskets / shops /
are / in / the



the / are / by /
baskets / used /
customers

Focus on Vocabulary

4. Look at the verbs in the box for manufacturing a product. Then match them to the expressions. For some expressions, you can match more than one verb.
- Review the words in the box. Check pronunciation. Point out that we do not pronounce the 'k' in *knit*.
 - Do the first item (*sell*) together as a class to ensure students know what to do. Ask students to complete the rest of the exercise in pairs. Check answers as a whole class.

Answers

- a sell, buy
- b produce
- c knit, sew
- d pick
- e grow
- f cut
- g pack
- h send

5. Think of more expressions for each of the verbs in exercise 4.
- This can be done as a game or contest. Ask students to work in pairs or small groups. Give each pair/group a different verb. They need to come up with as many expressions as they can within a time limit (e.g. 10 minutes).
 - The group with the most correct expressions is the winner.

Extra activity

- Divide the class into two teams. This is a charades game. Each team takes turns acting out an activity using one of the verbs, e.g. pick a flower, send an email, sew a button. Teams must guess what is being mimed.

Focus on Language

6. Read these sentences from the listening in exercise 2 and 3. Answer the questions.
- Carry out this exercise as a class. Review the use of the passive with students: why it is used, and how it is formed. Ensure all students understand how to use the target language.
 - Then, look at the three sentences as a class.
 - Remind students that the 'past participle' is usually formed from the infinitive + *-ed*. *sell - sold* is irregular.

Answers

- a present
- b It's not clear who does the action, but it's not necessary.
- c by
- d *is* - is used with singular nouns, *are* with plural nouns

7. Unscramble the sentences about making and selling baskets.

Answers

- a Bamboo is picked and cut into thin pieces.
- b The pieces are made into baskets by artisans.
- c The baskets are sold in shops.
- d The baskets are used by customers.

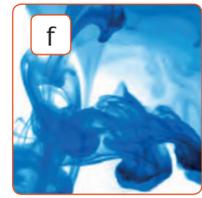
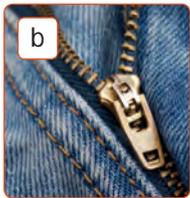
Extra activity

- Divide students into teams of four. Show 8-10 pictures of various handmade items that are familiar to them (they may come from the students' local area). Examples might be a hat, a scarf, a bowl. Challenge students to create a correct sentence about each of the items. Example: 'This hat is made of cotton.'

 Read

8. Look at the pictures and match them with the words.

cotton plant - dye - button - zip - pocket - thread



9. Read the text quickly. Then list which items from exercise 8 are mentioned in each paragraph.

Example: Paragraph 1 - cotton plant

The life story of jeans

A pair of jeans passes through a long process before it arrives at a clothes store. Let's have a look.

- 1 Jeans are made of denim, which starts life as cotton. Cotton is mostly grown in warm countries. The cotton plant takes approximately 2 to 6 weeks to produce cotton fibre. When it is ready, the cotton is picked from the fields.
- 2 The cotton is processed to make thread. First, this thread is coloured blue (or sometimes black, white or other colours) using dye. It is then inserted into a machine and turned into denim.
- 3 After that, the denim is cut into pieces using patterns in order to create the shape of jeans. These pieces are sewn together on machines to get a perfect pair of jeans. Next, the extra sections are added: buttons, pockets, zips and labels are sewn on, and the jeans are finished!
- 4 Finally, the jeans are organised into different styles, colours and sizes, and are sent to the stores in trucks. They are often sold at high prices, because they are the world's most popular trousers.

Glossary

- fibre: *fibra*
- thread: *hilo*
- dye: *tintura*
- pattern: *estampado*
- label: *etiqueta*

10. Write passive sentences using the words below. When you finish, check in the text and correct your sentences if necessary.

Example: *The cotton is grown in fields.*

- | | |
|--------------------------------------|--|
| a. cotton / grow / warm countries | e. denim / cut / pieces |
| b. cotton / pick / from the fields | f. pieces / sew / together / machines |
| c. cotton / process / to make thread | g. jeans / organise / different styles, colours, sizes |
| d. thread / colour / blue | h. they / often / sell / high prices |

Read**Glossary**

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

8. Look at the pictures and match them with the words.

- Ask students to match the raw material for making a pair of jeans with the picture.
- Check students understand the vocabulary and drill the words. They will hear these in the listening.

Answers

- a button
- b zip
- c cotton plant
- d pocket
- e thread
- f dye

9. Read the text quickly. Then list which items from exercise 8 are mentioned in each paragraph.

- Allow students time to read this text individually and silently. When they have the answers, check as a class.
- Read the text aloud together; help with any comprehension and pronunciation problems.

Answers

- Paragraph 1 - cotton plant
- Paragraph 2 - thread, dye
- Paragraph 3 - button, pocket, zip

10. Write passive sentences using the words below. When you finish, check in the text and correct your sentences if necessary.

- Ask students to carry out this exercise in pairs.
- Check as a class. Ask students to repeat the sentences. Then, ask them to identify how the passive is formed in the sentence and why it is used.
- Point out that *sew* has an irregular past participle *sewn*.

Answers

- a The cotton is grown in warm countries.
- b The cotton is picked from the fields.
- c The cotton is processed to make thread.
- d The thread is coloured blue.
- e The denim is cut into pieces.
- f The pieces are sewn together on machines.
- g The jeans are organised into different styles, colours and sizes.
- h They are often sold at high prices.

Extra activity

- This activity consolidates the use of the passive. Before the lesson, write each of the correct sentences in exercise 10 on a piece of paper (without numbers), and stick the papers in various locations around the classroom in a random order (on walls, windows, boards, etc.).
 - During the class, ask students to cover the reading (or close their books). Divide students into teams of three or four.
 - This is a running dictation activity: Team member A gets up, finds a sentence, memorises the sentence, and returns to his/her seat. Team A dictates the sentence to B and C, who write down what they hear. Then, B gets up, finds another sentence, and repeats the process. Continue until all 8 sentences have been found. Now, students should put the sentences in the correct order.
1. The cotton is grown in warm countries.
 2. The cotton is picked from the fields.
 3. The cotton is processed to make thread.
 4. The thread is coloured blue.
 5. The denim is cut into pieces.
 6. The pieces are sewn together on machines.
 7. The jeans are organised into different styles, colours and sizes.
 8. They are often sold at high prices.

 **Speak**

11. In pairs, create a role play in a traditional Colombian market. Follow the instructions and use the expressions in the box to help you.

Student A

You are a customer. You want to buy one of the traditional products for sale at the market. Use the pictures from page 68, exercise 1, to help you.

- Ask questions about the product.
- Ask about the price.
- Ask for a discount. If you don't like the price, ask again. Agree on a price.

**Student B**

You sell traditional products at a market. Use the pictures of the products from page 68, exercise 1, to help you.

- Answer the customer's questions about the product.
- Answer their question about the price.
- If the customer doesn't like the price, offer a discount. Agree on a price.

Useful expressions**Asking about a product**

- | | |
|----------------------|------------------|
| ▪ What's it called? | It's a ... |
| ▪ Where is it from? | It's from ... |
| ▪ What's it made of? | It's made of ... |

Agreeing a price

- | | |
|--------------------------------|--------------|
| ▪ How much is it? | It's |
| ▪ Will you give me a discount? | |
| ▪ How about \$100? | That's fine. |

12. Perform your role play for the class.

 **Write**

13. Imagine you want to sell a Colombian product at a market for tourists. Choose a product from exercise 1, page 68, or your own idea. Write a label for the product with a description. Include the following information:

- where it is made
- what it is made of
- who it was made by
- any other interesting information



Speak

11. In pairs, create a role play in a traditional Colombian market. Follow the instructions and use the expressions in the box to help you.

- Tell students they are going to carry out a role-play activity on buying and selling traditional products. First, review the traditional products mentioned in the lesson on page 68 and address any remaining questions students might have. Then, review the expressions in the Useful expressions box.
- Assign students to pairs. One will play the role of the seller, the other of the customer. Students work together to come up with suitable questions and answers. They should make use of the material in the lesson, showing that they understand how to describe the manufacture of a product; however, they should also be encouraged to use their own imaginations and create their character in any way that appeals to them. Students should also be encouraged to use the vocabulary in the lesson.

12. Perform your role play for the class.

- Encourage each pair to give a mini-presentation of their role play. Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation) and presentation skills (speed, volume, use of gesture and eye contact, level of confidence, etc.). Share feedback with individual students.

Write

13. Imagine you want to sell a Colombian product at a market for tourists. Choose a product from exercise 1, page 68, or your own idea. Write a label for the product with a description.

- Model the activity. Before the class, prepare a label you have made for a traditional product, e.g. a hat. Ask students to identify the various components of the label: where it was made, what it is made of, who it was made by, and any other information.
- Then, students should work in pairs to create their own label. Monitor and assist where necessary.
- Optional: stage a mock market, with students promoting their products to visitors to the class (e.g. school administration or another class).

Focus on Vocabulary

Get Ready!

1. Look at the words in the box. In your opinion, are they *essential* in life or *desirable*? Add the words to the columns in the table.

computer - water - mobile phone - friends - holidays - oxygen - car -
education - work - pets - family - good health - home

Essential	Desirable



2. Work with a partner. Compare your answers to exercise 1 and say if you agree or disagree. Use the expressions in the box to help you.

Useful expressions

Agreeing

- I (totally) agree.
- That's right.

Disagreeing

- I'm sorry, I (totally) disagree.
- I'm not sure about that.

MODULE 2 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Wants vs. needs, living with less	• Uses of the gerund	• Speaking: an interview about money • Writing: creating a crossword
Lesson 8	Being an ethical consumer	• The first conditional	• Speaking: playing a board game • Writing: a guide to being an ethical consumer
Let's work together: Make an advertising brochure for a product			
Self-assessment			

UNIT THEME

In Unit 3 there are two lessons on the theme of 'consuming more thoughtfully'. Students will explore the difference between needs and wants, and will read about lifestyle choices which reduce consumption. They will bring together the themes they have studied in this module to write a guide on how to be an ethical consumer.

LESSON OVERVIEW

In this lesson, students learn to distinguish between things that are necessary in life and things that are nice to have. Students will learn about people who have chosen to live very simple lives, and they will imagine their own lives if they chose a similar path. They will also consider financial choices young people must make.

Focus on Vocabulary

Get ready!

- Look at the words in the box. In your opinion, are they *essential* in life or *desirable*? Add the words to the columns in the table.
 - First, make sure students know the difference between the words *essential* and *desirable*. Ask them to provide examples of things that are essential and things that are desirable.
 - Then, draw students' attention to the pictures on the page. What can they see in each picture? What is the connection between each picture and the concepts of *essential* and *desirable*?
 - Review the words in the box. Check pronunciation, paying particular attention to word stress.

- Have students work individually to assign each item to one of the two columns.
- Work with a partner. Compare your answers to exercise 1 and say if you agree or disagree. Use the expressions in the box to help you.
 - Review the Useful expressions. Pair students up, and ask them to compare answers. Then, come back together as a class and share thoughts. Perhaps take a vote on whether each item is essential or desirable.

Extra activity

- Ask individual students to write down another item (not on the list) that they consider essential. Students take turns to tell the class their item; they then tell the class why their item is essential. The other class members must decide whether each student's item is essential (i.e. whether the student has made a good case for the necessity of the item). Take a vote on each item.

 **Read**

3. Work in groups of four. Each person should choose a different paragraph of the text to read. Then, tell your group about the people in your paragraph.



A simpler life

Sandra López is a grandmother whose only possessions in life are the things that she has in her suitcase. She does jobs such as cleaning, babysitting and gardening, swapping her services for food or somewhere to sleep. Living without money makes her feel happy, and she loves teaching people about her philosophy.



Some years ago, Lenny and Christie McAvoy had lots of debt, and they were unhappy. They decided to sell almost all of their possessions, and they went travelling with only what they could put in a backpack. After more than a year travelling, Lenny and Christie's life is totally different, and they are now much happier.



Timothy Jay only has fifteen possessions (not including socks and underwear)! Timothy's passions in life are travelling and writing. He says that not having his own home isn't a problem. He believes that if you learn to live simply, you don't miss the things that you don't have.

When they were 30, friends Emma Mills and Kate Thomas decided to stop working long hours. Having lots of money didn't make them happy. They quit their jobs and started a new life with only basic possessions, hoping to lose the stress from their lives. They now have less money but more time, and life is much better.

Glossary

- suitcase: *maleta*
- babysitting: *cuidar niños*
- swap: *intercambiar*
- debt: *deuda*
- miss: *echar de menos*
- quit your job: *renunciar al trabajo*

4. Now read all four texts. Which person / people ...
- a. had problems with money?
 - b. doesn't have their own home?
 - c. spent most of their time working in the past?
 - d. doesn't get a salary for the work that they do?
5. Discuss the questions with your group.
- a. What do these people all have in common?
 - b. Which of the people in the text would you like to interview? Why?
 - c. Would you like to live like these people?

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or, if they have them, their vocabulary books.
- 3. Work in groups of four. Each person should choose a different paragraph of the text to read. Then, tell your group about the people in your paragraph.**
- First, ask students to work in groups of 4. In their group, they should (a) decide what is meant by a 'simpler' life; and (b) come up with as many reasons as they can think of for why someone would want to live with few possessions. Have each group report back to the class.
 - Then, allocate one paragraph to each member of the group. In cases where the class does not divide into groups of 4, assign one paragraph to more than one student. Ask the group to name a monitor for the group. They are responsible for assigning the paragraphs and making sure everyone is on task.
 - Students should read individually. They should make a note of new vocabulary and of the main points of their paragraph.
 - When students finish the first reading tell them they should provide a short report for the other group members about the paragraph they read.

4. Now read all four texts.

- Ask students to carry out this activity in the same group. Check answers as a class.

Answers

- a Lenny and Christie McAvoy
- b Sandra López, Timothy Jay
- c Emma Mills and Kate Thomas
- d Sandra Lopez

5. Discuss the questions with your group.

- Ask students to carry out this activity in the same group. Share answers as a class.

Suggested answers

What do these people all have in common?

They have a different way of life; they live only with the things they need to survive day to day.

Which of the people in the text would you like to interview? Why?

I would like to interview _____ because ...

Would you like to live like these people?

Yes, I would because ... / No, I would not because ...

Extra activity

- Ask groups to choose one person from the reading. They make up five questions to ask that person. Role play the questions and possible answers.

Focus on Language

6. Look at the sentences from the texts on page 73 and complete the rules a-c.

Living without money makes her feel happy.

Not having his own home isn't a problem.

Timothy's passions are travelling and writing.

- We often use a gerund as the _____ of a sentence, or as a noun.
- We form the gerund by adding _____ to a verb.
- We make a negative by adding _____ before the verb.

7. Find more examples of gerunds in the texts.

8. Complete the text using gerunds from the verbs in the box.

keep - have - spend - not have - live - not worry - buy

(1) _____ money irresponsibly is a very common problem. A lot of people think that (2) _____ new possessions will make them happy. They don't like (3) _____ the same things for a long time. But actually, (4) _____ the latest phone, computer or even car every year is very expensive, and (5) _____ much money can also be stressful. Maybe (6) _____ so much, and (7) _____ more simply is a better idea.



Listen

9. Read the situation below. In pairs, discuss what you think Juan should do with his money.

Juan is a fifteen-year-old school student. His father lost his job recently and he has very little money at the moment. It was Juan's birthday yesterday, and his dad gave him 150,000 pesos. Juan wants some new headphones. However, today his teacher asked every student for 120,000 pesos for a trip to Bogotá for their History class.



10. Now listen and answer the questions.

- What did Juan want to do?
- What did he do in the end? Why?



11. Now listen to Juan's father. Read the sentences and write true (T) or false (F).

- Juan is a typical teenager.
- Juan's father felt sad in the end about what happened.

Focus on Language

6. Look at the sentences from the texts on page 73 and complete the rules a-c.
- Carry out this exercise as a class. Review the use of the gerund with students: why it is used, and how it is formed. Put some examples on the board, perhaps from the students' own lives. Ensure all students understand how to use the target language.
 - Then, look at the three sentences as a class.

Answers

- a subject
- b ing
- c not

7. Find more examples of gerunds in the texts.
- Ask students to carry out this exercise in pairs. Check answers.

Answers

- cleaning
- babysitting
- gardening
- swapping
- teaching
- working
- having
- hoping

8. Complete the text using gerunds from the verbs in the box.
- Students should carry out this exercise individually and check answers with a partner.

Answers

- 1 Spending
- 2 having
- 3 keeping
- 4 buying
- 5 not having
- 6 not worrying
- 7 living

Listen

9. Read the situation below. In pairs, discuss what you think Juan should do with his money.
- Read the short paragraph together as a class. Address any comprehension difficulties.
 - Ask students to work in pairs to decide what Juan should do.
10. Now listen and answer the questions.
- Play audio Track 24. Students listen to the information and individually answer the questions.
 - Review as a class. Replay audio to check comprehension.

Audio script

24

What should I do? It's a really difficult decision. After all, this is my money, it's my present for my birthday and it's not fair if I have to spend this on paying for things at school. Especially for History, which is my worst subject! I don't even want to go on a trip. It's my parents' responsibility to give me money for school, not mine. But on the other hand, maybe that's selfish. It was difficult for my parents to find \$150,000 pesos for me, but they did. It was really generous of them. But now, they don't have the money to help me any more, so I should help the family. So ... I really want those headphones, but I won't buy them. I will pay for the History excursion. And I'll try to save some money, and buy the headphones later. Maybe at Christmas!

Answers

- a Juan wanted to buy himself some new headphones.
- b Juan decided to pay for the History excursion and save some money to buy the headphones later. He wanted to help his family.

11. Now listen to Juan's father. Read the sentences and write true (T) or false (F).

- Play audio Track 25. Students listen to the information and individually answer the questions.
- Review as a class. Replay audio to check comprehension.

Audio script

25

I have always been very proud of Juan. He's a teenager, and like all teenagers, he wants to have all the cool things his friends have. However, he's a good boy who cares about everyone in the family. When he told me that he didn't buy his headphones because he spent the money on a school excursion, at first I felt sad that I couldn't help him, but then I felt happy that my son is such a kind person. He told me he was worried about our money problems, and he wanted to help. Juan is becoming a responsible adult and that's very nice.

Answers

- a T
- b F - He initially felt sad, but then he felt happy that his son is a kind person.

Speak

12. Imagine all your possessions in the world can fit into a suitcase. Discuss the questions with a partner.
- What possessions will fit in a suitcase?
 - What are the advantages of living like this?
 - What are the disadvantages?
 - Do you think it's possible to be happy?

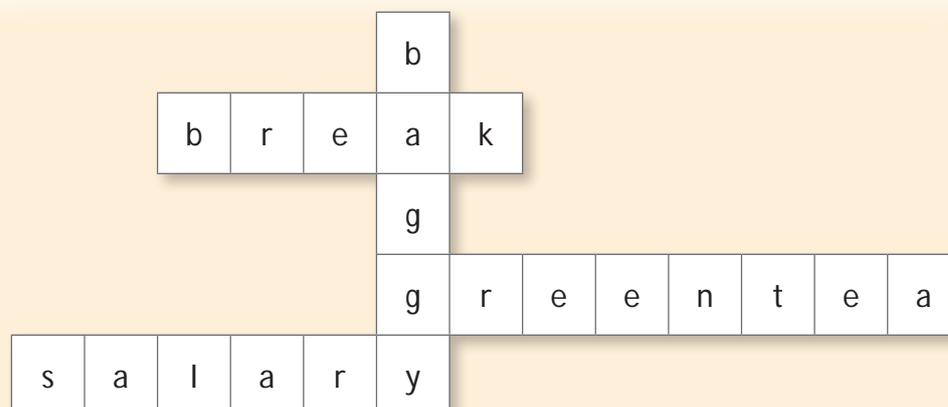


13. Copy the table. Add two more questions about money. Then interview a classmate using the questions.

Questions	Yes	No
Do you think money is important to be happy?		
Are you a shopaholic?		
Do you buy products because you like the adverts?		
Do you think about how a product is made before you buy it?		

Write

14. Copy the crossword. Then add more words to it using vocabulary that you have learnt in Module 2.



Speak

12. Imagine all your possessions in the world can fit into a suitcase. Discuss the questions with a partner.

- This activity asks students to consider the individual people they read about in exercise 3, and to consider their own lives if they were to live in this way. They will apply analytical thought to the question, and try to assess the effect on their lives if they were to live a simpler lifestyle.
- Ask students to discuss the questions in pairs. Monitor and check for accuracy in language, but try to avoid shaping students' opinions. They are developing critical thinking skills here – any opinions should be supported and encouraged.

Extra activity

- Tell students they are going to study for a term at a school in another country (choose the country based on the interests of the class). There is a problem: they may only take one small suitcase (carry-on size). Ask them to make a list of the items they will take on this adventure. What will they leave behind? Encourage students to think not only about clothing but also about personal and sentimental items, e.g. a childhood toy or a photograph album.

13. Copy the table. Add two more questions about money. Then interview a classmate using the questions.

- Model the questions, and have students repeat. Check for pronunciation and sentence stress. As a class, brainstorm some additional questions that they could ask.
- Ask students to work in pairs; they should take turns asking and answering the questions in the table and other questions of their own choosing. Monitor and help where necessary.
- Report back as a class; ask each pair to share something interesting from their conversations.

Write

14. Copy the crossword. Then add more words to it using vocabulary that you have learnt in Module 2.

- This activity is designed to help students to review vocabulary from the last few lessons. Note that vocabulary is not limited to lesson 7.
- Ask students to copy the crossword in their notebooks. They will then work in pairs to build on the crossword using any vocabulary they have learned. They should aim to add at least six or seven new words.
- If time permits, ask pairs to write the definitions of their crossword items. Make a blank copy of the crossword, with the 'across' and 'down' words numbered (show students how to do this). They can then ask another pair to solve their puzzle, and they can solve the puzzle created by another pair.

Extra activity

- Make a master list of all the words the students have added. Play a classroom game, e.g. Hangman, using these words.

Focus on Vocabulary

Get Ready!

1. Look at the places of work in the box. Which places can you see in the pictures?

factory - restaurant - office - mine - store - building site - hotel -
market - university - airport - farm - laboratory



2. In pairs, discuss questions a-d about each place of work in exercise 1.

- Can this be a dangerous place to work?
- Do people usually work outside or inside here?
- Do people usually do physical work here?
- Can you earn a good salary here?

3. Think of more places of work. Then, choose where you would like to work in the future. Write a paragraph to explain why. Then tell your partner.

Useful expressions

Explaining your choices

- I'd like to work ...
- I think ... is (more interesting) than ...
- There are better opportunities ...
- I enjoy (meeting people/working with my hands/working outside).
- I wouldn't like to work ...

LESSON OVERVIEW

This lesson asks students to consider the ethical aspects of spending money. Through reading and listening activities, students learn what it means to be an ethical consumer, and some aspects of ethical behaviour. The final speaking activity brings together the entire module, reviewing some of the main concepts and vocabulary, and the final writing task asks students to write a guide to being an ethical consumer.

Focus on Vocabulary

Get ready!

1. Look at the places of work in the box. Which places can you see in the pictures?
 - Review the words in the box. Check pronunciation, paying particular attention to word stress.
 - Then, draw students' attention to the pictures on the page. What can they see in each picture? Discuss the pictures together as a class; assist with vocabulary and expression where necessary.

Answers

- 1 farm
- 2 factory
- 3 hotel
- 4 mine
- 5 airport
- 6 laboratory

2. In pairs, discuss questions a-d about each place of work in exercise 1.
 - Ask students to work in pairs to talk about each place. Monitor and assist where necessary.
 - Review answers as a class.

3. Think of more places of work. Then, choose where you would like to work in the future. Write a paragraph to explain why. Then tell your partner.
 - As a class, brainstorm a list of work places; write these on the board.
 - Focus students' attention on the Useful expressions box. Students work individually to write their paragraph. Give them some prompts, e.g. 'In the future, I would like to work in _____ . I would like to work there because ...' This activity could be set for homework.
 - When the students have completed their paragraphs, ask them to work in pairs to share their ideas. Model the Useful expressions, then monitor for use of these expressions.

Extra activity

- Play a game. Divide the class into teams (two or more depending on the size of the class). One student from Team A comes to the front of the class. This student chooses a workplace but does not reveal his/her choice. Students from the other team(s) ask questions to guess what the workplace is. These questions must be yes/no questions, e.g. 'Is your workplace dangerous?', 'Is it dirty?', and so on. The team to guess the correct answer gets a point. If no team has guessed correctly after 10 questions, Team A wins a point. Repeat the process with other students.



4. Read the article about how to be an ethical consumer. Match the headings below to paragraphs 1-4.

- a. It's not only about people
b. Keep it local
c. Save the planet
d. The people that you don't see

Are you an ethical consumer?

Every time that we buy something, we make a choice. It isn't only a choice about the products that we want, but also about the company that makes the product. Is the company ethical or unethical? Is it environmentally friendly? Every choice that we make when we buy is strongly connected with people's lives, and with the future of our planet.

1. _____

An ethical consumer cares about the environment. They ask themselves questions like: What is this product made of? Can I recycle the packaging? If you only buy products that you can recycle, you will help the environment.

2. _____

An ethical consumer cares about the people who worked on the product. They find out about the company, and how its products are made. If you avoid products from sweatshops and other places with terrible working conditions, you will help workers in those countries.

3. _____

An ethical consumer supports local businesses. If you buy products from local businesses, you will help the local economy. This will mean more jobs in your local area.

4. _____

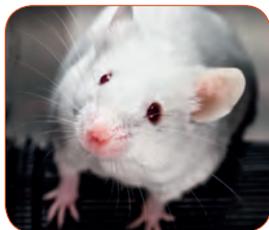
An ethical consumer cares about animals as well as people. These days, it's easy to buy products that are not tested on animals. If we treat animals well, we will create a more caring society.

So, are you an ethical consumer? If you aren't, will you become one soon?

Glossary

- ethical consumer: *consumidor responsable*
- make a choice: *elegir*
- care: *preocuparse por*
- environmentally friendly: *respetuoso con el medio ambiente*
- packaging: *empaquetado/a*
- support: *apoyar*
- test on animals: *probar en animales*

5. Read the article again. Explain the connection between the pictures and ethical consumers.



Animals



The environment



People

6. Work in pairs. Discuss the questions.

- a. What is an ethical consumer? Explain in your own words.
b. What are the characteristics of an ethical consumer?
c. Do you consider yourself an ethical consumer? Why?
d. If not, has this article made you consider becoming one?

Read**Glossary**

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.
4. Read the article about how to be an ethical consumer. Match the headings below to paragraphs 1-4.
- First, discuss the word *ethical* as a class. Ask students what it means. Elicit some examples of ethical behaviour in different aspects of life.
 - Students should read individually and silently. They should work alone to match the headings to the paragraphs. When they have finished, they may check their answers with another student.
 - Review all answers as a class.

Answers

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

5. Read the article again. Explain the connection between the pictures and ethical consumers.
- Ask students to work in pairs to formulate a response to the question. Monitor and assist with language; students may find it challenging to express themselves in their own words, so provide vocabulary where necessary.

Suggested answers

Animals - Ethical consumers buy products that are not tested on animals.

The environment - Ethical consumers find out about what the product is made of and whether the material is recyclable.

People - Ethical consumers try to avoid products made in sweatshops and other places where people work in terrible conditions.

6. Work in pairs. Discuss the questions.
- Ask students to carry out this activity in the same pair as exercise 5. Share answers as a class. As in the previous exercise, students may find the language challenging, so monitoring and assisting will be important.

Extra activity

- Ask students to bring to class one product that they know has been ethically produced. This could be a bottle of shampoo from a company that does not test on animals, an item of clothing that was made locally, a package of coffee that was grown ethically, an item that uses minimal packaging, etc. Have an awards show, where gold stars are awarded to those products that are known to be ethically produced.

Focus on Language

7. Look at the sentence below. This structure is called the first conditional. Answer questions a-d.

If we treat animals well, we will create a more caring society.

- Does this sentence refer to a present or a future situation?
 - Which verb form do we use in the *If* clause?
 - Which verb form do we use in the other clause?
 - Find three more first conditional sentences in the article on page 77.
8. Complete the sentences with the correct form of the verbs in brackets.
- If we _____ (support) unethical companies, we _____ (suffer) the consequences in the future.
 - If unethical companies _____ (continue) to grow, global warming _____ (become) worse.
 - People _____ (not become) ethical consumers if they _____ (not care) about the environment.
 - _____ you _____ (buy) products if they _____ (be) tested on animals?
 - Where _____ you _____ (go) shopping if you _____ (want) to make ethical choices?

Listen

- ²⁶ 9. Listen to a conversation between two friends talking about their shopping habits. What things do they talk about from the list?

- prices
- Fairtrade products
- local products
- the environment
- recycling
- working conditions

- ²⁶ 10. Listen again and complete the sentences with a word or expression.

- Why do you buy so many products that aren't _____?
- I also have a look at the _____ so I can see if they are _____.
- I try to buy _____, so I can support _____.



Focus on Language

7. Look at the sentence below. This structure is called the first conditional. Answer questions a-d.

- Carry out this exercise as a class. Review the use of the first conditional with students: why it is used, and how it is formed. Put some examples on the board from the students' own lives. Ensure all students understand how to use the target language.
- Look at the four questions as a class.

Answers

- a a future situation
- b the present simple
- c will + verb
- d If you only buy products that you can recycle, you will help the environment.

If you avoid products from sweatshops and other places with terrible working conditions, you will help workers in those countries.

If you buy products from local businesses, you will help the local economy.

8. Complete the sentences with the correct form of the verbs in brackets.

- Ask students to carry out this exercise in pairs. Check answers as a class.

Answers

- a support, will suffer
- b continue, will become
- c won't become, don't care
- d Will, buy, are
- e will, go, want

Extra activity

- This activity encourages students to use the first conditional when talking about their own future. First, have students complete the following sentences in their notebooks. They should use their own words.

- a If I am absent from class tomorrow, ...
- b If I eat too much chocolate, ...
- c If I become a doctor, ...
- d If I move to another city, ...
- e If I am hungry after class, ...

- Now, put students into groups of three or four. Ask students to share their sentences with their group. The other students can ask questions, or they can vote on the best completion of the sentence.

Listen

9. Listen to a conversation between two friends talking about their shopping habits. What things do they talk about from the list?

- Read the list of topics together as a class; ensure that all students remember the key vocabulary.
- Play audio Track 26. Students listen to the information and individually answer the question.
- Review as a class. Replay audio to check comprehension.

Audio script

26

Andy: These bags are so heavy! You've bought so many things!

Marian: Well, I knew you were coming to visit!

Andy: Let me see. Marian, why do you buy so many products that aren't environmentally friendly?

Marian: What do you mean? I just buy food, things for the kitchen, for the bathroom ... everything that I need at home.

Andy: Do you know what an ethical consumer is?

Marian: An ethical what?

Andy: An ethical consumer. We all buy a lot of things every day, but we don't know how they are produced, who worked on them and in what conditions, and what effect they have on the environment.

Marian: That's true. I've never thought about that!

Andy: I like to check if the products I buy are organic, and Fairtrade, I also have a look at the packaging so I can see if they are tested on animals.

Marian: That's great.

Andy: Also, I try to buy local food, so I can support local farmers. We can all help to make the world a better place.

Marian: Mmm. Yes, you might be right, Andy. I should start thinking seriously about that.

Andy: Well, better late than never. For example, this bathroom cleaner ...let's find out if it was tested on animals...

Answers

Fairtrade products, local products, the environment

10. Listen again and complete the sentences with a word or expression.

- Play audio Track 26 again. Students listen to the information and individually answer the questions.
- Review as a class. Replay audio to check comprehension.

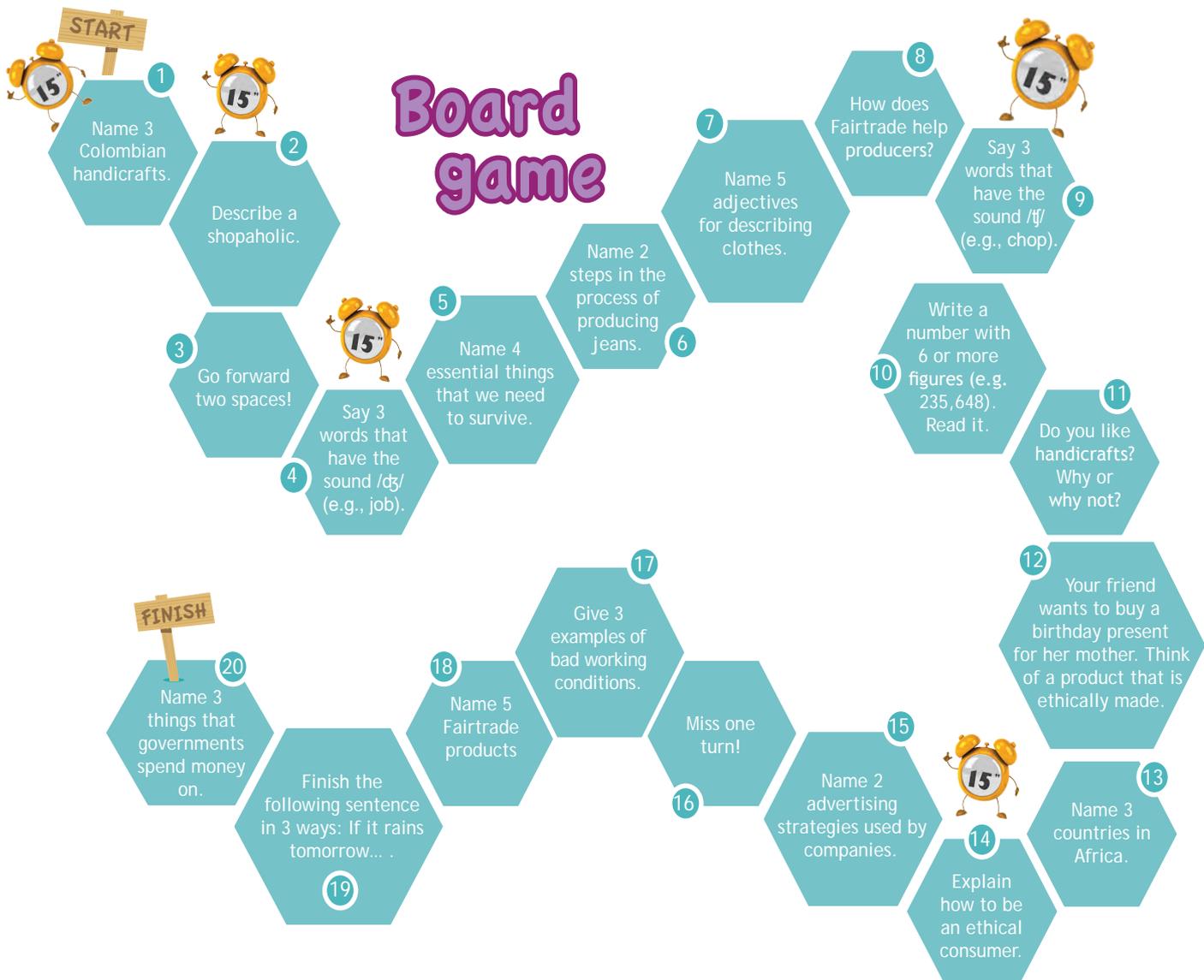
Answers

- a environmentally friendly
- b packaging, tested on animals
- c local food, local farmers

 **Speak**

11. Play the game. Follow the instructions.

1. Play in groups of three or four. You need counters and some dice.
2. Decide who goes first, second, third and fourth.
3. All players begin at 'START'.
4. When you reach a box, you have 30 seconds to do the task.
5. The group decides if your answer is complete. If not, you go back to the box where you were before.
6. The winner is the first player to reach 'FINISH'.



 **Write**

12. Write a short guide about how to be an ethical consumer.

Example: If you buy items from local markets, you will help local farmers.

Speak**11. Play the game. Follow the instructions.**

- Tell students that they will play a board game that includes questions on different topics studied during this module. Put students into groups of three or four to play the game. Tell students that to play the game they should follow the instructions.
- The board game consists of 20 questions about topics from the module. Some questions require complete responses, others require a name or list. Encourage students to use English to answer.
- Tell students that they have 30 seconds to answer. Check students understand how to play the game.
- Tell students that they can go back to the course book and look for the answers, but they have some points deducted each time.

Answers

1. Suggested answers: hat (sombrero vueltiao), backpack (mochila Arhuaca), backpack (mochila Wayúu)
2. Shopaholic is a person who is addicted to shopping.
3. Student moves forward two spaces.
4. job; wage; disadvantage.
5. Suggested answers: water, food, oxygen, good health.
6. Suggested answers: Cotton is grown in warm countries / The cotton is picked / The cotton is processed to make thread / The thread is coloured blue / The thread is put into a machine and turned into denim / The denim is cut into pieces / etc.
7. smart, casual, comfortable, trendy, cool
8. Suggested answers: It buys their products at a fair price. It gives them premiums to invest in the community.
9. watchman, teacher, catch, check.
10. Students' own answers.
11. Students' own answers.
12. Students' own answers.
13. Suggested answers: Ghana, Ivory Coast, Tunisia ...
14. Suggested answers: Don't buy products made in sweatshops / Don't buy products that are tested on animals / Don't buy products with too much packaging / etc.
15. Suggested answers: using famous people / using colour / touching your emotions / using humour / giving special offers
16. The player misses a turn and stays there for a round.
17. Suggested answers: low wages / no breaks / dangerous conditions / long hours
18. Suggested answers: Cotton, sugar, banana, cacao, coffee, tea...
19. Students' own answers.
20. Suggested answers: Education, defence, hospitals, roads, etc.

Write**12. Write a short guide about how to be an ethical consumer.**

- Check students understand the concept of ethical consumerism; focus on the advice they can give to people to purchase only the things they really need. First, provide some situations and ask students to say if this is ethical consumerism. For example, tell them about testing on animals, cutting down trees to make furniture, etc.
- Then tell them to compile a responsible shoppers' guide for consumers who are looking for companies that are:
 - environmentally-friendly.
 - good to their employees.
 - good to the surrounding community.
- Tell them to think about different aspects: i.e., *Where do the products come from? How are they made? What materials are used to make them? How old are the employees? How often do employees get breaks? For how long?*
- Have the students present their work to the class or paste it on the walls and let the students walk around and read their classmates' guides.



Let's work together



Make an advertising brochure for a product

1. Work in groups. Choose a product that you would like to advertise. Look back through Module 2 to get some ideas of different products. Before you start, check that each group has chosen a different product. Decide on a name for your product.



Plan your brochure

2. Read about a brochure. Then decide which sections you are going to include in your brochure. Give each student in your group a section to work on.

An advertising brochure is a small booklet. It contains information about a product. It contains all or some of the following sections:

- the name of the product and a logo
- pictures of the product
- a description of the production process
- a description of the product
- information about why people should buy this product
- a profile of the typical customer of the product
- details of how to buy the product (shops, website, etc)
- a slogan



Produce your brochure

3. Work individually or in pairs to decide the following information about your product. For each section, write a paragraph for the brochure.

THE PRODUCTION PROCESS

- Where is the product made?
- Who works on it, and what are their working conditions?
- What are the production stages?

THE PRODUCT PROFILE

- What is your product, exactly?
- What is it made of?
- What features does it have?
- Why is it better than other similar products?



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

Make an advertising brochure for a product

This activity is a group activity. Students create an advertising brochure for a product of their own choice.

PREPARATION REQUIRED

Before the class, collect a few examples of advertising brochures for different products. Ask students to bring in magazines they can cut up, coloured pens, crayons, glue, scissors, etc. You will need to provide them with poster-sized paper and tape to paste their work up around the walls of the classroom.

CHOOSE A PRODUCT

1. **Work in groups. Choose a product that you would like to advertise. Look back through Module 2 to get some ideas of different products. Before you start, check that each group has chosen a different product. Decide on a name for your product.**
 - Organise the class into groups of four students, depending on the number of students in your class.
 - Encourage the groups to find a product all four members would like to advertise. This could be a piece of clothing, an electronic product, a food item, a traditional item, or something else. Encourage them to use their imaginations in choosing the product and deciding on a name for it.

PLAN YOUR BROCHURE

2. **Read about a brochure. Then decide which sections you are going to include in your brochure. Give each student in your group a section to work on.**
 - Direct students' attention to the information in the box. Spend some time explaining these points, so all students grasp the meaning.
 - Show the examples of advertising brochures you located before the class.
 - Students work in their groups to assign roles. You may want to assign a group leader for this project who will oversee the work of the group and ensure that all students are on task and on schedule.

PRODUCE YOUR BROCHURE

3. **Work individually or in pairs to decide the following information about your product. For each section, write a paragraph for the brochure.**
 - Each of the four students should take responsibility for one section. If students prefer, they can work in pairs, with each pair writing two sections. Monitor their progress and help with language development where needed.

THE CUSTOMER PROFILE

- Are the typical customers male, female, or both?
- How old are they?
- What social group do they belong to?
- Do they have any particular hobbies or interests?

HOW TO BUY IT

- How much does your product cost?
- What sort of shops can you buy it in?
- Can you buy it online? What is the website? Is the price the same?

4. Create the rest of the brochure. Include the following sections:
 - a slogan (a short line which attracts people to the product)
 - pictures of the product (draw these yourself, or find pictures online or in magazines)
 - a logo (a design that represents your product)
5. Put all the sections of the brochure together. Use a computer or write it on some paper. Organise the text and pictures in a logical order. Read it and check for mistakes.

**Present your brochure**

6. Produce a copy of your brochure for the other groups in your class. Then present it. Each student talks about the section that they wrote or designed.
7. After each presentation, the class can ask questions about the products.
8. After all the presentations are finished, decide which is the best brochure. Have a class vote.





4. Create the rest of the brochure. Include the following sections:

- Demonstrate the use of slogans and logos with the whole class. Bring in some advertisements with effective slogans, or ask students to come up with some. Brainstorm famous slogans they may already be familiar with. Similarly, find some examples of logos, or ask students to find these.
- Encourage students to use their imaginations when coming up with slogans and logos. If they do not wish to use pictures, they should designate one team member who enjoys art to draw a picture (or pictures) of the product.

5. Put all the sections of the brochure together. Use a computer or write it on some paper. Organise the text and pictures in a logical order. Read it and check for mistakes.

- Students should check each other's work in their team before they write up the final draft of their sections. Monitor and assist where necessary.

PRESENT YOUR BROCHURE

6. Produce a copy of your brochure for the other groups in your class. Then present it. Each student talks about the section that they wrote or designed.

- Remind students of what an effective presentation entails. They should speak slowly and clearly, pay attention to volume, use gestures carefully, and maintain eye contact with their audience. Encourage students to learn their texts as they will sound more natural when they talk about their pictures from memory.
- Give them a few minutes to rehearse their presentations before they do them in front of the class.
- Make sure there is enough time for each group to present their brochure. Congratulate each group as they finish their presentation.

7. After each presentation, the class can ask questions about the products.

- Encourage class participation and support.

8. After all the presentations are finished, decide which is the best brochure. Have a class vote.

- Ask the class to vote for the best brochure, and congratulate the winning group.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read a text about advertising techniques.			
	B. I can understand a description of the production process of jeans.			
	C. I can read and compare two descriptions of Fairtrade farmers.			
WRITING	A. I can describe the production process of a product.			
	B. I can write an advert.			
	C. I can write about how I think Colombia should spend its money.			
SPEAKING	A. I can discuss items that I need in an emergency situation.			
	B. I can present an advert to my classmates.			
	C. I can give my opinion about whether money makes you happy.			
LISTENING	A. I can understand information about a Fairtrade shop.			
	B. I can identify information about typical Colombian handicrafts.			
	C. I can understand a conversation about being an ethical consumer.			



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

1. Assessment of your English skills

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

The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

- Study skills help you improve in any school subject. Say how often you use these study skills.

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Use tables and diagrams to help me write a text.			
2. Make vocabulary cards of new words/expressions.			
3. Organise my notes/ information in my notebook.			
4. Watch English language movies and TV shows.			
5. Study at home.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
Me			
My group			

4. Assessment of Module 2

- Look back over the module then complete the sentences.
 - My favourite activity was ...
 - The most useful words or expressions were ...
 - I enjoyed learning about ...
 - I need to practise ...



2. **Assessment of your English study skills**
 - **Study skills help you improve in any school subject. Say how often you use these study skills.**

Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.
3. **Assessment of Let's work together**
 - **First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.**

This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you enjoy making the brochure? Do you think you chose an interesting product? Did you have any problems with the paragraphs?* After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.
4. **Assessment of Module 2**
 - **Look back over the module then complete the sentences.**

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

We are all different



In this module you will ...

- compare and contrast different traditions around the world and through time, in

Unit 1 Different looks, different lifestyles

- identify and challenge different concepts of beauty, in

Unit 2 Be yourself

- develop awareness of cultural diversity and respect, in

Unit 3 Mind your manners

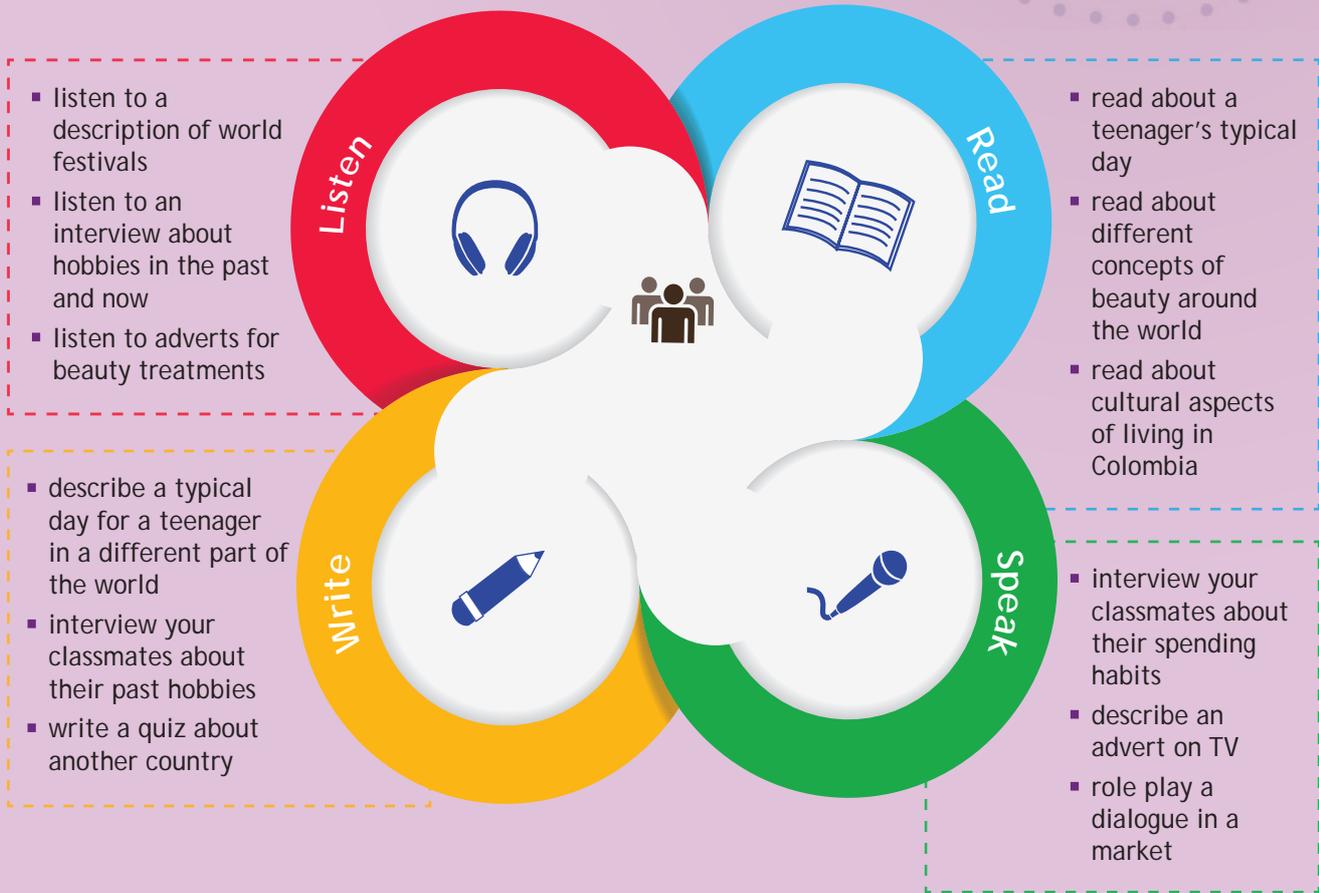
Module Overview

In this module, students will explore the topic of identity. They will learn about lifestyles in different countries, traditions and attitudes around the world, and cross-cultural differences. Topics in the module include daily routines, festivals and special occasions, hobbies and free-time activities, personal appearance, cultural rituals, and living in different countries. Introduce the module to students by telling them the name of Module 3: *We are all different*. Also, tell them this is the third module in the *English, please!* series. This is a good time to remind students that they cannot write in the books. They should write in their own notebooks.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, you could ask questions like *How would you explain what the people of Colombia are like to someone from another country? What activities do we enjoy doing? What is our lifestyle like? What is important to us?*

You will also ...



Let's work together

Write and perform a TV show

In this module, you will learn about different lifestyles, traditions and concepts of beauty around the world. In the project, you will write and perform a TV show about cultural differences. You will:

- plan the different sections of the show
- work on one section in small groups
- rehearse the whole show
- perform it to the rest of the class

To start the project, think about some TV shows that you enjoy. What makes a good TV show? Do you have a favourite TV presenter? Why do you think they're good?

You will also...

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

Let's work together

Project: Write and perform a TV show

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

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Think about the activities you spend most time doing each day. Copy the table and write five of the activities. Number them for you: 1 = most time, 10 = least time.



do sport



do homework



play video games



travel to school



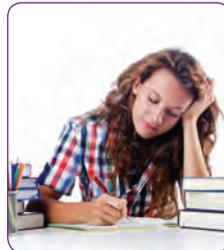
chat with friends



help with the housework



watch TV



study for exams



listen to music



check social networks

Activities	Me	Student 1	Student 2	Student 3

2. Ask three other students about their activities and complete the table. Use the dialogue below to help you.

Example: How long do you spend doing sport every day?

I spend (20 minutes / two hours) doing sport / chatting with friends / watching TV.

MODULE 3 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Lifestyles around the world	<ul style="list-style-type: none"> Adverbs of frequency 	<ul style="list-style-type: none"> Speaking: Discussing lives of teenagers around the world Writing: Comparing lives of teenagers
Lesson 2	Celebrations around the world	<ul style="list-style-type: none"> Using quantifiers 	<ul style="list-style-type: none"> Speaking: Giving opinions on different festivals Writing: Comparing festivals
Lesson 3	Leisure activities in the past and present	<ul style="list-style-type: none"> Using <i>used to ...</i> to talk about past situations 	<ul style="list-style-type: none"> Speaking: Talking about past and present hobbies Writing: Comparing past and present leisure activities

UNIT THEME

In Unit 1 there are three lessons on the theme of 'lifestyles and traditions'. By the end of the unit, students will be more aware of different daily activities and special occasions in countries around the world. They will compare their own lifestyles with those of people from other countries, explore how people celebrate festivals around the world, talk about festivals in Colombia and describe how people celebrate them. They will discuss how modern lifestyles have changed compared to the past using *used to*. Finally they will survey and report on their classmates' hobbies both now and when they were younger.

LESSON OVERVIEW

In this lesson students will become familiar with the daily routine of students in countries like Japan and the United States. Then, they will have the opportunity to compare the daily activities of those foreign students with their own. Students will also find out about their classmates' lifestyles and will investigate different countries to learn about their lifestyles as well.

Focus on Vocabulary

Get ready!

- Look at the pictures. Think about the activities you spend most time doing each day. Copy the table and write five of the activities. Number them for you: 1 = most time, 10 = least time.

 - As a class, discuss what is happening in each picture. Help with vocabulary where necessary. Encourage students to use complete sentences with the correct verb tense.
 - Ask students to fill in the table individually. Check their use of language.
- Ask three other students about their activities and complete the table. Use the dialogue below to help you.

 - Tell students they are going to complete a survey of their classmates to find out more about their activities. Model the structure of the sentence. As a class, practise asking sentences using this pattern.
 - Ask students to work in groups of four. They should take turns asking each other about their activities. Monitor and assist where necessary.
 - Report back on answers as a class; ask each group to say something interesting about their findings.

Extra activity

- Play a game of Snap! Each student takes a piece of paper. On the paper, students write six sentences about their daily routine, following the model, e.g. 'I spend two hours every day doing homework.' Write this sentence on the board. Model the expressions 'So do !!' and 'Me too!' Write these on the board.
- Encourage students to get out of their seats and walk around the class. They need to find someone who does the same thing.
Example:
A: I spend 30 minutes every day checking social networks.
B: So do !!
Both: Snap!
- The game continues until all students have found a match for their activities.

Extra activity

- Play a game of Guess Who. Students work as a class. One student takes on the role of someone known to everyone. This could be another student in the class, or it could be a famous person. The other students guess who the person is.
Example:
A: I spend six days every week playing football.
B: You're Lionel Messi!
A: Yes.

 Read

3. You are going to read about a Japanese teenager called Yuniko. How often do you think she does these activities each week? Work with a partner and discuss your predictions.

Rides her bike
I think she ...

Has Reading Club
I think she ...

Has a lie-in
I think she ...

Reading Tip

✓ Think about what you already know about a topic before reading. It can help you understand the new information better.

4. Now read the interview with Yuniko. Check your predictions from exercise 3.

Reporter: Hello Yuniko. Thank you for letting us talk to you. Do you have a busy week?

Yuniko: Yes, I do.

Reporter: Tell us about your typical week.

Yuniko: Well, I work hard. I always get up at 6:30 every day and get ready for school. I normally walk to school but I ride my bike once a week. Classes start at 8:00, we study until 12:00 and then we have 50 minutes for lunch. After that, we continue classes and we finish at 4:00 PM, but I have Reading Club three times a week, so on those days I leave school at 5:00 PM. I go to an academy for extra classes in English and Maths on Tuesdays and Thursdays.

Reporter: Wow, you really are busy! What time do you get home?

Yuniko: At about 8:00 ... then I have dinner.

Reporter: Do you ever have fun?

Yuniko: Of course I do! After dinner, I'm usually a bit lazy, so I sometimes surf the net, chat with friends or play video games until 9:00 PM.

Reporter: Do you go to bed after that?

Yuniko: No, I have lots of homework every night, so I work until 11:00. After that, I prepare everything for the next day and I often go to bed after midnight.

Reporter: But you rest at the weekend, don't you?

Yuniko: Well, we have classes every Saturday, but on Sunday I have a lie-in and then I go out with friends.



Glossary

- busy: *ocupado/a*
- lazy: *perezoso/a*
- chat: *charlar*
- rest: *descansar*
- have a lie-in: *quedarse en la cama*

5. Read the interview again and answer the questions.

- a. How many hours does Yuniko study at school?
- b. How often does she go to an academy?
- c. What does she do in her free time?
- d. What do you think of her daily routine?

Read

3. You are going to read about a Japanese teenager called Yuniko. How often do you think she does these activities each week? Work with a partner and discuss your predictions.
- Draw students' attention to the Reading tip. Give or elicit some examples of how background knowledge can help with reading comprehension. For example, if you are reading about the daily routine of a famous sports celebrity, it is helpful to know what sport the person plays, what his/her team is, whether he/she is married, and so on.
 - Review the sentence structure: She watches television every day / once a week / twice a week / three times a week.
 - Ask students to work in pairs to guess how often Yuniko does each activity. The important thing here is linguistic accuracy rather than factual accuracy, i.e. it doesn't matter what answers students give. Some answers may be:
*I think Japanese teenagers use the Internet many hours a day, because they (Japanese) make a lot of technology related products, have high speed Internet and online facilities.
 I think they don't use their bikes often because they have good cars there.
 I think they do a lot of school work because they have a strict education system.*

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

4. Now read the interview with Yuniko. Check your predictions from exercise 3.
- Have students read the text individually and silently. Check answers as a class.

Answers

Yuniko...
 rides her bike once a week.
 has Reading Club three times a week.
 has a lie-in every Sunday.

5. Read the interview again and answer the questions.
- Ask students to work in pairs to write the answers to the questions.

Answers

- a Yuniko studies at school for 7 hours and 10 minutes.
- b She goes to an academy twice a week, on Tuesday and Thursday.
- c In her free time, she surfs the net, chats with her friends, plays video games and goes out with her friends.
- d Students' own answers.

Extra activity

- Ask students to stay in their pairs. They should create a role play based on the reading. Student A is the reporter, and Student B is a student (the student can play him/herself, or act the part of someone else). Practise the use of frequency adverbs. The best role plays can be performed in front of the class.

Focus on Language

6. Look at the underlined words in the interview with Yuniko. Classify them into the table.

Adverbs of frequency	Frequency expressions
<u>always</u>	<u>every day, once a week</u>

7. Look at the frequency adverbs in the text. Then, complete with *before* or *after*.
- Adverbs of frequency go _____ the verb *be*.
 - Adverbs of frequency go _____ other verbs.
8. Look at the frequency expressions in the interview with Yuniko. Where do these expressions go in a sentence?
9. Write the sentences again. Put the word/expression in brackets in the correct place in the sentence.
- a. I do my homework in the evening. (usually)
 - b. My sister plays a musical instrument. (twice a week)
 - c. I check social networks. (every night)
 - d. My dad is at home on Sunday. (always)
 - e. I do not listen to music at night. (often)



Listen



10. Matt, an American boy, is talking about his daily routine. Copy the table. Then listen and write the times.

Activity	Time
Wake up and get ready for school	6:30
Take bus to school	
Arrive at school	
All classes finish	
Leave school	
Eat dinner	
Do homework	
Listen to music, check social networks and other sites	
Go to bed	

11. Look at the table again. Add a new column and write the times that you do each activity.
12. What's the same and what's different between you and Matt? Tell your partner.

Example: Both of us wake up at 6:30. He does his homework at 8:00 but I do mine at 7:30.

Focus on Language

6. Look at the underlined words in the interview with Yuniko. Classify them into the table.
- Explain to students what is meant by *adverbs of frequency* and *frequency expressions*.
 - Ask students to work in pairs to complete the task.
 - Check answers as a class.

Answers

Adverbs of frequency - always, normally, usually, sometimes, often
 Frequency expressions - every day, once a week, three times a week, every night, every Saturday

7. Look at the frequency adverbs in the text. Then, complete with *before* or *after*.
- Ask students to work in pairs to complete the exercise.
 - Check answers as a class.

Answers

Adverbs of frequency go after the verb *be*.
 Adverbs of frequency go before other verbs.

8. Look at the frequency expressions in the interview with Yuniko. Where do these expressions go in a sentence?
- Ask students to work in pairs to complete the exercise.
 - Check answers as a class.

Answers

Frequency expressions go at the end of a sentence.

9. Write the sentences again. Put the word/expression in brackets in the correct place in the sentence.
- Ask students to work in pairs to complete the exercise.
 - Check answers as a class.

Answers

- I usually do my homework in the evening.
- My sister plays a musical instrument twice a week.
- I check social networks every night.
- My dad is always at home on Sunday.
- I do not often listen to music at night.

Extra activity

- Play a game of True or False? Ask students to individually write three sentences about themselves. Two must be true and one false (all should be grammatically correct). Model the game for students with three of your own sentences. When students know what to do, student A reads his/her three sentences to the class. Other students ask questions to find out which of the sentences are not true.

Example:

A: I usually cook dinner.

I listen to music three times a week.

I always get up at 7:00.

B: What did you cook last night?

A: Um... I can't remember.

B: That's false! You don't usually cook dinner.

Listen

10. Matt, an American boy, is talking about his daily routine. Copy the table. Then listen and write the times.
- In this exercise, students will practise listening for times of the day. First, ask students to copy the table into their notebooks. If necessary, do a little review of how to say clock times in English.
 - Then, play audio Track 27. Play the audio first without pausing. Ask students to write down the times they hear.
 - Play the audio again, as necessary. Check answers as a class.

Audio script

27

Hi! My name is Matt and this is what I do every day. I wake up at 6:30 and then I get ready for school. At about 7:20 I take the bus to school. I arrive at school at 7:40 and start class right away. All classes finish at 3:00, so we have to eat lunch at school. After class I go to my basketball practice. I belong to the school's team. I love the time we spend at the gym. I finish practice at 4:00 and then I go home. When I get home, I usually sit on the couch and watch TV. Other days I help my mom with some chores like washing the dishes or tidying. At 6:30 dinner is ready and we sit together to eat. After that, I watch TV for a while. I usually do my homework at about 8:00. It doesn't take me long. After that, around 8:30, I'm free to listen to my favourite music and check social networks and other websites at the same time. Finally, I go to bed at about 10:30 or later.

Answers

Take bus to school - 7:20am

Arrive at school - 7:40am

All classes finish - 3:00pm

Leave school - 4:00pm

Eat dinner - 6:30pm

Do homework - 8:00pm

Listen to music, check social networks and other sites - 8:30pm

Go to bed - 10:30pm or later

11. Look at the table again. Add a new column and write the times that you do each activity.
- Ask students to work individually to complete this task. Monitor and assist where necessary.
12. What's the same and what's different between you and Matt? Tell your partner.
- Review the structures *We both ...* and *He ... , but I ...*. Ask students to work in pairs to share information. Monitor and assist where necessary.

 **Speak**
Say it!

/θ/ and /ð/

**13.** Read, listen and repeat.

- Notice the words *three* and *this*. Both have the letters “th” in them, but they have different pronunciation.

/θ/: three, thing, think, something, thank, path, Maths

/ð/: this, other, those, that, then, brother

- 14.** Think of the two students you have read and heard about, Yuniko and Matt. Think also about your own lifestyle. Discuss these questions with your partner.
- Which person’s lifestyle is the most similar to yours? Why?
 - Who has the hardest daily routine?
 - Do you prefer Yuniko’s or Matt’s routine? Why?

- 15.** Look at the activities in exercise 1 on page 86. Ask and answer questions about how often you do them. Use the dialogue below to help you.

Example: How often do you help with the housework?

I help with the housework every day. I usually do the washing-up. What about you?

 **Write**

- 16.** Choose a different country or a different region in Colombia. Write some ideas about the lifestyle of the teenagers who live there.

Useful expressions

Describing people’s lives

- Life is very different for teenagers in ...
- They usually ...
- They never ...
- Every day, they ...
- The most different thing is ...

Speak**13. Read, listen and repeat.**

- Draw students' attention to the Say it! Box. Tell students they are going to learn about two different ways to pronounce the *th*- sound.
- Write the words THINK and THEY on the board. Drill pronunciation of these words. Show students that both words have the combination *th*.
- Draw the symbol next to each word. Drill pronunciation of both words and sounds. Explain what it means to have a voiced or voiceless sound. THINK: /θ/ (voiceless) THEY: /ð/ (voiced).
- Play audio Track 28. Have students repeat what they hear. Monitor for accuracy.

Audio script

28

/θ/: three, thing, think, something,
thank, path, Maths

/ð/: this, other, those, that, then,
brother

**Extra activity**

- Try the following tongue twisters with students:
*Red leather, yellow leather.
Is this the thing? Yes, this is the thing.
They threw three thick things.
Father, mother, sister, brother -
hand in hand with each other.
Whether the weather be fine,
or whether the weather be not
/ Whether the weather be cold
or whether the weather be hot /
We'll weather the weather,
whatever the weather,
whether we like it or not.*

14. Think of the two students you have read and heard about, Yuniko and Matt. Think also about your own lifestyle. Discuss these questions with your partner.

- Ask students to work in pairs to complete this exercise. Monitor and help where necessary.

15. Look at the activities in exercise 1 on page 86. Ask and answer questions about how often you do them. Use the dialogue below to help you.

- One suggested way to carry out this activity: ask students to sit in a circle. Bring a soft ball or beanbag to class.
- Give the ball to one student (A). Student A formulates a question and chooses a student (B) to answer it. A throws the ball to B.
- If B answers with correct English, he/she then formulates another question, chooses a student (C), and throws the ball to C.
- The game continues until every student has asked/answered a question about daily activities.

Write**16. Choose a different country or a different region in Colombia. Write some ideas about the lifestyle of the teenagers who live there.**

- The objective of this activity is to have students make comparisons. First, ask students to brainstorm in groups some countries or regions where teenagers might have very different lives. Make a list on the board.
- Then, ask them to work individually to write a short paragraph using the Useful expressions in the box. Monitor for accuracy. This activity could also be set for homework if students want to do some simple online research.
- Some of their paragraphs can be displayed around the classroom.

Focus on Vocabulary

Get Ready!

1. Match the words in the box to the pictures.

pray - dress up - watch/set off fireworks -
wish people all the best - visit family - watch parades -
give people gifts - eat/cook special food

Vocabulary Tip

✓ Notice how some words always pair up with other specific words. This is called collocation. Learning collocations will help you speak and write more naturally.



2. Look at the pictures and answer the following questions.



- Which festivals can you see in the pictures?
- Do you celebrate these days? If so, how?
- What other festivals do people celebrate, in Colombia and abroad? How do they celebrate them?

LESSON OVERVIEW

Celebrations and festivities tell us a lot about a country's culture and traditions. This lesson will help raise awareness on how different countries celebrate their holidays and how similar or different those celebrations are from our celebrations in Colombia.

Focus on Vocabulary

Get ready!

1. Match the words in the box to the pictures.

- As a class, discuss the concept of collocations, as presented in the Vocabulary tip box. Write the word world on the board. Ask students what might come after world, e.g. world record, world peace, World Cup, World Bank. Tell them that these words are collocations, i.e. they 'go together'. Explain that when learning English, it is not enough to simply know individual words; they need to know how words go together.
- As a class, look at the pictures and talk about what is in each one. Help with vocabulary where necessary.
- Ask students to work in pairs to match the words in the box with the pictures.
- Review answers as a class. Point out which words are collocates.

Answers

- 1 eat/cook special food
- 2 pray
- 3 watch/set off fireworks
- 4 wish people all the best
- 5 visit family
- 6 watch parades
- 7 dress up
- 8 give people gifts

2. Look at the pictures and answer the following questions.

- Tell students they are going to learn about festivals and special days around the world. As a class, look at the three pictures. Ask students what they can see in the pictures.
- Now, ask students to work in pairs to answer the three questions.
- Review as a class; compare ideas about how these days are celebrated in Colombia and in other countries.

Answers

- a Christmas, Valentine's Day, Halloween
- b Students' own answers
- c Students' own answers

Extra activity

- For homework, give students one of the following days:
 Mother's Day
 Father's Day
 Children's Day
 Easter
 Independence Day
 Thanksgiving
 New Year's Eve
- Ask students to choose a country. They should go online and find pictures of how this day is celebrated in the country they have chosen. If the day is not celebrated in a student's chosen country, that student should choose another holiday. Ask students to bring their pictures (or the Internet link to them) to class; project them on the screen and share information. Help with vocabulary where necessary.

 **Read**

3. Read about two different festivals that are celebrated all around the world. Which festival sounds more interesting to you and why? Tell a partner.

Saint Patrick's Day

Irish people celebrate an important day called Saint Patrick's Day. This is celebrated every year on the 17th of March. It's an important festival all over the world, not just in Ireland.

Lots of Irish people dress up in colourful clothes and hats. They also draw shamrocks and the Irish flag on their faces.

A lot of people watch the parade on the street where there are bands playing Irish music and people dancing Irish dances.

Not many people go home early! In the evening, people often go to pubs to listen to Irish music and to continue the party.



Chinese New Year

Chinese people celebrate New Year on the first day of the Chinese calendar, which is usually in February.

Everyone spends time with their family, eating lots of special food, giving gifts and watching fireworks.

Parents usually give their children red envelopes with some money inside. There isn't much money in the envelopes, but they believe it will bring them good luck. For Chinese people, the colour red represents fire and can stop bad luck.

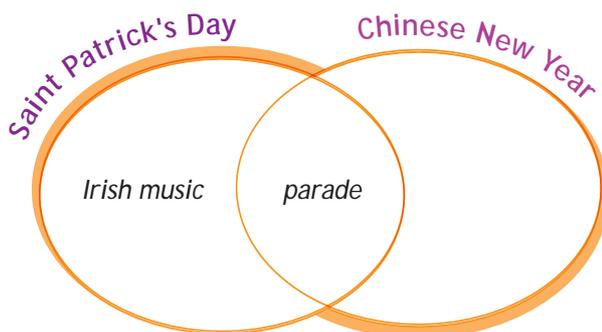
The celebration ends with the lantern festival - a night-time parade where people carry lanterns and watch the dragon dance: a huge dragon made of silk, paper and bamboo.



Glossary

- shamrock: *trébol*
- flag: *bandera*
- fireworks: *fuegos artificiales*
- envelope: *sobre de papel*
- lantern: *linterna*
- luck: *suerte*
- silk: *seda*

4. Read the texts again. Copy and complete the diagram with information about the festivals.



Reading Tip

✓ Use diagrams to help you organise information. Draw a diagram and write important words or ideas from a text in it. It will help you to see the relationships between the ideas.

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.
3. Read about two different festivals that are celebrated all around the world. Which festival sounds more interesting to you and why? Tell a partner.
- Explain that students are going to read about celebrations among Irish people and Chinese people. Project a map. Make sure that students can identify the locations of Ireland and China. Ask students to guess which other countries are home to many people of Irish and Chinese descent. (Suggested answers: the USA, Canada, the UK, Australia.)
 - Ask students to look at the titles of the two sections. Ask whether they know anything at all about these celebrations. Write ideas on the board. Draw attention to the two pictures and ask what students can see in the photos.
 - Ask students to read the texts on their own. After each text, ask them some comprehension questions (*When is it celebrated? Where? What do people do on those special days?* Ask any other specific question related to each text).
 - Ask students to work in pairs to share ideas on which celebration sounds more interesting. Review as a class; perhaps take a vote on which celebration the class would like to attend.

4. Read the texts again. Copy and complete the diagram with information about the festivals.

- This exercise is designed to provide an opportunity for students to practise organising information from a text in a visual organiser.
- Draw attention to the Reading tip. Refer students to the diagram in the course book. Ask them if they know what it is.
- Elicit from students how they can use a diagram to study (to organise information they read and/ or listen to). Focus on the importance of using or creating visual representations, such as charts, maps, timelines or diagrams to organise information and illustrate the relationships between the concepts and ideas.
- Ask students to copy the diagram into their notebooks. They should work in pairs to write each word or phrase under the name of the celebration. If the word or phrase describes more than one celebration, they should write it in the middle section. Monitor and offer help where needed.
- Review answers as a class. As you are discussing the answers with the class, focus on the similarities and differences between each celebration. Use language like '*In Ireland, people ...*, *but in China, they ...*' or '*In both Ireland and China, people ...*'

Answers

Saint Patrick's Day - Irish music, people dress up in colourful clothes and hats, draw shamrocks and the Irish flag on their faces, go to pubs

Chinese New Year - spend time with family, eat special food, give gifts, watch fireworks, children receive red envelopes with money inside for good luck, a lantern festival

Both - street parades, cultural dances

Extra activity

- Play a game based on Scattergories. Divide the class into groups of 4. Give each group one holiday, e.g. Christmas, Chinese New Year, St. Valentine's Day, Halloween. Each group must write down as many words as possible related to that holiday. Example: Christmas—tree, presents, cake, church, music, etc.
- The group with the most words wins. Review all words with the class.

Extra activity

- Use the words that have been provided in the activity above and play a word game, e.g. Hangman, to reinforce them.

Focus on Language

5. Look at the sentences and questions below. Copy and complete the table with the quantifiers. Some quantifiers go in more than one place.

Affirmative sentences

A lot of people dress up.
 People spend a lot of time making their costumes.
 We're making some special cakes.
 We're drinking some special tea.

Negative sentences

There isn't much money in the envelopes.
 Not many people go home in the evening!
 There aren't any people on the streets at night.
 There isn't any milk.

Questions

Do many people watch the parades?
 Is there much money in the envelopes?
 Have you got any biscuits?
 Have you got any sugar?

	Countable	Uncountable
Affirmative	<i>a lot of</i>	
Negative		
Questions		

Useful language

- Countable nouns are nouns that you can count. We use a/an and numbers before them.
I've got a brother and two sisters.
- We can't count uncountable nouns.
I like music. Have you got any water?

6. Think of a festival and a special meal that you eat. Explain what things you eat as part of the meal. Use the quantifiers from exercise 5.

Example: For Christmas lunch, we eat a lot of vegetables. We also have some meat. We don't eat much bread and we don't eat any salad.

Listen

7. Listen to four people describing their favourite special occasion. Match the people to the pictures.



8. Listen again and complete the table.

Celebration	Place	Time	Activities

Focus on Language

5. Look at the sentences and questions below. Copy and complete the table with the quantifiers. Some quantifiers go in more than one place.
- With the class, look at the Useful language box. Discuss what is meant by countable and uncountable nouns. Draw two columns on the board, and ask students to provide words that can be countable and words that can be uncountable. These words could come from the lesson, from classroom items, or from the students' own knowledge.
 - Read through the three groups of sentences, checking comprehension. Ask students to work in pairs to complete the task. Remind them that there is no clear match between quantifier and table box: some quantifiers may go in more than one box, and some boxes may contain more than one quantifier.
 - Check answers as a class.

Answers

	Countable	Uncountable
Affirmative	a lot of, some	a lot of, some
Negative	many, any	much, any
Questions	many, any	much, any

6. Think of a festival and a special meal that you eat. Explain what things you eat as part of the meal. Use the quantifiers from exercise 5.
- Ask students to work in pairs to make a list.
 - You could play a game with this task. Ask each pair to make a list of food that they eat as part of a special meal, but not to give the name of the celebration or festival. Each pair exchanges their list with another pair, who has to guess which meal is being described.

Extra activity

- Ask pairs to choose another meal and to make a shopping list for that meal. They can then join

another pair and carry out a role play in which they go shopping for the items on the list. The students in one pair are the shoppers, and those in the other pair are the storekeepers. When pairs have finished, ask them to change roles.

Listen

7. Listen to four people describing their favourite special occasion. Match the people to the pictures.
- In this exercise, students will hear about celebrations in different parts of the world. First, as a class, discuss the four pictures. What do students see in the pictures? What are people doing? Where do they think these events are taking place?
 - Play audio Track 29. Play the audio first without pausing. Ask students to match the speakers to the pictures, based on any information they can grasp from the first listening.
 - Play again if necessary.

Audio script

29



- Well, if you're in Thailand between April 13th and 15th, you will be there for the Songkran festival. It's the Thai New Year. On the first day, people march in processions to worship Buddha. A lot of people play with water hoses and water balloons on the street, so you should be prepared to get wet! Most people in Thailand are Buddhists, so they visit temples. People also visit family.
- My favourite festival is the Day of the Dead here in Mexico. It's on the first of November, and it's a festival that celebrates people who have died. We make skulls out of candy, and we make toys that look like skeletons. The celebration also includes jokes, parties, dancing, music, and a lot of delicious food.
- In the United States, Thanksgiving is a really important day. It's the fourth Thursday in November. At Thanksgiving, we have an enormous meal with our families. We usually eat turkey, potatoes, cranberry sauce, and pumpkin pie. Then we watch a big football game together. I mean American Football, not soccer! Thanksgiving is a 100% American festival.

4. If you're in Spain in August, you should go to the Tomatina. It happens every year at the same small town. Everyone goes into the centre, and waits, and then the tomatoes arrive! There are hundreds of thousands of them, and everyone throws them at each other! You all get totally covered in tomatoes. It's great fun! But if you don't like getting dirty, and you don't like lots and lots of people, then I guess you won't like it.

Answers

a 2 b 3 c 4 d 1

8. Listen again and complete the table.

- Ask students to copy the table into their notebooks. Then, play the audio again, as necessary.
- Check answers as a class. Write the answers on the board to ensure that students have the correct spelling of the countries and festivals.

Answers

- Celebration: Songkran - Thai New Year
Place: Thailand
Time: April 13th to 15th
Activities: People march in processions to worship Buddha, play with water hoses and water balloons on the street, visit temples and family
- Celebration: Day of the Dead
Place: Mexico
Time: November 1st
Activities: Make skulls out of candy and toys that look like skeletons. Jokes, parties, dancing, music and a lot of delicious food.
- Celebration: Thanksgiving
Place: The United States
Time: The fourth Thursday in November
Activities: Have an enormous family meal, watch an American football game
- Celebration: The Tomatina
Place: Spain
Time: August
Activities: Everyone throws hundreds of thousands of tomatoes at each other in the centre of town

 **Speak**

9. Work in groups. Discuss the following questions.
- Do you have similar festivals in Colombia to the ones that you have read and heard about in this lesson? Which ones?
 - Which of the festivals in this unit is the most interesting? Why?
 - Which special occasion would you like to have in Colombia? Why?

In my opinion, ... is more interesting because ...

I think ... is similar to ... because ...

I would like to have ... in Colombia because ...

Say it!

- ³⁰  10. Read, listen and repeat.

/v/

- It's very important to distinguish between /v/ and /b/.
 - very berry
 - vote boat
 - van ban

 **Write**

11. How do you celebrate the following festivals in Colombia? Choose two, and write a description. Say when and where people celebrate and what they usually do.
- Love and Friendship Day
 - Christmas
 - Patron Saint of the City
 - Independence Day
 - New Year's Eve

Speak

9. Work in groups. Discuss the following questions.
- Draw student's attention to the expressions in the 'clouds'. Tell them they can use these expressions to share their opinions on festivals and celebrations. Model a few sentences using your own opinions.
 - Now, ask students to work in groups of 3 or 4. Allow them plenty of time to discuss these questions. Monitor and provide language assistance where necessary.
10. Read, listen and repeat.
- Draw students' attention to the Say it! box. Tell students they are going to learn about the differences between the /b/ and /v/ sounds.
 - Play audio Track 30. Have students listen and repeat the words. Drill pronunciation individually and chorally.

Audio script

/v/	
very	berry
vote	boat
van	ban

30



Write

11. How do you celebrate the following festivals in Colombia? Choose two, and write a **description**. Say when and where people celebrate and what they usually do.
- The objective of this activity is to have students practice descriptive writing.
 - First, ask students to brainstorm in groups some aspects of each festival that they could write about, e.g. food, clothes, parties, religious events. Make a list on the board.
 - Then, elicit vocabulary that can be used with each topic, e.g. food items, types of clothing. Add these to your list on the board.
 - Now ask students to work individually to write a short paragraph on each of two festivals of their choice. Monitor for accuracy. This activity could also be set for homework if students want to do some simple online research.
 - Some of their paragraphs can be displayed around the classroom.

Focus on Vocabulary

Get Ready!

1. Write five activities that you do to have fun.
2. Match the pictures with the expressions from the box.

collecting something - going to parties - making things - going to the park - playing children's games - going to the swimming pool - texting friends - going to theme parks - watching movies - doing puzzles



3. Talk to your partner about the activities above.
 - a. Which ones do you like? Why?
 - b. Which activities were more common in the past and which are more common now?
4. Read the box. Then write four true sentences using *play* about you and people that you know.

Example: *My dad plays tennis with his friends every week.*
I'd like to play the guitar.

Vocabulary Tip

- ✓ Labelling pictures is a good strategy to help you learn new vocabulary.

Useful language

play + games, sports and music

- When we talk about games and sports, we don't use an article after *play*.

I play football.

I played children's games when I was younger.

- When we talk about musical instruments, we use *the* before the name of the instrument.

Do you play the piano?

My brother plays the violin.

LESSON OVERVIEW

This lesson will help students contrast fun activities in the past and now. They will also learn useful expressions to talk about habits in the past and present. By the end of the lesson, they will write a report about the topic.

Focus on Vocabulary

Get ready!

1. Write five activities that you do to have fun.

- Give students a few minutes to brainstorm individually: they should make a list in their notebooks of five things they do to have fun. As another option, you can make it competitive by asking students to work in teams, queue up and take turns to run to write words on the board. The winner is the team with the largest list of activities correctly spelled.
- When they are finished, make a master list of activities on the board. As you write the activities, point out collocations to students, e.g. which nouns go with *play*, which go with *make*, which go with *watch*, and so on.

2. Match the pictures with the expressions from the box.

- Ask students to look at the Vocabulary Tip. Remind them how useful it is to label pictures as a strategy to learn new vocabulary. A technique students use is to make vocabulary lists and translate the words into Spanish. Tell them another technique is to make lists and draw the picture of the word, i.e. their own Pictionary.
- Give students some time to match pictures and words individually. Encourage them to try even if they do not know all the words.
- Then, ask students to compare their answers in pairs and then check as whole class. As before, point out collocations as they arise.

Answers

- 1 chatting online
- 2 going to parties
- 3 making things
- 4 collecting something
- 5 doing puzzles
- 6 going to the swimming pool
- 7 going to the park
- 8 watching movies
- 9 going to theme parks
- 10 playing children's games

3. Talk to your partner about the activities above.

- Ask students to think of reasons to justify why they like the activities they chose. Monitor and help students with the vocabulary they may need.
- Organise students to work in groups of three to talk about their choices and share ideas.
- Students in groups discuss which activities were more common in the past and which ones are common now.
- You can close the activity by asking the question to the whole group. Record the information on the board on a chart and ask students to explain why they give those answers.

4. Read the box. Then write four true sentences using *play* about you and people that you know.

- Draw students' attention to the Useful language box. Here, we are looking at the verb *play* and the nouns with which it collocates (games, sports and musical instruments). Go through the example sentences as a class, and elicit a few more for each group.
- Now, ask students to work individually to write four sentences of their own. They can share their sentences with a partner or with the class.

Extra activity

- Ask students to find pictures of famous sports players. They can mount these on a piece of paper and write sentences underneath, e.g. *He plays baseball* or *She plays tennis*. Students can give mini-presentations about their chosen sports player.

 Listen

-  31 5. Copy the list below. Then listen to a radio talk show. For the activities in the list, tick *in the 1960s* or *now*.

	in the 1960s	now
a. go to the park		
b. go to parties		
c. text friends		
d. listen to music on a phone		
e. have picnics		
f. visit friends		
g. play cards		
h. take hundreds of photos		



-  31 6. Listen again. Write one more activity that Julia mentions, and one more that Tommy mentions.

Focus on Language

7. Look at these sentences and question. Then answer questions a-c.

I used to collect coins.

We didn't use to have telephones at home.

Did you use to talk on the phone?

- Do these situations refer to a past or present event?
 - Are the situations the same now?
 - Do the situations refer to something that happened just one time?
8. Think of three activities for each of the following. Use exercises 2 and 5 to help you. Then write sentences with *People used to* and *People didn't use to*.
- Things that people did in the past, but don't do now.
 - Things that people do now, but didn't do in the past.

*Example: People used to play cards a lot with their friends.
People didn't use to text their friends.*

5. Copy the list below. Then listen to a radio talk show. For the activities in the list, tick *in the 1960s or now*.

- Before the class, ask students to find out something about the 1960s. As a class, brainstorm ideas about life in the 1960s. Think about famous events, fashions, music, and more.
- In this exercise, students will hear about leisure activities in the past and present. First, as a class, discuss the four pictures. *What do students see in the pictures? What are people doing? In what time period do they think these events are taking place?*
- Play audio Track 31. Play the audio first without pausing. Ask students to match the activities to the time period.
- Play again if necessary.
- Check answers as a class.

Audio script

31

Presenter: Welcome to *What's On*.

Today's programme is about how teenagers had fun in the past and how they do now. Julia, you're now a grandma. Can you think back to when you were a teenager? What did you use to do in your spare time?

Julia: In the sixties, when I was a teenager I used to talk to my friends for hours and hours.

Presenter: Did you use to talk on the phone?

Julia: Of course not! We didn't use to have telephones at home so I used to visit my friends or sometimes they visited me. We used to play cards. We also collected things - I used to collect coins, for example.

Presenter: Where did you use to go together?

Julia: We loved going to the park. Boys used to ride bikes to the park and girls used to take food to have picnics there.

Presenter: And what about the younger generations? Tommy, you are 15. How do teenagers have fun these days?

Tommy: We also have lots of choices. Most teenagers have a smartphone now, and we use it to text our friends and chat with them online. Also, I listen to music on mine, and I love taking photos too. I take hundreds every day!

Presenter: That's interesting Tommy. But do you ever actually meet your friends in person?

Tommy: Of course! We often go to parties at the weekend. Also, I love watching movies with my friends.

Answers

- | | |
|----------------|----------------|
| a in the 1960s | e in the 1960s |
| b now | f in the 1960s |
| c now | g in the 1960s |
| d now | h now |

6. Listen again. Write one more activity that Julia mentions, and one more that Tommy mentions.

- Play audio Track 31 again. Ask students to work individually to find one more activity for each speaker.
- They can check their answers in pairs and then with the class.

Answers

Any one from each:

Julia - collect things, ride bikes

Tommy - chat with friends online, watch movies

Focus on Language

7. Look at these sentences and questions. Answer the questions a-c.

- The key language point here is the use of *used to* to talk about past experiences. First, read the three sentences together as a class.
- Make sure students understand the concept of habits, customs or routines. Ask students to tell you what they usually do in their spare time.
- Check students understand the difference between present and past. Ask them to give you examples of habits they had in the past and habits they have now.
- Ask for the equivalent of this expression in L1 if you think it is necessary and will help students understand better.
- Now ask students to answer the questions.

Answers

- a past event
- b no
- c no - they are regular actions in the past

- Elicit examples from students. Draw particular attention to the negative and question forms, which do not have the final *-d*.
- Remind students that *did* is the auxiliary for the simple past tense and that's the reason why it is used here to formulate questions about habits in the past.

8. Think of three activities for each of the following. Use exercises 2 and 5 to help you. Then write sentences with *People used to* and *People didn't use to*.
- Ask students to complete this exercise in pairs. Monitor carefully for grammatical accuracy.
 - Share answers as a class.

Extra activity

- Before the class, cut up pieces of paper or use index cards; write on each piece one of the following words: *clothes / hobbies / sports / school / food / family / pets / home*. Divide your students into groups of four; make a set for each group.
 - Give each group a set of cards. Students lay the cards out face down. Student A turns over one card. This student looks at the word on the card and makes a sentence about his/her own life. The other group members may ask questions based on the sentence given by student A. Student A then returns the card, face down.
 - Repeat until all students have made three or four sentences.
- Example
- A: School. I used to go to a smaller school. Now I come to this school.
- B: Did you use to walk to school?
- A: No. I used to take the bus.

 Read

9. Read the article quickly. Put the sentences below in the correct place.
- Communicating with others helped people with a particular hobby.
 - Technology can help us find new ideas.
 - In the middle of the 20th century, making models was really popular.
 - Reading was one of the most popular pastimes.

Hobbies: then and now

- _____ A lot of parents and children used to spend their free time making toy cars, boats and planes with wood or plastic parts. Nowadays people still work on models, but they usually have electronic parts, and they don't look like traditional models.
- _____ In the past, like now, if you sent a letter, you put a stamp on it, and a lot of people loved collecting them. Some people even paid a lot of money for unusual ones. These days however, people rarely send letters. Collecting stamps has become a very unusual hobby.
- _____ It was very common to see parents reading along with their children at bedtime. Now, people seem to be too busy and children don't read as much. Most people spend their free time using technology instead - tablets, smartphones and other devices have changed the way in which we have fun.
- _____ If you want to find out about a new or exciting hobby nowadays, it is really easy to go online and find what you want to know in seconds. In the past however, it took a long time. People asked friends or relatives, or looked for information in books in the library.



Glossary

- pastime: *pasatiempo*
- nowadays: *en la actualidad*
- stamp: *estampillas*
- device: *aparato*
- relatives: *parientes*

10. Read the text again and answer the following questions.

- Why is stamp collecting not very common these days?
- How have models of planes, boats and cars changed?
- What did teenagers in the past use to do when they wanted to know about a hobby?
- Is reading a common hobby nowadays? Give reasons for your answer.

Read**Glossary**

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

9. Read the article quickly. Put the sentences below in the correct place.

- Draw students' attention to any vocabulary you consider students might not know and will probably impede comprehension. For example: pastime, nowadays, spend time, build, plastic models, stamp collecting, etc. You can use the pictures in the reading to elicit vocabulary from students.
- Advise students to read the sentences before they read the paragraphs. Ask students to skim the reading to find the paragraphs that contain the same words in the lines. It will help them develop their skimming skill.
- Ask students to work on their own and compare with a classmate afterwards.
- Finally, check answers with the whole class.

Answers

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

10. Read the text again and answer the following questions.

- Ask students to discuss these questions in pairs. Review as a class.

Answers

- a These days, people rarely send letters.
- b Nowadays, models usually have electronic parts, unlike traditional models that were made out of wood or plastic parts.
- c They asked friends or relatives, or looked for information in books in the library.
- d It's no longer a common hobby because both children and parents spend their time using technology, such as tablets and smartphones, instead of reading.

Extra activity

- Set this task for homework. Ask students to interview someone in their family (e.g. a parent or grandparent) about his/her hobbies as a teenager. Students should make notes on their interview. In the next class, students can work in groups and share information about their family member in the past.

Extra activity

- Play a simplified game of Pictionary to consolidate the vocabulary learned in this lesson. Before the class, prepare a list of key words from the lesson; write these on pieces of paper or cards. In class, divide the students into two or more teams, depending on the size of the class. A student from team A comes to the board and chooses a card. This student look at the card and attempts to draw the item represented by the word (e.g. stamp, picnic, model car). The student has one minute to draw the item; his/her team must guess what it is. If they guess correctly, team A wins a point. If they cannot guess, the other teams may attempt to guess. Continue until all words have been used up, and count up the total number of points for each team.

 **Speak**

11. In pairs or small groups, discuss the following questions.

- Do children and teenagers have as much fun as they did in the past?
- What differences can you mention about having fun in the past and now?
- Why have the activities children and teenagers do for fun changed?
- Do you think children and teenagers are as happy as they were? Why?

 **Write**

12. Find out about your classmates' hobbies now and in the past. Copy the table and write five questions to ask your classmates. Use the activities in exercise 2 and your own ideas.

Questions	Answers
Did you use to ... when you were younger?	
Did you ...	
Did you ...	
Do you ... in your free time?	
Did you ...	

13. Ask your classmates your questions and complete the table. Ask as many people as possible.

14. Now write a short report about your classmates' hobbies now and in the past. Look at the Useful expressions box on page 89 to help you.

Speak

11. In pairs or small groups, discuss the following questions.
- This activity allows students to develop their critical thinking skills by reflecting on what they have learnt in the lesson. They will need to evaluate information, demonstrate an understanding of similarities and differences, and formulate an opinion. They will also need to present their thoughts in clear language.
 - Scaffold the activity by first presenting some language students can use for the tasks listed above. Remind students of useful expressions they can use, such as *I think / The main differences are ... / In my experience, ... / In the past ..., but now ...*
 - Now, ask students to work in groups of three or four. Allow them plenty of time to discuss these questions. Monitor and provide language assistance where necessary.

Write

12. Find out about your classmates' hobbies now and in the past. Copy the table and write five questions to ask your classmates. Use the activities in exercise 2 and your own ideas.
- The objective of this activity is to have students practise comparative writing.
 - Have students work in groups of three. Ask them to brainstorm ideas before writing the questions. They can think of activities first, and then write the questions for those activities.
 - Monitor and check students are using *used to* properly.

13. Ask your classmates your questions and complete the table. Ask as many people as possible.
- Set a reasonable amount of time for students to go around the class to complete this section.
 - Ask students to form groups to discuss the questions. Monitor and provide students with any language they might need.
14. Now write a short report about your classmates' hobbies now and in the past. Look at the Useful expressions box on page 89 to help you.
- Refer students back to the earlier box and review the language suggestions.
 - Now ask students to work individually to write a short report. Monitor for accuracy. This activity could also be set for homework if students want to do some simple online research.
 - Some of their paragraphs can be read aloud to the class.

Extra activity

- Have students take poster-sized paper and design a poster to show the similarities and differences in the ways children and teenagers had fun in the past and what they do now. Then, students present their posters to the class.

Focus on Vocabulary

Get Ready!

1. Organise the words for describing people into the table.

straight - slim - tall - spiky - long - dark - medium build - wavy - curly - short (x 2) - medium height - bald - fair - large - sporty

hair	height	build

2. Describe the people in the pictures. Use the words in the box. Where do you think the people are from?

Example: He's got short, curly, black hair and tattoos on his face. I think he's from Africa.

tattoos - rings - scars

Useful language

Adjective order

- We use the following order for adjectives:
 - Length
 - Shape
 - Colour

He's got short, curly, brown hair.
She's got long, straight, black hair.



3. Write a sentence to describe yourself. Then read it to your partner. Does he/she agree?

Example: I'm quite tall and I'm medium build. I've got short, curly, black hair and brown eyes.

Useful language

Quite and very

- We often modify adjectives:

I'm quite short.
He's very slim.

MODULE 3 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Ideals of beauty around the world; rituals in different cultures	• Use of <i>have to</i> and <i>don't have to</i> to express obligation	• Speaking: talking about obligation • Writing: an opinion piece on the topic of beauty
Lesson 5	Bullying and violence among young people	• Ask + someone + to do something	• Speaking: a discussion on how to advise someone in a difficult situation • Writing: a news story
Lesson 6	Beauty treatments	• Use of second conditionals to express hypothetical situations	• Speaking: describing before/after sequences and comparisons • Writing: a letter of advice

UNIT THEME

In Unit 2 there are three lessons on the theme of 'appearance'. By the end of the unit, students will be more aware of different attitudes towards appearance. They will learn about concepts of beauty around the world, write a composition outlining their opinions on what beauty is, and describe the appearance of both people and objects. They will read and talk about experiences of appearance-related bullying, and write a news article about someone who has experienced bullying. Finally they will read an advice forum and offer advice, using the second conditional, to people who are considering changing their appearance.

LESSON OVERVIEW

In this lesson students will learn about concepts of beauty and initiation rituals in different cultures around the world. By the end of the lesson students will understand that concepts of beauty vary according to culture. They will also have an understanding of rituals that boys go through in order to make the transition to manhood.

Focus on Vocabulary

Get ready!

- Organise the words in the box for describing people into the table.
 - Review the words in the box with students. Check pronunciation and word stress of each.
 - Give students a few minutes to work in pairs to put the words in the correct boxes.
 - Check as a class.

Answers

Hair: straight, spiky, long, dark, wavy, curly, short, bald, fair
 Height: tall, short, medium height
 Build: slim, medium build, large, sporty

- Describe the people in the pictures. Use the words in the box. Where do you think the people are from?
 - Ask students to look at the Useful language box. Pay attention to adjective order. You may want to practise this by asking students to produce sentences about themselves, their classmates, and other people (e.g. famous people).
 - Ask students to work in pairs. They should look at the people in the pictures and describe them. They should try to use the vocabulary in exercise 1.
 - Check answers as a class. Write a list of descriptive vocabulary on the board.
 - As a class, share ideas about where these people all come from. (They will find out when they read the text on page 99.)
- Write a sentence to describe yourself. Then read it to your partner. Does he/she agree?
 - Review the use of *quite* and *very* to modify adjectives, as shown in the Useful language box. Have students work individually to write their sentences. Monitor for accuracy.
 - They can then share their sentences with a partner.

Extra activity

- Play a game. Each student writes three sentences about another student in the class. Student A reads his/her sentences aloud. The first student to guess the identity of the classmate is the winner. This student reads his/her sentences next. Continue until all students have described someone.

 Read

4. Look at the pictures in exercise 2 again. Then read the text and find the country where each person is from.

What is beauty?

Everyone has a different opinion about beauty. What one person considers beautiful or attractive, someone else might find strange or ugly. Here are some examples of cultures from around the world that have very different ideals of beauty.

In the Karo community from Indonesia, it's considered beautiful for women to have scars on their chest and stomach. A Karo girl starts to receive the scars at a young age. When the scars are complete, she is ready to get married and have children.

In the Kayan community in Myanmar, in South-East Asia, women wear rings round their necks as a sign of beauty. Girls begin to wear the rings at around five years old, and more are added as they grow older. Older Kayan women have longer necks than usual because of this.

The Maori are the native people of New Zealand. A man is considered to be a better warrior and more attractive to women if he has tattoos, especially if the tattoos are on his face.

In Mauritania in West Africa, large women are considered beautiful - the larger, the better. Being slim is a sign of poverty, and is considered unattractive. Young girls eat a lot of food to become large.

Everyone has a different opinion about what makes someone beautiful. But it's important to remember that the person you are on the inside is more important than how you look. As we say in English, 'beauty is only skin deep!'

Glossary

- beauty: *belleza*
- ugly: *feo/a*
- ideals: *ideales*
- chest: *pecho*
- warrior: *guerrero/a*
- beauty is only skin deep: *la belleza es superficial*

5. Choose the best option to complete the following sentences.

- | | |
|---|---|
| <p>a. In the Kayan community, ...</p> <ol style="list-style-type: none"> 1. women wear rings around their necks because they like them. 2. women have to wear rings around their necks to look beautiful. 3. women wear a new ring every year. <p>b. In the Kayan community, ...</p> <ol style="list-style-type: none"> 1. only men wear the rings. 2. older women wear more rings than younger women. 3. the rings don't affect their necks. | <p>c. In Mauritania, young girls ...</p> <ol style="list-style-type: none"> 1. exercise a lot to look slim and beautiful. 2. can get a husband if they are slim. 3. have to get fat to be considered beautiful. <p>d. What does 'Beauty is only skin deep' mean?</p> <ol style="list-style-type: none"> 1. It's important to have beautiful skin. 2. Deep skin makes you beautiful. 3. What's inside you makes you beautiful. |
|---|---|

6. Answer the following questions.

- a. Where do the concepts of beauty come from?
- b. What's the ideal of beauty for you?

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

4. Look at the pictures in exercise 2 again. Then read the text and find the country where each person is from.
- Ask students what they think is considered beautiful in Colombia. Write the following prompt on the board and elicit answers: *In Colombia a beautiful person is/ has...* Answers might include long hair, slim build, etc.
 - Now go back to the pictures in exercise 2. Ask students what they think might be considered beautiful in the places where the people in the pictures live. For example, in the first picture, people might think tattoos are beautiful. Help with vocabulary where necessary.
 - Read the first paragraph aloud. Explain what is meant by ideals of beauty; tell students that these are different in different parts of the world.
 - Allow students to read the rest of the text individually.
 - You may want to project a map to show students where in the world these places are located.
 - It is important here to point out to students that these pictures may not be representative of entire nations. For example, not all women in Myanmar have rings around their necks—this is limited to one specific group within that country.

Answers

- 1 New Zealand
- 2 Mauritania
- 3 Indonesia
- 4 Myanmar

5. Choose the best option to complete the following sentences.

- Ask students to work in pairs to complete this exercise. Check as a class.

Answers

- a 2
- b 2
- c 3
- d 3

6. Answer the following questions.

- Divide students into groups of three or four to answer these questions. Monitor and help with vocabulary and expression.
- It is important to emphasise that there is no absolute concept of 'beautiful' or 'ugly'; what is appealing or attractive in one culture (or to one individual) may be perceived very differently by someone else.

Suggested answers

- a Different cultures and communities have different concepts of beauty, so people grow up understanding beauty in the same way that their community understands it. These concepts often stem from cultural tradition.
- b Students' own answers

Extra activity

- Give each student a country. Ask students to search online or in magazines for pictures of people from that country. They should then write a brief description of a person.
- Example: *This is Sung-Sook. She is from Korea. She has long black hair and brown eyes. She is tall and thin. She has no tattoos. She is wearing jeans and a T-shirt.*
- Make a photo collage of people around the world and display it in the classroom.



Listen



7. Listen to a radio show about rituals for boys in cultures around the world. Match the people or place with the ritual.

People

- a. Hamar people
- b. native people in Vanuatu
- c. Satere-Mawe people
- d. Maasai people

Ritual

- hunting lions
- diving off a 30-metre platform
- jumping over the backs of cows
- wearing a glove full of ants



8. Listen again. For each of the rituals, write the reason why boys do it.

Example: Boys from the Hamar people jump over the backs of cows. It represents the passage from boy to man.



Focus on Language

9. Complete the sentences from the radio show talk with *have to* or *has to*.
- a. Boys _____ wear gloves full of ants for ten minutes.
 - b. Young Maasai men _____ hunt and kill a male lion.
 - c. A young man _____ jump from a 30-metre platform.
10. Now look at the sentence below and match it to the correct meaning: a, b or c.

Girls don't have to do these rituals.

- a. Girls can't do these rituals.
 - b. Girls aren't permitted to do these rituals.
 - c. It isn't necessary for girls to do these rituals.
11. Complete the sentences with the correct form of *have to* or *don't have to* and the verbs in brackets.
- a. It's Sunday. We _____ (go) to school today.
 - b. Girls _____ (eat) a lot in Mauritania if they want to find a husband.
 - c. Sorry, I can't meet you this afternoon. I _____ (help) my dad at home.
 - d. My aunt _____ (work) because my uncle is really rich.
 - e. My brother _____ (train) every morning because he's on the school swimming team.
 - f. You _____ (get) a tattoo if you don't want one.

Listen

7. Listen to a radio show about rituals for boys in cultures around the world. Match the people or place with the ritual.
- This listening activity addresses rituals in different cultures. You will need to provide some background information so that students get the most out of this exercise.
 - First, discuss the concept of rituals with the class. Ask students what rituals they have personally experienced. This might include, for example, baptism or First Communion. They may have also attended weddings, funerals, graduation ceremonies, and other ritualistic events.
 - Explain to students that in some parts of the world, rituals take place to show the transition from being a boy to being a man. Ask students whether they have heard of anything like this.
 - Write the word *anthropologist* on the board. Elicit or explain that anthropologists study different cultures around the world and write about how people live in different societies.
 - Play audio Track 32. Play the audio first without pausing. Ask students to try to match the people to the rituals.
 - Play again if necessary.
 - Check answers as a class. Return to the map you used earlier in the lesson and show students where these places are located.

Audio script

32

Presenter: Today, I'm chatting to anthropologist Dr Jamie Portman, who is going to talk to us about the ritual that boys in different cultures have to do before they are considered men. Dr Portman, give us some examples of these rituals.

Dr Portman: Boys have to do some really extreme things. For example, in Ethiopia, young men from the Hamar tribe have to jump across the back of cows. This represents the passage from boy to man.

Presenter: Wow! That's incredible. What else?

Dr Portman: In Vanuatu, in the Pacific Ocean, a young man has to jump from a 30-metre platform with vines tied to his feet. It's like bungee jumping.

Presenter: That sounds really dangerous.

Dr Portman: It is dangerous, but they believe it shows that the boys are brave and mature. There's something more painful in the Amazon jungle. In the Satere-Mawe community, boys have to wear gloves full of ants for 10 minutes. The ants have a very painful bite. It shows that the boys are men, and can help the community.

Presenter: Ouch! What's the most extreme ritual, in your opinion?

Dr Portman: I would say the Maasai Lion Hunt. Young Maasai men have to hunt and kill a male lion. The only weapons they can use are a lance and a shield. This shows that a man is strong and prepared to defend the family in case of danger.

Presenter: Amazing! So, for all the young men who are listening, things aren't so hard for you really!

Answers

- a jumping over the backs of cows
- b diving off a 30-metre platform
- c wearing a glove full of ants
- d hunting lions

8. Listen again. For each of the rituals, write the reason why boys do it.
- Play audio Track 32 again. Ask students to work individually to find the reason for each activity.
 - They can check their answers in pairs and then with the class.

Answers

- a It represents the passage from boy to man.
- b It shows that the boys are brave and mature.
- c It shows that the boys are men, and can help the community.
- d It shows that a man is strong, and prepared to defend the family in case of danger.

Focus on Language

9. Complete the sentences from the radio show talk with *have to* or *has to*.
- The key language point here is the use of *have to* to talk about obligation.
 - Point out the difference between *have* and *has*: *has* is used with the third person (he/she/it).
 - Elicit some examples of the structure from students; they can give examples from their own lives, e.g. *I have to go to bed at 10 o'clock* or *I have to take a bus to school*.
 - Students complete the sentences. Check answers as a class.

Answers

- a have to
- b have to
- c has to

10. Now look at the sentence below and match it to the correct meaning: a, b or c.
- In pairs, students confirm their understanding of the meaning and use of *have to*.
 - Check as a whole class.

Answers

Meaning c

11. Complete the sentences with the correct form of *have to* or *don't have to* and the verbs in brackets.
- Students consolidate their use of *have to*.
 - Share answers as a class.

Answers

- a don't have to go
- b have to eat
- c have to help
- d doesn't have to work
- e has to train
- f don't have to get

 **Speak**

12. In pairs, talk about things that you *have to do* and *don't have to do* at the following places.

- at school
- at home
- in the town centre
- at an airport

Example: You have to show your passport at an airport.

13. In pairs, think of a famous person. Ask questions about the person, and guess who he/she is. Use the vocabulary from exercise 1 to help you. Use the dialogue below as a guide.

- Luis Is it a man or a woman?
 Ana It's a man.
 Luis What does he look like?
 Ana He's tall and medium build.
 Luis What is his hair like?
 Ana He's got short, spiky, black hair.
 Luis What does he have to do?
 Ana He has to play football every day.
 Luis Is he James Rodríguez?
 Ana Yes! Your turn now.

Useful expressions
Asking about appearance

- What does he/she look like?
- What is his/her hair like?
- What colour are his/her eyes?
- Is he/she ... ?

 **Write**

14. Write a composition with the title 'What is beauty?' Include the following ideas and use the Useful expressions box to help you.

- In your opinion, what does a person have to be / do to be beautiful?
- What doesn't a person have to be / do?

Useful expressions
Writing a composition

- In my opinion, ...
- I feel / think that ...
- On the one hand, ...
- On the other hand, ...
- In conclusion, ...

Speak

12. In pairs, talk about things that you *have to do* and *don't have to do* at the following places.

- This activity allows students to further consolidate their knowledge of the target structure. Review the structure with the class, eliciting examples of sentences.
- Do the first one (at school) together. You could make this competitive by dividing students into teams and asking each team to come up with a list of obligations for school. Put the list on the board.
- Now ask students to work in pairs; they should do the same for the other three places. If you wish, you could expand the list to include more places, e.g. at the sports centre, at the library, at church, at the doctor's. Help with vocabulary where necessary.
- Share answers as a class.

Extra activity

- Play a game in which students have to guess a person's job. Divide the class into teams. A student from Team A comes to the front and gives three sentences about someone's job using *have to* or *don't have to*. Example:
I have to work under the ground
I don't have to wear a suit.
I have to be strong and healthy.
- The student's teammates must try to guess the job (in the example, miner). If they guess correctly, they win a point. If they cannot guess, the other teams are given the chance to try.

Extra activity

- Find some job advertisements in the local newspaper. Have students work in groups to write sentences about what the person in each job might have to do.

13. In pairs, think of a famous person. Ask questions about the person, and guess who he/she is. Use the vocabulary from exercise 1 to help you. Use the dialogue below as a guide.

- Draw students' attention to the Useful expressions box. Model the activity with one of the students.
- Ask students to work in pairs to carry out the exercise. Monitor and help where necessary.

Extra activity

- Ask students to each identify a famous person that they personally consider to be attractive; this could be a singer, actor, footballer, etc. Students should bring a picture of that person to class. As a class, try to analyse why that person is considered beautiful. For example, someone who has long, blonde hair might be considered attractive in a culture that holds this kind of hair in high regard. Ask students to consider parts of the world where their chosen person might *not* be considered beautiful.

Write

14. Write a composition with the title 'What is beauty?' Include the following ideas and use the Useful expressions box to help you.

- Refer students to the Useful expressions box. The objective of this activity is to have students practise opinion writing.
- You may want to have students work in small groups to brainstorm ideas before they write. This could be done in class, with the actual writing done for homework. Monitor and provide students with any language they might need.
- Some of their compositions can be read aloud to the class.

Focus on Vocabulary

Get Ready!

- List five things that you think are beautiful. They can be objects, buildings, etc.
- Look at the adjectives for describing things. Then look again at page 98 and add any adjectives from there which you think are useful for describing things.

Size

thin - thick - wide - narrow

shape

round - square - triangular - flat

Texture

hard - soft - rough - smooth



- Now write a description of one of the things that you listed in exercise 1. Include as much detail as possible.

Example: I think coins are beautiful. They are round and flat. They are smooth when you touch them. They feel cold. They are made of metal. They often have pictures of people or symbols on them.



Say it!

33



- Read the information. Then listen and repeat.

- The plural ending -s or -es has three different pronunciations:
/s/ objects /z/ coins /ɪz/ places
things faces news games cats boxes eyes cups streets

- In pairs, describe your objects to each other, but don't say what they are. Listen to the descriptions and try to guess what the objects are.

LESSON OVERVIEW

This lesson explores the topic of bullying at schools in relation to physical appearance. During this lesson, students will read articles about children who have been bullied by their classmates because of their physical appearance and will express their opinion about beauty concepts.

Focus on Vocabulary

Get ready!

1. **List five things that you think are beautiful. They can be objects, buildings, etc.**
 - Start the lesson by asking students to think about the concept of beauty. You may want to refer students to a dictionary to determine how the word is defined by authoritative sources. Discuss with the class whether the word beautiful is limited only to things you can see. For example, can you describe a piece of music as beautiful? How about the smell of a flower? A poem? Someone's actions? Explore these questions with your class.
 - Give students a few minutes to formulate their lists individually. Remind them that they can write the names of places, people, works of art, music, nature, or anything else they find beautiful.
 - Share ideas as a class.
2. **Look at the adjectives for describing things. Then look again at page 98 and add any adjectives from there which you think are useful for describing things.**
 - Refer students back to the vocabulary they learnt at the beginning of lesson 4. The words in the boxes are useful words for describing; the words from lesson 4 can be added to these.

Answers

Size - slim, tall, long, short, large

Shape - straight

Texture - spiky

3. **Now write a description of one of the things that you listed in exercise 1. Include as much detail as possible.**
 - Ask students to look at the items they chose in exercise 1 and choose one. In this case, they will need to choose an item that can be described using the vocabulary given (i.e. a tangible object rather than a poem or piece of music).
 - Read the example so that students have a clear idea of how to describe their item. Write these sentence starters on the board. Students might need to use them when writing their own descriptions.
A dog is /Dogs are...
It is/ They are...
A dog has/ Dogs have...
It has / They have...
 - Give them time in class to work individually on this task, or set it for homework. Students might also like to draw the item they have selected or download a picture of it to add to their writing.
4. **Read the information. Then listen and repeat.**
 - Refer students to the Say it! box. Tell them that the plural -s or -es may be pronounced in different ways; the pronunciation depends on what comes immediately before the ending.
 - Read the examples provided: objects, coins, and places. Direct students' attention to the last sounds of the plural form /z/, /s/, and /ɪz/. Model with plenty of examples.
 - Play audio Track 33. Ask students to listen carefully to the pronunciation of the plural forms, and to repeat what they hear.
5. **In pairs, describe your objects to each other, but don't say what they are. Listen to the descriptions and try to guess what the objects are.**
 - Ask students to carry out this activity in pairs. Monitor and help where necessary.

Extra activity

- Play a game of 20 Questions, or Animal, Vegetable, Mineral. Divide students into teams. A student from Team A must think of an item and tell the class whether the item is an animal (i.e. a living being, which could be a person); a vegetable (i.e. something that grows, which could be a flower, tree, or other plant); or a mineral (i.e. something non-living, which could be a household item, a piece of technology, a form of transportation, etc.).
- The rest of the class has 20 questions to solve the puzzle. They may only ask yes/no questions.

Extra activity

- Play a game of Kim's Game. Bring to class a number of items, perhaps in the plural. These might include three coins, two cups, a rose, some keys, and any other small items. While the students are out of the room, display these items on a table in the centre of the room, and cover them with a cloth. When the students enter, allow them to look at the items for one minute. Then, cover them again. Students need to remember what they saw and make a list of all items they recall. Give them a few minutes to do this, then reveal the items again. The student with the most accurate list is the winner. Review the vocabulary of the items in the game, paying attention to the pronunciation of plural forms.

 Read

6. Read the article. What do Alfie's parents want to do?

Violence in our towns

More and more young people are suffering from bullying and violence because of the way that they look. Fourteen-year-old Alfie Lewis went to hospital after an attack by a group of teenagers in his town last week. Alfie is an emo - a young person who wears black clothes and listens to alternative music - and is a target because of this. He says 'I would like people to accept me. Most people are fine. But there is a minority who don't like me because I am different.'



Alfie says that he feels safe at school. However, in the town centre, he has recently had trouble with a group of teenagers from a different school. He always tells them not to follow him, but they don't listen. Last week, it turned violent. 'They started throwing food at me', Alfie says. 'I asked them to leave me alone, but suddenly they attacked me. There were four of them, and I had no chance.' Alfie had a broken nose and two broken ribs, and was in hospital for three days. Alfie's parents are afraid. They don't want him to go into the town centre on his own, and they want to move to a different town. However, they believe that things will be the same there. His mother says 'We need everyone to be more tolerant. That way we can have a better society.'

Glossary

- suffer from: *sufrir*
- target: *blanco*
- minority: *minoría*
- trouble: *problemas*
- I had no chance: *no tenía ninguna posibilidad*
- broken: *roto/a*
- ribs: *costillas*

7. Select the correct option to complete the sentences.

- | | |
|--|---|
| <p>a. The attack happened ...</p> <ol style="list-style-type: none"> 1. at school. 2. in the town centre. 3. in a different town. <p>b. Alfie says that a minority of people ...</p> <ol style="list-style-type: none"> 1. accept him. 2. don't accept him. 3. Are fine. | <p>c. The teenagers threw food at him ...</p> <ol style="list-style-type: none"> 1. before they attacked him. 2. after they attacked him. 3. and then they followed him. <p>d. Alfie's parents think that ...</p> <ol style="list-style-type: none"> 1. society is tolerant. 2. things will be better in a different town. 3. The town centre is dangerous for Alfie. |
|--|---|

8. Discuss the questions in small groups.

- a. Why do you think the teenagers attacked Alfie?
- b. Do you know any true stories like this?
- c. What do you think we can do to stop bullying and violence?

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

6. Read the article. What do Alfie's parents want to do?

- First, ask students to look at the picture of the boy. Tell them his name is Alfie. Elicit descriptions of the boy. Write these on the board. Ask students to speculate on how he is feeling, e.g. happy, sad, angry, etc.
- Now introduce the concept of bullying. Write the word on the board, and ask students if they know what it means. Explain the concept, and ask students why they think someone might be a victim of bullying.
- Ask student to guess why the boy in the picture might have been bullied.
- Students will now read the text individually and silently. They should answer the question by themselves.
- Share answers as a class.

Answers

They want to move to a different town, but they believe that things will be the same there.

Extra activity

- Write the question words who?, what?, where?, when?, why? on the board. In this case, they will answer the *Wh-* questions: who, what, where, when, and why. These questions do not appear in the course book. This is a suggestion to keep students accountable and to model a good strategy they can use while reading.
Who? Alfie Lewis, a 14-year-old boy.
What? He was attacked by a group of teenagers.
Where? In his town.
When? Last week.
Why? Because they didn't like his appearance.

7. Select the correct option to complete the sentences.

- Ask students to work in pairs to complete this exercise.
- Check answers as a class. Review any vocabulary that might be new or challenging.

Answers

- a 2
- b 2
- c 1
- d 3

8. Discuss the questions in small groups.

- Ask students to work in groups of three or four to discuss these questions. Some sensitivity may be required, as individual students may themselves have been victims of bullying. If this arises, speak to the student individually about how much he/she wants to talk about. Focus on the positive aspects of the discussion, i.e. what can be done to stop bullying.
- Monitor and provide assistance with language where necessary.

Extra activity

- Ask students to work in groups to write a list of classroom rules designed to ensure courtesy and respect. Give them the first one as an example, e.g. *Don't call other students rude names.* Display these lists around the classroom.

Focus on Language

9. Look at the sentence. Label its parts with the words in the box.

object - to + infinitive - subject - main verb - rest of sentence

Alfie asked the teenagers to leave him alone

a. _____ + b. _____ + c. _____ + d. _____ + e. _____

10. Complete the sentences below from the article on page 103.

a. I would like ... b. He always tells ... c. They don't want ... d. We need ...

11. Rewrite the sentences using the verbs in brackets.

Example: The teacher would like his students to respect different lifestyles.

- teacher > his students: 'You have to respect different lifestyles.' (would like)
- my mum > me: 'Tell your teacher about your problem.' (want)
- Lara > Chris: 'Meet me after school in the town centre.' (want)
- I > my teacher: 'Help me with my homework.' (would like)
- the school principal > my teacher: 'Pay attention to bullying in your classroom.' (asked)
- my teacher > me: 'Don't worry about that.' (told)

12. Think of the problem of bullying in your school. Write some sentences about the actions that people in your school can take to improve the situation.

Example: I would like teachers to have a discussion about bullying in class so that we can give our opinions.

Listen



- 34 13. Listen to Andrea talking to her mother about a bullying experience she had. Answer the questions.

- Why are the girls bullying her?
- What are Andrea and her mum going to do right now?



- 34 14. Listen again and put these pieces of advice in the order you hear them.

- _____ Don't show you're scared.
- _____ You have to be confident.
- _____ Tell them what's going on.
- _____ Don't show them any signs of weakness.
- _____ Be proud of your look.



Focus on Language

9. Look at the sentence. Label its parts with the words in the box.
- The focus of this section is the use of the expressions *verb + to* and *verb + somebody + to*. This exercise requires an understanding of language used to describe the components of a sentence; you should first review with students the words object, infinitive, subject, and main verb.
 - Do the exercise together as a class. Check together.
 - Then, elicit further sentences that use the same structure. Put several of them on the board and analyse in the same way as the sample sentence.

Answers

- subject
- main verb
- object
- to + infinitive
- rest of sentence

10. Complete the sentences below from the article on page 103.

- Students confirm their understanding of the meaning and use of the target structure.
- Check as a whole class.

Answers

- I would like people to accept me.
- He always tells them not to follow him.
- They don't want him to go into the town centre on his own.
- We need everyone to be more tolerant.

11. Rewrite the sentences using the verbs in brackets.
- For further consolidation of the target structure, ask students to complete this exercise in the same pairs. Model the first sentence, then give pairs time to complete the exercise.
 - Share answers as a class.

Answers

- My mum wants me to tell my teacher about my problem.
- Lara wants Chris to meet her after school in the town centre.
- I would like my teacher to help me with my homework.
- The school principal asked my teacher to pay attention to bullying in his/her classroom.
- My teacher told me not to worry about that.

12. Think of the problem of bullying in your school. Write some sentences about the actions that people in your school can take to improve the situation.

- Draw students' attention to the model sentence. Look at the parts of the sentence and identify each one, e.g. subject, main verb, object, and so on.
- Write the following prompts on the board:

I would like the headmaster/ headmistress to ...
I would like the teachers to ...
I would like the pupils to ...
I would like _____ to ...

- Students work in groups to come up with endings to these prompts.
- Share as a class.

Extra activity

- Compile the best ideas and write an article for the school newspaper on the topic of dealing with bullying.

Listen

13. Listen to Andrea talking to her mother about a bullying experience she had. Answer the questions.
- Tell the class they are going to listen to a girl talking about her experience of being bullied.
 - Play audio Track 34. Play the audio first without pausing.
 - Play again if necessary.

Audio script

34

Mum: Andrea, you look sad.
 Are you okay?
 Andrea: Not really. Some girls were really mean to me in class.
 Mum: Really? How come?
 Andrea: Because of my hair. Look, it's too short now! They made me feel awful!
 Mum: Don't listen to them, Andrea.
 People will always judge you because of your appearance. But if you like it, then that's what really matters.
 Andrea: But I don't really like it. I wanted it to be a bit shorter, but the hairdresser cut too much off.
 Mum: Well I think it looks great. And it will grow very quickly. I've got an idea - let's buy you a headband and some nice new hair clips. They will look great in your hair.
 Andrea: Okay, but I'm sure these girls won't stop bullying me.
 Mum: Listen, this is what you're going to do. When you go to school, be proud of your look. You are beautiful, and it doesn't matter what other people think, or say.
 Andrea: But they are really scary.
 Mum: Then you have to be confident. Don't show them any signs of weakness. If they say something rude, just tell them that you like your look and that you are happy with it. Don't show you're scared.
 Andrea: Ok mum, I'll try. And if it doesn't work, what should I do?
 Mum: If things get worse, talk to your teachers. Tell them what's going on. I'm sure they'll be able to help you.
 Andrea: Okay. So can we go to the mall now to buy my new headband?
 Mum: Ok, let's go!

Answers

- Because her hair is too short.
- They are going to buy Andrea a headband and hair clips.

14. Listen again and put these pieces of advice in the order you hear them.

- Play audio Track 34 again. Ask students to work individually to find the order of the sentences.
- They can check their answers in pairs and then with the class.

Answers

a 4 b 2 c 5 d 3 e 1

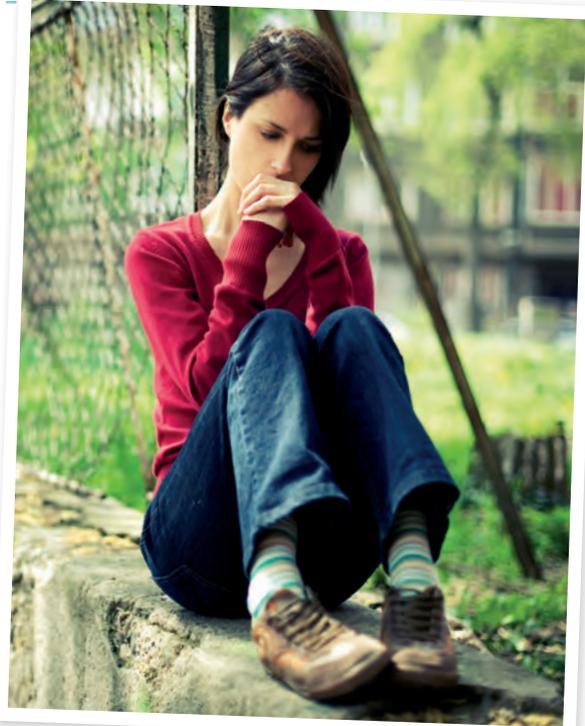
 **Speak**

15. Read the blog entry. Then discuss the questions in groups.

I've recently started a new school. I don't like wearing dresses and make-up like some girls - I'm happy with my look, but the popular girls at my new school don't like me. They laugh at me and say that I look like a boy. They have spread rumours about me that aren't true, and they have posted horrible things on the Internet about me.

Other students are now starting to do the same - I don't think they want to, but I think they're scared of these girls.

What should I do? I used to love school but now I hate it.



- What is happening and why?
- How does the girl feel?
- What do you think she should do? Think of five pieces of advice.

 **Write**

16. Work in small groups. Write a short news article like the one on page 103. Use the model below to help you plan.



Speak

15. Read the blog entry. Then discuss the questions in groups.
- Spend a few minutes talking with the class about blogs—what they are, where they are found, who writes them, why people write them, and so on.
 - Tell the class that they are going to read a blog post by a teenaged girl who has been bullied at school.
 - Read the blog post together as a class. Explain any vocabulary, e.g. *spread rumours*. You might also ask some comprehension questions like these:
How is this girl different from the popular girls at her school?
What do they say about her?
What do they do to her?
 - Ask students to work in groups to answer the questions.
 - Share answers and come to an agreement about how to advise this girl.

Extra activity

- Ask the class to compose an email to the girl, listing the five pieces of advice they have chosen for her. Then, imagine the girl is writing another blog post a month later. What does she say in her next post? Have students imagine this post and write it, taking on the role of the girl.

Write

16. Work in small groups. Write a short news article like the one on page 103. Use the model below to help you plan.
- Write the question words *who?* *what?* *where?* *when?* *why?* on the board. Explain that well-written news stories often contain the answers to these questions. As such, these words are a useful starting point for writing a news story.
 - Ask the class to brainstorm possible story ideas. The story can be about an incident in school, an incident involving a teenager, or any other event that students consider interesting. It can be about a case of bullying, but it does not need to be. Similarly, it can be a true story, but it does not need to be. Put a list of ideas on the board.
 - Ask students to work individually to carry out the exercise. Each student can choose his/her own topic. Tell students not to choose a topic that is too big and complex; a simple event with a clear outcome is best.
 - Monitor and help where necessary.

Focus on Vocabulary

Get Ready!

1. Look at the photos. Decide if you would be comfortable doing these things.



get a haircut



paint your body



wear make-up



get a piercing



have a massage



get a tattoo



have a facial



have cosmetic surgery

2. Copy the table. Write five of the things from exercise 1 in the first column. Then interview a partner and complete the table with his/her answers. Ask for reasons for his/her answers.

Would you ...	Definitely yes	Maybe	Probably not	Absolutely not

Listen



3. Listen to five adverts. Which of the following parts of the body do you hear, and in which advert? Write the number of the adverts.

- They offer changes people can make to their...
- skin
- teeth
- nose
- clothing
- eyes
- mouth
- hair (colour)
- body (shape)
- hair (length)
- nails
- face
- feet



4. Listen again. Which of the treatments in exercise 1 do you hear, and in which advert?

LESSON OVERVIEW

This lesson is designed to explore students' conceptions of body modifications and to offer them the opportunity to learn about the experiences that some teenagers have had related to body art as well as to think critically about them.

Focus on Vocabulary

Get ready!

- Look at the photos. Decide if you would be comfortable doing these things.
 - Start the lesson by asking students to brainstorm ideas of what people do to try to look more beautiful or to change their appearance.
 - Give students a few minutes to look at the pictures and to formulate their opinions individually. If you have boys in your class, remind them that in many cultures, men also wear make-up, have piercings, etc.
 - Share ideas in groups of three or four, then as a class.
- Copy the table. Write five of the things from exercise 1 in the first column. Then interview a partner and complete the table with his/her answers. Ask for reasons for his / her answers.
 - Before working on the opinion survey, write this question on the board and ask students to talk about it in pairs: *What would you do to change your physical appearance?*
 - Ask students to carry out the activity in pairs.
 - Share answers as a class. As in exercise 1, try to encourage students to take this topic seriously; this is not necessarily a female-only topic.

Listen

- Listen to five adverts. Which of the following parts of the body do you hear, and in which advert? Write the number of the adverts.
 - Tell the class they are going to listen to some advertisements for services designed to change one's appearance. Review the vocabulary for body parts.
 - Play audio Track 35. Play the audio first without pausing. Students write the parts of the body that they hear.

Answers

- hair
- ears, nose, lips
- nails

- Play again and ask students what other parts of the body from the list are treated in each place.

Answers

- skin
- face
- body (shape)

Audio script

35

- Do you want to look different? At 'Beauty with Jane' you can get a haircut, become a blonde, brunette or redhead, or change your hair style completely. Discounts available. Come and visit us or call us on 5478965.
- Are you tired of looking the same every day? At Betotattoo, we have the answers. More and more people are visiting us because we are different and unique. Get a tattoo anywhere on your body and feel the difference.
- Piercings are not only for your ears. Look around - you'll see people with piercings in their nose, lips, and a lot of other places. Try something new, young and cool. Come to 'Rings to Go' and we'll give you the change you're looking for.
- Hello. We are E4C Beauty Salon and Spa. Take a break from the stress of life and relax. You can have a massage, have your nails done, or have a facial. You'll look and feel so much better. We offer the best personal care service on the market.
- Are you a little overweight? With just a little liposuction, you can get rid of

that extra fat. It's fast and easy! And it's just for you. Give yourself the look you deserve at 'Beauty Queen' and say goodbye to those extra pounds.

- Listen again. Which of the treatments in exercise 1 do you hear, and in which advert?
 - Play audio Track 35 again. Ask students to work individually to identify each treatment.
 - They can check their answers in pairs and then with the class.

Answers

- get a haircut
- get a tattoo
- get a piercing
- have a massage, have a facial
- have cosmetic surgery

 Read

5. Read the advice page. Then match the three problems to the advice below.

If I were you ...


Home

Blog

Forums

1. Hi, I'm Nadia. I'm a bit overweight. I've tried lots of different diets, I do sport, but I can't lose the weight. One of my friends told me about a clinic where they do liposuction. What do you think?

2. I'm Richard. I've never had a girlfriend. I think if I was more attractive, girls would notice me more. Last month, I got a piercing in my lip, but nothing has changed. I'm thinking of getting more piercings - maybe in my nose next time. Is that a good idea?

3. My name is Carlos. All my friends have got a tattoo this year. I don't really want a tattoo - they look painful - but I don't want to be the only person in the group without one. So I've chosen a tattoo, and I'm going to the tattoo parlour tomorrow. Is this a bad idea?

Replies:

 a. If I was in your situation, I would ask myself these questions first: Do I like the design? What does it represent? Will I still like it ten years from now? And why am I really doing it? If you can't answer those questions, then perhaps you're doing the wrong thing.

 b. In my opinion, getting cosmetic surgery like that at your age is a crazy idea. If I had the same problem, I wouldn't do it. Not everyone can be super slim. If you do sport and eat well, then you're healthy, and that's much more important.

 c. I wouldn't do things just to impress girls in your situation. Girls know when boys are trying to impress them and it often has the opposite effect. Just be yourself!

Reading Tip

Identify and think about the author's purpose or reason for writing. It will help you understand the text better.

Glossary

- overweight: *con sobrepeso*
- lip: *labio*
- painful: *doloroso/a*
- tattoo parlour: *salón de tatuaje*
- design: *diseño*

6. Answer the questions.

- a. What does Nadia look like?
- b. What does Richard look like?
- c. What is Carlos's situation?

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

5. Read the advice page. Then match the three problems to the advice below.

- Start by asking one student to read the tip aloud. Explain that it is always useful to identify what the purpose of the author is in order to understand the text more easily.
- Ask students questions about the format of the text: *What kind of text is it? (An online forum). Where can you find these texts? (On the Internet). What are they about? (Websites with content that is written by various people, e.g. questions and answers).*
- Give students time to read and check answers individually. Encourage them to focus on the general idea of the message instead of worrying about understanding every single word.
- To check answers, go over the entries, one by one, asking students to summarise the problem discussed; tell students to give you the number of the answer and to summarise the solution offered as well.

Answers

- a 3
- b 1
- c 2

6. Answer the questions.

- Return to the questions. Ask students to work in pairs to answer the questions. Help with vocabulary where necessary.
- Check answers as a class.

Answers

- a She's overweight.
- b He has a lip piercing.
- c He doesn't really want a tattoo, but all of his friends have one and he doesn't want to be different, so he's going to get one anyway.

Extra activity

- Tell students to go through newspapers and magazines to find advertisements for different beauty treatments. For each one, students answer the questions:
 - a *What services are being advertised?*
 - b *Who is this advertisement intended for? (i.e. which clients are they appealing to?)*
 - c *How can you make an appointment for this service?*
 - d *Is this a service that interests you?*
- Tell students to find someone who has changed their body permanently through a piercing or a tattoo. Interview that person.
 - a *What treatment did you have?*
 - b *Why did you have it?*
 - c *What was it like (e.g. did it hurt?)*
 - d *Did it change your life? If so, how?*
 - e *Are you glad you did it, or do you regret it?*

Focus on Language

7. Complete the sentences from the advice page on page 107.
- If I _____ more attractive, girls _____ me more.
 - If I _____ in your situation, I _____ myself these questions first.
 - If I _____ the same problem, I _____ it.
8. Look at the sentence below. This structure is called the second conditional. Answer questions a-d.

If I had the same problem, I wouldn't do it.

- Are the situations in exercise 7 possible or hypothetical?
- What form of the verb do we use after *if*?
- What word do we use before the infinitive in the other part?
- What is the negative form of this word?

Note

We can say *if I/he/she was* OR *were you...* Both *was* and *were* are correct here.

9. Complete the sentences with the correct form of the verbs in brackets.

Situation	Hypothetical situation
a. Peter is a vegetarian.	a. If he _____ (eat) meat, I _____ (make) chicken pie for dinner.
b. Sally got a haircut yesterday.	b. If she _____ (want) to get a haircut today, I _____ (cut) her hair for her.
c. Joe has got lots of tattoos.	c. If he _____ (not have) any tattoos, he _____ (look) very different.
d. Emily is having a massage.	d. If she _____ (not be) stressed, she _____ (not need) a massage.

Say it!



- 36 10. Read. Then listen and repeat.

would, 'd and wouldn't

- We don't pronounce the *I* in *would* and *wouldn't*. We often contract *would* to *'d*
 - If I had the same problem, I would eat more fresh fruit.
 - If I had the same problem, I'd eat more fresh fruit.
 - If I had the same problem, I wouldn't get a tattoo.

11. Complete the following sentences. Then discuss your ideas in pairs.

- If I wanted to get a tattoo but my parents didn't want me to, ...
- If the girl/boy I liked wanted me to get my nose pierced, ...
- If I had the opportunity to get plastic surgery for free, ...

Focus on Language

7. Complete the sentences from the advice page on page 107.

- The focus of this section is the use of the second conditional to express hypothetical situations and to give advice. The structure we are working with here is *If + was / were + would ...*
- The first task here is simple copying from the reading in exercise 5. Ask students to work in pairs to find these sentences and fill in the blanks.
- Review as a class.

Answers

- a was/would notice
- b was/would ask
- c had/wouldn't do

8. Look at the sentence below. This structure is called the second conditional. Answer questions a-d.

- Here we work on the structure and use of the second conditional. Read the sentence as a class. Make sure students know what is meant by a 'hypothetical' situation (i.e. a situation that is not true, or imagined).
- Share some other hypothetical (or impossible) situations:
 - If we were in London today, we would be able to go to a concert in Hyde Park.*
 - If she was happy in her job, she wouldn't be looking for another one.*
 - If everyone had clean water to drink, there would be a lot less disease.*
 - If I lived in Japan, I'd have sushi every day.*
- Note that after *I / he / she / it* we often use the subjunctive form *were* and not *was*. In spoken English *was* is becoming much more common. *Were* is more formal. Both are correct in contemporary English.
- Note the form 'If I was / were you' which is often used to give advice.
 - If I was you, I'd look for a new place to live.*

b *If I was you, I'd go back to school and get more qualifications.*

- Do the exercise together as a class. Check together.
- Then, elicit further sentences that use the same structure. Put several of them on the board and analyse in the same way as the sample sentence.

Answers

- a hypothetical
- b past simple form
- c would
- d wouldn't

9. Complete the sentences with the correct form of the verbs in brackets.

- Ask students to work in pairs to complete these sentences. Check answers as a class.

Answers

- a ate/would make
- b wanted/would cut
- c didn't have/would look
- d wasn't/wouldn't need

10. Read. Then listen and repeat.

- Refer students to the Say it! box. Tell them that this exercise is about the pronunciation of words in *If...* sentences.
- Read the examples provided: *would, 'd* and *wouldn't*.
- Play audio Track 36. Ask students to listen carefully to the pronunciation of the various forms, and to repeat what they hear.

Audio script

- a If I had the same problem, I would eat more fresh fruit.
- b If I had the same problem, I'd eat more fresh fruit.
- c If I had the same problem, I wouldn't get a tattoo.

11. Complete the following sentences. Then discuss your ideas in pairs.

- Review the structure of the second conditional with students. Provide a different sentence to use as a model (e.g. *If I had a bad haircut, ...*) and ask for suggestions to finish the sentence.
- Then, ask students to complete the three sentences individually. Help with vocabulary where necessary.
- In pairs, students share their answers. Review the best answers with the class.

Extra activity

- Cut a number of pictures out of magazines of different people; they should be of different ages, ethnic backgrounds, styles, etc. Ask students to work in pairs. Each pair should choose a picture and imagine a background/life story for this person. Then, they come up with a problem this person might have. For example, for a girl who looks shy, they might say she has moved with her family to a new city and now goes to a new school where she is having difficulty making friends. Pairs then decide what advice they would give to the person they have chosen.

Extra activity

- Cut from magazines or travel brochures a variety of pictures of places around the world. Ask students to work in pairs. Each pair chooses one place and writes five or six sentences using the model '*If I lived in _____, I would ...*' Pairs then decide whether or not they would actually like to live in this place.

 **Speak**

12. Look at the two pictures. In pairs, discuss all the things that she did to change her appearance.

Before



After



13. Read some more posts from an advice page. Discuss what advice to give to these people.

a. Hi, I'm Cristina, I'm sixteen and I'm in 10th grade at school. I'm thinking of dying my hair blonde. I don't like it much, but all my friends at school have done it. I don't want to look different. What should I do?

b. Hi, I'm Ricardo. I'm eighteen and I have a wonderful girlfriend. I really love her and I know she loves me. I want to get her name tattooed on my neck. It would be small with hearts around it or something. She wants to get my name tattooed too. Should I do it?

c. Hi, I'm Sandra, I'm seventeen and I don't know what to do. I went to a party last weekend, and I met this great boy: handsome, nice, charming. Just what I've always wanted. The only problem is: he has got four tattoos and four ear piercings. Would you date him?

 **Write**

14. Now write a reply to one of the posts. Use *If I was you, I would/ wouldn't ...*

*Example: Dear Cristina,
I think friends are important but If I was you, I wouldn't change the colour of my hair because of them. If you like it, do it. If you don't like it, don't do it.*



Speak

12. Look at the two pictures. In pairs, discuss all the things that she did to change her appearance.

- Pair students, ask them to look at the pictures, and write what the person did to change her appearance. Give them one example to start (*she cut her hair*).
- Check answers as a class. Ask them to think: *Does the person really look better? Would you get any of those changes done?* Encourage discussion.

Extra activity

- Ask students to bring in a photo of themselves a few years ago. Ask students to work in pairs to talk about how their appearance is different. For example, have they changed their hairstyle, got their ears pierced, etc.?

13. Read some more posts from an advice page. Discuss what advice to give to these people.

- Ask the class to brainstorm possible answers in groups. Monitor and help where necessary.

Write

14. Now write a reply to one of the posts. Use *If I was you, I would / Wouldn't ...*

- Read the sample answer as a class. Remind students of the target structure; point out the use of the second conditional in this answer.
- Ask students to work individually to answer either Ricardo or Sandra's letter. Share answers in pairs, then as a class. Monitor and help with language; pay attention to students' use of the second conditional.

Extra activity

- Source some genuine 'problem page' letters from the newspaper or Internet. Distribute these to students and ask them to come up with advice to the writers.

Focus on Vocabulary

Get Ready!

1. Look at the words related to identity in the box. Which ones do the pictures represent? Make notes, then discuss with a partner.

Example: I think this picture of masks represents culture and traditions.

language - national symbols - region - heritage - history - traditions - dialect - family - race - culture - nationality - religion



2. Which of the words are connected? Explain your answer.

Religion and family are connected because people are normally the same religion as their parents.

3. Complete the sentences with a suitable word from exercise 1.

- My _____ is important to me. I go to church every Sunday.
- I love my country's flag. This is my favourite _____.
- I feel proudest when I read works by the great writers from my country. This is part of my _____.
- When I speak, people know exactly which _____ I come from, because my _____ is very strong.
- Vallenato music is considered important cultural _____ that needs to be protected.

MODULE 3 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Identity, immigrant groups, national cultures	<ul style="list-style-type: none"> Question formation using <i>be</i> and <i>do</i> 	<ul style="list-style-type: none"> Speaking: Interview on moving to another country Writing: Writing up an interview, designing a mind-map related to culture
Lesson 8	Verbal and non-verbal behaviour in other countries	<ul style="list-style-type: none"> Using <i>must</i> and <i>have to/don't have to</i> 	<ul style="list-style-type: none"> Speaking: Role play on giving advice to a visitor to Colombia Writing: A quiz on cultural aspects of different countries

UNIT THEME

In Unit 3 there are two lessons on the theme of 'cross-cultural experiences'. Students will explore the mixed cultural heritage of the USA, and will listen to the experience of a Colombian teenager who moved there. They will prepare and perform an interview about a cross-cultural experience, and use modal verbs of obligation to discuss rituals and customs in different countries. They will bring together the themes they have studied in this module to invent their own TV show and present it to their classmates.

LESSON OVERVIEW

In this lesson students will have the opportunity to learn about different cultures living in the United States. They will also learn why the USA has been long considered a melting pot. This lesson is about identity, but also about changes, so students will constantly use language to describe habits people had before, or habits that they have kept through the years.

Focus on Vocabulary

Get ready!

- Look at the words related to identity in the box. Which ones do the pictures represent? Make notes, then discuss with a partner.
 - Tell students the focus of this lesson is identity. Ask them to brainstorm what this word means. Write answers on the board.
 - Review the words in the box with students. Check pronunciation and word stress of each.
 - Go through the pictures as a class. Ask students to identify what they see in each picture. Help with vocabulary where necessary.
 - Give students a few minutes to work individually to make notes on what each picture represents. Then, ask students to share ideas in pairs.
 - Check as a class.
- Which of the words are connected? Explain your answer.
 - Do this exercise as a class: try to find connections between the words in the box. Write ideas on the board.

Extra activity

- Reinforce the meaning of these words by applying them to the students' own culture. Ask students to draw a table with two columns in their notebooks. At the top of the left-hand column, they will write 'Identity word'. At the top of the right-hand column they will write 'Colombia'. They will then fill in the left-hand column with the words in the box. In the right-hand column, they will write down anything that comes to mind about Colombia, as it relates to that word.
Example: *language - Spanish*
 - Students may carry out this task in pairs or groups. Ask students to share ideas with the class.
- Complete the sentences with a suitable word from exercise 1.
 - Ask students to complete this exercise in groups. Check as a class.

Answers

- religion
- national symbol
- culture
- region/dialect
- heritage

 **Read**

4. Look at the pictures below. Then read the article. Why do people say the USA is a melting pot?



Melting

Changing from a solid into a liquid.



Pot

Container to cook or store food or drinks.

The melting pot of the world

People say the USA is the melting pot of the world because wherever you go, you can see, hear and taste a mixture of things that originally came from different parts of the world. People from different countries have brought their culture and heritage with them, and shared it with their new neighbours. Here are some important cultures that are part of the USA today.

Latin Americans

Millions of Americans are of Latin heritage. Their culture is celebrated during Latin American Culture Week, a ten-day festival which includes Latin music, dance, literature and art. Musicians from countries such as Mexico, Colombia, Argentina and Brazil give performances, and there are also conferences and discussions with Latin American authors about their latest books.



African Americans

This culture has a very powerful influence in the USA. African Americans are the third-largest ethnic group in the country. They have influenced American culture in a lot of different ways, such as fashion, music and hairstyles - braids and dreadlocks are very popular all over the country.

Asian Americans

It's impossible not to notice the influence of Asian cultures in the USA. Almost all big American cities have a 'Chinatown' - a district full of Chinese shops where a lot of people of Chinese heritage live. Americans love delicious Asian food, and there are restaurants everywhere serving traditional food like spring rolls and sushi.



Glossary

- taste (verb): *saborear*
- neighbour: *vecino/a*
- performance: *presentación*
- hairstyle: *peinado*
- braids: *trenzas*
- dreadlocks: *rastas*
- district: *barrio*

5. Read the article again and answer the questions.

- a. What can people do during Latin American Culture Week?
- b. How has African-American culture influenced the USA?
- c. How do we know that Asian culture is popular in the USA?

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

4. Look at the pictures below. Then read the article. Why do people say the USA is a melting pot?

- Ask students to look at the two pictures. Ensure they grasp the meaning of the words 'melting' and 'pot'. Ask them to consider why a country might be described as a melting pot. Guide students to deduce that in a melting pot all the ingredients mix together and it's hard, almost impossible, to isolate the components.
- Refer students to the text. Pre-teach any vocabulary that you think might be challenging for students, since it might help them to better understand the text.
- Ask students to read the text individually and to think about the melting pot concept.
- Ask them to share their thoughts with a partner, then with the class. Explain that the USA has long been considered a melting pot because many people from different countries have migrated and settled there in search of the American dream.

Answers

Wherever you go, you can see, hear and taste a mixture of things that come originally from different parts of the world.

5. Read the article again and answer the questions.

- Ask students to work in pairs to complete this exercise. Check as a class.

Answers

- take part in a 10-day festival that includes Latin music, dance, literature, art, performances by Latin American musicians and conferences and discussions with Latin American authors
- in fashion, music and hairstyles (especially dreadlocks and braids)
- the popularity of Asian food among Americans - almost all big American cities have a 'Chinatown' and there are many restaurants serving Chinese and Japanese food

Extra activity

- Ask students to work in groups of three or four. Give each group the name of a large US city (e.g. Los Angeles, Chicago, Miami, etc.). Give them also a culture (e.g. Japanese, Korea, Thai). Students work in groups to prepare a poster promoting a 'Culture Day' for that culture in the city they have been given. They should plan a day of activities open to the public, which will showcase the features of that culture. For example, they can include such activities as a dance performance, a poetry reading, a cooking lesson, and more. This will require some research; allow Internet access and sufficient time. Encourage students to decorate their posters with pictures and colour; display them around the room.



Listen



6. Listen to Camilo, a teenager originally from Colombia, talking about his experience when he moved to the USA. Put the questions in the order you hear them.

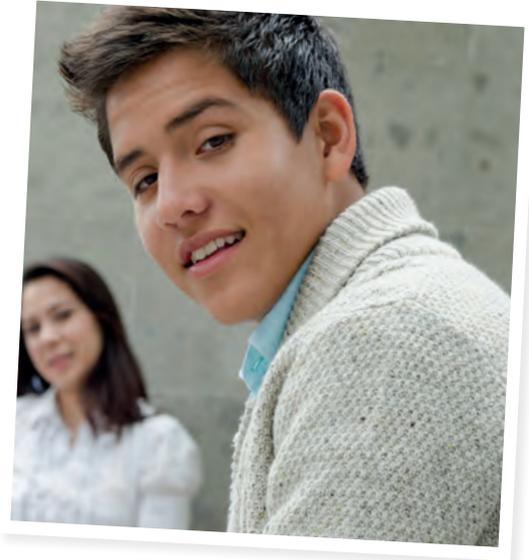
- What things did you find strange?
- How did you deal with the language?
- Were things hard for you at school?
- Why did you move here?
- Did your family adapt quickly to life here?
- What was the most difficult thing for your family?



7. Listen again and make notes about Camilo's answers to the questions in exercise 6. Then check with a partner.

8. Work in small groups. Discuss the questions.

- Have you ever been to another country?
- What did you like about it?
- What did you miss from home?
- Would you like to live abroad? Why? / Why not?



Focus on Language

9. Look again at the questions in exercise 6. Answer the questions.

- How do we make past simple questions with the verb *be*?
- What auxiliary verb do we use for other questions in past simple?
- Do we use the infinitive of the main verb in past simple questions?

10. Unscramble the questions. Then ask and answer them in pairs.

- you / were / born / when / ?
- elementary school / you / which / go to / did / ?
- did / celebrate / where / family / last Christmas / your / ?
- cook / grandma / *natilla* and *buñuelos* last Christmas / your / did / ?
- the most important celebration / were / what / you / was / when / a child / ?
- get / for your last birthday / you / what / did /

Listen

6. Listen to Camilo, a teenager originally from Colombia, talking about his experience when he moved to the USA. Put the questions in the order you hear them.

- Preview the listening by asking students to consider the following questions in groups:
 - a *What are some reasons why people might move from Colombia to the USA?*
 - b *What aspects of American life do you think Colombians might find strange?*
 - c *What aspects of American life do you think Colombians would especially enjoy?*
 - d *If you moved to the USA, what would you miss most about Colombia?*
- Share ideas with the whole class.
- Play audio Track 37. Play the audio first without pausing. Ask students to put the questions in the correct order, based on any information they can grasp from the first listening.
- Play again if necessary.
- Check answers as a class.

Audio script

37

Presenter: Camilo, tell us, how old were you when you came to the US?
 Camilo: I was seven years old.
 Presenter: And why did you move here?
 Camilo: My aunt lived here and she helped my father find a job. He moved first and then he brought the rest of the family here.
 Presenter: What things did you find strange?
 Camilo: Well ... everything! The language, food, people ... everything was different!
 Presenter: Did your family adapt quickly to life here?
 Camilo: It took us some time to get used to everything. It wasn't easy for any of us, but I think it was easier for me because I was young.
 Presenter: How did you deal with the language?
 Camilo: Well, it was a bit hard. My father knew a bit of English and he helped a lot. I picked up the language very quickly, but it was a bit more difficult for my mom. She cried a lot as she couldn't communicate. But now she can speak it very well.

Presenter: What was the most difficult thing for your family?

Camilo: Hmm, it was spending holidays away from home. Colombians love family celebrations, so being away from the family was really hard. Our first Christmas in the USA was really sad. We missed our family, the traditional food and the warm atmosphere. It's something I still miss.

Presenter: Were things hard for you at school?

Camilo: Yes, school was a challenge, but my teachers and classmates were really helpful, and I'm now the best student in my class!

Answers

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

7. Listen again and make notes about Camilo's answers to the questions in exercise 6. Then check with a partner.

- Play audio Track 37 again. Ask students to work in pairs to find the answers. Play audio as many times as necessary.
- Check answers as a class.

Answers

Why did you move here?

- His aunt lived here, and she helped his father to find a job.

What things did you find strange?

- Everything! The language, food, people ...

Did your family adapt quickly to life here?

- It took them some time to get used to everything. It wasn't easy for any of them, but it was easier for Camilo because he was young.

How did you deal with the language?

- It was a bit hard. His father knew a bit of English, but his mother did not. She could not communicate, but now she speaks well. Camilo picked it up very quickly.

What was the most difficult thing for your family?

- Spending holidays away from home, especially Christmas. They missed their family, the traditional food and the warm atmosphere.

Were things hard for you at school?

- Yes, but his teachers and classmates were really helpful, and he's now the best student in his class!

8. Work in small groups. Discuss the questions.

- Allow students time to discuss these questions in groups.

Focus on Language

9. Look again at the questions in exercise 6. Answer the questions.

- Look through the exercise as a class; make sure students are familiar with the terminology used here, e.g. auxiliary verb, infinitive. Review if necessary using examples from the students' own context.
- Students complete the sentences in pairs. Check answers as a class.

Answers

- a We use *was* or *were* to make past simple questions with the verb *be*.
- b *did*
- c Yes, we use the infinitive form of the main verb.

10. Unscramble the questions. Then ask and answer them in pairs.

- Students carry out this task to confirm their understanding of the meaning and use of the target structure.
- Check as a whole class.

Answers

- a When were you born?
- b Which elementary school did you go to?
- c Where did your family celebrate last Christmas?
- d Did your grandma cook *natilla* and *buñuelos* last Christmas?
- e What was the most important celebration when you were a child?
- f What did you get for your last birthday?

 Write

11. Work in pairs. Imagine one of you moved to Colombia when you were younger. Write an interview about your or your classmate's impressions of life in Colombia. Follow the instructions.
- Make notes about what you'd like to include in the interview. Look at page 110 and include some of the vocabulary about identity.
 - Write questions based on your notes.
 - Write a short interview with your questions and ideas.

 Speak

12. Check your interview with your teacher and practise it in pairs.
13. Present your interviews to the class. The other students should listen and take notes, and then ask questions if they want.
14. Work in small groups. Look again at the vocabulary on page 110. Choose three words that are important to you. For each word:
- Draw a diagram or picture to explain why this word is important to you.
 - Explain to your classmates why it's important to you.

Colombian writers

Special Colombian
expressions

Language

Films in Spanish

Communicate with
our neighbours from
different countries

Write

11. Work in pairs. Imagine one of you moved to Colombia when you were younger. Write an interview about your or your classmate's impressions of life in Colombia. Follow the instructions.
- Refer students to the vocabulary at the beginning of the lesson. The objective of this activity is to think critically about these words and to apply them to a specific context.
 - You may want to have students work in small groups to brainstorm ideas before they write. This could be done in class, with the actual writing done for homework. Monitor and provide students with any language they might need. Encourage students to provide as much detail as they can about life in Colombia.

Speak

12. Check your interview with your teacher and practise it in pairs.
- Ask students to provide peer feedback to their classmates where possible.
13. Present your interviews to the class. The other students should listen and take notes, and then ask questions if they want.
- The interviews can be read aloud to the class, with another student taking the role of the interviewer.
 - Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation) and presentation skills (speed, volume, use of gesture and eye contact, level of confidence, etc.). Share feedback with individual students.
14. Work in small groups. Look again at the vocabulary on page 110. Choose three words that are important to you. For each word:
- Explain the concept of a mind-map to students. This is a graphic organiser that helps students to plan and organise their thoughts. It can be a very useful starting point for a piece of writing.
 - Copy the diagram of the 'language' mind-map onto the board. Explain to students how the concept works using this example.
 - Ask students to work individually to choose one of the words from the lesson and to draw their own diagram. Monitor and help where necessary.
 - Students can share their diagrams first in pairs and then with the class.
 - Display diagrams in the classroom.

Extra activity

- Consolidate the lesson's vocabulary and end on a fun note by playing a word game, e.g. Hangman, with the words from exercise 1.

 Speak

 Get Ready!

1. Read this English proverb and talk about what you think it means.

'When in Rome, do as the Romans do.'

Learning Tip

- ✓ Use your previous knowledge to make connections with the new topics in English. It will help you understand better.

2. Read the text. Then explain to a partner in your own words what the proverb means. Is there an equivalent proverb in your language?



In English, people often say 'when in Rome, do as the Romans do', or just 'When in Rome.' It means that you should act like local people, when you visit somewhere different. It is said that this proverb comes from the 4th Century, when the church didn't permit people to eat on Saturdays in Rome, but permitted it in Milan, in Italy. Visitors to Milan didn't know if they should eat or not, and one visitor asked the advice of Januarius, an important bishop from Naples. His advice was: 'When I am in Rome, I do not eat on a Saturday. When I am in Milan, I eat on a Saturday.' Over time, this became the expression that we know today.

Glossary

- proverb: *proverbio*
- permit: *permitir*
- bishop: *obispo*

3. Look at five more English proverbs. Match the sentence halves. In pairs, discuss what you think they mean. Is there an expression with a similar meaning in your language?

- | | |
|------------------------------------|---------------------------|
| a. A bird in the hand ... | make light work. |
| b. The grass is always greener ... | is worth two in the bush. |
| c. Actions speak louder ... | in the mouth. |
| d. Never look a gift horse ... | on the other side. |
| e. Many hands ... | than words. |

LESSON OVERVIEW

This lesson explores the meaning of the English proverb “When in Rome do as the Romans do” and what it means in a multicultural world. It also exposes students to some experiences of culture shock of people living in a foreign culture.

Speak

Get ready!

1. Read this English proverb and talk about what you think it means.
 - Introduce the concept of a proverb. Ask students what proverbs they know in Spanish. Write a few on the board. Discuss when they would be used.
 - Refer students to the Learning Tip box. Show how an understanding of proverbs in Spanish can help them to understand the meaning and use of proverbs in English.
 - Tell students that this lesson addresses a common proverb in English. Pair students to discuss the meaning of the proverb. Ask volunteers to share their answers.

Glossary

- Draw students’ attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.
2. Read the text. Then explain to a partner in your own words what the proverb means. Is there an equivalent proverb in your language?
 - Ask students to read the short text individually. Monitor and help with unknown vocabulary or expressions.
 - Ask students to work in pairs to share their answers. Check answers as a class.

3. Look at five more English proverbs. Match the sentence halves. In pairs, discuss what you think they mean. Is there an expression with a similar meaning in your language?
 - Ask students to complete this exercise in pairs. Check as a class.

Answers

- a A bird in the hand is worth two in the bush.
- b The grass is always greener on the other side.
- c Actions speak louder than words.
- d Never look a gift horse in the mouth.
- e Many hands make light work.

Extra activity

- Play a remembering game. Divide students into pairs. Write the first half of each proverb on a small piece of paper. Write the second half on another piece. Lay each piece (10 pieces of paper in total) face down. Students must pick up one piece of paper, then a second. If they get a match, they ‘keep’ that proverb and set those papers aside. If they do not get a match, they return both papers to the deck. The winner is the student with the most proverbs at the end.

 Read

4. Read the text about living in Colombia. Do you agree with everything that the author says?

Living in Colombia

Have you recently moved to Colombia? Some things will be new and strange for you. But don't worry - I'm sure you're going to have a fantastic time in our country. Let me tell you about living in Colombia.

One of the most incredible things about living in Colombia is its people. You will feel the warmth of Colombians - you must be prepared to receive lots of kisses and hugs! Colombians are also very friendly and sociable. There are a lot of colourful festivals to enjoy throughout the year. Colombians are famous for dancing - you should definitely try Salsa or Cumbia if you can. Or watch other people doing it!

Colombians are caring people, and they always give up their seats on a bus to elderly people or pregnant women. You mustn't forget to do this, or people might think that you are selfish.

Colombia has 59 beautiful National Natural Parks, so you don't have to go into the Amazon jungle to see some amazing wildlife.

Finally, if you want your family and friends to come and visit you, people from most countries don't have to get a visa. Colombia is open to visitors from all over the world. However, everyone who enters the country must have a valid passport.



Glossary

- | | |
|--------------------------|---------------------------------|
| ▪ warmth: <i>calidez</i> | ▪ wildlife: <i>vida salvaje</i> |
| ▪ kisses: <i>besos</i> | ▪ give up: <i>ceder</i> |
| ▪ hugs: <i>abrazos</i> | ▪ selfish: <i>egoísta</i> |

Focus on Language

5. Look at the sentences. Do the underlined verbs in each pair of sentences mean the same?
- | | |
|--|--|
| a. 1. You <u>must</u> have a valid passport if you want to come to Colombia. | b. 1. You <u>mustn't</u> go into the Amazon jungle. |
| 2. You <u>have to</u> have a valid passport if you want to come to Colombia. | 2. You <u>don't have to</u> go into the Amazon jungle. |
6. Complete the sentences with the underlined verbs from exercise 5.
- _____ and _____ mean that something is obligatory.
 - _____ means that something isn't necessary.
 - _____ means that something isn't permitted.

Read

Glossary

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

4. Read the text about living in Colombia. Do you agree with everything that the author says?

- The objective of this activity is twofold. First, the activity checks students' comprehension of the text. Second, and most important, the activity asks students to respond critically to what they have read. Tell students that when they read published material, they need to be able to formulate an opinion on that material. They do not have to agree entirely with everything they read.
- Ask students to read the text individually. Review vocabulary as a class, and ensure that everything is clear.
- Ask students to work in pairs to comment on the text. Again, emphasize that students do not need to be unanimous in their agreement or disagreement of the text: everyone has different opinions, and everyone's opinion is valid.
- Share thoughts as a class.

Extra activity

- Ask students to write another paragraph to add to this text. They can include anything they think the author might have forgotten (e.g. *food*, *weather*, etc.). Share paragraphs as a class.

Focus on Language

5. Look at the sentences. Do the underlined verbs in each pair of sentences mean the same?
- This exercise reviews the formation and use of modals and quasi-modals. This will not be new to students, but they may need a refresher on how these structures are formed and what they mean.
 - First, see how much students remember by asking them to complete the two questions; they may work in pairs.
 - Review the answers as a class.

Answers

- a yes
- b no

6. Complete the sentences with the underlined verbs from exercise 5.

- Working in the same pairs, students carry out this task to confirm their understanding of the meaning and use of the target structures.
- Check as a whole class.

Answers

- a Must/have to
- b Don't have to
- c Mustn't

Extra activity

- Ask students to make an information brochure for visitors to Colombia. What should visitors know about life in the country? Ask students to work in groups of three. They will take a piece of paper and divide it into three columns. These will have the headings '*You must...*', '*You don't have to...*' and '*You mustn't...*' Students should try to write at least five pieces of information for each column, focusing on things a casual visitor needs to know. Share ideas with the class and make a master list.

7. Choose the correct verbs to complete the sentences.
- I've finished my exams. I **mustn't** / **don't have to** study any more.
 - You **don't have to** / **mustn't** go into that building. It's private.
 - You **don't have to** / **must** say hello to your neighbours. It's rude if you don't.
 - You **don't have to** / **mustn't** pay to enter this museum. It's free!
 - If you want to go to the UK, you **mustn't** / **have to** save a lot of money.

Focus on Language

8. Look at the ways of greeting people. Which of these are typical in Colombia, and in which situation? Which aren't typical?

shake hands - kiss on the cheeks - kiss on the hand - bow - smile - offer someone a drink/food - hug - bump fists - make eye contact - ask 'how are you?'

9. In pairs, compare your answers. Then decide if the ways of greeting in exercise 8 are typical of formal or informal situations.



Listen

- ³⁸  10. Listen to two stories of people experiencing cultural shock. Which expressions from exercise 8 do you hear?
- ³⁸  11. Listen again. For each sentence, say UK, France, or both.
- People greet in different ways in different regions.
 - People often aren't sure how to greet each other.
 - Some people seem formal when you greet them.
 - People offer you something to drink.
 - Everyone kisses their friends.



7. Choose the correct verbs to complete the sentences.
- Ask students to complete this exercise in pairs. Check as a class.

Answers

- a don't have to
- b mustn't
- c must
- d don't have to
- e have to

Focus on Language

8. Look at the ways of greeting people. Which of these are typical in Colombia, and in which situation? Which aren't typical?
- Go through these actions as a class; act them out with volunteers, and make sure everyone knows what they all mean.
 - Ask students to work individually to decide which are common in Colombia, and in what situations they might be used.
9. In pairs, compare your answers. Then decide if the ways of greeting in exercise 8 are typical of formal or informal situations.
- Have students discuss these gestures in pairs, then open up the discussion to the class.

Listen

10. Listen to two stories of people experiencing cultural shock. Which expressions from exercise 8 do you hear?
- The focus here is on culture shock as a result of verbal and non-verbal behaviour. First, have a brief discussion with the class about culture shock. What causes it? Who experiences it? How long does it last? What are some ways to deal with it?
 - Play audio Track 38. Play the audio first without pausing. Ask students to note down any items from exercise 8 they hear, based on the first listening.
 - Play again if necessary.
 - Check answers as a class.

Audio script

38

- 1 I went to the UK last year. We Colombians like to smile and make eye contact when we say hello. But I found that some people there didn't look at my eyes! It was strange. So I thought that British people must be very formal and shy. But then my friend introduced me to his friends, and most people hugged each other! But I noticed that one boy shook hands instead, and one girl kissed everyone on one cheek, and another girl didn't do anything at all! They explained that there aren't any 'rules' for greetings between friends in the UK - it all depends on the friend and situation, and British people often don't know what to do! In the end, I taught them some things that we do in Colombia, like bumping fists. One thing that everyone does, however, is to offer you a cup of tea when you go to their house!
- 2 When in Rome, do as the Romans do, they say. And so, when I visited France last summer, I tried to adapt. But one thing that really confused me was how French people greet each other. If they know each other a bit, they kiss on the cheeks. Even men kiss their male friends! From my travels, I now know that people kiss four times in Paris, three times in southern France, and twice in other places. It's so confusing! However, I really enjoyed French hospitality. Everyone always offered me something to eat or drink when I visited them.

Answers

Smile, make eye contact, hug, shake hands, kiss on the cheeks, bump fists, offer someone a drink/food

11. Listen again. For each sentence, say UK, France, or both.
- Play audio Track 38 again. Ask students to work in pairs to choose the correct country.
 - Check answers as a class.

Answers

- a France
- b UK
- c UK
- d both
- e France

 **Speak**

12. Plan a role play between a Colombian and someone from abroad who is visiting Colombia. Follow the instructions.

- Decide who will play the roles.
- Decide the country that the foreigner is from.
- The person from abroad asks questions about Colombia.
- The Colombian replies and invites the foreigner to visit some places.
- The person from abroad asks if you can or can't do certain things.
- The Colombian explains what he/she has to do, doesn't have to do and mustn't do in different situations.

13. Practise your role play. Then perform it for the class.

14. In pairs, look at the proverbs in exercise 3. Discuss situations where you might say the proverbs.

*Example: My brother couldn't find a job in our town, so he moved to Bogotá. Now, he is always sending messages saying that he doesn't like it there, and wants to come home.
I told him 'The grass is always greener on the other side.'*

 **Write**

15. In groups, write a quiz about cultural aspects of other countries. You can write questions about one country, or different countries. Use facts that you already know, or if possible research more information on the Internet.

Example: What isn't a typical activity in Mexico?

- a. dancing salsa
- b. playing football
- c. eating spicy food

What is true about India?

- a. You must do yoga every day.
- b. You must eat meat.
- c. You must wear traditional Indian clothes at a wedding.

16. Work with another group. Ask them your quiz questions. Which group got the most correct answers?

Speak

12. Plan a role play between a Colombian, and someone from abroad who is visiting Colombia. Follow the instructions.
- Ask students to work in pairs. They should decide who will be the Colombian and who will be the visitor. Encourage them to be as creative as they wish in this exercise, and to make full use of the vocabulary and grammar they have learned in this Unit.
 - Monitor and provide assistance where necessary.
13. Practise your role play. Then perform it for the class.
- Monitor and provide feedback on language skills (grammar, vocabulary, pronunciation). Share feedback with individual students.
14. In pairs, look at the proverbs in exercise 3. Discuss situations where you might say the proverbs.
- Ask students to work in pairs to think of situations in which these proverbs might be used. For example, '*Many hands make light work*' could be used when the classroom needs to be tidied; if everyone does a little work, the task will go quickly and easily.
 - Pairs can act out their scenarios for the class.

Write

15. In groups, write a quiz about cultural aspects of other countries. You can write questions about one country, or different countries. Use facts that you already know, or if possible research more information on the Internet.
- It is important to allow students enough time for this activity. This is a useful and potentially fun activity, but it should not be rushed.
 - First, brainstorm a list of topics that students could write questions about. These might include language, fashions, hobbies, music, writers, artists, and more. Put these on the board.
 - Decide as a class whether groups will focus on one country each, or whether all groups will write general quizzes.
 - Students may do some of this research for homework. They will need Internet access. The questions themselves should be written in class, so that you can check students' use of language.
 - When students have written their quizzes, share them with another group, then with the class.



Write and perform a TV show

1. The title of your TV show is 'Respecting differences'. Work in large groups of ten-twelve students. First of all, decide which sections your TV show will include. Choose some or all of the following, depending how many people you have in your group. Each section will need two-three students.

- An interview
- A cultural report
- A news story
- A live call-in



2. When you have decided which sections you're going to include in your TV show, and which students will work on each section, make a note of each student's role. Copy and complete the table for all the sections.

Section	Student's name	Role
Interview	Gonzalo	Presenter
	Marta	Guest



Prepare the sections

3. Work in small groups to plan, write and practise each section. Look back at the lessons in Module 3 for ideas. Then follow the instructions.

INTERVIEW

You need a presenter and a guest for this section.

- Choose a different country or a different region of Colombia. The guest comes from this place. Write some ideas about the lifestyle and traditions of the people who live there.
- Write some questions to ask the guest, and prepare answers.
- Practise the interview.

CULTURAL REPORT

You need a presenter and some local people for this section.

- Choose a special celebration in Colombia. Find out as much information as possible about it. Use one of the following ideas, or your own:
Carnaval de Barranquilla *Feria de Manizales*
Feria de Cali *Fiesta de Corralejas*
Festival Vallenato *Carnaval de Riosucio*
- Imagine that the presenter is at the celebration. Explain what is happening.
- Include a quick interview with a local person who is enjoying the celebration.
- Practise the report.



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

WRITE AND PERFORM A TV SHOW

This activity is a group activity. Students create a television show on the topic of respect for individual and cultural differences.

PREPARATION REQUIRED

If possible, find a video of a television programme that contains all the sections listed in exercise 1. Show this to the students.

1. The title of your TV show is 'Respecting differences'. Work in large groups of ten-twelve students. First of all, decide which sections your TV show will include. Choose some or all of the following, depending on how many people you have in your group. Each section will need two-three students.
 - Organise the class into groups of 10-12 students, depending on the number of students in your class.
 - Make sure all students know what is meant by the four sections, and what each should look like.
2. When you have decided which sections you're going to include in your TV show, and which students will work on each section, make a note of each student's role. Copy and complete the table for all the sections.
 - Help students to decide how they are going to divide themselves up to carry out these tasks.

PREPARE THE SECTIONS

3. Work in small groups to plan, write and practise each section. Look back at the lessons in Module 3 for ideas. Then follow the instructions.
 - Direct students' attention to the information in the boxes. Spend some time explaining these sections, so all students grasp the meaning.
 - Review some of the key themes of Module 3: cultural differences, rituals, clothing and body modifications, bullying, travel, and moving to another culture. Students will decide which of these they would like to focus on.
 - Students work in their groups to plan their work. You may want to assign a group leader for this project who will oversee the work of the group and ensure that all students are on task and on schedule.
 - Some of the research for the different sections may be done at home, as students will all need Internet access. However, the more collaborative aspects of the planning stage should be done in class.

NEWS STORY

You need a presenter and one more person for this section.

- Decide on an interesting news story connected to teenage life. For example, it could be about someone with an interesting hobby, lifestyle, or look. Or it could be about an event that has happened.
- Write the story. Include a quote from the person, or one of the people, involved in the story.
- Practise the story.

LIVE CALL-IN

You need a presenter and a number of callers for this section.

- The presenter will take a number of live phone calls. Each caller has a problem. The presenter gives advice on what the caller can do.
- Think of a problem for each caller. Think of advice that the presenter can give.
- Decide the order of the calls. Then practise them.



Rehearse your TV show

4. In your group, decide on the order of the sections, and how long each section will be. Complete the table.

*Example: Section 1: Cultural report
Presenter: Luisa
Time: 5 minutes.*

5. Rehearse the entire show, one section at a time.
 - Decide how to start and end the show.
 - Decide how to move from each section to the next.
 - Give advice to your groupmates about how to make each section more interesting / successful / realistic.
 - Think how you can make your classroom look like a TV set.



Present your show

6. Present each TV show to the rest of the class. If possible, arrange the chairs in the classroom to make a TV audience. Enjoy the shows and applaud your classmates as you watch.



REHEARSE YOUR TV SHOWS

- 4 In your group, decide on the order of the sections, and how long each section will be. Complete the table.
 - Help students to reach an agreement here on how their TV programme will be presented. Where there is disagreement, be prepared to help students to reach a compromise.
5. Rehearse the entire show, one section at a time.
 - Students should be given plenty of time in class to work on their presentation skills. Encourage them to pay attention not only to the content of their sections but also to the way in which they are delivering the material. This means paying attention to speed, pitch, body language, level of confidence, and so on.
 - Give individual assistance to students on how to achieve an appropriate level of proficiency in these aspects of speaking.

PRESENT YOUR SHOWS

6. Present each TV show to the rest of the class. If possible, arrange the chairs in the classroom to make a TV audience. Enjoy the shows and applaud your classmates as you watch.
 - Give students a few minutes for a last-minute rehearsal before they do their show in front of the class.
 - Make sure there is enough time for each group to present their programme. Congratulate each group as they finish their presentation.
 - Encourage class participation and support.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read and understand a text about daily routines.			
	B. I can read a text about different ideas of beauty.			
	C. I can make predictions before reading a text and confirm them afterwards.			
WRITING	A. I can write a description of a celebration in my country.			
	B. I can write a report about a survey on free time.			
	C. I can write a short news story about bullying.			
SPEAKING	A. I can talk to a classmate about our routines and lifestyles.			
	B. I can discuss a problem and provide advice.			
	C. I can make up and act out an interview about my cultural identity.			
LISTENING	A. I can understand descriptions of celebrations.			
	B. I can understand a set of interviews about hobbies in the past and now.			
	C. I can order information as I hear it in a dialogue.			



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

1. Assessment of your English language skills

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

Ask students to read through each section of the four skills. Tell them they are going to assess their progress using three can do descriptors: *I can do this*, *I can do this with help* and *I need to work on this*. Remind them that the statements are based on the specific skills students should have developed during this module. The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

- Study skills help you improve in any school subject. Say how often you use these study skills.

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Analyse sentences in context to understand the use of grammar structures.			
2. Paraphrase the main ideas of a text to confirm understanding.			
3. Make word families to help learn vocabulary.			
4. Identify an author's purpose for writing.			
5. Learn and memorise collocations to speak more naturally.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
Me			
My group			

4. Assessment of Module 3

- Look back over the module then complete the sentences.
 - My favourite activity was ...
 - The most useful words or expressions were ...
 - I enjoyed learning about ...
 - I need to practise ...



2. Assessment of your English study skills
 - **Study skills help you improve in any school subject. Say how often you use these study skills.**
Tell the students they are going to assess their use of the learning strategies they have practised throughout the module according to how often they use them: *always, sometimes or never*.
Then ask students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.
3. Assessment of Let's work together
 - **First, individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.**
This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you always listen to your classmates' opinions when you were all discussing the project? How often did you help other students with their work?*
After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.
4. Assessment of Module 3
 - **Look back over the module then complete the sentences.**
The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate. Ask a few volunteers to read their sentences aloud.

Our natural environment



In this module you will ...

- learn about eco-travel in Colombia and the importance of our landscapes, in **Unit 1 Eco-tourism**
- understand about indigenous people and the environment around us, and how it is in danger, in **Unit 2 Protecting our native culture and environment**
- study how our country is a valued destination for visitors, in **Unit 3 Colombia: a natural and cultural paradise**

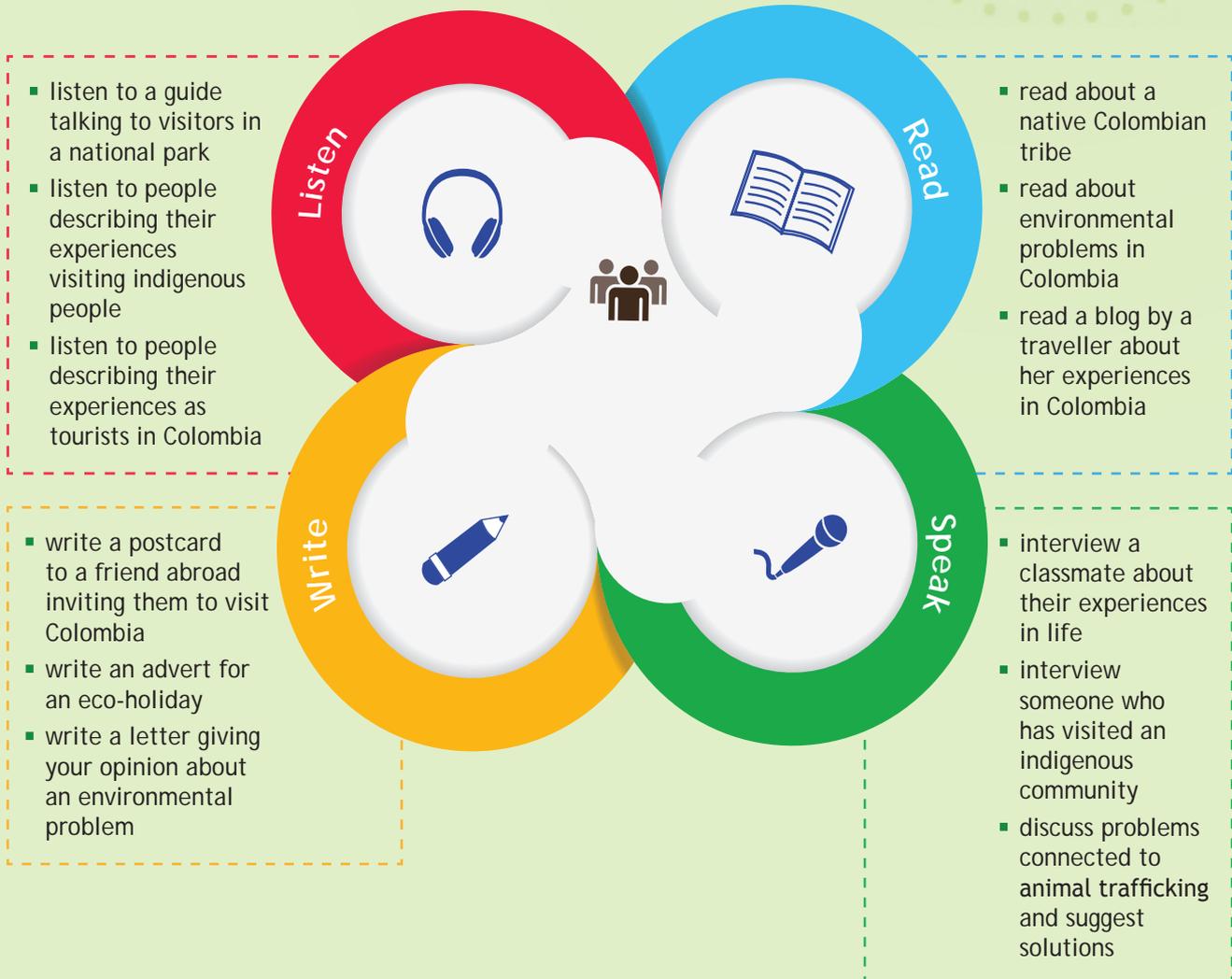
Module Overview

In this module, students will explore the topic of nature and the environment. They will learn about eco-tourism, how to protect our native culture and environment, and how Colombia's nature and culture make it an ideal tourist destination. Topics in the module include the natural features of Colombia, eco-holidays, natural parks and eco-projects, indigenous communities and protecting wildlife and the environment. Introduce the module to students by telling them the name of Module 4: *Our natural environment*.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics; for example, you could ask questions like *What's your favourite natural place to visit in Colombia? What can you do and see there? Are there any environmental problems there? How do we protect these places?*

You will also ...



Let's work together

Create a new eco-park

In this module, you will learn about eco-tourism, landscapes, indigenous people, and environmental problems in Colombia. In the project, you will plan an eco-park. You will:

- decide where your park is and what landscapes it has
- decide what facilities for visitors it has
- think about what indigenous people and fauna and flora live within the park
- create a map with information and present it to the class

To start the project, think about national parks that you know in Colombia. What landscapes do they have? What facilities do they have? Could they be improved, in your opinion? How?

You will also...

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

Let's work together

Project: Create a new eco-park

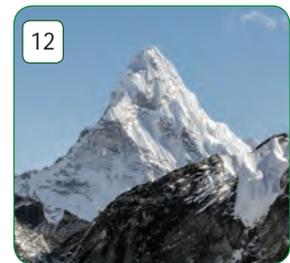
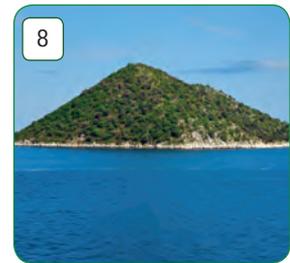
This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section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

Focus on Vocabulary

Get Ready!

1. Match the words for landscapes with the pictures.

river - waterfall - ocean - field - lake - mountain - valley - desert - beach -
rainforest - stream - island



2. Complete the sentences about Colombia with words from exercise 1. Use the plural form when necessary.

- Colombia has two _____: the Atlantic and the Pacific.
- The Magdalena _____ flows from the Department of Huila to Atlántico.
- _____ Calima is located in the Valle del Cauca Department.
- Cristóbal Colón is the highest _____ in Colombia.
- El Morro is a beautiful _____ with dark sand on the Pacific coast in Tumaco.
- Valle del Cauca is a wide _____ where you can find the sugarcane plant.
- La Guajira is a _____ in the north of Colombia.
- About 35% of Colombia's territory is covered by the Amazon _____.
- La Chorrera is the highest _____ in Colombia. It is located 45 minutes from Bogotá.

MODULE 4 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Types of landscape and activities on an ecotourism holiday	<ul style="list-style-type: none"> Present perfect affirmative, negative and questions with <i>ever</i> and <i>never</i> 	<ul style="list-style-type: none"> Speaking: asking and answering questions about pictures Writing: a postcard to a friend
Lesson 2	Types of holiday and holiday accommodation	<ul style="list-style-type: none"> First conditional Second conditional 	<ul style="list-style-type: none"> Speaking: role playing a conversation between a tourist and a travel agent Writing: an advert for an eco-holiday
Lesson 3	Facilities and people who work in a national park	<ul style="list-style-type: none"> Present perfect with <i>for</i> and <i>since</i> 	<ul style="list-style-type: none"> Speaking: talking about Colombian national parks Writing: an information sign for tourists

UNIT THEME

In Unit 1, there are three lessons on the theme of 'Eco-tourism'. By the end of the unit, students will be able to describe their holiday experiences using the present perfect. They will be able to talk about types of holiday and use the first and second conditional to refer to their real and hypothetical holiday plans. They will also talk about Colombian national parks and write an information sign for tourists.

LESSON OVERVIEW

In this lesson, students will learn about types of landscape and activities on an ecotourism holiday. Students will learn to talk about experiences they have had of ecotourism. They will also learn how to write a postcard to a friend.

Focus on vocabulary

Get ready!

- Match the words for landscapes with the pictures.
 - Lead into the topic by asking students if they can name some of the landscapes in the pictures. For example, ask: *Is picture 1 a waterfall?* (No, it's a beach.)
 - Tell students to work in pairs, look at the pictures and match them with the words in the box.
 - Check answers as a whole class.

Answers

- beach
- lake
- stream
- field
- ocean
- waterfall
- rainforest
- island
- valley
- desert
- river
- mountain

Extra activity

- Ask students to research another country, for example, Wales, for homework and then write sentences about it. They should then write gapped sentences for other students to complete, for example, *Snowdon is the highest _____ in Wales. (mountain)*

- Complete the sentences about Colombia with words from exercise 1. Use the plural form when necessary.
 - Tell students to read the sentences and complete them with a word from exercise 1. Tell them that some of the words are in the plural form and some have a capital letter. Do an example with question a (*oceans*).
 - Tell the students to compare their answers in pairs.
 - Check answers with the whole class.

Answers

- oceans
- river
- Lake
- mountain
- beach
- valley
- desert
- rainforest
- waterfall

 **Read**

3. Read the blog posts written by two tourists. Who went on an eco-holiday? What is the difference between normal tourism and eco-tourism?

I went to London last year. There's so much to see and do there. I went sightseeing and shopping. I enjoyed walking around the city, and I did a bus tour too. I bought lots of souvenirs near the London Eye.

This summer, I went to Bogotá, the capital of Colombia. It was really exciting. I went to a theme park called Mundo Aventura, I visited some great museums, and at night we went dancing in some nightclubs. The nightlife is great!

Next year, I'm going to visit another exciting city. I know some people go camping, bird watching and hiking for their holidays, but it's not for me. I'm a city person.

Sylvia, from Los Angeles



I'm an outdoor person. I love camping, bird watching, and anything that you can do outdoors. I love beaches, valleys, rainforests and mountains. I'm Canadian, but I love coming to Colombia for my holiday.

I've been horse riding and mountain climbing. I've also tried hiking, kayaking on the Cauca river, and sailing in the Caribbean Sea.

I've also learnt a lot about how to conserve the environment and protect local communities. I think it's important for tourists to make a difference when they go on holiday. That's why I always stay in an eco-cabin. They don't harm the environment, and they are really peaceful, too.

Leo, from Toronto

Glossary

- go sightseeing: *irse de turismo*
- nightlife: *nocturna*
- bird watching: *avistamiento de aves*
- kayaking: *montar en kayak*
- sailing: *navegar*
- eco-cabin: *eco-cabaña*

4. Find the activities in the pictures in the blog posts. Which of them are related to eco-tourism? Can you explain why?



5. In pairs, discuss which activities in the blog posts you most enjoy.

Read

3. Read the blog posts written by two tourists. Who went on an eco-holiday? What is the difference between normal tourism and eco-tourism?

- Explain that the students will read two blog posts by two people who went on different holidays.
- Tell them that they should read and answer the questions. Set a time limit so that students don't look up every word. You can refer them to the glossary for L1 translations of words they may not know.
- Have students compare their answers in pairs.
- Check answers as a whole class.

Answers

Leo went on an eco-holiday. Eco-tourism is a form of tourism that protects local communities and doesn't harm the environment, whereas normal tourism focuses less on the impact tourists have on the environment.

4. Find the activities in the pictures in the blog posts. Which of them are related to eco-tourism? Can you explain why?

- Tell the students to look at the six pictures and name the types of eco-activity. Do an example with picture 1. Ask: *What are the people doing? (going to the beach)*.
- Students work in pairs and name the other five pictures.
- Check answers as a whole class.
- Next, ask the students to answer the two questions in exercise 4.

Answers

related to eco-tourism: 2 5 6

activities:

- 1 going to the beach
- 2 kayaking
- 3 going sightseeing
- 4 visiting museums
- 5 staying in an eco-cabin
- 6 hiking

5. In pairs, discuss which activities in the blog posts you most enjoy.

- Put students into pairs and tell them to discuss which activities in the blog posts they enjoy. Give an example for yourself, for example, *I really like hiking*.
- Students work in pairs. Monitor and note common errors for correction.
- Have a short class discussion of the holiday activities students enjoy doing.

 Listen

-  39 6. Listen to Pedro talking to Sam about his holiday. Which words from exercise 1 do you hear?
-  39 7. Listen again. Who says the sentences and questions below? Write "P" for Pedro, and "S" for Sam.
- Have you ever been to the Cocora Valley?
 - I've never been there.
 - Have you ever visited any national parks in Colombia?
 - I've never seen a whale.



Focus on Language

8. Look again at the sentences in exercise 7. Answer the questions.
- Are the sentences and questions in the past simple or present perfect tense?
 - Are they talking about past experiences, or describing past events in detail?
 - Do we use *ever* in statements or questions?
 - Where do we put *ever* and *never* in the questions and statements?
9. Complete the sentences and questions with *ever* and *never*.
- Some children have _____ been to the beach.
 - Have you _____ stayed in an eco-lodge?
 - My cousins have _____ climbed Nevado del Ruiz.
 - Have you _____ been kayaking?
 - Have you _____ tried paragliding?
 - I've _____ seen a shark.
10. Look at the list of things that Larry wants to do. Which has he done? In pairs, ask and answer questions using *ever* and *never*. Use the Useful language box to help you.

Example: *Has he ever seen a jaguar?*
Yes, he has.

Has he ever played baseball?
No. He's never played baseball.

- see a jaguar ✓
- play baseball
- meet a person from a native tribe
- stay in an eco-cabin ✓
- swim with whales
- go paragliding ✓
- take a photo of a famous person
- climb a mountain ✓

Useful language

Irregular past participles

- Lots of past participles in English are irregular. You have to learn them.

see - seen meet - met swim - swum
go - gone take - taken

6. Listen to Pedro talking to Sam about his holiday. Which words from exercise 1 do you hear?
- Tell students they will hear two teenagers talking about Pedro's holiday. Tell them to write the words from exercise 1 in their notebooks and tick the ones they hear in the listening text.
 - Play audio Track 39, then allow students time to compare their answers in pairs.
 - Check answers with the whole class and play audio Track 39 again, pausing after each answer.

Answers

valley, mountains, rainforest, island, ocean

Audio script

39

Sam: Hello Pedro. What are you doing?

Pedro: Hi, Sam! I'm looking at some photos I took on my last holiday. Do you want to see them?

Sam: Sure!

Pedro: Look, this is Cocora. Have you ever been to the Cocora Valley?

Sam: No, I've never been there, but I'd love to. It looks lovely.

Pedro: Yes, it's really amazing. There are huge green hills and mountains. It's so beautiful. I also saw some really amazing mountains in Boyacá and Bucaramanga.

Sam: Do you have any photos of those places?

Pedro: Yes, um, here. This is me and my family in Boyacá.

Sam: Mmm! Great photos!

Pedro: They're beautiful, aren't they?

Sam: Yes, those mountains look perfect for hiking. And even paragliding.

Pedro: We didn't try paragliding, unfortunately! Maybe next time. What about you? Have you ever visited any national parks in Colombia?

Sam: Yes, I went trekking in the rainforest in Amazonas.

Pedro: Cool! Did you enjoy it?

Sam: Oh yes, I had a great time, although it was a bit scary. But my best holiday in Colombia was my trip to Gorgona Island. It was the best trip I have ever been on. We saw whales!

Pedro: Oh wow! I've never seen a whale in my life!

Sam: You should go. It's a brilliant feeling when you see a whale swimming free in the ocean. And the island is beautiful too.

7. Listen again. Who says the sentences and questions below? Write "P" for Pedro, and "S" for Sam.
- Explain the activity. Ask students to write the sentences in their notebooks and write "P" or "S" after them. You can do the first one as an example (P).
 - Play audio Track 39. Allow students time to compare their answers in pairs.
 - Check answers with the whole class.

Answers

a P b S c P d P

Focus on Language

8. Look again at exercise 7. Answer the questions.
- Put students in pairs and have them answer the questions.
 - Elicit the answers from the whole class. If needed, review the use and form of the present perfect on the board. For example, write: *Have you ever been to ...?* and *I've never been there* on the board. Underline the present perfect in one colour and the words *ever* and *never* in another colour. Elicit how the present perfect is made.
9. Complete the sentences and questions with *ever* and *never*.
- Tell the students to read the sentences in exercise 9 and complete them with *ever* or *never*. Do the first as an example with the whole class.
 - Ask students to work in pairs. Monitor and help as needed.
 - Check answers with the whole class.

Answers

- a present perfect
- b past experiences
- c questions
- d before the past participle form of the verb

Answers

- a never
- b ever
- c never
- d ever
- e ever
- f never

10. Look at the list of things that Larry wants to do. Which has he done? In pairs, ask and answer questions using *ever* and *never*. Use the *Useful language* box to help you.
- Ask the students to look at the list of things that Larry wants to do and has done. Do an example as per the book. Elicit that we use *ever* in questions and *never* in negative answers.
 - Ask students to work in pairs and ask and answer questions using *ever* and *never*. Tell them to use the past participles in the *Useful language* box. Monitor and note common errors for whole class feedback.
 - Check answers with the whole class.

Answers

Has he ever met a person from a native tribe? No, he has never met a person from a native tribe.

Has he ever stayed in an eco-cabin? Yes, he has.

Has he ever swum with whales? No, he has never swum with whales.

Has he ever been paragliding? Yes, he has.

Has he ever taken a photo of a famous person? No, he has never taken a photo of a famous person.

Has he ever climbed a mountain? Yes, he has.

 **Speak**

11. Look at the pictures. What activities can you see? In pairs, ask and answer questions with *Have you ever* about the activities.

*Example: Have you ever been horse riding?
Yes, I have. How about you?*


 **Write**

12. Write a postcard to a friend who doesn't live in Colombia. Tell him/her about your country. Use the ideas in the text below to help you.

Dear Cata

Have you ever been to Colombia? It's a beautiful country. It's got some amazing places, such as ...

I've visited ...

I've never been to ...

I'm planning to visit ...

I think the most beautiful place is ...

I hope you can come one day and see my country!

Love,
Daniel



Speak

11. Look at the pictures. What activities can you see? In pairs, ask and answer questions with *Have you ever* about the activities.

- Tell students to look at the pictures and with a classmate, name the activities.
- Demonstrate the activity by asking a student: *Have you ever been horse riding?* Elicit *Yes, I have* or *No, I haven't*, then the follow up question *How about you?*
- Have students work with a classmate to ask and answer the questions. If there are early finishers tell them to ask follow-up questions, for example, *When did you go horse riding?*
- Finish by asking students to report their answers to the class.

Answers

activities: hiking, trekking, horse riding, rafting, swimming, scuba diving

questions: Have you ever ...? Yes, I have. / No, I have never ...

Write

12. Write a postcard to a friend who doesn't live in Colombia. Tell him/her about your country. Use the ideas in the text below to help you.

- In this activity, students will learn how to write a postcard to a friend. You will show them how to plan their written work and therefore improve it.
- Tell students they will write a postcard. Demonstrate the activity:
- Tell students to read the questions and the sentence stems in the text. Write an example on the board.
- Have students write their text in their notebooks, referring to your model and the language in the box.
- Allow them time to write. Monitor and help as needed, noting common errors for whole class correction.
- Give out pieces of card or postcards (students can bring these in as homework). Tell the students to correct their texts and then copy them onto the card / postcard.
- Have the students swap postcards and read them. Set a time limit and a reading task, for example, answer the question: *Where has he/she been? What has he/she done?*

Focus on Vocabulary

Get Ready!

1. Copy the diagram and match the words about holidays in the box to the headings.

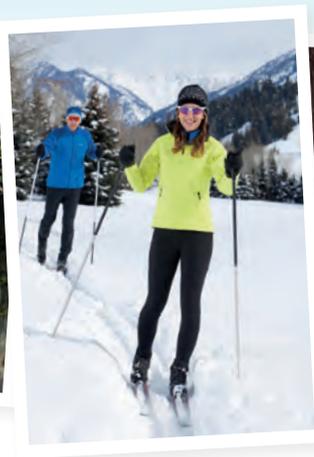
hotel - summer camp - campsite - holiday apartment - city break -
log cabin - farm stay - camping trip - skiing trip - cottage - package holiday -
youth hostel - adventure holiday - cruise

city break

Types of holiday

Holidays

Holiday accommodation



2. Complete the sentences with words from exercise 1.

- A _____ is a place where you can take your tent to stay.
- A _____ is a great opportunity to experience a rural lifestyle.
- A _____ holiday includes accommodation, food and transport.
- A _____ is a place where you can stay cheaply for a short period of time.
- An _____ might include hiking, kayaking or sailing.
- A _____ is a little house in the countryside.

3. In pairs, discuss the questions.

- When did you last go on holiday?
- What type of holiday was it?
- Where did you stay?
- What did you do?
- What did you like most about your holiday?
- What do you know about eco-destinations and eco-holidays?

LESSON OVERVIEW

In this lesson, students will learn about types of holiday and holiday accommodation. Students will learn to describe hypothetical situations using the first and second conditional. They will role play a conversation between a tourist and travel agent and learn how to write an advert for an eco-holiday.

Focus on vocabulary

Get ready!

- Copy the diagram and match the words about holidays in the box to the headings.
 - Lead into the topic by asking students if they can name some of the types of holidays and holiday accommodation in the pictures. For example, ask: *Can you see a hotel? (No, it's an eco-cabin.)*
 - Tell students to work in pairs, draw the diagram in their notebooks and categorise the words.
 - Check answers as a whole class.

Answers

Types of holiday - summer camp, city break, farm stay, camping trip, skiing trip, package holiday, adventure holiday, cruise

Holiday accommodation - hotel, campsite, holiday apartment, log cabin, cottage, youth hostel

Extra activity

- Tell students to rank the types of holiday and holiday accommodation according to which they'd most like to do.

- Complete the sentences with words from exercise 1.
 - Tell students to read the sentences and complete them with words from exercise 1. Do an example with question a (*campsite*).
 - Tell the students to compare their answers in pairs.
 - Check answers with the whole class.

Answers

- campsite
- farm stay
- package holiday
- youth hostel
- adventure holiday
- cottage

Extra activity

- Tell students to write definitions for the other words from exercise 1, for example: *A log cabin is a wooden building in a forest.* They then read the definition without the word it defines to their classmate, who has to guess the word.
- In pairs, discuss the questions.
 - Explain that the students will discuss the questions in this exercise.
 - Set a time limit to work in pairs or small groups. Monitor and help if needed. Note new language that students need and write it on the board.
 - Have students compare their answers as a whole class.

 Read

4. Read five travel reviews about eco-friendly destinations. Match the reviews with the pictures.

Eco-destinations around the world

1 This country has a fantastic variety of flora and fauna, with thousands of species of insects, reptiles, mammals and amphibians. I am crazy about all kinds of animals, so for me, it's a paradise! If I had the chance to live anywhere, I'd live here.

Christian

2 This country is home to some of the most spectacular wildlife in the world, including elephants, rhinoceroses, lions and leopards. You can also learn from the local people, who build their own eco-friendly homes by hand and conserve every drop of water.

Melanie

3 If you want to have a relaxing time, you will enjoy your holiday here. This place is full of contrasts. You can go hiking and see some amazing scenery, or if you prefer, you can stay by the sea and enjoy the cool breeze. You would stay forever if you didn't have to go home!

Lucas

4 If you come to this country, you will get the chance to live like local people on houseboats called "Kettuvallams". If you're interested in eco-friendly products, you can see how local furniture-makers make and design their own furniture using sustainable resources such as bamboo sticks and palm leaves.

Kevin

5 This rainforest is the most incredible place I've ever visited. The waterfalls are spectacular. It's a long way to travel, but if you get the chance to visit, you won't regret it. The local people work hard to take care of the environment and preserve this amazing place.

Hannah

a. KENYA



b. INDIA



c. COSTA RICA



d. AUSTRALIA



e. COLOMBIA



Glossary

- variety: *variedad*
- mammal: *mamífero*
- breeze: *brisa*
- forever: *para siempre*
- furniture: *muebles*
- sustainable: *sostenible*
- regret: *arrepentir*

5. Read the text again. For each destination, say:

- a. What tourists can do there. b. Why it is an eco-friendly destination.

6. In pairs, discuss which of these places you would most like to visit, and why.

Read

4. Read five travel reviews about eco-friendly destinations. Match the reviews with the pictures.
- Tell the students to look at the five pictures and name the countries. Ask: *What can you see in Kenya? (elephants)*. Do the same for the other countries.
 - Next, tell students to read the reviews quickly and match them with the pictures. Set a time limit and tell students to check the glossary box for L1 translations of words they don't know.
 - Check answers as a whole class.

Answers

- 1 c
2 a
3 e
4 b
5 d

Extra activity

- Have students write sentences with the words in the glossary. For example: *There is a variety of things to see and do in Bogotá.*

5. Read the text again. For each destination, say:
- Tell students to read the text again and for each destination say what tourists can do there and why it is an eco-friendly destination. Do an example with the first review.
 - Students work in pairs. Monitor and help as needed.
 - Check answers with the whole class.

Answers

a

Kenya: You can see lots of spectacular wildlife, including elephants, rhinoceroses, lions and leopards, and learn from the local people who live in an eco-friendly way.

India: You can live like the local people on houseboats and see the work of local furniture-makers.

Costa Rica: You can see a variety of flora and fauna.

Australia: You can visit the rainforest and waterfalls.

Colombia: You can go hiking and see some amazing scenery, or relax by the sea.

b

Kenya: You can see local people build eco-friendly homes by hand.

India: You can see local furniture-makers make and design furniture made from sustainable resources.

Costa Rica: You can see thousands of species of flora and fauna.

Australia: You can see how the local people take care of the environment.

Colombia: You can see amazing scenery.

6. In pairs, discuss which of these places you would most like to visit, and why.
- Tell students to work in pairs and discuss which of these places they would most like to visit and why.
 - Discuss answers with the whole class. Ask: *Which is the most popular place?*

Focus on Language

7. Look at two sentences from the text about eco-destinations and answer questions a-c.
1. If you get the chance to visit, you won't regret it.
 2. You would stay forever if you didn't have to go home.
- a. Are these sentences describing possible or hypothetical situations?
 - b. Which sentence is in the first conditional? Which one is in the second conditional?
 - c. How are the verb forms in the first and second conditionals different?
8. Find more examples of first and second conditionals in the text. Discuss with a classmate why each conditional is used.
9. Complete the sentences using the verbs in brackets in the appropriate first or second conditional form.
- a. If I _____ the lottery, I _____ my whole life on holiday! (win / spend)
 - b. We _____ Tayrona National Park in December if we _____ enough money for the school trip. (visit / save)
 - c. If I _____ older, I _____ around Colombia with my friends. But my parents say I'm too young. (be / travel)
 - d. If we _____ to London next year, we _____ some souvenirs for you. (go / buy)

Listen



10. Listen to a tourist and a travel agent talking about options for an adventure holiday. Number the activities in the order you hear them.

- white water rafting
- bungee jumping
- paragliding
- a ride in a cable car
- climbing
- trekking



11. Listen again and complete the sentences:

- a. If you get tired, you can _____ instead.
- b. You go for about _____ along the rapids.
- c. There's one problem. _____ any of these activities.
- d. We have _____ for all these extreme sports.
- e. We'll provide you with all the _____ you need.

12. Talk to a classmate.

- a. What do you think about this adventure holiday?
- b. Which activities would you like to do? Why?



Focus on Language

7. Look at two sentences from the text about eco-destinations and answer questions a-c.
- Write the two sentences on the board. Ask students to discuss questions a-c in pairs.
 - Check answers with the whole class. Underline the different verb forms in the *If* and result clauses with different colours to highlight the form.

Answers

- a sentence 1: possible
sentence 2: hypothetical
- b sentence 1 uses the first conditional, sentence 2 uses the second conditional
- c First conditional: In the *if* clause, you use the main verb in the present simple form. In the result clause, you use the verb with the auxiliary *will*.

Second conditional: In the *if* clause, you use the main verb in the past simple form. In the result clause, you use the verb with the auxiliary *would*.

8. Find more examples of first and second conditionals in the text. Discuss with a classmate why each conditional is used.
- Put students in pairs and have them answer the question.
 - Elicit the answers from the whole class. If needed, review the use and form of the first and second conditional on the board.

Possible answers

First conditional - If you want to have a relaxing time, you will enjoy your holiday here.

First conditional - If you come to this country, you will get the chance to live like local people.

Second conditional - If I had the chance to live anywhere, I'd live here.

9. Complete the sentences using the verbs in brackets in the appropriate first or second conditional form.

- Tell the students to read the sentences in exercise 9 and complete them with the appropriate first or second conditional forms of the verbs in brackets. Do the first as an example with the whole class.
- Ask students to work in pairs. Monitor and help as needed.
- Check answers with the class.

Answers

- a won/would spend
b will visit/save
c was (or were) / would travel
d go/will buy

Listen

10. Listen to a tourist and a travel agent talking about options for an adventure holiday. Number the activities in the order you hear them.

- Tell students they will hear a tourist and travel agent talking about options for an adventure holiday. Tell them to read the activities as they will number them in the order they hear them.
- Play audio Track 40. Ask students to work in pairs and compare their answers. Play audio Track 40 again.
- Check answers with the class.

Answers

- 1 trekking
2 climbing
3 white water rafting
4 a ride in a cable car
5 bungee jumping
6 paragliding

Audio script

40

Woman: Hi there, how can I help?
Man: I'm looking for an adventure holiday somewhere in the Santander region.

Woman: I know the perfect holiday for you ... Yes, this is it. You start by trekking between the towns of San Gil and Barichara. You'll also go climbing in the mountains there, and it's really beautiful. It only takes four hours, but if you get tired, you can ride a horse instead.

Man: That sounds really good. What other things will we do on the holiday?

Woman: You'll go white water rafting on the Chicamocha river. You go for about an hour and a half along the rapids, through the Chicamocha canyon, which is majestic.

Man: A trip along the river ... that sounds interesting, but I'm really interested in getting into the air. Is there anything like that?

Woman: Yes, there's the perfect thing for you - you can ride across the canyon in a cable car! And we can also offer bungee jumping in the canyon, and paragliding too. The winds in the mountains near the canyon are really strong, so it's perfect for paragliding.

Man: That all sounds fantastic. But there's one problem. I've never practised any of these activities. Do I need any training?

Woman: You don't need to worry about that. We have experts for all these extreme sports. You'll do training before you start, and we'll provide you with all the safety equipment you need.

Man: That sounds perfect! So how much does it all cost?

11. Listen again and complete the sentences.

- Tell students to listen again and complete the sentences.
- Play audio Track 40, and then allow students to compare answers in pairs.
- Check answers by playing the audio and pausing it.

Answers

- a ride a horse
b an hour and a half
c I've never practised
d experts
e safety equipment

12. Talk to a classmate.

- Put students in small groups and tell them to read the questions.
- Set a time limit for the discussion. Monitor.
- Discuss the students' answers as a class.

 **Speak**

13. In pairs, role play a conversation between a tourist and a travel agent. Decide who is the tourist and who is the travel agent, and follow the instructions.

Tourist: You want to go on an eco-holiday. Ask questions. Use the Useful expressions box to help you.

Travel agent: Use the information about Tayrona below to help you.

Visit beautiful Tayrona

Location

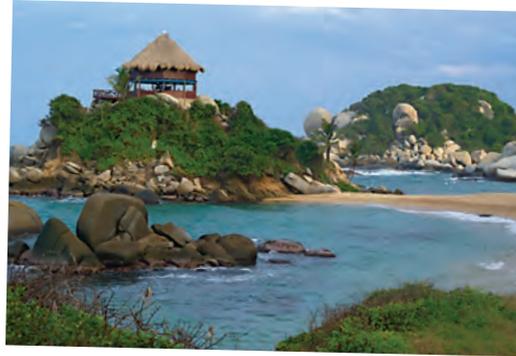
- on the Caribbean coast, north-east of Santa Marta

Activities

- go trekking to the ruins of a native settlement at El Pueblito
- visit Buriticá and the Lost City
- go swimming in the Minca river
- relax on the beautiful beaches
- enjoy the mountain views
- watch birds and other wildlife

Accommodation and food

- Eco-cabin on the beach
- Tents and hammocks also available
- 100% organic food



Useful expressions

Asking about a holiday

- I want to go on a ...
- Where exactly is it?
- What activities can I do there?
- I'm really interested in ...
- What about the (accommodation / food)?
- That sounds (great / amazing / perfect).

 **Write**

14. Write an advert for an eco-holiday in your region.

- Look again at the texts on page 129.
- Include a short description of the place: what fauna, flora or other important aspects it has.
- Mention the activities that people can do there, where they will stay, and how long the holiday will last.
- Make a small poster and present it to the class.

Speak

13. In pairs, role play a conversation between a tourist and a travel agent. Decide who is the tourist and who is the travel agent, and follow the instructions.
- Tell students they will role play a conversation between a tourist and a travel agent.
 - Divide the class in half and give one of the roles to each group. Have the 'tourists' prepare questions to ask the travel agent. Have the 'travel agents' prepare information about Tayrona.
 - Highlight the phrases in the *Useful expressions* box and ask volunteers to complete them about their town or city.
 - Regroup the students into pairs with one tourist and one travel agent. Set a time limit for the roleplay.
 - Monitor and help as needed, and note common errors for correction.
 - Ask students to report on how their roleplay went: *Did they get / give all the information they wanted?*

Extra activity

- If you have computers and access to the Internet, appoint some students to research the resort of Tayrona or a different resort.

Write

14. Write an advert for an eco-holiday in your region.
- Tell students they will write an advert for an eco-holiday in their region. Demonstrate the activity:
 - Tell students to look at the texts on page 129 and discuss the instructions in exercise 14.
 - Elicit a short description of the place and what you can see and do there as an example.
 - Put students into small groups and allow them time to create a poster. Monitor and help as needed, noting common errors for whole class correction.
 - Have the students display their poster adverts around the room or present them to the class. Set a time limit and a task, for example, answer the question: *Do you want to go on this eco-holiday?*

Focus on Vocabulary

Get Ready!

1. Look at the words for facilities in a national park. Match them to the pictures.

bench - bins - warning sign - footpath - kiosk - information board -
guided walk - viewpoint - picnic table - pond



2. Think of a park or national park near your home. Which facilities does it have?

3. Complete the definitions with words from exercise 1.

- This tells you about something dangerous.
- This is a good place to take a photo.
- You can put your rubbish or recycling here.
- This is a good place to have a rest.
- This is a good place to stop for lunch.
- You can buy food or water here, or get information.
- If you want to meet a local expert, this is a good option for you.
- Children can feed ducks and other birds here.
- This gives you useful information about the park, such as a map.
- You shouldn't leave this during your visit to the park.

LESSON OVERVIEW

In this lesson, students will learn about national parks, the facilities in them and the people who work in them. Students will learn to talk about situations that started in the past and are still true now using the present perfect and *for* and *since*. They will talk about a national park in Colombia and learn how to write a sign with information for visitors to a national park.

Focus on vocabulary

Get ready!

- Look at the words for facilities in a national park. Match them to the pictures.
 - Lead into the topic by asking students if they can name some of the facilities in the pictures. For example, ask: *Can you see a viewpoint?* (Yes.)
 - Tell students to work in pairs and match the words to the pictures
 - Check answers as a whole class.

Answers

- viewpoint
- information board
- pond
- bins
- picnic table
- kiosk
- guided walk
- warning sign
- footpath
- bench

- Think of a park or national park near your home. Which facilities does it have?
 - Tell students to think of a park or national park near their home. Ask: *Which facilities does it have?*
 - Tell the students to discuss the question in pairs.
 - Check answers with the whole class.

- Complete the definitions with words from exercise 1.

- Tell students they will read definitions of the facilities in exercise 1 and write the words. Do the first one as an example: write the definition on the board and elicit *warning sign*.
- Set a time limit to work in pairs. Monitor and help if needed.
- Check answers as a whole class.

Answers

- warning sign
- viewpoint
- bins
- bench
- picnic table
- kiosk
- guided walk
- pond
- information board
- footpath

 **Read**

4. Read about five people who work on eco-projects in a national park. Match the jobs with the texts.

- an artisan - an environmental police officer - an indigenous leader - a park ranger - a walking guide

Eco-projects



1. I've worked in a national park since 2013. In my job, I share my knowledge about the geology of the park, its plant life, wildlife and natural habitats. I love talking to people and it's great to work outside in a beautiful environment.

2. The park has been our home for hundreds of years. We have a kiosk in the park where visitors can learn about our culture. We work with the local authorities, advising them on decisions that are both eco-friendly, and benefit our community.

3. One of our most important jobs is to protect the wildlife. The turtles' eggs are valuable, and in the past, people used to steal and sell them. There are warning signs, which remind people that there are strict punishments if people ignore the laws.

4. My job is to check that everyone is looking after the park, putting their rubbish in the bins, keeping to the footpaths and respecting the wildlife. I work with a team of people, and we regularly talk to visitors and make sure that the information and facilities available to them are useful.

5. I come to the park every day to sell my products to visitors. I also give workshops to local people about how to make handicrafts from local, sustainable materials.



Glossary	
▪ share: <i>compartir</i>	▪ advise: <i>aconsejar</i>
▪ knowledge: <i>conocimiento</i>	▪ law: <i>ley</i>
▪ punishment: <i>castigo</i>	▪ steal: <i>robar</i>
▪ ignore: <i>no hacer caso</i>	▪ workshop: <i>taller</i>

5. Read the text again. How does each person help to keep the park eco-friendly? Use the following verbs to help you: *protect teach advise look after make use*

Example: *The walking guide teaches visitors about the wildlife. This means that the visitors will respect it.*

6. In pairs, discuss all the ways in which the park helps people, and how people help the environment in the park. Complete the table with your ideas.

Benefits for people	Benefits for the environment

Read**4. Read about five people who work on eco-projects in a national park. Match the jobs with the texts.**

- Tell the students to look at the three pictures and say what they can see. Tell them they will read about five people who work on eco-projects.
- Have students read the jobs in the box.
- Tell students to read the texts quickly and match the jobs with the texts. Set a time limit and tell students to check the glossary for L1 translations of words they don't know.
- Check answers as a whole class.

Answers

- 1 a walking guide
- 2 an indigenous leader
- 3 an environmental police officer
- 4 a park ranger
- 5 an artisan

Extra activity

- Have students write sentences with the words in the glossary. For example: *The park rangers share their knowledge of the park with visitors.*

5. Read the text again. How does each person help to keep the park eco-friendly? Use the following verbs to help you: *protect teach advise look after make use.*

- Tell students to read the text again and, for each person, say how they help to keep the park eco-friendly. Do an example with the first text.
- Students work in pairs. Monitor and help as needed.
- Check answers with the whole class.

Answers

The indigenous leader advises the local authorities on decisions that are both eco-friendly and benefit the indigenous community.

The environmental police officer protects the wildlife and tries to prevent the theft of the turtles' eggs.

The park ranger looks after the park. He/she checks that the tourists are respecting the park and its wildlife by putting rubbish in the bins and keeping to the footpaths.

The artisan gives workshops to local people about how to make handicrafts from local, sustainable materials.

6. In pairs, discuss all the ways in which the park helps people, and how people help the environment in the park. Complete the table with your ideas.

- Tell students to work in pairs and discuss all the ways in which the park helps people, and how people help the environment in the park.
- Discuss answers with the whole class. Ask: *Which job would you most like to do and why?*

Answers

Benefits for people:

People can enjoy a beautiful environment.

It provides a home for indigenous people.

Visitors can learn about indigenous people's culture.

Visitors can see precious species of wildlife.

Artisans can sell their products to visitors.

Benefits for the environment:

It is protected.

Turtles' eggs aren't stolen.

It is kept free of litter.

Wildlife is respected.

Local sustainable materials are used in artisans' handicrafts.



Listen



7. Listen to the conversation between a guide and some visitors. What are they doing today? What other activities does the guide mention?



8. Listen again and complete the sentences.

- It has operated as a national park since _____.
- I've worked as an eco-tourist guide for _____.
- It's our newest route - it's been open for _____.



Focus on Language

9. Look at the sentences in exercise 8 and choose the correct options.
- These situations **are finished actions / started in the past and are still true now.**
 - They are in the **present perfect / present simple** tense.
 - We use *for / since* to give the moment when the situation started.
 - We use *for / since* to give the duration of the situation.
10. Complete the sentences. Use the verbs in the box in the present perfect tense, and add *for* or *since*.

live - have - protect - be - work - study

- In our school, we respect nature and _____ fauna and flora _____ the sixth grade.
 - I _____ at a school in Bogotá _____ five years.
 - My family and I _____ in the park _____ nine o'clock this morning.
 - Indigenous people _____ in the park _____ a long time.
 - I _____ this watch _____ two months.
 - My uncle _____ as a park ranger _____ December.
11. Write answers to the following questions using *for* and *since*. Then ask and answer the questions in pairs.
- How long have you known your best friend?
 - How long have you lived in (your town)?
 - How long have you studied English?
 - How long have you been in school today?
 - How long have you had (your favourite possession)?

Listen

7. Listen to the conversation between a guide and some visitors. What are they doing today? What other activities does the guide mention?

- Tell the students they will hear a conversation between a guide and some visitors. Tell them to write the questions in the rubric in their notebooks.
- Play audio Track 41. Allow students to compare their answers with a classmate.

Answers

The guide is taking the visitors on a 10-kilometre walking tour of Corales del Rosario and San Bernardo National Natural Park.

Other activities mentioned are: snorkelling and scuba diving to see the coral reef and the fish; bird watching; a cultural trek with an indigenous guide to learn about indigenous culture.

Audio script

41

Man: Welcome to Corales del Rosario and San Bernardo National Natural Park! My name is Enrique and I will be your guide for this walk. So, what can I tell you about the park? Well, it has operated as a national park since 1977. People from the local communities of the islands of Isla Grande, Barú and San Bernardo have run the park for many years. It is part of our lives. You can see the sign here, 'Our Big Life Project'. I've worked as an eco-tourist guide for twelve years. I've learnt about the fauna and flora of the park, the local communities, and the eco-projects that people are doing here.

Woman: What walking routes are there in the park?

Man: Well, we've created four walking routes; one of five kilometres, ten kilometres, 20 kilometres and 30 kilometres long. So there's something for everyone. Today we're just doing a ten-kilometre walk, and I think it will take us about two hours. It's our newest route - it's been open for two weeks.

Teenage boy: What other activities can people do in the park?

Man: Well, you can see the sea on the

left, and there are lots of activities that you can do there. There's a beautiful coral reef, so you can go snorkelling or scuba diving to see the fish. You can also go bird watching. The bird life in this park is spectacular! Or you can go on a cultural trek with one of our indigenous guides, where you learn about the culture of the indigenous people who live here.

8. Listen again and complete the sentences.

- Tell students to read the sentences before listening to the conversation again.
- Play audio Track 41 and allow students to compare their answers with a classmate.
- Check answers with the whole class.

Answers

- a 1977
b twelve years
c two weeks

Focus on Language

9. Look at the sentences in exercise 8 and choose the correct options.
- Tell the students to read the sentences in exercise 8 and choose the correct options.
 - Ask students to work in pairs. Monitor and help as needed.
 - Check answers with the whole class. Check students can use *for* and *since* correctly by writing example sentences with a gap in them on the board, for example: *I have been a teacher _____ ten years (for). I have lived in Bogotá _____ 2009 (since).*

Answers

- a started in the past and are still true now
b present perfect
c since
d for

10. Complete the sentences. Use the verbs in the box in the present perfect tense, and add *for* or *since*.

- Tell students to work in pairs to complete the sentences. They should use a verb in the present perfect and *for* or *since*.
- Monitor and help as needed. Note common errors for whole class correction.
- Check answers with the whole class.

Answers

- a have protected / since
b have studied / for
c have been / since
d have lived / for
e have had / for
f has worked / since

11. Write answers to the following questions using *for* and *since*. Then ask and answer the questions in pairs.

- Tell students to read the questions and to answer them using *for* and *since*.
- Monitor and help as needed.
- Check answers with the whole class.

Extra activity

- Students can write a short paragraph about their classmate or tell the class about him/her.

 **Speak**

12. Look at the map showing national parks in Colombia. Discuss the questions with a partner.
- Which national parks or sanctuaries are near or in your region?
 - What do you know about the national parks on the map?
 - Which ones have you visited? What did you think of them?
 - Which ones would you like to visit? Why?


 **Write**

13. Choose a national park and imagine that you work there. Write a sign for tourists giving them information, and saying what things they can do and mustn't do in the park.

Speak

12. Look at the map showing national parks in Colombia. Discuss the questions with a partner.
- Tell students to answer questions about a national park they know in Colombia. Do an example with the whole class.
 - Put the students in pairs and have them answer the questions about the national parks on the map. Encourage them to give full answers. You could make this a class competition to give the most information to motivate the students.
 - Regroup the students into new pairs and have them tell their new partner their answers to the questions.

Extra activity

- If you have computers and access to the Internet, tell students to research a national park that they do not know. Students can do this for homework and give a presentation in the next lesson.

Write

13. Choose a national park and imagine that you work there. Write a sign for tourists giving them information, and saying what things they can do and mustn't do in the park.
- Tell students they will write a sign for tourists giving them information and telling them what they can do and mustn't do in the park. You can find pictures of signs on the Internet and use these as examples to follow.
 - Demonstrate the activity. Ask the students: *What do tourists need to know about the national park? What can they do there? What mustn't they do there?*
 - Elicit features of clearly designed signs.
 - Put students into small groups and allow them time to create a sign. Monitor and help as needed, noting common errors for whole class correction.
 - Have the students display their signs around the room or present them to the class. Set a time limit and a task, for example, answer the question: *Is the sign clear? Is it attractive?*

Extra activity

- You could show the students signs that are unclear or are amusing. You can find such signs on the Internet. Ask students to say what is wrong with them and to redesign them.

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Do you know or remember anything about these indigenous people?



Maasai



Guarani



Inupiat



Mursi Tribe



Wayuu

There are approximately 370 million indigenous people in the world, belonging to 5,000 different groups, in 90 countries worldwide.



Adivasi



Sami



Kogi

INDIGENOUS GROUPS

2. Match the words in the box with the underlined synonyms in the text.

huts - villages - crops - rituals - weapons - chief - indigenous people - tribes - elders - warriors

Vocabulary Tip

- Matching words with their synonyms helps you remember vocabulary and expand your lexis.

¹Native people often live together in ²small towns. They often live in ³small houses which they build themselves. Traditionally, many native people are ⁴fighters and hunters. They use ⁵arms to defend themselves and to hunt. Some ⁶groups of native people have a ⁷leader, and there is often a group of ⁸important and clever people in each community. These people make decisions that affect the whole community. Native people are often self-sufficient. As well as hunting, they grow ⁹plants for food, medicine and other uses. They often have ¹⁰traditions in their culture connected to important stages in life, such as becoming adults.

3. Find out information about the indigenous people in exercise 1. Find out where they are from, and how they live.

MODULE 4 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Indigenous people in Colombia and around the world	<ul style="list-style-type: none"> Past continuous 	<ul style="list-style-type: none"> Speaking: an interview with someone who has visited an indigenous tribe Writing: an account of a visit to an indigenous tribe
Lesson 2	Animal trafficking	<ul style="list-style-type: none"> The present simple passive: passive vs active, passive questions 	<ul style="list-style-type: none"> Speaking: discussing the effects of animal trafficking Writing: giving your opinion on animal trafficking
Lesson 3	Environmental problems	<ul style="list-style-type: none"> Present perfect continuous 	<ul style="list-style-type: none"> Speaking: a debate about deforestation Writing: a letter to a newspaper

UNIT THEME

In Unit 2, there are three lessons on the theme of 'Protecting our native culture and environment'. Students focus on indigenous people, native wildlife, and different threats to the environment - particularly issues which directly affect Colombia, such as animal trafficking, pollution, and deforestation. They will learn two new tenses - the past continuous and present perfect continuous - and will revise and extend their knowledge of the passive voice. They will have the opportunity to discuss a range of situations - giving their opinions about which problems they believe are most serious, and suggesting ways in which we help.

LESSON OVERVIEW

In this lesson, students will learn about indigenous people. The focus is mostly on the many indigenous people who live in Colombia. Students will share their knowledge about indigenous tribes from all over the world, read a text about an important indigenous tribe in Colombia, and listen to accounts from people who have visited indigenous people in their homes. At the end of the lesson, students imagine that they have visited an indigenous tribe, and discuss their experiences.

Focus on vocabulary

Get ready!

- Look at the pictures. Do you know or remember anything about these indigenous people?
 - Ask students if they recognise any of the indigenous people

in the photos and what they remember about them. Tell them to look back at Module 3, Lesson 4 if not, and ask them which of these tribes is mentioned, and why (*The Maasai; Maasai boys have to hunt a lion before they are considered adults*).

- Read through text in the middle of the photos as a class. Ask students if they're surprised by the statistics.
 - Ask students to work in pairs to discuss what they know about the groups.
 - Feed back as a class.
- Match the words in the box with the underlined synonyms in the text.
 - Ask a student to read through the Vocabulary Tip. Check they understand what *synonym* means.
 - Do the first answer together with students so they understand what they have to do.
 - Ask students to work alone at first, and check their answers in pairs when they've finished.

- Find out information about the indigenous people in exercise 1. Find out where they are from, and how they live.

- If possible, allow students to go online to do their research, or give them any reference books that are available in the school. They may be able to find information in books from other subjects such as Geography.
- Give students some headings to help them research, such as *Houses, Food, Weapons, Culture and traditions* and *Clothes*.
- If it's not possible to research at school, set this activity as homework.

Extra activity

- Ask students to prepare short presentations about one of the groups of indigenous people to present to the whole class. They can do it in pairs. Encourage them to find photos to support their presentations.

Answers

- Indigenous people
- villages
- huts
- warriors
- weapons
- tribes
- chief
- elders
- crops
- rituals

 Read

4. Read the text about indigenous people. Match the headings to the paragraphs.
- a. How does a typical day begin? c. How do the Achuar people get food?
 b. Who are the Achuar people? d. How do they build their homes?

The Achuar people

1. _____

The Achuar people are indigenous people who live in the Amazon Rainforest. They are a tribe of warriors who are ready to defend their families, territories and traditions.

2. _____

The Achuar people live in total harmony with their community, the environment and wildlife around them. They use natural resources for everything that they need - to build their houses, which are impressive thatched huts, and to make medicine.

3. _____

They start the day very early in the morning. The chiefs spend several hours each morning talking to families about the traditions and history of the tribe. Family time is very important to the Achuar people. They drink *wayús* - a herbal tea that stimulates dreams. One of the most important rituals in the community is sharing their dreams.

4. _____

Achuar men go hunting and fishing. They use blowguns, hooks or special baskets. The women grow crops in small gardens. These gardens are highly significant, because the plants represent life; women give birth there. They also make handicrafts which are sold at a market in their village.



Glossary

- thatched: *de paja*
- dream: *sueño*
- blowgun: *cerbatana*
- hook: *gancho*
- basket: *cesta*
- give birth: *dar a luz*

5. Read again and answer the questions.
- a. What are Achuar houses like?
 b. How do families learn about their heritage?
 c. What traditions and rituals do the Achuar people have?
 d. What are the gardens in Achuar villages used for?
 e. How do Achuars make a living?
6. In pairs, discuss the questions.
- a. What do you find interesting about this tribe of indigenous people?
 b. What does this tribe teach us about life and happiness?

Read**4. Read the text about indigenous people. Match the headings to the paragraphs.**

- Before students read the text, read through the four questions as a class, and ask them to predict some possible answers.
- Tell them to read through quickly, looking for words in the text which help them to match the paragraphs with the questions.

Answers

1. Who are the Achuar people?
2. How do they build their homes?
3. How does a typical day begin?
4. How do the Achuar people get food?

- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

5. Read again and answer the questions.

- Tell students to read the article again more slowly, trying to understand as much as possible. If they find words they don't understand, they can check in the glossary first. If a word isn't there, tell them to guess what it means, using the context of the sentence.
- Tell students to write their answers as full sentences.

Answers

- a. Achuar houses are impressive thatched huts.
- b. The chiefs spend several hours each morning talking to families about the traditions and history of the tribe.
- c. One of the most important rituals in the community is sharing their dreams.
- d. The gardens are used to grow crops and plants, which represent life, and women also give birth there.
- e. The Achuar people sell their handicrafts at a market to make a living.

6. In pairs, discuss the questions.

- Students work in pairs to discuss the questions. Ask them to focus on the differences between their own lives and the lives of the Achuar people.
- Bring ideas together as a class. Ask students if they would like to swap places with an Achuar teenager. Ask why / why not.

Extra activity

- Write the following questions on the board for students to answer either in their notebooks or in pairs.
 - How do the Achuar people make medicine?*
 - What do people talk about with the chiefs?*
 - What is wayús?*
 - How do Achuar men catch animals and fish?*
 - Why do you think plants represent life for the Achuar people?*



Listen



7. Listen to two reports from people who have visited indigenous communities in Colombia. Say what each person enjoyed the most.



8. Listen again. Which person mentions the following things, Filip or Claire?

- | | |
|------------------------|-------------------------------|
| a. making paints | d. the accommodation |
| b. learning dances | e. respecting the environment |
| c. a traditional drink | f. traditional food |

Focus on Language

9. Look at the sentences. For each sentence, answer the questions.

1. While we were walking, we heard a noise in a tree.
 2. When I was trekking there, I visited the Kogi people.
- a. Which action started first?
 - b. Which action was in progress?
 - c. Which action was completed?

10. Complete the rule about the past continuous.

We use the past continuous to describe an action that was in progress when another action was completed. We form it with _____ or _____ + *-ing* form.

11. Fill in the gaps using the appropriate forms of the verbs in brackets for the past continuous tense.

- a. The Ticunas _____ when Filip visited them. (hunt)
- b. When Ben arrived in the reserve, the chief _____ a meeting. (hold)
- c. Claire saw various indigenous communities while she _____ to the Lost City. (travel)

12. Write some sentences about you, or people in your family, using the verbs in brackets. Use the past simple and continuous.

*Example: When my dad arrived home, my mum was cooking lunch.
arrive home / cook lunch*

- a. do homework / call me
- b. find some money / walk on the street
- c. see a friend / ride my bike
- d. check my emails / get a virus

Listen

7. Listen to two reports from people who have visited indigenous communities in Colombia. Say what each person enjoyed the most.

- Ask if any students have visited an indigenous community. Ask them what they thought of it.
- Make sure students have understood what they are going to hear. Ask them to predict what the people enjoyed.
- Play audio Track 42. Tell students not to worry if they don't understand everything - they only need to listen for the answer.

Answers

Filip - when a team of young men took him into the rainforest on a hunting expedition, and they shot a monkey

Claire - when she participated in a traditional Kogi ceremony

Audio script

42

1 Filip from Poland

Last year, I had the opportunity to visit the Ticuna community in the Amazon rainforest. It was an incredible experience. I slept in a wooden hut, just like the Ticuna people, and I drank *chicha*, which is an alcoholic drink made from fermented fruits and roots. They taught me how to make figures from stone and masks from wood. They also showed me how they use local plants to paint with; they get the colours and the brushes from different parts of the plants. My favourite moment was when a team of young men took me into the rainforest on a hunting expedition. While we were walking, we heard a noise in a tree. It was a monkey. A few seconds later, one of the hunters shot the monkey with the blowgun, and it fell out of the tree. Their skill was amazing. It was an incredible experience.

2 Claire from New York

I studied anthropology at school, and I'm fascinated by the indigenous people of Colombia. I've been to Tayrona Park, Sierra Nevada de Santa Marta and La Guajira. My first trip to La Guajira was in 2010. I went on a trek to visit the Lost City. When I was trekking there, I visited the Kogi people. They were holding a traditional ceremony when we visited. They invited me to participate in the

ceremony and it was the most amazing thing I've done in my life! I also learnt some traditional dances and I ate with them. Their food is very different from what I normally eat, but I really enjoyed learning everything about how the Kogi live. The experience changed my life. I've never met people who respect the environment so much.

8. Listen again. Which person mentions the following things, Filip or Claire?

- Tell students that they might not hear the exact same words in the audio as on the page. For example, instead of *accommodation* they might hear *house*.
- Play audio Track 42 again. If students find it difficult, stop it after each point is mentioned.

Answers

- | | |
|-----------|-----------|
| a. Filip | d. Filip |
| b. Claire | e. Claire |
| c. Filip | f. Claire |

Focus on Language

9. Look at the sentences. For each sentence, answer the questions.

- Draw a long horizontal line to represent past continuous, and a short vertical line through it to represent past simple.
- Write the following sentence on the board: *While I was walking home, I saw my friend*. Ask students which part of the sentence is represented by the long line (*While I was walking home*) and which is represented by the short line (*I saw my friend*).
- Then ask students to match each half of the sentences in exercise 9 with the long line, and the short line.
- Ask them if they know the name of the two tenses (past continuous and past simple).

Answers

- sentence 1 - walking; sentence 2 - trekking
- sentence 1 - walking; sentence 2 - trekking

- sentence 1 - we heard a noise in a tree; sentence 2 - I visited the Kogi people

10. Complete the rule about the past continuous.

- Ask students to complete the rule on their own, then in pairs.
- Point out that the past continuous is similar to the present continuous - the only difference is that we use *was/were* rather than *am/are/is*.

Answers

was, were

11. Fill in the gaps using the appropriate forms of the verbs in brackets for the past continuous tense.

- Ask students to complete the sentences with a partner.
- Tell them to suggest different verbs instead of the ones in brackets that would still make sense (e.g. *The Ticunas were eating, The chief was having, while she was walking*).

Answers

- were hunting
- was holding
- was travelling

12. Write some sentences about you, or people in your family, using the verbs in brackets. Use the past simple and continuous.

- Tell students to consider which of the actions of each pair is 'in progress', and which is 'completed'. Refer them to the timeline on the board. Tell them that they don't have to use the same order as in the book, and either tense can be used first.
- Students work alone to write their sentences, and then compare their answers.
- Ask some students to read out their answers. Ask the rest of the class if the sentences are correct.

 **Speak**

13. Work in pairs. Imagine that one of you visited one of the indigenous communities described here. Do an interview with your partner. Use the questions below for your interview.



People	Location	Activities
Emberá	Antioquia	Drink <i>pilde</i> to communicate with the soul Celebrate the corn harvest
Muisca	Cundinamarca	Learn about traditional agriculture Make traditional handicrafts
Cofán	Putumayo	Participate in rituals with a shaman Drink <i>yage</i> in a special ceremony

- What were people doing when you got there?
 - What were the people wearing?
 - What activities did you do?
 - Did you learn to do anything when you were there?
 - What did you eat and drink?
 - How did you feel?
 - What was the most amazing part?
14. Swap roles. Do an interview about a visit to a different indigenous community.

 **Write**

15. Write about your experience when you visited the indigenous people. Answer the questions in exercise 13.

Speak

13. Work in pairs. Imagine that one of you visited one of the indigenous communities described here. Do an interview with your partner. Use the questions below for your interview.

- Ask if students know anything about the people, locations or activities in the table.
- Put students in pairs. Tell them they will both get a chance to ask and answer questions.
- Ask students if they remember Filip and Claire from the Listening task. Ask the questions, and invite students to answer as if they were Filip or Claire.
- Focus their attention on the questions, and ask them which tenses they need for their answers.
- Put students in pairs. Tell them they will both get a chance to ask and answer questions.
- As they are doing the interviews, monitor and encourage students to talk freely even if they think they are making mistakes.

14. Swap roles. Do an interview about a visit to a different indigenous community.

- Make sure students choose different information from the table when they repeat the activity.
- Ask some students to perform their interviews for the class.

Write

15. Write about your experience when you visited the indigenous people. Answer the questions in exercise 13.

- Tell students to imagine that they are writing a report for a magazine or newspaper.
- Encourage them to invent some background information about their trip. Write the following questions on the board:
When did you go?
Why did you go?
Who did you go with?
How did you feel before you went?
- Tell them to begin their texts with this background information, before they start answering the questions in exercise 13.
- When students finish, tell them to swap their work with a partner and edit each other's texts, checking for mistakes, text that they don't understand, etc.
- Students can correct or rewrite their texts using their partner's feedback.

Extra activity

- Play a vocabulary game. Divide students into three groups, and ask one student from each group to come up to the board.
- Say a word connected with indigenous people from exercise 2 on page 136.
- The students have to write a correct sentence in English containing that word.
- When the student has written the sentence, they say 'stop', and the other students have to stop writing.
- Check the finished sentence. If it is correct, that team wins a point.
- If it is incorrect, that student goes back to their group. The other two students continue until one of them has finished their sentence and says 'stop'.
- When a correct sentence has been written, repeat the activity with three new students and a new word.

Focus on Vocabulary

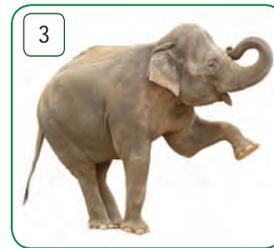
Get Ready!

1. Read the following sentence. Do you agree with it?

'Do not buy souvenirs which have come from animal trafficking.'

2. These animals are affected by animal trafficking. Match the words in the box to the pictures.

dolphin - sloth - macaw - tapir - hummingbird - tiger - turtle - woodpecker - condor - poison dart frog - elephant - panda



3. Classify the animals above. Which ones are *mammals*, *birds*, *reptiles* or *amphibians*?

4. Read the descriptions and identify the animals. Then write your own descriptions and read them to a partner to guess.

a

I am a carnivore. I have the largest teeth of all big cat species. I have stripes on my face, sides, legs and stomach.

b

I have a very large beak. I am one of the noisiest birds. I am very colourful.

c

I am a playful mammal. I am one of the largest sea animals. In Colombia you can see me in the Pacific Ocean in Gorgona or Chocó.

LESSON OVERVIEW

In this lesson, students will learn about animal trafficking, and will revise the passive voice. They will learn the English words for some important animals involved in animal trafficking, and will hear an interview where they learn about the motivation and details of animal trafficking. They will read a text about the World Wildlife Fund. At the end of the lesson, students will discuss and write about ways in which they can help animal welfare.

Focus on vocabulary

Get ready!

1. Read the following sentence. Do you agree with it?
 - Ask students to give you a definition of animal trafficking.
 - Then put them in pairs to discuss what they know about it, and what they think of it.
 - Feed back as a class. Ask them if they agree with the quote in the box.
2. These animals are affected by animal trafficking. Match the words in the box to the pictures.
 - Tell students to cover the words in the box and see how many animal names they already know before they match the words and the pictures.
 - Check answers as a class. Ask students to name more animals which they think are affected by animal trafficking.

Answers

- | | |
|-------------|---------------------|
| 1. tiger | 7. macaw |
| 2. turtle | 8. woodpecker |
| 3. elephant | 9. poison dart frog |
| 4. sloth | 10. condor |
| 5. panda | 11. hummingbird |
| 6. dolphin | 12. tapir |

3. Classify the animals above. Which ones are *mammals*, *birds*, *reptiles* or *amphibians*?
 - Ask students to give you one example of each of the above.
 - Tell them to classify them alone, and then check in pairs.
 - Ask them for more examples of each group of animals. In addition, you could ask them if they know any other groups of animals (e.g. fish, insects, arachnids) and some examples of those.

Answers

Mammal: tiger, elephant, sloth, panda, dolphin, tapir

Bird: macaw, woodpecker, condor, hummingbird

Reptile: turtle

Amphibian: poison dart frog

4. Read the descriptions and identify the animals. Then write your own descriptions and read them to a partner to guess.
 - Tell students to close their books, and read the first description. See if they can answer without looking at their books.
 - Students can work in pairs to find the final two animals.
 - Encourage students to use the expressions in the descriptions when they write their own descriptions, e.g.:
I am ...
I have ...
You can see me in ...

Answers

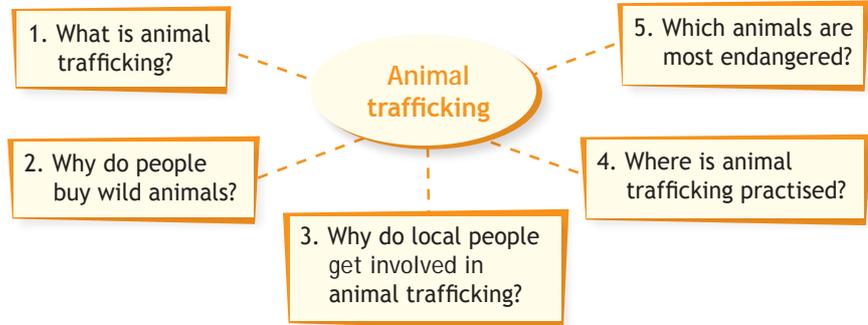
- a. tiger
- b. macaw
- c. dolphin

Extra activity

- Write the following animal body parts on the board:
fur (pelo) *feathers* (plumas)
tusks (cornillos) *shell* (caparazón) *beak* (pico).
 Students match them to the animals in the pictures. Then ask them to discuss in pairs why the animals are used in animal trafficking. Give them some expressions to help them, e.g.:
I think people buy them as pets because they have (beautiful feathers).
I think people want to use their (fur) to make (coats).

 Listen

5. In pairs, look at the questions and discuss what you know about animal trafficking.



⁴³  6. Now listen and make notes for the questions in exercise 5.

⁴³  7. Listen again. For each pair of sentences, do you hear A or B?

Listening Tip

✓ Read the information in the task and predict what the speaker will say.

	A	B
1	Animal trafficking is when wild animals are sold.	Animal trafficking is when people sell wild animals.
2	Other animals are killed, and parts of their bodies are used to make products.	They kill other animals and use parts of their bodies to make products.
3	They're often bought at souvenir markets by tourists.	Tourists often buy them at souvenir markets.
4	A lot of money is made selling animals.	They make a lot of money selling animals.
5	The animals are often exported to the USA and other countries.	People often export the animals to the USA and other countries.

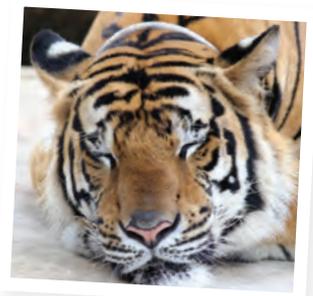
8. Look at the table in exercise 7 and answer questions a-c.

- What do we call the structures in A and B?
- What verb do we always use in A? What form of the main verb do we use?
- In which sentence in A do we say who does the action? What preposition do we use?

9. In your notebook, change these sentences from passive to active, or from active to passive. Use *by* to say who did the action if necessary.

Example: Parts of tigers are traded to make medicine.

- People trade parts of tigers to make medicine.
- Snakeskin belts are sold at souvenir markets.
- Some shampoos, jewellery and clothes are produced from animal parts.
- Rich people buy exotic animals as pets.
- Animal traffickers export a lot of endangered animals.



Listen

5. In pairs, look at the questions and discuss what you know about animal trafficking.
- Ask students to remember what they talked about in exercises 1 and 4.
 - Tell them that they are going to listen to an interview where they will hear the answers to these questions. Refer them to the Listening Tip and tell them that predicting information before they listen is a good way to help them understand.
 - Note some of the students' ideas on the board.
6. Now listen and make notes for the questions in exercise 5.
- Note some of the students' ideas from exercise 5 on the board.
 - Play audio Track 43. Tell students to make brief notes, not write full sentences at this stage.
 - Tell students to use their notes to write full sentences.

Answers

- Animal trafficking is when people sell wild animals.
- Some animals are sold as pets. Others are killed and sold as meat, or to make clothes, ornaments, bags or medicine.
- Because they can make money.
- Animal trafficking is practised in South Asian countries, such as India, Vietnam and Thailand, also South America and Africa.
- Tigers, exotic birds, and some monkeys, turtles and snakes are most endangered.

Audio script

43

Interviewer: Today, we're talking about the problem of animal trafficking. I have wildlife expert Sandy Thompson with me. So, Sandy, what is animal trafficking?

Sandy: Animal trafficking is when people sell wild animals. The animals are taken from their natural habitats, often to a foreign country.

Interviewer: Why do people buy wild animals?



Sandy: There are many different reasons for this. Some animals are sold as exotic pets. Other animals are killed, and parts of their bodies are used to make products such as clothes, ornaments, bags, or medicine. Other animals are eaten in restaurants, or sold as food at markets. Tourists often buy them at souvenir markets.

Interviewer: Why do local people get involved in animal trafficking?

Sandy: Often, they make a lot of money selling animals, because the animals can be very valuable. You can earn a lot more from animal trafficking than you can by working on a farm or in a factory. Often, animal trafficking happens in rural areas where there isn't much work for people.

Interviewer: Where is animal trafficking practised?

Sandy: It happens in countries with tropical climates, where most exotic and valuable animals live. South Asian countries such as India, Thailand and Vietnam have a big problem with animal trafficking. These are also countries where the local people are quite poor. They make a lot of money selling animals, but the local authorities find it difficult to enforce strict laws to stop them. From those countries, the animals are often exported to the USA and other countries, such as China, South Korea, Japan and countries in Europe. Animal trafficking also happens in Africa and South America.

Interviewer: Which animals are most endangered?

Sandy: A lot of animals used in trafficking are endangered. In particular, tigers, exotic birds like macaws, some species of monkey, turtles, and snakes. It's a real problem for conservation.

7. Listen again. For each pair of sentences, do you hear A or B?
- Ask students if they remember which sentences they heard, before they listen again.
 - Play audio Track 43 again for students to check.

Answers

1 B 2 A 3 B 4 B 5 A

8. Look at the table in exercise 7 and answer questions a-c.

- Read through the questions with students as a class. Ask students if they recognise the passive. Remind them that they studied it in Module 2, Lesson 6; tell them to look at page 69 if they don't remember. Point out that the structure for a sentence that isn't passive (i.e., where the subject is the person who 'does' the action) is called active.
- Ask students who does the action in each of the sentences. Ask them why they think we don't give this information in 4 of the passive sentences (because we don't know, or it's not important).

Answers

- A: passive B: active
- to be*; past participle
- Sentence 3; *by*

9. In your notebook, change these sentences from passive to active, or from active to passive. Use *by* to say who did the action if necessary.
- Write the example on the board, and show students how to change the sentences.
 - Remind them to include *to be* + past participle if they're writing a passive sentence.
 - Remind them to use *by* if they want to say who does the action in a passive sentence, but remind them that it's often not necessary.
 - Ask students to check in pairs, and agree on their answer before going through answers together.

Answers

- They sell snakeskin belts at souvenir markets.
- They produce some shampoos, jewellery and clothes from animal parts.
- Exotic animals are bought as pets by rich people.
- A lot of endangered animals are exported by animal traffickers.

10. Unscramble the passive questions. Then match them with the answers.

Questions

1. Why / animal trafficking / practised / by / is / people local / ?
2. Are / animal parts / these souvenirs / made / from / ?
3. Is / this bag / from / made / skin / animal / ?
4. Why / tigers / at markets / sold / are / ?

Answers

- a. No, they aren't. I would never sell things made from animal parts!
- b. No, it isn't. It's made from wool.
- c. Because their body parts are very valuable.
- d. Because they want to make money.

 Read

11. Read the text and answer the questions.

- a. What kind of activities can you do to help?
- b. What people can you meet on the projects?
- c. What is special about a lot of wildlife in Madagascar?
- d. What type of animals can you work with in the American Midwest?

How can you help?

Many animals face a lot of terrible dangers. We are destroying their habitats. Animals are killed and trafficked to be sold as pets, or used as souvenirs, or even eaten in expensive restaurants on the other side of the world. We strongly believe that this is wrong, and we want to stop it.

The World Wildlife Fund is an international organisation that helps wild animals all over the globe. If you are passionate about animals and wildlife, there are lots of things you can do to get involved. The WWF offers wildlife holidays, wildlife volunteer projects and work placements around the world. It's a great chance to help with the conservation of many wild animals including tigers, lions, turtles, pandas, dolphins, macaws, or many other wild animals. You can work with local communities and meet people who are passionate about animals, just like you.

There is a wide range of projects available. Why not go to the amazing island of Madagascar? A lot of the world's most spectacular wildlife is only found in Madagascar, and there are various projects that you can join. You can also travel to the American Midwest and help in a centre that takes care of wolves, foxes and wild dogs, surrounded by beautiful countryside.

What are you waiting for? Contact the WWF now.



Glossary

- face (verb): *enfrentarse a*
- the globe: *la Tierra*
- volunteer projects: *voluntariados*
- work placements: *puestos laborales*
- take care of: *cuidar*
- surrounded by: *rodeado de*

10. Unscramble the passive questions. Then match them with the answers.

- Point out that the first word of each question has a capital letter.
- If students aren't sure, remind them how we make questions with *to be* (by putting *am/are/is* before the subject) and tell them that it's the same in passive questions.

Answers

1. Why is animal trafficking practised by local people?
 2. Are these souvenirs made from animal parts?
 3. Is this bag made from animal skin?
 4. Why are tigers sold at markets?
- 1 d 2 a 3 b 4 c

Read

11. Read the text and answer the questions.

- Tell students to look at the title of the text and discuss some ideas about how they can help with the problems discussed in this lesson so far.
- Tell them to check their answers in pairs before feeding back as a class.
- As a follow up, ask students to discuss in pairs which of the projects mentioned in the text they would most like to do, and why.
- Draw students' attention to the glossary. Explain that it has words they may not know in English.
- Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

Answers

- a. The WWF offers wildlife holidays, wildlife volunteer projects and work placements.
- b. You can meet people who are passionate about animals.
- c. A lot of the world's most spectacular wildlife is only found in Madagascar.
- d. You can work with wolves, foxes and wild dogs.

Extra activity

- Tell students to plan a volunteer project in pairs that they would like to do. Tell them to decide where in the world it is, what animals people work with, and what work people would do on the project. They can add other details such as: where do the volunteers sleep? What do they eat?
- Students can present it to the class, and the class can vote on the project that sounds most interesting.

 **Speak**

12. In pairs, look at the photos and discuss the questions.



- What can you see in each photo? What is happening?
- Why do you think people have done this?
- Have you ever seen a situation like this in Colombia or another country?
- What can we do to help prevent this kind of situation?

 **Write**

13. Look at the following problems of animal trafficking in Colombia. Choose two different problems. Write your opinion about each and suggest a possible solution. Use the example below to help you.

Example:

In my opinion, this is a big problem. People think that animal parts look good, and animal rugs, for example, are warm in the winter. But it is very bad when endangered animals are used. I think we can solve this by educating people. For example, we can ask them if they're happy to live in a world where there are no tigers. I'm sure that people can change their behaviour.



Some people use animal parts, for example animal skin rugs, to decorate their houses and offices.

People often buy products such as shoes, clothes and bags made from animal parts, like snake skin.

Exotic animals are often caught illegally and sold to zoos. People go to the zoos and pay money, and the situation continues.

Some exotic animals are close to extinction because of animal trafficking. For example, more than half the amphibian species in the Colombian Andes are endangered.

Some tourists remove species from their natural habitat.

Some indigenous people also kill endangered species, or are involved in animal trafficking.

Useful expressions

Expressing opinions

- I think / consider that ...
- In my opinion ...

Persuading people

- We can solve this by ...
- We should ...
- Let's try ...

Speak

12. In pairs, look at the photos and discuss the questions.

- Before students start, tell them to close their books and tell you everything they can remember about animal trafficking. Ask them about the type of animals that are usually trafficked, the reasons that people do it and what happens to the animals.
- Students can either discuss all the photos in their pairs; alternatively, tell them to talk about one photo only. Then put them in groups of pairs who have discussed different photos, and tell them to feed back to the group with their ideas.
- Make a list on the board of ways that students can help in these different situations.

Write

13. Look at the following problems of animal trafficking in Colombia. Choose two different problems. Write your opinion about each and suggest a possible solution. Use the example below to help you.

- Tell students to find the problem that the example answer describes (the first problem). Ask them if they agree that this is a problem.
- Be sensitive - some students may live in houses where there are animal products, and may not appreciate being judged negatively. Point out that this is a very common situation.
- Ask students to identify the following sections of the example answer: the writer's opinion; a possible solution.
- First of all, allow students to discuss some of the problems in pairs, or discuss as a class. Make a note of some possible solutions.
- Refer them to the *Useful expressions* box for language that they can use when they write their texts.
- Get students to swap their texts when they finish, and check them for errors.

Extra activity

- Play a vocabulary game. Think of an animal, either one from the unit, or a different one.
- Tell students they have to ask you questions to find out what it is, but you will only answer *yes* or *no*.
- Only answer questions that are grammatically correct. If students are finding it difficult to think of questions, give them some ideas:
Do you live in ...
Have you got (fur / feathers / a shell)
Do you eat ...
Are you endangered?
- When students guess the animal, put them in groups to play the game themselves. Encourage them to think of unusual animals.

Focus on Vocabulary

Get Ready!

1. Match the environmental problems in the box with the pictures.

deforestation - litter - pesticides - animal trafficking - water pollution -
global warming - endangered species - air pollution



2. Match the definitions with the environmental problems.

- Contamination of rivers, lakes and seas.
- Chemicals used to kill insects or other animals.
- Catching and selling wild animals illegally.
- Contamination caused by smoke from factories, vehicles, etc.
- Removing trees from an area of land.
- Animals with a very low population.
- The increase in the temperature of the Earth.
- Plastic and other products that people leave on the street.

3. Does your town or region suffer from any of these environmental problems?
Discuss with a partner.

LESSON OVERVIEW

In this lesson, students will study environmental problems, and learn the present perfect continuous tense. They will read about some of the most serious environmental problems in Colombia, and they will listen to an interview about problems in large cities, also touching on other annoyances of city life, such as noise and light pollution. At the end of the lesson, they will debate the pros and cons of deforestation from the point of view of various people directly affected.

Focus on vocabulary

Get ready!

1. Match the environmental problems in the box with the pictures.

- Ask students to describe what they see in the photos before they match. Write some useful words on the board to help them: *rubbish, factory, cage, oil, the Earth, spray, logs*
- After students match the words with the pictures, ask them if they can think of any other environmental problems, and translate them into English if necessary.

Answers

1. water pollution
2. endangered species
3. deforestation
4. animal trafficking
5. global warming
6. pesticides
7. litter
8. air pollution

2. Match the definitions with the environmental problems.

- Check that students understand the vocabulary in the definitions.
- You could ask them to write full sentences, e.g. *Water pollution is contamination of rivers, lakes and seas.*

Answers

- a. water pollution
- b. pesticides
- c. animal trafficking
- d. air pollution
- e. deforestation
- f. endangered species
- g. global warming
- h. litter

3. Does your town or region suffer from any of these environmental problems? Discuss with a partner.

- Ask students to discuss the questions in pairs or small groups.
- Feed back as a class. Ask students which is the worst environmental problem in their town or region, how they feel about it, and if they feel that it is getting better or worse.

Extra activity

- Put students in pairs and tell them to choose two of the pictures. Tell one student in each pair to talk for one minute about the photos. They have to describe each of them, and then compare and contrast them.
- Give them some expressions to help them compare and contrast the pictures, e.g.:
- *In this picture ... whereas in the other picture ...*
- *The people in the picture are ..., but in the other picture, they are ...*
- Repeat the activity with the second student, and two different pictures.
- This is a typical activity in exams such as the Cambridge exam series, and is good practice for students.

 **Read**

4. Look at the titles of the paragraphs in the text. What do you know about these problems in Colombia?
5. Read the text. In which paragraphs are the following things mentioned? Match two or three paragraphs to each.
- | | |
|------------------------|---------------------|
| a. problems with water | d. illegal activity |
| b. farming | e. protected land |
| c. mining | |

Environmental problems in Colombia

1. Damage caused by mining

Our country is famous for its natural resources of coal, precious metals and gems. Unfortunately, mining has caused a lot of environmental problems. For example, mercury and cyanide are used a lot in gold mining. These chemicals often enter into the water system, and it means that a lot of drinking water is polluted. There are stricter controls now, but unfortunately, people have been practising illegal mining even in protected nature reserves.



2. Deforestation

Colombia has been losing its forests for a number of decades. Three major causes of this are: the demand for farmland for crops and cattle, the development of the country's system of roads and the demand for timber. Some people believe that these practices are necessary for developing our country's economy, but the damage that they have caused is enormous. Other factors that cause deforestation are hydroelectric and mining developments, oil production, house building and the use of land to grow plants for the illegal drugs trade.



3. Loss of moorland

Like the forests, Colombia's moors are disappearing. Mining and farmland have been invading the country's moors over the last few decades. This has serious consequences for the country's water resources - 70% of Colombia's water comes from the ecosystems of the moors. Fortunately, some of the moors now have national park status, which will help to protect them in the future.



Glossary

- | | |
|--|--------------------------------------|
| ▪ damage: <i>daño</i> | ▪ farmland: <i>tierra de cultivo</i> |
| ▪ coal: <i>carbón</i> | ▪ cattle: <i>ganadería</i> |
| ▪ chemicals: <i>productos químicos</i> | ▪ loss: <i>pérdida</i> |
| ▪ cyanide: <i>cianuro</i> | ▪ moors: <i>páramos</i> |

6. In pairs, discuss the questions.
- What other environmental problems in Colombia can you think of?
 - What is the most serious problem, in your opinion? Why?
 - What can we do to solve these problems?

Read

4. Look at the titles of the paragraphs in the text. What do you know about these problems in Colombia?
- Ask students what they know about the specific problems in the paragraph titles of the text. Ask them if these problems affect their region.
5. Read the text. In which paragraphs are the following things mentioned? Match two or three paragraphs to each.
- Tell students to read a-e before they start, and predict which paragraphs will mention them.
 - Tell them to check in pairs. Remind them that each aspect is mentioned in two or three paragraphs, so if they can only find it once, they should try to find it in another paragraph.
 - Draw students' attention to the glossary. Explain that it has words they may not know in English.
 - Students can copy the words and the L1 translation into their notebooks, or if they have them, their vocabulary books.

Answers

- a. 1, 2, 3
- b. 2, 3
- c. 1, 2, 3
- d. 1, 2
- e. 1, 3

Extra activity

- Write the following definitions on the board and tell students to find the words or expressions in the text.
 1. A precious metal that we often use for jewellery
 2. Ten years
 3. Cows
 4. Wood before it is used for furniture or building
 5. Buying and selling
 Answers: 1. gold 2. decade 3. cattle 4. timber 5. trade
6. In pairs, discuss the questions.
- Tell students to look again at the pictures on page 144 to help them.
 - Feed back as a class. Ask students for their ideas about which is the worst environmental problem; let various students give their opinions and explain why.
 - Have a class vote on the most serious problem.
 - To end the lesson on a more positive note, don't forget to let students give their ideas about how to improve the problems, in particular the one which they voted the most serious.

Focus on Language

7. Look at these sentences from the text. Then choose the correct use below.

1. Colombia has been losing its forests for a number of decades.

2. People have been practising illegal mining even in protected nature reserves.

We use the present perfect continuous to talk about ...

- a. an action that happened a number of times but no longer happens.
- b. an action that started in the past and is still happening.

8. Find one more example of the present perfect continuous in the text on page 145. Then answer the questions.

- a. What auxiliary verbs do we use?
- b. What form does the main verb have?

9. Complete the sentences with the verbs in the box in the present perfect continuous.

promote - meet - study - try - kill

- a. Simon _____ Elsa a lot recently. Do you think they're a couple?
- b. I _____ all day and I'm really tired.
- c. People _____ tigers for years and now they're nearly extinct.
- d. Some organisations _____ to convince people to stop polluting the planet.
- e. Some governments _____ sustainable ways of farming to help the planet.

 Listen

44 

10. Look at the list of problems associated with living in urban areas. Which are not environmental issues? Then listen to an interview with an activist, and order the issues as you hear them.

- a. light pollution
- b. water pollution
- c. air pollution
- d. rubbish
- e. noise pollution

44 

11. Now, listen again and complete the sentences. Which issues in exercise 10 are the sentences talking about?

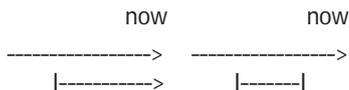
- a. Many cities are situated on big polluted rivers that _____.
- b. Often there _____ in the landfill sites surrounding the cities.
- c. Many people suffer from _____.
- d. We can't enjoy the _____.
- e. It's impossible to see the _____.



Focus on Language

7. Look at these sentences from the text. Then choose the correct use below.

- Draw the following timelines on the board, and ask in which timeline the situation is still true (the first), and in which it has finished (the second).



- Now refer students to the examples in exercise 7. Ask them to tell you which timeline the two sentences refer to (the first one). Ask them if these situations are actions or states (actions). Tell them we use the present perfect continuous, rather than present perfect simple, to describe actions.

Answer

b

8. Find one more example of the present perfect continuous in the text on page 145. Then answer the questions.

- Refer students to the form of the present perfect continuous.
- Write a present perfect continuous sentence on the board (e.g. *Colombia has been losing its forests*), and point out that continuous tenses are always formed with the *-ing* form of the main verb.

Answers

Mining and farmland have been invading the country's moors over the last few decades. People have been practising illegal mining even in protected nature reserves.

- a. have, be b. *-ing*

9. Complete the sentences with the verbs in the box in the present perfect continuous.

- Remind students how they form the present perfect continuous.

- Ask students to check in pairs, and then check as a class.
- For each sentence, ask students if the actions are still happening now. (*Yes, they are.*)

Answers

- a. has been meeting
- b. have been studying
- c. have been killing
- d. have been trying
- e. have been promoting

Listen

10. Look at the list of problems associated with living in urban areas. Which are not environmental issues? Then listen to an interview with an activist, and order the issues as you hear them.

- Before students look at a-e, ask them to discuss the differences between life in urban and rural areas. They can think of positive and negative things for both places.
- Agree as a class which issues are not environmental issues, and ask students to explain what they think they mean.
- Play audio Track 44. If students find it difficult, stop after each answer is mentioned.

Answers

b, d, c, e, a

Audio script

44

Presenter: Welcome to 'What's on?'. Today, we have Paul Moreno, an environmental activist talking about environmental issues in metropolitan areas. Welcome, Paul.
 Activist: Thanks for the invitation, Alex.
 Presenter: When we think of environmental issues, we usually worry about situations happening mostly in the countryside, such as deforestation, illegal hunting and so on. But what has been happening here in the megacities where we live now?
 Activist: People living in urban areas face serious environmental issues as well. For example, many cities are situated on big polluted rivers that smell really

bad. Factories dump their toxic waste in the rivers and now you wouldn't even wash your hands in them.
 Presenter: Yes, I've been to cities where that is true. What else is happening?
 Activist: Well, big cities have large populations and we produce tons of rubbish. The problem is what to do with it all. Often, there isn't enough space in the landfill sites surrounding the cities, and the population continues to grow.
 Presenter: That's true. The more people that live in a city, the more pollution they produce.
 Activist: Yes. Also, people in large cities need transport, so they use cars and motorbikes that produce a lot of gas emissions, which cause air pollution. Many people suffer from breathing problems and allergies.
 Presenter: Thinking about all those problems, I just wonder how we have been able to survive in this concrete jungle!
 Activist: These issues certainly affect our quality of life. We also suffer from noise and light pollution. Car horns make a lot of noise, so we can't enjoy the sounds of nature and because of all the lights, it's impossible to see the beautiful stars at night.
 Presenter: You paint a very sad picture, Paul. But there is hope, isn't there? Tell us about the project your green organisation is running in our city.

11. Now, listen again and complete the sentences. Which issues in exercise 10 are the sentences talking about?

- Tell students to read the sentences and think about what the missing information might be. Tell them that predicting the answers is a good way to improve their understanding.
- Play audio Track 44 again. If students find it difficult, stop after each answer is mentioned.

Answers

- a. smell really bad - water pollution
- b. isn't enough space - rubbish
- c. breathing problems and allergies - air pollution
- d. sounds of nature - noise pollution
- e. beautiful stars at night - light pollution

 **Speak**

12. Work in groups, prepare and do a role play. Follow the instructions.
- a. Imagine you are in a meeting to discuss the problem of deforestation affecting your community. Choose a role from those in the table.



People in favour of deforestation	People against deforestation
<ul style="list-style-type: none"> ▪ A farmer who needs land to grow his crops. ▪ A cattle farmer who needs grass for his cows. ▪ A government official who needs to buy the land to cut the trees down and build a new road. 	<ul style="list-style-type: none"> ▪ An environmental campaigner who doesn't want animal habitats to be destroyed. ▪ An indigenous villager who will lose his home. ▪ A farmer who doesn't want to sell his farm because he has lived there all his life.

- b. Think about your role and how deforestation benefits / affects you, your family and your community.
- c. Prepare some questions to ask in the meeting.
- d. Get ready to answer questions and give your opinion.

 **Write**

13. Look again at the environmental issues in lessons 5 and 6. First, discuss these questions with a partner.
- a. Do you live in an urban area or in the countryside?
- b. Which environmental issues do people have to face in the place where you live?
- c. How do you feel about these problems?
- d. What can you or your community do to help?
14. Write a letter to a local newspaper, giving your opinion about one of the environmental problems that people in your community face. Give some suggestions or ideas to help. Use the phrases in the Useful expressions box.

Useful expressions
Writing a letter to a newspaper

- Firstly,
- Another thing is that
- What's more, ...
- I suggest that ...
- In conclusion, ...

Speak

12. Work in groups, prepare and do a role play. Follow the instructions.
- Put students into groups of six, five or four - if some groups have different numbers, that's fine.
 - Tell students to look at the roles in the table. Check that everyone understands who each person is, and why they are in favour of or against deforestation. Tell students to decide who is going to take each role. If there are fewer than six students, make sure there is an approximately equal number of students in favour or against: e.g. three vs two or two vs two, NOT three vs one or four vs one.
 - Then tell students to form new groups, consisting of people with the same roles. Tell them to discuss how deforestation affects them, their family and their community. Think of as many ideas as possible.
 - Tell them to prepare questions for the other people at the meeting.
 - Finally, put students back into their original groups. If possible, sit them around a table like in the picture. Tell students they should now be 'in role', and they should ask and answer their questions. The objective is to try to persuade the other people to be in favour of, or against deforestation.
 - Monitor and make sure that certain students don't dominate. Encourage all students to participate.
 - Continue the activity for as long as students want.

Write

13. Look again at the environmental issues in lessons 5 and 6. First, discuss these questions with a partner.
- Ask students if they remember the topic of lesson 5 (animal trafficking).
 - Feed back as a class. Remind them that they decided which problem they thought was the most serious earlier in the lesson. Ask them if they still think the same, or if they've changed their mind, and why.
14. Write a letter to a local newspaper, giving your opinion about one of the environmental problems that people in your community face. Give some suggestions or ideas to help. Use the phrases in the *Useful expressions box*.
- Allow students to discuss which problem they're going to write about in pairs before they begin.
 - Ask them who they are writing to (a newspaper), and ask for suggestions on who to address their letter to. Ask them if they know the person who will read it (no). Tell them that a polite way to begin this sort of letter is *Dear Sir or Madam*.
 - Encourage them to use the expressions from the box. Tell them that they can also say *Secondly, Thirdly*, etc. to introduce each new idea.
 - Tell them to check their work for mistakes, and then swap with a partner to read each other's work and make comments. Do they express their ideas clearly? Are their suggestions and ideas practical?

Extra activity

- Tell students that another common use of the present perfect continuous is when an action that was in progress recently causes a present result, e.g.
Her eyes are red because she's been crying.
The kitchen is very messy because I've been cooking.
I'm breathing heavily because I've been running.
- Tell students some present consequences, and tell them they have to try to guess the action that caused it, by saying present perfect continuous sentences. e.g.
My face is burnt! (You've been sunbathing.)
There is water on the road. (It's been raining.)
My legs are hurting. (You've been playing football.)
I can't talk! (You've been singing.)
- If students want, they can continue in pairs, thinking of their own situations and guessing.

Focus on Vocabulary

Get Ready!

1. Look at the pictures and describe what you can see.



2. Look at the adjectives in the box. Are they positive or negative?

fascinating - peaceful - smelly - ugly - beautiful - noisy - relaxing - crowded -
spectacular - stressful

3. In pairs, use the adjectives in exercise 2 to describe the places in exercise 1. Explain why you are using those adjectives.

Example: I find markets a bit stressful, because they can be noisy and crowded. But I think they're fascinating too. You can find beautiful things to buy there. And I like chatting with the people who are selling their products.

4. In pairs, take turns to think of a place and describe it to your partner. Use the adjectives in exercise 2 and your own ideas. Your partner has to guess which place you have described.

*Example: This is a beautiful and relaxing place. Sometimes it's crowded, but if you're there alone, it's perfect. You can swim or sunbathe.
Is it a beach?
Yes, it is!*

MODULE 4 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	National parks and eco-holidays	<ul style="list-style-type: none"> Using present continuous; <i>be going to</i> and <i>will</i> for the future 	<ul style="list-style-type: none"> Speaking: Role play between a travel agent and a holiday-maker Writing: A description of a holiday
Lesson 8	Visiting Colombia	<ul style="list-style-type: none"> Using <i>already</i>, <i>still</i> and <i>yet</i> with the present perfect 	<ul style="list-style-type: none"> Speaking: A game revising facts and language from this module Writing: A short blog about travel
Let's work together: Creating and presenting a new eco-park			
Self-assessment			

UNIT THEME

In Unit 3, there are two lessons on the theme 'Colombia: a natural and cultural paradise'. Students will learn how to talk about the different places to visit in Colombia, and to describe a holiday. There is also a Let's work together section where students work on a project: creating a new eco-park.

LESSON OVERVIEW

In this lesson, students will learn how to describe national parks that they might visit on holiday. Students will learn to describe their future plans and intentions using *be going to*, the present continuous and *will*. They will role play an interview between a travel agent and someone who wants to go on holiday and learn how to write a description of a holiday.

Focus on vocabulary

Get ready!

- Look at the pictures and describe what you can see.
 - Tell students to look at the pictures and say what they can see. Do the first one as an example. Ask: *Who are the people? Where are they? What are they doing?*
 - Tell students to work in pairs and describe the other five pictures. Set a time limit for this exercise.
 - Check answers as a whole class. Ask volunteers to write their answers on the board.

Answers

- women working in a clothes factory
- people shopping at a market
- people throwing tomatoes at a festival
- snowy mountains
- school children in a museum
- a forest

- Look at the adjectives in the box. Are they positive or negative?
 - Tell students to look at the adjectives in the box and say if they are positive or negative. Do the first one as an example (*fascinating - positive*).
 - Tell the students to work in pairs to categorise the adjectives.
 - Check answers with the whole class.

Answers

Positive: fascinating, peaceful, beautiful, relaxing, spectacular
 Negative: smelly, ugly, noisy, crowded, stressful

- In pairs, use the adjectives in exercise 2 to describe the places in exercise 1. Explain why you are using those adjectives.
 - Tell students they will describe the places in the pictures in exercise 1.
 - Have students read the example and say which picture it is (*picture 2*).
 - Tell students to work in pairs. Set a time limit. Monitor and help if

needed. Encourage them to say why they are using particular adjectives.

- Check answers as a whole class.

Extra activity

- Have volunteers describe a picture each. The class listens and says which picture it is.
- In pairs, take turns to think of a place and describe it to your partner. Use the adjectives in exercise 2 and your own ideas. Your partner has to guess which place you have described.
 - Tell the students to take turns and think of a place and describe it to their partner. Their partner listens and guesses where it is.
 - The students swap parts. Monitor and note common errors for whole class correction.
 - Check answers as a whole class and do correction of common errors.

Extra activity

- Have volunteers describe a place. The class listens and says which place it is.

 **Read**

5. Read the texts about national parks and sanctuaries in Colombia. Match the pictures to the texts.



Los Flamencos Fauna and Flora Sanctuary

The elegant flamingos and their exotic mud nests are the main attraction of this sanctuary, in the vast desert by the Caribbean Sea. You can find a dry tropical forest there and four species of mangroves. You can go flamingo watching, visit the sea turtle centre or visit and learn about the exotic and colourful culture of the Wayúu people.

El Cocuy National Park

25 snowy peaks, up to 5,330 meters high, make up the Andean Sierra. They are home to the spectacled bear and condor. You can trek through the mountains or go rock climbing on the steep ice-covered walls. You can also visit the lakes.

Utría National Park

This spectacular park contains rainforest and mangroves on the Pacific coast. It has 5,000 plant species, including the *mil pesos* palm trees and a total of 51 bird species. You can see other animal species like humpback whales, dolphins, sea turtles and the poison dart frog. You can also go hiking or scuba diving.

Iguaque Fauna and Flora Sanctuary

This sanctuary has a varied landscape of Andean rainforest, streams, lakes and moorland. It is home to *frailejones* - a typical Andean plant with soft leaves - and the great Andean condor. You can see eight mountain lakes or you can go bird watching or hiking.

Glossary

- mud nests: *nidos de barro*
- mangrove: *manglares*
- peak: *pico*
- steep: *empinado/a*

6. Copy and complete the table with information about the national parks and sanctuaries.

Parks	Landscape	Fauna	Flora	Activities
<i>Los Flamencos</i>	<i>desert</i>	<i>flamingos, turtles</i>		

7. Read the statements. Which parks or sanctuaries should these people go to?

- a. I really love being high in the mountains. It's so exciting!
- b. I love water but I can't stand beaches - I don't like the sand. I prefer rivers and streams.
- c. I think it's fascinating to learn about how people from different cultures live.
- d. I love watching birds, especially spectacular and colourful ones.
- e. I love all animals but I'm particularly interested in reptiles.
- f. I'd love to see one of the great carnivores in real life. I've only seen them in zoos.

Read

5. Read the texts about national parks and sanctuaries in Colombia. Match the pictures to the texts.

- Tell students to look at the pictures and say what they can see. This is a useful pre-reading activity that will help the students to predict what they will read about.
- Tell students to read the texts quickly and match the pictures to the texts. Set a time limit and refer them to the glossary for L1 translations of words they may not know.
- Have students compare their answers with a classmate. Tell them to underline the words in each text that helped them find the answers.
- Check answers with the whole class.

Answers

- a El Cocuy National Park
- b Iguaque Fauna and Flora Sanctuary
- c Los Flamencos Fauna and Flora Sanctuary
- d Utría National Park

Extra activity

- Have the students write sentences with the words in the glossary.

6. Copy and complete the table with information about the national parks and sanctuaries.

- Tell students to copy the table in their notebooks.
- Tell them to read the texts again and complete the table. Do the first one on the board as an example.
- Students work on their own, then compare their answers with a classmate.
- Check answers with the whole class.

Answers

Parks	Landscape	Fauna	Flora	Activities
Los Flamencos:	desert, dry tropical forest, mangroves	flamingos, sea turtles		flamingo watching, visit the sea turtle centre, learn about the Wayúu people
Iguaque:	rainforest, streams, lakes and moorland	Andean condor	frailejones	bird watching, hiking, see mountain lakes
Utría:	rainforest, mangroves	humpback whales, dolphins, sea turtles, poison dart frog, birds	<i>mil pesos</i> palm trees	hiking, scuba diving
El Cocuy:	snowy peaks, lakes	spectacled bear, condor		trek, go rock climbing, visit the lakes

7. Read the statements. Which parks or sanctuaries should these people go to?

- Tell the students to read the statements.
- Tell them to discuss in pairs which national parks or sanctuaries the people should go to and why.
- Check answers with the whole class.

Answers

- a El Cocuy
- b Iguaque
- c Los Flamencos
- d Iguaque, Los Flamencos
- e Utría, Los Flamencos
- f El Cocuy

Extra activity

- Students decide which park or sanctuary they would most like to visit and say why.
- Do whole class feedback to find out which park or sanctuary is the most popular.

Listen

8. Look at the pictures about people's eco-holiday destinations. Try to match the places, activities and people below to each picture.

45

9. Now listen and match the information to the pictures. Were you correct?



Los Nevados

Kayaking on the Don Diego River

Huitoto people

Amazon River

Hiking in the valley

Kogi people

Sierra Nevada de Santa Marta

Bird watching in the rainforest

Quimbaya people

45

10. Listen again. Find the following information about each holiday.

- The name(s) of the traveller(s)
- Other activities that they are going to do

Focus on Language

11. Read these sentences and answer the questions.

- I'm visiting the Sierra Nevada de Santa Marta National Park.
- He's arriving in Leticia on Saturday morning.
- We're starting our trip at the Cocora Valley.

- a. What tense are the sentences in?
- b. Do they refer to the present or the future?
- c. What is their function: intentions, predictions, or fixed plans?

12. Write five plans that you have for the future, using the present continuous. Tell your partner.

Example: After school, I'm meeting Juan and we're going to the park.

Listen

8. Look at the pictures about people's eco-holiday destinations. Try to match the places, activities and people below to each picture.

- This is a pre-listening activity that activates students' knowledge about the text they will hear.
- Tell students to look at the pictures and say which eco-holiday destinations they are.
- Tell students to match the places, activities and people to each picture.
- Check answers with the whole class.

9. Now listen and match the information to the pictures. Were you correct?

- Tell the students they will hear three people talking about different national parks, or sanctuaries. Tell them to listen and match the places, activities and people to each picture.
- Play audio Track 45. Allow students to compare answers in pairs.
- Play audio Track 45 again. Check answers with the whole class.

Answers

- 1 Sierra Nevada de Santa Marta; kayaking on the Don Diego River; Kogi people
- 2 Amazon River; bird watching in the rainforest; Huitoto people
- 3 Los Nevados; hiking in the valley; Quimbaya people

Audio script

45

- A Hi, my name is Tomás. For my next holiday, I'm visiting the Sierra Nevada de Santa Marta National Park. I am crazy about kayaking, and I'm going to do that on the Don Diego River; I think that will be a great experience! I'm also interested in learning about indigenous communities, so I'm staying with the Kogi people, because they are one of the most interesting tribes in Tayrona. I'm going to sleep in a hammock - I can't wait!

- B I have booked an amazing holiday for my son Martín next week. He's going to stay in the Amacayacu National Park. He's arriving in Leticia on Saturday morning and then he's taking a boat along the Amazon to the national park. He's interested in wildlife and he's going to watch birds and animals in the rainforest. He's staying with the Huitoto people, and he's going to learn about their community. I think it will be an amazing experience for him.
- C My name is Isabel and for my next holiday, I'm going to the spectacular Los Nevados National Park with my boyfriend Miguel. We're starting our trip at the Cocora Valley, where we'll see some wax palm trees, which is the national tree of Colombia. From there, we're going to travel along the Barragán River by canoe, and we're going hiking in the valley. I hope we can learn about the ancient Quimbaya people, because we are staying with some of their descendants in a bamboo cottage!

10. Listen again. Find the following information about each holiday.

- Tell students to listen again and find the information in exercise 10 about each holiday.
- Play audio Track 45. Allow students to compare answers in pairs.
- Play audio Track 45 again. Check answers with the whole class.

Answers

- a Tomás; kayaking, learn about indigenous communities, sleep in a hammock
- b Martín; take a boat to the National Park
- c Isabel; travel by canoe, stay in a bamboo cottage

Extra activity

- You can pause the audio at key points and ask students: *What is the next phrase?* This trains them to listen for detailed information.

Focus on Language

11. Read these sentences and answer the questions.

- Tell students to read the sentences and discuss the questions in pairs.
- Monitor and help as needed.
- Check answers with the whole class.

Answers

- a present continuous
- b the future
- c fixed plans

12. Write five plans that you have for the future, using the present continuous. Tell your partner.

- Tell students they will write about their plans for the future.
- Do an example for yourself on the board, for example: *At the weekend, I am meeting my friend Pablo for coffee.*
- Tell students to write five sentences about their plans using the present continuous.
- Set a time limit and monitor and help as needed, noting common errors to correct in whole class feedback.
- Check answers as a whole class. Ask: *Who has got similar plans to you?*
- Do error correction and give feedback on students' performance.

Extra activity

- You can make the error correction in whole class feedback a competition. Tell students to choose a name for their group and a 'buzzer' sound. Read out an error, or write it on the board. The students make their buzzer noise; the first group to do this can answer the question. Give a score of one point for each correct answer.

13. Now read the following sentences and match the structures to the uses.

- He's going to learn about their community.
 - I think it will be an amazing experience for him.
1. *be going to* a. predictions for the future
 2. *will* b. fixed plans in the future
 3. Present continuous c. intentions in the future

14. Complete the sentences using *be going to*, present continuous for future, or *will*.

- a. I (travel) to San Andrés for my next holiday.
- b. I (stay) at a hotel called Decameron.
- c. We (try) some local food and we (visit) some interesting local places.
- d. I think the weather (be) good for my holiday.
- e. The concert is very popular. I don't think she (find) tickets.
- f. We (go) to my brother's house for Christmas this year.

Speak

15. In pairs, role play an interview between a travel agent and someone who wants to go on a holiday. Ask the questions below, and make notes in your notebook. Then swap roles and repeat the activity.

ECO-HOLIDAY PLAN
1. Budget: How much money do you have for the trip?
2. Place: What region are you interested in visiting?
3. Transport: How do you want to travel?
4. Time: How long are you going to stay there?
5. Accommodation: Where do you want to stay?
6. Activities: What do you want to do each day?

Write

16. Now plan a holiday for your partner. Use the information that he/she gave you in exercise 15. Write a description of the holiday. Use future tenses.
17. Swap your descriptions. Read the holiday plan that your partner wrote for you. Are you happy with your holiday? Do you want to make any changes to the plan?

13. Now read the following sentences and match the structures to the uses.

- Tell students to read the sentences in exercise 13 and match them to the uses.
- Have them compare their answers in pairs.
- Check answers as a whole class. Write an example for each future form on the board (you can elicit sentences from volunteers) and highlight the form using coloured board pens.

Answers

He's going to learn about their community: intention in the future. I think it will be an amazing experience for him: prediction for the future.

- 1 c intentions in the future
- 2 a predictions for the future
- 3 b fixed plans in the future

14. Complete the sentences using *be going to*, present continuous for future, or *will*.

- Tell students to complete the sentences using the verbs in brackets and *be going to*, present continuous for future, or *will*.
- Do the first one on the board as an example.
- Put students in pairs and have them complete the sentences.
- Check answers as a whole class.

Answers

- a I'm travelling to San Andrés for my next holiday.
- b I'm staying at a hotel called Decameron.
- c We are going to try some local food and we are going to visit some interesting local places.
- d I think the weather will be good for my holiday.
- e The concert is very popular. I don't think she will find tickets.
- f We are going to my brother's house for Christmas this year.

Speak

15. In pairs, role play an interview between a travel agent and someone who wants to go on a holiday. Ask the questions below, and make notes in your notebook. Then swap roles and repeat the activity.

- Tell students they will role play an interview between a travel agent and someone who wants to go on a holiday.
- Put students in pairs and have them write the questions in their notebooks and answer them.
- Give the students the two roles. The travel agent asks the questions and advises the student who wants to go on holiday what he/she can do.
- Monitor and help as needed, noting common errors for whole class correction.
- Do whole class feedback and ask: Which holiday would you most like to go on?

Extra activity

- If you have access to computers and the Internet, have the students research eco-holidays around the world.

Write

16. Now plan a holiday for your partner. Use the information that he/she gave you in exercise 15. Write a description of the holiday. Use future tenses.

- Tell students they will plan a holiday for their partner.
- Have the students work in the same pairs as in exercise 15. Tell them to write a description using future tenses.
- Do an example on the board, for example: *I am going to the Galapagos Islands for my holiday this summer. I will see amazing species, etc.*
- Refer back to the texts on page 149 and elicit how they are organised and features of the writing.

- Allow students time to write a draft of their description. Monitor and help as needed, noting common errors for whole class correction.

17. Swap your descriptions. Read the holiday plan that your partner wrote for you. Are you happy with your holiday? Do you want to make any changes to the plan?

- Tell students they will read their partner's holiday plan. Ask: *Are you happy with your holiday? Do you want to make any changes to the plan?*
- Have the students correct their errors and write a neat, updated copy of their description. They can type this up on the computer for homework and then display them around the room or present them to the class.

Focus on Vocabulary



1. Work in small groups. Take turns to choose a category from the boxes. The other students have one minute to write as many words related to each category as they can remember.

things you find in a national park

landscapes

types of holiday

extreme sports

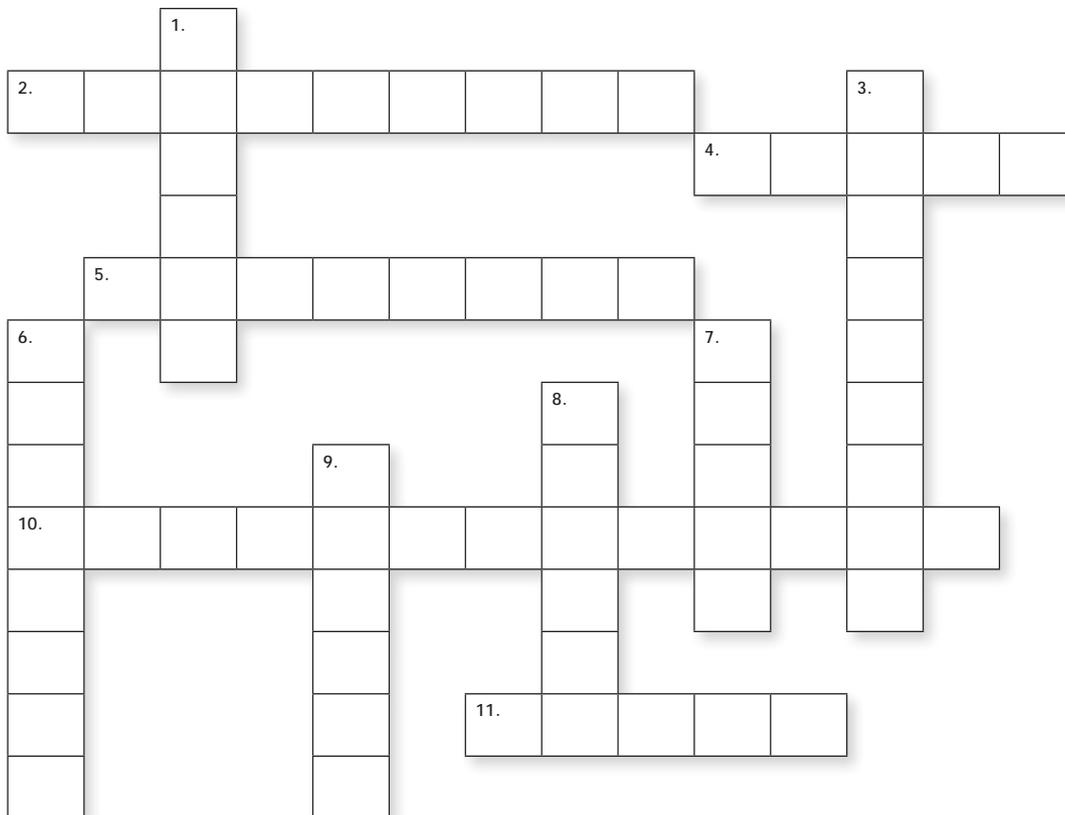
indigenous people of Colombia

native animals of Colombia

environmental problems

types of holiday accommodation

2. Copy the crossword into your notebook. Then read the clues and complete it. Look back through Module 4 to help you if necessary.



1. a small river
2. La Chorrera, for example
3. When air or water is dirty
4. Plants that farmers grow
5. A place where you can take your tent
6. Animals in their natural habitat
7. A rainforest mammal that moves extremely slowly
8. Waste that people drop on the street
9. A holiday on a large ship
10. Removing the trees from an area of land
11. A group of indigenous people

LESSON OVERVIEW

In this lesson, students will review the vocabulary from Module 4. Students will learn to describe things that have happened, or are still to happen using present perfect and the words *already*, *still* and *yet*. They will play a game to review language from the course and learn how to write a short blog about their experiences of travelling.

Focus on vocabulary

Get ready!

1. Work in small groups. Take turns to choose a category from the boxes. The other students have one minute to write as many words related to each category as they remember.
 - Lead into the exercise by asking students how many things you find in a national park that they can name in one minute, for example, *waterfalls*, *lakes*, etc.
 - Tell students to work in pairs, or small groups and write as many words as they can for each of the eight categories. Set a time limit for this exercise.
 - Monitor and note common spelling errors for whole class correction.
 - Check answers as a whole class. Ask volunteers to write their answers on the board.

Extra activity

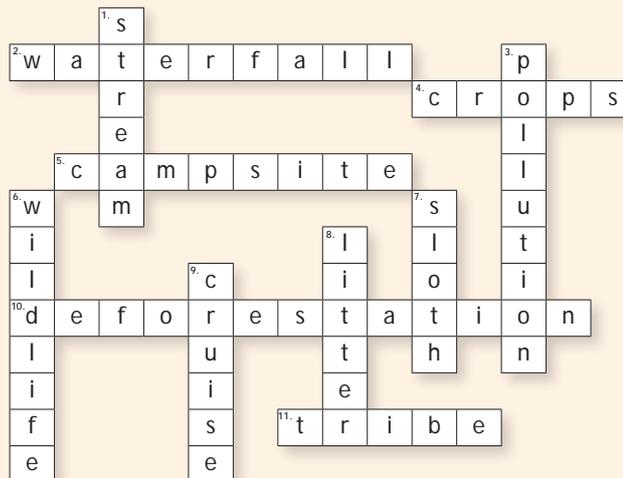
- You can make this into a competition between different teams and have one student from each team come to the board and write words they can remember.

Extra activity

- Remind students of the role of mind maps in learning and remembering vocabulary. Have students draw mind maps for the different categories. These can form part of a classroom display.

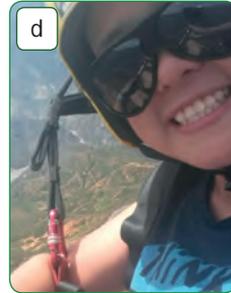
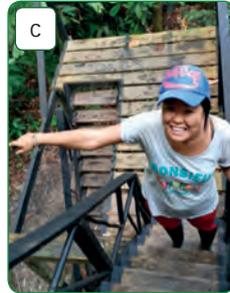
2. Copy the crossword into your notebook. Then read the clues and complete it. Look back through Module 4 to help you if necessary.
 - Tell students to copy the crossword into their notebooks. Make sure they only do this. They will have time to write the answers next.
 - Demonstrate the activity with the first question. Ask: *What do we call a small river? (stream)*. Have a volunteer write the word on the board.
 - Tell the students to complete the crossword in pairs.
 - Check answers with the whole class.

Answers





3. Lei is an exchange student from China. She has spent ten months in Colombia. Read her blog and match the pictures to her travelling experiences.



A Chinese girl in paradise

I came to Colombia in February. Ibagué, the city I moved to, is very small, so I decided to go travelling. I've already seen a lot of stunning places in this wonderful country.

- I've visited some national parks. First, I went to Cocora Valley in the Los Nevados National Park where I went horse riding and trekking. The tall wax palm trees were spectacular! However, I was a bit sad to see the deforestation there. It's a paradise and I don't understand why people treat it like that.
- I've seen and touched some native animals ... I even held a snake in Amacayacu National Park in Amazonas. That was incredible! The indigenous people there were really nice and I loved the rainforest.
- I also visited El Gallineral park in Santander. I went paragliding there. It was unforgettable! Those parks were great, but I still haven't been to Tayrona National Park. I'm going there next month before I fly back to China.
- I also did a weekend farm stay in Quindío. I picked coffee beans and bananas, and I stayed in a rustic wooden cabin with no bathroom!
- I've seen some of Colombia's big cities, too. I loved the landscape in El Peñón de Guatapé near Medellín but I haven't been to Cali yet. But I've already been to Bogotá, where I visited a lot of museums and went sightseeing.

Glossary

- stunning: *impresionante*
- however: *sin embargo*
- treat: *tratar*
- unforgettable: *inolvidable*
- coffee beans: *granos de café*

4. Read the blog again and answer the questions.
- What's Lei's opinion about Colombia?
 - Which extreme activity has she done in our country?
 - What is she planning to do before going back to her country?
5. In pairs, discuss the questions.
- Do you know any people from other countries who live in Colombia?
 - Why did they come to the country?
 - What things have they done, and what places have they visited here?

Read

3. Lei is an exchange student from China. She has spent ten months in Colombia. Read her blog and match the pictures to her travelling experiences.
- Tell students they will read a blog entry by a Chinese student who has spent ten months in Colombia.
 - Elicit what the students can see in pictures a-e. This is a useful pre-reading strategy that helps students to predict the content of the text.
 - Tell students to read the text quickly and label the pictures 1-5. Set a time limit. Monitor and help if needed.
 - Check answers as a whole class.

Answers

1 b 2 a 3 d 4 c 5 e

4. Read the blog again and answer the questions.
- Tell the students to read the text again and answer the questions.
 - Have students compare their answers with a classmate. Set a time limit and tell students to check the glossary box for L1 translations of words they don't know.
 - Check answers as a whole class.

Answers

- a She thinks Colombia is a wonderful country.
- b She went paragliding.
- c She is going to Tayrona National Park.

Extra activity

- Have students write sentences with the words in the glossary. For example, *The new visitor centre in the national park is stunning.*

5. In pairs, discuss the questions.
- Tell students to work in pairs and discuss the questions.
 - Monitor and help as needed.
 - Check answers with the whole class.

Focus on Language

6. Look at the sentences from the blog. Complete the rules using the words *already* / *still* / *yet*.

1. I still haven't been to Tayrona National Park. 3. I've already been to Bogotá
2. I haven't been to Cali yet.

- We use _____ with the present perfect to say something has happened, often when it happened sooner than we expected.
- We use _____ and _____ with the present perfect to say something hasn't happened but we think it will happen.
- We use _____ after *have* in an affirmative sentence.
- We use _____ before *have* in a negative sentence.
- We use _____ at the end of a negative sentence.

7. Rewrite the sentences about Lei. Put the adverbs in brackets in the correct place.

- Lei hasn't been to San Andrés Island. (still)
- She has done some extreme sports. (already)
- She hasn't seen the Caribbean Sea. (yet)

8. Think about your experiences in Colombia. Write true sentences using the words. Include *already*, *still* or *yet* in each sentence.

Example: *I haven't travelled to the Caribbean coast yet.*

- I / travel to the Caribbean coast
- My father / go to Parque del Café
- I / visit the Gold Museum in Bogotá
- My friends / stay in a cottage
- My English teacher / see a waterfall
- My mother / ride a horse

Listen

 ⁴⁶ 9. Listen to some people talking about their experiences in Colombia. Which two people mention high prices?

 ⁴⁶ 10. Listen again. Which person/people mention the following things? Write their name(s).

- | | | |
|------------------------------|-----------------|--------------------------|
| a. indigenous people | d. transport | g. saving money |
| b. food | e. temperatures | h. the Colombian economy |
| c. staying with local people | f. souvenirs | |



Sophie and Ben
from England



Francesco from
Italy



Rosa from Spain

11. In pairs, discuss the questions.

- What did these people like about holidays in our country?
- What difficulties did they face when travelling here? Why?
- If you could talk to them, what would you like to ask them?

Focus on Language

6. Look at the sentences from the blog. Complete the rules using the words *already* / *still* / *yet*.
- Tell students to read the sentences and complete the rules using *already*, *still*, or *yet*.
 - Check answers with the whole class. Elicit a sentence for each word from students to show they can use the new language.

Answers

- a already
- b still, yet
- c already
- d still
- e yet

7. Rewrite the sentences about Lei. Put the adverbs in brackets in the correct place.
- Tell the students to rewrite the sentences about Lei using the adverbs in brackets.
 - Allow students to compare their answers with a classmate.
 - Check answers with the whole class.

Answers

- a Lei still hasn't been to San Andrés Island.
- b She has already done some extreme sports.
- c She hasn't seen the Caribbean sea yet.

8. Think about your experiences in Colombia. Write true sentences using the words. Include *already*, *still* or *yet* in each sentence.
- Tell students to use the prompts to write true sentences.
 - Do an example with the first question. Ask: *Who has travelled to the Caribbean coast?* to elicit *I have already travelled to the Caribbean coast.*
 - Students write true sentences and then compare their answers with a classmate.
 - Check answers with the whole class.

Listen

9. Listen to some people talking about their experiences in Colombia. Which two people mention high prices?
- Tell the students they will hear some people talking about their experiences in Colombia. Tell them to listen and write the names of the people who talk about high prices.
 - Play audio Track 46. Allow students to compare answers in pairs.
 - Play audio Track 46 again. Check answers with the whole class.

Answers

Sophie and Francesco

Audio script

46

Sophie from England: We had a very good time in Colombia. We really enjoyed seeing the exotic wild animals, but what really impressed me was the enormous variety of landscapes there. The country has different climates, so you can travel from winter to summer in just a few hours! But it's really expensive to get domestic flights.

Ben from England: Well, I think it's worth the money in order to see the different regions. It's not just the scenery that's diverse, it's also the different people and cultures there. It's like a rainbow! We learnt about some local traditions in different areas, and we were also able to buy some beautiful handicrafts designed by local people. They are lovely!

Francesco from Italy: I've been to Colombia many times and each time I go there, I learn something new about this amazing country. The food is excellent. I have tried the weirdest, but most delicious things to eat in my life there. However, one thing that I don't like is the fact that some local people overcharge you just because you are a foreigner. Tourists are helping the economy by visiting, and I think people should realise how important it is to treat us well.

Rosa from Spain: I'm spending a year working as an intern here in Bogotá, so I don't have much time to travel. However, I go somewhere different every weekend! I try to make plans

with Colombian friends so it's cheaper, because they usually know the places and have friends or family who we can stay with for free. I have learnt to travel light and enjoy the simple things in life!

10. Listen again. Which person/people mention the following things? Write their name(s).
- Tell students to listen again and write the name of the person / people who mention the things in exercise 10.
 - Play audio Track 46. Allow students to compare answers in pairs.
 - Play audio Track 46 again. Check answers with the whole class.

Answers

- | | |
|-------------|-------------|
| a Ben | e Sophie |
| b Francesco | f Ben |
| c Rosa | g Rosa |
| d Sophie | h Francesco |

11. In pairs, discuss the questions.
- Tell students to discuss the questions in pairs.
 - Monitor and help as needed.
 - Check answers with the whole class.

Answers

- a wild animals, landscapes, different cultures, handicrafts, food
- b flights are expensive, some local people overcharge tourists
- c students' own answers

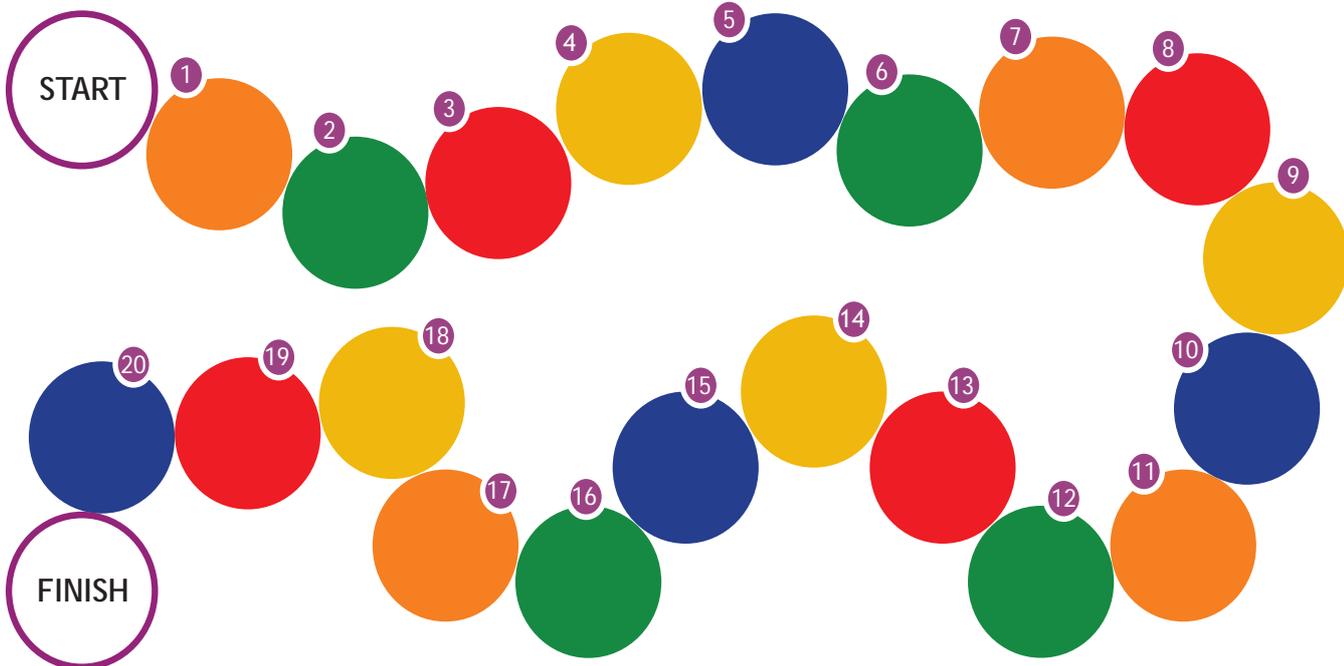
Extra activity

- Students can tell the class about their classmate, or write a short paragraph about him / her.

 **Speak**

12. Play the game. Follow the instructions.

1. Play in groups of three or four. You need counters and some dice.
2. Decide who will go first, second, third and fourth.
3. All players begin at 'START'.
4. When you reach a box, the player on your right chooses a task from the card of that colour at the bottom of the page, and reads it to you.
5. Do the task. You have 30 seconds. Your group decides if your answer is complete. If not, you go back to the box where you were before.
6. The winner is the first player to reach 'FINISH'.



- Ask the person on your right three questions with *ever* in the present perfect.
- Name five words for landscapes.
- Name three activities that you can do on an eco-holiday.
- Name five things that you can see in a national park.

- Name five places to stay when you're on holiday.
- Say three things that you're doing this weekend, using the present continuous.
- Name five different types of holiday.
- Name five adjectives to describe places.

- Name five words connected with indigenous people.
- Name five national parks in Colombia.
- Say one sentence with *since* and one sentence with *for* and the present perfect.
- Name two indigenous communities in Colombia and say where they are located.

- Explain: What is animal trafficking?
- Name three mammals, two birds, one reptile and one amphibian.
- Suggest one way to stop animal trafficking.
- Change this sentence to a passive sentence: 'Tourists buy animal products at markets.'

- Name four environmental problems.
- Describe an environmental problem that exists in Colombia.
- Suggest three ways that we can help the environment.
- Say a sentence in the present perfect continuous.

 **Write**

13. Imagine you have been travelling in Colombia or another country. Write a short blog. Describe the things you have seen and done, and the things you haven't done yet but still want to do.

Speak

12. Play the game. Follow the instructions.

- Tell students they will play a game. Do an example with the whole class.
- Put the students in small groups and give them a dice and some counters. If you don't have counters, students can use their pen top or eraser. If you don't have dice, students can toss a coin and move one or two spaces depending on which way up the coin falls.
- Demonstrate how to play the game with one group. First, students throw the dice. The student with the highest number goes first and the player to his/her right goes next.
- The first player throws the dice and moves the same number of spaces. For example, if they throw a three, they move to circle three. They check the colour, then read the first question (red: Ask the person on your right three questions with ever in the present perfect).
- Set a time limit and monitor and help as needed, noting common errors to correct in whole class feedback.
- Do error correction and give feedback on students' performance.

Extra activity

- You can make the error correction in whole class feedback a competition. Tell students to choose a name for their group and a 'buzzer' sound. Read out an error, or write it on the board. The students make their buzzer noise; the first group to do this can answer the question. Give a score of one point for each correct answer.

Write

13. Imagine you have been travelling in Colombia, or another country. Write a short blog. Describe the things you have seen and done, and things you haven't done yet but still want to do.

- Tell students they will write a short blog describing students' travels in Colombia.
- Demonstrate the activity. Ask the students: *What have you seen? What have you done?* and write notes on the board. Refer back to the blog on page 153 and elicit how it is organised and features of the writing.
- Allow students time to write a draft of their blog. Monitor and help as needed, noting common errors for whole class correction.
- Have the students correct their errors and write a neat copy of their blog. They can type this up on the computer for homework and then display them around the room or present them to the class.



Create a new eco-park



1. Work in groups. You are going to plan a new park which will benefit the local community and the environment. First of all, copy and complete the following table with your own ideas.

Location		Jobs and roles that will exist for local people	
Fauna and flora that live in the park		Activities that visitors can do in the park	
Facilities that the park will have		Initiatives to improve the environment	
Indigenous people who live there		Any other ideas	

2. Work in your groups and share your ideas. Make notes for all the aspects in the table. First, make a group decision about the following:
 - the location of the park
 - the name of the park
 - the landscape(s) within the park: mountain, rainforest, beach, moor, etc.



Develop the eco-park

3. Work in pairs. Each pair will be responsible for developing the ideas for one aspect of the park. Choose from the following aspects.

FLORA AND FAUNA

- Describe the most important fauna and flora in the park.
- Say which fauna and flora is endangered, and how to help this.
- Think of how the park may have a negative effect on the flora and fauna, and how to stop this.

INDIGENOUS PEOPLE

- Describe the culture and lifestyle of the indigenous people who live in the park.
- Think about how the new park will affect their life – in both positive and negative ways. For any problems created, find solutions.
- Think about how to involve the indigenous people in the organisation and management of the park.



CREATE A NEW ECO-PARK

Tell the students that they will work together to invent and plan their own eco-park - i.e. a rural park that is run with the objective of protecting and improving the natural environment. Explain that an important part of the project is for students to collaborate with each other and be responsible for playing their part in the group. Monitor them throughout the project to make sure they are covering the activities for each section. Offer support as needed.

You will need to provide students with a large piece of paper to create their map. If you have access to one or more computers, you can have students create a map digitally, or key in text to be printed out and stuck to their map.

Before they do exercise 1, ask students what they remember about national parks. Tell them work in pairs or alone and make lists for the following:

National parks that they know in Colombia, and the landscapes in them.

Facilities that you find in national parks.

Activities that visitors can do there.

1. Work in groups. You are going to plan a new park which will benefit the local community and the environment. First of all, copy and complete the following table with your own ideas.

- Tell students to imagine that they can create a brand new national park in Colombia. It can be in the same location as an existing one if they like, or in a new location, or even in an imaginary location (for example, on an island that doesn't really exist). Tell them to complete the table with their own ideas about what their ideal national park would have.
- Put students in large groups of up to 10 students. Stronger students can work in pairs or smaller groups if you prefer.

2. Work in your groups and share your ideas. Make notes for all the aspects in the table. First, make a group decision about the following:

- Tell students to agree on a location, a name and the landscapes contained within their park. Tell them that they will plan the rest of the detail in pairs.
- Give the groups a time limit of 5 minutes to decide on the above. If they are reluctant, tell some students to suggest their ideas for names and locations, and they can vote on the best.

DEVELOP THE ECO-PARK

3. Work in pairs. Each pair will be responsible for developing the ideas for one aspect of the park. Choose from the following aspects.

- Tell the groups to divide into pairs, or individuals, and choose one of the aspects in the boxes.
- Tell them that the overall goal is to draw a large map of their task, and write text to add to it about each aspect. They will then present it to the class.
- Give them a time limit of around 20-30 minutes to do the tasks in their chosen box. Go round the class making sure each pair understands what they have to do. They should make notes at this stage, rather than writing text.
- Remind them always to bear in mind that they are planning an eco-park, and that the objective of all aspects of the park is to protect and improve the environment.
- Help the individual pairs as follows:
- Flora and fauna: encourage students to look back at Lesson 5 of Module 4 to remind themselves of the sort of wildlife that may live in the park, and the threats that they face.

- Indigenous people: encourage students to look back at Lesson 4 of Module 4 to remind themselves about indigenous people who may live in their park, and their lifestyle.

FACILITIES

- Decide which facilities the park needs.
- Consider people who visit the park just for the day, and people who will go on holiday there. How can you make the park fun for everyone?
- Think about how each of the facilities will encourage people to respect the natural habitats of the park.

JOB

- Decide who will be responsible for the park, and what other jobs are needed.
- Decide what the responsibilities for each person will be. Consider how local people can be involved.
- Write a job advert for each position.

THE ENVIRONMENT

- Think about environmental problems which currently exist in the park.
- Think of initiatives to solve these problems. How can the park help?



Create a map

4. Create a map of your park. It should include information about all the aspects that you developed in exercise 3.
 - One student from each pair should come together into a group to draw the map. Make sure that all the aspects that you have discussed are included: visitor facilities, location of indigenous people, location of important flora and fauna, environmental problems, etc.
 - The other student should write some information about the aspects that you discussed, to be included on the map. Use a computer or write it on some paper. Read your work and check for mistakes.
5. Integrate the text with the map and finalise it. Make the map colourful and attractive.



Present your eco-park

6. Display the map to the rest of the class and present your eco-park. Each student should talk about the aspect which they developed.
7. After each presentation, the class can ask the group questions about their park.



- Facilities: encourage the students to look back at Lessons 2 and 3 of Module 4 to remind themselves about the visitor facilities in national parks, and the sorts of outdoor activities that visitors / tourists can do there.
- Jobs: encourage students to look back at Lesson 3 of Module 4 to remind themselves of the sorts of jobs that are done in a national park.
- The environment: encourage students to look back at Lesson 6 of Module 4 to remind themselves about environmental problems that exist in rural areas.

CREATE A MAP

4. Create a map of your park. It should include information about all the aspects that you developed in exercise 3.
 - Tell one student from each pair to come together to draw a map as a mini-group. If possible and if students want, they could use a computer to create a digital map. Alternatively, if they prefer, they can draw a map on a large piece of paper.
 - Each student should make sure that the aspect that they discussed in pairs is included in the map, i.e. location of indigenous villages; location of important wildlife habitats or plantlife; the location of facilities; location of any environmental aspects or problems such as water resources, deforestation, etc; places where people working in the park will be based.
 - Make sure that students leave room around the edge of the map to add text, which will give more detail about the aspects which students discussed.
 - The students who aren't involved in the map should write some text for the map about the aspect that they discussed. They can do this by hand, or on a computer. Make sure that they check with the other group approximately how much space they will have for their text.

They should write it on a small piece of paper that is the right size for the map.

- Encourage them to think about the reader – people who want to find out information about the park – and to write in clear English.
 - Encourage them to write a first draft and then check with you before writing a final, correct draft.
 - Students who have worked alone in exercise 3 can choose if they prefer to write text or contribute to the map.
5. Integrate the text with the map and finalise it. Make the map colourful and attractive.
 - Tell students to stick their texts onto the map using glue or tape, or add them electronically if they are producing their maps online.
 - When the map contains all the texts, students can add any final details to the map such as a key, scale guide, neighbouring regions, any towns/villages, etc.
 - If possible, students should use colour pens and pencils to make the map as attractive as possible.

PRESENT YOUR ECO-PARK

6. Display the map to the rest of the class and present your eco-park. Each student should talk about the aspects which they developed.
 - Decide how long you want each presentation to last. First, let them practise in their groups – give them your time limit.
 - Tell them to choose one student who will introduce the eco-park giving its name, location, and some basic information about it. One student from each pair – or both, if students want – will then talk about the various aspects of the park.
 - Tell students to choose the order in which they will talk.
 - Tell the groups to come to the front of the class, one group at a time, and present their eco-parks to the class. They should display the map – two students can hold it up if necessary for the rest of

the class to see. Remind them about their time limit, and be strict with stopping them, if it looks like you will run out of time – it's important that all groups have the chance to give their presentations.

- Students give their presentations. Encourage the rest of the class to listen and think of questions they would like to ask as they listen.
7. After each presentation, the class can ask the group questions about their park.
 - After each presentation finishes, encourage the rest of the class to applaud, and then ask questions.
 - If students can't think of any questions, ask some questions yourself. E.g.:
What is the best aspect of your eco-park?
What is the most beautiful place in your eco-park?
Would you like to work there?
What job would you like to do?
 - After the class, display the maps on the wall if possible, or photocopy them so that each student has a copy to take home.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can understand a text about eco-tourism activities in Colombia.			
	B. I can match descriptions of eco-friendly destinations with pictures.			
	C. I can understand a blog by someone travelling around Colombia.			
WRITING	A. I can write my opinion on solutions for an aspect of animal trafficking.			
	B. I can write an advert for an eco-holiday.			
	C. I can write a letter to a newspaper about an environmental problem.			
SPEAKING	A. I can interview someone who has visited an indigenous community in Colombia			
	B. I can do a role play about planning an eco-holiday.			
	C. I can discuss environmental issues and say how they affect biodiversity.			
LISTENING	A. I can understand people talking about their visits to indigenous communities in Colombia.			
	B. I can identify different eco-tourism activities.			
	C. I can understand an interview about animal trafficking.			



Remind students that the self-assessment is an important part of the learning process. Go through the charts with the students. Tell them the self-assessment focuses on three aspects: their English skills, study skills and working together on the presentation about the eco-park they have created. Give them time to read the assessment and complete it individually. Tell them that this activity is not going to be assessed, but remind them of its importance.

1. Assessment of your English language skills

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

Ask students to read through each section of the four skills. Tell them they are going to assess their progress using three *Can do* descriptors: *I can do this*, *I can do this with help* and *I need to work on this*. Remind them that the statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Also ask them to say how they know this, for example, for Reading A (*I can understand a text about eco-tourism activities in Colombia*) they could say: *I understood the reading text in Lesson 1 exercises 3 and 4*.

2. Assessment of your English study skills

- Study skills help you improve in any school subject. Say how often you use these study skills.

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Try to understand the general idea of a text, even if you don't know a lot of the words.			
2. Share your opinions and ideas in class with your teacher and classmates.			
3. Carefully read the instructions and information in a task before you start doing it.			
4. Check your answers with a classmate after completing an activity.			
5. Keep a notebook for new vocabulary.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
Me			
My group			

4. Assessment of Module 4

- Look back over the module then complete the sentences.
 - My favourite activity was ...
 - The most useful words or expressions were ...
 - I enjoyed learning about ...
 - I need to practise ...



2. Assessment of your English study skills
- Study skills help you improve in any school subject. Say how often you use these study skills. Tell the students they are going to assess their use of the learning strategies they have practised throughout the module according to how often they use them: always, sometimes or never. Then ask them to think about the strategies they can use to improve their English study skills. You can elicit these and add them to a mind map on the board that the students then copy into their notebooks. For example: *I keep a notebook for new vocabulary.*

3. Assessment of Let's work together
- First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect. This section focuses on students' ability to work with others on a task in their project work. Use guiding questions such as:
How often did you help other students with their work?
Did you always listen to your classmates' opinions when you were all discussing the project?
Did you peer-assess your work as you progressed?

After students have completed their Self-assessment, suggest they work with their project team and repeat the activity to highlight the achievements of the team and identify areas to improve. Make sure that the students make constructive comments and focus on ways to improve rather than on what didn't go well.

4. Assessment of Module 4
- Look back over the module then complete the sentences. The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Give the students time to look back through the module and complete their sentences. Then put them in small groups to share the information. Ask some students to read their sentences aloud.

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