

English, please!

Student's Book

1

FAST TRACK

9th
GRADE



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

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



La educación
es de todos

Mineducación

English, please! 1

Student's Book

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Presentación:

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

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

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

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

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

Cordialmente,

Ministerio de Educación Nacional



Introducción

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

Esta serie de textos es una herramienta esencial con la que cuentas para lograr un nivel de inglés Pre Intermedio al culminar grado 11, y con el cual podrás interactuar de forma sencilla con tus compañeros, profesores y con personas de alrededor del mundo. Para lograrlo, te ofrecemos proyectos y actividades amenas e integradoras relacionadas con tus vivencias como joven, tu herencia cultural, los estilos de vida y de salud y la conciencia ambiental (grado 9°); la cultura de los jóvenes, la manera de relacionarnos con la economía, el reconocimiento de la diversidad como seres humanos y el ecoturismo (grado 10°), así como sobre tu contribución para lograr cambios en el futuro, tu rol como ciudadano global, la diversidad sexual y tu compromiso para salvar a nuestro planeta (grado 11°).

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

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In this module you will ...

- learn how to greet people and practise saying the alphabet, numbers, colours and nationalities in

Unit 1 This is me!

- describe your family and different types of family relationships in

Unit 2 My family

- talk about school and learn how to describe people physically in

Unit 3 School life and people

You will also ...



Let's work together

A family collage

You will work together as a team of three students to create a family collage.

This project will practise the following skills:

- collaboration** - as a team you will work towards a shared final goal
- negotiation** - you will share ideas and make a joint decision about the content of the collage
- creativity** - you need to be creative to produce an interesting topic and photo, and to create the final product.

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

 Read

 Get Ready!


1. Listen and read the dialogues A-D. Match them to pictures 1-4.



1

A.

John: Hi, I'm John. What's your name?
Sara: Hi, John, I'm Sara and this is my friend, Julie.
John: Nice to meet you both.
Julie: Nice to meet you, too.



2

B.

Rufus: Hi, Luis, How's it going?
Luis: Great, thanks. And you?
Rufus: Yeah, I'm fine, thanks.



3

C.

Dad: Bye, John.
Mum: See you later.
John: Bye. See you at 5:00.
Dad: See you!



4

D.

Sally: Hello, Alicia. How are you?
Alicia: Not too good.
Sally: Sorry to hear that. Get well soon.
Alicia: Thanks.

Glossary

How's it going? = (informal) ¿Cómo te va?
Not too good. = No muy bien.
Sorry to hear that. = ¡Que lástima!
Get well soon. = ¡Que te mejores!



2. Say it!

Listen and repeat the words.
Hi! Hello! How are you?

Be careful when you pronounce words beginning with the letter 'h' in English.

 Listen

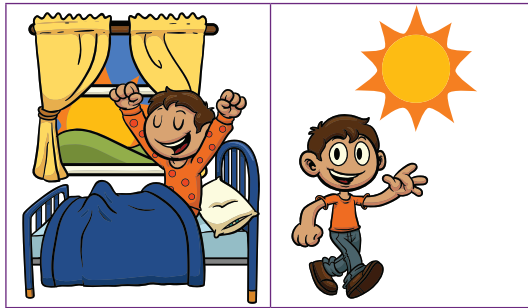

3. Listen and repeat these sentences.

- Hi! How are you?
- Hello! My name is Helen.
- How are you, Helen?
- Sorry to hear that.

 Speak

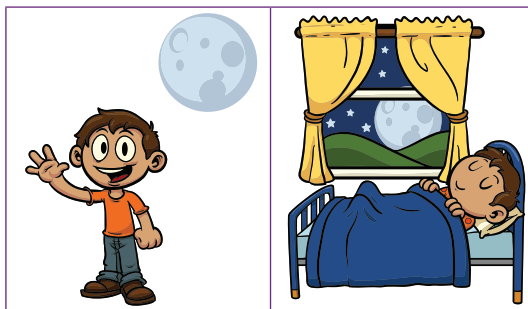
4. In groups, read aloud the dialogues in exercise 1.

Focus on vocabulary



Good morning

Good afternoon



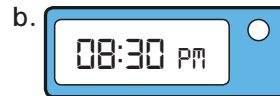
Good evening

Good night

5. Copy the clocks in your notebook and write the correct greeting from the *Useful vocabulary* box.



Example: Good morning.



Useful vocabulary

Good morning Good afternoon
 Good evening Good night

1. We say 'Good morning' from when we wake up until 12 PM.
2. We say 'Good afternoon' after 12 PM until about 6 PM.
3. We say 'Good evening' after 6 PM until we leave or go to bed.
4. We say 'Good night' when we leave a place late at night or go to bed.

Focus on language

6. Match a-d with the responses in 1-4.

- | | |
|-------------------------|-------------------------------------|
| a. What's your name? | 1. Hi. Great, thanks. |
| b. Hello. How are you? | 2. Nice to meet you too. |
| c. Pleased to meet you. | 3. Hi. My name's Teresa. |
| d. Hi. How's things? | 4. Hello. I'm very well, thank you. |

7. Write the conversation in the correct order in your notebook.

- | | |
|---|--|
| a. Hi, Susan. I am Pedro. Nice to meet you. | d. Good morning. My name is Susan. What's your name? |
| b. Nice to meet you, too. | e. Pleased to meet you Alberto. |
| c. Susan, this is my friend Alberto. | f. Pleased to meet you too, Pedro. |

Example: 1 d Good morning. My name is Susan. What's your name?

 Listen


8. Listen and choose the correct response, A, B, or C.

- | | |
|-------------------------------|-------------------------|
| 1. | 4. |
| A. Hello, Jack. | A. I'm OK and you? |
| B. Goodbye, Jack. | B. Pleased to meet you. |
| C. I'm fine, thank you. | C. My name's Marta. |
| 2. | 5. |
| A. Hi, Tom. Nice to meet you. | A. Hi! |
| B. See you later. | B. See you! |
| C. What's your name? | C. Sorry to hear that! |
| 3. | 6. |
| A. Pleased to meet you, too. | A. How are you? |
| B. I'm fine, thanks. | B. Sorry to hear that. |
| C. Get well soon. | C. How's it going? |



Listening Tip

- ✓ Don't panic!
- ✓ Understand the exercise before you begin.
- ✓ Read the options before you begin.
- ✓ Listen carefully.



9. Now listen and check your answers.

 **Speak**

10. Look at the pictures. Use the phrases to practise three short conversations to meet people, introduce yourself, and say goodbye.

1

Meet people

Hi! How are you?

I'm fine (thanks).

How's everything?

I'm OK.

How's it going?

Not bad.

Respond



2

Introduce yourself

Hi! I'm ...

Nice to meet you.

Hello! I'm ...

Pleased to meet you.

This is my friend ...

She's ...

Respond



3

Say goodbye

Goodbye.

Bye.

See you!



 **Write**

11. In your notebook, write a short dialogue using expressions from the lesson.

- A: _____
- B: _____
- A: _____
- B: _____
- A: _____

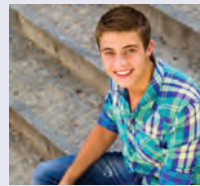


Listen



1. Listen to four students talking and match them to the ID cards A-D.

A



Class:
9B
Name
Joshua
Surname
Adejokun

B



Class:
11C
Name
Dean
Surname
Harrison

C



Class:
10A
Name
Shirley
Surname
Perez

D



Class:
8D
Name
Tina
Surname
Johnson

Focus on vocabulary



2. Listen and repeat.

The alphabet

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



4. Listen and choose the name you hear.

1. A. Sara B. Sandra C. Sarah
2. A. John B. Jhon C. Johnny
3. A. Viviana B. Bibiana C. Biviana
4. A. Jan B. Yan C. Gan



5. Listen and write the names of students 1-3 in your notebook.



1. _____

2. _____

3. _____



3. Say it!

Listen and repeat.

Learn the vowels first. Listen and repeat.
a e i o u

Make groups of consonants with similar sounds. Listen and repeat.

/i:/ b c d g p t v

/e/ f l m n s x z

/eɪ/ h j k

/u:/ q w

/a:/ r

/aɪ/ y

Focus on vocabulary



11-12 6. Listen and repeat the numbers.

0	nought / zero	11	eleven
1	one	12	twelve
2	two	13	thirteen
3	three	14	fourteen
4	four	15	fifteen
5	five	16	sixteen
6	six	17	seventeen
7	seven	18	eighteen
8	eight	19	nineteen
9	nine	20	twenty
10	ten		

Useful expressions

- @ = *at*
- .com = *dot com*
- _ = *underscore*

Listen



13 7. Listen and complete the forms in your notebook.

Student 1

NAME: _____
 SURNAME: _____
 CLASS: 8C
 PHONE NUMBER: _____
 EMAIL: _____

Student 2

NAME: _____
 SURNAME: _____
 CLASS: _____
 PHONE NUMBER: 9542076
 EMAIL: _____

Student 3

NAME: _____
 SURNAME: Paez
 CLASS: _____
 PHONE NUMBER: _____
 EMAIL: _____

Student 4

NAME: _____
 SURNAME: _____
 CLASS: _____
 PHONE NUMBER: _____
 EMAIL: Jan01520@hotmail.com

 Read

8. Read the text and the sentences a-e. Are the sentences true (T) or false (F)?
- a. Angélica is Megan's penfriend. _____
- b. Angélica and Lili are 13 years old. _____
- c. Angélica and Lili are best friends. _____
- d. Patricio is Angélica's brother. _____
- e. They are all at the same school. _____

Dear Megan,

I'm very pleased to 'meet' you. I'm happy you're my penfriend. I'm Angélica Pérez and I'm 13 years old. At school I'm in Class 9F. Here's a photo - it is me and my friend. Her name is Lili - or Lili to her friends. She's 14 years old. We're in the school dance group. Lili is my best friend. She's very nice.

The other photo is my brother. His name is Jonás Pérez. He's with his classmate, Patricio. He's from Chile. They're in the school baseball team. They're both 15 years old.

We're all at the same school. It's The Columbus School. My email address is angelip@me.com and my mobile number is 011 57 315 75364.

Please write soon.

Best wishes,
Angélica


Focus on language

9. Look at the text in exercise 8 again. Find examples of the words below.

Full form	Contracted form
I am	I'm
You are	You're
She is	She's
He is	He's
It is	It's
We are	We're
They are	They're



10. Listen and repeat the sentences.

- a. I am Angélica. I'm a student.
- b. You are Megan. You're my penfriend.
- c. It is me and my friend. It's The Columbus School.
- d. He is with his classmate, Patricio. He's from Chile.
- e. She is 14 years old. She's my best friend.
- f. We are in the school dance group. We're at the same school.
- g. They are in the school baseball team. They're 15 years old.

 **Write**

11. Use *am*, *is* or *are* in the full form to complete the text.

I (1) _____ Manuel and I (2) _____ 15 years old. Today my friends and I (3) _____ at school. We (4) _____ all in 10 T.

It (5) _____ Monday, so it (6) _____ baseball practice after school. My best friend (7) _____ Tobias. He (8) _____ very nice. My other friends (9) _____ Paula, Beatriz, and Elena. They (10) _____ funny.



12. In your notebook, write a similar paragraph about you, your friends and your school.

I'm ... _____

Writing Tip

- ✓ Make notes before you write.
- ✓ Put your ideas in a logical order.
- ✓ Check your writing carefully for spelling, punctuation and grammar mistakes.

Useful expressions

'Double s' or 'Double 3'.
 Say the word *double* when you have a word, email address or phone number with the same letter or number repeated.
Lilli. L-I-double L- I
0171 43double 9 2double52

 **Speak**

13. Ask and answer questions to complete the chart.



Name	email	Phone number

Focus on vocabulary



1. Look at the vocabulary box and say the colours in each flag. Then write the name of the country for each flag.

Example: *It is yellow and red.*



Austria Cameroon China France Mexico Spain Switzerland
United Kingdom United States



Useful vocabulary

Colours



2. Match the adjectives to the countries in exercise 1. Then listen and check your answers.

Mexican British Swiss Cameroonian Austrian Chinese French Spanish American

Example: 1. Spain - Spanish

Listen






3. Listen and match the people to their nationalities

- | | |
|-------------|--------------|
| a. Connie | 1. Brazilian |
| b. Jan | 2. French |
| c. Luc | 3. Colombian |
| d. Thomas | 4. Swiss |
| e. Bernhard | 5. Chinese |

Focus on vocabulary

4. Look at the flags. Write sentences about the country and nationality of the person/people.

- a. Juan is from Spain. He's Spanish. 
- b. Philippe _____ 
- c. Anna and Bruno _____ 
- d. Matt _____ 
- e. Gabriela and Juana _____ 
- f. Linda _____ 

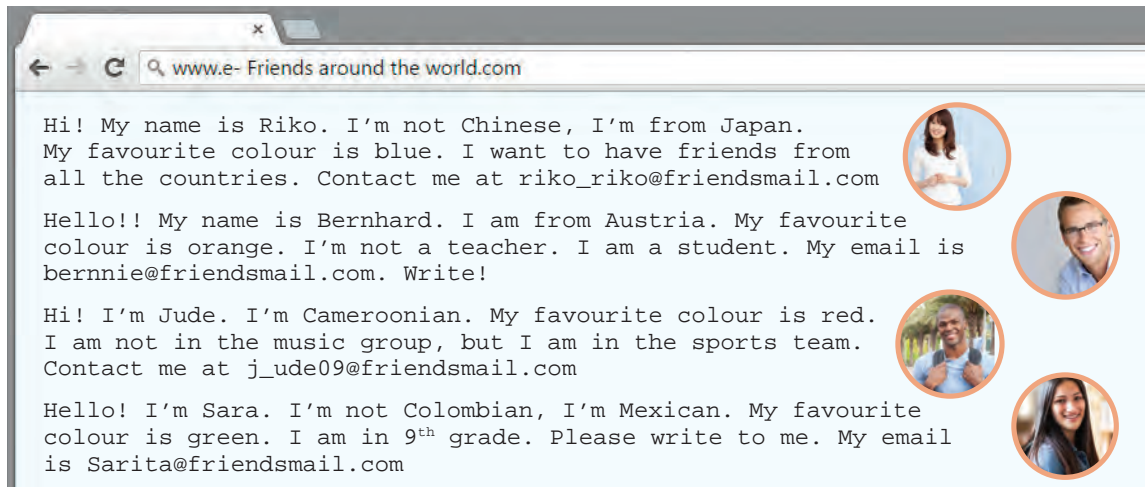
5. In your notebook, write a chart with the nationalities in groups according to their ending.

-ish	-ian/-an	-ese	Other
Spanish			


 **Read**


6. Read the text and the sentences. Are the sentences true (T) or false (F)?


- a. Riko is Chinese. _____
- b. Bernard is a student. _____
- c. Jude is in the music group. _____
- d. Sara is in 10th grade. _____




www.e-Friends around the world.com

Hi! My name is Riko. I'm not Chinese, I'm from Japan. My favourite colour is blue. I want to have friends from all the countries. Contact me at riko_riko@friendsmail.com 

Hello!! My name is Bernhard. I am from Austria. My favourite colour is orange. I'm not a teacher. I am a student. My email is bernnie@friendsmail.com. Write! 

Hi! I'm Jude. I'm Cameroonian. My favourite colour is red. I am not in the music group, but I am in the sports team. Contact me at j_ude09@friendsmail.com 

Hello! I'm Sara. I'm not Colombian, I'm Mexican. My favourite colour is green. I am in 9th grade. Please write to me. My email is Sarita@friendsmail.com 

7. Read the text again and complete the table in your notebook.

Name	Country	Favourite colour

Focus on language

8. Complete the sentences with the correct form of *be* affirmative (+) or negative (-).

- My best friend (+) _____ Colombian, she (-) _____ Spanish.
- We (-) _____ French, we (+) _____ English.
- My friends (-) _____ at school today.
- I (-) _____ Swiss, but my best friend (+) _____ from Switzerland.
- You (-) _____ in Class 10B.

be (negative)	
I am not	I'm not
You are not	You're not / You aren't
She is not	She's not / She isn't
He is not	He's not / He isn't
It is not	It's not / It isn't
We are not	We're not / We aren't
They are not	They're not / They aren't



9. Listen and repeat the sentences.

- I'm **not** Manuel. I'm Michael.
- You aren't** a teacher. **You are** a student.
- It isn't** a house. **It's** a school.
- He isn't** from Colombia. **He's** from Venezuela.
- She's not** Yvonne. **She's** Susan.
- We aren't** classmates. **We're** friends.
- They aren't** in the classroom. **They're** in the cafeteria.

 Listen


10. Listen and choose the correct option A, B, or C.

- Jenny's best friend is from the United States.
 - Jenny's best friend isn't American.
 - Jenny's best friend isn't Brazilian.
- Marco isn't Spanish, he's American.
 - Marco isn't Colombian, he's Mexican.
 - Marco isn't Mexican, he's from Venezuela.
- Jenny isn't in 10th grade, but her brother is in 10th grade.
 - Jenny is in 9th grade and her brother is in 8th grade.
 - Jenny is in 10th grade and her brother is in 9th grade.
- Jenny's favourite colour is orange.
 - Jenny's favourite colour isn't green.
 - Jenny's favourite colour isn't red.



 Write

11. Complete the text with the correct form of *be* (affirmative or negative).

Hi! I *am* Pablo. I (1) _____ from Colombia, but I (2) _____ from Bogotá, I (3) _____ from Medellín. My friends (4) _____ Colombian, they (5) _____ from different countries. Anna (6) _____ from Venezuela, Lucía and Paula (7) _____ Spanish, and Lukas (8) _____ English. We (9) _____ just friends ... we (10) _____ a team!



12. Look at the *Useful language* box. Then choose *and* or *but* for sentences a-e.

- My friend is in 8th grade *and* / *but* my brother is in 8th grade too.
- I am Colombian *and* / *but* my best friend is French.
- Tracey is 15 years old *and* / *but* her sister is 15 years old too.
- Sam is from The United States *and* / *but* he is American.
- My name is Helen *and* / *but* her name is Sally.

Useful language

and / *but*

Use *and* to connect two complementary ideas. (addition)

Use *but* to connect two contrasting ideas. (contrast)

13. In your notebook, complete the text with information about you. Then write some sentences about your best friend. Use *and* and *but* to join sentences.

Hi! My name's (1) _____ and I'm from (2) _____. I'm in (3) _____ grade. My favourite colour is (4) _____. I (5) _____ a teacher, I (6) _____ a student. My email address is (7) _____. *My best friend ...*

 Speak

14. Now tell your partner about you and your best friend.

Speaking Tip

- ✓ Make some notes to plan your speaking. For example, tell your partner these things about you and a friend:
 - Name
 - Country / Nationality
 - Grade / Age
 - Colour
 - Email

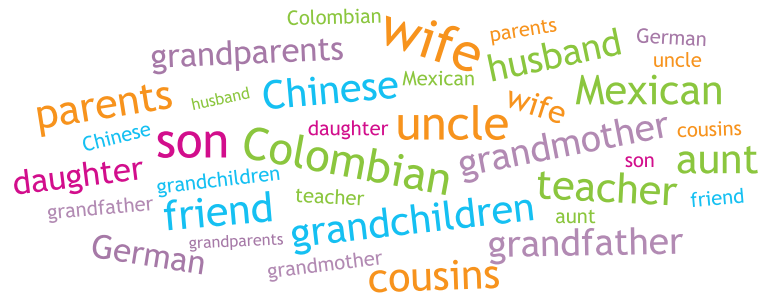
Focus on vocabulary



1. Write the family members in your notebook.



2. Find more family members and complete the chart in your notebook.



Female	Male	Plural

3. Match the sentences a-d to the pictures 1-4.

- a. She's my aunt. Her name's Anna.
- b. We're from Venezuela. Our family is very big.
- c. They're Juanita, Luis and Pedro. Their parents are Lucía and Paul.
- d. I'm an only child. My family is very small.



Focus on language



19 4. Listen and repeat the sentences.

- a. My family is small. e. The dog loves its ball.
 b. Your mother is from Austria. f. Our names are Lala and Lily.
 c. Her name is Laura. g. Their names are Sophie and Chris.
 d. His name is Andrés.

5. Complete the text with the correct possessive adjective.

my your her his its our their

This is a photo of my family. This is *my* sister. (1) _____ name is Rose. She's two years old. I have two brothers. They are twins! (2) _____ names are Pablo and Fabián. They're six years old. (3) _____ favourite colour is blue. (4) _____ parents are George and Lisa. (5) _____ father is 35 years old. (6) _____ favourite colour is green. (7) _____ mother is 30 years old. (8) _____ favourite colour is white. (9) _____ dog isn't in the picture. (10) _____ name is Piky. What about your family?



Focus on vocabulary



20 6. Listen and match the numbers to the words in your notebook.

20 30 40 50 60 70 80 90 100

a hundred eighty fifty forty ninety seventy sixty thirty twenty

Example 20 = twenty

Listen



22 8. Listen and write the number you hear in your notebook.

- a. 15 50 c. 17 70 e. 19 90 g. 14 40
 b. 12 20 d. 13 30 f. 16 60 h. 18 80

9. Answer the questions in your notebook.

- a. How old is your grandmother? _____
 b. How many students are in your class? _____
 c. How many letters are in your best friend's full name? _____
 d. How old is our school? _____



21 7. Say it!

Listen and repeat the numbers.

Stress on numbers:
fifteen fifty

 Read

10. Read the texts and choose the correct option, A, B, C, or D.

Fernando: This is a picture with my granddaughter Helen. She's 20 years old and she's an only child. We are very happy on her birthday.



Sam: This is my son's birthday. My wife Sandra is thirty-two years old. Her favourite colour is yellow. Our son is Pete.



Sophia: This is a picture of my daughter Laura with her baby Allan. He's her first child and he's just two months old. My daughter is thirty.



Carlos: This is a photo with my girlfriend Linda. She's 18 years old. Our favourite kind of music is Salsa. Her favourite colour is red, but my favourite colour is purple.



1. How old is Helen?

- A. Twelve
- B. Twenty
- C. Twenty-two
- D. Thirty-two

2. Who is eighteen years old?

- A. Sam
- B. Laura
- C. Linda
- D. Carlos

3. Who is 30 years old?

- A. Helen
- B. Laura
- C. Linda
- D. Sandra

4. Who is a grandfather?

- A. Fernando
- B. Sam
- C. Carlos
- D. Pete

5. Which two people are an only child?

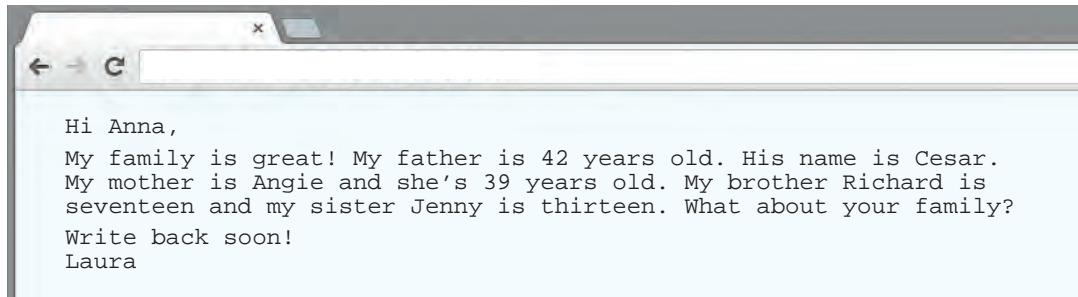
- A. Helen and Allan
- B. Allan and Sam
- C. Sophia and Pete
- D. Pete and Allan

Reading Tip

1. Read the text.
2. Read the question.
3. Go back to the text to find the answer.
4. Check all the options, before you choose your answer.

 **Read**

11. Read the email and complete the chart in your notebook.



	Name	Age
Father		
Mother		
Brother		
Sister		

 **Write**

12. In your notebook, write an email to Laura about your family.

Glossary

great = genial
What about your family?
 ¿Explicame sobre tu familia?
Write back soon!
 ¡Escribeme pronto!

 **Speak**

13. Ask and answer questions about the family in the picture. Look at the *Useful language* box.



Useful language

Who is she/he?
Where is he/she from?
How old is he/she?
What is his/her favourite colour?

Speaking Tip

- ✓ Make some notes to plan your speaking.
- ✓ Practise describing the photo.
- ✓ Speak slowly and use simple language.

14. Prepare a presentation of your family. Bring pictures and describe the people in them.

Listen



1. Listen to four people talking about their families. Match the families a-d to the pictures 1-4.

- a. Felipe's family b. Caroline's family c. Jenny's family d. Mateo's family.



Listening Tip

- ✓ Understand the exercise.
- ✓ Make notes while you listen.
- ✓ Don't worry if you don't understand everything.



2. Listen to Michelle, the first speaker, again and complete the chart in your notebook.

Felipe's family

	Name	Age
Father	<i>Felipe</i>	
Mother		
Sister		
Brother		

3. Complete the sentences about Felipe's family with a word from the box.

brother sister niece nephew sister-in-law wife mother aunt

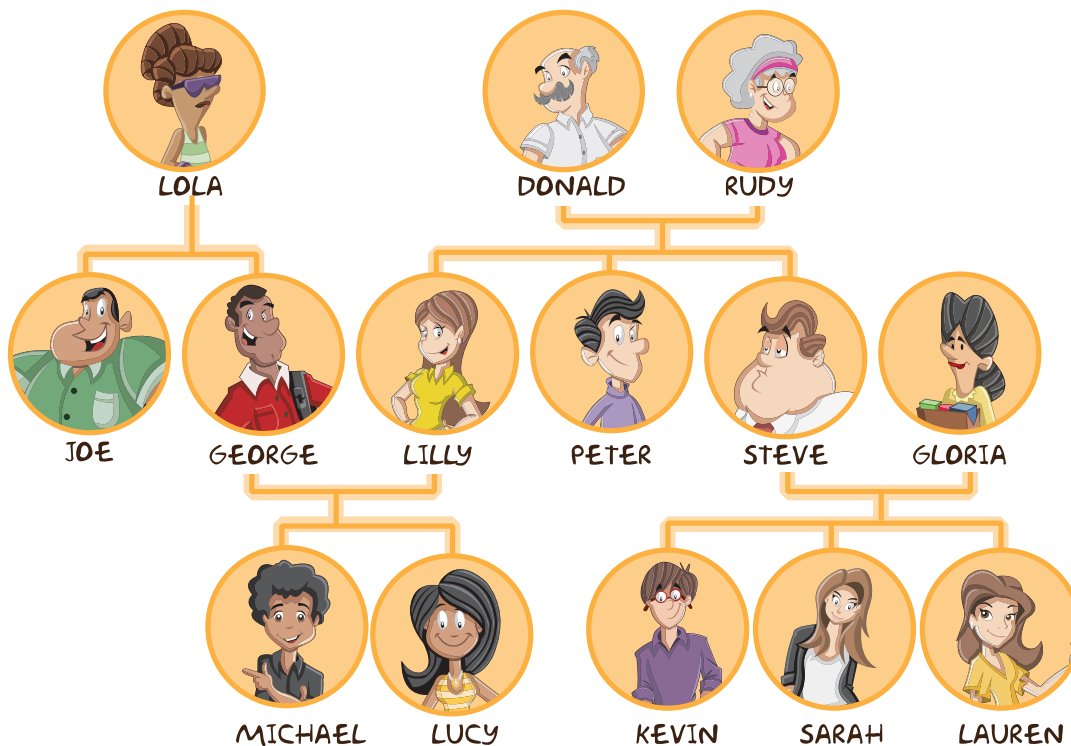
- a. Felipe is Michelle's _____ .
 b. Michelle is Felipe's _____ .
 c. Laura is Felipe's _____ .
 d. Laura is Michelle's _____ .
 e. Pili is Michelle's _____ .
 f. José is Michelle's _____ .
 g. Michelle is Pili and José's _____ .
 h. Laura is Pili and José's _____ .

Focus on language

4. Look at the Williams family tree and choose the correct name.

- | | | | |
|----------------------------|--------------------|---------------------|--------------------|
| 1. Lucy's grandmother is | A. Rudy | B. Lilly | C. Gloria |
| 2. Kevin's uncle is | A. Steve | B. Peter | C. Joe |
| 3. Lola's granddaughter is | A. Lucy | B. Sarah | C. Lauren |
| 4. Gloria's husband is | A. Joe | B. George | C. Steve |
| 5. Sarah's parents are | A. Lilly and Peter | B. Steve and Gloria | C. Donald and Rudy |

The Williams Family



Useful language

- How do you say these sentences in Spanish?
- Look at the apostrophe s in all the sentences, e.g., *Lucy's father*.

Important!

- ✗ *George is the father of Lucy.*
- ✓ *George is Lucy's father.*

5. In your notebook, write sentences to answer the questions.

- Who are Michael's parents? *George and Lilly are Michael's parents.*
- Who is Joe's nephew? _____
- Who is Steve's sister? _____
- Who are Sarah's grandparents? _____
- Who is Lola's granddaughter? _____

6. Write sentences with the names and people.

- 'Lilly is my daughter.' (Donald) *Donald is Lilly's father.*
- 'Lauren is my sister.' (Kevin) *Kevin is* _____
- 'Donald is my grandfather.' (Michael) _____
- 'George is my husband.' (Lilly) _____
- 'Rudy is my mother.' (Peter) _____

 Read

7. Read about Sandy's family and complete her family tree in your notebook.

Hi, I'm Sandy and this is my family tree. My parents are Nancy and José. They are good parents. I'm an only child, but I have two twin cousins. Carlos is very clever and Cesar is funny. They are my Aunt Patricia's sons. She is very nice. Uncle James is their father. My mum's brother is Tom and he is single. He's my favourite uncle. He's great. Doris and William are married. They are my father's parents. Martha and Juan are my mother's parents. They are divorced. My grandmothers are both lovely and kind. My grandfathers are amazing!!

Glossary

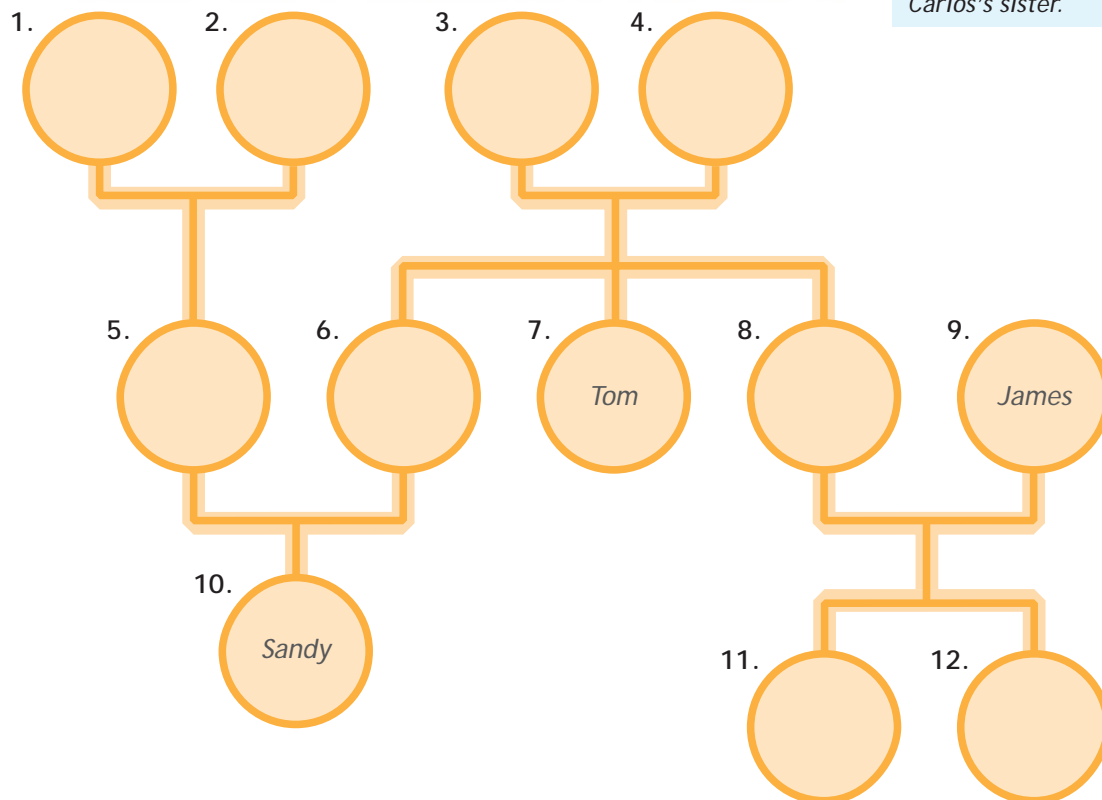
twin = gemelo/a
single = soltero/a
married = casado/a
divorced = divorciado/a



25 8. Say it!

Listen and repeat.

When we add 's' to singular words that end in 's', we add an extra syllable at the end of the word.
Carlos's sister.



26 9. Listen and repeat these sentences.

- Richard's brother is Ken.
- My father's family is big.
- Jenny is Carlos's sister.
- The children's aunts are in the park.
- Chris's niece is my daughter.

Focus on vocabulary

10. Find the words in the text in exercise 7. Then choose the correct option.

kind good funny great lovely nice amazing clever

- | | |
|-------------------------------------|----------------------------------|
| 1. A. She is a nice person. | B. She is a person nice. |
| 2. A. My uncle is funny. | B. He's an uncle funny. |
| 3. A. They are grandparents lovely. | B. They are lovely grandparents. |
| 4. A. He's a amazing man. | B. He's an amazing man. |
| 5. A. A. My cousin is great. | B. Is great my cousin. |

Speak

11. Interview a friend. Complete the questionnaire in your notebook.

What is / are...

- your parents' names? _____
- your mother's father's name? _____
- your mother's mother's name? _____
- your father's father's name? _____
- your father's mother's name? _____
- your father's brothers' and sisters' names? _____
- your mother's brothers' and sisters' names? _____
- your brothers' names? _____
- your sisters' names? _____
- your cousins' names? _____

Write

12. Draw a family tree in your notebook. Then write a paragraph about your family. Use the text in exercise 7 as a model and some of the words in exercise 10.

Focus on vocabulary

Get Ready!

1. Match the jobs to the pictures.



air steward / stewardess
 chef
 doctor
 fire fighter
 judge
 teacher
 police officer
 waiter / waitress

Listen



2. Listen and complete the form in your notebook.

Green Day School

Registration Form

First Name _____
 Surname _____
 Age _____ Mother's name _____ Father's name _____
 Place of Birth _____ Age _____ Age _____
 Nationality _____ Occupation _____ Occupation _____
 Home telephone number _____ Mobile telephone number _____

3. Match the questions and answers. Look at exercise 2 to help you.

- | | |
|-------------------------------------|---------------------|
| a. Is Kiara a student? | 1. Yes, he is. |
| b. Are Pablo and Elena her parents? | 2. Yes, they are. |
| c. Is Pablo 25 years old? | 3. Yes, she is. |
| d. Is Elena a chef? | 4. No, she isn't. |
| e. Is Pablo a teacher? | 5. No, they aren't. |
| f. Are they Chilean? | 6. No, he isn't. |

4. Ask and answer the questions in exercise 3 with a partner.

Read

5. Read the text and complete the chart in your notebook.

Dear Sandra,

This is a photo of my 7th birthday, now I'm 15. I am with my brother, Fer. He is now 17 years old and is a student in my school. He is in class 11C. My aunt Mary is my favourite aunt. She is 30 years old and isn't married. She is at the hospital all the time because she's a nurse. Our grandfather is in the picture too. His name is Alberto. He's not from Colombia. He's from Chile and is an engineer. He's not with our grandmother in the photo because he's on holiday in Colombia and she's in her country. My mother's name is Claudia and she's Chilean too. She's 33 years old. She's a doctor in an important hospital. My father's name is Javier. He is 34 years old and isn't from Chile, he's Colombian. He's a manager at a hotel.

Send me pictures of your family.

With love,
Kate

Glossary

engineer = ingeniero/a
manager = gerente
nurse = enfermero/a



	Name	Age	Job	Nationality
Mother				
Father				
Brother				
Aunt				
Grandfather				
Grandmother				

6. Read the text again. Are the sentences true (T) or false (F)?

- a. Fer is a student. _____
- b. Mary is married. _____
- c. Javier is Chilean. _____
- d. Claudia is a doctor. _____

Reading Tip

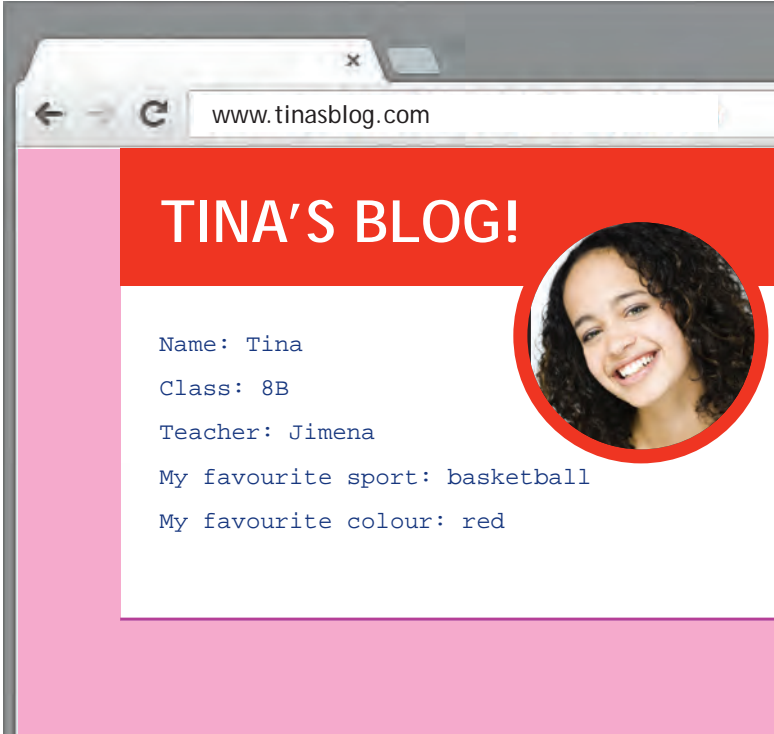
✓ Check the meaning of the words you do not know in a dictionary or ask your classmates or your teacher.

Focus on language

7. In your notebook, write the words in the correct order. Then choose the answer A or B.

- | | | |
|--|-------------------|---------------------|
| 1. mother / a / Is / teacher / your ? | A. Yes, she is. | B. No, she isn't. |
| 2. you / student / Are / a ? | A. Yes, I am. | B. No, I'm not. |
| 3. old / 40 / your / years / Is / father ? | A. Yes, he is. | B. No, he isn't. |
| 4. a / pet / cat / your / Is ? | A. Yes, it is. | B. No, it isn't. |
| 5. happy / your / friends / Are ? | A. Yes, they are. | B. No, they aren't. |

8. Look at Tina's profile and complete the questions and answers in your notebook.



TINA'S BLOG!

Name: Tina
 Class: 8B
 Teacher: Jimena
 My favourite sport: basketball
 My favourite colour: red

- a. Is _____ a teacher?
 No, she's not. She is a student.
- b. _____ in class 8B?
 Yes, she is.
- c. Is her teacher _____ ?
 Yes, she is.
- d. Is her favourite sport basketball?

- e. Is her favourite colour blue?

- f. Are you in Tina's class?

Listen



29 10. Listen and repeat the questions.

- Is your mother a teacher?
- Are you a student?
- Is your father 40 years old?
- Is your pet a cat?
- Are your friends happy?



30 11. Listen and tick (✓) if you hear a question.

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | |



28 9. Say it!

Listen and repeat.

When you ask a question beginning with *Is / Are* the intonation goes up at the end of the question.

Are you Colombian?

 **Speak**

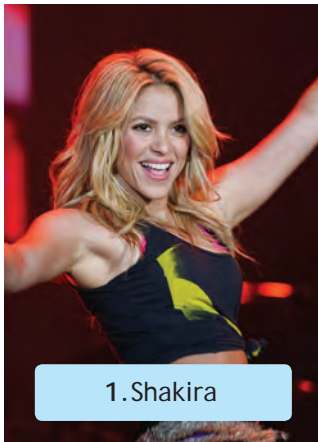
12. Ask your teacher three questions and guess the famous Colombians. For each one, write who you think it is in your notebook.

Is he / she married / single?

Is he / she from Bogotá / Medellín?

Is he / she about 20 or 30 / 40?

Is he / she a footballer / a singer / a formula 1 driver / a writer / an actor?



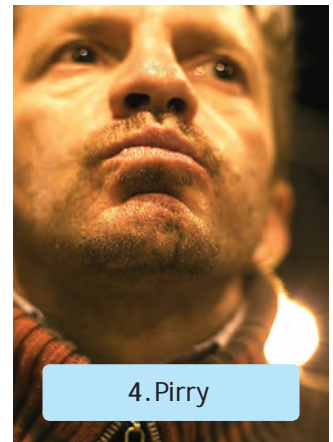
1. Shakira



2. Radamel Falcao



3. Mariana Pajón



4. Pirry

 **Write**

13. Read about Joshua and complete the text with words from the box.

from name parents email manager

Hello, my (1)_____ is Joshua Adejokun. I'm 24 years old and I'm (2)_____ Paris, France. I'm the (3)_____ of a little bookshop. I'm not married. My home is with my (4)_____ in London. My (5)_____ address is joshua17@hotmail.com. My mobile phone number is 3175642109.

Writing Tip

- ✓ Use correct punctuation when writing in English.
- ✓ Learn which words need a capital letter in English.

14. In English, capital letters are at the beginning of names of people and places. Find five mistakes with capital letters in the text and correct them in your notebook.
15. Now write a short text about someone you know or a famous person. Use the text in exercise 13 as a model. Remember to use capital letters. Write about:

name
age

place of birth
occupation

marital status
home

email
phone

Focus on vocabulary

Get Ready!

1. Do the survey. Write your answers in your notebook.



2. Say it!

Listen and repeat.

Monday Tuesday
Wednesday
Thursday Friday
Saturday Sunday

Practise saying the days of the week.

What's your favourite:

sport?



American football



basketball



cycling



swimming

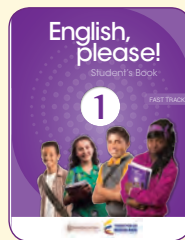
kind of music?



subject?



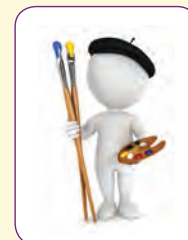
Dance



English



PE (Physical Education)



Art

3. Complete your school timetable in your notebook. Use the words in the box.

Art break English Maths Music PE Social Studies Science Spanish

	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

4. Look at your timetable and answer the questions.

a. When is your Maths lesson? *It's on Monday.*

b. When is your Science lesson? _____

c. When is your English lesson? _____

d. When is your Music lesson? _____

Speak

5. Now ask your partner questions about their timetable.

Focus on vocabulary

6. Write the names of the classroom objects in your notebook.



Focus on language

7. Complete the text using *a* or *an* before singular nouns or write *X* for plural nouns.

In my pencil case I have (1) _____ red pen and (2) _____ blue pen, (3) _____ colouring pencils, (4) _____ sharpener, (5) _____ eraser, (6) _____ scissors and (7) _____ compass. In my bag, I have (8) _____ notebooks, (9) _____ English book and (10) _____ folder.

Useful language

We usually use the word *a* before a noun.
We use the word *an* before a noun which begins with a vowel.
We often use nothing before plural nouns.

8. Find the mistakes and write these sentences correctly in your notebook.

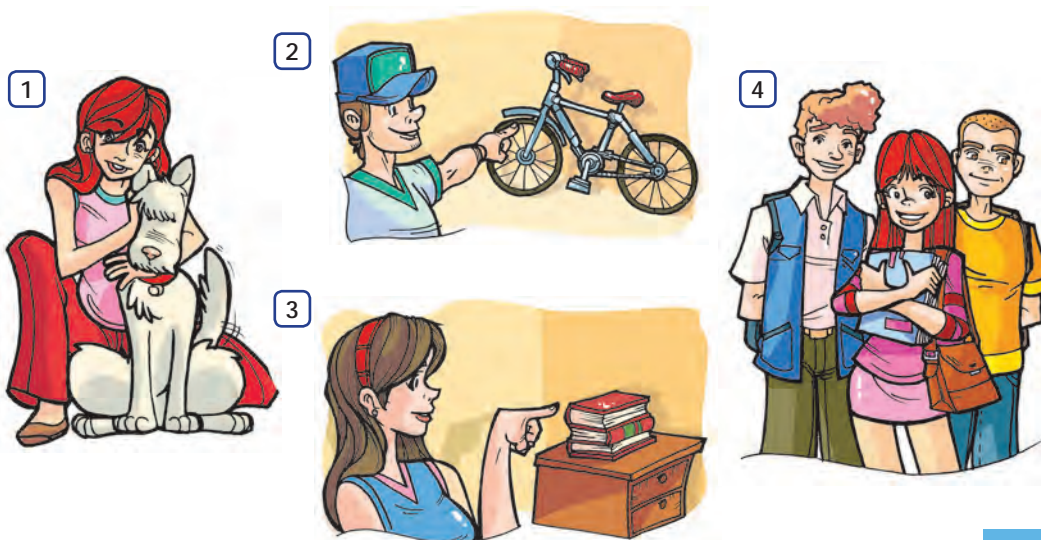
- In my bag I have a scissors, an pencil and a eraser.
- For my Maths lesson, I need an calculator, an pencil and an ruler.
- In PE, I use ball and an racket.
- I like a colouring pencils.
- I need new schoolbag.

9. Tell your partner what you have in your bag today.

Focus on language

10. Look at the *Useful language* box. Then match the sentences to the pictures.

- a. These are my school friends. c. This is my sister's dog.
b. Those books look old. d. That is Michael's new bike.



Useful language

For singular objects, use *this* for an object that you are close to and *that* for an object which is at a distance.

For plural objects, use *these* for objects that you are close to and *those* for objects which are at a distance.



33

12. Listen and repeat the sentences.

- a. This is a backpack. c. That is a watch.
b. These are notebooks. d. Those are dictionaries.



33

11. Say it!

Listen and repeat.

this *these*
that *those*

Practise saying these words.

13. Look around the classroom and say what you see.

This is a pen. That is the blackboard.

Listen



34

14. Listen to the conversation and match the people to their favourite subjects. There are two extra subjects you don't need.

People	Subjects
Kevin Lucía Richard Lorena María	PE Social Studies Science Computers Maths English Spanish



34

15. Listen again and answer the questions.

- a. When are Kevin's favourite lessons?
b. Where's Richard at that moment?
c. Who is Maria's teacher?

 **Speak**

16. Put the words in order to make questions. Then match them to answers 1-4.

- | | |
|--|--|
| a. your / friend's / What / name / is / best ? | 1. She's my classmate. |
| b. Maths / lessons / are / When / your ? | 2. On Mondays and Wednesdays at 9:00 AM. |
| c. books / your / are / Where ? | 3. They are in my bag. |
| d. Sally / is / Who ? | 4. His name is Timmy. |

17. Write four questions to ask your classmates using these question words.

- What
- When
- Where
- Who

18. Ask and answer your questions from exercise 17.

 **Read / Write** 

19. Put the sentences in the correct order. Then write the letter in your notebook.

- a. Jason and I are in class 10B at school. Our favourite lesson is Science, but our favourite teacher is Brenda, our English teacher.
- b. My favourite kind of music is pop. I love Shakira and I dance a lot. At school, I play my favourite sport, basketball, with my friends.
- c. Best wishes,
- d. This is a picture of me and my best friend, Jason. He's American. He's now in Colombia with his family. His father is a lawyer for a multinational company. His mother is an engineer in the same company. He's an only child.
- e. My name is Gloria. I'm 16 years old and I'm from Popayán. It's a city in the south of Colombia. Like many Colombians, I love music!
- f. What about you? Please write back soon.
- g. Dear John,
- h. Gloria

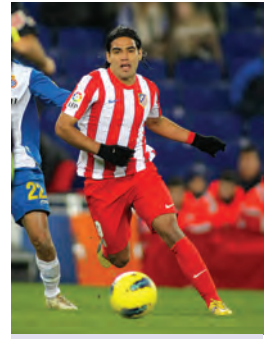
20. Write a similar letter about you and a friend.

 **Read**
 **Get Ready!**

1. What do you know about the people in the pictures? Read the texts a-d and match them to the pictures 1-4.
- He's tall. His hair is shoulder-length and black. His eyes are small and black. He isn't old.
 - She's short and slim. Her hair is long and black. Her eyes are big and black too. She's young.
 - He's short and well-built. His hair is short and black. His eyes are big and black. He's middle-aged.
 - She is short. Her hair is long and blonde. Her eyes are brown.



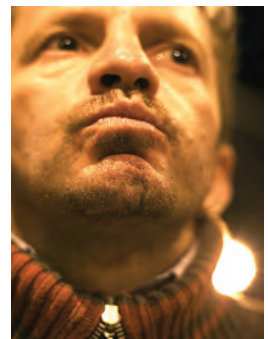
1. Shakira



2. Radamel Falcao



3. Mariana Pajon



4. Pirry

Focus on vocabulary

2. Find words in the texts in exercise 1 to complete the chart in your notebook.

Age	Height	Build	Hair	Eyes
<i>young</i>				

3. Correct these sentences in your notebook.

- Shakira's eyes are green.
- Mariana is old.
- Falcao is short.
- Pirry is young.

Glossary

height = altura
build = constitución
hair = cabello
eyes = ojos

 **Speak**

4. Choose the correct option to describe your best friend.

- My best friend is A. a boy B. a girl
- He/She is A. tall B. short
- He/She is A. slim B. well-built
- His/Her hair is A. long B. short
- His/Her hair is A. blonde B. brown C. black D. red
- His/Her eyes are A. big B. small
- His/Her eyes are A. brown B. black C. green D. blue

5. Use the options in exercise 4 to describe a famous person. Can your partner guess who it is?

This person is a boy / girl / man / woman ...

 Listen

35 

6. Maria is talking to her mother about her music group. Listen and match the people to their characteristics.

- | People | Characteristics |
|-----------------|-----------------|
| a. Danny _____ | 1. tall |
| b. Ruth _____ | 2. short |
| c. Tom _____ | 3. green eyes |
| d. Sandra _____ | 4. blonde hair |
| e. Linda _____ | 5. red hair |

Listening Tip

- ✓ Read the instructions and options before you start listening.
- ✓ When you hear the answer write it down.



35 

7. Listen again and, in your notebook, complete the questions Maria's mum asks.

- | | |
|----------------|-------------------------------------|
| a. How _____ ? | d. How many people _____ your band? |
| b. Who _____ ? | e. When _____ Music lessons? |
| c. Is _____ ? | f. Where _____ practice room? |

36 
38 

8. Listen and repeat the questions in exercise 7.

10. Listen and tick (✓) the correct option: *yes/no* question or *wh*-question.

	<i>yes / no question</i>	<i>wh-question</i>
1		
2		
3		
4		
5		
6		

37 

9. Say it!

Listen and repeat the questions with the correct intonation.

When you ask a question beginning with *Is / Are*, the intonation goes up at the end of the question.

Are you Colombian?

When you ask a question beginning with a question word (*What, Where, When*, etc.), the intonation goes down at the end of the question.

Where are you from?

Focus on language

11. Put the words in the correct order to make questions.

is / who / tall ?
Who is tall?

a. he / old / how / is ?

b. colour / is / hair / what / her ?

c. slim / who / is ?

d. your / when / birthday / is ?

e. from / is / where / he ?

12. Correct these questions in your notebook. Then write the answers.

a. is where your notebook?

b. when your English lessons are?

c. short is who ?

d. how old you are?

 Read

13. Read the text and match paragraphs a-c to pictures 1-3.

a. Richard Pérez is a student from Mexico. He's 17 years old and he lives in Cartagena. His address is Street 25 No. 8-57, Cartagena. His lessons are from Monday to Friday from 9:00 AM to 4:00 PM. He's tall and slim and his hair is short and black. His eyes are brown. He's young.

b. Julia Reeves is a teacher from Australia. She's 40 years old and lives in Canberra. Her flat is in the centre of the city. She works from 8:00 AM to 3:00 PM every day. She's short and her hair is blonde and shoulder-length. Her eyes are brown. She's middle-aged.

c. Henry James is from England. He's a doctor and he lives in London. His house is near Green Park. He's 64 years old. He works from 9:00 AM to 6:00 PM every day. He's tall and well-built. His hair is short and grey. He has a moustache and a small beard and wears glasses. His eyes are brown. He's old.

Glossary

beard = barba
glasses = lentes
moustache = bigote



1



2



3

 **Read**

14. Read the text again and answer the questions in your notebook.

- | | |
|-----------------------------------|---------------------------|
| a. Where is Richard from? | f. Where is Julia's flat? |
| b. Is Richard's hair short? | g. What is Henry's job? |
| c. What colour is Richard's hair? | h. Is Henry's hair brown? |
| d. Where is Julia from? | i. How old is Henry? |
| e. Is Julia young? | |

15. Look at the paragraph about Richard Pérez again. Complete the questions with: *how, what, where, when*.

- | | |
|---------------------------------|--|
| a. _____ is your full name? | <i>Richard Pérez</i> |
| b. _____ are you from, Richard? | <i>I'm from Mexico.</i> |
| c. _____ is your occupation? | <i>I'm a student.</i> |
| d. _____ is your address? | <i>Street 25 No. 8 - 57, Cartagena</i> |
| e. _____ is your phone number? | <i>It's 3257608277.</i> |
| f. _____ old are you? | <i>I'm 17 years old.</i> |
| g. _____ are your lessons? | <i>From Monday to Friday, from 9:00 AM to 4:00 PM.</i> |
| h. _____ is your school? | <i>It's near the park.</i> |

 **Speak**

16. Take turns to ask and answer the questions in exercise 15. Your partner is Julia / Henry.

What is your full name? Julia Reeves
Where are you from, Julia? ...

What is your full name? Henry James
Where are you from, Henry? ...

 **Write**

17. Read the job advert. At the interview, Mr Jessop asks you for some personal details. Write the dialogue. Use exercise 15 to help you.

Job Adverts

Part-time salesperson needed for weekends:

Saturday (10:00 AM - 6:00 PM) and
Sunday (11:00 AM - 4:00 PM)

Call Mr Jessop on 3216587643.



Let's work together

A family collage



Prepare your collage

1. Make groups of three students.



Plan your collage

2. Bring pictures to show 'You and your family's favourite things'.



My family's favourite thing is a walk in the forest.

My family's favourite thing is baking cakes.



My family's favourite thing is a picnic in the park.



3. Decide as a group which pictures to use on your poster.

Project Tip

- ✓ Choose the most interesting photos / topics.
- ✓ Choose a variety of topics.



Make your collage

4. Write a brief description of each picture. Write about:
 - what your favourite thing is
 - who is in the picture
5. Check your classmates' writing. Check the language, spelling and punctuation are correct.
6. Make your collage colourful.

Glossary

hanging out = pasar el rato
in the country = en el campo

My family's favourite things



Sofía's family
 My family's favourite thing is the cinema. This is my mum and my little brother. His name is Charlie and he's six years old. He loves popcorn.

Mateo's family
 My family's favourite thing is hanging out. This is my brother, Jonás, and my sister, Tina. We're at my grandma's house in the country.



Jeni's family
 My family's favourite thing is family barbecues. This is my mum and dad and my two younger sisters.



Present your collage

7. Take turns to present your pictures in the collage to your class. Learn the text so you can say it without reading it.

Jeni, Mateo and Sofía: This is our collage.

Jeni: My family's favourite thing is family barbecues. This is my mum and dad and my two younger sisters.

Mateo: My family's favourite thing is ...



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts.			
	B. I can follow instructions.			
	C. I can complete reading activities.			
WRITING	A. I can write dialogues.			
	B. I can write short emails.			
	C. I can describe my family.			
LISTENING	A. I can complete listening activities.			
	B. I can follow intonation patterns.			
	C. I can understand familiar words.			
SPEAKING	A. I can say hello and good bye.			
	B. I can introduce a person (including me).			
	C. I can ask and talk about family members.			

2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I organise vocabulary into categories.			
2. I write new words in a Vocabulary Book.			
3. I make notes in English.			
4. I check my writing for correct spelling and punctuation.			
5. I speak English in class.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

4. Assessment of Module 1

Look back over the module, then complete the sentences.

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

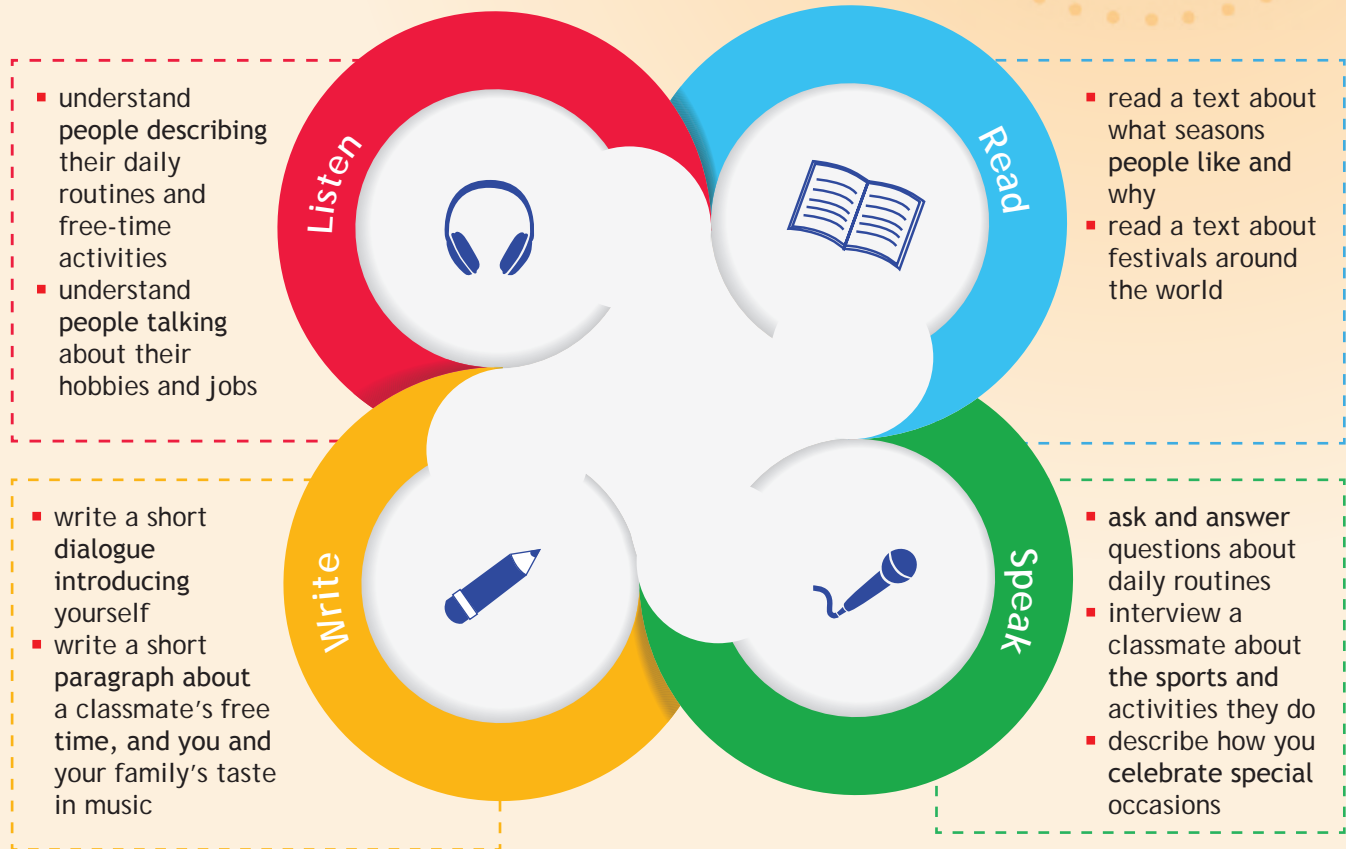




In this module you will ...

- learn how to describe daily routines and free-time activities in
Unit 1 From day to day
- find out about different types of dances, sports, music and the weather in
Unit 2 Local colour
- discover ways we celebrate and spend our holidays in different parts of the world in
Unit 3 Special days

You will also ...



Let's work together

A special place

You will work together as a team of three students to create a promotional poster about a location in Colombia.

This project will practise the following skills:

- processing information - you will need to find, process and communicate information
- linguistic communication - you will use persuasive language in your poster to encourage people to visit your chosen area
- social competence - you will need to understand the social reality in which we live

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

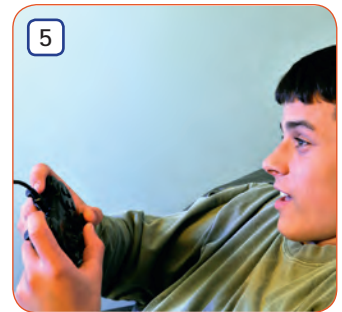
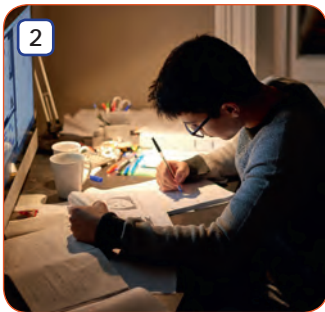
 Read

 Get Ready!

1. Read the sentences a-e and match them to pictures 1-5.

Teenagers around the world

- Hi! I am Elvira and I am in São Paulo. It's Monday and I am at school today. I usually have a Maths lesson at 2:00 PM.
- Hello! I am Larissa and I am in London. I watch TV in the afternoon after school. It's my favourite time!
- Hello! I am Fernando and I am in New York. It's time for breakfast now! I have breakfast at 7:00 AM.
- Hi! I am Daniel and I am in Armenia. It's Saturday morning and I am at home. I usually play video games at 11:00 AM.
- Hello! I am Camilo and I am in Bangalore. It's late - nearly time for bed. I usually go to bed at 10:30 PM.



2. Add the letters *a, e, i, o* or *u* and write the five activities from exercise 1 in your notebook.

- g_ t_ b_d
- pl_y v_d__ g_m_s
- h_v_ _ M_ths l_ss_n
- w_tch TV
- h_v_ br__kf_st

 Listen

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3. Listen to four teenagers talking about activities they do. In your notebook, write the sentences a-j under the correct name.

- I talk to my parents while we eat.
- I play chess at 4:00 PM.
- I watch the news.
- I get up late.
- I read or watch TV.
- I have piano lessons in the morning.
- I usually have a nap.
- I do homework after 6:00 PM.
- I help my mum at home.
- I go to bed very early.

Caleb	Tahomi	Karima	Bruno

Glossary

have a nap = hacer una siesta
at noon = al medio día

Focus on vocabulary

4. Look at the activities that José does every day. Match the activities with a time and write them in order in your notebook.

get up = 6:00 AM

have dinner

go to school

get up

play football

have breakfast

have lunch

go to bed

4:30 PM 10:15 PM 7:30 PM 6:15 AM 7:00 AM 6:00 AM 12:45 PM



5. Listen and check your answers.
6. Read the *Useful expressions* box. Listen to the sentences about daily routines. Put the times a-f in the order you hear them.

- a. 3:00
- b. 8:15
- c. 1:30
- d. 11:45
- e. 7:30 1
- f. 9:10

Useful expressions

You can say the time in more than one way:

- *quarter past eight* or *eight fifteen*
- *quarter to twelve* or *eleven forty-five*
- *half past one* or *one thirty*

7. In your notebook, write sentences about what time you do the activities in exercise 4. Tell your partner about your daily routine.

In the morning, I get up at ...

Focus on language

8. In your notebook, write the statements which describe routines.
- | | |
|--|--|
| a. I have breakfast at home. | g. My friends and I go to bed late at the weekend. |
| b. My phone number is 7310342. | h. Some of my friends are from Chile. |
| c. They get up at 7:00 AM. | i. You do homework after lunch. |
| d. I have lunch at school. | j. My friends play basketball after school. |
| e. They are young and happy. | k. My mother's brother is a doctor. |
| f. I listen to music in the afternoon. | |

9. Read the sentences. Are they true (T) or false (F) for you? Write the sentences in your notebook. Correct the false sentences.

Example: F. I go to bed at 9.00 PM.

- I go to bed very late.
- I do homework after dinner.
- I get up at 7:00 AM.
- I play the piano.
- I watch TV after lunch.
- I play football after school.
- I have lunch at home.
- I never have breakfast.



10. Tell your partner what you do every day. Say three things that are false. Can your partner identify the false statements?

Example: Manu: I get up at 6:00 AM, then I have my breakfast ...

Miguel: No. You get up at 7:00 AM.

11. Read these sentences about habits in other cultures. Are they similar to habits in Colombia?

- In the Middle East, people usually eat lunch after 2:00 PM.
Example: No, in Colombia, people eat lunch at 12:00 PM.
- In Japan, children finish school at 3:15 PM.
- In Spain, many people eat dinner around 11:00 PM.
- In the United States, many families get up before 7:00 AM at the weekend.



12. Listen and choose the correct option A, B, or C.

- | | | | |
|--|--------------|---------------|---------------|
| 1. I go to the gym on ... | A. Mondays | B. Tuesdays | C. Fridays |
| 2. They visit friends on ... | A. Saturdays | B. Wednesdays | C. Sundays |
| 3. We go to our grandparents' house on ... | A. Thursdays | B. Sundays | C. Tuesdays |
| 4. My brothers get up late on ... | A. Saturdays | B. Fridays | C. Mondays |
| 5. I have a Social Science lesson on ... | A. Tuesdays | B. Fridays | C. Wednesdays |

 **Read**

13. Put the sentences in order to describe the daily routines of Clara and Santiago. Then write them in the correct order in your notebook.

Student 1: Clara

Hi! My name is Clara. I am from Peru. This is what I do most days.

- After lunch, we stay at school for Music lessons or sport.
- After dinner, I watch TV or go online.
- At 10:00 PM, I am tired.
- At 5:00 PM, I return home, I do my homework and talk to my parents.
- I get up very early. I go to school by bus.
- After lessons, I have lunch at school.
- I have piano lessons and my friends play football.
- Finally, I brush my teeth and I go to bed.
- We have dinner at 7:00 PM.
- At school, we have lessons from 7:00 AM to 1:30 PM.

**Student 2: Santiago**

Hello! My name is Santiago. I am from Colombia and I live in Pereira. This is my daily routine.

- After breakfast, I do my homework and get ready for school.
- At 11:00 AM, I finish homework and play video games.
- I get up very early because I have a lot to do in the morning.
- After lunch, I go to school on foot.
- First of all, I have breakfast at 6:30 AM.
- I have lessons from 1:00 to 6:00 PM.
- I have lunch with my family at 11:45 AM.
- When I return home, I have dinner in the evening, then I watch TV.
- Finally, I go to bed at 10:00 PM.


 **Write**

14. Write about your daily routine. Look through the lesson for ideas to help you. Check your writing carefully.

Writing Tip

Use these expressions to make your writing more interesting:

- ✓ *After breakfast / lunch / school / classes, etc.*
- ✓ *First of all, Then, Finally*
- ✓ *When I return home.*

Focus on vocabulary

Get Ready!

1. Match the free-time activities in the box to the pictures 1-8.

watch TV go bowling play the guitar go shopping
go to the cinema listen to music
play computer games read books



2. Look at the free-time activities and answer the questions in your notebook.

- Do you listen to music?
Yes, I do. / No, I don't.
- Do you play computer games?
Yes, I do. / No, I don't.
- Do you go shopping with your friends?
Yes, I do. / No, I don't.
- Do you go bowling?
Yes, I do. / No, I don't.
- Do you watch TV?
Yes, I do. / No, I don't.
- Do you go to the cinema with your family?
Yes, I do. / No, I don't.
- Do you read books?
Yes, I do. / No, I don't.
- Do you play the guitar?
Yes, I do. / No, I don't.



3. Say it!

Listen and repeat.

When you ask a question beginning with 'Do', the intonation goes up and then down at the end of the question.

Do you live in Colombia?
Yes, I do.

Do you speak French?
No, I don't.

Speak

4. Ask and answer the questions in exercise 2.

Do you listen to music?
Yes, I do.

 Listen


5. Listen to three short interviews. Write the questions you hear in your notebook.

Interview 1:

- A. Do you play sports?
- B. Do you get up before 7:00 AM?
- C. Do you go shopping?
- D. Do you play football at the weekends?

Interview 3:

- A. Do you read books?
- B. Do you have a nap after lunch?
- C. Do you all go to the cinema?
- D. Do you live with your parents?

Interview 2:

- A. Do you chat online?
- B. Do you play chess?
- C. Do you go to school on foot?
- D. Do you finish school at 12:00 PM?



6. Listen again. After each question, write the answers *Yes, I do.* or *No, I don't.*

Focus on language

7. In your notebook, write the words in the correct order.

- a. you / play / do / chess / school / at ?
- b. you / do / chat / your / online / friends / with ?
- c. to / breakfast / go / school / have / you / do / before / you ?
- d. the / you / to / weekend / do / go / cinema / at / the ?
- e. spend / family / your / time / you / do / with ?

8. Answer the questions in exercise 7 in your notebook.

Example: Do you play chess at school? Yes, I do. / No, I don't.

9. Find the mistakes in these questions. Then write the correct question in your notebook.

- a. Are you do your homework in the evening or at the weekend?
- b. You go to bed early or late?
- c. Do have you lunch at school?
- d. Watch TV before you go to school?
- e. Do you going shopping with your family?

10. Ask and answer the corrected questions from exercise 9 with a partner.



 Read

11. Read the interview. Then read the questions and answers a-g. Are the answers true (T) or false (F) for Jo? Correct the false ones by writing what Jo says.

Interviewer: Good morning! I'm doing a survey about free-time activities.

Do you have five minutes?

Jo: Yes, of course.

Interviewer: What's your full name?

Jo: My full name is Joanne Brown.

But you can call me Jo.

Interviewer: Nice to meet you, Jo. My name's Sam.

Jo: Nice to meet you, too, Sam.

Interviewer: We're interested in how young people spend their free time.

For example, do you listen to music?

Jo: Yes, of course I do. I listen to music every day.

And I play the guitar. I love music!

Interviewer: That's great. Do you do any sport?

Jo: Yes. I love sport. I play volleyball and I go to the gym three times a week.

Interviewer: Excellent. I love volleyball too. Do you play any other games? For example, do you play chess?

Jo: No, I don't. I play cards though.

Interviewer: OK. Do you meet your school friends out of school?

Jo: Yes, I do. I go to the cinema with my best friend every Friday. We love films!

Interviewer: That's great. And the final question ... do you spend much time with your family?

Jo: Well, we have dinner together almost every evening and at the weekend we sometimes go bowling.

Interviewer: Thanks, Jo.



Glossary

interested in = interesado en
of course = por supuesto
play cards = jugar cartas
together = juntos
spend time = pasar tiempo

Useful expressions

Time expressions

every day, every Friday,
every week, every month
once a month, twice a
month, three times a month

- a. Do you like music? *No, I don't.* Example: F. (Yes, I do. I love music!)
- b. Do you play any instruments? *Yes, I do. I play the piano.*
- c. Do you do any sport? *No, I don't.*
- d. Do you play chess? *No, I don't.*
- e. Do you play cards? *Yes, I do.*
- f. Do you go to the cinema? *No, I don't.*
- g. Do you spend time with your family? *Yes, I do. We go to the cinema.*

Focus on vocabulary

12. Complete the mind map in your notebook with the words in the Vocabulary box.

Vocabulary

- baseball
- basketball
- cards
- chess
- dominoes
- football
- tennis
- the drums
- the saxophone
- the guitar
- the piano
- video games

Speak

13. Write six questions about free-time activities in your notebook.

- a. Do you ...?
- b. Do you ...?
- c. Do you ...?
- d. Do you ...?
- e. Do you ...?
- f. Do you ...?

14. Ask six students your questions. Use some time expressions in your answers. Write down the answers in your notebook.

*Example: Do you go to the cinema with your friends?
Yes, I do. I go to the cinema with my friend, Clara at the weekend.*

Write

15. Read the results of Sam's survey of six students in his class and answer the questions.

All the students like music and two students play an instrument. Five students play sport two or three times a week. Only two students play chess, but four students play cards or dominoes. All the students go to the cinema two or three times a year, and three students go every week!

- a. How many students like music?
- b. Do all the students play an instrument?
- c. How many students play a sport?
- d. How many students play cards?
- e. Do all the students go to the cinema every week?

16. Write the results of your own survey. Use the text in exercise 15 to help you.

Focus on vocabulary

Get Ready!

1. Look at the daily activities and write them in the chart in your notebook.

brush your teeth		dry your hair	
sweep the floor		have a shower	
cook dinner		make the bed	
do the ironing		set the table	
do the washing up		wash your hands	

Personal hygiene	Jobs to do at home
<i>brush your teeth</i>	<i>sweep the floor</i>

Listen



2. Listen and write the correct word in your notebook.

Example: (0) *have*

I live with my parents and my brother and sister. At weekends, we all (0) *have / has* chores to do at home. My mother usually (1) *cook / cooks* the meals. Her meals are delicious. My father (2) *do / does* the washing up. My little brother (3) *sweep / sweeps* the floor. My sister (4) *make / makes* the beds and I (5) *set / sets* the table. In the afternoons my sister (6) *go / goes* out, my brother (7) *play / plays* chess with a friend, my father (8) *watch / watches* TV, my mother (9) *visit / visits* friends and I (10) *do / does* homework.

Useful expressions

When we talk about activities we do regularly at a particular time of day or week, we use the plural form:

At weekends

In the afternoons

On Mondays

3. Complete these statements with the activities each person does.

Example: *At weekends, my mother cooks the meals and visits friends.*

- a. My father ...
 b. My brother ...
 c. My sister ...
 d. I ...

 **Read**

4. Read about my sister's daily routine. Put the activities in order.

My sister is 14 years old. She is a student and her name is Gloria. Every day she gets up before 7:00 AM. She has a shower and gets dressed. Then she has breakfast. She usually has cereal, eggs and bread and she drinks milk. After breakfast, she brushes her teeth and packs her school bag. She goes to school by bus. She has lessons from 8:00 to 2:30 PM and then she has lunch at school. She always sits next to her best friend, Sofía. At 3:00 PM, she goes home and has a nap. Later, she does homework and watches TV. In the evening, we all cook dinner together. Gloria helps too - she sets the table. We chat about school while we eat. After dinner she tidies her room. Then she usually reads a book before she goes to bed.



Example: 1 c

- | | |
|---|--------------------------------------|
| a. She <u>goes</u> to bed. | i. She <u>has</u> lunch at school. |
| b. She <u>has</u> a nap. | j. She <u>tidies</u> her room. |
| c. She <u>gets up</u> . | k. She <u>brushes</u> her teeth. |
| d. She <u>has</u> breakfast. | l. She <u>goes</u> home. |
| e. She <u>reads</u> a book. | m. She <u>sets</u> the table. |
| f. She <u>has</u> a shower. | n. She <u>gets</u> dressed. |
| g. She <u>watches</u> TV. | o. She <u>packs</u> her school bag. |
| h. She <u>has</u> lessons from
8:00 AM to 2:30 PM. | p. She <u>goes</u> to school by bus. |
| | q. She <u>does</u> homework. |

Useful expressions

Time expressions

before / after - *she gets up before lunch / after 6:00 PM*
 every day - *I get up at 7:00 AM every day.*
 then - *I have breakfast, then I go to school.*
 while - *We chat while we have dinner.*

Focus on language

5. Look at sentences a-q again and answer the questions.

- Why do all the underlined verbs end in *s*?
- Which verbs add *s* and *es* at the end? Write them in your notebook in two groups.
- Find two verbs in the text which are not typical. Why are they different?

6. Read the sentences and choose the correct option A, B, or C.

- My cousin works in a hotel in the school holidays. He _____ beds.
A. make B. makes C. goes
- My grandmother helps my mum at home. She usually _____ dinner for us.
A. washes B. cook C. cooks
- My brother is a student. He _____ a lot of homework.
A. have B. has C. possess
- My friend is a security guard. He _____ up very late as he works all night.
A. gets B. washes C. get
- My mother is a film critic. She _____ DVDs for her job.
A. watch B. make C. watches

Listen

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7. Listen to three people talking about their daily routine. Complete the events and times in the chart in your notebook.



Person	Activity	Time
Elizabeth	gets up	(1) _____
	(2) _____	12:00 PM
	(3) _____	6:00 PM
Oscar	(4) _____	7:15 AM
	watches the news	(5) _____
	(6) _____	6:30 PM
Alejandro	(7) _____	7:30 AM
	studies	(8) _____
	(9) _____	10:15 PM

Focus on vocabulary

8. Match the verbs a-h with the words in 1-8 to make phrases.

Example: a-4 watch the news

9. In your notebook, complete the sentences with the phrases from exercise 8. Use the correct form.

- | | |
|-----------|--------------|
| a. watch | 1. French |
| b. study | 2. school |
| c. help | 3. my bag |
| d. clean | 4. the news |
| e. send | 5. a friend |
| f. pack | 6. the house |
| g. finish | 7. a nap |
| h. have | 8. emails |

- Before school, he _____ with books, a calculator and his pencil case.
- My dad _____ on TV every evening at 6:00 PM.
- At weekends, she _____. Then she does the ironing.
- My mum _____ in the afternoon when she is tired.
- Sandy _____ from his phone.
- Margo _____ at school.
- Kevin _____ with his Maths homework after school every Monday.
- Tommy _____ at 3:00 PM, then he plays football.

Write

10. Read the text and find the time expressions. Write them in your notebook.

Example: *in the mornings, around midday ...*

- My mother's name is Marilyn and she is a teacher. In the mornings, she gets up every day at 5:00 AM. She has a shower and gets dressed and then she has breakfast. At 7:00 AM she goes to work.
- Around midday she has lunch at school. She doesn't usually have much time, so she just eats a sandwich. She comes home between 3:00 and 4:00 PM.
- In the afternoons, she writes articles for the school newspaper.
- In the evenings, we have dinner together. Then she usually reads or watches TV with me. That's my favourite time of day - I love being with her.
- At night, we go to bed at the same time - about 10:30 PM.



Glossary

between 3:00 and 4:00 PM = *entre las 3:00 y las 4:00 PM*
I love to be with her = *me gusta estar con ella.*
at the same time = *a la misma hora*
around midday = *sobre el mediodía*

11. Choose a member of your family. Write his/her routine in your notebook. First, prepare some notes under these headings. Then write your text. Remember to use time expressions and to check your work when you finish.

morning	midday	afternoon	evening / night

Speak

12. Find someone who ... Write six questions about daily routines. Ask the questions to your classmates. If the answer is affirmative, write it in your notebook.

Example:
 Do you get up early?
 Melissa gets up early. She gets up at 5:30 AM

Writing Tip

- ✓ Break down your writing into sections - it will feel more organised.
- ✓ Always write notes to plan your writing.

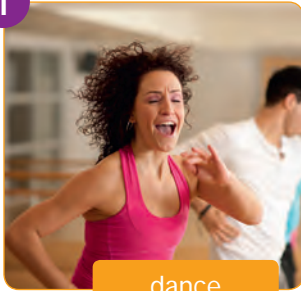
Focus on vocabulary

Get Ready!

1. Which activities do you, your friends and your family do? Write sentences in your notebook.

Example: *My mum dances at the weekend.*
Tom cycles to school every day.

1



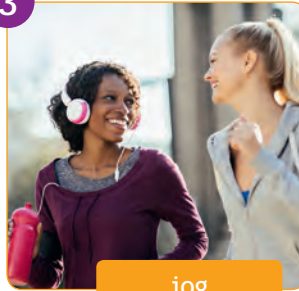
dance

2



cycle

3



jog

4



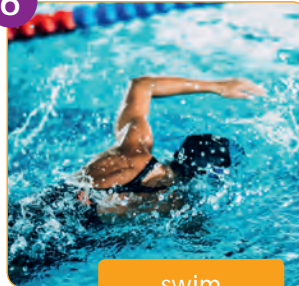
walk the dog

5



run

6



swim

7



rollerskate

8



hike

2. Find the activity that is different.

- | | | |
|-----------------------|-------------------|---------------------|
| 1. A. walk the dog | B. brush my teeth | C. have a shower |
| 2. A. sweep the floor | B. watch TV | C. make the bed. |
| 3. A. go to bed late | B. jog | C. hike |
| 4. A. have lunch | B. cycle | C. have dinner |
| 5. A. rollerskate | B. swim | C. go to the cinema |

Listen

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3. Listen to six people talking. Choose the correct option.

- Jaime *drives* / *doesn't drive* a taxi on Sundays.
- Pablo *runs* / *doesn't run* when he's on holiday.
- Tilly *walks the dog* / *doesn't walk the dog* at the weekend.
- My teacher *speaks* / *doesn't speak* Spanish.
- Patricia *dances* / *doesn't dance*.
- Daniel *gets up* / *doesn't get up* late at weekends.

 Read

4. Read the text. Which dances can you see in the pictures?

DANCES AROUND THE GLOBE

The **Macarena** is a dance song from Spain, but you don't need to be Spanish to dance the Macarena. The world record for the largest Macarena dance is for 2,226 teachers and students from the south-west of England.

Colombian dancer Alberto 'Beto' Pérez is the creator of **Zumba** - a dance fitness programme. It now keeps people fit and happy all over the world. It doesn't feel like exercise as it's good fun.



Bollywood dance is famous around the world because of the popularity of Indian Bollywood films. It is a mixture of belly dancing and Indian folk. In Bollywood dance, you don't just dance, you also sing. There's one non-Indian Bollywood dancer, of course, Shakira.

The **Haka** is a Maori dance from New Zealand that is famous around the world. The dance is a traditional Maori war dance, which the All Blacks Rugby team perform before the match. Most people don't do the dance - they watch.

Reading Tip

- ✓ Don't worry if you don't understand every word.
- ✓ Use the glossary to help you.
- ✓ Keep a vocabulary book and write down words that you want to learn.

5. Read the text again. Are the sentences true (T) or false (F)?

- a. The Macarena doesn't come from Spain.
- b. Zumba is a type of dance that helps you to keep fit.
- c. In Bollywood dance, you don't just dance.
- d. Shakira doesn't do Bollywood dance.
- e. The Haka is a dance that a lot of people do all over the world.

Glossary

world record = *récord mundial*
keep fit = *mantenerse en forma*
belly dancing = *danza árabe*
perform = *realizar, actuar*

Focus on language



6. Listen and choose the correct option.

- | | |
|------------------------------------|--|
| 1. A. I cycle to school. | B. I don't cycle to school. |
| 2. A. We study at night. | B. We don't study at night. |
| 3. A. They sing very well. | B. They don't sing very well. |
| 4. A. She walks the dog every day. | B. She doesn't walk the dog every day. |
| 5. A. You jog in the park. | B. You don't jog in the park. |

I/You don't drive.
He/She/It doesn't drive.
We/They don't drive.

7. Complete the text with the correct form of the verb affirmative (+) or negative (-).

Mary (1) (+) _____ (like) to keep fit, so she (2) (-) _____ (watch) TV every night. She (3) (+) _____ (do) exercise. On Mondays and Fridays, she (4) (+) _____ (swim). Her friends (5) (-) _____ (swim), so she goes alone. On Tuesday and Thursday mornings, Mary and her friends (6) (+) _____ jog in the park. They (7) (-) _____ (go) when the weather is bad. Also Mary (8) (+) _____ (cycle) a lot. She (9) (-) _____ (drive) her car very often. She's very active. Sometimes she (10) (+) _____ (rollerskate) to the shops!



8. Listen and repeat. Pay attention to the sound of *don't* / *doesn't*.

- | | |
|---------------------------------------|-----------------------------|
| a. My friend doesn't walk the dog. | d. I don't jog or run. |
| b. My teacher doesn't speak Japanese. | e. You don't dance or sing. |
| c. Classes don't start at 5:00 AM. | |

Listen



9. Listen and choose the correct option A, B, or C.

- | | |
|---|---|
| 1. What does Dele say? | 4. What do they all say about preparing for a marathon? |
| A. I drink a lot of water. | A. I run every day. |
| B. I don't come from Nigeria. | B. I don't go to bed late. |
| C. I do a lot of preparations. | C. I eat healthy food. |
| 2. What does Nette say? | |
| A. I don't run all year. | |
| B. We don't go to bed late. | |
| C. It doesn't make me strong. | |
| 3. What does Ryan say? | |
| A. I don't do triathlons. | |
| B. I don't like the weather in Australia. | |
| C. I don't live in Australia at the moment. | |



Focus on vocabulary



50

10. Listen again and write the adjectives you hear in your notebook.

boring dangerous exciting
interesting fun tiring

11. Choose the correct word to complete the sentences.

- I'm sure you can cycle down this hill. It isn't *dangerous* / *exciting*.
- We love to rollerskate at the weekend. It's *fun* / *boring*.
- I don't read many books. They are *boring* / *interesting*.
- He wants to see that film again. It's really *interesting* / *tiring*.
- She doesn't run marathons. They're *fun* / *tiring*.
- I can't wait until we do the New York Marathon. It's *dangerous* / *exciting*.



Speak

12. Interview a classmate. Follow the steps below and make notes in your notebook.

- Choose six activities to find out about.
Do you rollerskate?
No, I don't. / Yes, I do.
- Find out why they do / don't do that activity.
Why do / don't you rollerskate?
I think it's dangerous / fun. OR I don't think it's boring.

Write

13. Write a report about the activities your classmate does and the activities he/she doesn't do and why. Use the example below to help you.

Julia likes to keep fit, so she does a lot of activities. She cycles every day to school and back. She thinks it's fun. She swims every day too. She doesn't think it's boring. Julia doesn't jog or run - she finds it tiring, but she does walk the dog every afternoon. It's fun to play with her dog in the park. She doesn't hike, but she rollerskates. Some people think it's dangerous, but she thinks it's exciting.

Focus on vocabulary

Get Ready!

1. Match the types of weather to the pictures.

Example: 1 = rainy

cloudy sunny snowy rainy windy



51

2. Listen to five people describing the weather in the places in exercise 1. Match the speakers a-e to the pictures 1-5.

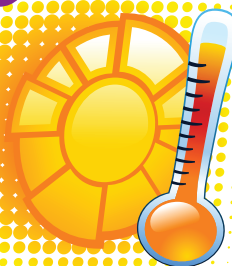
3. Match the adjectives describing temperature to pictures 1-4.

hot cool warm freezing

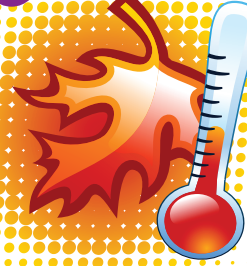
1



2



3



4



4. Describe the weather where you are today.

Example: I'm in Oxford. It's cold and rainy.

 **Read**

5. Match the seasons in the box to the people. Then read the text and check your answers.

spring summer autumn winter

WHAT'S YOUR FAVOURITE SEASON?

I'm Joanna and I'm from London. My favourite season is the summer. In July and August it's usually warm and sunny. Many people go to the beach on holiday. We always go to my grandparents' home near the sea. I love it!

My name's Peter and I'm from Germany. I like autumn because the temperature is perfect. It's usually sunny, but it's never too hot. In September we usually go for long walks. The trees are full of fruit and the colours are just so beautiful!

I'm Mindy from Canada. Winter here is freezing with sub-zero temperatures. Usually, it's snowy and sometimes it's very windy. Many people like winter because they can do winter sports like skating, skiing, and snowboarding.

I'm from France and my name's Pierre. My favourite season is the spring because after the cold days of winter, it's warm again. Trees and bushes are full of blossom and people sometimes go on picnics.

Glossary

skating = patinar
skiing = esquiar
blossom = flor



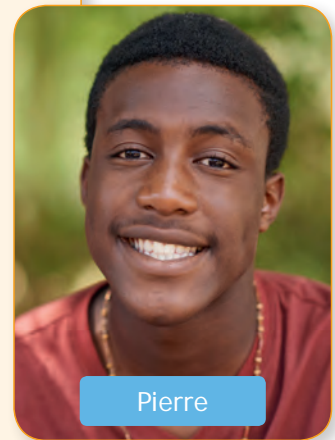
Joanna



Peter



Mindy



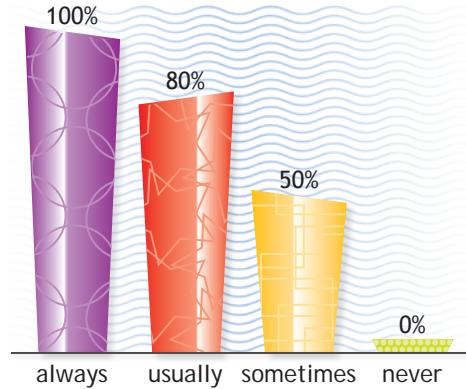
Pierre

6. Read the text again and answer the questions with the correct option A, B or C.

- What's the weather usually like in the summer in London?
 - warm and rainy
 - hot and sunny
 - warm and sunny
- Why does Peter like autumn?
 - It's too hot.
 - It's not too hot or too cold.
 - It's perfectly hot.
- Where and when do people go skating and skiing?
 - In the winter in Germany.
 - In the summer in Canada.
 - In the winter in Canada.
- Why does Pierre like the spring?
 - The temperature gets warm.
 - He likes picnics.
 - He's from France.

Focus on language

7. Look at the diagram. Find examples of frequency adverbs in the text in exercise 5.



Useful language

Look at the position of the adverb in affirmative and negative sentences.
We usually go to the beach in the summer.
We don't usually go to the beach in the summer.
 The negative form is used with *always* and *usually*.

8. Read the *Useful language box*, then complete the sentences.

- People in Colombia _____ go on holiday in December.
- It _____ rains in the Atacama Desert.
- I _____ wear shorts in the snow.
- In Canada it _____ snows in the winter.
- In spring, the weather is _____ cold and rainy.

Glossary

Don't confuse the words *wear* and *carry*.
wear = *llevar puesto*
carry = *llevar (en sus manos)*

Focus on vocabulary

9. Match the words to the clothes 1-12.



hat scarf coat jumper T-shirt
 shorts jeans skirt dress
 boots shoes umbrella



Listen

10. Listen to five people and say if the sentences are true (T) or false (F).

- Speaker 1 never carries an umbrella.
- Spring in Paris is usually cloudy and cool.
- Speaker 2 never wears a lot of clothes in winter.
- At the weekends, he goes to the mountains.
- Speaker 3 always wears a dress or a skirt and a T-shirt.
- Speaker 4 lives in Wellington where it's always windy.
- Speaker 5 is from Santa Marta, where it's usually cloudy and hot.
- He usually plays volleyball with his friends.

11. Tell a classmate about the clothes you wear for different types of weather.

Example: When it's rainy and cool, I wear a coat, a hat, boots, jeans and a jumper. I carry an umbrella.

Write

12. Look at the map of Colombia and the weather chart. Write an email to a friend saying what the weather is like today in three of the places on the map. Describe what people wear in that type of weather and what they usually do. Look at the example to help you.



Bogotá	cold
Medellín	rainy
Cali	windy
Barranquilla	sunny
Bucaramanga	cloudy

Dear Micky,

Great to hear about your trip to Colombia. I know you travel a lot and the weather is usually different in different parts of Colombia, so here's today's weather in five different cities and what people usually wear and do in those cities.

In the capital, Bogotá, it's cold today. People usually wear jumpers and coats when it's cold. Sometimes people wear gloves and hats too. They usually meet friends at a café and they go to the cinema. Sometimes they visit museums.

Speak

14. Prepare a short presentation about a different country. Research the weather at one particular time of the year in three different places in that country. Explain what people wear in that type of weather and the type of activities that people do at that time of year.

53 13. Say it!

Read the information. Then listen and repeat.

When you say a list of items in English, the intonation on each word goes up at the end, until the last word in the list when the voice goes down.

I wear a coat, a hat, boots, jeans and a jumper.

 **Speak**
 **Get Ready!**

1. Read what people say about music. Which person is most like you?



2. Walk around the classroom and ask your classmates the questions.

Questions	You	Classmate 1	Classmate 2
Do you like music?			
What type of music do you like?			
Do you feel happy when you listen to music?			
Do you dance when you hear music?			
Do you listen to music on your phone, on the radio, on a CD player?			

3. Compare your answers with the rest of the class. Which type of music is the most popular?

 **Read**

4. Read the text and answer the questions Yes (Y) or No (N). Correct the No answers.

Hi there. I'm Santiago, I'm 16 and I love music - it's my hobby. My favourite type of music is rock - I listen to it every day and there are a few bands that I follow - I'm crazy about them. There are other types of music that I like, but rock is my favourite. I don't like vallenato - it's boring.

Hi. My name's Jan and I'm 15 years old. Music is very important in my life. All my family loves playing and listening to music. My dad and I play the guitar together, but we have very different music taste. I enjoy listening to metal - I find it really exciting. My father loves classical music - he says it's relaxing.

Hi, I'm Annie, I always sing when I listen to music that I like. My favourite types of music are salsa and merengue. It's amazing - when I listen to that type of music I feel happy! Music plays a big role in my life because my mum is a music teacher and our whole family is musical. I play the piano and my sister plays the flute.

My name's Lola and I'm 14 years old. For me, music is an important part of my life - I like listening to it in my bedroom. I remember good times when I listen to music. I love pop music, but I can't stand listening to metal. Metal is annoying.



- a. Does Santiago only like rock music?
- b. Does he think vallenato music is boring?
- c. Does Jan play the same instrument as her dad?
- d. Does Jan's dad think classical music is exciting?
- e. Does Annie like more than one type of music?
- f. Does she play any instruments?
- g. Does Lola like listening to music in her bedroom?
- h. Does Lola think pop music is annoying?

Focus on vocabulary

- 5. Find five adjectives ending in *-ing* in the text. What do they describe?
- 6. Complete the sentences with the words below so they are true for you.

amazing annoying boring depressing exciting relaxing

- a. Pop music is ...
- b. Reggae is ...
- c. Classical music is ...
- d. Rock music is ...
- e. Vallenato music is ...

8. Compare your answers to exercise 6 with your classmate.

 **7. Say it!**

Listen and repeat.
Practise pronouncing *-ing* /ɪŋ/.
*amazing annoying boring
depressing exciting relaxing*

 Listen


9. Listen to an interview with a famous pop star and answer the questions with *Yes, she does.* / *No, she doesn't.*

- Does Tallulah know the title of her song?
- Does Tallulah write her own songs?
- Does she like doing concerts?
- Does her guitarist like doing concerts?
- Does Tallulah like answering questions?



10. Listen again and match the beginnings of the sentences with their endings.

- | | |
|------------------------------------|-------------------------|
| a. Tallulah's fans are crazy about | 1. travelling. |
| b. Tallulah can't stand | 2. her fans. |
| c. Tallulah hates | 3. her. |
| d. Tallulah loves | 4. answering questions. |
| e. Tallulah doesn't like | 5. doing concerts. |

Useful expressions

be crazy about + -ing / noun
be mad about + -ing / noun
can't stand + -ing / noun
don't mind + -ing / noun
love / like / hate + -ing / noun

11. Read the *Useful expression* box. Then complete the sentences so they are true about you and your family.

- | | |
|-----------------------------------|----------------------------------|
| a. I am crazy about ... | d. My neighbour doesn't like ... |
| b. My mother / father loves ... | e. I can't stand ... |
| c. My brother / sister enjoys ... | f. My friends at school hate ... |



Focus on language

12. Choose the correct word to complete the questions.

- Does / Do* your father love music?
- Does / Do* your friends hate classic music?
- Does / Do* your teacher enjoy pop music?
- Does / Do* you mind listening to rock music?
- Does / Do* you hate cumbia?

Useful language

Yes/No questions

We use *Does* in questions with *I, you, he/she/it, we, they*.

We use *Do* in questions with *I, you, he/she/it, we, they*.

Write

13. Use the words in the box to write questions.

Do	you your brothers and sisters friends	love like hate	listening to playing dancing to	music? rock music? pop music?
Does	he your mum that man		pop music? reggae? vallenato?	

14. Now write five *yes/no* questions to ask your classmates about their taste in music. Also find out about their family.

Example:

Do you like pop music?

Does your mum like rock?

15. Write a short paragraph about you and your family's taste in music. Use the texts on page 69 to help you.

- Introduce yourself and your taste in music
- Say what type of music you like / don't like
- Say how certain music makes you feel
- Talk about your family members' tastes in music

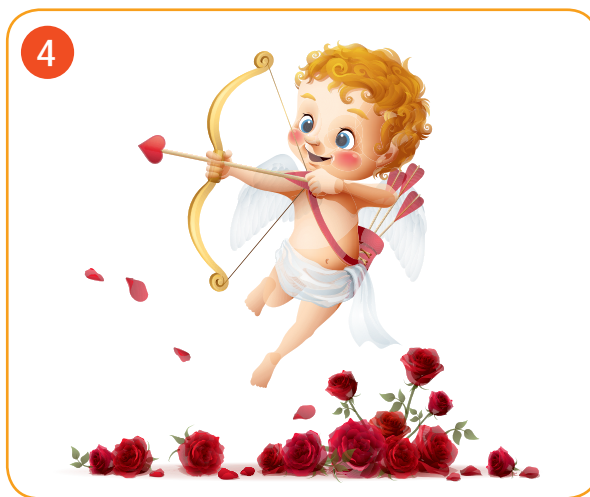


Listen

Get Ready!

1. Match the celebrations to the pictures 1-4.

Valentine's Day Halloween Carnival Independence Day



2. What other festivals do you know? Write a list in your notebook.



3. Listen to these people talking about celebrations. Complete the chart in your notebook.

Celebration	Place	Time	Activities



4. Listen again and complete the sentences.

- Independence Day ___ Colombia is ___ July 10th.
- Halloween is ___ October. It is ___ October 31st.
- Easter ___ Mexico lasts two weeks.
- ___ the USA, people celebrate Saint Valentine's Day ___ February 14th.

 Read

5. Read about the celebrations and match them to the pictures.

Thanksgiving Day: In the United States, this special celebration is in November (on the fourth Thursday). It's a holiday in the United States and they celebrate the harvest. At lunch time, families get together to eat a traditional Thanksgiving meal of turkey and pumpkin pie. It's a special time when families can be together.

Chinese New Year celebrations: In China, these celebrations start on the 23rd day of the 12th lunar month of the Chinese calendar. This festival ends on the 15th day of the first lunar month in the following year in the Chinese calendar. The streets are decorated with red lanterns and there are parades and fireworks. Traditionally people give children money in red envelopes - red is a lucky colour. Many people clean their homes to welcome the new year.

Christmas: In Colombia, Christmas is celebrated on December 24th. Families get together, sing carols and eat chicken or pork. The house has decorations, such as lights, a Christmas tree and a Nativity scene. At midnight, they give presents to each other.



6. Read the text again and answer the questions.

- What is celebrated in the United States on the fourth Thursday in November?
- What is the traditional way to celebrate Thanksgiving?
- Name four ways the Chinese celebrate the New Year.
- What is special about the colour red in China?
- When do Colombians celebrate Christmas?
- When do Colombians give presents?

Glossary

harvest = cosecha
parade = desfile
carols = villancico
Nativity scene = pesebre

Focus on language

7. Look at the underlined words in the reading. Then complete the sentences with the correct word.

- ___ noon, people usually have lunch.
- ___ November 1st, people celebrate the Day of the Dead.
- People usually go dancing ___ Friday nights.
- We start classes ___ January.
- Mum and Dad often go to bed ___ midnight.

Useful language

celebrate - celebration
decorate - decoration

Focus on vocabulary

8. Complete the phrases a-i with the correct verb from the box.

celebrate dance decorate give have (x2) set off visit wear

- a. ____ traditional food
 b. ____ fireworks
 c. ____ presents
 d. ____ the streets
 e. ____ costumes
 f. ____ the family
 g. ____ a meal
 h. ____ a special occasion
 i. ____ in the streets

9. Complete the sentences with phrases from exercise 8.

- a. At Christmas, many people ____ such as turkey and Christmas cake.
 b. We usually ____ by having a party.
 c. At New Year in many countries, people ____ to celebrate by lighting up the sky.
 d. At Carnival, people ____ and parade through the streets.
 e. In many countries, people ____ at midnight on Christmas Eve.
 f. At Chinese New Year, people ____ with red lanterns.

Listen



57 10. Listen and write the words you hear from exercise 8 in your notebook.



58 11. Say it!

Listen and repeat.

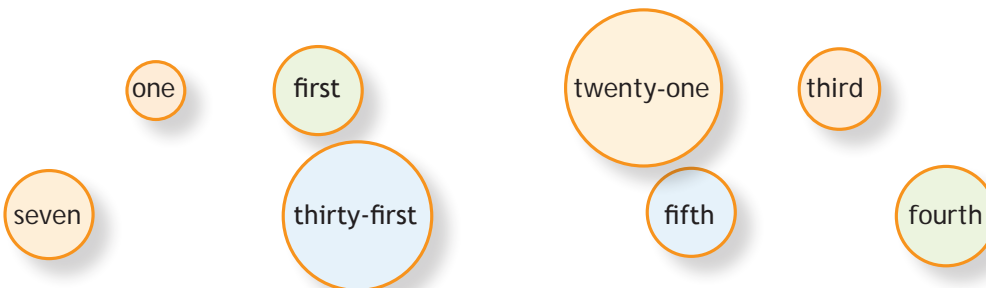
Ordinal numbers.

first second third fourth fifth

tenth sixteenth twenty-seventh thirty-first



59 12. Listen and write the numbers you hear in your notebook.



 **Speak**

13. In your notebook, write information about these celebrations.

Celebrations	Day	Activities
Mother's Day		
Father's Day		
Teacher's Day		
Student's Day		

14. Share the ideas from exercise 13 with a classmate. Are they similar? What are the differences?

15. With another pair of students, share the similarities and differences of how you celebrate the special occasions in exercise 13.

 **Write**

16. Invent your own special occasion. Write notes under the headings below. Then write a paragraph describing the celebration. Use the texts on page 73 and the activities in exercise 8 to help you.

Name of the celebration:

Place:

Date / Time:

Activities:



Focus on vocabulary

Get Ready!

1. Match the sentences to the pictures 1-8.

We visit new cities.



1

We travel around the country.



8

We stay at my grandparents' house.



2

I go to the beach with my friends.



7

We go camping in the countryside.

IT'S HOLIDAY TIME!
WHAT DO YOU DO
ON HOLIDAY?

6

They usually go to summer camp.



3

They go skiing in the mountains.



4

I sometimes go abroad.



5

2. Ask and answer the questions with a classmate.

- Where do you usually go on holiday?
- What do you usually do on holiday?
- What is your favourite type of holiday?
- What is your least favourite type of holiday?

Useful expressions

go to the beach
 go to summer camp
 go abroad
 go camping / skiing

 Listen


3. Listen to the interviews and complete the questions with the correct word.

- When does Stacey go ___ holiday?
- Where does she ___ go?
- What does she do on ___ ?
- How ___ does Wesley go on holiday?
- Where ___ he go to?



4. Now listen again and answer the questions in exercise 3 in your notebook.

Example:

When does Stacey go on holiday?

She goes on holiday at the end of August.

Glossary

actually = en realidad
nowadays = actualmente

Useful expressions

I'm sorry I'm late.
That's fine.
Can I ask you a few questions?
Well, actually ...
Nowadays, ...
Let's talk about ...
No problem.

Focus on language

5. Read the *Useful language* box and put the words in order to make questions.

- live / does / Where / Charlie ?
- time / do / What / to bed / they / go ?
- many / does / How / holidays / have / she ?
- skiing / you / Who / do / with / go ?
- do / holiday / they / on / How / go/ often ?
- camping / When / go / they / do ?

6. Write a *Wh-* question for each question word in the *Useful language* box.

Useful language

Wh- questions are used to ask more specific information:
Where ... ? (place)
What ... ? (object)
Who ... ? (person)
When ... ? (date / time)
How often ... ? (frequency)
How many / much ... ? (quantity)
What time ... ? (hour)



7. Say it!

Listen and repeat.

Who / How begin with the sound /h/.

Where / When / What begin with the sound /w/.

 Read

8. Read the text and the sentences. Then say if sentences a-f are true (T) or false (F)?

Budi's job is a holiday. What do I mean? Well, 21-year-old Budi loves surfing and guess what his job is. Yes, he's a surf instructor. I met up with him to find out what it's like to love your job so much!

What do you do every day, Budi?

Well, I get up early and check the weather. When it's very rainy, we cancel lessons. Here it's usually sunny and windy - perfect for surfing. After breakfast, I go to the beach to prepare the boards.

What time do you start lessons?

The first one is at 9:00 AM. Each lesson is one hour.

How often do you have a break?

We have 30-minute break at 11:00 AM and 3:00 PM and two hours for lunch. In the summer holidays it's busy all day, but other times, we may only have three or four lessons.

When do you do your own surfing?

I love surfing alone in the evening when the sun comes down. Sunsets are amazing here!

Who do you work with?

There are six of us who work together. We're all good friends.

Where do you live?

The surf club has houses on the beach, so the surf instructors all live there.

What do you think of your job?

It's a brilliant job to have. I'm so lucky.



- Budi is on holiday at the moment.
- They have surf lessons in the rain.
- The first lesson finishes at 10:00 AM.
- They don't have a break in the morning.
- The summer is always very busy.
- Budi surfs in the evening with six friends.



9. Say it!

Listen and repeat.

Pronunciation of *do* and *does* in questions:

What time do you start lessons?

Who do you work with?

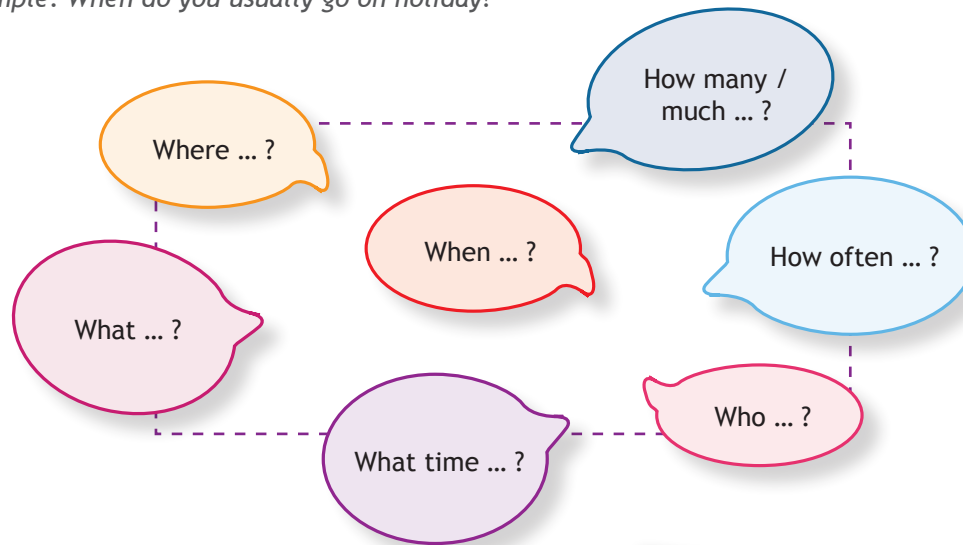
Where does your friend go on holiday?

How often does your friend go surfing?

 **Speak**

10. Write six questions to ask your classmate about their holidays. Look at pages 76 and 77 to help you.

Example: *When do you usually go on holiday?*



11. Now ask and answer the questions to find out about your classmate's holidays. Give as much information as you can. Write down their answers in your notebook.


 **Write**

12. Write a paragraph about how your classmate spends his/her holidays.

Remember these points:

- Think about a logical order for your paragraph.
- Use adjectives and linking words to make it more interesting.
- Write in third person (*he/she*).
- Check your work for spelling and punctuation.





Let's work together

A special place



Prepare your presentation

1. Look through module 2 to remind yourself of the topics.
2. Discuss the topic of Colombia.

In groups, think of:

- things that make Colombia unique
- celebrations that take place in Colombia
- the activities that you can do at the celebration / in the area.

3. You are going to prepare a poster to encourage more tourists to come to your country. As a group, choose a region of Colombia:

- Pacific
- Andean
- Orinoquia
- Amazon
- Caribbean

4. Collect information about the region:

- Location
- Celebrations
- Characteristics
- Activities

5. Find out some unusual facts to capture the reader's attention.



Make your poster

6. The poster should be very visual.
 - In your groups, think of ideas to present the information in a more visual way.
 - Write some text. Use persuasive language to encourage people to visit your country,
 - Check your writing carefully for grammar and spelling mistakes.
 - Choose a title and photos or illustrations for your poster.

Project Tip

✓ For this type of poster, use persuasive language to encourage readers to come to Colombia. Use adjectives and positive statements.



Present your posters

7. Decide how to present your poster.
 - Write some questions for people to answer after they have looked at the poster.
 - Prepare an oral presentation to support your poster.



Self-assessment

1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts about routines.			
	B. I can identify ideas in different types of texts: interviews, descriptions.			
	C. I can complete reading activities.			
WRITING	A. I can write about daily routines.			
	B. I can write interviews.			
	C. I can describe celebrations.			
LISTENING	A. I can identify daily routines.			
	B. I can follow pronunciation patterns.			
	C. I can recognise words to ask questions about routines.			
SPEAKING	A. I can describe my daily routine.			
	B. I can ask questions about daily routines.			
	C. I can answer questions about free-time activities.			

2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I generate new ideas, create new images or designs.			
2. I can contribute effectively to a team.			
3. I can interact with other people as part of a team.			
4. I plan projects and follow through on projects.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

4. Assessment of Module 2

Look back over the module, then complete the sentences.

My favourite activity was ...

The most useful words or expressions were ...

I enjoyed learning about ...

I need to practise ...

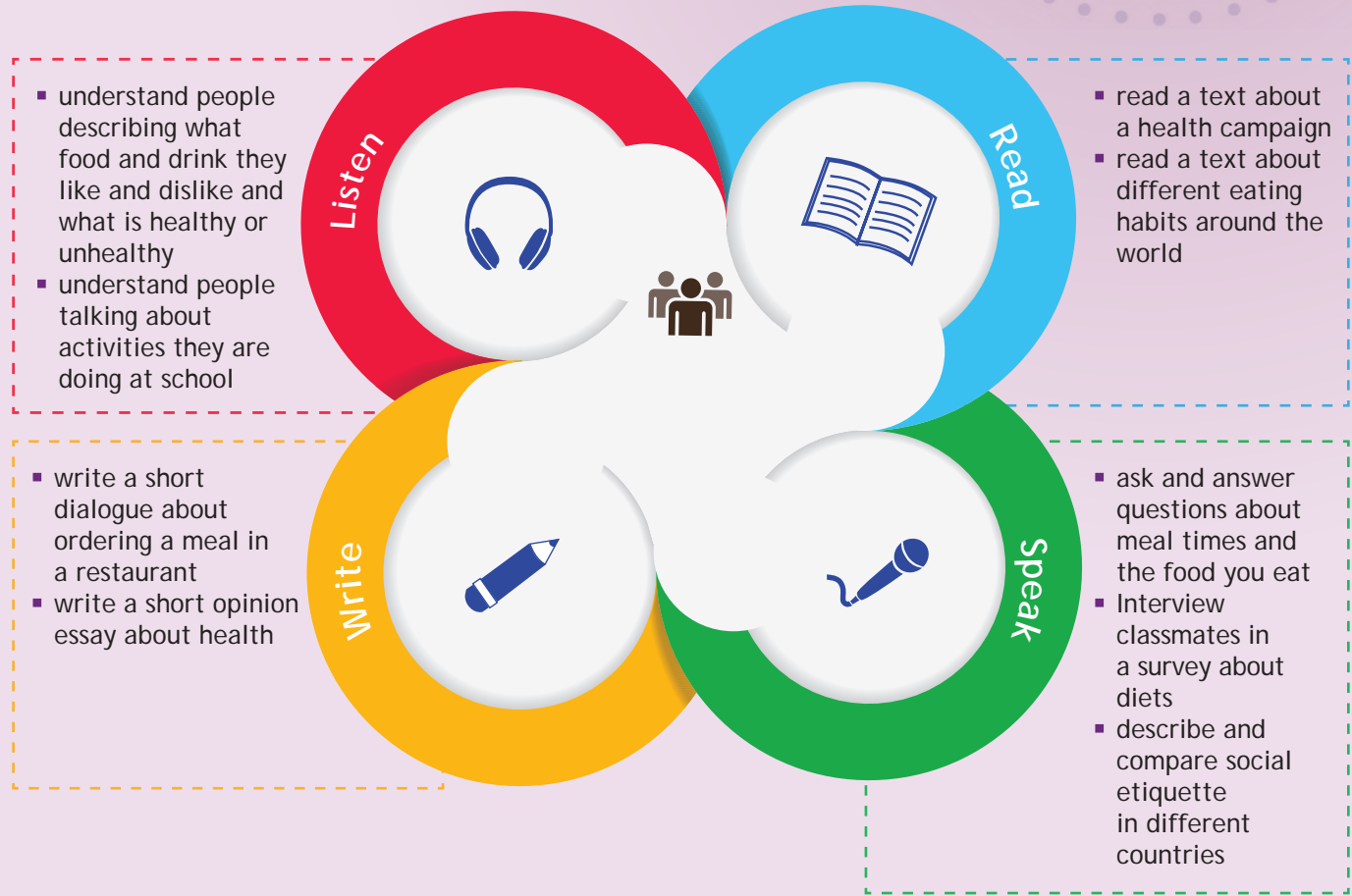




In this module you will ...

- learn about different food and eating habits around the world in **Unit 1** What we eat
- identify healthy lifestyles and ways to look after the environment in **Unit 2** Take good care
- compare sports and leisure time around the world in **Unit 3** Time for fun

You will also ...



Let's work together

Healthy lifestyles

You will work together as a team to create a leaflet about healthy lifestyles.

This project will practise the following skills:

- **linguistic communication** - you will need to select the most important messages and communicate them effectively and succinctly
- **citizenship** - you will need to encourage readers to help themselves and help the environment to make the world better for all
- **creativity** - you need to be creative to produce an interesting and attractive leaflet

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

Focus on vocabulary

Get Ready!

1. Copy the chart in your notebook and write the food you like on the left and the food you don't like on the right.

apples bananas bread carrots cheese chicken coffee eggs fish
garlic grapes lemons onions orange juice potatoes rice

I like ...	I don't like ...
<i>apples</i>	<i>bananas</i>

Listen



2. Say it!

Listen and repeat.

Plural words that end in 's' are pronounced in two ways:
books /s/ pens /z/



3. Plural words that end in s are pronounced /s/ or /z/. Listen and tick (✓) the last sound.

	/s/	/z/
apples		
bananas		
carrots		
eggs		
grapes		
lemons		
onions		
potatoes		

Speak

4. Now tell your classmates about your likes and dislikes.

Example: I like apples, but I don't like bananas.

5. What time do you have these meals? What do you eat?

- a. I have breakfast at _____ in the morning. I eat _____ .
b. I have lunch at _____ in the afternoon. I eat _____ .
c. I have dinner at _____ in the evening. I eat _____ .

Focus on language

6. Read the *Useful language* box. Then look at the pictures and write C for Countable and U for Uncountable.



a. ____ fruit



b. ____ apple



c. ____ milk



d. ____ carrot



e. ____ rice



f. ____ beans



g. ____ water



h. ____ meat



i. ____ mango

Useful language

Food words are countable or uncountable. Countable nouns refer to words you can count. They can be singular or plural. Uncountable nouns refer to words you can't count. They are always singular.



7. Listen to Matt and Kelly talking about food and drink. Write *M* for Matt and *K* for Kelly.

Who ...

- a. doesn't like bread? _____
- b. prefers juice to coffee? _____
- c. always has a big breakfast? _____
- d. buys an apple for a snack? _____
- e. has fish for lunch? _____
- f. thinks vegetables are good for you? _____
- g. doesn't like chicken? _____
- h. loves chocolate? _____



8. Listen again and write what they eat for each meal.

	Matt	Kelly
Breakfast		
Snack		
Lunch		

9. In your notebook, write what you usually have for each meal.

 Read

10. Read the text and match the dishes to the pictures. There is one dish with no picture. What is it?

Glossary

avocado = aguacate
 herbs = hierbas/especies
 pineapple = piña
 soup = sopa
 strawberries = fresas
 stuffed = relleno



A COUNTRY FULL OF DISHES

Colombia is a beautiful country with lots of different regions and different food traditions. Here are four typical Colombian dishes:

Cholao: This is a traditional dish from Valle del Cauca. It has strawberries, bananas, pineapple, mango and other fruits, with ice and condensed milk.

Ajiaco: This dish is from Cundinamarca and Boyacá. It is a soup and has different kinds of potatoes, corn, chicken and some herbs.

Bandeja Paisa: This is a traditional dish from the coffee region. It has rice, beans, beef, pork, avocado and an egg.

Lechona: This traditional dish from Tolima is a stuffed pig. There is a mixture of rice, peas and pork inside the pig.

Different cities have different dishes, so when you travel, make sure to try some food from the place.

11. Are the statements true (T) or false (F)?

- a. Cholao has fruit and vegetables. _____
 b. Lechona is a traditional dish from Boyacá. _____
 c. Cheese, rice and egg are some of the ingredients of Ajiaco. _____
 d. Ajiaco is a soup. _____

12. Complete the descriptions about each dish.

Name: Cholao
 Place: Valle del Cauca
 Ingredients:
 strawberries, bananas,
 pineapple, mango,
 and other fruit. You
 have it with ice and
 condensed milk

Name:
 Place:
 Ingredients:

Name:
 Place:
 Ingredients:

Name:
 Place:
 Ingredients:

Focus on language

13. Look at the chart. Write sentences to describe what is in the fridge.

Countable		Uncountable
Singular	Plural	
<i>There is a(n)</i>	<i>There are some</i>	<i>There is some</i>
<i>There isn't a</i>	<i>There aren't any</i>	<i>There isn't any</i>



14. In your notebook, complete the sentences using *a*, *an*, *some*, *any*.

- Mark eats _____ banana every day.
- I don't want _____ chicken for lunch, please.
- Mum eats _____ apple every morning.
- We often have _____ rice for dinner.
- Every morning I drink _____ water.
- I have _____ egg or _____ sandwich for breakfast.

 Speak

15. Read the dialogue. Then practise similar dialogues with a classmate. Talk about breakfast, lunch and dinner.


 Write

16. Write about a typical Colombian dish and a dish from another country. Make sure to include:

Origin:
Ingredients:
Why you like it:

Writing Tip

- ✓ Begin your sentence with a capital letter.
- ✓ End your sentences with a full stop (.)
- ✓ Use a comma (,) for a list of three or more items:
I like grapes, bananas and strawberries.

Focus on vocabulary

Get Ready!

1. Look at the diagram of the food groups and complete the information about why food is important for your body.



- _____ (e.g. bananas and apples): They give your body fibre, vitamins and antioxidants.
- _____ (e.g. carrots and broccoli): They give your body vitamins, minerals and fibre.
- _____ (e.g. soya milk and yoghurt): They provide calcium.
- _____ (e.g. rice or pasta): They give you energy, and help the body grow and work correctly.
- _____ (e.g. chicken or fish): These help your body to build and repair tissues.
- _____ (e.g. chocolate or butter): These provide lots of energy for your body.

Glossary

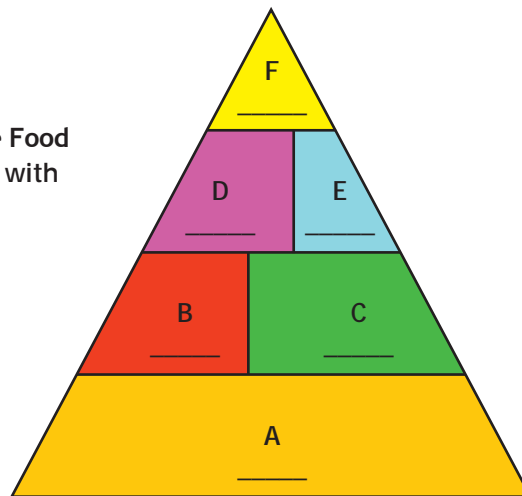
build = construir
fibre = fibra
tissues = tejidos

Listen

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2. Listen to the information about the Food Pyramid and complete the diagram with the food groups 1-6.

- fruit
- vegetables
- proteins
- grains
- dairy
- fats and sugars



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3. Write the words in the correct food group. Then listen to the person talking about the Food Pyramid and check your answers.

beef bread broccoli carrots cereal cheese chicken eggs fish lettuce melon
 oranges pasta peas pineapples soya milk spinach strawberries yoghurt

Fruits	Vegetables	Protein	Dairy	Grains

 Read

4. Read the text and match the questions a-d to the paragraphs.

- a. How much sugar do you need every day? c. How much water do you need every day?
b. How many meals do you need every day? d. How much fruit do you need every day?

What is a healthy diet?

(1) _____

Doctors say we need to have six meals a day. Normally we have breakfast, lunch and dinner, and it is a tradition to have a big meal. But, our body needs small quantities of food to process more frequently. This means you need to eat something every two or three hours.

(2) _____

Doctors say we need to eat fruit every day, and between three to five portions a day. Nowadays, it is possible to find fresh fruit at the supermarket. Usually they are organised by colour. You can find yellow fruit, for example, orange, tangerine and papaya; red fruit, for example, cherries and strawberries; green fruit, etc. So, it makes it simple for you to select from a range of colours.

(3) _____

People have different opinions about how much is required. Some people drink just one glass with their meal, others drink six glasses throughout the day, and other people drink it all day long. The truth is that we drink much more water than what we think. Water is everywhere, in fruit, in soups, in vegetables. The only important thing is to give your body one litre a day.

(4) _____

You may be surprised to learn that your body does not need sugar. In fact, it is not good for your body. Especially when it is artificial. The sugar you find in fruit is natural and your body processes it in a different way, but the sugar that comes from sweets, chocolates, and sodas is not good. Do you know how much sugar there is in a glass of soda? The answer is between four to six spoons, so think twice the next time you feel like a cola or a bar of chocolate.

5. Read the text again and choose the correct option.

- How many meals do you need to have a day?
 - Six small meals
 - Six big meals
 - Three big meals
- How much fruit do you need to have a day?
 - None (zero)
 - One to three portions
 - Three to five portions
- How much water do you need?
 - One glass
 - One litre
 - 10 glasses

- How much sugar do you need?
 - Your body doesn't need sugar.
 - Your body needs small quantities.
 - Your body needs big quantities.

6. Find these words in the text and match them to the definitions.

doctors glass natural supermarket

- a place to buy food and other products
- a container of liquids
- not artificial
- professionals who are trained to treat ill people

Focus on language

7. Read the *Useful language* box. Complete the food questionnaire with the correct question: *How much* or *How many*. Then answer the questions in your notebook.

Useful language

Countables

Use *How many* to ask for quantities of countable nouns.
How many apples do you need?

Uncountables

Use *How much* to ask for quantities of uncountable nouns.
How much water do you drink?



8. Say it!

Listen and repeat.

When speaking quickly two words often join together to form one sound. For example, the words *do* and *you* often appear together in questions:
do + you = /djə/
How much fruit do you eat?
How many meals do you have a day?

Food questionnaire

- _____ fruit do you eat a day?
 - Three or more pieces of fruit
 - One or two pieces of fruit
 - I don't eat fruit
- _____ portions of vegetables do you eat a day?
 - Three or more
 - One or two
 - I don't eat vegetables
- _____ water do you drink a day?
 - One big bottle
 - One glass
 - One small bottle
- _____ fizzy drinks do you drink a day?
 - I don't drink fizzy drinks
 - One glass
 - One big bottle
- _____ dairy products do you have a day?
 - Three or more
 - One or two
 - zero

Mostly A: Great job!! You take care of your eating habits.

Mostly B: Good job! But sometimes you don't eat well.

Mostly C: Be careful. Your eating habits aren't good for your health.

Speak

9. Choose two food groups and ask your classmates questions to find out about their eating habits. Use *How much* and *How many*.

Example: How much meat do you eat every week?

I eat meat three times a week.

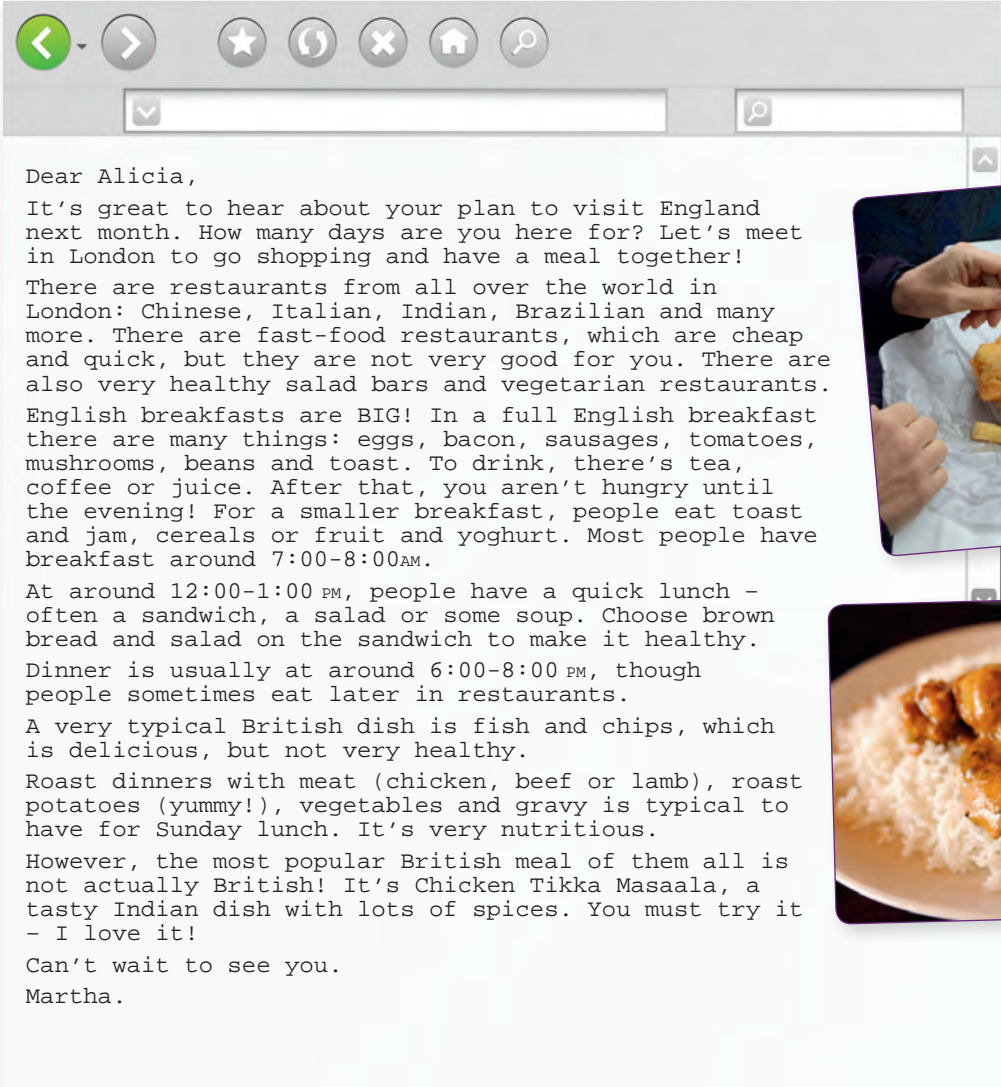
How much fruit do you eat a day?

I eat two portions of fruit every day.



 Write

10. Read the text and answer the questions a-e.



Dear Alicia,

It's great to hear about your plan to visit England next month. How many days are you here for? Let's meet in London to go shopping and have a meal together!

There are restaurants from all over the world in London: Chinese, Italian, Indian, Brazilian and many more. There are fast-food restaurants, which are cheap and quick, but they are not very good for you. There are also very healthy salad bars and vegetarian restaurants.

English breakfasts are BIG! In a full English breakfast there are many things: eggs, bacon, sausages, tomatoes, mushrooms, beans and toast. To drink, there's tea, coffee or juice. After that, you aren't hungry until the evening! For a smaller breakfast, people eat toast and jam, cereals or fruit and yoghurt. Most people have breakfast around 7:00-8:00^{AM}.

At around 12:00-1:00 ^{PM}, people have a quick lunch - often a sandwich, a salad or some soup. Choose brown bread and salad on the sandwich to make it healthy.

Dinner is usually at around 6:00-8:00 ^{PM}, though people sometimes eat later in restaurants.

A very typical British dish is fish and chips, which is delicious, but not very healthy.

Roast dinners with meat (chicken, beef or lamb), roast potatoes (yummy!), vegetables and gravy is typical to have for Sunday lunch. It's very nutritious.

However, the most popular British meal of them all is not actually British! It's Chicken Tikka Masaala, a tasty Indian dish with lots of spices. You must try it - I love it!

Can't wait to see you.

Martha.



- What time do people eat their meals in the UK?
- What do people eat for breakfast, lunch and dinner?
- What healthy / unhealthy food is mentioned?
- Find two ways of saying 'tastes good'.
- Find the different ways of saying if something is healthy / unhealthy.

11. Read the task and write your email. Use the text in exercise 10 to help you.

Your penfriend wants to know about food in Colombia for her/his trip next month. Write an email telling her/him about meals in Colombia. Write about:

- what type of restaurants there are
- what she/he can eat for breakfast, lunch and dinner
- which dishes are healthy / unhealthy
- recommend some traditional dishes.

Focus on vocabulary

Get Ready!

1. Match the words in the box to the pictures 1-9.

burger and chips chicken and rice fish lasagne green salad
 pizza spaghetti bolognese roast beef roast chicken



3. Ask and answer these questions with a partner.

Which dishes do you eat regularly?

I eat ... regularly?

Which dishes do you only eat at the weekend?

I eat ... at the weekend.

Listen



4. Listen to what Colin eats every day, then match the food to the correct day.

- | | |
|-------------------------|------------------------------------|
| a. On Sunday he eats | 1. fish and chips. |
| b. On Monday he eats | 2. roast chicken. |
| c. On Tuesday he eats | 3. sausage and mash. |
| d. On Wednesday he eats | 4. ham and salami. |
| e. On Thursday he eats | 5. spaghetti bolognese or lasagne. |
| f. On Friday he eats | 6. green salad and roast beef. |
| g. On Saturday he eats | 7. mixed grill. |



2. Say it!

Read the information. Then listen and repeat.

When two words are joined together with the word *and* the pronunciation of this conjunction is often shortened to an /n/ sound.

Chicken and rice (chicken 'n' rice)

Burger and chips (burger 'n' chips)

Listening Tip

✓ Check the correct pronunciation of key words from the task. It will make it easier for you to identify them in the listening.

 **Speak**

5. Ask and answer questions with two classmates about what you eat during the week.

*What do you eat on Mondays?
On Mondays, I eat burgers and chips.*

 **Read**

6. Read the texts about Jeff, Ellen and Ward, and answer the questions a-e.

Jeff Peterson

I'm a college student. College is very expensive, so at the weekends, I work in an Italian restaurant. My day begins very early because I have classes from 7:00 AM to 1:00 PM, so I have a quick breakfast of a glass of orange juice and a few biscuits. In the afternoon, I work on my assignments. I take a packed lunch with a ham sandwich, a little cheese and some fruit. I also eat crisps - several packets a day. I love crisps, so I eat a lot of them. From Thursdays to Sundays, I work from 6:00 to 10:00 PM, so I usually have dinner at the restaurant. There are a lot of dishes to choose from - my favourite meals are pasta and lasagne.

Ward Jacobson

I'm a travel agent. I work from Monday to Friday from 8:00 AM to 8:00 PM. My working day is very long. I don't usually have time for breakfast because I need to get ready and make the journey to work. I talk on the phone nearly all day. I'm usually quite thirsty, so I drink a lot of water. In the afternoon, I usually have a slice of pizza or a little pasta for lunch at my desk and for dinner I have a main meal, like fish or chicken and rice. Before I go to bed, I have a glass of milk and some biscuits.

Ellen Andersen

I'm an engineer and I have my own company. At 6:30 AM, I usually have a big breakfast of hot chocolate, a sandwich and some eggs. During the day, I'm often hungry, so I have some snacks - usually fruit, such as grapes and apples. I eat lots of fruit. For lunch, I usually have a main meal with beef or roast chicken and a few potatoes. At around 7:00 PM, I stop working and I have a cup of tea and some crackers and cheese for dinner.

Glossary

a slice = un pedazo
expensive = caro
I'm hungry = Tengo hambre.
I'm thirsty = Tengo sed.
main meal = comida principal

- a. Who has a few potatoes for lunch?
b. Who eats a lot of fruit?
c. Who doesn't eat breakfast?
d. Who eats a lot of crisps?
e. Who drinks a lot water?
7. Read the texts again and answer the questions.
- a. What are Jeff's favourite meals?
b. What does Ellen have for dinner?
c. What does Ward have for lunch?



Focus on language

8. Match sentences a-f to pictures 1-6.



- None of the students have food or drink in the classrooms.
- A lot of children take a packed lunch to school.
- A lot of students have lunch in the school canteen.
- A few students take an apple to school every day.
- A few students eat healthy food.
- A lot of students eat pizza for lunch.

9. Answer the questions with *a little* or *a few*.

- Do you want more sugar? Yes, *a little*, please.
- Do you have any oranges? Yes. I have _____ .
- Do you want milk with your coffee? Yes, please. Just _____ .
- Do you have any tomatoes? Yes, I have _____ .
- Do you want more rice? Yes, _____ .



Useful language

	Quantifier +++++	Quantifiers ++
Countable	<i>I need a lot of apples to make apple juice.</i>	<i>I only need a few apples to make this pie.</i>
Uncountable	<i>I drink a lot of water.</i>	<i>I drink a little water every day.</i>

 **Read**

10. Read the results of a survey. Are sentences a-c true (T) or false (F)?

How often do you eat ...	every day	Sometimes	never
chicken?	HHH HHH II	HHH HHH-HHH	III
<p>Thirty people took part in the survey about their eating habits, and about how often they eat certain food items.</p> <p>A lot of people eat chicken sometimes - a total of fifteen people. 50% eat chicken sometimes.</p> <p>A lot of people eat chicken every day - a total of twelve people, which means 40% eat chicken every day.</p> <p>A few people never eat chicken - a total of three people. So 10% of people never eat chicken.</p>			

- A few people eat chicken sometimes.
- Everybody eats chicken.
- A lot of people never eat chicken.

 **Speak**

11. Do a survey about your classmates' eating habits. Copy the table in your notebook. Change the food items if you prefer.

How often do you eat ...	every day	sometimes	never
rice?			
fast food?			
vegetables?			
beans?			
fruit?			
hamburgers?			

Example: How often do you eat rice?
Every day. / I eat rice every day.

 **Write**

12. Write a report about the results of your survey. Use the example in exercise 10 to help you.

Writing Tip

- ✓ Always plan your writing first.
- ✓ In the case of a survey, work out the results first and perhaps calculate some percentages.
- ✓ Are any of the results surprising? Do any results stand out? Write about these ones. You don't have to report every result, just the most interesting ones.

Focus on vocabulary

Get Ready!

1. Complete the descriptions with the words in the box.

bottle bowl packet cup glass plate box tin jar jug



1

A _____ of soup



2

A _____ of coffee



3

A _____ of chips



4

A _____ of tuna



5

A _____ of milk



6

A _____ of water



7

A _____ of crisps



8

A _____ of orange juice



9

A _____ of cereals



10

A _____ of mayonnaise

Useful Vocabulary

Don't confuse *chips* and *crisps*.*Chips* are long and thin. People eat them hot with salt and tomato ketchup.*Crisps* are round and very thin. People eat them cold straight from the packet.

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3. Complete the conversation with words from exercise 1. Then listen and check.

Sue: Good morning, John.
 John: Hello, Sue. How can I help you?
 Sue: I'd like two (1) _____ of milk, please.
 John: Anything else?
 Sue: Yes, please. Can I have a (2) _____ of rice? And I'd like two (3) _____ of jam.
 John: Of course. Would you like a (4) _____ of salmon? It's on offer.
 Sue: Yes, please. That sounds nice. Thanks.
 John: Thank you.



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2. Say it!

Read the information. Then listen and repeat.

In these phrases, the underlined nouns are stressed and the words *a* and *of* are unstressed.a bottle of watera cup of coffeea bowl of soup

4. Practise reading out the dialogue with a classmate.

 Listen

5. Read the definitions of healthy / unhealthy food. Then look through module 3 and write as many healthy and unhealthy food and drink words as you can in your notebook.

Healthy food and drink	Unhealthy food and drink
<i>chicken and rice water</i>	<i>burger and chips fizzy drinks</i>

Unhealthy foods are bad for your body and your health.

Healthy foods are good for your body and they help you grow.

6. Look at the lists of healthy and unhealthy food and tick (✓) the items you eat or drink. Write how many times a week / day you have them.



7. Listen to a conversation between a doctor and a patient who has completed a healthy eating questionnaire. Choose the correct option A, B or C.

- What does the doctor think is good about Manuela's diet?
 - She seems to eat a lot of chips.
 - She drinks a lot of water.
 - There's some information missing.
- What does Manuela say about chips?
 - She eats three or four plates of chips every day.
 - She'd like to eat fewer chips.
 - She loves them - especially with ketchup and salt.
- What does the doctor say about fizzy drinks?
 - You don't need to have them.
 - He loves fizzy drinks.
 - You only need orange juice.
- How is Manuela confused about a balanced diet?
 - She eats too much unhealthy food and too much healthy food.



- She thinks it means eating the same amount of healthy and unhealthy food.
 - She thinks it means getting the right balance across the food groups.
- What does the doctor tell Manuela to do?
 - He doesn't think she understands.
 - He tells her to see the correct balance.
 - He tells her to have less unhealthy food and drink.
8. Answer the questions about your diet.
- Do you eat more food from the healthy or the unhealthy food list?
 - What makes the food and drink you eat unhealthy? (e.g. too much sugar / fat)
 - What changes should you make to your diet?

 Read


9. Complete the dialogue with the phrases in the box. Then listen to check your answers.

a bowl of
a bottle of
do you like
Good afternoon
I'd like some chicken
I'm hungry too

Adam: I'm hungry. What about you? Would you like some food?

Paula: Yes, (1) _____. Great idea!

Adam: What kind of food (2) _____? Are you a healthy eater?

Paula: Well, I try to eat healthy food most of the time.

Adam: This café is great as it has a good selection of fresh, healthy food.

Paula: OK. Let's try it.

Waiter: (3) _____. Are you ready to order?

Adam: Yes, I think so.

Waiter: Would you like a starter?

Adam: I'd like (4) _____ vegetable soup, please.

Paula: And I'd like some salad, please.

Waiter: Would you like a drink?

Adam: Shall we share (5) _____ sparkling water?

Paula: Good idea.

Adam: Then I'd like some fish. What else would you like?

Paula: I don't like fish. I think (6) _____, please.

What does it come with?

Waiter: You can have some rice, chips or vegetables.

Adam: I'd like some vegetables, please.

Paula: Me too.

Waiter: OK.



Focus on language

10. Read the sentences and answer the questions.

Do you like fish?
Yes, I do. / No I don't.
Yes, I do like it. / No I don't like it.

Would you like some fish?
Yes, I would. / No, I wouldn't.
Yes, I would like some please. / No, I wouldn't like any, thank you.

I like fish.
I don't like fish.

I'd like some fish, please.
I wouldn't like any fish, thank you.

- Which question means *Do you want ...*? A. Do you like ...? B. Would you like ...?
- In the question form with plurals and uncountables, *Would you like ...* is followed by ...
A. *some* B. *any*?
- In the negative form with plurals and uncountables, *I wouldn't like ...* is followed by ...
A. *some* B. *any*?

 Write

11. Complete the sentences in your notebook.

- Would you _____ cheese?
- She _____ like tomatoes. She hates them.
- They _____ pop music, but _____ jazz.
- I _____ like salad, but I love vegetables.
- _____ you _____ meat? Yes, I do.
- _____ you _____ sausages? No, I _____, thanks.



12. Say it!

Read the information. Then listen and repeat.

Listen to the pronunciation of *n't* in *wouldn't*, *don't* and *doesn't*.
I wouldn't like any vegetables, thanks.
We don't like fish.
She doesn't like coffee.

Writing Tip

- ✓ When you finish writing, check your work carefully for language, spelling and punctuation errors. Then read it out loud. Does it sound natural?

13. Practise the dialogue in exercise 9 with two classmates.

14. Choose one of the menus and write your own restaurant dialogue. Look at the dialogue in exercise 9 to help you.

Menu A

hot dog
 chips
 burger
 pizza
 fizzy drink

Menu B

green salad
 chicken and rice
 fish
 roast beef
 vegetables
 water

Focus on vocabulary

Get Ready!

1. Read the text. Then complete the chart in your notebook so it is true for you.

To save energy ...	To save water ...	To save petrol ...	To save paper and plastic ...
<i>I turn off lights.</i>			

How 'green' are you?

Do you...

- **save energy?**
To save energy, turn off the lights and other electrical equipment when you don't need them. Use rechargeable batteries.
- **save water?**
To save water, have short showers and turn off the tap when you clean your teeth.
- **reduce pollution?**
To reduce pollution, walk, cycle or use public transport. Don't travel by car.
- **reduce waste?**
To reduce waste, recycle paper, metal and plastic. Reuse plastic bags. Recycle. Don't buy bottled water - use a reusable water bottle.



Glossary

save = ahorrar
 turn off = apagar
 rechargeable = recargable
 reduce = reducir
 waste = basura

2. In small groups, discuss your answers.

Example: I save energy, because I always turn off the lights. What about you?

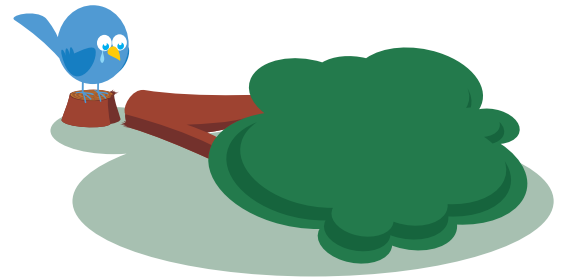
3. What changes should you make to help the environment?

Example: We should ... walk, cycle or use public transport.

 Read


4. Do the quiz. Then listen to check your answers.

- Which is the most dangerous species?
 - Sharks
 - Humans
 - Spiders
- Animals die and may become extinct when they ...
 - lose their habitat.
 - are food for other animals.
 - are food for people.
- Very large animal farms destroy ...
 - rivers and lakes.
 - the fields.
 - our houses.



5. Read the text. Are the sentences a-e true (T) or false (F)? Correct the false sentences.

MEATLESS MONDAYS

It's important to turn off lights and recycle paper, but there's another way we can help the planet ... by eating less meat. Here are the facts:

- farm animals use 30% of the Earth's surface
- we cut down the Amazon rainforest to grow soya to feed animals
- animals eat 97% of the world's soya crop (which could feed humans)
- to produce one kilo of beef it can take up to twelve kilos of grain
- to produce one kilo of beef it can take up to fifteen thousand litres of water!!

To produce meat we cut down trees and use lots of water. It isn't good for the environment.

Also, as the world's population grows, eating meat is not an efficient way to feed people.

Meatless Mondays is a campaign to encourage people not to eat meat on one day of the week, every week. It helps the environment and is good for your health. You should try it!



- Meatless Mondays is a campaign to get people to recycle paper.
- We are damaging the planet to produce meat.
- We need just a little water and food to get a lot of meat.
- Eating meat is the best way to feed a growing population.
- Eating meat every day is bad for our health.

Glossary

feed = alimentar
grow = crecer
encourage = animar

 Listen

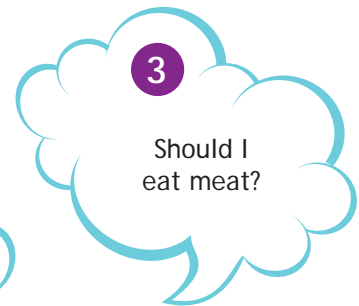
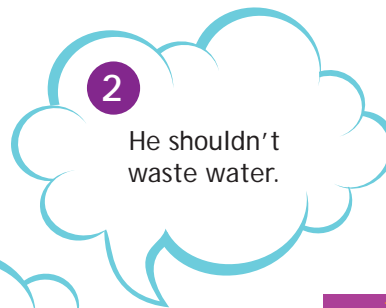

6. Listen to the interviews and write who agrees with the sentences a-f: Charlie (C) or Tanya (T).

To look after the environment ...

- you should eat less meat.
- you shouldn't waste water.
- you should turn off lights.
- you should walk, cycle or go by bus.
- you shouldn't throw away plastic bags, reuse them.
- you should recycle your rubbish.

Focus on language

7. Read the sentences and answer the questions a-e.



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8. Say it!

Practise the sound /ʃ/.
Listen and repeat.

Should Shelley shop for shoes?

- Are these sentences making suggestions or giving an order?
 - Which sentence is saying not to do something?
 - Which sentences are saying to do something?
 - Does the word *should* change for different parts of speech (*I, you, he, she, we, they*)?
 - How do you form a question?
9. Write sentences to give advice to a friend who wants to help the environment. Use the words in the box or your own ideas and *should* / *shouldn't*.

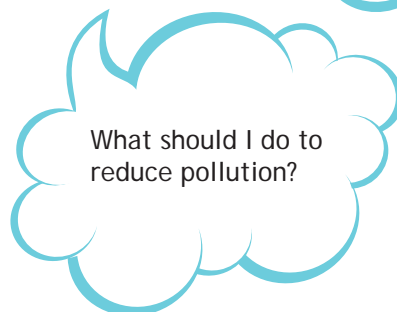
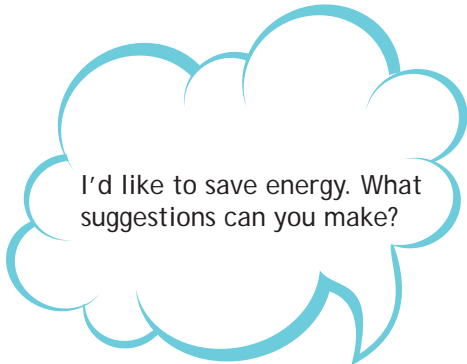
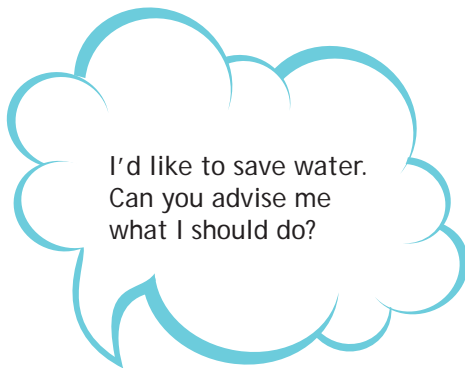
eat less meat have shorter showers throw away plastic bags
recycle your rubbish turn off the lights travel everywhere by car
waste food save water walk or cycle

Example: You should eat less meat. / You shouldn't throw away plastic bags.

 **Speak**

10. In pairs, ask for and give advice. Use the information in the box and your own ideas.

shop local turn off the lights leave the car at home eat less meat
 buy only the food you need reuse plastic bags turn off the tap when you clean your teeth
 turn off electrical equipment have quick showers do short journeys on foot



 **Write**

11. Make a poster for your classroom about things people should and shouldn't do to help the environment. Look through lesson 5 for ideas.



Writing Tip

- ✓ Think of ideas and plan your poster.
- ✓ Find or draw pictures to illustrate your poster.
- ✓ Do a rough version to check and improve.
 - ✓ Ask someone to check the writing.
 - ✓ When you are ready, do the final copy.

Focus on vocabulary

Get Ready!

1. Complete the health advice with the headings in the box.

Fitness Health checks Healthy food Hygiene

1. _____

- Eat a balanced diet.
- Drink plenty of water.
- Have plenty of fresh fruit and vegetables.

2. _____

- Wash you hands with soap.
- Clean your teeth.
- Change your toothbrush.

3. _____

- Do an hour of exercise three times a week.
- Walk to school.
- Take the stairs not the lift.

4. _____

- Visit the dentist twice a year.
- Have regular health checks with your school nurse or doctor.

2. In your notebook, complete the sentences with the words in the box.

dentist doctor exercise fit hands soap toothbrush

To keep healthy you should:

- wash your (1) _____ with (2) _____ and water after going to the toilet.
- visit the (3) _____ twice a year and get a new (4) _____ every month.
- eat healthy food and do (5) _____ to keep (6) _____ .
- visit the (7) _____ every six months for a check-up.

3. Tell your partner which of the activities in exercises 1 and 2 you do and which you should do.

 Read

4. Read the text and complete it with the sentences in exercise 2.

HEALTHY SCHOOLS CAMPAIGN

Our school runs an annual 'healthy school' campaign to teach students basic health care. It's a **really** important part of education because a healthy body means a healthy mind. Here are some of the things we learn:

Annual check-up

Many students only go to the doctor's when they are **extremely** ill. However, our school advises students to have regular health checks and to (1) _____. Every term the school doctor asks us to complete a questionnaire about our diet, exercise and sleeping habits.
Paul, 16 years old.



Time to brush!

At the beginning of the school year there is a campaign to encourage students to clean their teeth. The teachers invite dental experts to teach us how to brush our teeth properly. At the end, they give us an **incredibly** useful kit: a toothbrush, some toothpaste and floss. They then remind us to (3) _____.
Annie, 12 years old.



Now wash your hands!

You'll see this sign in public toilets. Don't forget to (2) _____. This **very** simple action is an easy way to prevent diseases from spreading. Wash your hands regularly throughout the day, before preparing and eating food and after travelling on public transport. Always think ... now wash your hands!
Jan, 15 years old.



Do you have a balanced diet?

Many students have bad diets. They often bring sugary snacks and fizzy drinks to school in their lunch boxes. It's **really** obvious that this is bad for you: eating the wrong types of food can make you overweight and give you health problems. At our school, we have posters everywhere saying (4) '_____'.
Lola, 14 years old.



Glossary

check-up = control medico
disease = enfermedad
floss = seda dental
spread = propagarse

Focus on language

5. Look at the words in blue in exercise 4. Then read the rules below and choose the correct option.

- We use words like *very*, *really*, to make adjectives *stronger* / *weaker*.
- These words are called *intensifiers*. They appear *before* / *after* the adjective they are making stronger.

6. Write these sentences in your notebook with an intensifier. The adjectives are underlined to help you.

- It's important to keep your hands clean.
- Is it necessary to clean your teeth twice a day?
- Mary is health conscious.
- Tara does lots of sport, so she's fit.

Reading Tip

✓ Look for cognates and familiar words in a text. Use those words to understand the main idea of the text.

Listen



7. Listen to the sentences. Are they true (T) or false (F)? Correct the false sentences.

- Students are learning how to grow their own vegetables.
- Students don't like being in the garden.
- They only grow vegetables.
- The garden doesn't look good.



8. Listen again and complete the text with the words in the box.

absolutely really totally

Hi! I'm Stacey. I love the vegetable garden and I spend all my time here looking after the plants. It makes me feel (1) _____ amazing that I can help to grow vegetables to eat.

My name's JC and we don't have a garden at home, so having this (2) _____ enormous garden here means a lot to me. We can grow loads of fruit and vegetables - enough to feed the whole school.

I'm Melissa. In the winter, the playground looks (3) _____ awful - grey and dull. Now it's spring, it's (4) _____ stunning with trees, plants and flowers. It makes me feel happy to see it!

Glossary

grow = cultivar
 enormous = enorme
 awful = terrible
 stunning = impresionante

Focus on language

9. Look at the adjectives that appear after the intensifiers in exercise 8. Then choose the correct option to complete the rules.
- The adjectives *amazing*, *enormous*, *awful* and *stunning* are called *normal* / *extreme* adjectives.
 - Before these adjectives you *can* / *can't* use the intensifier *very*.
10. Look at the pairs of adjectives. Which are normal adjectives and which are extreme adjectives? Write them in two lists in your notebook.

small - tiny huge - big beautiful - stunning fantastic - good awful - bad

Normal adjectives	Extreme adjectives
<i>small</i>	<i>tiny</i>

11. Write two sentences describing the items in a-d using the adjectives in exercise 10.
- your garden - *Your garden is very beautiful. Your garden is totally stunning.*
 - the mountains
 - this insect
 - this food

 **Speak**
**12. Say it!**

Listen and repeat.

How many syllables are there in each word?

Underline the stressed syllable.

absolutely = 4 syllables

extremely incredibly really totally very

13. In groups, ask questions and give your opinion on the topics in 1-3.

Look at the *Useful expressions* box to help you.

1. Schools shouldn't teach students how to be healthy.
They should learn that from their parents.

2. People are happy when they are healthy.
True or false?

3. Parents shouldn't be allowed to give their children
fizzy drinks and sugary snacks. What do you think?

Useful expressions

In my opinion

I think / don't think

I agree / don't agree with ...

Don't you think ... ?

It's important to ...

 **Write**
14. Read the text. Which topic sentence from exercise 13 is it about?

In my opinion, it's really important for schools to teach students about being healthy.

Some students learn to wash their hands and clean their teeth from their parents.

However, some students don't know why they should wash their hands and clean their teeth. So I think it's incredibly useful for all students to learn about hygiene.

These days, diet is an extremely big problem. Many families have bad diets and some students don't know that they should eat a more balanced diet.

A lot of people are very lazy and stay at home and watch TV. Not many people are active and do sport. So it's important for schools to encourage students to be more active and to spend time outside.

I think school is a place to learn about everything, including health.

15. Choose one of the topics from exercise 13 and write your opinion about it.

Use the text in exercise 14 to help you.

Paragraph 1: summarise your opinion

Paragraph 2-4: write three examples to back up your opinion

Paragraph 5: repeat your opinion to conclude.

 **Speak**
Get Ready!

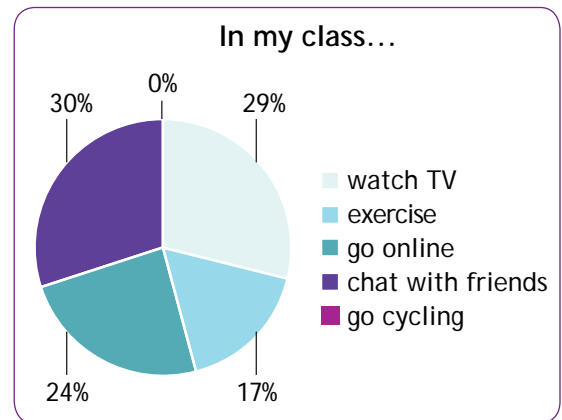
1. Find out how many students in your class do the activities in the list below.

Make a pie chart with the results.

- watch TV.
- exercise.
- go online.
- chat with my friends.
- go cycling.

Example:

In my class, 29% of the students watch TV...



2. Complete the sentences with the activities in exercise 1.



I like action movies.
I always (1) _____
after school.
I never (2) _____
I hate doing sports.



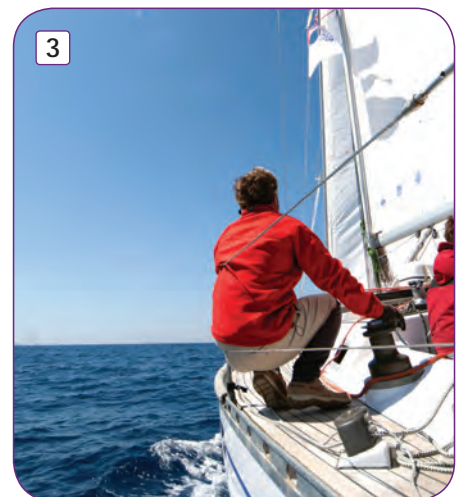
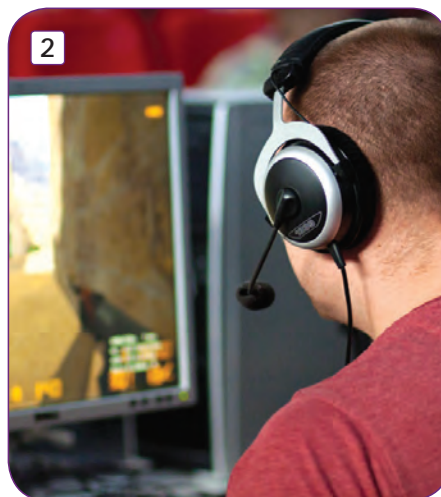
I like going to the Gym.
I (3) _____ every day.
I never (4) _____
I hate computers.
I prefer to (5) _____
at school.

3. Match the sentences to the pictures.

He plays computer games.

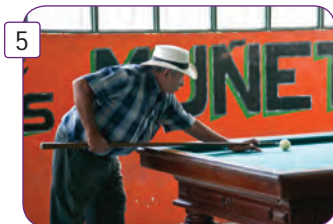
He goes sailing.

He plays American football.



Focus on vocabulary

4. Match the sentences to the pictures.



Free Time Activities

- He goes swimming.
- She does Pilates.
- They play football.
- They do aerobics.
- They go cycling.
- They do karate.
- He plays pool.
- He plays wheelchair basketball.
- They play board games.
- He goes climbing.
- They go running.



5. Now put the activities in exercise 4 into the correct column.

Exercises or Hobbies	
Competitive games or ball sports	Sports that can be done alone

 Read

6. Read about Jimmy and complete his diary in your notebook.



Jimmy is a sports fan! He loves all sports and games. Every morning from Monday to Friday, he gets up at 6:00AM. He goes running around the park for an hour. Then, he gets home and prepares a healthy breakfast: carrot juice, eggs and a sandwich. After that, he walks to school. During the break, Jimmy plays football with his friends. After school, he goes skating with his friends. Sometimes they go cycling. Then in the evening, on Tuesdays and Thursdays he plays tennis, and on Mondays and Wednesdays

he does karate. On Fridays, he does yoga. On Saturday morning, he plays basketball and in the afternoon he goes swimming. Sometimes, during the evening he plays chess with his sister or when his parents are at home they all play board games.

Sundays are family days, so Jimmy goes sailing or fishing with his dad while his mum plays volleyball with his sister. In the afternoon, they all play baseball and have lots of fun together. They are sports fans!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	<i>go running</i>	<i>go running</i>	<i>go running</i>	<i>go running</i>	<i>go running</i>		
Afternoon							
Evening							

7. Read the text again. Are the sentences true (T), false (F) or the text doesn't say (DS)?

- Jimmy gets up at 6:00AM.
- Jimmy catches the school bus every morning.
- Jimmy is part of the football team.
- Jimmy does yoga on Mondays.
- Jimmy plays chess with his father.

Focus on language

8. In your notebook, write the sports from exercise 7 in the chart.

<i>play + game</i> (ball or competitive game)	<i>go + verb + ing</i> (usually an activity to do alone)	<i>do + activity</i> (usually a non-team sport)
<i>play football</i>		

9. Write the three activities that match each verb in your notebook.

- | | | |
|---------------|-------------|-------------|
| 1. play | 2. go | 3. do |
| A. basketball | A. swimming | A. tennis |
| B. aerobics | B. cycling | B. yoga |
| C. rugby | C. football | C. karate |
| D. volleyball | D. running | D. aerobics |



10. Say it!

Read the information. Then listen and repeat the sentences.

In English some words are stressed in a sentence and the other words are weak. We usually stress content words (nouns, verbs, adjectives and adverbs).

*I play football on Sundays in the park.
What do you usually do at weekends?
Jack thinks that swimming is boring.*

Listen



11. Listen to Vicky and Ben and answer the questions.

- a. Who plays the guitar?
- b. What does Ben do on Tuesday evenings?
- c. When does Vicky do yoga?
- d. Where does Ben play football?
- e. When and where do they arrange to meet?



Listening Tip

✓ Take notes as you listen. It may help you to answer the questions.



12. Listen again and match the adjectives to the activities.

exciting interesting fun cool relaxing

- a. play the guitar
- b. do yoga
- c. play football
- d. go skating
- e. play chess

Speak

13. In pairs, talk about what you do in your free time. Use *play, go* and *do*, the adjectives in exercise 12 and frequency adverbs.

Frequency adverbs
always usually sometimes hardly ever never



Write

14. Write a paragraph about how you spend your free time during the week and at weekends.

Use time expressions, frequency adverbs and adjectives.



Focus on vocabulary

Get Ready!



1. Look at the pictures and match them to the phrases a-l.

How to be polite

- | | |
|---|---|
| a. arrive on time / early / late | g. put / don't put your elbows on the table |
| b. kiss / hug | h. leave / don't leave food |
| c. shake hands | i. say please and thank you |
| d. take off / don't take off your shoes | j. use a napkin |
| e. sit on the floor / sit at the table | k. don't talk with your mouth full |
| f. eat / don't eat with your hands | l. don't use your mobile at the table |

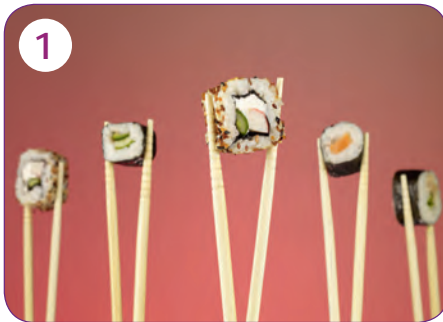
2. Use the five phrases in exercise 1 which don't have a picture to complete these sentences.

- Wait until you finish eating to speak. _____ .
- In Britain, it's polite to _____. Don't be late.
- In Japan, it's traditional to _____ to eat.
- In Britain, people always _____ when someone is kind to them.
- In Japan, you should _____ when you enter a house.

3. Look again at the phrases in exercise 1. What should people do to be polite in Colombia?

 Read

4. Read about eating habits in four different countries. Match the pictures to the texts a-d.



In Nepal, food and meal times change from region to region. However, most meals consist of some kind of rice, lentils and a vegetable dish (*tarkari*). On special occasions, they usually eat chicken or goat, and fried rice. In Nepal you can use your right hand to eat - you shouldn't use the left hand. **a**

In Japan, traditionally people sit on the floor to eat and use chopsticks. However, you can sit at the table and use a knife, fork and spoon too. A traditional Japanese food is *sushi* - it has rice and uncooked fish. Another typical food is *ichiju-sansai*. This is a soup with rice, vegetables and cooked meat or fish. **b**

In Ethiopia, a popular breakfast includes bread and eggs with green and red peppers, tomatoes and onions. People in Ethiopia usually eat with their hands. You can use a piece of their traditional round bread called *injera* to pick up the food. **c**

In Central America, people use corn to prepare *tortillas*, *tacos* and *tamales* and they love to eat rice and beans too. In Guatemala, you can eat certain foods on specific days. You can eat *paches* on Thursdays and *tamales* on Saturdays. **d**

Glossary

chopsticks = *palillos chinos*
 cooked = *cocinado*
 uncooked = *sin cocinar*
 soup = *sopa*

5. Read the texts again. Are the sentences true (T) or false (F)?

- All over Nepal, people eat the same food.
- In Nepal you can only eat with one of your hands.
- In Japan there are options to where you eat and what you eat with.
- In Japan they eat a lot of potatoes.
- People in Ethiopia eat eggs and vegetables for breakfast.
- You can't eat with your hands in Ethiopia.
- People in Central America make a lot of dishes from corn.
- You can't eat on Thursdays in Guatemala.

Reading Tip

✓ Use pictures and your knowledge of the world to work out the meaning of certain words.

 Listen
83


6. Listen and complete the sentences in your notebook with the correct country.

Britain China Colombia Egypt Ethiopia France Singapore Thailand (x2)

- In _____, you can't arrive late to a dinner invitation.
- In _____, you can arrive late to a dinner invitation.
- In _____, you can kiss people to greet them.
- In _____, you can't leave food on your plate.
- In _____, you can leave food on your plate.
- In _____, you can't put food in your mouth with a fork.
- In _____ and _____, you can eat with your hands.
- In _____, you can't eat with your left hand.

Focus on language

7. Complete the sentences using *can* or *can't* so they are true for Colombia.

- You _____ eat fish with your hands.
- You _____ arrive late for a meal.
- You _____ talk with your mouth full.
- You _____ put your elbows on the table.

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9. Now write the word you hear in your notebook.

- I *can* / *can't* speak with my mouth full.
- You *can* / *can't* leave some food on your plate.
- Paul *can* / *can't* use chopsticks.
- She *can* / *can't* eat meat.

10. Put the words in order to make questions.

Example:
late / I / can / arrive?
Can I arrive late?

- I / hands / eat / can / my / with ?
- we / can / late / arrive ?
- can / bring / flowers / he ?
- they / can / juice / some / drink ?

11. In pairs, ask and answer the questions in exercise 10.

Example:
Can I arrive late?
Yes, you can. / No, you can't.

Useful language

We use *can* and *can't* to talk about what is and isn't acceptable.

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8. Say it!

Listen and repeat the following sentences.

You can't arrive late.
You can arrive late.

 **Speak**

12. Match the pictures to the phrases a-f.



- In many countries, you can eat sandwiches with your hands.
- In some countries, you can eat off a banana leaf.
- In most countries, you can eat at a table.
- In some Asian countries, you can sit on the floor to eat.
- In most countries, you can use knives, forks and spoons.
- In some Asian countries, you can use chopsticks to eat.

13. Now choose two countries and compare the social etiquette around meals. Say what you can and can't do in each country.

Example: In Colombia you can arrive late, but in Britain you can't.

 **Write**

14. Write an email to your pen friend about the eating habits in your country. Use the text on p115 to help you. Include this information:

- Do I need to arrive on time?
- What can't I do at the table?
- Can I leave some food on my plate?
- Do I need to use chopsticks / do special things with my knife, fork and spoon?
- What kind of food can I expect?



Let's work together

Healthy Lifestyle

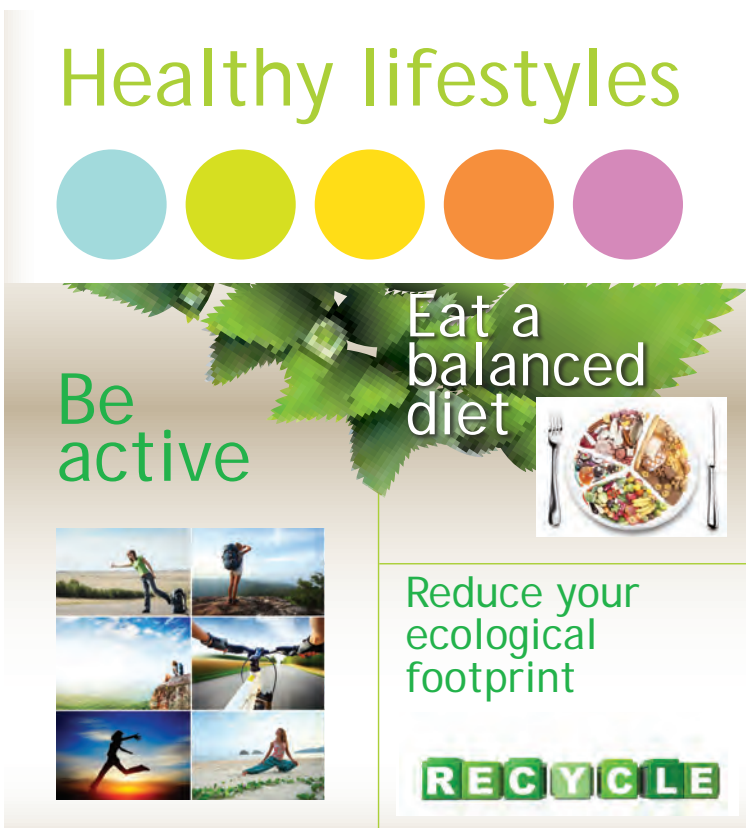


Prepare your leaflet

1. Follow these steps to prepare your leaflet:

- think of a topic or topics for your health campaign
- research your chosen topic
- think of a memorable heading
- include the most important information
- write short messages about the benefits of your campaign
- be direct in telling people what to do
- include contact information
- find attractive pictures or draw an illustration
- plan the layout of the leaflet.

Now, you are ready to make your leaflet!



This leaflet contains useful information and tips for leading a healthy lifestyle

Project Tip

- ✓ For ideas, have a look through Module 3 of *English, Please 1*.
- ✓ Also, look online for further help.

Be active

Do at least 30 minutes of exercise every day

- It reduces the risk of a disease.
- It makes your body strong and makes you feel better.

Eat a balanced diet

Eat five portions of fruit and vegetables a day.

They give your body vitamins and energy. They prevent diseases.

Reduce your ecological footprint

It helps the planet and helps you enjoy the wonders of nature.

Further contacts • www.theactivelifestyle.org.uk
Tel: 01707 281685 • Fax: 01707 281688





Make your leaflet

2. **First write the text, then add the pictures.**
 - write the title
 - write the three most important messages of your campaign
 - ask a classmate to check your writing - be careful there are no mistakes
 - design images and drawings
 - design the layout of your leaflet.



Present your leaflet

3. **Now, you are ready to present your leaflet.**
 - choose to present it orally or
 - make it available for other students to see
 - provide some questions for students to answer based on the leaflet or
 - ask for feedback.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can follow the sequence of a text.			
	B. I can use graphic organisers to present the information of a text.			
	C. I can understand the meaning of words in context.			
WRITING	A. I can write descriptions of Colombian dishes.			
	B. I can write about issues in a community.			
	C. I can write postcards about eating habits.			
LISTENING	A. I can find specific information about eating habits and lifestyles.			
	B. I can identify characteristics of food and dishes in short descriptions.			
	C. I can recognise healthy lifestyles.			
SPEAKING	A. I can talk about Colombian eating habits.			
	B. I can ask questions about lifestyles.			
	C. I can express preferences about sports and leisure activities.			

2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. Take notes when listening.			
2. Use new vocabulary learnt when I express my ideas.			
3. Identify cognates and familiar words in a text.			
4. Do extra activities to improve my English.			
5. Complete assignments.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

4. Assessment of Module 3

Look back over the module, then complete the sentences.

My favourite activity was ...

The most useful words or expressions were ...

I enjoyed learning about ...

I need to practise ...

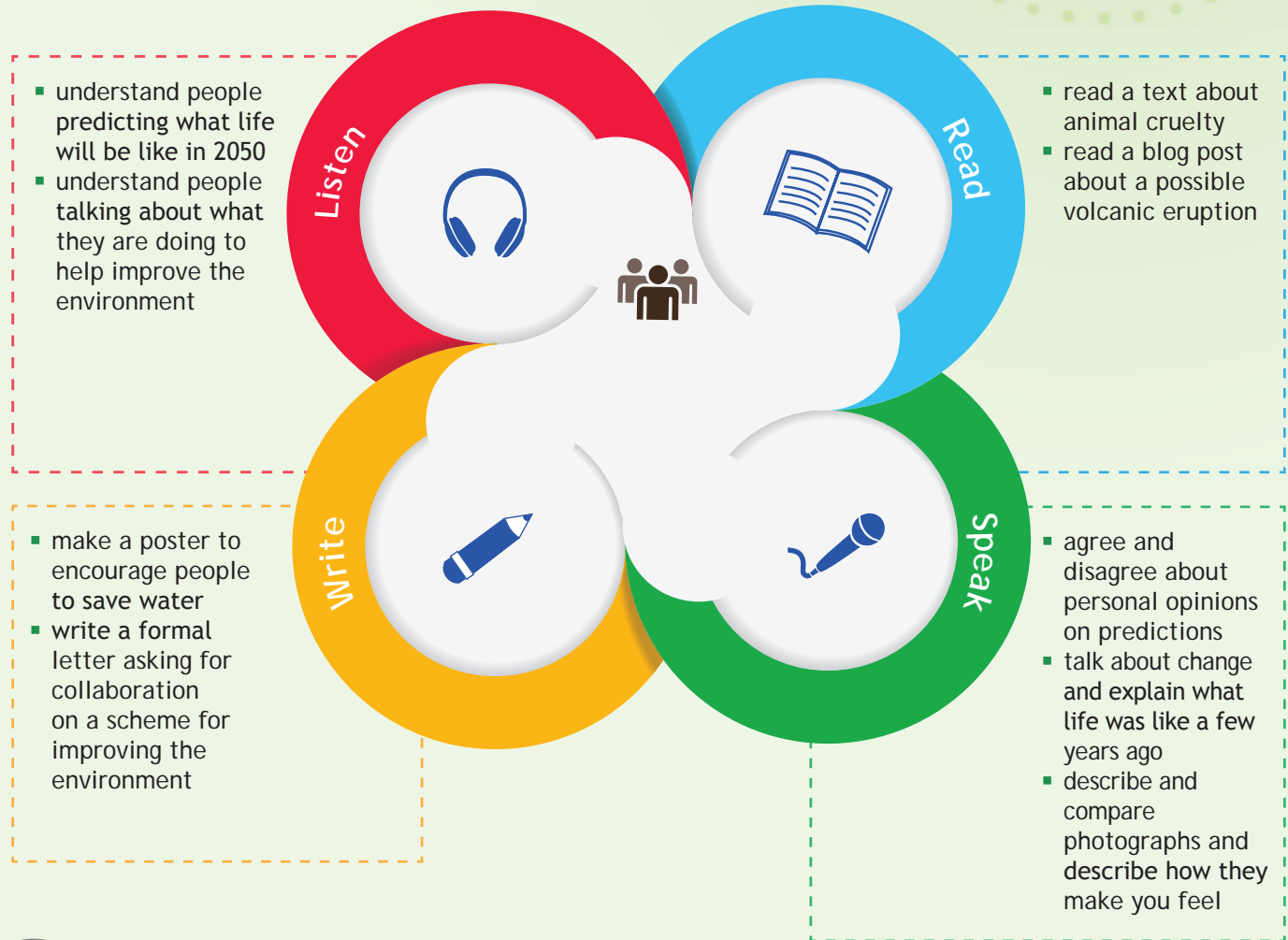




In this module you will ...

- learn about geographical features and flora and fauna in the world in **Unit 1** The world we live in
- identify environmental problems, natural disasters and being 'green' in **Unit 2** Problems and solutions
- analyse changes in our cities and look at ways to help the environment in **Unit 3** Changes to make

You will also ...



Let's work together

Create an infographic about the environment

You will work together as a team to create an infographic about environmental problems in Colombia.

This project will practise the following skills:

- research - you need to be able to find interesting and relevant information to present in your infographic
- maths skills - to be able to present facts and figures as graphs
- autonomy and personal initiative - to come up with unique ideas to present your information critically and with confidence

As part of the learning process, it's important to complete the self-assessment at the end of the module.

When you look at the work of your classmates or watch their presentations, think about what went well and if you could use the same idea in another presentation.

Focus on vocabulary

Get Ready!



1. Match the words a-g to pictures 1-7.

- | | |
|---------------|------------|
| a. mountain | e. plain |
| b. river | f. sea |
| c. rainforest | g. volcano |
| d. lake | |

2. Read the sentences and complete them with the words in exercise 1.

Places around Colombia:

- Do you know Guatavita? It is a peaceful _____ near Bogotá.
- Have you heard of the 'llaneros'? They are Colombian cowboys who live on the Orinoco _____, in the west of Colombia.
- Chocó is an area in the west of Colombia with beautiful _____.
- Pico Cristóbal Colón is a very high _____ in the north of Colombia.
- Galeras is an active _____. It is very high. It is near Pasto, in the south of Colombia.
- San Andrés is a tourist island. People enjoy the beaches and swimming in the _____.
- Caño Cristales is a colourful _____ in La Macarena National Park.

3. Read the text and complete it with words from exercise 1 in your notebook.

Colombia is a beautiful, colourful country. It has many interesting places to visit. There are high (1) _____ such as El Picacho in Santander. There are the sunny, hot (2) _____ of Meta and (3) _____, such as the Amazon and the Orinoco. There is a (4) _____ near Cali called Calima. I also love the colours of the (5) _____ on the Caribbean coast near La Guajira and Cartagena. I enjoy the fresh air and the green of the (6) _____ in Chocó and the Amazon. Colombia has beautiful landscapes!

Glossary

such as = *tales como*
landscapes = *paisajes*

 **Read**

4. Read the text and the sentences. Are they true (T) or false (F)? Correct the false sentences.

NATURAL ECOPARKS IN COLOMBIA

Ecoparque de la Salud (The Health Ecopark)

Cali is the biggest city in the south west of Colombia. Like other cities in Colombia, it has an ecopark nearby. The Health Ecopark in Cali is a large park which borders the beautiful Pance River. At 564 km² it is the most important park in the area. The forest is a relaxing place for people from the nearby city to get fresher air and cooler temperatures. There are lots of trees in the forest and a wide variety of animals and birds. People visiting the ecopark can see birds such as guacharacas, eagles and other native species. Along the river they can see amphibians such as toads and frogs in the clear water.

Tayrona Ecopark

Tayrona Ecopark near Santa Marta in the north of Colombia is smaller than the Health Ecopark, with an area of 150 km². This ecopark is more famous than the Health Ecopark. Tayrona has beautiful beaches, exotic nature and clear blue sea. It has a wide variety of wildlife as the park is located between the sea and the mountains.

In terms of wildlife, there are 300 species of birds and 70 species of bats, as well as jaguars, deer, iguanas, turtles and other native species.

Visitors can walk in the forest or relax on the beaches. You can camp in Cañaveral or El Cabo or go swimming in La Piscina - a natural sea water lake.



Glossary

native species = *especies nativas*

- Tayrona Ecopark is bigger than the Health Ecopark.
- People from Cali can enjoy fresher air by visiting the Health Park.
- In the Health Park people can see wildlife in the sea.
- The Health Ecopark is more famous than Tayrona Ecopark.
- The Health Ecopark has both mountains and the sea.
- Tayrona Ecopark has places where you can stay the night.

Reading Tip

- ✓ First read the text to get the general idea. Then, read each question and scan the text to find the answer.

Listen



5. Listen to people describing places in Colombia. Which words do they use? Write the words in your notebook.

- Sierra Nevada de Santa Marta *Example: mountains, highest, beautiful*
- The Magdalena River
- The Orinoco
- Chocó Rainforest
- Colombian coastlines
- Volcanoes in Colombia

Geographical features:

mountains landscape river plains forests
rainforests sea ocean volcano

Describing words:

active beautiful calm cold colourful dangerous
high long tropical vast wet wild warm wide



6. Listen again and complete the sentences with the correct words in your notebook.

colder colourful dangerous highest longest warmer wettest wide

- The Sierra Nevada de Santa Marta is the world's (1) _____ coastal mountain range.
- It is a (2) _____ river, which runs from south to north ending in the city of Barranquilla.
- The Orinoco is one of the (3) _____ rivers in South America.
- Chocó, in the north west of Colombia, is one of the world's (4) _____ rainforests.
- The Pacific Ocean is (5) _____ and wilder, but the Caribbean Sea is (6) _____, calmer and more (7) _____.
- Galeras is one of the most (8) _____ volcanoes in the world.

Focus on language

7. Read the *Useful language* box. Then complete the table in your notebook.

adjective	comparative	superlative
big, wide, long,	bigger, wider, (1) _____	the biggest, the widest, (2) _____
beautiful, dangerous,	more beautiful, (3) _____	the most beautiful, (4) _____
good, bad,	better, worse	the best, the worst

Useful language

- We use adjectives to describe nouns. They usually appear before the noun (a high mountain, a beautiful park), or after the verb *be* (The sea is colourful.)
- To compare two things we add *-er* to the adjective (a mountain is higher than a house). Or we add the word *more* before the adjective (The Caribbean is more colourful.)
- To compare three or more things we add *-est* to the adjective (the highest mountain in the world). Or we use *the most* before the adjective (the most dangerous volcano in the world.)

 Write


87 8. Listen and write the correct option in your notebook.

Los Nevados National Ecopark in Tolima is 583 km².

1. Los Nevados National Ecopark in Tolima is ...
 - A. 583 km²
 - B. 853 km²
 - C. 683 km²
2. Caño Cristales in the Sierra de la Macarena is ...
 - A. 100 km
 - B. 200 km
 - C. 120 km
3. Gorgona National Ecopark near the Pacific Ocean is ...
 - A. 516 km²
 - B. 616 km²
 - C. 660 km²
4. Las Orquídeas Natural Park in Antioquia is ...
 - A. 302 km²
 - B. 230 km²
 - C. 320 km²
5. Puracé National Ecopark near Popayán is ...
 - A. 813 km²
 - B. 830 km²
 - C. 803 km²
6. Los Guácharos Cave in Caquetá is ...
 - A. 627 km²
 - B. 762 km²
 - C. 672 km²

10. Choose an ecopark in Colombia and write a description of it. Look through the lesson for ideas to help you. Check your writing carefully.

- a. location
- b. characteristics - compare it with other similar places
- c. flora and fauna - give some examples, use adjectives
- d. activities - things people can do in the ecopark

 Speak

11. In pairs, compare the ecoparks you wrote about in exercise 10. Tell the class about the differences.



88 9. Say it!

How do you say these numbers? Listen and repeat.

- 225 = *two hundred and twenty-five*
- 564 = *five hundred and sixty-four*
- 387 = *three hundred and eighty-seven*
- 791 = *seven hundred and ninety-one*
- 405 = *four hundred and five*

For m² we say: square metre

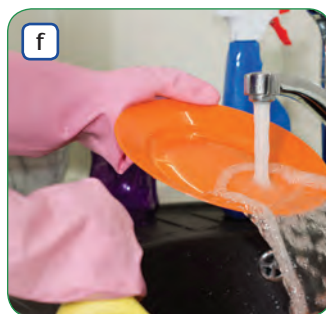
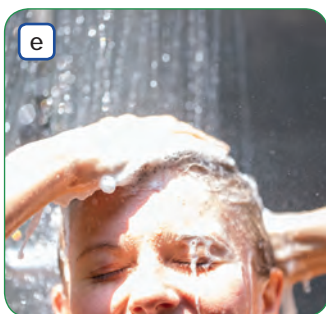
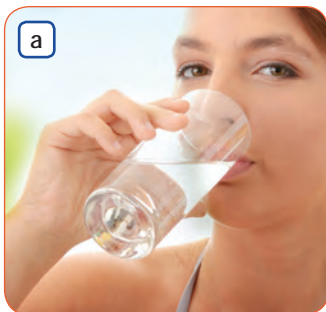
For km² we say: square kilometre

Focus on vocabulary

Get Ready!

1. Match the expressions with the pictures. Which action do you think uses most water?

do the washing-up drink clean the kitchen water the plants do the laundry
have a shower flush the toilet prepare food



2. In pairs, do the quiz.

Approximately how much water do you use when you ...

1. flush the toilet?

- a. 5-10 litres
- b. 10-20 litres
- c. 20-30 litres

2. have a 10-minute shower?

- a. 40 litres
- b. 70 litres
- c. 100 litres

3. do the washing-up for five minutes?

- a. 10 litres
- b. 20 litres
- c. 30 litres

4. do the laundry in a washing machine?

- a. 30-40 litres
- b. 50-100 litres
- c. 100-150 litres

5. Where do you think we use most water at home? Put the following in order.

- a. Doing the laundry
- b. Cleaning the kitchen
- c. Preparing food
- d. In the bathroom

 **Read**

3. Look at the pictures. What can you see? What are the people doing? Why?



4. Read the text. How many ideas to save water are mentioned? Can you think of any more?

Don't waste water!

There are 7 billion people on the planet and we need more water than before. 1.1 billion people don't have access to fresh water. Others only have access for part of the year. Pollution from factories and chemicals makes water dirty. Also, climate change means that there is less water now. It rains less, or rain falls at different times. The rain doesn't fill rivers and reservoirs.

If there is no clean water, people drink dirty water instead. This causes illnesses and a lot of people, especially children, die because of this.

What can we do?

If you live in a country with lots of fresh water, you are very lucky! But you can still help to save your country's water.

- Turn off the tap when you are brushing your teeth.
- Don't use fresh water to water your lawn.
- Don't have a bath. Have a shower instead.
- Eat less meat. The meat industry uses a lot of water.

Water is precious! Don't waste it.

Glossary

- waste* = desperdiciar
- pollution* = contaminación
- dirty* = sucio/a
- reservoir* = embalse
- turn off the tap* = cerrar el grifo
- brush your teeth* = cepillarse los dientes

Reading Tip

- ✓ Many words are similar in English and Spanish. What do these words mean?
access, chemicals, climate, industry

5. Read the text again. Are the statements true (T) or false (F)?

- a. There is more water now than before.
- b. Climate change affects rivers.
- c. Some children die because water is dirty.
- d. A bath uses more water than a shower.
- e. Producing meat doesn't use much water.

Focus on language

- 6 Look at the statements. Which of them are instructions to do something? Which of them are instructions NOT to do something?
- I do the dishes every day.
 - Don't use fresh water to water your lawn.
 - Turn the tap off when you are brushing your teeth.
 - I don't have a twenty-minute shower every day.
 - Eat less meat.
 - Don't have a bath.
 - Have a shower.
 - Save water at all times.
7. Choose the correct word to complete the sentences.
- To tell someone to do something we use the infinitive of the verb **with / without to**.
 - To tell someone not to do something we use **Do / Don't** before the infinitive without **to**.
8. In your notebook, write the words in the correct order.
- do / washing-up / after / the / dinner / please
 - long / shower / don't / a / have
 - use / phone / in / don't / class / mobile / your
 - school / call / after / me
 - late / to / go / don't / bed / tonight

Listen



- 89 9. Listen to Tania. What good habits does she have about using water?



- 89 10. Listen again. How often does Tania and her family use water? Copy the table and write the activities in the correct column.



Twice a day	Every day	4 times a week	At weekends	Never
	<i>drink 8 glasses of water</i>			

 **Speak**

11. Look at the actions in exercise 1 again. Then tell your partner how often you use water. Use the box to help you.

*I drink water about 5 times a day. How about you?
I drink water more than that. I drink about 10 glasses
of water a day.*

Useful expressions

When we talk about activities we do regularly, we can say:

*once a day / week / month
twice a day / week / month
three times a day / week / month*

12. Take turns to give and follow instructions using a verb from box A and an expression from box B. Make some of them negative with *don't*.

A

stand
close
say
look
ask
touch

B

your eyes
your book
me a question
the alphabet in English
at me
up

 **Write**

13. Make a poster to encourage people to save water. Look at the text on p129 again to help you. Also, use your own ideas.



Water is precious!

Don't have a shower every day.

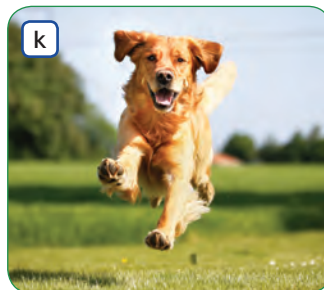
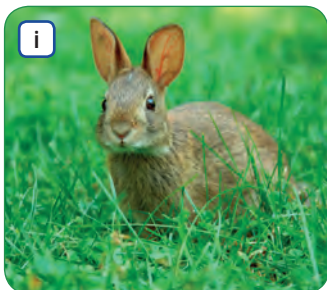
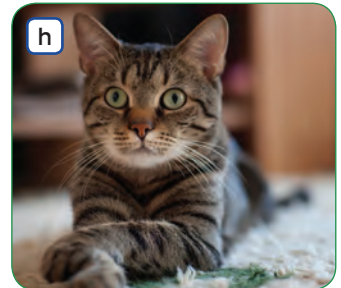
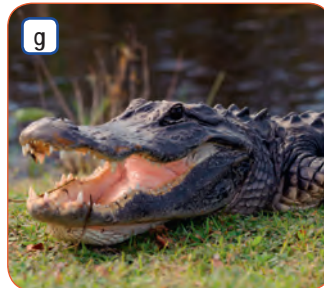
Don't wash your car every week.

Always turn off taps completely.

Focus on vocabulary

Get Ready!

1. Match the animals in the box to the pictures.



dolphin monkey cat iguana caiman dog capybara horse cow snake rabbit sheep

2. Copy the table. For each category, write three animals from exercise 1.

pets	farm animals	wild animals (mammals)	wild animals (reptiles)

3. Read the descriptions and write the animals.

- This animal likes people, but doesn't like cats! You have to take it for a walk every day.
- This animal is small. It has long ears and a short tail. It loves carrots.
- This animal is very intelligent. It lives in the sea.
- This animal lives in the water, but can walk on land. It can be dangerous.
- This animal lives with people, but it's very independent. It likes eating fish.
- This animal is very long and lives in the jungle. It can be dangerous.

 Listen
90


4. Listen to three people talking about their pets. Who has got an unusual pet?

90


5. Listen again and write *Joe*, *Chloe* or *Andy* for each sentence.

- This person's parents help to look after the pet.
- The pet needs clean water every two days.
- This person doesn't agree with the choice of pet.
- This pet is very young.
- This pet's owner feeds him twice a day.
- This pet likes playing with people.

91


6. Complete the sentences about obligations. Then listen and check.

- I _____ take him for a walk before school.
- We _____ feed him twice a day.
- She _____ clean its cage every week.
- My cousin _____ be careful that he doesn't escape.

7. Choose the correct options in the sentences.

- At school we have to / has to arrive at our classes on time.
- At weekends, we have to / has to help my parents with the housework.
- My sister have to / has to clean the kitchen.
- I have to / has to do the washing-up.
- It's Sunday, but my dad have to / has to go to work today.

92


8. Say it!

Where is the stress in these sentences? Listen and repeat.

- We have to study.*
- I have to make my bed.*
- Mary has to write a book.*
- Dad has to work.*

9. In pairs, discuss the questions.

- What do you have to do at school?
- What do you have to do at home to help?

Example:

We have to do our homework.

Yes, and we have to bring a notebook to every lesson.

 Read

10. Look at the pictures and the title of the text. How is each picture connected to the title?
11. Read Marta's essay. How many examples does she give of animal cruelty?

ANIMAL CRUELTY by Marta Sánchez

We share our planet with millions of species of animals. Animals are beautiful and intelligent, but people often do terrible things to them. In my opinion, we have to stop cruelty to animals.

Circuses

We love seeing animals like elephants and lions in circuses. They live in small cages, and people often hit the animals if they don't learn quickly. Some people think that the animals don't suffer because they are used to circus life. But I think it's cruel.

Traditions

Sports like bullfighting, fox hunting and dog fighting are popular in a lot of countries. Some people think that bullfighting is exciting, and say that it's fair because bulls are strong and powerful. But I disagree, because the bullfighter chooses to fight, but the bull can't choose.

Animal trafficking

A lot of exotic animals are taken from their natural habitats. People can make a lot of money from animal trafficking. People buy them as pets, or kill them for food, or make products from their bodies such as souvenirs, clothes and medicine.



Glossary

cage = jaula
fox hunting = caza de zorros
fair = justo/a
powerful = poderoso/a
souvenir = recuerdo

12. Read the essay again. Copy and complete the table.

	Why do people use animals for this?	Why does Marta think it's cruel?
Circuses		
Bullfighting		
Animal trafficking		



- 93 13. Listen and put the numbers in order. Then say the numbers.

- 100,000
- 16,000,000
- 60,000
- 1,000,000
- 60,000,000
- 6,000,000

Useful language

In English we don't use -s in the plural of *hundred*, *thousand* and *million*.

Example:

two million, NOT *two millions*

six hundred, NOT *six hundreds*

thirty thousand, NOT *thirty thousands*

 **Speak**

14. Look at the pictures on page 134 again. Describe them, and explain how they make you feel, and why.

Useful expressions

We can use the following expressions to describe a picture:

In the picture, I can see ...

There's / There are ...

When I see this picture, I feel ...

15. In pairs, read the situations and give your opinions.

Useful expressions

We can use the following expressions to discuss and give opinions:

I think (animal testing) is awful.

I don't think (horse racing) is very bad.

I agree.

I see what you mean, but ...

a

There is a laboratory near my house where they use animals for experiments. I know there are dogs, cats and rabbits there. They give substances to the animals to see their reactions.

b

My friend has three cats. One of them is his favourite. Sometimes, when the other two cats do something wrong, my friend hits them.

c

My friend Paola is vegetarian. She thinks it's wrong to kill animals and use their meat for food. I understand her point of view, but sometimes she gets angry with me too when I eat meat.

d

People do horse racing in my town. They don't kill the horses, but sometimes the horses die when they fall. I think it's cruel to use animals for sport.

 **Write**

16. Choose one of the situations above, or one from the text on page 134. Write a paragraph giving your opinion about it.

Focus on Vocabulary

Get Ready!



1. Look at the pictures above. Match the phrases below to the pictures they describe.

- | | |
|-----------------------|--------------------|
| a. pollute the air | d. kill fish |
| b. cut down trees | e. traffic animals |
| c. throw away rubbish | |

2. Speak to your partner. Can you think of other examples of how the Earth is sick? Make a list, use your dictionary if you need to.

 Listen

94 

3. The pictures on page 136 are from a presentation a student gave about how the Earth is sick. Listen to the presentation. Number the order in which the presenter says the examples.

- a. pollute the air
- b. cut down trees
- c. throw away rubbish
- d. kill fish 1
- e. traffic animals



94 

4. Listen again. Did the presenter mention any of the things from your list in exercise 2?



Glossary

- cut down = derribar
- throw away = desechar
- rubbish = basura
- pollute = contaminar
- destroy = destruir
- waste = desperdiciar

95 

5. Say it!

Read and listen to the sentences.

Using stress to emphasise important information.

- Notice how stress can be used to emphasise the important information in a sentence.
 - a. We are making the Earth sick. (*We* is the important information.)
 - b. We are making the Earth sick. (*making* is the important information.)
 - c. We are making the Earth sick. (*sick* is the important information.)

6. Now say the sentence below three times with different emphasis.

You are wasting water.

- a. Make *You* the important information.
- b. Make *wasting* the important information.
- c. Make *water* the important information.

Focus on language

7. Look at the pictures and read the sentences.
- Are these sentences about actions that are happening at the moment?
 - How do you make this verb form?
 - What are you doing at the moment?



She is cleaning the bird.



People are cutting down the trees.

Useful language

When we describe activities that are happening now, we can use time expressions such as: *now, right now, these days, at the moment.*

- *People are taking care of animals these days.*
- *My friend is washing his dog at the moment.*
- *We are reading about the environment right now.*

8. Complete the sentences with words from the box.

destroying cleaning changing wasting throwing away making

- You are _____ water. Turn the tap off!
 - He is _____ that bottle. He could recycle it.
 - The climate is _____. The Earth is getting hotter and hotter.
 - They are _____ the habitats of many animals by cutting down the forests.
 - We are _____ a poster about our project.
 - I am _____ the beach. Look! There is so much rubbish!
9. Complete the sentences with the verbs in brackets in the correct form.

- I _____ English. I love it! (*learn*)
- You _____ too quickly. I don't understand. (*speaking*)
- Our teacher _____ us make a poster. (*help*)
- We _____ all our rubbish. (*recycle*)

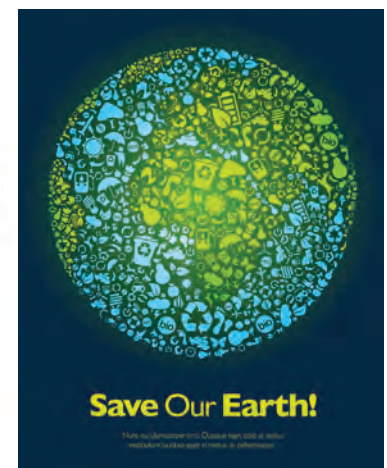


 **Read**

10. Read the poster that a class created as a project.

HOW WE ARE HELPING OUR SICK EARTH!

- We are planting trees near our school.
- We are recycling all the paper we use in class.
- We are checking lights are turned off.
- We are not wasting water.
- Our school is only using low-energy light bulbs.
- We are not throwing away our plastic bags.
- We are helping with the washing-up in the kitchen.
- We are not eating too much meat.



11. In your notebooks, put the sentences into two categories: affirmative (what they are doing) and negative (what they are not doing). Change the sentences so you are writing about the students.

Example: They are planting trees near their school.

 **Write**

12. Prepare a poster like the one in exercise 10. Try to think of a different title. Try to use your own ideas.

 **Speak**

13. Use your poster to give a presentation. Remember to use stress to emphasise the important information.

Glossary

check = comprobar
 turned off = apagado/a
 low-energy light bulb =
 bombillo de bajo
 consumo
 the washing-up =
 lavar la loza
 meat = carne

Focus on vocabulary

Get Ready!

1. Match pictures 1-6 to the natural disasters in the box.

earthquake hurricane flood landslide avalanche volcano



2. Speak to your partner. Do you know what to do in these natural disasters? Which ones do you think are most frightening?

 **Speak**

3. Look at the pictures. Discuss with a partner.
- What can you see?
 - How do you think the pictures are connected?


 **Read**

4. Read the blog post from a reporter near a possible volcanic eruption.

WORLD BLOG

I am sitting near Mount Vesuvius, a famous active volcano in Italy. When Vesuvius erupted in AD 79, it destroyed the Roman city, Pompeii. Mount Vesuvius last erupted in 1944, but experts and locals are worried that it could happen again soon!

I am speaking to Dr. Rosalia Dell'Aquila, an expert in volcanoes, and to Donna Esmeralda, who can remember the last time that Mount Vesuvius erupted.

Donna Esmeralda explained to me why she is so worried. She said "We are seeing many things we saw last time. My neighbour's cows aren't giving milk and her bees aren't coming back. My dog isn't happy - she isn't sleeping at night. The same thing happened in 1944."

Dr. Dell'Aquila says 'Now we are good at knowing when a volcano can erupt. Donna Esmeralda's comments are very interesting. Scientific tests are also telling us about a possible eruption. We're testing things like CO₂ and it is high. But the magma inside the volcano isn't rising and we aren't seeing any deformation of the land.'

Glossary

worried = preocupado/a
 bee = abeja
 happen = ocurrir

5. Choose the correct option.
- Vesuvius...
 - last erupted in AD 79.
 - last erupted in 1944.
 - is erupting right now!!
 - Donna Esmeralda is...
 - a scientist.
 - a farmer.
 - a local.
 - Donna Esmeralda owns...
 - cows.
 - bees.
 - a dog.
 - Dr. Rosalia has noticed...
 - high CO₂ levels.
 - magma rising.
 - the land deforming.

Listen



6. Listen to a Colombian teenager telling his older sister what to do in a practice earthquake drill.



7. Complete the sentences about the earthquake drill with the correct words.
- Have a _____ .
 - Don't _____ in a doorway.
 - Sit under a desk or _____ .
 - Protect your _____ .
8. Write the contractions for these words. Listen to Ramón and Susana again if you need to.
- You are _____
 - Rex is not _____
 - We are not _____
9. Now use contractions to tell your partner about:
- What you are doing right now.
 - What your mum or dad are NOT doing right now.
 - What your favourite football team are doing right now.

Focus on language

10. Read the sentences.

- She isn't sleeping.
- We aren't sleeping.
- I'm not sitting.
- You aren't practising.

11. Choose the correct option.

- The sentences are all **affirmative/negative**.
- The word *not* (*n't*) goes **before/after** the main verb.
- When speaking, people usually **use/don't use** contractions.

12. Rewrite these sentences in the negative. Use contractions.

- The volcano is erupting.
- I am speaking to you.
- You're chatting to your friends.
- The cows are sleeping.
- My dog is sleeping under the table.
- They are noticing the important signs.

 **Speak**

13. Read the blog post from a blogger who is raising money for a special cause.

Green Blog

MY "CONSUME NOTHING" DAY.

I am raising money for the people affected by the earthquake in the Himalayas. Because these people have nothing, I am trying to consume nothing today. I'm not eating, I'm only drinking water. I'm not shopping. I'm not travelling anywhere by car, I'm walking.

I'm giving all the money I save to charity and I am asking people to give the same amount.

Glossary

special cause = ONG u organización sin ánimo de lucro.

14. You are going to raise money for a special cause. In groups, decide:

- a. What special cause or region you are raising money for.
- b. How you are raising money.
- c. What each person is doing.

Example:

I am wearing a bird suit.

Juanita is selling cakes.

We are all singing.

15. Now present your plan to the rest of the class.

 **Write**

16. Listen to the presentations by the other groups in the class and make notes.

17. Choose three of the presentations and write about them. Which did you think was the best? Why?

Focus on vocabulary

Get Ready!

1. Read the text and match the speech bubbles to the pictures.

We're walking to school.



I'm collecting litter, then recycling it.



Today is Earth Day,
so we're all doing something to help the environment.

I'm cycling to school this morning.



They're having a paper-free day.



We're not using electricity for the whole day!



2. Complete the sentences with the correct words from exercise 1.


- We're collecting _____ to make the school cleaner.
- So today we're having a _____ day - no books or notepads of any kind, please.
- We're trying to help the _____ by not using electricity today.
- She's _____ the litter to help reduce waste.

 Listen

97

3. Listen to the interview and choose the correct option A-C.

1. What is Tom doing in the garden?
 - A. He's watching for a while.
 - B. He's planting some seeds.
 - C. He's outside in the garden.
2. What are Tom's friends doing?
 - A. They're picking up litter.
 - B. They're eating food.
 - C. They're also planting seeds.
3. What is Sally doing?
 - A. She's doing different things.
 - B. She's sorting the recycling.
 - C. She's painting the canteen green.
4. What's the boy at the computer doing?
 - A. He's sending emails to farms.
 - B. He's shopping.
 - C. He's buying a farm.
5. What are the girls in the kitchen doing?
 - A. They're asking the chefs questions.
 - B. They're finding out what it's like to be a chef.
 - C. They're learning how to cook.
6. Which statement is true?
 - A. Normally students don't eat meat on Wednesdays.
 - B. Students don't usually use paper on Mondays.
 - C. The school doesn't use electricity on Wednesdays.



Listening Tip

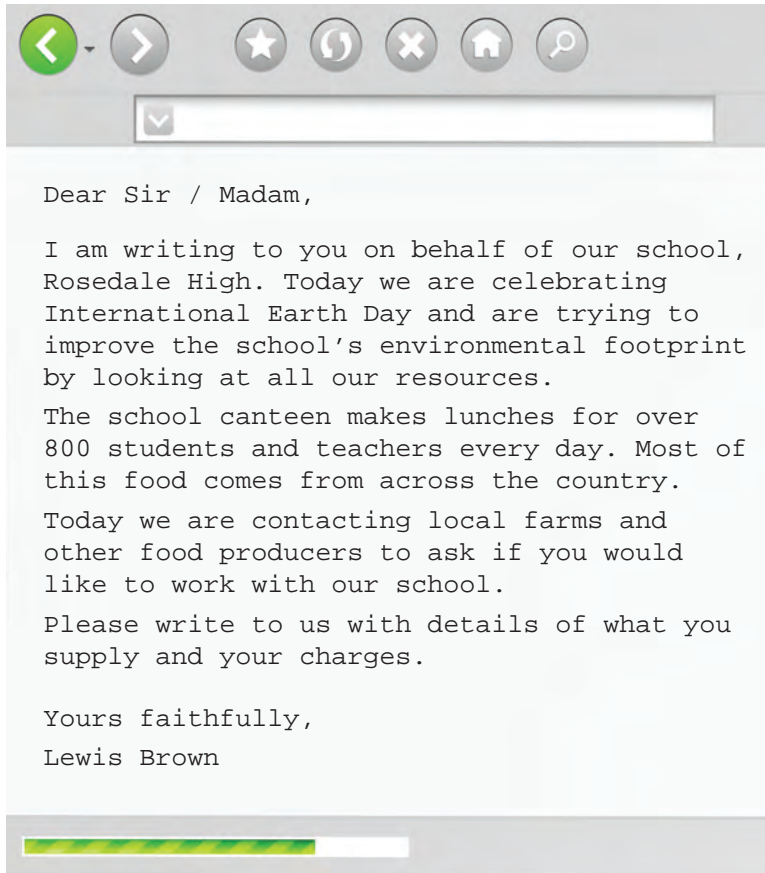
✓ Read the questions before listening. It will help you to predict the topic and listen out for the answers.

Focus on language

4. Look at the questions and answers in exercise 3, questions 1-5 and choose the correct options.
 1. The present continuous (*be + ing*) describes what happens every day / what is happening now.
 2. To form a question the subject and the auxiliary verb stay the same / change position.
 3. It's common / not common to contract the subject and auxiliary verb, e.g. He is = He's.
 4. Why is the present simple used in exercise 3, question 6?
5. Complete the sentences with the correct form of the present continuous.
 - a. My friends _____ (work) in the garden.
 - b. Today we _____ (have) a paper-free day at school.
 - c. _____ you _____ (eat) meat today?
 - d. John _____ (pick up) litter in the playground.
 - e. _____ she _____ (send) an email?

 Read

6. Read the email and answer the questions.



Dear Sir / Madam,

I am writing to you on behalf of our school, Rosedale High. Today we are celebrating International Earth Day and are trying to improve the school's environmental footprint by looking at all our resources.

The school canteen makes lunches for over 800 students and teachers every day. Most of this food comes from across the country.

Today we are contacting local farms and other food producers to ask if you would like to work with our school.

Please write to us with details of what you supply and your charges.

Yours faithfully,
Lewis Brown

Glossary

celebrate = celebrar
environmental footprint = huella ambiental
food producers = productores de alimentos

Useful language

When we ask for specific information, we ask *Wh*-questions. Compare these questions:

What is he doing? He's cooking dinner.

Is he cooking dinner?

Yes, he is. / No, he isn't.

- Who is Lewis writing to?
- How is the school trying to improve its environmental footprint?
- How many lunches does the school prepare every day?
- Where does the food usually come from?
- Why is the school writing these letters?
- Is the letter formal or informal? How do you know?



7. Say it!

Listen and repeat. What is the difference in the intonation?

Are you cooking? What are you cooking?



8. Listen to five questions and draw the correct arrow in your notebook for rising (↗) and falling intonation (↘).

- a. ____ b. ____ c. ____ d. ____ e. ____

 **Speak** /  **Write**

9. It's the end of Earth Day and the students are having some time off.

Look at the pictures and ask and answer as many questions as you can to find the differences. Use the verbs in the box.

Example:

Student A: Are Sally and Diane playing the guitar in your picture?

Student B: No, they aren't. They're playing the drums.

play the drums play the guitar paint a picture swim
dance eat play tennis have a picnic



10. Write a formal letter to a person or company asking them to collaborate with you to help to improve the environment. Use the letter in exercise 6 to help you. Remember to include:

- What you are doing now
- What changes you would like to make
- What you are asking the person or company to do

 **Speak**
 **Get Ready!**

1. Read the predictions for what the world will be like in 2050. Which do you think will come true?

- People will be much healthier.
- Forests will disappear.
- There will be more floods.
- People will live longer.
- There will be less pollution.
- The world will be cleaner.
- More animals will become extinct.
- Houses and flats will be smaller.
- People won't eat meat.
- People won't be able to breathe outside.



2. Read the sentences in exercise 1 again. In your notebook, write them under the correct heading in the chart.

POSITIVE PREDICTIONS	NEGATIVE PREDICTIONS

3. Add your own predictions to the chart. Share your ideas with a partner.

 Listen
100


4. Listen and write *will* or *won't* for each sentence.
- Some people think that by 2050 we _____ have to stay in our homes.
 - By 2050, we _____ have enough to eat.
 - In 100 years, we _____ have any rainforests left.
 - More people _____ die due to pollution.
 - Some countries _____ have enough water to grow food.
 - Some people believe that the sun _____ be the main power source.
 - Solar power _____ mean that we have cleaner air in the future.
 - We _____ grow two plants in the same place in the future.
 - There _____ be nine billion people by 2050.
 - We have to make changes, but these _____ make us healthier.

Useful expressions

When we talk about predictions, we use the following time expressions:

By 2050

In 100 years

In the future

Focus on language

5. Look at the sentences in exercise 4 and answer the questions.
- Are we talking about the present, the past or the future?
 - Do the sentences express plans, daily routine, or predictions?
 - How do you form the affirmative and negative forms?
6. In your notebook, write the words in the correct order.
- be / world / the / will / cleaner
 - longer / will / live / people
 - population / increase / the / will
 - enough / won't / food / there / be
 - floods / more / be / there / will
 - cut / trees / we / down / fewer / will

101


7. Say it!

Listen and repeat.

will / won't

You will live longer. You'll live longer.

You will not live longer. You won't live longer.

 Read

8. Read the article and choose the correct option, A, B, or C.

The Three Rs of Rubbish

In the last 50 years people have used more resources than in the rest of history and we're destroying our planet in the process. We will have to change so that life can continue. Renewable energy will help to reduce pollution, but there are many things we can do as individuals. What exactly do we need to do?

Reduce - We reduce when we buy and use less! Ideally in the future we will buy durable products. At the moment, electronic devices such as TVs, computers and fridges have a short life. We throw them away and buy new ones. This creates pollution. Before buying something new, ask yourself - do you really need it? Before throwing something away, ask if there's another option.

Reuse - When we reuse an item many times, we reduce the amount of rubbish. When you go shopping, take bags with you to use many times. Buy rechargable batteries and avoid buying items (like paper plates) that have only one use. When your clothes are old, take them somewhere for other people to use.

Recycle - Recycling extends the life of products that we no longer need. Many materials, such as plastic, paper, cardboard, metal and textiles, can be recycled and made into other things. In the future, we won't be able to put anything into landfill and we will have to reuse or recycle everything.

We live in a world where people buy and throw away easily. We need to change these bad habits and to focus on the three Rs - Reduce, Reuse and Recycle!



- What is wrong with electronic devices?
 - They only last a few years.
 - They are durable goods.
 - They use electricity.
- How can we reduce the problem of rubbish?
 - Use disposable items.
 - Don't buy disposable items.
 - Buy things every day.
- What is a benefit of reusing items?
 - We will reduce the amount of rubbish.
 - We will wash more plates.
 - We will make more rubbish.
- When we recycle ...
 - the item is made into something else.
 - the material isn't reused.
 - we throw everything into landfill.
- The three Rs of rubbish are ...
 - refuse, reduce and recharge.
 - reduce, reuse and remove.
 - reduce, reuse and recycle.

Glossary

destroy = **destruir**
 disposable = **desechable**
 rechargable batteries = **baterías recargables**
 landfill = **vertedero**

Focus on vocabulary

9. Complete the sentences with the words in the box.

disposable goods durable products electronic devices landfill pollution
rechargeable batteries recycle renewable energy

- Solar and wind power are types of _____ .
- _____ will last longer and so help reduce rubbish.
- Computers, TVs and washing machines are all types of _____ .
- In the future, we won't be able to send any items of rubbish to _____ .
- We should buy _____ to avoid throwing them away.
- It's essential that we _____ items made of plastic, glass, paper and metal.
- When we burn fossil fuels we produce a lot of _____ .
- _____ are things we use once and then throw away.

Speak

10. Look back at the predictions on page 148 and say which ones you think will come true. Your partner should agree or disagree. Look at the box to help you.

Example:

By 2050, I think that people will definitely live longer.

Do you? I'm not sure.

Useful expressions

To show disagreement:

I'm not sure. / I don't agree. / I disagree with you. / I don't think so.

To show agreement:

I agree (with you). Yes. You're right!

Write

11. Write about the predictions on page 148. Choose three predictions. Say what the current situation is, explain the prediction and then give what your own opinion. Use words from exercise 9 to help you.

Example:

There will be less pollution.

At the moment, the world has a problem with pollution. Some people predict that in the future, there will be less pollution as we begin to use renewable energy. I agree with this prediction.

Focus on vocabulary

Get Ready!

1. Read the sentences and decide if they are true (T) or false (F) for where you live.



In the past ...

- buildings were high, now they are low.
- houses and flats were large, now they are small.
- houses were expensive, now they are cheap.
- streets were busy, now they are quiet.
- buses were full, now they are empty.
- roads were wide, now they are narrow.
- trains were very slow, now they are fast.

2. Read the sentences in exercise 1 again and write adjectives a-g with the opposites in your notebook.

- | | |
|--------------|----------|
| a. slow | e. small |
| b. wide | f. quiet |
| c. expensive | g. high |
| d. empty | |

3. Add two more pairs of adjectives to describe something else that is different in your town from in the past.

 **Read**

4. Read the text and answer the questions.

Ten years ago, our town was smaller and cleaner. The town was less crowded and there was less pollution. Not far from the town centre there were farms, rivers and lakes. The water was cleaner, so there were more birds and fish than nowadays. The forests were bigger and there were more wild animals.

Our house was in the town centre, but there was a small garden at the front and a large backyard for us to play. The roads were quieter because there was less traffic. There were more trees and parks than there are now, so the air was clean.

Now the town is much bigger. There are fewer farms, but there is a large airport. The shops were in the town centre, but now they are outside the town. The roads are busy and have traffic lights. Our old house is now a police station with flats above. We live in one of the new housing estates. Our town is very modern, but it's noisier and busier than before.



Reading Tip

✓ Check the meaning of the words you do not know in a dictionary or ask your classmates or your teacher.

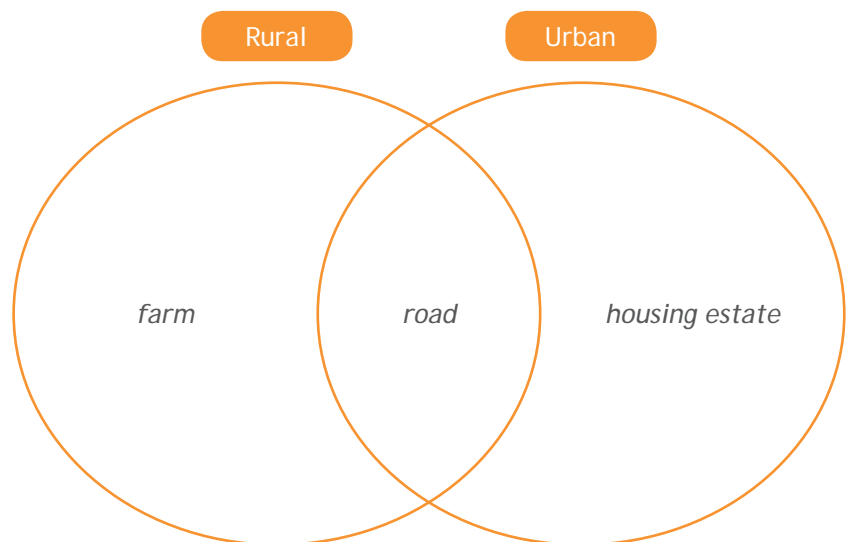
Useful language

less is used with uncountable nouns, e.g. *less pollution*
fewer is used with plural countable nouns, e.g. *fewer farms*

- a. What was the town like in the past?
- b. Where were the farms, lakes and rivers?
- c. Why were there more birds and fish?
- d. Why were the roads quieter?
- e. Why was the air clean?
- f. Where were the shops?
- g. Where does the writer live now?

5. Put the words from the box in the diagram.

farm traffic
 airport lakes
 garden forests
 rivers wild animals
 birds and fish
 housing estate road
 town centre trees
 parks traffic lights
 police station



6. Talk about your town. Which features in exercise 5 were in your town in the past and which features are there now?

 Listen
102


7. Listen to some information about environmentalist Marina Silva. Choose which sentence is correct, A or B.
- A. Marina was one of eleven brothers and sisters.
B. Marina was in the rainforest for eleven years.
 - A. Her brothers and sisters were all illiterate.
B. Her brothers and sisters weren't all illiterate.
 - A. Marina wasn't a university student.
B. Marina was a university student.
 - A. She was against deforestation.
B. She wasn't against deforestation.
 - A. She was Environmental Minister at the age of 45.
B. In 2012 she was Environmental Minister.
 - A. She was a sports person in the London Olympics.
B. She was part of the opening ceremony in the London Olympics.
 - A. In 2014, she was one of the 'Financial Times Women of the Year'.
B. In 2014, she was 'Woman of the Year'.

Glossary

illiterate = *analfabeto/a*103


8. Say it!

Listen to the way we pronounce the words *was* and *were*. Listen and repeat.

*The town was smaller.**The town wasn't smaller.**The roads were quieter.**The roads weren't quieter.*

Focus on language

9. Look at the sentences in exercise 7 again and answer the questions.
- Are the sentences about the present, the past or the future?
 - Do the sentences describe plans, daily routines, or past situations?
 - What is the affirmative and negative form?

10. In your notebook, write these sentences in the past simple. Use the box to help you.

*Example:**There are lots of cars.**There were lots of cars.*

I am	I was
you are	you were
he / she / it is	he / she / it was
we are	we were
they are	they were

- She is a minister.
- There isn't a housing estate.
- The cars are fast.
- The parks aren't big.
- The houses are expensive.
- The train is slow.
- I am against deforestation.
- They are university students.

 **Speak**
**11. Say it!**

Listen and repeat.

1995: *nineteen ninety five*

2007: *two thousand and seven*

1765: *seventeen sixty five.*



12. Listen to the years and write them in order in your notebook.

1987 1969 2000 1999 2014 1957

13. In pairs, choose a year and talk about how things were in that year. Use the simple past and nouns and adjectives from the lesson.

Example:

2010

In 2010, I was seven years old. The town was the same, but there was less traffic and it was quieter.

 **Write**

14. Choose a place that you know well and write about how it was in the past, where your house was, and how it is now. Use the text on page 153 to help you. You can include information about:

- parks
- house
- rural areas
- traffic
- your own ideas

Useful expressions

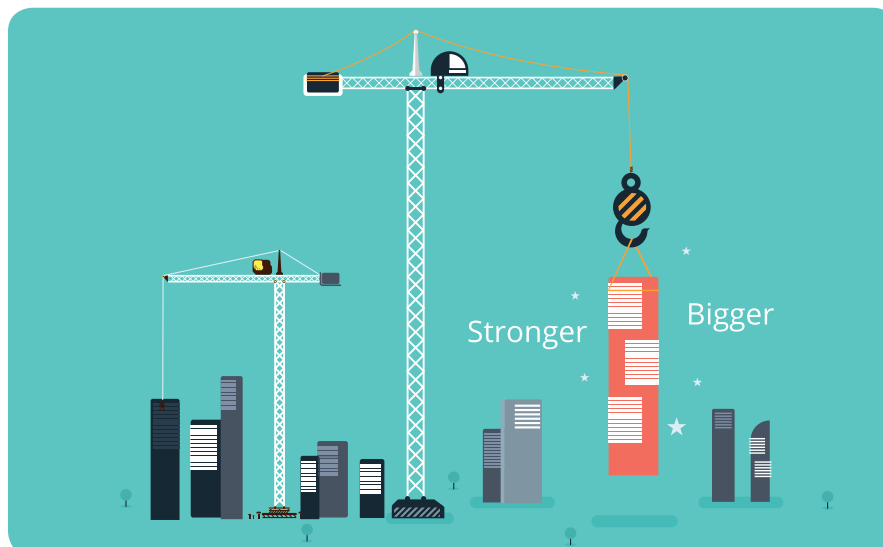
When we describe past experiences, we can say:

last year / last week

... ago

yesterday

in 1997





Let's work together

Create an infographic about the environment



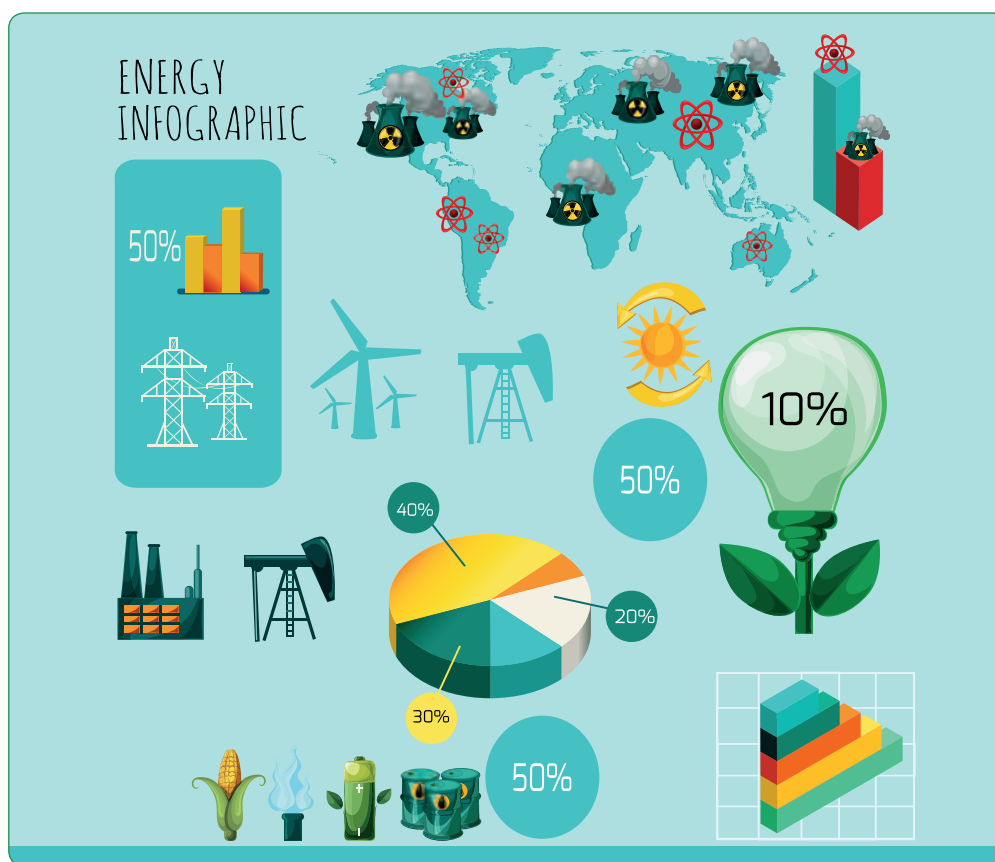
Prepare your infographic

1. Look through Module 4 to remind yourself about the topic of the environment.
2. Discuss the topic of the environment in Colombia.

In pairs, think of:

- three natural resources in Colombia and/or your region
- three environmental problems in the region
- three possible ways to help to solve the problems

3. Look at the following infographic. In pairs, discuss what you think the numbers, pictures and graphs mean.



4. You are going to create and present an infographic about the environment in your area in groups. First, decide which topic to focus on:
 - animals
 - natural disasters
 - ways to help the Earth
5. Find out more information about your topic.
 - What is happening at present?
 - Why is it happening?
 - What can we do to help?
6. Find out some facts and figures to present in your infographic.



Make your infographic

7. An infographic should be very visual. Follow the instructions.
 - Think of ideas to present the information in a more visual way.
 - Write some text and ask someone to check it carefully for grammar and spelling mistakes.
 - Choose a title and photos or illustrations for your infographic.
 - Decide how to present the facts and figures (bar chart, pie chart, etc.)

Project Tip

- ✓ Look for examples online to give you ideas, but do not copy them directly.



Present your infographic

8. Decide how to present your infographic.
 - All students should talk about one section of the infographic.
 - Decide in what order you will talk.
 - Finally, present your infographic to your classmates.



1. Assessment of your English language skills

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

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can make predictions about short texts.			
	B. I can find specific information in texts.			
	C. I can use illustrations to help me understand the texts.			
WRITING	A. I can describe places and events.			
	B. I can make predictions.			
	C. I can write a formal email.			
LISTENING	A. I can promote responsible use of water.			
	B. I can give recommendations about the environment.			
	C. I can talk about places in the past.			
SPEAKING	A. I can make predictions about the text before listening.			
	B. I can identify environmental problems.			
	C. I can recognise recommendations to protect the environment.			

2. Assessment of your English study skills

Study skills help you improve in all school subjects. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
1. I complete assignments.			
2. I ask for clarifications in class.			
3. I use new vocabulary.			
4. I use a dictionary to look for new words.			
5. I speak English in class.			

3. Assessment of Let's work together

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

	What went well	What didn't work	What I/we can do better next time
ME			
MY GROUP			

4. Assessment of Module 4

Look back over the module, then complete the sentences.

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



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