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Student's Book

English

6th
Grade



Ministerio de
Educación

Gobierno de Chile



Richmond

Student's Book

English



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Student's Book English 6th Grade has been adapted from the course *Go!* by Richmond Publishing Department of Education under the direction of **RODOLFO HIDALGO CAPRILE**

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Original Texts References:

*Go 1. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018;*

*Go 2. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018;*

*Go 3. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018;*

*Go 4. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018;*

*Go 5. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018;*

*Go 6. Authors: Brendan Dunne,
Robin Newton. Printed in Spain 2018.*

Documentation: Cristian Bustos Chavarría

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©2021 por Richmond Publishing, de Santillana del Pacífico S. A. de Ediciones. Av. Andrés Bello 2299, Providencia, Santiago (Chile). Impreso en Chile por Sistemas Gráficos Quilicura ISBN: 978-956-15-3671-5. Inscripción N° 2020-A-9930.

Se terminó de imprimir esta 1ª edición de 40.001 ejemplares, en el mes de diciembre del año 2020. www.richmondelt.com

Student's Materials

Presentation and Unit Objectives

At the beginning of each unit, you are going to see pictures with new vocabulary and activities related to the content.



Stop and Think! and What Do You Think?

These sections help you to evaluate your understanding of the activities.

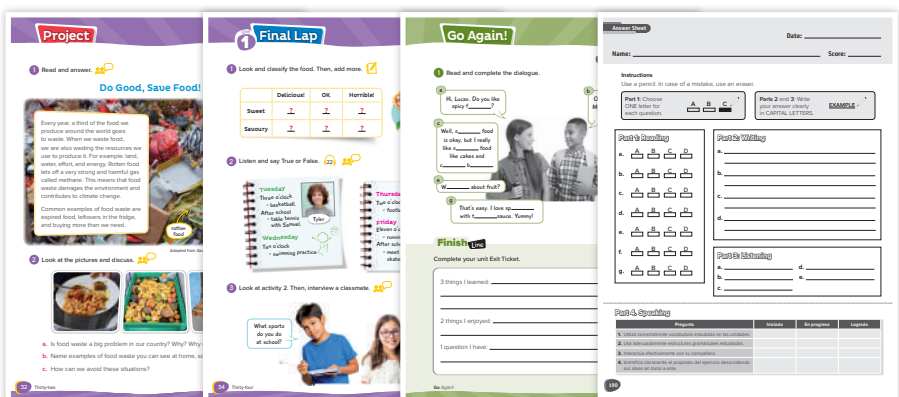


Check point

This section has an activity that evaluates what you have learnt on each lesson.

Project, Final Lap, and Finish Line

At the end of each unit, you will find a fun project, activities, and games to help you assess what you learnt. Your teacher will give you an answer sheet for the Final Lap section.



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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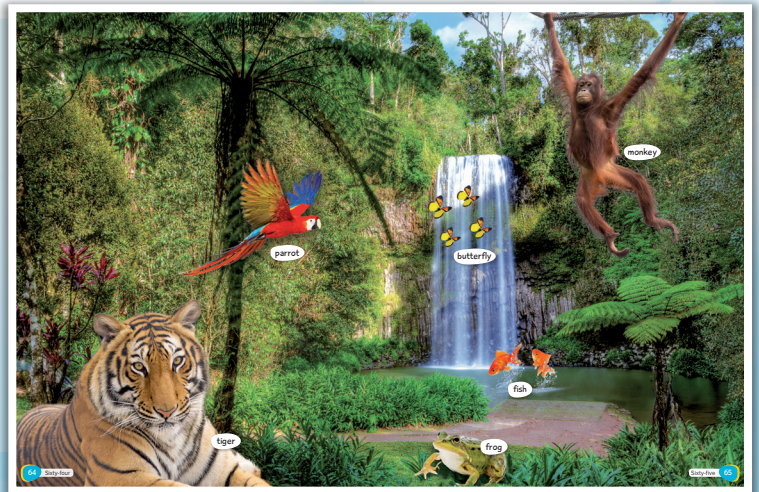
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Welcome!



Hi! My name is Eduardo. What's your name?

Hi! I'm Macarena. I'm eleven. How old are you?

1 Read and role-play. 

2 Look, find, and name. 

three school items


ten numbers

two animals

two clothes






3 Listen and sing.  2





I can see something beginning with A. Look at the picture!

Now let's play! Is it an apple? 

Is it an arm? 

Can you say?

I can see something beginning with O. Look at the picture! Do you know? Is it an orange? 

Is it an owl? 

No! No! No!

I can see something beginning with B.


Look at the picture! Can you see?

Is it a book?  Is it a ball? 

You tell me!

I can see something beginning with S.

Look at the picture! Can you guess?

I know! I know! Is it a squirrel? 

Yes! Yes! Yes!

4 Listen and read.  3

Hi! I'm Laura. I'm eleven. I live with my dad. I'm an only child. At school, my favourite subject is Music. I can play the drums! I like Maths too. Here are my new friends. Their names are Alfie and Megan.



Alfie



Megan

Alfie is ten. He's got a sister. Her name's Megan. At school, Alfie's good at Science and IT. His favourite subject is PE. He likes playing basketball.

Editorial Creation.

5 Play True or False in pairs. 

Laura's favourite subject is PE.

False! Laura's favourite subject is Art.

6 Ask in pairs. Then, write about yourself in your notebook.  

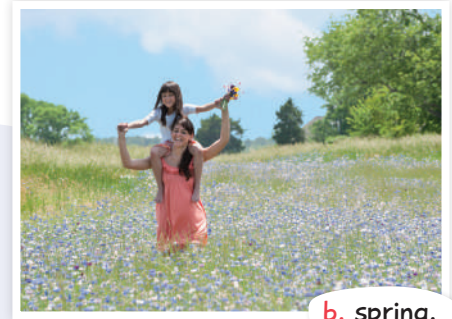
- a. When is your birthday?
- b. Have you got any brothers or sisters?
- c. What is your favourite subject?
- d. What are you good at?

What Do I Know?

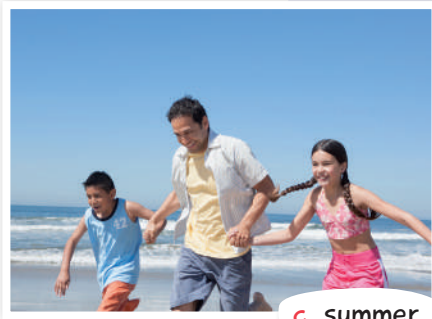
7 Read and name the correct season. 



a. autumn.



b. spring.




c. summer.



d. winter.

- * It's cold and rainy.
- * It's hot and sunny.
- * It's warm and colourful.
- * It's windy and cloudy.

8 Choose a season and describe it. 

Summer is hot and sunny. I like it because there are Christmas and New Year celebrations, and I can wear sandals and T-shirts.

Stop and Think

 Activity Book, page 5

Think about the activities and answer.



They are hard because...





I need help with...



I understand.
I can help my classmates.

Food and Health

1. Listen, point, and say.  5
2. Look and discuss. 
 - a. Which of these food items do you like?
 - b. Which foods are fruits, but aren't sweet?





savoury

sweet

Unit objectives:

- * Describe food and preferences.
- * Describe sports and free time activities.
- * Talk about illnesses.
- * Read and listen to a story.
- * Show a positive attitude when learning English.

Tasty Food

Ready!

Adjectives are words that can help you describe the taste of the food you eat.

What do olives taste like?

Olives are **salty**.

1 Look and say.

sweet



sour



spicy



salty




bitter



savoury



Glossary, page 118

2 Read and repeat. Then, say which adjectives are opinions. 



delicious



horrible



salty



savoury



spicy

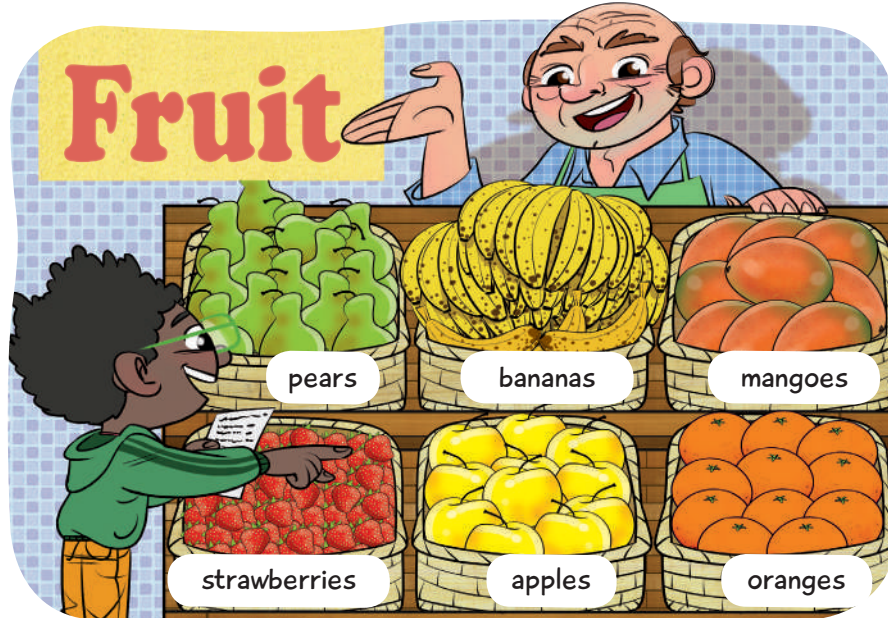



sweet

 Activity Book, page 6

I	like	bananas.
He / She / It	likes	chocolate.
Do you	like	cheese? Yes, I do. / No, I don't.

3 Listen and say yes or no.  6



4 Ask, mime, and answer. 



Ask **b** a question.

Mime the answer.


Answer for **b**.

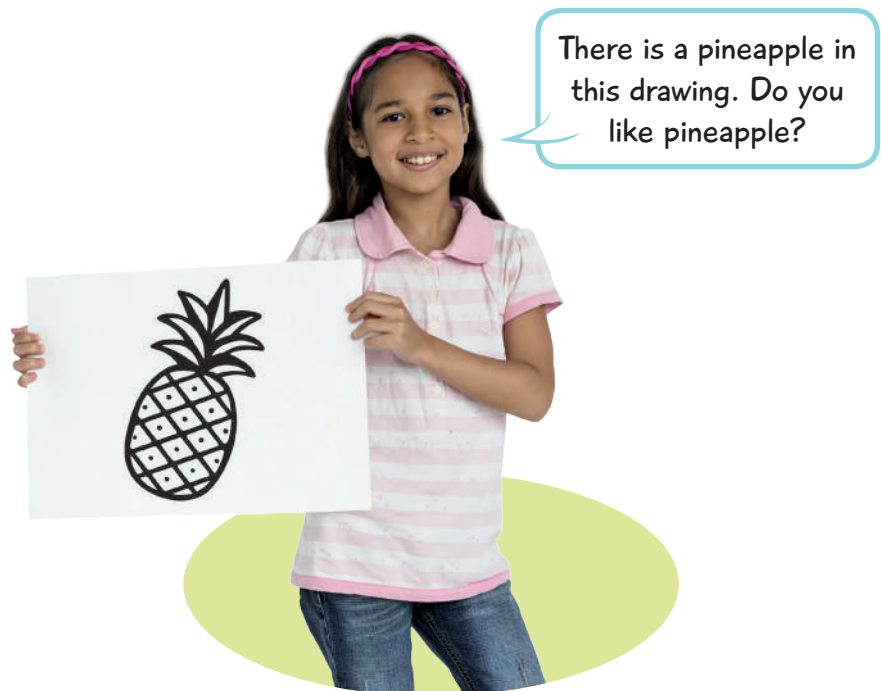
 Activity Book, page 7

Steady!

5 Play. 



6 Look and guess.  



7 Listen and repeat with your classmates. 7



Charlie likes chicken, chillies, and cheese.
Chelsea likes chocolate, cherries, and chips.



Editorial Creation.

8 Create a similar tongue twister with these words.

chicory

artichokes

peaches

chickpeas

anchovies

spinach

cheesecake

ketchup

Go Online!

Play a food game at:
<https://learnenglishkids.britishcouncil.org/grammar-chants/i-dont-eggs>


Check point

- 9 Describe a typical menu from your home using:
- Adjectives (sweet, sour, spicy, salty, savoury, bitter, etc).
 - The words **like** / **don't like**.
 - Gain extra points for using words with the **ch** sound.

Activity Book, page 8

10 Look at the picture in panel C. 

What do you think happens to the characters?

11 Read and listen.  9

While Reading

Can you guess the ingredients of the dishes?

The International Food Fair

A Dan is from London, but he lives in Brussels with his parents. They work there and Dan goes to an international school.

Hi, Dan!
11:19 ✓

Hi, Granny!
11:20 ✓

How is school? Do you have new friends?
11:20 ✓

Yes! Here's a photo of me with friends from class.
11:21 ✓



My best friend is Cyril. 😊
11:21 ✓

He's from Paris.
11:21 ✓

👍
11:21 ✓

And guess what! Tomorrow there's an international food fair at school with food from all over the world.
11:22 ✓

But you only like eating pizza. 😊
11:22

Yes, well, I have to go. It's dinner time.
11:22 ✓

Are you having salad? 😊
11:23

Yuk, horrible! 🤢 Bye!
11:23 ✓

B It's the day of the international food fair. Cyril is making French pancakes. They're called crêpes. You can have them with lots of different fillings, sweet or savoury. Cyril loves crêpes with asparagus, he doesn't like them with sweet fillings.



Dan is serving Shepherd's pie, a British dish. It has meat, carrots, and onions, with potatoes and cheese on top. Cyril thinks it's delicious!

C Dan and Cyril look at other dishes. There's sushi from Japan. Dan tries it, but he doesn't like raw fish.



The Mexican food is very spicy, but Dan tries the tacos anyway. Stuffed chillies are also popular in Mexico. Dan thinks they are too spicy, but Cyril tries them.



Editorial Creation.

12 Answer the questions and discuss.

- a. Where is Dan from?
- b. Where does he live?
- c. What's Dan's favourite food?
- d. What can you fill crêpes with?

13 Read and discuss.

Are there any dishes you like now that you didn't like before? Why do you like them now?

Stop and Think

Glossary, page 118

Activity Book, page 9

Think about the story and answer.



They are hard because...




I need help with...



I understand.
I can help my classmates.

14 Read and role-play. 



15 Read and point to the odd one out. 

I'm hungry	a. Can I have a salad, please?
	b. Can I have a glass of juice, please?
	c. Can I have a banana, please?

I'm thirsty	a. Can I have a cup of tea, please?
	b. Can I have a glass of water, please?
	c. Can I have a sandwich, please?



16 Read and listen. Then, complete the missing words.  



Editorial Creation.

17 Now, create your own dialogue and role-play.  

Check point

18 Imagine you are at an international food fair.  

- Are you hungry or thirsty?
- What would you like to try?
- What expressions can you use to buy the dishes you want?

 Activity Book, page 11

1 Read and listen. 



My Food Festival Blog

Hello, I'm Mikela from Malta. Malta is a small country but there are lots of food festivals. Here are two of my favourites.

Pre Reading

Do you know about a food festival in Chile?

The first food festival of the year is the Citrus Festival in January. Farmers pick oranges and lemons in winter, so there's lots of fresh fruit to eat. At the festival, there's a cookery class, where you can learn a recipe for orange biscuits or make a lemon cake.



In April, there's a strawberry festival in my village. There is sweet food, like strawberry cakes and smoothies, and there is savoury food too. There is pasta with strawberry sauce! Or how about strawberry sushi? It's delicious, I promise!



Great blog, Mikela! In my town, there's a chilli festival in the summer.
Adam, UK.

Editorial Creation.

2 Find one true sentence and correct the false sentences. 

- Farmers pick citrus fruit in winter.
- Mikela hates strawberry sushi.
- There's a cookery class at the strawberry festival.
- You can make strawberry sushi at the cookery class.


Go Online!

Where is Malta?

3 Discuss. 

- Which is your favourite festival in the text?
- Which traditional dishes from your country do you know?
- What other food festivals do you know?
- Do you think festivals are important? Why?

Glossary, page 118

- 1 Read and answer. Why are quantities important for baking? 

Baking with Numbers

Hi, my name is Luis. I'm baking biscuits for my family's party and I want to surprise them. I have all the ingredients: flour, butter, sugar, eggs, vanilla, salt, milk, and baking powder. But I have a problem! The recipe I have only makes 12 biscuits, and I need to make 24. Can you help me double up the ingredients from the recipe?



Editorial Creation.

- 2 Read the recipe and solve the problem.  

This is Luis' recipe for 12 biscuits. Double up each ingredient to make 24 biscuits.



- * 1 1/2 cups of flour.
- * 1/8 teaspoon of salt.
- * 1/2 teaspoon of baking powder.
- * 1/2 cup of unsalted butter.
- * 1/2 cup of white sugar.
- * 1 large egg.

Example
Recipe for 24 biscuits

Flour:

$$1\frac{1}{2} + 1\frac{1}{2} = 3$$

cups of flour

- 3 Read and answer.  

- | | |
|---|--|
| <p>a. How much flour does he need?</p> <p>b. How much salt does he need?</p> <p>c. How much baking powder does he need?</p> | <p>d. How much butter does he need?</p> <p>e. How much sugar does he need?</p> <p>f. How many eggs does he need?</p> |
|---|--|

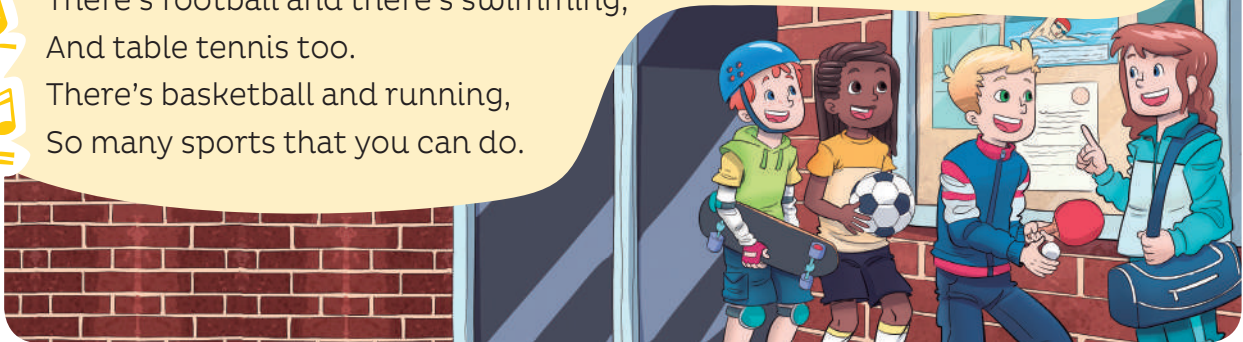
Move Your Body

Ready!

1 Listen and sing. 

We love sport!
Oh, yes we do!
It's so much fun!
And it's good for you!
There's football and there's swimming,
And table tennis too.
There's basketball and running,
So many sports that you can do.

There's skateboarding and yoga,
They're always lots of fun.
But my favourite is gymnastics.
There's a sport for everyone!



Editorial Creation.

2 Look and find the right pictures. 

Can	You	jump?	Yes, I can. / No, I can't.
	He/She		Yes, (s)he can. / No, (s)he can't.
	They		Yes, they can. / No, they can't.



a



b



c



d



e


* I can swim, but I can't draw.

* I can draw, but I can't swim.

* I can sing, but I can't do gymnastics.

* I can play table tennis, but I can't do yoga.

* I can do yoga, but I can't sing.

3 Read, compare, and answer. 

Hi, I'm Luisa! I do lots of sports. I can play football, but I can't jump high, so I don't play basketball. I go running with my dad on Saturdays and I do yoga on Tuesdays. My favourite sport is swimming.



I'm Carlos and I love to exercise! I can walk on my hands and I'm flexible, so I do yoga on Tuesdays and gymnastics on Wednesdays. I can't swim, so I don't go to the pool. My favourite sport is basketball.

- a. What can Luisa do?
- b. What can't she do?
- c. What can Carlos do?
- d. What can't he do?

4 Look and describe using the words. 

What are they doing?
In picture **a**, he is playing football.



a. football.



b. yoga.



c. table tennis.



d. running.



e. basketball.



f. swimming.



g. skateboarding.



h. gymnastics.

Steady!

5 Play Walk and Talk!

- Choose one question.
- Walk around the room.
- When the teacher says “Talk!”, ask your question.
- Walk around again until you hear “Talk!”.

Which are your favourite sports?



My favourite sports are tennis and karate.



Can you swim?

Do you exercise every day?

Can you run fast?

What sports don't you like?

Can you jump high?

What do you like about basketball?

Can you play table tennis?

6 Guess the sport.

What sport is she playing?



She is playing tennis.



7 Look, read, and repeat.



8 Listen and repeat. Then, say it fast! 15



Shoot!
 Shoot the **shot**!
 Shoot the **shot** at the sports **show**.
 Shoot the **shot** at the sports **show** and **share** it.
 Shoot the **shot** at the sports **show**
 and **share** it on **social** media.
 Well done!

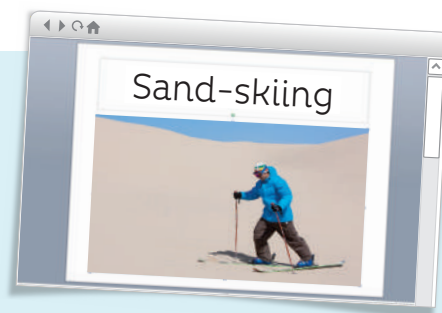
Editorial Creation.

Check point


9 Make an oral presentation.


- Find out about an unusual sport or activity.
- Say where it's practised and how you do it.

Present it to your classmates and vote for your favourite one!



Activity Book, page 14

10 Look at the title and pictures. What do you think this story is about? 

11 Read and listen.  17

I Can Do It!

While Reading
Is your prediction about the story correct?

A Fred and Rosie are playing football in Rosie's garden. Rosie is very good at football.



B

Come and play!

Oh, no! I'm bad at football.

Oh, come on, Alice!



C

Be careful!

Oops!

Alice is very bad at football. She breaks the window.



D The next day at school, Alice is bad at running...

... and gymnastics too.



E After school, Alice and Rosie are at the park.



F There's a boy in the water. He can't swim.



G Alice helps the boy.



H



Editorial Creation.

12 Read and discuss.

a. What is the importance of people having different skills?

b. Aside from sports, where can you observe a similar situation?

Stop and Think

Activity Book, page 15

Think about the story and answer.



They are hard because...



I need help with...



I understand.
I can help my classmates.

13 Listen and repeat. 

headache



cough



stomach ache



toothache



chicken pox



cold

14 Read and answer. **Have to:**

Something you need to do (rules or laws).

Don't have to:

Something that is not necessary.

Example

- John is ill. He **has to** stay at home.
- John is ill. He **doesn't have to** go to school.

John is at school and he doesn't feel well. He has little red spots on his body and they are itchy. He goes to the school nurse. He asks: "What's the matter, John?". John answers: "I have spots on my body and I'm scratching because they are itchy". The nurse examines him and says: "You've got chicken pox. You have to go home. Don't scratch the spots! I'm giving you a cream for the itch and calling your dad to pick you up. You have to stay in bed for a few days and remember not to scratch".


Editorial Creation.

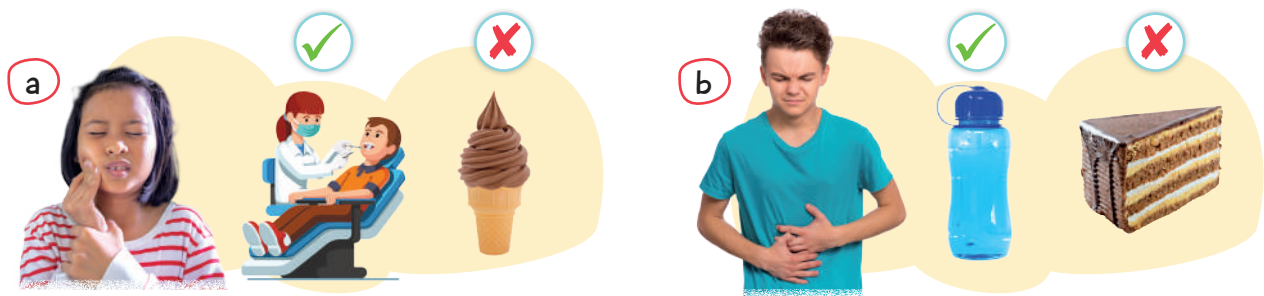
- What does John have to do? What doesn't John have to do?
- Have you ever had chicken pox? How did you feel?

Glossary, page 118

- 15 Create a dialogue and role-play. 




- 16 Look, identify and describe. 



Example

I have toothache. I have to go to the dentist; I don't have to eat ice cream.


Check point

- 17 Write a letter to a classmate who is ill. 

Dear Paula:

How are you? How do you feel? Do you have to stay in bed?
 Can you watch TV? Remember you have to drink lots of water.
 Don't worry, I'm collecting your Science worksheets.

Get better soon!
 Juan.

1 Listen and read. 

Sports in the United States

While Reading
In which sports do you need a helmet?



Hi! I'm Violet from the United States.

Climbing

My favorite sport is climbing. I go climbing at a sports center. I wear a helmet on my head and special climbing shoes. A teacher helps children climb. It's difficult, but it's fun!



Baseball

I play baseball in PE at school. There are nine players in a baseball team. You hit the ball and run fast. The other team tries to catch the ball. It's important to wear a helmet.



Snowboarding

In January and February, it's snowy in my town. I go snowboarding with my family.

I wear boots, gloves, and a helmet. You stand on the snowboard and go down the mountain. It's important to bend your knees.




Volleyball


I play volleyball with my friends. You hit a ball over the net with your hands. There are six players in my volleyball team. You can play in a sports center, in the park, or at the beach.



Editorial Creation.

2 Read and name the sport. 

- a. You can play this game on the beach.
- b. Violet practises this sport with her family.
- c. You hit a ball in these sports.
- d. There are nine players in her team.

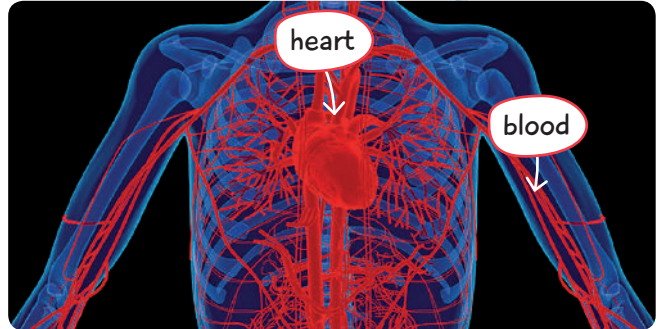
3 Read and answer. 

- a. Why is exercise important?
- b. What do you think of these sports?
- c. Which sports are popular in your country?

- 1 Read and answer. Which activities make your heart beat faster? 


Measuring Your Pulse

Your heart **pumps** blood around the body. It is beating day and night. When a child is sitting, his/her heart **beats** about 80 times per minute. When an adult is sitting, his/her heart beats about 70 times per minute. When you do exercise, your heart beats faster.



You can count your heart beats. Put two fingers on your wrist. Can you feel the beat? This is your pulse. Count your **pulse** for thirty seconds, then multiply by two. How many beats per minute (bpm) is your pulse?

Editorial Creation.

- 2 Listen and answer. 



- What is the boy doing in each activity?
- Which activities make your heart beat faster?


- 3 Do these activities. Then, count your pulse and ask. 

- Sit and read for three minutes.
- Walk slowly for two minutes.
- Do exercise for a minute.

Go Online!

Learn more about your heart here:

<https://tinyurl.com/yywz9eux>

1 Read and answer. 

Do Good, Save Food!

While Reading

What is food waste?

Every year, a third of the food we produce around the world goes to waste. When we waste food, we are also wasting the resources we use to produce it. For example: land, water, effort, and energy. Rotten food lets off a very strong and harmful gas called methane. This means that food waste damages the environment and contributes to climate change.

Common examples of food waste are expired food, leftovers in the fridge, and buying more than we need.

rotten food

Adapted from *SavingFood Educational on Food Waste*.


2 Look at the pictures and discuss. 



- Is food waste a big problem in our country? Why? Why not?
- Name examples of food waste you can see at home, school, etc.
- How can we avoid these situations?

Glossary, page 118

Let's Save Food From Waste!

- 3 Create a flyer with tips to help avoid food waste. 

Step 1. Investigate!

- * In groups, find out about food waste in Chile.
 - Where does food waste occur?
 - What policies do we have to prevent food waste?
- * Organise your ideas to create the flyer.



Problem

Rotting leftovers.


Tips

Plan meals and portions.

Step 2. Create!

- * Gather your materials and get creative.



- 4 Share your flyers with your classmates, family, and friends.
- 5 Ask them questions.
- What do you know about food waste?
 - Do you waste food? Why?
 - Is it an important problem? Why?
 - How do you avoid food waste?
- 6 Share the answers with the class. 

 Activity Book, page 18



- 1 Look and classify the food. Then, add more. 

	Delicious!	OK	Horrible!
Sweet	?	?	?
Savoury	?	?	?



- 2 Listen and say True or False.  

Tuesday
Three o'clock
- basketball.
After school
- table tennis
with Samuel.



Tyler

Wednesday
Ten o'clock
- swimming practice.




Thursday
Two o'clock
- football.

Friday
Eleven o'clock
- running.
After school
- meet Jess at the
skateboard park.



Caitlin



- 3 Look at activity 2. Then, interview a classmate. 

What sports do you do at school?

I play volleyball on Mondays and tennis on Fridays.

4 What's Missing?

- a. Stand in front of the board.
- b. Read and try to memorise the words on the board in a minute.
- c. Turn around and cover your eyes.
- d. Turn back to the board and guess the missing word.
- e. The first one to guess correctly wins a point.



5 The Hot Potato.




Music playing

- a. Pass an object (your hot potato) to your classmates while the music is playing.

Music stops

- b. If you are holding the hot potato, draw a question from the mystery bag!
- c. Answer the question. You get a point for answering and two for giving a correct answer.
- d. Continue the game!



 Activity Book, page 19

Around Town

1. Listen and repeat. 🎧 25
2. Look and discuss. 👤💬
 - a. Which places are there in your town?
 - b. Which ones do you visit? Why?



cinema



fire station



hospital



museum



post office



shopping centre



swimming pool



train station

Unit Objectives:

- * Describe places you find in a town and jobs.
- * Ask and give directions.
- * Contrast **ch** and **sh** sounds.
- * Show interest in other people's cultures and in your own.

Getting to Places

Ready!

1 Listen and point.



museum



hospital



cinema

c. Big, white building with a red cross.

a. Big, old building.

b. Small, yellow building.

2 Read. Then, say True or False.




Hi, I'm Nicolás. I live in a big city and it's very noisy. I like living in the city! There's lots to do: There's a park where I go by bus and I go swimming with my dad on Saturdays.



Hello! My name is Susana and I live in a town. I love it! It's small, but it's quiet and pretty. My granny lives in a big city. I go to visit her on Saturdays, and we go to the cinema. It's my favourite day!

Editorial Creation.

- a. Nicolás lives near a park.
- b. Nicolás goes swimming with his dad on Saturdays.
- c. Nicolás doesn't like living in the city.
- d. Susana lives in a big city.
- e. Susana visits her granny on Fridays.
- f. Susana goes to the cinema with her granny.


 Activity Book, page 20

Asking for directions

- a. Excuse me, **where** is the post office?
- b. Excuse me, **how can I get to** the museum?

Giving directions

Turn right / Turn left /
Go straight on / Go past.

3 Listen and repeat. 



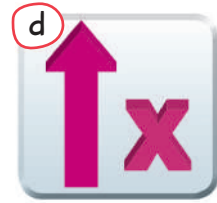
turn left




turn right



go straight on



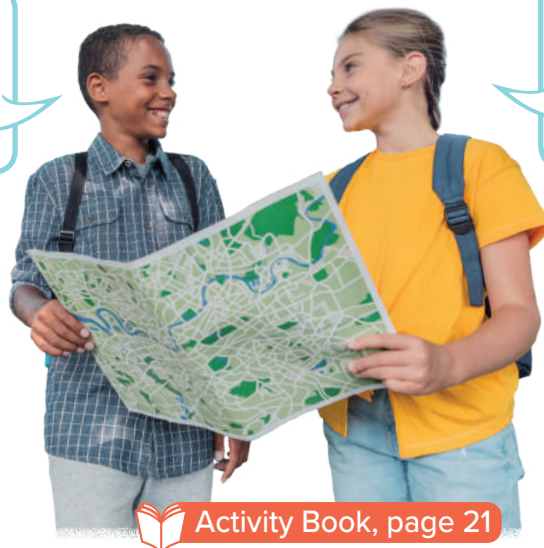
go past

4 Role-play the dialogue. 



Excuse me, **where**
is the bakery in
this town?

Turn right. Go straight on.
Then, turn left. Go past the
park and post office. The
bakery is on the right.



 Activity Book, page 21

Steady!

5 Play Treasure Hunt!



Instructions:

- Cut the pyramid token and clues on pages 67 and 69 of your Activity Book.
- Order the clues from 1 to 7.
- Solve the clues to move your token on the gameboard and find the treasure.




6 Draw the place where you live and describe it.



This is my town. There are two museums, two schools, a fire station, and a swimming pool. I like to visit museums with my dad and going to the swimming pool in summer.

There	is	a museum.	There	isn't	a museum.
	are	two museums.		aren't	any museums.

Is	there	a museum?	Yes, there is. / No, there isn't.
Are		any museums?	Yes, there are. / No, there aren't.

7 Listen. Then, repeat the tongue twisters.  28



Rachel Sheldon

Sheldon and Rachel shop for Chinese chopsticks.

Shep is looking for shoes to chew, which shoes should he choose?



Shep




8 Choose words from the box to complete the sentence. 

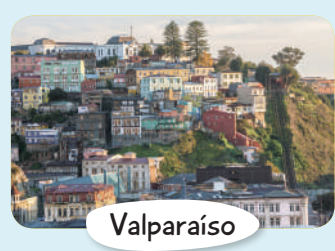



Shelly is at her town's __?. She wants to buy __? for her mum, __? for her brother and a __? for her dog __?.


Chuck shopping centre T-shirts chocolates chewing toy

Check point


9 Do research on these Chilean towns and cities, and describe them. 



 Activity Book, page 22

10 Look at panel A and discuss. 

How do you think this story ends?

11 Read and listen.  29

In the City

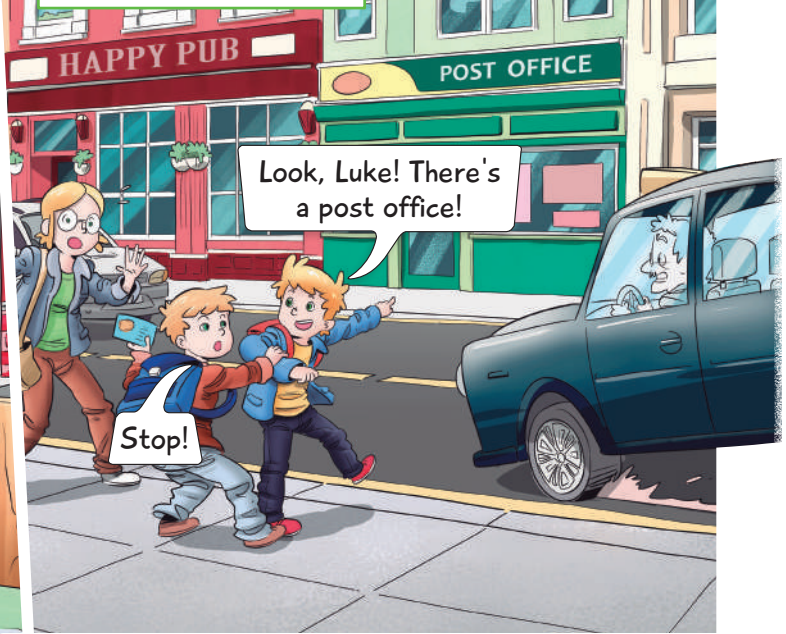
While Reading

Why is Luke upset?

A Luke is Fred's cousin. He lives in the country and is visiting Fred in the city.



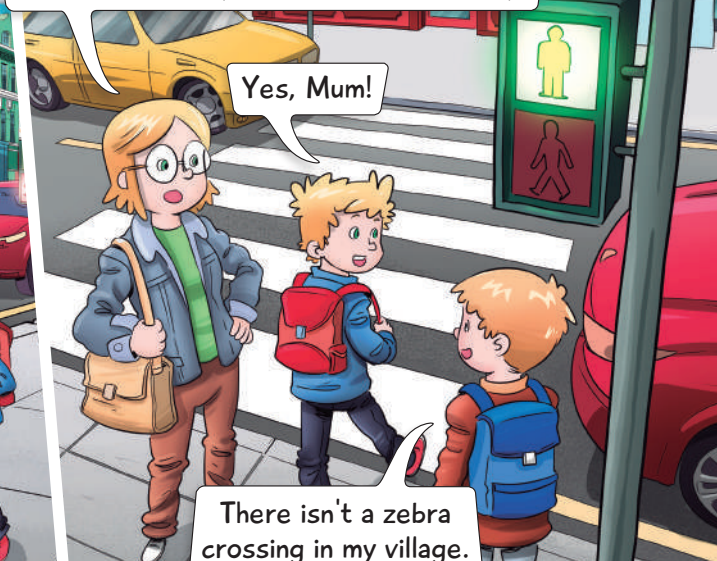
B Luke wants to send a postcard to his family.



C There's a lot of traffic in the city.



D Remember! Always cross the road safely!





Editorial Creation.

12 Discuss with your classmates.

What are the advantages of living in a city? And in a village?

13 Write about your experience visiting some place.

Activity Book, page 23

Stop and Think

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 and say.

museum



Opens at 10.00 am
Closes at 5.30 pm

cinema



Opens at 9.30 am
Closes at 11.00 pm

post office



Opens at 9.00 am
Closes at 6.30 pm

train station



Opens at 8.00 am
Closes at 7.00 pm

swimming pool



Opens at 8.00 am
Closes at 7.00 pm

shopping centre



Opens at 11.00 am
Closes at 10.00 pm

15 Choose a place and ask.

What time does it open?

It opens at seven o'clock.

What time does it close?

It closes at half past nine.

It's the swimming pool!



16 Play Question Ping-Pong. 

- * **Student A.** Choose a word. Talk about it, but finish with a question for student B.
- * **Student B.** Answer the question. Talk about it, then finish with a question for student A.
- * Repeat!

I like train stations.
Are there any train stations in your city?


Yes! It's called Estación Central.
You can go to Chillán by train. It's fun!



What does the fire station in your town look like?

- train station
- swimming pool
- cinema
- town
- city
- fire station
- shopping centre
- museum

Check point

17 Design an informative poster. 

- a. Choose an important place where you live.
- b. Make a poster with information about it:
 - * Its opening and closing time.
 - * What services it offers.
 - * How to get there.
- c. Present your poster to your classmates.



1 Listen and read.  31

Days out in Vancouver



Hi, I'm Asher!
I live in Vancouver,
a big city in Canada.
Let me tell you
about my favourite
days out.



A boat trip

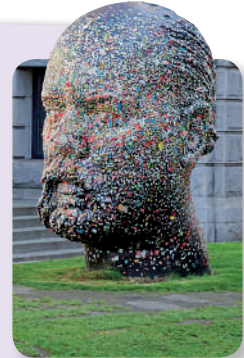
Vancouver is on the Pacific Ocean. In summer, you can go on a boat trip and see whales, orcas, and dolphins. I like the orcas. They swim in a group and you can see five or six orcas swimming together. It's amazing! Remember to take your camera.

Pre Reading

What do you know
about Vancouver?

Vancouver Art Gallery

You can see paintings, photos, and sculptures here. Children's days are on Sunday, there are art classes. My favourite sculpture is this big head. It's in front of the art gallery. You can stick chewing gum to the head. I like putting my chewing gum in his ear!




The city farm

There are lots of animals at the city farm. You can feed the chickens and collect their eggs.

You can ride a pony too. There are lots of strawberries and vegetables in the summer. In the autumn, I go to the farm and pick apples and pears.



Editorial Creation.

2 Choose, compare, and discuss.  

- Choose a city in Chile.
- Compare it with Vancouver. How are they similar and how are they different?
- Organise the information in a chart.
- Discuss in pairs.

Example

* How are Vancouver and Osorno similar?

Similarities

Vancouver	Osorno
There's a big park called Stanley Park.	There's a big park called La Chuyaca.

Glossary, page 118

1 Read and answer. What types of art are mentioned in the text? 

Public Art



This is a **sculpture** of a dog. It's called Puppy. It's in Bilbao, in Spain. It's made of metal and it's 12 metres tall. There are flowers on it and it's very colourful.



A **mural** is a big painting on a wall. This mural is in Paris, in France. It's by Seth Globepainter. There's a girl in an umbrella. She's looking at flying fish.



This is a **statue** of two horses' heads. It's in Falkirk, in Scotland. The horses are made of metal. They're 30 metres tall.



This is a bike shop in Altlandsberg, in Germany. It's got a wall of old bikes. There are 210 bikes on the wall.

2 Create an art piece for your town.

- a. Draw and paint an art piece you would like to have in your town.
- b. Write a description. Include:
 - * Its location.
 - * What it's made of.
 - * What you like about it.
- c. Present your creation to your classmates.

Editorial Creation.

Go Online!

Which murals do we have in Chile?

Working Day and Night


Ready!


1 Listen and repeat.  32





2 Read and name the job. 

Glossary, page 118

a  Hello! I'm Elena. I work during the day at a construction site. I wear a helmet and a safety vest. I'm a ?.

c  Hello! I'm Pablo. I work with animals at a clinic during the day and sometimes at night. I wear a uniform and a stethoscope. I'm a ?.


b Hello! I'm Jorge. I work at a recording studio during the day. I don't wear a uniform, but I use a microphone and play the guitar. I'm a ?. 

d Hello! I'm Cecilia. I work at a fire station during the day and at night when there's an emergency. I wear a yellow helmet and a safety uniform. I'm a ?. 

Go Online!

Watch how firefighters put out fires:
tinyurl.com/ufwctxo

 Activity Book, page 26

3 Look at activity 1 and role-play. 

Does a pilot wear a uniform?

Yes, she does!



Does a farmer wear a helmet?








No, he doesn't

4 Look and describe. 


In picture a, there's a teacher. She is in a classroom, there's a whiteboard...



5 Copy and complete the text. Then, say what Susan's job is.  

Susan works during the  and at . She doesn't work in a 
and she doesn't fly a . She works outdoors and indoors. She wears
a  and a . She helps  in danger. What's her job?

Steady!

6 Play a memory game. 

a. Memory.

- * In pairs, choose a character, Felipe or Lorena.
- * Read the description for two minutes.
- * Close your book and try to remember who does each job.

b. Question challenge.

- * Read the descriptions again.
- * Take turns to close your book and ask questions about your classmate's character.

Do you work at
a hospital?

Yes, I do



Felipe

- Is a pilot.
- Works at an airport.
- Flies to other countries.
- Works during the day.
- Wears a uniform.
- Wears a hat.




Lorena

- Is a nurse.
- Works at a hospital.
- Works during the day.
- Sometimes she works at night.
- Wears a uniform.
- Wears a stethoscope.



7 Look, read, and repeat.



8 Listen and repeat. Then, memorise and say.  34


Glossary, page 118

The Music teacher wears great shoes
When he teaches us the blues.
But the chef has the touch
When she chops the fish
That I want on my dish.


Editorial Creation.

Check point

9 Choose a job and write a description of the situation. 




Activity Book, page 28

10 Look at the words from the text and discuss. 

scratch – plaster – ladder – fire brigade.

a. What do these words mean?

b. What is the story about?

11 Read and listen.  35

What's Wrong with Felix?

While Reading

Which occupations appear in the story?



Rosie's dad is a builder. He's fixing the roof.

D Rosie's hand is sore. Her mum is a nurse. She puts a plaster on it.





Editorial Creation.

12 Read and discuss.

- a. Who helps us protect and take care of animals?
- b. What can we do to protect them?

Stop and Think

Glossary, page 118

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.

Go!

13 Look and read. Then, correct the mistakes in your notebook. 



He is a builder
His name is Pat.
He fixes roofs
And he sings a hat.



She is a vet.
Her coat is red.
She makes sure
Your pet is all right.



She is a nurse.
Her hat is blue.
She looks after me
and you.



He is a teacher.
His engine is red.
He wears a helmet
on his head.



14 Read and write an answer to Cristóbal. 

◀ ▶ ↺ 🏠 NEW MESSAGE


To: You
From: Cristóbal

Dear friend,
How are you? How is school in Chile?
I'm very excited because we are learning about jobs in my class!
There are builders, farmers, nurses, firefighters, teachers, pilots, vets. So many jobs we can choose from!
When I grow up, I want to be a baker. Do you know what bakers do? They make bread and cakes. It's so cool! I can have my own shop and invent many delicious recipes!
What do you want to be?

Best,
Cristóbal.


 Activity Book, page 30

 Glossary, page 118

15 Play a speaking game. 

<p>START!</p> <p>Say: The chef chops the fish.</p>	<p>What does a firefighter wear?</p> 	<p>Who works here?</p> 
 <p>What does she do?</p>	<p>Say: The teacher shows a chart.</p>	<p>Who wears this?</p> 
 <p>This belongs to...</p>	<p>Look and describe.</p> 	<p>Name three occupations you like.</p> <p>FINISH!</p>

Check point

16 Interview someone about their job. 

- a. Choose someone close to you.
- b. Carry out an interview that includes:
 - * What's your name?
 - * What's your job?
 - * What do you wear when you are working?
 - * Describe your job in a sentence.



- c. Share your interview with your classmates.

1 Read and listen.  36

Amazing Jobs in Australia



Hi! I'm Ruby from Australia.
I'm writing an article for my
school website about jobs.
I think these jobs
are amazing!

While Reading

Which jobs do you
think exist in other
countries?



Road train driver

Tom drives a road train. He brings food, clothes,
and petrol to farms and small towns. His road train
is 50 metres long and has 64 wheels.

Tom gets up at six o'clock in the morning and drives 700 kilometres a day.
At night, he sleeps in the cabin of the road train. Tom likes his job.

Lifesaver



Emily is a lifesaver at a big beach.
In summer, she works six days a week.
She walks on the beach and watches
people swimming. Emily has a surfboard
and a small boat to rescue people.
Her cap, t-shirt and shorts are red and
yellow. Her clothes are visible to swimmers.

Flying doctor


Nick is a doctor and a pilot. He flies a small plane
and visits farmers and their families when they
need a doctor. Nick works during the day and
at night. In the plane, there's medicine, a bed,
and medical equipment.



Editorial Creation.

2 Read and discuss. 

- Which of the jobs in the text do you like? Why?
- Are there similar jobs where you live? Which ones?
- What other jobs do you think are amazing? Why?

1 Discuss with your classmates. 

- a. Would you like to be a musician or singer? Why?
- b. Do you play an instrument? Which one?

2 Read and answer. 

Glossary, page 118

Chilean Musicians

Vicente Bianchi (1920-2018)

He was a pianist, composer, orchestra and choir director. He composed many popular Chilean religious songs, Christmas carols, and hymns. He also composed songs for films, documentaries, jingles, festivals, and plays such as “La Pérgola de las Flores” (1960). In 2016, he received the *Premio Nacional de Artes Musicales de Chile* in recognition of his contributions.



Cami (1996-present)

Camila Gallardo is a singer and composer who mixes folk, soul, and pop music. She participated in the TV show, “The Voice Chile” in 2015. Since then, she has launched two albums, *Rosa* (2018) and *Monstruo* (vol. 1) (2019), becoming one of the most popular singers on Spotify.

Adapted from *Camila Gallardo: el fenómeno de la música chilena en la era digital; Vicente Bianchi Alarcón (1920-2018)*.

- a. Which songs by Vicente Bianchi and Cami do you know?
- b. What do you know about the music style of each of these musicians?
- c. What other famous Chilean musicians do you know?

Go Online!

Listen to Cami and
Vicente Bianchi's music:
tinyurl.com/yand9je5
tinyurl.com/yd6wbnmz

1 Read the title of the text and think about it.

- What do you think this text is about?
- Do you think jobs are going to change in the future? Why?

2 Read and discuss.

While Reading

Look up the words you don't know in the dictionary.

Jobs of the Future

Every day there are new needs and technological advances that change the way we do our jobs. We can't predict how these jobs are going to be in the future, but there are certain features jobs need to have from now on:

- **Collaboration.** Exchanging ideas, opinions, and concepts with coworkers to solve problems.
- **Diversity.** This means combining people's talents and abilities, instead of having one person doing the same job all the time.
- **Digital profiles.** Using new technologies can be helpful, as they facilitate tasks that are time-consuming or difficult.
- **Self-care.** Our mental and physical health is essential to work in a safe environment. Stress management is an example of self-care.
- **Mobility.** It's the possibility of working from home, a cafe, a coworking place, and even from other cities or countries.

Adapted from *5 características del trabajo del futuro.*

- What do you think of these features? Which are more important? Why?
- What other characteristics will jobs of the future need?
- Think of these jobs. How can we apply the characteristics from the text to them?



Baker



Waiter



Designer

Let's Participate!

3 Create a presentation.

Step 1. Investigate!

- * Look for information about a job that you like.
- * Organise your findings in this chart.

Name of the job	?
What do you do?	?
Where do you work?	?
What do you wear?	?
What skills do you need?	?

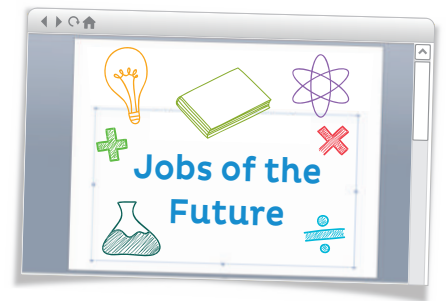


Step 2. Imagine!

- * Think about a job that can be useful now or in the future.
- * Use the chart from step 1 to describe it.

Step 3. Present!

- * Create a slide presentation including steps 1 and 2.
- * Share it with your class.



4 Discuss with your classmates.

- In groups, look at the jobs you presented.
- How are they similar? How are they different?
- Which characteristics mentioned in the text “Jobs of the Future” are important for these jobs? Why?

Reading

Read and write the correct alternative in your notebook or on a sheet of paper.



Emilia is doing a survey about occupations and she interviews Carlos. Emilia asks some questions about his job. What does Carlos say?



Emilia



Carlos

a. Emilia: Hello Carlos! How are you?

Carlos: ?.

b. Emilia: I'm doing a survey. What do you do?

Carlos: ?.

c. Emilia: Where do you work?

Carlos: ?.

d. Emilia: What do you wear?

Carlos: ?.

A. I work in a hospital.

B. I'm fine, thanks!

C. I'm a nurse.

D. I wear a blue uniform and a stethoscope.



My name is Francisco. I'm a builder. I work at a construction site. I wear a helmet and a safety vest.

e. Francisco is a...

A. nurse.

B. farmer.

C. builder.

D. pilot.

f. Francisco works at a...

A. hospital.

B. construction site.

C. farm.

D. school.

g. Francisco wears a...

A. uniform.

B. coat.

C. hat.

D. helmet and safety vest.

Writing

Write a sentence that describes each job.



builder

construction site

helmet

Example

A **builder** works at a **construction site** and wears a **helmet**.

a



firefighter

fire station

uniform

b



teacher

school

whiteboard

c



nurse

hospital

uniform

d




farmer

farm

vegetables

Listening

Listen and write on the answer sheet. Look at the example.  37



small

swimming
pool

cinema

TV

town

shopping
centre

Example

Granny lives in a town.

- a. First, she wants to go to ?.
 b. Then, she wants to go to the ?.
 c. She only watches movies on her ?.
 d. Also, she wants to go to the ?.
 e. The shopping centre in her town is ?.

Speaking

Look at the map and give the directions. 





Student A

- Where's the post office?
- Where's the swimming pool?
- How can I get to the museum?
- How can I get to the shopping centre?

Student B

- Where's the park?
- Where's the shopping centre?
- How can I get to the fire station?
- How can I get to the swimming pool?

1. Listen, point, and repeat.  40

2. Look, read, and discuss. 

- a. Which of these animals do you like? Why?
- b. Where do you think they live?
- c. Which of these animals can you find in Chile?



parrot



tiger



monkey

butterfly

fish

frog

Unit Objectives:

- * Identify and describe animals.
- * Describe where animals live.
- * Describe activities in the past.
- * Show interest in other cultures and in your own.

Amazing Animals

Ready!

1 Read, look, and say.



How Do Animals Move?

Animals move differently because their bodies are different. Some animals can **walk** and **run**, **jump**, **climb** or **fly**. In water, animals can swim.

- Frogs can ? .
- Parrots can ? .
- Tigers can ? .
- Fish can ? .
- Monkeys can ? .



swim



fly



climb



jump



run

2 Look at the pictures and describe.



Example

Monkeys can climb,
but they can't fly.



?

?



?

?

Go Online!

Can flamingos fly?
tinyurl.com/o33ssbx



Activity Book, page 34

3 Read and discuss.

Where Do Animals Live?

A **habitat** is the natural environment of a living thing. In their habitat, animals can find the food and shelter they need. Here are some examples:

Deserts are hot and very dry. It's difficult for trees to grow and plants are small.

Many of the animals that live here are nocturnal. The **vizcacha** is an animal that lives in the desert.



Rainforests are forests with high and continuous rainfall.

There are lots of plants and trees which are very tall. **Sloths** live in **tropical rainforests**, where it's very hot and humid.



Oceans are areas of salty water that cover most of the Earth's surface. They have coral reefs and kelp forests, where a large variety of animals live.

Sea turtles live in ocean habitats.



Mountains are on every continent of our planet and they often have extreme temperatures. Animals that live in the mountains usually know how to climb or fly. The **puma** is an example.




Editorial Creation.

- What other animals that you know live in these habitats?
- Which of these habitats are not found in Chile?
- What happens if you change the habitats of these animals?

4 Investigate and describe the animals in activity 3 in your notebook.

Example

Sea turtles live in coral reefs in the ocean.
They can swim very long distances.

 Activity Book, page 35

 Glossary, page 119

Steady!

5 Play Guess and Draw.



- Get in pairs.
- Think of your favourite animal.
- Ask questions to guess each other's animal.
- Draw the animal and share.



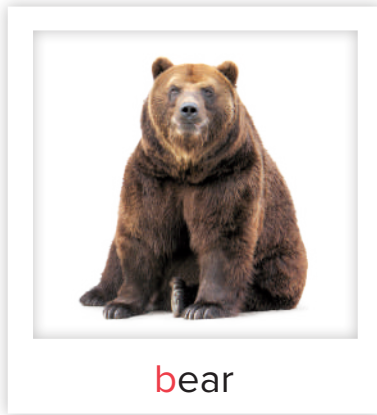
6 Play Animal Charades!




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



7 Look, read and say.




8 Listen and repeat. Then say it fast. 



Betty the bat is wearing a hat,
While Boris the bear looks for a bag.
Betty and Boris go to a ball,
Where Bernie the butterfly welcomes them all.





Editorial Creation.

9 Read and solve the riddle. 

I'm small, yellow, and black. I have wings and my tail stings. Who am I?

Check point

10 Create a fact sheet.  

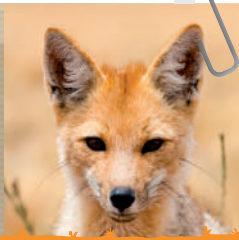
- a. Choose an animal you like.
- b. Find out about it. Include:
 - * Name.
 - * Habitat.
 - * Interesting fact.

Fact Sheet

NAME:


HABITAT:

INTERESTING FACT:



c. Present it to the class.

11 Look at the pictures and answer. In which country does this story occur? 

12 Read and listen. 

Animal Rescue

While Reading

Which animals appear in the forest? Describe them.

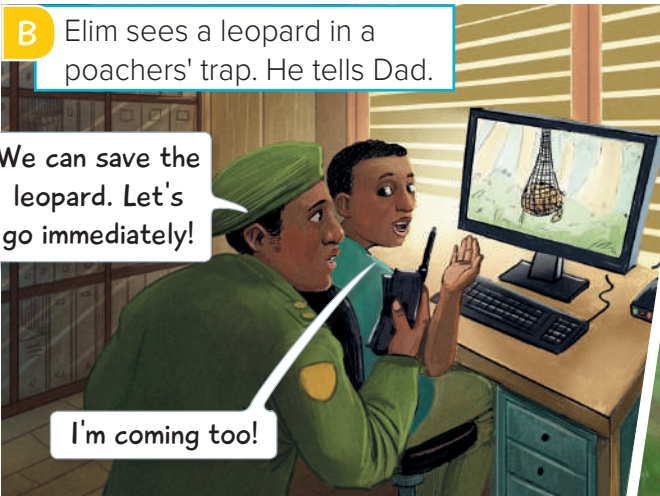
A My name's Elim. That means knowledge in Swahili. That's my language! I live in Kakamega forest in Kenya. There are many beautiful wild animals here. My dad is a park ranger. He looks after the animals and protects them from poachers. Poachers are a big problem. They catch animals to sell to zoos. I love inventing things. When I'm older, I want to be an engineer. This is my new invention. I use an old mobile phone, a solar panel, and a motion sensor to film the animals in the forest. I can watch the leopards when they come to drink.



B Elim sees a leopard in a poachers' trap. He tells Dad.

We can save the leopard. Let's go immediately!

I'm coming too!

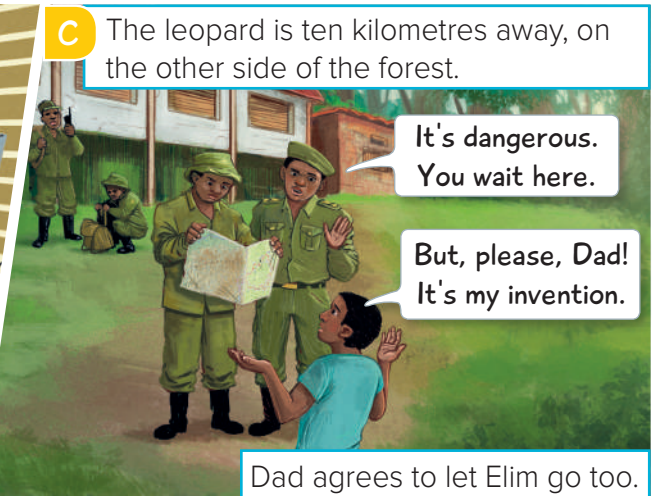


C The leopard is ten kilometres away, on the other side of the forest.

It's dangerous. You wait here.

But, please, Dad! It's my invention.

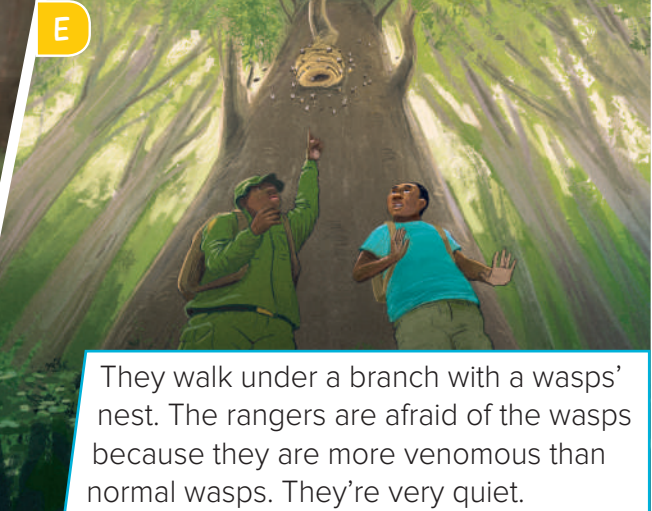
Dad agrees to let Elim go too.



D The rangers are very quiet as they walk through the forest. They don't want to disturb the animals.



E They walk under a branch with a wasps' nest. The rangers are afraid of the wasps because they are more venomous than normal wasps. They're very quiet.



F Elim sees a scorpion.



G Cobras are venomous too and they're more aggressive than other snakes. They have to go around the clearing.



H Hold on to the rope!



They go over a bridge to cross the river. There are crocodiles in the river. When it rains the water goes faster. The bridge isn't very safe.

I The rangers arrive in time to catch the poachers and save the leopard.



Some journalists hear about Elim's invention. Now he's famous!



Editorial Creation.

13 Read and discuss.

- a. Which animals that live in the rainforest do you know?
- b. Why are rainforests important?

Stop and Think

Glossary, page 119

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.

Singular nouns	Cat Goose
Plural nouns	Cats (regular) Geese (irregular)

Few (small quantity)	A few cats A few geese
Many (large quantity)	Many cats Many geese

14 Read, look, and say.

There is **one** goose



There are a **few** sheep



There is **one** ox



There are **many** geese



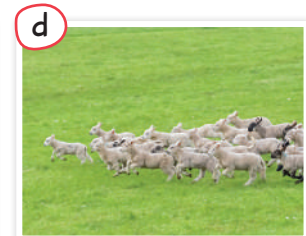
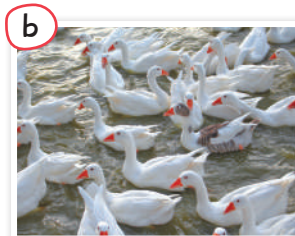
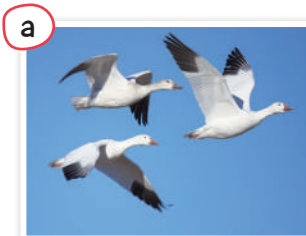
There are many **sheep**



There are a **few** oxen



15 Look, compare, and describe.



Example

In picture **a**, there are a few geese flying, but in picture **b**...



Go Online!

What's the plural for a mouse?



Activity Book, page 38

16 Play Animal Trivia.



Instructions:

- In pairs, spin a pencil in the center of the wheel.
- The first who answers the question wins a point. The player with most points wins!

Check

17 Look and write a report.

You are an animal expert visiting a nature park.

Step 1. Observe the animals and organise your ideas.

Step 2. Plan your text. Write a draft with your descriptions.

Step 3. Correct and edit your text.

Step 4. Write the final version and publish it.



1 Look, read, and answer. How are these animals called? 

Endangered Animals in China

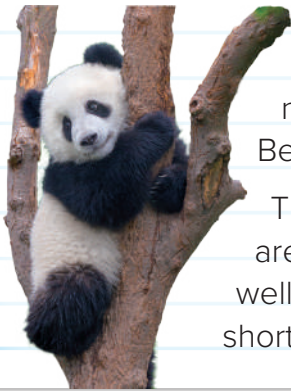
While Reading
What is an
endangered animal?

Native animals are those animals that live in a specific habitat or ecosystem.

Animal habitats are affected by human actions. Sometimes our actions can damage or harm the environment, causing animals to lose their habitats. If animals have no place to live, they are in danger of extinction and can disappear from the planet forever.



A good example of this problem is in China, where animals like the giant panda and the Amur leopard are considered to be endangered.



Giant pandas live in the misty mountains of southwest China and nowhere else on Earth. They eat bamboo and live near these plants. Because pandas are hunted, there are not many of them today.

The Amur leopard is listed as critically endangered, because there are fewer than 100 individuals left. They live in forests and they adapt well to cold temperatures. Their fur changes with the seasons, with short hair in summer, and long hair in winter.

Adapted from *Endangered Animals in China; 30 Cool Facts About China*.

2 Read and discuss. 


- Why are pandas and leopards considered to be endangered species?
- What can we do to protect animal species?
- Do you know any endangered animals in Chile? Which ones?

3 Choose an animal and make a flyer.

- Find information on endangered animals in Chile and choose one.
- Create a flyer that includes:
 - * Name.
 - * Habitat.
 - * Why is it in danger?
 - * How can we protect it?



Glossary, page 119

1 Read and answer. 

What Do Animals Eat?

Omnivores eat animals and plants. **Parrots, some monkeys, and monitos del monte** are omnivores.

The monito del monte eats insects, like beetles, crickets and grasshoppers, and fruits from plants. They are nocturnal, and they live in forests. You can find them from Cauquenes to Chiloé.



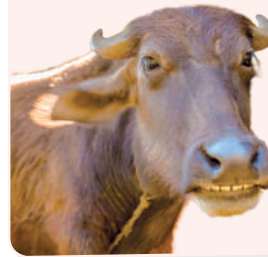
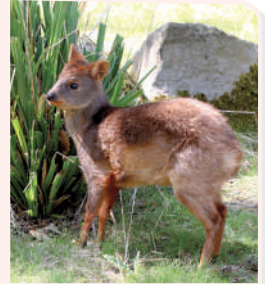
Credit to José Luis Bartheld.

Herbivores eat plants. **Cows, sheep, sloths, and pudús** are herbivores.

Pudús are a small type of deer.

They can run and jump very fast. They eat leaves, and other plant parts.

You can find them in forest areas from Curicó to the Aysén Region, including Chiloé.



Carnivores eat animals. **Tigers, pumas, and sea elephants** are carnivores. Sea elephants eat squid and fish, small sharks, and rays. They can swim long distances and they live by the seashore.

In Chile, you can find them on the Robinson Crusoe and Juan Fernández islands.



Editorial Creation.

- a. What happens if we remove carnivores from the food chain?
- b. Why are omnivores and herbivores important?

2 Investigate and draw a food chain with your classmates. 


- a. In groups, visit the link in Go Online!
- b. Each group investigates a part of the food chain.
- c. Take notes of the information you find.
- d. Share your findings with the class.
- e. Draw a food chain on the whiteboard.

Go Online!

Learn about the food chain here: tinyurl.com/wgt4wys

Outdoor Fun!

Ready!

1 Look and read. Then, point and say. 

Present simple	Past simple (regular)
I look at the stars.	I looked at the stars.
I play with friends.	I played with friends.
I hike in a nature park.	I hiked in a nature park.
I climb a mountain.	I climbed a mountain.



Present Simple	Past Simple (irregular)
I swim in the river.	I swam in the river.
I go camping.	I went camping.

2 Read and say who. **Diego**

Last year I went camping with my family. There was a small forest and lots of birds flying around. We slept in a tent, sang songs, and we looked at the stars at night.



Valentina

On Sunday, I went to an observatory with my dad. There was a big telescope where I looked at the stars and learned about the Universe. It was amazing!

Jaime

Last summer, I climbed a mountain with my older sister. The weather was hot, but the view from the top was amazing. We could see our house in the distance!

- a. Who went to an observatory? d. Who went camping?
- b. Who slept in a tent? e. Who watched the stars?
- c. Who climbed a mountain?

3 Listen, read, and answer.  45 

Hi Cony! How was your weekend?
14:00 ✓✓

Hi dad! It was good. I went to Bosque Fray Jorge National Park with my mum.
14:05 ✓✓

That's great! Did you like it?
14:05 ✓✓

A lot! It's a long road to get there, but it was fun. There was a forest trail with many plants and trees you can only find in the south of Chile! There were animals too. Here's a picture of a degu.
14:10 ✓✓



14:10 ✓✓

It looks adorable! 😊
14:12 ✓✓

What did you do on weekends when you were little?
14:15 ✓✓

I used to go with your grandparents and your uncle to Río Mágico.
14:17 ✓✓

That's so cool! Was it fun? What did you do there?
14:17 ✓✓

It was! There was a river with trees on both sides, where I swam and played with your uncle, and you could climb the trees and jump into the water.
14:20 ✓✓

Wow! I want to go there too!
14:20 ✓✓

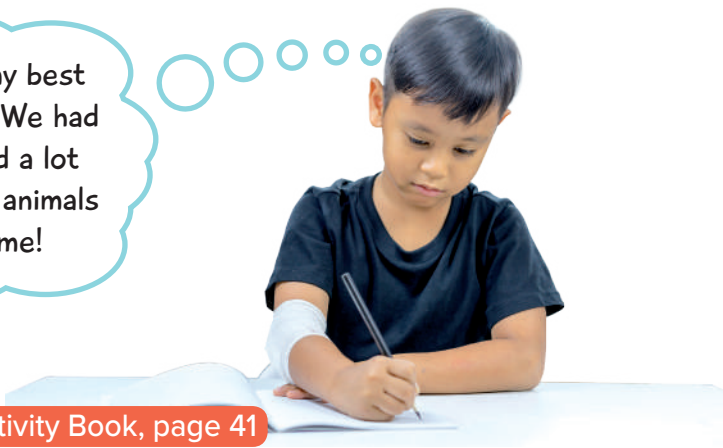
Editorial Creation.


- What did Cony do last weekend?
- What did her dad do when he was a child?
- What can you do in a national park?
- What activities can you do when you go camping?

Go Online!
Where are Bosque Fray Jorge National Park and Río Mágico located?

4 Write about an activity you did last summer and share.  

Last summer, I hiked with my best friend in Cerro La Campana. We had a tour guide and we learned a lot about the trees, plants, and animals of Chile. I had a great time!



 Activity Book, page 41

Steady!

5 Read and role-play.

- In pairs, each one chooses a role.
- Copy the dialogue in your notebook.
- Replace the underlined words with your own information.
- Practise the conversation.

Student A: Hi Daniela! What did you do last summer?

Student B: Hi Javier! I hiked in Quebrada de Macul with my brother.

Student A: Wow! Did you like it?

Student B: Yes, I did! There were lots of rocks, trees, and a waterfall. It was fun!

Student B: What did you do?


Student A: I went camping in Machali with my best friend and his family. There was a forest and many animals too! We played a lot.

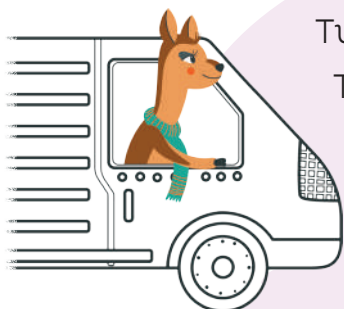
Student B: That's great!

6 Play Memory Buzz.

- In groups, one classmate creates a sentence.
- The next one repeats the sentence and adds information.
- Continue until everyone repeats and adds something to the sentence.
- If you can't remember all the information, start again.



7 Read, listen, and repeat.  46



Ten **v**icuñas on an ad**v**enture.
 Twenty **v**icuñas on an ad**v**enture, driv**ing** a **v**an.
 Thirty **v**icuñas on an ad**v**enture, driv**ing** a **v**an
 to **v**isit a **v**illage.
 Forty **v**icuñas on an ad**v**enture, driv**ing** a **v**an
 to **v**isit a **v**illage in a **v**alley.
 Fifty **v**icuñas on an ad**v**enture, driv**ing** a **v**an
 to **v**isit a **v**illage in a **v**alley they **love**.

Editorial Creation.



8 Follow the steps and create a sentence. 

Example

Vivian voted to visit the village with ten rivers.

Choose a character	Vivian – Victor – Vanesa – Valentín.
Choose one or two actions	visited – observed – voted – drove.
Choose a number	ten – twenty – thirty – forty – fifty.
Add one or two extra words with the v sound	valley – river – volcano – village – vampire – view – adventure – love.

Check point

9 Draw. Then, show and tell.  

- Imagine you had a dream about your ideal holidays.
- Draw and colour your favourite activity.
- Write a description using the past simple and **there was/there were**.
- Share your dream vacations with your classmates.


In my dream holidays, I went to Valle del Elqui with my best friend and we looked at the stars. They were bright and pretty!



 Activity Book, page 42

10 Read and discuss. 

- a. Have you ever visited a national park? Which one?
- b. What did you do there?

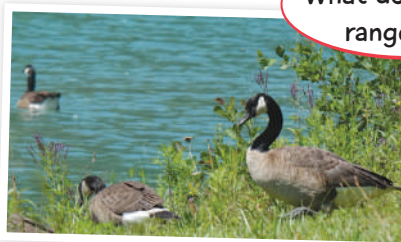
11 Read and listen. 

Bear Necessities

While Reading
What does a park ranger do?

A Taylor lives in Jasper, Canada. Her dad is an architect and her mum, Audrey, is a park ranger.

Taylor's eleven and last summer, she went to help mum to monitor the wildlife in the park.



One day, Taylor and her mum saw a few tourists. One of them was outside the car photographing an elk. There was loud music too. "Get back in the car now," Mum called. "Elk can be dangerous. Turn the music off too. The noise scares them."

There were lots of dangerous animals in the park, but the most dangerous animals in the park were humans.

Mum gets very angry when people don't respect nature. "They didn't read the park rules! They can't go near the animals."

C Later that day, Audrey and Taylor were counting geese around a lake. Mum had an urgent call. "We have to leave now," she said. "There are some tourists trapped by a bear at the campsite near Pyramid Mountain."



D When they arrived at the campsite, the gate was open. There was a black bear next to an open rubbish bin. “The rubbish attracts the bears,” said Mum, “Gates and rubbish bins must always stay closed.” Then, they saw the people trapped inside the toilet. They were the same people Mum shouted at that morning.

“Oh, no,” said Taylor. “Look! There’s a baby bear in the rubbish bin. It can’t get out!”

“Taylor, listen to me,” said Mum. “We’re going to get the baby bear out of the bin.” Mum explained the plan. “Stay in the back of the car. When I drive backwards up to the bin, put the ladder carefully into the bin. Then, the bear can climb out.”



The plan worked! The noise of the car frightened the mother bear and she moved away when Taylor put the ladder into the bin. But there was a surprise. There wasn’t just one baby bear in the bin, there were three! They went back into the forest.

Mum told the tourists to leave the park immediately. But one of them filmed the rescue and put the video on the internet the day after that. It was very popular. Everyone thought that Taylor was very brave.

Editorial Creation.

12 Think and discuss.

- a. Why was Audrey angry? What did the tourists do wrong?
- b. Why is it important to respect wildlife?

13 Rewrite this story using the pictures.

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.

Adjectives to describe personality

What am I like?	What is he/she like?	What are we/they like?
I am funny .	He/She is nice .	We/They are friendly .

14 Read, listen, and repeat. 

a. He is lazy.



b. She is shy.



c. He is friendly.



d. She is funny.



e. He is smart.



f. She is nice.

15 Read and answer.  


 Paulina
CHILE



My family and I went camping last weekend and I met a new friend. She was very **shy**, and she didn't talk too much, so I talked to her. Her name is Liz and she is **nice**, **friendly**, and **smart**, she knows a lot about animals and their habitats. Liz went there with her parents and her brother Peter, who was very **lazy**. He didn't like any activities and he just wanted to sleep. We had a great time camping, especially because my father was always making jokes and we laughed a lot. He is so **funny**!

Editorial Creation.

- a. Why does Paulina say Liz is shy? c. Why is Peter lazy?
- b. Why is Liz smart? d. Why is Paulina's dad funny?

16 Look at the pictures and complete the sentences with the words in the box. 

Amelia Lucas Laura Pablo	He She	smart shy friendly lazy
-----------------------------------	-----------	----------------------------------



- ? is always sleeping and doesn't like doing exercise. ? is ?
- ? knows a lot of things, likes to read and learn. ? is ?
- ? is always joking and making people laugh. ? is ?
- ? doesn't like to talk to people or to speak out loud. ? is ?

17 Ask in pairs. 




Are you lazy?

Yes, I am.
I'm very friendly.

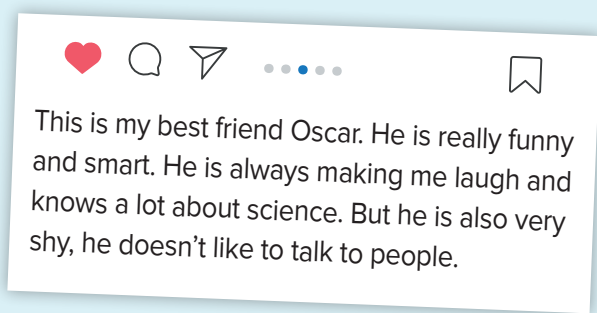
No, I'm not.
Are you friendly?



Check point

18 Write an Instagram post. 

- Think about your best friend or a family member.
- Write a caption, include:
 - * His/her name.
 - * A description of him/her.



1 Look up the words in bold. Then, read the text.



New Zealand Summer

Hi! I'm Imogen from New Zealand. Last summer I went to a summer camp with a friend.



First, we went **paddleboarding** on a lake. We had to wear a **life jacket** and a suit. Then, we went fat biking along the beach. Fat bikes have really big tires. You can ride them in the snow too!



The last day at camp, we visited the amazing Waitomo Caves. It has a river that goes through them. We rode a boat and saw lots of blue lights. They were **glowworms**! There were so many of them! After that, we went



Then, we played frisbee golf. It was one of my favourite sports. You throw your frisbee at a basket. If the frisbee doesn't go into a basket, you try again.

to a football match between the children and teachers. But we did a haka before! A haka is a Maori dance. We made faces, stamped our feet, clapped, and chanted.

Editorial Creation.

2 Read and discuss. 

- What do you think about the activities Imogen did at the camp?
- What other activities can you do at a summer camp?

Go Online!
Learn more about the haka here:
tinyurl.com/y4vvz6rs

3 Put the sentences in order, copy, and complete the sentences. 

- She **?** fat biking on the beach.
- For the haka, they **?**, **?** and **?**.
- She saw **?** in the Waitomo Caves.
- In **?**, Imogen threw a frisbee into a **?**.
- Imogen wore a **?** to do paddleboarding.

1 Read and discuss.



Natural Environments of Chile

In Chile, there is a great variety of landscapes that can be classified according to their natural characteristics such as landforms, climate, water, vegetation, and fauna. They are called natural environments. Because they are affected by human activities, many of these environments are protected in the form of national parks, reserves, and sanctuaries. Here are some examples:

Desert. There is little rain and humidity. There are high temperatures during the day and low temperatures at night. Los Flamencos National Reserve is an example of this environment.



Coastal. Temperatures vary from north to south. The sea regulates humidity and temperature. Archipiélago Juan Fernández National Park is an example of a coastal environment.



Cold and rainy. It has low temperatures and there is abundant rainfall during the year. Conguillío National Park is an example of this environment.



Patagonian. It has low temperatures, little rain, and strong winds during the year. Lago Jeinimeni National Reserve is an example of the Patagonian environment.



Editorial Creation.

- Look at a map of Chile. Where do you think these environments are located?
- Which other natural environments are there?
- Why is it important to protect our natural environments?

Glossary, page 119

2 Investigate and answer in your notebook. Then, discuss.



- Look for information on Chile's national parks and reserves.
 - * What is the difference between national park and national reserve?
 - * How many national parks and reserves are there in Chile?
 - * Where are the national parks and reserves in the text located?

1 Look at these pictures before you read. 

- a. What do the signs in picture a mean?
- b. Where can we see them?
- c. Why are they important?
- d. What happened in picture b?



Glossary, page 119

2 Read and discuss. 

TWELVE TONNES OF WASTE

were removed from Morro Moreno National Park in Antofagasta.

Around 12 tonnes of waste were removed from Morro Moreno National Park, after a cleaning operation made last Saturday. *Corporación Nacional Forestal* (CONAF) used two trucks to clean the rubbish, but they were not large enough to remove all the waste.

This national park has many endemic animal and plant species. It also has archeological ruins, but as Claudia Casanova from CONAF said: “People don’t show much love or respect for the place where they live. Last year, we cleaned up and removed 80 tonnes of rubbish from here. When we came to clean this morning, it was like we had never cleaned it at all!”.



Adapted from Retiraron 12 toneladas de basura desde el Parque Nacional Morro Moreno de Antofagasta.

- a. Why is it important to protect areas like this national park?
- b. What other human actions can damage protected areas?
- c. Have you observed similar situations in places like these? What happened?
- d. How can we avoid situations like these?

Let's Protect Our Environment!

3 Create a conservation team.

Step 1. Investigate!

- * Form groups and choose a name for your team.
- * Find out about a national park or reserve in Chile. Consider:
 - Its location.
 - Its flora and fauna.
 - Why it was declared a protected area.
- * Think about a human action that damages this place and suggest how to prevent it.

Problem: Dumping rubbish.	Solutions:
* Animals can mistake it for food and die.	* Collect rubbish found in the area.

Step 2. Create!

- * Create an informative sign with the data from **Step 1**.

Materials:

- ✓ Cardboard.
- ✓ Construction paper.
- ✓ Scissors.
- ✓ Glue.
- ✓ Pictures.
- ✓ Markers.

Step 3. Present!

- * Present your informative sign to the class. Don't forget to cite your sources!
 - Optional: Include videos of the place you chose.


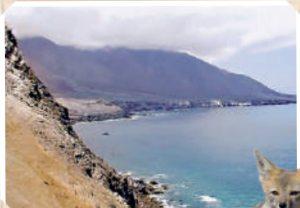
MORRO MORENO NATIONAL PARK

LOCATION: Antofagasta Region.
It was declared a protected area because...

PROBLEM: Dumping rubbish contaminates the area and may harm the animals that live here.

What can we do to prevent contamination?

- Carry your rubbish until you find a proper dustbin to throw it away.
- Collect any rubbish you find in the area.
- Spread the word among family and friends!



Adapted from CONAF (2020). Parque Nacional Morro Moreno celebra 10 años.

1 Read and say True or False. Correct the false ones in your notebook. 

Hello! I'm Camila. Today I went to visit an animal sanctuary with my mum. I saw a lot of animals. It was so much fun!

There was a dog called Lulú. She welcomed us to the sanctuary. She was small, but she was running everywhere! Then, we saw many geese. There were around thirty of them and they were so noisy!

I saw a few sheep too. My favourite was Rosita. Her face and legs were black, and her wool was soft. Did you know sheep can jump and climb? It's so cool! I hope I can visit again soon.



Editorial Creation.

- a. Camila saw just a few animals. d. Camila's favourite sheep is called Susy.
- b. There was a dog called Lulú. e. Sheep can jump and climb.
- c. There were ten geese.

2 Look, compare, and describe. Then, name the odd one out. 

a    

b    

Example

There are four animals in row a. The sea turtle, fish, and geese can swim, but the degú can't.

Glossary, page 119

3 Play Hands On Head!

- In teams, choose a category.
- Listen to the words your teacher says.
- If the words belong to your category, put your hands on your head and say the word.
- For each correct answer, you win a point.
- The team with most points at the end of the game, wins!

*Tip: Take turns to answer.

Categories		
✓ Animals	✓ Places	✓ Adjectives
✓ Past simple tense	✓ Present simple tense	✓ Nature

Jump, climb, fly,
drive, forest...

Forest!



4 Play Jeopardy!

- In teams, choose a topic and score from the jeopardy grid.
- The presenter asks the question.
- You have a minute to give an answer.
- If your answer is correct, you win the points. If it isn't, the next team has an opportunity to answer.


Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

For 30 points. Name five animals that can run.

Correct!



Tiger, puma, sheep,
pudú, and leopard.



 Activity Book, page 47

Travelling

Adventures

1. Listen, point, and repeat.  51
2. Look, read, and discuss. 
 - a. What kind of means of transport do you use?
 - b. Why are means of transport important?
 - c. What other means of transport do you know?



plane



train



ship



car



bike



bus

Unit Objectives:

- * Identify and describe different means of transport.
- * Describe travel experiences.
- * Describe past events.
- * Show a positive attitude toward learning a new language.

Getting on Board

Ready!

1 Look, read, and say.



The car is old



The boat is slow



The train is big



The bus is new



The plane is fast



The bike is small

2 Read, answer, and discuss.



Different means of transport can take us to many different places. Some have got wheels and others haven't. **Cars** have got four wheels and they are fast.

Regular **bikes** have got two wheels and they also have got pedals, but they are slow compared to cars. **Planes** have got wheels too, but only for landing. They have got two wings and they can fly long distances; they are really fast! **Boats** don't fly or have wheels and they move slowly, but they can travel long distances on water.

Editorial Creation.

- a. Which means of transport have got wheels?
- b. What do airplanes use to fly?
- c. Which means of transport moves on water?
- d. Why do planes have wheels?
- e. What other means of transport do you know? What can they do?

Glossary, page 119


Activity Book, page 48

3 Read and solve the riddles in your notebook. 

a
I take you to school.
I've got four wheels.
On streets I move.
What am I?

b
I've got two wheels.
I fly up in the sky
and I take you to
places in no time.
What am I?

c
I'm big and have got
wheels. I move on my
rails. I take you to a
lot of places just like
in tales.
It's a ?

4 Look and role-play. 



It moves on water, and
it's old. What is it?

It's the ship!



Steady!

5 Read and discuss.



Daniel and Lucía had their Grandpa's birthday party on Saturday. They are from Copiapó, and their Grandpa lives in Chillán. Daniel and Lucía love adventures, so they decided to try different types of transportation to get to their destination. They had never travelled by plane, so they took one to La Serena. They were surprised to see how big and fast planes are! Once they got to La Serena, they took a bus to Santiago. It was a long trip, but they had fun playing cards and listening to music. When they arrived in Santiago, Lucía suggested they travel to Chillán by train. They took a train to Chillán in Estación Central. They had a great time watching the scenery change, passing through cities like Rancagua, Curicó, Talca, and Linares, until they finally got to Chillán. Their Grandpa was waiting at the station. They had a great adventure, but they were very happy to get some rest and see their family!

Editorial Creation.

- Have you ever travelled by bus, plane or train? Where to?
- Which means of transport do you prefer? Why?
- What do you do to have fun during long trips?
- Would you like to try different kinds of transportation like Daniel and Lucía? Why?

6 Play Chinese Whispers.



- Choose words from the box to tell a secret.
- Pass the secret on to the person next to you.
- Once the last person receives the message, he/she says it out loud!



Once, I got to school on a plane!

Once

lunch

home

green

school

bike

plane

want

I

red



by

my

got to

a

bring

7 Read, listen, and repeat.   53



Victor and Berta travelled to Venice,
To visit their friend Dennis.
They chose to go by boat,
But they could barely stay afloat.
Victor and Berta then took a big bus,
to arrive at their destination with no fuss.




Editorial Creation.

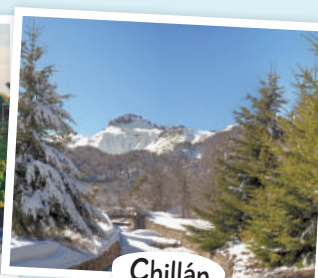
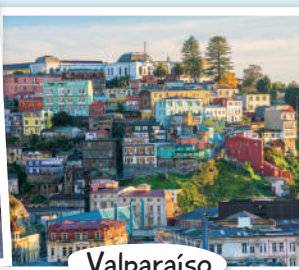
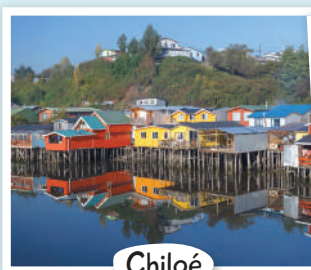
8 Read and memorize the puns. Then, tell a classmate. 

- a. Why was the librarian kicked out of the plane?
* Because it was overbooked!
- b. Which bus could cross the ocean?
* Columbus!
- c. What's the difference between a teacher and a driver?
* A teacher trains the mind, and a driver minds the train.
- d. Why can't a bike stand on its own?
* Because it's two-tired (too tired).

Glossary, page 119

Check point


9 Write the means of transport you can use to get to each place. 



Activity Book, page 50

10 Read the text on panel A and discuss. 

What did you do on your last holidays? Were you sad to go back home?

11 Read and listen.  55

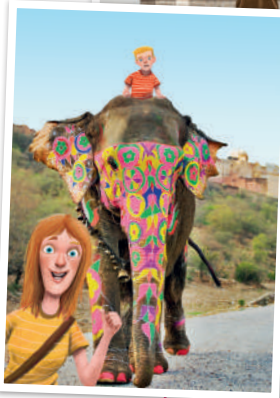
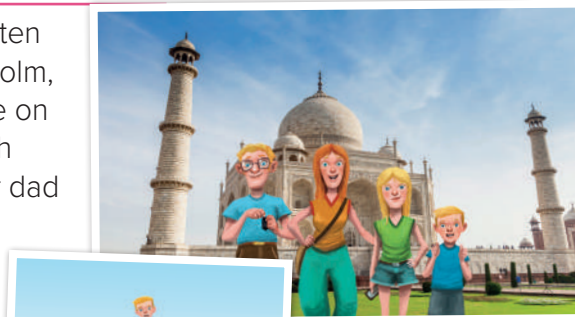
A Festival of Colour

While Reading

Which means of transport are mentioned in the story?

A Anders and Kirsten are from Stockholm, in Sweden. They're on holiday in India with their parents. Their dad is a photographer. It's a fantastic country.

You can ride on an elephant, visit beautiful temples, walk in the jungle, and eat delicious food. There are lots of incredible festivals in India too. But today, they are going home. They're very sad.



B It's nearly time to go home. Kirsten is packing her suitcase.

Look at the tickets! The plane leaves at six o'clock!



Let's get a taxi now!

Is there enough time to get to the airport?

C

We're going to the airport and our plane leaves soon.

But it's Holi today.

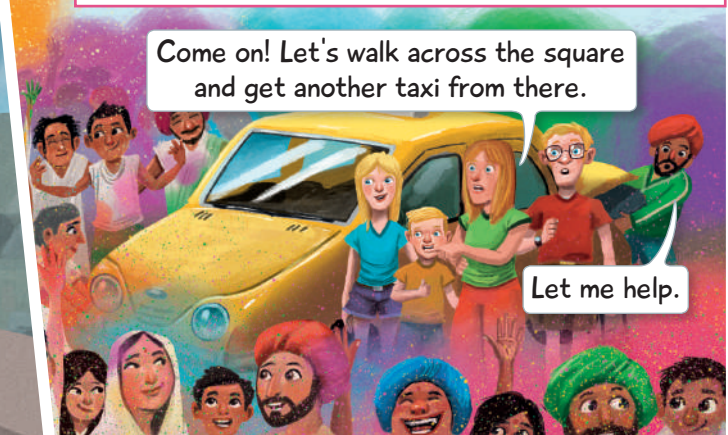


D

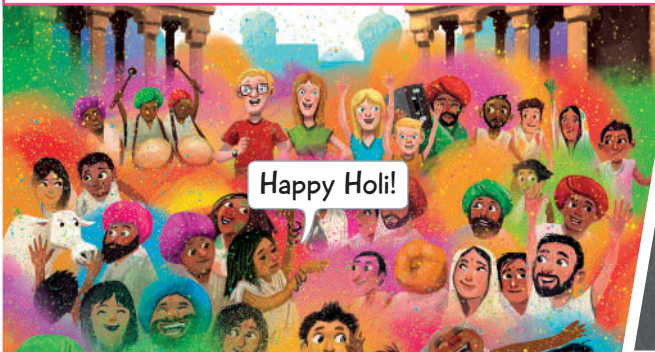
It's twenty five to five now. The square is full of people celebrating Holi and the taxi can't move.

Come on! Let's walk across the square and get another taxi from there.

Let me help.



E Holi is a festival of colour. Everyone has a fantastic time throwing coloured powder at each other. Lots of people are singing, dancing, and playing drums.



G It's five to five, but a cow is sitting in the road. Dad is worried, but Kirsten thinks it's funny.



H It's ten to six. The plane takes off in ten minutes.



Editorial Creation.

12 Read and discuss.

a. Have you experienced problems when travelling? What happened?

b. Which festivals or celebrations are popular where you live?

13 Write a different ending to the story and share it with a classmate.

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 and say the numbers. 



thirty-four



one



ten



twenty



twenty-five



thirty-one



five



thirty



forty



thirty-nine



twenty-three



forty-five



fifteen



twenty-six



fifty



eleven



forty-eight



forty-four



twenty-two



thirty-six




sixteen



forty-two



- a. Which numbers are under the bikes?
- b. Which numbers are under the buses?
- c. Which numbers are under the planes?
- d. Which numbers are under the cars?
- e. Which numbers are under the ships?
- f. Which numbers are under the trains?

15 Play with your classmates. 

- In pairs, take turns to answer the questions and challenges.
- Write down your classmates' answers.
- Compare your answers with the class.

1 Can planes move on water?	2 Which means of transport have wheels?	3 What's your favourite means of transport?
4 Challenge! Say: "Victor and Berta took a big bus."	5 Are bikes big?	6 How do you travel to Spain?
7 Where can you travel by ship?	8 Challenge! Say the bike pun!	9 Why do planes have wheels?
10 It takes you to school. It has four wheels. It moves on the street. What is it?	11 Which means of transport were used in the story "A Festival of Colour?"	12 Challenge! Which bus could cross the ocean?

Check point

16 Write a story about a travel experience.  

- Brainstorm ideas to write your story:
 - * Who is your main character? * What's his/her destination?
 - * How does he/she get there?
- Write a first draft of your story.
- Swap stories with a classmate and correct spelling or grammar mistakes.
- Write the final version of your story.
- Print it or write it by hand and share it with the class!

1 Read and discuss. 

London Transport Museum

London's Transport Museum reminds us of the history of the public transport network of this city. Here you can find many different buses, trains, tubes, and taxis from the 19th century.

While Reading

What kind of things can you find in this museum?



There are exhibitions of everything related to transportation: very old vehicles, poster art, pictures, film materials, uniforms, and transportation tickets. There is also a museum shop, where you can get souvenirs.

Aside from the permanent collection, there are special exhibitions every year. The most recent one is called Hidden London, which shows certain parts of London's subway network. You can explore into




secret tunnels, see old wartime posters, and hear old strange stories about London's Underground, or how everyone calls it: The Tube.

Adapted from *London Transport Museum*.

Go Online!

Learn more about the museum here:
tinyurl.com/v2k56dh

- a. Is it important to have places like this? Why?
- b. Visit the Go Online! Link. Which exhibitions would you like to visit?

2 Investigate and answer. 

- a. Find information about transport museums in Chile. How many are there?
- b. Choose the one you like best and answer:
 - * Where is it located?
 - * Is it like London's Transport Museum? Describe it.
 - * How can you get there?

1 Look at the words in bold. Then, read and discuss.



Saving Energy

Fossil fuels, like coal and petroleum, are sources of energy used to generate electricity. The problem is that they harm the environment. They produce carbon dioxide that flows into the atmosphere, where it accumulates and contributes to global warming and air and water pollution.

One way to help solve this problem is the use of other sources of energy, like wind and the sun, for **sustainable** transportation. Here are some examples of sustainable transportation used in Chile.

Solar boat taxis. They are used to cross Calle-Calle River in Valdivia. They use 100% solar energy for their engines, and they carry 26 passengers per boat.

Trolleys. Valparaíso has a long history of sustainable transportation. Trolleys are considered National Historical Monuments. Like the elevators on the hills of this city, they work with electricity, which causes less air pollution.

Electric buses. In the last few years, new electric buses were bought for the public transport network in Santiago.



Editorial Creation.

- a. Have you travelled on any of these sustainable means of transport?
- b. Which other examples of sustainable transportation do you know?

2 Investigate and answer in your notebook. Then, discuss.



- a. In groups, look for ideas for saving energy in our daily life, like sustainable transportation, saving electricity and water, etc.
- b. Take notes of the information you find and answer.
 - * What recommendations did you find?
 - * What other measures can be included?
- c. Choose the best ideas and create a panel.

Energy Saving Tips

- ✓ Use public transport and bikes.
- ✓ Prefer stairs over elevators when possible.

Glossary, page 119

On a Trip!

Ready!

- 1 Listen, read, and point to the correct answer.  56



Hi! I'm Julio. Let me share with you a story about my summer holidays. Last summer, I did a lot of fun things! First, I got on a bus to visit my aunt Cristina, who lives in the countryside. She lives in a really nice cabin that is very close to the mountains. We went hiking, played the guitar and sang songs. I didn't want to leave! But my friends were waiting for me back home to visit an amusement park. We played all the games and I had a great time!

Editorial Creation.

- a. Where did Julio go on his last holidays?



amusement park



beach



countryside



mountains

- b. Where did Julio stay when he visited his aunt?



cabin



hotel

- 2 Talk about your holidays with a classmate. 

Glossary, page 119

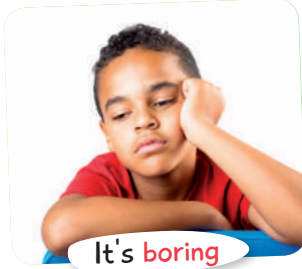
Last summer I went to the beach with my family. We swam and played a lot. What about you?

I went to the mountains to camp with my brother. It was fun!

Adjectives

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

3 Read, look at the pictures, and say the adjectives.



4 Read and discuss.



For my holidays, I went to *Algarrobo* with my mum to visit my grandparents. We rented a cabin close to them on the beach. The cabin was very **nice** and the weather was sunny. On the beach, we made sandcastles, we swam in the sea, and collected seashells. We had a lot of **fun**!

Sandra.



On my last holidays, I went to *Fantasilandia* with my friends. It was our first time and it was so much **fun**! There were a lot of people and it was very **noisy**, but the games were amazing! I really liked the rollercoasters; so I took many rides. By the end of the day, we were very **tired**!

Andrea.



Last summer, I had a terrible experience. My family and I went to the countryside, but we didn't check the weather. It was very cold and then it was raining! We had to stay in a hotel the whole week, which was full of people and **noisy**! We didn't have space for playing. It was so **boring**!


Vicente.

Editorial Creation.

- What type of writing do you think these texts are?
- Who had a good time? Who had a bad time? How can you tell?
- Did you have similar experiences on your holidays? Tell the class.



Last summer I went to the countryside with my family. We walked a lot and visited many places. I was tired in the end, but it was fun!

 Activity Book, page 55

Steady!

5 Interview a classmate.



Where did you go for your holidays?

I went to the beach with my family.

How did you get there?

We went by bus.

Was it fun?

It was noisy, but it was fun too! We swam in the sea and made sandcastles.





6 Read and look at the pictures. Then, choose a few and write a story.



Example

Paula and Javier went with their dad to visit their grandparents in Linares. They decided to go by bus. At their grandparents' house, they had a lot of fun in the countryside. They ate delicious food, played, and swam in the river close to the house.



7 Listen and write the word you hear. Then, compare.  57 



boat vote

berry very

best vest


8 Read and say the tongue twister.



A **u**vampire, a **b**ear, a **u**vulture, and a **b**aboon,
with **u**iolins and **b**anjoes playing a tune.


Editorial Creation.

Check point


9 Look at the chart. Then, find the mistakes in the postcard and correct them. 

When?	January.
Where?	The beach.
Weather?	Hot and sunny.
Who?	Me, Mum, Dad, brothers.
Activities	Writing postcards, eating ice cream, reading a book, taking photos, making sandcastles.



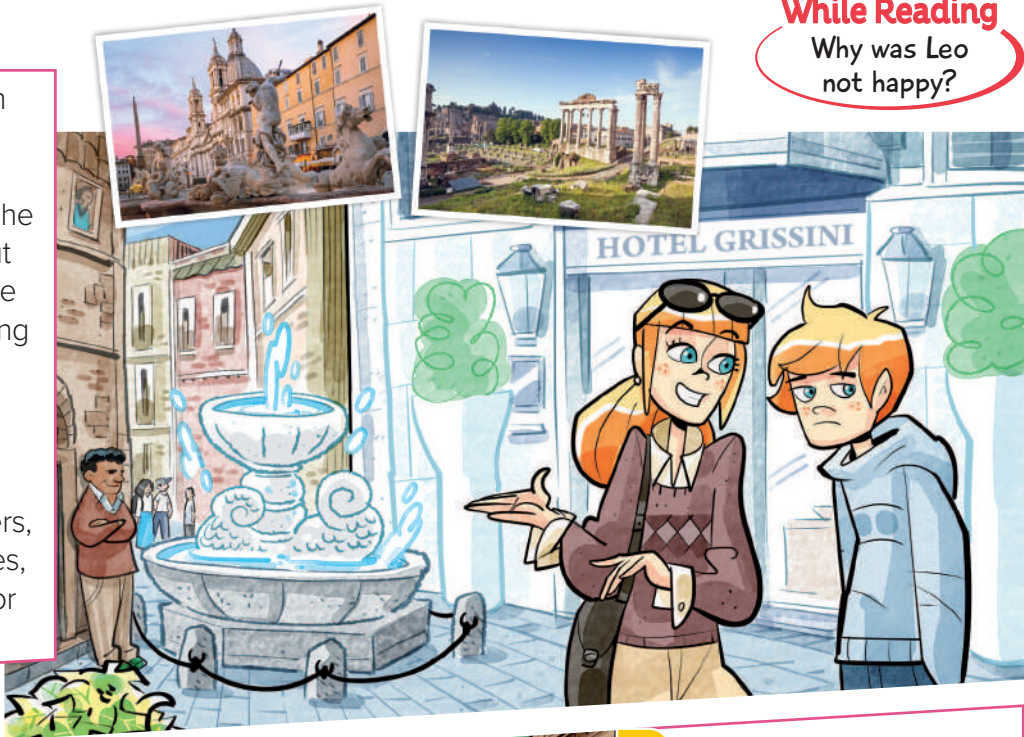
- 10 Scan the text below and find words that are similar in your language. Then, discuss. 

Did the words you chose have the same meaning?

- 11 Read and listen.  59

A Day in Ancient Rome

A Leo and his mum are from Spain. Last summer, Mum took Leo to Rome. She was very excited, but Leo wasn't happy. He wanted to go camping with his friend José and his dad. What's more, Mum said it was a "screen-free" holiday: no computers, no tablets, no phones, and no TV or films for either of them!



While Reading
Why was Leo not happy?

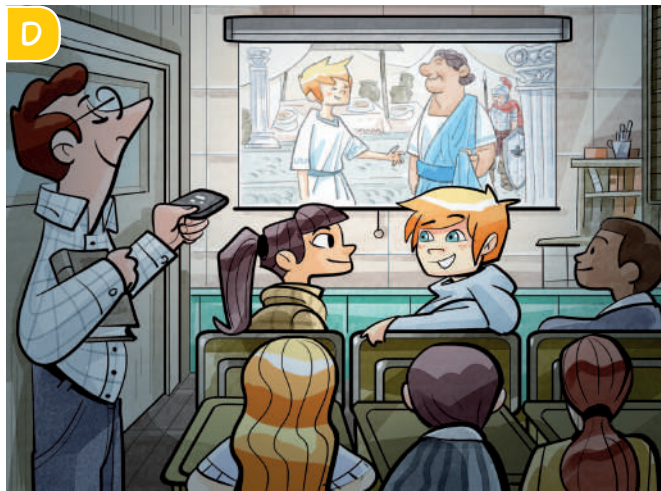


B On the first day of their holidays, they decided to go to a museum, but they didn't know how to get there. Mum asked a man for directions. "What did he say?" asked Leo. "Ummm..." she said. "Turn left at the temple, then go straight on along Via Pomodoro. Go past the fountain, turn right, then turn left. Then, cross the street and go straight on... I think that's what he said."

C They were lost! Leo looked at the map. "Let's turn right here," he said. But when they turned the corner, they saw lots of people in costumes and cameras. It was a film set! A man pointed at Leo. "We are making a TV programme about ancient Rome. Do you want to be an actor for a day?"



Leo wanted to do it and Mum said it was OK. He had a fantastic day. He learnt a lot about acting and history!



D Six weeks later, the film company sent Leo a copy of the programme, and when he went back to school, he shared it with the class. They all said Leo was a brilliant actor!

Editorial Creation.

12 Retell the story to a classmate.

13 Read and discuss.

- What was the objective when Mum said it was a "screen-free" holiday?
- Is it good or bad to use electronic devices too often? Why?
- Which activities that don't need screens can you do on holidays? Write a list.

Stop and Think

Activity Book, page 57

Think about the story and answer.




It's hard to understand because...

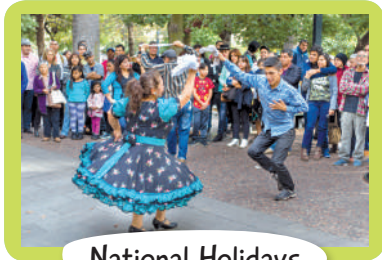


I need help with...



I understand. I can help my classmates.

14 Look, read, and repeat. Then, answer. 



National Holidays



Christmas



New Year

- Which one of these holidays is your favourite? Why?
- Where do you celebrate them?

15 Read and write the correct holiday. 

On this holiday, we got together with friends. We waited until midnight to hug each other and watched the fireworks.

?

On this holiday, I danced cueca at school, ate empanadas, and went to celebrate at a fonda with my family.

?

On this holiday, I decorated a Christmas tree, sang Christmas carols, and gave and received presents.

?

16 Read and answer. Then, discuss.  

Dear Esteban,

How are you? We are close to celebrating Christmas. I love it because I get to see many family members. Last year, we spent Christmas with my uncle José and my aunt Evelyn in Curicó. We played the guitar and sang around the Christmas tree.

What about you? Do you celebrate Christmas? What did you do last year?

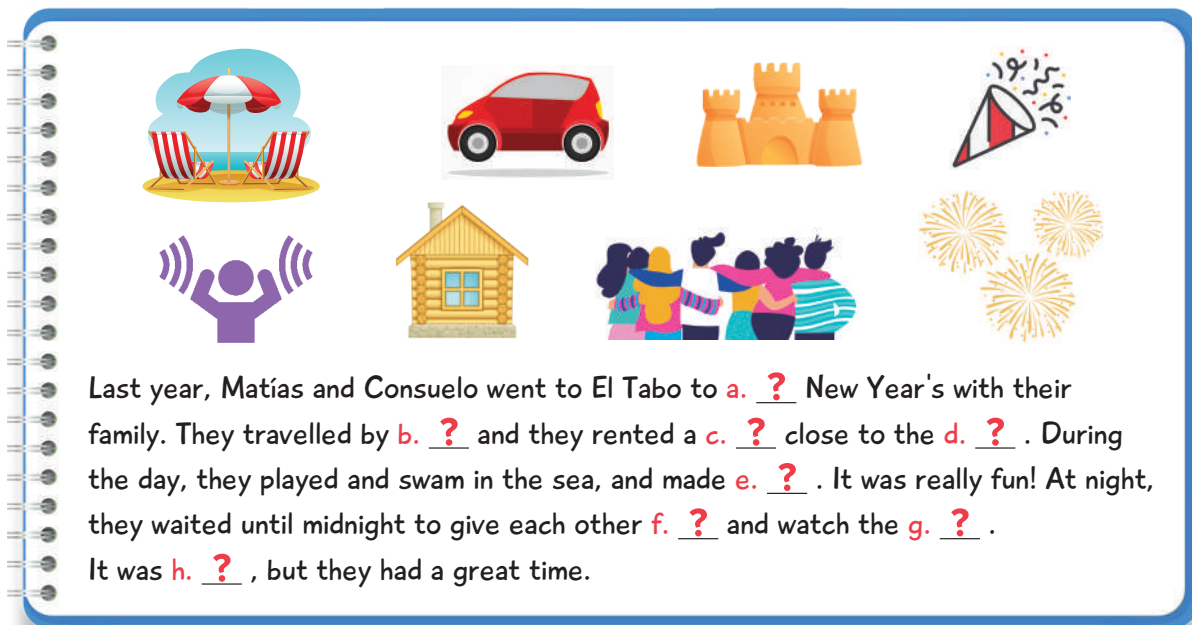
Best wishes,
Florencia.

- Why does Florencia like Christmas?
- Where did she go last Christmas?
- What activities did she do?


Go Online!

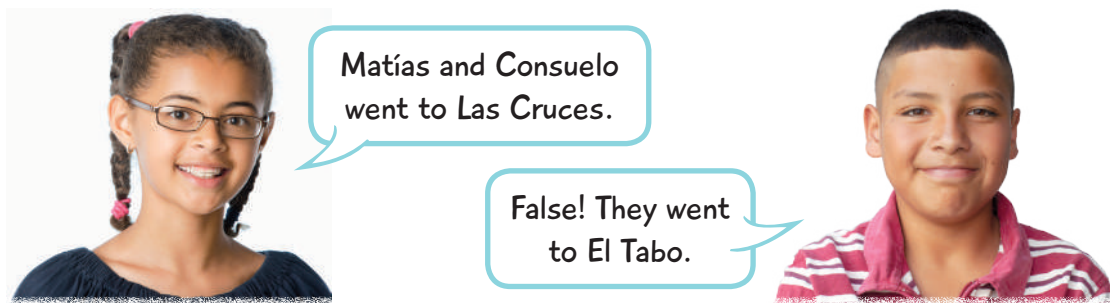
How are Christmas and New Year celebrated in other countries?

17 Read, copy, and complete the text. 



Last year, Matías and Consuelo went to El Tabo to a. ? New Year's with their family. They travelled by b. ? and they rented a c. ? close to the d. ?. During the day, they played and swam in the sea, and made e. ?. It was really fun! At night, they waited until midnight to give each other f. ? and watch the g. ?. It was h. ?, but they had a great time.



18 Now, play True or False. 



Matías and Consuelo went to Las Cruces.

False! They went to El Tabo.

Check point

19 Make a presentation about a specific holiday.  

- a. Find information about holidays (national or international).
- b. Choose one and take notes about:
 - * Where it is celebrated. * When it is celebrated. * Why it is celebrated.
 - * Examples of traditions. * A fun fact.
- c. Write a description with this information.
- d. You can use slides or make a poster.
- e. Share with the class!

1 Read and discuss. 

Holidays in Jamaica



Hello! I'm Gabrielle from Jamaica. I had a lot of fun and did many things in my holidays, but these three were my favourite:



Then, I went to a reggae festival with my parents. Reggae is a type of music from Jamaica. The songs are usually fast and happy, but sometimes they're slow and sad. We saw some excellent bands, had a picnic, and danced a lot. I made a bracelet too! It's red, yellow, and green.

First I went for a run in the forest. Running is a popular sport in Jamaica.

In the forest, I saw some colourful hummingbirds. They are known as "doctor birds". They only live in Jamaica and they're our national bird.



Another day, I met a friend and we went to a sand sculpture exhibition on the beach. There were sculptures of monsters, animals, and castles.

My favourite sculpture was this dragon. What about you?




Editorial Creation.

- Which activities mentioned by Gabrielle would you like to try?
- Are there sand sculpture exhibitions in Chile? Where?
- Which summer festivals do you know? Have you ever been to one? Describe your experience.

Go Online!

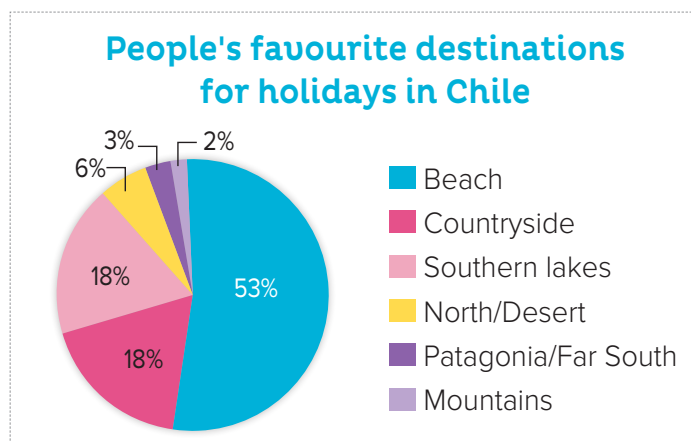
Find more activities to do in Jamaica here:
tinyurl.com/y2do7mgh

- 1 Discuss with your classmates. 
- a. Where can you see pie charts?



- 2 Read and look at the pie chart.


Pie Charts


Pie charts are one way of showing or representing information. This type of chart is generally used to compare part of the information collected with all the rest of the information collected. In this pie chart, you can see the results of a survey carried out in January last year about people's favourite destinations when going on holiday.



Adapted from *Los chilenos y las vacaciones* - Activa Research.

- 3 Look at the pie chart and say True or False. Make the false ones true.  
- a. People prefer going to the countryside more than to the beach.
- b. Mountains are the destination with the smallest number of visitors.
- c. People prefer southern destinations to northern ones.

- 4 Do a survey and show the information on a pie chart. 

- 5 Share and discuss. 
- a. Which were your results?

- b. What's the most popular destination?

Go Online!
Make your pie chart here:
tinyurl.com/zncmusu

Glossary, page 119

1 Read the title and discuss.

Do you think it's possible to travel back in time? Why? How?

2 Read and answer.

TIME TRAVELLING

Time travel is a fascinating subject. A lot of people wonder if it is possible to travel back in time to events that already happened or if we can travel forward to events that haven't happened yet. For scientists, the answer to these questions is that we do not know, and there is no real information that shows we can travel back to the past or move into the future. If it's in the past and it already happened, how can we go back?



But don't get sad! There are other ways to explore time travelling. The world of science fiction in books, films, and TV programmes is full of examples of different and creative ways to move back or forward in time, even if we can't do it in real life. Some examples of time travelling are the film series *Back to the Future*, the TV programme *Dr. Who*, and the book *A Christmas Carol* by Charles Dickens. They all show us that sometimes, all we need for time travelling is just a little bit of imagination.

Editorial Creation.

- Do you know any of the examples mentioned in the text? Which one?
- How do you think the characters travel in time in each example?

3 Investigate and discuss.

- In groups, look for more examples of time travelling in fiction.
- Make a list of your findings. Include:
 - * Is it a book, a film or a TV programme?
 - * How do characters travel in time?
 - * What is the main plot?
- Share your results. What did you learn?

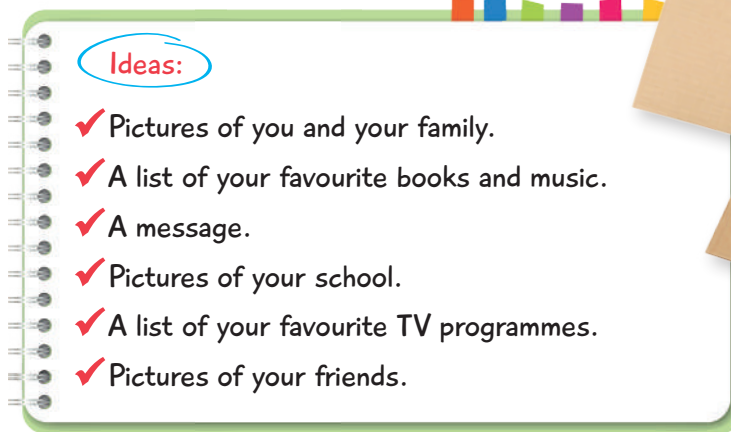
Glossary, page 119

Let's Travel Back In Time!

4 Create a time capsule.

Step 1. Organise!

- * Brainstorm ideas for a time capsule.
- * Write the ones you like most.



Step 2. Write!

- * Write about your life in the last year. 

Example

Hello, me! Can you remember these moments?

March – I started 6th grade. I saw my friends again.

July – I went on my holidays to the mountains with my family.
We hiked and did canopy. It was really cool!

October – I started guitar lessons at a music school.

Step 3. Create!

- * Prepare and put away your time capsule.
 - Use a strong box and add your notes and objects.
 - Add a label with the opening date and your name.
 - Put the box in a safe place to open it on the date you choose.

Step 4. Share and discuss.

- * Was there a time capsule in the examples you found of time travelling? Which one?

Reading

Read and write the correct alternative in your notebook or on a sheet of paper.



a

I love summer holidays! Last year, I went to the ? with my family to celebrate Christmas and it was a lot of fun. We went hiking and swimming in the lake. I can't wait to go back next year!

- A. beach.
- B. countryside.
- C. mountains.
- D. amusement park.

b

On my last holidays, I went to the ? with my friends. The games were amazing, and I took a ride on all the rollercoasters. By the end of the day, I was so tired!

- A. beach.
- B. mountains.
- C. countryside.
- D. amusement park.

c

The ocean is my place, because there I navigate. I can sail with you abroad, you only need a ticket to get on board.

What am I?

- A. ship.
- B. helicopter.
- C. truck.
- D. car.

d

I'm big and fast and on the rails I pass. With my noisy choo – choo, you know I'm coming to pick you up.

What am I?

- A. bike.
- B. car.
- C. plane.
- D. train.

Writing

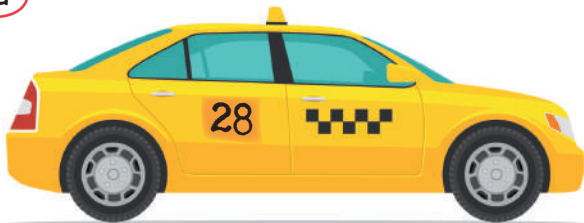
Look at the pictures and write a description.



Example

This is train number thirty. It's big, it moves on land and it uses rails.

a



b



c



d



Listening

Listen and write on the answer sheet.



sunny and
hot

bus

tired

cabin

countryside

fun

Example

Valentina and her family went to celebrate in the countryside.

- a. They travelled by ?.
- b. They stayed in a ?.
- c. Their holidays were a lot of ?.
- d. The weather was ?.
- e. At the end of the trip, they were very ?.

Speaking

Choose a set of pictures and tell a story to your classmate.



Last summer



Last spring



Student A

- Where did they go last summer?
- How did they get there?
- What did they celebrate?
- Where did they stay?

Student B

- Where did they go last spring?
- How did they get there?
- Where did they stay?
- What did they celebrate?

Unit 1

avoid (verb): to prevent something from happening.

bitter (adj): a strong, unpleasant taste.

dish (noun): plate of food that is part of a meal.

itch (noun): an irritating feeling on the skin that makes you want to scratch.

leftovers (noun): food that is left on the plate at the end of a meal.

raw (adj): not cooked.

recipe (noun): written instructions that tell you how to cook something and the ingredients you need.

rotten (adj): something, like food, that has spoiled.

salty (adj): something that tastes like salt.

savoury (adj): food that does not taste sweet, usually salty.

scratch (verb): to scrape your skin with your fingernails to relieve itching.

smoothie (noun): a cold drink made with fruit, mixed with yogurt, milk, or water.

sore (adj): painful or sensitive, like a wound.

sour (adj): an acid taste, like vinegar.

sweet (adj): something that tastes like sugar.

Unit 2

chewing gum (noun): a type of candy that you chew continuously but do not swallow.

choir (noun): a group of people who sing together.

chop (verb): cut food up into small pieces.

chopstick (noun): a thin stick used for eating East Asian Food.

co-worker (noun): a person who you work with.

fire engine (noun): a vehicle that carries firefighters and their equipment.

launch (verb): to start selling a product.

mistake (noun): something you do or think that is incorrect.

safety vest (noun): a bright coloured piece of clothing used to make workers more visible.

spot (verb): to see or notice someone or something.

stethoscope (noun): an instrument that doctors, nurses and vets use to listen to sounds in the chest or other parts of the body.

trapped (verb): when something or someone cannot escape from a place or situation.

Unit 3

rainforest (noun): a forest that receives a lot of rain.

rainfall (noun): rain, or the amount of rain that falls.

kelp (noun): a large, brown plant that grows in the sea, used in some foods and medicines.

poacher (noun): someone who traps and kills animals illegally.

park ranger (noun): a person who looks after and protects a park or natural area.

disturb (verb): to interrupt, especially by making noise.

venomous (adj): something able to inject venom (poison) by means of a bite or sting.

clearing (noun): a small area in a forest where there are no trees or bushes.

misty (adj): if the weather is misty, there is a cloud of tiny drops of water in the air.

trail (noun): a path through a forest or other wild area.

wildlife (noun): native plants and animals that live in an area.

environment (noun): the natural surroundings in which people, animals and plants live.

landform (noun): a natural characteristic on the earth's surface, like a mountain or a valley.

dump (verb): to put something in a place to get rid of it.

wool (noun): curly hair of sheep, goats, llamas and other animals.

Unit 4

old (adj): something or a person that has lived or existed for a long time.

slow (adj): moves or does something without much speed.

fast (adj): moves with a lot of speed.

new (adj): something that was made recently.

arrive (verb): to get to a place.

overbook (verb): to sell more tickets, hotel rooms, seats, etc. than are available.

fuel (noun): material such as gas or oil that are burned to create heat or power.

pollution (noun): the damage caused to water and air by toxic or harmful substances.

countryside (noun): land where there are farms of fields, but no towns or cities.

rollercoaster (noun): a light railway track with sharp turns and slopes found in amusement parks.

fireworks (noun): small objects that burn or explode to make a loud noise and bright colours in the sky.

survey (noun): an examination of people's opinions by asking them questions.

plot (noun): the things that happen in a book, play or film.

brainstorm (verb): to generate new ideas by discussing them with a group of people and adopting the best ones.

Mind Sports

When we think about sports, the first thing that comes to mind are activities involving movement (running, swimming, jumping, etc.). But did you know that there are other types of sports called mind sports?

What are mind sports?

Mind sports or intellectual games are a group of activities that have the objective of testing mental strength, instead of physical strength. Board games, card games and even memory games are considered in this category. Here are some examples:

Board Games

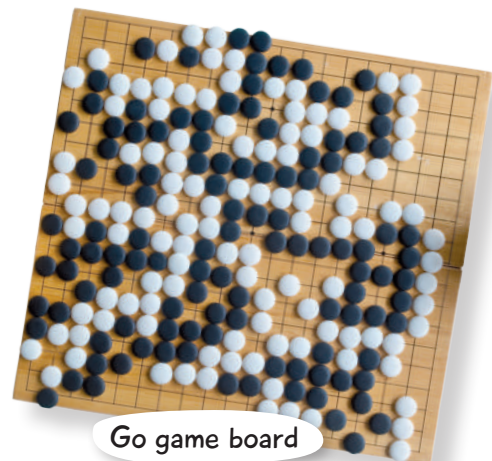
They are games in which there are usually two opponents that play using a board, where they must plan a series of movements in order to win. They are challenging games that require intense thinking and concentration. Players hardly ever take their eyes off the board, even for several hours! Some board game examples include Chess, Go and Backgammon, which have competitions all over the world.



Chess competition



Backgammon board



Go game board

Card Games

In Uno and Carioca, two types of card games, you also play against an opponent, but this can vary from one to many people at a time. These games help you develop your strategy and anticipation abilities, because you need to follow your opponents' movements to choose the correct cards and win.



Uno



Carioca

Memory Games

Games such as Sudoku and Spelling Bee are also considered mind games, because they are activities that require high levels of memory and calculation. These games are contested two times per year in the World Memory Championships.



Sudoku book



Spelling Bee competition

Mind sports are growing and becoming more popular. Did you know any of these? Do they look like other games you know? Which other games can be classified in this category?

Adapted from *About Mind Sports*.

The **Mermaid** of Abundance and Plenty

On an island with many myths, one of the most popular legends is the fishermen's tale of the mermaid, *La Pincoya*. Legend says that *La Pincoya* was born in Lake Huelde, near Cucao. She is a beautiful woman, with fair skin, golden hair, and the tail of a fish from the waist down. On certain nights, she whistles or sings unforgettable love songs. And sometimes, they say, she is accompanied by her husband, *El Pincoy*.

Fishermen depend on her, because she fertilizes the fish and shellfish under the water. When *Pincoya* appears, dancing on the beach with her arms open and facing the sea, it is good news for the fishermen because her dance announces an abundant harvest. If she dances looking towards shore, however, it is a bad omen because her dance will make the fish go away. However, even a bad omen can be good for some, because *Pincoya* directs the abundance to those who need it most.

Joy attracts *La Pincoya*, and so the inhabitants of Chiloé sing, dance, and prepare *curantos* so that she sees their happiness and favours them.



Juan Soldado and the Disappearance of Serena City

Once upon a time, a handsome young man living outside the city of La Serena, called Juan Soldado, fell in love with the daughter of a Cacique. They wanted to be together forever, but there was a problem. Juan was a brave and charming soldier but very poor too. The Cacique would never allow his daughter to marry this man.

The two lovers decided to disobey the girl's father. They escaped to the closest city to marry secretly in the town's church. The Cacique found out and went with his best soldiers to the city of La Serena. He wanted to stop the wedding and kill them both as punishment for their treason. He also decided to destroy the city, as a warning for everyone else.

When the priest was saying his last words at the marriage ceremony, the father of the bride arrived in the city. No one knows exactly how, but at that exact moment the city vanished along with every single person that lived there, including the two young lovers. The Cacique and his soldiers went around the entire area, including the mountains and the seashore, but the city was nowhere to be found.



Some people say that on Saturdays, if you walk close enough to the place where the town used to be, you can still listen to the wedding party celebrating the groom and bride and their eternal love. And once a year, on Holy Friday, if you pay close attention you might even see the city at a distance, but if you try to get closer, it will just vanish right in front of your eyes.



Adapted from *Myths, legends, and magic of Chile and Mitos, Leyendas y Símbolos*.

The Hare and the Tortoise

An Aesop Fable

One day a hare was showing off how fast he could run. He bragged and bragged and even laughed at the tortoise, who was so slow. The tortoise looked at the hare, stretched out his long neck and challenged him to a race. The hare started to laugh.

"My, my, what a joke!" thought the hare. "A race, indeed, a race. Oh! What fun! My, my! a race, of course, Mr. Tortoise, let's race!" said the hare.

The race began, and the hare, being such a fast runner, soon left the tortoise far behind. About halfway through the course, the hare realised he had plenty of time to beat the slow-moving tortoise.

"Oh, my!" thought the hare, "I have lots of time to beat that tortoise," he thought. And he cuddled up against a tree and fell asleep very soon.

The tortoise continued to walk, as usual, so slowly. He never stopped, taking one good step after another, determined to finish the race.

The hare woke up from his nap. "Time to keep going, the tortoise must be still halfway!" he said. And he ran faster than anyone to the finish line, but the tortoise was already there, patiently waiting for his arrival.



Slow and steady wins the race.

The **Lion** and the **Mouse**

An Aesop Fable

A Lion was sleeping in the forest, his great head resting on his paws. A shy little Mouse appeared then, unexpectedly, and in her desperation to get away, she ran across the Lion's nose. Awakened from his nap, the Lion got angry and put his huge paw on the tiny creature to kill her.

"Don't kill me!" begged the poor Mouse. "Please let me go and someday I will surely repay you." The Lion was very amused to think that the Mouse could ever help him. But he was generous and finally let her go.

Some days later, while following his prey in the forest, the Lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew his voice and found the Lion struggling in the net. Running to one of the big ropes that tied him up, she bit it until it cut, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

Everyone has need of the other.



Adapted from *The Aesop for Children*.

Summer Fun

Activities!

Have you got plans for this summer? The summer holidays are a great time to start a new hobby. Read about some alternative hobbies and try something different this summer! Check it out!

Discover Beachcombing

Meet Maxine from Canada.

Last summer I went beachcombing with a friend. Beachcombing is very easy. You walk along the beach and look for interesting objects like shells, coloured glass or wood. We went almost every day and always in the morning, because you can find more new things on the beach. My friend had a metal detector and we found coins, rings and keys!



Tip!

Some shells are homes. Don't take a shell with an animal in it!



Tip!

When you're sketching in summer, take sun cream and wear a hat.

Urban Sketching

Meet Alfredo from Portugal.

Last summer, I went to visit my aunt in Lisbon. We did urban sketching! That means drawing or painting in public places. You can sketch buildings, monuments or people. I like to sketch with pencils, but my aunt uses paint or pens. I sketched a tram and then, at my aunt's house, we took pictures of our sketches and posted them on the internet.



Use the internet to look for information on astronomy and amazing things to see every night.

Stargazing!

Meet Yan from China.

Last summer I joined a young astronomers' club with my cousin. We wanted to learn about space and summer is the perfect time to look at the night sky because it isn't cloudy. There was a telescope at the club, and we looked at the planets. We saw the rings on Saturn, the red spot on Jupiter and the craters on the moon!

Try Geocaching!

Meet Lennart from Germany.

Last summer, my mum and I had a look at a geocaching website. Geocaching is like a treasure hunt, where you use a GPS to hide and seek containers called "geocaches" or "caches" at specific places by using coordinates. There are caches all over the world! Caches are usually small boxes with a logbook and a pen. When you find a cache, you write the date, and a message in the logbook. You can find other items too, like stickers, small toys and postcards. We found caches in the forest and found coins, marbles and badges.



Go geocaching with someone, like your parents or a friend, and prepare a bag with water and snacks for the trip.

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