UNIT 1
UNITY IN DIVERSITY

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.

2. Hi! I’m Kostas. Do you know which is:
   • the largest country in the world?
   • the most populous country?
   • the least populous country?

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

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.

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

<table>
<thead>
<tr>
<th>people's characteristics</th>
<th>scientists’ opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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?

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:
- something that is happening now
- a changing situation

The Simple Present is used to talk about:
- present habits
- something that is always true
- 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.

Grammar Reference, p. 167
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.

5.1 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>get up, prepare breakfast</td>
</tr>
<tr>
<td>(3)</td>
<td>sweep school</td>
</tr>
<tr>
<td>10:30</td>
<td>classes begin</td>
</tr>
<tr>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td>school finishes</td>
</tr>
<tr>
<td>(7)</td>
<td>do homework</td>
</tr>
<tr>
<td>4:30</td>
<td></td>
</tr>
<tr>
<td>(9)</td>
<td>because we have to get up early!</td>
</tr>
</tbody>
</table>

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

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.

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.

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

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?

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.
Welcome to my world

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.

<table>
<thead>
<tr>
<th>Name of country</th>
<th>Greeting</th>
<th>Food/Drinks</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) ....................</td>
<td>(2) .................</td>
<td>Paella</td>
<td>(5) cafes / .................</td>
</tr>
<tr>
<td></td>
<td>'Buenos dias'</td>
<td>(3) ..........</td>
<td>(6) .................. / football</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) ..........</td>
<td>(7) music / ...............</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(8) ................ / art galleries</td>
</tr>
</tbody>
</table>

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...
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.

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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. ................................

Grammar Reference, p. 167
LESSON 2 • JOINED IN OUR DIFFERENCES

In my country...

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

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

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 Erectheion, Greece
The Louvre, France
The Casa Milà, Barcelona

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

<table>
<thead>
<tr>
<th></th>
<th>Agia Sophia</th>
<th>The Tower of Pisa</th>
<th>The Sydney Opera House</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Where is it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) How old is it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Who designed it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) What is its most striking feature?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

**3. .................................................................
...............................................................?**
It is in Italy.

**5. .................................................................
...............................................................?**
It is located in Australia.

**2. .................................................................
...............................................................?**
It’s over 45m tall.

**4. .................................................................
...............................................................?**
It has got 294 steps.

**6. .................................................................
...............................................................?**
It looks like a moving ship at full sail.
LESSON 3 • DIFFERENT PLACES - DIFFERENT BUILDINGS

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.

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

The **comparative** is used ............................................................................................................
The **superlative** is used ................................................................................................................

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.

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)

<table>
<thead>
<tr>
<th>Size</th>
<th>8,250 m²</th>
<th>impressive</th>
<th>modern</th>
<th>new</th>
<th>much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built in</td>
<td>1950</td>
<td>old</td>
<td>large</td>
<td>less</td>
<td>more</td>
</tr>
<tr>
<td>Seated spectators</td>
<td>77,720</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size</th>
<th>6,805 m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built in</td>
<td>330 BC</td>
</tr>
<tr>
<td>Seated spectators</td>
<td>50,000</td>
</tr>
</tbody>
</table>

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.

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?
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.

Here are some useful websites:

- [www.greatbuildings.com](http://www.greatbuildings.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.unesco.org](http://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

1.2 Match.

☐ 1. draw a. to a new life
☐ 2. offer b. against the heat
☐ 3. adapt c. a building
☐ 4. greet d. hands
☐ 5. shake e. a friend
☐ 6. design f. conclusions
☐ 7. suffer g. protection
☐ 8. protect h. from frostbite

2. Language focus

2.1 Expand the sentences. Use the time expressions in brackets.
1. They / not / visit / museums (usually)
2. He / go out / restaurants / ? (often)
3. She / be / rude (never)
4. They / look / the paintings (now)
5. She / look / wonderful (today)
6. Maria / come / theatre / ? (tonight)
7. My friend / practise / judo (twice a week)

2.2 Complete the sentences by putting the adjectives in the right form.
1. These skyscrapers are ____________________________ (high) in the city.
2. National costumes are usually ____________________________ (colourful) than everyday clothes.
3. There are ____________________________ (many) museums in London than in Athens.
4. Most buildings in India are not ____________________________ (old) as the Taj Mahal.
5. Does France produce ____________________________ (good) wine than Spain?

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.

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).
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

SELF-ASSESSMENT

0-15: ★★
16-20: ★
21-25: ☺
26-30: ☺
31-35: ★
36-40: ★★★
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

- describe people and places
- talk about cultures
- greet and introduce people
- do research on countries
- make a presentation
- talk about actions happening now
- talk about habits and routines
- 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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26 / UNIT 1