Educación General Básica - Subnivel Superior

ENGLISH

Level

A1.1 (Teenagers)

STUDENT´S BOOK - OCTAVO GRADO - EGB

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Ministerio de Educación

English A1.1, Student's Book

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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

	UNIT 1	UNIT 2	UNIT 3
CLIL	• Personal Information • Countries and Nationalities • Personal Profiles	• Family Members • Physical Appearance • Parts of the Body	• Types of Movies • Cultural Events • Famous Festivals
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*	• Simple Present tense with the verb *To Be* • Possessive Adjectives	• Prepositions of Time • Wh-questions (what time/ when)
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

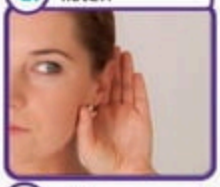
	UNIT 4	UNIT 5	UNIT 6
CLIL	• Street Life • Clothes • Famous Neighborhoods	• Places in the City • Tourist Places • City Maps	• Routines • Lifestyles • Famous People
Goals	You will learn how to • express what people are doing at the moment of speaking. • describe what people are wearing.	You will learn how to • identify places in the city. • ask for and give information about location. • give and follow instructions to get to a place.	You will learn how to • talk about routines and lifestyles.
Grammar	• Present Progressive tense • Demonstrative Pronouns	• There is - There are • Prepositions of Place • Imperatives	• Simple Present tense
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 • analyzing the parts of words to guess their meaning **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
Project	A Collage	A Tourist Brochure	An Interview

Review

1. Listen and practice.

a. look

b. listen



c. practice

d. read

e. underline

f. write

g. circle

h. check

i. match

j. spell

2. Read and do.

a. Circle the word. English

b. Underline the word. School

c. Match the words with the pictures.

1. teacher 2. student

d. Write your name: _____

e. Complete.
E __ G __ I S __

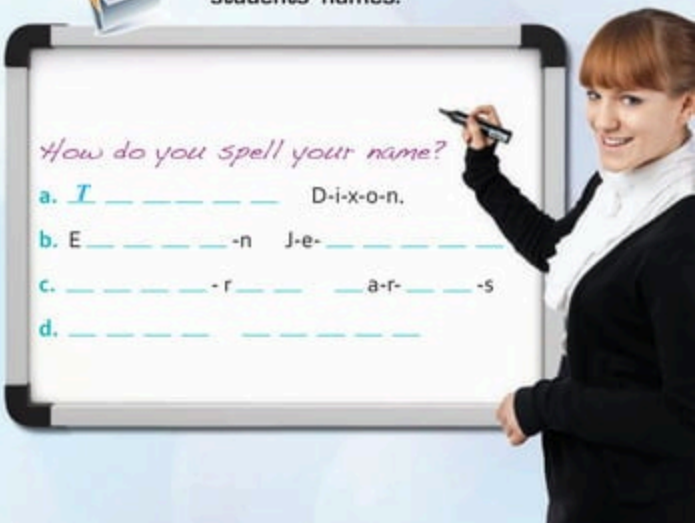
f. Check.
☐ I am a teacher. ☐ I am a student.

Vocabulary Strategy

Mime new vocabulary to remember it.

3. Listen to the alphabet and repeat.

4. Listen and complete the students' names.



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

0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty	21 twenty-one	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	91 ninety-one	100 one hundred	101 one hundred one

6. Add and write the result.

a. 1 boy + 2 boys = *three* boys.

b. 4 girls + 10 girls = _____ girls.

c. 1 man + 26 men = _____ – _____ men.

d. 1 woman + 54 women = _____ – _____ women.

e. 12 boys + 75 boys = _____ – _____ boys.

f. 100 girls + 5 girls = _____ girls.

Singular	Plural
boy	boys

Singular	Plural
girl	girls

Singular	Plural
man	men

Singular	Plural
woman	women

7. Count and write the numbers.

a. How many boys? _____ girls? _____

b. How many men? _____ women? _____

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

I don't _____.

How do you _____ "pegante" in English?

Glue!

How do you _____ that?

g-l-u-e

Word Bank

- spell
- know
- say

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

a. g l u e
7 12 21 5

b. _ _ _ _ _ _ _ _
19 3 9 19 19 15 18 19

c. _ _ _ _ _ _ _
13 1 18 11 5 18 19

d. _ _ _ _ _ _ _ _
13 1 7 1 26 9 14 5

e. _ _ _ _ _ _ _ _
3 15 13 16 21 20 5 18

f. _ _ _ _ _
16 1 16 5 18

g. _ _ _ _
2 15 15 11

h. _ _ _ _ _ _ _ _ _
3 1 18 4 2 15 1 18 4

i. _ _ _ _ _
16 1 9 14 20

j. _ _ _ _ _ _ _ _
7 12 9 20 20 5 18

k. _ _ _ _ _ _
16 5 14 3 9 12

l. _ _ _ _ _ _ _
5 18 1 19 5 18

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

How do you say "lápiz" in English?

How do you spell that?

Pencil.

p-e-n-c-i-l

UNIT 1

People Around Us

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*

Project

A Slide Show Presentation

You will create a slide show presentation to introduce famous personalities and yourself.

Discuss:

- Look at the pictures. Where are they from?

Lesson 1

Meeting New People

1. Listen and read.

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?	*a*	My name is Katherine.

Speaking Strategy

Follow models to make your presentations.

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*.

Reflect on Grammar

Use the verb *to be* to give personal information.

Subject Pronoun	Verb to be	Complement
I		Juan.
		12.
		from Argentina.
You	are	from China.
It		389090624.

Useful Expressions

- What is your name?
- What ____ your phone number?
- Where are you from?
- How old ____ you?
- How ____ you?

Pronunciation

Contractions

What's

What's your name?
What's your phone number?

I'm

I'm 12.
I'm from England.

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 *are* from China, right?
- ____ (a), then?
- Where about?
- Hmm, I see.
- I ____ (e) 14.
- It ____ (h) 345853832. And, what's yours?
- OK. See you tomorrow in class.

Pete | Send

School Chat

- Hello, Pete!
- Fine, thanks. And you?
- No, I'm not.
- I ____ (b) from Japan.
- I ____ (c) from Tokyo.
- I'm curious. ____ (d)?
- I ____ (f) 14, too. Oh.., ____ (g)?
- It ____ (i) 345358941.
- Sure, see you around.

Megumi | Send

Key Expressions

What's up? Hello! **Where about?** Where exactly? **See you around:** Bye!

Listening Strategy

Focus on specific information to get the right answers.

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

a. Alison is from ____.	☑ France	☐ The United States
b. Scott is from ____.	☐ Paris	☐ California
c. Alison is ____ years old.	☐ 14	☐ 13
d. Scott is ____ years old.	☐ 14	☐ 13
e. 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 / Chilean***. 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)**.

Listening Strategy

Listen many times to confirm specific information.

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.

	T	F
a. Justin Bieber is Canadian.	✓	
b. Mario Vargas Llosa is Peruvian.		
c. Emma Watson is Spanish.		
d. Jet Li is Chinese.		
e. Rafael Nadal is French.		

Country	Nationality	Ending
The United States	*American*	-an
Chile	_____	
Canada	*Canadian*	-ian
Peru	_____	
England	_____	-ish
Spain	_____	
China	_____	-ese
Japan	_____	
Greece	_____	-other
France	_____	

Mario Vargas Llosa

Rafael Nadal

Justin Bieber

Jet Li

Emma Watson

Reflect on Grammar

Use the verb *to be* to talk about nationalities.

Subject Pronoun	Verb to be	Complement
I	am	Chilean.
You	are	Greek.
He	is	from France.
She	is	Canadian.

Pronunciation

Contractions

You're
You're Greek.
You're English.

She's/He's
He's Greek.
She's 12.

Useful Expressions

- She's *from* Chile.
- I'm *from* Santiago.
- He's *Chilean*

4. Read the student card. Then, complete with the verb *to be* and (*he / it*).

This is Henrick Decker. *He* _____ 14. _____ _____ Dutch. _____ _____ from Amsterdam. _____ _____ the capital of Holland. He is my best friend.

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...

Key Expressions

Of course! obviously!

Useful Expressions

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

Project Stage 2

- 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.

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 you 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.

a. Emma Watson is an actress. She is American.
She is French. / She is from France.

b. Emma is an actress. She is 28 years old.
_____

c. Mark Zuckerberg is the creator of Facebook. He is from Argentina.
_____

d. Mark is a computer scientist. He is sociable.
_____

e. Lionel Messi is from Paris. He is a soccer player.
_____

f. Lionel is athletic. He is 23 years old.
_____

Reading Strategy

Go back to the text to look for specific information.

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

Capitalization Rules

Use capital letters in the following cases:

a. This is Lionel Messi. *Name and last name*

b. Get in touch with a VIP _____

c. Mark is American. He is from New York. It's a city in The United States.
_____

d. Emma Watson is 26 and I'm 11.
_____

e. This is Emma. She is sociable.
_____

6. Read the ID card and write the profile.

International School ID

Name: Juan

Surname: Lopez

Age: 14

City of origin: Santiago

Nationality: Chilean

PROFILE

This is _____
(Name–Surname)

_____
(Age)

_____
(City of Origin)

_____
(Nationality)

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.

Lesson 4

The World We Live In

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.

	Continent	Nationality	
a. Holland is in	*Europe*	*Dutch*	people are European.
b. China is in	_____	_____	kids are Asian.
c. Greece is in	_____	_____	children are European.

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. _____.

I go Dutch

It's a Chinese whisper

It's all Greek to me

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

	Always	Sometimes	Never
■ I use formal greetings with adults.	◯	◯	◯
■ I value cultural diversity.	◯	◯	◯
■ I'm collaborative in group work.	◯	◯	◯

Gap Activity

Student A goes to page 87.
Student B goes to page 89.

Share Your Project

1. Discuss your experience.

Check ✓ the face to complete the sentence.

I feel _____ in this project.

motivated ☐

interested ☐

confused ☐

unmotivated ☐

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.

3. Complete the sentences.

a. You find information in _____ _____.

b. You practice your presentation _____ _____.

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...

Comic

A Magical Book

Listen and read.

Quiz Time

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.

Column A	Column B
a. Country	_____ Asia
b. Age	_____ Japanese
c. City	_____ 12 years old
d. Continent	_____ Tokyo
e. Nationality	_____ Japan

3. Check the correct option to complete the sentences.

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

b. Hi, I _____ Japanese.
1. is ☐ 2. are ☐ 3. am ☐

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

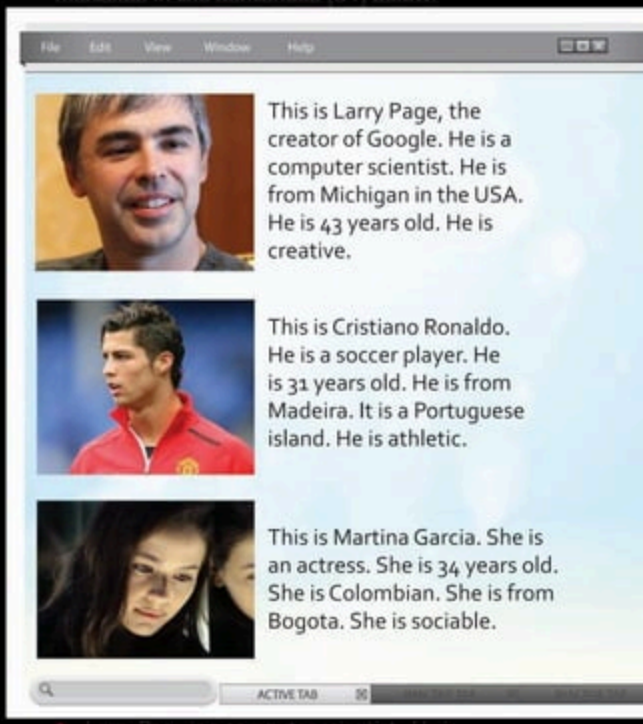
d. This is Thomas. _____ is from Amsterdam.
1. She ☐ 2. It ☐ 3. He ☐

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.



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...	Very Well	OK	A Little
■ ask and answer personal information questions.	⬭	⬭	⬭
■ say countries and nationalities.	⬭	⬭	⬭
■ introduce myself and other people.	⬭	⬭	⬭

Activities on page 93

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.

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?

UNIT 2

People I love

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

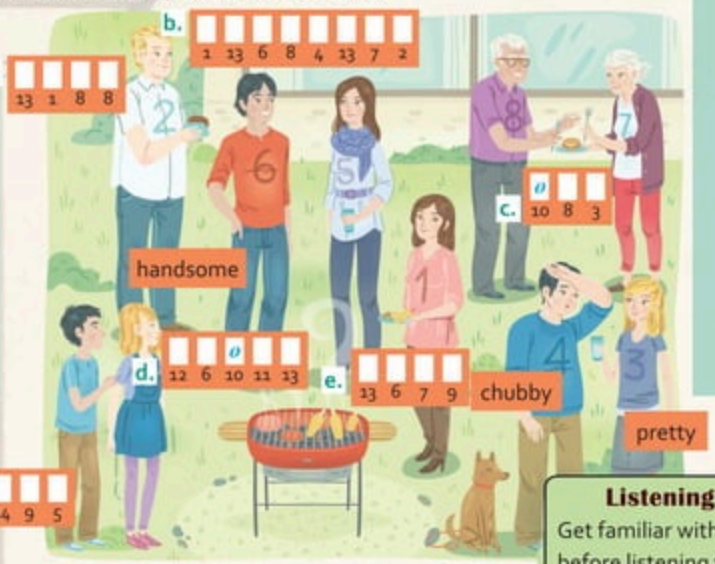
This Is My Family

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

Family Members

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

a = 1
c = 2
d = 3
e = 4
g = 5
h = 6
i = 7
l = 8
n = 9
o = 10
r = 11
s = 12
t = 13
u = 14
y = 15



Listening Strategy
Get familiar with the new words before listening to the audio.

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 *tall* ?
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 _____ (i), but you're _____ (j)!
Loren: It's OK. You're a nice family.

Key Expressions
Over there : in that place

Key Expressions
What does he look like? What's his physical description?

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

	Yes	No
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*

	Short form
You are	**You're** short.
We are	_____ a big family.
They are	_____ tall.

Reflect on Grammar

Use the verb *to be* to describe people.

Yes/No Questions	Affirmative Answers	Negative Answers
Are you tall?	**Yes, I am.**	No, I **am** not. I'm short.
Is she tall? / he young? / it old?	Yes, she **is.** / he **is.** / it **is.**	No, she **isn't.** / he **isn't.** / it **isn't.**
Are we tall? / they young?	Yes, we **are.** / they **are.**	No, we **aren't.** / they **aren't.**

Pronunciation

Yes/No questions have a rising intonation.

Is she short?
Is she thin?
Is he athletic?
Are they your siblings?

4. Complete the sentences with the verb *to be* and *we, you, they.*

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

b. Look over there. _____ _____ my mom and my dad. _____ _____ tall and thin.

c. You are my son and daughter. _____ _____ young!

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

Name	Age	Weight	Height
Tim	16	65 kg	1.7 meters
Eddie	25	110 kg	1.9 meters
Claire	70	75 kg	1.5 meters

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.

long

Her hair is long and *blond*.

bald

He is bald.

short

His hair is short and _____ (a).

straight

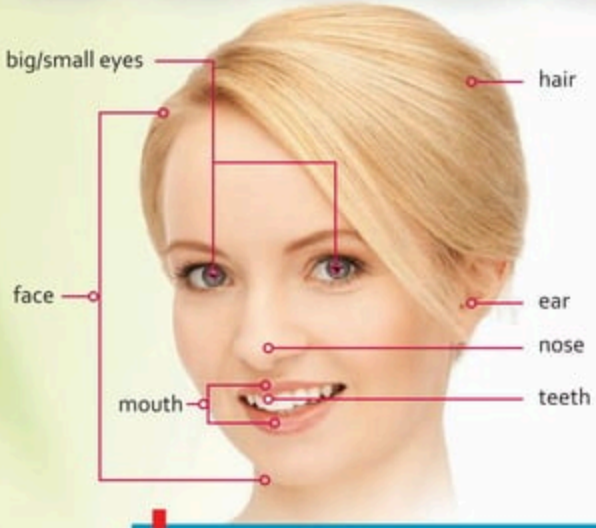
Her hair is straight and _____ (b).

wavy

Her hair is wavy and _____ (c).

curly

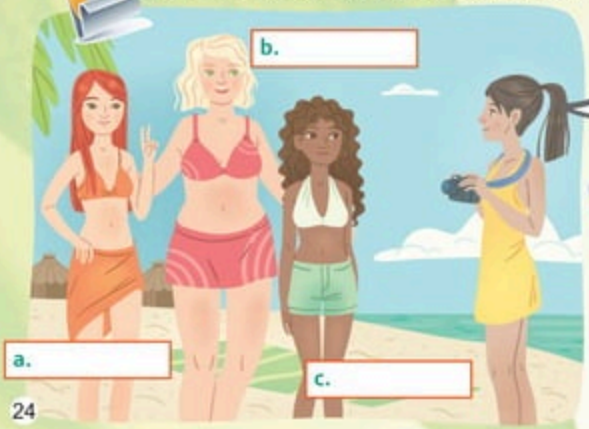
His hair is curly and _____ (d).



Useful Expressions

- Use ***blond*** to describe yellow hair.

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



- Clarice
- Susan
- Hannah

Listening Strategy

Look at the pictures to predict information.

3. Listen again and complete the chart.

Name	Age	Height	Weight
Clarice			
Susan			
Hannah			

Reflect on Grammar

Possessive Adjectives

Use *possessive adjectives* to express possession.

	Singular					Plural		
Subject Pronouns	I	You	He	She	It	We	You	They
Possessive Adjectives	My	Your	His	Her	Its	Our	Your	Their

Her hair is long and blond. **His** hair is short and black.

Grammar and Vocabulary

Pronunciation

Listen and repeat.

/θ/	/ð/
thin	they
mouth	their
teeth	this

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

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) eyes are big and black. _____ (c) nose is big. He is handsome.

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

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

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

Speaking Strategy

Practice questions and answers to improve your oral skills.

Project Stage 2

- Write the introduction of your scrapbook on the second page. E.g. *I live with my uncle and siblings.*
- On a separate piece of paper, write the description of each family member. 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.

a. I live with my _____

b. I live with my _____

c. I live with my _____

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*.

MARY

Different

short

(a) *short* _____ _____

(b) _____ *eyes*

Similar

(c) _____ _____

(d) _____ _____

JOSH

Different

(a) _____ *hair*

(b) _____ *brown* _____

Similar

(c) _____ *nose*

(d) _____ _____

tall

KAREN

Different

tall

(e) _____ _____ *hair*

(f) _____ _____

TED

Different

(e) *brown* _____

(f) _____ _____ *eyes*

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.

a. Keep an **eye** on
b. I'm all **ears**
c. 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

	Always	Sometimes	Never
■ I respect people's appearance.	◯	◯	◯
■ I recognize different types of families.	◯	◯	◯
■ I value my family.	◯	◯	◯

Gap Activity

Student A goes to page 87.
Student B goes to page 89.

Share Your Project

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.
- 1 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.

Give your Presentation

- Say hello to the audience.
- Show your scrapbook.
- Name all the members of your family.
- Describe each member of your family.
- Say thank you to the audience.

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)	

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.

Bertha: Oh yes, they are over there!

Word Bank

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.

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

a. ☐

b. ☐

c. ☐

Self-Evaluation

Now I can...	Very Well	OK	A Little
talk about my family members.	◯	◯	◯
describe myself and other people.	◯	◯	◯
ask and answer questions about physical description.	◯	◯	◯

Activities on page 94

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.

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). *1 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.

S-Z

short: adj. a person with little height. (ant. tall)
sibling: n. one's brother or sister.
similar: adj. the opposite of different.
son: n. one's male child.
supermarket: n. a place to buy different products.
supplies: n. materials to make or construct something. *The supplies for my album are markers, pencils and cardboard.*
straight: adj. with no curves. (ant. curly)
uncle: n. the brother of one's mother or father.
Venn diagram: n. a graph that represents logical relations by using circles.

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:

Answer

0	A	B	✓
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

0. The name of the girl is

A

B

C

1. The girl is

A

B

C

2. The girl is from

A

B

C

3. The girl's phone number is

A

B

C

4. The man is a

A

B

C

5. The man is

A

B

C

Speaking

Candidate A

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

Greenwich

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.

Answer

0	A	✓	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

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.

Answer

0	My
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

To: cami2000@meet.pr
Subject: Nice to meet you.

Hello Camilo,

(0) ___My___ 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: 297893423
E-mail address: Cmicas@e-pal.mx

UNIT 3

Leisure Activities

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

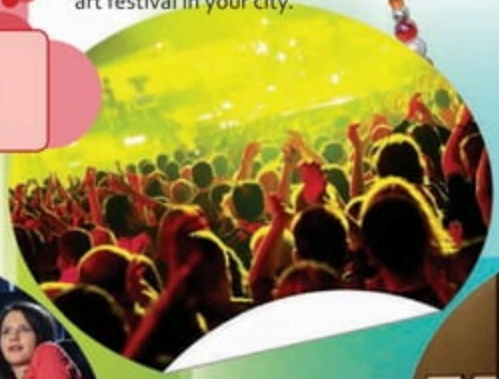
- *To be a culture vulture*
- *To be the flavor of the month*
- *To be the life of the party*
- *What's on?*
- *No way*
- *Fond of*
- *What about*

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.

What time is it?

It's eight o'clock. _____ _____

It's half past twelve. _____ _____

What time is ...

a. the action movie? *It's at half past seven*.

b. the horror movie? _____ _____.

c. the sci-fi movie? _____ _____.

d. the animated movie? _____ _____.

Key Expressions

What's on?: What movies?

No way: impossible

3. Listen and practice.

Brian: Hi, Megan. I'm at the Cine Club.
Brian: *The Wolf*.
Brian: No. It's a horror movie.
Brian: Hmm, what's your favorite kind of movies?
Brian: Oh, no. *Madagascar* is **on** the weekend.
Brian: *Batman, The Dark Knight* is **on** Friday.
Brian: It's **at** half past seven.
Brian: Well, yeah. See you **at** six o'clock **on** Friday, then.

Megan: Hello, Brian. What's on?
Megan: Is it an animated movie?
Megan: Horror! No way!
Megan: Well, animated and action.
Megan: When is the action movie?
Megan: Cool! What time is the movie?
Megan: Perfect! Is it OK with you?
Megan: Sure, see you. Bye.

Reflect on Grammar

Prepositions of Time 1

Questions	Answers
What time is the horror movie?	It's **at** 5:30 PM.
When is the sci-fi movie?	It's **on** Tuesday.

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

Pronunciation

Wh-questions have falling intonation.
Listen and repeat.

What time is it?
When is the action movie?
What's on at the cinema?
What's your favorite kind of movies?

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

Use capital letters for the days of the week.
Monday – Tuesday

Cine Club Schedule

Time	Weekdays			Weekend	
	Monday	Wednesday	Friday	Saturday	Sunday
3:00 PM		Toy Story		Pirates of the Caribbean	
4:30 PM	Shrek		Transformers		Pirates of the Caribbean
5:30 PM		Dracula		Frankenstein	

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.

Name of the movie	Genre	Day	Hour
a. Jupiter Travelers			*4:00 PM*
b. Super Cars	*action*		
c. The Wolf		*Sunday*	

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.

Use capital letters for months.
January
February

Word Bank

- August
- ~~February~~
- June
- October
- December
- April

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. 1

Useful Expressions

- **In the** morning / afternoon / evening.
- **At** noon / night / midnight.

Key Expressions

Fond of: fan of
What about: I recommend

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.

Ordinal Numbers

1st = first	10th = tenth
2nd = second	11th = eleventh
3rd = third	12th = twelfth
4th = fourth	13th = thirteenth
5th = fifth	14th = fourteenth
6th = sixth	20th = twentieth
7th = seventh	21st = twenty-first
8th = eighth	22nd = twenty-second
9th = ninth	30th = thirtieth

4. Go back to the conversation and complete the chart with *in*, *at*, or *on*.

Reflect on Grammar

Prepositions of Time 2

When is the event?			Conclusion	
It's		October.		→ months
It's		September 7th / weekends.		→ dates
It's	*in*	the morning / afternoon / evening.	*in*	→ long periods
It's		noon / 3:00 PM / night.		→ specific time

Pronunciation

1. Listen and repeat.

/θ/	/ð/
three	the

2. Listen and check ✓ the sound.

	/θ/	/ð/
this		
birthday		
that		
third		

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 *on* Christmas _____ night.

Speaking Strategy

Use ***"Really?"*** to show interest in a conversation.

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

Project Stage 2

- Choose an art festival of your interest and name it. E.g. *Music Fest*
- Create a logo to promote your festival and include the name.
- Draw it on a piece of paper.

Lesson 3

Famous Fests

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.

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

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.

a. _____

b. _____

c. _____

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.

dance

costume

make-up

play

wig

parade

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

	T	F	NI
a. Art festivals are special celebrations.	✓		
b. Food festivals are famous in South America.			
c. The World Tango Festival is famous in Chile.			
d. The Ibero-American Theater Festival is a Colombian celebration.			
e. The theater fans prepare different activities.			
f. The actors of the Ibero-American Theater Festival are tall and athletic.			
g. The actors perform activities in the streets.			

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

Writing Strategy

Use mind maps to organize information before you write.

5. Complete the paragraph using your mind map.

People celebrate _____ (name of the festival) in _____ (city), a beautiful city in _____ (country). The festival is _____ (date).

The _____ (artists) prepare different activities. For example, _____ (activities) _____.

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.

Lesson 4

Are You a Culture Vulture?

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

Word Bank

- the flavor of the month
- a culture vulture
- the life of the party

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.

Questions	partner 1	partner 2	partner 3
a. Who is the life of the party in our classroom?			
b. Who is a culture vulture in our school?			
c. Who is the flavor of the month?			

Reflect on Values

	Always	Sometimes	Never
■ I participate in different cultural events in my free time.	◯	◯	◯
■ I am informed of my city's festivals.	◯	◯	◯

Gap Activity

Student A goes to page 88.
Student B goes to page 91.

Share Your Project

1. Discuss your experience.

Check ✓ what you like from the project.

Group work ☐ | The name ☐ | The logo ☐ | The schedule ☐

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.

Comic

A Cultural Contact

Listen and Read.

Quiz Time

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

a. The food festival is ____ January 20th. It's ____ the morning ____ 10:30.

b. The art exhibition is ____ June ____ weekdays ____ noon.

c. The cine club is ____ Wednesday ____ 5:00 PM.

d. The music festival is ____ November 3rd ____ 6:30 PM.

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.

Name	Genre	Day	Hour
a. *The Wolfman*		Friday	:
b. *Transformers*			4:30
c. *Toy Story*	animated		:
d. *Inception*		Friday	:

4. Read and complete the information. Use the numbers in parentheses.

a. Halloween is on *October* _____ (10/31).
(month) (date)

b. Christmas Day is on _____ _____ (12/25).
(month) (date)

c. S. Valentine's is on _____ _____ (2/14).
(month) (date)

d. New Year's Eve is on _____ _____ (12/31).
(month) (date)

Self-Evaluation

Now I can...	Very Well	OK	A Little
■ tell the time.	⬭	⬭	⬭
■ ask and answer questions about schedules.	⬭	⬭	⬭
■ talk about cultural events.	⬭	⬭	⬭

Activities on page 95

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)
noon: 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.*
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)

S-Z

schedule: n. program of events. (syn. agenda)
show: n. presentation.
singer: n. professional vocalist.

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.

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.

UNIT 4

Street Life

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

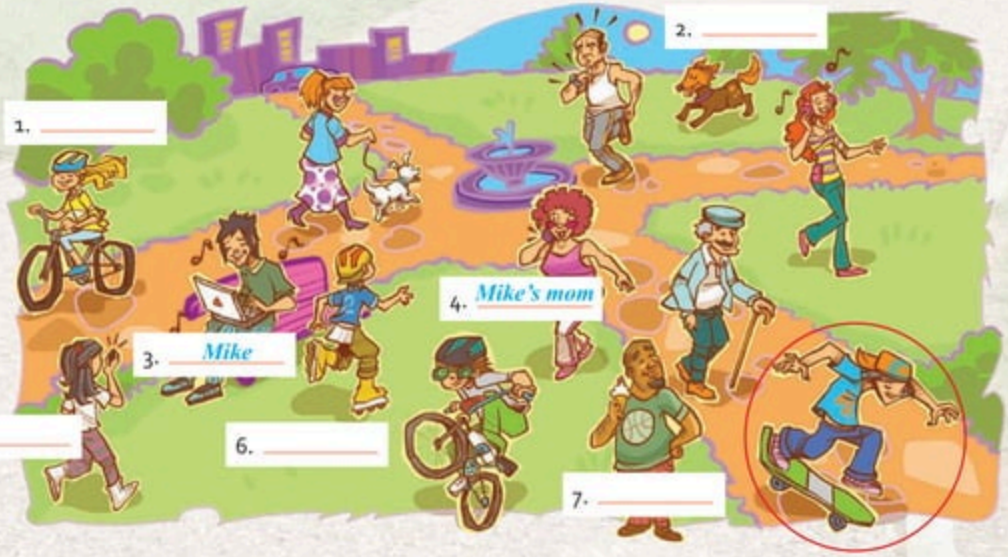
eat

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.

Affirmative		
I	am	going to the park.
He She It	is	running.
You We They	are	walking Rex.

Negative		
I	am not	riding a bike.
He She It	is not	listening to music.
You We They	are not	skating.

Yes / No questions		
Am	I	riding a bike?
Is	he she it	going to the park?
Are	you we they	skating?

Wh-questions								
What	am	I	doing?		Where	am	I	going?
	is	he she it				is	he she it	
	are	you we they				are	you we they	

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 ___*am writing*___ (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.*

Lesson 2

Street Fashion

1. Listen and practice. Then, classify the words into singular or plural.

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~~

Singular	Plural
a jacket	*shorts*
a	

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.

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?

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 ___*scarf*___, this is a red _____ (a) and these are _____ (b).

Ted: Is that a new collection?

Vendor: Yeah, those are informal clothes for men. That is a brown _____ (c), that's a _____ (d) and those are _____ (e).

Ted: Are those _____ (f) 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...

Pronunciation

The sound /s/

Listen and repeat.

skate scarf
sneakers slippers

Reflect on Grammar

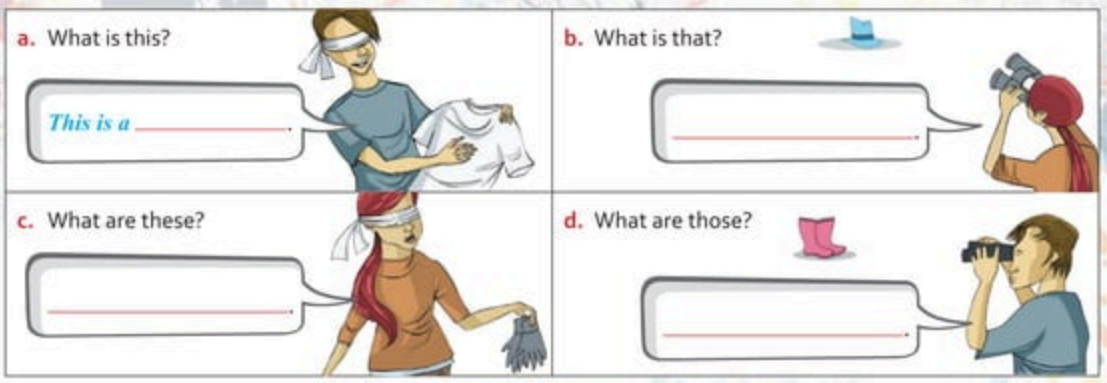
Demonstrative Pronouns

Affirmative		
	Singular	Plural
Near	This is a black skirt.	These are shorts.
Far	That is a hat.	Those are sunglasses.

Yes / No Questions		
	Singular	Plural
Near	Is this a black skirt?	Are these formal clothes?
Far	Is that a new collection?	Are those sunglasses for boys?

Wh-questions					
Singular			Plural		
What	is	this? that?	What	are	these? those?

4. Complete the descriptions with the correct demonstrative pronouns.



Project Stage 2

- Go to one of the streets in your neighborhood.
- Pay attention to people's clothes and take pictures.
- Describe what the people are wearing. E.g. *She is wearing a blue skirt.*

Lesson 3

What's the Weather Like?

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

It's warm and cool.

Spring

a.

b.

It's sunny and hot.

Summer

e. *sunglasses*

f.

It's snowy and cold.

Winter

c.

d.

It's windy and cold.

Fall

g.

h.

Word Bank

- ~~sunglasses~~
- sweaters
- shorts
- scarves
- T-shirts
- caps
- coats
- gloves

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.

Neighborhood	City	Season/ Weather	Clothes	Activities	Famous place
a. Old Town					
b.				skating, surfing, playing	
c.	Barcelona				
d.					hi-tech buildings

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,

SO

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**

1. _____ 2. _____ 3. _____

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 _____.

These sneakers are...
- old.
- popular.
- nice.

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

I work...
- with the teacher.
- alone.
- in collaboration.

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

I...
- look at Diane.
- admire Diane.
- invite 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

	Always	Sometimes	Never
■ I appreciate my neighborhood.	◯	◯	◯
■ I take care of my clothes.	◯	◯	◯
■ I respect people's way of dressing.	◯	◯	◯

Gap Activity

Student A goes to page 88.
Student B goes to page 91.

Share Your Project

1. Discuss your experience.

Check ✓ what you like about the project.

Exploring the neighborhood ☐

Taking pictures ☐

Making the collage ☐

Writing descriptions ☐

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.

Game

Blackjack

- 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

A

B

C

D

E

F

G

H

I

J

K

L

Quiz Time

1. Describe the photograph using the Present Progressive tense and the verbs in the Word Bank.

Word Bank

- skate
- ride
- eat
- walk
- talk
- listen
- wear (x4)

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.

clothes	Carol	David	Alison
green jeans		✓	
pink skirt			
black boots			
purple coat			
yellow skirt			
red cap			

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...	Very Well	OK	A Little
express what people are doing.	◯	◯	◯
describe what people are wearing.	◯	◯	◯

Activities on page 96

Glossary

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)

coat: n. a long jacket to protect your body from the cold.
collage: n. a creative visual work that includes different kinds of images.
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.*

R - Z

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.

Test Training B

Listening

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

Answer			
0	✓	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

0. Susan is wearing a

A

B

C

1. Annie is wearing a

A

B

C

2. Fred is wearing

A

B

C

3. Linda is wearing a

A

B

C

4. Brian is wearing a

A

B

C

5. Jenny is wearing

A

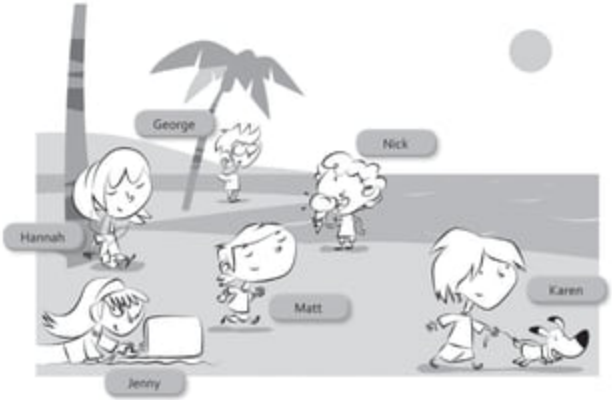
B

C

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

P X A R

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

Answer

0	✓	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	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

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.

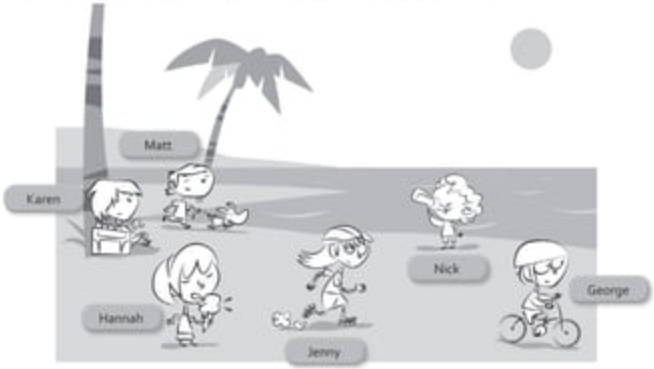
Answer

0	in
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	

Speaking

Candidate B

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



UNIT 5

Amazing Places

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.

Word Bank

between

across from

next to

behind

on the corner of

on

Guide: Hi! I'm Diego, your tourist guide. Over there is an old statue. It's 200 years old. It's ___*next to*___ the church.
Tourist A: Excuse me, are there any grocery stores around?
Guide: Sure, there is one _____ (a) the restaurant and the tech-shop. Look! It's _____ (b) 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 _____ (c) 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 _____ (d) the post office or _____ (e) the movie theater.

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

a. There is an art gallery ___*across from*___ 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*.

Reflect on Grammar

There is - There are

Use *there is* and *there are* to express existence.

	Affirmative	Interrogative	Negative	Contractions
Singular	There ____ a statue.	____ there a bank?	There ____ a bank.	There's There isn't
Plural	There ____ two airplanes.	____ there any parks?	There ____ any parks.	There aren't

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

- Diego, where are you from?
- Interesting! *Is there* a zoo in Buenos Aires?
- Awesome! What about castles? _____ (b) any castles in your city?
- Really? What places?
- Oh yes, San Martin. An important leader of South America's independence.

- I'm from Buenos Aires.
- Yes, _____ (a) a big zoo, The National Zoo. There are many exotic animals to see.
- No, _____ (c) any castles, but there are other places to visit.
- _____ (d) an important stadium: the Bombonera, and _____ (e) a beautiful square: San Martin Square.

Key Expressions
Awesome: fantastic

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

	T	F
a. There are two important stadiums in Rome.		✓
b. There isn't a botanical garden in Rome.		
c. There is a famous castle in London.		
d. There is a famous stadium in London.		
e. There is a zoo in San Salvador.		
f. There aren't any museums for children in San Salvador.		

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

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

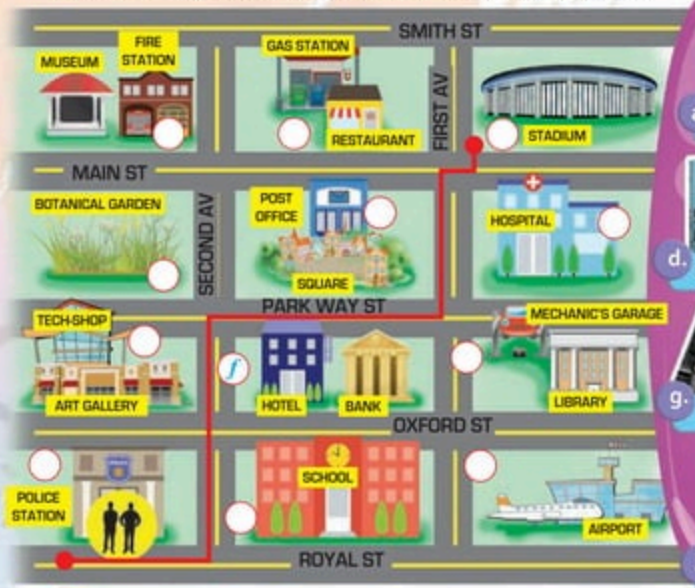
Project Stage 1

- 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.



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

Affirmative: Use imperatives to give directions.		Negative: Use imperatives to give warnings.	
Turn left.	Turn right.	**Don't** turn left.	**Don't** turn right.
Go straight (1/2... blocks).	Walk (1/2... blocks).	**Don't** go straight.	

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.

Key Expressions

I'm new in town:
I'm new in this city or place

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.

Useful Expressions

- To express gratitude use:
  - I really appreciate it.
  - Thanks a lot.
  - Thanks for your help.

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

a.
Don't smoke at the gas station.

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.*

Lesson 3

The Future City

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.

Extraordinary Architecture | High-tech Transport | Geography and Weather

a. _____

Dubai 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 31° C to 49° C, **but** the **average** temperature is 40° C on a regular day. Winters aren't cold **but** warm and short.

b. _____

Dubai 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.

c. _____

Transport 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.**

Reading Strategy

Pay attention to the words before or after to infer the meaning of unfamiliar words.

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*.

Writing Strategy

Use ***but*** to contrast ideas.

_____ is my city. _____

_____ (weather)

_____

_____ (buildings)

_____

_____ (transport)

Project Stage 3

- 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

d. The *Colosseum* is a European structure in _____.
• Italy • France • Spain

a. *Chichen Itza* is a pyramid in Mexico. This wonder is in _____.
• Guadalajara • Yucatan • Monterrey

e. *Petra* is an archeological city in Jordan. It is located in _____.
• Africa • Europe • Asia

b. *Machu Picchu* or the "Lost City of the Incas" is in _____.
• Ecuador • Bolivia • Peru

f. The *Taj Mahal* is a beautiful monument in _____.
• India • Thailand • Arabia

c. *Christ the Redeemer* is a Brazilian statue in the city of _____.
• Rio de Janeiro • Brasilia • Sao Paulo

g. *The Great Wall* is 8,851.8 km long. It is located in _____.
• Japan • China • Taiwan

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

NEXT

The Seven Modern Wonders Test PART 2

The Great Wall is **on the map**. Many people around the world recognize this place.
a. a distant place b. a famous place c. a new place

Christ the Redeemer **sticks out a mile**. Everybody sees it from a long distance.
a. is a small place b. is an old place c. is a visible place

Petra is **worth its weight in gold**. UNESCO says it is a cultural patrimony for humanity.
a. very expensive b. very big c. very valuable

3. Socialize your ideas in the class.

SCORE

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

In my city, the stadium sticks out a mile!

Reflect on Values

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

Gap Activity

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

Share Your Project

1. Discuss your experience.

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

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.

a. People use brochures to promote _____.

1. parts 2. tourism 3. maps

b. _____ are necessary for the promotion of an event.

1. Pictures 2. Texts 3. Pictures and texts

c. This brochure is divided into three _____.

1. panels 2. papers 3. sections

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.

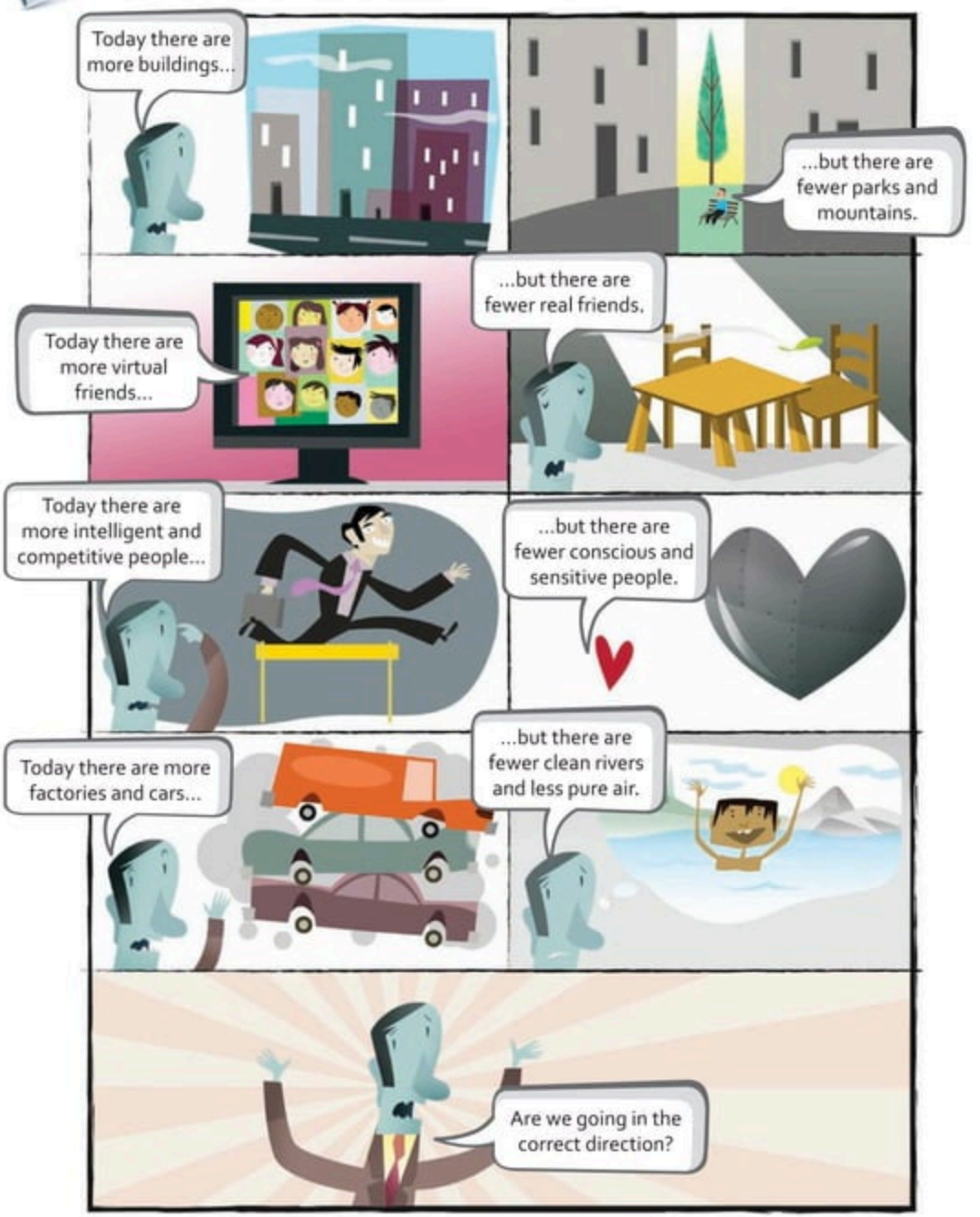
Useful Expressions

- 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.

Comic

Today's Contrasts

Listen and Read.



Quiz Time

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? _____

c. How can I get to the botanical garden? _____

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 • are there • there aren't

Officer: No, ____ any museums in the city.
b. • there isn't • there aren't • there are

Man: Mmm, ____ a zoo near this place?
c. • there is • are there • is there

Officer: Yes, ____ one across from the park.
d. • there isn't • there are • there is

Man: How can I ____ there?
e. • run • get • walk

Officer: Walk two blocks and turn ____.
f. • corner • right • straight

Self-Evaluation

Now I can...	Very Well	OK	A Little
identify places in the city.	◯	◯	◯
ask for and give information about locations.	◯	◯	◯
give and follow instructions to get to a place.	◯	◯	◯

Activities on page 97

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.

E- L

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.
get: 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.
postal office: n. a building where people send and get letters.
postal 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.
systems 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.
wonder: n. a beautiful and spectacular place.
zoo: n. a place with animals for public exhibition.

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.

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.

Your 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

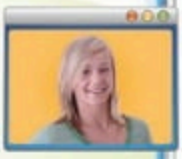
g. We watch / don't watch TV together.

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 *do*. 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.

Key Expressions

OMG: oh my God

Spend quality time: to share a good time

Reflect on Grammar

Simple Present Tense

Use it to talk about routines.

Affirmative		Negative		Yes/No Questions			
I You We They	get up at 6:00 AM.	I You We They	don't get up at 6:00 AM.	Do	you we they	get up at 6:00 AM?	Yes, I do. / No, I don't. Yes, we do. / No, we don't. Yes, they do. / No, they don't.
				Wh- questions			
				What What time	do	you do at home? you get up?	- I surf the Internet. - I get up at 6:00 AM.

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 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 _____

Speaking Strategy

Use "***What about you?***" to ask about people's activities.

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.

Lesson 2

Lifestyles

Vocabulary Strategy

Associate new language with familiar words to remember vocabulary.

1. Match the verbs with their complements.

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

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 your time.

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.

a. *Karen and the kids* stay home.
b. _____ plays tennis.
c. _____ plays basketball.
d. _____ travels abroad.
e. _____ sleeps all day.
f. _____ watches TV.

Reflect on Grammar

Simple Present tense

Use it to talk about regular or common activities.

Affirmative		Negative		Yes/No Questions			
She He It	goes for a walk.	She He It	doesn't go for a walk.	Does	she he it	work?	Yes, she does. / No, she doesn't. Yes, he does. / No, he doesn't. Yes, it does. / No, it doesn't.
Use –s/–es/–ies/ in third person study She studies watch He watches take It takes		In negative sentences the verb doesn't change.		Wh – questions What does she do in the afternoons?			She stays home.

3. Use the verbs in parentheses to complete the texts about Will Smith and Jaden Smith.

My son, Jaden, *gets up* (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.

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.

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/	/Z/	/IZ/
works		

- practices
- does
- watches
- plays
- ~~works~~
- takes

S

Project Stage 2

- Find information about what your famous character does in his/her free time. E.g. *Will Smith goes to the gym in his free time.*
- Write sentences about your character's lifestyle.
- Prepare a set of questions to interview your partner. E.g. *Does he/she travel abroad?*

Lesson 3

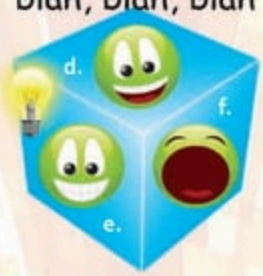
A Hairy Routine

Vocabulary Strategy

Analyze the parts of words to guess their meaning.
E.g. talkative = talk + ative.

1. Match the faces with the corresponding personality adjective.

blah, blah, blah



omm!

- [a] friendly
- [ ] creative
- [ ] shy
- [ ] energetic
- [ ] aggressive
- [ ] patient
- [ ] talkative
- [ ] lovely
- [ ] lazy

2. Read and organize the text from 1 to 5.

Reading Strategy

Identify context clues (connectors of sequence and specific activities) to organize the text.

The Dog Whisperer

1 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 agressive, 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.

Writing Strategy

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

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

In the morning: _____

_____

_____

In the afternoon: _____

_____

_____

At night: _____

_____

_____

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!

Word Bank

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

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

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

1. What do you do when the alarm clock rings?
   a. jump out of bed b. crawl out of bed
2. What do you do on Saturday?
   a. get up early b. sleep like a log
3. What do you do on Sunday?
   a. practice sports b. watch TV all day

Scale value

a = 2 points each b = 1 point each

Results

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

Reflect on Values

	Always	Sometimes	Never
■ I have an active lifestyle.	◯	◯	◯
■ I spend quality time with my family.	◯	◯	◯
■ I see my parents as role models.	◯	◯	◯

Gap Activity

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

Share Your Project

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

Search for information ☐

Write the questions ☐

Practice the interview ☐

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

b. An interviewee

____ 1. uses curiosity to ask questions.

____ 2. listens carefully.

____ 3. adds details to the answers.

____ 4. finds information about the person.

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.

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.

Game

Bingo

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."

Card 1

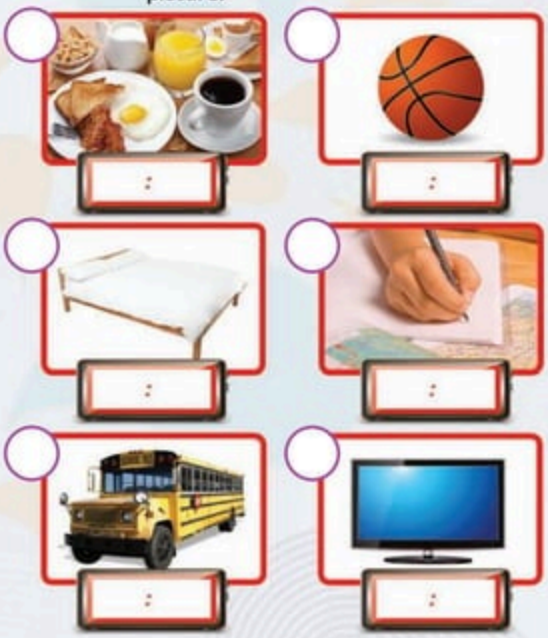
Card 2

Card 3

Card 4

Quiz Time

1. Listen and organize the routine from 1 - 6. Then, write the time in each picture.



2. Read and circle the correct option.

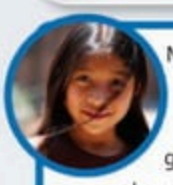
Hi, I'm Alice and I live in Australia. I **doesn't/don't** (a) get up late. I **get up / gets up** (b) at about 5:15 AM, **takes / take** (c) a shower and **have / has** (d) breakfast with my son Mike. I **works / work** (e) all day and get home at about 7:00 PM.

Mike **don't / doesn't** (f) get up early. He **get up / gets up** (g) at 6:30 and **go / goes** (h) to school at 8:00 o'clock. In the afternoon he **does / do** (i) homework, **watches / watch** (j) TV and **play / plays** (k) video games. In the evening we **has / have** (l) dinner together. We **doesn't / don't** (m) 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	Brian
a. OK, Brian, tell me. Do you get up early?	____ No, I don't. I eat at my grandma's house.
b. Really? What time do you get up every day?	____ Well, she surfs the Internet and watches TV.
c. Very early! And do you have lunch at home?	____ Yes, I do. I jump out of bed.
d. What do you do on Saturdays?	____ No, she doesn't. She is very lazy.
e. What about your sister, Giselle? Does she practice sports?	____ I play basketball with my friends.
f. So, what does she do on weekends?	____ I usually get up at 5:45 AM.

Self-Evaluation

Now I can...

	Very Well	OK	A Little
■ talk about routines.	⬭	⬭	⬭
■ use connectors of sequence to organize a text.	⬭	⬭	⬭

Activities on page 98

Glossary

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.

Answer	
0.	five
1.	
2.	
3.	
4.	
5.	

THE WORLD NATIONAL PARK

Number of zones: 0. five

Green Zone

Place to visit: 1. _____

Red Zone

Location: 2. _____ the Green Zone

Yellow Zone

Places 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.

Answer								
6	A	✓	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Example:

0. Hospital

6. Drugstore

7. Tech-shop

8. Museum

9. Hotel

10. School

A. See the Leonardo Da Vinci exhibition today!

B. Don't smoke! Sick people around

C. Get your favorite team tickets now!

D. Buy your medicine Here

E. Find the perfect computer for you!

F. Don't talk on the phone

G. Welcome to class!

H. Breakfast from 8:10 AM

Writing

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

Answer

0	Do
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Send Save Cancel

From: boy2000@pal-e.com

To: susy15@ehome.com

Hi Susan! How are you in Jamaica? (0) Do 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.

Send Save Cancel

From: susy15@ehome.com

To: boy2000@pal-e.com

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

Gap Activity

Unit 1

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

Andrew

Brian

Marcela

Catalina

PROFILE

Origin: _____

Age: _____

You are _____! (Name)

Telephone: _____

E-mail address: _____

Stage 2

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

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

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

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

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

Unit 2

STUDENT A

Stage 1

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

E.g. *The father is chubby. His hair is curly...*

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?*

Gap Activity

Unit 3

STUDENT A

Ask your partner questions to complete the cultural agenda.

When is the ...?
What time is the...?

February – June Cultural Agenda

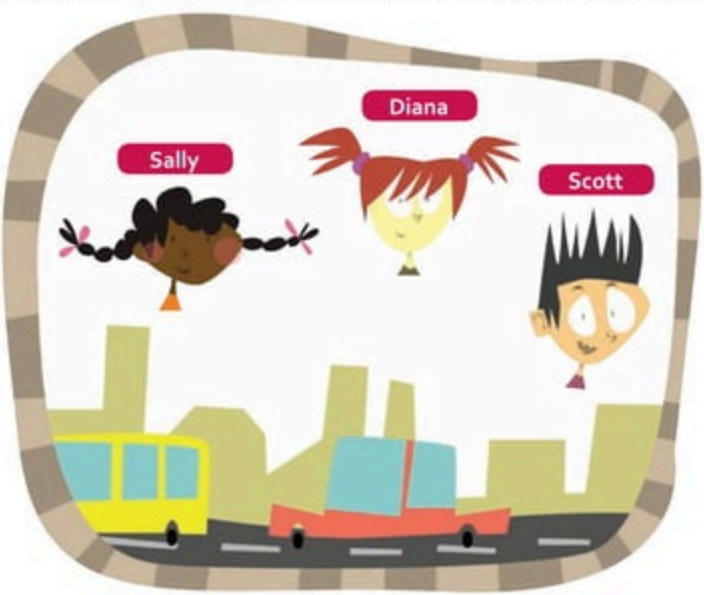
Event	Month	Date	Time
Reggae concert	February	Friday 1st	
Dance festival			9:00 AM
Movie club	April	2nd Weekend	
Art exhibition			4:30 PM
Theater festival	June	Friday 21st, Saturday 22nd Sunday 23rd	

Find more information at www.whatsoninthecity.com

Unit 4

Student A

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



Gap Activity

Unit 1

STUDENT B

Stage 1

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

Marcela
Origin: Mexico
Telephone: 523695489
E-mail address: marc@mexpal.mx
Age: 14

Catalina
Origin: Mexico
Telephone: 562673459
E-mail address: cata@mxmail.com
Age: 40

Brian
Origin: England
Telephone: 426954 718
E-mail address: boy20@netsky.com
Age: 20

Andrew
Origin: England
Telephone: 423195489
E-mail address: andy@epal.uk
Age: 12

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

Henrick

Paul

Donna

Isabella

PROFILE

Origin: _____
Age: _____
You are _____! (Name)
Telephone: _____
E-mail address: _____

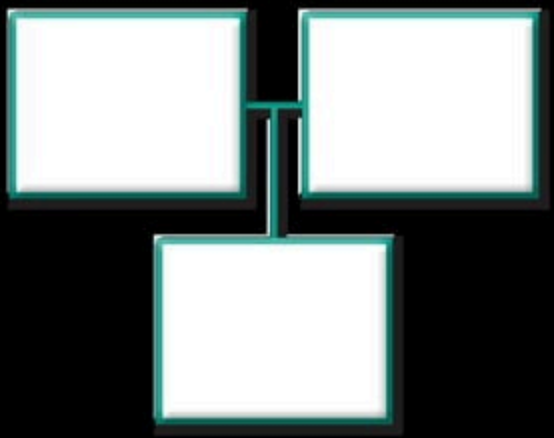
Unit 2

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.

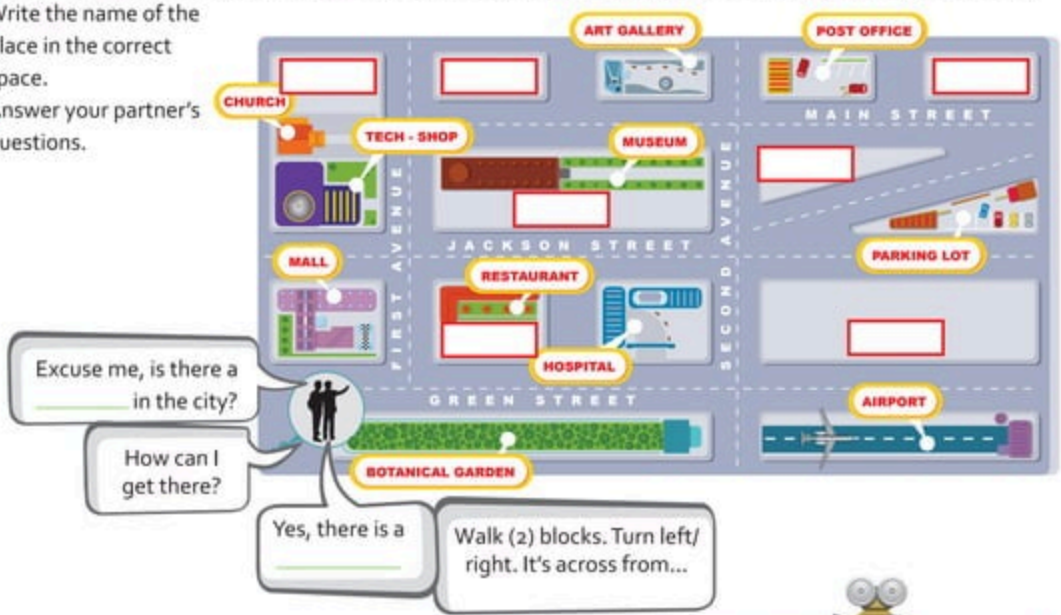
   E.g. *The mom is chubby. Her hair is short...*

Gap Activity

Unit 5

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.



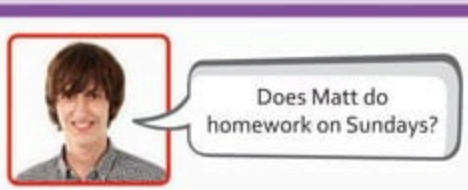
Unit 6

Student A

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

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

Name	Time	Play sports	Lifestyle	Do homework on Sundays
Matt	gets up at 8:00 AM	_____	stays home and surfs the Internet	_____
Alison	has breakfast at _____	Yes ✓	_____	Yes ✓
Edward	takes a shower at 11:30 AM	_____	goes for a walk and travels	_____
Natalie	goes to school at _____	No ✓	_____	No ✓



Gap Activity

Unit 3

STUDENT B

Ask your partner questions to complete the cultural agenda.

When is the ...?
What time is the...?

February – June Cultural Agenda

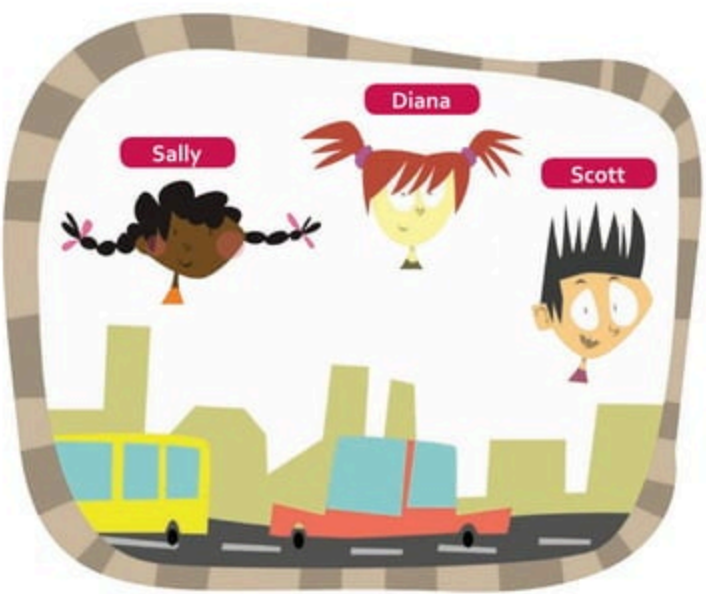
Event	Month	Date	Time
Reggae concert			8:00 PM
Dance festival	March	Tuesday 15th Thursday 17th	
Movie club			6:00 PM
Art exhibition	May	Monday 7th, Tuesday 8th Wednesday 9th	
Theater festival			10:30 AM

Find more information at www.whatsoninthecity.com

Unit 4

Student B

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

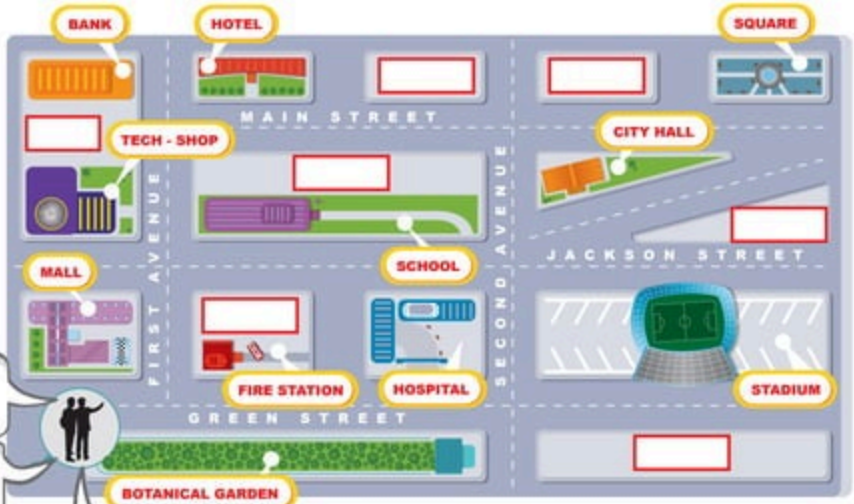


Gap Activity

Unit 5

STUDENT B

- Ask for the directions to go to the following places: art gallery, post office, museum, parking lot, airport, restautant, 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...

Unit 6

Student B

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

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

Name	Time	Play sports	Lifestyle	Do homework on Sundays
Matt	gets up at _____	No ✓	_____	Yes ✓
Alison	has breakfast at 6:30 AM	_____	plays basketball and video games	_____
Edward	takes a shower at _____	Yes ✓	_____	No ✓
Natalie	goes to school at 6:30 AM	_____	watches TV and takes a nap	_____

What time does Matt get up?

Matt gets up at...

Unit 1

Glossary Activities

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 <u>underlined</u> words. Circle the correct option.

a. Canada is a <u>country</u>.
1. capital
2. nationality
3. nation

b. I <u>find</u> information on the Internet.
1. meet
2. discover
3. look

c. This is a nice <u>picture</u>.
1. tower
2. form
3. illustration

d. Mike is Brazilian. He is a <u>traveler</u>.
1. housemate
2. visitor
3. classmate

e. It is a <u>nice</u> presentation.
1. friendly
2. bad
3. good

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

Word Bank

• Canada • Spain • China • USA • Peru
• France • Chile • England • Japan • Greece

Nationalities

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?

Unit 2

Glossary Activities

1. Find nine family members.

A	W	X	S	I	S	T	E	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
O	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.

Adjective	Antonym
a. chubby	
b. tall	
c. young	
d. unfit	

3. Match the verbs with their definition.

Verb	Definition
a. live with	_____ to check and correct
b. get	_____ to guess in advance
c. revise	_____ to share a house or an apartment
d. predict	_____ to select an option
e. decide	_____ to obtain

4. Label the pictures. Use the Word Bank.

Word Bank

- weight
- age
- height

a. _____

b. _____

c. _____

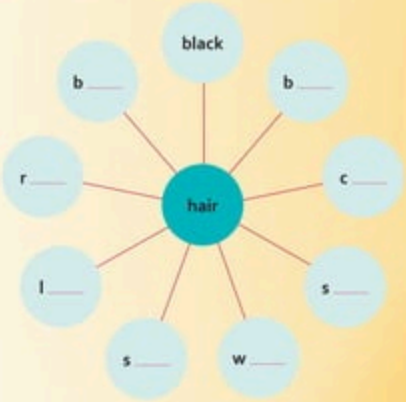
5. Complete the sentences with the correct colloquial expression.

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.



Unit 3

Glossary Activities

1. Match these words with their synonyms.

A	B
a. event	_____ film
b. exhibition	_____ imaginary
c. kind	_____ agenda
d. movie	_____ class
e. advertise	_____ occasion
f. schedule	_____ exposition
g. unreal	_____ publicize

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.

a. 5:30 PM	a _ _ _ _ n _ _ n
b. August 16	d _ _ e
c. 8:00 AM	m _ _ _ _ _ g
d. Calendar	w _ _ _ _ _ d
e. 12:00 PM	n _ _ n
f. Calendar	w _ _ _ d _ _ s

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.

_ _ _ _ _ _ _ _ _ _

Unit 4

Glossary Activities

1. Unscramble and classify the words below.

	Sunny	Windy
a. losgev		
b. kejact		
c. thirs-T		
d. scraf		
e. naussgless		
f. atco		
g. tah		
h. aterswe		
i. napst		
j. pac		

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

A	B
a. In fall,	____ are seasons of the year.
b. Sunny, snowy, windy and warm	____ it's windy.
c. In spring,	____ it's snowy.
d. In summer,	____ it's warm.
e. Spring, summer, fall and winter	____ it's hot.
f. In winter,	____ are atmospheric conditions.

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.

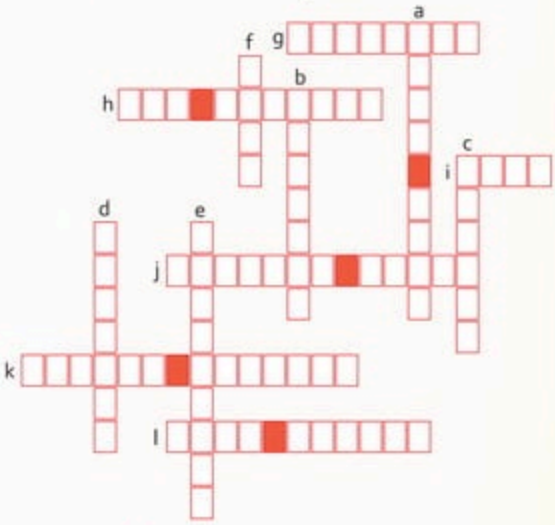
g. To **classify / report** is to organize according to a category.

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.



Down

A place...

a. where people find technological elements.
b. where people read and have access to books.
c. for the exhibition of historical things.
d. where people watch and play sports.
e. where people buy medicine.
f. where people get and save money.

Across

A place...

g. where doctors cure sick people.
h. for the exhibition of artistic paintings.
i. with stores where people shop.
j. or mini market where people buy products.
k. where police officers work.
l. where people send and get letters.

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. sisckt 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 _____ _____ _____ _____ _____ (**b. rowth sit twghie ni dlog**).

Tourist 2: Is there a beach near here?

Tim: Of course! Walk three blocks and turn right. You'll see the Copacabana beach. It's very famous. Everybody recognizes this place in the world. It's _____ _____ _____ (**c. no eth pam**).

Glossary Activities

1. Match the verbs with their complements. There are 2 options for each verb.

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

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 _____

_____

_____.

(Page 33 in the Student's Book)

Answer

0	A	B	C ✓
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Listening

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

0. The name of the girl is

A

B

C

1. The girl is

A

B

C

2. The girl is from

A

B

C

3. The girl's phone number is

A

B

C

4. The man is a

A

B

C

5. The man is

A

B

C

Speaking Candidate A

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

Greenwich

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.

Answer

0	A	B ✓	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

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.

(Page 34 in the Student's Book)

Writing

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

Answer	
0	My
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

To: cami2000@meet.pr

Subject: Nice to meet you.

Hello Camilo,

(0) ___My___ 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: Cmicas@e-pal.mx

Listening

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

Answer

0	✓	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

0. Susan is wearing a

A

B

C

1. Annie is wearing a

A

B

C

2. Fred is wearing

A

B

C

3. Linda is wearing a

A

B

C

(Page 59 in the Student's Book)

4. Brian is wearing a

A

B

C

5. Jenny is wearing

A

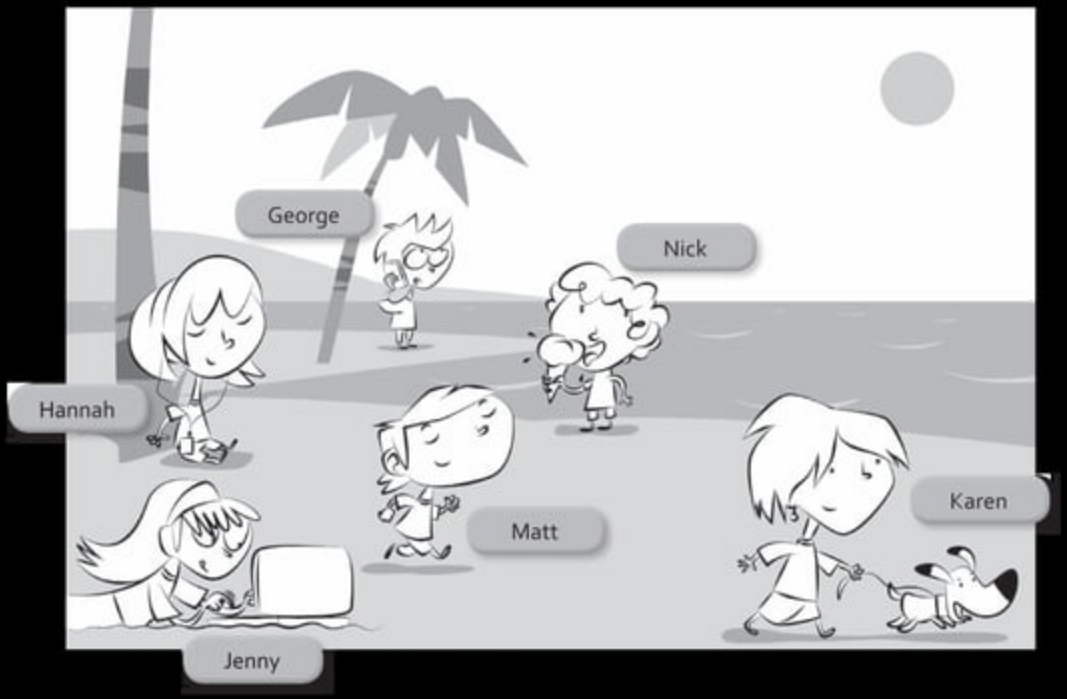
B

C

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

P X A R

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

Answer

0	✓	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C

Writing

(Page 60 in the Student's Book)

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.

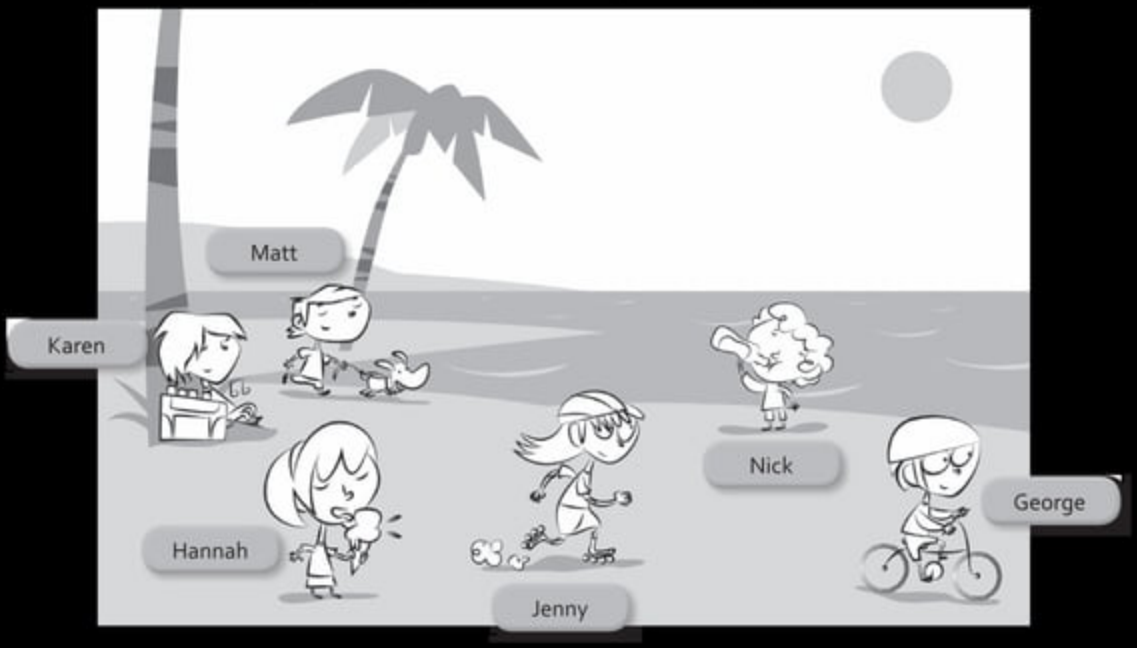
Answer

0	*in*
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	

Speaking

Candidate B

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



Test Training C

Units 5-6

(Page 85 in the Student's Book)

Answer	
0	*five*
1	
2	
3	
4	
5	

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.	*five*
Green Zone		
Place to visit:	1.	_____
Red Zone		
Location:	2.	_____ the Green Zone
Yellow Zone		
Places to go to:	3.	_____
Blue Zone		
Warning:	4.	_____ _____ in this area
Orange Zone		
This person gives additional information:	5.	_____

(Page 85 in the Student's Book)

Answer

0	A	B ✓	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Reading

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

Example:

0. Hospital

6. Drugstore

7. Tech-shop

8. Museum

9. Hotel

10. School

A. See the Leonardo Da Vinci exhibition today!

B. Don't smoke! Sick people around

C. Get your favorite team tickets now!

D. Buy your medicine **Here**

E. Find the perfect computer for you!

F. Don't talk on the phone

G. Welcome to class!

H. Breakfast from 8:10 AM

(Page 86 in the Student's Book)

Writing

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

Answer	
0	*Do*
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

File Edit View Favorites Tools Help

Send Save Cancel

From: boy2000@pal-e.com

To: susy15@ehome.com

Hi Susan! How are you in Jamaica? (0) *Do* 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.

File Edit View Favorites Tools Help

Send Save Cancel

From: susy15@ehome.com

To: boy2000@pal-e.com

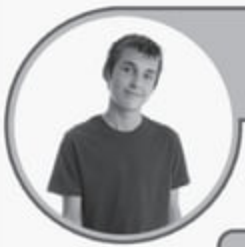
Hello Andres! I'm very happy here. Yes, you're right, life in Jamaica is different. I go to school at 9:00 AM, so I (16) _____ get up early in the morning. Classes start at 10:00 AM and end at 4:00. I (17) _____ have lunch at home. Now, I have it at the school cafeteria. The schedule is perfect, but 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

(Page 86 in the Student's Book)

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

Educación General Básica - Subnivel Superior

ENGLISH

Level

A1.1 (Teenagers)

WORKBOOK - OCTAVO GRADO - EGB

Norma

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Transformar la educación
MISIÓN DE TODOS

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Workbook

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Ministerio de Educación

ADVERTENCIA

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

	UNIT 1	UNIT 2	UNIT 3
CLIL	• Personal Information • Countries and Nationalities • Personal Profiles	• Family Members • Physical Appearance	• Types of Movies • Cultural Events • Famous Festivals
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 descriptions.	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*	• Simple Present tense with the verb *To Be* • Possessive Adjectives	• Prepositions of Time • Wh-questions (what time / when)
Skills and Strategies	**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	**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	**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

	UNIT 4	UNIT 5	UNIT 6
CLIL	• Street Life • Clothes • Famous Cities	• Places in the City • City Maps	• Routines • Lifestyles • Famous People
Goals	You will learn how to • express what people are doing at the moment of speaking. • describe what people are wearing.	You will learn how to • identify places in the city. • ask for and give information about location. • give and follow directions to get to a place.	You will learn how to • describe routines and lifestyles.
Grammar	• Present Progressive tense • Demonstrative Pronouns	• There is - There are • Prepositions of Place • Imperatives	• Simple Present tense
Skills and Strategies	**Vocabulary:** using pictures to remember new words **Grammar:** • using charts to remember spelling rules • using *over here* when pointing out things that are near and *over there* when pointing out things that are far **Reading:** going back to the text to check and correct information **Writing:** using ***so*** to talk about the result or consequence of an action	**Vocabulary:** using maps to practice giving directions to get to places **Grammar:** using visual references to understand the use of prepositions of place **Reading:** inferring the meaning of unfamiliar words by analyzing context clues **Writing:** using ***but*** to contrast ideas	**Vocabulary:** • observing and analyzing the sequence of the actions to memorize them • using the context to identify the missing words **Reading:** skimming the text to find specific information **Writing:** using a flow chart to organize the information before you write

Review

Word Bank

- look
- listen
- spell
- practice
- read

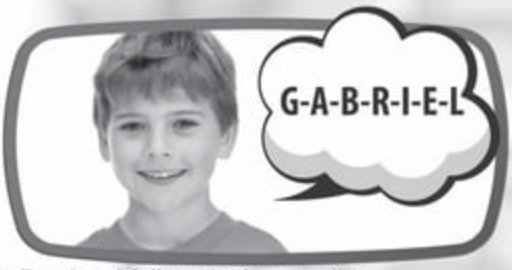
1. Look at the pictures and complete the sentences. Use the Word Bank.

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 *twenty-five*.

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 _____

Vocabulary Strategy

Relate the mathematical symbol with the operation.
Plus = (+)
Minus = (-)
Times = (X)
Divided by = (/)

UNIT 1

Lesson 1

Meeting New People

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

Name: _____
Age: _____
Country: _____
Phone: _____
E-mail: _____

Grammar Strategy
Following models to star practicing naturally.

3. Read the greetings and write formal or informal below each one of the situations:

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.

VP Chat Room

Jay: Hello. My name is Jay, What is your name?

Ana: Hi, My name **is / are** 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.

Write a message *Send*

Lesson 2

Friends Around the World

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

Vocabulary Strategy

Using suffixes (-an, -ian, -ish, -ese) to write the nationality of a country.

2. Read the conversation. Match the question with the answer.

Sonia		Rose	
a.	Who is this?		1. She is from Spain. She is Spanish
b.	How old is she?		2. This is Thomas, from Canada
c.	Where is she from?		3. She is twelve years old.
d.	And who is this?	a.	4. This is Lina, she is my friend.
e.	How old is he?		5. He is eleven years old.

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.

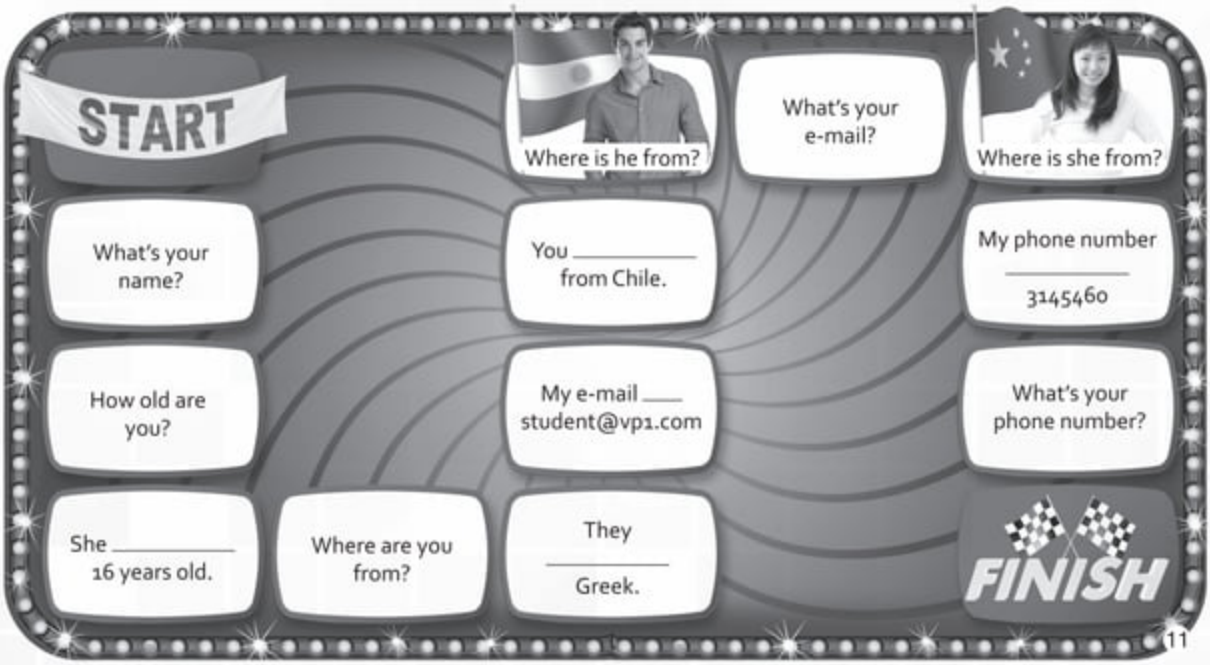
c. My name is Andrew. ***I*** / ***You*** am a student.

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 _____.

Vocabulary Strategy

Associate occupations with famous people to help you understand the meaning of words.

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. ☐

Reading Strategy

To better understand a text, activate previous knowledge.

3. Now read the text and check your answers.

myfavoritevip.com

About Us | **Services** | **Solutions** | **Support** | **Contacts**

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.

About Us | Services | Solutions | Support | Contacts

4. Complete the sentences and fill in the puzzle.

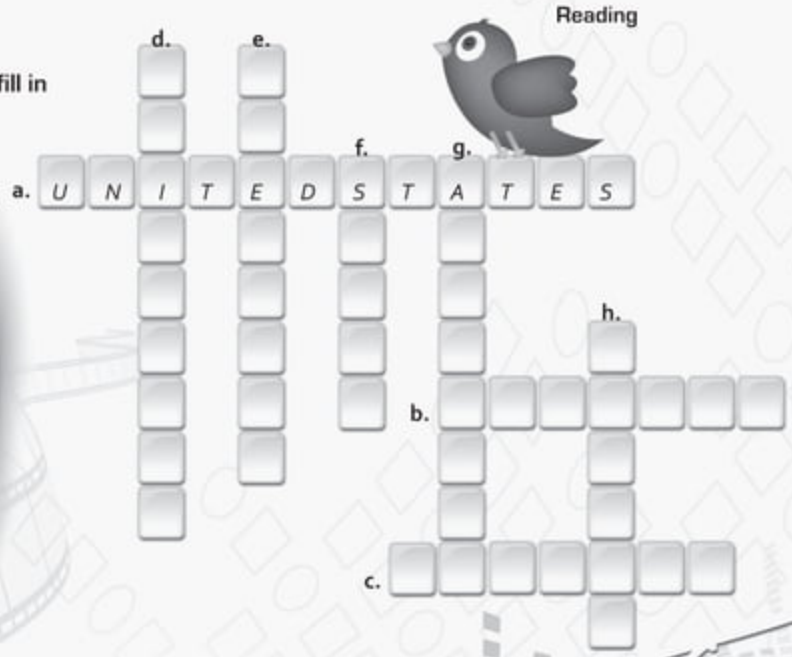
Clues

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 Villas 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: _____

Reading Strategy

Go back to the text to look for specific information.

6. Complete the following sentences with "*a*" or "*an*".

a. David Villa is _____ soccer player
b. David Villa is _____ athletic person.
c. Jack Dorsey is _____ computer scientist.
d. Jack Dorsey is _____ creative person.
e. Keira Knightley is _____ sociable person.
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.

_____

Writing Strategy

Capitalize at the beginning of a sentence, names, last names, the pronoun I, countries, cities, nationalities, abbreviations, and acronyms.

2. Create your web page. Choose three VIPs in music, movies and sports. Then, complete the IDs with their information.

HOME | PRODUCTS | SERVICES | SOLUTIONS | ABOUT | CONTACT | SEARCH

Music	Movies	Sports
Name: _____	Name: _____	Name: _____
Age: _____	Age: _____	Age: _____
Place of birth: _____	Place of birth: _____	Place of birth: _____
Nationality: _____	Nationality: _____	Nationality: _____
Occupation: _____	Occupation: _____	Occupation: _____

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

Word Bank

- China
- Chinese
- Greece
- Greek
- Holland
- Dutch

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.

Word Bank

a. It's confusing
b. To pay 50/50
c. It's a rumor

Vocabulary Strategy

Learn expressions within communicative contexts to remember them.

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.

a. Ann: It's 20 dollars.
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 _____

UNIT 2

Lesson 1

This Is My Family

1. Match the syllables to form words. Write them in the list.

grand	pa	sis	hand
tty	ther	ma	fa
sib	some	pre	grand
bro	mily	ter	lings

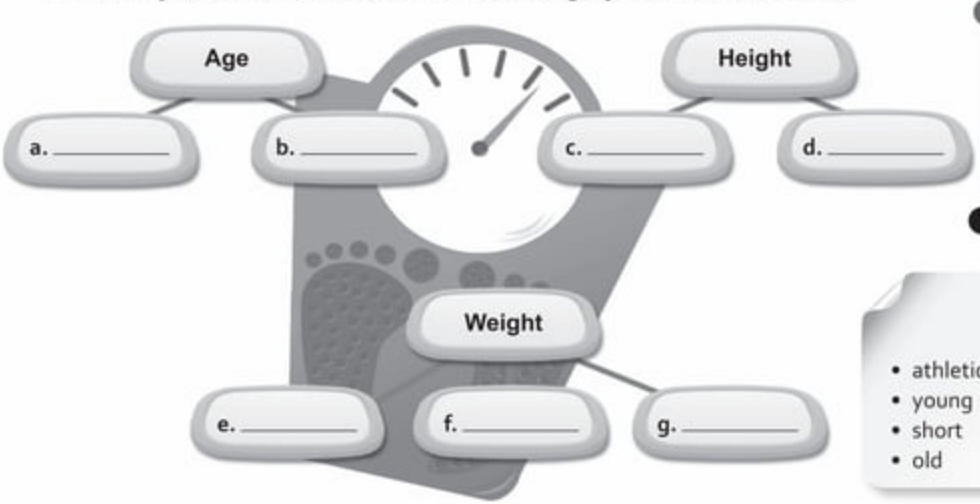
a. _____ e. _____

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

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 / ?

_____

_____.

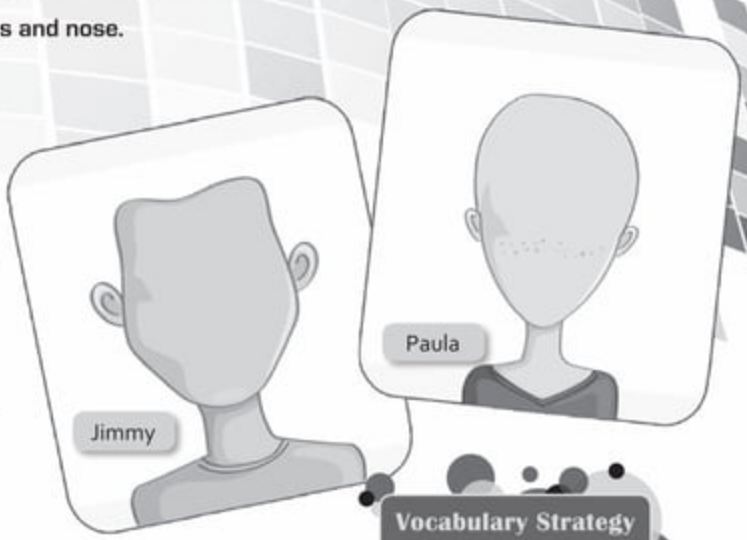
Name	Age	Weight	Height
Roger	19	90 Kg	1.6m
Amy	68	100 Kg	1.5m
Steven	25	60 Kg	1.7m
Ronda	20	55 Kg	1.7m

Lesson 2

We Are All Different

1. Draw Jimmy and Paula's hair, eyes and nose.

This is my English class. Here is Emily! er 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.



Vocabulary Strategy

The context can help you to find the correct word.

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.

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.

Fathers

TOMAS

Different
a. _____
b. _____
c. _____

ENRIQUE

Different
a. _____
b. _____
c. _____

Similar
d. _____
e. _____

Mothers

HELENA

Different
a. _____
b. _____
c. _____

SARA

Different
a. _____
b. _____
c. _____

Similar
d. _____
e. _____

Reading Strategy

Using Venn diagrams to understand and organize the information in a text.

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.

Description			
Name	**Height and Weight**	**Hair**	**Eyes**
Marco	*tall, thin*	*short, straight brown*	*small, blue*
Lina	*tall, athetic*	*long, wavy, black*	*big, black*
a.			
b.			
c.			

Word Bank

- Height: tall, short
- Weight: chubby, athletic, thin
- Hair: long, short, straight, wavy, curly, blond, brown, black, red
- Eyes: big, small, green, blue, brown

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.*
(height and weight) *(hair)* *(eyes)*

a. _____.

b. _____.

c. _____.

Writing Strategy

Use *and* to list attributes.

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.

UNIT 3

Lesson 1

What's on at the Cinema?

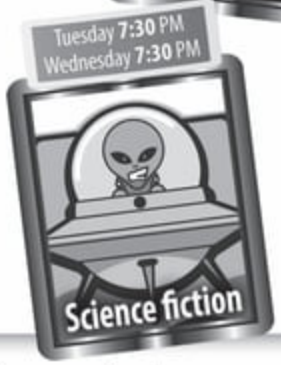
1. Complete the cultural agenda using the information from the posters.

Radio Host: Welcome to our radio program: What's on at the cinema!

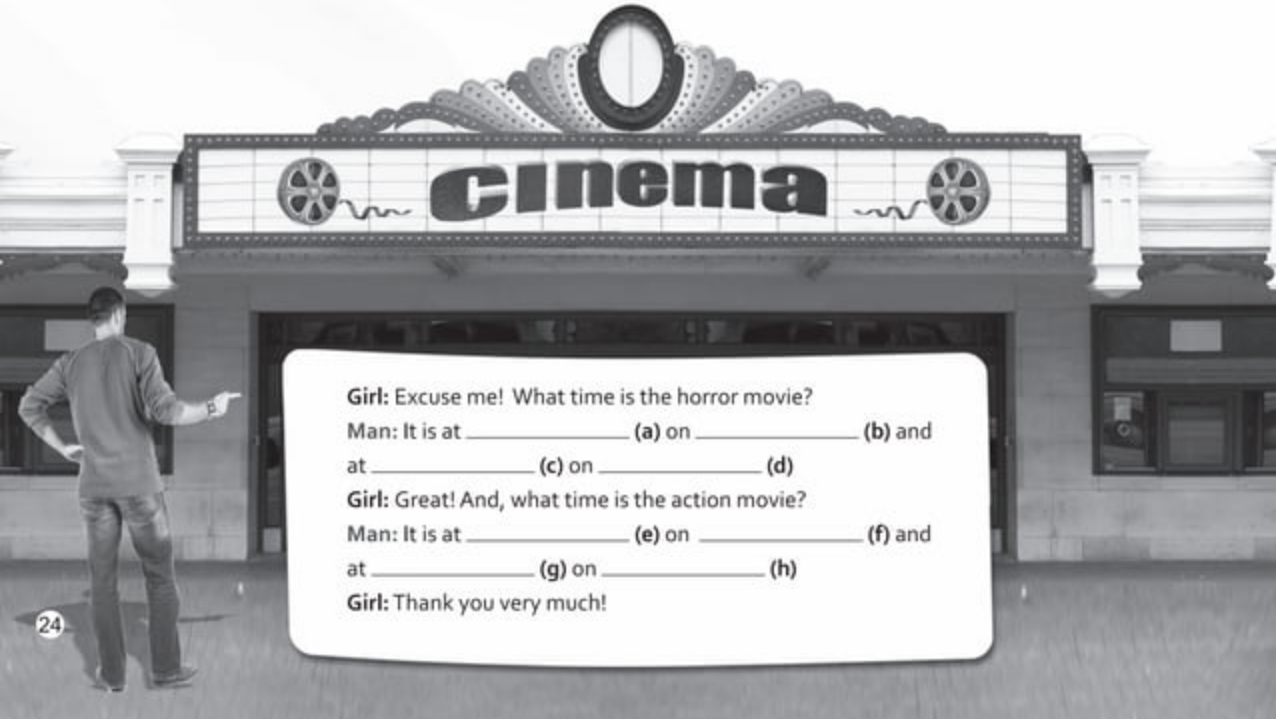
This week our Cinema Club presents some fantastic movies that you cannot miss!

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!

Student: _____! **(e)**
_____? **(f)**
Teacher: _____. **(g)**

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.

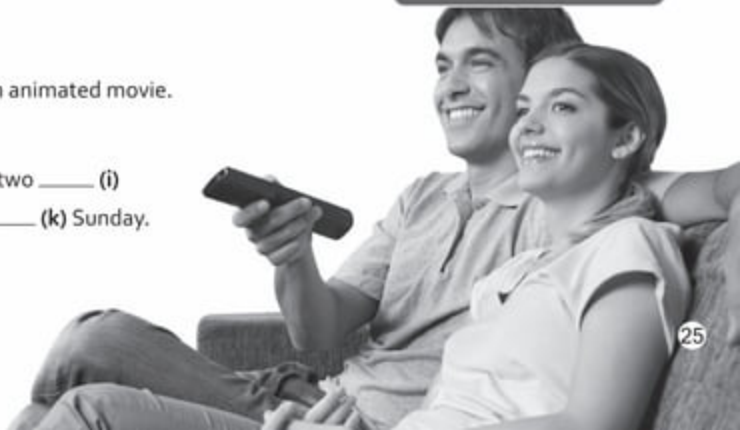
Charlie: What's it called?

Ana: *Happy Feet 2*. It is _____ **(h)** half past two _____ **(i)** Saturday, and _____ **(j)** five o'clock _____ **(k)** Sunday.

Charlie: It sounds perfect!

Word Bank
- on
- at

Vocabulary Strategy
Look at the context to identify the correct preposition.



Lesson 2

Cultural Events

Word Bank

- Exhibition (2X)
- Festival (2X)
- Concert

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

Vocabulary Strategy

Use imagery to remember new vocabulary.

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.

Word Bank

- specific time (2X)
- dates (2X)
- months
- long periods

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!

Word Bank

- in
- at
- on

4. Find the ordinal numbers below for the list on the left.

a. 1st *first*
b. 2nd _____
c. 3rd _____
d. 4th _____
e. 5th _____
f. 6th _____
g. 7th _____
h. 8th _____
i. 9th _____
j. 10th _____
k. 20th _____
l. 21st _____
m. 22nd _____
n. 30th _____
o. 31st _____

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

5. Play with a partner. Take turns and choose one question. The first person to get 5 correct answers is the winner.

a What is the eighth month of the year?
1. August
2. July

b What month is Saint Valentine's?
1. It's in February.
2. It's in January.

c What is the tenth month?
1. September
2. October

d What month is Mother's Day?
1. It's in March.
2. It's in May.

e When is Christmas Day?
1. It is on December 25th
2. It's on December 24th

f When is New Year's Day?
1. It's on December 31st.
2. It's on January 1st.

g What is the sixth month?
1. June
2. July

h When is Halloween?
1. It's on October 31st.
2. It's on November 1st.

Lesson 3

Famous Fests

1. Look at the pictures and complete the sentences.

a. _____

b. _____

c. _____

d. _____

e. _____

Word Bank

- writer
- costume
- make-up
- play
- singer

Reading Strategy

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

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.

	T	F	NI
a. Guadalajara International Book Fair is in April.			
b. The writers autograph people's books.			
c. Singers enjoy the book exhibitions.			
d. The actors wear colorful wigs during the performances.			
e. People like the photograph and art exhibitions.			

4. Complete the flyers for the three international book fairs.

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

a. *Flower Fair*

b. _____ (City)

_____ (Country)

b. _____

_____

_____ (Activities)

Writing Strategy

Use mind maps to organize information before you write.

2. Look at the chart with the Flower Fair program and design a flyer.

Flower Fair						
	In the morning		In the afternoon		At night	
Friday	8:00	Flower Parade	1:30	Flower Exhibition	8:00	Traditional Music Concerts
Saturday	10:30	Classic Car Exhibition	4:00	Horse Parade	8:30	Traditional Dances
Sunday	11:00	Jazz and Bolero Concert	5:30	Plays	9:00	Comedy Show

The Flower Fair in Medellin, Colombia.

Come in the morning (long period) 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 _____ (long period) and enjoy _____ (activities, day and time)

_____.

Come _____ (long period) and enjoy _____ (activities, day and time)

_____.

Lesson 4

Are You a Culture Vulture?

1. Write the characteristics of each expression using words from the Word Bank.

Word Bank

- center of attention
- art lover
- popular
- fond of painting
- famous
- sociable

Culture Vulture

a. _____

_____

_____

Flavor of the month

b. _____

_____

_____

Life of the party

c. _____

_____

_____

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!

UNIT 4

Lesson 1

What Are You Doing?

Vocabulary Strategy

Use pictures to remember new words.

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* = *eating* **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 = _____

Grammar Strategy

Use charts to help you remember spelling rules.

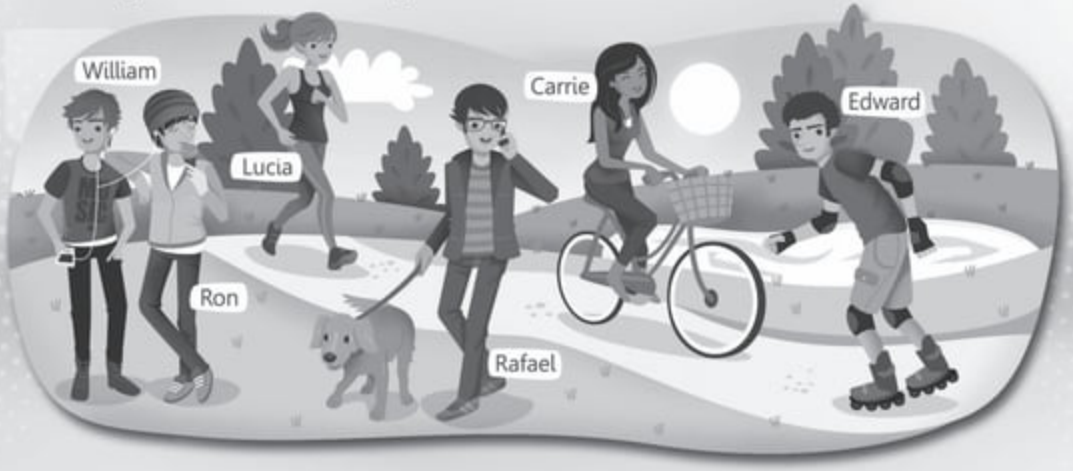
3. Complete the diary entry. Use the Present Progressive tense of the verbs in parentheses.

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!

Grammar Strategy

Write the color before the clothes you are describing.

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 long **shirt / shirts (c)** are great. But what I really like is that gray **coat / coats (d)** over there.

Grammar Strategy

Use ***over here*** when pointing out things that are near.
Use ***over there*** when pointing out things that are far.

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 these 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. ____

Reading Strategy

Go back to the text to check and correct information.

1. Choose a photograph from a previous vacation and use it to complete the information.

Place: _____

Weather: _____

Season: _____

People: _____

Clothes: _____

_____

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.*

_____

_____

_____

_____

3. Now describe the different activities people are doing in the photograph.

E.g.: *My father is playing soccer with my brothers and me.*

_____

_____

_____

_____

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. _____

Writing Strategy

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

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).

Lesson 4

Are You Working Hand in Glove?

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.

Word Bank

- in fashion
- take my hat off
- work hand in glove

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 .
(a singer)

b. I take my hat off to _____
(a famous writer)

c. I work hand in glove with _____ in
(classmate)

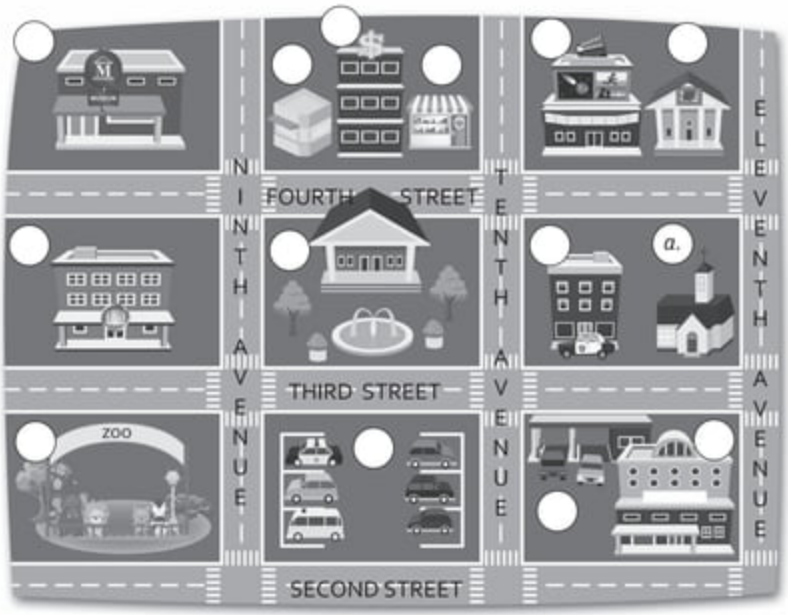
_____ class.
(subject)

UNIT 5

Lesson 1

Exploring the City

1. Label the pictures in the map. Use the places from the Word Bank.



Word Bank

a. ~~church~~
b. movie theater
c. bank
d. library
e. city hall
f. museum
g. art gallery
h. mall
i. drugstore
j. grocery store
k. zoo
l. gas station
m. parking lot
n. police station

2. Write the correct preposition of place according to the pictures. Use the Word Bank.

Word Bank

• between • across from • next to • behind • on the corner of • on

Grammar Strategy

Use visual references to understand the use of prepositions of place.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

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.

Word Bank

- between
- across from
- ~~next to~~
- on the corner of
- on (2X)
- behind

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!

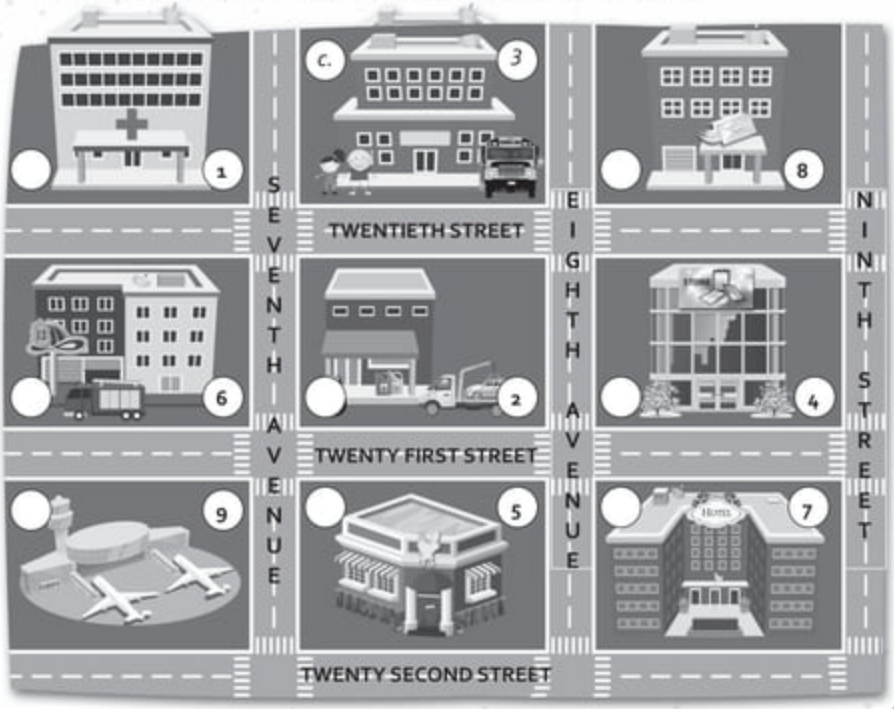
5. Complete the description of the city. Use *there is – there are – there isn't – there aren't.*

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.



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

2. Label the traffic signs. Use the imperatives from the Word Bank.

a. _____

b. _____

Affirmative Imperatives

c. _____

d. _____

e. _____

Negative Imperatives

f. _____

g. _____

Word Bank

- turn right
- don't go straight
- turn left
- go straight
- walk
- don't turn left
- don't turn right

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 __4__
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 __3__
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 __2__
Walk straight and turn right on 7th Avenue _____
Turn right on 20st 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 __3__
Walk straight and turn left on 8th Avenue _____
Go straight one block _____
The restaurant in 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

Word Bank

- Tokyo
- Sydney
- Barcelona

1. Match the pictures with one of the cities in the Word Bank. Then, read to check your answers.

a. _____

b. _____

c. _____

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 Milá. 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.

a. exotic	_____ **1.** maritime
b. bustling	_____ **2.** busy
c. contrasts	_____ **3.** opposites
d. amazing	*a* **4.** strange
e. aquatic	_____ **5.** spectacular

Reading Strategy

Context clues help you infer the meaning of unfamiliar words.

4. Read the sentences, underline the mistakes about the cities and correct them.

E.g. There are some classic and modern buildings in Sydney.
There are some classic and modern buildings in Barcelona.

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 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.

a. _____ b. _____	FIRST STREET	c. _____ d. _____	SECOND STREET	school library	THIRD STREET
		FIRST AVENUE			
e. _____ f. _____ g. _____		city Hall square		h. _____ i. _____	
		SECOND AVENUE			
school bank		j. _____ k. _____ l. _____		m. _____ n. _____ o. _____	
		THIRD AVENUE			

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. _____, _____

Writing Strategy

Use ***but*** to contrast ideas.

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!

Lesson 4

Wonders of the World

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
- n
- h
- m
- p
- o (2X)
- i (4X)

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.

Word Bank

a. go to bed	**d.** get home	**g.** have dinner	**j.** surf the internet
b. take a shower	**e.** do homework	**h.** go to school	**k.** have lunch
c. have breakfast	**f.** watch TV	**i.** ~~get up~~	

Vocabulary Strategy

Observe and analyze the sequence of the actions to memorize them.

6:00 AM *i*

6:30 AM

7:00 AM

7:30 AM

12:00 PM

12:30 PM

3:00 PM

5:00 PM

7:00 PM

8:00 PM

9:00 PM

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.

Weekdays	Weekend
• go to school	• get up late
• do homework	• surf the internet
• watch TV	• go to the movies on Saturday play video games on Sunday

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. _____?
No, I don't surf the Internet on Sunday.

d. _____?
I go to bed at 8:00 or 9:00 PM.

e. _____?
My parents go to bed at 10:00 PM.

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* (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.

Word Bank

- play (2X)
- travel
- stay
- go
- take
- ~~work~~
- hang

Vocabulary Strategy

Use the context to identify the missing words.

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 _____ **(b)** abroad to meet other presidents.

RH: And what do you do on the weekends?

BO: At the weekend, I _____ **(c)** at home with my family as much as possible.
Sometimes, I _____ **(d)** for a walk with my wife, Michelle.
My daughter, Malia, sometimes _____ **(e)** out with her friends and Sasha _____ **(f)** video games. On Sundays, we _____ **(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 _____ **(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

___ 1. abroad to meet other presidents.
_a_ 2. at the office on the weekends.
___ 3. basketball on Sundays.
___ 4. for a walk on the weekends.
___ 5. videogames on weekends.

3. Classify the verbs in the Word Bank according to their spelling rules for the third person singular.

Word Bank

• go • ~~play~~ • study • work • hang • stay • travel • do • get • take • watch • surf

Add -s		Add *–es* to verbs that end in *–ss, -sh, -ch, -z, -x,* or *–o.*	Add *–ies* to verbs ending in consonant + -y
plays (a)	(e)	(i)	(l)
(b)	(f)	(j)	
(c)	(g)	(k)	Exception: have - has
(d)	(h)		

4. Complete the sentences using the correct form of the verbs in parentheses.

Every morning Paula *gets up* **(a. get up)** at 6:00 AM. She _____ **(b. take)** a shower and has breakfast with her parents. She _____ **(c. go)** to school in the morning. Later on, Paula _____ **(d. get home)** at 2:30 PM. Immediately, she _____ **(e. do)** her homework. After that, she is very tired, so she _____ **(f. take)** a nap. Paula _____ **(g. not watch)** TV in the evenings, but she _____ **(h. surf)** the Internet and chats with her friends. At 8:00 PM, Paula _____ **(i. have dinner)** with her parents. On the weekend, Paula _____ **(j. not stay)** at home and she _____ **(k. not have breakfast)** with her family. She _____ **(l. walk)** her dog in the park. She meets some friends and _____ **(m. play)** basketball. Then, they have breakfast together. In the afternoon, she _____ **(n. 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)**.

Word Bank

- creative
- patient
- lazy
- energetic
- talkative
- lovely
- ~~friendly~~
- aggressive
- shy

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. *First* **(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.

Reading Strategy

Skim the text to find specific information.

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.

Word Bank

- After that
- First
- Then
- Finally

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.

Word Bank

- go to bed
- take a shower
- have breakfast
- get home
- do homework
- have dinner
- go to school
- get up
- surf the internet
- have lunch
- go for a walk
- play video games
- study
- work at an office
- hang out with friends
- stay at home
- do homework
- take a nap
- watch TV

3. Write a paragraph to describe your friend's routine with the information you organized above.

Writing Strategy

Use a flow chart to organize the information before you write.

Morning

In the morning, _____ (name) does many activities. First, _____. Then, _____. After that, _____ Finally, _____.

Afternoon

In the afternoon, _____ (name) does different activities. First, _____. Then, _____. After that, _____ Finally, _____.

Evenings

In the evenings, In the afternoon, _____ (name) does more activities. First, _____. Then, _____. After that, _____ Finally, _____.

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.
- ☐ 1. I get up quickly.
- ☐ 1. 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.

Dictionary

A - D

M - P

E - H

Q - T

I - L

U - Z

Suggested Online Resources

Unit 1

* The World We Want
  http://www.unicef.org/post2015/files/TWWW_A4_Single_Page_LowRes_English.pdf
* At School
  https://www.youtube.com/watch?v=oROsbaxWHoM

Unit 2

* Family https://learnenglishkids.britishcouncil.org/en/category/topics/family
* Young People and Social Media
  https://backchannel.com/a-teenagers-view-on-social-media-1df945c09ac6#.6cowt4jl2

Unit 3

* About Leisure
  http://learnenglish.britishcouncil.org/en/uk-culture/leisure
* Free Time for Kids http://learnenglishteens.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
  http://theculturetrip.com/north-america/usa/articles/10-most-beautiful-cities-in-the-usa/
* Beautiful Places and Cities of the World
  https://www.youtube.com/watch?v=2GtLvz67LQs
* 22 Beautiful Cities
  https://www.youtube.com/watch?v=mVLnw23S1-A

Unit 6

* Routines
  http://www.vocabulary.cl/Lists/Daily_Routines.htm
* Lifestyles
  http://www.listenaminute.com/l/lifestyle.html

Unit 1

Grammar Chart

SIMPLE PRESENT TENSE WITH THE VERB TO BE		
Use the verb to be to give personal information: name, origin, age, nationality and phone number.		
Subject pronoun	**To be**	**Complement**
I	am	Diana.
You	are	from China.
It	is	3890990624.
He	is	Greek.
She	is	13 years old.

CONTRACTIONS
I'm Diana.
You're from China.
It's 3890990624.
He's Greek.
She's 13 years old.

Notes on the use of pronouns	
I	Write the pronoun "I" in a capital letter.
She	Use it to refer to a woman or a girl.
He	Use it to refer to a man or a boy.
It	Use it to refer to an animal, object or thing.

INFORMATION QUESTIONS			
Question word	**To be**	**Complement**	**Answers**
What	is	your name?	My name is Michelle.
	is	your phone number?	It's 318931549.
How	are	you?	I'm fine, thanks.
	is	he / she?	He/She is fine.
How old	are	you?	I'm 12 years old.
	is	he / she?	He/She is 13 years old.
Where	are	you from?	I'm from France.
	is	he / she from?	He/She is from England.

Unit 2

Grammar Chart

SIMPLE PRESENT TENSE WITH THE VERB TO BE

Use the verb to be to talk about physical description.

Affirmative			
Subject pronoun		**To be**	**Complement**
Singular	I	am	tall.
	You	are	pretty.
	He	is	1.7 meters tall.
	She	is	beautiful.
	It	is	red.
Plural	We	are	thin.
	You	are	short.
	They	are	chubby.

Negative			
Subject pronoun		**To be + not**	**Complement**
Singular	I	am not	tall.
	You	are not	pretty.
	He	is not	1.7 meters tall.
	She	is not	beautiful.
	It	is not	red.
Plural	We	are not	thin.
	You	are not	short.
	They	are not	chubby.

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.

Yes/No Questions		
To be	**Subject pronoun**	**Complement**
Are	you	athletic?
Is	he	
	sh e	
	it	blue?
Are	we	tall?
	you	
	they	

Affirmative Answers		Negative Answers	
Yes,	I am.	No,	I am not.
	he is.		he isn't.
	she is.		she isn't.
	it is.		it isn't.
	we are.		we aren't.
	we are.		we aren't.
	they are.		they aren't.

POSSESSIVE ADJECTIVES

Use the possessive adjectives to express that something belongs to somebody.

	Subject pronoun	Possessive adjective	
Singular	I	My	I am Mario. My hair is black.
	You	Your	You are my sister. Your eyes are green.
	He	His	He is my father. His nose is small.
	She	Her	She is my mother. Her face is pretty.
	It	Its	It is my dog. Its teeth are white.
Plural	We	Our	We are a family. Our house is big.
	You	Your	You are Loren and Mike. Your hair is blond.
	They	Their	They are Marco and Lucy. Their children are nice.

Unit 3

Grammar Chart

PREPOSITIONS OF TIME			
AT	Use it to tell the hour.	At 10:00 AM	The movie is at 6:00 PM.
	Use it to talk about specific time.	At noon At night At midnight	The play is at noon.
IN	Use it for the months of the year.	In December	My birthday is in July.
	Use it for the parts of the day.	In the morning In the afternoon In the evening	The movie is in the evening.
ON	Use it for the days of the week.	On Monday On the weekend On weekdays	My favorite TV program is on Sunday.
	Use it for dates.	On July 28th	The art exhibition is on August 12th.
	Use it for holidays.	On Christmas On Halloween	The costume party is on Halloween.

INFORMATION QUESTIONS

What time	To be		Answers
What time	is	it?	It's 3 o'clock.
What time	is	the movie?	It's at 4:00 PM.

*Use what time for questions about the hour.

When	To be		Answers
When	is	the Festival?	It's in November.
When	is	the play?	It's on the weekend.

*Use when for questions about the time (days, months, years)

Who	To be		Answers
Who	is	this?	This is Marco. He is my brother.
Who	are	they?	They are my grandparents.

*Use who for questions about people.

Unit 4

Grammar Chart

PRESENT PROGRESSIVE TENSE

Use the present progressive tense to talk about actions happening now or at the moment of speaking.

Affirmative

Subject	To be	Verb–ing	Complement
I	am	talking	on the phone.
You	are	listening	to music.
He	is	walking	the dog. in the park.
She			
It			
We	are	riding	a bike.
You			
They			

Negative

Subject	To be + not	Verb–ing	Complement
I	am not	talking	on the phone.
You	are not	listening	to music.
He	is not	walking	the dog. in the park.
She			
It			
We	are not	riding	a bike.
You			
They			

Yes/No Questions

To be	Subject	Verb–ing	Complement
Am	I	listening	to music?
Are	you	studying	English?
Is	he	going	to the park?
	she		
	it		
Are	we	eating	an ice cream?
	you		
	they		

Affirmative Answers		Negative Answers	
Yes,	I am.	No,	I am not.
	I am.		I am not.
	he is.		he isn't.
	she is.		she isn't.
	it is.		it isn't.
	we are.		we aren't.
	we are.		we aren't.
	they are.		they aren't.

Information Questions

Wh– questions	To be	Subject	Verb–ing
What	am	I	doing?
	are	you	
	is	he / she / it	
Where	am	I	going?
	are	you	
	is	he / she / it	

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.

	Singular	Plural
Near	This is a scarf.	These are black shoes.
	Is this a sweater?	Are these shirts?
	What is this?	What are these?
Far	That is a skirt.	Those are blue boots.
	Is that a coat?	Are those sneakers?
	What is that?	What are those?

Here: In this place.

There: In that place.

Grammar Chart

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.

	Singular	Plural
Affirmative	There is a bank on the corner.	There are two banks in the mall.
Negative	There is not an art gallery next to the library.	There are not any hotels near this place.
Contracted Forms	There's a park behind the school. There isn't a hotel next to the park.	There aren't any parking lots here.
Interrogative	Is there a post office in the town?	Are there any castles in the city?
Short Answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

IMPERATIVES

Affirmative **Use imperatives to give instructions and directions.**	Negative **Use negative imperatives to give warning or express prohibition.**
Go straight.	Don't turn left.
Turn left.	Don't turn right.
Turn right.	Don't go straight.
Walk 1/2/3 blocks.	Don't take photos.
	Don't smoke.

Unit 6

Grammar Chart

SIMPLE PRESENT TENSE

Use the simple present tense to talk about routines.

Affirmative		
Subject	**Verb**	**Complement**
I	take	a shower.
You		
We		
They		

Negative			
Subject	**Auxiliary verb**	**Verb**	**Complement**
I	don't	take	a shower.
You			
We			
They			

Yes/No Questions			
Auxiliary verb	**Subject**	**Verb**	**Complement**
Do	I	have	homework?
	you		
	we		
	they		

Affirmative Answers		Negative Answers	
Yes,	I do.	No,	I don't.
	I do.		I don't.
	we do.		we don't.
	they do.		they don't.

SIMPLE PRESENT TENSE

Affirmative		
Subject	**Verb**	**Complement**
He	gets up	early in the morning.
She		
It		

Negative			
Subject	**Auxiliary verb**	**Verb**	**Complement**
He	doesn't	get up	early in the morning.
She			
It			

Yes/No Questions			
Auxiliary verb	**Subject**	**Verb**	**Complement**
Does	he	get up	early in the morning?
	she		
	it		

Affirmative Answers		Negative Answers	
Yes,	he does.	No,	he doesn't.
	she does.		she doesn't.
	it does.		it doesn't.

Spelling rules

- Add –s to most of the verbs. takes – gets – reads But: Have – has
- Add –es to verbs that end in –ss, –sh, –ch, –z, –x or –o. watches – goes – does
- Add –ies to verbs ending in consonant + y. study – studies

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