To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
### CLIL
- Personal Information
- Countries and Nationalities
- Personal Profiles

### Goals
- You will learn how to:
  - greet formally and informally.
  - ask and answer personal information questions.
  - introduce someone.

- You will learn how to:
  - describe people’s physical appearance.
  - ask and answer questions about physical description.

- You will learn how to:
  - ask and answer questions about schedules.
  - ask for and give dates.
  - ask for and give the time.

### Grammar
- Simple Present tense with the verb *To Be*
- Possessive Adjectives

### Skills and Strategies
- **Vocabulary**: associating vocabulary with pictures to get the meaning of words
- Identifying similar words in English and Spanish to learn more vocabulary
- **Reading**: going back to the text to look for specific information
- **Listening**: focusing on specific information to get the right answers
- **Speaking**: following models to make presentations

- **Reading**: underlining to identify specific information
- **Writing**: using *and* to connect similar ideas
- **Listening**: getting familiar with the new words before listening to the audio
- **Looking at the pictures to predict information**
- **Speaking**: practicing questions and answers to improve oral skills

- **Vocabulary**: associating words with sounds to remember vocabulary
- **Reading**: using images and key words to remember what you read in the new language
- **Writing**: using mind maps to organize information before you write
- **Listening**: focusing on specific information: genre, day and hour
- **Speaking**: using "*Really?*" to show interest in a conversation

### Project
- A Slide Show Presentation
- A Family Scrapbook
- A Cultural Event
# Goals

**CLIL**
- Street Life
- Clothes
- Famous Neighborhoods

**Goals**
- You will learn how to:
  - express what people are doing at the moment of speaking.
  - describe what people are wearing.

**Grammar**
- Present Progressive tense
- Demonstrative Pronouns

**Goals**
- You will learn how to:
  - identify places in the city.
  - ask for and give information about location.
  - give and follow instructions to get to a place.

**Grammar**
- There is - There are
- Prepositions of Place
- Imperatives

**Goals**
- You will learn how to:
  - talk about routines and lifestyles.

**Grammar**
- Simple Present tense

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**Skills and Strategies**

**Vocabulary:** looking at the ending of words to identify if they are singular or plural

**Grammar:** writing the color before the noun you are describing

**Reading:** paying attention to the categories to classify the information

**Writing:** using **so** to talk about the result or consequence of an action

**Listening:** creating mental images to identify activities

**Speaking:** using pictures to make descriptions

**Vocabulary:** using your knowledge to associate professions and places

**Reading:** paying attention to the words before or after to infer the meaning of unfamiliar words

**Writing:** using **but** to contrast ideas

**Speaking:** using new language in authentic situations

**Vocabulary:** associating new language with familiar words to remember vocabulary

**Reading:** identifying context clues to organize a text

**Writing:** using **First, Then, After** and **Finally** to connect and give order to your ideas

**Speaking:** using **What about you?** to ask about people’s activities

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**Project**

**UNIT 4**
- A Collage

**UNIT 5**
- A Tourist Brochure

**UNIT 6**
- An Interview
1. Listen and practice.

- Look
- Listen
- Practice
- Read
- Underline
- Write
- Circle
- Check
- Match
- Spell

2. Read and do.

<table>
<thead>
<tr>
<th>a. Circle the word.</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Underline the word.</td>
<td>School</td>
</tr>
<tr>
<td>c. Match the words with the pictures.</td>
<td></td>
</tr>
<tr>
<td>1. teacher</td>
<td>2. student</td>
</tr>
</tbody>
</table>

| d. Write your name: ____________________________ |
| e. Complete. | E___G___ I S___ |
| f. Check. | I am a teacher. | I am a student. |

**Vocabulary Strategy**
Mime new vocabulary to remember it.

3. Listen to the alphabet and repeat.

4. Listen and complete the students’ names.

**How do you spell your name?**

a. I ____ ____ ____  D-i-x-o-n.
b. E ____ ____ ____-n  J-e- ____ ____ ____
c. ____ ____ ____-r ____ a-r- ____-s

d. ____ ____ ____ ____ ____ ____
5. Listen and practice. Then, listen and circle the numbers you hear.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>girl</td>
<td>girls</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
</tbody>
</table>

6. Add and write the result.

a. 1 boy + 2 boys = three boys.
b. 4 girls + 10 girls = forty girls.
c. 1 man + 26 men = twenty-six men.
d. 1 woman + 54 women = fifty-four women.
e. 12 boys + 75 boys = eighty-seven boys.
f. 100 girls + 5 girls = one hundred and five girls.

7. Count and write the numbers.

a. How many boys? How many girls?
b. How many men? How many women?
8. Listen and complete the conversation. Use the Word Bank.

How do you spell "glue"?

I don’t _________.

How do you ________ that?

How do you ________ "pegante" in English?

9. Use the numbers to complete the words.

1=a 2=b 3=c 4=d 5=e 6=f 7=g 8=h 9=i 10=j 11=k 12=l 13=m
14=n 15=o 16=p 17=q 18=r 19=s 20=t 21=u 22=v 23=w 24=x 25=y 26=z

19 3 9 19 15 18 19
13 18 11 5 19
13 1 7 1 26 9 14 5
3 15 13 16 21 20 5 18
16 1 16 5 18
16 14 3 9 12
5 18 1 19 5 18

10. Practice the vocabulary. Use the expressions in exercise 8.

How do you say "lápis" in English?

How do you spell that?

Pencil.

p-e-n-c-i-l
General Objective
You will be able to introduce yourself and others.

Communication Goals
You will learn how to
• greet formally and informally.
• ask and answer personal information questions.
• introduce someone.

CLIL
• Personal Information
• Countries and Nationalities
• Personal Profiles

Vocabulary
• Words related to personal information

Grammar
• Simple Present tense with the verb to be

Idioms and Colloquial Expressions
• It's a Chinese whisper
• It's all Greek to me
• To go Dutch
• What's up?
• Where about?
• VIP
• See you around

Discuss:
• Look at the pictures. Where are they from?

Project
A Slide Show Presentation
You will create a slide show presentation to introduce famous personalities and yourself.
Lesson 1
Meeting New People

1. Listen and read.

Good morning. How are you?
Hello!

Good morning! Fine, thank you.

How old are you?
I am 12.

I am from Argentina.
It is 368985954.

Where are you from?

What is your phone number?

2. Match the questions with the answers.

a. What is your name? I am 12.
b. How are you? It is 389090624.
c. What is your phone number? I am from Argentina.
d. How old are you? Fine, thank you.
e. Where are you from? My name is Katherine.

3. Complete the sentences. Then, introduce yourself to your classmates.

Hello! I’m Jefferson. I’m 12 years old. I’m from England.

My name is __________________. I’m __________________ years old. I’m from __________________.
4. Go back to exercise 1. Complete the charts with *am, are* and *is.*

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Verb to be</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>Juan. 12. from Argentina.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>from China. 38909624.</td>
</tr>
</tbody>
</table>

5. Complete the chat with the verb *to be* and the useful expressions.

**School Chat**

- **What’s up, Megumi?**
  - How are you ____________?
  - I’m OK. Hey, you ____________ from China, right?
- Where about? 😊
- Hmm, I see.
- I ____________ 14.
- It ____________ 345853832. And, what’s yours?
- OK. See you tomorrow in class.

**School Chat**

- **Hello, Pete!**
  - Fine, thanks. And you? 😊
  - No, I’m not.
- I ____________ from Japan.
- I ____________ from Tokyo.
- I’m curious. ____________ (d)?
- I ____________ 14, too. Oh..., ____________ ____________ (g)?
- It ____________ 345358941.
- Sure, see you around.

6. Listen and check ☑️ the correct option to complete the sentences.

- Alison is from _____________.
  - France ☑️
  - The United States
- Scott is from _____________.
  - Paris
  - California
- Alison is _____________ years old.
  - 14 ☑️
  - 13
- Scott is _____________ years old.
  - 14
  - 13
- Alison’s phone number is _____________.
  - 344126459 ☑️
  - 344512845

**Project Stage 1**

- Form groups of three people. Give a name to your group.
- Make a directory to contact your friends. E.g. Name: Felipe Moreno. Phone number: 3 689878. E-mail: FM@net.com
- Create two slides with: a) title (group’s name), members’ names and school
  - b) members’ profile
Lesson 2
Friends Around the World

1. Look at the words in bold and circle the one you hear.

Good morning! I’m Diana. I’m Chile / Chilien. This is my host family.

This is Mr. Bernard. He’s from France / French. He’s 50 years old (c).

This is Mrs. Bernard. She is Japan / Japanese (a).

This is Alexis. He’s my housemate. He’s Greece / Greek (d).

This is Kate. She’s from England / English. She’s 16 years old (b).

2. Go back to the text. Write the names under the correct flag.

Chile Japan England Greece France

Diana  a. b. c. d.

3. Listen and check T(true) or F(false). Then, complete the chart with the correct nationality.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States</td>
<td>American</td>
<td>-an</td>
</tr>
<tr>
<td>Chile</td>
<td>Canadian</td>
<td>-ian</td>
</tr>
<tr>
<td>Peru</td>
<td></td>
<td>-ish</td>
</tr>
<tr>
<td>England</td>
<td></td>
<td>-ese</td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td>-other</td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Justin Bieber is Canadian.  
T F
b. Mario Vargas Llosa is Peruvian.  
F

c. Emma Watson is Spanish.  
F

d. Jet Li is Chinese.  
F

e. Rafael Nadal is French.  
F
4. Read the student card. Then, complete with the verb to be and (he / it).

Choose a topic. E.g. Music – Literature – Sports – Science – Movies

Look for three famous people. E.g. Sports (Rafael Nadal, Cristiano Ronaldo, Iker Casillas)

Look for their personal information.

5. Complete the dialog. Use subject pronouns and the verb to be.

Joan: Guess! I am...

Pete: Hmm. You are, Joan!

Joan: Yes, very good.

Pete: Hey, look at this picture!

Joan: Who is this?

Pete: This is Marco Vianchi. (a) from Italy.

Joan: Oh, look! This is Marcie. (b) 12 years old!

She is very young.

Pete: Yeah. (c) French. (d) from Paris.

Joan: Paris?

Pete: Yeah! (e) the capital of France!

Joan: Oh, Paris. Yes, of course. And who's...

This is Henrick Decker. (He) (f) 14.

(g) (d) Dutch.

(h) from Amsterdam. (i) the capital of Holland. He is my best friend.

Useful Expressions

Use this is to introduce a person. E.g. This is Marco Vianchi.

Useful Expressions

She's from Chile.

I'm from Santiago.

He's Chilean.
Lesson 3

Get in Touch with a VIP

1. Match the words with the pictures.
   a. actress
   b. soccer player
   c. computer scientist

Vocabulary Strategy
Associate vocabulary with pictures to get the meaning of words.

2. Guess the nationality of these famous people. Then, read the text and confirm your answers.
   • Lionel Messi is
   • Mark Zuckerberg is
   • Emma Watson is

Key Expressions

VIP: Very Important Person

3. Read the profiles. Then, match the text with the corresponding picture.

a. This is Mark Zuckerberg, the creator of Facebook. He is a computer scientist. He is from New York and is 28 years old. He is creative. Find more information at www.facebook.com/markzuckerberg.

b. This is Lionel Messi. He is a soccer player. He is Argentinian. He is from Rosario and is 25 years old. He is athletic. Find more information at www.leomessi.com.org.

c. This is Emma Watson. She is an actress. She is French. She is from Paris and is 23 years old. She is sociable. Find more information at www.emmawatson.com.

Useful Expressions

• He is a soccer player. (a + consonant sound)
• She is an actress. (an + vowel sound)
4. Read the statements and circle the mistakes. Then, correct them.

- Emma Watson is an actress. She is American. (She is French. / She is from France.)
- Emma is an actress. She is 28 years old.
- Mark Zuckerberg is the creator of Facebook. He is from Argentina.
- Mark is a computer scientist. He is sociable.
- Lionel Messi is from Paris. He is a soccer player.
- Lionel is athletic. He is 23 years old.

5. Identify the rules for capitalization. Use the information in the box.

- Name and last name
- The pronoun I
- Countries, cities and nationalities
- At the beginning of a sentence
- Abbreviations / Acronyms

6. Read the ID card and write the profile.

- Name: Juan
- Surname: Lopez
- Age: 14
- City of origin: Santiago
- Nationality: Chilean

This is International School ID

- This is Lionel Messi. (Name and last name)
- Get in touch with a VIP
- Mark is American. He is from New York. It’s a city in The United States. (Countries, cities and nationalities)
- Emma Watson is 26 and I’m 11. (At the beginning of a sentence)
- This is Emma. She is sociable. (Abbreviations / Acronyms)

Project Stage 3

- Create three profiles with the information of stage 2 on a piece of paper.
- Check spelling and capitalization.
- Type three slides with the profiles.
1. Look at the world map. Write the continents in the correct place. Use the Word Bank.

Word Bank
- South America
- North America
- Australia
- Antarctica
- Europe
- Asia
- Africa

Vocabulary Strategy
Identify similar words in English and Spanish to learn more vocabulary.

2. Complete the following sentences. Use nationalities and the words from exercise 1.

<table>
<thead>
<tr>
<th>Continent</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Holland is in _______________.</td>
<td>_______________ people are European.</td>
</tr>
<tr>
<td>b. China is in _______________.</td>
<td>_______________ kids are Asian.</td>
</tr>
<tr>
<td>c. Greece is in _______________.</td>
<td>_______________ children are European.</td>
</tr>
</tbody>
</table>

3. Listen and complete the conversations with the expressions on the right.

   a. **Salesman:** It’s 10 dollars.
      **Boy:** Thanks. _______________ with Annie. Here’s 5 dollars.
      **Girl:** And here’s 5.

   b. **Teacher:** This is the answer to the exercise.
      **Boy:** I am confused. It’s very difficult. _____________________.
      **c. Boy:** Mary is not 10 years old. She’s 12.
      **Girl:** That information is false. _____________________.

4. Read the expressions and circle the correct meaning.

   a. Go Dutch: To pay the total / 50-50.
   b. It’s all Greek to me: It’s confusing / easy.
   c. It’s a Chinese whisper: It’s a rumor / testimony.

Reflect on Values

- I use formal greetings with adults. __________
- I value cultural diversity. __________
- I’m collaborative in group work. __________
1. Discuss your experience.
   Check the face to complete the sentence.
   *I feel ________ in this project.*

2. Listen and read.

**An Excellent Presentation**

Follow these five indications for an excellent presentation:

1. **Get information:** Find information in different web pages, magazines and books.
2. **Classify the information:** Select the information you need for your profile: name, age, nationality and place of birth.
3. **Make visual aids:** Use a computer and make slides with pictures and clear texts. Include the bibliography or references.
4. **Prepare:** Practice your presentation at home and with your friends.
5. **Relax:** Be calm.

**Give your Presentation**

- Say hello to the audience.
- Introduce the members of the group.
- Present your personal profiles.
- Present the famous people’s profiles.
- Present the bibliography.
- Say thank you to your audience.

**Useful Expressions**

- Good morning / How are you?
- The members of the group are...
- This is my profile. I’m 12 years old...
- This is... (name of the famous person)
- This is the bibliography...
- Thanks for your attention...

**3. Complete the sentences.**

a. You find information in

b. You practice your presentation

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**Real Communication**
A Magical Book

This is the Great Wall of China.

It's all Greek to me!

This book is Egyptian. It's a door to the world.

This book is for free minds!

Free minds?

Free minds?

Good Afternoon! I'm Pedro. This is Stone Lee.

This is a special book. It's magical!

Wow! This book is real!!!

Wow!

Wow!

I'm Pedro!

I'm from Colombia.

H...ii......!!! I'm Pierre.

Where are you from?

and you are...?

Listen and read.

Wow! This book is real!!!

18
1. Listen to the questions and check the correct answer.

a. I'm 12 years old. I'm fine, thanks.

b. I'm fine, thanks. I'm 11 years old.

c. I'm Peter Smith. I'm from Portugal.

d. Mark It's mark@e-pals.com.

2. Match column A with column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Country</td>
<td>Asia</td>
</tr>
<tr>
<td>b. Age</td>
<td>Japanese</td>
</tr>
<tr>
<td>c. City</td>
<td>12 years old</td>
</tr>
<tr>
<td>d. Continent</td>
<td>Tokyo</td>
</tr>
<tr>
<td>e. Nationality</td>
<td>Japan</td>
</tr>
</tbody>
</table>

3. Check the correct option to complete the sentences.

a. This is Mary. She ______. American.
   1. is   2. are   3. am

   1. is   2. are   3. am

c. Hello, you ______ Susan, right?
   1. is   2. are   3. am

d. This is Thomas. ______ is from Amsterdam.
   1. She   2. It   3. He

e. I'm from Lima. ______ is the capital of Peru.
   1. She   2. It   3. He

f. Where ______ you from?
   1. is   2. are   3. am

g. What ______ your name?
   1. is   2. are   3. am

4. Read the profiles. Then, circle and correct the mistakes in the sentences [a-f] below.

This is Larry Page, the creator of Google. He is a computer scientist. He is from Michigan in the USA. He is 43 years old. He is creative.

This is Cristiano Ronaldo. He is a soccer player. He is from Madeira. It is a Portuguese island. He is athletic.

This is Martina Garcia. She is an actress. She is from Bogota. She is sociable.

a. Larry Page is a computer scientist. He is Portuguese.

b. Cristiano Ronaldo is Brazilian. He is a soccer player.

c. Martina Garcia is Colombian. She is athletic.

d. Larry Page is sociable. He is a computer scientist.

e. Cristiano Ronaldo is 24 years old. He is athletic.

f. Martina Garcia is creative. She is 28 years old.

Self-Evaluation

Now I can...

- ask and answer personal information questions.
- say countries and nationalities.
- introduce myself and other people.
Glossary

A-F
actress: n. a woman who works on TV or movies. (syn. actor) Angelina Jolie is an actress.

age: n. the number that says how old you are. I’m 12 years old.
athletic: adj. in good physical condition.
audience: n. people who watch a presentation.

A
Angelina

B

C

D

E

F

G

capital: n. the principal city of a country. Paris is the capital of France.
capital letter: n. the large form of a letter.
chat: n. informal conversation. (syn. dialog)
classmate: n. the person you study with. (syn. partner)
country: n. a state or nation. I’m from Colombia.
find: v. to discover.
flag: n. a symbol of a country.

form: n. an official document with spaces to write information.

G-N
host family: the family you live with when you are in another country.
housemate: n. a person who lives in your house, but is not a member of your family. My house mate is from Egypt.
introduce: v. to present yourself or someone.
look: v. to observe. (syn. see)

meet: v. to talk to a person for the first time.
nationality: n. relationship between a person and a country. I’m Mexican.
nice: adj. good. (syn. great – ant. bad)
nice to meet you: It’s great to meet you.

O-S
origin: n. the place you come from. I’m from Buenos Aires.
picture: n. photograph or illustration.
profile: n. a short description about a person.
scientist: n. an expert and investigator.
slide: n. a presentation with text and pictures.
soccer player: n. a person who plays soccer. Cristiano Ronaldo is a soccer player.

sociable: adj. a person who likes the company of others. (syn. friendly – outgoing)

T-Z
tower: n. a very tall construction or structure. The Eiffel Tower is French.
traveler: n. a tourist or visitor.
wall: n. a strong construction for protection. The Great Wall of China is very old.

Colloquial Expressions
It’s a Chinese whisper: it’s a rumor.
It’s all Greek to me: it’s confusing.
See you around! bye!
To go Dutch: to pay 50 / 50.
What’s up? hello!
Where about? where exactly?
People I love

UNIT

2

General Objective
You will be able to describe yourself and others.

Communication Goals
You will learn how to
- describe people’s physical appearance.
- ask and answer questions about physical description.

CLIL
- Family Members
- Physical Appearance
- Parts of the Body

Vocabulary
- Words related to family members and the human body

Grammar
- Simple Present tense with the verb to be
- Possessive adjectives

Idioms and Colloquial Expressions
- Keep an eye on
- I’m all ears
- I’m up to my neck
- Over there
- What does he/she look like?

Project
A Family Scrapbook
You will create a family scrapbook with pictures and descriptions of your family members.

Discuss:
- Identify the family members in the pictures.
Lesson 1

This Is My Family

1. Use the box of letters to complete the adjectives.

a. [ ] [ ] [ ] [ ]
b. [ ] [ ] [ ]
c. [ ] [ ] [ ]
d. [ ] [ ] [ ]
e. [ ] [ ] [ ]

Family Members
1. Mom
2. Dad
3. Sister
4. Brother
5. Aunt
6. Uncle
7. Grandma
8. Grandpa

2. Listen and complete with the adjectives in exercise 1.

Mike: Look! My mom is over there.
Mike: No, she isn’t. She is ________ (a) and ________ (b).
Mike: The ________ (d) woman is my aunt. Over there is my dad.
Mike: He is ________ (e) and ________ (f).
Mike: Yes. He is very ________ (h).
Mike: Yes, why?
Mike: Well, I am really ________ (k).
Mike: Yes, and we are a big family.

Loren: Your mom? Is she ________?
Loren: Oh, I see. She is ________ (c).
Loren: Hmm, what does he look like?
Loren: Ah… OK. So, the ________ (g) man is your uncle, right?
Loren: Are they your siblings?
Loren: They are ________ (l), but you’re ________ (j)!
Loren: It’s OK. You’re a nice family.

3. Go back to the conversation and check Yes or No. Then, complete the grammar chart.

a. My mom is short.
b. My dad is thin.
c. My aunt is short.
d. My siblings are tall.

Reflect on Grammar
Plural Subject Pronouns + Verb to be

<table>
<thead>
<tr>
<th>You are</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re short.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We are</th>
<th>a big family.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are</td>
<td>tall.</td>
</tr>
</tbody>
</table>
4. Complete the sentences with the verb to be and we, you, they.

a. Hi, **we are** Megan and Tim. **We are** short and young.

b. Look over there. **I am** my mom and my dad. **They are** tall and thin.

c. You are my son and daughter. **They are** young!

5. Read the information about the three people. Then, organize the questions and answer them.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Weight</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>16</td>
<td>65 kg</td>
<td>1.7 meters</td>
</tr>
<tr>
<td>Eddie</td>
<td>25</td>
<td>110 kg</td>
<td>1.9 meters</td>
</tr>
<tr>
<td>Claire</td>
<td>70</td>
<td>75 kg</td>
<td>1.5 meters</td>
</tr>
</tbody>
</table>

- **a. Tim / chubby / is?** Is Tim chubby?
  - No, he isn’t. He is athletic

- **b. Claire/ is / tall?**
  - 

- **c. Eddie /thin/ is?**
  - 

- **d. old / are / Eddie and Tim?**
  - 

---

**Project Stage 1**

- Choose the materials for your scrapbook (cardboard, colored paper, etc.) and determine the number of pages.
- Get pictures of your family members.
- Assign each picture one page.
Lesson 2
We Are All Different

1. Complete the sentences with the correct color.

- Her hair is long and ___.
- He is bald.
- His hair is short and ___ (a).
- Her hair is straight and ___ (b).
- Her hair is wavy and ___ (c).
- His hair is curly and ___ (d).

2. Listen to the descriptions. Write the name in the corresponding box.

- Clarice
- Susan
- Hannah

3. Listen again and complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hannah</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Work with a partner. Choose a person from the picture. Then, guess your partner’s person by asking questions.

4. Look at the picture and complete the descriptions using the Word Bank.

I live with my Uncle Pete and my siblings. My Uncle Pete is thin. **His** hair is short, (a) **and** brown. (b) **His** eyes are big and black. (c) **His** nose is big. He is handsome.

My Sister Sandy is tall. Her hair is long, (d) **and** blond. (e) **Her** eyes are small and green. (f) **Her** nose is big. She is pretty.

Emily and Emma are short. (g) **Their** hair is long, (h) **and** black. (i) **Their** eyes are small and green. (j) **Their** noses are big.

4. Look at the picture and complete the descriptions using the Word Bank.

- Their (3x)  - His (2x)  - Her (2x)  - wavy  - curly  - straight

I live with my Uncle Pete and my siblings. My Uncle Pete is thin. **His** hair is short, (a) and brown. (b) **His** eyes are big and black. (c) **His** nose is big. He is handsome.

My Sister Sandy is tall. Her hair is long, (d) and blond. (e) **Her** eyes are small and green. (f) **Her** nose is big. She is pretty.

Emily and Emma are short. (g) **Their** hair is long, (h) and black. (i) **Their** eyes are small and green. (j) **Their** noses are big.

5. Work with a partner. Choose a person from the picture. Then, guess your partner’s person by asking questions.

- Write the introduction of your scrapbook on the second page.
- On a separate piece of paper, write the description of each family member.

E.g. I live with my uncle and siblings. E.g. My brother is tall. His eyes are big.
Lesson 3
Diverse Families

1. Look at the family groups and write the members for each family. Then, listen and check.

I am Karen. I am 38 years old. I live with my daughter, my son and my brother. We are similar and different at the same time. I am tall and thin. My hair is long, wavy and red. My eyes are big and green. My daughter is Mary. She is short. Her hair is short, straight and red. Her eyes are big and blue. Josh is my son. He is tall and athletic. His hair is curly and black. His eyes are small and brown. His nose is big. My brother is Ted. He is tall. His hair is curly and brown. His eyes are big and black. His nose is big.

2. Read and underline the body parts in blue and the adjectives in red.

Reading Strategy
Underline to identify specific information.

I am Karen. I am 38 years old. I live with my daughter, my son and my brother. We are similar and different at the same time. I am tall and thin. My hair is long, wavy and red. My eyes are big and green. My daughter is Mary. She is short. Her hair is short, straight and red. Her eyes are big and blue. Josh is my son. He is tall and athletic. His hair is curly and black. His eyes are small and brown. His nose is big. My brother is Ted. He is tall. His hair is curly and brown. His eyes are big and black. His nose is big.
3. Go back to the text and locate the underlined words in the diagram. Follow the pattern red + blue.

4. Read the sentences. Then, connect them with and.

Writing Strategy
Use and to connect similar ideas.

a. I'm short. I'm thin. I'm short and thin.

b. My hair is long. My hair is red.

c. Her eyes are big. Her eyes are blue.

d. He is tall. He is chubby.

e. His hair is curly. His hair is black.

5. Draw and describe a member of your family.

I live with my ... __________________________ (family members)

This is my ... __________________________ (person you draw)

______________________________ (hair)

______________________________ (eyes)

______________________________ (nose)

______________________________ (physical appearance)

Project Stage 3

- Take your descriptions of the previous stage. Connect ideas with and. E.g. My brother is tall and thin.
- Revise your descriptions. Check spelling and grammar. Write them down next to the pictures.
- Create an original cover for your scrapbook.
Lesson 4

**Keep An Eye On**

1. Draw a line to match the expressions with the correct part of the face.

   - Keep an eye on
   - I'm all ears
   - I'm up to my neck

2. Listen and complete with the expressions in exercise 1.

   a. – Mike is in Europe. You know the reasons, right?
      – No, tell me. ____________________________.

   b. – Annie, I need to go to the supermarket. Please ____________ your brother.
      – OK, Mom. No problem.

   c. – Are you busy?
      – Yes. _______________ with homework. Look! Math, science, geography.

3. Match the expressions with the correct meaning.

   a. I'm up to my neck
   b. I'm all ears
   c. I keep an eye on

   - I pay attention to
   - I'm very busy
   - I listen carefully

4. Complete the sentences and share with a partner.

   a. I keep an eye on (a person/an object)

   b. I'm up to my neck with (subject)

**Reflect on Values**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I respect people's appearance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recognize different types of families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I value my family.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gap Activity**

Student A goes to page 87.
Student B goes to page 89.
1. Discuss your experience.
Check ☑ what you like about the project.

The cover ☐
The decoration ☐
The photos ☐
The descriptions ☐

2. Listen and organize the text.
Write numbers from 1 – 5.

A Scrapbook
It is an album with pictures and information about important people for you. Follow the five steps below to create your scrapbook.

☐ Use your imagination. Create a nice cover and decorate all the pages.
☐ Practice your presentation. Prepare the presentation of your family scrapbook at home.
☐ Organize the information. Put the pictures next to the descriptions and present a neat album.
☐ Get the necessary materials. You need photos, paper, scissors, glue and markers.
☐ Edit your writing. Correct your descriptions with your teacher or partners.

3. Check ☑ the correct option to complete the sentences.

A scrapbook is…
☐ a picture. ☐ an album.

I practice the presentation at…
☐ school. ☐ home.

Useful Expressions
• Hi / Hello / Good morning / Good afternoon.
• This is my family scrapbook.
• I live with my mother, my sister…
• This is my uncle (name of the person). He is thin. His eyes are big and brown.
• Thanks for your attention.
Game
Snakes and Ladders

- Play with a partner. You need dice and a counter.
- Throw the dice and go to the square indicated.
- Use the colors to identify the instruction.
- The winner is the person with the most points.

Say the opposite (5 points) | Connect with “and” (20 points) | Complete the ideas (10 points)
---|---|---
Organize and answer (15 points) | Describe the pictures (25 points) | 

1. I am tall. I am young.
2. I'm up to my neck with (object)
3. Your eyes are small. Your eyes are black.
4. I keep an eye on (object)
5. You
6. thin
7. You
8. We are short. We are thin.
9. We are short. We are your aunts?
10. what/your teacher/does/look like?
11. tall
12. big
13. your siblings/are/tall?
14. old
15. They are athletic. They are handsome.
16. I keep an eye on (object)
17. thin
18. what/your teacher/does/look like?
19. pretty
20. curly
21. I'm up to my neck with
22. She is pretty. Her hair is wavy.
23. look like/does/what/your dad?
24. old
25. She is pretty. Her hair is wavy.
26. I am tall. I am young.
27. I am young.
28. End (10 points)
29. We are short. We are thin.
30. Say the opposite (5 points) | Connect with “and” (20 points) | Complete the ideas (10 points)
---|---|---
Organize and answer (15 points) | Describe the pictures (25 points) | 

Start
Quiz Time

1. Read the information below. Then, circle the correct word to complete the sentences.
   a. Peter weighs 70 kilograms and his sister weighs 40.
   b. My brother is 5 years old and my grandpa is 70.
   c. My dad is 1.8 meters tall and my mom is 1.5.
   d. Kate’s uncle is attractive.

2. Choose the correct option to complete the dialog. Use the Word Bank.

   Bertha: What’s the problem?
   Tim: I’m lost. My family is not here.
   Bertha: What does your mom look like?
   Tim: __________________________(1)
   Bertha: OK. Is she chubby?
   Tim: __________________________(2) She is thin and short.
   Bertha: And your father? What does he look like?
   Tim: __________________________(3)
   Bertha: Mmm. Is he tall?
   Tim: __________________________(4) He is short and chubby.
   Bertha: OK, and your siblings? What do they look like?
   Tim: __________________________(5) Their hair is long, wavy and blond.

3. Who is Tom? Listen to the description and check the correct picture.

   a. They are athletic.
   b. No, she isn’t.
   c. Her hair is long, straight and black.
   d. No, he isn’t.
   e. His hair is short, curly and black.

Self-Evaluation
Now I can...
- talk about my family members.
- describe myself and other people.
- ask and answer questions about physical description.
Glossary

A-G

adjective: adj. specific characteristic or quality of a person or object. Red ball.
athletic: adj. strong, active in sports. (ant. out of shape)

appearance: n. physical look of a person. (syn. look)
assign: v. to give a particular place. Assign each picture one page.
aunt: n. the sister of one’s father or mother.
bald: adj. a person with no or very little hair.
blond: adj. yellow or light brown color.
brother: n. a sibling.
chubby: adj. an overweight person. (ant. thin)
curly: adj. with curls or spiral-like hair.
dad: n. father.
daughter: n. one’s female child.
decide: v. to select an option. (syn. choose)
family: n. the group of people we love and live with. My family is my mom, my dad, my two sisters, my brother, my aunts, my uncles and my grandparents.
get: v. to obtain.
get familiar with: v. to know about or understand something well.
go back: v. to return. (ant. advance)
grandma: n. the mother of one’s mother or father. (syn. grandmother) My grandma is 60 years old.
grandpa: n. the father of one’s mother or father. (syn. grandfather)
grandparents: n. one’s grandmother and grandfather.

H-R

handsome: n. an attractive man. (ant. ugly)
height: n. the number that says how tall you are.

appearance: n. physical look of a person. (syn. look)
assign: v. to give a particular place. Assign each picture one page.
aunt: n. the sister of one’s father or mother.
bald: adj. a person with no or very little hair.
blond: adj. yellow or light brown color.
brother: n. a sibling.
chubby: adj. an overweight person. (ant. thin)
curly: adj. with curls or spiral-like hair.
dad: n. father.
daughter: n. one’s female child.
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grandpa: n. the father of one’s mother or father. (syn. grandfather)
grandparents: n. one’s grandmother and grandfather.

homework: n. school activities you complete outside the school.
live with: v. to share a house / apartment. I live with my dad and my mom.
long: adj. lengthy.
mom: n. mother.
opposite: n. contrary. Tall is the opposite of short.
pattern: n. a model to follow. The pattern to form a yes / no question is: verb to be + pronoun + adjective
people: n. a group of human beings. (sing. person). 2 person or 2 people.
predict: v. to guess something in advance of its happening.
pretty: n. attractive, usually for women. (ant. ugly)
reading: n. a story or text to read. This reading is very nice.
revise: v. to check and correct.

weight: n. the mass of a person or thing.
weigh: v. to have a particular weight. She weighs 45 kilograms.
young: adj. a person in an early stage of life. (ant. old)

Colloquial Expressions

I’m all ears: to listen carefully.
I’m up to my neck: to be very busy.
Keep an eye on: to pay attention.
Over there: in that place.
What does he/she look like? What’s his/her physical description?
Test Training A

Listening
Listen to a conversation twice.
For questions 1-5, check the correct answer.
Example:

1. The name of the girl is
   - Lucy (A)
   - Anna (B)
   - Marion (C)

2. The girl is from
   - France (A)
   - Italy (B)
   - England (C)

3. The girl’s phone number is
   - 316107581 (A)
   - 315109889 (B)
   - 315106879 (C)

Speaking
Candidate A
You are a secretary at the language institute Greenwich. Ask candidate B questions to complete the form.

Greenville

Registration Card
Name:
Surname:
Age:
Nationality:
Phone number:
E-mail address:
Writing

Complete the e-mail.
Write ONE word for each space.
For questions 11 - 20, write your words in the answer box.

To: camilo000@meet.pr
Subject: Nice to meet you.

Hello Camilo,

My name is David. I (11) from Canberra. (12) is the capital of Australia. I (13) years old. My family is very nice. My grandma and my grandpa (14) from Toronto. (15) are Canadian. My dad is (16) New York. He (17) young. My mom is (18) Canberra. (19) is beautiful and young. (20) is 40 years old.

Tell me about your family.

Write soon, David.

Speaking

Candidate B

You are a new student at the language institute: Greenwich.

Choose ONE identity and answer candidate A’s questions.

Name: Felipe
Surname: Rodriguez
Age: 12
Place of birth: Lima, Peru
Phone number: 52195528
E-mail address: RoFe@e-pal.pe

Name: Marcela
Surname: Casas
Age: 13
Place of birth: Cancun, Mexico
Phone number: 297897423
E-mail address: Cmicas@e-pal.mx
General Objective
You will be able to talk about cultural events.

Communication Goals
You will learn how to
• ask and answer questions about schedules.
• ask for and give dates.
• ask for and give the time.

CLIL
• Types of Movies
• Cultural Events
• Famous Festivals

Vocabulary
• Words related to festivals and art events
• Words related to days, months, and time

Grammar
• Prepositions of time
• Wh-questions (what time/when)

Idioms and Colloquial Expressions
• To be a culture vulture
• To be the flavor of the month
• To be the life of the party
• What’s on?
• No way
• Fond of
• What about

Project
Advertising a Cultural Event
You will create a flyer to advertise and promote an art festival in your city.

Discuss:
• Are you familiar with these events?
Lesson 1

What’s on at the Cinema?

1. Listen to the soundtracks and enumerate the posters.

Vocabulary Strategy
Associate words with sounds to remember vocabulary.

2. Practice the time. Answer the questions.

<table>
<thead>
<tr>
<th>What time is it?</th>
<th>What time is …</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's eight o'clock.</td>
<td>a. the action movie?</td>
</tr>
<tr>
<td></td>
<td>It’s at half past seven</td>
</tr>
<tr>
<td>It's half past twelve.</td>
<td>b. the horror movie?</td>
</tr>
<tr>
<td></td>
<td>c. the sci-fi movie?</td>
</tr>
<tr>
<td></td>
<td>d. the animated movie?</td>
</tr>
</tbody>
</table>

Key Expressions
What’s on?: What movies?
No way: impossible

3. Listen and practice.

Brian: Hi, Megan. I’m at the Cine Club.
Megan: Hello, Brian. What’s on?
Brian: The Wolf.
Megan: Is it an animated movie?
Brian: No. It’s a horror movie.
Megan: Horror! No way!
Brian: Hmm, what’s your favorite kind of movies?
Megan: Oh, no. Madagascar is on the weekend.
Brian: Batman, The Dark Knight is on Friday.
Megan: When is the action movie?
Brian: It’s at half past seven.
Megan: Cool! What time is the movie?
Brian: Well, yeah. See you at six o’clock on Friday, then.
Ask your classmates about their favorite kinds of movies.

Form groups of 3 people based on the genre.

Look for real flyers to get familiar with the project.

Grammar and Vocabulary

Prepositions of Time 1

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time is the horror movie?</td>
<td>It's at 5:30 PM.</td>
</tr>
<tr>
<td>When is the sci-fi movie?</td>
<td>It's on Tuesday.</td>
</tr>
</tbody>
</table>

Circle the correct preposition. Use **at** / **on** to talk about the hour. Use **at** / **on** to talk about the days of the week.

4. Look at the schedule and write the questions and answers.

**Cine Club Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Weekdays</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Toy Story</td>
<td></td>
</tr>
<tr>
<td>4:30 PM</td>
<td>Shrek</td>
<td>Transformers</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>Dracula</td>
<td></td>
</tr>
</tbody>
</table>

a. What time is **Toy Story**?
   *It's at 3:00 PM / three o'clock*.

b. When is **Pirates of the Caribbean**?

   *

c. What time is **Dracula**?

   *

d. ____________________________?
   It's at 4:30 PM on Friday.

e. ____________________________?
   It's on Monday.

f. ____________________________?
   It's at 5:30 PM on the weekend.

5. Listen to the radio program and complete the chart.

<table>
<thead>
<tr>
<th>Name of the movie</th>
<th>Genre</th>
<th>Day</th>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Jupiter Travelers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Super Cars</td>
<td>action</td>
<td></td>
<td>4:00 PM</td>
</tr>
<tr>
<td>c. The Wolf</td>
<td></td>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Listening Strategy

Focus on specific information: genre, day and hour.

Project Stage 1

- Ask your classmates about their favorite kinds of movies.
  *E.g. What is your favorite kind of movies?*
- Form groups of 3 people based on the genre.
  *E.g. Action, horror, sci-fi and animated.*
- Look for real flyers to get familiar with the project.
Lesson 2

Cultural Events

1. Write the months in the corresponding place. Use the Word Bank.

   "ART Exhibition
   January &
   a. February"

   "PAINTING Exhibition
   July &
   b."

   "FOOD Festival
   March &
   c."

   "Photography Exhibition
   November &
   d." 

   "Rock Festival
   May &
   e."

   "Theater Festival
   September &
   f." 

2. Organize the conversation from 1 to 3. Then listen and check.

Amy: Really? This is October. It’s this weekend!
Ben: Let’s go to the movies.
Tom: What about a play? I have four invitations for the Theater Festival.

Amy: Mary is fond of theater. What time is the play?
Tom: It’s in the afternoon, at three o’clock.
Ben: That’s good! And in the morning we go to the movies, right?

Amy: When is Mary’s birthday? Is it on November 7th?
Ben: Hmm, I think it’s in October.
Tom: You’re right. It’s on October 12th.

3. Check ✓ the correct answer based on the text.

   a. Mary’s birthday is on...
      ✓November 7th.    □October 12th.
   b. The play is in...
      □October.    ✓November.
   c. The play is in...
      □the morning.    □the afternoon.

Useful Expressions

• In the morning / afternoon / evening.
• At noon / night / midnight.

Key Expressions

Fond of: fan of
What about: I recommend

Ordinal Numbers

1st = first 10th = tenth
2nd = second 11th = eleventh
3rd = third 12th = twelfth
4th = fourth 13th = thirteenth
5th = fifth 14th = fourteenth
6th = sixth 15th = fifteenth
7th = seventh 20th = twentieth
8th = eighth 21st = twenty-first
9th = ninth 22nd = twenty-second

Word Bank

• August
• February
• June
• October
• December
• April
4. Go back to the conversation and complete the chart with in, at, or on.

<table>
<thead>
<tr>
<th>Reflect on Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepositions of Time 2</td>
</tr>
<tr>
<td>When is the event?</td>
</tr>
<tr>
<td>It’s</td>
</tr>
<tr>
<td>in</td>
</tr>
<tr>
<td>noon / 3:00 PM / night</td>
</tr>
</tbody>
</table>

5. Look at the flyers. Then, complete the sentences with the correct preposition of time.

What’s on in the City?

a. The reading festival is ______ February 1st. It’s ______ the afternoon ______ 2:30 PM.

b. The Jazz festival is ______ April. It’s ______ the morning ______ 10:00 AM.

c. The art exhibition is ______ July. It’s ______ July 20th ______ noon.

d. The dance festival is ______ December. It’s ______ Christmas ______ night.

6. Use the flyers in exercise 5 to ask a partner about the events.

When is the salsa concert?

Really?

It’s on the weekend at 9:00 PM.

Yeah! It’s on Sunday.

Grammar and Vocabulary

Pronunciation
1. Listen and repeat.

<table>
<thead>
<tr>
<th>/θ/</th>
<th>/ð/</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>the</td>
</tr>
</tbody>
</table>

2. Listen and check the sound.

<table>
<thead>
<tr>
<th>this</th>
<th>birthday</th>
<th>that</th>
<th>third</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td>/θ/</td>
<td>/θ/</td>
<td>/θ/</td>
</tr>
</tbody>
</table>

Speaking Strategy
Use “Really?” to show interest in a conversation.

Project Stage 2
- Choose an art festival of your interest and name it.
- Create a logo to promote your festival and include the name.
- Draw it on a piece of paper.

E.g. Music Fest
1. Check the festivals you are familiar with.

- Rock in Rio Festival
  In August and September
- Cannes Film Festival
  In May
- Rock al Parque Festival
  In July
- Sundance Film Festival
  In January

Reading Strategy
Use images and key words to remember what you read in the new language.

Art festivals are special occasions for fans of culture and arts. In art festivals, people see actors, singers and dancers at a specific time of the year. In South America, for example, three important cultural fests exist. The first one is the World Tango Festival in Argentina. The second one is the Viña del Mar International Song Festival in Chile. And the third one is the Ibero-American Theater Festival in Colombia.

In March or April, theater fans celebrate the Ibero-American Theater Festival in Bogota, the capital of Colombia. They go to different events in the morning, in the afternoon and at night. They get in touch with actors from all the continents of the world: North & South America, Asia, Europe, Africa and Australia. The actors prepare different activities to celebrate this international event. For example, they perform plays in theaters and streets. They participate in parades and dances. They wear make-up, colorful wigs and costumes to celebrate this magic fest.

2. Read the magazine article and write the name of the festival under the correct picture.

a. ________________
   ________________
   ________________

b. ________________
   ________________
   ________________

c. ________________
   ________________
   ________________
3. Go back to the text and check T (true), F (false) or NI (no information).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Art festivals are special celebrations.</td>
<td>T</td>
</tr>
<tr>
<td>b. Food festivals are famous in South America.</td>
<td>F</td>
</tr>
<tr>
<td>c. The World Tango Festival is famous in Chile.</td>
<td>NI</td>
</tr>
<tr>
<td>d. The Ibero-American Theater Festival is a Colombian celebration.</td>
<td>F</td>
</tr>
<tr>
<td>e. The theater fans prepare different activities.</td>
<td>NI</td>
</tr>
<tr>
<td>f. The actors of the Ibero-American Theater Festival are tall and athletic.</td>
<td>NI</td>
</tr>
<tr>
<td>g. The actors perform activities in the streets.</td>
<td>NI</td>
</tr>
</tbody>
</table>

4. Think of a festival in your country and make a mind map.

5. Complete the paragraph using your mind map.

People celebrate _____________ in _____________, a beautiful city in _____________. The festival is _____________.

The ____________ prepare different activities. For example, ____________.

Project Stage 3

- Think of two or three activities for your festival and create the schedule.
- Discuss the design of the flyer and include the logo, the name, the schedule and contact information.
- Create the flyer on a computer and check grammar and spelling.
1. Listen and complete the conversations with the expressions in the Word Bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the flavor of the month</td>
</tr>
<tr>
<td>• a culture vulture</td>
</tr>
<tr>
<td>• the life of the party</td>
</tr>
</tbody>
</table>

a. – Your sister is fond of art!  
   – Yes, she is ________________.

b. – Let’s invite Ted to the party!  
   – Yes, he is always the center of attention. He is ________________.

c. – Coldplay is on TV and the radio.  
   – Of course, they are now ________________.

2. Read the sentences. Then, replace the ideas in blue with the expressions in the Word Bank.

a. People invite Susan to parties. She is sociable. She is ________________.

b. I’m an art lover. I’m ____________________.

c. Coldplay is famous at the moment. The band is ____________________.

3. Ask your partners.

<table>
<thead>
<tr>
<th>Questions</th>
<th>partner 1</th>
<th>partner 2</th>
<th>partner 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who is the life of the party in our classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Who is a culture vulture in our school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Who is the flavor of the month?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on Values

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in different cultural events in my free time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am informed of my city’s festivals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gap Activity

Student A goes to page 88
Student B goes to page 91
1. Discuss your experience.
   Check ✓ what you like from the project.

2. Read and label the characteristics of a flyer.

A Flyer

It is a piece of paper with information to advertise and promote an event. The basic information on a flyer includes the name of the event, the date, the time, the contact information and the activities. A good flyer has the following characteristics:

1. An appropriate heading: the title and logo of the festival.
2. Complete information: the schedule of the activities (date and time) and a contact phone number or e-mail address.
3. A creative design: nice colors, illustrations and big font are important to attract people's attention.

Give your Presentation

- Say hello to the audience.
- Present the name of your event.
- Mention the activities of your event and their date and time.
- Say thank you to the audience.

Useful Expressions

- Hi / Hello / Good morning / Good afternoon.
- We invite you to...(name of the festival).
- The (activity) is at / in / on...
- For more information go to...
- Thanks for your attention.
A Cultural Contact

Listen and Read.

Let's go to the museum.

I'm not a culture vulture.

Thanks!

Mom! It's my favorite sci-fi movie.

Good observers see fantastic things.

Hi, I'm Cuauhtemoc. The last Aztec governor.

Keep an eye on the special exhibition.

Ah??

Are you real?

History and art are real testimonies of our world.

All the historical pieces in this room are real.

I see the importance now!

Tony, are you OK, sweetie?

When is the next exhibition?

Mom, history and art are fascinating.
Quiz Time

1. Look at the posters and complete with at, in, on.

2. Use the posters to write the correct questions.
   a. ____________________________? It’s on weekdays.
   b. ____________________________? It’s at five o’clock.
   c. ____________________________? It’s at half past ten.
   d. ____________________________? It’s in November.

3. Listen to four conversations and complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Genre</th>
<th>Day</th>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The Wolfman</td>
<td>animated</td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>b. Transformers</td>
<td></td>
<td></td>
<td>4:30</td>
</tr>
<tr>
<td>c. Toy Story</td>
<td>animated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Inception</td>
<td>animated</td>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

4. Read and complete the information. Use the numbers in parentheses.
   a. Halloween is on October (10/31).
   b. Christmas Day is on December (12/25).
   c. S. Valentine’s is on February (2/14).
   d. New Year’s Eve is on December (12/31).

Self-Evaluation
Now I can...
- tell the time.
- ask and answer questions about schedules.
- talk about cultural events.

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary

A-F

advertise: v. to create publicity. (syn. publicize)
afternoon: n. the time of the day between noon and 6:00 PM.
cinema: n. place where people see movies.
club: n. a group of people forming an association.
concert: n. music show.
costume: n. dress and accessories to wear in celebrations.
dance: n. a series of movements that follow a particular kind of music. Tango is the typical dance in Argentina.
dancer: n. the person who participates in a dance.
date: n. a specific day in a month and year. Halloween is on October 31st.
event: n. a special activity. (syn. occasion)
exhibition: n. collection of things to show an audience. (syn. exposition)
festival: n. a cultural show in a city or country.
flyer: n. piece of paper with information to advertise an event.

G-P

genre: n. a category or type of movie (action, horror, sci-fi, animated).
heading: n. title of a document.
kind: n. type. (syn. class) What is your favorite kind of movies?
logo: n. the symbol of a company or event.
make-up: n. cosmetics.
mind map: n. diagram to organize ideas.
morning: n. the time of day between midnight and noon.
movie: n. a sequence of images that shows a continuous story. (syn. film)
oon: n. 12 o’clock in the middle of the day. 12:00 PM.
o’clock: adv. expression that represents the exact hour as a number. It’s three o’clock.

P-Z

party: n. a fun celebration. My birthday party is in September.
play: n. presentation or show in a theater.
parade: n. a public procession.
perform: v. to do something to entertain people.
promote: v. to persuade people to support a product or activity. (syn. sell)
soundtrack: n. the music of a movie.
theater: n. a building for the presentation of plays and movies.
time: n. number that indicates the hour of the day. What time is it? It’s 1:00 o’clock.
tool: n. elements you use to do homework with. The computer is a technological tool.
unreal: adj. not real. (syn. imaginary) Science fiction is unreal.
weekdays: n. the five working days of the week (Monday, Tuesday, Wednesday, Thursday and Friday).
weekend: n. the two non-working days of the week (Saturday and Sunday).
wig: n. artificial hair.
schedule: n. program of events. (syn. agenda)
show: n. presentation.
singer: n. professional vocalist.

Colloquial Expressions

To be the life of the party: to be happy and sociable.
To be a culture vulture: to be an arts lover.
To be the flavor of the month: to be famous at the moment.
What’s on?: What movies or activities?
No way: impossible.
General Objective
You will be able to talk about your neighborhood.

Communication Goals
You will learn how to
• express what people are doing at the moment of speaking.
• describe what people are wearing.

CLIL
• Street Life
• Clothes
• Famous Neighborhoods

Vocabulary
• Words related to street activities
• Words related to clothes

Grammar
• Present Progressive tense
• Demonstrative Pronouns

Idioms and Colloquial Expressions
• Work hand in glove
• Take my hat off
• In fashion

Project
Collage
You will make a collage about your neighborhood to describe activities and clothes.

Discuss:
• Look at the pictures and identify the activities.
Lesson 1

What Are You Doing?

1. Find and circle the following actions in the picture of exercise 2.

- skate
- walk the dog
- talk on the phone
- ride a bike
- go to
- listen to music
- eat
- run

2. Listen and read. Then, identify the characters in the picture.
   
a. Mary: Hi, Mike. What are you doing?
   Mike: Hello! I’m in the park with my parents and Rex. I’m listening to music.
   Mary: Are they walking Rex?
   Mike: No, they aren’t. My mom is talking on the phone and my dad is eating an ice cream.
   Mary: And Rex?
   Mike: Rex is running.

b. Brian: Hello, Where are you going?
   Sara: Hi, I’m going to the park with my siblings.
   Brian: Is Tom skating?
   Sara: Yes, he is. And Sally is riding her bike as usual.
Reflect on Grammar

Present Progressive Tense: Use it to talk about actions happening at the moment of speaking.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Yes / No questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to the park.</td>
<td>I am not riding a bike.</td>
<td>Am I riding a bike?</td>
</tr>
<tr>
<td>He is running.</td>
<td>He is not listening to music.</td>
<td>Is he she it going to the park?</td>
</tr>
<tr>
<td>She is running.</td>
<td>She is not listening to music.</td>
<td>Are you we they skating?</td>
</tr>
<tr>
<td>It is running.</td>
<td>It is not listening to music.</td>
<td>Are you we they skating?</td>
</tr>
<tr>
<td>You are walking Rex.</td>
<td>You are not skating.</td>
<td></td>
</tr>
<tr>
<td>We are walking Rex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are walking Rex.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wh-questions

<table>
<thead>
<tr>
<th>What</th>
<th>I am</th>
<th>I</th>
<th>is</th>
<th>she</th>
<th>it</th>
<th>doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where</th>
<th>I am</th>
<th>I</th>
<th>is</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>going?</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spelling

- Talk + ing = Talking
- Skate + ing = Skating
- Run + ing = Running

3. Complete the e-mail with the Present Progressive tense.

To: karen12@ooya.com
Subject: Hello!

Hello, Karen!
I __________ (write) from my new neighborhood.
My friends __________ (a. do) different activities today. Steve and Randy __________ (b. not walk) the dog as usual. They __________ (c. skate). Sally __________ (d. not talk) on the phone. She __________ (e. ride) her bicycle. And Ben, well, he __________ (f. play) soccer. What ______ you __________ (g. do)?
Fred

4. Listen to the sounds and identify the action.

a. What is Nick doing?  He is eating.
b. What is Vanessa doing?
c. What is Robert doing?
d. What is Kathy doing?

Listening Strategy
Create mental images to identify the activities.

Project Stage 1

- Form groups of three and select one of your neighborhoods.
- Get a camera and take pictures of people’s activities.
- Describe what the people are doing in the pictures.  E.g. He is listening to music.
1. Listen and practice. Then, classify the words into singular or plural.

This blue jacket is great! I prefer that purple sweater.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a jacket</td>
<td>shorts</td>
</tr>
<tr>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

2. Look at the pictures and complete the description.

Street Fashion Magazine

What’s he wearing?

He is wearing a long scarf, a blue jacket and a brown shirt. He is wearing blue jeans and white sneakers. Cool combination!

What’s she wearing?

Word Bank

1. jacket
2. scarf
3. pants
4. T-shirt
5. gloves
6. sneakers
7. shoes
8. skirt
9. sunglasses
10. hat
11. cap
12. slippers
13. sweater
14. jeans
15. boots
16. coat
17. shirt
18. shorts

Vocabulary Strategy

Look at the ending of the words to identify if they are singular or plural.

Grammar Strategy

Write the color before the clothes you are describing.
3. Listen and complete the dialog.

Ted: Hi, I’m reporting on the Flea Market. Let’s talk about clothes. What is this?
Vendor: These are clothes for special occasions.

   This is a blue _______ (a), this is a red _______ (b) and these are _______ (c).

Ted: Is that a new collection?
Vendor: Yeah, those are informal clothes for men.

   That is a brown _______ (d), that’s a _______ (e) and those are _______ (f).

Ted: Are those _______ for boys or girls?
Vendor: Those are for boys, but I have some for girls, too.

Ted: Thank you. We invite all the TV viewers to visit this Flea Market.

Now...

4. Complete the descriptions with the correct demonstrative pronouns.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near  This is a black skirt.</td>
<td>These are shorts.</td>
</tr>
<tr>
<td>Far   That is a hat.</td>
<td>Those are sunglasses.</td>
</tr>
</tbody>
</table>

Yes / No Questions

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near  Is this a black skirt?</td>
<td>Are these formal clothes?</td>
</tr>
<tr>
<td>Far   Is that a new collection?</td>
<td>Are those sunglasses for boys?</td>
</tr>
</tbody>
</table>

Wh-questions

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this?</td>
<td>this? that?</td>
</tr>
<tr>
<td>What are these?</td>
<td>these? those?</td>
</tr>
</tbody>
</table>

Pronunciation

The sound /s/

Listen and repeat.

skate  scarf  sneakers  slippers

51
1. Classify the words in the Word Bank according to the seasons.

- Spring: Warm and cool
- Summer: Sunny and hot
- Winter: Snowy and cold
- Fall: Windy and cold

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunglasses</td>
</tr>
<tr>
<td>sweaters</td>
</tr>
<tr>
<td>shorts</td>
</tr>
<tr>
<td>scarves</td>
</tr>
<tr>
<td>T-shirts</td>
</tr>
<tr>
<td>caps</td>
</tr>
<tr>
<td>coats</td>
</tr>
<tr>
<td>gloves</td>
</tr>
</tbody>
</table>

2. Read and match the texts with the corresponding pictures.

a. Hello! I’m Karolina Novak from Prague. Today, I’m reporting on my famous neighborhood: Old Town. It’s spring, so people are wearing shorts and T-shirts. It’s warm, so people are walking, running and talking on their cell phones. Old Town is famous for the Prague Orloj, a very old astronomical clock. It’s surprising that it’s working at the moment.

b. Hi! My name is Lara and I live in Rio de Janeiro. I’m reporting on my neighborhood, Copacabana. It’s summer, so people are wearing sunglasses and caps. The weather is perfect for practicing sports, so people are skating, swimming, surfing and playing volleyball. Copacabana is famous for its beaches and it’s also a fantastic place to relax.

c. What’s up? I’m Felipe Alvarez from Barcelona. I’m reporting on a cultural neighborhood: El Raval. It’s fall and windy, so people are wearing sweaters and scarves. Classes are starting, so students are going to school, listening to music and riding their bikes. Our neighborhood is famous for the MACBA, Museo de Arte Contemporáneo de Barcelona.

d. Good morning, my name is Kenji and I live in Tokyo, Japan. Today I’m reporting on Akihabara Electric Town, my neighborhood. It’s winter, so people are wearing coats and gloves. It’s very snowy too, so people are doing activities at home. They are playing video games, watching TV and drinking tea. This place is famous for hi-tech buildings.
3. Go back to the text and complete the chart.

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>City</th>
<th>Season/Weather</th>
<th>Clothes</th>
<th>Activities</th>
<th>Famous place</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Old Town</td>
<td></td>
<td></td>
<td></td>
<td>skating, surfing, playing</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Barcelona</td>
<td></td>
<td></td>
<td></td>
<td>hi-tech buildings</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Strategy
Pay attention to the categories to classify the information.

4. Read and match the statements.

- **action**
  - a. It's sunny in my neighborhood,
  - b. It's snowy in Tokyo,
  - c. It's windy in Barcelona,
  - d. It's warm in Old Town,

- **result / consequence**
  - 1. people are wearing sweaters and jackets.
  - 2. people are surfing and playing volleyball.
  - 3. people are walking and running.
  - 4. people are doing activities at home.

Writing Strategy
Use **so** to talk about the result or consequence of an action. Use a comma before you write it.

5. Complete the paragraph about your neighborhood.

Hi, my name is [name] and I live in [city].

Today I'm reporting on [neighborhood]. It's [season], so people are wearing [clothes] and [clothes]. It's very [weather], so people are [activities] and [activities]. My neighborhood is famous for [place].

Project Stage 3
- Cut and paste the pictures from stage 2 to make a creative collage.
- Prepare the description of your collage.
Lesson 4

Are You Working Hand in Glove?

1. Match the expressions in bold with the corresponding picture.

   a. work hand in glove
   b. take my hat off
   c. in fashion

2. Listen and complete with the expressions in exercise 1. Then, circle the correct meaning.

   a. – These are my new sneakers.
      – Everybody is wearing these sneakers. They are __________.

   b. – Ann, is this your project? It’s very interesting.
      – Well, it’s a team project. I work __________ with Mark.

   c. – Look at Diane’s homework!
      – Wow, that painting is great. I __________ to Diane.

3. Answer the survey and compare with a partner.

   Survey

   a. At the moment, ________ are in fashion.  □ hats  □ caps  □ other
   b. For my homework, I work hand in glove with ________.
      □ my best friend  □ my brothers  □ other
   c. At school, I take my hat off to ________.
      □ my best friend  □ the teacher  □ other

Reflect on Values

- I appreciate my neighborhood.  □ always □ sometimes □ never
- I take care of my clothes.  □ always □ sometimes □ never
- I respect people’s way of dressing.  □ always □ sometimes □ never

Gap Activity

Student A goes to page 88.
Student B goes to page 91.
1. Discuss your experience.
Check what you like about the project.

2. Read the steps to make a collage.

A Collage
It is a creative visual work that includes different kinds of images to talk about a topic. Follow these steps to make a collage about your neighborhood.

1. Take many pictures of people in your neighborhood.
2. Select and classify the pictures into two groups: actions and clothes.
3. Cut the pictures in different shapes. For example, circles, squares, triangles and rectangles.
4. Select the materials for the collage. Use cardboard, color paper, markers, paint, glue, glitter and so on.
5. Paste the pictures.
6. Decorate the collage and write the title My Neighborhood to show it to the class.

Making a collage is an opportunity to show visual information. It helps you to present your ideas in an original way.

3. Complete the sentences based on the reading.

a. Cut the pictures ________
   ____________________________

b. It is a creative visual ________
   ____________________________

c. Making a collage is an opportunity ________
   ____________________________

Give your Presentation
• Introduce your group and say hello.
• Show the collage and mention the neighborhood.
• Talk about people’s activities.
• Describe the clothes.
• Say thank you to the audience.

Useful Expressions
• Hi / Hello / Good morning / afternoon. We are...
• This is our collage.
• The neighborhood is... (name).
• People are... (activities)
• He / She is wearing... (clothes)
• Thanks for your attention.
- Take turns playing Blackjack (21) with a partner.
- Write the letters A-L on slips of paper and put them in a bag.
- Take two slips to start playing.
- Add the points and describe the pictures.
- Choose more letters to get **21 points** or get closer.
- You win if you get close to 21 and your description is correct.

**Ace = 1 or 11 points**

Jack, Queen, King = 10 points
1. Describe the photograph using the Present Progressive tense and the verbs in the Word Bank.

In this picture we are celebrating cultural diversity at school. Patty _____ (a) a kimono. Pedro, my best friend, _____ (b) a Mexican hat. Look at him, he _____ (c). The tall girl is Sally. She _____ (d) to music. She _____ (e) a typical French cap or “beret.” Santiago is a sports fan, so he _____ (f) a bicycle. He is Spanish. My teacher _____ (g) a traditional Colombian hat. She _____ (h) an ice cream. And me? Well, I _____ (i) on the phone.

2. Listen and check what these people are wearing.

<table>
<thead>
<tr>
<th>clothes</th>
<th>Carol</th>
<th>David</th>
<th>Alison</th>
</tr>
</thead>
<tbody>
<tr>
<td>green jeans</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>pink skirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>black boots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purple coat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yellow skirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>red cap</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the conversation with the correct demonstrative pronoun.

Amy: Look at ____ (a) coat. It’s beautiful.
Emma: Yeah, and ____ (b) shoes are great.
Amy: What about ____ (c) jacket?
Emma: Mmm, I prefer ____ (d) pants.

Self-Evaluation

Now I can...

- express what people are doing.
- describe what people are wearing.

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>express</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>describe</td>
<td></td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
A-P

beach: n. area of sand near an ocean or a sea.

boots: n. what you wear on your feet and cover half your legs.

building: n. structure for living or working.

cap: n. what you wear to protect your head from the sun.

classify: v. to organize according to categories.

clothes: n. articles made of different materials for wearing. (syn. garments)

collage: n. a creative visual work that includes different kinds of images.

coat: n. a long jacket to protect your body from the cold.

collar: n. a covering for people’s necks.

collarless: adj. without a collar.

fall: n. season of the year when the leaves fall from the trees. It’s windy.

far: adj. distant. (ant. near)

fashion: n. popular style in clothes.

flea market: n. a market for old and curious articles.

gloves: n. what you wear to cover your hands.

hat: n. a covering to protect your head from the cold.

jacket: n. what you wear to protect your upper body from cold temperatures.

jeans: n. casual pants made of tough material.

near: adj. close. (ant. far)

neighborhood: n. the area where you live. (syn. vicinity)

pants: n. a piece of clothing extending from the waist to the ankles to cover your legs.

place: n. particular region or location. My neighborhood is a nice place.

plural: n. more than one unit. (ant. singular) The plural of jacket is jackets.

report: v. to give information about an event. (syn. inform)

scarf: n. a long piece of cloth to cover your neck.

season: n. one of the four natural divisions of the year (spring, summer, fall, winter).

shape: n. form of an object.

shirt: n. a garment with a collar and long sleeves for your torso.

shoes: n. a covering for people’s feet.

shorts: n. pants with short legs.

silhouette: n. black image representing a person or thing.

singular: adj. one unit. (ant. plural)

skirt: n. a piece of cloth for women usually from the waist to the knees.

slippers: n. soft shoes to wear at home.

sneakers: n. informal sports shoes. (syn. tennis shoes)

sound: n. what you hear/listen to.

spelling: n. the correct form of writing words. (syn. orthography)

spring: n. season of the year when flowers bloom and trees have leaves. It’s warm.

street: n. a public road in a city.

summer: n. season of the year when it’s hot. It’s very sunny.

sunglasses: n. dark lenses to protect your eyes from the sun.

survey: n. a document with questions.

sweater: n. a garment usually made of wool for the torso.

team: n. people who work in collaboration.

topic: n. a subject of conversation. (syn. theme) Geography is my favorite topic.

town: n. a small city. My friends live in the city and I live in a town.

T-shirt: n. a collarless piece of cloth with short sleeves.

viewer: n. person who watches a TV program.

wear: v. to put on clothes. I’m wearing jeans today.

way: n. manner. (syn. style)

weather: n. the atmospheric condition (sunny, snowy, windy, rainy).

winter: n. season of the year when it’s very cold. It’s snowy.

Colloquial Expressions

In fashion: popular.

Work hand in glove: to work in cooperation.

Take one’s hat off: to admire a person.
4. Brian is wearing a
   A B C

5. Jenny is wearing a
   A B C

Listen to the recording twice. For questions 1 - 5 mark A, B or C in the answer box.

Example:
0. Susan is wearing A B C

A B C

A B C

A B C

A B C

1. Fred is wearing
   A B C

2. Hans is wearing
   A B C

3. Job is wearing
   A B C

4. Brian is wearing a
   A B C

5. Jenny is wearing a
   A B C
Writing

Complete the text.
Write ONE word for each space 12 - 22.
For questions 12 - 22, write your words in the answer box.

Example: 0 in 12 - 22.

December Vacation

You can go to the cinema (12) in the morning. The movies are (13) in the action movie is (14) weekdays and the sci-fi movie is (15) the weekend.
You can also go to the theater. The plays are (16) in the afternoon:
food, art and music. The food festival is (17) December 15th (18) PM. Are you a culture vulture? So you can go to the art exhibition (19) Wednesday or Friday. Are you fond of pop? So you can go to the concert.
It’s (20) December 21st.
Join it. It’s really fun.

Speaking

Candidate B

Discover the activities they are doing in Candidate A’s picture. Ask questions.

Example:

Matt
Karen
George
Nick
Hannah
Josie
Jenny

Reading

Read the article about Disney and Pixar.

For sentences 6 - 11 mark True [A], False [B] or No Information [C] in the answer box.

Example:

6. Disney and Pixar are one company.
   A. True
   B. False
   C. No Information

Disney and Pixar’s Secret

Ratatouille, Wall-E, Toy Story and Cars are famous for many people. Are these movies familiar to you? Well, a big American company is responsible for their popularity. This company is the result of a merging of Disney and Pixar. They are famous in the computer animation industry. Disney is in Burbank, California, and Pixar is in Emeryville, California.

Edwin Catmull is the leader of Walt Disney and Pixar Animation Studios. He is from Parkersburg, Virginia, and is a computer scientist. He is very intelligent and his vision of the company is very clear. He is combining technology and ideas to invent memorable stories. He is creating a new generation of animated movies.

Teams are necessary to create good movies in the company, so its employees are creative, innovative and collaborative. They are studying technology and animation and making great movies for children and adults.

Catmull is happy with the results and his opinion is: "People are the secret of the company. We are working with an excellent team and that’s our principal factor."

George Simmons
Movie Magazine
General Objective
You will be able to talk about places in the city.

Communication Goals
You will learn how to
• identify places in the city.
• ask for and give information about location.
• give and follow instructions to get to a place.

CLIL
• Places in the City
• Tourist Places
• City Maps

Vocabulary
• Words related to tourist places
• Words related to places in the city

Grammar
• There is - There are
• Prepositions of place
• Imperatives

Idioms and Colloquial Expressions
• Awesome
• Sticks out a mile
• Worth its weight in gold
• On the map

Project
Tourist Brochure
You will make a brochure about a touristic city in your country.

Discuss:
Look at the pictures and identify the cities.
Lesson 1
Exploring the City

1. Listen and complete the conversation. Use the Word Bank.

Guide: Hi! I’m Diego, your tourist guide. Over there is an old statue. It’s 200 years old. It’s _______ the church.

Tourist A: Excuse me, are there any grocery stores around?

Guide: Sure, there is one _______ the restaurant and the tech-shop. Look! It’s _______ the parking lot.

Tourist B: Are there any parks in the city?

Guide: Well, there aren’t any parks but there is a botanical garden _______ Green Street.

Tourist C: Excuse me, Diego. I need some money. Is there a bank near this place?

Guide: No, there isn’t a bank near here but there is one in the mall. It’s _______ the post office or _______ the movie theater.

2. Look at the map and write the correct preposition of place.

   a. There is an art gallery _______ the gas station.
   b. There is a hotel _______ the bank and the museum.
   c. There is a mechanic’s garage _______ the parking lot.
   d. There is a police station _______ Green Street and Madison Avenue.
   e. There is a school _______ the church.
3. Go back to the conversation and complete the chart with is/isn’t/are/aren’t.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Interrogative</th>
<th>Negative</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>There _____ a statue.</td>
<td>____ there a bank?</td>
<td>There _____ a bank.</td>
</tr>
<tr>
<td>Plural</td>
<td>There _____ two airplanes.</td>
<td>____ there any parks?</td>
<td>There _____ any parks.</td>
</tr>
</tbody>
</table>

4. Complete the conversation. Use the correct form there is/isn’t – there are/aren’t.

- Diego, where are you from?
- Interesting! __________ a zoo in Buenos Aires?
- Awesome! What about castles?
- Really? What places?
- Oh yes, San Martin. An important leader of South America’s independence.

5. Listen and check T (True) or F (False).

- There are two important stadiums in Rome. (T)
- There isn’t a botanical garden in Rome. (T)
- There is a famous castle in London. (T)
- There is a famous stadium in London. (T)
- There is a zoo in San Salvador. (T)
- There aren’t any museums for children in San Salvador. (T)

6. Use the map on page 62 to ask about the location of these places.

- movie theater
- airport
- library
- hotel
- drugstore
- hospital
- city hall
- museum
- tech-shop

Project Stage 1

- Form groups of three and choose a city in your country.
- Get cardboard to make your brochure and fold it in 3 parts (six panels). Make a cover with the name of the city and a picture.
- Find pictures of the tourist places and paste them on the second panel. Write the title Tourist Places.
Lesson 2

How Can I Get To...?

1. Match the profession with the corresponding place.

- doctor
- soccer player
- police officer
- systems engineer
- cook
- receptionist
- mechanic
- teacher
- biologist
- pilot
- postal employee

2. Listen to the conversation and circle the directions you hear.

Tourist: Excuse me, officer. I'm new in town. How can I get to the stadium?
Officer: Go straight / walk one block and turn left / turn right (a). Walk on Second Avenue two blocks and turn left / turn right (b). Go straight / Walk one block (c), turn left and go straight / walk one block (d). It's on the corner of Main Street and First Avenue.
Tourist: Thanks for your help.

Vocabulary Strategy

Use your knowledge to associate professions and places.

Reflect on Grammar

Imperatives

<table>
<thead>
<tr>
<th>Affirmative: Use imperatives to give directions.</th>
<th>Negative: Use imperatives to give warnings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn left.</td>
<td>Don't turn left.</td>
</tr>
<tr>
<td>Turn right.</td>
<td>Don't turn right.</td>
</tr>
<tr>
<td>Go straight (1/2... blocks).</td>
<td>Don't go straight.</td>
</tr>
<tr>
<td>Walk (1/2... blocks).</td>
<td></td>
</tr>
</tbody>
</table>
3. Based on the map of page 64 fill in the blanks with correct directions. The starting point is the police station. Then, listen and check.

a. Pilot: I'm new in town, officer. How can I get to the airport?
   Police officer: ___________ on Royal Street two blocks. It's across from the school.
   Pilot: Thank you very much.

b. Fire fighter: Excuse me, I'm lost. I need to go to the fire station.
   Police officer: ___________ one block. ___________ and ___________ three blocks. It's on the corner of Main Street and Second Avenue.
   Fire fighter: Thanks a lot. I really appreciate it.

c. Receptionist: Can you help me please? Where is the new hotel?
   Police officer: ___________ on Second Avenue one block and ___________.
   It is next to the bank.
   Receptionist: Thanks for your help.

4. Listen to two conversations, draw the directions, and circle the final destination.

5. Where are these signs? Match them with the correct place on the map. Then, use the Word Bank to give warnings.

   a. ___________

   b. ___________

   c. ___________

   d. ___________

   Word Bank
   • take pictures
   • talk on the phone
   • walk the dog
   • smoke

Project Stage 2

• Make a map with the places in stage 1.
• Paste the map on the third panel of the brochure. Write the title City Map.
• Write the location of the places on the fourth panel. E.g. There is a church next to the hotel.
1. Check what you know about Dubai. Then, listen and confirm.

- a. Dubai is a city located in  
  - Africa  
  - Europe  
  - Asia

- b. It is famous for  
  - coffee  
  - oil  
  - plants

- c. You see artificial  
  - animals  
  - trees  
  - islands

2. Read the text and put the following headings into the correct paragraph.

- a. Extraordinary Architecture
- b. High-tech Transport
- c. Geography and Weather

**D**ubai is a city on the Arabic Peninsula in Asia. It is famous for its oil industry mainly. The city is in a desert, there is no rain and the weather is sunny, so the climate is very **arid**. Summers are hot and windy. The temperature is different depending on the month, from 32ºC to 49ºC, but the average temperature is 40ºC on a regular day. Winters aren’t cold but warm and short.

**D**ubai is an **innovative** city. There aren’t any old buildings just new ones. There is also an amazing construction project: The Palm Jumeirah, an island in the shape of a **palm**. It is similar to a tropical plant but it isn’t natural. The Palm Jumeirah is the first artificial archipelago with apartments and restaurants for tourists.

**T**ransport is also popular. There aren’t any camels in the center of the city but there is an **automated** train: The Dubai Metro. There aren’t any drivers but there are electronic systems operating the train. In the interiors of the metro, there are artistic and decorative themes. They represent ideas; for example, the four elements: earth, water, fire and air.
3. Go back to the text and circle the meaning of the words in red.
   a. The climate is very arid. It means it isn’t rainy / hot.
   b. The average temperature is 40° C. It means this temperature is typical / unusual.
   c. Dubai is an innovative city. It means the city is traditional / modern.
   d. The Palm Jumeirah is an island in the shape of a palm. It is similar to a tree / building.
   e. The Dubai Metro is automated. It means this train is manual / computerized.
   f. There are artistic and decorative themes. They are ideas / decorations.

4. Read the sentences. Then, connect them with but.
   a. In Monterrey, Mexico, winters aren’t cold. They are warm.
      In Monterrey, winters aren’t cold but warm
   b. In Bogota, Colombia, there isn’t a zoo. There is a botanical garden.
   c. In Casco Viejo, Panama, there aren’t any malls. There are colonial buildings and museums.
   d. In Cusco, Peru, there aren’t any castles. There are pre-Columbian temples.
   e. In La Habana, Cuba, there isn’t a metro. There is a system of buses called “Guaguas.”
   f. There is a seaport in the majority of South American countries. There isn’t a seaport in Bolivia.

5. Paste a picture of your city and describe the places by using but.

   - Write a description of the city on the fifth panel including the weather, the transport and the buildings. Write the title Information.
   - Write the group’s information on the sixth panel (names and e-mails). Write the title Contacts.
Lesson 4

Wonders of the World

1. Read the test and circle the correct answer. Then, listen and check.

**The Seven Modern Wonders Test**

**PART 1**

<table>
<thead>
<tr>
<th>a. Chichen Itza is a pyramid in Mexico. This wonder is in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guadalajara • Yucatan • Monterrey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Machu Picchu or the “Lost City of the Incas” is in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ecuador • Bolivia • Peru</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Christ the Redeemer is a Brazilian statue in the city of _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rio de Janeiro • Brasilia • Sao Paulo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. The Colosseum is a European structure in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Italy • France • Spain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e. Petra is an archaeological city in Jordan. It is located in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Africa • Europe • Asia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f. The Taj Mahal is a beautiful monument in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• India • Thailand • Arabia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>g. The Great Wall is 8,851.8 km long. It is located in _____________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Japan • China • Taiwan</td>
</tr>
</tbody>
</table>

2. Read the second part of the test and circle the correct meaning of the expressions in red.

**The Seven Modern Wonders Test**

**PART 2**

**Christ the Redeemer sticks out a mile.** Everybody sees it from a long distance.

<table>
<thead>
<tr>
<th>a. is a small place</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. is an old place</td>
</tr>
<tr>
<td>c. is a visible place</td>
</tr>
</tbody>
</table>

**Petra is worth its weight in gold.** UNESCO says it is a cultural patrimony for humanity.

<table>
<thead>
<tr>
<th>a. very expensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. very big</td>
</tr>
<tr>
<td>c. very valuable</td>
</tr>
</tbody>
</table>

3. Socialize your ideas in the class.

In my city, the National Museum is worth its weight in gold.

In my city, the stadium sticks out a mile!

**Reflect on Values**

- I visit the tourist places in my city. Always Sometimes Never
- I demonstrate solidarity in the streets. Always Sometimes Never
- I appreciate my city. Always Sometimes Never

**Gap Activity**

Student A goes to page 90.
Student B goes to page 92.
1. **Discuss your experience.**

Think about your participation in the group and check the options.

- I listen and respect others’ opinions.
- I participate actively.
- I am responsible about my homework.
- I am cooperative in my teamwork.

2. **Read the text. Then, circle the correct option to complete the sentences.**

**A Brochure**

It is a paper folded in two or three parts containing information about a place. A brochure usually has short texts and eye-catching pictures to promote tourism, events and products.

- The information in a brochure is divided into sections, so people can read it easily. In this case, the tourism brochure contains six panels divided into three important sections:
  - **Section 1:** representative and tourist places.
  - **Section 2:** map and locations in the city.
  - **Section 3:** additional information about the city and the contacts.

**Useful Expressions**

- Hi/Hello/Good morning/afternoon. We are...
- Our brochure is about... (city).
- In this city, there is/are... (tourist places).
- Don’t/Go straight/Turn left/right to get to the... (place).
- There isn’t a/aren’t... (places) but...
- Thanks for your attention.

**Give your Presentation**

- Introduce your group and say hello.
- Give samples of the brochure to the class.
- Talk about the cover and the tourist places.
- Show the map and give directions.
- Explain the description of the city.
- Say thank you to the audience.
Today's Contrasts

Listen and Read.

Today there are more buildings...

...but there are fewer real friends.

Today there are more virtual friends...

...but there are fewer parks and mountains.

Today there are more intelligent and competitive people...

...but there are fewer conscious and sensitive people.

Today there are more factories and cars...

...but there are fewer clean rivers and less pure air.

Are we going in the correct direction?
1. Look at the map and write the directions to answer the questions. Pay attention to the silhouettes.

a. How can I get to the stadium?
   **Walk...**

b. How can I get to the church?

   **Walk...**

c. How can I get to the botanical garden?

   **Walk...**

2. Look at the map and write the location of the places. Use the Word Bank.

   **Word Bank**
   - between
   - across from
   - next to
   - behind
   - on the corner of

   a. There is a square ________ the parking lot and the church.
   b. There is a drugstore ________ First Avenue and Peter Street.
   c. There is a church ________ the square.
   d. There is a police station ________ the restaurant.
   e. There is a bank ________ the hospital.

3. Read the conversation and circle the correct options.

   **Man:** Excuse me, ______ any museums near here?
   a. • there are
   b. • are there
   c. • there aren’t
   **Officer:** No, ______ any museums in the city.
   a. • there isn’t
   b. • there aren’t
   c. • there are
   **Man:** Mmm, ______ a zoo near this place?
   a. • is there
   b. • are there
   c. • there is
   **Officer:** Yes, ______ one across from the park.
   a. • is there
   b. • there is
   c. • there are
   **Man:** How can I ______ there?
   a. • run
   b. • get
   c. • walk
   **Officer:** Walk two blocks and turn ______.
   a. • corner
   b. • right
   c. • straight

**Self-Evaluation**

**Now I can...**
- identify places in the city.
- ask for and give information about locations.
- give and follow instructions to get to a place.

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify places</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>ask for info</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>give instructions</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
Glossary

A-D
airport: n. area where airplanes land.
amazing: adj. fantastic. (syn. wonderful)
art gallery: n. a place for the exhibition of artistic paintings.
bank: n. a place where people get and save money.
biologist: n. a person who studies plants and animals.
block: n. a rectangular area in a city surrounded by streets. Walk two blocks.

botanical garden: n. institutions that exhibit plants, trees and flowers.
castle: n. a large building with fortified walls.
church: n. a place where people have spiritual ceremonies.
cook: n. a person who prepares food.
desert: n. arid and hot land with little vegetation.
doctor: n. a person who cures people.
driver: n. a person who drives a car.
drugstore: n. a place where people buy medicine.

fire fighter: n. a person who extinguishes fire.
fire station: n. a building for fire fighters.
gas station: n. a place where people buy gasoline.
ger: v. to arrive. How can I get to the hotel?
grocery store: n. a mini market where people buy products.
help: n. cooperation. Thanks for your help.

hospital: n. a building where doctors cure people.
hotel: n. the place where tourists sleep.
island: n. area of land with water around it.
library: n. a place where people read and have access to books.
location: n. position of a place. The castle is next to the square.

M - R
mall: n. a building with stores where people shop.
map: n. representation of a region to locate places.
mechanic: n. a person who repairs cars.
metro: n. an electric train.
museum: n. a place for the exhibition of things.
parking lot: n. a public area where people park their cars.
police officer: n. a person who helps people and protects the city.
police station: n. a building where police officers work.
opostal office: n. a building where people send and get letters.
opostal employee: n. a person who delivers letters to people.
receptionist: n. a person who gives information at the hotel.

S - Z
sign: n. an image indicating the directions in a city.
square: n. a public place where people have social and cultural activities.
stadium: n. a large building where people watch and play sports.
statue: n. a large human or animal sculpture.
system engineer: n. a person who operates and repairs computers.
teacher: n. a person who teaches a particular subject.
tech-shop: n. a building where people find technological elements.
tourist guide: n. a person who gives information about tourist places in a city.
tourism: n. the act of visiting other countries and cities.
train: n. transport system consisting of railway vehicles.
transport: n. a system of travelling and moving from one place to another.
tree: n. a woody plant with a trunk and branches.

work: v. to do physical or mental activity to earn money.

Colloquial Expressions
Awesome: fantastic.
I’m new in town: I’m new in this city.
On the map: a famous place.
Sticks out a mile: a visible place.
Worth its weight in gold: a valuable place.
UNIT 6
Daily Routines

♥ General Objective
You will be able to talk about lifestyles.

♥ Communication Goals
You will learn how to
• talk about routines and lifestyles.

♥ CLIL
• Routines
• Lifestyles
• Famous People

Vocabulary
• Words related to lifestyles
• Words related to personality

Grammar
• Simple Present tense

♥ Idioms and Colloquial Expressions
• Jump out of bed
• Crawl out of bed
• Sleep like a log
• Spend quality time
• OMG

♥ Project
Interview
You will interview a person to talk about his / her lifestyle.

Discuss:
• Look at these people. What lifestyle do they have?
Lesson 1

A Regular Day

1. Match the actions with the pictures. Follow the color code.

a. get up
b. get home
c. do homework
d. take a shower
e. go to school
f. watch TV
g. have breakfast
h. surf the Internet
i. go to bed

2. Read the text and unscramble the words in parentheses. Then, listen and check.

Hi, I’m Harry and I live in South Kensington, London. I start school at 9:00 AM so I don’t get up (teg pu) early. I usually get up at 7:00 AM and (a. kate) a shower. I have cereal for breakfast at 7:30 and (b. og) to school at 8:00 AM. I don’t (c. veha) lunch at home; I eat at school. I finish classes at 3:30 PM and go home.

In the afternoon, I (d. od) homework and (e. frsu) the Internet.

My parents don’t study. They have a clothing store. In the morning, they get up early and go to work at about 7:00 AM. My mom and dad have lunch at home and then go back to the store until 5:30 PM. We (f. veha) dinner together but we don’t (g. og) to bed at the same time. They go to bed at 11:00 PM and I at about 10:00 PM.

3. Circle the option that applies to you.

You
a. I get up / don’t get up early.
b. I have / don’t have lunch at home.
c. I take / don’t take a shower at 7:30 AM.

eyour parents
d. My parents study / don’t study.
e. They get up / don’t get up early.
f. They work / don’t work until 5:30 PM.

You and your parents
g. We watch / don’t watch TV together.
h. We go / don’t go to bed at the same time.
i. We play / don’t play video games.

Key Expressions
At about: approximately
4. Listen and complete the video chat with the auxiliaries *do* / *don’t*.

**Harry:**
- Hi, Diane. How are you?
- Fine. ______ (a) you miss London?
- Really!!! ______ (c) you have a different schedule?
- OMG! But ______ (d) you finish classes at 3:30 PM?
- What ______ (f) you do at home?
- ______ (g) you spend quality time with them?
- That’s good. And, what time ______ (h) you go to bed?
- I understand. You’re tired. See you soon.

**Diane:**
- Hello, Harry! I’m fine. And you?
- Yes, I ______ (b). School life in Thailand is very different.
- Yes, I ______ (d) I get up at 6:00 AM. We start classes at 7:30 AM.
- No, we ______ (e). We do homework at school, so I get home at 5:00 PM.
- I watch TV and then have dinner with my parents.
- Yes, sometimes we talk about my situation at school and their work.
- I usually go to sleep at 10:00 PM. Well, it’s nice talking to you, but I have to go now.
- See you around. Bye.

---

5. Answer the survey. Then, ask a partner.

**A Regular Day Survey**

- **a.** Do you surf the Internet?
  - [ ] Yes, I do.
  - [ ] No, I don’t.

- **b.** Do you watch TV at night?
  - [ ] Yes, I do.
  - [ ] No, I don’t.

- **c.** Do your parents get up early?
  - [ ] Yes, they do.
  - [ ] No, they don’t.

- **d.** Do you and your parents spend quality time together?
  - [ ] Yes, we do.
  - [ ] No, we don’t.

- **e.** What time do you have breakfast?
  - [ ] at 5:30 AM
  - [ ] at 7:30 AM
  - [ ] other ______

- **f.** What do you do at home?
  - [ ] watch TV
  - [ ] do homework
  - [ ] other ______

- **g.** What time do you go to bed?
  - [ ] at 10:00 PM
  - [ ] at 10:30 PM
  - [ ] other ______

---

**Project Stage 1**

- Get in pairs and choose two famous and influential people.
- Find information about what they do at home, school or work on a normal day.
1. Match the verbs with their complements.

1. a nap
2. video games
3. with friends
4. at the office
5. for a walk
6. basketball
7. abroad
8. home

a. work
c. play
e. stay
g. travel
b. take
d. go
f. hang out
h. play

2. Listen to the conversation. Then, write the corresponding names below.

A Chat with Celebrities

TV host:
• Juanes, welcome to our show.
• Tell us, what lifestyle do you have?
• I see. And what about your wife? Does she have the same lifestyle?
• What does she do in the afternoons?
• Does she work?

That's true. Let's talk about your children. You have three kids, right?
• Tell us about them.

Juanes:
• Thanks for the invitation. It's nice to be here.
• Hmm, I work and travel abroad from Monday to Saturday. I don't have a relaxed lifestyle.
• Well, Karen plays tennis and goes for a walk in the morning with the baby.
• She stays home with the kids. So, she has an active lifestyle, too.
• No, she doesn't. But, any mother has a lot of work.
• Yeah. They are Luna, Paloma and Dante, the baby boy.
• Luna and Paloma study in the morning. In the afternoon, Luna plays basketball, Paloma watches TV and Dante usually sleeps all day. He has a relaxed routine, ha ha ha.
• You're welcome.

Karen and the kids stay home.
d. ______________ travels abroad.

b. ______________ plays tennis.
e. ______________ sleeps all day.
c. ______________ plays basketball.
f. ______________ watches TV.
3. Use the verbs in parentheses to complete the texts about Will Smith and Jaden Smith.

**My dad is my role model. He is an actor and a businessman. He **(a. travel) a lot, so he **(b. not stay) home. He is a busy man and he **(c. not get up) late. In his free time he **(d. go) to the gym, **(e. play) basketball and **(f. take) a nap. He **(g. not hang out) with his friends frequently.

**My son, Jaden, **(get up) at 7:00 AM, **(a. have) breakfast and then **(b. go) to his school: New Village Academy. He **(c. get) home at 3:30 PM and **(d. take) a nap. On weekends, he **(e. surf) the Internet, **(f. watch) TV, **(g. play) video games and **(h. hang out) with his friends.

4. Organize the questions and answer them. Then, ask a partner.

a. go for a walk /in her free time /does /your mom/?
   Q: **Does your mom go for a walk in her free time?**
   A: ____________________________

b. in his free time/ surf the Internet /does /your dad/?
   Q: ____________________________
   A: ____________________________

c. play soccer /your brother /in his free time /does?/
   Q: ____________________________
   A: ____________________________

d. /do /your family /does /what /on weekends?/
   Q: ____________________________
   A: ____________________________

5. Listen and classify the verbs according to their final sound.

/S/
- **works**

/Z/
- **practices**
- **does**
- **watches**
- **plays**
- **works**
- **takes**

Project Stage 2
- Find information about what your famous character does in his/her free time.
- Write sentences about your character’s lifestyle.
- Prepare a set of questions to interview your partner.

E.g. **Will Smith goes to the gym in his free time.**

E.g. **Does he/she travel abroad?**
2. Read and organize the text from 1 to 5.

The Dog Whisperer

Hi! I’m Cesar Millan. I’m from Mexico but I live in Los Angeles, California. I’m friendly and patient and I have a foundation: a dog psychology center with 40 dogs approximately. I rehabilitate dogs because sometimes they are aggressive, lazy and shy. I’m an energetic person. I practice sports and play with the dogs.

In the afternoon, I eat vegetables for lunch. I don’t eat junk food. Then, I go to film my program The Dog Whisperer on Nat Geo channel until 5:00 PM. After that, I return to the dog center and meet Michael Mattes, the Foundation’s designer. He creates the Internet web pages. He is talkative and very creative.

In my free time, I visit my children Andre and Calvin. They are lovely. We go for a walk on the beach or go to the movies. Andre invites me to play video games and Calvin usually watches a TV series and my program, of course! I love them so much. My children and my dogs are all my life.

And my routine? First, I get up at 4:30 AM, take a shower and walk my dogs in the morning. I don’t usually have a big breakfast, just fruit and orange juice. Then, I walk to the Foundation with my favorite dog, Junior, and stay there until noon. I feed and train the dogs every day.

I get home at about 6:30 PM and talk to my children on the phone. Then, I check my agenda for the following day because I like organized schedules. After that, from 7:30 to 9:00 PM, I write articles about dogs for my magazine Cesar’s Way. Finally, I go to bed very tired at about 11:00 PM.
3. Read the article again and answer the following questions.

a. Does Cesar have two children?
   
   b. Does he film on Discovery channel?
   
   c. Where does he work?
   
   d. Why does he rehabilitate dogs?

Because sometimes they are aggressive, lazy and shy.

   e. What time does he write articles?
   
   f. What does Michael Mattes do?
   
   g. What is Cesar Millan like?
   
   h. What is Michael Mattes like?

4. Go back to the text and complete the following sentences with the connectors in red.

   a. , I get up early, take a shower and walk my dogs.
   
   b. , I walk to the Foundation with my favorite dog.
   
   c. , I return to the dog center and meet Michael.
   
   d. , I go to bed very tired at about 11:00 PM.

5. Write your routine and use connectors of sequence to organize the ideas.

   In the morning:

   ________________________________
   ________________________________
   ________________________________
   ________________________________

   In the afternoon:

   ________________________________
   ________________________________
   ________________________________

   At night:

   ________________________________
   ________________________________
   ________________________________

6. Write a comma after the connector.

   a. , I get up early, take a shower and walk my dogs.
   
   b. , I walk to the Foundation with my favorite dog.
   
   c. , I return to the dog center and meet Michael.
   
   d. , I go to bed very tired at about 11:00 PM.

   Writing Strategy

   Use *First, Then, After that* and *Finally* to connect and give order to your ideas. Write a comma after the connector.

Project Stage 3

- Add connectors of sequence to the sentences of stage 2.
- Practice the interview with your partner. Exchange roles.
Lesson 4

Do You Sleep Like a Log?

1. Listen and complete the conversations with the expressions in the Word Bank.

Sue: Hi guys. Thanks for agreeing to do the interview. Let’s talk about your routine on weekends.

Mark: OK. When I hear the alarm clock in the morning, I get up quickly and (a). I’m an active person, so I go for a walk and then take a shower.

Alice: Well, it’s difficult for me to get up quickly. When my mom calls me, I sleep for 10 minutes more and (b). I’m a lazy person, you know?

David: Mmm, my hobby is sleeping. I don’t get up in the morning. I (c) and get up at 12:00 PM. Then, I take a shower and go to the movies.

Sue: David, you sleep for about 12 hours! It’s incredible!

2. Match the above expressions a-c with the corresponding picture.

3. Interview a classmate and add the points to discover his/her lifestyle.

---

Word Bank

- sleep like a log
- crawl out of bed
- jump out of bed

---

Reflect on Values

- I have an active lifestyle.
- I spend quality time with my family.
- I see my parents as role models.

Scale value

\[(a) = 2 \text{ points each} \quad (b) = 1 \text{ point each}\]

Results

5 – 6 points = active lifestyle
3 – 4 points = relaxed lifestyle

Gap Activity

Student A goes to page 90.
Student B goes to page 92.
Real Communication

Share Your Project

1. Discuss your experience. Check ☑️ what you like about the project.

2. Read the text.

An Interview
It is a conversation between two people (interviewer and interviewee) in which the participants get and give specific information. Depending on the context, interviews are formal or informal. Informal interviews are usually relaxed and people talk about personal aspects of their lives.

Both the interviewer and the interviewee have particular roles in this interaction.

The interviewer or host...
- finds information about the person. This shows he/she is prepared and interested.
- uses his/her curiosity to ask interesting questions. This creates a funny and relaxed atmosphere.
- maintains eye contact. He/She is looking at the person’s eyes.

The interviewee or guest...
- listens carefully to the host. This shows respect and favors the interaction.
- maintains eye contact.
- adds details to his/her answers.

3. Match the participants with the corresponding roles.

a. An interviewer
   1. uses curiosity to ask questions.
   2. listens carefully.

b. An interviewee
   3. adds details to the answers.
   4. finds information about the person.

Give your Presentation
- Say hello, introduce yourself and welcome the audience.
- Introduce the famous person.
- Show interest in the conversation.
- Say thank you and goodbye.

Useful Expressions
- Hi/Hello/Good morning/afternoon.
- Welcome to... (Name of the show).
- Today we have a special guest. Let’s welcome... (famous person).
- Right/Really?/Interesting/Awesome/Wow!
- Thanks for coming/Thanks for your time.
1. Get in groups of 5 and choose a bingo card.
2. Get a piece of paper and divide it into nine little pieces.
3. Listen to your teacher and cover the actions she/he says.
4. When you cover all the pictures, say “Bingo.”
1. Listen and organize the routine from 1 - 6. Then, write the time in each picture.

2. Read and circle the correct option.

Hi, I’m Alice and I live in Australia. I don’t get up late. I get up at about 5:15 AM, take a shower and have breakfast with my son Mike. I work all day and get home at about 7:00 PM.

Mike doesn’t get up early. He gets up at 6:30 and goes to school at 8:00 o’clock. In the afternoon he does homework, watches TV and plays video games. In the evening we have dinner together. We don’t go to bed before 10 PM.

3. Complete the text with the connectors in the Word Bank.

Word Bank
• Finally • Then • First • After that

My name is Paula Rodriguez. On weekdays, my routine is very active and dynamic. (a), I get up at 5:30 AM, take a shower and have a delicious breakfast. (b), I go to school. Classes start at 8:00 AM and end at 3:00 PM. I study and have lunch at school. (c), I get home, do homework and organize my school books for the next day. At night I play the guitar with my brother, and have dinner with my parents. (d), I watch TV and go to bed at 10:00 PM.

4. Match the columns to organize the interview.

**Teacher**

a. OK, Brian, tell me. Do you get up early?

b. Really? What time do you get up every day?

c. Very early! And do you have lunch at home?

d. What do you do on Saturdays?

e. What about your sister, Giselle? Does she practice sports?

**Brian**

___ No, I don’t. I eat at my grandma’s house.

___ Well, she surfs the Internet and watches TV.

___ Yes, I do. I jump out of bed.

___ No, she doesn’t. She is very lazy.

___ I play basketball with my friends.

___ I usually get up at 5:45 AM.

**Self-Evaluation**

Now I can...

- talk about routines.
- use connectors of sequence to organize a text.
A-H
abroad: adv. out of the country. I travel abroad on vacation.
aggressive: adj. a person who is not friendly. (syn. rude)
atmosphere: n. a good place or situation.
clue: n. information that helps you find the answer to a problem.
creative: adj. a person who invents things. (syn. imaginative)
curiosity: n. ability to know or discover information.
energetic: adj. a person who is very active.
free time: n. time for hobbies or activities different from the routine.
friendly: adj. a person who is nice to other people. (ant. unfriendly)
get home: v. to arrive at one’s house.
get up: v. to get out of bed.
go to bed: v. to go to sleep.
guest: n. a person who is invited to a show.
habit: n. a frequent activity.
hang out: v. to have fun with friends.
have breakfast: v. to eat in the morning. I have breakfast at 6:15 AM.
have dinner: v. to eat in the evening. I have dinner at 7:30 PM.
have lunch: v. to eat in the afternoon. I have lunch at 1:00 PM.
home: n. house.
host: n. the presenter of a program. (syn. interviewer)
I-P
influential: adj. a person who persuades others.
interview: n. a conversation between two people to get and give information.
interviewee: n. the person who answers questions in an interview.
interviewer: n. the person who asks questions in an interview.
kids: n. children.
lazy: adj. a person who is not active. (ant. energetic)
lifestyle: n. particular activities or habits. I play sports and have an active lifestyle.
lovely: adj. a person who inspires love and affection. My mom is lovely.
miss: v. to feel sad because a person is not present.
nap: n. a short sleep during the day. I take a nap after lunch.
patient: adj. a person who has the ability to wait. (syn. tolerant)
play: v. to participate in a game. I play basketball and video games in my free time.
puzzle: n. a game with different parts to organize.
R-Z
rehabilitate: v. to give good therapy.
routine: n. activities during the day.
shower: n. the morning bath. I take a shower at 5:30 AM.
shy: adj. a person who doesn’t talk to other people easily. (syn. timid)
spend: v. to use up time. I watch TV to spend my time.
stay: v. to be in one place for a while. I stay home on weekends.
surf the Internet: v. to look for information on the web.
talkative: adj. a person who talks a lot.
tired: adj. not having energy. I go to sleep when I am tired.
travel: v. to visit other cities and countries.
unscramble: v. to organize.
video games: n. electronic games you play with hand controls.
Colloquial Expressions
Crawl out of bed: get up with difficulty.
Jump out of bed: get up quickly.
OMG: Oh my God.
Sleep like a log: sleep for a long time.
Spend quality time: to share a good time.
Test Training C

Listening
Listen to some information about a natural park.
Listen and complete the questions 1-5.
Listen to the information twice.

THE WORLD NATIONAL PARK

Number of zones: 0. ___________

Green Zone ___________
Place to visit: 1. ___________

Red Zone ___________
Location: 2. ___________, the Green Zone

Yellow Zone ___________
Place to go to: 3. ___________

Blue Zone ___________
Warning: 4. ___________ in this area

Orange Zone ___________
This person gives additional information: 5. ___________

Reading
Match the notices (A-H) with the correct place (6-10).
For questions 6-10, mark the answers in the answer box.

Example:

Answer 0

A

B

C

D

E

F

G

H

6. Hospital

7. Drugstore

8. Museum

9. Hotel

10. School

11. Welcome to class!

12. Breakfast from 8:10 AM
Speaking

Look at the pictures and ask your partner what time he/she does these activities.

What time do you get up?

I get up at 5:30 AM.

get up

What time do you go to school?

What time do you have lunch?

What time do you have dinner?

What time do you go to bed?

What time do you do homework?

Writing

Complete these e-mails. Write ONE word for each space.

For questions 11-20, write the words in the answer box.

Hi Susan! How are you in Jamaica? Do you miss home? It's great to travel abroad and visit other countries. I have many questions for you. Do you study in the morning or in the afternoon? What time do you finish school? I think your lifestyle is different now, right? For example, what do people do on weekends? Your sister always writes "My active lifestyle" on Facebook. Does she play sports at school? What does Katy do every day? I miss you a lot.

Bye, Andres.

From: boy2000@pal-e.com
To: susys5@ehome.com

Dear Susan,

I'm very happy here. Yes, you're right, life in Jamaica is different. I go to school at 9:00 AM, so I get up early in the morning. Classes start at 10:00 AM and end at 4:00 PM. I have lunch at home. Now, I have it at the school cafeteria. The schedule is perfect, but there is a lot of homework. I hang out with my new friends in the afternoon, but I talk to them on weekends. My sister is a different story. She study at my school, so she has more free time. For example, she plays basketball after school. The Jamaican lifestyle is more relaxed. On weekends, people go to bed early; they walk around the city and dance. I love this place!

Write to me soon, Susan.

Bye,
Andres.
STUDENT A

Stage 1
1. Your partner has a new identity. Identify it.
2. Ask personal information questions to guess your partner’s identity.
3. Complete the form.

Your partner

STUDENT A

Stage 2
1. Choose an identity.
2. Answer your partner’s questions.

Origin: Holland
Telephone: 328574999
E-mail address: henk14@epal.com
Age: 14

Origin: Italy
Telephone: 793638101
E-mail address: isa@zmail.com
Age: 40

Origin: Holland
Telephone: 3685492745
E-mail address: ringo@netsky.com
Age: 30

Origin: Italy
Telephone: 713695489
E-mail address: donita@yoole.com
Age: 14

Stage 2
1. Listen to the description.
2. Locate and draw each family member in the tree.
3. Ask questions to confirm information.
   E.g. Is the father chubby?

E.g. The father is chubby. His hair is curly.
February – June Cultural Agenda

<table>
<thead>
<tr>
<th>Event</th>
<th>Month</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reggae concert</td>
<td>February</td>
<td>Friday 1st</td>
<td></td>
</tr>
<tr>
<td>Dance festival</td>
<td></td>
<td></td>
<td>9:00 AM</td>
</tr>
<tr>
<td>Movie club</td>
<td>April</td>
<td>2nd Weekend</td>
<td></td>
</tr>
<tr>
<td>Art exhibition</td>
<td></td>
<td></td>
<td>4:30 PM</td>
</tr>
<tr>
<td>Theater festival</td>
<td>June</td>
<td>Friday 21st, Saturday 22nd, Sunday 23rd</td>
<td></td>
</tr>
</tbody>
</table>

Find more information at www.whatsoninthecity.com

STUDENT A
Ask your partner questions to complete the cultural agenda.

Student A
Draw these people doing different activities. Then, ask your partner to guess the activities.

Is Diana eating?
No, she isn’t.

When is the ...? What time is the...?
STUDENT B

Stage 1

1. Choose an identity.
2. Answer your partner’s questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Origin</th>
<th>Telephone</th>
<th>E-mail address</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcela</td>
<td>Mexico</td>
<td>523695489</td>
<td><a href="mailto:marc@mexpal.mx">marc@mexpal.mx</a></td>
<td>14</td>
</tr>
<tr>
<td>Catalina</td>
<td>Mexico</td>
<td>562673459</td>
<td><a href="mailto:cata@mxmail.com">cata@mxmail.com</a></td>
<td>40</td>
</tr>
<tr>
<td>Brian</td>
<td>England</td>
<td>426954718</td>
<td><a href="mailto:boy20@netsky.com">boy20@netsky.com</a></td>
<td>20</td>
</tr>
<tr>
<td>Andrew</td>
<td>England</td>
<td>423195489</td>
<td><a href="mailto:andy@epal.uk">andy@epal.uk</a></td>
<td>12</td>
</tr>
</tbody>
</table>

Stage 2

1. Your partner has a new identity. Identify it.
2. Ask personal information questions to guess your partner’s identity.
3. Complete the form.

Your partner

Origin: ______________________
Age: ______________________
You are ___________________! (Name)
Telephone: __________________
E-mail address: ______________

STUDENT B

Stage 1

1. Listen to the description.
2. Locate and draw each family member in the tree.
3. Ask questions to confirm information.

   E.g. Is the father chubby?

Stage 2

1. Describe the family tree.
2. Answer questions when necessary.

   E.g. The mom is chubby. Her hair is short...
STUDENT A

• Ask for the directions to go to the following places: bank, hotel, square, stadium, city hall, fire station, school.
• Write the name of the place in the correct space.
• Answer your partner’s questions.

Excuse me, is there a _______ in the city?

How can I get there?

Yes, there is a _______. Walk (2) blocks. Turn left/right. It’s across from...

---

Student A

Read the chart and ask questions to complete it. Use question words to help you.

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
<th>Play sports</th>
<th>Lifestyle</th>
<th>Do homework on Sundays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt</td>
<td>gets up at 8:00 AM</td>
<td>___________</td>
<td>stays home and surfs the Internet</td>
<td>___________</td>
</tr>
<tr>
<td>Alison</td>
<td>has breakfast at ___________</td>
<td>Yes [✓]</td>
<td>___________</td>
<td>Yes [✓]</td>
</tr>
<tr>
<td>Edward</td>
<td>takes a shower at 11:30 AM</td>
<td>___________</td>
<td>goes for a walk and travels</td>
<td>___________</td>
</tr>
<tr>
<td>Natalie</td>
<td>goes to school at ___________</td>
<td>No [✗]</td>
<td>___________</td>
<td>No [✗]</td>
</tr>
</tbody>
</table>

Does Matt do homework on Sundays?

Hmm... he....
STUDENT B
Ask your partner questions to complete the cultural agenda.

February–June Cultural Agenda

<table>
<thead>
<tr>
<th>Event</th>
<th>Month</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reggae concert</td>
<td></td>
<td></td>
<td>8:00 PM</td>
</tr>
<tr>
<td>Dance festival</td>
<td>March</td>
<td>Tuesday 15th, Thursday 17th</td>
<td></td>
</tr>
<tr>
<td>Movie club</td>
<td></td>
<td></td>
<td>6:00 PM</td>
</tr>
<tr>
<td>Art exhibition</td>
<td>May</td>
<td>Monday 7th, Tuesday 8th, Wednesday 9th</td>
<td></td>
</tr>
<tr>
<td>Theater festival</td>
<td></td>
<td></td>
<td>10:30 AM</td>
</tr>
</tbody>
</table>

Find more information at www.whatsoninthecity.com

Student B
Draw these people doing different activities. Then, ask your partner to guess the activities.

Is Diana eating?
No, she isn’t.

Sally
Diana
Scott
STUDENT B

- Ask for the directions to go to the following places: art gallery, post office, museum, parking lot, airport, restaurant, church.
- Write the name of the place in the correct space.
- Answer your partner’s questions.

Excuse me, is there a _______ in the city?

How can I get there?

Yes, there is a _______. Walk (2) blocks. Turn left/right. It’s across from...

Student B

Read the chart and ask questions to complete it. Use question words to help you.

What...? What time...? Does...?

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
<th>Play sports</th>
<th>Lifestyle</th>
<th>Do homework on Sundays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt</td>
<td>gets up at</td>
<td>No [✓]</td>
<td></td>
<td>Yes [✓]</td>
</tr>
<tr>
<td>Alison</td>
<td>has breakfast at 6:30 AM</td>
<td></td>
<td>plays basketball and video games</td>
<td></td>
</tr>
<tr>
<td>Edward</td>
<td>takes a shower at</td>
<td>Yes [✓]</td>
<td>watches TV and takes a nap</td>
<td>No [✓]</td>
</tr>
<tr>
<td>Natalie</td>
<td>goes to school at 6:30 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What time does Matt get up?

Matt gets up at...
1. Unscramble the words you find in a profile.
   a. mena _____________________________
   b. gea _____________________________
   c. tanilyonait _____________________________
   d. nurmase _____________________________
   e. ginrio _____________________________

2. Write the word that corresponds to the definition.
   a. An informal conversation.  __________
   b. The principal city of a country.  __________
   c. To be in good physical condition.  __________
   d. A symbol of a country.  __________
   e. People who watch a presentation.  __________

3. Replace the underlined words. Circle the correct option.
   a. Canada is a country.
      1. capital
      2. nationality
      3. nation
   b. I find information on the Internet.
      1. meet
      2. discover
      3. look
   c. This is a nice picture.
      1. tower
      2. form
      3. illustration
   d. Mike is Brazilian. He is a traveler.
      1. housemate
      2. visitor
      3. classmate
   e. It is a nice presentation.
      1. friendly
      2. bad
      3. good

4. Classify the nationalities for the countries in the Word Bank.

   a. -an
   b. -other
   c. -ian
   d. -ish
   e. -ese

5. Match the colloquial expressions with their meanings.
   a. Where exactly?
   b. It's a rumor.
   c. Hello!
   d. It's confusing.
   e. To pay 50-50.
   
   1. _______ My sister and I go Dutch.
   2. _______ It's a Chinese whisper.
   3. _______ It's all Greek to me.
   4. _______ What's up?
   5. _______ Where about?
1. Find nine family members.

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

2. Write the antonyms.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. chubby</td>
<td></td>
</tr>
<tr>
<td>b. tall</td>
<td></td>
</tr>
<tr>
<td>c. young</td>
<td></td>
</tr>
<tr>
<td>d. unfit</td>
<td></td>
</tr>
</tbody>
</table>

3. Match the verbs with their definition.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. live with</td>
<td>______ to check and correct</td>
</tr>
<tr>
<td>b. get</td>
<td>______ to guess in advance</td>
</tr>
<tr>
<td>c. revise</td>
<td>______ to share a house or an apartment</td>
</tr>
<tr>
<td>d. predict</td>
<td>______ to select an option</td>
</tr>
<tr>
<td>e. decide</td>
<td>______ to obtain</td>
</tr>
</tbody>
</table>

4. Label the pictures. Use the Word Bank.

Word Bank
- weight
- age
- height

a. ________________
b. ________________
c. ________________

5. Complete the sentences with the correct colloquial expression.

a. I have three exams tomorrow. I am ________________ with work.

b. Please, ________________ on your weight. You are chubby!

c. Speak now, I’m ________________

6. Write hair-related adjectives.

black b
r
c
l
w
s
1. Match these words with their synonyms.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. event</td>
<td>____ film</td>
</tr>
<tr>
<td>b. exhibition</td>
<td>____ imaginary</td>
</tr>
<tr>
<td>c. kind</td>
<td>____ agenda</td>
</tr>
<tr>
<td>d. movie</td>
<td>____ class</td>
</tr>
<tr>
<td>e. advertise</td>
<td>____ occasion</td>
</tr>
<tr>
<td>f. schedule</td>
<td>____ exposition</td>
</tr>
<tr>
<td>g. unreal</td>
<td>____ publicize</td>
</tr>
</tbody>
</table>

2. Find ten words related to cultural events.

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

3. Complete the sentences with five words from the previous exercise.

a. I go to the ___________________________ and see movies on weekends.
   
   b. Salsa is a typical _____________ in my country.
   
   c. We go to the ___________________________ and see fantastic plays on weekdays.
   
   d. In Latin America, Viña del Mar is home to a famous song _____________.
   
   e. My birthday ___________________________ is on September 15th. I’m very happy!

4. Look at the pictures and find the corresponding time expression.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5:30 PM</td>
<td>a _______ ______ n ______</td>
</tr>
<tr>
<td>b. August 16</td>
<td>d ______ e</td>
</tr>
<tr>
<td>c. 8:00 AM</td>
<td>m ______ ______ g</td>
</tr>
<tr>
<td>d. w ______ d ______ s</td>
<td></td>
</tr>
<tr>
<td>e. 12:00 PM</td>
<td>n ______ n</td>
</tr>
<tr>
<td>f. w ______ d ______ s</td>
<td></td>
</tr>
</tbody>
</table>

5. Replace the words in bold with the corresponding concept.

a. The symbol of the event is very creative.
   ——— ———

b. I use a diagram to organize my ideas.
   ——— ——— ——— ———

c. We create a colorful paper with information to promote the festival.
   ——— ———

d. The movie category for today is horror.
   ——— ———

e. The computer is a good element to do my homework with.
   ——— ———

f. Listen! The music of the movie is great.
   ——— ——— ——— ———
1. Unscramble and classify the words below.

<table>
<thead>
<tr>
<th>Sunny</th>
<th>Windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. losgev</td>
<td></td>
</tr>
<tr>
<td>b. kejact</td>
<td></td>
</tr>
<tr>
<td>c. thirs-T</td>
<td></td>
</tr>
<tr>
<td>d. scraf</td>
<td></td>
</tr>
<tr>
<td>e. naussgless</td>
<td></td>
</tr>
<tr>
<td>f. atco</td>
<td></td>
</tr>
<tr>
<td>g. tah</td>
<td></td>
</tr>
<tr>
<td>h. aterswe</td>
<td></td>
</tr>
<tr>
<td>i. napst</td>
<td></td>
</tr>
<tr>
<td>j. pac</td>
<td></td>
</tr>
</tbody>
</table>

2. Match the beginning of the idea in column A with the corresponding ending in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In fall,</td>
<td>___ are seasons of the year.</td>
</tr>
<tr>
<td>b. Sunny, snowy, windy and warm</td>
<td>___ it’s windy.</td>
</tr>
<tr>
<td>c. In spring,</td>
<td>___ it’s snowy.</td>
</tr>
<tr>
<td>d. In summer,</td>
<td>___ it’s warm.</td>
</tr>
<tr>
<td>e. Spring, summer, fall and winter</td>
<td>___ it’s hot.</td>
</tr>
<tr>
<td>f. In winter,</td>
<td>___ are atmospheric conditions.</td>
</tr>
</tbody>
</table>

3. Complete the conversations with the corresponding colloquial expressions.

a. Tim: Wow, Laura’s collage is fantastic.
   Amy: Yeah, she is very creative.
   Tim: I ___________________ to her.

b. Alex: Look. Amy is wearing new sunglasses.
   Pete: They are beautiful and popular.
   Alex: Yes, those sunglasses are ___________________.

c. Bob: This poster is for science class.
   Patty: Are you working with Pilar?
   Bob: Yes, she is my friend and we ___________________.

4. Circle the correct word to complete the sentences.

a. A building / beach is an area of sand near the ocean or the sea.

b. Slippers / Boots are soft shoes to wear inside the house.

c. A silhouette / shape is the form of an object.

d. Shorts / Jeans are informal pants made of tough material.

e. A town / street is a public road in a city.

f. A survey / sound is a document with questions.

g. To classify / report is to organize according to a category.

h. A team / collage is a creative visual work that includes different kinds of images.

i. A neighborhood / viewer is the area where you live.
Glossary Activities

1. Answer the crossword puzzle.

2. Match the professions with their corresponding activities.

| _biologist_ | a. delivers letters to people |
| _fire fighter_ | b. prepares food |
| _postal employee_ | c. teaches a particular subject |
| _systems engineer_ | d. repairs cars |
| _mechanic_ | e. extinguishes fire |
| _cook_ | f. gives information at a hotel |
| _receptionist_ | g. studies animals and plants |
| _teacher_ | h. operates and repairs computers |

3. Unscramble the expressions to complete the dialog.

**Tim:** Welcome to Rio de Janeiro. I’m Tim, your tourist guide. Here, you can see this famous and visible building: Rio Sul. It’s a business center and it’s 163 meters high. It ______ ______ ______ ______ ______ (a. siskt tou a meli)!  

**Tourist 1:** Excuse me, is there a park in this city?  

**Tim:** Yes, Tijuca is a National Park. There are beautiful animals, plants and trees. It’s a valuable place for the city and the world, so it’s ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ 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______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ _____
1. Match the verbs with their complements. There are 2 options for each verb.

| a. go  | 1. lunch          | 6. for a walk |
| b. have | 2. up            | 7. a nap       |
| c. take | 3. basketball    | 8. home        |
| d. play | 4. to school     | 9. dinner      |
| e. get  | 5. video games   | 10. a shower   |

2. Complete the text with the verbs in exercise 1. Use the pictures to help you.

This is my routine:

First, I (a) at 7:00 AM and (b) at about 7:30.

Then, I (c) and (d) at 12:30 PM.

In the afternoon I (e) and (f).

3. Read and check the correct option.

a. I sleep all day and I don't play sports. I'm
   ( ) lovely. ( ) lazy. ( ) energetic.

b. I don't talk to people. I'm
   ( ) friendly. ( ) shy. ( ) talkative.

c. I invent things for school. I'm
   ( ) aggressive. ( ) patient. ( ) creative.

d. When I eat in the evening, I have
   ( ) breakfast. ( ) lunch. ( ) dinner.

e. I ask questions about routines. I'm an
   ( ) interviewee. ( ) interviewer. ( ) interviewee.

4. Complete the conversations with the correct colloquial expression.

a. On Sundays, I sleep for a long time and get up at 11 AM. I ( )

       ( )

       ( ).

b. It's difficult for me to get up. I hear the alarm clock and I ( )

       ( )

       ( ).

c. I hear the alarm clock and get up quickly. I ( )

       ( )

       ( ).
Listening

Listen to a conversation twice.
For questions 1-5, check the correct answer.
Example:

0. The name of the girl is

A: Lucy  B: Anna  C: Marion

1. The girl is

A: 12  B: 14  C: 16

2. The girl is from

A: France  B: Italy  C: England

3. The girl’s phone number is

A: 316107581  B: 315109889  C: 315106879
4. The man is a

A computer scientist
B soccer player
C teacher

5. The man is

A French
B Italian
C English

Speaking Candidate A

You are a secretary at the language institute Greenwich. Ask candidate B questions to complete the form.

Registration Card

Name: __________________________________________
Surname: __________________________________________
Age: __________________________________________
Nationality: __________________________________________
Phone number: __________________________________________
E-mail address: __________________________________________
Reading

Complete the five conversations.
For questions 6 - 10, mark A, B or C in the answer box.

Example:
0. What’s your name?
   A I’m fine.
   B I’m Mary.
   C I’m 11 years old.

6. How old are you?
   A I’m fine, thanks.
   B I’m 10 years old.
   C I’m Guatemalan.

7. How are you?
   A Hello!
   B Nice to meet you.
   C Fine, thank you.

8. Where are you from?
   A Canada
   B Canadian
   C American

9. Is your best friend tall?
   A No, he isn’t. He is sociable.
   B No, he isn’t. He is short.
   C No, he isn’t. He is young.

10. What does your dad look like?
    A This is my dad.
    B My dad is 45.
    C My dad is tall and thin.
**Writing**

Complete the e-mail.
Write ONE word for each space.
For questions 11 - 20, write your words in the answer box.

To: camizooo@meet.pr

Subject: Nice to meet you.

Hello Camilo,

(0) ___________ name is David. I (11) ___________ from Canberra.
(12) ___________, is the capital of Australia. I (13) ___________ 12 years old.
My family is very nice. My grandma and my grandpa (14) ___________ from
Toronto. (15) ___________ are Canadian. My dad is (16) ___________ New York.
He (17) ___________ young. My mom is (18) ___________ Canberra.
(19) ___________ is beautiful and young. (20) ___________ is 40 years old.

Tell me about your family.

Write soon, David.

**Speaking**

Candidate B

You are a new student at the language institute *Greenwich.*
Choose ONE identity and answer candidate A’s questions.

**Name:** Felipe
**Surname:** Rodriguez
**Age:** 12
**Place of birth:** Lima, Peru
**Phone number:** 512895378
**E-mail address:** RoFe@e-pal.pe

**Name:** Marcela
**Surname:** Casas
**Age:** 13
**Place of birth:** Cancun, Mexico
**Phone number:** 297897423
**E-mail address:** Cnicas@e-pal.mx
Listen to the recording twice.
For questions 1 - 5 mark A, B or C in the answer box.
Example:

0. Susan is wearing a

1. Annie is wearing a

2. Fred is wearing

3. Linda is wearing a
4. Brian is wearing a

5. Jenny is wearing

---

**Speaking**

**Candidate A**

Discover the activities they are doing in Candidate B’s picture. Ask questions.
Reading

Read the article about Disney and Pixar.
For sentences 6 - 11 mark True (A), False (B) or No Information (C) in the answer box.

Disney and Pixar’s Secret

*Ratatouille, Wall-E, Toy Story and Cars* are famous for many people. Are these movies familiar to you? Well, a big American company is responsible for their popularity. This company is the result of a merging of Disney and Pixar. They are famous in the computer animation industry. Disney is in Burbank, California, and Pixar is in Emeryville, California.

Edwin Catmull is the leader of Walt Disney and Pixar Animation Studios. He is from Parkersburg, Virginia, and is a computer scientist. He is very intelligent and his vision of the company is very clear. He is combining technology and ideas to invent memorable stories. He is creating a new generation of animated movies.

Teams are necessary to create good movies in the company, so its employees are creative, innovative and collaborative. They are studying technology and animation and making great movies for children and adults. Catmull is happy with the results and his opinion is: “People are the secret of the company. We are working with an excellent team and that’s our principal factor.”

George Simmons
Movie Magazine

Example:

0. Disney and Pixar are one company.
   A. True
   B. False
   C. No Information

6. Edwin Catmull is a computer teacher.
   A. True
   B. False
   C. No Information

7. *Toy Story* and *Cars* are famous in Latin America.
   A. True
   B. False
   C. No Information

8. The company is creating a new generation of people.
   A. True
   B. False
   C. No Information

9. All the people at the company are from California.
   A. True
   B. False
   C. No Information

10. They are making movies only for children.
    A. True
    B. False
    C. No Information

11. People are important for Disney and Pixar.
    A. True
    B. False
    C. No Information
Writing

Complete the text.
Write ONE word for each space 12 - 22.
For questions 12 - 22, write your words in the answer box.

Example:

0 in

December Vacation
Ready for vacation? These are the activities (0) December.
You can go to the cinema (12) the morning. The movies are (13) 10 AM. The action movie is (14) weekdays and the sci-fi movie is (15) the weekend.
You can also go to the theater. The plays are (16) noon (17) Tuesdays, Thursdays and Saturdays. There are more options (18) the afternoon: food, art and music. The food festival is (19) December 15th (20) 6:30 PM. Are you a culture vulture? So you can go to the art exhibition (21) Wednesday or Friday. Are you fond of pop? So you can go to the concert. It's (22) December 21st.
Join it. It's really fun.

Speaking
Candidate B
Discover the activities they are doing in Candidate A's picture. Ask questions.
Listen to some information about a natural park.
Listen and complete the questions 1-5.
Listen to the information twice.

THE WORLD NATIONAL PARK

Number of zones:

Green Zone

Place to visit:

Red Zone

Location:

Yellow Zone

Places to go to:

Blue Zone

Warning:

Orange Zone

This person gives additional information:

---

1. 
2. 
3. 
4. 
5. 

Answer: five
Reading

Match the notices (A-H) with the correct place (6-10).
For questions 6-10, mark the answers in the answer box.

Example:

6. Drugstore
7. Tech-shop
8. Museum
9. Hotel
10. School
Writing

Complete these e-mails.
Write ONE word for each space.
For questions 11-20, write the words in the answer box.

Hi Susan! How are you in Jamaica? (0) ________ you miss home? It’s great to travel abroad and visit other countries. I have many questions for you. (11) ________ you study in the morning or in the afternoon? What time (12) ________ you finish school? I think your lifestyle is different now, right? For example, what (13) ________ people do on weekends? Your sister always writes “My active lifestyle” on Facebook. (14) ________ she play sports at school? What (15) ________ Katy do every day? I miss you a lot.
Bye, Andres.

Hello Andres! I’m very happy here. Yes, you’re right, life in Jamaica is different. I go to school at 9:00 AM, so I (16) ________ get up early in the morning. Classes start at 10:00 AM and end at 4:00. I (17) ________ have lunch at home. Now, I have it at the school cafeteria. The schedule is perfect, but there is a lot of homework. I (18) ________ hang out with my new friends in the afternoon, but I talk to them on weekends. My sister is a different story. She (19) ________ study at my school, so she has more free time. For example, she plays basketball after school. The Jamaican lifestyle is more relaxed. On weekends, people (20) ________ go to bed early; they walk around the city and dance. I love this place!
Write to me soon, Susan.
Speaking

Look at the pictures and ask your partner what time he/she does these activities.

What time do you get up?

I get up at 5:30 AM.

- get up
- go to school
- do homework
- have lunch
- have dinner
- go to bed

(Page 86 in the Student’s Book)
Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica tanto para hacer referencia a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible referirse a colectivos mixtos a través del género gramatical masculino, y (b) es preferible aplicar la ley lingüística de la economía expresiva para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.
To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
<table>
<thead>
<tr>
<th>CLIL</th>
<th>Goals</th>
<th>Grammar</th>
<th>Skills and Strategies</th>
</tr>
</thead>
</table>
| 1. Personal Information  
2. Countries and Nationalities  
3. Personal Profiles | You will learn how to  
• greet formally and informally.  
• ask and answer personal information questions.  
• introduce someone. | • Simple Present tense with the verb *To Be*  
• Possessive Adjectives | **Vocabulary:** learning expressions within communicative contexts to remember them  
**Grammar:** following models to start practicing naturally  
**Reading:** going back to the text to look for specific information  
• activating previous knowledge to better understand a text  
**Writing:** capitalizing at the beginning of a sentence, names, last names, the pronoun *I*, countries, cities, nationalities, abbreviations, and acronyms to have good spelling |
| 2. Family Members  
3. Physical Appearance | You will learn how to  
• describe people’s physical appearance.  
• ask and answer questions about physical descriptions. | • Simple Present tense with the verb *To Be*  
• Prepositions of Time  
• Wh-questions (what time/when) | **Vocabulary:** using diagrams to organize and memorize new vocabulary  
**Reading:** using Venn diagrams to understand and organize the information in a text  
**Writing:** using *and* to list attributes |
| 3. Types of Movies  
4. Cultural Events  
5. Famous Festivals | You will learn how to  
• ask and answer questions about schedules.  
• ask for and give dates.  
• ask for and give the time. | | **Vocabulary:**  
• looking at the context to identify the correct preposition  
• using imagery to remember new vocabulary  
**Reading:** using images and key words to remember what you read  
**Writing:** using mind maps to organize information before you write |
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<tr>
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<th>UNIT 5</th>
<th>UNIT 6</th>
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<tr>
<td><strong>CLIL</strong></td>
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<td><strong>CLIL</strong></td>
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<td>• Street Life</td>
<td>• Places in the City</td>
<td>• Routines</td>
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<td>• Clothes</td>
<td>• City Maps</td>
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<td>• Famous Cities</td>
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<td>• Famous People</td>
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<td>You will learn how to</td>
<td>You will learn how to</td>
<td>You will learn how to</td>
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<td>• express what people are doing</td>
<td>• identify places in the city.</td>
<td>• describe routines and</td>
</tr>
<tr>
<td>at the moment of speaking.</td>
<td>• ask for and give information</td>
<td>lifestyles.</td>
</tr>
<tr>
<td>• describe what people are</td>
<td>about location.</td>
<td></td>
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<tr>
<td>wearing.</td>
<td>• give and follow directions to</td>
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<td></td>
<td>get to a place.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar</strong></th>
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<tbody>
<tr>
<td>• Present Progressive tense</td>
<td>• There is - There are</td>
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<tr>
<td>• Demonstrative Pronouns</td>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> using pictures to remember new words</td>
<td><strong>Vocabulary:</strong> using maps to practice giving directions to get to places</td>
<td><strong>Vocabulary:</strong> observing and analyzing the sequence of the actions to memorize them</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td><strong>Grammar:</strong> using visual references to understand the use of prepositions of place</td>
<td><strong>Grammar:</strong> using the context to identify the missing words</td>
</tr>
<tr>
<td>• using charts to remember spelling rules</td>
<td><strong>Reading:</strong> inferring the meaning of unfamiliar words by analyzing context clues</td>
<td><strong>Reading:</strong> skimming the text to find specific information</td>
</tr>
<tr>
<td>• using <em>over here</em> when pointing out things that are near and <em>over there</em> when pointing out things that are far</td>
<td><strong>Writing:</strong> using <em>but</em> to contrast ideas</td>
<td><strong>Writing:</strong> using a flow chart to organize the information before you write</td>
</tr>
<tr>
<td><strong>Reading:</strong> going back to the text to check and correct information</td>
<td><strong>Reading:</strong> skimming the text to find specific information</td>
<td><strong>Writing:</strong> using a flow chart to organize the information before you write</td>
</tr>
<tr>
<td><strong>Writing:</strong> using <em>so</em> to talk about the result or consequence of an action</td>
<td><strong>Reading:</strong> skimming the text to find specific information</td>
<td><strong>Writing:</strong> using a flow chart to organize the information before you write</td>
</tr>
</tbody>
</table>
1. Look at the pictures and complete the sentences. Use the Word Bank.

a. Please, __________________ to the pronunciation and __________________ with your partner!

b. __________________ the text and answer the questions!

c. I'm sorry, I don't understand. How do you __________________ your name?

d. __________________ at the picture to help you understand the new words!

2. Read and follow the instructions.

a. Underline the words: students, teacher. Then, circle the names.
   Sandra and Daniel are students. Victoria is a teacher. They are at school.

b. Match and write the names above with the picture.

1. __________________

2. __________________

3. __________________

c. Check the true sentence.

1. Sandra is a teacher [ ]

2. Victoria is a student [ ]

3. Daniel is a student [ ]
3. Write the number.
   a. 57 = ____________
   b. 35 = ____________
   c. 78 = ____________
   d. 92 = ____________
   e. 41 = ____________
   f. 60 = ____________
   g. 11 = ____________
   h. 15 = ____________
   i. 99 = ____________
   j. 21 = ____________
   k. 300 = ____________
   l. 500 = ____________

4. Look at the picture and answer the questions.
   E.g. How many computers are there? *two computers*
   a. How many books are there? ____________________________________________
   b. How many erasers are there? __________________________________________
   c. How many magazines are there? _________________________________________
   d. How many markers are there? __________________________________________
   e. How many pencils are there? __________________________________________
   f. How many pairs of scissors are there? ________________________________

5. Answer the questions.
   E.g. How much is fifteen plus ten? 15 + 10 = 25. It’s ____________
   a. How much is thirty-three plus twenty-eight? ______ ______ = ___. It’s ___________
   b. How much is thirteen minus five? ______ ______ = ___. It’s _________________
   c. How much is six times twelve? ______ ______ = ___. It’s _________________
   d. How much is twenty divided by four? ______ ______ = ___. It’s _______________
1. This is the first day of the semester at the International School. Write the question to each answer.

Ms. Bing: Good morning class!
Students: Good morning Ms. Bing.
Ms. Bing: __________________ (a)?
Students: Fine, thank you.
Ms. Bing: This year, we have a new student.
________________________ (b)?
Helen: My name is Helen.
Ms. Bing: Welcome, nice to meet you.
Tim, let’s ask her some questions.
Tim: __________________ (c)?
Helen: I’m from Greece.
Tim: I am from Greece too!
________________________ (d)?
Helen: I’m 10 years old.
Tim: I’m 11. __________________ (e)?
Helen: It’s 5559745.
Tim: My phone number is 2455378
________________________ (f)?
Helen: It is helen@vp.com

2. Based on the conversation. Complete identity cards for Helen and Tim. Then, complete yours.

**Name:** __________________ (a)
**Age:** __________________ (b)
**Country:** __________________ (c)
**Phone:** __________________ (d)
**E-mail:** tim@vp.com

**Name:** __________________ (e)
**Age:** __________________ (f)
**Country:** __________________ (g)
**Phone:** __________________ (h)
**E-mail:** helen@vp.com

**Grammar Strategy**
Following models to start practicing naturally.
3. Read the greetings and write formal or informal below each one of the situations:

- Good morning Mr. Smith!
- Hi boys! See you around!
- What's up?
- Good afternoon Mr. Jones!
- Good morning!
- Hi Kate!
- How are you?
- What's up?
- Good afternoon Mr. Jones!

a. ___________________  

b. ___________________  

c. ___________________  

4. Complete the sentences with the correct form of the verb to be, am, is or are.

Hello,
I (a) Tim. I (b) from Athens. It (c) the capital of Greece. I (d) 12 years old. My phone number (e) 24553789. I imagine you (f) from Latin America, right? I guess you (g) 11 or 12 years old. I think you (h) a student. That's cool.

5. Read the chat and cross out five mistakes.

Jay: Hello. My name is Jay, What is your name?
Ana: Hi, My name is / a\=e Ana. How are / is you, Daniel?
Jay: I am / are (a) fine, thank you. Ana, what is your phone number?
Ana: It is / am (b) 2479612. And what's yours?
Jay: It is 34567333. Where you are / are you (c) from Ana?
Ana: I am / is (d) from Argentina.
Jay: Nice to meet you Ana.
Ana: Nice to meet you too, Jay.
Lesson 2

Friends Around the World

1. Look at the map. Complete the sentences with the country and the nationality.

a. Kim is from ____________

b. She is _______________

c. Ms. Bing is from ____________

d. She is _______________

e. Jay is from ____________

f. _______________

g. Helen is from Greece.

She is Greek.

h. Ana is from ____________

i. _______________

Where are you from?

I am from _______________

I am _______________
2. Read the conversation. Match the question with the answer.

<table>
<thead>
<tr>
<th>Sonia</th>
<th>Rose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who is this?</td>
<td>1. She is from Spain. She is Spanish</td>
</tr>
<tr>
<td>b. How old is she?</td>
<td>2. This is Thomas, from Canada</td>
</tr>
<tr>
<td>c. Where is she from?</td>
<td>3. She is twelve years old.</td>
</tr>
<tr>
<td>d. And who is this?</td>
<td>a. This is Lina, she is my friend.</td>
</tr>
<tr>
<td>e. How old is he?</td>
<td>5. He is eleven years old.</td>
</tr>
</tbody>
</table>

3. Read the sentences and circle the correct alternative.

E.g. Katherine is English. She / he is 11 years old.

a. This is Ana and she / he is Colombian.
b. You am / is / are from Canada.
c. My name is Andrew. I / You am a student.
d. It / She / He is 3477568.
e. I / He / She am thirteen years old.
f. It / She / He is jct@webnet.com.

4. BOARD GAME: Play with a partner. Use a coin to move forward: heads = 2 spaces; tails = 1 space. Answer the question or complete the sentence in the square.
Lesson 3
Get in Touch with a VIP

1. Look at the pictures and complete the sentences.
   a. David Villa is a ___________________________.
   b. Jack Dorsey is a _____________________________.
   c. Keira Knightley is an _________________________.

2. Read the sentences and guess if they are true (✔️) or false (❌).
   a. David Villa is from Mexico. ❌
   b. David Villa is a soccer player in Spain. ✔️
   c. Jack Dorsey is American. ✔️
   d. Jack Dorsey is an actor. ❌
   e. Keira Knightley is English. ✔️
   f. Keira Knightley is a computer scientist. ❌

3. Now read the text and check your answers.

My favorite VIPs
My name is Helen and I have three favorite VIPs: a soccer player, a computer scientist and an actress.

This is David Villa. He is a soccer player in Spain. He is Spanish. He is from Asturias and is 34 years old. He is athletic.
This is Jack Dorsey, the creator of Twitter. He is a computer scientist. He is 39 years old. He is from Missouri in the United States. He is creative.
This is Keira Knightley, the actress in "Pirates of the Caribbean." She is from London in England. She is 31 years old. She is sociable.

Now, I want to know about your favorite VIP. Write an e-mail to helen@vp.com.
4. Complete the sentences and fill in the puzzle.

**Clues**

**Across**

a. Jack Dorsey is from The ...

b. Keira Knightley is from ...

c. Keira Knightley is an ...

**Down**

d. Jack Dorsey is a computer ...

e. Jack Dorsey is ...

f. David Villa is from ...

g. David is ...

h. David Villa is a soccer ...

5. Read the sentences and write the name of the VIP:

a. This person is from England: ___________________

b. This person is creative: ___________________

c. This person is 34 years old: ___________________

d. This person is American: ___________________

e. This person is sociable: ___________________

f. This person is a soccer player: ___________________

6. Complete the following sentences with “a” or “an”.

a. David Villa is _____ soccer player

d. Jack Dorsey is _____ creative person.

b. David Villa is _____ athletic person.

e. Keira Knightley is _____ sociable person.

c. Jack Dorsey is _____ computer scientist.

f. Keira Knightley is _____ English actress.
1. Correct the mistakes using the rules for capital letters.

   a. This is my web page www.getintouchwithaVIP.com.

   b. My name is Ana and I am 12 years old.

   c. This is Johnny Depp, he is a VIP. He is an American actor.

   d. This is Cristiano Ronaldo. He is an athletic soccer player from Portugal.

   e. This is Bill Gates, the creator of Microsoft Windows.

   f. He is a computer scientist from Seattle in the United States.

2. Create your web page. Choose three VIPs in music, movies and sports. Then, complete the IDs with their information.

<table>
<thead>
<tr>
<th>Music</th>
<th>Movies</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Age:</td>
<td>Age:</td>
<td>Age:</td>
</tr>
<tr>
<td>Place of birth:</td>
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<td>Place of birth:</td>
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<tr>
<td>Nationality:</td>
<td>Nationality:</td>
<td>Nationality:</td>
</tr>
<tr>
<td>Occupation:</td>
<td>Occupation:</td>
<td>Occupation:</td>
</tr>
</tbody>
</table>

3. Write the profile of your VIPs for your webpage. Include their name, age, place of birth, nationality and occupation.

   This is my web page ____________________________________________, (address). My name is _________________________________________________. (your name and age)

   This is ___________________________________________________________. (VIP in music)

   This is ___________________________________________________________. (VIP in movies)

   This is ___________________________________________________________. (VIP in sports)
Lesson 4
The World We Live In

1. These are special symbols from some different nations. Complete the sentences with the correct country and nationality.

- This is the Great Wall of ________ (a). The Wall has fortifications to protect the ________ (b) Empire.
- Tulips are from ________ (c). They are ________ (d) flowers.
- The Pantheon is from ________ (e). It is important in ________ (f) culture.

2. Organize the colloquial expressions and write them below each picture. Then, match the expressions with their meaning.

- Greek / me / is / to / all / It
- Dutch / go / I / with / Let’s
- is / whisper / Chinese / a / It

3. Use the colloquial expressions to complete the conversations.

   Ben: __________________________. Here’s 10 dollars.

b. Jay: He’s from England!
   Tim: It’s ______________________. He is from the United States.

c. Helen: This is difficult!
   Kim: Yes, it’s ______________________
Lesson 1

This Is My Family

1. Match the syllables to form words. Write them in the list.

<table>
<thead>
<tr>
<th>grand</th>
<th>pa</th>
<th>sis</th>
<th>hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>tty</td>
<td>ther</td>
<td>ma</td>
<td>fa</td>
</tr>
<tr>
<td>sib</td>
<td>some</td>
<td>pre</td>
<td>grand</td>
</tr>
<tr>
<td>bro</td>
<td>mily</td>
<td>ter</td>
<td>lings</td>
</tr>
</tbody>
</table>

   a. __________   e. __________
   b. __________   f. __________
   c. __________   g. __________
   d. __________   h. __________

2. Classify the adjectives into the correct category. Use the Word Bank.

   **Vocabulary Strategy**
   Use diagrams to organize and memorize new vocabulary.

   **Word Bank**
   • athletic
   • young
   • short
   • old
   • tall
   • chubby
   • thin

   Age
   a. __________
   b. __________
   c. __________
   d. __________

   Height
   e. __________
   f. __________
   g. __________

   Weight
   e. __________
   f. __________
   g. __________

3. Write the name in the right box according to the description (Robert, George, John).

   My name is Charles. My grandparents are called Aaron and Claire. They are short and old. My mother’s name is Julie. She is short and pretty. My father is called Robert; he is 40 years old. He is tall and chubby. Finally, my uncles are called George and John, they are both young. George is tall and athletic. John is tall and thin.
4. Ann asks Charles questions about his family. Answer them according to the picture in exercise 3.

a. Charlie, are your uncles young? ____________________________

b. Is your father thin and short? ____________________________

c. Is your mother tall? ____________________________

d. Are your grandparents short? ____________________________

e. Is your uncle George tall and athletic? ____________________________

5. Read about Charlie’s friends. Circle the correct words from the chart.

a. are is am

b. He She They

c. am is are

d. am is are

e. We He She

f. he she I

g. am is are

I am Charlie. My friends _______ (a) very nice. I am 13 years old. _______ (b) am short, chubby and handsome. _______ (c) are Diane, Joseph and Richard. Joseph and Richard _______ (d) brothers. Joseph is 15 and Richard is 14 years old. They are tall and thin. Diana is 14 too; she _______ (e) pretty and short. We study at the same school. _______ (f) are sixth grade students. We _______ (g) very good friends.

6. Organize the questions. Then, answer them according to the chart.

a. tall / Steven / are / and / Ronda / ?

b. old / Amy / is / ?

c. and / are / Roger / thin / Amy / ?

d. short / is / Amy / ?

e. Roger / Ronda / young / are / and / ?

f. Ronda / is / chubby / ?
Lesson 2

We Are All Different

1. Draw Jimmy and Paula’s hair, eyes and nose.

This is my English class. Here is Emily! Her eyes are small and blue. Her hair is long, wavy and black. Here is Jimmy; his eyes are big and green. His nose is small. His hair is short, straight and blond. Look! they are the Smith brothers. Their hair is long, curly and red. Their eyes are small and brown. Over there is our English teacher. He is bald. His eyes are big and black. This is me; I’m Paula. My hair is long, wavy and black. My nose is big. My eyes are big and blue.

2. Underline the correct word.

This is a photo of my family. This is my mom. She / Her name is Mandy. She / Her (a) dad is my grandpa, José. He / His (b) is 70 years old. My grandma is Sophia. She / Her (c) is short and thin and she / her (d) hair is gray. This is my dad, Paul. He / His (e) is tall and handsome. They / Their (f) are my siblings. They / Their (g) names are George and Sandy. This is we / our (h) dog. It / Its (i) name is Snoopy. I / My (j) name is Fabian. I / My (k) am 11 years old. We / Our (l) are a very happy family.

3. Write the correct possessive adjective.

This is _________ (a) friend Diana and _________ (b) brother Carlos. They live with _________ (c) grandparents. Diane is tall; _________ (d) hair is long and brown. Carlos is short and _________ (e) eyes are blue. We study together at school. _________ (f) teacher is Mr. Gonzalez. He is tall and _________ (g) hair is short and grey.

Vocabulary Strategy
The context can help you to find the correct word.

Word Bank
- her (2x)
- his (2x)
- my
- our
- their
4. Describe the people.

a. What does Nick look like?

b. What does Pam look like?

c. What does Amy look like?

d. What does Thom look like?

5. Now write about yourself.

I am ______________, ______________, and ______________.

My hair is ______________, ______________ and ______________.

My eyes are ______________ and ______________.

My nose is ______________.
Lesson 3

Diverse Families

1. Look at the pictures and answer the questions.
   a. Is this family big? _________________________
   b. Is this family diverse? _____________________
   c. Where is this family from? _________________
   d. Is this family small? _______________________
   e. Is this family diverse? _____________________
   f. Where is this family from? _________________

2. Read the texts and match each family with a picture.

   a. Monica’s family
      I’m Monica and I’m 11 years old. My family and I live in Acapulco, Mexico. My family isn’t big; we are only three. Tomas is my father and he’s very handsome. He is tall and chubby. His hair is wavy and short, and his eyes are small and brown. Helena is my mother. She is pretty, tall and athletic. Her hair is long, straight and black. Her eyes are small. I’m short and my hair is also, long, straight and black. My eyes are black. My family is fantastic!

   b. Ana’s family
      My name is Ana and I live with my big family in Buenos Aires, Argentina. We are seven in my family. My grandparents, Hector and Alicia, are old and short. Their hair is grey and their eyes are green. My father is Enrique. He is handsome, tall and thin. His hair is short and straight, and his eyes are big. My mother’s name is Sara. She is young, pretty and short; her hair is long wavy and blond. Her eyes are big. My siblings are Jose and Mariana. Jose is 7 years old and he is short. His hair is short and brown just like my father’s. Mariana is a little baby. She is only 1 year old and her hair is red and her eyes are blue. I’m tall. My hair is long straight and blond, and my eyes are blue. I really love my family!
3. Write M (Monica) or A (Ana) for each sentence according to the text.
   a. Her father is tall and chubby. _____
   b. Her mother is young. _____
   c. There are three in her family. _____
   d. She lives with her grandparents. _____
   e. There are seven in her family. _____
   f. Her mother’s hair is long, straight and black. _____

4. Read the text again. Write the similarities and differences of the two families.

5. Answer the questions according to the reading and the family pictures.
   a. What does Monica look like?
      ____________________________________________________________
   b. What does Ana look like?
      ____________________________________________________________
   c. What do Alicia and Hector look like?
      ____________________________________________________________
1. Make a list of your friends from school. Write adjectives to describe them.

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Height and Weight</td>
</tr>
<tr>
<td>Marco</td>
<td>tall, thin</td>
</tr>
<tr>
<td>Lina</td>
<td>tall, athletic</td>
</tr>
</tbody>
</table>

2. Use the information above to write sentences about your friends using the connector “and”.

Eg. **Marco is tall and thin. His hair is short, straight and brown. His eyes are small and blue.**

<table>
<thead>
<tr>
<th>(height and weight)</th>
<th>(hair)</th>
<th>(eyes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Write a paragraph about your friends using the information above.

These are my friends ____________________, ____________________, and ____________________ (names)

This is ____________________ (name) ____________________ (height and weight)

________________________________________ (hair) __________________________________________ (eyes)

This is ____________________ (name) ____________________ (height and weight)

________________________________________ (hair) __________________________________________ (eyes)

This is ____________________ (name) ____________________ (height and weight)

________________________________________ (hair) __________________________________________ (eyes)
Lesson 4

Keep an Eye On

1. Look at the pictures. Complete the colloquial expressions.

a. Keep an ____ ____ ____ on
b. I’m all ____ ____ ____
c. I’m up to my ____ ____ ____

2. Match each situation with the correct colloquial expression from the exercise above.

I’m very busy. Pay attention to my bag. Listen to me very carefully.

3. Complete the following conversations with the most appropriate expression.

Karen: Hi Helen, are you busy?
Helen: Yes, ______________________ (a).
Karen: Sorry, I want to tell you about Susan.
Helen: Ok, ______________________ (b).
Karen: Let’s go to the cafeteria.
Helen: Ok. Robert, please ______________________ (c).
Robert: Sure, I’ll pay attention to it.
Helen: Let’s go Karen.
1. Complete the cultural agenda using the information from the posters.

Radio Host: Welcome to our radio program: What’s on at the cinema!

This week our Cinema Club presents some fantastic movies that you cannot miss!

You can see an animated movie. It’s on ___________ (a) at ten o’clock and on ___________ (b) at ___________

There is also a fantastic half past four. ___________ (c) on ___________ (d) and on ___________ (e) at half past seven.

These are some of the movies for this week. Thank you my friends. Now, let us go to the commercials...

2. Complete the conversations with the correct time. Use the flyers from exercise 1.

Girl: Excuse me! What time is the horror movie?
Man: It is at ___________ (a) on ___________ (b) and at ___________ (c) on ___________ (d)

Girl: Great! And, what time is the action movie?
Man: It is at ___________ (e) on ___________ (f) and at ___________ (g) on ___________ (h)

Girl: Thank you very much!
3. Complete the conversations.

Teacher: Time for a break!
Students: What time is it?
Teacher: It’s ___________ (a).
Student: Wow, time flies by!

Boy: Excuse me sir! What ________________? (b)
Man: It’s ___________ (c)
Boy: Thank you!

Girl: Mom, I’m late.
Mom: What time is your class?
Girl: ________________ (d)
Mom: You should take a cab!

4. What’s on TV this weekend? Complete the conversation with the correct preposition on or at.

Charlie: Ana, what’s on TV this weekend?
Ana: Let me see. Hmm, ____ (a) Monday, we can see an action movie.

Charlie: What’s it called?
Ana: It is called Terminator Salvation. And it is ____ (b) half past two.

Charlie: What about Tuesday and Wednesday?
Ana: ____ (c) Tuesday ____ (d) half past six, we can see a science fiction movie, Avatar, and ____ (e) Wednesday, a horror movie ____ (f) eight o’clock.

Charlie: No way! I prefer animated.
Ana: Oh, ____ (g) the weekend there is an animated movie.

Charlie: What’s it called?
Ana: Happy Feet 2. It is ____ (h) half past two ____ (i) Saturday, and ____ (j) five o’clock ____ (k) Sunday.

Charlie: It sounds perfect!
Lesson 2

Cultural Events

1. Label the posters with the correct cultural event. Use the Word Bank.

   Photography __________ (a) on Saturday at 3:30

   Food __________ (b) on October 23rd at 5:00

   Pop __________ (c) on the weekend in the afternoon

   In February and March theatre __________ (d)

   On Wednesday at noon painting __________ (e)

2. Read the sentences and complete the grammar conclusion. Use the Word Bank.

   a. This year starts with the theatre festival in February and March. (use in for ____________).

   b. The food festival this year is on October 23rd (use on for ____________).

   c. The concert is in the afternoon (use in for ____________) at five o’clock (use at for a ____________).

   d. The painting exhibition is at noon (use at for ____________) on Wednesday (use on for ____________).

3. Complete the text. Use the Word Bank.

   This year there are some cultural events in the city. First, the food festival is __________ (a) April 11th. It is __________ (b) the morning and there are different chefs from many countries. Second, the Da Vinci Art Exhibition is __________ (c) June. It is __________ (d) the afternoon __________ (e) 3:00. Third, The film festival is planned for three days __________ (f) September. It is __________ (g) night and there are many movies from throughout the world. These are very interesting events you simply cannot miss!
4. Find the ordinal numbers below for the list on the left.

<table>
<thead>
<tr>
<th>Ordinal Number</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>first</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
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<td>5th</td>
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<td>6th</td>
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<td>7th</td>
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<td>8th</td>
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<td>9th</td>
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<td>10th</td>
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<td>20th</td>
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<tr>
<td>21st</td>
<td></td>
</tr>
<tr>
<td>22nd</td>
<td></td>
</tr>
<tr>
<td>30th</td>
<td></td>
</tr>
<tr>
<td>31st</td>
<td></td>
</tr>
</tbody>
</table>

5. Play with a partner. Take turns and choose one question. The first person to get 5 correct answers is the winner.

**What is the eighth month of the year?**
1. August
2. July

**What is the tenth month?**
1. September
2. October

**When is Christmas Day?**
1. It is on December 25th
2. It’s on December 24th

**What is the sixth month?**
1. June
2. July

**What month is Saint Valentine’s?**
1. It’s in February.
2. It’s in January.

**What month is Mother’s Day?**
1. It’s in March.
2. It’s in May.

**When is New Year’s Day?**
1. It’s on December 31st.
2. It’s on January 1st.

**When is Halloween?**
1. It’s on October 31st.
2. It’s on November 1st.
1. Look at the pictures and complete the sentences.

a. 

b. 

c. 

d. 

e. 

2. Read the text and underline the words from exercise 1.

Book fairs are popular around the world. Latin America is not an exception. There are important international book fairs in Guadalajara (Mexico), Bogota (Colombia), and Buenos Aires (Argentina). Bogota International Book Fair and Buenos Aires International Book Fair are both in April. Guadalajara International Book Fair is in November. All three fairs have events in common.

The first one is the exhibition of books from around the world. People get in touch with writers, who often write their autographs in the books and take photographs with their readers.

The second one is the performances of singers and actors. Latin American singers perform their songs. Their concerts are spectacular and people really have fun. Actors wear costumes and make-up to perform plays in public places at the fairs; the plays are fantastic and often related to the stories.

The third one is the photograph and art exhibitions. People can go and admire the exhibitions that come from many countries. Many people come to these fairs and enjoy all the activities and exhibitions for the whole day.
3. Go to the text again and check ✔ T (true), F (false) or NI (No information) for the following sentences.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guadalajara International Book Fair is in April.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The writers autograph people’s books.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Singers enjoy the book exhibitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The actors wear colorful wigs during the performances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. People like the photograph and art exhibitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the flyers for the three international book fairs.

**Feria de Libro de Guadalajara**

Date: ____________ (a)

Admire the ________________ (b) of books from all the continent. Take photographs with ________________ (c), and enjoy the phenomenal performances of ________________ (d) and singers.

**Feria Internacional del Libro de Buenos Aires**

Date: ____________ (e)

You can get in touch with ________________ (f) from all over the world and get autographs from them.

Actors wear ________________ (g) and ________________ (h) to perform in public.

People can ________________ (i) the exhibitions that come from many different countries.

**24° Feria del Libro**

Date: ____________ (j)

Fantastic actors perform ________________ (k) based on story books.

Latin American singers perform their songs in ________________ (l).

Famous writers write their ________________ (m) in your books and take photographs with you.
1. Organize the words in the mind map using the information from the Word Bank.

Word Bank
- Medellin
- flower fair
- Colombia
- horse parades
- flowers parade
- traditional music concerts

Writing Strategy
Use mind maps to organize information before you write.

Flower Fair

<table>
<thead>
<tr>
<th>In the morning</th>
<th>In the afternoon</th>
<th>At night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Flower Parade</td>
<td>1:30 Flower Exhibition</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Classic Car Exhibition</td>
<td>4:00 Horse Parade</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Jazz and Bolero Concert</td>
<td>5:30 Plays</td>
</tr>
</tbody>
</table>

The Flower Fair in Medellin, Colombia.

Come in the morning and enjoy a flower parade on Friday at eight o’clock. A classic car exhibition on Saturday at half past ten. A jazz and bolero concert on Sunday at eleven o’clock.

Come __________ and enjoy ________________

(long period) (activities, day and time)

Come __________ and enjoy ________________

(long period) (activities, day and time)
1. Write the characteristics of each expression using words from the Word Bank.

Word Bank
- center of attention
- art lover
- fond of painting
- famous
- popular
- sociable

2. Complete the conversations with the correct expression:

Adele: Look, Robert is at the party!

Kalie: Yes. He is very sociable and seems to be center of attention. He is the __________________ (a)!

Adele: Really? But he is an art lover and he is fond of painting. He is a __________________ (b) at school.

Kalie: Listen to that song! It’s popular right now! I listen to it everywhere.

Adele: Yes, it is! It’s the __________________ (c)

Kalie: Wow, it is fantastic. This band is in fashion every year!
What Are You Doing?

1. Label the pictures to complete the sentences. Use the Word Bank.

   **Word Bank**
   - going • listening • running • talking • riding • eating • walking • skating

   - He is **eating** (a) a sandwich.
   - He is **______** (b) in the park.
   - She is **______** (c) to music.
   - She is **______** (d) on the phone.
   - They are **______** (e) the dog.
   - They are **______** (f) to school.
   - They are **______** (g) in the park.
   - They are **______** (h) their bikes.

2. Complete the chart using the verbs from exercise 1 as demonstrated in the example.

   **Spelling Rules for -ing form**
   - Add -ing to the verb.
     E.g. eat = __________
     a. listen = __________
     b. walk = __________
     c. talk = __________
     d. go = __________
   - If the verb ends in -e, drop -e and add -ing.
     e. ride = __________
     f. skate = __________
   - If the verb ends in consonant + vowel + consonant double the last consonant and add -ing.
     g. run = __________
3. Complete the diary entry. Use the Present Progressive tense of the verbs in parentheses.

Dear diary,

I’m very happy today! The weather is fantastic, so I am writing (write) my diary here in the park! All my friends and family are with me doing different activities. Mark and Alice (a. ride) bikes and Mark’s dog, Toby, (b. run) behind them. Mayra (c. listen) to music and Michelle (d. talk) on the phone with my friend, Allina, who (e. go) to school at the moment. Robert and Luis (f. not skate); they (g. walk) Robert’s dog, Barky. My cousin Fred and his friend Samantha (h. eat) a delicious lemon pie next to the lake. Everybody is having a good time here in the park!

Write you later!

4. Look at the picture and answer the questions.

E.g. What is Lucia doing?
She is running.

a. What are Ron and William doing?

b. What is Edward doing?

c. What is Ron eating?

d. Is William eating ice-cream?

e. Is Rafael walking his dog?

f. Is Carrie riding a bicycle?

g. Is Lucia talking on the phone?
Lesson 2

Street Fashion

1. Unscramble the words to find eight items of clothing.
   E.g. toac ________ coat ________
   a. rafsc ________
   b. karenses ________
   c. raweste ________
   d. pispersl ________
   e. volges ________
   f. hesos ________
   g. trisk ________

2. Color the people’s clothes in the picture and complete the report. Use different colors.
   Hi everybody! Today I’m out on the street to talk about street fashion. This young girl is wearing a ________ (a) blouse, a ________ (b) skirt, with ________ (c) shoes and a ________ (d) hat. I’m wearing a ________ (e) t-shirt, a ________ (f) jacket, ________ (g) pants, ________ (h) sneakers. ________. We are really in fashion!

3. What are they wearing? Cut two pictures from a magazine or newspaper (a man and a woman) and paste the pictures in the spaces. Describe what she or he is wearing.
   a. She’s wearing ________
      ________
      ________
      ________
   b. He’s wearing ________
      ________
      ________
      ________
4. Underline the correct word, plural or singular, to complete the text correctly.

In this shop there are many beautiful clothes to choose. For example, this black and white **jacket / jackets** is very nice and this **scarf / scarves** (a) is fantastic. Look over there, that **hat / hats** (b) is cool and those **shirt / shirts** (c) are great. But what I really like is that gray **coat / coats** (d) over there.

5. Complete the dialog with the correct demonstrative pronouns. Use the Word Bank and the words in bold as clues.

**Word Bank**
- this
- that
- these (2X)
- those (2X)

**Customer:** Excuse me, can I see **that** shirt over there?
**Salesperson:** Of course, **(a) shirt and (b) pants** over here are in fashion now.
**Customer:** They’re great! Can I see **(c) sneakers** over there, too?
**Salesperson:** Right, **(d) sneakers are nice, but (e) boots** over here look better with the shirt and the pants.
**Customer:** Ok, so I’ll take the shirt, the pants and the boots. Thank you very much.

6. Underline the mistakes. Then, rewrite the sentences correctly.

**E.g.** I really like those blouses over there.

- **I really like those blouses over there**
- **a. My parents is running in the park.**
- **b. That shoes are for special occasions.**
- **c. My sister is listen to music in the street.**
- **d. Martha likes those sunglass over there.**
- **e. Oscar prefers these cap over here.**
- **f. Brian is rideing bicycle with his friends.**
- **g. That blue pants are perfect for me.**
Lesson 3

What’s the Weather Like?

1. Look at the pictures and complete the text.

E.g. In winter the weather is snowy and very cold, so people wear coats, hats and gloves.

(a) In ________ the weather is ________ and ________, so people wear jeans and T-shirts.

(b) In ________ the weather is ________ and ________, so people wear hats and sunglasses.

(c) In ________ the weather is ________ and ________, so people wear sweaters, boots and scarves.

2. Read the texts below.

What’s up! I’m reporting from the Puyehue National Park, in Chile. It’s winter. The weather is very cold and snowy, so the people are wearing winter jackets, gloves, scarves and boots. Right now, I see a lot of people. They are doing different activities. They are playing winter sports, such as skiing and snowboarding.

Hi! Today, I’m reporting from my city Cartagena, in Colombia. The weather is sunny and hot, so the people are doing different activities; they are walking on the beach, and playing summer sports, such as volleyball. Boys are wearing shorts, caps, and sunglasses, and girls are wearing skirts, T-shirts, sandals and sunglasses. The weather is fantastic for having a good time.
3. Draw to answer the questions below. Use the pictures from exercise 1 and from the Word Bank.

4. Read the following sentences and write T (true) or F (false) according to the text. Correct the false sentences.

   a. People in Santiago are wearing shorts, T-shirts and sunglasses.  
   b. People in Cartagena are playing soccer and walking on the beach.  
   c. People in Santiago are playing summer sports.  
   d. People in Cartagena are playing volleyball and walking on the beach.

   a. People in Santiago are wearing shorts, T-shirts and sunglasses.  
   b. People in Cartagena are playing soccer and walking on the beach.  
   c. People in Santiago are playing summer sports.  
   d. People in Cartagena are playing volleyball and walking on the beach.
1. Choose a photograph from a previous vacation and use it to complete the information.

Place: ____________________________  People: ____________________________
Weather: ____________________________  Clothes: ____________________________
Season: ____________________________  Activities: ____________________________

2. Look at your photograph, and write some sentences to describe what the people are wearing.

E.g.: This is my father, he is wearing a T-shirt, a ___
cap and shorts.

E.g.: My father is playing soccer with my brothers and me.

3. Now describe the different activities people are doing in the photograph.

E.g.: The weather in Cartagena is hot, so my family is playing on the beach.
The weather in Cusco is cold, so we are wearing sweaters and gloves.

4. Use the information in exercise 1 to write some sentences using so.

The weather in Cartagena is hot, so my family is playing on the beach.
The weather in Cusco is cold, so we are wearing sweaters and gloves.

a. ____________________________
b. ____________________________
c. ____________________________

5. Write a paragraph using the information from exercises 1 and 2.

This is ___________ (place). It is ___________ (season). The weather is, ___________ so ___________.

___________ (clothes you are wearing)

In ___________ (place), the weather is ___________, so ___________.

___________ (activities you are doing).
1. Replace the words in parentheses. Use the Word Bank.

I ____________ (a. admire) to my mother. She is very generous!

They ____________ (b. collaborate) with Martin. He is very intelligent.

That jacket is very ____________ (c. popular) these days. Everybody has one.

2. Read the text and write the expression in the correct place.

I’m doing the science project for this week. I’m working ____________ (a) with my friend Daniel. He is very creative.

I ____________ (b) to Daniel. We are designing a robot. It is a fashionable robot, so it is wearing a jacket, a shirt, a T-shirt, a scarf, jeans, a hat and sneakers. It is ____________ (c) That is our project!

3. Complete the sentences.

a. ____________ is in fashion .

b. I take my hat off to ____________

c. I work hand in glove with ____________ in ____________

Word Bank

• in fashion
• take my hat off
• work hand in glove
1. Label the pictures in the map. Use the places from the Word Bank.

2. Write the correct preposition of place according to the pictures. Use the Word Bank.
3. Look at the map from exercise 1 and complete the conversation. Use the Word Bank.

**Tourist:** Good morning officer! Can I ask you a few questions?
**Police officer:** Yes, of course!
T: Are there any movie theaters in the city?
P.O: Yes, there is. There is one _______ next to _______ (a) the art gallery on Fourth Street.
T: Great! I also need a mechanic! Is there a garage near here?
P.O: No, there isn’t, but there is a gas station _______ (b) the mall.
T: Thank you! Sorry, one more question. Are there any banks in the area?
P.O: Yes, there is. It is _______ (c) Fourth Street, _______ (d) the grocery store and the drugstore.
T: Perfect! Is there a botanical garden in the city?
P.O: No, there isn’t, but there is a zoo _______ (e) Second Street, _______ (f) the library.
Tourist: Ok, and a church, is there a church in the city?
P.O: Yes, there is one _______ (g) Third Street and Eleventh Avenue. It is next to the police station!
T: Thank you very much for your help.

4. Look at the map from exercise 1 and find the right place according to the answer.

a. **Tourist:** Excuse me sir! Is there a _______ in the city?
   **Police officer:** Yes, there is one on Third Street. It’s across from the city hall.
   **Tourist:** Thanks for your help!

b. **Tourist:** Excuse me Sir, is there a _______ in the city?
   **Police officer:** Of course, there is one on the corner of Ninth Avenue and Fourth Street; it’s next to the art gallery in front of the museum.
   **Tourist:** Thank you!

c. **Tourist:** Is there a _______ near here?
   **Police officer:** There is one across from the city hall.
   **Tourist:** Thanks. I really appreciate your help!

d. **Tourist:** Is there a _______ in the area?
   **Police officer:** Yes, there is one on Second Street. It’s in front of the gas station.
   **Tourist:** Thank you very much!

5. Complete the description of the city. Use *there is – there are – there isn’t – there aren’t.*

My name is Ralph and I live in River City. _______ (a) many places in my town.
___________ (b) the city hall in the center of the town. _______ (c) a big square.
___________ (d) any post offices, and _______ (e) any botanical garden either.
Instead, _______ (f) a zoo. _______ (g) a library. _______ (h) two great museums. _______ (i) a famous art gallery. This is my city!
Lesson 2

How Can I Get To...?

1. Use Word Bank 1 to label the places in the city. Then, match the professions in Word Bank 2 with the corresponding place.

2. Label the traffic signs. Use the imperatives from the Word Bank.

Word Bank 1
a. post office
b. fire station
c. school
d. tech shop
e. restaurant
f. airport
g. hotel
h. mechanic's garage
i. hospital

Word Bank 2
1. doctor
2. mechanic
3. teacher
4. systems engineer
5. cook
6. fire fighter
7. receptionist
8. postal employee
9. pilot

Word Bank
- turn right
- don’t go straight
- turn left
- go straight
- walk
- don’t turn left
- don’t turn right

Affirmative Imperatives
a. ____________
b. ____________
e. ____________

c. ____________
d. ____________

Negative Imperatives
f. ____________
g. ____________
3. Use the city map from exercise 1 to organize and number the directions.

Vocabulary Strategy
Use maps to practice giving directions to get to places.

a. **Fire Fighter:** To go to the fire station from the hotel on 22nd Street and 9th Avenue you need to:
   - Turn left on 20th Street ____
   - Turn right on 8th Avenue ____
   - Go straight one block on 22nd Street ____
   - Walk two blocks ____
   - Walk one more block ____
   The Fire Station is across the street from the hospital.

b. **Doctor:** To go to the hospital from the airport on Twenty First Street you need to:
   - Walk one block ____
   - Turn left on 20th Street ____
   - Turn left ____
   - Walk one block on 21st Street ____
   - The hospital is on the corner of 20th Street and 7th Avenue.

c. **Teacher:** To get to the school from the restaurant on 22nd Street you should:
   - Walk two blocks ____
   - Walk straight and turn right on 7th Avenue ____
   - Turn right on 20th Street ____
   - The school is across the street from the mechanic’s garage.

d. **Cook:** To get to my restaurant from the post office on 20th Street you need to:
   - Turn right on 21st Street ____
   - Walk straight and turn left on 8th Avenue ____
   - Go straight one block ____
   - The restaurant is on the corner.

4. Help these people to get to their destinations. Write the directions according to the map and the person who gives the answer.

a. **Systems engineer:** Excuse me, I’m new in town. Can you tell me how to get to the new tech shop?
   **Pilot:** Sure! ______________________________________________________________________

b. **Fire Fighter:** Excuse me, I’m new in town. How can I get to the Fire Station?
   **Postal employee:** __________________________________________________________________

c. **Receptionist:** I’m new in town. How can I get to the hotel?
   **Postal employee:** __________________________________________________________________

d. **Teacher:** Sorry! I’m new in town. I need to get to the school, how can I get there?
   **Receptionist:** ___________________________________________________________________
Lesson 3

The Future City

1. Match the pictures with one of the cities in the Word Bank. Then, read to check your answers.

   a. 
   b. 
   c. 

   Word Bank
   - Tokyo
   - Sydney
   - Barcelona

2. Read the text and choose the appropriate heading for each paragraph.

   a. Tokyo is a very modern city in Japan. There are many places that portray the electronic revolution that this city has gone through in recent times. For example, there is a famous building which is home to many television and radio stations, called the Tokyo Sky Tree. It is an amazing metal tower that reaches a mile into the sky. In Tokyo there are many bustling streets and crossings; as well as thousands of lights and screens around. One of them is Shibuya Crossing, an intersection millions of people cross in each year. All these elements make Tokyo a technological city, but there are also many traditional places to visit and learn about history and traditions too.

   Stop and think: What heading best describes paragraph a?
   1. A High-Tech City
   2. An Old City
   3. A City with a Tower

   b. Barcelona in Spain is a city of contrasts; there is not only modern architecture, but classic architecture, too. This city is full of exotic buildings to visit. There are no other buildings like these anywhere else in the world. Two of these buildings are the Sagrada Familia and Casa Milà. The first one is a very big and beautiful church with a fantastic design. The second one is an artistic and modern building with lots of art pieces to see. Hundreds of thousands of people visit these places in Barcelona each year.

   Stop and think: What heading best describes paragraph c?
   1. The Spanish City
   2. Extraordinarily unique Architecture
   3. Classic Houses

   c. Sydney is a varied city located in Australia. There are lots of things to do there, especially on vacation. For example, there are many kilometers of beaches full of white sand. These sandy beaches are perfect to practice aquatic sports or just relax. Sydney is full of sportspeople, but many tourists go there for its famous building, the Sydney Opera House. It is a fantastic building where artists perform opera and theater plays and musicians perform their songs. This variety makes Sydney a fantastic place to visit.

   Stop and think: What heading describe paragraph b?
   1. A City of Contrast
   2. A Sports City
   3. Perfect The Vacation Destination
3. Go back to the text. Match the words in bold from the text with their synonyms. Use context clues to help.

- **exotic**
  - **1. maritime**
- **bustling**
  - **2. busy**
- **contrasts**
  - **3. opposites**
- **amazing**
  - **4. strange**
- **aquatic**
  - **5. spectacular**

4. Read the sentences, underline the mistakes about the cities and correct them.

**E.g.** There are some classic and modern buildings in **Sydney**.

- **a.** There isn’t any place to relax in **Sydney**.
- **b.** There aren’t many lights or screens on the streets of **Tokyo**.
- **c.** Casa Milá, located in **Tokyo**, is famous for its artistic and modern style.
- **d.** Shibuya Crossing is a very popular street in **Sydney** full of lights and screens.
- **e.** There are only modern and **exotic** buildings in **Barcelona**.

5. Write sentences using the prompts and connect them with **but**.

**E.g.** Tokyo – bustling streets – sandy beaches.

- **In Tokyo, there are bustling streets, but there aren’t any sandy beaches.**

- **a.** Barcelona – Classic buildings - Opera House

- **b.** Sydney – Opera House – tall tower

- **c.** Sydney – places to practice aquatic sports – lots of streets full of technology
1. Design your own city. Complete the spaces with the places you like. You can repeat them twice. Use the Word Bank.

<table>
<thead>
<tr>
<th>a. __________</th>
<th>c. __________</th>
<th>d. __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. __________</td>
<td>f. __________</td>
<td>g. __________</td>
</tr>
<tr>
<td>h. __________</td>
<td>i. __________</td>
<td>j. __________</td>
</tr>
<tr>
<td>k. __________</td>
<td>l. __________</td>
<td>m. __________</td>
</tr>
<tr>
<td>n. __________</td>
<td>o. __________</td>
<td>p. __________</td>
</tr>
</tbody>
</table>

**Word Bank**
- airport
- hospital
- museum
- church
- hotel
- zoo
- police station
- tech shop
- restaurant
- city hall
- movie theater

2. Describe your city. Use there is – there are – there isn’t – there aren’t.

   E.g. City Hall: ____________________________
   a. School: ____________________________
   b. Zoo: ____________________________
   c. Library: ____________________________

3. Complete the questions with places from the map. Write the directions to answer the questions.

   E.g. You are in the bank. How do you get to the library? ____________________________
   b. You are in ____________________________ How do you get to ____________________________? Direction: ____________________________
   c. You are in ____________________________ How do you get to ____________________________? Direction: ____________________________

4. Use *but* to contrast the places on your map with those from the Word Bank that are not included.

   a. In my city there is a city hall, but there isn’t a ____________________________
   b. There ____________________________ ____________________________
   c. ____________________________ ____________________________

5. Write a description of your city.

   In my city, there __________, __________, and __________. There __________, __________.
   There __________, __________, __________ and __________. There is a __________, but there isn’t a __________. There is a __________, but there isn’t a __________. To get to the __________ from the __________ _____________. To get to the __________ from the __________ _____________. This is my city!
1. Write the missing letters to complete the expressions. Use the Word Bank.

a. w___rth __ts w___ ght __n g___ld
b. o___ t_e __a__
c. s___ic___s o__t a m___l___

Word Bank
- e (2X)
- u
- t
- k
- o (2X)
- i (4X)
- m
- p
- h

2. Rewrite the sentences using one of the expressions from exercise 1.

a. The Eiffel Tower in Paris, France, is a visible place.
   ____________________________
   ____________________________
   ____________________________
   ____________________________

b. The Statue of Liberty is a famous place.
   ____________________________
   ____________________________
   ____________________________
   ____________________________

c. Rapa Nui National park in Chile is a very valuable place.
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. Look for places in your country that match the description.
   a. sticks out a mile: ____________________________
   b. on the map: ____________________________
   c. worth its weight in gold: ____________________________
UNIT 6
Lesson 1
A Regular Day

1. This is Diana’s Routine. Match each action with the picture. Use the Word Bank.

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 AM</td>
<td>i. get up</td>
<td>a. go to bed</td>
</tr>
<tr>
<td>6:30 AM</td>
<td>2. take a shower</td>
<td>b. take a shower</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>c. have breakfast</td>
<td>c. have breakfast</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>d. do homework</td>
<td>d. do homework</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>e. go to school</td>
<td>e. go to school</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>f. watch TV</td>
<td>f. watch TV</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>g. have dinner</td>
<td>g. have dinner</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>h. go to school</td>
<td>h. go to school</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>i. get up</td>
<td>i. get up</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>j. surf the internet</td>
<td>j. surf the internet</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>k. have lunch</td>
<td>k. have lunch</td>
</tr>
</tbody>
</table>

Vocabulary Strategy
Observe and analyze the sequence of the actions to memorize them.

2. Complete Diana’s routine using the verbs from exercise 1. Use time as clues.

Hello, my name is Diana. My day starts very early, I __________ (a) at six o’clock. I always __________ (b) at half past six. Then, I __________ (c) at about seven. I go to school every morning at half past seven, and I __________ (d) at twelve o’clock. In the afternoon, I __________ (e) at half past twelve. Then I __________ (f) at three o’clock. At five o’clock, I __________ (g) and chat with some friends. I __________ (h) at seven o’clock. An hour later, I __________ (i) with my family. Finally, I __________ (j) at nine o’clock. This is my routine on weekdays!
3. Look at Harry’s and Lucy’s schedule. Write sentences about what they do or don’t do during the week.

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to school</td>
<td>get up late</td>
</tr>
<tr>
<td>do homework</td>
<td>surf the internet</td>
</tr>
<tr>
<td>watch TV</td>
<td>go to the movies on Saturday</td>
</tr>
<tr>
<td></td>
<td>play video games on Sunday</td>
</tr>
</tbody>
</table>

E.g. Harry and Lucy _______ go to school _______ in the morning on weekdays, but they _______ don’t go to school _______ on the weekend (go to school).

Harry and Lucy ___________________ late on weekdays, but they ___________________ late on the weekends (a. get up). They ___________________ on weekdays, but they ___________________ on weekends (b. watch TV). They ___________________ on Saturdays, but they ___________________ on Sundays (c. go to the movies). Harry and Lucy ___________________ on Sunday, but they ___________________ video games on Saturday (d. play video games). They ___________________ on the weekends, but they ___________________ on weekdays (e. do homework).

4. Write the questions to the following sentences.

E.g. Do you get up at 7:00 AM?

Yes, I do. I get up every day at 7:00 AM.

a. ___________________?

I go to school at 8:00 every morning.

b. ___________________?

No, I don’t. I have breakfast with my parents on the weekends.

c. ___________________?

I go to bed at 8:00 or 9:00 PM.

d. ___________________?

My parents go to bed at 10:00 PM.

e. ___________________?

5. Complete the text about your routine. Use time and time expressions as clues to decide between the affirmative or the negative form of the verbs in parentheses.

In the morning, I __________ (get up / don’t get up) at 6:00 AM. I ___________ (a. have breakfast) and I ___________ (b. take a shower) at 7:00 AM. I ___________ (c. do homework) at 7:30 AM. After that I go to school. I ___________ (d. have lunch) at school. Then, I go home. I ___________ (e. play video games) in the afternoon and I ___________ (f. surf the Internet). I also ___________ (g. have dinner) with my family at 8:00 PM. We ___________ (h. watch TV) at night. I ___________ (i. go to bed) at 9:00 PM.
Lesson 2
Lifestyles

1. Read the interview and complete the text in the Simple Present form. Use the Word Bank.

Radio Host: Welcome everybody to our daily program “The Lifestyle of a VIP”. Today, our guest is the President of the USA, Barack Obama. Welcome Mr. President.
Barack Obama: Thank you very much for the invitation. I’m glad to be here.
RH: In this show we ask about people’s lifestyles, so please tell us, what do you usually do on weekdays?
BO: Well, I get up early every morning and I have breakfast with my family. Then, I ______ work ______ (a) at the office all day long.
   Sometimes, I _______ travel ______ (b) abroad to meet other presidents.
RH: And what do you do on the weekends?
BO: At the weekend, I ______ stay ______ (c) at home with my family as much as possible.
   Sometimes, I _______ go ______ (d) for a walk with my wife, Michelle.
   My daughter, Malia, sometimes _______ take ______ (e) out with her friends and
   Sasha _______ play ______ (f) video games. On Sundays, we _______ play ______ (g) basketball.
   Then, we watch some movies at home.
RH: Mr. President, we all know you have a lot of activities to do every day. When do you rest?
BO: Well, in the afternoons, I usually _______ take ______ (h) a nap after lunch.
   I have a very busy life, so I need to rest often to be relaxed.
RH: Mr. President, thank you very much for your time. It’s been a privilege.
BO: You’re welcome. See you soon.
RH: This is all for today on our daily program with famous people.

2. Based on the interview, match the phrases to complete the sentences.
   a. Barack Obama doesn’t work
   b. Sasha Obama plays
   c. Michelle and Barack Obama sometimes go
   d. Barack travels
   e. The Obama family plays

Word Bank
- play (2X)
- stay
- go
- take
- work
- hang

Vocabulary Strategy
Use the context to identify the missing words.
3. Classify the verbs in the Word Bank according to their spelling rules for the third person singular.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Add -s</th>
<th>Add -es to verbs that end in -ss, -sh, -ch, -x, or -o</th>
<th>Add -ies to verbs ending in consonant + -y</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays</td>
<td>(a)</td>
<td>(e)</td>
<td>(i)</td>
</tr>
<tr>
<td>(b)</td>
<td>(f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>(g)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>(h)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exception: have - has

4. Complete the sentences using the correct form of the verbs in parentheses.

Every morning Paula _________ (get up) at 6:00 AM. She _________ (take) a shower and has breakfast with her parents. She _________ (go) to school in the morning. Later on, Paula _________ (get home) at 2:30 PM. Immediately, she _________ (do) her homework. After that, she is very tired, so she _________ (take) a nap. Paula _________ (not watch) TV in the evenings, but she _________ (surf) the Internet and chats with her friends. At 8:00 PM, Paula _________ (have dinner) with her parents. On the weekend, Paula _________ (not stay) at home and she _________ (not have breakfast) with her family. She _________ (walk) her dog in the park. She meets some friends and _________ (play) basketball. Then, they have breakfast together. In the afternoon, she _________ (hang out) with her brothers and sisters. Finally, they all go home together.

5. Read and complete the dialog with the correct question. Use the questions in the box.

Ann: My favorite actor is Robert Pattinson!
Sarah: OMG! He’s my favorite actor, too! I know everything about him!
Ann: Wow! [ ]
Sarah: Well, I know that he goes for a walk in the park with his dog Patty every day!
Ann: [ ]
Sarah: No, he doesn’t stay at home. He hangs out with his friends.
Ann: I see! [ ]
Sarah: Yes, he does. He likes the Internet because he chats with his fans.
Ann: Really? [ ]
Sarah: In the afternoon, he stays at home and watches TV.
Ann: Great! I really want to meet him someday!

Questions Box
a. And, does he usually surf the Internet?
b. What does he do in the afternoons?
c. Does he stay at home on weekends?
d. What does he do in his free time?
Lesson 3
A Hairy Routine

1. Complete the descriptions with the appropriate personality adjective. Use the Word Bank.

This is Joaquin. He has many friends. He is ___friendly___ (a). He speaks with his friends all the time. He is ___________ (b).

This is Christina. She has a big imagination. She is ____________ (c). She doesn’t like speaking in public. She is ____________ (d). She is calm and waits for a long time when her dogs play in the park. She is ____________ (e).

They are Bonkers and Berniss, Christina’s dogs. Bonkers likes playing and running. He is very ____________ (f). He sometimes fights with other dogs, so he can be a little ____________ (g). Berniss doesn’t like running. She is ____________ (h). Christina’s dogs are small and beautiful. They are just ____________ (i).

2. Read and complete the text with the connectors in the Word Bank.

**Word Bank**
- finally (2X)
- first
- then (2X)
- after that (2X)

A Day in the Life of Joaquin and Christina

**Joaquin** is 13 years old. He lives on a farm in the countryside. He gets up early, at 4:00 AM. He takes a shower and has a big breakfast with his family. Then, he works on his family farm. Joaquin has lots of things to do in the morning. ___________ (a), he feeds the animals. ___________ (b), he goes to school and stays there until 2:00 PM.

Joaquin is very friendly and talkative, so he has many friends. In the afternoon, he hangs out with them. They don’t have computers at home, so they don’t surf the Internet. They play sports instead. ___________ (c), Joaquin gets home and feeds the animals on the farm again. In the evening, he has dinner and watches TV with his family. ___________ (d), he goes to bed at 8:00 PM. The next morning, he gets up at 4:00 AM and starts over again.

**Christina** is 13 years old. She lives in a big city with her family and her friendly dogs Bonkers and Berniss. Bonkers is very energetic, so he likes playing, running and jumping. Berniss, on the contrary, is very lazy, so she doesn’t like running or jumping, but she does love playing with Christina. Every morning, Christina follows the same routine. ___________ (e), she gets up at 7:00 AM to walk her dogs in the park. ___________ (f), she has a small breakfast and goes to school. She stays there until noon. Christina is very shy, so she doesn’t have many friends. She gets home at 2:00 PM and stays with her dogs. In the afternoon, Christina goes to the park again to play with them. ___________ (g), she goes back home and does her homework. Her dogs take a nap. ___________ (h), in the evening, Christina feeds her dogs again, watches TV and reads some stories to her dogs. At 9:00 PM, she goes to bed and waits for the next day to arrive.
3. Write the name to complete the description.

a. ___________ has two dogs.
b. ___________ has a big breakfast.
c. ___________ gets up very early in the morning.
d. ___________ hangs out with friends.
e. ___________ goes to the park every morning.
f. ___________ doesn’t have many friends.

4. Write the complete answer to the questions.

a. What time does Joaquin get up?

b. What time does Christina get home?

c. What do Joaquin and Christina both do in the evening?

d. Does Joaquin surf the Internet?

e. Does Christina hang out with friends in the afternoon?

f. What is Bonkers like?

g. What does Berniss like doing?

h. What is Joaquin like?

i. What is Christina like?

j. What does Joaquin do with his friends in the afternoon?

5. Choose the correct option to complete the sentences about Christina and Joaquin.

a. Joaquin lives in
   - a city.
   - the countryside.
   - a small village.

b. Joaquin has
   - many friends.
   - a computer.
   - a dog.

c. Christina reads stories to
   - her parents.
   - her friends.
   - her dogs.

d. Christina lives in
   - a city.
   - the countryside.
   - a small village.

e. Joaquin has
   - a small breakfast.
   - a big breakfast.
   - no breakfast.

f. Christina has
   - a small breakfast.
   - a big breakfast.
   - no breakfast.
1. Complete this routine using the connectors in the Word Bank.

In the morning, my father does many activities. ___________ (a), he has breakfast and takes a shower. ___________ (b), he goes for a walk on the street. ___________ (c), he gets home and takes a nap. ___________ (d), he has lunch and goes to work.

2. Talk to your best friend and ask her / him about her / his routine. Classify and organize the activities in the Word Bank by underlining the morning activities in blue, the afternoon activities in green, and the evening activities in red.

3. Write a paragraph to describe your friend’s routine with the information you organized above.

**Word Bank**
- After that
- First
- Then
- Finally

**Writing Strategy**
Use a flow chart to organize the information before you write.
Lesson 4

Do You Sleep Like a Log?

1. Look at the pictures and check the definition that best describes the colloquial expressions in bold.

- a. I **sleep like a log** on the weekends.
  - 1. I sleep profoundly.
  - 2. I get up quickly.
  - 3. I am very active.

- b. I **jump out of bed** when the alarm clock rings.
  - 1. I stay in bed for a while longer.
  - 2. I sleep many more hours.
  - 3. I get up quickly.

- c. I **crawl out of bed** every day.
  - 1. I get out of bed slowly and grumpily.
  - 2. I get up quickly.
  - 3. I sleep many hours.

2. Complete each text with one expression from the exercise above.

- a. I’m Michael. My alarm clock rings at half past five in the morning. I ________________ an hour later, so I get up at seven o’clock.

- b. I really enjoy sleeping. Every day, my mother wakes me up at about seven o’clock, but I ________________, so I get up late for school every morning.

- c. I’m a very active and energetic person. I really like getting up early. As the alarm clock rings at 5:00 AM, I ________________, and I go for a walk to the park with my dogs.
Suggested Online Resources

Unit 1
* The World We Want
* At School
  https://www.youtube.com/watch?v=oROsbaxWHO

Unit 2
* Family https://learnenglishkids.britishcouncil.org/en/category/topics/family
* Young People and Social Media
  https://backchannel.com/a-teens-view-on-social-media-1df945c0ac6#.6coyt4Jl2

Unit 3
* About Leisure
  http://learnenglish.britishcouncil.org/en/uk-culture/leisure
* Free Time for Kids http://learnenglishites.britishcouncil.org/skills/listening-skills-practice/free-time

UNIT 4
* English Culture
  https://www.teachingenglish.org.uk/teaching-teens
* Style
  http://www.kidzworld.com/me/style

Unit 5
* American Cities
* Beautiful Places and Cities of the World
  https://www.youtube.com/watch?v=2GtLxz6yLO
* 22 Beautiful Cities
  https://www.youtube.com/watch?v=mVLnwI35-A

Unit 6
* Routines
  http://www.vocabulary.cl/Lists/Daily_Routines.htm
* Lifestyles
  http://www.listenaminute.com/l/lifestyle.html
SIMPLE PRESENT TENSE WITH THE VERB TO BE

Use the verb to be to give personal information: name, origin, age, nationality and phone number.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>To be</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>Diana.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>from China.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>3890990624.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>Greek.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>13 years old.</td>
</tr>
</tbody>
</table>

INFORMATION QUESTIONS

<table>
<thead>
<tr>
<th>Question word</th>
<th>To be</th>
<th>Complement</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>is</td>
<td>your name?</td>
<td>My name is Michelle.</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>your phone number?</td>
<td>It’s 318931549.</td>
</tr>
<tr>
<td>How</td>
<td>are</td>
<td>you?</td>
<td>I’m fine, thanks.</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>he / she?</td>
<td>He / She is fine.</td>
</tr>
<tr>
<td>How old</td>
<td>are</td>
<td>you?</td>
<td>I’m 12 years old.</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>he / she?</td>
<td>He / She is 13 years old.</td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>you from?</td>
<td>I’m from France.</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>he / she from?</td>
<td>He / She is from England.</td>
</tr>
</tbody>
</table>

CONTRACTIONS

| I’m Diana.     | I     | Write the pronoun “I” in a capital letter. |
| You’re from China. | She  | Use it to refer to a woman or a girl. |
| It’s 3890990624. | He   | Use it to refer to a man or a boy. |
| He’s Greek.    | It    | Use it to refer to an animal, object or thing. |
| She’s 13 years old. |     |                                      |
**Unit 2**

**Grammar Chart**

### SIMPLE PRESENT TENSE WITH THE VERB TO BE

*Use the verb to be to talk about physical description.*

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>To be</th>
<th>Complement</th>
<th>Subject pronoun</th>
<th>To be + not</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
<td></td>
<td><strong>Negative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>tall.</td>
<td>I</td>
<td>am not</td>
<td>tall.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>pretty.</td>
<td>You</td>
<td>are not</td>
<td>pretty.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>1.7 meters tall.</td>
<td>He</td>
<td>is not</td>
<td>1.7 meters tall.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>beautiful.</td>
<td>She</td>
<td>is not</td>
<td>beautiful.</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>red.</td>
<td>It</td>
<td>is not</td>
<td>red.</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>thin.</td>
<td>We</td>
<td>are not</td>
<td>thin.</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>short.</td>
<td>You</td>
<td>are not</td>
<td>short.</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>chubby.</td>
<td>They</td>
<td>are not</td>
<td>chubby.</td>
</tr>
</tbody>
</table>

### CONTRACTIONS

| I'm tall.       |       |                     |
| You’re pretty.  |       |                     |
| He’s short.     |       |                     |
| She’s beautiful.|       |                     |
| It’s red.       |       |                     |
| We’re short.    |       |                     |
| You’re thin.    |       |                     |
| They’re chubby. |       |                     |

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Subject pronoun</th>
<th>Complement</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be</td>
<td>Are</td>
<td>athletic?</td>
<td>Yes, I am.</td>
<td>No, I am not.</td>
</tr>
<tr>
<td>Are</td>
<td>Subject pronoun</td>
<td>blue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td></td>
<td>I am.</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td></td>
<td>she is.</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td></td>
<td>it is.</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td></td>
<td>we are.</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td></td>
<td>we are.</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td></td>
<td>they are.</td>
<td></td>
</tr>
</tbody>
</table>

### POSSESSIVE ADJECTIVES

*Use the possessive adjectives to express that something belongs to somebody.*

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Possessive adjective</th>
<th>I am Mario. My hair is black.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
<td>You are my sister. Your eyes are green.</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
<td>He is my father. His nose is small.</td>
</tr>
<tr>
<td>He</td>
<td>His</td>
<td>She is my mother. Her face is pretty.</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
<td>It is my dog. Its teeth are white.</td>
</tr>
<tr>
<td>It</td>
<td>Its</td>
<td>We are a family. Our house is big.</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
<td>You are Loren and Mike. Your hair is blond.</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
<td>They are Marco and Lucy. Their children are nice.</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 3
### Grammar Chart

#### PREPOSITIONS OF TIME

<table>
<thead>
<tr>
<th>AT</th>
<th>Use it to tell the hour.</th>
<th>Use it to talk about specific time.</th>
<th>The movie is at 6:00 PM.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At 10:00 AM</td>
<td>At noon At night At midnight</td>
<td>The play is at noon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use it for the months of the year.</td>
<td>In December</td>
<td>My birthday is in July.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use it for the parts of the day.</td>
<td>The movie is in the evening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the morning In the afternoon In the evening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use it for the days of the week.</td>
<td>On Monday On the weekend On weekdays</td>
<td>My favorite TV program is on Sunday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use it for dates.</td>
<td>The art exhibition is on August 12th.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On July 28th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use it for holidays.</td>
<td>On Christmas On Halloween</td>
<td>The costume party is on Halloween.</td>
</tr>
</tbody>
</table>

#### INFORMATION QUESTIONS

<table>
<thead>
<tr>
<th>What time</th>
<th>To be</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time</td>
<td>is</td>
<td>it?</td>
</tr>
<tr>
<td>What time</td>
<td>is</td>
<td>the movie?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use what time for questions about the hour.

<table>
<thead>
<tr>
<th>When</th>
<th>To be</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>is</td>
<td>the Festival?</td>
</tr>
<tr>
<td>When</td>
<td>is</td>
<td>the play?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use when for questions about the time (days, months, years)

<table>
<thead>
<tr>
<th>Who</th>
<th>To be</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>is</td>
<td>this?</td>
</tr>
<tr>
<td>Who</td>
<td>are</td>
<td>they?</td>
</tr>
</tbody>
</table>

*Use who for questions about people.
**PRESENT PROGRESSIVE TENSE**

Use the present progressive tense to talk about actions happening now or at the moment of speaking.

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>Verb–ing</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
<td>am</td>
<td>talking</td>
<td>on the phone.</td>
</tr>
<tr>
<td><strong>You</strong></td>
<td>are</td>
<td>listening</td>
<td>to music.</td>
</tr>
<tr>
<td><strong>He</strong></td>
<td>is</td>
<td>walking</td>
<td>the dog. in the park.</td>
</tr>
<tr>
<td><strong>She</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>It</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We</strong></td>
<td>are</td>
<td>riding</td>
<td>a bike.</td>
</tr>
<tr>
<td><strong>You</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>They</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Yes/No Questions**

<table>
<thead>
<tr>
<th>To be</th>
<th>Subject</th>
<th>Verb–ing</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>listening</td>
<td>to music?</td>
</tr>
<tr>
<td>Are</td>
<td>you</td>
<td>studying</td>
<td>English?</td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td>going</td>
<td>to the park?</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>we</td>
<td>eating</td>
<td>an ice cream?</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Information Questions**

<table>
<thead>
<tr>
<th>Wh– questions</th>
<th>To be</th>
<th>Subject</th>
<th>Verb–ing</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>am</td>
<td>you</td>
<td>doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>he / she / it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>am</td>
<td>you</td>
<td>going?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>he / she / it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spelling rules –ing form**

- Add –ing: walk – walking, eat – eating, go – going
- Drop –e and add –ing: ride – riding, write – writing, skate – skating
- Double consonant and add –ing: run – running, sit – sitting, put – putting

**DEMONSTRATIVE PRONOUNS**

Use demonstrative pronouns to indicate the location (near– far) of things.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Near</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a scarf.</td>
<td>These are black shoes.</td>
<td></td>
</tr>
<tr>
<td>Is this a sweater?</td>
<td>Are these shirts?</td>
<td></td>
</tr>
<tr>
<td>What is this?</td>
<td>What are these?</td>
<td></td>
</tr>
<tr>
<td><strong>Far</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That is a skirt.</td>
<td>Those are blue boots.</td>
<td></td>
</tr>
<tr>
<td>Is that a coat?</td>
<td>Are those sneakers?</td>
<td></td>
</tr>
<tr>
<td>What is that?</td>
<td>What are those?</td>
<td></td>
</tr>
</tbody>
</table>
## PREPOSITIONS OF PLACE

Use the prepositions of place to tell where things are.

- **on**
- **behind**
- **between**
- **near**
- **next to**
- **across from**
- **on the corner of**

*Use **next to** when the object is directly touching another object. Use **near** when the object is close but does not touch another object.*

## THERE IS / THERE ARE

Use there is or there are to express existence.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>There is a bank on the corner.</td>
<td>There are two banks in the mall.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>There is not an art gallery next to the library.</td>
<td>There are not any hotels near this place.</td>
</tr>
<tr>
<td><strong>Contracted Forms</strong></td>
<td>There's a park behind the school.</td>
<td>There aren't any parking lots here.</td>
</tr>
</tbody>
</table>

### Interrogative

<table>
<thead>
<tr>
<th></th>
<th>Is there a post office in the town?</th>
<th>Are there any castles in the city?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>Yes, there is.</td>
<td>Yes, there are.</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>No, there isn't.</td>
<td>No, there aren’t.</td>
</tr>
</tbody>
</table>

## IMPERATIVES

Use imperatives to give instructions and directions.

### Affirmative

- Go straight.
- Turn left.
- Turn right.
- Walk 1/2/3 blocks.

### Negative

- Don't turn left.
- Don't turn right.
- Don't go straight.
- Don't take photos.
- Don't smoke.
# Grammar Chart

## SIMPLE PRESENT TENSE

**Use the simple present tense to talk about routines.**

### Affirmative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>take</td>
<td>a shower.</td>
<td>I</td>
<td>don’t</td>
<td>take</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td></td>
<td>You</td>
<td>don’t</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td></td>
<td>We</td>
<td>don’t</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td></td>
<td>They</td>
<td>don’t</td>
<td></td>
</tr>
</tbody>
</table>

### Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I don’t</td>
<td>take</td>
<td>a shower.</td>
</tr>
<tr>
<td>You</td>
<td>You don’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>We don’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>They don’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Yes/No Questions

<table>
<thead>
<tr>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I</td>
<td>have</td>
<td>homework?</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Affirmative Answers

- Yes, I do.
- Yes, we do.
- Yes, they do.

### Negative Answers

- No, I don’t.
- No, we don’t.
- No, they don’t.

## SIMPLE PRESENT TENSE

### Affirmative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>gets up</td>
<td>early in the morning.</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>doesn’t</td>
<td>get up</td>
<td>early in the morning.</td>
</tr>
<tr>
<td>She</td>
<td>She doesn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>It doesn’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Yes/No Questions

<table>
<thead>
<tr>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td>he</td>
<td>get up</td>
<td>early in the morning?</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Affirmative Answers

- Yes, he does.
- Yes, she does.
- Yes, it does.

### Negative Answers

- No, he doesn’t.
- No, she doesn’t.
- No, it doesn’t.

## Spelling rules

- Add –s to most of the verbs.
- Add –es to verbs that end in –ss, –sh, –ch, –z, –x or –o. But: Have – has
- Add –ies to verbs ending in consonant + y.

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<td>watches</td>
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<td>studies</td>
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Most texts included in these books are the result of the authors’ creativity and academic background. In specific cases, the texts were based on the following online sources:

**STUDENT'S BOOK**

**Unit 1**


**Unit 3**


**Unit 4**


**Unit 5**


**Unit 6**


**WORKBOOK**

**Unit 1**


**Unit 3**


**Unit 4**


**Unit 5**


**Unit 6**