

6

STEPPING UP

Sexto básico

STUDENT'S BOOK

STEPPING UP 6 ENGLISH



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN



STUDENT'S BOOK

ENGLISH

Sandra Olate Rojas

Licenciada en Pedagogía Educación en Inglés
Universidad de Santiago de Chile

Marta Meza Ballesteros

Profesora de Inglés
Instituto Profesional Chileno Británico de Cultura

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DISCOVER YOUR BOOK

UNIT 1 FOOD AND HEALTH

GETTING STARTED

- Take a look at the picture and answer these questions with your class.
 - What are the children doing?
 - Name all the ingredients they are using to make the meal.
- Listen and check your answers. Do you like this kind of food? Why?

MY CHALLENGE FOR UNIT 1

You will read dialogues, non-fiction and literary model texts. You will listen to conversations, monologues and text scripts. You will create and participate in dialogues, monologues and text scripts. You will write descriptions, dialogues, a letter or a poster and create a video or a song. You will create a project to help practice what you have learned in this unit.

MY GOALS

Listen and listen to Maly's goals for Unit 1.

Now think about your own goals. Why are they important?

I want to learn _____

because _____

MY LEARNING PLAN

Look at Maly's learning plan. What are the steps she will take to reach her goal?

Draw up your own learning plan for Unit 1. Follow the example above.

The *Getting Started* section includes a starting activity which motivates you to get involved in the topic of the unit. It also allows you to set your own goals and plan your learning, by providing you with useful examples that you can use as a model for your own work.

MODULE 1 BEFORE YOU START

Complete the diagram with the information requested.

Activation (do after school) Healthy food like _____

Deactivation (do before school) Unhealthy food I love: _____

WHAT DO I KNOW? My daily meals: _____

MODULE 1 LESSON A Sharing a meal

VOCABULARY IN CONTEXT

Listen, read and match.

WORD BEFORE READING

Check the image or guess the word. Check the pronunciation in context and the meaning in class. Consider these words presented in the text on page 11 in about 10 seconds.

rice mashed lamb pork breakfast miss stew fried shawarma beef baked

MODULE 1 LESSON B WHILE READING

Read the text about meals around the world. Check your predictions in exercise 2. Then, read the text again as you step to answer the questions a - c.

Meals around the world

- People eat a variety of food at different moments of the day. Each country has its own main meal. Breakfast is usually the most important meal to many countries, but dinner is also the period reserved to be with family and friends. However, in countries like Russia and China, lunch is the main meal of the day.
 - What is the main meal of all countries?
 - What is a good example of meal preparation in the USA?
- Many countries have national dishes which include different parts and food served with rice. In other countries, there is a tradition of having food wrapped in flatbread.
 - What do you think the phrase "a measure of success" means?
- It does not matter if it is breakfast, lunch or dinner, a good meal is always a good moment to celebrate and share.

WORD AFTER READING

Check if these statements are true (T) or false (F).

- Dinner is the only meal in which you can share with your family.
- In the USA, potatoes are usually fried, mashed or baked.
- Potatoes in America are only used from their own country.
- Potatoes in Argentina were used for soup, beef and rice.

Each module starts with a section called *Before you Start*, in which you can recall your previous knowledge and keep record of what you already know.

Vocabulary in context Vocabulary presented in a specific context, so as to help with comprehension.

Reading The tasks will help you develop strategies to improve your understanding of written texts.

MODULE 1 LESSON C BEFORE LISTENING

Match the actions to the pictures. Then listen and check.

WHILE LISTENING

Listen to the whole track and check your predictions in exercises 10 and 11. Then, complete the sentences below.

He means to feeding _____

His father is _____

He _____ the suitcase _____

Traditional clothes: _____

Hair: _____

Hand: _____

Hand: _____

WORD AFTER LISTENING

Draw or download a picture of your family and then follow these instructions:

- Describe them to your classmates, using into the people are and what they are doing.
- Then, ask and answer questions to confirm information.
- Example:
 - Is your sister listening to music?
 - Yes, she is.
- Write what your family is doing in one of the pictures. You can do this on a piece of paper or using a computer. Then, show it to your teacher.

MODULE 1 LESSON C AFTER LISTENING

Listen again, identify the food the boy likes, and write the information down in the spaces provided.

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

He likes _____

WORD AFTER LISTENING

Complete the missing information in the dialogue below. Listen to the recording in exercise 12. If necessary, write the word in the box: healthy or unhealthy food?

Tom: I love healthy food.

Sarah: I don't like _____.

Tom: Because healthy food has many _____.

Sarah: On the other hand, _____.

Tom: It is important to eat _____ and vegetables. They are very _____.

Sarah: What do you like to drink when you are ill?

Tom: I love water.

Sarah: How about food you don't like?

Tom: I don't like _____.

Sarah: Why? I don't like _____.

Tom: _____.

SPEAKING

Follow the steps:

- Work in pairs or in groups of three.
- Create a dialogue about your favorite food and write it down on a separate piece of paper. Use the dialogue in exercise 12 as a model.
- Practice it aloud. Check pronunciation and intonation with your teacher.
- Act out your dialogue in front of the class.

MODULE 1 LESSON F WRITING WORKSHOP Leading a healthy life

GUIDED WRITING

Use the steps to write a description of your attitudes and preferences, so as to lead a healthy life.

READING

Read and listen to Jenny. Does she lead a healthy life?

Jenny Cole, the 20-year-old and a healthy person:

- Can do lots of sports, like running and karate, and is very fit.
- Likes to eat healthily, such as vegetables and fish.
- Doesn't drink alcohol or smoke.
- Likes to take care of herself to lead a healthy person!

SPEAKING

Get in pairs and think of some other ways to lead a healthy life.

ORGANIZING IDEAS

Complete this chart with your personal information and some of your ideas.

NAME	AGE	HEALTHY LEADERSHIP: YES OR NO	IS HE/ SHE HEALTHY?	HEALTHY LEADERSHIP: YES OR NO	IS HE/ SHE HEALTHY?

Listening The tasks will help you develop strategies to improve your understanding of oral messages.

Speaking The tasks will help you develop strategies to improve your production of oral messages, so as to communicate more effectively.

Writing (Writing Workshop) The tasks will help you develop strategies to improve your production of written texts, so as to communicate more effectively.

Check your progress!

1. Try these challenges with your partner to check your progress.

2. Evaluate your progress according to your performance in lessons A to C.

I'M AN EXPERT
I can do it without mistakes and I can help others!

I'M PROFICIENT
I can do it by myself, but I make a few mistakes.

I'M DEVELOPING
I need help sometimes. I am starting to understand.

I'M A NOVICE
I can't do it by myself. I still don't understand.

Check your progress
An on-the-go evaluation instrument, at the end of each module, to evaluate your progress and help you discover your strengths and what you need to revise.

REVIEW

Read this summary. Then, do the exercises on the next page.

	EXPRESSIONS	VOCABULARY
LESSON A Sharing a meal	Ordering a meal in a restaurant / cafeteria What do you want? I'd like... Can I have the salad, please? How much is it?	Meat: chicken, lamb, beef Fast food: hot dogs, hamburgers, fried chicken, french fries, hot sauce, onion rings, nachos, baked potatoes Ordering: can, could, large, small, healthy, unhealthy, delicious, I'd like / I'd like to
LESSON B Eating healthy	Expressing preference: I like to... I don't like to... I like to eat... I don't like to eat... I like to drink... I don't like to drink... I like to go to... I don't like to go to... I like to do... I don't like to do... I like to be... I don't like to be... I like to have... I don't like to have... I like to go to... I don't like to go to... I like to do... I don't like to do... I like to be... I don't like to be... I like to have... I don't like to have...	Health problems: a cold, the flu, a cough, pain Health: healthy, a diet, exercise, a rough day
LESSON C What your favorite food is	Talking about food preferences I like to eat... I don't like to eat... I like to drink... I don't like to drink... I like to go to... I don't like to go to... I like to do... I don't like to do... I like to be... I don't like to be... I like to have... I don't like to have...	Food: chicken, pork, seafood, fish, citrus, cheese Adjectives: healthy, unhealthy, crunchy, sticky, delicious, tasty
LESSON D What are you doing?	Activities in progress What are you doing? I am... Time expressions How long has it been? How long will it take?	Everyday activities: sing, read, play, cook, take a shower, clean, sleep, watch television
LESSON E Expressing abilities and inability	Expressing ability and inability I can... I can't... I can do... I can't do... I can help... I can't help... I can go... I can't go... I can be... I can't be... I can have... I can't have...	Spoken: social, swimming, sports, tea, shopping, singing, sports, understanding, when, spend, understand, can't, can
LESSON F Expressing contrast	Expressing contrast: I like... but I don't like... I love... but I don't love... I hate... but I don't hate... I like... but I don't like... I love... but I don't love... I hate... but I don't hate...	Vocabulary concerning food, sports and healthy living.

Review A useful review at the end of each unit where you can check for the most relevant vocabulary, expressions and grammatical aspects covered throughout the unit.

PROJECT

Healthy activities and their benefits

Materials

1. Preparation

2. Submissions

3. Presentation and evaluation

EVALUATION OF YOUR PROJECT	VERY GOOD	GOOD	SAISFACTORY	NOT GOOD
We prepared for the project carefully.				
We followed the instructions carefully.				
We contributed with ideas.				
We used what we learned in the unit.				
We used appropriate vocabulary.				
We checked spelling and punctuation.				
We respected turn of participation.				

Project A hands-on group activity, in which you can apply everything you have learned throughout the unit and consolidate your learning.

Think critically

Activities for supporting critical thinking, develop high-order skills and allow you to make meaningful connections.

Useful expressions

Useful chunks and everyday expressions to help you with production and comprehension.

Strategy

Strategies to help you improve your comprehension and production skills.

FINAL REFLECTION

FOOD AND HEALTH
Complete the diagram with everything you have learned throughout the unit.

Write some things you can and can't do.

What healthy food do you know? Write as many dishes as you can remember.

WHAT DO I KNOW NOW?

Look around your classroom and write some actions your partners are doing at the moment.

Write down three things you have decided to lead a healthy life.

Final Reflection This activity allows you to keep record of your knowledge up to this point, and compare it with what you knew at the beginning of the unit, so as to visualize your progress.

MY CONCLUSIONS

HOW MUCH EFFORT DID I MAKE?

LEVEL	✓	✗
LEVEL 4 I accepted the challenge and I did my best. I learned from it.		
LEVEL 3 I accepted the challenge and I did my best.		
LEVEL 2 I made some effort but I gave up when it became a challenge.		
LEVEL 1 I tried little effort but I want to improve.		

ROUND OFF!

Go back to your Learning Plan on page 6. Did you follow the steps? Discuss with your teacher.

Keep record of your reflections and conclusions.

My conclusions about the unit:

My actions for next unit:

My conclusions Guided analysis of your performance throughout the unit, so that you can be aware of your strengths and weaknesses, and find ways to improve your learning.

LANGUAGE NOTICEBOARD

Section designed to help you revise or discover a particular grammar structure. The activities are meant to promote independent learning.




This icon indicates the CD track number associated to the activity.



Indicates the link to an activity in the Complementary Digital Resource.



GETTING STARTED

- 1 Take a look at the picture and answer these questions with your class.
 - a. What are the children doing?
 - b. Name all the ingredients they are using to make the meal.
- 2  Listen and check your answers. Do you like this kind of food? Why?




Your challenge for Unit 1

- Value your own and other realities and expand your knowledge of the world of food and health.
- Be positive about yourself and your abilities to learn a new language.

How will you do it?

- You will read dialogues, non-literary and literary modified texts.
- You will listen to conversations, monologues and two songs.
- You will create and participate in dialogues, monologues and give brief opinions.
- You will write descriptions, dialogues, a leaflet or a poster and complete a stanza in a song.
- You will create a project to put into practice what you have learned in this unit.

MY GOALS

3  11 Read and listen to Maly's goals for Unit 1.



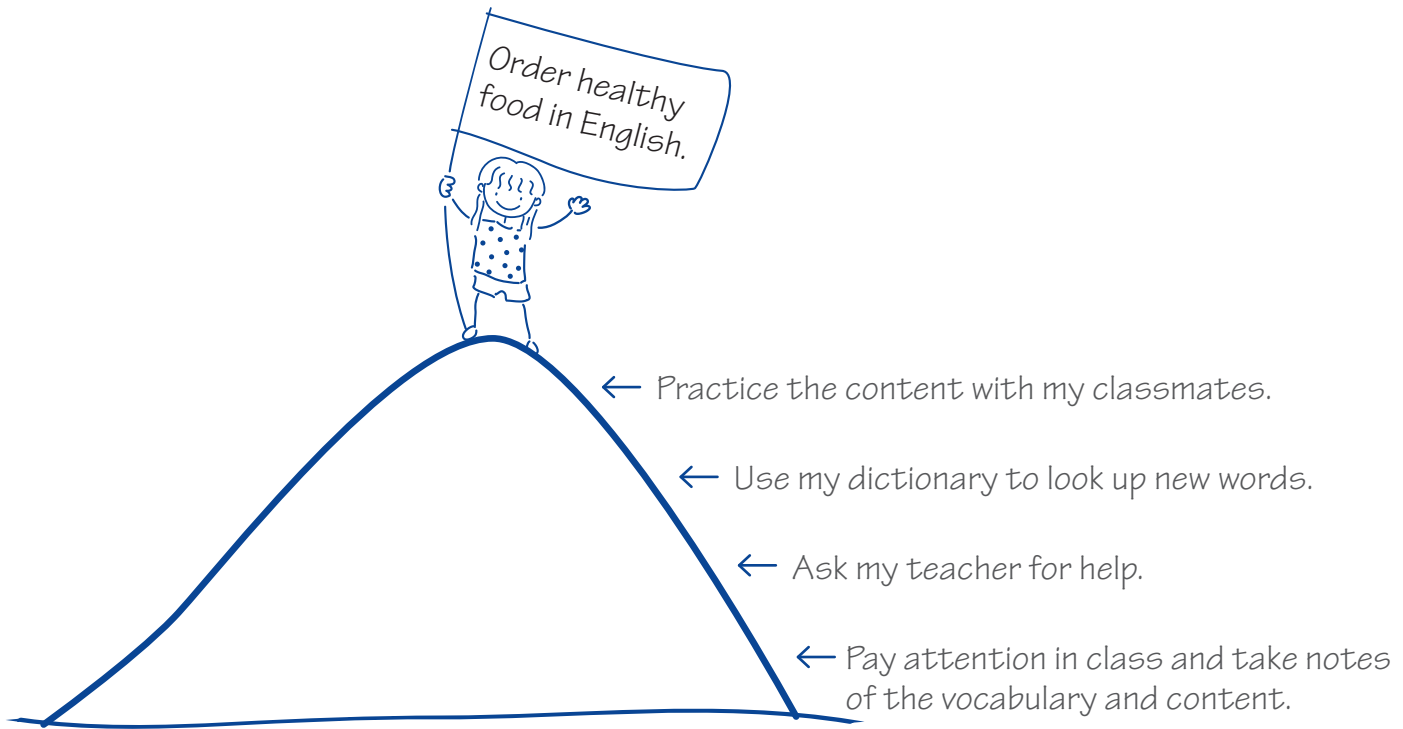
4 Now think about your own goals. Why are they important?

I want to learn _____,

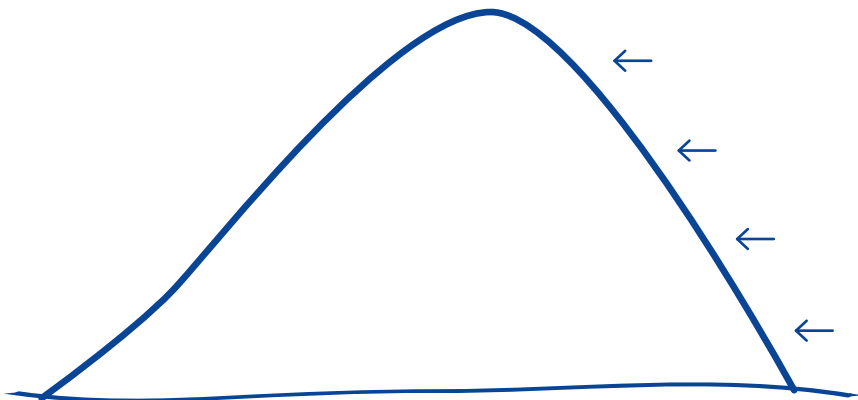
because _____

MY LEARNING PLAN

5 Look at Maly's learning plan. What are the steps she will take to reach her goal?



6 Draw up your own learning plan for Unit 1. Follow the example above.



MODULE

1

BEFORE YOU START

Complete the diagram with the information requested.

Activities I do after school,
Example: Watch TV...

Healthy food I like:

WHAT DO I KNOW?

Unhealthy food I know:

My daily meals:

MODULE 1

LESSON

A

Sharing a meal

Lesson goals

- Show interest in food from other cultures.
- Read and comprehend an informative text about meals.
- Listen to conversations ordering meals.
- Write a dialogue ordering a meal.
- Discriminate between sounds / t / and / f /.

VOCABULARY IN CONTEXT

1 Listen, read and match.

Rebecca

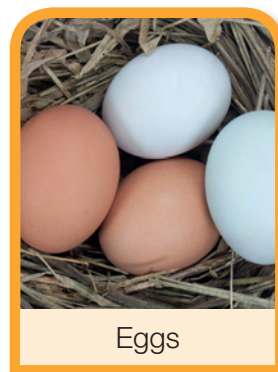


a. _____
 b. _____
 c. _____
 d. _____

Martin



a. _____
 b. _____
 c. _____
 d. _____



BEFORE READING

2 Strategy Circle the **food** in green, the **meals** in red, the **preparations** in brown and the **actions** in blue. Consider these words to predict what the text on page 11 is about.

rice mashed lunch pork breakfast miss stew fried share dinner beef baked

WHILE READING

3 Strategy Read this text about meals around the world, check your predictions in exercise 2. Then, read the text again as you stop to answer the questions a - c.

Meals around the world

1 People eat a variety of food at different moments of the day. Each country has its own main meal. Breakfast is usually the most important meal in many countries, but dinner is also the perfect moment to be with family and friends. However, in countries like Russia and Chile, lunch is the main meal of the day.

2 Meat and potatoes of various styles dominate dinner plates in the USA. Some other good examples are burgers and French fries, fried chicken with mash potatoes or steak with baked potatoes.

3 Some countries have a national dish which tourists cannot miss! Brazil's typical dish is *Feijoada*- a stew made with pork and beef, served with rice. In other countries, there is a mixture of flavors. For example, the food in Jamaica mixes ingredients from Spain, the UK, Africa, India and China.

4 It does not matter if it is breakfast, lunch or dinner; a good meal is always a good moment to celebrate and share.

a. Is lunch the main meal in all countries around the world?

b. What's a good example of meal preparations in the USA?

c. What do you think the phrase "a mixture of flavors" means?

4 Read the text again. Match the paragraphs to each topic shown in the pictures below.



AFTER READING

5 Decide if these statements are true (T) or false (F).

- a. ___ Dinner is the only meal in which you can share with your family.
- b. ___ In the USA potatoes are usually fried, mashed or baked.
- c. ___ People in Jamaica only eat food from their own country.
- d. ___ *Feijoada* is prepared with pork, beef and rice.

LANGUAGE NOTICEBOARD

Ordering a meal

1. 14 Listen and pay attention to these examples. What is happening?

Question

Answer

- i. What do you want? → A *hot dog*, please
 ii. Can I have the salad, please? → Here you are
 iii. How much is it? → \$10, please.

2. Complete the ideas with information from exercise 1.

- i. Say _____ when you offer something to eat or drink.
 ii. Say _____ when you order a meal.
 iii. Say _____ when you want to know the price of a meal.

WRITING

6 Read and complete the conversation.

Mrs Jensen: Hello, Susan. How are you today?

Susan: Hi, Mrs Jensen. I am very hungry.

Mrs Jensen: Well, (a) _____. Take a look.

Susan: (b) _____ the cheese sandwich, (c) _____?

Mrs Jensen: Ok (d) _____.

Susan: (e) _____?

Mrs Jensen: Five dollars, please.

Susan: Thank you, very much.

7 15 Listen and check the conversation. Then, practice the conversation with a partner.

BEFORE LISTENING

8 Look at the menu and tick your favorite food and drinks.

Menu - School Cafeteria			
Drinks	Price	Food	Price
___ Hot Chocolate	\$ 3	___ Individual pizza	\$ 8
___ Cold juice or soda	\$ 2	___ Slice of pizza	\$ 5
___ Bottle of mineral water	\$ 4	___ Ham and cheese sandwich	\$ 7
___ Glass of mineral water	\$ 2	___ Tomato and lettuce sandwich	\$ 9

● ● ● **WHILE LISTENING**

9 **16** Listen to the dialogue. Pay attention and answer the following questions, in pairs.

- a. Who are the people speaking?
- b. Who asks for the tomato and lettuce sandwich?
- c. Who chooses a place to sit down together?
- d. Who is in charge of the cafeteria?

10 **16** Listen to the dialogue again. Complete the chart.

	FOOD	DRINKS	PRICE
ARTURO			
CHRISTIAN			
SUSAN			

○ ○ ● **AFTER LISTENING**

11 **17** Listen and repeat these words from the unit. Add some more words you know with the same sounds.

tʃ	ʃ
Sandwich	Dish
Much	Smash
Lunch	Fish
Chocolate	Finish
Chicken	English
Cheese	Spanish

SPEAKING

12 Follow these steps to create a dialogue:

- a. Get in groups of three.
- b. Read the information in exercise 10.
- c. Role play the dialogue with your own words. Check pronunciation and intonation with your teacher.
- d. Act out the conversation in front of the class.

MODULE 1

LESSON

B

Eating healthy

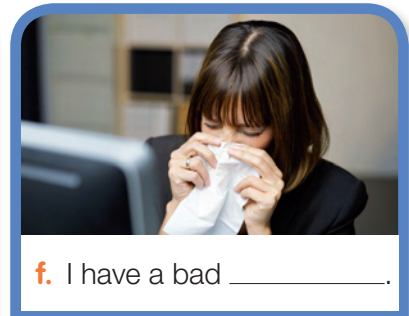
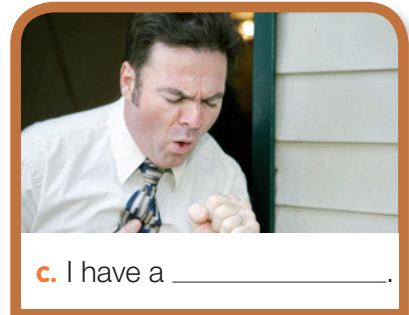
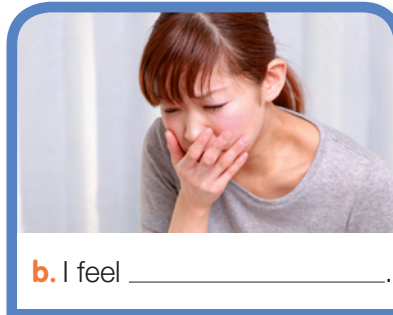
Lesson goals

- Describe health problems and necessities.
- Read and listen to a literary text (poem) about the importance of keeping healthy.
- Write a new stanza to connect with your own reality.

VOCABULARY IN CONTEXT

1 Look at the people. How do they feel? Complete the sentences with a word from the box.

cold cough headache stomachache sick well



2 18 Listen and check your answers in exercise 1.

BEFORE LISTENING

3 **Strategy** What is happening in this image? In pairs, predict who they are and what they will say in the conversation in exercise 4.



○ ● ○ **WHILE LISTENING**

4  19 Listen to the conversation. Were your predictions right?

5  19 Listen again and complete the chart with the information you hear.

a. EMILY'S HEALTH PROBLEMS	b. HER MOTHER'S RECOMMENDATIONS

○ ○ ● **AFTER LISTENING**

6 Discuss in pairs.

a. What do you usually do when you get sick? Circle the best options for you.

go to the doctor rest and sleep drink water take some medicine

b. Why do you think people usually feel better after doing these things? Discuss with your class.

LANGUAGE NOTICEBOARD

Expressing necessity
Have to - Don't have to

1. Take a look at these sentences.

Positive

- a. You **have to** stay in bed.
b. You **have to** drink a lot of water.

Negative

- c. You **don't have to** stay in bed.

2. Now complete

Positive

- a. You _____ rest and sleep.
b. I _____ take you to the doctor.

Negative

- c. You _____ to take this medicine everyday.

Use _____ and _____ to express necessity.

WRITING

7 Complete these sentences using words from the box and **have/don't have to**.

do exercise stay in bed go to the doctor

a. Do I have to stay in bed, doctor? No, you _____ rest but you _____ all day.

b. Do you _____ everyday? No, just three days a week.

c. I think I have a cold. Mm, I think you _____.

8 Listen and check exercise 7.

SPEAKING

9 Practice the dialogues in pairs. Then, act them out in front of the class.

VOCABULARY IN CONTEXT

10 Read the sentences and tick (✓) the picture that best represents it.

a. Leave the candy in the wrapper.



b. Shake the apple from the tree.



● ○ ○ BEFORE READING

- 11 **Strategy** You are going to read the extract of a poem. Take a look at the title. What is the message of the poem? Discuss.

○ ● ○ WHILE READING

- 12  21 Read the extract of the poem and check your predictions in exercise 11.

Be good to your body

So you want a candy
But you need to eat an apple
Tell me what you have to do
Leave the candy in the wrapper
Shake the apple from the tree
Natural food is best, you see!

So you want a can of soda
But you need a glass of fruit juice
Tell me what you have to do
Leave the soda in the can
Squeeze the juice from the fruit
Natural's best for me and you...

Chorus. (n.d.). Retrieved from <http://www.songsforteaching.com/healthyhabits/begoodtoyourbody.htm> (adapted)



○ ○ ● AFTER READING

- 13 **Think critically** Discuss these questions with your class.

- Does the name of the poem represent the main idea of the text?
- Is it easy or difficult to do what the poem tells you to do? Why?
- Do you make an effort to lead a healthy life? How?



WRITING

- 14 **Strategy** Complete the last stanza of the poem with your own ideas. Use a dictionary, if necessary.

So you want to _____

But you need to _____ your body

You want to _____

And your body _____

- 15 Recite the poem and your new stanza to the rest of the class.

MODULE 1

LESSON

C

What's your favorite food?

Lesson goals

- Reflect on the effects of healthy and unhealthy food in your body.
- Read sentences to identify expressions related to food.
- Listen to a model dialogue to talk about food preferences.
- Write a dialogue about your favorite food.
- Talk about your favorite food.

VOCABULARY IN CONTEXT

1  22 Match the words to their corresponding pictures. Then listen and check.

Yummy hungry Yuk! delicious thirsty tasty



a. Cherries are _____.



b. _____! I love fish.



c. I'm _____.



d. _____ I hate garlic!



e. Cheese is very _____.




f. I'm _____.

BEFORE LISTENING

2 **Strategy** You are going to listen to a conversation between two friends. What do you think it will be about? Look at the vocabulary above and then circle one of these alternatives.

- a. Food preferences
- b. Food allergies
- c. Food and the environment

WHILE LISTENING

3  22 Listen to the conversation and check your predictions in exercise 2.

- 4  Listen again, identify the food the boy likes, and write the information down in the spaces provided.

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____

AFTER LISTENING

- 5 Complete the missing information in the dialogue below. Listen to the recording in exercise 3 again if necessary.

Tom: (a) _____ healthy or unhealthy food?

Brad: I love healthy food.

Tom: Why?

Brad: Because healthy food has many (b) _____.

Tom: Do you like (c) _____?

Brad: I like vegetables (d) _____. I love salads with lettuce _____ and avocado. They're very (e) _____!

Tom: What do you like to drink when you are (f) _____?

Brad: I love water.

Tom: How about food you don't like?

Brad: Mm, I think I (g) _____ garlic! Yuk!

Tom: What's your favorite fruit?

Brad: I (h) _____ cherries and apples.

Tom: Oh, I'm (i) _____ now!

Brad: Don't worry! I have some (j) _____ cherries in my bag.

Tom: Great!

SPEAKING

- 6 Follow the steps:

- Work in pairs or in groups of three.
- Create a dialogue about your favorite food and write it down on a separate piece of paper. Use the dialogue in exercise 5 as a model.
- Practice it aloud. Check pronunciation and intonation with your teacher.
- Act out your dialogue in front of the class.

Useful expressions

- Do you like...?
- How about...?
- How many...?
- There is / are
- I like ... a lot.
- I hate... / I don't like

MODULE 1
LESSONS
A·B·C

Check your progress!

1 Try these challenges with your partner to check your progress.



a. Act out a short dialogue, ordering a healthy meal.



b. Act out a short dialogue, expressing health problems.

2 What's your favorite food? Explain why you like it. Then, ask this question to your partner.

3 Evaluate your progress according to your performance in lessons A to C.



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.



I'M A NOVICE

I can't do it by myself. I still don't understand.

MODULE

2

BEFORE YOU START

Complete the diagram with the information requested.

Write three different foods you can use to cook a healthy meal.

Choose a member of your family. What's his/her favorite meal? Write a sentence. Example: My father's favorite meal is... because, etc.

WHAT DO I KNOW?

What was your last health problem? Write its name and tell your partner.

Write a sentence stating what you have to do to stay healthy. Example: I have to do exercise... etc.

MODULE 2

LESSON


D

What are you doing?

Lesson goals

- Learn and compare your activities with other people's.
- Read a dialogue about actions in progress.
- Describe what people are doing in a picture.
- Listen to what some people are doing at home.
- Say and ask what people are doing in a specific moment.

VOCABULARY IN CONTEXT

1  Look at the pictures. Then listen and repeat the sentences.



a. The children are **singing**.



b. The boy is **reading** a novel.



c. She is **playing** video games.



d. They are **cooking** dinner.



e. Karl is **taking a shower**.



f. The children are **cleaning** the house.



g. Mollie is **drinking** some fruit juice.



h. They are **brushing** their teeth.



i. She is **having breakfast** before school.

2 Tick (✓) the activities in exercise 1 that you usually do during the day.

● ○ ○ BEFORE READING

3 Strategy Take a look at the text below. What is the girl doing? How do you know?

○ ● ○ WHILE READING

4 25 Strategy Read to check your predictions. Then read the questions a - c and go back to the text to find the answers.

Helping mom



a. Are the two people in the story related? How do you know?

b. What's the time of the day? How can you tell?

c. Does Sarah usually prepare breakfast?

○ ○ ● AFTER READING

5 Discuss the following questions with your class.

- a. Do you usually help your mom or dad?
- b. What activities do you usually do at home?
- c. What activity are you doing right now? Stop and think.

LANGUAGE NOTICEBOARD

Actions in progress

1.  26 Read and listen to these sentences:


- I'm helping mom at the moment.
- She is cooking some eggs now.
- I'm cleaning right now.

2. Underline the correct idea.

Use the verb **to be** and a verb ending in **-ing** to express *an action you usually do* / *an action that is happening right now*.

3.  Circle the time expressions in exercise 1 that express “actions in progress”.

WRITING

6.  27 Read and listen to these sentences from the dialogue in exercise 4. Repeat them out loud.

- I'm helping my mom.
- I'm cooking some eggs.
- I'm cleaning.

7. Look at the picture depicting “La Fiesta de la Virgen de la Tirana” in Chile, and write some sentences in your notebook, describing it. Remember to say what the people are doing.

Example: *One boy is wearing a mask...*



8. In your notebook, write two sentences expressing what you are doing right now. Then, get in pairs and share them with your classmate.

● ○ ○ BEFORE LISTENING

9 28 Match the actions to the pictures. Then listen and check.

i. Feed

ii. Clap

iii. Grow



10 **Strategy** Discuss with your classmates what you know about the original inhabitants of Chile or other countries and where you think Robbie and Moana are from.

○ ● ○ WHILE LISTENING

11 29 **Strategy** You are going to listen to two descriptions. Listen to the first part of the recording. What is the whole text about?

12 30 Listen to the whole track and check your predictions in exercises 10 and 11. Then, complete the sentences below.



- a. His mom is feeding _____.
- b. His father is _____.
- c. His _____ the dulcimer.



- a. The people _____ traditional clothes.
- b. Her _____ their hands.
- c. _____ *haka*.

○ ○ ● AFTER LISTENING

13 Draw or download a picture of your family and then follow these instructions:

- a. Describe them to your classmates, saying who the people are and what they are doing.
- b. Then, ask and answer questions to confirm information.

Example:

A: Is your sister listening to music?

B: Yes, she is... etc.

- c. Write what your family is doing in one of the pictures. You can do this on a piece of paper or using a computer. Then, show it to your teacher.

MODULE 2

LESSON


E

What can you do?

Lesson goals

- Reflect on healthy habits, such as doing sports.
- Listen to descriptions of some children's favorite sports.
- Describe what you can or can't do.
- Read a literary text to identify sports and abilities.
- Write sentences describing abilities.

VOCABULARY IN CONTEXT

1  31 Look at the pictures, listen and repeat the sentences.



a. Mark **plays soccer** every week.



b. Anna can **swim** very fast.



c. He does **karate**.



d. Julian practices **skateboarding**.



e. They enjoy **playing tennis**.



f. Matty loves playing **baseball**.

2 Which of the sports in exercise 1 can you practice at school? Tick (✓) them.


BEFORE LISTENING

3 **Strategy** You are going to listen to three descriptions. What do you think they will be about? Look at the pictures and discuss with your partner.




○ ● ○ WHILE LISTENING

4  Listen to the descriptions. Were your predictions right?

5  **Strategy** Read the words in the chart. What kind of information do you need to pay attention to? Listen again and complete the chart.

NAME	SPORT	WHEN	BENEFITS
Jane	Tennis	Saturday mornings	It gives her energy
Alex			
Gloria			

6  Listen once more and complete these ideas.

- Jane _____ playing tennis. She plays it with _____.
- Alex loves swimming. He _____ swim very well.
- Gloria thinks karate is _____. She _____ learn about self-discipline.

○ ○ ● AFTER LISTENING

7 In pairs, use the information in exercise 5 to talk about Jane, Alex and Gloria.

Example: *Jane plays tennis. She plays tennis on Saturday mornings. Tennis gives her energy.*

8 Talk to your classmate about your favorite sport. Mention when you practice it and the benefits it has on your body.

LANGUAGE NOTICEBOARD Expressing ability and inability


1. Take a look at these questions and answers.

- | | |
|-------------------------------|--|
| a. A: Can you dance? | B: Yes, but I can't dance well. |
| b. A: Can you sing? | B: Yes, I can . |
| c. A: What can you do? | B: I can run but I can't climb a tree. |

2. Complete the statements below with **can** or **can't**.

- We use _____ to express ability.
- We use _____ to express inability.

SPEAKING

9  33 Read, listen and practice these extracts of the conversation in exercise 4. Work with a partner.

- a. I can't swim but I can play tennis very well.
- b. I can swim very well.
- c. I can relax a lot.
- d. I can do a lot of exercise.

10 In pairs, follow the models in exercise 9, and take turns to ask and express what you can or can't do. Use the *Language Noticeboard* to support your work.

VOCABULARY IN CONTEXT

11  34 Match the phrases and pictures. Then, listen and check your answers.




- i. Peter can climb mountains. He is very brave.
- ii. Parachute jumpers can jump from big altitudes.
- iii. I can't ride a motorbike, but I can ride my mountain bike!
- iv. Josh can ride the waves on his surfboard.

   BEFORE READING

12 **Strategy** Take a quick look at the title of the text on page 29. What do you think the short story will be about? Discuss with your classmates.

○ ● ○ WHILE READING

13  Read the text and check your prediction in exercise 12.

14  **Strategy** Scan the text and identify which sports Kate did and which ones Bob did. Make a list in your notebook.

Kate and Bob's big adventure

Kate and her cousin, Bob, are going on holiday to an adventure camp. They love adventure sports. So when they arrive, they feel very excited because it's a really beautiful place where they can do lots of different sports.

On Monday, they ride mountain bikes. "Wow, this is great!" says Bob. "You can ride very well" says Kate.

On Tuesday, they go rock climbing. "You can climb very fast Bob, but I can't!" says Kate.

On Wednesday, they go rafting. Bob is a bit scared because he can't swim very well but Kate can. "Come on Bob, this is fantastic!" says Kate.

On Thursday they go surfing. Kate can do a lot of surfing tricks. "Look at me! I'm a great surfer, I love it!" says Kate. "Congratulations Kate, you can surf very well" says Bob.

On Friday, they go parachuting. They jump and fall through the air. "I feel like I can fly", says Bob, but Kate doesn't answer, because she is a bit scared.

Kate and Bob had an amazing week, but now they are ready to go home and rest for the rest of the weekend.



Adapted from: Buzz and Bob's big adventure. (n.d.). Retrieved from <http://www.learnenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure>

○ ○ ● AFTER READING

15 **Think critically** Discuss these questions in groups.

- Do you think Kate and Bob enjoy doing sports? How do you know?
- Do you know any other "adventure sports"? Which ones?
- How important is it to do sports? What benefits can you get?
- Imagine you could go to this adventure camp. What adventure sports would you like to try? Why?

WRITING

16 Write three sentences in your notebook about Kate and Bob, using information from the text.

Example: *Kate can swim but she can't climb fast... etc.*

MODULE 2

LESSON
F

WRITING WORKSHOP
Leading a healthy life


Lesson goals

- Be positive about your learning.
- Read and show comprehension of a short text about healthy habits.
- Contrast ideas about healthy habits.
- Describe what you can /can't do
- Follow the steps to write a description of your own healthy habits.

GUIDED WRITING

You are going to write a description of your abilities and preferences, so as to lead a healthy life.

READING

1  **36** Read and listen to Jenny. Does she lead a healthy life?



Hello, I'm Jenny Cole. I'm 20 years old and I am a healthy person.
I can do lots of sports, like running, and karate, and I love them. Unfortunately, I can't swim or dance.
Also, I love healthy food, such as vegetables and fish. I love mineral water, but I prefer fruit juice!
I have to take care of myself to be a healthy person!

SPEAKING

2 Get in pairs and think of some other ways to lead a healthy life.

ORGANIZING IDEAS

3 Complete this chart with your personal information and some of your ideas.

NAME	
AGE	
WHAT I CAN/HAVE TO DO TO BE HEALTHY.	
WHAT I CAN'T DO IF I WANT TO BE HEALTHY.	

DRAFTING

- 4 Complete this short personal description about your health and preferences.

My name is _____.

My favorite sports are _____ and _____.

I can _____ but I can't _____.

If I want to be healthy, I have to _____.

but I can't _____.

EDITING

- 5 In pairs, check your text and ask your partner for help to spot any mistakes and correct them.

LANGUAGE NOTICEBOARD

Contrasting ideas

1. Take a look at these examples:

- a. Jenny can run, **but** she can't swim.
- b. She likes water, **but** she prefers fruit juice.

2. Circle the best option:

- a. Use **but** to *add new information / contrast ideas*.

WRITING

- 6 Write the final version of your description, using exercise 4 as a model. You can add more information if you want. Then, read it in front of the class.

MODULE 2

LESSONS
D·E·F

Check your progress!

- 1 Try these challenges with your partner, to check your progress.



- a. Choose a classmate and describe what he/she is doing at the moment.



- b. Describe two activities you can do and two you can't do.

- 2 What's your favorite sport? Explain why. Then, ask your partner.

- 3 Evaluate your progress according to your performance in lessons D to F.

**I'M AN EXPERT**

I can do it without mistakes and I can help others!

**I'M PROFICIENT**

I can do it by myself, but I make a few mistakes.

**I'M DEVELOPING**

I need help sometimes. I am starting to understand.

**I'M A NOVICE**

I can't do it by myself. I still don't understand.

REVIEW

Read this summary. Then, do the exercises on the next page.

		EXPRESSIONS	VOCABULARY
MODULE 1	LESSON A Sharing a meal	Ordering a meal in a restaurant / cafeteria -What do you want? -A hot dog, please. -Can I have the salad, please? -Here you are. -How much is it?	Meals: breakfast, lunch, dinner. Food: pasta, hot dogs, Feijoada, hamburger and French fries, fried chicken, mashed potatoes, steak, baked potatoes. Opposites: hot - cold, large - small, healthy - unhealthy. Sounds: / tʃ / - / f /
	LESSON B Eating healthy	Expressing necessity: Have to - Don't have to -You have to.. -You don't have to.. -I have to.. -...what you have to do...	Health problems: a cold, the flu, a headache, a stomachache, a cough, sick.
	LESSON C What's your favorite food?	Talking about food preferences -Do you like...? -How about...? -How many...? -There is / are. -I like ...a lot. -I hate... / I don't like... Expressions: Yummy, yuk.	Food: cherries, garlic, avocado, fish, crisps, cheese. Adjectives: Healthy, unhealthy, hungry, thirsty, delicious, tasty.
MODULE 2	LESSON D What are you doing?	Actions in progress -What are you doing? -I am cooking. -I'm helping mom. Time expressions Now - In this moment.	Everyday activities: sing, read, play, cook, take a shower, clean, drink, brush, have breakfast.
	LESSON E What can you do?	Expressing abilities and inabilities -I can jump. -She can sing. -He can't swim. -I can ...well but I can't...	Sports: soccer, swimming, karate, ice-skating, skiing, tennis, skateboarding, tennis, baseball.
	LESSON F Leading a healthy life	Expressing contrast: -I can... but I can't... -I have to... but I don't have to...	Vocabulary concerning food, sports and healthy habits.

PROJECT

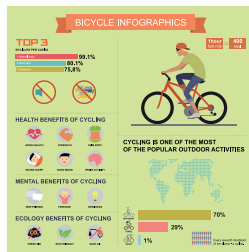
Materials



You will develop a visual task on the topic of “healthy activities and their benefits”.

1 Preparation

- a. Get in groups of three.
- b. Choose one of these tasks to work on:



- i. Make a poster about a healthy activity, to display in the classroom.
- ii. Make a leaflet about a healthy activity, to share with the class.
- c. Decide on 2 healthy activities (ideally different from the ones in the unit).
- d. Look up some information about these activities on the internet or an encyclopedia. Organize it in the chart below:

ACTIVITY	WHEN	PLACE	BENEFITS

- e. Choose and cut pictures/photos you want to include.

Healthy activities and their benefits

2 Elaboration

- a. Write a draft of the poster on a big piece of paper. Revise and edit the written information. Correct any mistakes you may find.
- b. Agree with your group on the best way to present the information and pictures.
- c. Make the final version of your project.
- d. Prepare a short presentation for your class, expressing the necessity to take care of your health. Check the review on page 33, if necessary.

3 Presentation and evaluation

Present your project to your classmates and display it on a visible place in your classroom.



EVALUATION OF OUR PROJECT	VERY GOOD	SATISFACTORY	NOT SO GOOD
We prepared for the project carefully.			
We followed the instructions carefully.			
We contributed with ideas.			
We used what we learned in the unit.			
We added appropriate vocabulary.			
We checked spelling and punctuation.			
We respected turns of participation.			

FINAL REFLECTION

FOOD AND HEALTH

Complete the diagram with everything you have learned throughout the unit.

Write some things you can and can't do:

Can

Can't

What healthy food do you know?
Write as many dishes as you can remember.

WHAT DO
I KNOW **NOW**?

Look around your classroom and write some actions your partners are doing at the moment.

Write three things you have to do to lead a healthy life:

1.

2.

3.



MY CONCLUSIONS

HOW MUCH EFFORT DID I MAKE?

	✓	✗
LEVEL 4 I accepted the challenge and I did my best. I learned from it.		
LEVEL 3 I accepted the challenge and I did my best.		
LEVEL 2 I made some effort but I gave up when it became a challenge.		
LEVEL 1 I made little effort but I want to improve.		

ROUND OFF!

- Go back to your Learning Plan on page 8. Did you follow the steps? Discuss with your teacher.
- Keep record of your reflections and conclusions:

My conclusions about the unit:

My actions for next unit:

UNIT 2

AROUND TOWN



GETTING STARTED

- 1 Get in groups, look at the picture above and answer the following questions as fast as you can:
 - a. What places can you identify?
 - b. How many of these places have you ever visited in your town/city?
 - c. Think of any other typical places in a town or a city and make a list in 2 minutes.

- 2  Listen and check your answers in exercise 1, letter a. Did you answer correctly?



Your challenge for Unit 2

- Value your own and other realities and extend your knowledge of the world about places in a city, giving directions, occupations and the time.
- Be positive about yourself and your learning.

How will you do it?

- You will read dialogues, non-literary and short literary modified texts.
- You will listen to conversations and monologues.
- You will create and participate in dialogues, monologues and give brief opinions.
- You will write descriptions, dialogues, an e-card and an e-mail.
- You will create a project to put into practice what you have learned in this unit.

MY GOALS

- 3  40 Listen to Miguel's goals for Unit 2.



Hello!
My name is Miguel.
A Canadian friend is coming to visit me. I want to show him my favorite places in English.

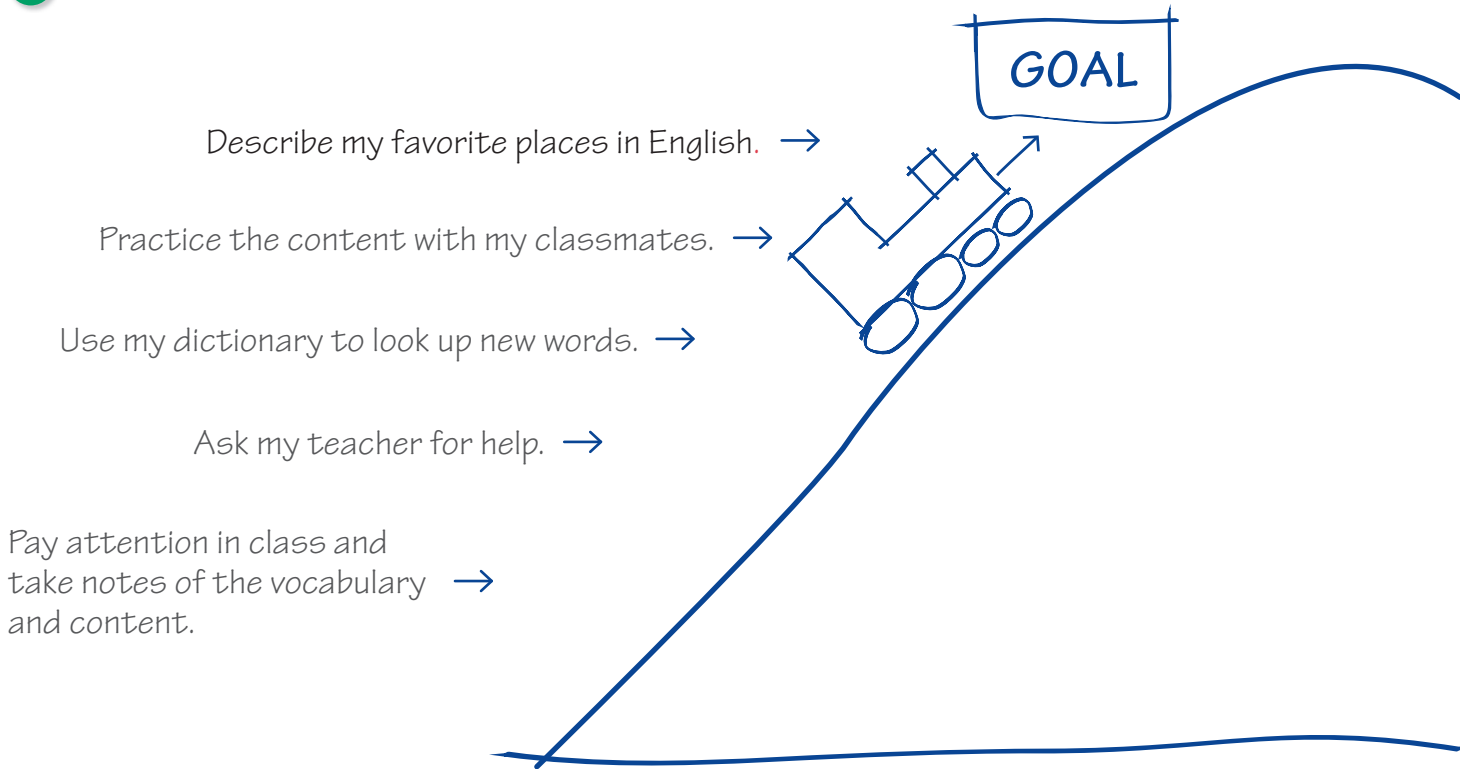
- 4 Now think about your own goals. Why are they important?

I want to

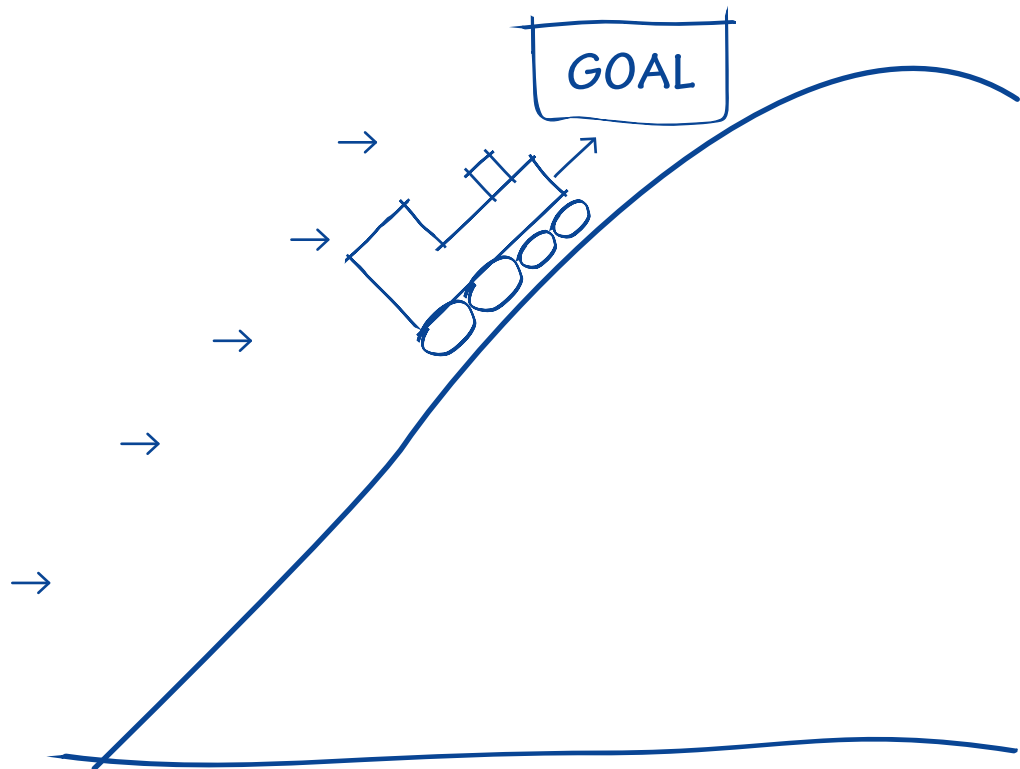
because

MY LEARNING PLAN

5 Look at Miguel's learning plan. What are the steps he will take to reach his goal?



6 Draw up your own learning plan for Unit 2. Follow the example above.



MODULE

1

BEFORE YOU START

Complete the diagram with the information requested.

Write as many members of the family as you know, in English.
Example: father...

Write two things you can do and two things you can't do in your school.

WHAT DO I KNOW?

Write three things you can do with your hands.
Example: I can draw...

Describe your classroom using There is/are. Example: There is a board...

MODULE 1

LESSON

A

My favorite places in the city!

Lesson goals

- Reflect on the variety of places in a city.
- Read and show comprehension of a dialogue about places in a city.
- Write a dialogue to learn about someone's favorite places.
- Listen to a description of someone's favorite city.
- Write and read aloud an e-card about places in your favorite city.

VOCABULARY IN CONTEXT

1 41 Complete the sentences with the places in the box. Then listen, check and repeat.

church shopping mall cinema museum airport bookshop



a. We can buy books in a _____.



b. I have two tickets for the _____.



c. Mark arrived at the _____ at 12:00 pm.



d. We can go to the _____ to buy what we need.



e. This _____ has a lot of old things to see.



f. We go to _____ every Sunday.

2 42 Look at the vocabulary above and write words that have the sounds below. Then, listen and check.

/tʃ/	/ʃ/
Chain,	Shell,

● ○ ○ BEFORE READING

3 Strategy Take a look at the pictures in the text. Which place is it? What kind of information do you think the text contains?

○ ● ○ WHILE READING

4 43 Strategy Read and listen. Check your predictions in exercise 3 and find the answers to questions a - c in the text.

Concepción

Concepción is the second biggest city in Chile, and it's a vibrant, modern place with lots of activities you can do, and places you can visit.



Where is the city?
Concepción is located in the south of the country, in a region called "Bío Bío", after the river that crosses it from east to west.

How many interesting places are there?
There are many interesting places in Concepción. Near the main square, called, "Plaza de la Independencia", there is a beautiful cathedral, and stores where people can buy typical products and souvenirs. There is also a big hospital, some museums, a zoo, a famous university and a beautiful traditional market, where you can try some local food.

How can you get there?
You can get to Concepción by bus or plane, since there is a bus terminal and an airport too. What are you waiting for? Come and visit one of the most interesting cities in Chile!

Source: Publishing Team.

A guide to Concepción, the biggest city in the south of Chile.





Guide

a. Which places of interest can you find in Concepción?

b. How can you get to this city?

c. Where in Concepción do you think you can learn about this city's history?

○ ○ ● AFTER READING

5 Take a look at the text again and underline words that are similar in Spanish.

6 Discuss these questions in your group and as a class.

- a. What other places can you visit in a big city?
- b. What can you learn from visiting other cities or countries? Discuss with your class.

LANGUAGE NOTICEBOARD

Asking for and giving information about places

1. Pay attention to these examples:

<u>QUESTION</u>	/	<u>ANSWER</u>
a. What's your favorite city?	/	La Serena.
b. Where is the city?	/	In Chile.
c. Why do you like it?	/	Because it is small and sunny.
d. How many interesting places are there ?	/	Forty.
e. What places are there ?	/	Markets and beaches.
f. What can you do here?	/	Go to the beach and ride your bike along the coast.

2. Complete the following statements.

- a. Ask _____ to know about **preferences**.
- b. Ask _____ to know about **location**.
- c. Ask _____ to know about **reasons**.
- d. Ask _____ to know about **quantity**.
- e. Ask _____ to know about **places**.
- f. Ask _____ to know about **activities**.

WRITING

- 7 Ask your partner the questions in the noticeboard above to learn about his/her favorite city, and complete the chart.

FAVORITE CITY/PLACE	
LOCATION	
REASONS	
PLACES TO VISIT	
ACTIVITIES YOU CAN DO	

- 8 In your notebook, write a short review of your partner's favorite city, using the information in exercise 7. Check with your teacher.

● ○ ○ BEFORE LISTENING

9 Find the antonyms of the words below in the Word Search Puzzle.

- a. Hot - _____.
- b. High - _____.
- c. Quiet - _____.
- d. Old - _____.
- e. Small - _____.

n	o	i	s	y
e	b	x	z	l
w	t	i	v	o
p	j	z	g	w
c	o	l	d	x

10 44 Now listen and check. Then, listen again and repeat.

○ ● ○ WHILE LISTENING

11 45 **Strategy** Before you listen, look at the pictures in exercise 13 and see if you identify the name of the city. Then, listen to the description of Camila's favorite city and check your prediction.

12 45 Listen again and write a list in your notebook with all of Camila's favorite places. After you finish, discuss with your partner why she likes them.

Example: *She likes the zoo because she can see many...*

○ ○ ● AFTER LISTENING



13 Use Camila's information to complete this e-card she is sending to a friend.

Hello Marcos,

Santiago is my favorite city! There is a _____ where you can see many exotic _____. There are about ten big and quiet _____ where you can play _____ and relax. There is also a _____. There, you can take _____ There is an old _____ where you can read _____.

I like Costanera Center Tower Two. It is a high building. I like it because I can see _____ from the top.

See you,
Camila

14 In your notebook, create your own e-card with information about your favorite city and places and send it to a friend.

MODULE 1

LESSON

B

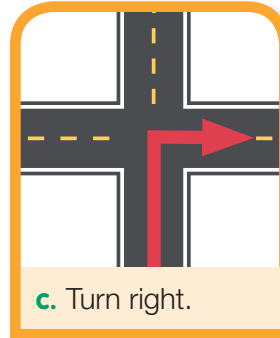
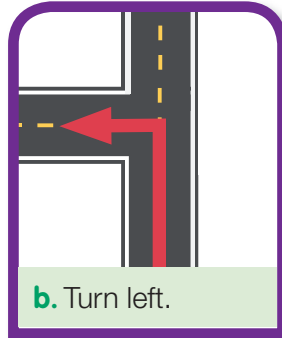
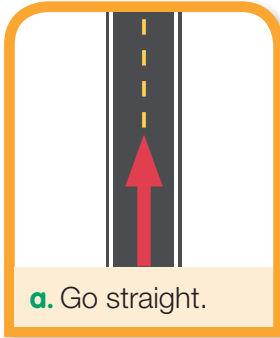
How do I get there?

Lesson goals


- Reflect on how to help people move around and ask for directions.
- Listen to dialogues asking for directions.
- Write and give spoken directions using a map.
- Read a short literary extract to give directions.
- Write sentences giving directions.

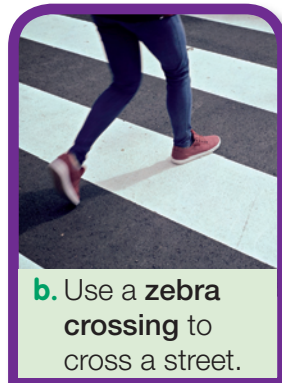
VOCABULARY IN CONTEXT

1  46 Look, listen and repeat.



2  47 Cover the words in exercise 1. Then, listen and point at the directions you hear.

3  48 Read, listen and repeat these sentences.



4 Look, point and mention the safety elements you can see in this picture.



● ○ ○ BEFORE LISTENING

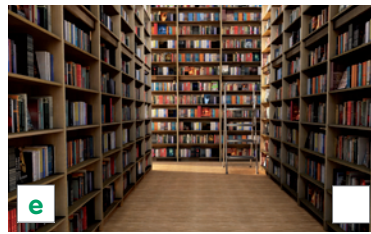
5 **Strategy** You are going to listen to three short dialogues between a tourist and other people in the street. What do you think the conversations will be about? Name two places you think will be mentioned in the dialogues.

○ ● ○ WHILE LISTENING

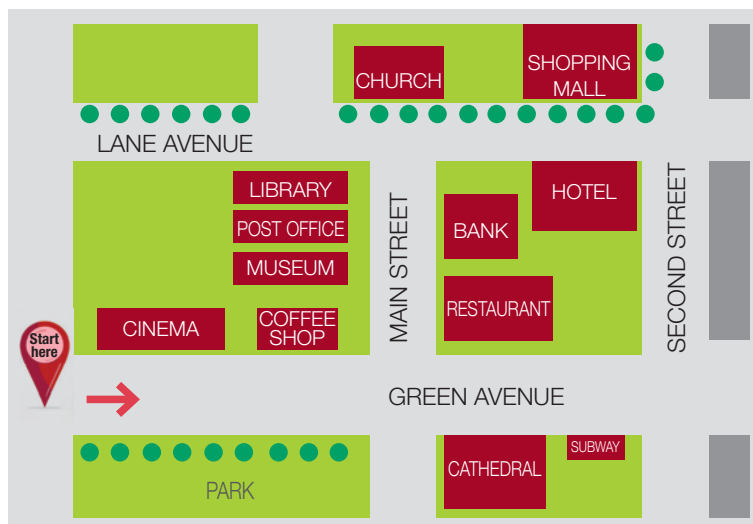
6 **49** Listen to the recording. Were your predictions right? Now, complete the chart in your notebook with common expressions from the dialogues.

GREETING SOMEONE	SAYING GOOD BYE	BEING POLITE

7 **49** Listen again and number the places in the order they are mentioned.



8 **49** Listen again and draw lines with different colors, following the directions on this map.



● AFTER LISTENING

- 9 Think of any places you can find near your school. Give your partner some directions to get there.
- 10 Do you know any road signs? If you don't, look up some of them on the internet or an encyclopedia and draw five on a separate piece of paper. Write their corresponding names and show them to your classmates.

Example: This is a "Yield" sign.



LANGUAGE NOTICEBOARD

Prepositions of place

1. Read and study these sentences.

- a. The restaurant is **next to** a cathedral.
- b. The bank is **between** a gallery and a bookshop.
- c. The hospital is **in front of** a park.
- d. The cinema is **near** a coffee shop.

2. Circle the correct option.

The words in bold show *the position of something/directions to find a place*.

3. Write the corresponding prepositions for each picture. Then check with your teacher.



a. _____.



b. _____.



c. _____.



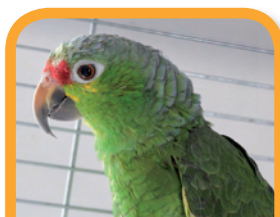
d. _____.

SPEAKING

- 11 In pairs, and using the map in exercise 8, write a dialogue to ask and give directions. Listen to the recording again, if necessary. Then, role play the dialogue in front of the class.

VOCABULARY IN CONTEXT

- 12 Listen, read and repeat the sentences below.



a. It's a **talking** parrot.



b. Look! There is a **bottle floating**.



c. It's a **treasure!**

● ○ ○ BEFORE READING

- 13 **Strategy** What type of treasure do you think they will find? Discuss with your partner.

○ ● ○ WHILE READING

- 14 **51** Read the text and check your prediction in exercise 13.

The treasure map

One day Sanjay and her friend Sarah saw a bottle floating in the sea.

"There is something inside" said Sanjay.

"What is it?" asked Sarah.

It's a map! Said a talking parrot, which was nearby, watching.

"Wow, a treasure map! Let's follow it," says Sarah.

"OK, we are here and the treasure is there," says Sanjay.

"Let's go, I'll read," says the parrot. "Go straight down this road.

Turn right on Blue Avenue and walk four blocks until a stop sign.

Cross the street and keep walking until you see a big rock.

The treasure is in a box next to it". When they arrive, they see that the box is empty! But there is an old note inside. It says "Dear finder. Sorry I need the treasure to buy a new pirate ship. Captain Redbeard".

"Well, at least we have a new friend now" says Sanjay. "Yes, you're right, our new friend the parrot," says Sarah.

Adapted from: The treasure map. (n.d.). Retrieved from <http://www.learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map>



○ ○ ● AFTER READING

- 15 **Think critically** Discuss these questions in your group.

- Does the story have a sad or a happy ending? Why?
- What's the real treasure they find in the end?
- Imagine you could find a treasure map. What type of treasure would you like to find? Why?

WRITING

- 16 Now write two sentences in your notebook, giving directions to find the treasure in the story. Follow this example as a model.

Example: *Go straight down this road.*

- _____
- _____

MODULE 1

LESSON

C

Who are they?

Lesson goals

- Reflect on occupations and what people can do.
- Read and listen to sentences to identify jobs and activities connected to jobs.
- Listen to a model dialogue to talk about occupations and activities.
- Write a dialogue about occupations and activities.
- Talk about your family's occupations and activities related.

VOCABULARY IN CONTEXT

1 52 Read and listen. Pay attention to the words in **bold**.



a. Karla is a **doctor**.
She can **help** people.



b. Robert is a **pilot**.
He can **fly** planes.



c. Jen is a **chef**.
She can **cook** meals.



d. Mary is a **vet**.
She can **help** animals.



e. Harry is a **mechanic**.
He can **fix** cars.



f. Mark is a **builder**.
He can **build** houses.

BEFORE LISTENING

2 Match the questions to their corresponding answers.

What does she do? What can she do?

Q: _____.

A: She can help animals.

Q: _____.

A: She's a vet.

WHILE LISTENING

3 **53 Strategy** You will listen to two friends talking. Read the columns. Focus on the specific information as you listen and complete the chart.

OCCUPATIONS	ACTIVITIES RELATED

AFTER LISTENING

4 Complete the dialogue using information from the chart in exercise 3. Listen to the recording again if it is necessary. Then, roleplay it with your partner.

A: What does your father do, John?

B: He is a _____.

A: What can he do?

B: He can _____ houses.

A: How about your mother? What does she do?

B: She is a _____.

A: Really? What can she do?

B: She can _____ delicious meals. What about your parents, Lily?

A: My Mom is a _____. She can _____ math.

B: And what does your father do?

A: He is a _____.

B: What can he do?

A: He can _____ taxis and trucks.

Useful expressions

- What does he/she do?
- He/She is a / an...(job).
- What can he/she do?
- How about...?

SPEAKING

5 Follow the steps:

- Get in pairs.
- Create a dialogue about your parents' (or someone from your family's) occupation and write it down on a separate piece of paper (follow the model in exercise 4).
- Practice it with your partner. Check pronunciation and intonation with your teacher.
- Act out your dialogue in front of the class.

MODULE 1

LESSONS
A·B·C

Check your progress!

1 Try these challenges to see how much you have progressed.



a. Describe your favorite city. Include location, interesting places and directions to get there.



b. Give directions to go from your home to your school.

2 In pairs, describe the job of a person who works in your school. What can he/she do?

3 Evaluate your progress according to your performance in lessons 1 to 3.



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.

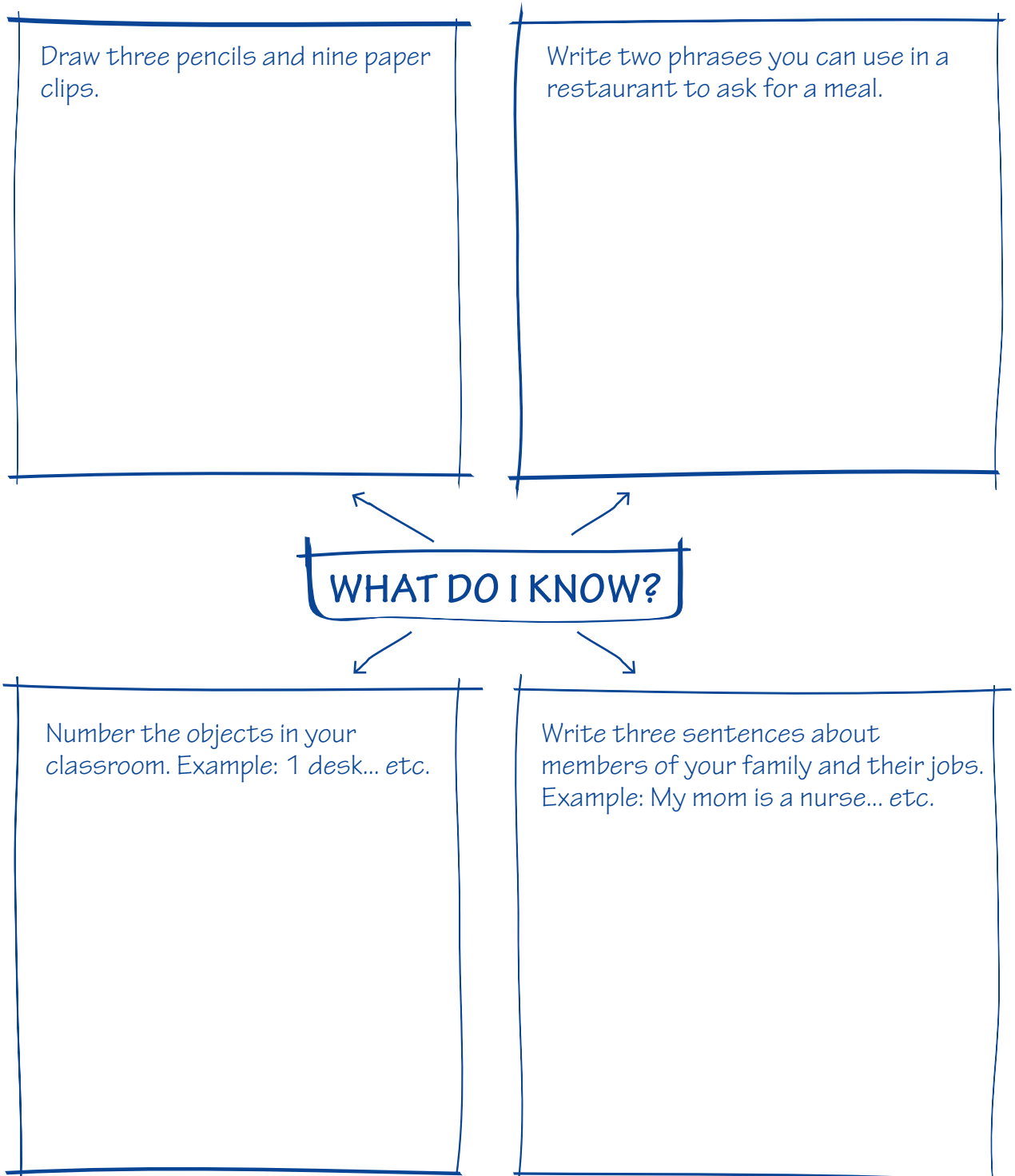


I'M A NOVICE

I can't do it by myself. I still don't understand.

MODULE
2**BEFORE YOU START**

Complete the diagram with the information requested.



MODULE 2

LESSON


D

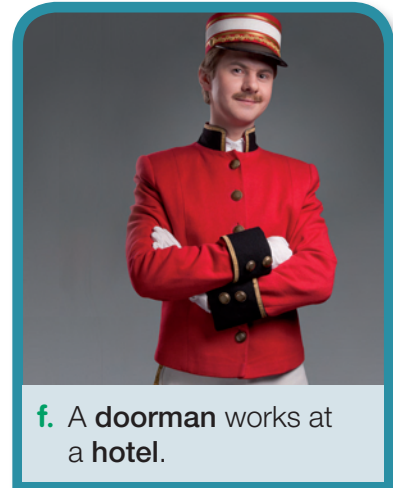
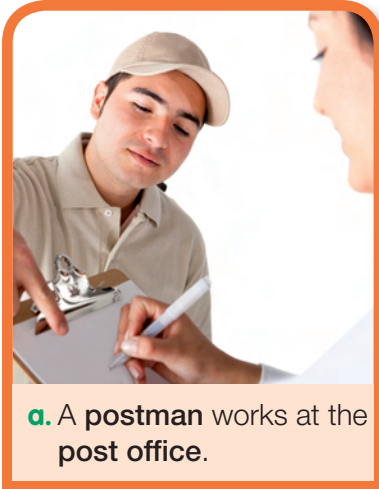
Jobs and work places

Lesson goals

- Reflect on the variety of occupations and workplaces in the world.
- Read and comprehend a dialogue about the occupation and workplace of a famous person.
- Write a dialogue to ask about a famous person's occupation and workplace.
- Listen to the description of different people's jobs and objects related.
- Talk about other people's jobs.

VOCABULARY IN CONTEXT

1  54 Look, listen and repeat.



2 Go back to exercise 1. Underline the occupations in **red** and the work places in **blue**.



BEFORE READING

3 **Strategy** Take a quick look at text's title and pictures. What's the general topic of the article? Discuss with your partner.

WHILE READING

- 4 **55 Strategy** Read this online article about a particular job. Were your predictions right? Find the answer to the questions a - c as you read.

SPORTS ONLINE

Football | Tennis | Swimming | Olympics | Rugby | Marathon | Hockey | Volleyball

A SPECIAL JOB!



Being a professional soccer player is a very interesting job.

Some people think that soccer players only kick a ball around, but that is not the only thing they do. They usually must follow a strict diet, do lots of exercise and visit doctors regularly to prevent injuries.

They also have to receive instructions from coaches and other staff and discuss their performance after every game. Soccer players must be able to work in teams, make decisions and solve problems fast. Anything can happen during a game!

Some football players even become celebrities, and have to go to events, represent their clubs, meet with members of the press and participate in charity events.

Every job is a complex world, but there is no doubt that soccer players really like their occupations!

Source: Publishing Team.




a. Do soccer players have a regular diet? Why?

b. What kind of abilities do soccer players need?

c. What activities do soccer players usually do outside of the soccer field? Discuss.

AFTER READING

- 5 Discuss these questions in your group and as a class.
- Are there any famous sports people in your country? What do they do?
 - Would you like to be a famous sportsperson when you grow up? Discuss with your class.

LANGUAGE NOTICEBOARD

Compound nouns

1. Look at these words.



2. Underline the correct option.

Compound words consist of **one/two** words

3. Match these words to make compound nouns.

- sales
- book
- post
- man
- person
- keeper

4. Can you identify any compound nouns in exercise 4? Underline them.

WRITING

6 Go back to the text on page 55. Can you identify the people in the pictures? What's their age, work and nationality? Discuss with your classmates.

7 Find information about this public figure and complete his profile. Check with your teacher.



8 Write a short description of a famous person you admire. Use the information in exercise 7 as a model. Then, share it with your class.

● ○ ○ BEFORE LISTENING

9 Match the sentences with their corresponding occupations.

photographer firefighter scientist



A **helmet** protects his head.

a. _____



With a **microscope** she can see small things

b. _____



She takes photos with a **camera**.

c. _____

10 56 Now listen and check. Then, listen again and repeat.

○ ● ○ WHILE LISTENING

11 57 Listen to some people talking and complete the information in the chart below.



NAME			
AGE			
NATIONALITY			
JOB			
WORKPLACE			
OBJECT			

○ ○ ● AFTER LISTENING

12 Complete this text with information from exercise 11. Then, read and compare with your classmate.

George Brown is _____ years old. He is _____. He is a _____.
 He works _____. He wears an _____ when he is working.

13 In groups of three, describe two famous people's occupations. Give similar information as in the model in exercise 12. Then, share your descriptions with your class. Ask your teacher for help.

MODULE 2

LESSON

E


What's the time?

Lesson goals

- Reflect on the time people do their daily activities.
- Listen to a dialogue to ask and answer about the time and daily routines.
- Describe what someone does at different times.
- Read a short literary extract to identify the time and routines.
- Write sentences describing the time and daily routines.

VOCABULARY IN CONTEXT

1 Look at the clocks. What time is it? Read the times in pairs.



It's five o'clock.



It's a quarter to eight.



It's a quarter past eight.



It's half past five.

2  58 Listen and point at the times you hear in exercise 1.

3 Follow the examples in exercise 1 and write the times.



a. It's _____



b. It's _____



c. It's _____



d. It's _____

4  59 Now listen and check your answers in exercise 3.

5  60 Look, listen and repeat.



a. What time do you get up?



b. What time do you have breakfast?



c. What time do you play volleyball?



d. What time do you go to bed?

● ○ ○ BEFORE LISTENING

6 **Strategy** You are going to listen to a dialogue between two children. What do you think the conversation will be about? Look at the pictures in exercise 5 and discuss with your partner.

○ ● ○ WHILE LISTENING

7 **61** Listen to the dialogue. Were your predictions right?

8 **61** Listen again and complete Tom's timetable. Check with your partner.



○ ○ ● AFTER LISTENING

9 Complete this text with information from exercise 8. Then, compare with your classmate and read it aloud.

I get up at _____. Then, I have breakfast at _____ and I go to school at _____. I have lunch at _____. I go home at _____. I do karate at _____ and do my homework at _____. Finally, I go to bed at _____.

SPEAKING

10 In pairs, take turns to describe your daily routines. Use the text in exercise 9 as a model.

LANGUAGE NOTICEBOARD Telling the time

1. Look at these questions and answers.

- a. What time is it? —————→ It's three o'clock.
- b. What time do you have dinner? —————→ I have dinner at half past eight.

2. What's the difference between these two questions? Discuss with your class and teacher.

3. Now, match these questions to the corresponding answers.

- a. What time do you study? i. It's four o'clock.
- b. What time is it? ii. At four o'clock.

SPEAKING

11  62 Read, listen and practice these extracts from exercise 7. Work with a partner.

Mara: What time do you get up?
Tom: I get up at half past six.

Mara: What time do you have lunch?
Tom: I have lunch at 1 o'clock.

Tom: What time is it?
Mara: It's five o'clock.

Mara: What time do you do homework?
Tom: At eight o'clock.

12 In pairs, follow the model in exercise 11 to ask about your daily routine. Also, ask your classmate what time it is at the moment.

VOCABULARY IN CONTEXT

13 Match the pictures and sentences below.



- a. He shaves his face.
- b. He brushes his teeth.
- c. He gets dressed.
- d. He wakes up early.

● ○ ○ BEFORE READING

14 Strategy Have a look at the text’s pictures. Can you guess two daily routines that will be mentioned in the story?

○ ● ○ WHILE READING

15  **63** Read and listen to the text and check your predictions in exercise 14.

Don't be late

Paul wakes up early, at half past six, but he never gets up immediately. He watches TV. But, then he is late. He is always late. Why does time always go so fast? Time always goes too fast. He looks at his watch, it's seven o'clock. It's time to get up! He has to leave in 10 minutes. So he turns off the TV and goes into the bathroom. He shaves his face. He brushes his teeth. He goes into his bedroom. He gets dressed. He looks at his watch again when he leaves home. It's half past seven. He has to hurry.



He goes out to his car. He drives fast, but he slows down at a stop sign. A police officer sees him and gives him a ticket! “Why don't you stop at the stop sign?” the police officer asks. “But officer, I am in a hurry,” he answers. The police officer gives him the ticket and says, “leave home earlier next time.”



Adapted from: Don't Be Late. (n.d.). Retrieved from <http://www.eslyes.com/easyread/es/easy020.htm>

○ ○ ● AFTER READING

16 Think critically Discuss these questions in your group.

- a. How does the story begin? Is Paul in a hurry at the beginning?
- b. How similar or different is Paul's routine to your routine?
- c. Do you agree with the police officer's suggestion at the end of the story? Why?

WRITING

17 Strategy In pairs, take turns to read the text aloud and complete the chart with the times in your notebook.

HE WAKES UP AT...	HE GETS UP AT...	HE LEAVES HOME AT...
Half past six		

18 Strategy Write two sentences in your notebook about Paul's routine. Use information from exercise 17.

Example: *Paul wakes up at half past six.*

MODULE 2
LESSON F

WRITING WORKSHOP
Simon's e-mail

Lesson goals

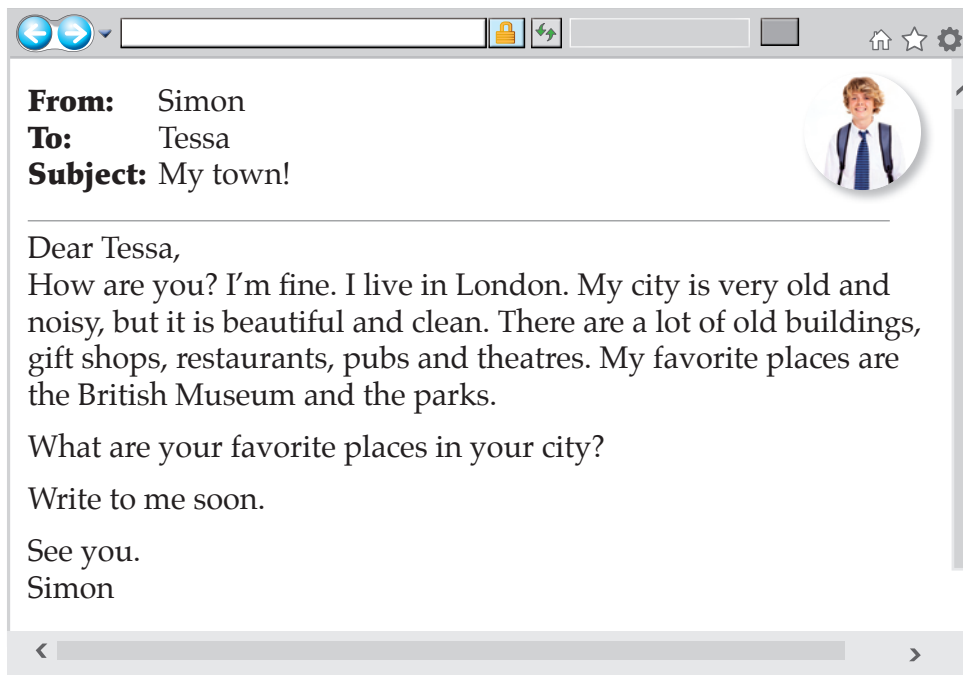
- Read and listen to an e-mail about favorite places in a city.
- Speak about your favorite places in a city.
- Organize ideas in a chart.
- Follow the writing steps to write an e-mail.
- Use what you have learned and be positive about your learning.

GUIDED WRITING

You are going to write an e-mail about your favorite places in a city.

READING

1 **64** Read and listen to Simon's e-mail.



SPEAKING

2 In pairs, talk about your favorite places in the city or town where you live. What extra information do you think you can add to reply to Simon's e-mail?

ORGANIZING IDEAS

3 Complete this chart, in your notebook, with some of your ideas from exercise 2.

CITY	CHARACTERISTICS	PLACES TO VISIT	YOUR FAVORITE PLACES

DRAFTING

- 4 Complete this e-mail about your favorite places in your city or town.

The image shows a simulated email client window. At the top, there is a header bar with navigation icons (back, forward, home, star, gear) and a search bar. Below the header, the email fields are labeled: **From:**, **To:**, and **Subject:**, each followed by a horizontal line for input. The main body of the email contains the following text with blank lines for completion:

Dear _____,

How are you? I'm fine. I live in _____. My city is _____ and _____, but it is _____. There are a lot of _____.

My favorite places are _____.

Write to me soon.

See you.

At the bottom of the window, there is a scroll bar with left and right arrow icons.

EDITING

- 5 In pairs, check your text and ask your partner for help to spot any spelling mistakes.

LANGUAGE NOTICEBOARD

Capital letters

Have a look at the letters in **bold**.

a. **He** lives in London.

b. **His** city is big. **There** are many places to visit.

Circle the correct options to complete the rule.

Use **Capital** letters when you **start / finish** a sentence and **before / after** a period (.)

WRITING

- 6 In your notebook, write the the final version of your e-mail, using exercise 4 as a model. You can add more information if you want. Then, read it in front of the class and sent it to a student from another class, by email.

MODULE 2

LESSONS
D·E·F

Check your progress!

1 Try these challenges to see how much you have progressed. Can you...



a. Describe the jobs of two members of your family. Then, ask your partner about their family.



b. Describe your daily routine to your partner. Then, ask him/her about his/her daily routine.

2 What would you like to be when you grow up? Describe your ideal job and ideal working place.

Example: *I want to be an astronaut... etc.*

3 Evaluate your progress according to your performance in lessons 4 to 6.



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.



I'M A NOVICE

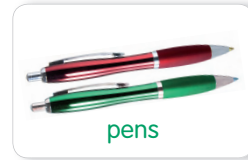
I can't do it by myself. I still don't understand.

REVIEW

		EXPRESSIONS	VOCABULARY
MODULE 1	LESSON A My favorite places in the city!	Asking for and giving information about places. -What's your favorite city? -How many interesting places are there? -Which places are there? -What can you do there?	Places in a city: cathedral, bank, post office, zoo, museum, library, church, park, cinema, shopping mall, subway, bookshop, hotel, airport. Antonym adjectives: hot – cold, high – low, old – new, small – big, quiet – noisy.
	LESSON B How do I get there?	Polite expressions: -Excuse me. I'm sorry. Please. Thank you. Thanks a lot. -You're welcome.	Giving directions: go straight, turn left, turn right, cross. Road safety elements: traffic light, zebra crossing, stop sign, sidewalk. Prepositions of place: next to, between, in front of, near.
	LESSON C Who are they?	Talking about occupations and what people can do. -What does he/she do? -He / She is a / an ...(job). -What can he/she do? -How about...?	Occupations: doctor, vet, pilot, chef, mechanic, builder, teacher, driver. Activities related: help, fly, cook, fix, build, teach, drive.
MODULE 2	LESSON D Jobs and workplaces	Expressions -What does he do? He is a/ an... -Where does he work? -He works...	Compound nouns occupations: firefighter, doorman, sportsman, goalkeeper, postman, salesperson, zookeeper, book keeper Workplaces: fire station, hotel, post office, zoo, library, photo studio. Objects and occupations: helmet / firefighter, microscope / scientist, camera / photographer, hat / chef, apron / vet.
	LESSON E The time	Telling the time: -What time is it? It's ...o'clock / It's half past ...it's a quarter past...it's a quarter to... -What time do you....? Iat -What time does he / she...? He / she... at...	Daily routine activities: get up, have breakfast, go to school, have lunch, go home, train volleyball, do karate, do homework, go to bed.
	LESSON F Simon's e-mail	E-mail expressions: From:... To: ... Subject:... -How are you? Dear, -Write to me soon. -See you.	Places in the city / town: gift shop, restaurant, pub, theater. Adjectives: old, noisy, beautiful, clean.

PROJECT

Materials



Let's show your progress!

You will work in pairs to write a description of your ideal town or city.

1 Preparation

- Collect all the necessary material.
- In pairs, think of the details of your ideal town or city and organize your ideas in the chart below:

NAME OF THE CITY/TOWN.	
WHERE IS IT?	
IMPORTANT BUILDINGS AND PLACES IN THE CITY.	
DESCRIPTION OF TWO PLACES IN THE CITY.	
OCCUPATIONS: WHAT PEOPLE DO AND WHERE THEY WORK.	
EXTRA INFORMATION.	

My ideal town!

2 Elaboration

- Design the description considering the necessary space for the information.
- Write a draft of your description on a separate sheet of paper. Then, revise and edit the written information.
- Check spelling and punctuation. Ask your teacher for help.
- Write the final version of your project on the piece of cardboard.
- Using different colors, decorate your description with drawings of the places that represent your ideal town.

3 Presentation and evaluation

- Display your description in front of the class.
- Take turns to describe your ideal town to your class.
- After your presentation, reflect on your work and self-evaluate your performance.



EVALUATION OF OUR PROJECT	VERY GOOD	SATISFACTORY	NOT SO GOOD
We prepared for the project carefully.			
We followed the instructions carefully.			
We used what we learned in Unit 2.			
We checked spelling.			
We displayed the description in front of our class.			
We presented our description to the class.			
We completed the project on time.			

FINAL REFLECTION

AROUND TOWN

Complete the diagram with everything you have learned throughout the unit.

Write your three favorite places in the city and what you can do there.

a.

b.

c.

Mention three jobs and their working places. Choose your favorite one and explain why.

WHAT DO I KNOW **NOW**?

Write the directions to get from your school to your home.

Choose a member of your family and write three sentences about his/her daily routine.



MY CONCLUSIONS

HOW MUCH EFFORT DID I MAKE?

	✓	X
LEVEL 4 I accepted the challenge and I made my best effort. I learned from it.		
LEVEL 3 I accepted the challenge and I made my best effort.		
LEVEL 2 I made some effort but I gave up when it became a challenge.		
LEVEL 1 I made little or no effort!		

ROUND OFF!

Go back to your Learning Plan on page 40. How did you follow the steps? Discuss with your teacher. Keep record of your reflections and conclusions:

My conclusions about the unit:

My actions for next unit:



GETTING STARTED

1 Get in groups, look at the picture above and answer the following questions.

- Do you know the animal in the picture? What's its name?
- Where does it live?
- How does it move?
- What does it eat?
- What's this animal's special ability?

2  Listen and check your answers. How many did you get right?



Your challenges for Unit 3

- Demonstrate a rigorous and perseverant style of work and study to learn about habitats and animals, talk about past experiences and describe personalities.
- Show respect to other people, realities or cultures, recognizing their contributions and value the diversity of lifestyles.

How will you do it?

- You will read non-literary texts, a short literary modified story, a song, an article and a poem.
- You will listen to descriptions, a song and conversations.
- You will sing a song, ask and answer questions, role play dialogues, monologues and give brief opinions.
- You will write descriptions, dialogues, a short poem and rewrite the end of a story.
- You will create a project to put into practice what you have learned in this unit.

MY GOALS

- 3  68 Read and listen to Luana's goals for Unit 3.



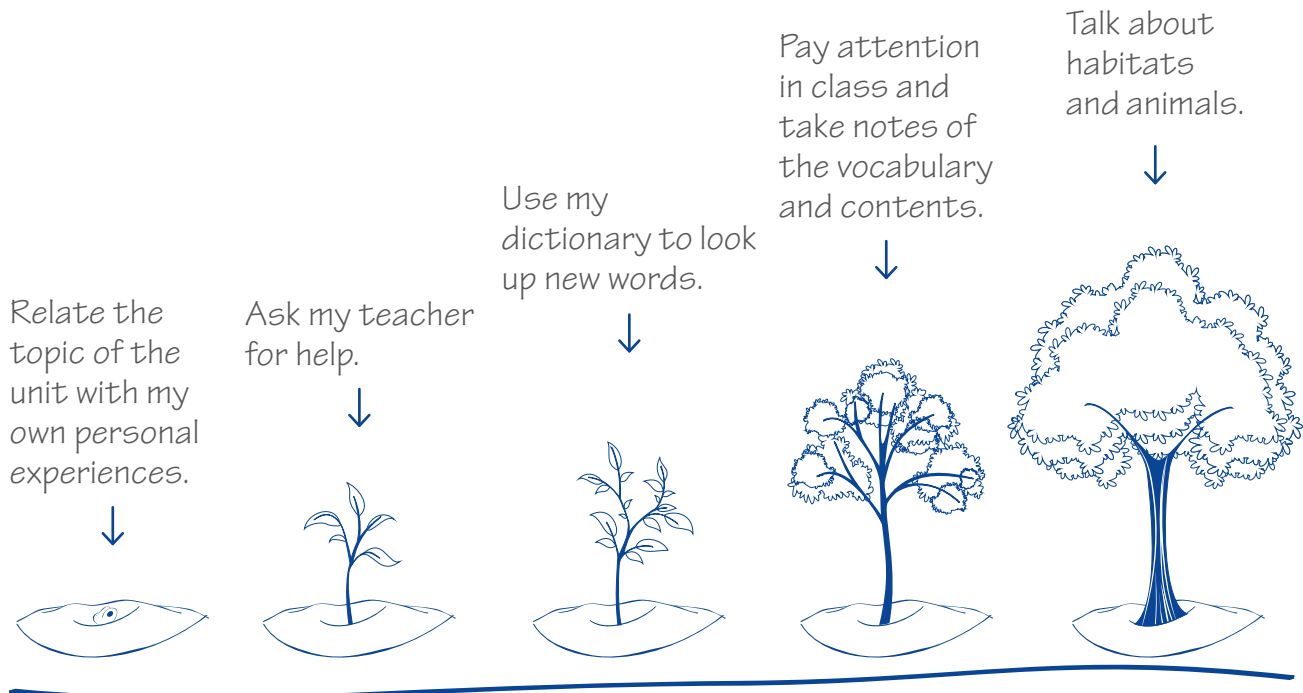
- 4 Now think about your own goals. Why are they important?

I want to

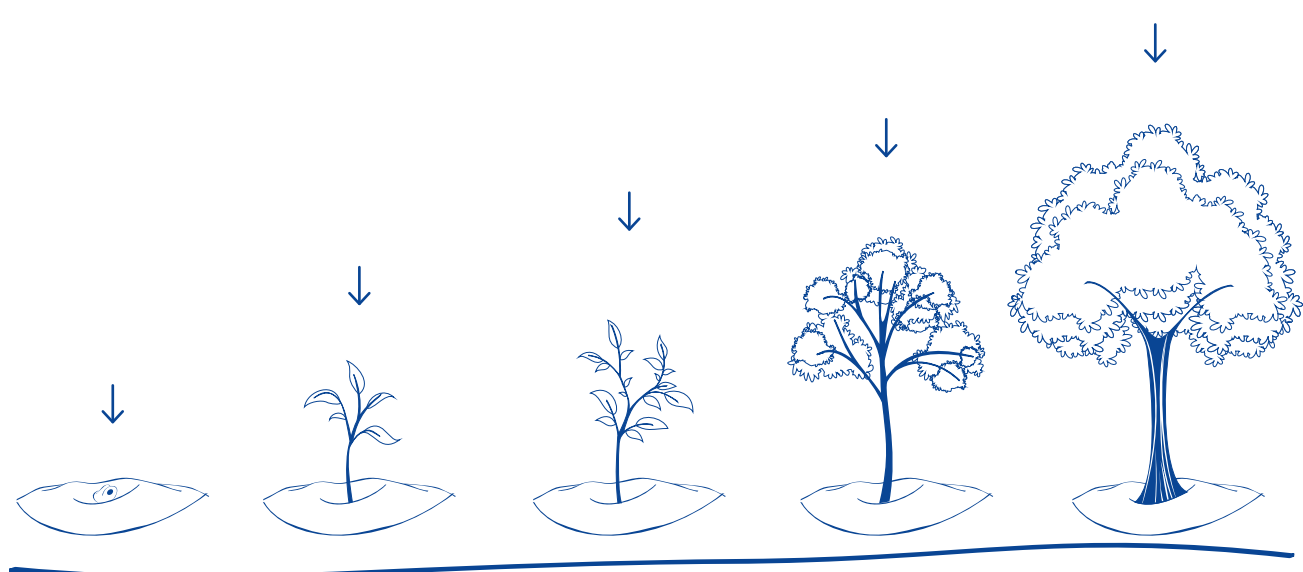
because

MY LEARNING PLAN

5 Look at Luana's learning plan. What are the steps she will take to reach her goal?



6 Draw up your own learning plan for Unit 3. Follow the example above.

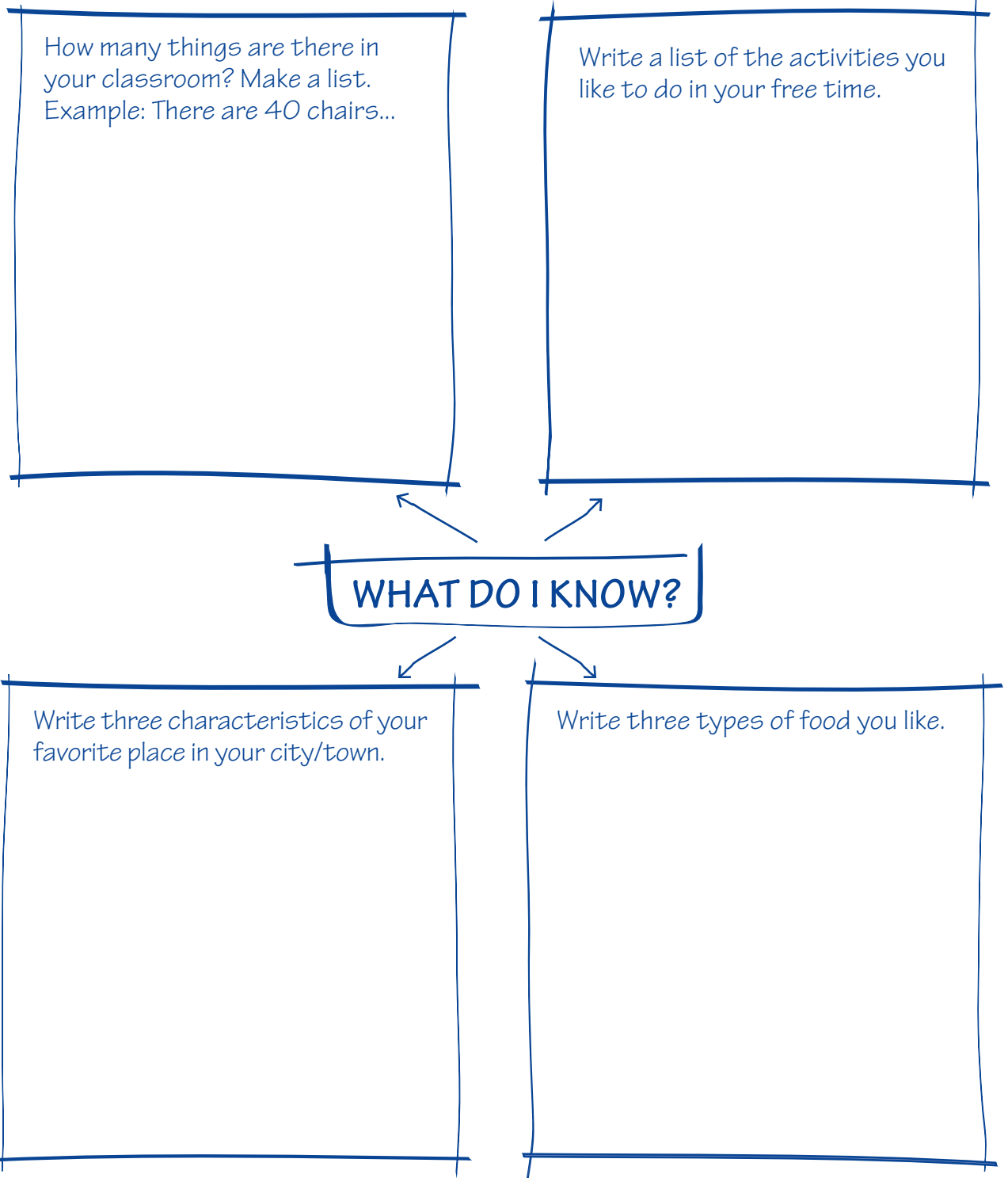


MODULE

1

BEFORE YOU START

Complete the diagram with the information requested.



MODULE 1

LESSON

A

Natural habitats

Lesson goals

- Reflect on the variety of natural habitats in the world.
- Read and comprehend a text to learn about some habitats.
- Write a dialogue to ask about quantity.
- Listen to a description of a natural Chilean reserve.
- Write and speak about natural habitats.

VOCABULARY IN CONTEXT

- 1  69 Complete these sentences with the words in the box. Then, listen, check and repeat.

sea lake rainforest river desert woods



a. The girl is swimming in the _____.



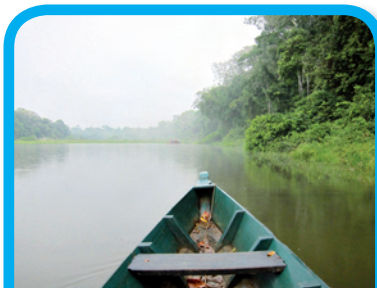
b. They are fishing in the _____.



c. The sun is shining in the _____.




d. It's raining in the _____.



e. A boat is floating on the _____.



f. They are camping in the _____.

- 2  70 Find and circle two words in exercise 1 that have the sounds /b/ (beach) /v/ (volcano). Then, listen and check.

   BEFORE READING

- 3 **Strategy** Take a quick look at the title and picture in the text on page 75. Discuss how you imagine life in those places.

WHILE READING

- 4 **71 Strategy** Read to confirm your predictions. Then find the answers of questions a - c in the text.



A habitat is the type of environment in which plants and animals live. A habitat is dictated by the climate and the geography. Deserts, rainforests and mountains are all examples of habitats where you can find particular types of plants and animals.



Deserts have a dry climate with few plants. There are extremely hot days and very cold nights. It may appear that deserts do not have many animals or plants, but a closer inspection can reveal high biodiversity.

Rainforests are wet and warm. It always rains a lot and they have an incredible diversity of life. There you can see a lot of types of animals and plants, too.

In the mountains the temperatures are normally low. At very high altitudes there is also less oxygen, making life difficult for both animals and plants.

Adapted from: www.bbc.co.uk/nature/habitats

a. What factors determine a habitat?

b. What do you think the word "biodiversity" means? Can you underline a synonym phrase in the text?

c. What makes life difficult in the mountains?

- 5 Complete these sentences. Then, read the text again to check your answers.

- Deserts, rainforests and mountains are types of natural **h**_____.
- Every habitat has specific types of **a**_____ and plants.
- Deserts are **d**_____ and have a few **p**_____.
- Rainforests have a **w**_____ and **w**_____ climate.
- Life in the **m**_____ is difficult.
- The temperature in the mountains is usually **l**_____.

AFTER READING

- 6 Which habitat do you prefer? Why? Discuss in groups and then with your class.

LANGUAGE NOTICEBOARD

Quantifiers

1. Pay attention to the words in **bold**.A: How **many** animals are there in the rainforest?B: There are **a lot of** animals.A: How **many** plants does the desert have?B: It doesn't have **many**. It has **a few** plants.

2. Complete the following statements.

a. Use _____ to ask about **quantity**.b. Use _____ to express **a big number** of something in affirmative ideas.c. Use _____ to express **a small number** of something in affirmative ideas.d. Use _____ to express **a small number** of something in negative ideas.

WRITING

7 Complete with *how many*, *many*, *few* or *a lot of*.

a. How many books are there in the library? → There are _____ of books.

b. How many books do you have in your bag? → I have a _____ books in my bag. Only two.

c. _____ types of habitats are there in the world? → There are many habitats.

d. How many parks does the city have? → It doesn't have _____ parks. Just two.

8 Ask a partner some questions using *how many* to complete this chart in your notebook.

NUMBER OF FRIENDS ON SOCIAL NETWORKS	NUMBER OF CITIES YOU KNOW	NUMBER OF SPORTS YOU PRACTICE

9 Transcribe the dialogue with your partner using the chart below and the information in the *Language Noticeboard* above. Use exercise 7 as a model.

You: How many...?

Your partner: I have a lot of...

You: How ...?

Your partner: _____

You: _____

Your partner: _____

● ○ ○ BEFORE LISTENING

10 Match the sentences to their corresponding pictures. Then, check with your teacher.

a. It is a sand beach.



b. It's a palm tree.



c. It is an extinct volcano.



○ ● ○ WHILE LISTENING

11 72 Look at the pictures and try to identify which place in the world they show. Listen to the recording and check if you were correct.

12 72 **Strategy** Listen again and focus on the words related to habitats. Write a list in your notebook.

13 72 Listen again and answer the following questions.

- a. What is Easter Island famous for?
- b. What interesting places can be found on the island?
- c. Which kind of tree is characteristic of this island?

14 72 Listen once more and complete this short description of Easter Island, using the information in exercise 12. Compare with your classmate and take turns to read it aloud.

_____ or "Rapa Nui" is an island located in the _____.

It has a _____ temperature. As natural attractions it has three extinct _____, a few fresh water _____ and a sand _____.

It is famous for the _____ and you can get there by _____.

○ ○ ● AFTER LISTENING

15 Get a picture of a famous Chilean or world national park. Use the model in exercise 14 to write a description of the place.

16 Which natural habitats are there in your country? Discuss with your class.

MODULE 1

LESSON
B

Animals and their habitats

Lesson goals

- Reflect on the way animals live and on their habitats.
- Listen to a song about animals and their habitats.
- Talk about favorite animals, sing a song and give brief opinions.
- Read a short literary extract to identify animals and adverbs of manner.
- Rewrite the end of a story.

VOCABULARY IN CONTEXT

1 73 Look, listen and repeat.



a. Frogs can hop **quickly** in the rainforest.



b. The lion is sleeping **well** under the tree.



c. Leopards run **fast** in the savannah.



d. Camels live in the desert.



e. Turtles walk **slowly** in the rainforest.



f. Sharks swim in the sea.



g. Goats live **happily** in hills.



h. The cow is eating grass on the farm.

2 74 Cover the words in exercise 1. Then, listen and point at the animals you hear.

3 Look at the sentences in exercise 1 and classify the animals according to their habitats.

JUNGLE	HILL	RAINFOREST	FARM	SEA	DESERT
Lion,					

4 In pairs, make a list of other animals and their habitats. If necessary, find out more information on the internet or an encyclopedia. Then, share your list with your class.

● ○ ○ BEFORE LISTENING

- 5 **Strategy** You are going to listen to a song. Look at the title and discuss with your partner what you think the song is about.

○ ● ○ WHILE LISTENING

- 6 **75 Strategy** Underline the habitats you can find in the song and repeat them outloud.



Animal Playground

Every animal has their own habitat,
A place where they eat, sleep and play.
The dolphins in the sea swim fast, fast, fast,
They love to eat fish from all around,
The dolphins in the sea can dive, dive well.
The sea is their playground,
The rabbits in the woods can hop, hop, hop,
They love to eat carrots from all around,

The rabbits in the woods can run, run quickly,
The woods are their playground.
The eagles in the sky can fly, fly, fly,
They eat small animals from all around,
The eagles in the sky can fly, fly high,
The sky is their playground.

Adapted from "Animal Playground". Words and Music by Jack Hartmann,
Copyright 2014 Jack Hartmann





- 7 **75** Listen again and identify the animals and the actions they do. Discuss with your classmate.
- Who loves to eat carrots from all around?
 - Who can fly and eat small animals?
 - Who can dive well?

○ ○ ● AFTER LISTENING

- 8 In pairs, create questions and answers about the song. Use these as model.

Example:

What animal is it/this? It's a dolphin.

Where does it live? It lives in the sea.

What does it eat? It eats fish.

What can it do? It can swim and dive.

- 9 Sing the song "Animal Playground" with your class.



LANGUAGE NOTICEBOARD

Adverbs of manner

1. Read and study these sentences.

Frogs can hop **quickly**. Turtles walk **slowly**. Leopards run **fast**. Goats live **happily**.

2. Circle the correct options to complete the rules.

- The words in **bold** refer to *when / why / how* you do an action.
- To express **how** you do an action you need to add *-ly / -ing* at the end of adjectives.
- The word **fast** is irregular. It *follows / doesn't follow* the rule. Other examples of irregular adverbs are **well** and **hard**.

SPEAKING

10  76 Read, listen and practice these extracts based on the song in exercise 6.

- Dolphins swim **fast**.
- Rabbits hop **quickly**.
- They can dive **well**.

11 In pairs, create full sentences using the expressions in the chart. Check with your teacher.

Example: *My mother cooks very well, birds sing beautifully, etc.*

RUN FAST	SING BEAUTIFULLY	
work hard	eat slowly	text quickly
play a sport very well	dance badly	eat noisily

VOCABULARY IN CONTEXT

12 Match the sentences with their corresponding pictures. Then, check with your teacher.



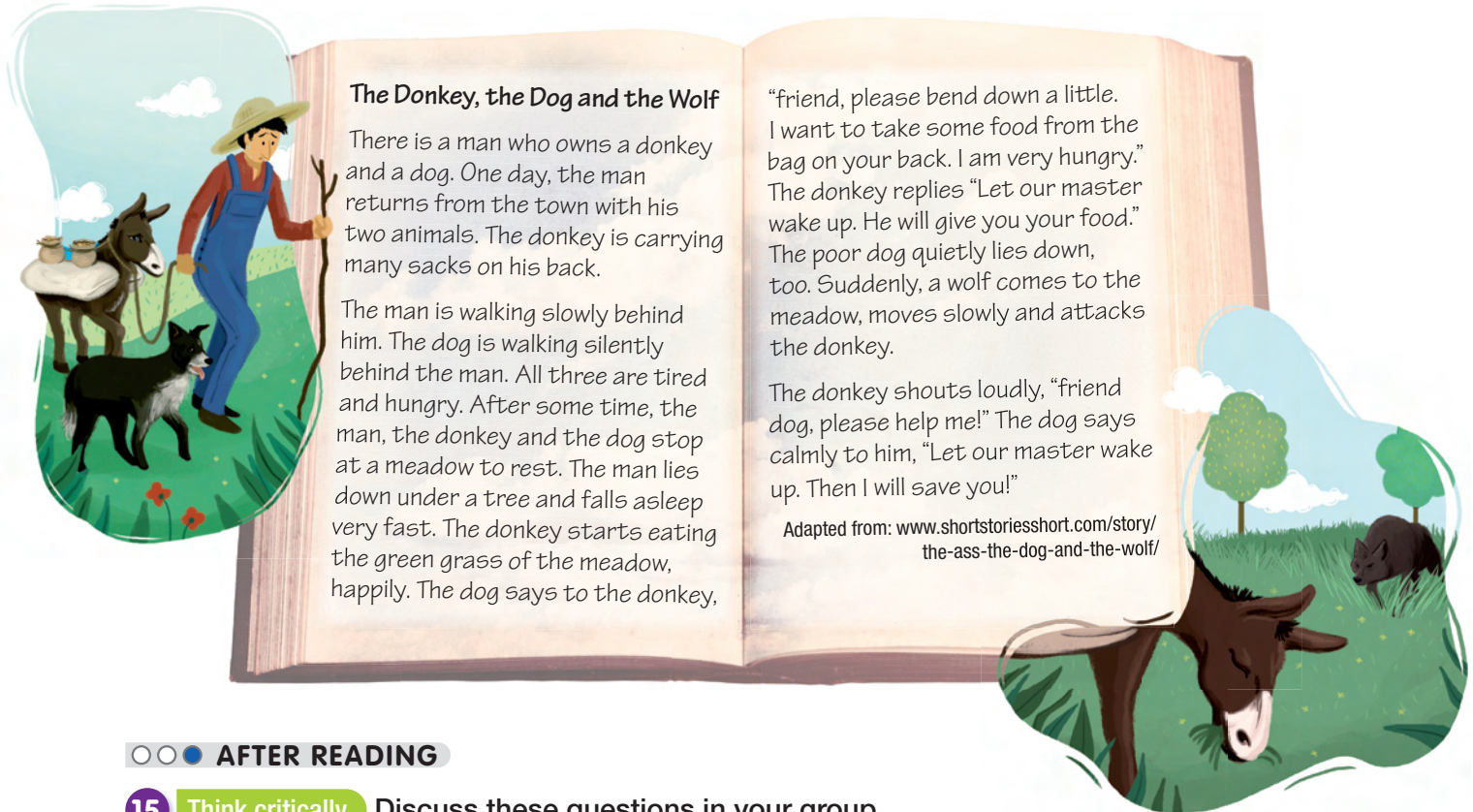
- He usually **falls asleep** in class.
- The donkey is eating grass from the **meadow**.
- She has to **bend down** to pick up the flowers.

● ○ ○ BEFORE READING

- 13 **Strategy** Take a look at the pictures. Who do you think will be the main characters of the story? Discuss.

○ ● ○ WHILE READING

- 14 **77 Strategy** Read and check your predictions. Then read again and circle the animals. Have you seen any of them in real life?



The Donkey, the Dog and the Wolf

There is a man who owns a donkey and a dog. One day, the man returns from the town with his two animals. The donkey is carrying many sacks on his back.

The man is walking slowly behind him. The dog is walking silently behind the man. All three are tired and hungry. After some time, the man, the donkey and the dog stop at a meadow to rest. The man lies down under a tree and falls asleep very fast. The donkey starts eating the green grass of the meadow, happily. The dog says to the donkey,

“friend, please bend down a little. I want to take some food from the bag on your back. I am very hungry.” The donkey replies “Let our master wake up. He will give you your food.” The poor dog quietly lies down, too. Suddenly, a wolf comes to the meadow, moves slowly and attacks the donkey.

The donkey shouts loudly, “friend dog, please help me!” The dog says calmly to him, “Let our master wake up. Then I will save you!”

Adapted from: www.shortstoriesshort.com/story/the-ass-the-dog-and-the-wolf/

○ ○ ● AFTER READING

- 15 **Think critically** Discuss these questions in your group.
- What happens in the end of the story? Would you prefer a different ending? Which one?
 - Describe your favorite character in the story. Why did you like it?
 - What’s the moral of the story? What can you learn from the story?
 - “What you do, comes back to you”. Do you agree with this saying? Discuss.

WRITING

- 16 In pairs, read the story aloud and highlight the adverbs of manner that you can identify. Then, write two sentences describing how the characters do some actions in the story.
Example: *The wolf moves **slowly** to attack the donkey.*
- 17 In groups of three, think about a different ending for the story and write it in your notebook. Use a dictionary if it is necessary. Start as it follows:
The dog says to the donkey, “*friend, please bend down a little. I want to take some food from the bag on your back. I am very hungry.*” The donkey says...

MODULE 1

LESSON

C

How many are there?

Lesson goals

- Reflect on the variety of animals usually present in a farm.
- Read and listen to sentences to identify irregular plural nouns and numbers.
- Listen to a model dialogue to put into practice irregular plural nouns and ask about quantities.
- Write a dialogue to ask about the quantity of animals.
- Act out a conversation asking about the quantity of animals.

VOCABULARY IN CONTEXT

1  78 Read and listen to the sentences. Pay attention to the words in **bold**.



a. There is one **goose**.



b. There are twelve **geese**.



c. There is one **fish**.



d. There are forty **fish**.



e. There is one **sheep**.



f. There are many **sheep**.



g. There is one **mouse**.




h. There are many **mice**.

BEFORE LISTENING

2 **Strategy** You are going to listen to a conversation between two children. Look at the picture. What place is it? Do you like places like this? What do you think the conversation will be about? Discuss.



○ ● ○ **WHILE LISTENING**

- 3  79 Listen to the conversation and check your predictions. Were they right? Then, listen again and write short sentences with the information you hear.

There are 8 sheep, _____

○ ○ ● **AFTER LISTENING**

- 4 Complete the dialogue using the information in exercise 3. Listen to the recording again if necessary.

A: Peter, look! This is a picture of my grandfather's _____.

B: It has a small _____.

A: Yes, you're _____! There are _____ of animals.

B: How many sheep are there?

A: There are _____ sheep.

B: How many cows are there?

A: There are _____ cows.

B: Is there only one _____?

A: Yes. But my grandfather wants to buy fifteen more _____.

B: I see a lot of mice too! How many are there?

A: _____ count. There is one _____. No, there are two... five mice in total!

B: It's a _____ farm. Now I'll show you a picture of the _____ in my city.

A: Fantastic! Let's have a look.

SPEAKING

- 5 Follow the steps:

- Work in pairs.
- Get a picture with animals from a magazine, book, or the internet, and create a dialogue using exercise 4 as a model. Write down the conversation on a separate sheet of paper.
- Practice it aloud. Check pronunciation and intonation with your teacher.
- Act out your dialogue in front of the class.

Useful expressions

- How many.....are there?
- Is there? Are there?
- There is / are...
- You're right.
- Let's (have a look / count).
- Fantastic! Look!
- It's a lovely (farm).

MODULE 1

LESSONS
A·B·C

Check your progress!

1 Try these challenges to see how much you have progressed.



a. Which animals live in these habitats?
Discuss.



b. Describe this picture to your partner.

2 How many different types of animals are there in your country? Discuss with your partner.

3 Evaluate your progress according to your performance in lessons 1 to 3.



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.



I'M A NOVICE

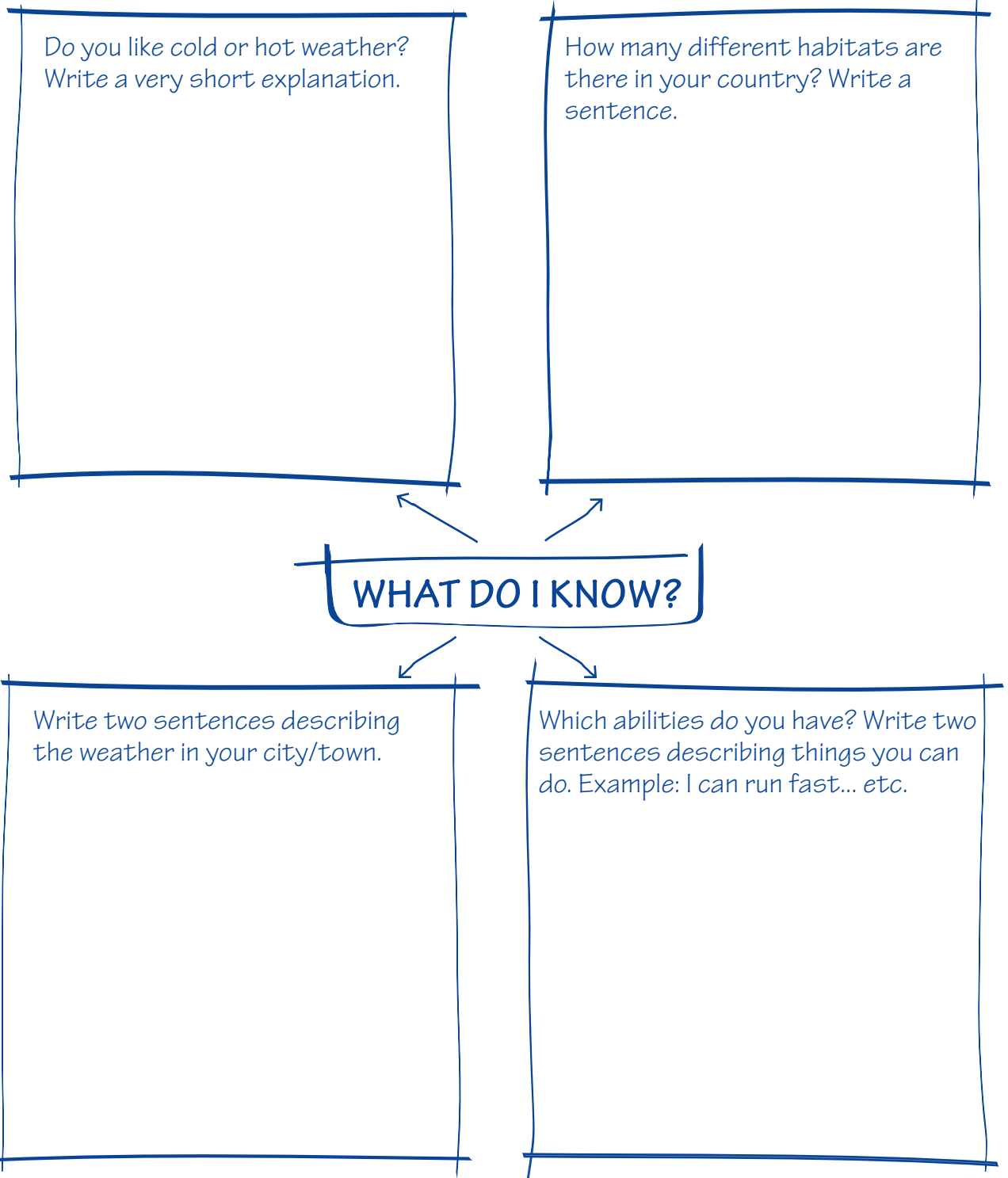
I can't do it by myself. I still don't understand.

MODULE

2

BEFORE YOU START

Complete the diagram with the information requested.



MODULE 2

LESSON


D

Going back to the past!

Lesson goals

- Reflect on past experiences.
- Read and comprehend a dialogue about past experiences.
- Write a dialogue to ask about last weekend.
- Listen to a description of extinct animals.
- Talk about animals that are extinct.

VOCABULARY IN CONTEXT

1  80 Look, listen and repeat.



a. They **went** to the woods **last** year.



b. We **played** tennis **last** weekend.



c. We **ran** to school **last** Friday.



d. She **swam** in the sea **last** Tuesday.



e. The pool **was** great **yesterday**.



f. He **rode** his bike in the coast **last** week.



g. I **climbed** a tree **yesterday**.



h. She **studied** the map.



i. We **were** in the park at 10 o'clock.

BEFORE READING

2 **Strategy** Discuss what the expression *last weekend* means.

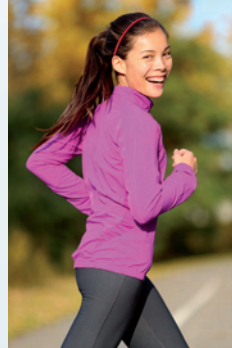
WHILE READING

- 3 **81 Strategy** Read to check your predictions. Then read and find the answers to questions a - c in the text.

Famous

Astrid Malone's fun weekend!

Famous young actress Astrid Malone had a really fun weekend. Our reporters saw her in a small mountain town while visiting her family and friends.



On Saturday, she did some sports. She climbed a small mountain near her grandmother's house. On Sunday, she went to the river with some friends and swam in the cold water. They were all really happy.



Before coming back to the city, she ran in the park and one of our reporters interviewed her. "My last weekend was amazing", she said.

Source: Publishing Team.

7

a. Which kind of activities did Astrid do during her weekend?

b. Does Astrid have good or bad memories of her last weekend? Why?

c. What do you think Astrid did after running in the park yesterday? Think of three sentences and discuss them with your partner.

AFTER READING

- 4 Discuss these questions in your group and as a class.

- Do you do similar activities on the weekends?
- Do you do more indoor or outdoor activities?
- What other activities can you do on weekends? Make a list and compare with your class.

LANGUAGE NOTICEBOARD

Past simple - Affirmative

1. Study these sentences:

- a. He visit**ed**.
- b. She play**ed**.
- c. He arriv**ed**.
- d. We studi**ed**.

2. Complete the rules.

- a. For the past simple of regular verbs, add _____ to the verb. For example: walk → walk**ed**
- b. If the verb already ends in -e, only add _____ to the verb. For example: like → lik**ed**
- c. If the verb ends in a consonant + -y, change the "y" to _____. For example: carry → carri**ed**

3. Now, study the words in **bold** in these sentences.

- The pool **was** great.
- They **were** fantastic.
- I **ran** in the park.
- I **swam** in the sea.
- I **rode** a bike.

Many verbs in English are irregular. That means we **do not** add -ed/-d to form the past simple. For example: ride → **rode** But the verb **TO BE** is special. It has two past forms:

Was and _____.

4. Identify, in exercise 1, the expressions related to the past simple and complete the ones below.

L _____ year / week / weekend / Saturday / etc.

+

Y _____

WRITING

5 Complete the text using the past forms of the verbs in brackets. Use a dictionary if necessary.

My last weekend _____ (be) cool! I _____ (go) camping to the coast with my family. I _____ (swim) in the sea. I _____ (explore) the area. I _____ (take) a lot of pictures. My mom _____ (cook) pasta and _____ (fry) fish and chips. We _____ (enjoy) the weekend so much!

6 Write two sentences in your notebook to retell the main idea of the article in exercise 3. Pay attention to the rules in the *Language Noticeboard*.

7 Now get in pairs, interview your partner and write a short description of his / her last weekend. Use exercise 3 as a model.

8 Share your description with the rest of the class. Check with your teacher.


● ○ ○ BEFORE LISTENING

- 9  82 Match the verbs in red with their corresponding past forms in green. Take notes in your notebook. Check the meaning of new words in a dictionary. Then listen and check.

rule		ate		live	
	disappear		have		became
measured		lived	had		ruled
	become		walk		weighed
come	eat	came		disappeared	
	walked		weigh		measure

- 10 **Strategy** You are going to listen to an informative text about dinosaurs. What do you know about them? Mention two characteristics of the dinosaurs you think will be mentioned in the recording.

○ ● ○ WHILE LISTENING

- 11  83 Listen and check your predictions. Were they right? Then, verify the information in these sentences, saying if they are true (T) or false (F).

- _____ All dinosaurs had the same characteristics.
- _____ Scientists don't know why dinosaurs became extinct.
- _____ The T. Rex walked and ran fast on only two legs.
- _____ Brontosaurus ate meat and plants.

- 12  83 Listen again and, in your notebook, write all the dinosaur's characteristics you can hear. Example: *Short arms...*

○ ○ ● AFTER LISTENING

- 13 Complete this text about the T. Rex with information from exercise 12. Then, read and compare with your classmate.

The T. Rex lived in _____. It ate _____. It had short _____ and a big _____. It walked on _____. It ran _____ and weighed _____ to _____ tons.

- 14 In pairs, follow the model in exercise 13 to talk about the Brontosaurus. Check with your teacher.

- 15 In groups of three, describe two other animals that are extinct. Give similar information as in the model in exercise 13. Then, share your descriptions with your class. Ask your teacher for help.

MODULE 2

LESSON

E

Friendly and happy!

Lesson goals

- Reflect on different personalities and moods.
- Listen to a dialogue to describe personality and feelings.
- Describe your personality and feelings in different situations.
- Read a poem to identify personality and feelings.
- Write a short poem describing personality and feelings.

VOCABULARY IN CONTEXT

1  84 Complete these sentences with the words in the box. Then, listen, check and repeat.

friendly funny smart hard-working shy lazy



a. The sloth is

_____.



b. The chimp is

_____.



c. Birds are _____ animals.



d. The parrot is a

_____ bird.




e. My cat is

_____.



f. Dogs are so

_____!

2  85 Listen and complete the sentences with the feelings you hear. Then, check with your teacher.

a. When it's sunny, I am really _____.

b. When it's cloudy, she feels _____.

c. When it rains, he gets _____.

d. When I go on holiday, I feel _____.

e. When she doesn't pass an exam, she gets _____.

f. After I do sports, I feel _____.

● ○ ○ BEFORE LISTENING

- 3 **Strategy** Look at the picture, how does this place make you feel? You are going to listen to a dialogue. Predict what it is about.



○ ● ○ WHILE LISTENING

- 4 **86** Listen to the dialogue. Were your predictions right?

- 5 **86 Strategy** Listen again and tick (✓) the feelings you hear.

sad active sleepy funny confused tired excited

- 6 **86** Listen again and write in your notebook a list with all the personality and mood adjectives you hear. Then, compare with your classmate.

○ ○ ● AFTER LISTENING

- 7 Complete this text with information from exercises 5 and 6. Then, compare with your classmate and read it aloud.

Josh feels really _____ because he and Emily are at the zoo. Josh enjoys watching the chimps, because they are very _____ and _____, Emily doesn't know the sloth's name, but she thinks he looks _____. On the other hand, Josh says he must be _____. Emily's favorite animals are the elephants, and she gets very _____ when she sees them.

- 8 In pairs, take turns to describe your own personality. Check with your teacher.

- 9 Describe how you feel in different situations. Follow the example below.

Example: *When I wake up early, I am sleepy / when I go on holiday, I feel excited / etc.*

LANGUAGE NOTICEBOARD

Personality and feeling adjectives

1. Look at these sentences.

They are **funny**. I'm **happy** but I feel **tired**.

2. What's the difference between the statements? What do they express? Discuss with your class and teacher.

3. Underline the correct rule.

To talk about **personality / feelings** use verb *be* + **personality adjectives** like *funny, talkative, etc.*

To talk about **personality / feelings** use verbs *be* or *feel* + **feeling adjectives** like *happy* and *tired*.

SPEAKING

10  87 Read, listen and practice these sentences. Work with a partner.

- She is **friendly** and **funny**, but now she's a little **sad**.
- He is **smart** and **talkative**.
- She feels **angry** when we don't work in class.
- I feel **excited** when our teacher takes us to the museum.

11 In pairs, follow this example to talk about your best friend. Consider personality and feelings.

Example: *My best friend is Romina. She is very lazy and shy, but she is smart. When it's sunny she feels happy, but when it is cloudy, she is sad.*

VOCABULARY IN CONTEXT

12  88 Tick (✓) the pictures that best represent each sentence below.

- He fears **scary** movies.



- The boy is having **nightmares**.



● ○ ○ BEFORE READING

- 13 **Strategy** Take a look at the pictures in exercise 14 and discuss with your classmates what type of text you think it is.

○ ● ○ WHILE READING

- 14 **89 Strategy** Read and check your predictions. Then read again and underline the feelings in the text. Use the words to write short sentences in your notebook.



Creative, shy, inventive and intelligent.
 Lover of animals, friends and the beach.
 Who feels happy, sad and funny.
 Who needs animals, family and friends.
 Who fears nightmares, deep water and scary movies.
 Who would like to see the rainforest, frogs
 and tropical butterflies.

Adapted from: 30 Poems For Cute Kids. (n.d.). Retrieved from <http://www.pelfusion.com/poems-for-kids>

○ ○ ● AFTER READING

- 15 **Think critically** Discuss these questions in your group.
- Can you think of a title for the poem? Invent one, in pairs.
 - How similar or different do you feel from the child of the poem? Explain.
 - Do you like the poem? Why? Why not?

WRITING

- 16 Follow this model to write a similar poem about yourself or someone you know. Don't forget to give it a title. Use a dictionary if necessary.

_____ (Title)
Creative, _____, _____ and _____.
Lover of _____, _____ and _____.
Who feels _____, _____ and _____.
Who fears _____, _____ and _____.
Who would like to _____ and _____.

- 17 Recite your new poem for the rest of the class.

MODULE 2

LESSON

F

WRITING WORKSHOP
Karen's favorite animal


Lesson goals

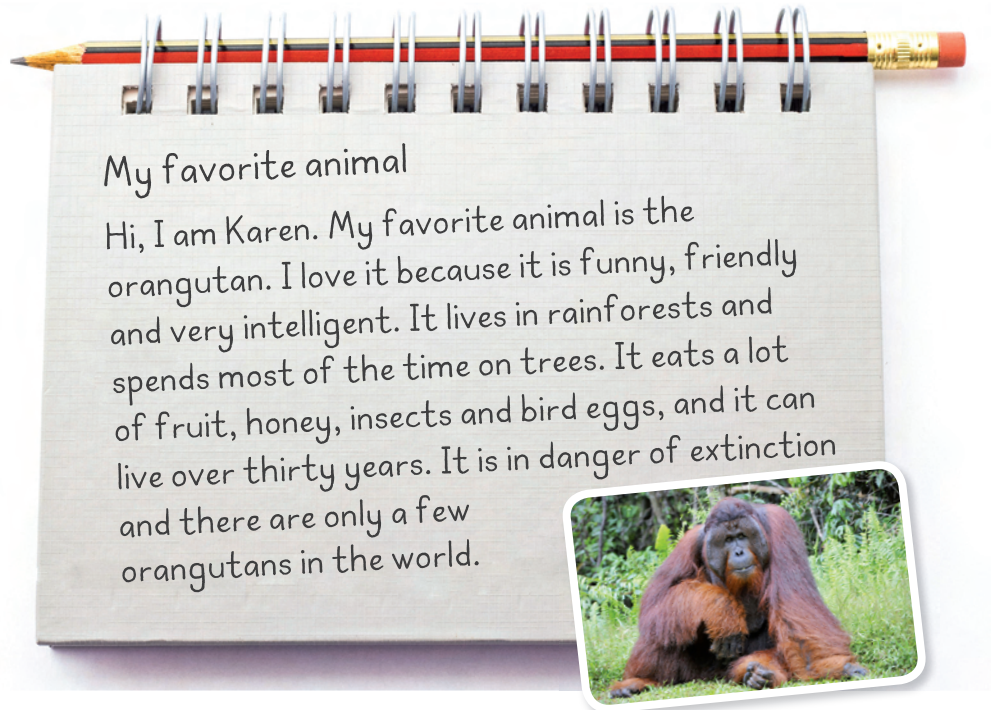
- Use what you have learned and be positive about your learning.
- Read and listen to a description of an animal.
- Speak about your favorite animals.
- Organize ideas in a chart.
- Follow the writing steps to write an animal description.

GUIDED WRITING

You are going to write a description of your favorite insect or animal.

READING

- 1  Read a description of Karen's favorite animal. Is it the same animal as the one in the picture?

**SPEAKING**

- 2 What's your favorite animal in the world? Why? Discuss with your partner.

ORGANIZING IDEAS

- 3 Complete this chart in your notebook with some of your ideas about your favorite animal.

FAVORITE ANIMAL	HABITAT	DIET	PERSONALITY

DRAFTING

- 4 Complete this description about your favorite insect or animal.

My favorite animal

Hi, I am _____.

My favorite animal is _____.

It is _____.

It lives in _____.

It *eats* _____.

I like it *because* _____.

EDITING

- 5 In pairs, check your text and ask your partner for help to spot any spelling or punctuation mistakes. Then check with your teacher.

LANGUAGE NOTICEBOARD Punctuation

Take a look at exercise 1 again and underline the correct options to complete the rule.

Use a full stop (.) at the end of a **sentence** / at the end of a question.

Examples:

- a. There are only a few orangutans in the world.
- b. It lives in rainforests.

WRITING

- 6 Write the final version of your description in your notebook or a separate piece of paper, using exercise 4 as a model. You can add more information if you want. Then, give it to a partner and ask him/her to draw your favorite animal, using your description.

MODULE 2

LESSONS
D·E·F

Check your progress!

- 1 Try these challenges to see how much you have progressed.



- a. Role play a dialogue with your classmate to talk about your last vacations.



- b. Describe the personality of one of the members of your family.

- 2 Do you know any animals facing extinction in your country? Look up some information on the internet or an encyclopedia and discuss with your class.

- 3 Evaluate your progress according to your effort in Unit 3, Lessons 4-6:

**I'M AN EXPERT**

I can do it without mistakes and I can help others!

**I'M PROFICIENT**

I can do it by myself, but I make a few mistakes.

**I'M DEVELOPING**

I need help sometimes. I am starting to understand.

**I'M A NOVICE**

I can't do it by myself. I still don't understand.

REVIEW

		EXPRESSIONS & GRAMMAR	VOCABULARY
MODULE 1	LESSON A Natural habitats	Quantifiers. -How many...? -A lot, many, (a) few.	Habitats: river, island, lake, desert, hill, cave, rainforest, mountain, sea, wood, beach, volcano. Adjectives: dry, hot, cold, wet, warm.
	LESSON B Animals and their habitats	Adverbs of manner. -Quickly, slowly, happily, beautifully, badly, noisily, fast, well, hard.	Animals: frog(s), lion(s), leopard(s), camel(s), turtle(s), shark(s), goat(s), cow(s), dolphin(s), rabbit(s), eagle(s), donkey (ies), dog(s).
	LESSON C How many are there?	Useful expressions. -How many.....are there? -Is there? Are there? -There is / are... -You're right. -Let's... -Fantastic! Look! -It's a lovely...	Irregular plural nouns: goose - geese, fish - fish, sheep - sheep, mouse - mice. Numbers: one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), eleven (11), twelve (12), thirteen (13), fourteen (14), fifteen (15), sixteen (16), seventeen (17), eighteen (18), nineteen (19), twenty (20), thirty (30), forty (40), fifty (50).
MODULE 2	LESSON D Going back to the past	Past simple – affirmative. Regular verbs Visit → Visited Rule → Ruled Irregular verbs Go → Went Be → Was-Were Expressions -Last (year, week, weekend, Saturday, etc.) -Yesterday.	Regular verbs: played - climbed - walked, cooked - disappeared - weighed - measured - explored, ruled - loved, arrived - liked - carried, studied. Irregular verbs: run-ran, swim-swam, ride-rove, have-had, take-took, come-came, eat-ate, become-became.
	LESSON E Friendly and happy	Expressions. -What is he/she like? -He/she is...(personality) -You look...(feeling) -How do you feel? I'm... / feel... -When..., I'm / feel...	Personality adjectives: lazy, funny, strict, smart, shy, friendly, hard-working, generous, talkative, intelligent, creative. Feelings adjectives: happy, sleepy, sad, excited, angry, tired, confused.
	LESSON F Karen's favorite animal description	Punctuation. Use full stops (.) at the end of sentences.	Animal: orangutan. Habitat: rainforest. Personality adjectives. funny, friendly, intelligent. Quantifiers: a lot of, a few. Expression: in danger.

PROJECT

Materials



Let's show your progress!

You will work in groups of three to make a guide of Chilean natural habitats.

1 Preparation

- Make sure you have all the necessary material.
- Find information on the internet or library about a natural habitat in Chile and then decide which information you need to write and organize, as it is suggested below.

NAME OF THE PLACE.	
WHERE IS IT?	
HOW CAN YOU GET THERE?	
DESCRIPTION OF THE HABITAT.	
ANIMALS THAT LIVE IN THIS HABITAT.	
MAIN ATTRACTIONS.	



A guide to Chile's natural habitats!

2 Elaboration

- Decide the right number of pages that your guide will have.
- Design the description of the place considering the necessary space for information.
- Write a draft, revise and edit the written information of your project.
- Check spelling and punctuation. Ask your teacher for help.
- Make the final version of your project.
- Using different colors, decorate your catalogue with drawings of the place or pictures from magazines.
- Don't forget to create an attractive cover that will be the first thing to capture your classmates' attention. Include the name of the habitat and pictures.



3 Presentation and evaluation

- Display your guide in front of the class and exchange it with other groups, so that everyone can see your work.
- Take turns to describe the Chilean natural habitats you chose and explain why you chose them.
- After your presentation, reflect on your work and self-evaluate your performance.

EVALUATION OF OUR PROJECT	VERY GOOD	SATISFACTORY	NOT SO GOOD
We prepared for the project carefully.			
We followed the instructions carefully.			
We used what we learned in Unit 3.			
We checked spelling and punctuation.			
We displayed the description in front of our class.			
We completed the project on time.			

FINAL REFLECTION

THE NATURAL WORLD

Complete the diagram with everything you have learned throughout the unit.

Write some of the activities you did yesterday.

Write a list of the habitats present in your country.

WHAT DO
I KNOW NOW?

Write as many numbers as you can between twelve and fifty.
Example: Thirteen, fourteen, etc.

Write a short description of an animal native to your country.



MY CONCLUSIONS

HOW MUCH EFFORT DID I MAKE?

	✓	X
LEVEL 4 I accepted the challenge and I made my best effort. I learned from it.		
LEVEL 3 I accepted the challenge and I made my best effort.		
LEVEL 2 I made some effort but I gave up when it became a challenge.		
LEVEL 1 I made little or no effort!		

ROUND OFF!

Go back to your Learning Plan on page 72. How did you follow the steps? Discuss with your teacher. Keep record of your reflections and conclusions:

My conclusions about the unit:

My actions for next unit:

UNIT 4

LET'S TRAVEL



GETTING STARTED

1 Get in groups, look at the picture above and answer the following questions.

- What do you think this family is going to do?
- Do you recognize the place where they are?
- List three possible places you think this family will visit. Explain your choices.

2  Listen and check your answers. How many did you get right?



Your challenge for Unit 4

- Demonstrate a rigorous and perseverant style of work and study, to learn about means of transportation, places to visit, possessions, vacations and celebrations.
- Show respect to other people's realities, recognizing their contributions and value a diversity of life styles.

How will you do it?

- You will read dialogues, non-literary texts, a poem and an adapted short literary story.
- You will listen to dialogues, a rhyme, a short literary story and descriptions.
- You will ask and answer questions, say a rhyme, role play dialogues, monologues, retell a story and give brief opinions.
- You will write dialogues, questions and answers, descriptions, a short poem, a summary retelling a story and a travel blog.
- You will create a project to put into practice what you have learned throughout this unit.

MY GOALS

3  Listen to Marco's goals for Unit 4.



Hi!
 I'm Marcos, from Mexico. My little sister and I usually have video conferences with a friend from USA. I want to learn how to talk to him about my vacations in English.

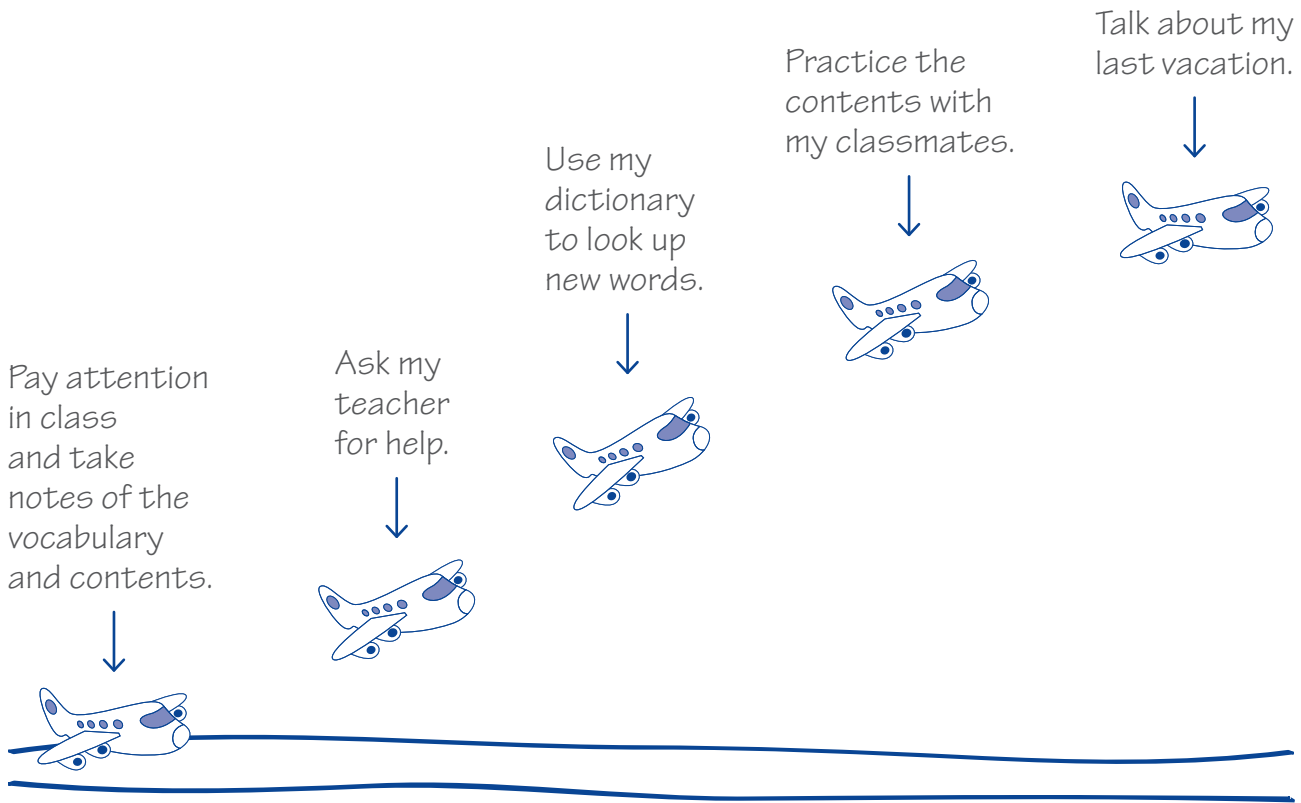
4 Now think about your own goals. Why are they important?

I want to learn _____

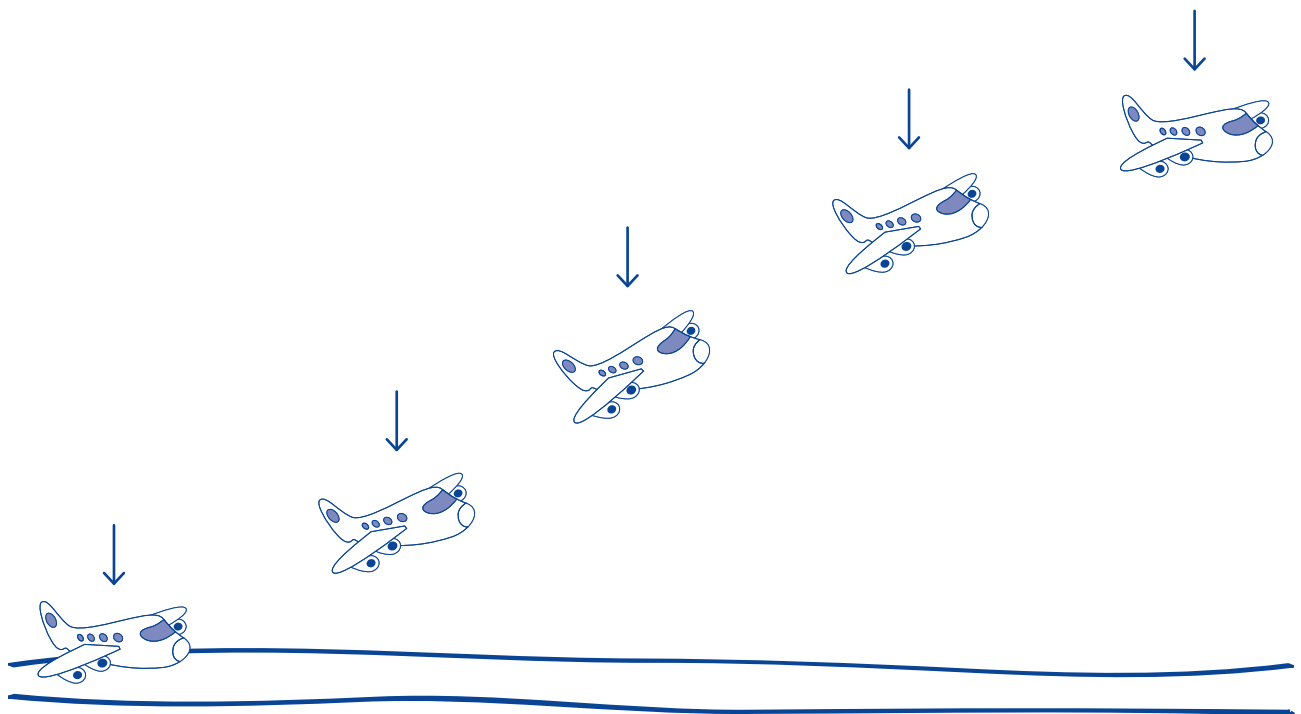
because _____

MY LEARNING PLAN

5 Look at Marcos' learning plan. What are the steps he will take to reach his goal?



6 Draw up your own learning plan for Unit 4. Follow the example above.



MODULE

1

BEFORE YOU START

Complete the diagram with the information requested.

Ask your partner what he/she did last weekend.
Write the answers here.

What's the weather like in your city today?

WHAT DO I KNOW?

Ask another partner how he/she feels at the moment.
Example: He/she feels...

Which are your "Top 3" favorite animals? Why?

MODULE 1

LESSON


A

Means of transportation

Lesson goals

- Reflect on the variety of ways in which people move around.
- Read and show comprehension of a conversation to buy a bus ticket.
- Write a dialogue to buy a bus ticket.
- Listen to some descriptions about how some children get to school.
- Write and speak about transportation.

VOCABULARY IN CONTEXT

- 1  95 Complete these sentences with the words in the box. Then listen, check and repeat.



airplanes ship motorcycle train bus bicycle boat Spaceships helicopter



a. We usually go to the coast by _____.



b. That _____ is long and fast.



c. Her _____ is very beautiful.



d. A pilot can fly _____.



e. _____ can take you out of the Earth.



f. He rode his _____ to work yesterday.



g. My uncle went to Europe by _____ once.



h. The hospital has a _____ to transport sick people.



i. Some children travel to school by _____.

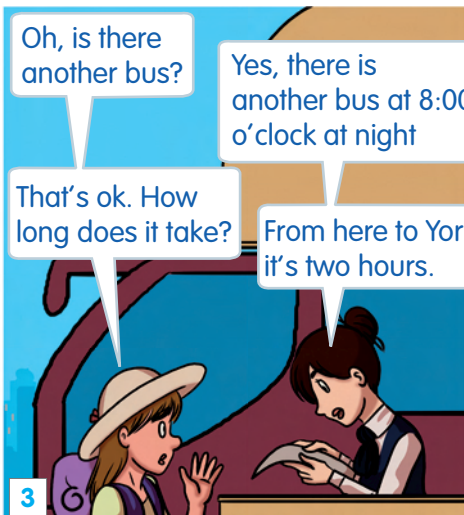
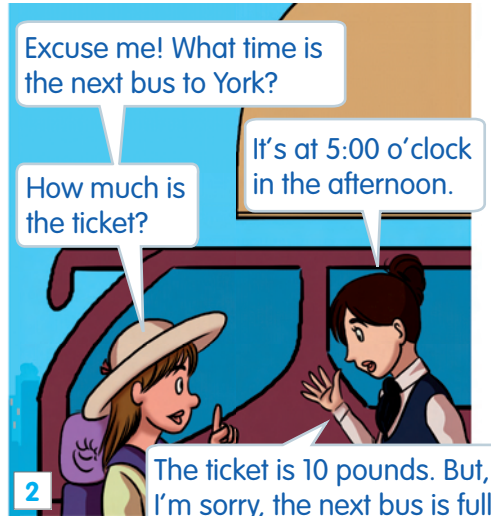
BEFORE READING

2 Strategy You are going to read and listen to a conversation between a girl and some people in the city. What do you believe she needs to know before she travels?

WHILE READING

3 Strategy Read and listen to check your predictions. Find the means of transport in the comic strip.

Karla wants to travel!



a. Is Karla traveling alone?

b. What time is she going to travel in the end?

c. What does Karla ask the policeman?

AFTER READING

4 Retell the story to your partner, using your own words. Then, share your version with the class.

5 Discuss these questions in groups of three and then with your class.

- a. What means of transportation are there in your town or city?
- b. Which are your favorite means of transportation? Why?

LANGUAGE NOTICEBOARD

Asking for information

1. Pay attention to the words in **bold** in these examples:

Question

Answer

i. How do I/you **get** to Berlin?

By bus or train.

ii. How **much** is the ticket?

The ticket is **twenty Euros**.

iii. How **long** does it take?

Thirty minutes.

2. Complete the following statements.

i. Use _____ to ask about **means of transportation** to go places.

ii. Use _____ to ask about the **price** of something.

iii. Use _____ to ask about **the time that something takes**.

WRITING

6 Write appropriate questions using information from the text in exercise 3.

a. _____ ?

I get to school **by bus**.

b. _____ ?

It takes **four hours**.

c. _____ ?

The ticket is **one dollar**.

7 Invent a dialogue with your partner. Use exercise 3 as a model.

A: Excuse me, _____ ?

B: You can get there by _____.

A: What time is the next...
_____ ?

C: _____.

A: _____ is the ticket?

C: _____

A: _____ ?

C: _____ minutes /hours.

A: _____

C: You're _____.

● ○ ○ BEFORE LISTENING

8 Match the sentences to their corresponding pictures. Check with your teacher.

- a. She went to the library on foot.
- b. You have to get on a bus at the bus station.
- c. Take a train and get off at Venice Station.



9 Strategy You are going to listen to some children talking. Look at the pictures in exercise 8. What means of transport do you think will be mentioned?

○ ● ○ WHILE LISTENING

10 97 Strategy Listen to the recording and check your predictions in exercise 9. Listen carefully and try to identify who are speaking and where they are.

11 97 Listen again and number the pictures in the order you hear them.



12 97 Listen once more and complete the following graphic organizer.

Name	Means of transportation	How long does it take?
JERRY		
EVA		
HARRY		

○ ○ ● AFTER LISTENING

13 Copy the model from exercise 12 in your notebook. Then, interview three classmates and register their information. Report to the rest of the class.

MODULE 1

LESSON
B

Where do you like to go on vacation?

Lesson goals

- Reflect on places to visit on vacation and how to describe them.
- Listen to three descriptions of places to visit on vacation.
- Give brief opinions about places to visit.
- Read a poem to identify characteristics of a place.
- Write and read a short poem.

VOCABULARY IN CONTEXT

1 98 Look, listen and repeat.



a. The **city** was **noisy** and **boring**.



b. I went to a **farm** and it was **fun**.



c. There were **wonderful** trees in the woods.



d. The **desert** is **quiet**.



e. It is **nice** to go to the **lake** in summer.



f. Anakena **beach** is small but **beautiful**.



g. The **river** was **fantastic**. The water was warm.



h. The **countryside** is an **interesting** place to visit.

2 99 Listen to the spelling of some words and point at the places you identify in exercise 1.

3 100 Listen to these word groups and underline the word that has a different sound.

/b/



rabbit beach climb boring cave beautiful remember

/v/



volcano habitat vacation river visit give five

● ○ ○ BEFORE LISTENING

4 **Strategy** You are going to listen to three people recommending places to go on vacation. Look at the pictures below. What kind of places do you think will be mentioned? Choose your favorite place and describe it.



○ ● ○ WHILE LISTENING

5 **101 Strategy** Now Listen. Does the person in the recording feel the same about the place that you described? Discuss with your class.

6 **101** Listen to the recording again and answer these questions.

- a. What does Claudia think about the Atacama Desert?
- b. Does Fabio like living in Rio de Janeiro? Why?
- c. Where is the ancient Inca city, according to Luis?

7 **101** Listen again. Who said it? Write the corresponding name besides each sentence.

- a. _____: I like the weather. It is wet, warm and sunny every day...
- b. _____: You can see very old and historical buildings, and enjoy the great view.
- c. _____: I recommend you to come here, because it's a beautiful place.

8 **101** Listen once more and complete this chart in your notebook with the information you hear.

PLACE	WEATHER	GENERAL CHARACTERISTICS	THINGS TO SEE OR ENJOY	TRANSPORTATION
		Beautiful, dry	Different...	By...
			Beaches...	
Machu Picchu				

○ ○ ● AFTER LISTENING

9 What is your opinion of the places described in exercise 5? Would you like to visit them? Why? Discuss with your class.

LANGUAGE NOTICEBOARD

Descriptive adjectives

1. Read and study the words in bold.

- a. The city was **noisy**.
- b. The woods are **quiet**.
- c. Venice has **excellent** attractions.

2. Circle the correct option to complete the rule.

The words in **bold** describe *actions / places / feelings*.

SPEAKING

- 10 In pairs, take turns to read these sentences and correct them out loud, using the words in brackets. You can write them in your notebook.

EXAMPLE: *Río de Janeiro is boring. (fun) Río de Janeiro isn't boring. It is fun.*

- a. The desert is noisy. (quiet)
- b. Machu Picchu is horrible. (beautiful)
- c. Rome is a modern city. (historical)
- d. Río has ugly beaches. (wonderful)

- 11 In pairs, describe the place where you live. Use exercise 10 as a model.

- 12 In groups of four, recommend some places that you can visit in Chile or in other countries. If necessary, search for information on the internet or a library. Check with your teacher.

VOCABULARY IN CONTEXT

- 13 Match the sentences with their corresponding pictures. Then, check with your teacher.




- i. We like to build **castles** with **sand**.
- ii. There is a **shell** in his hand.
- iii. When I go to the pool, I **wear** my **swimsuit**.
- iv. She is protecting her skin from the sun with **sunblock lotion**.

● ○ ○ BEFORE READING

14 Have a look at the pictures in exercise 15 and discuss with your classmates what the poem will be about and what characteristics will be mentioned. Imagine two activities that you think will be mentioned in the poem.

○ ● ○ WHILE READING

15  Look at the pictures. Then read the poem and number the stanzas according to the sequence in the pictures. After that, listen and check with your teacher.



Let's go

*Be sure to wear your swimsuit
And bring along your float.
Put on a lot of suntan lotion
So that we don't turn red.*

*Let's go to the beach
To swim, play and run.
We'll find some pretty shells
And build beautiful castles in the sand.*

*Playing in the white sand
We'll never want to leave such fun
But we'll come back another day
And enjoy this fabulous beach again!*

Adapted from: www.scrapbook.com/poems/doc/11027/65.html



○ ○ ● AFTER READING

16 **Think critically** Discuss these questions in your group.

- a. Do you like the poem? Why? Why not?
- b. Does the writer of the poem have a positive or negative idea about the beach?
- c. Do you know the beach? What activities can you do there? If you don't know it, would you like to know it? Why?

WRITING

17 **Strategy** Follow this model to write a short poem in your notebook, about a place you like to visit on vacation. Use a dictionary if necessary and do not forget to give a title to your poem.

SPEAKING

18 Recite your new poem to the rest of the class. Check with your teacher.

(Title) _____

Let's go to _____

To _____

and _____.

We'll find _____

And _____

MODULE 1

LESSON

C

Whose is this?

Lesson goals

- Reflect on the variety of possessions you have.
- Read and listen to sentences and questions to express and ask about possession.
- Listen to a model dialogue to express and ask for possession.
- Write a dialogue to express and ask for possession.
- Act out a conversation expressing possession.

VOCABULARY IN CONTEXT

1  103 Read, listen and repeat. Pay attention to the words in **bold**.



- a. **A:** What's **your** favorite possession?
B: **My** favorite possession is **my** computer.



- b. **A:** **Whose** dog is this?
B: This is **my** brother's dog.



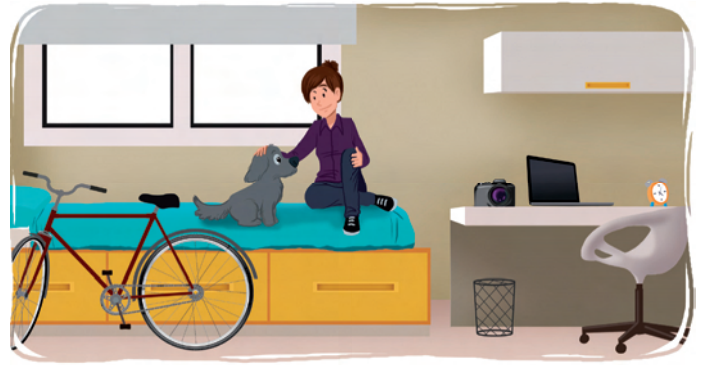
- c. **A:** Who is this?
B: This is Maria's sister.



- d. **A:** **Whose** suitcase is that?
B: That is Pedro's suitcase.

● ○ ○ BEFORE LISTENING

2 You are going to listen to a conversation between two children. One of them is going to show his friend a picture of his favorite place at home. Look at it and discuss which place it is and what possessions will be mentioned.



○ ● ○ WHILE LISTENING

3 ¹⁰⁴ Listen to the conversation and check your predictions. Were they right? Then, listen again and tick (✓) the words you hear.

a. _____ camera

c. _____ stereo

e. _____ computer

b. _____ dog

d. _____ bike

f. _____ book

○ ○ ● AFTER LISTENING

4 Complete the dialogue. Use the information in exercise 3. Make sure you consult the Useful expressions box.

A: Look! This is _____ favorite room. My bedroom!

B: There are a lot of things in _____ room. What's your _____ possession?

A: My favorite possession is my _____. I always take a lot of pictures.

B: Whose _____ ?

A: That is my brother _____ dog.

B: Whose bike is that?

A: That is my sister _____.

B: Whose _____ ?

A: That is _____ computer.

B: Who is that?

A: That is my father _____ sister. How about _____ home?

B: Do you want to see a picture of _____ home?

A: Sure. Let's have a look!

Useful expressions

- What's (your) favorite possession?
- Whose... this/that?
- That / this is (my)...
- My, your, his, her, its, our, their.
- My brother's dog, my sister's bike, my father's sister, etc.
- Who...?

SPEAKING

5 Follow the steps:

a. Get in pairs.

b. Using the dialogue in exercise 4 as a model, write down a similar conversation about your possessions at home or school.

c. Practice it aloud. Check pronunciation and intonation with your teacher.

d. Act out your dialogue in front of the class.

MODULE 1

LESSONS
A·B·C

Check your progress!

- 1 Try these challenges to see how much you have progressed.



- a. Roleplay a conversation with your partner, asking about transportation to get to your favorite town/city.



- b. Describe the place in the picture, using vocabulary from lesson 2.

- 2 Choose a member of your family and talk about his/her favorite possessions. Tell your partner about it.

- 3 Evaluate your progress according to your effort in Unit 4, Lessons 1 - 3:



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.



I'M A NOVICE

I can't do it by myself. I still don't understand.

MODULE
2**BEFORE YOU START**

Complete the diagram with the information requested.

Write three means of transport you can use to get to school.

Write a sentence to describe your favorite weather when you are on vacation.

WHAT DO I KNOW?

Write a sentence describing your partner's favorite possession.

Write two words with the sound /b/ and two with the sound /v/ in them. Then practice them with your partner.
Example: boat, etc.

MODULE 2

LESSON

D

Last vacations!

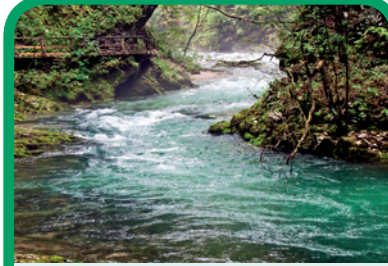
Lesson goals

- Reflect on your past vacations and what you saw there.
- Read and comprehend a dialogue about someone's last vacation.
- Write a dialogue to ask about your last vacation.
- Listen to two people describing their vacations.
- Talk and ask about other people's vacations.

VOCABULARY IN CONTEXT

1  Look, listen and repeat.

a. **There were** a lot of mountains.



b. **There was** a river near the cabin.



c. **A:** Where **did** you go?
B: I **went** to Iquique.



d. **A:** How **did** you go?
B: I went by car.



e. **A:** Where **did** you stay?
B: We stayed at a hotel.



f. **A:** How much **was** the train ticket?
B: It was 10 pounds.



g. **A:** What **did** you do?
B: I rode a horse.



h. **A:** How **was** your vacation?
B: It was great!



i. **A:** What **was** the weather like?
B: It **was** sunny and hot.

● ○ ○ BEFORE READING

- 2 Have a look at the pictures and the title of the text on page 119. Predict the feelings John expresses in the e-mail.

WHILE READING

- 3 **106 Strategy** Read the text. Were your predictions right? Read the questions a - c and find the answers in the text.




Last summer!

Hi John. How are you?

I'm very good now, enjoying the end of the vacations and ready to go back to school. Last week, we went to a farm in the countryside. It was my grandfather's home. It was a wonderful place. We went there by car and stayed there for 5 days. There was a small lake and there were many trees and farm animals. I played with my brother, rode on horses and swam in the lake. I had a lot of fun! How was your vacation? Did you have fun? Tell me about it.

Hope to see you soon!

Heather.

a. How did Heather get to the farm?

b. How long did Heather stay for on the farm?

c. Describe Heather's vacations to your partner, using your own words.

AFTER READING

- 4 Discuss these questions in your group and as a class.
- Did you go anywhere on your last vacation? Share with the class.
 - What activities did you do there? Share with your class.
 - Do you prefer summer or winter vacations? Why?

LANGUAGE NOTICEBOARD Past simple1. Study the words in **bold** in these sentences.

- There was** a small lake.
- There were** many trees.

2. Underline the correct options.

- Use **there was / there were** with singular nouns.
- Use **there was / there were** with plural nouns.

3. Now, study these questions.

- What **did** you eat?

b. Who **did** you go with?

c. How much **was** it?

d. How **was** your vacation?

4. Circle the correct options to complete the rules.

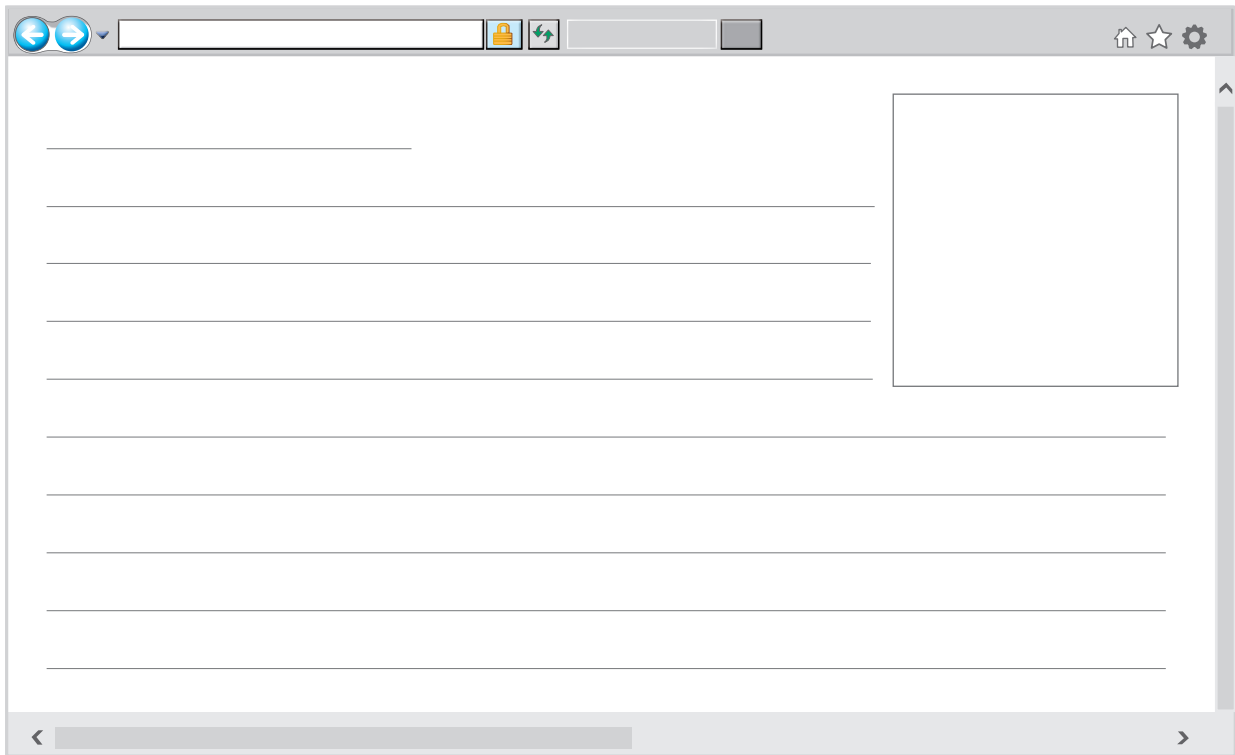
- Use **does / did / do** to ask questions in past simple with any verb except verb to Be.
- To ask questions with verb to Be, you have to put the conjugated verb **after / before** the subject.

5  107 Listen and repeat some extracts of the text in exercise 3.

- It was my grandfather's home.
- There was a small lake and there were many trees and farm animals.
- I played with my brother, rode on horses and swam in the lake.
- How was your vacation? Did you have fun?

WRITING

6 In pairs, follow exercises 1 and 3 as models to write an e-mail about your last vacations. You can add a picture or a drawing. Then, read it to your partner. Check with your teacher.

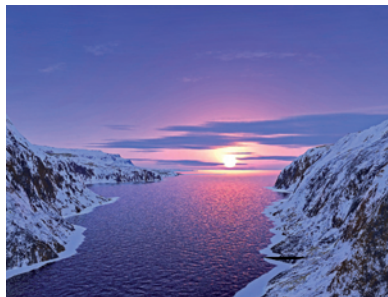


BEFORE LISTENING

7  108 Read, listen, and pay attention to the words in **bold**.



a. There were beautiful **pink flamingos** in the park.



b. I liked to watch the **sunsets** in the evenings and near the **glaciers**.




c. There was a **snake** next to my **tent**.

- 8 Look at the pictures in exercise 7. Which places did Sally and Toby visit on their vacations? Mention two activities you think they did.

WHILE LISTENING

- 9 Listen and check your predictions. Were they right? Then, listen again and complete the cards with the children's information.


Name: Toby

Vacation Place: _____.

When: _____.

How long did he stay: _____.

Weather: _____.

Transportation: _____.

Activities he did: _____.

Things he saw: _____.


Name: Sally

Vacation Place: _____.

When: _____.

How long did she stay: _____.

Weather: _____.

Transportation: _____.

Activities she did: _____.

Things she saw: _____.

AFTER LISTENING

- 10 Complete these questions and answers about Toby's vacations.

- a. **A:** _____ did Toby go? **B:** He _____ to _____.
- b. **A:** _____ was the weather? **B:** It was _____.
- c. **A:** What _____ he do? **B:** He was _____.
- d. **A:** _____ did he _____ there? **B:** He _____ there by _____.

SPEAKING

- 11 In groups of three, follow the examples on page 119 (*Language Noticeboard*) and exercise 10 to ask questions about Sally's vacations.

- 12 In pairs, answer the following questions.

- a. Which of the kids' vacations would you prefer to have? Why
- b. Are their vacations similar to the ones you have had? Explain.

MODULE 2

LESSON

E

It's time to celebrate!

Lesson goals

- Reflect on special celebrations and holidays in your country and the world.
- Listen to the description of three famous celebrations in English - speaking countries.
- Describe and talk about your favorite holidays.
- Read an adapted short story about Christmas.
- Write a summary retelling a Christmas story.

VOCABULARY IN CONTEXT

1 **110** Listen, read and repeat these sentences. Pay attention to the words in **bold**.



a. There are colorful parades to celebrate the **Chinese New Year**.



b. The last day of the year, people celebrate **New Year's Eve**.



c. People celebrate **Christmas** on 25th December and exchange gifts.



d. Chilean people **celebrate** 18th September with barbecues and kites.

2 **111** First, listen and repeat the ordinal numbers on the left. Then, draw lines to match the words and numbers. Use a dictionary if necessary.

- | | |
|--------|--------------|
| First | Fourteenth |
| Second | Seventeenth |
| Third | Eighteenth |
| Fourth | Twenty-fifth |
| Fifth | Thirty-first |
| Tenth | |

14th	3rd	17th	4th
31st	25th	2nd	18th
1st	5th	10th	

BEFORE LISTENING

3 **Strategy** Look at the pictures in exercise 4, which celebrations will be mentioned in the recording? Mention two things people do to celebrate these special occasions.

WHILE LISTENING

4 **112 Strategy** Listen to the recording. Were your predictions right? Now, tick (✓) the objects related to the celebrations you heard about and check with your class.



pumpkin



christmas tree



skeleton



ghost



gift



turkey



shamrock

5 **112** Listen again and check if these sentences are true (T) or false (F). Justify the answers with your teacher.

- a. ___ Children usually play hide and seek on Halloween.
- b. ___ People usually decorate their homes during Halloween.
- c. ___ Thanksgiving Day is a traditional celebration in England.
- d. ___ People usually eat turkey and potatoes during Thanksgiving Day.
- e. ___ People celebrate St Patrick's Day staying at home with their families.

AFTER LISTENING

6 Complete this text about Halloween with the information in exercises 4 and 5. Then, compare with your classmate and read it aloud.

_____ people celebrate Halloween on _____.

People _____ horror films, _____ fancy costumes and children demand _____ and _____ "trick-or-treat". Common objects associated with Halloween are big _____ with scary faces, _____ and _____

7 In pairs, take turns to talk about your favorite celebration in your country. Use exercise 6 as a model. Check with your teacher.

LANGUAGE NOTICEBOARD

Dates and special events

1.  113 Look, listen and read these sentences.

- a. Christmas is on **25th December**.
- b. Independence Day of the USA is on **4th July**.

2. Complete.

- a. The date “25th December” is pronounced “the _____”.
- b. The date “4th July” is pronounced “the _____”.

SPEAKING

8  114 In pairs, take turns to say these dates. Then, listen and check.


- a. 1st January
- b. 2nd April
- c. 14th February
- d. 17th March
- e. 18th September

9 In groups of three, ask your partners about different dates. Follow this example as model.

Example: **A: When is Christmas?**

B: It's on 25th of December.

VOCABULARY IN CONTEXT

10  115 Complete the sentences with the words in the box. Then, listen and check.

sad Christmas pudding package handwriting



- a. There is a wonderful _____ under the tree.



- b. The child is _____.
He isn't happy.



- c. The teacher's _____ is beautiful.




- d. She is eating a delicious _____.

BEFORE READING

11  Strategy Guess two different feelings that will be mentioned in the story. Discuss.

● ○ ○ WHILE READING

12  Read the story and check your predictions in exercise 11.



Wonderful Christmas gift

Christmas is close and Ann wishes a new dress as a Christmas gift. She does not want to ask her mom for a new dress. She knows how hard her mom works. Maybe she can make a wish ---maybe Santa Claus can come...

The days pass and soon it is Christmas Eve. In everyone's houses, a Christmas tree decorates the living room. In the kitchens, there are Christmas puddings and sweets, but not at Anna's house. Every child goes to bed waiting for the gifts that they will receive the next day. Ann goes to bed feeling very sad. She knows that there is no gift for her.

The next morning, she wakes up and suddenly remembers that it's Christmas Day! Without much hope, she looks if there is a gift for her. Wonder of wonders! There is a beautiful packet in the

living room. Ann happily opens it and sees that there is a beautiful dress inside. She checks the gift carefully to find out who gave her this wonderful gift, and there is a small note that says: *"Dear Ann, you are a very good girl. I hope you continue to do good things and helping your mother. Your loving friend, Santa Claus"*.

Ann feels that there is something familiar about this note. She looks at it carefully. Then she realizes that the handwriting is similar to her mother's handwriting.

Her mother worked a lot to save money to buy this special gift. Ann is very happy. She knows that having such a wonderful mother is the best Christmas gift.

Adapted from: Wonderful Christmas Gift is one of Modern Stories. (n.d.). Retrieved from <http://www.english-for-students.com/Wonderful-Christmas-Gift.html>

13 Read the story again and organize these pictures according to the order in which the events happened.



○ ○ ● AFTER READING

14 **Think critically** Discuss these questions in groups of four and then with the whole class.

- a. What is your opinion about the story? Do you like it? Why?
- b. How did Ann feel at the end of the story? Why?
- c. How did you feel at the beginning and at the end of the story?
- d. What is the moral of this story? Discuss with your class.

MODULE 2
LESSON
F

WRITING WORKSHOP
Alan's Travel blog

Lesson goals

- Apply what you have learned and be positive about your learning.
- Read and listen to the description of a trip to Easter Island.
- Speak about your favorite vacations.
- Organize ideas in a chart.
- Follow the writing steps to write a travel blog about your last vacation.

GUIDED WRITING

You are going to write a post about your vacations on a travel blog.

READING

1  Read and listen to Alan's travel blog.



I recently came back from my vacations at a place called Easter Island and now I'm in Scotland, writing this blog from home. At the beginning, I was worried and afraid, because the trip is very long. My family and I flew there by airplane and stayed in a small hotel. We were there for twenty days. Easter Island is a fantastic place. There are very nice and friendly people. There are spectacular beaches and we swam there every day. The weather is

usually warm and sunny, but there was one cloudy day. There are palm trees, too. The food is delicious. We ate lots of fruit, vegetables, tuna fish and a few lobsters. We also went to see the mysterious Moais. There were many people celebrating the *Tapati Rapa Nui Festival*. That was lovely! At the end of the trip I was very tired, but I felt very happy and relaxed. I had a great time. I hope to come back soon!

SPEAKING

2 In pairs, discuss with a partner about your favorite vacations. Then read the text again. What extra information do you think you can add to your description?

ORGANIZING IDEAS

3 Complete this chart in your notebook with some of your ideas.

PLACE TO VISIT	TRAVEL BY	STAY	THINGS TO DO	FOOD	WEATHER	FEELINGS

LANGUAGE NOTICEBOARD

Quantity in present and past

1. Study these sentences.

There is a festival. **There are** some hotels. **There was** one cloudy day. **There were** many people.

2. Complete the rules.

a. Use *there* _____ and *there* _____ to express **quantity in the present**.

b. Use *there* _____ and *there* _____ to express **quantity in the past**.

DRAFTING

- 4 Write a draft of your own travel blog post about your favorite vacations. Use the information in exercise 3.

By _____

On my last vacation I went to _____

I traveled by _____

I stayed at _____

The weather was _____

I went _____

I ate _____

I felt _____

EDITING

- 5 In pairs, check your text and ask your partner for help to spot any spelling or punctuation mistakes. Then, check with your teacher.

WRITING

- 6 Write the final version of your description in your notebook or a separate sheet of paper, using exercise 4 as a model. You can add more information if you want. Then, show it to your classmates, your teacher and then publish it on a visible place in your classroom or create your own travel blog online.

MODULE 2

LESSONS
D·E·F

Check your progress!

1 Try these challenges to see how much you have progressed.



a. Describe your favorite national celebration and give details.



b. Role play a dialogue with your classmate to talk about your last vacations.

2 Read and recite this rhyme in pairs and check with your teacher. Then, write a similar one in your notebook. Use a dictionary if necessary.

"I have a lovely old bicycle that I love very much, and I use it where I live, seven days a week but I travel by bus to a big library, but when I am on board, I always get bored".

3 Evaluate your progress according to your effort in Unit 4, Lessons 4-6:



I'M AN EXPERT

I can do it without mistakes and I can help others!



I'M PROFICIENT

I can do it by myself, but I make a few mistakes.



I'M DEVELOPING

I need help sometimes. I am starting to understand.



I'M A NOVICE

I can't do it by myself. I still don't understand.

REVIEW

		EXPRESSIONS & GRAMMAR	VOCABULARY
MODULE 1	<p>LESSON A Means of transportation</p>	<p>Asking for information. -How do I / you get to...? -By... / On foot. -How much...? -It is... (dollars / pounds / euros) -How long...? / It takes ... (min. / hrs.)</p>	<p>Transportation: airplanes, ship, motorcycle, train, bus, bicycle, boat, spaceship, helicopter. Verbs: take, get on, get off.</p>
	<p>LESSON B Where do you like to go on vacation?</p>	<p>Descriptive adjectives: noisy, boring, fun, nice, wonderful, quiet, excellent, beautiful, fantastic, interesting, fascinating, ancient, historical, pretty, horrible, modern, ugly.</p>	<p>Places: city, beach, countryside, mountain, farm, wood, desert, lake, river.</p>
	<p>LESSON C Whose is this?</p>	<p>Useful expressions. -What's (your) favorite possession? -Whose... this / that? -That / this is (my)... -Who...?</p>	<p>Possessive adjectives: my, your, his, her, its, our, their. Possession with 's: My brother's dog, my sister's bike, my father's sister.</p>
MODULE 2	<p>LESSON D Last vacations!</p>	<p>Past simple. -How much was it? -How was your vacation? -Where did you go? -How did you get there? -What did you do? -How long did you stay? Expressions. Great. It was great. I had fun. Go camping.</p>	<p>Regular verbs: stayed, played, climbed, rained, walked, visited, traveled, arrived, liked. Irregular verbs: be- was/were, go-went, ride-rode, swim-swam, have-had, see-saw, take-took, feel-felt, eat-ate.</p>
	<p>LESSON E It's time to celebrate!</p>	<p>Saying dates. 1st January = The first of January. 2nd January = The second of January. -When is your birthday? It's on 17th March. -When is Halloween? On 31st October.</p>	<p>Celebrations and holidays: Chinese New Year, New Year's Eve, Christmas, Chilean National Holidays, Thanksgiving Day, Saint Patrick's Day. Ordinal numbers: 1st (first), 2nd (second), 3rd (third), 4th (fourth), 5th (fifth), 10th (tenth), 14th (fourteenth), 17th (seventeenth), 18th (eighteenth), 25th (twenty-fifth), 31st (thirty-first).</p>
	<p>LESSON F Alan's Travel blog</p>	<p>Quantity in the present and past. Present Past There is → There was There are → There were Expressions That was lovely. I had a great time. Come back soon.</p>	<p>Adjectives to express feelings: worried, afraid, tired, happy, relaxed. Descriptive adjectives: nice, spectacular, delicious, mysterious, amazing, marvellous.</p>

PROJECT

Materials



a piece of white cardboard.



colored pencils



scissors



glue



magazines



a dictionary

Let's show your progress!

You will work, in pairs, on a brochure to invite people to spend their vacations in Chile.

1 Preparation

- a. Collect all the material you need.
- b. Research on the internet, library or magazines about a place to go on vacation in Chile and then decide which information you need to write and organize, as it is suggested below.

NAME OF THE PLACE	
WHERE IS IT?	
HOW CAN YOU GET THERE?	
DESCRIPTION OF THE PLACE.	
ACTIVITIES YOU CAN DO.	
FOOD YOU CAN EAT.	
PLACE TO STAY.	

A brochure of Chilean vacation spots

2 Elaboration

- a. Sketch out some ideas to decide how you want your brochure to look, including the information and any drawings or pictures that you want to add in your project.
- b. Present the information in a clear and organized way.
- c. Revise and edit the written information of your project by writing a draft. Use a dictionary if you need help with new words.
- d. Check spelling and punctuation. Ask your teacher for help.
- e. Make the final version of your project.
- f. Using different colors, decorate your brochure with a lot of drawings of the place or pictures from magazines.

3 Presentation and evaluation

- a. Display your brochure in front of the class.
- b. Take turns to describe the place on your brochure.
- c. After your presentation, reflect on your work and self-evaluate your performance.



EVALUATION OF OUR PROJECT	VERY GOOD	SATISFACTORY	NOT SO GOOD
We prepared for the project carefully.			
We followed the instructions carefully.			
We used what we learned in Unit 4.			
We checked spelling and punctuation.			
We displayed the brochure in front of our class.			
We presented the information in an organized way.			
We contributed with ideas.			

FINAL REFLECTION

LET'S TRAVEL

Complete the diagram with everything you have learned throughout the unit.

Mention two means of transportation you usually use on vacations.

Write the names of three different places where you can go on vacation, in your country or anywhere in the world.

WHAT DO I KNOW NOW?

Mention at least three international celebrations and their dates.

Write two sentences to describe how you feel right now.



MY CONCLUSIONS

HOW MUCH EFFORT DID I MAKE?

	✓	✗
LEVEL 4 I accepted the challenge and I did my best. I learned from it.		
LEVEL 3 I accepted the challenge and I did my best.		
LEVEL 2 I made some effort but I gave up when it became a challenge.		
LEVEL 1 I made little or no effort!		

ROUND OFF!

Go back to your Learning Plan on page 104. How did you follow the steps? Discuss with your teacher. Keep record of your reflections and conclusions:

My conclusions about the unit:

My actions for next unit:

GLOSSARY

UNIT 1

Mash (v): Reduce (food or other substances) to a pulpy mass by crushing it.

Parachuting (v): The act of descending from an aircraft by parachute.

Rock climbing (n): The sport or pastime of climbing rock faces, usually using ropes and special equipment.

Shake (v): Move (an object) up and down or from side to side with rapid, forceful movements.

Squeeze (v): Extract (liquid or a soft substance) from something by compressing or twisting it.

Wrapper (n): A piece of paper, plastic, or foil covering and protecting something sold or for sale.

UNIT 2

Charity (n): The act of giving money, food, or other kinds of help to people who are poor, sick, etc.

Coach (n): A person who teaches and trains the members of a sports team and makes decisions about how the team plays during games.

Hurry (v): To move, act, or go quickly.

Injuries (n): Harm or damage suffered by a person or animal.

Try (v): Taste something (food) to know if it is pleasant or if it tastes good.

Vibrant (adj): Full of energy and life.

Yield (v): Give way when driving through an intersection, allowing another person or vehicle to go before you.

UNIT 3

Biodiversity (n): The existence of many different kinds of plants and animals in an environment.

Disappear (v): To stop being visible or to stop existing (go away completely).

Hop (v): To move by a quick leap or in a series of leaps.

Lie down (v): Proceeding to rest in a flat, horizontal, or recumbent position; recline.

Meadow (n): A usually flat area of land that is covered with tall grass.

Measure (v): The act or process of measuring the amount or degree of something.

Nightmare (n): A very bad dream that frightens a sleeping person.

Sack (n): A usually rectangular-shaped bag

Weigh (v): To measure the weight of someone or something.

UNIT 4

Costume (n): Clothes that people (such as an actor) wear, trying to look like a different person or thing.

Find (v): To discover (something or someone) without planning or trying to.

Float (n): A device that floats in or on the surface of a fluid.

Glacier (n): A very large area of ice that moves slowly down a slope or valley or over a wide area of land.

Lobster (n): An ocean animal that has a long body, a hard shell, and a pair of large claws and that is caught for food.

Parade (n): A public celebration of a special day or event that usually includes many people and groups moving down a street by marching or riding in cars or on special vehicles.

Patron Saint (n): A saint who is believed to protect a particular place or type of person.

Pound (n): The basic monetary unit of the United Kingdom — called also pound sterling

Sunset (n): The time when the sun goes below the horizon in the evening.

Tent (n): A portable shelter that is used outdoors, is made of cloth (such as canvas or nylon), and is held up with poles and ropes.

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Original text **Sandra Olate Rojas**
Degree in English Pedagogy
Universidad de Santiago de Chile

Marta Meza Ballesteros
Teacher of English
Instituto Profesional Chileno Británico de Cultura

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General Manager	Jorge Muñoz Rau
English Editor	Ariel Acosta Arancibia
Assistant Editor	Andrea Plencovich Coronado
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