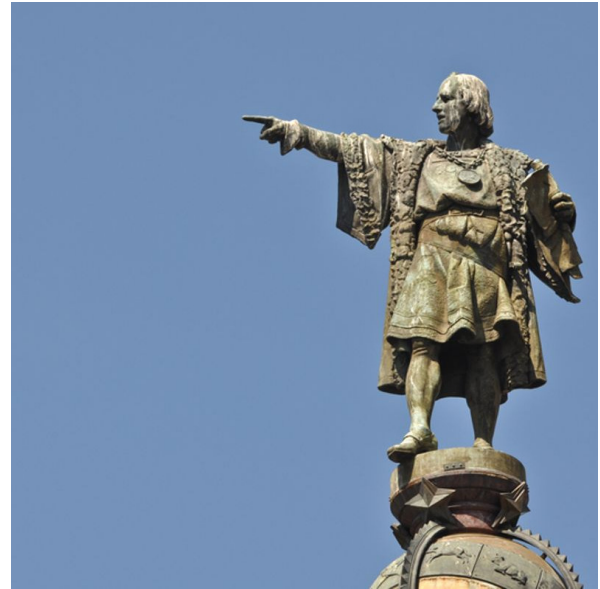




CHRISTOPHER COLUMBUS



Scan to review worksheet

Expemo code:
15N3-X5CF-NIT1

1 Warm up

Match the words to the pictures.

pineapples

silk

spices

tea

tomatoes

turkeys



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

1. Which of these items originally came from the Americas/the New World?
2. Which of these items originally came from China or the Far East?
3. What do you know about how these items were introduced to countries around the world?



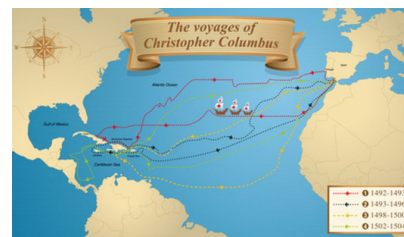
2 Vocabulary 1

These sentences use pairs of words which are related. For each word in bold, choose the right meaning – a or b.

- We are planning to **sail** around the Mediterranean Sea. The **voyage** will take six weeks.
 - a long trip, often by ship:
 - move along the water using the wind:
- This is an international meeting for world **leaders**. They are going to talk about **trading** relationships.
 - related to buying and selling things between countries:
 - people who control a country or organisation:
- The **governor** of the island told the **colonists** to prepare for the winter.
 - a person who controls one part of a country:
 - people who go to live in a new place that has become part of their country:
- After the war, there were many **prisoners**. The winners **enslaved** them and made them work in the fields.
 - people who have lost their freedom:
 - made other people their property and forced them to work:
- Many people **wonder** where **diseases** like Covid-19 come from.
 - types of sickness or illness:
 - ask themselves a difficult question:
- In the 1960s, people from the United States **explored** the moon and **discovered** how old it was.
 - found new information or places:
 - travelled to a new place to learn more about it:

Activate vocabulary from the text by answering these questions:

- Have you ever been on a **voyage** by sea? Would you like to do this?
- Can you name five world **leaders**?
- Which countries does your country **trade** with?
- Do you ever **wonder** if we will **discover** life on other planets?
- What would you rather **explore**: another planet or under the sea?





3 Listening 1



You are going to listen to information about the explorer Christopher Columbus (1451-1506). First, read these sentences and predict if they are true or false. Then listen and check your ideas. Be ready to explain your answers.

1. As a young man, Columbus visited India.
2. In the 15th century, both land and sea travel to China took a long time and was not safe.
3. Columbus believed he could reach the Far East by traveling to the west.
4. Columbus brought only plants and animals back to Europe from his first voyage.
5. Columbus knew that he had discovered a new continent that was not part of Asia.
6. Sickness and slavery killed many Indians after Columbus arrived.

4 Listening 2

Read the questions below. Can you remember which answer is correct? Discuss with your partner. Then listen again and check.

1. Who did Columbus do business for?
 - a. The Chinese
 - b. The Coromoro family
 - c. Traders from Genoa
2. What did Europeans want to buy from the Far East?
 - a. Spices and slaves
 - b. Silk and spices
 - c. Tea and silk
3. Who finally agreed to help Columbus with his plan?
 - a. The king of Portugal
 - b. The people of Genoa
 - c. The king and queen of Spain
4. Why was Columbus lucky on his first voyage?
 - a. The wind helped him
 - b. He didn't get lost
 - c. He found Asia
5. When did the Vikings first explore the Canadian coast?
 - a. 5 years before Columbus
 - b. 50 years before Columbus
 - c. 500 years before Columbus



5 Talking point

Discuss the questions below in pairs or small groups.

1. Some people say that Columbus found America by mistake. Do you know any other explorers or scientists who discovered an important thing when they were looking for something different? Has this ever happened to you?
2. Columbus' voyage was probably the second European visit to the Americas. Can you think of any other famous second-place winners – athletes, politicians or musicians, for example?
3. What do you call Columbus in your language? Can you think of other famous historical people who have different names in different languages?
4. How do you think we should remember Columbus today – positively or negatively? Why?
5. What would you ask Columbus if you could meet him?

6 Optional extension/homework

Review vocabulary from the lesson by completing the sentences below. The first letters of the missing words are given to you. Then check your answers by finding the missing words in the grid below. You can find words horizontally and vertically.

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



1. Europeans wanted to get rich by t _____ with China.
2. Columbus w _____ if there was another way to reach the Indies.
3. Columbus made a plan to s _____ west across the Atlantic Ocean.
4. Columbus brought back turkeys, pineapples and Indian p _____ .
5. Columbus always believed that the lands that he d _____ were part of Asia.
6. Columbus made four v _____ to the New World during his life.
7. Columbus brought Spanish c _____ to live in America.
8. Columbus became governor but he was not a good l _____ .
9. Columbus e _____ the Indians that he met.
10. The Europeans brought many new d _____ to the Americas.
11. The Vikings e _____ the Canadian coast further north almost 500 years before Columbus.



Transcripts

3. Listening 1

- 00:00.00** Christopher Columbus was born in Genoa, Italy in 1451. Although Columbus is his English name, his real name was probably something like Cristoffa Coromboro.
- 00:12.64** He left home and went to sea at an early age before moving to Lisbon, Portugal in 1477. He helped rich trading families from his hometown to do business and travelled to many places, from West Africa to Ireland.
- 00:29.91** At that time, Europeans wanted to buy spices and silk from China and other countries in the Far East. However, travel across land was dangerous, and sailing around southern Africa took too long. People wondered if there was another way to reach the eastern area they called "the Indies".
- 00:50.97** Columbus made a plan to sail west across the Atlantic Ocean to find a route to the Indies, but he needed money. He asked the kings of Portugal, Genoa and Venice to help, but they all said no. Finally, in 1492, King Ferdinand and Queen Isabella of Spain agreed to pay for the voyage.
- 01:12.97** Columbus left Spain with three ships on 3 August 1492. He was lucky to have helpful winds, and on 12 October, he and his men arrived at an island in the Bahamas in the Caribbean. He called the people that he found "Indians" because he believed he was in the Indies.
- 01:33.82** He returned to Europe in March 1493, bringing turkeys, pineapples and Indian prisoners. Columbus made three more trips to explore the New World and brought Spanish colonists with him to live on the islands he discovered.
- 01:49.30** He became governor but he was not a good leader. He died in 1506, still believing that the lands he had discovered were part of Asia.
- 01:59.72** After his death, his body was moved several times. Part of his body is now in "The Columbus Lighthouse" in the Dominican Republic. Columbus' voyages introduced Europeans to the Americas. However, he enslaved the Indians he met and brought new diseases to the New World.
- 02:20.05** Many millions died as a result. Columbus wasn't even the first European to reach the Americas. The Vikings explored the Canadian coast further north almost 500 years before Columbus.



Key

1. Warm up

10 minutes

The purpose of this stage is to introduce the topic and some key terms and to arouse curiosity. Work with the whole class to match the words and pictures – students should be able to do this by a process of elimination as they will be familiar with some of the items. Go over the first two follow-up questions and make sure students understand the two ways to refer to the same geographical areas in these questions. Elicit answers to all the follow-up questions – it's fine if the class have limited knowledge, but don't confirm or deny their ideas at this point. Tell them they will find out more about how the first Europeans came to the Americas in the lesson.

1. silk 2. spices 3. tomatoes 4. tea 5. turkeys 6. pineapples

Answers:

1. Items originally from the Americas/the New World are pineapples, tomatoes, and turkeys;
2. Items originally from China/the Far East are silk, spices and tea.
3. Students will have their own answers to the final question.

2. Vocabulary 1

Time: 15mins

Explain that students will need to know some vocabulary to understand the listening. In this exercise, students encounter pairs of words in sentence contexts and must match each word in bold with the meaning a or b. Demonstrate the first one. Then students can continue in pairs. When you check answers with the class, make sure students are pronouncing the words in bold correctly – the stressed syllables are underlined. You should also teach related forms, 'slaves' and 'slavery'.

Students can then work in pairs to activate this vocabulary by answering some questions. Demonstrate with the first one and encourage students to use the target language in their answers. Round off the activity by asking a few students to report on their partner's answers (to check listening and comprehension) - accept any sensible and comprehensible answers, even if there are some errors in expression.

ANSWERS:

1. a voyage, b sail
2. a trading, b leaders
3. a governor, b colonists
4. a prisoners, b enslaved
5. a disease, b wonder
6. a discovered, b explored

3. Listening 1

10 mins

Look at sentences 1-6 with the whole class and ask students to work in pairs to predict the answers before they listen – depending on your teaching context, students may have some knowledge of the topic already. You may need to explain *continent* in question 5 and *slavery* in question 6. Then students can listen to the recording and check their ideas. If they need a second listening, that's fine. Before you check answers with the whole class, students can check answers in pairs. When you check answers with the class, make sure students explain why an answer is true or false.

1. F, he visited countries "from West Africa to Ireland", but India is not mentioned.
2. T, "travel across land was dangerous and sailing around southern Africa took too long."



3. T, "Columbus made a plan to sail west across the Atlantic Ocean to find a route to the Indies..."
4. F, he also brought back Indian prisoners
5. F, "He died in 1506, still believing that the lands he had found were part of Asia."
6. T, "However, he enslaved the Indians he met and brought new diseases to the New World. Many millions died as a result."

4. Listening 2

10 mins.

Students should work together in pairs before listening to recall the answers and then listen again to confirm/find the answers. They can check again in pairs before you go over the answers with the whole class. If any students need extra support for this exercise, you could make the transcript available to them while they listen or after they listen. Students often enjoy listening and reading at the same time – if you haven't repeated the listening more than twice so far, they may want to do this now.

1. c 2. b 3. c 4. a 5. c

5. Talking point

15 mins.

Students can work in pairs or small groups to discuss these questions. It may be helpful to change partners at this stage. Alternatively, if your classroom set-up allows, students could move round the room, forming small groups to discuss one question at a time, changing groups for each new question. Conduct a quick round-up of answers either after each question or at the end, encouraging students to give reasons and examples for their answers.

ANSWERS:

Student's own answers.

6. Optional extension/homework

10 mins.

In this optional stage, which may be useful if students are not engaged with the speaking task, students review vocabulary from the lesson by completing sentences. Explain the task and demonstrate the gap-fill and word-search with the first item. Students can work in pairs and should try to complete the puzzle without referring to the worksheet or transcript.

You should remind them to use past tenses and plurals where necessary to make the missing words fit the sentence. Check answers and drill pronunciation. This task could also be done for homework.

- a. trading b. wondered c. sail d. prisoners e. discovered f. voyages
g. colonists h. leader i. enslaved j. diseases k. explored