

STUDENT'S BOOK

English

5^o

Básico

Texia Landaeta Miranda



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Hi Friend!



Welcome to Think Out Loud 5!

Think Out Loud 5 is the fun and exciting new course that will help you start learning English. Are you ready for the first step on your learning adventure?

In your Student's Book, you will find:

- Fun and interesting topics to explore and learn a new language.
- Real-life situations that will help you develop your communicative skills.
- Projects to put in practice your new ability to express your ideas in English.

About your Student's Book:

Your Student's Book has 4 Units. Each Unit will take you through a different topic. Each Unit also gives you the opportunity to practice even more through games, projects and content reviews.

At the front of your book you will find a Learning Strategies section. These are some essential tips that will be really helpful for you during this process. The Learning Strategies will help you develop and improve your use of the four language skills: reading, writing, listening and speaking.

At the back of your book you will find Extra Practice for each Unit, which will provide you with activities to move even further in your way towards speaking English. Also, you will find a Grammar Reference that explains language rules and structures in a clear simple way.

Finally, the **Writing Tips** section contains a list of irregular verbs, phonetic symbols and a glossary for easy reference. Here, you get access to pronunciation aids and simple definitions of key words from the book.

Think Out Loud 5 has been designed to help you progress in English positively and connecting with your life experiences.

This is an invitation for you to express yourself in a new language and join the English-speaking world. Let's do this!

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Know your Book

Your book contains four Units that are divided into four lessons each. All of them contain exciting sections that will help you start your adventure of learning English.

Start



Unit Opener

This section introduces each unit by presenting an image related to the topic and an activity, which will help you be aware of the topic of the Unit.

My Ideas

This page helps you define your conceptions in relation to the theme of the unit and remember what you already know about the topic through different activities.



My Goals

My Goals

This page describes the contents that you will learn and the abilities connected to it. Also, you can set your personal learning goals and identify different strategies that will help you improve your skills in English.



Lesson 1 Pool Games

Before Listening

1 Complete the online profiles using the words in boxes.

2 Listen to a person talking and complete the profile.

3 Complete the profile with the information from activity 2. Then make your own profile.

4 Look at the expressions of the kids on page 25. What do you think the listening is about?

Emotions Positive or Negative?

Thinking Time Do you ever experience these emotions? How do you feel about them?

3. Emotions What do you think about the emotions? Do you ever experience them?

Before Listening or Reading

In this section there are activities that introduce the topic of each lesson. You will find some of the important words that you will learn. Also, you can discuss your ideas with your classmates and use your previous knowledge about the topic.

Listening or Reading

In these sections you will either listen to the main recording, or read the main text of the lesson. Here, you will be exposed to the central communicative function. Also, there are activities that will allow you to check your comprehension skills.

Listening

1 Draw faces to match the emotions. Use a dictionary for new words.

2 Listen and write the feelings. Then, repeat the words.

3 With a partner, transform a list of six feelings that you want to know how to say in English. Use a dictionary to find the words.

4 In pairs, make facial expressions representing how these situations might you feel.

5 Listen to four conversations and match the pictures to the names.

6 How do they feel? Complete the sentences.

7 How do they feel? Draw expressions and write a sentence.

Thinking Time How many new words did you find in the Listening section? Spread them, use them in more words, to describe emotions.

After Listening or Reading

1 Look at the situation. Have a similar conversation with a partner using the model below.

2 Think of a positive and a negative feeling or emotion. Use a dictionary to find the English words.

3 Ask 4 classmates about how they feel. Complete the table in the table.

4 Show the faces in activity 3 to 4 different classmates. Can they guess the feelings?

5 Repeat activity 4 with different classmates. Are your ideas similar? Complete the table using **af**.

Emotions

Positive	Negative
In Spanish	In Spanish
In English	In English

My Feelings

Emotion	Describe your feeling

Classmate How do you feel?

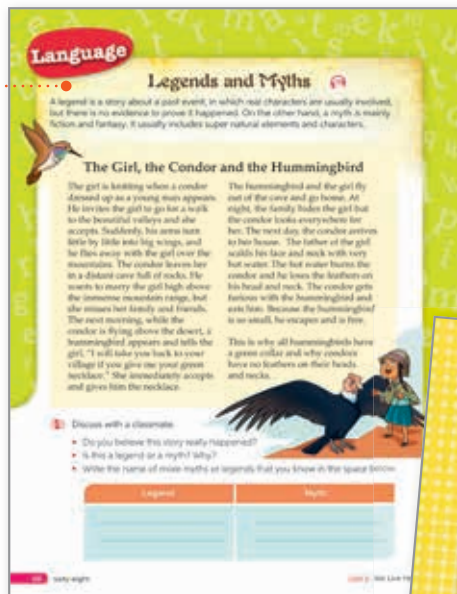
Thinking Time Spread them, use them in more words, to describe emotions.

After Listening or Reading

In these pages, you will apply what you have learned throughout the lesson. At this point, you will speak with your classmates or write a text, relating it to your own experience.

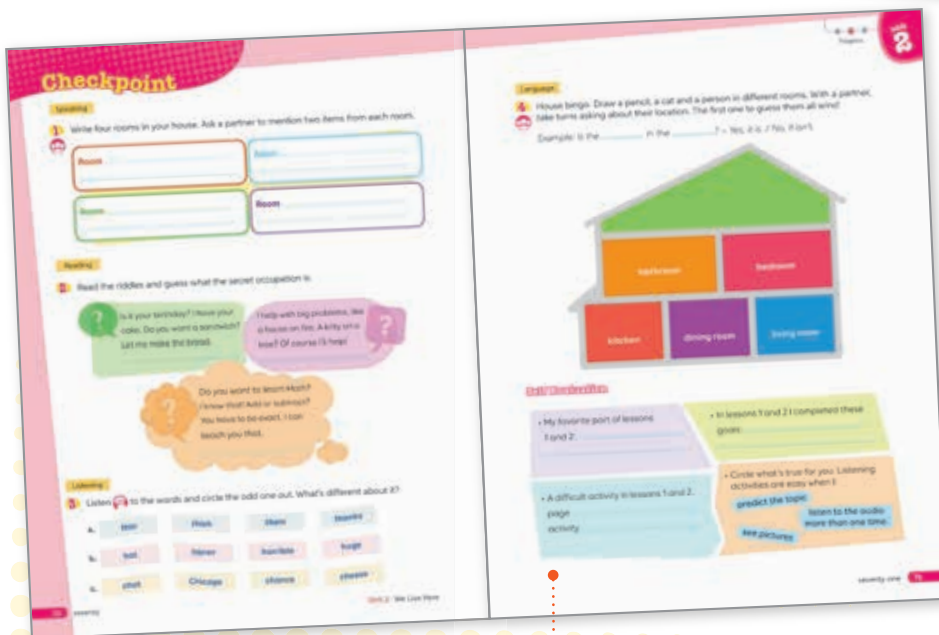
Cross-Curricular

This page allows you to connect the contents of the lessons to other school subjects. Here, you will use English to discover new and interesting information.



Let's Make It!

After the first two lessons, you will work on a project related to the topics of each unit. Here, you will apply the contents and functions that you learned in order to consolidate them.



Checkpoint

These pages help you practice the contents studied in the first two lessons of the units. Also, you can reflect on your own learning process.

Close



Let's Make It!

This is the final project of the units. Here, you will put in practice what you learned and the attitudes that will help you to work with your classmates in a harmonious way.

Let's Play

The **Game** page allows you to keep using what you learned during the unit in a fun way.

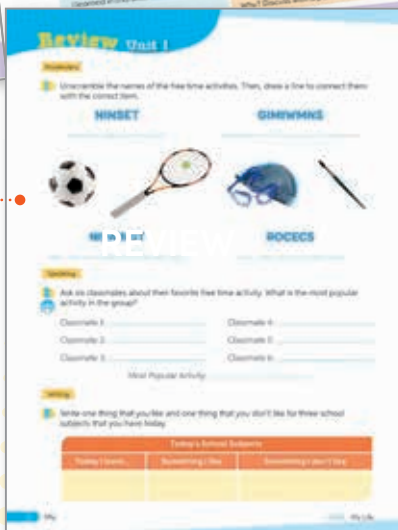


Synthesis

The first section of this page will help you summarize the language structures studied in the unit. After that, you have the chance to reflect about what you learned, the goals you achieved and the contents or abilities that you still need to practice.

Review

These pages allow you to practice the contents that you learned throughout the whole unit. This will help you assess your knowledge about the different topics of the unit.



Learning Strategies

Listening

How good are you at Listening?

When we talk about the Listening skill, we mainly think of understanding the language and hear information. In our first language, listening is part of our everyday routine; we listen to the radio, when we are watching TV, when we are talking to our friends, etc.

It sounds like a really easy task to do, but maybe you are not aware of how complex this might be. Here are some useful strategies to make this process easier when learning a foreign language.

Rank the following strategies where number 5 is the most used one and 1 is the least used one.

- _____ To predict the context and discuss.
- _____ To look at pictures that relate to the listening.
- _____ To listen to music in English.
- _____ To find the meaning of words in a dictionary before listening.
- _____ To review questions before listening.

1 Look at the pictures that relate to the listening. This will give you an idea of what the listening is about.


2 Predict from the context and discuss. Take a look at the transcript (if there is one) and the pictures; think about the people, the place, and the topic of conversation.

3 Find the meaning of the difficult words contained in the listening, ask your teacher for vocabulary.

5 Practice the listening skill at home! Listen to your favorite music in English, watch movies or TV shows trying to pay attention to what speakers say rather than subtitle. Little by little this will help you recognize familiar words once you are closer to the English language.


4 Go through the questions before the listening starts, this will help you to pay attention to specific information when trying to answer.

Speaking is probably the most difficult skill to be practiced, since there are some important factors that go with it such as fluency, pronunciation, intonation and grammar structures not learnt yet. Here are some strategies that might help you.



Same responses: Use the same responses, words or phrases to help you build vocabulary skills that help comprehension. These expressions, questions or responses are helpful:

- May I go to the bathroom?
- What is the meaning of the word _____?
- What does _____ mean?
- Can I borrow your _____?
- I'm ready!
- Hello Miss _____
- Good morning
- Good afternoon
- Good bye!
- Thank you
- Please
- You're welcome
- See you soon



Practice tongue- twisters: They are a good way to practice and improve pronunciation and fluency. They also help you to have self-confidence.

- "She sells seashells on the seashore".
- "Mix a box of mixed biscuits with a boxed biscuit mixer".
- "I saw Esau sitting on a seesaw. Esau, he saw me".
- "Six thick thistle sticks. Six thick thistles sticks".
- "Which wristwatches are Swiss wristwatches"?
- "One-One was a racehorse. Two-Two was one, too. When One-One won one race, Two-Two won one, too"



What about yourself?

Which of the following would you use outside the classroom?
Tick the ones you choose:

- Good morning
- See you soon
- What does _____ mean?
- I'm ready
- Can I borrow your _____ ?
- Thank you!

Reading

How good are you at Reading?

The receptive skill of reading requires learners to recognize words and comprehend concepts. The reading comprehension process occurs before, during and after a person reads a particular piece of writing. Here you can find some strategies that help you develop this skill.

Anticipate:

Go through the headings and images to get a sense of the verb tense and the content of a text.

Predict:

Predict the content of the reading text through the heading, check your predictions based on the comprehension.

Skimming and scanning:

Use these techniques to find information in the text more quickly. Skimming is to get a general overview of the content while scanning is to locate specific information or details.

Guessing from context:

Using previous knowledge of the ideas in the text to find the meaning of unknown words, instead of looking them up in a dictionary.



What about yourself?

Read the previous strategies and answer the following questions:

- We use this strategy to get a general overview: _____
- We use this strategy instead of looking up words in a dictionary: _____
- We use this strategy to sense the content of a reading text: _____

Writing

How good are you at Writing?

Writing is a productive skill that allows you to use words to communicate ideas and thoughts. It is important to consider that during the process of writing, mistakes are allowed to improve the final written work. Here you have some strategies that will help you to practice this skill.

1 Brainstorm ideas that you would like to express in your writing. This can be done through lists of words, mind maps, or diagrams.

2 Prepare a draft of your written work, this is a perfect instance to make mistakes and fix them, this will help you to improve your writing and facilitate this process through error recognition.

3 Review your draft by recognizing mistakes and correcting them. You can do this with the help of a classmate, exchanging works and giving feedback on each other's progress.

4 Present your writing work by sharing it with a partner, friend or parent. The reader's impression will define if your writing work is a success.



What about yourself?

Which strategies from the above do you usually use? Which one will help you improve your style of writing?

- Circle what relates to you from these pages.
- Draw two things that connect to your life.



My
Goals

Plan your strategies

1 These are the goals for this unit.

Reading

- A journal entry describing a family.
- An email about school subjects.

Writing

- A description of your own family.
- An email giving your opinion about school.

Attitudes

Preparing and working in a methodic way towards the development of your ability to learn a new language.

Listening

- Listening to and understanding conversations about preferences and feelings.

Speaking

- Talking about your favorite activities and expressing your emotions.

2 Check the things you want to do by the end of the unit. What are other personal goals you have? Write them in your notebook.

- Introduce myself Talk about my hobbies Know 50 words in English
 Understand other cultures Describe my family Write a paragraph

3 Look at the sentences in the box.

- ✓ Explain or use a synonym when you don't remember a word.
- ✓ Make predictions using pictures only.
- ✓ Plan your work before you start.
- ✓ Read quickly once.

- The four sentences represent four strategies we use to learn. Now, complete the ideas using strategies from the box.

A good listening strategy

_____.

A good speaking strategy

_____.

A good reading strategy

_____.

A good writing strategy

_____.

In this lesson 😊 😞 😓
you will learn: To express your feelings and describe other people's feelings.

Before Listening

1 Complete the online profiles using the words in boxes.

art movies sports reading

Name: Javier
 Age: 10
 Country: Chile
 Interests: _____ 🎨, _____ 🏃
 Mood: happy 😊

Remember Me

Password

Name: Francisca
 Age: 10
 Country: Argentina
 Interests: _____ 🎬, _____ 📚
 Mood: tired 😞

Remember Me

Password

2 Listen 🎧 to a person talking and complete the profile.

"My name is _____. I am from _____ and I go to La Colina _____. I am _____ years old. I like _____, _____ and _____. Today I am _____."

3 Complete the profile with the information from activity 2. Then, make your own profile.

← [Share]

126 posts 1445 followers 305 following
 ✓ Following

Name: _____
 School: _____
 Age: _____
 City: _____
 Interests: _____
 Mood: _____

Grid Home Search Instagram Heart Profile

Password

← [Share]

36 posts 470 followers 120 following
 ✓ Following

Name: _____
 School: _____
 Age: _____
 City: _____
 Interests: _____
 Mood: _____

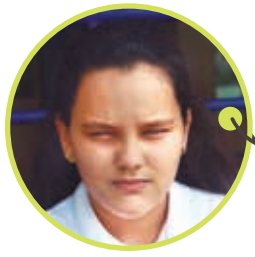
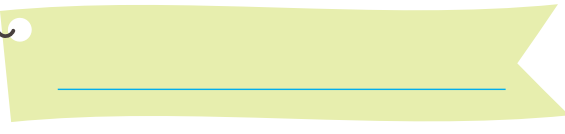






Grid Home Search Instagram Heart Profile

Password

4 Complete the description with your own information. Then, say it to a partner.

My _____ is _____. I am _____ old.
I am _____ and I _____ school. I like
_____, _____ and _____.

5 Look at the pictures. Write *positive* or *negative* according to the expressions. Compare your answers with a partner.

Emotion	Positive or Negative?
	
	
	
	

Tips

Giving Opinions
To give your opinion, start by using expressions like:

- I think...
- In my opinion...
- I believe...

Attitude

What do you do when you don't understand a word in a listening activity?
Discuss with two classmates.

Predict

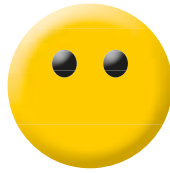
6 Look at the expressions of the kids on page 21. What do you think the listening is about?

Listening

1 Draw faces to match the emotions. Use a dictionary for new words.



nervous



excited



tired




bored

Vocabulary

Describing your feelings

- I *am* happy today!
- I *feel* happy today!

2 Listen  and write the feelings. Then, repeat the words.

- _____
- _____
- _____
- _____

3 With a partner, brainstorm a list of six feelings that you want to know how to say in English. Use a dictionary to find the words.



Feelings in Spanish


- _____
- _____
- _____
- _____
- _____
- _____

Feelings in English

- _____
- _____
- _____
- _____
- _____
- _____

- 4 In pairs, make facial expressions representing how these situations make you feel.
- Vacation with your family
 - Cartoons on the weekend
 - Math class

How Do You Feel?

- 5 Listen  to four conversations and match the pictures to the names:

Javier - Andrea - Francisca - Jennifer



- 6 How do they feel? Complete the sentences.

- Javier feels _____.
- Jennifer feels _____.
- Andrea _____.
- Francisca _____.

Check Your Prediction

Was your prediction similar to the audio? What helps you to identify expressions? Discuss with a partner.

- 7 How do you feel? Draw expressions and write a sentence.

Today, I _____  and _____ .

Think fast!

How many new words did you find in the Listening section?

Great! Now, you can use more words to describe emotions

After Listening Speaking

1 Look at the situation. Have a similar conversation with a partner using the model below.



How are you? You look _____.

I'm not _____. I'm _____. What about you? How do you feel?

2 Think of a positive and a negative feeling or emotion. Use a dictionary to find the English words.

Emotions

Positive 😊

In Spanish

In English

Negative 😞

In Spanish





In English

Tips

Asking for Vocabulary

"How do you say _____ in English?"

- 3 Ask 4 classmates about how they feel. Complete the faces in the table.


Our Feelings	
Classmate	How do you feel?
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Vocabulary

Different Emotions

- sad
- angry
- surprised
- scared
- silly
- bored


- 4 Show the faces in activity 3 to 4 different classmates. Can they guess the feelings?
Example:

Classmate	How do you feel?
Gisselle	

- 5 Repeat activity 4 with different classmates. Are your ideas similar? Complete the table using ✓ or ✗.

Classmate	✓ o ✗
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Lesson 2 This Is My Family

In this lesson  you will learn: To describe families and relationships people have.

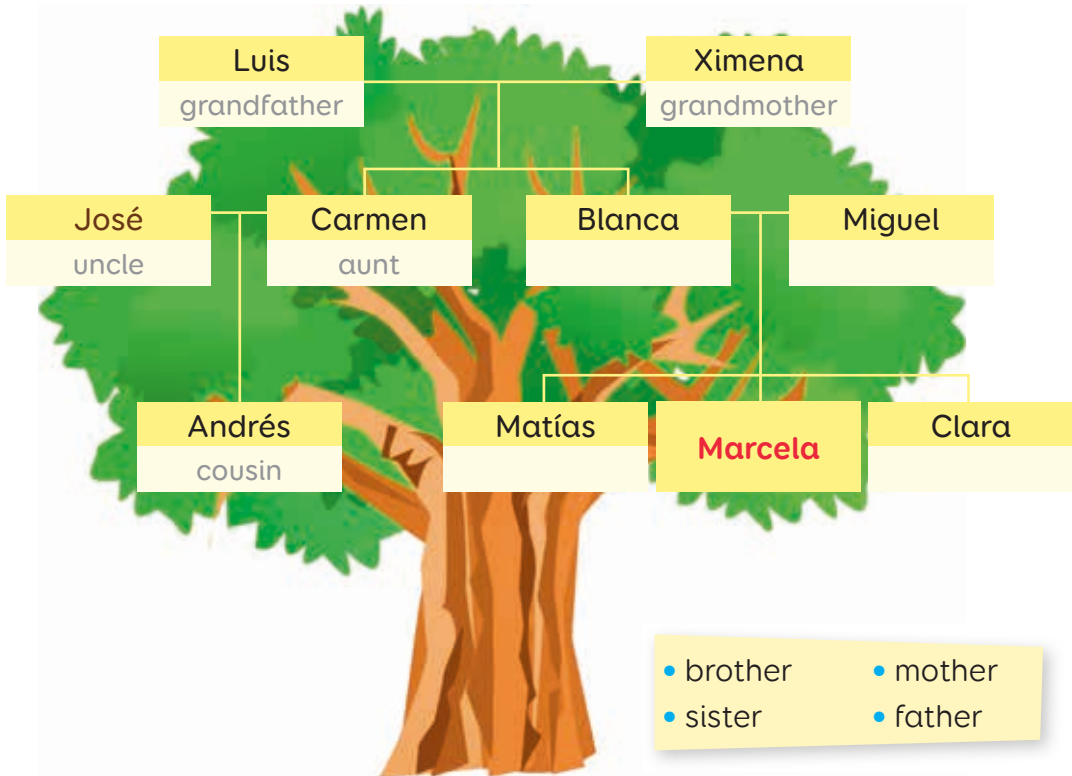
Before Reading

- 1 In your opinion, what feeling or emotion describes this family picture?
Write it in the space below and compare your idea with two classmates.

This is my family! My mom, my two sisters, grandma, my dog, my cat and my goldfish!

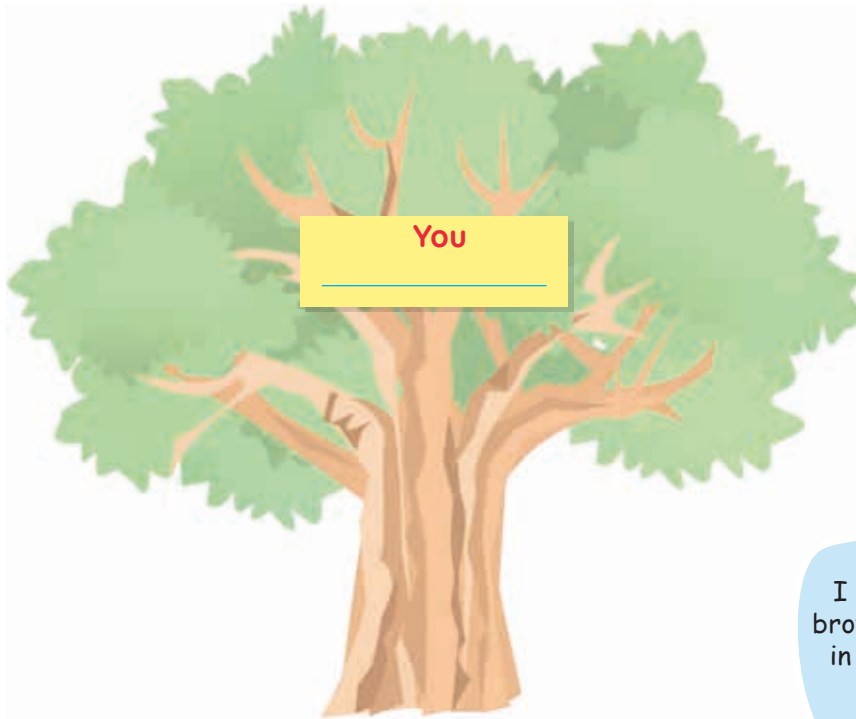


- 2 Look at Marcela's family tree and write the correct title under each family member's name. Use the words from the box.



- brother
- sister
- mother
- father

- 3 Complete the family tree with your family. Remember to write their names and how they are connected to you.



I have a father and a baby brother. There is only one girl in my family: me! How many people are there in your family?

- 4 Read the conversation and write about your own family.

There are three people in my family: my mother, my grandma and me. In my family there are three girls!



I have _____ . In my family, there _____ .

- 5 Use the question from the model to ask a partner. Complete.

In _____ 's family, there are _____ .

Predict

- 6 Look at the pictures on page 28. What family members do they represent?

Language

- We use **there is** for 1 person or thing.
There is one dog in my family.
- We use **there are** for more than 1 person or thing.
There are 4 girls in my family.

Reading

1 Look at the pictures of different families. Read the texts and match. Everyone is different and every family is different, too. Let's read the description of four families.

a



I have a baby sister, a mom and a dad.

b



I have a grandma, a grandpa and a big brother.

c



I have a mom and a brother.

d



I have a grandpa and a sister.



Think fast!

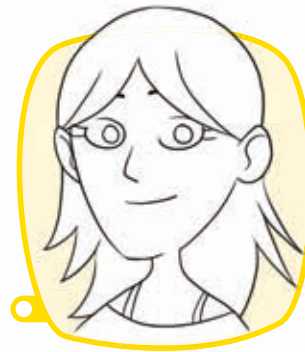
Find the synonyms in this page.

mother = _____ grandmother = _____
 father = _____ grandfather = _____

2 Read, match and color according to the descriptions.



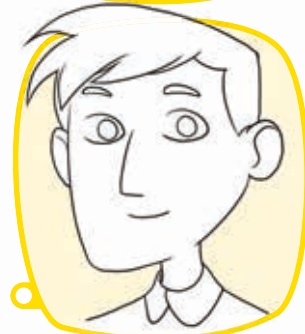
My grandma has **grey hair and blue eyes.**



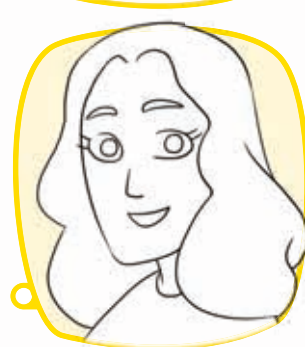
My dad has **brown hair and black eyes.**



My big sister has **black hair and brown eyes.**



My mom has **black hair.**



3 Now write about someone in your family. Follow the model.

Example: *My brother has brown hair and green eyes.*

4 Look at the pictures of Brian's siblings. Use two words to describe them.



a



b

5 Read the description of Brian's family. Take a look at the example and underline the words that refer to people.

Brian's Family

Isabel is my mom. She always smiles. She is a teacher and she reads books all the time. She is very happy.

Camila and Claudia are my sisters. They listen to music and watch movies. Sometimes, they are very boring. They don't play volleyball with me.

Carlos is my little brother. He plays with the dog and the cat, but they always try to escape! He is an energetic boy.

My uncle Felipe is very silly. He tells jokes all the time, but they're not really funny. Together, we always have barbecues. There is also a lot of food. My brother is always hungry!

Strategy

Try to get the meaning of a full sentence or a paragraph before using a dictionary. Context can help you with the words you don't know.

Check Your Prediction

Go back to page 25 and compare your prediction to the information in the text.

6 Look at the pictures from activity 4. Write their names.

Picture a: _____ Picture b: _____

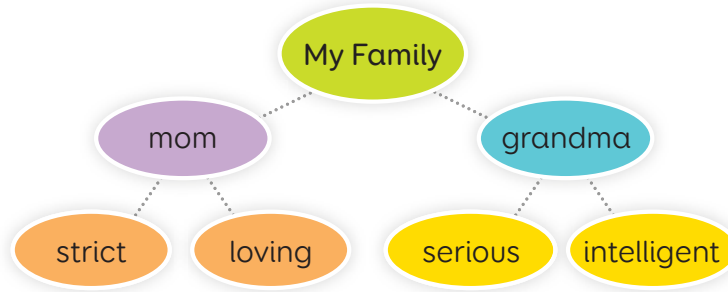
7 Read Brian's description again and complete the table.

Family Member	Description	Reason
Mom	happy	She always smiles.
		He tells jokes
		He plays with the pets.
	boring	

After Reading Writing


- 1 Organize your ideas. Following the example below, make your own mind map. Include 2-3 members of your family. Connect two characteristics to each member of your family.


Example:




Language

Personal Pronouns

He  is my brother.

She  is my mother.

They  are my sisters.

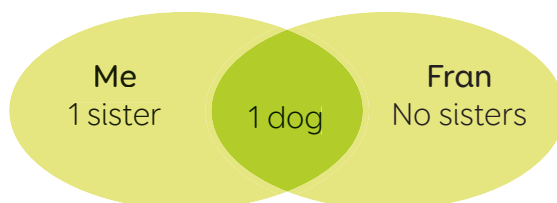
We are a family. 

- 2 Write your ideas. Now, using Brian's description (page 28), write a description of your family. Include the characteristics from the mind map (activity 1).

My Family

- 3 Read a partner's description. Are your families similar or different? Make a diagram in your notebook.

Example:



Tips

You can make comments on a partner's text. This is called revising and editing. One element of this process is suggesting the addition of more details to a text. A good description helps you communicate a clear message.

Diverse families



Our world is more and more diverse, and that's true for families, too. In the past, the "nuclear" family was very common, but not anymore. Today, more and more children live with single parents, grandparents and same-sex parents as well as with families of mixed race, religion or ethnicity. Variety is very common and differences are what make every family special in a particular way.

A family can be two people or ten people. It can have two moms, one mom or no mom at all. It can have a grandma. It can have one child or six children! It can have children from around the world. Every family is unique!

Adapted from <http://www.tolerance.org/lesson/my-family-rocks>

- Circle the definition of a family.

The people we are related to by blood.

The people who love and support us.

- 1 What are three types of family mentioned in the text?

- 2 In the text, there is a word that describes every family. What is it?

- 3 Count the men and women in every picture and color the ranges.



Girls and women



Boys and men



Girls and women



Boys and men




Girls and women

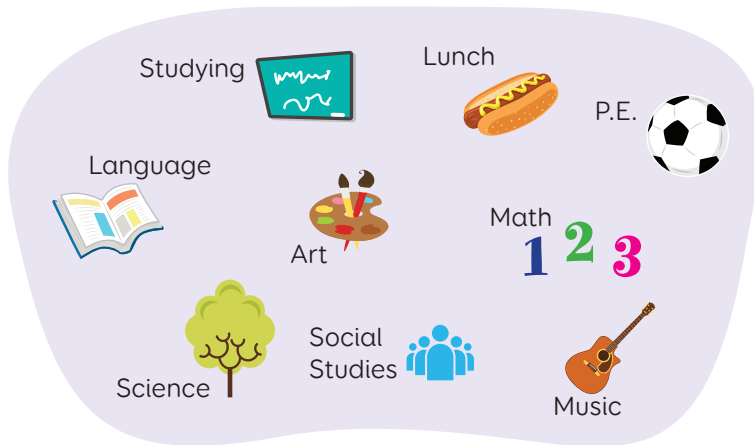


Boys and men

Let's Make It!

Make a Schedule for the Week!

 In groups, identify your activities for the week and organize them in a schedule.



Materials

- 1 white posterboard
- Markers
- Colored pencils, crayons, glitter, colorful paper or anything you can decorate with
- Tape

1 Make a List!

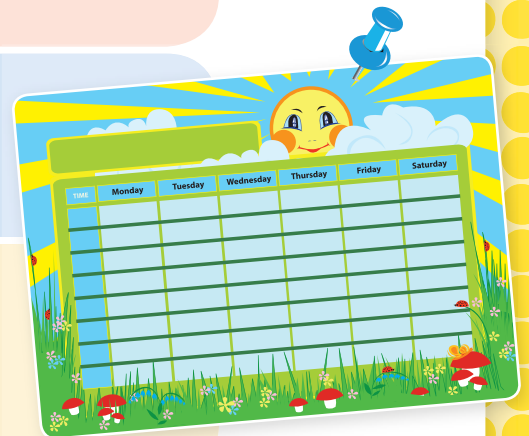
- Write a list of your classes and activities this week.
- Include school activities and after school activities.

2 Organize Your List!

- Organize your activities by day and time
- Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

3 Make a Calendar!

- Use a ruler to make a 7x7 grid.
- Write the days of the week on top.
- Write times on the side.



4 Make Your Schedule!

- Put your activities in the calendar.
- Draw a picture to represent each activity.
- Use different colors for different types of activities.

5 Present Your Schedule to the Class!

- After sharing your schedule, use the rubric your teacher gave you and complete it according to the best aspects of your presentation and the ones you need more practice with.

Checkpoint

Vocabulary

1 Check the sentence to describe the face.



I'm excited.

I'm tired.

I'm bored.



I'm silly.

I'm sad.

I'm angry.



I'm tired.

I'm surprised.

I'm happy.

Reading

2 Read the description of a family. Choose the correct picture.


"I have a big family. There are 2 boys and 3 girls in it."



"My family is small. There is one boy and one girl, only. He is my brother."



Listening

3 Listen  to the people talking. How do they feel? Circle the answer.

Person 1: excited - tired - sad

Person 2: angry - happy - bored

Person 3: frustrated - silly - scared

Language

4 There is one mistake in each sentence. Read the sentences, spot the mistakes and correct them.

- Lisa makes silly faces all the time! He makes me laugh.
- Dad works a lot. She is a police officer.
- My cousins fight every day. He act like cats and dogs.
- She am a student and I go to school in the morning.

5 Can you explain your corrections? Follow the model to explain the other mistakes to a partner.

Example: **a.** The sentence says, "Lisa...He..." Lisa is a "she."

Speaking

6 Ask for words in English. Follow the model to practice in pairs. Use the words *nervioso*, *enojado*, *cansado* and *feliz*.



Example: Student A: How do you say *sorprendido* in English?

Student B: *Sorprendido* in English is surprised!

Self Evaluation

• My favorite part of lessons 1 and 2: _____

• In lessons 1 and 2 I completed these goals: _____

• Where did I use a learning strategy?
page _____
activity _____

• Circle what's true for you. Speaking activities are easy when I:

review vocabulary

see images connected to the topic

have a model to follow

Lesson 3 Friends & Free Time

In this lesson   
you will learn: To talk about your favorite free time activities.

Before Listening

1 Read the descriptions. Who do you think are friends? Why? Complete the pairs.

Javiera

I am very active. Sports are my passion! My best friend is really different, but that's ok.

Pedro

My best friend and I always have a great time, but our hobbies are super different!

Cecilia

I love music! Hip-hop is my favorite. I rhyme all day.

Jorge

Rock music is great! I play the guitar. My best friend doesn't like it, but she is crazy for music.

Daniel

My best friend is the complete opposite from me, but that's not important. We love each other.

Julieta

Playing video games is my number one hobby. I watch movies, too. Sports? I'll pass!

_____ and _____ _____ and _____ _____ and _____

2 Look at the pictures. Write the names of the activities using the words in the box. Letter **a** is ready. Pay attention to the example.

painting - swimming - hockey - singing - cooking - acting



a

hockey



b



c



d



e



f

- 3 Look at these people. Write the activities they represent. Draw lines to the items they use in their activities.



swimsuit



voice



goal



ball



microphone



goggles

Predict

- 4 What activities do you think the kids from page 37 like? Compare your ideas with a partner.

Listening

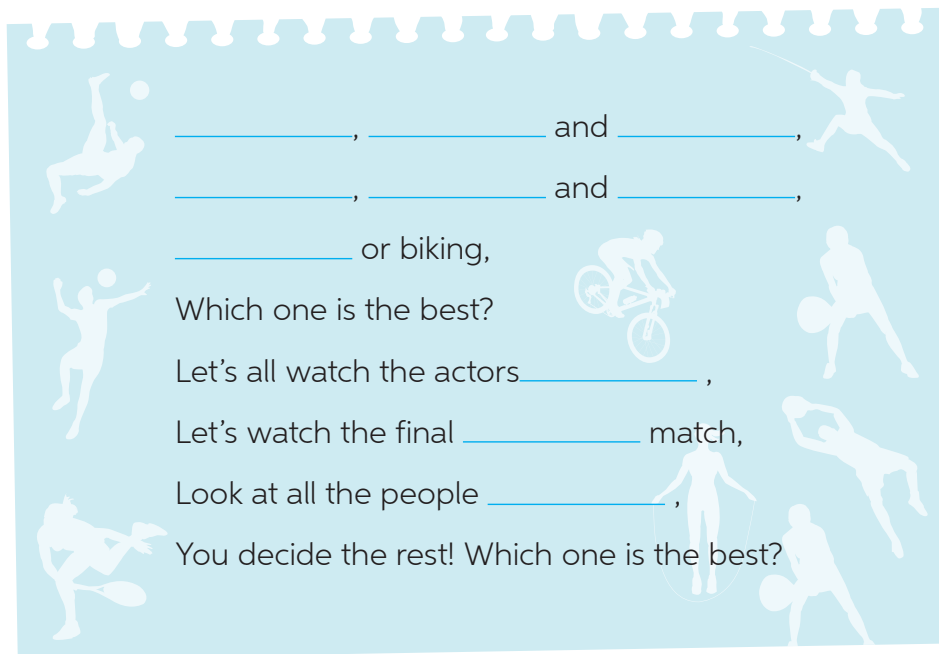
1 Listen  to the song and complete the name of three sports.

a. _ _ o _ _ _ _ _

b. _ _ _ _ c _ _ _

c. _ _ _ _ i _ _

2 Listen  to the song again and complete the lyrics. Let's sing!



_____ , _____ and _____ ,
 _____ , _____ and _____ ,
 _____ or biking,
 Which one is the best?
 Let's all watch the actors _____ ,
 Let's watch the final _____ match,
 Look at all the people _____ ,
 You decide the rest! Which one is the best?

3 In your opinion, what is a good name for the song? Why?

4 Do you know other songs about activities in English or Spanish?


Example: "Live it Up" by Nicky Jam was the official song for the 2018 World Cup.

Share your ideas with a classmate.

Language

Before listening to a recording, make sure you understand the instructions. This will help you to know what to pay attention to when listening.

Our Hobbies

- 5 Listen  to three kids describing their favorite activities. Write the name of the activity under the person.

María




Carlos



Ángelo



- 6 Listen  again. Fill in the blanks with one word.

- a. My name is María. I play this sport. There are _____ players on the team. My _____ and I kick this black and white ball around the field every weekend. My favorite activity is _____. I have fun playing with my friends!
- b. My name is Carlos. I just love _____ sports! I can go to a pool or to the beach, it doesn't matter. My favorite activity is _____. My friends say I am a fish because I never leave the water!
- c. My name is Angelo. _____ is the best! Writing songs is really, really fun. Also, I can use my _____ to make melodies.
My favorite activity is _____.

Check Your Prediction

Are these kids' hobbies different from what you predicted? What elements are not included in the picture? Discuss with a partner.

- 7 Match the expressions with their meanings.

María: I have fun with them!

He likes the activity a lot.

Carlos: My friends say I am a fish!

He loves the pool and the beach.

Ángelo: It's really, really fun!

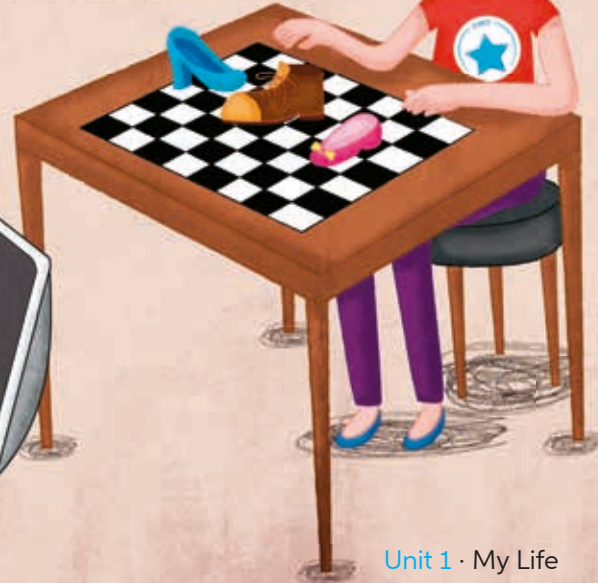
She enjoys the activity.

After Listening Speaking

1 What is your favorite activity?

My favorite activity is _____.

2 What's wrong with this picture? Circle what you think is incorrect.

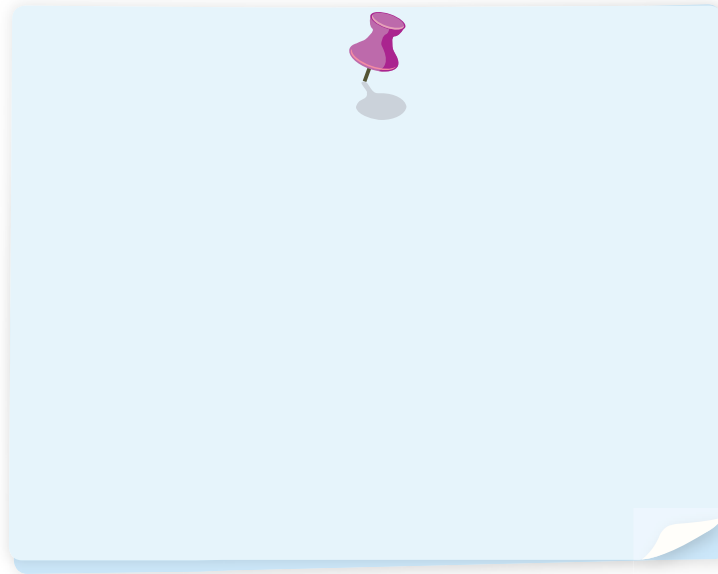


Vocabulary

Some free time activities:

- biking
- playing music
- watching movies
- drawing
- playing video games
- reading
- cooking
- hanging out with friends
- playing sports
- surfing the internet

- 3 What do you need to practice your favorite free time activity? Make a list of items. Use a dictionary.






- 4 Ask 4 classmates what their favorite free time activities are and what they need to practice them. Complete the table according to the things you do (✓) or don't do (✗).

Free Time Activities				
Classmate	What do you like doing?	What do you need?	I do this	I don't do this
<i>Example: Tina</i>	<i>playing chess</i>	<i>chessboard, pieces, another player</i>		

- 5 With a partner, discuss the information in activity 4. Follow the example.
Example: Tina plays chess, but I don't play chess. What about you?

Lesson 4 Having Fun at School

In this lesson   
you will learn: To express your likes and dislikes in relation to school subjects.

Before Reading

1 Look at the books. What subjects are they for? Use the words in the box.

History - Science - Math - Language



1. _____ 2. _____ 3. _____ 4. _____

2 Find the school subjects in the word search.

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

Language

Math

Science

History

English

Art

Music

- 3 Look at the faces to describe preferences. Write school subjects below the face to show your preferences.



I love it.



I like it.



It's OK.



I don't really like it.



I can't stand it.



I hate it.

Attitude

In your notebook, write two suggestions for preparing before an English class.

- 4 Read the words below. Group them in the table according to subject.

equations - book reports - drawings
numbers - vocabulary - collage

Art

Math

Language

Predict

- 5 Look at the text on page 43. What kind of text is it? Do you use this form of communication?

Reading

1 Look at Camila's schedule and choose what she needs for school. Write it in the backpack. Use a dictionary for new words.

Monday	
8:00 - 9:30	Math
9:30 - 11:00	English
11:00 - 11:15	Break
11:15 - 12:45	Art
12:45 - 1:45	Lunchtime
1:45 - 3:00	History
3:00 - 4:15	Soccer

calculator

chessboard

lunch

colored pencils

soccer ball

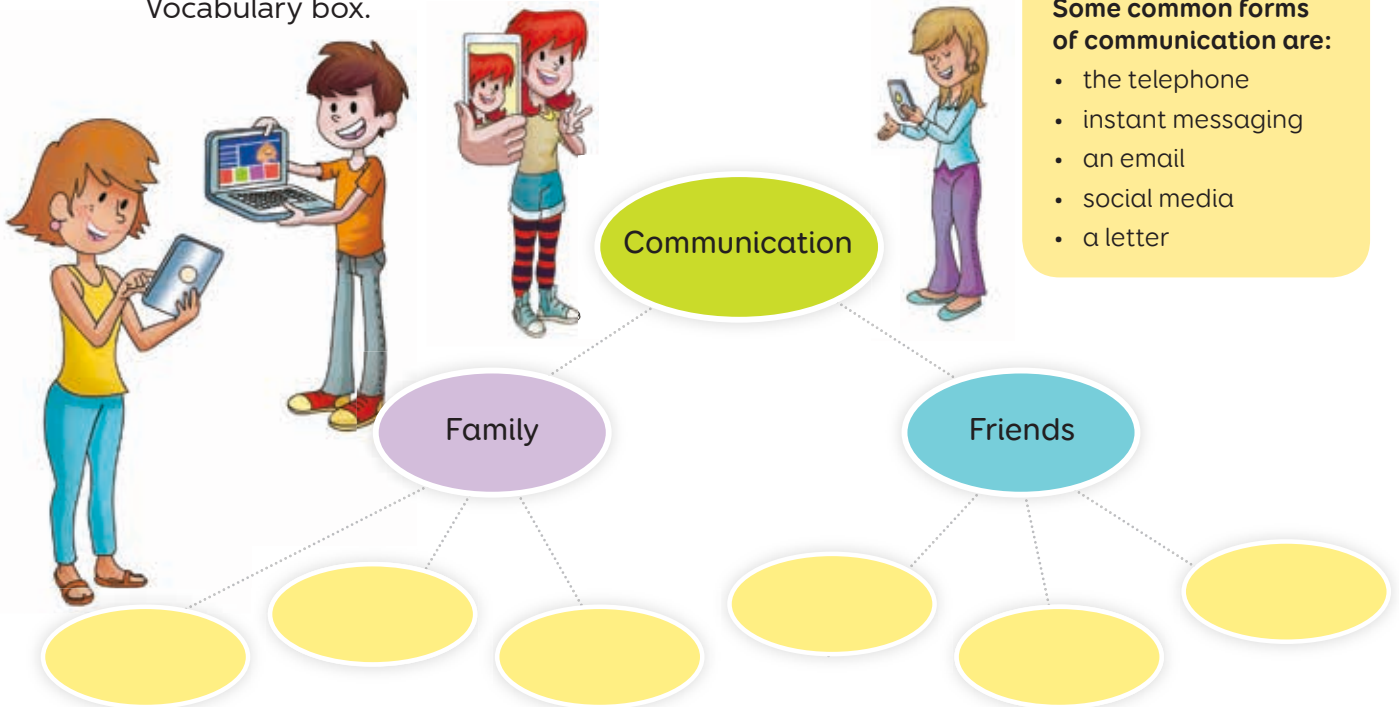
microphone

dictionary

guitar




2 Complete the diagram. How do you contact people? Mention at least two means of communication from the Vocabulary box.

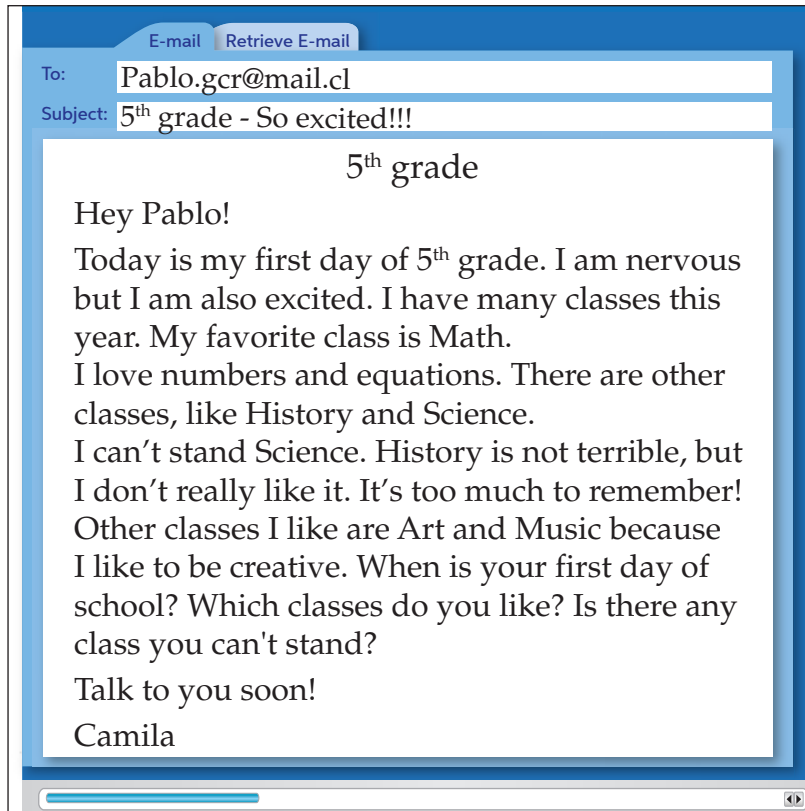


Vocabulary

Some common forms of communication are:

- the telephone
- instant messaging
- an email
- social media
- a letter

- 3 Read the text below. 



E-mail Retrieve E-mail

To: Pablo.gcr@mail.cl

Subject: 5th grade - So excited!!!

5th grade

Hey Pablo!

Today is my first day of 5th grade. I am nervous but I am also excited. I have many classes this year. My favorite class is Math. I love numbers and equations. There are other classes, like History and Science. I can't stand Science. History is not terrible, but I don't really like it. It's too much to remember! Other classes I like are Art and Music because I like to be creative. When is your first day of school? Which classes do you like? Is there any class you can't stand?

Talk to you soon!

Camila

Strategy

In order to remember and practice the pronunciation of new words, you can create a list of words that rhyme. For example, *mail* rhymes with *whale*.

Check Your Prediction

Circle the elements that helped you predict the type of text in page 41.

- 4 What subjects does Camila like? Read the email again and complete the table.

Camila's preferences	
Camila likes...	Camila doesn't like...

- 5 Write examples of what Camila says about the subjects she likes and the ones she doesn't like.

Example: *Math - I love numbers and equations.*

After Reading Writing

- 1 Think about the subjects you like and the ones you don't like. What do you like and dislike about them?

Your Preferences			
Subjects I like	What I like about them	Subjects I don't like	What I don't like about them
Example: Math	numbers, equations		

- 2 How do you feel when you have those classes? Complete the sentences.

- a. When I have _____, I feel _____.
- b. When I have _____, I feel _____.
- c. When _____, I _____.
- d. _____.

Tips

Creating Questions
 You can modify a question to create new ones. For example, the question "How do you feel when you have those classes?" can be modified to say "How do you feel when you have Science classes?"
 Now we have a new question that will give us access to new information!

Think fast!

Connect two expressions to express preference with feelings or emotions from Unit 1.

_____ → _____

_____ → _____

- 3 Write an email to a friend. Tell him/her your likes and dislikes in relation to school subjects.

E-mail Retrieve E-mail

To: _____

Subject: _____

Hi _____

See you soon,

- 4 Share your email with a partner. Do you have similar opinions?
Complete the table.

Our Preferences	
We have the same opinions about...	We have different opinions about...

Tips

When revising a text that is not very clear, you can suggest your partners to go back to the model. This way, they can check if all the characteristic elements of that type of text are present in theirs.

Let's Play

- To play this game you need:
- A coin
 - Items to use as pieces you put on the squares.
 - A partner!

Instructions:

- Players take turns flipping a coin. Heads means you move forward two squares. Tails means you move forward one.
- Complete the challenge in your square before moving to the next one.
- The first player to finish the board wins!

Start

1

Name three school subjects you have today.

2

Name something you like.

3

Only sports are free time activities. True or false?

7

Go back to the Start

6

What are your favorite free time activities?

5

Miss a turn

4

Is "I can't stand" a positive expression?

8

Name three family relationships

9

How many people are there in your family?

10

Name something you don't like.

11

Go forward two spaces!

Finish

14

What do you need to play tennis?


13

Name two school subjects you don't have today.

12

Mention three things that your best friend loves.

Next Evaluations

 In groups, prepare to organize your study according to the upcoming (next) tests in a calendar.

In order to make this calendar, you need:

1 What to Study for and When?

- Make a list of all the subjects you have. Organize the information that you have about them.
- When are the upcoming tests or quizzes? Do you know what is included on them?

Materials

- 3 white posterboards (or more)
- Markers
- Colored pencils, crayons, glitter, colorful paper or anything you can decorate with
- Tape

2 The Structure

Make a blank calendar. Remember you have to put information in it, so leave enough space to write there. You can make pages for the next three months or for the rest of the year, if you prefer.

3 Fill in the Calendar

Complete the blank pages of your calendar with the upcoming evaluations. Include information like the subject and the content to be evaluated. You can give every subject a different color, so it looks more organized.

4 The Final Touch

Not everything can be studied. Include days when you can all get together and relax after tests. You can also include other important dates in your calendar. The objective is to organize your study in a friendly way.

5 Share Your Calendar

Your calendar is ready! Present it to the class. Show them the information you included and tell them what upcoming tests feel like a challenge to you and which subjects you like. Tell your class about the dates you marked but are not related to school, too. Finally, post your calendar in the classroom, so it's useful to everybody.

Synthesis Unit 1

Language

- 1 Complete the diagram with ideas from the unit. Remember to use vocabulary related to family, activities and school.

There is



Number of people: _____

There are



Number of people: _____

- 2 Look for a question to ask about the number of people in a family on page 25.



- 3 Write a sentence describing a person from your family. Circle the adjective you use.



- 4 Write a sentence expressing your likes/dislikes about a school subject.



My Progress

1 What are the topics that relate to these images from page 16?




Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____

2 Complete the table according to your progress in this Unit.

• Something I liked about this unit:

• I need more practice with:

• Three important words or expressions I learned in this unit: _____

• Circle. For me, learning English is:

fun ok

a little difficult

Review Unit 1

Vocabulary

- 1 Unscramble the names of the free time activities. Then, draw a line to connect them with the correct item.

NINSET

GIMIWMNS



NIPAINGT

ROCECS

Speaking

- 2 Ask six classmates about their favorite free time activity. What is the most popular activity in the group?



Classmate 1: _____

Classmate 4: _____

Classmate 2: _____

Classmate 5: _____

Classmate 3: _____

Classmate 6: _____

Most Popular Activity: _____

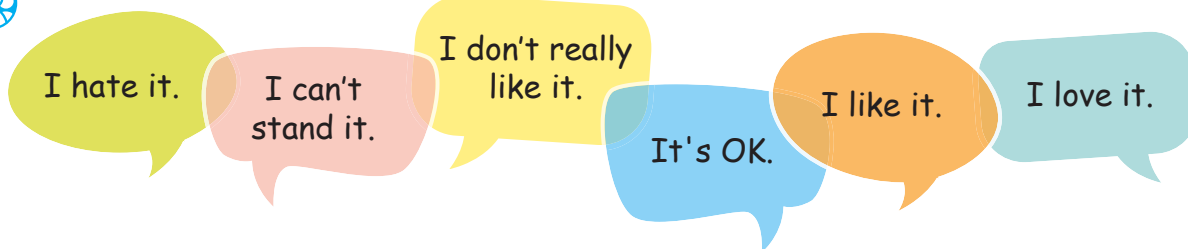
Writing

- 3 Write one thing that you like and one thing that you don't like for three school subjects that you have today.

Today's School Subjects		
Today I have...	Something I like	Something I don't like


Speaking

4 Work with a partner. Use the expressions to give your opinion on different ideas.



- Physical education class
- Action movies
- Soccer matches
- Hanging out with friends

Listening

5 Listen  to four children describing their families. Write the family members they mention.

Macarena:

Emilio:

Katherine:

Andrés:

Speaking

6 What do you think are three benefits of working in a methodic way when learning a new language? Discuss with a partner.



unit 2

We Live Here



- Write two more activities that you can do where you live.

- Tell a partner the name of the people that do the activities with you.



My Ideas

Show your previous knowledge

- 1 These images represent concepts. What do you think they are? Use your imagination!



- 2 Read the fable “The Mouse and the Lion”. What is the moral? Mark it below.

One day a lion wakes up to see a small mouse. SWAT! He traps the mouse. The mouse says “Please! Don’t hurt me!” and the lion lets him go free.

A few days later, the lion is trapped in a net. The mouse sees him and uses his little teeth to break the net and the lion is free.



- Everyone is helpful in some way.
- It’s important to be nice to your friends.



Treasure Hunt

Look at the unit and find:

A museum

Page:

Rooms of a house

Page:

A description of a country

Page:

Siblings having a conversation

Page:

My Goals

Plan your strategies

1 Read the goals for this unit.

Reading	Writing
<ul style="list-style-type: none"> • Read about people shopping in their neighborhood. • People describing their countries. 	<ul style="list-style-type: none"> • Write about your neighborhood and the places in it. • A brochure about a country.

Attitudes
Showing curiosity to learn more about your reality and culture as well as others'; expanding your world view.



Listening	Speaking
<ul style="list-style-type: none"> • Listen to and understand people talking about their rooms. • Different descriptions of a city. 	<ul style="list-style-type: none"> • Interview classmates about the objects in their houses. • Describe your favorite places in your city or town.

2 Mark the things you want to do by the end of the unit. What other personal goal do you have?

- Talk about my house
- Name places in a neighborhood
- Identify 10 countries
- Describe places in my town

Other: _____

3 Read the sentences in the box. These are strategies to learn English.

- ✓ Have someone read my text before the final version.
- ✓ Verify that the other person understands what I say.
- ✓ Understand the task before going through the audio.
- ✓ Check a text quickly and then read it carefully.

4 Complete the ideas using strategies from activity 2.




A good listening strategy
_____.

A good speaking strategy
_____.

A good reading strategy
_____.

A good writing strategy
_____.

Lesson 1 My Room, My House

In this lesson   
you will learn: To describe your neighborhood and the people who work there.

Before Listening

1 Look at the picture and try to guess the names of the rooms.



2 Answer the following questions:

a. Which is your favorite room of the house?

b. Which is your least favorite room?

c. Which room does your family spend more time in?

Language

Questions and affirmative sentences have different word order. Be careful when answering a question.

Example:

- *Which one is your bedroom?*
- *My bedroom is the small one.*

3 Match the following objects to the corresponding room. Draw lines.



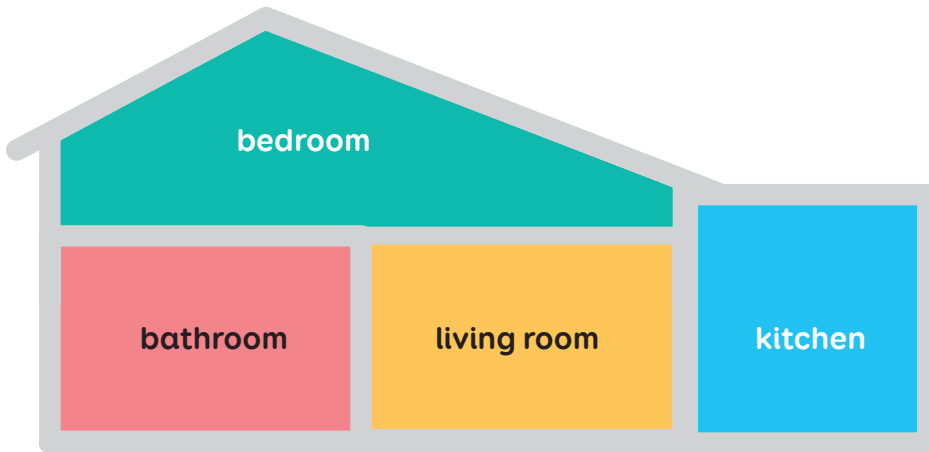
sofa



toothbrush



pillow



food



razor



dental floss

4 Listen  and repeat to practice the sounds of letters **th**, **h** and **ch**:



"Three kids are throwing
a ball inside the house."
"Here's some chocolate.
Now change your clothes
and go outside."

Tips

Repetition is very important when you pronounce new sounds. Pay attention to the recordings and your teacher and try to use new words in original sentences. With time and practice, English sounds will become more natural to you.

Predict

5 Look at activity 4 on page 59. What other objects do you think the kids have in their rooms?

Listening

1 Listen  and complete.

garden - bathroom - kitchen - living room - bedroom

- a. Where is dad?
He's in the _____.
- b. Where is mom?
She's in the _____.
- c. Where's grandma?
She's in the _____.
- d. Where's grandpa?
He's in the _____.
- e. Where's the dog?
He's in the _____.



2 Unscramble the words. Use a dictionary to help you.



Vocabulary

A dictionary is a great tool when learning vocabulary. It's not important if you use a traditional or an online one, the important thing is that you consider this element when you communicate in English.

What Do You Have in Your Room?

3 Listen  to these three children talking about their rooms.



Pamela

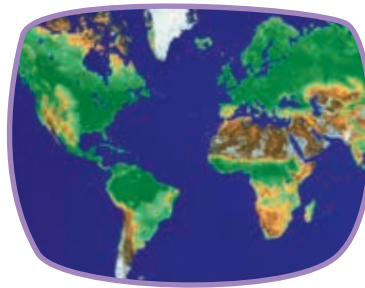


Cristian



Carolina

4 Write the name of the owner according to the listening.



5 Listen  the children one more time and complete the blank spaces.

Pamela: “In my bedroom I have _____ closet and a small bedside table. There are red _____ and there is a _____.”

Cristian: “I have big windows in my room, I also have a _____. There are two _____ because we share the room with my brother and there is a poster of our favorite music _____ on the wall.”

Carolina: “There are many _____ in my room. I have a huge world map on the wall because I like geography, there is also a _____ and there are many _____.”

Check Your Prediction

Were there any similarities with your prediction of the objects? What similar objects do you have in your room? Tell a classmate about them.

After Listening Speaking

1 Practice the dialogue with a partner by using your own information for the words in bold.



A: Hey **Tom!** Do you have a **TV** in your bedroom?

B: Hi **Rose!** No, I don't. But there is one TV in the **living room**. Is there a **dining room** in your house?

A: Yes, there is. There is a **table with six chairs** in our **dining room**.

B: Nice! And what objects do you have in your **bedroom**?

A: I have a **small bed, two pillows** and **eight books**.

B: Cool! I have two **rackets** and a **tennis ball** at home. Do you want to play?

A: Sure!

2 Complete the first column of the table.

Tips

Use elements from your own life when communicating in a new language. Your own experiences and reality will help you to make connections in your mind.

Things at Home				
	You:	Partner 1:	Partner 2:	Partner 3:
What are two things you have in the bathroom?				
Is there a garden in your house?				
How many beds are there in your house?				
What are 3 things you have in your bedroom?				

3 Ask three classmates the questions in activity 2 and complete the table on page 60.

With a partner, compare your answers and make a list of all the objects you have in common.




Attitude

What things call your attention when another person describes his or her life? Discuss the reasons with a classmate.

Think fast!

Write three words related to your house that you learned during this lesson:

Lesson 2 My Neighborhood

In this lesson   
you will learn: To describe your neighborhood and the people who work there.

Before Reading

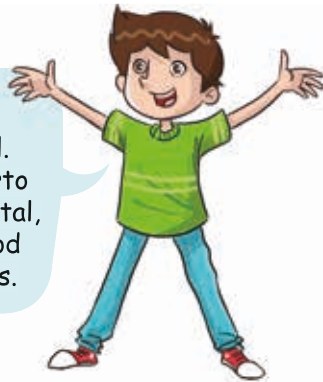
1 Which places do you think appear on the map? Write them down.

Example: a school.



2 Read Matí's description of his neighborhood.

Welcome to my neighborhood!
 Hi, I'm Matías, I live in Mirasol.
 It is a nice neighborhood in Puerto Montt. Here, you can find a hospital, a mall, supermarkets and seafood restaurants, among other places.



Vocabulary

Word Groups

Groups of words are easy to learn when they are connected to an idea or concept. For example, house, supermarket, bus stop, park and school are words that relate to the concept of neighborhood.

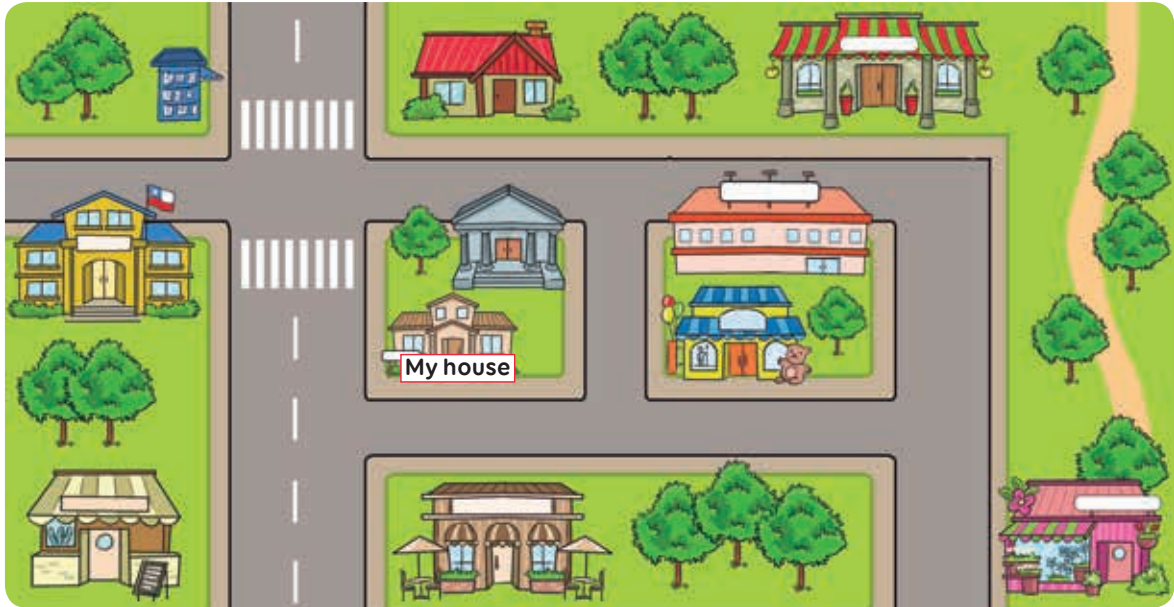
3 Write a brief description about your own neighborhood.



draw
 your
 face

Welcome to my neighborhood!
 Hi, I'm _____, I live in _____.
 In my neighborhood you can find _____,
 _____, _____,
 _____ among other places.

4 Look at the map and underline the words in the box that indicate location.



- | | |
|--|--|
| <ul style="list-style-type: none"> • The bank is behind my house. • The supermarket is next to the bank. | <ul style="list-style-type: none"> • The café is in front of my house. • There is a street between my house and the toy store. |
|--|--|

5 Where do they work? Match each person to their workplace.



Predict

6 Look at the text on page 64. What is a good place to buy a present?

Reading

1 Read the text below.



Let's buy a present

Diego and Javiera want to buy a present for their grandfather on his 75th birthday. There are lots of shops where they live. The veterinarian is between the music café and the computer & games store, the grocery store is next to the shoe store. The bus stop is in front of the flower store... There is also a clothes shop, a bakery and a post office.

After shopping, they go to the café. There, Diego eats a chocolate cake, Javiera drinks some orange juice and their mother drinks a cup of coffee. Then, at six o'clock, their mother takes them to the movies: They see *Adventure in the Desert* and they love it! After the movie, they go back home.

Strategy

When reading a text with visual aids, try to connect them with the text.

According to this text, is the image correct?

Check Your Prediction

What information from the text can help you check your prediction from page 63? Do you want to change it now that you know who the present is for?

2 Answer these questions choosing the right picture. Mark the correct letter.

- Who is the present for?



- Where do they go after shopping?



a



b



c

- What does the mother drink at the café?



a



b



c

- 3 Tick ✓ what you can buy in Javiera and Diego's neighborhood.

- | | |
|-------------------|-------------------|
| a. dog _____ | e. computer _____ |
| b. cake _____ | f. bananas _____ |
| c. guitar _____ | g. cheese _____ |
| d. notebook _____ | |

- 4 What do you think they give their grandfather? Discuss with a partner.



- 5 Read the ending of the story and find out.

At 8 o'clock, they go to their grandfather's house. There is a big chocolate cake with 75 candles on it on the table! Diego and Javiera are very excited because they want to see their grandfather's face when he opens the present. After singing and eating some cake, the grandfather opens the present: it is a beautiful yellow sweater. Their grandfather looks at them and says, "Thank you, kids. Yellow is my favorite color!"



After Reading Writing

- 1 Make a list of six important places in your neighborhood and use symbols to identify them.

Example: bank \$

_____	○	_____	○
_____	○	_____	○
_____	○	_____	○

- 2 Draw a map of your neighborhood. You can use the symbols to identify the different places.

Example:



Tips
 Revision and rewriting are important parts of creating a text. Other people's suggestions and comments can be useful for you.

My Neighborhood

- 3 Where are the places? Exchange your map with a classmate and write a short description mentioning the places in their map. Use Javiera and Diego's description as a model. (page 64)

- 4 Read your classmate's description of your map. Is it accurate? Make the necessary corrections.

Language

Use **there is** and **there are** to mention places you can find in the neighborhood.

Tips

Deleting unnecessary information is a vital part of revising a text. This is especially important for types of texts where specific information is the objective of your writing.

Legends and Myths



A legend is a story about a past event, in which real characters are usually involved, but there is no evidence to prove it happened. On the other hand, a myth is mainly fiction and fantasy. It usually includes super natural elements and characters.



The Girl, the Condor and the Hummingbird

The girl is knitting when a condor dressed up as a young man appears. He invites the girl to go for a walk to the beautiful valleys and she accepts. Suddenly, his arms turn little by little into big wings, and he flies away with the girl over the mountains. The condor leaves her in a distant cave full of rocks. He wants to marry the girl high above the immense mountain range, but she misses her family and friends. The next morning, while the condor is flying above the desert, a hummingbird appears and tells the girl, "I will take you back to your village if you give me your green necklace." She immediately accepts and gives him the necklace.

The hummingbird and the girl fly out of the cave and go home. At night, the family hides the girl but the condor looks everywhere for her. The next day, the condor arrives to her house. The father of the girl scalds his face and neck with very hot water. The hot water burns the condor and he loses the feathers on his head and neck. The condor gets furious with the hummingbird and eats him. Because the hummingbird is so small, he escapes and is free.

This is why all hummingbirds have a green collar and why condors have no feathers on their heads and necks.



1 Discuss with a classmate.

- Do you believe this story really happened?
- Is this a legend or a myth? Why?
- Write the name of more myths or legends that you know in the space below.

Legend	Myth
<hr/> <hr/>	<hr/> <hr/>

Let's Make It!



A Great Place in My Neighborhood

Every neighborhood has a historical or special store, church, park, museum or restaurant that is worth visiting. How would you promote a great place in order to make other people visit it?

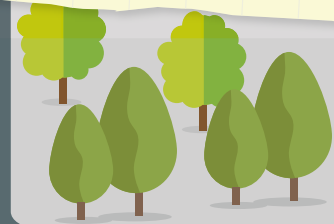
Flyers are a great idea to give information about places or events we would like people to attend or visit.

Create a flyer to promote this place. For this, you need:

- 1 white or color poster board
- Markers
- Colored pencils
- Scissors
- Cut outs of words, pictures or anything you can decorate with
- Glue

1

In pairs, think about a historical or special place in your neighborhood.



2

Write a brief description of the place including the following information:

- Location (city, neighborhood)
- Why it is historical or special
- What you can find there
- Opening and closing hours

3

Include pictures and colorful drawings. Remember, flyers are meant to get people's interest in what you are showing them.



4

Share your flyer with your classmates.

5

After seeing other flyers created by your classmates, what places would you like to visit? Did you know about these places already? Share your ideas with the class.

Checkpoint

Speaking

1 Write four rooms in your house. Ask a partner to mention two items from each room.



Room _____

Room _____

Room _____

Room _____

Reading

2 Read the riddles and guess what the secret occupation is.



Is it your birthday? I have your cake. Do you want a sandwich? Let me make the bread.

I help with big problems, like a house on fire. A kitty on a tree? Of course I'll help!



Do you want to learn Math? I know that! Add or subtract? You have to be exact. I can teach you that.

Listening

3 Listen  to the words and circle the odd one out. What's different about it?

a.

thin

thick

them

thanks

b.

hot

honor

horrible

huge

c.

chat

Chicago

chance

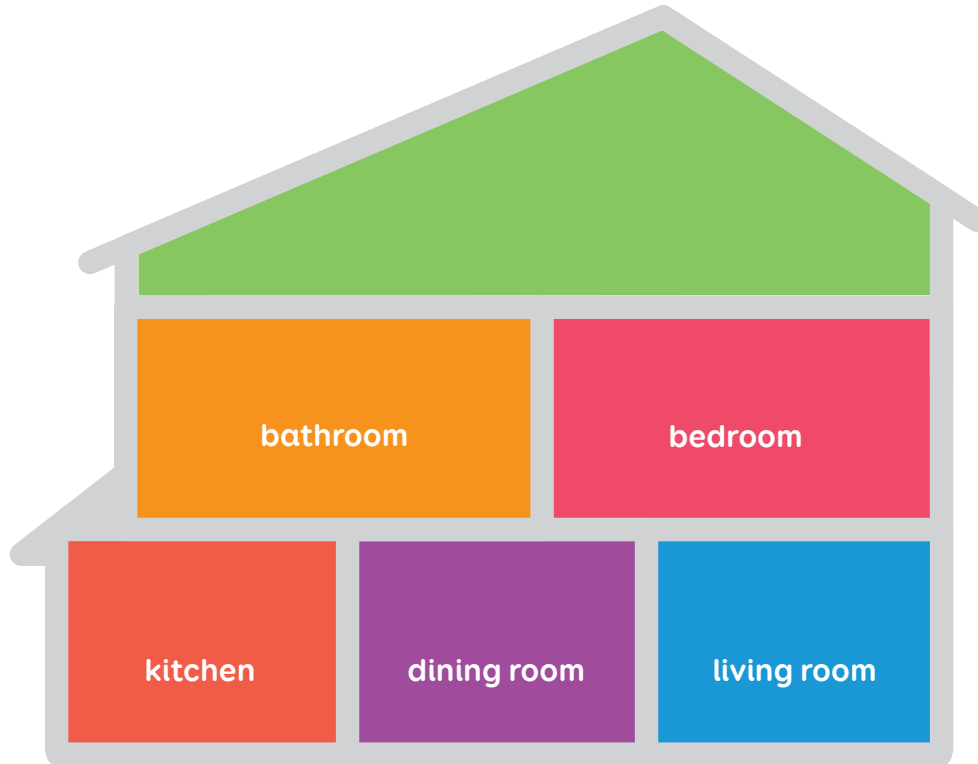
cheese

Language

- 4 House bingo. Draw a pencil, a cat and a person in different rooms. With a partner, take turns asking about their location. The first one to guess them all wins!



Example: Is the _____ in the _____? – Yes, it is. / No, it isn't.



Self Evaluation

- My favorite part of lessons

1 and 2: _____

- In lessons 1 and 2 I completed these

goals: _____

- A difficult activity in lessons 1 and 2.

page _____

activity _____




- Circle what's true for you. Listening activities are easy when I:

predict the topic

listen to the audio
more than one time.

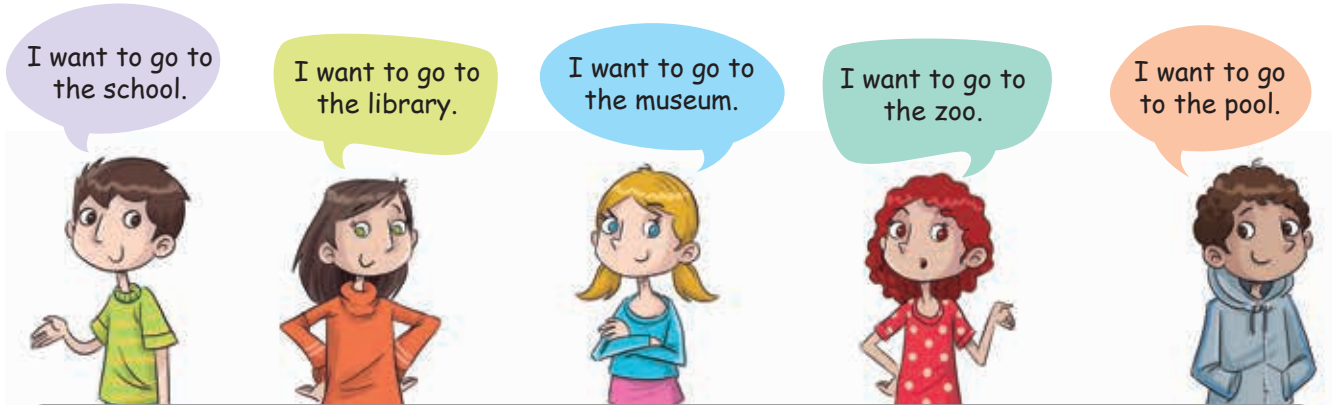
see pictures

Lesson 3 My Town

In this lesson   
you will learn: To describe places in your city or town.

Before Listening

1 Help these friends to go to where they want. Draw their routes on the map.



- 2 Discuss with a partner and complete.
- a. There are animals in the _____.
- b. I can swim at the _____.
- c. What places can you find in your town?

3 The names of these places and things are wrong. Write the correct names.



factory



bridge



lake



statue

4 Complete the sentences with words from activity 3.

- a. There are fish and ducks in the small _____ . They are swimming!
- b. There is a big _____ near my town. They make toys there!
- c. There are many cars on the long _____ .
- d. There is a _____ of a horse in the park. It's really beautiful.

5 Look at the pictures and choose an adjective to describe them. Write the opposite word too.

Language

Adjectives are used to describe places, objects, people, animals, etc.

For example: *big, small, long, short, beautiful, ugly, friendly, playful, old, new and expensive.*

long - tall - small



Two empty boxes for describing the skyscraper.

Two empty boxes for describing the small house.



Two empty boxes for describing the bridge.

Predict

6 Look at activity 1 on page 74. Try to predict the parts of the city mentioned in the audio.

Listening

1 Think of two words to describe each picture. You can use the adjectives on page 73, a dictionary or ask your teacher for help.













Touring

2 Listen and tick the boxes according to the words Claudia, Jaime and Paula use to describe these places.

Touring						
	restaurant	theater	stadium	lake	zoo	park
big						
old						
beautiful						
modern						
ugly						
small						

3 Now listen (22) to the people from activity 2 talk about their tour around the city. Complete the table with the adjectives they use. Are they similar to the ones you used in activity 1?

	Jaime	Paula	Claudia
Characteristics			
Places	<ul style="list-style-type: none"> ◆ Buildings ◆ City 	<ul style="list-style-type: none"> ◆ Lake ◆ Stadium 	<ul style="list-style-type: none"> ◆ Restaurant ◆ Supermarkets

Language

Remember to use **is** with a singular noun (1) and **are** with plural nouns (> 1).

Example:
 The cat **is** friendly. (1 noun)
 The dog and the cat **are** friendly. (2 nouns)

Check Your Prediction

Did you guess the places correctly? What other places of a city are interesting to you? Comment with a classmate.

4 Look at the information you have about the city described in activities 2 and 3. Write 4 sentences and share them with a classmate.



Example: The theater **is** old. / The museums **are** beautiful.

The City	
1	
2	
3	
4	

After Listening Speaking

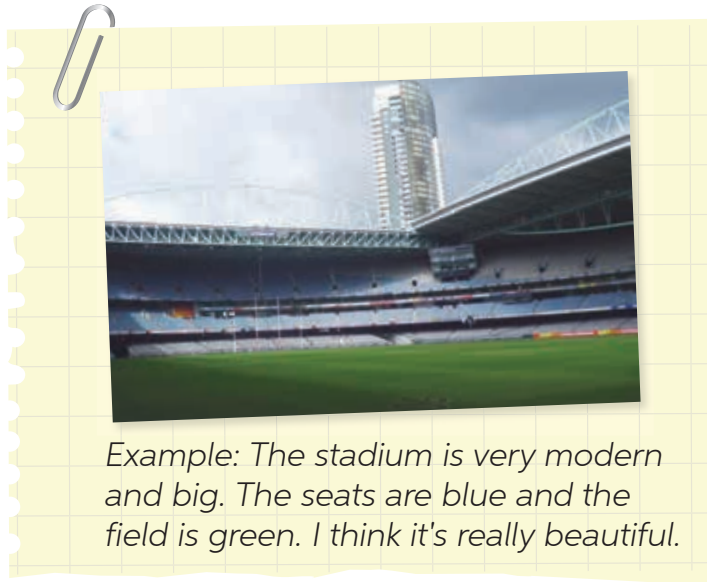
- 1 Think about your city and brainstorm a list of your favorite places in it. Use the space below to write down your ideas.



- 2 Choose four places from activity 1 and think of their characteristics. Use the table below to organize your ideas.

Place	Characteristics
Place 1 <input type="text"/>	
Place 2 <input type="text"/>	
Place 3 <input type="text"/>	
Place 4 <input type="text"/>	

- 3 Follow the model and describe one of your places to your partner.
- Listen to your partner's description and draw what you imagine.

**Tips**

Gesturing can help you to express your idea to someone else. Communication is more than speaking or writing; our body language plays an important role too.

- 4 Show your partner your drawing and see how similar your idea was to the real place. Repeat activities 3 and 4 with another partner.

Lesson 4 My Country

In this lesson   
you will learn: To describe countries and identify nationalities.

Before Reading

1 Answer The Chile Quiz by ticking T (true) or F (false).



	True	False
There are many volcanoes in the north of Chile.	<input type="checkbox"/>	<input type="checkbox"/>
There is one desert in Chile: The Atacama Desert.	<input type="checkbox"/>	<input type="checkbox"/>
Cartagena, Playa Amarilla and El Quisco are beaches located in the Coquimbo region.	<input type="checkbox"/>	<input type="checkbox"/>
Easter Island is famous for its moais.	<input type="checkbox"/>	<input type="checkbox"/>
In Valdivia, you can see the Calle Calle river.	<input type="checkbox"/>	<input type="checkbox"/>

2 Answer the questions.

What is the name of your country?

Which continent is it located in?

What is the capital of your country?

Do you like your country? Why?

- 3 Here are some animals you can find in Chile. Match them with the correct names. With a partner, find out where they live.

flamingo - mountain lion - sea lion
alpaca - condor - chinchilla



- 4 With a partner, mention two characteristics of each animal in activity 3. You can use the words from the Vocabulary box or a dictionary.
- 5 Choose one of the animals above and describe it. Where does it live?
- The _____ is _____.
- It lives in _____.

Vocabulary

Here are some useful words to describe animals:

small, big, fast, slow,
black, grey, white, brown,
hairy, furry

Predict

- 6 What is the name of New Zealand's indigenous people?
- a. Rapa Nui b. Maori

Attitude

In your notebook, write two questions that you ask a person you meet for the first time. Compare with a partner.

Reading

1 Read the brochure and match the paragraphs to the pictures. (23)

NEW ZEALAND

1. New Zealand is a group of islands in the South Pacific Ocean, Oceania. Australia is more than 1,000 kilometers away. More than 4.6 million people live in New Zealand.
2. The Maori are the indigenous people of New Zealand. In the 18th century, the British came to New Zealand. The country obtained independence from Britain in 1947. A national holiday called Waitangi Day is celebrated to commemorate the process of independence.
3. The island is home to many types of animals, mainly birds and insects. These include the giant weta. The giant weta is three times heavier than a mouse! However, in the last 1,000 years, over half of New Zealand's wild animals have disappeared.
4. Today, the most important industry in New Zealand is tourism. There are mountains, rivers, lakes, and beaches. The weather is warm for most of the year, but there is also a lot of rain.

2 Complete the fact file using the information in activity 1.

Country name:

Location:

People and culture:

Animals:

Nature:

Strategy

Ideas in texts are divided in paragraphs. Usually, you will find the main idea of a paragraph in its first sentence.

Check Your Prediction

Did you guess the name of New Zealand's indigenous people? What is the nationality of this island's people? Find out with a partner.

3 Circle the capital letters in the brochure. Then, mark the circles according to the situations when we always use capital letters.

- Countries ○ Types of animals ○ Names of oceans ○ Nationalities

4 Read what these people say. Where are they from? Fill in the blanks.

I imagine that everyone knows the Great Chinese Wall. I'm Chao-Xing and I'm from _____.

I'm Carlos. My language is Portuguese, and that's not common in Europe. I'm from _____.

Some people don't know that Justin Bieber is Canadian, like me. My name's Jim, from _____.

My name's Sophie. I'm from _____. Every person I meet says "You're Irish, like Bono!"

Language

Is there a rule for nationalities?

Why is it New Zealander and not New Zealandean? There aren't any rules to guess the nationalities of countries. The more you read, the more you learn.

5 Guess these kids' nationalities.

			She is _____.
			They are _____.
			He is _____.

After Reading Writing

1 Name these countries. Choose one country and use the internet or books to find information about them.



2 Organize the information from activity 1 using these categories.



Location: Where is it?



People: Who lives there?



Nature and animals: How would you describe the place?

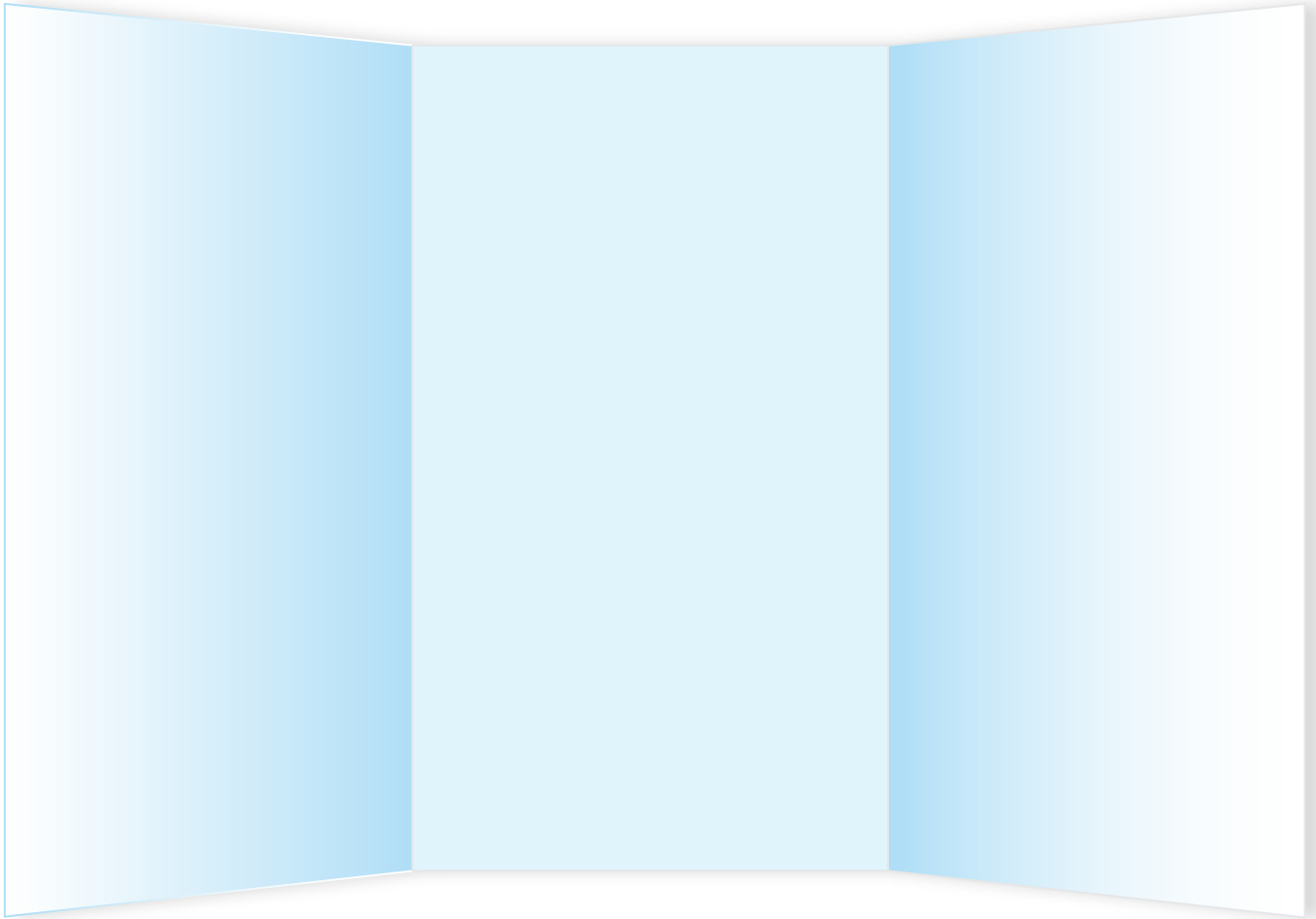


Customs: What special days or festivities are there?



Industry: What are the main activities?

- 3 Write about the country you chose. Remember to bring pictures to complete your text next class. You can also design your brochure using a computer!



- 4 Exchange your text with a classmate and read his or her work. What suggestions can you make?
- 5 Take a look at your classmate's suggestions and apply the ones you consider necessary.

**Tips**

Every text has an audience. Make sure that your material can catch the attention of the people who receive your message. Consider their age, hobbies, abilities and other interests.

Let's Play



- To play, you need:
- A coin
 - Items to use as pieces on the squares
 - A partner!

Start

1

Mention 4 rooms of a house.

2

What four things are there in your house?

3

Say three things you have in your room.

7

Look around the classroom.

_____ is between _____ and _____.

6

Does a doctor work in a school?

5

Miss a turn

4

What is your favorite place in your city or town?

8

Name a river, a mountain and an island from your country.

9

Go back to the start

10

Describe an important attraction from your region in two words.

11

Mention 2 animals in the south of Chile.

Finish

14

What are four places in your neighborhood?

13

Amit is Indian. He is from...

12

Someone from Ireland is called...

An Imaginary Country



In groups, prepare to imagine a country and its characteristics. In order to present your ideas, you need:

1

Where Is Your Country Located?

Choose the continent where your country will be located. Remember that the weather of your country depends on its location. Imagine what kind of landscapes and different places there are in your country. Is it divided by regions? Does it have beaches, mountains, lakes or rivers? Have fun being creative with this step.

2

The Name

Your country needs a name, so the world knows about it. Also, think about the nationality of the people of your country.

3

Bring in Tourists

Show your country to the rest of the world. Use your cut outs and other decorative elements to create a poster for your country. Include the important information like its capital city, how it is divided, the different weather and landscapes present in your imaginary country.

4

The Flag

Design the flag of your country. Think about colors or symbols that represent the country and its people. You can do this on the back of your poster from step 4 or use a different poster board.

5

A Country Is Born

Present your country to the rest of the class. Tell them about its characteristics and what is great about it. Show your poster and your flag and then put it up so everyone can think of the wonderful place you created at any time.

Materials

- 1 or 2 white poster boards.
- Markers
- Colored pencils, crayons, glitter, colorful paper or anything you can decorate with
- Cut outs of different landscapes
- Tape

Synthesis Unit 2

Language

1 Draw a dog biscuit according to the preposition of place.

Example:



a. in front of



b. between



c. next to



d. in

2 Use three adjectives to describe where you live (neighborhood, town or city).

_____ is _____

3 Complete the table with the endings of nationalities. Write two examples for each category.

-an	-ian	-ese	-ish	other
				<i>French</i>

My Progress

1 What are the topics that relate to the images from page 54?



Lesson: _____

Topic	Related words
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



Lesson: _____

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------



Lesson: _____

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------



Lesson: _____

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

2 Complete the table according to your progress in this Unit.

• My favorite page of the unit:

• Three important words or expressions I learned in this unit: _____

• I need more practice with:

• Circle. For me, talking about the place where I live is:

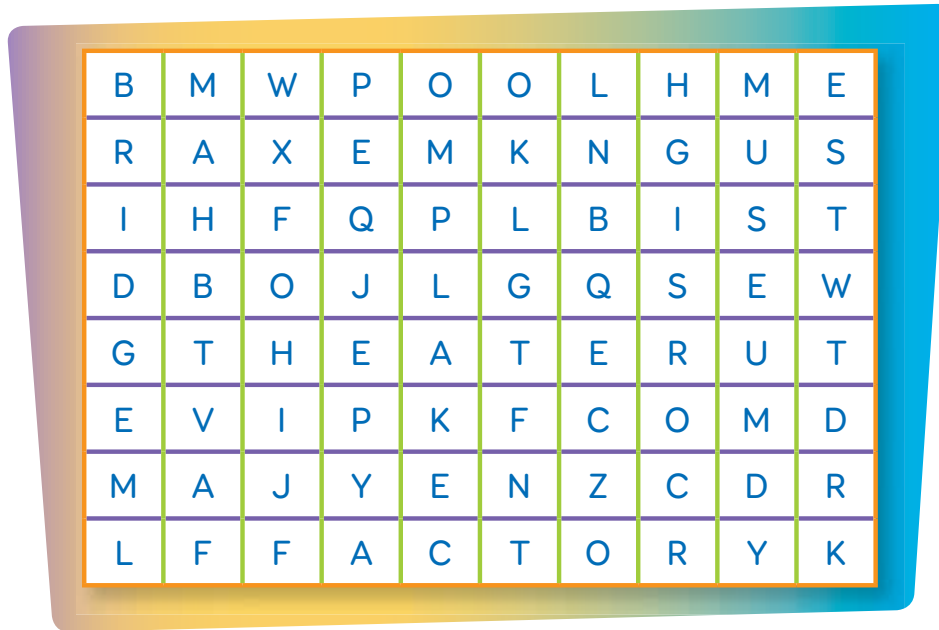
- easy
- very difficult
- a little difficult

Why? Discuss with a partner.

Review Unit 2

Vocabulary

1 Find five places in the word search:



Language

2 Complete the sentences with the appropriate word (example: is, are, long, big, tall, etc.).

- The statues _____ tall.
- The Manhattan bridge _____ long.
- The computer factory _____ modern.
- Museums are usually _____.
- Chile is a _____ country.

Speaking

3 Write three adjectives that describe animals.



4 With a partner, make a list of the rooms in your house and practice pronouncing them.

Listening

5 Listen  to the conversation and write down the Chilean animals mentioned.

- _____
- _____
- _____
- _____

Vocabulary

6 Use the words from the box to define what these pictures show.

island - volcano - valley - desert







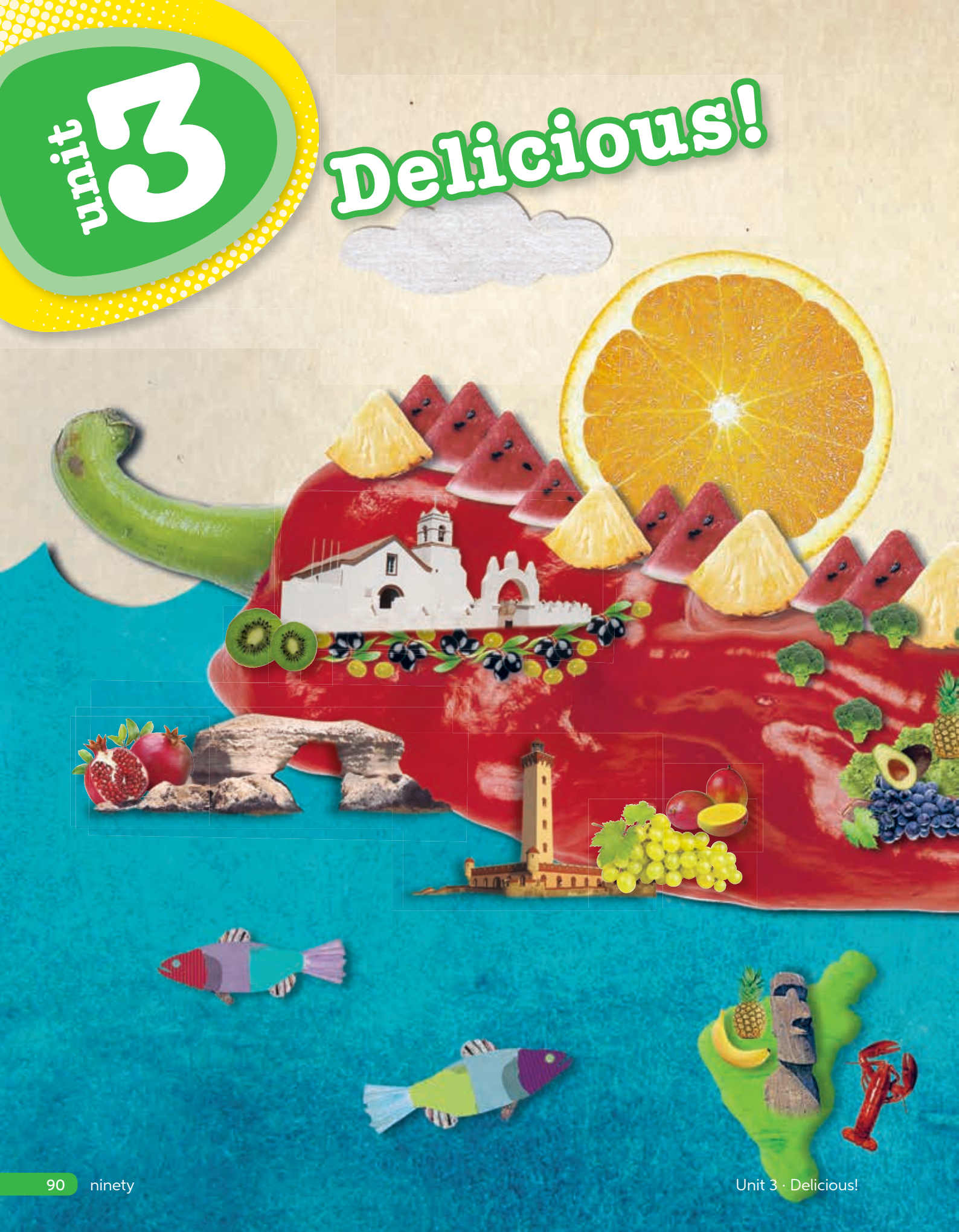


Speaking

7 With a partner, ask each other the following question: Is it important to be curious about realities different from yours? Why? Compare your ideas with another pair.

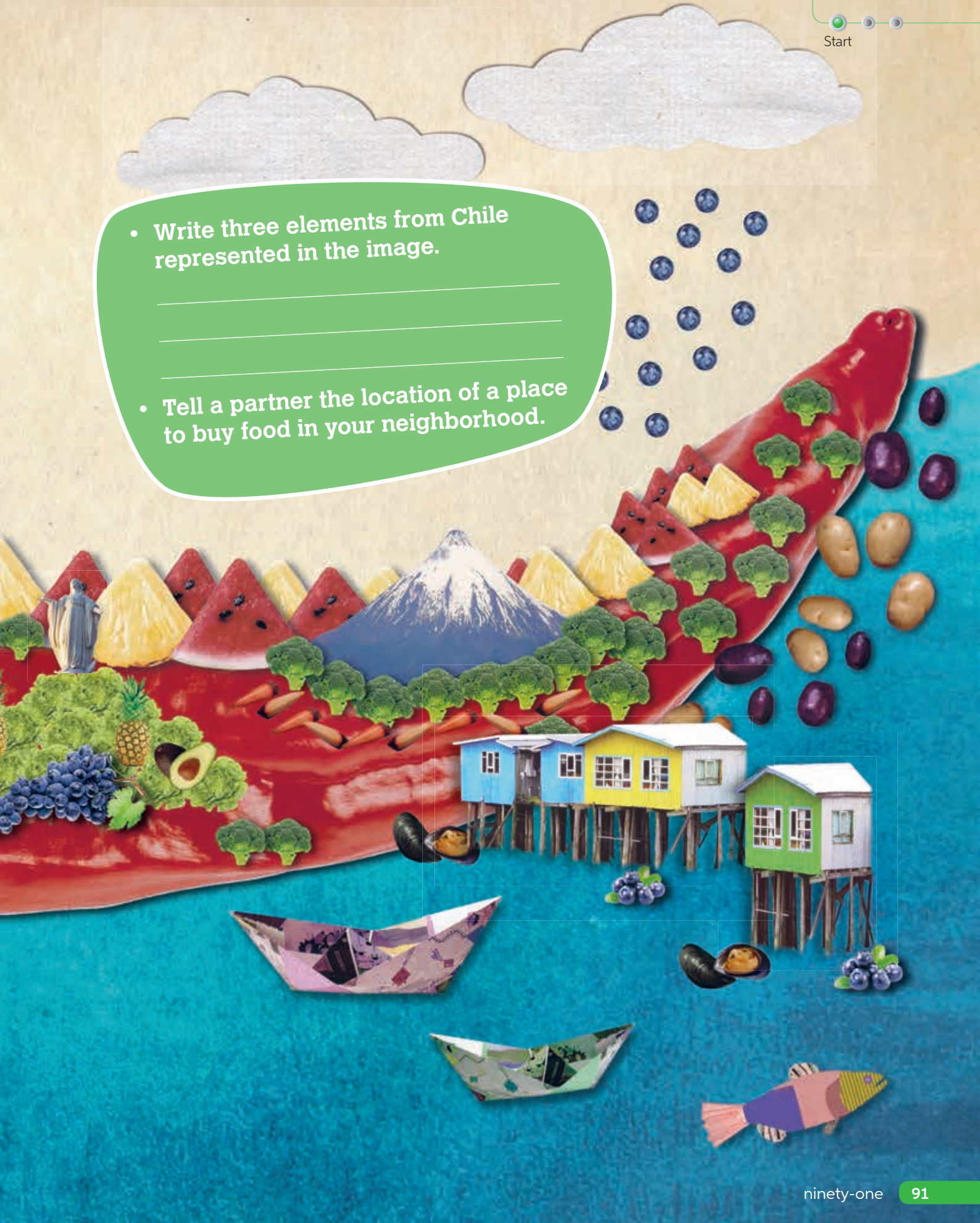
unit 3

Delicious!



- Write three elements from Chile represented in the image.

- Tell a partner the location of a place to buy food in your neighborhood.



My Ideas

Show Your Previous Knowledge

1 These images are connected to this unit. What do you think they represent? Write at least two sentences.



2 Read the fable and discuss the questions.

A very hungry dog walks into a vineyard with many grapes. The grapes are very high on the tree and the dog cannot reach them. He jumps and jumps and jumps, but they are too high. He walks away and thinks "I am sure those grapes have a terrible flavor."

- a. What is the moral of the story?
- b. What do you do when you can't reach your goals?



Treasure Hunt Look at the unit and find:

A city in Chile Page:

A clock Page:

Someone preparing food Page:

A cup of coffee Page:

My
Goals

Plan Your Strategies

1 Read the goals for this unit.

Reading

- People describing typical food from their countries.
- Advertising for restaurants.

Writing

- A dish from your country that you like.
- Describing a restaurant's offering.

Attitudes

Respecting other people's realities and cultures, valuing diversity in different lifestyles.

Listening

- Listening to a conversation about food and where it comes from.
- Listening and following a recipe.

Speaking

- Describing the ingredients of your favorite food.
- Showing how to cook a dish.



2 Complete three sentences to express what you want to know when you finish the unit.

- By the end of the unit, I want to _____
- By the end of the unit, _____
- _____

3 Look at the pictures and choose the appropriate title for each of them. In your opinion, what's the correct order?

Make inferences	Make predictions	Use previous knowledge	Ask questions

Lesson 1 Food in Chile

In this lesson   
you will learn: To talk about the food you usually eat, mentioning singulars and plurals.

Before Listening


1 Tick the places where you can buy these things:

milkshake




pharmacy
 grocery store
 café

cabbage



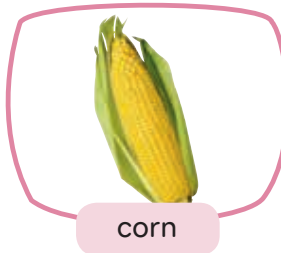
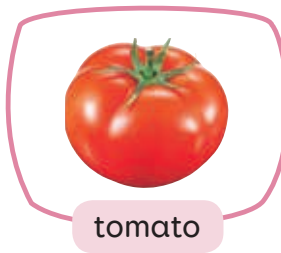
clothes shop
 pet shop
 grocery store

bread



clothes shop
 pet shop
 grocery store

2 Read the words and repeat the pronunciation after your teacher.



3 Look and write. Use a dictionary for new words. Pay attention to the Language box on page 95.

a.  +  = a banana and an orange

b.  +  = _____

c.  +  = _____

- 4 Look at these pictures and guess which food they relate to. Draw lines.



french fries



oil



ketchup



juice



tomatoes



orange



olives



potatoes

Language

Singular nouns


- Use **a** + noun starting on consonants:
a house
a lamp
- Use **an** + noun starting on vowels:
an orange
an animal

Plural nouns

- Use **-s** at the end of the noun:
cars
rivers

Exceptions

potato → potatoes
tomato → tomatoes
cherry → cherries

- 5 Listen  and repeat. What is the difference between the two groups of words?

chocolate - children

shampoo - shower

Predict

- 6 Look at page 97. What will the recording be about? Select one option:
- Food colors
 - Cooking
 - Where fruits and vegetables come from
 - Junk food

Tips

Pronunciation Exceptions

For some words, **ch** is pronounced like **sh**:

Chicago
machine
brochure


Listening

1 Write two examples for each word. Use words in English.

dessert		
healthy		
junk food		

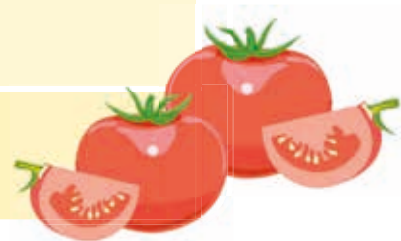
2 Answer these questions:

a. What fruits and vegetables are the most popular in Chile? Write your ideas in the box below.



b. Is the tomato a fruit or a vegetable? Ask five classmates what they think about it.

Tomato Survey	
Classmate 1	
Classmate 2	
Classmate 3	
Classmate 4	
Classmate 5	



Food from Chile

3 Listen to Mr. López talk about food with his students. Match their names to each picture according to what they mention.



1 Johnny



2 Mr. López



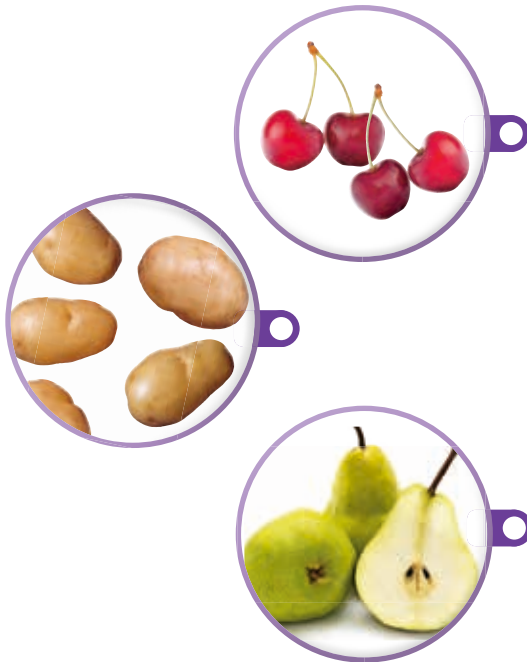
3 Andrea

4 According to the listening, the tomato is _____.

5 Match the fruits and vegetables to the places where they come from.

Check Your Prediction

What helped you predict the topic of the audio? Imagine a different title and share it with a partner.



After Listening Speaking

- 1 Think about a typical dish from your country and make a list of the main ingredients below.

Example: *Pastel de Choclo*

Ingredients: *corn, onions, meat, chicken, eggs and olives.*



Write your ideas here:

Dish:

Ingredients:

- 2 Work in pairs:

- a. Write only the ingredients of the dish in small pieces of paper and give them to a partner for him or her to guess.

Example:



- b. Draw the main ingredient to give your partner a clue.



3 Try to guess another pair's dish.

4 Answer these questions:

- What's your favorite fruit? _____
- What's your favorite vegetable? _____
- A fruit or vegetable that you don't like is _____.

5 Ask 5 classmates the same questions. Complete the table:






Fruits and Veggies			
Question	What's your favorite fruit?	What's your favorite vegetable?	A fruit or vegetable that you don't like:
Classmate 1 <input type="text"/>			
Classmate 2 <input type="text"/>			
Classmate 3 <input type="text"/>			
Classmate 4 <input type="text"/>			
Classmate 5 <input type="text"/>			

6 Compare the information from activities 4 and 5 with two more classmates and find out:



- The most popular fruit: _____
- The most popular vegetable: _____
- The least popular fruit or vegetable: _____

Lesson 2 Food Around the World

In this lesson   
you will learn: To describe food and relate countries to nationalities.

Before Reading

1 Do you recognize these dishes? Write the names in the spaces below.



a. _____



b. _____



c. _____



d. _____

2 Look at what these children say about food in their countries and identify where they are from. Draw lines to the flags.

Rice is very important in my country, so people eat it a lot. We also like fish and vegetables.



In my country, we are very famous for our delicious pasta and pizza.



- 3 Look at the dishes and the ingredients below them. Circle the odd one out.



cheese



corn



onions



tomato



avocado



egg

- 4 Write two more fruits, vegetables or food for each flavor.

sweet



sour



bitter



salty



Predict

- 5 Look at the pictures of food on page 102. Which one looks delicious to you? Can you guess where it is from?

Reading

- 1 Read Barbara and Felipe's posts about food from their countries. Underline the words similar to Spanish ones. Match the profiles to the names.

Traditional Food

29



a. Hello! My name is Barbara. The typical food in my country are ratatouille (with many vegetables) and soupe à l'oignon (with onions, beef, croutons and cheese). People drink a lot of coffee too!



b. Hi! I'm Felipe. In my country, feijoada and moqueca are the typical food. Feijoada has black beans, sausages and pork; and moqueca is a dish with fish, tomatoes, basil and garlic. People like fruit juices a lot, like coconut or orange juice.

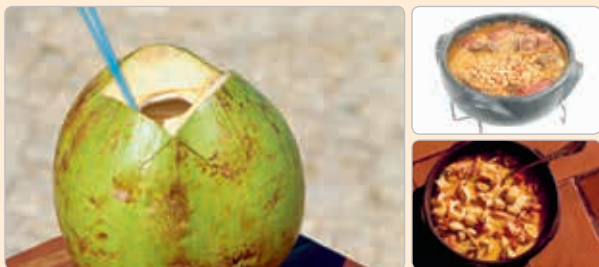
Strategy

When words in different languages look similar and mean the same, we call them cognates. This can help you to understand a text faster, but be careful because not every word that looks similar means the same. Always check with a dictionary or your teacher.

Check Your Prediction

Was the prediction for this text easy to make? Why? Discuss with a partner.

_____ added 22 new photos to the album "Food and drinks from my country"



Like - Comment - Share

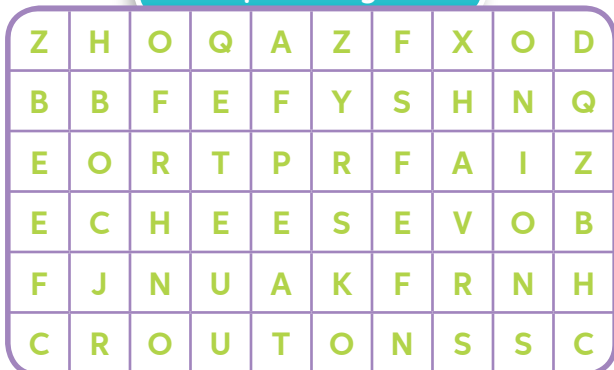
_____ added 22 new photos to the album "Food and drinks from my country"



Like - Comment - Share

- 2 Find the ingredients for the dishes from activity 1 in the word search.

Soupe à l'oignon



Moqueca



3 Answer these questions according to the posts on page 102.

a. Where is Barbara from? What is her nationality?

She is from _____.

She is _____.

b. Where is Felipe from? What is his nationality?

c. What are the words in Spanish for these words?

croutons _____ basil _____

4 Scan the text and complete this table with the missing information. Complete the last row with your own information.

Food around the World				
Name	Traditional food	Traditional drinks	Country	Nationality
Person 1 <input type="text"/>	<ul style="list-style-type: none"> moqueca 	<ul style="list-style-type: none"> 		
Person 2 <input type="text"/>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> France 	
You <input type="text"/>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		

5 Compare with a partner. Do you have the same information?

What's different? _____

Attitude

In your notebook, write three countries that you think contribute to Chilean food culture. Compare your answers with a partner.

Think fast!

What cognates can you find on pages 102 and 103? Circle all of them.

4 What about your favorite dishes? Follow the model and write about them. Use a dictionary for vocabulary or ask your teacher.

Hi, my name is Tatiana.
My favorite food is *frijoles*. It's a Mexican dish with beans, onions and garlic. I usually eat *frijoles* for lunch. I love this food. I also like tacos with meat, tomatoes and avocado. I love these dishes!



Lined writing area for student response.

5 Share your information with three classmates. What other dishes and ingredients do they mention?

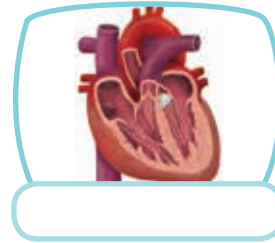
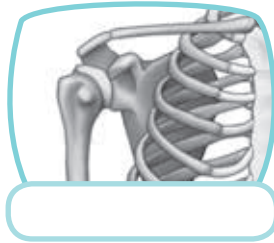


Lined writing area for student response.

The Rainbow Diet

1 Write the correct word under each picture.

heart - bones - brain - muscle



2 Read and color the food. 30

In our planet, many plants provide food. You need to eat different colored food to stay healthy.



Yellow food, like these bananas, are good for the skin.



White food, like this garlic, build strong muscles.



Green food, like lettuce, make bones strong.



Red food, like these tomatoes, are good for the heart.



Purple food, like these grapes, are good for the brain.



Orange food, like this orange, make a strong immune system.

3 Mark ✓ to complete the chart.

How often do you eat food of each color?			
Colors	Regularly	Sometimes	Never
Red			
Orange			
Yellow			
White			
Green			
Purple			

Let's
Make It!

Food and Tradition



Food can make a country special and exceptional. Chile is a beautiful country, and it also has delicious food. Tradition is very important when we talk about a country's food. Let's take a look at your traditional food!

1

Get in groups of three and think about a typical Chilean dish you would like to promote, or create one that you think people would like. Make sure you don't choose the same dish as your classmates.

2

Write a simple recipe. Include the following information:

- Name of the dish
- Brief description
- Ingredients
- Preparation
- Reason to choose it
- Which drink should go with this dish



3

Prepare a poster (like a restaurant's menu) of the dish you chose. Use pictures of the ingredients and a final picture of the dish. Use as many creative materials as you want. It can be:

- Fabric
- Real food
- Wood
- Plastic
- A sample of a drink

4

Display your poster to your classmates and teacher.



5

After the presentations. Give an award to:

- The best dish.
- The most creative presentation.
- The most exotic dish.

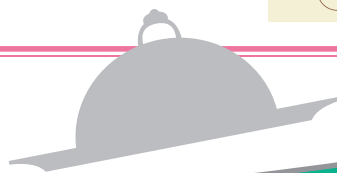
Example:

FOOD AWARDS

To: _____

For: _____

Congratulations!



Checkpoint

Vocabulary

1 Complete the dialogue with the correct words. Look at the pictures to help you.

Nicolás: Sam. Do you have any _____?

I want to make some sauce.

Sam: No, I used them to make a salad.

Do you want to eat _____ again?

Nicolás: Well, yes. I'm hungry.

Sam: We can make some _____.

We have _____, chicken and _____.

Nicolás: Excellent! And I'll make some _____ juice.



2 Name three countries, nationalities and their typical food from these lessons:

Countries and Food			
	Nationality	Typical food	Country
1.			
2.			
3.			

What other countries and nationalities do you know?

Language


3 Put the words in order to form sentences. Remember to follow punctuation rules.

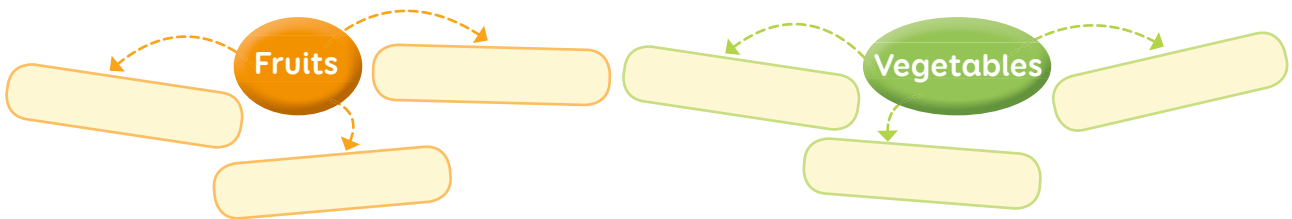
a. in the / a / refrigerator / there is / pear

b. twelve / there are / pieces of sushi / your plate / on

c. green apple / a / on the / there is / table

Listening

- 4 Listen  to the conversation and classify the food into fruits and vegetables.



Speaking

- 5 Compare your words with a partner. Ask him or her for more words.



Your partner's words:

Self Evaluation

• My favorite part of lessons 1 and 2: _____

• In lessons 1 and 2 I completed these goals: _____

• A difficult activity in lessons 1 and 2:
Page _____
Activity _____




• I think I need more practice with:

listening / speaking

reading / writing

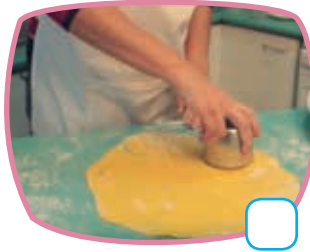
Other: _____

Lesson 3 A Recipe

In this lesson   
you will learn: To follow and produce a recipe.

Before Listening

1 Camila is preparing something. Number the pictures in the correct order. What is she preparing?



Answer: _____

2 Circle the ingredients to make the base of a pizza.



water



sugar



flour



olive oil




ketchup



salt



cheese

3 Listen  to the recording and put the steps for making an Italian-style pizza in the correct order.

- ___ Enjoy your delicious Italian-style pizza!
- ___ Then, cover it with cheese.
- ___ Bake it in an oven for about 10 minutes.
- ___ First, put tomato sauce on the pizza base.
- ___ Now, chop some vegetables and put them on top of the cheese.

- 4 Guess the meaning of the verbs in *italics* by matching the images to the sentences.

Don't *add* sugar to the cake.
It's sweet!

Mom and dad *bake* the best cupcakes.

Beat eggs and sugar to make meringue.

Butter *melts* when it's hot.

Did you know that water and oil don't *mix*?



Predict

- 5 Look at page 112 and choose.
- A recipe is a list of ingredients and instructions to prepare food.
 - A recipe is a list of different food and where to buy them.

Listening

- 1 Look at the recipe in activity 2. What is it for? What ingredients do you need?
- 2 Listen (33) and circle the necessary ingredients to make this food. Then, complete the list.

Check Your Prediction

What does a recipe include? Do you think this recipe is easy to follow? Discuss with a partner.



Chocolate Muffins

250 g of _____

2 _____

½ bar of _____

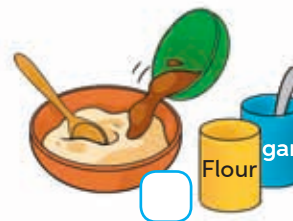
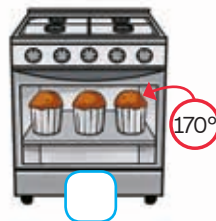
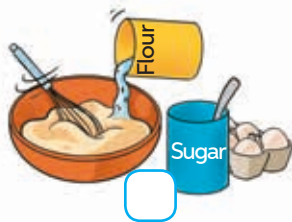
1 cup of _____



½ cup of _____

4 _____


- 3 What is the correct order of the steps to make chocolate muffins? Use numbers and then listen (34) to the audio to check.

Baking Muffins



- 4 Listen   to the recipe again and complete the sentences.
- So, chocolate muffins are really _____ to make.
 - You will need 250g of _____ chocolate.
 - Add _____ and _____ it with the eggs and sugar.
 - Put the mix in small paper cups and _____ them in the oven for 25 _____.

5 With a partner, discuss the following questions.

-  a. In your opinion, is this a difficult recipe to follow?
- b. Think of an ingredient you can add or replace to make the muffins more delicious.

6 Read the sentences and underline the best cooking verb to complete them.

- Of course you chop/peel/boil an orange when you eat it.
- I don't like it when the cook adds/mixes/chops too much salt to food.
- Please, don't beat the soup! You have to do it gently. Mix/Add/Stir the soup.

7 There are six incorrect verbs in this recipe. Read and replace them with the right ones.

First, boil the butter with the chocolate in the microwave. Next, beat the eggs and mix the sugar. Mix flour and add it to the eggs and sugar. Now, mix the chocolate with the rest of your ingredients. Put the mix in small paper cups and fry them in the oven for 25 minutes. After that, peel and boil the bananas and put them on top of the muffins, as the final touch.

Vocabulary

Some more cooking verbs:

- chop
- boil
- fry
- stir

After Listening Speaking

- 1 Look at the recipe for *salpicón*. Read the ingredients you need to prepare it and add three more ingredients that you like.

Salpicón Recipe

This is a perfect salad to prepare, especially for a summer lunch!

Ingredients:

- potatoes
- lettuce
- carrots
- eggs
- tuna or chicken



Preparation:

Peel and boil potatoes and carrots in a pot and let them cool.
 Chop the potatoes into cubes.
 Boil the eggs around 5 minutes, let them cool, and cut them in half.
 Wash and chop the lettuce.
 Put all the ingredients in a bowl.
 Add tuna or chicken.
 Enjoy!

- 2 Complete the table according to the recipe. Write the necessary ingredients and the actions related to them.

Ingredient	Action

- 3 Prepare pictures or drawings of the ingredients for a different recipe and organize them according to the steps.

- 4 In groups of three, listen to each other's presentations and make comments about them. Ask your teacher for help if necessary.



My Classmates' Recipes	
Names	Comments
1.	
2.	
3.	

Tips



Remember to use:

- peel
- chop
- boil
- put
- add

- 5 Present your food preparation in front of the class. Use the images from activity 2 to show how to prepare food using cooking verbs.

Example:



a






b


- 6 Finally, you are going to play a game called "Memory Chef".
- After your presentation, get into pairs and try to remember your partner's presentation.
 - Use the images she or he used and prepare the recipe yourself.
 - Switch roles and help your partner in case he or she has any questions.



Lesson 4 Eating Well

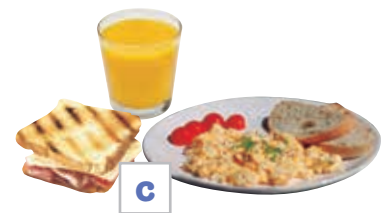
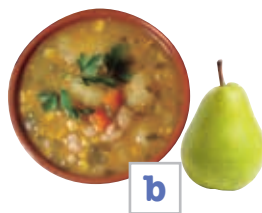
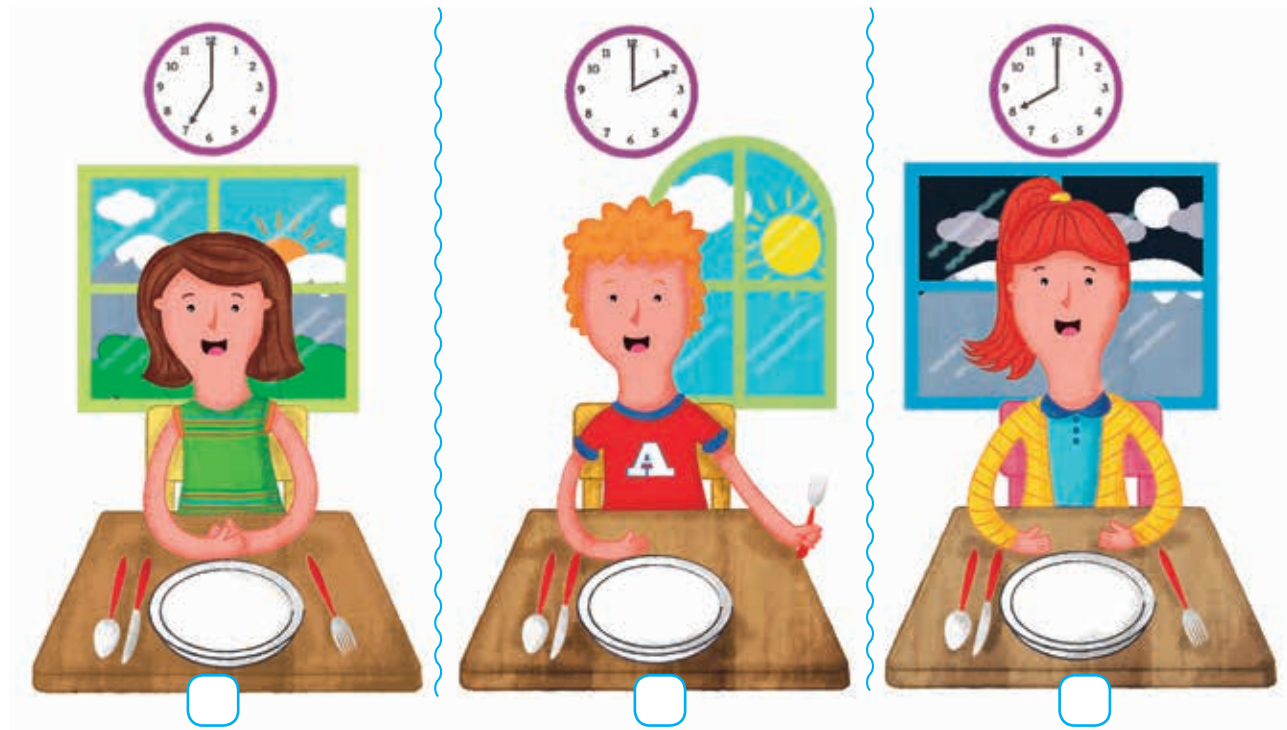
In this lesson   
you will learn: To identify types of food and describe your eating habits.

Before Reading

1 Listen  and cross out the items that are not mentioned by the two speakers. Which one is more similar to what you eat?



2 Look at the people and the times of the day. Match them with the appropriate food.



3 Look at these meals. Classify them into breakfast, lunch or dinner.

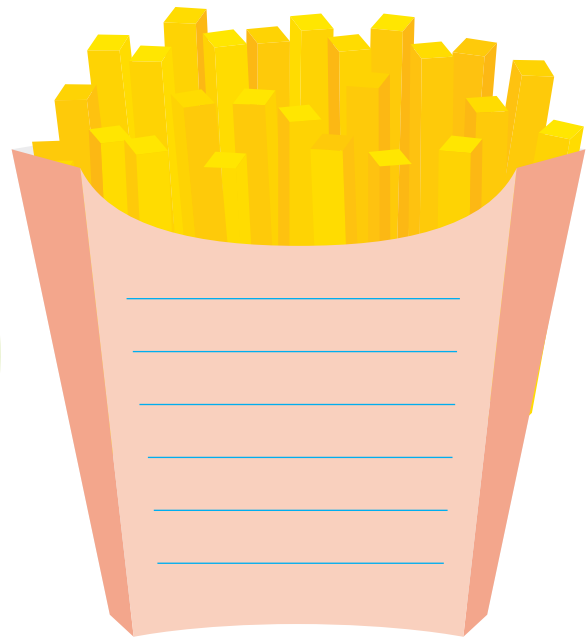
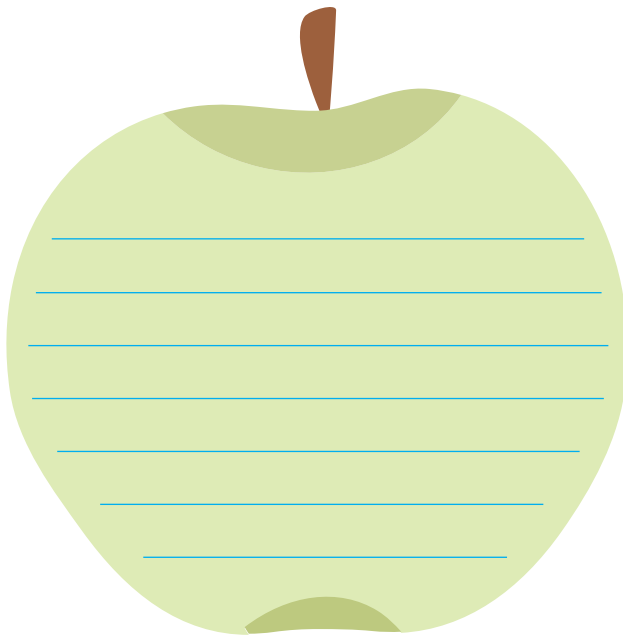
- cheese sandwich,
chocolate cookies and tea
- a fried egg and
a sausage
- a bowl of cereal
and an apple
- avocado and tomato
with a glass of water
- lasagna
and salad
- roasted chicken
and french fries

Breakfast	Lunch	Dinner

4 Read the definitions and decide where to put the food from activity 2. Add one item to each list.

Healthy food is good for you. Combined with exercise, it benefits your body and your mind.

Junk food can be bad for you when you eat it in excess. It's not nutritive.



Predict

5 Look at the pictures on page 118. What poster shows healthy food? Discuss with a partner.

Reading

1 Which of these dishes are healthy?



2 Read about these three restaurants and the food they have.

Looking for Restaurants 36

Meat Star Supreme: We have the best hamburgers in town! Try our new super-size hamburger with double cheese and double meat. We also have the best french fries and chicken nuggets. Enjoy them with ketchup, mayonnaise or mustard.

Blue Ocean: Find the best fish in our restaurant. We have salmon, tuna, and different types of salads. We have rice and mashed potatoes, too. If it's cold, ask for our super fish soup, with potatoes, onions, carrots and basil. If it's raining, you get a discount!

The Green Zone: The best salads are here. We have a variety of vegetables -choose the ones you like and mix them to make your own salad. We use only olive oil and natural ingredients. Add chicken or fish to your salad.

Strategy

When identifying important ideas or specific details in a text, underlining is a great strategy to highlight these elements. Also, use it to mark words you don't know so you can check with a dictionary later.

Check Your Prediction





Discuss with a partner about what you consider healthy. Did you make similar predictions on page 117?

3 Look at the dishes. What restaurant do they represent? Tell a partner what elements from the images helped you.



After Reading Writing

- 1 Label the meals according to the times of the day. Then, write and draw what you like to eat.

<p>Breakfast</p> 	<p>Example: bread, milk, eggs.</p> 
<p></p> 	
<p></p> 	

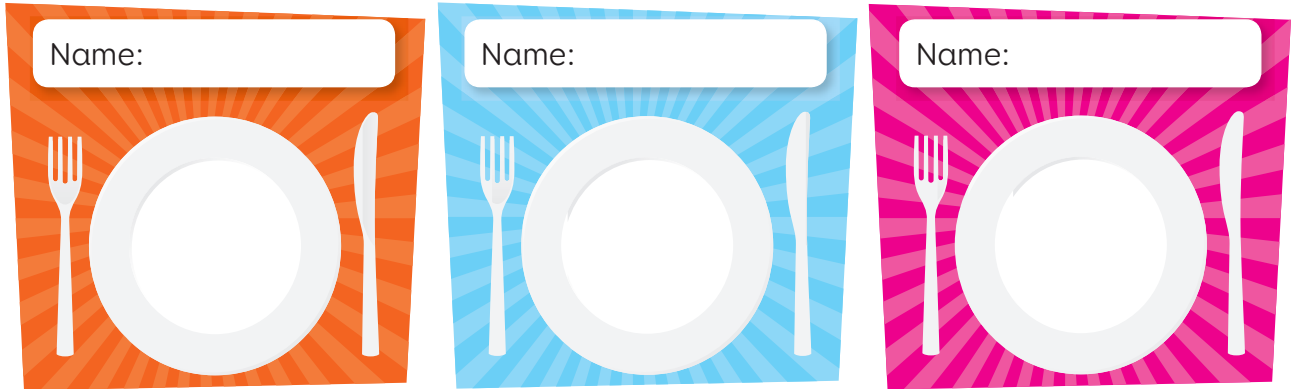
Attitude

Miguel doesn't want to try a new dish for lunch because it looks different to what he eats every day. What do you think about this attitude? Discuss with two classmates.

Think fast!

There isn't a word for Chilean *once* in English. What is similar to that?

- 2 Ask three classmates what they usually eat for the different meals of the day and write the food items on the plates.



- 3 Imagine that you offer the meals in activity 2 as part of a menu. Give the restaurant a name and write a short description of the food. Use the descriptions on page 118 as a model.

A large rectangular box with a scalloped orange border, containing several horizontal blue lines for writing.

- 4 Read your partner's menu description and write all the unhealthy food items in this warning box. Was the majority healthy or unhealthy?



Let's Play

Instructions

To play, you will need:

- A coin
- Items to use as pieces on the squares
- A partner!

Start

1 Mention three things that you can buy in a grocery store.

2 Ketchup is made with...



3 Name a typical dish from a country that's not Chile.

4 What is your partner's favorite dessert?

7 Potatoes come from Chiloé. True or false?

6 Can you melt cheese?



5 Miss a turn.

8 Mention two dishes that have a salty flavor.

9 Go back three spaces.



10 What is your favorite Chilean dish?

11 Mention two types of healthy food.



12 Is lasagna an appropriate food for breakfast?

15 Name two vegetables that you can peel.

14 Junk food is nutritive. True or false?

13 Go forward two spaces!



16 What is the main ingredient of *pastel de choclo*?

17 Are apples bitter or sweet?



18 Mention two appropriate types of food for dinner.

Finish



A Pizza with Healthy Ingredients

Everyone knows that pizza is very delicious and easy to prepare. The bad part is that pizza has many calories and too much fat in it. There is nothing wrong with a slice of pizza from time to time, but it's a very different matter when it becomes a habit. So, let's create a pizza made with healthy ingredients to share a positive message.

Materials

- white posterboard
- marker
- scissors
- glue
- decorative elements that represent food

1

The Toppings



In pairs, make a list of vegetables, fruits and healthy food that you want to add to your pizza. If you are not sure that an ingredient is healthy, do some online research.

2

The Recipe



Use the different materials you have to make a model of your pizza. Remember that this is just a representation of your idea, but you can use real food or creative materials to make it look yummy!

3

The Reasons



Describe the ingredients on your pizza and how these are healthy for your classmates.

4

The Message



Think about an activity that helps you stay healthy and include a short description of it. You can put it anywhere on your pizza box.

Example:

Riding a bike is a great way to stay healthy and exercise at the same time.

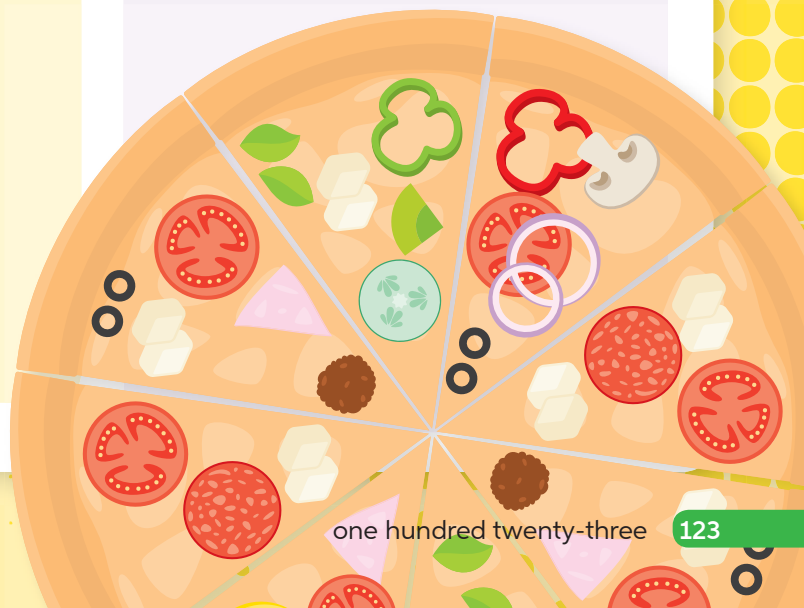


5

Delivery!



Make a poster to present the ingredients of your pizza to your classmates. Explain why you decided on them. Pass the pizza around the class so everyone can see your creation.



Synthesis Unit 3

Language

1 Indefinite articles. Complete with three examples and the explanation.

a

an

Example:

Example:

We use a/an to talk about _____ thing(s).
(number)

2 Imperative.

a. Write at least four verbs that are used in the imperative in this unit.

Example: *Beat the eggs...*

b. Complete the explanation and write two sentences.

According to this unit, we use the imperative mode when we _____

Examples:

My Progress

1 What are the topics that relate to these images from page 92?




Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____



Lesson: _____

Topic	Related words
_____	_____
_____	_____
_____	_____

2 Complete the table according to your progress in this Unit.

- My favorite pages of the unit: _____ and _____.
- Especially activities: _____ and _____.

- I need more practice with: _____

- Three important words or expressions I learned in this unit: _____

- Circle for me, expressing ideas about the food I like is:
easy
very difficult
a little difficult
- Why? Discuss with a partner.

Review Unit 3

Vocabulary

1 Complete the recipe for Caesar salad. Use the words from the box:

mix - chop - fry - boil - add

- _____ the chicken and _____ small pieces of bread to make some croutons.
- _____ the lettuce and the boiled chicken.
- _____ the lettuce, the boiled chicken and the croutons in a bowl.
- _____ salt, olive oil, lemon juice and cheese.

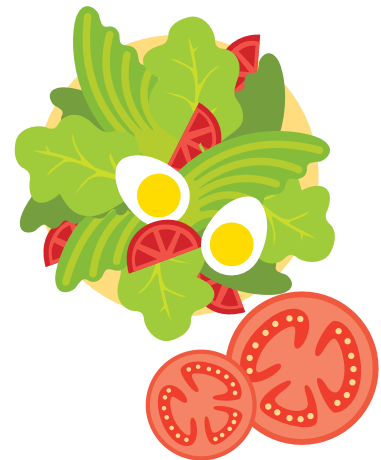
5 Choose the most appropriate dishes for these meals. You can choose more than one.

- Breakfast:** ice cream / bread / apple / chocolate / milk / orange juice
- Dinner:** soup / cookies / chicken / meat / cereal / rice
- Lunch:** fish / salad / fruit / flour / bread / milk

Language

4 What can you do with these food items? Answer yes or no.

- Can you melt an egg? _____
- Can you bake an orange? _____
- Can you boil a peach? _____
- Can you peel a potato? _____
- Can you boil milk? _____

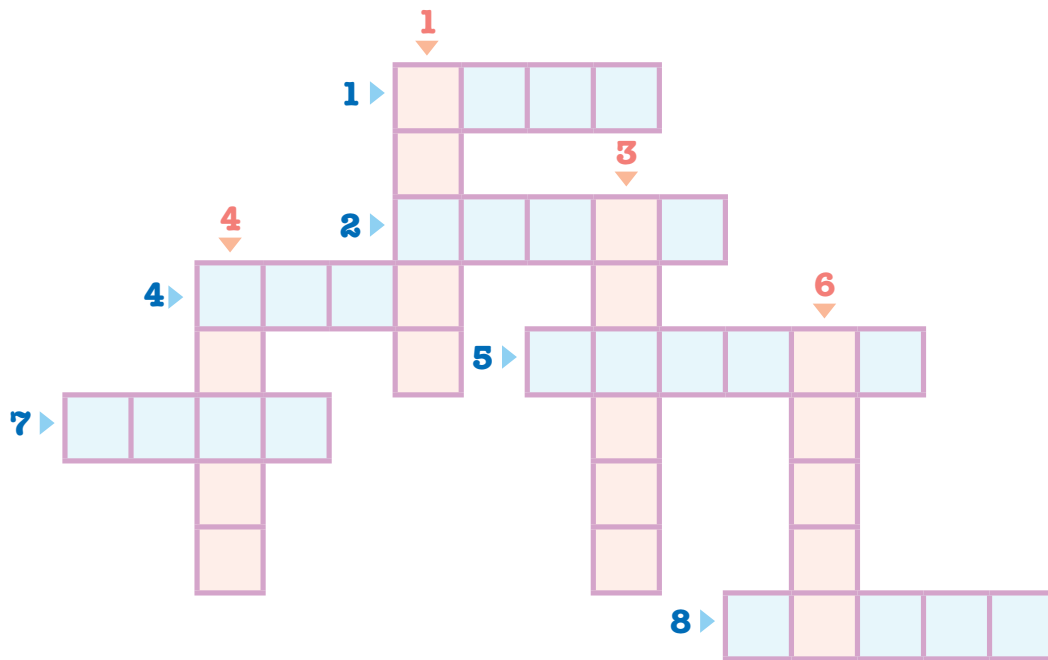


6 Write more ideas for each verb:

- I can mix pears and oranges. I can mix _____.
- I can peel _____.
- I can chop _____.

Listening

- 5 Complete the crossword according to the clues. Check with the audio .



Across	Down
1 ▶ Like the flavor of a lemon.	1 ▶ Healthy food that consists of fresh vegetables.
2 ▶ The meal you eat around 1 p.m.	3 ▶ Yellow food made with milk.
4 ▶ An unhealthy drink with lots of sugar in it.	4 ▶ Physical activity that helps to keep you healthy.
5 ▶ List of ingredients and instructions for the preparation of food.	6 ▶ Round flat food related to Italy.
7 ▶ To cut food into small pieces.	
8 ▶ A vital liquid you can drink.	

Speaking

- 6 With a partner, read the dialogue and replace the words in bold for what's true for you. Change roles.

Student A: What is your favorite food?

Student B: I think my favorite food is **spaghetti**.

Student A: Why is it your favorite food?

Student B: I like **the different flavors**. The **tomato sauce** is **a little sour**, for example.

Student A: Is **spaghetti healthy**?

Student B: In **regular portions**, it's healthy.



Unit 4

Hot and Cold





- What pages represent each expression?
It's raining cats and dogs. Page: _____
It's so hot you can fry an egg on the sidewalk. Page: _____
- Ask a partner for two similar expressions from your country.

My Ideas

Show Your Previous Knowledge

1 These images are connected to this unit. What do you think they represent? Write a sentence for each.



2 Read the fable “The Wind and the Sun”. In your opinion, what’s the moral? Compare your ideas with a classmate.

The wind and the sun see a man in a coat and have a competition to see who can make him remove his coat.

The wind blows and blows but the man only closes his coat more. Then, the sun gently sends his warmth to the man. The sun does very little, but soon the man removes his coat and smiles.



Moral: _____



Look at the unit and find:

A calendar

Page:

Palm trees

Page:

A bus

Page:

A letter

Page:



My Goals

Plan Your Strategies

1 Read the goals for this unit.

Reading	Writing
<ul style="list-style-type: none"> • Descriptions of what people wear for different weather conditions and occasions. • A person's routine during vacation. 	<ul style="list-style-type: none"> • Descriptions of different people's outfits. • A composition about your summer vacations.

Attitudes

- Showing a positive attitude towards yourself and your ability to learn a new language.

Listening	Speaking
<ul style="list-style-type: none"> • Understanding a weather report. • A telephone conversation about activities and weather. 	<ul style="list-style-type: none"> • Describing different cities' weather. • Talking about habits related to the weather.



2 Complete three sentences to express what you want to know when you finish the unit.

- a. By the end of the unit, I want to _____.
- b. By the end of the unit, _____.

3 Look at the pictures and read the reading and listening comprehension strategies. Choose the appropriate title for each of them.

question - predict - connect - visualize

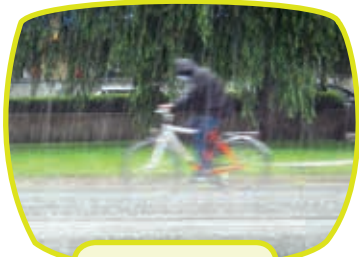






Try to guess what happens next.	Imagine the people, places and events.	Connect the material to others and the real world.	Ask questions about the material.

Lesson 1 The Weather

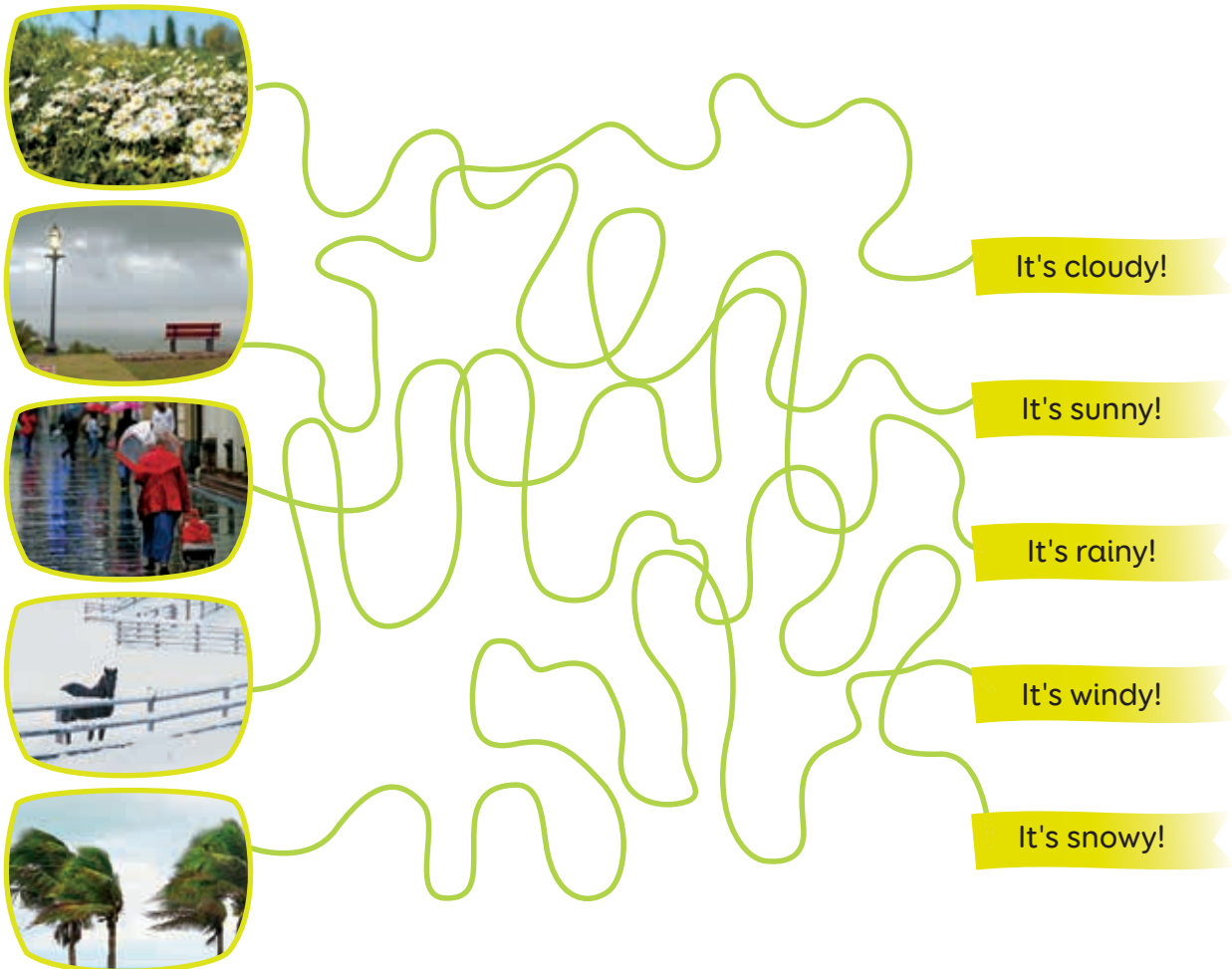
In this lesson ☀️ ❄️ 📺
you will learn: To talk about the weather and temperature.




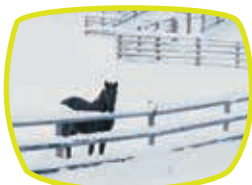

Before Listening

- 1 What food and drinks are nice for these days? Discuss with a partner and match the food to the pictures.

- 2 Follow the lines to find the correct word for each picture.



It's cloudy!
 It's sunny!
 It's rainy!
 It's windy!
 It's snowy!

- 3 Write the weather below the pictures. Then, circle the different one. Why is it different?



It's _____ It's _____ It's _____ It's _____

- 4 Do you prefer sunny days or rainy days? What other types of weather do you like? Discuss with a partner.

- 5 Use the words from the box and identify the weather according to the pictures. Complete the sentences.

hot ☀️ ☀️ warm ☀️ chilly ❄️ ❄️ cold ❄️ ❄️



It's _____ in the glaciers.



The desert is _____.



It's a _____ day in the countryside.



It's _____ today.

Predict

- 6 Look at the pictures on page 134. Are they reporting for the radio, TV or a newspaper?

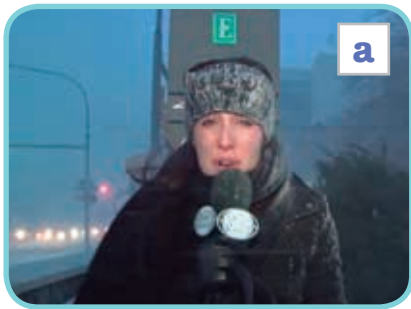
Listening

1 Practice these words with your teacher:

hot - house - hat - here - healthy

What's the difference with "h" in Spanish, as in *hora*, *hogar* and *hondo*?

2 Look at the weather forecasters and predict the weather:



a. _____

b. _____


Weather Forecasts

3 Listen (40) to the interview and check your answers in activity 2. Complete the chart with the correct information from the listening.

Check Your Prediction

What visual elements helped you predict the media on page 133? Compare your ideas with a partner.

Weather Forecasts			
	Interview A	Interview B	Interview C
Country/City			
Weather			
Like/Dislike weather?			

- 4 Listen  to the audio again and check the information that appears in it.

Example: "The weather today is really cold and snowy."

- a. "What a hot day!"
 b. "Do you like the rain?"
 c. "It's a little chilly, but this is Hawaii."
 d. "I love snowy days."
 e. "Well, it usually rains here."

- 5 Read the Language box and tell a partner about something that you usually do and something you rarely do.

- 6 Complete these sentences with your own information.
 Compare with a partner.

- a. It's _____ rainy in my city.
 b. It's _____ sunny in my city.
 c. I _____ have ice cream when it's cold.
 d. My friends and I _____ play outside when it's cold.
 e. I _____ drink tea when it's hot.

Language

Frequency Adverbs

Here are some words used to describe the frequency of an action:

↑ Frequency	always
	usually
	sometimes
	rarely
	never

Example:

I **always** drink lemonade when it's hot.

Think fast!

Name three other media sources where you can get the weather forecast.

- _____
- _____
- _____

After Listening Speaking

1 Look at the table and the weather in the photos. Mark any other possible options for each city with a ✓.

What's the Weather Like?			
Weather	 Iquique	 Concepción	 Coyhaique
sunny	✓		
cloudy			
rainy		✓	
snowy			✓
windy			
hot	✓		
chilly			
cold			
warm			

2 Talk about the weather with a partner using the information in activity 1. You can use this structure:

- A:** *What's the weather like today in Iquique?*
- B:** *It's hot and sunny.*

Take turns to asking and answering the questions.

Attitude

Write two sentences to motivate someone who thinks speaking English is very difficult. Compare your sentences with a classmate and add the ones you like to your own list.

- 3 Look at the table and fill it with two more places and their weather description. Use **always, usually, sometimes, rarely** and **never**.

The weather in Arica	The weather in _____	The weather in _____
1. <i>In Arica, it's usually sunny and it's rarely cloudy.</i>	1.	1.
2.	2.	2.

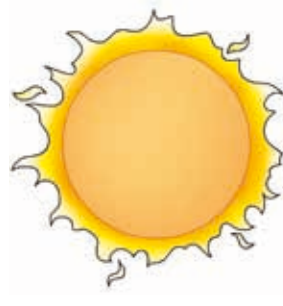
- 4 Share your information with a partner and write three more examples of the weather in different cities.



- 5 Predict the weather for this week. If today is Wednesday, start on Thursday. Draw symbols similar to a weather forecast.

Weather Forecast						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- 6 Share your predictions with a partner. Are they similar?



4 Read and guess what the item is.

a. We wear it around our neck.

b. They keep our hands warm in winter.

c. We wear them on our feet on the beach.

d. We wear it to go swimming.

e. We put them on before our shoes.

5 It's summer and Mary is going out. Classify the items between what she needs and what she doesn't need to wear.



Predict

6 What do you think the text on page 140 is about? Go through the lines very quickly and try to guess the topic.

Reading

1 Answer the following questions:

a. What type of clothes do you wear?

b. What is your teacher wearing now?

2 Read what these people say about the clothes they wear.



Clothes Choice 41



“Good morning. My name is Katie and I live in London. It’s very chilly in winter. Now I am wearing a jacket, winter boots, a scarf, gloves and a woolen hat. I don’t like to wear woolen hats but they are warm.”

“Hello, I’m Sasha. I work from Monday to Friday in a bank. I usually wear a suit and a blouse, but I can also wear a dress. On weekends I like to wear jeans and sweaters.”



“Hi! I’m David. I am wearing very comfortable clothes because I work in a gym. I always wear a t-shirt, shorts and sneakers when it’s hot. When it’s cold, I wear a tracksuit.”



Strategy

Skimming is the technique when you go through the lines of a text, trying to identify main ideas. This strategy is used to get the general idea of a text but not when you need to read carefully.

Check Your Prediction

Underline the lines or words that helped you predict the topic of the reading.

- 3 Look at the clothes and write the letter according to the person who mentions them. Cross out the three items that don't appear in the text.

a Katie

b Sasha

c David



- 4 Check the sentence that describes the main idea of the text from page 140.

_____ The text talks about different fashion trends.

_____ The text gives people's opinions about clothes items.

_____ The text describes what people usually wear.

- 5 Complete the sentences with **wear** or **am/is/are wearing**.

a. Sasha _____ a colored scarf now.

b. I _____ boots, it's very cold today.

c. I always _____ slippers when I'm at home.

d. The model _____ a black dress on the catwalk.

e. My parents _____ work uniforms during the week.

f. You _____ pants every day at school.

After Reading Writing

- 1 Imagine a friend from Haiti is coming to visit you. Write him/her a letter describing the clothes you are wearing and what clothes he/she needs to bring. Follow the model.

Model:

Dear Leandre,
I'm so happy you're coming to Temuco. It's winter here!
I suggest you bring:

- a jacket
- gloves
- winter boots

Right now I am wearing boots, a t-shirt, jeans and a sweater. The weather is really cold today.
I'm looking forward to seeing you!
Best wishes,
Patty

Your letter:

A large sheet of light blue lined paper with horizontal blue lines, intended for writing a letter. The paper is slightly tilted and has a soft shadow, giving it a three-dimensional appearance.

2 Your friend from Haiti has arrived and he is with other two friends. Describe them using the expression "**He/she is wearing...**"

Leandre



Leandre is wearing...

Natalie



Andre



3 Think of someone you know and describe the clothes she or he wears. Use the expression "**She/he wears...**" Remember to use frequency adverbs (always, usually, sometimes or never)

Summer and Winter Sports

42

Sports games are fun and entertaining activities that involve the movement of the body and enable people to keep fit and healthy at the same time. It also involves passion when playing them, since it takes a lot of practice to become a good player/performer in the area you decide.

Summer and Winter Olympics are events that are celebrated around the world at different times of the year. Summer Olympics usually favor

games that are practiced outdoors or in the water, while Winter Olympics are related to sports that have to do with ice and snow.

Figure skating and synchronized swimming are sports that play an important role in the Olympic Games. What do they have in common? They both need concentration, synchronization and perfection of movements when performed in pairs or groups. **Which one is played in summer? In winter?**

Figure skating is a sport in which individuals, pairs, or groups perform moving on ice, with the help of skates. There are 4 disciplines in this sport: men's singles, ladies' singles, pair skating, and ice dancing.

Synchronized swimming is a mix of swimming, dance and gymnastics. Swimmers can practice the sports by themselves, in pairs or in groups. They compete performing synchronized movements in the water along to music.


- 1 Look at the pictures and identify it as *figure skating* (FG) or *synchronized swimming* (SS)



- 2 In the text, underline where the images from activity 1 are mentioned.

Let's Make It!

It's For Sale!

 It's time to imagine that you manage a clothing store. Let's create a catalog to show what you have to offer.

1

In groups of 3, imagine you want to open a new clothes store in town. Think about what season it will open, the name of the store and what items you want to sell. Take notes.

2

Look for the items on magazines and cut them out. In case you don't find them, you can draw them.

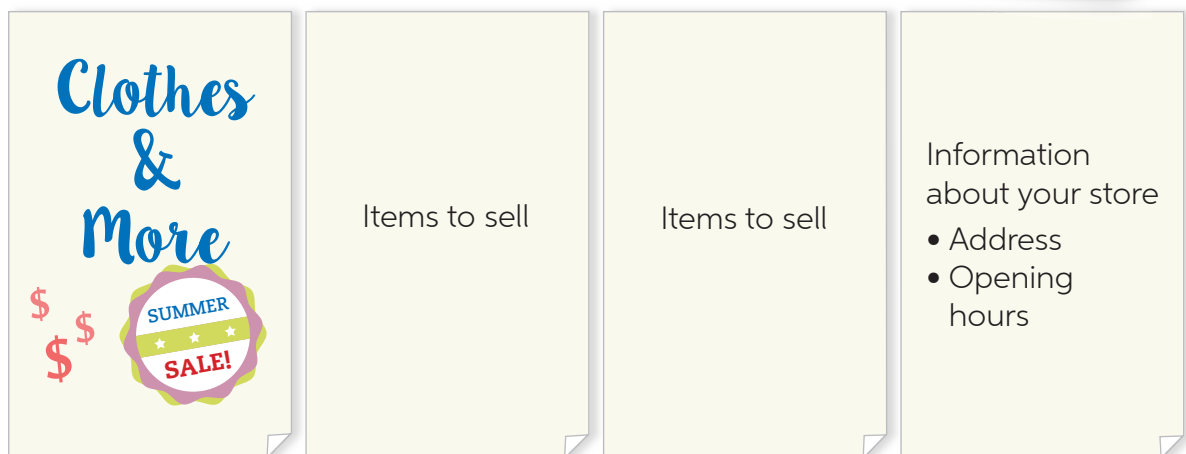
To make your catalogs, you will need:

- 1 or 2 poster boards
- Markers
- Scissors
- Magazines
- Crayons
- Colored pencils
- Glue

3

Create a 4 page catalog for a sale. Write the names of the items you will sell under each picture you include. Example: scarf, jacket, necklace, etc.

Here is an example of how to divide the pages:



4

Share your catalog with your classmates and choose the ones you like the most.

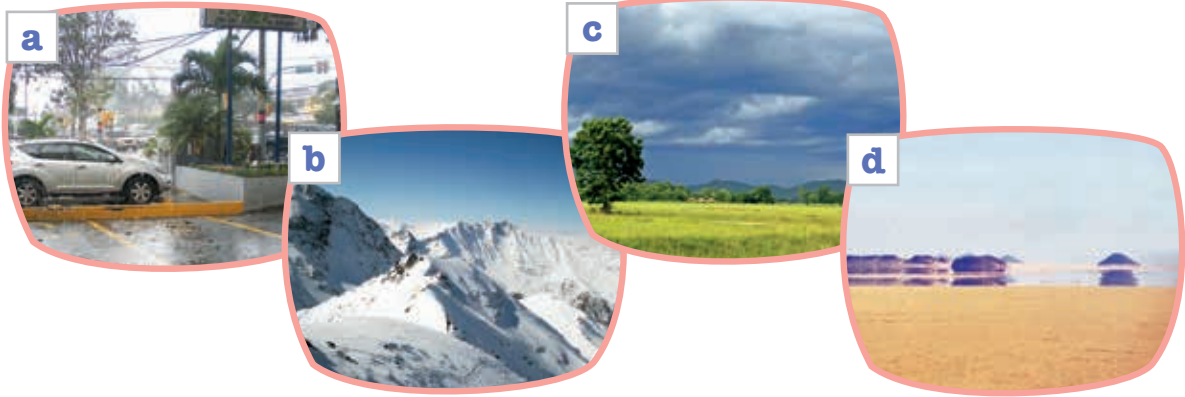
Checkpoint

Speaking

- 1 With a partner, describe the weather of the places in the pictures. Pay attention to the example.

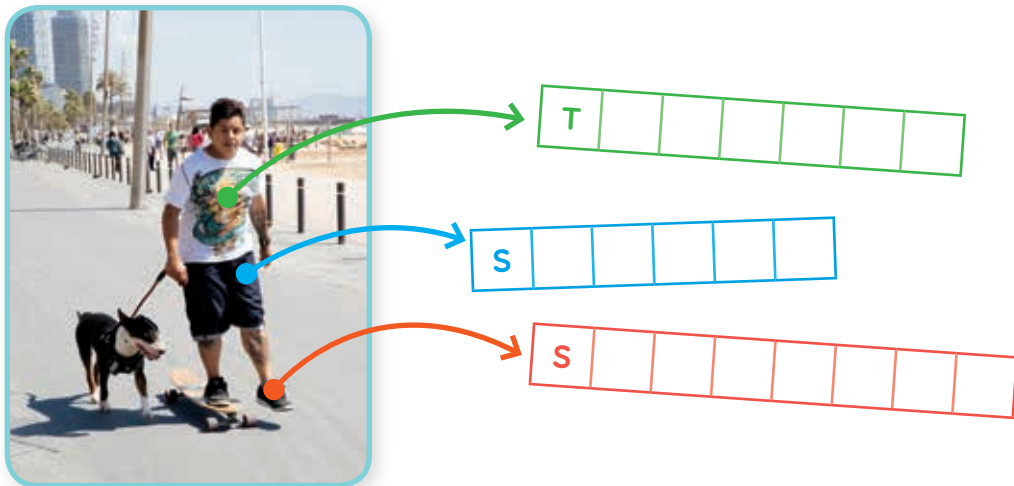
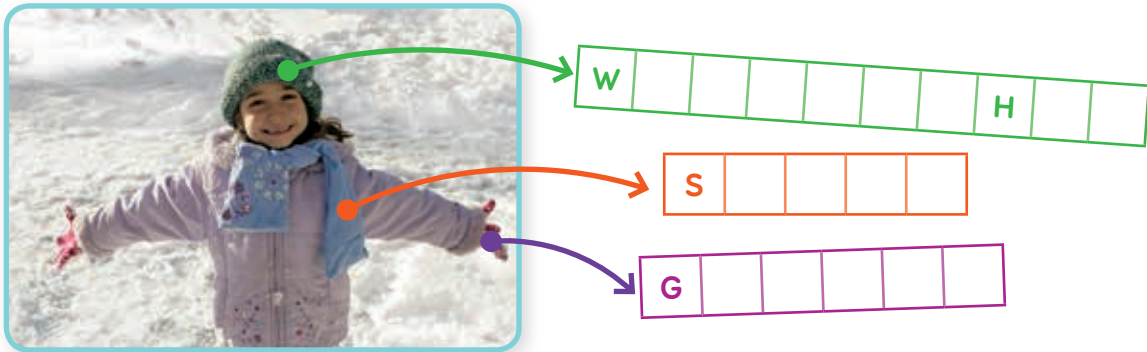


Example: *It's sunny at the beach, it's not cloudy.*



Vocabulary

- 2 Write the words from lesson 2 in the spaces for each clothes item.



Writing

3 What do you wear in these situations? Write complete sentences.

Sunny day in
the city



Cold morning at
the beach



Going swimming
with friends



Movie night with
your family at home



Self Evaluation

- My favorite part of lessons

1 and 2: _____

- In lessons 1 and 2 I completed these

goals: _____

- A difficult activity in lessons 1 and 2:

Page _____

Activity _____

- A new expression I can say after lessons 1 and 2:

Lesson 3 From North to South

In this lesson   
 you will learn: To refer to the frequency of your activities.

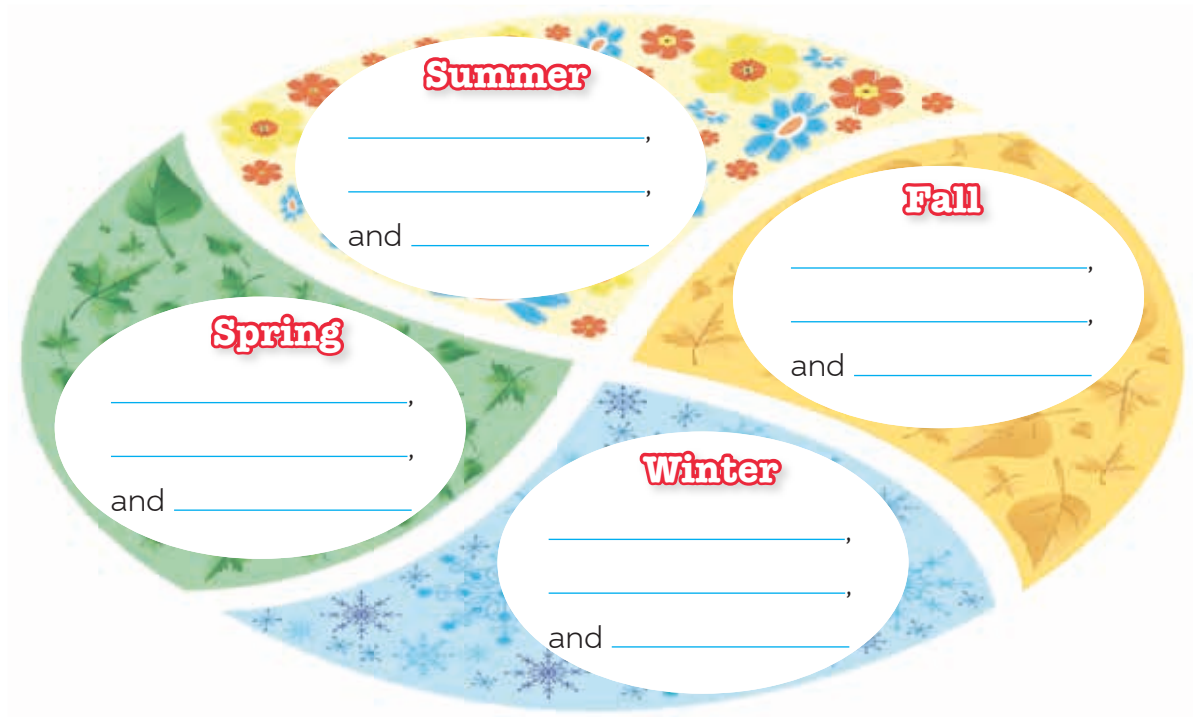
Before Listening

- 1 This calendar is a mess! Put the months in the correct order. Check with your teacher and classmates.



- 2 Mark the months that have 28 days. Check with a partner.

- 3 Write the months according to the four seasons.



- 4 What kind of weather do you associate with these celebrations? Use two weather words.

- | | | |
|-------------------------------|-------|-------|
| a. New Year | _____ | _____ |
| b. Valentine's Day | _____ | _____ |
| c. Mother's Day | _____ | _____ |
| d. Easter | _____ | _____ |
| e. Halloween | _____ | _____ |
| f. September 18 th | _____ | _____ |

- 5 With a partner, think of three activities that you usually do in hot weather and three that you do in cold weather.



Predict

- 6 Look at the image on page 150. Where do you think the children live?

Listening

1 Look at the children's pictures and answer:

a. What's the weather like in Carol's city?

b. What's the weather like in Ignacio's city?



Extremes

2 Listen (43) to a conversation between Carol and Ignacio. Fill in the blanks with the words from the box. One is used 3 times.

sometimes - usually - always - never

Carol: Hello Ignacio! How are you? You sound funny.

Ignacio: Hi Carol! Yeah, it's the weather. It's _____ very cold here. I don't like it very much. How are you?

Carol: I'm fine. Today it's warm here in Arica. That's nice, because it's _____ hot and dry.

Ignacio: What do you do when it's so hot?

Carol: Well, I _____ go to the beach and in spring I _____ help my mom with the gardening. And you? What do you do when it's too cold in Punta Arenas?

Ignacio: I _____ help my dad to get firewood for the wood stove. I _____ go out to play, it's very, very cold! Only penguins like it.

3 Listen (44) to the rest of the conversation. What's next? Circle the option that is not true.

- a. It's raining in Punta Arenas.
- b. Carol usually has lunch with her family.
- c. Ignacio and his sister are cooking *picarones*.

Check Your Prediction

Do you recognize any typical elements from the places mentioned? Do you know similar places? Ask the question to a partner.

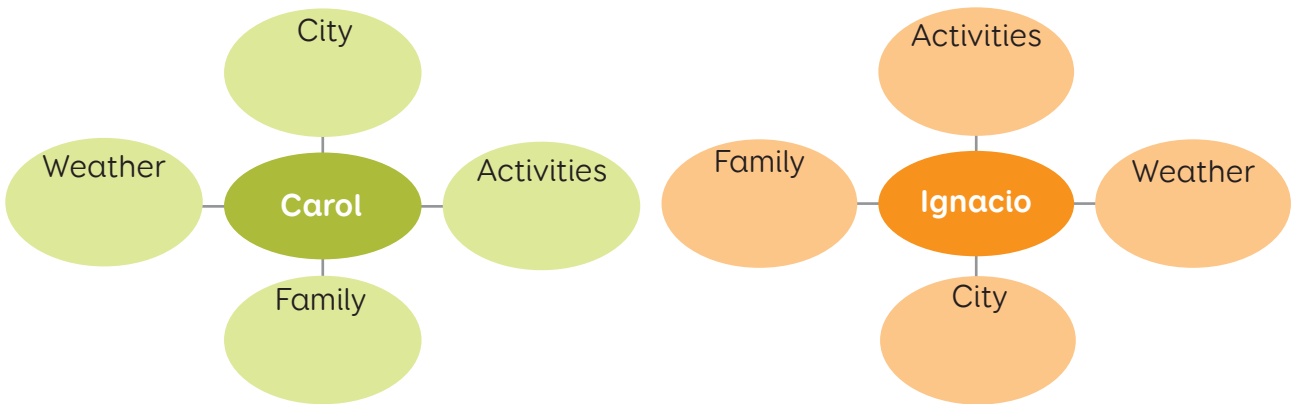
4 Match the pictures to the weather described in the audio:

- a. "Today it's warm. It's always hot and dry."
- b. "It's usually very cold here. Today it's raining."



5 Complete the circles with the information from the list:

- cold
- chilly
- hot
- cook
- mom
- get firewood
- go to the beach
- *sopaipillas*
- gardening
- dad
- sister
- family
- dry
- warm



6 Use and where appropriate. Then, match the sentences to the pictures.

- a. It's cloudy rainy in the South of Chile.
- b. I don't wear pants. They're ugly I don't like them. I wear skirts.
- c. Mark is wearing a woolen hat gloves.



After Listening Speaking

- 1 Answer these questions. Then, ask two of your classmates and write down the answers.



	You	Partner 1	Partner 2
a. What is your favorite season?			
b. Mention 3 things you do in summer.			
c. Mention 3 things you do in winter.			
d. What do you eat in winter?			
e. What do you eat in summer?			

- 2 Move around the classroom, talk to your classmates and complete the table. Follow the model.



You: Do you read books?

Cristina: Yes. I usually read books in winter.

Seasons and Habits			
Name	Activity	Frequency	Season
Cristina	read books	usually	winter
	watch movies		
	swim		
	play outside		
	run		
	go to the beach		

3 Using information from activity 2, write four sentences about your classmates activities.



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

4 Follow the instructions to play a game.



- Get in groups.
- Take turns to read your sentences.
- When you hear a sentence that you also have, raise your hand.
- The person with most sentences that are not repeated wins the game!

5 Finally, go to two more groups and play the game again.



Take notes on the most repeated sentences. Share them with the rest of the class.

Group 1:

Group 2:

Attitude

In pairs, think of three tips for someone who has difficulties with speaking activities in English. Compare it with another pair's.

Language




We use **and** to connect ideas and before mentioning the last item of a list of words.

Examples:

In summer, I like swimming, hiking and eating ice cream. (list of activities)

I sometimes go to the beach and in spring I always help my mom with the gardening. (connect ideas)

Lesson 4 Vacation Time

In this lesson   
you will learn: To describe the activities you do during vacations.

Before Reading

- 1 Read what these siblings say and decide what they need to travel. Look at the room and write the items next to them.



I'm going somewhere really hot. It never rains there and I like it, but there's no beach....



I have all the clothes I need, but I have to take an airplane...



I'm going somewhere really, really cold. I'm happy because I know there's an indoor pool in there!



- 2 Discuss with a partner.
- a. What place in Chile sounds interesting to you? And in the world? Why?
- b. How can you get there? Look at the images.



- 3 Look at the items. With a partner, ask each other the question "Where do you need a...". Pay attention to the box with the list of places below.

hill - camping - beach - lake



flashlight



water bottle



sneakers



hook



swimsuit



sunscreen



fishing rod

- 4 According to the previous activity, answer and complete.

a. What do you use to protect your skin from the sun?

b. What do you use when it's very dark and you can't see?

c. Comfortable shoes for walking.

d. You use this to catch fish when using a fishing rod.

e. You can't forget this if you want to bathe in the ocean.

Predict

- 5 Read the first line of the text on page 156. What do you think the text is about? Compare your prediction with a partner.

Reading

1 What nice vacation spots do you know? Name three things that make them attractive to you.

- _____
- _____
- _____

2 Read the text and complete the notes.  45

Every summer, I go to Laguna Verde in Central Chile with my parents. We stay in a little cabin near the woods. Mom likes fishing and Dad loves taking us camping near the cabin. I like taking notes about the animals I see! We usually see a lot of wild animals, like culpeos, white owls, and the peregrine falcon. We always stay there for two weeks. For the trip, I have to take light clothes, like t-shirts and shorts, some sneakers, and my camera. Mom and Dad also take jackets and sweaters because it gets really cold at night. I don't take my video games with me because I have other fun things to do, but I need my notebook because I always use it for my record of the wildlife.

Source: Archivo editorial

Where: <i>Laguna Verde</i>	How long: _____
Who with: _____	Take: _____
Stay: _____	Don't take: _____
Activities: _____	

Strategy

Try to get the meaning of a full sentence or a paragraph before using a dictionary. Context can help you with the words you don't know.

Check Your Prediction

Get together with a partner and check your predictions. Do you think prediction activities help you before reading a text? Why? Discuss.

3 What is the best title for Carmen's composition?

- a. My Parents' Vacation b. My Summer Vacation

- 4 Look at the pictures. Which activities are mentioned in the text? Circle the letters.



- 5 Use the information from activity 2 and answer the questions.

a. Where does she go?

b. Who does she go with?

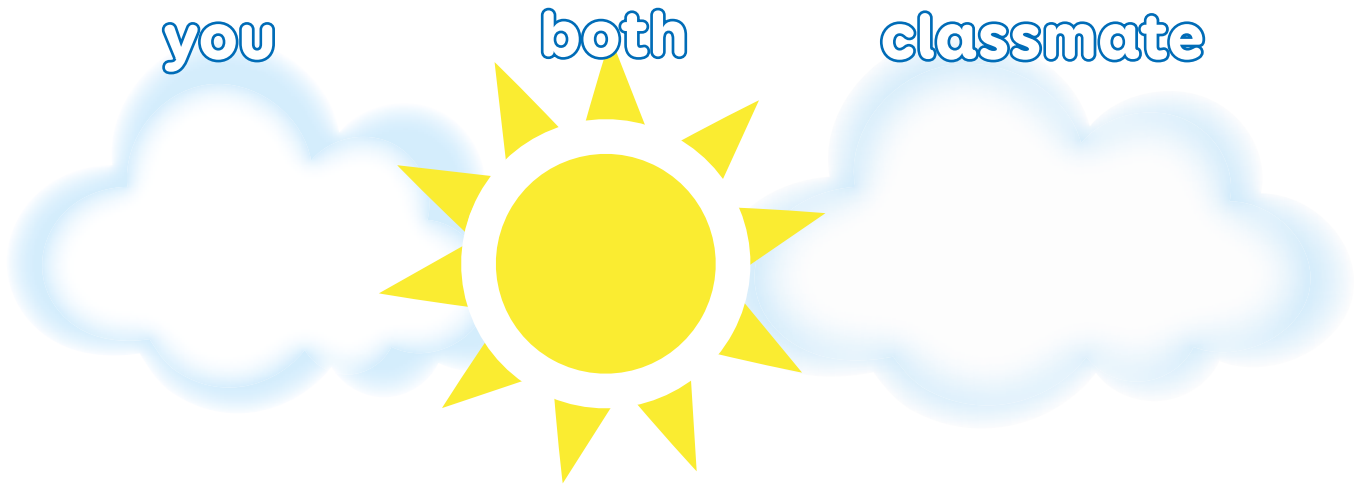
c. How long does she go on vacation?

d. What activities does she do?

e. What clothes does she take?

After Reading Writing

- 1 With a classmate, brainstorm the activities that you like doing when you are on vacation. It can be in your own city or town or somewhere else.



- 2 You are going to write about your vacation. Complete the notes to organize the information.

Where: _____

Who with: _____

Stay: _____

Activities: _____

How long: _____

Take: _____

Don't take: _____

- 3 Write a composition about your summer vacation following the model on page 156. Give it an interesting title.


Tips

The order in which you organize information is important in order to give clarity to your texts and cause an effect in your audience. Do you want to organize your text in a logical order? Is it more effective to start with the ending? It all depends on your text.

- 4 Read about two classmates' vacations. What activities in your partners' compositions do you want to try?



Classmate 1	Classmate 2

Let's Play



Instructions:

1. Choose a partner and find 4 similar items to use as chips, but that are different from your partner's items.
2. Each person chooses a side of a coin. Toss the coin. Whoever's side lands face up starts the game.
3. Choose one chip from your side to start and answer the question according to the square. Answers must not be repeated.
4. If your answer is correct, move forwards (never backwards). Only diagonal movements are allowed. If your answer is incorrect, you cannot move.
5. If your partner's chip moves over yours, you lose the chip.
6. The first one to get to the other side wins the game!

Name 2 things you don't wear in winter.



What is one weather word starting with "s"?



Name one thing you take when camping.



A rainy city in Chile is _____



Mention one thing you need to travel by plane.

Mention two weather words related to winter.

Francisca _____ wears sandals in summer.

Pronounce the words correctly: hat, healthy, hot.

Juan _____ wears pants at work.

_____ protects you from the sun; you take it to the beach.

Mention one weather word starting with "w."

Complete: "The weather is _____ in the countryside." (Temperature 25°C)

Which of these items don't you need to go to the pool?
a) sunglasses
b) swimsuit
c) scarf

Something you wear at night is...

Say two sentences using:
• Never
• Always

A very cold country is _____

On your feet, you wear...



What's the weather like when it's snowy? Mention one word.



A very hot city in Chile is...



Name 2 things you wear in summer.



The Map of a Natural Region



In groups, get ready to create a map of a region and different elements related to it.

1

What Region?

First, decide what region you are going to make your map for. Do you remember the 5 different natural regions of Chile? Use an atlas or research online to obtain information.



Materials

- White cardboard
- Markers
- Colored pencils, crayons or anything you can paint with.
- Images or drawings of characteristic elements of the region.

2

What to Show?

Decide what elements from the region you want to highlight. You can include flora, fauna, cities or anything that you consider attractive.



3

Putting the Map Together

Draw the map of the region you want to present. Include the drawings or images of the most important things you want to present.



4

What Makes It Special?

Decide what information you are going to share. Besides the elements you show, prepare to talk about the weather, what kind of clothes are necessary and what activities you can do when you visit that region.



5

Making the Map Attractive

- This is the moment to make your map look pretty for your audience. Use colors to represent different parts of the region. Get creative and think of different ways to decorate the map.



Synthesis Unit 4

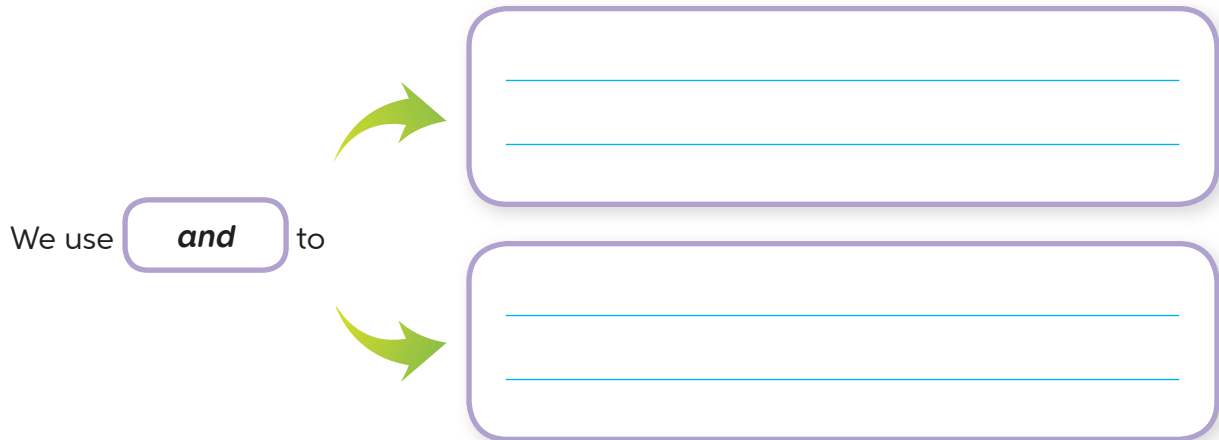
Language

- 1 Put the adverbs in order, according to the frequency they represent. Then, write one examples in your notebook using each of them.



- 2 Complete the diagram with the functions of **and**.

We use **and** to

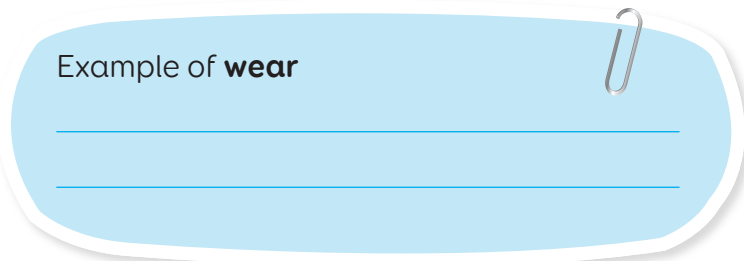


- 3 Write one example using wear and one using wearing. What is the difference?

We use **wear**



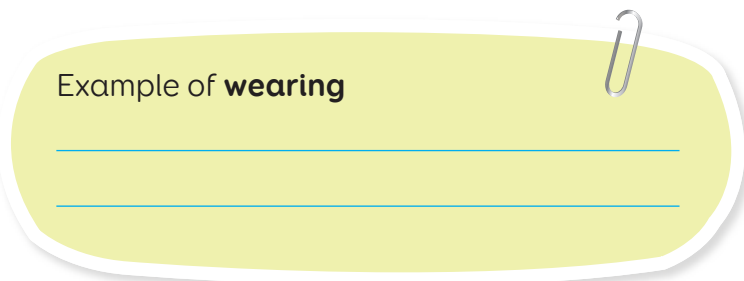
Example of **wear**



We use **wearing**



Example of **wearing**



My Progress

1 What are the topics that relate to these images from page 130?



Topic	Related words
_____	_____
_____	_____
_____	_____



Topic	Related words
_____	_____
_____	_____
_____	_____



Topic	Related words
_____	_____
_____	_____
_____	_____



Topic	Related words
_____	_____
_____	_____
_____	_____

2 Complete the table according to your progress in this Unit.

• My favorite pages of the unit: _____ and _____.

• Especially activities: _____ and _____.

• I need more practice with: _____

• Three important words or expressions I learned in this unit: _____

• For me, talking about the weather is _____.

Why? Discuss with a partner.

Review Unit 4

Listening

1 Listen (46) to two people say what they are wearing. Write down the clothing items.

Speaker 1

Speaker 2

2 According to the audio from activity one, write sentences to describe what the weather is like where these people are.

Speaker 1

Today _____

Speaker 2

Today _____

Language

3 Make the sentences true for you using frequency adverbs.

- I _____ have ice cream in August.
- I _____ eat humitas in February.
- I _____ wear _____ in _____.
- I _____ in October.
- I always _____ in _____.
- I _____ go swimming in _____.

Vocabulary

4 Read the riddles and write the name of the season. Practice them with a partner.

It's time for rain, it's time for snow.
Is the heat on? 'Cause it's cold, cold, cold.
I see you have your jacket and also your gloves
But when you go out in this weather
You have to put a jacket on!

Flowers and colors come in September.
The wind is perfect for kites,
You have to remember!
It's not cold, it's not hot,
The weather's perfect this time.
The birds sing and everything's alright.

The year is long and sometimes cold,
The seasons change and another one's gone.
This is when our vacations start,
Let's play with our friends in the sun.
There's no space for homework,
Now it's time for fun.

When March is almost gone
The leaves fall and the wind blows.
Orange, brown and yellow,
Every time you look around.
It's beautiful outside;
When you hear the leaves crack

5 With a partner, look at the temperature and the symbols to ask each other about the different cities.



Example:

Student A: What's the weather like in Rancagua?

Student B: It's cloudy and chilly.

sunny
 rainy
 snowy
 windy
 cloudy

Calama	La Serena	Maipú	Arica	Pta. Arenas	Rancagua	Pto.Montt
19°	17°	22°	30°	1°	10°	9°

Reading and Writing

- 1 Read the following sentences and circle the emotion in each sentence. Use a ✓ to mark if they are positive or negative.

Emotions		
	Positive	Negative
a. I get so happy when I play with my dog after school!		
b. My soccer team lost the game! I am so angry.		
c. I'm really excited because I'm on vacation with my family.		
d. She loves making silly faces to make her friends laugh.		
e. I am very tired because I didn't sleep a lot last night.		

- 2 Read the sentences and look at the pictures. Then, complete with an emotion or feeling.

a. I don't have anything to do.
I'm so _____.




b. Today is my birthday and all my friends are here.
I'm very _____.

c. My friend told me an important secret.
I'm so _____.



d. I have a math test tomorrow and I haven't studied a lot.
I'm very _____.

Listening and Speaking

- 1 Listen  to the descriptions of these families and complete with words from the box.

boy - parents - baby girl - little boy
mom - mother - grandparents - father

- a. I'm a _____. In my family there is only one _____.
- b. There are four people in my family. I live with my _____ and _____. Now there is a _____ too.
- c. My family is big. I live with my _____ and _____. There are four _____ and there is only one _____.

- 2 Look at the pictures and match them to what a family member says.



- a. "There are two people in my family because I only live with my grandfather. I don't feel bored because we talk and watch a lot of movies."
- b. "I'm very excited because now I have a sister!"
- c. "We are many people in my family, but we are very happy."

- 3 Choose two members of your family and describe them to a partner. Use the following text as a model. Replace the words in bold with your own information.

There are **three members** in my family. I have a **sister**. **She** has **blue** hair and **brown** eyes. **She** is very **intelligent** and **she studies a lot**. My **grandma** has **gray** hair and **blue** eyes. My **grandma** is **fun!** **She reads books with me.**

Reading and Writing

1 Read the descriptions and guess the free time activities. Write their names in the space provided.

a. We practice this sport in a pool, in the ocean or, in a river.

b. We need a microphone to do this free time activity.

c. A game where the players have a curved stick and they try to score goals by hitting a very small ball. _____

d. We ride a bike around the park or in the city. _____

e. We need instruments like a guitar or a piano for this activity.

2 Look at the pictures and read what you need to do these free time activities. Then, match the letters to the pictures and write the name of the activity.



□



□



□

- a. Books and a comfortable space.
- b. Canvas, brushes and different colors.
- c. A swimsuit and a pool or the sea.

3 Write about one free-time activity that you enjoy and one that you don't like. Mention the objects that you need for that activity.

a. I enjoy _____. For this activity I need

_____.

b. I don't like _____. For this activity I need

_____.

Listening and Speaking

- 1 Listen ¹⁴ to the following conversation about school subjects. Then, complete the table with the classes that Anna, Chris and Karen like. Write a ✓ in the table.

Classes We Like			
	Anna	Chris	Karen
Physical Education			
Math			
Art			
Music			
Language			
English			

- 2 Read the following sentences and circle the right option.

- a. Anna loves playing **tennis** **hockey** **soccer**
- b. Karen loves **singing** **numbers** **painting**
- c. Chris really likes **acting** **drawing** **swimming**
- d. Karen enjoys playing the **guitar** **piano** **violin**
- e. Anna likes **numbers** **collages** **books**
- f. Chris enjoys learning **equations** **vocabulary** **reports**

- 3 Discuss these questions in groups of 3-4 people. Use the sentences included to express your own ideas.

- a. Do you like English classes? Why?
Yes, I like English classes because...
No, I don't like English classes because...
- b. How do you feel in English classes? Why?
In English classes I feel...
- c. What can you learn in English classes?
In English classes I can learn...
- d. What do you need for English classes?
For English classes, I need...
- e. What can you do outside the classroom to learn English?
To learn more English, I can...



We Live Here

Reading and Writing

1 Read these descriptions of some of the rooms of a house and guess their name. Write the name of this room in each space.

a. _____

In this room you can find: a bed, two pillows, a blanket, curtains, a bedside table, and a small lamp. It is used for sleeping at night and resting.

b. _____

In this room you can find: a table, six chairs, a big lamp, two windows, and some flowers. It is used for eating food during the day.

c. _____

In this room you can find: a big sofa, a TV, curtains, three books and some movies. It is used for relaxing and spending time with the family and friends.



2 Think about your own bedroom and answer the following questions.

a. What objects can you find in your bedroom?

b. In my bedroom you can find: _____

c. Imagine your ideal bedroom. What do you have there?

In my ideal bedroom, I have:

Listening and Speaking

- 1 Listen (25) to the conversation about stores and buildings of a city. Then, number the order in which these buildings are mentioned in the conversation.



- 2 Decide if the location of these stores and buildings is true (T) or false (F).

- _____ The restaurant is between the bakery and the coffee shop.
- _____ The clothes shop is in front of the library.
- _____ The shoe shop is next to the movies.
- _____ The grocery store is behind the flower shop.

- 3 Look at these picture. In pairs, discuss the name of these occupations and the place where these people work.



a



b



c

Example: The first person in letter a is a baker. She gets up early and works in a bakery. This is a shop where you can find bread. In my town, you can find a bakery next to a park.

Reading and Writing

1 Draw a line to match the description of these places of the city to a picture.

a. An area of water where you can swim for fun or as a sport.

b. A structure that is over river or roads, so that people or cars can cross to the other side.

c. One or more buildings where they make things.

d. A place where people can take animals that don't feel well.



2 Read the description of the places in a city and complete the missing words.

Come to my town! There is an incredible _____ here. You can eat Italian and Mexican food in that place. There is a beautiful _____, too. You can walk around this place after lunch with your dog. There are a lot of big trees and small birds. Also, there is a _____ near the city. This area has a lot of water and fish. Oh, and there is a _____ too! Every week different teams play soccer there. Finally, you can visit the _____. There are a lot of paintings that you can see on the walls. I'm sure you'll love my city!

3 Complete with an old place in your town and a modern one. Mention three things you can find there.

a. An old place in my town is _____. In this area you can find _____ and _____.

b. A modern place in my town is _____. In this area you can find _____ and _____.

Listening and Speaking

1 Listen  to the following conversation and circle the right option.

- A:** What's the nationality of your friend?
B: Peter is Canadian / Russian. He is married and has two children: Jamie and Allison.
A: What's the name of his wife?
B: Kate. She is Irish / English but they met in the United States / England.
A: Do they still live there?
B: No, now they live in China / Chile because Kate works there.
A: Do the children have Chilean / Chinese friends?
B: Yes, they do. But they also have friends from all over the world. Allison's best friend was born in New Zealand / Turkey and Jamie's best friend is from Germany / India.
A: So fun!
B: Yes! And they want to travel to Italy / Japan in the summer!

2 According to the conversation, complete the following statements.

- a. Peter was born in this country: _____
 b. The continent where Kate works: _____
 c. Nationality of Allison's best friend: _____
 d. Nationality of Jamie's best friend: _____

3 In groups of three, discuss about places of Chile that people can visit on their vacation. Follow the example and organize your ideas in the table:



Example: In the North of Chile, you can visit San Pedro de Atacama. In San Pedro, there is the Atacama Desert, El Tatio and the Church of San Pedro de Atacama.

Around Chile		
Name of the town	Location	3 tourist attractions

Delicious!

Reading and Writing

1 Read the descriptions of some typical Chilean food and guess the main ingredients. Use the letters to complete the words.

a. *Ensalada a la chilena* is made with these two vegetables:

_____ i _____ and t _____

b. This is the main ingredient of *humitas*: _____ r _____

c. You can find this orange vegetable in a *cazuela*:

_____ t _____

d. This is the most important ingredient of *pastel de papa*:

_____ o _____ s _____

e. In an *asado*, you can eat: _____ e _____

f. This food is one of the main ingredients of *chorrillana*:

_____ n _____ f _____ s _____

g. You can find these ingredients in a *salpicón*:

_____ t _____ and _____ g _____

2 Read these sentences about fruits and decide if they are true (T) or false (F).

- a. _____ Olives are used to make ketchup.
- b. _____ Grapes can be green or purple.
- c. _____ You can make *leche con plátano* with a banana.
- d. _____ Cherries come from the North of Chile.
- e. _____ Apples can be only be red.



3 Describe your favorite ingredients for a fruit salad. Include four ingredients and explain why you like them. Also, mention two fruits that you don't like.

My favorite ingredients for a fruit salad are: _____, _____, _____, and _____. I like these ingredients because _____. I don't like these two fruits: _____ and _____.



Listening and Speaking

1 Listen (38) and complete the sentences with the missing ingredients.

- I love _____. These are boiled corns. You can add _____ and _____ to them.
- We love to drink _____ milkshake.
- Ramen is a _____ that is prepared with _____ and vegetables like _____ and _____.
- For dessert, my favorite is eating _____.
- Here, you can eat a churrasco. This is a _____ that is made with _____ and _____. You can add vegetables like _____ and _____.

2 Write the name of the country of each food and drink.













3 Choose a dessert and drink from Chile. Mention the ingredients that you need:

a. A typical dessert from Chile is _____. You need these ingredients to prepare it: _____

b. A typical drink from Chile is _____. You need these ingredients to prepare it: _____

Reading and Writing

1 Look at the pictures of the ingredients of an omelette. Write their names below.



2 Read the instructions of the omelette recipe and write the right word.

add - put - chop - mix - peel - melt - beat


- a. First, _____ the small onion.
- b. Then, _____ the onion and pepper. Also, put some olive oil in a pan and cook the vegetables.
- c. After that, _____ two eggs in another bowl and _____ water and salt.
- d. Next, _____ some butter and _____ the chopped vegetables with the eggs. Cook for 5 minutes on each side.
- e. Finally, _____ some cheese on top of your omelette!

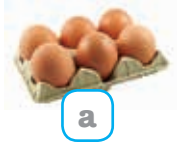
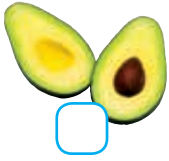
3 Think about three more ingredients that you would add to this recipe. Use cooking verbs to explain how to prepare these new ingredients.

a. I would add these three ingredients to this recipe: _____, _____ and _____

b. How to prepare these ingredients:

Listening and Speaking

- 1 Listen  to a conversation about eating habits and match the descriptions to the pictures. Letter a is an example.



- Tamara eats fruits and this food for breakfast
- Javier likes to eat cheese and this food for breakfast
- Javier loves eating carrots and this food at lunch
- Tamara likes to have this for dinner
- Javier really likes this junk food
- Tamara loves this junk food

- 2 Read the sentences about the conversation and color the right option.

- Tamara drinks milk tea orange juice every morning
- Javier enjoys eating cheese fruits eggs for breakfast
- Tamara doesn't really like rice corn lettuce
- Javier loves eating peppers onions carrots
- Javier really likes corn fish rice
- Tamara likes to have fish tomato olive soup for dinner

- 3 In pairs, discuss about eating habits in Chile. Use the sentences to express your ideas.

- Describe a typical Chilean breakfast.
A typical Chilean breakfast includes...
- Describe a typical Chilean lunch.
A typical Chilean lunch includes...
- Describe a typical dinner for Chilean people.
A typical Chilean dinner includes...
- Do you think that Chilean people eat healthy? Why?
I think that Chilean people eat...



Hot and Cold

Reading and Writing

1 Read the postcards and match them to their corresponding pictures.



a. Hi Natalia,
The weather is rainy and cold in Puerto Montt. But I'm okay with that! I love to walk around the city.
Regards, Sara

b. Hi Sara,
It's sunny and hot in Copiapó. I go to the beach every day because I really like to swim.
Greetings, Natalia

c. Hello Sara and Natalia,
I'm in Villarica. It's cloudy and windy here. That's fine, because I can fly my kite outside!
Best wishes, Roberto

2 Read the text about a city and complete the information about the weather.

snowy - cold - rainy - windy

I live in Punta Arenas, a beautiful place. This city is located in the South of Chile, so the weather is always very _____ and _____, even in the summer. During the winter Punta Arenas is usually very _____, so you need to have an umbrella! Also, in some places of the city you can make a snowman because it's _____ there.

3 Answer the following questions about your city.

a. What's the usual weather in your city?

In my city, the weather is usually _____

b. Do you like the weather of your city? Why?

Listening and Speaking

1 Listen (47) to the conversation about clothes and complete dialogue with the missing words.

a. What do you like to wear in the summer?

I like to wear _____ and a _____. What do you like to wear?

Well, I like to wear a _____ and _____

Cool! I wear _____ all the time.

That's a good idea. _____ are great for the summer, too.

b. Today it's raining. Wear your _____ to school.

Okay mom.

I think that you should also wear _____ and a

Yeah, the weather is very chilly. What are you wearing, mom?

Now I'm wearing _____ and _____

2 In pairs, discuss about the clothes that you are wearing. Take turns and answer these questions.



a. What is your partner wearing now?

b. Which clothes do you always wear in the winter?

c. Which clothes do you always wear in the summer?

d. Do you prefer winter or summer clothes? Why?

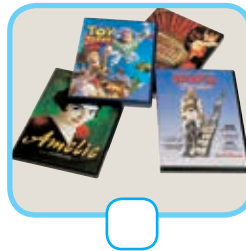
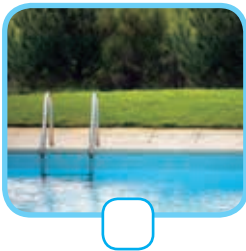


Reading and Writing

1 Read the sentences and circle the right option.

- a. We celebrate **Valentine's Day** / **Father's Day** / **Easter** in February.
- b. We can dress up as witches or monsters for **Halloween** / **Easter** / **New Year**
- c. In my country, it's **summer** / **winter** / **fall** in August.
- d. We can see fireworks at 12:00 am in **New Year** / **Halloween** / **Father's Day**
- e. We dance *cueca* and eat *anticuchos* in **January** / **September** / **April**

2 Look at the pictures and match them to the descriptions below.



- a. When it's raining, you can watch movies at home in Chiloé.
- b. You can cook *sopaipillas* with your dad in Puerto Varas when it's very cold.
- c. In Coquimbo, you can play with your friends in the park when it's warm.
- d. In Calama you can swim in a pool when the weather is too hot.
- e. In Pucón, you can read books in your room when the day is chilly.

3 Write about some activities that you do in each season.

a. Describe two activities that you always do in the summer

- _____
- _____

b. Describe two activities that you never do in the winter

- _____
- _____

Listening and Speaking

- 1 Listen (48) to the recording and tick (✓) the activities and clothes that are mentioned in the conversation.



- 2 Read the following sentences and decide if they are T (true) or F (false)

- a. ____ The city is located in the Far North of Chile.
- b. ____ Alejandra's mom really enjoys fishing in the river.
- c. ____ Alejandra's brother likes to walk around the city.
- d. ____ There are a lot of fish in the lakes of the area.
- e. ____ The weather of this city is usually very windy.
- f. ____ You need to bring sneakers to this city.

- 3 In pairs, discuss about a place you like to visit. Use the phrases below to organize your ideas.

- I like to visit ____ with my ____
- This city is located in ____
- You can get there by (bus, airplane, train, etc.).
- The weather of that place is ____
- Some of the activities you can do are: ____
- The shoes and clothes that you need to bring for this place are: ____
- Some of the things that you don't need for this trip are ____



Grammar Reference

Use

We use **personal pronouns** to refer to people or things. We also use the **verb to be** to say that something or someone exists or give information.

Personal Pronouns + Verb to be: in **affirmative and negative** sentences, personal pronouns go **before the verb to be**. In **interrogative sentences** the verb to be goes **before personal pronouns**.

I He / she / it You / we / they	Am Is Are	Catherine nervous friends
I He / she / it You / we / they	Am not Is not (isn't) Are not (aren't)	Sad Happy Silly
Am Is Are	I She They	Angry? Yes, I am / No, I'm not Bored? Yes, she is / No, she is not (she isn't) Boring? Yes, they are / No, they are not (they aren't)

Use

We use **there is /there are** to refer to the existence of something or someone. In **affirmative and negative** sentences there is/there go at the **beginning**. In the **interrogative** form we use the structure: **is/are + there + noun + complement**.

There is: used with singular nouns
(1 one, a, an)

There are: used with plural nouns (+ 1
two, three, four, five...)

There is one / a baby in the family. There is not an apple in the fridge. (there isn't)	There are five kids in the school. There are not seven windows. (there aren't)
Is there a baby in the family? Yes, there is / No, there is not (there isn't)	Are there five kids in the school? Yes, there are/ No, there are not (there aren't)

Use

We use prepositions of place to indicate the position of elements.

Prepositions of place

The mall The students The bakery The pharmacies	is are is not (isn't) are not (aren't)	behind next to between in front of	the church the cafeteria the café and the store the park
--	---	---	---

Is the mall behind the church? Yes, it is / No, it is not (it isn't) Are the students next to the cafeteria? Yes, they are / No, they are not (they aren't)
--

Use

We use **present simple** to talk about routines, facts, repeated actions and frequent situations.

Present Simple: In the affirmative form, we use an “s” at the end of the main verb when we talk about **he-she-it**, while in **negative and interrogative** sentences; the main verb remains the same. There are some exceptions for the “s” rule:

- Like – likes
- Watch – watch**es**
- Carry – carry**ies**
- Pass – pass**es**
- Do – do**es**
- Have – **has**

I / you / we / they	feel happy have one brother like football	I / you / we / they	do not (don't)	feel happy have one brother
She / he / it	watch tv feels happy has one brother likes football watch es tv	She / he / it	does not (doesn't)	like pasta watch tv

Use

We use **imperatives** to give instructions, orders, and warnings. They are commonly used in **affirmative** sentences but also in **negative** ones. They are directed to the personal pronoun “you”.

Imperatives: the sentences always begin with the main verb, followed by an object and complement.

Peel	the potatoes carefully ✓	Do not (don't) peel ✗	the potatoes
Chop	the onions in slices ✓	Don't chop ✗	the onions in slices
Do	your homework now ✓	Don't do ✗	your homework now

Use

We use the **sequencing words** to express the order or sequence in which an event occurs.

Sequencing words: **First, next, then, now, after that, finally (among others)**

1. **First**, wash the potatoes
2. **Next**, peel the potatoes
3. **Then**, chop the potatoes in slices
4. **Now**, fry the potatoes
5. **After that**, add a little salt to them
6. **Finally**, enjoy these French fries.

Use

We use **frequency adverbs** to express how frequently an action or event occurs.

Frequency adverbs

When used with the verb to be (am, is, are) we place the frequency adverbs after verb to be .			While in the present simple tense sentences, we place frequency adverbs after personal pronouns .		
It is	always	rainy in Valdivia	It	always	rains in Valdivia
I am	never	at home	I	never	stay at home
Kids are	sometimes	tired	Kids are	sometimes	get tired

Use

We use **wear vs. wearing** to describe the clothes items that a person is having on.

Wear Describes what a person usually wears. It is not referring precisely to the clothes worn now.			Wearing Describes what a person is wearing right now, at this moment. It is		
I	wear	a uniform during the week	I	am wearing	a uniform
Sam	wears	pants everyday	Sam	is wearing	pants
We	wear	shirts at school	We	are wearing	shirts
			} now		

Use

We use **Wh- questions** to ask for information where the answer is not a simply yes or no.

Wh questions: When used with the **present simple tense**, we use the auxiliary verbs for interrogative forms (do- does).

- What: Qué?
- Which: Cuál(es)?
- Where: Dónde?
- When: Cuándo?
- Who: Quién?
- Why: Por qué?
- How much/ How many: Cuánto(s)/ Cuánta(s) ?

What	do you	have for	I have milk and bread
Where	does he	breakfast?	He lives in Futaleufú
When	does she	live?	She starts school in March
		start school?	

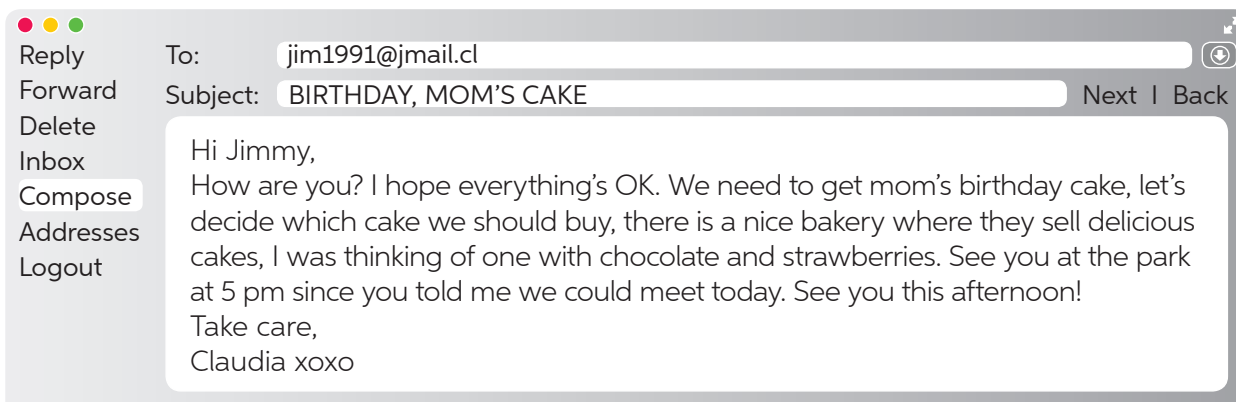
Writing Tips

Writing Tips - Emails

Emails are electronic mails which are sent and received through an electronic platform with the use of internet. You can send emails to friends, family, classmates and even teachers.

Do not forget to follow these steps when writing an e-mail:

- **A subject:** It shows the main content of your e-mail. Use keywords.
“Birthday, Mom’s cake”
- **Greeting:** A polite or friendly way to start your e-mail. The formality depends on your relationship with the other person. *“Hello Rosie” “Hi bro”*
“Good morning Ms. Parks”
- **Message:** It contains the main information in a clear way, avoiding unnecessary details.
“Let’s decide which cake we should buy to mom, there is a ...”



Task

You have a trip to the museum with your teacher and classmates, but your mom wants to know more information about it. Write an e-mail to your teacher asking him or her about it (30-50 words).

- Follow the steps previously mentioned
- Explain why you want more information about the trip
- Ask the teacher the main questions about the trip (date, time of departure, place, how much money, time of arrival)



Writing Tips - Compositions

Compositions are written works where ideas are organized and describe an event.

Do not forget to follow these steps when writing a composition:

- Choose a topic: Write about a topic **“My summer vacations”**
- Organize your ideas: State your ideas in a brainstorm and choose the ones you like most **“Camping with family” “a lot of food” “play volleyball with Luis and Maite” “songs and guitar”**
- Write your ideas: Write about your main ideas and describe each of them. **“There was a lot of food, my parents had many fruits and marshmallows, I ate too much chocolate...”**
- Conclusion: To finish the composition **“And these were my best summer vacations”**

“My summer vacations”

Last summer vacations my family and I went to “Lago Rapel” we had a great time together. I played volleyball with Luis and Maite (my siblings) and I also ate a lot of food, my parents had many fruits and marshmallows, I also ate too much chocolate. At night we all sang songs and my mom played the guitar, this was definitely my favorite part. These were my best summer vacations”

Task

Write a composition about your favorite subject at school (70-100 words).

Include:

- A title
- Favorite subject and other two subjects that you like as well.
- Least subject at school
- A conclusion



Writing Tips - Descriptions

A description is an explanation of how something or someone is or looks like. It's used to represent an idea about them.

Do not forget to include these elements when writing a description:

- Name of the person/object.
- Main characteristics
- Something particular about him/her/it.

My grandmother

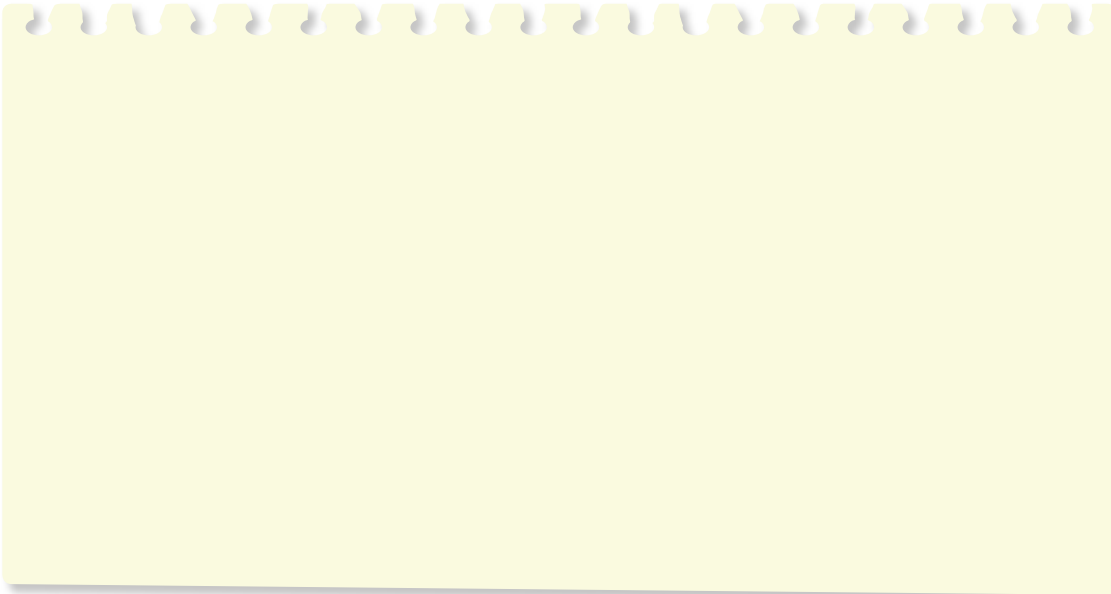
Rosario is my grandmother, she has blue eyes and black hair, she is a farmer in the country, she is always happy. Rosario likes to visit her family. She always visits my dad, her son and us; my mom and her grandchildren.

My grandmother is a really nice woman, very sweet and funny, she makes jokes all the time. Besides, she is really beautiful!

Task

Write a brief description of one of your family members (50-80 words).

- Name
- Relationship
- Main characteristics and something special about him/her.



Glossary

Unit 1

angry /'æŋɡrɪ/ adj cross with somebody:
enojad(a)

bored /bɔːrd/ adj uninterested: aburrado(a)

boring /'bɔːrɪŋ/ adj uninteresting: aburrado(a),
tedioso, fome

cousin /'kʌzn/ n child of an aunt or uncle:
primo(a)

emoji /i'məʊdʒi/ n small digital image used to
express an idea or emotion: emoji

excited /ɪk'saɪtɪd/ adj animated, enthusiastic:
emocionado

feel /fi:l/ v to sense, by touch: sentir

feeling /'fi:lɪŋ/ n emotional sensitivity:
sentimiento

funny /'fʌni/ adj making you laugh; amusing:
divertido

grandfather /'grænfɑːðər/ n father of a parent:
abuelo

grandma /'grænmʌðər/ n mother of a parent:
abuela

have /hæv/ v to possess: tener

hungry /'hʌŋɡrɪ/ adj needing, craving food:
tener hambre, hambriento

hurray /hu'reɪ/ interj expressing joy or praise:
¡hurra!

joke /dʒəʊk/ n funny comment: broma

journal entry /'dʒɜːrnəl 'entri/ n text written in a
diary: anotación en un diario.

know /nəʊ/ v to comprehend: conocer, saber.

letter /'letər/ n written correspondence: carta.

like /laɪk/ v to consider good: gustar.

listen /'lɪsn/ v to pay attention to somebody/
something that you can hear: escuchar.

lunchtime /'lʌntʃtaɪm/ n hour when midday
meal is eaten: hora de almuerzo.

profile /'prəʊfaɪl/ n information about
somebody: perfil.

read /ri:d/ v to understand the meaning of
written or printed words: leer.

scared /skerd/ adj frightened: aterrorizado

schedule /'skedʒu:l/ n timetable: horario.

silly /'sɪli/ adj foolish, absurd: bobo(a), en todo
cariñoso.

smile /smaɪl/ v to make a smile appear on your
face: sonreír.

subject /'sʌbdʒɪkt/ n an area of knowledge
studied in a school: asignatura.

speak /spi:k/ v to talk to somebody about
something: hablar.

swimsuit /'swɪm,su:t/ n bathing suit/trunks: traje
de baño.

tired /'taɪəd/ adj needing sleep: cansado.

uncle /'ʌŋkl/ n parent's brother, aunt's husband:
tío.

write /raɪt/ v to communicate in writing: escribir.

Unit 2

accurate /'ækjərət/ adj precise, close to true
value: preciso, exacto, acertado.

bakery /'beɪkəri/ n store that sells bread, cakes:
panadería.

bathroom /'bæθru:m/ n room: with bath,
shower: baño.

bed /bed/ n furniture for sleeping: cama

behind /br'hænd/ prep at the back of
somebody/something: detrás de

between /br'twi:n/ prep intermediate to: entre

bookstore /'bʊkstɔːr/ n shop selling books:
librería

brainstorm /'breɪnstɔːrm/ n idea-gathering:
lluvia de ideas

bread /bred/ n type of food: pan

bridge /brɪdʒ/ n structure over river, etc: puente

brochure /brəʊʃʊr/ n a book advertising
something: volante, folleto

building /'bɪldɪŋ/ n structure: edificio

buy /baɪ/ v to obtain something by paying
money for it: comprar

cheese /tʃiːz/ n dairy product: queso

city hall /'sɪti hɔːl/ n seat of municipal
government: municipalidad

dental floss /'dentl flɔːs/ n thread: cleans
between teeth: hilo dental

desert /'dezərt/ n arid region: desierto
eagle /'i:gl/ n bird: águila
factory /'fæktəri/ n manufacturing site: fábrica
flag /flæg/ n symbol of country: bandera
food /fu:d/ n things that people or animals eat: comida
goal /gəul/ n objective, aim: meta
holidays /'həli,deiz/ n official days off work, vacations: feriados, vacaciones
hummingbird /'hʌmɪŋbɜ:rd/ n very small bird: colibrí
learn /lɜ:rn/ v to know by studying: aprender
library /'laɪbrəri/ n public book-lending place: librería
live /lɪv/ v to remain alive: vivir
messy /'mesi/ adj not ordered person: desordenado(a)
neighborhood /'neɪbərhu:d/ n local area, quarter: vecindario ,barrio, vecindad
newspaper /'nu:zpeɪpər/ n periodical publication: periódico
present /'preznt/ n gift: regalo
riddle /'rɪdl/ n enigma: difficult question: acertijo, adivinanza
sibling /'sɪblɪŋ/ n brother, sister: hermano(a)
toothbrush /'tu:θ,brʌʃ/ n brush for cleaning teeth: cepillo de dientes
town /taʊn/ n small city: pueblo,ciudad
unscramble /,ʌn'skræmbəl/ v to put into coherent order: ordenar
wing /wɪŋ/ n part of bird used for flying: ala

Unit 3

add /æd/ v to join, put in: agregar
avocado /,ævə'kɑ:dou/ n fruit with dark green skin: palta
bake /beɪk/ v to cook in the oven: hornear
bean /bi:n/ n a legume: poroto
beat /bi:t/ v to mix something quickly: batir
bitter /'bɪtər/ adj sharp flavor: amargo
bone /bəʊn/ n hard part that form the skeleton: hueso

brain /breɪn/ n organ in head: cerebro
chop /tʃɒp/ v to cut into pieces: picar
cook /kʊk/ v food: to apply heat: cocinar
coriander /,kɔ:ri'ændər/ n aromatic herb: cilantro
corn /kɔ:rn/ n cereal grain: maíz
cup /kʌp/ n drinking container: taza
dessert /dɪ'zɜ:rt/ n final course of a meal: postre
dinner /'dɪnər/ n evening meal: cena
dish /dɪʃ/ n food course: cena
eat /i:t/ v to consume a food: comer
fabric /'fæbrɪk/ n material cloth: tela
fat /fæt/ n substance in food: grasa
fish /fɪʃ/ n aquatic animal: pez
flour /'flaʊər/ n ground cereal: harina
healthy /'helθi/ adj having a sound body and mind: sano, saludable
heart /hɑ:rt/ n human organ: corazón
juice /dʒu:s/ n liquid from fruit: jugo
junk food /dʒʌŋk fu:d/ n food that is unhealthy: comida chatarra
knowledge /'nɒlɪdʒ/ n understanding: conocimiento
meat /mi:t/ n food: animal flesh: carne
melt /mɛlt/ v to turn to liquid by heating: derretir
mix /mɪks/ v combine: mezclar
muscle /'mʌsl/ n body tissue: músculo
olive /'ɒlɪv/ n small black or green fruit: aceituna
onion /'ɒnjən/ n food: root vegetable: cebolla
peel /pi:l/ v to remove skin from: fruit,etc: pelar
pork /pɔ:k/ n pig meat: cerdo (carne)
recipe /'resɪpi/ n set of instructions about how to cook something: receta
rice /raɪs/ n food: arroz
salad /'sæləd/ n cold food with vegetables: ensalada
salty /'sɔ:lti/ adj tasting of salt: salado(a)
sausage /'sɔ:sɪdʒ/ n meat product: salchicha
scan /skæn/ v text, etc.: look over rapidly: ojea, echar un vistazo

share /ʃer/ v to use together: compartir

sour /'sauər/ adj taste: acidic: ácido

sweet /swi:t/ adj sugary: dulce

Unit 4

always /'ɔ:lweɪz/ adv every time: siempre

bait /beɪt/ n fishing lure, fly: carnada

blanket /'blæŋkɪt/ n woollen cover or throw: frazada, cobija, manta

boot /bu:t/ n tall footwear: bota

cabin /'kæbɪn/ n house: cabaña

catwalk /'kæt,wɔ:k/ n fashion show walkway: pasarela

chilly /'tʃɪli/ adj weather: cold: frío

cloudy /'klaʊdi/ adj sky, day: with clouds: nublado

cold /kəʊld/ adj low temperature: frío

countryside /'kʌntri,sɑɪd/ n rural: campo

dislike /dɪs'laɪk/ v not like: desagradar, no gustar

dress /dres/ n woman's item of clothing: vestido

dress /dres/ v to put clothes on: vestir(se)

fall /fɔ:l/ n autumn, season: otoño

fashion /'fæʃən/ n trend: moda, tendencia

firewood /'faɪər,wʊd/ n wood for fuel: leña

flip-flop /'flɪp flɔ:p/ n beach sandal: sandalia

forecast /'fɔ:rkæst/ n weather: pronóstico del tiempo

glove /glʌv/ n for warmth: guante

hat /hæt/ n head covering: sombrero

hook /hʊk/ n hook on a fishing line: anzuelo

hot /hɒt/ adj high in temperature: caluroso, caliente

ice /aɪs/ n solid water: hielo

outdoor /'aʊtdɔ:ɪ/ adv outside: al aire libre

outfit /'aʊt,fɪt/ n clothes: ropa, atuendo, traje

palm /pɑ:m/ n palm tree: palmera

perform /pər'fɔ:rm/ v to enact: representar

rainy /'reɪni/ n with rain: lluvioso

report /rɪ'pɔ:rt/ n news: reporte

rod /rɒd/ n fishing rod: caña de pescar

scarf /skɑ:rf/ n for warmth: bufanda

season /'si:zn/ n quarter of the year: estación

sell /sɛl/ v to vend: vender

skate /skeɪt/ n boot with wheels for rollerskating: patín

skirt /skɜ:rt/ n item of women's clothing: falda

slipper /'slɪpər/ n soft indoor shoes: pantufla

snowy /'snəʊi/ adj covered with snow: nevado

sometimes /'sʌm,tʌɪmz/ adv at times: a veces

spring /sprɪŋ/ n season: primavera

summer /'sʌmər/ n season: verano

sunny /'sʌni/ adj bright with sunshine: soleado

tent /tɛnt/ n camping: carpa

towel /'taʊəl/ n bath: toalla

tracksuit /'træk,su:t/ n athlete's trouser suit: buzo

warm /wɔ:rm/ adj not quite hot: tibio(a)

wear /wer/ v to have on: llevar puesto

weather /'weðər/ n climatic conditions: clima

windy /'wɪndi/ adj much wind: ventoso

woolen /'wʊlən/ adj made of wool: de lana

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Updates

Page 3 (Paragraph 5):

Should say: Finally, the Writing Tips section contains useful tips for you to learn how to write different kinds of texts such as emails, compositions, descriptions, etc.

Page 6 (My goals):

Should say: The My Goals page describes the contents that you will learn and the abilities connected to them.

Page 9 (Let's make it):

Should say: Here, you will put in practice what you learned and the attitudes that will help you work with your classmates in a harmonious way.

Page 12 (Anticipate):

Should say: Go through the headings and images to get the content of a text and a sense of the verb

Page 24 (Before Reading):

Should say: My mom, my two sisters, my grandma, my dog...

Page 25 (Activity 4):

Should say: There are three women in my family:

Page 31 (Let's make it):

Should say: Write a list of your classes and activities for this week.

Page 34 (1. Jorge):

Should say: I play the guitar.

Page 36 (Language):

Should say: This will help you know what to pay attention to when listening.

Page 41 (Attitude):

Should say: In your notebook, write two suggestions to get ready for an English class.

Page 43 (Strategy):

Should say: In order to remember and practice the pronunciation of new words

Page 47 (The structure):

Should say: You can make pages for the next three months or for the rest of the year, if you prefer.

Page 47 (Share your calendar):

Should say: Show **your classmates** the information you included and tell them what upcoming tests feel like a challenge to you and which subjects you like.

Page 125 (Activity 2):

Should say: Circle. To me, expressing ideas about the food I like is:

Page 134 (Check your prediction):

Should say: What visual elements helped **you predict the weather** on page 133?

Montaña rusa



La portada de tu texto de Inglés 5° está inspirada en el emocionante viaje de aprender un nuevo idioma.

La portada, creada por la artista Bárbara Perdiguera, utiliza la técnica de diorama de papel, un tipo de maqueta compuesta por figuras de papel que representan una escena o situación. ¿Qué opinas de la imagen? ¿Qué sensaciones te provoca?

Ahora que ya has explorado la portada de tu libro, te invitamos a iniciar tu año escolar junto a nosotros.



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