2 Way to go!

Student's Book

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

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

La educación es de todos
Mineducación

La educación es de todos | Mineducación

Way to go!

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Ilustración y fotografía:
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Cántico: Intelligent Audio
Vocalista: Georgina Jewson
Consultoría: Otto Baxter

© Ministerio de Educación Nacional

ISBN 978-958-691-940-1
Calle 43 No. 57-14 Piso 5, Bogotá D.C., Colombia
www.mineducacion.gov.co

Citación: Ministerio de Educación Nacional
Way to go! 7th Grade. Bogotá D.C. - Colombia
Disponible en línea a través de la página:
www.colombiaaprende.edu.co

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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

Dear students,

Welcome, this is the Way to go!

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

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

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

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

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

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

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

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Basic Learning Rights
English

7th Grade

1

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

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

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

Anita: Why don´t we study together?

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

Anita: Ok. Come to my house after school.

Luisa: Ok. See you there.

2

Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.

Good morning,
Harmony in the classroom is very important; I will share some ideas to help us do this. Respect the teachers, the classroom, other students and yourself. To show respect we can listen to others and take turns when we speak. It is also important to understand that people have different points of view. These ideas can help to live in harmony in our classroom.

3

Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. For example:

To keep a healthy life style, we need to take care of our body, mind and soul.

People need to do regular exercise and have a balanced diet.

People need to enjoy family and friends and learn new things to keep their mind healthy.

People also need to meditate and live with passion to have a long and healthy life.

4

Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography.

Character	Mother Teresa of Calcutta
Name	Agnes Gonxha Bojaxhiu
Place and date of birth	Uskub, August 26, 1910
Contributions to humanity	Humanitarian acts
Year of death	1997

Mother Teresa of Calcutta
Mother Teresa was a Catholic nun born in Uskub, Ottoman Empire on August 26, 1910. This is now Skopje, the capital of the Republic of Macedonia. Her real name was Agnes Gonxha Bojaxhiu. Her father died when she was a little girl and her mother raised her. She decided to devote her life to God when she was very young. She became a sister of Loreto when she was 18 years old.
She is well known worldwide for her humanitarian acts. She created the organization of the Missionaries of Charity to help many poor, sick and needy people. In 1979, she received the Nobel Peace Prize for her hard work. After her death in 1997, the Catholic Church started the process to make her a saint. Today there are more than 4,000 nuns like Mother Teresa taking care of the poorest people in the world.

Basic Learning Rights
English

7th Grade

5

Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information.

- Disposal
- Analysis
- Collection
- Transportation
- Recovery
- **Recycling**

6

Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish.

1. Crack the eggs into a bowl with salt and pepper. Beat well with a fork.

2. Pour the eggs in a frying pan and spread them out evenly.

3. Add some grated cheese.

4. Fold it over in half and remove from pan.

Recipe for an omelette

7

Describes actions related to a subject in his/her family or school environment using simple sentences and images. For example:

We are destroying our planet. It is necessary that we make decisions to save it.

I will start with me. For example, I will take short showers to use water efficiently.

I will plant new trees in my mum's garden.

I will recycle paper, plastic and cans at home and at school.

In this way, I can contribute to save my planet.

MODULE 1

Health

Integral Personal Care

Unit »1

Enjoy Your Free Time!

Language Functions

- Give and ask for information about free-time activities.
- Talk about likes, hobbies and interests.
- Talk about future plans.

Text Types:

- article
- poster
- informative sentences
- email
- information leaflet
- report
- activity planner

Unit »2

I Can Take Care of My Body

Language Functions

- Talk about habits and routines.
- Talk about diet, physical activity and personal hygiene

Text Types:

- information charts
- poster
- informative sentences
- slogans
- infographic

Unit »3

Taking Care of Myself and of Others

Language Functions

- Talk about causes of stress and solutions
- Express emotions
- Talk about relationships with friends and family.
- Make assertive statements and give compliments

Text Types:

- article
- questionnaire
- friendship chain
- poster
- blog

Explore Your Knowledge

Look at the pictures and answer ...

- Do you have any hobbies or interests?
- What do you do in your free time?
- How often do you eat fast food?
- Do you like helping other people? What do you do to help them?

Task: A Healthy Habits Brochure

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

Unit 1	Unit 2	Unit 3
1. Daily activity planner (Lesson 2, exercise 5) **2.** Poster about traditional games (Lesson 3, exercise 6)	**3.** Nutrients in a favourite traditional dish (Lesson 1, exercise 9) **4.** Poster inviting to exercise (Lesson 2, exercise 8) **5.** Hygiene exhibit (Lesson 3, exercise 6)	**6.** Friendship chain (Lesson 2, exercise 3) **7.** Poster for your best friend (Lesson 2, exercise 6) **8.** Classmates' compliments (Lesson 3, exercise 6)

Chant

I am going to the park.

Unit » 1

Enjoy Your Free Time!

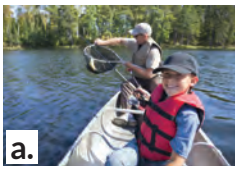
» Objectives

- » I can ask for and give personal information about free-time activities.
- » I can express future plans.
- » I can express likes and talk about hobbies and interests.

In Context » What Do You Do in Your Free Time?

1

1. Listen » Read the Word Bank. Listen and number the pictures (a–e).


a.

c.

e.

b.

d.

Word Bank

go... to the movies
to restaurants to the beach
to the gym shopping
horse riding fishing dancing

do... chores woodwork exercise
gymnastics athletics

2. Read » Look at the graph and answer the questions (1–2) in pairs.

1. Which of the activities in the article do you do?
2. What other activities do you like doing in your free time?

I play video games. My favourites are action games, but I also like role-playing games. And I do athletics; I'm on the school athletics team.

Teenagers' Free-Time Activities

- watching TV
- chatting through social networks: WhatsApp, Facebook, Snapchat, Skype
- playing video games
- doing exercise: playing sports, going to the gym

3. Read» Read the poster and answer the questions.

1. When do the clubs take place?
2. Where do the clubs take place?
3. How can you get more information about the clubs?
4. Which club do you think is the best?

Study Tip

Headings in texts can often give you lots of information. Read them carefully.

CAICEDONIA CULTURAL CENTRE (CCC)
COME AND JOIN OUR AFTER-SCHOOL CLUBS!
Have fun and develop your talents at the same time!

Do you like playing sport and keeping fit? At the **sports club** we offer a wide variety of team and individual sports. Which one do you prefer?

Are you creative and artistic? Do you enjoy listening to music? At our **arts club** you can learn to dance, play an instrument or draw and paint!

Do you like going to the cinema, watching videos and TV series? If you do, then the **film and media club** is for you!

Do you love reading? Bring your most-loved books to the **book club**. Share your favourite books, stories and characters and discover new ones!

Do you enjoy playing video games? Then come along to our **computer gaming club**. Make new online AND real friends and share virtual adventures with them!

For more information, visit us in person or contact Ms Emilse García at information@ccc.com

4. Write» Look at the questionnaire Sara completed about her free-time activities. Write eight sentences about Sara's hobbies.

Sara plays sport every day.
She plays ...

Caicedonia Cultural Centre Teen Club Questionnaire

How often do you ...	Every day	Every two weeks	Once a week	Twice a week
1. play sport?	✗			
2. play a musical instrument?			✗	
3. go dancing?		✗		
4. paint or draw?				✗
5. go to the cinema?		✗		
6. watch TV?			✗	
7. read?	✗			
8. play video games?				✗

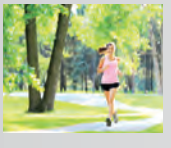
5. Write» Complete the sentences about the students' favourite activities (1–6).

1. Catalina **loves painting**. She can join the *arts* club.

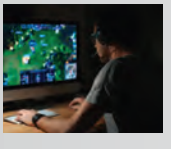
2. Tomás **enjoys dancing and listening** to music. He can join the … club.

3. Mónica **loves reading** books. She can join the … club.

4. Simón **really likes going to** the cinema. He also likes watching TV series. He can join the … club.



5. Margarita **likes exercising**. She can join the … club.



6. Samuel and Sonia **enjoy playing** video games. They can join the … club.

6. Write» Answer the questions (1–6).

1. Do you enjoy listening to music? *Yes, I do./No I don't.*
2. Do your parents love exercising? *Yes, they do./No, they don't.*
3. Does your best friend really like reading?
4. Does your mother like watching TV series?
5. Do you enjoy playing video games?
6. Do you and your friends enjoy going to the cinema?

7. Read » Read Miguel's email and complete the summary (1–5).

Send

To: juano2.3.@gmoe.co
Cc
Bcc
Subject: Hey! My plans for this school year.

Hi Juan,
How are things in Medellín? This school year, our Cultural Arts Centre has lots of great things for us to do after school. I like almost everything, except for the arts club. I really don't like dancing or playing musical instruments! But I **am going to join** the sports club. I love football, so I'**m going to play** it every day! I'**m also going to join** the computer gaming club. You know I like meeting people online and I LOVE gaming, so I'**m going to play** new games with them after I do my homework.

What about you, Juan? What **are you going to do** in your free time this year? **Are you going to continue** with your swimming lessons?

Write back soon, ☺

Miguel

*Miguel loves football. He **is going to** join [1]... . He **is going to** play football[2]... . He also likes [3]... and [4]..., so he **is going to** join the [5]... club.*

2 8. Listen » Listen to Juan and Miguel's telephone conversation. Which of the activities in the photos (1–4) do they talk about? Listen again and make notes about all the activities you hear. Write sentences about what Juan is going to do or NOT going to do.

1. ride a bike

3. play video games

2. collect coins

4. skateboard

Juan is going to ride his bike. He's not going to ...

Expanding Knowledge » What Are Your Hobbies?

3

1. Listen »

Listen to Lucas and Patricia's conversation about moving from the countryside to the city. Answer the questions.

When Lucas goes to live in the city ...

1. is he going to miss Patricia? *Yes, he is.*
2. is he going to milk cows? *No, he isn't.*
3. is he going to water the plants?
4. is he going to feed the animals?
5. is he going to swim and fish in the river?
6. is he going to go shopping in a big shopping mall?
7. is he going to have a TV and the internet?
8. is he going to play video games?

2. Write »

Work with a partner. In one minute, make a list of all the free-time activities you know. Include the ones you learned in this unit and add your own ideas.

3. Speak »

You are going to play a game with another group. Look at the actions they are miming and guess what free-time activity they are going to do.

Are you going to go to the cinema? — No, I'm not.

Are you going to play video games? — No, I'm not.

Are you going to watch TV? — Yes, I am.

Study Tip

If you don't understand a word in a conversation, ask the person to mime it for you.

4. Read »

Read a report about how teenagers spend their free time in the countryside and in the city. Answer the questions.

1. How do city teenagers spend their free time?
   Chatting with friends, watching TV, playing video games indoors.
2. What are the problems related to sitting down for long periods?
3. How do teenagers in the countryside spend their free time?

How do our teenagers spend their free time?
by Consuelo Mejía

The Colombian Government is very concerned about how urban teenagers are spending their free time. Research shows that in cities many teenagers spend their time indoors, chatting on social media, watching TV or playing video games. These teenagers can have poor posture and they can also be depressed, because they don't spend enough time being active in the fresh air.

In contrast, most teenagers in the countryside spend their free time doing physical activities and playing outdoor games. They also help their parents; they do chores, feed the animals, and milk the cows. Because these teenagers have an active life-style, they are also fitter and don't have so many health problems.

5. Write »

Follow the instructions (1–5) and design a daily activity planner to show what you do in your free time every day.

1. Draw a chart like the one below on a large sheet of cardboard.
2. Cut out pictures from magazines or draw your own. Be creative.
3. Write the activities you're going to do each day. Use different colours for indoor and outdoor activities.
4. Put the chart on your bedroom wall.
5. Count how many indoor or outdoor activities you do in a week.

Final task activity!

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Indoor							
Outdoor							

6. Speak »

Work with a partner and discuss the life-style changes you can make to have healthier free-time activities.

I take the bus to school, but I'm going to start riding my bike.

21st Century Skills
• *Critical Thinking*

Which activities are good for you? Which ones aren't? Why? What changes can you make?

Preparing Your Task » Playing Traditional Games

4

1. Listen »

Listen to the TV advert to motivate teenagers to play traditional games. Label the pictures of the games (1–6) the children talk about with words from the Word Bank.

Word Bank

jacks hopscotch sackrace tag
hide-and-seek spinning top

Study Tip

Pictures help us to understand and remember new vocabulary. Make your own picture dictionary.

1. *spinning top* 2. ... 3. ... 4. ... 5. ... 6. ...

2. Write »

Look at Ana's notes from her interview with her mother about her favourite traditional games and complete her report (1–4).

Name of the game	*skipping*
Number of players	*three or more*
What do you need to play it?	*a skipping rope and some friends*
What are the advantages?	*people can skip and jump, sing and have fun*

My mum's favourite traditional game is [1]***skipping***. [2]... can play it. To skip you need [3]... . This game is good for people because they [4]... .

3. Read »

Read the chart and complete the benefits of traditional games (1–6) with the phrases in the box. Work with a partner and add some ideas of your own.

'tag' someone but don't let them 'tag' you	eye-hand coordination
throw a stone and hop (jump on one foot)	find things or people
jump inside a sack	small movements of hands, etc.

Name of the game	Number of players	What you need to play it	Benefits
Hide-and-seek	3+	large area with places to hide	learn how to hide and be quiet develop exploring skills: [1]... get fresh air
Spinning top	2+	spinning top & some string	develop fine motor skills: [2]... learn to take turns learn to be a good winner (or loser!)
Jacks	2	set of jacks & a small ball	develop manual skills: [3]... learn to be a good winner (or loser!)
Tag	3+	large area	develop speed and agility: [4]... get fresh air
Sack race	3+	large area & one sack per player	develop agility: [5]... get fresh air learn to be a good winner (or loser!)
Hopscotch	2+	hopscotch board on the ground & a stone	develop agility: [6]... learn to be a good winner (or loser!)

4. Speak »

Do you like playing traditional games? Why? Why not? What are their benefits for you? Discuss with a partner.

I really enjoy playing traditional games. My favourite is hopscotch. I can hop really well! What about you?

My favourite activity is playing jacks. I'm really good because I have great eye-hand coordination!

5. Read » Read the poster and complete the information (1–4) with the headings (a–d).

a. How does my school enter the competition?
b. What do we have to do?
c. What can we win? What's the prize?
d. What is the theme of the competition?

National Traditional Games Competition

The Ministry of Education invites ALL schools to participate in a competition.

1. … Traditional games: indoors and outdoors!

2. … Play traditional games! With your teachers, with your classmates: everybody can participate! If lots of people play, you have more chances of winning our fabulous prize.

3. … A school playground. If your school already has one, we are going to improve it with new and better equipment.

4. … Ask your teachers to enter your school in the competition. Ministry inspectors are going to visit schools and judge which school is the winner.

6. Write » Work in small groups. Design a poster about your favourite traditional game and present it to your class. Display your posters.

Our Favourite Traditional Game

Name of the game: skipping
Number of players: three or more.
You can play it outdoors: in a park or garden.
To play it, you need a skipping rope and some friends.
We like it because we can exercise and sing.
Skipping is fun, healthy and a great way to get fit!

Final task activity!

7. Speak » Look at your classmates' posters and have a class vote for the best one. Talk with a partner from a different group about the games you chose and their benefits.

We're going to play hide-and-seek. It's going to help us develop exploring skills. And we're going to get fresh air!

We're going to play with our spinning tops. It's going to help us develop fine motor skills and to learn to be good winners … or losers!

5

8. Pronunciation » Listen to the tongue twister. Practise saying it slowly, then, try and say it fast.

*He watch**es** the student**s** playing sport**s**. One girl run**s**, another jump**s**. When the break finish**es**, everyone stop**s**.*

Check Your Progress

6

1. Listen »

Listen to some students talking about what they do in their free time and complete what they say.

1. **Martha:** In my free time, I love [1]... I like running [2]... in the local park. I go running [3]...
2. **Francisco:** In my free time, I like [4]... I play [5]... in my bedroom.
3. **Tomás and Camila:** We [6]... in our free time. We go dancing at the [7]... in the cultural centre.

I can ask for and give information about free-time activities ✓	
Very well	
Quite well	
With difficulty	

2. Write »

Look at the pictures and write sentences about what the people are going to do.

1. Margarita ... 2. Pablo ... 3. Sara ... 4. Samuel ... some ...

Margarita

Sara

Pablo

Samuel

I can express future plans. ✓	
Very well	
Quite well	
With difficulty	

3. Speak »

With a partner, talk about your favourite traditional games. Include the points below.

Points to include:
Name of the game
Number of players
What you need to play it
Why you like playing it

I can express likes and talk about hobbies and interests. ✓	
Very well	
Quite well	
With difficulty	

Unit » 2

I Can Take Care of My Body

» Objectives

» I can describe personal care habits and routines: diet (food) and physical activity.
» I can express abilities and possibilities.

In Context » Healthy Eating

1. Read » Read the poster for a campaign to encourage teenagers to live healthy lives. Match the headings (1–3) with the examples (a–c).

How to Be a Healthy Teen

Here are some tips that can help you to grow into a healthy adult.

1. Keep active and take a break	**2.** Good personal hygiene	**3.** Eat healthy food

a. Eat a balanced diet that includes fruit and vegetables. Avoid sugars and starches. Cut out fast foods. Drink lots of water.
b. Develop the habit of doing physical activities you enjoy: e.g. running, swimming, or riding a bike. Get enough sleep: your body needs eight hours of sleep a night.
c. Have a shower every day. Wash your hair regularly. Brush your teeth twice a day. Keep your nails short: fingers and toes!

2. Write » Work with a partner. Complete the chart (1–9) with the tips in exercise 1.

Diet	Rest	Exercise	Healthy habits & routines
eat fruit and vegetables 1... 2... 3...	4...	*running* 5... 6...	*have a shower every day* 7... 8... 9...

Study Tip

Take regular breaks when you are studying, for example, go for a short walk. This will improve your concentration and help you to focus.

3. Write» Answer the questions.

1. Do you have a shower every day? *Yes, I do. / No, I don't.*
2. Does your best friend get enough sleep? *Yes, he (she) does. / No, he (she) doesn't.*
3. Does your teacher drink lots of water?
4. Do your classmates eat a balanced diet?
5. Do you wash your hair regularly?
6. Does your partner keep his/her nails short?

4. Speak» With a partner talk about the things you can do to have a healthy life.

What can I do to be healthy?

You can eat lots of fresh fruit and vegetables. And you can go to bed early and get enough sleep.

7

5. Listen» Listen to a nutritionist explaining what a healthy balanced diet is and why it's important. Match the nutrients (1–5) with their functions (a–e).

A healthy balanced diet includes foods that give you a variety of nutrients: proteins, vitamins and minerals, carbohydrates, fats and also fibre.

1. Protein
2. Vitamins and minerals
3. Fibre
4. Carbohydrates
5. Fats

a. helps the body digest food
b. help the body absorb minerals and store energy
c. increases your body mass: helps your muscles to grow
d. help you grow properly and fight diseases
e. give your body energy

6. Read» Read the chart and match the nutrients (1–5) with the types of food (a–e).

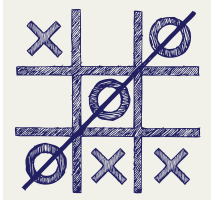
Nutrient		Types of Food
	1. **Protein:** Eat two to three portions every day.	a. fruit, vegetables, dairy products (milk, yoghurt, cheese), dried beans
	2. **Vitamins and minerals:** Eat four to five portions every day.	b. bread, starches (potatoes, rice, pasta), sweets
	3. **Fibre:** Eat four portions every day.	c. meat, chicken, fish, eggs, dried beans, dairy products and nuts
	4. **Carbohydrates:** Eat two portions every day.	d. healthy: olive oil and some fish unhealthy: fried foods
	5. **Fats:** Eat one portion every day.	e. cereals and whole grain

7. Speak » Copy the chart and then play Tic Tac Toe with a partner.

Which foods give you protein?	How many portions of protein do you need a day?	What nutrients are in vegetables and fruit?
How many portions of fruit and vegetables do you need a day?	Which foods give you fibre?	How many portions of fibre do you need a day?
Which foods contain carbohydrates?	How many servings of carbohydrates do you need a day?	What nutrients are in some fish and vegetables?

Which foods give you protein?

Meat, chicken, fish, dried beans, eggs and nuts



8. Write » Look at the typical Colombian dishes (a–c) and label them with the nutrients (1–6) they provide.

a. A paisa breakfast

A bowl of chocolate milk – nutrients: *carbohydrates, fats*
Arepas – nutrients: *carbohydrates*
Calentao – nutrients: *carbohydrates, protein, fats*

b. Tamal

Corn – nutrients: [1]....

Meat – nutrients: [2]...

Peas and carrots – nutrients: [3]....

c. Sancocho

Meat and chicken – nutrients: [4]...

Plantain, yucca, potato – nutrients: [5]...

Onion and coriander – nutrients: [6]...

9. Speak » Give a short presentation to your class about the nutrients in your favourite typical dish and why they are good for you.

My favourite typical dish is a 'paisa' breakfast. I love 'arepas' and they give me lots of energy because they have carbohydrates. Chocolate milk is my favourite drink and has carbohydrates and fats; so my body can store energy and use it when I do exercise. My grandmother makes great 'calentao' which has carbohydrates, fats and protein; the proteins make my muscles grow.

Final task activity!

Expanding Knowledge » Be Smart: Do Exercise!

1. Read » Read the slogans (1–6) and match them with the photos (a–f).

1. Exercise **can** improve your mood.	**2.** Exercise **can** make bones and muscles stronger.	**3.** Exercise **can** help you control your weight.	**4.** Exercise **can** reduce stress.	**5.** Exercise **can** increase energy.	**6.** Exercise **can** fight diseases.

8

2. Listen » Listen to a P.E. teacher giving students some health tips. Decide if the statements (1–5) are true or false.

1. Some of the students think doing exercise is hard. *True*
2. A horrible way to do exercise is to take your dog for a walk.
3. The teacher recommends 60 minutes of exercise every day.
4. An exercise schedule can help you to develop a good exercise routine.
5. You can do exercise when you play outdoors with your friends.

3. Read » Match what the person can do (1–4) with the sport he/she plays (a–d) and then answer the questions (a–f).

1. She can ride a bike.
2. He can run and throw the ball at the same time.
3. He can control a ball with his feet.
4. She can breathe underwater.

a. football
b. cycling
c. swimming
d. basketball

a. Can the girl ride a bike? *Yes, she can.*
b. Can the boy ride a bike? *No, he can't.*
c. Can the boy play football?
d. Can the girl swim?
e. Can the boy do two things with a ball at the same time?
f. Can the girl play basketball?

Study Tip

Make a study schedule: plan what to learn and when and find a quiet place to work.

9

4. Listen »

Listen to some friends talking about their abilities. Complete the table.

ACTIONS	Sofía		Paola		Nico	
	can	can't	can	can't	can	can't
swim						
skateboard						
run fast						
ride a bike						
dance						
sing						
speak English						
speak French						

I can swim, but I can't skateboard.

21st Century Skills
• *Critical Thinking*
What new things are you learning this year? What skills are you improving?

5. Write »

Complete the chart so it is true for you.

	I can ...	I can't ...	I want to learn how to ...
Physical activity	*swim, skip*	*skateboard*	*play basketball*
Arts	*play the guitar*		
Technology			
Hobbies and skills			

6. Speak »

Interview two classmates and make notes about their abilities and what they want to learn how to do. Use the chart in exercise 5 to help you.

	Pablo can ...	Pablo can't ...	He wants to learn how to ...	Sara can ...	Sara can't ...	She wants to learn how to ...
Physical activity	*run*	*skip*				*play the flute*

What can or can't you do, Pablo?

I can run, but I can't skip.

Sara, what do you want to learn how to do?

I want to learn how to play the flute.

7. Speak »

Work with the same classmates from exercise 6. Make suggestions about what they can do to learn new things.

Sara, you want to learn to play the flute. **Why don't you** look at some flute lessons for beginners on the internet?

Pablo, you want to learn how to … . You **could** … .

Useful Language: Why don't you take swimming classes? You **could** ask María to teach you.

8. Write »

Follow the instructions and design a slogan noticeboard to motivate you and your classmates to do more exercise.

Final task activity!

You need:

some large thick card

pictures cut out from magazines

marker pens

Instructions:

1. Write some slogans, for example, 'Be smart: Do Exercise!'
2. Decorate your poster with the magazine pictures. Or draw your own.
3. Put the poster on your classroom wall.

Preparing Your Task » Being Clean is Cool and Fun!

1. Read »

Read the infographic about personal hygiene and complete it (1–7) with the headings (a–g).

a. Use deodorant
b. Change your clothes
c. Wash your hair regularly
d. Dental care
e. Wash your hands
f. Have a shower
g. Keep your fingernails clean and short

Personal Hygiene

[1]... : This removes oils and dirt. It makes your hair smell nice and prevents hair-loss.

[2]... : Clean your body and skin with a refreshing shower every day. Also have a shower after you do exercise.

[3]... : Take good care of your teeth and your smile! Brush your teeth at least twice a day (morning and evening). This can also help prevent gum disease.

[4] ... : It isn't cool to smell bad! So use deodorant under your armpits and on your feet!

[5]... : Long, dirty nails can spread infection. You can prevent horrible skin infections if you cut your nails regularly and keep them clean.

[6]... : Wash your hands before you eat and after you use the toilet. This can prevent stomach infections.

[7]... : Dirty clothes can also cause skin infections and body odour. Wear clean clothes every day.

2. Write »

Label the hygiene products (a–f) and then answer the questions (1–6) so they are true for you.

1. Do you use a hairbrush to brush your teeth? *No, I don't. I use a hairbrush to brush my hair.*
2. Do you use deodorant to smell nice? *Yes, I do.*
3. Do you use soap and water to wash your face?
4. Do you brush your teeth twice a month?
5. Do you use nail clippers to cut your hair?
6. Do you use shampoo to wash your hair?

10

3. Listen »

Listen to Camila talking about her personal hygiene routines and complete the chart.

Personal Hygiene Routines				
Action	**Always**	**Often**	**Sometimes**	**Never**
a. have a shower				
b. wash hair				
c. brush teeth				
d. keep nails clean and short				
e. wear clean clothes				
f. wash hands before you eat				
g. use deodorant				

4. Speak »

Work with a partner and describe Camila's personal hygiene routines. Use the information in the chart in exercise 3.

She always takes a shower.

Yes, that's right and she sometimes washes her hair.

5. Write »

Use the secret code to discover how to wash your hands properly. Write the complete sentences.

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

1. Wash your hands for … seconds. G S R I G B
2. Use … and … to wash your hands. D Z G V I H L Z K
3. Wash your hands before you … . V Z G
4. Wash your hands after you go to the … G L R O V G
5. … your hands with a clean towel. W I B

6. Write» In groups, prepare a hygiene exhibit. Follow the instructions (1–5).

Wash Your Hands

1 Use soap and water.

2 Rub your hands together under the water.

3 Use your fingers.

4 Don't forget your wrists.

5 Rinse your hands.

6 Dry your hands.

Instructions

1. Choose one personal hygiene habit: for example, how to wash your hands properly.
2. Make a list of the steps to follow: for example, Step 1. Get some soap. Step 2. ...
3. Design a picture collage to indicate the steps: you can draw or paint pictures or use photos from magazines.
4. Display your collage on your classroom wall.
5. Give a talk to your classmates (or to a different class) about the hygiene habit you chose.

To wash your hands you need soap and water. Always wash your hands before you eat and after you use the toilet.

Final task activity!

7. Speak» Think about your eating, physical activity and personal hygiene habits. In groups, discuss how healthy your habits are.

I don't think my physical activity habits are healthy **because** I **sometimes / never ...**

I think my eating habits are healthy **because** I **always** eat fruit and vegetables.

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8. Pronunciation» Listen and repeat the sentences. Make sure you pronounce the short forms.

It's good to do exercise every day. I **can't** skateboard, but I can ride a bike. **It's** good to do exercise!

Check Your Progress

1. Write» Look at the picture of a meal and name the foods (1–3) and the nutrients they provide (a–d). Say if the meal is balanced or not and why.

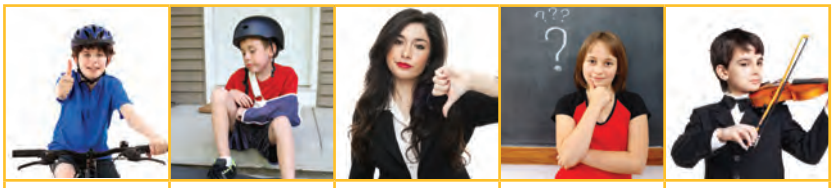
Food: [1]...

Nutrients: [a]... [b]...

Food: [2]... Nutrient: [c]...

Food: [3]... Nutrient: [d]...

12 2. Listen » Listen to people talking about their abilities and complete what they say (a–e).



a. He ...	b. He ...	c. She ...	d. She ...	e. He ...

3. Write» Decide which sentences show that something is possible or not and copy them.

1. You can make a healthy meal with simple ingredients.
2. I can't read a book in French.
3. Can you come to my party?
4. I can always do my Maths homework.
5. My teacher can see me tomorrow.
6. She can't come to my party.

4. Write» Answer the questionnaire about your personal habits and routines. Then, think about your answers and decide how you can develop your healthy habits and routines.

How healthy are your habits and routines?				
How often do you ...	Always	Often	Sometimes	Never
a. eat fruit and vegetables?				
b. play a sport?				
c. sleep eight to nine hours?				
d. have a shower?				
e. eat carbohydrates?				
f. brush your teeth?				
g. drink water?				
h. go for a walk?				

I can describe personal care habits and routines regarding diet (food). ✓

Very well	
Quite well	
With difficulty	

I can express abilities. ✓

Very well	
Quite well	
With difficulty	

I can express possibilities. ✓

Very well	
Quite well	
With difficulty	

I can describe personal care habits and routines regarding physical activity. ✓

Very well	
Quite well	
With difficulty	

Unit » 3

Taking Care of Myself and of Others

» Objectives

- » I can describe stressful situations and their effects, and respond appropriately in social situations.
- » I can describe beliefs and emotions.
- » I can describe states of health.
- » I can express abilities.

In Context » Getting to Know Yourself

1. Read »

Read the reasons why people feel stressed (a–f). Which ones make you feel stressed? Rank them: frequently, sometimes, never.

What Makes You Feel Stressed?

a. **School pressure:** homework, marks, tests, classmates, teachers
b. **Parents/Family:** pressure to do well, losing someone, moving to a new home, parents' divorce, new brother or sister
c. **Social life:** relationships with friends, girlfriend/boyfriend
d. **Time:** not enough time, doing lots of things at the same time
e. **Money problems:** parents losing their job, change in lifestyle
f. **Physical or psychological changes:** smelly feet, sudden mood changes you can't control

Frequently: *parents/family* Sometimes: *teachers*
Never: *smelly feet*

Study Tip

When you rank things, you put them in order of importance. Ranking identifies what is most important so you can focus properly.

2. Speak »

In groups, discuss your answers to exercise 1. Which situation(s) make you feel stressed?

The cause of my stress is my family: My parents are getting divorced.

The physical changes in my body never make me feel stressed because I know it's normal: I'm just growing.

21st Century Skills
• *Critical Thinking*

How do you manage your stress? What do you do to avoid stress?

3. Read »

Read the story of a student who is stressed because of pressure in school. Underline the ways his body reacts to stress.

Study Tip
Underlining helps you identify and remember important details.

A Case of Stress

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically!
Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to bed he can't sleep because he is thinking about his exam marks. In the morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.

4. Write »

Write sentences about how stress can affect these things (1–7).

When people are stressed, their muscles get tense.

1. head
2. stomach
3. hands
4. sleep
5. appetite
6. heart
7. muscles

13 5. Listen »

Listen to a psychologist talking about how to deal with stress. Complete the statements with the words from the Word Bank.

How to Deal with Stress Effectively

- develop healthy habits and routines: [1]*react calmly*
- organize your time efficiently
- do something you [2]... .
- [3]..., [4]..., appreciate nature, e.g. watch a beautiful sunset
- [5]... with people who have a positive attitude
- [6]... your problems and talk about your feelings with someone you can [7]...

Word Bank

enjoy	trust
meditate	pray
spend time	~~react calmly~~
share	

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6. Listen » Listen to a radio programme about how to meditate and order the steps (a–f).

a. Decide on the best time for you to meditate.

b. Sit with your back straight.

c. Wear comfortable clothes.

d. Focus on your breathing.

e. Find a distraction-free place. *Step 1*

f. Start with 3–5 minute sessions.

7. Speak » Work with a partner and role-play one of the stressful situations (1–6).

Stressful Situations

1. Too much homework
2. Arguments with parents
3. Arguments with friends
4. Not enough free time to relax
5. Money problems: parents lost their job
6. Moving to a new house

Student A: You are feeling stressed. Tell Student B what is making you feel stressed and how it is affecting you.

Student B: Ask Student A about his/her stressful situation. Give him/her ideas how to deal with the situation.

Expanding Knowledge » Getting on with Others

1. Read »

Read the emotional health questionnaire and Emilia's answers. Then, answer the questions (a–d).

Do you take good care of other people? Read the statements and answer honestly.

How often do you ...

1. keep in touch with your family and friends? *always* *often* *sometimes* *never*
2. do leisure activities with them? *always* *often* *sometimes* *never*
3. remember their birthday and special dates? *always* *often* *sometimes* *never*
4. listen to their problems? *always* *often* *sometimes* *never*
5. tell them what happens to you and share your feelings?
   always *often* *sometimes* *never*
6. help them when they need you? *always* *often* *sometimes* *never*

Score: always = 3 points often = 2 points sometimes = 1 point never = 0 points

a. What is Emilia's score? *7 points*
b. Which aspects of her relationships are Emilia's strong points?
c. Which aspects are OK, but she needs to improve?
d. Which aspects need a lot of work?

2. Speak »

Answer the questionnaire in exercise 1 so it is true for you. Add up your score and read your score results. Then, discuss the questions (1–3) with a partner.

Score Results:

14–18 points Excellent! You take very good care of your family and friends.

7–13 points Not bad. But there are aspects of your relationships that you need to improve.

0–6 points You need to work a lot on your relationships. Your family and friends need you to make some changes. But if you work hard, you can do it!

1. How good are you at taking care of others?
2. Which aspects of your relationships do you need to improve a little?
3. Which aspects do you need to improve a lot?

3. Write » Follow the instructions and make a friendship chain.

Instructions

1. You need:

strips of paper

marker pens

glue

Final task activity!

2. Think about how well you get on with your friends and family. Then, on the strips of paper, write sentences about the things you can do to improve your relationships, for example: *I can keep in touch with them more often. I can write emails to them and tell them what I am doing.*
3. Glue all the strips of paper together and make a friendship paper chain.
4. Display the friendship paper chains in your classroom.

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4. Listen » Listen to a boy telling his friends what he can do to help his family. Match the family members (1–5) with what the boy says he can do to help them (a–e).

I can help my … .

1. brother
2. sister
3. dad
4. grandpa
5. mum

a. to wash the dishes
b. to clean the car
c. to solve some Maths problems
d. to read the newspaper
e. to learn how to use the computer

5. Speak » Work with a partner and discuss what changes you can make to improve your relationships with your friends and family.

I need to **keep in touch** with my friends more often. I **can** call them regularly. I **can** meet them in person more often. I **can** use social networks and applications to send them messages.

6. Read » Follow the instructions (1–6) and make a friendship poster for your best friend.

Instructions:

1. You need:

   a large sheet of coloured card

   marker pens

2. Copy the template onto the sheet of card.

To My Best Friend

a picture of your friend

I like … with you. (write an activity)

You can count on me when you … . (write something you can help your friend with)

3. In the circle, glue a picture of your friend. If you don't have a photo, do a drawing.
4. In the square, write an activity you enjoy doing with your friend. Illustrate the activity with a picture or a drawing.
5. In the rectangle, write a sentence offering to help your friend.
6. Give your friend the poster and a huge hug!

Final task activity!

7. Speak » Work with your friend and discuss the reasons why he/she is your best friend and what you can do to help each other more. Use the suggestions in the table and your own ideas.

You are my best friend. I like playing games with you. I want to share my problems with you more often. I can help you to do your homework.

Thank you! You are my best friend, too!

I like … with you.	I want to … more often.	I can help you …
playing games	keep in touch with you	to do your homework
going to the cinema	spend time with you	with Maths exercises
doing sports	listen to you	to play sports more regularly
going for a walk	share my problems with you	to learn how to use your computer

Preparing Your Task » It's a Matter of Communication

1. Read » Read the blog. Decide if the statements (1–7) are true or false according to the information in the blog.

Assertive Communication & Positive Relationships

Posted: 25 July 2017

Assertive communication is an important social and communication skill. When you learn how to communicate assertively you **can** express what you need, want, feel or believe, in a calm and positive way. Assertive communicators speak honestly, but they are never aggressive or rude: they always respect other people.

This communication skill **can** reduce conflict, build your self-confidence and improve your relationships. Here are some tips on how to be an assertive communicator.

a. Express negative thoughts and feelings in a positive way.
b. Stay calm. Breathe normally, look the person in the eye, relax your face muscles and speak in a normal voice.
c. Accept both criticism and compliments positively.
d. Listen actively.
e. Speak clearly.
f. Remember that the other person is not your enemy, even if he or she doesn't agree with you.
g. Learn to say 'no' when you need to.
h. Use mobile technology carefully and be aware of its disadvantages.

Leave your comments:

1. It's possible to talk in a positive way about negative feelings.
2. It's OK to express our negative feelings when we aren't calm.
3. Only compliments are positive, criticism is always negative.
4. Both listening and speaking are equally important.
5. If you don't have the same opinion as someone, you can't be friends.
6. It's OK to say 'no'.
7. Mobile phones always have advantages.

2. Read » Match the situations (1–5) with the aggressive or rude responses (a–e).

1. A girl is using her friend's Maths book and returns it with pages missing.
2. A boy is watching his favourite TV show. His mum asks him to lay the table for dinner.
3. A girl is waiting for the shop assistant to serve her. He serves an adult instead.
4. A boy is studying for an exam. He can't concentrate because his brother is listening to loud music.
5. Somebody is offering a cigarette to a girl.

a. Hey, Felipe, shut up!

b. I can't, I'm busy!

c. Hey! Look at my book! You have to buy me a new one!

d. Are you crazy or stupid? I don't smoke!

e. Hey! Hey! I'm first. Get in the queue!

3. Write »

Imagine you are in the situations in exercise 2.
Write positive assertive replies.

Excuse me, but my book has some pages missing. Could you fix it, please?

Useful Expressions

Excuse me, but ...

Could you please ...?

Sure ..., just a minute, please.

Thank you very much.
Thanks, but I'm afraid I can't ...

I'm sorry, but ...

I'd love to ..., but ...

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4. Listen » Match the questions (1–5) with the replies (a–e). Listen and check your answers.

21st Century Skills
• *Social Skills*

Can you communicate assertively?
Are you able to say 'no' nicely?

1. Can you help me with my Science project, please?
2. Do you want to come to the cinema with me this afternoon?
3. Would you like a cup of coffee?
4. Are you coming to my party on Saturday?
5. Let's play football.

a. I'm so sorry, but I can't come. We're going on holiday.

b. Thanks for the offer, but I'm afraid I don't drink coffee.

c. I'd love to help you, but I'm very busy at the moment.

d. Sorry, I can't today. What about Friday?

e. Thank you very much for asking, but I can't today.

5. Speak » Work with a partner. Take it in turns to choose a situation (1–4) and respond assertively.

1. Your friend often asks you to lend him/her money, but he/she never pays it back. You want him/her to stop doing it.

Can you lend me some money?

Yes, of course, but please remember to pay it back as soon as possible.

2. You are at the cinema watching a film. Someone behind you is very noisy.
3. You are waiting for a friend who is going to help you with your English homework, but she never arrives. She calls you the next day, but she doesn't apologize.
4. You are at a party. Someone offers you an alcoholic drink. You refuse it.

6. Write » Follow the instructions (1–4) and play *Writing Compliments*.

Instructions:

1. Each student tapes a large sheet of paper on his/her back.
2. All the students walk around the classroom and write one positive comment on every classmate's piece of paper.
3. At the end of the game read what your classmates say about you.
4. Show your piece of paper to your classmates.

Final task activity!

Useful Expressions

How to pay a compliment

I love the way that you ...
I admire you because you ...
You're so special/smart/helpful.
You're so good at basketball/singing/dancing.
You're one of a kind!

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7. Pronunciation » Listen and repeat the sentences. Make sure you pronounce the short forms.

I'm good at taking care of others. You're so good at dancing!

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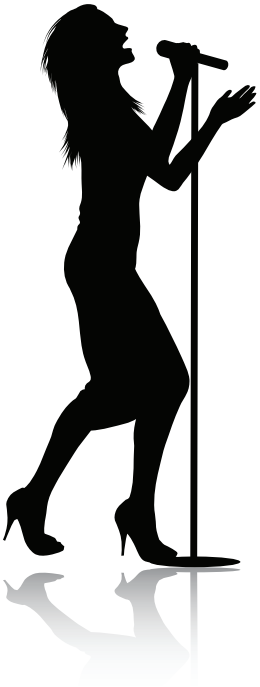
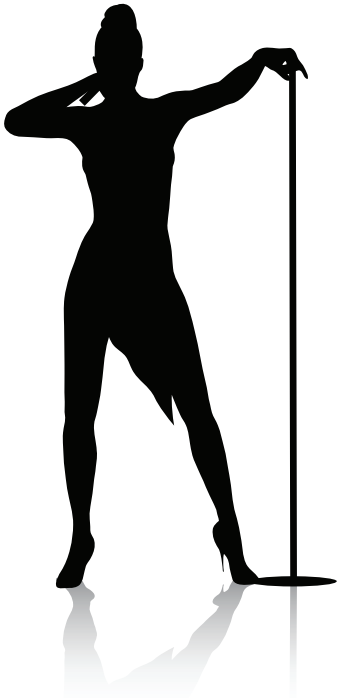
Chant

I am going to the park



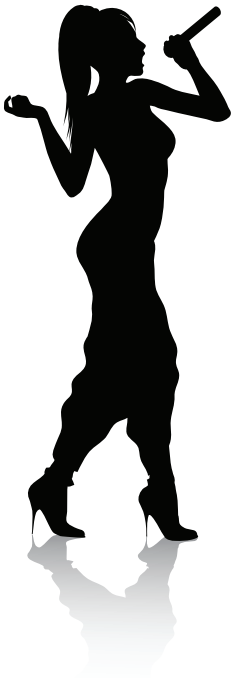


I am going to the park,
Do you want to come?
We can dance, we can skip,
And have lots of fun.
We can go to the cinema,
Later in the day,
Or you can come to my house
And find a game to play.

I am sorry, I would love to,
But I need to do some chores:
Do some cleaning and some cooking,
And go shopping at the stores!

I need soap and shampoo,
And some dairy products, too.
I need pasta and some fish,
To make a yummy dish.

I am going to the park ...



I am sorry, I would love to,
But I'm going to the gym,
I really like skipping,
And I want to have a swim.

I like to exercise,
It's important to keep fit.
I also meditate,
And I try to never quit.

I am going to the park ...

1. Read » Look at the chant. Circle all the actions and underline the nouns.

2. Speak » What suggestions and excuses do the singers make? Put them in the table.

Suggestions	Excuses
We can dance and skip at the park.	

3. Speak » Work with a partner. Take turns to use the prompts and make suggestions and polite excuses.

I'm ..., do you want to come? Do you want to ... with me? Do you fancy ....? Let's	I'm (really) sorry, I would love to, but ... I'm (really) sorry, I can't because ... I can't make it because ... I would love to, but .... I'm sorry.

Do you want to go to the cinema with me?

I'm sorry, I can't because I'm going to the park.

1 go to the cinema/going to the park

2 go dancing/cooking a meal

3 come to my house/going shopping for dairy products

4 go to the gym/meditate

5 help me clean the house/go to the gym

6 go to the park/play the guitar

7 do some chores/need to buy some fish and eggs

8 play in a band/have a swim

Check Your Progress

1. Read »

Read the statements (1–6) and complete the chart so it is true for you.

My Well-Being Test

	NEVER	SOMETIMES	OFTEN	ALWAYS
1. I'm happy with my physical appearance.				
2. I'm good at taking care of others.				
3. I can accept criticism and compliments.				
4. I help others when they need me.				
5. I can communicate assertively.				
6. I can say *no* when I need to.				

I can express abilities. ✓

Very well	
Quite well	
With difficulty	

I can describe beliefs and emotions. ✓

Very well	
Quite well	
With difficulty	

2. Write »

Look at the pictures and write sentences to describe how stress physically affects these people.

When she feels stressed, ...

a.

b.

c.

I can describe states of health. ✓

Very well	
Quite well	
With difficulty	

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3. Listen »

Listen to the conversations (1–4). Which reply do you hear: *a* or *b*? Which responses are aggressive or rude and which are assertive?

1. a. Sure, mum. Just a minute, please.
   b. I can't, I'm busy.
2. a. No. Leave me alone!
   b. No, thanks. I'm fine.
3. a. Yes, but don't lose it!
   b. Yes, but please take care of it.
4. a. No, I don't want to.
   b. I'm sorry, I can't today. What about tomorrow?

I can describe stressful situations and their effects, and respond appropriately in social situations. ✓

Very well	
Quite well	
With difficulty	

START
FINISH

Question 1

Question 2

Question 3

Go back to the start

Question 4

Question 30

Miss a turn

Question 29

Question 28

Question 27

Question 26

Bonus move forward 3 squares

Question 25

Go back to question 20

Question 24

Question 23

Question 22

Question 21

Bonus move forward 2 squares

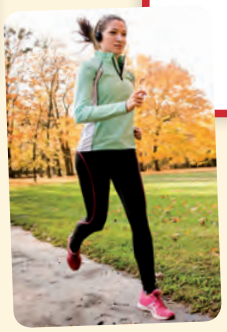
Question 20

Go back to question 10

Review Race

[Up to 4 players] Take turns to roll the die and move the number of squares. Do or answer what it says in each square. If the answer is correct, stay on the square. If the answer is incorrect, miss a turn. The first player to get to the FINISH square wins.

1. Name five free time activities.
2. What activities do you do after school?
3. How often do you watch TV?
4. How often do you play a sport?
5. What are you going to do next Saturday?
6. What are your friends going to do after school today?
7. Ask a player what he/she is going to do next Sunday.
8. Name some activities you can do in an arts club.
9. Name two traditional games.
10. What do you have to do to be healthy?
11. What is your favourite traditional game?
12. Name three personal hygiene habits.
13. Does anyone in your class go to a literary club?



Bonus move forward 2 squares

Question 5

Question 6

Miss a turn

Question 7

Question 8

Go back 4 squares

Question 9

Question 10

Go back to question 7

Question 11

Question 12

Miss a turn

Question 13

Question 14

Question 15

Question 16

Question 17

Bonus move forward 2 squares

Miss a turn

Question 18

Question 19

14. Which foods provide vitamins and minerals?
15. Which foods give you fibre?
16. Can you swim?
17. Who in your class can ride a bicycle without using his/her hands?
18. Name something you can't do.
19. Why is it important to take care of your teeth?
20. Describe the food in a healthy, balanced lunch.
21. How often do you clean and trim your nails?
22. Name two foods that provide carbohydrates.
23. Do you have healthy habits? What are they?
24. What is your favourite typical dish?
25. For a healthy diet, eat ____ to ____ servings of fruit and vegetables a day.
26. What makes you feel stressed?
27. Describe how you feel when you're stressed.
28. What are some strategies to deal with stress?
29. Act out something you do at home to help without saying what it is.
30. You can't go to a friend's party. Say 'no' to your friend.

Final Task

Organizing a Healthy Habits Exhibit

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

Unit 1 Enjoy your Free time!	Unit 2 I Can Take Care of my Body	Unit 3 Taking Care of Myself and of Others
Lesson 2, exercise 7 My Daily Activity Planner ☐ **Lesson 3, exercise 6** Poster about traditional games ☐	**Lesson 1, exercise 9** Short presentation about the nutrients in your favourite typical dish ☐ **Lesson 3, exercise 6** Hygiene Exhibit ☐	**Lesson 2, exercise 3** Friendship chain ☐ **Lesson 3, exercise 6** The compliments your classmates have written about you ☐

2. Decide which information you want to include in the material for the exhibit.
3. Make sure you include different types of healthy habits – at physical, psychological, intellectual, emotional and social levels.
4. Review the healthy habits we have seen throughout the module and answer the following questions. Try to reflect the answers in the material you are going to use for the exhibit:

- Which healthy habits do you think are important to lead a better life?
- How can we practise healthy habits?
- What benefits can we get from these habits?
- Do hobbies provide physical and intellectual health benefits?

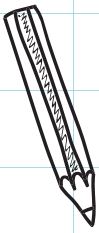
5. Look at the two options for presenting your information. Discuss the advantages and disadvantages of each option: portfolio or collage mural.

6. Read the suggestions for what to do before, during and after the exhibit. Can you think of other ideas?

	Portfolio	Collage mural
Before	**a.** Design your own paper portfolio folder to store your work. b. Collect the information and materials from module 1 and include it in the paper folder. **c.** Add photos and other visual information. **d.** Write a creative title for the folder encouraging others to take care of themselves. **e.** Decide on a date to present the portfolio. **f.** Announce the date and invite people to the presentation.	**a.** Work in groups of three or four students. **b.** Look for a space to create a collage mural and ask for permission. **c.** Find materials to create your collage mural (What will you put it on? How big will it be?). **d.** Collect the information and materials from module 1 and include one task from each unit. **e.** Add photos and other visual information. **f.** Design the collage mural. **g.** Decorate your work and write a creative title encouraging others to take care of themselves. **h.** Decide on a date to present the collage mural. **i.** Announce the date and invite people to the presentation.
During	**g.** Give a presentation of your portfolio (e.g. a PowerPoint presentation or a presentation to the class). **h.** Answer questions.	**j.** Display the collage on a mural. **k.** Present the information while people look at the collage. **l.** Answer questions.
After	**i.** Hand out feedback forms (see Step 7) to the class and collect them. **j.** Evaluate your presentations.	**m.** Hand out feedback forms (see Step 7) to the class and collect them. **n.** Evaluate your presentations.

7. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

	Yes	No
1. Was the presentation clear?	☐	☐
2. Was the presentation well organized?	☐	☐
3. Was the presentation complete?	☐	☐
4. Did the presentation meet its objective?	☐	☐
5. Did everyone in the group participate?	☐	☐



Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

0.	**A.** play a musical instrument	**B.** sing	**C.** be stressed	**D.** read
1.	**A.** trim your nails	**B.** go to the cinema	**C.** take a shower	**D.** use deodorant
2.	**A.** play sports	**B.** move to a new home	**C.** parents' divorce	**D.** have too much homework
3.	**A.** fibre	**B.** carbohydrates	**C.** fish	**D.** vitamins and minerals
4.	**A.** a literary club	**B.** a dance class	**C.** a cyber club	**D.** a problem with a friend
5.	**A.** read	**B.** get enough sleep	**C.** eat healthily	**D.** keep active

Grammar

Circle the correct question for each answer. There is one example.

0. Yes, he is going to join a sports club.
   A. What does he do in his free time?
   B. What is he going to do in his free time?
   C. Does he like sports?
6. I paint.
   A. Can you paint?
   B. What are you going to do after school?
   C. What do you do in your free time?
7. Yes, she can.
   A. Is bike riding a fun activity?
   B. Can she ride a bike?
   C. Is she going to ride a bike?
8. I can swim.
   A. What do you do in your free time?
   B. I can dance. What can you do?
   C. Is sport important for your health?
9. I have too much schoolwork.
   A. What can you do to reduce stress?
   B. How are you feeling?
   C. Hey, what's wrong?
10. Twice a week.
   A. How often do you do sports?
   B. Are you an active person?
   C. Can you dance?

Reading

Read the following passage. Choose True, False, or No Information according to the text.

> Team UNICEF is a programme organized by UNICEF that promotes sports around the world. Team UNICEF believes that every child has the right to play sports in a safe and healthy environment. They work with schools, institutions and Physical Education teachers in rural and urban areas to encourage children to play sports. For example, in France, they help refugees by giving them the opportunity to play football. That way, they make friends and don't feel so stressed and alone. In a rural area of Jamaica, coaches help elementary schools to do different sports and play games. Students are going to school more and feeling happy. Children learn communication and teamwork, and they become confident and have better self-esteem. Team UNICEF believes that everybody can participate and play!

	True	False	No Information
0. Team UNICEF only helps refugees.		✔	
11. Team UNICEF promotes sports around the world.			
12. Team UNICEF only works with schools in rural areas.			
13. In France, Team UNICEF helps elementary school children by giving them the opportunity to play football.			
14. In Jamaica, children only learn how to play a sport.			
15. Team UNICEF also provides food for the children.			

Writing

Read the letter and complete the answers using the expressions. Write your answers in the letter to Josh.

> stay healthy help at home wash the dishes water the plants
> solve maths problems with her/two or three times a week

Dear friend,

I'm very stressed. My parents are always angry with me. They say I don't help at home. What can I do? My mother says I never help in the kitchen. My father says I never help in the garden. And my little sister has problems at school because she can't understand some maths problems, and I am good at maths. It's true that I have free time after school, but I only want to play basketball with my friends.

Please help me!

Kind regards, Josh

Dear Josh,

It's good that you like basketball. Sports help you to (0) *stay healthy*, but maybe you can play only (16) _____ and help more at home. You can help your mother if you (17) _____ sometimes. You can help your father more if you (18) _____. Also, you can help your little sister if you (19) _____. You can continue to play basketball and (20) _____. So everyone is happy.

Regards,

Your friend.

MODULE 2

Democracy and Peace

Bullying and Conflict

Unit »1

Let The Games Begin!

Language Functions

- Express feelings and emotions
- Give and request information
- Describe situations in the past
- Discuss social values

Text Types:

- article
- descriptive paragraph
- biography
- noticeboard
- conversation
- postcard

Unit »2

Tell Your Story!

Language Functions

- Talk about the past
- Describe past experiences and situations
- Ask and answer questions about your life and the life of others

Text Types:

- personal opinions
- descriptive paragraph
- narrative paragraph
- biography
- social network profile
- blog

Unit »3

No Bullying Allowed!

Language Functions

- Give suggestions and make recommendations
- Express obligation and lack of obligation
- Apologize and ask for an apology
- Identify aggressive attitudes and conciliate

Text Types:

- school newsletter
- descriptive paragraph
- proposals
- poster
- newspaper article
- narrative paragraph
- advice
- comic-strip

Explore Your Knowledge

Look at the pictures and answer ...

- Do you recognize some of the sports?
- Which of the sports have you done?
- Which images show people's feelings?
- Have you ever felt this way? When? Why?
- Talk about times when you show respect.
- Talk about times when you are bossy.

Task: A Biography

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

Unit 1	Unit 2	Unit 3
1. Facts about Francisco Sanclemente's biography (Lesson 2, exercises 6–8) **2.** School noticeboard (Lesson 3, exercise 2)	**3.** Facts about Frida Kahlo's biography (Lesson 2, exercise 5) **4.** Facts about Alan Turing's biography (Lesson 2, exercise 2) **5.** Blogger profile (Lesson 3, exercise 1)	**6.** Characteristics of a class president (Lesson 1, exercises 1–3)

Chant

When we hurt one another

Unit » 1

Let the Games Begin!

» Objectives

- » I can express feelings and emotions.
- » I can give and request information.
- » I can describe situations in the past.
- » I can discuss social values.

In Context » On Your Marks!

20 **1. Listen »** Listen to an interview with some sports contestants. Complete what the speakers say (1–4) with the words in the box.

tired motivated excited scared

Good morning, everybody! Today is a very exciting day! The National Interscholastic Games are starting, and we have contestants from all over the country!

Welcome, contestants! How are you feeling right now?

I'm feeling really [1]...! My soccer team is the best, and we're here to win!

I'm really [2].... I know we're good volleyball players, but there are some excellent players in the other teams.

I'm [3].... The journey here was long, and I need to rest before the match.

I'm very [4]...! There are some wonderful people here, and everything is so cool!

2. Write » Match the people (1–4) to the adjectives (a–d) and reasons (A–D). Write complete sentences.

Angie is feeling **motivated because** she knows her team is going to win.

Example:
Diana is excited because she likes meeting new people.

1. Diana	**a.** scared	**A:** he had a long journey to get to the competition today.
2. Jefferson	**b.** motivated	**B:** she knows her soccer team is going to win.
3. Angie	**c.** tired	**C:** there are other good teams in the competition.
4. César	**d.** excited	**D:** she likes meeting new people.

because

3. Speak » Look at the pictures. Work with a partner and say how the players are feeling. Use some of the words in the box to help you.

angry happy sad bored delighted disappointed

Hooray! We won!

I don't believe it! We're losing the match!

We're a wonderful team! Great work!

Oh, no! The other team scored a goal!

They're feeling happy because ...
He/She is disappointed because ...

Study Tip

Synonyms are words that mean the same, for example, *delighted* and *happy*. Use a synonym if you don't remember a specific word.

4. Read » Read the article and complete the table.

A Day in the Life of ...

Hello, everyone! My name's César and I'm from Valledupar in the north east of Colombia. My home town is really beautiful and the weather is always hot!
I'm always really happy to go to school and I never get bored, because I get on very well with all my classmates and teachers and we have lots of fun!

Sometimes I'm tired and sleepy, because I wake up at 5 o'clock in the morning to do chores for my mum, but helping her makes me feel happy! At 6 o'clock I have breakfast, then, I ride my bike to school and at 7 o'clock I start classes! After school, I'm really tired, so I have a rest. But in the afternoon, around 3 o'clock I feel more motivated and ready to study, so I do my homework ☺. I usually finish my homework about 5 o'clock, and because I'm usually still feeling energetic, I go to basketball practice with my school team. I love playing basketball, but I'm disappointed if we lose; but then I go for a walk and I always feel better!

When	How he feels	What he does
5 a.m.		
After school		
3 p.m.		
After 5 p.m.		
Lose a match		

5. Write» Complete the sentences (1–4) so they are true for you.

1. Before I eat breakfast I feel …	**2.** During the morning break I feel …
3. After I finish school I feel …	**4.** Before I go to bed I feel …

6. Read» Read what the volleyball players say and complete the table (1–8).

Player	Emotion	Reason
Ana	[1]*motivated*	[2]*because she loves the game.*
Diego	[3]…	because his team [4]…
Carlos	[5]…	[6]…
Paola	[7]…	[8]…

7. Speak» Work with a partner. Ask and answer questions about the volleyball team. Use the information you read in exercise 6.

Why is Ana so motivated?

She is motivated because she loves basketball!

Expanding Knowledge » Fair Play

1. Read »

Read the article about the Paralympic Games and answer the questions (1–3).

The first Paralympic Games were in Rome, Italy, in 1960. 400 athletes from 23 countries competed. The 2016 Paralympic Games were in Rio, Brazil, and approximately 4,350 athletes from over 160 countries competed.

These amazing world-class athletes competed in 117 very exciting events, for example, basketball, cycling, tennis and swimming, but they played in wheelchairs and had bionic legs or arms! Paralympic athletes all have one thing in common: motivation!

The Colombian Paralympic athletes won a total of 17 medals at Rio: 2 gold, 5 silver and 10 bronze! A fantastic result!

Both spectators and competitors at the events all shared the same feelings of excitement and happiness and the atmosphere was electric!

The Paralympic Games in Rio demonstrated important values, for example, respect, honesty, responsibility, cooperation and teamwork. These Games and all the fantastic athletes taught us that we are all important and equal.

21st Century Skills
• *Social Skills*

Are you good at teamwork? Do you prefer to work in a group or on your own?

1. How many Paralympic athletes competed in Italy? And in Rio?
2. What characteristic do these athletes have in common?
3. How many medals did the Colombian Paralympic athletes win in Rio?

2. Speak »

Read the article in exercise 2 again. Work with a partner and complete the mind map (1–12).

Study Tip

Mind maps are a great way to organize your ideas and focus your thoughts.

CHARACTERISTICS OF THE PARALYMPIC GAMES

Competitors	Events	Colombian medals	Feelings	Values
people with bionic arms and legs 1...	basketball 2... 3... 4...	2 gold 5... 6...	motivation 7... 8...	cooperation 9... 10... 11... 12...

3. Write» Choose the correct words (1–8) to complete the blog comments.

The supporters were extremely [1]*happy / happiness* because their team won the championship. Their [2]*happy / happiness* was incredible!

She was [3]*sad / sadness* because her team lost the match. But she couldn't talk about her [4]*sad / sadness* because she was crying.

The captain was very [5]*concerned / concern*, because his best player was sick. But he didn't share his [6]*concerned / concern* with the rest of the team.

The players didn't follow the rules and the referee was very [7]*irritated / irritation*. The spectators understood the referee's [8]*irritated / irritation*.

4. Write» Match the words in group A to the words in group B. Then complete the sentences so they are true for you.

Group A: motivation tiredness happiness anger excitement fear

Group B: afraid excited motivated tired happy angry

a. On my last birthday, I felt …
b. The last time I failed an exam, I was very …
c. The last time I saw my best friend, I was extremely …
d. I was … during the last soccer match of my favourite team.
e. I was very …, the last time I competed in a competition.
f. I felt …, the last time I did a lot of homework.

5. Speak» Work with a partner and discuss the questions (1–4).

1. What things make you feel motivated? Does your motivation affect how well you do in school?
2. What things make you angry? Does your anger affect your behaviour and relationships?
3. What things are you afraid of? Does your fear affect your behaviour?
4. What things make you feel excited? How do you show your excitement?

6. Read » Read the biography and complete the summary (1–4) with the words in the box.

Francisco Sanclemente is a sportsperson from Buga, Colombia, and there is something special about the way he plays sport. Francisco can't walk, so he competes in a wheelchair.

When Francisco was 18, he became very ill and lost the ability to move his legs: he couldn't walk and he couldn't run and he couldn't play sport. But Francisco is very determined and has a positive attitude to life, so his disability wasn't a problem. He started training a lot, because he wanted to compete in marathons … in his wheelchair!

Francisco competes in international competitions, for example, in Colombia, Argentina, Mexico and Brazil, where he competed in the 2016 Paralympics.

Some people call Francisco a hero, but Francisco doesn't agree. He simply believes that qualities like dedication, responsibility, honesty and respect are important in both sport and in our daily lives.

legs international motivated wheelchair

Final task activity!

Sanclemente is a Colombian sportsperson who competes in marathons in his [1]… . He lost the use of his [2]… because of an illness. Sanclemente competes in [3]… competitions and competed in the 2016 Paralympics. He is very [4]… and positive.

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7. Listen » Listen to an interview with a fan of Sanclemente and choose the correct answers.

1. Óscar thinks Francisco's favourite sport as a child was probably ***volleyball / running / football***.
2. Óscar says Francisco was a good student because he ***studied hard / went to university / loved school***.
3. Francisco started to train hard because he wanted to ***be independent / help his family / win races***.
4. Francisco's first marathon was ***in Bogotá / Buenos Aires / Cali***.
5. Óscar believes the values of ***hard work, inspiration and responsibility / responsibility, honesty and respect /respect, honesty and punctuality*** are important to Francisco.

Study Tip

Read the questions carefully and underline the key words. This will help you identify the important information and answer the questions when you listen.

8. Speak » Student A is a sports journalist and student B is a fan of Francisco Sanclemente. Role-play the interview with a partner. Use the information from exercises 6 and 7 to help you.

Where **was** Francisco born?

He was born in Buga, Colombia.

Preparing Your Task » We Are the Champions!

1. Read » Read and complete the text (1–10) with *was/wasn't* or *were/weren't*.

La Magdalena is a public high school in Lima, Peru. In 2014, the school received an important prize because the teachers helped students to improve their marks and stopped bullying. How did they do it?

There [1]... lots of problems in the school, but the main problem [2]... that the students in general [3]... motivated to study, and they [4]... bored because the classes [5]... fun. All of the teachers [6]... concerned, but one teacher decided to motivate students with physical activities, like dancing, playing games and sports. This change [7]... very important; students felt responsible, energetic and, most importantly, happy at their school. And so, problems like bullying and boredom stopped. It [8]... an easy job, in fact it [9]... difficult, but it [10]... very successful.

2. Write » Look at the school noticeboard and read the messages. Work in groups and write messages to motivate and encourage your classmates.

Final task activity!

3. Read » Read and complete the dialogue (1–10) with *is / are* or *was / were*.

Teacher: Hello, Juan José! You look very happy today!
Juan José: Good morning, sir. Yes, I'm very happy! Things [1]... so different in school now! Before, some students [2]... aggressive and I [3]... sometimes afraid. But now that we play sport every day, school [4]... really different!
Teacher: Really? Why?
Juan José: Because the attitudes of the students [5]... more positive. Before, they [6]... bored, now, they [7]... excited and want to cooperate. They respect the other students, and spending time together is fun!
Teacher: What can you tell me about the volleyball team?
Juan José: There [8]... some great players on the team and the team captain [9]... really motivated now! Before, the players [10]... horrible to other students, but now they respect the rules of the school and the rules of the game!
Teacher: That's very good news! It's important to play fair!

Study Tip

Remember your future goals, for example, passing an exam or learning a new skill. This will keep you motivated when you're tired or anxious.

4. Speak » Read the dialogue in exercise 3 again. Work with a partner and compare and contrast the students' attitudes and behaviour before and after they started playing more sport at school.

Before, Juan José was sometimes afraid.

Yes, that's true, but now he's happy in school.

5. Write » Look at the photo of a professional sportsperson. What qualities do great sportspeople have? Think about your answers and make notes. Use some of the words in the box to help you.

energetic	dedicated
motivated	happy
teamwork	respect
hard	work
honesty	responsibility

6. Write»

Write a postcard to your personal sporting hero to congratulate him/her on his/her achievements. Explain why you admire him/her: skills, values, etc.

Dear ...,
I am writing to you because you are my sporting hero. I admire you because ...

Useful Expressions

Thank you for ...
I admire you because ...
I respect ...

7. Speak»

Are you responsible, honest and respectful? Complete the questionnaire so it is true for you and check your score. Discuss your answers in groups.

	Always	Sometimes	Never
I tell the truth.			
I refuse to listen to gossip about people.			
I recognize and admit my mistakes.			
I am sincere when I express my feelings.			
I accept myself as I am.			
I accept other people as they are.			
I help people in need.			
I show respect: I speak and act with courtesy.			
I treat others with dignity.			
I follow the rules of my family.			
I follow the rules of my school.			
I try to do everything to the best of my ability.			
I apologize when I make a mistake.			
I respect other people's belongings.			

Add Up Your Score: ***always*** **= 3 points** ***sometimes*** **= 2 points** ***never*** **= 1 point**
36–42 points: Congratulations! You are a wonderful example of sincerity, responsibility and respect. People admire you!
26–35 points: You need to change your behaviour in some areas. If you do this, you will get on better with your friends and family.
0–25 points: You need to change your behaviour and attitude in lots of areas. Remember friends are important and you need to take better care of them!

22

8. Listen»

Pronunciation. Listen and repeat the tongue-twister as fast as you can.

Thanks to **th**at goal, **th**e team **th**inks **th**at **th**ey might win their **th**ird trophy.

Check Your Progress

1. Speak » Look at the pictures and say what you think the people are feeling.

2. Speak » Work with a partner. Look at the photos and ask and answer questions about the situations. Explain what the people are feeling and why.

Their team is winning the match.

They scored a goal.

Her team is losing the match.

Why are they excited?

They are excited because ...

3. Write » Your favourite team won an important match. Write a postcard to congratulate them. Include the following: how well they played, and how you felt before, during and after the match.

Dear team,
I am writing to you because ...

4. Write » Complete the table with information about your favorite sport. Then, tell your classmates about it.

My favourite sport is ...	My favourite ... player is ...	To play this sport, you need to be/ have/show ...

I can express feelings and emotions.	✓
Very well	
Quite well	
With difficulty	

I can give and request information.	✓
Very well	
Quite well	
With difficulty	

I can describe situations in the past.	✓
Very well	
Quite well	
With difficulty	

I can discuss social values.	✓
Very well	
Quite well	
With difficulty	

Unit » 2

Tell Your Story!

» Objectives

- » I can talk about the past.
- » I can describe past experiences and situations.
- » I can ask and answer questions about my life and the life of others.

In Context » School Trips

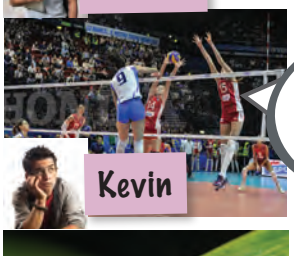
23 **1. Listen »** Listen and complete the students' comments with the words in the box.

disgusting | awesome | fantastic | fine | boring | terrific

Last week, we **went** to the museum and I **saw** some beautiful paintings. It was [1]...!

Yesterday, we **visited** the Parque Explora Aquarium. We **saw** some incredible animals. It was [2]...!

In March, we **went** to Guatapé. We **climbed** to the top of the Peñol Rock. It was a hard climb, but the views were [3]...!



We **went** to the sports stadium last month and we **watched** a volleyball match. The players weren't very good, so it was a bit [4]... .

In 2016, we **went** to the theatre to see a dance show. The dancers **made** some mistakes, but in general the show was [5]... .

Last year, the school **took** us to the zoo and it **was** horrible! I saw a lot of spiders, and I think spiders are [6]... .

2. Read » Read the students' comments in exercise 1. Complete the statements (1–6) and then answer the questions (a–b).

1. The visit to the zoo was ...
2. The experience in Guatapé was ...
3. Parque Explora was ...
4. The dance show at the theatre was ...
5. Juliet thought that her school trip was ...
6. Kevin thought that his school trip was ...

a. Who enjoyed the school trip?
b. Who didn't enjoy the school trip?

3. Speak »

Complete the emoticon table with the words from the box. Then play a game: student A chooses a word and mimes it; student B guesses the word.

terrific	awesome	horrible
fantastic	incredible	wonderful
fine	disgusting	terrible
boring		

BAD/VERY BAD	GOOD/VERY GOOD

4. Write »

Read the students' feedback. Choose two different students from exercise 1 and write their feedback.

SCHOOL TRIP FEEDBACK

Student's name: *Michael*

1. **Where did** you **go**?
   I went to the aquarium.
2. **What was** your impression of the trip?
   I thought the trip was terrific!
3. **Why did/didn't** you **like** the trip?
   I liked the trip because we saw some incredible animals.

THANK YOU!

SCHOOL TRIP FEEDBACK

Student's name: *Kevin*

1. **Where did** you **go**?
   We went to the sports stadium.
2. **What was** your impression of the trip?
   I thought the trip was a bit boring.
3. **Why did/didn't** you **like** the trip?
   I didn't really like the trip, because the volleyball players weren't very good.

THANK YOU!

21st Century Skills
• *Critical thinking*

Do you think that trips are important learning experiences? Why?

24

5. Listen »

Listen to Michael and decide if the statements (1–5) are true or false. Correct the false statements.

1. Parque Explora was a boring place.
   False: Parque Explora was a fantastic place.
2. The visit to the aquarium was awesome.
3. The vivarium was an incredible place where fish live.
4. Michael tried the Black Hole Simulator machine in the vivarium.
5. In the planetarium, he learned many interesting facts about the universe.

Study Tip

Before you listen to a *true* or *false* activity, read the statements and identify the important words, for example, *the visit to the aquarium was awesome*. Then listen carefully and decide if the speaker is talking about the same things or something different.

6. Read » Read about Michael's school trip and order the paragraphs (a–d).

a. **Then**, we visited the vivarium – this was full of spiders, snakes and other reptiles. I saw a boa, a chameleon, and a tarantula, and I took beautiful pictures. That was my favourite place. It was incredible!

b. **Finally**, we went to the planetarium, and I tried a Black Hole Flight Simulator. We also looked at the stars and learned interesting facts about the universe. It was terrific!

c. **First**, we visited the aquarium and I saw some wonderful fish there. Some of them only exist in Colombia! It was awesome!

d. **Yesterday**, my class went on an amazing school trip to Parque Explora.

7. Write » Read about Michael's trip in exercise 6 again and complete his comments in the Visitor's Book (1–4).

Parque Explora Visitor's book
Name: *Michael*
City: *Medellín*
Your opinion about the aquarium: [1]...
Your opinion about the planetarium: [2]...
Your opinion about the vivarium: [3]...
Your favourite place: [4]...
Come back soon!

8. Write » Complete the questions (1–5) about Michael's trip.

1. Where ***did*** you ***go***? I **went** to Parque Explora.
2. What ... you visit first? First, I **visited** the aquarium.
3. What ... you ... in the aquarium? In the aquarium, I **saw** wonderful fish.
4. What ... you ... photos of in the vivarium? In the vivarium, I **took** photos of the animals.
5. What animals ... you ...? I **saw** fish, reptiles, snakes and spiders.

9. Speak » Work with a partner. Ask and answer questions about your school or family trips. Use the questions (1–3) to help you.

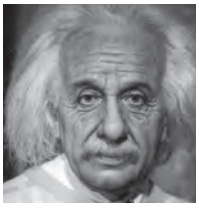
1. When did you last go on a trip?
2. Where did you go?
3. Did you have a good time? Why?

The last trip I went on was in 2014. I went to a coffee farm. It was awesome!

Expanding Knowledge » Amazing People

25

1. Listen » Match the people to the information (1–5). Listen and check.



Albert Einstein

Gabriel García Márquez

Frida Kahlo

Alan Turing

Ella Fitzgerald

1. She was an American singer. She sang beautiful jazz songs.
2. He was a German scientist. He was famous for his Theory of Relativity.
3. He was a British mathematician. He invented the first computer.
4. She was a Mexican painter. In her work she painted images of her country and her life.
5. He was a Colombian writer. He won the Nobel Prize for Literature in 1982.

2. Read » Read Turing's biography and answer the questions (1–6).

Alan Turing **was** born in England in 1912. He **was** a brilliant mathematician and **invented** the world's first computer.

At school, Turing **was** very shy and **didn't have** many friends. He **was** also bullied because he was very good at Maths and Science.

Turing **studied** Maths and Cryptology at university. During World War II against Nazi Germany, he **invented** a machine that **helped** him understand the enemy's messages.

Turing's personal life was sad. He died at only 42 in 1954.

Many years after Turing's death, the British Government **honoured** him. Thanks to the work of this amazing man, many of us now have a computer in our homes.

1. Was Turing born in 1945?
   No, he wasn't. He was born in 1912.
2. Was Turing a brilliant man?
   Yes, he was.
3. Did Turing have many friends at school?
   No, he didn't.
4. Did Turing study Engineering at university?
5. Did Turing help the Germans?
6. Is Turing still alive?

21st Century Skills
• *Social Skills*

How do you feel when people treat you differently because of your age or gender?

3. Speak » Practise asking and answering the questions in exercise 2 with a partner.

Did Turing study Engineering at university?

No, he didn't. He studied Maths and Cryptology.

4. Write » Use the secret code to complete the sentences (1–4).

SECRET CODE								
A = z	B = w	C = e	D = r	E = t	F = y	G = u	H = l	I = o
J = a	K = s	L = d	M = v	N = g	O = h	P = j	Q = i	R = p
S = q	T = x	U = c	V = f	W = b	X = n	Y = m	Z = k	

1. Alan Turing **bzq whpg** in **tgudzgr**.
2. Turing **ogftgxtr** the first **ehvjcxtp**.
3. Turing **qxcrotr** Maths and Cryptology at university.
4. The British Government **lhghcptr** Turing after his death.

26

5. Listen » Listen and complete the fact file (1–5) about Frida Kahlo with the words in the box.

Final task activity!

important lesson serious traffic accident wonderful art
terrible virus infection right leg and foot

Frida Kahlo

FACT FILE

was born in Mexico in 1907, and she was always a strong woman and fighter.

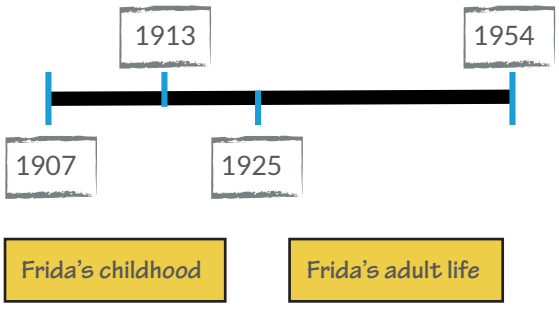
When she was six years old, she caught a [1]... that affected her spinal cord and badly damaged her [2]... After that Frida always wore trousers to cover her leg, but her classmates laughed at her and were horrible to her.

Later, when she was 18, she had a [3]... She wasn't able to move for a long time, so she began to paint.

As an adult, Frida became an important painter who also fought for the rights of the Mexican people.

Sadly, Frida died in 1954, but she left us with her [4]... and an [5]...: *you don't need feet if you have wings to fly.*

6. Write» Complete the timeline with the events in Frida Kahlo's life.



Frida **was** born in Mexico.

Frida had an accident. She **began** to paint.

Frida **died**.

Frida **fought** for people's rights.

Frida **caught** a virus. The virus **damaged** her right leg and foot.

Study Tip

Use timelines to organize information chronologically.

7. Speak» Work with a partner. Ask and answer the questions (1–6) about the life of Frida Kahlo.

1. What did Frida do as an adult?
2. Where was Frida born?
3. When was Frida born?
4. When did Frida die?
5. When and why did she begin to paint?
6. When did Frida catch a virus?

When was Frida born?

She was born in ...

8. Speak» Work with a partner. Compare and contrast the lives of Alan Turing and Frida Kahlo. What did they have in common? In what ways were their lives different? Make notes and give a presentation to your class.

FRIDA KAHLO	ALAN TURING
Date of birth: ... Profession: ... Facts about her life: ... 	Date of birth: ... Profession: Facts about his life: ...

21st Century Skills
• *Communication skills*

What makes you unique and special? What is special about your classmates?

Study Tip

Make detailed notes and prepare and rehearse your presentation beforehand. This will give you confidence when you are talking.

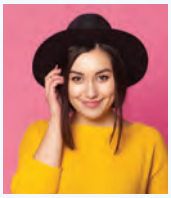
Preparing Your Task » This Is My Story

1. Read » Read Sole's blog and complete the questions and answers (1–4).

1. When … Jonathan's birthday? Jonathan's birthday … .
2. What … Silvia … last weekend? Silvia … .
3. When … José … to the movies? José … .
4. Where … Melissa … last …? Melissa … .

Sole's Travel Blog

Name: Soledad C.
Date of birth: 14 August 1999
From: Colombia
About me: I'm happy, adventurous and I love travelling around the world. I study languages (I speak Spanish, English, German and Japanese), but my passion is nature. I love discovering beautiful new scenery! Follow me on @solec and join me in my adventures!



Friday: riding an elephant

Saturday: going to the beach

Sunday: celebrating Loi Krathong Day

Monday: visiting the Grand Palace

AnneMarie commented: Did u really ride an elephant? OMG! Amazing! :D
Lucas82 commented: Loved your pics. I also swam in the sea last weekend … but in the Colombian sea! LOL Love! ♥

Today is 15 September.
It was Jonathan G.'s birthday yesterday!
Silvia T. visited The Pet Store last weekend.
José B. went to the movies on Thursday.
Melissa C. went to Barranquilla last week.

21st Century Skills
• *Technology Skills*
What acronyms do you know?

Final task activity!

2. Speak » With a partner practise asking and answering the questions in exercise 1.

3. Write» Look at the photos and descriptions on Sole's blog and write about what she did in Thailand.

On Friday, Sole rode an elephant ...

4. Write» Read Marc's blog and write about what he did in Tayrona Park.

Marc's Travel Blog

Name: Marc W.
Date of birth: 25 June 2000
From: Oxford
Follow me on @marc.

Pictures of last weekend: My weekend at Tayrona Park!

Friday: visiting Cristal Beach

Saturday: going on a boat trip

Sunday: taking photos at El Guardián Peak

Monday: walking around Neguanje Bay

5. Read» Read the blog and write questions for the answers (1–4).

Melissa's Travel Blog

Name: Melissa C.
Date of birth: 14 August 1996

From: England
Visitor's choice: Barranquilla ★★★★★

I **went** to Barranquilla on my last trip. It's a **fantastic** city! The weather **was** terrific and I **loved** all the places I **visited**. First, I **went** to the Elsa Caridi Room; it's a small museum dedicated to the most important festival in Barranquilla: Carnival. When I was there, I **saw** some beautiful colourful masks and **watched** some really interesting videos. The videos **explained** how important Carnival is for Barranquilla.

I also visited the Museum of the Caribbean. It was an **awesome** place where I **learned** about Caribbean culture: the folklore, food, art and literature. I also **watched** videos of the beaches and scenery! I really recommend visiting this city. You'll have the time of your life!

1. Where ... Melissa ... on her last trip? She **went** to Barranquilla.
2. ...? She **visited** the Elsa Caridi Room and the Museum of the Caribbean.
3. ...? She **learned** about Caribbean culture.
4. ...? The museum **was** awesome.

6. Read » Read the comments and choose the correct answers (1–3).

LEAVE MELISSA A COMMENT:

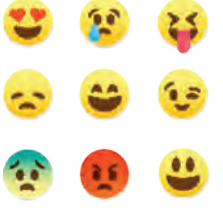
MaryAnn2004 commented:
Hello, Melissa! Your trip looks amazing. I saw your pictures, and I loved them. They were fantastic! ☺ Where did you go before Barranquilla?

Camilo_Traveller commented:
I also went to Barranquilla last year, but I didn't go to the Museum of the Caribbean ... Were there many interesting things to see? Anyway, I walked around, and the city was OK ☺ Bye!

1. Who enjoyed Melissa's photos? *MaryAnn2004 / Camilo_Traveller*
2. Who wants to know more about the museum? *MaryAnn2004 / Camilo_Traveller*
3. Who wants to know where Melissa went before -? *MaryAnn2004 / Camilo_Traveller*

7. Write » What do you think about Melissa's trip? Write your comment: you can use emoticons.

Emoticon Bank



LEAVE MELISSA A COMMENT:
Dear Melissa,
...

8. Write » Imagine you are a travel blogger. Write about a place you know and love.

Name: ...
Date of birth: ...
From: ...
For my last holiday I went to ... .

21st Century Skills
· *Information literacy*

Which social networks do you use? What information do you / your friends share?

9. Listen » Pronunciation. Listen and repeat the tongue-twister.

27

I watched a bat wearing a hat. I didn't have a hat, but I had a watch that the bat watched.

Check Your Progress

28

1. Listen » Listen and complete the information (1–10).

The meeting I had [1]... was [2]... . I almost fell asleep!	[3]..., we [4]... a horror movie, but it was [5]...! It was the worst movie ever!	On Sunday, I [6]... dinner with my family in a restaurant. It was [7]...	Last weekend, we [8]... to the stadium and [9]... a football match. It was [10]... and really exciting!

I can describe past experiences and situations. ✓

Very well	
Quite well	
With difficulty	

2. Speak » Look at the pictures and discuss with a partner what Angie did on holiday.

eat fish	watch a movie
go to the amusement park	ride a bike

On Friday, Angie ate ...

I can talk about the past. ✓

Very well	
Quite well	
With difficulty	

3. Speak » Interview a friend about his/her life. Use the ideas in the box and write the answers.

- Place of birth
- Date of birth
- Last birthday
- Last holiday

What did you do on your last ...?

I can ask and answer questions about my life and the life of others. ✓

Very well	
Quite well	
With difficulty	

Unit » 3

No Bullying Allowed!

» Objectives

- » I can give suggestions and make recommendations.
- » I can express obligation and lack of obligation.
- » I can apologize and ask for an apology.
- » I can identify aggressive attitudes and conciliate.

In Context » Class President

1. Read » Read the list of appropriate behaviour for a class president (1–7) and choose the correct answers: *are* or *aren't*.

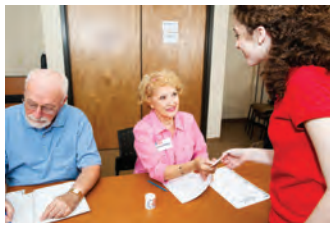
Da Vinci School Newsletter
Year 7 Class President

Class presidents ...

1. *are / aren't* **respectful** to their classmates.
2. *are / aren't* **offensive** to anybody.
3. *are / aren't* **helpful** to their classmates when they have problems.
4. *are / aren't* **polite** and greet everybody. They are never **rude**.
5. *are / aren't* **tolerant** and understand that everybody is different.
6. *are / aren't* **aggressive** and try to resolve conflicts between their classmates by talking calmly instead of shouting.
7. *are / aren't* **bossy** and ask for help politely, instead of giving orders.

Let's Make this School a Better Place for Everybody!

Final task activity!



2. Speak » Discuss the questions (1–3) with a partner. Use some of the words in exercise 1 to help you.

1. What qualities do you think a class president should have?
2. Do you think you are a good candidate for class president?
3. Do you think it's important to vote? Why?

I think the most important qualities in a class president are ...

I think it's extremely important to vote, because ...

I think I am a good candidate for class president, because I am always polite, and I'm never ...

29 **3. Listen »** Listen to a teacher giving advice to students who want to be class president. Which of the pieces of advice (1–9) does the teacher mention?

A class president ...

1. **should** be helpful.
2. **should** take care of their classroom and the school.
3. **should** tell a teacher about any serious problems, e.g. bullying.
4. **should** be respectful, polite and friendly – greet everyone.
5. **shouldn't** bully their classmates.
6. **shouldn't** be rude: say please and thank you.
7. **should** encourage classmates to respect each other and the staff.
8. **shouldn't** be bossy – ask people to do things in a polite way.
9. **shouldn't** give orders.

4. Speak » Work with a partner and discuss what are the most important pieces of advice the teacher gave in exercise 3. Explain why.

I think the most important piece of advice was that you should always be respectful, polite and friendly because ...

30 **5. Listen »** Listen and complete the school rules (1–6) with *have to* or *don't have to*.

All class presidents **have to** follow some rules.

1. They ... attend meetings after school every Friday.
2. They ... follow all the school rules and regulations.
3. They ... attend class regularly, but they ... have perfect attendance.
4. They ... take the class register every morning and they ... report absent students immediately.
5. They ... study hard, but they ... be top of the class.

6. Write » Write about the rules in your school.

In my school we have to wear a school uniform. It's obligatory. We also have to be punctual for all our classes. We have to wait outside the classroom when we arrive late.

7. Read »

Read the proposals of three candidates for class president. Answer the questions (1–3).

1. Which candidate wants people to talk about their problems with others calmly?
2. Which student wants boys and girls to join in activities together?
3. Which student wants separate activities for boys and girls?

Kelly Ramírez 7A	Camilo López 7B	Martina Garcés 7C
• We **should** have a school fashion week every year. • **Let's** organize a cheerleader team for boys and girls! • We **should** open more after-school clubs. • **Let's** organize sports championships!	• The school **should** build a pool. • **Why don't** we have football championships for boys? • Teachers **shouldn't** give us homework. • We **should** have a radio show for girls only.	• **We have to** solve problems by talking, not by using violence. • We **should** help students who have academic problems. • **Why don't** we start a campaign for a better school library? • We **shouldn't** allow boys to join in girls' activities.

31

8. Listen »

Listen to some students explaining which candidate they prefer. Complete what they say (1–6).

I like [1]... proposal, because I agree that teachers shouldn't give us homework. I [2]... doing homework!

Gloria

I prefer [3]... proposal. Violence is [4]... the answer. If you have a problem with someone, you have to talk about it.

Andrés

Personally, I like [5]... proposal. We should definitely have more [6]... that boys and girls can do together!

Paula

9. Write »

Who do you think is the best candidate: Kelly, Camilo or Martina? Why? Explain your reasons for choosing this person.

Expanding Knowledge » Don't Be a Bully!

1. Read »

Read the poster about bullying and complete the sentences (1–8) with the words in the box.

a mobile phone	excludes you from	boys' clothes
your permission	rude to you	playing with dolls
social media	or physically violent	

21st Century Skills
• *Social Skills*

What can you do to help people who experience bullying? Should you ask an adult for help?

Pay Attention to These Signs!

Talk to your teachers or your parents when:

- ✓ Someone at school is [1.] ... all the time or constantly insults you.
- ✓ Someone is aggressive towards you, [2.] ..., or takes your things without [3.] ...
- ✓ Someone posts offensive things about you on [4.] ... or in chats.
- ✓ Someone says hurtful things to you because you behave differently to other people. For example, you're a girl but you like wearing [5.] ..., or you're a boy and you like [6.] ...
- ✓ Someone is disrespectful to you because you don't have [7.] ... or computer.
- ✓ Someone deliberately [8.] ... parties, meetings, sports matches, etc.

NOBODY SHOULD BE DISRESPECTFUL. DON'T LET ANYBODY PUT YOU DOWN.

REMEMBER THAT NO MATTER WHAT, YOU ARE IMPORTANT!

Campaign Against Bullying

2. Write »

Complete the categories (1–3) with examples from the poster in exercise 1.

1. Verbal Bullying
When someone says offensive things to you ...

2. Physical Bullying
When ...

3. Bullying because of prejudice: because you are different.
...

32

3. Listen »

Listen to some students talking about bullying and decide what kind of bullying they are talking about.

Speaker 1: *verbal bullying / physical bullying / bullying because of prejudice*

Speaker 2: *verbal bullying / physical bullying / bullying because of prejudice*

Speaker 3: *verbal bullying / physical bullying / bullying because of prejudice*

4. Speak »

Work with a partner and decide if the situations (1–4) are examples of a joke in bad taste or of bullying. Explain why.

1. A friend took my notebook and hid it. I was really worried! Two hours later, he gave it back to me and said he was sorry!

- ☐ a joke in bad taste
- ☐ bullying

2. Last week, some girls hid my things and I never found them. This week, they called me an idiot and laughed at me.

- ☐ a joke in bad taste
- ☐ bullying

3. This morning I was late for school. I was running very fast, and an older student stuck his foot out and made me fall. He didn't apologize.

- ☐ a joke in bad taste
- ☐ bullying

I think situation 1 was a joke in bad taste, because later his friend said he was sorry.

4. I'm a new student at this school. In the beginning, my classmates made fun of me because of my accent, but that only lasted for a day or two. Now we're good friends.

☐ a joke in bad taste ☐ bullying

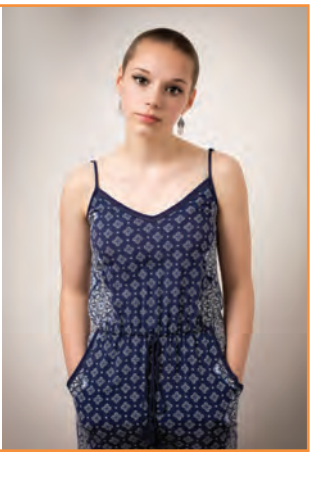
5. Read »

Read the story and answer the questions (1–6).

Stand up to bullies! by Vanessa M.

Some of my classmates laughed at me because I prefer to spend my time with boys more than with girls. Sometimes, they were aggressive towards me. One day, during the break, one of my classmates pushed me. So, I turned around and asked her 'What exactly is your problem? You should apologize to me!' She saw that I was mad, and that I wasn't afraid of her, so she stopped bothering me. The next day, she came up to me and said 'I'm sorry. I was very disrespectful'. And I accepted her apology.

When you feel bullied, stand up and demand respect. We all deserve respect, no matter what. Be brave and strong. Don't let anybody hurt you. Say that you're sorry when you hurt someone. But never use violence – violence leads nowhere.



1. Why did Vanessa's classmates laugh at her?
2. What happened to Vanessa during the break?
3. What was Vanessa's reaction to the bullying?
4. What did the bully do when she heard Vanessa's reaction?
5. What did the bully say when she apologized to Vanessa?
6. What advice does Vanessa give to others about bullying?

Study Tip

When you do a reading comprehension, read the questions first. Then read the text quickly and look for key words or phrases that correspond to the questions. This is called *scanning*.

33 **6. Listen »** Listen to the students apologizing and repeat what they say. Pay attention to the intonation.

Hi, Diana! I'm sorry for hiding your notebook. Can you forgive me, please?

Hi, Victor! I didn't mean to make you fall over in the playground. I'm really sorry.

Hello, John! It wasn't my intention to make you cry today at break time. I apologize.

Study Tip

When you listen to people, pay extra attention to their intonation. This will help you to understand how they are feeling.

7. Read » Read the two accounts of bullying. Choose one of the situations. Imagine you were the bully and write an apology.

A student on the sports team said I couldn't sit with them, because I was weak and pathetic. Everyone laughed at me and I had to sit on my own. (Kevin)

This morning at lunch time, I dropped my food on the floor and I cried. A boy took a picture and posted it on the internet. Everyone in school saw the picture and now they're all laughing at me. (Lorena)

Dear Kevin,
I'm sorry for ...
It wasn't my intention to ...

Dear Lorena,
I didn't mean to ...
I apologize for ...

8. Speak » Work with a partner and role-play the apologies in exercise 7.

Preparing Your Task » Let's Unite Against Bullying

1. Read » Read the article about bullying and choose the correct options (1–2).

According to the article …
1. there is *more* / *less* bullying in schools than before.
2. cyberbullies *use* / *don't use* modern technology to bully people.

DAILY NEWS

World – Business – Finance – Lifestyle – Travel – Sport – Weather

Bullying at Schools is on the Increase

Bullying is a problem that is on the increase in schools. In general, bullies are aggressive, physically and verbally abusive and offensive to their victims. At school, they usually call defenceless students horrible, rude names, they take their things without permission, and leave offensive messages on their desks. But one particular area of bullying that is seriously out of control is cyberbullying. Bullies use social media and messaging apps to offend masses of students with one push of a button!

If you want to stop bullying, it's very important to stay calm and not respond with violence. Also, be careful about the information you share on social media, and don't do things you aren't comfortable with or don't agree with.

2. Speak » Read the article in exercise 1 again. Discuss the questions (1–2) with a partner.

1. What are the characteristics of a bully?
2. What recommendations does the article give about how to deal with bullying?

Bullies are … They are also … The article recommends staying calm and …

3. Read » Read the advice about how to respond to bullying and complete the mind map with the recommendations.

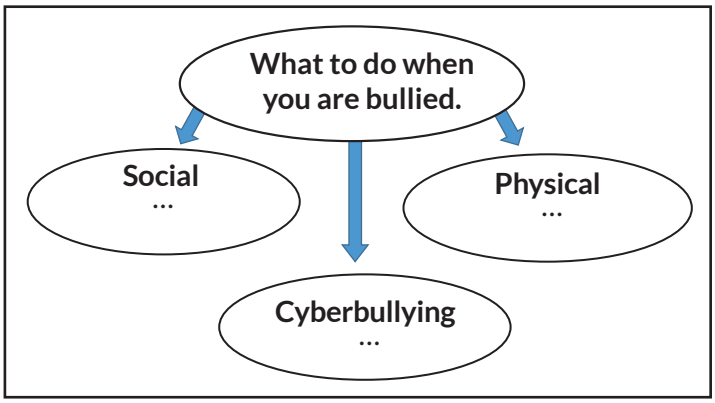
What to do when you are bullied

There is no magic spell to stop someone bullying you. But if you are bullied, then you should always keep calm and not respond violently. It also helps if you can identify the type of bullying and act accordingly.

Social Bullying: If you are a victim of social bullying, you should look for new friends and new activities. Doing exercise, for example, helps you to relax. Also remember, you have to tell an adult what is happening to you.

Cyberbullying: Give your parents your passwords for all your social media accounts. Don't post personal information, and be careful who you add or accept as contacts.

Physical Bullying: Stay away from the bully, and talk to your parents and teachers. Never respond with violence.



21st Century Skills
• *Social Skills*

What should/shouldn't you say to someone who is being bullied?

4. Write» Write recommendations about what to do if you are a victim of bullying (1–6).

1. Social Bullying
- You should ...
- I recommend ...

2. Cyberbullying
- People should ...
- I recommend ...

3. Physical Bullying
- They should ...
- I recommend ...

4. Verbal Bullying

5. Bullying because of prejudice

6. Socio-Economic Bullying

In cases of verbal bullying, you should ...

5. Speak »

Use your notes from exercise 4 and present your suggestions for three of the types of bullying to the class.

Study Tip

Always organize your ideas before speaking in a debate or presentation. Writing them on cards is a good idea.

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6. Listen » Listen and complete the quote by Jim Rohn (1–6) with the words in the box.

The challenge of leadership is to be strong, but not [1]...; be kind, but not [2]...; be [3]..., but not bully; be thoughtful, but not [4]...; be humble, but not [5]...; be proud, but not [6]...; have humour, but without folly.

— Jim Rohn

bold	lazy	timid
arrogant	weak	rude

7. Speak » Read the quote by Jim Rohn. How is a leader different from a bully? Discuss the question in small groups.

I think that a bully is different from a leader because ...

8. Write » Work in small groups. Follow the instructions (1–5) and make a comic strip about bullying.

Instructions

1. Think of the type of bullying you want to focus on, for example, cyberbullying.
2. Develop your story: make sure it has a beginning, a middle and an end.
3. Illustrate your comic strip with your own pictures or cut some out from magazines.
4. Think about what the people said or did and write some speech bubbles to stick on your comic strip.
5. Put your comic strip on your classroom wall.

You need:

large thick cardboard

marker pens

pictures cut out from magazines

The other animals made fun of the tortoise because she was slow, but in the end, she won the race. The moral of the story is that you should never underestimate people.

35

Chant

When we hurt one another

When we hurt one another,
We feel horrible and sad.
I don't know about you
But I don't want to be bad.
Bullies are aggressive,
And can be very rude.
They put honest, happy people
In a really bad mood.
Try to be polite
And learn respect.
Cooperation and hard work
We really should perfect.

In two thousand and one,
I was born and life began.
I studied hard at school.
I was responsible.

Then one day I met a bully.
He was arrogant and bold.
I was very disappointed,
He was horrible and cold.

He was never happy:
He was always really sad.
I wanted to help him,
So I visited his dad.

His dad was an awesome man,
He was concerned for his son.
He made an incredible plan
So he could help everyone.

Now when his son's at school.
He's tolerant and delightful.
Now he cares for all his friends
And that´s how my story ends!

When we hurt one another, ...

1. Write »

Work with a partner to find the adjectives in the chant. Write them in the chart.

positive	negative
honest	

2. Read »

Read the sentence and circle the correct word.

1 Chris is a bully. She's **horrible/delightful.**
2 Paddy is helpful. He's **polite/rude.**
3 My brother is lazy. He's **helpful/weak.**
4 My teacher is awesome. She's **delightful/aggressive.**
5 The girls are horrible. They're **rude/responsible.**
6 Hannah and Simon are happy. They're **sad/awesome.**

3. Write »

Write advice for living a good life. Use the phrases given and some of the words from the box.

be rude be bold care for your friends feel sad be weak be polite be lazy
be bad be aggressive be horrible be honest feel happy hurt people
be arrogant learn respect cooperate be helpful study hard at school
be responsible be cold be tolerant work hard be delightful

To be a good person,

you should ...
you shouldn't ...
try to ...
try not to ...
never ...
always ...

Check Your Progress

36

1. Listen » Listen to the people talking (1–3) and decide which option they should choose (a, b or c).

1. He's not doing well at school. He should:
   a. move to another city and change schools.
   b. avoid distractions when he studies.
   c. stop playing football.
2. She's having problems with her best friend. She should:
   a. talk to her mother about the problem.
   b. talk to her friend and apologize.
   c. talk to her friend and ask her for an apology.
3. They don't know what to do on holiday. They should:
   a. go to the city museums.
   b. stay at home because the weather is terrible.
   c. visit their grandparents' farm.

I can give suggestions and make recommendations. ✓	
Very well	
Quite well	
With difficulty	

2. Write » Write an apology for the situations (1–3).

1. You hid someone's school bag.
2. You kicked someone hard during a game in the P.E. class.
3. You laughed at a classmate and called him/her stupid because he/she isn't very good at Maths.

I can apologize and ask for an apology. ✓	
Very well	
Quite well	
With difficulty	

3. Write » Imagine you are the head teacher: write five new school rules.

- Teachers have to ...
- Students don't have to ...

4. Write » Complete the mind map with the words from the box that describe a bully.

respectful	offensive
helpful	polite
rude	tolerant
aggressive	bossy
violent	disrespectful

A BULLY IS ...

I can express obligation and lack of obligation. ✓	
Very well	
Quite well	
With difficulty	

I can identify aggressive attitudes and conciliate. ✓					
Very well		Quite well		With difficulty	

"Experiences" Checkers

The game is for two players. Start on one side of the board and choose a colour. Put your counter in that square. Take turns to play. If you answer the question correctly, go to the next square with the same colour. The one who gets to the other side first wins!

Say something that motivates you.	What does a bully have to do to change?	Ask a friend what he/she did yesterday.	You were rude to a teacher. Apologize.
Talk about a time you had a problem.	Yesterday we (visit)___ a museum.	Name something that makes you feel tired.	Who was Frida Kahlo?
How are you feeling today?	Talk about a time when you helped a neighbour.	Name a synonym of 'awesome'.	Give advice to the class president on something he/she should do.
Talk about a special trip you went on.	Where did you go last Sunday?	When do you feel energetic?	When were you born?
How do you feel before a sports competition?	What is physical bullying?	Name an antonym of 'bad'.	Name something a class president has to do.
Give a brief biography of a person you admire.	Talk about a special trip you went on.	What is teamwork?	Name a place you visited that was boring.

Name three characteristics of a good class president.	**Name a synonym of 'incredible'.**	What should you do if someone is rude to another person?	**How do you feel when you have a test?**
Talk about an interesting experience you had.	What should you do if a friend is sad?	**Talk about a fun holiday you had with your family.**	Give a brief biography of a person you admire.
What should a class president do?	**What is your favourite place and how do you feel there?**	What can you do to help to stop bullying?	**Name something that bores you.**
Where were you born?	What is verbal bullying?	**Last week I (see) ___ some incredible animals at the zoo.**	Talk about a special place and how you feel there.
You said something rude to a friend. Apologize.	**Ask a friend what he/she did last weekend.**	What is cooperation?	**When do you feel energetic?**
Who was Alan Turing? What did he do?	Talk about a time when you helped a friend.	**Where did you go on your last field trip?**	Talk about a time you had a problem.

Final Task

To Identify Personal Values That You Admire

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

Unit 1 Let the Games Begin!	Unit 2 Tell your Story!	Unit 3 No Bullying Allowed!
Lesson 2, exercises 6-8 Facts about Francisco Sanclemente's biography ☐ **Lesson 3, exercise 2** School noticeboard ☐	**Lesson 2, exercise 2** Facts about Alan Turing's biography ☐ **Lesson 2, exercise 5** Facts about Frida Kahlo's biography ☐ **Lesson 3, exercise 1** Blogger profile ☐	**Lesson 1, exercise 1** Characteristics of a class president ☐

2. Decide which information you want to include in your biography.
3. Choose a character you admire. It can be a famous person, a relative or a classmate.
4. Do some research. Search for information on the internet or in books. If the person you have chosen is a relative or a classmate, interview them to obtain personal information. Make sure you include the following aspects in the biography:

- Date and place of birth
- Childhood
- Main life events
- Main achievements
- Why you admire this person
- Date of death, if applicable

5. Use the activities in module 2 as a guide. Find out how they can help you to develop the task:
   - Biography examples, such as Francisco Sanclemente, Alan Turing and Frida Kahlo, help you to learn how to write a biography.
   - Values you admire, such as the characteristics of a class president, will provide you with the vocabulary you need in order to talk about the things you admire in the character you have chosen.
   - The school noticeboard and the blogger profile will help you to design your presentation.

6. Look at the two options for presenting the biography. Discuss the advantages and disadvantages of each option: PowerPoint or noticeboard.

7. Read the suggestions for what to do before, during and after the presentation of the biography. Can you think of other ideas?

	PowerPoint	Noticeboard
Before	**a.** Think of a person or a famous character you admire and collect personal information about his/her biography. **b.** Organize your material and include the most relevant information (see Step 4). **c.** Create a PowerPoint presentation with the information. Include pictures, if possible.	**a.** Look for a noticeboard to put up the information and ask for permission. **b.** Think of a person or a famous character you admire and collect personal information about his/her biography. **c.** Organize your material and include the most relevant information (see Step 4). **d.** Make message sheets with the biographical details of the character you have chosen. **e.** Decide on a date to put up the information on the noticeboard. **f.** Announce the date and invite people to the presentation.
During	**d.** Present the PowerPoint presentation to the class. **e.** Answer questions.	**g.** Display the message sheets on the noticeboard. **h.** Present the information while people read the information. **i.** Answer questions.
After	**f.** Hand out feedback forms (see Step 8) to the class and collect them. **g.** Evaluate your presentations.	**j.** Hand out feedback forms (see Step 8) to the class and collect them. **k.** Evaluate your presentations.

8. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

	Yes	No
1. Was the presentation clear?	☐	☐
2. Was the presentation well organized?	☐	☐
3. Was the presentation complete?	☐	☐
4. Did the presentation meet its objective?	☐	☐
5. Did everyone in the group participate?	☐	☐

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

0.	**A.** tired	**B.** energetic	**C.** active
1.	**A.** happy	**B.** delighted	**C.** sad
2.	**A.** incredible	**B.** terrible	**C.** wonderful
3.	**A.** boring	**B.** terrific	**C.** awesome
4.	**A.** timid	**B.** arrogant	**C.** bossy
5.	**A.** respectful	**B.** polite	**C.** rude

Grammar

Circle the word that best completes the sentence or question. There is one example.

0. _____ Fred good at sports before?
   A. Were
   B. Is
   C. Was
6. In the past they _____ very active.
   A. weren't
   B. wasn't
   C. aren't
7. You _____ be more respectful.
   A. are
   B. were
   C. should
8. Yesterday Anna _____ my notebook.
   A. took
   B. takes
   C. is taking
9. I _____ mean to make you feel bad.
   A. wasn't
   B. didn't
   C. doesn't
10. _____ you apologize to her?
   A. Did
   B. Were
   C. Was

Reading

Read the following text. Circle the best answer for each question.
There is one example.

Wolfgang Amadeus Mozart was born in 1756 in Salzburg, Austria. He was a very prolific musician: he composed hundreds of musical pieces, including operas. He mainly played the piano and the violin. Wolfgang Amadeus Mozart demonstrated great skill from when he was little. He began to compose when he was 4 years old in 1760. His father Leopold was his tutor. He and his family travelled a lot because, when the young boy was 17, he started playing for people in the courts of Vienna, Paris and London. Wolfgang Amadeus Mozart created beautiful pieces, but he died very poor in 1791. Nowadays, people continue to listen to his wonderful music and he is one of the most famous musicians in history.

0. When was Wolfgang Amadeus Mozart born?
   a. in 1760 **b.** in 1791 **c.** in 1756
11. Where was Wolfgang Amadeus Mozart born?
   a. He was born in Germany. **b.** He was born in Austria. **c.** He was born in France.
12. What did he do?
   a. He was a writer. **b.** He was a mathematician. **c.** He was a musician.
13. In the text, the word 'prolific' means …
   a. that he was very intelligent. **b.** that he produced many works of music. **c.** that he played different musical instruments.
14. How old was he when he began to compose?
   a. He was 17 years old. **b.** He was 35 years old. **c.** He was 4 years old.
15. Why did he travel a lot?
   a. Because he played for people in different courts. **b.** Because he studied music in different places. **c.** Because he was very rich.

Writing

There are some problems in your class. Read the passage and use these words to complete the advertisement for the candidate for class president.

tolerant kind disrespectful propose participate ~~energetic and dedicated~~

Our class has many problems. Most classmates are lazy. People are rude. They are intolerant. Some people don't respect others. Also, our class doesn't participate in other school activities and students don't do much sport. People are also bored because there aren't many after-school activities.

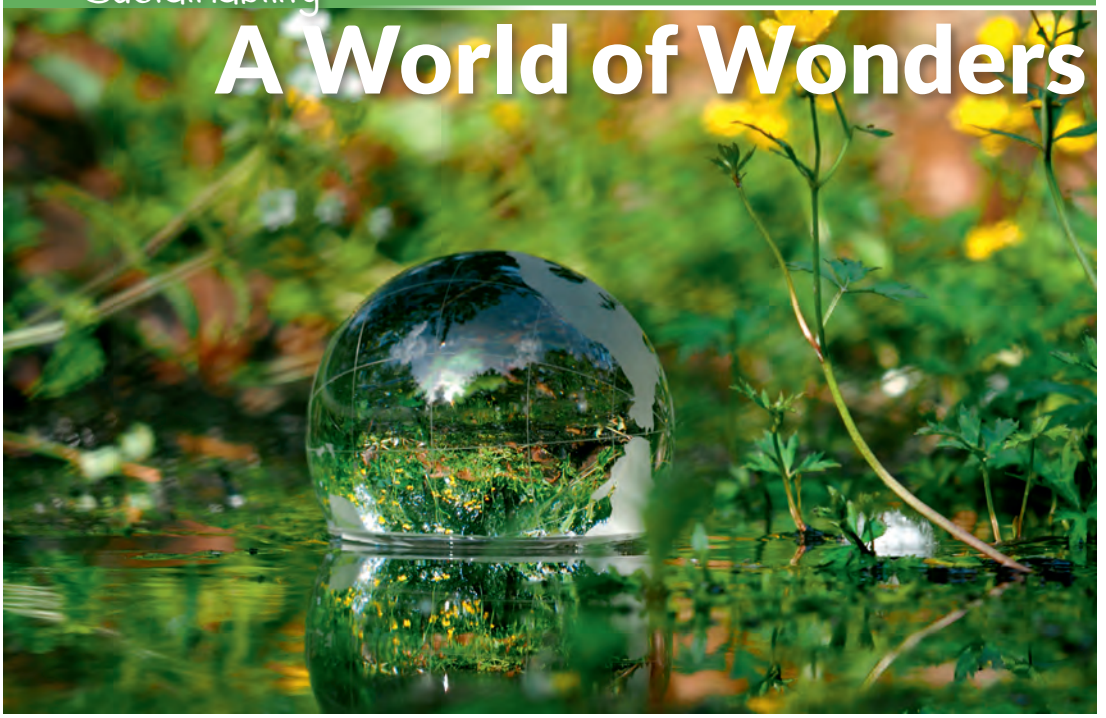
If you want to be class president you should:

(0) be *energetic and dedicated,*
(16) be _____ and not rude!
(17) be _____!
(18) _____.
(19) _____.
(20) _____.

MODULE 3

Sustainability

A World of Wonders



Unit »1

Our Beautiful Natural World

Language Functions

- Ask for and give information
- Talk about situations, phenomena and events
- Make recommendations and suggestions

Text Types:

- descriptive paragraph
- information charts
- informative paragraph
- story (narrative text)
- letter

Unit »2

Nature is Life

Language Functions

- Discuss natural resources and their uses
- Express advice
- Exchange information about everyday activities

Text Types:

- informative paragraph
- article
- pie chart
- questionnaire
- descriptive paragraph
- noticeboard
- poster

Unit »3

Conservation is a Must

Language Functions

- Discuss environmental issues
- Express strong recommendations and suggestions.

Text Types:

- article
- recommendations
- leaflet
- instructions
- poem
- poster
- crossword puzzle
- blog

Explore Your Knowledge

Look at the pictures and answer ...

- Do you like being in the natural world? What do you do there?
- Do you go to natural places on holiday?
- Is there a natural park in your region? Which one?
- Do you take care of nature? What do you do?
- Do you conserve water in your house?

Task: Do's and Don'ts Booklet for Conserving the Environment

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

Unit 1	Unit 2	Unit 3
1. Rules for visiting a National Park. (Lesson 1, exercise 8) **2.** Description of a place in Colombia mentioning its natural resources and things to see. (Lesson 1, exercise 9) **3.** Presentation about your favourite animal. (Lesson 2, exercise 3)	**4.** Natural Resource Noticeboard (Lesson 2, exercise 7) **5.** Campaign to raise awareness of environmental problems in your school. (Lesson 3, exercise 7)	**6.** Water conservation poster (Lesson 2, exercise 8) **7.** Celebration of a special day (Earth, Water or Energy) (Lesson 3, exercises 7 and 8)

Chant

The environment rap

Unit » 1

Our Beautiful Natural World

» Objectives

- » I can give and ask for information.
- » I can describe situations, phenomena and events.
- » I can make recommendations and suggestions.

In Context » Colombia: A Country of Wonders

1. Speak » Discuss the questions (1–2) with a partner.

1. What three words would you use to describe Colombia to someone who has never been here?
2. What special places do you think visitors to Colombia should visit? Why?

My three words to describe Colombia are beautiful, colourful and spectacular!

2. Read » Read the Top Ten Places to Visit and answer the questions (1–4).

Top Ten Places to Visit in Colombia

1. **Caño Cristales River:** Also called the *River of Colours*. This spectacular natural wonder is located in Serranía de la Macarena; Department of Meta.
2. **Torrent of Jirijirimo:** This magical waterfall is on the banks of The Apaporis River; Department of Vaupés.
3. **Los Estoraques Unique Natural Area:** This area is famous for its large natural rock formations; Department of Norte de Santander.
4. **Amacayacu National Park:** This wonderful natural park is located along the Amazon River; Department of Amazonas.
5. **Salamanca Island Road Park:** Another beautiful national park along the Magdalena River. It's called Road Park, because of the road which passes through it and connects Santa Marta in the Department of Magdalena, with Barranquilla in the Department of Atlántico.
6. **Gorgona National Park:** A former prison island in the Pacific Ocean near the coast of the Department of Cauca.
7. **Tayrona National Park:** This protected area of great natural beauty is on the Atlantic coast; Department of Magdalena.

8. **Cabo de la Vela:** A unique paradise where the desert meets the Caribbean Sea; Department of La Guajira.
9. **The Tatacoa Desert:** This enormous arid region is full of fossils; Department of Huila.
10. **Pozos Azules:** An amazing collection of small lakes in the middle of a desert located near Villa de Leyva; Department of Boyacá.

1. Where should you go if you want to see unusual, big rocks?
2. Where should you go if you want to collect fossils?
3. Which national park do you have to cross to get from Barranquilla to Santa Marta?
4. Which national park was a home for criminals?

3. Speak » Work with a partner and talk about the natural wonders in exercise 2.

Have you ever been to Caño Cristales?

Have you ever been to Cabo de la Vela?

Yes, I have. I went last year. It was really beautiful.

No, I haven't. Have you?

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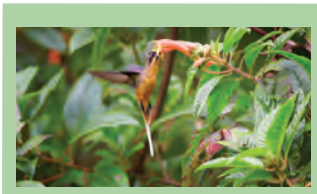
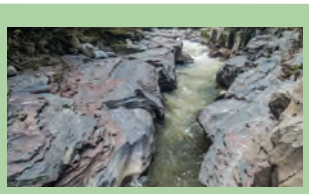
4. Listen » Listen and complete the text (1–6) with the words in the Word Bank.

Word Bank

lakes rivers mountain ranges rainforests jungles oceans

Colombia is a unique country in terms of natural wonders and has a wide variety of beautiful natural resources. Our country has two [1]...: the Atlantic and the Pacific; three [2]...: the Western, the Central and the Eastern ranges; and several large bodies of water, for example, [3]... and [4]... In Colombia you can also find an incredible variety of ecosystems. In fact, Colombia is one of the top countries in the world in terms of ecosystem diversity. There are humid and dry [5]... and many different types of forests. The two main [6]... in Colombia are located in the Department of Chocó and the Department of Amazonas.

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5. Listen »

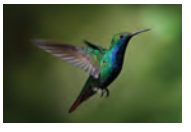
Listen and complete the missing information in the chart (a–e). Then complete the information (1–4) with the names of the species.

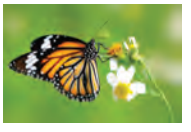
Colombia's Biodiversity

Biodiversity means variety of life. Colombia has one of the greatest variety of plants and animals in the world.

Plant or animal	Number of species	World ranking
Butterflies	3,500	a...
Birds	1,870	first
Amphibians (frogs)	700	b...
Land vertebrates	2,890	first
Mammals	467	c...
Reptiles	520	d...
Palm trees	270	e...
Orchids	4,270	first

1. World ranking: first: number of species of *birds*, *land vertebrates* and *orchids*.
2. World ranking: second: number of species of ... and ...
3. World ranking: third: number of species of ... and ...
4. World ranking: fourth: number of species of ...


Hummingbird


Butterfly

Palm tree

Frog

Orchid

6. Speak »

Work in groups and talk about the biodiversity in your department. What species can you find there?

I live in Caldas, which is in central-west Colombia. Caldas has an amazing variety of different animals, for example, I often see hummingbirds in my garden, and when I go for a walk there are Andean condors flying around. My father says he saw a spectacled bear and a tapir last year!

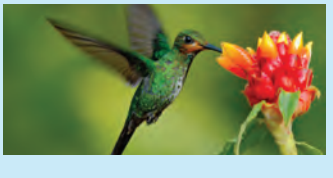
21st Century Skills
• *Creative Thinking*

What things can you do to protect your natural environment?

7. Read »

Read the information and answer the questions (1–3) so they are true for you.

1. **Have** you **ever seen** a hummingbird? Did you know that Colombia has the largest number of hummingbirds in the world? Experts **have identified** 165 species.

☐ *Yes, I have.*  ☐ *No, I've never seen one.*

2. **Have** you **ever seen** a fish eagle? Did you know that the fish eagle's wingspan is over 2 metres?

☐ *Yes, I have.* ☐ *No, I've never seen one.*

3. **Have** you **ever seen** a Colombian rain frog? Did you know that it's the smallest frog in the world? It's only about 13–18 mm big.

☐ *Yes, I have.* ☐ *No, I've never seen one.*

8. Read »

Read the rules for visiting a national park (1–7) and match them to the signs (a–g).

a.

b.

c.

d.

e.

f.

g.

Love Nature! Take Care of it!

1. Don't use artificial insect repellent. Only use natural substances – no aerosols.
2. Don't pick flowers or collect specimens.
3. Don't draw graffiti or carve your initials in trees.
4. Take your rubbish home with you.
5. Stay on the official paths – stay safe.
6. Don't leave non-biodegradable materials behind you when you go.
7. Don't light fires or smoke cigarettes.

Final activity task!

9. Write »

Describe a place you think tourists should visit. Include these points: location, natural resources and things to see, and rules to follow.

Have you ever been to Manizales? It's a wonderful city located in ...

Final activity task!

Expanding Knowledge » Our Diverse Natural World

1. Read » Read the descriptions (1–5) and match them to the pictures (a–e).

a.
b.
c.
d.
e.

1. This magnificent creature is known as the King of the Andes, and is the largest flying bird in the world. With its wings fully open it can measure up to 3.4 metres. It has great eyesight, which makes it the perfect hunter and it can fly, or glide, up to one hour without moving its wings.
2. The Amazon and Orinoco Rivers are this mammal's natural habitat. Adults have a very unusual colour and can weigh up to 185 kilos and measure up to 2.5 metres in length.
3. This furry mammal spends most of its life hanging upside down from trees in the forest. Its name comes from the fact that at first it seems very lazy and slow. There are two species of this mammal: two-toed and three-toed.
4. This animal gets its name from the distinctive white marks around its eyes. Its fur is usually black, but sometimes it can be a red-brown colour. It has a great sense of hearing.
5. This little animal is only found on the island of Gorgona, where it lives in the trees. Its distinctive colour is very rare for this species.

2. Write » Work with a partner and complete the chart (1–7) with the words in the Word Bank. Do some research and also use the information in exercise 1.

Word Bank

forest jungle scales fur
feathers upside down crawls

Study Tip

Classifying is a good strategy to identify similarities and differences between things.

Animal	Habitat	Body covering	How it moves	What it eats	Endangered?
1. pink dolphin	water	skin	swims	other animals and plants	yes
2. anole lizard	1...	2...	3...	other animals	yes
3. Andean condor	mountain	4...	flies	other animals	yes
4. spectacled bear	jungle	fur	walks	plants	yes
5. sloth	5...	6...	hangs 7...	plants	yes

3. Speak »

What is your favourite animal and why? Give a presentation to your class about it. Divide your presentation into the following sections:

- Habitat
- Body covering
- How it moves
- What it eats
- Endangered?
- Why you like it: what makes it special

My favourite animal is the pink dolphin. These incredible mammals inhabit rivers, and have adapted to their habitat, which is freshwater ...

21st Century Skills
• *Literacy Skills*

What do you use to find out information and do research?

Final activity task!

4. Read »

Read the story and decide if the statements (1–5) are facts or opinions.

A Sloth Who Lives in a House

I'm a sloth living in a human house. I'**ve been** in this house for about six months now and it'**s been** extremely difficult for me. I **can't** remember how I got here. It's true that the humans in this house seem to enjoy my presence, but I miss my home, the forest, very much. When I'm there, I **can** hang from the trees for hours and hours. I **can** even change trees when I want to – not that I change trees often, but I have the option. Here there isn't anything to hang from. In the forest, I **can** always find leaves to eat; here they give me things I don't like very much. They **shouldn't** do that because it makes me ill. At home, I enjoy hanging out with my friends. We don't do much, but it's fun. Here, these little humans think I **can** play their games. They don't know it's difficult for me to move around like that. I **can't** continue living here any longer – I **must** go home! I **have thought** about how to escape. What **should** I do?

1. The people in the story bought the sloth.
2. The sloth's natural habitat is the forest.
3. Sloths hang from trees.
4. Sloths eat leaves.
5. The sloth in the story hates people.

Study Tip

To understand what you read, you have to distinguish between facts and opinions. A **fact** is a statement that is true and that we can verify. An **opinion** is what someone thinks or believes. We can't prove it.

5. Speak »

Many people keep wild animals as pets. In groups, discuss the story of the sloth in exercise 4 and what action you can take to avoid this kind of situation.

Sloths **can't** live in a house with humans, they're wild animals. They **should** live in the forest. We **should** protect them.

People **shouldn't** have wild animals as pets.

Yes, we **must** protect wild animals and save their natural habitat.

39

6. Listen »

Listen to a zoo guide talking to some visitors. Decide if the statements (1–6) are true or false.

Dos and Don'ts in the Zoo

1. It's OK to feed the animals.
2. People shouldn't touch or try to catch the animals.
3. People can sit on the exhibit barriers.
4. People should throw their rubbish in the rubbish bins.
5. People can play games or make noise.
6. You can't pick any flowers or plants.

7. Write »

Choose two of the situations (1–4) and write a list of five dos and don'ts for each of them. Use the ideas in the box to help you.

feeding animals	illegal mining
littering	wearing fur coats

1. Protecting endangered species
2. Spending the day in the mountains
3. Visiting a national park
4. Choosing a pet

Preparing Your Task » Let's Protect Our Native Species!

1. Read » Read the letter and label it (1–8) with the words in the box.

conclusion closing date greeting body of letter sender's name and address
name and address of person receiving the letter name of sender

[1] Mateo Gil,
31 Santa Maria Road,
Bogotá
[2] 19 August 2016

[3] Mr Martínez,
Ministry for the Environment,
Bogotá

[4] Dear Mr Martínez,

[5] I am writing this letter to you because many of our native animals are endangered, especially the sloth, and we are responsible for this.

First of all, people are cutting down forest trees, so sloths are losing their homes. In addition, people are buying sloths as pets. This means sloths can't live in their natural habitat.
If this continues, soon we will not have any sloths in our country. This is going to affect other species, our biodiversity and eventually, it will affect us personally.

[6] Please, Mr Martínez, you must help the sloths and prevent their extinction.

[7] Sincerely,

[8] Mateo Gil

2. Read » Read the letter in exercise 1 again and answer the questions (1–3).

1. Who has written the letter?
2. Who is going to read the letter?
3. What is the purpose of the letter?

3. Write » Choose a topic you think is important, for example, protecting the rainforest. Write a letter to someone you think can help: ask them to take action.

4. Read » Read the text and answer the questions (1–3).

Colombia: A Country with Two Oceans!
There are five oceans on Earth: the Atlantic, the Pacific, the Indian, the Arctic and the Southern (or the Antarctic). Colombia is privileged in terms of oceans due to its location, which means it has access to two oceans: the Pacific and the Atlantic.

Unfortunately, many ocean species are in danger of extinction, mainly due to pollution and overfishing. Some endangered species in the Pacific are sea otters, seals, and turtles. In the Atlantic, some endangered species are sea lions, dolphins and whales.

1. Which ocean has two names?
2. How many ocean coastlines does Colombia have?
3. What are the main reasons some ocean life is in danger of extinction?

5. Speak » Work in small groups and discuss the questions (1–2).

1. Who should protect the native animals and plants in your area?
2. How can you help to protect them?

I think the government should protect the native animals and plants in our area, because ...

6. Speak » Read the instructions and play the game *Go Fish*.

1. Make two sets of cards. Set 1: *places*, e.g. the Atlantic Ocean. Set 2: *animals* e.g. whales.
2. Take two bags. In bag 1 put the *places* cards. In bag 2 put the *animal* cards.
3. Take turns to pick a card from bag 1 and give it to a classmate. Your classmate asks: *Have you ever been to ...?*

If you answer *Yes, I have*, the person on your right takes a card from bag 1.
If you answer *No, I haven't*, you *Go Fish* and take a card from bag 2.
Give the card to a different classmate who asks: *Have you ever seen a ...?*
If you answer *Yes I have*, the person on your right takes a card from bag 1.
If you answer *No, I haven't*, you *Go Fish* and take a card from bag 2.

21st Century Skills
• *Flexibility*

Were you a good winner (or loser) when you played 'Go fish!'?

7. Listen » Listen and repeat the poem.

40

The waves have whisper**ed** to me and call**ed** out the names of extinct animals in the sea. I hope the others have adapt**ed** and surviv**ed**. I hope we have learned we need them to stay alive!

Check Your Progress

1. Speak »

Ask the questions (1–8) to your classmates. Then, present your findings to your class.

1. Have ever been to the Lost City in Buritaca?
2. Do you live near a river? What's its name?
3. Have you ever been to Cabo de la Vela?
4. Do you live near a mountain? What's it called?
5. Have you ever been to Gorgona Island?
6. Do you live near a forest? Which one?
7. Have you ever been to Tatacoa Desert?
8. Have you seen any endangered animals? Which ones?

I can give and ask for information. ✓	
Very well	
Quite well	
With difficulty	

41

2. Listen »

Listen to the speakers and decide if the information (1–5) is true or false. Correct the false statements.

1. Armadillos have had to migrate because people are buying them as pets.
2. The scarlet macaw is endangered because people keep them as pets.
3. People don't make products from the skin of sea cows.
4. People are destroying the sloth's habitat and keeping them as pets.
5. Illegal mining and the cutting down of trees are killing the golden frog.

I can describe situations, phenomena and events. ✓	
Very well	
Quite well	
With difficulty	

3. Write »

Match the situations (1–4) to the recommendations (a–d).

1. You're visiting a natural park.
2. Some animals are losing their forest habitat.
3. You're visiting a zoo.
4. You're having fun at the beach.

a. Do not feed the animals.
b. Take your rubbish home with you.
c. Don't throw rubbish in the water.
d. Stop cutting down trees.

I can make recommendations and suggestions. ✓	
Very well	
Quite well	
With difficulty	

Unit » 2
Nature Is Life

» Objectives

» I can discuss natural resources and their uses.
» I can express advice.
» I can exchange information about everyday activities.

In Context » The World Around Us

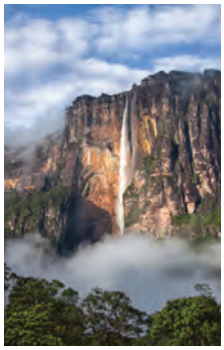
1. Speak » Work with a partner. Look at the photos and answer the questions (1–3).

1. In which countries are the natural wonders in the photos?
2. Have you ever been to any of these places?
3. What did you do and see there?

Watery Wonders in Latin America

Iguazu Falls

The Amazon River


Angel Falls

Lake Titicaca

Lake Tota

I've been to Iguazu Falls. I went last year with my family. The falls are on the border between Argentina and Brazil. We saw some incredible wild animals when we were there!

42

2. Listen » Listen to an expert talking about water. Complete the summary with the missing numbers (1–6).

Water makes up about [1]... per cent of the Earth's total surface.
Only [2]... per cent of the water on our planet is freshwater.
[3]... per cent of all the freshwater in the world is in the polar ice caps.
[4]... per cent of our planet's freshwater reserves are located in only [5]... countries.
[6]... of people in the world don't have access to enough freshwater sources.

3. Write » Complete the statements (1–4) with the words from the Word Bank.

Word Bank
saltwater x2
freshwater x2
seas
snow covered mountains
lakes
rivers
source

1. Saline water, or [1]..., contains salt, so people and animals can't drink it. Our oceans and [2]... are [3]...
2. [4]... is water that people and animals can drink. Some sources of [5]... on our planet are [6]... and [7]...
3. The polar ice caps are also a big [8]... of freshwater, but it is frozen water.
4. [9]... also provide freshwater, but only when the snow melts and goes into the rivers, etc.

4. Speak » Work with a partner and talk about the sources of water where you live.

5. Read » Read the article and choose the correct answers (1–4).

21st Century Skills
• *Creative Thinking*

Can you think of other ways to save water? **Brainstorm** ideas in groups.

Water Is Life

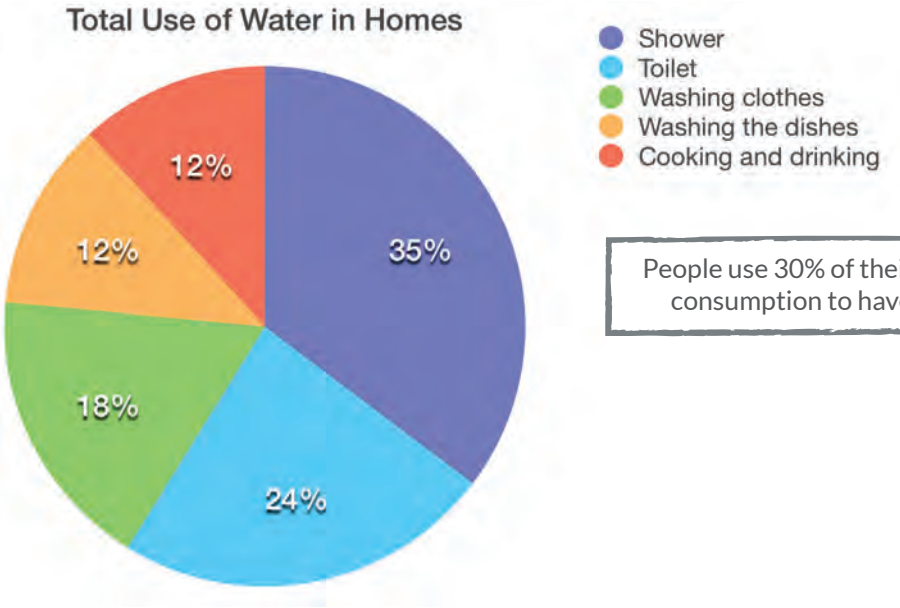
All living things, humans, plants and animals, need water to survive. People need water for drinking, to produce food, clothing, energy and technology, and we also need water to stay clean and healthy. We use a lot of water, but unfortunately a lot of people haven't learned how to save water and use it efficiently. Did you know that we use more water for showering and washing our clothes than we do for cooking and drinking? Have you forgotten that a third of the world's population doesn't have access to freshwater? We must all learn how to use, share and conserve water.

Tips to Save Water

a. Collect rainwater to water the plants in your garden.
b. Only flush the toilet when you need to. And don't throw tissues, etc. in the toilet. Put them in the bin!
c. Only wash your clothes once a week.
d. Turn off the water when you wash your hands or face and when you brush your teeth.
e. Have a quick shower not a bath – five to ten minutes is enough.

1. All life on Earth *needs / doesn't need* water to survive.
2. People use water for *a variety of purposes / only one purpose.*
3. *More / Less* water is used for cooking and drinking than for showering and washing clothes.
4. *One third / Two thirds* of people have access to freshwater.

6. Write » Look at the pie chart. Write about the amount of water people use.



People use 30% of their total water consumption to have showers.

7. Read » Read the test and answer the questions (1–6) so they are true for you.

Nature Gives Us More than We Think.

Have you ever thought about all the benefits we get from nature? Besides using natural resources for food, clothing and fuel, we can use them for several other purposes.

Do our quick test to see how nature benefits you.

1. **Have you ever meditated** outdoors, for example in your garden or a park?
   Yes, I have. / No, I haven't.
2. **Have you ever been** trekking in the mountains?
   Yes, I have. / No, I haven't.
3. **Have you ever camped** in the wilderness?
   Yes, I have. / No, I haven't.
4. **Have you ever felt** physically better after **you've spent** the day in the countryside?
   Yes, I have. / No, I haven't.
5. **Has nature ever inspired** you to create art: painting or writing a song or poem?
   Yes, it has. / No, it hasn't.
6. **Has nature ever inspired** you spiritually?
   Yes, it has. / No, it hasn't.

43 **8. Listen »** Listen to people answering some of the questions in the test in exercise 7. Say which questions they answered.

9. Write » Write a short paragraph about the benefits you get from nature.

I like doing sport in the countryside. I always feel much better when I've been in the fresh air ...

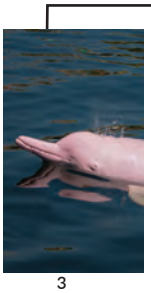
Expanding Knowledge » Our Natural Resources

1. Read » Read the text and complete the graphic organizer (1–10).

Natural resources

[1]... resources

[2]... resources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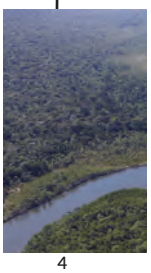
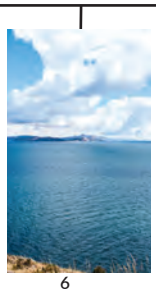

4 ...

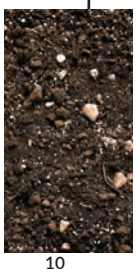
5 ...


6 ...

7 ...

8 ...

9 ...


10 ...

Natural resources come from nature and humans cannot create them. There are two categories: renewable and non-renewable.

Renewable resources are constantly available and nature can replace them: water, sunlight, wind, plants and animals.

Non-renewable resources cannot easily be replaced: fossil fuels, minerals and soil.

2. Write » Find five natural resources and three things they are used for. Complete the sentences (1–3).

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

21st Century Skills
• *Analytical Thinking*

Graphic organizers can help you to understand new topics better, because you can concentrate on the connections between the information.
Do you use graphic organizers? Why? Why not?

1. Wind and ... can produce ...
2. People use ... to grow ... and produce food.
3. ... have industrial uses, for example, making cars, ... and ...

44

3. Listen »

Listen and say which natural resource the speakers are talking about. Complete the summaries (a–j) with the words in the box.

Speaker 1: *water*
Lives near a [a]... and in summer goes [b]... and [c]... there.

Speaker 2: ...
Has a [d]... and grows [e]... , e.g. cereals. Has fruit [f].... and sells fruit at market. Sometimes [g]... highest tree.

Speaker 3: ...
Makes [h]... and [i]... jewellery. Sometimes uses semi-precious [j]...., too.

silver farm lake stones
fishing gold climbs trees
swimming food

4. Read »

Read the paragraph and answer the questions (1–2).

We all know how useful animals are; they provide us with food, and we use their skin to make clothes. People have also used animals for transportation for centuries. Before the invention of cars and planes, donkeys, horses, elephants and camels transported people and goods. And we shouldn't forget that some animals have always occupied an important place in our hearts as pets. The most common pets have always been dogs and cats. But, nowadays, many people are buying exotic wild animals as pets. And in circuses many wild animals live in horrible conditions just for our entertainment.

1. Is it acceptable to take wild animals out of their natural habitat? Why?
2. Is it acceptable to have animals in circuses? Why?

Study Tip

Don't look up every word you don't understand in a dictionary. Use the context to work out the meaning.

5. Write »

Use the information in the chart to write about natural resources and their uses.

Natural resources	Products
plants	food, medicine, clothes, furniture, paper
animals	food, clothes, shoes
fossil fuels	toys, petrol, computers
minerals	tins, cars, bicycles, machinery

We use plants to make lots of things. Most of the clothes we wear come from plants, for example, cotton T-shirts, ...

6. Speak » Read the instructions and play *Find the Source* in small groups.

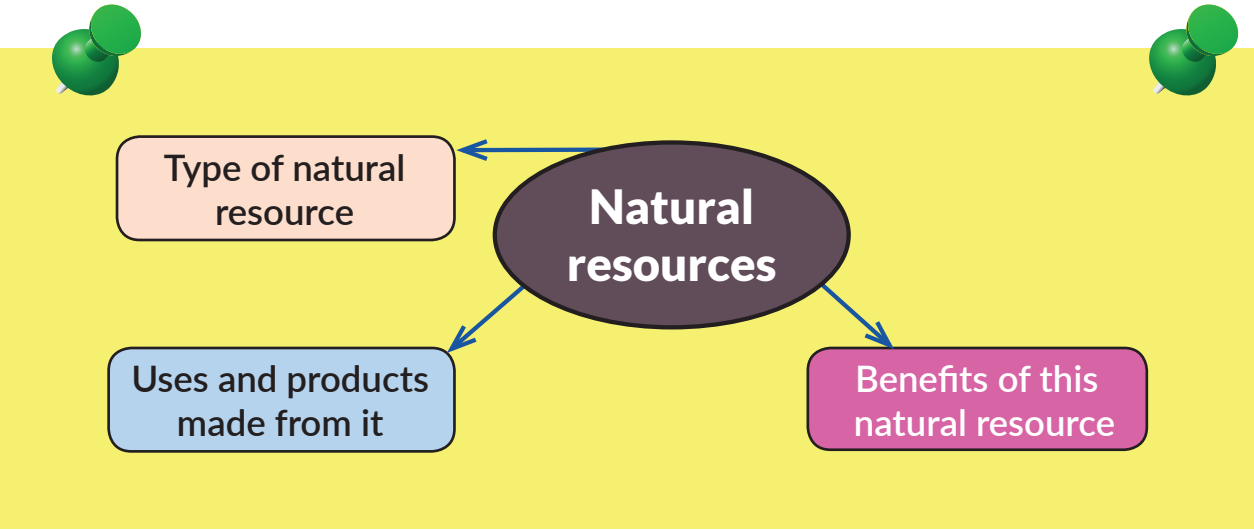
How to play *Find the Source:*
One student names a natural resource, for example, ***trees***. The first student to name a product made from that resource then names another product to continue the game.

Trees!

Notebooks. ... OK, it's my turn: water!

7. Write » Follow the instructions and make a Natural Resource Noticeboard.

1. Decide which natural resource your group is going to write about.
2. Do some research on the natural resource. Use the internet, the library, etc.
3. Illustrate your natural resource.
4. Design a graphic organizer. Include:
   a. Heading: **Natural resources**
   b. Type of natural resource: where it comes from, etc.
   c. Benefits of this natural resource
   d. Uses and products made from it



8. Speak » Present your noticeboard to your class.

We're going to talk about fossil fuels. These are a non-renewable resource. People use fossil fuels to produce ...

21st Century Skills
· *Communicating*

Use different formats to give a presentation. It will make your ideas stand out! *Do you use multimedia when you present your work to your classmates?*

Preparing Your Task » What Are We Doing to Our World?

45

1. Listen » Listen and complete the sentences with the words from the Word Bank.

1. ... is due to an increase in the Earth's temperature. It causes the polar ice caps to melt and the sea level to rise.
2. ... is due to the cutting down of trees. It damages the land and causes soil erosion.
3. ... happens when the ground gets very dry and the wind blows it away.
4. ... refers to the damage caused to the air, water or land through the use of chemicals or other toxic substances.
5. ... is when there is very little, or a complete lack of, a very important liquid.
6. ... refers to the process of extinction of a variety of species.

Word Bank

climate change
loss of biodiversity
pollution water scarcity
deforestation soilerosion

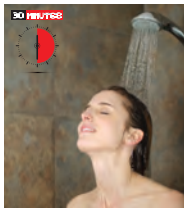
2. Write » Label the environmental issues in the photos with the words from the Word Bank in exercise 1. Then answer the questions (1–3).

a.
b.
c.
d.
e.
f.

1. Have you ever experienced any of these problems? Where?
2. Have you ever heard of these problems? What did you hear?
3. Have you ever thought about how we can prevent them? How can you help?

I've experienced climate change! When I was younger, the temperatures in summer were cooler. But now summers here are very, very hot!

3. Speak » Discuss the environmental problems in the pictures (1–5).

1.
2.
3.
4. 
5.

This person is wearing a fur coat. An animal died to make this coat!

That's terrible! When we kill animals for their skins, they are at risk of extinction. And that affects our biodiversity!

4. Read » Read the questionnaire and answer the questions. What was your score?

Daily Habits that Affect our Environment

These actions can seriously damage the environment. How often do you do them?

	Always	Sometimes	Never
1. Do you turn the lights off when you leave a room?			
2. Does your family use the car every day?			
3. Do you use only one side of a sheet of paper?			
4. Do you turn off the water when you brush your teeth or wash your hands?			
5. Do you ask for plastic bags in the supermarket?			
6. Do you throw rubbish on the ground?			

How to score: 2 points: *always* 1 point: *sometimes* 0 points: *never*

Add up your score and find out how well you take care of the environment.
1–4 points: Congratulations! You take great care of the environment.
5–6 points: Be careful! You show some concern for the environment, but you should still do more!
7–10 points: It's time to change your habits completely and help the environment!

5. Speak » Discuss your answers to exercise 4 with a partner. Give your partner advice on how to improve their score.

My family uses the car every day. My parents always drive me to school and then they drive to work.

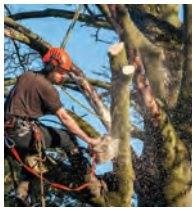
You should walk to school and your parents should use public transport.

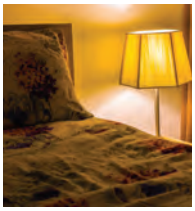
21st Century Skills
• *Communicating*

Always try to give constructive feedback and be respectful of your classmate's ideas.

46

6. Listen » Listen and complete the statements (1–5) with *should* or *shouldn't*.





1. We … plant another tree to replace every tree we cut down.
2. You … mistreat animals. You … keep animals in small cages.
3. We … waste energy or water.
4. You … turn off the lights when you aren't in a room.
5. You … leave the tap on when you brush your teeth.

7. Write »

In groups, follow the instructions and design a poster to increase awareness of environmental problems in your school.

1. Identify places in your school where there are environmental problems, for example, the playground.
2. Write some slogans to make students aware of the problem. For example, *Take care of our plants and trees!*
3. Use pictures cut out from magazines, or draw your own, to illustrate your slogans: Don't *waste water!*
4. Make a poster showing what students should do to protect their environment.
5. Display your posters around your school in the places where you have identified the problems.

8. Listen »

Pronunciation. Listen and repeat the questions (1–4).
Pay attention to the intonation.

1. What have you done to help the environment?
2. When do you turn the lights off?
3. Which is your favourite animal?
4. What do you get from it?

Study Tip

It's important to use the correct intonation because it helps the listener to understand you better.

Check Your Progress

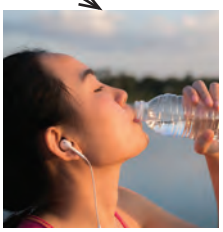
1. Write » Complete the graphic organizer (1–6).

Water is a [1]... resource.

We use water to [2]...

Water

People use water to [3]... their bodies and [4]...



We use water to [5]... and to [6]...

I can exchange information about everyday activities. ✓	
Very well	
Quite well	
With difficulty	

48

2. Listen » Listen and match the pictures (a–d) to the speakers.

a.

b.

c.

d.

I can discuss natural resources and their uses. ✓	
Very well	
Quite well	
With difficulty	

3. Speak » Ask your partner about how he/she takes care of the environment.

Do you turn off the water when you brush your teeth?

Yes, I do./No, I don't.

I can express advice. ✓	
Very well	
Quite well	
With difficulty	

Unit » 3

Conservation Is a Must

» Objectives

» I can discuss environmental issues.
» I can express strong recommendations and suggestions.

In Context » A Place for Everything

1. Read » Read the text and match the words (1–3) to the definitions (a–c).

Have You Heard about The Three Rs?

- We can **preserve** our natural resources and help to **prevent** climate change and **protect** our planet by **R**educing, **R**eusing and **R**ecycling our rubbish.
- When we use **The Three Rs**, we need fewer natural resources to produce or manufacture new items.
- When we follow **The Three Rs**, we throw away fewer things; this helps to reduce the amount of greenhouse gases we release into the atmosphere.

1.	Reduce	a.	Separate rubbish and use it to make other things
2.	Reuse	b.	Use less of something
3.	Recycle	c.	Use something again

Study Tip

Identifying how words are formed helps us to learn new vocabulary: *re* means *again*. So **re**write means *to write again* and **re**do means *to do again*.

2. Listen » Listen to people talking about The Three Rs. Complete the statements (1–3) with *should* or *shouldn't* and say which *R* they are talking about.

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1. We … buy fewer things and we … buy things with lots of packaging.
   Speaker 1 is talking about …
2. You … use things again and again. You … buy things you only need for a short time. You … give away the things you don't need.
   Speaker 2 is talking about …
3. You … separate your rubbish and you … buy products made from recycled materials.
   Speaker 3 is talking about …

3. Write» Write a paragraph giving recommendations about how to reduce, reuse and recycle rubbish.

Reducing: I think we all have too much stuff! We should buy fewer things. Nobody needs ten pairs of shoes or ten different bags – it's ridiculous! And also we shouldn't buy things that are packaged in unnecessary bags and boxes. Don't buy apples that are in a plastic container and then put them in another plastic bag!

4. Read» Read the leaflet and complete the chart.

Save our forests!

We **should** recycle. Let's start with paper!
Paper comes from wood and it's recyclable. So, if we recycle paper, we save trees, reduce the amount of rubbish we produce and save energy.
Recycle newspapers, office paper and magazines. If possible, take them to a recycling centre: find out where the nearest one to you is.
Recycled paper can be made into newspapers, telephone directories, paper towels and egg boxes.

Protect our environment!

We **should** also recycle plastic bottles.
Plastic comes from oil, which is a fossil fuel and produces a lot of pollution. If we recycle plastic bottles, we reduce pollution, reduce rubbish and save energy.
Recycled plastic bottles can be made into lots of different things: new bottles, boxes, and they can even be made into T-shirts!
We can also reuse a plastic bottle again and again: refill it with water or juice, don't just throw it away.

Object	Comes from	Can be recycled and made into	Benefits
Paper			
Plastic bottle			

5. Speak» Look at the Rubbish Diary and discuss with a partner what the items are made of: paper, glass, metal or plastic.

On Monday, the girl threw away a shoebox. Shoeboxes are made of paper.

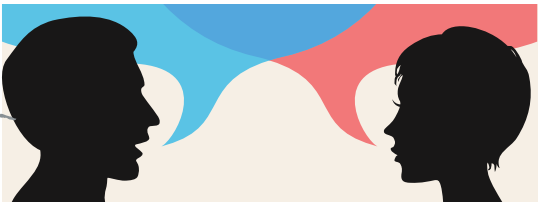
My Rubbish Diary		
Day	What I threw away	Material made from
Monday	An empty shoebox	Paper
Tuesday	Some old CD covers	
Wednesday	Some broken silver earrings	
Thursday	An empty milk carton	
Friday	An old frying pan	

50 **6. Listen »** Listen to a student explaining the recycling process. Put the instructions (a–g) in the correct order (1–7).

a. From the recycling centre, the recycled materials go to factories, where they use them to make new products. ...
b. The first thing to do is make sure you separate your rubbish properly at home. *1*
c. Then, you buy the products made from recycled materials. ...
d. Next, the recycling company empties the bins and takes it all to a recycling centre. ...
e. Finally, the process starts again: your rubbish can be recycled often. ...
f. The second thing to do is put your separated rubbish into the correct recycling bins for collection. ...
g. After that, the new products go to shops. ...

7. Write » Work with a partner and write a chant that encourages people to reduce the amount of rubbish they produce.

If we want to help our world,
Recycling is the word!



8. Speak » Label the items (1–10) with the words in the box. Then work with a partner and decide which items you can recycle and what you can do with them.

newspapers	a plastic bottle	a can of fizzy drink	a box of cereals	fish bones
a tin of tuna	banana peel	a glass bottle	batteries	a carton of milk

St Patrick's School: Eco-Campaign
A Place for Everything

We can recycle the plastic bottle and make plant pots. It's easy, you just cut the top off the bottle, put some soil and seeds in it and wait for the plants to grow.

But don't forget to water them!

Expanding Knowledge » Let's Prevent Water Pollution!

1. Read » Read the magazine article and identify the paragraphs (A–D) that answer the questions (1–4).

We Must Conserve Water

A. Water conservation is the preservation, control and development of our freshwater sources. We must conserve our water sources so that we have freshwater in the future.

B. The number of people in the world is increasing and the climate is getting hotter and drier. So, we will need more water to cool down our homes and workplaces and to grow plants for food.

C. Human activity is polluting our water. Toxic emissions from factories and cars are released into the air, then fall to the ground when it rains and go directly into our water sources.

D. We can conserve water by not polluting it. Don't use your toilet or sink as a rubbish bin. Don't throw rubbish into rivers, lakes or the sea. Let's keep our water clean!

1. How can we conserve water?
2. Why will we need more water in the future?
3. What is water conservation?
4. What is the main cause of water pollution?

51 **2. Listen »** Listen to an expert talking about conservation and complete the notes (1–7) with *must* or *mustn't*.

The Dos and Don'ts of Conservation

It's not difficult to prevent pollution. But we **must** change our behaviour now if we want to do something about the problem.

1. You ... pour fat/oil/grease down the sink: recycle it.
2. You ... throw cleaning products down the sink/toilet.
3. You ... recycle medicine: take it to the chemist.
4. You ... throw tissues/toilet paper in the bin. You ... throw them down the toilet.
5. You ... use a lot of detergent when washing clothes/dishes.
6. You ... throw papers/rubbish on the ground.
7. You ... pick up dog waste. You ... leave it on the ground.

3. Write » Write ten strong recommendations to tell people what they must or mustn't do to protect the environment.

You **must** use less water. You **mustn't** pick wild flowers.

52 **4. Listen »** Listen to the poem and complete it.

Polluting water is very ...
It makes people sick and ...
Throwing rubbish on the ...
Will pollute our ...
It's time to ...!

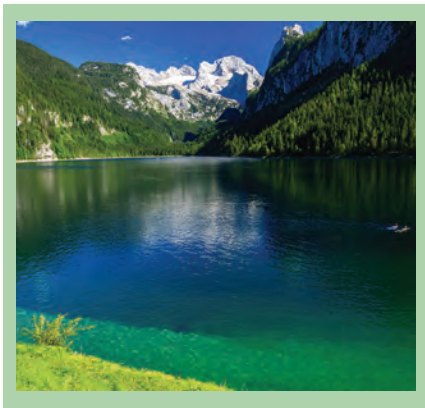
Pollute no ...!
Let's make our ...
Clean and ...!
We can do it
If we do it ...!

5. Speak » Did you like the poem? Why? Why not? Discuss your reasons with a partner.

I thought the poem was terrific because ...

Well, I don't agree. I thought it was terrible because ...

6. Read » Read the article and choose the correct answers (1–3).



Living Water!

In 1994, Japanese researcher and author Masaru Emoto decided he wanted to study water in more detail. So, he took water from different places, for example, city tap water, and water from rivers and lakes that were near big cities, and froze it so he could look at the ice crystals it formed under a microscope in a laboratory. Then, Emoto also collected and froze water from natural places where there wasn't any pollution, and he also studied this frozen water under a microscope. When he compared the results, they were surprising: the ice crystals formed by the city water were ugly, but the ice crystals formed by the natural clean water were beautiful.

So, Emoto decided to do an experiment to see how water is affected by its surroundings. He put some water in his laboratory and prayed and played beautiful music there, and he also praised to the water. He observed that the ice crystals the water formed were very beautiful. Next, he reversed the experiment and said horrible things to the water and played really loud aggressive music: the ice crystals that formed were horrible and distorted.

Emoto was amazed by the results and published lots of books showing the different ice crystals. Check them out and see what you think!

1. Emoto collected water from *the same / different* places.
2. When Emoto first compared the ice crystals, they were *the same / different.*
3. During his experiment, Emoto always played *the same / different* music.

7. Speak » Read the article in exercise 6 again and discuss the questions (1–2) with a partner.

1. What do you think about Emoto's experiment?
2. Do you think that nature reacts to positive or negative influences?

8. Write» Work in small groups and follow the instructions (1–7) to make a Water Conservation Poster.

You need:

a large piece of thick cardboard	strips of paper
marker pens	photos cut out from magazines
scissors	glue

Conserving Our Water Resources!

Final task activity!

1. Collate all the information you've learned about water in this module: how people use water, how to conserve it, etc.
2. Collect pictures of water sources and of people using water in different ways. Use magazines or draw your own.
3. Think of a heading, for example, Conserving Our Water Resources! and write it on your poster.
4. Divide the piece of cardboard into two columns: 1. Uses of Water 2. How to Conserve Water.
5. On the strips of paper, explain how people use water and also give some recommendations (strong ones, too!) on how to conserve it.
6. Glue the pictures and your explanations and recommendations on the poster in the correct column.
7. Display your poster in your classroom or around your school.

Uses of Water

cooking

How to Conserve Water

have a shower, not a bath!

9. Speak » With your group, present your poster to the class.

21st Century Skills
• *Collaborating*

Knowing how to work in groups is important if you have common goals. Make sure each member of the team has a responsibility. *What skills do you have that can help your group?*

Preparing Your Task » We Must Save Energy

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1. Listen » Read the text and guess the missing word. Then listen and check.

Did you know that you use … every day? … makes things happen. Every time you turn a light on, use hot water, bake a cake in the oven, or ride in a car, bus, train or plane, you are using … Each time you watch TV or use a computer, you are using … All of the clothes that you wear, the toys you play with, and the food you eat, are products made from processes that require …

2. Speak » Look at the list of daily activities (1–5). Work with a partner and discuss what kinds of energy source they use. Use the words in the box to help you.

electricity	gas
batteries	petrol

Daily Activities

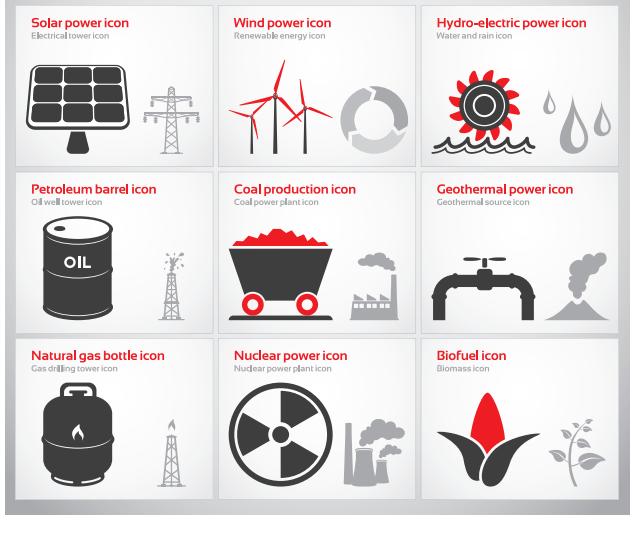
1. Prepare a hot meal
2. Have a hot shower
3. Take the bus to school
4. Iron clothes
5. Set an alarm clock

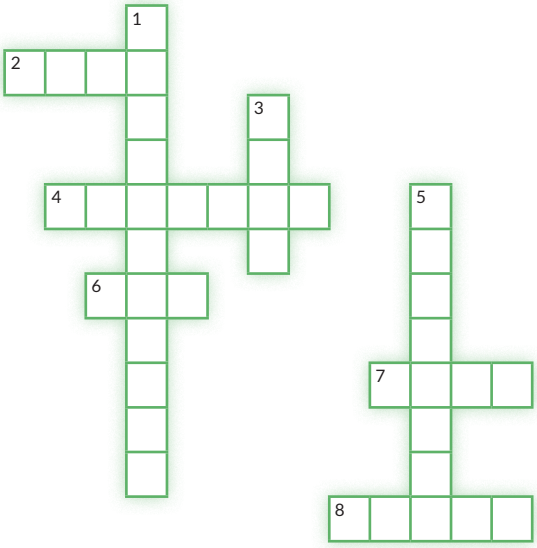
To prepare a hot meal we need gas or electricity.

3. Read » Read the text and the crossword clues and complete the energy crossword.

Where Does Energy Come from?

Energy comes from **renewable** and **non-renewable** sources. Non-renewable resources that give us energy are **oil** (petroleum), **natural gas** and **coal**. We process oil into fuels to run cars, lorries and airplanes. We use both natural gas and coal to heat homes and make electricity.
Among the renewable resources that give us energy are **sunlight**, **wind** and **water**. People use **sunlight** for several things, from drying clothes, growing food, heating water and cooking, to generating electricity. **Wind** turbines use **wind** to make electricity. The **water** in rivers creates electricity.





Across
2. A black rock used as fuel
4. A gas found underground that is used as fuel
6. A thick liquid that comes from petroleum
7. Moving air
8. A liquid that is essential for all living things

Down
1. An electric current or charge
3. A form of energy that makes you feel warm
5. The light from the sun

4. Read» Read the blog and answer the questions (1–5).

Our School Energy-Saving Blog

By Ricardo García
15 September 2018

Hi, everyone!
There are loads of things we can do to reduce our daily energy consumption. I've decided to create this blog for us so that we can share our ideas.

Here are some of mine:
- You **mustn't** leave TVs, computers or any other electronic devices on when you aren't using them.
- You **mustn't** keep electrical devices plugged in if you aren't going to use them for a while.

Anyway, guys, I'm really looking forward to reading your comments ;)

Comments:
Patricio said on 17/09/2018
Hi, Ricardo! Some great ideas! Here are my recommendations for saving energy when you use a fridge:
- You **mustn't** put too much food inside.
- You **must** only open the door when you know what you want to get from the fridge.
- You **mustn't** put hot items in it.
- You **mustn't** keep the fridge temperature too low.

Hope these recommendations are useful. Bye ☺

1. Why did Ricardo decide to create a blog?
2. When did Ricardo write his first blog post?
3. How many days later did Patricio write a comment on the blog?
4. What recommendations did Ricardo post?
5. What recommendations did Patricio post?

21st Century Skills
• *Critical Thinking*

Every little bit helps!
What can you and your family do to save energy at home?

5. Write» Write some recommendations on how to save energy to post on Ricardo's blog.

You must turn off lights that you're not using.

6. Read » Read about the special days and say what they all have in common.

Earth Day is on 22 April. On this day, people around the world get together to show their support for environmental issues.

World Water Day is on 22 March. The day focuses attention on the importance of conserving freshwater.

World Energy Day is on 22 October. It was created to raise awareness of global energy.

7. Speak » Work with a partner and talk about which of the special days in exercise 6 you think is most important and why.

I think that World Water Day is the most important because ...

8. Speak » Work in small groups and follow the steps (1–3) to invent a special day.

1. Choose an environmental issue that interests the whole group and decide what aspects you want to focus on. Write short informative texts about the issues.
2. Think of how you are going to celebrate your special day and write short descriptions of the activities.
3. Present your special day to your class.

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9. Listen » Listen and repeat the sentences. Pay attention to the pronunciation of *shouldn't* and *mustn't*.

1. You **shouldn't** buy products with a lot of packaging.
2. You **mustn't** take long showers.

55

Chant

The environment rap

Mother nature we must protect,
And treat our world with respect.
R-E-S-P-E-C-T
Do the environment rap with me.

Animals are endangered,
We must treat them with respect.
They need looking after,
Or there won't be many left!

Dolphins and whales like to swim.
Lizards and frogs have scaly skin.
ars have fur and birds have feathers,
Let's do the environment rap together.

Mother nature we must protect …

Reduce your time in the shower,
To save some water for a flower!
Wash your dishes and clean your clothes,
But just remember how plants grow!

To keep our world fantastic,
We must recycle plastic:
Fossils fuels are running out,
It's something we must think about!

Mother nature we must protect, …

Animals are endangered,
We must treat them with respect.
They need looking after,
Or there won't be many left!

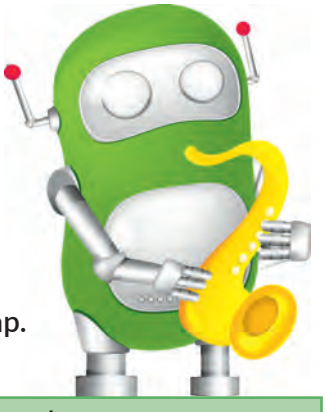
We must stop deforestation
To help prevent this situation!
Forests, jungles and mountain ranges
Need our help with climate changes.

What rhymes with climate changes?

Mountain ranges.

1. Speak » Say the rhyming words with a partner.

1. climate changes
2. respect
3. feathers
4. shower
5. swim
6. fantastic



2. Write » List the animals and places from the rap.

animals	places
Dolphins	

3. Read » Look at the chant. Fill in the missing instructions.

1. _____ your clothes.
2. _____ animals with respect.
3. _____ deforestation.
4. _____ the environment rap.
5. _____ about fossil fuels running out.
6. _____ mother nature.
7. _____ your time in the shower
8. _____ your dishes.
9. _____ how plants grow.
10. _____ plastic.

4. Speak » Use the phrases to make true and false sentences about protecting the environment. Your partner says if they are true or false.

1. use more plastic
2. stop deforestation
3. waste water
4. treat our world with respect
5. 5recycle plastic
6. use more fossil fuels
7. look after animals
8. protect endangered animals
9. use less fossil fuels
10. endanger animals

We should ...
We must ...
We mustn't ...
We shouldn't ...

We should use more plastic.

That's false. We should recycle plastic.

Check Your Progress

1. Write» Complete the sentences (1–5) with the words in the box.

conserving water recycling reducing
reusing saving energy

1. When you separate rubbish, you are …
2. When you buy fewer things, you are …
3. When you use things you've already used, you are …
4. When you turn off the water when you brush your teeth, you are …
5. When you turn off devices that you are not using, you are …

I can discuss environmental issues. ✓	
Very well	
Quite well	
With difficulty	

2. Speak» Talk to a partner about what you can do every day to protect the environment.

3. Write» Look at the pictures and use some of the prompts to write sentences with *should/shouldn't* or *must/mustn't*.

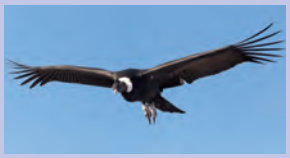
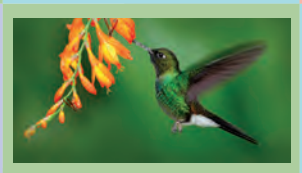
1. reduce rubbish / separate / plastic / glass / paper / materials

2. conserve water / shower / bath

3. save energy / turn off / lights / electronic devices / fridge door

I can express strong recommendations and suggestions. ✓	
Very well	
Quite well	
With difficulty	

Environment Bingo

	A	B	C	D
2	How do you begin a letter?	Is it necessary to write the date on a letter?	What is a common expression to end a letter?	Complete the first part of the letter: "Dear Sirs, I am writing to you because ... "
3	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.
4	Name some products people make that require water.	Name some products people make that require fossil fuels.	Where is Lake Titicaca?	Where are the Iguazú Falls?
5	Describe one way to save water at home.	Describe one way to save water at school.	Name one renewable resource.	Name a non-renewable resource.
6	 Name this animal and say where it lives.	 Name this animal and say where it lives.	Name this animal and say where it lives.	Name this animal and say where it lives.
7	Describe an environmental problem.	Complete the sentence: When we kill animals, we promote ...	Do you leave the lights on? (Always/ Sometimes/ Never)	Do you use too many plastic bags? (Always/ Sometimes/ Never)
8	What can you do to reuse resources?	What can we do to help the environment?	What can people do to protect our water resources?	Explain why people should use less plastic.

Pick two columns and roll the dice, answer the question in the square and write the number of the square down if you answer correctly (e.g 3F). The first person that completes their two columns wins!

	E	F	G	H
2	What do you write in a letter before the greeting?	You want to protect the sloths. Complete the sentence. Sloths are in danger. First of all,_____.	Is it important to greet the person in a letter?	Complete the last part of the letter: Thank you for your support. _____, Robert
3	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.	Imagine you visited this place. Describe where it is, what animals there are, etc.
4	Name some products people make that require plants.	Name some products people make that require minerals.	Where are the Angel Falls?	What countries share the Amazon River?
5	What happens if people waste water?	What do you do to save water at home?	What kind of resource are plants?	What kind of resource are minerals?
6	Name this animal and say where it lives.	Name this animal and say where it lives.	Name this animal and say where it lives.	Name this animal and say where it lives.
7	What does 'loss of biodiversity' mean?	Complete the sentence: When we cut down trees, we promote ...	Do you save paper? (Always/ Sometimes/ Never)	Do you throw rubbish in the street? (Always/ Sometimes/ Never)
8	What can you do to reduce waste?	What should we do at home to help the environment?	What must people avoid to prevent water pollution?	Explain why people shouldn't throw rubbish in the street.

Final Task

Importance of Conserving the Environment

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

Unit 1 Our Beautiful Natural World	Unit 2 Nature is Life	Unit 3 Conservation is a Must
Lesson 1, exercise 8 Rules for visiting a National Park ☐ **Lesson 1, exercise 9** Description of a place in Colombia mentioning its natural resources and things to see ☐ **Lesson 2, exercise 3** Presentation about your favourite animal ☐	**Lesson 2, exercise 7** Natural Resource Noticeboard ☐ **Lesson 3, exercise 7** Campaign to raise awareness of environmental problems in your school ☐	**Lesson 2, exercise 8** Water Conservation Poster ☐ **Lesson 3, exercise 7** Celebration of Earth Day, World Water Day and World Energy Day ☐

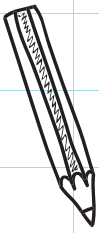
2. Decide which information you want to include in your booklet.
3. A booklet is a small, thin book with paper covers. Booklets can inform, entertain, illustrate or even advertise. In general, they give information on a particular subject so the text has to be very clear.
4. To make a booklet, follow these guidelines:
   - Decide on the topic you want to explain and do some research.
   - Organize the information.
   - Plan the number of pages in the booklet.
   - Write the text.
   - Use photos, illustrations, graphs or other visual information to support the text.
5. Choose one of the following topics:
   - Taking care of your town/city.
   - Preserving a natural park in Colombia.
   - Protecting endangered animals in your region.
   - Using water resources wisely.
6. Write a list of ten dos and ten don’ts regarding the topic you have chosen. Use photos, illustrations, graphs or other visual information to help you present your ideas.

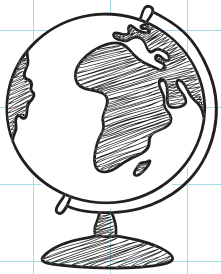
7. Define the number of pages in your booklet. You may include the following sections:
   - A cover
   - A short presentation – what is the purpose of the booklet?
   - A page for dos
   - A page for don'ts
   - A conclusion paragraph
8. Look at the two types of booklet. Discuss the advantages and disadvantages of each one: a digital booklet or a paper booklet. Can you think of other ideas?

Option 1: Digital booklet	Option 2: Paper booklet
• Follow the guidelines to make a booklet using your computer. • Save as PDF. • Give a presentation of your PDF file to the class.	• Follow the guidelines to prepare the booklet contents. • Use paper to make your booklet. • Present the booklet to the class.
• Answer questions. • Hand out feedback forms (see Step 9) to the class and collect them. • Evaluate your booklet.	

9. Create a feedback form using questions 1-5. Ask the audience to give feedback on the presentation:

	Yes	No
1. Was the presentation clear?	☐	☐
2. Was the presentation well organized?	☐	☐
3. Was the presentation complete?	☐	☐
4. Did the presentation meet its objective?	☐	☐
5. Did everyone in the group participate?	☐	☐





Evaluation

Vocabulary

Circle the correct definition for each word. There is one example.

0.	Mountain	**A.** a large area of water surrounded by land	**B.** an elevation of the earth's surface	**C.** a large natural stream of water
1.	Rainforest	**A.** a vast area of salt water that covers the earth	**B.** an area without vegetation covered with sand	**C.** a forest rich in biodiversity, common in tropical areas
2.	Renewable resources	**A.** resources that are constantly available	**B.** resources that cannot be easily replaced	**C.** resources used by people.
3.	Non-renewable resources	**A.** resources that are constantly available	**B.** resources that cannot be easily replaced	**C.** resources used by people
4.	Recycle	**A.** separate rubbish	**B.** use less	**C.** use again
5.	Reuse	**A.** separate rubbish	**B.** use less	**C.** use again

Grammar

Circle the word that best completes the sentence or question. There is one example.

0. _____ you ever been to Tayrona Park?

A. Do **B.** Have **C.** Is

6. _____ nature inspired her?

A. Has **B.** Does **C.** Have

7. We _____ try to recycle more.

A. have **B.** should **C.** are

8. You _____ drink more water.

A. must **B.** must to **C.** have

9. The spectacled bear _____ in the Andean mountains.

A. has **B.** lives **C.** live

10. We _____ throw oil down the sink.

A. have **B.** should **C.** shouldn't

Reading

Read the text. For 11-15, circle the best ending to the sentence, according to the text. There is one example.

The Andean condor is a South American bird that lives in the Andes Mountains. It is the largest bird in the world. Its diet consists of dead animals. It lives in windy areas high in the mountains. Unfortunately, human actions such as farming and hunting are destroying its habitat, so it is considered an endangered species. Now, several organizations have created programmes to protect these magnificent birds. Some of these programmes include condors reproducing in captivity, and the conservation of their habitat. The Andean condor is the national symbol of Colombia, Bolivia, Chile, Ecuador, Argentina and Peru. It also plays an important role in their folklore and legends.

0. The Andean condor is …
   a. the largest bird in South America **b.** the largest bird in America **c.** the largest bird in the world
11. The Andean condor is …
   a. an animal that lives in the rainforest. **b.** an enormous bird that lives only in Colombia. **c.** a bird that lives in the Andes Mountains.
12. The Andean condor's diet consists of …
   a. fish. **b.** dead animals. **c.** fruits and roots.
13. It is considered …
   a. an endangered species. **b.** a bird that can live in captivity. **c.** a large bird.
14. Some causes of its habitat loss are …
   a. captivity. **b.** farming and hunting. **c.** folklore and legends.
15. In many countries in South America, this bird is …
   a. a national symbol. **b.** high in the mountains. **c.** in captivity.

Writing

Complete the letter giving advice to a friend on how to save water. Use the ideas in the box.

~~save water~~ water plants are taking washing amount of water use much water

Dear friend,

Here are some suggestions for you to (0)__*save water*__. You should reduce the (16)_____ in the toilet. Also, you should use less water when you (17)_____ a shower and (18)_____ clothes. You shouldn't (19)_____ while brushing your teeth. Finally, you can use rainwater to (20)_____.

Regards,

Your friend

MODULE 4

Globalization

International Cultures

Unit »1

Let's See The World!

Language Functions

- Identify characteristics of different countries.
- Compare characteristics of countries.
- Talk about things that are happening now.
- Compare weather and seasons in different countries.

Text Types:

- informative paragraph, tourist guide, email, blog, narrative paragraph, descriptive paragraph

Unit »2

Travelling around Colombia!

Language Functions

- Compare characteristics of cities.
- Give your opinion about lifestyles in cities.
- Talk about activities in the past.
- Talk about famous festivals and give tourist information.

Text Types:

- descriptive paragraph, informative paragraph, interview, personal opinions, narrative paragraph, email

Unit »3

Wonderful Cultures

Language Functions

- Talk about experiences.
- Compare cultures with your own.
- Express points of view.
- Talk about typical food dishes.
- Talk about festivals and celebrations from around the world.

Text Types:

- informative paragraph, descriptive paragraph, article, tweets, blog, personal opinions

Explore Your Knowledge

Look at the pictures and answer ...

- Which places do you recognize?
- Which places have you visited?
- Which dishes do you recognize?
- Which dishes have you tried?

Task: A Video Script about Different Cultures and Countries

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

Unit 1	Unit 2	Unit 3
1. Video log feed from a professional travel blogger (Lesson 1, exercise 2) **2.** Tourist guide for visitors to your town (Lesson 3, exercise 6)	**3.** People's opinions about lifestyles in Colombian cities (Lesson 1, exercise 6) **4.** Tourist reviews (Lesson 2, exercise 1) **5.** Comparison of cities (Lesson 3, exercise 4)	**6.** Facts and opinions about festivals and celebrations (Lesson 3, exercise 5) **7.** Different ways of celebrating New Year's Eve (Lesson 3, exercise 8)

Chant

It's carnival time

Unit » 1

Let's See the World!

» Objectives

- » I can identify typical characteristics of different countries.
- » I can compare typical characteristics of countries.
- » I can talk about things that are happening now.

In Context » Amazing Countries

1. Speak » Look at the photos and answer the questions (1–2) with a partner.

1. Where do you think these places are? Say why.
2. What do you know about these places?

The Pyramid of the Sun

Pegasus Wharf

The Amazon River

San Martín Bridge

The Great Pyramid of Giza

I know the Great Pyramid of Giza is in Egypt because ...

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2. Listen » Listen to a professional travel blogger talking on his live video feed. Complete what he says (1–9) with the words in the box.

famous
astonishing
fascinating
warm
total
big
wonderful
official
incredible

Hey, what's up? Welcome to my live vlog feed *From Colombia to the World!* Today, I'm visiting the [1]... city of Cairo in the [2]... country of Egypt. Cairo is the capital of Egypt and is located near the [3]... Pyramids of Giza.

I'm having a [4]... time, but I'm also very hot! Egypt is located in the north of Africa, so the weather is usually [5]... and sunny: **the highest** temperatures are in summer. **Most** people speak Arabic, which is the [6]... language, but a lot of people also speak French.

The [7]... population of Egypt is about 92 million, of which an [8]... 9.7 million live in Cairo. Cairo is **bigger than** Bogotá, where the population is about 7.9 million. Actually, Cairo is **the biggest** city in Egypt.

Although Egypt is a [9]... country, it is **smaller than** Colombia. The River Nile flows through Egypt and is about 6,853 kilometres long and is **the second longest** river in the world. The Nile isn't **the longest** river in the world, because the Amazon is 139 kilometres **longer than** the Nile!

Final task activity!

3. Read» Read the vlog in exercise 2 again and answer the questions (1–8).

1. What is the name of the most important city in Egypt?
2. When are the temperatures highest in Egypt?
3. What language do the majority of people speak in Egypt?
4. What other language do some people speak in Egypt?
5. Is Cairo smaller than Bogotá?
6. Is Colombia bigger than Egypt?
7. Is the Nile the longest river in the world?
8. How long is the Amazon?

4. Write» Put the words in order to make sentences (1–6).

1. smaller / is / Bogotá / Cairo / than
2. is / the / largest city / Cairo / in Egypt
3. winter / in Egypt / is / Summer / than / hotter
4. in Egypt / is / spoken language / Arabic / the most
5. covers / Egypt / than / Colombia / a larger area
6. the longest / in the world / river / The Amazon / is

5. Read» Read the vlog about China and complete the chart (1–8) with the missing information.

Welcome back to *From Colombia to the World!* Right now, I'm talking to you from another amazing country ... China. Look at that view!

China's capital is Beijing, where **more than** 21 million people live! In Beijing, there are many beautiful places to visit, for example, the Forbidden City, which is actually a museum, not a city.

In general, the weather in China is wet and warm, but because the country is so enormous, temperatures vary a lot depending on where you are. China has **the largest** population in the world: there are about 1.4 billion people! The official language is Mandarin and around 850 million people speak it, which means that **more** people speak Mandarin **than** any other language in the world.

China is the fourth **largest country** in the world! It covers an area of about 9.6 million km^2. Its **longest river** is the Yangtze, which is 6,300 kilometres long and is the third **longest river** in the world!

	Egypt	China
Weather	sunny and hot	[1]...
Total population	92 million	[2]...
Name of capital and number of inhabitants	Cairo: 9.7 million	[3]... [4]...
Most spoken language	Arabic	[5]...
Area covered	1.01 million km^2	[6]...
Name and length of most important river	Nile: 6,853 km long	[7]... [8]...

6. Speak »

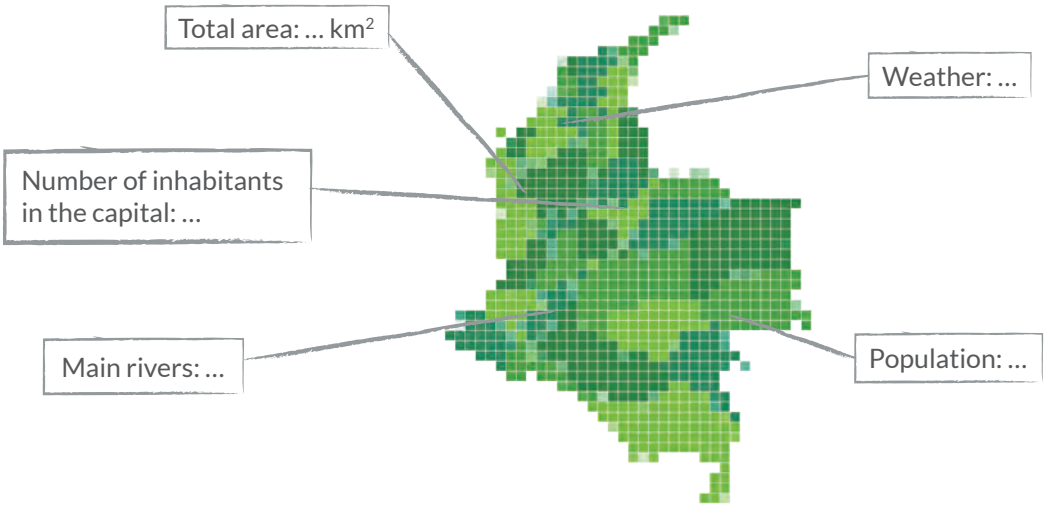
Work with a partner and compare and contrast Egypt and China. Use the information in the chart in exercise 5 to help you.

Egypt is hotter than China.

Yes, that's true. And China is wetter than Egypt.

7. Write »

How much do you know about Colombia? Do some research and complete the infographic.



8. Speak »

Work in small groups and compare and contrast Egypt, China and Colombia. Then, give a class presentation.

Egypt is **bigger than** Colombia, but China is the **biggest** of the three countries.

21st Century Skills
• ***Social Skills***
Knowing about the characteristics of the place where people live helps us to understand their culture.
What do you know about other countries?

Expanding Knowledge » Crossing Borders!

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1. Listen »

Listen and complete what the speakers say (1–9) with the words in the Word Bank.

Word Bank

cloudy cold sunny x2 hot windy warm rainy snowy

Popayán

Mount Illimani, Bolivia

Buenos Aires, Argentina

Rio de Janeiro, Brazil

1. Welcome to Popayán where the weather today is [1]... and [2]....
2. Hello from Mount Illimani! The weather today is very [3]... and [4]... .
3. I'm here in Buenos Aires, where the weather today is [5]..., [6]... and [7]...!
4. Hello and welcome to [8]... and [9]... Rio de Janeiro.

2. Read »

Read the text and complete the mind map (1–8).

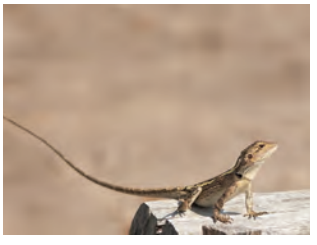
Last year, I went to Argentina and I discovered an amazing thing about the seasons. We all know that there are four seasons: **winter**, **spring**, **summer** and **autumn**. But here's the thing: Argentina is in the Southern Hemisphere, so its four seasons are the opposite to the USA, which is in the Northern Hemisphere!

The summer months in Argentina are from December to March, so the weather at Christmas is usually sunny and very hot. And the winter months are from June to August, when it's usually cold, rainy and cloudy. From March to May, which is autumn in Argentina, the weather is normally cold and windy. And in spring, which is from September to November, the weather is warm, but it can be rainy sometimes!

3. Speak » Discuss the questions (1–4) with a partner.

1. Are there seasons in Colombia?
2. What's the weather like where you live?
3. What's your favourite time of year?
4. What kind of weather do you like the most?

Medellín is hot and sunny!



4. Read » Read the email and answer the questions (1–7).

Hey Mum and Dad,

Today is the second day of our amazing trip and we're having a wonderful time! The sun is shining and it's really warm, so I'm wearing my T-shirt and shorts. I don't need that big coat that Mum put in my suitcase for me ☺. We're staying in a small hotel near the city centre and the owners are very friendly. I'm sharing a room with Roberto. We've got bunk beds, so Roberto sleeps on the top bunk and I'm on the bottom! It's only 8 a.m. now and Roberto is still sleeping, so I'm trying to be very quiet because I don't want to wake him up! I'm really enjoying this trip, but I'm missing everyone at home, especially Bob the Dog!

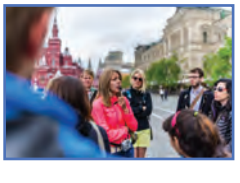
Lots of love,
Carlos

1. Is Carlos having a good time on his school trip?
2. What is the weather like?
3. What clothes is Carlos wearing?
4. Where are they staying?
5. Who is Carlos sharing a room with?
6. What is Roberto doing while Carlos is writing to his Mum and Dad?
7. Who is Carlos missing the most?

5. Write » Look at the pictures (1–5) and write sentences about what the people are doing.

1. Michael: sleep on the train

2. Luisa: watch a video on the bus



3. The tourists: visit a city

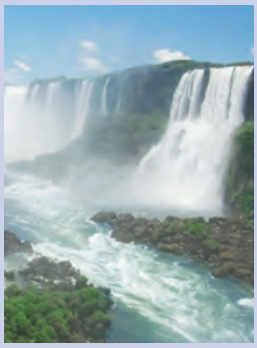
4. Manuel: buy a ticket

5. My grandparents: walk on the beach

58 **6. Listen »** Listen and complete the blog post (1–8) with the words in the box.

dishes
photos
lessons
lunch
beach
tourists
friend
accent

I'm in Rio de Janeiro, Brazil, and I'm having [1]... in a small café in the main square. The food here is delicious and a Portuguese [2]... is teaching me how to make some typical Portuguese [3]...! I'm also learning to surf and I have [4]... every day; I wanted to have a class today, but it's raining, so I can't. The people are really nice here and I'm learning lots of Portuguese, which is great, but my [5]... isn't very good! There are lots of interesting things to see and I'm taking hundreds of [6]... to post on my blog. Check out the ones I took of the statue of Christ The Redeemer at the top of Corcovado Mountain. They're not bad, but there are always lots of other [7]... taking photos of the statue too and it's hard to take a good photo. Anyway, I have to go now because it's finally stopped raining and the sun is shining, so I'm off to the [8]... for my surf lesson!



7. Write » Put the words in order to make questions (1–6) and then answer them.

1. is / Where / he / lunch / having / ?
2. Portuguese dishes / Who / to cook / teaching / is / him / ?
3. is / sport / he / to do / What / learning /?
4. language / What / learning / he / is / ?
5. of the statue of Christ / to take good photos / Why / is it difficult / ?
6. at the end of the blog post / Where / he / is / going?

Study Tip

Recognizing and using formulas and patterns help you to learn a language.

8. Write » Imagine you are on holiday. Write an email to a friend telling them what you are doing. Use some of the ideas in the box to help you and include your own.

having fun
the weather
people or things you are missing
learning something new
the food
meeting new people / making friends

Preparing Your Task » World Citizens

1. Read » Read the extracts from the tourist guidebook and complete the sentences (1–5) with the correct form of the words in brackets.

WELCOME TO THE UNITED STATES

Come and visit the United States of America, an enormous country that is waiting for you! 50 states and 9.8 million km^2 of fascinating historical monuments, fun places to visit and lovely people!

More than 324 million people live in the United States. The most common language is English, but lots of people speak Spanish and other languages, too!

There is a wide range of temperatures from the hot summers of California of over 30°C to the freezing –10°C winters in Alaska.

EXPERIENCE THE UNITED KINGDOM!

Experience the magic of the United Kingdom! Four countries with an amazing culture and friendly people!

Live the magic of the United Kingdom, where medieval castles and wonderful tales from history are waiting just for you! Explore more than 243,000 km^2 of beautiful countryside and cities. About 64 million people live in the four countries that form the UK. Everyone speaks English, but some people also speak Welsh, Scottish Gaelic or Irish! Although there are distinct seasons, the weather in the United Kingdom is unpredictable but not extreme. Summers are warm but not hot, and, the average maximum temperature is around 20°C. Temperatures in winter can be low, sometimes 0°C, but rarely below zero except in Scotland.

1. The area of the UK is (small) ... the area of the USA.
2. The population of the USA is (large) ... the population of the UK.
3. Summer in California is (hot) ... in the UK.
4. Winter in Alaska is (cold) ... in the UK.

2. Speak » Work with a partner and answer the question.

1. Which country sounds the most interesting to visit: the USA or the UK? Why?

3. Speak » Work with a partner and talk about the differences and similarities between the USA, the UK and Colombia.

59 **4. Listen »** Listen and complete the text (1–8). Can you answer Angélica's question?

Hello! My name is Angélica and I'm from Ecuador, a wonderful country in South America. I live in Quito, which is the capital city and has around 2.6 million [1]... . Quito is a really old city, it dates from the 16th century and there are more than 130 old buildings in the historic centre!

We only have two [2]... here in Quito: summer, or the dry season, and winter, or the rainy season. I can't decide which I like the best: the sunny [3]... days or the cooler, rainy [4]... days.

The most wonderful thing about living here is that around Quito there are numerous [5]... and [6]... . The nearest volcano is the Pichincha! You can actually see it from my house!

Another fantastic place to visit not far from Quito is the *La Mitad del Mundo* or Equator [7]... and [8]... . Can you guess exactly where *La Mitad del Mundo* is? ☺

5. Speak » Do some research and complete the chart with information about your town. Work with a partner and compare and contrast the two places.

	Quito	Your town
Population	2.6 million	
Geographical features	Volcanoes and mountains	
Historic buildings and monuments	130 historic buildings; the Equator monument and museum	
Weather	Two seasons: dry and rainy	

6. Write»

Work with a partner and write a short tourist guidebook for visitors to your town. Include pictures and the information in the check list.

INFORMATION CHECKLIST
- ✓ Name of your town
- ✓ Department
- ✓ Weather
- ✓ Population
- ✓ Things to do
- ✓ Places to visit

WELCOME TO POPAYÁN

Popayán is the capital city of the department of Cauca in Colombia. The weather in Popayán is usually nice and sunny. The driest months are from June to August because Popayán is located north of the Equator. Around 260,000 people live here ...

Final task activity!

7. Speak»

Present your tourist guidebook to your class. Take it in turns to talk about the information.

Welcome to Popayán, which is also called the *white city* because of the colour of its beautiful colonial houses. Popayán is one of the most picturesque cities in Colombia and many tourists visit the city to admire its wonderful architecture.

There are lots of different things to do in Popayán, for example, you can visit *El Morro de Tulcán*, which is a prehistoric pyramid!

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8. Pronunciation»

Listen and repeat the sentence.
Pay attention to the contractions.

I'**m** having fun, the sun'**s** shining and we'**re** having a picnic!

Check Your Progress

61

1. Listen »

Listen to someone talking about their country and choose the correct answers (a, b or c).

Brazil is: **a.** small and boring. **b.** small and interesting. **c.** big and interesting.	In Brazil, people speak: **a.** Spanish. **b.** Portuguese. **c.** English.	The weather in Brazil is: **a.** wet and hot. **b.** dry and cold. **c.** dry and hot.	Beaches in Brazil are: **a.** crowded. **b.** clean. **c.** cold.

I can identify typical characteristics of different countries. ✓

Very well	
Quite well	
With difficulty	

2. Write »

Look at the information in the chart and write sentences to compare and contrast Mexico and Brazil.

	Mexico	Brazil
Area	1,973 million km²	8,516 million km²
Total population	122 million	205 million
Number of inhabitants in the capital	8,851 million	2,481 million
Weather	5°C–33°C	13°C–38°C
River	Río Grande (3,034 km)	Amazon (6,992 km)

I can compare typical characteristics of countries. ✓

Very well	
Quite well	
With difficulty	

3. Write »

Write sentences to describe what the people in the photos are doing.

I can talk about things that are happening now. ✓

Very well	
Quite well	
With difficulty	

Unit » 2

Travelling around Colombia!

» Objectives

- » I can compare characteristics of cities.
- » I can express an opinion about lifestyles in cities.
- » I can talk about activities in the past.

In Context » The Biggest Cities

1. Read » Read the article and answer the questions (1–6).

Bogotá is **the largest** and **most important** city in Colombia. More than 7 million people live there, which also makes it **the most crowded** city in the country. Bogotá offers many interesting places to visit, for example, museums, shopping centres and amusement parks. You can find both cheap and expensive restaurants, which offer a wide variety of dishes to suit everyone's taste. Bogotá is also home to the Transmilenio bus rapid transit system, which

is Colombia's **largest** public transport system, and has routes to all parts of the city.

Medellín is **the second biggest** city in Colombia and about 2.1 million people live there. The weather in this city is always warm: never too hot, never too cold. It's like spring all year round! There are some amazing places to visit, for example, the incredible aquarium and planetarium at Parque Explora, and of course, the charming town of Pueblito Paisa. You can travel around the city using the Metro de Medellín, one of the world's **most efficient** public transport systems, which is definitely **the easiest** and **fastest** way to travel!

1. What is the population of Bogotá?
2. What places can tourists go to in Bogotá?
3. Is there a variety of restaurants in Bogotá?
4. What is the weather like in Medellín?
5. What is Parque Explora?
6. What is Pueblito Paisa?

2. Speak » Read the article in exercise 1 again. Work with a partner and decide if the statements (1–7) are true or false. Correct the false ones.

1. Medellín is the most crowded city in Colombia.
2. The Transmilenio is the largest transport system in Colombia.
3. Bogotá is the most important city in Colombia.
4. Bogotá is the second largest city in the country.
5. The Metro in Medellín is the slowest way to travel.
6. The transport system in Medellín is one of the least efficient in the world.
7. The weather in Medellín is the coldest in the country.

Medellín is the most crowded city in Colombia.

That's false: the most crowded city in Colombia is Bogotá.

3. Write» Look at the information in the chart and answer the questions (1–5).

	Bogotá	Medellín	Cali
Population	7.7 million	2.1 million	2 million
Weather	7°C–18°C (cold)	13°C–28°C (warm)	19°C–31°C (hot)
Transport system	Transmilenio (bus)	Metro (metro)	MIO (bus)
Area covered	1,587 km^2	380 km^2	540 km^2

1. Which city has the largest population?
2. Which is the hottest city?
3. Which the coldest city?
4. Which is the fastest transportation system? Where is it?
5. Which is the largest city?

Study Tip

Comparing data and information helps you to analyze the relationships between different concepts.

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4. Listen» Choose the correct options (1–6) to complete the interview. Listen and check.

Reporter: Good evening, everyone! Welcome to our show *Talking with the Stars*. We are pleased to have with us the beautiful salsa dancer Claudia Gómez. Claudia, thanks for coming on the show.

Claudia: Hello! It's a pleasure to be here!

Reporter: Claudia, tell us something about yourself. Where are you from?

Claudia: I'm from the [1]*more beautiful / most beautiful* city in Colombia – Cali! It's a magical city! It is one of [2]*the oldest / most old* cities in South America. Sebastián de Belalcázar founded the city in 1536, so it's more than 400 years old!

Reporter: Wow! That is amazing! Tell us, Claudia, what do you like most about the city?

Claudia: Wow! That's one of the [3]*hardest / most hard* questions anyone's ever asked me. Well, as you know, I love dancing, in fact, people from Cali are some of the [4]*best / good* dancers in the world. And Cali has some of the [5]*famous / most famous* places in the country for dancing, so that's one of the things I like most about my city.

Reporter: And what about the food?

Claudia: In Cali you can eat the [6]*more delicious / most delicious* food! Just try it!

Reporter: Thank you for being with us, Claudia. Next week, we'll be talking to …

5. Write» Complete the information about Cali (1–5) with the correct form of the words in the Word Bank.

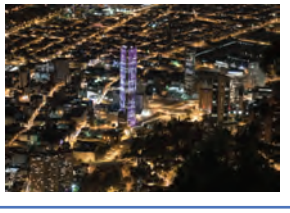
[1]... salsa dancers in the country are in Cali. It also has [2]... places in Colombia to go dancing. Cali is also one of [3]... cities in the country – Sebastian de Belalcázar founded it in 1536. Cali is [4]... city in Colombia and it has [5]... food!

Word Bank

beautiful	famous
old	delicious
good	

63

6. Listen» Listen and complete what the speakers are saying (1–6).

I live in Bogotá, which I think is the [1]... city in the country! But it's also the [2]... place to meet people from all around the world! 	I live in Medellín and I love it! In my opinion, it has the [3]... weather in the country and the people here are the [4]... in the world!	I live in Cali, which is the [5]... city in the world! I think we have the [6]... sports facilities in Colombia!
Mario	Patricia	Juan José

7. Write» Complete the chart with the most important points the speakers mention in exercise 6.

Bogotá	Medellín	Cali
Most stressful city in Colombia.		

Final task activity!

8. Speak» Work with a partner and ask and answer the questions (1–4). You can also ask your own questions to find out more information.

1. What is the largest building in your town?
2. What is the most relaxing place to go to?
3. What is the most interesting thing in your town?
4. What do you like most about where you live?

I think that the stadium is the largest building.

What is the largest building in our town?

Expanding Knowledge » Incredible Places

1. Read » Read the reviews and choose the correct options (1–10).

Magical Places in Colombia

The Salt Cathedral
Anna (New Zealand)

When I was in Colombia, I went to the Salt Cathedral in Zipaquirá, which is underground – it's literally a church that is under the ground! While I [1]**took / was taking** photos, some people [2]**was praying / were praying**. It's an amazing place to visit!

Las Lajas Sanctuary
Matthieu (France)

A year ago, I [3]**visited / was visiting** Las Lajas Sanctuary in Ipiales, which is an amazing old church in the middle of a canyon! That Sunday morning, when I [4]**arrived / was arriving** at the cathedral, a large group of people [5]**walked / were walking** in a procession. They [6]**sang / were singing** religious songs because they [7]**celebrated / were celebrating** Easter Sunday. In my opinion, it was the most interesting experience of my trip!

San Agustín
Liz (South Africa)

Last year, I [8]**went / was going** to the archaeological park in San Agustín, in the Department of Huila. It was a trip that I'll never forget! You can see more than 600 statues there dating back to the first century! While I was listening to the guide explaining the history of the indigenous cultures of the area, I suddenly [9]**realized / was realizing** how amazing those ancient cultures were. I [10]**learned / was learning** a lot that day!

Final task activity!

2. Write » Read the reviews in exercise 1 again and complete the chart.

	True	False
1. Anna was praying in the Salt Cathedral.		
2. While Anna was taking photos, people were singing.		
3. Matthieu visited Las Lajas on Christmas Day.		
4. For Matthieu, visiting Las Lajas was an interesting experience.		
5. Liz will always remember her trip to San Agustín.		
6. Liz didn't understand how great the ancient cultures were.		

3. Speak » Work with a partner and correct the false statements in exercise 2.

Anna wasn't ..., she was ...

64 **4. Listen »** Listen to the conversation between Anna and her mother and answer the questions (1–5).

1. What was Anna doing at Zipaquirá?
2. Did Anna send pictures to her mother?
3. What problem did Anna have with her phone?
4. Who wanted to phone the police?
5. What does Anna promise to do every day?

64 **5. Listen »** Listen to the conversation again and complete the sentences (1–4).

1. … you phoned me, I was visiting the Salt Cathedral.
2. I tried to send you some pictures … I was in the mine, but my phone wasn't working.
3. … you didn't answer your phone, your brother was thinking of calling the police.
4. … you were having a great time yesterday, we were all very worried.

6. Write » Complete the sentences (1–5) with *when* or *while*.

1. … Anna was visiting the Salt Cathedral, her mother was waiting to hear from her.
2. … her mother tried to phone her, Anna was visiting the Salt Cathedral.
3. … her mother was trying to phone her, Anna was visiting the Salt Cathedral.
4. … Anna didn't answer her phone, her mother was very worried.
5. … Anna didn't answer her phone, her brother wanted to call the police.

7. Write » Complete the stories (1–5) with *when* or *while*.

Yesterday, [1]… we were walking along the street, it began to rain, so we went back to the hotel. Everybody wanted to do something different, so [2]… mum was reading the newspaper, I was listening to music and dad was watching TV. It was a cold, boring day!

I can't believe that I missed my favourite dance show on TV last night! Do you want to know why I missed it? Well, [3]… the dance show began, we were having dinner.

Yesterday [4]… I was out visiting museums; my friends were at home preparing a surprise birthday party for me! That night, [5]… they arrived to take me for dinner, I was so tired that I couldn't go out with them.

8. Read »

Read the email and complete it with the correct form of the verbs in brackets (1–9).

Send

To: dad@mail.com

Cc

Bcc

Subject: Reporting from Tatacoa!

Dad! Hello! Hope you're OK!

Yesterday, we [1]... (arrive) in the Tatacoa Desert. The bus trip [2]... (last) most of the day, so while we [3]... (travel), I fell asleep, because it was very boring! But we finally got here at 7 p.m. – just in time, because the astronomy session [4]... (begin) at eight o'clock!

During the session we [5]... (watch) the sky, and you can't imagine how beautiful it was! While the astronomer [6]... (tell) us all about the stars, she [7]... (identify) the different constellations in the night sky. We also [8]... (see) lots of planets, but I didn't see Mars, because I [9]... (check) my phone for text messages. Our teacher was very angry with me ☹. After that, we had dinner and went to bed. I promise I'll write or call you again soon.

Love you, Tina

9. Write »

Imagine you are on a trip. Write an email explaining what you did yesterday. Use the model in exercise 8 to help you.

Dear Mum and Dad,

Yesterday we arrived in San Agustín, in the Department of Huila. It was a long bus trip, but while we were travelling, I ....

10. Speak »

Work with a partner. Think about the most exciting or interesting place you know in Colombia and prepare a class presentation on it. Include these points:

where the place is: give details

what you can do there

best time to visit

personal recommendations

Preparing Your Task » The Colombian Caribbean

1. Read » Read the information in the charts. Answer the questions (1–6).

Barranquilla: The Golden Gate of Colombia	
Location and importance	Colombian Caribbean coast / very important
Year founded	Between 1627 and 1637
Area covered	154 km²
Weather	Hot: 27–33°C
Population	Approx. 1.38 million
Things to visit	The Carnival of Barranquilla

Santa Marta	
Location and importance	Colombian Caribbean coast / very important
Year founded	1525
Area covered	55.10 km²
Weather	Hot: 23–32°C
Population	Approx. 432,000
Things to visit	Sierra Nevada, Parque Tayrona, Quinta de San Pedro Alejandrino

1. Where are Barranquilla, Santa Marta and Cartagena?
2. When were the towns founded?
3. How big are the towns?
4. What's the weather like in the towns?
5. How many people live in the towns?
6. What things can you visit in the towns?

Cartagena	
Location and importance	Colombian Caribbean coast / very important
Year founded	1533
Area covered	709 km²
Weather	Hot: 30–33°C
Population	Approx. 1 million
Things to visit	The Historic Centre, the City Wall, La Popa Convent and Rosario Islands

2. Write » Complete the sentences (1–5) with the correct form of the words in brackets.

1. Santa Marta, Barranquilla and Cartagena are *the most important* (important) cities on the Colombian Caribbean coast.
2. Santa Marta is … (old) city on the Caribbean coast.
3. Cartagena is … (large) city of the three.
4. Barranquilla is … (crowded) city.
5. Santa Marta is … (warm) city.

3. Speak »

Study the information in exercise 1 for one minute. Then ask questions to test your partner. Use the words in the box to help you.

crowded large interesting hot old

Which is the oldest city?

The oldest city is … .

65

4. Listen »

Listen and complete the notes (1–8). Listen again and say where the speakers went (a–d).

Speaker 1: I went to the [1]… party. People were wearing the [2]… costumes. And the [3]… bands in Colombia were playing.

Speaker 2: I went to the place where Simón Bolivar died. It was the [4]… place I've ever visited!

Speaker 3: I went diving and I saw the [5]… fish. The sea life is the [6]… in that area!

Speaker 4: I learned a lot about the Tayona culture, which is one of the [7]… cultures in Colombia. I think the countryside there is the [8]… I've ever seen.

a. Laura went to …

b. Robert went to …

c. Carlos went to …

d. Sara went to …

5. Write »

Choose one of the three places: Barranquilla, Santa Marta or Cartagena. Do some research and find out more information about the town. Write a paragraph about why you chose this town.

I chose … In my opinion … is the most interesting city because … It is also the … city. The most exciting things to do there are visiting the museums, going to the beach …

Final task activity!

6. Read »

Read the text and answer the questions (1–4).

The most famous carnival in Colombia takes place in Barranquilla. From January to February, people from all over the world come to the most colourful celebration in the country. People dance and dress up as *marimondas* and *monocucos* … It's the funniest festival to watch!

At the carnival, there are parades, concerts and other activities. There is even a carnival for kids! The biggest dance celebration in the country also takes place here! People dance cumbia, which is the most typical Colombian dance rhythm. And, of course, the carnival has a king and a queen. All big celebrations should have them!

1. When is the Barranquilla carnival?
2. Do only local people go to the carnival?
3. What kinds of things take place during the carnival?
4. Why do you think people enjoy going to carnivals?

66

7. Listen » Listen and put the events (1–5) in the correct order.

1. The family was going back to the hotel, but Mrs Gómez got sick.
2. The family met the carnival queen.
3. Mr Gómez and his wife were watching the dancers, singers and musicians, while their children were watching the flower show.
4. Mr Gómez was checking in, while his son was looking on the internet for activities to do.
5. On the first day, they arrived at their hotel in Barranquilla in the afternoon.

8. Write » Look at the photos of the carnival (1–4) and write sentences about what the people were doing.

1

These children were ...

3

2

4

9. Speak » Tell your class about your favourite, or an important, festival or celebration. Use the ideas (1–6) to help you.

1. Name of festival/celebration
2. When people celebrate it
3. Most interesting activities to do
4. Most exciting things to do
5. Special food
6. Special dances or music

The most important festival in Villa de Leyva is the Kite Festival which takes place in August. People from Bogotá, Medellín and other cities come to the town. The most interesting activity is the kite contest. People design wonderful kites and fly them ...

21st Century Skills
• *Communicating*

What do you think about the festivals/celebrations that your classmates describe?

Check Your Progress

1. Write » Read the fact files and answer the questions (1–4).

POPAYÁN
Population: about 227,000
Area: 483 km²
Average temperature: 21°C
Founded: in 1537
Celebrations: Easter (Holy Week)

PASTO
Population: about 280,000
Area: 1,181 km²
Average temperature: 13°C
Founded: in 1539
Celebrations: Black and White Carnival

VALLEDUPAR
Population: about 350,000
Area: 4,493 km²
Average temperature: 32°C
Founded: in 1550
Celebrations: The Legend of Vallenato Festival

1. Which city has the biggest population?
2. Which city is the biggest?
3. Which city is the hottest?
4. Which city is the oldest?

I can compare characteristics of cities. ✓

Very well	
Quite well	
With difficulty	

2. Speak » Work with a partner and answer the question.

1. In your opinion, which is the most interesting city in Colombia? Why?

I can express an opinion about lifestyles in cities. ✓

Very well	
Quite well	
With difficulty	

67 3. Listen » Listen and choose the correct options (*a*, *b* or *c*).

1. While Robert was cleaning his room, his brother ...
   a. was eating a sandwich.
   b. was washing the dishes.
   c. was playing on his mobile phone.
2. While María was doing her homework, her mother ...
   a. was helping her father with the chores.
   b. was reading a book.
   c. was talking on the phone.
3. While Carlos was packing for his trip, John ...
   a. was making their hotel reservations.
   b. was buying things for their trip.
   c. was taking some photos.
4. While Lucía's mother was watching a movie, Lucía ...
   a. was playing some videos.
   b. was listening to some music.
   c. was talking to a friend.

I can talk about activities in the past. ✓

Very well	
Quite well	
With difficulty	

Unit » 3
Wonderful Cultures

» Objectives

» I can talk about experiences.
» I can compare cultures with my own.
» I can express points of view.

In Context » Great Experiences

1. Read » Read the descriptions of different traditional dishes (1–4) and match them to the pictures (a–d).

If you like food, you'll love these fabulous recipes for traditional dishes from around the world.

1. *Chilaquiles* is a typical Mexican dish and the ingredients are corn tortillas, cheese, hot chilli sauce, and beef or chicken. I'**ve** only **made** them **once**, but they were wonderful! If you like spicy food, you'll love *chilaquiles*!
2. **Have** you ever **tried** Spanish potato omelette? To make this simple but delicious dish you just need eggs, potatoes, onions and olive oil. Fry the potatoes and onions slowly, then add the eggs. Finally, put all the ingredients back in the frying pan and slowly fry again. My family loves it; in fact, I'**ve made** it for breakfast **twice** this week!
3. **Have** you **ever** eaten delicious spaghetti carbonara? This classic Italian dish is quick and easy to make. You just need spaghetti, eggs, bacon and cheese. I usually **make** spaghetti carbonara **three times** a week and everyone loves it!
4. **Has** anyone **ever said** to you, 'British food is horrible!'? Well, that's because they'**ve** never **tried** cottage pie! This traditional British dish is simply delicious. To make it you need minced meat, mashed potatoes and cheese – some people add carrots and peas as well. **I've made** it lots of times because it's one of my favourite dishes!

a.

b.

c.

d.

68 **2. Listen »** Listen and say which traditional dish in exercise 1 the speakers (1–4) are describing.

Speaker 1:... Speaker 2:... Speaker 3:... Speaker 4:...

3. Write» Think of your five favourite Colombian dishes. Then, ask some of your classmates questions to complete the food survey.

	Name of student: Andrés	Name of student: Camilo
Have you **ever** tried coconut rice pudding?	Yes, he has.	
Have you **ever** made it?		No, he hasn't.

4. Speak» Present the results of your survey to your class.

Andrés has eaten coconut rice pudding and Colombian meat pies, but he hasn't eaten sancocho. Camilo's never eaten ...

21st Century Skills
• *Media Literacy*

Use surveys to find out people's opinions or experiences.

5. Read» Read the article and choose the correct options (1–8).

Lots of tourists come to Colombia every year, and we asked one of them why they'**ve chosen** to come to our country on holiday. Ariana is from California in the USA and this is what she had to say:

Hey, everybody! I came to Colombia because I wanted to learn more about its culture and people. I'**ve been** here now for two weeks and I'**ve fallen** in love with this amazing country! I've eaten some wonderful food, for example, sancocho and coconut rice pudding, which is the most delicious dessert I'**ve ever tasted**!

But I **haven't spent** all my time eating, I'**ve** also **done** lots of other things! I'**ve danced** to some amazing Colombian rhythms, for example, the cumbia and the vallenato, and I'**ve been** to some great rock concerts, too.

I'**ve** also **visited** a lot of different historical monuments and museums and I'**ve learned** a lot about Colombian history. I'**ve had** a brilliant time and the most important thing is that I'**ve met** some wonderful people. The Colombian people are all so friendly!

1. Ariana is on holiday in **Colombia / the USA**.
2. She arrived two **days / weeks** ago.
3. She **loves / hates** Colombian desserts.
4. She **likes / doesn't like** going dancing.
5. She **likes / doesn't like** Colombian rock music.
6. She **is / isn't** interested in the history of Colombia.
7. She **is / isn't** enjoying herself.
8. She **likes / doesn't like** the people she's met.

Study Tip

Sometimes the words in the questions are not the same as the words in the text. Always read the questions carefully and identify the part of the text they refer to.

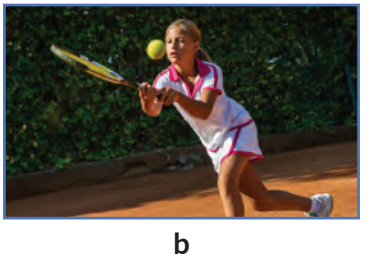
6. Write» Complete the questions (1–7) for the answers.

1. Why have you come to Colombia?
   I've come to Colombia on holiday.
2. How long ... here?
   I've been here for two weeks.
3. What food ...?
   I've eaten traditional Colombian food.
4. What other things ...?
   I've danced and I've been to concerts.
5. What places ...?
   I've visited some monuments and museums.
6. ... a good time in Colombia?
   I've had a great time in Colombia!
7. ... any Colombian friends?
   I've made lots of Colombian friends!

69

7. Listen» Listen and identify the things (a–f) the speaker has done during her trip.

a


b

c

d

e

f

8. Write» Complete the tweets (1–4) with the correct form of the words in brackets.

1. I've never ... (see) such amazing countryside as this! In love with #Colombia <3
2. I've ... (listen) to Colombian music all morning. I want to sing cumbias #LoveMusic
3. My new friends and I have ... (laugh) all day. They're really funny people! #BestFriends
4. Colombia has the greatest music! I've ... (dance) like crazy this morning!!
   I've ... (have) an amazing time here. I'll never forget you, #Colombia!!

9. Speak» Play *Find Someone Who*. Use the ideas in the box and add your own.

Find someone who ...
- has danced to vallenato music
- has cooked food at home
- has listened to Colombian rock music
- has travelled to different places in Colombia

Have you danced to vallenato music?

Yes, I have!

Expanding Knowledge » Cultural Diversity

70 **1. Listen »** Listen to people talking about countries they've visited and choose the correct options (1–4). Then find the countries on the map.

1. This year I've been to *the USA, Spain and Mexico / the USA, Spain and Argentina.*
2. On this tour I've been to *Brazil, Argentina and Peru / Mexico, Argentina and Brazil.*
3. On this trip I've been to *England, South Africa and Egypt / Egypt, South Africa and Australia.*
4. This year, I've been to *Thailand, Malaysia and China / China, Japan and Thailand.*

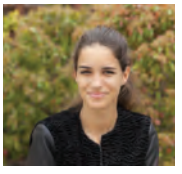
70 **2. Listen »** Listen again and choose the correct answers (*a*, *b* or *c*).

1. Speaker 1 ate the best food in …
   a. Spain **b.** Mexico **c.** USA
2. Speaker 2 thinks the nicest people he's met are from …
   a. Brazil **b.** Argentina **c.** Mexico
3. Speaker 3 saw the strangest animals in …
   a. South Africa **b.** Australia **c.** Egypt
4. Speaker 4 loved relaxing on the beach in …
   a. China **b.** Thailand **c.** Japan

21st Century Skills
• *Social Skills*

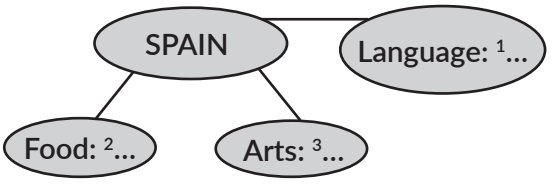
What interesting places or countries have you been to? Would you like to visit a different country one day? Why? / Why not?

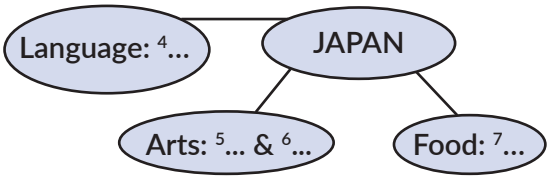
3. Read » Read the texts and complete the mind maps (1–7) with the missing information.



Hello and welcome to Spain, a country that has a rich history and culture.
Have you tried any of our food? Well, one of our most popular dishes is *paella*, a delicious rice dish made either with seafood or meat and vegetables. Have you heard any of our traditional music? Flamenco is great for dancing to, but you have to practise a lot if you want to do it well. Oh, and by the way, did you know that we speak Spanish here? *Bienvenidos, amigos!*

Konnichiwa means hello in Japanese! Come and discover amazing Japan, where ancient traditions live side by side with the latest technology. Visitors to Japan love *kabuki*, our traditional theatre plays that combine song, dance and drama. If you like literature, you'll love our famous poems, *haikus*. And visitors to Japan must try our delicious dishes made with vegetables and fish. You're going to like them a lot!

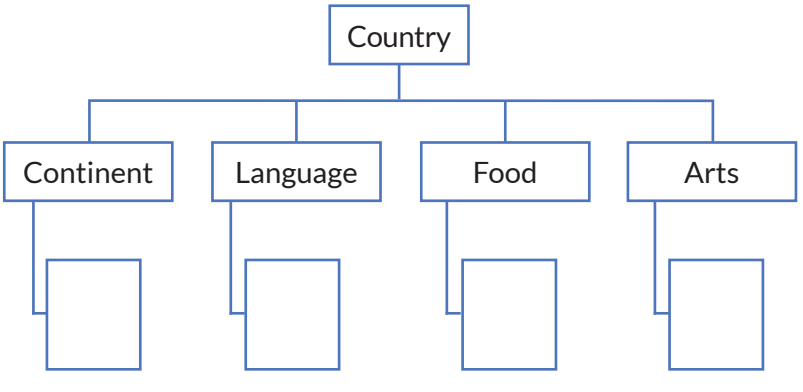




4. Write » Work with a partner. Choose two countries from the box and find out more information about them. Then complete the mind map.

Egypt	Mexico	China	the USA
Thailand	Brazil	Argentina	South Africa
Australia	Spain	Japan	the UK

Study Tip
Organize difficult topics into smaller ideas to understand them more easily.



5. Speak » With your partner, give a presentation to your class about the countries you researched in exercise 4.

In Brazil, people speak Portuguese.
The food in Brazil is ...

6. Read » Read the blog and decide if the statements (1–6) are true or false. Correct the false statements.

My new life in Japan – Camila's Blog

Since we moved here three months ago, life in Japan has sometimes been difficult, but it's also been amazing. The most difficult thing I've done up till now has been trying to learn Japanese. Japanese is very complicated to learn, but my teacher says it's not impossible. I don't speak it very well yet, but I'm trying to learn as fast as I can.

The Japanese are kind and very respectful. Especially the children, who are always very polite to people who are older than them. People are also very helpful and they like meeting new people. I've already made some new friends!

Anyway, it's time to go to bed now. But tomorrow, I'll tell you about all the amazing technology I've used over the last few months, for example, our fridge talks to us and tells us what food we need to buy!

1. Camila has lived in Japan for a year.
2. She's found it easy to learn Japanese.
3. She's had Japanese classes.
4. She's discovered that Japanese children are polite.
5. She hasn't made any friends.
6. She's used some incredible new technology.

7. Speak » Work with a partner and discuss the questions (1–3).

1. What do you think is the most difficult thing about moving to another country?
2. What is the easiest thing?
3. Would you like to live in another country? Why? / Why not?

> The most difficult thing, I think, is leaving your old friends behind. The easiest thing is learning the language: I'm good at learning languages …

8. Write » Imagine your family has moved to a new country. Write a blog post about your experiences. Use Camila's blog in exercise 6 as a model.

Since we moved here …
life in … has sometimes been …,
but it's also been …

21st Century Skills
• *Technological literacy*

Do you always browse the internet with the help of your parents? Do you share personal information on social networks?

Preparing Your Task » Celebrate Traditions

71

1. Listen »

Listen to Belén talking about a Spanish festival and complete the summary (1–8) with the words in the box.

Belén is from Buñol in Spain, which is famous for [1]...! *La Tomatina* is a Spanish [2]... and it's great fun! The whole town takes part.

On the last [3]... of August, people throw tomatoes at each other in the [4]... . After the tomato [5]..., they go home and have a [6]...! Belén has taken part twice and had lots of [7]... Next [8]..., she's going to take part again!

Wednesday	fun
festival	year
fight	shower
streets	tomatoes

2. Read »

Read the text.

The Day of the Dead

The Day of the Dead is a traditional Mexican celebration, when people honour and remember their dead family members. Mexicans have celebrated this day for thousands of years, and it dates from the time of the Aztecs. People celebrate the Day of the Dead on 2 November, two days after Halloween. On this day many families go to the cemetery: they clean the graves and decorate them with flowers, candles, and photos and food, and they tell their favourite funny stories about the dead person. *La Calaca*, which is a skull, represents death and is usually made from wood or stone.You can see *calacas* everywhere on the Day of the Dead, and many people also give sugar *calacas* as presents on this day. There are also lots of parties on the Day of the Dead. Many Mexicans paint their faces, wear masks and fancy dress costumes and dance and sing in the streets.

3. Write »

Identify the most important information in the text in exercise 2 and make notes. Then write a summary of the text.

The Day of the Dead is a Mexican festival, which people celebrate on ... There are lots of activities, for example, ...

4. Speak » Work with a partner and answer the questions (1–2).

1. Do you think these celebrations sound like fun or do you think they sound boring? Why?
2. Have you been to a festival like *La Tomatina* or The Day of the Dead? What were they like?

> I've never been to a festival like *La Tomatina*, but I think it sounds like fun because ...

5. Write » Think about your favourite Colombian festival or celebration. Then complete the chart with the missing information (1–7).

	Day of the Dead	La Tomatina	Your favourite Colombian celebration
Country	Mexico	Spain	Colombia
When is the celebration or festival?	November	3...	5...
What do people do?	1...	They throw tomatoes at each other.	6...
What do you think about it?	2...	4...	7...

Final task activity!

6. Read » Read the text and complete the chart on the next page.

Hello! I'm Mei, from China. The New Year is coming and I'm so excited! To welcome in the New Year, we **usually** clean our house very well. In this way we say goodbye to the old year and hello to the new one with lots of good positive energy. We **usually** put lots of decorations on the doors of our houses; this year, we've put good-luck sentences on the front door, too. And we've invited our family and friends to our house to eat *jiaozi* (dumplings) and *niangao* (rice cakes).

On New Year's Eve, my parents **usually** give me a red envelope with money in it and they wish me health and good luck with my studies. The next day, we go and watch dragon dance shows and firework displays: I've loved these things ever since I was very young!

	True	False	No information in text
1. The New Year celebrations last for two weeks.			
2. The Chinese clean their houses in preparation for the New Year.			
3. The Chinese don't put up decorations at New Year.			
4. This year, Mei's family and friends are going to eat dumplings and rice cakes.			
5. Mei's parents usually buy new clothes for everyone.			
6. Mei has loved dragon dance shows and fireworks since she was a child.			

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7. Listen » Listen and complete the notes (1–8) with the words in the box.

Colombia	money
firework	good luck
wishes	midnight
suitcase	trips

New Year's Eve in [1]... is a happy time. Families have dinner and go to [2]... displays. At [3]... people eat twelve grapes and make [4]...

Some people wear yellow underwear for [5]... and [6]... At midnight, others run around their home with a [7]... full of clothes – they believe they'll go on more [8]... during the next year!

8. Speak » Think about how you usually celebrate New Year's Eve. Make notes and then tell your class what you do.

To celebrate New Year's Eve in my town, we usually ...

21st Century Skills
• *Communicating*

Express your opinions clearly and respectfully.

Final task activity!

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Chant

It's carnival time

It's carnival time,
It's festival time!
The streets are crowded,
Let's have a good time!
There's always a reason
To enjoy every season.
Hip hip hooray!
Enjoy the parade!

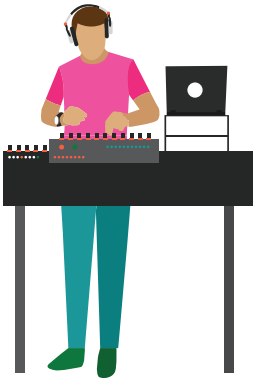
Here comes the winter,
It's cold at night.
The air is cool,
And the snow is white.

When it's the spring,
The trees turn green.
There's lots of rain,
It's astonishing!

Next comes the summer,
With dry and sunny days.
It's a hot season,
With school holidays!

Then it's the autumn:
It's windy and cold.
Leaves fall down
All over the town.

It's carnival time, ...



1. Write » With a partner, describe the seasons. Use the words in the box.

snowy	~~warm~~	windy	cold	green	hot	dry	dark
rainy	rainy	sunny	leaves fall				

1. Spring is *warm*, _____ and _____.
2. Summer is _____, _____ and _____.
3. Autumn is _____, _____ and _____.
4. Winter is _____, _____ and _____.

2. Read » Read the descriptions. Which season?

1. It's cold, there's sometimes snow. It's cold and rainy. It's the coldest season. _____
2. It's getting warmer, and there's a lot of rain. Plants and flowers grow quickly. _____
3. It doesn't usually snow at this time of year, but it is cold, dark and rainy. _____
4. This season is hot and dry. The days are long, it doesn't rain much and never snows.

3. Write » Which activities do you do in different seasons?

play football	play basketball	athletics	give presents	ride my bike	ski	snowboard
run	play chess	skate	canoe	body board	receive presents	

1. In winter, I like to _____. I don't like to _____.
2. In spring, I like to _____. I don't like to _____.
3. In summer, I like to _____. I don't like to _____.
4. In autumn, I like to _____. I don't like to _____.

4. Write » What's your favourite season? Write about why you like it.

My favourite season is ...
I like it because it's ...
I like it because I can ...
I don't like ... because it's ...

Check Your Progress

1. Read »

Complete the text (1–5) with the correct form of the verbs in brackets.

Everybody around the world celebrates New Year, but the celebrations in New York City are simply out of this world! They're amazing! Over the years many famous artists [1]... (give) concerts and the public [2]... (see) some of the best firework displays ever.

This is the third time that my family and I [3]... (come) to celebrate New Year's Eve here. The lights [4]... always ... (be) beautiful, but this year they are absolutely magical! I [5]... always ... (love) the lights since I was a child; in fact, they're my favourite part of the celebrations. But the most exciting moment is always the big bright ball that descends into Times Square. It is so beautiful!

I can talk about experiences. ✓	
Very well	
Quite well	
With difficulty	

2. Write »

Look at the information in the chart and write a paragraph comparing the two celebrations.

Independence Day		
	Colombia	United States
Firework displays	Yes	Yes
Concerts	No	Yes
Parties	Yes	No
Parades	Yes	Yes
Family dinner	No	No

I can compare cultures with my own. ✓	
Very well	
Quite well	
With difficulty	

3. Speak »

With a partner read the text and discuss the importance of festivals and celebrations.

Festivals and celebrations are very important for the people who live in the towns and villages where they take place. These events teach us about how people lived a long time ago and what things were important to them, for example, famous historical events, like battles and people, like kings and queens, or religious events. Some festivals have survived through the ages and were first celebrated by ancient cultures and civilizations. Festivals and celebrations are opportunities to remember our history.

Every culture has a special way of celebrating these events. You may not like some of them, or you may think that others are strange or boring. But in the end, it's important to remember that celebrations offer opportunities to learn about and respect other cultures, and to enjoy all the activities they have to offer. Festivals and celebrations are occasions to be happy!

I think that festivals are/aren't important because ...

I can express points of view. ✓	
Very well	
Quite well	
With difficulty	

Challenge!

Everyone picks a square in the same category and answers the question or instruction there. When you answer correctly, you get the points. The person with the most points at the end of the game wins!

Places	Clothes and Weather	Experiences	Cities
Describe a place you visited. 800 points	Imagine you visited Quito. Describe the weather and clothes you took. 800 points	Describe something that happened to you during a trip. 800 points	What is the most interesting city in Colombia? Describe it. 800 points
Say a fact about the UK. 700 points	What's the weather like during winter? 700 points	Ask a friend where he/she went on their last holiday. 700 points	Compare your town with another one. 700 points
Name a tourist attraction where you live? 600 points	What clothes should you wear during winter? 600 points	Mention an interesting landmark in your town. 600 points	Which is the noisiest city in the world? 600 points
Imagine you travelled to Brazil. What did you do? 500 points	What's the weather like where you live? 500 points	What is a place in your region you have visited? 500 points	Say some facts about Cartagena. 500 points
What place is Jim visiting today? 400 points	What season is this? 400 points	What was she doing while she was on the train? 400 points	Imagine you visited this place. Describe the experience. 400 points
Is Cairo bigger than Bogotá? 300 points	What's the weather like in spring? 300 points	What place would you like to visit? 300 points	What is the most stressful city in Colombia? 300 points
What is the official language of Egypt? 200 points	What clothes should you take to the Illimani Mountain in La Paz? 200 points	What did you do on your last holiday? 200 points	What is the second biggest city in Colombia? Describe it. 200 points

Complete the sentence	Comparisons	Have you...?	Countries
While I was ... 800 points	Compare two Colombian cities. 800 points	Describe something incredible you have done. 800 points	Compare two countries. 800 points
The most interesting place in my town is ... 700 points	There are/ people/ Mexico/ Colombia 700 points	Find someone in the class who has been in a band. 700 points	Say a fact about the USA. 700 points
One of the most beautiful cities in Colombia is ... 600 points	China/ big/ Egypt 600 points	Find someone in the class who has participated in a competition. 600 points	Where is the Yangtze river? 600 points
This city is ... 500 points	Compare the weather here with the weather in your town. 500 points	Say something this person has done. 500 points	Where is this? 500 points
The most crowded city in my department is ... 400 points	Barranquilla / hot/ Bogotá 400 points	Have you ever danced cumbia? 400 points	What country do you think is interesting? 400 points
The most important celebration in my town is ... 300 points	Rio de Janeiro/ big/ Quito 300 points	Have you tried a new sport recently? 300 points	Describe a typical dish from your region. 300 points
While Charles was getting ready for the trip, his mother ... 200 points	There are / more languages/ India/ in Colombia. 200 points	Have you met a new friend recently? 200 points	Name a typical dish from another country. 200 points

Project

Enhance the Learning of Different Countries and Cultures

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

Unit 1 Let's See the World!	Unit 2 Travelling Around Colombia!	Unit 3 Wonderful Cultures
Lesson 1, exercise 2 Video log feed of a professional travel blogger ☐ **Lesson 3, exercise 6** Tourist guide for visitors to your town ☐	**Lesson 1, exercise 6** People's opinions about lifestyles in Colombian cities ☐ **Lesson 2, activity 1** Tourist reviews ☐ **Lesson 3, exercise 4** Comparison of cities ☐	**Lesson 3, exercise 5** Facts and opinions about festivals and celebrations ☐ **Lesson 3, exercise 8** Different ways of celebrating New Year's Eve ☐

2. Decide which information you want to include in your video script.
3. A video script is a text that describes everything you want to say and show in a video. Video scripts usually include:
   - Places where you are going to record the video.
   - Information that you are going to present.
   - What you are going to show to the audience (photos, posters, other videos, etc.).
4. When writing a script, follow these guidelines:
   - State the main topic in a clear and concise way.
   - Organize the topic into smaller points so it can be easily understood.
   - Search for information on the internet, in books or in magazines; you can also interview people.
5. Choose a town or city to talk about. It can be your own.
6. Include the following aspects in your video script:
   - Physical characteristics of the town or city: location, size, population, etc.
   - Places to visit.
   - Weather information.
   - Cultural features – is there anything of special cultural interest, for example, an indigenous community?
   - Traditions, festivals, carnivals, etc.
7. Organize resources: photos, posters, interviews, etc.

8. Look at the two options for presenting the video script. Discuss the advantages and disadvantages of each option : a document or a video.

9. Read the suggestions for what to do before, during and after the presentation of the video script. Can you think of other ideas?

	Document	Video
Before	**a.** Decide on the type of document you want to use (PowerPoint, Word, etc.). **b.** Write the video script in the format you have chosen. **c.** Add resources: photos, posters, interviews, etc.	**a.** Find a location to record the video and ask for permission, if necessary. **b.** Write the script. **c.** Set up the camera. **d.** Act out the text and record the video. **e.** Add resources: photos, posters, interviews, etc. **f.** Decide on a date to release the video. **g.** Announce the date and invite people to the release.
During	**d.** Present the document to the class. **e.** Answer questions.	**h.** Present your video to the class. **i.** Answer questions.
After	**f.** Hand out feedback forms (see Step 10) to the class and collect them. **g.** Evaluate your video scripts.	**j.** Hand out feedback forms (see Step 10) to the class and collect them. k. Evaluate your video scripts.

10. Create a feedback form using questions 1-5. Ask the audience to give feedback on the video script:

a.	Was the topic interesting?	Yes ☐	No ☐
b.	Were the contents well organized?	Yes ☐	No ☐
c.	Did the video script meet its intended purpose?	Yes ☐	No ☐
d.	Were the resources visually appealing?	Yes ☐	No ☐
e.	Was the presentation clear?	Yes ☐	No ☐

Evaluation

Vocabulary

Circle the word or phrase that doesn't belong in the same category. There is one example.

0.	**A.** summer	**B.** rain	**C.** spring	**D.** winter
1.	**A.** shirt	**B.** scarf	**C.** sweater	**D.** clothes
2.	**A.** the best	**B.** the most beautiful	**C.** the most stressful	**D.** the most interesting
3.	**A.** museums	**B.** carnival	**C.** parks	**D.** shopping centres
4.	**A.** chilaquiles	**B.** potatoes	**C.** cheese	**D.** olive oil
5.	**A.** wear costumes	**B.** make offerings	**C.** visit cemeteries	**D.** tradition

Grammar

Circle the sentence or question that is correct. There is one example.

0. **A.** Today we are visiting the pyramids.
   B. Yesterday we visiting the pyramids.
   C. We has visiting the pyramids.

6. **A.** The UK is more smaller than India.
   B. The UK is smaller than India.
   C. The UK is smaller that India.

7. **A.** Which is the most long river in the world?
   B. Which is the longer river in the world?
   C. Which is the longest river in the world?

8. **A.** The day we arrived in Italy, it rains.
   B. The day we arrived in Italy, it was raining.
   C. The day we arrived in Italy, it has rained.

9. **A.** Have you ever eaten Argentinian empanadas?
   B. Have you ever ate Argentinian empanadas?
   C. Were you ever eaten Argentinian empanadas?

10. **A.** Lucia has tried sushi, but she didn't try soba noodles.
    B. Lucia tried sushi, but she is trying soba noodles.
    C. Lucia has tried sushi, but she hasn't tried soba noodles.

Reading

Read the following text and choose *True*, *False*, or *Not enough information*.

Hello! My name is Peter McLeod and right now I'm visiting Zimbabwe, a beautiful country in south-central Africa. The country has many different, delicious, traditional dishes. Many dishes are made with cornmeal. Other common ingredients include peanuts, beans, squash, avocados and cucumbers. People who have visited Zimbabwe are surprised to see markets that sell caterpillars and ants. I have tried them and I like them! They have a buttery taste. While I was visiting the south of Zimbabwe, I tried *Mapopo*, a sweet made with papaya, lemons and sugar. It is very tasty! It is common in Zimbabwe to wash your hands in a small dish before eating. During special celebrations like Christmas, vegetables and meat are served. It's a wonderful country with a variety of food!

	True	False	Not enough information
0. Peter went to Zimbabwe a long time ago.		✔	
11. Zimbabwe is a country in northern Africa.			
12. Some ingredients in traditional food from Zimbabwe are peanuts, corn and avocados.			
13. During Christmas, people in Zimbabwe eat vegetables and meat. They also have special sweets on this occasion.			
14. *Mapopo* is a sweet made of sugar and beans.			
15. Peter is planning to visit other parts of Zimbabwe.			

Writing

Write about a place in Colombia you like. Use the questions as a guide.

0. What is the name of the place?
16. Where is this place?
17. What do you like about it?
18. What special landmarks are there?
19. What natural parks or landscapes can you see there?
20. What special food do people eat there?

(0)_____ is a wonderful place. It is (16)_____ .
I like (17)_____.
Some important landmarks are: (18)_____. Also, we have (19)_____. In this place, people eat (20)_____.

Gap Activity

Student A

Stage 1

This text is about athletes. Read it quickly. Check any difficult words.

Every athlete has a different day, full of different training activities. An athlete's lifestyle, however, often has similar routines for good health. Many athletes wake up early. They often do some training in the morning before breakfast. Later in the morning, many athletes have heavy training. After a mid-morning break, athletes often have a technical training session with their coach. For lunch, most athletes need a good balance of food. This includes protein, good fats and carbohydrates. The athlete's diet should be mixed. It can include dairy products, meat and fruit and vegetables. Most athletes don't eat sweets or bad fats. Most athletes don't drink fizzy drinks. It's important that athletes drink a lot of water after lunch. This keeps them hydrated for training in the afternoon. Training finishes in the early evening for many athletes. Many athletes go to bed very early. They normally need 8 hours of sleep every night.

Stage 2

Now, look at these questions and add the missing word.

When does an athlete normally wake **a** _____?

b _____ does an athlete do later in the morning?

c _____ is a good balance of food for an athlete?

d _____ is important for an athlete after lunch?

When **e** _____ an athlete go to bed?

Stage 3

Now, ask Student B your questions from Stage 2. Student B will find and say the answers. Is Student B correct?

Stage 4

Student B has different questions from Stage 2. Now, listen and answer Student B's questions with the information in the text.

Student B

Stage 1

This text is about athletes. Read it quickly. Check any difficult words.

Every athlete has a different day, full of different training activities. An athlete's lifestyle, however, often has similar routines for good health. Many athletes wake up early. They often do some training in the morning before breakfast. Later in the morning, many athletes have heavy training. After a mid-morning break, athletes often have a technical training session with their coach. For lunch, most athletes need a good balance of food. This includes protein, good fats and carbohydrates. The athlete's diet should be mixed. It can include dairy products, meat and fruit and vegetables. Most athletes don't eat sweets or bad fats. Most athletes don't drink fizzy drinks. It's important that athletes drink a lot of water after lunch. This keeps them hydrated for training in the afternoon. Training finishes in the early evening for many athletes. Many athletes go to bed very early. They normally need 8 hours of sleep every night.

Stage 2

Now look at these questions and add the missing word.

a _____ does an athlete often do before breakfast?

What **b** _____ an athlete have with their coach?

c _____ does a good diet include for athletes?

When **d** _____ training normally finish?

How long **e** _____ an athlete normally sleep?

Stage 3

Student A has different questions from Stage 2. Listen and answer Student B's questions with the information in the text.

Stage 4

Now, ask Student A your questions from Stage 2. Student A will find and say the answers. Is Student A correct?

Gap Activity

Student A

You are talking to your friend in an online chat. Some of the words are missing from the conversation.

Stage 1

Read the conversation. Use the Word Bank to complete the missing information (b, c, e, h, i) in your part of the conversation (Student A).

Stage 2

Ask Student B questions to complete the missing information from their part of the conversation.

CHAT IT | Instant Messanging

Student A: You won't believe it! I am at the Redshire Eagles vs. Hamilton Lions soccer game right now!

Student B: *Wow! You must be really* **a** _____*!*

Student A: I am, you know I am a big Eagles fan. My mum is **b** _____ because she doesn't like the **c** _____ behaviour of some of the fans. She thinks they can be quite violent.

Student B: *Yeah I know! I don't like that. Hey, I imagine that the Eagles players are really* **d** _____ *because the Lions won the last match!*

Student A: Well, they are definitely **e** _____! The Eagles are winning 4-2 and running a lot!

Student B: *Is the crowd being* **f** _____ *or are they shouting* **g** _____ *comments at the players?*

Student A: Well there are always some **h** _____ people; but in general, everyone is really **i** _____.

Student B: *That's great! Our society should be more* **j** _____*!*

Word Bank

aggressive energetic
polite concerned rude

Questions

a. How do you think I feel?

d. How do you think the Eagles players feel?

f.– g. What do you think the crowd are doing?

j. How do you think society should be?

Student B

You are talking to your friend in an online chat. Some of the words are missing from the conversation.

Stage 1

Read the conversation. Use the Word Bank to complete the missing information (a, d, f, g, j) from your part of the conversation (Student B).

Stage 2

Ask Student A questions to complete the missing information from their part of the conversation.

CHAT IT | Instant Messanging

Student A: *You won't believe it! I am at the Redshire Eagles vs. Hamilton Lions soccer game right now!*

Student B: Really! You must be really **a** _____!

Student A: *I am, you know I am a big Eagles fan. My mum is* **b** _____ *because she doesn't like the* **c** _____ *behaviour of some of the fans.*

Student B: Yeah I know! I don't like that. Hey, I imagine that the Eagles players are really **d** _____ because the Lions won the last match!

Student A: *Well, they are definitely* **e** _____*! The Eagles are winning 4-2 and running!*

Student B: Is the crowd being **f** _____ or are they shouting **g** _____ comments at the players?

Student A: *Well there are always some* **h** _____ *people; but in general, everyone was really* **i** _____.

Student B: That's great! Our society needs to learn to be more **j** _____!

Word Bank

offensive excited respectful
tolerant motivated

Questions

b. How does your mum feel?

c. What behaviour does your mum not like?

e. How are Eagles players feeling?

h. What attitude do some people have?

i. What attitude do most people have?

Gap Activity

Student A

Look at the pictures of the two animals. Describe them to your partner. Include details about what they look like and also where they live.

Can your partner guess what they are?

Hummingbird

Black Spider Monkey

Student B

Look at the pictures of the two animals. Describe them to your partner. Include details about what they look like and also where they live.

Can your partner guess what they are?

Ocelot

Scarlet-fronted parakeet

Gap Activity

Student A

Stage 1

Think about travelling. Put the words in the correct order to make questions about travelling around Colombia.

1 you/Where/been?/have	
2 What/do/did/in Leticia?/you	
3 last week?/What/you doing/in Santa Marta / were	
4 in Medellín?/were/last night/you doing/ What	
5 the coldest/city?/Which/is	
6 Medellín or Leticia?/city,/Which/the higher/is	
7 most rainfall?/city/has the/Which	

Stage 2

Look at the pictures and expressions. Imagine you did these things while travelling around Colombia.

Climbing Monserrate in Bogotá

Eating seafood in Cartagena

White water rafting in San Gil

Read the information about Bogotá, Cartagena and San Gil. Student B will ask questions about this information and your 'travelling'.

	Bogotá	Cartagena	San Gil
Average Temperature	15°C	28°C	23°C
Number of people	7,878,783	895,400	42,998
Average Rainfall	824mm/year	870mm/year	1274mm/year
Elevation	2,640m	2m	1,114m

Now, ask your questions from Stage 1 to Student B. Listen and write down the answers. Answer Student B's questions about travelling with the information from Stage 2.

Student B

Stage 1

Think about travelling. Put the words in the correct order to make questions about travelling around Colombia.

1 you/Where/been?/have **2** What/do/did/in Bogotá?/you **3** last week?/What/you doing/in San Gil/were **4** in Cartagena?/were/last night/you doing/What **5** the highest/city/Which/has/rainfall? **6** Cartagena or San Gil?/city/Which/hotter,/is **7** biggest population?/city/has the/Which	

Stage 2

Look at the pictures and expressions. Imagine you did these things while travelling around Colombia.

Dancing salsa in Medellín	*Swimming in the ocean in Santa Marta*	*Visiting isla de los micos in Leticia*

Read the information about Medellín, Santa Marta and Letica. Student A will ask questions about this information and your 'travelling'.

	Medellín	Santa Marta	Leticia
Average Temperature	22°C	27°C	26°C
Number of people	2,441,123	454,860	32,450
Average Rainfall	1612mm/year	1777mm/year	2846mm/year
Elevation	1495m	6m	96m

Now, ask your questions from Stage 1 to Student A. Listen and write down the answers. Answer Student A's questions about travelling with information from Stage 2.

GRAMMAR CHART

Module 1

Unit 1	Unit 2	Unit 3
Present simple Use it to express what you usually do or like to do. *We play the piano.* *I enjoy painting very much.* For the third person singular *(he, she, it)* you need to add an –s to the verb. *Víctor enjoys cycling.* ***Yes / No* questions** *Do you enjoy listening to music? Yes, I do.* *Does Carla like playing football? No, she doesn't.* Frequency expressions These are used to find out about the frequency of activities. *How often do you play sports?* *We play sports every day.* *She plays hockey twice a week.* **Present continuous** It is used to talk about future plans. *What sport are you going to play this year?* *I'm going to play baseball this year.* *Are you going to go to the cinema?*	**Modal *Can*** Use *can* to talk about possibilities and abilities. *Exercise can improve your mood. (possibility)* *She can jump very high. (ability)* *Tomás can't swim. (ability)* *How can music help you? (possibility)* **Adverbs** *Always; Usually; Sometimes; Never* express the frequency of an action. *I always play football in school.* *Cathy never plays sports.* *I usually brush my teeth after I eat.* **Imperative** Use it to give advice. *Eat four to five portions of fruit and vegetables every day.* *Be safe: wear a bike helmet.*	**Assertive communication** Use this type of communication to talk to people in a respectful but confident manner. *Could you please be quiet?* *I'm sorry, but I can't go.* *Excuse me, but could you close the window?* *Can you help me, please?*

Module 2

Unit 1	Unit 2	Unit 3
Giving reasons Use *because* to give reasons why we do or feel something. *Carlos is tired because he had a long journey.* **Similarities between adjectives and nouns** Many adjectives and nouns are similar. e.g. happy / happiness; concerned / concern *The supporters were happy. They couldn't hide their happiness.*	**Past simple** This tense is used to talk about past experiences and situations. *Last week we went to a museum and we saw paintings.* *They played basketball last Saturday.* Use the same tense to ask questions about past experiences and situations. *What did you eat for lunch?* *Where was the concert?* Biographical information is given in the past simple tense. *Mozart died when he was 35.*	**Modal *should / shouldn't*** This is used to make suggestions and give recommendations. *You should be helpful.* *You shouldn't be rude.* **Modal *have to / don't have to*** Use this to express obligation and lack of obligation. *You have to study hard, but you don't have to be the top of the class.*

Module 3

Unit 1	Unit 2	Unit 3
Present Perfect The present perfect tense is used to talk about experiences and events from an unspecified moment in the past. *I've never been to Germany.* **Modals *can* and *should*** These are used to make recommendations and suggestions. They can be used in affirmative and negative sentences. *I can help the animals in my community.* *How can you protect your region?* *The Government should protect Colombian biodiversity.* *People shouldn't hunt animals.* **Wh-questions** *Where should you go if you want to collect fossils?*	**Present Perfect** Use the present perfect to ask about experiences and events from an unspecified moment in the past. *Have you ever seen a tapir?* *Have you ever heard about these problems?* *Have you experienced any of these problems?* **Modal *should*** Use this to give advice. It can be used in affirmative or negative sentences. *We should take reusable bags to the shops to stop using plastic bags.* *People shouldn't waste water.* **Imperative** This is used to give tips. *Collect rain water.* *Don't wash your clothes every day.*	**Modal *must*** This can be used to make a strong recommendation or communicate an obligation. *People must start using eco-friendly cleaning products.* *We must protect animals' homes.*

Module 4

Unit 1	Unit 2	Unit 3
Comparatives Use comparative adjectives to compare differences between people, places or things. *Cairo is bigger than Bogotá.* *Italian food is more delicious than Chinese food.* *Superlatives* Use superlative adjectives to describe when a person, place or thing is more or less than all other similar things. *Mount Everest is the highest mountain in the world.* *Colombia is the most amazing country I have been to.* *Present continuous* This tense is used to talk about actions that are happening at the time of speaking. *I'm wearing a t-shirt and shorts.*	*Past continuous* Use this tense to talk about activities in the past. *They were celebrating Easter on Sunday.* It is also used to talk about two actions that were happening at the same time in the past. *When* Use *when* to focus on one long action that is interrupted by a shorter one. *I was sleeping when she arrived.* *While* Use *while* to express that something was happening at the moment when a shorter action happened. *While I was walking, it started to rain.*	*Present Perfect* This tense is used to talk about actions that started in the past and continue in the present and possibly in the future. *I've been in Colombia for two weeks now.* *I came to Rome because I've always wanted to learn Italian.* *Have … ever …?* Used to ask if someone has done something at least once in their life. *Have you ever tried ajiaco?* *Yes, I have.* *No, I haven't.* *I've never tried sushi.*

Vocabulary List

Module 1

Free-time activities		Advantages of Outdoor Activities	Food	Personal Hygiene items	Ways to Reduce Stress	Positive Assertive Expressions	Frequency of actions
chat (*v.*) through social networks collect (*v.*) coins dance *v.* exercise *v.* do (*v.*) athletics do (*v.*) chores do (*v.*) exercise do (*v.*) gymnastics do (*v.*) woodwork draw *v.* go (*v.*) dancing go (*v.*) fishing go (*v.*) horse-riding go (*v.*) shopping go (*v.*) to a restaurant go (*v.*) to the beach go (*v.*) to the cinema	go (*v.*) to the gym keep (*v.*) fit listen (*v.*) to music paint *v.* play (*v.*) an instrument play (*v.*) video games play (*v.*) sport read (*v.*) books ride (*v.*) a bike watch (*v.*) TV watch (*v.*) videos ***Traditional Games*** hide and seek *n.* hopscotch *n.* jacks *n.* sack race *n.* skipping *n.* spinning top *n.* tag *n.*	get (*v.*) fit make (*v.*) new friends meet (*v.*) new people develop (*v.*) strong muscles enjoy (*v.*) the outdoors get (*v.*) fresh air go (*v.*) outside have (*v.*) fun learn (*v.*) new things reduce (*v.*) stress	beans *n.* bread *n.* cereals *n.* cheese *n.* chicken *n.* dairy products *n.* eggs *n.* fish *n.* fruit *n.* meat *n.* milk *n.* nuts *n.* olive oil *n.* pasta *n.* potatoes *n.* rice *n.* sweets *n.* vegetables *n.* yogurt *n.*	deodorant *n.* hairbrush *n.* nail clippers *n.* shampoo *n.* soap *n.* toothbrush *n.*	enjoy … *v.* meditate *v.* pray *v.* react calmly *v.* share *v.* spend time … *v.* trust *v.*	Excuse me, but … Could you please …? I'd love to, but … Sorry, but … Sure, just a minute, please. Thank you/ Thanks very much, but I'm afraid I can't …	always *adv.* frequently *adv.* often *adv.* sometimes *adv.* never *adv.*

Module 2

Feelings	Values	Descriptions	Types of bullying	Behaviour	Verbs – past simple
angry *adj.* bored *adj.* concerned *adj.* delighted *adj.* disappointed *adj.* excited *adj.* happy *adj.* irritated *adj.* motivated *adj.* sad *adj.* scared *adj.* tired *adj.*	cooperation *n.* hard work *n.* honesty *n.* respect *n.* responsibility *n.* teamwork *n.*	awesome *adj.* boring *adj.* disgusting *adj.* fantastic *adj.* fine *adj.* horrible *adj.* incredible *adj.* terrific *adj.* terrible *adj.* wonderful *adj.*	cyberbullying *n.* physical bullying *adj.* prejudice *n.* social bullying *adj.* socio-economic bullying *adj.* verbal bullying *adj.*	aggressive *adj.* arrogant *adj.* bold *adj.* bossy *adj.* dedicated *adj.* energetic *adj.* helpful *adj.* lazy *adj.* offensive *adj.* polite *adj.* respectful *adj.* rude *adj.* timid *adj.* tolerant *adj.* weak *adj.*	began *v.* died *v.* learned *v.* made *v.* saw *v.* studied *v.* took *v.* visited *v.* was *v.* was born *v.* watched *v.* went *v.*

Module 3

Animals	Animal Coverings	Nature	Environmental problems	Natural Resources	Uses of Water in the House	Recycling Products	Conservation Actions
bear *n.* butterfly *n.* condor *n.* dolphin *n.* frog *n.* hummingbird *n.* lizard *n.* seal *n.* sloth *n.* turtle *n.* whale *n.*	feathers *n.* fur *n.* skin *n.* scales *n.* **How animals move** crawl *v.* fly *v.* swim *v.* travel (*v.*) upside down walk *v.*	forest *n.* jungle *n.* lake *n.* mountain range *n.* ocean *n.* lake *n.* rainforest *n.* sea *n.*	climate change *n.* deforestation *n.* endangered species *n.* global warming *n.* hunting *n.* illegal mining *n.* pollution *n.*	coal *n.* fossil fuel *n.* gas *n.* oil *n.* petrol *n.* renewable resources *n.* silver *n.* sunlight *n.* water *n.* wind *n.*	shower *v.* flush (*v.*) the toilet wash (*v.*) clothes wash (*v.*) dishes cook *v.* drink *v.* clean (*v.*) the house water (*v.*) plants	glass *n.* metal *n.* paper *n.* plastic *n.*	preserve *v.* prevent *v.* protect *v.* recycle *v.* reduce *v.* reuse *v.*

Module 4

Seasons	Weather Conditions	Characteristics of Tourist Attractions	City / Country descriptions	Cultural Traditions
winter *n.* spring *n.* summer *n.* autumn *n.*	cloudy *adj.* cold *adj.* dry *adj.* hot *adj.* rainy *adj.* snowy *adj.* sunny *adj.* warm *adj.* wet *adj.* windy *adj.*	high *adj.* big *adj.* small *adj.* long *adj.* large *adj.*	amazing *adj.* astonishing *adj.* beautiful *adj.* crowded *adj.* delicious *adj.* famous *adj.* incredible *adj.* old *adj.* spectacular *adj.* fascinating *adj.* wonderful *adj.*	carnival *n.* festival *n.* midnight *n.* parade adj. streets *n.* traditional *adj.*

Agradecimientos:

Equipo técnico Ministerio de Educación Nacional – Apoyo Revisión de Textos:
Diana Marcela Agatón, Jeimmy Herrera, Milton Mendoza, Daniel Quitián, Laura Higuera y Andrés Najar.

Instituciones Educativas, Secretarías de Educación y docentes participantes en el pilotaje de maquetas:
Alain Arturo Tapia y Duván Armando Vargas Marín (Institución Educativa La Merced – Mosquera), Vilma Papagayo Lara (Secretaría de Educación de Zipaquirá), Carlos Andrés Mora González (Secretaría de Educación de Chía), Carolina Campo Sánchez, Adriana Velandia y Camilo Díaz (Institución Educativa Bicentenario - Cundinamarca), Silvana Tutistar (Institución Educativa Miguel de Cervantes Saavedra – Bogotá D.C.), Diana Camila Amaya (Instituto Bogotá Centro - Bogotá D.C.), Laura Merlo (Secretaría de Educación de Facatativá), Liliana Ballesteros (Colegio Ciudadela Educativa de Bosa – Bogotá D.C.) y Esmeralda Silva (Institución Educativa José Joaquín Casas – Chía)

Instituciones Educativas y docentes participantes en el pilotaje de los materiales:
Selene Candela Sáenz (Institución Educativa CASD Hermógenes Maza – Armenia), Alexander Franco Pineda (Institución Educativa Los Fundadores – Montenegro), Gracce Llanos Guevara (Escuela Normal Superior La Hacienda – Barranquilla), Román Rodríguez Vargas (Institución Educativa San Nicolás de Tolentino – Puerto Colombia), Andrés Eduardo Corrales Valencia (Institución Educativa Normal Superior Santiago de Cali – Cali), Ayda Lucy Zambrano Pasos (Institución Educativa Técnico Industrial Antonio José Camacho – Cali), Ana Lucía Arias Mayorga (Institución Educativa Fagua – Chía), Neyla Esperanza Prieto (Institución Educativa Departamental Carlos Abondano González – Sesquilé), Diana Paola Pedroza Bello (Institución Educativa Distrital Republica Estados Unidos de América – Bogotá D.C.), Silvana Tutistar (Institución Educativa Miguel de Cervantes Saavedra – Bogotá D.C.), Carolina Toloza (Institución Educativa Colegio Holanda - Piedecuesta) , Elizabeth Mantilla Lucerna (Girón), Julia Yasodara Trujillo (Institución Educativa Raíces del Futuro – Ibagué), Leonardo Herreño (Institución Educativa Policarpa Salavarrieta – Yopal) y Esperanza Carbonell Sierra (Normal Superior de Acacías – Acacías).