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## Meet your book

Welcome to *Dream Big!*, a series where you will acquire and develop lifelong skills, attitudes, knowledge, and learning strategies as you learn, work and enjoy communicating in a different language: English.



### Each session consists of the following stages:

previous knowledge is activated and new concepts are presented for you to learn.

FIGURE IT OUT here, you process the information through comparison, classification, deduction, induction, abstraction, and generalization, as well as through error analysis and value judgment.

## EXPERIENCE

where you access and organize the information through reading or inquiry.

### Facts about...:

interesting cultural facts accompanied by questions or tasks to encourage you to reflect on the topic.

PROJECT
Product of a spendost person.

If think in grease, Make is not feature product you must be know, gift
the product of t

**Self-assessment:** found at the end of each session and where you identify your achievements and set goals to improve knowledge and skills.

-Project: where you and your teammates work on a project using what you've learned so far as you integrate all language skills.

**Co-evaluation:** meant to share and provide feedback to your partner to see and improve your progress.

De your entrebedes, make your ean family tree.

Sort out you family tree. In pairs, take turns to ask questions using demonstratives to put your partner's family tree together.

Sort together with another pair. Take turns to ask questions about your classmates' family using your family rese.

Are those your family using your family rese.

Lift your givery

Town do you get att

Which does you de!

Note att

In your notebook, white if they are true for you and why.

Self-assessment

Self-assessment

Self-assessment

Town do you get att

In your notebook, white if they are true for you and why.

I wider tand for to use this, that, these, those

PRACTICE When

PRACTICE where you integrate and practice the contents of what is presented.

### Language tips:

short, exemplified language structures to help understanding. Correlated to the Grammar Reference at the end of the book.





# **Meet your book**

**Evaluation:** Dream Big! includes different types of evaluation.

 A diagnostic test that you solve before the start of each unit to assess your previous knowledge.

- Self-evaluation and co-evaluation, where you are the protagonist of your own learning to identify your strengths and weaknesses, and ways to improve your performance.
- There are also two exams for each unit that will allow you and your teacher to identify the aspects of the language that need more practice.



### **Glossary:**

illustrated to help understanding and expand your vocabulary.





### **Grammar Reference:**

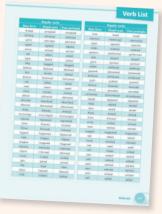
a great and enjoyable tool found at the end of the book to understand how the language structures work in English.



## **Bibliography:**

other options to increase knowledge and improve skills.

Verb list: A useful verb list with some common verbs in their base form, simple past, and past participle is included for your reference.



The following icons flag the different tasks snd activities throughout the book. They are meant to facilitate instructions.

- Listening activity
- Reading activity
- Speaking activity
- **Work** in pairs
- **Work in small groups**
- Socioemotional activity

  - Refers to the Life project in every unit.
- These activities ask for your technical or digital skills to complete the task.
- Refers to the work you'll do on the end of unit projects.



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# **Diagnostic Test**

Write questions to the answers.

My name's Sandy

My last name is Rodriguez

R-O-D-R-I-G-U-E-Z

I'm 16 years old.

44 Restrepo street

Write your physical description.

Write down some situations in which you can experience the following emotions: happy, confused, scared, tired and worried.

4 Complete the text with a/an/the.

\_\_\_\_ classroom on the first floor is big. There is \_\_\_\_ Smart TV and \_\_\_\_ projector. \_\_\_\_ windows are big. There is \_\_\_\_ interesting selection of documentaries.

**5** Complete the sentences with the words from the box.

In my school \_\_\_\_\_ many classrooms. \_\_\_\_\_ a library. \_\_\_\_ any science labs. \_\_\_\_ a soccer field but \_\_\_\_\_ a gym.

there is there isn't there are there aren't















What is a country? What countries do you know? What is the name of your country? What do you call people from your country?



Listen and read the text and say what it is.













Dear pen pal,

Hello. My name is Inese. I am 17 years old. I am from Riga. It is the capital city in Latvia, so I am Latvian.

I have light brown hair and blue eyes and I am 1.80 meters tall. I go to school Monday to Friday. I love listening to music, and going to the movies.

I am always happy to meet new people from a different country to learn more about it. In Riga, there are 12,000 rivers and 3,000 small lakes in Latvia.

My favorite food is Borscht (beet soup) and rye bread. What is your favorite food?

Write me back and tell me about you, your hometown and interesting information about your country.

Let's keep in touch! Bye for now! Inese

## FIGURE IT OUT

## Facts about...

Latvia is a small country in the northeast of Europe by the Baltic Sea. Their official language is called Latvian. Their flag is one of the oldest in the world. It is a country with many forests and protected nature areas.

Read the text again and identify where Inese		herself
What type of information does she share?	•••	

Can you find a country and a nationality in the text on Activity 1
--

How	is	Latvia	different	from	vour	country?
		EGCTIG	alli Ci Ciic		you	country.







4	Read the sentend	ces.	Put th	ne countries	and	nationalities	in	the
	correct column.							

My name is Mila. I am from Germany. I am German.

My name is Akira. I am from Japan. I am Japanese.

My name is Sofie. I am from Norway. I am Norwegian.

His name is Guillermo. He is from Mexico. He is Mexican.

Her name is Maria. She is from Peru. She is Peruvian.

I am from Paris. I am not English. I am French.

He is from Venice. He is not Argentinian. He is Italian.

She is from Beijing. She is not Cambodian. She is Chinese.

Country	Nationality

Country	Nationality

## Language tips 👍

I am

ľm

I am not

You are

You're

You're not

He is

He's

He isn't

She is

She's

She isn't

We are

We're

We're not

They are

They're

They're not

## **PRACTICE**



l'm	I'm		
She's my friend		She isn't	

He's \_\_\_\_\_. He is \_\_\_\_\_.

They are my classmates. \_\_\_\_\_ Mexican.

- In pairs, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a> In pairs</a>, choose a country each and introduce yourself. <a>
- Get into groups and introduce your partner. Look at the example

This is Alexa. She isn't Mexican. She is Spanish.



## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know the names of countries and nationalities.
- I can improve by...





What jobs or professions do you find interesting? Why?

## **EXPERIENC**

Look at the questionnaire a student answered. What information can you find out with the questionnaire?

Who	at i	s yo	ur 1	nan	ne?									
My n	namo	e is 1	1ate	o										
Are	уо	u fr	om	Me	xic	?								
Yes,	l an	า.												
Wh	o d	о ус	ou li	ve	witl	1?								
l live	wit	h mլ	gra	ndpa	ren	ts an	d m	y mo	m.					
Are	уо	ur p	are	nts	mc	rrie	d?							
No,	my p	arei	nts a	re d	ivor	ed.								
Wh	at c	does	yo	ur j	oare	nt o	or tu	utor	do	for a	living	g?		
My n	nom	is a	sear	nstr	ess.									
Do	you	ı ha	ve :	sibl	ing	? H	ow	ma	ny?					
Yes,	l ha	ve oi	ne br	oth	er ar	d on	e sis	ter.						
Is it	im	por	tan <sup>.</sup>	t to	go	to c	olle	ge?	Wh	ıy?				
		imp	orta	nt f	or n	ne to	go '	to co	llege	becaus	se I wa	nt to	be a	l
docto	or.													

## Facts about..

Specialists in Earth science, geology, or geophysics that want to work in Antarctica or northern Canada can work as glaciologists and study the properties and movements of ice sheets, glaciers, polar caps and the tundra.

## Discuss the following questions with your class.



Do you find these professions interesting? Why?

What are the most common professions and occupations in your community?

What would you like to be when you grow up?

## FIGURE IT OUT

2 Answer the questionnaire from Activity 1 in your notebook. Exchange it with a partner.





student (2) seamstress doctor photographer cook teacher



## Language tips 👍

Are you a student? Yes, I am. / No, I'm not

Is he/she a doctor? Yes, he/she is. /No he/she isn't

Are they students? Yes, they are./No they aren't

> Grammar Reference pp 122

## **PRACTICE**

- Draw your family tree of occupations in your notebook.
- In pairs, share your family tree of occupations. Ask and answer questions.

Is your brother a....?

Is your sister a....?

Are your parents.....?

## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know different professions and occupations.
- I can talk about my family's occupations.
- I can improve by...





What do you do when you arrive to a place for the first time?



Look at the picture. Where are they? What do you think they are talking about?



## Facts about...

In Great Britain when you are introduced to somebody new, a handshake is the common thing to do. Listen to the conversation. Read the questions below. Share your answers with a partner. 100 04 100 100

Were your predictions right or wrong?

How do you think Ilana feels?

Have you ever been in a similar situation? When? What happened?

### Discuss the following questions with your class.





What is the common thing to do in your community when you meet somebody new?

What would you do if somebody new arrives to your school?

How would you feel if you arrive to a new place and nobody talks to you?





- Read the conversation from Activity 2. Then in pairs talk about why we ask questions to people we don't know. Why can this information be useful? Share your ideas.
  - Ms. Gina: Good morning, students. There is a new student joining us today. Here she is. Please come in. What is your name?

What is your last name?

Ilana: Hi. My name is Ilana and my last name is Villalpando.

Ms. Gina: How do you spell Villalpando? Ilana: V - i - I - I - a - I - p - a - n - d - o

Ms. Gina: How old are you? Ilana: I am 14 years old.

Ms. Gina: Nice to meet you, Ilana, I am Miss Gina. Where are you from?

Ilana: Nice to meet you too. I am from Querétaro.

Ms. Gina: Does anybody have a question for Iliana?

Rita: Yes, I do. What is your address?

Ilana: 57 Juan Escutia street; two blocks from here.

Felipe: What is your telephone number?

Ilana: It's 6673825321

Ms. Gina: Welcome Ilana. I hope you like it here. Please take a seat.

Ilana: Thank you. I am very excited to be here.

Look at the conversation in Activity 3 and answer the guestions.



What are the questions in bold for?

What do the questions have in common?

Match the columns.

a. To ask for information about something we use...

**b.** To ask about someone's age we use... c. To ask to spell a word we use...

d. To ask about a place we use...

how

where how old

what

## PRACTICE

5 In your notebook, write 5 questions to ask to different classmates.



- 6 Ask your questions to different classmates and write their answers.
- 🗾 Get into groups. Share your answers with your classmates. 半 🔎

I interviewed... He is... His telephone number is...

She is... Her name is... Her name is spelled...

## Self-assessment

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know what to do when I need to ask for personal information.
- I know how to ask for personal information.
- I understand the information a person gives me when he/she answers my questions.

 $\bigoplus$ 

To improve, I can ...



We need to look at the subject when we make Wh-questions to know what form of verb to be we need to use.









What elements can you describe about a person?

What words do you know to describe a person? Write them down.



Look at the picture. What can you describe? \_\_\_\_









I am Silvia. I am 16 years old. I have straight black hair and brown eyes. I am average height and neither fat nor thin. I am a happy person. This is my family. First, I'll talk about my mom. She is a short and thin woman with long brown hair and brown eyes. Then, there is my dad. He is a tall and athletic man. He has short black hair and brown eyes. My sister is 7 years old; she is little and chubby. She has curly brown hair and brown eyes. There aren't many children in our family, so she doesn't have any cousins to play with. There aren't many men in my family, either. My dad has three sisters and my mom has one sister. There are lots of women in my family. I believe my family is full of **nice** and **happy** people.

## FIGURE IT OUT

Read the text. Choose the correct option to complete the sentence.

We use the words in **bold** to describe \_\_\_\_\_ feelings and emotions.

Can you find the plural of the following words in the text in Activity 2?

woman	man	person	child
women	men	people	children











5 Circle the correct option to complete the descriptions.



She is a man/woman. She is tall/short.

She is fat/thin. She has black/blonde hair.

She has small/big eyes. Her hair is long/short.

She is happy/sad.



He is a man/woman. He is tall/short.
He is thin/athletic. He has no beard/a beard.
His hair is black/blond. He has small/big eyes.
His hair is long/short and straight/curly.
He is serious/sad.

Are the people in the pictures very different from the people in your community? Why?

Where do you think they are from?

## Language tips 4

In English, when we use more than one adjective they are in a particular order: opinion, size, shape, condition, age, color, pattern, and material.

### **Example:**

She has **short curly black** hair and **big round blue** eyes.

She is **short** and **thin**.

size

color

shape

## **PRACTICE**

☑ Write a description of somebody in your family. 
▲



Facts about...



There are approximately 190 countries and more than 7.5 billion people on Earth. There are many different cultures all over the world. One of the things we can do to accept everybody is to learn about those cultures and accept cultural diversity.

**3** Share your description with your classmates.

## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to describe people.
- I know some irregular plurals.



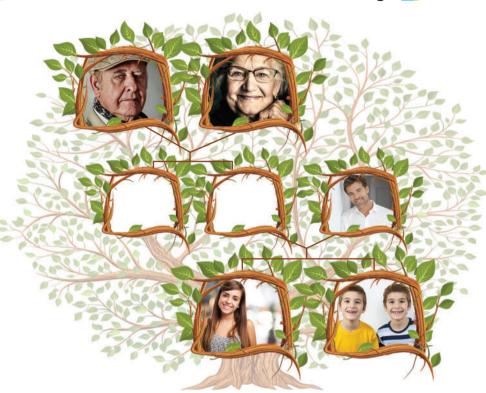




What can we share about our families?



What is this? What can we use it for? What is missing?



## Facts about...

All families have their own dynamic. This means that each family has a special way to undertake daily life and activities, solve their problems, set their goals and relate to each other. These are the things we inherit from our parents and ancestors. It is called family culture.

Clau: What are you doing?

Paty: I am making my family tree. Clau: Oh, that's nice. Who is **that**?

Paty: **That** is my dad. He is very nice. He is an engineer. Clau: And who is **this** man with blond hair and green eyes?

Paty: **This** is my grandpa Julio.

Clau: Who are **those** two boys that look the same? They both have the same face, brown hair and brown eyes. Their hairstyles are exactly the same. They look happy and they even have the same smile. Are they the same person?

Paty: No, they are not the same person. **Those** are my brothers. They are twins. They are 10 years old.

Clau: Oh! I see. That makes sense.

Paty: I am almost done. I only need to include these two pictures.

Clau: Who are they?

Paty: **These** are mom and my aunt. They are nurses.

Clau: You have a nice family.





Can you identify the difference between the words below? Write your ideas.

	this			those
t	that			these

Language tips 👍

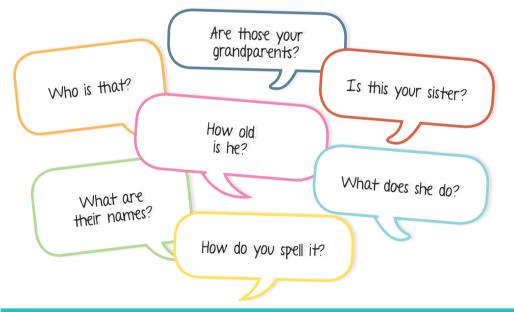
This, that, these, those are called **demonstrative pronouns** or demonstratives. We use them to show distance between the person and the object.

this = near (singular) these = near (plural)

that = far (singular). those = far (plural)

## **PRACTICE**

- In your notebooks, make your own family tree.
- 5 Cut out your family tree. In pairs, take turns to ask questions using demonstratives to put your partner's family tree together.
- Get together with another pair. Take turns to ask questions about your classmates' family using your family trees.



## Grammar Reference pp 122

**Session 5** 

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to talk about my family
- I understand how to use this, that, these, those





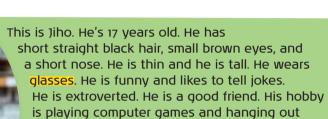




How important is a person's appearance? Why?



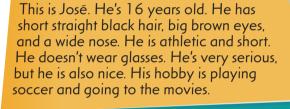
Look at the pictures.
What differences and similarities can you find?



with his friends.











People in Japan believe that each blood type has a distinct personality. "What is your blood type?" is a common question in Japan and it is used to determine a person's temperament and compatibility with others.

## FIGURE IT OUT

Read the descriptions from the pictures again. Sort the words.

Words to describe physical appereance	Words to describe personality



4 Visit the web page and play the game. In your notebook, write down the describing words you get on each turn. Then, use an online dictionary to find a word that means the opposite and write it down. https://www.eslgamesplus.com/adjectives-antonyms-esl-vocabulary-grammar-interactive-pirate-waters-board-game/

## **PRACTICE**

5 In pairs, read the instructions and play the game. 😩

Take turns. Choose a face and describe it. You partner guesses who it is. You can also ask guestions to find out more information.

## Language tips

Adjectives are words that describe or modify other words; since they are used to identify or quantify people or things, they are usually positioned before the noun or pronoun they modify.

Grammar Reference pp 122













- Choose one of the people from the game. In your notebook, write a description about that person.
- Exchange your description with a partner and see if s/he chooses the right picture.

## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to describe enough physical traits so that someone else knows whom I am talking about.
- I can identify adjectives that have opposite meanings.
- To improve, ...



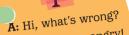


How do you feel today?



Listen to the conversations. What are they about? 🔟 🕦





- B: Oh, I am so angry!
- A: Why? What happened?
- B: Look at this! All my work is ruined. My sister's puppy is a menace!





2

- A: Can you come over, please?
- B: What's wrong?
- A: My grandpa passed away. I just need someone to talk to.
- B: Sure. Don't worry. I'll be right there.
  - A: Thanks.



- B: Hey, Jenny!
- A: Guess what?
- B: What?
- **A:** I got accepted into my first college choice!
- B: That's awesome! Congratulations!

What picture represents the emotion of each conversation?



Emotions are important in our lives. However, if emotions get out control, they can harm ourselves and others.







3 What things can help us understand an emotion when someone talks?

How do you feel when somebody overreacts in certain situations? What do you do?

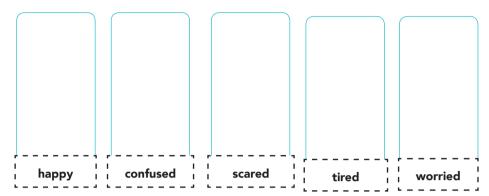
What do you do to control your emotions?







4 Find or draw a picture to represent the following emotions.



## Language tips 4

Connectors join two sentences or ideas.

Today I feel worried **and** scared because my mom is at the hospital.

Today I feel happy **but** tired. We won the soccer game.

Today I feel angry **because** I failed the grammar exam.

## PRACTICE

🗾 Read the statements. Write down how do you feel in each situation. 🚺

a. I got an excellent grade on the Math exam.

**b.** There was a car accident on the street.

c. My friend didn't talk to me in class.

**d.** I practiced soccer for three hours today.

e. I watched a horror movie last night.

Write down how you feel today.

	Today I feel	
Mail		



Ask your classmates how they feel today. In your notebook write down their answers. 😩 👠

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to express moods and feelings.
- I know how to express moods and feelings of other people
- To improve, I can ...



lacktriangle



## Facts about..

In public and private high schools in the United States, students have lockers to keep their personal belongings and school items.

### **EXPLORE**

Read and tick the things you take to school.



## **EXPERIENCE**

📘 Listen and skim the text and say what the main idea is. 🌉 🚂 🔟 🛚









Every day before I leave my house for school I have to make sure I bring everything I like and need. I don't like to forget things I might need. I always wear earrings and choose a different pair every day. I also have to bring my glasses. I can't see the board without them. I like to wear a small ring my grandma gave me. I used to wear a watch but after I got a smartphone. I don't use it anymore. Now, I carry my earphones to listen to music on my way to school. I like to check my backpack has everything I need for the day and to see that my books, notebooks, pens, pencil, eraser, scissors, sharpener, and glue are inside it. I also take a small umbrella with me. Right before I leave my house, I take my wallet and put it in my backpack. I need money to take the bus and to buy some lunch.

## Language tips

In English most singular nouns need an 's' to become a plural noun.

### book - books

Nouns that end in 's', 'ss', 'ch', 'x' or 'z' need an 'es' to become a plural noun.

### box - boxes class - classes

Nouns that end in a consonant plus y, form the plural by changing the 'y' for 'ies'.

berry- berries

pp 120

## Listen to and read the text in activity 1 again. Answer the questions.

What does the character do before leaving for school?

Why doesn't the character wear a watch?

What personal items does the character mention?

What school items does the character mention?

 $\bigoplus$ 





Complete the organizers with the items from the reading.

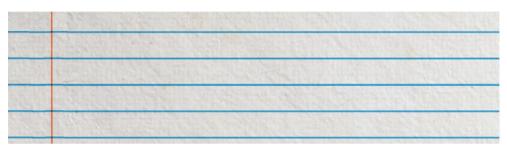


backpack books smartphone glasses eraser pens umbrella wallet ring watch glue notebooks earrings earphones scissors pencil sharpener



## PRACTICE

Make a list of the things you bring to school.



Life proyect

Do you think being prepared for school is important for your future? Why?

In pairs, find out what things your partner brings to school.

Write them down.



Compare your partner's answers to your list from activity 4. Mention the differences.

## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

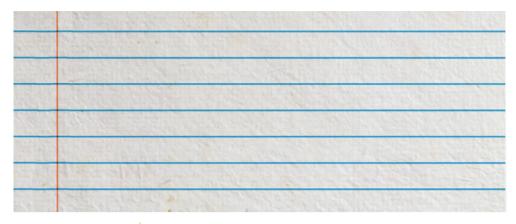
- I know how to talk about personal items and school objects.
- I can say what things I bring to school.
- To improve, I can ...







Write down the school objects you can see in your classroom.



## **EXPERIENCE**

- 📘 Listen and read. What are the people talking about? 🗾 10 🛛 🥦

  - A: We need to make some changes in **this** classroom.
  - B: I agree, some of the things are very old.
  - A: What do you think about **those** posters over there?
  - B: The ones with the maps? I think they are outdated. We should order
  - A: Yes, I agree. I also think these books are very old. We should get newer editions.
  - B: Oh, and **that** bookshelf by the door is falling apart. We need to replace it.
  - A: I am making a list. I hope we can get everything before the end of the month.
  - B: We should also get rid of **these** old notebooks. Looks like nobody is coming back for them.
- 🔼 Listen again. Answer the questions. 🔼 10 📘
  - a. What type of things are the people talking about?
  - **b.** Are the things in good condition?
  - c. How can you know?

## FIGURE IT OUT

3 Read the dialog in Activity 1 again. Explain what the words in bold are used for.



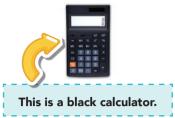


## **PRACTICE**

## Play the board game in groups.



Toss a coin. Heads moves 1 space, tails moves two spaces. Write down a correct and complete sentence. Say it aloud to advance. Look at the example.





## **Self-assessment**

Read the statements. In your notebook, write if they are true for you. Include what you can do to improve.

- I know how to use words to point people and things.
- To improve, I can ...





What is your classroom like?



Listen and read the text. Find the differences between your classroom and the one that is described.

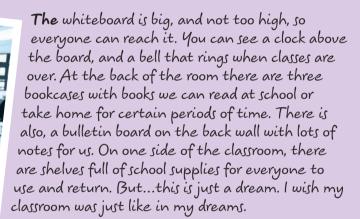
# My Dream Classroom

**The** classroom of my dreams is spacious and bright. **The** walls are light blue and the ceiling is white.

There is a huge window with blinds on the right wall.

There is an apple wood desk for the teacher at the front of the classroom and our desks have a computer for each one of us.





My dream classroom	My classroom



Read the sentences. Answer the questions below.





There is a bulletin board on the back wall with lots of notes for us.

There is **an** apple wood desk at the front of the classroom for the teacher.

a. What are the words in **bold** used for?

**b.** When are **a/an** used?

c. When is **the** used?

## Language tips 👍

A / an are indefinite articles. They are used with non-specific nouns. With the plural nouns we don't use a/an.

I have a pen. I want to buy an eraser. We are students.

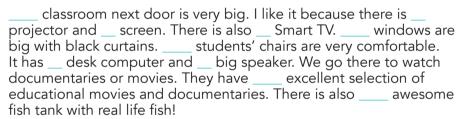
The is a definite article. It is used with a specific noun.

The blue book is mine.

**Grammar** Reference pp 122

## PRACTICE

Complete the text with a/an/the.



Draw your classroom.

Explain your drawing to a classmate.

## **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to use a/an/the
- To improve, I can ...







Challenge yourself. Look around your classroom. Write down all the things you can identify. Then write the plural words as fast as you can.



📘 Read and listen to the conversation. What happened? 🏬 💶 12

June: Why are there so many people in the hallway?

Betty: I am not sure; I think the principal is going to give an

announcement.

June: Here, in the middle of the hallway?

Luis: Probably not. Look by the lockers, there's Mr. Johnson,

the librarian. We could ask him.

June: Good idea. Excuse me, Mr. Johnson? Mr. Johnson: Yes, June? How can I help you guys?

June: What's happening?

Mr. Johnson: Everyone has to go out to the field. The principal is going

to give some important announcements. Please hurry.

Betty: Thanks.

June: What do you suppose this is about, Luis?

Luis: Well, I heard that there are some thieves at school.

June: Thieves?

Luis: Yes, apparently someone stole some tests from the

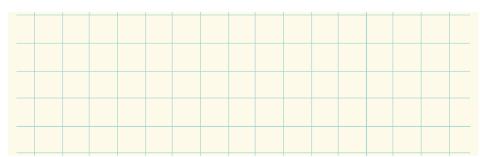
teacher's room shelves, and even the fish from the fish tank

are missing!

June: Oh my!



Write down all the plural nouns you find in the conversation.











The singular noun of lockers is \_\_\_\_\_.

The singular noun of thieves is \_\_\_\_\_.

The singular noun of fish is \_\_\_\_\_.

The singular noun of people is \_\_\_\_.

Children and fish do not take an 's' because they are

nouns.

## Language tips

In English there are some irregular plural nouns.

man men
woman women
fish fish
mouse mice
foot feet
datum data

Grammar Reference pp 123

## PRACTICE

regular /

Read and complete the text with the correct form of the words below.

111010 15 0 0	)IG	with many	
and three		The	is
big. In the		lab we have thirt	:y
		In 6	
floor there	are	for girls and	for boys.
The	is e	normous. We usuall	y play
		we can	
different ty	•	nch. We only wear o	
	on Mon	day. I really like my	school!
field	cafeteri	ia	lab
Held	Caleten	/ /	
		( librarian )	
puter )	( gym )		( ha
		( bathroom )	
data	library	school	٠.٢

## Self-assessment

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know the difference between singular and plural nouns.
- I know some irregular nouns.
- To improve, I can...







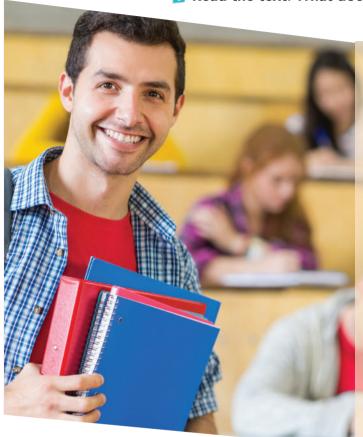


Besides classrooms, what other areas can you find in your school?



Read the text. What does it describe?





## In My Classroom

In my classroom there are many things. There is a big brown desk for the teacher. On that desk, there is a black marker. There is also an eraser. There are also several smaller desks for us, the students. There are pens, notebooks, and pencils on the desks. There is also a pair of scissors on one of the tables. There is a chair for the teacher and there are chairs for every student. There is a board at the front of the classroom and a clock above it. There are three bookcases on the right wall and a big windown on the left wall. There are lockers on the hallway, where we can keep our backpacks and school things. There is someone coming. Oh, it's the teacher. The class is about to start.

## Facts about...

Since there is so much pollution in China, some schools live broadcast their classes to students that have to stay at home during a polluted day.

Read the text again and explain how the classroom in the reading is different from yours.

Do you think to live broadcast classes in polluted days is a good idea to keep students' health? Why?

What do you do to prevent pollution in your community?

## FIGURE IT OUT

3	Read the	text again.	Write down	when you	use
---	----------	-------------	------------	----------	-----

_	

- 1	h 0	· ·	10			
- 1	11 ←	ere	-15			
		, ,		•	٠	

There are...









How can you know if you need to use <i>is</i> or <i>are</i> with irregular nouns such as scissors? Give an example.		

## **PRACTICE**

Work in pairs. Describe your classroom to your partner and o	draw it.
--	----------

## Language tips 👍

The word *there* and verb *is* in its affirmative form, is used with singular and uncountable nouns to say something exists.

There is a chair in the library.
There is milk in the cafeteria.

There are is used with plural nouns.

There are tables in the classroom.



🔼 With your drawing write a description of your classroom. 📐



Find out which description is the most accurate.

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to describe my classroom.
- I understand the difference between there is and there are.
- To improve, I can...





## **EXPL**

What are some things you cannot find in your classroom?



Read the article. Complete the graphic organizer.





# Forest School

Vou may wonder what a forest school is: well. wonder no more because Forest schools are a model of outdoor education. Students visit natural spaces and are led by trained practitioners to explore, discover, and learn social and technical skills. The topics are cross-curricular and students can learn to recognize plants and animals and even math. There aren't any walls because the learning takes place outside. There aren't any desks. There isn't the need to bring notebooks or pencils. There aren't any right or wrong answers. Just because students are outdoors. it doesn't mean there isn't anu safety; the practitioners are trained to help students learn how to assess the risks and

participate in the different challenges by choice. All programs are different and all groups have their own challenges, but all of them share a set of principles that ensure that all students experience the benefits of the connection with nature and the collaboration with the community. And remember what the Danes say, "There isn't such thing as bad weather. only bad clothes."

## Facts about...

Forest schools are based on the open-air culture and ancient Nordic philosophy of Scandinavia called 'friluftsliv' or spending time out in nature. The word literally means "open-air living".

My school

Forest school

What do you think about forest schools?









- Read these sentences. Complete the statements with the words in the box. Share with a partner.
  - a. There isn't any equipment in this computer lab.
  - **b.** There aren't any computers in the library.
  - c. There isn't a computer on the table.

There isn't any is used with \_\_\_\_\_ nouns.

There aren't any is used with \_\_\_\_\_ nouns.

There isn't a is used with \_\_\_\_\_ nouns.

plural uncountable ingular

Choose the picture that represents each sentence.







## Language tips 👍

To say that something does not exist we use

There is not/there isn't with singular and uncountable nouns.

There isn't a chair in the classroom.
There isn't any glue in the bottle.

There are not/ there aren't with plural nouns

There aren't any pens in the bag.

## PRACTICE

- Complete the sentences in the negative form.
  - **a.** There any furniture in this classroom.
  - **b.** There \_\_\_\_\_ any students at school today.
  - **c.** There \_\_\_\_\_ a book on the desk.
  - d. There \_\_\_\_\_ ten pairs of scissors in that box.
  - e. There \_\_\_\_\_ any water in the bathroom.
- 5 Write some things that you cannot find in your school.



\_\_\_\_

Share your sentences with a classmate.

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to describe my classroom.
- I understand the difference between there isn't and there aren't.
- To improve, I can...







What are your favorite places at school? Why?



🚺 Read and answer the questions below. 🏬 🦍



Dear Julian,

How are you? How have things been? I am fine. Everyone here misses you. You have to tell us how different or similar things are at your new school. Is there a library? Is there a cafeteria? Are there many students? Is there a computer lab? Is there a soccer field? What is your classroom like? Are there many different teachers? Is there a lot of homework every day? I also heard on the news that it is snowing there, is it true? Is there a lot of snow? How do you dress when it is snowy? You know how the weather here is: sun, sun, and more sun.

I hope you are having a good time. Hope to hear from you soon.

Hugs,

Marianne

Are Julian and Marianne good friends?

Does Julian study at the same school as Marianne?

- Read the text again and identify the questions for the following answers.
  - a. There isn't a soccer field.
  - b. There isn't a lot of homework every day.
  - c. There is a library.
  - d. There aren't many students.
  - e. There aren't many different teachers.
  - f. There is a lot of snow.









Read the guestions and complete the information.



Is there a library?

Are there many students?

To ask a question with **there is**, the verb \_\_\_\_\_ goes at the beginning of the sentence, and then a \_\_\_\_\_ noun.

To ask a question with **there are**, the verb \_\_\_ goes at the of the sentence, and then a \_\_\_\_\_ noun.

## Language tips 4

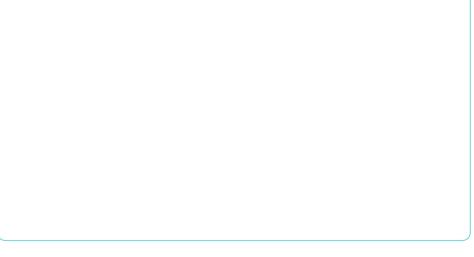
To form questions using there is or there are, we must begin with the verb followed by there:

Is there a whiteboard in the classroom?

Are there chairs in the library?

## PRACTICE

Choose a place in your school and draw it.



In pairs, ask questions to guess the place on your classmate's drawing.

Is there a...?

Are there?

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to use the interrogative form of there is and there are.
- To improve, I can...





How do you think going to school in other countries is? Do you think it is similar or different than in your country? Why?

What do you know about schools in other cities or towns in your country?



Listen and read and complete the graphic organizer.









Most children and teenagers attend school to receive their education and while the world is becoming more and more globalized, there are many similarities between schools in different countries, but there are also many differences too. In this blog post, we will look at some of these differences and similarities, too!

### Are there classrooms?

When you think of school, you probably think about classrooms, but some are different to the ones we are used to, for example in Pakistan, classes for underprivileged children take place in local parks when the weather is good and, in some places, there are rooms they can use during the rainy season.

### Is the **grading system** the same?

It all depends on the country. While in Mexico the grades go from 0 to 10, in the United States, for example, there

is a grading system that uses letters: A, B, C, D, and F. A grade of A or B means you did well!

### Is there a difference between genders?

While there are some single gender schools in Mexico, in Iran there are separate schools for boys and for girls.

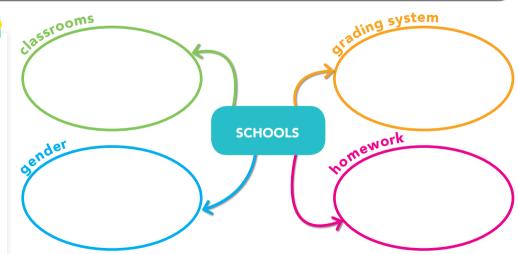
### Is there the same amount of homework?

There is a large amount of homework in Russia, while there is very little homework in Finland as well as in South Korea.

There are many other aspects that we can mention about education around the world, but we will cover those in future blog posts. Don't forget to come back for more interesting information next week! Thank you for reading and don't forget to leave your comments. Tell us about your school experiences, too!

## *Facts* about.

In countries like Bangladesh, where monsoon rains flood the country and Brazil where many people live near the Amazon River, students attend to "floating schools". These are boats that go along the rivers picking up students and once everyone is on board, they pull over to the riverbank and start their lessons.



What do you think the advantages or disadvantages students from Bangladesh and Brazil have?







- **2** Read the sentences and correct the mistakes.
  - a. In Mexico there are a grading system with numbers.
  - **b.** In some places in Pakistan there isn't any classrooms.
  - c. Are there a lot of homework in Russia?
  - d. In Finland there aren't much homework.
  - e. Is there separate schools for boys and girls in Iran?

#### PRACTICE

In groups, use the questions to find out information on the internet about a school in another country and describe it.

Where is the school located?

Who goes to school?

What are the classrooms like?

What other facilities are there in the school?

What is the grading system?



Describe the school to your classmates. Property Pr

#### **Self-assessment**

- I know how to use there is, there are in affirmative, negative and interrogative form.
- I know how to describe a place.
- To improve I can...









What are some things there are in your school that you think you can't find somewhere else?

## **EXPERIENCE**

Read the texts. How similar or different are these school systems to yours?

## Different School Systems

My name is Shaila. I am from India. I think the school system in India is different from others in the world. There are four levels in the school system in India. There is lower primary (ages 6 to 10); there is upper primary (ages 11 and 12); there is low secondary (ages 13 to 15), and there is higher secondary (ages 17 and 18). There is a common curriculum in most of the country; the main difference is the mother tongue, which depends on the region. There are three languages students have to learn: English, Hindi, and your mother tongue. There are some regions where Hindi is the mother tongue. Usually, there is one subject, for example History, that is taught in Hindi, and the other subjects are taught in English.

#### Facts about.../

India is located in Asia. It has the second largest population in the world. It has more than 1.2 billion people. Its capital is New Delhi. India was a British colony. It became an independent nation in 1947.

Australia is an island in Oceania, the smallest continent in the world. Its capital city is Canberra. It has the biggest coral reef in the world. There are kangaroos and koalas.



My name is Steve. I am from Australia. There is primary, secondary, and tertiary education in Australia. Education is compulsory between the ages of six and sixteen. There is a national policy that links school, vocational, and university education qualifications into one national system. There aren't many variations in education between states and territories, so there aren't any difficulties when you change schools within the country. There is one official language: English, but there are schools that offer bilingual programs.



Write down questions you can answer with the texts in Activity 1 using Is there...? / Are there...?



**Solution** Exchange your questions with a classmate. Answer the questions.

Check your classmate's answers.

#### **PRACTICE**

5 Write your own text about your school system. Use there is and there are.



Compare your text with a classmate and complement your work.

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I know how to ask questions using there is/there are
- I understand information from a reading text.
- I can write about the school system in my community.
- To improve, I can...



Is there a playground? Yes there is/ No there isn't.

Are there any classrooms?

Yes, there are/ No there aren't.











#### **EXPL**

Why is education important?



Listen and read the text. Answer the questions below.







#### Barriers to Girls' Education Around the World

Nowadays, there is a lot of evidence to support the fact that educating girls is a necessity for a better world, but are all girls getting good quality education? No, unfortunately, not.

There are many obstacles girls, especially in poorer countries, must face when trying to obtain good quality education. There is the issue of cost. Even in places where free public education is found, there are things that students need to buy such as uniforms and school supplies, and there is also the cost of transportation.

There are also other problems such as violence and insecurity. There are many families that choose to keep their daughters at home, because the **commute** is unsafe and the risk for girls is very high.

There are also gender norms that exclude girls from learning subjects that are considered to be "for boys", such as science, technology, engineering, and math. In many countries, there is also the issue of poor infrastructure. There are schools that cannot provide access

to separate toilets, washing areas, or sanitary products discouraging girls from attending to school.

Are there other issues you think are a barrier for girls' education? What can people do to overcome these obstacles?





<ul> <li>Do educated girls contribute to a better wo</li> </ul>	10	w/or	better	а	ŤΩ	ibute	cont	airls	ucated	ed	1)a	b.

c. Mention three obstacles that girls must face in some countries?

## Facts about..

According to The United Nations International Children's Fund (UNICEF) there are more than 130 million girls out of school all over the world. Right now, the international organization works with communities and governments to promote gender equality of education.

d. Discuss the following questions from the reading:

Are there other issues you think are a barrier for girls' education? What can people do to overcome these obstacles?

Do girls and boys have the same education opportunities in your community? Give some examples. \_\_\_\_

What would you do to guarantee gender equality in your school community?

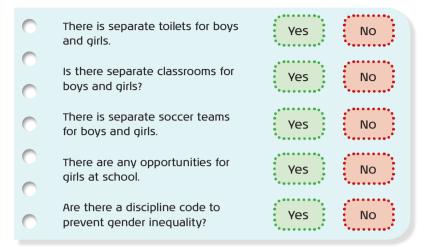








Read the survey. Correct the mistakes.



3 Answer the survey.

#### **PRACTICE**

☐ Complete the press release with there is, there are in the correct form. 
☐

#### Geneva, January 30

According to official info	rmation, around	d 1 in 3 teenage	girls from the			
poorest families around t	the world do no	t go to school.				
In some countries, there	8	ny possibilities	for girls to			
attend school because th	ey are forced to	o work and brin	g money to their			
homes	_ also the belief	that girls do no	ot need to go to			
school because they will	get married and	d will have child	ren. In some			
cases, although they are few, supportive parents that do						
whatever they can to sen	nd their girls to	school. However	r, this is not the			
case in countries where		support for girl	s' education.			
Unfortunately, in some c	ountries		any laws that			
force parents to send the	eir girls to schoo	ol	any laws in			
your country that guaran	tee girls' educa	tion?				

## **Self-assessment**

- I am able to understand what I read.
- I know how to describe a place or a situation.
- To improve I can...









Do you think science is relevant nowadays? Why?



Look at the pictures. What type of text is it? Where do you find these type of texts?

## **Craig Venter**

John Craig Venter is an American biotechnologist and businessman. He was the leader of the first draft sequence of the human genome and formed the first team that worked with a synthetic chromosome. He is the founder of Celera Genomics, The Institute of Genomic Research (TIG) and the J. Craig Vender Institute (1CVI).

He is from Salt Lake City, Utah. He is the son of Elizabeth and John Venter. He says he was a very bad student when

he was young. He is also a war veteran from the Vietnam War. Craig, decided to study medicine; and in the end, he chose

biomedical research.

He has participated in many important researches and developments related to genes, the DNA, and microorganisms. Craig's DNA sequence is published and some of the sequences in his genome are associated with antisocial behavior, Alzheimer's, cardiovascular disease and wet earwax. Nowadays, he is the Chief Executive Officer of the J. Craig Vender Institute, a nonprofit that conducts research in synthetic biology. Synthetic biology is a multidisciplinary area of research that works to create new biological systems using the

natural components there are or by synthetizing or assembling artificial ones. Some researchers say there is a possibility to

extend human lifespans with this area of investigation.

What do you think?

Read the text. What is the text about? In pairs, share if your predictions were right.



Facts about...

Biotechnology is an

area of biology that

uses living systems

products. There are

many applications of

biotechnology, some

washing detergents

that use enzymes,

common examples are

construction materials,

vaccines, the processes to make wine, cheese, and beer through fermentation, etc.

and organisms to

develop or make







Complete the fact file with information from the text.

Name	
Occupation	
Nationality	
Achievements	

Read the text in Activity 1. Make notes of the most important information in the text.

#### Language tips 👍

When you read, it is important to monitor yourself in order to identify you might not understand about a text. You can read that difficult part again and then repeat it using your own words.

In groups, compare your notes. 💒



### **PRACTICE**

Discuss the following questions as a class.

What do you think about analyzing the human genome? Do you think it will contribute to human development? Why? Do you think that this field of science can extend human lifespans? Why?

## **Self-assessment**

Read the statements. In your notebook, write if they are true for you and why. Include what you can do to improve.

- I understand main ideas from a text.
- I understand details in a text.
- I can give my opinion about a text.
- To improve, I can...





43





How can science change the world?



Read the fact sheets. Write a title.





Martin Evans is a British biologist. He won the Nobel Prize in Physiology or Medicine in 2007. He was born in 1941. His mother was a teacher and his father worked in a mechanical workshop. His father taught him how to use tools and machines. He studied zoology, botany, chemistry, and biochemistry. He, together with his colleague Matthew Kaufman, cultivated embryonic stem cells from mice. This means that they genetically modified mice stem cells and placed them in the wombs of female mice so that they gave birth to genetically modified babies. These experiments now allow scientists to make specific gene alterations, as they understand the functions of those genes.

#### Facts about...

Science is important because it has contributed to develop the world in different areas such as technology, engineering, the medical industry, and many more. It is impossible to think about today's world without science.

Brooklyn, New York. She is a marine biologist, a conservation strategist, and an adjunct professor at New York University and she is only 37 years old! She is also the founder of Ocean Collectiv. It is a consultancy to work on and analyze ocean sustainability. Sustainability means avoiding the depletion of natural resources so that ecological balance is maintained. She researches Urban Ocean Conservation, Sustainable Fishing, Ocean Zoning and Social Justice. She says that she wants people to

understand that science is not something

to happen in a lab far away from reality,

but in reality itself.

Ayana Elizabeth Johnson was born in



🔼 Compare your title in groups. Explain why you chose yours. ≗ 🔀















- 3 Read Martin Evan's fact sheet. Answer the questions.
  - a. What is Martin Evans profession?
  - **b.** Where is he from?
  - c. What are his most important achievements?
  - d. What is his research about?
  - e. Why his experiments are important?

## Language tips 🥠

To infer the meaning of words, you can analyze the context in which a certain word is used within a text. Look at the meaning of the words that are before and after that word.



- Read Ayana Elizabeth's Johnsons fact sheet. Answer the questions.
  - a. What is Ayana Elizabeth Johnson profession?
  - **b.** What is her nationality?
  - c. How old is she?
  - d. What is her research about?
  - e. What is Ocean Collectiv?

#### PRACTICE

- 5 Choose one of the fact sheets. Write a summary.
- 🔼 Work in pairs. Read your summary to your classmate. 😩 📂

#### **Self-assessment**

- I understand the general idea of a text.
- I understand specific information in a reading text.
- To improve I can...





What do you do to help the environment?

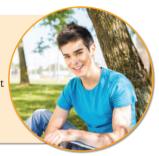
## **EXPERIENC**

- In pairs, talk about the strategies you use to identify the main idea and specific details in a text.
- With your partner, take turns to look at the pictures in Activity 3 and describe the people.  $\overline{\phantom{a}}$
- Listen and read the texts. Identify the main idea and specific details. <a>15</a>



People all over the world make choices in their lives that affect the environment, other species, and the climate. There are many things we can do to reduce our environmental footprint and contribute for a better world. Every week we will present what some normal, average people, like you and me, are doing to help the environment.

This is Paul. He just graduated high school. He is 19 years old. His mom is a nurse and his dad is a teacher. He still hasn't decided what he wants to study, but he knows that he wants to do something to help the environment. He thinks that "Reduce, Reuse, Recycle" is the best motto you can follow when you want to help the environment. Before you buy something, consider if you really need it; if you need it, see if it is possible for you to buy it used instead of new.





Mariana is 21 years old. Her parents are marine biologists, and right now, she is studying to be a marine veterinarian. She believes that one way to help the environment is to go "Plastic Free". About 40% of the world's oceans are covered in plastic. This affects all marine life such as seabirds, sea turtles, seals, etc. She says that when we use bottles made out of glass; reusable bags when shopping, and avoid using straws, we help the environment go "Plastic Free".

Mariana and her younger brother Enrique sell products made from sustainable materials like bamboo, and they try to educate people, especially the younger generations, to make these changes to help the planet. Enrique wants to study zoology when he graduates from high school.

Don't forget to visit us next week to read more about average people who are trying to change the world.

#### Facts about..

Scientists explain that global warming is worse than before. The Earth is warming. The rising temperatures are melting the poles. The climate is changing all over the world.

What do you do to take care of the environment?













☑ Together with your partner from Activity 1, talk about how you used the strategies you discussed on the text in Activity 2. Write a list with tips. 
② ■



#### **PRACTICE**

Use the information from the blog post to create fact sheets about the people mentioned. <a>↑</a>



Compare your fact sheets with your classmates.

#### **Self-assessment**

- I understand the general idea and specific details in a reading text.
- I know how to use some reading strategies.
- To improve I can...

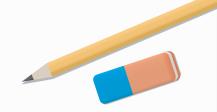






## **PROJECT**

## Poster of a famous person



📘 Work in groups. Make a list of famous people you want to know. 💒



- Take turns to share your list with your class. Explain why you are interested in the people from your list.
- **3** Select one famous person from your list.
- With your group, write some questions you can answer about the famous person. 🔐
- Use the questions to look for information about that famous person. You can use the web, books, magazines, or other sources. Make notes.
- Share your notes with your group. Select the information you will include in the poster. 🔐
- Organize your information so that you can make a poster.
- 8 Make your poster. You can add drawings or pictures. You can also include your questions as subtitles.
- Present your poster to the class.

## **Co-evaluation**

Yes	No
	Yes

We could improve at

## Unit 2

## **Diagnostic Test**

Label the rooms in the house.

- 1. bedroom
- 2. bathroom
- 3. kitchen
- 4. dining room
- 5. living room











- Write the room where you can find these objects.
  - a. nightstand

d. couch

**b.** toilet

- e. refrigerator
- c. table and chairs
- Complete the sentences with the correct form of to have.
  - a. Does your house \_\_\_\_\_ two bathrooms?
  - **b.** My house \_\_\_\_\_ stairs.
  - c. Sofia and Elisa \_\_\_\_\_ a bunk bed.
  - **d.** She a big dining room.
  - e. Our grandparents \_\_\_\_\_ a TV in the living room.
- Match the picture to the word.











behind



between



5 Complete the dialogs with the words from the box.

grocery store can straight walk across from left turn

#### **Dialog A**

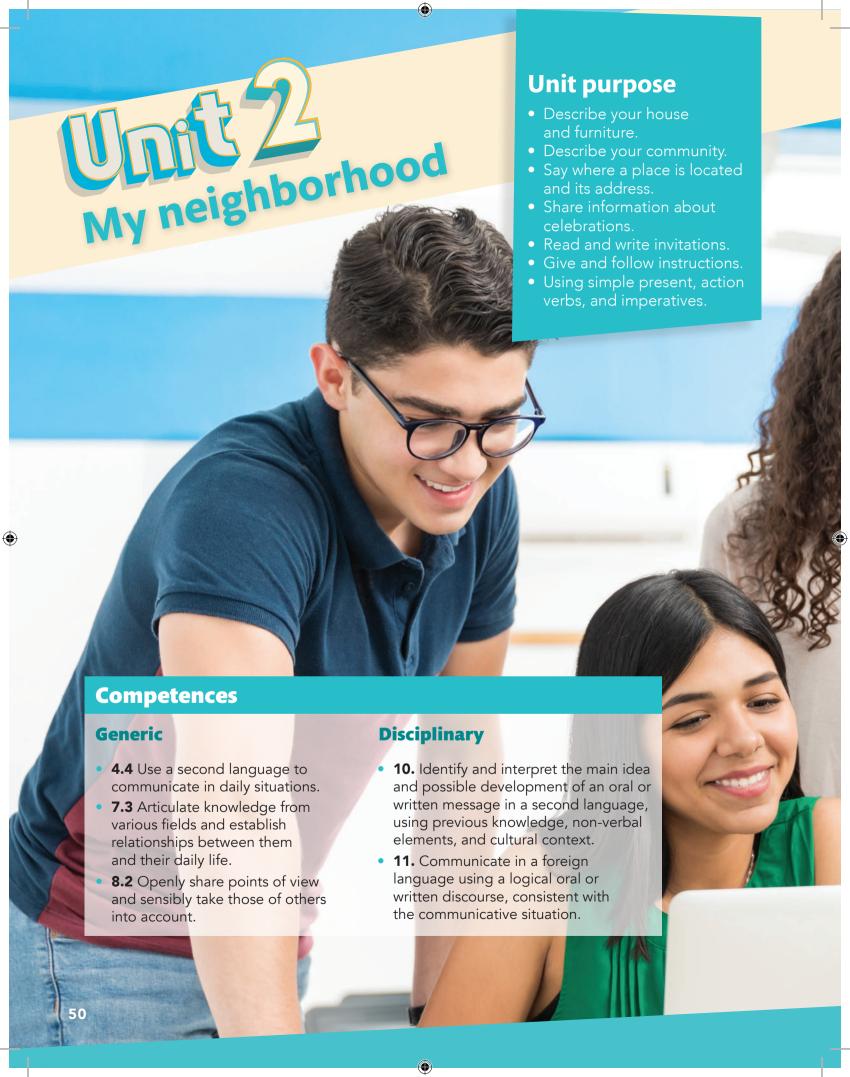
- A:Excuse me. \_\_\_\_\_ you tell me the way to the bank?
- B: \_\_\_\_\_ straight. Then \_\_\_\_ left. It's on your right, next to the bookstore.

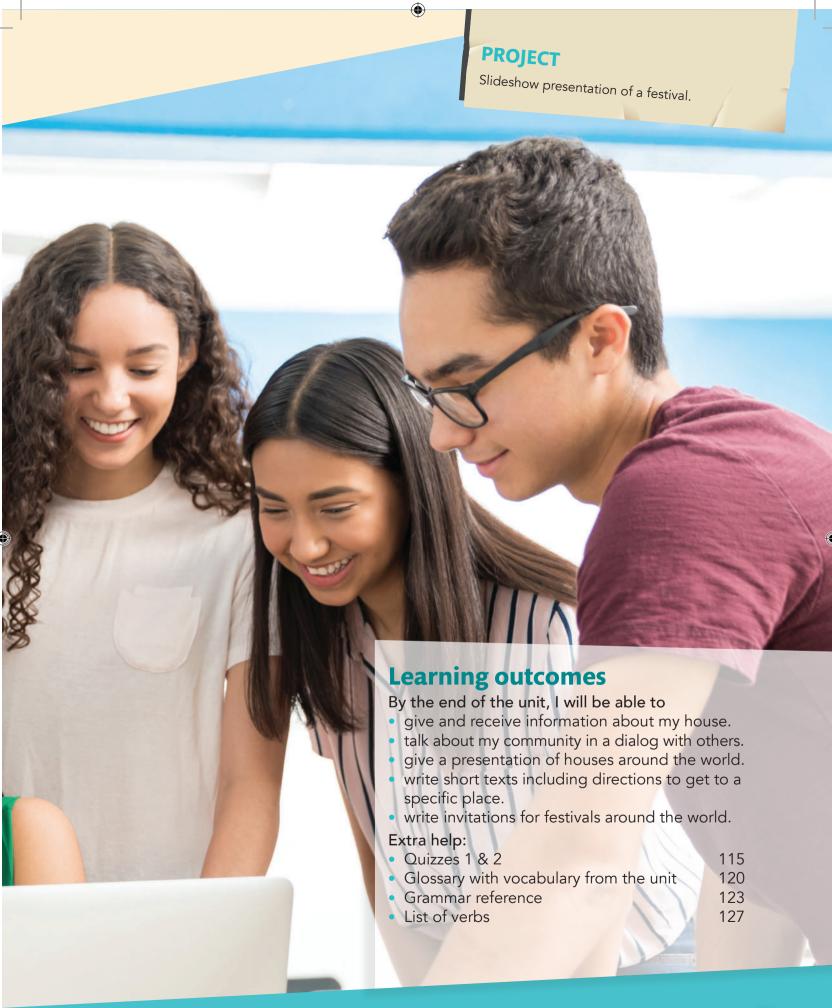
#### Dialog B

- A:How can I get to the \_\_\_\_\_?

  B: Of course, continue . Then
- turn right. Walk two more blocks and turn \_\_\_\_\_. It is \_\_\_\_\_ the bakery, on the corner.









What type of house do you live in?

Look at the rooms of the house. Check ✓ the rooms there are in your house. Share with a classmate.



kitchen



bedroom



dining room



garage



bathroom



living room



laundry room



studio



Read the text. Answer the questions.



## What are the rooms in a house?

Most modern houses have the same type of rooms. Some houses have more rooms than others. In most houses, there is a kitchen. It is the room where people cook their food. There is at least one bathroom. The bathroom is the place where you can take a shower and use the toilet when you need to. Don't forget to wash your hands! Houses also have a living room. It is the place where you can sit on a sofa or couch. Some people have their TVs in the living room. Many houses have dining rooms. The dining rooms are the rooms where people sit down to eat the food they prepared in the kitchen. Houses have bedrooms too. Those are the rooms where people sleep. Some houses have a studio. It is a room that people can use to study and work from home. There are houses that have a laundry room; a room where people keep their washing machine and sometimes a dryer for their clothes. There are houses that don't have a special room for laundry. Some people have their washing machine in their kitchen. Some houses have a garage. It is the place where you can safely park your car. How many rooms are there in your house?



Before there was indoor plumbing, some families used chamber pots. They were large basins that they used to relieve themselves and then they put them under the bed or in a closet until it was emptied. It had to be taken outside and dumped in a hole or in a public sewer.

- a. Where is the place where people cook their food?
- **b.** What con you find in a living room?
- c. What do people do in dining rooms?
- d. What is a studio?
- e. What is a garage for?





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nightstand sink washing machine table blender fridge shower bed couch TV



#### FIGURE IT OUT

Label the objects with words from the box.

















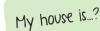
Write the objects from Activity 2 in the room where you can find them.

Kitchen	Bedroom	Living room	Dining room	Bathroom

4 Add more objects you can find in each room. Use a bilingual dictionary, if necessary.

#### PRACTICE

- 5 Draw your house in your notebook. Label the rooms.
- Explain your drawing to your classmate.



## Language tips

You can use a bilingual dictionary for different things. One of these things is to find the English translation of a word in your language. To do this, use the section of the dictionary in your language and find the word you are looking for. Remember to read all the information to make sure that you choose the correct word for what you are trying to express.

> **Grammar** Reference pp 123

> > 53

#### **Self-assessment**

- I know the names of the different rooms and places in a house.
- I know how to name different pieces of furniture.
- I can talk about my house.
- I can improve by...









Choose one room from your house. What things do you have in that room? Share in groups.





- a. What is the relationship between the two women?
- **b.** Where are they?
- c. What are they doing?
- Read the conversation. Write down the things Paty has to buy.

Paty: Thank you for helping me move. I still need to buy some things for this new apartment.

Sonia: You are welcome. Let's start unpacking so you can figure out what you need.

Paty: Yes, let's do it.

Sonia: I think that is all. You want to go to each room in the house to see what you still need to buy.

Paty: That's a great idea. Let's start in the kitchen. I have a stove, but I don't have a microwave.

Sonia: I think it is a good idea to have a microwave. You can heat things up quickly.

Paty: Ok, so I'll get a microwave. Let's go to the living room.

Sonia: You have a couch, a small table, and a TV, but this room is very dark. Do you have a lamp?

Paty: No, I don't have a lamp. I need to buy one. Let's go to the bathroom now. Here we are. I have everything I need in the bathroom.

Sonia: Well, you don't have shampoo, perhaps you could buy one.

Paty: You are right! Now, let's go to the final room, the bedroom. I have a bed, a closet, and a nightstand. What else do I need?

Sonia: Do you have sheets for the bed?

Paty: You are right! I don't have sheets. Let me write it down.

Sonia: Hey, you don't have a phone anywhere in this house, don't you need it?

Paty: I don't think so, I have my cell phone with me always.







3 Read the sentences and the question. Complete.

I have a stove, but I don't have a microwave.	is used to show possession is used with I,
Paty has a cell phone. She doesn't need a phone.	you, we, they is used with he, she, it.
Do you have a lamp?	have, is the negative form. It is used with I, you,
No, I don't have a lamp.	we, theyhave is used with he, she, it.
Does Paty have a lamp?	is used to ask questions with I, you, we, they.
No, she doesn't.	is used to ask questions with he, she it.
ito, she doesn't.	in a star

#### **PRACTICE**

Complete the dialog with have or has.

A: I'm very happy. We moved to a new house.
B: you have a big bedroom?
A: Yes, I I a bedroom for myself.
B: Tell me about your new house.
A: On the first floor it a living room, a dining room, and a kitche
B: it a garage?
A: No, it doesn't. My father to park the car on the street.
B: You said on the first floor, your new house
a second floor?
A: Yes, we a second floor! Upstairs, the house three
bedrooms. One for my parents, another one for my brother, and my
room. My room is nice. It a closet. It one bathroom.
I love my new house!
-

Work in pairs. Write your own dialog to say what your house has or doesn't have. Include questions and answers.

## Language tips 👍

Have and has are used to show possession. Have is used with I, you, we, you, they.

They have a big house. Has is used with he, she it. He has a bike.

Don't have and doesn't have are the negative form.

We don't have a gym in school. She doesn't have a

**cell phone.**You can also form Yes/No questions with have.

Do you have a dog? Yes, I do./No, I don't. Does he have a ball? Yes he does/No he

Yes, he does./No, he doesn't.

Grammar Reference pp 123

## Self-assessment

- I understand general and specific information when listening to a conversation.
- I understand how to use have and has.
- I can ask questions using have.
- I can improve by...







What differences or similarities do you think you can find in different houses? Why do you think these differences or similarities exist?



Read. What is the text about?



## Things in my house

In my house there are several rooms. When you enter, you can see the living room. In the living room there are two windows. We have a big couch, a coffee table and a TV stand where we have our TV and a telephone. There is a lamp, too. Next to the living room, we see the dining room. We have a round dining table and four chairs. There is also a mirror for decoration on the wall. The kitchen is small and next to the dining room. We have a fridge, a stove and several cabinets to store food and dinnerware. We have two bathrooms; one is a half bathroom, it only has a toilet and a sink; we mainly use it for visitors. The other bathroom has a shower. There is one small studio and two rooms: one is my parent's bedroom, and the other one is the bedroom I share with my brother. My parents have a king size bed with two nightstands. Their bedroom has a very big closet, too. My room has a bunk bed; I sleep on the bottom bed, I like it better. There are also two desks with a table lamp each, one for my brother and one for me. We only have one laptop; but we share it to do our homework. We also share a closet and a chest of drawers to put away our clothes. But my favorite place in my house is the garden where we have a lemon tree and an apple tree. I love my house!



Houses around the world are built with different materials. In cold places, like in the Artic, houses are usually built of snow and ice. Houses in hot and dry climates were traditionally built from adobe. The walls in adobe houses are thick and they help keep the houses cool during the summer and warm in winter. The larges adobe building in the world is The Great Mosque at Djennè in central Mali, near the edge of the Sahara Desert.

Read the text. Complete the graphic organizer.



Places in the house

Furniture in the rooms

Other objects

Research some unusual houses in groups and share your findings with your class. 💒 🥦

How big is the house?

Where is it?

What is it made of?

How many rooms are there in the house?







Complete the conversation based on the reading.

the house	a big garden?
No, it	
the house	a dining room?
Yes, it	
the bedrooms	_ a closet?
Yes, they	
the parents a	a queen size bed in their room
No, they They	a king size bed.
the house	three bathrooms?
No it	

#### Facts about..



#### **PRACTICE**

5 Write some questions to find out about your classmate's house. 🧪



- 🔼 Ask the questions to a classmate. Write the answers. 😩 🚺
- Share your dialog with other classmates.

#### **Self-assessment**

- I understand general and specific information when a reading text.
- I know how to write a dialog to find out information about somebody else's house.
- I can improve by...









Why do you think houses are different in different parts of the world? What makes them different? Brainstorm some ideas.

## **EXPERIENCE**

Listen, read and answer the questions.



#### Facts about...

In English cities there are different types of houses. There are blocks of flats, detached houses, semi-detached houses, terraced houses, and villas.







#### My English house

My English house is made of bricks and tiles. It has central heating to keep the house warm. It doesn't have a fireplace. Inside my house there are different rooms. In the kitchen we have a fridge. We have food that needs to stay cool inside the fridge. Next to the fridge, we have a microwave that we use to heat up things when we don't want to use the stove. The stove is in the middle of the kitchen. It has four burners on top and an oven underneath. The sink is between the stove and the fridge. There is a cupboard under the sink where we have all our cleaning supplies. In the living room there is a big sofa and a coffee table in front of the sofa. In the bathroom we have a toilet, next to the toilet we have our shower. We have a laundry basket between the sink and the toilet. The bedrooms are upstairs and they all have floors covered with carpets. In my bedroom I have a closet and next to it there is a bookcase. I also have a bed. I have a desk between my bed and my bookcase. My computer is on top of the desk. We also have a garden behind the house.

- a. What the is text about?
- **b.** What parts of the house are mentioned in the text?
- c. Does the narrator like the house?









Match the sentences with the pictures.

Inside my house there are different rooms.

Next to the fridge, we have a microwave.

The stove has four burners on top and an oven underneath.

I have a desk between my bed and my bookcase.

My computer is on top of the desk.

We also have a garden behind the house.









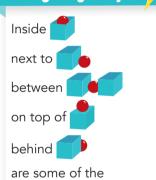




#### **PRACTICE**

- In groups, choose a house from any country of the world to describe.
- Look for information on the Internet, magazines, or books. Make notes.
- Share your notes with your group. <a>a</a>
- Decide which information you will use to make a presentation about the house.
- Make the presentation.
- Present your house to the class.

## Language tips



prepositions of place.

#### **Self-assessment**

- I know how to use prepositions of place.
- I understand general and specific information when a reading text.
- I know how to select information from different sources.
- I know how to organize information.
- I know how to make a presentation.
- I can improve by...



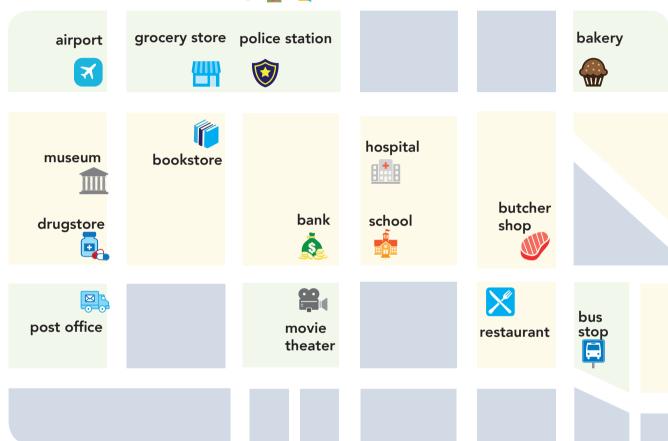




Which places do you think are the most important in a city or town? Why?



Read and listen to the conversations. Circle the places you hear in the map. 18



#### **Conversation 1**

- A: Does this city have a museum?
- B: Yes, it does.
- A: How can I get there?
- B: From the bus stop, just walk straight. The museum is next to the drug store.

#### **Conversation 2**

- A: Where is the movie theater?
- B: It is across from the bank.

#### **Conversation 3**

- A: I am in front of the post office. How can I get to the hospital?
- B: You have to walk towards the bank. Once you pass the bank, you have to cross the street. The hospital is behind the school.





Read and complete.

How can I get there?

From the bus stop, walk straight.

The museum is **next to** the drug store

It is **across from** the bank.

I am **in front of** the post office.

The words in bold are \_\_\_\_\_ of place. \_\_\_\_ can I get there? is the question we ask when we want to get to a place.

Solution Listen to the conversations again. Use different colors to trace the routes on the map.

#### **PRACTICE**

- In pairs, role-play the conversations in Activity 1.
- In pairs, ask for directions to other places in the map. Always choose a starting point. You can make some notes.







## **Self-assessment**

- I know where to put prepositions of place in a sentence.
- I know how to ask for and give directions to get to different places in a city.
- I can improve by...





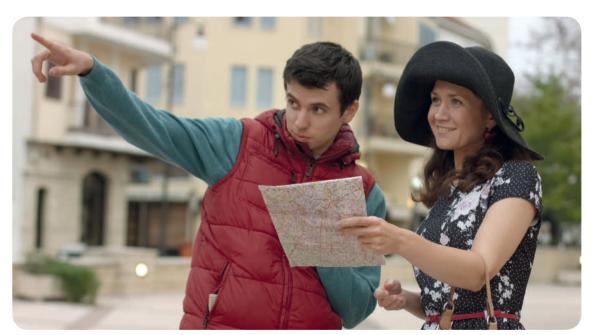


What do you do if you get lost in a city or town?

## **EXPERIENCE**

Read the phrases. Which are used to ask for directions? Which ones to give directions? Label them A (ask) G (give).

Does this city have a ...? Turn left... I'm looking for... It's on the corner Where is the ...? It's across from... Turn right... Don't cross here Cross... Excuse me. Which is the best way to ...? It's next to... How do I get to...? Can you tell me The supermarket the way to ...? Go straight... is between...



How do you think you would feel if you were lost in an unknown place?

What can you do if you are lost in an unknown place?





Choose the correct option to complete the imperative sentences.

) straight ahead.

b. walk a. read

c. turn

**2.** ( ) the street.

**b.** walk a. cross c. turn

**3.** ( ) on this street. ( ) on the next one.

a. don't go / gob. don't turn/turn

c. don't drink/drink

#### Language tips 4

Imperatives are verbs that we use to give orders, commands, warnings, or instructions.

Go straight ahead.

Turn right.

Cross the street.

**Grammar** Reference pp 124

#### PRACTICE

3 Draw a map of a neighborhood in your city or town.



4 In pairs, ask and answer how to get to different places in your map. 😩 🔎

#### **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know how to use a map I made to ask for and give directions to get to different places in a city
- I can use action verbs and imperatives to give directions.
- I can improve by...





**Session 26** 



What do you do when somebody asks you for directions? How do you feel when somebody doesn't help you when you are lost? What do you do in those cases?



Read and listen to the conversation. Answer the questions. 🏬 🗾 19







Mike: How do you get to the post office?

Jonas: Do you know how to get to the museum?

Mike: Yes, I do.

Jonas: Ok, then from the museum, you turn left. When you get to Green street, you turn right, there is a drug store in the corner. Walk past the bookstore that is between the movie theater and the hospital and turn right again and cross the street. The post office is across from the Italian restaurant.

How can I get (x2)

- a. Where does Mike want to go?
- **b.** What place does Mike know how to get to?
- c. What is next to the movie theater?
- **d.** Where is the drug store?

behind

Draw a map to represent the conversation in Activity 1 in your notebook.

how do I get to

#### FIGURE IT OUT

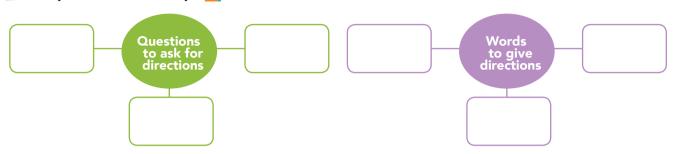
Complete the dialog. Use the words below.

walk towards on the corner cross walk the bank? A: B: straight. The bank is the drugstore and the hotel. to the museum? A: B: The museum is \_, across the park. A: to the hospital? B: You have to the school. You have to street. The hospital is \_ the bookstore.





Complete the mind map.



Share your mind map with a partner and complement yours. <a>2</a>

#### **PRACTICE**

- In pairs. In your notebook, draw a map of a neighborhood from your city or town. 😩
- Write a dialog to ask and give directions from your map. <a> </a>



- Present your dialog to the class.
- 🛂 Give feedback to your classmates. Were their directions clear? 😩

## **Self-assessment**

- I know how to write a dialog asking for and giving directions using a map.
- I can improve by...









What makes your city or town a good place to live?



Look at the picture and read the title. What do you know about the topic? Share your ideas.

# Urban design

Urban design is a process that shapes the physical setting in cities, towns, and villages. It involves the design of buildings, groups of buildings, spaces, and landscapes. Architecture, urban planning, engineering, arts, and technology are some of the disciplines involved in urban design. Although all cities are different, there are some elements they have in common. Here are some of these elements:

- The architecture: the public, residential, commercial, and industrial planning, design, and construction of buildings or other large structures with different purposes.
- Billboards: depending on the context, they can be an eyesore or a charming feature of a city.
- Blue elements: this term refers to all open air water features such as rivers, ports, marinas, fountains, streams, etc.
- Energy infrastructure: this term refers to the electrical grids and how electrical power is supplied to the city or town.

Green spaces: green elements such as gardens, parks, green walls, streets lined with trees, etc. Historical structures: the protection and preservation of sites with historical or architectural value.

Pedestrian corridors: all the features that allow people to walk in a city, for example sidewalks, trails, pedestrian bridges, city squares, underpasses, etc.

Transportation infrastructure: such as roads, bridges, railways, tunnels, train stations, subway stations, sidewalks, canals, as well as traffic lights, speed bumps, and pedestrian islands.

Public transportation: the objects people use for public transportation such as buses, trains, subway cars, etc., as well as the infrastructure that people use to use the transportation, such as bus stops and stations.

There are many other elements that are important for urban design, try to think about your neighborhood and other neighborhoods you know and try to identify the similarities there are between them, these similarities are probably elements of urban design.

2 Read the text. In your own words, tell a classmate what the text is about.



Urban design as a profession really started until the beginning of the xx century. In 1898, the University of Harvard created the first urban planning school in the United States. It was the first school in the USA that offered classes in city planning.







IDE	
JIZE	

- Read the text and answer the questions.
  - a. What is urban design?
  - **b.** What are some of the disciplines involved in urban design?
  - c. What do blue elements refer to?
  - d. What do green spaces refer to?
  - e. What do pedestrian corridors refer to?

#### Language tips 👍

While we read, it is important to ask questions to ourselves to find out if we are understanding the text.



#### **PRACTICE**

In groups, check (✓) other elements that are important for urban design in your community. Write down an idea of your own.

Green spaces

Historical structures

Shop signs

Public lighting

Public transportation

Monuments

Public art

Street furniture

5 Share your ideas with the class.

### **Self-assessment**

- I understand general and specific information when reading text.
- I can improve by...





Do you like living in your city, town or village? Why?



Read and listen to the text. What type of text is it? <sup>20</sup>









What makes living in a city great?

#### Facts about...

There are several cities in the world that are called Megalopolis. These are a chain of cities whose total population exceeds 10 million people. Some examples of Megalopolis are Mexico City, El Cairo in Egypt, and Buenos Aires in Argentina.







LuVa I think that living in a city is great because it is convenient. There are grocery stores and gas stations everywhere. There are equipped hospitals. There are hundreds of restaurants that offer many different types of food. Traveling in a city is easy because you can use cabs or buses, and there are even some cities with subway service. There are bus stations almost everywhere. There are also many different forms of entertainment such as shopping malls, arcades, sports clubs, parks, dance clubs, etc. And while there is traffic, pollution, and it might be more expensive, I will always choose living in a city over any other place.

Neil I believe that it is great depending on what you want and the city you live in. There are great cities for people who like the outdoors, such as Los Angeles, where you can go to the beach and ski the same day. People that like culture might enjoy a city like New York a lot more than Los Angeles. A city like Las Vegas can be a great place for someone who enjoys shows, excitement, and action.

Zoe Cities offer a great variety of activities and that makes them great! In general, people, food, and the things you can do, can vary a lot. Cities are also full of energy and different types of entertainment and while this environment might not be for everyone, I love it!

Read the text. What are the people talking about?





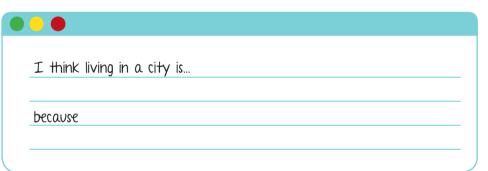
3 Discuss in small groups. Do the people agree with each other? How do you know? 🦰 🎎



- Read the text and answer the questions.
  - a. What does LuVa think about living in a city?
  - **b.** What does *Neil* think about living in a city?
  - **c.** According to *Neil*, which city will be suitable for somebody who likes to be outdoors?
  - d. Which city would be suitable for somebody who likes culture?
  - **e.** What is *Zoe's* opinion about cities?

#### **PRACTICE**

5 Write an entry on the forum giving your opinion about the topic.



- Share your entry in groups. Say what helped you come up with your opinion.
- Were your opinions similar or different? Discuss as a class.

#### **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I can understand the main idea and details when reading a text.
- I am able to give my opinion about a certain topic.
- I can improve by...



After reading a text it is important that you reflect on the information in it. This will help you identify if you understand it. One strategy you could use is to ask yourself some questions about the text and see if you can answer them, e.g. What is the main idea?









What do you like to celebrate?



I Listen and read the text to complete the graphic organizer.



### **Celebrations**



All around the world friends and family gather to celebrate and carry on traditions that have been around for many generations. This is why celebrations are a great way to learn about other cultures and traditions. Let's take a look at some festivals around the world.

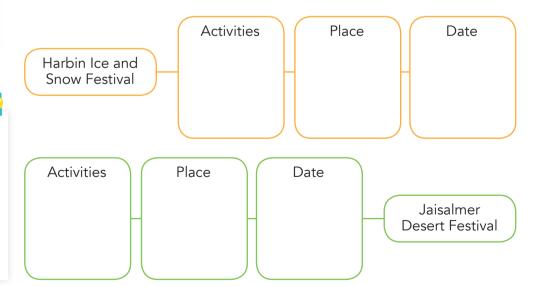
*The Jaisalmer Desert Festival:* This festival shows the traditional culture of Rajasthan. The celebration takes place in Jaisalmer, a city that is also known as the Golden City because the yellow sand and the yellow sandstone that was used to build the city gives it a golden "glow". The celebration takes place in February. Even the camels are "dressed up" for the occasion. There are many different events such as turban-tying competitions, camel polo, folkdance performances, traditional music, gymnastic acts, and even snake charmers.

*Harbin Ice and Snow Festival*: takes place in northeastern China, in the city of Harbin. It originated in 1963, at the end of the 1970's, many tourists went to Harbin to see the ice lanterns and more and more people participated in winter activities such as ice skating, snow skiing, sledding, and they also held ice and snow sculpture competitions. The festival consists of many winter activities, events, and four theme parks. The festival opens around December 24 and lasts to the end of February. Ice-snow carnival, international ice sculpture competitions, ice hockey, ice football, speed skating, fishing and swimming competitions, ice and snow film art show, calligraphy display, photo and painting exhibitions, folk songs and dance performances, wedding ceremonies on ice, and many other things take place in this festival considered one of the top 4 ice and snow festivals in the world.



## Facts about...

Rajahstan is located in India. It is the largest Indian state. It is on the Northwestern part of India. The region includes the Great Indian Desert also known as the Rajasthan Desert.









Read the text again. Compare those festivals with a festival in your community.

The Jaisalmer Desert Festival	Harbin Ice and Snow Festival	

#### **PRACTICE**

3	Do the	ey hav	e some	things	in	common?	What?	Explain.
---	--------	--------	--------	--------	----	---------	-------	----------

- In groups, share your comparisons.
- 5 Share your information with the class.

### **Self-assessment**

- I know how to compare a celebration in another country with one in my community.
- I can improve by...







What makes a description a good description? Brainstorm elements that can make a description better or that can help you imagine something better.



Read the two texts. What differences can you find? Discuss as a class.

The Fuji Shibazakura Festival is a festival in Japan. It is a flower festival. This festival is usually held from mid April through early June. The venue of the festival is at the Fuji Five Lakes area, where there are vast fields of shibazakura and with Mount Fuji in the background. At the same time, there is also another festival, the Mt. Fuji Delicious Food Festival, where people can try local street food and drinks.



The Fuji Shibazakura Festival is a very popular flower festival in Japan. It is one of the best opportunities to see the beautiful shibazakura, this means pink moss in English. The festival takes place near Lake Motosu in the Fuji Five Lakes region. These lakes are located at the northern base of Mount Fuji, Japan's highest mountain and an active volcano. For a few short weeks during spring, you can smell the sweet scents of shibazakura as the fields around Mt. Fuji turn into an amazing carpet of pink, purple, and white in different astonishing designs that create a wonderful contrast against the snow-capped mountain on the background. When you get hungry, you can

experience delicious local dishes at the same location during the Mt Fuji
Delicious Food Festival. From a big bowl of hot noodles with crisp cabbage,
to black curry pasta for those looking for something savory, to raindrop
cakes, taiyaki, and mochi ice-cream to enjoy something sweet. Even if
you don't prefer to look at huge fields of pink flowers, you may want to
enjoy lunch during the spring at this delicious festival.

#### FIGURE IT OUT

2 Find and underline the adjectives in the text in Activity 1.

#### PRACTICE

Choose a festival you like the most in your community or in your country.





Use the senses to list words or ideas about your chosen festival.

touch	smell	sound	taste	sight

Make some notes about the festival. Use the questions as a guideline.
What's the name of the festival?
When is it?
Where is it?

What is the festival for?

What do they do?

What do they eat?

How long does it last?

Write a text describing your chosen festival in your notebooks.
Use your answers and the adjectives you listed.

☑ Take turns to read your paragraph aloud in groups. Share feedback to help your partners improve their descriptions. 
♣

# **Self-assessment**

- I understand the meaning of adjectives in a text.
- I know how to classify adjectives.
- I can write a text about a festival.
- I can improve by...









Is there an unusual festival in your community or in your country? Which one?

# **EXPERIENCE**

Look at the picture. Read the title. Predict what the text will be about.

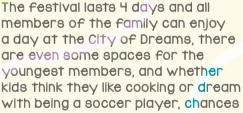
# City of Dreams

The Festival de la Infancia in Barcelona started in 1963 and has activities and entertainment for children and families. A long time has passed since the festival started, and some things have changed, for example, its name, the festival is now called



"The City of Dreams" (La ciutat dels somnis).

Another thing that changed is that the festival has now turned into a real life "mini city" where children ages 4 to 12 can learn abo<mark>ut</mark> jobs through play. There are many different things to do such as being a chef, a mechanic, computer technician, doctor, actors, journalists, and many more. Children can experience around 60 different jobs from 12 different sectors. There are more than 100 activities. Kids can even build a house or a building or drive and learn about road safety and rules. There are also plays, magic shows, and puppet shows at the



square in this city.

are they will find something fun to

do at this festival.





Do you think an experience like "The City of Dreams" festival could help children identify what they would like to do when they grow up? Why? Imagine you were a kid and went to that festival, what professions or activities would you choose to experience?



- Read the text. Check if your predictions were right or wrong.
- Is there a similar celebration in your community or in your country? Which one? Discuss in groups. 🚢



- Read the text. Answer the questions.
  - a. What is the original name of the City of Dreams Festival?
  - **b.** What is the purpose of the City of Dreams Festival?
  - c. Where does the festival take place?
  - d. What is one of the main objectives of the festival?
  - e. How long does it last?

## PRACTICE

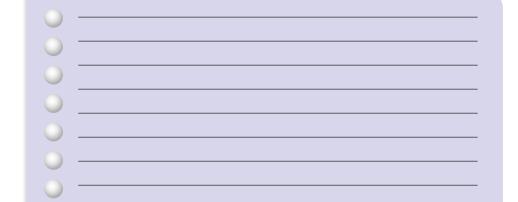
5 Write some guestions to know more about the reading.



# Fast Facts 👍

When we read there is no need to understand every single word. However, there are some words that are necessary to understand the text. There are some strategies you can use. One of this strategies is to break down the different parts of a word: root word, prefixes, and suffixes, to figure out what it means.

Unacceptable. The root word is acceptable. The prefix is un. The meaning of un is the opposite.



Ask your questions to a partner and find answers to your classmate's questions in the text.

# **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand information when reading text.
- I know how to ask questions to find out more information when reading text.
- I can improve by...







# Life project

How can knowing when to use formal language help you in the future?

#### **EXPLORE**

What makes a conversation formal or informal? Why do you think it is important to identify when to use each type of language? Where would you use formal language and where informal language?

# **EXPERIENCE**

Read and listen to the conversation. Answer the guestions.







Gaby: Hey Raul Are you ready to make our

invitation?

Raul: Hi Gaby. Yes! I am ready. I found a lot of

information.

Gaby: That's great! So let's begin. What is the

name of the festival?

Raul: The name of the festival is Holi.

Gaby: Holi? Just like that?

Raul: H-O-L-I. Yes, just like that, although it is also

known as the festival of colors.

Gaby: Ok. Where is it celebrated?

Raul: It is celebrated mainly in India, but it has also spread to other areas of Asia and even

the Western world.

Gaby: That's very interesting. For our invitation, I will write India. Why is this festival

celebrated?

Raul: Oh, it celebrates the arrival of spring and the end of winter. It signifies the victory of good

over evil too.

Gaby: What else is important about this festival? What other things can we include in our

invitation?

Raul: Hmmm...how about a sentence that summarizes the festival? For example,

Come join us to play, laugh, sing, and enjoy

a day filled with color!

Gaby: Great ideal



- **b.** What's the name of the festival?
- c. Where does the festival take place?







- In pairs, discuss and answer the questions.
  - a. What do we use invitations for?
  - **b.** What information should be included in an invitation?

## **PRACTICE**

Complete the questions you have to ask before you write an invitation. Use the words from the box. Share your ideas in groups.

	celebrate			When name	purpose	
	is the _		of t	he invitatio	on?	
What is the	the of the festival or celebration					
	is it		_?			
What	c	does the e	event sta	arts and er	nds?	
What is the	<u>}</u>	?				

4 In pairs, choose a festival or celebration and write down questions and their answers.



- Use your questions and answers to create an invitation to your chosen festival.
- **Share your invitation with the class.**

# **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand main ideas and details when listening to a conversation.
- I know how to ask questions to make an invitation.
- I can write an invitation.
- I can improve by...







**Session 33** 



Do you know what a glossary is? Explain Where do you find glossaries? Why are glossaries necessary?



Read the text. Complete the chart.



# How Can I Make a Glossary?

A glossary is a list of terms usually found at the end of an academic paper, a book, or an article. Glossaries offer definitions for words or expressions that readers might not know or understand in a text. There are some steps you can follow to create your own glossary.

The first thing you want to do is to identify terms to include in the glossary. While you read your work, choose words that the general public might not understand. You can highlight or underline the words or terms you would like to include in your glossary. You could also ask friends or family members to read your work and identify the words or terms that they don't understand. This will help you see which ones are the ones that most people identified and include them in your glossary. Glossaries should be useful, so try to keep them short.

Once you have identified the words or terms to include in your glossary, look for the definitions. Try to use your own

words so that it is not considered plagiarism. If you need to use the content from a particular source, make sure to cite it correctly. The definitions should be simple and easy to understand by an average reader. Remember that definitions should explain what the word or term means in the correct context.

Once you have all your definitions ready, organize the words or terms in alphabetical order; use bullets or number the words or terms. Finally, write the words in your glossary using bold or italics for easy identification.



What I knew	What I learned after reading

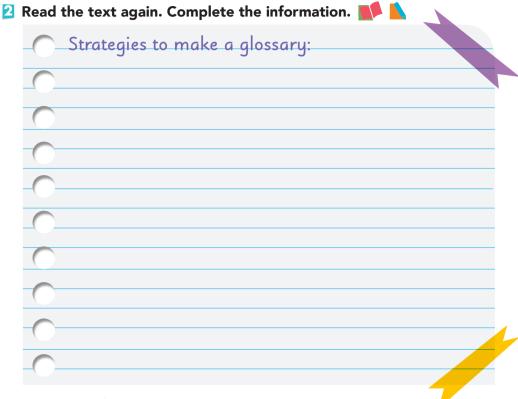












## PRACTICE

- In pairs, choose the words from the unit you want to include in your glossary. Write them down in your notebooks.
- □ Look up and write down the meaning of the words on the web, dictionaries, or books. 
   □ ♣
- Check the context of the words and that the meanings are accurate.
  Cite the sources.
- 🖸 Organize your glossary in alphabetical order. 😩
- Share your glossary with the class.

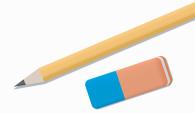
# **Self-assessment**

- I know how to make a glossary.
- I know how to look for the meaning of words and how to paraphrase.
- I know how to cite sources.
- I can improve by...





# Slideshow presentation about a festival



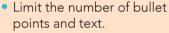
- 📘 In groups, choose a festival from around the world. 💒
- Find information about the festival on the Net, magazines, encyclopedias, or books. Make some notes. You can use these questions for help.

 $\bigoplus$ 

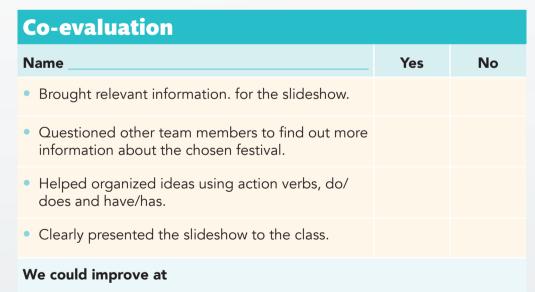
Where is the festival?

- When is the festival?
- What is the purpose of the festival?
- How long does it last?
- What do they do?
- What do they eat?
- Who participates in the festival?
- Share your notes with your group. Select the most relevant information.
- 🛂 Organize the information. 💒
- Choose the information you will include in the presentation. Keep the following tips in mind. 💒
- Prepare your slideshow. Rehearse your presentation.
- Present it to the class.
- Listen to your classmates' presentations. Make some notes to share some feedback that can help them improve their presentation.





- Use keywords for your bullet points and explain the rest of the information.
- Use high-quality pictures and graphics.
- Choose appropriate colors.
- Choose fonts that people can read.
- You can incorporate audio or video if it could help your presentation.
- Rehearse your presentation using your completed slideshow.



# **Diagnostic Test**

## I Find the words in the word search. Then complete the statement

L	Χ	D	0	V	G	В	Κ	Ε	Υ	0	Z
F	С	0	L	Н	Е	Т	М	А	I	I	Z
Α	Α	Н	В	R	Т	А	F	Т	U	G	Н
В	Т	0	R	J	D	Κ	G	L	Ν	0	С
G	F	М	U	U	R	Е	J	U	Р	Т	С
Ε	D	Е	S	G	Е	Α	D	Ν	А	0	W
Т	L	W	Н	Н	S	S	U	С	Α	S	D
U	Ν	0	Т	Р	S	Н	0	Н	Ν	С	В
Р	Т	R	Е	F	Е	0	Ν	Υ	Z	Н	Κ
Α	М	Κ	Е	W	D	W	S	D	J	0	Н
В	S	I	Т	Z	Р	Е	G	U	Т	0	Т
Р	G	D	Н	Κ	U	R	G	R	S	L	J

get up
brush teeth
get dressed
go to school
take a shower
eat lunch
do homework

We use these words to talk about

- 2 Answer the question. Write words, not numbers.
  - **a.** What time is it now?
- Circle the words you can use to answer the guestion.

	-			•		
How often?	fast	never	quick	always	usually	slow

Circle the correct option.

- She runs/is running because she is late for her lesson.
- **b.** The teacher always gives/is giving lots of homework.
- c. People speak/are speaking Greek in Greece.
- **5** Complete the questions and answers using like.

a.	Lula	. (no li	ke	swim

- **b.**\_\_\_\_\_ you \_\_\_\_\_ pasta? Yes, I \_\_\_\_\_.
- **c.** \_\_\_\_ Estela like listening to music. No, she
- **6** Match the sentences.

I can cook but I can ride a horse. I can't ride a bike, and I can bake.

Order the words to make questions.

- you /speak / Can /German?
- the/ Who/ play/ saxophone/ can?
- car? / brother your/ Can / a / drive?

- d.\_\_\_\_storms? can/ scientists/ predict/ Why
- Complete the sentences with words from the box.

tne box.		
sweet	kind	mysterious

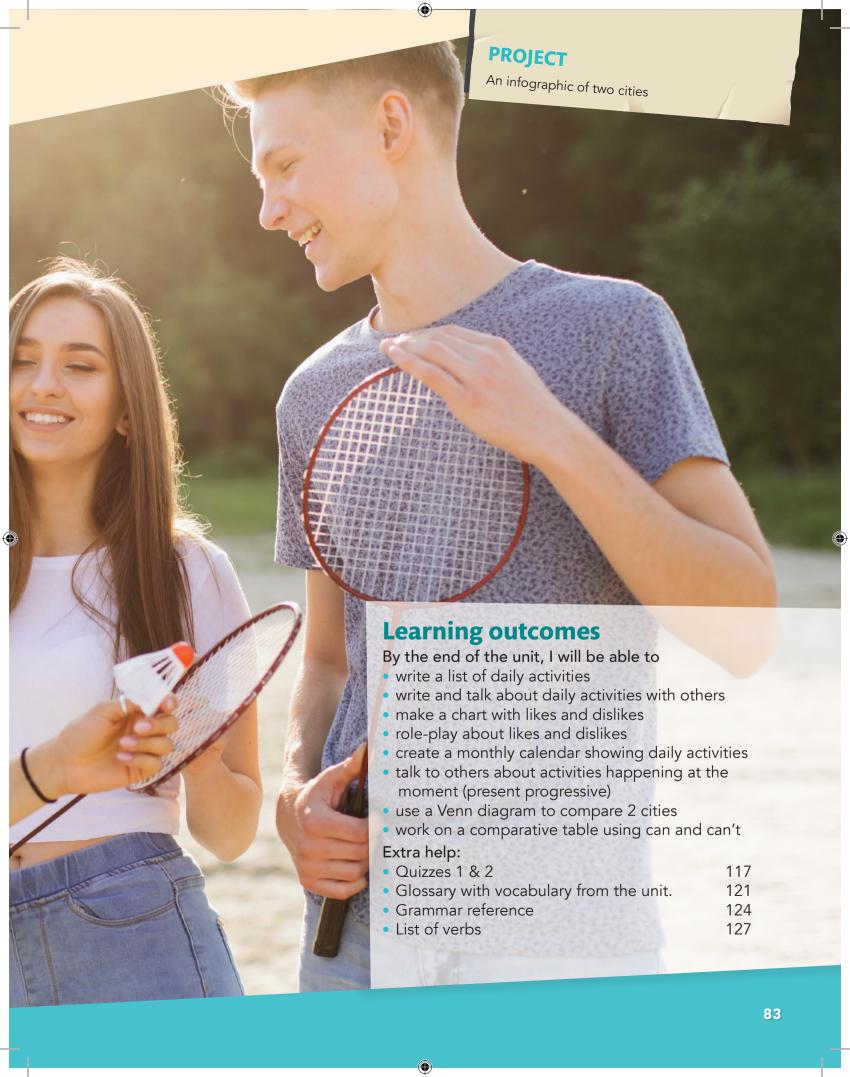
**a.** Jerry and Brad are very \_\_\_\_\_ today. Something is wrong with them.

sometimes

- **b.** The baby is \_\_\_\_\_. Look at him!
- **c.** Ms. Fontes is a very \_\_\_\_\_ teacher. Everybody loves her.
- Write the correct form of the adjective.
  - a. Ferrari is one of the \_\_\_\_\_ (fast) cars in the world.
  - b. Cancun is \_\_\_\_\_\_ (expensive) than Colima.
  - c. The blue tennis are the \_\_\_\_\_ (cheap) of all.
  - **d.** Ms. Brown is the \_\_\_\_\_ (good) teacher.







Brainstorm things that people do as part as a routine.





- Listen to the recording. What is the person talking about? <a>[■ 23]</a>
- Read and listen to the text again. Underline the things that are part of the person's routine.



Every weekday morning, I stretch right after I wake up. The first thing I do after I get up is brush my teeth. Then, I return to my bedroom and change my clothes. I brush my hair too. After I get dressed, I eat breakfast. I usually eat cereal, but sometimes Leat bacon and eggs. After that Lgo to the bus stop to take the bus to school. School ends at 3 o'clock. I take another bus to go home in the afternoon. I arrive at home at 3:30 p.m., I do my homework and in the evening I chat with my friends. I usually eat dinner with my grandmother at 7 p.m. I take a <mark>shower</mark> at night, before I go to bed. I rarely take showers in the morning because I like to sleep in. I usually watch some TV at night. I try to go to bed not later than 11 p.m., so I don't feel tired the following morning. I usually do other things over the weekend because I don't go to school.







## Facts about...

In the United States people have lunch at around 12:00 p.m. They usually have soup, salad, or a sandwich. Between 6:00 p.m. and 7:00 p.m. they usually have dinner. Dinner is the most important meal of their day. Some of the things they eat are soup, salad or vegetables, meat, chicken or fish with rice or potatoes.

- Read the text again. Choose the correct option.
  - 1. What does he do when he wakes up?
    - a.takes a shower
- **b.** stretches
- c. brushes his teeth
- 2. What is the first thing he does after he gets up?
- a. brushes his teeth
- b. gets dressed
- c. eats breakfast

- 3. What does he do at 3 o'clock?
  - a.eats breakfast
- **b.** gets dressed
- c. takes a bus
- 4. What does he do with his grandmother?
  - a.eats dinner
- **b.** chats

c. eats breakfast

- 5. What time does he go to bed?
  - a.not before 11 p.m. b. at 11 o'clock p.m.
- **c.** after 11 p.m.







4 Read the sentences. Circle the correct answer.

I wake up.

I brush my teeth.

I take a shower at night.

To talk about activities we **do every day / are doing** we use the simple present.

## **PRACTICE**

5 Complete text with words or phrases from the box.

do listen to get dressed watch brush go take wake up

Every morning I at 6	5:30 a.m I
my teeth and I take a shower. The	n, l
I breakfast. I eat egg	gs and toast. I
the bus to go to school. School st	arts at 08:30 a.m. and ends
at 2:30 p.m I back	home. I arrive at home
and I eat lunch. I eat soup, meat,	
I my homework. Lat	er, I go to the gym. I eat
dinner with my mom. I	
music. Finally, I go to bed at 10:30	

6	Write t	hree	activities	you	do	every	day.	



# **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand a text about a daily routine.
- I can talk about my daily activities.
- I can improve by...

# Language tips 4

The simple present tense is used to describe routines or habits.

l/you/we/they wake up at 7:00 every day. watch TV at night.













In groups, share some things that you do the same way every day.



# **EXPERIENC**

Listen to the conversation. Answer the guestions. 24

Who is talking?

Are they friends? How do you know?





Sally

Cooking lessons from

	Iviark
at	_ soccer practice
at	eat lunch
at	have dinner
at	leave schoo

# FIGURE IT OUT

Read and listen to Sally and Mark again. Fill in the blanks and complete the information below. Role play with a partner. 🚑 📑 🗾 24

Sally: Hey, what do you do at 11 a.m.	Sally:	Hev.	what	do	vou	do	at	11	a.m.	1
---------------------------------------	--------	------	------	----	-----	----	----	----	------	---

Mark: Hi. At 11 a.m. I have practice. Why?

Sally: Oh, I see. I want to watch a movie.

Mark: We can do that tonight if you want, we can watch a movie

after dinner.

Sally: At what time do you have ?

Mark: I usually eat dinner at 6 p.m.

Sally: Wow. I never eat dinner so early. Why do you eat dinner so early?

Mark: I eat dinner early because I eat \_\_\_\_\_ at noon, so I get

hungry by 5 p.m. again.

Sally: Can I call you at 6:30 p.m.?

Mark: If you want to, you can come over to my house. We can have dinner together and then we can watch the movie there.

Sally: Great. At what time do you \_ school?

Mark: I leave school at 4:30 p.m., after Dance Club.

Sally: Awesome. I can meet you at 4:30 at the gate. I take

lessons with Mr. Jones from 2:30 to 4:20 p.m.

Mark: Sounds great. See you this afternoon.

To tell the time we use the preposition

For example: I wake up \_\_\_\_\_\_ 7:30 a.m.

5:00 p.m. \_\_\_\_\_\_ 7:00 p.m. are used to express a

period of time.

We can also say 12:00 .

# Language tips 4

We say **at noon** 12:00 p.m. and **at midnight** to say 12:00 a.m.

# Facts about...

O'clock is an expression that was used in the past, when clocks weren't very common, to refer to clock's time (instead of solar time for example).





4 Circle the questions you can use to ask about daily activities.

What time does he wake up?

What's your name?

What do you do at 5 o'clock?

How are you?

What does she do before bed?

At what time do vou eat breakfast?

What do you do in the mornings?

Where do you live?

Who is that?

5 Look at the questions you circled in activity 4. Match the sentences.

In questions, we use does In questions, we use do

with the first and second person both singular and plural (I, you, we, you they).

with the third person singular (he, she, it).

## PRACTICE

on pairs, ask about your daily activities.

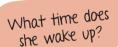


What time do you wake up?

What time do you eat breakfast?

What time do you go to school?

Get together with another pair, ask about the other's daily activities. 💒



At what time does he eat breakfast?

What does she do in the morning?

# **Self-assessment**

- I know how to tell the time.
- I can talk about the time I do my daily activities.
- I can improve by...





What are the activities you do at school? Make a list in your notebook. Share with your classmates.



■ Listen to the conversation. Circle the activities you hear.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 a.m.	School	School	School	School	School	Reading
11:00 a.m.	Recess	Recess	Recess	Recess	Recess	Swimming lesson
3:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
5:00 p.m.	Soccer practice	Cooking lesson	Soccer practice	Drama Club		Skateboarding

∠ Listen to the conversation again. Write a check (✓) next to
the activities John does. Write a cross (✗) next to the ones
he doesn't do. 
∠
25

Soccer practice on Tuesday	
Soccer practice on Mondays and Wednesdays at 5:00 p.m.	
Drama Club on Tuesdays	
Drama Club on Thursdays	
Cooking lesson on Tuesday	
Skateboarding on Saturday at 5 p.m.	

# FIGURE IT OUT

Read the sentences and complete.

I have a cooking lesson

I don't have soccer practice on Tuesday

John doesn't attend Drama class on Tuesdays.

The <b>negative</b> form in the simple pre	esent tense is formed with auxiliary
and the word	and used with I, you, we, they.
With he/she/ it we use auxiliary	and the word







<ul> <li>b. Does John have a swimming lesson on Monday?</li> <li>c. Does John go skateboarding on Fridays after lunch?</li> <li>Turn the affirmative sentences into negative sentences.</li> <li>a. I eat lunch at 3 p.m.</li> <li>b. She goes to cooking lessons on Fridays.</li> <li>c. They brush their teeth first thing in the morning.</li> </ul>
Turn the affirmative sentences into negative sentences.  a. I eat lunch at 3 p.m.  b. She goes to cooking lessons on Fridays.
<ul><li>a. I eat lunch at 3 p.m.</li><li>b. She goes to cooking lessons on Fridays.</li></ul>
c. They brush their teeth first thing in the morning.
d. We go to the same school.
e. He prepares his clothes for school the night before.

# Language tips 👍

The contraction of do not is don't

# I don't go to Drama class on Mondays.

The contraction of does not is doesn't

Thelma doesn't go to school on Saturdays.



- ✓ Practice your dialog. ♣♣
- Present your dialog to the class.

# **Self-assessment**

- I know talk about activities I do and I don't do.
- I can talk about activities my classmates do and don't do.
- I know how to write a dialog about daily activities.
- I can improve by...









In groups, share the following:

- a) One thing you do every day.
- b) One thing you do only half of the days of the week.
- c) One thing you don't do, ever.

# **EXPERIENCE**

Read about Eileen's morning routine. Answer the guestions.



Hi! My name is Eileen. I am 17 years old and I'm English. I live with my family in Sussex, in the south of England.

I <u>usually</u> start my day very early. I <u>always</u> get up at 7:30 a.m. during the weekdays. I never get up that early during the weekend! When I

> get up, I always go to the bathroom first. I like to wash my face first thing in the

morning. I usually eat breakfast with my mom and my brother; my dad rarely eats breakfast with us. Sometimes I eat a bowl of cereal and sometimes I eat eggs and sausages. I often help my mom wash the breakfast dishes before I leave to school.

How about you? What's your morning routine? How often do you eat breakfast with someone else?

Mhat time	does Eileen	waka un2	
. vvnat time	does Elleen	wake up:	

- **b.** What is the first thing Eileen does?
- c. What does she eats for breakfast?
- d. What does she do before she goes to school? \_\_\_\_

## FIGURE IT OUT

Look at the line. Identify two words that can go on each side of the line and write them down.

	sometimes	

Write the adverbs of frequency in the timeline in activity 2.



Complete the sentences with words from the timeline.

a. I \_\_\_\_\_ go to the movies. I go twice a month.

**b.** I wake up at 6:30 on weekdays.

**c.** I \_\_\_\_\_ practice soccer. I don't like it.

d. I \_\_\_\_\_ go to the mall. I go once a year.

have lunch with my mom. She has lunch with me from Monday to Friday.







## **PRACTICE**

5 Play a game. Toss a coin. Heads moves 1 space, tails moves two spaces. Answer the question using the adverbs of frequency. Say it aloud to advance. Look at the example.

Example: How often do you walk to school? I always walk to school.

How often do you...?



# Life project

- Think about what you want to do in the future. What are some things that can help you if you do them:
  - a. always

- **b.** sometimes
- c. never

# **Self-assessment**

- I can talk about my daily activities using adverbs of frequency.
- I can improve by...

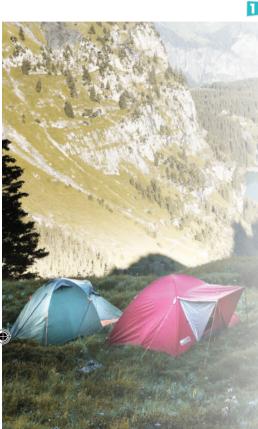


In pairs, talk about what your family is doing.



Read the text. Answer the questions.





Diana, Diego and Maury are camping at the forest. Diana, the mother, is sitting in the sun besides the river, reading a book. Diego and Maury, who are eight years old, are playing volleyball nearby.

"Hey, mom! We are playing volleyball!" said Diego.

"Mom, are you watching us?" asked Maury.

"Yes, guys, of course I am watching you," Diana replied; but Diana's book is getting very interesting. She is trying to concentrate.

"Mom! You are not watching us!" Maury said.

"Yes, I am watching you and I'm reading a book at the same time," the mother said.

"Mom?" "Maury isn't playing with me anymore," Diego said, "he is climbing up that tree."

Suddenly, Diana is looking at the tallest tree around, and sees Maury almost at the top.

"What are you doing?" Diana said.

"Sorry, mom. I'm going down now," said Maury.

"That's it, we are going home."

"No! We are having fun, please mom." Diego and Maury cried.

"Ok, but I'm not letting you climb any more trees!"

- a. What are Diana, Diego and Maury doing?
- **b.** What's Diana doing?
- c. What is Diego doing?
- d. What's Maury doing?
- Read the text again. Discuss the questions with a partner. Have you ever gone camping? Where? What did you do? Where did you go? Did you like it? Why?







**3** Read the sentences and complete.

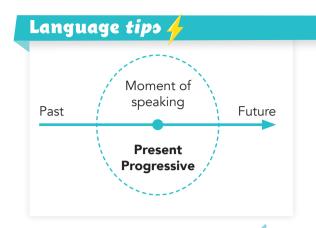
Diana is reading a book.

Diego and Maury are playing volleyball.

Maury isn't playing anymore with Diego.

Are you watching us? Yes, I am.

Is Maury playing vollebal? No. he isn't



**Grammar** Reference pp 125

The **present progressive** is used to talk about actions that are happening at the moment of speaking. We form the **present progressive** using the verb \_\_\_\_\_+ action verb + \_\_\_\_. In singular form, we use \_\_\_\_\_ and in plural form, we use \_\_\_\_\_. Questions are formed with the verb \_\_\_\_\_ at the beginning of the question.

#### PRACTICE

Complete the sentences with the present progressive.

a. Sara (swim) now.

**b.** My parents \_\_\_\_\_ (work) at the office.

c. My classmates \_\_\_\_\_ (play) soccer in the field.

**d.** Mariana \_\_\_\_\_ (have) lunch in the cafeteria.

e. your brothers (attend) school at the moment?

5 In pairs, talk about what you and your classmates are doing.



# **Self-assessment**

- I can talk about actions that are happening at the moment of speaking.
- I can improve by...





Complete the table with your information. Then, compare it with a partner.

My daily activities	Things I am doing now

# **EXPERIENCE**

Read and listen to the conversation. Answer the questions. 🏬 💆 26







Lily: I am trying to find a message.

Paula: A message?

Lily: Yes, Silvia invited me to her soccer game, but I can't remember if the game is today or tomorrow.

Paula: Oh, I think I saw girls playing at the big field right now.

Lily: Are you serious?

Paula: Yes, do you want me to walk with you and check it out?

Lily: Sure, thanks. Let's go!

Paula: Oh look, doesn't that girl play with Silvia?

Lily: What girl?

Paula: The girl running that way.

Lily: Yes, she does! Why is she running?

Paula: I don't know, let's run after her and ask her.

Lily: That is a good idea. She can tell us if they are playing

right now.

a. What are the girls talking about?

**b.** When is the soccer game?

c. What are the girls in the field doing?







- Read the sentences. Answer the questions. Circle the correct option to complete the information.
  - a. I am trying to find a message.
  - **b.** Let's run after her and ask her.

What is the difference between the two sentences?

Sentence a is in **simple present / present progressive** tense. Sentence b is in **simple present / present progressive** tense.

How is the present progressive formed?

With the **verb in base form / verb to be** plus a verb ending on **-ing / -ed**.

The difference between both tenses is that the **simple present / present progressive** tense is used to talk about daily activities, and the **simple present / present progressive** tense is used to talk about actions that are happening at the moment of speaking.

# Language tips 👍



# I listen to music in the afternoon

The present progressive tense is used to talk about actions that are happening at the moment of speaking.

I am listening to music now.

#### PRACTICE

- 3 Complete these sentences with simple present or present progressive.
  - a. Daniel never \_\_\_\_\_ the dishes. (to wash)
  - **b.** Sandra \_\_\_\_\_ dinner at the moment. (to prepare)
  - c. They \_\_\_\_\_ right now (to run). They \_\_\_\_ (to sleep)
  - d.\_\_\_\_\_ (you/to come) to the party?
  - e. Kids \_\_\_\_\_ candy on Halloween. (to eat)
- In pairs. Write a dialog in your notebook using the present progressive tense. You may use some of the dialogs from this unit as a model.



- Check your dialog for any grammar, spelling or punctuation mistakes. 
   ♣
- 3 Role-play the dialog in front of the class.

# **Self-assessment**

- I understand the difference between the simple present and the present progressive tenses.
- I can write a dialog using the present progressive tense.
- I can improve by...









What different kinds of food do you like or dislike? Brainstorm in groups.

# **EXPERIENCE**

#### Read and listen to the conversation. Circle the correct answer.





Alexa: Hi Frank. What are you eating?

Frank: Hi Alexa. I am eating shrimp. My favorite. Do you like it?

Alexa: Oh, I don't like shrimp.

Frank: What? I can't believe it. I think it's delicious. Alexa: I don't really like seafood, but my brother likes it.

Frank: Oh, I see. What do you like?

Alexa: I like beef and pasta and I just love chocolate cake.

Frank: I like beef and pasta too, and I like chocolate cake, but not so

much. I prefer vanilla.

Alexa: That's great, my brother doesn't like chocolate cake, that means

more chocolate cake for me!

Alexa likes / doesn't like shrimp.

Frank likes / doesn't like shrimp.

Alexa likes / doesn't like beef.

Frank likes / doesn't like pasta.

# Facts about.

While food likes and dislikes are personal, your culture also affects what you might find tasty or not. For example, many Chinese people consider the habit of eating cheese disgusting, but they enjoy eating fermented tofu.

## FIGURE IT OUT

Read the sentences and questions. Complete the information.

# Language tips

There are others ways to say you like or dislike something, look at the examples.

I **love** eating pizza.

I **adore** pasta.

I really like chocolate.

l am not a great fan of celery.

I **hate** seafood.

I don't like celery at all.

When you neither like nor dislike something, you can say:

I don't mind eating chicken.

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<mark>l <b>like</b> apple</mark>	S.
----------------------------------	----

I don't like bananas.

Frank **likes** vanilla cake.

**Do** you like pasta?

Yes, I do.

**Do** you like seafood?

No. | don't.

**Does** your brother like chocolate cake?

No, he doesn't.

**Does** Alexa like chocolate cake?

Yes, she does.

To talk about likes and dislikes we use I and I
Likes and doesn't like is used with 3rd person singular/she/it.
Do is used to form questions with I//we/they.
Does is used to form questions with / /it.



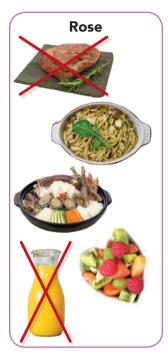






# **PRACTICE**

Look at the pictures. Complete the information about Rose and Tim.



Rose	meat.
She	pasta.
She	seafood.
She	fruit.
She	orange juice.

Tim	chicken and salad
He	strawberry cake.
He	soup.
He	vegetables.
He	milk.



Write the questions and answers according to the information.

a	(you/apples)
Yes,	
b	
No,	
<b>c.</b>	(children/ice cream)
Yes,	

- 互 In your notebooks, make a chart about what you like and don't like. 🧼 👠
- **Solution Exchange your information with a partner.**

# **Self-assessment**

- I can talk about food I like and I don't like.
- I know how to make a chart what I like and I don't like.
- I can improve by...







#### Find someone who...

likes watching movies.	likes going to the beach.	likes reading.	likes rock music.
doesn't like milk.	doesn't like to watch TV.	likes playing a sport.	doesn't like going out at night.
likes horror movies.	doesn't like romantic movies.	likes to dance.	likes to walk to school.
doesn't like getting up early.	likes to go to bed early.	doesn't like to do household chores.	likes washing the dishes.



Read the text. Circle the correct option.



Hello. I am Svetlana. I'm from Russia. I have a small family. There are four members in my family: my mother, my father, my brother, and myself. My mother's name is Agnes. She is a doctor. She likes her job and cooking, but she doesn't like baking. My father, Alek, is a teacher. He loves to teach and to play basketball with his students. My brother's name is Adrik. He is a middle school student, he doesn't like art class, but he loves math. I like to study English and I love art class. I don't like basketball because I am not good at it; I prefer soccer. We enjoy having dinner together. Tell me about your likes and dislikes.



a) Mexican

**b)** American

c) Russian

**b.** Svetlana's mother is a...

a) doctor

**b)** nurse

c) vet

c. Agnes doesn't like...

a) cooking

**b)** baking

c) her job

d. Adrik is....

a) Svetlana's brother

**b)** Svetlana's friend

c) Svetlana's father

e. Alek likes...

a) baseball

**b)** school

c) basketball



# Read the sentences and complete the activity.

I like to study English. I enjoy having dinner with my family. She likes cooking. He likes to teach.

Example:

I like swimming in the sea I like to listen to music. Do you like jogging?

When we use the verb you add -ing to the next verb, or you use the /conjugated form of the verb. Questions follow the same rule.

Yes. I do.

What do you like doing?

I like chatting with my friends.



Match the questions to the answers.

Do you like running? Does Nancy like watching TV? What do you like doing on Sundays?

No, she doesn't. She prefers watching movies.

I like playing soccer with my friends. Yes, I do.

## PRACTICE

Order the words to make sentences.

- a. soccer/you/do/like/?
- b. wear/to/like/what/does/he/clothes/?
- c. like/l/listening/music/to/pop
- d. early/like/they/don't/getting up
- e. cousin/doesn't/cycling/like/my

5 Complete the questions and short answers.

- \_\_\_\_\_ playing soccer? No, \_\_\_\_\_\_ . Tim
- **b.** \_\_\_\_\_ they \_\_\_\_ to swim? Yes, \_\_\_\_\_.
- **c.** \_\_\_\_\_\_ she \_\_\_\_\_ listening to music? Yes, \_\_\_\_\_.
- **d.** you to cook? No, .
- e. \_\_\_\_\_ you \_\_\_\_\_ like playing tennis? Yes, \_\_\_\_
- o In pairs, write a dialog to find out your likes and dislikes in your notebooks. 🚢 🚺
- Role-play your dialog in front of the class.

# **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I can talk about things I like and I don't like.
- I know how to make a role-play about what I like and I don't like.
- I can improve by...



We use like or don't like to express how we feel about an activity.

With the verb like we usually use a verb ending in -ing

I like listening to music. I don't like running.

We can also use the base form of the verb.

I like to cook. I don' like to bake.

Question form:

Do you like playing soccer? Yes, I do / No, I don't

What do you like doing? I like watching TV.

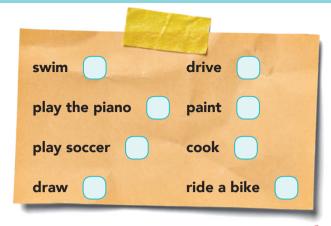








Mark the activities you do. Share your information with your classmates.



# **EXPERIENCE**

# Read and listen to the conversation. Complete the table below.

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Tom: Hey, what's wrong? Adrian: I don't know what to do for the talent show.

Tom: Oh, I see. Can I help you?

Adrian: Maybe you can. What do you think I am good at?

Tom: I think you can answer that question yourself. For example, I know I can paint very well, but I can't do karate. I am not very

sporty, but I can cook.

Adrian: I can cook, too and I am sporty, but I don't know what I can do for the talent show. I can ride a horse, but I can't bring a horse to school.

Tom: I guess you can't bring a horse to school...Can you juggle? Adrian: I can't juggle, besides Luna wants to juggle for this year's talent

show; she can juggle 7 balls at the same time! Tom: Wow...Well then, can you sing?

Adrian: I can't sing, but I can play the guitar.

Tom: There you go. You can play the guitar for this year's talent show.

Adrian: That's not such a bad idea. Thanks for your help.

Adrian can do	Adrian can't do

# FIGURE IT OUT

Read the dialog in activity 1 again. Complete the activitient	Read the	dialog in	activity 1	again.	Complete	the	activities
---	----------	-----------	------------	--------	----------	-----	------------

is used to talk about talents and abilities.

is used to denied that you have that talent or ability.

#### Match the sentences.

I can swim I can play the guitar too.

I can draw and I can dive.
I can sing and but I can't paint.







#### PRACTICE

4 Find someone who...

can say 5 words in English that start with the letter T.	can't sing well.	can bake a cake.	can't name 7 animals in English.
can name 10 fruits or vegetables in English.	can't name 5 countries in Europe.	can name 5 capitals in Latin America.	can ride a bike.

- Write five sentences about things you can do.
- In your notebooks, write four true sentences about things you can't do and one false sentence about something you can't do. Exchange with a partner. Guess which one is a lie.
- **Z** Complete with and, but, or too.

He can play the guitar, \_\_\_\_\_ he can't sing.

She can speak German \_\_\_\_ English \_\_\_\_.

I can play basketball, \_\_\_\_ I can't play volleyball.

My mother can cook \_\_\_\_\_ bake \_\_\_\_.

Mario can play the drums \_\_\_\_ the flute.

☑ Write 5 questions to interview your classmates about their talents and abilities.

Name:	Question	Can or can't

# **Self-assessment**

- I can talk about my abilities and talents.
- I understand how to use and, but, too.
- I can improve by...











Brainstorm some questions you would like scientists to answer.



Read the text. Answer the questions.



#### **Does Science Have Limits?**

Science is amazing. It allows us to call friends using cell phones, vaccinate people to keep them healthy, build the tallest buildings, and drive cars. Science can also help us answer important questions such as: Where can the tsunami hit after an earthquake? How can we protect crops from pests? Can computers be faster? When can we expect to visit Mars? Can we time travel? The list can go on and on.

And just like there are questions science can answer, there are other questions science can't answer, such as: Can all living beings have the same rights? How can so many different life forms live on our planet when there are other planets that don't have life? How can we know that our experiences exist? How can we time travel? This list, just like the previous one, is also a long list.

While humans can now answer many of the mysteries of life, there are still others that we cannot answer and, who knows, perhaps some questions can never be answered.

- 1. The text is about...
  - a) the limits of science
- **b)** science
- c) scientists

- 2. The author says science is...
  - a) boring

- **b)** surprising
- c) important
- 3. Science can answer questions that can allow us to...
  - a) visit life forms in other planets
- **b)** time travel
- c) protect crops from pests
- Read the text again. In pairs give your opinion about the article.

I think the article is interesting because...

T don't think the article is interesting because...

# FIGURE IT OUT

Read the guestions and answers. Complete.

Where can the tsunami hit after an earthquake? Can computers be faster?

How can we protect crops from pests?

Yes, they can.

When can we expect to visit Mars?

Can we time travel? No, we can't

Wh questions are formed with the question word who, why, where, when, which, how + the auxiliary

Yes/ No questions are formed with the auxiliary verb at the beginning of the question + subject.





#### PRACTICE

- Order the words to make questions.
  - a. you/swim/in/Can/the/sea?
  - **b.** play/Can/your/guitar?/the/sister?
  - c. predict/scientists/can/Why/hurricanes?
  - d. Who/French?/speak/can
  - e. Where/the/their/keep/students/books?/can
- In your notebooks, write some questions to ask your classmates' about the talents and abilities of their family members. Use the question words.

can what when who where

🔼 In groups, take turns to ask and answer the questions. 😩

# Language tips 👍

What can you do? I can sing and play the guitar.

Where can you come? I can come this afternoon.

Can I have a sandwich? Yes, you can. /No, you can't

Can he/she have a soda? Yes, he/ she can / No, she can't

Can is a modal verb so even in the third personal singular (he,she, it) no 's' is added.





- I know how to ask questions using the auxiliary can.
- I can answer questions with the auxiliary can.
- I can improve by





In groups, brainstorm a list of places that you would like to visit.

# **EXPERIENCE**

Read and listen to the conversation. What are the girls talking about? 29

Sandra: What are you looking at?

Tere: It's a magazine about Italy.

Sandra: Oh, I love Italy!

Tere: I know! It is such a **beautiful** place.

Sandra: Yes, and it has an **amazing** history.

Tere: And some **colossal** monuments such as the Coliseum.

Sandra: I read that one of the **best** places to visit in Italy is Rome.

Tere: Totally. I think Florence is like one giant art museum. There are

so many **wonderful** landmarks.

Sandra: And I wouldn't miss Venice. It looks like a very **picturesque** 

place.

Tere: Let's not forget all the cute and handsome Italian boys you can

see there!

Listen again to the conversation. Answer the questions. <a>[29]</a>

a. What does Tere say about Italy?

**b.** What monument does Tere mention?

c. What is the best place to visit?

**d.** What place is like a giant art museum?

e. What does Tere say about Italian boys?

#### FIGURE IT OUT

- Read the dialog in Activity 1 again. Find out and write down the meaning of the words in bold in your notebooks.
- Compare your information with a partner.







#### Answer the questions:

What are the words in bold in the dialog in Activity 1?

- a) adverbs
- **b)** verbs
- c) adjectives

What are the words in bolds used for?

- a) to describe an action
- **b)** to describe a place, people or thing
- **c)** to say when an activity takes place.

## **PRACTICE**

6 Complete the sentences with words from the box.

(	amazing	giant	picturesque	handsome	best
<b>a.</b> N	Mario is very _		. All the girls i	in the classroon	n like him.
<b>b.</b> T	he Olmecs bu	uilt	heads.		
<b>c.</b> S	ally is the		_ player in the vo	olleyball team.	
<b>d.</b> I	saw an	r	novie. I really like	ed it.	
e. T	axco looks lik	e a very _		_ place.	

#### Play the game.

Toss a coin. Heads advances one space, tails advances two spaces. Say a sentence using the adjective.



# **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand the meaning of some adjectives.
- I know how to use adjectives in a sentence.
- I can improve by...











In groups, make a list of cities you consider interesting. Share your lists with the class.

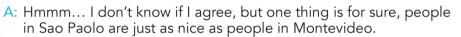
# **EXPERIENCE**

Read and listen to the recording. Answer the questions.





- A: Which place do you prefer, Sao Paolo or Montevideo?
- B: Well, I like both cities for different reasons.
- A: Sao Paolo is bigger than Montevideo.
- B: That's true. Montevideo is smaller. I think lifestyle is slower too, but I believe it is more expensive.
- A: Yeah, I heard that too. Sao Paolo is cheaper. Nightlife in Sao Paolo is definitely crazier!
- B: Yes, some people say that.
- A: But I think the food is better in Montevideo.
- B: Well, I don't know. I still think brigadeiro is better than any other dessert.



- B: You are right! They just speak different languages.
- a. What are the people talking about?



The brigadeiro is a traditional Brazilian dessert. It is made of condensed milk, cocoa powder, butter, and chocolate sprinkles on the outside.



- **b.** Which city is bigger?
  - a) Montevideo
- b) Sao Paolo
- c. Which city is more expensive?
  - a) Montevideo
- b) Sao Paolo
- d. Which city has better food?
  - a) Sao Paolo
- b) Montevideo
- e. Which of the two cities would you like to visit? Why?





Read the sentences and complete the information.

Sao Paolo is **bigger** than Montevideo.

Montevideo is **smaller** than Sao Paolo.

The food in Montevideo is **better**.

The food in Sao Paolo is **worse**.

Montevideo is **more expensive** than Sao Paolo.

People in Sao Paolo are just **as nice** as people in Montevideo.

\_\_\_\_\_\_\_ is the comparative adjective of big. \_\_\_\_\_\_ is the comparative adjective of small. You need to add the word \_\_\_\_\_\_ to compare long adjectives, like expensive: \_\_\_\_\_\_\_ expensive. Some adjectives are irregular. For example: good and

is the comparative adjective of small. You need to add the word \_\_\_\_\_\_ to compare long adjectives, like expensive: \_\_\_\_ expensive. Some adjectives are irregular. For example: good and bad. The comparative of good is \_\_\_\_\_\_. The comparative of bad is \_\_\_\_\_\_. After the comparative adjective we use the word than. To say that two things are similar, we use the word \_\_\_\_\_; \_\_\_\_ nice \_\_\_\_\_.

# **PRACTICE**

3 Complete the sentences with the comparative adjective.

a. A town is \_\_\_\_\_ (small +) than a city.

**b.** We live in a \_\_\_\_\_ (big +) house than yours.

c. The food my mom cooks is \_\_\_\_\_ (good +) than my aunt's

**d.** The countryside is \_\_\_\_\_ (quiet +) than cities.

**e.** I am \_\_\_\_\_ (old +) than you.

**f.** Sao Paolo is \_\_\_\_\_ (exciting +) than Montevideo.

g. Montevideo is \_\_\_\_\_ (interesting +) than Sao Paolo.

 $oxed{4}$  In pairs, look at the pictures compare the two cities. old\*





## Language tips 👍

To compare two things we use the comparative adjectives.

To form the comparative adjective with one-syllable adjective we usually add -er and we add the word than.

Some adjectives are irregular like **good-better bad-worse**.

If an adjective ends in a vowel and a consonant, we double the consonant.

#### big-bigger

If an adjective ends in *y* we change the -*y* to -*i* and add -*er*.

#### silly-sillier

To compare using a long adjective we use the word more before the adjective, **more dangerous**.

Grammar Reference pp 125

# **Self-assessment**

- I understand how to use comparative adjectives using one-syllable adjectives.
- I can compare two cities.
- I can improve by ...







What cities would you like to visit? Share your ideas with vour classmates.



Read the text. What does the text talk about?





Read the text again. Classify the cities.

The most expensive cities	The cheapest cities

#### FIGURE IT OUT

Read the sentences. Find out the rule.

Singapore is one of **the most expensive** cities in the world. Singapore is one of the most modern cities in the world. Buenos Aires is one of the cheapest cities in the world. Caracas is one of **the poorest** cities in Latin America.

The cheapest and the poorest are superlative adjectives. We use superlative adjectives when we compare or more thing:					
superiative adjectives when we comp	are	or more unings.			
To form the superlative we add the adjectiveest is used with short _	_ and we use	at the end of			

The most expensive and the most modern are superlative adjectives. We use \_\_\_\_\_ + the adjective with long





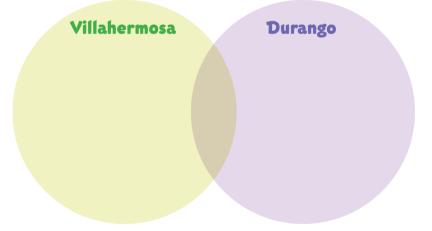


4	Write	the	superlative	adjective.
-	AAIIFE	CIIC	Superiative	aujective.

big clean
poor safe
strict nice
bright modern
kind dangerous

#### **PRACTICE**

- 5 Complete the sentences with superlatives.
  - a. What is \_\_\_\_\_ place you have visited? (interesting)
  - **b.** The Burj Khalifa is \_\_\_\_\_\_ building in the world. (tall)
  - c. Which country has \_\_\_\_\_ population? (large)
  - d. Where is \_\_\_\_\_ mountain in the world? (high)
  - e. Which is \_\_\_\_\_ place to visit? (bad)
- Use the internet to find out information about the following cities and use it to compare them.



**Exchange your information with a partner.** 

#### **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I understand how to use superlative adjectives.
- I can compare two cities.
- I can improve by...

#### Language tips 👍

There are some adjectives that don't follow the same rules.

good- best bad – worst far –furthest

When the adjective ends in consonant, we double the consonant and we add -est. **Example: big-the biggest** 

When the adjective ends in -y, we change the y to i. Example: **happy – the happiest** 

Grammar Reference pp 125







#### **EXPLORE**

What do you think is the best food? What do you think is the worst food?

# **EXPERIENCE**

■ Listen to the dialogs. What are they talking about? <a>
</a> 31

#### FIGURE IT OUT

Listen to and read circle the words that are used to describe the food and drink.

#### Dialog 1

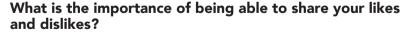
- A: The best dish in the world comes from the city of Valencia, in Spain. I am talking about seafood paella.
- B: What? No way! I think beef is better than seafood, but I think tacos gobernador are the best way to eat seafood.
- C: Oh yes, I agree. I also think tacos gobernador are tastier.



#### Dialog 2

- A: I want to drink green tea. I think it is the most delicious beverage.
- B: Oh, no. I don't like it. I prefer cranberry juice; it is not as bitter as green tea and just as refreshing. I think it is more expensive than green tea, but it is worth it.
- C: I want something cheaper. I want black coffee. Maybe it is not as refreshing as cranberry juice, but it is tastier.

In groups, discuss the following questions.



What are other situations in which you can share your likes and dislikes?





#### **PRACTICE**

3 Complete with the comparative and superlative forms.

Adjective	Comparative	Superlative
cheap	cheaper	cheapes+
beautiful	most beautiful	most beautiful
big		
easy		
nice		
fast		
heavy		
reliable		
compact		

- In pairs, choose the words from the unit you want to include in your glossary. Write them down in your notebooks.
- Look up the meaning of the words on the web, dictionaries, or books and write it down in your notebook.
- Check for the meaning of the words in context to be accurate.
   Cite the sources. 
   ♣
- Organize your glossary in alphabetical order.
- **3** Share your glossary with the class.

#### **Self-assessment**

Read the statements. In your notebooks, write if they are true for you and why. Include what you can do to improve.

- I know comparative and superlative adjectives.
- I know how to make a glossary.
- I can improve by...

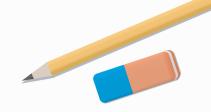






# **PROJECT**

# An infographic of two cities



Work in groups. Make a list of cities you want to learn more about.

- Take turns to share your list with your class. Explain why you are interested in the cities from your list.
- **Select two cities from your list.**
- With your group, write down some questions you can answer about the cities. 🔐
- 5 Use the questions to look for information about the cities. You can use the web, books, magazines, or other sources. Make notes. 💒
- Share your notes with your group. Select the information you will include in your infographic. 💒
- 🗾 Organize your information so that you can make an infographic. 💒



- Make your infographic. Add drawings or pictures. You can also include subtitles.
- Present your infographic to the class.

Clearly presented the poster to the class.

CO-Evaluation		
Name	Yes	No
<ul> <li>Looked and selected relevant information.</li> </ul>		
Participated in group discussion.		
• Finished the task on time.		

We could improve at

ovaluation



Order the words to make questions.	
a. name/ is /what /your / ?	
<b>b.</b> are /how /old /you /?	
c. are / you / from / where /?	
d. number /is / telephone / what / your / ?	
e. what /address / your / is /?	
f. do/spell/how/you/name/your/?	
Answer the questions in Activity 1 with	your information.
Use complete sentences.	
a	
b	
С	
d	
e	
f	
Write who the family member is.	
My mother's mother is my	My father's child (that is not me) is my
My father's brother is my	My mother's father is my
4 Choose a family member and describe l	nim/har
onoose a family member and describe i	,
Write the professions.	
·	A person who works in a kitchen
'	A person who takes care of animals
A person who works at a school	
Complete.	
We use this, that, these and those to	people and things.
Read the instructions and write a sente	nce. Use this, that, these, and those.
a. A blue bookshelf that is here.	
<b>b.</b> A green notebook that is there.	
<b>c.</b> Five red markers that are there.	
d. Ten big backpacks that are here.	

•







My school is big. There are many
classrooms. There are 600 students.
Around 300 are men, and the rest are
women. There are more than 50 teachers.
There are two libraries. There are 5 librarians
that work there. There is a gym. There is
alan a safatasia Faradia wasa saradi i liba

also a cafeteria. Food is very good! I like

my school very much!

Make a list of the things you have in your backpace	ck.
---	-----

3 Describe	your	school.
------------	------	---------



## Unscramble the words.

a. There any aren't blackboards

b. whiteboards? there any Are

c. Is there soccer a field?

d. day. is There a of homework every lot

e. different there many Are students?



- Describe your house. Give as many details as you can (places in the house, furniture, other objects).
- 2 Look at the pictures. Describe them. Use the words from the box.

Example: The window is next to the door.

inside between on top behind









3 Look at the map. Complete the conversation.

to the park? From the school, \_\_\_\_\_.

The park is \_\_\_\_\_ the museum.

It is \_\_\_\_\_ the post office.

Describe your neighborhood.



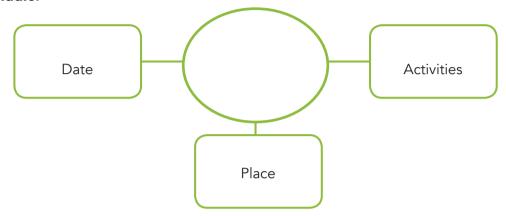








- Write two paragraphs. In the first paragraph, write what makes your city or town a good place to live. In the second paragraph, write what improvements could be made so that your city or town is a better place to live.
- 2 Complete the graphic organizer with information about a festival you like. Write the name in the middle.



3 Write a description of the festival you chose. Remember to use adjectives to add details.

4	Write an invitation for the festival. Include what people can expect to experience as well as







T	Complete	the	sentences	with t	the	correct	form	of ·	the	verh.
ш	Complete	uie	sentences	WILLI	LIIE	correct	101111	OI.	uie	vei D.

- **a.** He \_\_\_\_\_ at 5 a.m. (to get up)
- **b.** I \_\_\_\_\_ my face every morning. (to wash)
- breakfast at 8:30 a.m. (to have)
- **d.** She \_\_\_\_\_\_ to bed at 9:00 p.m. (to go)
- **e.** he \_\_\_\_\_ TV at 5:00 p.m.? (to watch)
- the bus to school. (to take)

#### Draw the time on the clocks.







seven forty five



quarter past five



#### 3 Answer the questions with true information about yourself. Use the adverbs of frequency.

- a. What do you always do on the weekend?
- b. What time do you usually get up in the morning?
- c. What do you sometimes eat for lunch?
- **d.** Where do you rarely go on the weekend?
- e. What is something you never do?

#### Complete the sentences with simple present or present progressive.

- a. He \_\_\_\_\_ English every day. (to study)
- my homework right now. (to do)
- c. We \_\_\_\_\_ TV at the moment. (to watch)
- d. They \_\_\_\_\_ pancakes on Saturday morning (to eat)
- e. She \_\_\_\_\_ usually very tired after class. (to be)
- f. Hurry up! The bell . (to ring)

#### 5 Use the clues to write sentences about likes and dislikes.

- a. she / hamburgers / ✓ \_\_\_\_\_\_
- **d.** they / beets / **X** \_\_\_\_\_
- b. he / spaghetti / ✗e. I /chocolate / ✓
- c. we / pizza / ✓
- \_\_\_\_\_ f. you / peanuts / 🗡 \_\_\_\_\_







Unit 3 | Quiz 1

#### Lessons 42-48

QUIZ 2

**UNIT 3** 

	Comple	ete the	esentences	with t	he c	orrect <sup>·</sup>	form <sup>·</sup>	from t	:he \	words	s in	parenth	esis.
--	--------	---------	------------	--------	------	---------------------	-------------------	--------	-------	-------	------	---------	-------

1. I (no like) seafood.

2. My sister (no like) chocolate cake.

**3.** Ron (like) soccer. He prefers basketball.

**4.** I like (swim) in the pool, but I don't like swimming in the ocean.

5. Do you like (run)? No, I don't

#### Write down your talents and abilities.

#### Complete the sentences with and, but or too.

1. Nancy can play the piano, she can't sing.

2. I can speak English \_\_\_\_\_ French \_\_\_\_\_.

**3.** My father can drive a bus a car.

**4.** I can play soccer, I can't play baseball.

#### Complete the table.

Adjective	Comparative	Superlative
clean		
fast		
interesting		
good		

#### 5 Complete the sentences with the correct form of the adjective.

**1.** Joe is the (small) in the class.

2. The countryside is (beautiful) than cities.

3. Books are \_\_\_\_\_ (expensive) than pencils.

**4.** History is \_\_\_\_\_ (easy) than Geography.

**5.** I am the (happy) in my family.



The following words are frequently used in English. Feel free to increase your glossary using your notebook as you write words you find interesting or want to know more about. Ask your teacher or use a dictionary for help.



blind (n.) a window cover or screen that is usually movable.



commute (v.) to travel back and forth regularly.



country (n.) the land of a person's birth, residence, or citizenship.



earwax (n.) the vellow waxv secretion from the glands of the external ear.



iournalist (n.) someone whose iob is writina for newspapers, magazines, TV or radio



college (n.) a higher education institution.



river (n.) a natural stream of water that flows in a definite course.



hairstyle (n.) the way in which you arrange, comb or cut your hair.



sibling (n.) one of two or more individuals that have one common parent.



womb (n.) the uterus of the human female and certain higher mammals.



chubby (adj.) nor fat, nor thin.



straight (adj.) not curve.



blond (adj.) light colored hair.



nurse (n.) a person whose iob is to care for people who are ill or injured, especially in a hospital.



glasses (n.) two small pieces of specially made glass or transparent plastic worn in front of the eyes to improve sight and held behind the ears with a frame.



watch (n.) a small clock you wear on your around your wrist to tell the time.



bookshelf (n.) a shelf that holds books.



thieves (n. plural of thief) two or more people who rob or steal.



furniture (n.) objects to help you feel comfortable in a place; eg.: sofa, bed, table, chair, etc.



grading system (n.) a numerical or lettered system that shows how well a students is doing.

## **GLOSSARY**





**astonishing** (adj.) extremely surprising or impressive.



noodle (n.) a food in the form of long, thin strips made from flower or rice, water and often egg cooked in boiling liquid.



**shower (n.)** a device that releases drops of water through a lot of very small holes and that you stand under to wash your whole body.



crisp (adj.) firm, dry, and that breaks easily, in a way considered pleasing or attractive.



eyesore (n.) a thing that is very ugly, something that disfigures a landscape.



bookstore (n.) a store or website where books are sold.



sandstone (n.) a type of stone originated from sand.



pedestrian (n.) designed for or related to walking.



snow-capped (adj.) of a mountain or hill that has snow on the top.



drugstore (n.) a shop where you can buy medicines, cosmetics, and other things like candy.



couch (n.) a sofa.



upstairs (n.) going towards the top or the highest floor in a place.



mirror (n.) a piece of glass with a shiny, metal-covered back that reflects light, producing an image of whatever is in front of it.



bunk bed (n.) two beds attached together; one on top of the other.



**chest of drawers** (n.) a piece of furniture with drawers.



toilet (n.) a bowlshaped device with a seat where you sit on or stand near to empty the body of urine or solid waste.



post office (n.) the place where you buy stamps, send and receive a package.



subway (n.) a railway system on which electric trains travel on or below the ground.



sidewalk (n.) a path with hard surface where people walk on.



wedding (n.) a marriage ceremony followed by a party to celebrate it.





amazing (adj.) very surprising and that makes you feel approval.



baking (n.) the activity of cooking inside an oven.



bowl (n.) a round container that is deep and can hold soup, cereal, milk, etc.



camp (v.) to put up a tent to stay in it for a while, for example on vacation.



celery (n.) a green vegetable with long, thin stems. It can be eaten raw or cooked.



climb (v.) to use hands and legs to go up something.



crops (n.) crops are plants that are grown in large quantities for food.



**cycling (n.)** the activity of riding a bicycle.



early (adj.)
happening or done
near the beginning
of a particular
time or period.



expensive (adj.) that costs a lot of money.



high (adj.) something vertical that extends a long way from top to bottom.



juggle (verb) to keep objects in the air.



kind (adj.) somebody who behaves in a caring way towards other people.



**quiet (adj.)** making no noise.



**safe (adj.)** free from risk.



sausage (n.)
ground and
seasoned meat
that has been
encased in a skin
that can be grilled,
boiled or fried.



shrimp (n.) a small marine crustacean with an elongated body; its flesh is eaten as food.



stretch (v.) to extend one's body or part of one's body such as limbs.



watermelon (n.) a large, round (or oval) fruit with green skin, sweet red flesh and black seeds.



**field (n.)** an area usually covered with grass for people to play or practice a sport.

## **UNIT 1**

# **Grammar Reference**

#### **Verb To Be**

Affirmative	Contraction Negative Affirmative		Affirmative	Contraction	Negative
l am	ľm	l'm not	It is	lt's	It isn't
You are	You're	You aren't	We are	We're	We aren't
He is	He's	He isn't	You are	You're	You aren't
She is	She's	She isn't	They are	They're	They aren't

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#### Yes/No Questions

Are you/we/they American? Yes, I am /No I'm not

Is he/she American? Yes, he/she is/ No, he/she isn't

#### Wh- questions

What's your name? My name's Laura. Where are you from? I'm from Italy.

Where is he/she from? He/She's from Spain.

### Adjectives

Adjectives are words that describe a noun. A comma is placed after each adjective.

In English adjectives are used in the following order:

quantity, quality or opinion, size, age, shape, color, proper adjective (i.e. nationality, place of origin, or material), purpose.

I adopted a **beautiful**, **small**, **brown** chihuahua

Susan lives in the **beautiful**. blue, new house.

Last night, I watched an amazing, old, French movie.

#### Demonstrative adjectives

Demonstrative adjectives are used when we want to show relative distance between the speaker and the object. Singular

This This is my pen.

That That is my backpack.

These These are my shoes.

Those I like those jeans.

#### Conjuctions and / but / because

and, but and because are used to join two parts of sentences. Conjunctions are used to give more information, give alternatives, give reasons, give results or give unexpected information.

and / but are used to connect two sentences.

I like apples and bananas.

I like dogs but I don't like cats.

**because** is used to connect one clause with another clause.

I have to study a lot for the exam because I want to get a good grade.

#### Articles a, an, the

Indefinite articles a, an

An + a singular noun beginning with a vowel.

**A/an** are used to refer to non-particular nouns.

**An** apple

A + singular noun beginning with a consonant.

**The** is used to refer to specific or particular nouns.

A cat

The blue car is big.



**Grammar Reference** 





#### **(**

## **Grammar Reference**

#### Plural nouns

In English most nouns make its plural by adding -s There are some irregular plurals that are

house - houses

If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to make it plural.

bus - buses

lunch - lunches

tax - taxes

There are some irregular plurals that are formed by changing the word, or adding a different ending.

man - men

woman - women

person - people

child - children

mouse - mice

foot - feet

#### There is / There are

There is / There are used to say that something exist or doesn't exist.

There is is used with a singular noun and uncountable nouns. There is a car on the street.

There is some water in the fridge.

There isn't is the negative form. There isn't a pencil in the case. There isn't any juice in the bottle.

There are is used in the plural form. There are apples on the table.

There aren't is the negative form. There aren't any students in the classroom.

#### Interrogative:

Is there a dog in the house? Yes, there is. / No, there isn't.

Are there any eggs in the fried? Yes, there are./ No, there aren't

How many classrooms are there in the school? There are 20 classrooms.

How much milk is there in the fridge? There isn't much milk.

#### Have / Has

Have is used to show possession.

I have three books. My father has a car.

,

# I have You have He has She has It has We have You have They have

# **UNIT 2**

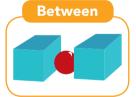
#### Prepositions of place



The ball is inside the box.



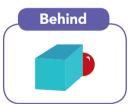
The ball is next to the box.



The ball is between the two boxes.



The ball is on top of the box.



The ball is behind the box.

#### Prepositions of time in, at, on

Used to refer to a period of time; day, month, year.

On my birthday, I wake up at 7 am. I eat lunch at 3 pm., and in the afternoon, I eat cake with my friends and family.

#### **Prepositions of movement**

Used to indicate the direction of movement from one place to another: around, across, through.

My house is around the corner.

The bank is across the street.





## **Grammar Reference**

#### **Imperatives**

Imperative verbs are used to give instructions or directions.

Walk straight on Rose Avenue.

Pay attention and write down your notes.

#### Simple Present Tense

The simple present tense is used to talk about routines, habits and facts or general truths.

Routines Habits

I wake up at 7:00 o'clock from Monday to Friday. I eat salad and meat every day.

Facts or general truths.

Water freezes at zero degrees Celsius.

Affirmative	Negative	Interrogative
l eat	I don't eat	Do I eat? Yes, I do/ No, I don't
You eat	You don't eat	Do you eat?
He eats	He doesn't eat	Does he eat? Yes, he does. / No he doesn't
She eats	She doesn't eat	Does she eat?
It eats	It doesn't eat	Does it eat?
You eat	You don't eat	Do you eat?
We eat	We don't eat	Do we eat? Yes, we do. / No we don't
They eat	They don't eat	Do they eat?

In the third person singular the verb always ends in -s

He likes She needs

Verbs ending in -y, the third person changes the y into i and add -es

study - studies

Verbs ending in -ss, -x. -sh, -ch

pass - passes fix - fixes push- pushes catch - catches

#### Wh- questions

Where does you live?

What do you do? I'm a student. Where do you work? I work in a factory.

Where does your father work?

She lives in Monterrey. He works in a hospital.

Where do they study? They study at the university.

### Adverbs of frequency

**UNIT 3** 

always usually sometimes rarely never

Adverbs of frequency are used to describe how frequently (how often) we do an activity.

I always arrive on time to school.

My brothers rarely arrive late to school.

Martin **usually** arrives late to school.

The students **never** arrive late to school.

Luisa sometimes arrives late to school.

**Grammar Reference** 

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The present progressive is used to talk about actions that are happening at the moment of speaking. Mario is studying for the Math exam at the moment. I am talking to my friend now.

Affirmative	Contraction	Negative
I am playing soccer	I'm playing soccer	I'm not playing soccer
You are playing soccer	You're playing soccer	You aren't playing soccer
He is playing soccer	He's playing soccer	He isn't playing soccer
She is playing soccer	She's playing soccer	She isn't playing soccer
We are playing soccer	We're playing soccer	We aren't playing soccer
You are playing soccer	You're playing soccer	You're not playing soccer
They are playing soccer	They're playing soccer	They aren't playing soccer

#### Wh- questions

What are you doing? I'm doing my homework.

What is he/ she doing? He/she is listening to the radio.

#### Yes/ No questions

Am I eating a sandwich? Yes, I am /No, I'm not.

Is he/she studying for the exam? Are we listening to the radio? Yes, he/she is. /No, he/she isn't.

Yes, we are / No, we aren'tw

Are you reading? Yes, you are. /No, you aren't Is it raining? Yes, it is. /No, it isn't. Are they watching TV? Yes, they are. /No, they aren't.

#### Likes and dislikes

The simple present is used to talk about likes and dislikes.

I like I don't like You don't like You like He likes He doesn't like It likes It doesn't like We like We don't like You like You don't like

They don't like

I like spaghetti. I don't like rice. He likes grapes. She doesn't like meat.

Examples:

#### Yes/ No questions?

Do you like peaches? Yes, I do. / No, I don't

She doesn't like

Does she likes soccer? Yes, she does/ No, she doesn't

#### Like + -ing

She lilkes

After the verb like, live, hate to say how we feel about an activity we use the **-ing**.

I like swimming.

He likes swimming.

They like

They hate jogging.

She doesn't mind running.

**Can** To talk about abilities or talents we use the verb can.

I can draw very well. She can play the piano. We can play soccer.

Affirmative	Negative	Affirmative	Negative
l can	l can't	It can	It can't
You can	You can't	We can	We can't
He can	He can't	You can	You can't
She can	She can't	They can	They can't

#### Yes/ No questions

Can you play the flute? Yes, I can. / No, I can't Can he swim fast? Yes, he can/ No he can't

#### Wh- questions

What can you do? I can play the guitar and sing.

Who can tell me his name? Jim

Why can't you finish the homework? Because is too difficult.





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American Teens Talk! https://americanenglish.state.gov/resources/american-teens-talk

English Page https://www.englishpage.com/

ESOL Courses – World Festivals https://www.esolcourses.com/topics/world-festivals.html

Games to learn English https://www.gamestolearnenglish.com/

LearnEnglish Teens https://learnenglishteens.britishcouncil.org/

News in Levels https://www.newsinlevels.com/



# **Verb List**

Regular verbs / Verbos regulares		
Base form	Gerund	Spanish
accept	accepting	aceptar
achieve	achieving	lograr (objetivos)
admit	admitting	admitir
agree	agreeing	acordar
arrive	arriving	llegar
ask	asking	preguntar
bake	baking	hornear
beg	begging	suplicar
believe	believing	creer
boil	boiling	hervir
borrow	borrowing	pedir prestado
call	calling	llamar
care	caring	cuidar
carry	carrying	cargar
deliver	delivering	entregar
describe	describing	describir
discover	discovering	descubrir
dress	dressing	vestir
encourage	encouraging	motivar
express	expressing	expresar
finish	finishing	terminar
follow	following	seguir
happen	happening	suceder
help	helping	ayudar
imagine	imagining	imaginar
improve	improving	mejorar
inform	informing	informar
invite	inviting	invitar
join	joining	unir
like	liking	gustar
listen	listening	escuchar
look	looking	ver

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Regular verbs / Verbos regulares			
Base form	Gerund	Spanish	
love	loving	amar	
mention	mentioning	mencionar	
open	opening	abrir	
order	ordering	ordenar	
perform	performing	interpretar	
play	playing	jugar	
point	pointing	señalar	
prefer	preferring	preferir	
prevent	preventing	prevenir	
produce	producing	producir	
push	pushing	empujar	
receive	receiving	recibir	
record	recording	grabar (audio)	
remember	remembering	recordar	
repeat	repeating	repetir	
reply	replying	contestar	
save	saving	ahorrar / guardar	
share	sharing	compartir	
show	showing	mostrar	
smile	smiling	sonreír	
start	starting	iniciar	
suggest	suggesting	sugerir	
talk	talking	hablar	
travel	traveling	viajar	
use	using	usar	
visit	visiting	visitar	
wait	waiting	esperar	
walk	walking	caminar	
want	wanting	querer (algo)	
warn	warning	advertir	
wink	winking	guiñar	
yell	yelling	gritar	









# **Verb List**

Irregular verbs / Verbos irregulares		
Base form	Gerund	Spanish
beat	beating	ganar / latir / golpear
become	becoming	convertir
begin	beginning	empezar
bend	bending	doblar
bet	betting	apostar
bite	biting	morder
bleed	bleeding	sangrar
blow	blowing	soplar
break	breaking	romper
bring	bringing	traer
build	building	construir
buy	buying	comprar
catch	catching	cachar
choose	choosing	escoger
come	coming	venir
cost	costing	costar
cut	cutting	cortar
do	doing	hacer
dig	digging	cavar
draw	drawing	dibujar
drink	drinking	beber
drive	driving	manejar
eat	eating	comer
fall	falling	caer
feed	feeding	alimentar
feel	feeling	sentir
fight	fighting	pelear
find	finding	encontrar
fly	flying	volar
forget	forgetting	olvidar
forgive	forgiving	perdonar
freeze	freezing	congelar
get	getting	obtener
give	giving	dar
go	going	ir

Irreg	Irregular verbs / Verbos irregulares		
Base form	Gerund	Spanish	
grow	growing	crecer	
have	having	tener	
hear	hearing	oír	
hide	hiding	esconder	
hit	hitting	golpear	
hold	holding	sostener	
hurt	hurting	lastimar	
keep	keeping	mantener	
know	knowing	saber	
lay	laying	colocar (sobre una superficie)	
leave	leaving	salir / abandonar	
lend	lending	prestar	
lose	loosing	perder	
make	making	hacer	
mean	meaning	significar / quiero decir	
meet	meeting	conocer (personas)	
pay	paying	pagar	
put	putting	poner	
read	reading	leer	
rise	rising	elevar	
say	saying	decir	
see	seeing	ver	
sell	selling	vender	
send	sending	enviar	
sit	sitting	sentarse	
sleep	sleeping	dormir	
speak	speaking	hablar	
take	taking	tomar (agarrar) / llevar	
teach	teaching	enseñar	
tell	telling	decir	
think	thinking	pensar	
understand	understanding	entender	
wear	wearing	portar	
win	winning	ganar	
write	writing	escribir	