3 Way to go!

Student's Book

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

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

La educación es de todos
Mineducación

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Way to go!

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Bogotá, D. C. – Colombia

Presentación

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

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

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

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

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

Cordialmente,

Ministerio de Educación Nacional

Dear students,

Welcome, this is the Way to go!

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

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

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

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

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

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

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

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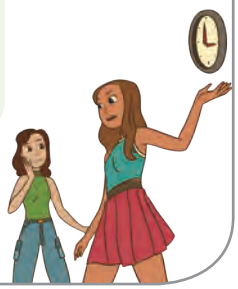
Basic Learning Rights
English

8th Grade

1

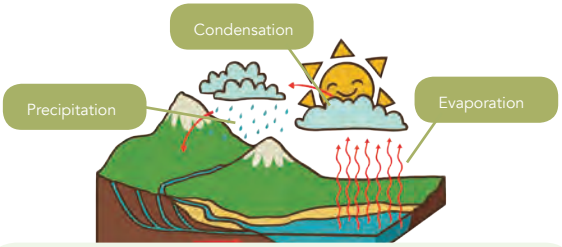
Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher. For example:

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



2

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



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

3

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

English around the World
People use words to express their ideas, intentions, emotions and information. Currently, the words that people use are often English words. The English language has More than 500.000 words. Most of these words are very unusual: we almost never use them. Some words that English speakers use are taken from different languages. For example:
- Avocado, Barbecue and Totem come from indigenous American language.
- Jungle and Yoga are of Indian origin.
- Kangaroo comes from an aboriginal Australian word.
- Ketchup is Chinese.
- Color is Latin.

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

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

Reading strategy: Predicting: Cognates
Find words in the first paragraph that are similar to Spanish words.

4

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

Santi: Do you think that recycling paper is important?

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

Santi: How do you save the trees?

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

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

Basic Learning Rights
English

8th Grade

5

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

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

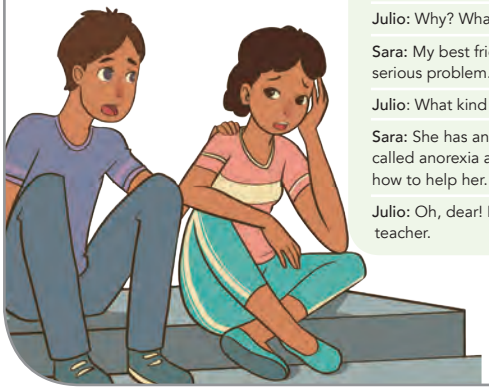
6

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

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

7

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



Sara: I am really sad.

Julio: Why? What's up?

Sara: My best friend has a serious problem.

Julio: What kind of problem?

Sara: She has an eating disorder called anorexia and I don't know how to help her.

Julio: Oh, dear! Let´s talk to our teacher.

8

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

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

MODULE 1

Sustainability

Planet Earth

Unit »1

Human Actions and the Environment

Language Functions

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

Text Types:

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

Unit »2

Think Green!

Language Functions

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

Text Types:

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

Unit »3

Caring for the Environment

Language Functions

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

Text Types:

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

Explore Your Knowledge

Look at the pictures and answer ...

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

Project: An Eco-newsletter

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

Unit 1	Unit 2	Unit 3
1. Facts about Colombia's eco-concerns (Lesson 3, exercises 5–7) **2.** Poster of environmental problem research (Lesson 3, exercise 9b)	**3.** Eco-friendly advice for travellers (Lesson 2, exercise 6) **4.** Information leaflet with suggestions for a school recycling programme (Lesson 3, exercise 3) **5.** Eco-promise (Lesson 3, exercise 4) **6.** News articles about the school eco-footprint (Lesson 3, exercise 9)	**7.** Photos and facts about problems in the oceans (Lesson 3, exercise 1) **8.** Article on the Magdalena River (Lesson 3, exercise 5) **9.** A petition letter (Lesson 3, exercise 8)

Chant

Respect the earth

Unit »1

Human Actions and the Environment

» Objectives

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

In Context » Environmental Concerns

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

Word Bank

soil pollution
water pollution
illegal mining
air pollution
deforestation

2. Speak »

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

Word Bank

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

I'm concerned about deforestation.

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

1

3. Listen »

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

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

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

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

2

4. Listen »

Label the photos with the expressions in the box. Then listen and match the photos with the conversations.

organize and sign a petition	go on a demonstration
create an environmental newsletter	volunteer to plant trees

a. _____ b. _____ c. _____ d. _____

5. Speak »

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

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

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

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

6. Speak »

Look at the pictures and find four differences.

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

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

7. Read »

Complete the text with the correct form of the verbs in brackets.

A Story of Change

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

First, they [d]_____ (research) information about the people, their businesses and the impact of their actions. Then, they [e]_____ (organize) a campaign to protect the rivers in their town. They [f]_____ (talk) to the local authorities about prohibiting the industries from dumping waste. They [g]_____ (start) teaching people about recycling methods and the whole town [h]_____ (sign) a petition to stop the destruction of their forests. They [i]_____ (plant) more than 2,000 trees near the river.

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

8. Write »

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

Study Tip

Create a diagram to show the relationship between ideas.

Expanding Knowledge » Working for a Cause!

1. Read »

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

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

2. Pronunciation»

3

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

I'm concern**ed** about deforestation. /d/

I'm interest**ed** in planting trees in the school yard. /əd/

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

I'm concerned about illegal mining.
/aimkənsərndəbawtɪli:gəlmajnɪŋ/

I'm interested in planting trees in the school.
/aimɪntrəstədənplæntɪŋtri:zənðəskul/

3. Speak » Complete the outline with personal information.

a. Work with a partner and introduce yourselves to each other.

b. Listen to your partner. Suggest a role for your partner on the eco-newsletter.

PERSONAL PROFILE
Name: _____
Age: _____

Likes
I like ...

Concerns
I'm concerned about ...

I live in ...

Interests
I'm interested in ...

Skills and Talents
I'm good at ...

Dreams
I would like to ...

4

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

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

A.

B.

C.

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

D.

E.

F.

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

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

I think she learned that ...

21st Century Skills
• Collaborating

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

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

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

The Interconnectedness of Life

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

Our planet is an ecosystem, made up of many other small ecosystems. But human actions have transformed the Earth. Too much **CO_2** in the atmosphere is changing the climate of the planet. This change creates other conditions that affect ecosystems.

(B) … We create pollution. We build roads, kill animals, cut down trees, pollute the soil, air and water, and consume resources without thinking of the effects. Forests are necessary to purify the air. Trees absorb CO_2 and release oxygen. They also maintain the water cycle by releasing water vapour into the atmosphere. The forests are the **habitat** of many organisms and animals. They provide food and water. Clearly, **deforestation** is our biggest problem. **(C)** …

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

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

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

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

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

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

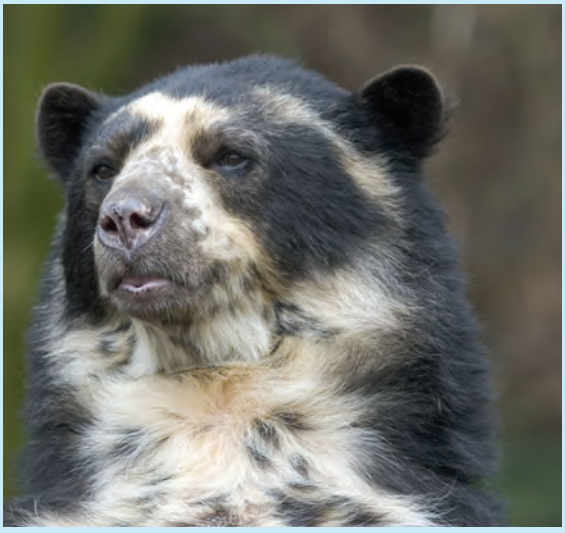
Preparing Your Task » Regional Environmental Problems

1. Speak »

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

2. Read »

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



Bear Cries Over Lost Habitat

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

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

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

Student A – Ask your partner the questions.

a. What is the story about?
b. What happened at the beginning?
c. What happened at the end?

Student B – Answer your partner's questions.

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

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

Word Bank

• open mine • fossil fuels • pesticides • deforestation

a.

b.

c.

d.

5

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

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

5

6. Listen » Listen again and complete the notes with the correct numbers.

The production of coal has increased by 1. _____ %.

2. _____ % of the total illegal mining happens in Antioquia and Chocó.

Colombia lost 3. _____ km² of forest last year.

According to the Minister of Mines, illegal mining of some minerals in Guainía and Guaviare destroyed 4. _____ km² of a protected nature reserve in 5. _____ months.

According to the World Bank, Colombia increased the use of pesticides by 6. _____ % in the last 20 years.

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

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

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

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

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

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

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

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

Citing the information:

Information: *Illegal mining of a mineral called Coltan ruined 5 km² of a nature reserve in three months.*

***According to** a report by the Ministry of Mines published in El Espectador, illegal mining of a mineral called Coltan ruined 5 km² of a natural reserve in three months.*

Source: _____

_____

Citing the information:

Information: _____

According to _____

_____

_____

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

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

Check Your Progress

6

1. Listen »

Listen to Juana and Marcos talking about their environmental concerns. Complete the chart.

	What are they concerned about?	What would they like to do?	What are they good at?
Juana	*She's concerned about the pollution in her city.*		
Marcos			

I can present myself: my interests, concerns, desires and talents. ✓	
Very well	
Quite well	
With difficulty	

2. Write »

Complete the texts with the human actions.

Industries

Industries _____ and toxins in rivers.

Agriculture

When people _____, they kill vegetation and damage the soil.

Deforestation

When people _____, many animals lose their habitat.

I can describe human actions that affect the environment ✓	
Very well	
Quite well	
With difficulty	

3. Write »

Complete the article with the correct form of the verb in brackets.

National Park Is Closed

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

Sadly, the local authorities [4.] _____ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They [5.] _____ (pollute) the water with mercury and other toxic substances.

Now, some environmental groups [6.] _____ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas will never regenerate.

I can describe changes between the past and the present ✓	
Very well	
Quite well	
With difficulty	

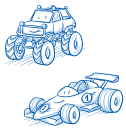
Unit » 2
Think Green!

» Objectives

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

In Context » My Ecological Footprint

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

a. 
b.
c.
d.

e.

_____ _____ _____ _____ _____

Word Bank
water
energy
possessions
transportation
waste

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

1. It measures how much we consume.

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

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

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

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

21st Century Skills
• Critical thinking

How important is the environment to you? What simple changes can you make to reduce your consumption of resources?

3. Read »

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

transportation possessions at home waste

How big is your eco-footprint?

_____

1. **How do you get to school?**
   a. by bicycle
   b. by bus
   c. by car

2. **How do you travel short distances?**
   a. on foot/by bike
   b. by bus
   c. by car

_____

3. **How often do you turn off the lights when you leave a room?**
   a. I always turn off the lights when I leave a room. I also turn off appliances when they are not in use.
   b. I often turn off the lights when I leave a room.
   c. I sometimes turn off the lights when I leave a room. I often forget.

4. **How much water do you save?**
   a. I take short showers and turn off the tap when I brush my teeth.
   b. I use a glass when I brush my teeth.
   c. My shower is only 15 minutes.

5. **How big is your house?**
   a. It's big enough for the family.
   b. It's a big house with a garden and extra rooms.
   c. It's a very big house with a garden, a garage and a lot of rooms.

_____

6. **What do you do with clothes, books and magazines you don't use any more?**
   a. I give them away to charity.
   b. I pile them up in my bedroom.
   c. I throw them away.

_____

7. **How does your family manage waste at home?**
   a. We use organic waste for composting, recycle some materials and reuse plastic bags.
   b. We reuse plastic bags and bottles.
   c. We put all our waste in one bag.

8. **What do you do with old or damaged appliances, or electronic waste?**
   a. I take it to authorized e-waste recyclers.
   b. I put it in the attic.
   c. I put it in the rubbish bin.

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

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

The Fantastic Three Rs

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

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

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

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

1.

2.

3.

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

a. Camila is wearing her cousin's old jacket. _____ **1.** reducing

b. Pablo stopped buying magazines and books he never reads. _____ **2.** recycling

c. Jorge uses old plastic bottles to plant flowers and vegetables. _____ **3.** reusing

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

What does your family do to reduce energy consumption?

We use energy-saving light bulbs.

Expanding Knowledge » Changing Lifestyles

9

1. Listen »

Put the words in the correct order to complete the questions. Then listen to the interview and check your answers.

You: big / is / how / your / eco-footprint?
Leidy: According to the test it's very big.
You: you / can / what / do / to reduce it?
Leidy: Well, I can save water and energy.
You: reduce / you / can / how / your consumption of water?
Leidy: I can stop taking long showers.
You: OK. It's also important to reduce waste. you / what / do / do to reduce waste?
Leidy: Well, I need to stop buying so much packaged food.
You: Really? often / how / you / do / buy packaged food?
Leidy: Well, every day.

2. Write »

Label each picture with the questions. Then complete the answers with expressions from the box.

How can I save water?

What can I do to reduce waste?

What can I do with my old tyres?

How can I reduce my carbon footprint?

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

1. _____

It's easy to [a.] _____. For example, when you're brushing your teeth, you can [b.] _____.

3. _____

It's time to [d.] _____. You can compost peelings and leftover food. Stop [e.] _____ everything.

2. _____

Start riding your bike. Stop [c.] _____. Then you can help reduce carbon emissions.

4. _____

It's easy to [f.] _____. You can make them into a nice planter for your garden.

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

Word Bank

peelings crisp packet magazines batteries plastic bottles

a. _____ b. _____ c. _____ d. _____ e. _____

10

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

Word Bank

e-waste recycling organic waste rubbish

_____ _____ _____ _____

_____ _____ _____ _____

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

clothes a newspaper plastic bottles
vegetable peelings photocopies mobile phones

It's possible to reduce water consumption.

You can reuse a book.

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

6. Read »

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

Save energy Save water Reduce waste

Travelling Eco-footprint

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

a. _____
Tanacio, from Sierra Nevada

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

b. _____
Jerónimo from Palomino, Guajira

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

c. _____
Mayra from Valledupar

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

7. Read »

Match the facts to the paragraphs in the text.

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

8. Speak »

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

When travelling, we can:

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

Preparing Your Task » A Green School!

1. Write »

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

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

2. Speak »

Interview teachers and students. Ask the questions in exercise 1. Note down the answers in the chart.

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

3. Write »

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

It's important to ...

Stop -ing ...

Think about ...

We can ...

Start -ing ...

4. Speak »

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

I'm going to start:

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

Other: _____

I'm going to stop:

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

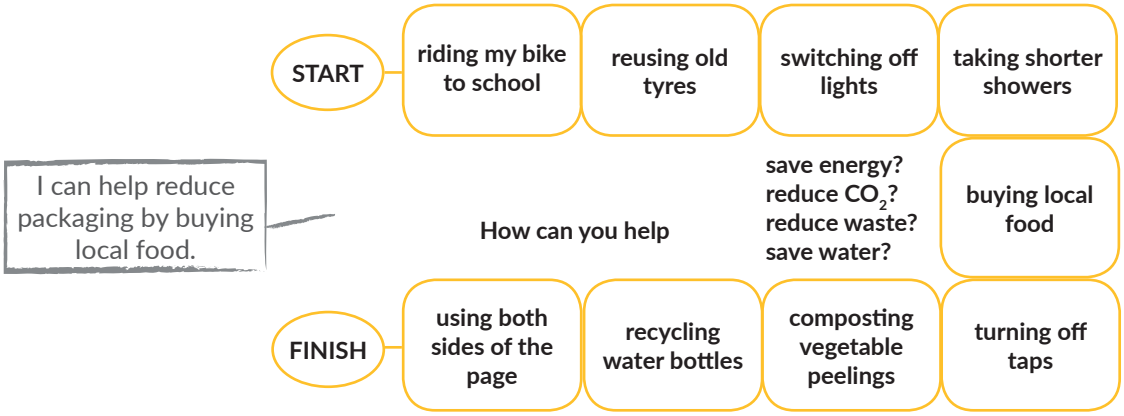
Other: _____

Name: _____

Date: _____

5. Speak »

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



11

6. Listen »

Do the quiz. Select true (T) or false (F). Then listen and check your answers.

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

7. Read »

Read the article quickly. Select the best headline.

a. San Pedro School Waste Problem
b. Successful Recycling Programme At San Pedro School
c. San Pedro School Eco-Promise

1 _____

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

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

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

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

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

Study Tip

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

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

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

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

Evaluation Checklist		
Does the article have:	Yes	No
a headline?	☐	☐
a lead paragraph?	☐	☐
information using the answers to the writer's questions?	☐	☐
a quotation?	☐	☐
Add one comment or suggestion to improve the article.		

Study Tip

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

Check Your Progress

1. Read »

Complete the opinions with the correct form of the verb in brackets.

Ernesto: It's important (recycle) [a.] *to recycle* plastic bottles to use them as planters. It's also a good idea (reduce) [b.] _____ their consumption because making them causes pollution.

María: You can start (reuse) [c.] _____ the items that you have at home and don't use any more. You can give them to friends or people that need them.

Stephan: When I go food shopping. I always carry my own bag. It's important (stop) [d.] _____ using plastic bags. People need to start (think) [e.] _____ more about how plastic bags damage the environment.

I can make suggestions to improve practices. ✓

Very well	
Quite well	
With difficulty	

2. Read »

Read the interview with Mario, a teacher. Complete the questions.

Interviewer: What [a.] _____?
Mario: I take short showers.
Interviewer: Really? How [b.] _____?
Mario: I spend fifteen minutes in the shower.
Interviewer: Hmm. That's a lot of time. And how [c.] _____?
Mario: Well, I ... turn off the TV when I'm not watching it.
Interviewer: And how [d.] _____?
Mario: Every day! I always drive to school.
Interviewer: But you live near the school. According to this test, your eco-footprint is very big.
Mario: Really? I'm sorry. I need to change that.

I can request information about human actions. ✓

Very well	
Quite well	
With difficulty	

12 3. Listen »

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

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

I can describe how to do something. ✓

Very well	
Quite well	
With difficulty	

Unit » 3

Caring for the Environment

» Objectives

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

In Context » Values and Virtues

13

1. Listen »

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

Word Bank

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

1. Sonia Campos
business woman

2. Samuel Pérez
fisherman

3. Olga Rojas
teacher

4. Dr Ramón García
biologist

2. Read »

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

1. Big Business

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

2. Plastic Prohibition

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

3. Catching Only The Big Ones

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

3. Speak »

Match the opinions with each news story in exercise 2. Tell your partner your opinion.

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

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

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

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

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

1.

2.

3.

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

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

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

5. Read » Match the events with the reasons.

	Events		Reasons
It's a good idea to	**a.** present a play or an art show **b.** organize a paper-recycling campaign **c.** have a 'plant a tree' event **d.** have a photo exhibition	because	**1. with photographs people can admire the beauty of the forest and show respect for animals and plants.** **2. when you plant a tree, you take responsibility for the environment.** **3. with cooperation, you can reduce a lot of city waste.** **4. when you show creativity, people pay attention to the message and enjoy learning.**

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

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

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

Useful Expressions

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

7. Read »

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

How much do you know about trees?	T	F
a. Every year people cut down 13 million hectares of the world's forests.		
b. Forests release CO_2 and absorb oxygen.		
c. The only cause of deforestation around the world is agriculture.		
d. Trees help prevent soil erosion.		

8. Read »

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

There are many reasons why we need to protect our forests. They make the landscape beautiful and they are home to great biological diversity. Forests contain 80% of all the world's biodiversity and are the natural habitat of animals, plants and micro-organisms. In addition, this diversity provides important natural resources that sustain our lives by releasing oxygen, absorbing CO_2, preventing soil erosion, conserving water and moderating temperatures. Sadly, the growth of the human population and our needs for housing, fuel, paper, food and many other things have a negative impact on the forests of the world. According to FAO*, the world loses 13 million hectares of forest every year.

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

9. Write »

Complete the chart with information from the article.

Causes of problems	Solutions	Benefits
population growth	restore forests	forests absorb CO_2

10. Write »

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

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

*The Food & Agriculture Organization of the United Nations

Expanding Knowledge » Respect Your Planet!

1. Read »

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

Word Bank
think
believe
sure

a. Johana, teacher

I am [1]_____ that education is the best way to help the environment. Some children love climbing trees to take birds' eggs. When we started reading about the rich biodiversity of birds in Colombia, they understood that it is wrong to take birds' eggs.

b. Pedro, student

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

c. Daniel, office worker

I strongly [3]_____ that changes are possible when people unite. We are writing a petition to get financial help to clean the river in our community. Everybody needs to sign. It's necessary to get involved and work together.

2. Read »

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

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

3. Write »

Complete the conversation with the expressions in the box.

Juana: Do you think that [a.]_____ recycle paper?
Manuel: Yes, because [b.]_____ cut down so many trees.
Juana: OK. So, [c.]_____ do things online. And [d.]_____ print so many things.
Manuel: Yes, exactly.

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

14

4. Listen »

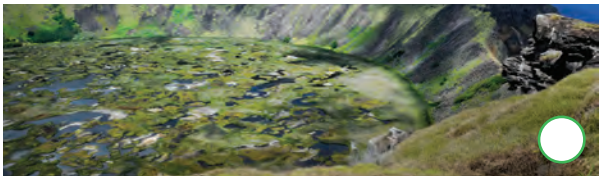
Read the story of Easter Island. Number the sections in the correct order. Then listen and check.

Long ago, a group of people lived on a remote island in the Pacific Ocean.

The people cut down all the trees and the island lost its ecological balance. Without trees, there was soil erosion, the lakes dried, and the animals died.

In the end, the population of the island was reduced to very few people. Only the stone statues stood the test of time.

The forest gave them food and water. It also provided materials to construct houses, canoes to go fishing in and tools to transport the big statues to the coast.



As time passed, there were more and more people living on the island. They divided into two groups and started to compete for the resources on the island.

At first, the people were very organized and cooperative. In their free time, they created big stone statues.

5. Speak »

Discuss the questions with a partner.

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

It is wrong to ....

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

21st Century Skills
• *Taking Responsibility*

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

6. Read »

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

The Ideal City

1. **For people living in your city, an important value is:**
   a. respect
   b. cooperation
   c. responsibility
   d. creativity.
2. **In your city, a bad environmental practice is:**
   a. destroying forest for industrial purposes
   b. polluting water for industrial purposes
   c. throwing away rubbish
   d. killing animals for food.
3. **A good environmental practice in your city is:**
   a. recycling
   b. conserving the green areas
   c. restoring forest
   d. saving water and energy.
4. **In your city, it's necessary to improve:**
   a. air quality
   b. access to water
   c. transportation
   d. waste management.

7. Speak »

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

Find someone who ...

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

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

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

8. Speak »

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

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

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

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

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

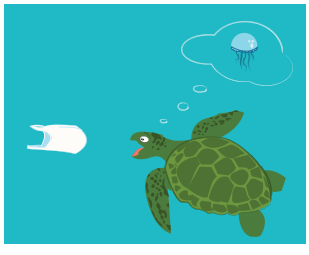
Preparing Your Task » Local Problems Are Global Problems!

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

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

1.

2.

3. 

15

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

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

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

I [a.] *have / haven't* no doubt that we all share the benefits the ocean provides. We all affect its preservation in a positive or negative way. It's wrong [b.] *to think / thinking* that we cannot do anything to find a solution. The oceans constitute 80% of the surface of the planet. They are important because they regulate global temperatures and capture CO_2. It's important [c.] *to protect / protecting* the habitats of many plants and marine animals.

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

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

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

caption main body quotation headline lead paragraph

Magdalena River

by Gloria Torres

Dead fish in the Magdalena River.

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

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

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

Make the [a] _____ more specific. What is the problem with the river?

A [b] _____ is not a description of the photo. It tells the story behind the picture or adds interesting information.

The [c] _____ should explain the specific environmental problem and the causes of this problem.

The [d] _____ should add interesting facts. For example, all rivers provide drinking water. But how many people benefit from the river as a drinking water resource? Research!

This part of the main body should say how to restore the river. It can include the opinion of an expert. Find a [e] _____.

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

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

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

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

7. Read »

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

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

Study Tip

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

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

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

☐ Dear Ms Smith,

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

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

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

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

☐ Yours sincerely,

David Quiroga
Eco-Warriors Youth Group
Paso Verde School

8. Write »

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

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

16

Chant

Respect the earth

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

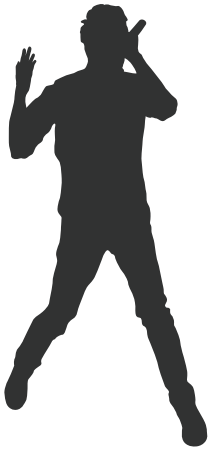
Sustainable energy will help us restore,
But we can't afford to pollute any more.
Pesticides and open mines
I strongly believe will destroy us in time.

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

Save energy to be green! ...

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

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



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

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

2. Write » Answer the questions.

1 What does the singer believe will destroy us?
Pesticides and open mines

2 What can't we afford to do?
_____

3 What should you do, wherever you are?
_____

4 What should you use instead of a car?
_____

5 Where is the petition?
_____

6 What must we protect?
_____

7 What happens when we lose our trees?
_____

8 What destroys our seas?
_____

9 What should you ask your friends to do?
_____

10 What should you do before it's too late?
_____

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

drive a car respect the earth join a campaign keep the earth clean use pesticides have open mines use sustainable energy protect our habitat recycle ride a bike sign a petition pollute water cut down trees join a demonstration save energy pollute destroy our seas

We should ...
We shoudn't ...
We must ...
We mustn't ...
Always ...
Never ...
... because ...

Check Your Progress

1. Read » Complete the conversation with the expressions in the box.

I have no doubt | I'm not sure | I really think | I agree with

Ángela: Did you know that the mayor says it's obligatory to recycle our waste?
Carlos: No, I didn't. a. _____ it's a good idea because there is too much rubbish. I b. _____ the mayor.
Ángela: c. _____. Is it the real solution?
Carlos: Absolutely! I d. _____ we need to recycle and reduce our waste to protect the animals in the oceans and rivers.

I can express opinions about human actions. ✓	
Very well	
Quite well	
With difficulty	

2. Read » Select the correct expression to complete the letter.

Dear Sir,

I am writing to you because I am interested in protecting the forests of Colombia. Forests cover 53% of the total area of our country, but deforestation has advanced quickly in recent years. It's a. *important / wrong* to find ways to make companies restore the forests the country is losing. It's b. *wrong / a good idea* to cut down an area of trees and not restore the forest, just because Colombia has a lot of forests. I think it's c. *necessary / bad practice* to protect nature reserves all around the country because the forests are home to a variety of plants and animals. It's d. *important / not necessary* to remember that Colombia has the seventh largest area of tropical rainforest in the world, and is second in terms of biodiversity.

Yours faithfully,
Ana Rodríguez

I can discuss good and bad environmental practices. ✓	
Very well	
With difficulty	
I agree with	

17

3. Listen » Listen and answer the questions.

a. Why did Milo decide to do something about the pollution in the oceans?
b. What did Milo do to help protect the oceans?
c. What value do business people in San Francisco show?

I can describe ecological values. ✓	
Very well	
Quite well	
With difficulty	

Quiz

Everyone picks a square in the same category and answers the question or instruction in that square. When you answer correctly, you get the points. The person with the most points at the end wins!

Negative Effects on the Environment	Helping the Environment	Expressing your Opinion	Recycling
Describe an environmental problem in your community. 800 points	Talk about what you can do to help the environment. 800 points	Say why you think it is important to protect forests. 800 points	Describe actions taken in your community to recycle. 800 points
What happens when people don't care about the environment? 700 points	What environmental issue have you recently read about in the news? 700 points	Name two actions to the environment that you strongly disagree with. 700 points	Explain how you can reduce water consumption. 700 points
What is the problem with pesticides? 600 points	How is life interconnected? 600 points	Complete: *I have no doubt that ...* 600 points	Name one item you can reuse. 600 points
Name one eco-friendly action you do at home. 500 points	What do you have to do to recycle? 500 points	Describe something you and your friends strongly believe in? 500 points	Do you respect public spaces? 500 points
Describe what's happening. 400 points	What can people do to solve this problem? 400 points	Express your opinion about adopting animals from a shelter. 400 points	Explain what you can do with these items. 400 points
What concerns do you have about the environment? 300 points	How does planting trees help the environment? 300 points	Complete: *It's wrong to ...* 300 points	Describe one action you can take to start reducing waste. 300 points
What is illegal mining? 200 points	How does signing a petition help the environment? 200 points	Complete: *I really think that ...* 200 points	Name three eco-friendly actions. 200 points

Eco-Friendly Actions	Writing a Letter	Problems	Working for a Cause
Explain how your school can be more eco-friendly. 800 points	Write a short letter expressing an environmental concern. 800 points	Describe what habitat loss means. 800 points	Discuss a possible solution for the island of rubbish in the Pacific Ocean. 800 points
How can carbon emissions be reduced? 700 points	What is the closing paragraph of a letter? 700 points	What is the effect of cutting down trees for cattle farming? 700 points	Briefly tell the story of Easter Island. What can we learn from it? 700 points
Describe some eco-friendly things you can do when traveling. 600 points	What is the purpose of the letter in the box below? 600 points	How do human actions impact the environment? 600 points	Is it possible to work together and change the world? Explain. 600 points
Define composting. 500 points	Continue the letter: Dear Sirs, Our community is not recycling. There is rubbish in the park and public spaces ... 500 points	Explain what was happening before and what happened after. 500 points	What can teenagers do to help the environment? 500 points
Is buying bottled water every day an eco-friendly action? 400 points	What part of a letter is this? 'I'm writing to you because ...' 400 points	What environmental problems are there in Colombia? 400 points	What can a teacher do to help the environment? 400 points
Describe one way you can save energy. 300 points	Mention the three important parts of a letter. 300 points	What is deforestation? 300 points	What can a farmer do to help the environment? 300 points
What is an eco-footprint? 200 points	What is the first part of a letter? 200 points	What is air pollution? 200 points	What can a photographer do to help the environment? 200 points

PROJECT

An eco-newsletter to evaluate the impact of human actions on the Colombian environment

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

Unit 1 Human Actions and the Environment	Unit 2 Think Green!	Unit 3 Caring For the Environment
Lesson 3, exercises 5-7 Facts about Colombia's eco-concerns ☐ **Lesson 3, exercise 10** Poster of environmental problem research ☐	**Lesson 2, exercise 6** Eco-friendly advice for travellers ☐ **Lesson 3, exercise 3** Information leaflet with suggestions for a school recycling programme ☐ **Lesson 3, exercise 4** Eco-promise ☐ **Lesson 3, exercise 9** News articles about the school eco-footprint ☐	**Lesson 3, exercises 1-3** Photos and facts about problems in the oceans ☐ **Lesson 3, exercise 4** Article on the Magdalena River ☐ **Lesson 3, exercises 7-8** A petition letter ☐

2. Decide which information you want to include in your newsletter.
3. Look at the two options for presenting the newsletter. Discuss the advantages and disadvantages of each option: an online newsletter or a poster presentation.
4. Read the suggestions for what to do before, during and after the launch of the newsletter. Can you think of other ideas?

	Online newsletter	Poster presentation
Before	**a.** Create a website – think of a name and web address. **b.** Choose a format for your newsletter (see the suggested format in Step 5). **c.** Organize your material using the format you chose.	**a.** Look for a space to create a poster presentation and ask for permission. **b.** Find materials to create your poster (What will you put it on? How big will it be?). **c.** Make an outline of the design on paper Then create your poster. **d.** Decide on a date to launch the poster. **e.** Announce the date and invite people to the launch.

	Online newsletter	Poster presentation
During	**d.** Give a presentation of your website (e.g. a PowerPoint presentation, a presentation to the class). **e.** Answer questions. **f.** Think of different strategies to promote your website (e.g. by email, using social media).	**f.** Put up your poster. **g.** Present the information while people read the sections of the poster. **h.** Answer questions.
After	**g.** Invite people to sign the eco-promise and to vote in your online survey. **h.** Publish the results of the survey. **i.** Ask for feedback online.	**i.** Invite people to sign the eco-promise and to vote in your online survey. **j.** Publish the results of the survey. **k.** Ask people present for feedback.

5. Here are some suggestions for how to organize the information in your online newsletter or poster.

Name of the newsletter: _____

Web address: _____ **Launch date:** _____

WHO ARE WE? • Personal information about the people in the group	**FEATURE STORIES / REGIONAL NEWS** • News article about the school eco-footprint • Article on environmental problems • Article on the Magdalena River
EDITORIAL • Map of environmental problems	**ECO-ACTIONS** • Suggestions for travellers – how to reduce your eco-footprint • Eco-promise – ask people to sign **DID YOU KNOW ...?** • Eco-facts, e.g. rainforest, recycling, Colombian problems
PHOTO CONTEST • Exhibition of photos showing environmental problems	**ONLINE SURVEY** • Ask people to vote on ideas to reduce the impact of human actions on the environment. **PETITION LETTER** Read and sign!

Evaluation

Vocabulary

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

0.	**A.** use pesticides	**B.** illegal mining	**C.** deforestation	**D.** recycling
1.	**A.** volunteer	**B.** pollute	**C.** rescue an animal	**D.** sign a petition
2.	**A.**waste	**B.** reduce	**C.** reuse	**D.** recycle
3.	**A.** plastic bottles	**B.** recycle	**C.** fruit peelings	**D.** magazines
4.	**A.** protect the environment	**B.** take shorter showers	**C.** have solar panels	**D.** use energy saving light bulbs
5.	**A.** I strongly believe...	**B.** I'm certain...	**C.** launch a petition	**D.** I'm sure...

Grammar

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

0. I enjoy _____.

   A. pollution

   B. walking

   C. deforestation

6. There are many trees in our neighbourhood. Before, there _____ none.

   A. were

   B. are

   C. weren't

7. Jessica is really good at _____.

   A. sing

   B. doesn't sing

   C. singing

8. We can reduce pollution by _____ less plastic.

   A. buy

   B. buying

   C. is buying

9. It's important to _____ consuming less.

   A. have started

   B. starting

   C. start

10. I strongly _____ we can help the environment.

    A. believe

    B. sure

    C. opinion

Reading

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

> In recent years, climatic phenomena such as El Niño and La Niña have increased the lack of water in several countries. Fog catchers are nets between two wooden poles that capture water without polluting the environment. Scientists are starting to think that fog catchers can help us collect water in an efficient way. They are especially effective in deserts, mountains and other places that have a lot of fog. In the Atacama Desert in Chile, fog catchers are used for water supply and agriculture with wonderful results. A team of engineers from the Massachusetts Institute of Technology (MIT) is working to improve fog catchers. Scientists believe that, because they are easy to assemble and effective, fog catchers could become a globalized solution for water supply and agriculture all over the world.

0. Where have El Niño and La Niña increased the lack of water?
   a. In the Atacama Desert **b.** In places that have a lot of fog **c.** In several countries

11. What are El Niño and La Niña?
   a. They are objects that collect water. **b.** They are climatic phenomena. **c.** They are a solution to the lack of water.

12. What is a fog catcher?
   a. A type of agriculture. **b.** An object that pollutes water. **c.** A net that collects water.

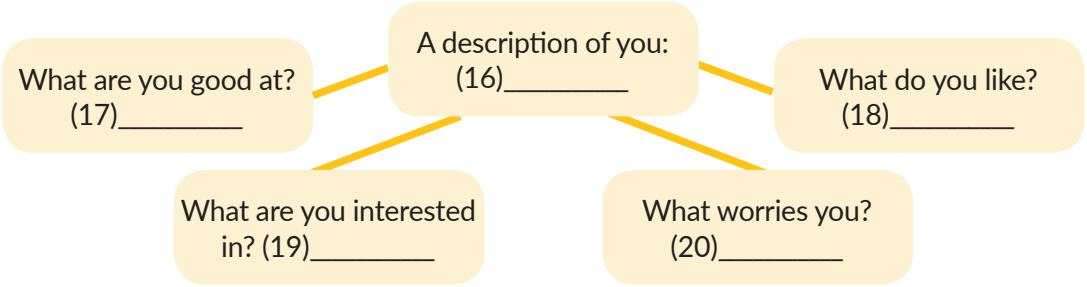
13. Why are fog catchers helpful?
   a. Because are useful for collecting water. **b.** Because they are easy to make. **c.** Because they are made of wood and a net.

14. Where are fog catchers especially efficient?
   a. Near the ocean. **b.** In places with a polluted environment. **c.** In deserts and mountains.

15. What is the MIT team doing?
   a. They are working in the Atacama Desert in Chile. **b.** They are studying El Niño and La Niña. **c.** They are working to improve fog catchers.

Writing

Complete the chart below about yourself.



MODULE 2

Health

Health Issues

Unit »1

What is an Eating Disorder?

Language Functions

- Describe minor illnesses and give suggestions
- Describe symptoms of eating disorders and express conditions
- Describe past experiences
- Recognize negative health practices

Text Types:

- Webpage, poster, conversation, questionnaire, narrative text, informative article, descriptive paragraph

Unit »2

Healthy Food Choices

Language Functions

- Ask for and give information about eating habits
- Make suggestions about eating habits
- Ask for and give information about the ingredients of a dish
- Give information about the nutritional value and health benefits of food

Text Types:

- nutrition advice, survey, descriptive paragraph, narrative paragraph, conversation, blog, recipe, nutrition quiz, informative article, interview

Unit »3

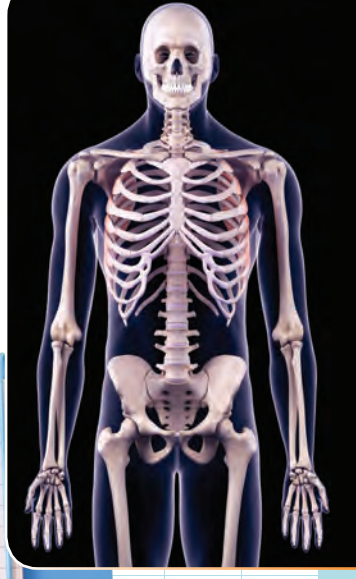
Body and Mind Connection

Language Functions

- Describe emotions and feelings
- Express conditions
- Ask about past experiences
- Give and ask for suggestions

Text Types:

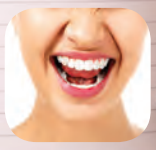
- Wiki webpage, online advertisement, descriptive paragraphs, narrative texts, instructions, interviews, newspaper article



Explore Your Knowledge

Look at the pictures and answer ...

- Do you recognize the different food items?
- Which foods are healthy and which are unhealthy?
- Which foods do you like eating?
- Do you recognize some of the different body parts?
- What is each body part used for?



Project: Create an Eating Disorder Prevention Plan and Present It at a Health Fair

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

Unit 1	Unit 2	Unit 3
1. Lesson 2, exercise 9 **21st Century skills** Ideas to raise awareness about being overweight and obesity. **2. Lesson 3, exercise 8** A text about a specific eating disorder including definition, causes, symptoms, treatment.	**3. Lesson 1, exercise 8** Survey on eating habits. **4. Lesson 2, exercises 8 and 9** Instructions on how to prepare a healthy snack. **5. Lesson 3, exercise 5** Nutrition quiz questions. **6. Lesson 3, exercise 7** Text and infographic describing a healthy food. **7. Lesson 3, exercise 8** Nutrition suggestions with infographics.	**8. Lesson 1, exercise 7** Infographic suggesting positive ways to improve self-esteem and body image. **9. Lesson 3, exercise 8** Checklist to discover if people contribute to their own low self-esteem and body image problems. **10. Lesson 3, exercise 10** Presenting ideas about the role of self-esteem and body image in the prevention of eating disorders.

Chant

Be good to your body

Unit » 1

What Is an Eating Disorder?

» Objectives

- » I can describe symptoms of eating disorders and express conditions.
- » I can describe minor illnesses and give suggestions.
- » I can describe past experiences.
- » I can recognize negative health practices.

In Context » I'm Interested in My Health!

1. Read » It is the International Week of Eating Disorders at Kennedy School. The school has created a webpage to inform students about the activities. Read the webpage and answer questions a–d.

a. There's a health fair at the school. When is it? *From 2nd to 9th June.*
b. Where can you find information about being overweight in Colombia?
c. Where can you find information about the symptoms of anorexia?
d. How can you contact a health specialist?

Kennedy School International Week of Eating Disorders

HEAL TH NEWS
Health Ministry reports half the population of Colombia is overweight.

Do you often have headaches? Do you feel low in energy? Are you worried about obesity? Get a health check! Read more: Colombianews.com

Doctor speaking!
What is an eating disorder? Talk to the health specialist!
Telephone: 364-555-896

HEALTH CHECKLISTS
Not sure if your friend has an eating disorder? Use these checklists to find out.
Helping you prevent: Anorexia, Bulimia, Binge-eating

Join us! Show you care!
Health Fair 2nd–9th June
Special events! Healthy recipes! Active life workshops!
Talks, competitions, concerts ... and more!

EATING DISORDERS – REAL STORIES!
Read Claudia and Nicolás's stories about recovering from eating disorders.

The Digital Storytelling Project
Share your personal stories to work out problems together.

18 **2. Listen »** Jaime and Andrea want to help their friend Nicolás. Listen and note down the sections of the webpage they discuss. Then, listen again and tick the ideas (a–e) they discuss.

a. Read real stories about people with eating disorders.
b. Get in touch with a psychologist or a health specialist.
c. Share Nicolás's personal story online.
d. Invite him to go to the Health Fair.
e. Talk to his family about the problem.

3. Speak » Which is the best idea in exercise 2? Discuss with a partner.

4. Read » Look at the poster. Match the photos (a–e) with the phrases.

a.
b.
c.
d.
e.

eats too little

eats in secret

worries too much about their weight

can't control their eating

vomits after eating

Do you care about your friends?
These are some symptoms or signs of a possible eating disorder. If your friend ...

a. *eats in secret*
b. _____
c. _____
d. _____
e. _____

... he/she may have an eating disorder!

19 **5. Listen »** Listen to Jaime and Andrea talking about Nicolás. Complete the sentences with the correct adverb.

always usually often sometimes hardly ever never

Andrea thinks that Nicolás [a]_____ eats in secret, but [b]_____ he can't control his eating. In Jaime's opinion, he [c]_____ worries about his weight. Also, he [d]_____ vomits after eating.

6. Speak » In groups, play a game with the vocabulary in exercises 4 and 5.

1. Write a sentence describing a symptom in exercise 4.
2. Act it out in front of your group. Do not talk.
3. The rest of the group guesses the symptom.

7. Read » Look at the check-up questionnaire. Label the photos (a–h) using phrases from the Word Bank.

How often do you get a headache?
usually often sometimes
a few times a year never

When was the last time you got a headache?
a few days ago last week last month

What did you do?
I stayed in bed and relaxed.

Word Bank

to have/get:

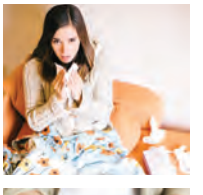
a headache	stay in bed and relax	bed and relax
toothache	take a home remedy	
a cold	visit the doctor/dentist	
a stomach ache	take some medicine	

a.

b.

c.

d.

e. 

f.

g.

h.

20

8. Listen » Listen to Roberto answering the check-up questionnaire. Complete his answers (a–c).

Doctor: Let me ask you some questions, Roberto.

Roberto: OK.

Doctor: How often do you get a stomach ache?

Roberto: Well, I [a]_____, like three or four times a week.

Doctor: When was the last time you got one?

Roberto: It was [b]_____.

Doctor: What did you do?

Roberto: I [c]_____.

Doctor: Alright, I think we should do some tests. Come with me!

9. Speak » Work with a partner. Create two more questions for the check-up questionnaire. Then, take turns to role play the questionnaire.

Expanding Knowledge » I Feel Under the Weather

21 **1. Listen »** Valentina is at the doctor's office. Listen and complete the conversation.

Doctor: How are you today?

Valentina: I [a]_____ under the weather. I have a terrible headache.

Doctor: [b]_____ you hit your head?

Valentina: No, I haven't.

Doctor: OK. Let me check your eyes ... Open your mouth, please. It's been very hot today. Your mouth is dry. Have you [c]_____ enough water? If you don't drink enough water, you [d]_____ get a headache.

Valentina: Well, no. I haven't drunk much water today.

Doctor: You [e]_____ drink a lot of water. Especially when it's hot. If you drink more water, you [f]_____ feel better.

22 **2. Listen »** Listen to three more conversations. Match the conversations (1–3) with the pictures (a–c).

a.

b.

c.

3. Write » Write three sentences to express conditions. Use the words from the conversations in exercise 2. Follow the examples.

Example:

don't drink enough water / get a headache — ***If you don't*** *drink enough water,* ***you may*** *get a headache.*

drink more water / feel better — ***If you*** *drink more water,* ***you will*** *feel better.*

a. don't wash your hands / get a virus
get a virus / get ill

b. don't eat before taking pills / get a stomach ache
take pills on an empty stomach / get a stomach ache

c. don't brush your teeth every day / get toothache
get toothache / go to the dentist a lot

4. Speak »

Role play these situations with a partner. Ask about experiences, express conditions, and make suggestions.

Example:
A: How are you today?
B: I feel under the weather.
A: You should eat more. If you eat more, you may feel better.

a. Student A: You often get ill. You eat very little.
Student B: Express a condition. Make suggestions.

b. Student A: You have a toothache.
Student B: Express a condition. Make suggestions.

c. Student A: Ask some questions about habits and experiences.
Student B: You are a patient at a doctor's office. Express conditions.

5. Write »

This text describes how Claudia recovered from an eating disorder. Complete the text with the Past simple form of the verbs (a–i).

A few years ago Claudia (not feel) [a]_____ good about her body shape and her weight.
She (decide) [b]_____ to go on a diet without any specialist help.
Time (pass) [c]_____ and Claudia (continue) [d]_____ eating less and less food.
She (start) [e]_____ to feel really bad.
She also (avoid) [f]_____ her friends when they (have) [g]_____ plans to go out. Claudia (feel) [h]_____ really lonely.
But one day, Claudia had to go to the hospital.
Fortunately, Claudia got medical help. When her mother came to the hospital, Claudia (realize) [i]_____ that she was not alone.

6. Speak »

Discuss the questions about Claudia's story with a partner.

a. What caused her eating disorder?
b. What did she do to deal with her problem?
c. How did the eating disorder affect her?
d. What kind of eating disorder do you think she has?
e. What will happen if she doesn't talk to her mother?

7. Read »

Look at the word cloud. What is the topic of the article you are going to read?

Study Tip

Use *word clouds* to identify key words in a text. Key words will tell you the most important ideas in a text. In a word cloud, the bigger the word, the more important the idea.

8. Read »

Read the article. Complete it with the key words from the word cloud in exercise 7. Then, complete the pie chart with the correct percentages.

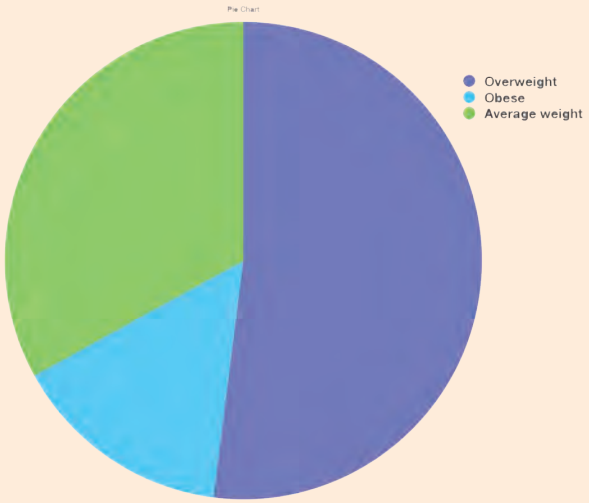
By Jairo Leal

The Colombian Ministry of Health has found that over half (52%) of the [a]_____ of our country is [b]_____. The study confirms that there is also a smaller group of 15% that is obese.

The figures from FUNCOBES (Colombian Obesity Foundation) show that one in two people are overweight. This is more common in people over 45 years old who are living in cities. The Ministry also says that one child in six is overweight.

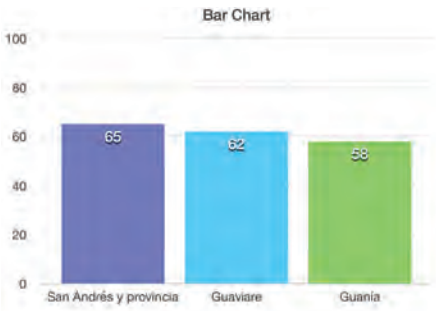
Health specialists agree that the information is worrying, especially because [c]_____ people continue to eat junk food and drink fizzy drinks without taking more exercise to use up the extra energy.

Sara Rojas, an obesity specialist at FUNCOBES, says: 'It is sad to see that Colombian [d]_____ do not worry about their [e]_____ until they develop serious illnesses like diabetes, heart disease or strokes. These illnesses may be prevented if we drink more water, [f]_____ more fruit and vegetables, eat less junk [g]_____ and take more exercise'.



9. Speak »

Look at the bar chart. Explain the facts from FUNCOBES in your own words.



Did you know that ... is the region in Colombia with the most obesity?

In my family, four out of seven people are overweight. If we don't do something now, it will be worse later. I'm going to suggest ...

21st Century Skills
• *Leadership*

Think about the people in your family or your community.

Are they affected by this problem? How can you help to raise awareness about being overweight and obesity?

Preparing Your Task » Let's Get Balanced

23 **1. Listen »** Listen and repeat the questions and answers. Notice how the word *have* is pronounced.

Conversation 1

A: Have you been ill recently? B: Yes, I **have**.
/ᵊvju/

Conversation 2

A: How have you been? B: I've been fine.
/ᵊvju/ /**ai**v/

24 **2. Listen »** Link the final consonant sound of a word with an initial vowel sound.

Listen and repeat.

A: Have you been ill? B: Yeah, I've been in hospital.

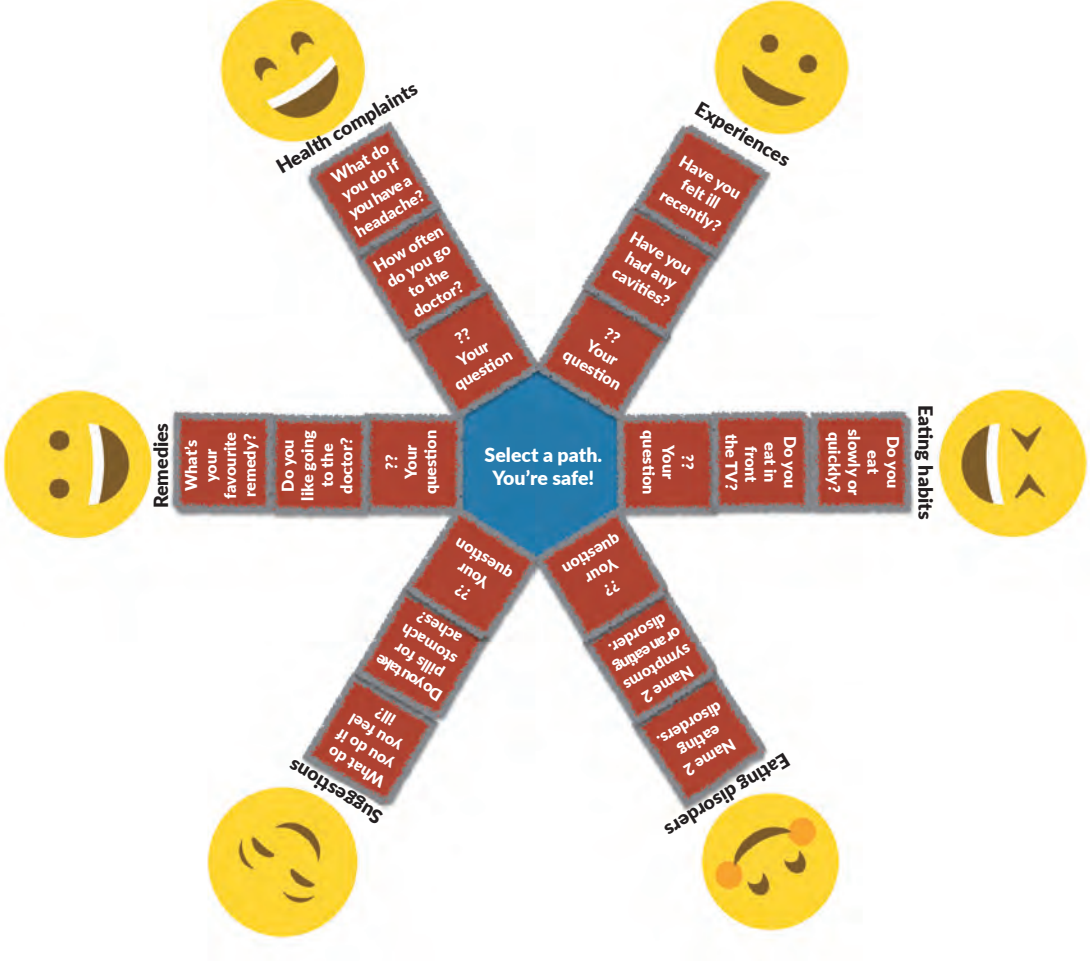
Study Tip

Have is reduced and linked in questions and long answers. It is not reduced in short answers.

25 **3. Listen »** Read and listen to the conversation. Mark the linking and the reduction of *have*.

A: Have you had a headache lately? B: Yes, I have. I had one last week. It hurt a lot.

4. Speak » In groups, play the game. Your teacher will give you instructions about how to play. Start at any 'feeling' square and move from one side of the board to any other side, passing through the centre.



5. Read »

Work with a partner. Student A, read part 1 of the article. Student B, read part 2. As you read, match each paragraph (1–4) with one of the questions (a–d).

a. What kind of treatment does a person with an eating disorder need?
b. What is an eating disorder?
c. What causes eating disorders?
d. What are some symptoms and behaviour?

Eating Disorders by Angie Roa

PART 1

1. _____

An eating disorder is a serious illness. It is characterized by extreme and dangerous eating behaviour. This can have very serious physical and psychological consequences. This illness affects all kinds of people: young and old, men and women, rich and poor. It is often difficult to know when someone has an eating disorder – you can't always tell by looking at them.

2. _____

Health specialists are not completely sure about the causes of many eating disorders. There are many different reasons, such as bad eating habits, family history, attitudes and emotions, a person's income, and even where they live. However, some things are clear: eating disorders are mainly the result of unhealthy eating habits, the desire for an ultra-thin body and very low self-confidence.

PART 2

3. _____

It is very difficult to find out if a person has an eating disorder. However, some typical symptoms include losing or gaining weight drastically, vomiting, excessive fatigue and emotional distress. In addition, some typical behaviour includes paying excessive attention to body weight and shape, not sleeping well, getting stomach aches and avoiding social situations, especially for eating out.

4. _____

Fortunately, it is possible to treat most eating disorders if they are diagnosed in time. People can be helped if they accept that they have an eating disorder, and get the necessary nutritional and psychological treatment. People with eating disorders should learn to eat well, change bad eating habits and get help from their family. They should also accept their bodies the way they are.

In conclusion, eating disorders are complex illnesses, but treatment is possible. However, people need a trained health specialist to diagnose and treat these disorders.

6. Write »

Match the questions from exercise 5 with the one-word paragraph headings. Then note down the main ideas in each paragraph. Ask your partner for the missing information.

1. Introduction _____?
2. Causes _____?
3. Symptoms _____?
4. Treatment _____?

7. Write »

Write a paragraph summarizing the article in your own words. Use your notes from exercise 6.

a. Write one sentence as an introduction with the main idea.
b. Write three sentences about the main ideas in paragraphs 2, 3 and 4.
c. Write a concluding sentence for your paragraph, starting with *In conclusion ...*
d. Exchange your paragraph with a partner. Evaluate your partner's paragraph. Use the Evaluation Checklist.

Evaluation Checklist

Does your partner:

organize his/her paragraph correctly?	Yes ☐	No ☐
summarize the main ideas?	Yes ☐	No ☐
use his/her own words?	Yes ☐	No ☐
include a concluding sentence?	Yes ☐	No ☐

Study Tip

When you summarize a text, identify the most important ideas, and write them in your own words.

8. Group Work »

In groups, create a prevention plan for a specific eating disorder that you choose to research. The purpose is to raise awareness about the disorder at your school's Health Fair.

Step 1 – Research
Find out about existing eating disorders in your school.
Select an eating disorder and research its:
definition
causes
symptoms
treatment

Decide what research methods you will use – for example, surveys and interviews, internet searches. Look for different sources of information.
Make a note of all the information you find.

Step 2 – Organization
In your group, put together all the information from your research.
Decide what you want to include and how you would like to present it. You can use ideas from this lesson, the results from your surveys or interviews, posters, recipes or any other activity.
Plan how to organize and present your information. Use a mind map, table or other diagram to organize your ideas.

Step 3 – Presentation
Together, write an informative text to raise awareness about the eating disorder you researched. Include information about the research and about the disorder. Make sure you include ideas for how to recognize the disorder, and what people can do if they are worried about any of their friends.

Check Your Progress

26 **1. Listen »** Listen to two conversations. Note down the problems and the doctor's suggestions.

2. Write » Complete the story with the past simple form of the verb.

It all [a]_____ (start) because I did not feel good about my body shape and weight. I [b]_____ (want) to be more muscular, but I [c]_____ (feel) so thin. I [d]_____ (not feel) I was someone special. So, I [e]_____ (begin) to eat a lot of food and I [f]_____ (stay) at the gym all day. But then I [g]_____ (become) obsessed with food. So one day I [h]_____ (talk) to my teachers and they [i]_____ (help) me find a solution.

3. Write » Look at the pairs of pictures. For each pair, write a sentence about the symptoms of an eating disorder and what can happen.

a.

b.

c.

4. Read » Number the conversation in the correct order.

__1__ Dentist: Omar, be honest with me, please! Do you have an eating disorder?
____ Dentist. Yes, but if you have an eating disorder and you vomit all the time, you will get very ill.
____ Dentist: Yes, I can see your teeth are in bad condition because you vomit a lot.
____ Omar: Well, I vomit, but I brush my teeth three times a day.
____ Omar: Yeah, I worry a lot about my weight. So I vomit a lot. And I have toothache.
____ Omar: It's true. What should I do?

I can describe minor illnesses and make suggestions. ✓	
Very well	
Quite well	
With difficulty	

I can describe past experiences. ✓	
Very well	
Quite well	
With difficulty	

I can recognize negative health practices. ✓	
Very well	
Quite well	
With difficulty	

I can describe symptoms of eating disorders and express conditions. ✓	
Very well	
Quite well	
With difficulty	

Unit » 2

Healthy Food Choices

» Objectives

- » I can ask for and give information about eating habits.
- » I can make suggestions about eating habits.
- » I can ask for and give information about the ingredients of a dish.
- » I can give information about the nutritional value and health benefits of food.

In Context » Nutrition and Health

1. Read »

Look at the pictures relating to dishes from Australia, Japan and Colombia. Label the ingredients with the words in the Word Bank.

meat pie

"nikuman"

empanada

Word Bank

onions
minced beef
flour
potatoes
oil
salt
ketchup
pork

2. Listen »

Listen and complete the chart.

	Description
Nikuman	It is healthy because it contains [a]____, a good source of protein.
Meat pie	The [b]____ ____ is healthy, but if you add too much ketchup, it is high in [c]____.
Empanada	This empanada is filled with [d]____ and [e]____. It is better to eat it if it is [f]____, not fried.

3. Write »

Answer questions about the three dishes in exercise 1.

a. What are the ingredients of the dish?
b. What is it filled with?
c. What is the cooking method?

The ingredients of nikuman are ...
It is filled with ...
The cooking method is ...

4. Read » Read this nutrition advice. Complete the text with words from the Word Bank.

Word Bank

bread, cereals and potatoes | meat and eggs | *fats and sugary food*
fruit and vegetables | dairy products

THE FIVE FOOD GROUPS

Make sure to include carbohydrates like [1]_____ because this food group provides energy for our bodies.

Eat plenty of [4]_____. They provide vitamins and minerals. Try to eat a variety of both.

Don't forget to drink lots of water.

You can get protein from [2]_____.

Include [5]_____. They give your body protein, vitamins and minerals. Choose low-fat cheese and milk.

Limit your consumption of [3]*fats and sugary food*.

28 5. Listen » Listen to a teacher talking about nutrition. Match the nutrients A–E with the parts of the body.

Word Bank

heart | teeth | muscles | eyes | skin | intestines | brain | bones x2

A These need **vitamins** and **minerals** to function properly. _____ _____ _____

B **Calcium** is important to keep these healthy. _____ _____

C **Fibre** helps these to function correctly. _____

D **Lipids** help this to function correctly, and protect the whole body. _____

E These need **protein** to be strong and to grow. _____ _____

6. Write » Research some different foods and make notes in the chart.

Sources of vitamins and minerals	Sources of protein	Sources of carbohydrates	Sources of fibre
	Meat, eggs		

7. Read » Read the guidelines for good nutrition. Match them with the questions in the survey.

Guideline 1: Drink plenty of water

Guideline 2: Choose fresh, natural food

Guideline 3: Measure your portions

Guideline 4: Don't skip breakfast

STUDENT NUTRITION SURVEY

1. **How often do you eat breakfast?**
   - **a.** I always eat breakfast.
   - **b.** I sometimes skip breakfast and I feel very hungry during the morning.
   - **c.** I never eat breakfast because I never feel hungry very early in the morning.
2. **How much do you eat?**
   - **a.** I eat regular portions. If I feel full, I stop eating.
   - **b.** I eat a lot. I am never full.
   - **c.** It depends. I eat small portions but I'm always eating.
3. **How many glasses of water do you drink a day?**
   - **a.** I drink 3–4 glasses.
   - **b.** I drink 1 or 2 glasses.
   - **c.** I never drink water.
4. **What kind of food do you prefer?**
   - **a.** I like fresh food like fruit and vegetables.
   - **b.** I like snacks like biscuits and potato crisps.
   - **c.** I like fast food like hot dogs and pizza at weekends.

8. Group Work » In groups, research the eating habits of people in your school.

- **a.** Think of two more guidelines for good nutrition. Add them to the survey in exercise 7.
- **b.** Add two more questions to the survey using your ideas in a.
- **c.** Each person in the group should choose a different question. Ask your question to ten people.
- **d.** Note down the answers and share them with your group.
- **e.** In your groups, write a report.
- **f.** Share your results with the class. Are the results surprising?

Expanding Knowledge » What Does It Come With?

1. Read »

Match the photos with the food from the Word Bank.

Word Bank

grilled sausages | fried onions | steamed corn dough | mashed potatoes

a.	b.	c.	d.

29

2. Listen »

Two students are talking about typical food from their countries. Complete the conversation with words to describe the cooking methods from exercise 1. Then, listen and check.

What kind of dish is a *tamal*?

It's just b. _____ potatoes and c. _____ sausages. It comes with d. _____ onions.

It's a kind of a. _____ corn dough in a banana leaf. It's filled with peas, carrots, rice and meat.

What's *bangers and mash*?

29

3. Listen »

Listen again. Do they think the food from their country is healthy?

4. Speak »

Make a list of typical Colombian dishes. Take turns to describe the food to your partner.

What's an *empanada*?

It's a kind of bread made with corn and filled with beef or chicken.

Useful Expressions

It comes with ...
It's made with ...
It's a kind of ...
It's filled with ...

Study Tip

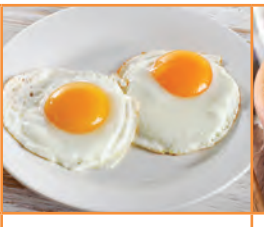
The names of some traditional food cannot be translated. Instead, you can describe them.

5. Speak »

Look at the ingredients of a famous Colombian dish. Match the photos with the words from the Word Bank. What dish is it? Which two ingredients are not shown in the photos?

Word Bank

avocado beans rice minced beef fried egg



a. _____	b. _____	c. _____	d. _____

6. Read »

Complete the traveller's blog post using words from the Word Bank. Then, discuss the blogger's opinion about the dish with a partner. Do you agree?

Word Bank

comes good source contain high provide

Travel Blog: Colombian Cuisine

Posted by James Lee, August 31st.

I am a Canadian traveller and I have just come back from Colombia. I loved my stay there. The food is a gastronomical adventure! I really recommend the paisa platter (*bandeja paisa*). It's a [a]_____ of protein because it has eggs, red beans, fried pork and minced beef. It [b]_____ with rice and slices of fried plantain called *patacón*. It's served with avocado. Avocados [c]_____ a lot of vitamins and minerals. Personally, I love this dish because it mixes a lot of flavours and nutrients. I suppose fried pork, minced beef and eggs [d]_____ a lot of cholesterol, so this dish is not healthy if you eat it every day or if you are not very active! But if it's your first time in Colombia and you are in Antioquia, you should try it!

COMMENTS

Lorie, 15 September, 2016 at 3:24 pm
I'm a nutritionist. I agree the mix of flavours sounds interesting: eggs, avocados and pork are great sources of protein. But unfortunately, it's very [e] _____ in fat. Maybe you should include more vegetables and use a different cooking method for some ingredients.

COLOMBIA

South American countries

7. Write »

Write a comment to James Lee. Ask him about some typical food from his country. Complete questions a–d.

Hi James! I'm glad you like Colombian food. I have a couple of questions about the food in your country. I've heard that traditional Canadian food is delicious. What's your [a]_____ from Canada? What [b]_____ method? What does [c]_____ with? Do people from Canada [d]_____ healthily? I hope you come back to Colombia soon!

30

8. Listen »

Lorie, the nutritionist, shares a video on her blog. It gives instructions on making an energy bar. Look at the ingredients for the energy bar. Listen to Part 1 and note down the quantities.

bananas	**quinoa**	**oats**	**nuts**	**honey**
_____	_____ cups	_____ cup	_____ cup	____ tablespoons

31

9. Listen »

Listen to Part 2. Number the photos in the correct order.

a.	b.	c.	d.	e.	f.
					1
Store in the fridge for up to five days.	When ready, **cut** into bars and let them cool.	**Bake** at 150°C for 25 minutes or until light brown.	**Mix** all the ingredients together.	**Shape** the mixture into a large bar or rectangle.	**Peel** and **mash** the bananas.

10. Group Work »

In groups, think about a recipe for a healthy snack.

a. Make a list of the ingredients with the correct quantity.
b. Write the instructions to make the snack.
c. Create some pictures for the instructions.

11. Speak »

Share your recipe with other groups. Use the prompts to ask questions about other groups' recipes.

a. What / ingredients / need?
b. How much / _____ (ingredient) / need?
c. What / nutrients / contain?

12. Speak »

Think about the recipes and their nutritional value. Make suggestions to make them healthier. Then, choose the winning recipe.

Preparing Your Task » Do You Know About Nutrition?

32 **1. Pronunciation »**

Listen and repeat the words. Notice how the sounds /əʊ/ and /ə/ are pronounced.

a. carbohydrates /ˌkɑːbəʊˈhaɪdreɪts/
b. proteins /ˈprəʊtiːnz/
c. vitamins /ˈvɪtəmɪnz/
d. minerals /ˈmɪnərəlz/

32 **2. Pronunciation »**

Notice that in many words the first syllable is stressed. Listen and repeat again.

proteins **vi**tamins **min**erals
but: carbo**hy**drates

33 **3. Pronunciation »** Listen and repeat.

a. Our bodies need carbohydrates to get energy.
b. Meat and eggs are a good source of protein.
c. Fruit and vegetables contain a lot of vitamins and minerals.

34 **4. Listen »** Answer the questions about nutrition. Then, listen and check.

How much do you know about nutrients? Choose the best answer!

1. **Which food is highest in vitamin C?**
   a. apples
   b. mangoes
   c. oranges
   d. broccoli
2. **Which food is a good source of iron?**
   a. fish
   b. milk
   c. bread
   d. carrots
3. **Which meal is most important?**
   a. lunch
   b. dinner
   c. breakfast
4. **Which mineral is essential for healthy bones?**
   a. calcium
   b. potassium
   c. iron
5. **What is a good source of vitamin D?**
   a. sunlight
   b. eggs
   c. onions
   d. chicken

5. Group Work » In groups, write a similar nutrition quiz.

a. Research some foods that are good sources of important nutrients.
b. Write five questions with four possible answers. Include the correct answer.

Bread, cereal, rice and pasta are good sources of _____?
a. carbohydrates **b.** cholesterol **c.** protein **d.** vitamins

Useful Expressions

I have no idea!
I don't know!
I think it's ...

c. Ask another group your questions. Then, answer their questions. Which group has more correct answers?

6. Read » Read the text and the nutritional value of tomatoes.

Tomatoes are not vegetables as many people think. They are a fruit. They come in different sizes and colours. Tomatoes are a basic ingredient of many popular foods like pizzas and ketchup and healthier dishes like salads and sauces of all kinds.

Tomatoes contain essential nutrients **and** are high in vitamin C. This vitamin helps the body grow **and** it can help to repair it. **In addition**, tomatoes are a source of vitamin H. This vitamin helps the body in the production of energy. Tomatoes **also** contain minerals like potassium and copper. These minerals help to regulate body functions. Finally, tomatoes can help digestion because they are a good source of fibre.

In summary, you should eat tomatoes in your daily diet, because they are a tasty fruit with many benefits for your health.

7. Write » Write a similar description of a food.

a. Select a food and research information about it.
b. Describe it. Include its name, colour, size, shape, taste, ways to eat it, or how it is usually served (in other dishes, soups, juices, etc.).
c. Describe its essential nutrients – vitamins, minerals, protein, etc. (select the ones with the highest percentages).
d. Explain some of the benefits. Connect similar ideas with *and, also, In addition*.
e. Write a concluding sentence to say why people should eat this food. Use *In summary*.
f. Exchange your paragraph with a partner. Evaluate your partner's paragraph. Use the Evaluation Checklist. →
g. Create an infographic to summarize the nutritional information.

Evaluation Checklist

Does your partner:
... describe the food and its appearance? Yes ☐ No ☐
... describe its essential nutrients? Yes ☐ No ☐
... connect ideas with words like *and, also, in addition*?
Yes ☐ No ☐
... include a concluding sentence starting with *In summary*?
... include an infographic?
Yes ☐ No ☐

8. Group Work »

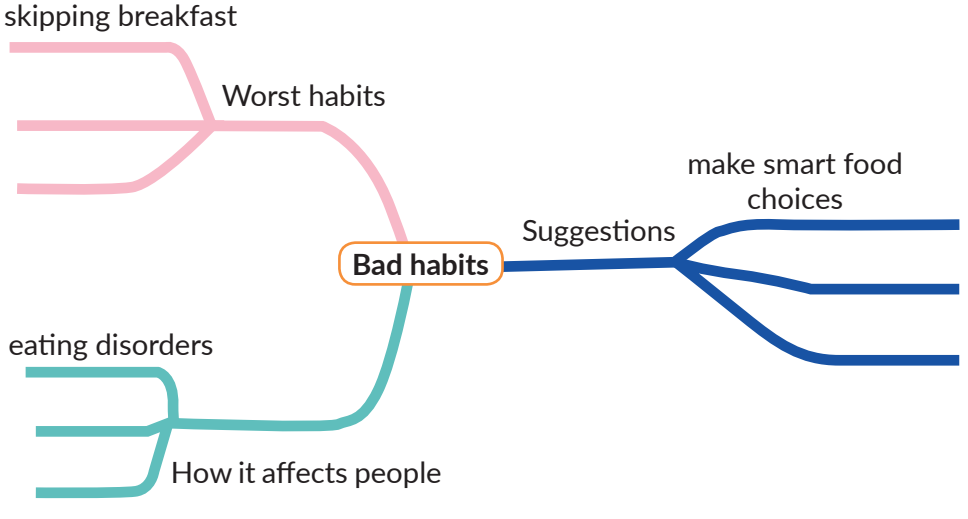
In your group, provide suggestions for preventing the eating disorders discussed in Unit 1.

Step 1
Think of foods, cooking methods and eating habits to be careful of, or to avoid. Suggest nutritional alternatives. Complete the chart as a group.

	Example	*Reason*
Bad eating habits	*Skipping breakfast*	*You eat more snacks later in the day.*
Alternative or good eating habits		
Foods to be careful of		
Foods to eat more of		
Cooking methods to avoid		
Alternative cooking methods		

Step 2
Discuss questions a–c. Then, complete the mind map to summarize your ideas.

a. What are the three worst eating habits?
b. How do they affect people?
c. What are some suggestions for better eating habits?



Step 3
Create two more mind maps to summarize your ideas for:

- foods to avoid / eat more of
- cooking methods to avoid / alternative cooking methods.

21st Century Skills
• *Creativity*

Being creative will help you communicate ideas more effectively.
Make a poster using all your creativity!

Check Your Progress

1. Read »

Read the interview with Manuel about his eating habits. Complete the questions.

Interviewer: (a) What kind _____?
Manuel: I like eating fast food like hamburgers and hot dogs.
Interviewer: (b) How many _____?
Manuel: I drink five or six cans of cola a week.
Interviewer: (c) How often _____?
Manuel: I don't eat breakfast but I have a big lunch.
Interviewer: (d) How much _____?
Manuel: I never drink water. I don't like it.

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

2. Write »

Make suggestions to help Manuel improve his eating habits.

You should eat / drink / include / avoid ... Don't eat / drink ...

a. ... because fast food contains too much salt and fat.
b. ... because cola has a lot of sugar in it.
c. ... because breakfast is the most important meal of the day.
d. ... because all the parts of your body need water to function correctly

I can make suggestions about eating habits. ✓	
Very well	
Quite well	
With difficulty	

3. Read »

Read the interview with Todd, a participant in an international cooking competition. Complete the questions in your notebook.

Interviewer: So, Todd, what (a) _____?
Todd: I'm preparing a French recipe. It's called *hachis Parmentier*.
Interviewer: I love French food. What (b) _____?
Todd: Well, the main ingredients are potatoes, beef and cheese.
Interviewer: And what (c) _____?
Todd: It's filled with beef and sausages.
Interviewer: It sounds good. What (d) _____?
Todd: The potatoes are mashed and the beef and sausages are fried.

I can ask for and give information about the ingredients of a dish. ✓	
Very well	
Quite well	
With difficulty	

35

4. Listen »

Listen and select the best answer.

1. Bananas are a good source of	2. Bananas are high in	3. Potassium is good for
a. vitamin C.	**a.** fibre.	**a.** your muscles.
b. vitamin B6.	**b.** carbohydrates.	**b.** your intestines.
c. vitamin B2.	**c.** protein.	**c.** your eyes.

I can give information about the nutritional value and health benefits of food. ✓	
Very well	
Quite well	
With difficulty	

Unit » 3

Body and Mind Connection

» Objectives

- » I can describe emotions and feelings.
- » I can express conditions.
- » I can ask about past experiences.
- » I can give and ask for suggestions.

In Context » Everybody Is Different!

1. Speak » Discuss the photos with a partner. Which photo best represents the society we live in?

A

B

21st Century Skills
• *Critical Thinking*

How do you think photo B influences how we feel about our bodies?

2. Read » Read the three texts from a wiki. Match the questions with the correct text.

a. What is *body image*?
b. Why is self-esteem important?
c. How does the media affect people negatively?

1 In our lives, we all interact with different kinds of media which provide information and messages that influence our perception of reality. This influence can turn negative if we cannot process the messages in a critical and healthy way. First of all, if we believe in the ideal of a 'perfect body' that the media promotes, we will be frustrated at not being beautiful enough. This can create a negative body image. Secondly, if we let the media tell us how to be happy and successful, we will spend a lot of time, money and energy going after the wrong ideals and values.

2 The picture we create in our mind of how we look is called *body image*. But this perception is not just an image or an idea. It is a feeling that influences our personality and our behaviour. If you have a positive body image, you will feel good about who you are, not only about how you look. If you are unhappy with your body image, this can affect your self-esteem and create negative feelings. If those feelings continue, they can turn into serious illnesses like eating disorders or depression.

3 The value you attribute to yourself is your *self-esteem*. It is important because it is something that influences your personality and your emotions. If you have high self-esteem, you will believe in yourself and be confident in all areas of your life. On the contrary, if you have low self-esteem, you may be unhappy, anxious or extremely self-conscious.

3. Read » Match the conditions with the results.

a. If you cannot process media messages critically,
b. If you have high self-esteem,
c. if you have a positive body image,
d. If you believe in the ideal of a perfect body that the media promotes,

1. you will be frustrated.
2. their influence can turn negative.
3. you will feel good about who you are, and not only about how you look.
4. you will believe in yourself and you will be confident.

4. Read » Read the advertisement for online psychological support. Complete with the words from the Word Bank.

Word Bank

frustrated

confident

unhappy

self-conscious

happy

anxious

I don't like the person I see in the mirror. What should I do? I feel [a]___. You should call or text us.

My friend is often [b]___. Who can I talk to? You can talk to one of our advisors.

36 **5. Listen »** Listen to two conversations. Select the correct emoticon to show how Tomas and Gina feel.

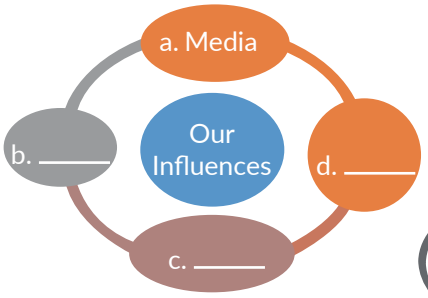
a.

b.

c.

d.

37 **6. Listen »** Listen to a psychologist talking about things that influence our self-esteem and body image. Complete the mind map. Then, match the comments with the influences.



___ 1. If you don't eat your vegetables, you will never be as tall as me.

___ 2. We are going to have a fashion show at school. Let's select the best-looking girls and boys to be models.

___ 3. You want happy kids? Come to Burger World and get a free fizzy drink with a double-sized burger. Because we know if they're happy, you're happy!

___ 4. I need to go on a diet to fit into a size 8. Everyone is size 8 except me!

7. Speak » Classify these behaviours as positive (+) or negative (–). Then discuss ways to promote positive behaviours about body image and self-esteem.

Use *need to, should, shouldn't, can, can't.*

We *need* to promote events for people to show their talents.

Schools *shouldn't* promote beauty contests.

Behaviours	(+)	(–)
a. Listen to friends when they want to talk about their feelings.		
b. Encourage someone to lose weight to improve their body image.		
c. Try to manage strong emotions without help.		
d. Tell people about a friend's personal feelings or emotions.		
e. Compliment a person's talents and special skills.		
f. Promote events where beauty is the most important thing.		

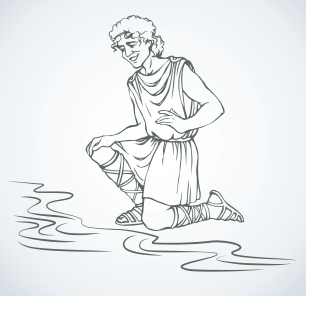
8. Read » Read the text. Put the paragraphs (1–4) in the correct sequence.

The Myth of Narcissus

1. He also stopped talking to his friends; he even stopped eating and drinking. Narcissus became so weak and confused that one day, as he was looking at his reflection, he fell into the lake and drowned.

2. The myth says he turned into a flower, which is called the narcissus.

4. Long ago in ancient times, there lived a boy called Narcissus. He was a very beautiful boy and everyone admired him. One day, he was walking past a lake and saw his reflection in the water. Immediately, he fell in love with the image he saw.



3. From that moment on, Narcissus started coming to the lake every day just to look at his reflection in the water. Time passed and Narcissus became a different person. He became vain and obsessed with his image. The only person he loved and admired was himself.

9. Speak » Answer these questions about the story. Practise telling the story with a partner.

1. Who are the characters?
2. What happened to the characters?
3. What were the obstacles?
4. How did the story end?

10. Speak » In groups, create your own modern version of the story. Use the questions in Exercise 9. Discuss how it compares to the myth.

Expanding Knowledge » Mindful Living

1. Read »

Read the definitions. Match each behaviour (a–d) with being *mindful* (M) or *self-conscious* (S)

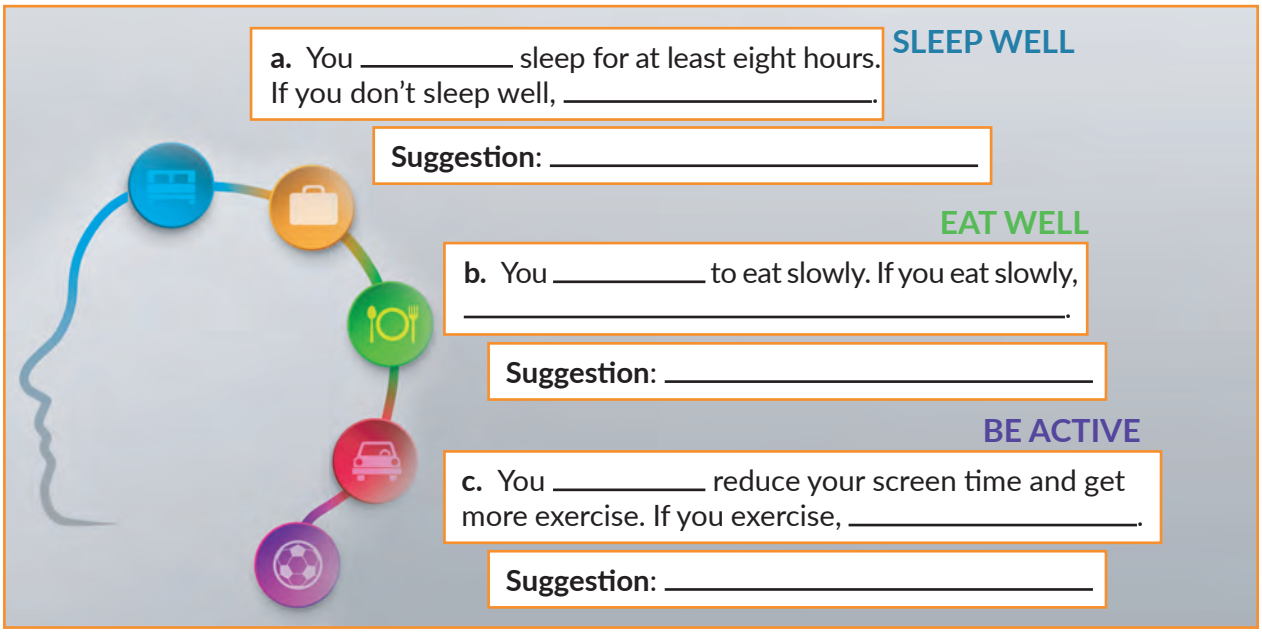
mindful: adj /'*maindfəl*/ paying attention to your own actions, emotions and sensations
self-conscious: adj /*sɛlf* `*konʃəs*/ paying too much attention to what others think of you

a. Look in the mirror and see the good qualities in your body. _____
b. Exercise every day to try to have a perfect body. _____
c. Eat slowly and concentrate on the flavours and textures of the food. _____
d. Dance thinking about what others think of the way you dance. _____

38

2. Listen »

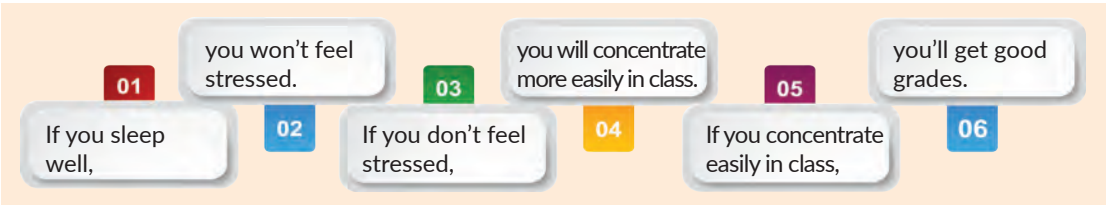
Work with a partner. Listen and complete the infographic about 'mindful living'. Add one suggestion for each category.



3. Write »

Look at the example. Write two more sentence chains.

(sleep well / (not) feel stressed / concentrate more easily in class / get good grades)



a. (eat slowly / better digestion / eat less / lose weight)
b. (take exercise / have more energy / (not) feel anxious / feel more positive)

Study Tip
Use a comma to separate the condition and the result.

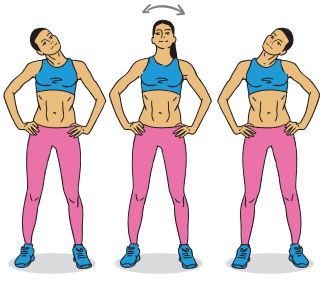
4. Write » Label the parts of the body with the words from the Word Bank.

Word Bank

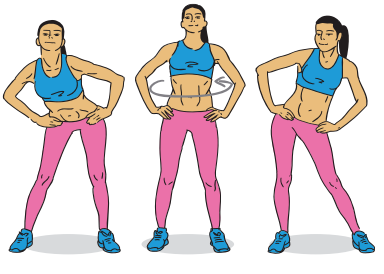
knee	neck	leg	arm	shoulder
foot	hand	hip	waist	head

5. Write » Look at the pictures. Complete the instructions with the parts of the body.

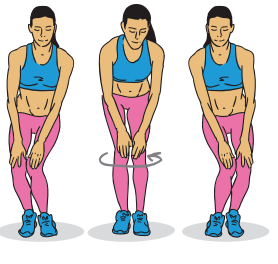
1. A: I'm very stressed after exams. What exercise should I do to relax the muscles in my [a] _____ and my shoulders?
   B: OK. Stand with your [b] _____ apart and your hands on your [c] _____. Then, slowly rotate your [d] _____ to the left, back, right and front. Change direction and repeat a couple of times.



2. A: I often get backache. My doctor told me to exercise. What exercises can I do?
   B: Put your [e] _____ on your hips. Move your [f] _____ to the left and then slowly to the right. Keep your [g] _____ down.



3. A: I want to start running, but I have heard you can get injured if you don't start carefully. What do I need to do before starting?
   B: It's important to warm up your muscles before you run. You can walk for a few minutes, or you might like to do this exercise. Stand with your [h] _____ together, put your hands on your [i] _____and bend them a little. Slowly rotate your knees to the left and then to the right.



6. Read »

Some young people are asking some famous athletes for advice. Complete the requests (a–c) with the correct question. Then, match the requests with the advice (1–3).

Should I tell the coach? What should I do? How can I compete against them?

a. I'd like to be a top gymnast but I feel anxious about the food I eat. My trainer says I have to be very thin to be the best. ___?

b. I do weight training. My partners take pills to increase their strength. ___?

c. I am a swimmer, but I feel frustrated about my next competition. The other swimmers are all taller and bigger than me! ___?

1. You should ask for professional help. You can talk to a nutritionist or a health specialist to evaluate how much weight you can lose.

2. You need to be more confident. If you train hard, you can be faster than them.

3. You should talk to your partners. Tell them they are making a mistake. If they don't listen, tell the coach.

7. Read »

Read an article by a fan of a famous Colombian athlete. Complete the text with the words in the box.

hurt recovered got overcome believe

Mariana Pajón is an inspiration to me and she has helped me [a]_____ in myself because success is about your mental attitude. Mariana had an accident in her last competition. She fell and [b]_____ her arm, but she [c]_____ quickly because she [d]_____ the support of her doctors and all her family. In her last competition, the other competitors were bigger and stronger than her but this did not make her anxious. Her self-esteem is very high because she is confident in herself. I believe she always thought she could win and she did.

My personal motto is inspired by Mariana:

"If you have a positive mental attitude, you will [e]_____ all obstacles. If you fall, stand up and keep going. Don't give up!"

8. Read »

Imagine you have interviewed Mariana. Match her comments with the follow-up questions. Notice how to react to a comment.

a. It was a hard competition, but I always thought I could win.

b. Last year was a difficult year. I had two injuries.

c. My life has changed a lot since I won an Olympic gold medal.

d. When I was five, I had to compete against boys because there wasn't a female category. I competed and I beat them.

1. *No way!* How did they feel when you beat them?

2. *Really?* How did you recover?

3. *That's amazing!* How did you feel when you won?

4. *I bet!* How has it changed?

Preparing Your Task » The Power of Self-esteem

39 **1. Listen »** Listen to four conversations. Match the conversations with the pictures.

40 **2. Listen »** Listen again. Match the conversations with the way each person helped their friend feel better.

Conversation 1 — a. He/She said that the whole team played badly, not just the friend.
Conversation 2 — b. He/She told the friend what they were good at.
Conversation 3 — c. He/She offered to work on a difficult exercise together.
Conversation 4 — d. He/She said the friend looked great.

3. Read » Read the interview with an athlete, Tina García. Complete the questions (a–c) with the words in the box. Then, match the questions with the answers.

did x2 helped start recover

a. How _____ this problem _____?
b. How _____ you _____?
c. Who _____ you?

1. I got specialized treatment from health experts. You cannot do it on your own. And, after some time, I overcame the problem. Now I am helping other people with the same problem.
2. It started when I joined the school team. I was under a lot of pressure to be the right weight.
3. My coach helped me realize that I had a problem and then my family gave me the support I needed.

4. Speak » Read the newspaper article. Then, correct the information with a partner.

A: *Her eating disorder didn't start after she became famous.*
A: *When she was at school.*
B: *When did it start exactly?*

Tina García, the famous gymnast, has openly admitted that she has an eating disorder. Ms García told the press it started after she became famous because she felt a lot of pressure from the media to be thin. She also confessed that her coach told her it was normal for a successful athlete. She finished by saying that she recovered by herself. She says she's now ready to win a lot of medals for Colombia!

21st Century Skills
• *Critical Thinking*

Asking critical questions will help you identify inaccurate or biased information. *What can you do to get reliable information?*

41 **5. Pronunciation »** In speech, the sounds *d* /d/ and *y* /j/ create a new sound /dʒ/. The sounds *t* /t/ and *y* /j/ create /tʃ/. Listen and notice the sounds.

A: What did you do? B: I got help.
A: Who helped you? B: My family did.

42 **6. Pronunciation »** Notice the intonation for ***Wh***-questions. Listen and repeat.

A: What did you **do**?

A: Who helped you?

Tip Stress the most important words.

Tip Use falling intonation for *Wh*– questions.

7. Speak » Read the activities in the chart and think of a follow-up question for each activity. Ask and answer questions to find someone in your class who has done the activities. Follow your teacher's instructions and the example.

Did you go biking last week?

Who did you go with?

Yes I did.

Find someone who:

went cycling last week. *Who did you go with?*	did stretching this week. *Where* _____?	played football yesterday. *Who* _____?	went dancing last week. _____?
didn't sleep well last night. _____?	had a big breakfast today. _____?	didn't do exercise yesterday. _____?	went jogging with a friend last week. _____?
has done Zumba. _____?	has done weight training. _____?	has run in a race. _____?	did yoga last week. _____?
slept for a long time last weekend. _____?	played a sport last week (not football). _____?	walked to school today. _____?	didn't have breakfast this morning. _____?

8. Speak »

Discuss the behaviours in the list. Which are healthy and which are unhealthy? Which of them are common in your school community? Add any other behaviours you can think of.

It is (un)healthy if you ...

a. criticize yourself and your friends all the time.
b. do anything to be perfect.
c. develop a talent or special skills.
d. appreciate your body the way it is.
e. talk to other people about your feelings.
f. pay too much attention to how you and others look.

9. Read »

Read a short presentation about self-esteem and body image. Match the expressions (a–c) with an expression in bold in the presentation with the same meaning.

a. In conclusion **b.** First of all **c.** Additionally

'I want to talk about the importance of self-esteem for the prevention of mental and eating disorders.
First, we should remember that if we have good self-esteem, we feel confident about who we are. We don't feel the need to criticize ourselves all the time. **In addition**, we should appreciate ourselves for who we are, not how we look.
Our looks are not as important as our personalities, our talents and our values. When we truly appreciate ourselves, we don't spend a lot of time in front of the mirror comparing ourselves with others. Instead, we exercise and eat healthy food because we care about our health. **To sum up**, we respect ourselves and others because we believe that to be an individual is beautiful.

10. Speak »

In groups, prepare a similar mini-presentation about the connection between body image and eating disorders. Look back at the story you created in lesson 1, exercise 10 and your ideas in exercise 8 of this lesson.

a. Discuss the questions.
1. How can an obsession with your appearance lead to eating disorders?
2. How can an eating disorder affect a person's family life, school work and social life?
3. How do people with a negative body image see their bodies?
4. Does the person they see in the mirror always match reality?
5. How can they change this?

b. Plan a presentation based on your answers to the questions. Organize your presentation like this:
Introduction: *I want to talk about ...*
Point 1: *First ... / First of all ...*
Point 2: *In addition ... / Additionally ...*
Conclusion: *In conclusion ... / To sum up ...*

c. Give your presentation to another group.

43

Chant

Be good to your body

Be good to your body, be good to your body,
Come on everyone, be good to your body.
We're all singing the healthy song
Come on everyone, sing along!

Make good choices with food you're making
Before you start grilling and baking.
Don't eat sugar, it's not good,
But protein and fibres are really good!

So if you're worried and overweight,
Just put healthy food on your plate.
Drinking water is good for your skin,
Sugary drinks go in the bin.

Be good to your body, be good to your body ...

Calcium keeps our bones really strong,
Carbohydrates turn our energy on.
Vitamins and minerals, they're OK,
So eat them at breakfast, every day!

If you're unhappy, stressed or sad,
Try not to worry; life's not that bad!
Just keep healthy and stay strong,
And remember to sing the healthy song!

Should I eat sugar?

No. You shouldn't eat sugar.

1. Speak » Ask your partner questions about the things in the chant.

1 Sugar
2 Protein
3 Fibres
4 Healthy food
5 Sugary drinks
6 Calcium
7 Carbohydrates
8 Vitamins
9 Minerals
10 Breakfast

2. Read » Read the chant again and answer the questions.

1 When should you make good choices with food?
Before you start grilling and baking.

2 What does the chant tell us about sugar?
_____

3 If you're worried and overweight, what should you do?
_____

4 What should you do with sugary drinks?
_____

5 What does calcium do?
_____

6 What does the song tell us to do with vitamins and minerals?
_____

7 What should you do if you are sad?
_____

8 What does the song tell you to remember?
_____

3. Write » Write advice on how to eat healthily. Use the words from the chant to help you and the phrases.

Karl

Hi everyone,
Can you help me? I need some advice on healthy eating.
Karl.

Charlie

Hi Karl,
Here are some tips for healthy eating:
You should eat lots of …
You should avoid …
To be really healthy, you could …
Some really healthy foods are …
Good luck!
Charlie.

Check Your Progress

1. Write » Complete the questions. Then, write an appropriate suggestion.

a. My sister has an eating disorder, but she doesn't want to admit that she is hurting herself. What _____?

b. My son is part of the school weight-lifting team. He gets really stressed about being the right weight for the competitions. What _____?

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

2. Write » A journalist is interviewing a famous singer. Write the interview questions.

Interviewer: _____?
Singer: Well, when I was fifteen I was diagnosed with anorexia.
Interviewer: _____?
Singer: I felt depressed and anxious. I had very low self-esteem.
Interviewer: _____?
Singer: I overcame it with the help of a therapist and my own determination.

I can ask about past experiences. ✓	
Very well	
Quite well	
With difficulty	

3. Read » Match the conditions (a–d) with the results (1–4). Complete with words in the box.

may will need should

a. If you have a healthy body image,
b. If you don't sleep well,
c. If you feel stressed,
d. If your sister has an eating disorder,

1. you _____ to do some yoga.
2. you _____ tell your parents about it.
3. you _____ accept yourself the way you are.
4. you _____ be anxious and tired all the time.

I can express conditions. ✓	
Very well	
Quite well	
With difficulty	

44

4. Listen » Listen to two conversations. Select the correct answer.

Conversation 1
1. Julio feels **a.** really tired **b.** ill **c.** really depressed.
2. Sara thinks he should **a.** not tell Ana's parents **b.** talk to her **c.** tell her parents.

Conversation 2
3. Germán feels **a.** anxious **b.** excited **c.** confident.
4. Diego thinks he should **a.** go for a run **b.** believe in himself **c.** work hard.

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

"Health Issues" Checkers

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

Talk about the importance of self-esteem.	**Why is it important to drink enough water?**	Name a food that is usually baked.	**What is your favourite food?**
Is it important to have a positive attitude?	Ask a friend how often he/she gets ill.	**Why is breakfast important?**	Name the five food groups.
Describe a healthy behaviour.	**Complete: *If you believe everything the media says, ...***	What food is a good source of protein?	**What food is a good source of iron?**
Have you tried a new sport recently?	Complete: *If you don't drink enough water, ...*	**Name a traditional Christmas food.**	What is a good source of carbohydrate?
What should you do if you have a headache?	**Complete: *If you believe in yourself, ...***	Name a food that is a dairy product.	**What is a typical dish in Colombia?**
Explain a simple recipe.	Complete: *If you don't brush your teeth frequently, ...*	**Name three healthy things you've eaten today.**	Why is calcium important?

Name two cooking methods.	**What mineral is essential for your bones?**	Complete: *if people have high self-esteem, …*	**You have a headache and a stomach ache. Tell the doctor.**
What food is a good source of fibre?	Name three healthy things you've eaten today.	**Complete: *If you eat a lot of sweets, …***	Explain a simple recipe.
What is a typical dish in your region?	**What food is a good source of protein?**	Complete: *If people are confident about themselves, …*	**What should you do if you have toothache?**
Why are vegetables important?	Name a typical food from a different country.	**Complete: *If you don't wash your hands, …***	Have you tried a new sport recently?
What is a good source of vitamin D?	**What is a good source of vitamins and minerals?**	Is it important to warm up before exercising?	**Name two symptoms of an eating disorder.**
What does fibre do in your body?	Name two sources of vitamin C.	**Ask a friend how often he/she gets a headache.**	Name a healthy behaviour.

PROJECT

A health fair to create an eating disorder prevention plan.

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

Unit 1 What is an eating disorder?	Unit 2 Healthy food choices	Unit 3 Everybody is different!
Lesson 2, exercise 9 21st Century skills Ideas to raise awareness about being overweight and obesity. ☐ **Lesson 3, exercise 9** A text about the specific eating disorder you researched, including definition, causes and symptoms. ☐	**Lesson 1, exercises 7-8** Survey on eating habits. ☐ **Lesson 2, exercise 9** Instructions on how to prepare a healthy snack. ☐ **Lesson 3, exercise 5** Nutrition quiz questions. ☐ **Lesson 3, exercise 7** Text and infographic describing a healthy food. ☐ **Lesson 3, exercise 8** Nutrition suggestions with infographics. ☐	**Lesson 1, exercise 8** Infographic suggesting positive ways to improve self-esteem and body image. ☐ **Lesson 3, exercise 9** Checklist to discover if people contribute to their own low self-esteem and body image problems. ☐ **Lesson 3, exercise 11** Presenting ideas about the role of self-esteem and body image in the prevention of eating disorders. ☐

2. Organize the material into a presentation of guidelines to prevent eating disorders. Try to:
   - motivate and engage your audience (posters, games, quiz, pictures, recipes)
   - inform your audience (texts, survey results)
   - persuade your audience (suggestions on nutrition, mindful living and healthy behaviour).
3. Look at the two options for presenting your information. Discuss the advantages and disadvantages of each option: an exhibition or a presentation. Can you think of other ideas?

1 Exhibition

The audience arrives. Different groups each have a stand or table with their presentation material. The audience walks round the room, listening to the different groups.

Advantages: The groups and the audience can all participate at the same time.

All groups have an equal amount of time.

2 Presentation

The audience listens to each group's presentation.

Advantages: The audience sees all the information from all the groups.

All the groups can use the same equipment (e.g. digital projector).

All the groups can watch each other giving their presentations.

Final decision: _____

4. Set up three committees to prepare for the health fair.
5. Decide on their responsibilities. Add more examples to the chart if necessary.
6. Discuss what committee you would like to be part of, and why.

1 Promotion committee	2 Logistics committee	3 Presentations committee
Promote the event (include information about place, date and time). Create material: posters, leaflets, e-mails, social media messages.	Before the fair: - reserve a room; find tables, projectors and other equipment. On the day of the fair: - put up posters, arrange exhibition stands, tables and chairs. - check that all equipment is working.	Create the agenda and make a list of the activities for people to explore at the fair. Help the other students while they prepare and practise their presentations.

7. Use this checklist to make sure everything is ready. Add anything that is missing.

Before the fair starts	During the fair	After the fair finishes
a. Put up posters, arrange equipment, tables and chairs. b. Committees do their work. _____ _____	a. Greet the audience, show them round, make sure they know where to go and what to do. b. Collect all posters and equipment. Leave the place clean, and return all equipment and materials c. Take photos of the event. _____ _____	a. Hand out feedback forms (see Step 8) to the audience and collect them. b. Present the objectives and the agenda for the event. c. Give presentations. d. Evaluate your presentations. _____ _____

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

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

Evaluation

Vocabulary

Choose the sentence that is closest in meaning to the one provided.

0. Alejandra plays basketball four times a week.
   A. She does sport often. **B.** She never does sport. **C.** She does sport once a week.
1. Mario has a headache and a stomach ache.
   A. He needs to drink some water. **B.** He's feeling ill. **C.** He should go to the doctor.
2. Jane has a nutritious diet.
   A. She only eats sweets. **B.** She drinks plenty of water. **C.** She eats food from the five food groups in a balanced way.
3. Bake the mixture at 180°.
   A. Store the mixture in the fridge. **B.** Put the mixture in the oven. **C.** Mix all the ingredients.
4. In order to be healthy, you need to sleep well.
   A. In order to be healthy, you have to sleep for six to eight hours. **B.** In order to be healthy, you should sleep for six to eight hours. **C.** In order to be healthy, you can sleep for six to eight hours.
5. If you believe everything the media say, you'll feel frustrated.
   A. You have to believe everything the media say. **B.** You'll feel frustrated if you don't see the media. **C.** You shouldn't believe everything the media say.

Grammar

Choose the correct question for the answer.

0. I sometimes watch TV.
   A. How often do you watch TV?
   B. Have you watched TV?
   C. Do you like watching TV?

6. You should go to the doctor.
   A. How are you?
   B. I don't feel well. What should I do?
   C. Should I wash my hands before eating?

7. Yes, it is. It provides protein and fibre.
   A. Do you like quinoa?
   B. Is quinoa from the grains group?
   C. Is quinoa nutritious?

8. Milk and soy products are a good source of calcium.
   A. Is milk from the dairy group?
   B. Are soy products and milk nutritious?
   C. What food is a good source of calcium?

9. I felt positive and ready to participate!
   A. Do you have good self-esteem?
   B. How did you feel before the race?
   C. Did you win the competition?

10. You will feel more confident and prepared.
   A. What happens if you have positive thoughts?
   B. What should you do to be healthy?
   C. How often should you have positive thoughts?

Reading

Read the recipe. Choose the correct option to complete the sentence.

Pasta with Broccoli Recipe

- Ingredients:
- 2 cups broccoli florets
- 500 g pasta
- garlic
- ½ teaspoon pepper
- 4 tablespoons olive oil
- salt
- cheese

Preparation:

Heat water in a pot for the pasta.

Add the pasta to the boiling water and cook for 6 minutes.

In a different pot, heat the olive oil and add the garlic, pepper and salt. Cook for 1-2 minutes.

Add the broccoli to the pasta and cook for 3-4 more minutes until the pasta is ready.

Drain the pasta and broccoli and add the oil.

Add the cheese

0. This is a recipe to make
   A. garlic pasta **B.** cheese **C.** pasta with broccoli
11. This recipe is ...
   A. healthy. **B.** nutritious. **C.** not healthy.
12. The ingredients include ...
   A. oil and garlic. **B.** cheese. **C.** broccoli.
13. Before draining the pasta...
   A. add the oil. **B.** add the garlic. **C.** add the broccoli.
14. Before adding the pasta ...
   A. add the cheese. **B.** boil the water. **C.** heat the olive oil.
15. Some of the food groups included in this recipe are ...
   A. fruits and vegetables. **B.** grains. **C.** dairy products.

Writing

Write a recipe you know. Complete the instructions. You can use the words to help you.

preheat mix bake mash cut cook store

Ingredients:

16.
_____
_____
_____
_____

Preparation:

17. _____
18. _____
19. _____
20. _____

MODULE 3

Democracy and Peace

A Good Citizen

Unit »1

Solving Problems with Others

Language Functions

- Give advice
- Apologize and admit mistakes
- Talk about duties and rights
- Talk about cultural characteristics

Text Types:

- online forum comments, descriptive paragraph, informative paragraph, article, poster

Unit »2

Have You Been a Model Citizen?

Language Functions

- Talk about past/present experiences
- Express facts and opinions
- Complain and apologize

Text Types:

- article, informative paragraph, graph, survey, descriptive paragraph, letter, interview

Unit »3

Making Peace through Words and Actions

Language Functions

- Express facts and justify opinions
- Express conditions and justify points of view
- Express future plans

Text Types:

- headlines, descriptive paragraph, web articles, informative paragraph, resolutions list, email

Explore Your Knowledge

Look at the pictures and answer ...

- What is happening in each situation?
- How many positive actions can you identify? Which are they?
- How many negative actions can you identify? Which are they?

Project: A Poster Campaign on How to Be a Good Colombian Citizen

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

Unit 1	Unit 2	Unit 3
1. Advice on how to be emotionally intelligent (Lesson 1, exercise 10) **2.** A poster to promote the good citizen campaign, including a slogan and advice (Lesson 3, exercise 8)	**3.** A few sentences explaining how you have been a good citizen (Lesson 1, exercise 8) **4.** Profile of your best neighbour (Lesson 3, exercise 6) **5.** Analysis of the results of the good citizen survey (Lesson 3, exercise 9)	**6.** Resolutions for being a better citizen (Lesson 2, exercise 7). **7.** Behaviours to create peace in your school (Lesson 3, exercise 7) **8.** Results of the school survey on helping your community (Lesson 3, exercise 10)

Chant

Help support people in need

Unit » 1

Solving Problems With Others

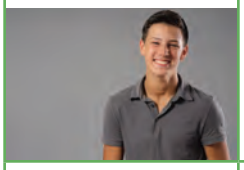
» Objectives

- » I can give advice.
- » I can apologize and admit mistakes.
- » I can talk about duties and rights.
- » I can talk about cultural characteristics.

In Context » Giving Advice

1. Read » Some teenagers are sharing their experiences online. Match the comments (1–3) with the replies (a–c).

Forum: When People Hurt Your Feelings
This topic contains 4 replies, and was updated by Susi0072 one minute ago.

TommiCoolguy 	**Comment 1** Like · Reply · 1 · Feb 23, 2016 12:49 p.m. My best friend is angry with me. He said that I was selfish because I didn't let him copy my homework. Now he doesn't want to speak to me any more.	**a.** Reply to comment You **should speak** to the team coach about their comments. You probably just need more practice.
I_love_football	**Comment 2** Like · Reply · 1 · Feb 24, 2016 5:10 p.m. I feel really bad today. The other players in my football team say that I'm lazy and fat. They say I should run faster. They make me feel I'm a bad player.	**b.** Reply to comment You **should speak** to your mum and say you are sorry. You were rude to her. She is just worried about you. You **should try** to understand her.
Karen2017	**Comment 3** Like · Reply · 1 · Feb 27, 2016 6:00 p.m. I feel bad because I argued with my mum. She said that I can´t go to a party with my friends. So I said, 'It's not fair! You're ruining my life!' She started to cry. Should I say sorry or just forget about it?	**c.** Reply to comment You **should speak** to him about the importance of honesty. Copying someone's homework is never OK. Don't worry, you did the right thing.

Susi0072	**Comment 4** Like · Reply · 1 · Feb 27, 2016 7: 10 p.m. I posted some photos of my 15th birthday party on Facebook. One of my friends commented that I looked skinny and ridiculous in my dress. I feel really hurt.	**d.** Reply to comment

2. Write » Think of some advice for Susi0072 in comment 4. Write a reply.

You should / shouldn't ...

3. Speak »

Work with a partner. Think of some more advice for the bloggers in exercise 1. Use the expressions in the Word Bank and the Good Advice box.

Word Bank

good daughter
generous friend
caring mum
attractive girl
skilled player
cool friend

Tommi Coolguy

Don't worry. You're a generous friend. I think you should suggest you do your homework together.

Good Advice

- Talk to him/her and apologize
- Invite him/her to . . .
- Practise your football skills with your dad
- Suggest you do your homework together
- Be careful when posting photos online

4. Read »

Match the photos (A–D) with the incidents 1–4.

1. You said a bad word to your teacher because she told you to be quiet.
2. It is 7.00 p.m. You forgot that today was your best friend's birthday.
3. You said something insensitive to friend A about friend B. Friend B was listening to you.
4. You laughed at a girl's accent because she is from another region of the country.

5. Speak »

Work with a partner. Apologize for the mistakes in exercise 4 and suggest a solution.

I´m sorry for forgetting your birthday. Could I buy you an ice-cream?

Useful Expressions

Apologizing

I'm sorry. I didn't mean to ...
I'm sorry for being so insensitive ...
I apologize for saying that ...
What I said the other day was rude ...

6. Speak »

Read the definition of emotional intelligence. Discuss the questions.

a. Do Colombian people have emotional intelligence?
b. Do you think you have emotional intelligence?
c. Does emotional intelligence help you to be a good citizen?

Emotional intelligence is the ability to understand, control and express your emotions. It helps you to be a good person and a good citizen.

7. Read » Read the lists of positive and negative personal qualities.

a. Select the personal qualities, positive or negative, that describe you. Be honest!
b. Select the qualities that can help you to be emotionally intelligent.

Positive Qualities	Negative Qualities
tolerant self-controlled rational polite sensitive sociable kind humorous understanding	impatient impulsive angry aggressive intolerant indifferent rude bad-tempered

8. Speak » With a partner, discuss how Colombians could improve their emotional intelligence to be better citizens. Use the words in exercise 7.

In my opinion, Colombians don't have a lot of emotional intelligence because they are intolerant. They should be more understanding.

I'm sorry, but I disagree. I think they have high emotional intelligence because they are very sociable.

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9. Listen » Listen to a presentation about how Colombian citizens deal with emotional intelligence. Decide if the statements are true (T) or false (F).

	T	F
a. 80% don't know what emotional intelligence is.		
b. 90% try to control their emotions, but can't.		
c. 10 people said that they get impatient in stressful situations.		
d. The presenters interviewed their parents for the survey.		
e. One conclusion is that Colombians control their emotions easily.		

10. Write » Write three sentences about your personal qualities and how you can be more emotionally intelligent, and become a better citizen.

1. Your positive qualities: *I am ...*
2. Your negative qualities: *I am ...*
3. The qualities you can improve: *I can try to ...*

Final project activity!

Expanding Knowledge » Children's Duties and Rights

1. Speak » Work with a partner. Discuss who has to do the duties in photos A–E at home.

In my house, I have to make my bed. How about you?

I have to feed my dog.

do the laundry	make your bed	wash the dishes	feed your pet	clean your room

46 **2. Listen »** A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes.

So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or *not* doing things you want to do. OK, there are three types of responsibility.

Responsibility

- **Being responsible for yourself**
  1. You are responsible for your own _____
  2. You have to take _____
  3. You have to _____ yourself.
- **Being responsible for doing the right things**
  1. You have to _____ and _____
  2. At home you have to _____
  3. You can also _____
- **Being responsible in society**
  1. You have to _____
  2. You have to say _____

46 **3. Listen »** The psychologist also talks about things you *mustn't* do. Listen again and note down as many as you can.

4. Speak »

Work with a partner. Ask and answer questions about your duties at home. Say what you *have to* do and *don't have to* do.

What are your duties at home?

I don't have to walk the dog. But I have to make breakfast.

I have to walk the dog before school. What about you?

I have to clean my room, too.

47

5. Listen »

A news reporter interviewed some children about their lives and duties. Listen and complete the interviews with a–h.

a. I have to go to class
b. I have to take care of them
c. I have to plant rice and water seeds
d. I have to cook and clean the house
e. I have to work ten hours a day
f. I have to work as a rubbish collector
g. I have to stay at school for eight hours a day
h. I have to give the money

1.
Adhira

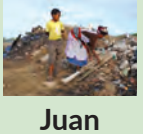
Adhira
My name is Adhira. I live in Andhra Pradesh, in India. I had to leave school to go to work because my family has economic problems. I work in the fields. 1.___. 2.___. I would like to go back to school some day like my brother. He goes to school every day and he is learning many things. I'm sorry I can't do that.

2.
Masashi

Masashi
My name is Masashi and I live in Seto, Japan. I have to study hard. Education in Japan is very strict. 3. ___. I have two hours of homework every night, plus 4. ___ on Saturby. Exams are difficult, so I sometimes get very tired.

3.
Alala

Alala
My name is Alala. I live in a small town in Ghana, Africa. I'm 13 years old, and I don't go to school. I don't know how to read and write. 5.___. My parents have ten children. Because I'm the oldest, 6.___. Soon, I will marry and have many children.

4. 
Juan

Juan
My name is Juan. I'm 14 years old. I live in Bogotá, Colombia. I go to school every day, but 7. ___ in the afternoons. 8. ___ to my parents because they are poor. I really want to finish high school soon to get a better job. I don't like this job.

6. Speak »

Work with a partner. Discuss the questions about the children in exercise 5.

a. Are these children responsible? Why/Why not?
b. Who is more fortunate with his/her duties?
c. Should children have to work? Why/Why not?

7. Read »

Read the six articles from the European Convention on Human Rights (child-friendly version). Match the articles (1–6) with the headings (a–f).

a. Article 27, Adequate standard of living
b. Article 4, Freedom from slavery and forced labour
c. *Article 2, Freedom from discrimination*
d. Article 18, Parents' joint responsibilities
e. Article 12, Respect for the child's opinion
f. Article 28, Right to education

1. *Article 2, Freedom from discrimination*
You **should not be** discriminated against for any reason, including your race, colour, sex, language, religion, opinion, origin, or any other characteristic or those of your parents.

2. _____
No one **should treat** you as a slave, and you **should not make** anyone your slave. No one **can make** you work by force.

3. _____
Both your parents share responsibility for your care, and **should** always consider what is best for you. Governments **should provide** services to help parents, especially if both parents work.

4. _____
When adults are making decisions that affect you, you have the right to speak and give your opinion freely.

5. _____
You **should live** in good conditions that help you develop physically, mentally, spiritually, morally and socially. The government **should help** families who cannot afford to provide this.

6. _____
You have a right to education. Discipline in schools should respect your human dignity. Primary education **should be** free. Rich countries should help poorer countries to achieve this.

8. Group Work »

In groups, discuss the questions.

a. What is the difference between a *right* and a *duty*?
b. Can you think of other children's human rights?

9. Group Work »

In groups, read these statements and decide if each one is a *right* or a *duty*. Explain your decision to the class.

People should treat me kindly

I can tell my parents about my feelings

Teachers should listen to me

I have to use my time wisely

I can ask for help

I should be kind

I have to arrive on time at school

I have to learn a lot about the world

I need time to play with my friends

I have to do my best at school

Preparing Your Task » Learning About Colombian Cultural Groups

1. Speak » Work with a partner. Look at the pictures of two cultural groups who live in Colombia. Discuss what you know about them.

The Roma people

The Palenqueros

2. Speak » With your partner, choose one of the groups of words related to these two cultural groups. Use a dictionary to find out the meaning of the words. Then, explain them to your partner.

The Roma people	The Palenqueros
nomads, bilingual, clan, fortune-tellers, artists	rainbow, drums, ritual, slave, dead

3. Read » Read texts A and B on page 97 about the Roma people and the Palenqueros. The paragraphs in each text are in the wrong order. Match the headings in the box (1–4) with the correct paragraph in each text.

1. Origin and location in Colombia
2. Daily lives
3. Traditions and beliefs
4. Their needs

Study Tip

Skim-reading helps you find the main ideas of a text without having to focus on every word.

4. Write » Make notes about the Roma people and the Palenqueros in the chart, using the cultural information in the texts on the next page. Compare your notes with a partner.

Note down something you learned that was:	The Roma people	The Palenqueros
exotic new interesting artistic unjust	*Women are fortune-tellers.*	

A The Roma People

Many Colombian people do not recognize them as citizens of the country. Roma people are 'invisible' Colombians, a minority group that live in poverty. They need health care, better nutrition and education. There are about 5,000 Roma people in Colombia.

Roma people are nomads – they travel from one place to another. They are good artists. In their culture singing, dancing and playing musical instruments are very important. The women sometimes sell shoes or kitchen utensils. They are also fortune-tellers.

1. Origin and location in Colombia

Roma, or *Rom*, people arrived in Colombia in the 16th century from European countries such as Spain and Portugal. *Rom* originally meant 'men of low class who live on singing and dancing'. They live in Bolívar, Antioquia, Tolima and Nariño.

Girls and boys get married when they are teenagers. Roma people don't value individuality because they belong to a clan. They only learn to read and write. They are bilingual: they speak their native language, Romany, and Spanish.

B The Palenqueros

The women go to Cartagena every day to sell fruit and sweets. They wear colourful clothes that represent the colours of the rainbow, and to show they are happy. Women carry water from *casimbas* (holes near the river where they store the water). The men often work on farms.

The Palenqueros suffer from racial discrimination. Many don't know how to read or write. They need more support from the government because they don't have electricity or running water. They live in extreme poverty.

They speak *Palenquero*, a language that combines Spanish and African languages. They have a ritual for the dead called *Lumbalú*. They don't cry. They sing, play the marimba and the drums, and dance around the dead person to say goodbye.

The Palenqueros are descended from African slaves. Today, the Palenqueros form a group of 3,500 inhabitants of Palenque de San Basilio, which is located in Montes de María, three hours away from Cartagena. In 2005, UNESCO declared San Basilio a 'masterpiece of the oral and intangible heritage of humanity'.

5. Speak » Discuss the questions as a class.

a. What is a 'minority group'?
b. Why are the Roma people and the Palenqueros minority groups?
c. Do you know any other minority groups in Colombia?
d. What are their traditions, beliefs and needs?

6. Group Work » The texts in exercise 3 describe some of the problems of the Roma people and the Palenqueros. In groups, discuss how other Colombians can help to improve their lives.

What **can** we do to help the Roma people?

The government **should**...

7. Write » Look at the chart about Wayuu culture and write a description of the Wayuu culture using the verbs in column A and the information in column B. Use exercise 3 as a model.

	A	B
Paragraph 1	*live / be*	on the Guajira peninsula by the Caribbean Sea, northern Colombia and north-west Venezuela warm and dry environment
Paragraph 2	live by / grow / make / work on	farming cows, sheep and horses beans and corn *chinchorros* and *mochilas* extracting salt from the sea
Paragraph 3	live in / play / believe	small groups of houses called *rancherías* musical instruments called *kashi* and *sawawa* (a type of flute) music is very important for the economy and social life of the clan
Paragraph 4	need	better food and medicine a fresh water supply better resources for children

Outline: The Wayuu Culture

Paragraph 1: Location

The Wayuu live on the Guajira peninsula by ...

Paragraph 2: Daily life

Paragraph 3: Traditions and beliefs

Paragraph 4: Needs

8. Group Work » In groups, prepare a campaign on how to be a good Colombian citizen. Your campaign will involve the school community, including students and teachers.

a. Make a poster with a slogan for your campaign. For example: 'Citizenship means serving others'; 'To be a good Colombian citizen is to have a sense of responsibility'.
b. Look back at lesson 1, exercise 10. Share your ideas and use them in your poster to give more advice on how students can be good citizens. Use: *You should/shouldn't ..., You can/can't ..., You have to ..., You mustn't ...* Write four sentences.

Final task activity!

Check Your Progress

48

1. Listen »

Listen to four people talking about their problems. Give them advice using *should*, *shouldn't* or *could*.

a. What a problem! You _____
b. Don't worry. You _____
c. Well, I think you _____
d. That's not a serious problem. You _____

I can give advice ✓	
Very well	
Quite well	
With difficulty	

2. Speak »

Read the problems and give an apology for each.

1. You didn't remember to meet your friends after school.
2. You shouted at your English teacher.
3. You hurt your friend by accident.

I can apologize and admit mistakes. ✓	
Very well	
Quite well	
With difficulty	

3. Write »

Write about your friends' duties at home today.

a. Marta _____	b. Pepa _____	c. Francia _____	d. Tomás and Jaime _____

I can talk about duties and rights. ✓	
Very well	
Quite well	
With difficulty	

4. Write »

Write four sentences about the Palenqueros. Use the information in the chart and the correct verbs from the box.

grow/sell need live play

	The Palenqueros
Location	San Basilio, near Cartagena
Daily life	fruit / agricultural products
Traditions	Marimba and drums at funerals
Needs	electricity and water

I can talk about cultural characteristics ✓	
Very well	
Quite well	
With difficulty	

Unit » 2

Have You Been A Model Citizen?

» Objectives

- » I can talk about past and present experiences.
- » I can express facts and opinions.
- » I can complain and apologize.

In Context » What Is A Model Citizen?

1. Speak » Work with a partner. Look at the magazine article in exercise 2. Discuss what you know about the two celebrities in the photos.

2. Read » Read the article and complete it with phrases a–f in the box.

a.	has felt	**d.**	has done
b.	has said	**e.**	has helped
c.	has been	**f.**	has visited

Study Tip

Think about the meaning of *model*. Define it.

Predict why the celebrities could be models.

Two Great Model Citizens From Colombia

By: **Julián caballero**

Shakira isn't only a great pop singer. She's a model citizen who has helped people since she founded Bare Feet (in Spanish, *Pies Descalzos*) in 1997. Bare Feet is a non-governmental organization that [1.] ____ to promote education for poor children in Colombia. Bare Feet **has supported** seven schools in Barranquilla. More than 10,000 children **have gone** to these schools. Shakira [2.] ____ a Goodwill Ambassador for UNICEF since 2003. Shakira [3.] ____ prestigious universities such as Oxford and Harvard to talk to students about her campaign, Education For All. She **has been** a model citizen in Colombia and in the rest of the world.

J Balvin, the famous Paisa, urban music singer and Grammy Award winner, is also a model citizen. He [4.] ____ a lot of charity work. **He has collected** money and given donations through his social networks to help *Fundación La Familia*, an institution that helps children with cancer. **He has also helped** displaced children in South America. Like Shakira, he became a Goodwill Ambassador for UNICEF in 2010. Since then, he **has supported** a campaign to defend women against domestic violence. He [5.] ____ very patriotic about Colombia all his life. He believes in a superior being, and [6.] ____ that he thinks God is Colombian!

3. Read »

Read the article again. Match the words (1–5) with the correct definition, a or b. Do not use a dictionary.

1. promote	**a.** make better	**b.** help make something happen
2. poor	**a.** without a job	**b.** with no money
3. campaign	**a.** a cause to support	**b.** a serious problem
4. charity work	**a.** artistic work	**b.** work helping other people
5. displaced	**a.** without a home	**b.** with a lot of money

4. Speak »

Work with a partner. Ask and answer the questions about Shakira and J Balvin. Check the article if you don't remember the information.

Study Tip

When you find a new word in a text, try to infer its meaning from the context.

Example:

How many schools has Bare Feet supported since 1997?

Wait a minute. I don't remember . . . Bare Feet has supported ...

Student A asks Student B

a. How many schools has Bare Feet supported since 1997?
b. Which universities has Shakira visited?
c. How long has J Balvin worked with UNICEF?
d. Which campaigns has J Balvin supported?

Student B asks Student A

a. How many children has Bare Feet supported?
b. How long has Shakira been a Goodwill ambassador?
c. What has J Balvin done through his social networks?
d. What has J Balvin said about God?

21st Century Skills
• *Information literacy*

Making inferences will help you identify implied information

5. Read »

Decide who is saying statements a–e. Write S for Shakira or JB for J Balvin.

a. 'We have to help poor children in Colombia to go to school.' _____
b. 'Men should stop physical abuse against women.' _____
c. 'Displaced children from Guatemala and El Salvador need our love.' _____
d. 'We need to build more schools in Barranquilla for more children.' _____
e. 'Children with cancer are also our children. Let's help them.' _____

49 **6. Listen »** A reporter is interviewing ordinary Colombians in the street. Listen and match the names (a–f) with the photos (1–6).

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

visit someone	teach someone	take care of someone	help someone	volunteer for social work	take food to someone
a. Diana	**b.** Martha	**c.** Lupe	**d.** Andrés	**e.** Amanda	**f.** Carlos

50 **7. Pronunciation »** Notice how some sounds are blended together. Listen and repeat.

a. Have you ever won a race?
b. Have you ever made a donation?
c. Have you ever given an interview?

Study Tip

Check the meaning of the vocabulary before you listen.

8. Speak » Have you done something to make you a model citizen? Answer questions 1–8. Then ask and answer the questions with a partner.

Have you ever . . .	You	Your partner
1. defended a friend from bullies?		
2. visited a sick friend or relative?		
3. volunteered for a social cause?		
4. helped someone who has fallen down?		
5. explained a difficult maths problem to a classmate?		
6. forgiven a person who has offended you?		
7. invited someone to have dinner with you?		
8. bought a present for a person with your own money?		

9. Speak » Prepare a short presentation to tell the class how you have been a model Colombian citizen. Choose one question from the box. Give details.

a. Have you ever given a donation to someone or to an organization?
b. Have you ever helped an old person?
c. Have you ever done something for your school or community?
d. Have you ever helped a close friend?

Examples:

1. *I think I am a model Colombian citizen because I have given donations. Last Christmas I donated some clothes to a Charity Fair.*
2. *I think I am a model Colombian citizen because I have helped many people. For example, I have helped my grandmother feed the animals on her farm in Boyacá ...*

Expanding Knowledge » Let's Stop Verbal Abuse!

1. Speak » As a class, discuss the meaning of the types of verbal abuse.

a. threaten someone
b. call someone names
c. insult someone
d. laugh at someone
e. shout at someone
f. post negative comments about someone

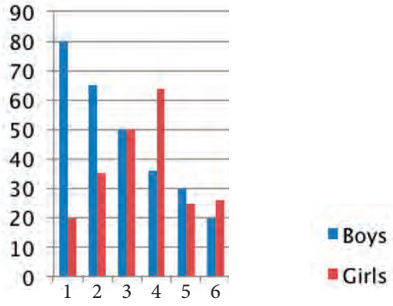
2. Read » Read the introduction to an article. Complete it with the correct form of the verbs in brackets.

Stop Verbal Abuse

By: **Cecilia Rodríguez**

According to a statistical report by DANE*, in recent years verbal abuse has [1.] _____ (increase) in many Colombian schools. More students have [2.] _____ (be) disrespectful to their parents, teachers and classmates. Over the past decade, many students have [3.] _____ (become) aggressive, and have [4.] _____ (find) it difficult to use polite language. They often use offensive language to establish status and power. Verbal abuse includes name-calling, insults and threats. These types of verbal abuse have [5.] _____ (destroy) students' social relationships. Table 1 shows the results of a survey conducted by DANE with 5,000 students around the country. The students were asked if they have [6.] _____ (use) verbal abuse in their school lives.

So how can students avoid verbal abuse? How can we stop them being offensive to their classmates? How can they become model citizens and use more positive, less abusive language? How can parents educate their children at home to reduce offensive language?



The graph shows the percentage (%) of students who admit using these types of verbal abuse.

**Departamento Administrativo Nacional de Estadística*

Questionnaire

Have you ever:

1. called a classmate names?
2. insulted a friend?
3. laughed at someone's appearance?
4. shouted at someone?
5. threatened someone?
6. posted negative comments about someone on social media?

3. Speak »

Work with a partner. Look at the results in the graph. Ask and answer questions and suggest solutions to reduce verbal abuse in schools.

Example:

How many boys have called a classmate names?

According to the survey, 80% of boys **have called** their classmates names. **In my opinion**, students should think about the negative effect of this.

Useful Expressions

In my opinion,
I think that
I believe that

4. Write »

Answer the DANE survey for yourself. Then write notes about how you can change your behaviour in future.

I have insulted my friends and used bad words. In future I will try to control my temper and speak with respect.

Survey on verbal abuse (DANE)		
Have you ever:	**YES**	**NO**
called a classmate names?		
insulted a friend?		
laughed at someone's appearance?		
shouted at someone?		
threatened someone?		
posted negative comments about someone on social media?		

5. Read »

Match the situations (a–f) with the photos (1–6).

a. Your friend has told you that he has taken some money from his sister.
b. You have noticed that a new girl at school doesn't have any friends.
c. Your best friend has been very unhappy for two weeks.
d. Someone has written offensive comments on your Facebook page.
e. Someone is bullying your little brother because he always gets top grades.
f. You have heard that an older student has threatened your classmate.

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

6. Speak »

Work with a partner. Use one expression from box A and one from box B to resolve the situations in exercise 5.

A Polite requests	B Saying what should happen
Could you tell me why you ...?	You should ... / You shouldn't ...
Can you stop -*ing* ...?	You have to ... / You need to ...
Can you leave him/her alone, please?	You mustn't ...

Could you tell me why you took your sister's money?

You have to return the money right now.

7. Speak »

Work with a partner.

Student A: announce the achievements using the photos and the prompts (1–6). Add some details.
Student B: make positive comments using the expressions in the box. Then change roles.

Example:

1.

I / graduate / from high school

2.

I / write / my first book of poems

3.

I / get /a job at a café

4.

I / win / a race

5.

I / finish / my swimming classes

6.

I / play piano in the school concert

Student A: Great news! I have graduated from high school! My parents took me to a restaurant to celebrate last night. It was really fun!

Student B: That's great! You should be very proud!

Useful Expressions

That's great! You should be very proud!
That's fantastic/ wonderful!
You deserve it.
You've worked really hard.
Well done!
Good for you!
You must be really happy/ excited.

8. Speak »

Tell the class about something you have achieved recently. Add one detail. You can use pictures from your photo album if you like.

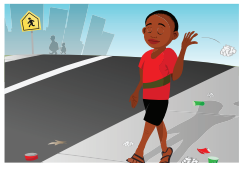
I have won a medal for table tennis. It was in the Cundinamarca tennis tournament last week.

Preparing Your Task » Neighbours From Heaven And Hell

1. Read »

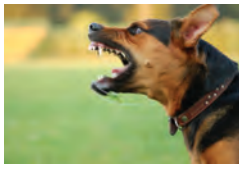
Do you have good neighbours or bad neighbours? Match the expressions (1–7) with the photos (a–g).

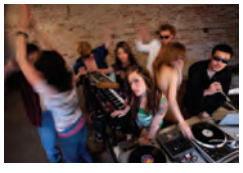
1. have a noisy dog
2. threaten someone
3. shout at each other
4. throw rubbish
5. have noisy parties
6. ring the doorbell
7. play loud music

a. 

b.

c.

d. 

e. 

f.

g.

51 2. Listen »

Listen to part of a radio programme with callers complaining about bad neighbours. Write the number of the caller (1, 2 or 3) next to each complaint.

Complaint	Caller
a. The neighbour plays loud music.	
b. The neighbour threatened her physically.	
c. The parents shout at each other.	*1*
d. The neighbour has noisy parties.	
e. The neighbour threw rubbish in her garden.	
f. The neighbour's dog barks all day.	
g. The neighbours' children ring the doorbell and run away.	
h. The neighbour's friends sang outside his door.	
i. The neighbours' baby screams all day.	

3. Speak »

Work with a partner. Say what you think about the neighbours' actions.

Example:

I'm afraid that listening to loud music isn't right because

You are absolutely right, because threatening people is ...

4. Speak » Work with a partner. Role-play two of the situations.

Student A: Knock on the door and complain about the situation.
Student B: Open the door and listen to your neighbour's complaint. Apologize using the expressions in the box.

Excuse me. It's late, and your dog has been very noisy all evening. She hasn't stopped barking.

I'm really sorry. I didn't mean to disturb you. Bella has been ill. I'm taking her to the vet tomorrow.

Useful Expressions

I'm (really) sorry, I didn't mean to disturb you.
Please accept my apologies.
Sorry for disturbing you. It won't happen again.
I will take care of it now.

1.
people fighting

2.
a dog barking

3.
a child crying

4.
loud music

5.
a bad smell

5. Read » Take a survey. Answer questions 1–8 for yourself. Then ask and answer the questions with a partner.

Are you a neighbour from heaven or a neighbour from hell?			
Have you ever ...	**Never**	**Once or twice**	**Many times**
1. played loud music and disturbed your neighbours?			
2. done something helpful for your neighbours?			
3. left rubbish near your neighbours' door?			
4. said 'good morning' or 'good afternoon' to your neighbours?			
5. used bad language with your neighbours?			
6. been told how to be a good neighbour?			
7. helped to keep the neighbourhood clean and neat?			
8. broken a neighbour's window?			

6. Speak » Decide who is the best neighbour in your neighbourhood / town. Prepare a profile of that person, then tell the class.

Example:

Name	*Carlos's Uncle William*
What is his/her personality?	*Kind, friendly, helpful*
What activities has he/she done for the community?	

My uncle William is a good neighbour

7. Group Work »

Being a good neighbour is sometimes difficult because you need to be tolerant. In groups, discuss the ideas (a–c). Say if you agree or disagree.

a. 'You are a citizen, and a citizen carries responsibilities.'
-Paul Collier

b. 'You can be a good neighbour only if you have good neighbours.'
-Howard Koch

c. 'A good neighbour is a priceless treasure.'
-Chinese proverb

I agree, because ... In my opinion ...

I'm afraid that isn't right, because ...

I agree completely, because ...

8. Write »

Write a letter to your teacher telling her/him why you are a 'neighbour from heaven'. Include anything you need to improve to become a model neighbour. Use the ideas in the box and the outline to help you.

Mompox, Antioquia
25 May

Dear (*teacher's name*),

I personally think that I am a neighbour from heaven because I help to take care of my town.

As a neighbour, I've never / I've always ...

In future, I will try to ...

Best wishes,
(*your name*)

Useful ideas
listen to loud music ... say bad things about ... fight with ... disturb ... make a noise late at night argue with ...
say 'hello' and 'goodbye' to... put the rubbish ... respect ... help with ... visit ... speak kindly to...

9. Group Work »

Continue your campaign on how to be a good Colombian citizen. Interview people at your school to find what positive things they have done in their community.

a. Interview them using questions from the unit.
b. Summarize the results. Say how many people have done each positive thing.

Five people have defended a friend from bullies.

Check Your Progress

1. Read »

Read the table giving the results of a survey on verbal abuse at a school in Argentina. One hundred students answered the survey. Write four sentences reporting the results. Use the prompts.

	Verbal abuse results	Boys	Girls
1.	Insult a friend using bad words	40	9
2.	Call their classmates names	86	10
3.	Laugh at someone's appearance	50	50
4.	Shout at classmates	46	47
5.	Post negative comments on Facebook	10	0

Example:
boys / have / insult / a friend using bad words
Forty boys have insulted a friend using bad words.

a. boys / have / call / their classmates names
b. girls / have / shout / at their classmates
c. boys / have / laugh/ at someone's appearance
d. girls / have / post / negative comments on Facebook

I can talk about past / present events. ✓

Very well	
Quite well	
With difficulty	

2. Write »

Write three sentences saying why you think you are a model citizen. Use the clues in brackets.

volunteer/ Red Cross: I think I am a model citizen because I have volunteered for the Red Cross.

a. give / a donation to a hospital
b. defend / my friends from bullies
c. not offend / my classmates

I can express facts and opinions. ✓

Very well	
Quite well	
With difficulty	

52 3. Listen »

Listen to three situations. Match them to the photos (a–c) in the order you hear them from 1 to 3. Then decide if each situation is an apology, a complaint or both.

a. Complaint / Apology / Both ____

b. Complaint / Apology / Both ____

c. Complaint / Apology / Both ____

I can complain and apologize. ✓

Very well	
Quite well	
With difficulty	

Unit » 3

Making Peace through Words and Actions

» Objectives

- » I can express conditions and justify points of view.
- » I can understand and express facts and opinions.
- » I can express future plans.

In Context » Let's Make a Fairer World!

1. Read » Read the messages from four charities (1-4). Complete them with the expressions (a–d). Then, match the photos with the charities.

a. they will soon disappear
b. you will help to save lives
c. you will make their old age happier
d. they will grow up to be angry

1. Happy Faces, Colombia
'Child abuse is one of the worst problems in the world. Many children are victims of cruelty and abandonment by their parents. If we don't educate our children with love, _____ and may become violent. Please help us to help them.'

2. Food for Africa, UK
'Millions of people in Africa are hungry. They have no food. If we don't provide them with basic food, many will die. If you make a donation today, _____ Please help us reduce hunger in Africa.'

3. Indigenous Roots, Colombia
'Many indigenous groups in Colombia suffer from poverty and illness. Their population is decreasing. If we don't improve their health, _____ . If we really want a country for all, we need to give native Colombians medical assistance. Please help us.'

4. Silver Care, USA
'Many elderly people feel abandoned by the younger generation. They live alone, in poverty, without the necessary care. If you help to reduce their isolation, _____ . Please support our cause.'

2. Read »

Read the charities' web pages. Complete sentences a–d with the donations each charity needs.

1. Happy Faces

Home Who we are Help us Contact

Happy Faces is a Colombian charity that has helped abused children in Ibagué since 2000. We help kids who have been victims of parents' cruelty. With our help, children improve their physical and emotional health and social conditions. We accept money, books, clothes, toys and blankets. **If you sponsor a child, you will improve their life,** now and in the future. The child you sponsor will send you a 'thank you' letter. If you would like to meet the child you sponsor, we can organize this. Please sponsor a child today.

3. Indigenous Roots

Home Who we are Help us Contact

We are a non-governmental organization founded in 1992. We defend the rights of indigenous groups in Colombia. We ask for financial help to provide these native Colombians with food, medicine and clothes. We have mainly supported the Nukaks, who are almost extinct. They live between the Guaviare and Inírida rivers in south-east Colombia. We also help the Guayabero community, located in Guaviare and Meta. There are only 1,118 of them. Help us to help them. **If you give a donation, we will invest it** in the future of these people.

2. Food for Africa

Home Who we are Help us Contact

We are a humanitarian organization that has responded to three food crises in the past five years: in West Africa, Sahel and East Africa. A billion people are now hungry in Africa, and child malnutrition has risen over the last ten years. We provide these people with drinking water, food and medical assistance. **If you feed them, they will live to thank you**. Your money can help. Please give what you can.

4. Silver Care

Home Who we are Help us Contact

Many elderly people are not only poor, but isolated, and feel that they are abandoned by their children. Our foundation provides food, housing, health care and entertainment for over sixty grandparents. However, we depend on people's donations, such as money, clothes, furniture and food. **If you give these grandparents a little happiness now, they will live** longer and happier lives.

a. Indigenous Roots needs *food, medicine and clothes.*
b. Happy Faces needs _____ .
c. Food for Africa needs _____ .
d. Silver Care needs _____ .

3. Read »

Complete the sentences using information from exercise 2. Match the first part of each sentence (1–5) with the endings (a–e).

1. Indigenous people in Colombia
2. A billion people
3. Happy Faces has helped children
4. Three food crises
5. Many elderly people

a. are poor and feel isolated.
b. in Ibagué since 2000.
c. have happened in the past five years.
d. are very few in number.
e. are now hungry in Africa.

4. Speak »

Work with a partner. Talk about the possible consequences if people don't support each charity in exercise 2. Use the Word Bank and the Useful Expressions to express and justify your opinion.

If we don't support Food for Africa, many **children will become ill**. They need our support. We should help them with ...

You're absolutely right. **If we don't provide** them with donations, they will ...

Useful Expressions

Expressing points of view
You're absolutely right/correct.
Exactly, I couldn't agree more.
I think that ... /In my opinion, ...

Word Bank

join	provide	sponsor
help	support	donate

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5. Listen »

Read the quotation from the Dalai Lama. Listen to part of a talk at a conference. Tick (✔) the ideas the speaker mentions.

1. Provide food for a homeless person ☐
2. Send a nice email ☐
3. Donate things you don't use ☐
4. Donate some money ☐
5. Talk to a person who is lonely ☐
6. Say 'hello' and 'thank you' ☐
7. Give sweets to children ☐
8. Share with your family ☐

'If you want others to be happy, practise compassion. If you want to be happy, practise compassion.' *(the Dalai Lama)*

6. Speak »

With a partner, discuss the quotation from the Dalai Lama. Do you agree? Use the expressions in exercise 4 and ideas in exercise 5.

I agree with the Dalai Lama. **If you practise** compassion, **you will** ...

Exactly, if **you want** to be happy, **you need** to ...

7. Write »

Select one of the Colombian charities in the box and do some research into their activities.

a. Make notes to answer the questions:
- When and where was the charity founded?
- What is its mission?
- What kind of support does it need?
- What will happen if people help?

b. Use your notes to write a short report about the charity. Use the information about the charities in exercise 2 as a model for your writing.

- The Children of the Andes Foundation (*Fundación Niños de los Andes*)
- Help in Action (*Ayuda en Acción*), Valle del Cauca
- María José Foundation – Heroes, Big and Small (*Fundación María José, Pequeños y Grandes Héroes*)

Expanding Knowledge » Solving Personal Problems Wisely!

1. Read »

Read the dictionary definitions. Then, read the text. Match the headings (a–d) with the correct tip.

forgive *v.* stop feeling angry with someone for something bad they did
forgiveness *n.* the action of forgiving someone

a. See if you learned a lesson for life
b. Take action to resolve the situation
c. Let go of resentment
d. Put yourself in the other person's shoes

The Power of Forgiveness

According to statistics, many Colombian people are intolerant and violent because they don't forgive their relatives, friends and neighbours easily when they have a fight or an argument. Colombians need to start making a change. If Colombians learn to forgive and reconcile their differences, they will reduce cruelty and violence in their daily lives. Here are some useful tips for why you should forgive the people who have hurt you and how to do this.

1. _____
If you really want to forgive someone who hurt you, you have to forget your feelings of resentment. Resentment can destroy your inner peace. For your own well-being, give yourself time to calm down. Talk about your resentful feelings to a friend or write them down. Soon you will feel better and will forgive more easily.

2. _____
If you feel you are a victim of intolerance, think how that violent experience taught you a lesson for life. You can learn how to choose good friends and how to trust other people. You can also learn about respect.

3. _____
If you try to understand the other person, you will learn that he or she is not all bad. Maybe that person never meant to hurt you. It was just a misunderstanding.

4. _____
Find the right moment to speak with the other person. Let that friend or relative know how you feel. Listen to how they feel, and accept their apology. You can also say you are sorry.

Forgiveness has the power to cure body and soul. If you forgive, you will make people feel better and more emotionally secure. You will also feel better and will be someone who promotes peace.

2. Read »

Look at the words in blue in the text. Match them with a word or expression (1–7) that has a similar meaning.

1. make better
2. anger
3. believe (in someone)
4. relax
5. a fight with words
6. happiness
7. resolve

3. Write » Complete the ideas (a–f) with information from the text in exercise 1.

a. If Colombians learn to forgive, ...
b. If you feel you are a victim of intolerance, ...
c. Forgiveness has the power to ...
d. If you really want to forgive someone, ...
e. If you try to understand the other person, ...
f. If you forgive, ...

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4. Listen »

Intonation is about *how* we say sentences, rather than *what* we say. When we speak, our voice rises and falls. Listen to the intonation in conditional sentences. Notice that the tone rises (↗) in the first clause and falls (↘) in the second clause.

a. If you forgive your friends, you'll feel better about yourself.
b. If you apologize to your parents, they'll be happy.
c. If people use rude language, I'll ask them to be more respectful.

5. Speak »

Work with a partner. Read situations 1–3. Use the *a* prompts to form a conditional sentence (***If you ..., you will/may ...***) to comment on each situation. Then, make a suggestion using ***should*** or ***have to*** and one of the *b* options.

> If you try to solve the conflict, you will see it was just a misunderstanding. You should forgive each other.

1. Two students are fighting in class.	2. A student is talking on her mobile phone and is not paying attention in class.	3. A student is late for class.
a. solve the conflict/see it was just a misunderstanding	a. pay attention in class/learn something important	a. be on time for class/ set a good example to your classmates
b. • forgive each other • agree to respect each other	b. • turn the mobile phone off • show respect to the teacher	b. • get up earlier • be more punctual

6. Write »

Read the positive characteristics (a–j) in column A. Use a dictionary to find the correct prefix *(dis-, in-, ir-, un-)* to change them to a negative characteristic in column B. Then find the correct suffixes to complete the values in column C.

A **Positive characteristic** (adjective)	B **Negative characteristic** (adjective prefix: *dis-, in-, ir-, un-*)	C **Value** (noun, suffixes: *-ity, -ce, -ness, -ship*)
a. honest	*dishonest*	*honesty*
b. responsible		
c. respectful		*respect*
d. trustful		*trust*
e. fair	*unfair*	
f. tolerant		
g. kind		
h. forgiving		
i. friendly		friendship
j. punctual		

Study Tip

PREFIXES are added at the beginning of a word and may be used to give a negative/opposite meaning to a word. SUFFIXES are added at the end of a word to form a verb, a noun, an adjective or an adverb.

7. Write »

In this module you have learned about being a good citizen and how to solve problems. This week, you want to be a better citizen. Complete the resolutions for what you will do in these situations. Write the values that correspond to each resolution.

Resolution list for this week	Values
1. If I am not on time for class, *I will apologize to my teacher and ask if I can come in.*	*punctuality, respect*
2. If I accidentally hurt any of my classmates, I ...	
3. If people use bad language, I ...	
4. If one of my classmates doesn't understand the lesson, I ...	
5. If I am rude to my sister or brother, I ...	
6. If one of my classmates is hungry, I ...	
7. If a neighbour complains that I am listening to loud music, I ...	
8. If a charity needs help, I ...	

Values
collaboration
forgiveness
friendship
honesty
kindness
punctuality
respect
responsibility
tolerance

Study Tip

A resolution is a **firm decision** to change your life and be a better person. When you write a resolution list, you are determined to change in a positive way.

Preparing Your Task » Solving Cultural Misunderstandings

1. Read » Charlie, from England, is planning to visit his friend Andrés in Colombia. They are sharing some cultural information about their countries. Complete the two emails with the words in the boxes.

a. cultural tip **b.** will feel **c.** will teach you **d.** weddings **e.** will have

Hi Charlie,

If you're planning to come to Colombia, you [1] _____ to understand some cultural information. For example, many Colombians celebrate birthdays, [2] _____, baptisms and graduations in a very noisy way. Parents, cousins, friends and grandparents dance salsa and vallenatos until 4.00 a.m. Many foreigners think that we party all the time. However, some Colombians prefer to travel and are quieter.

Another [3] _____ is that if you spell the word Colombia incorrectly as Columbia, many Colombians [4] _____ offended. Foreigners sometimes confuse the name of our country with the city of Columbia in the United States. It may be silly, but some people can get annoyed.

Anyway, when you come to Colombia, I [5] _____ more about my country.

I look forward to seeing you soon.

Andrés

Study Tip

Read the emails with the help of your dictionary. Write a list of the new words in your notebook.

f. will need **g.** will see **h.** misunderstandings **i.** island **j.** inhabitants

Hi Andrés,

We British also experience cultural [6] _____. For example, most people think that all British people are English, but that's not true. Great Britain is the name of an [7] _____ containing three different countries: England, Scotland and Wales. The United Kingdom (UK) also includes Northern Ireland. Only people from England are English. The [8] _____ of these countries can be very different.

Everyone thinks that if you come to England you [9] _____ an umbrella because it rains every day. Well, it can be warm and sunny a lot of the time. People also think that the British are cold and a bit serious – some of us are, but some of us like to party as well!

Anyway, I think that if we get to know each other's culture, we [10] _____ our own cultures with different eyes.

See you soon at El Dorado airport in Bogotá.

Charlie

2. Speak »

Work with a partner. Explain the cultural misunderstandings (a–d) in your own words. Use the information in the emails in exercise 1.

a. People think that in England ...	**c.** Foreigners confuse ...
b. People think that all British people are ...	**d.** Many foreigners think that Colombians ...

3. Read »

Find this information in the emails in exercise 1. Decide if statements a–h are facts (something that is true) or opinions (something people think is true).

a. Colombians party all the time.

b. Great Britain is an island containing three countries.

c. El Dorado airport is in Bogotá.

d. It rains all the time in England.

e. The city of Columbia is in the United States.

f. All British people are English.

g. Many foreigners say *Columbia*, not *Colombia*.

h. British people are cold and serious.

4. Speak »

Discuss what other cultural information about Colombia you could give Charlie before he comes to visit. Research some cultural facts about Colombia. Give your opinion about those facts. Use the ideas in the box.

Fact:	The Gold Museum has a collection of Quimbaya and Muisca golden pieces.
Opinion:	I think it is a fascinating place to visit.

Cultural Facts

1. Animals, birds and plants
2. Tourist sites in your area
3. An unfair cultural stereotype or misunderstanding about Colombians

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5. Listen »

Listen to the conversations about cultural misunderstandings about three countries. Number the photos 1 to 3.

a. ☐	**b.** ☐	**c.** ☐

55

6. Listen »

Listen again and select the correct option, *a* or *b*. Decide if the speakers refer to a fact, or express an opinion.

1. Colombia means __	**a.** drugs and violence	**b.** poverty and malnutrition
2. Colombia borders with __	**a.** Venezuela and Ecuador	**b.** the Atlantic and the Pacific Oceans
3. __ represents power and dominance	**a.** The Statue of Liberty	**b.** The United States
4. __ represents freedom and friendship	**a.** The United States	**b.** The Statue of Liberty
5. __ is a very British tradition	**a.** Drinking coffee	**b.** Drinking tea

7. Read »

Decide if the behaviours belong to a 'peace-maker' or a 'peace-breaker'. Make two lists. Explain how you will be a peace-maker.

I **will respect** cultural differences in my country. I **will value** different races and tolerate their traditions.

- Shout at people
- Say bad things to classmates
- Recognize others' achievements
- Say 'thank you'
- Be friendly and helpful
- Contradict parents and teachers
- Defend innocent people
- Be resentful
- Forgive others' mistakes
- Post negative comments on Facebook
- Be intolerant in arguments
- Respect cultural differences

8. Speak »

Work with a partner. Some friends from another country are coming to visit your town/city. Make a plan of the activities you will do with them using the ideas in *Things to consider*.

What **will we do** if they want to go sightseeing?
If they want to go sightseeing, we'll take them to ...

Things to consider

a. go sightseeing?
b. eat typical food?
c. have fun?
d. travel around Colombia?

Useful Expressions

Responding to an idea

That's a great idea!
Yes, let's do that!
I'm not sure about that.

21st Century Skills
• *Social Skills*

Do you tolerate and respect differences?

9. Teamwork »

In groups, develop your campaign on how to be a good Colombian citizen.

a. Identify four values students should practise to make peace in your school. Look at the values in Lesson 2, exercises 6 and 7. Discuss why they are important in school life.
b. Based on the values you chose, propose four resolutions that the school community should make to be good Colombian citizens.

10. Teamwork »

Prepare to interview 20 people from your school or community.

a. Write eight questions to find out what positive things they have done in the community. Ask questions with *Have you ever ...*?
b. Show the questions to your teacher.
c. Make a plan to conduct the survey, including typing, printing and photocopying the interviews. Select a date to interview the 20 people.

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Chant

Help support people in need

Help support people in need.
Practice forgiveness and honesty.
Never argue that's the key.
Sing the values song with me.

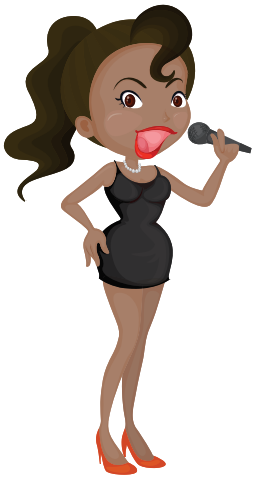
Try to be generous, kind and polite.
Trust in people that you like.
Be humorous and rational,
And everyone will think you're cool.

Live your life with no regrets,
Be honest, forgive and show respect.
Caring and kindness go a long way,
So let's start helping people today.

Help support people in need ...

If you´ve told terrible lies,
Then do what´s right and apologize!
Don't insult and never shout,
There are better things to think about.

If someone discriminates against you
Try to forgive: it´s a good thing to do.
Don´t be aggressive, angry or sad.
Life isn´t kind to those who are bad.



You should be generous.

You shouldn't tell lies.

1. Speak » Work with a partner. What should and shouldn't you do?

be generous tell lies shout be humorous be honest insult discriminate against anyone
be rational be aggressive forgive show respect have regrets be sad argue be polite
be angry be kind trust people

2. Read » Read verses 2 and 3 again. Complete the verse below with antonyms from the box so that it has a similar meaning.

mean dishonest irrational hold a grudge humourless
unkindness cruelty full of regrets rude unkind nobody

Don't be *mean*, _____ and _____.
Trust in people that you like.
Don't be _____ or _____,
Or _____ will think you're cool.
Don't live your life _____.
Don't be _____ or _____, just show respect.
_____ and _____ just make us sad.
So let's agree not to be bad!

3. Write » You overhear someone being mean to your friend. Write constructive advice to your friend and the bully, using the phrases in the box and words from the chant.

1 Write a letter to the bully.
2 Write a letter to your friend.

You should/shouldn't ...
You must/mustn't ...
Try to ...
Don't ...
Never ...
Always ...

Check Your Progress

1. Read »

Read the information about a charity organization. Complete the sentences with *if* ... *will* ... to justify why it is important to help this organization. Use the verbs in brackets.

> The Children of the Andes Foundation is a Colombian organization that has helped abandoned street children for more than 40 years. We provide children with food, medicine, education and sports and cultural activities to improve their lives. Help us with your donation. If you sponsor a child, you will help him / her to be a better Colombian citizen.
> **Their rights are our duty.** **Contact us now.**

a. I think that (provide) _____ children with food, they (not/be) _____ hungry.
b. In my opinion, (not/help) _____ these children with medicine, they (be) _____ ill.
c. I believe that (sponsor) _____ a child, he/she (go) _____ to school.
d. In my opinion, (not/donate) _____ money to the Children of the Andes Foundation, they (not/have) _____ any cultural and sports activities.

I can express conditions and justify points of view. ✓

Very well	
Quite well	
With difficulty	

I can understand and express facts and opinions. ✓

Very well	
Quite well	
With difficulty	

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2. Listen »

Listen to the conversations. Write (F) if the speakers refer to a fact and (O) if they refer to an opinion.

Situation		Fact or opinion?
Conversation 1	About the United Kingdom	_____
Conversation 2	About a bad experience yesterday	_____
Conversation 3	About a trip to New York	_____
Conversation 4	About Colombia	_____
Conversation 5	About a poster of Colombia	_____

3. Write »

Imagine a friend from another country is coming to visit your town/city. Make a plan of the activities you will do with him/her. Write complete sentences.

	Plans
Sightseeing	a.
Food	b.
Entertainment	c.
Shopping	d.
Show how you are a peace-maker	e.

I can express future plans. ✓

Very well	
Quite well	
With difficulty	

START
FINISH

20 points
Question 1

25 points
Question 2

10 points
Question 3

20 points
Question 24

Review Race

10 points
Question 23

15 points
Question 22

20 points
Question 21

10 points
Question 20

10 points
Question 19

Play in pairs or teams of up to 4 players. Take turns to roll the die and move your counter the corresponding number of squares. When you arrive at a square, answer the question or do what it says there. If you answer correctly, stay on the square. If you answer incorrectly, return to the previous square. The first team to get to the FINISH is the winner.

1. Read your neighbour's complaint and apologize. "Excuse me, your dog left a mess over there where we are playing football and you didn't pick it up."
2. If you see a little boy on the streets suffering from malnutrition, what should you do?
3. Select the correct word in bold.
   She has ***forgiven*** */* ***invited*** */* ***given*** *her friend to the cinema.*
4. Name two negative qualities of a bad citizen.
5. Complete with the correct form of the verb in parentheses.
   They have _____ *(donate) blood.*
6. Use *must* and *mustn't* to talk about 2 obligations (or lack of obligation) at home.
7. Complete the following question. *"Have you ever...?"*
8. Complete the sentence with *should*.
   If you want people to trust you, ...
9. What are two important values for building peace?
10. You accidently closed the door in a neighbour's face. Use positive language and apologize.

Go back
3 squares

20 points
Question 18

15 points
Answer questions
17 & 18

Go back
3 squares

15 points
Question 16

10 points
Question 4

25 points
Answer questions 5 & 6

10 points
Question 6

Miss a turn

20 points
Question 7

15 points
Question 8

10 points
Question 9

20 points
Question 10

20 points
Question 11

15 points
Question 12

11. Agree with or disagree with the following sentence. Give your reasons why. *"To be a good neighbour, you should invite your neighbours for dinner."*
12. If someone hurts your feelings, how should you act?
13. Answer the question. *Have you ever defended someone from bullies?"*
14. Name two things you must do at school.
15. Agree with or disagree with the following sentence. Give your reasons why. *"To be a good citizen, you must respect and be tolerant towards others."*
16. Offer some advice for the following problem. *"I failed my exam. What should I do?"*
17. Complete the sentence with *will*. *If I am a responsible person, ...*
18. Read your neighbour's complaint and apologize. "Excuse me, but it's late and the music at your party is too loud. I can't sleep!"
19. Name two positive qualities of a good citizen.
20. Select the correct word in bold. *He has* ***defended*** / ***visited*** / ***helped*** *an old lady cross the road.*
21. You broke your classmate's guitar. Use positive language and apologize
22. Offer some advice for the following problem. *"They always bully me. What should I do?"*
23. Name two things you mustn't do at school.
24. Make a polite request to your maths teacher asking for some extra help.

20 points
Question 15

10 points
Question 14

15 points
Question 13

Go back 4 squares

Project

A poster campaign to make people aware of what makes a good neighbour and a good Colombian citizen.

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

Unit 1 Solving Problems with Others	Unit 2 Have You Been a Model Citizen?	Unit 3 Making Peace through Words and Actions
Lesson 1, exercise 10 Advice on how to be emotionally intelligent ☐ **Lesson 3, exercise 8** A poster to promote the good citizen campaign, including a slogan and advice. ☐	**Lesson 1, exercise 8** A few sentences explaining how you have been a good citizen ☐ **Lesson 3, exercise 6** Profile of your best neighbour ☐ **Lesson 3, exercise 9** Analysis of the results of the good citizen survey ☐	**Lesson 2, exercise 8** Resolutions for being a better citizen ☐ **Lesson 3, exercise 8** Behaviours to create peace in your school ☐ **Lesson 3, exercise 11** Results of the school survey on helping your community ☐

2. You have completed some of the planning activities (✔). As a group, decide how you will complete the others and who will do which activities.

3. Tick (✔) activities as soon as you complete them.

Planning the campaign	Planning the launch	Managing the launch
1. Design a poster on how to be a good Colombian citizen. ✔	1. Select a date for the launch of the campaign.	1. Prepare an agenda of the activities for the launch.
2. Design an eight-question survey. ✔	2. Decide the time and book a room for the launch.	2. Prepare to present your poster to the school community.
3. Analyse the results of the survey. ✔	3. Book any equipment you need (e.g. TV, digital projector, computer).	3. Explain the reasons for the questions in your survey.
4. Make a chart, similar to the one in Unit 2, Lesson 2, exercise 4, to show the results.	4. Decide how to invite the school community to the launch.	4. Present the results of the survey and the commitment of the school to be better citizens.

4. Look at the two options for launching your campaign. Discuss the advantages and disadvantages of each option: in a lecture room/auditorium or in another classroom.. Can you think of other ideas?

Option 1: Have the launch in a lecture room or auditorium	**Option 2:** Visit another classroom and have the launch there
1. Welcome the audience and explain the purpose of your campaign. 2. Show your poster to the school community. Read it and explain it. 3. Present the results of the survey and the commitment of the school to be better citizens. 4. Invite the audience to write their personal resolutions. 5. Show all the resolutions in a part of the school where everyone can see them.	1. Follow steps 1, 2 and 3 of Option 1. 2. Ask the audience to create their own posters, in groups, on how to be a good citizen. Provide them with paper and coloured pens to complete their poster in 30 minutes. 3. Select the best poster and give the winners a prize. 4. Show all the posters on the wall of the classroom.

This is my resolution.

We have won the poster competition!

We must be good neighbours and help each other.

Evaluation

Vocabulary

Read the text. Choose the correct word for each space.

> 'Help the Homeless' is a charity that provides (0)_*support*__ and assistance to the thousands of homeless people living on the streets of Bogotá. We firmly believe that all (1)_____ of Colombia, without (2)_____, deserve the dignity that comes with having our basic human rights guaranteed. The (3)_____ and indifference of our society towards our homeless neighbours has created a social crisis and needs urgent attention. No more (4)_____ at the hands of aggressive police officers or bad-tempered citizens. Come and join our (5)_____ by participating in our demonstration this Saturday in the National Park.
>
> Donations in the form of food, clothes, toys or money are more than welcome!

0.	**A.** discipline	**B.** support	**C.** honesty
1.	**A.** neighbours	**B.** slaves	**C.** citizens
2.	**A.** discrimination	**B.** rights	**C.** wellbeing
3.	**A.** respectfulness	**B.** punctuality	**C.** intolerance
4.	**A.** abuse	**B.** kindness	**C.** apologies
5.	**A.** indigenous	**B.** campaign	**C.** resentment

Grammar

Complete the conversation with the phrases in the box.

> ~~have donated~~ should be really fit have run must be at least
> have volunteered you will help

Pablo: Hi Tina! Do you consider yourself to be a good citizen?

Tina: Hmm, I think so. I (0)__*have donated*_____ my old toys to a children's foundation and I (6)_____ with the Red Cross.

Pablo: Really? I have always wanted to work with the Red Cross.

Tina: Well, if you volunteer with the Red Cross, (7)_____ lots of people in need.

Pablo: What advice can you give me for becoming a volunteer?

Tina: Well, you (8)_____, because we do a lot of walking.

Pablo: That's no problem. I (9)_____ every day for the last year.

Tina: Oh, and you (10)_____ 14 years old to volunteer for the youth programme.

Pablo: Great. Thanks a lot, Tina.

Reading

Read the following passage. Choose *True*, *False* or *Not enough information* according to the text. Write your answers in the box.

> Afro-Colombian is a term that applies to Colombian citizens that are direct descendants of Africans. Back in the early 16th century, Africans from countries like the Republic of Congo, Angola, Ghana and Mali were brought to Colombia to work as slaves in the gold mines, sugar cane plantations and cattle ranches. When they arrived, many Afro-Colombian slaves began to fight for their freedom. They formed towns, called Palenques, where black slaves who escaped their oppressors could live in freedom. In fact, Afro-Colombians played a very important role in the fight for independence from Spain, with more than half of Simón Bolívar's army being of African descent.
>
> Finally, in 1851, slavery was formally abolished in Colombia but, unfortunately, life didn't immediately improve for the Afro-Colombians. Many were forced to live in the jungle regions of the country to protect their cultural traditions, because the Colombian government wanted them to be more like Europeans. Today the situation has improved. However, Afro-Colombians continue to be displaced by armed groups that want to take their land for farming and mining purposes.

	True	False	Not enough information
0. Africans were brought to Colombia at the end of the 16th century.		✔	
11. Afro-Colombians didn't fight for freedom for many years after arriving in Colombia.			
12. There were towns where black people could enjoy their freedom.			
13. Afro-Colombians held high positions in Simón Bolívar's army.			
14. After slavery was abolished, Afro-Colombians began to lose their cultural traditions.			
15. Today, Afro-Colombians have taken land from armed groups.			

Writing

Your best friend has had problems with bullies at his new school. Complete the sentences in the email to give him some advice about how to deal with the problem.

Include: a. *your friend's name*, **b.** *what will happen if your friend doesn't stop the bullies*, **c.** *two suggestions to stop the bullies*, **d.** *your name.*

Hello (16) **a.**_____!

Thank you for your email. I have some ideas about how you can stop the bullies from annoying you. It is important to stop them immediately! If you don't stop them now, (17) **b.**_____ _____.

First, I think you should (18) **c1.**_____ _____.

If this doesn't work, then you could (19) **c2.**_____ _____.

I hope this advice helps you. Have a great day!

(20) **d.**_____.

MODULE 4

Globalization

Wise Consumption

Unit »1

Sensible Shopping

Language Functions

- Describe present and past experiences
- Express opinions (about shopping practices)
- Justify points of view (about shopping practices)

Text Types:

- web page
- news article
- blog
- questionnaire
- magazine article
- narrative text
- descriptive paragraph

Unit »2

Controlling Expenses

Language Functions

- Describe present and past experiences
- Justify points of view
- Propose or present a solution

Text Types:

- email
- advertisement
- report
- survey
- descriptive paragraph

Unit »3

Extreme Consumers

Language Functions

- Talk about possibilities
- Express conditions
- Talk about the future
- Ask and answer questions on sports, technology and fashion

Text Types:

- email
- advertisements
- questionnaire
- article
- letter
- posts to a forum
- survey
- descriptive paragraphs
- narrative text

Explore Your Knowledge

Look at the pictures and answer …

- Which of these are items that you can buy?
- Which items do you have and which would you like to buy?
- Which pictures show experiences?
- Which experiences have you tried?
- Are there any experiences you would like to try?
- Is it better to spend your money on items or experiences? Why?

Project: A Documentary Film about Teenagers' Shopping Needs and Habits

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

Unit 1	Unit 2	Unit 3
1. Quiz: "Are you a shopping addict?" (Lesson 2, exercise 6) **2.** Questionnaire about students' shopping habits (Lesson 3, exercise 7)	**3.** Interview teenagers and report on their monthly expenses (Lesson 2, exercise 5) **4.** Survey and recorded interview on adolescents' needs and spending habits (Lesson 3, exercises 9–10)	**5.** Chart based on survey results and video report (Lesson 3, exercises 8–9)

Chant

Be careful with your money

Unit »1
Sensible Shopping

» Objectives:

» I can describe present and past experiences.
» I can justify points of view about shopping practices.
» I can express opinions about shopping practices.

In Context » Shopping for Useful Items

58 **1. Listen »** *Best Gifts for Teens* is a webpage suggesting presents for teenagers. Listen and match the photos (a–f) with the radio advertisements for the products (1–6).

a. ☐	b. ☐	c. ☐
d. ☐	e. ☐	f. ☐

58 **2. Listen »** Listen again and match the photos (a–f) with the prices (1–6).

1. £69.99 **2.** £120 **3.** £45.50 **4.** £150 **5.** £23 **6.** £95

3. Write » Complete the sentences with words from the Word Bank.

a. The hoodie will be really _____ on cold nights; it will keep your head nice and warm.
b. The sunglasses are really _____; they make you look like a film star.
c. It is great _____ taking photos of you and your friends with a selfie stick.
d. This telescope is completely _____; no one else will have one.
e. Our bean bag chair is very _____; you can sit in it for hours.
f. This is the most _____ tent you can buy. It is very big but it goes into a small, light bag.

Word Bank
cool
cosy
comfortable
practical
unique
fun

4. Write »

Alicia and Elena are looking at *Best Gifts for Teens* to buy a present for Alicia's boyfriend. Complete the sentences with words and prices from exercises 1–3.

A: Elena, help me, I need to buy a present for Ricardo's birthday.

E: Haven't you bought him anything yet? He will look cool in this [a.] _____.

A: He already has one of those and I always buy him clothes.

E: What about this [b.] _____? Ricardo is studying astronomy, so it will be really [c.] _____.

A: No way! It costs [d.] _____. That's expensive.

E: I know! What about a [e.] _____? They are [f.] _____ because you can take pictures together and it only costs [g.] _____.

A: Perfect! Thanks, Elena.

5. Speak »

Practise the dialogue. Use your own ideas with products from *Best Gifts for Teens* and words from exercises 1–3.

6. Read »

Read the text messages between two parents buying Christmas presents for their eight children. Complete the gaps with *already* or *yet*.

I've [a.] ___ bought a football for Jaime.

Have you decided what to buy him [b.] ___?

I've bought him a skateboard, but I haven't bought a pair of skates for Carolina [c.] ___.

What about the other children?

7. Speak »

Look at the shopping list and discuss with a partner what Dad has already bought (✔) and what he hasn't bought yet (✗).

Shopping list			
A hoodie for Jane	✓	A football for Andrés	✓
A selfie stick for Laura	✗	A cap for Felipe	✗
A skateboard for Alejandra	✓	Sunglasses for David	✗

Dad has already bought a present for his daughter Jane. It's a hoodie.

He hasn't bought sunglasses for his son David yet.

21st Century Skills
• *Analyzing*

Look carefully at all the products. Decide what is best for you.

a. *Think about what you really need now.*

b. *Decide if you will use it every day or occasionally.*

8. Speak »

We can buy useful (essential) or useless (unnecessary) things. Choose an item from options a–d below and justify to your partner why it will be useful for you. Then, listen to your partner's choice.

a.

b.

c.

d.

OK, although I like all the items, **I've already decided** to buy the headphones. They will be useful because *my parents don't like the music I listen to.* So, I won't disturb them.

Useful Expressions

I really need new ...

I need to change my wardrobe. I only have...

It is / They are old-fashioned and...

9. Speak »

Do you know the meaning of these words? Find somebody in the class who knows the meanings of the words you don't know.

a. strange **b.** necklace **c.** possessions **d.** to secure **e.** to impress people

59

10. Listen »

Listen to the introduction of a radio programme. What is the main subject of the programme? Choose a, b or c.

a. People's favourite clothes, music and accessories.
b. How to impress other people.
c. The reasons people buy things.

60

11. Listen »

Listen to the rest of the programme and write S1 (shopper 1), S2 (shopper 2) or S3 (shopper 3), as they answer the question: *Why do we buy more things than we need?* There is an extra answer.

a. Because we want to impress other people. _____
b. Because shopping makes us feel safe and satisfied. _____
c. Because we don't like having money in our pockets. _____
d. Because we are influenced by advertising. _____
e. Because buying makes us happy. _____

60

12. Listen »

Listen again and choose the correct option (a–c).

1. Today, Shopper 1 has already bought
a. a pair of jeans.
b. a watch.
c. some perfume.

2. Shopper 2 has already bought
a. jeans and a necklace.
b. a watch and shoes.
c. jeans and some perfume.

3. Shopper 3 hasn't found _____ yet.
a. a book
b. a watch
c. some perfume

Expanding Knowledge » Extreme Consumers

1. Read »

Read the article. Then, complete the sentences with the correct form of the verbs in brackets.

Passionate Collectors or Shopping Addicts? You Decide!

Bettina Dorfmann, a woman from Germany, has collected 15,000 Barbie dolls **since** she was 13 years old. She has [a.]_____ (be) interested in Barbie dolls **since** she was five years old when her father gave her her first doll in 1966. However, she has [b.]_____ (be) a professional collector **for** 24 years. Of course, she has [c.]_____ (spend) a lot of money **since** she started this hobby. Apparently, she has [d.]_____ (pay) nearly £200,000 **since** 1993 for all the dolls she has [e.]_____ (purchase). She won't stop. Bettina possesses the world record for her collection.

Jay Leno, the famous US chat show host, is crazy about cars. He bought his first car for $350 when he was fourteen. He has [f.]_____ (spend) a lot of money on cars. He has [g.]_____ (collect) hundreds of cars **since** the mid-1980s. He has [h.]_____ (buy) famous cars like Bentleys and Jaguars and less famous ones. He has [i.]_____ (have) an intense passion for cars **since** he was a child. He has [j.]_____ (own) one car, a '55 Buick Roadmaster, **for** over 40 years. Luckily, he has had the money since he became famous.

2. Write »

Answer the questions about Bettina and Jay using *since* or *for*.

How long has...	
a. Bettina been interested in Barbie dolls?	**d.** Jay collected cars?
b. Bettina been a Barbie dolls collector?	**e.** Jay had a passion for cars?
c. Bettina been a professional collector?	**f.** Jay owned his '55 Buick Roadmaster?

3. Speak »

Discuss the questions with a partner.

a. Do Bettina and Jay collect useful things? Use evidence from the text.
b. Are Bettina and Jay collectors or shopping addicts?
c. Have you collected anything in your life? If not, what would you like to collect?

61 **4. Listen »** Listen and complete the sentences (a–f) with the names and expressions in the box.

Sandra	Patricia	Jaime	Elena	Carlos
six years	got married	three years	2012	was a child

a. _____ is a shopaholic. She has been a shopaholic since _____ when she won the lottery.	**b.** _____ is addicted to smart phones. She has collected them for _____.	**c.** _____ loves postage stamps. He has collected stamps since he _____.
d. _____ can't stop buying old clocks. He has spent money on this hobby for _____.	**e.** _____ can't resist buying shoes. She has bought 100 pairs since she _____ last year.	**f.** *Dad* is crazy about ties. He has had this obsession for *five years*.

5. Speak » Read this Blog post. Do you agree? Discuss with a partner.

Do Celebrities Spend Their Money Foolishly?

They earn a lot of money but does this mean that rich and famous people should spend their money so extravagantly? For example, the famous singer and fashion designer Victoria Beckham has spent over $2 million on handbags! Justin Bieber is famous for spending his money irresponsibly: he has even rented a house not to live in but just to have parties in. Beyoncé bought an aeroplane for her husband Jay Z for $47 million and Cristiano Ronaldo has spent $15 million on sports cars. What a waste of money; he can only drive one at a time! I wish these people would not waste their income so carelessly when they could spend it responsibly.

Although Victoria Beckham earns a lot of money, I think she has spent it foolishly. She has wasted a lot on handbags!

I don't agree! She works in fashion. It's her own money; she can spend it how she wants.

6. Speak » Use the questionnaire to interview a classmate and find out if he/she is a compulsive shopper.

Are You a Shopping Addict?			
	Always	Sometimes	Never
1. Do you buy chocolates, sweets, snacks and fast food carelessly?	☐	☐	☐
2. Do you spend the pocket money your parents give you quickly?	☐	☐	☐
3. Do you buy clothes and accessories unnecessarily?	☐	☐	☐
4. Have you saved any money cautiously?	☐	☐	☐
5. Have you ever felt guilty after buying useless products foolishly?	☐	☐	☐

7. Speak »

Have you ever wasted your money? Use the expressions in the example and the Word Bank to justify your spending to a partner. Then, as a class, discuss spending habits using information from exercises 6 and 7.

I have always spent money cautiously because... _____

Although I spend my money foolishly, I _____

Yes, I have. Instead of spending money carelessly on snacks, I will try to _____

Word Bank

Positive adverbs:	Negative adverbs:
carefully	carelessly
cautiously	foolishly
correctly	irresponsibly
responsibly	unnecessarily
wisely	unwisely

Useful Expressions

Instead of...
Because...
Although...

8. Write »

Look at the list of how Colombian teenagers spend their money. Now, make a list for yourself. Order it from 1 (the product you buy the *most*) to 5 (the product you buy the *least*).

Top things Colombian teenagers spend their pocket money on	
a. shoes & clothes	
b. fizzy drinks & ice-cream	
c. sweets & chocolates	
d. fast food	
e. video games	

9. Write »

Look at the examples and write a self-reflection note about how you have spent your money during your life.

I often manage my money correctly because I don't spend much money on fizzy drinks.

Instead of spending unwisely on fizzy drinks, I will...

Although I always spend all my pocket money, ...

62 10. Pronunciation »

Listen and complete the sentences. Notice how the sound /S/ blends with other words.

a. She's _____ millions _____ dollars _____.

b. He's _____ all his _____ this _____.

c. I've collected stamps _____ I _____ child.

d. I have always _____ money because _____ want to _____ a house

Preparing Your Task » Shopping Traditions in Three Countries

1. Read »

Work in groups of three. Student A, read about the United States; Student B, read about Colombia; Student C, read about the United Kingdom. Choose the correct options to complete the text.

Shopping traditions: the excuse to buy

A. *Shopping in the United States*

Americans [1.] **have lived / have celebrated** Black Friday since 1932. It is the day after Thanksgiving Day in the US. It [2.] **has been / has had** the biggest shopping day of the year ever since because many shops offer low prices on many items. Since 1932, shops [3.] **have opened / have closed** their doors at 5.00 a.m. Hundreds of customers come in quickly to buy Christmas presents. In recent years, shoppers [4.] **have chosen / have visited** to shop online because they don't like the crowds.

B. *Shopping in Colombia*

December has always been a time to go shopping in Colombia. However, Colombians [5.] **have started / have learned** to forget some Christmas traditions because they [6.] **have done / have become** a consumer society. In the past they prayed to baby Jesus in the "novena" and sang carols. Today these traditions [7.] **have increased / have diminished** because new generations think that Christmas means going shopping.

C. *Shopping in the United Kingdom*

In the UK, people [8.] **have always spent / have always celebrated** Boxing Day. It is the day after Christmas Day, on 26th December. Boxing Day [9.] **has left / has been** an important day for post-Christmas shopping. Many shoppers spend the night and early morning waiting in queues to get into the shops and buy items at lower prices. Traditionally, British people [10.] **have always watched / have always rented** football and rugby matches on this day.

2. Speak »

In your groups, take turns to ask and answer the questions.

Questions on Black Friday

1. How long have Americans celebrated Black Friday?
2. When do Americans celebrate Black Friday?
3. Why do they shop on Black Friday?
4. What shopping options have Americans chosen?

Questions on Colombia

1. What has traditionally been the time to go shopping in Colombia?
2. Why have Colombians started to forget some Christmas traditions?
3. What was a Christmas tradition in the past?

Questions on Boxing Day

1. When do the British celebrate Boxing Day?
2. Why do the British go shopping on Boxing Day?
3. What have the British traditionally watched on Boxing Day?

3. Speak »

Look at the Christmas shopping list and note down the useful presents you want to buy for your family. Then, practise the dialogue with a partner.

Student A

Christmas shopping list		
	Relative	Useful present
✗	Mum	
✓	Dad	*tie*
✓	Brother	
✗	Sister	
✓	Grandparents	

Student B

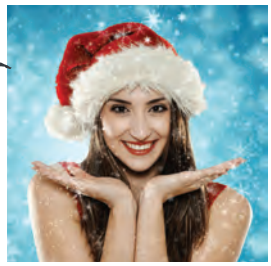
Christmas shopping list		
	Relative	Useful present
✗	Mum	
✓	Dad	
✓	Brother	
✗	Sister	*handbag*
✓	Grandparents	

A: Have you thought about your dad's Christmas present?
B: Yes. I've decided to buy him a tie.
A: That's very useful! I've decided to buy my sister a handbag.
B: That's useful, too! Good choice.

4. Speak »

The tick (✔) in the shopping list in exercise 3 indicates you have already bought their Christmas present. The (✘) indicates you haven't yet. Ask each other questions, following the prompts in the example.

Have / already / buy / a Christmas present for your _____?



Yes, I _____ already _____

No, I _____ yet. I'll buy _____

5. Speak »

In groups, read these shopping mistakes and suggest why shoppers make them. Use positive and negative adverbs and *instead of*, *although* and *because*.

Shopping mistakes	
1. Not making shopping lists	*In my opinion, instead of shopping carelessly, we should make shopping lists carefully.*
2. Choosing busy times to go shopping	
3. Taking too much money with us	
4. Not comparing prices in other shops	
5. Trying to buy too many products on one day	
6. Buying products at the last minute	

6. Write »

Complete the suggestions for avoiding mistakes when shopping. Use the words in the boxes.

Study Tip

Review examples in your notes and textbook.

Five tips for becoming a smart shopper

1. You should make a shopping list carefully because you will only buy what you need.
2. Instead of trying to buy everything carelessly on one day...
3. Although you want to buy a lot of things...
4.
5.

7. Group work »

In groups, design a questionnaire to ask students five questions about their shopping habits. (For an example of a questionnaire, see Lesson 2, exercise 6). Use these prompts:

a. you / ever / buy / useless items / in your life?
b. you / purchase clothes and articles because you want to impress others?
c. you / believe / you / be / a shopping addict or a careful shopper?
d. you / ever/ waste / your money on something?
e. you / ever / save / money to buy presents for your family?

Check Your Progress

1. Write »

Sebastián and Carolina are talking about their mother's birthday. Complete the conversation with *already* or *yet*.

Sebastián: I have a. _____ bought a phone for Mum. Have you decided what to buy b. _____?

Carolina: Yes, I have. But I haven´t bought her cake c. _____. You said you would give me some money.

Sebastián: I have d. _____ given it to you. Haven't you spent it e. _____?

Carolina: Oh, I remember now. It is in my purse.

I can describe present and past experiences. ✓	
Very well	
Quite well	
With difficulty	

2. Write »

Justify your points of view by completing these ideas.

a. Instead of spending money on sweets and snacks, _____.

b. I would like to save money because _____.

c. You should make a shopping list carefully because _____.

d. Although we waste money on things to impress people, _____.

I can justify points of view about shopping practices. ✓	
Very well	
Quite well	
With difficulty	

63

3. Listen »

Listen and choose the things three celebrities have spent their money on. Also, tick (✔) if they have spent the money wisely or unnecessarily.

Celebrity	Spent money on		
1. **Andrew Jackson, painter**	a. sports cars	b. antique statues	c. jewels
2. **Sasha, top model**	a. clothes	b. beauty products	c. trips
3. **Bobby Smith, actor**	a. trips	b. antique statues	c. sports cars

Wisely	Unnecessarily

I can express opinions about shopping practices. ✓	
Very well	
Quite well	
With difficulty	

Unit » 2

Controlling Expenses!

» Objectives

- » I can describe present and past experiences.
- » I can justify points of view.
- » I can propose or present a solution.

In Context » Too Good to Be True!

1. Read » Read the definitions in the crossword. Then, complete the spaces with the words.

slim | trainer | acne | cream | gym | in shape

a. Small spots on your face	A	C	N	E				
b. Having a good body								
c. Thin in an attractive way								
d. A soft ingredient to put on your skin								
e. A place to do exercise and aerobics								
f. A person who helps people in a gym								

64 **2. Listen »** Listen to the radio advertisements. Complete the gaps.

1 Dersa Secret

The acne 1. _____ *that really works!*

"I have been using it for only two weeks and my 2. _____ has disappeared."

Call 1-800-948-8488 or contact us at orderdersasecret.com

2 Body Strength Fitness Centre

The newest 3. _____ in the area!

- Weight programme
- "Get 4. _____ Fast" aerobics
- Olympic swimming pool

Come and meet your personal 5. _____. They have all been training for years. Get in 6. _____ with us!

Call us now on: 3105698354 or visit our website: bodystrength.com

64 **3. Listen »** Listen again. Reorder the words to make phrases you heard in the radio advertisements.

1. for two months / with this lotion / I / cleaning / my face / have been

_____

2. two weeks / have been / I / using / for only / it

_____

3. have been / our personal trainers / for years / training

_____

4. that you / this is / looking for / have been / the gym

_____

4. Read » Read the emails. Then, match them to the radio advertisements (1 and 2) in exercise 2.

Dear Mr Jones,

Although I [1.] *have been going* to your *Body Strength Fitness Centre* gym for two months to get in shape, I haven't had a personal trainer as you said in the advertisement because he is always late. In fact, I [2.] _____ my exercise routine alone.

I think, because you are the owner of the gym, you should speak to your personal trainer and give me some money back. I [3.] _____ for a trainer for two months.

Yours,

Alicia

Hi Richard,

I am writing to you about the acne cream because I know you [4.] _____ about buying this cream too. If you could see my face, you wouldn't!

It's terrible. [5.] I _____ *Dersa Secret* for four months, but my acne hasn't gone. In fact, I have more acne. I have been calling the laboratory to complain, but they never answer. I think the whole thing is a fraud. I look horrible. And while I don't want acne any more, I don't want to waste my money.

Best,

Frank

5. Read » Use the prompts (a–e) to make phrases. Complete the gaps in the emails in exercise 4.

a. have / be / go
b. have / be / do
c. have / be / think
d. have / be / use
e. have / be / pay

6. Read » Match the first part of each sentence (1–4) with the endings (a–d).

1. *Body Strength Fitness Centre* claims to offer a personal trainer
2. Alicia wants the owner to speak to the personal trainer
3. Frank thinks Dersa Secret is a fraud because
4. Frank has been using Dersa Secret for four months

a. the laboratory never answer when he calls to complain.
b. but Alicia has been exercising alone.
c. as well as some money back.
d. but his acne hasn't gone.

65 7. Listen » Listen to two people making complaints. Then, order the sentences in each conversation from 1 to 4.

Conversation 1.

Shampoo to control hair loss

_____ **a.** I haven't seen any results.

_____ **b.** Although I've been washing my hair . . .

_____ **c.** Give me my money back.

_____ **d.** We don't sell shampoo.

Conversation 2.

Payment for an Italian course

_____ **a.** I've been waiting patiently for the package.

_____ **b.** That's strange. What's the purchase order number?

_____ **c.** Hello, Language Institute. May I help you?

_____ **d.** I paid for an Italian course with my credit card.

Word Bank

fraud
make a complaint
false advertising
to complain

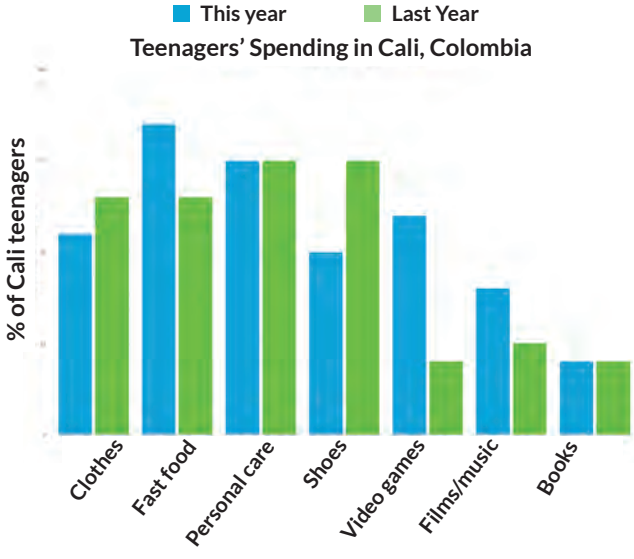
8. Speak » Match the Organization, Situation and Complaint in the three columns. With a partner, practise short conversations. Student A calls to complain about the fraud. Student B gives excuses. Then, switch roles.

Organization	Situation	Complaint	Sentences to use
1. National Lottery Office	**a.** You paid for a French course with your credit card.	**i.** The International Language School hasn't sent you the books and material to study.	*I've been waiting for* *I've been putting* *I've been calling, but . . .*
2. International Language School	**b.** You want to have a clean face.	**ii.** The National Lottery Office hasn't given you the money.	
3. Dersa Secret	**c.** You won the lottery!!	**iii.** You have more acne.	

Expanding Knowledge » Do I Control My Expenses?

1. Read »

The graph shows the results of a survey conducted with 1,000 teenagers in Cali about what they spend their money on. Read the statements (a–d) and choose True (T), False (F), or the survey doesn't say (DS).



Today, Colombian teenagers want to be more independent and spend their own money on what they want. Their consumption of some things has changed significantly this year. These are the figures for what teenage Caleños spent their money on this year compared to last year.

This year, Cali teenagers have been . . .	T	F	DS
a. spending more money on clothes than last year	☐	☐	☐
b. eating more fast food than last year	☐	☐	☐
c. spending less money on personal care	☐	☐	☐
d. drinking more fizzy drinks than last year	☐	☐	☐

2. Write »

Complete the sentences (a–c) with the words in the box.

three quarters half quarter

a. Less than a _____ of Cali teenagers have been spending money on books this year.

b. This year over 60% of teenagers have been spending money on clothes while last year it was just over _____.

c. _____ of Cali teenagers have been spending money on personal care this year, the same as last year.

66 **3. Listen »** These people spend too much money on their lifestyles. Listen and match the conversations (1–3) to the photos (a–c).

a. ☐

b. ☐

c. ☐

66 **4. Listen »** Listen again. Which of these expressions (a–c) are mentioned in each conversation?

1. a. instead of buying b. while buying c. as well as buying
2. a. while this year b. as well as this year c. but this year
3. a. although b. the same as c. while

5. Speak » Work with a partner. Calculate your monthly expenses and write the figures in the 'You' column. Then, interview your partner and complete the information in the column 'Your partner' column.

Our monthly expenses	You	Your partner
a. School supplies (notebooks, photocopies, pencils, paper ...)	$	$
b. Snacks	$	$
c. Clothes (jeans, T-shirts ...)	$	$
d. Going to the cinema	$	$

How much do you spend on school supplies per month?

According to my calculations, I spend $____ on school supplies. How about you?

6. Write »

Write a report comparing your monthly expenses with your partner's. Use the words and expressions in the box to help you.

Report on monthly expenses

I spend $20,000 on school supplies but my partner spends $30,000. He has spent more money on school supplies than me.

_____

_____

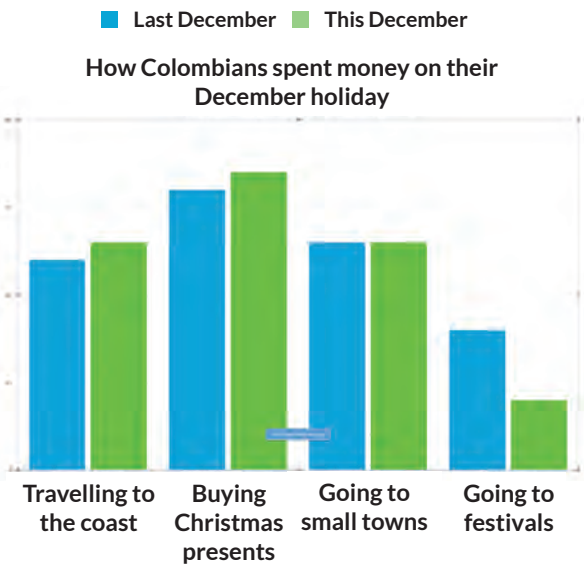
_____

Useful Expressions

similar to
the same as
while
but
like
although

7. Write »

The graph shows how Colombians spent their money during their holidays last December compared to how they have spent their money this December. Use the information in the graph to complete the sentences (a–d).



a. While 60% of Colombians travelled to the coast last year, _____

b. This year _____
like _____
_____

c. Although _____
_____

d. _____
but _____

Preparing Your Project » Things that Money Can't Buy

67 **1. Listen »** Listen to two friends talking about spending money. Answer the questions (a and b).

a. Who do you think is more responsible, Juan or Andrés?

b. What two things does Juan say he wants to buy?

67 **2. Listen »** Listen again. Match the first part of each sentence (a–h) with the endings (1–8).

a. If you buy the smart phone,	**1.** you'll practise your English.
b. If you buy those jeans,	**2.** I will be able to buy cool smart phones and fashionable jeans.
c. If you save all the money your grandmother gives you,	**3.** you will earn lots of money.
d. And if you go travelling,	**4.** you'll look silly.
e. And if you meet new people,	**5.** you will get a good job.
f. And if you practise your English,	**6.** you'll be able to go travelling.
g. And if you get a good job,	**7.** you will meet new people.
h. And if I earn lots of money,	**8.** you'll only lose it.

3. Write » Imagine you have won a cash prize in a competition, but you don't know how much. What will you do with the money? Complete the sentences (a–d) with your own ideas.

a. If I win 100,000 pesos, I will _____.

b. If I win 500,000 pesos, I will _____.

c. If I win 1,000,000 pesos, I will _____.

d. If I win 10,000,000 pesos, I will _____.

21st Century Skills

• *Interpretation and analysis will help you learn to respect different ways living.*

Which things have a monetary value and which a sentimental value in your life?

4. Speak »

Work in groups to discuss the questions (a–c) about the situation in exercise 3.

a. Will you spend the money or save the money?
b. Will you spend the money on things or on experiences?
c. Do you think the money will make you happier?

5. Speak »

Read the ideas about spending (a–c). Decide if you agree (A), disagree (D) or are not sure (NS). Then, as a class, discuss and justify your ideas about spending money on travelling.

Well, although travelling is interesting, I want to buy some make-up that I need right now.

I disagree because spending money on travelling will give you memories that will last forever.

Ideas about spending money on travelling	A	D	NS
a. Traveling is a waste of money. We need to pay monthly bills first.	☐	☐	☐
b. Colombia has everything. Why travel?	☐	☐	☐
c. Spending money on travelling gives you important experiences.	☐	☐	☐
d. I don't need money. I just want to see the world.	☐	☐	☐

Useful Expressions

although ...
because
instead of + verb (-ing) ...

6. Speak »

Prepare a two-minute presentation about a memorable experience you have had in your life. Use the ideas below or think of your own. The prompts (a–d) will help you plan your presentation.

A festival

A celebration

A family holiday

a. Introduce the experience
b. Give details about the experience. Talk about the places you visited, the activities you did, and the food you ate.
c. Calculate the cost of the experience (ask your parents).
d. Discuss the sentimental value of the experience.

7. Speak » You have been in London for one week. You have spent a lot of money. Complete the sentences to show what you have been spending your money on. Match the first part of each sentence (a–d) with the endings (1–4).

a. You've been eating	**1.** souvenirs for all your friends and family.
b. You've been taking	**2.** in expensive restaurants.
c. You've been shopping	**3.** taxis to get around London.
d. You've been buying	**4.** for fashionable clothes.

8. Speak » You still have four more days in London. Work in groups to discuss how you can save money.

We can save money if we …

9. Speak » Prepare the second part of the survey on adolescents' needs and spending habits. Match the first column (a–e) with the second column (1–5). Then, include the five questions you prepared in unit 1, lesson 3, exercise 8, for the final version of the survey.

Do you spend more money on things or experiences?

a. Do you spend more money on	**1.** when you travel on holiday?
b. Have you ever bought	**2.** money in your wallet?
c. Do you spend much money	**3.** things or experiences?
d. Do you always have	**4.** to spend on holiday?
e. Do you save money	**5.** a product that doesn't work?

10. Speak » Use both sets of questions and interview ten students in your school. Use your smart phone or a camera to film five of the interviews. Save the videos for unit 3.

Check Your Progress

1. Write » Complete the sentences (a–d). Use the prompts in brackets.

a. My mother (have/be/use) a moisturizing cream for two weeks, but she (have/no/see) any results. Her face is still dry.

_____

b. My father and my older brother (have/be/go) to the gym all this month, but they (have/no/lose) any weight.

_____

c. I (have/be/use) an anti-acne cream for two months, but it (have/no/work).

_____

d. My uncle (have/be/look) for a new house, but he (have/no/find) one he likes.

_____

I can describe present and past experiences ✓	
Very well	
Quite well	
With difficulty	

2. Write » Look at Luisa's expenses last month and this month. Write sentences with *the same as*, *although*, *while*, and *but*.

Luisa's expenses	Last month	This month
a. spent on school supplies (notebooks, photocopies...)	$20,000	$20,000
b. buying a snack for break time	$10,000	$15,000
c. spent on clothes (jeans)	$80,000	$90,000
d. buying magazines	$20,000	$25,000

I can justify points of view. ✓	
Very well	
Quite well	
With difficulty	

68 **3. Listen »** Listen to three people talking about their spending problems. Then, suggest a solution.

a. Tomás	b. Carolina	c. Diana
Solution: _____ _____	**Solution:** _____ _____	**Solution:** _____ _____

I can propose or present a solution. ✓	
Very well	
Quite well	
With difficulty	

Unit » 3

Extreme Consumption

» Objectives

- » I can talk about possibility and certainty.
- » I can express conditions when talking about possible situations.
- » I can ask and answer questions on sports, technology and fashion.

In Context » Extreme Consumers

69 **1. Listen »** Listen to two conversations about people who are going on an extreme sports holiday. Match the conversations with photos A and B.

A.

B.

69 **2. Listen »** Listen again and choose the correct options (a–c).

1. Julia is going to _____ to learn wingsuit flying.
   a. San Andrés **b.** Vasiliki **c.** California
2. Sara thinks that wingsuit flying _____ a dangerous sport.
   a. could be **b.** might not be **c.** must be
3. Juan's mum is worried because she thinks Juan _____ problems in the sea.
   a. can have **b.** might have **c.** must have
4. Juan is taking a _____ windsurfing course in Greece.
   a. five-year **b.** two-day **c.** two-week

3. Read » Read the email. Complete the text with words from the box.

Hi Lorena,
I've been researching good places to go mountain climbing next year. I think that Los Nevados could be a good area to visit. There are lots of different mountains to climb, but I think that El Cisne might not be as [1] _____ because it is the lowest. My mum says that I should be [2] _____ because I might have an accident. I don't agree – it looks [3] _____, but I will have a guide with me to help. I will need to stay for ten days because it could be [4] _____ to climb too quickly – you can get sick from the altitude. What do you think? Would you like to come with me?
Javi ☺

dangerous	difficult
careful	scary

4. Speak » Look at photos A–D. Complete the risks with words from the box.

A. _____ into a rock

B. _____ in the sea

C. _____ off

D. _____ your leg

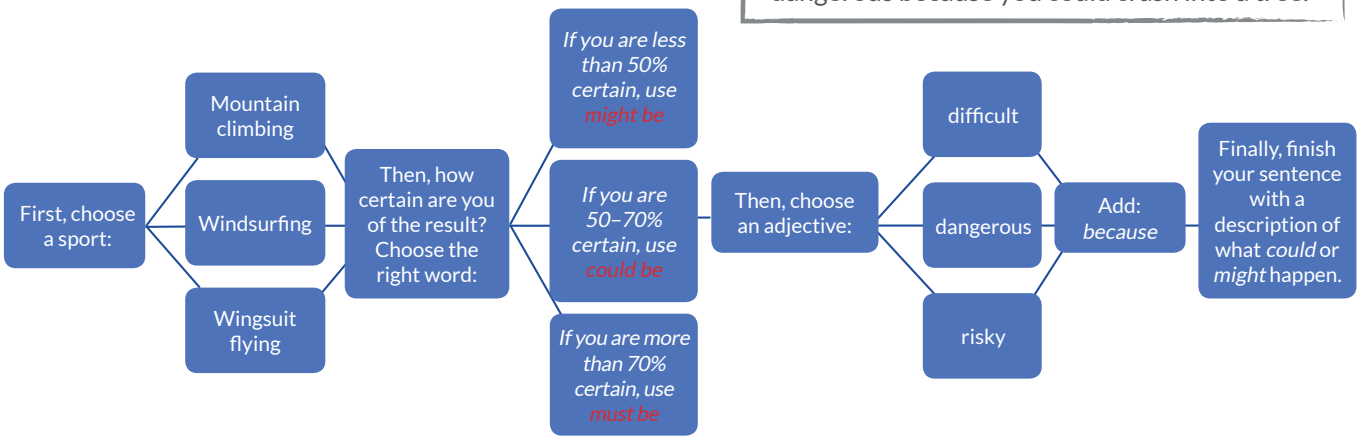
fall	break
drown	crash

21st Century Skills
• *Information literacy*

Are you a sports participant, spectator or both? Do you spend money on any sport you enjoy?

5. Speak » Work with a partner. Read the example sentence. Use the diagram below to tell your partner two more possible negative results of the extreme sports. Then, listen to your partner.

I think that wingsuit flying might be dangerous because you could crash into a tree.



6. Write » Think about possible positive results of the sports. Write sentences with *could*, *might* or *must* and words from the box.

1. Wingsuit flying *could be exciting because I could jump from a helicopter.*
2. Wingsuit flying …
3. Mountain climbing …
4. Wind surfing …

fun	interesting
exciting	liberating

70

7. Listen »

Look at photos A–D. Which sport is the most expensive? Order the photos (A–D) from 1 (most expensive) to 4 (least expensive). Then, listen and confirm your answers.

A. Sailing _____

B. Ski jumping _____

C. Formula 1 racing _____

D. Wingsuit flying _____

8. Read »

Match the advertisements with the photos (A–D).

1. **Take a risk and have an extreme day in Villa de Leyva, Boyacá**

If you love adrenaline and adventure, come and enjoy Villa de Leyva. You could go mountain climbing near the river. You could walk or rent a quad bike and explore the dramatic scenery. Don't stay at home, come and experience the extreme! You will remember this adventure forever.

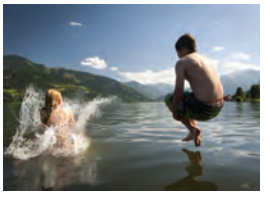
$45,000 COP (Quad bike rental is not included. It is $80,000 COP per hour.)

2. ***Get out of your routine and experience the extreme with a day in San Gil, Santander***

Breathe in the fresh air and go white water rafting in the Suárez river, known as 'The Wild Discovery'. You might also want to have a picnic at Juan Curi and later you could go swimming at the bottom of the waterfalls there. It will be the best extreme day of your life.

$40,000 COP (Rafting tour is not included. It is $130,000 COP per person.)

A.

B. 

C.

D.

9. Write »

Decide which would be the best extreme sports day. Write three sentences. Use questions a–c and the Useful Expressions to help you.

a. Which plan is better value for money?
b. Which plan is closer to your town/city?
c. What might be the risks of doing the activities in each plan?

Useful Expressions

I think ... is better value because ...
... is closer to my town/city ...
... might be / could be dangerous / scary / fun / exciting because ...

Expanding Knowledge » Consumers of Technology

1. Read » Read the questions (1–4) in the chart. Match the questions with the photos (A–D).

How many hours a week do you spend …	1–2 hrs	2–4 hrs	6–8 hrs	9–10 hrs
1. looking for information online?				
2. chatting on WhatsApp?				
3. talking on the phone?				
4. visiting Facebook?				

A.

B.

C.

D.

2. Speak » Complete the chart in exercise 1. Ask a partner the questions. Then, complete the chart with your partner's answers.

3. Read » Read the article about technology. Complete the sentences (1–5) with words from the box.

library film development entertain Google Maps

What Would Life Be Like Without Technology?

Our lives in the 21st century have changed because of the [1] _____ of information and communication technologies such as the internet, smartphones and smart televisions. Life has become easier with technology, and we use it every day to communicate, work and [2] _____ ourselves. If the technology didn't exist, people's lives would be more difficult. Life would be the same as it was at the beginning of the 20th century. For example, if [3] _____ and satellite navigation didn't exist, we would have to use a paper map or stop people and ask for directions. If we didn't have the internet to help us do our homework, we would have to go to the [4] _____ more often. If email didn't exist, we wouldn't be able to communicate with the world so quickly, and we would have to wait weeks for letters and postcards to arrive from friends or relatives living in other countries. We also use technology for entertainment. With electronic devices like smartphones and smart TVs, we can play video games, listen to music, see a good [5] _____, and even shop online from our homes. If we didn't have these devices, we would have to go to different places to do those activities in our free time. Can you imagine what your life would be like without technology?

4. Write » Read the article again and complete these sentences.

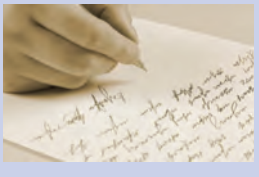
a. If technology [1] didn't exist, people's lives [2] would be more difficult.
b. If we [1] _____ the internet to help us do our homework, we [2] _____ to go to the library more often.
c. If email [1] _____, we [2] _____ able to communicate with the world so quickly.
d. If we [1] _____ these devices, we [2] _____ to different places to do those activities.

5. Speak » What would you do if the internet didn't exist? With a partner, follow the example to ask and answer questions about the ideas in the box. Use pictures A–D to help you.

What would you do if you couldn't ...
a. download photos?
b. receive and send emails?
c. download music?
d. make friends on Facebook?

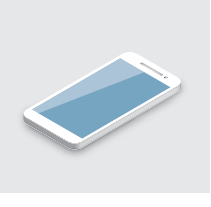
What would you do if you couldn't download photos from the internet?

If I couldn't download photos from the internet, I would take pictures with a camera and print them in a photo shop.



A.

6. Speak » If you had $2,000,000 COP, which technological devices would you buy? Justify your answer.



A smartphone
$600,000 COP

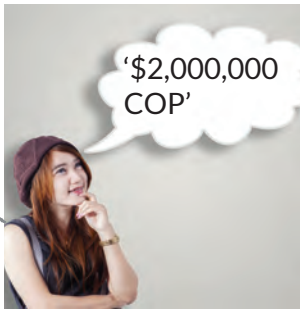
A laptop
$1,600,000 COP

A flat screen TV
$1,400,000 COP

A digital USB player
$500,000 COP

Home-cinema equipment
$1,800,000 COP

If I had $2,000,000, I would buy a smartphone because it would be useful to chat with my friends.



71 **7. Listen »** Javier and Camila are playing a game called 'Guess what it is.' Listen to their clues. Guess the answer.

Item 1 is a _____ Item 2 is a _____ Item 3 is _____ Item 4 is a _____

8. Speak » What are the negative effects of spending too much time on the internet? Discuss the question in groups and suggest a solution. Use the ideas (a–e) and the Useful Expressions.

a. gain weight because you're less active.
b. become distant from your family
c. get low grades at school
d. be shy in social contexts
e. have/get backache

I think that if I spent too much time on the internet, then I could get backache. In that case, I would have to go to the doctor.

Useful Expressions

I'd like to say that ...
You're absolutely right/correct.
Exactly, I couldn't agree more.

9. Write » Write a letter to your head teacher to suggest four possible solutions to internet addiction. The *Ideas for the Proposal* will help you. Use the correct form of the verbs in brackets.

Ideas for the Proposal

1. If students **(do)** physical activity after class, they **(spend)** less time on their computers.
2. If parents **(control)** their children's time on the internet, students **(spend)** more time with their families.
3. If teachers **(explain)** the dangers of the internet to the class, the students **(be)** safer online.
4. (Your own idea)

_____
Dear Ms/Mr
I would like to present a proposal to suggest four important ways to help students control their time on the internet.
1. *I'd like to say that if students did more physical activity after school,* _____
2. _____ _____
3. _____ _____
4. _____ _____
Yours sincerely,
_____

72 **10. Pronunciation »** Listen and repeat each question. Notice how the words *would* and *you* blend together. Then, take it in turns to ask and answer questions 1–3 with a partner.

1. What would you do if the internet didn't exist?
2. What electronic devices would you buy if you had a lot of money?
3. What would you do if you had a new smartphone?

Preparing Your Task » The Effects of Consumerism

73

1. Listen » Listen to the conversation about shopping and complete the sentences (1–4).

Susana: Hi Lucía, would you like to come over to do some [1] _____ with me today? I need to get some jeans for my holiday.
Lucía: OK, but we went shopping yesterday. Do you really need more clothes?
Susana: I always need more clothes! I want to get some new ripped [2] _____ and I could buy a pair of trainers.
Lucía: They must be expensive. Do you have enough money?
Susana: No, but I have my mum's [3] _____.
Lucía: She might be angry if you use her card without asking.
Susana: She could be angry, but I need [4] _____ so she will understand.
Lucía: OK, I'll be there soon.

2. Speak » Susana has called you because her mum is angry about her shopping. Match the problems (1–4) with the best solutions (a–d). Then, discuss your answers with a partner.

1. I used my mum's credit card without permission. _____
2. Mum says the trainers are too expensive. _____
3. I used my mum's money to buy clothes for me. _____
4. I don't have enough money to pay mum for the clothes. _____

   a. You could cancel the order with the online shop.
   b. You must apologize for using your mum's card.
   c. You could sell some clothes you don't need to make some money.
   d. You could give your mum some money to pay for the clothes.

My shopping has really upset my mum, what can I do?

3. Read » Read two posts from an online forum for teenagers about arguments with their families. Then, read the statements 1–5 and write *David* or *Milton*.

Home | About us | Help us | Contact

Hi everyone, I love listening to electronic dance music. It is my passion and I have an app on my smartphone that lets me listen to music all day. The problem is that my mum and dad are always angry with me because I don't talk to them very much now. My mum says I have to eat dinner with them every day whether I like it or not, but we always argue. What can I do? David, 13

Hi guys, I don't know what to do. Last week, I went to get my nose pierced. All of my friends have a piercing and I wanted to have one too. The problem is I didn't tell my parents. My dad is so disappointed in me because I did the same thing as my friends, but they all think it's cool. What should I do? Milton, 14

1. He has a lot of arguments with his parents.
2. He doesn't want to spend time with his family.
3. He copied something that his friends did.
4. He has disappointed his father.
5. He uses his smartphone every day.

21st Century Skills
• *Critical Thinking*

Who do you think is right?
What could they do to solve the problems?

4. Write »

Make suggestions for how David and Milton could make things better with their parents. Write sentences using *could, should* and the prompts below.

Home About us Help us Contact

David, I think your mum and dad are angry because you listen to music and you don't talk to them.

_____ _____

– (not) listen to / music so often
– spend / more time with your family

Home About us Help us Contact

Milton, I think your dad is disappointed because you copied your friends.

_____ _____

– remove / the piercing
– (not) copy / your friends

5. Write »

Read Claudia's problem. Write an email to her. Use the possible solutions below with *could* and *should* to suggest how she could control the negative effects of using technology.

My parents say that I spend all day chatting on WhatsApp and I don't have time for them, but I like it. It's the only hobby I have.

Possible solutions:
talk to her parents about why she likes WhatsApp
spend some time every day with her parents
find more hobbies
(your own idea)

Tip

Identify the purpose of the task: you want to present a solution to the problems.

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6. Listen »

Listen to Angélica's suggestions on how to save money to buy what you want. Read statements 1–5. Choose T (true), F (false) or NM (not mentioned).

1. You need to know how much money you receive weekly. _____
2. You might want to save all the money you receive. _____
3. You could sell things you don't need any more. _____
4. You could find opportunities to make money. _____
5. You might want to spend your money, but control yourself. _____

7. Speak »

Ask your classmates this survey question and record their answers (a–c) in a chart.

What do you think is the best way to be a better consumer?

a. If you bought cheaper products, you could buy more things for the same money.
b. If you did less shopping, you could save money for something big.
c. If you sold your old things, you could make money and buy new things.

8. Write »

Look at the chart you created in exercise 7. Write sentences to explain the results of the survey. Do you agree with the results? Use the useful expressions to help you.

Useful Expressions

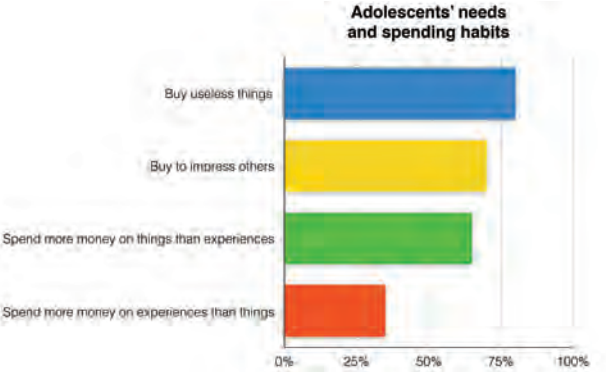
Some students think ...
The survey results show that ...
Many students ...
Nearly all of the students ...

9. Group Work »

Design a bar chart using the answers to the survey in Unit 2, Lesson 3, exercise 10. Then, present the results. Film your presentation. Include examples of the students you filmed during the interview.

Title: Teenagers' needs and spending habits

buy useless things	buy to impress others	spend more money on things than experiences	spend more money on experiences than things
80%	70%	65%	35%



75 Chant

Be careful with your money

Be careful, be cautious with your money,
'Cause when it runs out, it's not funny!
It might be liberating at the time,
Although you'll regret it
When you're left behind.

I'm wearing my hoodie and I'm going into town.
I bought a selfie stick to take pictures all around.
I've foolishly spent my money on a tent,
Instead of wisely paying for my rent.
It is very cosy with a beanbag chair,
And there is also a telescope in there.

Be careful, be cautious with your money, ...

I use the internet cautiously;
I only chat to people who are nice to me.
I go to the gym to have a fun time,
Instead of spending all my time online.

I download music on my laptop,
And I use my headphones quite a lot.
I bought some sunglasses unnecessarily,
I don't need them but they look cool on me.

Be careful, be cautious with your money, ...

1. Read »

Read the chant again. What is foolish and what is wise? Work with a partner and draw lines.

1 be careful with your money
2 spend money on a tent
3 pay for my rent
4 buy a beanbag chair
5 buy a telescope
6 use the internet cautiously
7 chat to people who are nice to you
8 go to the gym
9 spend all my time online
10 buy sunglasses

Foolish

Wise

2. Write »

Answer the questions.

1 What is the singer wearing? *A hoodie.*
2 What does the singer use the selfie stick for? _____
3 What did the singer spend his/her money on instead of rent? _____
4 What is in the tent? _____
5 Who does the singer talk to on the internet? _____
6 Why does the singer go to the gym? _____
7 What does the singer do instead of spending all his/her time online? _____
8 What does the singer do on his/her laptop? _____
9 How often does the singer use his/her headphones? _____
10 Why did the singer buy sunglasses? _____

3. Write »

Are you good with money? Write about your spending habits. Use the phrase below and words from the chant, and your own ideas.

I buy ...
I don't buy ...
I foolishly ...
I wisely ...
Instead of ... I ...
I need ...
I don't need ...

Check Your Progress

1. Write »

Write two positive possibilities (PP) and two negative possibilities (NP). Use *could, might,* and *must* and the prompts to help you.

1. NP: Climbing / risky / because I / fall _____.
2. PP: Climbing / interesting / because I / walk down a rocky mountain _____.
3. NP: White water rafting / dangerous / because I / crash into the rocks _____.
4. PP: White water rafting / exciting / because I / go down a wild river _____.

I can speak about possibility and certainty. ✓

Very well	
Quite well	
With difficulty	

2. Write »

Write three ideas to describe what your life would be like if the internet didn't exist.

1. If _____, I _____
2. If _____, I _____
3. If _____, I _____

I can express conditions when talking about possible situations. ✓

Very well	
Quite well	
With difficulty	

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3. Listen »

Listen to the interview with Francisco. Choose the correct answers (a–c).

1. What would Francisco do if the internet didn't exist?
   a. He'd watch TV.
   b. He'd read newspapers.
   c. He'd buy a radio.
2. What kind of clothes has Francisco bought?
   a. a T-shirt
   b. a pair of trainers
   c. a pair of jeans
3. What's Francisco's main problem with technology?
   a. He's been distant from his family.
   b. He's had problems at school.
   c. He's always on the internet.
4. What will he do to control technology consumption?
   a. do an extreme sport
   b. spend more time with friends and family
   c. never play video games

I can ask and answer questions on sports, technology and fashion. ✓

Very well	
Quite well	
With difficulty	

Having fun Bingo

	A	B	C	D
2	What have you been doing lately?	What book have you been reading lately?	What do you like to collect?	What does 'spending foolishly' mean?
3	Imagine you bought these. Tell your mother why you need them.	Imagine you bought these. Tell your father why you need them.	What is this sport? Can it be dangerous?	What positive characteristics does this sport have?
4	Complete: *Although I have the money, ...*	Complete: *Instead of buying a video game, ...*	What should a smart buyer know?	Tell your friend about a time when you spent money carelessly.
5	Complete: *If I spend all my money, I ...*	Complete: *If I play a sport, I ...*	Complete: *If we didn't have cars, ...*	Complete: *If we didn't have the internet, ...*
6	Is this practical?	Is this useful?	Are these warm and cosy?	Is this cool and modern?
7	Say the price: £130	Say the price: £210	Complete: *Car racing could be ...*	Complete: _____ *is an exciting sport.*
8	Pretend you are at a shop. Ask the salesperson about the price of a sweater.	Complete with *yet* or *already*: *I have* _____ *bought my textbooks.*	Name two essential items you need to buy.	Complete with *yet* or *already*: *I haven't studied for the test* _____.

Pick two columns and roll the dice, answer the question in the square and write the number of the square down if you answer correctly (e.g. 6B). The first person that completes their two columns wins!

	E	F	G	H
2	What sport have you been playing recently?	What have you been studying recently?	Do you know a person who collects something? What does he/she collect?	What does 'spending wisely' mean?
3	Imagine you bought this. Tell your mother why this is something you need.	Imagine you bought these. Tell your father why you need them.	What is this sport? Can it be dangerous?	What positive characteristics does this sport have?
4	Complete: *Have you spent much money this year? On the contrary, I ...*	Complete: *Please buy some notebooks as well as ...*	Complete: (You spent too much and your mum is angry.) *I will ...*	Complete: (You had a piercing done and your mum is angry.) *I will ...*
5	Complete: *If I study a lot, I ...*	Complete: *If I save some money, I ...*	Complete: *If we didn't have schools, ...*	Complete: *If we didn't have computers, ...*
6	Is this useful?	Is this practical?	Are these modern?	Is this unique and fun?
7	Say the price: £332	Say the price: £567	Complete: *Sailing can be ...*	Complete: _____ *is a dangerous sport.*
8	Pretend you are a salesperson. Tell a customer how much a sweater costs.	Complete with *yet* or *already*: *I haven't bought my textbooks* _____.	Name two unnecessary items you have bought in the last month.	Complete with *yet* or *already*: *I have* _____ *studied for the test.*

Project

A documentary film to present information on teenagers' shopping needs and habits.

A documentary film is a short film that shows a real situation or event.
It usually has a narrator or reporters who describe the event and interview people.

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

Unit 1 Sensible shopping	Unit 2 Controlling expenses!	Unit 3 Extreme consumption
Lesson 2, exercise 6 Quiz: Are you a shopping addict? ☐ **Lesson 3, exercise 8** Questionnaire about students' shopping habits. ☐	**Lesson 2, exercises 5-6** Interview teenagers and report on their monthly expenses. ☐ **Lesson 3, exercises 10-11** Survey and interview on adolescents' needs and spending habits. ☐	**Lesson 3, exercises 8-9** Chart based on survey results and video report. ☐

2. Look at the six stages of making a documentary film. Decide who in your group will work on the different stages.
   - **a.** Choose a topic for your film (e.g. teenagers' shopping needs).
   - **b.** Write interview questions to ask people about the topic.
   - **c.** Decide who will be the interviewer/reporter. Start filming. Use a camera or smartphone. Interview as many people as possible about the topic.
   - **d.** Watch the interviews and note down the results. Create a chart or infographic to show the results.
   - **e.** Prepare a script for the narrator. Think about what you will say to introduce the topic and the results of the interviews.
   - **f.** Edit the film.
     - Decide how you will organize the interviews.
     - Include some images of your school or community.
     - Add a title at the beginning.

3. Look at the two suggestions for ways to show your film. Discuss the advantages and disadvantages of each one: showing your film in the school theatre/lecture room or uploading it to the internet. Can you think of other ideas?

Option 1: Show your film in the school theatre or a lecture room	**Option 2:** Upload the film to the internet
1. Select a date and book a room. **2.** Book the equipment you need (e.g. TV, digital projector, computer). **3.** Decide how to invite the school community to see the film. What information will you give them about the film? **4.** On the day, welcome the audience and introduce the group who made the film. **5.** Show the film. **6.** After the film, have a 'question and answer' session with the audience.	**1.** Upload your film to YouTube or a similar social media website. **2.** Visit classrooms in your school and invite students and teachers to watch the film online. Make sure you give them the correct link! **3.** Invite students to click 'like' (👍) and to write positive comments about your film. **4.** Reply to the comments. **5.** Keep a note of the number of people who watched and 'liked' the film, and the comments.

4. In your groups, discuss the questions or comments and any other feedback from your audience.

   a. What was good about your film?

   b. What could you improve?

   c. What would you do differently in future?

Evaluation

Vocabulary

Circle ALL the words and phrases with similar meanings.

0.	**A.** cool	**B.** modern	**C.** useful	**D.** ugly
1.	**A.** foolishly	**B.** imprudently	**C.** responsibly	**D.** carelessly
2.	**A.** similar to	**B.** in the same way as	**C.** although	**D.** as well as
3.	**A.** unique	**B.** prudent	**C.** dangerous	**D.** risky
4.	**A.** boring	**B.** fun	**C.** interesting	**D.** exciting
5.	**A.** pay	**B.** spend	**C.** buy	**D.** save

Grammar

Choose the sentence that is correct.

0. **A.** I have already bought a new tent.
   B. I have yet bought a new tent.
   C. I have already buy a new tent.
6. **A.** Although I like this jacket, it is also beautiful
   B. Although I like this jacket, it's too expensive.
   C. Although I like this jacket, I bought it.
7. **A.** I have wait for a package for three weeks.
   B. I have been waiting for a package for three weeks.
   C. I'm waiting for a package for three weeks.
8. **A.** Instead of buying so many unnecessary things, buy some more.
   B. Instead of buying so many unnecessary things, waste your money.
   C. Instead of buying so many unnecessary things, try to save some money.
9. **A.** Mountain climbing could be dangerous.
   B. Mountain climbing should be dangerous.
   C. Mountain climbing be dangerous.
10. **A.** If mobile phones didn't exist, we won't be able to communicate so easily.
    B. If mobile phones didn't exist, we wouldn't be able to communicate so easily.
    C. If mobile phones didn't exist, we can't be able to communicate so easily.

Reading

Read the following text. Choose the best answer, *True* or *False*, for each question.

> We are now living in a 'digital world'. Everyone has a mobile phone, and people are always looking for the newest model. Every teenager depends on their phone not only to communicate, but also to play games, check their social networks, listen to music, use the internet, etc. Every day, new terms related to communication appear: 'texting', 'messaging' and 'chatting' are some of the words that refer to communicating using a mobile phone. Although schools are now aware of this, their opinion on this issue seems to vary. Some schools, for example, accept the use of mobile phones and allow them to be used for homework. Other schools prohibit the use of mobile phones and students use them in secret. Should schools have a balanced view on mobile phone use and take advantage of these new forms of communication and words? Of course. If this was the case, students would feel free but at the same time only use their mobile phones when it is appropriate.

	True	False
0. The term 'digital world' means that there is new technology such as mobile phones that everyone uses.		✔
11. According to the article, people don't use their mobile phones.		
12. According to the article, teenagers use their phones only to talk.		
13. New ways of communication and words related to communication have appeared because of new technology.		
14. All schools accept the use of mobile phones in class.		
15. The article says that schools shouldn't allow students to use their mobile phone in class.		

Writing

Write what would happen if the following situations happened. Use the Word Bank.

- ~~We would not have any cultural development.~~
- We wouldn't be able to travel so easily.
- We wouldn't be able to research topics so fast.
- We wouldn't be able to study and read about different topics.
- We wouldn't be able to communicate easily from one place to the other.
- We wouldn't be able to watch shows and movies.

(0) What would happen if we didn't have technological resources?
We would not have any cultural development.

16. What would happen if we didn't have the internet?
_____

17. What would happen if people didn't have books?
_____

18. What would happen if there weren't phones?
_____

19. What would happen if there weren't planes?
_____

20. What would happen if we didn't have TVs?
_____

Gap Activity

Student A

Stage 1

Look at expressions and pictures about illegal mining and its effects. Match three expressions to your pictures.

affected health campaigns contaminated the air destroyed the forests education programs writing letters polluted the rivers	1 _____	2 _____	3 _____

Now, read the text about illegal mining. Then, complete the questions.

About **a** _____ ago, the town where I lived had a lot of illegal mining. It was terrible. The beautiful forests and mountains near our home were completely destroyed. Over time, the mining **b** _____ and destroyed the forests. It was so terrible that it even **c** _____ the air we breathe. It became so bad that our town was constantly covered in black smoke. As you can imagine, it really **d** _____ our health. Many people began to suffer from respiratory problems and there was an increase in cancer.

People in the town decided to do something about it. We started **e** _____ and wrote letters to the local government. We also began several education programs. We managed to improve the local regulations for mining. We also saw the government and the police working with the local community to stop a lot of illegal mining. Today, there are not as many illegal mines and we feel there has been a big improvement in the air quality and local environment here.

Questions

a When did the illegal _____ begin?

b What happened _____ time?

c What _____ to the air?

d What did the _____ mining do to people's health?

e What did people start to _____?

Stage 2

Now ask your questions to Student B. Listen and write down the answers to complete your text. Listen to Student B's questions and answer them with information in your text.

Student B

Stage 1

Look at expressions and pictures about illegal mining and its effects. Match three expressions to your pictures.

affected health campaigns contaminated air destroyed forests education programs writing letters polluted the rivers	1 _____	2 _____	3 _____

Now, read the text about illegal mining. Then, complete the questions.

About 5 years' ago, the town where I lived had a lot of illegal mining. It was **a** _____. The beautiful forests and mountains near our home were completely destroyed. Over time, the mining polluted the rivers and **b** _____. It was so terrible that it even contaminated the air we breathe. It became so bad that our town was constantly covered **c** _____. As you can imagine, it really damaged our health. Many people began to suffer from **d** _____ and there was an increase in cancer.

People in the town decided to do something about it. We started campaigns and **e** _____ to the local government. We also began several education programs. We managed to improve the local regulations for mining. We also saw the government and the police working with the local community to stop a lot of illegal mining. Today, there are not as many illegal mines and we feel there has been a big improvement in the air quality and local environment here.

Questions

a How _____ the illegal mining?

b What happened _____ time?

c What _____ to the town?

d What did people begin to _____ from?

e What did people start to do?

Stage 2

Now ask your questions to Student A. Listen and write down the answers to complete your text. Listen to Student A's questions and answer them with information in your text.

Gap Activity

Student A

Stage 1

Complete the questions that a doctor might ask when somebody is ill. Work with Student B to check your answers.

a How _____ you feel today?

b _____ are your symptoms?

c _____ did your symptoms begin?

d What _____ you do yesterday?

e Do you _____ ill all the time?

f _____ you sleeping enough?

g Are _____ eating enough?

h Do you drink lots _____ water?

Stage 2

Now, decide what advice a doctor normally gives somebody who is ill. Work with Student B to check your answers.

i You should / shouldn't take antibiotics.

j You should / shouldn't take vitamin C.

k You should / shouldn't take lots of rest.

l You should / shouldn't stay at home.

m

n You should / shouldn't drink plenty of water.

o You should / shouldn't go outside in the cold.

p You should / shouldn't eat some garlic.

Stage 3

Now, you will pretend to be ill. Think of your symptoms, using the Word Bank to help you. Student B is the doctor. Tell the doctor what's wrong. Write down the doctor's advice. Thank the doctor at the end of your conversation.

Stage 4

Now, you will pretend to be the doctor. Find out what's wrong with Student B. Listen carefully to Student B's symptoms. Give advice to Student B for getting better.

Word Bank

feeling really stressed
have a fever
feeling really tired
have a headache
have a bad cough
have a stomach ache

Student B

Stage 1

Complete the questions that a doctor might ask when somebody is ill. Work with Student A to check your answers.

a How _____ you feel today?

b _____ are your symptoms?

c _____ did your symptoms begin?

d What _____ you do yesterday?

e Do you _____ ill all the time?

f _____ you sleeping enough?

g Are _____ eating enough?

h Do you drink lots _____ water?

Stage 2

Now, decide what advice a doctor normally gives somebody who is ill. Work with Student A to check your answers.

i You should / shouldn't take antibiotics.

j You should / shouldn't take vitamin C.

k You should / shouldn't take lots of rest.

l You should / shouldn't stay at home.

m You should / shouldn't eat plenty of sweets.

n You should / shouldn't drink plenty of water.

o You should / shouldn't go outside in the cold.

p You should / shouldn't eat some garlic.

Stage 3

Now, you will pretend to be the doctor. Find out what's wrong with Student A. Listen carefully to Student A's symptoms. Give advice to Student A for getting better.

Stage 4

Now, you will pretend to be ill. Think of your symptoms, using the Word Bank to help you. Student A is the doctor. Tell the doctor what's wrong. Write down the doctor's advice. Thank the doctor at the end of your conversation.

Word Box

feeling really stressed
have a fever
feeling really tired
have a headache
have a bad cough
have a stomach ache

Gap Activity

Student A

Stage 1

Read about your neighbour. He or she isn't a very good neighbour!

My neighbour ...

Doesn't clear the front garden – it's always messy
Has a smelly back garden – I saw rats there
Burns rubbish in the back garden – it's quite dangerous on a hot day

Stage 2

Complete the missing words to make sentences you might use to complain to your neighbour. Two of the missing words are **should** and **shouldn't**.

1 Your front _____ is really messy.
2 Could _____ tidy it up, please?
3 I'm afraid I also saw _____ in your back garden. It's really smelly there.
4 You _____ clear it up.
5 And I've seen you burning _____ in your back garden.
6 You _____ burn rubbish on a hot day. It might cause a fire.

Stage 3

Your neighbour is Student B! Student B doesn't know you are unhappy. You need to tell Student B about the problems. Be polite. Try to help the situation.

Student B is also unhappy with you! Listen to Student B's complaints and write them down. Be polite. Try to help the situation.

Excuse me, do you have a moment? ...

Student B

Stage 1

Read about your neighbour. He or she isn't a very good neighbour!

My neighbour ...

Hasn't painted our garden fence – it's his or her repsonsibility to do that
Always plays loud music late at night
Leaves rubbish in the street in front of my home

Stage 2

Complete the missing words to make sentences you might use to complain to your neighbour. Two of the missing words are **should** and **shouldn't**.

1 You haven't painted our garden _____ – it's your responsibility to do that.
2 Could _____ do it this weekend, please?
3 I'm afraid I often hear loud _____ at night, after 11pm.
4 You _____ play loud music or have the TV on loudly late at night.
5 And you leave _____ in the street in front of my home.
6 You _____ put it in the rubbish bin for collection.

Stage 3

Your neighbour is Student A! Student A doesn't know you are unhappy. You need to tell Student A about the problems. Be polite. Try to help the situation.

Student A is also unhappy with you! Listen to Student A's complaints and write them down. Be polite. Try to help the situation.

Excuse me, do you have a moment? ...

Gap Activity

Student A

Stage 1

Look at the picture. Then, complete the questions about shopping habits. Work with Student B to check your answers.

a _____ you like shopping?

b How _____ time do you spend each week shopping?

c Do _____ prefer to spend lots of money or small amounts of money when you are shopping?

d Have you ever bought something that _____ never used?

e Have your parents ever become irritated because you wanted to buy _____ much?

f Do you like buying things _____ buying experiences?

g Does advertising help you decide what things to _____?

h _____ you buy things according to the fashions?

i Was the last thing _____ bought absolutely necessary?

j Would you describe yourself as a 'smart shopper' _____ a 'compulsive shopper'?

Stage 2

Use your completed questions about shopping from Stage 1 to find out the shopping habits of Student B. Listen and write down Student B's answers.

Do you think Student B is a 'smart shopper' or a 'compulsive shopper'? Why? Why not?

Student B

Stage 1

Look at the picture. Then, complete the questions about shopping habits. Work with Student A to check your answers.

a _____ you like shopping?

b How _____ time do you spend each week shopping?

c Do _____ prefer to spend lots of money or small amounts of money when you are shopping?

d Have you ever bought something that _____ never used?

e Have your parents ever become irritated because you wanted to buy _____ much?

f Do you like buying things _____ buying experiences?

g Does advertising help you decide what things to _____?

h _____ you buy things according to the fashions?

i Was the last thing _____ bought absolutely necessary?

j Would you describe yourself as a 'smart shopper' _____ a 'compulsive shopper'?

Stage 2

Use your completed questions about shopping from Stage 1 to find out the shopping habits of Student A. Listen and write down Student A's answers.

Do you think Student A is a 'smart shopper' or a 'compulsive shopper'? Why? Why not?

Grammar Chart

Module 1

Unit 1	Unit 2	Unit 3
Would (not) like to ... Used to let someone know what you would or wouldn't be interested in doing. *I would like to rescue abandoned animals* *I wouldn't like to pick up rubbish.* **Adjective and preposition combinations** Some adjectives often go with prepositions. They are normally followed by a verb in gerund form. *I am good at using computers.* **Verbs followed by gerunds.** Some verbs are followed by other verbs in gerund form. *Carlos enjoys reading books.* **Past simple** Use *before* and *now* to show change. *Before, the water was polluted; now, it is clean.*	***Wh-* questions** Used to request information. *How can I save water?* *What do you do with damaged appliances?* **Making suggestions** Use *can* to make suggestions. *You can reuse a plastic bottle.* **Giving explanations** *by* followed by a gerund is used to explain how something is done. *You can help by putting your bottles in the recycling bins.*	**Collocations to express opinion** Use certain collocations to express your opinion. *I believe that it's better to organize an educational campaign* *In my opinion, the school should have more recycling bins.* **Giving reasons** *because* is used to express a reason for something. *We need to stop using private cars because they pollute the environment.*

Module 2

Unit 1	Unit 2	Unit 3
Adverbs of Frequency *never, usually, often, sometimes, hardly ever, always* Use these to say how often something happens. *Nicolás usually eats in secret.* **First Conditional** This is used to talk about something that will happen (a consequence) if a particular condition is completed. It is formed as follows: Use the *present simple* after *if*, and the *future simple* with *will* to talk about the consequence: If + present simple, will + infinitive *If you have breakfast every day, you will feel great.* **Past simple** Use this tense to talk about past experiences *It all started because I was not happy with my weight*	**Present simple questions** Used to ask for information. Often used with a *wh-* question word. *Which mineral is essential for healthy bones?* *What's an empanada?* **Imperative** You can use this to give advice or instructions. *Mix all the ingredients together.* *Don't forget to drink lots of water.* *Put your hands on your waist*	**Zero Conditional** This is used to talk about things that are generally always true. It is formed as follows: Use the *present simple* after *if*, and the *present simple* or *imperative* for the consequence: If + present simple, present simple or imperative *If you cannot process media messages critically, their influence turns negative.* **Making suggestions** Use *need to* and *let's* to make suggestions. *You need to feel happy about your body image.* *Let's start by drinking more water.* **Past simple questions** Used to ask about past experiences *How did this problem start?*

Module 3

Unit 1	Unit 2	Unit 3
Modal verbs ***should* and *could*** These are modal verbs that are used to give advice and suggestions. *What should I do?* *You should wash your hands before eating* *You should speak with your friend about the problem.* *You shouldn't shout at her.* *He could be more respectful.* **must/have to** These are modal verbs that are used to show obligation. *What must you do at home?* *I must wash the dishes.* *I mustn't go to bed late.* *What do you have to do at school?* *I have to wear my uniform properly.*	**Present perfect** This tense is used to talk about something that started in the past and continues in the present. It is formed using the present form of the auxiliary verb *have* and the *past participle* of a verb: *I have insulted my friends with bad words.* *I haven't donated clothes to a foundation.* *She has volunteered at the Red Cross.* *She hasn't forgiven her friend for shouting at her.* **Have you ever...?** This question asks if once in your life you have done something. *Have you ever defended a friend from bullies?*	**First Conditional** This is used to talk about something that will happen (a consequence) if a particular condition is completed. It is formed as follows: Use the *present simple* after *if* and the *future simple* with *will* to talk about the consequence: If + present simple, will + infinitive *If you give your grandparents a little happiness, they will show their gratitude.* *If we don't support Food for Africa, children will be sick and weak.* This conditional form is also used to make future plans. *If they come to visit, we'll take them to the carnival.*

Module 4

Unit 1	Unit 2	Unit 3
Present perfect with *yet* and *already* Use *yet* in negative statements to say that something hasn't happened before now. *I haven't bought Juan's present yet.* We also use it in questions. *Have you bought the present yet?* Use *already* to talk about an action that has happened before now and doesn't need to be repeated. *I've already bought a present for Juan.* **Present perfect with *since* and *for*** Use since to talk about a starting point of an action that still happens in the present. *She has collected Barbie dolls since she was 5 years old.* Use *for* to talk about a period of time up until the present. *She has been a professional collector for 24 years.*	**Present perfect continuous** Used to talk about an action that started in the past and is still happening at the moment of speaking. *How long have you been going to the gym?* *I have been going to the gym for two months now.* **First Conditional** Used to talk about hypothetical situations that are likely to happen in the future. *If we travel, we will meet people from different countries.* **Talking about statistics** Use *half*, *quarter* and *three quarters* to say how many people did something. *Three years ago, less than half the teenagers in school recycled their plastic bottles. Now, three quarters of the students recycle regularly.*	**Modal Verbs** These verbs can be used to express levels of certainty about future events ***Could*** - 50% certain *It could be very dangerous.* ***Might*** - 50% certain *You might have problems in the sea.* ***Can*** - 70% certain *You can go scuba diving on the Caribbean coast.* ***Must*** - 100% certain *You must be careful.* **Second Conditional** Used to talk about hypothetical situations that are not very likely to happen in the future. *If students spent less time on the computer, they would do more physical activity.*

Vocabulary List

Module 1

Eco-Values	Human actions	Environmental impact	Expressing opinion	Environment	Negative things for the environment
cooperation *n.* creativity *n.* respect *n.* responsibility *n.*	compost *v.* conserve *v.* cut down *v.* destroy *v.* dump *v.* extract *v.* go (*v.*) on a demonstration produce *v.* restore *v.* save *v.* sign (*v.*) a petition support (*v.*) a cause throw away *v.* volunteer *v.*	air pollution *n.* batteries *n.* crisp packets *n.* deforestation *n.* energy *n.* erode *v.* erosion *n.* e-waste *n.* illegal mining *n.* magazines *n.* organic waste *n.* peelings *n.* plastic bottles *n.* pollute *v.* recycling *n.* soil pollution *n.* water pollution *n.*	according to … (not) agree with … be certain/sure that … be concerned/worried about … be sure that … believe that … have no doubt that … in my opinion … it's a good idea to … it's better to … it's good/important/necessary/wrong to … really think that … strongly believe that …	absorb (*v.*) CO2 biodiversity *n.* ecosystem *n.* habitat *n.* sustainable *adj.* symbiotic *adj.*	fumes *n.* open mine *n.* pesticides *n.* possessions *n.* population growth *n.* rubbish *n.* transportation *n.* tyres *n.* waste *n.*

Module 2

Eating Disorders	Health Problems and Remedies	Food	Cooking Methods	Nutrients	Body Parts	Describing emotions	Verbs
anorexia *n.* body image *n.* bulimia *n.* binge-eating *n.* obesity *n.* overweight adj., *n.* self-esteem *n.*	cold *n.* headache *n.* stomach ache *n.* toothache *n.* relax *v.* stay (*v.*) in bed take (*v.*) a home remedy/some medicine visit (*v.*) the doctor/dentist	avocado *n.* flour *n.* ketchup *n.* minced beef/pork *n.* onion *n.* oil *n.* salt *n.* sugary foods *n.*	baked *adj.* fried *adj.* grilled *adj.* mashed *adj.* steamed *adj.*	a good source of … calcium *n.* carbohydrates *n.* fats *n.* fibre *n.* minerals *n.* protein *n.* vitamins *n.*	bones *n.* brain *n.* heart *n.* hips *n.* intestines *n.* muscles *n.* skin *n.* waist *n.*	anxious *adj.* confident *adj.* frustrated *adj.* happy *adj.* mindful *adj.* self-conscious *adj.* stressed *adj.* unhappy *adj.*	eat *v.* feel *v.* get *v.* provide *v.* take *v.* vomit *v.* worry *v.*

Module 3

Positive Personality Qualities	Negative Personality Qualities	Verbal Abuse	Expressions for Apologizing	Values for Building Peace	Good actions	Bad actions
attractive *adj.* caring *adj.* cool *adj.* generous *adj.* humorous *adj.* kind *adj.* polite *adj.* rational *adj.* self-controlled *adj.* sensitive *adj.* skilled *adj.* sociable *adj.* tolerant *adj.* understanding *adj.*	aggressive *adj.* angry *adj.* bad-tempered *adj.* impatient *adj.* impulsive *adj.* indifferent *adj.* intolerant *adj.* rude *adj.*	call (*v.*)names insult *v.* laugh at *v.* shout at *v.* threaten *v.*	I'm sorry, I didn't mean to ... I'm sorry for being so insensitive. I apologize for saying that ... What I said the other day was rude.	forgiveness *n.* honesty *n.* kindness *n.* respect *n.* responsibility *n.* tolerance *n.* trust *n.*	apologize *v.* defend *v.* donate *v.* explain *v.* forgive *v.* join *v.* provide *v.* sponsor *v.* support *v.* teach *v.* volunteer *v.*	abuse *v.* argue *v.* discriminate against *v.* hurt. treat (*v.*) as a slave

Module 4

Positive Adverbs	Negative Adverbs	Positive Adjectives	Gift Items	Money	Words and expressions to justify a point of view or give a contrasting view	Sports Characteristics and Dangers
carefully *adv.* cautiously *adv.* correctly *adv.* responsibly *adv.* wisely *adv.*	carelessly *adv.* foolishly *adv.* irresponsibly *adv.* unnecessarily *adv.*	cosy *adj.* comfortable *adj.* fun *adj.* liberating *adj.* practical *adj.* unique *adj.*	bean bag chair *n.* headphones *n.* hoodie *n.* selfie stick *n.* sunglasses *n.* telescope *n.* tent *n.*	earn *v.* income *n.* rent *v.* save *v.* spend *v.* **Health and Fitness** acne *n.* cream *n.* gym *n.* in shape *adj.* slim *adj.* trainer *n.*	although as well as because but instead of like on the contrary similar to the same as while	careful *adj.* crash *v.* dangerous *adj.* difficult *adj.* drown *v.* exciting *adj.* interesting *adj.* scary *adj.*

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