English, please!

Pacing Guide

1

FAST TRACK

9th
GRADE
Introduction for the teacher

The pacing guide of the English, please! Fast Track series has been designed to provide you with a realistic guide and timeframe which will enable you to meet your and your students’ teaching and learning objectives within the class contact hours available to you, whether you have 5, 4 or 3 45-50 minute-sessions a week.

The following tips may be useful as you use the pacing guide:

• Choose the pacing guide which corresponds to the level, module and number of sessions you teach per week (5, 4 or 3).

• Read through the pacing guide.

• Select the activities you want to teach and introduce them as presented in the pacing guide, taking into account the amount of time suggested for each activity.

• In sessions where you have 5 or 10 minutes without a proposed activity, use this time to do a warm up activity, wrap up a previous lesson, reinforce skills that need to be developed or carry out assessment activities relevant to students’ learning process.

• Compare your current progress with the pacing guide as you go and adjust as necessary to ensure you meet your teaching and learning objectives.

• Review your course objectives and adjust as necessary.

• Complement the use of the pacing guide with the English, please! Fast Track Teacher’s Guide.

We hope you enjoy using English, please!
### Pacing Guide: Customizing contents to different time needs

5 sessions a week: 45 to 50 minutes each

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#### Module 1: Your World

**Unit 1: This is me**

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<td>• Activity 3: reading aloud</td>
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<tr>
<td>• Activity 4: listening, reading and matching</td>
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<td>▶ Useful vocabulary</td>
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<td>• Activity 6: ordering sentences in a conversation</td>
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<td>▶ Listening tips</td>
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<td>• Activity 8: Checking answers</td>
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<td>• Activity 9: short conversations: meeting people</td>
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#### Unit 1: This is me

#### Second week: Lesson 2

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### Third week: Lesson 3

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<td>• Activity 14: Telling about your best friend</td>
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### Module 1: Your World
#### Unit 2: My family

#### Fourth week: Lesson 4

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Unit 2: My family

Fifth week: Lesson 5

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<td>▶ Say it</td>
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## Sixth week: Lesson 6

### Session 1

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**Focus on Vocabulary**
- Activity 1: matching jobs to pictures  
  5 min

**Listening**
- Activity 2: Completing a registration form  
  5 min
- Activity 3: matching questions and answers  
  15 min
- Activity 4: asking and answering questions  
  20 min

### Session 2

**Page 31**

**Reading**
- Activity 5: completing a chart  
  10 min
- Activity 6: true and false  
  10 min
- Reading tip  
  5 min

### Session 3

**Page 32**

**Focus on Language**
- Activity 7: ordering words in a question  
  10 min
- Activity 8: completing questions and answers  
  10 min

**Listening**
- Activity 9: listening and repeating questions  
  10 min
- Activity 10: listening and ticking  
  10 min
- Say it  
  5 min

### Session 4

**Page 33**

**Speaking**
- Activity 11: asking questions about a famous Colombian  
  40 min

### Session 5

**Page 33**

**Writing**
- Activity 12: completing the gaps  
  5 min
- Activity 13: finding the mistakes  
  10 min
- Activity 14: writing a short text about someone  
  25 min
- Writing tips  
  5 min
## Pacing Guide: Customizing contents to different time needs

5 sessions a week: 45 to 50 minutes each

### Module 1: Your World

#### Unit 3: My friends and my school

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<td><strong>Writing</strong></td>
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<tr>
<td>• Activity 17: ordering sentences in a letter</td>
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<td>• Activity 18: writing a letter to a friend</td>
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<td><strong>Speaking</strong></td>
<td>• Activity 4: Multiple choice</td>
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<td>• Activity 5: describing a famous person</td>
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<td><strong>Listening</strong></td>
<td>• Activity 6: matching people to characteristics</td>
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<td>• Activity 8: listening and repeating</td>
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<td>► Say it</td>
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<td>• Activity 10: Ordering words to make questions</td>
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<td>• Activity 14: filling in the blanks</td>
<td>10 min</td>
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<td>• Activity 15: asking and answering questions</td>
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<td><strong>Writing</strong></td>
<td>• Activity 16: writing an interview</td>
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### Module 1: Your World

#### Unit 3: My friends and my school

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<td>Project Work: A family collage</td>
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<td>• Activity 1: make groups of three</td>
<td>5 min</td>
</tr>
<tr>
<td>• Activity 2: bring photos</td>
<td>10 min</td>
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<td>• Activity 3: choose</td>
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<tr>
<td>• Activity 4: write a brief description of photos</td>
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<td>• Activity 6: make your collage</td>
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<td>• Activity 7: Present your collage</td>
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<td>• Activity 4: Look back and review</td>
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<tr>
<td>• Objectives</td>
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<td>• Activity 1: matching pictures to sentences</td>
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<td>Glossary</td>
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<td>• Activity 4: matching activities with time</td>
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<td>• Activity 5: listening and checking answers</td>
<td>10 min</td>
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<td>• Activity 6: listening and numbering routines</td>
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<td>Useful vocabulary</td>
<td>5 min</td>
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<td>• Activity 7: writing sentences about activities</td>
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<td>• Activity 8: writing statements to describe routines</td>
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<td>• Activity 9: true and false</td>
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<tr>
<td>• Activity 10: telling about routines</td>
<td>10 min</td>
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<td>• Activity 11: comparing habits</td>
<td>10 min</td>
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<td>• Activity 12: listening and choosing the right option</td>
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<td>• Activity 13: identifying the right sequence of routines</td>
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<td>Writing</td>
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<tr>
<td>• Activity 14: writing about your daily routine</td>
<td>40 min</td>
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<td>Writing tip</td>
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## Second week: Lesson 2

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| **Session 1** | 52 | Activity 1: matching  
Activity 2: answering yes/no questions  
▶ Say it  
**Speaking**  
Activity 3: asking and answering questions | 5 min  
10 min  
5 min |
| **Session 2** | 53 | Activity 4: listening and writing questions  
Activity 5: listening and writing yes/no answers  
**Focus on Vocabulary**  
Activity 6: writing words in the correct order to make questions  
Activity 7: answering questions  
Activity 8: reading and writing questions correctly  
Activity 9: asking and answering questions | 5 min  
5 min  
10 min  
5 min  
10 min |
| **Session 3** | 54 | Activity 10: true and False  
▶ Glossary  
▶ Useful expressions | 20 min  
5 min  
5 min |
| **Session 4** | 55 | Activity 12: completing a mind map  
▶ Vocabulary  
**Listening**  
Activity 13: writing a questionnaire about free time activities.  
Activity 14: applying a questionnaire | 10 min  
5 min  
5 min  
15 min |
| **Session 5** | 55 | Activity 15: completing a diagram  
Activity 16: writing the results of a survey | 15 min  
25 min |
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#### Unit 1: From day to day

#### Third week: Lesson 3

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<tr>
<td>• Activity 1: writing daily activities in a chart</td>
<td>10 min</td>
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<tr>
<td><strong>Listening</strong></td>
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<td>• Activity 2: writing the correct word</td>
<td>10 min</td>
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<td>► Useful expressions</td>
<td>5 min</td>
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<td>• Activity 3: completing statements</td>
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<td>• Activity 4: ordering activities in the correct sequence</td>
<td>10 min</td>
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<td>► Useful expressions</td>
<td>5 min</td>
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<td><strong>Focus on Language</strong></td>
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<tr>
<td>• Activity 5: answering questions</td>
<td>10 min</td>
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<td>• Activity 6: multiple choice</td>
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<tr>
<td>• Activity 7: completing a chart of daily routines</td>
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<td><strong>Focus on Vocabulary</strong></td>
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<tr>
<td>• Activity 8: matching verbs with phrases</td>
<td>15 min</td>
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<td>• Activity 9: completing the sentences with verb phrases</td>
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<tr>
<td>• Activity 10: finding time expressions</td>
<td>10 min</td>
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<tr>
<td>► Glossary</td>
<td>5 min</td>
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<tr>
<td>• Activity 11: writing a family member routine</td>
<td>10 min</td>
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<td>► Writing tip</td>
<td>5 min</td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>• Activity 12: asking and answering questions about daily routines</td>
<td>40 min</td>
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Module 2: Around the World  
Unit 2: Local colour

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| **Session 1** | Page 60  
**Focus on Vocabulary**  
• Activity 1: writing sentences about activities  
• Activity 2: finding the different option  
**Listening**  
• Activity 3: multiple choice | 10 min  
10 min  
15 min |
| **Session 2** | Page 61  
**Reading**  
• Activity 4: identifying details  
  ▶ Reading tip  
• Activity 5: true and false  
  ▶ Glossary | 10 min  
5 min  
10 min  
5 min |
| **Session 3** | Page 62  
**Focus on Language**  
• Activity 6: choosing between options  
• Activity 7: completing a text with the correct verb form  
• Activity 8: listen and repeat  
**Listening**  
• Activity 9: multiple choice | 10 min  
10 min  
10 min  
10 min  
10 min |
| **Session 4** | Page 63  
**Focus on Vocabulary**  
• Activity 10: listening and writing adjectives  
• Activity 11: completing sentences with the correct word.  
**Speaking**  
• Activity 12: interviewing a friend | 10 min  
10 min  
25 min |
| **Session 5** | Page 63  
**Writing**  
• Activity 13: writing a report about someone’s activities | 40 min |
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### Unit 2: Local colour

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<td><strong>Focus on Vocabulary</strong></td>
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<tr>
<td>• Activity 1: matching types of weather to pictures</td>
<td>10 min</td>
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<tr>
<td>• Activity 2: matching speaker to pictures</td>
<td>10 min</td>
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<tr>
<td>• Activity 3: matching adjectives to pictures</td>
<td>10 min</td>
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<tr>
<td>• Activity 4: describing the weather</td>
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<td>• Activity 5: matching people to seasons</td>
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<td>▶ Glossary</td>
<td>5 min</td>
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<td>• Activity 6: multiple choice</td>
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<td>• Activity 7: finding adverbs of frequency</td>
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<td>5 min</td>
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<td>• Activity 8: completing sentences</td>
<td>5 min</td>
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<td>▶ Useful language</td>
<td>5 min</td>
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<td><strong>Focus on Vocabulary</strong></td>
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<td>• Activity 9: matching words to clothes</td>
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<td>• Activity 10: true and false</td>
<td>5 min</td>
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<td>• Activity 11: telling about clothes and weather</td>
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<tr>
<td>• Activity 12: writing an email about weather, clothes and activities</td>
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<td>• Activity 14: giving a short presentation</td>
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<td>Activity 6: completing sentences with adjectives</td>
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<td>Activity 13: using words to write questions</td>
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### Unit 3: Special days

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<td>• Activity 5: matching celebrations to pictures</td>
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<td>• Activity 6: answering open questions</td>
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<tr>
<td>• Activity 7: completing sentences</td>
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<td>▶ Useful words</td>
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<td>• Activity 8: completing sentences with the correct verb form</td>
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<td>• Activity 10: listening and writing words</td>
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<td>• Activity 13: completing a chart about celebrations</td>
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<td>• Activity 14: sharing and comparing ideas</td>
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<td>• Activity 15: comparing the celebration of special occasions</td>
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Unit 3: Special days

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<td>• Activity 10: writing and asking questions about holidays</td>
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### Ninth week: Let’s work together / Self-Assessment

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<td>• Activity 1: review topics</td>
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<td>• Activity 3: choose specific topic</td>
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<td>• Activity 4: collect information</td>
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<td>• Activity 5: find unusual facts</td>
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| Session 2 | 81 | **Project Work: A special place (poster)** | 40 min |
| |  | • Activity 6: make your poster |  |

| Session 3 | 81 | **Project Work: A special place (poster)** | 40 min |
| |  | • Activity 7: present your poster |  |

| Session 4 | 82 | **Self-Assessment** | 20 min |
| |  | • Activity 1: English language skills |  |
| Session 5 | 83 | **Self-Assessment** | 20 min |
| |  | • Activity 2: English study skills |  |

| Session 5 | 83 | **Self-Assessment** | 20 min |
| |  | • Activity 3: Let’s work together |  |
# Module 3: How we live
## Unit 1: What we eat

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- Objectives |
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| Focus on Vocabulary |
- Activity 1: Food Vocabulary/ likes and dislikes | 5 min |
- Activity 2: Pronunciation of plural ends /s/ or /z/ | 5 min |
- Activity 3: Dialogue “I like…”, “I don’t like” | 15 min |
- Activity 4: Dialogue “What time do you eat…?”, “What do you eat?” | 15 min |

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- Activity 5: Countable / Non-countable nouns | 10 min |
- Activity 6: Countable / Non-countable nouns plural forms | 10 min |
- Listening |
- Activity 7: listening for details | 5 min |
- Activity 8: filling in a chart | 5 min |
- Activity 9: describing meals | 15 min |

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- Activity 10: matching | 5 min |
- Activity 11: True/false | 5 min |
- Activity 12: Completing descriptions | 15 min |

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- Activity 13: There is(n’t) / are(n’t). | 15 min |
- Activity 14: A /an | 15 min |
- Speak |
- Activity 15: Dialogue | 15 min |

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- Activity 16: writing about a typical dish | 40 min |
## Module 3: How we live
### Unit 1: What we eat

### Second week: Lesson 2

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<td>• Activity 2: Predicting information</td>
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<td>• Activity 3: Filling in a chart</td>
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<td>• Activity 4: Matching</td>
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<td>• Activity 5: Multiple choice</td>
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<td>• Activity 6: Definitions</td>
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<td><strong>Focus on Language</strong></td>
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<td>• Activity 7: How much/ How many</td>
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<td>• Useful language</td>
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<td>• Activity 8: Say it</td>
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<td>• Activity 9: Filling in a chart. How much/ how many</td>
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<td>• Activity 11: Writing an email</td>
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#### Unit 1: What we eat

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<td>• Activity 1: Matching Food Vocabulary</td>
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<td>• Activity 7: Open questions</td>
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<td>• Activity 8: Matching</td>
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<td>• Activity 9: A little / A few</td>
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# Module 3: How we live
## Unit 2: Take good care

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Unit 2: Take good care

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Unit 2: Take good care

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Unit 3: Time for fun

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|          |      | Reading / Speaking:  
|          |      | • Activity 1: free time activities pie chart  
|          |      | • Activity 2: completing sentences  
|          |      | • Activity 3: matching  
| Session 2 | 111 | 20 min, 20 min |
|          |      | Focus on Vocabulary:  
|          |      | • Activity 4: matching  
|          |      | • Activity 5: classifying  
| Session 3 | 112 | 10 min, 5 min |
|          |      | Reading:  
|          |      | • Activity 6: completing a diary  
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|          |      | • Activity 8: completing a chart  
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| Session 4 | 113 | 10 min, 10 min |
|          |      | Listening:  
|          |      | • Activity 11: answering wh questions  
|          |      | • Activity 12: Matching: adjectives  
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| Session 5 | 113 | 40 min |
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|          |      | • Activity 13: Writing a paragraph  

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## Module 3: How we live
### Unit 3: Time for fun

### Eighth week: Lesson 8

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<td>• Activity 9: say it</td>
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<td>• Activity 10: writing a description of an eco-park</td>
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Pacing Guide: Customizing contents to different time needs  
5 sessions a week: 45 to 50 minutes each
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Unit 1: The world we live in

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Unit 2: Problems and solutions

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20 min |
| **Session 2** | 137 | - Activity 3: ordering a list of examples  
- Activity 4: listening for details  
  ➤ Glossary  
- Activity 5: say it  
- Activity 6: repeating for emphasis | 10 min  
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| **Session 3** | 138 | - Activity 7: reading sentences  
  ➤ Useful language  
- Activity 8: completing sentences  
- Activity 9: completing sentences with verb | 10 min  
5 min  
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| **Session 4** | 139 | - Activity 10: reading a poster  
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  ➤ Glossary  
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### Unit 2: Problems and solutions

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<td>- Activity 8: marking intonations</td>
<td>10 min</td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>- Activity 9: finding differences</td>
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<td>- Activity 10: writing a formal letter</td>
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# Pacing Guide: Customizing contents to different time needs

5 sessions a week: 45 to 50 minutes each

## Module 4: Protect the Earth

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<td>• Activity 2: classifying sentences (positive/negative)</td>
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<td>• Activity 4: completing sentences with <em>will</em> / <em>won’t</em></td>
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<tr>
<td>▶ Useful expressions</td>
<td>5 min</td>
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<tr>
<td><strong>Focus on Language</strong></td>
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<td>• Activity 5: answering questions</td>
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<td>• Activity 6: unscrambling words</td>
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<td>• Activity 8: choosing the correct option</td>
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<td>▶ Glossary</td>
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<td>Useful language</td>
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<td>Activity 5: organizing words in a diagram</td>
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<td>Activity 6: talking about a town</td>
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<td>5 min</td>
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# Pacing Guide: Customizing contents to different time needs

5 sessions a week: 45 to 50 minutes each

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<td>• Activity 3: Let’s work together</td>
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<td>• Activity 4: Module 4</td>
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