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Way to go! 6th Grade. Bogotá D.C. - Colombia

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Bogotá, D.C. - Colombia
Lesson 1 » My First Day at School!

1. Complete the conversations. Use the clues in the box and put them in the right place.

| Carlos: Good morning, what's your full name? | Cristal: Hello! My name is Cristal.  
3 ____________________________?  
Francisco: My name is Francisco.  
4 ____________________________, Cristal?  
Cristal: I'm 12 years old.  
Francisco: 5 ____________________________, Cristal.  
Cristal: Nice to meet you too, Francisco. |
|------------------------------------------|----------------------------------|
| Mariana: My name is Mariana Echenique. | Carlos: Excuse me, 1 _____________?  
Mariana: It's E-C-H-E-N-I-Q-U-E  
Carlos: Ok. 2 ____________________________?  
Mariana: No, I'm not. I'm 13. | Carlos: Good morning, what's your full name? |}

2. Now, answer the questions about you. Draw a picture of yourself in the box or paste a photograph.

1. What's your full name? ____________________________.
2. How old are you? ____________________________.
3. Are you in sixth grade? ____________________________.
4. What's your school's name? It's ____________________________.

3. Do the following math exercises. Write the answers with letters, not numbers! Then, get the secret code and find the mystery sentence.

<table>
<thead>
<tr>
<th>Six + three = nine</th>
<th>c. Two + one = one</th>
<th>f. Six + two = six</th>
<th>i. Four – four = four</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Eight – six = six</td>
<td>d. Five + five = ten</td>
<td>g. Four + three = seven</td>
<td>j. Three + two = three</td>
</tr>
<tr>
<td>b. Four – three = one</td>
<td>e. Six – two = four</td>
<td>h. Nine – three = six</td>
<td></td>
</tr>
</tbody>
</table>

| 10 | 0 | 9 | 1 | 3 | 6 | 0 | 5 | 4 | 3 | 5 | 2 | 1 | 8 | 3 | 3 | 9 | 7 |
Lesson 2 » My Favourite Place!

1. Look at the images. Complete the questions with *a, an* or *some* and give an answer for them. If the answer is negative, give the correct information.

<table>
<thead>
<tr>
<th>Image</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Pencil" /></td>
<td>Is it a book?</td>
<td>No, it isn’t. It’s a pencil.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Clock" /></td>
<td>Is it a board?</td>
<td>No, it isn’t.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Pencils" /></td>
<td>Are they pens?</td>
<td>Yes</td>
</tr>
<tr>
<td><img src="image4.png" alt="Dictionary" /></td>
<td>Is this an English book?</td>
<td>Yes</td>
</tr>
<tr>
<td><img src="image5.png" alt="Table" /></td>
<td>Are they tables?</td>
<td>Yes</td>
</tr>
<tr>
<td><img src="image6.png" alt="Backpack" /></td>
<td>Is it a bag?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2. Read the following conversation of a teacher with his class and complete the missing information with the phrases from the box.

**Word Bank**

Look work in pairs raise your hands Write Open your books Answer Be quiet Read see you do Good morning

Teacher: *Good morning* students! 1. 2. on page 11. 3. the story and 4. the questions. 5. the answers in your notebooks.

Carla: OK Miss Blanco. We finished.

Teacher: Well, now 6. at the board and tell me what you see.

Students: Me, me, please teacher, me!!

Teacher: 7. because I can’t hear you! 8. and we take turns. Carolina, tell me.

Carolina: It is an insect!

Teacher: Very good Carolina. Now, 9. not in groups. Read about the life of this interesting insect.

Teacher: OK class, this is all for today. Remember to 10. your homework and 11. tomorrow.
Lesson 3 » Making a Directory

1. Write the question you need to ask for the following information. Use what’s your...? or how old...?

<table>
<thead>
<tr>
<th>Information needed</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>What’s your name?</td>
</tr>
<tr>
<td>1. Last name</td>
<td></td>
</tr>
<tr>
<td>2. Age</td>
<td></td>
</tr>
<tr>
<td>3. ID number</td>
<td></td>
</tr>
<tr>
<td>4. Mobile number</td>
<td></td>
</tr>
<tr>
<td>5. Home number</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the following conversation of a teacher with his class and complete the missing information with the phrases from the box.

Hello! This is Manuel Camargo. He 1. __________________________. (name) (age)
He 2. __________________________. (school’s grade) (ID number)
His 3. __________________________. (ID number)
His 4. __________________________. (mobile number)

2. Now, write a paragraph about someone in your family. First complete the information.

Name: __________________________
Last name: _______________________
Age: ____________________________
ID number: _______________________ 
Home number: ____________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Choose the correct option.

1. ____ is your name?

2. ____ this your desk?

3. ____ you in sixth grade?

4. ____ old are you?

5. I ____ 12 years old.
   a. are    b. am    c. is    d. how

   a. are    b. am    c. is    d. an

7. ____ they bags?

8. You are ____ excellent student.
   a. is    b. a    c. an    d. some

9. The classroom has ____ chairs.
   a. some    b. a    c. an    d. are

10. Carlos has ____ pencil for you.
    a. some    b. a    c. an    d. are

---

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>I can identify vocabulary related to classroom objects and numbers.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can identify vocabulary related to basic personal information.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>I can ask and answer information questions about basic personal information.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can use adequate articles for nouns.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>I can understand written conversations about greetings, instructions and classroom language.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>I can write simple paragraphs to introduce someone and give basic personal information.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th>I can introduce someone and give basic personal information.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>I can understand basic personal information in listening texts.</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
</table>
1. Match 1–7 with A–G to make activities. Use the photos on the page to help you.

1. Read  A. dinner
2. Check  B. a bicycle
3. Play  C. the internet
4. Listen  D. e-mail
5. Use  E. a magazine
6. Make  F. video games
7. Ride  G. to music

2. Complete the text with the correct form of the verbs in brackets.

Hello, my name is Alberto. After school, my brothers and I have a very good time. I 1. like (like) to do physical activities like riding a bike, but my brother Tomas 2. like (not like) to do other types of activities. He 3. not like (like) to do exercise. Marco 4. not like (like) to read. At 5:00 pm, Tomas 5. check (check) his e-mail and 6. use (use) the internet. Some days, we all 7. play (play) video games. Mom 8. make (make) dinner at 6:30 pm and then we get ready to 8. go (go) to bed.

3. Read the text in exercise 2 again. Answer the questions about the text.

Does Alberto like to be in the house after school? 9. No, he doesn’t. He likes to play sports.
1. Does Tomas like to do exercise? 10. No, he doesn’t.
2. Does Marco like to read? 11. No, he doesn’t.
5. Do they eat dinner before 8:00 pm? 14. Yes, they do.
1. What time is it? Write the time for each clock.

It's eight o'clock.

1. 2. 3. 4. 5. 6. 7.

2. Complete the following daily routine with the verbs from the box. Remember to use the verbs in the correct form.

arrive - have (x2) - play - take - wake - make - do - go (x2) - start - watch

My day starts very early. I wake up at 5:00 am. My sister 1 a shower at 5:15 am and I 2 my bed. I 3 breakfast at 5:50 am. My sister and I 4 to school at 6:20 am because school 5 at 7:00 am. We 6 home at 3:00 pm. We 7 our homework at 4:00 pm and then we 8 TV or we 9 sports. At 7:00 pm we 10 dinner and we 11 to sleep before 9:00 pm.

3. Think about your daily routine. Write the time you do each activity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up</td>
<td></td>
</tr>
<tr>
<td>Make my bed</td>
<td></td>
</tr>
<tr>
<td>Take a shower</td>
<td></td>
</tr>
<tr>
<td>Have breakfast</td>
<td></td>
</tr>
<tr>
<td>Brush my teeth</td>
<td></td>
</tr>
<tr>
<td>Go to school</td>
<td></td>
</tr>
<tr>
<td>Start school</td>
<td></td>
</tr>
<tr>
<td>Arrive home</td>
<td></td>
</tr>
<tr>
<td>Do homework or study</td>
<td></td>
</tr>
<tr>
<td>Watch TV or play</td>
<td></td>
</tr>
<tr>
<td>Have dinner</td>
<td></td>
</tr>
<tr>
<td>Go to bed</td>
<td></td>
</tr>
</tbody>
</table>

4. Write about your own routine. Use exercise 2 and the chart in exercise 3 to help you.
Lesson 3 » I Never Do That!

1. Answer the survey. Write full sentences with the adverbs of frequency in the box.

<table>
<thead>
<tr>
<th>Survey</th>
<th>How often do you...</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>play video games after school?</td>
<td></td>
<td>I never play video games after school.</td>
</tr>
<tr>
<td>1. play video games at the weekend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. play sports after classes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. sing in the shower?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. eat hamburgers on weekdays?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. cook dinner for your family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. study at the weekend?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the text and rewrite the idea using adverbs of frequency.

My sister Marta is very busy during the week. She goes to tennis lessons three days a week. She participates in the literature club five times a week. Marta likes learning new languages, so she goes to French lessons three days a week. She goes to the animal protection centre every day after school because she loves taking care of animals. She doesn’t have time to watch TV.

My sister Marta is ___always___ busy during the week. She ___1__________ goes to tennis lessons in the week. She ___2__________ participates in the literature club during the week. Also, Marta likes learning new languages, so she ___3__________ goes to French lessons. Marta ___4__________ goes to the animal protection centre because she loves animals. She ___5__________ watches TV.
Choose the correct option.

1. ____ you like to play video games?
2. ____ he read magazines?
3. She ____ from school at 3:00 pm.
   a. go          b. arrive     c. goes       d. arrives
4. Camilo ____ eat chicken because he is vegetarian.
   a. don’t       b. doesn’t    c. do         d. does
5. I ____ go to school on Saturday because it’s the weekend.
   a. don’t       b. doesn’t    c. do         d. does
6. It’s 4:35.
   a. It’s thirty-five to five
   b. It’s thirty-five past four
   c. It’s twenty-five to five
   d. It’s half to five
7. It’s a quarter to three.
   a. 3:15     b. 4:15      c. 2:45      d. 3:45
8. I ____ ride a bike because I don’t have one.
   a. always     c. sometimes
   b. usually    d. never
9. Marlon ____ brushes his teeth because he loves to have them white.
   a. always     c. sometimes
   b. usually    d. never
10. ____ does Cristina visit you?
     a. How much   c. How often
       b. How many  d. How time

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>I can identify vocabulary related to daily routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can identify vocabulary related to activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>I can use Do/Does to ask questions about daily routines and activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can understand the correct use of verbs for she, he, and it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>I can understand short texts about daily routines and activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>I can write short paragraphs about routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can write sentences to express the frequency of an activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>I can talk about my daily routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>I can identify information about daily routines in listening texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Look at the picture of this famous family and complete the sentences with the words in the Word Bank.

Lisa is Maggie’s ________ .
1. Marge is Bart’s ________ .
2. Bart is Lisa’s ________ .
3. Maggie is Homer’s ________ .
4. Homer is Bart’s ________ .
5. Bart is Marge’s ________ .

2. Look at Jorge’s family. Answer the questions and correct any information.

Is Sonia his mother? ________ . No she isn’t. Sonia is his sister.
1. Is Leo his brother? ________ .
2. Is Laura his mother? ________ .
4. Is Sandra his sister? ________ .
5. Is their last name Martinez? ________ .

3. Read the text and complete the family tree with the correct names. Draw the family photos.

Maria’s sister is Clara.
Clara’s sister is bored.
Clara’s brother is Eduardo.
Maria’s mother is Patricia.
Patricia’s son is sad.
Clara’s father is tired.
Jose’s daughter is happy.
Eduardo’s father is Jose.
Maria’s mother is excited.
Lesson 2 » We Are All Different!

1. Read the information about Pedro’s family and draw each member. Write a description of Pedro.

<table>
<thead>
<tr>
<th>Family member</th>
<th>Hair</th>
<th>Eyes</th>
<th>Body</th>
<th>Wears glasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Pedro’s mother is tall, thin and wears glasses. She has long curly dark hair and her eyes are green.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedro’s father is tall and fat. He has short straight blond hair. His eyes are grey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedro’s brother is short and thin. He wears glasses. His eyes are blue. His hair is short, blond and curly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart with the physical characteristics of your family members.

My mother’s name is _________ (name). She’s _________ (height) and _________ (build). She _________ (glasses). Her eyes are _________ (colour). Her hair is _________ (length, colour, style).

My father’s name is ____________________________

My ____________________________

My ____________________________

3. Now, write a description of your family members. Use exercise 1 to help you.
Lesson 3 » People I Admire

1. Read the following text about the Colombian woman working at NASA, Diana Trujillo. Circle the words related to her personality qualities.

I admire Diana Trujillo. She’s a Colombian scientist working at NASA. She is very intelligent; she is great at mathematics. Diana has to control the robot in the “Curiosity” mission on Mars, so she needs to be very patient and responsible. Also, she needs to be very confident in her abilities because there is no space for errors on Mars.

2. Choose one of these Colombian characters. Use the mind map to make notes about why you admire him or her.

Ciro Guerra
Film director

Nairo Quintana
Cyclist

Shakira
Singer

Rodolfo Llinas
Scientist

3. Write a short paragraph about the Colombian you admire. Use the clues and your mind map from exercise 2 to help you.

I admire (name) because (reasons)

For example, this person (examples of his/her activities)
Chant

Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

I’m your teacher, nice to meet you.
Let’s work in pairs of two.
Get your papers and your pen
And open your books on page ten.

Now everyone listen to me.
Let’s work in pairs of two.
Get your papers and your pen
And open your books on page ten.

Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair!
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
One, two, three, now rap with me!

Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
Now come on everyone, rap with me!

Good morning everyone, ...
Speaking
1. There are nine instructions in the chant. Work with a partner to find them all.

Please raise your hand if you have something to say!

Yes, that’s right. The next one is ...

Reading
2. Read the chant again and look for the words.
   1 Underline all the imperative verbs.
   2 Circle all the nouns for people.
   3 Draw a box around all the adjectives.

Writing
3. Answer the questions. Use full sentences.
   1 Where is the picture?
   The picture is on the board.
   2 How does the dad look?
   3 How does the daughter look?
   4 How many sons are there?
   5 How do the sons look?
   6 Where is the sister?
   7 How does the sister look?
   8 What is the mum like?

4. Write about your family. Use words from chant, the phrases provided and your own ideas.

curly caring interesting strong tall responsible blond long sad small fun dark short tired

My dad/my mum is ...
My brother/sister is ...
We are ...
My family is ...
Choose the correct option.

1. Manuela is Juan's ____.
   a. sister  b. daughter  c. mother  d. son
2. Camilo is Manuela's ____.
   a. brother  b. daughter  c. mother  d. son
3. Julia is ____ mother.
   a. Juan's  b. Manuela's
4. Camilo is ____ son.
   a. Juan's  b. Manuela's
5. Manuela is Camilo's ____.
   a. sister  b. daughter  c. mother  d. son
6. Juan is Manuela's ____.
   a. brother  b. daughter  c. father  d. son
7. ____ has long blond curly hair.
8. ____ has short dark straight hair.
9. ____ has short blond straight hair.
10. ____ has long dark curly hair.

---

| Vocabulary | I can identify vocabulary related to family. |
|           | I can identify vocabulary related to physical descriptions of people. |
|           | I can identify vocabulary related to personality characteristics of people and feelings. |
| Grammar   | I can express possession. |
|           | I can ask and answer questions about family. |
| Reading   | I understand short texts about people's descriptions. |
| Writing   | I can describe family members. |
|           | I can express reasons to admire a person. |
| Speaking  | I can talk about my family. |
| Listening | I can understand information about physical descriptions in listening texts. |
Unit » 1
My Body is an Amazing Machine!

Lesson 1 » From Head to Toe

1. Label the picture of the human body with the words from the box.

   arm back eye feet
   finger hand head leg mouth neck
   nose stomach teeth

2. Circle the correct adjectives.
   1. Nairo Quintana can ride his bike in high mountains because he has very short / strong legs.
   2. Caterine Ibargüen can jump well because she has really long / weak legs.
   3. Basketball players usually have big / long hands.
   4. Weak / Strong people can’t do gymnastics.
   5. Some short / long football players can be very agile and fast like Lionel Messi.

3. Complete the sentences with the plural form of the noun in brackets. Draw the alien in the box to match the description.
   1. This alien has two __________ (head).
   2. The alien has four __________ (arm).
   3. It has two __________ (mouth). One in each head.
   4. It has six __________ (tooth) in each mouth.
   5. It has three __________ (leg).
   6. It has six __________ (foot). Two on each leg.
Lesson 2 » Protecting our Bodies

1. Make sentences about ways we can get hurt at school or home. Use the prompts and the words in the box.

   cut  break  fall  hit  hurt

   1. We/finger/paper/classroom.
      ___________________________________________________________________
      *We can cut our fingers with paper in the classroom*

   2. People/on a wet floor/toilets.
      ___________________________________________________________________

   3. We/head/playground.
      ___________________________________________________________________

      ___________________________________________________________________

   5. We/hands/in the kitchen.
      ___________________________________________________________________

2. Match the types of protection 1–4 with the actions a–d.

   1. safety glasses ______
   2. kneepads ______
   3. helmet ______
   4. rubber gloves ______

3. Complete phrases 1–4 with the types of protection from exercise 2. Then match the two parts of the sentence.

   1. If you don’t wear __________ in the laboratory, __________
      A. ... you can hurt your head.
   2. If you don’t wear a __________ when you ride a motorcycle,
      B. ... you can hurt your knees.
   3. If you don’t wear __________ when you go skateboarding,
      C. ... you can hurt your eyes.
   4. If you don’t wear __________ when you clean,
      D. ... you can hurt your hands.
Lesson 3 » Safe Schools

1. What are the most common accidents in different rooms in your school? Think of one possible accident that can happen in places (1–6).
   2. __________________________
   3. __________________________
   4. __________________________
   5. __________________________
   6. __________________________

2. Write some ways to prevent the accidents in exercise 1.
   1. To prevent accidents in the __________, it’s important __________________________.
   2. To prevent accidents in the __________, it’s important __________________________.
   3. To prevent accidents in the __________, it’s important __________________________.
   4. To prevent accidents in the __________, it’s important __________________________.
   5. To prevent accidents in the __________, it’s important __________________________.
   6. To prevent accidents in the __________, it’s important __________________________.

3. Use the information from exercise 2 to write a short paragraph about accidents in your home.

   Accidents can sometimes happen at home, too. For example, __________________________
   __________________________ (write the type of accidents in your home)
   __________________________. To prevent these accidents, it’s
   __________________________ (write the actions to prevent these accidents).
Choose the correct option.

1. Which one is not a part of the body?
   a. stomach  b. leg  c. head  d. glasses
2. Which one is not a part of the head?
   a. nose  b. eye  c. finger  d. mouth
3. We have 32 ____.
   a. tooth  b. teeth  c. tooths  d. teeths
4. We have two ____.
   a. foot  b. feet  c. feets  d. feet
5. Basketball players need ____ legs and arms.
   a. small  b. weak  c. big  d. long
6. Swimmers need to have ____ arms.
   a. small  b. weak  c. strong  d. short
7. It’s difficult to be a gymnast if you have very ____ hands.
   a. long  b. small  c. strong  d. short
8. To protect your head use a ____.
   a. helmet  c. kneepads
   b. safety glasses  d. gloves
9. To protect your hands use ____.
   a. helmet  c. kneepads
   b. safety glasses  d. gloves
10. Accidents at school cannot happen in the ____.
    a. stairs  c. bedroom
       b. hallway  d. playground

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>I can identify vocabulary related to the body and body features and problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>I can use <em>can</em> to talk about possibilities and recommendations for our body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>I can understand sentences about body features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>I can write short paragraphs about accidents and ways to prevent them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>I can identify information in short conversations about body problems. I can identify information in short conversations about accidents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>I can talk about different body features and problems. I can talk about ways to prevent accidents.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Write the activities in the correct column of the chart to show your likes and dislikes.

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td>swimming</td>
</tr>
<tr>
<td>running</td>
<td>running</td>
</tr>
<tr>
<td>singing</td>
<td>singing</td>
</tr>
<tr>
<td>origami</td>
<td>origami</td>
</tr>
<tr>
<td>walking</td>
<td>walking</td>
</tr>
<tr>
<td>reading</td>
<td>reading</td>
</tr>
<tr>
<td>making dolls</td>
<td>making dolls</td>
</tr>
<tr>
<td>riding a bike</td>
<td>riding a bike</td>
</tr>
<tr>
<td>playing an instrument</td>
<td>playing an instrument</td>
</tr>
<tr>
<td>making models</td>
<td>making models</td>
</tr>
<tr>
<td>playing basketball</td>
<td>playing basketball</td>
</tr>
<tr>
<td>roller skating</td>
<td>roller skating</td>
</tr>
<tr>
<td>painting or drawing</td>
<td>painting or drawing</td>
</tr>
<tr>
<td>practising martial arts</td>
<td>practising martial arts</td>
</tr>
</tbody>
</table>

2. Use the activities from exercise 1 to make sentences.

1. I don't like playing volleyball.
2. I like ____________________.
3. I don't like ____________________.
4. ________________ is fascinating.
5. I'm very good at ________________.

6. ________________ is easy for me.
7. ________________ is difficult for me.
8. I don't understand ________________.
9. ________________ is a bit boring.
10. ________________ is exciting.

3. Write the questions for the answers.

1. Is basketball exciting for you? ________________
   No, it isn't. It's very boring for me.
2. ________________
   No, I don't like playing football.
3. ________________
   Yes, she does. My sister loves making dolls!
4. ________________
   No, it isn't. For me, origami is fascinating!

5. ________________
   No, I'm not. I'm not good at making models.
6. ________________
   Yes! Martial arts are exciting for me.
7. ________________
   No, it isn't. Playing an instrument is very difficult for me.
1. Look at the photos. Write sentences about the people can and can’t do.
   1. The girl in photo A can play basketball.
   2. The woman in photo B ____________________________
   3. The woman in photo C ____________________________
   4. The boy in photo D ____________________________
   5. The girl in photo E ____________________________
   6. The boy in photo F ____________________________

2. Use the prompts to make questions about abilities. Then write your answers.
   1. you/play tennis?
      ____________? ____________.
   2. you/dance?
      ____________? ____________.
   3. your mother/play an instrument?
      ____________? ____________.
   4. your father/cook?
      ____________? ____________.
   5. you/paint?
      ____________? ____________.
   6. your sister or brother/rollerskate?
      ____________? ____________.

3. What about you? Write about the things you can and can’t do. Say why.
   1. I can ________, but I can’t ________.
   2. I can ________, but I can’t ________.
   3. I can’t ________, but I can ________.
   4. I can’t ________, but I can ________.
   5. I can ________, but I can’t ________.
Lesson 3 » What Can I Do to Help?

1. Describe what these people are doing for the community. Use the correct form of the phrases from the Word Bank.
   1. What is the teacher doing?
      ____________________________________________________________________________
      The teacher is helping the students to learn.
   2. What is the paramedic doing?
      ____________________________________________________________________________
   3. What is the police officer doing?
      ____________________________________________________________________________
   4. What is the firefighter doing?
      ____________________________________________________________________________

2. Use the prompts to make sentences about what people are doing. Then write alternatives.
   1. The boy push a boy in the playground.
      ____________________________________________________________________________
      The boy is pushing a boy in the playground. He can give the boy more space.
   2. The cyclist not wear helmet.
      ____________________________________________________________________________
   3. People throw rubbish in the forest.
      ____________________________________________________________________________
   4. The woman argue in the restaurant.
      ____________________________________________________________________________
   5. The mobile phone ring in the cinema.
      ____________________________________________________________________________
   6. The driver not wear seatbelt in the car.
      ____________________________________________________________________________
Choose the correct option.

1. Which one is not an activity?
   a. making models   c. swimming
   b. embroidery      d. singing
2. Which one is not a sport?
   a. football        c. volleyball
   b. playing the guitar   d. basketball
3. Caterine Ibargüen is ____ the triple jump.
   a. difficult       c. good
   b. difficult at    d. good at
4. ____ are not difficult for Johnny Depp.
   a. dancing         c. performing arts
   b. painting        d. craft
5. Playing the guitar is easy ____ Juanes.
   a. at             b. for       c. to      d. in
6. Which one does not work for the community?
   a. actor           c. police officer
   b. fire fighter    d. paramedic
7. What ____?
   a. am you doing    c. are you doing
   b. is you doing    d. are you do
8. I ____ English.
   a. am studying     c. are studying
   b. is studying     d. am study
9. Penelope ____ gymnastics.
   a. am doing        c. are doing
   b. is doing        d. is do
10. Patricia and John ____ salsa.
    a. am dancing      c. are dancing
    b. is dancing      d. are dance

Check Your Progress

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify vocabulary related to interests and likes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify vocabulary related to free-time activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use can to talk about abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use the verb to + verb-ing to talk about what people are doing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand short paragraphs about interests.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write about people’s abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write about what people are doing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify information in short conversations about people’s abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify information in short conversations about people’s activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can talk about people's interests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk about what people are doing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 » On a Normal Day I ...

1. Write the activities on the chart to show when you do them.

<table>
<thead>
<tr>
<th>In the morning</th>
<th>In the afternoon</th>
<th>In the evening</th>
<th>At night</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Use the information from exercise 1 and the words in the box to write sentences about your routine.

always | usually | sometimes

1. In the morning, I usually ____________________________.
2. In the morning, I always ____________________________.
3. In the ________, I ____________________________.
4. In the ____________________________.
5. ____________________________.

3. Complete the questions with the words in the box. Then answer the questions.

do (x3) | time | what (x2) | often | sport

2. _______ _______ do you wake up? I wake up at ________________.
3. _______ _______ do you play? I ____________________________.
4. When _______ you spend time with your family? ________________.
5. How _______ do you take a shower? ____________________________.
6. What _______ you _______ in the evening? ____________________________.
Lesson 2 » Is that Healthy?

1. Use the words in the box to complete the sentences about your habits. Write healthy or unhealthy next to each habit.

   always    usually    sometimes    hardly ever

   1. I ______ stay in all day. unhealthy
   2. I ______ drink eight glasses of water a day. ________
   3. I ______ eat breakfast. ________
   4. I ______ brush my teeth in the morning and in the evening. ________
   5. I ______ do exercise three times a week. ________
   6. I ______ eat fruit and vegetables every day. ________
   7. I ______ sleep more than seven hours per day. ________
   8. I ______ eat fast food. ________
   9. I ______ drink fizzy drinks. ________
   10. I ______ use dental floss. ________

2. Think about the habits you have. Do you have a healthy/unhealthy/balanced routine? Describe your routine.

   I have a ______ routine, because ________________________________
   ________________________________

3. Answer the questions about the activities and celebrations. Use in or on.

   1. In which month do you celebrate Valentine’s day?

      We celebrate it in September.

   2. When is Christmas Day?

   ________________________________

   3. When do you celebrate Halloween?

   ________________________________

   4. In which month is Mother’s Day?

   ________________________________

   5. When is Independence Day in Colombia?

   ________________________________

   6. In which month is Father’s Day?

   ________________________________

   7. When is your birthday?

   ________________________________

   8. When is your mother’s birthday?

   ________________________________
Lesson 3 » The Healthy Day

1. Read about Roberto’s routine. Complete the text with the correct form of the verbs.

Roberto is twelve years old. He 1 **wakes up** (wake up) at 5:30 am. He 2 **takes** (take) a shower and 3 **has** (have) breakfast. He 4 **eats** (eat) eggs, cheese and chocolate milk. He never 5 **brushes** (brush) his teeth because he doesn’t have time. He 6 **goes** (go) to school at 6:30 am. He 7 **does not have** (not have) lunch at school. He 8 **has** (have) some snacks, such as chips and sweets. Roberto 9 **comes** (come) home at 3:00 pm. Then, he usually 10 **makes** (make) a sandwich for lunch. He never 11 **does** (do) exercise in the week. Sometimes he 12 **plays** (play) football on Saturday. At the weekend, he always 13 **eats** (eat) fast food for dinner.

2. Decide if Roberto has healthy or unhealthy habits. Then plan a better routine for him.
   1. Does he have a healthy routine?
   2. Think of healthy alternatives for Roberto in each of these three areas: personal hygiene, food and exercise.
   3. Write a healthy routine for Roberto. Write one paragraph for each area.

   **Useful Expressions**
   (I/He/She/We) can ...
   (I/He/She/We) can try to ...
   (I/He/She/We) can start to ...
   (I/He/She/We) can stop ...

   **Personal Hygiene**
   First, **he can wake up at 5:00 am to have time to brush his teeth.**
   Then, ____________________________
   Finally, ____________________________

   **Food**
   ____________________________
   ____________________________
   ____________________________

   **Exercise**
   ____________________________
Activities are exciting.
What do you enjoy?
Dancing or hiking?
Or playing with your toys?

On Mondays I play basketball.
On Tuesdays I go swimming.
On Wednesdays I draw pictures
And on Thursdays I like singing.

On Fridays I play football,
It´s the start of the weekend.
On Saturdays and Sundays
I go dancing with my friends.

In the mornings I take care,
I brush my teeth and comb my hair.
Eat healthy food and wash my hands,
Then I´m ready to make plans.

I ride my bike to the school.
I wear my helmet in case I fall.
I wear kneepads and my gloves
And my glasses that I really love!

I really love to exercise.
When I play football I use my eyes.
I use my elbows and my hands
To play an instrument in my band.

I use my legs to run up the stairs.
I use my arms to brush my hair.
I play at the playground at my school
And use the laboratory, it´s really cool!

Activities are exciting....
module 2 // Unit 3

Speaking
1. Match the activities and corresponding nouns.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Corresponding Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>play football</td>
<td>my legs</td>
</tr>
<tr>
<td>play an instrument</td>
<td>my legs</td>
</tr>
<tr>
<td>run upstairs</td>
<td>my arms</td>
</tr>
<tr>
<td>brush hair</td>
<td>my arms</td>
</tr>
<tr>
<td>play at the playground</td>
<td>my arms and legs</td>
</tr>
<tr>
<td>dancing</td>
<td>my eyes</td>
</tr>
<tr>
<td>watch TV</td>
<td>my whole body</td>
</tr>
</tbody>
</table>

Reading
2. Look at the table. Complete the sentences.

<table>
<thead>
<tr>
<th>Day</th>
<th>Me</th>
<th>Charlie</th>
<th>Juana and Helene</th>
<th>My mum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>football</td>
<td>Sing</td>
<td>dance</td>
<td>work in a laboratory</td>
</tr>
<tr>
<td>Tuesday</td>
<td>play guitar in my band</td>
<td></td>
<td>dance</td>
<td>work in a laboratory</td>
</tr>
<tr>
<td>Wednesday</td>
<td>draw pictures</td>
<td>ride bikes</td>
<td>work in a laboratory</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>play in the playground</td>
<td>basketball</td>
<td>work in a laboratory</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>dance with friends</td>
<td>dance with friends</td>
<td>work in a laboratory</td>
<td></td>
</tr>
</tbody>
</table>

1 On Mondays, Charlie **sings**.
2 On ________________, Helena and Juana ride bikes.
3 Mum works in a laboratory ________________.
4 On Fridays, ________________ dance with friends.
5 On Tuesdays, ________________ play guitar in my band.
6 On ________________, I play in the playground.

Writing
3. When do you do these activities? Write sentences.

every day on Mondays on Tuesdays on Wednesdays on Thursdays on Fridays
at the weekend on Saturdays on Sundays in the morning at lunchtime in the evening

Football play an instrument run upstairs brush hair play at the playground dance
play with toys hike brush my teeth go to school learn English play in a band

I go to school every day. I learn English on Mondays, Wednesdays and Fridays. I play an instrument after school on Thursdays and play in a band at the weekend.
Choose the correct option.

1. Which day belongs to the weekend?
   a. Monday       c. Friday
   b. Wednesday     d. Saturday

2. What day comes after Monday?
   a. Tuesday       c. Wednesday
   b. Thursday      d. Sunday

3. Which one is not an unhealthy habit?
   a. drinking fizzy drinks
   b. using dental floss
   c. eating fast food
   d. sleeping 6 hours a day

4. Which one is not part of a daily routine?
   a. brushing your teeth
   b. taking a shower
   c. taking a tour
   d. going to school

5. Which activity can't you do in the evening?
   a. have lunch  c. spend time with family
   b. watch TV    d. go to bed early

6. I wake up ____ 6:00 am
   a. in        b. at    c. on    d. the

7. You have dinner ____.
   a. in the morning  c. in the evening
   b. in the afternoon  d. at night

8. I sleep well ____ night.
   a. in        b. at    c. on    d. the

9. Independence Day in USA is ____ July.
   a. in        b. at    c. on    d. the

10. New Year’s Eve is ____ December 31st.
    a. in       b. at     c. on    d. the

---

| Vocabulary | I can identify vocabulary related to time and dates.
            | I can identify vocabulary related to habits and personal care routines.

| Grammar    | I can use wh questions to ask for personal information about daily activities.
            | I can use frequency adverbs and time expressions to talk about time.
            | I can use in, on, at to talk about time.

| Reading    | I can understand short paragraphs about daily routines.

| Writing    | I can write about personal care routines.
            | I can write about healthy routines.

| Listening  | I can identify information in short conversations about people’s routines and activities.

| Speaking   | I can exchange personal information about daily activities.
            | I can talk about healthy routines.
1. Label the rooms in the apartment with the words in the box.

2. Answer the questions about the apartment plan in exercise 1.
   1. How many bedrooms are there?
   2. Is there a laundry room?
   3. Are there two bathrooms?
   4. Is there a desk in the bedroom?

3. Write questions for the answers.
   1. Is there a sofa?
   2. How many wardrobes are there?
   3. Are there two wardrobes?
   4. Is there a shower in the bathroom?
   5. Is there a table in the kitchen?

4. Make sentences to describe where we do the activities in brackets.
   1. (park the car) People park the car in the garage.
   2. (eat) ________________________
   3. (sleep) ________________________
   4. (sit and talk) ________________________
   5. (cook) ________________________
   6. (bathe) ________________________
Lesson 2 » I Help the Environment!

1. Look at the photos. Complete the questions and the answers using this, these, that or those.

   1. What are these?  
      They're chairs.
   2. What?  
   3. What?  
   4. What?  
   5. What?

2. Choose the correct option to complete the instructions.

   1. Turn off those / that taps! Don't waste water.
   2. Don't throw away that food / vegetables. We can eat it for dinner.
   3. Don't put that / this bottle in the bin! Recycle it.
   4. Don't leave those bicycle / bicycles in the garage. Use them!
   5. Those / that lights are on again! Turn them off.

3. How can you make an eco-house? Use the words in the box to write sentences.

   collect electricity energy food grow produce rubbish save separate use wind

   1. I can use the wind for a natural cooling system.
   2. I can _________ _________ with solar panels.
   3. I can _________ rainwater.
   4. I can _________ _________ in a vegetable garden.
   5. I can _________ _________ with recycling bins.
   6. I can _________ _________ with energy-saving light bulbs.
Lesson 3 » Respect the Environment

1. Put the words from the box into the correct column in the chart.

<table>
<thead>
<tr>
<th>Inorganic rubbish</th>
<th>Organic rubbish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the text and write the steps for making compost.

Step 1: 
Step 2: 
Step 3: 
Step 4: 
Step 5: 
Step 6: 

SUSTAINABILITY

We know inorganic rubbish can be reduced, reused, and recycled. But, what can we do with organic rubbish? Organic waste includes old or rotten food, fruit and vegetable peel and all leftover food on your plate after you are full. You can put it in your garden and after some time, it decomposes and transforms into compost, which you can use to fertilize your garden. Now, how to make compost? Well, start by separating your organic waste into a different container. Don't use meat or bones. Dig a hole in the soil and put a layer of straw in the bottom. Put in all your kitchen waste and add more straw and green waste (for example leaves, twigs and grass) on top. Then, cover all of it with plastic or wood and leave it like that for two weeks. After that, mix everything with a shovel and add more organic waste. With time you’ll see how all this transforms into fertilized soil.
Choose the correct option.

1. Which is not a type of housing?
   a. farm   b. house   c. shop   d. apartment
2. You can eat in this room.
   a. bathroom   b. dining room   c. living room   d. garage
3. Is there a car in your garage?
   a. Yes, there isn’t.   b. No, there aren’t.   c. Yes, there aren’t.   d. Yes, there is.
4. Are there ____ books in your living room?
   a. a   b. these   c. any   d. the
5. In the laundry room you ____.
   a. wash your clothes   b. sleep   c. cook   d. bathe
6. My desk is in my ____.
   a. bathroom   b. laundry room   c. garden   d. bedroom
7. The refrigerator is in the ____.
   a. garage   b. kitchen   c. garden   d. bedroom
8. The ____ is in the bedroom.
   a. garage   b. toilet   c. cooker   d. wardrobe
9. Which element is not in an eco-friendly home?
   a. traditional light bulbs   b. solar panels   c. recycling bins   d. a rainwater collector
10. What action does not help the environment?
    a. turning the lights off   b. recycling   c. turning the tap off   d. using plastic bags

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>I can identify vocabulary related to the parts of the house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>I can use there is/there are to talk about the existence and number of things and rooms in a house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand short texts describing houses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can produce questions about the house. I can describe the elements in a house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>I can identify information in short conversations about the house and the types of houses people have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>I can ask and give information about my home and the types of houses people have.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit 2**

I Belong to a Community

**Lesson 1 » This Is My Neighbourhood!**

1. Write the place in town where you can do each thing.

1. Where can you buy books?
   
   At a bookshop.

2. Where can you go to see a film?

3. Where can you go to sit and read books?

4. Where can you buy medicines?

5. Where can you buy bread?

6. Where can you buy clothes, electric appliances and furniture for the house?

2. Look at the map of the town. Correct the mistakes in bold in the sentences using the prepositions in the box.

   - Between
   - Next to
   - On
   - Opposite

1. The pharmacy is **opposite** the restaurant.
   
   The pharmacy is next to the restaurant.

2. The café is **next to** the pharmacy.

3. The cinema is **opposite** the restaurant.

4. The department store is at the end of the street in the corner.

5. The petrol station is **between** the supermarket.

6. The restaurant is **opposite** the pharmacy and the supermarket.
Lesson 2 » I’m a Good Citizen!

1. Tick the actions of a good citizen.
   1. A good citizen doesn’t throw any rubbish in the street. [ ]
   2. A good citizen doesn’t clean up after the dog. [ ]
   3. A good citizen recycles. [ ]
   4. A good citizen makes a lot of noise. [ ]
   5. A good citizen respects things in public spaces. [ ]

2. Write two different ways to describe where each place is.

   1. The petrol station
      It’s on the corner of Oak Avenue and Pine Street.
      It’s on Pine Street, opposite the pharmacy.

   2. The department store

   3. The park

   4. The restaurant

3. Where am I? Follow the directions and write the place I arrive at.
   1. You’re in front of the park. Turn left on Walnut Street. The place is on the corner opposite the cinema.

   2. You’re at the supermarket. Turn right on Pine Street. Go straight ahead. The place is at the end, on the left.

   3. You’re outside the bank. Turn left, then turn left again. Go past the police station. The place is on the left, on the corner with Main Avenue.
Lesson 3 » For a Better Community!

1. Write a wh-question for each answer.
   1. Where can I drink a cup of coffee in your neighbourhood?
      You can drink a cup of coffee at Bonsai Café.
   2. ________________________________?
   3. ________________________________?
   4. ________________________________?
   5. ________________________________?
   6. ________________________________?

2. Think of solutions for these problems in your local park.
   Use some of the language in the box.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is no lighting.</td>
<td>We can talk to the electricity company and the district office for public space. We can ask for street lamps.</td>
</tr>
<tr>
<td>2. People throw rubbish.</td>
<td></td>
</tr>
<tr>
<td>3. The older children are very noisy and not friendly to the young children.</td>
<td></td>
</tr>
<tr>
<td>4. People don't clean up after their dogs.</td>
<td></td>
</tr>
<tr>
<td>5. The play equipment is broken and dirty.</td>
<td></td>
</tr>
<tr>
<td>6. There is a problem with crime.</td>
<td></td>
</tr>
</tbody>
</table>
Choose the correct option.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People buy medicines in the _____.</td>
<td>7. A good neighbour does not _____.</td>
<td></td>
</tr>
<tr>
<td>a. restaurant</td>
<td>c. bakery</td>
<td>a. play loud music</td>
</tr>
<tr>
<td>b. pharmacy</td>
<td>d. café</td>
<td>c. recycle</td>
</tr>
<tr>
<td>2. You buy books in the _____.</td>
<td>b. clean</td>
<td></td>
</tr>
<tr>
<td>a. bookshop</td>
<td>b. library</td>
<td>d. take care of others</td>
</tr>
<tr>
<td>3. People read and borrow books in the _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. bookshop</td>
<td>b. library</td>
<td></td>
</tr>
<tr>
<td>4. At the department store, you do not _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. buy books</td>
<td>b. watch films</td>
<td></td>
</tr>
<tr>
<td>5. At the bakery, people _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. buy medicine</td>
<td>c. buy bread</td>
<td></td>
</tr>
<tr>
<td>b. take money out</td>
<td>d. study</td>
<td></td>
</tr>
<tr>
<td>6. At the square, people _____.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. take money out</td>
<td>c. buy clothes</td>
<td></td>
</tr>
<tr>
<td>b. watch films</td>
<td>d. come together to talk</td>
<td></td>
</tr>
</tbody>
</table>

---

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>I can identify vocabulary related to the places in town and giving directions.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>I can use prepositions of place to talk about the location of places. I can use wh- questions to ask for detailed information about places.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>I can understand short texts about the location of places.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>I can produce questions and sentences about the location of places.</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>I can identify information in short conversations about places and directions.</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>I can ask and give information about places and the location of places.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 » Different Jobs!

1. Guess the job. Use the words. There are two extra words.
   1. This person fixes cars.  
      A mechanic.  
   2. This person checks accounts for people or companies.  
      accountant  
   3. This person cuts and brushes people's hair.  
      hairdresser  
   4. This person grows fruit and vegetables.  
      farmer  
   5. This person makes bread and cakes.  
      baker  
   6. This person helps you buy things at shops.  
      sales person  

2. Complete the conversation. Then guess the job.
   Sam: 1 ____________________?
   Marta: She works at her studio.
   Sam: 2 ____________________ with people?
   Marta: No, she doesn't. She works alone.
   Sam: 3 ____________________?
   Marta: No, she doesn't. She doesn't help people in her job.
   Sam: 4 ____________________ any tools?
   Marta: Yes, she does. She uses brushes and paints.
   What is the job of this person? She is 5 ____________________.

3. Look at the photo and answer the questions.
   1. Who is this?  
      ____________________
   2. Where does she work?  
      ____________________
   3. What is she doing?  
      ____________________
   4. Is she wearing a uniform?  
      ____________________
   5. Does she work with other people?  
      ____________________
Lesson 2 » What Are You Doing Right Now?

1. Look at the photos. What are they doing?

A B C D

E F G

2. Put the cook’s routine in the correct order. Write the numbers.

A. _____ Cook lunch.
B. _____ Check the kitchen is clean to go home.
C. _____ Receive fruit and vegetable deliveries.
D. _____ Cook dinner.
E. _____ Get the food ready to cook for dinner (wash and cut vegetables, etc.)
F. _____ Prepare soups, sauces, and cakes because they take a long time to make.

3. Use the words in the box to write complete sentences about the cooks’ routine from exercise 2 in the correct sequence. You can use some words more than once.

finally first of all later secondly then

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________
6. _________________________________
7. _________________________________
Lesson 3 » I Know the People in my Community

1. Answer the questions about your mother or father.

1. What does your mother/father do?

2. Where does she/he work?

3. What is the first thing she/he does at work?

4. What does she/he do next?

5. What is the last thing she/he does?

6. What is she/he doing right now?

2. Write a paragraph about your mother or father’s routine at work. Use the sequence connectors from lesson 2.

My mother is a housewife. She works at home. First of all, she cleans the kitchen. Then, ...

3. Two people are looking at photos. Write the questions Ana asks José.

A: 1. What are you doing (do) in this photo?
   J: I’m cooking.
A: 2. Who (help) you?
   J: That’s my friend, Camila.
A: 3. (make) bread?
   J: No, we’re not!
A: 4. (make)?
   J: We’re making a birthday cake for my brother.
A: 5. (do) while you (cook)?
   J: Oh, he’s playing football. He always plays football on Wednesdays.
A: 6. (play) today?
   J: Yes, he is.
A: You look like you’re having fun in this photo. Why (laugh)?
   J: I can’t remember! But I always have a good time with Camila.
Chant
Welcome to our town

Welcome to our town,
We like to keep it clean!
We take care of the environment,
Our parks are very green.

We turn off all the lights
And we always use our bikes.
Welcome to our town.
Let me show you around!

There’s a church and a café,
And a square where people meet.
There are lots and lots of restaurants
Where people like to eat.

There’s a doctor healing people,
And the bakers love to cook,
There are builders building houses,
And a library full of books!

Welcome to our town, ...

Come and see my house,
My bedroom’s really cool!
Turn left, then right,
It’s opposite the school.

My house has two bathrooms,
A kitchen and a garden!
In my room I have a desk,
And a bed where I can rest.

Welcome to our town, ...
module 3 // Unit 3

Speaking

1. Do you find these nouns in a house or in a town? Ask and answer with a partner.

<table>
<thead>
<tr>
<th>noun</th>
<th>in a town</th>
<th>in a house</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
<td></td>
<td>bedroom</td>
</tr>
<tr>
<td>kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>café</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>restaurants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>desk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where do you find a bedroom?

You find a bedroom in a house.

Reading

2. Match the words to make sentences.

1 We build in my room.
2 Books are green.
3 The bakers cook food.
4 The builders have houses.
5 Libraries rest in the library.
6 Parks heal people.
7 The doctor use in the square.
8 People meet the lights.
9 We are our bikes.
10 I turn off

Writing

3. Write answers in complete sentences.

1 What do the people of the town take care of?
   They take care of the environment.

2 What do people turn off?

3 Where do people meet?

4 How many restaurants are there?

5 What do people do in the restaurants?

6 What does the doctor do?

7 What do the bakers do?

8 What is in the library?

9 Where is the speaker’s house?

10 How many bathrooms does the house have?
Choose the correct option.

1. A doctor ___ people.
   a. teaches  b. heals  c. works  d. builds

2. A mechanic ___ cars.
   a. grows  b. builds  c. fixes  d. designs

3. A police officer ___ people.
   a. protects  b. fixes  c. heals  d. grows

4. ___ makes bread and cakes.
   a. A teacher  c. A singer
   b. An accountant  d. A baker

5. ___ sells medicine.
   a. A pharmacist  c. A cook
   b. A salesperson  d. An artist

6. ___ grows food.
   a. A teacher  c. A farmer
   b. A baker  d. A cook

7. The actor ___ Hamlet.
   a. are performing  c. is perform
   b. is performing  d. are perform

8. The doctor and the nurse ___ care of people at the hospital.
   a. are taking  c. am taking
   b. is taking  d. be taking

9. I ___ English.
   a. are studying  c. am studying
   b. is studying  d. be studying

10. My parents ___ while I’m at school.
    a. are working  c. am working
    b. is working  d. be working

---

**Vocabulary**

I can identify vocabulary related to jobs.

**Grammar**

I can use the present progressive to talk about actions in progress.

**Reading**

I can understand short texts describing jobs.

**Writing**

I can write short texts about the sequence of daily activities.
I can write sentences about actions in progress.

**Listening**

I can identify information in short conversations about jobs.
I can identify actions in progress.

**Speaking**

I can ask and give information about jobs.
I can talk about the daily activities of people.
Lesson 1 » I’m Colombian!

1. Find the twelve nationalities of the students at the Second Youth Intercultural Encounter. The words can go down or across. Write them in the chart below in the correct column.

<table>
<thead>
<tr>
<th>J A A U S T R A L I A N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B D Y N O E M W C R S</td>
</tr>
<tr>
<td>P R E K L J D T N G C</td>
</tr>
<tr>
<td>A A N C V W C R E E H</td>
</tr>
<tr>
<td>N Z C A N D I A N N I</td>
</tr>
<tr>
<td>E I Z F R E N C H G T N</td>
</tr>
<tr>
<td>S L A P U I E A S L I E</td>
</tr>
<tr>
<td>E I W Q J B C N D I N S</td>
</tr>
<tr>
<td>R A M E X I C A N S I E</td>
</tr>
<tr>
<td>Y N C J K L Y I G H A K</td>
</tr>
<tr>
<td>H B C O L O M B I A N Y</td>
</tr>
<tr>
<td>P E R U V I A N E J I C</td>
</tr>
</tbody>
</table>

Study Tip
Use capital letters for countries and nationalities.

<table>
<thead>
<tr>
<th>-an</th>
<th>-ese</th>
<th>-ian</th>
<th>-ish</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Australian</td>
</tr>
</tbody>
</table>

2. Complete the sentences with the correct country name or nationality.

1. Ale is from Mexico. She is ________ .
2. Fiona is from ________ . She is Australian.
3. Sean is from Canada. He is ________ .
4. Line is from France. She is ________ .
5. Sam is from the ________ . He is American.

3. Complete the conversation.

M: Hello, I’m Marisol, your Spanish teacher. Where ________ you from, Kenji?
K: Hello, I am from Japan. Are you Colombian?
M: Yes, I ________ . Are you familiar with your classmates?
K: Yes, I can tell you about them.
M: Great. ________ Andrea from Australia?
K: No, she isn’t. She is from Germany.
M: ________ is Tareq from?
K: He is from Egypt.
M: ________ Tuti Egyptian, too?
K: No, she isn’t. She is Thai.
M: Is Chen Japanese?
K: No, he ________ . He is Chinese.
M: What about Gabriela and Jose? Where are they ________ ?
K: They’re from Brazil.
M: ________ Steve and Karen Australian?
K: No, they’re not. They are English.
Lesson 2 » I’m from Cali!

1. Match the opposites.

1. boring  A. crowded
2. old-fashioned  B. relaxing
3. stressful  C. beautiful
4. organized  D. modern
5. noisy  G. quiet
6. ugly  H. disorganized
7. uncrowded  I. interesting

2. Which words in column 1 can also be opposites for peaceful and fun?

3. Read Tareq’s description of his city and underline the words from exercises 1 and 2.

CAIRO

Cairo is the capital city of Egypt. It is a very busy, noisy, and crowded city. It is an important tourist destination in Africa. Cairo is a very interesting city because it has many archaeological sites nearby like the great pyramids. Tourists can ride camels, a typical animal of my country, on pyramid tours. In the market, tourists can buy many exotic crafts like lamps, rugs, and antiques.

In my opinion, it is a very old-fashioned and disorganized city, but it is beautiful, especially near the Nile River.

4. Read the text again. Answer the questions.

1. What’s the capital city of Egypt?

2. Is Cairo a peaceful place?

3. What do tourists do with camels?

4. Where do people need to go to buy antiques?

5. In your opinion, is Cairo a modern city? Why?

6. Is your city similar to Cairo? Describe it.
Lesson 3 » I Know My Town!

1. Read these sentences about Kenji’s country, Japan. Tick the facts you already know about Japan.
   1. The red disc in Japan’s flag represents the sun. ☐
   2. Anime and Manga started in Japan. ☐
   3. Japan has many islands. ☐
   4. Karaoke is very famous in Japan. ☐

2. Read about Japan and complete the chart.

JAPAN

Japan is a very interesting country with many contrasts. It is an old culture with strong traditions, but at the same time, it is very modern. Japan is a crowded island with some busy, large cities but the countryside is beautiful and peaceful. Japan is also an artistic centre and Anime and Manga come from here.

There are lots of different animals: giant salamanders, spidercrabs and snow monkeys. Some Japanese products are: cars, computers, mobile phones. Japan also produces a lot of different food, for example: rice, tea and sugar. The people are hard-working, disciplined and organized.

| Country’s name: | words to describe the country ____________________________ |
| Characteristics and Importance | typical products and animals ____________________________ |
| | a unique characteristic ____________________________ |
| People | words to describe its people ____________________________ |

3. Choose one of the countries on page 45. Find information about the country, its products, animals, culture and people. Then use your notes and the text in exercise 2 to help you write a short paragraph.

________________ is ____________________________

________________

________________

________________

________________

________________

________________

________________

________________
Choose the best option.

1. Which word is NOT a nationality?
   a. Irish  
   b. Japanese  
   c. Australia  
   d. German

2. Is he ____?
   a. France  
   b. French  
   c. from French  
   d. Francian

3. Someone from Thailand is ____.
   a. Thai  
   b. Thailandish  
   c. Thailandian  
   d. Thai

4. Where ____ he from?
   a. are  
   b. is  
   c. be  
   d. am

5. My city is very ____.
   a. relaxing
   b. quiet
   c. ugly
   d. peaceful

6. Which word can you NOT use to describe the Tatacoa desert?
   a. beautiful
   b. quiet
   c. uncrowded
   d. disorganized

7. Which word can you NOT use to describe a person?
   a. agile
   b. kind
   c. crowded
   d. brave

8. ____ English people hard-working?
   a. Is
   b. Are
   c. What
   d. Am

9. Where are they from? means What is ____ nationality?
   a. their
   b. his
   c. they
   d. our

10. Which word is similar to peaceful?
    a. stressful
    b. modern
    c. interesting
    d. quiet

---

**Vocabulary**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>I can identify vocabulary related to countries and nationalities. I can identify vocabulary related to personal information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>I can use the verb to be and question forms to ask and answer information about people and places.</td>
</tr>
<tr>
<td>Reading</td>
<td>I understand written descriptions of countries and cities.</td>
</tr>
<tr>
<td>Writing</td>
<td>I can write simple sentences to express information about countries, costumes and people.</td>
</tr>
<tr>
<td>Listening</td>
<td>I can take notes when I listen to specific information.</td>
</tr>
<tr>
<td>Speaking</td>
<td>I can ask and give personal information about myself and others.</td>
</tr>
</tbody>
</table>
Lesson 1 » What’s the Weather Like Today?

1. Answer the questions.
   1. What’s the weather like in Sydney?
      It is sunny and windy.
   2. What’s the weather like in Stockholm?
   3. What’s the weather like in Bogotá?
   4. What’s the weather like in New York?
   5. What’s the weather like in Cairo?
   6. What’s the weather like in London?

2. Circle the best options to complete the sentences.
   1. A hot / snowy day is the perfect day to do arts and crafts.
   2. A rainy / sunny day is good weather to go running.
   3. A cloudy / stormy day is good for hiking.
   4. A cold and cloudy / sunny and windy day is the ideal weather to fly a kite.

3. Answer the questions.
   1. What’s the ideal weather for a picnic?
   2. What activities can you do at a picnic?
   3. What can you do on a rainy day?
   4. What activities can you do at a birthday party?
Lesson 2 » What Are You Wearing Today?

1. Answer the questions. Try to use all of the words.
   1. It’s thirty-five degrees today. What can you wear?
      You can wear trousers, a sweater ...
   2. It’s cold and snowy. What can you wear?
   3. You are at home on a cloudy, cool day. What can you wear?
   4. You go to a party. What can a girl wear? What can a boy wear?
   5. What do you wear to school?
   6. What do women teachers usually wear at your school?

2. Write the season below each photo. Use summer, winter, spring and autumn.

3. Read the report about Ireland. Complete the text with the words from the box.

   It is 1 __________ in Ireland. In March it is often 2 __________ and for this reason, Ireland is a very green country! Temperatures are from 8°C to 11°C when it is 3 __________ but when it is 4 __________, the temperature goes up to about 15°C. At this time of the year, people usually wear trousers and 5 __________ and you need a warm 6 __________. People do activities like 7 __________ in the parks, playing sports and eating in cafés.

4. Choose one of the other countries in exercise 2. Find information about it online and take notes below. Then write a report similar to the one in exercise 3.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Line 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>What’s the weather and temperature like?</td>
<td>What do people need to wear?</td>
<td>What activities can people do?</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>(country)</td>
<td>(season)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Ireland | Canada | Australia | Japan |
Lesson 3 » What is the Traditional Costume in your Region?

1. Match the photo to the event.
   1. funeral
   2. traditional dances
   3. daily life
   4. wedding

2. Read about traditional Japanese costume and label its three parts on the picture.

Kimonos are a traditional Japanese costume. They use different fabrics for the different seasons: some materials are for summer and others are for winter. There are many different kinds of kimonos. All of them have three main parts: (a) the kimono, which is the long dress, (b) the obi, which is a large belt used to close the kimono around the waist, and (c) getas, which are the special shoes. Both men and women wear the kimono for weddings, funerals, and tea ceremonies.

3. Write a description of the traditional costume in your region. Answer the questions to help you organize your ideas.
   What is its name?
   What are its parts?
   Are the colours or materials important?
   Who wears it?
   When do you wear it?
Circle the best option.

1. Which kind of weather do you not usually find in the winter?
   a. snowy  b. rainy  c. cold  d. hot
2. When you can't see the sun, it is ___.
   a. sunny  b. cloudy  c. temperature
3. What activity can you not do in stormy weather?
   a. watch a film  b. play chess  c. do arts and crafts  d. relax in the garden
4. Which word is not a season?
   a. summer  b. winter  c. March  d. autumn
5. On your feet, you wear ___ and shoes.
   a. socks  b. skirts  c. shorts  d. shirts
6. Which clothes do people not wear on a hot day?
   a. t-shirt  b. scar  c. shorts  d. dress
7. ‘What’s the weather ___?’ ‘It’s sunny!’
   a. on  b. like  c. is  d. likes
8. For which event do you not need traditional costume?
   a. funeral  b. wedding  c. traditional dances  d. daily life
9. My father ___ a jacket to work.
   a. wears  b. wear  c. uses  d. use
10. Complete the list: hot, warm, ___, cold.
    a. green  b. dark  c. cool  d. snowy

---

| Vocabulary | I can identify vocabulary related to weather conditions.  
|           | I can identify vocabulary related to clothing. |
| Grammar   | I can use wh questions to exchange information about weather conditions and clothing. |
| Reading   | I understand short texts about weather and clothing. |
| Writing   | I can write sentences to express information about weather.  
|           | I can write sentences to describe traditional costumes and clothing items. |
| Listening | I can listen to specific information to complete forms. |
| Speaking  | I can give information about my town like the weather and what clothes to wear. |

---

<table>
<thead>
<tr>
<th></th>
<th>Very well</th>
<th>Quite well</th>
<th>With difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Listening</td>
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<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit » 3
Let’s Celebrate!

Lesson 1 » Today Is a Special Day!

1. Compare dishes 1–3 using the correct form of the words in the Word Bank.

   1. Mexican food is **spicier** than a cocada.
   2. __________________ is __________________ than __________________.
   3. __________________
   4. __________________
   5. __________________

2. Complete the chart with your opinions. Use the Word Bank and the Useful expressions.

<table>
<thead>
<tr>
<th>Event</th>
<th>Your opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Eve</td>
<td>I think New Year’s Eve is great!</td>
</tr>
<tr>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>Halloween</td>
<td></td>
</tr>
<tr>
<td>Birthday parties</td>
<td></td>
</tr>
</tbody>
</table>

3. Write about a day you celebrate in your family, what you do, what you eat, and why you like it.

   1. Name the celebration.
   2. Give your opinion.
   3. Describe what you do.
   4. Say who you celebrate with.
   5-8. Describe the food.

   A day we celebrate in my family is 1_________.
   I 2________ because we always 3_________.
   I spend the day with 4________ and we always eat 5________ and drink 6_________. My favourite food is 7________ because 8_________.

Word Bank
- big
- colourful
- delicious
- healthy
- last longer
- nice
- salty
- spicy
- sweet

Useful expressions
- I think ...
- In my opinion ...
- I believe that ...
- I like ...
- I don't like ...
Lesson 2 » Party Time!

1. Read about the Chinese New Year celebration. Number the photos to put the events in order.

   Decorating the house with red lanterns and couplets _____

   Eating fish, rice rolls, and rice cakes with family _____

   Going to parents’ house _____

   Lighting firecrackers _____

   Watching the dragon dance _____

   Giving red envelopes _____

2. Read about the celebration and answer the questions.

   1. Based on the reading, why do you think Chinese wear red underwear on New Year’s Eve?

   2. What does the red colour mean for them?

   3. Are there similar superstitions in your country?

3. Match the questions and answers.

   1. When is the New Year celebration in China?
   A. They travel to their parents’ house.
   B. They eat fish, rice cakes, sweet rice balls and spring rolls.
   C. It is between January 21st and February 20th.
   D. They use lanterns and couplets.

   2. Where do Chinese people travel to celebrate?

   3. What decorations do they use?

   4. What do they eat?

CHINESE NEW YEAR’S EVE CELEBRATION

Chinese New Year is celebrated between January 21st and February 20th. It is a special day for families and many Chinese people travel to their parents’ house. On this day, there are many superstitions. For example, people often wear and give each other red underwear. To start the celebration, first, everyone decorates their houses and streets with red lanterns and red couplets for good luck and prosperity. Second, the family eats a special meal with traditional food like fish, rice cakes, sweet rice balls and spring rolls. Third, people light firecrackers for good luck. Then, people give red envelopes with money to children and old people. Finally, people stay up late watching the parade and to see the dragon dance in the streets.
1. Match the sentences with the expressions.
   1. It’s my birthday today!  
      A. Congratulations!
   2. I’ve got an English exam tomorrow.  
      B. Happy Birthday!
   3. My sister is graduating this morning.  
      C. Merry Christmas.
   4. We’re having a big party for you!  
      D. Good luck.
   5. It’s 24th December.  
      E. Surprise!

2. Read the two paragraphs and circle the activities that occur in each festival.

The ‘Feria de las Flores’ (Festival of Flowers) is a festival that takes place in Medellin every year. It started in 1957 to celebrate silletero culture and has become one of the most important festivals in the region. It takes place in August and lasts for 10 days. The festival includes hundreds of flower displays, music concerts, a parade of horses and special exhibitions. The highlight of the festival is the silleteros parade, where people carry siletas, or chairs, containing beautiful flower arrangements on their backs.

The ‘Hanami’, or cherry blossom festival, takes place in Japan every spring. The tradition is 1000 years old and is one of the most important festivals in the country. All over Japan, people sit under the cherry trees and celebrate the arrival of these beautiful pink flowers. They have picnics, drink a special rice wine called sake, sing songs and read poems. The blossom starts in the southern islands of Okinawa in March and reaches the northern island of Hokkaido in May.

3. Complete the sentences according to the reading to give your opinion and compare the Japanese and Colombian festivals.
   1. I believe the Cherry blossom festival lasts longer than the Festival of Flowers.
   2. I believe the __________ is _________ (colourful) than the __________, because __________.
   3. I think that the __________ is _________ (old) than the __________, because __________.
   4. In my opinion, the __________ is _________ (interesting) than the __________, because __________.
   5. __________ is _________ (big) than __________, because __________.
   6. __________ is _________ (good) than __________, because __________.
Chant

Where are you from?

Where are you from, where are you from?
Let’s dance together, everyone.
Jamaican, English or Australian,
Let’s join together and have some fun!

The weather for Mexico and Brazil
Is stormy, sunny, rainy and hot.
The weather for England and Canada
Is cold, snowing and raining a lot.

Brazil has jaguars and monkeys,
Exotic anteaters and birds to see,
The Chinese like food that’s salty,
Sweet and sour and spicy for me.

Where are you from, where are you from? ...

When it’s cold and not very hot,
I like to wear trousers and socks.
Old-fashioned dresses and hats
Make me look beautiful: I really like that!

In my opinion, I’m active and fun,
and serious when work’s to be done.
Boring and quiet is not for me;
I like to keep busy with activities.
Speaking
1. With a partner, say the nationality for each of these words.

<table>
<thead>
<tr>
<th></th>
<th>1 Mexico</th>
<th>2 Jamaica</th>
<th>3 England</th>
<th>4 Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>America</td>
<td>6 Canada</td>
<td>7 China</td>
<td></td>
</tr>
</tbody>
</table>

Reading
2. What do the adjectives describe? Put them in the table.

<table>
<thead>
<tr>
<th>juicy</th>
<th>rainy</th>
<th>hot</th>
<th>sour</th>
<th>sunny</th>
<th>stormy</th>
<th>cold</th>
<th>salty</th>
<th>sweet</th>
<th>snowy</th>
<th>spicy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>weather</th>
<th>food</th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>juicy</td>
<td></td>
</tr>
</tbody>
</table>

Writing
3. Answer the questions in full sentences.

1. What's the weather like in Brazil and Mexico?
   *The weather in Brazil and Mexico is stormy, sunny, rainy and hot.*

2. What's the weather like in England and Canada?

3. What animals are there in Brazil?

4. What food do people eat in China?

5. What clothes does the singer wear when it's cold?

6. What clothes make the singer look beautiful?

7. How does the singer describe himself/herself?

8. What does the singer dislike?

9. What does the singer like?
Choose the best option.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which of these words to describe food is negative?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. healthy</td>
<td>c. delicious</td>
<td></td>
</tr>
<tr>
<td>b. nice</td>
<td>d. boring</td>
<td></td>
</tr>
<tr>
<td>2. In my , Christmas is more fun than New Year’s Eve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. opinion</td>
<td>b. think</td>
<td>c. believe</td>
</tr>
<tr>
<td>3. My sister like Halloween.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. isn’t</td>
<td>b. is</td>
<td>c. doesn’t</td>
</tr>
<tr>
<td>4. Food you don’t cook is called .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. raw</td>
<td>b. oily</td>
<td>c. salty</td>
</tr>
<tr>
<td>5. I really love and sour pork!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. raw</td>
<td>b. sweet</td>
<td>c. salty</td>
</tr>
<tr>
<td>6. This fish is amazing!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. good</td>
<td>c. absolutely</td>
<td></td>
</tr>
<tr>
<td>b. can</td>
<td>d. very</td>
<td></td>
</tr>
<tr>
<td>7. Chinese New Year lasts longer Colombian New Year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. than</td>
<td>b. that</td>
<td>c. as</td>
</tr>
<tr>
<td>8. Which is , Japanese food or Chinese food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. more healthy</td>
<td>c. healthier</td>
<td></td>
</tr>
<tr>
<td>b. more healthier</td>
<td>d. healthier</td>
<td></td>
</tr>
<tr>
<td>9. Mexican food is good, but I think Colombian food is !</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. very better</td>
<td>c. better</td>
<td></td>
</tr>
<tr>
<td>b. more good</td>
<td>d. better</td>
<td></td>
</tr>
<tr>
<td>10. Fruit and vegetables are than meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. colourfuler</td>
<td>c. colourful</td>
<td></td>
</tr>
<tr>
<td>b. more colourful</td>
<td>d. very colourful</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary
- I can identify vocabulary related to food.
- I can identify vocabulary related to celebrations and traditions.

### Grammar
- I can use adjectives to compare customs, food, places, and people.

### Reading
- I understand short texts about celebrations and food.

### Writing
- I can state my opinion in short writings.
- I can write sentences to describe and compare celebrations and food.

### Listening
- I can listen to specific information about family traditions.

### Speaking
- I can talk about celebrations, traditions and food.
Vocabulary Activities

Module 1

1. Complete the sentences using classroom items.
   a. There is a ________ in the classroom to know the time.
   b. You need a ________ to find the definitions of words.
   c. The teacher writes on the ________.
   d. The ________ has all the information you need to learn.
   e. You carry your books in a ________.
   f. A ________ is where you put your notebook to write.
   g. You use ________ and ________ to write.

2. Complete the name of the numbers and write the number next to it.
   a. _ N _ ______
   b. _ _ E _ ______
   c. _ _ R _ ______
   d. _ E _ ______
   e. _ _ O ______
   f. _ O _ _ ______
   g. S _ ______
   h. F _ _ ______
   i. _ I _ _ ______
   j. _ E _ _ ______
   k. N _ _ ______

Module 2

3. Unscramble the parts of the body
   a. mra __________
   b. gle __________
   c. yee __________
   d. dahe __________
   e. cakb __________
   f. tohm _ __________
   g. nadh __________
   h. motashc __________
   i. hetet __________
   j. eson __________

4. Write the name of the activity for each description.
   a. Folding paper in different ways to create figures. __________
   b. Using pencil and paper to create two-dimensional images. __________
   c. Travelling in the mountains or forests by foot. __________
   d. Creating music with an instrument. __________
   e. Creating three-dimensional figures with glue __________
Module 3

5. Complete the following household items and write in which part of the house they go.
   a. _ _ f _ _ _ _ _ _ t _ _
   b. _ e _
   c. _ _ w _ _
   d. s _ _
   e. _ _ b _ _ and _ _ a _ _ s
   f. _ _ s _ _ _ _ _ _ c _ _ _
   Part of the house:
   a. __________
   b. __________
   c. __________
   d. __________
   e. __________
   f. __________

6. Write the place in town for each action. Then, match it with the corresponding job.
   a. Reading books:
      __________
   b. Buying medicine:
      __________
   c. Shopping for clothes:
      __________
   d. Eating bread and cakes:
      __________
   e. Eating:
      __________
   f. Studying:
      __________
   g. Protecting citizens:
      __________
   Match the job:
   ____ Baker
   ____ Pharmacist
   ____ Police officer

Module 4

7. Choose which item you don’t wear for every weather condition.
   a. Rain: a) sunglasses  b) hat  c) coat
   b. Wind: a) coat  b) scarf  c) skirt
   c. Sun: a) sunglasses  b) hat  c) scarf
   d. Storm: a) jacket  b) hat  c) T-shirt
   e. Snow: a) trousers  b) dress  c) sweater

8. Find 14 adjectives to describe personality, food, and places.
   H A B P E A C F U L O H
   E D I F Q E T X O I C P A
   D U R A U B R O R L A S R
   A R D S W E E T T S O T D
   R M S E I L C I Y P U R W
   S O U R M O A C T I V E O
   A D C I O D R E F C B S R
   L E A O F J U I C Y N S K
   T R F U I W E R A S I F I
   Y N E S L O R A T E L U N
   O U P I S T A B O R I L G
   D I S C I P L I N E D T O

9. Match the two columns to form actions related to the environment.

   a. throw  ____ waste
   b. turn off  ____ paper bags
   c. use  ____ the lights
   d. turn off  ____ rubbish
   e. separate  ____ a bicycle
   f. collect  ____ rubbish in the bin
   g. use  ____ the tap
   h. reduce  ____ rainwater
   i. keep  ____ places clean