

Student's Book

English 5th Grade

Brendan Dunne • Robin Newton

PDF exclusivo para uso
Ministerio de Educación
Propiedad del Estado - Marzo 2011



Hello!

How are you?

We are

friends!



Edición especial para el Ministerio de Educación.
Prohibida su comercialización.



Richmond

Student's book

English



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Student's Materials

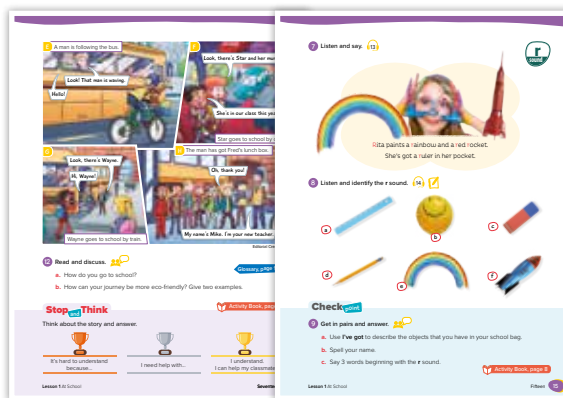
Presentation and Unit Objectives

You will find some pictures here!



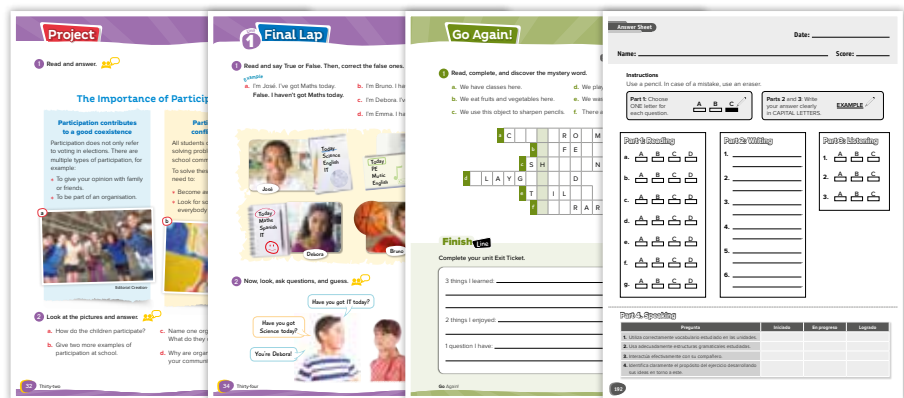
Stop and Think! What Do You Think? Check point

In these sections, you will show what you know.



Project, Final Lap, and Finish Line

In these sections, you will have some fun activities.



Icons



This icon shows that you need to do the activity with your classmates.



This icon shows that you will listen to an audio to complete an activity or sing and chant!



This icon shows that you need to do the activity in your personal notebook.



Activity Book, page 00 This icon shows that you will find extra practice in the Activity Book.

IMPORTANT: Do not write in this book. Do the activities in your personal notebook.

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Welcome to the English World!

- 1 Can you speak English?
Do you know these words?



Hot Dog



Hamburger



Webcam



CD



DJ



Mall



Sticker




Cheesecake



e-mail





Sale

- 2 Listen, point, and repeat.  2

Hello! What's your name?

Hi! My name's Ryan.

3 Now, role-play with your classmates. 

4 Listen, point, and sing. 

orange

green

blue

pink

purple

red

yellow

5 Look at the picture and answer: Do you like going to the park? 


 Activity Book, page 4

Hello! What's your name?


Hi! My name's Jazmin,
what's your name?

My name's Mike.
Do you want
a sandwich?

Oh, yes
please!

6 Listen, repeat, and say the missing numbers.  5

| | | | | | | | | | |
|-----|-----|-------|------|------|-----|-------|-------|------|-----|
| 1 | 2 | ? | 4 | ? | 6 | 7 | ? | 9 | 10 |
| one | two | three | four | five | six | seven | eight | nine | ten |

7 Count and write the correct number. 

a vegetables



b animals




c balls

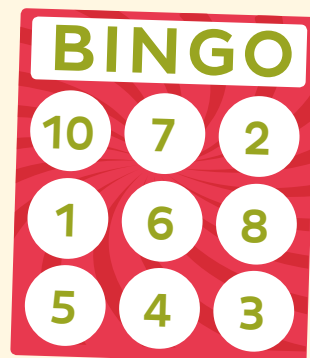


d flowers



8 Play bingo with your classmates. 

- a. Draw a 3x3 grid.
- b. Write a different number in each box (from 1 to 10).
- c. Listen to the number your teacher says.
- d. Write an X on the number you hear.
- e. The first to complete their card wins!



What Do I Know?

1 Say the correct answer. 

a. Hello! What's your name?

A. I'm fine thanks!

B. Hi! My name's Matilde.


C. How are you today?

b. Hi Clara! How are you?

A. How about you?

B. I'm ten years old.

C. I'm fine, thanks!

2 Look and say the correct colour. 

a




b



c



3 Complete with the correct word. 

a. six, seven, ?, nine, ten.

b. one, ?, three, four.

c. ?, four, five, six.

d. My ? is Javier!

e. I'm nine ? ?.

f. ? are you?

Stop and Think

 Activity Book, page 5

Think about the story and answer.



It's hard to understand
because...



I need help with...



I understand.
I can help my classmates.

School Is Cool!

1. Look and discuss. 

- a. What do you see?
- b. Is this school similar to yours? Why?
- c. What's your favourite thing about school? Why?


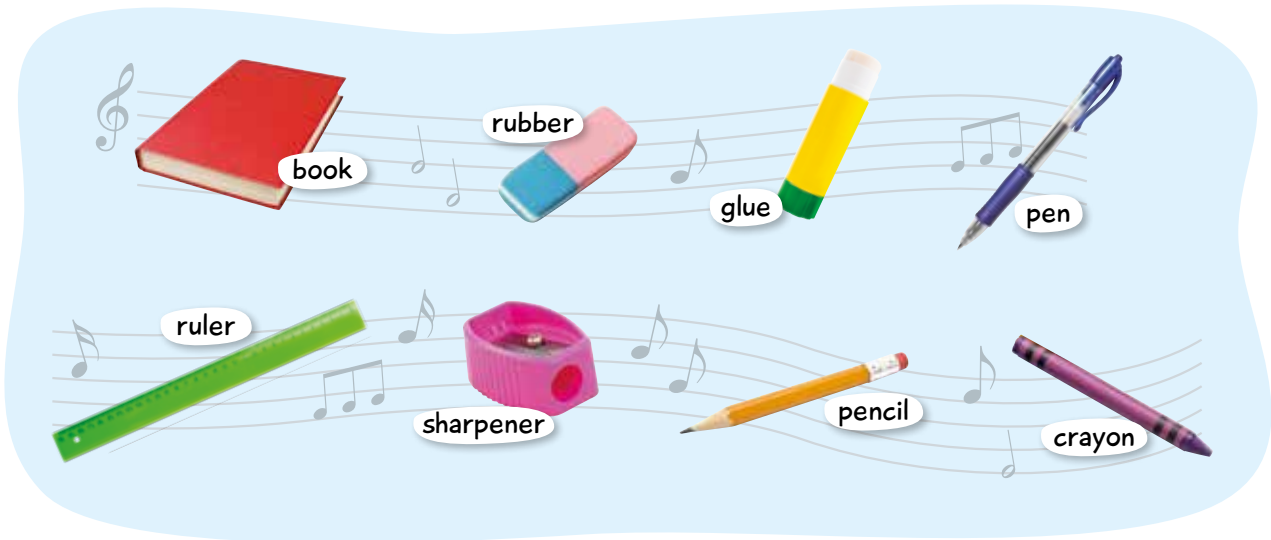




Unit objectives:

- * Identify and describe school objects and places.
- * Spell my name and other words.
- * Talk about my favourite days and school subjects.
- * Show respect for others

Ready!

1 Listen, point, and chant.  82 Listen and point.  9

Ryan



Carla




Jazmin



Mike




3 Look and write sentences. 



Example


I've got scissors,
a rubber, five
pencils, and a
sharpener.



4 Look and role-play. 




Steady!

5 Listen and sing the alphabet song. 

Go Online!

Play a game:
<https://1c7951e0f713f82c10d3-9c5e6fbd2c9d828eb37b6bf0399bddd6.ssl.cf1.rackcdn.com/abc/index.html>



6 Spell and guess. 

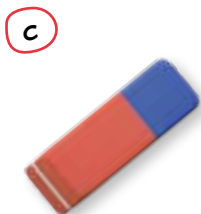



r - u - b - b - e - r

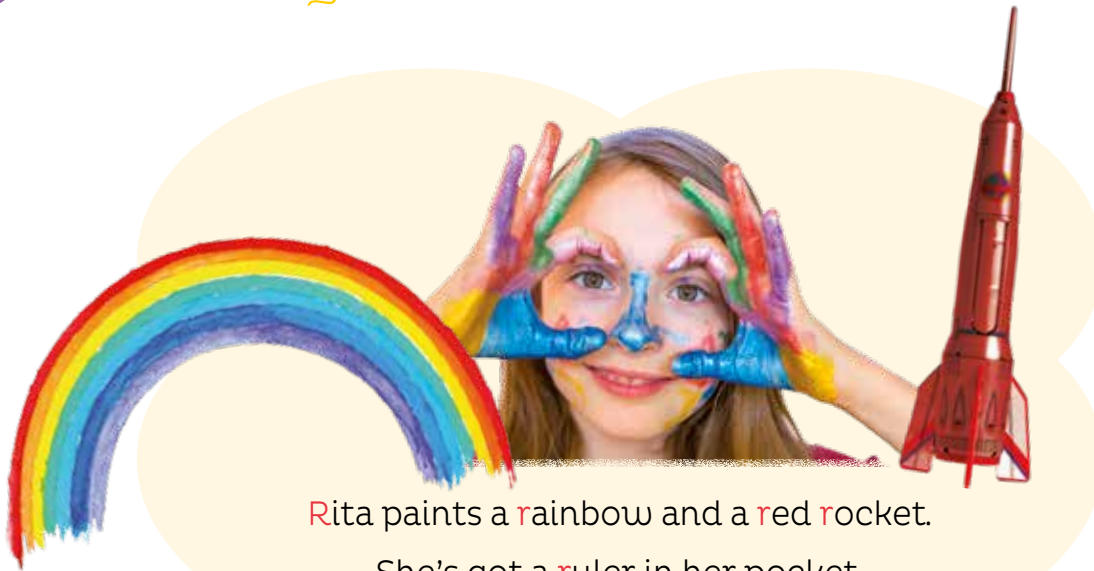
That's right!





Alternative c.
It's a rubber!

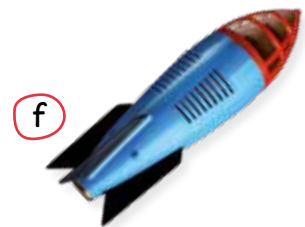
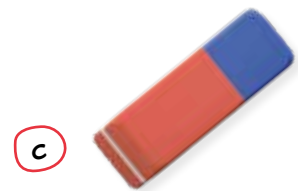


7 Listen and say.  13




Rita paints a rainbow and a red rocket.
She's got a ruler in her pocket.

8 Listen and identify the r sound.  14 



Check point

9 Get in pairs and answer. 

- Use **I've got** to describe the objects that you have in your school bag.
- Spell your name.
- Say 3 words beginning with the **r** sound.

10 Look, find, and guess. 

What's the story about?

lunch box




bike



school bag



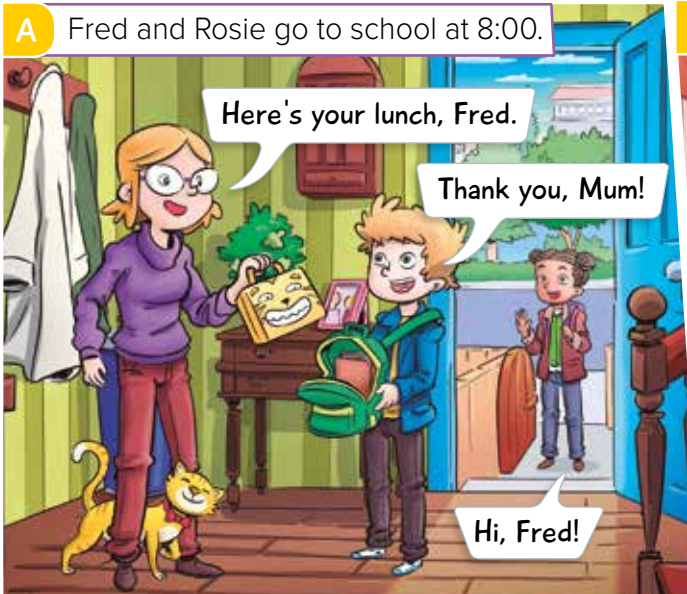
11 Read, listen, and answer.  16

The Lost Lunch Box

While Reading

Who is the man on the bike?

A Fred and Rosie go to school at 8:00.



B It's the first day of school.

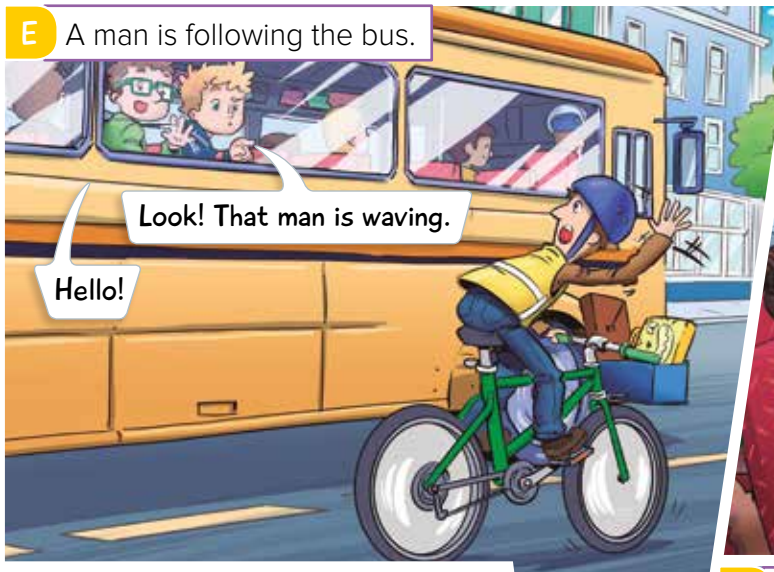


C Gus and Emily go to school by bus too.



D We've got a new teacher this year.





E A man is following the bus.



F Look, there's Star and her mum.

She's in our class this year.

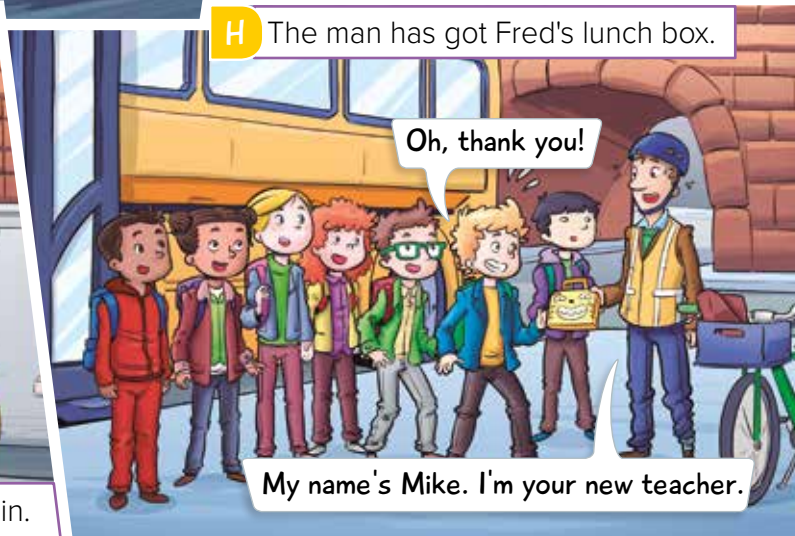
Star goes to school by car.



G Look, there's Wayne.

Hi, Wayne!

Wayne goes to school by train.



H The man has got Fred's lunch box.

Oh, thank you!

My name's Mike. I'm your new teacher.

Editorial Creation.

12 Read and discuss.

Glossary, page 118

- a. How do you go to school?
- b. How can your journey be more eco-friendly? Give two examples.

Stop and Think

Activity Book, page 9

Think about the story and answer.

It's hard to understand because...

I need help with...

I understand. I can help my classmates.

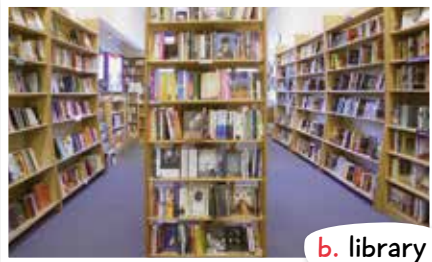
13 Read and point.



a. playground



d. toilet



b. library



e. gym



c. cafeteria



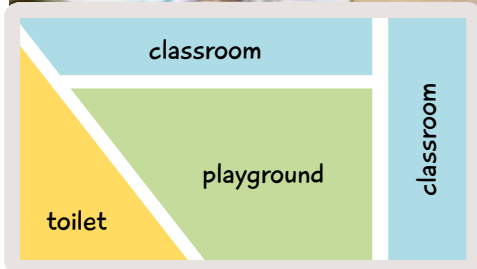
f. classroom

- * We read books here.
- * We do exercise here.
- * We wash our hands here.
- * We eat meals here.
- * We have classes here.
- * We play with friends here.

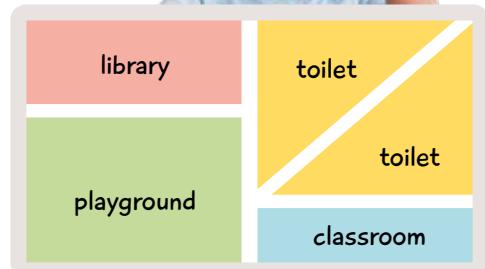
14 Look and say.



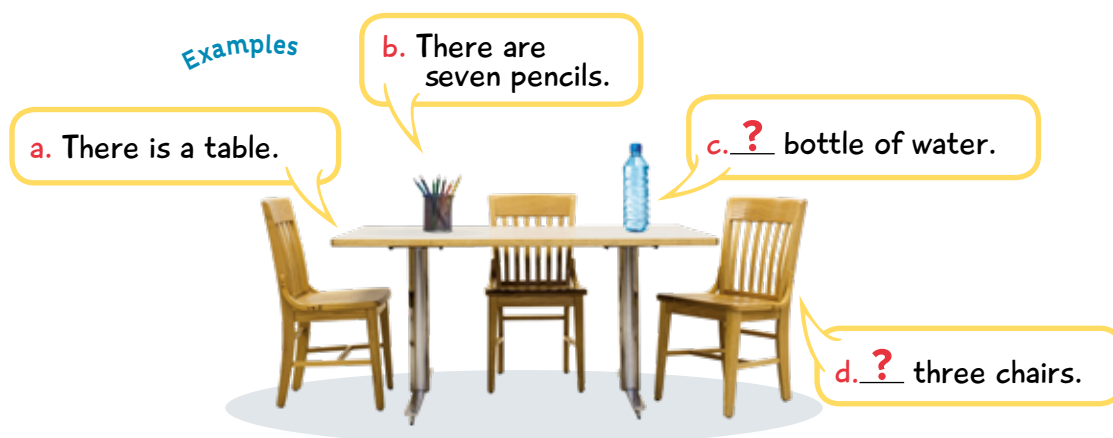
In my school, **there are** two classrooms!




In my school **there is** a playground!



- 15 Look and complete with There is or There are. 




- 16 Read and say True or False. Correct the false ones. 


In my school, there are ten classrooms and two toilets.
There is a cafeteria and a playground. There is also a library. The library is small, but it has comic books and magazines. I love the library! What about you?

Example

- a. There are three toilets. c. There are nine classrooms.
False: There are two toilets. d. There is a playground.
- b. There are two libraries.

- 17 Look at activity 16 and write a description of your school. 

Check point

- 18 Conduct a survey and show the results in a creative way. 


How do you go to school?



1 Look at the pictures and answer. 

a. What do you see?

b. Do you know a similar place?

2 Listen, read, and answer.  17

Going to School in Scotland

Glossary, page 118

Hello! I'm Logan from Scotland.

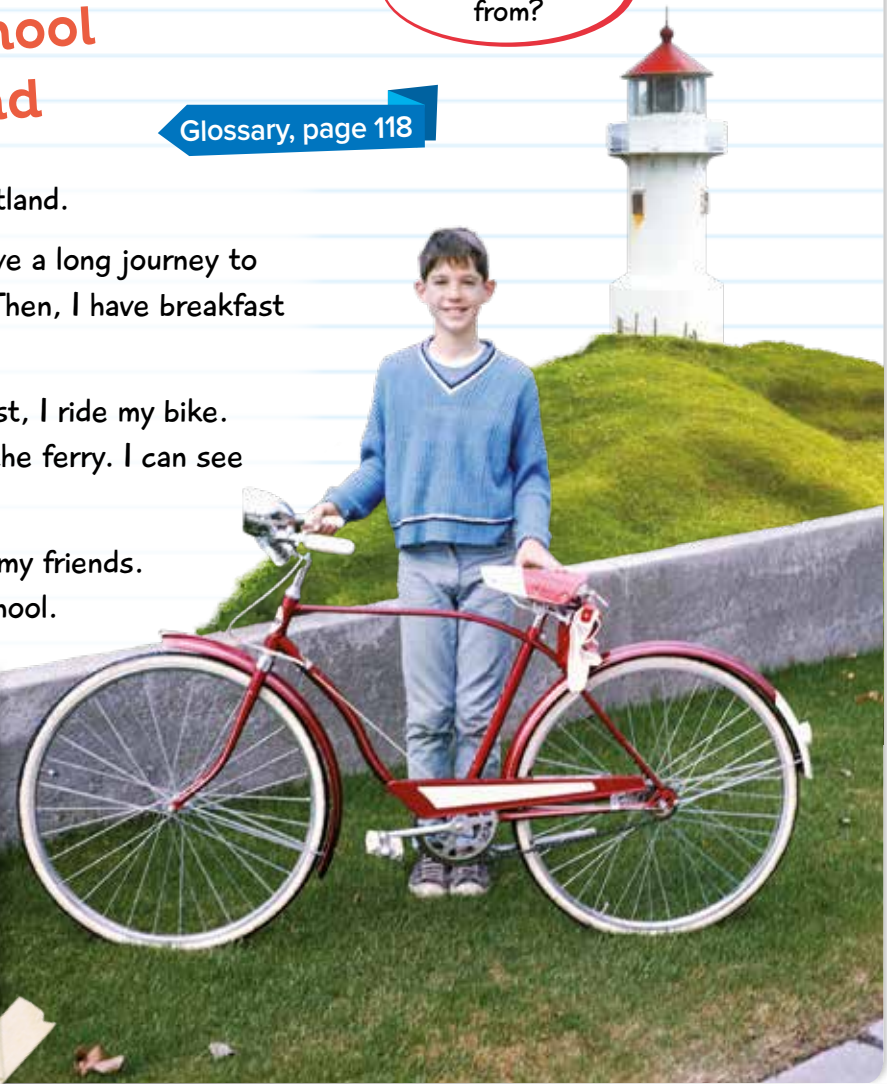
I live on an island and I have a long journey to school. I get up at 6:30. Then, I have breakfast with my dad.

I go to school at 7:30. First, I ride my bike. Then, I go by ferry. I like the ferry. I can see a lighthouse.


At 8:30, I go by bus with my friends. Then, I start my day at school.

While Reading

Where is Logan from?



Editorial Creation.


3 Discuss with your classmates. 

a. How's your journey to school?

b. Think of 2 differences and 2 similarities between your journey and Logan's.

Go Online!

What's the capital of Scotland?

- 1 Read and check your answers. 

Respect for Others

Pre Reading

What do the words in red mean?

Respect and equality of rights are fundamental in our society. However, many times we ignore this, and we discriminate against others.



Discrimination means treating people differently for some reason, for example:


- * Disability
- * Religion
- * Nationality
- * Gender




Editorial Creation.

It is important to protect the rights of people.

Inclusion means accepting and respecting diversity.

- 2 Reflect and answer. 

- a. Identify discrimination and inclusion in the pictures. Explain.
- b. What situations reflect discrimination in your school?
- c. What do you do to avoid discrimination? Give an example.

- 3 Create. 

- a. Get in groups.
- b. Create a poster to promote respect for others.

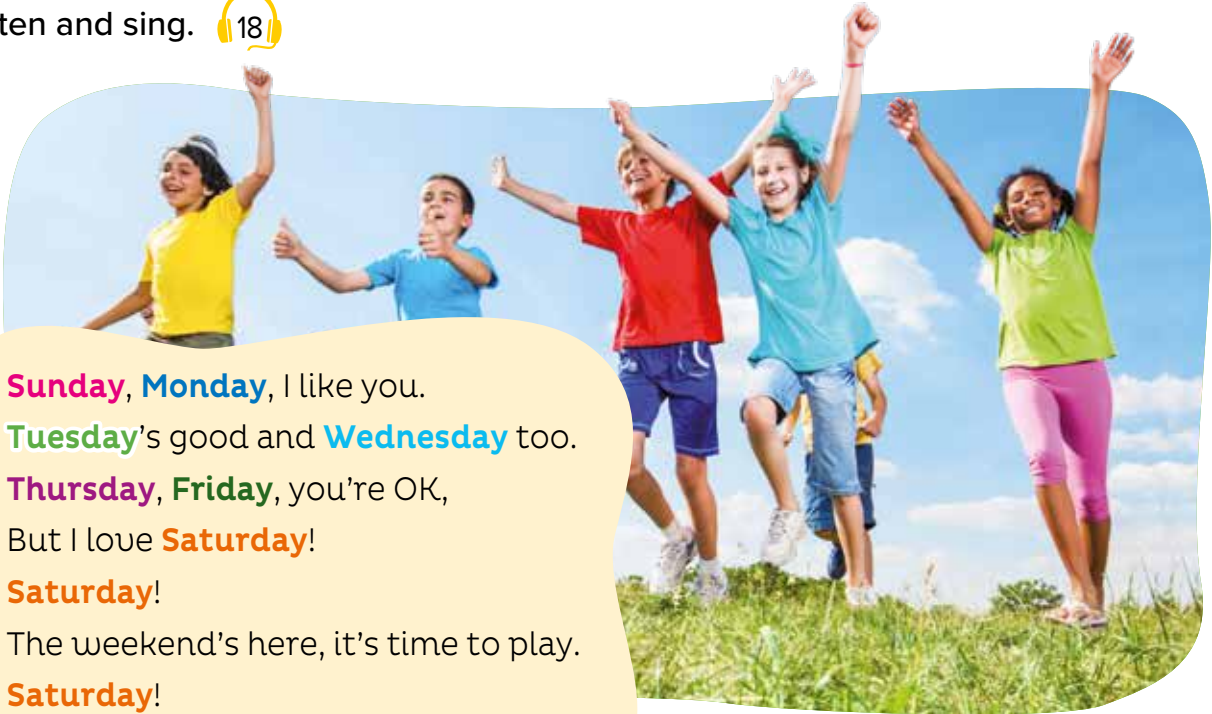
Write a catchy phrase.

Include pictures or drawings.



A Busy Day


Ready!

1 Listen and sing.  18

Sunday, Monday, I like you.
Tuesday's good and **Wednesday** too.
Thursday, Friday, you're OK,
 But I love **Saturday**!
Saturday!
 The weekend's here, it's time to play.
Saturday!
 You're my favourite day!

2 Listen and say True or False.  19

| My favourite... | day | colour | animal |
|---|-----------------|---|---|
|  Owen | Saturday |  |  parrot |
|  Millie | Thursday |  |  lizard |

3 Point and say. 

Go Online!
<https://learnenglishkids.britishcouncil.org/writing-practice/my-day>



get up



go home



go to bed



go to school



have a shower




have breakfast



have dinner



have lunch

4 Listen and sing. 

Pre Listening

What do "busy" and "yawn" mean?

I'm busy, so busy. I'm busy, busy, busy. I'm busy, so busy!

Get up quick, it's Monday morning.

Have a shower, I'm still yawning.

What's the time? 8:30.

Quick! Have breakfast. Don't be late!

Now it's time to go to school with all my friends, it's really cool!

I love school, I'm there all day.

After lunch there's time to play.

I go home. Hello Mum!

Have my dinner. Yum! Yum! Yum!

Go to bed, turn off the light.

Don't forget to say goodnight!



Steady!

5 Ask in pairs.



What's your favourite day?

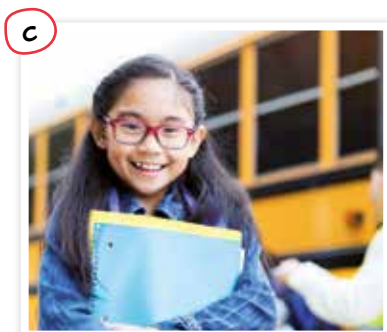
It's orange. Look at my T-shirt!

It's Friday.

What's your favourite colour?



6 Look and write the correct activity.




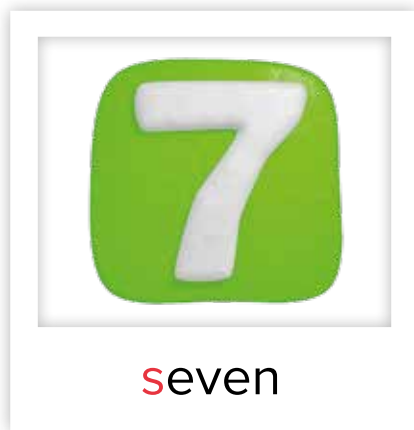
7 Mime the actions and guess.




Get up!



8 Point and say. 



9 Listen and say. 


My sister Sue's got
seven silly socks.




Check point


- 10 Create and present a poster about your favourite day.
- Say at least three activities you do.
 - Mention one of your favourite things.
 - Say a word beginning with the **s** sound.



 Activity Book, page 14

11 Look at the story and guess. 

- a. Where are they? b. What's the story about?

12 Listen, read, and answer.  24

While Reading

What kinds of books are in the library?

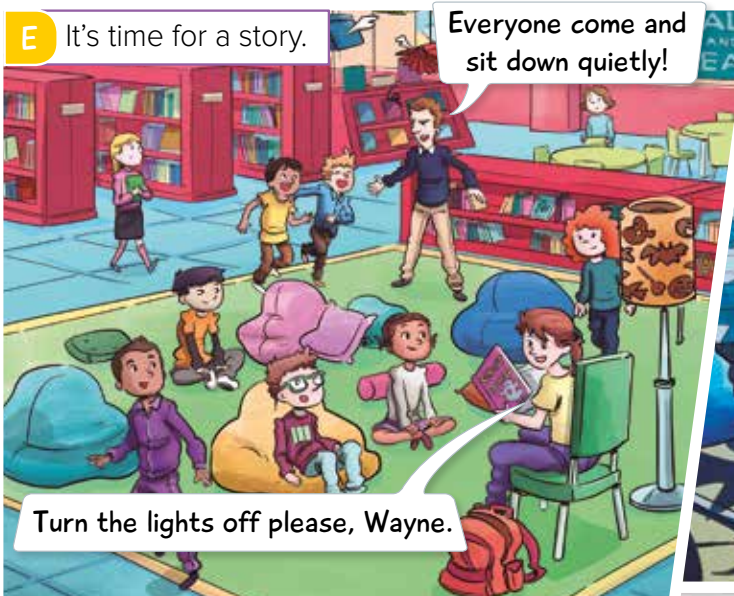
The Ghost Story

A Fred's class have got library at half past three.
Hello! I'm the new librarian.
Everybody go and choose a book!

B I've got English on Tuesday. Can I have a dictionary?
Yes, follow me!
Shhh!

C The librarian helps the children to choose books.
I want to make a cake!
You need a cookbook, follow me!

D Fred and Archie like joke books.
This is very funny!
Ha, ha, haaaa!
Don't make a noise in the library!



Editorial Creation.

13 Discuss with your classmates.

- a. Were your predictions correct?
- b. Do you like going to the library? Why?
- c. What's your favourite book? Why?

Stop and Think

Activity Book, page 15


Think about the story and answer.

It's hard to understand because...

I need help with...


I understand. I can help my classmates.

Go!

14 Listen, read, and sing. 

Monday morning's here again,
another week at school.
So many things we want to learn,
school is really cool!
Maths, IT, Science, and Art,
so much we want to know.
Spanish, Music, and PE,
it's time for school, let's go!
Every day is interesting,
so many things to do.
But my favourite subject's English.
How about you?



15 Point and say. Then, find the subjects in your schedule. 



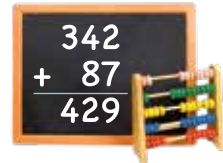
Art

Hello!

English



IT



Maths



Music





PE



Science




Spanish

16 Interview your classmates.  

Do you like
Maths?

Yes, I do!



17 Read and role-play. 



Hello, I'm Bruno.
 Which class are you in?

I don't know. I'm new.
 My name's Victoria.

Hi, Victoria. **Have you got Art on Monday?**

Yes, I have.
 I've got Art and Maths.


Have you got Science on Tuesday?

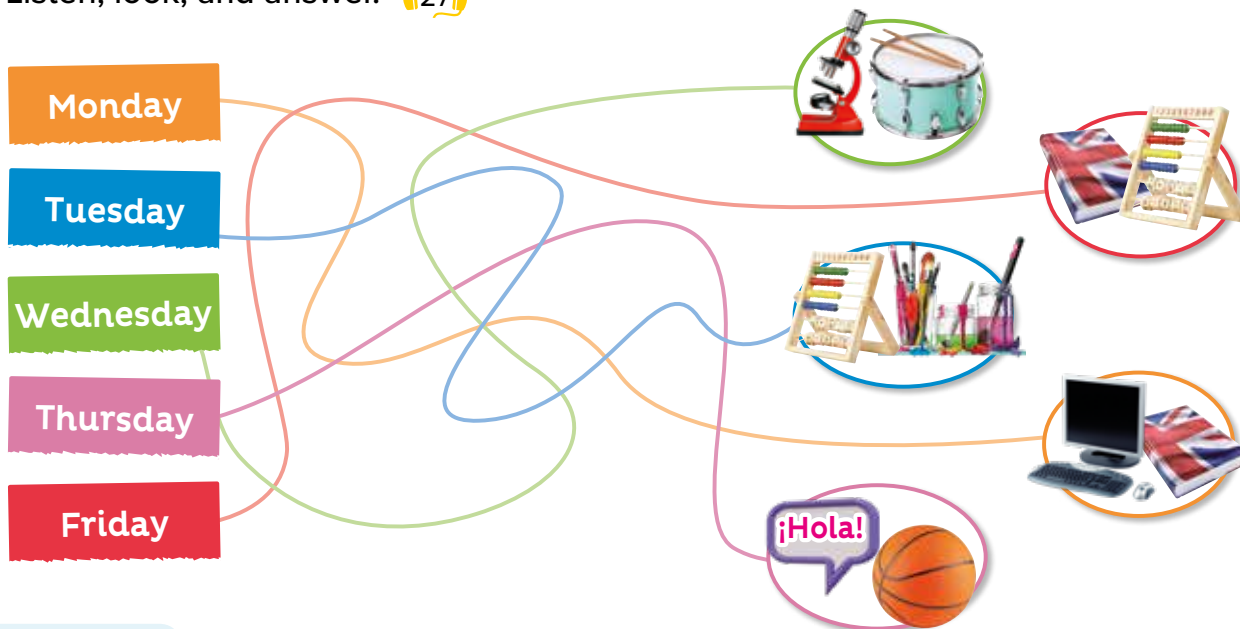
No, I haven't.
 I've got IT and Spanish.

Have you got PE on Wednesday?

Yes, I have.
 PE and English.

Oh, me too! That's great!
 You're in my class.


18 Listen, look, and answer. 




Monday
 Tuesday
 Wednesday
 Thursday
 Friday

¡Hola!

Check point

19 Now, write your own dialogue and role-play. 

- Look at your own schedule to answer.
- Use **Have you got...? Yes, I do / No, I don't, I've got...**
- Use vocabulary from the lesson.

1 Read the title and predict. 

a. What is the text about?

b. Why is this school amazing?

2 Read and answer.

An Amazing School in New Zealand

While Reading

What activities
do they do?



Hi, I'm Keira from New Zealand.
My school is in a big forest. Today is Monday, I've got
Science. I'm looking at insects and spiders in the forest.

On Tuesday, I've got garden club.
We're watering vegetables in the school garden.
There are strawberries, tomatoes, and potatoes.
The strawberries are delicious!




I've got Art on Wednesday. Look!
We're making a bivouac with sticks
and leaves from the forest.

On Thursday, I've got PE. We're running in
the forest. I like running. I can run fast.



Editorial Creation.


3 Discuss with your classmates. 

a. Do you like Keira's school? Why?

b. Compare Keira's school to yours. What activities would you like to do?

Go Online!

What's a bivouac
shelter?

1 Listen and read.  29

Interesting Instruments

String Instruments

Look! This is a double bass. It's one metre, eighty centimetres tall.

A double bass and a guitar are string instruments.

A **double bass** has four strings and a **guitar** has six strings. Listen to the double bass. Do you like it?

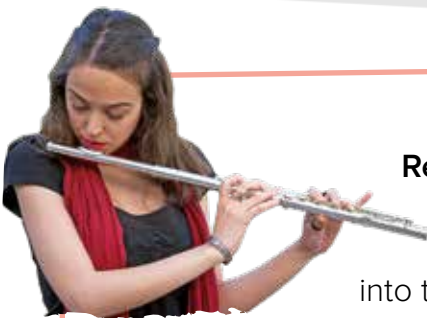


Percussion Instruments

This is a xylophone. The musician hits it with sticks. **Xylophones** and **drums** are percussion instruments.

Listen to the xylophone. Do you like it?

Editorial Creation.




Wind Instruments

Recorders and **flutes** are wind instruments.

The musician blows air into the flute to make music. Listen to the flute. Do you like it?

2 Answer in your notebook. 

- What's your favourite instrument?
- Do you know someone who plays an instrument?
- Name more instruments and classify them.

3 Participate in a musical show! 

- Get in groups.
- Choose an instrument you can play.
- Choose a song you like.
- Practise and present!

Go Online!
What's the Vegetable Orchestra?



1 Read and answer.



While Reading

How do you participate at school?

The Importance of Participation

Participation contributes to a good coexistence

Participation does not only refer to voting in elections. There are multiple types of participation, for example:

- * To give your opinion with family or friends.
- * To be part of an organisation.

a



Editorial Creation.

Participation and conflict resolution

All students can cooperate in solving problems that affect the school community.

To solve these situations, you need to:

- * Become aware of the problems.
- * Look for solutions that favour everybody as much as possible.

b





2 Look at the pictures and answer.



- How do the children participate?
- Give two more examples of participation at school.
- Name one organisation you know. What do they do?
- Why are organisations important for your community?

Let's Participate!

3 Design a project to help your school community.  

- a. Get in groups.
- b. Brainstorm and discuss:
 - * What problem do we want to solve?
 - * How does it affect the community?
- c. Organise your ideas.



| Problem | Possible solution |
|--|--|
| <ul style="list-style-type: none"> * There are no green areas. * A group of students has bad grades. | <ul style="list-style-type: none"> * Urban garden. * Study Club. |

d. Choose your favourite idea and make a list of the materials you need.

Garden


Materials:

- ✓ Plants
- ✓ Flower pots
- ✓ Trowel




e. Create an action plan.

| Objective | Time | Roles |
|--|---------------|---|
| To plant flowers and two different vegetables. | Friday 2 p.m. | Martin → Cleaning Javiera → Watering |

4 Present your project. 

- * How does it benefit the community?

5 Vote for your favourite project and put it into practise!

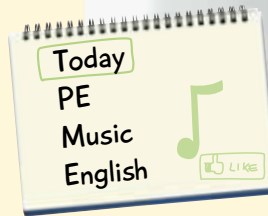
1 Read and say True or False. Then, correct the false ones. 

Example

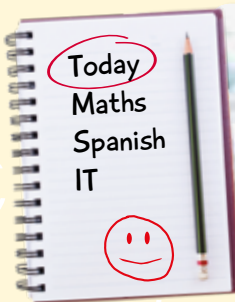
- a. I'm José. I've got Maths today.
False. I haven't got Maths today.
- b. I'm Bruno. I haven't got Art today.
- c. I'm Debora. I've got IT today.
- d. I'm Emma. I haven't got Music today.



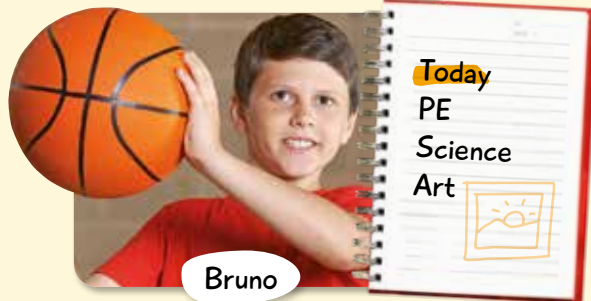
José



Emma



Debora



Bruno

2 Now, look, ask questions, and guess. 


Have you got IT today?

Have you got Science today?

You're Debora!

Yes, I have.

No, I haven't.

3 Form a queue and say what corresponds to your team. 


Team A
Say the alphabet
in order.

Team B
Say the numbers
in order.


Team C
Say the days of
the week in order.

4 Memorise the words in order. 

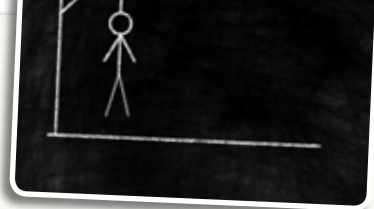
Example
Things you find
in the classroom:



chair,
pen, glue,
notebook..."



5 Play Hangman on the board. 

Example
Category: Days of the week



S _ ? _ ? U _ ? _ D _ ? _ Y T _ ? _ ? S D _ ? _ Y M _ ? _ N D _ ? _ ?

Family Life

1. Listen, point, and chant.  32
2. Look and discuss. 
 - a. How many people do you see in each family?
 - b. Do any of them look like your family? Why?
 - c. Why is family important?



mum



sister

brother



granny

grandad




dad

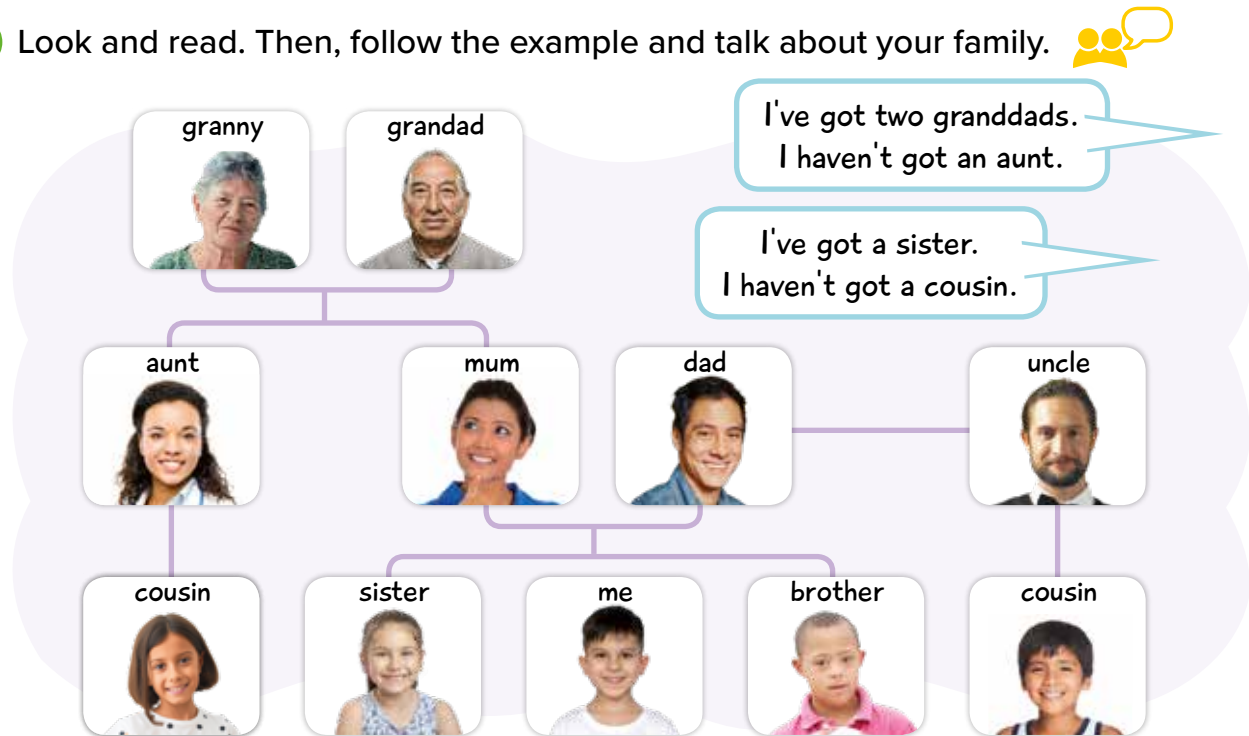
Unit objectives:

- * Identify and describe family members and parts of the house.
- * Ask and give information about my family.
- * Determine the location of objects.
- * Show interest for my own and other lifestyles.

Happy Families

Ready!

1 Look and read. Then, follow the example and talk about your family. 



2 Read and role-play. 



Look! This is my family.

No, she's my aunt.

No, he's my brother.

Yes, she is! And this is my grandad.

Is this your mum?

Is this your cousin?

Is this your granny?

Nice picture!

3 Now, show a picture of your family and role-play. 

 Activity Book, page 20

4 Read and answer True or False. Correct the false ones.



Go Online!
What does
"home town" mean?

Camila
CHILE

♥ ◻ ◻ ◻ ◻ ◻

This is my cousin Antonia. She lives in Doñihue with her granny Anny and her brother Lucas. Her family is small and she loves her home town!

Joaquín
CHILE

♥ ◻ ◻ ◻ ◻ ◻

This is my friend Danilo. He lives in Futaleufú with his mum, his uncle, and his sister. In the picture there are other family members too. His family is big!

- a. Antonia lives with her granny Anny.
- b. Danilo lives with his uncle and brother.
- c. Danilo's family is small.
- d. Antonia's family is big.

5 Read and complete in your notebook.



Example

Hi! My name's Camilo. I live in Putre with my father Diego.

My **(a)** dad is great! I also live with his mum, my **(b)** ? Carmen.

I live with his daughter Valentina too. She's my **(c)** ?.

6 Now, draw Camilo's family tree.



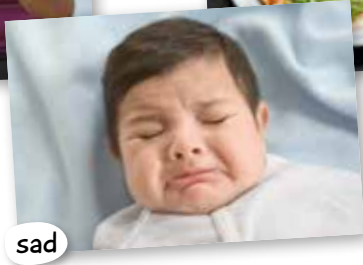
Steady!

7 Read and point.



- * My grandad is **old**.
- * My brother is **young**.
- * My mum is **short**.
- * My dad is **tall**.
- * My cousin is **sad**.
- * My aunt is **happy**.

8 Listen and put the pictures in order.



9 Reflect and answer.




- a. What do these words have in common? **granny – mum – aunt – sister**
 - * Can you think of another example?
- b. Are opposites useful to learn new vocabulary? Find examples in this lesson.
- c. How can you organize the vocabulary to help you learn it?

10 Listen and complete. Then, learn and say.  

She's quite a, my granny.
She wants to be b like my c Anny.
But I think she's brave and perfect.
There's nothing I want to change
about her.



I love my d,
especially my e.
But my favourite person
is always my f.

11 Choose a pair of words. Then, create a rhyme and say it. 

aunt
plant

dad
sad

old
cold


tall
all

short
sport


Example

This is Sara, my aunt.
She's happy with her new plant.


Check 

12 Show and tell. 

- Make a family tree with pictures of your family members.
- Present it in front of the class.
- Use **This is my...** , **This is his/her...**, **He's tall/short/happy/etc.**

- 13 Discuss with your classmates. 

What do you do to have fun with your family?

- 14 Listen, read, and answer.  36

The Internet's Amazing

While Reading

What family members can you identify?



E Grandad is visiting today. Mum is finding information on the internet.



F The puppet theatre is finished.



G Fred and Rosie are playing a game on the internet.



H Everyone likes the puppet theatre. And everyone likes Dad's cake!



Editorial Creation.

15 Answer with your classmates.

- a. What can you do on the internet?
- b. What activities do you enjoy doing with your family?
- c. Why is it important to spend time with your family?

Stop and Think

Glossary, page 118

Activity Book, page 23

Think about the story and answer.




It's hard to understand because...



I need help with...



I understand. I can help my classmates.

- 16 Scan the text and write in your notebook the words you don't know. 


Noble Faces and Phases

Do you know there is a royal family in the UK? A royal family are the relatives of a queen or king. The head of the family is Queen Elizabeth and her successors to the throne are her son Charles, her grandson William, and her great-grandchildren George, Charlotte, and Louis.



Traditionally, royals marry other royals, but times change, and some royals marry commoners. For example, Prince Harry's wife is actress Meghan Markle. Today, the royals are closer to regular people like you and me. Prince Harry and Meghan, for example, quit their royal roles, and have a new life.

Editorial Creation.

- 17 Answer with your classmates. 

- Who can the royal family marry?
- Why do you think the royal family still exists?
- Imagine you are a prince or princess, what social injustice would you solve first? Who would you help?

- 18 Play and say true sentences about popular families. 


The Simpsons is a cartoon family.

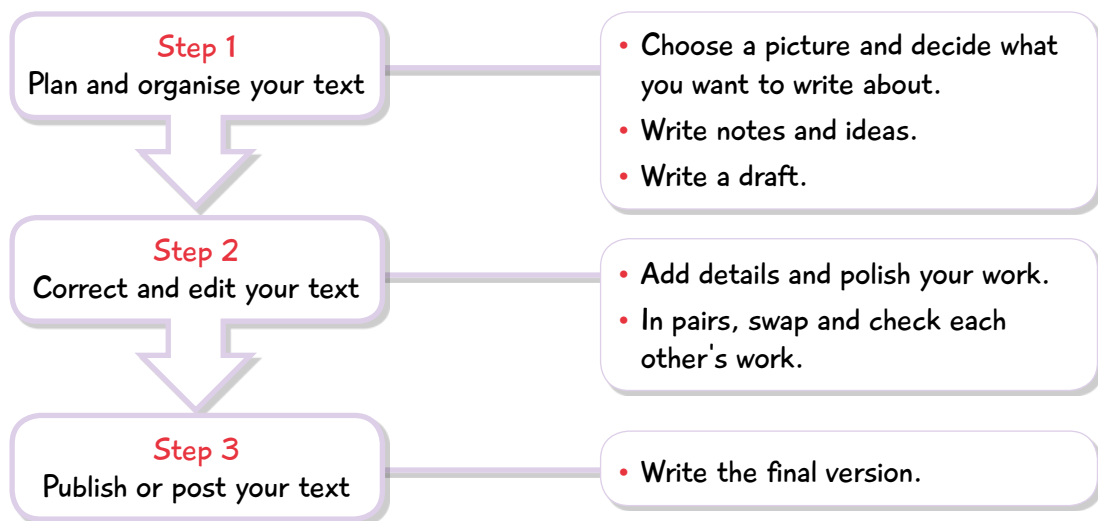



Lisa is intelligent. Her brother is Bart.



 Activity Book, page 24

- 19 Read and answer. Do you think it is important to plan a text? Why? 



- 20 Imagine this is your family. Choose a picture and write a social media post. 



Example


Glossary, page 118

This is my family. She is my aunt and he is my uncle. My uncle is happy, but my aunt is bored. My aunt loves her brother, but she doesn't like his stories in this moment because she's hungry.


#family #bored_aunt #happy_uncle #hungry




Check point

- 21 Investigate and describe a family. 

- a. Learn about a family you like. It can be real or fictional.
- b. Describe them using:
- * They are **tall / short / young / old / happy** etc.
 - * The leader of the family is... because...
 - * I like this family because ...
 - * This family is similar to mine because...

 Activity Book, page 25

1 Answer with your classmates. What are nomads? 

2 Listen, read, and answer.  37

Some people don't want to live a common life. They want to travel, to see other places, and to live around nature. Because of this, many families choose to live their adventure in vans, cars, and even in school buses!

While Reading
What type of education do the children receive?



The Contented Nomads are a six-member family. They transformed a school bus into their home to travel across the United States. The children don't go to school. They receive home-schooling education and they spend a lot of time together around nature.

The Wayward Home Is another travelling home. They are five people who live in a van and they play in forests, beaches, and mountains, depending on where they are at the moment. The children also receive home-school education and all of them love living in their van!




Adapted from *Yes, Living in a Van is Possible with 3 Kids*.

3 What's the best title for the text? 

- a. Two Families in a School Bus.
- b. Family Holiday.
- c. Homes on Wheels.

Go Online!

<https://www.dealaskaapatagonia.com/>

4 Answer with your classmates. 

- a. Would you like to live in a van or bus with your family? Why?
- b. What can you learn when travelling with your family?
- c. Say two differences between your lifestyle and the ones in the text.

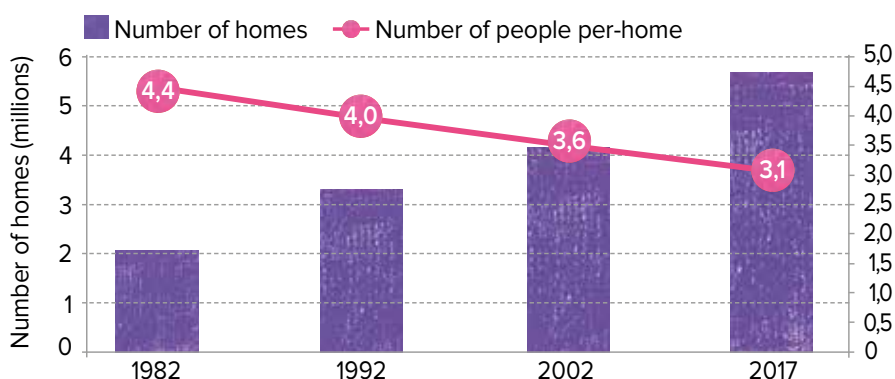
1 Brainstorm with your classmates.

- a. What is a census?
- b. What does it measure?

2 Read and check your answers.

Chilean Homes

A census is a survey of the population of a country. It gives information about how many people live in the country and it gives details about people's lives. The 2017 Chilean census indicates that the population and number of homes grow with time. But, the number of people living in each home is less than before. Why do you think this happens?



Adapted from *Síntesis de Resultados. Censo 2017*.

3 Look at the chart and say the correct answer.

- a. The blocks represent the number of **people per home / homes**.
- b. The circles represent the number of **people per home / homes**.
- c. There are **more / less** people living in each home in 2017 than in 2002.
- d. There are **less / more** homes in 2017 than in 2002.

4 Interview your classmates and organise the information in a chart.


- a. Who do you live with?
- b. How many people live in your house?

5 Compare and discuss.

- a. Are your results similar or different from the information in the chart? Why?


My House

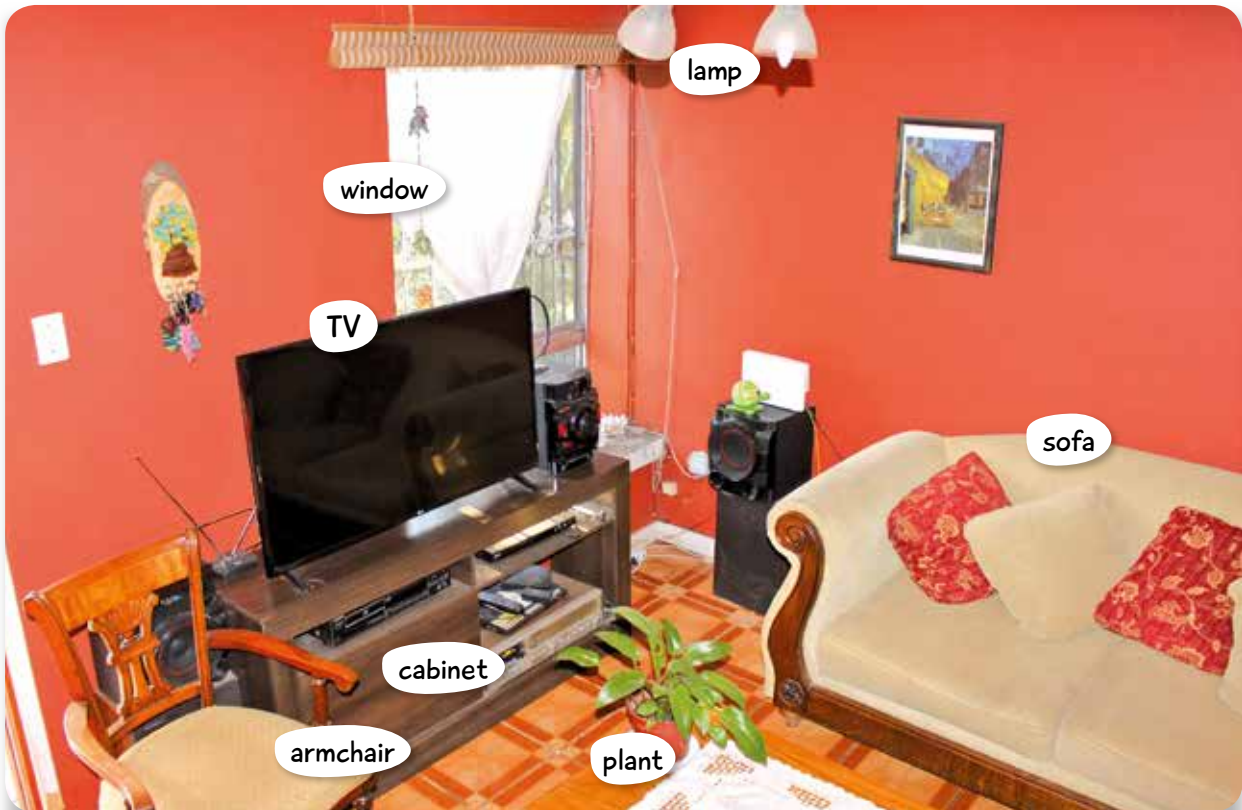
Ready!


1 Look at the picture and answer. 

a. What part of the house is it?

b. How many objects do you see?

2 Listen, point, and repeat.  38




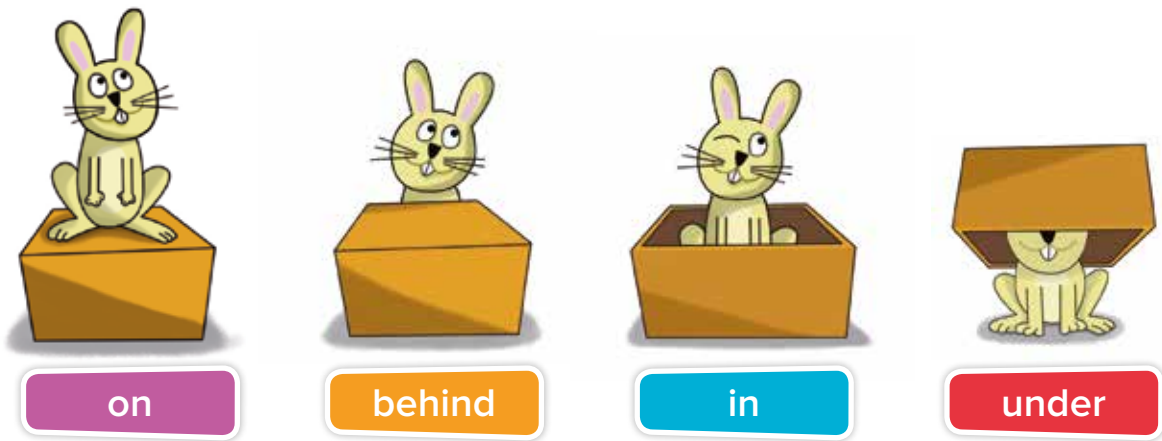
3 Look at the picture and discuss. 


a. What activities can you do in this room?

b. Do you have a room like this in your house? Is it similar to this one? Why?


c. Is it a good thing to have a TV in this room? Why?

4 Listen, point, and repeat. 



5 Play Chinese Whispers. 




6 Look back to activity 2. Then, find and correct the mistakes. 

- a. The TV is behind the cabinet.
- b. The armchair is under the cabinet.
- c. The plant is on the lamp.
- d. The pillows are under the sofa.
- e. The cabinet is behind the TV.
- f. The window is in the TV.

Example

- a. The TV is **on** the cabinet.

Steady!

7 Listen, point, and say the correct answer.  40

a. Where's my pen?



c. Where's my pencil case?



b. Where's my apple?



d. Where's my ball?




8 Use your school objects and role-play. 

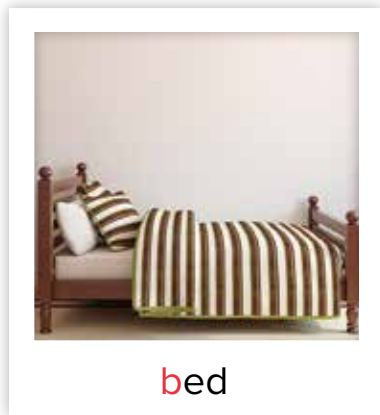
Where's my
rubber?



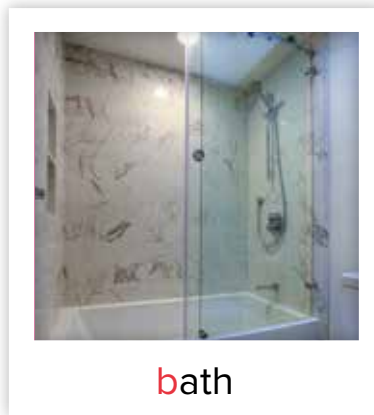
It's on the
chair.



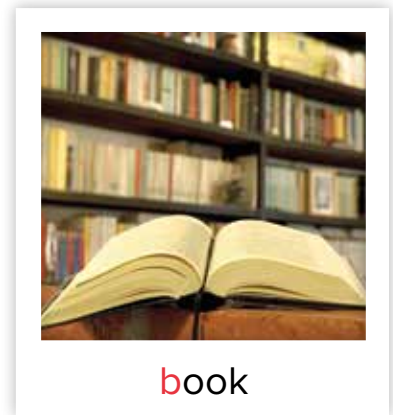
9 Point and say. 




bed



bath



book


10 Listen, learn, and say as fast as you can.  41



Look at Ben's books!
Books in the bedroom.
Books in the bathroom.
Ben's baby brother likes books too!




Check point

11 Write a description of your bedroom. 


- Name the objects in your bedroom.
- Describe their position using **in**, **on**, **under**, and **behind**.
- You can include colours in your description.

*In my bedroom, the bed
is behind the window.
The bed is on a blue rug...*

12 Look at the comic and answer. 

a. Where is the family? What are they doing there?

b. Where do your family buy things for the house?

13 Listen, read, and answer.  43

Lost and Found

While Reading

What problem do the children face? How do they solve it?

A Jake, Alice, Mum and Dad are at the department store. Dad wants a frying pan, Mum wants a chair, Alice wants a T-shirt, and Jake wants football shorts.

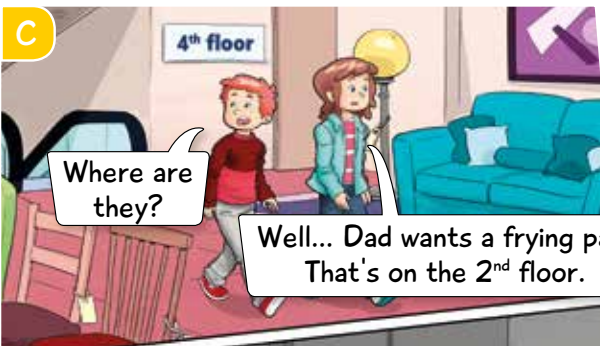


B **5th floor:** information - café
4th floor: furniture - sports
3rd floor: boys and girls clothes
2nd floor: kitchenware - toys
1st floor: books - DVDs
ground floor: cameras - TVs

Mum wants a chair.
That's on the 4th floor.

Let's go on the escalator.

D The children look for Mum and Dad on the 2nd floor.



Jake wants football shorts.
Let's go to the 4th floor.





Editorial Creation.

14 Read and discuss.

- a. Where did they find Mum and Dad?
- b. What can you do if you get lost?
- c. What ways of shopping do you know?
- d. How can you shop eco-friendly?

Stop and Think


Activity Book, page 29

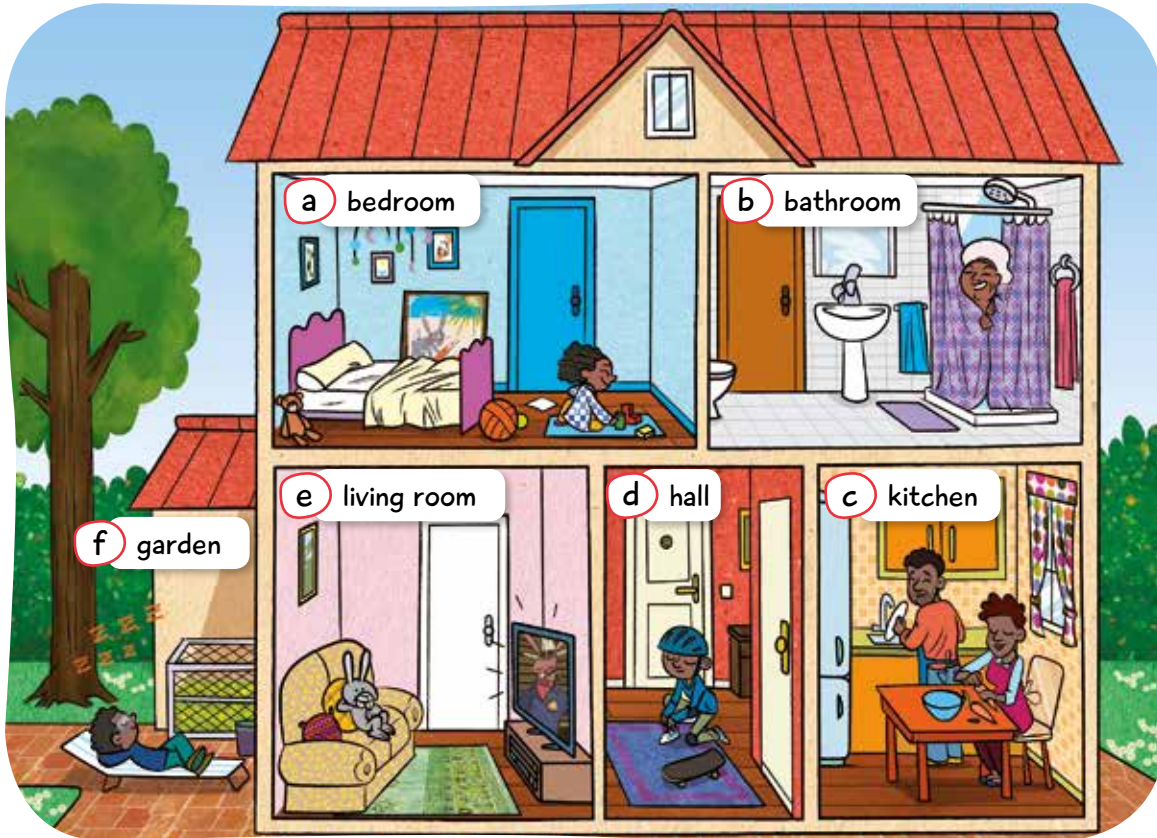
Think about the story and answer.


It's hard to understand because...

I need help with...

I understand. I can help my classmates.

15 Listen, point, and repeat.  44




16 Put the sentences in order. Then, look at the picture and answer. 

- a. the / ball / Where's / ?
- b. TV / Where's / ? / the
- c. Where's / ? / the / skateboard
- d. table / ? / Where's / the

Example


a. Where's the ball? It's in the bedroom.

17 Think about your house, reflect, and answer. 

- a. What's your favourite room? Why?
- b. Where does your family spend the most time?
- c. What do they do in that room?
- d. Why do you think they spend time there?

Go Online!

<https://www.youtube.com/watch?v=R9intHqlzhc>

18 Play a game with your classmates. 

START!
Name two objects from the living room

Where is she? 

Where's the dog? 

Where's the pencil case? 

Where's the pen? 

Spell 


Spell 

What's this? 

Where are they? 

FINISH!

Check point


19 Design your dream house. 


- Imagine and organise your ideas.
- Write sentences to describe:
 - * Colour.
 - * Rooms.
 - * Furniture.
- Share it with your class.




Go Online!

https://assets.cambridgeenglish.org/activities-for-children/m-l-01-storyline-output/story_html5.html?lms=1

 Activity Book, page 30

1 Find these words in the dictionary and share. 

- a. underground. b. camouflage. c. collage. d. builder.

2 Read and answer. 

The World's Most Extraordinary Homes

While Reading
Why are these houses extraordinary?



Around the world there are very special houses. For example, in the Netherlands, there is an underground house. The **Dutch Mountain House** integrates nature and it uses solar panels to create electricity. The house has a green roof full of flowers and grass, so it camouflages!




The **Collage House** is from India. This house is made of different materials like wood and concrete. The builders mixed old Indian construction styles with new ones. You can identify it because it has many different doors at the front!



The **Summer House** in Norway is on a mountain with a forest around it. It is very big and it is special because it adapts to nature and not nature to the house. The house is part of the mountain. In fact, there is a big rock in the middle of the living room!

Adapted from ArchDaily Projects Featured on 'The World's Most Extraordinary Home'.

3 Now, answer with your classmates. 



- What is your favourite house? Why?
- Write two differences and similarities between the houses.
- Why are these houses eco-friendly?
- What can you do to make your house eco-friendly?

Go Online!
Find pictures of these houses.

1 Look at the pictures and discuss. 

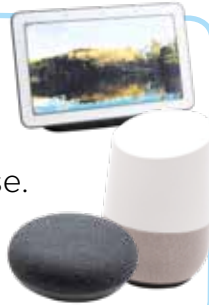
a. What objects do you see?

b. What does smart mean?

2 Listen, read, and answer.   45

Smart Home Devices

Today there are many technological objects to make your life easier. **Smart home controllers** use Wi-Fi to control the smart devices in your house. Just with your voice, you can control lights, temperature, security, music, and other devices.




A **smart vacuum** is a small robot that cleans your house. You can control it from your phone and decide where the robot cleans even if you're not at home. Smart vacuums help you save time, but they are very expensive.




A **smart bed** has sensors to help you sleep better. It adjusts itself based on your movements. You use an app to check your health metrics, but you need to use a tracker every night.

Adapted from *The Best Smart Home Devices for 2020*.

3 Reflect and answer in your notebook. 

a. What are the pros and cons of smart home devices?

b. If you could have one, which one would you buy /get? Why?

4 Present about a smart device. 


a. Investigate a device you like.

b. Create a simple slide presentation.

c. Tell about its pros and cons.



Project

1 Look at the pictures and brainstorm. 

a. What do they show?




b. Do you know something similar?



Go Online!

<https://www.youtube.com/watch?v=34owRGGHp18>


2 Watch the video and discuss. 

a. What kind of video is it?

c. Is it useful?

b. What is the purpose of the video?

d. Do you watch these kinds of videos?

3 Read and organise the information in a chart. 

We can use the internet for different purposes, like connecting with people on social media, listening to music, and learning new things.

The internet can be a great tool to learn new skills because it is accessible and most of the content is free. For example, on Youtube there are many tutorials on different topics.

A tutorial is a video that shows a process, shares knowledge, explains an idea, or teaches how to do something. You can learn how to cook vegan recipes, how to play a popular song on the piano, or how to solve a mathematical problem.



Adapted from *The Ultimate Guide to Easily Make Instructional Videos*.

| Use of the Internet | Benefits of the Internet | A tutorial is | You can learn how to |
|---------------------|---|---------------|----------------------|
| <u>?</u> | It is accessible and the content is free. | <u>?</u> | <u>?</u> |

Let's Make a Script

4 Follow the instructions.

- a. Get in groups and choose a room of the house.



- b. Think of something you want to teach.
- c. Brainstorm creative ideas and decide your topic.



5 Present it to the class and reflect.

- a. How is our script useful and creative?
- b. When do you think you can write a script?
- c. Why is it important to learn new things?

- d. Draw a story board.



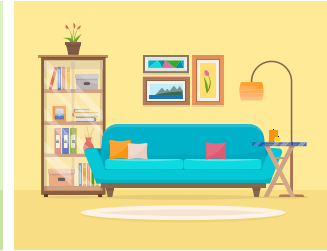
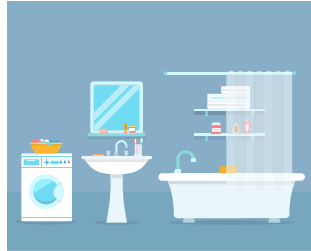
- e. Write a script.



- f. Present it to the class.

Reading

Read and mark the correct alternative on your answer sheet.



a. I need to sleep.

A. Go to the bedroom.

B. Go to the garden.

C. Go to the bathroom.

b. I want to play with my ball.

A. Go to the bedroom.

B. Go to the garden.

C. Go to the bathroom.

c. I need to have a shower.

A. Go to the bedroom.

B. Go to the garden.

C. Go to the bathroom.



d. In the picture, the window is ? the sofa.

A. behind.

B. under.

C. on.

e. The plant is ? the cabinet.

A. behind.

B. under.

C. on.

f. The cabinet is ? the pictures.

A. behind.

B. under.

C. on.

Writing

Look and read. Then, write the correct words on your answer sheet.



hungry



grandad



bored



mum



scared



granny

Example

He is old and he is the father of my mother. grandad

- My dad hates spiders. When he sees one, he feels ...
- She is the mother of my mother.
- I feel this when I do something I don't like.
- She takes care of me. She is the mother of my sister.
- I feel this when I need to eat.

Listening

Listen and mark the correct alternative on your answer sheet.



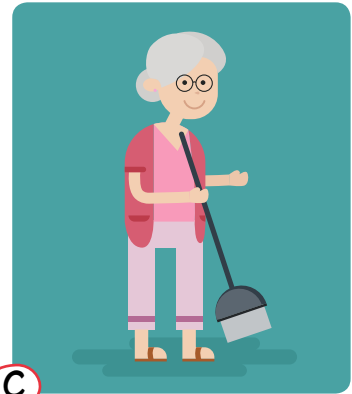
a. Who is Samantha's granny?



A

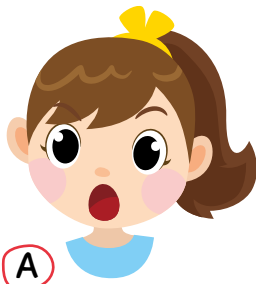


B

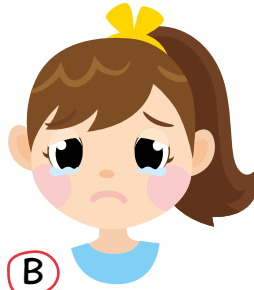


C

b. Samantha is...



A



B



C

c. Which picture is Samantha looking at?



A



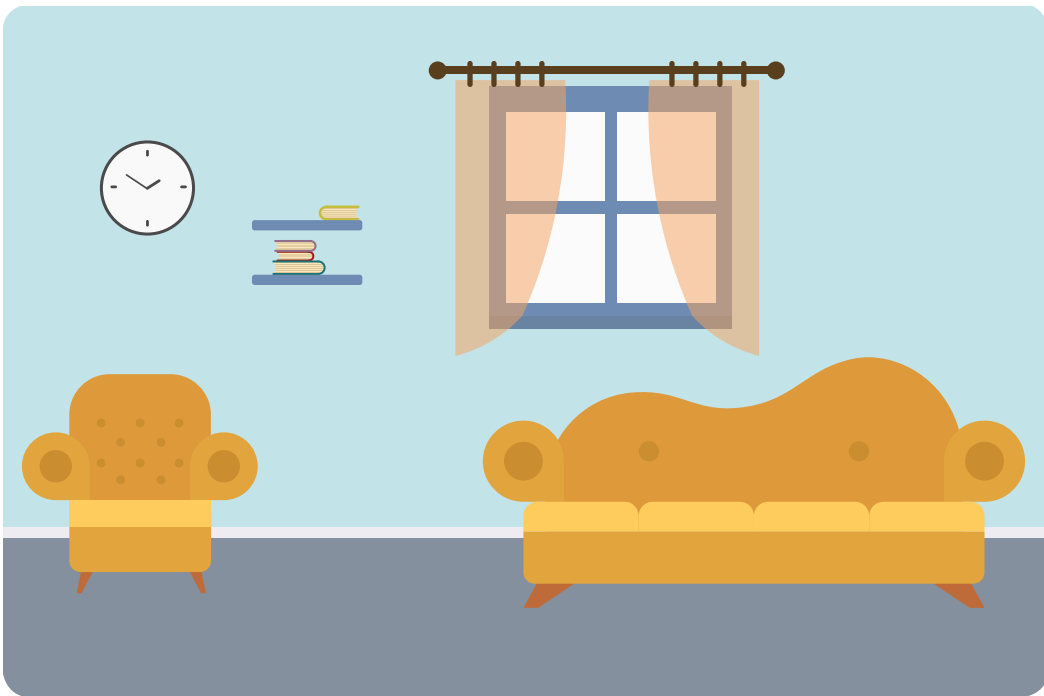
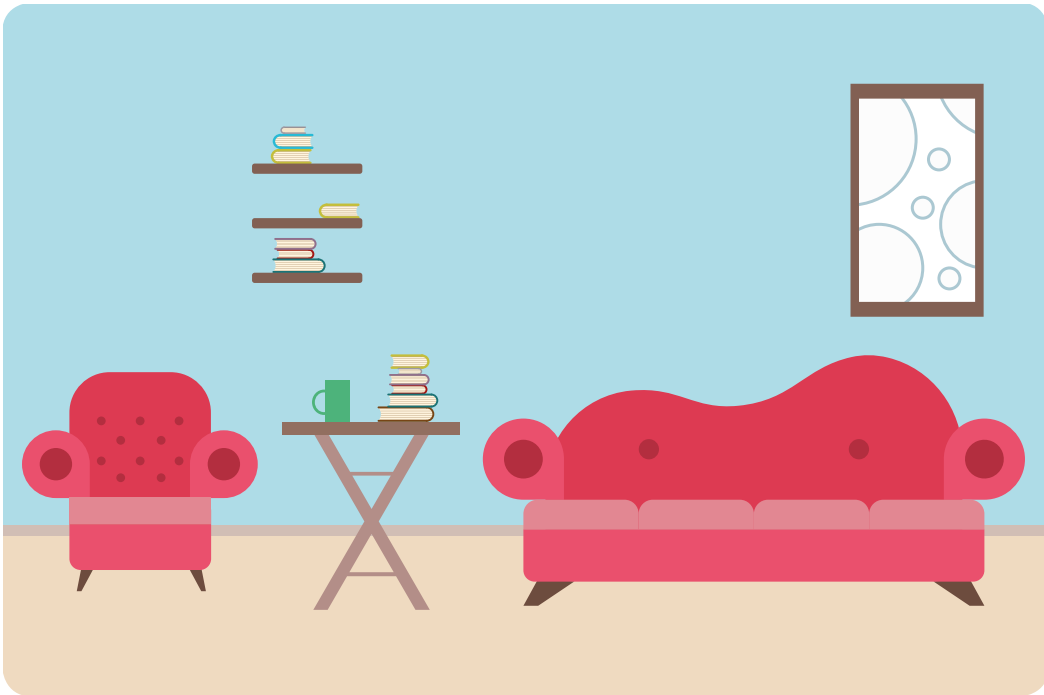
B




C

Speaking

Look at the pictures. Then, find and say the five differences. 



A Healthy Body

1. Look at the pictures  and discuss.
 - a. What do they have in common?
 - b. What do you do to have a healthy body?
 - c. Why is it important to take care of your body?




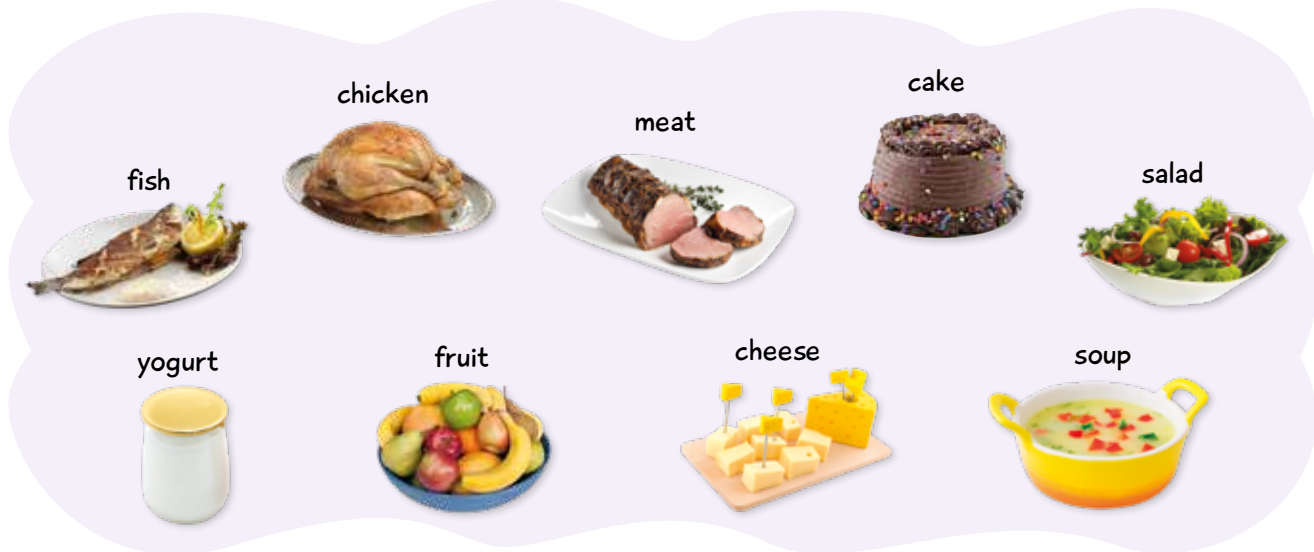



Unit objectives:

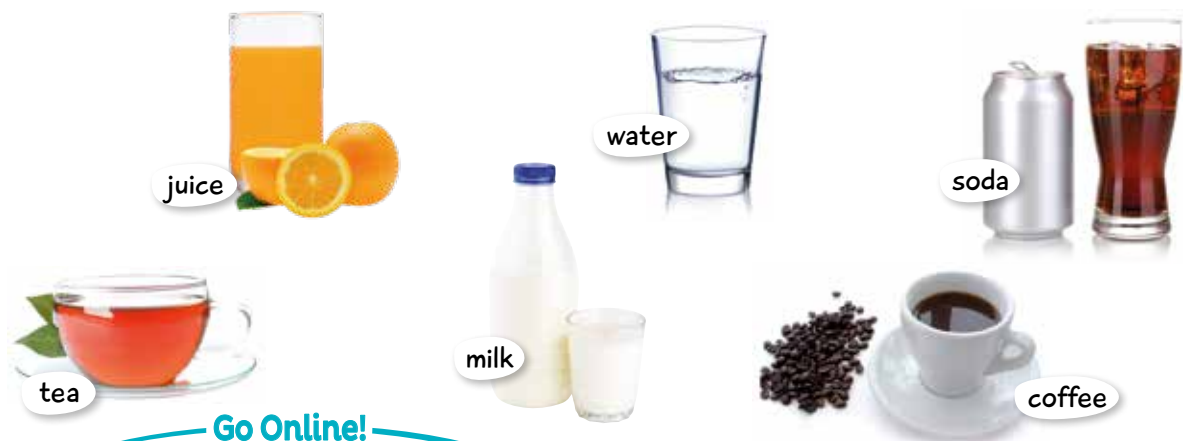
- * Express likes and preferences.
- * Learn parts of the body and movements.
- * Give and follow instructions.
- * Show a positive attitude towards learning a new language.

That's Delicious!

Ready!


1 Listen, point, and chant.  492 Read and answer. 

- What's your favourite drink?
- Which one is white?
- Which one is made of fruit?
- Which ones do you drink hot?
- Which drink is healthy?
- Which one isn't healthy?



Go Online!

Practise your vocabulary:
<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/drinks>

 Activity Book, page 34

3 Are these expressions positive or negative? 

a. yuck!

b. delicious.

c. nice.

4 Listen and put the dialogue in order.  50 

? And there's meat.
Do you like meat?

a. Yes, I do. Soup's **delicious**.

Example

a. Look Carla, soup!
Do you like soup?

? No, I don't. **Yuck!**

? Look, there's salad too.
Do you like salad?

? Yes, I do. Cheese is **nice**.

? There's some yogurt.
Do you like yogurt?

? Ugh! No, I don't. Yogurt's **yuck!**

? What about cheese?
Do you like cheese?

? Yes, I do.

5 Now, point to the perfect menu for Carla.



Steady!

6 Look and role-play. 



Do you like milk?

Do you like cheese?

No, I don't **X**

Yes, I do **✓**

7 Read and choose a restaurant for each family. 



Don Pedro's Restaurant

Today's special: meat with rice, vegetable soup, and tomato salad. You can change your salad for a fruit!



Royal Tea Shop

Taste delicious chocolate or carrot cakes, fruit salads, natural juice, and a great tea variety!

a

Hi! My grandad and I like meat and soup, but we don't like salad.

b

My mum and I like fruits and vegetables, but we don't like cakes.

c

We like cakes and tea, but I don't like salad or soup.

8 Point and say. Then, say a different word beginning with m.




mushrooms



macaroni



mangoes


9 Listen, learn, and say as fast as you can. 



Me and my mum like
mushrooms, macaroni,
mangoes, and milk. Mmmm!





Check point


10 Create a comic to promote healthy food 

- Use food and drinks vocabulary.
- Use I like / I don't like.
- Draw it, paint it, and correct any mistakes.
- Show it to your classmates.



 Activity Book, page 36

11 Look at the pictures and answer. What food and drinks can you see? 

12 Read, listen, and answer.  52

The Summer Fete

While Reading

What cakes do the children make?

A Fred and Rosie are visiting Luke in the country.



B



D That afternoon...

C It's lunchtime.





Editorial Creation.

13 Look at the comic and retell the story to a classmate.

14 Discuss with your classmates.

a. What's your favourite vegetable?

b. Do you identify with Fred?

Stop and Think

Activity Book, page 37

Think about the story and answer.




It's hard to understand because...

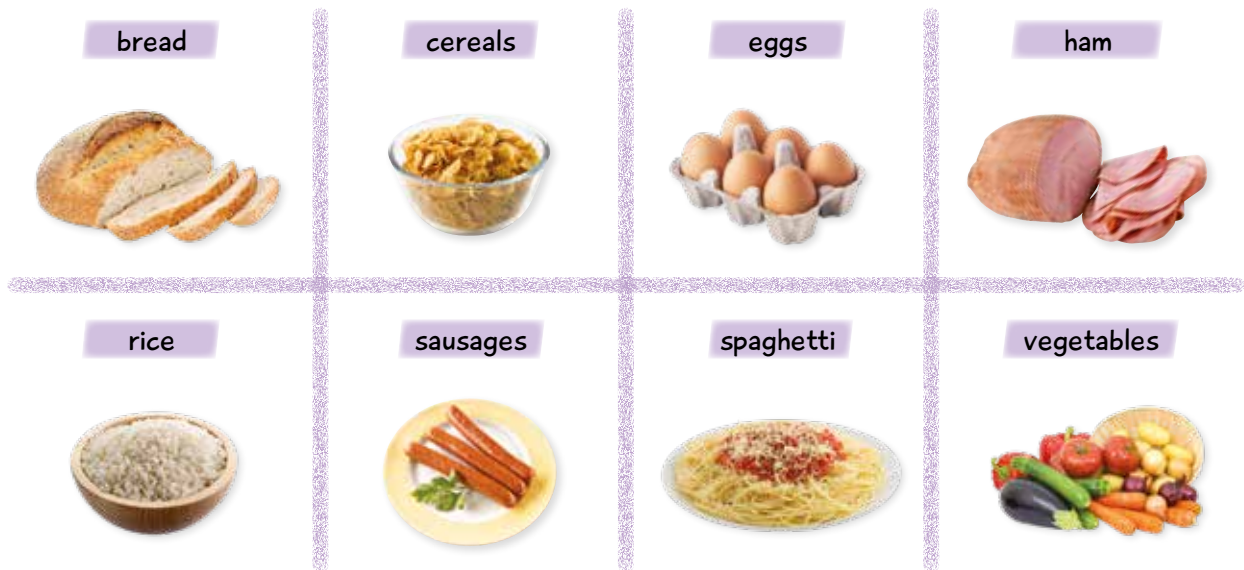


I need help with...



I understand. I can help my classmates.

15 Point and say. 



16 Read and identify the food. Then, role-play. 

Ana, do you have five portions of fruit and vegetables a day?

OK, orange juice is one portion. What about lunch?

OK, do you have a snack in the afternoon?

Yes! You have five portions of fruit and vegetables a day. That's excellent! You're healthy, Ana.

Let me think... Here's a typical day for me. **I have cereal, eggs, and orange juice for breakfast.**

I have ham, salad, and bread for lunch. I have an apple too.

Yes, I have a banana at five o'clock. Then I have rice and vegetables for dinner.

Great! What about you, Juan?



Go Online!

Read and answer the questions:
<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal>

17 Put the paragraphs in order. 

NEW MESSAGE

Example

a. Hi Melissa! Thank you for your last e-mail.



? Then, I have meat, vegetables, and an apple for lunch. But I don't like meat very much.

? Sometimes I eat a snack after breakfast, too. I have a yogurt or a fruit. My favourite fruit is strawberry!

? What do you have for breakfast, lunch, and dinner? Tell me about your routine. Bye!

? Well, here in Chile we usually eat 4 times a day. In the morning, I have two eggs, bread, and orange juice for breakfast. I love oranges!

? Later, I have salad or soup for dinner. I prefer chicken soup!

18 Listen and say the missing words. Then, ask in pairs.  54 




What do you have for breakfast?

What do you have for lunch?

What do you have for dinner?



Check point

19 Complete a healthy challenge and write a journal. 

- a.** Think and answer in your notebook:
- * What do you have for breakfast/lunch/dinner in a week?
 - * Is your routine healthy? Why?
 - * What can you change in it?
- b.** Make a small change each day.
Example Drink one bottle of water a day.
- c.** Reflect!
- * Do you like the experience?
 - * Is it difficult to change your routine? Why?

1 Scan the text and find six different foods.

2 Listen, read, and answer.



While Reading

What drinks do they mention?

Food in Canada



Hello! I'm Stella from Canada. On Sunday, my family has pancakes for breakfast. My mum likes pancakes with strawberries. My dad likes pancakes with eggs, but I like pancakes with maple syrup. Maple syrup comes from the maple tree.



On my birthday, I have poutine for dinner. Poutine is made of chips, cheese, and sauce. I eat it with my fingers, then I wash my hands!



On Saturday, I have a sandwich and juice for lunch. My dad likes carrot juice and my mum likes spinach juice. My favourite juice is blueberry juice. It's delicious and it's healthy!



Look at these vegetables. They're fiddleheads. They're a popular vegetable in Canada. My family grow vegetables in the garden. We've got fiddleheads, beans, tomatoes, and celery.



Editorial Creation.

3 Answer in your notebook.




- What is poutine made of?
- What are fiddleheads?
- What do you eat on your birthday?

4 Show and tell.



- Choose a Chilean dish or drink you like.
- Show a picture of it and answer:
 - * When do you have it?
 - * What ingredients does it have?

- 1 Answer the questions. 
- Which vitamins and minerals do you know?
 - Which food is popular in your country?

- 2 Read and check your previous answers. 

Vitamins and Minerals

Vitamins and minerals help us to grow and be healthy.

VITAMINS

Vitamin A is important for our eyes, it helps you see in colour and at night. It's in pumpkin, carrots, and broccoli.

Vitamin B helps your body to convert food into energy. Food with vitamin B: meat, fish, bread, eggs, spinach.

Vitamin C helps your body to resist infection. It's present in kiwi, blueberries, oranges, spinach.

Vitamin D makes your bones and teeth strong. It's in fish, milk, and eggs. Your body makes it from sunlight too.

Vitamin E helps to keep your muscles strong. Foods with vitamin E: nuts, avocados, spinach, broccoli, eggs.


MINERALS


Calcium is in milk, yogurt, sardines, and broccoli. It helps you to have strong bones and muscles.

Iron keeps your hair and skin strong. It's in cereals, red meat and nuts.



Editorial
Creation.

- 3 Write the words in your notebook. 
- Your body makes this vitamin from sunlight.
 - This mineral keeps your hair and skin strong.
 - These vitamins are important for strong bones.
 - There's vitamin B, D, and E in this food.


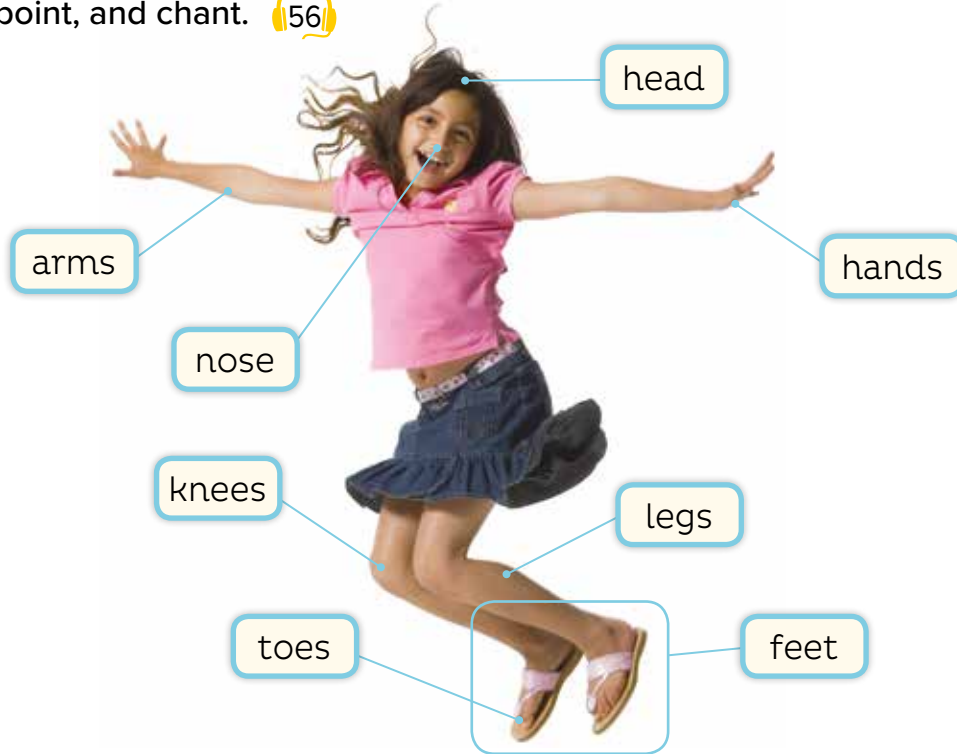
- 4 Reflect with your classmates. 
- How many of these vitamins and minerals do you eat every day?
 - Which fruit and vegetables do you need to eat more?
 - Which food do you need to eat less?

Go Online!

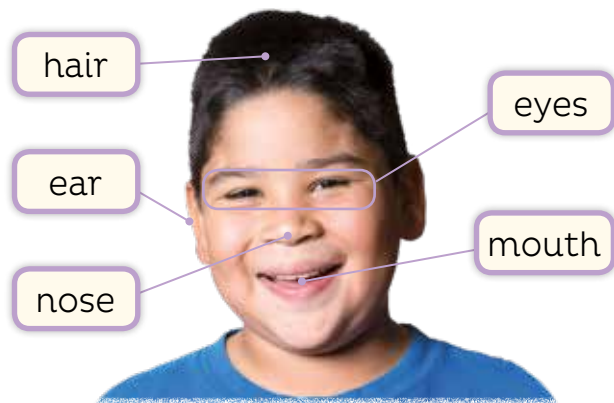
Read recommendations
<https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/>

Let's Dance!

Ready!

1 Listen, point, and chant.  562 Look, read, and say the part of the body. 

- a. You use it to eat and talk.
- b. It always grows and it can be naturally brown, black, or blonde.
- c. You use them to listen to your favourite music!
- d. You've got two of them and you use them to see.
- e. You can smell flowers with it.

**Go Online!**

Play a game:

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/body-parts>

 Activity Book, page 40

3 Listen, sing, and dance. 🎧 58

Dance! Dance! Move your body!
1, 2, 3! Dance with me!
Clap your hands to the beat!
All stand up and stamp your feet!
Wave your arms! Touch your nose!
Nod your head and touch your toes!

4 Now, look and put the pictures in order. 📝



5 Play Simon Says. 👤





Simon says touch your head!

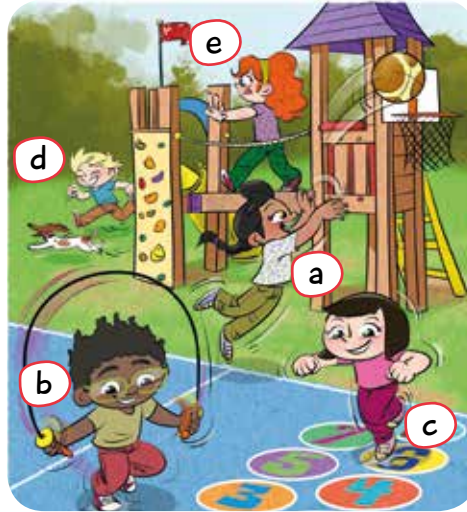



📖 Activity Book, page 41

Steady!

6 Listen and say the correct action in the picture.  

- jump
- skip
- hop
- run
- walk



7 Look and complete. 




a. I can ? .




b. I ? turn around.




c. I ? ? .

8 Say and show what you can do. 



9 Spin, learn, and say. 




10 Discuss with your classmates. 

 Glossary, page 119


- a. Do you like to learn jokes and tongue twisters in English? Why?
- b. Is this useful to practise pronunciation? Why?
- c. What other strategy can you use to practise pronunciation?


Check point


11 Prepare and give a dance lesson. 

- a. Get in groups and choose a song you like.
- b. Create a choreography and learn your moves.
- c. Give a 5-minute lesson to your classmates.
- d. Use the vocabulary from the unit.



 Activity Book, page 42

12 Discuss. Do you participate in dances at school? When? 

13 Read, listen, and answer.  60

The School Dance

While Reading
What is Adam's problem?

A The children practise a dance for Sports and Health week at school. The teacher explains the movements.



B Adam looks worried, but Elisa, his friend, offers him help.



C Later that day, Adam practises at home. He thinks he can't dance, but his dad encourages him to keep trying.



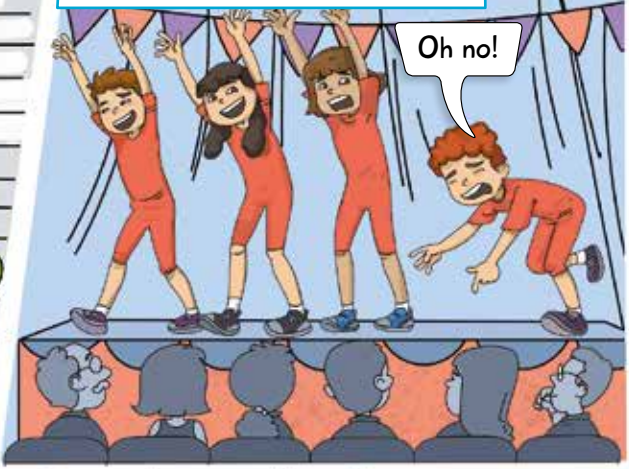
D The next day, Adam and his classmates prepare the stage at school. Adam looks troubled.



E They go to Elisa's house to practise. Adam gets much better at dancing.



F It's time for the show! They are dancing, but suddenly Adam falls off the stage.




G Adam is sad and disappointed, but Elisa wants to show him something.




H Adam's classmates are waiting for him. Elisa shows him a new version of the dance.




Editorial Creation.

14 Imagine, write, and draw another ending for the story. 


15 Think about Adam's problem. How would you help a friend in a similar situation? 

Stop and Think


 Activity Book, page 43


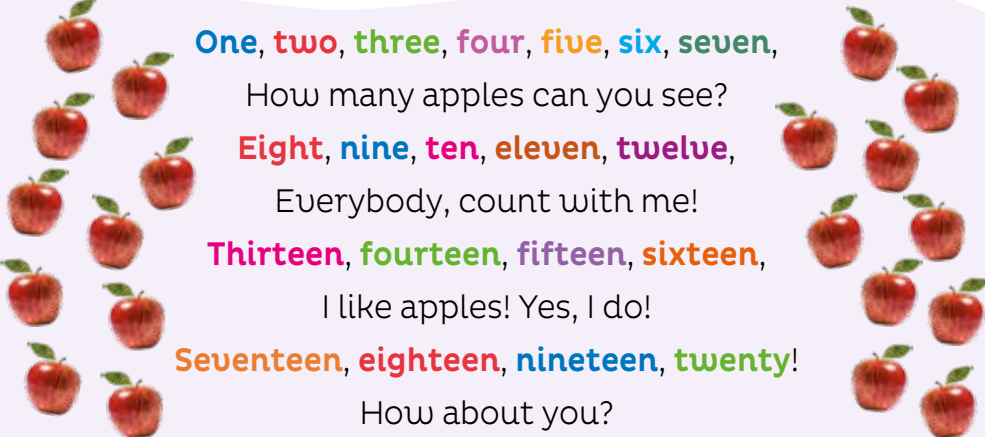
Think about the story and answer.


It's hard to understand because...



I need help with...


I understand. I can help my classmates.

16 Listen, count, and sing.  61

One, two, three, four, five, six, seven,
 How many apples can you see?
 Eight, nine, ten, eleven, twelve,
 Everybody, count with me!
 Thirteen, fourteen, fifteen, sixteen,
 I like apples! Yes, I do!
 Seventeen, eighteen, nineteen, twenty!
 How about you?

17 Look, count, and write. 



Example


a. Ten kids jump.



b. ? kids raise their arms.



c. ? kids stand up.


18 Imagine, draw, and say. 



Six people ride a bike.




Ten kids play.

 Activity Book, page 44

19 Look and point to the activities you do in your free time.




20 Read and reflect with your classmates. 

Exercise is all the physical activities you do during the day. For example, walking, cleaning the house, riding your bicycle, and dancing are different ways to exercise and they all keep your bones and muscles healthy. Spend less time watching TV or using a computer and spend more time playing outdoors with friends.

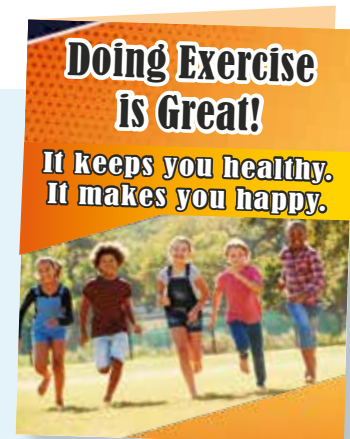
Editorial Creation.


- What kind of activity do pictures **a**, **c**, and **d** represent?
- Do all these activities keep your body healthy?
- Do you do exercise in your free time? Give examples.
- Why is doing exercise important?

Check point

21 Create a leaflet to promote doing exercise. 


- Write down two reasons for doing exercise.
- Write two new examples of exercise.
- Explain why doing exercise is important.
- Use pictures and vocabulary from the lesson.



 Activity Book, page 45

1 Look at the pictures and predict. 

- a. What is the text about? b. What can she do?

2 Read and answer. 

While Reading

What sport does
Emily play?

Unstoppable Girl



Hello! My name is Emily. I'm 11 years old and I'm from Australia. I was born with a paralysis in my brain, so I can't move well and I use crutches. I'm a disabled model and sports kid, and my favourite activity is playing wheelchair rugby. We play like in regular rugby, but we move on special wheelchairs. The chairs are adapted to the necessities of our bodies and we move rolling the wheels with our hands. There are four players on each team and to win, we have to carry the ball to the goal line and score as many points as possible!



Glossary, page 119




Adapted from *Emily Prior Announced at Disability Sports Australia's Youth Ambassador.*

3 Discuss with your classmates.  

- a. Why is Emily unstoppable?
- b. Can disabled people in Chile play sports? Which sports?
- c. Why are sports important for disabled people? Write two reasons.

Go Online!

In what sports
can you use a
wheelchair?

1 Listen and read.  62

Have a Healthy Day

Exercise is good for you

- * Do exercise every day. At school, run and play at playtime.
- * Dance, ride a bike or do sport!



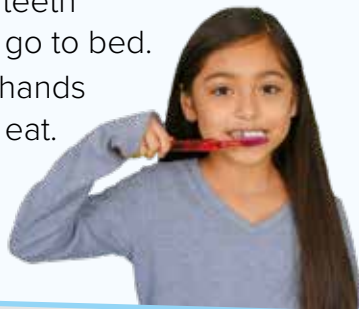
Eat healthy food

- * Eat fruit and vegetables every day.
- * Your body needs water. Drink six glasses of water a day.



Be clean

- * Brush your teeth before you go to bed.
- * Wash your hands before you eat.




Sleep is important

- * When you are tired, it's difficult to pay attention at school.
- * Sleep nine to ten hours at night.



Editorial Creation.

2 Ask in pairs. 

- Do you do exercise every day?
- Do you brush your teeth before you go to bed?
- Do you eat fruit and vegetables every day?
- Do you sleep nine to ten hours every night?

3 Play Mimics Relay Race. 

- Get in two teams. Both teams choose three representatives.
- Representative 1: pick a piece of paper. Then, mimic the action.
- The team guesses the action and the representative goes back.
- Repeat with representatives 2 and 3.
- The team that finishes first wins!

Brush your teeth.

Project

1 Watch the videos and analyse them with your classmates.



- Explain what you see.
- What do they promote?
- Is there a positive change in the families? Why?

Go Online!

<https://www.youtube.com/watch?v=mMHVEFWNLMc>

2 Read and answer in your notebook.



Today I Start Living Healthy

Do you know that 51% of Chilean students suffer from overweight or obesity? These videos are part of the Ministry of Health's campaign "Today I start living healthy."

This campaign seeks to promote healthy behaviours in four areas: healthy eating, physical activity, family life, and outdoors life.

"Starting today" means making small changes in your routine like preparing meals with your family, dancing, eating fruits, and walking. These are easy actions that can have a great impact on your health.




Adapted from *Campaña Hoy Empiezo a Vivir Sano*.

- What do you eat at school? Is it healthy?
- What is your favourite fruit? and vegetable?
- Do you prepare meals with your family? Which ones?

3 Why do these pictures represent healthy behaviours?



Let's Start Living Healthy!

4 Prepare and present a dish for your school's Healthy Food Fair. 

- Get in groups.
- Look for easy recipes and organise your ideas.

| Breakfast | Snack | Lunch |
|--|------------------------------|-----------------------------|
| Porridge with fruits, nuts, and seeds. | Tomato and lettuce sandwich. | Veggie burritos with beans. |

c. Choose your favourite idea and make a list of the ingredients you need.

Veggie burritos with beans:

- ✓ Flour tortillas
- ✓ Cooked black beans
- ✓ Lettuce
- ✓ Tomatoes



d. Prepare samples of the dish with your group.

5 Present. 

- Offer a sample of your dish to your classmates.
- Say its ingredients.
- Explain why it is healthy.

6 Reflect! 

- Why is eating healthy important?
- Do you like cooking? Why?



1 Read and say.



touch my feet

skip

jump

run

hop

turn around

dance

I can skip!



2 Read, role-play, and guess.



| | Angelina | Luis | Marta | Pedro |
|-----------|----------|------|-------|-------|
| Breakfast | | | | |
| Lunch | | | | |
| Dinner | | | | |

What do you have
for breakfast?

I have cereals
and milk.


What do you
have for lunch?

I have soup
and juice.

You're Pedro!

Yes, I am!



3 Read and guess the words. 



- | | |
|----------|-------|
| a. CHICK | OLATE |
| b. SAL | GURT |
| c. YO | EN |
| d. SO | AD |
| e. COF | ARONI |
| f. CHOC | DA |
| g. MAC | FEE |




4 Choose a category and write words on the board. 

Fruits and Vegetables

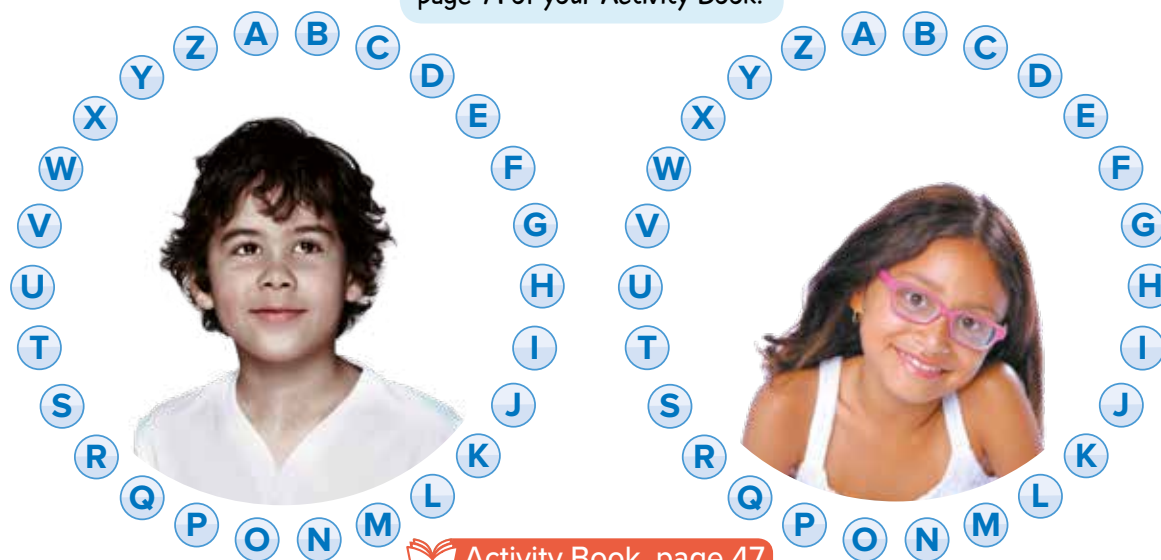
Parts of the body


Movements

Drinks



5 Play in teams. 

To play, use the cut-out on page 71 of your Activity Book.



 Activity Book, page 47

Seasons Come and Go

1. Listen, point, and say.  65
2. Look and discuss. 
 - a. What are the children wearing?
 - b. What colour are their clothes?
 - c. Do you wear different clothes on different occasions? Why?



swimsuit



gloves

jumper



jeans



hat

T-shirt


shorts

Unit objectives:

- * Describe clothes.
- * Ask and answer What are you wearing? I'm wearing...
- * Present a weather forecast.
- * Understand the value of traditional clothes from different cultures.

My Clothes

Ready!

1 Look and complete the descriptions. 

Example

a. The shorts are blue.b. The hat is ?.c. The ? is ?.2 Look at the pictures and describe. 

jumper



skirt



trousers



boots



sandals

3 Listen and identify the clothes the children are wearing. 




4 Choose a character and role-play with your classmates. 

What are you wearing?

I'm wearing an orange T-shirt, blue jeans, and brown shoes.



 Activity Book, page 49

Steady!

5 Show and tell.



This is me!
I'm wearing a white
hat and a blue and
orange jacket.
I'm wearing a scarf
and a jumper, too.

6 Read the notes and point to the correct picture.

Remember we're
going running today!
Bring your
sport shoes.

See you tomorrow
at the park.
Remember to wear a
coat, it's freezing!

Hey! Can you
lend me your dress?
I've got a birthday
party tomorrow.

a



b



c




7 Now reflect with your classmates.



a. What are the key words to find the correct picture?

b. What's the purpose of a note?

8 Look and say. 




jacket



jumper




jeans

9 Listen, learn, and say.  68

John's wearing a jacket,
a jumper and jeans.
See him jump!



Check point


10 Write a paragraph about your clothes. 

- Choose a picture of a special occasion.
Example your birthday, a family dinner, a day at the park, etc.
- Explain what is happening and use **I'm wearing...**
- Use vocabulary from the unit.
- Swap texts with a classmate to correct any mistakes.
- Post your text on the wall.



11 Look at the pictures and answer with your classmates. 

- a. What are the children wearing? b. Where can you see that kind of clothing?

12 Listen, read, and answer.  69

While Reading

Make a list of the clothes of each country.

The International Clothes Fair

A Today is the International Clothes Fair. Joaquín walks to school with his friend Lucía.



B Lucía's wearing a red lliclla from Peru. They meet their friend Alice.



C Joaquín stays behind because his shoelaces are loose.



...he shouts. But his friends can't hear him.

D He finally catches up with his friends, and Alice tells him she's wearing a Karabela and a turban from Haiti.



E At school they meet Mario. He's wearing a poncho and a chupalla from Chile. Suddenly, Joaquín realizes he doesn't have his hat on.



F The teacher says the fair is about to start. Joaquín is very worried.



G Suddenly, Joaquín's mum appears in the classroom with his hat.



Oh thanks mum!

H Now, Joaquín is ready for the fair and welcomes everybody.



Good morning everyone!
And welcome to our
International Clothes Fair!

Editorial Creation.

13 Think about the story and answer.

- What happens at the beginning/middle/end of the story?
- Why is it important to value traditional clothes from different countries?
- Do you like wearing traditional clothes from your country? Why?

Stop and Think

Activity Book, page 51

Think about the story and answer.



It's hard to understand
because...



I need help with...



I understand.
I can help my classmates.


14 Look, read, and choose the correct words for each description. 



I'm with my cousins at the park. Camila is wearing (a) **his/her** pink sweatshirt and (b) **light blue/pink** trousers. Roberto is wearing (c) **his/her** favourite jacket, it's (d) **yellow/pink!** I'm wearing a white T-shirt, blue (e) **shorts/trousers**, and blue shoes.



I'm with my friends at a charity event at school! Sofía is wearing a striped T-shirt and blue (a) **jeans/shorts**. Kevin is wearing a grey T-shirt/hat and (b) **yellow/green** boots. Maritza is wearing (c) **his/her** white T-shirt with flowers!

15 Describe your classmate's clothes. 




That's his green hat.

That's her blue T-shirt.




 Activity Book, page 52

16 Look at the pictures. Then, imagine and create a simple story. 



Example

She's Valentina Campos and she's 10 years old.
She's at the park with her friends. They like hanging out and playing football on weekends, but right now she's sad because she can't find...

17 Play and guess. 

His hat is orange.

Vicente!



Vicente



Bianca




Sofia



Sebastián

Check point

18 Show and tell. 

- Bring some of your favourite clothes to class.
- Swap your clothes with a classmate and describe them using: **This is his/her purple hat.**


1 Look up the words in a dictionary. 

a. hobby.

b. jewellery.

c. bells.

d. makeup.

2 Listen, read, and answer. 

Theatre and Dance in India

While Reading

How do mime actors tell stories?



Hello! I'm Rashi from India. My hobbies are acting and dancing. Let me tell you about theatre and dance in India.

Mime

Mime actors do not speak. They tell a story with movement and the expressions on their face. Look!

This actor has got a white face and a black mouth and eyes. The audience look at his face and they see when he is happy, sad, angry or excited.



Dance

Indian dancers wear colourful clothes.

This dancer's got jewellery on her head and hands. She doesn't wear shoes. She's got painted feet. She's got small bells around her leg. When she dances, the bells make a sound.



Kathakali

In Kathakali theatre, there are actors and a narrator. The narrator tells a story and the actors move and dance. The actors wear colourful clothes and makeup. Look! This actor has got a green face, black eyes, and a red mouth.



Editorial Creation.

3 Read and say True or False. 

a. The dancer wears bells on her hands.

b. A mime actor wears colourful clothes and jewellery.


c. In Kathakali theatre, a narrator tells a story.


Glossary, page 119

4 Reflect! 

a. What do you prefer? Dancing or acting? Why?

b. What do dancers wear in Chile or South America?

1 Do you know Mapuche clothing? Which ones? 

2 Read and answer in your notebook. 

- a. Why is textile important for the Mapuche people?
- b. When do they wear traditional clothing?


Mapuche Textile Tradition


The tradition of Mapuche textile art expresses meaning and cultural values that are fundamental to the Mapuche people. For them, a piece of clothing is an artistic way of representing their identity, social relationships, and symbolism.

Women and men dress with traditional garments for social events and rituals like nguillatún and machitún. The weaver, called düwekafe, knows about complex weaving techniques, as well as the meaning of colours and designs.



Adapted from
*El arte del tejido:
La tradición textil
mapuche.*

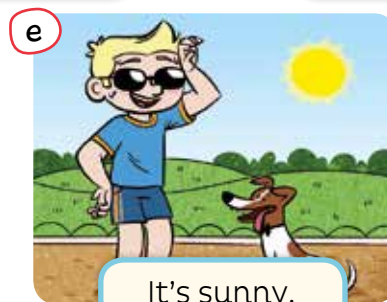
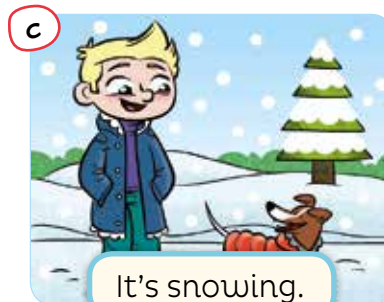
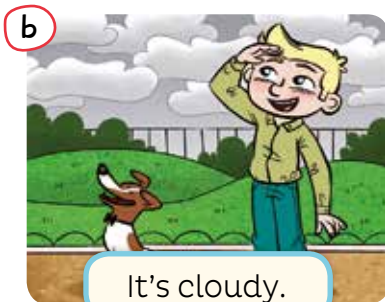
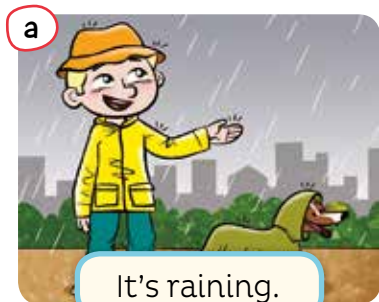
3 Investigate. What is the woman wearing in the picture? 

4 Create a piece of clothing. 

- a. Get in groups and choose an indigenous group from Chile.
- b. Investigate about their traditions and clothing.
- c. Choose and make a piece of clothing, such as a necklace or hat.
- d. Explain to your classmates about the cultural value of the piece.

The Weather

Ready!

1 Point and say. Then, listen and say the weather. 2 Listen and sing. 

Mike! Mike!
 What's the weather like?
 Look out of the window and say.
 It's raining! It's raining!
 It's raining today!
 I can't go out and play.

3 Ask and answer. 

What's the weather
 like today?

It's cloudy!

4 Listen, point, and say. 🎧 73

Go Online!
Sing and identify
<https://www.youtube.com/watch?v=2UXnIBtTsY>



5 Look, identify, and say. 👤

It's hot!




It's cold!



6 Answer with your classmates. 👤

- a. What do you do in winter?
- b. What do you do in summer?
- c. What do you wear when it's hot?
- d. What do you wear when it's cold?
- e. What's your favourite season?
- f. What is your favourite type of weather?

 Activity Book, page 55

Steady!

7 Read and complete with the words in the box. 

shorts weather sunny

I'm on the beach in this photo.

It's hot and ? here.

I'm wearing a long sleeve shirt and ?.

I like the ? in summer!

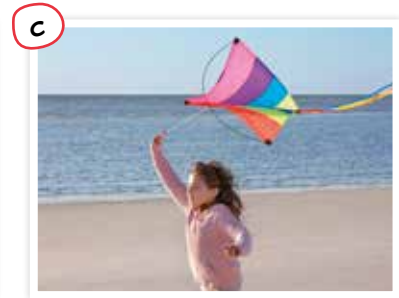
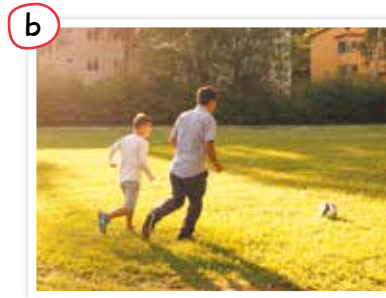


8 Look and answer in your notebook. 

What's the weather like?

Example

a. It's snowing.




9 Present a weather forecast. 

- Prepare your script and keep it simple.
- Record a short video on a smartphone.
- Show it to your class.


Go Online!


Listen to the weather forecast:
<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/weather-forecast>

10 Learn and say a tongue twister. 

In the summer
I eat strawberries
with Sally.

In June and July,
I wear jumpers
and jeans.

11 Read and answer with your classmates. 

16th December 
San Pedro de Atacama

Hi Rosa,


How are you? I'm on holidays with my family. We're at San Pedro de Atacama.
The weather is great here! It's hot and sunny during the day, so we can visit the
artisan's fair or the church. At night it's cold, so we stay at the hotel.

I hope to hear from you soon!

Gabriel

- What kind of text is it?
- Where is Gabriel?
- Who is he with?
- What's the weather like in the day?
- What's the weather like at night?

Check point


12 Imagine you're in a different city and write a postcard to a friend. 

- Answer these questions to organise your ideas:
 - * Where are you?
 - * Who are you with?
 - * Why are you there?
 - * What's the weather?
- Write your postcard.
- Swap your text with a classmate to correct any mistakes.
- Display it in your classroom.

13 Look at the pictures and predict. 

a. Where are the children?

b. What's the weather like?

14 Read, listen, and answer. 

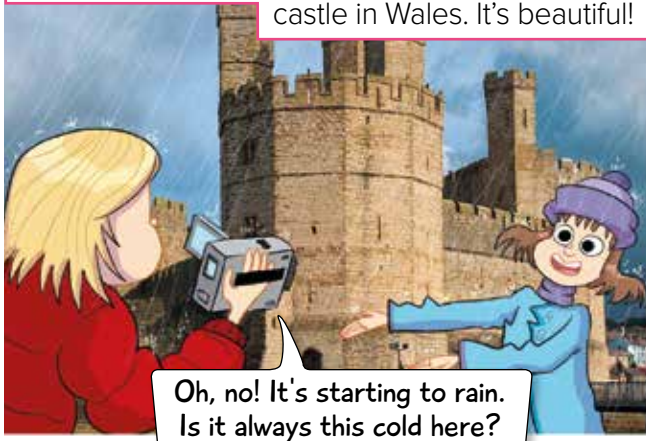
The Exchange Student

A Cooper is from Sydney, Australia. He's an exchange student and he's with his friend Bethan in Caernarfon, Wales, in the UK. It's summer in Australia at the moment, but it's winter in the UK. Cooper doesn't like the cold weather but he records a video every day to remember his trip.

While Reading
Where is Cooper staying?



B Cooper and Bethan are at Caernarfon Castle. Bethan shows him the most popular castle in Wales. It's beautiful!



C Today they're on the Menai Strait. Bethan is an expert sailor. It's very windy. That's great for sailing!



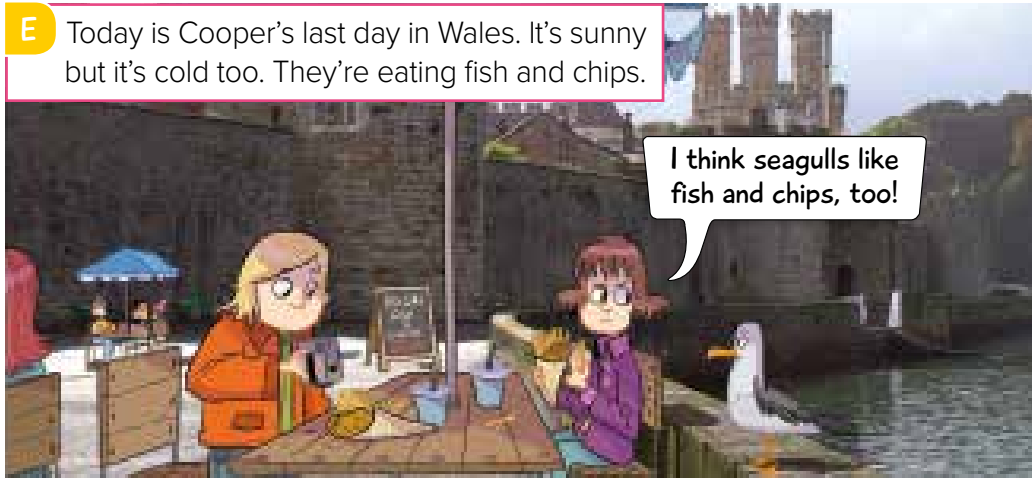
D

Now, they're on top of the Mount Snowdon. It's the coldest place in Wales.





E

Today is Cooper's last day in Wales. It's sunny but it's cold too. They're eating fish and chips.




Editorial Creation.

15 Draw and write the places the children visit in order. 

16 Imagine a friend from another country visits your city and answer. 

- a. What places would you go to?
- b. What's the weather like in your city?
- c. What's your favourite thing about your city?

Stop and Think

 Activity Book, page 57

Think about the story and answer.



It's hard to understand because...



I need help with...



I understand. I can help my classmates.

17 Listen and sing. 

January, February, then comes March.

These three months begin the year.

April, May, then comes June.


When's your birthday? Is it soon?

July, August, then September.

So many months to remember!

October, November, then December.

Twelve months in every year!

18 Ask your classmates and make a birthday calendar for your class. 

My birthday's in January. When's yours?




It's in October.


**Instructions:**

- Draw 12 cupcakes on cardboard and cut them out.
- Stick on coloured paper and decorate them.
- Write the months of the year on the calendar.
- Add your classmates' names.
- Hang them on the string using clothes pegs.



1 Read the title and guess. 

- a. Where are the coldest places on the planet?
- b. What temperature do you think is the lowest?

2 Read and check your predictions. 

Cold Places on Earth

The coldest place on Earth is on a frozen ice ridge of the **East Antarctic Plateau**. The temperatures can reach minus 100 degrees Celsius, which is the lowest temperature recorded on the planet.



Yakutsk is a Russian city and it's the second coldest city in the world after Norilsk. Winters are so severe that even the frozen river is used as a road.



Prospect Creek is a very small settlement in Alaska. It presented the lowest recorded temperature in the US in January of 1971 with minus 62 degrees Celsius.



Adapted from *The 8 Coldest Places on Earth*.

3 Answer in your notebook. 

- a. Would you like to visit one of these places?
- b. What are the coldest places in Chile?
- c. Do you prefer cold or hot places? Why?



Go Online!

What's the weather like in Aysén Region?

1 Look at the pictures and discuss. 

a. What's the text about?

b. What happens in each season?

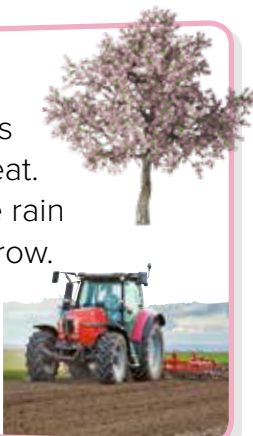
2 Listen, read, and answer.  

While Reading
When does the farmer plant seeds?

A Year on the Farm

Spring

The farmer plants seeds for vegetables and wheat. It's rainy and warm. The rain helps the vegetables grow. The sheep have lambs. The lambs drink their mother's milk.



Summer

It's hot and sunny. On the farm, the vegetables and wheat grow. The farmer picks strawberries and cherries. The lambs are big. Now, they don't drink milk, they eat grass.



Autumn

The farmer picks apples, pears, and vegetables. When it's sunny, the farmer cuts the wheat.




Winter

It's cold and snowy. The farmer gives food to the sheep. The farmer picks cauliflower and broccoli.




Editorial Creation.

3 Read and correct the mistakes. 

a. When it's rainy, the farmer cuts the wheat.

b. In summer, the farmer picks pears and cherries.

4 Read the title and guess. 

a. Why are seasons important for farming?

b. Why is farming important for us?


c. What fruits and vegetables does Chile produce?

Project


1 Look at the pictures and answer. 

- What do you see?
- What's the relation between both pictures?



2 Look up the words in bold in a dictionary. 

Glossary, page 119

3 Read and reflect with your classmates. 


Fashion's Impact on the Planet

The **fashion** industry is the second largest **polluter** in the world. It contaminates water with toxic chemicals, it's a major water consumer, and it contributes to **waste** accumulation.

- * 90% of **wastewater** is dumped into rivers.
- * You need 1 kg of chemicals to produce 1 kg of textiles.
- * The fashion industry uses 1.5 trillion litres of water each year.
- * Synthetic fibres can take up to 200 years to decompose.

We can help stop this problem by creating **awareness**. What can you do?

Adapted from Fashion's Environmental Impact.

4 What can you do to reduce this problem? Point and explain. 

Buy more new clothes.

Make a tote bag with an old pair of jeans.

Buy second-hand clothes.

Swap clothes with your family or friends.

Reuse an old T-shirt.

Buy less clothes.

Let's Recycle Clothes!

5 Follow the instructions. 

a. Get in groups and find unused clothes in your house.




b. Think about a new piece of clothing or object you want to create.

c. Choose one idea considering the materials you've got.

| Ideas | Materials |
|------------------------|---------------------|
| ✓ Jeans tote bag. | ✓ Old blue jeans. |
| ✓ Recycled hat. | ✓ Old T-shirts. |
| ✓ Refashioned T-shirt. | ✓ Pieces of fabric. |

d. Create your new piece of clothing or object.



6 Present it to the class in a “show and tell” activity. 

Why is it important to recycle clothes?

Reading

Read and mark the correct alternative on your answer sheet.

a. What's the weather like?

- A. It's raining.
- B. It's sunny.
- C. It's snowing.



b. What do you wear in winter?

- A. Sandals.
- B. Swimsuit.
- C. Coat.

c. What's the weather like?

- A. It's raining.
- B. It's sunny.
- C. It's cloudy.



d. What do you wear in summer?

- A. Jumper.
- B. Dress.
- C. Scarf.

e. What's the weather like?

- A. It's raining.
- B. It's snowing.
- C. It's cloudy.



f. It's cold!

- A. I'm wearing a jumper.
- B. I'm wearing a T-shirt.
- C. I'm wearing sandals.

Writing

Look and read. Then, write the correct words on your answer sheet.

a. The first month of the year is ?.

b. The month after April is ?.

c. What holiday is it?



d. Happy Halloween! What month is it?




e. Happy national holidays!
What month is it?



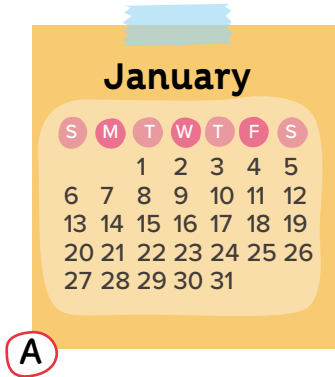
f. Happy Christmas! What month is it?



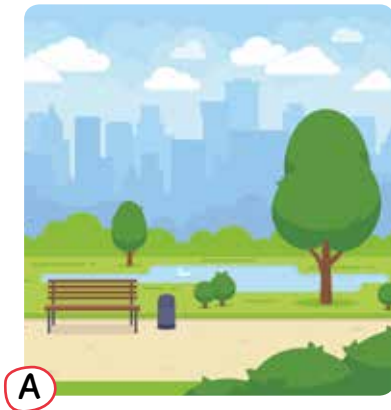
Listening

Listen and mark the correct alternative on your answer sheet.  78

a. When's Eduardo's birthday?




b. Where's Eduardo's birthday party?



c. What's Eduardo's favourite season?



Speaking

Look at the pictures and compare them. 



 Activity Book, page 61

Unit 1

become aware (verbal expression): to discover the existence of a situation or fact.

blow (verb): to force the air to come out of your mouth.

coexistence (noun): living or existing with other people at the same time and in the same place.

disability (noun): an illness or condition that makes it difficult for someone to do similar things that other people can do.

eco-friendly (adj): something that has little or no damaging effect on the environment.

follow (verb): to move behind someone or something and go in the same direction.

hear (verb): to perceive a sound using your ears.

journey (noun): travelling from one place to another.

lighthouse (noun): a tall building with a powerful light that gives a signal to navigators.

missing (adj): something that it's not there.

small (adj): little in size or amount.

understand (verb): to know the meaning of something that someone says.

walk (verb): to move along by putting one foot in front of the other.

want (verb): to wish for a specific thing.

wave (verb): to raise and move your hand from side to side.

Unit 2

boring (adj): not interesting or exciting.

commoner (noun): in the UK, a person that doesn't have a high social position.

craft (noun): an activity that involves making objects and the use of special skills.

draft (noun): the first version of a text or drawing that contains the main ideas, but it's not the final form of it.

frying pan (noun): a flat and round metal container with a long handle, used for cooking food.

furniture (noun): things like chairs, tables, beds, cupboards, etc. that you put into a house to make your home comfortable for living in.

hungry (adj): wanting or needing food.

lifestyle (noun): it's the way people live, or what a person or a group of people normally do.

marry (verb): when two people marry, they become legal partners in a special ceremony.

pillow (noun): a cloth bag filled with soft material, used for resting your head on in bed.

polish (verb): to make changes to something to make it better or improve it.

population (noun): all the people that live in a country, area, or specific place.

puppet (noun): a toy that represents a person or animal that moves with strings or by putting your hand inside.

rug (noun): a piece of thick material, like a small carpet, that you use to cover or decorate the floor.

Unit 3

bean (noun): a seed of various plants that is cooked and eaten. There are many different types of beans, for example kidney beans, soya beans, and green beans.

clap (verb): to hit your hands together many times to show that you liked something or admire someone.

crutch (noun): a stick that fits under your arm so that you can lean on it and walk when your leg or foot is injured.

healthy (adj): physically strong and not ill.

joke (noun): something you say or do that is intended to make people laugh.

journal (noun): a written record of your experiences in which you write about what happens every day.

nod (verb): to move your head first downwards and upwards, to answer 'Yes' to a question.

outdoors (adverb): not in a building.

peas (noun): a very small round green vegetable that grows in a long narrow pod.

promote (noun): to support or encourage something.

spend (verb): to stay somewhere or to do something for a period of time.

stamp (verb): to put your foot down hard and noisily on someone or something.

tired (adj): needing to rest or sleep.

unstoppable: (adj): if someone is unstoppable, you are unable to stop them from doing something.

Unit 4

clothes peg (noun): a wooden or plastic clip for securing clothes.

exchange student (noun): a high school person who travels to a new country to study there.

garment (noun): a piece of clothing.

jewellery (noun): decorative objects made from valuable metals such as gold or silver.

loose (adj): not firmly attached.

polluter (noun): a person or organization that contaminates.

purpose (noun): the objective; why you do something.

sailor (noun): a person who works on a boat or ship.

stripe (noun): a long, narrow band differing in colour from the surface where it is on.

value (noun): the importance of something for someone.

waste (noun): not needed or wanted matter or material of any type that is discarded.

wear (verb): to have clothing, jewellery, etc., on your body.

weave (verb): to make cloth by repeatedly crossing a single thread through two long threads.

A Working Dog

Today is a big day. It's Hannah's first day at a new school. Hannah's mum walks to the bus stop with her. Hannah is very nervous. She goes on her own for the first time, so Mum's nervous too. Today is also Jeff's first day at school. Hannah is blind and Jeff is her new guide dog.



A guide dog is a big responsibility. You train with your dog for six months before they go home with you. Also, Hannah gives Jeff food and water to eat and drink during the day and she takes him to the toilet. Every time Jeff works, he wears his special harness, so people know they can't pet him. Guide dogs are very intelligent. Jeff knows where to take Hannah for her classes.



The bus arrives and Hannah says goodbye. 'Hannah, your violin!' says Mum. 'I've got it, mum!' says Hannah. She sits down and Jeff lies on the floor under the seat. A boy gets on the bus and trips over Hannah's violin. 'What is this?' he asks. 'Oh, sorry!' says Hannah. 'That's my violin.' Hannah is very happy with Jeff because he doesn't bark. 'Good boy!' she says.



After lunch, Hannah's got orchestra practice in the school hall. 'Excuse me,' says the boy from the bus. He's got a trumpet case. 'Are you in the orchestra too? My name's Will.' 'I'm new and I don't know where the hall is' says Hannah. Jeff barks and wags his tail. 'Let's continue Jeff,' says Hannah. 'How does he know where to go?' asks the boy. 'He's very intelligent!' she laughs.

Hannah's got a very good day. Jeff is popular with the students and the teachers, and now everyone wants to be Hannah's friend.

Editorial Creation.

The Country Mouse and the City Mouse

One day, a country mouse decides to invite his cousin from the city to his house for dinner. The city mouse is happy to see him, but when he looks at the food on the table, he feels disappointed. There's nothing more than a few corncoobs, some berries, and nuts.

"My poor cousin," says the city mouse, "you don't have that much to eat! Please come to the city to visit me. There is plenty of food to feast from!"

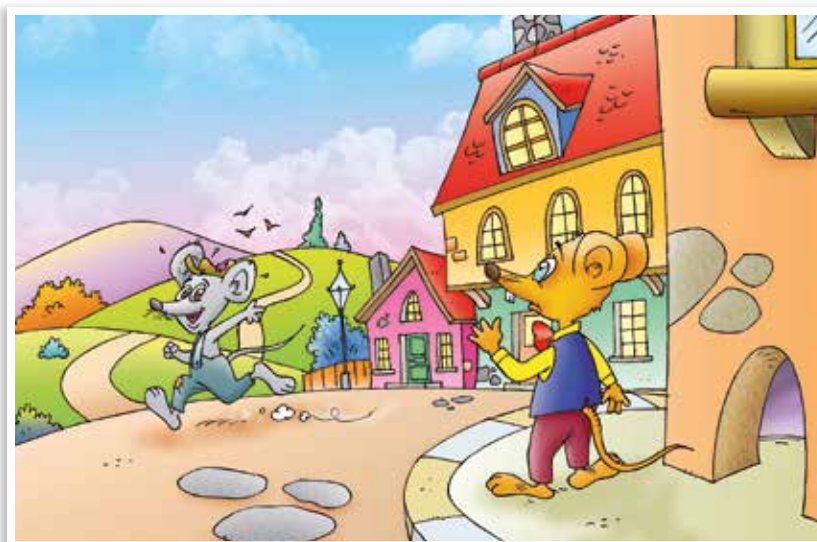


The country mouse agrees, and they go to the city. When they get there, the country mouse could not believe his eyes! There's cheese, fruit, chicken and biscuits everywhere. But before they can take a seat and eat their dinner, a cat appears in front of them!

Running for their lives, they decide to hide in a hole until the cat goes away. After a few minutes, with no sign of the cat, the city mouse and the country mouse continue with their dinner. But once again, before they can enjoy the food, the cat appears again!



After running away from the cat for the second time, the country mouse looks at his cousin and says, “Goodbye, cousin. You live in a very beautiful city, with lots of delicious food. But I think I prefer to go home, where I can eat and enjoy my dinner in peace.”



Adapted from The Aesop for Children.

The Legend of Calafate

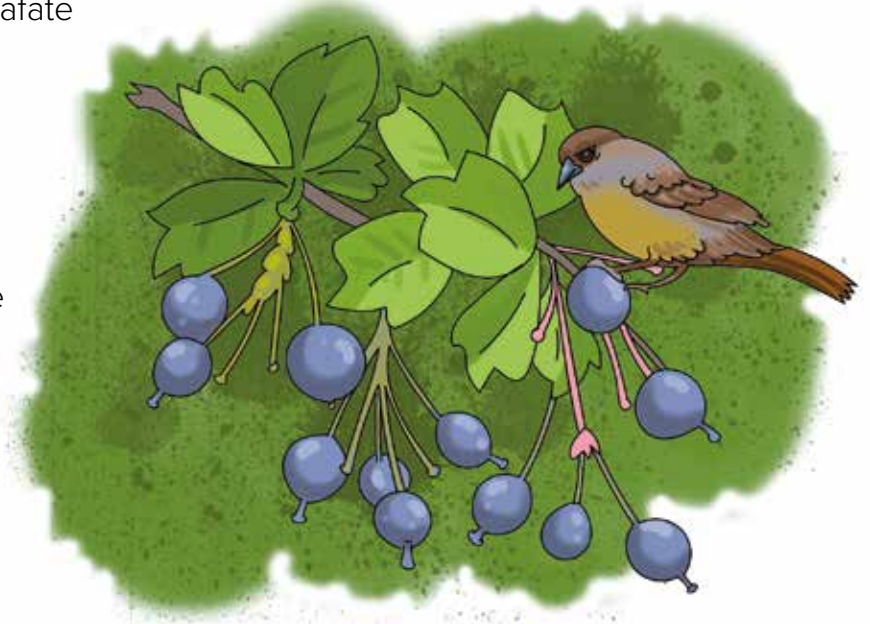
Calafate is a young, pretty Tehuelche girl and she has the most beautiful golden eyes. Her father is the chief of her tribe. Calafate and her father are loved and respected by everyone.

One day, a young Selk'nam boy arrives at the tribe. Tehuelche and Selk'nam people don't like each other very much. What a problem! But the kind chief permits the boy to stay and do his initiation rite.

When Calafate sees the Selk'nam boy for the first time, they both fall in love immediately. It's love at first sight. But they can't be together because they are from rival tribes. So, they decide to keep their love secret.

After some time, Calafate's father discovers their secret relationship. He gets furious and prohibits Calafate to see her beloved Selk'nam boy ever again.

Calafate and the boy are very sad. However, their love is so strong and pure that they decide to escape together. So, the following night they run away through the cold wilderness of Patagonia.





The next day, the chief notices that Calafate is not there. He cries and asks the shaman for her help. The old lady says that true love cannot be broken. However, there is a way to separate Calafate from the Selk'nam boy forever. She tells the chief that every spell comes with a cost.

The chief is so angry that he accepts. So, the old lady turns Calafate into a small bush with flowers the colour of her golden eyes. The bush is covered in thorns, so the boy cannot touch Calafate ever again.

The young Selk'nam boy looks for Calafate all across Patagonia but he can't find her anywhere. Heartbroken, he asks the spirits for help. They feel so sad for him that they turn him into a small bird. The bird flies and flies all over Patagonia looking for Calafate.

One day, he sees a bush with beautiful golden flowers, like Calafate's eyes. Curiously, he eats some of its purple berries and immediately remembers the sweetness of his beloved Calafate. 'It's Calafate!' he says. The bird and the bush stay together until the last of their days.

That's why every person who eats berries from this bush is destined to go back to Patagonia, because it's impossible to break the power of Calafate's love.

Adapted from *La Hermosa Leyenda del Calafate*.

The Climate of **Chile**

From arid deserts to icy fields, Chile is a country with many different types of weather.

Atacama and Elqui

This part of Chile is known as the “Norte Chico.” Here, the weather is mostly sunny, with warm temperatures and a very clear sky. In fact, some of the most important astronomical observatories are in this part of Chile.



On the coast you can find La Serena, a nice city with a beautiful beach. Here the temperature is warm most days and it almost never rains. You just need a T-shirt and a pair of shorts. Never forget your sunblock!



Central Valley

This is the central part of Chile and it has Mediterranean weather. This means warm summer days and cold nights. The days here are mostly sunny. The mornings are usually misty and cloudy, but the day clears up around midday. On the coast, in cities like Valparaiso or Viña del Mar, the average temperature is 20°C. Perfect for swimming and spending time building sandcastles!

Lakes and Volcanos

Get a warm jacket and your umbrella because here the days are cold! The average temperature in the city of Concepción is 17°C and in cities further south like Osorno or Valdivia, rain is very common. Don't forget your raincoat and your waterproof boots. During summer, you can enjoy some sunny days, clear skies, and a beautiful



view of the volcanos.

You can visit Chiloé, a big and beautiful island in the south of Chile. In Chiloé you can enjoy green forests and some of the typical food like curanto con chapaleles or a good milcao. Prepare yourself because here it rains a lot and it can be very cold during winter!

Easter Island and Juan Fernández Archipelago

In Easter Island you can find subtropical weather with an average temperature of 28°C. Juan Fernandez is a bit colder with an average temperature of 18.7°C during summer and 7.3°C during winter.



What's the type of weather missing in Chile?

That's right! The tropical weather is the only one missing in our country!

Adapted from *Popular Destinations in Chile*.

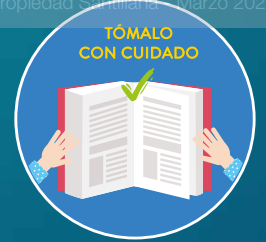
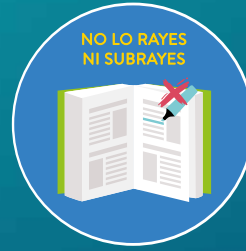
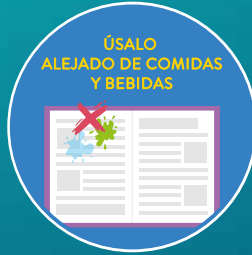
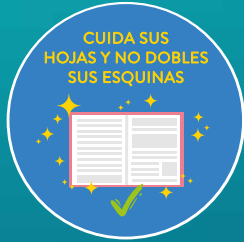
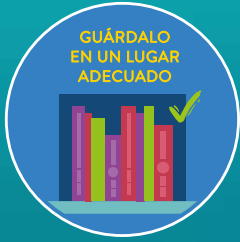
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Activity Book

- **p. 11.** Editorial Creation.
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English unites us!

