

UNIT 1

UNITY IN DIVERSITY

2. Hi! I'm Kostas. Do you know which is:

- the largest country in the world?
- the most populous country?
- the least populous country?

1. Hi! I'm Eva. These are pictures from Lessons 1-3. What do you think these lessons will be about? Find the pictures in the pages that follow to see if you guessed right.



3. Look at the title of the Unit. How can the words in the globe help you understand its meaning?



In this Unit you will:

- read about people, cultures and famous buildings
- listen to children talk about their countries and lifestyles
- enter a story competition
- talk about people and places
- write descriptions
- do a project on countries and cultures

At the end of this Unit, you should be able to:

- describe people and places
- greet and introduce people
- write about yourself and your country
- talk about habits and daily routines
- talk about actions happening now
- compare and contrast people and buildings

LESSON 1 • PEOPLE AND PLACES

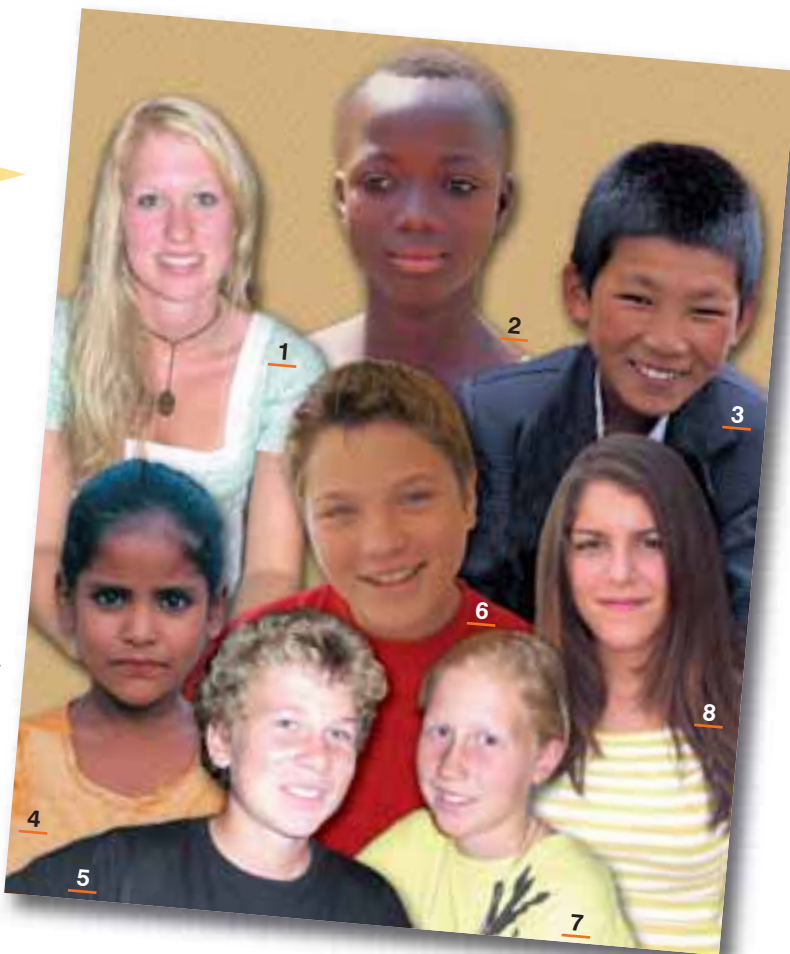
Lesson 1

People and Places



1 You and me

- 1.1 These children all come from different places. Where do you think they come from?
e.g. *I think the boy in picture 3 comes from Asia because he has got slanted eyes.*
- 1.2 What do you have in common with these children? Do you have any differences?
e.g. *Both the girl in picture 8 and I have got an oval face.*
The boy in picture 6 has got fair hair, whereas I have got dark hair.



2 The way we look

2.1 Look at the pictures of Nuru and Tikki and answer the questions.

- 1. Where do the boys in each picture live?
- 2. What are they wearing?

NURU



TIKKI



- 3. What is the weather like?
- 4. What are they doing at the moment?

LESSON 1 • PEOPLE AND PLACES

2.2 Nikos, a student reporter, interviewed an anthropologist about the way people look. Complete the table below with information from the article Nikos wrote for his school newspaper.



people's characteristics	scientists' opinion
1.	
2.	
3.	
4.	
5.	

It's up to you p. 151

SCHOOL NEWS!

Free of charge

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THE WAY WE LOOK

Have you ever thought about why we look the way we do? What makes some people's hair curly and others' straight? Why is some people's skin dark and others' light? These are some of the questions we asked Ms. Susan Franz, an anthropologist, who talked to us about people and their characteristics.

– Ms. Franz, why do people around the world look so different?

– Well, think about the countries we live in. They differ greatly in terrain, temperature, altitude and vegetation. Yet, people have managed to make homes almost everywhere: barren, rocky mountain tops, icy, freezing plains, wet marshes, scorching deserts. The people living in these different places have slowly become very different from each other. Their skin colour, the shape and size of their bodies and their characteristics have evolved over the years to suit their surroundings.

– Can you give us some examples?

– Of course. A good example is skin colour. Scientists think that dark skins – which are rich in a substance called melanin – offer good protection against the burning rays of the sun. Very dark, curly hair also offers good insulation from the sun and heat. In northern countries,

where the rays of the sun are weaker, people don't need dark skin. Their pale complexion allows the skin to absorb the sun's rays easily in order to make vitamin D.

– Facial characteristics are also very different. Why?

– Well, the key word here again is 'adaptation'. In extremely cold weather, ears and noses are often the first parts of the body to suffer from frostbite. That's why people who live in very cold temperatures have facial characteristics that help them survive the harsh weather. Their faces are flat, and their noses are also small and flat. They also have an extra layer of fat in their eyelids which gives them slanted eyes.

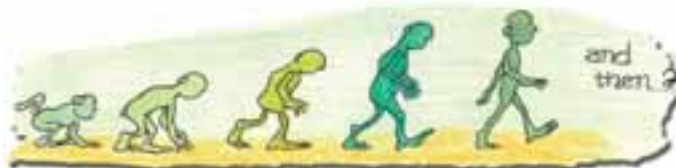
– That's very interesting! What about body size and height?

– Well, again scientists have found that people who live in hot, dry climates are often tall and thin. This lean type of body helps heat escape more quickly. People from cold regions, on the other hand, tend to have more sturdy bodies, covered by a layer of protective fat.

– So, if we move to a northern country, will our skin become pale?

– Of course not! People's bodies have slowly changed over thousands of years. Who knows what we will look like ten thousand years from now!...

Adapted from: "People and Places" Childcraft, World Book International



LESSON 1 • PEOPLE AND PLACES

2.3 Answer the questions.

1. What is the main idea of the text?
2. Why have people's bodies and characteristics changed throughout the years?



3 Language focus

3.1 Look at the verbs in bold. Which tenses are used? What is the difference between them?



3.2 Read the examples and match them with the appropriate use in the boxes below.

1. *More and more people **are moving** to other places.*
2. *Nuru **walks** many miles every day to collect water.*
3. *It's **snowing**. Tikki **is putting** on his heavy parka.*
4. *Some scientists **are flying** to Africa next week.*
5. *Their plane **leaves** at 3:30.*
6. *Dark skin **offers** good protection against the sun.*



The **Present Continuous** is used to talk about:

- a. something that is happening now
- b. a future arrangement
- c. a changing situation

The **Simple Present** is used to talk about:

- d. present habits
- e. something that is always true
- f. timetables



3.3 Read the sentences and complete the rule by circling the appropriate word.

- Tikki **usually** goes fishing with his father.
- People in hot climates are **often** tall and thin.

Usually and **often** are **adverbs of frequency**.
They are placed **before** / **after** the main verb and **before** / **after** the auxiliary verbs.

LESSON 1 • PEOPLE AND PLACES

4 Talking about us



4.1 Describe someone from your class. Can your classmates guess who it is?
e.g. *She wears glasses. She's holding a pencil case. She likes sports.*

4.2 Work in pairs. Ask each other questions to find out about your habits. You can use the ideas below.
e.g. *How often do you ...?*

- ☆ travel abroad
- ☆ go to festivals
- ☆ go to the cinema / theatre
- ☆ visit museums
- ☆ eat out / foreign food
- ☆ do sports



I rarely travel abroad!



I go to festivals at weekends!

NOTE
Time expressions such as **every day / week / year, on Mondays, in the morning, at weekends, once a month, twice a year, now and then, from time to time, every other day** are usually found at the end of the sentence.

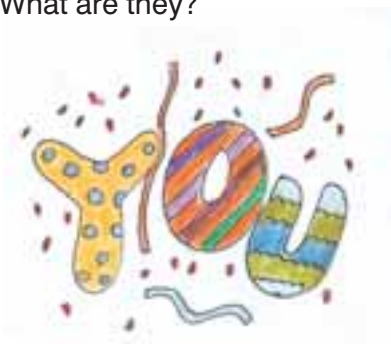
5 A child's life in...

5.1 Imani lives in Sungo, a village near Lake Malawi in Africa. She is taking part in a documentary about the lives of children around the world. Listen to her talk about her daily routine and complete the chart below.

(1)	get up, prepare breakfast, (2)
7:00	(3), sweep school
(4)	classes begin
10:30	(5)
(6)	school finishes
2:15	(7), do homework
4:30	(8)
(9)	(10) because we have to get up early!



5.2 Complete the clock diagram with your daily routine. Use your notes to compare your daily routine with Imani's. What do you have in common? Are there any aspects of her life you like / don't like? What are they?



LESSON 1 • PEOPLE AND PLACES



6 Writing a description

6.1 Read what Eva wrote about her new friend, Olga, in a letter to her English penfriend and take down notes about Olga. Compare your notes with your partner's.

NOTES

1. size and body
2. specific physical details (eyes, hair, face, etc.)
3. family
4. her past
5. interests
6. a special incident
7. character details
8. general opinion / impression

6.2 You have decided to enter a creative writing competition. The title of the competition entry is the following: **“Describe an interesting person you know or a person who makes you happy”**.

Consider the following:

- What are some important details about this person's appearance and character? Make a list.
- What order should you put your information in?
- How will you make your beginning or ending interesting?
- Should you include how you first met this person or mention how this person acted in a specific situation?

6.3 Write your description.



... I want to tell you about a new friend of mine. Her name is Olga, she is my age and we're in the same class. As you can see from the photo, she's got long fair hair, brown eyes and a friendly face with a beautiful smile. She's not very tall but she's slim and fit.

I met her on the first day of school. I went and talked to her when I realised she was new. Before she moved to my town, Olga lived in Kiev – that's in the Ukraine. Her parents are very likeable and friendly. Her dad has got a business here and her mum works in a supermarket. Her brother is called Alex and he's just like my own brother: funny!

Olga and I sit together in class. She's very good at maths – not like me! I help her with her Greek when she doesn't understand something. I think we make a very good team. We do many things together. We listen to the same kind of music. Her favourite band is U2. She's got some great CDs.

When she first came to school, some boys in the class made fun of her, which was not so nice. But she talks to everyone – even to those horrible boys. She's a very friendly person and we really understand each other. When I'm sad, she knows I need somebody to talk to and she's always there for me! Sometimes she is a bit shy but so am I.

Olga may not be from Greece but I don't care because we have a lot of things in common and it's never boring when we're together. I like her very much. She's great! I'm really glad that I met her.

USEFUL TIPS

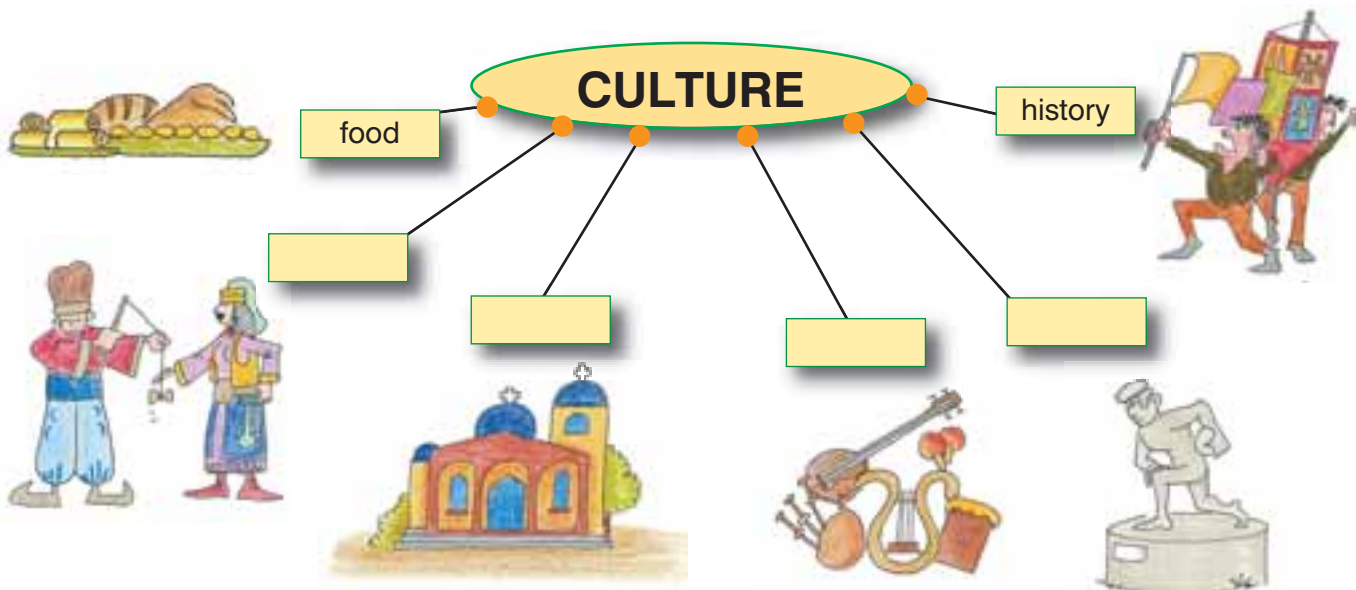
1. Make notes before you write. Think about what information will be interesting for the reader.
2. Put different information in different paragraphs. Decide on an order for them.
3. Think of an interesting beginning and ending.
4. Use details and adjectives. They make a description more vivid.
5. Reread your text after you have finished and think about what else might be interesting for the reader.
6. Check your text for spelling and grammar mistakes.

Lesson 2 **Joined in our Differences**



1 Different but alike

1.1 What is “culture”? Every country has its own, but the elements that make up “culture” are common for all people. Work in groups to complete the spider diagram below. Add your own ideas.



1.2 In the summer of 2006, some students from West Jefferson, USA, painted a mural entitled “Unity in Diversity”. There are four Spanish words bordering the mural. Can you guess their meaning? *It's up to you p. 151*

1.3 How is the meaning of these four words represented in the mural?

1.4 Mini-project: Cultures on my street

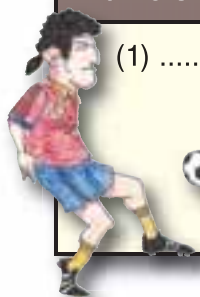
You have decided to take part in a European Commission competition. The title of the competition entry is: “Cultures on my Street”. Find someone in your neighbourhood who comes from another country, interview them and write their story. Take a photo if you can. Present your stories in class.

LESSON 2 • JOINED IN OUR DIFFERENCES

Listen 2 Welcome to my world

Useful tip
Look at the areas you need to focus on before listening. This will help you carry out the task more easily.


At the beginning of each school year, an international school in Europe organises a “Welcome Evening” where foreign students introduce themselves and the countries they come from. You will hear one of these students, Maria Dolores, talk about her country. Listen and complete the table below.



Name of country	Greeting	Food/Drinks	Entertainment
(1)	(2) 'Buenos dias'	Paella	(5) cafes /.....
		(3)	(6) / football
		(4)	(7) music /.....
			(8) / art galleries

Listen & Read 3 A glimpse into my country

3.1 Read what two other students say about their countries. What aspects of their culture are they talking about?

Hello everyone! I'm Yoko. I'm from Tokyo, the capital city of Japan. The customs of my country are somewhat different from those of the countries of the West. For example, we bow to greet someone and we don't like standing too close to each other. If you say 'Ohay gozaimasu' to someone, you mean 'Good morning', and we young people often say 'Genki?' which means 'Are you well?'. Body language is very important, too. If you shake your hand from side to side, you mean 'no' and pointing to your nose means 'me'. You all know traditional Japanese dishes such as sushi, tempura and noodles and you probably know that we use chopsticks to eat our meals. We eat sitting on mats on the floor, therefore, our floors have to be very clean. To keep them clean, we always take off our shoes and change into special slippers when we enter the house. Sports that are very popular in Japan include judo, kendo, karate and sumo wrestling, our national sport, which has a history of more than 1,000 years! Young people also enjoy baseball, football, volleyball and tennis. Finally, two forms of traditional Japanese theatre, Noh and Kabuki, continue to thrive in my country today...



'Salut', I'm Pierre and I'm from Paris, the capital city of France! In my country we say 'Bonjour' for 'Good morning' and 'Comment allez-vous?' for 'How are you?'. Like Spanish people, when we greet each other, we shake hands and usually kiss 3 times! We're one of the largest producers of wine in the world and famous for our 'haute cuisine'. One taste of a crêpe or a croissant, and you'll never forget it! The French love doing sport and keeping fit. Some of the most popular sports in my country are football, cycling, skiing, tennis and pétanque - a traditional game played with metal balls. Culture and the arts are extremely important in our everyday life. We celebrate local festivals through music and dance throughout the year. We also appreciate a visit to the theatre, the opera or the many famous museums, such as the Louvre, home to the world-famous painting 'Mona Lisa', or the Orsay museum to admire the paintings of Renoir, Monet and Degas, some of the greatest Impressionist artists. ...

Adapted from: www.oxfam.org.uk

LESSON 2 • JOINED IN OUR DIFFERENCES

3.2 Which of the two students mentions the following? Write (Y) for Yoko, (P) for Pierre or (B) for both.

1. "People in my country don't really like physical contact"
2. "People in my country are keen on sports"
3. "People in my country like going to the theatre"
4. "People in my country like music"
5. "People in my country don't use knives and forks"



3.3 Look at the poster. Do you know how other people say 'hello' in their language? Discuss in class.

3.4 Game

Do you know how other people say 'thank you' in their language? Work in groups and make a list. The group with the longest list will be the winner.



Grammar 4 Language focus

4.1 Look at the verbs in bold.



You all **know** the Louvre...
The French **love** good food and wine...
'Bonjour' **means** 'good morning'.

These verbs are called stative verbs. They refer to a 'state' and are not normally used in **continuous** tenses. Do you know any other stative verbs?

.....
.....

4.2 Some stative verbs can be used in continuous tenses but there is a difference in meaning. Look at the following pairs of sentences and explain what they mean in your own language.

1. a. We **have** a lot of interesting customs in my country.
.....
b. We **are having** sushi and noodles for lunch.
2. a. We **think** that the Japanese are very polite.
b. She's **thinking** of learning karate.
3. a. Spanish food **tastes** delicious.
b. He's **tasting** the paella.
4. a. The Spanish dancers **look** very fit.
b. We **are looking** at the traditional costumes.

LESSON 2 • JOINED IN OUR DIFFERENCES

write 5 In my country...

Work in pairs. Use stative verbs to make true sentences about your country.

.....

.....

.....

.....



portfolio 6 Mini-project: A song for us

6.1 “ONE WORLD, ONE TRIBE” is a CD that brings together many different kinds of music such as funk, reggae, R&B, rap, rock, and more. Look at the CD cover and discuss what the picture shows and what message it conveys. How is this message connected to the title of the CD?



6.2 Get into groups to compose your own song that represents the idea of “Unity in Diversity”. Use a variety of instruments and write the lyrics. Ask your Music teacher for help.



6.3 Once you have created your own song, draw a picture for your CD cover. Ask your Art teacher for help.



LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

Lesson 3 Different Different places buildings



Built to last

1.1 Look at the different buildings below. What materials are they made of? What factors have affected the choice of materials?



The Taj Mahal, India



The Colosseum, Italy



The Bird's Nest, Beijing



The Erechtheion, Greece



The Louvre, France



The Casa Milà, Barcelona

1.2 The Erechtheion, the Taj Mahal and the Colosseum are all important landmarks and famous tourist attractions. Do you know why these buildings were originally built?

1.3 Mini-project: A famous landmark

Choose a landmark and write its story. Then make a poster and present it to the rest of the class.

LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

read 2 Amazing structures



Useful tip

Look for key words and phrases, such as names, dates, places, etc. Do not focus on details or unknown words.

2.1 The 3 texts below come from an article about remarkable buildings. Read them and complete the table.

	Agia Sophia	The Tower of Pisa	The Sydney Opera House
a) Where is it?			
b) How old is it?			
c) Who designed it?			
d) What is its most striking feature?			

The "Church of Holy Wisdom", also called Agia Sophia, is in Constantinople – now Istanbul. It was built by the emperor Justinian after the riots of AD 532. Anthemios and Isidoros were two of the Greek architects who designed it. It took six years to build and about ten thousand men worked on it. The first stone of the foundations was laid by the emperor himself. The building had brick walls, marble linings inside, amazing mosaics made up of tiny cubes of coloured glass, marble or gold and massive marble pillars. Of all its fascinating features though, perhaps the most remarkable is its huge, shallow dome, supported on piers made of limestone. There are also smaller half-domes around the largest, supported by arches - a typical feature of Byzantine design for big buildings. Agia Sophia is well over 45m high and over 60m long and wide. Today we are accustomed to seeing buildings as large as this, sometimes even larger. But in Justinian's time, Agia Sophia must have been truly awe-inspiring.



The famous Leaning Tower of Pisa is the bell tower of the cathedral in the city of Pisa, in Italy. Its height is 55.8m, it has 8 storeys and there are 294 steps to the top. Construction began in 1173 and it took 200 years to complete. The architect's identity is still unknown, but we do know that he designed the tower to be vertical. After the third floor was built, the tower started to lean, mainly because its foundation was shallow – only 3 metres – and in weak soil. The Pisans stopped construction twice – for almost 100 years each time – because they were busy fighting battles with other Italian cities! In 1372, the tower was completed and seven bells were installed, one for each note of the musical scale. Over the years, there have been many attempts to straighten it, or halt the leaning. This was not as easy as it seemed. Some of those attempts had exactly the opposite result: the tower sank even further into the soil! The latest attempt was completed in 2001 and took ten years. The tower has been declared stable for at least another 300 years.

LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

The Sydney Opera House is located in Sydney, Australia and is one of the most distinctive and famous 20th century buildings. It is also one of the world's most famous performing arts venues and since its opening, it has become a symbol of Sydney. Designed by Danish architect Jørn Utzon, it reaches out into Sydney Harbour and its spectacular roof reminds us of a moving ship at full sail! Construction began in March 1959 and it was completed in 1973 at a cost of \$102 million! It is very large (183m x 120m) and it is supported on 580 concrete piers sunk up to 25m below sea level. The roofs of the House are constructed of 1,056,000 white granite tiles and the interior is composed of pink granite and wood. It has about 1,000 rooms, 5 theatres, 5 rehearsal studios, 2 main halls and a multitude of restaurants, bars and souvenir shops. What you may not be aware of is that you've probably seen this breathtaking structure featured in films such as "Mission Impossible II", "Independence Day", "Finding Nemo" and many more!



Adapted from: www.en.wikipedia.org

2.2 Do you think that these buildings have anything in common? Discuss.

2.3 You are a member of a committee preparing the questions for a quiz show about famous buildings. Read the answers and write the questions. Don't forget to include the name of the building in each question.

e.g. *When was Agia Sophia built?*
It was built after the riots of AD 532.



1.
?
 Its most striking feature is its huge, shallow dome.

2.
?
 It's over 45m tall.

3.
?
 It is in Italy.

4.
?
 It has got 294 steps.

5.
?
 It is located in Australia.

6.
?
 It looks like a moving ship at full sail.

LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

Grammar 3 Language focus

3.1 Look at the sentences below. Circle the comparatives and superlatives. How are they formed? Can you find more examples in the texts on pages 20-21?

The Leaning Tower of Pisa is taller than Agia Sophia.

The Sydney Opera House is more impressive than the Leaning Tower of Pisa.

Agia Sophia is the oldest of the three buildings.

The Sydney Opera House is one of the most famous buildings of the 20th century.



REMEMBER!!!
 good - better - best
 bad - worse - worst
 much/many - more - most
 little - less - least
 far - further - furthest

3.2 What are the comparative and superlative forms used for? Complete the rule.

The **comparative** is used

The **superlative** is used

NOTE
 very old
 much older

3.3 Look at the sentence below.

- The Eiffel Tower is **as famous as** the Colosseum.

What does it mean? a. The Eiffel Tower is more famous than the Colosseum.
 b. The two buildings are equally famous.

3.4 Now look at this sentence.

- ... This was not as easy as it seemed.

Which of the two statements below means the same as the example?
 a. This was easier than it seemed.
 b. This was more difficult than it seemed.

**more
 or less**

3.5 Is there a difference in meaning between the two sentences below?

- Agia Sophia is **not as tall as** the Tower of Pisa.
- The Tower of Pisa is **taller than** Agia Sophia.



Grammar Reference, pp. 167-168

LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

write 4 Modern and old



Look at the pictures and the tables below and write five sentences comparing the two stadiums. Use the words in the box to help you.



Maracanã Municipal Stadium (Brazil)



Panathenaic Stadium (Greece)

Size	8,250 m ²
Built in	1950
Seated spectators	77,720

impressive	old
modern	large
new	less
much	more

Size	6,805 m ²
Built in	330 BC
Seated spectators	50,000

1.
2.
3.
4.
5.

Did you know?

- The name Maracanã refers to a Brazilian kind of parrot which is found in the north of Brazil!
- Another name for the Panathenaic Stadium is Kallimarmaron, which means beautifully marbled.

portfolio 5 Mini-project: Story competition

You have decided to enter a creative writing competition. The title of the competition entry is the following: **“Every Building has its own Story”**. Look at the building in the picture and write its story. The following questions will help you.

- Where is it?
- How old is it?
- Who made it?
- For what purpose?
- What does it look like?
- What is the story behind it?



LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS



Project time: Our multicultural fair!!

Your school is organising a Multicultural Fair and your class has decided to make a presentation on different countries, focusing on **Houses**, **Food** and **Clothes**.

Work in groups. Choose the country you want to present and research the following areas:



HOUSES

Find information about different types of houses around the world, e.g. a Dyak longhouse in Borneo, a house with murals in Germany or India, a houseboat on the canals of Amsterdam in Holland or along the river Rio Negro in Brazil, a tent of the wandering people called Bedouin or the people of Mongolia, etc.

FOOD

Find out what other people eat or drink in their country, e.g. 'tortillas' in Central and South America, 'chapattis' in India, reindeer milk in Lapland, camel milk in Saudi Arabia, raw fish and seaweed in Japan, etc.

CLOTHES

Find information about unusual clothes, e.g. parkas in Alaska, dishdashas in Dubai, kilts in Scotland or kimonos in Japan, etc.

How to prepare your project

1. Choose your roles. Decide *who* is going to do *what* depending on your interests and abilities.
2. Organise your time. How much time do you need for your research and how long will it take you to prepare your presentation?
3. Have you got enough information for your project? If not, where could you find more? Discuss with your group.
4. Once you have found the information, you need to focus on the most important things and take down notes. Organise your notes and write your report. Remember to collect photos or drawings that illustrate what you are going to present.
5. How will you present your project? Work with your group to prepare your presentation.
6. Practise your presentation. Help the other members of your group check their English.
7. Present your project to your classmates.



Useful expressions

We could look for information on the Internet.
 We could surf the Net for information.
 Let's search in a magazine or an encyclopaedia.
 How about going to the library?
 I'd like to... / Why don't we ...?
 I think we should ...
 Let's make a poster.



www.greatbuildings.com
www.wikipedia.org
www.unesco.org

Unit 1 Review

1. Vocabulary

1.1 Cross the odd word out.

- Skin:** fair, dark, slanted, pale
Hair: curly, straight, slim, dark
Body: lean, tall, sturdy, fair
Character: cheerful, sincere, pale, generous
Landscape: plain, marsh, pillar, desert
Climate: icy, freezing, region, dry
Buildings: storeys, foundations, dome, modest

... / 7

1.2 Match.

- | | |
|-------------------------------------|---------------------|
| <input type="checkbox"/> 1. draw | a. to a new life |
| <input type="checkbox"/> 2. offer | b. against the heat |
| <input type="checkbox"/> 3. adapt | c. a building |
| <input type="checkbox"/> 4. greet | d. hands |
| <input type="checkbox"/> 5. shake | e. a friend |
| <input type="checkbox"/> 6. design | f. conclusions |
| <input type="checkbox"/> 7. suffer | g. protection |
| <input type="checkbox"/> 8. protect | h. from frostbite |

... / 8

2. Language focus

2.1 Expand the sentences. Use the time expressions in brackets.

- They / not / visit / museums (usually)
.....
- He / go out / restaurants / ? (often)
.....
- She / be / rude (never)
.....
- They / look / the paintings (now)
.....
- She / look / wonderful (today)
.....
- Maria / come / theatre / ? (tonight)
.....
- My friend / practise / judo (twice a week)
.....

... / 7

2.2 Complete the sentences by putting the adjectives in the right form.

- These skyscrapers are (high) in the city.
- National costumes are usually (colourful) than everyday clothes.
- There are (many) museums in London than in Athens.
- Most buildings in India are not (old) as the Taj Mahal.
- Does France produce (good) wine than Spain?

... / 5

3. Everyday English

Complete the dialogue.

- Hello, Paul. How are you doing?
- (1)
- OK, thanks. Paul, (2) my friend Helen.
- (3)
- Nice to meet you, too, Paul.

... / 3

4. Writing

Write a short description of a person you like or dislike for your English school magazine. You can write about his / her appearance, character and habits (about 100 words).

.....

... / 10

0-15: 🌑*	16-20: ☹️	21-25: 😊	26-30: 😄	31-35: ★	36-40: ★★
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SELF-ASSESSMENT

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Working with Vocabulary

1. When I read or hear a word I don't understand,

- I look it up in the dictionary.
- I try to guess its meaning from the context.
- I ask my teacher or friend.
- other

2. To help myself remember words

- I keep a written record and revise them.
- I write sentences using the words.
- I repeat the words to myself.
- I put the words into groups.
- I make a word bank with synonyms, opposites, etc.
- other

In Lessons 1, 2, and 3 you learnt a lot of new vocabulary. Do you remember it? Do you need to spend more time on it? How can you improve your vocabulary? Share your ideas in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 1, 2 and 3, I think I can

- | | |
|---|---|
| <input type="checkbox"/> describe people and places | <input type="checkbox"/> make a presentation |
| <input type="checkbox"/> talk about cultures | <input type="checkbox"/> talk about actions happening now |
| <input type="checkbox"/> greet and introduce people | <input type="checkbox"/> talk about habits and routines |
| <input type="checkbox"/> do research on countries | <input type="checkbox"/> make comparisons |

☺ What did you like best in these lessons? Why?

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☹ What didn't you like? Why?

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