

CEFR A2

# KeyCode 1

Englishhouse, 2020  
Sergio Velázquez García



## KeyCode 1

### Serie **KeyCode**

- Libro ELT para el estudio y adquisición del idioma inglés como lengua extranjera y desarrollo de las cuatro habilidades lingüísticas.
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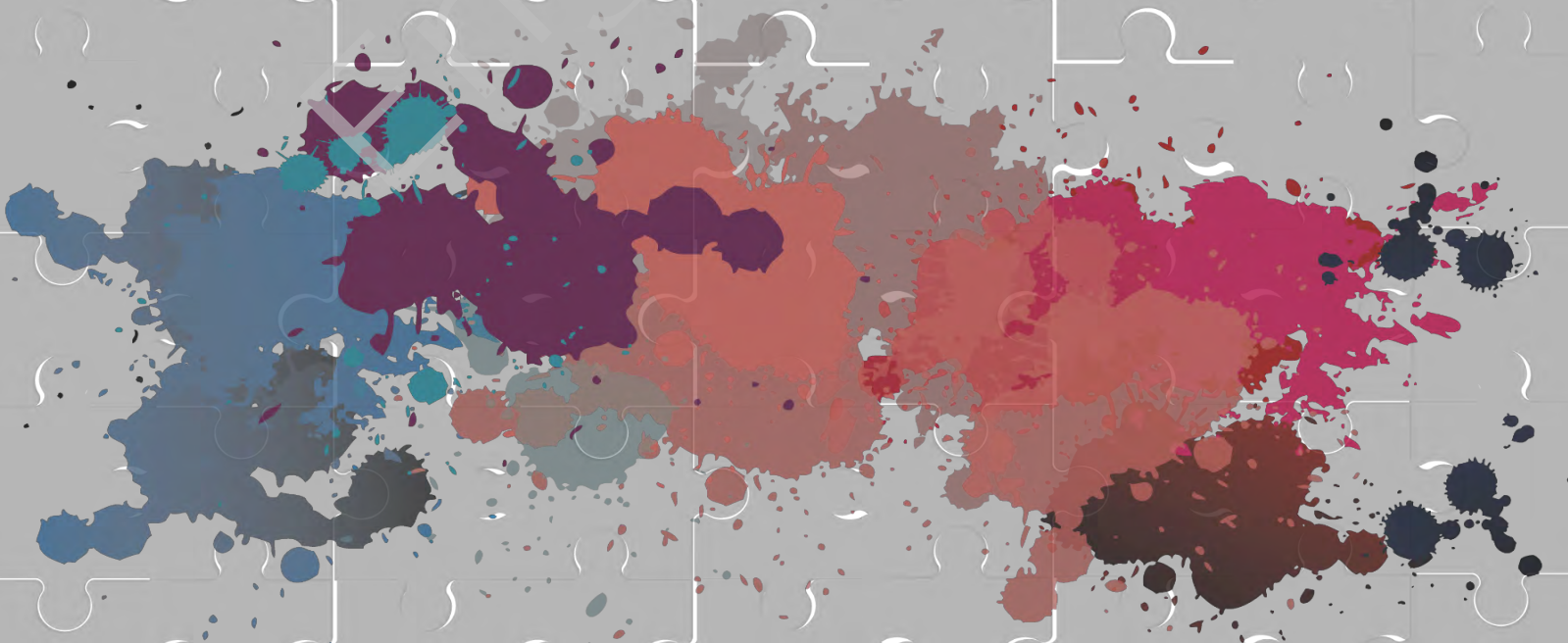
### **Ecatepec, Estado de México**

- Primera Edición, mayo 2018

Impreso en México por Editores y Consultores EH, S. C.

[www.englishhouse.mx](http://www.englishhouse.mx)

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## Description

The KeyCode series is a 6-level program aimed to help students develop all four Linguistic Skills.

It's based on:

- Talking Teaching
- Functional Approach
- Spiral Approach
- Lexical Approach – Lexical Priming
- Critical thinking
- Multiple intelligences
- TBLT

This program is Student-Centered approached and each level consists of 10 units. It provides an easy way to get students playing with the language by:

- Looking at vocabulary to identify and understand meaning and use, then extending it.
- Making use of context to get a clear idea of how it is used in real life.
- Providing students with opportunities to make use of specific intelligences through Mini Project work.
- Getting students in the need to use Critical Thinking and learn by discovering.
- Providing examples of language options to extend active and productive use – well-structured.
- Introducing new grammar points by using vocabulary that is familiar to students, and the other way so.
- Making use of collecting boxes – information organizers.

Communication (functional), Structure (grammar) and Skill development (receptive, productive and subskills) are all important, so all of it has been considered.

Teachers should be given the chance to really spend time with their students, that way the power of connection could be felt by them all.

Teaching and learning must bring JOY, so... never stop moving, gear yourself and keep in mind that there is no better way to live than sharing the good there is within.

Thanks to all Englishouse Team : )!

## Scope and Sequence

Level 1	Expected Learning Ss will be able to:	Function	Vocabulary
<p><b>UNIT 1</b> I'll show you around! Pages 5 - 10</p>	<p>Introduce people Describe people (appearance) Name things around school Talk about things they have Use classroom language Identify personal pronouns Explain what they can do with their school items</p>	<p>Saying Hello – Goodbye Introducing yourself - a friend Describing school Describing people Persuading people to join a project Telling what people do at school Spelling and testing friends on spelling</p>	<p>people school classroom jobs school phrases personal pronouns adjectives verbs</p>
<p><b>UNIT 2</b> That's what I like! Pages 11 - 16</p>	<p>Talk about hobbies Express point of view Tell when they like doing their favourite activities Talk about holidays / celebrations Plan for shopping Classify words Report on friends' activity Identify number-words</p>	<p>Talking about hobbies Explaining why they like doing some activities Saying when they do their favourite activities Talking about common activities Giving detailed information on celebrations Explaining shopping plans Writing about friends' common activity</p>	<p>leisure days of the week holidays numbers months food school subjects</p>
<p><b>UNIT 3</b> What to wear? Pages 17 - 22</p>	<p>Talk about clothes Talk about weather Identify and name the seasons of the year Dress according to weather conditions Categorize clothes Identify and name parts of the body Talk about sickness and remedies</p>	<p>Describing clothes Describing weather Explaining what to wear Naming parts of the body Suggesting remedies for sickness</p>	<p>clothes colours dressing code temperature weather seasons of the year adverbs parts of the body sickness</p>
<p><b>UNIT 4</b> This is my house! Pages 23 - 28</p>	<p>Name parts of the house Talk about furniture Describe rooms Talk about house chores Talk about appropriate use Differentiate rights and responsibilities Talk about problems and solutions Write short messages</p>	<p>Naming the rooms of a house Telling what furniture can be found in the different rooms of a house Describing pictures of rooms Describing house chores Expressing point of view Explaining the difference between rights and responsibilities Describing problems Suggesting solutions Presenting solutions</p>	<p>parts of the house furniture verbs adjectives How... questions</p>
<p><b>UNIT 5</b> I can try! Pages 29 - 34</p>	<p>Identify and talk about abilities Recognize what they are capable of Promote training Express opinions on how to get better at doing something Collect data to make a manual</p>	<p>Sharing ideas on how to learn to do something Explaining why students can't do an activity Giving recommendation on training Describing location for places to train or do certain activities Presenting information about having a healthy life style</p>	<p>verbs places prepositions adverbs of manner habits food and drinks</p>

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>This is... He / She is... They are... I have... I use it to... I can see... He works in... He teaches...</p>	<p>Hello, I am ... and this is my friend... She is tall and thin. They are tall. I have one pen. I use it to write. I can see three chairs. He works in the office. He teaches English.</p>	<p>Full sentences Completing conversations Matching halves List of possessions Labels – learning strategy Collecting boxes – organize information</p>	<p>Making labels for things and places around school</p>
<p>She likes to... In my opinion, it is... The man is... I like cleaning on... In Mexico, we... It is on... It is an... Sleep and watch TV are... I meet my ... My friend likes... My friend doesn't like...</p>	<p>She likes to read books. In my opinion, it is boring. The man is drawing. I like cleaning on Sundays. In Mexico, we celebrate Mother's Day in May. It is on May 10<sup>th</sup>. It is an interesting day. Sleep and watch TV are words for the house. I meet my friends at the park on Saturdays. My friend likes to watch TV. My friend doesn't like to watch TV.</p>	<p>Full sentences Functional language for expressing opinion Collecting boxes – organize information Connecting ideas Shopping plan – list Extending writing Reporting peoples' answers</p>	<p>Making a shopping plan and list for a special celebration</p>
<p>..., they are... These are... ...usually wears... He is wearing... I have some... When the weather is... ...you should wear... In winter, it is... She is planning to... It is not appropriate to... People should... You put these... You wear these... The head gets...</p>	<p>The jeans, they are blue. These are blue earrings. My friend usually wears jeans. He is wearing jeans. I have some white socks. When the weather is snowy, the temperature is cold, so you should wear a coat. In winter, it is very cold. She is planning to wear warm clothes. It is not appropriate to wear shorts in winter. People should wear pants and a jacket. You put these on your hands. You wear these on your hands. The head gets affected.</p>	<p>Full sentences Descriptive language Frequency words Making lists and making emphasis Collecting boxes – organize information Connecting ideas Completing conversations Continuing – Extending ideas Definitions or hint understanding</p>	<p>Describing health problems and suggesting solutions</p>
<p>Picture 1 shows... I have... There is a... My mum always... My dad helps... I like to... How many...? How loud...? It's... Kids have the right to... Kids have the responsibility to...</p>	<p>Picture 1 shows the dining room. I have dinner there. There is a sink in the bathroom. My mum always sweeps the living room. My dad helps mum to mop. I like to take the dog out. How many pets do you have? How loud do you listen to your favourite music? It's OK! / It's too much! Kids have the right to have teachers every day. Kids have the responsibility to complete their school work.</p>	<p>Describing pictures Completing conversations Splitting verbs Filling in gaps Gist and specific information How ... questions Write about rights and responsibilities – extended writing Writing longer messages Collecting boxes – organize information</p>	<p>Suggesting solutions Writing a message</p>
<p>I can... I can't ... ... in the ... ... on ... ...good at... People should...</p>	<p>I can play soccer really well. I can't dance. You can practice in my house. I can walk under the rope. I am good at playing soccer. People should eat apples.</p>	<p>Writing changes Question forms Completing conversations Reading longer texts (gist, specific and detailed information) Selecting and presenting key information Collecting boxes – organize information</p>	<p>Making a Healthy Life Style Manual</p>

## Scope and Sequence

Level 1	Expected Learning SS will be able to:	Function	Vocabulary
<b>UNIT 6</b> <b>Yummy Food!</b> <b>Pages 35 - 40</b>	Differentiate cuisine Write a recipe Identify steps for preparing food Express liking or disliking of food Write a list of ingredients Give recommendation on what to eat according to the part of the day Use frequency words Differentiate singular and plural nouns Present/explain a cooking process	Expressing likes and dislikes on food Explaining processes Giving recommendations Explaining eating habits Talking about frequency of activity doing Saying that something exists Following and presenting a cooking process	food and drinks place of origin chunks meals adverbs What do - questions some / any cooking methods sequence words
<b>UNIT 7</b> <b>What a great city!</b> <b>Pages 41 - 46</b>	Identify places in a city Name jobs and activities related to places in a city Understand word definitions Use prepositions to give location Follow directions to get to a particular place Read and understand messages in ads or leaflets	Talking about specific activities a person does according to profession Giving directions Discussing and describing wildlife conditions Persuading people to visit a particular place	places in a city jobs prepositions verbs
<b>UNIT 8</b> <b>Sorry! I'm busy!</b> <b>Pages 47 - 52</b>	Talk about actions happening at the moment of speaking Confirm information by making emphasis on answers Describe clothes Send messages on apps Evaluate pronunciation progress Present and explain social network use	Talking about present actions Describing pictures Describing people's clothes Making questions about present activity Asking for and giving information Giving a presentation	actions (verbs) family members colours clothes adjectives numbers names
<b>UNIT 9</b> <b>It was really fun!!!</b> <b>Pages 53 - 58</b>	Talk about the past Identify verb combinations Categorize verbs Identify some verb patterns Guess meaning of words by context Identify word links Identify and consolidate word order Write a short biographical text	Telling about events in the past Reporting on what someone did on previous days Asking for and giving information Discussing on word combination options and patterns Discussing on word meaning	verbs in the past leisure weekend family members time words music band
<b>UNIT 10</b> <b>Let's plan it!</b> <b>Pages 59 - 64</b>	Identify and name countries Name months on a calendar Talk about the information on a calendar Use ordinal numbers Talk about plans Identify, understand and explain messages Write short paragraphs on celebrations Understand word definitions Analyze grammar similarities Understand messages and identify responses Write an informal email describing a plan	Naming countries Talking about dates Sharing about future plans Explaining messages Writing short paragraphs Organizing a party Making a plan	countries months ordinal numbers verbs prepositions going to celebrations people places party object pronouns

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>I like / love / hate... I don't like... I want to... It's a good idea to... Having... I recommend... That is not... They should... They always... ...any / some eggs. First, ...</p>	<p>I like / love / hate eating pasta. I don't like sweet food. I want to prepare sushi. It's a good idea to drink water. Having water is a good idea. I recommend having fruit. That is not OK. They should drink water. They always drink water. Do we have any eggs? We don't have any milk. First, chop the vegetables.</p>	<p>Write a list of ingredients Language changes, keeping meaning Write suggesting messages Make emphasis on frequency Fill in gaps Include some / any for existence Write a recipe Collecting boxes – organize information</p>	<p>Present a cooking process</p>
<p>...where... It is a... He works ... What did...? It is in front of... Go... There is...</p>	<p>The bank is a place where people save money. It is a drugstore. He works there. What did the boy say? It is in front of the park. Go straight two blocks and then turn left. There is a Drug Store on Green Street.</p>	<p>Write specific location Write about places and activity Read word definitions Fill in gaps Read longer texts for gist, specific and detailed information Collecting boxes – organize information</p>	<p>Make a leaflet about your city</p>
<p>I'm ... now. They are... The man is... My mum is... His mum is... Are you... now? She is... and has... What does ...look like?</p>	<p>I'm doing my homework now. They are at a coffee shop. The man is wearing jeans. My mum is cooking. His mum is cooking. Are you working, now? She is tall and has short hair. What does your brother look like?</p>	<p>Write short paragraphs Join grammar halves Write reporting answers Describe appearance – options Complete text messages Check on pronunciation progress Read for specific information Collecting boxes – organize information</p>	<p>Social Network Safe Use</p>
<p>Did you...? I didn't What did...? I could... My dad... Last night, I... When did...? Tell me about...!</p>	<p>Did you do your homework? I didn't buy ice cream. What did you do last night? I could talk to my dad. My dad ate many tacos. Last night, I saw a film. When did you see that film? Tell me about your weekend!</p>	<p>Use verb options when writing Write about possibility Intensive reading Label categories Collecting boxes – organize information Fill in gaps Word definitions True False Reading for gist Word order</p>	<p>Write your own Biography</p>
<p>Africa is... ...going to... Let's ... Invite... It's on... We need... We don't need... You... ...not going to... What are you going to...? I will...</p>	<p>Africa is magic, colourful and beautiful. I'm going to buy sodas. Let's make a list. Invite all your friends. It's on May 25<sup>th</sup>. We need more snacks. We don't need more glasses. You can bring your CDs. Mark is not going to buy gifts. What are you going to do? OK! I will tell him.</p>	<p>Write activity suggestions Write dates for plans Fill in gaps Spot and rewrite messages Collecting boxes – organize information Write short paragraphs Word definitions Grammar pattern notes Identify responses Rewrite sentences to spot repetition avoidance Write an informal email</p>	<p>Write an email to share about future plans</p>

# I'll show you around



## Vocabulary

Look, name the people and write.

*baby*   *brothers*   *teacher*   *sisters*   *parents*  
*friends*   *security guard*   *principal*



Look at the pictures above again, read and complete. There is one example.

*they*   *he / she*   *she*   *he*  
*she*   *they*   *they*   *they*

- For the teacher I use *she*.
- For the p \_\_\_\_\_ I use \_\_\_\_\_.
- For the s \_\_\_\_\_ I use \_\_\_\_\_.
- For the b \_\_\_\_\_ I use \_\_\_\_\_.
- For the p \_\_\_\_\_ I use \_\_\_\_\_.
- For the f \_\_\_\_\_ I use \_\_\_\_\_.
- For the b \_\_\_\_\_ I use \_\_\_\_\_.
- For the s \_\_\_\_\_ I use \_\_\_\_\_.

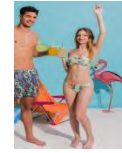
Look, read and complete the table.



chubby



weak



short



ugly



beautiful



strong



tall



handsome



quiet



thin

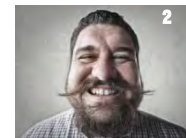


chatty

## Opposites

_____	_____
_____	_____
_____ / _____	_____

Look and complete. Use the correct personal pronoun and two adjectives for each person. There is one example.



- He is thin and handsome.
- \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.



Look at the pictures in the previous activity again and answer the questions.

- Picture 1, is the man ugly? **No, he is not.**
- Picture 2, is the man strong? \_\_\_\_\_.
- Picture 3, are the friends quiet? \_\_\_\_\_.
- Picture 4, are the friends thin? \_\_\_\_\_.
- Picture 5, is the girl chubby? \_\_\_\_\_.
- Picture 6, is the girl tall? \_\_\_\_\_.

Write the sentences that were false in the correct way. There is one example.

- The man in picture 1 is **not** ugly. **He is handsome.**
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Read and complete the conversations using words from previous activities.

Who is \_\_\_\_\_?  
**He** \_\_\_\_\_ my father.  
 \_\_\_\_\_ is **not** short.  
**He** \_\_\_\_\_ tall.

Who \_\_\_\_\_ **she**?  
 \_\_\_\_\_ is my sister.  
**She** \_\_\_\_\_ **not** chubby.  
 \_\_\_\_\_ is thin.

Who **are** \_\_\_\_\_?  
**They** \_\_\_\_\_ my brothers.  
 \_\_\_\_\_ **are not** quiet.  
**They** \_\_\_\_\_ chatty.

Who \_\_\_\_\_ **they**?  
 \_\_\_\_\_ **are** my parents.  
**They** \_\_\_\_\_ not chubby.  
 \_\_\_\_\_ **are** strong.

**Grammar**

Look, read and repeat.

Personal Pronoun	Verb to be	Contraction	Negative	Negative contraction
I	am	I'm	not	I'm not
You	are	You're	not	You aren't
He	is	He's	not	He isn't
She	is	She's	not	She isn't
It	is	It's	not	It isn't
We	are	We're	not	We aren't
You	are	You're	not	You aren't
They	are	They're	not	They aren't

Use the information in the previous board to write 4 sentences – describing people.

- Your mum and dad**  
\_\_\_\_\_.
- A good friend (boy)**  
\_\_\_\_\_.
- A good friend (girl)**  
\_\_\_\_\_.
- Your favourite sportsperson or singer**  
\_\_\_\_\_.

Practise conversation number one with a friend. Then use it as a model to complete conversation two.

**Conversation 1**

**John:** Hello, Andrea.  
**Andrea:** Hi, John.  
**John:** How are you?  
**Andrea:** I'm Ok. What about yourself?  
**John:** I'm great. This is my friend, Daniel.  
**Andrea:** Hi, Daniel.  
**Daniel:** Hello, Andrea. How are you?  
**Andrea:** Just great!  
**Daniel:** It's nice to hear you are Ok.  
**Andrea:** Well, I have to go to class. See you later!  
**Daniel:** Ok, bye.  
**John:** Bye, Andrea. Take care.

**Conversation 2 Listen and check your answers.**

**Peter:** Hello, \_\_\_\_\_.  
**Martha:** Hi, \_\_\_\_\_.  
**Peter:** How \_\_\_\_\_ you?  
**Martha:** \_\_\_\_\_ Ok. \_\_\_\_\_ about \_\_\_\_\_?  
**Peter:** \_\_\_\_\_ great. This \_\_\_\_\_ my \_\_\_\_\_, \_\_\_\_\_.  
**Martha:** Hi, \_\_\_\_\_.  
**William:** Hello, \_\_\_\_\_ . How are \_\_\_\_\_?  
**Martha:** \_\_\_\_\_ great!  
**William:** \_\_\_\_\_ nice to hear you \_\_\_\_\_ Ok.  
**Martha:** Well, \_\_\_\_\_ have to \_\_\_\_\_ to class. See \_\_\_\_\_ later.  
**William:** Ok, \_\_\_\_\_.  
**Peter:** Bye, \_\_\_\_\_ . Take \_\_\_\_\_.

**Classroom Language**  
Listen and repeat.

How do you say \_\_\_\_?

What is \_\_\_\_ in Spanish?

I don't remember?

Repeat that, please!

I have a question!

May I come in?

Teacher, I need help!

Think of other two classroom expressions used by students and teachers. Ask your teacher to help you.

**Expressions used by teachers**

1. \_\_\_\_\_.

2. \_\_\_\_\_.

**Expressions used by students**

1. \_\_\_\_\_.

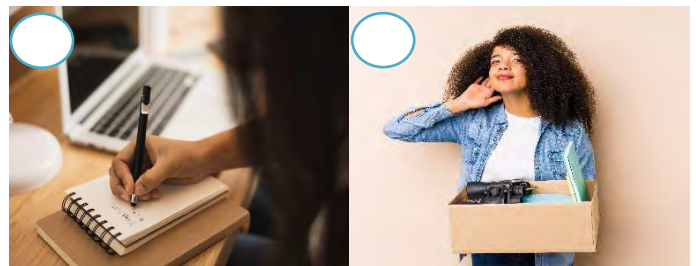
2. \_\_\_\_\_.

Look, read and number the pictures.

- |                       |                         |
|-----------------------|-------------------------|
| 1. Listen carefully!  | 2. Look at the picture! |
| 3. Raise your hand!   | 4. Open the book to...  |
| 5. Come to the front! | 6. Copy down!           |
| 7. Look at the board! | 8. Work together!       |

Write a letter to match the phrases with the intention sentences. Then listen and check your answers.

1. How do you say \_\_\_\_\_? \_\_\_\_\_
  2. Repeat that please. \_\_\_\_\_
  3. I have a question. \_\_\_\_\_
  4. What is \_\_\_\_\_ in Spanish? \_\_\_\_\_
  5. I don't remember. \_\_\_\_\_
  6. Teacher, I need help. \_\_\_\_\_
  7. May I come in? \_\_\_\_\_
- a) I want the teacher to help.
  - b) Permission to walk in.
  - c) I need a word in English.
  - d) Something is not clear.
  - e) I didn't hear.
  - f) I forgot about something.
  - g) I need a definition in my own language.



**Reading and writing**

Read and use the words to complete the explanations.

**What are the instructions for?**

<i>a</i>	<i>write</i>	<i>is</i>	<i>in</i>
<i>to</i>	<i>friend</i>	<i>used</i>	<i>student</i>
<i>check</i>	<i>instruction</i>	<i>the</i>	<i>a</i>
<i>on</i>	<i>students</i>	<i>notebooks</i>	<i>when</i>

1. Instruction number 1    used when the teacher is writing    the board.
2. Instruction number 2 is used    students need to work with    picture.
3. Instruction number 3 is    when students want    participate.
4. Instruction number 4 is used when    need to find a page    a book.
5.    number 5 is used when the teacher asks a    to write on the board.
6. Instruction number 6 is used when students must    something in their   .
7. Instruction number 7 is used when students must    the information on    board.
8. Instruction number 8 is used when students must work with      .

Use a dictionary or the internet to find school supplies words.

1. to write    **a**
2. to measure    **a**
3. to colour            **s**
4. to cut            **s**
5. to carry your books    **a**
6. to sharpen    **a**
7. to erase    **an**
8. to carry your pencils, pens or colours    **a**

Read and use colour words and the words from the previous activity to complete the sentences. There is one example.

1. I have a black pen. I use **it** to write.
2. I have a            ruler. I use **it** to           .
3. I have many           . I use **them** to           .
4. I have a pair of           . I use **them** to           .
5. I have a            backpack. I use **it** to           .
6. I have a            sharpener. I use **it** to           .
7. I have a            eraser. I use **it** to           .
8. I have a           . I use **it** to           .

Look inside your backpack. Write what you have in it. Include numbers and colours.

**In my backpack I have...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



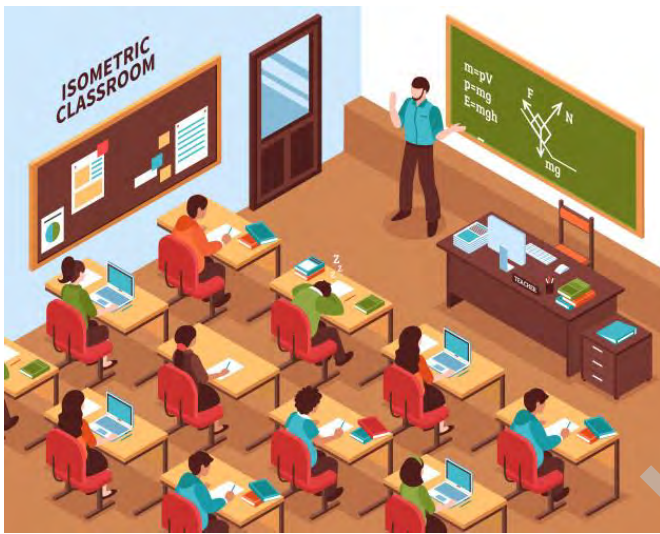

**Speaking**

**Describing the classroom**

Look and tell what you can see. There is one example.

- In this classroom I can see...

chairs			



**Spelling**

Listen and repeat.

a    b    c    d    e    f    g  
 h    i    j    k    l    m    n  
 o    p    q    r    s    t    u  
 v    w    x    y    z

Ask two friends to spell some words. Write their spelling to check they did it correctly.

Friend 1	Friend 2
_____	_____
_____	_____
_____	_____
_____	_____

**Mini project**

**Learning strategy:** having labels around the classroom, at school, at home, etc. is good for you to remember words.

1. Work in teams.
2. Write on small pieces of cardboard some words for things you can see in the classroom and around school.
3. Put your labels on the things and show your friends where they can find them.

**You need:**

- small pieces of cardboard
- colours, markers and pens
- tape
- a dictionary



**More vocabulary**

Look, read and match.

principal's office  
 basketball court  
 yard  
 flagpole  
 entrance  
 trees and grass  
 football court  
 library  
 cafeteria  
 gym

**Extending vocabulary**

Write three words related to each place. Remember to use the question, "How do you say \_\_\_?" to ask your teacher for help.

- basketball court**  
 \_\_\_\_\_  
 \_\_\_\_\_
- principal's office**  
 \_\_\_\_\_  
 \_\_\_\_\_
- yard**  
 \_\_\_\_\_  
 \_\_\_\_\_
- flagpole**  
 \_\_\_\_\_  
 \_\_\_\_\_
- entrance**  
 \_\_\_\_\_  
 \_\_\_\_\_
- trees and grass**  
 \_\_\_\_\_  
 \_\_\_\_\_

**7. football court**

\_\_\_\_\_

**8. library**

\_\_\_\_\_

**9. gym**

\_\_\_\_\_

**10. cafeteria**

\_\_\_\_\_

**Extended writing**

Look, read and write. There is one example.

Person	Place	Activity
teacher	classroom	teach
1. The <b>teacher</b> works in the <b>classroom</b> . She <b>teaches</b> English.		

Person	Place	Activity
_____	_____	_____
2. _____.		

Person	Place	Activity
_____	_____	_____
3. _____.		

Person	Place	Activity
_____	_____	_____
4. _____.		

Person	Place	Activity
_____	_____	_____
5. _____.		

# 2 That's what I like!



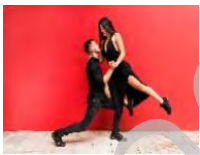
## Vocabulary

Look, name the activities and write.

surf the net  
dance  
listen to music

play soccer  
do exercise

read books  
go shopping  
go out



Look at the pictures above again and write. Use likes for singular and like for plural. There is one example.

1. She likes to do exercise.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Read and tick the box. Then listen to check your answers.

- Is the word positive or negative?

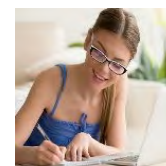
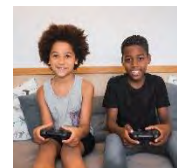
	P	N
1. exciting	<input type="checkbox"/>	<input type="checkbox"/>
2. stressful	<input type="checkbox"/>	<input type="checkbox"/>
3. amazing	<input type="checkbox"/>	<input type="checkbox"/>
4. boring	<input type="checkbox"/>	<input type="checkbox"/>
5. fun	<input type="checkbox"/>	<input type="checkbox"/>
6. tiring	<input type="checkbox"/>	<input type="checkbox"/>
7. interesting	<input type="checkbox"/>	<input type="checkbox"/>
8. difficult	<input type="checkbox"/>	<input type="checkbox"/>

Read and complete the sentences. Use the words from the previous activity.

1. In my opinion, surfing the net is \_\_\_\_\_.
2. In my opinion, playing soccer \_\_\_\_\_.
3. In my opinion, reading \_\_\_\_\_.
4. In my opinion, dancing \_\_\_\_\_.
5. In my opinion, doing exercise \_\_\_\_\_.
6. In my opinion, going shopping \_\_\_\_\_.
7. In my opinion, listening to music \_\_\_\_\_.
8. In my opinion, going out is \_\_\_\_\_.

Look and label the pictures.

write      play basketball      play video games  
play the guitar      draw      sing



Read, look at the pictures in the previous page again and put a tick or a cross.

- P1 The man is writing. \_\_\_\_\_
- P2 The boys are playing video games. \_\_\_\_\_
- P3 The man is playing the piano. \_\_\_\_\_
- P4 The girl is listening to music. \_\_\_\_\_
- P5 The woman is reading. \_\_\_\_\_
- P6 The boy is playing basketball. \_\_\_\_\_

Rewrite correctly the sentences you crossed out.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.

Listen and complete the conversations.

A: What \_\_\_\_\_ your favourite hobby?  
 B: I \_\_\_\_\_ soccer.  
 A: Really. I \_\_\_\_\_ it too.  
 B: It is really \_\_\_\_\_.  
 A: I feel good when \_\_\_\_\_ score.

A: What is your \_\_\_\_\_ activity?  
 B: I \_\_\_\_\_ dancing.  
 A: What \_\_\_\_\_ dancing like?  
 B: \_\_\_\_\_ is really fun.  
 A: \_\_\_\_\_ it difficult?  
 B: Yes. Sometimes it is \_\_\_\_\_.

A: Hello, \_\_\_\_\_ is your favourite activity?  
 B: I like \_\_\_\_\_ the guitar.  
 A: In my \_\_\_\_\_, it is stressful.  
 B: It is not. It is amazing \_\_\_\_\_ interesting.

A: Do you \_\_\_\_\_ to study after classes?  
 B: No, I don't. It is \_\_\_\_\_ and \_\_\_\_\_.  
 A: \_\_\_\_\_ is not. In \_\_\_\_\_ opinion, it is fun.

Write two sentences about activities you like / don't like doing. Use the word BECAUSE to express why.

1. I like \_\_\_\_\_ because it is \_\_\_\_\_.
2. I \_\_\_\_\_  
\_\_\_\_\_.
3. I don't like \_\_\_\_\_ because it is \_\_\_\_\_.
4. I \_\_\_\_\_  
\_\_\_\_\_.

**Grammar**

Look, listen and repeat.

Pronoun	Affirmative	Negative	Information to complete the idea
I	like	don't like	drawing.
You	like	don't like	dancing.
He	likes	doesn't like	writing.
She	likes	doesn't like	reading.
It	likes	doesn't like	singing.
We	like	don't like	running.
You	like	don't like	swimming.
They	like	don't like	talking.

Look, talk and complete the table. Then complete the words for the days of the week and say when you like doing the activities.

Common activities	Leisure activities
_____	_____
_____	_____
_____	_____
_____	_____

• I like cleaning my house on Saturdays.

M \_\_\_\_\_

T \_\_\_\_\_

W \_\_\_\_\_

T \_\_\_\_\_

F \_\_\_\_\_

S \_\_\_\_\_

S \_\_\_\_\_

## Definitions

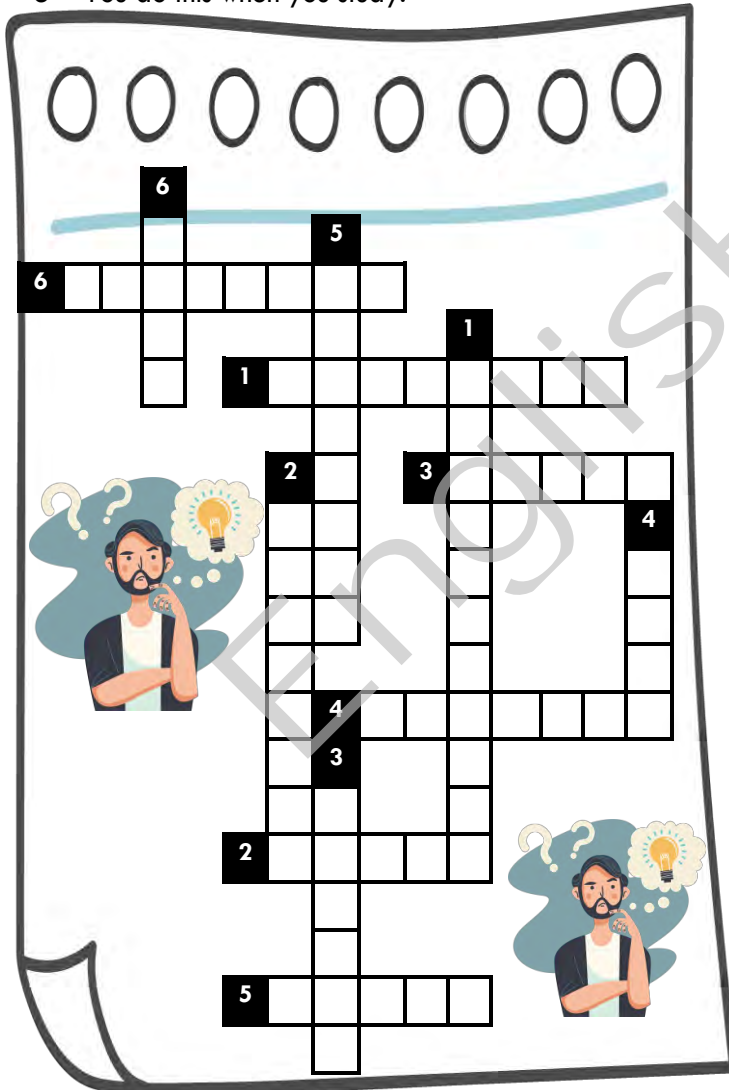
Read and write the words in the grid.

### Cross

- There are 11 players on a team.
- Rock is one type of this.
- You do it at school.
- You use a pencil and some paper for this.
- You do it to the music.
- You wear sneakers to do this.

### Down

- You play with a big-orange ball.
- Kids love this.
- It has 6 strings.
- You need a microphone to do this.
- You need some money for this.
- You do this when you study.



Listen and repeat.

- From 1 to 10

0	1	2	3	4	5
zero	one	two	three	four	five
6	7	8	9	10	
six	seven	eight	nine	ten	

- From 10 to 20

10	11	12	13	14	15
ten	eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20	
sixteen	seventeen	eighteen	nineteen	twenty	

- From 10 to 100 by 10s

10	20	30	40	50
ten	twenty	thirty	forty	fifty
60	70	80	90	100
sixty	seventy	eighty	ninety	one hundred

- From 100 to 1000 by 100s

100	200	300	400	500
one hundred	two hundred	three hundred	four hundred	five hundred
600	700	800	900	1000
six hundred	seven hundred	eight hundred	nine hundred	one thousand

Look, select and write. There are two examples.

1. 64 – sixty-four

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

6. 125 – one hundred twenty five

7. \_\_\_\_\_.

8. \_\_\_\_\_.

9. \_\_\_\_\_.

10. \_\_\_\_\_.



**Reading and writing**

Look at a calendar and write. There is one example.

January This month has 31 days.

F \_\_\_\_\_ This month has \_\_\_\_ days.

M \_\_\_\_\_ This month has \_\_\_\_ days.

A \_\_\_\_\_ This month has \_\_\_\_ days.

M \_\_\_\_ This month has 31 days.

J \_\_\_\_\_ This month \_\_\_\_\_ days.

J \_\_\_\_\_ This month \_\_\_\_\_ days.

A \_\_\_\_\_ This month \_\_\_\_\_ days.

S \_\_\_\_\_ This month has 30 day

O \_\_\_\_\_ \_\_\_\_ month \_\_\_\_\_ days.

N \_\_\_\_\_ \_\_\_\_ month \_\_\_\_\_ days.

D \_\_\_\_\_ \_\_\_\_ month \_\_\_\_\_ days.

Talk and write one holiday for each month. Use the internet to get more information.

Jan	May	Sept
Feb	Jun	Oct
Mar	Jul	Nov
Apr	Aug	Dec

Write complete sentences using the words in, on and an / a. There are two examples.

- In Mexico we celebrate Mother's Day **in** May. It is **on** May 10<sup>th</sup>. In my opinion, it is **an** amazing celebration.
- In America, we celebrate May Day **in** May. It is **on** May 1<sup>st</sup>. In my opinion, it is **an** interesting day.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Select three celebrations and talk to a friend. Collect information to complete the tables. There is one example.

Children's Day

\_\_\_\_\_ celebration

what people do	what people eat / drink
<u>have parties</u>	<u>hot dogs</u>
<u>visit parks</u>	<u>soda</u>

\_\_\_\_\_ celebration

what people do	what people eat / drink
_____	_____
_____	_____

\_\_\_\_\_ celebration

what people do	what people eat / drink
_____	_____
_____	_____

\_\_\_\_\_ celebration

what people do	what people eat / drink
_____	_____
_____	_____

Use the information from the previous activity to write one sentence about each celebration. There is one example.

1. People **usually visit** parks, **eat** hot dogs and **drink** soda **on** Children's Day.

2. \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_

**Mini Project**

Listen and read the cooking suggesting notes and choose the one you would like to write about. Write the number for the note you chose in the circle.

*Next Monday, it is the Day of the Dead. My mum wants to prepare something special. I have to go to the market and buy...* **1**

*Next Sunday, it is Christmas. My family and I want to eat something different this time. I think I'll suggest...* **2**

*Next Wednesday, it is Independence Day. I love eating traditional food. My sister and I want to have three different things. They are...* **3**

**Food:** \_\_\_\_\_

**Ingredients:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Total cost:** \_\_\_\_\_

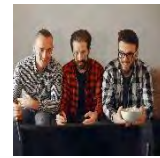
**Total cost in words:** \_\_\_\_\_

\_\_\_\_\_

**More vocabulary**

Look and label the pictures. Then categorize the words.

- buy food    meet friends    study math    sleep*  
*buy clothes    watch TV    run    study chemistry*



1. \_\_\_\_\_ and \_\_\_\_\_ are words for home.
2. \_\_\_\_\_ and \_\_\_\_\_ are words for school.
3. \_\_\_\_\_ and \_\_\_\_\_ are words for the park.
4. \_\_\_\_\_ and \_\_\_\_\_ are words for the market or the mall.



### Extended writing

Use the information from the previous activity to write complete sentences. There are two examples.

- **When** do you do the activities?

1. I meet my friends at the park on Saturdays.
2. I sleep 20 minutes every day after school.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Interview three friends and circle the information that shows your friends answers. Then write one reporting sentence about each friend. There are two examples.

My friend Oscar.

**Do you like watching TV?**

Yes, I do.      Sometimes      No, I don't.

**When do you like watching TV?**

In the afternoon      At night      At weekend

1.

My friend Oscar **likes** to watch TV. He usually **watches** TV at the weekend.

2

My friend Oscar **doesn't like** to watch TV. He **likes** listening to the radio best (prefer).

My friend \_\_\_\_\_.

**Do you like watching TV?**

Yes, I do.      Sometimes      No, I don't.

**When do you like watching TV?**

In the afternoon      At night      At weekend

**Reporting sentence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My friend \_\_\_\_\_.

**Do you like watching TV?**

Yes, I do.      Sometimes      No, I don't.

**When do you like watching TV?**

In the afternoon      At night      At weekend

**Reporting sentence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My friend \_\_\_\_\_.

**Do you like watching TV?**

Yes, I do.      Sometimes      No, I don't.

**When do you like watching TV?**

In the afternoon      At night      At weekend

**Reporting sentence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# 3 What to wear?



## Vocabulary

Look, name the clothes and write.

<i>jeans</i>	<i>sneakers</i>	<i>skirt</i>	<i>blouse</i>
<i>sweater</i>	<i>T-shirt</i>	<i>shorts</i>	<i>socks</i>



Look at the pictures again and complete the table. Then practise writing and saying complete sentences. There is one example.

clothing	pronoun	colour
shorts	they	grey

- The shorts, they are grey.

clothing	pronoun	colour
_____	_____	_____
_____	_____	_____

- \_\_\_\_\_

clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

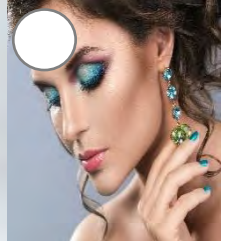
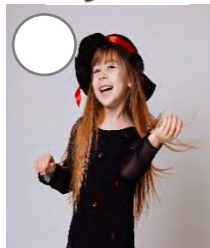
clothing      pronoun      colour

\_\_\_\_\_

• \_\_\_\_\_

Look, read and number the pictures. Then listen to check your answers.

1. These are blue earrings.
2. This is a black belt.
3. This is a red dress.
4. This is a man's suit.
5. These are black and white high heels.
6. This is a black and red hat.



**Speaking**

Interview three friends and write about them. There is one example.

- What clothes do you usually wear?

1. My friend Martha usually **wears** jeans, a blouse and sneakers.
2. My friend \_\_\_\_\_ usually \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. My friend \_\_\_\_\_ usually \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. My friend \_\_\_\_\_ usually \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Categorise the words for clothes from the vocabulary activity and the previous one. Then use a dictionary to find more words to complete the table.

Boys		Girls	
1	_____	1	_____
2	_____	2	_____
3	_____	3	_____
4	_____	4	_____
5	_____	5	_____

**Reading and writing**

Think of the clothes you have in your closet (wardrobe) and write. There is one example.

- 1 I have some white socks and some black ones too.
- 2 I have some \_\_\_\_\_ and some \_\_\_\_\_ too.
- 3 I have some \_\_\_\_\_ and some \_\_\_\_\_ too.
- 4 I have some \_\_\_\_\_ and some \_\_\_\_\_ too.
- 5 I have some \_\_\_\_\_ and some \_\_\_\_\_ too.

Look at the pictures and decide on the style the clothes are. Explain your answers.

formal      sport      weird      casual



\_\_\_\_\_ is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



\_\_\_\_\_ is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



\_\_\_\_\_ is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



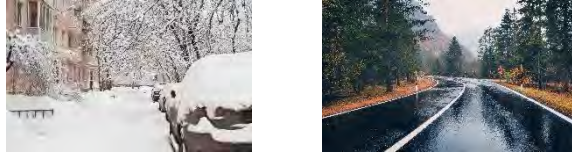
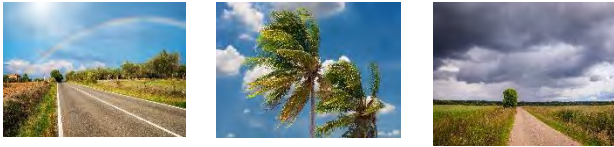
\_\_\_\_\_ are wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



**More Vocabulary**

Look and label the pictures.

cloudy    sunny    rainy    windy    snowy



Look, read and colour.

hot – orange

warm – yellow

cool – green

cold – blue



Use words from previous activities to complete the tables.

weather cloudy  
 temperature \_\_\_\_\_  
 clothes to wear \_\_\_\_\_  
 clothes to not wear \_\_\_\_\_

weather sunny  
 temperature \_\_\_\_\_  
 clothes to wear \_\_\_\_\_  
 clothes to not wear \_\_\_\_\_

weather rainy  
 temperature \_\_\_\_\_  
 clothes to wear \_\_\_\_\_  
 clothes to not wear \_\_\_\_\_

weather windy  
 temperature \_\_\_\_\_  
 clothes to wear \_\_\_\_\_  
 clothes to not wear \_\_\_\_\_

weather snowy  
 temperature \_\_\_\_\_  
 clothes to wear \_\_\_\_\_  
 clothes to not wear \_\_\_\_\_

Use the information in the boxes in the previous activity to say complete sentences. There is one example.

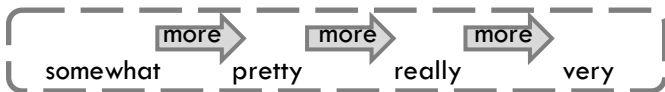
“When the weather is ..., the temperature is ..., so you should wear... and not wear...”

Look at the pictures and complete the table.



Season	Months	Weather	Temperature
spring	_____	_____	_____
summer	_____	_____	_____
autumn/fall	_____	_____	_____
winter	_____	_____	_____

Look, talk and write. There is one example.



1. In winter, it is very cold.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

Write some wrong sentences about the weather. Then ask a friend to help you write them correctly. There is one example.

Me: In summer, it is really cold.  
 My friend: In summer, it is not cold. It is warm.

Me: \_\_\_\_\_.  
 My friend: \_\_\_\_\_.

Me: \_\_\_\_\_.  
 My friend: \_\_\_\_\_.

Me: \_\_\_\_\_.  
 My friend: \_\_\_\_\_.

**Listening**

Listen and write the season each person mentions and what clothes they are planning to buy or wear.

**Girl:** Season \_\_\_\_\_.  
 She is planning to \_\_\_\_\_ some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Boy:** Season \_\_\_\_\_.  
 She is planning to \_\_\_\_\_ some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Man:** Season \_\_\_\_\_.  
 She is planning to \_\_\_\_\_ some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Woman:** Season \_\_\_\_\_.  
 She is planning to \_\_\_\_\_ some \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Conversations**

Read and complete. Think of a word to fill in each gap.

**Marco:** Hey, Susan, your shorts are nice.  
**Susan:** Thanks! It's just that the \_\_\_\_\_ is sunny today.  
**Marco:** Yes, it \_\_\_\_\_. The \_\_\_\_\_ is warm.  
**Susan:** You went shopping!?  
**Marco:** Yes. I needed some new clothes because I'm going to Canada next week. The weather there is \_\_\_\_\_, so I decided to buy these.  
**Susan:** You're right! And the temperature is pretty \_\_\_\_\_.  
**Marco:** Check this out!  
**Susan:** Wow, you bought a \_\_\_\_\_ and three \_\_\_\_\_.

**Alex:** Hello, Joe. You are going to Cancun, right?  
**Joe:** Right! Look, I'm going to take my...  
**Alex:** What is it?  
**Joe:** My new \_\_\_\_\_.  
**Alex:** Good idea! You can't wear \_\_\_\_\_ or \_\_\_\_\_.  
**Joe:** I also got these \_\_\_\_\_.  
**Alex:** Great, it's pretty hard to see when the weather is \_\_\_\_\_.

Talk to a friend and write what things you can do according to the weather.

Weather: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Weather: \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_

Weather: \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_

Weather: \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_

Use the information from the previous activity to write full sentences. There is one example.

0. It is not appropriate to wear shorts in winter. People should wear trousers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Look, read and put a tick if the item is appropriate for the season. If it is not, put a cross. Then explain to a friend why it is / it is not appropriate.

Spring	sunglasses	_____
Summer	shorts	_____
Fall	blouse	_____
Winter	sneakers	_____
Spring	sweater	_____
Summer	coat	_____
Fall	gloves	_____
Winter	jeans	_____
Spring	sandals	_____
Summer	swimsuit	_____
Fall	hat	_____
Winter	T-shirt	_____

Look, read and complete.



This girl is wearing a navy blue \_\_\_\_\_, a white \_\_\_\_\_, light blue \_\_\_\_\_, pink \_\_\_\_\_, golden \_\_\_\_\_ and a brown and yellow \_\_\_\_\_.

She is carrying a \_\_\_\_\_ bag on her left arm and two \_\_\_\_\_ on her right arm; one is \_\_\_\_\_ and the other one is \_\_\_\_\_.

This girl loves \_\_\_\_\_ing.





**Speaking**

Tell a friend about the clothes these teenagers are wearing.



**Read and write clothing words.**

1. You put these on your *hands*.      g \_\_\_\_\_
2. You put these on your *legs*.      j \_\_\_\_\_
3. You wear this on your *head*.      h \_\_\_\_\_
4. You put these on your *ears*.      e \_\_\_\_\_
5. You wear these on your *feet*.      s \_\_\_\_\_
6. You put these on before the shoes.      s \_\_\_\_\_
7. You cover the *upper part of your body* with this.      s \_\_\_\_\_
8. You need this to cover your *neck*.      s \_\_\_\_\_

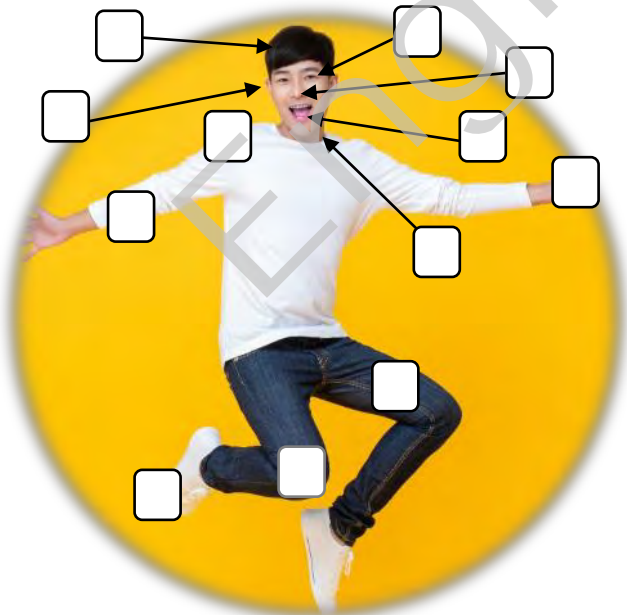
**Mini project.**

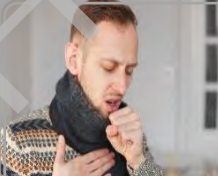




Look for the words to name the health problems. Then explain what part of the body gets affected and what people can do. There is one example.

**Extending vocabulary**

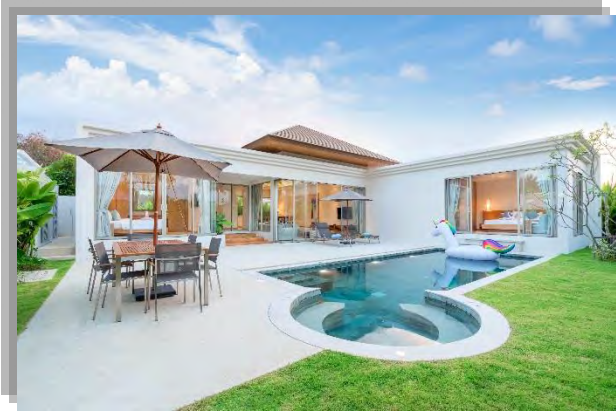
Look and label the picture. It shows parts of the body.

1 feet	2 shoulders	3 arm	4 head
5 legs	6 neck	7 hands	8 ears
9 eyes	10 nose	11 mouth	12 knee



	a cold The throat gets affected. He could drink some tea.
	the _____ The _____ gets affected. ____ could _____ _____.
	a _____ The _____ gets affected. ____ could _____ _____.
	a _____ The _____ gets affected. ____ could _____ _____.
	a _____ The _____ gets affected. ____ could _____ _____.

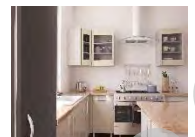
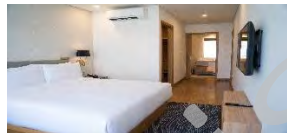
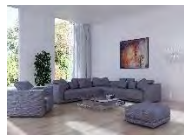
# 4 This is my house!



## Vocabulary

Look and write.

bathroom    living room    bedroom    kitchen  
garage    yard    roof    dining room



Write two sentences about each part of the house.

There are two examples.

- Picture 1 shows the garage. I **make repairs** and **wash** my car **there**.
- Picture 2 shows the dining room. I **have dinner** and **talk to** my family **there**.
- Picture 3 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.
- Picture 4 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.
- Picture 5 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.

6. Picture 6 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.

7. Picture 7 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.

8. Picture 8 shows the \_\_\_\_\_. I \_\_\_\_\_ and \_\_\_\_\_ **there**.

Look and find words for all the three sections.

Sets of three words are connected.

b y d i n i n g r o o m l  
a a k g a r a g e t t t i  
t r i a s d f g h o k a v  
h d t q w r e t y o u b i  
r b c z x c v b n l m l n  
o e h a s d f g h s j e g  
o n e q a z w s x f e e r  
m c n c o o k e r i r a o  
m h r e l a x f c x v t o  
i a s h o w e r o x t h m  
r e r f v t g b o p v c s  
r k t g b y h n k e u t o  
o a j m u k i o l e p a f  
r t a s d f g h j l j w a  
c f t y g v b h u s i k l  
b e d r o o m b e d g o d

Rooms	Furniture	Actions
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____



### Speaking

Use "There is" and "There are" to tell your friends what you can see in the rooms.

1 toilet      2 bathtub      3 sink      4 shower



1 cooker      2 cupboard      3 spoons      4 fridge



1 table      2 chairs      3 plates      4 glasses



1 bed      2 pillows      3 lamp      4 curtains



### Listening

Listen and complete the conversations.  
Write one-word answers.

#### Conversation 1 The bathroom

**Sandra:** What **a** beautiful \_\_\_\_\_!  
**Beth:** Oh, thanks! I love **it**!  
**Sandra:** I'm sure **it is great** to sit in there and relax, with the warm \_\_\_\_\_.  
**Beth:** Yes, **it is**.  
**Sandra:** And **that** \_\_\_\_\_?  
**Beth:** Oh, my mum gave **it** to me for my last birthday!

#### Conversation 2 The kitchen

**Sandra:** What a big \_\_\_\_\_!  
**Beth:** Oh, thanks! I love **it**!  
**Sandra:** **This combination** of \_\_\_\_\_ **makes** it look amazing.  
**Beth:** Yes, **it does**.  
**Sandra:** And **those** \_\_\_\_\_?  
**Beth:** Oh, my sister gave **them** to me last Saturday.

#### Conversation 3 The living room

**Sandra:** What **a** beautiful \_\_\_\_\_!  
**Beth:** Oh, thanks! I love **it**!  
**Sandra:** I'm sure that you enjoy it a lot when you **eat** with your \_\_\_\_\_ here.  
**Beth:** Yes, **I do**.  
**Sandra:** And **those** \_\_\_\_\_?  
**Beth:** Oh, my brother saw there was a discount on **them**, so here \_\_\_\_\_ **are**!

#### Conversation 4 My bedroom

**Sandra:** What **a** big \_\_\_\_\_, and **these** \_\_\_\_\_ **are** great!  
**Beth:** Oh, thanks! I love **them**!  
**Sandra:** I am sure you always have great sleep!  
**Beth:** Yes, **I do**.  
**Sandra:** And **those** \_\_\_\_\_?  
**Beth:** Oh, my friend, Linda, went to London and \_\_\_\_\_ bought **them** for me.

Read the definition and look at the pictures. Then write. There are two examples.

- **House chore** – It is a home activity that is boring and unpleasant but needs to be done regularly.



sweep

mop

dust off



make the bed

do the laundry

hang up



put away

iron

do the dishes

0. My **mum** always **sweeps** the living room floor.  
 0. My **dad helps** my mum to **mop** the kitchen floor.  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Read and put a tick in the box. Then use the prompt to tell a friend about you.

- N. House chores**
- sweep
  - mop
  - dust
  - make the bed
  - do the laundry
  - hang up
  - put away
  - iron
  - do the dishes

	boring	tiring	fun
1. sweep			
2. mop			
3. dust			
4. make the bed			
5. do the laundry			
6. hang up			
7. put away			
8. iron			
9. do the dishes			

0. I don't like sweeping. It is boring.  
 0. I don't like mopping. It is tiring.  
 0. I like dusting. It is fun.



**More vocabulary**  
**Listen and follow.**

- Some verbs can be split. It means that you can separate the words, but there will be no change in meaning.

1. My mum always asks me to **take out** the garbage.
1. My mum always asks me to **take** the garbage **out**.
2. My dad helps mum to **put away** the clothes.
2. My dad helps mum to **put** the clothes **away**.
3. My sister likes to **wipe off** the table.
3. My sister likes to **wipe** the table **off**.
4. I like to **hang up** all my shirts and trousers.
4. I like to **hang** all my shirts and trousers **up**.

Talk to a friend and write three words that can be used with the verbs above. Then practise saying complete sentences. There is one example.

**take out** dog      **put away** books      **wipe off** windows      **hang (up)** jacket

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0. I take the dog out in the mornings.  
 0. I put my books away when I finish my reading.

### Reading and writing

Read the text and use the words to complete it.  
There are four words you won't need.

bedroom favourite is listen are  
serious study because house friends

This \_\_\_\_\_ the place where I live. It is big!  
There \_\_\_\_\_ nine rooms. It has a front yard  
and a garage too. My \_\_\_\_\_ is the place I  
love the most. There, I can \_\_\_\_\_ and  
\_\_\_\_\_ to music; those are my \_\_\_\_\_  
activities.



Read the next part of the girl's story. Then listen  
and fill in the gaps.

Mum always says that \_\_\_\_\_ feels sad because  
I don't talk to her like a little girl any more.

I love \_\_\_\_\_ and I just think that my world has  
changed a little bit. The only ones that really  
understand this are my \_\_\_\_\_.

So, I have a plan, when I get home tonight, I  
\_\_\_\_\_ going to hug her \_\_\_\_\_ tell her how  
much I love her.

I know she will end up saying things like...

"Ok, if you \_\_\_\_\_ me, help me to do the  
\_\_\_\_\_ every day!"

I guess I'll do the same with dad. He is a good  
\_\_\_\_\_ and he works a lot, so I will tell him that I  
\_\_\_\_\_ him, too.

The funny thing is that I am sure he will end up  
saying things like...

"Ok, you love me! Then go clean your \_\_\_\_\_  
and keep it clean every day!"

That's funny, don't you think?



Read and answer about you. Then interview two  
friends. Write their answers and comment on their  
habits using the prompts.

- In my opinion, that's OK.
- I think that's too much.

1. How many pets do you have?  
\_\_\_\_\_. It's OK! / It's too much!
2. How many hours a day do you chat on line?  
\_\_\_\_\_. It's OK! / It's too much!
3. How loud do you listen to your favourite music?  
\_\_\_\_\_. It's OK! / It's too much!
4. How many hours a day do you watch TV?  
\_\_\_\_\_. It's OK! / It's too much!
5. How often do you talk to your friends on the  
phone?  
\_\_\_\_\_. It's OK! / It's too much!

#### Friend 1

1. How many pets do you have?  
\_\_\_\_\_. It's OK! / It's too much!
2. How many hours a day do you chat on line?  
\_\_\_\_\_. It's OK! / It's too much!
3. How loud do you listen to your favourite music?  
\_\_\_\_\_. It's OK! / It's too much!
4. How many hours a day do you watch TV?  
\_\_\_\_\_. It's OK! / It's too much!
5. How often do you talk to your friends on the  
phone?  
\_\_\_\_\_. It's OK! / It's too much!

#### Friend 2

1. How many pets do you have?  
\_\_\_\_\_. It's OK! / It's too much!
2. How many hours a day do you chat on line?  
\_\_\_\_\_. It's OK! / It's too much!
3. How loud do you listen to your favourite music?  
\_\_\_\_\_. It's OK! / It's too much!
4. How many hours a day do you watch TV?  
\_\_\_\_\_. It's OK! / It's too much!
5. How often do you talk to your friends on the  
phone?  
\_\_\_\_\_. It's OK! / It's too much!

**Talk about rights and responsibilities. Then write in the boxes. There is one example.**

1. What rights and responsibilities do students have at school?

Rights	Responsibilities
have teachers every day	complete school work
_____	_____
_____	_____

2. What rights and responsibilities do kids have at home?

Rights	Responsibilities
_____	_____
_____	_____
_____	_____

3. What rights and responsibilities do teachers have at school?

Rights	Responsibilities
_____	_____
_____	_____
_____	_____

4. What rights and responsibilities do parents have at home?

Rights	Responsibilities
_____	_____
_____	_____
_____	_____

**Use the information in the boxes to write full sentences. There is one example.**

1. Kids have the right to have teachers every day at school and the responsibility to complete their work.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

**Mini project**

Look at the pictures and say what is wrong. Then write some ideas in the boxes below the pictures.



**Problem**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Solution**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Problem**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Solution**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Problem**

**Solution**



**Problem**

**Solution**

Rights come with responsibilities.  
Brave people always do the right thing.



Use the information from the previous activity and write two messages. Follow the prompts.

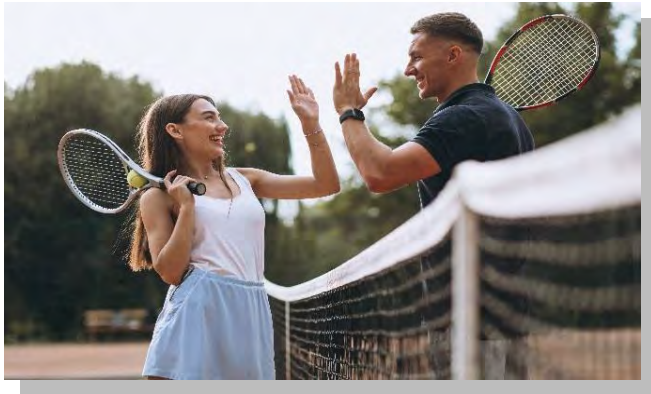
• **A message to my teachers**

1. Greeting
2. Reason for writing
3. Present the problem
4. Idea to fix the problem
5. Benefits
6. Bye phrase

• **A message to my parents**

7. Greeting
8. Reason for writing
9. Present the problem
10. Idea to fix the problem
11. Benefits
12. Bye phrase

# 5 I can try!



## Vocabulary

Look and write.

dance          play an          speak          run fast  
                   instrument      English  
 sing          drive          draw          swim



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look at the pictures above and complete the sentences. Use information about you.

I can \_\_\_\_\_. I *find it* very \_\_\_\_\_.

I can \_\_\_\_\_. I *find it* very \_\_\_\_\_.

I can't \_\_\_\_\_. I *find it* very \_\_\_\_\_.

I can't \_\_\_\_\_. I *find it* very \_\_\_\_\_.

Interview two friends and complete the sentences. Use their information.

Could you give me examples of activities you can do and other two which you can't?

1. My friend \_\_\_\_\_.

He can \_\_\_\_\_. He *finds it* very \_\_\_\_\_.

He can \_\_\_\_\_. He *finds it* very \_\_\_\_\_.

He can't \_\_\_\_\_. He *finds it* very \_\_\_\_\_.

He can't \_\_\_\_\_. He *finds it* very \_\_\_\_\_.

2. My friend \_\_\_\_\_.

She can \_\_\_\_\_. She *finds it* very \_\_\_\_\_.

She can \_\_\_\_\_. She *finds it* very \_\_\_\_\_.

She can't \_\_\_\_\_. She *finds it* very \_\_\_\_\_.

She can't \_\_\_\_\_. She *finds it* very \_\_\_\_\_.

Look and read. Then add three more abilities and tick or cross the boxes.

• Can you...?



paint



ride a bike



cook



fix a car



do magic tricks



write poems



do puzzles

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Use the pictures above again to interview your teacher. Complete the sentences using his / her information.

1. He can run fast.

2. She can't dance to salsa music.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



**Writing change**

Write all the verbs that were shown in the pictures on the previous page. Use a colour to identify the writing change. There is one example.

- Listen to your teacher!

1.	play	• playing
2.	swim	• swimming
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____
17.	_____	_____
18.	_____	_____

Read and use the words to complete the explanation.

to      the      or      a      can

If you have \_\_\_ talent, a certain ability \_\_\_ a skill \_\_\_ play a musical instrument, for example, you \_\_\_ tell...

- I can play musical instruments.
- I have the talent to play a musical instrument.
- I am good at playing musical instruments.

Notice \_\_\_ changes.

You are using a modal.

- I can play musical instruments.

You are using a verb.

- I have the talent to play a musical instrument.

You are using a fixed expression.

- I am good at playing musical instruments.

The best part of it is that there is no change in meaning!

The idea is the same!!!



Write three more sentences about you using all three forms.

- I can \_\_\_\_\_
- I have the talent to \_\_\_\_\_
- I am good at \_\_\_\_\_

- I can \_\_\_\_\_
- I have the talent to \_\_\_\_\_
- I am good at \_\_\_\_\_

- I can \_\_\_\_\_
- I have the talent to \_\_\_\_\_
- I am good at \_\_\_\_\_

**Grammar**

Read and use the words to complete the explanation. Then complete the table, listen and follow the examples in the book.

can      is      to      for      at

When you have the talent \_\_\_ do something or are good \_\_\_ doing something, you \_\_\_ tell you have some ability. The most common word (modal) you can use \_\_\_ expressing that \_\_\_ "can".

Person	Affirmative	Negative	Information to complete the idea
I	can	can't	swim.
Y			speaking English.
H			
S			
I			
W			
Y			
T			

For the question form, you just have to move the word **can** (modal) one place to the left.  
Notice the move!

- **Sonia** can swim.
- **Sonia** can't swim.
- Can **Sonia** swim?

And for answering that question, you just move the same word (modal) back to the original place.

- Can **Sonia** swim?

Option 1

- Yes, **Sonia** can swim.

Option 2

- Yes, **she** can.

**Read the answers and write the questions.**

- \_\_\_\_\_? Yes, Carlos can dance.
- \_\_\_\_\_? No, they can't run fast.
- \_\_\_\_\_? Yes, I can draw well.
- \_\_\_\_\_? Yes, she can sing.
- \_\_\_\_\_? No, Mary can't drive a car.

**Think of some places you can go to practise. Use a dictionary to find the words for the places or ask your teacher for help.**

activity	place
dance	dance club
sing	_____
play the guitar	_____
swim	_____
learn English	_____
paint	_____

**Use the information in the box above to complete and answer the questions.**

1. Where can I find a dance club?

There is a dance club on Tower Avenue.

- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.
- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.
- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.
- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.
- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.
- Where can I find a \_\_\_\_\_?  
There is a \_\_\_\_\_ at \_\_\_\_\_.

**Listen and complete the conversations.**  
**Write one-word answers.**

### Conversation 1

- Will:** Hello, Dana. How are you?  
**Dana:** Not good, you know!  
**Will:** Why? \_\_\_\_\_ happened?  
**Dana:** I am not on the \_\_\_\_\_ team!  
**Will:** Why?  
**Dana:** I am \_\_\_\_\_ good at swimming.  
**Will:** Oh, that's too bad! Hmm...  
 You know what, you \_\_\_\_\_ join the basketball team.  
 You \_\_\_\_\_ very good \_\_\_\_\_ playing that!  
**Dana:** Yes, I'll do that!  
 Thanks for listening, Will.  
 You are \_\_\_\_\_ good friend.

### Conversation 2

- Sam:** Hi, Luis! Will you participate in the \_\_\_\_\_ contest?  
**Luis:** No, I \_\_\_\_\_ sing well.  
**Sam:** Hey, that is not true!  
 I've heard you sing. You \_\_\_\_\_ very well.  
**Luis:** Oh, thanks!  
 Mm... OK. I must admit that I got scared!  
**Sam:** You see! Try again! There \_\_\_\_\_ another audition tomorrow morning!  
**Luis:** Yes, I'll do that!  
 Well, I'm going home now, so I \_\_\_\_\_ practise.  
**Sam:** Sure! Good luck!  
 Don't forget \_\_\_\_\_ tell me how it went!  
**Luis:** Yes, I will!  
 Thanks again, Sam, \_\_\_\_\_ are a good friend.



## Grammar

### Listen and follow.

**Adverbs** – They can help you to describe or talk about actions.

Here are three examples:

1. This sentence means that Martin **has a great talent for drawing**.

- Martin **draws very well**.

2. This sentence means that Renzo's **talent for singing is extraordinary**.

- Renzo **sings amazingly**.

3. This sentence means that Carlie **is the best at running**.

- Carlie won the race because she **can run very fast**.

**Interview some friends. Make notes and share.**

- What activities can you do well?
- What activities can you do fast?
- Is there an activity you can do amazingly?



Look at the pictures in the first vocabulary activity in this unit and find more adverbs to complete the sentences below. Use a dictionary or ask your teacher for help.

1. \_\_\_ can play the guitar \_\_\_\_\_.
2. \_\_\_ can swim \_\_\_\_\_.
3. \_\_\_ can sing \_\_\_\_\_.
4. \_\_\_ can drive \_\_\_\_\_.
5. \_\_\_ can draw \_\_\_\_\_.
6. \_\_\_ can speak \_\_\_\_\_.
7. \_\_\_ can run \_\_\_\_\_.
8. \_\_\_ can dance \_\_\_\_\_.

## Eating healthily

Look at the picture and use a dictionary to find the words for the things shown in each section of the food pyramid.



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

Talk to a friend about good eating habits. Then complete the sentences about giving advice. You can use words from the previous activity.

- **Should** – it is another modal word, which can be used to give advice or recommendations.

**1. About food**

People should \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**2. About drinks**

People should \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**3. About exercise**

People should \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**4. About everyday activities**

People should \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Read the tips and number them in order of importance. Then explain to a friend your ordering.

Exercise helps people to be in shape.

Regular physical activity helps to be strong.

Exercise helps you to be ready for team sports.

Exercise helps on good sleep.

Exercise helps on academic performance.

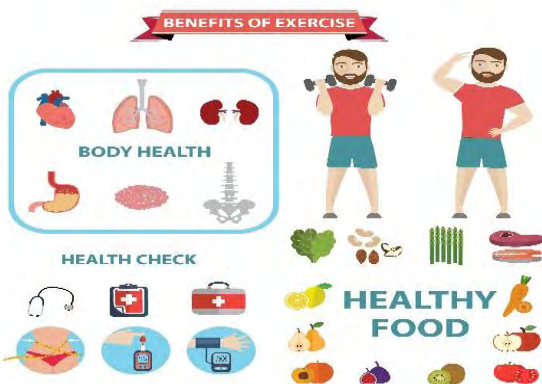
People who exercise have greater self-esteem.

Participating in regular physical activity promotes health.

Active people report fewer symptoms of anxiety and depression.

Exercise helps on coordination.

Kids who exercise are likely to keep doing it as adults.



Look at the text and use the words in bold to make a list of verbs in your notebook. Use a dictionary or the internet to learn the three forms of each verb. There are three examples.

present	past	-ing
• like	• liked	• liking
• visit	• visited	• visiting
• be	• was/were	• being

Listen and follow. Then answer the questions.



I **like visiting** different places. When I **get** to a new one, I **have** the chance to **talk** to people and **try** local food. Sometimes I can **wear** different kinds of clothes, too.

When I **was** a kid, I **loved doing** exercise. I **liked running** all around school, my house, and sometimes on the streets. My dad **said** it **was** a bit dangerous so he **took** me to the park.

My mum always **prepared** delicious food. She always **included** vegetables and fruit, which I **loved** eating! Mum **said** that **eating** sweets or a snack **was** OK; just if it **was** a little. She also **helped** me **discover** that I could **save** money because there **was** no need to **buy** more things to **eat**. Mum always **prepared** juice or water with fruit. She **said** to me that sodas **were** OK; just if it **was** a little.

I **think** I **was** lucky my parents **taught** me that, and many more things because, as a result, I usually **got** good grades, **slept** well and always **had** energy. Now that I **am** an adult, I can **make** money by **doing** what I **like**. It is **doing** exercise! I **participate** in international competitions; and **have** even won many trophies.

I really **recommend** that all children **do** exercise and **eat** well.

My conclusion **is** that I **have** the talent, however I **have** to **eat** well, **practice** more and **have** good habits. I think that's the reason why a **have** a good career and **feel** happy.

Andrew

1. What can Andrew do in the places he visits?  
\_\_\_\_\_
2. When Andrew was a kid, he loved...  
\_\_\_\_\_
3. What activity did Andrew like doing?  
\_\_\_\_\_
4. What places did he run at?  
\_\_\_\_\_
5. Which thing did his dad think was dangerous?  
\_\_\_\_\_
6. Andrew's dad solved the problem by...  
\_\_\_\_\_
7. What ingredients did his mum include in the meals?  
\_\_\_\_\_
8. Having snacks, sodas and sweets was OK, just...  
\_\_\_\_\_
9. What is Andrew's conclusion?  
\_\_\_\_\_

**Mini project**

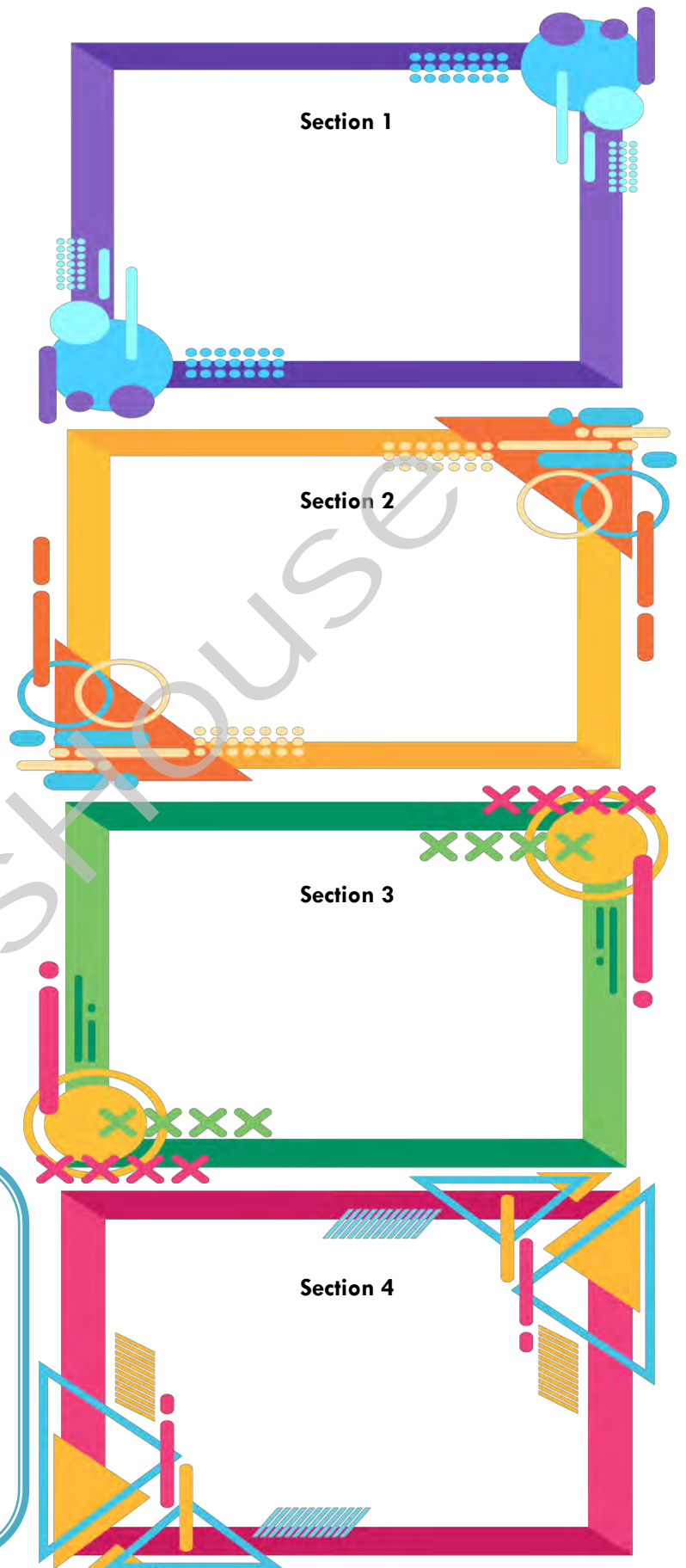
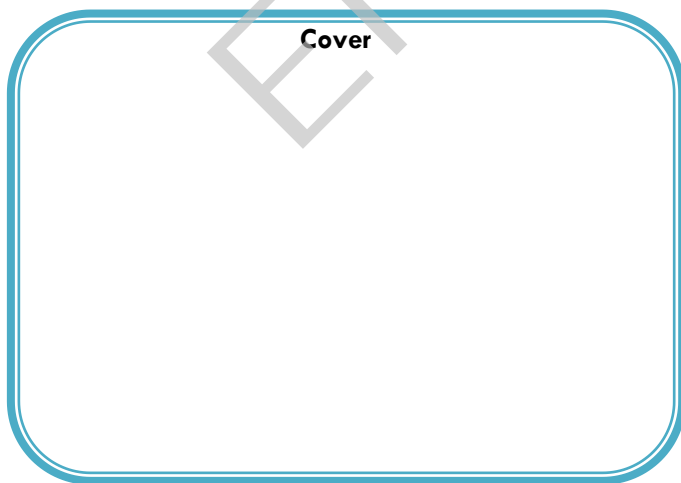
**Make a Healthy Life Manual**

**Follow the steps**

1. Think of the sections your manual must have.
2. Talk to your friends – gather some ideas on what information to include.
3. Look for information on the internet.
4. Organize your information and make a plan.
5. Make the Healthy Life Manual.
6. Present your project to the class.

**Note.**

*Print images or cut out some from magazines. They will be used to illustrate the sections of your manual.*



# 6 Yummy food!



## Vocabulary

Look and write.

*pizza      burritos      sushi      guacamole      rice*  
*tacos      burgers      spaghetti and meatballs*



Read, look at the pictures above again and write.

**Cuisine** – It is a style or method of cooking, especially as characteristic of a particular establishment, region or country.

1. Spaghetti and meatballs, it is Italian cuisine.
2. Burgers - it is \_\_\_\_\_ cuisine.
3. Burritos - it is \_\_\_\_\_ cuisine.
4. Sushi - it is \_\_\_\_\_ cuisine.
5. Guacamole - it is \_\_\_\_\_ cuisine.
6. Rice - it is \_\_\_\_\_ cuisine.
7. Spaghetti and meatballs - it is \_\_\_\_\_ Cuisine.
8. Tacos - it is \_\_\_\_\_ cuisine.

Talk to a friend about the food. Then tick and write full sentences.

N.	Food	don't like	hate	like	love
1.	Pizza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Burritos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Sushi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Guacamole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Rice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Tacos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Burgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Spaghetti and Meatballs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Find the words for the ingredients needed to prepare the food. Use a dictionary, use the internet or ask your teacher for help.

1. I want to prepare \_\_\_\_\_, so I need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a sandwich



2. I want to prepare \_\_\_\_\_, so I need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hot dogs



3. I want to prepare \_\_\_\_\_, so I need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

English breakfast



4. I want to prepare \_\_\_\_\_, so I need:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

tacos



### Speaking options

Read the explanation and use the words to complete it.

use      use      different      tell      similar

There are \_\_\_\_\_ phrases you can \_\_\_\_\_ to express \_\_\_\_\_ ideas.

For example, if you want to \_\_\_\_\_ people what to eat according to the time or part of the day, you can \_\_\_\_\_...

1. *It is a good idea to have some eggs for lunch.*
1. **Having some eggs for lunch** is a good idea.

As you can see, there are some small changes, but the idea is still the same.

Here is another example.

2. *It is advisable to have some eggs for lunch.*
2. **Having some eggs for lunch** is advisable.

Here the only thing that changed was the phrase.

Here is one last example.

3. *I recommend having some eggs for lunch.*
3. **I recommend that people have some eggs for lunch.**

Talk to a friend and make a list of things to eat and drink for different times or different parts of a day.

### Food

<i>Breakfast</i>	<i>Lunch</i>
<i>Dinner</i>	<i>Supper</i>

### Drinks

<i>Breakfast</i>	<i>Lunch</i>
<i>Dinner</i>	<i>Supper</i>

Use the ideas from the previous activity to write full sentences. Try to use all the different options.

1. **It is a good idea to have** \_\_\_\_\_
2. Having \_\_\_\_\_ is a good idea
3. It is advisable to have \_\_\_\_\_
4. Having \_\_\_\_\_ is advisable
5. I recommend having \_\_\_\_\_
6. I recommend that you have \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Compare your sentences with those of some friends. Check if your ideas were the same, similar or different. Then share with the class.



Look at the pictures and think of ways to describe the food. Then go with some friends and ask them to guess what food you are describing.

You can use phrases like ...

- It is ...
- It has ...
- People eat it at Christmas...
- You can have this with...
- After many tries, this is the last change, it is Mexican cuisine...



**Grilled Ribs**  
Australia



**Fish Fingers**  
England



**Skewers**  
the United States



**Scrambled Eggs**  
the United States



**Potato Pancakes**  
Germany



**Nachos**  
Coahuila, Mexico



**Pozole**  
Mexico



**Chicken Wings**  
the United States

**Reporting chart!**

Write your friend's name, the food you are describing and cross (X) or check (✓).

Friend's name	Food	Guessed	Didn't guess
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Look at the pictures and complete the tables. Then write three complete sentences. Use them to continue talking about the pictures. There is one example.



- pronoun                    • they  
 food                        • burgers  
 time                        • morning  
 ✓ - X                        • X  
 better option              • fruit

1. They eat burgers in the morning. That is not correct. They should eat fruit.



- pronoun                    \* \_\_\_\_\_  
 food                        \* \_\_\_\_\_  
 time                        \* \_\_\_\_\_  
 ✓ - X                        \* \_\_\_\_\_  
 better option              \* \_\_\_\_\_

2. \_\_\_\_\_



- pronoun                    \* \_\_\_\_\_  
 food                        \* \_\_\_\_\_  
 time                        \* \_\_\_\_\_  
 ✓ - X                        \* \_\_\_\_\_  
 better option              \* \_\_\_\_\_

3. \_\_\_\_\_



- pronoun                    \* \_\_\_\_\_  
 food                        \* \_\_\_\_\_  
 time                        \* \_\_\_\_\_  
 ✓ - X                        \* \_\_\_\_\_  
 better option              \* \_\_\_\_\_

4. \_\_\_\_\_



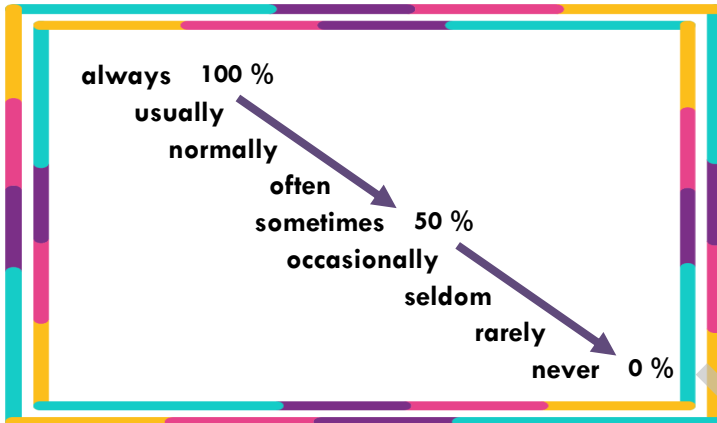
## Frequency

Look, listen and follow.

Adverbs of frequency show **how often** something happens. For example, if you drink milk **every day** in the morning, you can tell, "I **always** drink milk in the mornings."

On the other hand, if you drink milk or water frequently – in the mornings, you can tell, "I sometimes drink milk or water in the mornings."

Remember, they must follow the person; that is, they must be after the personal pronoun.



Read and write about you.

always	play	_____
usually	drink	_____
normally	visit	_____
often	do	_____
I sometimes	eat	_____
occasionally	practice	_____
seldom	go to	_____
rarely	buy	_____
never	use	_____

Interview your friends and write. Notice how questions must be made.

- What **do** you always play?
- What **do** you usually drink?
- Who **do** you normally visit?
- What **do** you \_\_\_\_\_ do?
- What **do** you \_\_\_\_\_ eat?
- What **do** you \_\_\_\_\_ practice?
- Where **do** you \_\_\_\_\_ go?
- What **do** you \_\_\_\_\_ buy?
- What **do** you \_\_\_\_\_ use?

## Friend (Girl)

<b>always</b>	plays	_____
<b>usually</b>	drinks	_____
<b>normally</b>	visits	_____
<b>often</b>	does	_____
<b>She sometimes</b>	eats	_____
<b>occasionally</b>	practices	_____
<b>seldom</b>	goes to	_____
<b>rarely</b>	buys	_____
<b>never</b>	uses	_____

## Friend (Boy)

<b>always</b>	plays	_____
<b>usually</b>	drinks	_____
<b>normally</b>	visits	_____
<b>often</b>	does	_____
<b>He sometimes</b>	eats	_____
<b>occasionally</b>	practices	_____
<b>seldom</b>	goes to	_____
<b>rarely</b>	buys	_____
<b>never</b>	uses	_____

Read, listen and fill in the gaps.

1



My friends and I go to the mall very \_\_\_\_\_. When we go there, we \_\_\_\_\_ eat ice cream.

We love it! Ruth \_\_\_\_\_ has vanilla and Mary \_\_\_\_\_ changes, she can eat lemon or chocolate. I love strawberry, so I \_\_\_\_\_ change that!

**Rosy, UK**

2



My mum says that we must eat fruit \_\_\_\_\_. She says that any time of the day is good to eat fruit, but the morning is the best!

I like fruit, but the problem is that I \_\_\_\_\_ get hungry very quickly. \_\_\_\_\_ I ask my mum for permission to buy something else to eat before lunch, but she says that there is no need for that and that I should \_\_\_\_\_ do that!

I think she is right... well... she is \_\_\_\_\_ right!

**Andrea, USA**

3



My dad likes going out to eat at nights. He \_\_\_\_\_ greasy food, like tacos or burgers. He says that he will \_\_\_\_\_ say NO! to that kind of food.

I think it is delicious, but I \_\_\_\_\_ eat it. I just think too much of it is not good.

I love being fit, so I \_\_\_\_\_ eat fish, vegetables and fruit.

**Juana, Mexico**

4



It's \_\_\_\_\_ difficult for me to wear the clothes that I like. It is because my body is very demanding, I can \_\_\_\_\_ eat the same things other people do.

For example, I \_\_\_\_\_ feel like eating hotdogs or pizza, but I \_\_\_\_\_ end up eating light products.

I \_\_\_\_\_ talk to my mum about it, and that's what helps me continue with my eating habits!

It's \_\_\_\_\_ hard, but it \_\_\_\_\_ feels good to see myself in the mirror. I \_\_\_\_\_ have ice cream or some chips, and I make sure it's \_\_\_\_\_ very little.

**Susan, Australia**

**Interview some friends and write. Then share with the class – use full sentences. There are two examples.**

**Example 1**

- Mark usually has fruit for breakfast. (He)
- Mark usually has eggs for lunch. (He)
- Mark usually has rice and meat for dinner. (He)

**Example 2**

- Joana usually has cereal for breakfast. (She)
- Joana usually has a sandwich for lunch. (She)
- Joana usually has pasta and fish for dinner. (She)

**What do you usually have for...?**

	Friends	for breakfast	for lunch	for dinner
1. She usually has	_____	_____	_____	_____
2. He usually has	_____	_____	_____	_____
3. She usually has	_____	_____	_____	_____
4. He usually has	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

**Remember, if there is a name as a reference, you can replace the name by he or she.**

**Nouns**

**Think of nouns – words for food and drinks - you can and can't count. Use them to complete the explanations.**

**Countable - Positive ideas**

**Countable**

- Singular ----- There **is a** \_\_\_\_\_.
- Plural ----- There **are some** \_\_\_\_\_.

**Negative ideas**

**Countable**

- Singular ----- There **isn't a** \_\_\_\_\_.
- Plural ----- There **aren't any** \_\_\_\_\_.

**Questions**

**Countable**

- Singular ----- **Is there a** \_\_\_\_\_ ?
- Plural ----- **Are there any** \_\_\_\_\_ ?

**Uncountable – Positive ideas.**

- There **is some** \_\_\_\_\_. You can't tell two \_\_\_\_\_.
- There **is some** \_\_\_\_\_. You can't tell two \_\_\_\_\_.

**Negative ideas**

- There **isn't any** \_\_\_\_\_.
- There **isn't any** \_\_\_\_\_.

**Questions**

- Is there any** \_\_\_\_\_ ?
- Is there any** \_\_\_\_\_ ?
- Are there any** \_\_\_\_\_ ?
- Are there any** \_\_\_\_\_ ?

Read and complete using count and uncount words. Then write C if the noun is countable or UC if it is an uncountable one. There are two examples.

N.	Sentences	C - UC
0.	We <u>don't</u> have <u>any</u> water.	UC
0.	My sister needs five eggs.	C
1.	I need _____ eggs.	_____
2.	There aren't _____ potatoes.	_____
3.	There isn't _____ chilli.	_____
4.	We don't have _____ cream.	_____
5.	I need to buy _____ carrots.	_____
6.	My mum needs _____ oil.	_____
7.	Dad always drinks _____ coffee in the mornings.	_____
8.	Mum never drinks _____ soda in the evenings.	_____

**Mini project**  
The greatest recipe

Use the following information to present the recipe for the food you like best. Ask your mum for help!  
Cooking methods



chop



boil



fry



slice



sprinkle



wash



mix



serve

**Recipe**

Name \_\_\_\_\_ Serves: \_\_\_\_\_ people

**Ingredients**

**Costs**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Drinks**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Total cost** \$ \_\_\_\_\_

**Step words**

- Step 1** First: \_\_\_\_\_  
\_\_\_\_\_
- Step 2** Then: \_\_\_\_\_  
\_\_\_\_\_
- Step 3** After: \_\_\_\_\_  
\_\_\_\_\_
- Step 4** Next: \_\_\_\_\_  
\_\_\_\_\_
- Step 5** Finally: \_\_\_\_\_  
\_\_\_\_\_



# 7 What a great place!



## Vocabulary

Look and write.

bank      coffee shop      laundromat      hotel  
newsstand      subway      bus stop      supermarket



Write one word for each place. Then write two more actions for each place. Use a dictionary, the internet or ask your teacher for help.

buy food      save money      move around  
stay in      take the bus      wash clothes  
buy magazines      drink coffee

1. bank \_\_\_\_\_
2. coffee shop \_\_\_\_\_
3. laundromat \_\_\_\_\_
4. hotel \_\_\_\_\_
5. newsstand \_\_\_\_\_
6. subway \_\_\_\_\_
7. bus stop \_\_\_\_\_
8. supermarket \_\_\_\_\_

## Grammar

Write full sentences using the information in the previous activity.

Notice how the word "where" works.

1. A school is a place where people study.
2. A hotel is a place where people stay in.
3. A bus stop is a place where people catch a bus.
4. A bank is a place \_\_\_\_\_.
5. A market is a place \_\_\_\_\_.
6. A coffee shop is a place \_\_\_\_\_.
7. A newsstand is a place \_\_\_\_\_.
8. The subway is the place \_\_\_\_\_.
9. A laundromat is a place \_\_\_\_\_.

Read the definitions for some more places and write the words. Use a dictionary, use the internet or ask your teacher for help.

1. People can see movies. \_\_\_\_\_
2. You go here to have your hair done. \_\_\_\_\_
3. Here, you can make a reservation for a trip. \_\_\_\_\_
4. In this place, you can buy school materials. \_\_\_\_\_
5. You borrow books from this place. \_\_\_\_\_

## Extending ideas

Look at the box below and notice how the information was used to extend ideas.

- Remember, it is important that you find ways to connect language.

place

job

specific information

school

teacher

check homework

What is a school?

- A school is a place where people go to study maths or science. Teachers work there and one activity they do is check homework.

- Complete the tables and write about the places you just found the words for.

place	job	specific information
theatre		

What is a theatre?

- \_\_\_\_\_  
\_\_\_\_\_

place	job	specific information
beauty salon		

What is a beauty salon?

- \_\_\_\_\_  
\_\_\_\_\_

place	job	specific information
travel agency		

What is a travel agency?

- \_\_\_\_\_  
\_\_\_\_\_

place	job	specific information
stationery store		

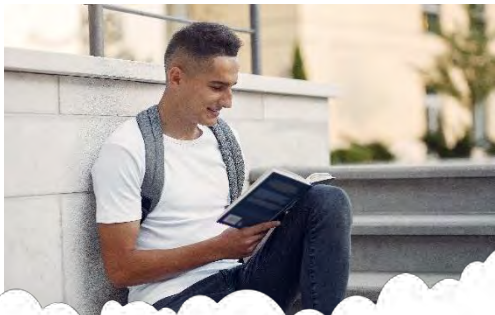
What is a stationery store?

- \_\_\_\_\_  
\_\_\_\_\_

place	job	specific information
library		

What is a library?

- \_\_\_\_\_  
\_\_\_\_\_



Look, read and match the words.  
Write B for bank, S for supermarket or H for hotel on the left and a letter on the right. There are two examples.

1.   B   cashier   d
2.   H   receptionist   g
3. \_\_\_\_\_ janitor \_\_\_\_\_
4. \_\_\_\_\_ bellhop \_\_\_\_\_
5. \_\_\_\_\_ clerk \_\_\_\_\_
6. \_\_\_\_\_ host \_\_\_\_\_
7. \_\_\_\_\_ security guard \_\_\_\_\_
8. \_\_\_\_\_ manager \_\_\_\_\_
9. \_\_\_\_\_ secretary \_\_\_\_\_

- a answers the phone
- b organizes work
- c welcomes guests
- d receives and gives out money
- e carries cases
- f cleans and repairs facilities
- g helps visitors
- h sells products
- i protects people from criminals



Read the text and think of the words that may fit in the gaps – write down your guesses. Then read, listen and complete.

Mexico \_\_\_\_ famous for its great variety \_\_\_\_ food, music \_\_\_\_ nature. In my case, what I like best about Mexico is... the “incredibly beautiful beaches” there \_\_\_\_ there!



Last year, \_\_\_\_ friends and I went \_\_\_\_ “Acapulco”. It’s one of most beautiful places that exist - I am sure!

This experience was great; not just because of \_\_\_\_ beach, but also \_\_\_\_ the hotel we stayed in... “The Grand Mayan Hotel”.

I was excited about going to the beach \_\_\_\_ Acapulco, but not too much about the hotel, you know... it’s just \_\_\_\_ place where people stay in, but the moment we arrived \_\_\_\_ the hotel I was like... Woooow!!! This place is super cool!!! After we did the check-in, I walked all around the area. \_\_\_\_ found that there were many pools, restaurants, stores, spa rooms, sports rooms, small lakes, birds, well... It was like \_\_\_\_ beach castle \_\_\_\_ me!!!

We stayed \_\_\_\_ for seven days and I took \_\_\_\_ pictures and got \_\_\_\_ videos \_\_\_\_ day!

When I got back home \_\_\_\_ the trip, I showed \_\_\_\_ family my pics and videos, and their faces looked the same way mine did when I got there!

I wish I could take my family \_\_\_\_ Acapulco and stay at the same \_\_\_\_!

And... I think \_\_\_\_ will...



Read the text again and answer the questions.

1. What is Mexico famous for?  
\_\_\_\_\_.
2. What does the boy like best about Mexico?  
\_\_\_\_\_.
3. When did the boy go to the beach in Acapulco?  
\_\_\_\_\_.
4. Was the boy excited about the hotel he would stay in?  
\_\_\_\_\_.
5. What did the boy say when he arrived at the hotel?  
\_\_\_\_\_.
6. What does that phrase mean?  
\_\_\_\_\_.
7. When did the boy walk around the area?  
\_\_\_\_\_.
8. How long did the people stay there?  
\_\_\_\_\_.
9. What is the boy’s new wish?  
\_\_\_\_\_.

### Grammar

**Prepositions** – they are used to show the position or location of something and to answers the question "Where...?"

Read the example sentences and find the places on the map on the next page. Tell your teacher what preposition was used in each sentence and what it means. Then write some more sentences.

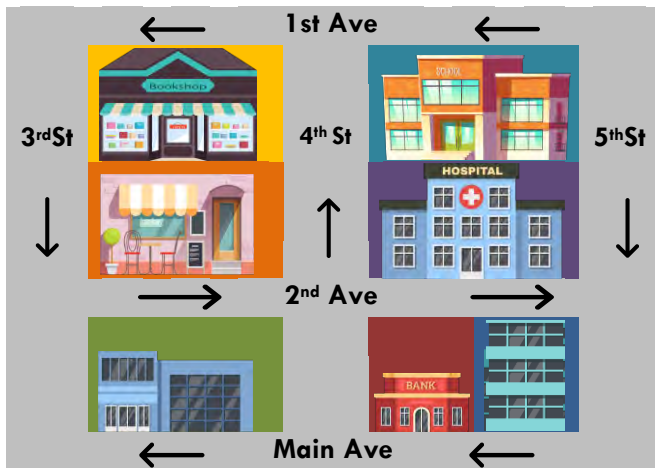
### Examples

1. The library is **in front of** the school.
2. The school is **behind** the hospital.
3. The hospital is **on** 2<sup>nd</sup> Avenue.
4. 4<sup>th</sup> street is **between** 3<sup>rd</sup> and 5<sup>th</sup> streets.
5. The bank is **next to** the hotel.
6. The hotel is **on** 5<sup>th</sup> street.

### Your sentences

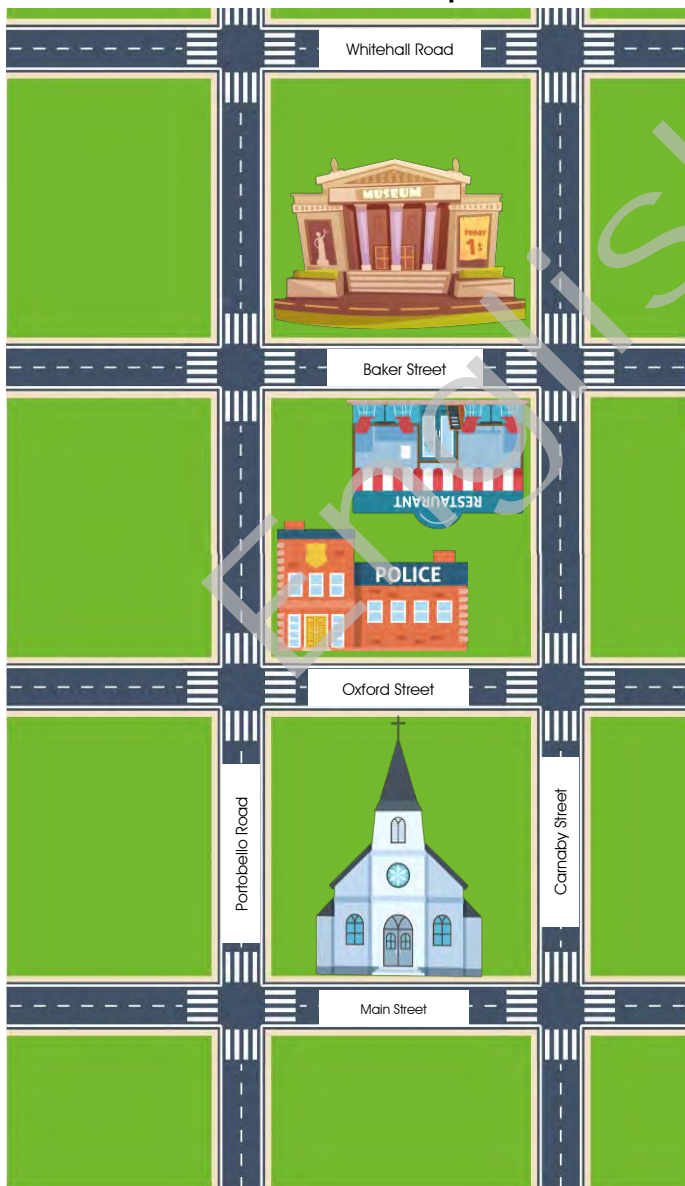
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Where is the ...?



Speaking

Look at the map and name the places. Then ask some friends about the location of those places.



Read and complete. Then listen and check your answers.

Conversation 1

- |               |           |             |      |
|---------------|-----------|-------------|------|
| buy           | newsstand | front       | am   |
| neighbourhood | money     | supermarket | walk |
| on            | welcome   | are         | to   |

**Peter:** Excuse me, I \_\_\_\_\_ Peter. I am new in the \_\_\_\_\_.

**Sam:** Hi, Peter. How \_\_\_\_\_ you?

**Peter:** I'm OK. Thanks!

I need to \_\_\_\_\_ some food. Where can I find a \_\_\_\_\_?

**Sam:** Oh, there is one \_\_\_\_\_ Bright Street.

**Peter:** That's great!

And... I also need \_\_\_\_\_ buy a newspaper. Is there a \_\_\_\_\_ near here?

**Sam:** Oh, Yes!!! There is one just right in \_\_\_\_\_ of the bank.

**Peter:** So good! I need to get some \_\_\_\_\_ from the bank, too!

**Sam:** Well, you won't need to \_\_\_\_\_ too much.

**Peter:** Thanks a lot, ma'am!

Have a good day!

**Sam:** Good bye, honey!

And... \_\_\_\_\_ to the neighbourhood!



## Conversation 2

your	supermarket	hotel	How
job	be	professions	difficult
do	hard	salary	manager

**Bruce:** Hi, Dany. \_\_\_\_\_ are you?

**Dany:** Just great, Bruce!  
Oh, listen! I have to \_\_\_\_\_ my homework. It is about \_\_\_\_\_. Please, tell me what \_\_\_\_\_ dad does!

**Bruce:** Oh, he is a \_\_\_\_\_. He works in the local \_\_\_\_\_.

**Dany:** Is it a \_\_\_\_\_ job?

**Bruce:** I am not sure. He says that sometimes it is \_\_\_\_\_ to get people doing their \_\_\_\_\_ the right way and on time!

**Dany:** and... does he get a good \_\_\_\_\_?

**Bruce:** Yes, he does! It is a pretty good one!

**Dany:** Would you like to \_\_\_\_\_ a manager in the future?

**Bruce:** No, that's not what I want for me! You know, I'd like to work in a big \_\_\_\_\_ near the beach.

**Dany:** Oh, really!?  
Working at the beach must be fun!!!

Talk to your friends about the location of the places. Then write – notice that the lines show the important language to use.

### Drugstore

1. There is a drugstore on Green Street.

### Bank

2. \_\_\_\_\_.

### Newsstand

3. \_\_\_\_\_.

### Supermarket

4. \_\_\_\_\_.

### Park

5. \_\_\_\_\_.

### Cinema

6. \_\_\_\_\_.

### Laundromat

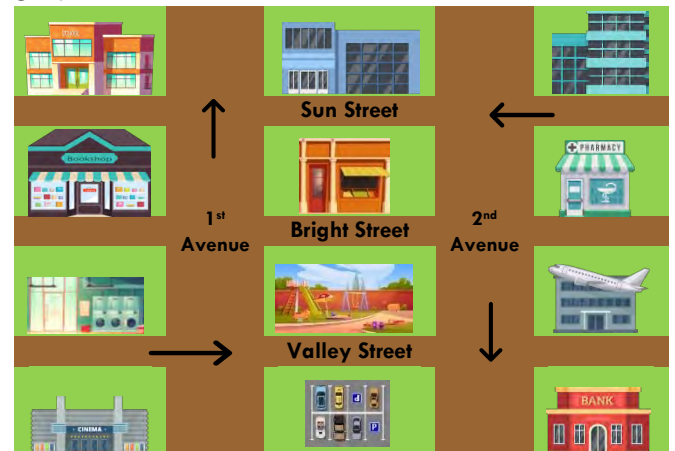
7. \_\_\_\_\_.

### Coffee shop

8. \_\_\_\_\_.

## Listening

Read, listen and find the place the teacher wants to go to.



**Track 1.-** The teacher wants to go to the \_\_\_\_\_.  
He needs to buy some \_\_\_\_\_.

**Track 2.-** The teacher wants to go to the \_\_\_\_\_.  
He needs to go \_\_\_\_\_ by \_\_\_\_\_.

**Track 3.-** The teacher has no money. He needs to go to the \_\_\_\_\_.

**Track 4.-** The teacher has finished work. He wants to go see a \_\_\_\_\_.





## Reading

Read and listen. Then answer the questions.

### Zoos

Zoos are very popular all over the world. Children and adults love visiting them.

There has been some debate about zoos considered as good or bad places for animals. Some experts think that animals suffer physically and mentally. They say that animals should not be put into cages.

Zoo keepers try to keep the areas as real as possible, but in the end, it is not even close to what their real environment is like. It will always be an artificial place and all animals can feel that.

There are two major problems:

- 1.- Capturing animals separates families.
- 2.- Having wild animals in non-natural places makes them feel stressed.

On the other hand, these places can be educative to students and adults. Outside the cages, there are boards with information about the animals and some important characteristics are emphasized. This may be taken as positive as long as students are given projects to work on or adults use this to teach their kids how to take care and protect wild animals.

In conclusion, we can say that these organizations may be a good option for wild-life as long as they make the best possible effort to provide animals with the living environment conditions they need and organize programs for keeping the animals reproducing.

So, what do you think? Are zoos a good option?



1. Who loves visiting zoos?  
\_\_\_\_\_.
2. What has the debate been about?  
\_\_\_\_\_.
3. What do experts think about the animals that live in zoos?  
\_\_\_\_\_.
4. Can the areas made for animals at zoos replace their natural habitats?  
\_\_\_\_\_.
5. What does the capturing of animals provoke?  
\_\_\_\_\_.
6. What makes animals feel stressed?  
\_\_\_\_\_.
7. Can zoos be educative?  
\_\_\_\_\_.
8. How come? = Explain your answer.  
\_\_\_\_\_.
9. Your idea: Are zoos a good option?  
\_\_\_\_\_  
\_\_\_\_\_.

### Mini project

Make a leaflet about your city!

Provide people with information about places to visit and have fun.

Present it to the class – also give out!

Include:

- location
- cost
- opening hours
- target clients
- best thing

Suggested places:

- amusement park
- internet café
- water park
- science centre
- museum
- aquarium
- theatre
- concert hall



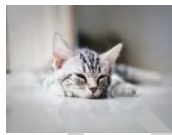
# 8 Sorry! I'm busy!



## Vocabulary

Look and write.

*listen to music*      *make a phone call*      *dance*  
*play the flute*      *talk*      *sleep*  
*clean the house*      *have coffee*



Look and complete the table. Then use the information in it to talk about the pictures above.

- What are the people doing?

N.	Pronoun	to be	action	complete the idea
1.	I		<b>talk</b> ing	to my friends.
2.		are		
3.	He			
4.		is		
5.	It			
6.		are		
7.				
8.	They			

## Extended writing

The table showed the elements needed to talk about actions happening at the moment of speaking. Remember, use information from previous lessons and combine it with the new language presented.



Look, listen and read.

- Notice: the words in bold help you with the structure and the ones in italics help you with the message.

### Picture 1

- In picture one, there is a man and a woman.*
- They are at a coffee shop.*
- They are drinking coffee.*
- The man is wearing a blue shirt.*
- The woman is wearing a yellow sweater.*

- Notice: when you put all these five ideas together, you get something like this...

In picture one, there is a man and a woman. They are at a coffee shop. They are drinking coffee. The man is wearing a blue shirt and the woman is wearing a yellow sweater.



Write some more extended writing examples. Read them aloud and record yourself. Ask a friend to comment on how you sound.

Picture \_\_\_\_

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

Picture \_\_\_\_

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

Picture \_\_\_\_

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

Here is the *actions happening now* table again. How is it different? Talk to a friend about it and complete it.

N.	Pronoun	to be	action	complete the idea	When word
1.	I	'm not	<b>talking</b>	to my mum	now.
2.		aren't			
3.	He				
4.		isn't			
5.	It				
6.		aren't			
7.					
8.	They				

Read, look around and complete the sentences.

0. My teacher isn't eating now.  
**She is writing** on the board.
1. My friend \_\_\_\_\_  
He \_\_\_\_\_
2. My friend \_\_\_\_\_  
She \_\_\_\_\_

3. My mum \_\_\_\_\_  
\_\_\_\_\_
4. My dad \_\_\_\_\_  
\_\_\_\_\_
5. I am not \_\_\_\_\_  
I am \_\_\_\_\_

**Good to know note!**

- When you want to talk about actions that are happening now, the structure you use is called... "The Present Progressive"



Read the notices about the present progressive and complete the notes.

- For affirmative sentences, you \_\_\_\_\_
- For negative sentences, you \_\_\_\_\_
- When making questions, you \_\_\_\_\_
- You can make emphasis by \_\_\_\_\_
- You can change \_\_\_\_\_
- To confirm information, you say \_\_\_\_\_

the **pronoun** by a **noun**.

**Yes, I am.** or **No, I am not.**

including a **time word** or **phrase**.

include "**not**" after **am, is** or **are**.

use **am, is** or **are** depending on the person.

switch over the **person** and the verb **to be (am, is, are)**.

Here is the *actions happening now* table again. How is it different? Talk to a friend about it and complete it.

- This table shows the \_\_\_\_\_ form of the present progressive.

N.	Verb to be	Pronouns	action	complete the idea	When word
1.	Am	I	<b>talking</b>	too much	now.
2.	Are		cooking		
3.	Is				
4.		your mum			
5.		your dog	running		
6.	Are		working		
7.		you and Ann			
8.	Are	your friends	playing		

Read and complete the questions. Then use the questions to interview some friends – report your answers to the class. There is one example.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

0. **Me:** What is your mum doing now?  
**Friend:** She is cooking (now).

0. **Me:** What is your dad doing now?  
**Friend:** He is working (now).

0. **Me:** What is your pet doing now?  
**Friend:** It is sleeping (now).

### Answer report

I interviewed **Mark** about his mum, dad and pet.

- His mum is cooking now.
- His dad is working now.
- His pet is sleeping now.

Good to know notes:

- Notice how the word **his** works. When talking about a woman, use **her** – it works the same way.”
- In the questions above, the word “**now**” is in parenthesis, which means that you can omit it when giving the answer – for making the questions and reporting the answers, you must use it.

1. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

2. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

3. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

### Answer report

I interviewed \_\_\_\_\_ about \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.

1. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

2. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

3. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

### Answer report

I interviewed \_\_\_\_\_ about \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.

1. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

2. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

3. **Me:** What is your \_\_\_\_\_ doing now?  
**Friend:** \_\_\_\_\_ (now).

### Answer report

I interviewed \_\_\_\_\_ about \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.
- \_\_\_\_\_ is \_\_\_\_\_ now.

More vocabulary



tall



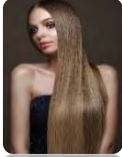
short



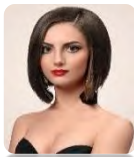
slim



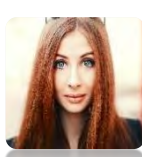
chubby



long hair



short hair



big eyes



small nose

Look at the people, write some details and write descriptions. Notice that there are three different ways to do it.

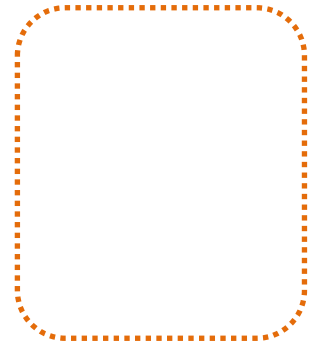


tall  
thin  
long hair  
a small nose  
a blue blouse  
a blue skirt  
a blue coat  
blue clothes

1. She **is tall and thin.**  
**has** long hair and a small nose.  
**is wearing** blue clothes.



2. \_\_\_\_\_ **is** \_\_\_\_\_  
\_\_\_\_\_ **has** \_\_\_\_\_  
\_\_\_\_\_ **is wearing** \_\_\_\_\_



2. \_\_\_\_\_ **is** \_\_\_\_\_  
\_\_\_\_\_ **has** \_\_\_\_\_  
\_\_\_\_\_ **is wearing** \_\_\_\_\_

Speaking

Talk to a friend about the people the same way you did in the previous activity. This time with no writing.



**Listening**

Read and listen. Complete the conversations.

**Conversation 1**

**Paul:** Hi, this \_\_\_\_\_ Paul!  
**Lety:** Hey, Paul! It's Lety. I am already in the stadium. Where \_\_\_\_\_ you?  
**Paul:** I am in the middle!  
**Lety:** I can't \_\_\_\_\_ you! Too many people!  
**Paul:** That's right! You know what, I will tell you what I am \_\_\_\_\_!  
**Lety:** Hey, that's \_\_\_\_\_ great idea!  
**Paul:** I \_\_\_\_\_ wearing sunglasses, a \_\_\_\_\_ polo shirt and jeans.  
**Lety:** That's great!  
**Paul:** Now you tell me \_\_\_\_\_ you are wearing!  
**Lety:** I am wearing a pink \_\_\_\_\_, a blouse and \_\_\_\_\_ tennis!  
**Paul:** What colour is your \_\_\_\_\_?  
**Lety:** Oh, sorry! It is \_\_\_\_\_.

**Conversation 2**

**Sally:** Steve, answer the \_\_\_\_\_!  
**Steve:** Hi, this is Steve!  
**Sally:** Steve, finally \_\_\_\_\_ pick up!  
**Steve:** Hello, Sally! How are you?  
**Sally:** I'm OK. It is just that I need your \_\_\_\_\_!  
**Steve:** Sure! What is it?  
**Sally:** My cousin from Texas is coming to the \_\_\_\_\_. She \_\_\_\_\_ staying with us.  
**Steve:** So... what's the problem?  
**Sally:** I can't go pick her up! Can you go and bring her \_\_\_\_\_?  
**Steve:** No problem! But I don't know her! What does \_\_\_\_\_ look like?  
**Sally:** She \_\_\_\_\_ tall. She \_\_\_\_\_ blond hair and... she will be \_\_\_\_\_ boots and jeans; that's for sure!  
**Steve:** Got it! I will give you \_\_\_\_\_ call when it's done!

Practice the conversations with a friend!

Read the WhatsApp messages and complete them with the Present Progressive pattern.

**5215 55 6895 2554 - Mar**

Hey, where are you?  
 Charlie \_\_\_\_\_ for you? (look)  
 The movie \_\_\_\_\_ now! (start)  
 Ivonne and I \_\_\_\_\_ chocolate balls! (eat)  
 Hurry up!

5:03 pm.

**2685 55 6958 2154 - Oswin**

David, are you still coming?  
 Zyndy and I \_\_\_\_\_ at home. (relax)  
 We \_\_\_\_\_ a video concert. (watch)  
 Sorry, Norma \_\_\_\_\_ for me! (call)  
 Text back!

7:05 pm.

**8790 87 8476 2333 - Serge**

Charlie, Martin and I \_\_\_\_\_ posters of the band! (hold)  
 The reporters \_\_\_\_\_ us live! (get)  
 We \_\_\_\_\_ for the band to come out! (call)  
 You can't miss this!

9:05 pm.

Use your cellphone to send some friends the messages above as voice messages. Practice them a few times before you record them.

Listen to the messages together and write some comments. Remember, the aim of this commenting is improving not criticizing.

**Message 1**

Pronunciation: \_\_\_\_\_

Fluency: \_\_\_\_\_

**Message 2**

Pronunciation: \_\_\_\_\_

Fluency: \_\_\_\_\_

**Message 3**

Pronunciation: \_\_\_\_\_

Fluency: \_\_\_\_\_

Reading

Look and label the pictures. Then read the posts and write the number for the activity each person has taken up and answer the questions.

acting	singing	doing karate
doing a new sport	learning a new language	playing the guitar



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Hi, I am Alex.

**I am learning** to write music. **I am using** a notebook with lots of lines.

My mum just bought me some picks. **I am using** them to play. **I am playing** in the school band too.

1. What is the boy learning?  
to \_\_\_\_\_.
2. What is the boy using?  
a \_\_\_\_\_.
3. What does the boy use to play?  
\_\_\_\_\_.
4. What band is the boy in?  
the \_\_\_\_\_.

I am a bit tired but happy.

**I am taking part** in many competitions. **I am using** different ball-shapes. **I am using** small balls for tennis, big ones for basketball and very small ones for golf.

I love what **I am doing** at the club.

Derek

1. What events in the boy participating in?  
\_\_\_\_\_.
2. What is the boy using?  
\_\_\_\_\_.
3. The boy doesn't like what he's doing at the club.  
True / False

Hi, there!

I am Roberta!!!

What **I am doing** at the city centre is really difficult, but it is fun!

**I am listening to** many bands I didn't know of. **I am getting used to** understanding people from different places. **I am learning** new words and **I am writing** my diary using what **I am learning!**

1. Where is the girl studying?  
at the \_\_\_\_\_
2. What is the girl listening to?  
new \_\_\_\_\_
3. What can the girl do now?  
\_\_\_\_\_ other speaking forms
4. What is the girl doing with the new knowledge?  
\_\_\_\_\_ her diary

Mini project

Safe use, Like!!!

- Get some pictures from your Facebook profile.
- Use them to make a collage.
- Present it to the class and explain what you are using the site for.



# 9 It was really fun!



## Vocabulary

Look and write.

stay home    have ice cream    go to the movies  
 stay up late    shop for clothes    go for a swim  
 visit relatives    play with a band



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Look for the past form of the verbs above and write them in the table. Then put a tick if you did the activity last weekend or a cross if you did not. Use a dictionary or the internet. There are two examples.

- |                         |       |               |
|-------------------------|-------|---------------|
| 1. <b>stayed</b> home   | X     | No, I didn't. |
| 2. <b>had</b> ice cream | ✓     | Yes, I did.   |
| 3. _____ to the movies  | _____ | _____         |
| 4. _____ up late        | _____ | _____         |
| 5. _____ for clothes    | _____ | _____         |
| 6. _____ for a swim     | _____ | _____         |
| 7. _____ relatives      | _____ | _____         |
| 8. _____ with a band    | _____ | _____         |

Read, think and complete. Look at the prompts so you can get full sentences with a past tense pattern.

Activities I did – write the verb in the past form.

• Last Saturday...

- I \_\_\_\_\_ to salsa music with a friend.
- I \_\_\_\_\_ some pasta and chicken.
- I \_\_\_\_\_ some new clothes.
- I \_\_\_\_\_ my maths homework.

Activities I didn't do – the "didn't" shows the past, so write the verb in the simple form.

• Last Saturday...

- I **didn't** \_\_\_\_\_ mum with the chores.
- I **didn't** \_\_\_\_\_ TV.
- I **didn't** \_\_\_\_\_ to a concert.
- I **didn't** \_\_\_\_\_ pizza.

Look and think of different options to combine the verbs with. There is one example.

- I could go to the cinema.  
 to school.  
 to the movies.  
 for a swim.  
 home early.



- I could talk \_\_\_\_\_  
 to \_\_\_\_\_  
 to \_\_\_\_\_  
 to \_\_\_\_\_  
 to \_\_\_\_\_



- I could shop \_\_\_\_\_  
 for \_\_\_\_\_  
 for \_\_\_\_\_  
 for \_\_\_\_\_  
 for \_\_\_\_\_



- I could have \_\_\_\_\_  
 some \_\_\_\_\_  
 a \_\_\_\_\_  
 an \_\_\_\_\_  
 some \_\_\_\_\_  
 a \_\_\_\_\_





## Grammar

When you want to make questions about the past, remember to use the auxiliary “did”. It takes the past meaning, so the verb that you use must be in its simple form.

Look at the following examples.

### Question 1

Mark, **did** you **go** to the movies last Saturday?

**Answer:**

Mark says, “**No, I didn’t.**”

**Reporting answer:**

Mark **didn’t go** to the movie last Saturday.

### Question 2

Susan, **did** you **eat** pizza last Sunday?

**Answer:**

Susan says, “**Yes, I did.**”

**Reporting answer:**

Susan **ate** pizza last Sunday.

**Use the prompts below to interview some friends. Ask them about their last weekend; Saturday and Sunday, and report their answers.**

Friend 1

\_\_\_\_\_, **did** you \_\_\_\_\_ last Saturday?

**Answer:**

\_\_\_\_\_ says, “\_\_\_\_\_, **I** \_\_\_\_\_.”

**Reporting answer:**

\_\_\_\_\_ last Saturday.

Friend 2

\_\_\_\_\_, **did** you \_\_\_\_\_ last Sunday?

**Answer:**

\_\_\_\_\_ says, “\_\_\_\_\_, **I** \_\_\_\_\_.”

**Reporting answer:**

\_\_\_\_\_ last Sunday.

Friend 3

\_\_\_\_\_, **did** you \_\_\_\_\_ last Saturday?

**Answer:**

\_\_\_\_\_ says, “\_\_\_\_\_, **I** \_\_\_\_\_.”

**Reporting answer:**

\_\_\_\_\_ last Saturday.

Friend 4

\_\_\_\_\_, **did** you \_\_\_\_\_ last Sunday?

**Answer:**

\_\_\_\_\_ says, “\_\_\_\_\_, **I** \_\_\_\_\_.”

**Reporting answer:**

\_\_\_\_\_ last Sunday.

**Read, circle the verbs in past and write them in the table, next to the simple forms. Then answer the questions.**

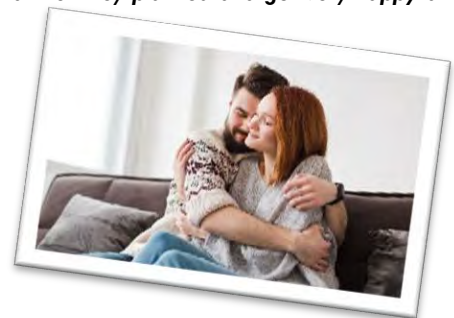
### Fancy Restaurants

Salomon and Kathie **had** a date last Friday. Kathie **thought** it would be so romantic, but Salomon **went** to the incorrect place. He went to the Italians and Kathie **was** at the Indians. They both **waited** for one hour. Salomon had two sodas, and a light snack. Kathie had some water, more water, and a bit more water. Kathie was like, “Where is Salomon?” and Salomon was like, “Where is Kathie?”

One of them **made** a mistake! Who had the wrong information?

Kathie **checked out** her agenda and **noticed** she **wrote** it correctly. Salomon checked out his agenda on his cellphone and... Guess what!?! Salomon had to be at the Italians on the next day! So, he **paid** and **went out** quickly. He **got into** the Indians, but Kathie was not there! She was in the restroom because she **drank** a lot of water. Suddenly, they **saw** each other in the eye and **were** like, “I thought you were not coming!”

Salomon **explained** to her and **apologized**. Then they had the fancy dinner they **planned** and **got** very **happy** after all.



## Verbs

N.	Simple	Past	Type
1.	wait	_____	<u>R</u>
2.	see	_____	<u>IR</u>
3.	notice	_____	_____
4.	get into	_____	_____
5.	go	_____	_____
6.	apologize	_____	_____
7.	have / has	_____	_____
8.	explain	_____	_____
9.	pay	_____	_____
10.	get happy	_____	_____
11.	check out	_____	_____
12.	plan	_____	_____
13.	be	_____	_____
14.	think	_____	_____
15.	go out	_____	_____
16.	be	_____	_____
17.	drink	_____	_____
18.	write	_____	_____
19.	make	_____	_____

### Good to know note!

- Look at the verbs in the table above again. If they have an **-ed** ending, they are regular verbs, but when the writing changes, they are irregular.

Label the verbs **R** if they are regular or **IR** if they are irregular.

Read the text messages and complete them with the verbs in the box – you must write them in the past form.

talk	go	take	laugh
call	see	stay	ask

1

Sebastian,

Last Saturday my friend, Lindsay, \_\_\_\_\_ me. We \_\_\_\_\_ for two hours. Before she hung up, she \_\_\_\_\_ me to upload the photos we \_\_\_\_\_ in the concert we went to.

2

Christina,

Shawn and I \_\_\_\_\_ out late last Friday. We \_\_\_\_\_ to the movies. We \_\_\_\_\_ a hilarious movie. We \_\_\_\_\_ a lot. We loved it!

### Grammar charts

Read the examples and use them as reference for completing the grammar tables. Then use the grammar tables as a reference to check if the sentences are correct or incorrect – put a tick (✓) or a cross (X).

#### The past simple – affirmative

Person	Verb	Completing	Time word
I	went	to school	this morning.
You	ate	burgers	yesterday.
He			
She			
It			
We			
You			
They			

#### The past simple – negative

Person	didn't	verb	Completing	Time word
I	didn't	go	to school	today.
You	didn't	eat	burgers	yesterday.
He				
She				
It				
We				
You				
They				



• The past simple – question form

Aux.	Person	Verb	Completing	Time word
Did	I	eat	fruit	today?
Did	you	do	your chores	yesterday?
Did				
Did				
Did				
Did				
Did				
Did				

1. Fernanda called her mum now. \_\_\_\_\_
2. Samuel didn't went to school last Monday. \_\_\_\_\_
3. Annie went to the club next weekend. \_\_\_\_\_
4. Walter read an article in the morning. \_\_\_\_\_
5. Beth went to a rock festival last March. \_\_\_\_\_
6. Diane bought some materials for her project in the afternoon. \_\_\_\_\_

Read and match the verbs with the definitions. Then use them to complete the text.

- |                 |       |                      |
|-----------------|-------|----------------------|
| 1. became       | ___ a | change - get bigger  |
| 2. experienced  | ___ b | bring parts together |
| 3. grew         | ___ c | give a name          |
| 4. formed       | ___ d | use together         |
| 5. emerged      | ___ e | began to be          |
| 6. called       | ___ f | take in or include   |
| 7. were         | ___ g | past of "to be"      |
| 8. incorporated | ___ h | come into view       |
| 9. combined     | ___ i | contact with or use  |

### The Beatles

The Beatles \_\_\_\_\_ an English Band. They \_\_\_\_\_ in Liverpool in 1960. The members were John Lennon, Paul McCartney, George Harrison and Ringo Starr. They \_\_\_\_\_ popular in all the world and were the most influential act of the era. They \_\_\_\_\_ sounds and rhythms like jazz, folk and rock and roll. After some time, they \_\_\_\_\_ with Pop ballads, Indian music and a bit of Hard Rock, and they also \_\_\_\_\_ classical elements very often. Their popularity \_\_\_\_\_ in the early 1960s. People \_\_\_\_\_ it "Beatlemania". Their music \_\_\_\_\_ in sophistication and became an embodiment of the ideas shared back then.

### Listen and check your answers



Find the words in the text and decide which meaning they took in the text.

1. **influential**  
a attractive      b negative      c powerful
2. **rhythms**  
a moves      b forms      c patterns
3. **popularity**  
a friendly      b fame      c fashion
4. **sophistication**  
a good quality      b bad quality      c no quality
5. **embodiment**  
a representation      b form      c message

Read and answer the questions.

- Remember, giving complete answers is a lot better than just saying the key information.

1. When did they form?  
They formed in \_\_\_\_\_
2. Where did they form?  
They formed in \_\_\_\_\_
3. How many rhythms did they experiment with?  
They experimented with \_\_\_\_\_ rhythms.
4. What did people call their popularity?  
They called it the \_\_\_\_\_
5. What did their music represent in those times?  
It represented the \_\_\_\_\_ people shared back then.

Read the biography again and the statements. Put a ✓ below T if the statements are correct or under F if they are not.

N. Statements	T	F
1. The Beatles were an English band.	___	___
2. There were five members in the band.	___	___
3. They were popular in England only.	___	___
4. The Beatles didn't like to combine sounds and rhythms.	___	___
5. People had different ideas from those of the Beatles.	___	___

**More vocabulary.**

Look and label the pictures. Then match the pictures with the descriptions below.

go surfing  
have a barbecue

go hiking  
go camping



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

a. \_\_\_\_\_  
Last Friday, I called my friends. We bought a map to walk along the hills. We wore hard boots, shorts and T-shirts. When we got at the top, we had lunch, and then we saw some squirrels running in the trees.

b. \_\_\_\_\_  
In the summer, all my friends and I went to California. We bought some amazing boards. We wore some great shorts. The people there were very friendly. They said we had to be careful because they had seen some big animals near the coast.

c. \_\_\_\_\_  
Last Saturday, we went to a beautiful hill. We had lunch there. Mum prepared some delicious food and some nice drinks. My dad played the guitar. He doesn't sing very well, but it was really cool.

d. \_\_\_\_\_  
Yesterday, my dad prepared some delicious food. He knows we love burgers. This time mum did nothing! He said it was a time for her to have a rest. He is not really good at cooking, but burgers are really easy to prepare, so it was not a problem, actually it was all fantastic!

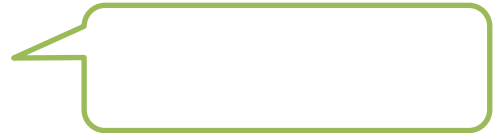
**Vocabulary hunt**

Circle the words that helped you decide on the matching and write them in the speech bubbles.

go surfing



go hiking



have a barbecue



go camping



Interview some students around school and report their answers to the class. Use the prompts below and the collecting information box on the next page.

- Did you... last weekend?

go shopping	see a movie	do the laundry
do the dishes	eat cake	have a party
make dinner	get a hair cut	see friends

Friends' names	Yes	No	Friends' names	Yes	No

**Reporting answers examples:**

- Mark didn't go shopping.
- Joshua saw an action movie.
- Susan didn't eat cake.

**Read and complete the conversation. Then listen and check.**

**Conversation 1**

**math**            **have**            **am**            **studied**  
**was**            **did**            **are**            **look**

**Alan:** Hello, Doris. What \_\_\_\_\_ you do over the weekend?  
**Doris:** I \_\_\_\_\_ all weekend.  
**Alan:** Really!? Why?  
**Doris:** I have a \_\_\_\_\_ test later today.  
**Alan:** You \_\_\_\_\_ tired.  
**Doris:** Yes, I \_\_\_\_\_.  
**Alan:** When I \_\_\_\_\_ your age, math was easy for me.  
**Doris:** Oh, come on!  
**Alan:** Yes! If you \_\_\_\_\_ some time, I can give you some tips.  
**Doris:** Oh, Alan. That's great! You \_\_\_\_\_ a good friend.



**Conversation 2**

**cooked**            **went**            **Did**            **bored**  
**was**            **are**            **had**            **did**

**Ben:** Hey, Vicky. How \_\_\_\_\_ you?  
**Vicky:** Mmm, I am \_\_\_\_\_!  
**Ben:** Why is that?  
**Vicky:** I \_\_\_\_\_ a boring weekend.  
**Ben:** That's too bad.  
**Vicky:** What about you? \_\_\_\_\_ you have fun over the weekend?  
**Ben:** Yes, I \_\_\_\_\_. My family and I \_\_\_\_\_ fishing.  
**Vicky:** It sounds like fun.  
**Ben:** It really \_\_\_\_\_. I caught a very large fish, and... guess what!? Dad \_\_\_\_\_ it!  
**Vicky:** You know what... I think you really had a great time!

**Unscramble the words to write questions.**

- last Friday / you / see / your / grandma / Did \_\_\_\_\_.
- shopping / go / last Sunday / Did / you \_\_\_\_\_.
- stay up late / Did / your dad / yesterday \_\_\_\_\_.
- a movie / last Wednesday / watch / Did / your sister \_\_\_\_\_.
- make a cake / mum / Did / for a party / your \_\_\_\_\_.
- the news / Did / in the morning / you / read \_\_\_\_\_.

**Use the questions above to interview some friends. When a friend's answer or experience is the same as yours, you can say...**

	My friend	Me
<b>Negative</b>	No, I didn't.	Neither did I.
	No, I didn't.	Me neither.
<b>Positive</b>	Yes, I did.	So did I.

**Did you go to the club last weekend?**

**Friend:** No, I didn't.

- **You:** Me neither.
- **You:** Neither did I.
- **Mini project**

This is me!!! Write your own Biography and illustrate it with your favourite picture of you.

# 10 Let's plan it!



## Vocabulary

Look and write.

Canada  
Mexico

England  
Thailand

Italy  
Africa

Brazil

The United States



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



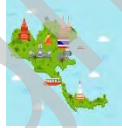
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Look and think of three words to describe the places.

1. **Africa** is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
8. \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

Do some research on what people or visitors can see, do and eat in each of the countries mentioned before. Then share with the class. There is one example.

- In Kenya, **which** is in Africa, people can see animals, go on safari tours and eat Ugali.

Look and label the months on the calendar.



Look and write ordinal numbers above the ordinal-number words. Then listen and repeat.

Use ordinal numbers for dates!!!

_____ first	_____ thirteen	_____ twenty-fifth
_____ second	_____ fourteenth	_____ twenty-sixth
_____ third	_____ fifteenth	_____ twenty-seventh
_____ fourth	_____ sixteenth	_____ twenty-eighth
_____ fifth	_____ seventeenth	_____ twenty-ninth
_____ sixth	_____ eighteenth	_____ thirtieth
_____ seventh	_____ nineteenth	_____ thirty-first
_____ eighth	_____ twentieth	
_____ ninth	_____ twenty-first	
_____ tenth	_____ twenty-second	
_____ eleventh	_____ twenty-third	
_____ twelfth	_____ twenty-fourth	

Write some ordinal-number words in the chart and test some friends on spelling them.

N.	Word	Friend's name	did it	did not
			✓	X
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____

Use the information on the calendar and in the ordinal-number table to make some plans. Then share about your plans to the class.

Remember...

- In the US, people say "October 1st." (October first)
- In the UK, people say "1 October." (-the- first of October)

There is one example.

Date	Place	Plan
October 1 <sup>st</sup>	Cancun	swim – eat shrimp

- On 1 October, I **am going to** go to Cancun. I **am going to** swim and eat shrimp.



Date                      Place                      Plan

- On \_\_\_\_\_, \_\_\_\_\_ am going to \_\_\_\_\_.
- \_\_\_\_\_ am going to \_\_\_\_\_.

Date                      Place                      Plan

- On \_\_\_\_\_, \_\_\_\_\_ am going to \_\_\_\_\_.
- \_\_\_\_\_ am going to \_\_\_\_\_.

Date                      Place                      Plan

- On \_\_\_\_\_, \_\_\_\_\_ am going to \_\_\_\_\_.
- \_\_\_\_\_ am going to \_\_\_\_\_.

Read the posts from a website that promotes life-planning and guess what kind of information is missing. Listen and write.

**Martha**

I'm going to graduate from university \_\_\_\_\_ August 28. I'm going to go to England on November 15 \_\_\_\_\_ celebrate. I'm going to start working \_\_\_\_\_ a hospital next year, \_\_\_\_\_ January 10.



**Sophia**

My mum and dad \_\_\_\_\_ going to buy a new house \_\_\_\_\_ February 6. They are going to let me paint \_\_\_\_\_ room blue. I'm going to miss my friends, \_\_\_\_\_ I am happy.



**Daniel**

My 25<sup>th</sup> birthday is \_\_\_\_\_ April 28. I am going \_\_\_\_\_ buy a car. I think I am going to drive \_\_\_\_\_ every day. I am going to call my mum tonight to give \_\_\_\_\_ the good news!



Look at the pictures and use complete sentences from the posts on the previous page to label them. There is one example.



This picture is about Sophia.

The idea it illustrates is...

"They are going to let me paint my room blue."



This picture is about \_\_\_\_\_.

The idea \_\_\_\_ illustrates is...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea it illustrates \_\_\_\_...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea \_\_\_\_ illustrates is...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea it illustrates \_\_\_\_...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea \_\_\_\_ illustrates is...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea it illustrates \_\_\_\_...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea \_\_\_\_ illustrates is...

"\_\_\_\_\_."



This picture is about \_\_\_\_\_.

The idea it illustrates \_\_\_\_...

"\_\_\_\_\_."

### Grammar

Whenever you want to talk about plans or things that are certain to happen in the future, use "going to" and a "verb."

Look, listen and complete the grammar chart.

Remember that there must be a combination of words.

I	am going to call	my mum tonight.
You	are going to go	shopping.
	is _____ play	the guitar.
She	_____ read	a book.
	_____	
	_____	
	_____	
	_____	





### Collecting Boxes

A Collecting Box is a tool you can use to have information in handy. It works as a means of extending ideas; in other words, it shows how grammar and vocabulary connect.

Look at this example.

1. <b>Date</b>	<b>December 24<sup>th</sup></b>
2. <b>Celebration</b>	<b>Christmas</b>
3. <b>People</b>	<b>Family and some friends</b>
4. <b>Place</b>	<b>Grandparents' house</b>
5. <b>Plan</b>	<b>Have dinner and dance</b>

On **December 24**, I am going to **celebrate Christmas** with my **family and some friends** at my **grandparents' house**. We are going to **have dinner and dance** all night.

Team work – work out three more collecting boxes to extend ideas about plans. Then share with the class. Remember to use colours to differentiate grammar (structure) and vocabulary (content).

1. <b>Date</b>	_____
2. <b>Celebration</b>	_____
3. <b>People</b>	_____
4. <b>Place</b>	_____
5. <b>Plan</b>	_____
1.	_____
	_____
	_____

1. <b>Date</b>	_____
2. <b>Celebration</b>	_____
3. <b>People</b>	_____
4. <b>Place</b>	_____
5. <b>Plan</b>	_____
2.	_____
	_____
	_____

1. <b>Date</b>	_____
2. <b>Celebration</b>	_____
3. <b>People</b>	_____
4. <b>Place</b>	_____
5. <b>Plan</b>	_____
3.	_____
	_____
	_____

### Party Words

Look at the pictures and read the definitions on the next page. Then write numbers to match.



1 decorate the house



2 choose a theme



3 invite friends



4 select music



5 buy snacks



6 send a message



7 plan the menu



8 buy gifts



9 prepare food



10 get a cake

N.	Definition	Activity
1.	think of what people like dancing to	___
2.	the most important thing in a party	___
3.	decide what to buy for the person whose birthday it is	___
4.	let people know about the party	___
5.	put balloons, streamers and images around the house	___
6.	discuss on what people may like to eat in a party	___
7.	cooking the main dish	___
8.	go to the store and get chips and sodas before the main meal	___
9.	decide on what to wear	___
10.	think of who is coming to the party	___

**Questions – grammar**

When you need to make questions about future plans, remember to move the personal pronoun or name and the verb to be.

**Example 1**

- **Mark is** going to buy snacks.
- **Is Mark** going to buy snacks?

**Example 2**

- **Gloria is** going to get the cake.
- **Is Gloria** going to get the cake?

**Example 3**

- **Juan and Hugo are** going to select the music.
- **Are Juan and Hugo** going to select the music?



Another type of question is used when you need to know the name of the person in charge of doing something.

**Example 1**

- **Who** is going to buy the snacks?
- **Tony** is going to buy the snacks.

**Example 2**

- **Who** is going to get the cake?
- **Maria** is going to get the cake.

Look and complete the mini-talk scripts below using the activities on the previous page. Notice how the words in bold are related. Then explain to your teacher what the words **him**, **her** and **them** mean or how they work.

1: **Who** is going to \_\_\_\_\_ ?  
 2: **Joshua** can \_\_\_\_\_ that!  
 1: OK, I will tell **him**.

1: **Who** is going to \_\_\_\_\_ ?  
 2: Maria \_\_\_\_\_ do that!  
 1: OK, I will tell **her**.

1: **Who** is going to \_\_\_\_\_ ?  
 2: **Joseph and Tim** can do \_\_\_\_\_ !  
 1: OK, I will tell **them**.

1: **Who** is going to \_\_\_\_\_ ?  
 2: **Oscar** \_\_\_\_\_ that!  
 1: OK, I will tell \_\_\_\_\_ .

1: **Who** is going to \_\_\_\_\_ ?  
 2: **Andrea** \_\_\_\_\_ !  
 1: OK, I will tell **her**.

1: **Who** is going to \_\_\_\_\_ ?  
 2: **Yolanda and Theresa** \_\_\_\_\_ !  
 1: OK, I will tell **them**.

- Remember, when you want to say something with a negative meaning, just add the negative form – it's always the same way.

He <b>is</b> tall.	He <b>can</b> dance.
He <b>is not</b> tall.	He <b>cannot</b> dance.
He <b>likes</b> cake.	They <b>dance</b> well.
He <b>does not</b> like cake.	They <b>do not</b> dance well.
I <b>am good</b> at decorating.	I <b>am going</b> to cook.
I <b>am not good</b> at decorating.	I <b>am not going</b> to cook.

## Listening

Read and listen to some people sending messages. Then listen to the responses and write the number of the response in the circle.

### Message to Julia

Julia? It's me, Joana.  
Mathew can't come to the party. He had a terrible accident. He is OK now, but he has to stay home and rest.

### Message to Christina

Hey, Christina! Silvio just called me. He is working until 11 pm today. There will not be any transportation then and taxis are expensive. He cannot pay a drive to the party. Can you lend him some money?

### A message to Susana

Hello, Susie!!!  
My mum asked me to babysit my little sisters. My parents are coming back home at 9:00 pm, so is it OK if I get to the party at 10:30?  
I would like to be there before to help you prepare everything, but mum and dad have many things to do at work today.

Read the questions and match them with the responses.

1. What are you going to wear for the party?
2. What are we going to cook for the party?
3. What are they going to buy?
4. What is she going to do?
5. What are you going to use?

- \_\_\_ a We need a new sound system!
- \_\_\_ b These scissors!
- \_\_\_ c Blue jeans and a white blouse!
- \_\_\_ d Chicken and rice!
- \_\_\_ e Decorate the place!

## Replacing words

Look at the table. Then spot the words that can be replaced in a sentence to avoid repetition.

I	me	it	it
you	you	we	us
he	him	you	you
she	her	they	them

- 1 "Let's buy **Maria** a book." Maria is a "**she**," so...  
Let's buy **her** a book.
- 2 "Remember to invite **Jim**." Jim is a "**he**," so...  
Remember to invite **him**.

3. Invite Jose and Maria by phone!  
\_\_\_\_\_.
4. Send mum and me the invitation.  
\_\_\_\_\_.
5. Take Sam to the store.  
\_\_\_\_\_.
6. Manuel is going to make the cake.  
\_\_\_\_\_.
7. Nath is going to give Nancy a sweater.  
\_\_\_\_\_.
8. Carlos is going to bring the food.  
\_\_\_\_\_.

Read, listen and complete. Then listen to the question track and underline information to answer the questions - the person on the track will say what colours must be used.

### Birthday in England

In England there \_\_\_\_\_ cakes that people call "Fortune Telling Cakes." When people prepare \_\_\_\_\_, they mix some symbolic objects. When they cut \_\_\_\_\_, they get excited if they find a coin. It means they may be rich!

Another common activity is "the bumps." \_\_\_\_\_ is your friends lifting \_\_\_\_\_ in the air holding your hands and feet. They raise you up and down to the floor. When they \_\_\_\_\_ the bumps, they say, "One for each year, then one for luck. Two for luck and three for the old's man coconut."

There is another custom. It began approximately 110 years ago. It is sending birthday cards. Nowadays, people have replaced \_\_\_\_\_ by sending images via WhatsApp with some phrases or their own wishes typed on \_\_\_\_\_.

Anyways, it is always great when someone \_\_\_\_\_ this special day and tries \_\_\_\_\_ celebrate \_\_\_\_\_.

## Mini project.

Answer the questions briefly and use the information to write an email. Tell a friend your plans about your next vacation trip. There are two examples of how to answer.

- Where are you going to go? **Acapulco**
- When are you going to be there? **May 21**
- Why are you going to visit that place?
- How much money are you going to need?
- Who are you going to travel with?
- What are you going to eat?
- What things are you going to take with you?



Common European Framework

A2	B1		B2		
KET	PET		FCE		
1	2	3	4	5	6
KeyCode					