English, please!

Student's Book

FAST TRACK

2

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

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

La educación es de todos
Mineducación

English, please! 2
Student's Book

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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

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Introducción

El Ministerio de Educación Nacional, a través del Programa Nacional de Bilingüismo, ha diseñado y producido la serie "***English, please!***" (edición *Fast Track*), como un conjunto de textos escolares que apoyará y acompañará tu aprendizaje de inglés durante los grados 9°, 10° y 11°.

Esta serie de textos es una herramienta esencial con la que cuentas para lograr un nivel de inglés Pre Intermedio al culminar grado 11, y con el cual podrás interactuar de forma sencilla con tus compañeros, profesores y con personas de alrededor del mundo. Para lograrlo, te ofrecemos proyectos y actividades amenas e integradoras relacionadas con tus vivencias como joven, tu herencia cultural, los estilos de vida y de salud y la conciencia ambiental (English, please! 1); la cultura de los jóvenes, la manera de relacionarnos con la economía, el reconocimiento de la diversidad como seres humanos y el ecoturismo (English, please! 2), así como sobre tu contribución para lograr cambios en el futuro, tu rol como ciudadano global, la diversidad sexual y tu compromiso para salvar a nuestro planeta (English, please! 3).

Deseamos que estos temas sean relevantes para ti y todos tus compañeros, pues el objetivo es reconocer tus intereses particulares y relacionarlos con el mundo globalizado y cambiante que estamos viviendo. Esperamos que esta ruta que inicias te lleve a lograr tus expectativas y las de tus docentes, y que logres comunicarte en inglés con esta herramienta que potenciará a futuro, tus capacidades como profesional, ser humano y ciudadano del mundo.

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Module 1

Teen culture

In this module you will …

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

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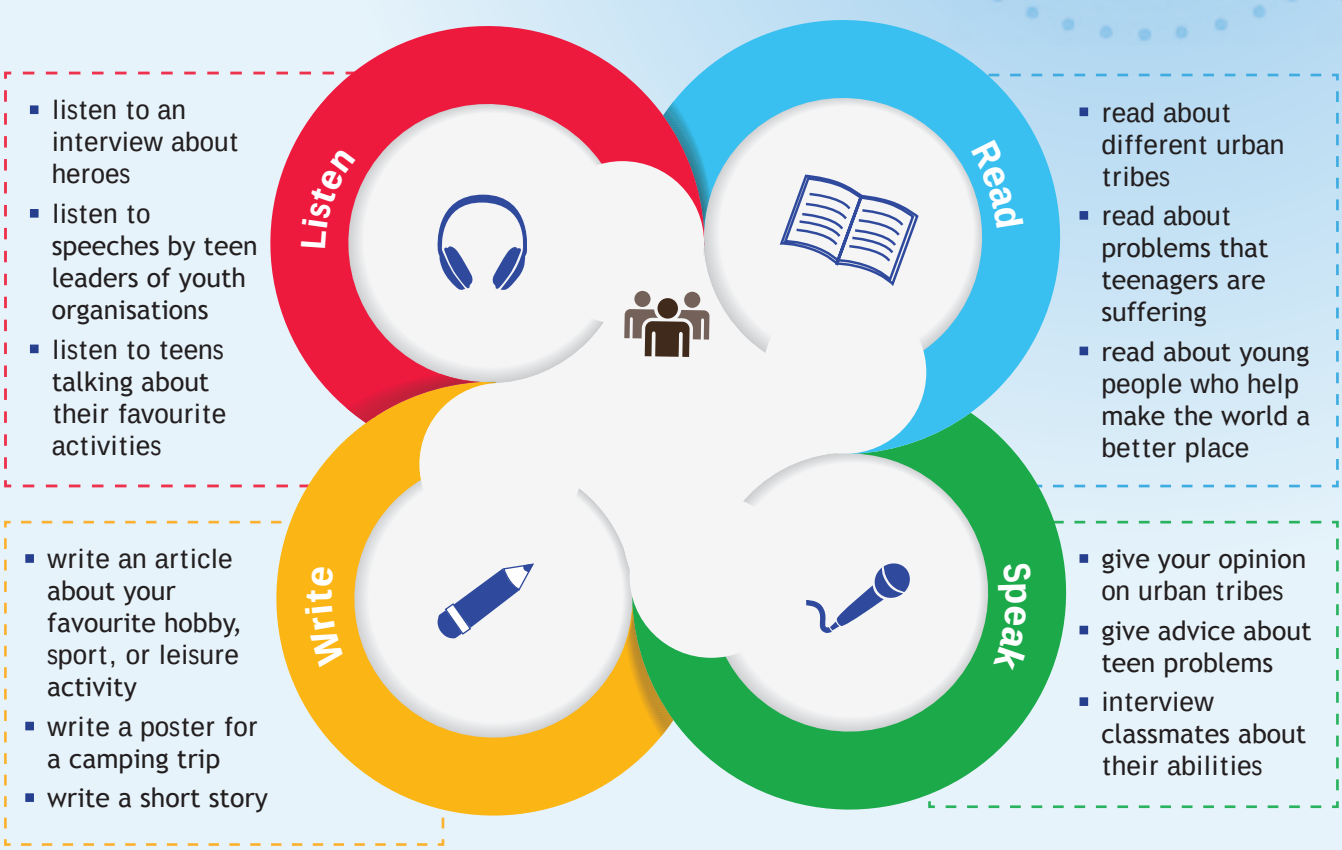
You will also …



Let's work together

Create a youth organisation

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

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

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

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1 Lesson 1

Focus on Vocabulary

Get Ready!

1. **Match pictures to the sports and hobbies.**

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

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

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

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

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Listen

1

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

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

Listening Tip

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

1

4. **Listen again and complete the sentences.**

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

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

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

Focus on Language

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

a. I like being outdoors at the weekend.

b. I would like to live in the country.

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

a. We use _____ to talk about things you like all the time.

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

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

love - enjoy - want - hate

Verb + *-ing* form	Verb + infinitive + *to*
like	*would / 'd like*

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

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

a. I _____ (go skateboarding)

b. My best friend _____ (dance hip-hop)

c. My mother _____ (chat online)

d. My grandfather _____ (eat fish)

e. My uncle _____ (buy a motorbike)

f. My friends and I _____ (play board games)

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

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1 Lesson 1

Read

10. **Look at the pictures and discuss with a partner.**

a. Do you think Parkour is a sport or a hobby?
b. Do you think that it is a team or individual sport / hobby?
c. What do you need if you want to do Parkour?

11. **Read the article and check your predictions.**

Reading Tip

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

Parkour: You feel as if you are flying!

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

2 Parkour is excellent exercise because it helps you to keep fit and healthy. It makes you brave and confident, too. Another good thing about Parkour is that it's very cheap. You need to be in good physical condition, and you need a good pair of running shoes. And that's all!

3 However, Parkour can be dangerous. If you're new to Parkour, you need to know and understand the different basic moves. You also need to train a lot so you don't have accidents.

4 It can take a long time to become good at Parkour and you can sometimes hurt yourself, but I think it is a perfect way to exercise and discover your body's potential. Try it! You feel as if you are flying.

Glossary

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

12. **Read the sentences and write true (T) or false (F).**

a. Parkour is only a sport.
b. It's expensive to do Parkour.
c. Parkour isn't always safe.
d. You can become good at Parkour very quickly.

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Speak

2 **13.** **Listen and repeat these sentences.**

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

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

a. like - 'd like - Do you like - Would you like
b. like - 'd like - Do you like - Would you like
c. like - 'd like - Do you like - Would you like
d. like - 'd like - Do you like - Would you like

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

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

Useful expressions

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

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

a. does spinning
b. plays basketball
c. hates soccer
d. would like to try white water rafting
e. plays the piano
f. enjoys bowling
g. doesn't like outdoor activities
h. would like to try skydiving

Write

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

What sport or hobby do you want to write about?
↓
Is it a team or individual sport?
↓
What do you need to do it?
↓
Where can you do it?
↓
Why do you like playing / doing it?
↓
Who is your favourite team / player?

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2 Lesson 2

Read

Get Ready!

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

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

skinheads – punks – emos – metalheads - rappers

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

Skaters: a free style

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

We love skating in parks and on the streets, but skate parks are the best places for us. They have ramps and obstacles, and it's safer than skating on the streets. The most exciting part is when we jump in the air and do tricks.

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

Floggers: a colourful style

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

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

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

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

Glossary

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

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Focus on Vocabulary

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

	Clothes	Activities
Skaters		
Floggers		

4. Correct the mistakes in the following sentences.

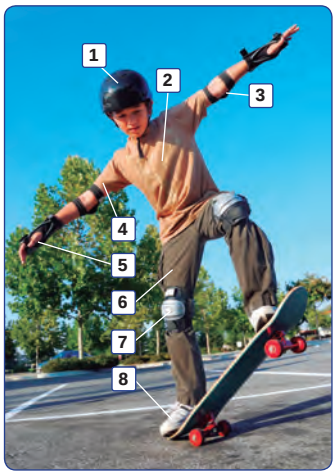
a. Skaters wear skinny shorts, jeans and trainers.
b. Jim thinks that the street is the best place to skate.
c. Looking good is important to skaters.
d. Floggers wear dark clothes.
e. Floggers love taking photos of other people.

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

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

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

Example: 1 head



6. Describe the fashion style of these urban tribes.

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

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2 Lesson 2

Focus on Language

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

Compare two things: ____
Compare one thing above all others: ____

a. Reggaeton is more modern than Rap.
b. Punks are the coolest people in the world.
c. Breakdancing is more popular than hip hop.
d. Goths wear darker clothes than rockers.
e. Heavy metal music is more popular in Colombia than in the UK.
f. Emos have the most interesting style.

8. **Copy and complete the table with the adjectives in the box. Write the comparative and superlative form.**

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

COMPARATIVES		SUPERLATIVES	
One syllable, or two syllables ending *-y*	Two or more syllables	One syllable, or two syllables ending *-y*	Two or more syllables
older		*the oldest*	
	more modern		*the most modern*

Listen

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

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

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

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Speak

11. **In pairs, make more questions from the table in exercise 9. Ask and answer.**

12. **In small groups, discuss the questions below.**

Do you know any other urban tribes? Which ones?

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

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

Do you know anyone who belongs to an urban tribe?

Which urban tribes wear the coolest clothes?

What is your favourite type of music?

Write

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

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

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3 Lesson 3

Focus on Vocabulary

Get Ready!

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

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

1

2

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5

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10

11

12

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

hiking	at the beach	sleeping	canoeing	horse riding

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

Useful expressions

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

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Read

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

FOREST HILL SUMMER CAMP

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

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

In the afternoon: We're going to get active! We're going to go hiking and horse riding in the forest, swimming in the lake, and canoeing and white water rafting in the river.

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

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

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

Glossary

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

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

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

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

a. We are going to have arts lessons ____ the morning.

b. The song festival is ____ 9:00 pm ____ Saturday and Sunday.

c. ____ the afternoon, we're going to go to the river. We're going to return to the camp ____ 6:00 pm.

d. ____ night, I prefer playing games near the campfire rather than telling stories.

e. We get home on Sunday ____ 7:00 pm ____ the evening.

f. The next school camp trip is going to be ____ June.

g. ____ Saturday, we're going to do activities at the lake, and ____ night we're going to play hide and seek.

Useful language

Prepositions of time *in / on / at*

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

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3 Lesson 3

Focus on Language

7. **Complete the sentences from the text.**

a. We _____ music together.
b. We aren't _____ you what to do.
c. What are you _____ this summer?

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

a. These sentences talk about **the present / the past / the future**.
b. We use *be going to* + infinitive for **future plans / activities you do every day**.
c. To make questions, we put the verb *be* **before / after** the subject.

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

a. I _____ videogames after class. (play)
b. We _____ to the USA on holiday this year. (go)
c. My family _____ our grandmother on Sunday. (visit)
d. My friends _____ in the sea this weekend. (swim)

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

Listen

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

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

5 **12.** **Listen again and answer the questions.**

a. Is Susana going to pack more things in her backpack?
b. What activities can Susana do in the mornings?
c. What does she need to bring?
d. What is she going to do in the evenings?
e. What isn't she going to do in the evenings?

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Speak

13. **In pairs, ask and answer the following questions.**

a. If you want to go swimming, what do you need to take?
b. When you go camping, what do you need to take with you?
c. Where can you go in your country when you want to go camping?
d. If you have a problem, who can you speak to?
e. What activities can you do on a camping trip?
f. What happens if you don't use sunscreen and don't wear a hat in the summer?

Write

14. **Work in groups of three or four. Imagine you are organising a summer camp. First, look at the text about the Forest Hill Summer Camp on page 19 again.**

15. **Decide the following things about your camp:**

- What is the name of your camp?
- What activities are there: in the morning?
  in the afternoon?
  in the evening?
- Where are people going to sleep?
- What special activities are there at night or at the weekend?
- What equipment do people need to bring?

16. **Create a poster for your camp. Include the information from exercise 15. If possible, include pictures.**

17. **Work with another group. Show them your poster and tell them about the camp.**

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

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4 Lesson 4

Read

Get Ready!

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

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

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

1

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

Rachel, 14

2

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

Aleja 15

3

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

Jack, 14

Glossary

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

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

	Rachel	Aleja	Jack
1. What is the problem?			
2. What is your idea to solve the problem?			

Focus on Language

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

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

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

a. give a suggestion? _____
b. give advice and tell someone to do something? _____
c. give advice and tell someone NOT to do something? _____

6 **6.** **Listen and repeat the sentences.**

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

7 **7.** **Listen and write the word you hear.**

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

Useful language

Pronunciation of modal verbs:
should /ʃʊd/
shouldn't /ʃʊdnt/
could /kʊd/
The letter '*l*' is silent in these modal verbs and the vowel sound ʊ is pronounced like 'oo' in the words: *good*, *wood*.

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4 Lesson 4

Listen

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

a. The Fun Club

b. Community First

c.The Tutoring Cooperative

8 **9.** **Listen again and answer the questions.**

a. Who is the Fun Club for?
b. When can you go to the Fun Club?
c. How does Community First want to change the neighbourhood?
d. When is the first meeting?
e. How does the Tutoring Cooperative work?
f. How often can you go to it?

Focus on Vocabulary

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

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

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

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

Useful language

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

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

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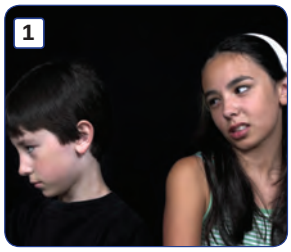
Speak

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



a. What are the teens doing?
Example:
In the first picture, the teenager is arguing with …

b. What problems do you think they have?
Example:
Maybe the boy is her little brother, and she's angry with him because …

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

a. Decide how many characters there are in the story. Decide who is going to play each role. You can add characters if you want.

b. Make notes on what you are going to say.

c. Choose the most appropriate ending for your role play.

Useful language

Giving advice

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

Write

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

Plan your story first:

Actions or behaviour causing the problem	Consequences	Choice
Who is doing or saying what?	How is this making people feel or act?	How can the people involved react to this situation?

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5 Lesson 5

Listen

Get Ready!

1. **In pairs, discuss the questions.**

a. What is a hero?

b. What qualities does a hero need? Think of five.

Example: Heroes need to be brave, strong …

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

9 **3.** **Listen again. For each sentence, find the ending that is <u>incorrect</u>.**

a. Heroes in Hollywood movies …

____ have supernatural abilities.

____ are sometimes the bad guys.

____ save the world.

b. Heroes can be real people such as …

____ teachers.

____ mothers.

____ basketball players.

c. Heroes are ordinary people …

____ with supernatural abilities.

____ who make a difference.

____ who can't just watch someone in danger.

Say it!

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

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

I'm eighteen. *My dad is my hero.*

a. Today we're going to talk about heroes.

b. They always put their kids first.

c. They believe it's the right thing.

d. We can all be heroes!

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Read

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

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

EVERYDAY PEOPLE CHANGING THE WORLD

1

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

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

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

2

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

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

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

3

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

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

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

Glossary

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

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5 Lesson 5

7. **Complete the table with information from each text:**

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

Focus on Language

8. **Look at the <u>underlined</u> past simple affirmative and negative forms in the stories in page 27. Answer the questions.**

a. What is the past simple affirmative ending for regular verbs? _____

b. What do we do when a verb ends in *-y*? Find an example in the text. _____

c. Irregular verbs don't end in *-ed*. Find the past simple form of four irregular verbs in the text. What are their infinitive forms? _____

d. Find three negative forms. To make the negative, we use _____ + infinitive.

9. **Read the story of Chris, a sixteen-year-old boy from Toronto. Complete it with regular past simple forms of the verbs in brackets.**

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

10. **Read the stories on page 27 again. Answer the questions. Write full sentences and use the past simple in your answers.**

a. Why did Thulani Madondo have to work while he was still at school?

b. What kind of organisation did Thulani create to help poor children?

c. What did Pushpa study at university?

d. Why did Pushpa start a children's day centre?

e. What happened to Catalina Escobar's son?

f. Why did the twelve-day-old baby die?

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Focus on Vocabulary

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

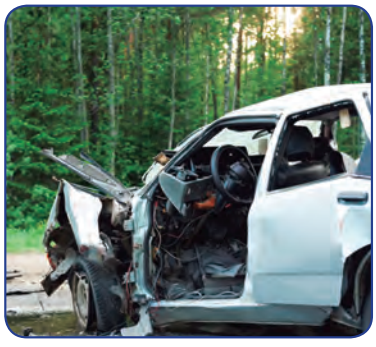
Infinitives	Past simple forms
do - make - write - leave - say - eat - drink - drive - come - give - have - go - get - swim - sleep - meet - read - buy - teach – run	had - went - made - said - bought - did - swam - read - taught - got - met - drank – ate – slept – wrote – drove – came - gave - left -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

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

Example: I slept very well last night. I didn't sleep well on Saturday.
My friends went to the cinema at the weekend. They didn't go to the zoo.

Write

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



Speak

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

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6 Lesson 6

Speak

Get Ready!

1. **What sort of person are you? Describe yourself to your partner.**

2. **In pairs, do the quiz. Then check your answers at the bottom.**

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

1. You see some students bullying another student. You:
   a. tell them to stop.
   b. feel bad, but it isn't your problem.
   c. look for a teacher or an adult.

2. You see the new kid in your class eating his lunch alone. You:
   a. have lunch with him.
   b. sit with your friends as usual.
   c. invite him to join your friends.

3. You see a nine-year-old child drinking beer on the street. You:
   a. talk to him/her and explain to them why it's a bad idea.
   b. think it's funny.
   c. tell your parents.

4. If you have some money, you usually:
   a. spend it on things for your family.
   b. spend it on things for yourself.
   c. spend it on having fun with your friends.

5. You see a young child on the street without an adult. You:
   a. ask the child if he/she is lost and look for their parents.
   b. don't do anything. It's normal, right?
   c. tell a police officer.

6. Your best friend asks you to skip school to go to the beach. You:
   a. don't want to go. Your exams are more important.
   b. go!
   c. want to go, but decide it's a bad idea.

7. You see someone having difficulties in the sea, but you can't swim. You:
   a. go into the water to help them.
   b. do nothing. They're probably fine.
   c. shout for help – someone else on the beach can help them.

8. When your sports team wins, you say '...' to the other team:
   a. 'You played really well.'
   b. 'Haha, losers!'
   c. 'Good game, but the best team won.'

Check your answers

- **Most of your answers are A.**
  Congratulations! You are a wonderful person. People like you change the world. But be careful – don't put yourself in danger if it isn't necessary.
- **Most of your answers are B.**
  You are quite a selfish person. Maybe life is good for you right now, but what about if you need someone to help you one day? We all need to help each other in this life!
- **Most of your answers are C.**
  You are a good person who likes helping others, and you usually make the right decision. Continue doing the right thing, but consider taking more risks!

Listen

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

Glossary

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

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Read

4. **Follow the instructions.**

a. Read the title of each text and the first sentence of each paragraph. What is each text about?

b. Read the texts and check your ideas.

AMAZING PEOPLE

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

FROM BEGGING TO BUILDING

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

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

ECO-FRIENDLY INVENTOR

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

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

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

Glossary

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

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6 Lesson 6

5. **Read the texts again and answer the questions.**

a. What organisation helped Sandra when she was pregnant?

b. How does Sandra make extra money now?

c. Why did William leave school when he was 14?

d. What did William build?

Focus on Language

6. **Complete the sentences from the text.**

a. She _____ work because she was so young.

b. He _____ read books.

c. She _____ build a house.

d. Some people think that women _____ be builders.

7. **Complete the table about Sandra and William.**

	Things they *could* and *couldn't do* (past)	Things they *can* and *can't do* (present)
Sandra		
William		

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

a. fast run can't dog can speak but our he

b. I was couldn't English I speak when younger

c. brother could one walk my he was when

d. because can pilot fly a a plane she Lidia is

Focus on Vocabulary

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

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

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

Example: play tennis

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

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

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Speak

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

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

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

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

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

Useful expressions

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

Write

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

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

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

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

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7 Lesson 7

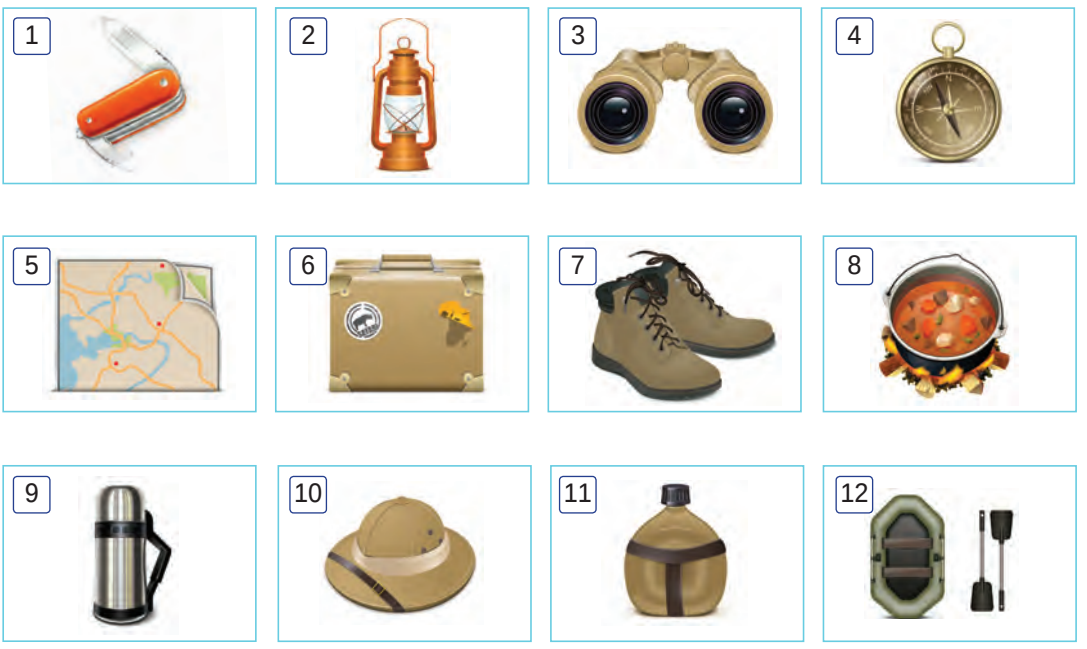
Focus on Vocabulary

Get Ready!

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

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

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



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

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

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Read

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

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

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

WHAT IS SCOUTING?

1

Scouting is an international [1]_____. It started in 1907 when British soldier Robert Baden-Powell took a group of boys and trained them in [2]_____ skills. After that, he wrote his book *Scouting for boys*, which became very popular. Boys created their own groups and practised the ideas in the book.

2

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

3

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

4

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

Glossary

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

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

a. What do Scouts look like?
b. How did Scouting begin?
c. What do Scouts do, and why?
d. How did Scouting develop?

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7 Lesson 7

Listen

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

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

12 **9.** **Listen again and complete the sentences.**

a. If snakes aren't scared, they don't _____.

b. If bears smell food, they _____!

c. If you stay in the water a long time, your body loses _____ and it's difficult to swim.

d. If they bite you, it's _____ and you can get ill.

Focus on Language

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

a. These sentences talk about **an imaginary situation / something that is always true**.

b. We use **present simple / past simple** after *if*.

c. We use **present simple / past simple** in the other part of the sentence.

d. This is called **zero / first** conditional.

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

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

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

If dogs are scared, ...

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

If you don't sleep well, ...

If there is a forest fire, ...

If a mosquito bites you, ...

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

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Speak

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

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

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

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

Write

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

Useful expressions

Writing an email

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

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8 Lesson 8

Focus on Vocabulary

Get Ready!

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

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

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

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

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

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

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

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

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

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

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

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Listen

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

13 **5.** **Listen again and choose the correct answers.**

a. What does Claudia's organisation do?
1. It gives people somewhere to sleep.
2. It gives people money.
3. It solves people's problems.

b. What does Claudia say is the most important thing that people need to start an organisation?
1. money
2. passion
3. a website

c. What does Claudia say about money?
1. It's not important.
2. You need money to start a business.
3. Your website can help you.

Focus on Language

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

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

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

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

a. playing sport

b. working in a team

c. going camping

d. eating well

e. learning to do something difficult

f. being in the hot sun

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8 Lesson 8

Read

8. **What youth organisations do you know? Are there any in your neighbourhood, city or region?**

9. **Look at the pictures. Which of the statements below do you think are true about the organisation Interact?**

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

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

Interact at Rotary International

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

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

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

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

Glossary

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

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

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

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Speak

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

a. What is the problem?
b. What does Alex suggest?
c. Can you think of any more suggestions for Sara?

Sara Hi Alex. I need to talk to you about the family who live next door.
Alex Why? What's up with them?
Sara I think they are living in poverty.
Alex Really? How do you know?
Sara Sometimes the younger children go outside without shoes. Also, they often come to our house and ask my parents if we have any food.
Alex That's awful.
Sara What should I do?
Alex Well, you can't solve the problem alone. Why don't you find out if there's an organisation that helps people who are living in poverty?
Sara That's a good idea.
Alex Also, this is just a small thing, but you could take food to them, if they're hungry.
Sara Another good idea. Thanks, Alex.

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

Write

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

Useful expressions

Writing a letter

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

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Let's work together

Create a youth organisation

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

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

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

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

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

- designing a logo
- presenting the organisation to the class

4. Choose a name for your organisation.

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Design a logo

5. **Design a logo for your organisation.**

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

Plan a presentation

6. **Plan how to present your organisation to the class. One person could talk about it, or all the group members could speak. Decide what you're going to say to the class. Include:**

- Why you chose this area for your organisation.
- What your organisation is called, and why you chose this name.
- Who the organisation helps, and how.
- How people can join the organisation, get involved, or find out more information.

Present your organisation

7. **Each group presents their organisation to the class. Talk about your organisation, give all the information you can and show the class your logo.**

8. **After each presentation, the class can ask questions about the organisations.**

9. **After all the presentations are finished, decide which is the best youth organisation. Have a class vote.**

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Self-assessment

1. Assessment of your English language skills

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

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

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2. Assessment of your English study skills

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

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

3. Assessment of Let's work together

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

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

4. Assessment of Module 1

- Look back over the module then complete the sentences.

1. My favourite activity was …
2. The most useful words or expressions were …
3. I enjoyed learning about …
4. I need to practise …

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Module 2

Money makes the world go round

In this module you will ...

- discuss how people spend money and prioritise their spending, in

Unit 1 What we spend

- read and talk about work, how products are made and who makes them, in

Unit 2 How the world works

- talk about the power of the consumer, and how the things we buy can make a difference, in

Unit 3 Ready to change

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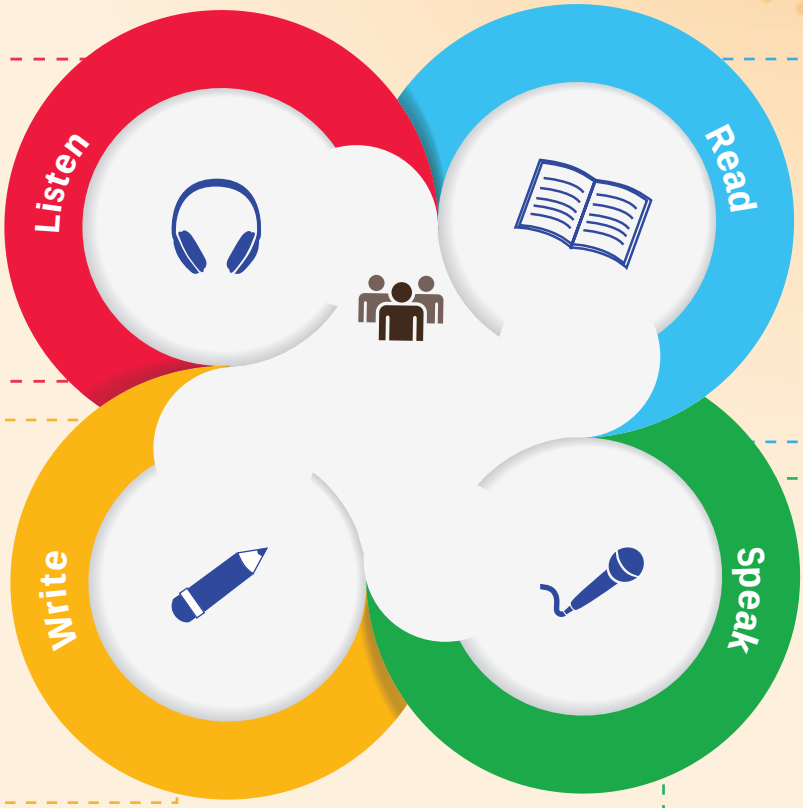
You will also …



- listen to a shop owner talking about Fairtrade
- listen to adverts about products
- listen to people describing their jobs

- read about how the government of a country spends its money
- read about the production line of a product
- read about being an ethical consumer

- write a report on how your classmates spend money
- write an advert for a product
- write an advert for a job in a responsible company

- interview your classmates about their spending habits
- describe an advert on TV
- role play a dialogue in a market

Let's work together

Make an advertising brochure for a product

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

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

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

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1 Lesson 1

Speak

Get Ready!

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

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

Christie: 'I buy new clothes every week.'
Sam: 'I always save some money in case of an emergency.'
Lucia: 'I only buy what I need.'
Taylor: 'I work hard so I can buy lots of things at the end of the month.'
Oscar: 'When my parents give me money, I always spend it immediately.'

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

100 *One hundred*	2,000 *Two thousand*	35,000 *Thirty-five thousand*
6,000,000 *six million*	13,000,000,000 *thirteen billion*	

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

15 **3.** **Listen and repeat the numbers in Exercise 2.**

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

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

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Focus on Vocabulary

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

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

1

2

3

4

5

6

7

8

9

10

11

12

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

Skin and body care	Technological items	Clothing
		cap

Listen

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

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

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1 Lesson 1

Read

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

Defence

Education

Health

Drinking water

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

HOW YOUR GOVERNMENT SPENDS YOUR MONEY

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

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

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

Glossary

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

Focus on Language

11. **Complete the sentences from the text.**

a. Rich countries should spend _____ money on helping poorer countries.

b. Others think that people should pay _____ tax.

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

cars – time – energy – pollution

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

a. I've got _____ to spend with my friends at the moment because I'm studying for exams.

b. There are _____ on the roads now. The traffic is really bad.

c. I go running in the morning because I've got _____ then.

d. There's _____ in my city now. The air feels cleaner.

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Speak

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

a. You are on a sinking ship. You need to leave it immediately and get into a life raft. You can take five items. What are they?

b. A hurricane is on its way to your town or city. What five things do you take with you?

c. Look at the items in exercise 5. Were any of them on your two lists? Explain why or why not.

Useful expressions

Prioritising and giving reasons

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

Write

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

a. Number each item from 1 (most important) to 8 (least important). Add more items if you can think of them.

b. Explain why you think your top three items are more important.

c. Explain why your bottom three items are less important.

- defence
- health
- education
- research
- foreign aid
- the environment
- social protection
- transport

Useful expressions

Giving your opinion

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

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2 Lesson 2

Focus on Vocabulary

Get Ready!

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

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

a. informal clothes that you can wear at home
b. clothes that are popular in your country at the moment
c. clothes that people often wear in an office or at school
d. clothes that you wear to do exercise
e. clothes for special occasions
f. clothes that are really big for you
g. clothes that are practical
h. clothes that fit closely
i. clothes that you and your friends like

2. **Complete the sentences with an adjective from exercise 1.**

a. My best friend bought a _____ suit for his prom.
b. I usually wear _____ clothes when I'm relaxing at home.
c. I run a lot, and prefer wearing _____ clothes.
d. These jeans are really _____ . I need a bigger pair.
e. Those white shoes look great but they aren't _____ for going to the park!
f. My mum works with politicians, so she has to wear _____ clothes at work.

3. **Talk to a partner about the clothes in your closet. Describe them using the adjectives in exercise 1. When do you wear them?**

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Read

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

THE FASHION TRAP

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

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

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

BEING AUTHENTIC AND ORIGINAL

1. _____

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

2. _____

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

3. _____

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

4. _____

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

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

Glossary

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

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2 Lesson 2

Focus on Language

7. **Complete the sentences from the article.**

a. _____ clothes from new brands.
b. _____ items which have big printed words.
c. _____ clothes that you really like.
d. _____ clothes because you think they will make you look more interesting.
e. _____ authentic.

8. **Choose the correct words to complete the rules.**

- Imperative sentences don't have a **subject** / **a verb**.
- We use the **infinitive** / ***-ing* form** to make an imperative.
- We use **No** / **Don't** in negative imperatives.

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

use – think – put – say – buy – touch

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

Listen

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

17 **11.** **Listen again and complete the sentences.**

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

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

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Speak

13. **In groups, discuss the following questions:**

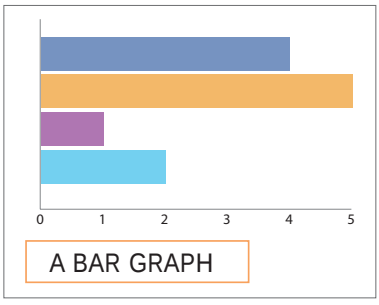
a. What do you like to spend your money on?
b. What should teenagers spend money on?

14. **Find out what your friends usually spend money on. Choose two questions from the list. Ask ten students the questions and make a note of their answers.**

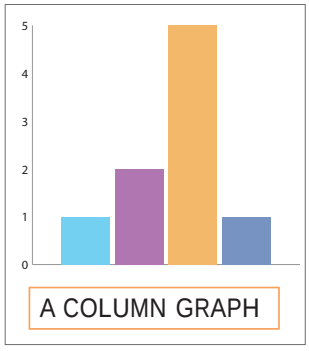
- Do you get pocket money? How much do you get every week?
- What do you spend your money on?
- Do you save any money? How much?
- What do you buy with your savings?
- Do you usually get money as a present for your birthday or on other occasions? How much?
- Are you saving for something right now? What?
- What would you most like to buy?

Write

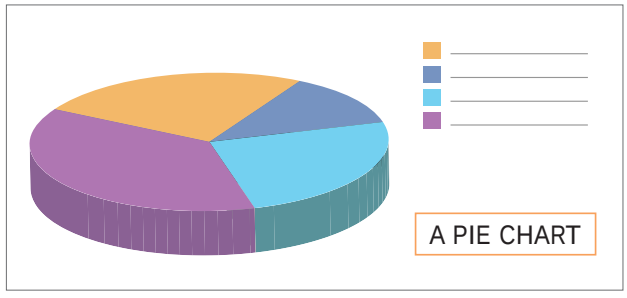
15. **Collect, count and categorise the answers to the questions you asked in exercise 14. Present your statistics in a visual way. You can use different types of charts. Here are some examples:**



A BAR GRAPH



A COLUMN GRAPH


A PIE CHART

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

Useful expressions

Reporting statistics

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

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3 Lesson 3

Focus on Vocabulary

Get Ready!

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

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

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

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

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

Speak

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

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

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

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Read

4. **Read the text. Then think about the adverts that you discussed in exercise 3 and complete the table.**

Product	Advert	Technique

THE ADVERTISING GAME

Companies use different techniques in their adverts to attract people to their products. Here are some of the most common strategies.

Celebrities

We all know these adverts – you see a popular singer, sports person or model using a product, and it makes you want to buy it, so that you can be just like your favourite celebrity.

Visual stimulation

Companies advertise their products in a creative way. They use strong colours to catch your eye, because they attract us to the product and they look good.

Emotional attraction

A lot of adverts promote their products by using music, images and stories that touch your emotions – love, friendship, nostalgia, etc. This is a very powerful way to attract you to their product.

Humour

This is a very common and successful way to advertise a product. People enjoy laughing, and they like to watch adverts again and again if they are funny. Soon, you associate this pleasant feeling with a product.

Special offers

Companies often make you believe that you are getting something for free if you buy their products. Be careful – this is usually not true!

Glossary

- celebrities: *famosos/as*
- strategies: *estrategias*
- catch your eye: *llamar la atención*
- promote: *promocionar*
- pleasant: *agradable*
- special offer: *oferta*
- for free: *gratis*

5. **Answer the questions. Then discuss your answers with a partner.**

a. Which of the techniques in the text do you think is the most effective? Why?

b. Which of these techniques do you find annoying or ineffective? Why?

c. Which celebrities are advertising products on TV at the moment? What do you think of the adverts?

d. Can you think of any adverts that make you feel emotional? What emotion do you feel? What products are they advertising?

e. Look at the pictures. What do they show? What techniques do companies use when they advertise products for children? Are they different from products for adults? Think of some examples.

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3 Lesson 3

Listen

18 **6.** **Listen to three adverts. For each one, write:**

a. the name of the product

b. the type of product

18 **7.** **Listen again and choose the correct options.**

Advert 1

a. How much does it cost to call abroad?

1. It's free for 30 minutes a day.

2. 30 pesos per minute.

3. It's free all the time.

Advert 2

b. What can't you do with this product?

1. Go into the garden.

2. Explore the house.

3. Fall off.

Advert 3

c. What isn't true about this product?

1. It contains vitamins.

2. Your dog should eat it every day.

3. It contains one type of meat.

Focus on Language

8. **Match the sentence halves from the adverts.**

a. Your dog will	never think twice about making that call.
b. Your child won't	love you forever!
c. You will	fall off.

9. **Complete the sentences using *will/won't* for predictions.**

a. I'm sure that my sister _____ love her new toy bear.

b. I don't think that my clothes _____ be fashionable next year.

c. I think that my dad _____ cook delicious pancakes every morning now that we've got a new oven.

d. My dog _____ eat any other food now that she has DoggyFood every day!

e. I get 3 hours of free calls every day! I'm sure that I _____ use them all.

Useful language

Predicting

- We often use these phrases with *will / won't* to make predictions about the future:
- I think that / I don't think that …
- I'm sure that …
- I doubt that …

Example:
I doubt that it will rain tomorrow.
I'm sure that you won't find a better offer.

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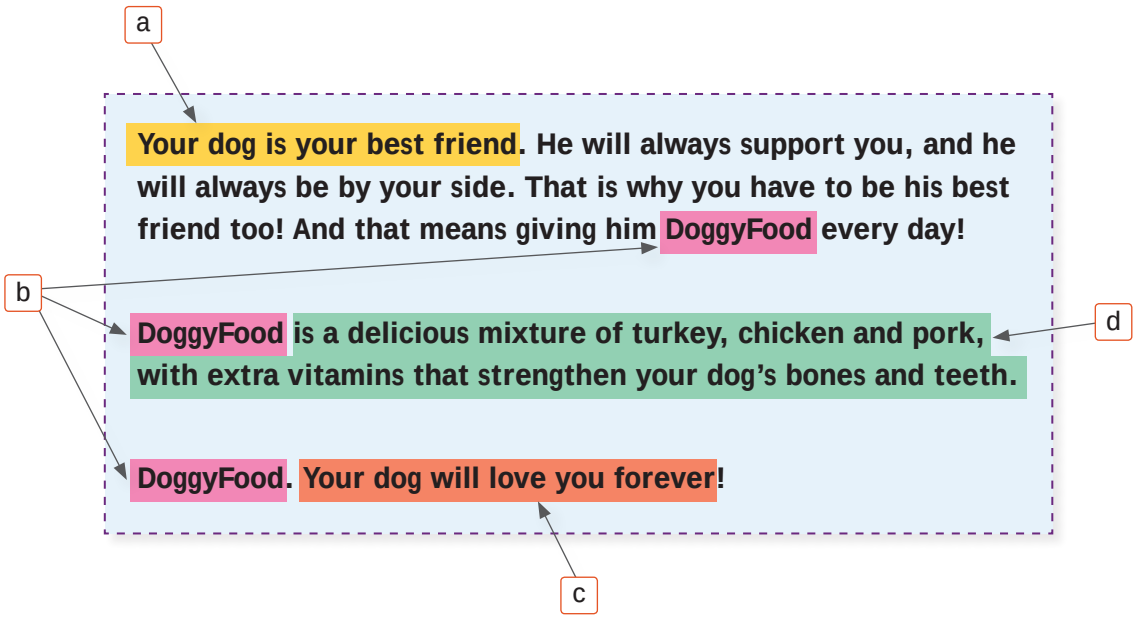
Write

10. **You are going to write a radio advert for a product. First, read one of the adverts that you listened to in exercise 6. Match the descriptions to the parts of the text.**

- A prediction about how the product will improve the listener's life
- The name of the product (repeated)
- A description of the product
- A line that touches the listener's emotions



11. **Now write your own radio advert. It can be a product from exercise 1, or your own idea. Follow the instructions.**

a. Choose a product that you want to advertise.

b. Decide who the audience for the advert is.

c. Decide what you want the advert to include, for example: a description of the product, a special offer.

d. Decide if you want to make the listener feel emotional.

e. Use predictions with *will/won't*, to show how the product will improve the listener's life.

Speak

12. **Present your advert to the class.**

13. **In groups, discuss which was your favourite advert, and why.**

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4 Lesson 4

Focus on Vocabulary

Get Ready!

1. **Read about Fairtrade. Then match two words in the box with each product below.**

Over 4,500 products from coffees to flowers are classed as Fairtrade. They have been certified by a Fairtrade certification organisation, which sets international Fairtrade standards.

roses – pineapple – espresso – tropical – instant – towels – herbal – shirts – cocoa – melon – carnations – smoothies – green – dark

a. fresh fruit

b. chocolate

c. cotton

d. tea

e. fruit drinks

f. coffee

g. flowers

19

2. **Listen and check.**

3. **The people in the pictures all work with Fairtrade products. What do you think they are producing?**

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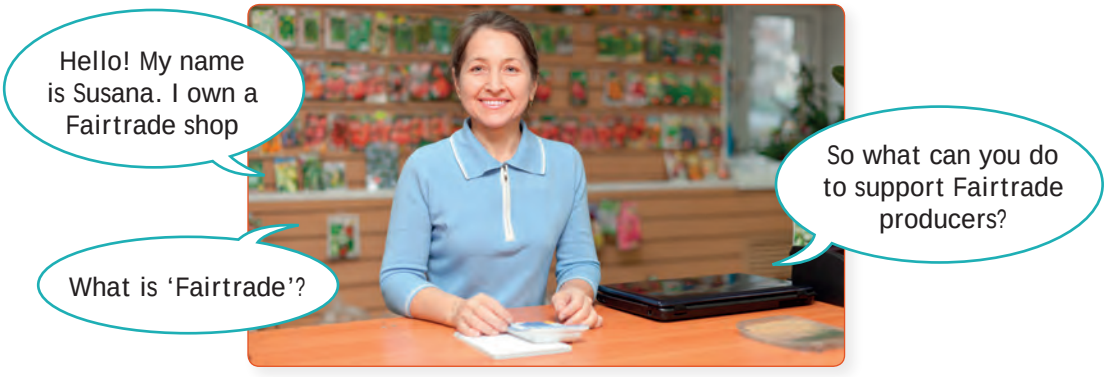
Listen

20 **4.** **Look at the photo of Susana and read the questions. Listen and answer the two questions.**



20 **5.** **Listen again and complete the sentences.**

a. Farmers don't make much money if prices go _____.
b. Fairtrade farmers and producers always get a _____ price for their products.
c. Farmers and producers receive premiums if they give _____ to local people.
d. Fairtrade farmers and producers work in a way that is good for the _____.
e. If you buy Fairtrade products, you are supporting _____ all around the world.

Read

6. **Read about two Fairtrade farmers. Choose two ideas that you find interesting and tell your partner.**

1

Gerardo Arias Rodríguez is a coffee farmer in Costa Rica.

'Fairtrade helps us to have a better quality of life and to take care of the environment. At the moment, we're learning how to protect our water resources. We're also learning to make compost to fertilise our plants. It makes our farms more productive, and we can sell our products at reasonable prices.

The technicians from Fairtrade usually work with communities to train people to be more efficient and use their resources in a better way. A lot of farmers like me are taking courses to learn new techniques, so that we can use the methods in our own farms.'

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4 Lesson 4

2

Comfort Akoye is a cocoa farmer in Ghana.

'Life is usually very hard in villages where people grow cocoa. Most people don't have access to healthcare, drinking water and other vital facilities. But now, our situation is changing.

Because we work with Fairtrade, we now have extra money that we can spend on improving our community. We now have drinking water every day. We have a health centre and schools – they are always open for everyone, and we love that! And what is more, we're getting a better price for our cocoa beans.

Our community is changing, too. Women are participating in the decisions that we make. And our children don't go to work in the fields – they go to school instead.'

Glossary

- water resources: *recursos de agua*
- compost: *abono*
- fertilise: *abonar*
- reasonable: *razonable*
- vital facilities: *servicios vitales*
- cocoa beans: *granos de cacao*

7. **Complete the information below about the farmers.**

Name	Place	Product	How Fairtrade is helping

8. **Choose one of the stories and tell the rest of the class about it. You can produce a song, rap, poem, news report or drama about your case study.**

Focus on Language

9. **Read the sentences from the text. Then complete the rules with *present simple* or *present continuous*.**

Fair trade helps us to have a better quality of life. We love that!

Our situation is changing. We're learning how to make compost.

a. We use the _____ for routines, facts and states.

b. We use the _____ for actions happening now, or temporary situations.

10. **Look at the words in the box. Do we use them with the present simple or present continuous? Write a true sentence about you with each word/expression.**

Example: Today - present continuous. Today I'm learning about Fairtrade products.

every day – usually – at the moment – always – today – now – often – never

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Speak

11. **In pairs, plan an interview for a radio show between a presenter and a farmer or producer in the Fairtrade programme.**

Farmer/producer

- Decide which country you live in, and some information about your life.
- Look at the questions in the box to help you.

Radio show presenter

- Plan some questions to ask the farmer/producer.
- Look at the questions in the box to help you.

12. **Now practise your interview.**

Useful language

Asking about everyday life

- Where do you live?
- What do you produce?
- Describe a typical day for you. What time do you get up / go to bed?

Asking about the past

- What was life like before you worked with Fairtrade?

Asking about changes

- What training are you doing?
- What changes can you see in your community?

Write

13. **Look at the poster. Then design your own poster to encourage people to buy Fairtrade products.**

Buy Fairtrade!

Help farmers and their families all over the world.

Save the planet, too!

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5 Lesson 5

Focus on Vocabulary

Get Ready!

1. **Complete the table with the words in the box.**

employer – employee – salary – holiday pay – overtime – pension – sick pay – break – minimum wage – manager / boss – shift

People	Things that you do at work	Benefits

2. **Read the texts and match them with the pictures.**

1. ____
In a cooperative, everyone is the boss. The members own the company and run it. Everyone is equal, and they make decisions together.

2. ____
A responsible company provides a safe place for its employees to work. It respects the rights of its employees, and it respects the environment too.

3. ____
Some factories, often called 'sweatshops', have extremely poor working conditions. They are dangerous, and their employees have long shifts with no minimum wage or other benefits.

Say it!

21 **3.** **Listen and repeat.**

The sounds /tʃ/ - /ʃ/ - /dʒ/

- /tʃ/: tea**ch**er, **ch**eck, **ch**oose
- /ʃ/: **sh**ifts, **sh**oes, fa**sh**ion,
- /dʒ/: wa**g**e, disadvanta**g**e, **j**oin

a. Workers **j**oin a cooperative for better wa**g**es and conditions.

b. Many fa**sh**ionable **sh**oes and **sh**irts are made in sweat**sh**ops.

c. **Ch**inese products are much **ch**eaper than local ones.

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Read

4. **Read each situation. Then, in pairs discuss if the situation is positive or negative:**

a. for you. **b.** for Colombia's economy.

1. A local car factory in your city has closed. The company that owns it has opened a new factory abroad, where salaries and production costs are cheaper.

2. A new multinational company has opened an office in your city. Lots of people have started to work there. It has also started building a new school.

3. Your friend plays in a band. It has become really popular on the Internet, and people from Europe, Africa and Asia are downloading their music.

4. You want to buy a pair of shoes from your local shoe shop. But you have found them in an online shop from the United States, where they are much cheaper.

5. A factory abroad has collapsed, and lots of the workers inside have died. Inside the building, the employees made clothes for Europe, and North and South America.

6. A foreign gold mining company has invested in Colombia. It will create jobs, but it is cutting down trees in the rainforest, in order to build a gold mine.

Glossary

- band: *grupo*
- download: *descargar*
- collapse: *derrumbarse*
- invest: *invertir*
- cut down: *talar*
- gold mine: *mina de oro*

5. **Read the situations again. Which situation:**

a. might be a sweatshop?
b. is bad for local shops and businesses? (2 situations)
c. will provide jobs for local people? (2 situations)
d. is bad for the environment?
e. is benefiting the local community in other ways?

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5 Lesson 5

Focus on Language

6. **Look at the following sentences. Choose the correct answers in a-c.**

1. A local car factory in your city has closed.
2. You have found some shoes in an online shop.
3. A new multinational company has opened an office in your city.

a. This tense is called the **present simple / present perfect**. We use it when an action in the past has a result in the present. We **say / don't say** exactly when it happened.

b. We form it with ***have / be*** + past participle.

c. Regular past participles end in ***-ing / -ed***.

7. **Complete the sentences. Use the present perfect form of the verbs in brackets.**

Example: Maria has started a new job in a cooperative. (start)

a. The employees _____ for a meeting with their boss because they want a better salary. (ask)

b. Pablo _____ jobs because he didn't get sick pay in his last job. (change)

c. Sorry, I can't go for a coffee because I _____ my break. (finish)

d. A big oil company _____ in our city, and there will be lots of new jobs. (invest)

Listen

22 **8.** **Look at the pictures and descriptions, and listen to Maria and Fernanda. Which of them has better working conditions?**

Maria works in a factory in The Philippines.

Fernanda works in a factory in Panama.

22 **9.** **Listen again. Make true sentences using the information below.**

Maria	has / doesn't have	▪ a lunch break ▪ the minimum wage ▪ good working conditions ▪ a good salary ▪ a job that she likes ▪ a long working day
Fernanda		

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Speak

10. **In pairs, invent a company. Look at the diagram, and discuss your answers to the questions.**

The product:
What is it?

Your factory:
Is it a safe place to work?

Your company

The environment:
How do you protect it?

Your employees:
What conditions do they have?

11. **Present your company to the class. Your classmates can ask questions.**

Write

12. **Write a job advert for your company. Include the following information:**

- a description of your company and what it does
- what job you are advertising
- what the working conditions are
- why your company is a good place to work

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6 Lesson 6

Listen

Get Ready!

1. **Look at the traditional Colombian products in the pictures. Imagine that you are describing them to someone who doesn't know what they are. Use the words in the box to help you.**

backpack – hammock – shoes – pot – vase – hat – blouse – cotton – wool – clay – traditional – colourful

mochila Arhuaca

sombrero vueltiao

artesanías en Werregue

cerámica de La Chamba

hamaca de San Jacinto

Kuna mola

alpargatas de fique

mochila Wayúu

23 **2.** **Listen to descriptions of the products in exercise 1. Which products are they? Write the name of each product in the order that you hear them.**

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

23 **3.** **Listen again. Where on the map is each product made?**

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Focus on Vocabulary

4. **Look at the verbs in the box for manufacturing a product. Then match them to the expressions. For some expressions, you can match more than one verb.**

sell – pick – grow – pack – buy – knit – cut – send – produce – sew

a. _____ clothes in a market (2 verbs)
b. _____ thousands of items each year
c. _____ clothes by hand (2 items)
d. _____ fruit from trees
e. _____ cotton on farms
f. _____ the material into small pieces
g. _____ in boxes
h. _____ to stores in trucks

5. **Think of more expressions for each of the verbs in exercise 4.**

Example: send a letter, buy some jeans online

Focus on Language

6. **Read these sentences from the listening in exercises 2 and 3. Answer the questions.**

1. This hat is produced in Córdoba and Sucre.
2. The bowls are sold in markets.
3. The bags are manufactured in Sierra Nevada de Santa Marta by the Arhuacos people.

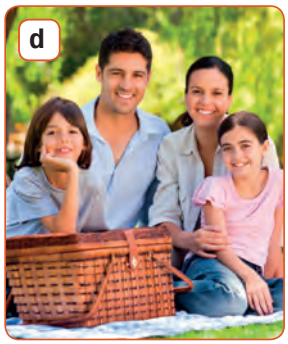
a. Are these sentences in the present, past or future?
b. In sentences 1 and 2, do we know who does the action? Is it necessary to know?
c. In sentence 3, what preposition do we use to say who does the action?
d. When do we use *is* + past participle, and when do we use *are* + past participle?

7. **Unscramble the sentences about making and selling baskets.**

bamboo / into / thin / is / picked / and / pieces / cut

baskets / the / artisans / pieces / made / into / by / are

sold / baskets / shops / are / in / the



the / are / by / baskets / used / customers

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6 Lesson 6

Read

8. **Look at the pictures and match them with the words.**

cotton plant – dye – button – zip – pocket – thread

9. **Read the text quickly. Then list which items from exercise 8 are mentioned in each paragraph.**

Example: Paragraph 1 - cotton plant

The life story of jeans

A pair of jeans passes through a long process before it arrives at a clothes store. Let's have a look.

1 Jeans are made of denim, which starts life as cotton. Cotton is mostly grown in warm countries. The cotton plant takes approximately 2 to 6 weeks to produce cotton fibre. When it is ready, the cotton is picked from the fields.

2 The cotton is processed to make thread. First, this thread is coloured blue (or sometimes black, white or other colours) using dye. It is then inserted into a machine and turned into denim.

3 After that, the denim is cut into pieces using patterns in order to create the shape of jeans. These pieces are sewn together on machines to get a perfect pair of jeans. Next, the extra sections are added: buttons, pockets, zips and labels are sewn on, and the jeans are finished!

4 Finally, the jeans are organised into different styles, colours and sizes, and are sent to the stores in trucks. They are often sold at high prices, because they are the world's most popular trousers.

Glossary

- fibre: *fibra*
- thread: *hilo*
- dye: *tintura*
- pattern: *estampado*
- label: *etiqueta*

10. **Write passive sentences using the words below. When you finish, check in the text and correct your sentences if necessary.**

Example: The cotton is grown in fields.

a. cotton / grow / warm countries
b. cotton / pick / from the fields
c. cotton / process / to make thread
d. thread / colour / blue
e. denim / cut / pieces
f. pieces / sew / together / machines
g. jeans / organise / different styles, colours, sizes
h. they / often / sell / high prices

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Speak

11. **In pairs, create a role play in a traditional Colombian market. Follow the instructions and use the expressions in the box to help you.**

Student A

You are a customer. You want to buy one of the traditional products for sale at the market. Use the pictures from page 68, exercise 1, to help you.

- Ask questions about the product.
- Ask about the price.
- Ask for a discount. If you don't like the price, ask again. Agree on a price.

Student B

You sell traditional products at a market. Use the pictures of the products from page 68, exercise 1, to help you.

- Answer the customer's questions about the product.
- Answer their question about the price.
- If the customer doesn't like the price, offer a discount. Agree on a price.

Useful expressions

Asking about a product

▪ What's it called?	It's a ...
▪ Where is it from?	It's from ....
▪ What's it made of?	It's made of ...

Agreeing a price

▪ How much is it?	It's ....
▪ Will you give me a discount?	
▪ How about $100?	That's fine.

12. **Perform your role play for the class.**

Write

13. **Imagine you want to sell a Colombian product at a market for tourists. Choose a product from exercise 1, page 68, or your own idea. Write a label for the product with a description. Include the following information:**

- where it is made
- what it is made of
- who it was made by
- any other interesting information

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7 Lesson 7

Focus on Vocabulary

Get Ready!

1. **Look at the words in the box. In your opinion, are they *essential* in life or *desirable*? Add the words to the columns in the table.**

computer – water – mobile phone – friends – holidays – oxygen – car – education – work – pets – family – good health – home

Essential	Desirable

2. **Work with a partner. Compare your answers to exercise 1 and say if you agree or disagree. Use the expressions in the box to help you.**

Useful expressions

Agreeing

- I (totally) agree.
- That's right.

Disagreeing

- I'm sorry, I (totally) disagree.
- I'm not sure about that.

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Read

3. **Work in groups of four. Each person should choose a different paragraph of the text to read. Then, tell your group about the people in your paragraph.**

A simpler life

Sandra López is a grandmother whose only possessions in life are the things that she has in her suitcase. She does jobs such as cleaning, babysitting and gardening, swapping her services for food or somewhere to sleep. Living without money makes her feel happy, and she loves teaching people about her philosophy.

Some years ago, Lenny and Christie McAvoy had lots of debt, and they were unhappy. They decided to sell almost all of their possessions, and they went travelling with only what they could put in a backpack. After more than a year travelling, Lenny and Christie's life is totally different, and they are now much happier.

Timothy Jay only has fifteen possessions (not including socks and underwear)! Timothy's passions in life are travelling and writing. He says that not having his own home isn't a problem. He believes that if you learn to live simply, you don't miss the things that you don't have.

When they were 30, friends Emma Mills and Kate Thomas decided to stop working long hours. Having lots of money didn't make them happy. They quit their jobs and started a new life with only basic possessions, hoping to lose the stress from their lives. They now have less money but more time, and life is much better.

Glossary

- suitcase: *maleta*
- babysitting: *cuidar niños*
- swap: *intercambiar*
- debt: *deuda*
- miss: *echar de menos*
- quit your job: *renunciar al trabajo*

4. **Now read all four texts. Which person / people ...**

a. had problems with money?
b. doesn't have their own home?
c. spent most of their time working in the past?
d. doesn't get a salary for the work that they do?

5. **Discuss the questions with your group.**

a. What do these people all have in common?
b. Which of the people in the text would you like to interview? Why?
c. Would you like to live like these people?

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7 Lesson 7

Focus on Language

6. **Look at the sentences from the texts on page 73 and complete the rules a-c.**

Living without money makes her feel happy.
Not having his own home isn't a problem.
Timothy's passions are travelling and writing.

a. We often use a gerund as the _____ of a sentence, or as a noun.
b. We form the gerund by adding _____ to a verb.
c. We make a negative by adding _____ before the verb.

7. **Find more examples of gerunds in the texts.**

8. **Complete the text using gerunds from the verbs in the box.**

keep – have – spend – not have – live – not worry – buy

(1)_____ money irresponsibly is a very common problem. A lot of people think that (2)_____ new possessions will make them happy. They don't like (3)_____ the same things for a long time. But actually, (4)_____ the latest phone, computer or even car every year is very expensive, and (5)_____ much money can also be stressful. Maybe (6)_____ so much, and (7)_____ more simply is a better idea.

Listen

9. **Read the situation below. In pairs, discuss what you think Juan should do with his money.**

Juan is a fifteen-year-old school student. His father lost his job recently and he has very little money at the moment. It was Juan's birthday yesterday, and his dad gave him 150,000 pesos. Juan wants some new headphones. However, today his teacher asked every student for 120,000 pesos for a trip to Bogotá for their History class.

24 **10.** **Now listen and answer the questions.**

a. What did Juan want to do?
b. What did he do in the end? Why?

25 **11.** **Now listen to Juan's father. Read the sentences and write true (T) or false (F).**

a. Juan is a typical teenager.
b. Juan's father felt sad in the end about what happened.

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Speak

12. **Imagine all your possessions in the world can fit into a suitcase. Discuss the questions with a partner.**

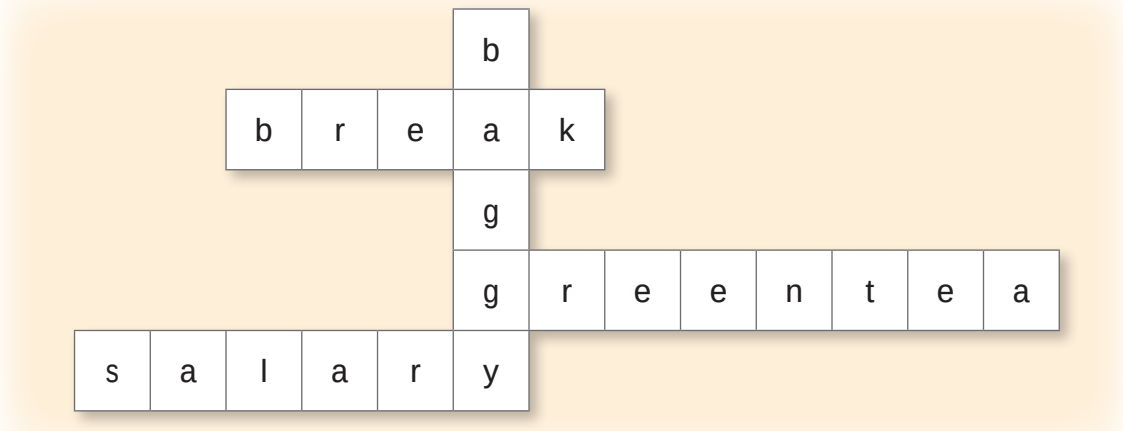
a. What possessions will fit in a suitcase?
b. What are the advantages of living like this?
c. What are the disadvantages?
d. Do you think it's possible to be happy?

13. **Copy the table. Add two more questions about money. Then interview a classmate using the questions.**

Questions	Yes	No
Do you think money is important to be happy?		
Are you a shopaholic?		
Do you buy products because you like the adverts?		
Do you think about how a product is made before you buy it?		

Write

14. **Copy the crossword. Then add more words to it using vocabulary that you have learnt in Module 2.**



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8 Lesson 8

Focus on Vocabulary

Get Ready!

1. **Look at the places of work in the box. Which places can you see in the pictures?**

factory - restaurant - office - mine - store - building site - hotel - market – university – airport – farm – laboratory

2. **In pairs, discuss questions a-d about each place of work in exercise 1.**

a. Can this be a dangerous place to work?
b. Do people usually work outside or inside here?
c. Do people usually do physical work here?
d. Can you earn a good salary here?

3. **Think of more places of work. Then, choose where you would like to work in the future. Write a paragraph to explain why. Then tell your partner.**

Useful expressions

Explaining your choices

- I'd like to work …
- I think … is (more interesting) than …
- There are better opportunities …
- I enjoy (meeting people/working with my hands/working outside).
- I wouldn't like to work …

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Read

4. **Read the article about how to be an ethical consumer. Match the headings below to paragraphs 1–4.**

a. It's not only about people
b. Keep it local
c. Save the planet
d. The people that you don't see

Are you an ethical consumer?

Every time that we buy something, we make a choice. It isn't only a choice about the products that we want, but also about the company that makes the product. Is the company ethical or unethical? Is it environmentally friendly? Every choice that we make when we buy is strongly connected with people's lives, and with the future of our planet.

1. _____

An ethical consumer cares about the environment. They ask themselves questions like: What is this product made of? Can I recycle the packaging? If you only buy products that you can recycle, you will help the environment.

2. _____

An ethical consumer cares about the people who worked on the product. They find out about the company, and how its products are made. If you avoid products from sweatshops and other places with terrible working conditions, you will help workers in those countries.

3. _____

An ethical consumer supports local businesses. If you buy products from local businesses, you will help the local economy. This will mean more jobs in your local area.

4. _____

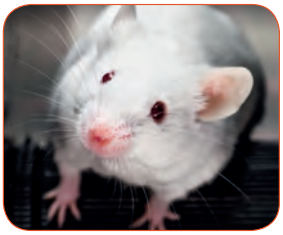
An ethical consumer cares about animals as well as people. These days, it's easy to buy products that are not tested on animals. If we treat animals well, we will create a more caring society.

So, are you an ethical consumer? If you aren't, will you become one soon?

Glossary

- ethical consumer: *consumidor responsable*
- make a choice: *elegir*
- care: *preocuparse por*
- environmentally friendly: *respetuoso con el medio ambiente*
- packaging: *empaquetado/a*
- support: *apoyar*
- test on animals: *probar en animales*

5. **Read the article again. Explain the connection between the pictures and ethical consumers.**


Animals

The environment

People

6. **Work in pairs. Discuss the questions.**

a. What is an ethical consumer? Explain in your own words.
b. What are the characteristics of an ethical consumer?
c. Do you consider yourself an ethical consumer? Why?
d. If not, has this article made you consider becoming one?

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8 Lesson 8

Focus on Language

7. **Look at the sentence below. This structure is called the first conditional. Answer questions a-d.**

> If we treat animals well, we will create a more caring society.

a. Does this sentence refer to a present or a future situation?
b. Which verb form do we use in the *If* clause?
c. Which verb form do we use in the other clause?
d. Find three more first conditional sentences in the article on page 77.

8. **Complete the sentences with the correct form of the verbs in brackets.**

a. If we _____ (support) unethical companies, we _____ (suffer) the consequences in the future.
b. If unethical companies _____ (continue) to grow, global warming _____ (become) worse.
c. People _____ (not become) ethical consumers if they _____ (not care) about the environment.
d. _____ you _____ (buy) products if they _____ (be) tested on animals?
e. Where _____ you _____ (go) shopping if you _____ (want) to make ethical choices?

Listen

26 **9.** **Listen to a conversation between two friends talking about their shopping habits. What things do they talk about from the list?**

- prices
- Fairtrade products
- local products
- the environment
- recycling
- working conditions

26 **10.** **Listen again and complete the sentences with a word or expression.**

a. Why do you buy so many products that aren't _____?
b. I also have a look at the _____ so I can see if they are _____.
c. I try to buy _____, so I can support _____.

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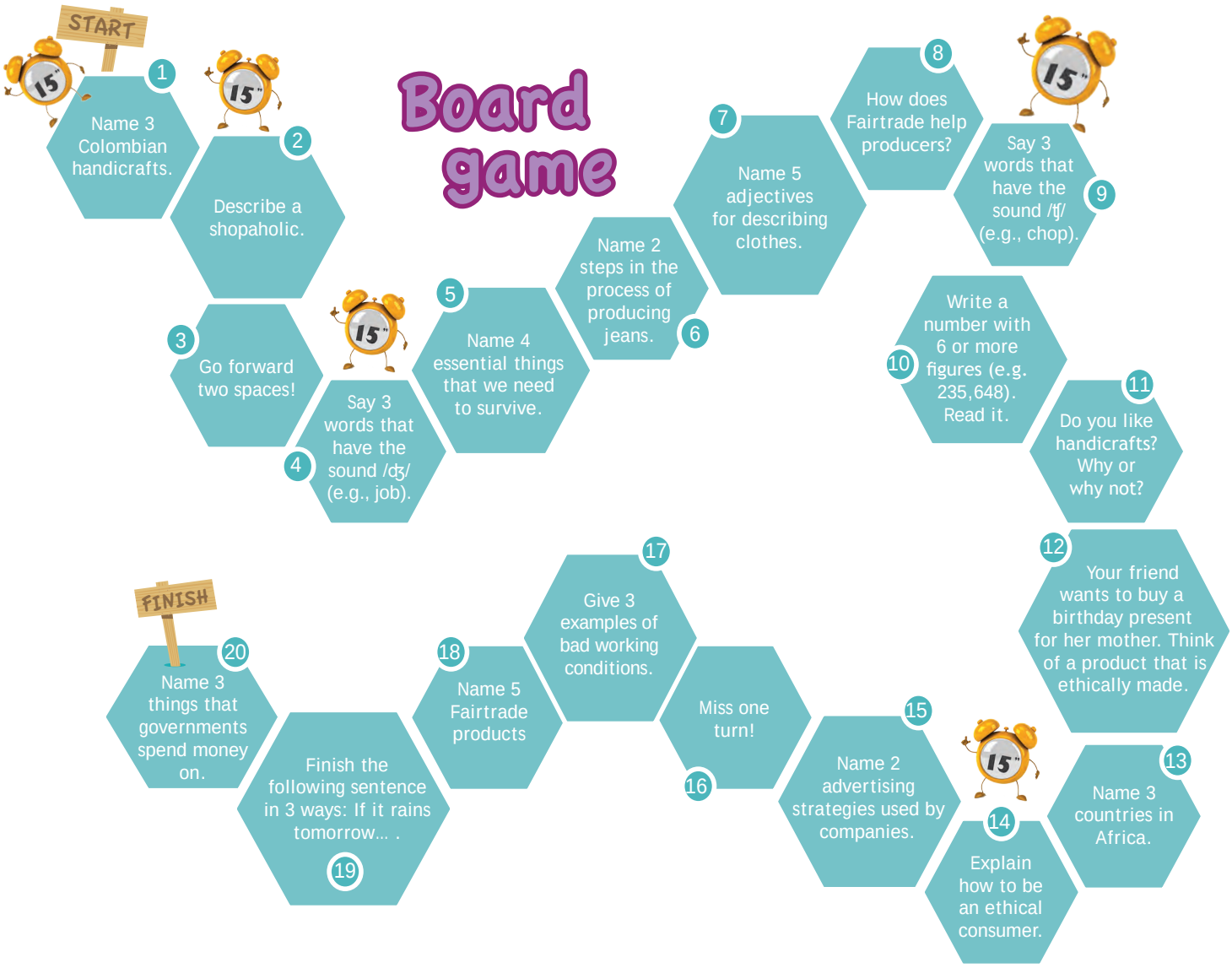
Speak

11. Play the game. Follow the instructions.

1. Play in groups of three or four. You need counters and some dice.
2. Decide who goes first, second, third and fourth.
3. All players begin at 'START'.
4. When you reach a box, you have 30 seconds to do the task.
5. The group decides if your answer is complete. If not, you go back to the box where you were before.
6. The winner is the first player to reach 'FINISH'.



Write

12. Write a short guide about how to be an ethical consumer.

Example: If you buy items from local markets, you will help local farmers.

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Let's work together

Make an advertising brochure for a product

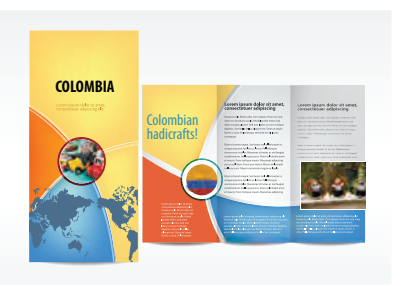
1. **Work in groups. Choose a product that you would like to advertise. Look back through Module 2 to get some ideas of different products. Before you start, check that each group has chosen a different product. Decide on a name for your product.**

Plan your brochure

2. **Read about a brochure. Then decide which sections you are going to include in your brochure. Give each student in your group a section to work on.**

An advertising brochure is a small booklet. It contains information about a product. It contains all or some of the following sections:

- the name of the product and a logo
- pictures of the product
- a description of the production process
- a description of the product
- information about why people should buy this product
- a profile of the typical customer of the product
- details of how to buy the product (shops, website, etc)
- a slogan



Produce your brochure

3. **Work individually or in pairs to decide the following information about your product. For each section, write a paragraph for the brochure.**

THE PRODUCTION PROCESS

- Where is the product made?
- Who works on it, and what are their working conditions?
- What are the production stages?

THE PRODUCT PROFILE

- What is your product, exactly?
- What is it made of?
- What features does it have?
- Why is it better than other similar products?

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THE CUSTOMER PROFILE

- Are the typical customers male, female, or both?
- How old are they?
- What social group do they belong to?
- Do they have any particular hobbies or interests?

HOW TO BUY IT

- How much does your product cost?
- What sort of shops can you buy it in?
- Can you buy it online? What is the website? Is the price the same?

4. **Create the rest of the brochure. Include the following sections:**

- a slogan (a short line which attracts people to the product)
- pictures of the product (draw these yourself, or find pictures online or in magazines)
- a logo (a design that represents your product)

5. **Put all the sections of the brochure together. Use a computer or write it on some paper. Organise the text and pictures in a logical order. Read it and check for mistakes.**

Present your brochure

6. **Produce a copy of your brochure for the other groups in your class. Then present it. Each student talks about the section that they wrote or designed.**

7. **After each presentation, the class can ask questions about the products.**

8. **After all the presentations are finished, decide which is the best brochure. Have a class vote.**

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Self-assessment

1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read a text about advertising techniques.			
	B. I can understand a description of the production process of jeans.			
	C. I can read and compare two descriptions of Fairtrade farmers.			
WRITING	A. I can describe the production process of a product.			
	B. I can write an advert.			
	C. I can write about how I think Colombia should spend its money.			
SPEAKING	A. I can discuss items that I need in an emergency situation.			
	B. I can present an advert to my classmates.			
	C. I can give my opinion about whether money makes you happy.			
LISTENING	A. I can understand information about a Fairtrade shop.			
	B. I can identify information about typical Colombian handicrafts.			
	C. I can understand a conversation about being an ethical consumer.			

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2. Assessment of your English study skills

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

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Use tables and diagrams to help me write a text.			
2. Make vocabulary cards of new words/expressions.			
3. Organise my notes/ information in my notebook.			
4. Watch English language movies and TV shows.			
5. Study at home.			

3. Assessment of Let's work together

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

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

4. Assessment of Module 2

- Look back over the module then complete the sentences.

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

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Module 3

We are all different

In this module you will ...

- compare and contrast different traditions around the world and through time, in

Unit 1 Different looks, different lifestyles

- identify and challenge different concepts of beauty, in

Unit 2 Be yourself

- develop awareness of cultural diversity and respect, in

Unit 3 Mind your manners

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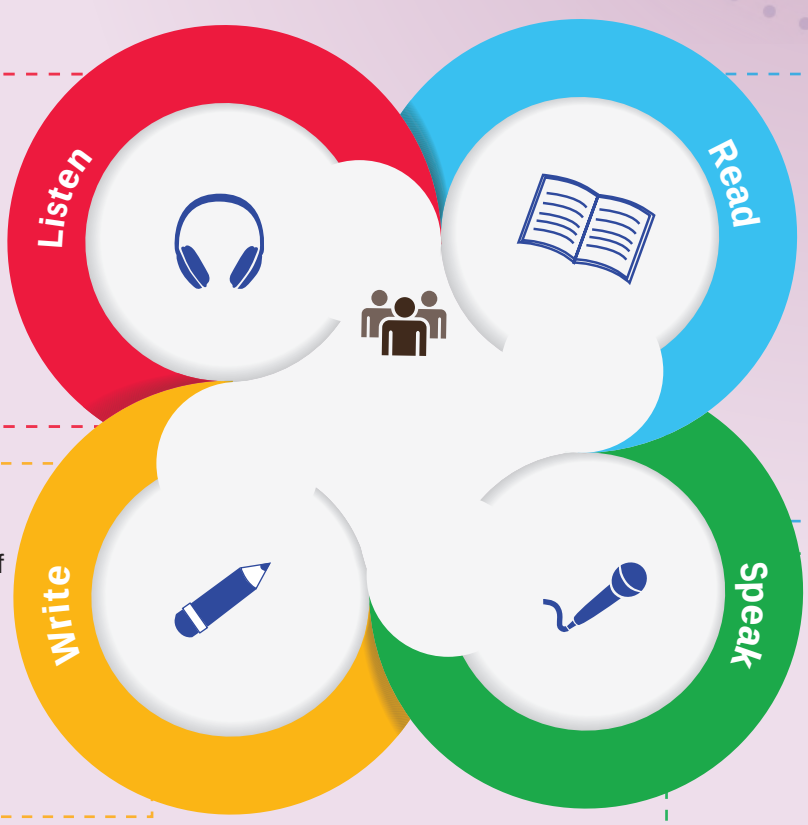
You will also …



- listen to a description of world festivals
- listen to an interview about hobbies in the past and now
- listen to adverts for beauty treatments

- read about a teenager's typical day
- read about different concepts of beauty around the world
- read about cultural aspects of living in Colombia

- describe a typical day for a teenager in a different part of the world
- interview your classmates about their past hobbies
- write a quiz about another country

- interview your classmates about their spending habits
- describe an advert on TV
- role play a dialogue in a market

Let's work together

Write and perform a TV show

In this module, you will learn about different lifestyles, traditions and concepts of beauty around the world. In the project, you will write and perform a TV show about cultural differences. You will:

- plan the different sections of the show
- work on one section in small groups
- rehearse the whole show
- perform it to the rest of the class

To start the project, think about some TV shows that you enjoy. What makes a good TV show? Do you have a favourite TV presenter? Why do you think they're good?

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1 Lesson 1

Focus on Vocabulary

Get Ready!

1. **Look at the pictures. Think about the activities you spend most time doing each day. Copy the table and write five of the activities. Number them for you: 1 = most time, 10 = least time.**

do sport

do homework

play video games

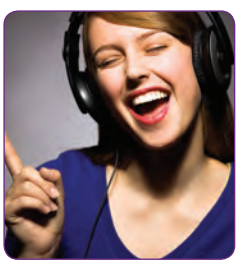
travel to school

chat with friends

help with the housework

watch TV

study for exams



listen to music

check social networks

Activities	Me	Student 1	Student 2	Student 3

2. **Ask three other students about their activities and complete the table. Use the dialogue below to help you.**

Example: How long do you spend doing sport every day?
I spend (20 minutes / two hours) doing sport / chatting with friends / watching TV.

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Read

3. **You are going to read about a Japanese teenager called Yuniko. How often do you think she does these activities each week? Work with a partner and discuss your predictions.**

Rides her bike
I think she ...

Has Reading Club
I think she ...

Has a lie-in
I think she ...

Reading Tip

✔ Think about what you already know about a topic before reading. It can help you understand the new information better.

4. **Now read the interview with Yuniko. Check your predictions from exercise 3.**

Reporter: Hello Yuniko. Thank you for letting us talk to you. Do you have a busy week?

Yuniko: Yes, I do.

Reporter: Tell us about your typical week.

Yuniko: Well, I work hard. I always get up at 6:30 every day and get ready for school. I normally walk to school but I ride my bike once a week. Classes start at 8:00, we study until 12:00 and then we have 50 minutes for lunch. After that, we continue classes and we finish at 4:00 PM, but I have Reading Club three times a week, so on those days I leave school at 5:00 PM. I go to an academy for extra classes in English and Maths on Tuesdays and Thursdays.

Reporter: Wow, you really are busy! What time do you get home?

Yuniko: At about 8:00 ... then I have dinner.

Reporter: Do you ever have fun?

Yuniko: Of course I do! After dinner, I'm usually a bit lazy, so I sometimes surf the net, chat with friends or play video games until 9:00 PM.

Reporter: Do you go to bed after that?

Yuniko: No, I have lots of homework every night, so I work until 11:00. After that, I prepare everything for the next day and I often go to bed after midnight.

Reporter: But you rest at the weekend, don't you?

Yuniko: Well, we have classes every Saturday, but on Sunday I have a lie-in and then I go out with friends.

Glossary

- busy: *ocupado/a*
- lazy: *perezoso/a*
- chat: *charlar*
- rest: *descansar*
- have a lie-in: *quedarse en la cama*

5. **Read the interview again and answer the questions.**

a. How many hours does Yuniko study at school?

b. How often does she go to an academy?

c. What does she do in her free time?

d. What do you think of her daily routine?

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1 Lesson 1

Focus on Language

6. **Look at the underlined words in the interview with Yuniko. Classify them into the table.**

Adverbs of frequency	Frequency expressions
always	*every day, once a week*

7. **Look at the frequency adverbs in the text. Then, complete with *before* or *after*.**

- Adverbs of frequency go _____ the verb *be*.
- Adverbs of frequency go _____ other verbs.

8. **Look at the frequency expressions in the interview with Yuniko. Where do these expressions go in a sentence?**

9. **Write the sentences again. Put the word/expression in brackets in the correct place in the sentence.**

a. I do my homework in the evening. (usually)
b. My sister plays a musical instrument. (twice a week)
c. I check social networks. (every night)
d. My dad is at home on Sunday. (always)
e. I do not listen to music at night. (often)

Listen

27 **10.** **Matt, an American boy, is talking about his daily routine. Copy the table. Then listen and write the times.**

Activity	Time
Wake up and get ready for school	*6:30*
Take bus to school	
Arrive at school	
All classes finish	
Leave school	
Eat dinner	
Do homework	
Listen to music, check social networks and other sites	
Go to bed	

11. **Look at the table again. Add a new column and write the times that you do each activity.**

12. **What's the same and what's different between you and Matt? Tell your partner.**

Example: Both of us wake up at 6:30. He does his homework at 8:00 but I do mine at 7:30.

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Speak

Say it!

/θ/ and /ð/

28 **13. Read, listen and repeat.**

- Notice the words ***three*** and ***this***. Both have the letters "th" in them, but they have different pronunciation.

/θ/: three, thing, think, something, thank, path, Maths

/ð/: this, other, those, that, then, brother

14. Think of the two students you have read and heard about, Yuniko and Matt. Think also about your own lifestyle. Discuss these questions with your partner.

a. Which person's lifestyle is the most similar to yours? Why?

b. Who has the hardest daily routine?

c. Do you prefer Yuniko's or Matt's routine? Why?

15. Look at the activities in exercise 1 on page 86. Ask and answer questions about how often you do them. Use the dialogue below to help you.

Example: How often do you help with the housework?

I help with the housework every day. I usually do the washing-up. What about you?

Write

16. Choose a different country or a different region in Colombia. Write some ideas about the lifestyle of the teenagers who live there.

Useful expressions

Describing people's lives

- Life is very different for teenagers in ...
- They usually ...
- They never ...
- Every day, they ...
- The most different thing is ...

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2 Lesson 2

Focus on Vocabulary

Get Ready!

1. **Match the words in the box to the pictures.**

pray - dress up - watch/set off fireworks -
wish people all the best – visit family – watch parades –
give people gifts – eat/cook special food

Vocabulary Tip

✔ Notice how some words always pair up with other specific words. This is called collocation. Learning collocations will help you speak and write more naturally.

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2. **Look at the pictures and answer the following questions.**

a. Which festivals can you see in the pictures?

b. Do you celebrate these days? If so, how?

c. What other festivals do people celebrate, in Colombia and abroad? How do they celebrate them?

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Read

3. **Read about two different festivals that are celebrated all around the world. Which festival sounds more interesting to you and why? Tell a partner.**

Saint Patrick's Day

Irish people celebrate an important day called Saint Patrick's Day. This is celebrated every year on the 17th of March. It's an important festival all over the world, not just in Ireland.

Lots of Irish people dress up in colourful clothes and hats. They also draw shamrocks and the Irish flag on their faces.

A lot of people watch the parade on the street where there are bands playing Irish music and people dancing Irish dances.

Not many people go home early! In the evening, people often go to pubs to listen to Irish music and to continue the party.

Chinese New Year

Chinese people celebrate New Year on the first day of the Chinese calendar, which is usually in February.

Everyone spends time with their family, eating lots of special food, giving gifts and watching fireworks.

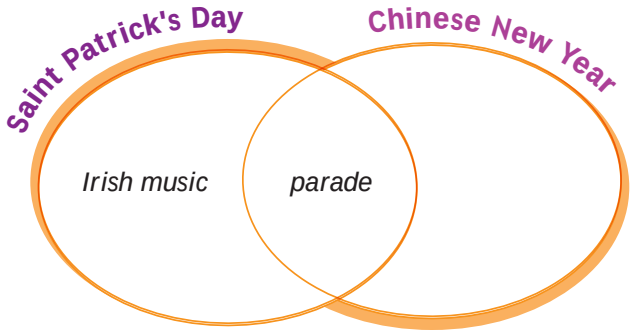
Parents usually give their children red envelopes with some money inside. There isn't much money in the envelopes, but they believe it will bring them good luck. For Chinese people, the colour red represents fire and can stop bad luck.

The celebration ends with the lantern festival – a night-time parade where people carry lanterns and watch the dragon dance: a huge dragon made of silk, paper and bamboo.

Glossary

- shamrock: *trébol*
- flag: *bandera*
- fireworks: *fuegos artificiales*
- envelope: *sobre de papel*
- lantern: *linterna*
- luck: *suerte*
- silk: *seda*

4. **Read the texts again. Copy and complete the diagram with information about the festivals.**



Reading Tip

✔ Use diagrams to help you organise information. Draw a diagram and write important words or ideas from a text in it. It will help you to see the relationships between the ideas.

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2 Lesson 2

Focus on Language

5. **Look at the sentences and questions below. Copy and complete the table with the quantifiers. Some quantifiers go in more than one place.**

Affirmative sentences

A lot of people dress up.
People spend a lot of time making their costumes.
We're making some special cakes.
We're drinking some special tea.

Negative sentences

There isn't much money in the envelopes.
Not many people go home in the evening!
There aren't any people on the streets at night.
There isn't any milk.

Questions

Do many people watch the parades?
Is there much money in the envelopes?
Have you got any biscuits?
Have you got any sugar?

	Countable	Uncountable
Affirmative	*a lot of*	
Negative		
Questions		

Useful language

- Countable nouns are nouns that you can count. We use a/an and numbers before them.
  I've got a brother and two sisters.
- We can't count uncountable nouns.
  I like music. *Have you got any water?*

6. **Think of a festival and a special meal that you eat. Explain what things you eat as part of the meal. Use the quantifiers from exercise 5.**

Example: For Christmas lunch, we eat a lot of vegetables. We also have some meat. We don't eat much bread and we don't eat any salad.

Listen

29 **7.** **Listen to four people describing their favourite special occasion. Match the people to the pictures.**

29 **8.** **Listen again and complete the table.**

Celebration	Place	Time	Activities

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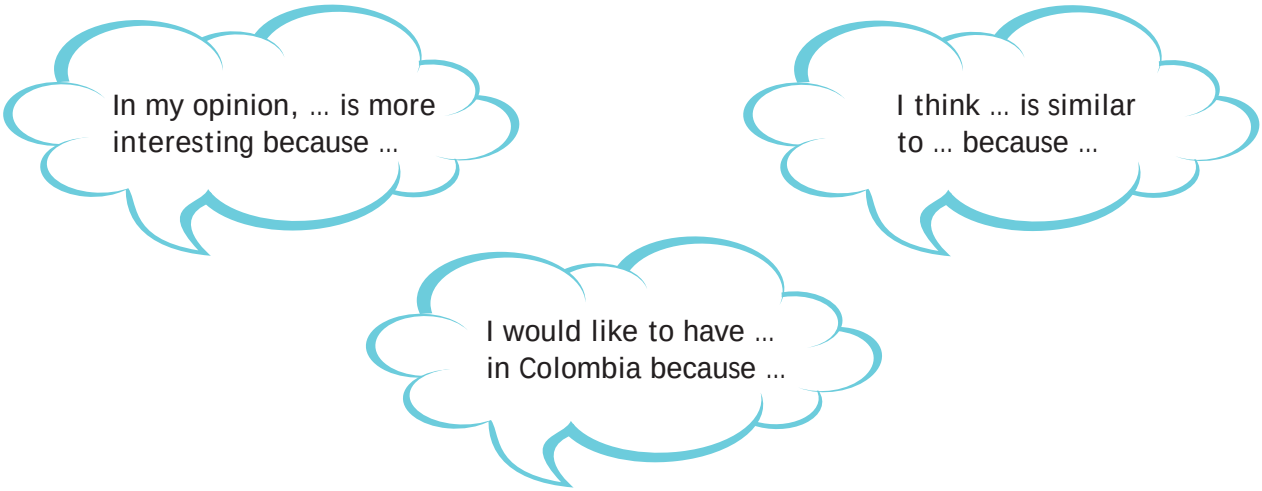
Speak

9. **Work in groups. Discuss the following questions.**

a. Do you have similar festivals in Colombia to the ones that you have read and heard about in this lesson? Which ones?
b. Which of the festivals in this unit is the most interesting? Why?
c. Which special occasion would you like to have in Colombia? Why?



Say it!

30 **10.** **Read, listen and repeat.**

/v/

- It's very important to distinguish between /v/ and /b/.
  - very berry
  - vote boat
  - van ban

Write

11. **How do you celebrate the following festivals in Colombia? Choose two, and write a description. Say when and where people celebrate and what they usually do.**

a. Love and Friendship Day
b. Christmas
c. Patron Saint of the City
d. Independence Day
e. New Year's Eve

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3 Lesson 3

Focus on Vocabulary

Get Ready!

1. **Write five activities that you do to have fun.**

2. **Match the pictures with the expressions from the box.**

collecting something – going to parties – making things – going to the park – playing children's games – going to the swimming pool – texting friends – going to theme parks – watching movies – doing puzzles

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3. **Talk to your partner about the activities above.**

a. Which ones do you like? Why?

b. Which activities were more common in the past and which are more common now?

4. **Read the box. Then write four true sentences using *play* about you and people that you know.**

Example: My dad plays tennis with his friends every week.
I'd like to play the guitar.

Vocabulary Tip

✔ Labelling pictures is a good strategy to help you learn new vocabulary.

Useful language

***play* + games, sports and music**

- When we talk about games and sports, we don't use an article after *play*.
  I play football.
  I played children's games when I was younger.
- When we talk about musical instruments, we use *the* before the name of the instrument.
  Do you play the piano?
  My brother plays the violin.

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Listen

31 **5.** **Copy the list below. Then listen to a radio talk show. For the activities in the list, tick *in the 1960s* or *now*.**

	in the 1960s	now
a. go to the park		
b. go to parties		
c. text friends		
d. listen to music on a phone		
e. have picnics		
f. visit friends		
g. play cards		
h. take hundreds of photos		

31 **6.** **Listen again. Write one more activity that Julia mentions, and one more that Tommy mentions.**

Focus on Language

7. **Look at these sentences and question. Then answer questions a-c.**

I used to collect coins.

We didn't use to have telephones at home.

Did you use to talk on the phone?

a. Do these situations refer to a past or present event?
b. Are the situations the same now?
c. Do the situations refer to something that happened just one time?

8. **Think of three activities for each of the following. Use exercises 2 and 5 to help you. Then write sentences with *People used to* and *People didn't use to*.**

- Things that people did in the past, but don't do now.
- Things that people do now, but didn't do in the past.

Example: People used to play cards a lot with their friends.
People didn't use to text their friends.

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3 Lesson 3

Read

9. **Read the article quickly. Put the sentences below in the correct place.**

a. Communicating with others helped people with a particular hobby.
b. Technology can help us find new ideas.
c. In the middle of the 20th century, making models was really popular.
d. Reading was one of the most popular pastimes.

Hobbies: then and now

1. _____ A lot of parents and children used to spend their free time making toy cars, boats and planes with wood or plastic parts. Nowadays people still work on models, but they usually have electronic parts, and they don't look like traditional models.

2. _____ In the past, like now, if you sent a letter, you put a stamp on it, and a lot of people loved collecting them. Some people even paid a lot of money for unusual ones. These days however, people rarely send letters. Collecting stamps has become a very unusual hobby.

3. _____ It was very common to see parents reading along with their children at bedtime. Now, people seem to be too busy and children don't read as much. Most people spend their free time using technology instead – tablets, smartphones and other devices have changed the way in which we have fun.

4. _____ If you want to find out about a new or exciting hobby nowadays, it is really easy to go online and find what you want to know in seconds. In the past however, it took a long time. People asked friends or relatives, or looked for information in books in the library.

Glossary

- pastime: *pasatiempo*
- nowadays: *en la actualidad*
- stamp: *estampillas*
- device: *aparato*
- relatives: *parientes*

10. **Read the text again and answer the following questions.**

a. Why is stamp collecting not very common these days?
b. How have models of planes, boats and cars changed?
c. What did teenagers in the past use to do when they wanted to know about a hobby?
d. Is reading a common hobby nowadays? Give reasons for your answer.

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Speak

11. **In pairs or small groups, discuss the following questions.**

a. Do children and teenagers have as much fun as they did in the past?
b. What differences can you mention about having fun in the past and now?
c. Why have the activities children and teenagers do for fun changed?
d. Do you think children and teenagers are as happy as they were? Why?

Write

12. **Find out about your classmates' hobbies now and in the past. Copy the table and write five questions to ask your classmates. Use the activities in exercise 2 and your own ideas.**

Questions	Answers
Did you use to … when you were younger?	
Did you …	
Did you …	
Do you … in your free time?	
Did you …	

13. **Ask your classmates your questions and complete the table. Ask as many people as possible.**

14. **Now write a short report about your classmates' hobbies now and in the past. Look at the Useful expressions box on page 89 to help you.**

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4 Lesson 4

Focus on Vocabulary

Get Ready!

1. **Organise the words for describing people into the table.**

straight – slim – tall – spiky – long – dark – medium build – wavy – curly – short (x 2) – medium height – bald – fair – large – sporty

hair	height	build

2. **Describe the people in the pictures. Use the words in the box. Where do you think the people are from?**

Example: He's got short, curly, black hair and tattoos on his face. I think he's from Africa.

tattoos – rings – scars

Useful language

Adjective order

- We use the following order for adjectives:
  1. Length 2. Shape 3. Colour

  He's got short, curly, brown hair.
  She's got long, straight, black hair.

3. **Write a sentence to describe yourself. Then read it to your partner. Does he/she agree?**

Example: I'm quite tall and I'm medium build. I've got short, curly, black hair and brown eyes.

Useful language

Quite* and *very

- We often modify adjectives:
  I'm quite short.
  He's very slim.

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Read

4. **Look at the pictures in exercise 2 again. Then read the text and find the country where each person is from.**

What is beauty?

Everyone has a different opinion about beauty. What one person considers beautiful or attractive, someone else might find strange or ugly. Here are some examples of cultures from around the world that have very different ideals of beauty.

In the Karo community from Indonesia, it's considered beautiful for women to have scars on their chest and stomach. A Karo girl starts to receive the scars at a young age. When the scars are complete, she is ready to get married and have children.

In the Kayan community in Myanmar, in South-East Asia, women wear rings round their necks as a sign of beauty. Girls begin to wear the rings at around five years old, and more are added as they grow older. Older Kayan women have longer necks than usual because of this.

The Maori are the native people of New Zealand. A man is considered to be a better warrior and more attractive to women if he has tattoos, especially if the tattoos are on his face.

In Mauritania in West Africa, large women are considered beautiful – the larger, the better. Being slim is a sign of poverty, and is considered unattractive. Young girls eat a lot of food to become large.

Everyone has a different opinion about what makes someone beautiful. But it's important to remember that the person you are on the inside is more important than how you look. As we say in English, 'beauty is only skin deep!'

Glossary

- beauty: *belleza*
- ugly: *feo/a*
- ideals: *ideales*
- chest: *pecho*
- warrior: *guerrero/a*
- beauty is only skin deep: *la belleza es superficial*

5. **Choose the best option to complete the following sentences.**

a. In the Kayan community, …
1. women wear rings around their necks because they like them.
2. women have to wear rings around their necks to look beautiful.
3. women wear a new ring every year.

b. In the Kayan community, …
1. only men wear the rings.
2. older women wear more rings than younger women.
3. the rings don't affect their necks.

c. In Mauritania, young girls …
1. exercise a lot to look slim and beautiful.
2. can get a husband if they are slim.
3. have to get fat to be considered beautiful.

d. What does 'Beauty is only skin deep' mean?
1. It's important to have beautiful skin.
2. Deep skin makes you beautiful.
3. What's inside you makes you beautiful.

6. **Answer the following questions.**

a. Where do the concepts of beauty come from?

b. What's the ideal of beauty for you?

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4 Lesson 4

Listen

32 **7.** **Listen to a radio show about rituals for boys in cultures around the world. Match the people or place with the ritual.**

People	Ritual
a. Hamar people	hunting lions
b. native people in Vanuatu	diving off a 30-metre platform
c. Satere-Mawe people	jumping over the backs of cows
d. Maasai people	wearing a glove full of ants

32 **8.** **Listen again. For each of the rituals, write the reason why boys do it.**

Example: Boys from the Hamar people jump over the backs of cows. It represents the passage from boy to man.

Focus on Language

9. **Complete the sentences from the radio show talk with *have to* or *has to*.**

a. Boys _____ wear gloves full of ants for ten minutes.
b. Young Maasai men _____ hunt and kill a male lion.
c. A young man _____ jump from a 30-metre platform.

10. **Now look at the sentence below and match it to the correct meaning: a, b or c.**

Girls don't have to do these rituals.

a. Girls can't do these rituals.
b. Girls aren't permitted to do these rituals.
c. It isn't necessary for girls to do these rituals.

11. **Complete the sentences with the correct form of *have to* or *don't have to* and the verbs in brackets.**

a. It's Sunday. We _____ (go) to school today.
b. Girls _____ (eat) a lot in Mauritania if they want to find a husband.
c. Sorry, I can't meet you this afternoon. I _____ (help) my dad at home.
d. My aunt _____ (work) because my uncle is really rich.
e. My brother _____ (train) every morning because he's on the school swimming team.
f. You _____ (get) a tattoo if you don't want one.

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Speak

12. **In pairs, talk about things that you *have to do* and *don't have to do* at the following places.**

- at school
- at home
- in the town centre
- at an airport

Example: You have to show your passport at an airport.

13. **In pairs, think of a famous person. Ask questions about the person, and guess who he/she is. Use the vocabulary from exercise 1 to help you. Use the dialogue below as a guide.**

Luis Is it a man or a woman?
Ana It's a man.
Luis What does he look like?
Ana He's tall and medium build.
Luis What is his hair like?
Ana He's got short, spiky, black hair.
Luis What does he have to do?
Ana He has to play football every day.
Luis Is he James Rodríguez?
Ana Yes! Your turn now.

Useful expressions

Asking about appearance

- What does he/she look like?
- What is his/her hair like?
- What colour are his/her eyes?
- Is he/she ... ?

Write

14. **Write a composition with the title 'What is beauty?' Include the following ideas and use the Useful expressions box to help you.**

- In your opinion, what does a person have to be / do to be beautiful?
- What doesn't a person have to be / do?

Useful expressions

Writing a composition

- In my opinion, ...
- I feel / think that ...
- On the one hand, ...
- On the other hand, ...
- In conclusion, ...

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5 Lesson 5

Focus on Vocabulary

Get Ready!

1. List five things that you think are beautiful. They can be objects, buildings, etc.

2. Look at the adjectives for describing things. Then look again at page 98 and add any adjectives from there which you think are useful for describing things.

Size
thin – thick – wide – narrow

shape
round - square - triangular - flat

Texture
hard – soft – rough – smooth

3. Now write a description of one of the things that you listed in exercise 1. Include as much detail as possible.

Example: I think coins are beautiful. They are round and flat. They are smooth when you touch them. They feel cold. They are made of metal. They often have pictures of people or symbols on them.

/tʃ/

Say it!

33 **4.** Read the information. Then listen and repeat.

- The plural ending -s or -es has three different pronunciations:
  /s/ objects /z/ coins /ɪz/ places
  things faces news games cats boxes eyes cups streets

5. In pairs, describe your objects to each other, but don't say what they are. Listen to the descriptions and try to guess what the objects are.

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Read

6. **Read the article. What do Alfie's parents want to do?**

Violence in our towns

More and more young people are suffering from bullying and violence because of the way that they look. Fourteen-year-old Alfie Lewis went to hospital after an attack by a group of teenagers in his town last week. Alfie is an emo – a young person who wears black clothes and listens to alternative music – and is a target because of this. He says 'I would like people to accept me. Most people are fine. But there is a minority who don't like me because I am different.'

Alfie says that he feels safe at school. However, in the town centre, he has recently had trouble with a group of teenagers from a different school. He always tells them not to follow him, but they don't listen. Last week, it turned violent. 'They started throwing food at me', Alfie says. 'I asked them to leave me alone, but suddenly they attacked me. There were four of them, and I had no chance.' Alfie had a broken nose and two broken ribs, and was in hospital for three days.

Alfie's parents are afraid. They don't want him to go into the town centre on his own, and they want to move to a different town. However, they believe that things will be the same there. His mother says 'We need everyone to be more tolerant. That way we can have a better society.'

Glossary

- suffer from: *sufrir*
- target: *blanco*
- minority: *minoría*
- trouble: *problemas*
- I had no chance: *no tenía ninguna posibilidad*
- broken: *roto/a*
- ribs: *costillas*

7. **Select the correct option to complete the sentences.**

a. The attack happened …
- **1.** at school.
- **2.** in the town centre.
- **3.** in a different town.

b. Alfie says that a minority of people …
- **1.** accept him.
- **2.** don't accept him.
- **3.** Are fine.

c. The teenagers threw food at him …
- **1.** before they attacked him.
- **2.** after they attacked him.
- **3.** and then they followed him.

d. Alfie's parents think that …
- **1.** society is tolerant.
- **2.** things will be better in a different town.
- **3.** The town centre is dangerous for Alfie.

8. **Discuss the questions in small groups.**

a. Why do you think the teenagers attacked Alfie?
b. Do you know any true stories like this?
c. What do you think we can do to stop bullying and violence?

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5 Lesson 5

Focus on Language

9. **Look at the sentence. Label its parts with the words in the box.**

object – *to* + infinitive - subject - main verb - rest of sentence

Alfie asked the teenagers to leave him alone

a. _____ + b. _____ + c. _____ + d. _____ + e. _____

10. **Complete the sentences below from the article on page 103.**

a. I would like … **b.** He always tells … **c.** They don't want … **d.** We need …

11. **Rewrite the sentences using the verbs in brackets.**

Example: The teacher would like his students to respect different lifestyles.

a. teacher > his students: 'You have to respect different lifestyles.' (would like)
b. my mum > me: 'Tell your teacher about your problem.' (want)
c. Lara > Chris: 'Meet me after school in the town centre.' (want)
d. I > my teacher: 'Help me with my homework.' (would like)
e. the school principal > my teacher: 'Pay attention to bullying in your classroom.' (asked)
f. my teacher > me: 'Don't worry about that.' (told)

12. **Think of the problem of bullying in your school. Write some sentences about the actions that people in your school can take to improve the situation.**

Example: I would like teachers to have a discussion about bullying in class so that we can give our opinions.

Listen

34 **13.** **Listen to Andrea talking to her mother about a bullying experience she had. Answer the questions.**

a. Why are the girls bullying her?
b. What are Andrea and her mum going to do right now?

34 **14.** **Listen again and put these pieces of advice in the order you hear them.**

a. _____ Don't show you're scared.
b. _____ You have to be confident.
c. _____ Tell them what's going on.
d. _____ Don't show them any signs of weakness.
e. _____ Be proud of your look.

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Speak

15. **Read the blog entry. Then discuss the questions in groups.**

I've recently started a new school. I don't like wearing dresses and make-up like some girls – I'm happy with my look, but the popular girls at my new school don't like me. They laugh at me and say that I look like a boy. They have spread rumours about me that aren't true, and they have posted horrible things on the Internet about me.

Other students are now starting to do the same – I don't think they want to, but I think they're scared of these girls.

What should I do? I used to love school but now I hate it.

a. What is happening and why?
b. How does the girl feel?
c. What do you think she should do? Think of five pieces of advice.

Write

16. **Work in small groups. Write a short news article like the one on page 103. Use the model below to help you plan.**

Who is the story going to be about? Describe that person. → What happened to him/her? Explain the conflict. → When and where did the events happen? → Why did the events happen? Explain the possible causes of the conflict. → Write a closing sentence giving ideas on how to avoid this situation happening again.

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6 Lesson 6

Focus on Vocabulary

Get Ready!

1. **Look at the photos. Decide if you would be comfortable doing these things.**

get a haircut

paint your body

wear make-up

get a piercing

have a massage

get a tattoo

have a facial

have cosmetic surgery

2. **Copy the table. Write five of the things from exercise 1 in the first column. Then interview a partner and complete the table with his/her answers. Ask for reasons for his/her answers.**

Would you ...	Definitely yes	Maybe	Probably not	Absolutely not

Listen

35 **3.** **Listen to five adverts. Which of the following parts of the body do you hear, and in which advert? Write the number of the adverts.**

- They offer changes people can make to their...

▪ skin	▪ clothing	▪ hair (colour)	▪ nails
▪ teeth	▪ eyes	▪ body (shape)	▪ face
▪ nose	▪ mouth	▪ hair (length)	▪ feet

35 **4.** **Listen again. Which of the treatments in exercise 1 do you hear, and in which advert?**

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Read

5. **Read the advice page. Then match the three problems to the advice below.**

If I were you …

Home | Blog | Forums

1. Hi, I'm Nadia. I'm a bit overweight. I've tried lots of different diets, I do sport, but I can't lose the weight. One of my friends told me about a clinic where they do liposuction. What do you think?

2. I'm Richard. I've never had a girlfriend. I think if I was more attractive, girls would notice me more. Last month, I got a piercing in my lip, but nothing has changed. I'm thinking of getting more piercings – maybe in my nose next time. Is that a good idea?

3. My name is Carlos. All my friends have got a tattoo this year. I don't really want a tattoo – they look painful – but I don't want to be the only person in the group without one. So I've chosen a tattoo, and I'm going to the tattoo parlour tomorrow. Is this a bad idea?

Replies:

☐ a. If I was in your situation, I would ask myself these questions first: Do I like the design? What does it represent? Will I still like it ten years from now? And why am I really doing it? If you can't answer those questions, then perhaps you're doing the wrong thing.

☐ b. In my opinion, getting cosmetic surgery like that at your age is a crazy idea. If I had the same problem, I wouldn't do it. Not everyone can be super slim. If you do sport and eat well, then you're healthy, and that's much more important.

☐ c. I wouldn't do things just to impress girls in your situation. Girls know when boys are trying to impress them and it often has the opposite effect. Just be yourself!

Reading Tip

Identify and think about the author's purpose or reason for writing. It will help you understand the text better.

Glossary

- overweight: *con sobrepeso*
- lip: *labio*
- painful: *doloroso/a*
- tattoo parlour: *salón de tatuaje*
- design: *diseño*

6. **Answer the questions.**

a. What does Nadia look like?

b. What does Richard look like?

c. What is Carlos's situation?

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6 Lesson 6

Focus on Language

7. **Complete the sentences from the advice page on page 107.**

a. If I _____ more attractive, girls _____ me more.
b. If I _____ in your situation, I _____ myself these questions first.
c. If I _____ the same problem, I _____ it.

8. **Look at the sentence below. This structure is called the second conditional. Answer questions a-d.**

> If I had the same problem, I wouldn't do it.

a. Are the situations in exercise 7 possible or hypothetical?
b. What form of the verb do we use after *if*?
c. What word do we use before the infinitive in the other part?
d. What is the negative form of this word?

Note

We can say *if I/he/she* ***was*** *OR* ***were*** *you...* Both *was* and *were* are correct here.

9. **Complete the sentences with the correct form of the verbs in brackets.**

Situation	Hypothetical situation
a. Peter is a vegetarian.	a. If he _____ (eat) meat, I _____ (make) chicken pie for dinner.
b. Sally got a haircut yesterday.	b. If she _____ (want) to get a haircut today, I _____ (cut) her hair for her.
c. Joe has got lots of tattoos.	c. If he _____ (not have) any tattoos, he _____ (look) very different.
d. Emily is having a massage.	d. If she _____ (not be) stressed, she _____ (not need) a massage.

Say it!

36 **10.** **Read. Then listen and repeat.**

would*, *'d* and *wouldn't

- We don't pronounce the *l* in *would* and *wouldn't*. We often contract *would* to *'d*

a. If I had the same problem, I would eat more fresh fruit.
b. If I had the same problem, I'd eat more fresh fruit.
c. If I had the same problem, I wouldn't get a tattoo.

11. **Complete the following sentences. Then discuss your ideas in pairs.**

a. If I wanted to get a tattoo but my parents didn't want me to, ...
b. If the girl/boy I liked wanted me to get my nose pierced, ...
c. If I had the opportunity to get plastic surgery for free, ...

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Speak

12. **Look at the two pictures. In pairs, discuss all the things that she did to change her appearance.**

Before

After

13. **Read some more posts from an advice page. Discuss what advice to give to these people.**

a. Hi, I'm Cristina, I'm sixteen and I'm in 10th grade at school. I'm thinking of dying my hair blonde. I don't like it much, but all my friends at school have done it. I don't want to look different. What should I do?

b. Hi, I'm Ricardo. I'm eighteen and I have a wonderful girlfriend. I really love her and I know she loves me. I want to get her name tattooed on my neck. It would be small with hearts around it or something. She wants to get my name tattooed too. Should I do it?

c. Hi, I'm Sandra, I'm seventeen and I don't know what to do. I went to a party last weekend, and I met this great boy: handsome, nice, charming. Just what I've always wanted. The only problem is: he has got four tattoos and four ear piercings. Would you date him?

Write

14. **Now write a reply to one of the posts. Use *If I was you*, *I would/ wouldn't* ...**

Example: Dear Cristina,
I think friends are important but If I was you, I wouldn't change the colour of my hair because of them. If you like it, do it. If you don't like it, don't do it.

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7 Lesson 7

Focus on Vocabulary

Get Ready!

1. **Look at the words related to identity in the box. Which ones do the pictures represent? Make notes, then discuss with a partner.**

Example: I think this picture of masks represents culture and traditions.

language – national symbols – region – heritage – history – traditions – dialect – family – race – culture – nationality – religion

2. **Which of the words are connected? Explain your answer.**

Religion and family are connected because people are normally the same religion as their parents.

3. **Complete the sentences with a suitable word from exercise 1.**

a. My _____ is important to me. I go to church every Sunday.

b. I love my country's flag. This is my favourite _____.

c. I feel proudest when I read works by the great writers from my country. This is part of my _____.

d. When I speak, people know exactly which _____ I come from, because my _____ is very strong.

e. Vallenato music is considered important cultural _____ that needs to be protected.

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Read

4. **Look at the pictures below. Then read the article. Why do people say the USA is a melting pot?**

Melting

Changing from a solid into a liquid.

Pot

Container to cook or store food or drinks.

The melting pot of the world

People say the USA is the melting pot of the world because wherever you go, you can see, hear and taste a mixture of things that originally came from different parts of the world. People from different countries have brought their culture and heritage with them, and shared it with their new neighbours. Here are some important cultures that are part of the USA today.

Latin Americans

Millions of Americans are of Latin heritage. Their culture is celebrated during Latin American Culture Week, a ten-day festival which includes Latin music, dance, literature and art. Musicians from countries such as Mexico, Colombia, Argentina and Brazil give performances, and there are also conferences and discussions with Latin American authors about their latest books.

African Americans

This culture has a very powerful influence in the USA. African Americans are the third-largest ethnic group in the country. They have influenced American culture in a lot of different ways, such as fashion, music and hairstyles - braids and dreadlocks are very popular all over the country.

Asian Americans

It's impossible not to notice the influence of Asian cultures in the USA. Almost all big American cities have a 'Chinatown' – a district full of Chinese shops where a lot of people of Chinese heritage live. Americans love delicious Asian food, and there are restaurants everywhere serving traditional food like spring rolls and sushi.

Glossary

- taste (verb): *saborear*
- neighbour: *vecino/a*
- performance: *presentación*
- hairstyle: *peinado*
- braids: *trenzas*
- dreadlocks: *rastas*
- district: *barrio*

5. **Read the article again and answer the questions.**

a. What can people do during Latin American Culture Week?

b. How has African-American culture influenced the USA?

c. How do we know that Asian culture is popular in the USA?

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7 Lesson 7

Listen

37 **6.** **Listen to Camilo, a teenager originally from Colombia, talking about his experience when he moved to the USA. Put the questions in the order you hear them.**

a. What things did you find strange?
b. How did you deal with the language?
c. Were things hard for you at school?
d. Why did you move here?
e. Did your family adapt quickly to life here?
f. What was the most difficult thing for your family?

37 **7.** **Listen again and make notes about Camilo's answers to the questions in exercise 6. Then check with a partner.**

8. **Work in small groups. Discuss the questions.**

a. Have you ever been to another country?
b. What did you like about it?
c. What did you miss from home?
d. Would you like to live abroad? Why? / Why not?

Focus on Language

9. **Look again at the questions in exercise 6. Answer the questions.**

a. How do we make past simple questions with the verb *be*?
b. What auxiliary verb do we use for other questions in past simple?
c. Do we use the infinitive of the main verb in past simple questions?

10. **Unscramble the questions. Then ask and answer them in pairs.**

a. you / were / born / when / ?
b. elementary school / you / which / go to / did / ?
c. did / celebrate / where / family / last Christmas / your / ?
d. cook / grandma / *natilla* and *buñuelos* last Christmas / your / did / ?
e. the most important celebration / were / what / you / was / when / a child / ?
f. get / for your last birthday / you / what / did /

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Write

11. Work in pairs. Imagine one of you moved to Colombia when you were younger. Write an interview about your or your classmate's impressions of life in Colombia. Follow the instructions.

a. Make notes about what you'd like to include in the interview. Look at page 110 and include some of the vocabulary about identity.

b. Write questions based on your notes.

c. Write a short interview with your questions and ideas.

Speak

12. Check your interview with your teacher and practise it in pairs.

13. Present your interviews to the class. The other students should listen and take notes, and then ask questions if they want.

14. Work in small groups. Look again at the vocabulary on page 110. Choose three words that are important to you. For each word:

a. Draw a diagram or picture to explain why this word is important to you.

b. Explain to your classmates why it's important to you.

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8 Lesson 8

Speak

Get Ready!

1. **Read this English proverb and talk about what you think it means.**

'When in Rome, do as the Romans do.'

Learning Tip

✔ Use your previous knowledge to make connections with the new topics in English. It will help you understand better.

2. **Read the text. Then explain to a partner in your own words what the proverb means. Is there an equivalent proverb in your language?**

In English, people often say 'when in Rome, do as the Romans do', or just 'When in Rome.' It means that you should act like local people, when you visit somewhere different. It is said that this proverb comes from the 4th Century, when the church didn't permit people to eat on Saturdays in Rome, but permitted it in Milan, in Italy. Visitors to Milan didn't know if they should eat or not, and one visitor asked the advice of Januarius, an important bishop from Naples. His advice was: 'When I am in Rome, I do not eat on a Saturday. When I am in Milan, I eat on a Saturday.' Over time, this became the expression that we know today.

Glossary

- proverb: *proverbio*
- permit: *permitir*
- bishop: *obispo*

3. **Look at five more English proverbs. Match the sentence halves. In pairs, discuss what you think they mean. Is there an expression with a similar meaning in your language?**

a. A bird in the hand ...	make light work.
b. The grass is always greener ...	is worth two in the bush.
c. Actions speak louder ...	in the mouth.
d. Never look a gift horse ...	on the other side.
e. Many hands ...	than words.

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Read

4. **Read the text about living in Colombia. Do you agree with everything that the author says?**

Living in Colombia

Have you recently moved to Colombia? Some things will be new and strange for you. But don't worry – I'm sure you're going to have a fantastic time in our country. Let me tell you about living in Colombia.

One of the most incredible things about living in Colombia is its people. You will feel the warmth of Colombians – you must be prepared to receive lots of kisses and hugs! Colombians are also very friendly and sociable. There are a lot of colourful festivals to enjoy throughout the year. Colombians are famous for dancing – you should definitely try Salsa or Cumbia if you can. Or watch other people doing it!

Colombians are caring people, and they always give up their seats on a bus to elderly people or pregnant women. You mustn't forget to do this, or people might think that you are selfish.

Colombia has 59 beautiful National Natural Parks, so you don't have to go into the Amazon jungle to see some amazing wildlife.

Finally, if you want your family and friends to come and visit you, people from most countries don't have to get a visa. Colombia is open to visitors from all over the world. However, everyone who enters the country must have a valid passport.

Glossary

- warmth: *calidez*
- kisses: *besos*
- hugs: *abrazos*
- wildlife: *vida salvaje*
- give up: *ceder*
- selfish: *egoísta*

Focus on Language

5. **Look at the sentences. Do the <u>underlined</u> verbs in each pair of sentences mean the same?**

a. 1. You <u>must</u> have a valid passport if you want to come to Colombia.

2. You <u>have to</u> have a valid passport if you want to come to Colombia.

b. 1. You <u>mustn't</u> go into the Amazon jungle.

2. You <u>don't have to</u> go into the Amazon jungle.

6. **Complete the sentences with the <u>underlined</u> verbs from exercise 5.**

a. _____ and _____ mean that something is obligatory.

b. _____ means that something isn't necessary.

c. _____ means that something isn't permitted.

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7. **Choose the correct verbs to complete the sentences.**

a. I've finished my exams. I **mustn't / don't have to** study any more.
b. You **don't have to / mustn't** go into that building. It's private.
c. You **don't have to / must** say hello to your neighbours. It's rude if you don't.
d. You **don't have to / mustn't** pay to enter this museum. It's free!
e. If you want to go to the UK, you **mustn't / have to** save a lot of money.

Focus on Language

8. **Look at the ways of greeting people. Which of these are typical in Colombia, and in which situation? Which aren't typical?**

shake hands – kiss on the cheeks – kiss on the hand – bow – smile – offer someone a drink/food – hug – bump fists – make eye contact – ask 'how are you?'

9. **In pairs, compare your answers. Then decide if the ways of greeting in exercise 8 are typical of formal or informal situations.**

Listen

38 **10.** **Listen to two stories of people experiencing cultural shock. Which expressions from exercise 8 do you hear?**

38 **11.** **Listen again. For each sentence, say UK, France, or both.**

a. People greet in different ways in different regions.
b. People often aren't sure how to greet each other.
c. Some people seem formal when you greet them.
d. People offer you something to drink.
e. Everyone kisses their friends.

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Speak

12. **Plan a role play between a Colombian and someone from abroad who is visiting Colombia. Follow the instructions.**

- Decide who will play the roles.
- Decide the country that the foreigner is from.
- The person from abroad asks questions about Colombia.
- The Colombian replies and invites the foreigner to visit some places.
- The person from abroad asks if you can or can't do certain things.
- The Colombian explains what he/she has to do, doesn't have to do and mustn't do in different situations.

13. **Practise your role play. Then perform it for the class.**

14. **In pairs, look at the proverbs in exercise 3. Discuss situations where you might say the proverbs.**

Example: My brother couldn't find a job in our town, so he moved to Bogotá. Now, he is always sending messages saying that he doesn't like it there, and wants to come home.
I told him 'The grass is always greener on the other side.'

Write

15. **In groups, write a quiz about cultural aspects of other countries. You can write questions about one country, or different countries. Use facts that you already know, or if possible research more information on the Internet.**

Example: What isn't a typical activity in Mexico?
a. dancing salsa
b. playing football
c. eating spicy food

What is true about India?
a. You must do yoga every day.
b. You must eat meat.
c. You must wear traditional Indian clothes at a wedding.

16. **Work with another group. Ask them your quiz questions. Which group got the most correct answers?**

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Let's work together

Write and perform a TV show

1. **The title of your TV show is 'Respecting differences'. Work in large groups of ten-twelve students. First of all, decide which sections your TV show will include. Choose some or all of the following, depending how many people you have in your group. Each section will need two-three students.**

- An interview
- A cultural report
- A news story
- A live call-in

2. **When you have decided which sections you're going to include in your TV show, and which students will work on each section, make a note of each student's role. Copy and complete the table for all the sections.**

Section	Student's name	Role
Interview	*Gonzalo*	*Presenter*
	Marta	*Guest*

Prepare the sections

3. **Work in small groups to plan, write and practise each section. Look back at the lessons in Module 3 for ideas. Then follow the instructions.**

INTERVIEW

You need a presenter and a guest for this section.

- Choose a different country or a different region of Colombia. The guest comes from this place. Write some ideas about the lifestyle and traditions of the people who live there.
- Write some questions to ask the guest, and prepare answers.
- Practise the interview.

CULTURAL REPORT

You need a presenter and some local people for this section.

- Choose a special celebration in Colombia. Find out as much information as possible about it. Use one of the following ideas, or your own:

  Carnaval de Barranquilla *Feria de Manizales*
  Feria de Cali *Fiesta de Corralejas*
  Festival Vallenato *Carnaval de Riosucio*

- Imagine that the presenter is at the celebration. Explain what is happening.
- Include a quick interview with a local person who is enjoying the celebration.
- Practise the report.

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NEWS STORY

You need a presenter and one more person for this section.

- Decide on an interesting news story connected to teenage life. For example, it could be about someone with an interesting hobby, lifestyle, or look. Or it could be about an event that has happened.
- Write the story. Include a quote from the person, or one of the people, involved in the story.
- Practise the story.

LIVE CALL-IN

You need a presenter and a number of callers for this section.

- The presenter will take a number of live phone calls. Each caller has a problem. The presenter gives advice on what the caller can do.
- Think of a problem for each caller. Think of advice that the presenter can give.
- Decide the order of the calls. Then practise them.

Rehearse your TV show

4. **In your group, decide on the order of the sections, and how long each section will be. Complete the table.**

Example: Section 1: Cultural report
Presenter: Luisa
Time: 5 minutes.

5. **Rehearse the entire show, one section at a time.**

- Decide how to start and end the show.
- Decide how to move from each section to the next.
- Give advice to your groupmates about how to make each section more interesting / successful / realistic.
- Think how you can make your classroom look like a TV set.

Present your show

6. **Present each TV show to the rest of the class. If possible, arrange the chairs in the classroom to make a TV audience. Enjoy the shows and applaud your classmates as you watch.**

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Self-assessment

1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read and understand a text about daily routines.			
	B. I can read a text about different ideas of beauty.			
	C. I can make predictions before reading a text and confirm them afterwards.			
WRITING	A. I can write a description of a celebration in my country.			
	B. I can write a report about a survey on free time.			
	C. I can write a short news story about bullying.			
SPEAKING	A. I can talk to a classmate about our routines and lifestyles.			
	B. I can discuss a problem and provide advice.			
	C. I can make up and act out an interview about my cultural identity.			
LISTENING	A. I can understand descriptions of celebrations.			
	B. I can understand a set of interviews about hobbies in the past and now.			
	C. I can order information as I hear it in a dialogue.			

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2. Assessment of your English study skills

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

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Analyse sentences in context to understand the use of grammar structures.			
2. Paraphrase the main ideas of a text to confirm understanding.			
3. Make word families to help learn vocabulary.			
4. Identify an author's purpose for writing.			
5. Learn and memorise collocations to speak more naturally.			

3. Assessment of Let's work together

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

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

4. Assessment of Module 3

- Look back over the module then complete the sentences.

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

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Module 4

Our natural environment

In this module you will ...

- learn about eco-travel in Colombia and the importance of our landscapes, in

Unit 1 Eco-tourism

- understand about indigenous people and the environment around us, and how it is in danger, in

Unit 2 Protecting our native culture and environment

- study how our country is a valued destination for visitors, in

Unit 3 Colombia: a natural and cultural paradise

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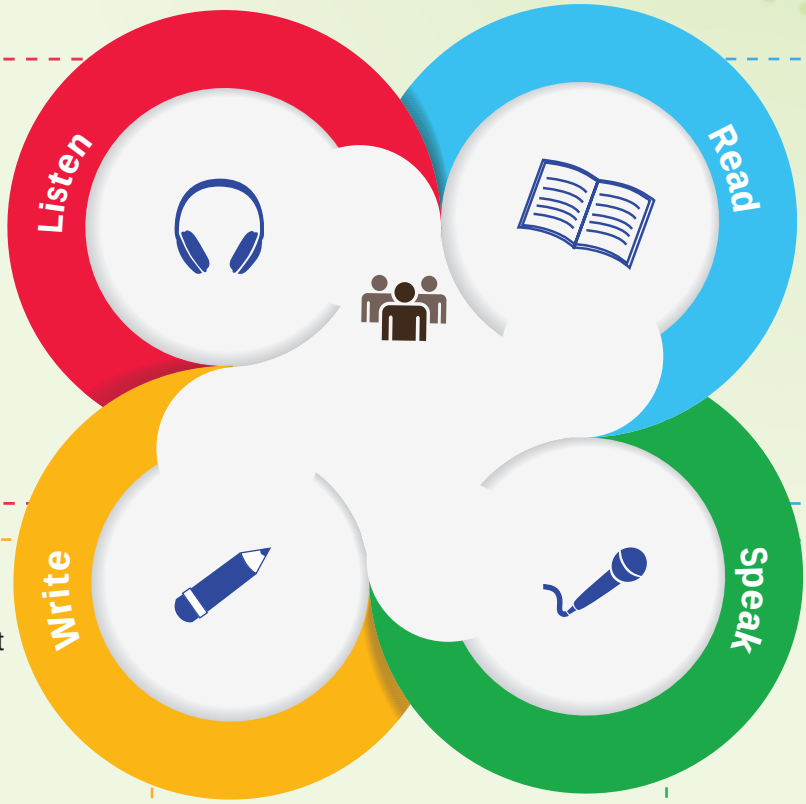
You will also …



- listen to a guide talking to visitors in a national park
- listen to people describing their experiences visiting indigenous people
- listen to people describing their experiences as tourists in Colombia

- read about a native Colombian tribe
- read about environmental problems in Colombia
- read a blog by a traveller about her experiences in Colombia

- write a postcard to a friend abroad inviting them to visit Colombia
- write an advert for an eco-holiday
- write a letter giving your opinion about an environmental problem

- interview a classmate about their experiences in life
- interview someone who has visited an indigenous community
- discuss problems connected to animal trafficking and suggest solutions

Let's work together

Create a new eco-park

In this module, you will learn about eco-tourism, landscapes, indigenous people, and environmental problems in Colombia. In the project, you will plan an eco-park. You will:

- decide where your park is and what landscapes it has
- decide what facilities for visitors it has
- think about what indigenous people and fauna and flora live within the park
- create a map with information and present it to the class

To start the project, think about national parks that you know in Colombia. What landscapes do they have? What facilities do they have? Could they be improved, in your opinion? How?

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1 Lesson 1

Focus on Vocabulary

Get Ready!

1. **Match the words for landscapes with the pictures.**

river - waterfall - ocean - field - lake - mountain - valley - desert - beach - rainforest – stream – island

2. **Complete the sentences about Colombia with words from exercise 1. Use the plural form when necessary.**

a. Colombia has two _____: the Atlantic and the Pacific.
b. The Magdalena _____ flows from the Department of Huila to Atlántico.
c. _____ Calima is located in the Valle del Cauca Department.
d. Cristóbal Colón is the highest _____ in Colombia.
e. El Morro is a beautiful _____ with dark sand on the Pacific coast in Tumaco.
f. Valle del Cauca is a wide _____ where you can find the sugarcane plant.
g. La Guajira is a _____ in the north of Colombia.
h. About 35% of Colombia's territory is covered by the Amazon _____.
i. La Chorrera is the highest _____ in Colombia. It is located 45 minutes from Bogotá.

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Read

3. **Read the blog posts written by two tourists. Who went on an eco-holiday? What is the difference between normal tourism and eco-tourism?**

I went to London last year. There's so much to see and do there. I went sightseeing and shopping. I enjoyed walking around the city, and I did a bus tour too. I bought lots of souvenirs near the London Eye.

This summer, I went to Bogotá, the capital of Colombia. It was really exciting. I went to a theme park called Mundo Aventura, I visited some great museums, and at night we went dancing in some nightclubs. The nightlife is great!

Next year, I'm going to visit another exciting city. I know some people go camping, bird watching and hiking for their holidays, but it's not for me. I'm a city person.

Sylvia, from Los Angeles

I'm an outdoor person. I love camping, bird watching, and anything that you can do outdoors. I love beaches, valleys, rainforests and mountains. I'm Canadian, but I love coming to Colombia for my holiday.

I've been horse riding and mountain climbing. I've also tried hiking, kayaking on the Cauca river, and sailing in the Caribbean Sea.

I've also learnt a lot about how to conserve the environment and protect local communities. I think it's important for tourists to make a difference when they go on holiday. That's why I always stay in an eco-cabin. They don't harm the environment, and they are really peaceful, too.

Leo, from Toronto

Glossary

- go sightseeing: *irse de turismo*
- nightlife: *nocturna*
- bird watching: *avistamiento de aves*
- kayaking: *montar en kayak*
- sailing: *navegar*
- eco-cabin: *eco-cabaña*

4. **Find the activities in the pictures in the blog posts. Which of them are related to eco-tourism? Can you explain why?**

5. **In pairs, discuss which activities in the blog posts you most enjoy.**

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1 Lesson 1

Listen

39 **6.** **Listen to Pedro talking to Sam about his holiday. Which words from exercise 1 do you hear?**

39 **7.** **Listen again. Who says the sentences and questions below? Write "P" for Pedro, and "S" for Sam.**

a. Have you ever been to the Cocora Valley?
b. I've never been there.
c. Have you ever visited any national parks in Colombia?
d. I've never seen a whale.

Focus on Language

8. **Look again at the sentences in exercise 7. Answer the questions.**

a. Are the sentences and questions in the past simple or present perfect tense?
b. Are they talking about past experiences, or describing past events in detail?
c. Do we use *ever* in statements or questions?
d. Where do we put *ever* and *never* in the questions and statements?

9. **Complete the sentences and questions with *ever* and *never*.**

a. Some children have _____ been to the beach.
b. Have you _____ stayed in an eco-lodge?
c. My cousins have _____ climbed Nevado del Ruiz.
d. Have you _____ been kayaking?
e. Have you _____ tried paragliding?
f. I've _____ seen a shark.

10. **Look at the list of things that Larry wants to do. Which has he done? In pairs, ask and answer questions using *ever* and *never*. Use the Useful language box to help you.**

Example: Has he ever seen a jaguar?
Yes, he has.

Has he ever played baseball?
No. He's never played baseball.

see a jaguar ✔
play baseball
meet a person from a native tribe
stay in an eco-cabin ✔
swim with whales
go paragliding ✔
take a photo of a famous person
climb a mountain ✔

Useful language

Irregular past participles

- Lots of past participles in English are irregular. You have to learn them.
  see – seen *meet – met* *swim – swum*
  go – gone *take – taken*

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Speak

11. **Look at the pictures. What activities can you see? In pairs, ask and answer questions with *Have you ever* about the activities.**

Example: Have you ever been horse riding?
Yes, I have. How about you?

Write

12. **Write a postcard to a friend who doesn't live in Colombia. Tell him/her about your country. Use the ideas in the text below to help you.**

Dear Cata

Have you ever been to Colombia? It's a beautiful country.
It's got some amazing places, such as ...
I've visited ...
I've never been to ...
I'm planning to visit ...
I think the most beautiful place is ...
I hope you can come one day and see my country!

Love,
Daniel

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2 Lesson 2

Focus on Vocabulary

Get Ready!

1. **Copy the diagram and match the words about holidays in the box to the headings.**

hotel – summer camp – campsite – holiday apartment – city break – log cabin – farm stay – camping trip – skiing trip – cottage – package holiday – youth hostel – adventure holiday – cruise

2. **Complete the sentences with words from exercise 1.**

a. A _____ is a place where you can take your tent to stay.
b. A _____ is a great opportunity to experience a rural lifestyle.
c. A _____ holiday includes accommodation, food and transport.
d. A _____ is a place where you can stay cheaply for a short period of time.
e. An _____ might include hiking, kayaking or sailing.
f. A _____ is a little house in the countryside.

3. **In pairs, discuss the questions.**

a. When did you last go on holiday?
b. What type of holiday was it?
c. Where did you stay?
d. What did you do?
e. What did you like most about your holiday?
f. What do you know about eco-destinations and eco-holidays?

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Read

4. **Read five travel reviews about eco-friendly destinations. Match the reviews with the pictures.**

Eco-destinations around the world

1 This country has a fantastic variety of flora and fauna, with thousands of species of insects, reptiles, mammals and amphibians. I am crazy about all kinds of animals, so for me, it's a paradise! If I had the chance to live anywhere, I'd live here.
Christian

2 This country is home to some of the most spectacular wildlife in the world, including elephants, rhinoceroses, lions and leopards. You can also learn from the local people, who build their own eco-friendly homes by hand and conserve every drop of water.
Melanie

3 If you want to have a relaxing time, you will enjoy your holiday here. This place is full of contrasts. You can go hiking and see some amazing scenery, or if you prefer, you can stay by the sea and enjoy the cool breeze. You would stay forever if you didn't have to go home!
Lucas

4 If you come to this country, you will get the chance to live like local people on houseboats called "Kettuvallams". If you're interested in eco-friendly products, you can see how local furniture-makers make and design their own furniture using sustainable resources such as bamboo sticks and palm leaves.
Kevin

5 This rainforest is the most incredible place I've ever visited. The waterfalls are spectacular. It's a long way to travel, but if you get the chance to visit, you won't regret it. The local people work hard to take care of the environment and preserve this amazing place.
Hannah

a.

b.

c.

d.

e.

Glossary

- variety: *variedad*
- mammal: *mamífero*
- breeze: *brisa*
- forever: *para siempre*
- furniture: *muebles*
- sustainable: *sostenible*
- regret: *arrepentir*

5. **Read the text again. For each destination, say:**

a. What tourists can do there. **b.** Why it is an eco-friendly destination.

6. **In pairs, discuss which of these places you would most like to visit, and why.**

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2 Lesson 2

Focus on Language

7. **Look at two sentences from the text about eco-destinations and answer questions a-c.**

1. If you get the chance to visit, you won't regret it.
2. You would stay forever if you didn't have to go home.

a. Are these sentences describing possible or hypothetical situations?
b. Which sentence is in the first conditional? Which one is in the second conditional?
c. How are the verb forms in the first and second conditionals different?

8. **Find more examples of first and second conditionals in the text. Discuss with a classmate why each conditional is used.**

9. **Complete the sentences using the verbs in brackets in the appropriate first or second conditional form.**

a. If I _____ the lottery, I _____ my whole life on holiday! (win / spend)
b. We _____ Tayrona National Park in December if we _____ enough money for the school trip. (visit / save)
c. If I _____ older, I _____ around Colombia with my friends. But my parents say I'm too young. (be / travel)
d. If we _____ to London next year, we _____ some souvenirs for you. (go / buy)

Listen

40 **10.** **Listen to a tourist and a travel agent talking about options for an adventure holiday. Number the activities in the order you hear them.**

- white water rafting
- paragliding
- climbing
- bungee jumping
- a ride in a cable car
- trekking

40 **11.** **Listen again and complete the sentences:**

a. If you get tired, you can _____ instead.
b. You go for about _____ along the rapids.
c. There's one problem. _____ any of these activities.
d. We have _____ for all these extreme sports.
e. We'll provide you with all the _____ you need.

12. **Talk to a classmate.**

a. What do you think about this adventure holiday?
b. Which activities would you like to do? Why?

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Speak

13. **In pairs, role play a conversation between a tourist and a travel agent. Decide who is the tourist and who is the travel agent, and follow the instructions.**

Tourist: You want to go on an eco-holiday. Ask questions. Use the Useful expressions box to help you.

Travel agent: Use the information about Tayrona below to help you.

Visit beautiful Tayrona

Location

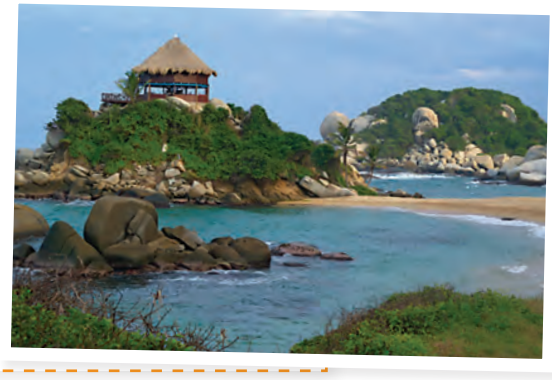
- on the Caribbean coast, north-east of Santa Marta

Activities

- go trekking to the ruins of a native settlement at El Pueblito
- visit Buriticá and the Lost City
- go swimming in the Minca river
- relax on the beautiful beaches
- enjoy the mountain views
- watch birds and other wildlife

Accommodation and food

- Eco-cabin on the beach
- Tents and hammocks also available
- 100% organic food



Useful expressions

Asking about a holiday

- I want to go on a …
- Where exactly is it?
- What activities can I do there?
- I'm really interested in …
- What about the (accommodation / food)?
- That sounds (great / amazing / perfect).

Write

14. **Write an advert for an eco-holiday in your region.**

a. Look again at the texts on page 129.

b. Include a short description of the place: what fauna, flora or other important aspects it has.

c. Mention the activities that people can do there, where they will stay, and how long the holiday will last.

d. Make a small poster and present it to the class.

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3 Lesson 3

Focus on Vocabulary

Get Ready!

1. **Look at the words for facilities in a national park. Match them to the pictures.**

bench – bins – warning sign – footpath – kiosk – information board – guided walk – viewpoint – picnic table – pond

2. **Think of a park or national park near your home. Which facilities does it have?**

3. **Complete the definitions with words from exercise 1.**

a. This tells you about something dangerous.
b. This is a good place to take a photo.
c. You can put your rubbish or recycling here.
d. This is a good place to have a rest.
e. This is a good place to stop for lunch.
f. You can buy food or water here, or get information.
g. If you want to meet a local expert, this is a good option for you.
h. Children can feed ducks and other birds here.
i. This gives you useful information about the park, such as a map.
j. You shouldn't leave this during your visit to the park.

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Read

4. **Read about five people who work on eco-projects in a national park. Match the jobs with the texts.**

an artisan - an environmental police officer - an indigenous leader - a park ranger – a walking guide

Eco-projects

1. I've worked in a national park since 2013. In my job, I share my knowledge about the geology of the park, its plant life, wildlife and natural habitats. I love talking to people and it's great to work outside in a beautiful environment.

2. The park has been our home for hundreds of years. We have a kiosk in the park where visitors can learn about our culture. We work with the local authorities, advising them on decisions that are both eco-friendly, and benefit our community.

3. One of our most important jobs is to protect the wildlife. The turtles' eggs are valuable, and in the past, people used to steal and sell them. There are warning signs, which remind people that there are strict punishments if people ignore the laws.

4. My job is to check that everyone is looking after the park, putting their rubbish in the bins, keeping to the footpaths and respecting the wildlife. I work with a team of people, and we regularly talk to visitors and make sure that the information and facilities available to them are useful.

5. I come to the park every day to sell my products to visitors. I also give workshops to local people about how to make handicrafts from local, sustainable materials.

Glossary

- share: *compartir*
- knowledge: *conocimiento*
- punishment: *castigo*
- ignore: *no hacer caso*
- advise: *aconsejar*
- law: *ley*
- steal: *robar*
- workshop: *taller*

5. **Read the text again. How does each person help to keep the park eco-friendly? Use the following verbs to help you: *protect* *teach* *advise* *look after* *make* *use***

Example: The walking guide teaches visitors about the wildlife. This means that the visitors will respect it.

6. **In pairs, discuss all the ways in which the park helps people, and how people help the environment in the park. Complete the table with your ideas.**

Benefits for people	Benefits for the environment

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3 Lesson 3

Listen

41 **7.** **Listen to the conversation between a guide and some visitors. What are they doing today? What other activities does the guide mention?**

41 **8.** **Listen again and complete the sentences.**

a. It has operated as a national park since _____.
b. I've worked as an eco-tourist guide for _____.
c. It's our newest route – it's been open for _____.

Focus on Language

9. **Look at the sentences in exercise 8 and choose the correct options.**

a. These situations **are finished actions / started in the past and are still true now.**
b. They are in the **present perfect / present simple** tense.
c. We use ***for / since*** to give the moment when the situation started.
d. We use ***for / since*** to give the duration of the situation.

10. **Complete the sentences. Use the verbs in the box in the present perfect tense, and add *for* or *since*.**

live – have – protect – be – work – study

a. In our school, we respect nature and _____ fauna and flora _____ the sixth grade.
b. I _____ at a school in Bogotá _____ five years.
c. My family and I _____ in the park _____ nine o'clock this morning.
d. Indigenous people _____ in the park _____ a long time.
e. I _____ this watch _____ two months.
f. My uncle _____ as a park ranger _____ December.

11. **Write answers to the following questions using *for* and *since*. Then ask and answer the questions in pairs.**

- How long have you known your best friend?
- How long have you lived in (your town)?
- How long have you studied English?
- How long have you been in school today?
- How long have you had (your favourite possession)?

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Speak

12. **Look at the map showing national parks in Colombia. Discuss the questions with a partner.**

a. Which national parks or sanctuaries are near or in your region?
b. What do you know about the national parks on the map?
c. Which ones have you visited? What did you think of them?
d. Which ones would you like to visit? Why?

Write

13. **Choose a national park and imagine that you work there. Write a sign for tourists giving them information, and saying what things they can do and mustn't do in the park.**

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4 Lesson 4

Focus on Vocabulary

Get Ready!

1. **Look at the pictures. Do you know or remember anything about these indigenous people?**

Maasai

Guaraní

Inupiat

Wayuu

There are approximately 370 million indigenous people in the world, belonging to 5,000 different groups, in 90 countries worldwide.

Mursi Tribe

Adivasi

Sami

Kogi

INDIGENOUS GROUPS

2. **Match the words in the box with the underlined synonyms in the text.**

huts – villages – crops – rituals – weapons – chief – indigenous people – tribes – elders – warriors

Vocabulary Tip

- Matching words with their synonyms helps you remember vocabulary and expand your lexis.

[1]·Native people often live together in [2]·small towns. They often live in [3]·small houses which they build themselves. Traditionally, many native people are [4]·fighters and hunters. They use [5]·arms to defend themselves and to hunt. Some [6]·groups of native people have a [7]·leader, and there is often a group of [8]·important and clever people in each community. These people make decisions that affect the whole community. Native people are often self-sufficient. As well as hunting, they grow [9]·plants for food, medicine and other uses. They often have [10]·traditions in their culture connected to important stages in life, such as becoming adults.

3. **Find out information about the indigenous people in exercise 1. Find out where they are from, and how they live.**

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Read

4. **Read the text about indigenous people. Match the headings to the paragraphs.**

a. How does a typical day begin?
b. Who are the Achuar people?
c. How do the Achuar people get food?
d. How do they build their homes?

The Achuar people

1. _____

The Achuar people are indigenous people who live in the Amazon Rainforest. They are a tribe of warriors who are ready to defend their families, territories and traditions.

2. _____

The Achuar people live in total harmony with their community, the environment and wildlife around them. They use natural resources for everything that they need – to build their houses, which are impressive thatched huts, and to make medicine.

3. _____

They start the day very early in the morning. The chiefs spend several hours each morning talking to families about the traditions and history of the tribe. Family time is very important to the Achuar people. They drink *wayús* – a herbal tea that stimulates dreams. One of the most important rituals in the community is sharing their dreams.

4. _____

Achuar men go hunting and fishing. They use blowguns, hooks or special baskets. The women grow crops in small gardens. These gardens are highly significant, because the plants represent life; women give birth there. They also make handicrafts which are sold at a market in their village.

Glossary

- thatched: *de paja*
- dream: *sueño*
- blowgun: *cerbatana*
- hook: *gancho*
- basket: *cesta*
- give birth: *dar a luz*

5. **Read again and answer the questions.**

a. What are Achuar houses like?
b. How do families learn about their heritage?
c. What traditions and rituals do the Achuar people have?
d. What are the gardens in Achuar villages used for?
e. How do Achuars make a living?

6. **In pairs, discuss the questions.**

a. What do you find interesting about this tribe of indigenous people?
b. What does this tribe teach us about life and happiness?

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4 Lesson 4

Listen

42 **7.** **Listen to two reports from people who have visited indigenous communities in Colombia. Say what each person enjoyed the most.**

42 **8.** **Listen again. Which person mentions the following things, Filip or Claire?**

a. making paints
b. learning dances
c. a traditional drink
d. the accommodation
e. respecting the environment
f. traditional food

Focus on Language

9. **Look at the sentences. For each sentence, answer the questions.**

1. While we were walking, we heard a noise in a tree.
2. When I was trekking there, I visited the Kogi people.

a. Which action started first?
b. Which action was in progress?
c. Which action was completed?

10. **Complete the rule about the past continuous.**

We use the past continuous to describe an action that was in progress when another action was completed. We form it with _____ or _____ + *-ing* form.

11. **Fill in the gaps using the appropriate forms of the verbs in brackets for the past continuous tense.**

a. The Ticunas _____ when Filip visited them. (hunt)
b. When Ben arrived in the reserve, the chief _____ a meeting. (hold)
c. Claire saw various indigenous communities while she _____ to the Lost City. (travel)

12. **Write some sentences about you, or people in your family, using the verbs in brackets. Use the past simple and continuous.**

Example: When my dad arrived home, my mum was cooking lunch.
arrive home / cook lunch

a. do homework / call me
b. find some money / walk on the street
c. see a friend / ride my bike
d. check my emails / get a virus

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Speak

13. **Work in pairs. Imagine that one of you visited one of the indigenous communities described here. Do an interview with your partner. Use the questions below for your interview.**

People	Location	Activities
Emberá	Antioquia	Drink *pilde* to communicate with the soul Celebrate the corn harvest
Muisca	Cundinamarca	Learn about traditional agriculture Make traditional handicrafts
Cofán	Putumayo	Participate in rituals with a shaman Drink *yage* in a special ceremony

- What were people doing when you got there?
- What were the people wearing?
- What activities did you do?
- Did you learn to do anything when you were there?
- What did you eat and drink?
- How did you feel?
- What was the most amazing part?

14. **Swap roles. Do an interview about a visit to a different indigenous community.**

Write

15. **Write about your experience when you visited the indigenous people. Answer the questions in exercise 13.**

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5 Lesson 5

Focus on Vocabulary

Get Ready!

1. **Read the following sentence. Do you agree with it?**

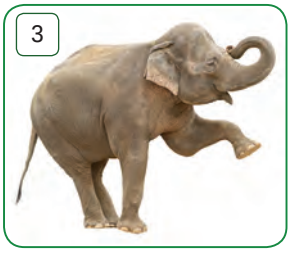
> 'Do not buy souvenirs which have come from animal trafficking.'

2. **These animals are affected by animal trafficking. Match the words in the box to the pictures.**

dolphin – sloth – macaw – tapir – hummingbird – tiger – turtle – woodpecker – condor – poison dart frog – elephant – panda

1

2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11

12

3. **Classify the animals above. Which ones are *mammals*, *birds*, *reptiles* or *amphibians*?**

4. **Read the descriptions and identify the animals. Then write your own descriptions and read them to a partner to guess.**

a I am a carnivore. I have the largest teeth of all big cat species. I have stripes on my face, sides, legs and stomach.

b I have a very large beak. I am one of the noisiest birds. I am very colourful.

c I am a playful mammal. I am one of the largest sea animals. In Colombia you can see me in the Pacific Ocean in Gorgona or Chocó.

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Listen

5. **In pairs, look at the questions and discuss what you know about animal trafficking.**

43 **6.** **Now listen and make notes for the questions in exercise 5.**

43 **7.** **Listen again. For each pair of sentences, do you hear A or B?**

Listening Tip

✔ Read the information in the task and predict what the speaker will say.

	A	B
1	Animal trafficking is when wild animals are sold.	Animal trafficking is when people sell wild animals.
2	Other animals are killed, and parts of their bodies are used to make products.	They kill other animals and use parts of their bodies to make products.
3	They're often bought at souvenir markets by tourists.	Tourists often buy them at souvenir markets.
4	A lot of money is made selling animals.	They make a lot of money selling animals.
5	The animals are often exported to the USA and other countries.	People often export the animals to the USA and other countries.

8. **Look at the table in exercise 7 and answer questions a-c.**

a. What do we call the structures in A and B?
b. What verb do we always use in A? What form of the main verb do we use?
c. In which sentence in A do we say who does the action? What preposition do we use?

9. **In your notebook, change these sentences from passive to active, or from active to passive. Use *by* to say who did the action if necessary.**

Example: Parts of tigers are traded to make medicine.

a. People trade parts of tigers to make medicine.
b. Snakeskin belts are sold at souvenir markets.
c. Some shampoos, jewellery and clothes are produced from animal parts.
d. Rich people buy exotic animals as pets.
e. Animal traffickers export a lot of endangered animals.

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5 Lesson 5

10. **Unscramble the passive questions. Then match them with the answers.**

Questions

1. Why / animal trafficking / practised / by / is / people local / ?
2. Are / animal parts / these souvenirs / made / from / ?
3. Is / this bag / from / made / skin / animal / ?
4. Why / tigers / at markets / sold / are / ?

Answers

a. No, they aren't. I would never sell things made from animal parts!

b. No, it isn't. It's made from wool.

c. Because their body parts are very valuable.

d. Because they want to make money.

Read

11. **Read the text and answer the questions.**

a. What kind of activities can you do to help?

b. What people can you meet on the projects?

c. What is special about a lot of wildlife in Madagascar?

d. What type of animals can you work with in the American Midwest?

How can you help?

Many animals face a lot of terrible dangers. We are destroying their habitats. Animals are killed and trafficked to be sold as pets, or used as souvenirs, or even eaten in expensive restaurants on the other side of the world. We strongly believe that this is wrong, and we want to stop it.

The World Wildlife Fund is an international organisation that helps wild animals all over the globe. If you are passionate about animals and wildlife, there are lots of things you can do to get involved. The WWF offers wildlife holidays, wildlife volunteer projects and work placements around the world. It's a great chance to help with the conservation of many wild animals including tigers, lions, turtles, pandas, dolphins, macaws, or many other wild animals. You can work with local communities and meet people who are passionate about animals, just like you.

There is a wide range of projects available. Why not go to the amazing island of Madagascar? A lot of the world's most spectacular wildlife is only found in Madagascar, and there are various projects that you can join. You can also travel to the American Midwest and help in a centre that takes care of wolves, foxes and wild dogs, surrounded by beautiful countryside.

What are you waiting for? Contact the WWF now.

Glossary

- face (verb): *enfrentarse a*
- the globe: *la Tierra*
- volunteer projects: *voluntariados*
- work placements: *puestos laborales*
- take care of: *cuidar*
- surrounded by: *rodeado de*

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Speak

12. **In pairs, look at the photos and discuss the questions.**

a. What can you see in each photo? What is happening?
b. Why do you think people have done this?
c. Have you ever seen a situation like this in Colombia or another country?
d. What can we do to help prevent this kind of situation?

Write

13. **Look at the following problems of animal trafficking in Colombia. Choose two different problems. Write your opinion about each and suggest a possible solution. Use the example below to help you.**

Example:
In my opinion, this is a big problem. People think that animal parts look good, and animal rugs, for example, are warm in the winter. But it is very bad when endangered animals are used. I think we can solve this by educating people. For example, we can ask them if they're happy to live in a world where there are no tigers. I'm sure that people can change their behaviour.

Some people use animal parts, for example animal skin rugs, to decorate their houses and offices.

People often buy products such as shoes, clothes and bags made from animal parts, like snake skin.

Exotic animals are often caught illegally and sold to zoos. People go to the zoos and pay money, and the situation continues.

Some exotic animals are close to extinction because of animal trafficking. For example, more than half the amphibian species in the Colombian Andes are endangered.

Some tourists remove species from their natural habitat.

Some indigenous people also kill endangered species, or are involved in animal trafficking.

Useful expressions

Expressing opinions

- I think / consider that …
- In my opinion …

Persuading people

- We can solve this by …
- We should …
- Let's try …

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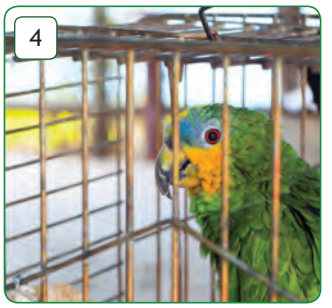
6 Lesson 6

Focus on Vocabulary

Get Ready!

1. **Match the environmental problems in the box with the pictures.**

deforestation - litter - pesticides - animal trafficking - water pollution - global warming – endangered species – air pollution



2. **Match the definitions with the environmental problems.**

a. Contamination of rivers, lakes and seas.
b. Chemicals used to kill insects or other animals.
c. Catching and selling wild animals illegally.
d. Contamination caused by smoke from factories, vehicles, etc.
e. Removing trees from an area of land.
f. Animals with a very low population.
g. The increase in the temperature of the Earth.
h. Plastic and other products that people leave on the street.

3. **Does your town or region suffer from any of these environmental problems? Discuss with a partner.**

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Read

4. **Look at the titles of the paragraphs in the text. What do you know about these problems in Colombia?**

5. **Read the text. In which paragraphs are the following things mentioned? Match two or three paragraphs to each.**

a. problems with water
b. farming
c. mining
d. illegal activity
e. protected land

Environmental problems in Colombia

1. Damage caused by mining

Our country is famous for its natural resources of coal, precious metals and gems. Unfortunately, mining has caused a lot of environmental problems. For example, mercury and cyanide are used a lot in gold mining. These chemicals often enter into the water system, and it means that a lot of drinking water is polluted. There are stricter controls now, but unfortunately, people have been practising illegal mining even in protected nature reserves.

2. Deforestation

Colombia has been losing its forests for a number of decades. Three major causes of this are: the demand for farmland for crops and cattle, the development of the country's system of roads and the demand for timber. Some people believe that these practices are necessary for developing our country's economy, but the damage that they have caused is enormous. Other factors that cause deforestation are hydroelectric and mining developments, oil production, house building and the use of land to grow plants for the illegal drugs trade.

3. Loss of moorland

Like the forests, Colombia's moors are disappearing. Mining and farmland have been invading the country's moors over the last few decades. This has serious consequences for the country's water resources – 70% of Colombia's water comes from the ecosystems of the moors. Fortunately, some of the moors now have national park status, which will help to protect them in the future.

Glossary

- damage: *daño*
- coal: *carbón*
- chemicals: *productos químicos*
- cyanide: *cianuro*
- farmland: *tierra de cultivo*
- cattle: *ganadería*
- loss: *pérdida*
- moors: *páramos*

6. **In pairs, discuss the questions.**

a. What other environmental problems in Colombia can you think of?
b. What is the most serious problem, in your opinion? Why?
c. What can we do to solve these problems?

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6 Lesson 6

Focus on Language

7. **Look at these sentences from the text. Then choose the correct use below.**

1. Colombia has been losing its forests for a number of decades.
2. People have been practising illegal mining even in protected nature reserves.

We use the present perfect continuous to talk about …

a. an action that happened a number of times but no longer happens.

b. an action that started in the past and is still happening.

8. **Find one more example of the present perfect continuous in the text on page 145. Then answer the questions.**

a. What auxiliary verbs do we use?

b. What form does the main verb have?

9. **Complete the sentences with the verbs in the box in the present perfect continuous.**

promote – meet – study – try – kill

a. Simon _____ Elsa a lot recently. Do you think they're a couple?

b. I _____ all day and I'm really tired.

c. People _____ tigers for years and now they're nearly extinct.

d. Some organisations _____ to convince people to stop polluting the planet.

e. Some governments _____ sustainable ways of farming to help the planet.

Listen

44 **10.** **Look at the list of problems associated with living in urban areas. Which are not environmental issues? Then listen to an interview with an activist, and order the issues as you hear them.**

a. light pollution

b. water pollution

c. air pollution

d. rubbish

e. noise pollution

44 **11.** **Now, listen again and complete the sentences. Which issues in exercise 10 are the sentences talking about?**

a. Many cities are situated on big polluted rivers that _____.

b. Often there _____ in the landfill sites surrounding the cities.

c. Many people suffer from _____.

d. We can't enjoy the _____.

e. It's impossible to see the _____.

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Speak

12. **Work in groups, prepare and do a role play. Follow the instructions.**

a. Imagine you are in a meeting to discuss the problem of deforestation affecting your community. Choose a role from those in the table.

People in favour of deforestation	People against deforestation
▪ A farmer who needs land to grow his crops. ▪ A cattle farmer who needs grass for his cows. ▪ A government official who needs to buy the land to cut the trees down and build a new road.	▪ An environmental campaigner who doesn't want animal habitats to be destroyed. ▪ An indigenous villager who will lose his home. ▪ A farmer who doesn't want to sell his farm because he has lived there all his life.

b. Think about your role and how deforestation benefits / affects you, your family and your community.

c. Prepare some questions to ask in the meeting.

d. Get ready to answer questions and give your opinion.

Write

13. **Look again at the environmental issues in lessons 5 and 6. First, discuss these questions with a partner.**

a. Do you live in an urban area or in the countryside?

b. Which environmental issues do people have to face in the place where you live?

c. How do you feel about these problems?

d. What can you or your community do to help?

14. **Write a letter to a local newspaper, giving your opinion about one of the environmental problems that people in your community face. Give some suggestions or ideas to help. Use the phrases in the Useful expressions box.**

Useful expressions

Writing a letter to a newspaper

- Firstly,
- Another thing is that ....
- What's more, ...
- I suggest that ...
- In conclusion, ...

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7 Lesson 7

Focus on Vocabulary

Get Ready!

1. **Look at the pictures and describe what you can see.**

2. **Look at the adjectives in the box. Are they positive or negative?**

fascinating – peaceful – smelly – ugly – beautiful – noisy – relaxing – crowded – spectacular – stressful

3. **In pairs, use the adjectives in exercise 2 to describe the places in exercise 1. Explain why you are using those adjectives.**

Example: I find markets a bit stressful, because they can be noisy and crowded. But I think they're fascinating too. You can find beautiful things to buy there. And I like chatting with the people who are selling their products.

4. **In pairs, take turns to think of a place and describe it to your partner. Use the adjectives in exercise 2 and your own ideas. Your partner has to guess which place you have described.**

Example: This is a beautiful and relaxing place. Sometimes it's crowded, but if you're there alone, it's perfect. You can swim or sunbathe.
Is it a beach?
Yes, it is!

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Read

5. **Read the texts about national parks and sanctuaries in Colombia. Match the pictures to the texts.**

Los Flamencos Fauna and Flora Sanctuary

The elegant flamingos and their exotic mud nests are the main attraction of this sanctuary, in the vast desert by the Caribbean Sea. You can find a dry tropical forest there and four species of mangroves. You can go flamingo watching, visit the sea turtle centre or visit and learn about the exotic and colourful culture of the Wayúu people.

El Cocuy National Park

25 snowy peaks, up to 5,330 meters high, make up the Andean Sierra. They are home to the spectacled bear and condor. You can trek through the mountains or go rock climbing on the steep ice-covered walls. You can also visit the lakes.

Utría National Park

This spectacular park contains rainforest and mangroves on the Pacific coast. It has 5,000 plant species, including the *mil pesos* palm trees and a total of 51 bird species. You can see other animal species like humpback whales, dolphins, sea turtles and the poison dart frog. You can also go hiking or scuba diving.

Iguaque Fauna and Flora Sanctuary

This sanctuary has a varied landscape of Andean rainforest, streams, lakes and moorland. It is home to *frailejones* - a typical Andean plant with soft leaves - and the great Andean condor. You can see eight mountain lakes or you can go bird watching or hiking.

Glossary

- mud nests: *nidos de barro*
- mangrove: *manglares*
- peak: *pico*
- steep: *empinado/a*

6. **Copy and complete the table with information about the national parks and sanctuaries.**

Parks	Landscape	Fauna	Flora	Activities
Los Flamencos	*desert*	*flamingos, turtles*		

7. **Read the statements. Which parks or sanctuaries should these people go to?**

a. I really love being high in the mountains. It's so exciting!
b. I love water but I can't stand beaches – I don't like the sand. I prefer rivers and streams.
c. I think it's fascinating to learn about how people from different cultures live.
d. I love watching birds, especially spectacular and colourful ones.
e. I love all animals but I'm particularly interested in reptiles.
f. I'd love to see one of the great carnivores in real life. I've only seen them in zoos.

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7 Lesson 7

Listen

8. **Look at the pictures about people's eco-holiday destinations. Try to match the places, activities and people below to each picture.**

45 **9.** **Now listen and match the information to the pictures. Were you correct?**

Los Nevados

Amazon River

Sierra Nevada de Santa Marta

Kayaking on the Don Diego River

Hiking in the valley

Bird watching in the rainforest

Huitoto people

Kogi people

Quimbaya people

45 **10.** **Listen again. Find the following information about each holiday.**

- The name(s) of the traveller(s)
- Other activities that they are going to do

Focus on Language

11. **Read these sentences and answer the questions.**

- I'm visiting the Sierra Nevada de Santa Marta National Park.
- He's arriving in Leticia on Saturday morning.
- We're starting our trip at the Cocora Valley.

a. What tense are the sentences in?
b. Do they refer to the present or the future?
c. What is their function: intentions, predictions, or fixed plans?

12. **Write five plans that you have for the future, using the present continuous. Tell your partner.**

Example: After school, I'm meeting Juan and we're going to the park.

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13. **Now read the following sentences and match the structures to the uses.**

- He's going to learn about their community.
- I think it will be an amazing experience for him.

1. *be going to*	**a.** predictions for the future
2. *will*	**b.** fixed plans in the future
3. Present continuous	**c.** intentions in the future

14. **Complete the sentences using *be going to*, present continuous for future, or *will*.**

a. I (travel) to San Andrés for my next holiday.
b. I (stay) at a hotel called Decameron.
c. We (try) some local food and we (visit) some interesting local places.
d. I think the weather (be) good for my holiday.
e. The concert is very popular. I don't think she (find) tickets.
f. We (go) to my brother's house for Christmas this year.

Speak

15. **In pairs, role play an interview between a travel agent and someone who wants to go on a holiday. Ask the questions below, and make notes in your notebook. Then swap roles and repeat the activity.**

ECO-HOLIDAY PLAN
1. Budget: How much money do you have for the trip?
2. Place: What region are you interested in visiting?
3. Transport: How do you want to travel?
4. Time: How long are you going to stay there?
5. Accommodation: Where do you want to stay?
6. Activities: What do you want to do each day?

Write

16. **Now plan a holiday for your partner. Use the information that he/she gave you in exercise 15. Write a description of the holiday. Use future tenses.**

17. **Swap your descriptions. Read the holiday plan that your partner wrote for you. Are you happy with your holiday? Do you want to make any changes to the plan?**

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8 Lesson 8

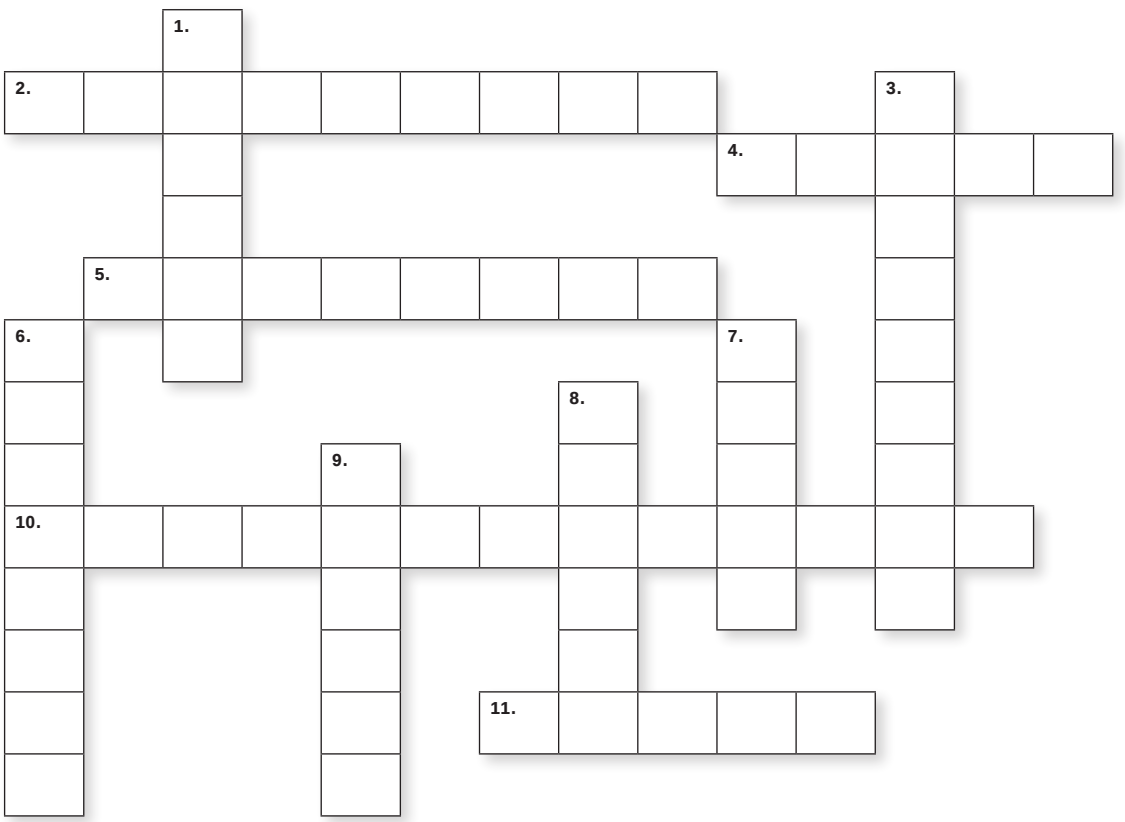
Focus on Vocabulary

Get Ready!

1. **Work in small groups. Take turns to choose a category from the boxes. The other students have one minute to write as many words related to each category as they can remember.**

things you find in a national park	landscapes	types of holiday	extreme sports	indigenous people of Colombia
native animals of Colombia	environmental problems	types of holiday accommodation		

2. **Copy the crossword into your notebook. Then read the clues and complete it. Look back through Module 4 to help you if necessary.**



1. a small river
2. La Chorrera, for example
3. When air or water is dirty
4. Plants that farmers grow
5. A place where you can take your tent
6. Animals in their natural habitat
7. A rainforest mammal that moves extremely slowly
8. Waste that people drop on the street
9. A holiday on a large ship
10. Removing the trees from an area of land
11. A group of indigenous people

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Read

3. **Lei is an exchange student from China. She has spent ten months in Colombia. Read her blog and match the pictures to her travelling experiences.**

A Chinese girl in paradise

I came to Colombia in February. Ibagué, the city I moved to, is very small, so I decided to go travelling. I've already seen a lot of stunning places in this wonderful country.

1. I've visited some national parks. First, I went to Cocora Valley in the Los Nevados National Park where I went horse riding and trekking. The tall wax palm trees were spectacular! However, I was a bit sad to see the deforestation there. It's a paradise and I don't understand why people treat it like that.
2. I've seen and touched some native animals … I even held a snake in Amacayacu National Park in Amazonas. That was incredible! The indigenous people there were really nice and I loved the rainforest.
3. I also visited El Gallineral park in Santander. I went paragliding there. It was unforgettable! Those parks were great, but I still haven't been to Tayrona National Park. I'm going there next month before I fly back to China.
4. I also did a weekend farm stay in Quindío. I picked coffee beans and bananas, and I stayed in a rustic wooden cabin with no bathroom!
5. I've seen some of Colombia's big cities, too. I loved the landscape in El Peñón de Guatapé near Medellín but I haven't been to Cali yet. But I've already been to Bogotá, where I visited a lot of museums and went sightseeing.

Glossary

- stunning: *impresionante*
- however: *sin embargo*
- treat: *tratar*
- unforgettable: *inolvidable*
- coffee beans: *granos de café*

4. **Read the blog again and answer the questions.**

a. What's Lei's opinion about Colombia?
b. Which extreme activity has she done in our country?
c. What is she planning to do before going back to her country?

5. **In pairs, discuss the questions.**

a. Do you know any people from other countries who live in Colombia?
b. Why did they come to the country?
c. What things have they done, and what places have they visited here?

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8 Lesson 8

Focus on Language

6. **Look at the sentences from the blog. Complete the rules using the words *already / still / yet*.**

1. I still haven't been to Tayrona National Park.
2. I haven't been to Cali yet.
3. I've already been to Bogotá

a. We use _____ with the present perfect to say something has happened, often when it happened sooner than we expected.
b. We use _____ and _____ with the present perfect to say something hasn't happened but we think it will happen.
c. We use _____ after *have* in an affirmative sentence.
d. We use _____ before *have* in a negative sentence.
e. We use _____ at the end of a negative sentence.

7. **Rewrite the sentences about Lei. Put the adverbs in brackets in the correct place.**

a. Lei hasn't been to San Andrés Island. (still)
b. She has done some extreme sports. (already)
c. She hasn't seen the Caribbean Sea. (yet)

8. **Think about your experiences in Colombia. Write true sentences using the words. Include *already*, *still* or *yet* in each sentence.**

Example: I haven't travelled to the Caribbean coast yet.

a. I / travel to the Caribbean coast
b. My father / go to Parque del Café
c. I / visit the Gold Museum in Bogotá
d. My friends / stay in a cottage
e. My English teacher / see a waterfall
f. My mother / ride a horse

Listen

Sophie and Ben from England

Francesco from Italy

Rosa from Spain

46 **9.** **Listen to some people talking about their experiences in Colombia. Which two people mention high prices?**

46 **10.** **Listen again. Which person/people mention the following things? Write their name(s).**

a. indigenous people
b. food
c. staying with local people
d. transport
e. temperatures
f. souvenirs
g. saving money
h. the Colombian economy

11. **In pairs, discuss the questions.**

a. What did these people like about holidays in our country?
b. What difficulties did they face when travelling here? Why?
c. If you could talk to them, what would you like to ask them?

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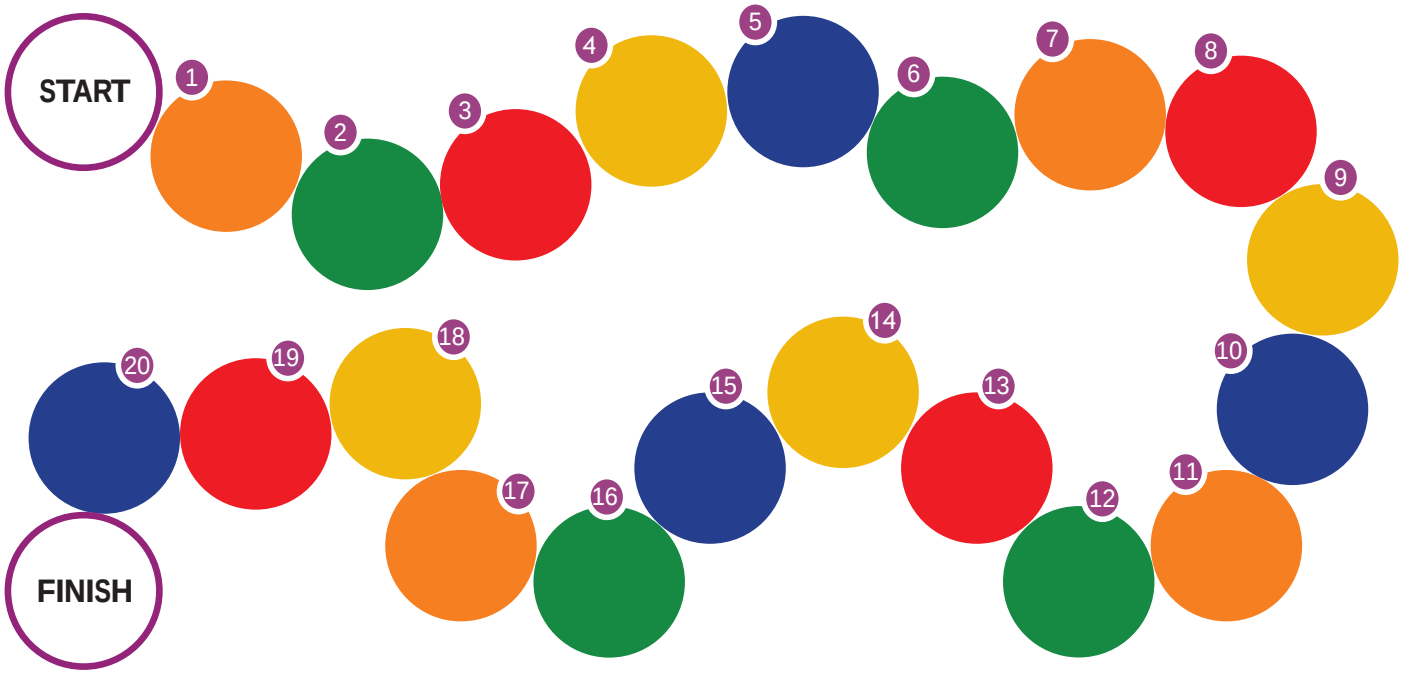
Speak

12. Play the game. Follow the instructions.

1. Play in groups of three or four. You need counters and some dice.
2. Decide who will go first, second, third and fourth.
3. All players begin at 'START'.
4. When you reach a box, the player on your right chooses a task from the card of that colour at the bottom of the page, and reads it to you.
5. Do the task. You have 30 seconds. Your group decides if your answer is complete. If not, you go back to the box where you were before.
6. The winner is the first player to reach 'FINISH'.



- Ask the person on your right three questions with *ever* in the present perfect.
- Name five words for landscapes.
- Name three activities that you can do on an eco-holiday.
- Name five things that you can see in a national park.

- Name five places to stay when you're on holiday.
- Say three things that you're doing this weekend, using the present continuous.
- Name five different types of holiday.
- Name five adjectives to describe places.

- Name five words connected with indigenous people.
- Name five national parks in Colombia.
- Say one sentence with *since* and one sentence with *for* and the present perfect.
- Name two indigenous communities in Colombia and say where they are located.

- Explain: What is animal trafficking?
- Name three mammals, two birds, one reptile and one amphibian.
- Suggest one way to stop animal trafficking.
- Change this sentence to a passive sentence: 'Tourists buy animal products at markets.'

- Name four environmental problems.
- Describe an environmental problem that exists in Colombia.
- Suggest three ways that we can help the environment.
- Say a sentence in the present perfect continuous.

Write

13. Imagine you have been travelling in Colombia or another country. Write a short blog. Describe the things you have seen and done, and the things you haven't done yet but still want to do.

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Let's work together

Create a new eco-park

1. **Work in groups. You are going to plan a new park which will benefit the local community and the environment. First of all, copy and complete the following table with your own ideas.**

Location		Jobs and roles that will exist for local people	
Fauna and flora that live in the park		Activities that visitors can do in the park	
Facilities that the park will have		Initiatives to improve the environment	
Indigenous people who live there		Any other ideas	

2. **Work in your groups and share your ideas. Make notes for all the aspects in the table. First, make a group decision about the following:**

- the location of the park
- the name of the park
- the landscape(s) within the park: mountain, rainforest, beach, moor, etc.

Develop the eco-park

3. **Work in pairs. Each pair will be responsible for developing the ideas for one aspect of the park. Choose from the following aspects.**

FLORA AND FAUNA

- Describe the most important fauna and flora in the park.
- Say which fauna and flora is endangered, and how to help this.
- Think of how the park may have a negative effect on the flora and fauna, and how to stop this.

INDIGENOUS PEOPLE

- Describe the culture and lifestyle of the indigenous people who live in the park.
- Think about how the new park will affect their life – in both positive and negative ways. For any problems created, find solutions.
- Think about how to involve the indigenous people in the organisation and management of the park.

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FACILITIES

- Decide which facilities the park needs.
- Consider people who visit the park just for the day, and people who will go on holiday there. How can you make the park fun for everyone?
- Think about how each of the facilities will encourage people to respect the natural habitats of the park.

JOBS

- Decide who will be responsible for the park, and what other jobs are needed.
- Decide what the responsibilities for each person will be. Consider how local people can be involved.
- Write a job advert for each position.

THE ENVIRONMENT

- Think about environmental problems which currently exist in the park.
- Think of initiatives to solve these problems. How can the park help?

Create a map

4. **Create a map of your park. It should include information about all the aspects that you developed in exercise 3.**

- One student from each pair should come together into a group to draw the map. Make sure that all the aspects that you have discussed are included: visitor facilities, location of indigenous people, location of important flora and fauna, environmental problems, etc.
- The other student should write some information about the aspects that you discussed, to be included on the map. Use a computer or write it on some paper. Read your work and check for mistakes.

5. **Integrate the text with the map and finalise it. Make the map colourful and attractive.**

Present your eco-park

6. **Display the map to the rest of the class and present your eco-park. Each student should talk about the aspect which they developed.**

7. **After each presentation, the class can ask the group questions about their park.**

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Self-assessment

1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can understand a text about eco-tourism activities in Colombia.			
	B. I can match descriptions of eco-friendly destinations with pictures.			
	C. I can understand a blog by someone travelling around Colombia.			
WRITING	A. I can write my opinion on solutions for an aspect of animal trafficking.			
	B. I can write an advert for an eco-holiday.			
	C. I can write a letter to a newspaper about an environmental problem.			
SPEAKING	A. I can interview someone who has visited an indigenous community in Colombia			
	B. I can do a role play about planning an eco-holiday.			
	C. I can discuss environmental issues and say how they affect biodiversity.			
LISTENING	A. I can understand people talking about their visits to indigenous communities in Colombia.			
	B. I can identify different eco-tourism activities.			
	C. I can understand an interview about animal trafficking.			

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2. Assessment of your English study skills

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

STUDY SKILLS	ALWAYS	SOMETIMES	NEVER
1. Try to understand the general idea of a text, even if you don't know a lot of the words.			
2. Share your opinions and ideas in class with your teacher and classmates.			
3. Carefully read the instructions and information in a task before you start doing it.			
4. Check your answers with a classmate after completing an activity.			
5. Keep a notebook for new vocabulary.			

3. Assessment of Let's work together

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

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

4. Assessment of Module 4

- Look back over the module then complete the sentences.

1. My favourite activity was …
2. The most useful words or expressions were …
3. I enjoyed learning about …
4. I need to practise …

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