

English, please!

Teacher's Guide

3

FAST TRACK

11th
GRADE



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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.



English, please! 3

Teacher's Guide

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Bogotá D. C. - Colombia

Estimada Comunidad Educativa,

Una de las prioridades del Ministerio de Educación Nacional es lograr la construcción y la consolidación de estrategias que ofrezcan a todos los niños, niñas y jóvenes del sistema educativo colombiano estar en igualdad de condiciones en materia de calidad. Lo anterior se logra a través de acciones, tales como brindar a los estudiantes de los colegios públicos el acceso a una lengua extranjera como el inglés y, a la vez, brindarles los recursos educativos que favorezcan el desarrollo de sus competencias y los pongan a la par, a nivel de herramientas, con otros estudiantes de colegios privados en el país.

Trabajar por la construcción de la equidad en el aprendizaje del inglés, posibilita que los estudiantes puedan interactuar en escenarios de desarrollo personal y profesional y de consolidación de su identidad y proyección de vida. A la vez, les permite reconocer la diversidad local y global mediante el conocimiento, el diálogo y la interacción con otras culturas en su rol de ciudadano del mundo, lo que finalmente les abre las puertas hacia oportunidades de estudio y formación en el extranjero.

Lo anterior se enmarca en un contexto en el que el aprendizaje del inglés se ha convertido en un requisito fundamental, por ser ésta una lengua franca común para la comunicación en los intercambios comerciales y una herramienta que posibilita la integración de los países a las dinámicas de una economía globalizada.

En este contexto, para el Ministerio de Educación Nacional es gratificante presentar al país la serie de textos escolares para el aprendizaje del inglés **English, please!** (edición *Fast Track*) dirigida a los estudiantes y docentes de los grados 9, 10 y 11. Esta serie ha sido desarrollada en el marco del programa Colombia Bilingüe, como material educativo que busca orientar y apoyar el aprendizaje del inglés mediante procesos de construcción personal y significativa, los cuales están en estrecha relación con los intereses y con las necesidades de los estudiantes colombianos en el sector oficial.

Invito a todos los Establecimientos Educativos, a sus estudiantes, docentes y directivos docentes para que a través de **English, please!** y el trabajo arduo, luchemos por la formación de ciudadanos bilingües, capaces de valorar y comprender nuestras culturas y las de otros, buscando siempre el diálogo y el compartir de sus experiencias y conocimientos a través del inglés.

Así aportaremos juntos a la gran meta de construir un país en paz y el mejor educado de la región en 2025.

GINA PARODY D'ECHEONA
Ministra de Educación Nacional

Introducción

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

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

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

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

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

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

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

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

The methodology in *English, please!*

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

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

1

A topic-based approach to the language syllabus

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

2

Learning outcomes based on language use and project work

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

3

Learner autonomy through self-assessment and reflection

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

4

Integration of transferable skills

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

5

A noticing approach to language development

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

6

Integration of the four language skills

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

7

Development of learning strategies

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

8

Alignment to national and international standards

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

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

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

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

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

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

Initial exploration of topics, language skills and project

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

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

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

Get ready!

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



Language skills

Speak **Write** **Read** **Listen**

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

5 Lesson 5

Speak/Focus on Vocabulary

Get Ready!

- Look at the words below.
 - How many do you recognise?
 - What do they mean?
 - Can you pronounce any of them?

Bonjour Sveiki Olá Hola Shalom Halo
Merhaba Hello Hallo Hei Hej Χαίρετε

- Work in pairs. Match the words above with the languages in the box. Then check with other pairs.
A: I think Hei is Danish. B: No it isn't, it's ...
A: Is Halo German? B: I'm not sure.

• English	• Finnish	• German	• Latvian
• Danish	• Polish	• French	• Greek
• Spanish	• Hebrew	• Portuguese	• Turkish

- Discuss in pairs.
 - Can you speak any other languages?
 - What languages do you learn at school?
 - Why do people learn other languages?Example: to help them get a job

Listen

- Listen to these four people. Which language did they learn?
George Valentina Pablo Mariah

- Listen again. Who learnt a new language ...
 - to travel to new places?
 - to help with their studies?
 - to adapt to a new life in a different country?
 - to get a better job?

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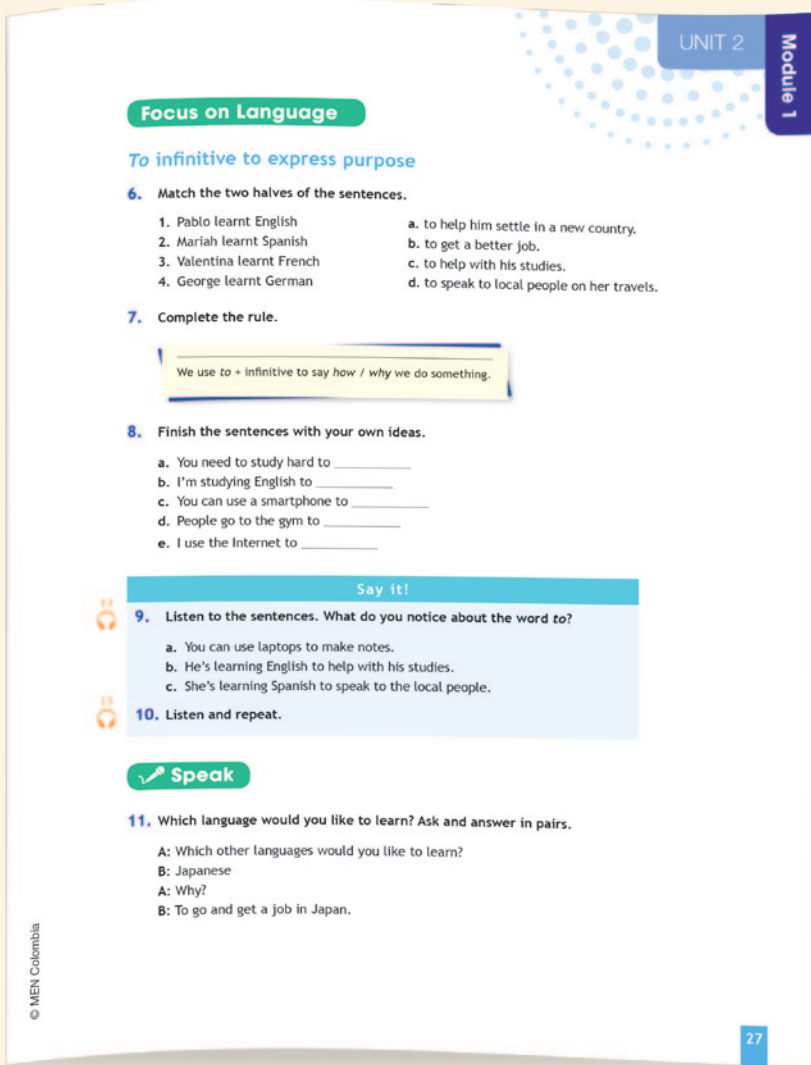
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Focus on language

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

Self-assessment

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



Say it!

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

Tips

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

Focus on vocabulary

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



Let's work together

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

Scope and sequence

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
Module 1 The future is in your hands						
Unit 1 Looking ahead						
Lesson 1	First and second conditional	Expressions with <i>dream</i>	Students talking about the future Minimal pairs /ɪ/ and /i:/	Blog post: My future	Discussing dreams for the future and your dream job	Sentences about fears for the future
Lesson 2	<i>I intend / hope to ...</i> <i>I'm keen to ...</i> <i>I'd like to ...</i>	Ambitions and goals	An expert advising on how to set goals Linking consonant and vowel sounds	Two teenagers' future plans and intentions	Asking and answering questions about plans for the future	A goal plan
Lesson 3	<i>can</i> for ability	Skills, abilities, careers	Job interviews	People's skills and abilities	Talking about your career plan	A description of your skills and abilities
Unit 2 What I need to know about ...						
Lesson 4	<i>can, could, will be able to</i> for possibility	Digital devices Verbs related to technology	Communication methods Weak form of <i>can</i>	Bringing technology into the classroom	Discussion about communication methods	Sentences about what you can do now that your parents couldn't do
Lesson 5	<i>to + infinitive</i> to express purpose	Languages Compound nouns	People explaining why they learnt a language Weak form of <i>to</i>	Increase in demand for second language skills	Discussing which languages you would like to learn	A paragraph on why foreign language skills are useful
Lesson 6	Reported speech Using <i>say</i> and <i>tell</i>	Positive and negative adjectives	A conversation about playing in a team	Are you a good team player?	Talking about teamwork	Discussion about belonging to a team
Unit 3 Off to university!						
Lesson 7	Verb + <i>-ing</i> and verb + <i>to</i> infinitive	School and university subjects	Students discussing which subjects to study Pronouncing the letter 'o'	Studying at university	Discussing favourite school subjects and ambitions	A paragraph on what you would like to study at university
Lesson 8	<i>Wh-</i> questions	Interview expressions	A university interview Intonation in questions	Top ten interview tips	Asking and answering interview questions	Sentences about what happened in an interview
Let's work together		Organise a Careers Day				
Self-assessment						

Module 2 Global citizenship						
Unit 1 You can make a difference						
Lesson 1	<i>need to</i> to express necessity	Phrasal verbs	Views on what being a good citizen means	How to be a good citizen	Giving your opinion about what being a good citizen means	Short opinion essay about being a good citizen
Lesson 2	The passive	Basic human needs	Describing Human Rights Minimal pairs	Accounts of Human Rights violations	Discussing basic human needs and your rights	A Bill of Rights for teenagers
Lesson 3	Review of second conditional <i>would / wouldn't</i>	World problems	People discuss their ideal worlds Contracted form 'd	Interview with a community worker	Presenting your ideal world	Conditional sentences about your ideal school/ neighbourhood/ country
Unit 2 Meeting the challenges of the modern world						
Lesson 4	<i>when</i> and <i>until</i> with the past simple; the past passive	War and conflict	People discuss their experiences of war	Two newspaper articles: conflict in schools	Discussing war; Imagining yourself in a conflict situation	A newspaper article about a local conflict or dispute
Lesson 5	Present continuous for changing situations	Verbs related to the media	Finding out about the news	Advantages and disadvantages of online news	Discussing how you find out about the news	An opinion essay on online news
Lesson 6	Present perfect versus past simple	Community and voluntary work	An interview about <i>Circo Para Todos</i> /ɪd/ /t/ and /d/	Personal experiences of being a volunteer	Discussing voluntary work	Description of a new voluntary group
Unit 3 How to shape the future						
Lesson 7	Past continuous versus past simple	Wealth and money	Experiences of the rich and poor <i>was / were</i>	Two biographies of celebrities helping good causes	Asking questions about being charitable	Sentences using the past continuous
Lesson 8	<i>will / won't</i> versus <i>be + going to</i>	Documentary programme	An interview with a film-maker <i>going to</i>	Documenting the issues of our time	Discussing documentaries; presenting an idea	A documentary film proposal
Let's work together		Conduct a survey on human rights				
Self-assessment						

	Grammar	Vocabulary	Listening	Reading	Speaking	Writing
Module 3 Love and relationships						
Unit 1 My world and I						
Lesson 1	Relative clauses	Personality adjectives Adverbs of manner	Answering questions	12 facts about me	Asking and answering general questions	Five characteristics that describe you
Lesson 2	<i>must</i> to express obligation	Job titles Adjective -preposition collocations	Talking about gender issues	Stories about two girls' experiences in education	Discussing rules and obligations in your country	A description of gender equality at school
Lesson 3	<i>have to</i> to express obligation	Adjective and noun forms	Conversations about responsibility Syllable stress in words	Your rights in a relationship	Discussing compromise in a relationship Rights and responsibilities	A diagram of responsibilities; a list of roles
Unit 2 Understanding my sexuality						
Lesson 4	<i>make</i> + person + verb	Adjectives for describing relationships Personal qualities	Young people talking about their relationships	Honesty in a relationship	Deciding on the most important qualities in a person	An email giving advice
Lesson 5	Present simple versus present continuous State verbs	Phrasal verbs	Conversations about sex and birth control Rising and falling intonation	Lara and Mark	Performing a dialogue	A dialogue between a boyfriend and girlfriend
Lesson 6	Definite and indefinite articles	Sexual health	Two dialogues about teenage pregnancy The articles	Parents at 16!	Discussing sex myths Roleplaying a dialogue at the doctor's	Five pregnancy tips for teenagers
Unit 3 Health and responsibility						
Lesson 7	The gerund	Health and well-being Food groups	A doctor giving advice on the food pyramid	A Global Health Crisis	Talking about the food you eat	A dialogue about unhealthy habits
Lesson 8	<i>should</i>	Verb-preposition collocations	Asking for advice about going to a party	Young people taking risks	Asking and answering questions	An email giving advice
Let's work together		Produce a short play				
Self-assessment						

Module 4 Saving planet Earth						
Unit 1 Development impact						
Lesson 1	<i>use to</i> and <i>used to</i>	Places in a city	A family history on Park Avenue <i>used to</i> and <i>used</i>	72 hours in New York City	Describing a place you know	A guide to your home town
Lesson 2	Present perfect continuous	Word families	People talking about their cities <i>/iː/ /ɪə/ /ɜː/ /eə/</i>	The Age of the Megacity	Debating living in the city / countryside	Divide a text into paragraphs
Lesson 3	Expressions for cause and effect	Environmental problems	Discussing humans and nature	Texts about animals and the environment	A tweet about the environment	Discussing environmental problems
Unit 2 Human development or environmental preservation?						
Lesson 4	Past perfect	Holidays	Describing a bad holiday	In the palm of Dubai	Discussing tourism versus development	Topic sentences
Lesson 5	The future in the past	Job titles Mining	Mining products in Colombia	The town that was contaminated by coal	Discussing jobs	A job advertisement for a dangerous job
Lesson 6	Linking phrases	Containers and packaging	A presentation on mobile phones	Dangers of plastic bags	Discussing the impact of human inventions	A Facebook post encouraging recycling
Unit 3 What's next?						
Lesson 7	<i>either ... or, neither ... nor, both, not only ... but also</i>	Strong and normal adjectives	A radio programme about shark attacks	Canadian One-Tonne Challenge	Discussing the One-Tonne Challenge	A suggestion for reducing your school's carbon footprint
Lesson 8	Third conditional	Colour idioms	Costa Rica and Iceland Linking words	Water, water ... everywhere?	Discussing (non) eco-friendly countries	An essay on being a green citizen
Let's work together		Design an environmental board game				
Self-assessment						

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The future is in your hands



In this module you will ...

- think about and share your dreams and future goals, in **Unit 1 Looking ahead**
- learn about technology, languages and team leader qualities, in **Unit 2 What I need to know about ...**
- learn about studying at university and good interview techniques, in **Unit 3 Off to university!**

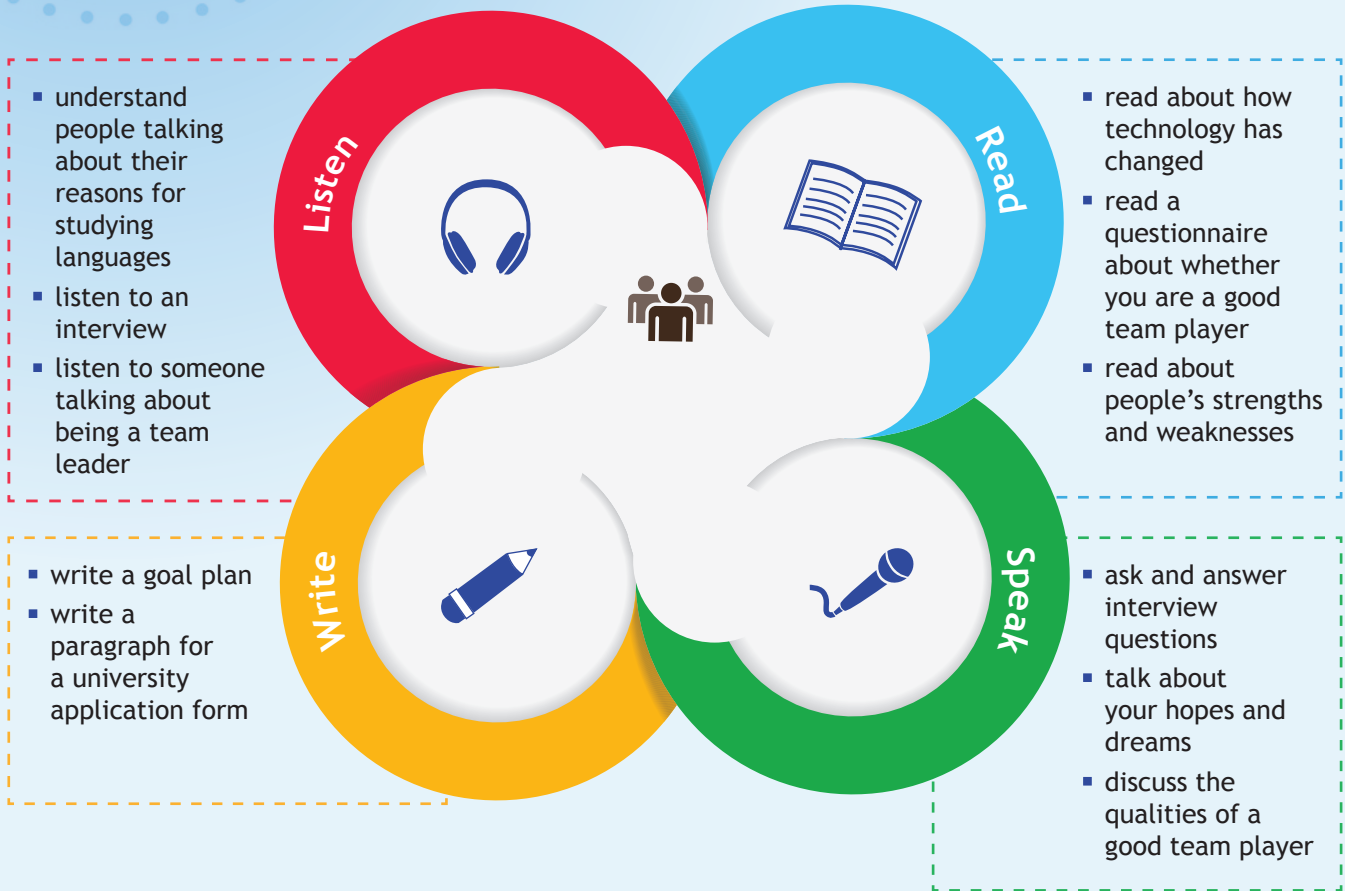
Module Overview

The main theme of the module is related to the students' future and goals. Students will reflect on the power they have to influence their immediate environment and their future. They will also learn how to make the most of their free time. Introduce the module to students by telling them the name of Module 1: *The future is in your hands*. Elicit that *in your hands* means that it's in your power to change.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *What do you do in your free time? What do you see yourself doing in five years' time?*

You will also ...



Let's work together

Organise a Careers Day

The project in this module introduces you to the world of work. You will plan a Careers Day in which you will have the opportunity to:

- research different jobs
- create a job profile: what skills / qualification a _____ (e.g. nurse) needs; what a _____ (e.g. nurse) needs to do.
- produce a poster advertising your Career's Day
- give a presentation on a chosen job

You will also...

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

Let's work together

Project: Organise a Careers Day

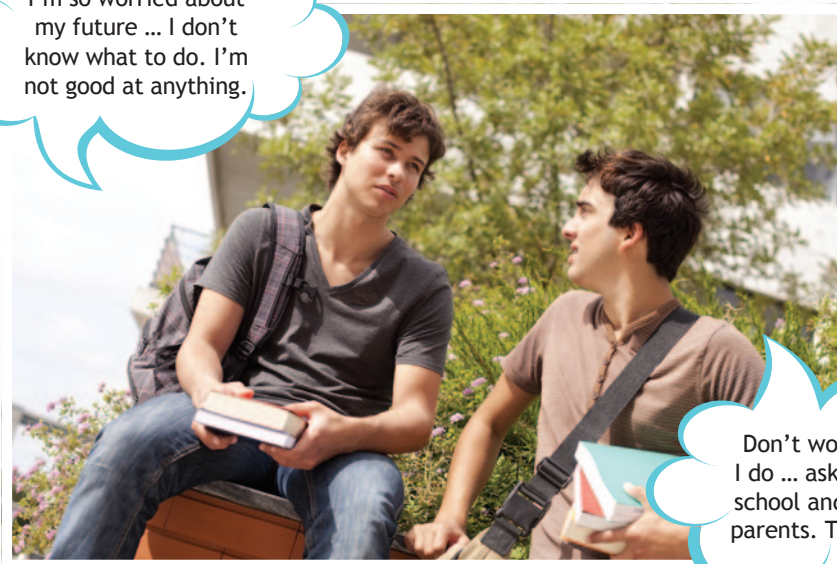
This section introduces students to the topic of the project they will do at the end of the module. It explains useful skills needed to work on a project successfully as part of a team. It also points out the importance of learning how to assess their own work and progress in the Self-assessment section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

 Speak

 Get Ready!

- Look at the picture. Read. Answer the questions.
 - How often do you think about your future?
 - Do you feel like the boy on the left or the boy on the right?

I'm so worried about my future ... I don't know what to do. I'm not good at anything.



Don't worry. Do what I do ... ask a teacher at school and talk to your parents. That will help.

 Listen


- Listen to some students. What are their dreams for the future?
Who wants ...

- to have a family?
- to travel a lot?
- to have a good job?
- to be happy?
- to be famous?

- Discuss in pairs.

- What are your dreams for the future?
- What do you need to do to make your dreams come true?



MODULE 1 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Expressions with <i>dream</i>	<ul style="list-style-type: none"> First and second conditional 	<ul style="list-style-type: none"> Speaking: Discussing dreams for your future and career Writing: talk about and compare fears for the future
Lesson 2	Ambitions and goals	<ul style="list-style-type: none"> <i>want to / plan to / intend to / would like to / keen to</i> 	<ul style="list-style-type: none"> Speaking: Asking and answering questions about plans for the future Writing: a plan about your personal goals and how you will achieve them
Lesson 3	Skills, abilities and careers	<ul style="list-style-type: none"> <i>I'm not very good at, I'm good at, I can / I'm able to, I'm skilled at, etc.</i> 	<ul style="list-style-type: none"> Writing: a description of your skills and abilities Speaking: talk about your career plans

LESSON OVERVIEW

In this lesson, students, who are in their last year of high school, have the chance to share their dreams and fears about their future with their classmates.

Speak

Get ready!

- Look at the picture. Read. Answer the questions.
 - Before students do the activity, ask them if they think about their future.
 - Give students some personal examples of your dreams and fears for the future when you were in 11th grade.
 - Ask students to read and answer the questions individually, and then share their answers with their classmates.
 - Check answers as a class. Elicit from the class that the boy on the right has the best and most practical approach to his worries.

Extra activity

- Ask students what else they can do to address any concerns they may have for the future.

Answers

Students' own answers

Listen

- Listen to some students. What are their dreams for their future? Who wants to ...?
 - Ask students to read the list of dreams and listen to the audio to answer exercise 2.
 - Play audio track 1.
 - Check answers as a whole class.

Answers

Joshua
Vanessa
Ryan
Dylan
Nathalie

Audio script

Ryan: I don't know what I want to do in the future. I'd like to get a good job of course. I want to do something interesting. But I don't know what that will be.

Vanessa: I dream of travelling the world. I want to go to Antarctica on holiday. That would be amazing.

Joshua: I'm really excited about the future. I think about finding the woman of my dreams and having a family.

Nathalie: I want to be a film star. I want to be famous and sign autographs for my fans. That's my dream.

Dylan: I want to have good friends and be healthy and most importantly of all, I want to be happy.

Extra activity

- Ask students to think about other dreams they may have and by what age they would like to achieve each of their dreams.
- Remember to ask students to respect the dreams of their classmates, even if they are impossible.

Answers

Students' own answers

3. Discuss in pairs.

- Check answers as a class. Focus their attention on the different skills they need to have in order to make their dreams come true (determination, hard work, responsibility, etc.).

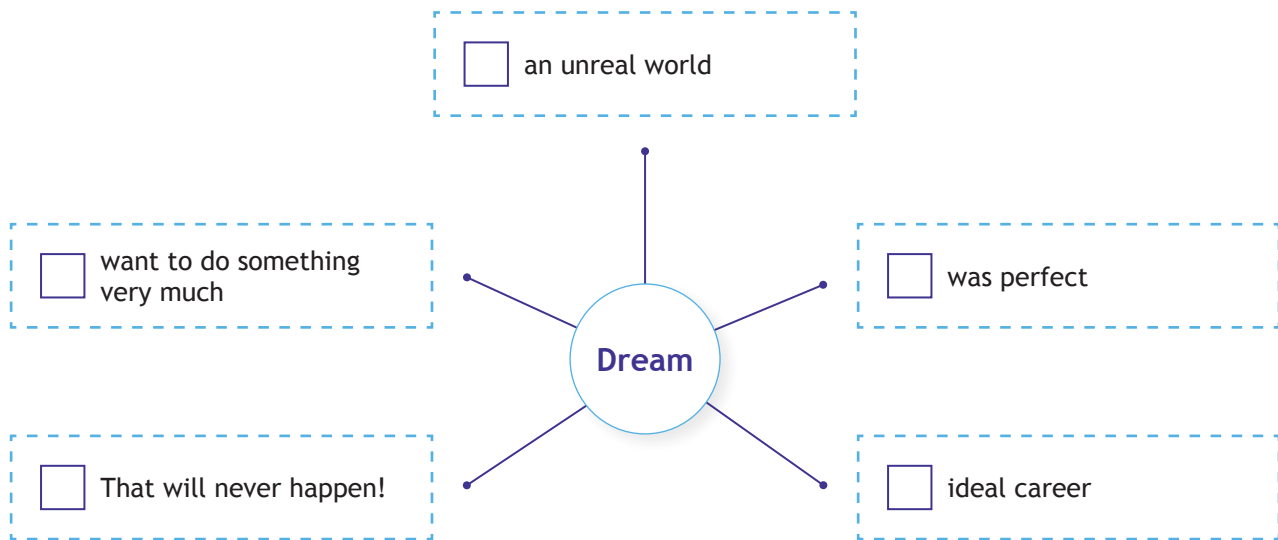
Answers

Students' own answers

Focus on Vocabulary

4. Match the sentences with the meanings of the phrases with *dream*.

- I *dream* of going to Antarctica on holiday.
- My sister wants to be a doctor. It's her *dream job*.
- You'll never be a film star. You're living in a *dream world*.
- The party *went like a dream*. We all had a great time.
- Do you really think Dad will let you come home late? *Dream on!*



5. What's your dream job? Why? Discuss with a classmate.

Say it!



6. Listen and repeat.

Minimal Pairs: /i:/ and /ɪ/

- /i:/ is a long sound. (*dream, see*)
- /ɪ/ is a short sound. (*listen, it*)



7. Say the words below. Circle all the /i:/ sounds and underline all the /ɪ/ sounds. Listen and repeat.

- heat - hit
- it - eat
- live - leave
- sleep - slip

Focus on vocabulary

4. Match the sentences with the meanings of the phrases with *dream*.
- Tell students they are going to read some sentences using the word *dream*.
 - Explain the diagram. Check students understand the contexts given in the boxes.
 - Have students work individually and then check their answers with a partner. Finally, check answers as a whole class.

Extra activity

- Ask students if they know any other expressions using the word *dream*.

Answers

- want to do something very much
- ideal career
- unreal world
- was perfect
- That will never happen!

5. What's your dream job? Why? Discuss with a classmate.
- Students discuss their dream job with a classmate and give reasons.
 - Check answers as a whole class.

Extra activity

- As students listen to their classmates, they should make a note of the most popular and least popular dream jobs.

Answers

Students' own answers

- 6 Listen and repeat.
- Ask students to say the words and emphasise the long and short sounds.
 - Play audio track 2. Students listen and repeat.

Extra activity

- Ask students to think of any other words they know with the /i:/ sound.

Answers

Students' own answers

7. Say the words below. Circle all the /i:/ sounds and underline all the /ɪ/ sounds. Listen and repeat.
- Students read and say the words.
 - Students do the activity.
 - Play audio track 3. Students listen and check.
 - Check answers as a whole class.

Answers

/i:/ a. heat b. eat c. leave
d. sleep

/ɪ/ a. hit b. it c. live d. slip



8. Read a teenager's blog post. Do you ever feel the same?

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just

felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

by Anna

🕒 20 minutes ago

💬 10 COMMENTS

➦ SHARE THIS

9. Match phrases a-d with the underlined phrases in the text.

- do things as well as I could
- feeling happy about something in the future
- gave my homework to teachers
- continued

10. Read the text again. Write T (true) or F (false).

- Anna never worried about the future. _____
- She didn't always work hard in 8th grade. _____
- She won a prize for her school work in 8th grade. _____
- She studied harder in 9th grade than 8th grade. _____
- Her family felt happy for her in 9th grade. _____
- She isn't very confident now. _____

Read

8. Read a teenager's blog post. Do you ever feel the same?
- Ask students what a *blog* is.
 - Ask students to skim the text for the writer's fears. Make them understand that they are reading for the gist so it shouldn't matter if they don't know some words.
 - Students discuss the writer's fears in pairs and whether they have felt the same.
 - Check answers as a whole class.

Extra activity

- If students have felt like the writer, ask them what they did to make their fears go away. Did they do the same as Anna?

Answers

Students' own answers

9. Match phrases a-d with the underlined phrases in the text.
- Ask students to read the blog again and try to work out the meaning of the underlined words from the context. Then, ask them to read the phrases a-d and match.
 - Check answers as a whole class.

Extra activity

- Tell students to write a sentence for each underlined phrase in the text.

Answers

- a. do my best
- b. looking forward to
- c. handed in
- d. went on

10. Read the text again. Write T (true) or F (false).

- Ask students to read the blog again and then to read the statements. Tell them to find evidence in the text to support their answers.
- Check answers as a whole class.

Extra activity

- Tell students to write four more true or false statements about the blog. Students swap statements with their partner and do the exercise. They check answers in their pairs.

Answers

a F b T c F d T e T f F

Focus on Language

11. Look at these two pairs of sentences. Which ones are in the text?

- A1. 'What will happen if I don't get good results next year?'
 A2. 'What would happen if I didn't get good results next year?'
 B1. 'If I don't go to university, what will I do?'
 B2. 'If I didn't go to university, what would I do?'

12. Read the sentences in exercise 11 again. Answer these questions.

- a. Are all the sentences about the future?
 b. Which sentences show possible future situations?
 c. Which sentences show imaginary future situations?
 d. Complete the table. Use the options in the box.

- past simple
- will + infinitive
- *If I won the lottery, I would travel the world.*
- *If I get good results, I will go to university.*
- present simple
- would + infinitive

	First Conditional (Real future)	Second Conditional (Imaginary future)
If clause		
Result clause		
Example		

13. Match the two parts of the sentences.

- | | |
|--------------------------------|--|
| 1. Will I get a prize | a. ___ I wouldn't worry about my future. |
| 2. If I knew what to study, | b. ___ if I pass all my exams? |
| 3. Would I get into university | c. ___ my parents will be disappointed. |
| 4. If I don't study hard, | d. ___ if I failed all my exams? |

14. Complete the sentences with your own fears about the future.

- a. If ...
 b. Would I ... if ... ?
 c. I won't ... if ...
 d. Will ... if ... ?
 e. ___

15. Compare your fears with a classmate's. Are they the same?

Focus on Language

11. Look at these two pairs of sentences. Which ones are in the text?
- Tell students to scan the blog for the two questions.
 - Check answers as a whole class.

Answers

A 1 B 2

12. Read the sentences in exercise 11 again. Answer these questions.
- Ask students to compare their answers in pairs.
 - Check answers as a whole class. Draw the table in d on the board and write in the answers. In the example sentences, write the tenses in a different colour. Students can use this table as a reference when they do the next two exercises.

Extra activity

- Tell students to write three more first and second conditional sentences. Students compare their sentences.

Answers

- a. yes
b. A1 and B1
c. A2 and B2
d

First Conditional (Real future)

If clause	present simple
Result clause	will + infinitive
Example	<i>If I get good results, I will go to university.</i>

Second conditional (Imaginary future)

If clause	past simple
Result clause	would + infinitive
Example	<i>If I won the lottery, I would travel the world.</i>

13. Match the two parts of the sentences.
- Tell students to look at the tenses used in the first column. This will help them identify which conditional is being used and help them match to the correct half in the second column.
 - Check answers as a whole class.

Answers

- a. if I pass all my exams?
b. I wouldn't worry about my future.
c. if I failed all my exams?
d. my parents will be disappointed.

14. Complete the sentences with your own fears about the future.
- Check students are using the first and second conditionals correctly.
 - Ask volunteers to write their sentences on the board and check answers as a whole class.

Answers

Students' own answers

15. Compare your fears with a classmate's. Are they the same?
- Students have shared their fears with a classmate before. Make sure students work with a different partner.
 - Ensure students use the first and second conditional.

Answers

Students' own answers



Speak

Get Ready!

1. Read the people's plans. Match them with the pictures.



- a. When I grow up, I hope to be a dentist.
 b. What do you want to do with your life after this holiday?
 c. Five years from now, I see myself as a famous actress.
 d. A: My short-term plans? I plan to eat another crisp!
 B: Ha, ha. Very funny.

2. Read the comments in exercise 1 again. Which words or phrases talk about future plans?
 3. Go around the class. Ask your classmates about their plans.

FIND SOMEONE WHO ...

- a. ... plans to work and study.
 b. ... plans to work before studying.
 c. ... plans to study, but not work.
 d. ... wants to be a doctor.
 e. ... wants to be an artist.
 f. ... doesn't know what they want to do.
 g. ... has a similar future plan to yours.
 h. ... has a completely different plan to yours.



LESSON OVERVIEW

In this lesson, students will think about their goals and how to make a plan to achieve them. Students will learn to talk about their future plans and they will also practise how to link words when speaking.

Speak

Get ready!

1. Read the people's plans. Match them with the pictures.

- Give students time to read the expressions and look at the pictures.
- Ask comprehension questions about each picture: *What do you see in the picture? How many people do you see? What are they doing? What are they talking about?*
- Read the expressions with the students and offer any help with words they don't understand.
- Students do the exercise and check answers as a class.

Answers

- a. bottom right picture
- b. top left picture
- c. top right picture
- d. bottom left picture

2. Read the comments in exercise 1 again. Which words or phrases talk about future plans?

- Ask volunteers to go to the board and write one expression they have found.
- Elicit the meaning of each expression from the students.

Extra activity

- Ask students if they can think of any other words or phrases to talk about future plans.

Answers

- a. When I grow up
- b. What do you want to do with your life
- c. Five years from now
- d. My short-term plans

3. Go around the class. Ask your classmates about their plans.

- Ask students to look at the prompts. Ask them how to turn them into questions.
- Ask students to walk around the class and ask each other about their future plans. They need to find one person whose plan matches the prompt given.
- Ensure all students are interacting and help with any language.
- When each student has a name next to each prompt, they report back to the class using language from exercise 1 where possible. For example, *When Maria grows up, she wants to be a doctor.*

Answers

Students' own answers

Focus on Language

4. Read the texts. Which words and phrases do they use to talk about their plans and intentions?



I'm sixteen. I'm in 11th grade and I already have my life plan. More than anything else, I'd like to study medicine and I intend to be a doctor before I'm 25. I know it's hard work, but my dream is to help people have a healthy life.

Angela

I'm keen to travel around the world before I get married and have a family. My ambition is to become a really good football player. Ten years from now, I see myself as one of the best football players in Colombia. I hope to play until I'm forty.

Carlos



5. Read the texts again. Write T (true) or F (false).

- Angela wants to help people with medicine after she is 25.
- Carlos plans to travel the world with his family.
- Both teenagers have a plan for the future.



6. Listen and repeat.

- I'm in eleventh grade.
- I know it's hard work.
- My dream is to help people have a healthy life.



7. Listen. Mark the links between consonant sounds at the end of words and vowel sounds at the beginning of words.

I'm keen to travel around the world before I get married and have a family. My ambition is to become a really good football player. I hope to play until I'm forty.

8. Practise saying the sentences in exercise 6.

Focus on Language

4. Read the texts. Which words and phrases do they use to talk about their plans and intentions?

- Tell students to read the texts and underline the words.
- Check answers as a whole class.

Extra activity

- Ask students to think of more words and phrases they could use to talk about their plans and intentions.

Answers

life plan, 'd like (would like), intend, my dream, my ambition, keen, ten years from now

5. Read the texts again. Write T (true) or F (false).

- Students read the text again and do the activity.
- Check answers as a whole class.

Extra activity

- Put students into pairs. Ask each of them to write two true or false sentences. They swap them with their partner and say whether they are true or false.

Answers

a F b F c T

6. Listen and repeat.

- Play audio track 4. Point out how the words *I'm in* link together. Ask students to listen out for the linking words in b and c.
- Tell students the end of a word links to the next word when the next word starts with a vowel sound.
- Students listen again and read the sentences.

Answers

Students' own answers

7. Listen. Mark the links between consonant sounds at the end of words and vowel sounds at the beginning of words.

- Play audio track 5.
- Students do the activity and then check their answers with a classmate.
- Check answers as a class.

Extra activity

- Ask students to read Carlos's text in exercise 4 and mark the links.

Answers

travel_around
before_I_married_and have_a
ambition_is
become_a
play_until

8. Practise saying the sentences in exercise 6.

- Students do the activity as a class.



Read

9. Read the text. Answer the questions.
- What kind of text is it?
 - Do you send and receive a lot of messages?
 - Who do you usually send messages to?

Jairo Suárez ●



Hi Migue,

I'm Jairo Suárez, Camila's friend. I'm sixteen years old and in 11th grade at a school in Bogotá. I'm writing because I know you're in 11th grade too and I'm looking for friends who are feeling like I am about the future.

I'm very excited about what's going to happen. I know everything will change, but I'm also a little nervous. I know I want to be a pilot and I see myself flying planes and travelling around the world ten years from now. But I'm also worried because I still don't know how I'll be able to do that.

It's so expensive to become a pilot, but there are different options. For example, there are scholarships, or I can work part-time and save some money for my studies. How do you feel about the future? What do you want to do with your life after graduation?

Seen at 11:42 on Thursday

Focus on Vocabulary

10. Read the message again. Answer the questions.
- Who is Jairo Suárez?
 - Where does he live?
 - How does he feel about his future?
 - What is his main ambition?
 - What is his main fear about the future?
 - How could he get money for his studies?
11. Use a dictionary to find the meaning of the words in the box. Then write five sentences about your own goals using these words.

- | | | | | |
|------------|--------------|-------------|----------|---------------|
| ▪ goal | ▪ short-term | ▪ part-time | ▪ aim | ▪ keen |
| ▪ ambition | ▪ long-term | ▪ hope | ▪ intend | ▪ scholarship |

Read**9. Read the text. Answer the questions.**

- Ask students to look at the photo and design of the text to elicit what type of text it is.
- Ask students to discuss questions b and c.
- Check answers as a whole class.

Extra activity

- Ask students how they normally communicate with their friends. Elicit the names for as many social networking sites and apps as possible.

Answers

- a. text message
b./c. students' own answers

Focus on Vocabulary**10. Read the message again. Answer the questions.**

- Ask students to work individually to read the text and find the answers.
- Check answers as a whole class. Ask students to support their answers with information from the text.

Extra activity

- Tell students to write four more true or false statements about the blog. Students swap statements with their partner and do the exercise. They check answers in their pairs.

Answers

- a. Camilla's friend
b. In Bogotá
c. He feels excited.
d. To become a pilot.
e. Studying to be a pilot is expensive.
f. He could get a scholarship or work part-time and save the money.

11. Use a dictionary to find the meaning of the words in the box. Then write five sentences about your own goals using these words.

- Ask students to work try to think of the meaning of each word before they look in the dictionary.
- Check answers as a whole class. Ask some volunteers to read out their sentences.

Extra activity

- Ask students to leave a space where the target word should be in each sentence. Ask them to swap sentences with a partner then do the gap-fill exercise.

Answers

Students' own answers

12. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

Goal	ST	MT	LT
graduate from high school			
get married			
go to university			
buy a house			
get a good job			
travel around the world			
apply for a scholarship			
get a good mark in the end-of-school exam (Pruebas Saber)			
study in a different city or country			
... other			

Listen 



13. Listen. An expert is telling teenagers how to set goals. Put the topics in the order you hear them.

- ___ Don't change your plan.
- ___ Set goals.
- ___ Believe in your dreams.
- ___ Have a positive attitude.



14. Listen again. What do these sentences and phrases mean?

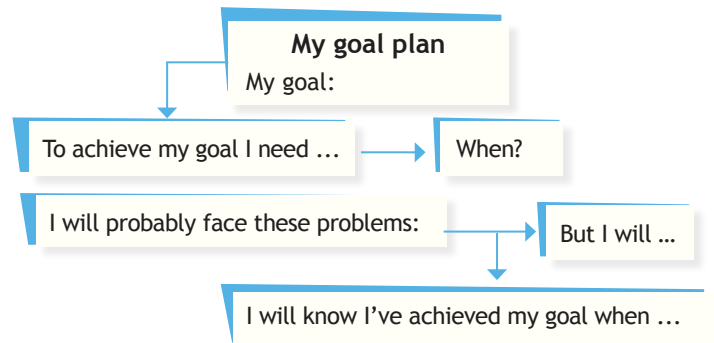
- a. Turn your dream into a set of smaller goals.
- b. ... even if you face problems along the way.
- c. Try to keep to your plan as much as you can.

15. Discuss the listening with a classmate. Use these questions.

- a. What's the 'I CAN' attitude?
- b. Do you have a life plan? Describe your goals.
- c. What problems could you face in your life plan?

Write 

16. Choose one of your goals. Make your plan.



12. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

- This is a pre-listening exercise. Encourage students to think about their short-term plans (their immediate plans), their mid-term plans (from a year to five years) and long-term plans (from five years up).
- Ask students to write their own goals at the bottom of the chart if they aren't already included.
- Ask some volunteers to share their plans.

Answers

Students' own answers

Listen

13. Listen. An expert is telling teenagers how to set goals. Put the topics in the order you hear them.

- Ask students to read the topics before they listen. Make sure they understand what each means.
- Ask students to make a note of any words they hear that relate to the topics.
- Play audio track 6.
- Compare answers as a whole class and write the words that relate to the topics on the board.
- Play the audio track and students listen and check.

Answers

1. Set goals
2. Have a positive attitude
3. Don't change your plan
4. Believe in your dreams

Audio script

6

Good afternoon everybody, I'm Linda Rodriguez. I'm really happy to be here at your school today to talk about teen dreams and ambitions. I know you all have a lot of plans and dreams, but you also have a lot of questions about your future. We all have to have dreams and ambitions, set goals and implement plans. If we don't have goals, it's very difficult to achieve our dreams.

Your dream could be to be a movie star or an accountant. That dream doesn't say much, does it? That's the role of setting goals. When do you want to be an accountant? How are you going to achieve that? You need to write a clear plan with specific dates and more details.

Next, turn your dream into a set of smaller goals. Then set specific dates like, what you will have achieved in six months. Let's say you dream of being a musician, then your goals could be training, networking, getting an agent, etc.

Right... Once you have set your goals, attitude is also important. Your talents and skills alone won't take you places, but the right attitude will. Work on your attitude; be nice, pleasant and open to suggestions by others. The 'I CAN' attitude always wins in the end. If you don't believe you can, you really won't reach your goals.

Number three: Don't change your plan. This means continue with your plan even if you face problems on the way. Try to keep to your plan as much as you can. Make your plan better every time you get a piece of advice or a useful tip. Finally, keep believing in your dream. Most teen dreams and ambitions come true when teenagers believe they can succeed. Thank you.

14. Listen again. What do these sentences and phrases mean?

- Ask students to read the sentences and phrases. Ask them to try and relate them to the topics in exercise 12. They will then be aware of when they will hear the sentences and phrases in the audio.
- Play audio track 6.

- Ask students to make notes on any extra information they hear.
- Tell students to use this information and the words they noted in exercise 12 to reconstruct the content of the speech. This will help them understand the context of the target sentences and phrases.
- Students discuss and answer in pairs.
- Check answers as a whole class.

Answers

Students' own answers

15. Discuss the listening with a classmate. Use these questions.

- Refer students back to the board where I CAN attitude should be written from the previous two exercises.
- Arrange students in groups to discuss the questions.
- Check answers as a whole class.

Answers

- a. a positive attitude
- b./c. students' own answers

Write

16. Choose one of your goals. Make your plan.

- Focus students' attention on the mind map. Encourage them to use the language they have learned in the lesson to finish the sentences and ask the questions (*I intend, I'm keen, my ambition is, etc.*).
- Monitor their work and offer language and / or content support when needed.

Answers

Students' own answers



Read



1. What's the best career for you? Do the quiz.

Quiz: What's Your Dream Career?

1. What do you like to do in your free time?

- a. See your friends.
- b. Tidy your room.
- c. Fix things at home.
- d. Draw pictures or write stories.

2. You have the opportunity to go on TV. What sort of show do you choose?

- a. A reality show where you work in a team.
- b. None. I don't want to go on TV.
- c. A cookery show.
- d. A singing competition.

3. What would you like to do if you had a free evening?

- a. Go to a party.
- b. Surf the Internet.
- c. Do my hobby.
- d. Watch a film.

4. If you went to a party, what would you do?

- a. Say hi to people when they arrive at the door.
- b. Start a discussion on world news.
- c. Help to prepare the food.
- d. Think how you could improve the house.

5. What sort of films do you like?

- a. Romantic.
- b. Drama.
- c. Action.
- d. Independent.

6. How do you think your friends describe you?

- a. Sociable.
- b. Intelligent.
- c. Practical.
- d. Creative.

Mostly A answers?

You could work with people. Possible jobs are: teacher, personal assistant, flight attendant.

Mostly B answers?

You could work with information. Possible jobs are: editor, computer programmer, accountant.

Mostly C answers?

You could work with things. Possible jobs are: chef, mechanic, veterinary assistant.

Mostly D answers?

You could do something creative. Possible jobs are: musician, artist, photographer.



Speak

2. Discuss your results with two classmates.

LESSON OVERVIEW

In this lesson, students will think about their career path, the abilities and skills they have and the abilities and skills required to work in that field.

Read

Get ready!

1. What's the best career for you? Do the quiz.

- Show students pictures of different jobs. Ask them which job they would like to have and why. Ask them what skills they need to do it.
- Ask students to look at the text. *Ask What is it? (A quiz.) Where do you usually find those quizzes? (In a magazine, on the internet) Who usually writes those quizzes? (Psychologists, specialists) Do you believe in the results?*
- Encourage students to take the quiz. Ask them if they are surprised by the results. Emphasise the fact that this is just a quiz and shouldn't be taken too seriously.

Answers

Students' own answers

Speak

2. Discuss your results with two classmates.

- Put students in groups of three.
- Encourage students to share their results and opinions with their classmates. Elicit language to give opinions. For example, *I think, I agree / don't agree, I feel, etc.*
- Discuss the results of the quiz as a class. Which category was the most popular A, B, C or D?

Answers

Students' own answers

Focus on Vocabulary



3. Complete the sentences with the words in the box. Listen and check.

- Talents
- Skills
- Strengths
- Interests
- Weaknesses

- a. _____ are your best qualities.
- b. _____ are things that you aren't good at.
- c. _____ are abilities that you learn, e.g. cooking, driving.
- d. _____ are abilities that you are born with.
- e. _____ are things that you enjoy doing, e.g. reading, playing a musical instrument.

4. Make a list of your talents, skills, strengths, interests and weaknesses. Put them into the correct category.

5. Look at the text and answer the questions.

- a. What kind of text is it?
- b. If people are interested in the jobs, what should they do?
- c. What general skills do people need for each department?

JOB OPPORTUNITY IN UK

International engineering company needs staff in four of its London offices:

- Information technology
- Business & Finance
- Engineering (Mechanical, electrical & industrial)
- Human Resources

QUALIFICATIONS: Degree/Diploma in related subject and two years' experience.

APPLY: Please send your C.V. to e56eng@hotmail.com

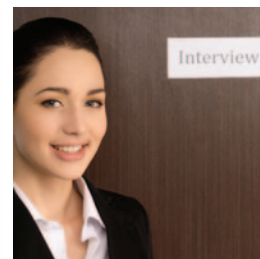
Listen



6. José and Kelly answered the job advertisement. Listen to their job interviews and write J for José and K for Kelly for each skill or ability below.

- | | |
|-------------------------------|------------------------------------|
| a. ___ Leadership. | f. ___ Knowledge (of the subject). |
| b. ___ Honesty. | g. ___ Working in a team. |
| c. ___ Punctuality. | h. ___ Working under pressure. |
| d. ___ Planning. | i. ___ Reliability. |
| e. ___ Ability to learn fast. | j. ___ Solving problems. |

7. Discuss. Would you give José and Kelly a job in the company? Why? / Why not?



Focus on Vocabulary

3. Complete the sentences with the words in the box. Listen and check.

- Allow students to work individually on the exercise and then ask them to compare their answers with a partner.
- Play audio track 7. Have students listen and check their answers.
- Check answers as a whole class.

Extra activity


- Ask students to think of an example of each of the words in the box.

Answers

- Strengths
- Weaknesses
- Skills
- Talents
- Interests

Audio script

7

- Strengths are your best qualities.  All those things that can help you do better in a job. Some of them might include your punctuality and organisation.
- Weaknesses are things that you aren't good at. Some people might find working in groups difficult, for example.
- Skills are abilities that you learn, for example cooking or driving.
- Talents are abilities that you are born with. For example, you're born with talents in art and music.
- Interests are the things that you enjoy doing, for example reading or playing a musical instrument.

4. Make a list of your talents, skills, strengths, interests and weaknesses. Put them into the correct category.

- Ask students to work on their own before they compare their answers with a partner. Encourage students to give reasons for their answers.
- Check answers as a whole class.

Answers

Students' own answers

5. Look at the text and answer the questions.

- Give students a few minutes to scan the text for the answers.
- Check answers as a whole class.

Answers

- an advertisement
- send a C.V.
- possible answers include: teamwork, problem solving, honesty, self-motivation

Listen

6. José and Kelly answered the job advertisement. Listen to their job interviews and write J for José and K for Kelly for each skill or ability below.

- Ask students *What are you going to listen to? (Job interviews) How many? (two) Who are you going to listen to? (José and Kelly) What job are they applying for? (The one in exercise 5.)*
- Students read the skills first before they listen.
- Play audio track 8. Encourage students to make notes as they listen.
- Check answers as a class.

Extra activity

- Ask students which skills from the exercise they feel they have.

Answers

- a K b J c J d K e J
f K g J h K i J j J/K

Audio script

8

- A: Hello, please come in and have a seat.
B: Thanks.
A: You're José Gomez, right?
B: That's right.
A: Well, Mr. Gomez. Tell me: Which job are you interested in?
B: Well, I'm not sure. I don't have a job and I really need money to live. So, basically, I can do anything.
A: Hmm. I see. Tell me about your qualifications. Do you have a diploma or experience?

B: Well... I'm not very good at studying. In fact, I was so tired of studying after high school that I wanted to take a rest. Then, I started working here and there, but I never did any courses. Now, I can see that I'm able to do a lot of things even if I haven't done any technical courses.

A: Ah... so you DO have experience?

B: Well... as I told you before, I wasn't very skilled at any specific task but I've done about everything there is to do. I don't have a diploma, but I'm honest and I know how to work in teams, solve problems and find solutions. You can always be sure I will come to work every day. I won't arrive late or leave early and I'm able to learn really fast. That's exactly what you're looking for. Aren't you? So... What do you say?

2

A: Good morning.

B: Hello. I'm Kelly Sánchez. I'm interested in the Human Resources position you have.

A: Right, Ms. Sánchez. Do you have any experience in the subject?

B: Yes, I have experience and a degree in Human Resources. I've worked with people for three years.

A: Tell me about yourself. What do you see as your strengths?

B: My strengths? Well, I know a lot about HR, I'm a great leader and I can work under pressure. I'm good at planning and organising events for employees and I'm very skilled at solving problems fast and efficiently.

A: Any weaknesses?

B: Well... to tell you the truth, I'm not very good at working with computers.

A: I see...

7 Discuss. Would you give José and Kelly a job in the company? Why? / Why not?

- Elicit language to give opinions and agree / disagree. For example, *I think, I feel, I agree, I disagree*, etc.
- Students discuss in pairs and then as a whole class.

Extra activity

- Put students in pairs. One of them is the interviewer and the other the successful candidate. Students role play a conversation where the interviewer explains why they have got the job and the candidate accepts.

Focus on Language

8. Read. Make a list of the expressions José and Kelly used to say if they have a skill and ability or not.

José Gómez

I'm not very good at studying. In fact, I was so tired of studying after high school that I wanted to take a rest. Then, I started working here and there, but I never did any courses. Now, I can see that I'm able to do a lot of things even if I haven't done any technical courses.

I don't have a diploma, but I'm honest and I know how to work in teams, solve problems and find solutions. You can always be sure I will come to work every day. I won't arrive late or leave early and I'm able to learn really fast.

Kelly Sánchez

My strengths? Well, I know a lot about HR, I'm a great leader and I can work under pressure. I'm good at planning and organising events for employees and I'm very skilled at solving problems fast and efficiently.

To tell you the truth, I'm not very good at working with computers.

9. Answer the questions.

- What are your strengths?
- How can your strengths help you choose a career?

10. Read. Which careers should they do? Choose from the list below.

- journalist
- policeman
- English teacher
- doctor
- nurse
- farmer
- secretary
- lawyer
- engineer

Roberto



I think my strengths are that I can work well in a team, but I can also work well on my own. I'll have to think about these strengths when I choose a career. I can't see myself in an office all day long, doing lots of paperwork. I enjoy helping people so I want a career where I can have lots of contact with people and can make a difference.

Maria



I'm sure my strengths will help me to decide what to study at university. I'm good at Maths, I'm quite creative and I also like making decisions. I think that my English is also very good. I can use that strength for my career because you need English in business to talk to people in meetings or even send letters and emails. My weak subjects at school are subjects like Science so I wouldn't want to study anything like Chemistry.

11. Complete the sentences with *Roberto* or *Maria*.

- M isn't good at Science.
- ___ likes working with people.
- ___ doesn't want to work in an office.
- ___ is creative.
- ___ might need to use English.
- ___ can work well without other people.

Focus on Language

8. Read. Make a list of the expressions José and Kelly used to say if they have a skill and ability or not.

- Draw two columns on the board and write the titles *Skills they have* and *Skills they don't have*. Ask students to give an example of each from the text.
- Give students some time to do the activity.
- Check answers as a whole class and write the answers on the board.

Extra activity

- Ask students to think of more expressions to say if they have a skill and ability or not.

Answers

Skills they have: I'm able, I'm honest, I know how, You can always be sure, I know, I can, I'm good at, I'm very skilled at, I'm a great leader

Skills they don't have: I'm not very good at, I don't have

9. Answer the questions.

- Ask students to work individually and then compare their answers in pairs.
- Check answers as a whole class. Encourage the class to add more strengths the volunteers may not have mentioned or be aware of.

Answers

Students' own answers

10. Read. Which careers should they do? Choose from the list below.

- Ensure students understand all the jobs in the list. Elicit what skills each job requires.
- Check answers as a whole class. Encourage the students to give reasons for their answers.

Extra activity

- Put students in pairs. Tell each student to choose one of the jobs. Say whether they would be good at the job or not and give reasons for their answer.

Answers

Students' own answers

11. Complete the sentences with Pablo or Maria.

- Students read the sentences and skim the texts for the answers.
- Check answers as a whole class.

Extra activity

- Students write two more gap-fill sentences and swap them with a partner.

Answers

- b Pablo
- c Pablo
- d Maria
- e Maria
- f Pablo

Write 

12. Write a short description of your skills and abilities.
13. Think of a career. Complete the career plan checklist below.

Career Plan Checklist		
Choose one career. What are the basic skills?	Career:	
Compare those skills with your own skills.		
Are there skills you would like to improve?	Yes	No
If yes, what can you do to improve these skills?		
Do you think you will do this career in the future? Why? / Why not?	Yes	No
Are there many job opportunities in this career where you live?	Yes	No
Are there enough job opportunities in this career where you live?	Yes	No
Would you move to a different city or country to do this job?	Yes	No
Would you like more information about this career?	Yes	No

14. Tell your classmates about your career plan. Use the expressions from this lesson.

Useful language

Skills I have:

- *I'm good at* (noun) / (verb + -ing)
- *I'm skilled at* (noun) / (verb + -ing)
- *I can* / *I'm able to* (verb)
- *I know about* (noun) / *how to* (verb)

Skills I don't have:

- *I'm not good at* (noun) / (verb + -ing)
- *I'm bad / terrible at* (noun) / (verb + -ing)
- *I'm not skilled at* (noun) / (verb + -ing)
- *I can't* / *I'm not able to* (verb)
- *I could never do anything like* (noun)(verb + -ing)

Write**12. Write a short description of your skills and abilities.**

- Put students into pairs and ask them to say what skills and abilities they have got. Encourage their partners to add to their list of skills and abilities. Some modest or shy students may benefit from this encouragement.
- Ask some volunteers to share their descriptions.

Answers

Students' own answers

13. Think of a career. Complete the career plan checklist below.

- Elicit the meaning of *improve* and *opportunities*.
- Tell students to think of a job and answer the questions in the table. Students should use their descriptions from exercise 12 to help them answer the questions about skills.
- Compare answers as a whole class.

Answers

Students' own answers

14. Tell your classmates about your career plan. Use the expressions from this lesson.

- Students look at their career plan checklist and tell their partner what skills they have / don't have.
- Encourage them to use the language in the *Useful vocabulary* box.
- Monitor, correcting language and offering support when needed.

Extra activity

- Students look at their career plan checklist and decide on what they can do now and in the future to improve their chances of getting their dream job. For example, getting the skills they don't have, moving to an area with more jobs that they want, etc.

Answers

Students' own answers

 Read

 Get Ready!

1. Match the words with the correct pictures.

- | | |
|---------------------------|---------------|
| a. tablet | d. laptop |
| b. website | e. smartphone |
| c. interactive whiteboard | f. computer |



2. Discuss these questions in groups.

- Which of these devices do you use?
- What do you use them for?
- Which of them do you use in the classroom?

3. Read the article and choose the best title.

- Teenagers and technology
- Bringing technology into the classroom
- The future of education

Technology has become very important in our everyday life, not least in the classroom. With the help of technology, teachers can produce more motivating lessons, and they can also assess and track students' progress more easily. Here are some of the ways technology can help students and teachers in the classroom:

Interactive whiteboards

These make lessons more interesting. Teachers can demonstrate pictures or photos on the board. They can point to parts of a diagram or picture using their finger or a pen, and they can save information from the board and share it with students.

Laptops

Students can use laptops to take notes and do written work. They can help students to be more organised and produce neater work and, of course, they can make sure they spell everything correctly by using the spell-check function!

Tablets

Tablets are very useful because they are small and easy to carry around. They allow students to find information quickly, and also collaborate with their classmates on projects.

Smartphones

Smartphones are not allowed in many classrooms, but actually they can be very useful. For example, students can use them to take photos to illustrate their school work. They can check facts or the meaning of words. Some phones have a calculator app, so students don't have to carry a calculator around with them. Students can even get their phone to remind them to do their homework!

Online classrooms

There are many online courses nowadays, both school and university courses. Students don't have to go to school any more! This can be a good option for students who are disabled or who have learning difficulties. Online courses allow them to study in their own home at their own speed. They are also useful for elite athletes who spend a lot of time training and don't have time to go to school.

The challenge for schools is keeping up to date with all the new technology. Schools which do well will be those that are not afraid to innovate and integrate the new technology into the classroom.

MODULE 1 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	Technology and learning, digital devices; verbs related to technology	<ul style="list-style-type: none"> • <i>can / could / be able to</i> for ability 	<ul style="list-style-type: none"> • Speaking: talk about modern communication • Writing: write about what you can do now that your parents couldn't.
Lesson 5	Languages and saying 'hello' Compound nouns	<ul style="list-style-type: none"> • <i>To</i> infinitive to express purpose 	<ul style="list-style-type: none"> • Speaking: talk about which languages you would like to learn • Writing: a paragraph about a job and the foreign language skills required
Lesson 6	Personality adjectives, opposites with <i>un-</i> , <i>in-</i> , or <i>dis-</i>	<ul style="list-style-type: none"> • <i>say or tell</i> • Reported speech 	<ul style="list-style-type: none"> • Speaking: talk about what makes a good team player • Writing: an account of what was said using reported speech

LESSON OVERVIEW

In this lesson, students will be made aware of the advances in technology and how we benefit from them.

Read

Get ready!

1. Match the words with the correct pictures.

- Students compare their answers with a partner.
- Check answers as a whole class.

Answers

d laptop f computer b website
a tablet e smart phone
f interactive whiteboard

2. Discuss these questions in groups.

- Put students in groups of three.
- Encourage students to share their opinions with their classmates.
- Check answers as a whole class. Which devices are the most popular? Do students have the same uses for them?

Answers

Students' own answers

3. Read the article and choose the best title.

- Ask students to look at the text and tell you the text type (*Article*).
- Ask them to read the text before they read the titles.
- Tell students to support their answer with evidence from the text.
- Check the answer as a whole class.

Answers

c The future of education

Read 

4. Read. Choose the correct answer, A, B or C.



1. Technology is becoming _____ in the classroom.
 - A. less important
 - B. more important
 - C. unimportant
 2. Are students allowed to take smartphones into the classroom?
 - A. No, not usually
 - B. No, never
 - C. Yes
 3. What are the advantages of Interactive whiteboards?
 - A. You can see them better.
 - B. Students can draw on them.
 - C. Teachers can show pictures on them.
 4. Tablets allow students to
 - A. work at their own speed.
 - B. work together with other students.
 - C. check each other's answers.
 5. Why are online courses a good idea for elite athletes?
 - A. Because they can choose which subjects they study.
 - B. Because they aren't very clever.
 - C. Because it gives them more time to train.
5. Discuss these questions in groups.
- a. What are the advantages of using technology in the classroom?
 - b. What are the disadvantages?
 - c. Do you think technology helps you learn more?



Focus on Vocabulary

6. Complete the questions using the verbs in the box.

- | | | |
|------------|--------|------------|
| ▪ download | ▪ go | ▪ log onto |
| ▪ send | ▪ post | ▪ share |

- a. Do you _____ music from the Internet?
- b. Do you ever _____ emails to your friends?
- c. Do you _____ photos on social media sites?
- d. Do you _____ online every day?
- e. Do you ever _____ videos with your friends on the Internet?
- f. How many times a day do you _____ your computer?

7. Ask and answer the questions in pairs.



Read**4. Read. Choose the correct answers, A, B or C.**

- Students read the article again and answer the questions.
- Ask them to underline the text in the article that supports their answers.
- Check answers as a whole class.

Extra activity

- Ask students to write two more multiple-choice questions and swap them with a partner. Discuss the answers together.

Answers

1 B 2 A 3 C 4 B 5 C

5. Discuss these questions in groups.

- Put students in groups to discuss the questions. Elicit vocabulary for saying the advantages and disadvantages. For example, *the pros, the cons, the good thing about, the bad thing about*, etc.
- Check answers as a whole class.

Answers

Students' own answers

Focus on Vocabulary**6. Complete the questions using the verbs in the box.**

- Ensure the students know the words in the box.
- Check answers as a whole class.

Extra activity

- Ask students to think of more verbs related to technology.

Answers

1 download
 2 send
 3 post
 4 go
 5 share
 6 log onto

7. Ask and answer the questions in pairs.

- Ask students to answer the questions in pairs. Encourage the students to ask for more information. For example, *When do you ...? How often do you ...? Where do you ...?*
- Check answers as a class. Which is the class' favourite daily activity?

Extra activity

- Ask students to write a paragraph about the results of the class feedback. For example, *Twenty people download music from the Internet ...*

Answers

Students' own answers

Focus on Language

8. Study the sentences and choose the correct words to complete the rules.
- Nowadays students can use their smartphones to check facts.
 - In the past students couldn't use smartphones in the classroom.
 - In the future robots will be able to teach in schools.

We sometimes use *can* to express possibility / probability.
 The past form of *can* is *could* / *will be able*.
 There is no future / past form of *can*.
 We use *will be able* / *can* to talk about the future.



9. Complete the sentences with *can*, *could* or *will be able to*. Then listen and check.

- When my mother was young children _____ leave school at the age of sixteen.
- These days you _____ play games online with people from different countries.
- You _____ post as many photos as you want to on social networking sites.
- In the future we _____ download videos of our teachers' lessons.
- You _____ use your smartphone for so many different things.
- In the future I think we _____ do all our exams online.

Say it!



10. Listen carefully to the pronunciation of *can* in these sentences. What do you notice? Listen again and repeat.
- Students can check facts on their smartphones.
 - Students can use laptops to make notes.
 - Teachers can demonstrate pictures.

Write 

11. Write sentences.

What can you do now that your parents couldn't do when they were young?

Example: *Now we can phone our parents when we are out with friends.*

Focus on Language

8. Study the sentences and choose the correct words to complete the rules.

- Ask students to read the sentences and underline the verbs.
- Ask students to read the rules and use the sentences to circle the correct answer.
- Check answers as a whole class.

Extra activity

- Ask students to write an example sentence to demonstrate each rule.

Answers

We sometimes use *can* to express possibility.

The past of *can* is *could*.

There is no future form of *can*.

We use *will be able to* to talk about the future.

9. Complete the sentences with *can*, *could* or *will be able to*. Then listen and check.

- Remind students to use the rules in exercise 9 to help them complete the sentences.
- Check answers as a whole class.

Answers

- 1 could
- 2 can
- 3 can
- 4 will be able to
- 5 can
- 6 will be able to

10. Listen carefully to the pronunciation of *can* in these sentences. What do you notice? Listen again and repeat.

- Play audio track 10.
- Check answers as a whole class. Encourage the students to repeat the sentences.

Extra activity

- Ask students to write three more sentences using *can*. In pairs, say the sentences out loud using the weak form of *can*.

Answers

They all contain the weak form of *can*.

Write

11. Write sentences.

- Students discuss the question in pairs.
- Check answers as a whole class. Write the answers in note form on the board under two headings *I can* and *They could*.

Extra activity

- Students write a paragraph about what they can do now and what they couldn't do when they were younger.

Answers

Students' own answers

Listen 

12. Look at the different types of communication. In pairs, try and put them in order from the earliest to the most recent.



■ letter ■ Internet ■ drums ■ telegraph
 ■ smoke signals ■ telephone ■ smartphone



13. Listen to some students preparing a presentation for their English class about communication methods. Were you right?



14. Listen again and choose T (true) or F (false). Correct the false sentences.

- The problem with the first letter service was that many letters got lost. _____
- Pony Express was a letter service first used in Great Britain. _____
- A lot of people didn't use the telegraph and telephone at first because it was too expensive. _____
- People started developing the Internet in the 90s. _____
- Modern communication has helped people improve their face-to-face communication skills. _____

15. Discuss in groups.

- Which of the types of communication mentioned in exercise 12 do you use?
- Which is the easiest / quickest?
- What are the advantages / disadvantages of modern communication?

Listen

12. Look at the different types of communication. In pairs, try and put them in order from the earliest to the most recent.

- Ask students to describe each word in the word box to ensure they understand their meanings.
- Students do the exercise in pairs.
- Compare answers as a whole class.

Answers

Students' own answers

13. Listen to some students preparing a presentation for their English class about communication methods. Were you right?

- Encourage students to listen out for the words in exercise 12 and make notes.
- Play audio track 11.
- Compare answers as a whole class.

Answers

smoke signals and drums, letters, telegraph, telephone, Internet, smartphone

Audio script

11

A: Our presentation is about how communication has changed over the years. What did you find out about this Sebastian?

B: Well, I found out that communication in the past was very difficult. Early in history, people used smoke signals and drum sounds to communicate from a distance. Later on, paper was invented and people wrote letters which were sent by ships or carts. It took ages for a letter to arrive at its destination. Years later, a new service called the Pony Express was introduced in the USA. Horse riders rode very fast to carry letters around the country. These changes were revolutionary at that time but communication was still difficult.

A: That's very interesting Sebastián. What did you find out Karol?

B: I read that technology started changing communication in the nineteenth century. The telegraph and telephone were invented and people used them to stay in touch

with others. These inventions were really useful but still expensive, so not all people had access to them.

A: Okay, let's recap. So, we can start by saying that communication was very basic at the beginning, so you Sebastian talk about primitive forms of communication and then, you Karol, talk about the first technological devices used for communication, right?

B: And what are you going to say Karen?

A: Well, I'm going to talk about the changes introduced in the twentieth century. I'm going to say that people started developing the Internet in the 50s but it became popular and accessible to many people by the 90s. It's all changed so quickly since then, as we know.

B: I can also add something about recent changes. For example, smartphones have made communication very easy and fast. I can also talk about social networks, video chatting and text messaging.

A: I think it's also important to talk about the advantages and disadvantages of these ways of communicating. For example, we can say that although communication now is easier and faster than ever before, people have lost real contact with others. Nowadays, people rarely visit others at home and face-to-face communication is less common.

B: That's right, we need to remind people not to forget the real meaning of communication.

14. Listen again and choose T (true) or F (false). Correct the false sentences.

- Ask students to read the sentences before they listen to the audio again.
- Play audio track 11.
- Compare answers as a whole class.

Answers

- F, The problem with the first letter service was that it was slow.
- F, Pony Express was a letter service first used in the USA.
- T
- F, People started developing the Internet in the 50s.
- F, Modern communication hasn't helped people improve their face-to-face communication skills.

15. Discuss in groups.

- Elicit language to agree and disagree in their group discussions. For example, *I don't think you're right, That's correct, etc.*
- Compare answers as a whole class.

Answers

Students' own answers

 **Speak / Focus on Vocabulary**
 **Get Ready!**

1. Look at the words below.
 - a. How many do you recognise?
 - b. What do they mean?
 - c. Can you pronounce any of them?

Bonjour **Sveiki** **Olá** **Hola** **Shalom** **Halo**
Merhaba **Hello** **Hallo** **Hei** **Hej** **Χαίρετε**

2. Work in pairs. Match the words above with the languages in the box. Then check with other pairs.

A: *I think Hei is Danish.* B: *No it isn't, it's*
 A: *Is Halo German?* B: *I'm not sure.*

- | | | | |
|-----------|-----------|--------------|-----------|
| ▪ English | ▪ Finnish | ▪ German | ▪ Latvian |
| ▪ Danish | ▪ Polish | ▪ French | ▪ Greek |
| ▪ Spanish | ▪ Hebrew | ▪ Portuguese | ▪ Turkish |

3. Discuss in pairs.
 - a. Can you speak any other languages?
 - b. What languages do you learn at school?
 - c. Why do people learn other languages?

Example: *to help them get a job*

Listen 
12 

4. Listen to these four people. Which language did they learn?

George



Valentina



Pablo



Mariah

12 

5. Listen again. Who learnt a new language ...

- a. to travel to new places?
- b. to help with their studies?
- c. to adapt to a new life in a different country?
- d. to get a better job?

LESSON OVERVIEW

In this lesson, students will understand why learning a language is so important. It will also highlight in which areas of education and work a second language is needed.

Speak/Focus on Vocabulary

Get ready!

1. Look at the words below.

- Ask the students to answer the questions in pairs.
- Check answers as a whole class. Elicit the fact that the words on the page all mean *Hello* in different languages.

Answers

Students' own answers

2. Work in pairs. Match the words above with the languages in the box. Then check with other pairs.

- Revise nationalities. If you have a map, point to the countries on the map.
- Ask students to read the dialogue. Elicit language to express certainty and uncertainty. For example, *Yes! You're right, That's it!, I don't know, Maybe*, etc.
- Encourage students to share their opinions with their classmates.
- Check answers as a whole class.

Extra activity

- Ask students to research another three languages. What words do they use to say *Hello*?

Answers

Bonjour - French	Hola - Spanish
Hello - English	Hei - Finnish
Sveiki - Latvian	Shalom - Hebrew
Hallo - German	Hej - Danish
Olá - Portuguese	Halo - Polish
Χαίρετε - Greek	Merhaba - Turkish

3. Discuss in pairs.

- Ask students to discuss the questions in pairs.
- Check the answer as a whole class.

Answers

Students' own answers

Listen

4. Listen to these four people. Which language did they learn?

- Ask students to look at the pictures and their names. Ask them to guess their nationalities.
- Play audio track 12.
- Check answers as a whole class.

Answers

George - German
Valentina - French
Pablo - English
Mariah - Spanish

Audio script

12

- A: Hi I'm George, I'm English. When I was a teenager my father got a job in Germany and my family moved there. It was very hard for me at the beginning because I couldn't understand what people said. I had to learn German quickly. I started school and my teachers and classmates helped me a lot. Learning the language helped me make friends and enjoy life in this new country.
- B: I'm Valentina. I'm from Italy. I learnt English to get a better job. I'm a journalist and I want to work for an International newspaper. Two years ago I applied for a good job, but I didn't get it. The girl who got the job spoke English and German. That's when I decided to learn French. I started a French course, and searched for songs, movies and interviews on the Internet, and I made good progress. I'm starting to look for new jobs again now. This time I can say yes when they ask me if I speak any other languages.
- C: My name's Pablo. I'm Colombian. I started a degree in Medicine last year. A lot of text books and articles in medicine magazines were in English. I learnt English in High School, of course, but I needed to improve to understand these texts. So I started to go to English classes every day.

They are special lessons for students like me studying medicine because a lot of words are very specialised and don't appear in normal dictionaries.

D: I'm Mariah. I'm American. I love travelling, visiting new places, and making new friends. It's one of my hobbies. I really wanted to visit South America, so I decided to learn Spanish so I could speak to the local people. I went to conversation classes and learnt useful language to help me travel, for example expressions for finding directions and booking hotels, and ordering food in restaurants. I don't really need to write Spanish very much so these lessons were good for me. Next summer I'm going to Chile and Argentina. I'm so excited!

5. Listen again. Who learnt a new language ...?

- Play audio track 12 again.
- Check answers as a whole class.

Answers

a Mariah
b Pablo
c George
d Valentina

Focus on Language

To infinitive to express purpose

6. Match the two halves of the sentences.

- | | |
|----------------------------|---|
| 1. Pablo learnt English | a. to help him settle in a new country. |
| 2. Mariah learnt Spanish | b. to get a better job. |
| 3. Valentina learnt French | c. to help with his studies. |
| 4. George learnt German | d. to speak to local people on her travels. |

7. Complete the rule.

We use *to* + infinitive to say *how* / *why* we do something.

8. Finish the sentences with your own ideas.

- You need to study hard to _____
- I'm studying English to _____
- You can use a smartphone to _____
- People go to the gym to _____
- I use the Internet to _____

Say it!

9. Listen to the sentences. What do you notice about the word *to*?

- You can use laptops to make notes.
- He's learning English to help with his studies.
- She's learning Spanish to speak to the local people.



10. Listen and repeat.

 Speak

11. Which language would you like to learn? Ask and answer in pairs.

- A: Which other languages would you like to learn?
 B: Japanese
 A: Why?
 B: To go and get a job in Japan.

Focus on Language

6. Match the two halves of the sentences.

- Students read the sentence halves and match.
- Check answers as a whole class.

Answers

1 c 2 d 3 b 4 a

7. Complete the rule.

- Write *Pablo learnt English to help with his studies* on the board. Circle 'to help'. Elicit that we use *to* + infinitive to give reasons why we do something.
- Check answers as a whole class.

Extra activity

- Ask students to write three more sentences using *to* + infinitive. Give them the start of the sentences. For example, *I go ...*, *I learn ...*, *I play ...* .

Answers

We use *to* + infinitive to say *why* we do something.

8. Finish the sentences with your own ideas.

- Ensure the students know all the words in the sentences.
- Check answers as a whole class.

Answers

Students' own answers

9. Listen to the sentences. What do you notice about the word *to*?

- Ask students to read the sentences aloud.
- Play audio track 13. Compare the recording to the way the students read them out. Is there any difference? Elicit that the recording uses the weak form of *to*.

Answers

Students' own answers

10. Listen and repeat.

- Play audio track 13.
- Ask students to read the sentences aloud.

Extra activity

- Ask students to read aloud the three sentences they wrote in exercise 7 extra activity. Ensure they use the weak form of *to*.

Answers

Students' own answers

Speak

11. Which language would you like to learn? Ask and answer in pairs.

- Ask students to discuss exercise 11 in pairs.
- Check answers as a whole class.

Read

12. Look at the pictures. Match them with the fields of work.



- a. Computer game design c. Marketing e. Airline industry
b. Hospitality d. Information technology

13. Read the text quickly and match a-e above with the correct paragraphs.

INCREASE IN DEMAND FOR SECOND LANGUAGE SKILLS

More and more fields of work now require employees to have a second language.

Whatever job you're aiming for, be it a salesperson or a software developer, a second language is always an advantage.

1. _____

This includes work in restaurants, hotels and bars. More and more people travel these days, from all over the world, both for leisure and business. Visitors need somewhere to stay, somewhere to eat and some way to travel around. Making them feel at home by communicating with them in their own language is very important.

2. _____

Having a good knowledge of English is very useful in the computer industry because so much of the technical language is in English. Also, many of the large IT companies are multinationals and have headquarters in the United States.

3. _____

Computer games companies need to sell their products to people all over the world, so they need to be translated into lots of different languages.

4. _____

Employees in this industry are often expected to speak more than one foreign language. This is usually English plus another language, depending on which part of the world they operate in. Cabin crew are often bilingual or have a very good command of a second language. Now it has also become compulsory for pilots and air traffic controllers to have a minimum level of English for safety reasons. It is believed that this will prevent crashes caused by poor communication.

5. _____

Advertising and marketing is now a global industry, and jobs in these fields often demand foreign languages. Advertising agencies usually work with companies who sell their products all over the world, so need to create advertising campaigns which work in many different languages.

Vocabulary Tip

- ✓ Many English words are similar to words in your language. This can help you guess the meaning of new words, for example,

air traffic controller = *control del tráfico aéreo*

How many other words can you find in the text which are similar in your language? Make a list.

Glossary

- software developer: *desarrollador de software*
- headquarters: *oficinas principales*
- cabin crew: *tripulación*
- advertising campaign: *campaña publicitaria*

Read

12. Look at the pictures. Match them with the fields of work.

- Ask students to describe what they can see in the pictures. Help them with any vocabulary if necessary. Ensure students understand the words. Encourage students to think of vocabulary related to the fields of work in the exercise. For example, *programmer, waiter, online, pilot, etc.*
- Ask students to do the exercise and think of reasons for their ideas.
- Check answers as a whole class.

Answers

1 c 2 e 3 a 4 b 5 d

13. Read the text quickly and match a-e above with the correct paragraphs.

- Pre-teach the following words *leisure, communication, headquarters, operate, command* and *compulsory*.
- Ask the students what type of text it is. (*Article.*)
- Tell students to read the text for the answers.
- Check answers as a whole class.

Extra activity

- Ask students to write sentences using the pre-taught vocabulary.

Answers

1 b 2 d 3 a 4 e 5 c

14. Read the text again. Answer the questions.

- Why is it good to communicate with foreign visitors in their own language?
- Where do a lot of IT companies have their headquarters?
- Why do computer games need to be translated into different languages?
- What language do air traffic controllers have to speak?
- Why do advertising campaigns have to be created in lots of different languages?

Focus on Vocabulary

15. Complete the sentences with the correct verbs. Use the text to help you.

- | | | |
|--------------|-------------|---------------|
| ▪ create | ▪ prevent | ▪ sell |
| ▪ understand | ▪ translate | ▪ communicate |

- It's nice to _____ with foreign visitors in their own language.
- You need a good knowledge of English to _____ the technical language.
- You need to _____ games into different languages.
- Pilots need to speak English to _____ crashes.
- Marketing companies _____ their products all over the world.
- They need to _____ advertising campaigns for different countries.

16. Match the words to make compound nouns. Look back at the text to check.

- | | |
|----------------|---------------|
| 1. computer | a. crew |
| 2. air traffic | b. industry |
| 3. software | c. game |
| 4. advertising | d. campaign |
| 5. computer | e. agency |
| 6. advertising | f. developer |
| 7. cabin | g. controller |

17. Choose the correct compound noun from exercise 16 to complete the sentences.

- My brother works for a large _____ in Bogotá.
- I work for a large computer company as a _____.
- The _____ all spoke Spanish on my flight to Buenos Aires.
- I've just bought a new _____. I can't wait to play it.
- Technology changes so quickly in the _____.

Vocabulary Tip

✓ A compound noun is an expression made up of more than one word. This can be an adjective + noun or a noun + noun. The first word helps specify more clearly the thing or person we are referring to.

Write 

18. Make a list of other jobs you know which require a foreign language.

Write a short paragraph about one of the jobs saying why foreign language skills are useful. Use the text on page 28 to help you.

14. Read the text again. Answer the questions.

- Ask students to read questions and underline the key language. They then look for answers in the text.
- Students do the exercise in pairs.
- Compare answers as a whole class

Answers

- a. It makes them feel at home.
- b. In the United States.
- c. They sell all over the world.
- d. English
- e. The products are sold all over the world.

Focus on Vocabulary

15. Complete the sentences with the correct verbs. Use the text to help you.

- Ensure students understand the words in the box.
- Ask students to do the exercise before they look back at the text.
- Compare answers as a whole class.

Extra activity

- Ask students to write a sentence for each of the words in the box.

Answers

- a communicate
- b understand
- c translate
- d prevent
- e sell
- f create

16. Match the words to make compound nouns. Look back at the text to check.

- Ask students do the exercise. If they need to, they could underline the words from the first column in the text to find the compound noun.
- Compare answers as a whole class.

Extra activity

- Ask students to think of more compound nouns using words from either column.

Answers

- 1 b/c 2 g 3 f 4 d/e
5 b/c 6 d/e 7 a

17. Choose the correct noun from exercise 16 to complete the sentences.

- Elicit language to agree and disagree in their group discussions. For example, *I don't think you're right, That's correct, etc.*
- Compare answers as a whole class.

Extra activity

- Ask students to write three more gap fill sentences using words from exercise 16. They swap them with a partner and answer.

Answers

- a. advertising agency
- b. software developer
- c. cabin crew
- d. computer game
- e. computer industry

Write

18. Make a list of other jobs you know which require a foreign language.

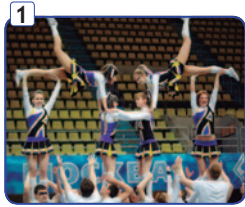
- Ask students to write a paragraph about a job that requires foreign language skills. They can work individually or in pairs if they need support.
- Refer them back to the texts on page 28 for useful phrases and vocabulary.

Answers

Students' own answers

 **Speak**
Get Ready!

1. Look at the pictures.
 - a. What are the people doing?
 - b. What do they have in common?



2. Discuss in pairs.
 - a. Are you a member of a team?
 - b. What are the difficulties of working in a team?
 - c. What makes a good / bad team?

Focus on Vocabulary

3. Study the adjectives. Are they positive or negative?

- | | | | |
|------------|----------------|-------------|-------------|
| ▪ stubborn | ▪ approachable | ▪ honest | ▪ committed |
| ▪ flexible | ▪ friendly | ▪ bossy | ▪ dishonest |
| ▪ fair | ▪ considerate | ▪ assertive | ▪ reliable |
| ▪ helpful | ▪ indecisive | ▪ inspiring | |

4. Add *un-*, *in-* or *dis-* to these adjectives to make adjectives with the opposite meaning.

- a. fair Example: *unfair*
- b. helpful
- c. flexible
- d. friendly
- e. considerate
- f. honest
- g. inspiring
- h. decisive
- i. reliable

Vocabulary Tip

✓ We often add *un-*, *-in* or *dis-* to the beginning of an adjective to make an adjective with the opposite meaning.

Example: *flexible* > *inflexible*,
helpful > *unhelpful*,
honest > *dishonest*

5. Which qualities make a good / bad team leader?
Discuss in pairs. Use the adjectives in exercises 3 and 4.

Example: *A good team leader needs to be ...*
A bad team leader is ...

6. Can you think of any other qualities a good team leader needs?

LESSON OVERVIEW

In this lesson, students will develop their understanding of interpersonal and team working skills. They will also learn their importance in different fields. They will learn how to improve their own skills.

Speak

Get ready!

1. Look at the pictures.

- Ask students to describe what they can see in the pictures.
- Ask students to think about what the pictures have in common. Elicit ideas about the topic of the lesson.
- Check answers as a whole class.

Answers

Students' own answers

2. Discuss in pairs.

- Students may need to use L1 to discuss their ideas together. Encourage them to summarise their ideas in English.
- Discuss answers as a whole class.

Extra activity

- Ask students to write down professions where team work is important and why.

Answers

Students' own answers

Focus on Vocabulary

3. Study the adjectives. Are they positive or negative?

- Ensure students understand the meaning of all the adjectives in the box. Encourage them to give a definition or example sentences for each.
- Check answers as a whole class.

Extra activity

- Ask students to write down any more positive or negative adjectives they can think of.

Answers

Positive: flexible, fair, helpful, approachable, friendly, considerate, honest, assertive, inspiring, committed, reliable

Negative: stubborn, indecisive, bossy, dishonest

4. Add *un-*, *in-* or *dis-* to these adjectives to make adjectives with the opposite meaning.

- Ask students to read the Vocabulary tip before they do the exercise.
- Check answers as a whole class.

Answers

b unhelpful	c inflexible
d unfriendly	e inconsiderate
f dishonest	g uninspiring
h indecisive	i unreliable

5. Which qualities make a good / bad team leader? Discuss in pairs. Use the adjectives in exercises 3 and 4.

- Monitor the discussions and ensure that the students are using the adjectives from exercises 3 and 4.
- Check answers as a whole class.

Answers

Students' own answers



6. Can you think of any other qualities a good team leader needs?

- Ask students to think of a good and bad team leader they have come across and think about the qualities they had or lacked.
- Check answers as a whole class.

Answers

Students' own answers

Listen 

- 14  7. Listen to the conversation between two friends Annie and Lucy. Why does Lucy congratulate Annie?
- 14  8. Listen again and answer the questions.
- Who does Annie describe as stubborn and bossy?
 - Who has given her some advice?



Focus on Language

9. Read the coach's advice and choose the correct words in the rules below.

'He said (that) it's important to be a good listener.'

'He told me that you need to be fair.'

'He told me to do the right thing for the team.'

- He refers to the *coach* / *Annie*.
 - Me refers to the *coach* / *Annie*.
 - We use an object (*me*) with the verb *say* / *tell*.
 - We don't use an object (*me*) with the verb *say* / *tell*.
 - After *tell* / *say* we can use (*not*) *to* + infinitive.
10. Complete the sentences with the correct form of the verb *say* or *tell*.
- Annie _____ she was a bit scared.
 - She _____ Lucy that some of the cheerleaders were stubborn.
 - The coach _____ it was important to be a good listener.
 - Lucy _____ it was good advice.
 - Lucy _____ Annie not to worry.

Listen

7. Listen to the conversation between two friends Annie and Lucy. Why does Lucy congratulate Annie?


- Ask students what they can see in the picture. Preteach the word *squad* and *coach*.
- Play track audio 14.
- Check answers as a whole class.

Answers

Annie is captain of the cheerleading team.

Audio script

14

Lucy: Hi Annie. Congratulations! I heard you are the new captain of the cheerleading team. 

Annie: Thanks! Yeah, I'm really excited, but a bit scared too.

Lucy: Scared? How come?

Annie: Well, you know, some of the cheerleaders in the squad are very good and experienced, but they can be a bit stubborn and bossy.

Lucy: Mmmm, yes. I can see that might be difficult.

Annie: But the coach has given me some good advice.

Lucy: That's good. What did he say?

Annie: Well, he said it's important to be a good listener. Also, he told me that you need to be fair and impartial. It doesn't matter who your best friends are. He told me to do the right thing for the team.

Lucy: That's true.

Annie: Also, a good team leader needs to be approachable so people in the team can talk to them easily about things they are worried about.

Lucy: Well, that's all good advice! Annie, you are so friendly and nice. No doubt you are going to be the best cheerleader captain in the history of the school. Don't worry!

8. Listen again and answer the questions.

- Ask students to read the questions before they listen. Check they understand *stubborn* and *bossy*.
- Check answers as a whole class.

Answers

- some of the cheerleaders
- the coach

Focus on Language

9. Read the coach's advice and choose the correct words in the rules below.

- Ask students to read the sentences and elicit that they are examples of reported speech.
- Ask students to read sentences a-e and underline the words in italics in the example sentences. This will help them complete the rules correctly.
- Check answers as a whole class.

Extra activity

- Ask students to discuss in pairs whether they think the advice of the coach is correct or not. Ask them to think of any more or different advice they would give.

Answers

- a coach b Annie c tell d say
e tell

10. Complete the sentences with the correct form of the verb *say* or *tell*.

- Encourage students to use the rules in exercise 9 to help them do the exercise.
- Check answers as a whole class.

Extra activity

- Ask students to write four more sentences using reported speech with *say* and *tell*.

Answers

- a said b told c said d said
e told



Listen/Focus on Language

15



11. Listen to another conversation between Lucy and Annie. Answer the questions.

- What's Annie doing?
- What problem does she have with Sally?
- When do they normally practise?

12. Read the sentences. Are they T (true) or F (false)?

- Annie said they were making team signs. _____
- Lucy said that Sally was always early for practice. _____
- Annie told Lucy they were going to practise after school the next day. _____
- Lucy said Sally wouldn't be on time for the practice at 8 AM. _____

16



13. Complete Annie and Lucy's conversation. Then listen and check.

'We _____ signs for the cheerleading team.'

'She _____ always late for practice.'

'Tomorrow we _____ at 8 AM.'

'She _____ on time for that!'

14. Copy and complete the table in your notebooks. Refer to exercises 12 and 13 to help you.

Direct speech	Reported speech
Present simple E.g. _____	Past simple E.g. <i>She was always late.</i>
Present continuous E.g. <i>We're making team signs.</i>	Past continuous E.g. _____
<i>Am / is / are going to</i> E.g. _____	<i>Was / were going to</i> E.g. <i>They were going to practise at 8 AM.</i>
<i>Will</i> E.g. <i>She won't be on time.</i>	<i>Would</i> E.g. _____

15. Annie is talking to her mum. Use reported speech to tell somebody what she said.

'I think I'm doing a good job.'

'I listen to the rest of the team.'

'I'm going to change the practice time.'

'Sally will be on time then.'



Example: *Annie said she was doing a good job.*

Listen/Focus on Language

11. Listen to another conversation between Lucy and Annie. Answer the questions.


- Ask students to read the questions before they listen to the audio.
- Play audio track 15.
- Check answers as a whole class.

Answers

- a. making signs b. she's unreliable
c. after school

Audio script

15

Lucy: Hi Annie, what are you doing? 

Annie: We're making signs for the cheerleading team. Do you want to help us?

Lucy: Sorry, I'm going to a maths revision class. How's it going anyhow, now you're team captain?

Annie: Not bad. Everyone's great except Sally. She's really unreliable. She's always late for practice.

Lucy: When do you practise?

Annie: Usually after school, but tomorrow we're going to practise at 8 am.

Lucy: Well, that's a bit early.

Annie: I know. I'm sure she won't be on time for that!

12. Read the sentences. Are they T (true) or F (false)?

- Ask students to read the sentences and do the exercise.
- If the sentences are false ask them to correct the sentences.
- Check answers as a whole class. Play audio track 14 if necessary.

Extra activity

- Ask students to write another true or false sentence about the conversation. Ask students to swap them with a partner and answer.

Answers

- a T b F c F d F

13. Complete Annie and Lucy's conversation. Then listen and check.

- Ask students to read the sentences and do the exercise. Tell them to look at the words either side of the gap to elicit what type of word is needed, e.g. noun, verb, etc.
- Play audio track 16.
- Check answers as a whole class.

Answers

're making
's
're going to practise
won't be

14. Copy and complete the table in your notebooks. Refer to exercises 12 and 13 to help you.

- Ask students to look at the table and elicit that they need to write examples from exercises 12 and 13.
- Students check their answers in pairs.
- Check answers as a whole class.

Extra activity

- Ask students to write another example sentence for each of the tenses in the table.

Answers

Present simple (DS) - She's always late for practice.

Past continuous (RS) - Annie said they were making team signs.

Am / is / are going to (DS) - Tomorrow we're going to practise at 8 am

Would (RS) - Lucy said Sally wouldn't be on time for practice at 8 am.

15. Annie is talking to her mum. Use reported speech to tell somebody what she said.

- Ask students to refer to the table in exercise 14 to help them do the exercise.
- Students check their answers in pairs.
- Check answers as a whole class.

Extra activity

- Ask students to work in pairs. One student tells their partner what skills and qualities make a good leader. Their partner reports back the information using reported speech. Pairs continue to take it in turns. Other topics they could talk about could include what they would do to prepare for a job interview, skills required for a certain job, etc.

Answers

Annie said / told her mum (that) she listened to the rest of the team.

Annie said / told her mum (that) she was going to change the practice time.


Annie said / told her mum (that) Sally would be on time then.



16. Read the questionnaire and answer the questions.
Ask and answer the questions in pairs. Do you have similar answers?

ARE YOU A GOOD TEAM PLAYER?

Do the questionnaire to find out.

1. Do you arrive on time?
a. always b. usually c. sometimes
 2. Do you get your homework done on time?
a. always b. usually c. never
 3. Do you tell people what you really think?
a. always b. usually c. never
 4. Do you find it difficult to make decisions?
a. never b. sometimes c. always
 5. Do you enjoy telling people what to do?
a. no b. sometimes c. yes
 6. Do you find it easy to explain things clearly?
a. yes b. usually c. no
 7. Do your friends come to you with their problems?
a. often b. sometimes c. never
- 
8. Do you ever change your opinions about things?
a. sometimes b. frequently c. never
 9. If you promise to do something do you do it?
a. always b. usually c. sometimes
 10. If a friend is struggling with their homework, do you
a. offer to help them b. lend them a book
c. tell them to ask the teacher

17. Read the key. Do you agree / disagree with the assessment? Why / Why not?

If you answered:

Mostly A answers

You are an excellent team player. People can trust you to meet deadlines. You are honest and express your ideas clearly. You are flexible and prepared to listen to other people's points of view. People can rely on you to do what you say you will do.

Mostly B answers

You are quite a good team player, but you need to try to listen more to your team members and be a little more reliable. Try to put yourself in other people's shoes.

Mostly C answers

You are not a very good team player. Other team members find you unreliable and inflexible. Try to be more honest with people and listen to what they have to say. Show that you understand them and try to be a bit more helpful.

18. Discuss in groups.

- a. Do you belong to a team?
- b. Which of your team members do you think are good / bad team players. Why?

Example: *Rafael isn't a very good team player. He's always late to football practices, and he never passes the ball!*

Read/Speak

16. Read the questionnaire and answer the questions. Ask and answer the questions in pairs. Do you have similar answers?

- Ask students to read the questions. Elicit the meaning of *struggle* and *lend*.
- Ask students what qualities they feel a team player needs and whether they are a good team player.
- Students answer the questions and compare their answers with a partner.

Extra activity

- Ask students in pairs to think of other questions that could be included in the quiz to test whether someone is a good team player or not.

Answers

Students' own answers

17. Read the key. Do you agree / disagree with the assessment? Why / why not?

- Pre-teach *deadline*, *express*, and *put yourself in people's shoes*.
- Ask students to look at the answers to their questions and work out their score.
- Ask students to read how they did in the quiz. Do they agree with the assessment? Discuss in pairs.
- Compare answers as a whole class. Do students agree with the results of the quiz? Do students think it's a good quiz? How did the majority of the class score?

Extra activity

- Ask students what type of jobs require employees to be good team players.

Answers

Students' own answers

18. Discuss in groups.

- Ask students to discuss the questions in groups.
- Encourage students to discuss team players who aren't known to other classmates. If they are known, encourage them to be sensitive when discussing bad team players.

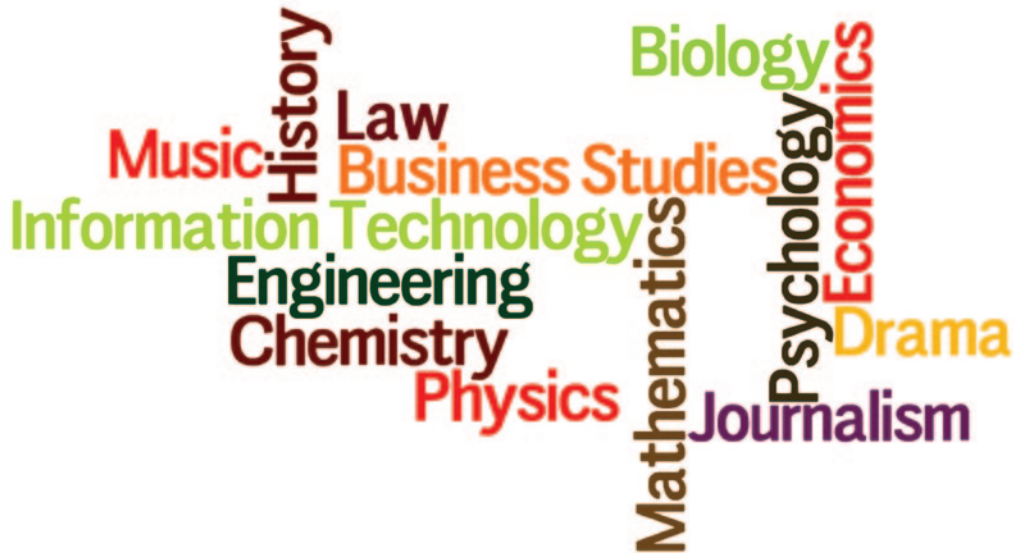
Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Find fourteen subjects in the word cloud.



2. Discuss in pairs.
 - a. What is your favourite subject at school?
 - b. Do you want to go to university? Why / Why not?
 - c. Which subject would you like to study?

Listen 17 

3. Listen to these six students and find out which subjects they want to study.

Example: *Speaker 1 Biology*

17 

4. Listen again. Who says these things? Complete the sentences with the correct subject.

- a. Music is my life. *Speaker 3*
- b. If you speak _____ it opens up a lot of doors.
- c. _____ can help you understand yourself and other people.
- d. _____ is a degree that lots of employers respect.
- e. _____ is the study of life.
- f. Jobs in _____ are very well paid.

Useful language

- to open up doors = to create opportunities

MODULE 1 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	School and university subjects	<ul style="list-style-type: none"> Verb + <i>-ing</i> form Verb + <i>to</i> infinitive 	<ul style="list-style-type: none"> Writing: a paragraph about what you would like to study at university Speaking: talk about favourite school subjects and ambitions
Lesson 8	Interviews	<ul style="list-style-type: none"> Auxiliary verbs in questions 	<ul style="list-style-type: none"> Speaking: practise interview questions and answers Writing: write interview feedback

LESSON OVERVIEW

In this lesson, students will think about what subjects they want to study at university and what job this will lead them to. They will practise writing a university application.

Focus on Vocabulary

Get ready!

1. Find fourteen subjects in the word cloud.

- Revise subjects with the students.
- Ask students to do the exercise.
- Check answers as a whole class.

Answers

History Journalism Psychology
Law Physics Music Drama
Economics Business Studies
Mathematics Chemistry
Engineering Information Technology
Biology

2. Discuss in pairs.

- Encourage students to give reasons for their answers.
- Discuss answers as a whole class.

Extra activity

- Ask students to listen carefully to the discussion and write a paragraph describing the results of the discussion. Give students the following questions to help them structure their paragraph.
What subjects do the class prefer? What's the most popular? How many classmates want / don't want to go to university? Why? What subjects do classmates want to study at university? What's the most popular?

Answers

Students' own answers

Listen

3. Listen to these six students and find out which subjects they want to study.

- Play audio track 17.
- Check answers as a whole class.

Extra activity

- Ask students to write down any more positive or negative adjectives they can think of.

Answers

2 Engineering
3 Music
4 English
5 Maths
6 Psychology

Audio script

17

- A: I want to study Biology. Why? Because it's all around us. It's the study of life. If we can understand living things we can enjoy the world we live in more.
- B: I want to study Engineering because there are lots of jobs in Engineering, and they're well paid!
- C: I'm going to study Music. I play the piano and I sing. Music is my life and I can't ever imagine doing anything else.
- D: I want to study English. Lots of jobs need a foreign language and if you speak English it opens up a lot of doors.
- E: I'd like to study Maths at university. I think it's a degree that lots of employers respect. It's hard, but at least you don't have to write essays!
- F: I'd like to do a Psychology degree because I want to study something I haven't studied before. Also, I think it can help you understand yourself and other people.

4. Listen again. Who says these things? Complete the sentences with the correct subject.

- Ask students to read the Vocabulary tip before they do the exercise.
- Play audio track 17 again.
- Check answers as a whole class.

Answers

b. English, Speaker 4
c. Psychology, Speaker 6
d. Maths, Speaker 5
e. Biology, Speaker 1
f. Engineering, Speaker 2

Read 

5. Read the text quickly. Choose the best title.
- Good at history? Maybe Law is the subject for you
 - Anyone can study Law
 - Choose a subject you think you'll be good at.



Nicky is studying Law at University. 'I chose to study Law because I want to be a detective or a lawyer', she says. 'When I was young I always enjoyed watching detective programmes on TV. I imagined solving the crimes myself and helping the victims. I also loved watching films with court room scenes.' Many children drop out of school where Nicky lives, so graduating from High School was a proud moment for her. She says her mum always motivated her to work hard at school. 'When I was at school I was good at History. It was my favourite subject.' If you're good at History, you'll find studying Law similar in many ways. I'd also say Maths has helped me a lot. I think about Law questions a bit like I do Maths questions, identifying the problem, applying the formula and



finding the answer. Everyone knows Law degrees involve a lot of reading. It's true, Law students are always the last ones to leave the library! You also need to have a good memory and a good analytical brain. It's lots of hard work and many hours studying, but we still find time to have fun. I hope to work for a Criminal Law company when I leave university. One day, I plan to have my own company!



6. Read the text again and answer the questions.

- What does Nicky want to do when she's older?
- What first interested her in this career?
- What was her favourite subject at school?
- What subject does she say is helpful for Law?
- Why do Law students spend a lot of time in the library?
- What two skills does she say you need to study Law?

Glossary

- court room: *tribunal*

Read**5. Read the text quickly. Choose the best title.**

- Ask students to look at the pictures. What can they see? What do they think the text is about?
- Students do the activity and discuss in pairs the reason for their choice of title.
- Check answers as a whole class.

Answers

- a. Good at history? Maybe Law is the subject for you

6. Read the text again and answer the questions.

- Ask students to read the questions before they scan the text for the answers. Encourage students to underline the evidence in the text for their answers.
- Check answers as a whole class.

Extra activity

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

Answers

- a. She hopes to work for a criminal Law company and one day have her own company.
b. She watched detective programmes on TV.
c. History
d. Maths
e. There's a lot of reading to do.
f. You need to have a good memory and an analytical brain.

Focus on Language

7. Study the sentences. How many verbs are in each sentence?
- I chose to study Law.
 - I always enjoyed watching detective programmes.
 - I loved watching films.
 - I want to be a detective.
 - I hope to work for a Criminal Law company.
 - I imagined solving crimes.
 - I plan to have my own company.

8. Copy and complete the table with the verbs from exercise 7.

Verb + <i>-ing</i> form	Verb + <i>to</i> infinitive
<i>enjoy</i>	

9. Work in pairs and think of other verbs you know which are followed by an *-ing* form / *to* infinitive. Give an example in each case.

Example: *like* - *I like playing tennis.*

10. Complete the sentences with the correct form of the verbs in the box.

▪ play	▪ study	▪ work
▪ travel	▪ go	▪ find

- My sister enjoys _____ to different countries.
- I don't want _____ to university.
- What subject did you choose _____ ?
- My father hopes _____ a new job soon.
- I can't imagine _____ in an office all day.
- I love _____ the piano.

 Speak

11. Discuss in pairs.
- What did you enjoy doing when you were young?
 - What do you want to be when you are older?
 - Where do you hope to work?

Say it!

12. Listen to the pronunciation of these words. Which one is pronounced differently in each group?

- hope go show of
- how know no also
- down how low town

Focus on Language

7. Study the sentences. How many verbs are in each sentence?

- Ask students to underline the verbs in the sentences.
- Check answers as a whole class.

Answers

Two

8. Copy and complete the table with the verbs from exercise 7.

- Elicit that some of the sentences include verb + *to* + infinitive, and that some include verb + *-ing*.
- Students complete the table.
- Check answers as a whole class.

Answers

verb + *ing* form: enjoy, love, imagine

verb + *to* + infinitive: choose, want, hope, plan

9. Work in pairs and think of other verbs you know which are followed by an *-ing* form / *to* infinitive. Give an example in each case.

- Ask students to do the activity in pairs.
- Check answers as a whole class.

Extra activity

- Write two correct and incorrect sentences with the *-ing* form and *to* infinitive. Students swap sentences with their partner and say whether they are true or false.

Answers

Possible answers

-ing form: dislike, like, fancy, hate

to infinitive: decide, expect, forget, intend, learn

10. Complete the sentences with the correct form of the verbs in the box.

- Encourage students to read the sentences and decide whether the verb is followed by an *-ing* form or *to* infinitive.
- Check answers as a whole class.

Extra activity

- Ask students to write three more gap-fill sentences which include an *-ing* form or *to* infinitive. Students swap sentences with a partner and answer.

Answers

a. travelling b. to go c. to study
d. to find e. working f. playing

Speak

11. Discuss in pairs.

- Ask students to read the questions. Ask students which form follows the verbs *enjoy*, *want* and *hope*. Elicit how they should begin their answer to each question. For example, *I enjoy going ...*, *I want to be ...*, *I hope to ...*.
- Check answers as a whole class.

Answers

Students' own answers

12. Listen to the pronunciation of these words. Which one is pronounced differently in each group?

- Ask students to read the words out loud. Ask them to circle the one they think is pronounced differently.
- Play audio track 18. Allow students to change their answers.
- Check answers as a whole class. Were students first answers (before they listened to the audio) correct?

Extra activity

- Ask students to write another true or false sentence about the conversation. Ask students to swap them with a partner and answer.

Answers

a of b how c low

 Read

13. Read the university application. Find six mistakes and correct them.

14. Answer the questions.

- a. What subject does this student want to study?
- b. Why do they want to study it?
- c. Why do they think they will be good at it?
- d. What relevant experience do they have?

I would love to studying Biology at your university. I have always been good in Science subjects, especially Biology. I am very interested in the natural world, and love plants and animals. I have a lot of experience with animals as I have many pets at home, including a dog, a cat, some fish and a terrapin. Since I was sixteen, I have worked in a Garden Centre at Saturdays and I have learned a lot about the conditions plants need to grow well in. I enjoy be outdoors and will really enjoy Biology field trips. I am good at Maths and Chemistry which I think are both important when studying Biology.

Glossary

- terrapin: *tortuga de agua dulce*

 Write

15. Write a paragraph about what you would like to study at university. Use the text in exercise 14 to help you and try to include answers to questions a-d above.

Useful language

I'm good at ...

I'm interested in ...

- *I have experience in + -ing form*
(*I have experience in working with animals.*)
- *I have experience with + noun*
(*I have experience with animals.*)

Writing Tip

- ✓ Remember that in English all subject names and days of the week start with capital letters, e.g. History, Wednesday

Read

13. Read the university application. Find six mistakes and correct them.

- Ask students to tell you what information you might find in a university application.
- Ask students to read it once for gist and the second time more carefully to find the mistakes. Tell them some of the mistakes may include the *-ing* form and *to* infinitive.
- Students check and discuss answers in pairs.
- Check answers as a whole class.

Answers

love to ~~studying~~ biology - love to study Biology
 good ~~in~~ Science - good at Science
 Garden-Centre ~~at~~ ~~saturdays~~ - garden centre on Saturdays
 to grow well ~~in~~ - to grow well
~~be~~ outdoors - being outdoors
~~with~~ really enjoy - I really enjoy

14. Answer the questions.

- Ask students to read the questions and find the answers in the text.
- Ask students to underline the evidence in the text for their answers.
- Check answers as a whole class.

Extra activity

- Ask students to look at the *Glossary* in their Student's Book. Ask them to add any more animals they can think of.

Answers

- They want to study Biology.
- They are interested in the natural world.
- They are good at Maths and Chemistry, which is important when studying Biology. They enjoy being outdoors and like Biology field trips.
- They have a lot of experience with animals and they have worked in a garden centre, where they learned about plants.

Write

15. Write a paragraph about what you would like to study at university. Use the text in exercise 14 to help you and try to include answers to questions a-d above.

- Ask students to use the expressions in *Useful expressions*.
- Students check their writing in pairs, paying particular attention to capital letters in subject names and days of the week as the *Writing tip* suggests.
- Monitor and help with language when necessary..

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the picture. What are the people doing?
2. Discuss in pairs.

- a. Who do you think is the interviewer / interviewee?
- b. What can you say about the picture? Use the words and expressions in the box.

Example: *The interviewee is smiling at the interviewer.*
The interviewer is ...

- shake hands
- make eye contact with someone
- wear smart clothes
- smile
- introduce yourself

Listen 19


3. You are going to hear some of the interview. First, listen to the beginning of the interview. Which of the phrases do you think you will hear? Listen and check.

- Pleased to meet you.
- See you!
- Good morning.
- We'll be in touch soon.
- My name's Jack Draper.
- Hi, I'm Jack.
- How're you doing?
- Thank you for your time.
- It's been a pleasure to meet you.
- We'll let you know.
- Cheers!

20


4. Now listen to the end of the interview. Which of the phrases in exercise 3 do you think you will hear? Listen and check.

21


5. Listen to the complete interview and put the questions in the order you hear them.

- a. What clubs and societies did you belong to at school?
- b. What is your greatest strength?
- c. Why are you a good candidate for this university?
- d. What will you do if you are not accepted ?
- e. Where do you see yourself in four years' time?
- f. What was your greatest achievement at school?

21


6. Listen again and answer T (true) or F (false).

- a. The interviewee was in the cheerleading team at school.
- b. She doesn't like acting.
- c. She has experience in being a team leader.
- d. She's never late for things.
- e. She doesn't think she will have time to join clubs at university.
- f. She wants to study Law.

LESSON OVERVIEW

In this lesson, students will think about university interviews. They consider what they need to do to make a good impression and how to answer the questions.

Focus on vocabulary

Get ready!

1. Look at the picture. What are the people doing?

- Ask students to discuss the picture in pairs.
- Check answers as a whole class.

Answers

Students' own answers

2. Discuss in pairs.

- Preteach the phrases in the box. Elicit that students should use the present continuous to answer b.
- Discuss answers as a whole class.

Extra activity

- Ask students how else they would try to make a good impression at an interview.

Answers

Students' own answers

Listen

3. You are going to hear some of the interview. First, listen to the beginning of the interview. Which of the phrases do you think you will hear? Listen and check.

- Ask students to read the phrases in the box and check they understand their meaning. Elicit that formal language should be used in an interview. Ask them to think about when these phrases may be said in an interview.
- Play audio Track 19.
- Check answers as a whole class.

Answers

Good morning.
My name's Jack Draper.
Pleased to meet you.

Audio script

19

A: Good morning. My name's Jack Draper, and this is my colleague Stephen Cooper.
B: Good morning. Pleased to meet you.
A: Well, your application letter looks very interesting. We'd just like to ask you a few questions about your experience.

4. Now listen to the end of the interview. Which of the phrases in exercise 3 do you think you will hear? Listen and check.

- Play audio Track 20.
- Check answers as a whole class.

Answers

It's been a pleasure to meet you.
Thank you for your time.
We'll be in touch soon.

Audio script

20

A: Well, it's been a pleasure to meet you.
B: You too. Thank you for your time.
A: Not at all. We'll be in touch soon. Do you know your way out?
B: Yes, thank you. Goodbye.
A: Goodbye.

5. Listen to the complete interview and put the questions in the order you hear them.

- Ask students to read the questions before they listen to the audio.
- Play audio Track 21.
- Check answers as a whole class.

Answers

a 1 b 3 c 4 d 5 e 6 f 2

Audio script

21

A: Good morning. My name's Jack Draper, and this is my colleague Stephen Cooper.
B: Good morning. Pleased to meet you.
A: Well, your application letter looks very interesting. We'd just like to ask you a few questions about your experience. So, mmm, what clubs and societies did you belong to at school?

B: I was made captain of the cheerleading team. It was a big responsibility and I learnt a lot about being a team leader.
A: Good, we like students who are not scared of responsibility. And what is your greatest strength, would you say?
B: Well, I'm very reliable. I'm always on time and I'm good at meeting deadlines. I'm a very organised person.
A: That's good.
C: Yes. Why are you a good candidate for this university?
B: I think I'll fit in well here. I work hard and I'm passionate about my studies. I want to learn, and I want to contribute to life on campus too. I want to continue acting and hope to be in the cheerleading squad.
A: Well, that's all good to hear. What will you do if you are not accepted?
B: My dream is to study here, but if it is not possible I will try to apply to a different university because I really want to get a degree in History.
C: And one last question. Where do you see yourself in four years' time?
B: I see myself graduating from this university and getting a good job.
A: Well, I think that's all. Stephen do you have any other questions?
C: No, that's all, I think.
A: Well, it's been a pleasure to meet you.
B: You too. Thank you for your time.
A: Not at all. We'll be in touch soon. Do you know your way out?
B: Yes, thank you. Goodbye.
A: Goodbye.

6. Listen again and answer T (true) or F (false).

- Ask students to read the sentences before they listen to the audio.
- Play audio Track 21.
- Check answers as a whole class.

Extra activity

- Ask students to think how they would answer the questions in the interview.

Answers

a T b F c T d T e F f F

Focus on Language

7. Look back at the questions in exercise 5 and choose the correct words to complete the rules.

We use *do / did* to ask questions about the present.

We use *do / did* to ask questions about the past.

We *don't use / We use do or did* to ask questions with *be*.

We *don't use / We use do or did* to ask questions about the future.

8. Complete questions a-f below. Use the table to help you.

statement	question
you will eat	(What) will you eat
you saw	(What) did you see
you live	(Where) do you live
you are	(Where) are you
you were	(Why) were you

- a. Q: Which clubs _____ in at school?
A: I was in the football club.
- b. Q: What sports _____ good at?
A: I'm very good at swimming and football.
- c. Q: What time _____ finish?
A: The interview will finish at six o'clock.
- d. Q: Which school _____ go to?
A: My sister went to Bristol School.
- e. Q: What _____ enjoy doing in your free time?
A: I enjoy cycling.
- f. Q: What questions _____ ask you?
A: They asked me questions about my strengths and weaknesses.

Say it!



9. Listen to these questions? Does the intonation go up or down at the end of the question? Listen again and repeat.

- What clubs are you in at school?
- What sports are you good at?
- Where do you see yourself in four years' time?
- What do you do in your free time?

10. Ask and answer the questions in pairs.

Focus on Language

7. Look back at the questions in exercise 5 and choose the correct words to complete the rules.
- Ask students to look at the questions in exercise 5 to complete the rules.
 - Students check their answers in pairs.
 - Check answers as a whole class.

Answers

We use *do* to ask questions about the present.

We use *did* to ask questions about the past.

We don't use *do* or *did* to ask questions with *be*.

We don't use *do* or *did* to ask questions about the future.

8. Complete questions a-f below. Use the table to help you.
- Ask students to look at the table and elicit the tenses.
 - Encourage them to look at the tense used in each answer to understand which tense needs to be used in the question.
 - Check answers as a whole class.

Extra activity

- Ask students in pairs to ask and answer the questions in the exercise. They must answer for themselves.

Answers

- a. were you
- b. are you
- c. will the interview
- d. did your sister go
- e. do you
- f. did they ask

9. Listen to these questions. Does the intonation go up or down at the end of the question? Listen again and repeat.
- Ask students read the sentences aloud before they listen to the audio.
 - Play audio Track 22.
 - Check answers as a whole class.

Extra activity

- Ask students in pairs to read the questions in exercise 8 with the correct intonation.

Answers

Students' own answers

10. Ask and answer the questions in pairs.
- Ask students in pairs to read the sentences using the correct intonation.
 - Students take it in turns to answer the questions. They then discuss their answers in pairs.
 - Monitor and help with language where necessary.

Answers

Students' own answers

 Read

11. Read the text quickly. Match the headings with the paragraphs.

- | | |
|--------------------------|-------------------------|
| a. First impressions | c. Be prepared |
| b. Getting there on time | d. During the interview |

Top ten interview tips

In just three seconds, an interviewer forms an opinion about you based on your appearance and your body language, so make a good impression! First, wear something smart. University interviews are not as formal as job interviews, but you still need to look your best. It's important to be neat and tidy and present a positive image. Smile at the interviewer, and shake their hand firmly.

Remember to switch off your phone during the interview. Be positive, sit up straight and smile at the interviewer. Answer their questions as best you can, but don't waffle or talk too much. Talk about your skills, experiences and abilities. Make eye contact with them while you are talking. This will show them that you are confident and don't stare out of the window!

Do your research! Find out as much as you can about the university. Make sure you know what they are looking for in a candidate. Make a list of possible questions, and think about what your answers will be. Prepare some questions you can ask the interviewer. After all, you want to make sure the university offers you what you need.

Most importantly, think about how you will get to the interview. Make sure you know how long the journey will take and be clear about how you are going to get there, if possible, do it once before interview day to be sure. You don't want to be stressed on the day, and you definitely don't want to be late!



12. Read the text again and answer the questions.

- Why is it important to make a good first impression?
- What should you do when you meet the interviewer?
- Why is it a good idea to think of questions you can ask?
- How can you avoid being late for the interview?

Glossary

- waffle: *hablar sin sentido*

Focus on Vocabulary

13. Find verbs in the text to complete the tips.

- _____ something smart.
- _____ your phone.
- _____ the interviewer's hand.
- _____ a good impression.
- Don't _____ out of the window.
- Check how long the journey will _____
- _____ eye contact with the interviewer.

Useful language

- It's important to ...*
- Remember to ...*
- Make sure you ...*
- Think about how ...*

14. Can you think of any other interview tips? Discuss in pairs.

Read

11. Read the text quickly. Match the headings with the paragraphs.

- Ask the students to look at the picture and read the title before they read the text. What's the text about?
- Preteach *waffle* and *candidate*.
- Ask students to read the headings before they read the text.
- Check answers as a whole class.

Extra activity

- Ask students to add any unknown words to their *glossary*. They translate them into their L1.

Answers

1 a 2 d 3 c 4 b

12. Read the text again and answer the questions.

- Students read the questions before they read the text again.
- Check answers as a whole class.

Answers

- An interviewer forms an opinion of you in three seconds.
- Be positive, sit up straight and smile.
- You want to get as much information as you can to make sure the university offers you what you need.
- You can find out how long it's going to take to get there, and even go there once before the interview day.

Focus on Vocabulary

13. Find verbs in the text to complete the tips.

- Ask students to scan the text for the answers.
- Check answers as a whole class.

Extra activity

- Students find two more expressions in the text and make them into gap-fills. Students swap with their partner and answer.

Answers

- a. Wear b. Switch off c. Shake
d. Make e. stare f. take
g. Make

14. Can you think of any other interview tips? Discuss in pairs.

- Encourage students to use the expressions in the Useful expressions box when they discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers



Listen/Write



23 15. Listen. What did these four students do wrong at their interviews? Who

- a. arrived late?
- b. didn't switch off their phone?
- c. didn't wear the right clothes?
- d. talked too much?

16. Which interviewee did the interviewer say this to?



17. What do you think the interviewer said to the other interviewees? Write sentences.



Listen/Write

15. Listen. What did these four students do wrong at their interviews? Who...

- Preteach *naked* and *open person*.
- Play audio track 23.
- Students check and discuss answers in pairs.
- Check answers as a whole class.

Answers

a B b C c A d D

Audio script

23

- A I have a lovely black dress that I thought was the right one for the interview, but when I got there and I sat down, it rolled up my legs. I felt I was naked. It was too short.
- B I had problems catching the bus to get to the interview and I arrived a few minutes late. It was embarrassing. I didn't make a good first impression.
- C I forgot to switch off my phone and it rang in the middle of the interview. I don't know how it happened. I will never forgive myself for that.
- D He was very warm and welcoming, and I am an open person, so when he asked me about my family I told him everything. After a while, I realised that I had told him too much. Next time, I will keep to the point. He didn't really need to know that much.

16. Which interviewee did the interviewer say this to?

- Ask students why the interviewee didn't make a good first impression. Elicit that it was because they were late. Ask students to remember who arrived late.

Extra activity

- Ask students to think of more ways in which you could make a bad impression at an interview.

Answers

B

17. What do you think the interviewer said to the other interviewees? Write sentences.

- Ask students to discuss who they thought made the best and worst impression, and why.
- Based on their discussions, students write their responses.
- Monitor and help with language when necessary.
- Check answers as a whole class. Do the class agree on the responses to give?

Answers

Students' own answers



Organise a Careers Day

1. Work in groups. Think about:
 - Where will you hold it? When?
 - Who will you invite?
 - Will you invite any guest speakers?
 - What will they talk about? (e.g. interview techniques, choosing the best career for you, etc.)
 - Which careers will you include? (e.g., Medicine, Engineering, Accountancy, etc.)



Plan your careers talks

2. Each person in the group is going to present a different career at the Careers Day. Choose one career for each person. Decide what you are going to talk about, for example:
 - What does the job involve? (include demonstration, pictures or videos if appropriate)
 - Working hours, salary
 - What personal qualities / abilities does the job require?
 - What skills / qualifications do you need?
 - Do you need to speak a foreign language?
 - What school subjects are useful for the job?

You could also give one person the role of guest speaker to give a talk on a topic, such as Interview Techniques or How to Choose the Best Career for You.



Let's work together

This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

Organise a Careers Day

This activity is a group activity. Students organise a Careers Day.

PLAN YOUR CAREERS DAY

1. **Work in groups. Think about ...**
 - Organise the class into groups. Ask them to say what they think happens on a Careers Day. Elicit that it is a day where students can find out more information about careers and decide whether they may be interested in one of them. They can also find out information about what they need to do/apply for the job. Ask them to discuss the questions in their groups.

PLAN YOUR CAREERS TALKS

2. **Each person in the group is going to present a different career at the Careers Day. Choose one career for each person. Decide what you are going to talk about, for example.**
 - Students will need to discuss in groups which career they will talk about. Ensure each chooses a different career. Makes sure the careers they choose are relevant to the class and that students might do later in life.



Do the research

3. Look back through all the lessons in Module 1 and make a note of any information relating to different careers you can find.
Use the Internet or interview people you know who have jobs in the fields you are researching.



Make a poster

4. Design a poster to advertise your Careers Day.
Include:
 - brief description of the event
 - time and location
 - names of guest speakers and what they will talk about
 - names of careers to be included



Hold your Careers Day

5. Groups hold their Careers Day. Each person in the group gives their career talk, and the rest of the class can ask questions.
Try to take pictures or record your presentations.
6. After the Careers Day, decide which of the talks was most interesting / useful.
Have a class vote.





DO THE RESEARCH

3. Look back through all the lessons in Module 1 and make a note of any information relating to different careers you can find. Use the Internet or interview people you know who have jobs in the fields you are researching.
 - If students don't have the information to answer all the questions in exercise 2, encourage them to find the information online or talk to people who will have the information.

MAKE A POSTER

4. Design a poster to advertise your Careers Day. Include:
 - Students need to include all the points.
 - Ensure all the group get to help make the poster. Ask each member to assign themselves a role. For example, picture researcher, copy writer, artist etc.

HOLD YOUR CAREERS DAY

5. Groups hold their Careers Day. Each person in the group gives their career talk, and the rest of the class can ask questions. Try to take pictures or record your presentations.
 - Tell students to be prepared to be asked questions at the end of their presentations. Ask them to think about the types of questions they could be asked so they are prepared.
 - Congratulate each group as they finish their talks.
6. After the Careers Day, decide which of the talks was most interesting/useful. Have a class vote.
 - Ask students to discuss which talk was the most interesting in their groups and give reasons.
 - Check answers as a class.



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. Guess meaning of words and expressions from context.			
	B. Get general and specific information from a text.			
	C. Think critically about the information from general interest texts.			
WRITING	A. Write a short text about myself and my plans.			
	B. Use appropriate vocabulary to give coherence to my writing.			
	C. Write complete paragraphs with appropriate grammar and spelling.			
SPEAKING	A. Start, hold and close a simple conversation.			
	B. Report what someone said.			
	C. Talk about yourself, your plans, ambitions and qualifications.			
LISTENING	A. Understand questions in an interview.			
	B. Identify the main topic and relevant details in a conversation.			
	C. Understand a spoken description of a situation, person, place or object.			



Self-assessment

As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

1. Assessment of your English language skills

- Read each statement and choose if you can do it, do it with help, or need to work on it.

The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

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

Study skills	Always	Sometimes	Never
Organise vocabulary into categories.			
Write new words in a Vocabulary Book.			
Proofread my writing.			
Ask questions when I don't understand.			
Learn from my mistakes.			

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 can I / we do better next time?
ME			
MY GROUP			

4. Assessment of Module 1

Look back over the module then complete the sentences.

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



2. Assessment of your English study skills

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

Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.

3. Assessment of Let's work together

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

This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you always listen to your classmates' opinions when you were all discussing the project? How often did you help other students with their work?*

After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

4. Assessment of Module 1

- Look back over the module then complete the sentences.

The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate. Ask a few volunteers to read their sentences aloud.



In this module you will ...

- learn about citizenship and human rights, in **Unit 1 You can make a difference**
- learn about conflicts, participation and reflect on the role of the media, in **Unit 2 Meeting the challenges of the modern world**
- discuss the role of celebrities in helping good causes, in **Unit 3 How to shape the future**

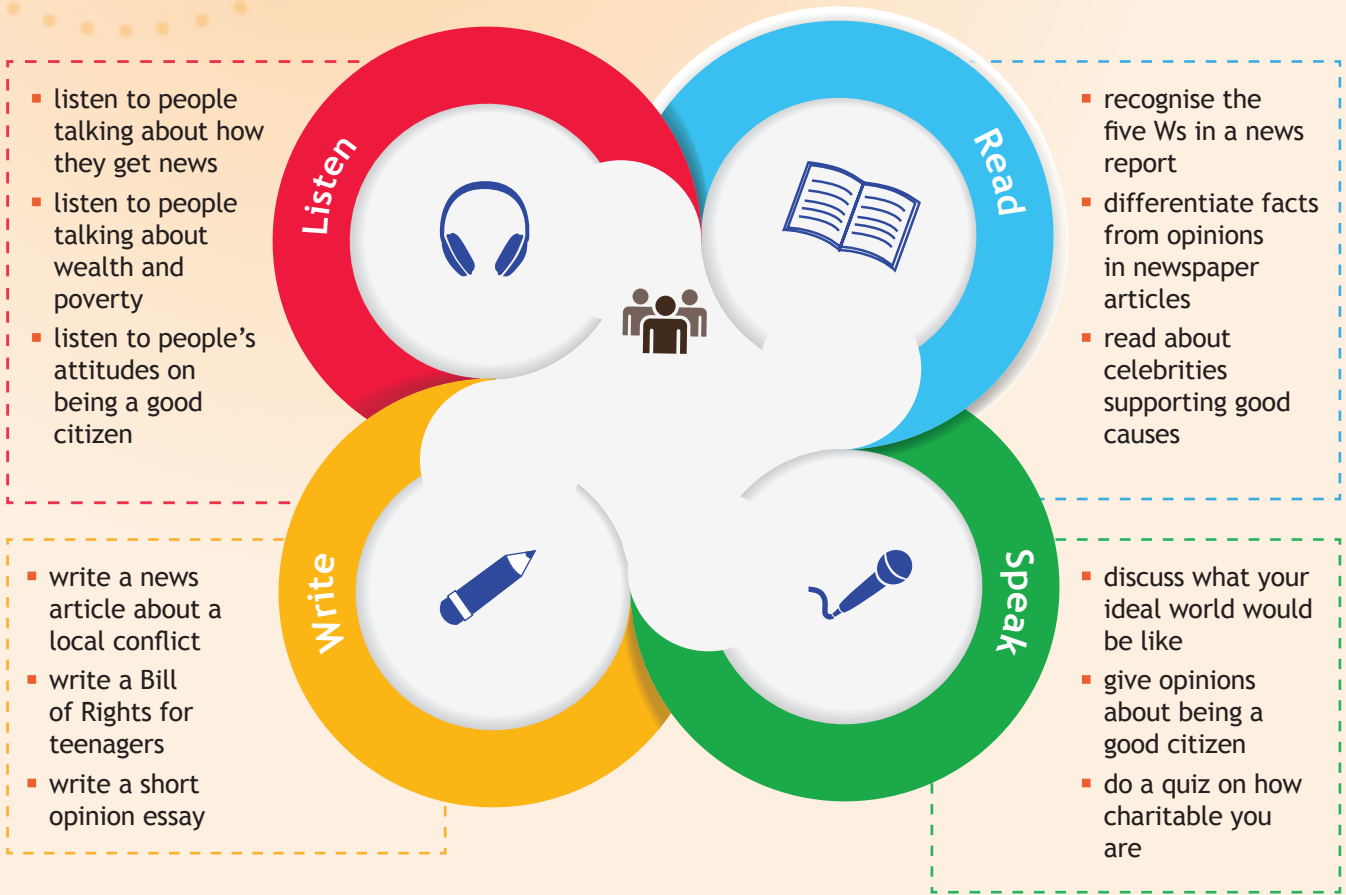
Module Overview

The main theme of the module is related to global citizenship. Students will reflect on how they can make a difference through their behaviour, values and attitudes. They will learn about rights and responsibilities. Students will learn about conflict and the ways in which it's reported. They will also discuss the role of celebrities in helping good causes. Introduce the module to students by telling them the name of Module 1: *Global citizenship*. Ask students to suggest what this means.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *How do you think your behaviour affects other people? What are human rights?*

You will also ...



Let's work together

Conduct a survey on human rights

The project in this module gives you the opportunity to conduct your own survey. You will carry out a survey, present and report on the results. You will need to:

- write a survey
- conduct a poll
- draw a pie chart or graph
- write a report on the survey results
- present the results to the class

You will also...

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

Let's work together

Project: Conduct a survey on human rights

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

 Speak

Get Ready!

1. Look at the pictures and the quotes. Discuss in pairs.

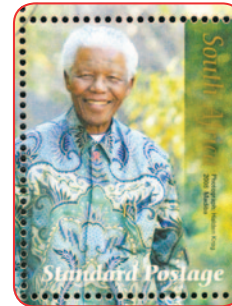
What do you know about these people?
Do you think they were good citizens?
What do you think the quotes mean?



'You must be the change you wish to see in the world'.



'If you can't feed a hundred people then feed just one'.



'For to be free is to live in a way that respects and enhances the freedom of others'.

2. Study the poster and match the verbs with the gaps. Then complete the poster with two more ideas.

- | | | | |
|----------|---------|-----------|------|
| ▪ read | ▪ be | ▪ respect | ▪ do |
| ▪ follow | ▪ learn | ▪ protect | ▪ be |

How to be a good citizen

- _____ some volunteer work in your community.
- _____ the rules and laws.
- _____ a good neighbour.
- _____ the environment.
- _____ sympathetic to other people's problems.
- _____ about the world around you.
- _____ about and respect other people's beliefs and cultures.
- _____ other people's property.



3. Discuss in groups.

Which of the things on the poster do you do? Give examples.

Example: *I think I am a good neighbour. I help my neighbour do her shopping.*

MODULE 2 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Being a good citizen	<ul style="list-style-type: none"> Phrasal verbs, using <i>need to</i> to express obligation 	<ul style="list-style-type: none"> Speaking: discuss the meaning of being a good citizen Writing: write about being a good citizen
Lesson 2	Human rights	<ul style="list-style-type: none"> The passive 	<ul style="list-style-type: none"> Speaking: discuss issues related to human rights Writing: create a bill of rights
Lesson 3	Social problems, ideal worlds	<ul style="list-style-type: none"> Second conditionals for hypothetical situations 	<ul style="list-style-type: none"> Speaking: present a poster on your ideal world Writing: write about your ideal school, neighbourhood and country

LESSON OVERVIEW

In this lesson, students will explore what being a global citizen is, the concept of human rights and the importance of respecting them.

Speak

Get ready!

1. Look at the pictures and quotes.

Discuss in pairs.

- Ask students to name the people they can see in the pictures (*Gandhi, Mother Teresa, Mandela*) and ask them what they know about these people.
- Pre-teach *enhance*.
- Ask students to read the quotes in pairs and discuss what they may mean.
- Check answers as a class.

Extra activity

- Ask students to research one of the people and write a paragraph about their life.

Answers

Students' own answers

2. Study the poster and match the verbs with the gaps. Then complete the poster with two more ideas.

- Ask students to brainstorm what makes a good citizen. For example, *look after the neighbourhood, help elderly neighbours, pick up rubbish*, etc.
- Students do the exercise and check in pairs.
- Check answers as a whole class.

Answers

1 Do 2 Follow 3 Be 4 Protect
5 Be 6 Learn/Read 7 Learn/Read
8 Respect

3. Discuss in groups.

- Ask students to discuss the poster in pairs. Do they do anything else that isn't mentioned on the poster?
- Check answers as a whole class.

Extra activity

- Ask students to add any more examples of good citizenship to the poster. Discuss in pairs.

Answers

Students' own answers

Read 

4. Read these student essays about how to be a good citizen. Which of the ideas on the poster on page 48 are mentioned?

How to be a Good Citizen

Hello. My name is James. In my opinion, to be a good citizen, you need to look after your environment. This sounds boring, but it can be enjoyable. Picking up rubbish in the park can be fun if you do it with your friends. Cleaning graffiti off walls is also something you can do with your friends. Another thing you can do to protect the environment is to recycle your drink cans and your plastic bottles. It's easy to forget and throw them away. Finally, I think we need to be good neighbours. Always be nice and smile at your neighbours when you see them. If you have elderly neighbours you can offer to help them out with their household chores.

HOW TO BE A GOOD CITIZEN

Hi, I'm Haley. In my view, we can all be good citizens. It's not very difficult. One thing we can all do is learn about the world we live in by reading the newspapers and listening to the radio. We need to learn about other people's religions and beliefs so we can respect them. We also need to be aware of the problems people face in other countries. We need to help people who are affected by earthquakes and other natural disasters. For example, we can raise money for them. You can do this by making and selling cakes or biscuits or even selling some of your own possessions which you no longer need. Good citizens make the world a better place and being a good citizen makes us feel better about ourselves.

Glossary

- can (n): *lata*
- chore: *quehacer*
- earthquake: *terremoto*
- raise money: *recabar fondos*

5. Read the essays again and answer the questions.

- a. Which three things does James suggest you can do to look after your environment?
- b. What does James tell us to do when we see our neighbours?
- c. How can we help elderly neighbours?
- d. Why does Haley say we need to read the newspaper?
- e. How can we help people who are affected by earthquakes?
- f. Why does she say it is important to be a good citizen?

Useful language

Writing an essay

In my opinion ...

In my view ...

I think ...

One thing we can do is ...

Another thing we can do is ...

Finally, ...

Write 

6. Write a short paragraph about being a good citizen. Use the phrases in the Language box and the essays in exercise 4 to help you.

Read

4. Read these student essays about how to be a good citizen. Which of the ideas on the poster on page 48 are mentioned?
- Ask students to read the *glossary*. Ensure they understand all the words.
 - Tell students to read the essays and underline the ideas.
 - Students refer back to the poster and match the ideas to those on the poster.
 - Check answers as a whole class.

Extra activity

- Encourage students to give examples of the ideas on the poster that aren't mentioned in the essays. Students discuss their answers in groups.

Answers

Essay 1: Protect the environment, Be a good neighbour

Essay 2: Learn/Read about the world around you, Learn/Read about and respect other people's beliefs and cultures, Be sympathetic to other people's problems

5. Read the essays again and answer the questions.
- Ask students to read the questions and find the answers in the text.
 - Check answers as a whole class.

Extra activity

- Ask students to write two more statements. They swap them with a partner. They say whether each statement is true or false for them and give reasons.

Answers

- a. pick up rubbish in the park, clean graffiti off walls, recycle drinks cans and plastic bottles
- b. always be nice and smile
- c. offer to do chores
- d. to learn about the world and be aware of the problems people face in other countries
- e. we can raise money for them
- f. it makes the world a better place and we feel good about ourselves

Write

6. Write a short paragraph about being a good citizen. Use the phrases in the Language box and the essays in exercise 4 to help you.
- Ask students to read the language in the *Useful language* box. Ask them to find the language in the essays in exercise 4 and elicit how each phrase is used.
 - Ask students to write their paragraphs.
 - Ask students to swap paragraphs with a partner and ask them to correct any mistakes they can see.
 - Check answers as a whole class. Ask some confident volunteers to read out their paragraphs.

Answers

Students' own answers

Focus on Vocabulary

7. Find the verbs in the text and match them with the correct prepositions.

▪ pick	▪ throw	▪ out	▪ off
▪ clean	▪ help	▪ up	▪ about
▪ learn	▪ look	▪ after	▪ away

8. Complete the sentences with the correct verb phrases from exercise 7.

- Don't _____ your old clothes. Give them to a charity shop.
- I've spilled orange juice on my shirt. How can I _____ it _____ ?
- I _____ my younger sister when my parents go out.
- We often _____ my dad _____ in the garden.
- We're _____ the Russian Revolution in our History lessons.
- I can't see the floor in your bedroom. Please _____ your clothes.

Focus on Language

9. Look back at the essays on page 49. Who says the following, James or Haley?

- We need to be good neighbours.
- You need to look after your environment.
- We need to learn about other people's religions.
- We need to be aware of the problems people face in other countries.
- We need to help people who are affected by earthquakes.

Grammar Tip

- ✓ To make questions with *need to*, we use *do / does*.

Do I need to do this homework for tomorrow?

Does she need to help you?

10. Choose the correct words to complete the rules.

We use *need to* to express *possibility / necessity*.

We use the *-ing* form / infinitive after *need to*.

11. Write three sentences about what you can do to be a good citizen using *need to*.

Focus on Vocabulary

7. Find the verbs in the text and match them with the correct prepositions.
- Ask students to find the verbs in the essays and then match to the prepositions.
 - Ask students to discuss the meaning of the phrasal verbs in pairs.
 - Check answers as a whole class.

Extra activity

- Ask students to write sentences including the phrasal verbs.

Answers

pick up clean off learn about
throw away help out look after

8. Complete the sentences with the correct verb phrases from exercise 7.
- Ask students to compare their answers in pairs.
 - Check answers as a whole class. Ensure students have used the correct tense in e.

Extra activity

- Ask students to write three gap-fill sentences including some of the phrasal verbs. Students swap with a partner and answer.

Answers

a. throw away b. clean off
c. look after d. help out
e. learning about f. pick up

Focus on Language

9. Look at back at the essays on page 49. Who says the following, James or Haley?
- Ask students to do the activity and discuss in pairs.
 - Check answers as a whole class.

Extra activity

- Ask students to discuss in pairs whether they agree with James and Haley about what makes a good citizen.

Answers

a James b James c Haley
d Haley e Haley

10. Choose the correct words to complete the rules.

- Ask students to read the *Grammar tip* before they read the rules. Students use the examples in the tip to help them complete the rules.
- Check answers as a whole class.

Answers

We use *need to* to express necessity.
We use the infinitive after *need to*.

11. Write three sentences about what you can do to be a good citizen using *need to*.

- Tell students to write three sentences using *need to* about good citizenship. For example, *we need to respect each other*.
- Check answers as a whole class.

Answers

Students' own answers

Listen 

12. Read the views of these teenagers. Do you agree with them?



Prakash
from India

In my opinion, a good citizen is someone who knows what's going on in the world.



Caro
from Mexico

From my experience, being a good citizen is about getting involved.



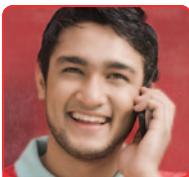
Abeke
from Nigeria

I think it's all about making the world better, more equal and humane.



Lan
from China

Personally, I think it starts with your local community, even your home.



Nakaji
from Burma

I think it's about accepting people as equals.



Amira
from Iraq

For me, it means being able to put yourself in someone else's shoes.

24 

13. Listen to the teenagers. Who is speaking in each case? Write the names.

24 

14. Listen again. Answer T (true) or F (false).

- a. Caro thinks to be a good citizen, you need to take action globally.
- b. Abeke thinks that it is important to support people who don't have basic Human Rights.
- c. Nakaji believes that it is good that we are all different.
- d. Prakash thinks the most important thing is to know what is going on globally.
- e. Lan thinks the most important thing is caring about your local community.
- f. Amira says we need to think about things from other people's points of view.

Speak 

15. What do you think? Give your opinion about what being a good citizen means. Discuss in groups.

Example:

*In my view, we all have a duty to protect the planet.
We can help make the world a better place.*

Useful language

Giving an opinion

In my opinion ...

In my view ...

For me ...

Personally, I think ...

My point of view is that ...

From my experience ...

Listen

12. Read the views of these teenagers. Do you agree with them?

- Pre-teach *put yourself in someone else's shoes*.
- Tell students to read the text in the speech bubbles.
- Students discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers

13. Listen to the teenagers. Who is speaking in each case? Write the names.

- Ask students to underline the key words in the speech bubbles in exercise 12. Tell them to listen out for these ideas, although the language used in the audio may not be the same.
- Play audio Track 24.
- Check answers as a whole class.

Answers

1 Caro 2 Abeke 3 Nakaji
4 Prakash 5 Lan 6 Amira

Audio script

24

1

A: From my experience, being a good citizen is about getting involved and participating in decisions and actions that make the world a better place to live in - this can be something you do locally or globally.

2

B: I think it is all about making the world a better, more equal, and humane place to live basically, and to show solidarity with people who don't have basic rights and to try and change that.

3

C: I think it's about accepting people as equals and understanding that we are different but that this is a good thing. So basically for me, being a global citizen is respecting and accepting differences.

4

D: In my opinion, a good citizen is someone who knows what is going on in the world, and is interested in what is going on in the world. But then it is equally important that we are aware of issues in our local community.

5

E: Personally, I think it starts with your local community, even your home. It is about caring about the people and the environment around you, and this starts at home, at school, in your neighbourhood and yeah, if you can, nationally and internationally.

6

F: For me, a good citizen means being able to put yourself in someone else's shoes. We can understand people better when we try to see things from their point of view.

14. Listen again. Answer T (true) or F (false).

- Ask students to read the sentences before they listen to the audio again.
- Play audio Track 24.
- Check answers as a whole class.

Answers

a F b T c T d F e T f T

Speak

15. What do you think? Give your opinion about what being a good citizen means. Discuss in groups.

- Ask students to read the language in the *Useful language* box. Encourage them to use this to give their opinions.
- Monitor and help with language where necessary.
- Check answers as a whole class.

Answers

Students' own answers

Speak / Focus on Vocabulary

Get Ready!

- Find words for basic human needs in the word cloud. In pairs, try to rank the words in order of importance.



Useful language

have the right to

- We use *have the right to* + verb / noun to express freedom to do or have something.

We have the right to food and water.

We have the right to go to work.

- In pairs discuss these questions.

- As humans, do you think we all have the right to these basic human needs?
- Do some people have more rights than others?
- What rights do you have?

I have the right to choose my friends.

I have the right to an education.

- Match the two halves of the statements.

- | | |
|--|--------------------------------|
| 1. We all have the right to believe in | a. our own decisions. |
| 2. We have the right to good | b. what we want to believe in. |
| 3. We have the right to vote in | c. healthcare. |
| 4. We have the right to make | d. work and to relax. |
| 5. Nobody has the right to make | e. us a slave. |
| 6. We all have the right to rest from | f. public elections. |

- Discuss in groups. Which of the statements do you agree / disagree with. Why?

Listen

25

- Listen to six people describing Human Rights. Match the Human Right with the speaker.

- Equal before the law: The law is the same for everyone. It must treat us all fairly. **Example:** *Speaker 5*
- Right to public assembly: We all have the right to meet our friends and to work peacefully together to defend our rights.
- Right to play: We all have the right to rest from work and to relax.
- The right to responsibility: We all have a duty to other people, and we should protect their rights and freedoms.
- Food and shelter for all: We all have the right to a good life.
- No slavery: Nobody has any right to make us a slave. We cannot make anyone our slaves.



LESSON OVERVIEW

In this lesson, students will learn about Human Rights. They will learn about the different rights we have and violations of these rights around the world.

Speak/Focus on Vocabulary

Get ready!

1. Find words for basic human needs in the word cloud. In pairs, try to rank the words in order of importance.

- Ask students find the words.
- Ask them to discuss in pairs why they are basic human rights.
- Check answers as a class.

Answers

air, water, food, clothing, shelter, work, medicine, sleep, education, friendship, love, family, freedom

2. In pairs discuss these questions.

- Read the *Useful language* box with the class and ensure they understand the meaning of *have the right to* and how to construct a sentence with it.
- Ask students to read the questions and answer in pairs.
- Students do the exercise and check in pairs.
- Check answers as a whole class. Ask students to give reasons for their answers.

Answers

Students' own answers

3. Match the two halves of the statements.

- Pre-teach *vote*, *elections* and *slave*.
- Ask students to read the sentence halves and match.
- Check answers as a whole class.

Answers

1 b 2 c 3 f 4 a 5 e 6 d

4. Discuss in groups. Which of the statements do you agree/disagree with? Why?

- Do the first one with the class. Say *I think we all have the right to believe in what we want to believe in. Nobody has the right to tell you how to think and what to feel*. Ask students if they agree or not.
- Ask students to discuss the rest of the statements and give reasons for their thoughts.
- Check answers as a whole class.

Answers

Students' own answers

Listen

5. Listen to six people discussing Human Rights. Match the Human Right with the speaker.

- Ask the students to read the sentences. Check the meaning of each sentence with them.
- Play audio Track 25.
- Check answers as a whole class.

Answers

a 5 b 3 c 6 d 2 e 4 f 1

Audio script

25

Interviewer: Human rights are the freedoms you have simply because you are human. But, what are some human rights? Let's see what people say.

Speaker 1: Well, one right I remember is the one against slavery. It says nobody has any right to make us a slave. And we cannot make anyone our slave.

Speaker 2: Hmm... The most important one for me is: We have a duty to other people, and we should protect their rights and freedoms.

Speaker 3: Well, I think an important right is the right to freedom of peaceful assembly and to work peacefully together to defend our rights.

Interviewer: Let's listen to some teens.

Speaker 4: Hmm... I'm really concerned when I see people sleeping on the streets when one of the rights says that we all have the right to a standard of living adequate for our health and well-being, which includes food, clothing, housing ...

Speaker 5: I guess a really important one is the right to be equal before the law. It means that the law is the same for everyone. We must be treated the same before the law.

Speaker 6: The right I want to see enforced is the one about the right to rest and leisure. My parents work too much, but I know everybody has the right to rest from work and to relax.

Read 

6. Read the texts. Which one is about the violation of a person's:

- a. right to education? b. right to shelter and a bed to sleep in?
c. right to express their views and opinions?

María, a journalist for El Barrio newspaper, is still missing seven days after she mysteriously disappeared. María disappeared from her home last Thursday, the day after one of her news stories appeared in El Barrio. It seems that someone broke into her flat that evening and kidnapped her. Police think that she is being held against her will. Her family have not heard from her since last Wednesday afternoon, and are very frightened for her safety. It is estimated that at least nine journalists are abducted every year. Some are later freed, but many aren't found.

My name is Khaliif and I live in Somalia. I have a brother and a sister. There is a small school in my town, but I don't go there. I live in a small hut with my father and my mother. In the morning I make porridge for my brother, who is five, and my sister who is ten. Then my brother is looked after by my sister while I go to work. She isn't given any help by my mother or father as they have to look after the animals. I work as a shoe shiner. I need to work to help my family, but I want to go to school. I know life will be better if I can get an education.

I'm Ben. I lost my job and couldn't afford to pay the rent for my flat so I had to move out. Now I have nowhere to go. I sleep on the streets or in the park. I try to find other homeless people to sleep with because it is less dangerous. Sometimes we are shouted at by passers-by, but some people are kind and bring us clothes and blankets.

Glossary

- abduct: *secuestrar*
- break into: *entrar en*
- hold someone against their will: *tener preso a alguien*
- hut: *cabaña*
- shoe shiner: *limpiabotas*

7. Read again. Choose the correct answer A, B or C.



1. María disappeared _____
 - A. a week ago
 - B. a month ago
 - C. yesterday
2. She has contacted _____
 - A. her family
 - B. the police
 - C. nobody
3. Why doesn't Khaliif go to school?
 - A. Because he doesn't want to.
 - B. Because there isn't a school in his village.
 - C. Because he has to work to help his family.
4. Khaliif's _____ looks after his brother.
 - A. sister
 - B. father
 - C. step-mother
5. Why doesn't Ben have anywhere to live?
 - A. There aren't enough houses .
 - B. He doesn't have enough money to pay the rent.
 - C. He left his family and moved out of his home.
6. Sometimes they are given _____ by passers-by.
 - A. food and drink
 - B. money
 - C. clothes and blankets

Write 

8. Create a Bill of Rights for teenagers! Think about the rights you would like to have at home, at school and in your neighbourhood.

Example: *At school we have the right to not do our homework.*

At home we have the right to play our music loudly.

Read

6. Read the texts. Which one is about the violation of a person's ...
- Pre-teach *violation*. Ask students to read the questions.
 - Before they read the texts, ask students to read the glossary and ensure they understand the words.
 - Students check answers in pairs.
 - Check answers as a whole class.

Answers

a 2 (Khaliif) b 3 (Ben) c 1 (Maria)

7. Read again. Choose the correct answer A, B or C.
- Ask students to read the questions and find the answers in the text.
 - Check answers as a whole class.

Extra activity

- Ask students to write two more multiple-choice questions based on the texts. They swap them with a partner and answer.

Answers

1 A 2 C 3 C 4 A 5 B 6 C

Write

8. Create a Bill of Rights for teenagers! Think about the rights you would like to have at home, at school and in your neighbourhood.
- Ask students to read the examples. Ask students if they agree with them! Elicit that these rights would not actually be in the long-term benefits of the student or the community.
 - Ask students to write their Bill of Rights in pairs.
 - Check answers as a whole class. Ask students if they agree with all the rights listed and give reasons for their answers.

Answers

Students' own answers

Focus on Language

9. Look back at the texts on page 53 and complete the sentences with the correct form of *be*.

- a. Nine journalists _____ abducted every year.
- b. Many _____ found.
- c. My brother _____ looked after by my sister.
- d. She _____ given any help by my mother or father.
- e. We _____ shouted at by passers-by.

10. Answer the questions.

- a. Who abducts the journalists?
- b. Who finds them?
- c. Who looks after Khaliif's brother?
- d. Who doesn't give her help?
- e. Who shouts at the homeless people?

11. Look at the completed sentences in exercise 9.

- a. When do we use:
 - a. *is / isn't?*
 - b. *are / aren't?*

b. Choose the correct words to complete the rules.

To form the passive we use *to be + past / present participle*.

If we want to say who did the action we use *by / of*.

We use the passive

- when we *know / don't know*, or it's not important who does an action
- when we *want / don't want* to say who does an action
- when we are *interested / not interested* in the action and not who did the action
- more often in *written / spoken* English

Focus on Language

9. Look back at the texts on page 53 and complete the sentences with the correct form of *be*.

- Do the first one with the students. Elicit the answer *are*.
- Check answers as a whole class.

Answers

a are b aren't c is d isn't e are

10. Answer the questions.

- Ask students to read the questions and answer.
- Check answers as a whole class.

Answers

- a. We don't know.
- b. We don't know.
- c. his sister
- d. her mother or father
- e. passers-by

11. Look at the completed sentences in exercise 9.

- Ask students to do the activity in pairs. Refer them back to their answers in exercises 9 and 10.
- Check answers as a whole class.

Extra activity

- Ask students to write three sentences about themselves in the passive.

Answers

a

a. When the subject is singular.

b. When the subject is plural.

b

To form the passive we use to *be* + past participle.

If we want to say who did the action we use *by*.

We use the passive

- when we don't know, or it's not important who does the action
- when we don't want to say who does an action
- when we are interested in the action and not who did the action
- more often in written English



12. Choose the correct option to complete the sentences.

1. In some countries children _____ to work.
A. are forced B. is forced C. force
2. Many journalists _____ every year because of what they write.
A. kill B. are kill C. are killed
3. In some countries, people _____ against minorities because of their religion or skin colour.
A. are discriminated B. discriminate
C. discriminates
4. My best friend doesn't go to school because he _____ after his ill mother.
A. are looked B. is looked C. looks
5. Torture _____ in some countries to extract confessions or information.
A. are used B. is used C. uses
6. Many employees _____ enough to feed their families.
A. aren't paid B. pay C. are paid



Say it!

26

13. Listen to the sentences and say which word you hear.

1. a. health b. help
2. a. right b. ride
3. a. peace b. peas
4. a. force b. fourth

27

14. Listen to the sentences and repeat.

1. Everyone has the right to health and care.
2. People have the right to choose their presidents.
3. We can all work towards peace.
4. You cannot force people to give up their beliefs.

Pronunciation Tip

✓ Minimal Pairs

Minimal pairs are words that vary by only a single sound, usually meaning sounds that students often get confused by, like the 'th' and 't' in 'thin' and 'tin'.



12. Choose the correct option to complete the sentences.

- Tell students to read the sentences. Ensure they understand all the vocabulary.
- Revise when and how to form the passive with the students.
- Check answers as a whole class.

Answers

1 a 2 c 3 b 4 c 5 b 6 a

13. Listen to the sentences and say which word you hear.

- Tell students to read and say the words aloud. Elicit that the words can sound very similar when said quickly. Tell students this is because there is only one difference in sound between the words. Read the *Pronunciation tip* with the class.
- Work on the students' pronunciation so that they enunciate the words.
- Play audio Track 26.
- Check answers as a whole class.
- Play audio Track 26 again. Pause after each one and students repeat.

Extra activity

- Ask students if they can think of any more minimal pairs that sound the same when said quickly.

Answers

1 a 2 a 3 a 4 a

14. Listen to the sentences and repeat.

- Play audio Track 27.
- Pause after each one and students repeat.

Answers

Students' own answers

Focus on Vocabulary

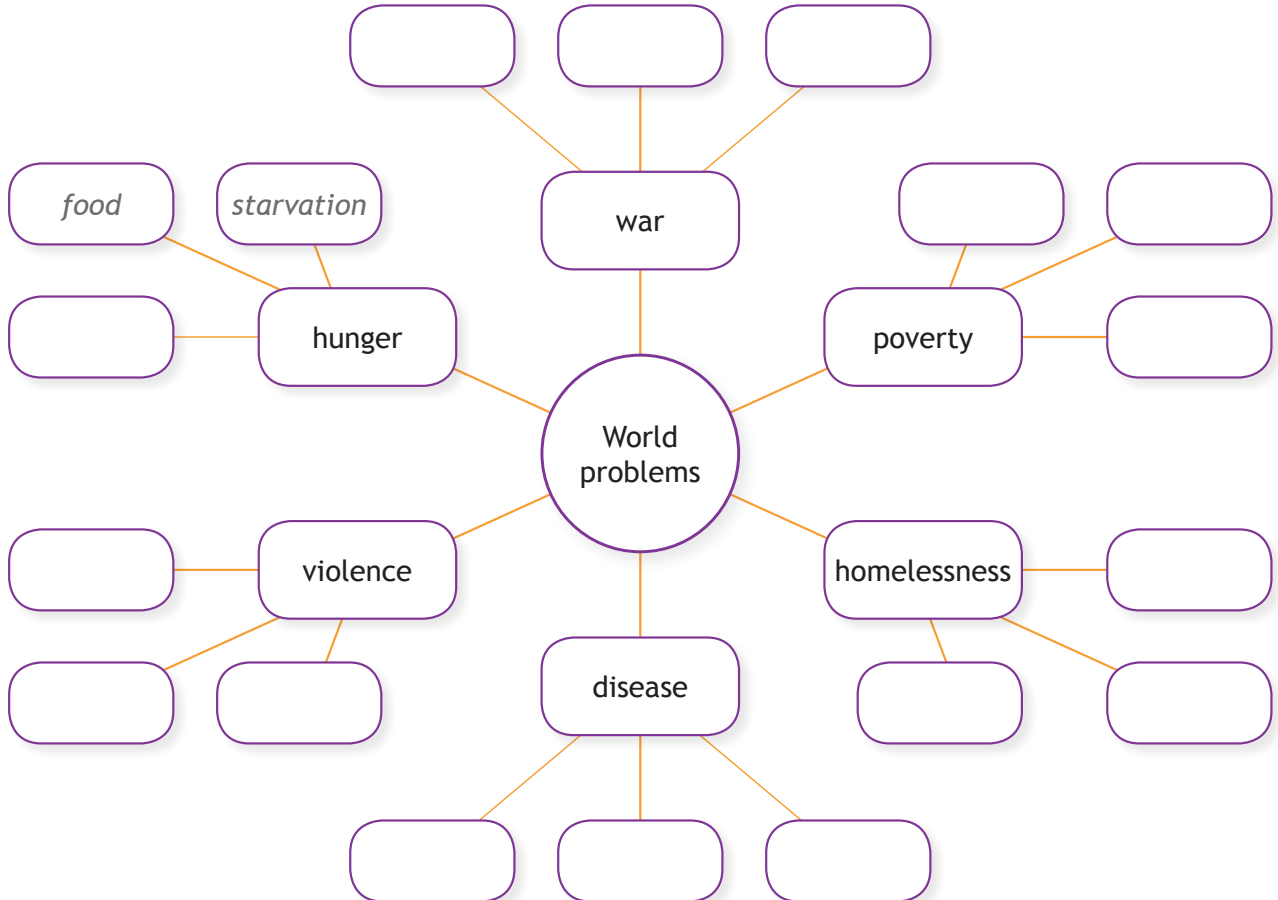
Get Ready!

1. Look at the pictures. What problems do these people have? What do they need?



2. Copy and complete the mind maps with the words in the box and your own ideas.

- | | | | |
|-------------|--------------|------------|---------|
| ▪ food | ▪ medicine | ▪ slums | ▪ crime |
| ▪ money | ▪ houses | ▪ illness | ▪ guns |
| ▪ peace | ▪ fear | ▪ sick | |
| ▪ hospitals | ▪ starvation | ▪ fighting | |



LESSON OVERVIEW

In this lesson, students will reflect on positive values and attitudes for a better world. They will think about how to make the world a more equitable and fairer place.

Focus on Vocabulary

Get ready!

1. Look at the pictures. What problems do these people have? What do they need?
 - Ask students to discuss what they can see in pairs.
 - Check answers as a class.

Answers

a homeless man - he needs a home
 hungry children - they need food/
 money for food

2. Copy and complete the mind maps with the words in the box and your own ideas.
 - Ensure students know all the words in the mind map and word box.
 - Ask students to complete the mind map and then discuss and add their own ideas. Make sure students understand that there is more than one correct answer; some words may be used more than once. Give students some examples of extra words related to one of the topics. For example, *hunger - drought, unemployment, food banks, etc.*
 - Check answers as a whole class. Ask students to give reasons for their answers.

Answers

hunger - food, starvation, illness
 war - fighting, crime, guns
 poverty - money, slums, unemployment
 violence - fear, peace, fighting, crime
 disease - hospitals, medicine, illness, sick
 homelessness - houses, slums, begging

Listen 

28



3. Listen to four people talking about their 'ideal worlds'. Which of the world problems in exercise 2 do they mention?

Example: *Speaker 1 - hunger and starvation*

28



4. Listen again and complete the gaps with the correct words.

- Everyone would have food and _____ .
- There would be no need for _____ .
- People would have a safe _____ to live in.
- Every country would have good _____ .

Focus on Language

5. Study the sentences and answer the questions.

In an ideal world everyone would be safe.

In an ideal world people wouldn't live on the streets.

In an ideal world there would be peace.

In an ideal world there wouldn't be any wars or violence.

- a. Are they talking about:

- real situations?
- imaginary situations?
- past situations?

- b. What verb form do we use after *would / wouldn't*?

6. Complete the sentences using *would / wouldn't* and a verb in the box.

- | | | |
|-----------|---------|--------|
| ▪ own | ▪ cycle | ▪ go |
| ▪ receive | ▪ be | ▪ live |

In my ideal world ...

- | | |
|--|--|
| a. People _____ guns. | d. No-one _____ in slums. |
| b. Everyone _____ instead of driving. | e. All children _____ to school. |
| c. There _____ enough food for everyone. | f. Sick people _____ the medicine they need. |

Write 

7. Complete the sentences with your own ideas. Then share your ideas with the class.

- In my ideal school, there would be ...
- In my ideal neighbourhood, we would have ...
- In my ideal country ...



Listen

3. Listen to four people talking about their 'ideal worlds'. Which of the problems in exercise 2 do they mention?
- Pre-teach *ideal*. Ask students to give examples of their ideal world.
 - Play audio Track 28.
 - Check answers as a whole class.

Answers

Speaker 1 - starvation and hunger
 Speaker 2 - peace, violence and guns
 Speaker 3 - homelessness
 Speaker 4 - illness, disease, hospitals and medicine

Audio script

28



Speaker 1: In my ideal world, everyone would have food and water. There would be no hunger. Too many people are dying of starvation.
 Speaker 2: In my ideal world, there would be peace. Everyone would be safe. There wouldn't be any wars or violence, and there would be no need for guns.
 Speaker 3: In my ideal world, people would have a safe home to live in. People wouldn't live on the streets in danger.
 Speaker 4: There's too much illness and disease today. In my ideal world every country would have good hospitals and the medicine they need to cure basic infections and illnesses.

4. Listen again and complete the gaps with the correct words.
- Play audio Track 28.
 - Ask students compare their answers.
 - Check answers as a whole class.

Answers

a water b guns c home
 d hospitals

Focus on Language

5. Study the sentences and answer the questions.
- Ask the students to read the sentences and underline the verbs. Ask students what each sentence has in common (They all use *would*).
 - Ask them to answer a and elicit they are describing imaginary situations. Elicit that *would* + infinitive is used to describe imaginary situations.
 - Ask students to answer b. Refer them back to the underlined verbs.

Answers

a. imaginary situations
 b. the infinitive without to

6. Complete the sentences using *would / wouldn't* and a verb in the box.
- Ask the students to do the exercise.
 - Check answers as a whole class.

Extra activity

- Ask students to write three gap-fill sentences about an ideal world using *would* + infinitive. Students swap sentences with their partner and answer.

Answers

a. wouldn't own b. would cycle
 c. would be d. would live
 e. would go f. would receive

Write

7. Complete the sentences with your own ideas. Then share your ideas with the class.
- Students discuss their ideal school, neighbourhood and country in pairs before they write their sentences.
 - Check answers as a whole class. Ask students to give reasons for their answers.

Answers

Students' own answers


Read/Listen


29



8. Read and listen to the interview. Then answer the questions.

Elena: Good morning, Mr Norton. Thanks for helping me with my article on Our Ideal World.

Mr Norton: Good morning Elena, it's a pleasure.

Elena: Well, I know you do a lot of work with children in the community. What would your ideal world be like for them?

Mr Norton: Well first, it would be a safe place. Many children live in fear for many reasons. In my ideal world, children would be able to live without fear. We'd protect them. There are too many children living on the streets.

Elena: How would you do this?

Mr Norton: Well, if we could, we would find every homeless child a new family, of course. But this is difficult. We have a children's home in our community, where the lucky ones can at least have a bed and food to eat, but we don't have enough beds. If we had more money we'd build another children's home.

Elena: What about education?

Mr Norton: Of course, that's very important. If these children went to school, they would have a better future. Every child has a right to an education.

But above anything else, they have the right to be loved. In my ideal world, all children would know what it is like to have someone who cares about them and loves them.

Elena: Well, that would be a perfect world. Thank you Mr Norton for sharing your ideas with us.



- Who is the interviewer?
- What does Mr Norton do?
- Why can't all the homeless children stay in the children's home?
- Why can't they build another children's home?
- What two children's rights does Mr Norton mention?
- What would Mr Norton's ideal world be like?

Focus on Language

9. Match the two halves of the sentences.

- | | |
|--------------------------------------|--|
| 1. If we had more money, | a. they'd have a better future. |
| 2. If these children went to school, | b. we'd build another children's home. |

Read/Listen

8. Read and listen to the interview. Then answer the questions.
- Ask students to read the questions and find the answers in the text.
 - Play audio Track 29.
 - Check answers as a whole class.

Extra activity

- Ask students to write two more questions based on the texts. They swap them with a partner and answer.

Answers

- Elena
- He works with children in the community.
- They don't have enough beds.
- They haven't got enough money.
- Every child has a right to an education. They have the right to be loved.
- All children would know what it's like to have someone who cares about them and loves them.

Focus on Language

9. Match the two halves of the sentences.
- Check answers as a whole class.

Answers

1 b 2 a

10. Read the sentences in exercise 9 and answer the questions.

- a. Do they have more money?
- b. Do the children go to school?

11. Choose the words to complete the rules.

We sometimes use *if* + past / present to talk about imaginary situations.

We use *would* / *will* + infinitive in the second part of the sentence.

We *often* / *never* replace *would* with 'd.

12. Complete the sentences with the correct form of the verbs in brackets.

- a. If there were no guns, there would _____ less crime. (be)
- b. If we _____ more hospitals in developing countries, fewer people would die. (have)
- c. If they _____ more houses, fewer people would be homeless. (build)
- d. If people had clean water, they would _____ ill. (not get)
- e. If people were more tolerant and understanding, they would _____ each other. (not fight)

Speak

Say it!

30


13. Listen. Which sentence do you hear?

1. a. We'd like to feel safe.
b. We like to feel safe.
2. a. They'd have enough to eat.
b. They have enough to eat.
3. a. I'd hate living on the streets.
b. I hate living on the streets.

30


14. Listen again and repeat.

15. In groups discuss what your ideal world would be like.
Make a poster 'In Our Ideal World ...' and present it to the class.

Speaking Tip

- ✓ When you speak, use contractions to make your English sound more natural, for example,

I'd like to feel safe.

They'll be home soon.

We're going to help.

She wouldn't like to live here.

10. Read the sentences in exercise 9 and answer the questions.

- Ask students to read the questions. Elicit that the answer for both is *No*. Ask *Do the sentences beginning with If describe a real or imaginary situation?* Elicit that the answer is *Imaginary*.

Answers

No

11. Choose the words to complete the rules.

- Ask students to refer to the sentences in exercise 9 and their answers in exercise 10.
- Check answers as a whole class.

Answers

We sometimes use *if* + past simple to talk about imaginary situations.

We use *would* + infinitive in the second part of the sentence.

We often replace *would* with *'d*.

12. Complete the sentences with the correct form of the verbs in brackets.

- Tell students to read the sentences. Ensure they understand all the vocabulary.
- Revise how to form the third conditional with the students.
- Check answers as a whole class.

Extra activity

- Ask students to write three more sentences about an ideal world using the third conditional.

Answers

a. be b. had c. built d. n't get
e. n't fight

Speak

13. Listen. Which sentence do you hear?

- Tell students to read and say the sentences aloud. Elicit that the sentences can sound very similar when said quickly. Tell students that contractions make your English sound more natural. Read the *Speaking tip* with the class.
- Play audio Track 30.
- Check answers as a whole class.

Extra activity

- Ask students to practise saying the sentences in the *Speaking tip*.

Answers

1 a 2 a 3 a

14. Listen again and repeat.

- Play audio Track 30.
- Pause after each sentence and students repeat.

15. In groups discuss what your ideal world would be like. Make a poster 'In our Ideal World ...' and present it to the class.

- Students discuss their ideas in groups. Ask them to agree on five points. Encourage them to use *would* (and its contraction) and the third conditional.
- Students practise their presentations and perform them in front of the class.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the words in the word cloud. How are they connected?



2. Look at the pictures. Answer the questions. Use the words above to help you.



- What can you see?
- What do you think is happening?
- What do the pictures have in common?

3. Read the definitions. Complete the text with the words in the box.

- | | | | |
|----------------|-------------|-----------|-----------|
| ▪ conflict | ▪ war | ▪ weapons | ▪ beliefs |
| ▪ disagreement | ▪ countries | ▪ oil | |

(1) _____ is a serious (2) _____ or argument about something.

It can be between people, groups or (3) _____. It can happen anywhere, for example, at home, at school, in your neighbourhood, city or in any country.

(4) _____ is a period of fighting between countries or states when (5) _____ are used and people get killed. There can be many causes of war, including religious (6) _____, violations of human rights, or arguments about land or resources, such as (7) _____ or gold.

Speak

4. Work in pairs. Can you think of any examples of these types of war?

*civil war * guerrilla war * invasion * ethnic conflict * religious war

Example: *Spanish Civil War (1936 - 1939)*

5. Discuss in groups.

- What other wars / conflicts have you learned about in History lessons?
- What types of war were they? What were the causes?

MODULE 2 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	War and conflict	<ul style="list-style-type: none"> The past simple passive, <i>when vs. until</i> 	<ul style="list-style-type: none"> Speaking: discuss war and conflict Writing: a newspaper article about a conflict or dispute
Lesson 5	Digital media news sources	<ul style="list-style-type: none"> Language related to carrying out surveys 	<ul style="list-style-type: none"> Speaking: a survey about news sources Writing: an essay about online and social media news, a paragraph explaining survey results
Lesson 6	Community projects, volunteering	<ul style="list-style-type: none"> Present perfect vs. past simple 	<ul style="list-style-type: none"> Speaking: talk about voluntary youth organisations Writing: write about a youth organisation you would like to start

LESSON OVERVIEW

In this lesson, students will learn about basic concepts of conflict and critically analyse news reports on conflicts.

Focus on Vocabulary

Get ready!

1. Look at the words in the word cloud. How are they connected?

- Ask students to find the words and discuss how they are connected.
- Check answers as a class.

Answers

invade, explode, destroy, army, camp, safe, refugee, helicopter, attack, bomb, soldier
They are all related to war.

2. Look at the pictures. Answer the questions. Use the words above to help you.

- Ask students to describe the pictures in pairs and discuss the questions.
- Check answers as a whole class.

Extra activity

- Ask groups of students to research different charities that help victims of war, including the Red Cross. Ask them to find out where they work, what they do and how they are funded. Ask students to report back to the class.

Answers

- an army helicopter, the Red Cross charity
- The helicopter is at war. The charity is handing out food to victims of war.
- war

3. Read the definitions. Complete the text with the words in the box.

- Pre-teach *weapons, conflict* and *resources*.
- Check answers as a whole class.

Extra activity

- Ask students to discuss if they think war is ever necessary.

Answers

- Conflict 2 disagreement
- countries 4 War 5 weapons
- beliefs 7 oil

Speak

4. Work in pairs. Can you think of any examples of these types of war?

- Ensure students understand the types of war.
- Ask students to do the activity in pairs. They may need to research them on the Internet to provide examples.
- Check answers as a whole class.

Answers

Students' own answers

5. Discuss in groups.

- Ask students to do the activity in pairs.
- Check answers as a whole class.

Answers

Students' own answers

Listen 

31



6. Listen to three people talking about their experiences of war. Which of the speakers ...
- was caught up in war when visiting family?
 - was a soldier fighting in a war?
 - was in their home when their town was bombed?
7. Answer the questions.
- Where did speaker 1 hide?
 - What did they do when the bombing stopped?
 - Why did speaker 2 go to Libya?
 - When did they leave Libya?
 - Where was speaker 3 in 2015?
 - How did the soldiers help each other?

Speak 

8. Discuss in pairs.
- Can you imagine what it would be like to be in these situations?
 - How do you think you would feel?

Focus on Language

32



9. Complete the sentences. Then listen and check.
- _____ the bombing stopped we looked out into the street.
 - We had to stay in Libya _____ the bombing stopped.
10. Complete the rules.
- We use _____ to talk about one event happening immediately after another.
We use _____ when we want to say a situation stopped when something happened.
11. Complete the sentences with *when* or *until*.
- We waited at our friends' house _____ the rain stopped.
 - _____ the planes started bombing, we went into the house.
 - _____ the war began, we moved to the countryside.
 - I lived with my parents _____ I went to university.
 - _____ I got my exam results, I immediately rang my parents.

Listen

6. Listen to three people talking about their experiences of war. Which of the speakers ...

- Ask the students to read the questions before they listen to the audio.
- Play audio Track 31.
- Ask students to make notes as they listen. They will need them for the next exercise.
- Check answers as a whole class.

Answers

- a Speaker 2
b Speaker 3
c Speaker 1

Audio script

31

Speaker 1: I was frightened. We could hear the planes getting closer. We hid under the stairs. We could feel the house shaking. We hugged each other and didn't move for hours until there was silence again. When the bombing stopped we looked out into the street. The houses on the other side of the road were destroyed.

Speaker 2: In 2011, my family and I went to stay with my grandparents in Libya. One day we were having lunch when we heard the loudest sound we had ever heard. Planes were bombing the city. We were scared to death. We had to stay in Libya until the bombing stopped. We couldn't fly home. But we were lucky. Nothing happened to us. We were very relieved to get back to the United States.

Speaker 3: I was fighting in Syria in 2015. It was really tough. But we helped each other. We tried to tell jokes and make each other laugh. There was an incredible camaraderie. Some of the soldiers I fought with will be my friends for life.

7. Answer the questions.

- Ask students to consult their notes from exercise 6 when they answer the questions.
- Check answers as a whole class.

Answers

- a. under the stairs
b. looked out into the street
c. to stay with grandparents
d. after the bombing stopped
e. Syria
f. told jokes and made each other laugh

Speak

8. Discuss in pairs.

- Before students do the activity, revise adjectives of feelings with them. Ask them to brainstorm and write them on the board. Ensure students understand what they all mean.
- Ask them to answer the questions in pairs.
- Check answers as a whole class.

Extra activity

- Ask students to imagine they are in each speaker's situation. How would they react? What would they do?

Answers

Students' own answers

Focus on Language

9. Complete the sentences.

Then listen and check.

- Ask the students to do the exercise.
- Play audio Track 32. Students check their answers
- Check answers as a whole class.

Extra activity

- Ask students to write three gap-fill sentences about an ideal world using *would* + infinitive. Students swap sentences with their partner and answer.

Answers

a When b until

10. Complete the rules.

- Students look back at the sentences in exercise 9 to help them complete the rules.
- Check answers as a whole class.

Answers

We use *when* to talk about one event happening immediately after another.

We use *until* when we want to say a situation stopped when something happened.

11. Complete the sentences with *when* or *until*.

- Students read the rules in exercise 10 to help them complete the sentences.
- Check answers as a whole class.

Extra activity

- Students write four sentences using *when* or *until*.

Answers

a until b When c When d until
e When

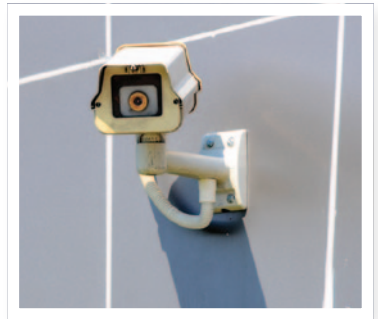


12. Read the newspaper articles quickly and answer the questions.

- Who is the conflict between?
 - Teachers and children
 - Parents and teachers
 - Parents and the local council
- What is the conflict about?
 - the right to be safe versus the right to privacy
 - the right to freedom of speech versus the right to be safe
 - the right to complain versus the right to protect school property
- Which article ...
 - is in favour of the cameras?
 - is against the cameras?
 - expresses both sides of the story?

INVASION OF STUDENTS' PRIVACY

A local school received 80 letters of complaint from parents and students, after cameras were installed in their school toilets last week. Parents and students were not consulted about the cameras before they were installed. The parents say that their children have a right to privacy and want the cameras to be taken out. They argue that there has been no evidence to prove that the cameras will reduce bullying or vandalism. They believe it will just take place somewhere else. However, the local council, who run the school, don't want to remove the cameras. They insist that they are necessary to stop crime in schools. The parents have now taken the matter higher up, and asked the Education Secretary to get involved.

**MAKING OUR SCHOOLS SAFER**

Last week, cameras were installed in the toilets of a local school. The head teacher says it is to help stop vandalism and smoking, and he is following the example of a neighbouring school. In that school vandalism was reduced by 90 per cent after cameras were installed last year. Most parents agree that it is a good idea, and say that it will also stop older children bullying younger children in the toilets. Teachers are in favour of the idea as they say it will stop students from skipping lessons by hiding in the toilets. The school says that students will now feel safer.



13. Read the articles again and copy and complete the chart.

Questions	Answers
Who is involved in the dispute?	<i>parents, school, council</i>
What is it about?	
Where did it happen?	
When did it happen?	
Why is there a dispute?	

Read**12. Read the newspaper articles quickly and answer the questions.**

- Ask students to look at the photos and headlines and ask them what the articles could be about. Ask students to explain what *Invasion of students' privacy* means.
- Ask students to do the activity and find evidence in the text to support their answers.
- Check answers as a whole class.

Answers

1 C
2 A
3
A the second
B the first
C the first

13. Read the articles and copy and complete the chart.

- Check answers as a whole class.

Answers

What is it about? The installation of security cameras.

Where did it happen? In the toilets of a school.

When did it happen? Last week.

Why is there a dispute? Some parents and students think it's a violation of their privacy.

14. Look at the two sentences. Which is a fact and which is an opinion?
- A local school received 80 letters of complaint.
 - Parents believe it (bullying and vandalism) will take place somewhere else.
15. Find other facts and opinions expressed in the articles. Which of the opinions do you agree with?
16. Discuss in pairs.
- Do you think the cameras are a good idea / an invasion of privacy?
 - Would you like cameras in your school? Why / Why not?

Focus on Language

17. Read the facts in the table. How are these facts expressed in the newspaper articles in exercise 12? Complete the table.

Active	Passive
The school installed cameras in the toilet.	<i>Cameras were ...</i>
The cameras reduced vandalism by 90 per cent.	
The school didn't consult the parents and children.	

18. Complete the rules.

We form the past simple passive with the past simple of the verb _____ + past participle.

We use the past simple passive when we are more interested in the _____ than the person or thing that caused the action.

Useful language

If you want to say who or what does the action, use *by*.

Example: *The cameras were installed by the council.*

19. Complete the sentences with the correct form of the verbs.
- Uniform _____ (introduce) in our school two years ago.
 - The city _____ (attack) in the middle of the night.
 - The council _____ (not listen) to the parents.
 - The head teacher _____ (write) to all the parents.
 - Luckily, the houses _____ (not destroy) by the bombings.
 - The refugees _____ (give) food by the International Aid agency.

Write

20. Write a newspaper article about a conflict or dispute which has happened at school or in your neighbourhood.

Mention:

What the dispute is / was

Who it is between

Where, when and why it took place

Try to present the story from different viewpoints. Look at the newspaper stories on page 62 to help you.

Writing Tip

✓ When writing a newspaper article, start by answering the five Ws: **What**, **Where**, **Who**, **When** and **Why**.

Be clear, concise and correct. Include key facts, and make sure they are right.

Use the past simple passive where appropriate.

14. Look at the two sentences. Which is a fact and which is an opinion?

- Ask students to read the statements and answer the question.
- Check answers as a whole class. Elicit that *believe* makes b an opinion.

Answers

a fact b opinion

15. Find other facts and opinions expressed in the articles. Which of the opinions do you agree with?

- Ask students think of verbs or phrases that allow you to express an opinion. For example, *think, feel, believe, say*, etc.
- Ask students to look out for these words or similar when they are looking for beliefs in the articles.
- Check answers as a whole class.

Answers

Fact:

Parents and students were not consulted ...

The parents have now taken the matter ...

Last week, cameras were installed ...

In that school vandalism was reduced ...

Opinion:

The parents say that their children have a right ...

They argue that there has been no evidence ...

They believe it will just take place ...

They insist that they are necessary ...

The head teacher says ...

Most parents agree ...

Teachers are in favour of ...

The school says ...

16. Discuss in pairs.

- Tell students to answer the questions in pairs. Encourage them to use a variety of verbs to express their beliefs.
- Check answers as a whole class.

Answers

Students' own answers

Focus on Language

17. Read the facts in the table. How are these facts expressed in the newspaper articles in exercise 12? Complete the table.

- Tell students to look back at the article and fill in the table.
- Elicit that the tense used in article to express the facts is the passive in the past.

Answers

vandalism was reduced

Parents and students were not consulted

18. Complete the rules.

- Ask students to look at the sentences in exercise 17 to complete the rules.
- Check answers as a whole class.

Answers

We form the past passive with the past simple of the verb *to be* + past participle.

We use the past simple passive when we are more interested in the action than the person or thing that caused the action.

19. Complete the sentences with the correct form of the verbs.

- Tell students to complete the sentences. Warn them that there is a mixture of active and passive sentences.
- Check answers as a whole class.

- Point out the use of *by* in e and f. Ask *What destroyed the houses? Who gave the food?* Elicit that we use *by* to say who or what does the action. Refer students to the *Useful language* box.

Extra activity

- Ask students to write four sentences using the past passive. Ensure one or two use *by*.

Answers

a. was introduced b. was attacked
c. didn't listen d. wrote
e. weren't destroyed f. were given

Write

20. Write a newspaper article about a conflict or dispute which has happened at school or in your neighbourhood.

- Tell students to think of a dispute. For example, the school field has been sold by the council to raise money to run the school. The students have nowhere to exercise, play football, etc.
- Read the *Writing tip* with the students. Ask them to think about how they will include all the points.
- Students write their article, using those on page 62 as a guide.
- Monitor and help with language where necessary.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the speech bubbles. Complete the gaps with the verbs in the box.

- | | | |
|---------|----------|----------|
| ▪ read | ▪ browse | ▪ watch |
| ▪ share | ▪ listen | ▪ follow |

How do you find out about the news?

a. I _____ a newspaper once a week.

b. I _____ to the news on the radio.

c. I _____ the news on TV.

d. I _____ the news on Twitter.

e. My friends _____ links to interesting news stories on social media websites.

f. I _____ news sites on the Internet and I have a few news apps on my phone.



Listen

33



2. Listen. Which of the people in exercise 1 is speaking?

Example: *Speaker 1 - b*

Speak

3. In groups, discuss these questions.

- How do you find out about the news (radio, tv, newspaper or Internet)?
- Which devices do you use to get news online (smartphone, tablet, computer)?
- Do you find, discuss or share news on any social media websites?

4. Share your ideas with the class. How many people read newspapers?

LESSON OVERVIEW

In this lesson, students will compare and talk about conventional digital media. They will reflect critically on the benefits and drawbacks of digital media. They will also explore the use of polls to understand public opinion on digital media.

Focus on Vocabulary

Get ready!

- Look at the speech bubbles. Complete the gaps with the verbs in the box.
 - Preteach *browse*.
 - Check answers as a class.

Answers

a read b listen c watch d follow
e share f browse

Listen

- Listen. Which of the people in exercise 1 is speaking?
 - Ask students to read the speech bubbles again in exercise 1.
 - Play audio Track 33.
 - Check answers as a whole class.

Answers

Speaker 2 - c
Speaker 3 - e
Speaker 4 - a
Speaker 5 - f
Speaker 6 - d

Audio script

33

Speaker 1: My parents always have the radio on in the mornings, so I hear the news every day, while I'm eating my breakfast.

Speaker 2: I never buy a newspaper. They're too expensive. I'm not really interested in the news, but I occasionally watch it on TV.

Speaker 3: I read about the news on social media websites. Then I just read the interesting stories that my friends share.

Speaker 4: I like reading newspapers. I take my dad's paper when he's finished with it! I always start with the sports pages!

Speaker 5: I have a few news apps on my phone so I can read the news on the way to school.

Speaker 6: I follow news on Twitter, especially for major news stories because it's more up-to-date.

Speak

- In groups, discuss these questions.
 - Preteach *device*.
 - Ask students to read the questions and discuss in groups.

Answers

Students' own answers

- Share your ideas with the class. How many people read newspapers?
 - Check answers as a whole class to exercise 3.
 - Make a list of the results on the board. Ask students questions about the results. For example, *How many students read the news on their smartphone?*

Answers

Students' own answers

Read 

Many of us these days get our news online or through social media. There are many advantages of this. First, we can get news ‘in real time’. Eye witnesses can post information online about an event as it happens, using their smart phones to take photos or videos. We also have 24-hour online news services which keep us constantly updated. Secondly, we can get news wherever we are using a smartphone or tablet. We can read it on the bus or the train at any time of day or night. Thirdly, we have a lot more information at our fingertips from many different sources, international as well as national. This means we have a better understanding of what is going on in the world as a whole. Reading different reports on the same news story also means we get a more balanced view of events.

On the other hand, there are also disadvantages. First, sources are not always reliable and there are many stories that are not completely true. It is sometimes difficult to know what to believe. Secondly, a lot of news shared on social media is not serious news, for example celebrity gossip. If people spend their time reading this, they have less time to spend on real news stories. Finally, the Internet has been bad for newspaper publishers because people are reading their news for free, instead of paying for newspapers. One simple truth, however, is that we are living in the Information Age, and the way we receive and give information is constantly changing.



5. Read the text and choose the correct answers.



1. What is the writer trying to do in this article?
 - a. tell people how to use social media
 - b. give his opinion about online and social media news
 - c. warn people about the dangers of social media
 - d. encourage people to use social media to read the news
2. What can a reader find out from this text?
 - a. how to post news stories as they happen
 - b. how to work out what is fact and what is fiction
 - c. where to find information about the news
 - d. what the writer thinks about social media today

6. Read the text again and copy and complete the chart.

Online and social media news

Advantages	Disadvantages
<i>We can get news at it happens.</i>	

7. Discuss in pairs.

- a. Which of the opinions in the text do you agree / disagree with?
- b. Can you think of other advantages / disadvantages?

Write 

8. Write a short essay giving your opinions about online and social media news.

Glossary

- eye witness: *testigo presencial*
- updated: *al corriente*
- at our fingertips: *a mano*
- source: *fuentes*

Useful language

Organising your writing

- First, ...*
- Secondly, ...*
- Finally, ...*
- On the other hand, ...*
- However, ...*

Read

5. Read the text and choose the correct answers.
- Ask students to read the text.
 - Ask them what they think the meaning of the following words are from the context of the text: *eye witness, updated, at our fingertips* and *source*. Ask them to read the glossary to see if they are correct.
 - Tell students to read the questions and answer them.
 - Check answers as a whole class.

Answers

1 b 2 d

6. Read the text again and copy and complete the chart.
- Ask students to compare their answers.
 - Check answers as a whole class. Elicit that the use of *Firstly, Secondly, On the other hand*, etc allowed students to find the answers easily.

Answers

Advantages:

We can get news wherever we are.

We can get news (national and international) from many different sources.

Disadvantages:

Sources are not always reliable.

A lot of the news is not serious news.

People are reading the news for free.

7. Discuss in pairs.
- Ask students to read the questions and discuss.
 - Check answers as a whole class.

Answers

Students' own answers

Write

8. Write a short essay giving your opinions about online and social media news.
- Read the *Useful language* box with the students. Encourage students to use some of these words to organise their writing.
 - Encourage students to organise their writing into three paragraphs as per the text in exercise 5. Elicit that the paragraphs list first the advantages, then the disadvantages and finally the conclusion.
 - Encourage some volunteers to read their essays to the class.

Answers

Students' own answers

Focus on Language

34



9. Read the results of a survey. Try to complete the gaps with the words in the box. Then listen and check.

■ newspapers ■ increasing ■ Internet ■ listen
 ■ television ■ 24 ■ young

Modern technology is changing the way we get our news, according to a recent survey. Although most adults (75%) still watch news on (1) _____, the number of people getting news online is (2) _____. 41% of adults say they use the (3) _____ for news, compared to 32% last year. More (4) _____ people use the Internet than older people. Six in ten adults in the 16 - (5) _____ age group say they use the internet or apps for news, compared to 31% of those aged 55 and over. Over a third of adults (36%) say they (6) _____ to news on the radio.

News consumption through (7) _____ is declining considerably, particularly amongst the under 35s. Just 40% of adults say they buy a newspaper to get their news, a fall of 25% over the last ten years.



10. Look at the examples and complete the rules with the present simple or the present continuous.

Technology is **changing** the way we get our news.

The number of people getting news online is **increasing**.

36% of adults **listen** to news on the radio.

Most adults still **watch** news on television.

We use _____ for permanent situations or facts.

We use _____ to talk about changing situations.

11. Complete the sentences with the correct form of the verbs in the box.

■ not buy ■ listen ■ use ■ decrease

- More and more people _____ the Internet to get news.
- Teenagers _____ many newspapers.
- Older people often _____ to the news on the radio.
- The number of adults buying newspapers _____.

Focus on Language

9. Read the results of a survey. Try to complete the gaps with the words in the box. Then listen and check.
- Ask the students to do the gap-fill activity.
 - Play audio Track 34. Students listen and check.
 - Check answers as a whole class.

Answers

1 television 2 increasing
3 Internet 4 young 5 24 6 listen
7 newspapers

10. Look at the examples and complete the rules with the present simple or the present continuous.
- Ask students to read the sentences. Elicit that they use a mixture of present simple and continuous.
 - Check answers as a whole class.

Extra activity

- Ask students to find more examples of the present simple and present continuous in the text in exercise 9. Do they follow the rules?

Answers

We use the present simple for permanent situations or facts.
We use the present continuous to talk about changing situations.

11. Complete the sentences with the correct form of the verbs in the box.

- Students read the rules in exercise 10 to help them complete the sentences.
- Check answers as a whole class.

Answers

a use b don't buy c listen
d is decreasing

Extra activity

- Students discuss the statements in pairs. Do they agree or disagree?

Speak 

12. Work in pairs or groups. Do the survey. You can add your own questions, if you like. With your teacher, collate your results on the board.

Where do our class get their news?

- | | |
|--|--|
| 1. Do you ever buy a newspaper? | Yes / No |
| 2. How often do you listen to the news on the radio? | a. never
b. sometimes
c. occasionally |
| 3. Do you watch news on TV? | a. every day
b. more than once a week
c. less than once a week |
| 4. Do you get news online? | a. every day
b. more than once a week
c. less than once a week |
| 5. Do you share news on social media sites? | a. often
b. occasionally
c. never |
| 6. Which social media site do you use most often? | _____ |



Write 

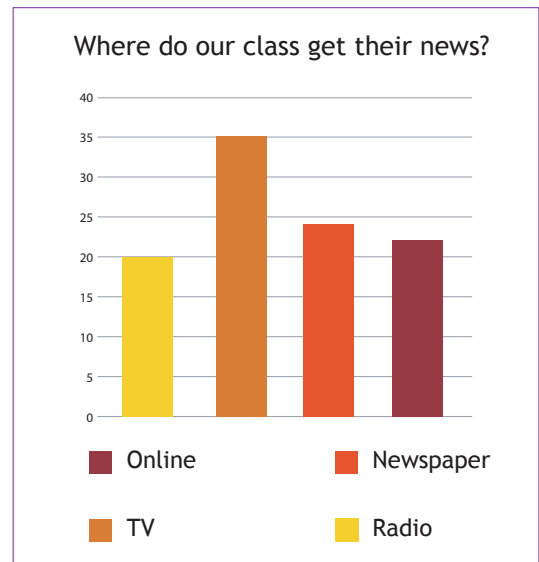
13. Write a short paragraph about the results. Use the text in exercise 9 to help you. You could draw a bar graph to illustrate the results.

Example:

*60% of students in our class never buy a newspaper.
Most students ...
More boys than girls ...
Over half the class ...
No-one / Everyone ...*

Useful language

*According to a survey ...
The results show ...
... % of students agree / say / think that ...
The majority of / Most students ...*



Speak

- 12.** Work in pairs or groups. Do the survey. You can add your own questions, if you like. With your teacher, collate your results on the board.
- Ask students to ask and answer the questions in groups. They could nominate one person to make a note of the results.
 - Check answers as a whole class and make a note of the answers on the board.

Answers

Students' own answers

Write

- 13.** Write a short paragraph about the results. Use the text in exercise 9 to help you. You could draw a bar graph to illustrate the results.
- Go through the example with the students. Refer them to the Useful language box as well. Elicit how they could use the language in their paragraphs using the results on the board from exercise 12.
 - Ask students to write the paragraph and illustrate some of the results with a bar graph.
 - Students swap their work with a partner and compare.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Use the words in the box to describe them.

- | | | |
|------------|----------------|------------|
| ▪ plant | ▪ teach | ▪ rubbish |
| ▪ clean up | ▪ paint | ▪ children |
| ▪ protect | ▪ take care of | ▪ animals |

2. Read the posts and complete the gaps. Use the correct form of the verbs in the box.



My name's Jenny. I'm a YVolunteers member. Last year, I _____ a tree in my neighbourhood.



We're Karol and John. This is a picture of our last YVolunteers action. We're _____ up all the _____ after the Barranquilla fair.



I'm Michael. I love _____ _____ in my free time. Here's a picture of one of my students learning how to play the guitar.



My name's Stefany. I like working for YVolunteers. Every Saturday I go to an old person's home and _____ them for the day.



My friends and I _____ our neighbour's house. She lives alone, so we decided to help her.



My name's Maria. I love animals. Last weekend, my YVolunteers friends and I started a campaign to _____ _____ from danger.

Speak

3. Discuss in pairs.

- Have you ever done any voluntary work in your neighbourhood? If so, what did you do?
- Have you ever done any of the things in the pictures? If not, which ones would you like to do?

LESSON OVERVIEW

In this lesson, students will become aware of how they can participate in projects that help the community.

Focus on Vocabulary**Get ready!**

1. Look at the pictures. Use the words in the box to describe them.
 - Encourage students to describe the photos and use the words in the box.
 - Check answers as a class.

Answers

Students' own answers

2. Read the posts and complete the gaps. Use the correct form of the verbs in the box.
 - Ask students to compare their answers with a partner.
 - Check answers as a whole class. Ensure they have used the correct tense.

Answers

planted
cleaning up/rubbish
teaching children
take care of
painted
protect animals

Speak

3. Discuss in pairs.
 - Ask students to read the questions and discuss in groups.
 - Check answers as a whole class.

Answers

Students' own answers

Extra activity

- Ask students to research voluntary work in their area. Students inform their classmates what opportunities there are for voluntary work in the local community.

Focus on Vocabulary

4. Put the words in the correct place in the table. Use a dictionary to help you.

- local community
- poor
- raise awareness
- volunteers
- vulnerable
- teenagers
- support young people
- disadvantaged
- campaign
- homeless
- lonely
- neighbourhood
- hungry
- youths
- raise money
- adolescents
- students
- helpers
- run workshops

People	<i>volunteers</i>
Places	
Actions	
Adjectives	

5. Choose the correct words.

- a. There are a lot of teenagers from *disadvantaged* / *hungry* homes in our local community.
- b. We made and sold cakes to *raise* / *support* money for charity.
- c. People living on the streets can be very *homeless* / *vulnerable*.
- d. A lot of old people live on their own, so they are *lonely* / *poor*.
- e. We need to do more to *raise* / *support* young people.
- f. They've started *a campaign* / *an awareness* to help the homeless.

Read 

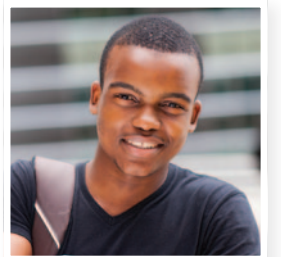
6. Read the texts and choose the best heading.

- a. Protect the environment
- b. Changing lives
- c. Let's put an end to hunger

When Will Lourcey was six years old, he saw a man with a sign that said 'Need a meal.' He didn't understand. His parents explained that some people in his community didn't have enough food to eat. He wanted to do something about it, so he started an organisation called FROGS - Friends Reaching Our Goals. FROGS aims are, on the one hand, to raise awareness of the problems of hunger, and on the other hand, to raise money to help people in need. The organisation has raised \$20,000 for local food banks in Texas, which has provided more than 75,000 meals to people in need. Will wants to eradicate hunger not only in his hometown, but throughout Texas, the United States and the World.



My name is Paul and last year I joined CityYear, a youth organisation which works in poor communities to try and reduce the numbers of teenagers dropping out of school. I've been a volunteer for nine months. We find students who are at risk; those who skip school, are disruptive or who are failing their courses, and give them support. We provide help for them in the classroom, after-school tutoring, and, for older students, we give college and career guidance. All the volunteers are young. Students find it easier to trust and confide in us because we are close in age, and they can relate to us better. I get to know my students, who they are and what they have been through. We aim to be good role models. CityYear volunteers have made a huge difference to the lives of thousands of students, and transformed hundreds of schools and neighbourhoods.



Glossary

- food bank: *banco de alimentos*
- skip school: *ausentarse*
- disruptive: *perturbador(a)*
- trust: *fiarse de*

Focus on Vocabulary

4. Put the words in the correct place in the table. Use a dictionary to help you.
- Students check answers in pairs.
 - Check answers as a whole class. Ask students to give you examples of sentences with the words included so you can check meaning.

Answers

People: teenagers, youths, adolescents, students, helpers

Places: local community, neighbourhood

Actions: raise awareness, support young people, campaign, raise money, run workshops

Adjectives: poor, vulnerable, disadvantaged, homeless, lonely, hungry

Extra activity

- Ask students if they can think of any more words about volunteering that would fit into those categories.
5. Choose the correct words.
- Ask students to read the sentences and choose the correct words.
 - Check answers as a whole class.

Answers

a disadvantaged b raise
c vulnerable d lonely e support
f a campaign

Extra activity

- Ask students to write four multiple-choice sentences using words from exercise 4. Students swap them with a partner and answer.

Read

6. Read the texts and choose the best heading.
- Ask students to read the texts quickly to get the gist and then choose a heading.
 - Check answers as a whole class.
 - Ask students if there are any words in the texts they don't know. Explain the words and refer students to the *glossary*.

Answers

b

7. Read the texts on page 69 again and answer the questions.

- | | |
|---|--|
| a. What made Will Lourcey start FROGS? | d. Where does CityYear carry out its work? |
| b. Who does the organisation aim to help? | e. Who does it aim to help? |
| c. What is Will's ambition? | f. Why does CityYear use young volunteers? |

Write

8. Write answers to the questions.

- Would you like to work for one of these organisations?
- Would you like to start a voluntary organisation?
- How important is it to have a good role model?

Focus on Language

9. Study the sentences and answer the questions.

The organisation has raised \$20,000.

They've provided 75,000 meals this year.

I've been a volunteer for nine months.

Will Lourcey started FROGS when he was six years old.

Paul joined CityYear last year.

- Which two sentences tell us when an action began?
- Which sentence tells us how long an action has continued?
- Which sentence talks about a past action, but does not state a specific time?
- Which sentence talks about an action which began in the past and has continued until now?
- Which sentences are present perfect and which are past simple?

Useful language

We form the present perfect with *have / has* + past participle.

The past participle often ends in *-ed* (e.g. *worked*), but there are many irregular past participles (e.g. *been*).

Affirmative

I / we / you / they	have ('ve)	raised some money.
He / she / it	has ('s)	

Negative

I / we / you / they	haven't	worked.
He / she / it	hasn't	

Questions

Have/you/they	(ever) planted a tree?	Yes, I / they have. No, I / they haven't.
Has she/he		Yes, she / he has. No, she / he hasn't.

7. Read the texts on page 69 again and answer the questions.
- Ask students to read the questions and find the answers in the text.
 - Check answers as a whole class.

Answers

- a. His parents told him some people in the community didn't have enough to eat.
- b. local people who don't have enough to eat
- c. Will wants to eradicate hunger.
- d. in poor communities
- e. teenagers who are at risk of dropping out of school
- f. Students at risk find it easier to confide in young volunteers.

Extra activity

- Ask students if they think these organisations help the community. Why?

Write

8. Write answers to the questions.
- Preteach *role model*.
 - Encourage students to work in pairs to discuss the questions.
 - Check answers as a whole class. Ask students to give reasons for their answers.

Answers

Students' own answers

Extra activity

- Ask students to write a paragraph about their role models. What qualities do they have which make them a role model?

Focus on Language

9. Study the sentences and answer the questions.
- Tell students to read the sentences and answer the questions. Students compare their answers
 - Check answers as a whole class. Elicit how to make the present perfect and refer students to the Useful language box.

Answers

- a. Will Lource started FROGS when he was six years old. Paul joined CityYear last year.
- b. I've been a volunteer for nine months.
- c. The organisation has raised \$20,000.
- d. They've provided 75,000 meals this year.

e.

Present perfect:

The organisation has raised ...

They've provided ...

I've been ...

Past simple:

Will Lource started ...

Paul joined ...

Extra activity

- Ask students to think of as many irregular past participles as they can.

10. Put the verbs in the correct form (present perfect or past simple).

- Do the first one with the students.
- Students do the activity.
- Check answers as a whole class. Explain students need to give reasons for their answers.

Answers

a painted b has been c have you raised d have helped e hasn't eaten f took

Speak

11. Listen to the -ed endings of the past participles and put the words in three groups.

- Ask students to read the words and say them aloud.
- Play audio Track 35.
- Check answers as a whole class.

Answers

1 c, e, f, g 2 b 3 a, d

12. Listen again and repeat. Add other words you know to the groups.

- Play audio Track 36.
- Students listen and repeat.
- Ask students to make a list of past participles ending in -ed. In pairs, say the words and put them in the three categories.

13. Which of these things have you / haven't you done? Write sentences.

- Read the examples with the class. Elicit that they use the present perfect because it's an action that started/didn't start in the past and continues up to the present.
- Check answers as a whole class.

14. Work in pairs. Ask and answer questions about the things in exercise 13.

- Read the examples with the class. Elicit the question form and the short answers.
- Students ask and answer in pairs.
- Check answers as a whole class.

Listen

15. Have you heard of Circo Para Todos? What do you think it is?

- Ask students to discuss the question in pairs. Ask them to look at the picture and make a guess.
- Check answers as a whole class.

16. Listen and check if you were right.

- Play audio Track 37.
- Check answers as a whole class.

Audio script

37

A: Hello Ramón, can you tell us a little bit about the Circo Para Todos?
 B: Well, it's a professional circus school for young disadvantaged people. Two professional circus artists started it in 1995. They began by running workshops, and then in 1997 they opened a circus school in Cali in Colombia.
 A: And what is the aim of the school?
 B: The aim is to teach young people circus skills so they can earn a living as professional circus performers. At the end of their training, which normally takes four years, all the graduates from the circus school find work.
 A: That's fabulous. Where do they work?
 B: They've found work in circus companies, amusement parks, on cruise ships and even on TV shows. Some of them have even been able to buy houses in Cali for themselves and their parents.
 A: How many people has the circus school trained?
 B: Well, since it started in 1997, more than 4500 young people have participated in the community workshops, and 101 young people have graduated from the school.
 A: That's amazing. What a success story!
 B: Yes, it gives these young people a positive future. Some of them have been abroad and performed in Britain and France, an amazing opportunity.
 A: Well, let's hope they continue that success. Thanks for coming to talk to us.

Answers

It's a professional circus school for young disadvantaged people

17. Listen again and answer the questions.

- Ask students to read the questions before they listen to the audio.
- Play audio Track 37.
- Check answers as a whole class.

Answers

- a. two professional circus artists
- b. 1997
- c. young disadvantaged people
- d. to teach young people circus skills so they can earn a living as professional circus performers
- e. in circus companies, amusement parks, on cruise ships and TV shows
- f. They have been able to buy houses.

Speak/Write

18. In groups, write about a voluntary youth organisation you would like to start.

- In pairs, ask students to read the bullet points and come up with ideas for a voluntary youth organisation.
- Students write their proposal.
- Monitor and help with language where necessary.

19. Present your ideas to the rest of the class. Vote for the best ideas.

- Ask volunteers to read their proposals to the class. Students vote on the best one.

Focus on Vocabulary

Get Ready!

1. Compare the pictures and discuss in pairs.



Do you think the people have similar lifestyles?
What can you say about them? Use these words to help you.

- earn ▪ money ▪ private plane ▪ rich ▪ travel ▪ employee ▪ clothing
- work ▪ factory ▪ expensive car ▪ poor ▪ well-paid ▪ clothes

Example: *The man in picture 1 probably earns a lot of money.
The people in picture 2 are working hard.*

2. Read the comments. Do you agree / disagree with them?

- a. Rich people should pay high **taxes**.
- b. Poverty is the cause of most crime.
- c. Rich people are lucky. They get fantastic **salaries** without contributing to society.
- d. If you help to create wealth you have an obligation to spread it.
- e. The rich are not responsible for the world's problems.
- f. Rich countries are violating the rights of **poor** countries.
- g. Rich people should share their **fortunes** with the disadvantaged.
- h. People are poor because they don't work hard.
- i. You don't become **rich** if you don't deserve it.
- j. We all need to help the poor, not just rich people.
- k. It's not fair that 0.6 percent of the population owns almost 40 percent of the world's **wealth**.

3. Complete the sentences with the words in bold from exercise 2.

- a. In the UK you don't pay any _____ until you earn over £10,600.
- b. Waiters and waitresses get very low _____.
- c. Although it is a member of the European Union, Bulgaria is a very _____ country.
- d. Many rich people make their _____ by working hard.
- e. _____ does not always lead to happiness.
- f. He must be _____. He has his own private plane.

MODULE 2 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Wealth and poverty, charitable giving	<ul style="list-style-type: none"> The past continuous 	<ul style="list-style-type: none"> Speaking: take a quiz to find out how charitable you are Writing: narrative using the past continuous
Lesson 8	Documentaries	<ul style="list-style-type: none"> Expressing the future using <i>will</i> and <i>going to</i> 	<ul style="list-style-type: none"> Speaking: plan a documentary on a social issue Writing: write an application for funds to produce a documentary

LESSON OVERVIEW

In this lesson, students will reflect on what it means to be rich or poor. They will also learn about being charitable and giving to charities.

Focus on Vocabulary

Get ready!

1. Compare the pictures and discuss in pairs.

- Encourage students to describe the photos in pairs.
- Check answers as a class.
- Ask students to read the questions.
- Ensure students understand all the language in the boxes.
- Read the examples with the class. Encourage them to continue in pairs using the words in the box.
- Check answers as a whole class.

Answers

Students' own answers

Extra activity

- Ask students to discuss whether they think it's fair that two people can have such different lifestyles. Encourage them to give reasons for their argument.

2. Read the comments. Do you agree / disagree with them?

- Ask students whether they know the words in bold. Ask them to describe their meanings.
- Students discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers

3. Complete the sentences with the words in bold from exercise 2.

- Students do the activity and compare their answers with a partner.
- Check answers as a whole class.

Answers

a taxes b salaries c poor
d fortunes e Wealth f rich

Extra activity

- Ask students to write three multiple-choice questions using the words from the exercise. Students swap sentences with their partner and answer.

Listen 

38 

4. Listen and match the speakers with the pictures.



38 

5. Listen again and answer T (true) or F (false).

- a. Speaker 1 was arriving at the airport when he saw the little girl begging.
- b. He missed his train, but he managed to catch a later train.
- c. Speaker 2 has two children.
- d. She stole something from her local supermarket.
- e. The children in the factory were making clothes.
- f. Speaker 3 didn't buy a T-shirt because he didn't have any money.
- g. Speaker 4 thinks Mark Zuckerberg is a good role model.

Focus on Language

39 

6. Complete the sentences. Listen and check.

- a. A little girl _____ with her father.
- b. They _____ up a sign.
- c. I _____ an article in the newspaper last night.
- d. I _____ the other day.

7. Choose the correct words to complete the rules.

We use the past continuous when we want to talk about actions in progress or continued states in the *past / present*.

We often use *present perfect / the past simple* to say that something happened in the middle of that action, e.g. *I was walking to school when I met my friend*.

8. Choose the correct form.

- a. The boy was waiting for me when I *arrived / was arriving*.
- b. I *was working / worked* at 6 PM yesterday evening.
- c. They *left / were leaving* the house at 10 AM.
- d. Nobody *was watching / watched* the television so I switched it off.
- e. She fell asleep while she *was making / made* the clothes.
- f. The little girl was walking home when she *found / was finding* a £10 note on the floor.

Say it!

40 

9. Listen to the sentences. Which do you hear?

- 1. a. She's waiting at the train station.
b. She was waiting at the train station.
- 2. a. We're walking to school.
b. We were walking to school.
- 3. a. They're making clothes.
b. They were making clothes.

40 

10. Listen and repeat. Practise in pairs.

Write 

11. Complete the sentences with your own ideas. Use the past continuous.

This time ten months ago I ...

At 8 PM last night ...

When I was walking to school ...

While I was doing my homework ...

Listen

4. Listen and match the speakers with the pictures.

- Ask students what they can see in each picture.
- Preteach *beg*, *blind* and *shares*.
- Play audio Track 38.
- Check answers as a whole class.

Answers

a 2 b 4 c 1 d 3

Extra activity

- Ask students if they agree with the opinions of the speakers. Encourage them to give reasons for their answers.

Audio script

38

Speaker 1: I was arriving at the train station yesterday when I saw a really sad thing. A little girl was begging with her father. Her father was blind so the girl was collecting the money. They were holding up a sign saying 'Please help'. I didn't have any money, except my train fare, but I felt so bad that I gave it to her. I had to walk to school and I was late, but I didn't mind.

Speaker 2: I'm 35 years old. I had no money. I was in a desperate situation. I have a 3 year old son and an 18 month old daughter. I needed to feed them so I went to my local supermarket and I took a chicken and some eggs, without paying. Now I have a criminal record, but I did it because I had no choice! Wouldn't most people in my position do that to keep their children from starving?

Speaker 3: I was reading an article in the newspaper last night about children working in a factory in Bangladash. It made me so mad. They work for hours every day and they never get opportunities to play like other kids. And why? Just to make cheap clothes for people in rich countries. I was shopping the other day and I didn't buy any T-shirts because I was so angry about the situation.

Speaker 4: There are so many people who have more money than they can spend. Why not give it to people less lucky than themselves? Look at the guy who founded Facebook, Mark Zuckerberg. He sold most of his shares in the company and gave the money to charity. Other rich people should follow his example.

5. Listen again and answer T (true) or F (false).

- Ask students to read the sentences before they listen to the audio.
- Play audio Track 38.
- Check answers as a whole class. Ask students to say why the false sentences are false.

Answers

a F b F c T d T e T f F g T

Focus on Language

6. Complete the sentences. Listen and check.

- Ask students to read the sentences and complete.
- Play audio Track 39. Students listen and check.
- Check answers as a whole class.

Answers

a was begging b were holding
c was reading d was shopping

7. Choose the correct words to complete the rules.

- Ask students to look at the sentences in exercise 6 and then complete the rules.
- Check answers as a whole class.

Answers

We use the past continuous when we want to talk about actions in progress or continued states in the past.
We often use the past simple to say that something happened in the middle of that action.

8. Choose the correct form.

- Ask students to use the rules in exercise 7 when answering the questions.
- Check answers as a whole class. Ask students to give reasons for their answers.

Answers

a arrived b was working c left
d was watching e was making
f found

Extra activity

- Ask students to write four sentences using the past continuous.

9. Listen to the sentences. Which do you hear?

- Tell students to read the sentences and elicit the tense used in each.
- Ask students to read the sentences out loud.
- Play audio Track 40.
- Check answers as a whole class.

Answers

1 b 2 b 3 b

10. Listen and repeat. Practise in pairs.

- Play audio Track 40.
- Students listen and repeat.

Write

11. Complete with your own ideas. Use the past continuous.

- Ask students to read the beginning of each sentence and elicit which tenses should / could follow.
- Students discuss their ideas in pairs and then write the sentences
- Ask volunteers to read their sentences. Ask students whether the correct tense has been used in each case.

Answers

Students' own answers

Read

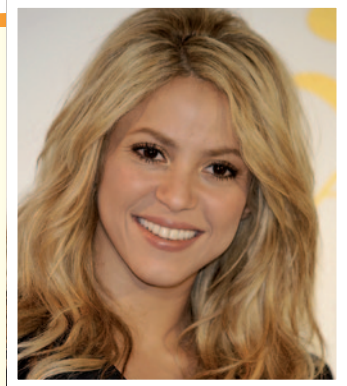


12. Look at the pictures.

- Do you know these people?
- Why are they famous?
- What do they both have in common? Read the texts and check.

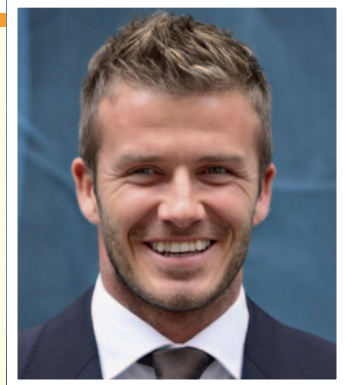
Colombian singer Shakira is famous for her beauty, hip shaking and her voice, but she also works tirelessly for good causes. When she was just eighteen and starting to make money as a singer, she decided to use that money to create the Barefoot Foundation, named after the children who lived on the streets in her local community. The organisation aims to provide an education for poor and disadvantaged children, with the hope of lifting them out of poverty.

She knows what it is like to have no money as, when she was seven, her father's jewellery business went bankrupt. Her family had to sell a lot of their belongings, including the air conditioner and their television. When she complained to her father about the heat with no air conditioner, her father took her to see the 'barefoot' children, who lived in the dirt, with tattered clothes and bare feet, and she realised that many families had less than they did. This made a lasting impression on her. In April 2004, she was appointed the youngest ever UNICEF Goodwill Ambassador.



David Beckham, an English footballing hero, has played for Manchester United, England, Real Madrid and LA Galaxy, and is one of England's wealthiest sportsmen. He came into the news in 2013, however, for a different reason. On signing for Paris St-Germain, a French team, he promised to donate his £150,000 weekly salary to a French Children's charity.

He has always worked tirelessly for good causes and is passionate about helping children. In January 2005, he became a UNICEF Goodwill Ambassador. Since then, he has played a very important role in UNICEF's work. In 2012 he took part in a Save the Children campaign to persuade the UK Prime Minister David Cameron to take action to help children affected by malnutrition around the world. In 2015 he launched his own David Beckham UNICEF fund to help protect children in danger.



13. Read the questions. Who do they relate to? Write DB (David Beckham), S (Shakira) or B (both).

Who ...

- | | |
|---|--|
| a. has experienced poverty? | e. is dedicated to helping children? |
| b. started their own charitable organisation? | f. has been a UNICEF Goodwill Ambassador? |
| c. gave all their salary to charity? | g. wanted to help children in their local community? |
| d. has lived in Spain and France? | |

14. Discuss in pairs.

- How can celebrities help support charities?
- What other celebrities do you know who do a lot of charity work?
- Do you think celebrities use charities to get publicity?

Read

12. Look at the pictures.

- Ask students to look at the pictures and answer the questions.
- Tell students they don't need to know all the words in the text. They are reading for gist.
- Check answers as a whole class.

Answers

- Shakira, David Beckham
- She is a singer. He's a footballer.
- They both do a lot of work for charities.

13. Read the questions. Who do they relate to? Write DB (David Beckham), S (Shakira) or B (both).

- Preteach *bankrupt*, *belongings*, *barefoot*, *tirelessly* and *malnutrition*.
- Ask students to read the questions and then the text to find the answers.
- Check answers as a whole class. Ask students to support their answers with evidence from the text.

Answers

a S b S c DB d DB e B f B g S

14. Discuss in pairs.

- Read the questions and discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers

Extra activity

- Ask students if they would give to charity if they were famous. Would they give their money or their time? How much would they give? What would they do? Which charities would they support? Would they set up their own charity?

Speak 

15. Do the quiz in pairs. Ask each other the questions. Then check your scores below. Which of the comments do you agree / disagree with?

How charitable are you? Do our quiz and find out.

- | | |
|--|---|
| <p>1. How do you earn your money? Do you ...</p> <p>A. have a part time job?</p> <p>B. get money for doing jobs around the house?</p> <p>C. get pocket money for doing nothing?</p> <hr/> <p>2. Your friend is in hospital. Do you ...</p> <p>A. buy them some nice sweets and visit them?</p> <p>B. send them a text message?</p> <p>C. call them on your mobile?</p> <hr/> <p>3. It's your mum's birthday. Do you ...</p> <p>A. buy her some flowers or a small present?</p> <p>B. give her a hug?</p> <p>C. forget it's her birthday?</p> <hr/> | <p>4. You get some money for your birthday. Do you ...</p> <p>A. buy some treats for you and your friends?</p> <p>B. save the money to buy something you really want?</p> <p>C. spend all the money on yourself?</p> <hr/> <p>5. You see a homeless person begging on the street. Do you ...</p> <p>A. give them all the money you have?</p> <p>B. give them a couple of coins?</p> <p>C. walk past quickly?</p> <hr/> <p>6. When you are older, do you want to ...</p> <p>A. earn a high salary so you can give it to good causes?</p> <p>B. get a job you enjoy, it doesn't matter how much you earn?</p> <p>C. earn a high salary so you can buy expensive things?</p> <hr/> |
|--|---|

Mostly As

You work hard for your money, but are happy to give it away. You are a very charitable person, and you always think about others before yourself. You're the person friends go looking for when they need help. You're a hero. Well done!

Mostly Bs

You work quite hard for your money. You don't mind helping people if it's not too much trouble for you. You're happy to share your money with less fortunate people if you have enough left for yourself.

Mostly Cs

Money comes easy to you, and you like to keep it! You always think of yourself first. Try putting yourself in other people's shoes more often. After all, it might be you who needs help some day!

16. Work in pairs. Discuss the sayings and proverbs.

- a. What do you think they mean?
- b. Which one is your favourite?
- 'Change your thoughts and you change your world.'
- Norman Vincent Peale*
- 'It's not enough to be compassionate, you must act.'
- Dalai Lama*
- 'When spiders unite, they can tie down a lion.'
- Ethiopian proverb*

Speak

15. Do the quiz in pairs. Ask each other the questions. Then check your scores below. Which of the comments do you agree / disagree with?

- Students ask and answer in pairs.
- Students check their scores. Do they agree with them? Why? Why not?
- Check answers as a whole class. On the whole, is your class charitable or not?

Answers

Students' own answers

16. Work in pairs. Discuss the sayings and proverbs.

- Preteach *compassionate* and *unite*.
- Do the first one together with the class. Elicit that each person can change the world a little bit by their actions. Ask students what this means in terms of charity.
- Students discuss in pairs.
- Check answers as a whole class. Do the class agree with the sayings and proverbs? Ask them to give reasons for their answers.

Answers

Students' own answers

Extra activity

- Ask students to make a list of other proverbs and sayings they know and discuss their meanings in pairs.

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Answer the questions.
 - a. What do these people do?
 - b. Which one is a: reporter, camera man, news presenter?
 - c. Would you like to have a similar job? Why / Why not?



2. You are going to hear an interview with Tom Oakely, a documentary film-maker. Use a dictionary to check the meanings of the words in the box. Which words do you think you'll hear?

- | | |
|------------|-------------|
| ▪ script | ▪ programme |
| ▪ audience | ▪ camera |
| ▪ video | ▪ news |
| ▪ research | ▪ story |
| ▪ issue | ▪ interview |

41
🎧

3. Listen. What is the interview about?
 - a. Tom's new documentary programme
 - b. Tom's successful career
 - c. Tips for making a documentary programme

41
🎧

4. Listen again. Tick the five pieces of advice he gives.
 - a. Choose an issue you are passionate about.
 - b. Don't worry about what the audience wants.
 - c. Always choose a topic you know a lot about.
 - d. You can look for stories in the local newspaper.
 - e. Choose stories about well-known people.
 - f. You need to do a lot of research.
 - g. Think about the five Ws (What, When, Why, Where, How).
 - h. Make sure you have good equipment.

LESSON OVERVIEW

In this lesson, students will learn about documentaries which focus on issues and charitable organisations. They will write a documentary proposal.

Focus on Vocabulary

Get ready!

1. Look at the pictures. Answer the questions.

- Encourage students to describe the photos in pairs and answer the questions.
- Check answers as a class.

Answers

- They all work in the media.
- news presenter, camera man, reporter
- Students' own answers

2. You are going to hear an interview with Tom Oakely, a documentary film-maker. Use a dictionary to check the meanings of the words in the box. Which words do you think you'll hear?

- Ask students to say a sentence for each of the words in the box.
- Students discuss in pairs.

3. Listen. What is the interview about?

- Ask students which words they heard (*answers: audience, video, research, issue, programme, camera, news, story*).
- Students read a-c before they listen to the audio.
- Play audio Track 41.
- Check answers as a whole class.

Answers

c

Audio script

41

- A: We're talking today to award-winning documentary-maker, Tom Oakely. Hello Tom, welcome to the show.
- B: Glad to be here.
- A: You've made some amazing documentary programmes, Tom, over the years. How do you go about deciding which topics to cover?
- B: Well, the most important thing is to choose something that really inspires you. This is probably going to be something that you find yourself thinking about, or talking about, over and over again, a subject that you feel emotional about, something that makes you sad, angry, excited or frustrated. Don't worry too much about your audience. There will always be some people who like what you do and some who don't. The most important thing is that you are interested in the subject.
- A: Where can you go to get inspiration?
- B: Newspapers are a good place to start. Look in your local newspaper for interesting issues. Or follow local bloggers, or interesting people on Twitter who have something different to say. Also don't forget the stories that might exist within your own family. If you have a relative who fought in a war, or who has had a particularly interesting life, then think about whether that could be a starting point for a documentary.
- A: So, that's the hard part. What next?
- B: Well, the key to a really good programme is good research. Learn everything you can about your topic. Collect facts, interview people. How good your research is will determine how successful the programme is. Remember to answer the 5 Ws: what, who, when, why, where. Remember, anyone can make a documentary, you just need an idea. You don't need expensive equipment. These days everyone has a video on their smartphone. You can upload your film onto Youtube. If you want people to hear your story, then that's an easy way to start.
- A: OK, well good advice for all you budding documentary makers. One of you might become as successful as Tom. Thanks for coming on to the show Tom, it's been fascinating.
- B: A pleasure.

4. Listen again. Tick the five pieces of advice he gives.

- Students read the sentences before they listen to the audio.
- Play audio Track 41.
- Check answers as a whole class.

Answers

a, b, d, f, g

Extra activity

- Ask students to discuss in pairs whether they would like to be a documentary maker. They must give reasons for their answers.

Listen 

42 

5. Listen to these students planning a documentary programme about voluntary organisations. In which order do they mention these things?



- a. Plant a tree day
- b. Interview with Clovis from CityYear
- c. Teenaction Voluntary Group
- d. Circus School
- e. FROGS

Focus on Language

42 

6. a. Listen again and complete the sentences.

- a. Julia's _____ about the new Teenaction Voluntary Group.
- b. Marco, you _____ a phone interview with Clovis.
- c. What about the plant a tree day? Who _____ that?
- d. _____ enough?
- e. Yes, that _____ perfect.

b. Match sentences a-e above with rules 1 and 2.

- 1. We use *be + going to* talk about things we have decided to do (plans).
- 2. We use *will / won't* to say that something is certain to happen or be the case.

7. Complete the email with the correct form (*will* or *going to*) of the verbs in the box.

- be
- plant
- invite
- not be able
- help
- come

Thanks for the party invitation, but I'm afraid I (1) _____ to come.

I (2) _____ with Plant a Tree day next Saturday, and we (3) _____ at school until late, as (4) _____ 200 trees!

I hope you enjoy the party, anyhow.

How many people (5) _____ ?

(6) _____ Anna _____ ?

Say it!

43 

8. Listen to the sentences. How do you pronounce the underlined words?

- a. I'm going to help.
- b. Who are you going to invite?
- c. We're going to meet a student from the circus school.
- d. She isn't going to come to the party.

43 

9. Listen again and repeat.

10. Complete the sentences with your own ideas.

- a. Next weekend I'm going to ...
- b. When I'm older I'm going to ...
- c. In the future there will be ...
- d. Soon we will ...

Listen

5. Listen to these students planning a documentary programme about voluntary organisations. In which order do they mention these things?

- Ask students to read the organisations before they listen to the audio.
- Play audio Track 42.
- Check answers as a whole class.

Answers

c, b, d, a, e

Audio script

42

A: OK, so Jorge, you're going to introduce the programme and say what it's about. Then, Julia's going to talk about the new Teenaction Voluntary Group, who are doing a fundraising event at the weekend. After that Marco, you're going to do a phone interview with Clovis about his work with CityYear.

B: OK, and then we're going to meet the student from the Circo Para Todos. I'm going to ask her about how the circus school has helped her and her family.

C: What about the plant a tree day? Who's going to do that? We need to publicise the event so we get more volunteers.

D: What about you, Sally?

A: OK, yes, I'll do that. Then we need five minutes on FROGS. Are you going to do that Juan?

E: Yes, I can do that.

F: Great, I think that's it, then.

D: Will that be enough? It has to be 30 minutes long.

F: Yes, that will be perfect.

Focus on Language

6a. Listen again and complete the sentences.

- Ask students to read the sentences before they listen to the audio.
- Play audio Track 42. Students make notes and use them to answer the questions.
- Check answers as a whole class.

Answers

- a. going to talk
- b. 're going to do
- c. 's going to do
- d. Will that be
- e. will be

6b. Match sentences a-e above with rules 1 and 2.

- Ask students to read the rules and complete the exercise.
- Check answers as a whole class.

Answers

a 1 b 1 c 1 d 2 e 2

7. Complete the email with the correct form (*will* or *be going to*) of the verbs in the box.

- Ask students to compare their answer in pairs.
- Check answers as a whole class.

Answers

1 won't be able 2 'm going to help
3 will be 4 we're going to plant
5 are you going to invite
6 Will Anna come

8. Listen to the sentences. How do you pronounce the underlined words?

- Ask students to read the sentences out loud.
- Play audio Track 43.
- Check answers as a whole class. Elicit that *going to* is pronounced *gonna*.

Extra activity

- Ask students to write four sentences using *going to* and say them out loud to their partner.

9. Listen again and repeat.

- Play audio Track 43.
- Students listen and repeat.

10. Complete the sentences with your own ideas.

- Students read the sentences and complete.
- Ask volunteers to read their sentences to the class. Ensure they have used *going to* correctly and pronounce it *gonna*.

Read



11. Look at the pictures and the title. What do you think the text is about? Read the text quickly. Were you right?

Documenting the issues of our time

The Sundance Institute is a non-profit organisation founded by the actor Robert Redford in 1981. Its documentary film programme helps new documentary makers, by running workshops on editing and story-telling, and also giving funds to films about human rights, freedom of expression, social justice, civil liberties and other important issues of our time. They have given almost \$5.2 million to over 175 projects in 52 different countries. Their aims are to discover, support and inspire independent filmmakers around the world and introduce audiences to their new work. By supporting films like these, they are also helping to raise public awareness of important issues. One of the projects the programme has helped is a film called *How to Change the World* by the director Jerry Rothwell, which is about the founders of Greenpeace. Through Sundance and its members, the director managed to raise more than £25,000 to help distribute it and give it a bigger audience. The Sundance Institute also holds an annual film festival in Utah, where around sixteen documentary makers get the opportunity to show their films.



12. Read the text again and answer T (true) or F(false).

- The Sundance Institute has existed since 1981.
- Their documentary film programme teaches film-making skills.
- They encourage people to make funny films.
- They don't have any money to help the film makers.
- How to Change the World* is a documentary about how to make films.
- The Sundance Film Festival takes place every year.

13. Find words in the text which mean:

- | | |
|--|-------------------------|
| a. making money is not its main purpose | e. relating to citizens |
| b. started by | f. topics |
| c. class where people participate creatively | g. succeed in |
| d. money | |

14. Work in pairs and discuss these ideas.

- Do you like watching documentary programmes on TV?
- Do you think TV and film are a good way to raise awareness of issues? Why / Why not?
- Discuss the view 'Art changes the way we reach people'.

Read

11. Look at the pictures and the title. What do you think the text is about? Read the text quickly. Were you right?

- Ask students to look at the pictures and title and guess what the text is about.
- Check answers as a whole class. Write the suggestions on the board.
- Students read the text quickly for gist. Were their suggestions correct?

Answers

The Sundance Institute – a non-profit organisation that helps new documentary makers.

12. Read the text again and answer T (true) or F (false).

- Ask students to read the statements before they read the text again.
- Check answers as a whole class.

Answers

a. T b. T c. F d. F e. F f. T

Extra activity

- Ask students if they have heard of the festival and any of the films that have been made through the Sundance Institute.

13. Find words in the text which mean:

- Ask students to compare their answers in pairs.
- Check answers as a whole class.

Answers

a. non-profit b. founded by
c. workshop d. funds e. public
f. issues g. managed to

Extra activity

- Ask students to write a sentence for each word.

14. Work in pairs and discuss these ideas.

- Ask students what kind of issues a documentary maker might focus on. Explain that *reach* in c means to connect/inform.
- Read the questions and discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers

Speak / Write

15. Look at the documentary film proposal. Answer the questions.

- a. What is the topic?
- b. What country is involved?
- c. Who is interviewed?
- d. What is the government going to do?
- e. How long will the documentary be?

Proposal form

Name of documentary: Modern day slavery continues

Main issue: Violation of human rights: No-one has the right to make another person a slave

Brief description: There are more than 2800 cases of slavery in Brazil. This has increased by 14 % from the previous year. Slaves are used in farms and in the building and manufacturing industries.

Background: Brazil was the last country to abolish slavery in 1888. Most violations occur in the Amazonian state of Para.

Interviews: Interview with slave worker who was freed after working for an iron manufacturer. He said they worked for six days a week and couldn't leave because they didn't have enough money to get home. They had no running water or electricity.

Conclusion: The government is going to give some money to the freed slaves. It will also carry out more labour inspections.

Length: 30 minutes

16. Work in groups. Plan a 30-minute documentary film. It can be about something you have learned in the Module, a survey you have done or your own ideas.

- Think of an idea
- Research the facts
- Decide how you will tell your story

17. Imagine you are going to apply for funds to the Sundance Institute. Complete the form in your notebook, then write a paragraph about your documentary, describing it and saying why you think it is important to share your story with global audiences.

Proposal form

Name of documentary: _____ **Interviews:** _____

Main issue: _____ **Conclusion:** _____

Brief description: _____ **Length:** _____

Background: _____

18. Present your idea to the class. Vote for the best one.

Useful language

We are going to present a documentary about ...

Juan is going to ...

There will be ...

It will ...

Speaking Tip

✓ Read through everything you have to say out loud before you present it. Make sure you can pronounce all the words correctly. Ask your teacher for help.

Use your normal speaking voice, but speak slowly and clearly.

Smile, it makes your voice sound friendly.

Speak/Write

15. Look at the documentary film proposal. Answer the questions.

- Check students understand *proposal*.
- Ask students to read the questions and scan the text for the answers.
- Check answers as a whole class.

Answers

- a. modern day slavery
- b. Brazil
- c. a slave worker
- d. give some money to free slaves
- e. 30 minutes

16. Work in groups. Plan a 30-minute documentary film. It can be about something you have learned in the Module, a survey you have done or your own ideas.

- Put the students in groups and ask them to go through each step.
- Ask students to assign a role to each member of the group. For example, researcher, writer, etc.
- Allow students access to the Internet to research the facts.

Answers

Students' own answers

17. Imagine you are going to apply for funds to the Sundance Institute. Complete the form in your notebook, then write a paragraph about your documentary, describing it and saying why you think it's important to share your story with global audiences.

- Refer students to the proposal in exercise 15. Students use this as reference when writing their own.
- Monitor and help with any language where necessary.

Answers

Students' own answers

18. Present your idea to the class. Vote for the best one.

- Read through the Speaking Tip with the students.
- Refer students to the Useful language box for words to use in their presentations.
- Allow students time to practice their presentation using their proposal form as a basis.
- Encourage them not to read from a script and ensure every member of the group gets to speak.
- Congratulate each group after they have finished and take a vote on the best proposal.

Answers

Students' own answers



Let's work together



Conduct a survey on human rights

1. Work in groups.
 - Think about a title for your survey, e.g. What is your most important right as a student? Do you think it is our basic right to have access to the Internet?
 - Decide whether you will ask one question or a series of questions.
 - Decide how many optional answers you are going to have. (four or five is ideal)
 - How are you going to present your results? (e.g. pie chart, bar chart, etc.)
 - Who are you going to ask?
 - How are you going to record the results?
 - Think about whether to separate the boys' results from the girls' results so you can compare.



Write your survey

2. Write a question or series of questions. (Look back at lesson 5 for ideas.)
3. Write clear answers to choose from. (e.g., *strongly agree*, *strongly disagree*, *agree*, etc., or *always*, *sometimes*, *never*, etc.). You could include a DK (*don't know*) answer.



Conduct your survey

4. Ask other students in your class the survey questions.
5. Record the results carefully, and make a note of whether the answers are from a girl or a boy, if you are presenting different results for each.
6. Collate your results with your group.





Let's work together

This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

CONDUCT A SURVEY ON HUMAN RIGHTS

This activity is a group activity. Students conduct a survey on human rights.

1. Work in groups.

- Organise the class into groups. Tell them they are going to conduct a survey on human rights. Elicit what a survey is. Ask them what they think they need to do to conduct a survey. Ask them to then read the steps in the Student's Book. Were they correct?

WRITE YOUR SURVEY

2. Write a question or series of questions. (Look back at Lesson 5 for ideas.)

- Students need to discuss how many questions they will ask and decide what they will be. To help students, ask them to give you examples of rights that may affect them. For example, *students should have the right to wear what they like to school, students should have the right to get respect from their teachers, etc.*

3. Write clear answers to choose from (e.g., *strongly agree, strongly disagree, agree, etc.*, or *always, sometimes, never, etc.*) You could include a DK (don't know) answer.

- Students need to discuss how many options they will give as answers and what they will be.

CONDUCT YOUR SURVEY

4. Ask other students in your class the survey questions.

- Suggest to the students that each group splits up and surveys a specific proportion of the class. This is so that each student isn't surveyed more than once. Suggest that perhaps one or two students ask the questions while another records the answers so everyone has a role to play.

5. Record the results carefully, and make a note of whether the answers are from a girl or a boy, if you are presenting different results for each.

- Suggest to students that they make a table to record the results in.

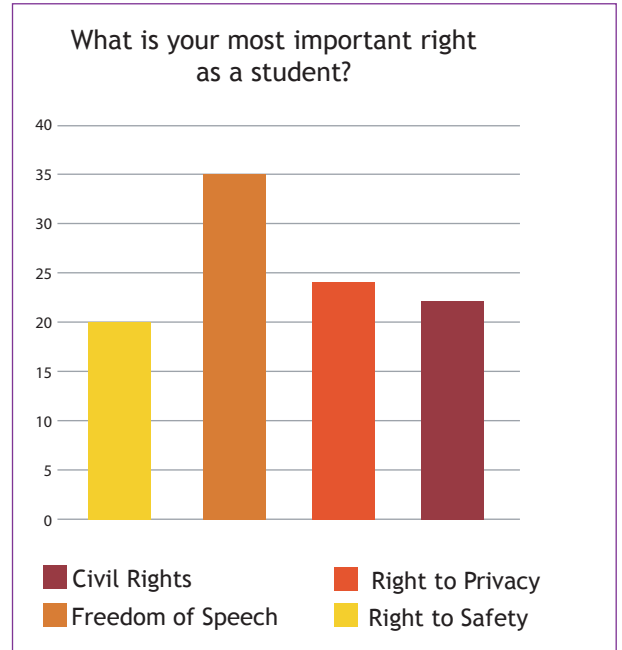
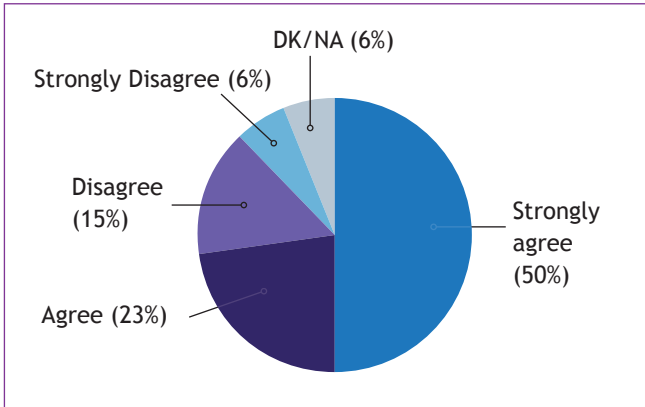
6. Collate your results with your group.

- The students in each group who recorded the answers show the rest of the group the results. Students collate the answers.



Illustrate your results

- Draw a pie chart or graph with the results. Draw one for the girls' results and one for the boys' results.



Write up your results

- Write a short paragraph about the results. Look back at lesson 5 for useful language. Start with *According to our survey ...* . It's a good idea to start with the highest percentages and finish with the lowest.



Present your results

- Elect a spokesperson to present your results to the rest of the class. Listen to the other groups' presentations. Remember to ask questions if there is anything you don't understand.



ILLUSTRATE YOUR RESULTS

7. Draw a pie chart or graph with the results. Draw one for the girls' results and one for the boys' results.
 - Ask students to look at the charts in the Student's Book and discuss how they are going to display their results.

WRITE UP YOUR RESULTS

8. Write a short paragraph about the results. Look back at lesson 5 for useful language. Start with *According to our survey ...* . It's a good idea to start with the highest percentages and finish with the lowest.
 - Ensure all students have a role to play in the groups. Some should be assigned the task of making the charts, others the writing of the paragraph and the rest the presentation of the results to the class.

PRESENT YOUR RESULTS

9. Elect a spokesperson to present your results to the rest of the class. Listen to the other groups' presentations. Remember to ask questions if there is anything you don't understand.
 - Tell students to be prepared to be asked questions at the end of their presentations. Ask them to think about the types of questions they could be asked so they are prepared.
 - Congratulate each group as they finish their talks.



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. Read for gist.			
	B. Recognise the five Ws in a news report.			
	C. Differentiate facts from opinions in newspaper articles.			
WRITING	A. Write a Bill of Rights for teenagers.			
	B. Write a short opinion essay.			
	C. Write a paragraph about the results of a survey.			
SPEAKING	A. Give opinions about being a good citizen.			
	B. Do a quiz on how charitable you are.			
	C. Discuss what your ideal world would be like.			
LISTENING	A. Understand people talking about their attitudes on how to be a good citizen.			
	B. Match people with their opinions about wealth and poverty.			
	C. Understand people talking about how they get news.			



Self-assessment

As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

1. Assessment of your English language skills

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

The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

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

Study skills	Always	Sometimes	Never
Plan my writing carefully before writing a first draft.			
Use pictures and titles relating to listening texts to understand the context.			
Listen to native English speakers in films and interviews on the Internet to improve my pronunciation.			
Use a dictionary to find the meaning of new words.			
Use pictures relating to reading texts to understand new words.			

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 can I / we do better next time?
ME			
MY GROUP			

4. Assessment of Module 2

Look back over the module then complete the sentences.

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



2. Assessment of your English study skills

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

Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.

3. Assessment of Let's work together

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

This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you always listen to your classmates' opinions when you were all discussing the project? How often did you help other students with their work?*

After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

4. Assessment of Module 2

- **Look back over the module then complete the sentences.**

The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate. Ask a few volunteers to read their sentences aloud.

Love and relationships



In this module you will ...

- reflect on gender roles and discuss our sexual roles, in **Unit 1 My world and I**
- understand our relationships, learn about ways to be responsible in relationships and consolidate our understanding of sexuality, in **Unit 2 Understanding my sexuality**
- examine how to live a healthy life and make responsible choices in our relationships, in **Unit 3 Health and responsibility**

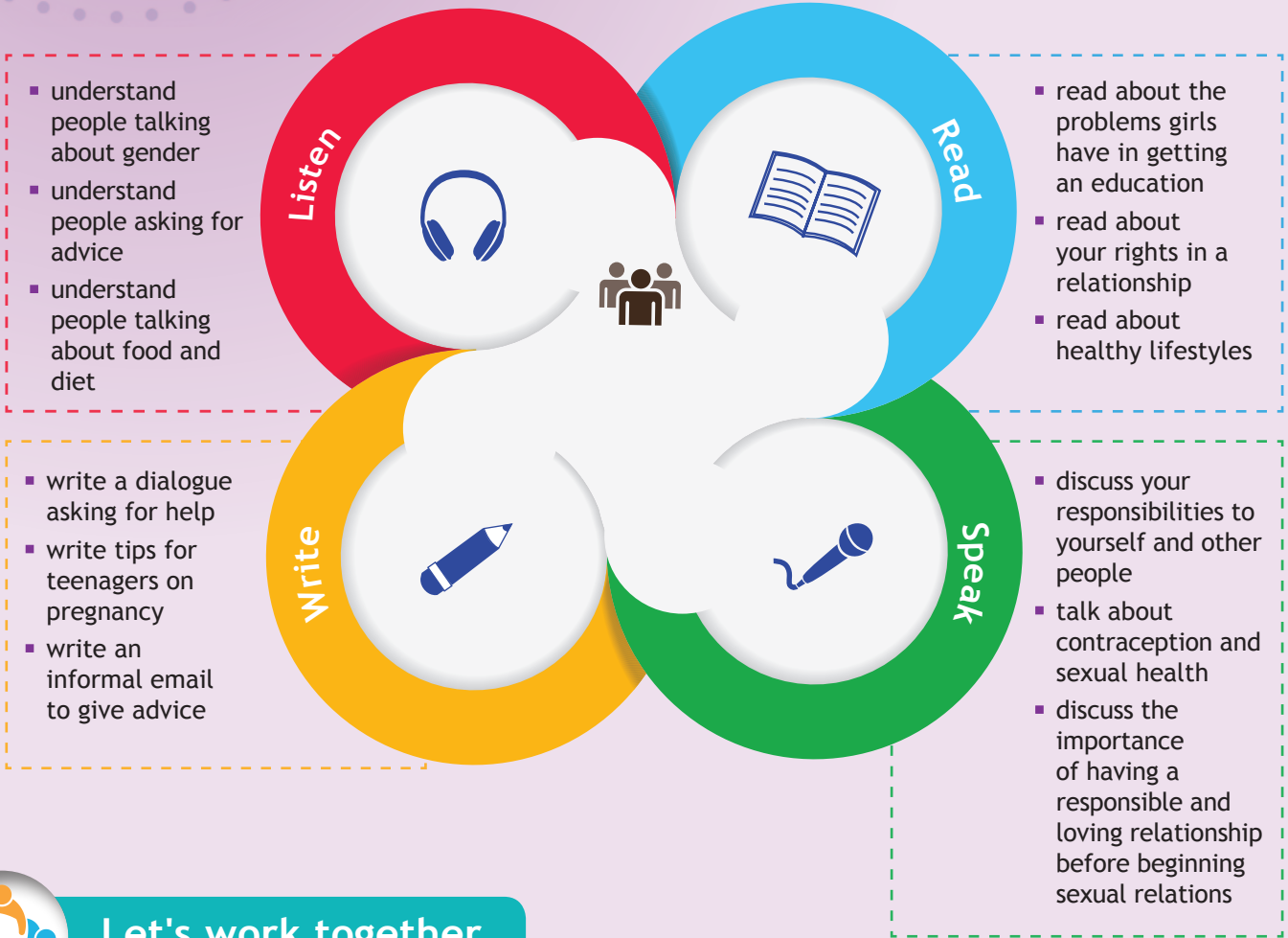
Module Overview

The main theme of the module is related to love and relationships. Students will reflect on gender roles. They will learn how to understand relationships and how to behave responsibly. They will examine how to live a healthy life and make responsible choices in their relationships. Introduce the module to students by telling them the name of Module 3: *Love and relationships*.

In this module you will ...

Begin by reading through the unit descriptions with students. If necessary, use L1 to help students understand what the module is about and what students will be doing. You could ask one or two questions to develop students' interest and to see how many words they already know in English for the different topics, for example, *What does it mean to be responsible? How should you treat people in a relationship? How do you look after your health?*

You will also ...



Let's work together

Produce a short play

The project in this module gives you the opportunity to work together to create a short play or sketch on the theme of relationships. You will need to:

- work together as a team to brainstorm ideas
- create a sketch or short play
- choose roles to play and perform in front of your classmates
- record your performance if possible

You will also...

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

Let's work together

Project: Produce a short play

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

Focus on Vocabulary

Get Ready!

1. Look at these pictures and answer the questions below.



- Which pictures show children?
- Which pictures show adults?
- What age do people become adults?
- Are teenagers children? Why? / Why not?
- What things do adults do that children don't do?

2. Think of all the places where people meet a boyfriend or girlfriend for the first time. Make a list.

 Speak

3. Where did your parents meet? Is this place on your list in exercise 2?

4. Walk around the classroom and find classmates who answer 'yes' to these questions. Ask different classmates and write their names in your notebook.

▪ Find someone who ...

- has a baby brother or sister.
- knows someone with the same birthday.
- knows what job they want to do in the future.
- has been to a wedding.
- is the youngest in his/her family.
- helps to do house chores at the weekend.
- has a relative from another country.
- comes to school with an uncle or aunt.
- has the same name as one of his/her parents.

5. Look at the following sentences. Are they true or false for you?

- I am a person who likes going out in the evenings.
- My mum is a person who works very hard.
- I have lots of friends who are older than me.
- I live in an apartment that is in the city centre.
- In the future, I want a job which will be in an office.
- I do lots of chores which are really boring.

MODULE 3 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Personalities, describing people	<ul style="list-style-type: none"> Relative clauses 	<ul style="list-style-type: none"> Speaking: find out about people you know Writing: describe yourself
Lesson 2	Gender equality	<ul style="list-style-type: none"> Using <i>must (not)</i> and <i>can</i> to express obligation and free choice 	<ul style="list-style-type: none"> Speaking: discuss rules and obligations related to gender Writing: use a mind map to write a description of a situation
Lesson 3	Responsibilities to family, school, community, etc.	<ul style="list-style-type: none"> Using <i>have to</i> and <i>don't have to</i> to express obligation and freedom 	<ul style="list-style-type: none"> Speaking: discuss rights and responsibilities Writing: describe roles you play in your life

LESSON OVERVIEW

In this lesson, students will explore what a human being is and describe the values and traits of human beings. They will describe their own personality and skills and understand that people have different skills and personalities.

Focus on Vocabulary

Get ready!

1. Look at these pictures and answer the questions below.

- Before students do the activity, ask them in pairs to describe the pictures in detail. Ask them to consider age, profession, feelings, etc.
- Ask students to answer the questions in pairs.
- Check answers as a class.

Extra activity

- Ask students whether they are looking forward to becoming adults and to give reasons for their answers.

Answers

- a 1, 6, 7
 b 1, 2, 3, 5, 7, 8
 c 18 years old
 d Students' own answers
 e Possible answers
 have children, drive, have a job, own a house

2. Think of all the places where people meet a boyfriend or girlfriend for the first time. Make a list.

- Ask students to work in pairs.
- Check answers as a whole class.

Answers

Possible answers
 in class, at a café, in the library, at a party, at a concert, doing sports, walking the dog, on public transport

Speak

3. Where did your parents meet? Is this place on your list in exercise 2?

- Ask students to discuss the question in pairs.
- Check answers as a whole class.

Extra activity

- Ask students to discuss in pairs whether meeting a boyfriend or girlfriend is easier or more difficult for them now or for their parents when they were younger. Ask them to give reasons for their answers.

Answers

Students' own answers

4. Walk around the classroom and find classmates who answer 'yes' to these questions. Ask different classmates and write their names in your notebook.

- Tell students to read the statements and check they understand all the words.

- Explain that they should write the statements in their notebooks and the names of students who answered *yes* next to each statement.
- Check answers as a whole class. Write the statements on the board and list all the names of the class who said *yes* next to each statement.

Extra activity

- Encourage students to write the answers on the board in full sentences. For example, *Maria and Carlos have a baby brother or sister.*

Answers

Students' own answers

5. Look at the following sentences. Are they true or false for you?

- Ask students to read the sentences and discuss them in pairs. Encourage students to give reasons for their answers. For example, *My mum is a person who works very hard. She has two jobs, and she also looks after me, my brother and my dad.*
- Check answers as a whole class.

Extra activity

- Ask students to write two more statements. They swap them with a partner. They say whether each statement is true or false for them and give reasons.

Answers

Students' own answers

Focus on Language

6. Look at the following sentences. Answer the questions below the table.

1	2
1.a. My mum is a person. She works very hard.	2.a. My mum is a person who works very hard.
1.b. I have lots of friends. They are older than me.	2.b. I have lots of friends who are older than me.
1.c. I live in a flat. It is in the city centre.	2.c. I live in a flat that is in the city centre.
1.d. I do lots of chores. They are really boring.	2.d. I do lots of chores which are really boring.

- Which words are in bold?
- How many sentences are there in number 1.a?
- How many sentences are there in 2.a?
- What word does **who** replace in sentence 2.b?
- What words does **that** replace in 2.c?
- Does **who** describe people or things in sentences 2.a and 2.b?
- Do **that** and **which** describe people or things in sentences 2.c and 2.d?

Useful language

- We use relative clauses to give extra information about a noun.

Who *I have lots of friends.*

They are older than me. I have lots of friends who are older than me.

- We use **who** to give extra information about people.

That *I live in a flat.*

It is in the city centre. I live in a flat that is in the city centre.

Which *I do lots of chores.*

They are really boring. I do lots of chores which are really boring.

- We use **which** or **that** to give extra information about objects and things.

7. Join the sentences with **who** or **which / that**.

- A friend is a person ... is always there to help you.
- I have a bedroom ... I share with my brother.
- My best friend is someone ... has the same hobbies as me.
- A relationship is something ... most kids my age don't have.
- I only have online followers ... are people I know.
- My home town is a city ... has lots of places to go out with my friends.

Focus on Language

- 6 Look at the following sentences. Answer the questions below the table.
- Ask students to read the sentences in the first column. Tell them to underline the pronouns in the second sentence. Ask them what the pronouns refer to. For example, *She* in 1.a. refers to *My mum*.
 - Ask students to read the sentences in the second column. Elicit that the pronouns have been replaced by relative pronouns to make one sentence instead of two.
 - Ask students to do the activity in pairs.
 - Check answers as a whole class.

Answers

- a. who, that, which
- b. two
- c. one
- d. They
- e. It
- f. people
- g. things

7. Join the sentences with *who* or *which / that*.
- Ask students to read the sentences. Pre-teach *kids* and *followers*.
 - Students do the activity. Ask them to think about what the relative pronoun refers to in each sentence. Ask students to read the grammar box to clarify the rules if necessary.
 - Check answers as a whole class.

Extra activity

- Ask students to write two more gap-fill sentences using relative pronouns. Students swap sentences and answer with a partner.

Answers

- a who
- b which/that
- c who
- d which/that
- e who
- f which/that



8. Look at Hannah's home page. Translate the words in bold into your language.



Hannah

12 facts about me

- I'm the only one of my friends who's **punctual**. I always arrive on time!
- I'm really **outgoing** at school. I want to talk to everyone about everything, except sports!
- I'm **shy** around adults who I don't know. I can't say anything!
- My cat is the most **attractive** person I know. She's beautiful! What do you mean she's not a person?
- My parents think I'm not very **responsible**. I lose things all the time – my bag, my house keys, my smart phone (eek!).
- Our grandma lives with us and she is **lovely**. She always cooks my favourite food on Sunday, lasagne. Mmm ...
- I've changed schools six times in my life so I'm always **friendly** to new kids in our class.
- My parents say I'm **smart** but my Maths teacher doesn't agree. I got 22% in my last exam!
- Everyone in my school is really **generous**. I organised a collection of food for needy families in our area, and people brought in 200 kilos of food.
- My best friend is Charlotte. She is so **funny**. We laugh and laugh and laugh.
- There's only one household chore that I like. Cleaning the bathroom. That's when I feel **happy**.
- People say I'm **honest** but not everything I say is true. There's one lie that I put in my 12 facts. Which one could it be?

9. Look again at Hannah's home page. Find three similarities and differences between her and you.

Read

8. Look at Hannah's home page. Translate the words in bold into your language.
- Ask students what a *blog/home page* is.
 - Elicit from students that the words in bold are adjectives.
 - Ask students to translate the adjectives into their L1.
 - Check answers as a whole class.

Extra activity

- Ask students to write sentences including each adjective. Can they think of any more?

Answers

Students' own answers

9. Look at Hannah's home page. Find three similarities and differences between her and you.
- Ask students to do the activity and discuss in pairs.
 - Check answers as a whole class.

Answers

Students' own answers

Focus on Vocabulary

10. Choose the correct words to complete the sentences about Hannah.

1. I'm always on time, but I often need to wait *badly* / *patiently* for my friends because they're always late.
2. I spent a lot of time on my profile photo because I wanted to take the picture *quietly* / *well*.
3. I do the chores *carefully* / *loudly* so I only need to do each job once.
4. My parents get really angry when I play my music *correctly* / *loudly* in my bedroom. Were they never young?
5. I always talk to the new kids at school so I make new friends *easily* / *patiently*.
6. My grandma is amazing. She cooks *fast* / *quietly*. She makes dinner for six people in ten minutes!
7. If I go out, my baby sister is usually in bed so I need to come in *easily* / *quietly*.
8. I can never do my maths homework *correctly* / *well*. I always make lots of mistakes.
9. I play tennis really *badly* / *correctly*. I can't even hit the ball!

Listen 

44



11. Listen to the questions and choose the best answer for each one.



- | | | |
|----------------------|----------------|--------------|
| a. - Very fluently | - Yes, I am | - Yesterday |
| b. - I'm very funny | - A teacher | - My mum |
| c. - Very successful | - Yes, I do | - At Science |
| d. - Not much | - Yes, algebra | - Yes, I am |


Write 

12. Write five characteristics that describe the kind of person you are and your skills or capabilities as a human being. Look at the examples in exercises 8 and 10.


1. _____

2. _____

3. _____



This is me



This is me

4. _____

5. _____

Useful vocabulary

- Some words (adjectives) that describe personality, traits or qualities are:
smart, generous, punctual, attractive, friendly, honest, responsible, lovely, funny, outgoing, shy, happy

- Some words (adverbs of manner) that describe how we do things are:
badly, carefully, correctly, easily, fast, loudly, patiently, quietly, well

Focus on Vocabulary

10. Choose the correct words to complete the sentences about Hannah.

- Ask students to identify the words in italics (*Adverbs*). Elicit that they are used to describe verbs.
- Students do the activity and check their answers with a partner.
- Check answers as a whole class.

Extra activity

- Tell students to write three gap-fill sentences with adverbs. Students swap with their partner and answer.

Answers

- 1 patiently
- 2 well
- 3 carefully
- 4 loudly
- 5 easily
- 6 fast
- 7 quietly
- 8 correctly
- 9 badly

Listen

11. Listen to the questions and choose the best answer for each one.

- Tell students to read the answers and think about what the questions could be.
- Play audio Track 44.
- Check answers as a whole class.

Answers

- a. Very fluently
- b. A teacher
- c. At Science
- d. Not much

Audio script

44

- a. How well do you speak English?
- b. Which job is the best for you?
- c. What are you good at?
- d. How good are you at algebra?



Write

12. Write five characteristics that describe the kind of person you are and your skills or capabilities as a human being. Look at the examples in exercises 8 and 10.

- Ask students to read the Useful Vocabulary before they do the exercise.
- Check answers as a whole class. On the whole, do the class describe themselves similarly?

Extra activity

- Tell students to discuss their words in pairs. Ask students to give reasons for their answers.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the pictures and answer the questions below.



- What are the men and women doing?
- Are these typical roles for men and women?
- Do they show examples of gender equality? Why? Why not?

2. Read the definition of gender equality in the box and then match the texts on the right with the statements (a-d) below.

Gender equality is when women and men have ...

- equal access to education.
- equal opportunities to make decisions in their households.
- legal equality, for example, equal rights to own property.
- equal status at work, for example, the same pay for the same job.



1. Jaime and Rebecca are **happy about** their relationship. They both always decide where they go and what they do together.



2. Jane has just bought her own home. She is **excited about** it.



3. Kelly has just graduated from university with a degree in Mechanical Engineering. Her family is really **proud of** her.



4. Jeremy has just become a qualified nurse. He's **pleased with** his job and his pay. All the nurses earn a similar amount.



5. Jim is **married to** Mary. They both work and when they come home, they share the household chores like cooking dinner or the washing up.

LESSON OVERVIEW

In this lesson, students will understand the concept of gender equality. Students will reflect on gender roles today and learn how to respect people equally.

Focus on Vocabulary

Get ready!

1. Look at the pictures and answer the questions below.
 - Before students do the activity, ask them in pairs to describe the pictures in detail.
 - Ask students to answer the questions in pairs.
 - Check answers as a class.

Answers

- a. The men are changing a nappy, sweeping the floor and cooking. There's a mixture of men and woman doing different jobs.
 - b. No, they aren't.
 - c. Yes, they do. These photos show that men and woman can perform chores and do jobs equally well.
2. Read the definition of gender equality in the box and then match the texts on the right with the statements (a-d) below.
 - Pre-teach *access*, *property* and *status*.
 - Ask students to read the rules and then the statements. Check answers in pairs.
 - Check answers as a whole class.

Extra activity

- Ask students to discuss whether the rights are always or often respected in their country. Ask them to give reasons for their answers.

Answers

a 3 b 1/5 c 2 d 4

Read 

3. Match pictures 1-10 with the jobs in the box.

- builder
- chef
- cleaner
- doctor
- football player
- hairdresser
- mechanic
- nurse
- police officer
- taxi driver



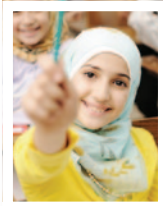
4. Answer the questions about the jobs.

- a. Who can get these jobs?
- b. Which skills do you need to get one of the jobs?
- c. Do you know anyone who does these jobs? Is it a man or a woman?
- d. Are these jobs typically for men or women? Is that fair?

5. Read the texts and then answer the questions.



While other girls her age are having fun in the playground, Lakshmi is hard at work. She gets up early to work on a tea plantation. Families often take their children out of school in India because they need money. Lakshmi dreams of going back to school and her mother is **happy about** that, but everyone must work to provide money for the family. Fortunately, organisations like UNICEF now provide girls' clubs on the plantation to help Lakshmi and her friends go back to school.



Nine-year old Razia needs to fight just to receive an education. Many people in Pakistan believe that girls mustn't go to school for cultural reasons. However, Razia is one of the lucky ones. Her parents believe in education and they are **proud of** their daughter. The struggle doesn't end there. Schools in Pakistan also have few facilities such as computers and other equipment so teachers must work hard just to provide a basic education for their students.

- a. What are some difficulties Lakshmi and Razia have in going to school?
- b. What is similar and what is different in the girls' stories?
- c. How do you feel about the stories?

Glossary

- tea plantation: *plantación de té*
- facilities: *instalaciones*
- struggle: *lucha*

Read

3. Match pictures 1-10 with the jobs in the box.
- Ask students to discuss what they can see in each photo in pairs.
 - Ensure students understand all the words in the box. Students do the activity.
 - Check answers as a whole class.

Extra activity

- Ask students to think of as many professions as they can and write them in their notebooks.

Answers

- builder
- football player
- doctor
- cleaner
- police officer
- chef
- mechanic
- nurse
- taxi driver
- hairdresser

4. Answer the questions about the jobs.

- Tell students to read the questions and answer them in pairs.
- Check answers as a whole class. Elicit that both men and women can get any of the jobs but that some are still considered male or female professions.

Extra activity

- Encourage students to answer the questions in pairs for the jobs they wrote in their notebook in the extra activity in exercise 3.

Answers

Students' own answers

5. Read the texts and then answer the questions.

- Ask students to look at the pictures and think about what the girls are doing and where they might live.
- Check answers as a whole class.

Extra activity

- Ask students to write any words from the text that they didn't know in their glossary. Students translate the words into their L1.

Answers

- Lakshmi must work. In Pakistan, where Razia lives, people don't believe girls should go to school.

Focus on Vocabulary

6. Look at the words in bold in the texts in exercises 2 and 5. Then complete the statements.

- The first word in all the expressions in bold are:
 - nouns
 - adjectives
 - prepositions
- The second word in all the expressions in bold are:
 - nouns
 - prepositions
 - verbs
- Three sentences that follow the same pattern of the expressions in bold are:
 - My friends and I are very good at mathematics.
 - I really don't like disrespectful people.
 - Eating well is very beneficial for our health.
 - It is quite usual for people to confuse the words 'sex' and 'gender'.

7. Complete the collocations with the correct preposition.

- | | | |
|---------|-------|------|
| ▪ from | ▪ for | ▪ on |
| ▪ about | ▪ of | ▪ in |

- I am so proud _____ my sister. She's the first person in our family to go to university.
- The girls' uniform is different _____ the boys' one, but they both wear trousers.
- I'm not keen _____ science fiction. I don't really like it.
- I'm interested _____ learning about gender equality. I think it's important.
- People must be responsible _____ their actions.
- The school wants to start a football team for boys and girls next year and I'm happy _____ that.

Useful language

- A collocation is a pair or group of words that usually appear together.
Example: *to be good at something*
to be proud of someone

Listen 

45



8. Listen to some adults and teenagers talking about gender issues. Organise the statements in the order you hear them.

- At my school, girls can study the same subjects as boys.
- Girls can do and wear what they like, the same as boys.
- Everyone must share the household chores.
- To have gender equality, boys and girls must have the same rights and opportunities.
- Girls must have the same job opportunities as boys, including in traditionally male areas like the construction industry.

Focus on Vocabulary

6. Look at the words in bold in the texts in exercises 2 and 5. Then complete the statements.

- Ask students find the words in bold and answer the questions.
- Check answers as a whole class.

Extra activity

- Ask students to think of any adjectives/prepositions and write a sentence for each.

Answers

a 2 b 2 c 1, 3, 4

7. Complete the collocations with the correct preposition.

- Ask students to read the Useful language box. Elicit that *be good at* and *be proud of* are collocations.
- Ask students to underline the adjectives in the sentences before they do the exercise.
- Check answers as a whole class.

Extra activity

- Ask students to write three sentences using the collocations in the exercise. Each sentence contains a mistake. Students swap the sentences with a partner and correct them.

Answers

a of b from c on d in e for
f about

Listen

8. Listen to some adults and teenagers talking about gender issues. Organise the statements in the order you hear them.

- Ask students to read the statements.
- Play audio Track 45.
- Check answers as a whole class.

Extra activity

- Ask students discuss in pairs whether they agree with the statements and give reasons for their answers.

Answers

1 d 2 a 3 e 4 c 5 b

Audio script

45

A: To have gender equality boys and girls must have the same rights and opportunities. For example, companies must pay men and women the same money for the same job. It's the law.

B: Schools must encourage gender equality for boys and girls by treating them both equally and fairly. For example, at my school girls can study the same subjects as boys.

C: Adults mustn't stop girls from getting the jobs they want. Girls must have the same job opportunities as boys, including in traditionally male areas like the construction industry.

D: Everyone must share the household chores. Men mustn't expect women to clean the house. It's the responsibility of everyone.

E: We will have gender equality when girls can do or wear what they like, the same as boys. Gender equality will arrive when no one refuses opportunities because of their sex.

Focus on Language

9. Look at the sentences from the listening. Do the sentences express a free choice or an obligation?
- Companies must pay men and women the same money for the same job.
 - At my school girls can study the same subjects as boys.
 - Men mustn't expect women to clean the house. It's the responsibility of everyone.
 - Girls can do or wear what they like

Useful language

- We use **must** to describe obligation.
Girls must have the same job opportunities as boys.
- We often use **must** to describe rules and laws.
Companies must pay men and women the same money for the same job. It's the law.
- The negative of must is **mustn't**.
Men mustn't expect women to clean the house.

Speak

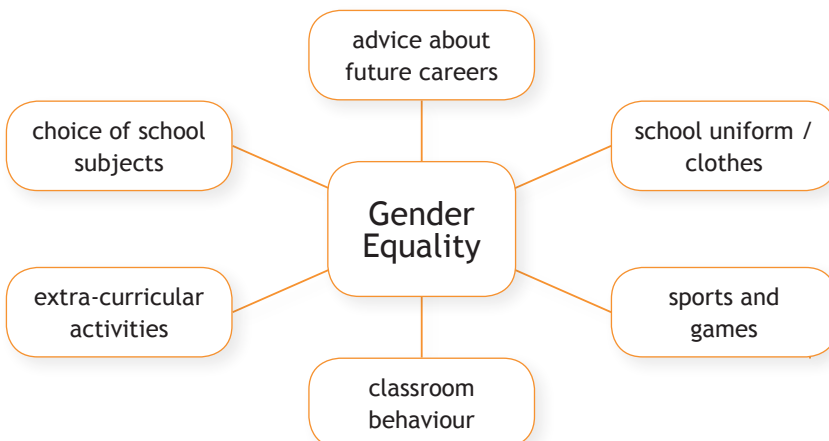
10. Are these rules and obligations true for your country?

- Girls must go to school.
- Children must start school at the age of four.
- Students mustn't use their smartphones in class.
- People mustn't smoke in cafés or restaurants.
- People must drive on the left side of the road.
- Eighteen-year-olds mustn't get married without their parents' permission.
- Companies must pay men and women the same money for the same job.
- Students mustn't wear jeans to school.



Write

11. Write a description of a situation in your school which shows gender equality. Use the mind map to help you.



Writing Tip

✓ Mind mapping is a technique to help you organise information about a topic in a diagram.

Focus on Language

9. Look at the sentences from the listening. Do the sentences express a free choice or an obligation?
- Ask students to read the sentences and underline the verbs. Elicit that *must* is used to express an obligation and *can* is used to express a free choice.
 - Ask students to read the *grammar* box to clarify.

Extra activity

- Tell students to write three sentences about gender equality using *must*, *mustn't* and *can*. They can then discuss them in pairs.

Answers

- a obligation
- b free choice
- c obligation
- d free choice

Speak

10. Are these rules and obligations true for your country?
- Ask students read the statements and discuss in pairs.
 - Check answers as a whole class. Elicit from students whether they agree with rules and obligations and give reasons for their answers.

Extra activity

- Tell students write down any more rules and obligations that are true for their country using *must* and *mustn't*.

Answers

Students' own answers

Write

11. Write a description of a situation in your school which shows gender equality. Use the mind map to help you.
- Tell students to look at the diagram and elicit that it's a mind map. Ask them to read the *Writing tip*.
 - Focus on one of the topics in the mind map and give an example of gender equality. For example, *Boys and girls can play on the school basketball team*.
 - Students discuss in pairs and then write a description of one situation.
 - Check answers as a whole class.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the diagram below. Discuss the questions.

- What responsibilities does Bernardo have?
- Do you have similar responsibilities?
- Is Bernardo a responsible person? Why? Why not?

Example:

He has a responsibility to himself. He has to stay healthy and he mustn't smoke.



- Do you think some of his responsibilities are more important than others?
- Draw a similar diagram in your notebook and write the responsibilities you have to yourself, in your family, to organisations or institutions (school) and in the community.



- Work in groups. Compare your lists from exercise 3. Do you have the same or different responsibilities?

Glossary

- litter: *ensuciar*

LESSON OVERVIEW

In this lesson, students will reflect on their rights and responsibilities in relationships. They will learn how to respect their own and each other's rights.

Focus on Vocabulary

Get ready!

1. Look at the diagram below. Discuss the questions.

- Ask students to answer the questions in pairs.
- Check answers as a class.

Answers

- a. He has a responsibility to his parents to look after his sister, and a responsibility to his sister to look after her well. He has a responsibility to his basketball team to go to practice. He also has a responsibility to his neighbourhood to respect the place and the people who live there.
- b. Students' own answers
- c. Students' own answers

2. Do you think some of his responsibilities are more important than others?

- Ask students to rank his responsibilities in pairs and give reasons for their answers.
- Check answers as a whole class. Do the class agree on which is the most/least important?

Answers

Students' own answers

3. Draw a similar diagram in your notebook and write the responsibilities you have to yourself, in your family, to organisations or institutions (school) and in the community.

- Ask students to discuss in pairs before they write their lists.

Extra activity

- Ask students to write a paragraph about their responsibilities.

Answers

Students' own answers

4. Work in groups. Compare your lists from exercise 3. Do you have the same or different responsibilities?

- Tell students to compare their lists.
- Check answers as a whole class. Write the ideas on the board. Ask the class as a whole to think of any more.

Extra activity

- Encourage students to make a note of any new language and add it to their glossary. Students translate the word into their L1.

Answers

Students' own answers

Listen 46 

5. You overhear five conversations. In which conversation (1-5) are the people

- on the beach?
- at a picnic?
- on the bus?
- at school?
- at home?

46 

6. Listen again. Are the people responsible or irresponsible?



Focus on Language

7. Look at the conversations (1-3). Answer the questions.

- A: Do I have to bring some food for the picnic?
B: Yes, you have to bring some food.
 - A: Do I have to bring any drinks?
B: No, you don't have to bring any drinks. It's your choice.
 - A: When must we choose our courses for next year?
B: You must choose them by the end of next week.
You mustn't forget. It's very important.
- Do *must* and *have to* express obligation?
 - How do we make questions and negatives with *must*?
 - How do we make questions and negatives with *have to*?

Useful language

- We use *have to* to describe obligation. It is similar to *must*.
You have to buy a ticket to ride the bus.
- The negative of *have to* is *don't have to*. It means there is no obligation.
We don't have to turn the music down before 11 PM.
- Remember that *mustn't* means *do not*. It expresses prohibition.
You mustn't ride the bus without buying a ticket. It's not allowed!

8. Imagine a new student is joining your school. Think of three things he/she has to do. Think of three things he/she doesn't have to do.

Listen

5. You overhear five conversations. In which conversation (1-5) are the people ...

- Ask students to read a-e and think of related words they may hear on the audio.
- Play audio Track 46.
- Check answers as a whole class.

Answers

a 1 b 3 c 2 d 5 e 4

Audio script

46

1

A: This party is amazing!

B: Yes, look at the sea and the sand. Ah! I'm so happy.

A: Here.

B: What's this?

A: A beer.

B: I don't know.

A: It's a party! You have to drink!

B: I don't want to.

A: It's your fifteenth birthday! Come on. It's only a beer!

2

A: Did you buy a ticket?

B: No. I'm travelling for free!

A: You have to buy a ticket to ride the bus.

B: Nobody pays for a ticket! I'm not.

A: You mustn't ride the bus without buying a ticket. It's not allowed!

3

A: Great food! That was fun.

B: Yeah. It was good. OK. Let's go home.

A: But wait ... look at all the cans. We have to throw the rubbish away.

B: Just leave it there.

A: It's a park! We can't just leave our litter here.

B: Don't worry about it.

4

A: Turn the music down! It's really loud.

B: We don't have to turn the music down before 11 p.m.

A: The neighbours can hear it!

B: It's our flat. We can play music here if we want!

5

A: It's Ms. Smith's last day at school next week. Let's buy her a present.

B: We don't have to buy her a present. She's our teacher.

A: She's a great teacher. We have to do something for her.

C: That's right. Just to say thank you.

B: OK. Let's ask everyone to pay ... I don't know \$1 for it?

6 Listen again. Are the people responsible or irresponsible?

46



- Play audio Track 46.
- Check answers as a whole class. Ask students to give reasons for their answers.

Extra activity

- Ask students in pairs to think of other ways in which people can be irresponsible in these places.

Answers

Students' own answers. Some are responsible, others are irresponsible.

Focus on Language

7. Look at the conversations (1-3). Answer the questions.

- Ask students to underline *must* and *have* in the conversations before they read and answer the questions.
- Check answers as a whole class.

Extra activity

- Ask students to write two gap-fill conversations with *must* and *have*. Students swap conversations and answer.

Answers

- a yes
- b When must we ...? You mustn't ...
- c Do I have to ...? You don't have to ...

8. Imagine a new student is joining your school. Think of three things he/she has to do. Think of three things he/she doesn't have to do.

- Ask students to write the six statements using *You have to / don't have to*.
- Students compare their sentences in pairs.
- Check answers as a whole class.

Extra activity

- Tell students that their penfriend is coming to stay with them. Write three sentences about what they have to / don't have to do. For example, *You don't have to wash up. You have to lock the door when you go out.*

Answers

Students' own answers



Read

9. Read the rights a group of teenagers wrote. Can you think of one more to add to the list?

Your rights in a relationship

Happiness is something we make by being kind and loving to the special person in our life. Here are our rules for a strong relationship.

In a relationship, you have the right:

1. to choose your own friends. Nobody can decide this for you.
2. to follow your own path. The individual wishes of each person are important in a relationship.
3. to be in a healthy relationship where you share your love as equals.
4. to give your opinions. Your partner must respect them even if he/she has a different opinion.
5. to not have sex or to practise safe sex, if you choose.
6. to be with your boyfriend or girlfriend without emotional, physical or sexual abuse.
7. to have the freedom to decide your own sexual orientation.



Glossary

- follow your own path: *seguir tu camino*
- wishes: *deseos*
- safe sex: *sexo seguro*

10. Look at *Your rights in a relationship* above. Are these rights easy or difficult to achieve?

Focus on Vocabulary

11. Read the description. Then decide if the words in the box are adjectives or nouns.

A noun is a thing, like a *cat* or a *house*.

An adjective describes nouns. It is a word like *black* or *big*.

- | | | | |
|-------------|----------|-----------------|---------|
| ▪ Argentina | ▪ fast | ▪ intelligent | ▪ sofa |
| ▪ bored | ▪ green | ▪ large | ▪ year |
| ▪ boy | ▪ guitar | ▪ neighbourhood | ▪ young |
| ▪ doctor | ▪ happy | ▪ round | ▪ zoo |

12. Find the noun or adjective form of the words in the text in exercise 9. Remember to write in your notebooks.

Adjective	Noun
abusive	_____
_____	difference
_____	emotion
friendly	_____
happy	_____
_____	health
_____	importance
_____	kindness
_____	safety
_____	strength

Read

9. Read the rights a group of teenagers wrote. Can you think of one more to add to the list?
- Ask students to read the *glossary*. Ask them to read the statements and ensure they understand all the language.
 - Ask students in pairs to think of any more rights. Ask them to think about their own relationships or those of their friends and family to help give them ideas.
 - Check answers as a whole class.

Extra activity

- Tell students to discuss the rights the teenagers wrote. Do they agree with them? Why? Why not?

Answers

Students' own answers

10. Look at *Your rights in a relationship* above. Are these rights easy or difficult to achieve?
- Ask students to read each right again and discuss in pairs if it's easy or difficult to achieve. Give an example. Say *I think it's sometimes difficult to respect your partner's opinion if you don't agree with them.*
 - Check answers as a whole class.

Answers

Students' own answers

Focus on Vocabulary

11. Read the description. Then decide if the words in the box are adjectives or nouns.
- Tell students to read the sentences and do the exercise.
 - Check answers as a whole class.

Extra activity

- Ask students to think of five more nouns and five more adjectives and write them down. Students swap words and their partner and must say which are nouns and which are adjectives.

Answers

Nouns: Argentina, boy, doctor, guitar, neighbourhood, sofa, year, zoo

Adjectives: bored, fast, green, happy, intelligent, large, round, young

12. Find the noun or adjective form of the words in the text in exercise 9. Remember to write in your notebooks.
- Tell students to read the sentences and do the exercise.
 - Check answers as a whole class.

Extra activity

- Ask students to write a sentence for three pairs of words (adjective/noun).

Answers

abusive - abuse different - difference emotional - emotion friendly - friend happy - happiness healthy - health important - importance kind - kindness safe - safety strong - strength

47
🎧

Say it!

13. In every content word a syllable is stressed. When you add syllables to the words, the stress often stays on the same syllable. Listen. Where is the stress?

- a. abuse abusive
- b. emotion emotional
- c. friend friendly
- d. happy happiness
- e. health healthy
- f. kind kindness
- g. safe safety

🎤 Speak

14. Read the different scenarios and then write two rights you have and two responsibilities you have in each one.

Scenario 1: You are in a relationship, but you want it to end. At the moment, you don't have time to do the things that you like to do, like go to clubs or spend time with your friends. When you tell your boyfriend / girlfriend the news, he/she doesn't want you to end the relationship.

Scenario 2: Your friend tells you about a new class or sport and asks you to go to it together. You like the idea but you have a boyfriend / girlfriend. He/She wants to spend time with you this evening and tells you not to go to your friend's house.

Glossary

- compromise (discussion to reach a fair agreement): *concesión*

- Is it appropriate to compromise in this situation? Why / Why not?
- Is it appropriate to compromise in this situation? Why / Why not?

✍ Write

15. List some of the different roles you play in your life. List the way you can show respect for others while you are in those roles.

Roles	Ways I can show respect for others
student	I have to listen to my classmates when they are talking.
brother / sister	I mustn't take their things without asking.



13. In every content word a syllable is stressed. When you add syllables to the words, the stress often stays on the same syllable. Listen. Where is the stress?

- Tell students to read the words aloud in a-g. Ask them to underline the stress in each word.



- 47 ▪ Play audio Track 47. Ask students to review their first answers.
- Check answers as a whole class.

Answers

- a abuse abusive
- b emotion emotional
- c friend friendly
- d happy happiness
- e health healthy
- f kind kindness
- g safe safety

Speak

14. Read the different scenarios and then write two rights you have and two responsibilities you have in each one.

- Tell students to read the scenarios and identify the problems.
- In pairs, students discuss the rights and responsibilities you have in each.
- Check answers as a whole class. Ask the class whether it's appropriate to compromise in either situation and to give reasons for their answers.

Answers

Possible answers

You have a right to see your friends and go to clubs. You have a right to end the relationship. You have a responsibility to your friends to see them. You have a responsibility to tell your boyfriend/girlfriend how you feel.

Write

15. List some of the different roles you play in your life. List the way you can show respect for others while you are in those roles.

- Discuss with students the different roles they may have (*classmate, son, daughter, grandchild, friend, employee, teammate, boyfriend, girlfriend, etc.*).
- Ask students to do the exercise using *have to* and *must*.
- Check answers as a whole class.

Extra activity

- Ask students to write a paragraph about ways they can show respect in one of the roles.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. What does love mean to you? Brainstorm as many words as you can.



2. Discuss your ideas with the whole class. Do you have the same ideas?

48



3. Read and listen to the comments. Who is happy? Who is unhappy?

a. I like my boyfriend because he's very **trustworthy**. I know he will never do anything bad to me.

b. My girlfriend and I have an **honest** relationship. We tell each other everything.

c. My boyfriend is really **affectionate**. He always kisses me when he sees me.

d. I thought my boyfriend was **loyal**, but then I read lots of messages on his phone from other girls.

e. It's important to be **respectful** of your girlfriend in a relationship. I think that's why our relationship works.

f. I have lots of exams and they make me feel stressed, but my girlfriend is very **understanding**.

g. My brother has a boyfriend and my parents don't like it. They are not **open-minded** at all.

h. I thought it was impossible to get into university, but my girlfriend was very **encouraging**. She told me to try and she was right.

i. The only problem with my boyfriend is that he isn't very **attentive**. He never listens to me.

j. My boyfriend is from a rich family, but he isn't **generous** at all. He has never bought me a present!

k. My girlfriend is a very **caring** person. When I was ill, she was like a nurse to me.

l. I wanted to be in the girls' football team, but my boyfriend wasn't **supportive** at all. He actually laughed at me.

4. Use the words in bold to describe people you know. It could be people in your family, your friends or famous people. You could also describe characters in TV shows or films.

My granddad's dog is really loyal. It follows him everywhere.

Glossary

- at all: *de ninguna manera*

MODULE 3 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	The nature of love, sexuality	<ul style="list-style-type: none"> • <i>Make</i> someone do something 	<ul style="list-style-type: none"> • Speaking: describe personal qualities • Writing: write an email giving advice
Lesson 5	Behaviour in relationships, sex and birth control	<ul style="list-style-type: none"> • Phrasal verbs to describe relationships, the present continuous 	<ul style="list-style-type: none"> • Speaking: ask for information about birth control • Writing: write a dialogue about sex and avoiding pregnancy
Lesson 6	Pregnancy, young parenthood	<ul style="list-style-type: none"> • Articles <i>a</i>, <i>an</i> and <i>the</i> 	<ul style="list-style-type: none"> • Speaking: role play at the doctor's for contraception • Writing: write tips for teenagers about pregnancy

LESSON OVERVIEW

In this lesson, students will reflect on their rights and responsibilities in relationships. They will learn how to respect their own and each other's rights.

Focus on Vocabulary

Get ready!

1. What does love mean to you? Brainstorm as many words as you can.

- Ask students to think about different types of love. Say *Is your love for grandmother the same as your love for a boyfriend/girlfriend? Is your love for your favourite band the same as your love for a pet?*
- Ask students in pairs to think of words related to different types of love.

Answers

Students' own answers

2. Discuss your ideas with the whole class. Do you have the same ideas?

- Check answers as a whole class and write the words on the board. Which are the most frequently said in the class' feedback?

Answers

Students' own answers

3. Read and listen to the comments. Who is happy? Who is unhappy?

- Ask students to read the words in bold and check their understanding. Ask students to read the *Useful vocabulary* box to ensure they understand sentence l.
- Play audio Track 48.
- Check answers as a whole class.

Extra activity

- Ask students to write a sentence for each adjective in bold.

Answers

a happy b happy c happy
d unhappy e happy f happy
g unhappy h happy i unhappy
j unhappy k happy l unhappy

4. Use the words in bold to describe people you know. It could be people in your family, your friends or famous people. You could also describe characters in TV shows or films.

- Tell students to write about someone using the words in bold.
- In pairs, students read their sentences to each other.
- Check answers as a whole class.

Extra activity

- Encourage students to write about a famous person using the words in bold. They swap their descriptions with a partner. They then have to guess who it is.

Answers

Students' own answers

Listen 

49 

5. Listen to these teenagers talk about their relationships.

a. What is the relationship between the speaker and the person they are describing?

Speaker 1: Speaker 3:
Speaker 2: Speaker 4:

b. Match the behaviour with the correct dialogue 1-4.

Treats people with special care and kindness. Says what they really feel.	Respect ourselves and other people. Makes others feel important. Encourages people to do better.
Accepts people how they are. Supports people when they need help. Shares good times and bad.	Listens with an open mind. Treats people with care and respect.

Read 

6. Read the text and answer the questions below.



Theresa and Sam are 16. They have been going out for just over six months. They have a great time together. Sam makes Theresa laugh a lot.

Sam has got a part in the school play. The teacher makes him go to rehearsals every day and then he usually hangs out with the other actors afterwards. Theresa's friend told her that Sam and another girl from the play are getting very friendly. This new relationship made Theresa feel a bit jealous, but she didn't really know why.

When she told Sam how she was feeling, she made Sam get angry. He wasn't happy that Theresa didn't trust him. Then they talked about it again and Sam reassured her there was nothing to worry about. He told her that the other girl was just a friend and so Theresa started to feel better.

- a. What qualities and behaviours can you identify in this relationship?
- b. Give an example of good communication between Sam and Theresa.

Glossary

- go out: *salir*
- rehearsal: *ensayo*
- play: *obra de teatro*
- hangs out: *pasar el rato*
- reassure: *asegurar*

Listen

5. Listen to these teenagers talk about their relationships.

- Ask students to read the question in a. Check they understand they need to find out who is talking about who.
- Play audio Track 49.
- Students answer a and then read the text in b. Ask them to underline the key words and to listen out for these words or words which mean the same.
- Play audio Track 49 again.
- Check answers as a whole class.

Answers

a

Speaker 1: mum and child

Speaker 2: friends

Speaker 3: brother and sister

Speaker 4: boyfriend and girlfriend

b

Speaker 1: Respect ourselves and other people ...

Speaker 2: Accepts people how they are ...

Speaker 3: Listens with an open mind ...

Speaker 4: Treats people with special care and kindness ...

Audio script

49

- 1: I love my mum so much. She always taught us to respect ourselves and others. She has always made me feel important. She's so encouraging when I want to do something new.
- 2: Juan is my next door neighbour and we have grown up together. He is a great friend, a real friend who's there for you in the good and bad. He accepts me for who I am. I told him I was gay and he has been really supportive. He listens to me and I really feel I can trust him.
- 3: Well, we fight a lot, usual brother-sister stuff, but she's really open-minded so I can speak to her about anything and know she is not going to criticize me. She always says: treat people with care and respect.
- 4: What I really like about Alejo is that he's honest. He always says what he really feels. Because he's trustworthy, it's easy to be with him. I know he's my boyfriend but he is a special person. And not just with me. He treats everyone with kindness.

Read

6. Read the text and answer the questions below.

- Before students read the text, ask them to read the *glossary* box.
- Check answers as a whole class. Ask students give reasons for their answers. Ask students if they think Sam and Theresa resolved the problem in the best possible way.

Answers

Possible answers

- a. They allow each other time to spend time apart doing different activities and seeing different people. They discuss their feelings and communicate well. They are honest and supportive.
- b. Theresa told Sam how she was feeling and he reassured her.

7. Read about Carlos and Rob and answer the questions below.



Carlos and Rob have also been going out for about six months. Carlos has finally become the captain of the school basketball team. He goes to his boyfriend's house to tell him.

Rob isn't interested in sports, but he's really pleased for Carlos and they talk about it a lot. Being on the basketball team makes Carlos feel great and Rob is happy for him.

Carlos wants Rob to watch one of his games, but they are always at the same time as Rob's computer class. Carlos feels disappointed, but he knows that Rob loves computers. He never makes Rob do things that he doesn't like.

They talk about the situation and Rob agrees to come to the final, if Carlos's team are in it. Now they're both happy. Rob's offer makes Carlos want to win every game so that his boyfriend will be at the big match.

- a. What words from exercise 3 could describe Carlos and Rob's relationship?
- b. Tick the sentences that are true:
 1. Rob and Carlos have different interests, but still support one another in the things that are important to them.
 2. They don't feel they need to give up their individual interest.
 3. Rob has to like basketball because Carlos does.
 4. They are honest with each other.

Focus on Language

8. Look at the sentences from the two texts. Answer the questions.

Sam makes Theresa laugh a lot.

She made Sam get angry.

- a. Choose the correct grammar rule 1 or 2.
 1. *make* + person + verb means to cause someone to feel or act in a certain way
 2. *make* + person + verb means to stop someone doing an action
- b. Find two more examples of *make* + person + verb in the text about Carlos and Rob.
- c. Answer the questions for you.
 1. What makes you feel angry or happy?
 2. What makes a relationship work?
 3. What TV shows make you laugh?

To think about

We all have the right to choose our sexuality, and we all have the responsibility to respect people's right to choose their sexuality.

7. Read about Carlos and Rob and answer the questions below.

- Ask students to read the text and answer the questions.
- Check answers as a whole class.
- If some students are opposed to same-sex relationships, ask them to read the *To think about* box. Explain that people have the right to date anyone they choose. The purpose of this lesson is to give students the tools to evaluate the health of their own relationships.

Answers

Possible answers

- a honest, understanding, respectful, encouraging, supportive
- b 1, 2, 4

Focus on Language

8. Look at the sentences from the two texts. Answer the questions.

- Ask students to underline the verbs in the two sentences and elicit the rule: *make* + person + verb means to cause someone to feel or act in a certain way.
- Students answer b and c. Ensure students answer the questions in c using *make* + person + verb.
- Check answers as a whole class.

Extra activity

- Tell students to write three sentences using *make* + verb + person.

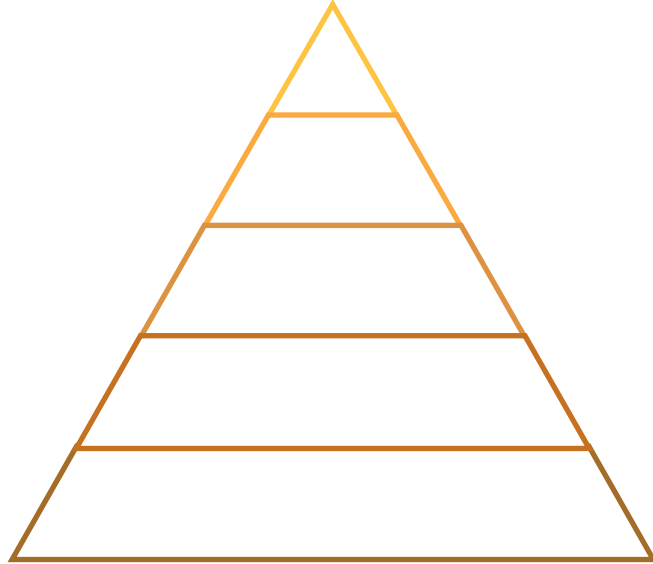
Answers

- a. 1
- b. Being on the basketball team makes Carlos feel great. He never makes Rob do things he doesn't like. Rob's offer makes Carlos want to win every game.
- c. Students' own answers

 **Speak**

9. Decide what are the most important qualities for a person to have. Complete the pyramid. Put as many words as you like on each level of the pyramid. The top of the pyramid represents the most important for you. You can add others that are not in the box.

- trustworthy
- loyal
- caring
- honest
- affectionate
- respectful
- understanding
- open-minded
- encouraging
- supportive
- attentive
- generous


Write 

10. Read June's email. Write her a reply with your advice.

Hi

I need your help. Roger and I are going out and I really love him. He's very affectionate and kind and I think he's a nice guy.

There's just one problem. He makes me spend all my free time with him. He doesn't like me going out with my girl friends on my own. I'm honest with him and I tell him where we go, but he makes me send him photos and messages all the time when I'm not with him. He just makes me feel nervous.

I love him a lot, but I feel bad about this situation and I don't know what to do. Do you have any advice for me?

June



Speak

9. Decide what are the most important qualities for a person to have. Complete the pyramid. Put as many words as you like on each level of the pyramid. The top of the pyramid represents the most important for you. You can add others that are not in the box.
- Ask students to read the adjectives in the box. Check they understand the meaning of each word.
 - In pairs, ask them to think of any more adjectives you may use to describe qualities in a person.
 - Check answers as a whole class. Ask them to give reasons for their answers. For example, *I think a person has to be loyal. If they aren't, how can you trust them?* Does the class agree as a whole on which qualities are the most/least important?

Answers

Students' own answers

Write

10. Read June's email. Write a reply with your advice.
- Ask students to read the email and discuss in pairs the advice they would give.
 - Students write their replies individually.
 - Check answers as a whole class. Elicit that it's not a healthy relationship when one person won't let the other see their friends.

Extra activity

- Ask students in pairs to write an email asking for advice about another problem in a relationship. For example, a boyfriend doesn't like his girlfriend's best friend and says unkind things to her/about her, a boyfriend never pays for anything and the girlfriend pays for them both, etc. Students swap letters with another pair and write an email with advice.

Answers

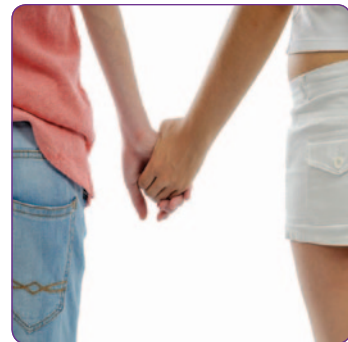
Students' own answers

Focus on Vocabulary

Get Ready!

1. Work in groups. How many parts of the body can you name in three minutes? Make a list.
2. Look at the pictures and answer the questions.
 - a. How many of the activities in the box can you see in the pictures?

- giving a gift
 - holding hands
 - laughing and joking
 - spending time with
 - hugging
 - kissing
 - b. Do you think these things are important in a relationship? Why?
 - c. What is the most important thing in a relationship: sex or love?
 - d. How can you show affection without having sex?



Glossary

- hug: *abrazar*
- kiss: *besarse*
- hold hands: *tomarse la mano*
- spend time with: *pasar tiempo con*

LESSON OVERVIEW

In this lesson, students will discuss the issues involved in becoming sexually active and how to make healthy and safe choices.

Focus on Vocabulary

Get ready!

1. Work in groups. How many parts of the body can you name in three minutes? Make a list.
 - Ask students to work in groups.
 - Check answers as a whole class.

Answers

Students' own answers

2. Look at the pictures and answer the questions.
 - Check that students understand all the words in the box. Refer students to the *glossary* box.
 - Students do the activity and check their answers in pairs.
 - Check answers as a whole class.

Answers

- a. giving a gift, holding hands, kissing, laughing and joking, spending time with
- b. Students' own answers
- c. Students' own answers
- d. Students' own answers

Read 

3. Read the story about Lara and Mark and answer the questions.

Lara and Mark

When she was 17, Lara worked at her parent's restaurant in the summer. On her first day, she met Mark. He was one of the other waiters and he was the same age as her. She **got on** well **with** him. She **looked forward to** seeing him every day at work.

One Friday night, Mark **phoned** Lara **up** and asked her to go to a beach party.

Lara said 'yes' and they had a great time. Lara was **falling for** Mark in a big way. After the party, Mark **asked** her **out**.

Lara needed some time to think but after the weekend, she said 'yes'.

Now they were officially **going out** together.

One night, Mark was outside Lara's house and he asked to stay the night. Lara was a bit shocked. She really liked Mark but she said wasn't ready to **sleep with** him. Mark said he respected her decision. He hugged her and they agreed to meet next day just like normal.

- What are the stages of Mark and Lara's relationship?
Example: *They met at the restaurant.*
- What are Lara's reasons for not spending the night with Mark?
- What are Lara's rights and responsibilities in this situation?
- What are Mark's rights and responsibilities?

Focus on Vocabulary

4. Match phrasal verbs a-g with definitions 1-7. Write in your notebook.

- | | |
|----------------------|----------------------|
| a. get on with s.o.* | e. ask s.o.* out |
| b. look forward to | f. go out with s.o.* |
| c. phone s.o.* up. | g. sleep with s.o.* |
| d. fall for s.o.* | [*s.o. = someone] |

- start to love someone
 - call someone
 - have sex with someone
 - be in a romantic relationship
 - have a friendly relationship
 - wait happily for a future event
 - say you want to be someone's boyfriend/girlfriend for the first time
5. Which sentence is correct?
- Karen fell for Alan.
Karen fell Alan for.
 - I don't get on with her.
I don't get on her with.
 - I'm looking forward the party to.
I'm looking forward to the party.
 - Nick asked out me!
Nick asked me out!
 - I'm not ready to sleep with you.
I'm not ready to sleep you with.

Useful language

Phrasal verbs

- Have a meaning that is different from the meaning of the individual words combined.

fall: *caer* for: *para; por*

Lara was falling for Mark: Lara se estaba enamorando de Mark

- Consist of a verb and one or two particles, such as *down, up, on, off, after, by, in, out, etc.*
- If the phrasal verb can be separated, the object can go between or after the phrasal verb.
I phoned up John. I phoned John up.
- If the object is a pronoun, it must go between the verb and the particle.
I phoned up John. I phoned him up.

Read

3. Read the story about Lara and Mark and answer the questions.
- Pre-teach *fall for* and *go out*.
 - Students answer the questions and check their answers in pairs.
 - Check answers as a whole class.

Answers

Possible answers

- a. Lara looked forward to spending time with Mark. They went to a party. Mark asked Lara out and she said yes.
- b. She isn't ready.
- c. She has the right to say no and for her decision to be respected. She has a responsibility to set her limits and make them clear.
- d. He has the right to express what he wants and feels. He has the responsibility to accept Lara's decision.

Extra activity

- Encourage students to think of as many phrasal verbs as they can. Students write three incorrect sentences. They swap them with a partner and correct them.

Answers

- a. Karen fell for Alan.
- b. I don't get on with her.
- c. I'm looking forward to the party.
- d. Nick asked me out!
- e. I'm not ready to sleep with you.

Focus on Vocabulary

4. Match phrasal verbs a-g with definitions 1-7. Write in your notebook.
- Tell students underline the words in the text. They can work out the meaning of the phrasal verbs from the text if necessary.
 - Check answers as a whole class.

Extra activity

- Encourage students to write gap fill sentences using the phrasal verbs. Students swap them with a partner and answer.

Answers

a 5 b 6 c 2 d 1 e 7 f 4 g 3

5. Which sentence is correct?
- Refer students to the *Useful Language* box. Ask students which phrasal verbs from exercise 4 can be separated. Elicit that *phone s.o up* and *ask s.o out* can be separated.
 - Check answers as a whole class.



Listen

50



6. Listen to Jessica talking to her friend Patricia.

- What are they talking about?
- Is Jessica ready to have sexual relations?
- Has Jessica spoken to Andrés about having sex?
- What is Jessica concerned about?
- What is a 'family planning clinic'? Who goes there?



51



7. Jessica and her boyfriend Andrés have a leaflet about birth control. Listen. Are the sentences T (true) or F (false)?

- Jessica feels scared about pregnancy.
- Jessica knows everything about birth control.
- Birth control and safe sex are the same thing.
- A condom helps prevent HIV.
- Andrés is sure about how to use a condom.
- It's important to think about birth control before people sleep together for the first time.

Focus on language

- We use the present continuous to talk about events happening now and around now.
Women are not earning the same money as men in many jobs.
- Some verbs are not usually used in the present continuous tense.
- These include verbs of opinion: *like, love, hate*
- And verbs of thinking: *think, feel, understand, know*
- The verbs *want, prefer* and *remember* also are not usually used in the continuous form.

8. Look at the sentences from the listening. Are they in the simple or continuous form?

- | | |
|---|--|
| a. I don't want to go on my own. | f. How do you feel about the possibility of pregnancy? |
| b. I hate going to the doctor. | g. I don't understand. |
| c. I like all the doctors there. | h. Do you know how to use a condom? |
| d. I'm reading a leaflet. | i. I love you. |
| e. I'm doing a lot of research at the moment. | |

9. Choose the correct option to complete the sentences.

- I don't go out / I'm not going out* with anyone at the moment.
- I don't want / I'm not wanting* to sleep with my boyfriend because I'm not ready yet.
- I think / I'm thinking* couples have to use a condom to prevent sexual diseases.
- I don't believe / I'm not believing* in sex before marriage.
- Tom and his girlfriend *visit / are visiting* the family planning clinic at the moment.
- Many people *don't understand / aren't understanding* how to use a condom properly.
- I feel / I'm feeling* embarrassed when I buy condoms, but I know the pharmacist sells thousands of them a week.

Listen

6. Listen to Jessica talking to her friend Patricia.

- Ask students to look at the photos and read the questions to get an idea what the audio may be about.
- Play audio track 50.
- Check answers as a whole class.

Answers

- Jessica is trying to decide whether to have sex with her boyfriend.
- She's not sure.
- Yes, she has.
- She's concerned about keeping safe.
- It's where doctors and nurses give advice about sex. People who want advice go there.

Audio script

50

Jessica: I'm not sure if I am ready to have sex yet.

Patricia: Well, why don't you speak to Andrés about it?

Jessica: I have. That's one thing I really like about him. He's a great listener. We sometimes argue but we always respect each other's opinions.

Patricia: Well, that's good, isn't it? So what's the problem, Jessica?

Jessica: I still have a lot of questions about keeping safe.

Patricia: Why don't you speak to a doctor about it?

Jessica: I'm embarrassed to speak to a doctor.

Patricia: It's OK. Doctors and nurses give advice about sex all the time. It's part of their job.

Jessica: Really?

Patricia: Yes! Look there's a family planning clinic next week. Why don't you ask for an appointment?

Jessica: I don't want to go on my own. I hate going to the doctor.

Patricia: Don't be silly. I like all the doctors there. They're all very friendly at the family planning clinic. Look. Go with Andrés.

Jessica: Really?

Patricia: Of course. This is your responsibility and his.

7. Jessica and her boyfriend Andrés have a leaflet about birth control. Listen. Are the sentences T (True) or F (False)?

- Ask students to read the sentences and check understanding.
- Play audio track 51.
- Check answers as a whole class.

Answers

a T b F c F d T e F f T

Audio script

51

Andrés: What are you reading Jessica?

Jessica: I'm reading a leaflet. It's to prepare before we go to the family planning clinic.

Andrés: Oh! A leaflet. Let me see. "Are you ready for sex?"

Jessica: I want us to be ready when we go to the doctor's. I'm doing a lot of research at the moment.

Andrés: I think that's a good idea. Let's look at the leaflet together. Hmm. It's a list of questions.

Jessica: OK, you can ask me.

Andrés: Let's see...the first set of questions is about birth control.

Jessica: OK. What's the first question?

Andrés: How do you feel about the possibility of pregnancy?

Jessica: Scared. Do you feel scared?

Andrés: Yes, I do. What birth control precautions do you want to use?

Jessica: I'm not sure. We can ask the doctor.

Andrés: OK. The next topic is safe sex.

Jessica: I don't understand. Isn't safe sex the same as birth control?

Andrés: Birth control prevents babies, like the pill. Safe sex prevents diseases, like HIV. A condom prevents HIV.

Jessica: OK. What's the next question?

Andrés: Let's see. Do you use a condom? I guess, the question is, will we use a condom?

Jessica: I guess so. How do you feel about using a condom? It's safer, isn't it?

Andrés: I think so but we should ask how safe.

Jessica: Do you know how to use a condom?

Andrés: I think so but, I can check with the doctor. What other questions are there?

Jessica: Do you know what other forms of protection you can use?

Andrés: Not really. I only know the condom.

Jessica: OK. Thanks for talking about this with me, Andrés.

Andrés: It's OK. It's important to talk about birth control before ... before we sleep together. It's because I love you.

Jessica: I love you too.

8. Look at the sentences from the listening. Are they in the simple or continuous form?

- Write on the board *I like eating chocolate but I don't want to eat any now*. Ask students to identify the verbs in the sentences (*like eating, don't want to eat*). Ask students if they are in the present continuous (*No*). Elicit that some verbs (*like, want*) don't take the present continuous. Ask students to think of more verbs like this.
- Refer students to the *Focus on language* box.
- Students do the activity.
- Check answers as a whole class.

Answers

a simple b simple c simple
d continuous e continuous
f simple g simple h simple
i simple

9. Choose the correct option to complete the sentences.

- Students do the activity in pairs.
- Check answers as a whole class.

Extra activity

- Tell students to write three incorrect sentences using the present simple and present continuous. Students swap sentences and correct them.

Answers

a. I'm not going out
b. I don't want
c. I think
d. I don't believe
e. are visiting
f. don't understand
g. I feel

Say it!

- **Wh** questions and **Let's** expressions have falling intonation

Why don't you speak to a doctor about it?

Let's look at the leaflet together?

- Yes / No questions have a rising intonation

Do you feel scared?



10. Listen to these short dialogues. Which suggestions have falling intonation and which have rising intonation?

- | | |
|---|--|
| <p>a. Let's ask the school nurse for some advice.
That's a good idea.</p> <p>b. When is the family planning clinic?
It's on Wednesday.</p> <p>c. Do you know a lot about birth control?
No, not really.</p> | <p>d. How do you feel?
I'm nervous. I'm not ready for this yet.</p> <p>e. Where can we get condoms?
Let's get them from the machine at the chemist's.</p> <p>f. Do you love me? Really?
Yes, I do.</p> |
|---|--|

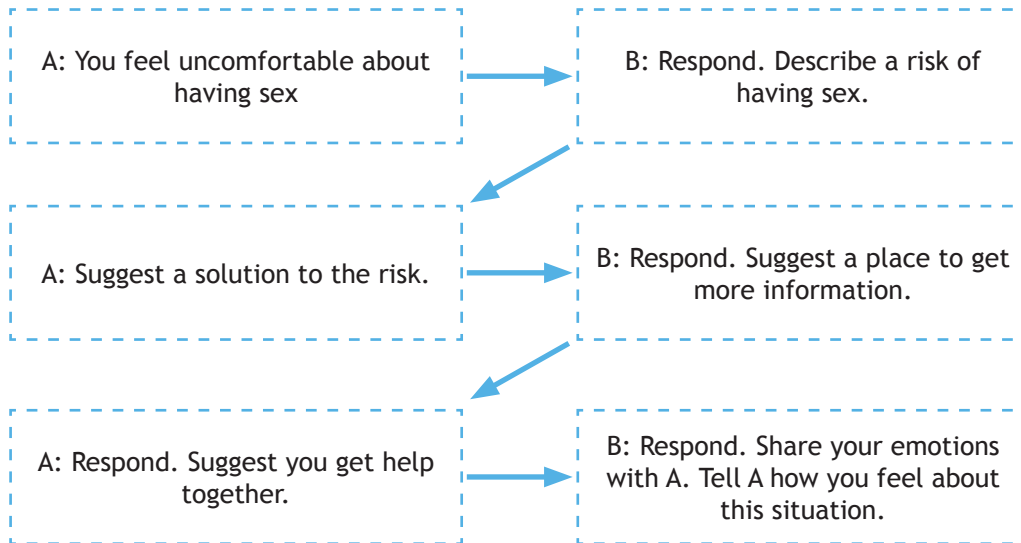
To think about

The decision to start or continue a sexual relationship is important. It is important that we know and set our limits.



Write

11. Write a dialogue between a boyfriend and girlfriend using the information in the boxes. Add any more information you can think of.



Speak

12. Perform your dialogue. Use the correct pronunciation in the questions and suggestions.

10. Listen to these short dialogues. Which suggestions have falling intonation and which have rising intonation?

- Say *Why don't you speak to a doctor about it? Do you feel scared?* Elicit that the first question has falling intonation and the second has rising.
- Ask students to read the *Say it!* box before they read a-f.

52



- Play audio track 52.
- Check answers as a whole class.

Answers

a falling b falling c rising d falling
e falling f rising

Write

11. Write a dialogue between a boyfriend and girlfriend using the information in the boxes. Add any more information you can think of.

- Ask students to write the dialogue in pairs. Suggest students use the dialogue in exercise 7 to help them.
- Monitor and help with language if necessary. Ensure they are using the present simple and present continuous correctly.

Answers

Students' own answers

Speak

12. Perform your dialogue. Use the correct pronunciation in the questions and suggestions.

- Students perform their dialogues. Encourage the class to correct any mistakes they hear.

Answers

Students' own answers

Focus on Vocabulary

Get Ready!

1. Look at the pictures. What is happening? Are the people happy or unhappy? Is this always a happy situation?



53



2. Look at the statements. Are they T (true) or F (false)? Discuss them with a partner. Have you ever heard these myths? Listen and check your answers.

Statement	True	False
a. You cannot get pregnant the first time you have sex.		
b. You cannot get pregnant if you have sex in the shower or the bath.		
c. You cannot get pregnant if you have sex when the woman is on her period.		
d. You cannot get pregnant if you have sex standing up.		
e. You can use a condom several times.		

Glossary

get pregnant: *quedarse embarazada*

to be on her period: *tener la regla*

standing up: *de pie*

LESSON OVERVIEW

In this lesson, students will reflect on what can be considered safe and unsafe situations. They will learn how to act responsibly in a relationship and to acknowledge the choices they have made.

Focus on Vocabulary

Get ready!

1. **Look at the pictures. What is happening? Are the people happy or unhappy? Is this always a happy situation.**
 - Ask students to describe what they can see in the pictures.
 - Check answers as a whole class.

Extra activity

- Ask students to discuss in pairs whether they would be happy in this situation and give reasons for their answers.

Answers

Students' own answers

2. **Look at the statements. Are the T (true) or F (false)? Discuss them with a partner. Have you ever heard these myths? Listen and check your answers.**
 - Check that students understand all the words in the box. Refer students to the *glossary* box.
 - Students do the activity.
 - Play audio track 53. Students check their answers.
 - Check answers as a whole class.

Answers

They are all false.

3. Match 1-8 to a-h to make sentences about sexual health.

1. A pregnancy usually lasts	a. wear a condom.
2. After a couple have sex, the woman might get	b. adoption.
3. When a couple want to prevent pregnancy, they use	c. about nine months.
4. To prevent pregnancy, a man might	d. pregnant.
5. To prevent pregnancy, a woman might	e. take an oral contraceptive pill.
6. A woman might be pregnant if she misses (doesn't have)	f. birth.
7. When a woman has a baby, she gives	g. contraception.
8. If a couple cannot look after their baby, they may give it up for	h. a period.

Listen 

54



4. Listen to two people talking about pregnancy and answer the questions.

- How old are Carlos and Juanita?
- Where are Carlos and Juanita from?
- Who is Sebastián?
- How old are Gaby and Jonathan?
- Where are Gaby and Jonathan from?
- Who is Anita?



54



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

- Juanita looks after her baby during the day.
- Carlos and Juanita planned to be parents.
- Carlos didn't use a condom.
- Gaby and Jonathan don't live together.
- Gaby used the oral contraceptive pill.
- Gaby and Jonathan are putting their baby up for adoption.

To think about

Taking responsibility means accepting our role in things that go well or badly. It means taking control of a situation as far as possible.

6. Discuss the questions about Juanita and Carlos and Gaby and Jonathan.

- What mistake did they make?
- Was it possible to prevent the mistake?
- Were they responsible in the past?
- Are they responsible now?
- How can you prevent a similar situation happening in the future?

3. Match 1-8 to a-h to make sentences about sexual health.

- Pre-teach *adoption*, *prevent* and *contraceptive pill*.
- Students do the exercise and check their answers in pairs.
- Check answers as a whole class.

Answers

1 c 2 d 3 g 4 a 5 e 6 h 7 f
8 b

Listen

4. Listen to two people talking about pregnancy and answer the questions.

- Tell students to read the questions before they listen to the audio.
- Play audio track 54.
- Check answers as a whole class.

Answers

- a. 15 years old
- b. Bogotá
- c. their baby
- d. Gaby is 15 and Jonathan is 16.
- e. Medellín
- f. their baby

Audio script

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1
 Juanita: Hi, my name is Juanita and I'm 15 years old.
 Carlos: And I'm Carlos. I'm also 15. We are both from Bogotá. Juanita and I met at school three years ago and we have been together since.
 Juanita: When our son Sebastián was born nine months ago, Carlos moved in with me and my family. My mum Martha looks after Sebastián during the day.
 Carlos: We didn't plan on being parents. We didn't use any contraception. When we learned about the pregnancy, we were shocked.
 Juanita: We never used contraception. I thought it was impossible to get pregnant. Now I know about the contraceptive pill and condoms. Why didn't we use them? It was a big mistake.
 Carlos: Being teenage parents is tough: we have to work and go to school at the same time. But I wanted to raise my son. I'm glad Juanita felt the same.
 2
 Gaby: My name is Gaby. I am 15. I live with my mum Lucía and my baby Anita in Medellín. Jonathan is the father.
 Jonathan: Hi, I'm Jonathan. I'm 16 and I'm also from Medellín. I don't live with Gaby. I live with my parents.
 Jonathan: Gaby and I were going out for a couple of months. We slept together and 3 months later, Gaby said she was pregnant.
 Gaby: I couldn't believe I was pregnant. I took a pregnancy test and when the test was positive I called Jonathan.
 Jonathan: We went to the doctor's. She talked to us about the pregnancy. I felt so stupid. We never used any birth control and now I'm a father.
 Gaby: We made a big mistake. When I missed my period, I didn't know what was happening.
 Jonathan: We spoke to a counsellor about our options with the pregnancy.
 Gaby: We both decided to raise Anita. We didn't want to give her up for adoption.
 Jonathan: It is difficult being a teen dad but I love my daughter and hope to be a great dad for her.

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

- Refer students to the *To think about* box. Ask students whether they feel the teenagers in the audio are now taking responsibility.
- Ask students to read the sentences before they listen again.

54

- Play audio track 54.
- Check answers as a whole class.

Answers

a F b F c T d T e F f F

6. Discuss the questions about Juanita and Carlos and Gaby and Jonathan.

- Ask students to discuss the questions in groups. Revise language for giving opinions. For example, *I think*, *I feel*, *I'm of the opinion*, etc.
- Check answers as a whole class.

Answers

- a. They got pregnant.
- b. Yes, it was.
- c. No, they weren't.
- d. Yes, they are.
- e. Use contraception.

 Read

7. Look at the pictures. What do you think the text is going to be about?



8. Read the story about Vicky and Dan. Complete the story with sentences a-g. There is one extra sentence.

- I cried when it was positive.
- We didn't want to put her up for adoption.
- We never used any form of birth control.
- I sometimes had late ones in the past, like every girl.
- I met him at a drama club after school.
- Dad left the living room.
- I just didn't always take it regularly, like you should do.

Reading Tip

- ✓ Read the whole text to get the general meaning.
- ✓ Read the words before and after each gap and try to predict the missing information.
- ✓ Read the sentences that have been removed and check their meaning.
- ✓ Fill in the gaps and read the whole text.
- ✓ Check to see that the final text makes sense.

Vicky and Dan's story: parents at 16!



Dan was my first boyfriend. (1) _____. I thought he was really funny and so when he asked me out, I said yes. I was so happy. After six months, we slept together for the first time. What can I say? I fell in love.

The thing is that we did use contraception. I was taking the pill. (2) _____ I forgot and that's how I got pregnant at 16.

In the beginning I wasn't very worried when I missed my period. (3) _____ This one was very late.

Finally, Dan bought a pregnancy test. We waited for the result of the test together. (4) _____

When I told my parents, they were very disappointed. (5) _____. He couldn't speak for half an hour. But since then, they've been very supportive.

We all talked about it with a counsellor. The counsellor gave us very good advice. In the end, we agreed to get married and to keep the baby. (6) _____.

Now, we are living in my parents' flat and we're looking after our lovely daughter, Hope. Dan is a good dad, but we're tired all the time. Thankfully, my brother is pleased to be an uncle and he helps us a lot too. It was a mistake, but now I'm a mum, I know what real love is.

9. Work in pairs. Read the story again and answer the questions.

- Why did Vicky get pregnant?
- How did Vicky know she was pregnant?
- How did her family react?
- What are she and Dan doing now?
- What good decisions did Vicky and Dan make?

Read

7. Look at the pictures. What do you think the text is going to be about?
- Ask students to describe the pictures in pairs. Ask them to guess what the text is going to be about.
 - Check answers as a whole class.

Answers

Students' own answers

8. Read the story about Vicky and Dan. Complete the story with sentences a-g. There is one extra sentence.
- Pre-teach *positive* (a result of a pregnancy test).
 - Ask students to read the *Reading tip* and follow the tips for this exercise.
 - Check answers as a whole class.

Answers

1 e 2 g 3 d 4 a 5 f 6 b

9. Work in pairs. Read the story again and answer the questions.
- Ask students to read the questions before they read the text.
 - Students do the activity.
 - Check answers as a whole class.

Answers

- a. She forgot to take the pill regularly.
- b. Her period was very late.
- c. They were disappointed at first.
- d. They are married and living in Vicky's parents' flat.
- e. They took responsibility and kept the baby.

Focus on Language

10. Read the sentences from Vicky and Dan's story. Look at the words in bold. Then answer questions a-f.

- I was taking **the** pill.
 - Dan bought **a** pregnancy test. We waited for the result of **the** test together.
 - We all talked about it with **a** counsellor. **The** counsellor gave us very good advice.
 - My brother is pleased to be **an** uncle.
- a. What do we call these words: *a, an, the*?
 - b. Which of the words is used to talk about something for the first time?
 - c. Which word is used to describe what job or role someone has?
 - d. Which word is used to say that there is only one of something?
 - e. Which word is used to talk about something that was already mentioned?
 - f. Which word is used to describe a singular countable noun that starts with a vowel?

11. Complete the text with the correct article: *a, an* or *the*.

I'm Clara. I'm (1) _____ High School student and (2) _____ mother. I didn't expect to get pregnant and (3) _____ news was a shock for everyone in my family. My boyfriend wanted to put (4) _____ baby up for adoption, but I wasn't sure. It was (5) _____ enormous decision for me and I'm only 17. Who knows what will happen in (6) _____ future?

Fortunately, I spoke to (7) _____ counsellor to get advice. I'm worried about my studies. We talked about adoption and we agreed it was (8) _____ best option for me. They found (9) _____ married couple to be parents and they desperately wanted (10) _____ child. I thought they were (11) _____ perfect people to look after my baby. Of course, I feel bad about my decision, but I know my child will grow up in (12) _____ kind and loving home.



55

Say it!

12. Listen and practise pronouncing the articles.
- a. I have **an** aunt and **an** uncle.
 - b. Her boyfriend is **a** great father.
 - c. Maria had **a** baby last year.
 - d. She is taking care of **the** baby.
 - e. **The** idea is to look at all our choices.
 - f. I knew this was **the** best option for my child.
 - g. We looked at all **the** options.
 - h. I did **the** right thing for me.
 - i. Take control of **a** situation.
 - j. **The** doctor gave us advice about contraception.

Speak 

13. Practise a dialogue with a boy / girl at the doctor's. Use the information below.

Boy / Girl	Doctor
Ask for information about contraception for men.	Ask if the boy / girl is in a relationship now or is this for general information.
Ask for information about contraception for women.	Answer the boy / girl's questions.
Ask about one of the myths about sex (from page 106).	Explain the myth.

Write 

14. Write five *Tips for Teenagers on Pregnancy*. Explain the facts and give advice.

Useful language

Definite and Indefinite articles

- Use **a** or **an** to introduce a singular count noun when it is first mentioned.
Jessie and her baby are sharing an apartment
- Use **a** or **an** to describe what someone's job is or to describe what someone is.
Mary was a nurse.
- Use **the** to talk about something that has already been introduced or mentioned.
Maria had a baby. She is taking care of the baby.
- We use **the** when there is only one of something.
Maria hasn't seen the baby's father.

Focus on Language

10. Read the sentences from Vicky and Dan's story. Look at the words in bold. Then answer the questions a-f.

- Ask students to do the activity and check their answers in pairs.
- Check answers as a whole class.

Extra activity

- Asks students to write gap-fill sentences with *a*, *an* and *the*. Students swap the sentences with a partner and answer.

Answers

a articles b a, an c a, an d the
e the f an


11. Complete the text with the correct article: *a*, *an* or *the*.

- Ask students to do the exercise and check answers with a partner.
- Ask students to read the *Useful language* box. They should use this to give reasons for their answers.
- Monitor and help with language if necessary.

Answers

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

12. Listen and practise pronouncing the articles.

- Ask students to say the sentences out loud.
- 55  Play audio track 55.
- Students practise saying the sentences. They should use the audio with the weak and strong forms of the articles as a model.
- Monitor and correct when necessary.

Answers

Students' own answers

Speak

13. Practise a dialogue with a boy/girl at the doctor's. Use the information below.

- Students write their dialogues in pairs.
- Monitor and help with language if required.
- Ask students to perform their dialogues. Make a note of any new language or common mistakes and go through them with the class at the end.

Answers

Students' own answers

Write

14. Write five *Tips for Teenagers on Pregnancy*. Explain the facts and give advice.

- Give students an example tip. For example, *Talk to your boyfriend/girlfriend about contraception before you have sex.*
- Students write their tips in pairs. Ask students to perform their dialogues.
- Check answers as a whole class. Write down the class' ideas and ask them to think of some more. Which do the class agree is the most important?

Answers

Students' own answers

 Read

 Get Ready!

1. Read the definition about well-being. Talk to a partner about the things in your life that make you feel happy and healthy.

Example: *My friends, playing volleyball ...*

Well-being is how you feel about yourself and your life. It is about being happy and healthy.

2. What do you do to keep healthy? Look at the pictures and tick which are good habits for your health and growth. Explain why.



Doing sports



Smoking



Riding a bike



Drinking alcohol



Sleeping for hours



Drinking water



Eating breakfast



Drinking fizzy drinks

MODULE 1 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	Health	• Gerunds	• Writing: a dialogue about unhealthy habits • Speaking: talk about diets and healthy eating
Lesson 8	Making responsible choices	• <i>should</i> and <i>shouldn't</i>	• Writing: an email of advice • Speaking: expanding your answers

LESSON OVERVIEW

In this lesson, students will talk about activities they can do to keep physically healthy. They will discuss the possible consequences of unhealthy habits.

Read

Get ready!

1. Read the definition about well-being. Talk to a partner about the things in your life that make you feel happy and healthy.

- Read the sentence in the box about well-being with the students. Give an example, *Doing sports makes me happy and healthy. Spending time with my family makes me happy.*
- Ask students to read the example and discuss in pairs.
- Check answers as a whole class.

Answers

Students' own answers

2. What do you do to keep healthy?

Look at the pictures and tick which are good habits for your health and growth. Explain why.

- Do the first one with the students. Ask them to look at the teenagers playing football. Ask them to describe the photo and whether the activity keeps them healthy (*Yes*). Elicit reasons. For example, *physical exercise keeps your heart healthy. It helps you stay slim. It produces serotonin which makes you feel happy.*
- Check answers as a whole class. Encourage students to give reasons for their answers.

Extra activity

- Students make a list of all their healthy and unhealthy habits.

Answers

Healthy habits: doing sports, eating breakfast, sleeping eight hours, riding a bike, drinking water

Focus on Language

3. Complete the sentences with the words from exercise 2. Remember to write in your notebook.

- ... is important because you need to start the day with lots of energy.
- ... is not a good idea because they contain lots of sugar.
- ... such as beer is illegal for anyone under eighteen.
- ... like football or baseball is a popular after-school activity.
- ... means you will get enough rest.
- ... is a good way to get to school.

4. Read the Useful language box. Then complete the sentences so they are true for you.

- | | |
|-----------------------------|-------------------------|
| a. Speaking English is ... | e. Riding a bike is ... |
| b. Walking to school is ... | f. Cooking is ... |
| c. Playing football is ... | g. Dancing is ... |
| d. Doing sports is ... | |

Useful language

- Gerunds are verbs that work like nouns. Make gerunds with the *-ing* form of the verb.
Smoking is prohibited. Being on holiday is great!

Reading Tips

- ✓ Key words are mainly nouns, verbs, adjectives, adverbs.
- ✓ Underline key words in a text to help you understand the text better.

Read 

5. Look at the key words from the first paragraph of the text. What do you think the rest of the paragraph will be about?

- | | |
|---------------|------------------------|
| ▪ world | ▪ governments |
| ▪ health | ▪ choice |
| ▪ crisis | ▪ individuals |
| ▪ obesity | ▪ sedentary lifestyles |
| ▪ adolescents | |

6. Read the rest of the text and identify the key words in each paragraph. Then choose the correct heading a-e for each paragraph.

- Go to bed on time
- Exercise to music is as good as ball games
- Some good news
- Start the day well
- Stick to water

A Global Health Crisis

Large parts of the world are facing a health crisis. Obesity is on the rise, especially among young people. This is partly due to rising sedentary lifestyles. Failing to solve this health crisis among today's adolescents could lead to huge problems for them later in life. Governments can help but the reality is that this is a choice for individuals to make.

1. _____

Taking simple steps can help teenagers make huge steps in improving their health. One of the fundamental ones is eating a proper breakfast. Some people believe skipping breakfast will help them lose weight. In fact, not eating a proper breakfast makes people snack more throughout the rest of the day.

2. _____

Snacking is clearly a problem, but there are health risks with many other parts of our diet too. A large part of the world's obesity problem is caused by high consumption of fizzy drinks. One of the world's most popular drinks contains seven spoonfuls of sugar in every can. Choosing healthier drinks with meals can aid a healthy lifestyle.

3. _____

Alongside eating less, young people need to exercise more. This is harder than in the past because there are fewer green areas where people can play sports. Of course, not everyone enjoys sports. Taking up other active hobbies, such as dance or pilates classes, can be just as effective and needs to be promoted more.

4. _____

Poor health can also result from a lack of proper rest.

Teenagers need around 9.5 hours of sleep a night but most get little more than 7.5. The stress of exams and studying can keep people awake, increasing stress which may cause overeating.

5. _____

One positive sign is that teenagers are actually healthier than their parents' generation in some ways. People today smoke less and drink less alcohol than in the past. If it has been possible to reduce the amount that people smoke, it must also be possible for people to improve their health in other ways. Eating better and doing more sport are just two ways of avoiding a future medical emergency.

Focus on Language

3. Complete the sentences with the words from exercise 2. Remember to write in your notebook.
- Pre-teach *rest* (*sleep and relaxation*).
 - Students do the exercise and check their answers in pairs.
 - Check answers as a whole class.

Answers

- a. Eating breakfast
- b. Drinking fizzy drinks
- c. Drinking alcohol
- d. Doing sports
- e. Sleeping eight hours
- f. Riding a bike

4. Read the Useful language box. Then complete the sentences so they are true for you.
- Read the *Useful language* box with the students. Say *I read books. It's relaxing*. Ask students how to turn *read* into a gerund. Elicit a sentence that starts with a gerund: *Reading books is relaxing*.
 - Students do the exercise.
 - Check answers as a whole class.

Answers

Students' own answers

Read

5. Look at the key words from the first paragraph of the text. What do you think the rest of the paragraph will be about?
- Ensure students understand all the words.
 - Tell students to discuss what the text may be about.
 - Check answers as a whole class. Write the suggestions on the board.

Extra activity

- Ask students to write a sentence including each of the words.

Answers

Students' own answers

6. Read the rest of the text and identify the key words in each paragraph. Then choose the correct heading a-e for each paragraph.
- Pre-teach *fundamental*, *skip* (*a meal*), *snack*, *consumption* and *stick to* (*something*).
 - Ask students to underline the key words in each paragraph to help them choose the best heading.
 - Check answers as a whole class. Ask students to give reasons for their answers.

Answers

1 d 2 e 3 b 4 a 5 c



Listen

56



7. Label the four levels of the food pyramid with these words. Then listen and check your answers.

- | | |
|-----------------|------------------------|
| ▪ carbohydrates | ▪ protein |
| ▪ fat | ▪ fruit and vegetables |



1. _____
2. _____
3. _____
4. _____

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8. Choose the correct answer. Then listen again to check.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The food pyramid shows <ol style="list-style-type: none"> A. how much food to eat a day. B. the correct balance of food in your diet. C. what not to eat. 2. Dr Foster advises Maddie to eat <ol style="list-style-type: none"> A. different coloured fruit and vegetables. B. only green vegetables. C. only red fruit. 3. An example of a dairy product is <ol style="list-style-type: none"> A. fish. B. pasta. C. yoghurt. | <ol style="list-style-type: none"> 4. Doctor Foster recommends <ol style="list-style-type: none"> A. eating high-fat foods every day. B. eating high-fat foods once a week. C. never eating high fat foods. 5. In Maddie's opinion, <ol style="list-style-type: none"> A. the food pyramid isn't fun. B. the food pyramid is an excellent idea. C. the food pyramid doesn't work. |
|---|---|

Focus on Vocabulary

9. Put the foods in the correct group. How many other words can you add? Can any words go in more than one group?

- | | | | | |
|-------------|-----------|-------------|-------------|-----------|
| ▪ apple | ▪ carrot | ▪ ice cream | ▪ olive oil | ▪ tuna |
| ▪ aubergine | ▪ cereals | ▪ lamb | ▪ prawn | ▪ yoghurt |
| ▪ beef | ▪ cherry | ▪ margarine | ▪ spaghetti | |

Fruit	Vegetables	Meat	Fish	Dairy products	Carbohydrates	Fats

10. Choose the correct words to complete the sentences talking about food.

- a. I have a *health* / *healthy* diet. I eat lots of salad with lettuce and tomatoes.
- b. Crisps aren't good for you because they are *high* / *low* in salt.
- c. Eggs are a good source of *carbohydrate* / *protein*.
- d. Milk provides *calcium* / *fibre* for healthy teeth and bones.
- e. Fish is better than meat because it is usually *high* / *low* in fat.
- f. You need to have a *balanced* / *an equal* diet with food from all the major food groups.
- g. It's OK to eat chocolate *in* / *on* moderation. You don't need to eat it every day.

Listen

7. Label the four levels of the food pyramid with these words. Then listen and check your answers.
- Ask students to look at the picture and describe what they see. Elicit that it's a food pyramid. Ask them to describe what a food pyramid is (*A picture that represents the balance of foods we should have in our diet*).
 - Check students understand the words *carbohydrate*, *fat* and *protein*. Elicit the type of foods you will find them in.
 - Students write their answers to exercise 7.
 - Play audio track 56. Students check their answers.

Answers

- fat
- protein
- fruit and vegetables
- carbohydrates

8. Choose the correct answer. Then listen again to check.
- Students do exercise 8.
 - Play audio track 56. Students check their answers.
 - Check answers as a whole class.

Extra activity

- Ask students to think of as many foods which fall into the four categories as they can. They make a list. Students read the list out to their partner who calls out *carbohydrate*, *fat*, *protein* or *fruit and vegetables*.

Answers

- 1 b 2 a 3 c 4 b 5 a

Audio script

56

Dr Foster: This is the food pyramid, Maddie.

Maddie: How does it work, Doctor Foster?

Dr Foster: Good question. The food pyramid shows how much to eat of certain foods.

Maddie: Is this per day?

Dr Foster: No. The food pyramid shows information about your diet in general.

Maddie: What's at the bottom?

Dr Foster: At the bottom, there are carbohydrates. People need to eat more carbohydrates, like bread and pasta than food from the other groups.

Maddie: So next we have fruit and vegetables.

Dr Foster: Exactly. Fruit and vegetables are an essential part of your diet. They are high in vitamins, minerals and fibre.

Maddie: What fruit and vegetables are best? I never know.

Dr Foster: Here's a simple tip. Eat a variety of fruit and vegetables of different colours. That will help you get a variety of minerals and vitamins.

Maddie: OK. Next, milk and stuff?

Dr Foster: Milk, cheese and yoghurt are all dairy products. Milk is a source of calcium so it's good for your teeth and bones.

Maddie: I love milkshakes.

Dr Foster: Yeah, but they contain a lot of sugar.

Maddie: So I can't eat any good things like chocolate and ice cream?

Dr Foster: Yes, you can but in moderation. That's why it's a pyramid. You eat smaller amounts of the foods at the top.

Maddie: Now meat and fish. We all need those.

Dr Foster: Meat, fish, eggs and beans are a great source of protein.

Maddie: So at the top of the pyramid, what's this?

Dr Foster: This is fat. Oil, chocolate and crisps are all high in fat.

Maddie: I can't eat crisps?

Dr Foster: Yes, but not every day. You need fat but not a lot. You can eat crisps but once or twice a week is enough.

Maddie: Boring! I think I'd prefer the food pyramid to be the other way around.

Focus on Vocabulary

9. Put the foods in the correct group. How many other words can you add? Can any words go in more than one group?
- Ask students to do the exercise and compare their answers.
 - In pairs, ask them to think of more words they could put in each category.
 - Check answers as a whole class.

Answers

Fruit: apple, cherry
 Vegetables: aubergine, carrot
 Meat: beef, lamb
 Fish: prawn, tuna
 Dairy products: ice cream, yoghurt
 Carbohydrates: cereals, spaghetti
 Fats: margarine, olive oil

10. Choose the correct words to complete the sentences talking about food.

- Pre-teach *calcium*, *fibre* and *moderation*.
- Students check their answers in pairs.
- Check answers as a whole class.

Extra activity

- Students write three incorrect sentences about healthy/unhealthy foods/diet. Students swap sentences and correct them.

Answers

a healthy b high c protein
 d calcium e low f balanced g in

11. Complete these sentences with your ideas.

- a. ... is high in fat.
- b. ... is low in sugar.
- c. If you have a healthy diet, you don't eat ...
- d. Eat ... to have a balanced diet.
- e. Eat ... in moderation because ...
- f. ... is a good source of protein.
- g. ... provides plenty of vitamins.

Speak 

12. Think about all the food you ate yesterday.

- a. Make notes in your notebook under the headings. Include food and drinks.

Breakfast	Lunch	Snacks	Dinner



- b. Now compare notes with your partner. Do you have a healthy diet? Did you eat food from all four food groups?

Write 

13. Write a short dialogue with a friend about a possible problem related to unhealthy habits.

Look at the example in the box below. Then write your own and include:

- a. what the problem is and why
- b. possible solutions for the problem

Charles: Hi Kelly. How are you?

Kelly: Hi Charles, OK thanks. What about you?

Charles: Not too good, actually. I haven't slept well recently. I'm a bit worried. Can you see the big bags under my eyes?

Kelly: Yes, I noticed. Are you still playing that online computer game?

Charles: Yes, I am. That is why I'm going to bed late. I'm playing with people in the USA. They're on a different time zone to us.

Kelly: You have to get nine hours sleep a night. Playing with people in the USA is a bad idea. Play with people from your country and get a good night's sleep!

Charles: Thanks, Kelly. Maybe you're right.



Speaking Tip

✓ Rehearsing the dialogue before you present it can give you more confidence.

11. Complete the sentences with your ideas.

- Pre-teach vitamins.
- Ask students to do the activity and check their answers in pairs.
- Check answers as a whole class.

Answers

Students' own answers

Speak

12. Think about all the food you ate yesterday.

- Ask students to do the exercise and compare their answers with a partner.
- Check answers as a whole class. On the whole, do the students have a healthy diet?

Extra activity

- Ask students to write a balanced meal plan for a day.

Answers

Students' own answers

Write

13. Write a short dialogue with a friend about a possible problem related to unhealthy habits.

- Ask students to read the dialogue. Ask *What's the problem? What should Charles do?* Elicit that Charles isn't getting enough sleep and he shouldn't play computer games so late.
- In pairs, students think of an unhealthy habit and a solution. Then, they write a dialogue.
- Monitor and correct when necessary.
- Read the *Speaking tip* with the class and encourage them to practise their dialogues.
- Students perform their dialogues in front of the class.

Answers

Students' own answers

 Read

 Get Ready!

1. Tick (✓) the situations you think are 'safe'. Put a cross (X) for the situations you think are 'unsafe'.

Situation	Safe	Unsafe
a. 'I met a guy online and now I'm going to meet him at his flat.'		
b. 'Sometimes when I'm looking after my three-year-old brother, I leave him alone in the living room while I work on the computer upstairs.'		
c. 'I'm the only one of my friends without a boyfriend so I'm just going to ask someone out at the party tonight.'		
d. 'When I go out, I always tell my parents where I'm going and when I'll be back.'		
e. 'I never wear a helmet when I'm out rollerblading or on my bike. Nobody else does.'		
f. 'Like most people, all I know about sex comes from TV shows or things I've talked about with my friends.'		

2. How can you avoid the unsafe situations in exercise 1?

Example: *Avoid meeting up with people you don't know.*

To think about

Pay attention to your feelings, and don't let anyone make you feel guilty for making good decisions.



3. Read the situation. What risks are there here? Are the people thinking carefully about the risks? What advice could you give Sarah?

Sarah is seventeen. She doesn't have a boyfriend so one of her friends introduces her to Colin. They meet after school and they get on really well. Colin asks Sarah out after a week and Sarah says she'll think about it. She doesn't really know Colin and she's not sure if she wants to be his girlfriend.

Then Colin tells Sarah about a party on Friday night. He asks her to go with him. The party is a long way out of town but he will drive there because he is older than Sarah and he can drive his parents' car. There is no public transport near the place where the party will be. Colin's friends are eighteen like him and Sarah is sure that there will be alcohol at the party too. Sarah is not sure what to do.



LESSON OVERVIEW

In this lesson, students will be asked to think about safe and unsafe situations. They will learn how to give advice.

Read

Get ready!

1. Tick (✓) the situations you think are 'safe'. Put a cross (X) for the situations you think are 'unsafe'.
 - Do the first one with the students as an example. Ask a student to read out the situation in a. Ask students if they think this is safe or unsafe. Elicit that it's unsafe and ask them to give reasons. For example, *She doesn't know this guy. He could have lied to her about who he is. She could be putting herself in physical danger.*
 - Ask students to discuss each situation in pairs.
 - Check answers as a whole class.

Answers

a unsafe b unsafe c unsafe
d safe e unsafe f unsafe

2. How can you avoid the unsafe situations in exercise 1?
 - Read the example with the class and ask them if they agree.
 - Ask students to discuss in pairs.
 - Check answers as a whole class.
 - Read the *To think about* box with the class. Ask them if they have ever ignored their feelings and regretted it.

Answers

Possible answers

- b. Never leave your brother alone. Do your work in the living room. Take your brother into your room and let him play safely while you work.
 - c. Get to know someone before you ask them out.
 - e. Wear a helmet and knee pads when you rollerblade.
 - f. Read leaflets from the doctors about contraception. The information you get from friends and TV shows may be incorrect.
3. Read the situation. What risks are there here? Are the people thinking carefully about the risks? What advice could you give Sarah?
 - Ask students to read the text. Ask them to identify the risks. Elicit that Sarah doesn't know Colin well. She will be at a party with people she doesn't know who will be drinking alcohol. She won't be able to get back on her own.
 - Ask students to discuss the advice they would give in pairs.
 - Check answers as a whole class.

Answers

Possible answers

She could suggest they do something else instead - something more local.
She could ask whether another couple of her friends could go to the party, preferably one who could drive.
She could ask her parents to pick her up.

Listen 57


4. Listen to Sarah talk to three people about the party. Which of these people advises her to go to the party?

- a. Her friend Beth.
- b. Her brother Greg.
- c. Her dad.

57


5. Who says these things? Beth, Greg or Sarah's dad? Listen again to check.

- a. What's wrong?
- b. I want to go too!
- c. Do you like this boy? Do you trust him?
- d. I'll drive you to the party and I'll drive you home.
- e. You should go. Have fun!
- f. You shouldn't go to a party with a guy you don't know.



Glossary

A guy: *un chico*

It doesn't matter: *Es igual*

Focus on Language

6. What advice did Sarah's friends and family give her about the party? What do you think she should do? Use the Useful language box to help you.

Useful language

What should I do?

You should tell a teacher about the problem.

You shouldn't eat a lot of junk food.

7. Look at these situations and give some advice using *should* and *shouldn't*. Compare your answers with another group. Do you have the same or different ideas?

- a. A girl in my class put a really embarrassing photo of me online without my permission.
- b. A boy asked me out and he's really good-looking but I don't really know him.
- c. A complete stranger asked to be my friend on a social media site.
- d. Someone stole my bag with my smartphone in it.
- e. I haven't got anything to do on Friday night and I don't want to stay at home.
- f. I just started in this school and I don't know anyone.
- g. I don't know anything about birth control or contraception.
- h. I want to earn some money but I'm at school Monday to Friday.
- i. I'm worried about my English. I just don't know how to improve it!
- j. I want to get a pet but we live in a really small flat in the middle of the city.



Listen

4. Listen to Sarah talk to three people about the party. Which of these people advises her to go to the party?
- Ask students to read a-c.
 - Play audio track 57.
 - Check answers as a whole class.

Answers

a


Audio script

57

1
Sarah: Colin asked me to go to the party with him.
Beth: Cool! I want to go too!
Sarah: I don't think it is cool, Beth. I don't know anyone at the party and it's miles away from my house.
Beth: You should go. Have fun!
Sarah: I don't know. I'm not actually going out with Colin at the moment.
Beth: Does he want to go out with you?
Sarah: Yes.
Beth: Then you should go out with him and go to the party.

2
Greg: What's wrong?
Sarah: This boy invited me to a party and it's a long way away from our house. He's driving there but I don't know him very well. What should I do?
Greg: You shouldn't go to a party with a guy you don't know.
Sarah: I do know him. His name's Colin but ...
Greg: My opinion is don't go. You should talk to dad.

3
Sarah: So, dad, that's the situation.
Dad: I see.
Sarah: Should I go to the party?
Dad: First of all, I want to meet Colin.
Sarah: OK.
Dad: Do you like this boy? Do you trust him?
Sarah: Yes, I think so.
Dad: OK. I'll drive you to the party and I'll drive you home.
Sarah: It's a long way from our house. And it's late at night.
Dad: It doesn't matter. When you know Colin better, you can go with him but this time, I'm driving.
Sarah: Thanks!
Dad: That's OK. What are dads for?

5. Who says these things? Beth, Greg or Sarah's dad? Listen again to check.
- Read the *glossary* with the class and ensure students understand the words.
 - Students read the sentences and questions before they listen to the audio again.
- 57  Play audio track 57.
- Check answers as a whole class.

Answers

a Greg b Beth c her dad
d her dad e Beth f Greg

Focus on Language

6. What advice did Sarah's friends and family give her about the party? What do you think she should do? Use the Useful language box to help you.
- Ask students to read the Useful language box and elicit that *should* is used to give advice.
 - Tell students to discuss the advice Sarah's friends and family gave her and agree on the advice they would give her. Ensure they use *should*.
 - Check answers as a whole class. Write the suggestions on the board.

Answers

Students' own answers

7. Look at these situations and give some advice using *should* and *shouldn't*. Compare your answers with another group. Do you have the same or different ideas?
- Pre-teach *permission* and *stranger*.
 - Put students in groups to discuss the risks of each situation and the advice they would give. Ensure they use *should*.
 - Students compare their ideas with another group.
 - Check answers as a whole class. Ask students to give reasons for their answers.

Answers

Students' own answers

 Read

8. Read the text and answer the questions.



- a. What is the writer trying to do in this article?
- Describe a successful relationship.
 - Tell an amusing story.
 - Warn people about making mistakes.
- b. What kind of person is Juan?
- He is completely trustworthy.
 - He doesn't say everything he should.
 - He is completely dishonest.
- c. What mistake did Clara and Juan make?
- They forgot their original intentions at a critical time.
 - They didn't discuss contraception with anyone.
 - They didn't make any birth control preparations.

Clara is a seventeen-year-old student from a state school. She dreams of being a great architect. Juan is seventeen years old. He is at high school too.

One day Clara's friend introduced her to Juan at a basketball tournament. It was love at first sight. Clara and Juan started going out together.

After ten months together, Clara decided to have sex with Juan for the first time. She had heard many things about birth control. Lots of her friends argued about the best option and she didn't know what to believe.

Juan and Clara agreed to go on a trip together. They couldn't spend a lot of money on their holiday so they went camping.

When they arrived at the camp site, they felt it was the right moment. It was a beautiful place in the mountains. Clara loves Juan. They had both talked about the situation, and Clara trusted him.

Although Juan had already had some sexual experiences with his ex-girlfriend, he had not spoken to Clara about them. She thought that it was Juan's first sexual experience too.

Clara was definitely not planning on getting pregnant but when they went on the trip together, they forgot to use protection in the heat of the moment. Now they're waiting for a pregnancy test and they're both frightened about the future.

Clara never thought this would happen to her.



Glossary

warn: *advertir*

in the heat of the moment: *en el ardor del momento*

Read**8. Read the text and answer the questions.**

- Ask students to read the *glossary*. Ensure they understand the words. Pre-teach *original intentions*.
- Ask students to read the questions before they read the text.
- Students discuss their answers with a partner and give reasons.
- Check answers as a whole class.

Extra activity

- Ask students in pairs what advice they would have given Clara before she went camping with Juan.

Answers

a C b B c A

9. Discuss these questions.
- How do you think Juan and Clara are feeling now?
 - What regrets do Juan and Clara have now?
 - Do you think they will make different future decisions if the test is negative?
 - Do you think Clara and Juan are similar or different to most people their age?
 - What other things do people do in the heat of the moment?
 - What lessons can you learn from this story?

Focus on Vocabulary

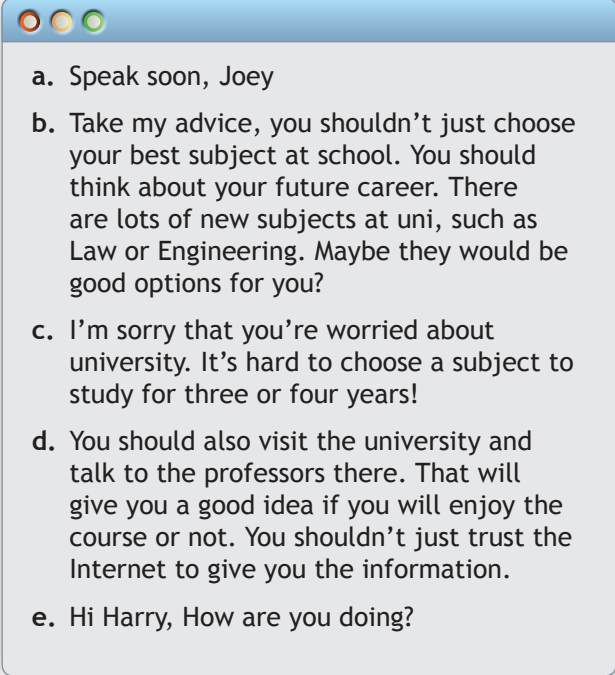
10. Complete the verb-preposition collocations with one word in each gap.
- Is there a place you're dreaming _____ visiting?
 - How do you introduce a new person _____ someone in English?
 - What are people in the news arguing _____ at the moment?
 - What do you spend a lot of money _____ ?
 - What do you like talking _____ with your friends?
 - Who do you speak _____ when you have a problem?
 - What are you planning _____ doing at the weekend?
 - Are you waiting _____ an important letter, email or message at the moment?
 - In general, do good things or bad things happen _____ you?
11. Find the verb-preposition collocations in the text to check your answers.

Speak

12. Work in pairs. Ask and answer the questions in exercise 10. Try to speak for as long as possible.

Write

13. Put the paragraphs a-e in order to make an email of advice.

- 
- Speak soon, Joey
 - Take my advice, you shouldn't just choose your best subject at school. You should think about your future career. There are lots of new subjects at uni, such as Law or Engineering. Maybe they would be good options for you?
 - I'm sorry that you're worried about university. It's hard to choose a subject to study for three or four years!
 - You should also visit the university and talk to the professors there. That will give you a good idea if you will enjoy the course or not. You shouldn't just trust the Internet to give you the information.
 - Hi Harry, How are you doing?

Writing Tip

- ✓ It's important to use the correct register when you write an email.

In informal emails, use *Hi* or *Hello* at the start.

Use *Bye*, *See you* or *Speak soon* at the end.

Use contractions (*I'm*) where possible too.

Use abbreviations where you like, such as *uni* for university.

14. Your friend Mina is having problems studying and doing her schoolwork. She has lots of exams but she has no time to study because she has dance and drama classes every night and she goes swimming at the weekend. Write her an email of advice.

9 Discuss these questions.

- Ask students to read the questions and ensure they understand all the language.
- In pairs, ask them to discuss the questions.
- Check answers as a whole class.

Answers

Students' own answers

Focus on Vocabulary

10 Complete the verb-preposition collocations with one word in each gap.

- Ask students to underline the verb in each question before they do the activity. Can they remember which preposition follows the verb?
- Check answers as a whole class.

Extra activity

- Students write a sentence for each of the verb-preposition collocations. Can they think of any more?

Answers

a of b to c about d on e about
f to g on h for i to

11. Find the verb-preposition collocations in the text to check your answers.

- Ask students to underline the collocations in the text.
- Check answers as a whole class.

Extra activity

- Ask students to write three sentences using the verb preposition collocations.

Answers

Students' own answers

Speak

12. Work in pairs. Ask and answer the questions in exercise 10. Try to speak for as long as possible.

- Answer the first question as an example. Say *I'm dreaming of visiting Barcelona. I hear it's a beautiful, cosmopolitan city. I love architecture ...* Encourage students to ask you more questions to find out more information.
- Students ask and answer the questions in pairs. Students should ask more questions so that it becomes a dialogue.
- Check answers as a whole class.

Extra activity

- Ask students to write a paragraph answering one of the questions.

Answers

Students' own answers

Write

13. Put the paragraphs a-e in order to make an email of advice.

- Elicit how you start and end an email. Ask whether you would state the problem before or after you give advice (*Before*).
- Ask students to read the email and order the paragraphs.
- Check answers as a whole class. Ask students which word made d come after b (*also*).

Answers

1 e 2 c 3 b 4 d 5 a

14. Your friend Mina is having problems studying and doing her schoolwork. She has lots of exams and she has no time to study because she has dance and drama classes every night and she goes swimming at the weekend. Write an email of advice.

- Brainstorm with the class what Mina should do. For example, *she could reduce the number of days she has classes. She could study at lunchtimes, etc.*
- Read the *Writing tip* with the students and ensure they understand all the points.
- Ask students to use the email in exercise 13 as a template.
- Monitor and help with language where necessary.

Answers

Students' own answers



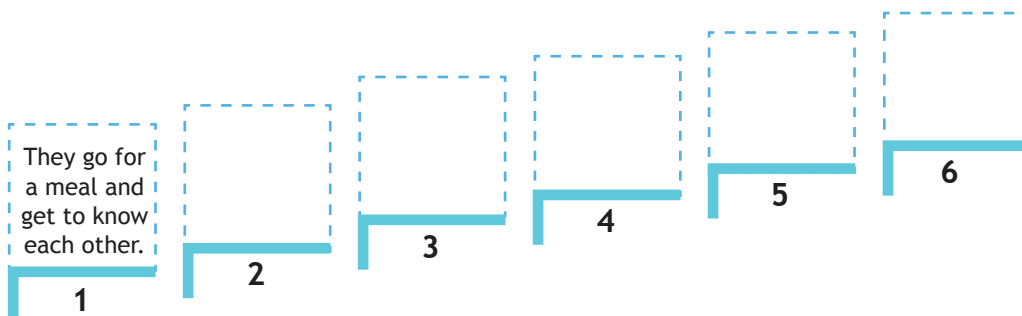
Let's work together



Produce a short play

1. Work in groups.

- Maria (16) and Roberto (16) are about to start a relationship. Decide how their relationship develops over the first months, starting from their first date. Complete the timeline 1-6 with your ideas. (1 is the first date).
- What you think they should do as their relationship progresses?
- Compare your ideas with another group. Do they have different ideas to you?



Useful language

- | | | | |
|--------------------|--------------------------|-------------------------|------------------------|
| ▪ go out to eat | ▪ go walking | ▪ text each other | ▪ call each other |
| ▪ go to the cinema | ▪ go dancing | ▪ talk for hours | ▪ chat on the Internet |
| ▪ go camping | ▪ get to know each other | ▪ give each other gifts | ▪ open up |



Choose the best scene

2. You are going to design and create a sketch or short play to represent a situation from Maria and Roberto's relationship. Follow these instructions.

- Which event from your timeline is the most interesting? Choose this for your sketch.
- Who will be the actors in your group? Who will be Maria and Roberto?
- Are the actors comfortable with the scene? Note: you do not have to do anything that you do not want to do. You should not do anything which is inappropriate in the classroom.



Organise your group

3. a. Now you have actors for Maria and Roberto, choose roles for your group. You need: a director roles for the other people in your group, e.g.

- Roberto or Maria's mum or dad, brother or sister
- Robert or Maria's best friend
- a teacher at Roberto or Maria's school

- If you have a smartphone, one person can also record your play. In this case, one member of your group will be the camera operator.





Let's work together

This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

PRODUCE A SHORT PLAY

This activity is a group activity. Students produce a short play about an aspect of a teenage relationship.

1. Work in groups.

- Organise the class into groups. Ask them to discuss how Maria and Roberto's relationship develops over six months. For example, their first kiss, meeting friends and parents, going on holiday, etc.

CHOOSE THE BEST SCENE

2. You are going to design and create a sketch or short play to represent a situation from Maria or Roberto's relationship. Follow these instructions.

- Students will need to pick an event in Maria and Roberto's relationship. They need to choose who will play the couple and if they are comfortable with the scene.

ORGANISE YOUR GROUP

3. Now you have actors for Maria and Roberto, choose roles for your group.

- Students decide how many roles are required, who they are and who will play each role.



Write the script

4. Now write your scene. Follow these instructions.
- a. Setting the Scene: Describe where, when, who and what is happening in the scene. For example:

On a park bench - early evening.

Maria, 16, is sitting next to Roberto, 16. They are holding hands. Roberto is about to kiss her.

- b. You can add dialogues by writing the name of the character who speaks and the emotion this character feels or experiences. Example:

Scene: On a park bench - early evening.

Maria, 16, is sitting next to Roberto, 16. They are holding hands. Roberto is about to kiss her.

Both are nervous, it's their first kiss. Roberto is not sure if Maria wants him to kiss her. Maria is not sure if she should kiss Roberto.

Roberto: I really like spending time with you.

Maria: So do I ...



Organise your group

5. Make sure your script is correct. Follow these instructions.
- a. Exchange your script with another group. Make any corrections. Can you find any errors?
- b. When the other group returns your script, show it to your teacher for correction.
- c. Write a final version and rehearse it.



Perform your sketch or short play

6. Now perform your play. Follow these instructions.
- a. Find the props you are going to use and the clothes you are going to wear.
- b. If you can, record or film the performance on a smart phone. This is not essential.
- c. Remember this is acting. Your characters should not really kiss, etc. They should pretend to do these actions.

Glossary

rehearse: *ensayar*

props: *utileria*



WRITE THE SCRIPT

4. **Now write your scene. Follow these instructions.**
 - Students need to set the scene. They need to describe where, when, who and what is happening.
 - Students need to follow the example dialogue in the Student's Book. They need to think about how the characters feel. They then add the characters' emotions to the script.

ORGANISE YOUR GROUP

5. **Make sure your script is correct. Follow these instructions.**
 - Each group swaps their script with another group. Each script is corrected by another group and then the teacher.
 - Students write the final version of the script.

PERFORM YOUR SKETCH OR SHORT PLAY

6. **Now perform your play. Follow these instructions.**
 - Focus students' attention on the glossary. Ensure students have the correct props and clothes they need.
 - Encourage students to learn their scripts rather than read from a piece of paper.
 - Give them a few minutes to rehearse their plays before they do them in front of the class.
 - Congratulate each group as they finish their play.



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 compare and contrast the content of two different texts.			
	B. I can identify missing information from a text.			
	C. I can identify the key words in a paragraph.			
WRITING	A. I can describe people's characteristics.			
	B. I can use a mind map to prepare a piece of writing.			
	C. I can write an informal email.			
SPEAKING	A. I can talk about relationships.			
	B. I can describe obligations and rules.			
	C. I can give advice.			
LISTENING	A. I can identify where speakers are by listening to a short extract.			
	B. I can identify the main point of a spoken conversation.			
	C. I can organise factual information based on a conversation.			



Self-assessment

As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

1. Assessment of your English language skills

- **Read each statement and choose if you can do it, do it with help, or need to work on it.**

The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

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

Study skills	Always	Sometimes	Never
Relate new material to what I already know.			
Organise my thoughts and ideas before starting an activity.			
Use new vocabulary learnt when I express my ideas.			
Review my notes and texts after I write them.			
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 can I / we do better next time?
Me			
My group			

4. Assessment of Module 3

Look back over the module then complete the sentences.

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



2. Assessment of your English study skills

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

Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.

3. Assessment of Let's work together

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

This section focuses on students' collaborative skills, particularly in their project work. Use guiding questions such as: *Did you always listen to your classmates' opinions when you were all discussing the project? How often did you help other students with their work?*

After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

4. Assessment of Module 3

- **Look back over the module then complete the sentences.**

The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate. Ask a few volunteers to read their sentences aloud.

Saving planet Earth



In this module you will ...

- identify the human impact on the environment, in **Unit 1 Development impact**
- learn about the effects of development on the environment, in **Unit 2 Human development or environmental preservation?**
- talk about what countries are doing to take care of the environment, in **Unit 3 What's next?**

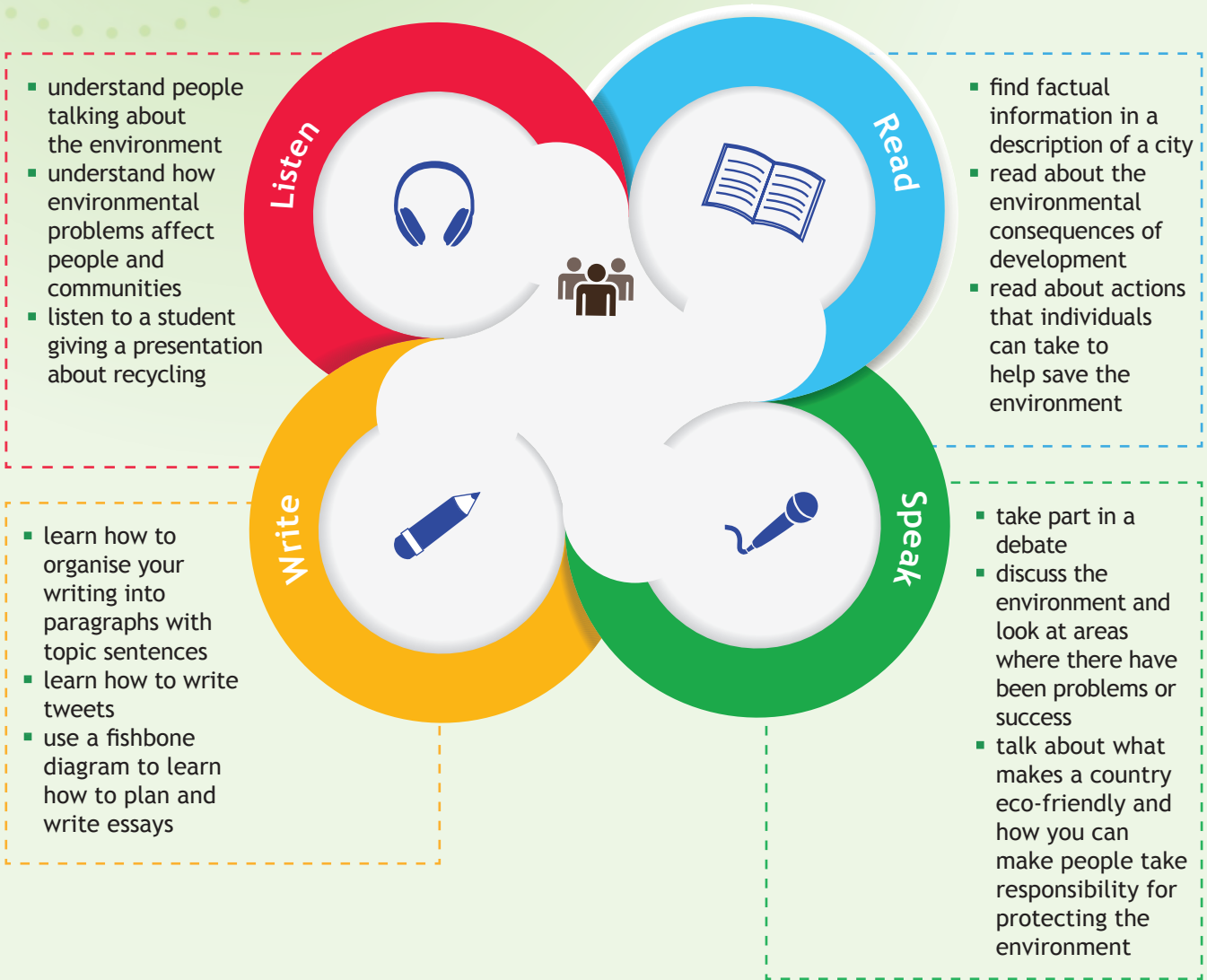
Module Overview

The main theme of the module is related to the environment. Introduce the module to students by telling them the name of Module 4: *SAVING PLANET EARTH*. Ask students to think about what they might study in this module. What kinds of issues will they confront? An important thing to mention is that this module will look both at environmental problems and solutions. Right from the outset, it is important that students realise that although major environmental problems confront us, there are still things that we can do as individuals to save the planet.

In this module you will ...

Begin by reading through the unit descriptions with students. You could begin by asking what knowledge students already have about the environment and how it makes them feel. The unit will look in depth at the environment in Colombia, so students should prepare for this part of the course by reading and watching as many news programmes as they can outside the classroom regarding the state of the environment in Colombia today.

You will also ...



Let's work together

Design an environmental board game

The project in this module gives you the opportunity to work together to design a board game on the theme of protecting the environment. You will need to:

- look at existing board games and assess their good and bad points
- think of how the game will help your English skills
- produce a paper copy of your game with pictures, cards, counters and instructions
- test and improve your game before other students play it

You will also...

Students will also learn how to structure a piece of academic writing. Over the course of the writing sections in this module, they will learn how to make paragraphs, how to use topic sentences and how to plan an essay using the fishbone diagram. This will help prepare students for English examinations and also develop study skills which will be useful in other academic subjects.

Let's work together

Project: Design an environmental board game

As the last module of the book, module 4 ends with the students working together to create a board game which will revise all the language that they have encountered over this last part of the course. Gamification, the use of games in other spheres such as education, is becoming a very popular form of engaging students on their learning journey. This is a good opportunity for students to explore this new approach to language learning for themselves.



Speak

Get Ready!

1. a. Read the paragraph and look at the pictures of New York. How is New York different today from the past? Which New York do you prefer?



In 1609, the British explorer Henry Hudson arrived on Manhattan Island in the centre of what is now New York City. Hudson discovered a paradise on Earth. Ancient forests covered the island and the trees were full of birds. Rivers ran between the green hills, full of fish and other animals. Beavers lived in modern Times Square. The only people who lived there were the Lenape, a tribe of Native Americans. The word 'Manhattan' comes from their language and it means 'island of many hills'. Today, the Hudson River in the middle of New York is named after Hudson, to remember one of the first Europeans to travel across this beautiful place before the modern city rose around it.

Glossary

- forest: *bosque*
- beaver: *castor*

Be careful with the names you use for different peoples and cultures. Many of the original inhabitants of the USA and Canada prefer to be called 'Native Americans' or 'First Peoples'. Some consider the term 'Indians' to be offensive.



- b. Why has New York changed so much?

Example: *The city needed space for cars to move.*

MODULE 4 UNIT 1 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 1	Describing cities	<ul style="list-style-type: none"> Used to 	<ul style="list-style-type: none"> Speaking: Describing the place where you live Writing: a guide to your home town
Lesson 2	Megacities	<ul style="list-style-type: none"> The present perfect continuous 	<ul style="list-style-type: none"> Speaking: a debate on living in the city vs. living in the countryside
Lesson 3	Humans vs nature	<ul style="list-style-type: none"> Talking about cause and effect 	<ul style="list-style-type: none"> Speaking: describing animals from your country Writing: tweets and Twitter

LESSON OVERVIEW

In this lesson, students will learn about cities and the environment. They will talk about how people interact with nature, and the problems that this may cause. They will also learn how to describe their home town and the places where they live. They will think about change and its positive and negative effects.

Speak

Get ready!

1a. Read the paragraph and look at the pictures of New York. How is New York different today from the past? Which New York do you prefer?

- Give students time to look at the photos and to read the short text. Before they read, establish that Manhattan is the island in the centre of New York City.
- Ask students to work individually to make notes on the text. What information is surprising?
- Tell students to work in small groups and think of three ways that New York is different today from the past. Students may find it difficult to imagine the modern city as an undeveloped area, in which case draw their attention to the pictures at the bottom of the page. What do they see? What don't they see?
- You may also want to give students some help by writing some key words on the board, such as *trees, cars, buildings, animals, electricity*.

- Discuss answers as a whole class. Are students surprised to think of New York as a forest full of animals?
- Draw students' attention to the Speaking Tip. Ask students why people prefer to be called 'Native Americans' or 'First peoples'. The answer is that when Columbus and other Europeans first arrived in the Americas, they thought wrongly that they were in India.

Answers

In the past, ancient forests covered the island of Manhattan. There were trees and no buildings. Rivers ran between the green hills, full of fish and other animals. The only people were the Lenape, Native Americans.

1b. Why has New York changed so much?

- Students use the notes they made earlier to explain why New York has changed from the past to today. To help students, write these dates on the board: *1609, 1900*. Encourage students to think about what people had or didn't have in the past that we have today.
- Discuss answers as a class.

Answers

Millions of people came from Europe and other countries to live in New York.

They needed homes for people so they cut down the forest.

They built new houses and skyscrapers because they needed places to live and to work.

The animals disappeared because they needed the forest to live and to find food.

The people bought cars so they built roads over the green hills and the forests.

Focus on Language

2. a. Choose the correct option to complete the sentences about New York.
- Many different animals and birds *used to live / didn't use to live* in New York.
 - Manhattan *used to be / didn't use to be* a forest.
 - The Lenape people *used to fish / didn't use to fish* in the rivers in Manhattan.
 - There *used to be / didn't use to be* any cars or roads on Manhattan.
- b. Read the Useful language box. Which sentences 1-6 are wrong? Correct them.
- New York used to be called New Amsterdam.
 - Henry Hudson used to die in 1611.
 - Native Americans used to travel all over New York City.
 - Europeans didn't use to eat potatoes. They came from the New World.
 - Christopher Columbus used to arrive in the Americas for the first time in 1492.
 - Times Square used to get its name when *The New York Times* newspaper used to open its office there.

Useful language

- Used to* describes habits or things which were always true in the past.
The Lenape people used to live in Manhattan.
- The negative is *didn't use to*.
There didn't use to be any buildings on Manhattan Island.
- Make the question with *Did ... use to?*
Did beavers use to live in New York City?
- Note the spelling of *use to* in questions and negatives.



Say it!

58

3. *Used to* is pronounced differently from *used*, which is the past form of the verb *use*.

Used to	used
/ju:st tə/	/ju:zd/

Listen and circle the correct pronunciation in each sentence.

- | | | |
|--|---------|---------|
| a. I used to live in the USA. | /ju:st/ | /ju:zd/ |
| b. We used ice cream to make the dessert. | /ju:st/ | /ju:zd/ |
| c. Somebody has used my computer! | /ju:st/ | /ju:zd/ |
| d. We used to buy CDs every week. | /ju:st/ | /ju:zd/ |
| e. The train to Bogotá used to stop at this station. | /ju:st/ | /ju:zd/ |

4. Complete the sentences so they are true for you. Does your partner have the same ideas as you?
- I used to listen to ... (band) a lot but I don't like them now.
 - I didn't used to like ... (food) but now I eat it all the time.
 - I used to wear ... (clothes / shoes) all the time but I would never wear it/them now!
 - I didn't use to follow (a famous person / website) on social media sites, but now I'm a big fan!

Focus on Language

2a. Choose the correct option to complete the sentences about New York.

- Ask students to read the sentence and write the answers in their notebooks. Note that some students may be confused by the word 'fish' in sentence 3. Point out that this is the verb, *pescar*, not the noun, *pez*.
- Do not discuss the grammar at this stage even if students request further explanation about the modal verb *used to*. Encourage students to make decisions based on their factual knowledge.
- Check answers with the whole class.

Answers

1. used to live
2. used to be
3. used to fish
4. didn't use to be

2b. Read the Useful language box. Which sentences 1-6 are wrong? Correct them.

- Ask students to read through the grammar box. Establish that the verb *used to* describes past habits or states. It does not describe something that only happens once or a few times. If the students are confused about the verb, ask them to translate the example sentences into Spanish. What verb tense is used in their language? The answer is the imperfect.
Los Lenape vivían en Manhattan. No había edificios en la isla de Manhattan.
- Elicit to check that students understand that *used to* is the same for all persons, and that the negative and question forms do not include a final *-d* on the root word (*Did you use to...? I didn't use to...*)

- Ask students to work in pairs to identify the wrong sentences. Why are they wrong? The answer is that in sentences 2, 5 and 6, the event only happened once. They are not repeated actions and so *used to* doesn't work in these cases.
- Students correct the sentences by rewriting them in their notebooks. Check answers with the whole class.

Answers

1. Correct.
2. Henry Hudson died in 1611.
3. Correct.
4. Correct.
5. Christopher Columbus arrived in the Americas for the first time in 1492.
6. Times Square got its name when *The New York Times* newspaper opened its office there.

3. *Used to* is pronounced differently from *used*, which is the past form of the verb *use*.

- Read the exercise and the examples aloud to the class. Can the students distinguish the different sounds at the end of the word? *Used to* is pronounced with a final /t/ whereas the past form of the verb *used* is pronounced with a final /d/.
- Note also that the past form of *used* relates to both the past simple and the past participle. You could write these sentences on the board to establish this difference:
I used your smartphone.
I've used your smartphone.
- Before they listen, ask students to write the two pieces of phonetic script in their notebooks. Then they listen and choose the correct one in each case. Check answers with the whole class.

- When they finish, ask the students to listen and repeat the sentences as a class. Play audio Track 58 and stop after each sentence.

Answers

- a /ju:st/
- b /ju:zd/
- c /ju:zd/
- d /ju:st/
- e /ju:st/

4. Complete the sentences so they are true for you. Does your partner have the same ideas as you?

- Students read the sentences and then think of examples that are true for them. Ask students to think of what they enjoyed when they were a small child. Do they like the same things now?
- If students are unable or unwilling to talk about themselves, ask them to change the sentences further so they describe a family member. What did their parents *used to* wear in the past? Who was their brother/sister's favourite band in the past?



Read

5. Scan the guide to New York quickly. Find:

- | | |
|-----------------------------|---------------------------|
| a. a place to eat cheaply | d. a green area |
| b. a place to see paintings | e. a place to take photos |
| c. a place to get a train | f. a place to get a boat |

72 Hours in New York City

New York, New York, it's my kind of town! There's so much to see and do. Here are our top tips!

- The **Statue** of Liberty is an absolute must. It used to be the first thing that people saw when they arrived in the USA as immigrants from their own countries. It's on an island and to visit it you have to catch a ferry at the **harbour** in Battery Park.
- MOMA is an essential place to visit for culture fans. Its real name is the Metropolitan **Museum** of Art. You can see artworks by Degas and Van Gogh in its huge art **gallery**.
- If you need a break, you can spend an afternoon in Central Park. Have a picnic on the grass or take a boat on the **lake**. Enormous buildings surround it, because New York is the home of the **skyscraper**.
- One of the city's most iconic sights is **Brooklyn Bridge** which goes over the East River. It used to be the longest suspension bridge in the world and it's still an impressive sight today. Hollywood directors have shot countless scenes near by, making it the perfect spot for a selfie.
- Although most visitors today arrive in New York by plane, the city's main **railway station**, Grand Central, should not be missed. Built in 1913, it also contains the famous Grand Central Oyster Bar, but it is pricey!
- If you're on a budget, the best place to get a snack is undoubtedly Chinatown where you can have delicious Asian food at many different types of restaurant. If pasta is more your thing, another popular neighbourhood is right next door in Little Italy.

72 hours is not enough to explore all of New York, but it is enough time to get a taste of this amazing city. No doubt the best part of your trip will be meeting the New Yorkers themselves as you walk down the **pavement**, the star of your own personal movie.



Glossary

- | | |
|--|------------------------------|
| ▪ oyster: <i>ostra</i> | ▪ countless: <i>numeroso</i> |
| ▪ suspension bridge: <i>punte colgante</i> | ▪ pricey: <i>caro</i> |

6. Look again at the text. Answer the questions.

- What kind of person is the author?
- What kind of things does the author like doing?
- How much of the information is useful for you?
- Is there any information you would need to know which is not in the text?
- Would you enjoy going on holiday with this person? Why? / Why not?

Reading Tip

✓ When you read a text for information, you don't need to read every word. Scan the text for key words. For example, if you are looking for travel information, try to find words like *airport*, *train*, etc.

Read

5. Scan the guide to New York quickly. Find:
- a place to eat cheaply
 - a place to see paintings
 - a place to get a train
 - a green area
 - a place to take photos
 - a place to get a boat
- Draw students' attention to the Reading Tip on the bottom right of the page. Explain that this is a reading skill known as scanning. Instead of trying to read every word in a text, we sometimes read to find a specific piece of information. Students should practice this skill to speed up their reading in English.
 - Students now scan the text to find one example of each place. Then ask them to compare answers in pairs.
 - Discuss answers as a class.

Answers

- Chinatown
- MOMA
- Grand Central
- Central Park
- Brooklyn Bridge
- the harbour in Battery Park

Answers

- Someone who enjoys travelling.
An enthusiastic person.
- Eating and going to art galleries and museums.
- c-e. Students' own answers

6. Look again at the text. Answer the questions.
- Students read the text again more slowly looking for more detailed information.
 - Students check their answers in pairs. Note that the answers to questions c-e ask students to engage with the text on a personal level. This kind of reading skill encourages students to read in English in a similar way to how they read in their own language.
 - Discuss answers as a class. Do all the students have the same opinion? If there are disagreements, encourage the students to explain their thinking.

Focus on Vocabulary

7. a. Look at the highlighted words in the text on page 126. Match them to the definitions 1-10.
1. You use this to cross water on foot or in a car.
 2. This is a public building full of precious objects from the past.
 3. This is a piece of water with land all around it.
 4. This is a metal or a stone model of a person or animal.
 5. You walk on this when you are in a city or a town.
 6. This is a place where boats are kept in a city or a town.
 7. This is a public building where you can see famous paintings and drawings.
 8. You can catch a train here.
 9. This is an enormous building with lots of floors.
 10. This is water that travels through land, like the Nile or the Amazon.
- b. How many of the places mentioned above do you have in your home town?

Listen 59 

8. Listen to Roseanne talking to an interviewer about Park Avenue in New York City. Which of these words do they mention?

- | | | | |
|---------------|-----------|-------------------|--------------|
| ▪ art gallery | ▪ harbour | ▪ pavement | ▪ river |
| ▪ bridge | ▪ lake | ▪ railway station | ▪ skyscraper |
| ▪ museum | ▪ park | ▪ restaurant | ▪ statue |

59 

9. Listen again. Correct the false information in the sentences.
- a. Roseanne's family lived on Park Avenue 50 years ago.
 - b. Her family home is now a supermarket.
 - c. Roseanne's great-grandfather was an architect.
 - d. The Wall Street Crash was an economic collapse in 1928.
 - e. Roseanne now lives in Blue Bay on Lake Michigan.
 - f. Roseanne feels angry when she thinks about her great-grandfather today.

Glossary

- posh: *pijo/a*
- great-grandfather: *bisabuelo*

Speak 

10. Work in groups. Look at the text *72 Hours in New York City* on page 126. Brainstorm ideas to describe a place you know or the place where you live. Think of:
- a. places to visit
 - b. places to stay
 - c. places to eat
 - d. places for young people to go out.

Write 

11. Now write your own guide to your home town or a city you know well.

Focus on Vocabulary

7a. Look at the highlighted words in the text on page 126. Match them to the definitions 1-10.

- Ask students to work in pairs to match the words in the text to the definitions.

Answers

1 bridge 2 museum 3 lake
4 statue 5 pavement 6 harbour
7 gallery 8 railway station
9 skyscraper 10 river

7b. How many of the places mentioned above do you have in your home town?

- If you live in a rural area, ask students to think of famous examples of these places from Colombia or elsewhere in the world.
- Check answers as a class.

Listen

8. Listen to Roseanne talking to an interviewer about Park Avenue in New York City. Which of these words do they mention?

- Before they listen, read the glossary together.
- Play audio Track 59. Play the audio first without pausing. Ask students to write down the words they mention in their notebooks.
- Before checking answers as a class, ask students to compare their answers in small groups. Did they all hear the same words?

Audio script

59

- A: Welcome back. You're listening to 'Family History'. Every week, we speak to members of the public about important events in the lives of their family. Today, we're in the posh end of town, Park Avenue, New York. Our guest is Roseanne Schwartz. Roseanne. Why are we here on the pavement in New York City?
- B: Well, Charles, a hundred years ago, my family used to live here on Park Avenue.
- A: Where exactly?
- B: Our home was destroyed but it's where this skyscraper is now.

A: You lived here?

B: No, I didn't. My parents didn't use to live here either. That's the problem. My great-grandfather used to own a flat here on Park Avenue.

A: So he was quite successful?

B: Yes, he was a rich man. He was an artist actually. He used to make statues, public statues. You can see some in art galleries and museums all over the country.

A: So what happened?

B: The Wall Street Crash happened.

A: The Wall Street Crash. In 1929, there was an economic collapse in the United States and many people lost a lot of money.

B: Exactly. My great-grandfather lost everything. He was 70 at the time and he was too old to work again. He sold our flat on Park Avenue and he moved out of the city. We now live in Green Bay on Lake Michigan. We have a little house near the harbour and we're happy.

A: So how does it feel to be here on Park Avenue today? Do you regret that your family used to be rich and have a flat here?

B: No, it's ancient history now. I do feel sad when I think of my great-grandfather and the disaster that he lived through. It affected my grandmother a lot. She didn't use to talk about it and she didn't like to come here. It brought back too many bad memories.

A: I can imagine. Roseanne, thank you for sharing that with us today.

Answers

art gallery, museum, harbour, lake, pavement, skyscraper, statue

9. Listen again. Correct the false information in the sentences.

- Check that students understand that the sentences in the book contain false information; what they hear on the recording is true.
- Before listening again, ask students to predict the answers.
- Play audio Track 59 again. Play the audio first without pausing.
- Ask students to discuss their answers in pairs. Then play the audio once more to confirm.

Answers

- Roseanne's family lived on Park Avenue 100 years ago.
- Her family home is now a skyscraper.
- Roseanne's great-grandfather was an artist.
- The Wall Street Crash was an economic collapse in 1929.
- Roseanne now lives in Green Bay on Lake Michigan.
- Roseanne feels sad when she thinks about her great-grandfather today.

Speak

10. Work in groups. Look at the text *72 hours in New York City* on page 126. Brainstorm ideas to describe a place you know or the place where you live.

- Encourage students to make as long a list as possible in preparation for exercise 11.
- Remind students that when they are brainstorming, they should not reject ideas suggested by members of the group. They should write down everything.

Write

11. Now write your own guide to your home town or a city you know well.

- Ask students to look at their ideas from the Speaking exercise. They are now going to use these to write a similar text to *72 Hours in New York City* on page 126. Ask students to look back through the reading text and find sentences and phrases that they can adapt for their own writing.
- Students should now write their texts individually or in groups.
- Ask students to find pictures from the Internet to use in their writing. What images best represent their city?

 **Speak**
Get Ready!
1. Work in groups. Answer the questions.

- What is the biggest city you have ever been to? How did you feel when you were there?
- What was the best thing about it?
- What was the worst thing?
- If you have never been to a big city, what would you like to do in a big city?



São Paulo, Brazil



Mexico City, Mexico



Tokyo, Japan



London, United Kingdom



Cairo, Egypt

 **Read**
2. Read the opening paragraph of an article about megacities. Complete the gaps with the options below.


The Age of the Megacity

The 21st century is the era of (1) _____ megacity. A megacity is defined (2) _____ an urban area with a population of ten million or more. As the world's population (3) _____ increased, so have the size of the cities. In recent years more and more people have moved to the cities from the countryside in search of work. (4) _____ are four megacities in India alone (Delhi, Mumbai, Kolkata and Chennai) and 35 worldwide. It is (5) _____ harder and harder for these cities to bear the growing numbers of people who are emigrating there.

- | | | | | | |
|----------|----------|---------|------------|----------|------------|
| 1. A. a | B. that. | C. the | 4. A. They | B. There | C. These |
| 2. A. as | B. like | C. of | 5. A. got | B. get | C. getting |
| 3. A. is | B. has | C. have | | | |

LESSON OVERVIEW

In this lesson, students will learn about megacities and the challenges that come from living in a large urban area. They will also talk about recent activities in their life and changing situations. Finally they will debate the advantages of living in a town against living in the country.

Speak

Get ready!

1. Work in groups. Answer the questions.

- Put students in groups of three or four. Give them time to read the questions carefully before they discuss the answers.
- If the students live in a big city like Bogotá, you will need to change the task to focus on questions b-c. Do the students feel happy to live in a city, or would they prefer to live somewhere quieter?

Read

2. Read the opening paragraph of an article about megacities. Complete the gaps with the options below.

- Students read the opening paragraph of a magazine article, 'The Age of the Megacity'. They then complete the missing words by choosing the correct answer, A, B, or C.. Remind students to write their answers in their notebooks.
- Discuss answers as a class.
- Point out to students that this exercise is typical of the ones that students may be asked to complete in the Prueba de Inglés exam at the end of their course.

Answers

- 1 C the
- 2 A as
- 3 B has
- 4 B There
- 5 C getting

3. a. Read the rest of the text. Note three problems with the growth of megacities.
- b. Read the text again. What are the causes of the problems?
- c. Work in groups. Can you think of any solutions for the problems of megacities?

As large numbers of people have been moving to the megacities, they have had difficulty finding somewhere to live. These cities simply do not have enough accommodation for so many new arrivals. As a result, people have been building temporary homes around the edges of the new cities, many without running water or electricity.

Life isn't much better for the more prosperous inhabitants. The number of people driving to work has been increasing all the time and there are now millions of cars to match the numbers of new workers. Many megacities face gridlock at rush hour as the whole population goes to work or returns home at the same time. Spending large amounts of time in traffic is incredibly stressful, and frustration with these delays reduces people's general satisfaction with their life in the new metropolis.

More cars means more CO₂, carbon dioxide, which is released into the atmosphere. At the same time, megacities are centres of production with thousands of factories operating all over the area. Air pollution has been getting worse as a result of the emissions from cars and factories. In many parts of China, cities experience days of smog, a thick brown fog that covers the homes and buildings. This has an impact on public health, especially for those people who have breathing problems.

The age of the megacity is here now and these problems are real. Solutions must be found and quickly, because these people have moved to the cities to live and the population is not going to fall any time soon.

Glossary

- rush hour: *hora punta*
- gridlock: *atasco*
- factories: *fábricas*

Focus on Language

4. a. Look at the sentences from the text. Answer the questions.

... large numbers of people have been moving to the megacities ...

... people have been building temporary homes around the edges of the new cities ...

1. Do these actions begin in the future, past or present?
2. Are these describing a finished action?
3. Do these actions happen over a long time or a short time?

Useful language

The present perfect continuous

- We use the present perfect continuous to describe actions that began in the past and continue into the present.
We use it to describe a continuous action:
I've been studying for my exams for weeks.
- Or an action that we repeat several times:
He's been putting a lot of photos on social media sites recently.
- We make the present perfect continuous with:
have + been + -ing.

- b. Work in pairs. Ask and answer these questions. Use the present perfect continuous.

1. What have you been doing recently?
2. What have you been studying in this lesson?
3. What has been happening at your school recently?

Say it!

5. a. Read the rule then complete the table with the words below.

The letters *ea* are usually pronounced /i:/ (peas). There are some exceptions: *ea+r* = /iə/ (fear), /ɜ:/ (early), or /eə/ (bear).

- reason ▪ pear ▪ increased ▪ near
- year ▪ search ▪ earth ▪ wear

/i:/	/iə/	/ɜ:/	/eə/

- b. Listen and check your answers.

3a. Read the rest of the text. Note three problems with the growth of megacities.

- Tell students that the text on page 129 is a continuation of the text on page 128. Before students read the rest of the text, draw their attention to the glossary box at the bottom of the page.
- Students read the text and identify three problems with the growth of megacities. They should write these in their notebooks.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

As large numbers of people have been moving to the megacities, they have had difficulty finding somewhere to live / Many megacities face gridlock at rush hour / Air pollution has been getting worse as a result of the emissions from cars and factories.

3b. Read the text again. What are the causes of the problems?

- Students read the text again to find causes of the problems. Give the students plenty of time to do this because it is a complex task that requires deep understanding of the text.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

These cities simply do not have enough accommodation for so many new arrivals. / The number of people driving to work has been increasing all the time and there are now millions of cars to match the numbers of new workers. / More cars means more CO² carbon dioxide, which is released into the atmosphere. At the same time, megacities are centres of production with thousands of factories operating all over the area.

3c. Work in groups. Can you think of any solutions for the problems of megacities?

- Put students in large groups. Ask them to consider the problems with megacities. Perhaps each group should just choose one of the problems from 3b to discuss.
- Students discuss their ideas. If students are struggling with this task, move on to the next exercise in the book. This is a complex question which will stretch the imagination of the stronger students in the class.
- Discuss answers with the whole class. Ask one student to make notes on the board as each group suggests a new solution. Don't force students to propose an answer here if they lack inspiration. Not everyone feels comfortable dealing with such an open task.

Focus on Language

4a. Look at the sentences from the text. Answer the questions.

- Ask students to look at the two example sentences. Ask students to find the sentences in the text (they both appear in paragraph 1 of the text on page 129).
- Students individually think about the answers to the questions. The questions are designed to allow students to deduce the meaning of the grammar structure.
- Check answers with the whole class. Then ask the students to read the grammar box on the present perfect continuous.

Answers

1. In the past.
2. No, the action is continuing at the time of speaking.
3. Over a long period of time.

4b. Work in pairs. Ask and answer these questions. Use the present perfect continuous.

- Ask students to look at the questions. Ask why is the present perfect continuous used here?

It is because we are asking about recent activity up to the present. Explain that this is a very common use of the present perfect continuous.

5a. Read the rule then complete the table with the words below.

- Students read the pronunciation rule. Explain that English is not a phonetic language so the same spelling can often be used for many different vowel sounds.
- Replicating English vowel sounds is not easy for Spanish speakers because Spanish only has five distinct vowel sounds. English has many more and it can be difficult to replicate these sounds when studying the language. Encourage the students to read these words aloud as they try to complete the table.
- Students copy the table on page 129 in their notebooks. Students then look at the words and try to complete the table based on the pronunciation of the letters 'ea' in each case.

5b. Listen and check your answers.

- Play audio Track 60 once while students check their answers. Give the students time to check their answers in pairs.
- Then play the recording one more time. You could draw the table on the board and invite students to come up one by one to add a word to the table. Then play the recording, stopping after each word, and ask the rest of the class to say whether it is in the right place in the table.
- Finally, play the recording again. Ask students to listen and repeat the words as a class. Play the recording and stop after each word.

Answers

- /i:/ reason, increased
- /ɪə/ near, year
- /ɜ:/ search, earth
- /ɪə/ pear, wear



Listen

61



6. Listen to some people talking about their cities. Match the issues with the cities.

New York	Seoul	London

- CO₂
- traffic noise
- pesticides
- air pollution
- green city
- new technologies
- transport
- monitoring programmes
- environmental clean-up

61



7. Work in pairs. Listen again and answer the following questions.

- a. Are people in megacities interested in environmental problems?
- b. What is being done in New York to protect the environment?
- c. What is being done in Seoul to protect the environment?
- d. What is being done in London to protect the environment?

Focus on Vocabulary

8. Look at the words in the box and answer the questions below.

▪ reside ▪ residential ▪ resident ▪ residence

- a. How are these words similar?
- b. This is a word family. What is the root word that appears in all of them?

9. Look at the word families below. Answer the questions.

- a. What is the root word for each family?
- b. Are the words adjectives, adverbs or nouns?
- c. Which group does not contain a verb?

Root word	reside			
Words in the family	residence resident residential	developed development developing	environmental environmentalist environmentally	pollution pollutant polluted

10. What are the word families for these verbs? Use your dictionary or the Internet to help you.

▪ build ▪ imagine ▪ photograph
▪ create ▪ organise ▪ science

Listen

6. Listen to some people talking about their cities. Match the issues with the cities.

- Before they listen, students copy the table into their notebooks and check understanding of the words to complete the table. Remind students that the first one is CO₂, which is the chemical symbol for the gas carbon dioxide.
- Play audio Track 61.
- Before checking answers as a class, ask students to compare their answers in small groups.

Audio script

61

Speaker 1: I'm a resident of New York city and I love it. However, there are many environmental challenges to deal with here in the Big Apple. I work for the New York State Department of Environmental Conservation, so it's my job to help protect our environment. To give you one example, we educate people on how to use chemicals like pesticides, in a way that will minimise damage to the environment. There are environmental clean-up and monitoring programmes to check that pollution and litter and so on is kept under control. We want to make New York a great place to live for everyone, wherever they reside.

Speaker 2: I live in Seoul, one of the world's megacities and like a lot of capital cities in Asia, our population has been growing and growing. That has an obvious impact on the environment. For one thing, there's more traffic noise and more cars means more air pollution. The mayor has been working to solve these problems and he intends to make Seoul a green city with clean air. It's all down to scientific research. The city has worked on the development of new technologies so that the megacity reduces its negative effect on the environment.

Speaker 3: London is a megacity but it's not a new one. Millions of people have been living and working here for over a hundred years. I work for Transport for London so we're responsible for the buses and the underground. It's an old city, but we've been working hard to improve life for everyone. You know, we've been reducing the environmental impact of what we do. For example, we have been designing projects to cut CO₂ and other things that pollute the air. We work with thousands of people in many different locations, so if we make a change across the organisation, it will have an impact on the cleanliness of the air in the city as a whole.

Answers

New York: pesticides, monitoring programmes, environmental clean-up
Seoul: traffic noise, air pollution, green city, new technologies
London: transport, CO₂

7. Work in pairs. Listen again and answer the following questions.

- Students listen again to audio Track 61.
- After playing the recording for the first time, put students in pairs or threes if there are weaker students who will need further support. Give the students plenty of time to discuss their answers to the questions.
- Check answers as a class.

Answers

- Yes, they are.
- They educate people on how to use chemicals like pesticides. There are environmental clean-up and monitoring programmes.
- The city has worked on the development of new technologies so that the megacity reduces its negative effect on the environment.
- They have been designing projects to cut CO₂ and other things that pollute the air.

Focus on Vocabulary

8. Look at the words in the box and answer the questions below.

- Check students' understanding of terms such as nouns, verbs, and adjectives. Do this by writing a simple sentence on the board and asking the students to identify the nouns, verbs and adjectives in each case, e.g. *The old man wore a black hat.*
- Students work in pairs to look at the questions.

Answers

- They have a similar meaning even though they are a verb (*reside*), an adjective (*residential*), and nouns (*resident*, *residence*).
- The root word is *reside*.

9. Look at the word families below. Answer the questions.

- Establish that not every word has a distinct verb, noun or adjective form. For example, in this exercise, the word *environmental* does not have a verb as part of its word family.
- Check answers as a class.

Answers

- develop, environment, pollute
- adjectives: residential, developed, developing, environmental, polluted
nouns: resident, residence, development, environmentalist, pollution, pollutant
- The third group, ENVIRONMENT

10. What are the word families for these verbs? Use your dictionary or the Internet to help you.

- Students work in groups to complete the word families. They can simply look at the alphabetical list of words in a dictionary or an online dictionary.
- Ask one student in each group to choose a word and then present their answers to the others.
- Check answers as a class. Note the stress change in *photograph* and *photographer*, e.g. *photographic*, *photography*.

Answers

build: building, builder
create: creative, creation, creator
imagine: imagined, imaginary, imagination
organise: organised, organisation, organiser
photograph: photographic, photography, photographer
science: scientific, scientist

Speak

11. Work in two groups. Follow these instructions.

- Group A, think of advantages of living in the city. What things can you do? What things make life great? Prepare a list.
- Group B, think of advantages of living in the countryside. What things can you do? What things make life great?
- Have a debate. Group, A, explain why it is best to live in a city. Group B, explain why it is best to live in the countryside.
- Vote. Which is better the city or the countryside? You can give your own opinion here. You don't have to vote with your group.

Writing Tip

✓ Use paragraphs to organise your writing. Do not write just one continuous piece of text. Using regular paragraphs makes a text easier to read. Follow this rule when choosing to start or finish a paragraph: One idea, one paragraph.

Write

12. Read the Writing tip. Then divide this text into paragraphs. How many paragraphs do you need? How many key ideas are there in the text?



Shanghai is now the largest city in China. Its population has been growing steadily for half a century. It now stands at around 24 million people. Shanghai is a true megacity. The city was founded around 1500 years ago. It was always in an excellent location where a major river meets the sea. Its name actually means 'upon the sea' and merchants have been going there for years because of its excellent harbour. In recent years a number of problems have been appearing in this urban area. As developers have been building larger and larger buildings, the city has been sinking by about 1½ centimetres a year. This is because it was originally built on a swamp. The only way to prevent this environmental disaster is to stop construction. Fewer and fewer new buildings have been appearing on the city's skyline in the last decade, which is one reason why the world's tallest building is no longer in Shanghai, but in Dubai.

Glossary

- sink: *hundirse*
- steadily: *incesantemente*
- swamp: *pantano*

Speak

11. Work in two groups. Follow these instructions.
- It is the first debate that students have done so remind students that they need to listen carefully to the arguments of their classmates.
 - Divide students into two groups. If you have a very large class, you can create several teams here to debate amongst themselves.
 - Each group has to take one side of the argument. Some students may find this frustrating because they are being asked to defend an argument that they don't necessarily believe but point out that at the end, they will have an opportunity to decide on what side of the debate they stand.
 - First students make a list of advantages of living in the city or the countryside. Once students have thought of enough ideas, encourage them to number the ideas so that number 1 is the most important, 2 is the second most important, etc. This will help students decide how to present their arguments.
 - When students are ready, begin the debate. Ask each group to speak for a minute at a time, taking turns to make their arguments or to respond to an argument by the other group. During this minute, only one student can speak and the other members of the other group must not interrupt.
 - After the students have made all of their arguments, ask students to vote on which side they support by raising their hands. This is a free vote and students are no longer obliged to defend one side or the other.

Write

12. Read the Writing tip. Then divide this text into paragraphs. How many paragraphs do you need? How many key ideas are there in the text?
- Ask students to read the writing tip. The writing tip is particularly useful in formal or academic writing. One idea, one paragraph basically means that each paragraph should contain one main idea with supporting evidence to back it up. Once the students move onto a new idea, they should begin a new paragraph. Use of topic sentences in lesson 4 will provide further help in choosing the content of a paragraph.
 - Before reading the text, draw students' attention to the glossary. Note that *steadily* is translated as *incesantemente*. The cognate *incessantly* does exist in English but it is a false friend because it means 'all the time', especially in a negative context.
 - Students read the tip and decide how to break up the text into paragraphs. Remind students to work in their notebooks. There are four main ideas in the text so students will need four separate paragraphs.
 - The first paragraph introduces the concept of Shanghai as a megacity. The second one introduces general information about the city. In the third paragraph, we learn that there are problems with the megacity. In the fourth paragraph, a solution to these problems is proposed.
 - When they finish, ask students whether the text is easier to read now it is in paragraphs.

Answers

Shanghai is now the largest city in China. Its population has been growing steadily for half a century. It now stands at around 24 million people. Shanghai is a true megacity. The city was founded around 1500 years ago. It was always in an excellent location where a major river meets the sea. Its name actually means 'upon the sea' and merchants have been going there for years because of its excellent harbour.

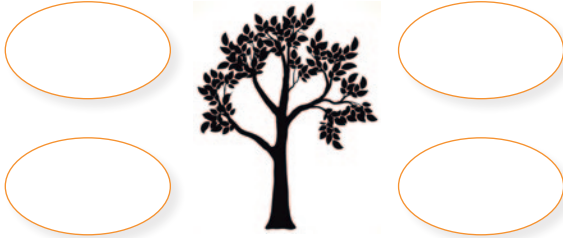
In recent years a number of problems have been appearing in this urban area. As developers have been building larger and larger buildings, the city has been sinking by about 1 ½ centimetres a year. This is because it was originally built on a swamp.

The only way to prevent this environmental disaster is to stop construction. Fewer and fewer new buildings have been appearing on the city's skyline in the last decade, which is one reason why the world's tallest building is no longer in Shanghai but in Dubai.

Speak

Get Ready!

- Look at situations 1-8. Are they describing natural states or human activity?
 - Why do people damage the environment? What is their motivation?
 - Which of these problems are easy to solve? Which ones are difficult?



1. 'We can cut down the forest and sell the wood to create hundreds of jobs for local people.'

2. 'The Amazon forest is essential because the trees convert much of the world's CO₂ to oxygen.'

3. 'The river provides clean water for fish, birds and other animals.'

4. 'The waste from the factory has to go somewhere so we put it in the rivers.'

5. 'We use pesticides to protect our apples, grapes and pears. They kill most insects.'

6. 'Bees are essential to pollinate plants and flowers. We cannot replicate their behaviour in an artificial way.'

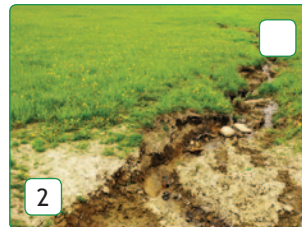
7. 'Turtles lay their eggs on this beach because there are no predators here.'

8. 'There is a beautiful new hotel next to the beach. Everyone wants to come here on holiday now.'

Focus on Vocabulary

- Match the problems in the box with the correct pictures.

- a. drought
 b. erosion
 c. logging
 d. forest fires
 e. intensive farming
 f. land and water contamination



- Listen and check your answers.



LESSON OVERVIEW

In this lesson, students will move on from talking about cities to looking at the environmental consequences of human activity. From this point on, the module will examine environmental issues both internationally and inside Colombia. Be aware that this kind of topic can be alarming for young people but there are ways that they can act to prevent this kind of damage continuing, as shown in the final writing task in this lesson on using Twitter.

Speak

Get ready!

1a. Look at situations 1-8. Are they describing natural states or human activity?

- Students begin by looking at what is natural and what is caused by humans. Students should group four of the situations 1-8 in the circles which surround the tree to represent natural states. They should group the other four situations in the circles which surround the silhouette of the man to represent human activity.
- Remind students to write in their notebooks. They only need to write the numbers, not the whole situation.

Answers

Natural states: 2, 3, 6, 7

Human activity: 1, 4, 5, 8

1a. Why do people damage the environment? What is their motivation?

- Students work in groups to discuss the question. Direct the students back to the situations. These all show reasons why people damage the environment.
- Discuss the students' ideas as a class.

Answers

Some reasons for the situations are: people damage the environment to make money (1); because industry creates waste and there are sometimes no safe places to put it (4); they damage the environment to protect food sources for people (5); they damage the environment to have fun, often without realising the consequences of their actions (8).

1b. Which of these problems are easy to solve? Which ones are difficult?

- Students work in groups to discuss the question. The problems are the situations caused by human activity. The purpose of this exercise is to establish that it is often very difficult to prevent damage to the environment, even if we don't want to cause any harm.
- Discuss the students' ideas as a class.

Answers

Situation 1 is easy to solve by stopping the damage to the forest, but new jobs will have to be found for the workers.

Situation 4 is not easy to solve but businesses should consider how to remove waste safely before they begin work.

Situations 5 and 6 are linked. Pesticides are not just killing insects that eat fruit, they are also killing the bees which pollinate the fruit. Farmers need to use pest control which does not kill bees. This is easy to do. Farmers grew food for centuries before pesticides were invented.

Situations 7 and 8 are also linked. Situation 8 is easy to solve by asking tourists at the hotel to be responsible and not to go on beaches where turtles lay their eggs.

Focus on Vocabulary

2a. Match the problems with the correct pictures.

- Students match pictures 1-6 with problems a-f. Remind students to write the answers in their notebooks. Students can work in pairs to complete this exercise.

Answers

- a 6
- b 2
- c 3
- d 5
- e 1
- f 4

2b. Listen and check your answers.

- Students listen to check their answers. Play audio track 62 once.
- Check answers as a class.
- Play the recording again, asking the students to repeat the words as a class. Stop the recording after each word.

Audio script

1. intensive farming
2. erosion
3. logging
4. land and water contamination
5. forest fires
6. drought

62



3. a. Complete the sentences with the words from exercise 2.

1. In ... they also often use **genetically modified** animals and plants to increase the amount of food they produce.
2. ... doesn't just damage the forests. It also destroys **animal habitats** so there is nowhere left for wild animals to live.
3. ... are natural events, but they also create large amounts of **smoke**, which has an effect on air pollution.
4. ... happens because people simply throw **waste** away without recycling it in an appropriate place.
5. During a ..., there is sometimes not enough water for food which can lead to **famine** in extreme cases.
6. The land under our feet can be destroyed by ..., but also by **mining**.

63


b. Listen and check your answers.

c. Translate the words in bold into your language.

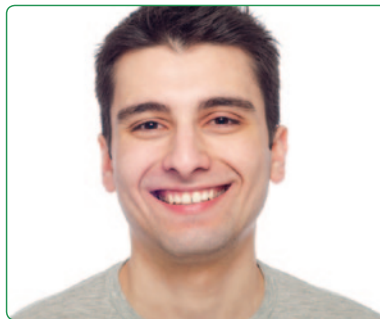
Listen 64


4. Listen to the discussion about humans and nature in a Biology class. Who ...

- a. thinks nature is more important?
- b. thinks people are more important?
- c. gives no preference?



Luisa



Oscar



Catalina

64


5. Listen to the discussion again. What are the missing words?

- a. Personally, I'm not worried about If people need more milk, what's wrong with ... cows? It's just not a problem for me.
- b. There are other ways of producing enough food. Take pig farming. It produces enormous amounts of That leads to ... once it reaches the rivers.
- c. ... is an enormous problem. The forests are disappearing. In some countries they use ... to clear land. Then they use the land for farming and development. I don't agree with this.

6. Work in pairs. Who do you agree with? Luisa, Oscar or Catalina? Why?

Listening Tip

- ✓ When listening to individuals in a discussion, write the ideas or their arguments next to their names to help you remember who said what.

3a. Complete the sentences with the words from exercise 2.

- Ask students to complete the sentences with words on page 132. Remind students to write the answers in their notebooks. Tell students not to worry about the words in bold in the sentences at this stage (they will work with these in exercise 3c).

3b. Listen and check your answers.

- Play audio Track 63 and ask students to check their answers.
- Check answers as a class.

3c. Translate the words in bold into your language.

- Students work in pairs to translate the words.
- Check answers as a class.

Answers

- intensive farming
- Logging
- Forest fires
- Land and water contamination
- drought
- erosion

Listen

4. Listen to the discussion about humans and nature in a Biology class. Who...

- Students will listen to three speakers talking about the environment. Before they listen, tell students that they will hear the speakers in the same order as the photos on the page: Luisa, Oscar and Catalina.
- Play audio Track 64. Play the audio first without pausing. Ask students to match the speakers with the opinions.
- Check answers as a class.

Audio script

64

Teacher: As we said in the last lesson, we're going to talk about humans versus nature in our class today. I hope you've prepared your arguments. So, who would like to start our discussion? Are humans more important than nature? Yes, Luisa...
Luisa: Well, I think humans have to be more important than nature. There are millions of people in the world and they all have a basic human right to have enough to eat. Personally, I'm not worried about intensive farming. If people need more milk, what's wrong with genetically modified cows? It's just not a problem for me.

Teacher: OK that's a good point. Does anybody have something to say about Luisa's point of view? OK, Oscar...
Oscar: I don't fully agree with Luisa. I understand what you're saying but there are other ways of producing enough food. Take pig farming. It produces enormous amounts of waste. That leads to water contamination once it reaches the rivers. Do we need to have intensive farming of pigs? People need to eat too. I just don't know.

Teacher: Catalina, Do you have anything to say?

Catalina: Yes I do. I believe that we need to care for nature. It's the most important thing there is. At the moment, logging is an enormous problem. The forests are disappearing. In some countries they use forest fires to clear land. Then they use the land for farming and development. I just don't agree with this. We have a responsibility to future generations to care for the environment. If we don't do that, there won't be anything left to save in the future.

Teacher: Well... This is very interesting. What do all of you think about these two different points of view? Let's continue with our discussion....

Answers

- a Catalina b Luisa c Oscar

5. Listen to the discussion again. What are the missing words?

- Remind students to write in their notebooks.
- Before they listen again, ask students to guess the missing words. To help them, ask them what type of word will go in each gap: a verb, noun, adjective, etc.?
- Students listen again to audio track 64 and complete the sentences.
- Students discuss their answers in pairs.
- Play the recording once more so that students can check their answers. Again, give the students time in pairs to compare what they have heard.
- Check answers with the whole class.
- After you finish, tell the students to put down their pens and listen to the recording one more time to try to understand the whole conversation without needing to read any questions or exercises at the same time.

Answers

- intensive farming, genetically modified
- waste, water contamination
- Logging, forest fires

6. Work in pairs. Who do you agree with? Luisa, Oscar or Catalina? Why?

- Students discuss what they have heard on the recording.
- It is possible that arguments may start because this is an emotive issue. Remind students that it is important to listen to the opinions of other people with respect, even if they strongly disagree with them.
- Don't spend too long on this exercise, just give students enough time to give a personal response to what they have heard.



Read

7. a. Work in groups of three. Student A, read text A. Student B, read text B. Student C, read text C. Copy the table in your notebook and complete it for your text.

Problem	Cause	Effect

- b. Tell your partners about your problem. Which one is the worst? Why?
- c. Now read all three texts quickly. Did your partners forget any of the information?

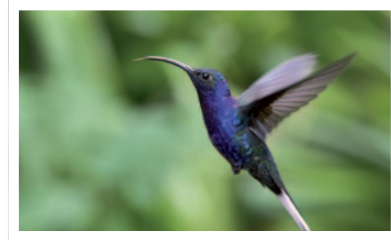


B

The food of the future is already here. Scientists have created genetically modified (GM) salmon. The genetic modification results in bigger fish that need less food to grow. It is one solution to the world's growing appetite for seafood. However, protestors are concerned about the innovation. At the moment, the GM fish do not come into contact with rivers or the sea. However, a hurricane could cause an escape of the GM animals into the natural environment. If that happens, the GM fish may destroy the wild salmon population because they are bigger and can compete better for the same food source.

C

The first sign of the crisis was a smell of smoke. At first we thought the smoke was caused by cooking in someone's house. Then we looked out of the window and saw a huge smoke cloud over the mountains. We knew then that we were facing an ecological disaster. The fire led to the destruction of fifteen square kilometres of land in the nature reserve. The tragic thing is that it started so stupidly. Some tourists were having a picnic in the mountains and they started the fire accidentally.



A

What can you do? Our village was always close to the rainforest and we used to see birds and even monkeys running up and down the trees outside our homes. Today there's nothing. A construction company got permission to build several blocks of flats in the area. They cut down all the trees around our village. The disappearance of our local wildlife is a result of the logging. It's crazy. Protecting the forest gives a home to thousands of different species. I used to see hummingbirds outside my front door. I never see any now.

8. Read the sentences from the texts in exercise 7 and classify the expressions in bold. Complete the table.

- The genetic modification **results in** bigger fish.
- A hurricane could **cause** an escape of the GM animals.
- The disappearance of our local wildlife is a **result of** the logging.
- Protecting the forest **gives** a home to thousands of different species.
- At first we thought the smoke was **caused by** cooking in someone's house.
- The fire **led to** the destruction of 15 square kilometres of land.

Cause → Effect:	Effect → Cause
<i>results in</i>	

Glossary

- hummingbird: *colibrí*
- nature reserve: *reserve natural*

Read

- 7a.** Work in groups of three. Student A, read text A. Student B, read text B. Student C, read text C. Copy the table in your notebook and complete it for your text.
- Before they read, draw students' attention to the glossary box at the bottom of the page.
 - This is a 'jigsaw' reading. Students read, three different texts and share the information that they have read.
 - Before the discussion begins, the students should copy the table in their notebooks.
 - Although they work alone at this stage, you could still put students in pairs. Go around the class, telling each student in order whether they are an A, B or C. Students then work with a student with the same letter. The As read the first text. The Bs read the second text and the Cs read the third text. Each pair reads the same text and completes the table together. Then students make new groups of three where each group contains one A, B and C student.
 - Students read their text and complete the table.

Answers

Text A Problem: the destruction of the rainforest

Cause: A construction company cut down all the trees around our village.

Effect: the disappearance of the local wildlife

Text B Problem: genetically modified salmon

Cause: A hurricane could cause an escape of the GM animals into the environment.

Effect: The GM salmon may destroy the wild salmon population.

Text C Problem: a fire

Cause: Some tourists started a fire when they were having a picnic.

Effect: the destruction of 15 square kilometres in the nature reserve.

- 7b.** Tell your partners about your problem. Which one is the worst? Why?

- In their groups of three, students use the table to explain the content of their text. As they discuss the three problems, they should choose which problem is the worst.
- Whole class discussion. Which problem did each group think was the worst? Are there any different opinions?

- 7c.** Now read all three texts quickly. Did your partners forget any of the information?

- Students now read all three texts again. They check the information that their partners gave them in 7b. They should look for any incorrect information or any missing facts.
- Students discuss the three stories in groups. Did their partners give a good summary of the information that they had read?

- 8.** Read the sentences from the text in exercise 7 and classify the expressions in bold. Complete the table.

- Students should copy the table into their notebooks.
- Students work in pairs to decide whether the words in bold show a cause that leads to an effect, or an effect than comes from a cause.
- Check answers with the whole class.

Answers

Cause → Effect: *results in, cause, gives, led to*

Effect → Cause: *is a result of, was caused by*

9. Complete the following sentences using a cause or effect expression.
- Water contamination ... mining for gold.
 - Quite often, forest fires ... human activities.
 - Genetically modifying foods can ... human illness.
 - A drought ... the death of many wild animals.
 - Creating nature reserves ... wildlife some protection.
 - The landslide ... coastal erosion.

Speak 

10. a. Work in pairs. How many animals from your country can you think of? Make a list.

dogs, pigs, hummingbirds, ...

- b. Put the animals into three groups:

Pets	<i>dogs, ...</i>
Farm animals	<i>pigs, ...</i>
Wild animals	<i>hummingbirds, ...</i>

11. Look at the groups of animals. Answer the questions.
- Have you ever seen any of these animals?
 - Do you think these animals are common or rare?
 - Are there any environmental problems connected with these animals? What are they?

Write 

12. Read the guide to using Twitter. Then decide if these hashtags below are good or bad. What kind of people would look for these hashtags?

How to use Twitter

One way to raise awareness of something you believe in is to write a tweet on Twitter. Tweets are only 140 characters, including the hashtag (the word preceded by the hash character #). In English, this means that the average tweet contains ten-eleven words.

Hashtags allow anyone in the world to read your message. For example, people who are interested in cars might follow the hashtag #cars and read all tweets on that topic.

Be careful your hashtag is not ambiguous, however. For example, is #apple talking about the fruit or the IT company?

#animals
 #Amazon
 #Colombia
 #environment
 #fish
 #geneticallymodifiedfoods
 #gold
 #help
 #nature
 #salmon

13. Write a tweet in English about an environmental subject. Write ten-eleven words. Include a hashtag. Then post them on the board. Which one is the most effective? Which one gives the most information? Which one has the best hashtag?

9. Complete the following sentences using a cause or effect expression.

- Students work alone to complete the sentences using the expressions from exercise 8. Remind students to write their answers in their notebooks. Check that students know the meaning of the word *landslide*: *derrumbe*.
- Students work in pairs to compare their answers. Note that there is more than one correct answer in each case here.
- Discuss answers with the whole class.

Answers

- a. is caused by / is a result of
- b. are caused by / are a result of
- c. lead to / cause / result in
- d. leads to / causes / results in
- e. gives
- f. was caused by / was a result of

Speak

10a. Work in pairs. How many animals from your country can you think of? Make a list.

- Students in pairs list as many animals as they can think of. If students are having difficulty with this, join pairs together to make larger groups.

10b. Put the animals into three groups:

Pets: *dogs*, ...

Farm animals: *pigs*, ...

Wild animals: *hummingbirds*, ...

- Students now put the animals from 10a into groups. Some animals may go in more than one group.

11. Now look at the groups of animals. Answer the questions.

- The aim of this exercise is to give students a chance to think about common animals and how they are affected by human development. Students should discuss these questions in small groups.
- The first question is an opportunity for students to discuss an event from their own lives. Students should take it in turns

to describe the event. The other members of the group then ask as many questions as they can to find out more about the animal.

- The second exercise is a simple task to decide which animals are common and which are rare. The idea is to further emphasise the fact that wild animals are often extremely rare in the modern world.
- The third question may be difficult to answer if there has not been any major news stories about animals in Colombia recently. In that case, do not spend a lot of time on that question.

Write

12. Read the guide to using Twitter. Then decide if these hashtags are good or bad. What kind of people would look for these hashtags?

- Before beginning the exercise, ask how many students in the class use Twitter now. If a lot of students use Twitter, lead into a discussion on how they use it. Who has the most followers on Twitter? Who follows the most people? Does anyone have a famous person as a follower? Who has written the most tweets?
- Ask students to read the guide to using Twitter. If they have used Twitter before, ask them to anticipate the content before they read.
- After reading the text, students work in pairs to analyse a number of hashtags and say whether they are good or bad.
- Discuss answers with the whole class. There are no right or wrong answers here so encourage students to give justification for their arguments.

Answers

#animals: this is a good hashtag because it can reach people who are interested in lots of different animals.

#Amazon: perhaps ambiguous because it could refer to the rainforest or the company.

#Colombia: a good hashtag for news about Colombia.

#environment: another good hashtag that can reach a large number of people.

#fish: this hashtag can be read in lots of different ways: fish for cooking, going fishing, the environment and fish, so it may not be a good option.

#geneticallymodifiedfoods: this is too long. It's 25 characters and you only have room for 140 in each tweet. *#GMFoods* would be a better option.

#gold: if you want to talk about the gold industry this might be a good choice but it is more likely to reach people who are interested in jewellery. Are they the target readers for the tweet?

#help: too ambiguous. What kind of help do you need?

#nature: this is a good open hashtag that will also appeal to many different people who care about the environment.

#salmon: this is a better hashtag than *#fish* because even though it might reach different people with different interests, everyone who comes into contact with salmon through life or work might want to read this tweet.

13. Write a tweet in English about an environmental subject. Write ten-eleven words. Include a hashtag. Then post them on the board. Which one is the most effective? Which one gives the most information? Which one has the best hashtag?

- Ask students to write their tweets on a piece of paper and to include a hashtag. Then they should put the tweets on the board.
- Once the tweets are on then board, the students should get up out of their seats and read their classmates' tweets. They should not write anything down at this stage.
- When they return to their seats, discuss the questions with the whole class.

Speak 

Get Ready!

1. a. Look at the pictures. Would you like to go here on holiday? Why? / Why not?
b. What are the most popular places to go on holiday in your country? Have you been to any of those places?



Focus on Vocabulary

2. a. Choose the correct word to complete the questions about holidays.
 1. When you are on holiday, do you like to *go* / *make* some sightseeing?
 2. Do you often *buy* / *pay* souvenirs when you are on holiday? What kind?
 3. Do you like *going* / *playing* skiing?
 4. What do you always *make* / *pack* in your suitcase?
 5. Do you like to explore new places or *go on* / *to* a guided tour?
 6. Do you prefer to *live* / *stay* in a hotel or a youth hostel?
 7. In the evening, do you *go dance* / *dancing* or chat to your friends?
 8. When you eat *away* / *out*, what kind of restaurants do you like?
 9. If you go to the beach, do you *get* / *have* sunburnt or do you use suncream?
- b. Write your own answers to the questions.
- c. Work in groups. Compare your answers to the questions. Who is most like you? Who is the perfect person in your group to go on holiday with you?

MODULE 4 UNIT 2 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 4	The Palm Island in Dubai	<ul style="list-style-type: none"> Past perfect 	<ul style="list-style-type: none"> Speaking: discuss the environmental impact of tourism Writing: topic sentences
Lesson 5	The mining industry	<ul style="list-style-type: none"> The future in the past 	<ul style="list-style-type: none"> Speaking: discuss danger in the workplace Writing: an online job advertisement
Lesson 6	The dangers of plastic bags	<ul style="list-style-type: none"> Linking phrases 	<ul style="list-style-type: none"> Speaking: the best product created by humans Writing: tweets and Twitter

LESSON OVERVIEW

In this lesson, students will learn about tourism and its impact on the environment. They will start by discussing the types of holidays that they enjoy. Then they will listen to people recounting common problems that may happen on holiday. Finally, they will examine the case of Dubai which has become a popular tourist destination, despite some environmental problems.

Speak

Get ready!

1a. Look at the pictures. Would you like to go here on holiday? Why? / Why not?

- Give students time to look at the photos and to consider their answers. This is just a warmer to get students thinking about the concept of holidays in general.
- Ask students to discuss the questions in pairs.

1b. What are the most popular places to go on holiday in your country? Have you been to any of those places??

- Students work in pairs to discuss the most popular places to go on holiday in Colombia.

Focus on Vocabulary

2a. Choose the correct word to complete the questions about holidays.

- Students work individually to choose the correct words to complete the sentences. Remind

students to write their answers in their notebooks. Although there is some new vocabulary here, discourage students from using dictionaries at this stage.

- Students check their answers in pairs. Where they disagree, they can now check their answers in a dictionary.
- Remind students that this concept of words that go together, like 'go on a tour', are called collocations. It is important that students do not just learn vocabulary as individual words but also the common collocations in which they appear.
- Discuss answers as a class.

Answers

1 go 2 buy 3 going 4 pack
5 on 6 stay 7 dancing 8 out
9 get

2b. Write your own answers to the questions.

- Students work individually to write their own answers to the questions. This is a useful exercise before free speaking because sometimes it can be difficult to activate memory in the middle of a classroom exercise. It is good to give students some quiet time to think about their own preferences and experiences before they are asked to speak in class.
- Students check their answers in pairs. Where they disagree, they can now check their answers in a dictionary.

2c. Work in groups. Compare your answers to the questions. Who is most like you? Who is the perfect person in your group to go on holiday with you?

- Students work in groups of four or more. They ask and answer the questions using the sentences that they wrote in 2b. Note that the purpose of the exercise is for each student to find someone who is most similar to them, so that they would enjoy going on holiday together.
- Discuss answers as a class. Are the students surprised at the results? Did they find their friends had very different answers to the questions?

Listen 65 

3. Listen to four people, Bob, Andrea, Jim and Pauline describe something bad that happened on holiday. Who ...

- made a mistake because of the weather?
- was a victim of crime?
- got lost?
- became ill?

65 

4. Why do the people mention these things? Listen again to check.

- a camera
- prawns
- a phone app
- clouds

Focus on Language

5. Look at the events from the listening. Which one happened first? Which one happened second? Write 1 or 2.

- Then I noticed that my bag was open. Someone had stolen my digital camera.
- I woke up in the middle of the night feeling ill. We had eaten some prawns.
- I hadn't wanted to go on a guided tour. I just went to explore the city on my own.
- My face was red. I had been on the beach all day and I hadn't put on any sunscreen.

6. a. Look at the Useful language box. How do we make the past perfect?

Useful language

The past perfect

- We use the past perfect in narratives and stories. The past perfect describes a past action that happens before another event in the past.

Why hadn't you told us you were late?

I missed the bus because I'd left home too late.

I was hungry because I hadn't eaten dinner.

b. Look again at the sentences in exercise 5. Which verbs are in the past simple? Which verbs are in the past perfect?

7. Complete the sentences with one verb in the past simple and one in the past perfect.

- She ... (feel) exhausted because she ... (walk) eight kilometres that day.
- I ... (miss) my flight because I ... (forgot) my passport.
- I ... (buy) any souvenirs so I ... (get) a cheap magnet at the airport.
- We ... (not/go) skiing because it ... (not/snow) for weeks.
- The youth hostel ... (not/have) our booking but we ... (made) it online weeks ago!
- They ... (leave) their camera in the hotel so they ... (use) their smartphones to take photos.

8. Work in pairs. Think about the stories in the listening. Have any of these things happened to you or to someone you know?

- Make notes about your experience. Can you use the past simple and past perfect to describe it?
- Tell your partner about your story. Use your notes to help you.

Listen

3. Listen to four people, Bob, Andrea, Jim and Pauline describe something bad that happened on holiday. Who ...

- Before they listen, ask the students to work in pairs. Look at the questions and the pictures and try to guess what problems the people had.
- Play audio Track 65. Ask students to write down the answers in their notebooks.
- Before checking answers as a class, ask students to compare their answers with a partner. Do they have the same?

Audio script

65

1. Bob

It was stupid really. I was in the railway station and I was waiting for the train. This guy my age came up to me and asked me about a place to buy souvenirs. I couldn't help him and then he went away. Then I noticed that my bag was open. Someone had stolen my digital camera. I had packed it in the front of my suitcase and someone had taken it while I was talking to the man. I think they were working as a team.

2. Andrea

It was awful. I woke up in the middle of the night feeling ill. I had a fever and I started vomiting. It was the same for my parents. We had gone to a posh restaurant by the sea and we had eaten some prawns, and I'm sure that they had made me ill. I spent the whole next day in bed.

3. Jim

I'm not a tourist. I'm a traveller but sometimes I get into trouble. Last year, I was in La Paz. Well I hadn't wanted to go on a guided tour so I just went to explore the city on my own using an app. The problem was that there was no WiFi and I couldn't use my phone. I got completely lost. Luckily, I met this lovely old lady who took me back to my youth hostel. She was nice but it was a bit embarrassing really.

4. Pauline

I was in Dubai and I was getting ready to go dancing with my friends when I looked in the mirror and my face was red. I was sunburnt! I had been on the beach all day and I hadn't put on any sunscreen because there were lots of clouds. I mean, in Britain, you don't get sunburnt when it's cloudy but the sun is very dangerous in Dubai. I was in agony!

Answers

a Pauline b Bob c Jim d Andrea

4. Why do the people mention these things? Listen again to check.

- Put students in pairs. Before they listen again, they try to remember why the speakers mentioned 1-4.
- Play audio Track 65 again.
- Check as a class; play the audio again to confirm.

Answers

- Someone had stolen his camera.
- The prawns made her ill.
- He wanted to explore the city on his own using an app.
- She didn't put on any sunscreen because there were lots of clouds.

Focus on Language

5 Look at the events from the listening. Which one happened first? Which one happened second? Write 1 or 2.

- Do the first sentence on the board as an example. Ask the students, which happened first: he noticed his bag was open or his camera was stolen. The answer is that the camera was stolen and then he noticed it. Place a 2 in the first box and a 1 in the second box.
- Students do questions 3-4.
- Check answers with the class.

Answers

1 [2] [1] 2 [2] [1] 3 [1] [2]
4 [2] [1]

6a. Look at the Useful language box. How do we make the past perfect?

- Ask students to read through the grammar box.
- If students are having trouble get them to translate the sentences in exercise 4a into Spanish. They will see that the past

perfect functions exactly like the *pluscuamperfecto*.

- Point out that the past perfect is only used alongside the past simple. You must have at least two past actions to use the past perfect.

Answers

We use *had* + the past participle.

6b. Look again at the sentences in exercise 5. Which verbs are in the past simple? Which verbs are in the past perfect?

Answers

All the verbs marked [1] are in the past perfect. All the verbs marked [2] are in the past simple.

7. Complete the sentences with one verb in the past simple and one in the past perfect.

- Students complete the sentences individually. Then they compare their answers in pairs.
- Check answers with the class.

Answers

- felt, had walked
- missed, had forgotten
- hadn't bought, got
- didn't have, hadn't snowed
- didn't have, had made
- had left, used

8. Work in pairs. Think about the stories in the listening. Have any of these things happened to you or to someone you know?

- When the students have completed their notes, they then tell their story to their partner. Their partner should listen carefully to check that the past perfect is used in the narrative.
- When they finish, ask if anyone has a particularly funny or unusual story to tell the class.



9. Look at the pictures. Do you know what they show? Where is this place? Why is this place important? Read the text quickly to check your answers.

In the Palm of Dubai

(1) _____ It's incredible, burning, often over 40 degrees Celsius in the summer months. Part of the United Arab Emirates (UAE), Dubai is a city in the middle of the desert. Where the pavement ends, sand begins and it stretches for kilometres and kilometres into the distance. Despite this harsh climate, the people of Dubai have turned their city into one of the world's most popular tourist resorts.

(2) _____ There are five star hotels that you need special permission to visit. If you want to buy souvenirs, you can buy gold jewellery from a vending machine. The shopping malls are enormous palaces with every luxury product you could think of.

(3) _____ One of the most famous is the Palm Island. This is an artificial island built in the sea right next to the city. It is the site of luxury homes and hotels, although it's not actually the best place to go sightseeing. It's only possible to see the palm shape from the air.

(4) _____ To build the Palm Island, the developers destroyed both a place where turtles lay their eggs as well as the only coral reef along the coast. The coral was an essential habitat for marine life and although there are plans to replace it with an artificial reef, the damage has already been done.

(5) _____ Large numbers of people are moving to live in Dubai and they all need water, something which is not easily available in the desert. The solution is to use desalination plants, factories which turn sea water into fresh water. These use enormous amounts of electricity and produce large amounts of CO₂.

(6) _____ On the one hand, we want to make pleasant places for people to live and exciting locations for tourists to enjoy. This creates jobs for people where there is no other work. On the other hand, development often equals destruction and the environment suffers as a result.



10. Complete the opening sentence of each paragraph 1-6 with a-g. There is one extra sentence.

- In Dubai, wealth is everywhere.
- The question is whether this development has had too great a negative impact.
- In conclusion, Dubai represents many of the problems that we have in the modern world.
- The original inhabitants lived a peaceful life, making their homes in tents in the desert.
- The first thing you notice when you arrive in Dubai is the extreme heat.
- To attract visitors, Dubai has begun many huge construction projects.
- That is not the only environmental problem.

Glossary

- vending machine: *máquina expendedora*
- reef: *arrecife*

Read

9. Look at the pictures. Do you know what they show? Where is this place? Why is this place important? Read the text quickly to check your answers.

- Ask students to look at the pictures without looking at the text. With the whole class, ask if anyone knows where it is and why it is special. It is possible that students have never seen these images before so do not spend too much time on this task.
- Focusing on images before reading a text is a useful reading skill. It helps students to think about the content and the words that they might encounter.
- Students now scan the text quickly to find the answer to the question. They should not try to understand the whole text at this stage.
- Discuss answers as a class.

Answers

1 e 2 a 3 f 4 b 5 g 6 c

Answers

They show the artificial Palm Island in Dubai, a city in the United Arab Emirates.

10. Complete the opening sentence of each paragraph 1-6 with a-g. There is one extra sentence.
- Before students read, draw their attention to the glossary box at the bottom of the page.
 - Students now read the text carefully adding the sentences to each paragraph. They work individually at this stage.
 - Students now compare their answers in pairs. If they disagree, ask them to find justification for their arguments. This task tests students ability to spot the topic of each paragraph, and find the topic sentence that introduces the content of each paragraph.
 - Discuss answers as a class.

Speak 

11. a. Look again at the text on page 138. Make notes under these headings.

The needs of tourists and people	How development affects the environment

b. Now discuss these questions.

1. What kind of people go to Dubai as tourists?
2. What is the natural environment like in Dubai?
3. Is there any wildlife in Dubai?
4. Why do people allow development in Dubai when it has a negative effect on the environment?
5. Do you think people are making the right or the wrong decisions in Dubai?
6. Do you think there are similar problems in your country?
7. What do you think is more important: jobs from tourism or protection of the environment?



Write 

12. a. Read the Writing tip. Then look again at the sentences in exercise 10 on page 138. Do they introduce the paragraph effectively? Why? / Why not?

b. On a separate piece of paper, write a topic sentence for each of these paragraphs.

Writing Tip

✓ When you write a paragraph, begin the paragraph with a topic sentence. This is a single line that summarises the content of the rest of the paragraph. This helps readers understand your text, which is important if you are writing a large amount of information.

1 One example is a miniature Statue of Liberty. Other visitors like to buy fridge magnets of famous places in the city such as Times Square or the Brooklyn Bridge. Most famous of all, of course, is a T-shirt that says 'I ♥ NY'.

2 Recently there was a famous photograph of one walking on a beach where turtles lay their eggs. It is obvious that this a bad idea so why do people behave like this when they go on holiday?

3 One way is to keep out of the sun between 10 AM and 2 PM every day when it is most dangerous. If this is impossible, apply plenty of suncream and wear a hat to ensure you have enough protection.

4 Perhaps the best option is Dino's, a classic Italian pizzeria in the city centre. The Nagano Sushi Bar is extremely popular for Japanese food, but you need to book in advance because it's very small and always fully booked at weekends.

5 Actually many young people don't like staying in that sort of accommodation. It's too posh and the other customers are much older than them. Teenagers prefer youth hostels for their fun environment and also because it's an excellent place to meet people when you are travelling.

6 As a result, you have to pay more money if your suitcase weighs more than 20 kilos. This means you need to pack carefully. Only take small bottles of liquids like shampoo. Leave heavy books at home and take an e-reader which weighs much less. If you have a coat, wear it and don't put it in your bag, especially if it's a thick winter coat for a skiing trip.

13. Work in groups. Read your topic sentences. Can the other students identify the paragraph that they came from? Which is the best topic sentence?

Speak

- 11a** Look again at the text on page 138. Make notes under these headings.
- Ask students to copy the table into their notebooks. the students work in pairs to find this information in the text on page 138, *In the Palm of Dubai*.
 - Remind students that they only have to make notes here. They do not need to copy whole sentences from the text.
 - Discuss answers as a class.

Answers

The needs of tourists and people: hotels, water, shops

How development affects the environment: destroys a place where turtles lay eggs and coral reefs, desalination plants produce a lot of CO₂

- 11b.** Now discuss these questions.
- The purpose of this exercise is to develop the skill of inferring information from a text. Many students will look for the answers for these questions in the article. Explain that they will not find the exact answers that they are looking for, but that the text gives them enough information to guess possible answers.
 - This is a speaking exercise so students should not make any notes at this stage.

Answers

- Rich tourists.
- It's a dry desert.
- Yes, there are turtles and there is coral in the sea.
- It creates jobs for people where there is no other work.
- 7. Students' own answers.

Write

- 12a.** Read the Writing tip. Then look again at the sentences in exercise 10 on page 138. Do they introduce the paragraph effectively? Why? / Why not?
- Students read the writing tip about topic sentences. Then they look at the sentences on page 138. All the sentences are good topic sentences because they introduce the information that will appear in the following paragraph.
 - Using topic sentences is a useful skill for students to develop. In Module 4, lesson 2 students learned about using paragraphs. However, many young writers often don't know how to begin a paragraph. Topic sentences are one way of doing this to organise a text effectively.
- 12b.** On a separate piece of paper, write a topic sentence for each of these paragraphs.
- Students think of topic sentences for these paragraphs. Remind them to write their ideas in their notebooks. Point out to students that the paragraphs all come from different texts. This is not one long article.
- 13.** Work in groups. Read your topic sentences. Can the other students identify the paragraph that they came from? Which is the best topic sentence?
- Students work in small groups of three or four. They should read their topic sentences in random order to the group so that the other students guess which text they relate to. This is a test for students to see how transparent their topic sentences are.
 - Students then decide which were the best topic sentences in their group.
 - If you have time, you could also examine the less successful topic sentences. What went wrong? How could students correct this?

Answers

- There are many popular souvenirs that visitors buy on a trip to New York.
- All over the world, tourists are damaging places which are essential for wildlife.
- It's important to protect your skin from the sun.
- There are many places to eat out in the city centre.
- Most of the accommodation in Dubai is made up of quality four- or five-star hotels.
- Many airlines have very clear restrictions on what luggage is allowed on board.

Focus on Vocabulary

Get Ready!

1. Match the quotes with the jobs. Then answer the questions.

▪ fire fighter ▪ pilot ▪ miner ▪ nurse ▪ police officer

- a. Why do you think people do dangerous jobs?
 b. Do you think these people get fair pay for their work?
 c. Would you do any of these jobs?

1 Things could go wrong at any time, for example engine failure or bad weather. Then there is a chance that you and all your passengers could die. It's unlikely but it is a possibility.

2 In a state where people have easy access to guns and firearms, you are always at risk. People could shoot you when you're doing a normal everyday arrest. It's scary.

3 We're under the ground, a long way from help, and tunnels can collapse or accidents happen at any time. Furthermore, you can develop lung diseases that can kill you many years after you finish work.

4 We come into contact with people who have infectious diseases all the time. Some people would be scared but we take precautions. Our first responsibility is always to our patients.

5 It takes courage to go into a burning building. We wear protective clothing but we are often in dangerous situations. The worst thing is that sometimes people start them for 'fun', and then people like me risk our lives to stop them.



Glossary

- engine: *motor*
- shoot: *disparar*
- lung: *pulmón*

2. a. Which word is the odd one out in each group?

1. Precious metals like *aluminium* / *gold* / *silver* are mined for jewellery.
2. Drilling for underground reserves of *juice* / *oil* / *water* happens all over the world.
3. Mining for gems like *carbon* / *diamonds* / *emeralds* can generate a lot of money for the economy.
4. Mining also includes the extraction of minerals, crystals such as *coffee* / *coltan* / *salt*.

b. Look again at the sentences. Match the words 1-4 with the definitions a-d.

- | | |
|---------------|--|
| 1. precious | a. removing, taking things out |
| 2. drilling | b. the quantity of a natural product that has not yet been used (e.g. it is still in the ground) |
| 3. reserves | c. making a hole in the ground to reach something |
| 4. extraction | d. valuable, expensive |

LESSON OVERVIEW

In this lesson, students will learn about mining, which is an industry of major importance for the Colombian economy. They will study the language of mining and also examine the environmental damage that mining can cause. Alongside, they will look at the human cost of working in a profession where danger is an everyday reality.

Focus on Vocabulary

Get ready!

1. Match the quotes with the jobs. Then answer the questions.

- Students work individually to match the quotations in speech bubbles to the jobs in the box. Draw students' attention to the glossary on the page.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

Fire fighter: It takes courage to go into a burning building... (5)

Pilot: Things could go wrong at any time... (1)

Miner: We're under the ground, a long way from help... (3)

Nurse: We come in contact with people who have infectious diseases all the time... (4)

Police officer: In a state where people have easy access to guns and firearms, you are always at risk. (2)

1a. Why do you think people do dangerous jobs?

- Students discuss reasons why people do dangerous jobs. This is an opportunity for them to give their own ideas. There are no right or wrong answers.
- Check answers with the whole class. If a long discussion begins, allow it to continue as long as all students are contributing. This is a good opportunity for some free-speaking practice.

Answers

People work as fire fighters, police or nurses because they believe in public service. They want to make society a good place to live.

People work as pilots because they love travelling and they enjoy working with large aircraft. It is also a highly skilled profession.

People often work as miners because it is the only work available in their local area. Miners often come from a strong community where many people work in the local mine over several generations.

Police officer: In a state where people have easy access to guns and firearms, you are always at risk.

1b. Do you think these people get fair pay for their work?

- Students discuss whether people get fair pay for the dangerous jobs that they do.
- Check answers with the whole class. If a long discussion begins, also allow it to continue as long as all students are contributing.

Answers

Fire fighters, miners, nurses and police officers are often paid relatively poorly in most countries in the world. However, in all these professions there are specialists who get paid more than the typical worker. For example, a cardiac nurse who is specialised in treating heart complaints may be very well paid.

Pilots require a high degree of training as well as excellent eye sight and other physical attributes. Learning to fly a plane is a slow and expensive process so they are almost always very highly paid in comparison to workers in other professions.

1c. Would you do any of these jobs?

- Students discuss whether they would choose to work in any of these jobs.
- Students work in small groups. If they find one member of the group who would consider doing

one of these jobs, they can nominate this person to explain why to the class.

- If the students are reluctant to do this, say that they have to do one of the jobs. Which one would they choose?
- Check answers with the whole class.

2a. Which word is the odd one out in each group?

- Students read the the sentences and identify the odd word out, the word that doesn't make sense in context. Remind students to write their answers in their notebooks. Students may ask about coltan. This will be explained later in the listening script. Coltan is a naturally occurring ore from which people extract the element tantalum, a key raw material in the production of mobile phones and other technology products. It is very probable that students have never heard of this substance before even in L1.
- Discuss answers as a class.

Answers

1 aluminium 2 juice 3 carbon
4 coffee

2b. Look again at the sentences. Match the words 1-4 with the definitions a-d.

- Students read the the sentences in exercise 2a again. Then they try to guess the meanings of words 1-4 from context. This is the student's first exposure to the reading skill of guessing meaning from context, which will be developed further in the following lesson.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

1 d 2 c 3 b 4 a

Listen 

66 

3. Listen and number the pictures in the order you hear them. Remember to write in your notebook.



gold



coal



oil



coltan



emerald

66 

4. Listen again and choose T (true) or F (false) for the following statements. Correct the false statements.

- a. Colombian emeralds are not well-known for their high quality. ____
- b. Colombia is the fourth largest oil producer in South America. ____
- c. The mineral coltan is used in all types of electronic products. ____
- d. Colombia has about 15% of the world's reserves of coltan. ____
- e. Colombia was the world's biggest producer of gold in the 19th century. ____
- f. In the past, gold was mainly extracted in the Arauca region of Colombia. ____
- g. Colombia is the biggest coal producer in the world. ____



5. Work in groups. How many uses can you think of for oil?

Listen

3. Listen and number the pictures in the order you hear them. Remember to write in your notebook.
- In this exercise, students will listen to five short extracts talking about raw materials which are extracted through mining. Warn the students that they will not just hear the five words on the recording. They will hear a short passage in each case.
 - Play audio Track 66. Play the audio first without pausing. Ask students to number the pictures in the order they hear them. Point out that each picture is labelled to show the raw material that it relates to. Note that some students may have difficulty in distinguishing between coal and gold. This is especially the case because the final -d of gold is not always clearly pronounced, especially in rapid speech.
 - Check answers with the whole class.

Audio script

66

- Look at this. An emerald. These green precious stones are mined right here in Colombia. In fact, Colombia is the country that produces the most emeralds for the global market. These gems are found all over the world, but Colombian emeralds are famous for their high quality.
- Oil generates an enormous amount of money for the Colombian economy. About 10% of government income comes directly from drilling for oil. In fact, Colombia is the fourth largest oil producer in South America.
- You may not have heard of the mineral coltan but it is an essential product in the production of electronic products, such as mobile phones. Colombia is in a good position to exploit this essential resource because the country has about 5% of the world's coltan reserves.

- Gold has always been at the heart of the Colombian economy going right back to the pre-Columbian era. Indeed, Colombia was the world's number one producer of this precious metal in the nineteenth century. Most gold extraction was historically in the Antioquia region but there are efforts to find new reserves in other parts of the country.
- Old, dirty and traditional, yet coal is still the most important mining product in Colombia. Extraction of coal per year is around 85 million tons, but that only makes Colombia the tenth biggest coal producer worldwide. China remains in first position.

Answers

- 1 emerald 2 oil 3 coltan
4 gold 5 coal

4. Listen again and choose T (true) or F (false) for the following statements. Correct the false statements.
- Students listen again to audio Track 66. However this time the task is more sophisticated. Instead of trying to capture individual words as in exercise 3, now they have to understand the factual information in the recording.
 - First ask students to read sentences a-g carefully.
 - After playing the recording for the first time, ask the students just to identify which sentences are true and which are false.
 - Students compare answers with a partner.
 - Check answers with the whole class.
 - Now the students know which sentences are false. Play the recording once more so that students can correct this false information.
 - Students compare answers with a partner.
 - Check answers with the whole class.

Answers

- False. Colombian emeralds are famous for their high quality.
- True.
- True.
- False. Colombia has about 5% of the world's reserves of coltan.
- True.
- False. In the past, gold was mainly extracted in the Antioquia region of Colombia.
- False. China is the biggest coal producer in the world.

5. Work in groups. How many uses can you think of for oil?

- Students work in groups to brainstorm different uses of oil. Ask them to make a list of products which use oil in some way. More scientific students will be able to produce a long list here but others may need the support of an Internet search.
- Check answers with the whole class. Draw a circle on the board with the word oil in the centre. Draw lines around it to indicate different uses of this product. Ask each group in turn to send one member up to the board to add a use of oil. Continue until it is clear that most groups have exhausted their list.

Answers

Oil is used in a vast number of commercial products including: candles, contact lenses, credit cards, footballs, glue, medicine, nylon, paint, perfume, petrol, plastics, safety glass, shampoo, shoes, toothpaste, washing-up liquid.



6. Read the title of the article. What do you think it will be about? Read the article quickly to check.

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

7. Put the emotions of the local people in the town in order 1-4. Why did they change?

anger happiness sadness shock

8. Read the text again. Answer the questions.

- a. Why did people want the mine?
- b. Why was there so much pollution from the mine?
- c. What health problems did the mine cause?
- d. Are the local towns still next to the mine today?
- e. What lessons could be learned from this story?
- f. Who won in this case: people, nature or big business?

Read

6. Read the title of the article. What do you think it will be about? Read the article quickly to check.

- Before students read the rest of the text, draw their attention to the glossary box at the bottom of the page.
- Students read the title and then predict the content. They then read the text quickly to check.
- Check answers with the whole class.

Answers

It is about a town that was badly contaminated when a mine was opened near it.

7. Put the emotions of the local people in the town in order 1-4. Why did they change?

- Students read the text again and look at how the people's emotions changed over the course of the story. They number the emotions so that 1 is the first emotion that the local people felt and 4 is the final emotion that they felt.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

1 happiness 2 shock 3 sadness
4 anger

The local people's emotions changed because in the beginning they were happy about the mine. It was going to create jobs. Unfortunately, they were then shocked to discover that the mine was contaminating the local area. They became sad at the thought of leaving their homes because of the contamination. Finally, they became angry because they never thought that the mining company was going to cause so much damage.

8. Read the text again. Answer the questions.

- Ask the students to read the questions carefully. Then they individually read the text to find the answers to questions a-d.
- Note that questions e-f ask the students their opinion of the text that they have read.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

- a. It was going to end poverty in the area.
- b. Every ton of coal that was removed from the mine led to ten tons of waste materials.
- c. People started to suffer from lung diseases and other illnesses of the eyes and nose.
- d. No, all the people were moved from the towns.
- e. Be very careful when a company opens a new mine in your local area. It may not be good news.
- f. Nobody won in this case. The mining company caused terrible environmental pollution. The local people became sick. The local government failed to create jobs because three whole towns disappeared.

Focus on Language

9. a. Look at the sentences from the text and answer the questions.
- 'We thought that the mine was going to solve our problems.'
 - Did the mine solve their problems?
 - The mining company was going to end poverty in the area.
 - Did the company end poverty in the area?
- b. Do these sentences refer to the present, the past or the future?
- c. Did the plans actually happen?

Useful language

- We use *was / were going to* to describe the future in the past.
- We use *it* when we thought something was going to happen in the future, but it didn't.
We were going to go to the party, but then we decided to stay at home.
I thought it was going to rain yesterday, but it was sunny all day.

10. Complete the sentences with your ideas.
- I thought my team was going to win the football match, but ...
 - My girlfriend was going to phone me yesterday but, ...
 - We weren't going to go out last Saturday but, ...
 - I thought Dave wasn't going to ask me out but, ...
 - Jim was going to come with us to the cinema last night but, ...
11. Work in pairs. Think of some examples when you thought something was going to happen, but it didn't.

When I was twelve, I thought we were going to move to Cartagena, but we didn't.

In 2012, I didn't think Colombia was going to go to the 2014 World Cup in Brazil, but they did.

Speak 

12. a. Work in pairs. Think of jobs ...
- that are dangerous.
 - where people earn a lot of money.
 - that people do at sea.
 - that people do in the air.
 - where people wear uniforms.
 - that you do outdoors.
 - that you do in an office.
 - that are fun or creative.
- b. Compare your ideas with another group.
- c. Do you know anyone who does one of these jobs? What jobs do the adults in your life do?
- d. What job would you like to have? Why?

Write 

13. a. Look at the online job advertisement. Which words show ...
- that you need to be strong to do this job?
 - that you will need to see a doctor?
 - that you don't need to have good academic results?
 - that they pay people well?
 - that you don't know exactly when you will be working?
- b. Would you apply to do this job? Why?

MINERS REQUIRED

Candidates must be aged between 18 and 50. No experience or qualifications required, but candidates should be physically fit (a medical is required). Uniform and equipment will be provided. Competitive salary with opportunities for overtime. Work may take place in the early morning and weekends so candidates should be prepared to work flexible hours. Apply in the first instance with CV to the Human Resources Manager at hrmanager@email.com

14. Look at your list of jobs from exercise 12. Choose one and write a job advertisement for it.

Focus on Language

9a. Look at the sentences from the text and answer the questions.

- Students individually think about the answers then compare with a partner.
- Check answers with the whole class.

Answers

1. No, the mine did not solve their problems.
2. No, the company didn't end poverty in the local area.

9b. Do these sentences refer to the present, the past, or the future?

- Students individually think about the answer then compare with a partner.
- Check answers with the whole class.

Answers

The past.

9c. Did the plans actually happen?

- Students individually think about the answer then compare with a partner.
- Check answers with the whole class.

Answers

No, they didn't.

10. Complete the sentences with your ideas.

- First ask students to read the Useful language box. Check that students understand that we are talking about past plans that never actually happened.
- Students individually think about the answers then compare with a partner.
- Check answers with the whole class.

11. Work in pairs. Think of some examples when you thought something was going to happen but it didn't.

- Students individually think about the answers to the questions. Remind them to use the future in the past.
- Students discuss their ideas with a partner. Students should try to use this as the beginning of a conversation. How long can they keep the conversation going?
- Check answers with the whole class. Does anyone have any surprising or funny stories?

Speak

12a. Work in pairs. Think of jobs...

- It's possible that students might find it difficult to think of all these jobs in English. In that case, allow students to look up new words in a dictionary or online. However, to prevent students from becoming dependent on dictionaries, set a limit on the number of words that they can look up, for example five words in this case.
- This is also an opportunity for students to think about their future career. Encourage the students to talk about jobs that particularly motivate them.

12b. Compare your ideas with another group.

- Students compare their answers with another group. They combine their lists to get as many jobs as possible.

12c. Do you know anyone who does one of these jobs? What jobs do the adults in your life do?

- Students work in pairs.
- If the exercise generates a lot of discussion, check answers with the whole class. However, if you think students might be embarrassed about this topic, move onto the next stage without opening the discussion to the whole class.

12d. What job would you like to have? Why?

- To make this task more fun, students could write their dream jobs on a piece of paper, fold it up and put it in a box or hat at the front of the class. Then students come up one by one, take a paper and read out the job on the card. The students have to guess who chose the job.

Write

13a. Look at the online job advertisement. Which words show...

- Students read the job advertisement for a miner and answer the questions.
- Check answers with the whole class.

Answers

1. Candidates should be physically fit.
2. A medical is required. (This means a medical examination by a doctor.)
3. No qualifications required.
4. Competitive salary with opportunities for overtime.
5. Work may take place in the early morning and weekends so candidates should be prepared to work flexible hours.

13b. Would you apply to do this job? Why?

- Ask students for a show of hands to see who would like to do the job.
- Ask students for reasons for their choices.

14. Look at your list of jobs from exercise 12. Choose one and write a job advertisement for it.

- Students work alone or in pairs. Students look back at the list of jobs that they wrote in exercise 12. They then choose a job.
- Students now write their job advertisement in pairs. Tell them to use the job advertisement on page 143 as a model and use any words and phrases as appropriate.

 **Speak**
Get Ready!

1. Look at the pictures. Which do you think is the best product humans have created?



cars



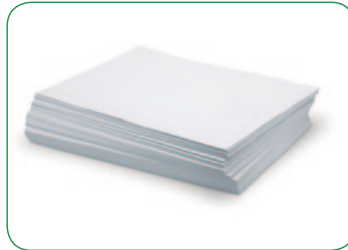
mobile phones



fertiliser



batteries



paper



plastic bags

2. Complete this chart with your ideas on the products above.

Product	Benefits	Problems
cars		
mobile phones		
fertiliser		
batteries		
paper		
plastic bags		

3. Work in pairs. Discuss these questions.

- What are the benefits of each of the inventions in the pictures?
- Do they cause any problems to society?
- What is the impact of these products on the environment?
- Which of these products do you think are more dangerous for nature?

4. Discuss these questions.

- What do you use plastic bags for?
- Where do plastic bags go after you use them?

LESSON OVERVIEW

In this lesson, students will look at packaging and other inventions and how they have had a negative environmental impact. They will also consider ways of solving this problem by encouraging people to recycle more.

Speak

Get ready!

1. Look at the pictures. Which do you think is the best product humans have created?
 - Put students in groups of three or four. Ask them to make a group decision about which of the objects in the pictures is the best product created by humans.
2. Complete this chart with your ideas on the products above.
 - Students copy the table into their notebooks.
 - Working individually, students complete the table using their ideas from exercise 1 to help them. Students only need to complete the table with notes. They don't need to write full sentences here.

Answers

Product	Benefits	Problems
cars	Easy to travel, independence	Pollution, car accidents
mobile phones	Easy to talk to people anywhere, any time	People often change their mobiles and don't recycle them
fertiliser	Enables farmers to grow more food	Chemicals from fertilisers pollute rivers
batteries	Enables people to use electronic devices without connecting to the house electricity supply	They contain many dangerous chemicals which can cause pollution if they are not thrown away properly
paper	Makes writing possible	Logging and destruction of forests to get wood
Plastic bags	Very strong and very light and cheap to produce	People don't recycle them and they end up in the ecosystem

3. Work in pairs. Discuss these questions.

- Students use the tables that they completed in exercise 3 to answer the questions. They may not have enough world knowledge to answer these questions in detail but encourage the students to come up with whatever conclusions they can.
- Discuss answers as a class.

Answers

See the table in exercise 2.

4. Discuss these questions.

- Students work in pairs or small groups. They think of uses for plastic bags, both personal and in their home. Many people have alternate uses of plastic bags after they bring them back from the supermarket, for example they may use them in rubbish bins in the home instead of buying particular bags for the purpose.
- This exercise is also designed to get students thinking of how they use plastic bags before they read a text about the problems caused by dumping plastic bags in the environment.
- Discuss answers as a class.

Read 

5. Read the text about the dangers of plastic bags. Think about the answer to the question in the last paragraph.



Dangers of plastic bags

Plastic bags represent an enormous **threat** to the environment. They interfere with eco-systems and they are also the source of disasters for animals and people. Read the following fast facts.

Reading Tip

Guessing meaning from context

- ✓ You can deduce the meaning of new words by looking at the context where the word is presented.

Plastic bags fast facts:

- Between 500 billion and 1 **trillion** plastic bags are used in the world every year.
- It is more expensive to recycle a plastic bag than to create a new one. As a result, only 1% of plastic bags are recycled.
- If they are not being recycled, plastic bags should go to **landfill**. However, many plastic bags end up in the ocean. Sea animals eat them or can become **trapped** in them. For this reason, plastic bags can be **dangerous** to marine life. They kill around one million sea creatures every year, such as **whales**, **seals** and **turtles**.
- Plastic bags are dropped, **blown** and carried by the sea to all kinds of places around the planet. As time passes by, these bags **decompose** into smaller, more toxic particles that can contaminate land and rivers. Furthermore, these microscopic particles can become part of the **food chain** which means that people end up consuming them too.

Many organisations around the world are deeply concerned about the use of plastic bags. However, only a few countries have taken action to address the problems that plastic bags are creating. What can you do to help?

Read

5. Read the text about the dangers of plastic bags. Think about the answer to the question in the last paragraph.
- Students read the text *Dangers of plastic bags*. Before they read, ask them to look at the pictures. Discuss them as a class. What do they show? How has this happened? Have the students ever seen any similar images?
 - Students then read the text carefully and discuss the question in the last paragraph: 'What can you do to help?' Students discuss the questions in pairs.
 - If students are having problems coming up with ideas, write this famous green slogan on the board: 'reduce, reuse, recycle'. How can that help them answer the question?
 - Discuss answers as a class.

Answers

The main principles of living in an environmentally friendly way are 'reduce, reuse, recycle'. To reduce the use of plastic bags, people should use stronger reusable bags that they can take to the shops several times. They should also only use plastic bags when necessary; some people will put a single product from the supermarket in a plastic bag to carry it home.

To reuse plastic bags, people should not just throw them away after one use. People should take plastic bags back to the supermarket and use them a second or third time. It is also possible to use plastic bags for other things, for example to put in bins in the home to collect rubbish instead of buying separate rubbish bags.

To recycle plastic bags, dispose of them in the correct place, preferably a dedicated recycling point. Do not just throw them into the main rubbish bin.

6. a. Look at the Reading tip on page 145. Guess the meaning of the words in bold in the text. What word in your language could replace these words?
- b. Complete the sentences with the bold words from the text.
- Many birds such as penguins and mammals such as ... live in Antarctica.
 - Rubbish is usually collected in ... which is just a big hole in the ground.
 - After death, bodies ... as a result of the action of bacteria.
 - A ... is an enormous number. It's a one followed by twelve zeroes!
 - All animals and plants are part of the ... Insects eat leaves. Birds eat insects. Cats eat birds, and so on.
 - Air pollution is a clear ... to public health.
 - We rescued a bird that had got ... in our house and it couldn't get out.
 - I dropped my newspaper and it was ... down the street by the wind.

Focus on Language

7. Look at the sentences from the text. Match the words in bold to the definitions a-c.

'It is more expensive to recycle a plastic bag than to create a new one. **As a result**, only 1% of plastic bags are recycled.'

'If they are not being recycled, plastic bags should go to landfill. **However**, many plastic bags end up in the ocean.'

'... these bags decompose into smaller, more toxic particles that can contaminate land and rivers. **Furthermore**, these microscopic particles can become part of the food chain ...'

- This expresses a contrast. It has a similar meaning to *but*.
- This introduces extra information. It expands the previous sentence.
- This explains the consequence of the information in the previous sentence.

Useful language

- Use linking phrases in your writing. There are several linking phrases with a similar meaning.
- To express a contrast, use *However* or *Nevertheless*.
It is possible to recycle plastic bags, nevertheless, many people simply throw them away.
- To express a cause and effect, use *As a result* or *Consequently*.
The government made people pay five cents for every plastic bag they use. Consequently, people stopped getting new plastic bags every time they went to the shops.
- To expand a point or to give more information, use *In addition* or *Furthermore*.
Plastic bags kill marine life. Furthermore, birds eat them and may die from having these bags in their stomachs.

8. Join each sentence with linking words. Which two linking words work in each sentence?
- I passed all my exams. ... I was able to go to university.
 - I had a terrible cold during exam week. ... I passed all my exams with great grades.
 - The exam had a question that I had never seen before. ... I forgot to turn the page and I missed three questions!
 - The youth hostel's swimming pool was closed. ... They didn't serve breakfast!
 - The youth hostel was really old and a bit dirty. ... we enjoyed our holiday there.
 - The youth hostel was closed. ... we had to spend the night in an expensive hotel.

6a Look at the Reading tip on page 145. Guess the meaning of the words in bold in the text. What word in your language could replace these words?

- Ask students to read the reading tip. Tell the students that they don't always need to use a dictionary to look up new words. They can often guess words from context. This is a useful reading skill, especially in an exam situation where students do not have access to reference materials.
- To guess meaning from context, ask students to imagine that there is a gap where the new word is. What kind of word should go in the gap (noun, verb, adjective, etc). Next think what word from their language would go in the gap. Would it make sense with the rest of the information? Remind students to read all the text before and after the new word. The most useful information to help them guess the new word may appear after it.
- Students read the text and guess the meaning of eight new words. They should write these in their notebooks.
- Note that not every word has a direct translation from one language to another. Students may have difficulty translating the word *blown* into Spanish. There is no direct translation for the movement of objects by the wind, so this should create a lot of discussion in the classroom. Other words which have a Spanish cognate such as *decompose* will help weaker students to do the task.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

threat *amenaza*
trillion *billón*
landfill *vertedero*
trapped *atrapado*
seals *focas*
blown *movidas por el viento*
decompose *descomponerse*
food chain *cadena alimenticia*

6b. Complete the sentences with the words in bold from the text.

- The aim of this exercise is to further reinforce the technique of guessing from context. Once students have guessed the meaning of a new word, they should try to think of other contexts where they can use it to test their understanding and help them memorise the new vocabulary.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

1 seals
2 landfill
3 decompose
4 trillion
5 food chain
6 threat
7 trapped
8 blown

Focus on Language

7. Look at the sentences from the text. Match the words in bold to the definitions a-c.

- The aim of this exercise is to examine linking words. These words add coherence to a text. Because they often lack concrete meanings, people reading in a foreign language often ignore these words and phrases. However, they are important both in understanding a text and in students' own writing in the future.

- Ask students to look at the three sentences from the text. Check that they understand what the sentences mean. Then ask students to use the same techniques as in the previous Reading task to guess the meaning of these words from context.
- Students individually think about the answers to the questions. The questions are designed to allow students to deduce the meaning of the grammar structure.
- Check answers with the whole class. Then ask the students to read the useful language box.

Answers

a However. b Furthermore.
c As a result.

8. Join each sentence with linking words. Which two linking words work in each sentence?

- Students read the Useful language box. Note that there are three more linking phrases in the grammar box which students have not yet seen in context: *Nevertheless*, *consequently*, and *in addition*.
- Students individually think about the answers to the questions. Remind students that there are two possible answers in each case.
- Students compare answers with a partner.
- Check answers with the whole class.
- As a follow up, discuss whether students use phrases like these in their writing in English? Do they use similar phrases when they write in Spanish?

Answers

a. As a result, Consequently,
b. However, Nevertheless,
c. In addition, Furthermore
d. In addition, Furthermore
e. However, Nevertheless,
f. As a result, Consequently,

Listen 



67 

9. a. Listen to Dana, a high school student, giving an oral presentation in her English class. Answer the questions.
1. What is the topic of her presentation?
 2. How does Dana start her presentation?
 3. How does Dana end her presentation?

67 

- b. Listen again and make notes. Why does Dana mention these things?

A drawer at home	
The shop where you bought your mobile	
The chemicals in the battery	
Gold	

67 

- c. Listen again to the whole presentation. What action does Dana suggest her listeners should take? Is her suggestion easy to follow?

Focus on Vocabulary

10. a. Match the packaging 1-10 with the products a-j. Some packages match with more than one product.

- | | | | |
|----------------|----------------|---------------|--------------|
| 1. a bag of | 6. a jar of | a. milk | f. sweetcorn |
| 2. a bottle of | 7. a packet of | b. toothpaste | g. cereals |
| 3. a box of | 8. a pot of | c. paint | h. marmalade |
| 4. a can of | 9. a tin of | d. crisps | i. tuna |
| 5. a carton of | 10. a tube of | e. biscuits | j. shampoo |

- b. What other products come in these types of packaging?



Write 

11. a. Look again at the packaging words in exercise 10. Are these types of packaging easy to recycle in your country? How do you recycle them?

- b. Work in groups. Make an online post to encourage people to recycle more. Follow these steps.

- Decide what product you want people to recycle: plastic bags, mobile phones, food packaging or something else.
- Think of a simple message. Include a 'call to action'.
- Choose a powerful or interesting image for your post.
- If you want, publish it online. Let the world know what you think.

Writing Tip

✓ A successful advertisement or online post includes a 'call to action'. This is something that people must do after they read the advert or the post. It may be to click on a link, enter a competition or perform a simple action. This ensures that people do not ignore your message.

Listen

9a. Listen to Dana, a high school student, giving an oral presentation in her English class. Answer the questions.

- Play audio Track 67. Play the audio first without pausing.
- Students compare answers with a partner.
- Check answers as a class.

Audio script

67

Dana: Good morning, everyone. Today I'm going to tell you about the environmental impact of mobile phone waste. Think about this: How many mobile phones are there in your house? Two? Three? Five? In my house, every member of my family has a mobile phone. That means five phones in total. I'm the youngest of all and I have changed my mobile phone three times. Now, what do you do with your old mobile phone when you buy a new one? It's easy to recycle mobile phones. Nevertheless, most people just leave their old phones in a drawer at home. Furthermore, we're not just talking about the handset here. There are all the other accessories too, such as the batteries, the chargers, earphones, etc. As a result, very little of this material is recycled and reused, so there is a need for more mining of minerals like coltan or greater production of plastics. In a worst case scenario, mobile phones are simply thrown away. There are usually facilities in most towns to recycle old phones. In many cases, you can just return the phone to the shop where you bought it. However, people don't always recycle their old devices and they end up in landfill. That has environmental as well as social consequences. Mobile phones contain many toxic materials. The chemicals in the battery alone can contaminate 60,000 litres of water which can harm animals, plants and rivers. Consequently, they must be recycled in the appropriate place. In addition, mobile phones also contain precious metals such as gold. It takes one ton of ore to produce 1 gram of gold. However, you can extract the same amount of gold from around 40 mobile phones. Recycling reduces the amount of mining that is necessary and so, in turn, protects nature. Small actions by individuals can have an enormous environmental impact for good or bad, as shown by the case of mobile phones.

Thank you for listening. Are there any questions?

Answers

- It is about recycling mobile phones.
- Good morning, everyone.
- Thank you for listening. Are there any questions?

9b. Listen again and make notes. Why does Dana mention these things?

- Students listen again to audio Track 67. Before they listen, students copy the table into their notebooks. Check the meaning of the word *drawer*: *cajón*.
- Students compare answers with a partner.
- Check answers as a class.

Answers

A drawer at home: this is where people keep their old mobile phones
The shop where you bought your phone: can probably recycle it
The chemicals in the battery: can contaminate 60,000 litres of water
Gold: you can extract gold from old mobile phones

9c. Listen again to the whole presentation. What action does Dana suggest her listeners should take? Are her suggestions easy to follow?

- Students listen again to audio Track 67. This time they are trying to capture Dana's overall message.
- Students compare answers with a partner.
- Check answers as a class.

Answers

She suggests that people look for their old mobile phones and accessories and they recycle them appropriately. Her suggestion is easy to follow.

Focus on Vocabulary

10a. Match the packaging 1-10 with the products a-j. Some packages match with more than one product.

- Students work in pairs to match the words. Remind students that some packages match with more than one packet.
- Check answers as a class.

Answers

- a bag of crisps
- a bottle of milk, shampoo
- a box of biscuits, cereals
- a can of sweetcorn, tuna
- a carton of milk
- a jar of milk, paint, marmalade
- a packet of crisps, biscuits, cereals
- a pot of paint, marmalade
- a tin of paint, biscuits, sweetcorn, tuna
- a tube of toothpaste, paint

10b. What other products come in these types of packaging?

- Students work in groups to think of other products that come in these types of packaging.
- Check answers as a class.

Write

11a. Look again at the packaging words in exercise 10. Are these types of packaging easy to recycle in your country? How do you recycle them?

- Ask students whether they recycle these products at home. Do they recycle some things (e.g. bottles) but not others (e.g. paper)? If so, why? Why not?
- Check answers as a class.

11b. Work in groups. Make an online post to encourage people to recycle more. Follow these steps.

- Direct students to the Writing tip. Have they seen a 'call to action' in an advert or promotion recently?
- If Internet facilities are available, ask them to look at the Facebook feed of a popular charity in their country.

Listen 

Get Ready!

1. Look at the pictures. How do they make you feel? What other things make you feel scared? Is fear rational? Why? / Why not?

68 

2. a. Listen to the first part of a radio programme about shark attacks. Complete the notes.

What type of sharks?

Where?

How many people were attacked by sharks 1992-2012?

- b. Listen again. Why were the two types of shark attracted to the beaches?

3. a. Work in pairs. Before you listen to the second half of the recording, predict how they solved the shark attack problem.

69 

- b. Listen and check. Are you surprised by the solution?
- c. Choose the correct option to complete the sentences. Then listen again to check.

- The solution was *really* / *absolutely* simple.
- It's *absolutely* / *very* boiling in Brazil in summer and people want to go in the sea.
- Many people would be *absolutely* / *very* furious to see wildlife hurt.
- It's *an absolutely* / *a very* good idea.
- So far the project has had *really* / *very* amazing success.

Glossary

- breed: *reproducirse*
- net: *red*

MODULE 1 UNIT 3 OVERVIEW

Lesson	Topic	Language Focus	Output
Lesson 7	The Canadian One-Tonne Challenge	<ul style="list-style-type: none"> • <i>Either, Neither, Both, Not only... but also</i> 	<ul style="list-style-type: none"> • Speaking: the One-Tonne challenge in your country • Writing: reducing your school's carbon footprint
Lesson 8	Saving water	<ul style="list-style-type: none"> • Third conditional 	<ul style="list-style-type: none"> • Speaking: what makes a country eco-friendly? • Writing: essay: is it possible to be a green citizen?

LESSON OVERVIEW

In this lesson, students will consider the topic of fear and how it affects our relationship with wild animals and the natural environment. They will also look at ways in which countries have tried to reduce their carbon footprint, and consider whether this approach would also work in Colombia.

Listen

Get ready!

1. Look at the pictures. How do they make you feel? What other things can make you feel scared? Is fear rational? Why? Why not?

- Students work in small groups. Discuss answers as a class.

Answers

Fear is irrational in many ways. Some people are afraid of a tiny spider that cannot hurt them or being in a lift when there is no real danger. However, fear also serves a rational purpose. We are afraid of animals like spiders and sharks because some of these animals do pose a danger to us. If we didn't have a sense of fear, we would pick up a poisonous spider or approach a dangerous dog without being afraid of the consequences. Fear keeps us safe, but in extreme cases, it can destroy our lives.

2a. Listen to the first part of a radio programme about shark attacks. Complete the notes.

- Before they listen ask students to predict the answers.
- Draw attention to the glossary.
- Play audio Track 68.
- Ask students to compare their answers with a partner.
- Check answers as a class.

Audio script

68

Sharks. The very word spreads fear and terror. Most people are very aware that there is a danger of shark attacks in seas around the world. Some people are absolutely terrified of getting in the water if there are sharks in the area. The problem is that the beaches are absolutely full of people and at some point, people and sharks are going to come into contact.

For many years, shark attacks were a very serious problem in Brazil. In the north of Brazil, people came into contact with two types of shark. There are bull sharks, which are very aggressive, and tiger sharks. Tiger sharks are absolutely enormous. An adult tiger shark can reach 4 metres in length. Bull sharks came to the area to breed and have been there for thousands of years. Tiger sharks were very rare visitors in the past, but they had been moving closer to the beaches because they were attracted by the rubbish that people throw into the water. Between 1992 and 2012, 56 people were attacked by sharks in Northern Brazil.

Answers

What type of sharks? Bull sharks and tiger sharks.

Where? Brazil.

How many people were attacked by sharks 1992-2012? 56.

2b. Listen again. Why were the two types of shark attracted to the beaches?

- Put students in pairs.
- Play audio Track 68 again.
- Check answers as a class.

Answers

Bull sharks came to the beaches to breed. Tiger sharks were attracted by rubbish in the water.

3a. Work in pairs. Before you listen to the second half of the recording, predict how they solved the shark attack problem.

- Students think of solutions.

3b. Listen and check. Are you surprised by the solution?

- Play audio Track 69.
- Check answers as a class.

Audio script

69

So how did the authorities reduce the number of attacks? The solution was really simple. First of all, you can't stop people going in the water. It's absolutely boiling in Brazil in summer and people want to go in the sea. On the other hand, the city authorities didn't want to kill the sharks. Many people would be absolutely furious to see wildlife hurt in that way. So what they do is they catch the sharks in nets and then they move the animals far away from the beach. The sharks don't return and people don't get hurt. It's a very good idea and it shows that when people and nature come into contact, it needn't lead to the death of wild animals. So far the project has had really amazing success and the beaches of Brazil are safe once again, for people and sharks. It is a great credit to the local authorities that they did not let fear rule their lives and that they looked for a peaceful, scientific solution to the problem.

Answers

They catch the sharks in nets and move them.

3c. Choose the correct option to complete the sentences. Then listen again to check.

- Students answer.
- Play audio Track 69 again.

Answers

1 really 2 absolutely
3 absolutely 4 a very 5 really

Focus on Vocabulary

4. a. Read the Useful language box.

Useful language

- We use the adverbs *very*, *really* and *absolutely* with adjectives.
- We use *very* with most adjectives. We don't use *absolutely* here.
Shark attacks were a very big problem in Brazil.
- We use *absolutely* with extreme adjectives. We don't use *very* here.
People are absolutely terrified of getting in the water if there are sharks in the area.
- We can use *really* with both.
The solution was really simple.
So far the project has been a really amazing success.

b. Match the adjectives with similar meanings.

- bad ▪ big ▪ furious ▪ scared ▪ filthy ▪ exhausted ▪ tiny ▪ happy
▪ freezing ▪ interesting ▪ hot ▪ tiny ▪ hilarious ▪ good

- | | | | |
|--------------|--------------------|----------------|-------|
| a. angry | <u> furious </u> | h. awful | _____ |
| b. enormous | _____ | i. terrified | _____ |
| c. amazing | _____ | j. tired | _____ |
| d. cold | _____ | k. boiling | _____ |
| e. funny | _____ | l. small | _____ |
| f. delighted | _____ | m. fascinating | _____ |
| g. dirty | _____ | | |

c. Complete the sentences with an adverb and an adjective.

- | | |
|--|---|
| 1. It was ...! - I had to wear my thickest coat, gloves and a scarf! | 6. We have these insects in my country. They are so ... you almost can't see them, but they're very dangerous if they bite you. |
| 2. I didn't sleep all night. I was ... the next day. | 7. The summer is horrible here, because it's Over 30 degrees Celsius most days! |
| 3. That online video is I laughed and laughed and laughed. | 8. I got I had to throw my clothes away! It was impossible to put them in the washing machine. |
| 4. This website is I love it! | |
| 5. That horror movie is I can't watch it! | |

5. Complete the three conversations. Choose the correct response A, B or C.



- | | | | |
|--|--------------------------|--------------------------------|------------------------------|
| 1. What's your new school like? | A. It's very enormous. | B. It's absolutely big. | C. It's absolutely enormous. |
| 2. How did your brother react when you told him you had broken his smartphone? | A. He was very angry. | B. He was absolutely angry. | C. He was very furious. |
| 3. How did you feel after the marathon? | A. I was very exhausted. | B. I was absolutely exhausted. | C. I was absolutely tired. |

Focus on Vocabulary

4a. Read the Useful language box

- Ask students to read the Useful language tip carefully. Establish that *very*, *really* and *absolutely* are adverbs. Remind students that adverbs describe verbs or adjectives. In this lesson, we are only looking at adverb-adjective collocations.
- In English, *really* can describe any type of adjective. However, *absolutely* can only describe strong adjectives. *Very* describes normal adjectives, also sometimes called base adjectives. A very common student mistake is to use the wrong adverb in adjective collocations in sentences such as *I was absolutely cold* or *I was very furious*.

4b. Match the adjectives with similar meanings.

- Students should then work in pairs to match a normal adjective with an equivalent strong adjective.
- Check answers with the whole class.

Answers

- b enormous big
- c amazing good
- d cold freezing
- e funny hilarious
- f delighted happy
- g dirty filthy
- h awful bad
- i terrified scared
- j tired exhausted
- k boiling hot
- l small tiny
- m fascinating interesting

4c. Complete the sentences with an adverb and an adjective.

- Ask students to copy the sentences into their notebooks.
- Individually, students should complete the sentences with an adverb and an adjective. They will need to use the strong adjectives in each case here so the adverb can either be *really* or *absolutely*.
- Check answers with the whole class.

Answers

1. absolutely / really freezing
2. absolutely / really exhausted
3. absolutely / really hilarious
4. absolutely / really amazing
5. absolutely / really terrifying
6. absolutely / really tiny
7. absolutely / really boiling
8. absolutely / really filthy

5. Complete the three conversations. Choose the correct response A, B, or C.

- Students read the statements and choose a correct response in each case.
- Note that this is an exercise type that appears in the *Prueba de Inglés* so this is also exam preparation.
- Students complete the sentences individually. Then they compare their answers in pairs.
- Check answers with the whole class.

Answers

- 1 C
- 2 A
- 3 B



Read

6. a. Work in pairs. Read the introduction to an article about the Canadian One-Tonne challenge. Discuss these questions.
1. What was the objective of the One-Tonne Challenge?
 2. What can people do to reduce their carbon footprint? Make a list.
- b. Read the rest of the article quickly. Does it mention your ideas?

Canadian One-Tonne Challenge

We're all afraid of what is happening to the environment and we often feel powerless to stop the damage that is going on around us. However, there are things that individuals can do to help save the planet. That was the idea of the the Canadian One-Tonne Challenge. The challenge was a programme run by the Canadian government from 2004 to 2006. The idea was to encourage Canadians, as individuals, to reduce their carbon footprint. The carbon footprint is the amount of CO₂ produced per person per year, in the form of what we buy, what we do and how we use electricity.

Simple changes can make a huge impact when repeated across an entire country.

Perhaps the most obvious is to cut down on car journeys. People were asked to get to work or school either on the bus or on the train. For those who are able, cycling is an even better way of getting to work. It's good both for your health and the environment.

In the home, people were encouraged to recycle their household waste better, not only plastics and containers, but also food. People with gardens were encouraged to use their leftovers from meals as fertiliser.

One other idea was to do the laundry in cold water only. While this clearly would save electricity, it's not clear if it would actually succeed in cleaning clothes properly. It was certainly one of the most unusual suggestions in the campaign.

Diet was also a key factor in the plan. Neither meat nor fish is particularly eco-friendly, so the government suggested eating more vegetarian meals. This may only have been once a week, in a similar way to the modern campaign for 'Meatless Mondays' where people eat only vegetarian food on the first day of the week.

Well-meaning though it was, the campaign impressed neither the public nor other politicians. The Canadian One-Tonne Challenge never caught on in a big way, so when the government changed in 2006, the new prime minister quietly ended the programme.



7. Work in pairs. What recommendations did the organisers of the One-Tonne Challenge make about ...
- a. transport?
 - b. using electricity?
 - c. household waste?
 - d. diet?

Glossary

- leftovers: *sobras*
- well-meaning: *bien intencionado/a*
- catch on: *tener éxito*

Read

6a. Work in pairs. Read the introduction to an article about the Canadian One-Tonne challenge. Discuss these questions.

- Point out to students that at this stage, they should read the first paragraph only. This paragraph ends with the words ‘how we use electricity’.
- Some students may be puzzled by the spelling of the word ‘tonne’. This spelling actually refers to a metric tonne, which is a weight of 1000 kilograms. The more common spelling ‘ton’ is used for a measurement of 1016.5 kilograms in the UK and 907.19 kilograms in the USA. In practice, most people informally use the ton spelling whenever they write weights. In this case, the official name of the programme in Canada was the ‘Canadian One-Tonne Challenge’ which is why that spelling is used in this article.
- Students read the opening paragraph individually and write the answers to the questions. They need to think of their own ideas here to answer question 2 so it may be necessary to put students in larger groups.
- Students now compare their answers in pairs.
- Discuss answers as a class. Put the students’ suggestions of how to reduce their carbon footprint on the board and ask the students to write these down. They will need the suggestions when they do the Writing task on page 151.

Answers

1. The idea was to encourage Canadians as individuals to reduce their carbon footprint. The carbon footprint is the amount of CO₂ produced per person per year, in the form of what we buy, what we do and how we use electricity.
2. Ways of reducing your carbon footprint include: turning off lights and electronic devices when not in use, cycling or getting public transport instead of driving, not flying, only using the heating or air conditioning when really necessary, not printing lots of paper when using the computer, recycling more, eating less meat, not buying things which you don’t need.

6b. Read the rest of the article quickly. Does it mention your ideas?

- Students read the rest of the text carefully to see if it includes any of their ideas from 6a. Draw their attention to the glossary box at the bottom of the page. Elicit from students the past tense of *catch*, *caught*, because they will see *caught on* in the text itself (in the final paragraph).
 - Students now compare their answers in pairs.
 - Discuss answers as a class.
- 7.** Work in pairs. What recommendations did the organisers of the One-Tonne Challenge make about...
- Students work in pairs to discuss the questions. They can look back at the text to find the answers.
 - Discuss answers as a class.

Answers

- a. Cut down on car journeys; get to work or school either on the bus or on the train; do more cycling.
- b. Do the laundry in cold water only.
- c. People were asked to recycle their household waste better; use their leftovers from meals as fertiliser.
- d. Eat less meat and fish; eat more vegetarian meals.

Focus on Language

8. Look at the sentences from the text in exercise 6. Match the words in bold to the formulae 1-4.

People were asked to get to work or school **either** on the bus **or** on the train.

It's good **both** for your health and the environment.

People were encouraged to recycle their household waste better, **not only** plastics and containers **but also** food.

Neither meat **nor** fish is particularly eco-friendly.

1. X and Y.
2. Not X. Not Y.
3. X or Y. Not X and Y.
4. Not just X. Y too.

9. Look at these sentences and answer the questions.

- a. *'I want to visit either Ecuador or Peru.'*
Does the speaker plan to visit one or two countries?
- b. *'Neither Mike nor Alba passed the test.'*
Did one, two or no students pass the test?
- c. *'I'm inviting both Kim and your brother to the party.'*
Are one, two or no people invited to the party?
- d. *'They ate everything in the fridge, not only the lasagne, but the burgers too!'*
Which is most surprising: eating the lasagne or eating the burgers?

10. Complete the sentences with the words from exercise 8.

- a. _____ oil _____ coal are green sources of energy.
- b. People can _____ walk _____ ride their bikes to help the environment.
- c. My girlfriend wants to invite _____ all her friends to her birthday party, but _____ her grandparents!
- d. Clean air is important _____ for animals _____ people.

Speak 

11. Work in groups. Discuss these questions.

- a. Do you think the One-Tonne Challenge would work in your country?
- b. Which of the suggestions in the One-Tonne Challenge would work for you?
- c. How could you change the One-Tonne Challenge to make it work where you live?

Write 

12. Look at the competition below. Write a short answer with one way of reducing your carbon footprint at school.



Ideas please!

How can you reduce your carbon footprint? Write your suggestion in 50-60 words and send it to the head teacher.

The best suggestion will win a prize.



13. When you have finished, look at the suggestions from your classmates. Vote on which suggestion wins the prize.

Focus on Language

8. Look at the sentences from the text in exercise 6. Match the words in bold to the formulae 1-4.
- Ask students to work in pairs to look at the sentences and match them to the formulae. The formulae are a simple guide to how these words work. Spanish speakers are often very confused by the *either... or* and *neither... nor* structure since these words don't exist in their L1.
 - Note that this lesson simplifies the structure *not only... but also*. When we use this structure with independent clauses, inversion is used so that the verb comes before the noun and as a result, auxiliary verbs must be used, e.g.: *Not only did he arrive late to the party but he also didn't bring me a present!* This inversion is above level so in this lesson, students only look at *not only... but also* with nouns or preposition + noun.
 - Check answers with the whole class.

Answers

1. X and Y. ... both for your health and the environment.
2. Not X. Not Y. Neither meat nor fish
3. X or Y. Not X and Y. ... either on the bus or on the train.
4. Not just X. Y too ... not only plastics and containers, but also food.

9. Look at these sentences and answer the questions.
- Ask students to work in pairs to look at the sentences and answer the questions. This is a guided discovery approach to the structures where students analyse language to understand the underlying grammar.
 - Check answers with the whole class.

Answers

- a. One country
- b. No students.
- c. Two people.
- d. Eating the burgers.

10. Complete the sentences with the words from exercise 8.

- Ask students to copy the sentences into their notebooks.
- Students work individually to complete the sentences. Tell students that they need to use each structure from exercise 9 once only.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

- a. Neither, nor
- b. either, or
- c. not only, also
- d. both, and

Speak

11. Work in groups. Discuss these questions.
- Ask students to read through questions a-c and think about their personal answers to the questions. You could ask students to read the text on page 150 again quickly to remember the details of the Canadian One-Tonne Challenge.
 - Then students compare their answers in pairs.
 - Put students in larger groups to discuss their answers again.
 - Discuss answers as a class. Then ask students to compare their original answers when they worked individually to the final ideas that they came up with in their group. Did their ideas change? Why? Why not?

Write

12. Look at the competition below. Write a short answer with one way of reducing your carbon footprint at school.
- Students read the task. Establish that they are trying to reduce the carbon footprint of their school, not just their carbon footprint as individuals.
 - Students then write their suggestions individually or in pairs. Students don't need to count the words in their answer but tell them that 50-60 words is only one or two paragraphs.
 - Students could look back at their ideas in exercise 6 on page 150 for inspiration.
13. When you have finished, look at the suggestions from your classmates. Vote on which suggestion wins the prize.
- Students could put their suggestions on the board or the walls of the classroom so everyone can read them. Alternatively, they could just pass their paragraphs around the class to read them one by one.
 - Students then discuss which are the best/cheapest/easiest/most original suggestions.
 - Whole class. Make a shortlist of three paragraphs. Students vote on the best suggestion with a show of hands. Ask: *Could your school really implement this idea?*

 Read

 Get Ready!

1. How can you be eco-friendly at home? Think of ways of saving water or electricity. Do you try to save water or electricity now?



2. Read the introduction to the article *Water, water ... everywhere?* Answer the questions.

- What is the author's purpose for writing the text?
- What do you think the rest of the text will be about?

Water, water ... everywhere?

Some countries are awash with water. In Britain it rains cats and dogs even in the middle of summer. Other countries

have bigger problems with protecting their water supply and drought is a constant worry. Who's really responsible for saving water? It's a bit of a grey area which is why it's down to us teenagers to take action. People can talk about environmental problems until they're blue in the face, but unless individuals change their behaviour, we'll never be able to live in an eco-friendly society.



3. Now read the rest of the text. Answer the questions.

- How many ways of saving water does it mention?
- Do you think they are good or bad ideas? Why? / Why not?
- Could / Have you adopted any of these ideas in your home?

Turn off the tap when you are brushing your teeth. This can save six litres of water a minute.

Don't take baths and have shorter showers. This also means you won't get black looks from your family if you've been in the bathroom for twenty minutes.

One other strategy is not to flush the toilet every time you use it. Each time you flush, a lot of water is wasted. Obviously you need to get the green light from your family to do this because it's not particularly nice.

Don't put the washing machine on unless it's full of clothes. It's a huge waste of water. I caught my brother red-handed doing this the other day. If I hadn't stopped him, he would have put a single pair of jeans in the washing machine.

If your parents have green fingers, use washing-up water in the garden to water the flowers. They don't need water straight from the tap.

None of us is whiter than white and we all waste water in some ways, but these simple tips will go a long way to saving water across the country.

Reading Tip

- ✓ The first time you read a text, read it from beginning to end as quickly as possible. Don't worry about any difficult words or grammar. Just try to understand the gist of the text, the general idea.

Glossary

- flush: *tirar de la cadena*
- tap: *grifo*

LESSON OVERVIEW

In this lesson, students will examine further ways of protecting the environment by looking at ways of saving water. Then they will listen to a comparison of two countries which have a strong environmental record. This will lead to a final writing task where students will learn how to plan an essay on the theme of 'Is it possible to be a green citizen?'

Read

Get ready!

- How can you be eco-friendly at home? Think of ways of saving water or electricity. Do you try to save water or electricity now?
 - Students work in small groups to brainstorm ways of saving water or electricity at home. They already touched on this topic in the previous lesson when reading *The Canadian One-Tonne Challenge* but here we have a much greater focus on water as well as electricity.
 - The purpose of this exercise is to prepare students for reading the text, *Water, water ... everywhere?*
 - Discuss answers with the whole class.
- Read the introduction to the article *Water, water... everywhere?* Answer the questions.
 - Students individually read the opening paragraph of a text. Identifying an author's purpose for writing a text is an important skill. The author's objective is typically revealed in the opening paragraph, although some writers may leave it to their conclusion to make their final point.
 - In addition to identifying purpose, good readers also anticipate what the rest of the text will be about. This is not always easy for teenagers as many of the texts that they encounter will be introducing a completely new subject to them. In this case, saving water,

students should already have had lessons in L1 which they can draw on in anticipating the rest of the content.

- Students compare answers with a partner.
- Check answers with the whole class. At this stage, do not give any answers to question 2b. Allow students to check this for themselves as they read the rest of the text in exercise 3.

Answers

- The author is a teenager and wants other teenagers to encourage people to save water.
- Now read the rest of the text. Answer the questions.
 - Students read the rest of the text and answer the questions. This is an opportunity to draw on their anticipation task in exercise 2. Also draw students' attention to the Reading tip. Having already anticipated the content of the Reading in exercise 2, the students are now ready to read the rest of the text quickly for the gist, the general meaning.
 - Draw students' attention to the glossary at the bottom of the page. The glossary uses the British English word *tap* for 'grifo'. Students may also have heard the American English word *faucet*.
 - Students compare answers with a partner. Note that these questions require students to engage with the text by giving their opinions of what they have read.
 - Check answers with the whole class. If a long discussion begins, allow it to continue as long as all students are contributing. This is a good opportunity to develop fluency.

Answers

- The author suggests five ways of saving water.
- Students' own answers
- Students' own answers

Focus on Vocabulary

4. a. Look at the information on idioms. Then read the text on page 152 to find the colour idioms in the box below.

Idioms

An idiom is a phrase in one language that does not translate directly into another language. They are common phrases and expressions like 'to rain cats and dogs' which means 'to rain a lot'.

- grey area
- until you are blue in the face
- black look
- to get the green light
- catch someone red-handed
- have green fingers
- whiter than white

- b. Now match the idioms in the box above to the definitions 1-7.

1. to have permission
 2. an angry face
 3. something which is not clear
 4. good at gardening
 5. be someone or something that never does anything bad
 6. for a long time with no success
 7. find someone when they are doing something wrong or committing a crime
- c. Does your language have any similar idioms?

Focus on Language

5. Look at the sentence from the text and answer the questions.

'If I hadn't stopped him, he would have put a single pair of jeans in the washing machine.'

1. Did she stop him?
2. Did this happen in the present or the past?

Useful language

- We use the third conditional to describe hypothetical situations in the past.
- *If* + past perfect, person + *would* + *have* + past participle

If I had gone to a different school, I wouldn't have met my best friend.

If it had rained yesterday, I would have gone to the beach.

6. a. Choose the correct form of the verb to complete the sentences in the third conditional.

1. If he ... (water) the plants, they ... (not / die).
2. You ... (not / lost) the football game if you ... (play) better.
3. If you ... (tell) us about the party last weekend, we ... (come).
4. If I ... (miss) the bus this morning I ... (be) on time for school.

- b. Rewrite these sentences with the third conditional.

1. I dropped my mobile phone. I broke the screen.
2. I didn't have any money last Friday so I didn't go out with my friends.
3. I forgot to do my homework and my teacher was angry with me.
4. A friend put a photo of me on the Internet and my other friends saw it.

- c. Have any of these events ever happened to you?

Focus on Vocabulary

4a. Look at the information on idioms. Then read the text on page 152 to find the colour idioms in the box below.

- Students read the box on idioms.
- Explain that some idioms have a literal meaning, for example, 'To get the green light' obviously refers to traffic lights.
- Students find the colour idioms in the text on page 152.

Answers

grey area: paragraph 1
until you are blue in the face: paragraph 1
black look: paragraph 3
to get the green light: paragraph 4
catch someone red-handed: paragraph 5
have green fingers: paragraph 6
whiter than white: paragraph 7

4b. Now match the idioms to the definitions 1-7.

- Students individually match the colour idioms in the box with the definitions 1-7.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

- to get the green light
- black look
- grey area
- have green fingers
- whiter than white
- until you're blue in the face
- catch someone red-handed

4c. Does your language have any similar idioms?

- Students work in groups to discuss whether similar idioms exist in their language. Although idioms do not translate, there are often idioms which are similar in several languages and this can be a good way of guessing the meaning.

- Students compare answers with a partner.
- Check answers with the whole class.

Answers

The following idioms have a Spanish equivalent:
to get the green light is *tener luz verde*
to catch someone red-handed is very similar to the Spanish idiom *pillar a alguien con las manos en la masa*

Focus on Language

5. Look at the sentences from the text and answer the questions.

- Ask students to work in pairs to look at the sentences and answer the questions.
- Students individually think about the answers to the questions.
- Students compare answers with a partner.
- Check answers with the whole class.

Answers

- No, she didn't.
- In the past.

6a. Choose the correct form of the verb to complete the sentences in the third conditional.

- Students individually think about the answer to the question.
- Students compare their answers with a partner.
- Check answers with the whole class.

Answers

- If he had watered the plants, they wouldn't have died.
- You wouldn't have lost the football game if you had played better.
- If you had told us about the party last weekend, we would have come.
- If I hadn't missed the bus this morning, I would have been on time for school.

6b. Rewrite these sentences with the third conditional.

- Students individually rewrite the sentences. This is a much harder task than 6a and students will need time to think about which part of the sentence goes in the *if*- clause and which part goes in the result. Go around the class and provide support where necessary.
- Students compare their answers with a partner.
- Check answers with the whole class. Note that students may question the form *had had* in sentence 2. Assure them that this is perfectly correct English both in the third conditional and the past perfect.

Answers

- If I hadn't dropped my mobile phone, I wouldn't have broken the screen.
- If I had had some money last Friday, I would have gone out with my friends.
- If I hadn't forgotten to do my homework, my teacher wouldn't have been angry with me.
- If my friend hadn't put a photo of me on the Internet, my other friends wouldn't have seen it.

6c. Have any of these events ever happened to you?

- Students discuss these situations in pairs. Share answers with the class.

Listen 

7. Look at the pictures. Which one represents Costa Rica? Which one represents Iceland? Which place would you prefer to live in? Which one would you prefer to visit?



70



8. Listen to a reporter talking about the eco-friendly status of the two countries. Write CR (Costa Rica), or I (Iceland).

- This country only gets 18% of its energy from coal.
- This country gets most of its power from renewable energy such as hydroelectric power.
- This country created a network of National Parks.
- In 2008, this country planted five million new trees.
- This country kills hundreds of whales every year.

Say it!

When one word ends with a consonant (*b, c, d, etc.*) and the next word begins with a vowel (*a, e, i, o, u*), they often sound like one word in speech. For example:

Green area sounds like *greenarea*

71



9. Which two words are pronounced like one word in each sentence? Write them in your notebook. Then listen and check.
- These countries stand out in the global community ...
 - ... the country has made an enormous effort ...
 - Costa Rica is well-known among eco-friendly communities ...
 - The country reduces the impact of logging ...

Listen

7. Look at the pictures. Which one represents Costa Rica? Which one represents Iceland? Which place would you prefer to live in? Which one would you prefer to visit?

- In this exercise, students will listen to a discussion about two eco-friendly countries, Costa Rica and Iceland. It is possible that students know very little about other countries so this exercise introduces some general information about Costa Rica and Iceland. It might be useful to bring a map to class or to project a map from the Internet to show the class where these countries are.
- Students discuss the questions in pairs.
- Discuss the answers with the whole class. How many people would like to live in Costa Rica or Iceland? How many people would like to visit these countries?

Answers

1. The frog represents Costa Rica. It is a tropical country with rainforests and a lot of wildlife.
2. The geyser represents Iceland. It is a northern country with long winters. It is volcanic and very rocky. Very few people live there.

8. Listen to a reporter talking about the eco-friendly status of two countries. Write CR (Costa Rica), or I (Iceland).

- Remind students to write their answers in their notebooks.
- Play audio Track 70. Play the audio first without pausing.
- Students compare their answers with a partner.
- Play track 70 again to allow students to check their answers.
- Check answers with the whole class.

Answers

a | b | c CR d CR e |

Audio script

70

- A: What is the world's most eco-friendly country? Well, we have two candidates: Costa Rica and Iceland. These countries stand out in the global community for their green credentials.
- B: That's right, Carol. One of the reasons why Iceland is a model as an eco-friendly country is because the country has made an enormous effort to reduce its dependence on coal energy. It is now at a very low 18%.
- A: How did it do that, Steven?
- B: Iceland gets the rest of its power from renewable sources of energy, such as hydroelectric power.
- A: And Costa Rica is well-known among eco-friendly communities because of the great efforts the country has made to preserve its wildlife. Costa Rica protects more than 27% of its land with a network of wildlife refuges, and national parks. Also, the country reduces the impact of logging by planting new trees every year. The country planted five million trees in 2008 alone. The government is also committed to reducing carbon dioxide emissions.
- B: So which country is the best?
- A: The problem is that a dark shadow hangs over Iceland's eco-friendly image. Whereas Costa Rica protects all its wildlife, Iceland hunts whales.
- B: Really?
- A: Yes, Iceland killed over 160 whales in 2014. That's over three a week.
- B: What a tragedy.
- A: It is and that is why Iceland cannot compete with Costa Rica's environmental record.

9. Which two words are pronounced like one word in each sentence?

Write them in your notebook. Then listen and check.

- The aim of this exercise is to introduce the concept of joining words in speech. Direct the students to the Say it! box. When people speak quickly, they often join words together. This happens in lots of different ways. One very common way is to join two words when the first one ends with a consonant and the next one begins with a vowel. The two words sound like one word. This can make it very difficult to listen to rapid speech.

- Play audio Track 71. Play the audio first without pausing.
- Students compare their answers with a partner.
- Play track 71 again to allow students to check their answers. This time, tell students how many pairs of words are linked in each sentence. In sentence a, there are 2. In sentence b, there are 3 (note that made ends with a consonant sound). In sentence c, there are 2. In sentence d, there is 1.
- Check answers with the whole class. The sounds which are joined are underlined in the key below.
- When they finish, ask the students to listen and repeat the sentences as a class. Play the recording and stop after each sentence. Can they join these words to make one word?

Answers

- a. These countries stand out in the global community ...
- b. ... the country has made an enormous effort ...
- c. Costa Rica is well-known among eco-friendly communities ...
- d. The country reduces the impact of logging ...

Speak 

10. a. Work in groups. What are the differences between an eco-friendly and a non-eco-friendly country? Make a list. Do you think your country is eco-friendly?

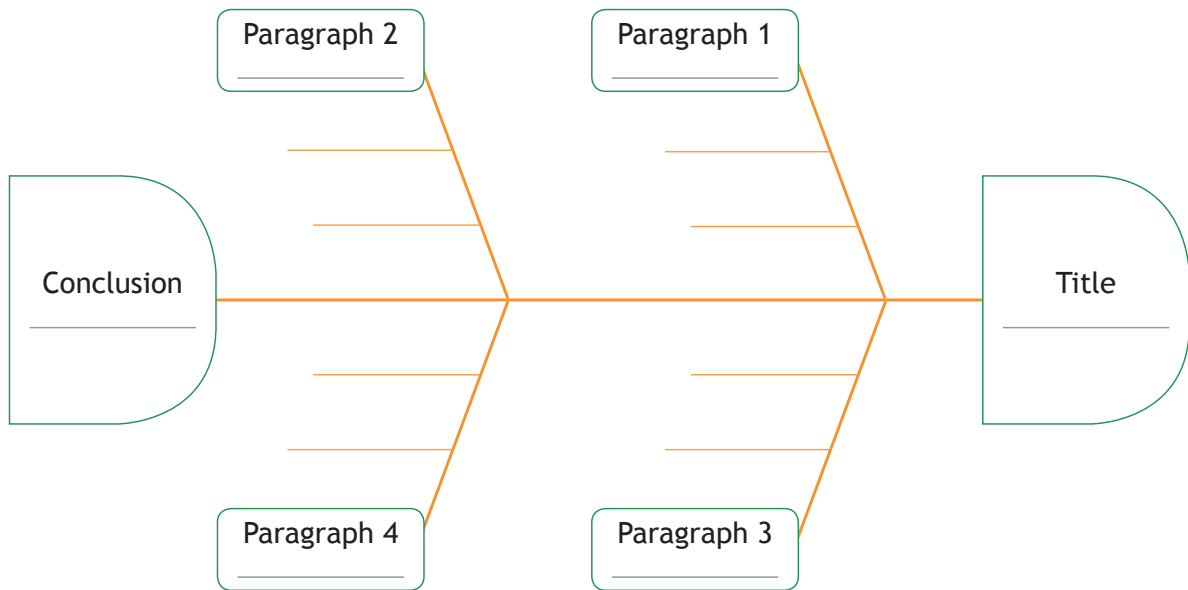
- I think the main difference between an eco-friendly and a non-eco-friendly country is that ...
- Eco-friendly countries / Non-eco-friendly countries give more importance to ... than to ...
- In an eco-friendly country, people usually ...

b. In 2009, Colombia was ranked the 9th most eco-friendly country in the world. Does this surprise you? Why is Colombia an eco-friendly country?

Write 

11. Read about the fishbone diagram. Answer the questions.

- a. What kind of writing is this useful for?
- b. Does it include every word that will appear in your final essay?
- c. Do you always need to have four paragraphs?
- d. Do you plan your essays before you write them? What system do you use?



12. Write an essay on the topic 'Is it possible to be a green citizen?' Follow these instructions.

- a. Brainstorm ideas to include in your essay. Look back at Module 4 to give you ideas.
- b. Use the fishbone diagram to organise your ideas.
- c. Think of a topic sentence for each paragraph.
- d. Write your essay for homework.

Speak

10a. Work in groups. What are the differences between an eco-friendly and a non-eco-friendly country? Make a list. Do you think your country is eco-friendly?

- The aim of this exercise is to give students a chance to think about what makes a country eco-friendly or not. They have just listened to a recording which gave various reasons for why Costa Rica is eco-friendly. It also examined Iceland's status as an eco-friendly country. Iceland was criticised on the recording for allowing the hunting of whales.
- Direct students to the prompts. Encourage them to use these in their answer.
- At this stage, ask students not to look at Colombia because that will be the focus of the next task. Instead, they should think about news stories about the environment in other countries. *Which countries suffer from pollution? Where are animals endangered? Which countries are particularly green?*
- Students discuss their ideas in groups.
- Whole class. Students discuss the features of an eco-friendly and a non-eco-friendly country. Ask students to come up and write their ideas on the board.
- Which countries do the class consider to be eco-friendly? Which countries do they think are non-eco-friendly?

10b. In 2009, Colombia was ranked the 9th most eco-friendly country in the world. Does this surprise you? Why is Colombia an eco-friendly country?

- Colombia was ranked ninth in the world in 2009 in the Environmental Performance Index which was prepared by experts at Yale University in the USA. 149 countries were graded between 0 and 100, where 100 was the maximum score. Switzerland was ranked first with 95.5 and

Colombia came ninth with a score of 88.3.

- Students work in groups to discuss why this might be the case. They should look back at the whole of module 4. What have they learned about their country?
- Whole class. Discuss reasons why Colombia is an eco-friendly country. Are there any areas where the country can improve?

Write

11. Read about the fishbone diagram. Answer the questions.

- The aim of this exercise is to give students a framework to use in their writing. Students have developed their writing skills over the course of Module 4. In lesson 2, they learned how to use paragraphs. In lesson 4, they learned how to use topic sentences. Here all these elements are brought together in a framework that will help them think about planning a composition.
- Many students at this age have problems composing an essay even in L1, so these techniques will help build their writing skills gradually. Ask students to read the text on page 155 and study the fishbone diagram carefully.
- Students compare their answers with a partner.
- Check answers with the whole class. Show students that the gaps in the boxes marked *paragraph 1* etc. are places where they could put a topic sentence. Then they can use the lines beneath that to make notes on the content of the paragraph: the points they will use to develop their argument. They should also write their title and their conclusion in note form on the fishbone diagram.

Answers

- a. an essay
- b. No it doesn't. It's just a plan.
- c. No, you can have as many or as few paragraphs as you need.
- d. Students' own answers

12. Write an essay on the topic 'Is it possible to be a green citizen?'. Follow these instructions.

- Students work in pairs to plan their essay. Encourage them to brainstorm ideas before they start planning their essay with the fishbone diagram.
- Students should then compare their plans with another pair. Do they look similar? Which one has the best organisation? Have they included too much or too little information?
- Before students write the essay for homework, correct each fishbone diagram so that you know the plan includes all the information that the students require.



Let's work together



Design an environmental board game

1. You are going to design your own board game. Look at the popular board games in the image. Do you think you can design something similar? Discuss these questions.
 - What type of board game will you design?
 - How many players can play?



- How many questions / challenges will the game have?



Write questions for your board game

2. Your board game is going to be on the theme of Module 4, *Saving planet Earth*. Write questions or challenges related to this topic. Think about:
 - Challenge questions where people have to talk for a minute on a topic, e.g. How has the world changed in 20 years?
 - Trivia questions, e.g. Where is the Palm Island?
 - Definition questions, e.g. What is mining?
 - Discussion questions, e.g. What is one difference between a megacity and a small city?



Check your questions

3. Look carefully at your questions. Think about:
 - Grammar. Are there any errors?
 - How to ask the questions. Will they appear on the game board or will they be on cards?
 - Correct answers. You need to provide a list of all the correct answers.



Let's work together

This section has been designed to promote teamwork. Students practise skills such as collaboration, negotiation and creativity and activate language skills. Arrange groups in a way that everybody gets involved. Monitor them continuously to make sure they are developing the activities suggested for the section. Support the groups when they need help.

A board game

This activity is a group activity. Students create a board game by designing a game board, developing rules, writing questions and testing their design.

PREPARATION REQUIRED

Before the class, ask students to bring in dice and counters for their board game. You will need to provide them with scissors, poster-sized paper, different coloured card, and pens and rulers for them to use in designing their board.

DESIGN AN ENVIRONMENTAL BOARD GAME

1. You are going to design your own board game. Look at the popular board games in the image. Do you think you can design something similar? Discuss these questions.
 - Students consider popular board games. What makes them successful? You could also bring in board games from home so that students can look at the games and decide what are the best features.
 - In terms of number of players, each board game should ideally be for between four to six players. Any less and the game is less fun, but if there are more players, students will have to wait a long time before they get a go.

WRITE QUESTIONS FOR YOUR BOARD GAME

2. Your board game is going to be on the theme of Module 4, *Saving planet Earth*.

Write questions or challenges related to this topic. Think about:

- Students should only write questions that other members of the class can answer. They should look back at Module 4 of the student's book to find suitable material. Questions could come from any part of the book, including the tips and the glossary boxes.

CHECK YOUR QUESTIONS

3. Look carefully at your questions. Think about:

- Students check their questions for accuracy and grammar. Ask them to write an answer sheet which shows the correct answer to each question. When other groups play their game, one of the students can monitor as the referee checking that questions are being answered correctly.
- Ask students to show you their questions before they proceed with the game. Check them for accuracy of grammar and spelling.



Think about materials

4. Make a list of the materials you will need to create the board game. How will players move around the board? Can they do this without a dice?

Glossary

- counters: fichas
- dice: dados
- draft: borrador



Add an element of luck

5. Board games usually have things that add variation and surprise to the game. Think of ways you can do this, such as:

- Red cards and green cards
- Red cards usually mean a penalty, e.g.:
Go back 3 spaces.
You got lost in the jungle.
Go back to the start.
- Green cards bring nice surprises, e.g.:
You win ten points.
Move forward five spaces.



Surprise squares

When players land on one of these squares, they take a surprise card and perform a surprise action (e.g. singing, miming, drawing a word).



Design the board

6. Design the board for your game.
- The best board games have a theme. How can you represent the environment on your game board? For example, you could include real places in your board game. Your board game could represent a jungle or an island.
 - How will you create the board? Will you draw it with pencil and paper? Will you design it on the computer?
 - How will you create the pictures? Do you have an artist in your group? Or will you use photos from the Internet?
 - Before you make the final board, prepare a draft. Is it big enough? Can you include all the information?
 - Play the game on the draft board with your team to test it. Does it work? Is it easy to understand? Is it fun? Do you have to make any changes before you produce your final board?



Play the game

7. When you have your final game, exchange your game with another group. Play the game.



THINK ABOUT MATERIALS

- 4. Make a list of the materials you will need to create the board game. How will players move around the board? Can they do this without dice?**
- The students should have already brought some dice and counters to the class but inevitably, some will forget to do this.
 - An alternative to using counters is just to use a pen top or a coin or something small that each student is carrying in his or her pockets.
 - If a group doesn't have any dice, you could also create random movement in two other ways. One is to use a coin so players only move one or two squares at a time, e.g. one square for heads and one square for tails. Another alternative is to rip up six equal-sized pieces of paper. Write a number 1-6 on each paper. Students put the papers in a hat or a cup and take a paper for each move. The number on the paper represents the number of spaces they move.

ADD AN ELEMENT OF LUCK

- 5. Board games usually have things that add variation and surprise to the game. Think of ways you can do this, such as:**
- Students could look again at the games you brought in exercise 1 to give them ideas here. For example, look at snakes and ladders as one way of moving players up and down a board.

DESIGN THE BOARD

- 6. Design the board for your game.**
- Encourage students to be creative here. Look at the board of games like *Cluedo* and *Monopoly* and study their design. The board should be nice to look at as well as to play.
 - This is an opportunity for the more artistic of your students to draw images to create a beautiful design. Keep plenty of time for this stage as it can be time-consuming.
 - You could reorder the lesson so all the students are busy at the same time. You could arrange the class so some students are designing the board while others are writing the questions.
 - If students have IT skills and you have access to computers and the Internet, you could also design the board on computer.

PLAY THE GAME

- 7. When you have your final game, exchange your game with another group. Play the game.**
- When students pass the game to another group, one student should stay with their group's game to work as a referee. This person will explain the rules and how to play. While the other players play the game, the referee will also have the answer sheet from exercise 3 which they will use to say if people answer the questions correctly.



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. Read a text quickly to find key information and facts.			
	B. Guess the meaning of key words from context.			
	C. Read for gist.			
WRITING	A. Use paragraphs to organise a text.			
	B. Use topic sentences to begin paragraphs.			
	C. Use the fishbone diagram to plan an essay.			
SPEAKING	A. Discuss the advantages and disadvantages of a situation .			
	B. Describe problems in my country.			
	C. Talk about jobs that people do.			
LISTENING	A. Understand short, simple messages related to my surroundings and my personal and academic interests.			
	B. Identify a situation from listening to a short extract.			
	C. Listen to a presentation and capture the key information in note form.			



Self-assessment

As part of the learning process, it is important that students complete the self-assessment at the end of the module. Tell students that self-assessment is a lifelong strategy that will help them improve what they do at school, at home and later at work. Tell them that this activity is not going to be assessed, but explain its importance.

1. Assessment of your English language skills

- Read each statement and choose if you can do it, do it with help, or need to work on it.

The statements are based on the specific skills students should have developed during this module. Ask students to be honest with their answers. Talk to them about the advantages of the assessment and how it can help them to to recognise their strengths and reinforce the areas in which they have weaknesses.

2. Assessment of your English study skills

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

Study skills	Always	Sometimes	Never
Check the pronunciation of new words by using online models.			
Try to understand the gist of a text when reading for the first time.			
Brainstorm with other students when thinking up of ideas.			
Use model texts from the Internet or books to help writing.			
Plan my writing before I start work.			

3. Assessment of Let's work together

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

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

4. Assessment of Module 4

Look back over the module then complete the sentences.

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



2. Assessment of your English study skills

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

Allow students to think about the strategies they can use to improve their English study skills. Suggest that they think about the learning strategies they use to work effectively when learning English.

3. Assessment of Let's work together

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

This section focuses on students' collaborative skills particularly in their project work. Use guiding questions such as: *Did you always listen to your classmates' opinions when you were all discussing the project? How often did you help other students with their work?*

After students have completed their individual self-assessment, invite them to get together with their project team and do the same activity to determine the achievements of the team and identify aspects to improve. Make sure that they make respectful comments. Advise them not to concentrate on mistakes, but on ways to improve.

4. Assessment of Module

- **Look back over the module then complete the sentences.**

The aim of this section is to give students the chance to review and reflect on what they have learnt in the module. Tell students to take some time to look back through the module and complete their sentences, and then share the information with a classmate. Ask a few volunteers to read their sentences aloud.

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English, please!

Teacher's Guide

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