

**Nivel secundario**

**1**

# **English in action**

**1st year | Student's booklet**

 **Ministerio de  
Educación**

 **Gobierno  
del Chubut**

## **ENGLISH IN ACTION 1**

### **Autoridades**

Gobernador

**Lic. Ignacio Agustín Torres**

Vicegobernador

**Dr. Gustavo Menna**

Ministro de Educación

**Prof. José Luis Punta**

Subsecretaría de Instituciones Educativas

**Prof. Adriana Di Sarli**

Subsecretaría de Planeamiento y Políticas Educativas

**Prof. Martín Larmeu**

Subsecretaría de Recursos, Apoyo y Servicios Auxiliares

**Prof. Leandro Oscar Espinoza**

### **Coordinación de Lenguas Extranjeras**

**Ministerio de Educación de la Provincia del Chubut**

Coordinadora de Lenguas Extranjeras y Coautora

**Prof. Emilia Severiche**

Autoría y Diseño

**Esp. Verónica Rendón Moreira**

Colaboración

**Esp. Emanuel Alvarez**

**Otros mapas, dibujos, fotografías y videos:** se aclaran los autores en las imágenes y/o en las referencias.

**Ejemplar de Distribución gratuita. Prohibida su venta.**

Edición sin fines comerciales. No está permitida su venta, ni su reproducción - por cualquier medio - con fines comerciales.

© 2026. Ministerio de Educación de la Provincia del Chubut.  
Rawson, Chubut. República Argentina

| <b>CONTENTS - ENGLISH IN ACTION 1</b>                            |   |   |
|--|---|---|
| <b>Unit 1<br/>Let's start</b>                                    | <b>Language Function</b>  | <b>Vocabulary and<br/>Language Focus</b>  |
| <b>Lesson 1:</b><br>Say "hello", say goodbye"<br><b>Page 4</b>   | Responding to greetings in different parts of the day.  | <b>Vocabulary:</b> Greetings<br><b>Expressions:</b> How are you?; I am fine, thanks.  |
| <b>Lesson 2:</b><br>A to Z, Say hello to me!<br><b>Page 7</b>    | Spelling and recognizing words using the English alphabet.  | <b>Vocabulary:</b> English alphabet.  |
| <b>Lesson 3:</b><br>What day is it?<br><b>Page 9</b>             | Naming and sequencing days of the week.   | <b>Vocabulary:</b> Days of the week.<br><b>Expressions:</b> What day is it?   |
| <b>Lesson 4:</b><br>Months and seasons<br><b>Page 10</b>         | Identifying and sequencing months and seasons.  | <b>Vocabulary:</b> Months of the year and seasons.  |
| <b>Revision test → Page 12</b>                                   |   |   |
| <b>Unit 2<br/>Discover, name &amp; count!</b>                    | <b>Language Function</b>  | <b>Vocabulary and<br/>Language Focus</b>  |
| <b>Lesson 1:</b><br>What's in your school bag?<br><b>Page 14</b> | Identifying and naming classroom items.<br>Asking and answering questions about objects.<br>Using indefinite articles to introduce items. | <b>Vocabulary:</b> Book, calculator, chair, desk, dictionary, eraser, glue, highlighter, marker, notebook, pen, pencil, pencil case, ruler, scissors, sharpener<br><b>Language focus:</b> Demonstrative pronouns; indefinite article. |
| <b>Lesson 2:</b><br>Say it in class!<br><b>Page 17</b>           | Following and giving basic classroom instructions.  | <b>Vocabulary:</b> Classroom instructions.<br><b>Language focus:</b> Imperatives  |
| <b>Lesson 3:</b><br>Colour splash!<br><b>Page 19</b>             | Describing objects by colour.   | <b>Vocabulary:</b> Black, blue, brown, dark green, green, light blue, orange, pink, purple, red, white, yellow.   |
| <b>Lesson 4:</b><br>Let's count!<br><b>Page 20</b>               | Counting, identifying numbers and expressing quantities.  | <b>Vocabulary:</b> Numbers from 1 - 100.  |
| <b>Lesson 5:</b><br>Mark the date!<br><b>Page 23</b>             | Talking about dates and festivals. Sequencing events.   | <b>Vocabulary:</b> Ordinal numbers.   |
| <b>Revision Test and Mini project → Page 26</b>                  |   |   |

| <b>Unit 3</b><br><b>My name, my taste, my place</b>        | <b>Language Function</b>   | <b>Vocabulary and Language Focus</b>  |
|--|--|---|
| <b>Lesson 1:</b><br>All about me!<br><b>Page 30</b>        | Asking for and providing personal information.                   | <b>Vocabulary:</b> Question words (what, where, how old)<br><b>Language focus:</b> Verb to be. (basic questions, 1° person).<br><b>Expressions:</b> Personal information (questions and answers). |
| <b>Lesson 2:</b><br>Yummy or yucky?<br><b>Page 33</b>      | Talking about food preferences.                                  | <b>Vocabulary:</b> Food & drink.<br><b>Language focus:</b> Likes and dislikes using "I like", "I don't like", "I love", "I hate".   |
| <b>Lesson 3:</b><br>Where are you from?<br><b>Page 37</b>  | Asking and answering about origin.<br>Talking about nationality. | <b>Vocabulary:</b> Countries and nationalities.<br><b>Language focus:</b> Subject pronouns; verb to be (affirmative).<br><b>Expressions:</b> Where are you from?                                  |
| <b>Revision Test → Page 44</b><br><b>Project → Page 49</b> |  |   |
| <b>Unit 4</b><br><b>A house full of stories!</b>           | <b>Language Function</b>   | <b>Vocabulary and Language Focus</b>  |
| <b>Lesson 1:</b><br>This is my family!<br><b>Page 50</b>   | Introducing, describing and talking about family relationships.  | <b>Vocabulary:</b> Family members.<br><b>Language focus:</b> Genitive case; possessive adjectives; verb to be (negative).   |
| <b>Lesson 2:</b><br>Emotions in action!<br><b>Page 59</b>  | Expressing and asking about feelings and emotional states.       | <b>Vocabulary:</b> Emotions<br><b>Language focus:</b> Verb to be (interrogative)  |
| <b>Lesson 3:</b><br>Around the house!<br><b>Page 64</b>    | Describing locations, objects and places.                        | <b>Vocabulary:</b> Parts of the house; household furniture.<br><b>Language focus:</b> There is / are; there isn't / aren't; prepositions of place (in, on, under)                                 |
| <b>Lesson 4</b><br>Meet the avatars!<br><b>Page 69</b>     | Describing and talking about physical appearance.                | <b>Vocabulary:</b> Parts of the body; adjectives.<br><b>Language focus:</b> Have got / has got.   |
| <b>Revision Test → Page 73; Project → Page 78</b>          |  |   |



# Unit 1 Let's start!



## Lesson 1: Say "hello", say goodbye"

Introducing the topic: Getting to know you!



### All about me!



My name is \_\_\_\_\_

I'm \_\_\_\_\_ years old

I am from \_\_\_\_\_

My birthday is in \_\_\_\_\_

My favourites

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

App: \_\_\_\_\_

Movie: \_\_\_\_\_

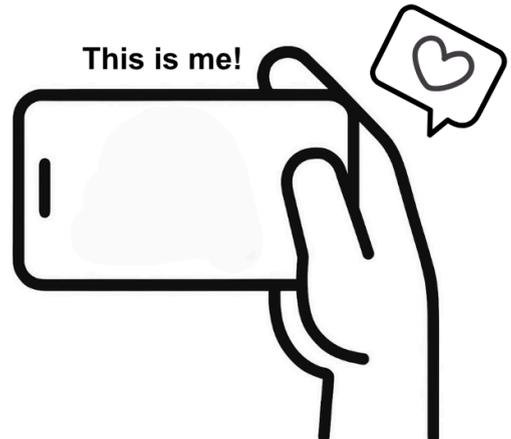
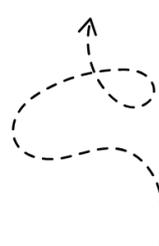
Song: \_\_\_\_\_

Colour: \_\_\_\_\_

Animal: \_\_\_\_\_

Sport: \_\_\_\_\_

◀ || ▶



**Activity 1.** Read the dialogues.

|  |  |   |
|--|--|---|
| <p>Hello, Sandra!<br/>Hi, guys!</p>   | <p>Good morning, students!</p> <p>Good morning, teacher!</p>  | <p>How are you, Morena?</p> <p>I am fine. Thanks!</p>  |
| <p>Goodbye, Leo!<br/>Bye, guys!</p>  | <p>Good afternoon!</p>                                       | <p>Good evening!</p>                                  |
| <p>Good night!</p>                  |  |   |

**Activity 2.** Look at the emojis and complete with a greeting or a farewell.

|   |  |
|---|--|
|  <p>1) _____</p> |  <p>4) _____</p>     |
|  <p>2) _____</p> |  <p>5) _____</p>     |
|  <p>3) _____</p> |  <p>6) I am _____</p> |

**Activity 3.** Find 6 greetings and 1 farewell.

Mrning Goodmorning Helloh Goodnighth Bye Goodafternoon HGoodevening Hey

**Activity 4.** Read and complete with a greeting or a farewell.

- 1) It is 8:00 a.m. You see your teacher at school. \_\_\_\_\_
- 2) It is 3:00 p.m. You see a classmate. \_\_\_\_\_
- 3) It is 9:00 p.m. You meet your neighbour. \_\_\_\_\_
- 4) It is 11:00 p.m. You are going to bed. You say ? to your family. \_\_\_\_\_
- 5) The class is over. You leave the classroom. \_\_\_\_\_

**Activity 5.** Complete the dialogue with the correct word.

fine - morning - are you? - Bye - morning - good

|   |   |
|---|---|
|  | <p><b>Student A:</b> Hello, good (1) _____!</p> <p><b>Student B:</b> Good (2) _____!</p> <p><b>Student A:</b> How (3) _____ _____?</p> <p><b>Student B:</b> I am (4) _____, and you?</p> <p><b>Student A:</b> I am (5) _____</p> <p><b>Student B:</b> Great. (6) _____!</p> |
|---|---|

**Activity 6.** Listen and number.



## Lesson 2: A to Z, Say hello to me!

Introducing the topic: A–B–C, say *hello* to me; G–H–I, good morning! Y–Z, good night!  
Let's play with sounds from A to Z!

|                        |                    |                           |                    |                    |                             |                     |
|------------------------|--------------------|---------------------------|--------------------|--------------------|-----------------------------|---------------------|
| <b>Aa</b><br>/ei/      | <b>Bb</b><br>/bi:/ | <b>Cc</b><br>/si:/        | <b>Dd</b><br>/di:/ | <b>Ee</b><br>/i:/  | <b>Ff</b><br>/ef/           | <b>Gg</b><br>/dʒi:/ |
| <b>Hh</b><br>/ertʃ/    | <b>Ii</b><br>/aɪ/  | <b>Jj</b><br>/dʒei/       | <b>Kk</b><br>/keɪ/ | <b>Ll</b><br>/el/  | <b>Mm</b><br>/em/           | <b>Nn</b><br>/en/   |
| <b>Oo</b><br>/əʊ/ /oʊ/ | <b>Pp</b><br>/pi:/ | <b>Qq</b><br>/kju:/       | <b>Rr</b><br>/ɑːr/ | <b>Ss</b><br>/es/  | <b>Tt</b><br>/ti:/          | <b>Uu</b><br>/ju:/  |
|                        | <b>Vv</b><br>/vi:/ | <b>Ww</b><br>/dʌb.əl.ju:/ | <b>Xx</b><br>/eks/ | <b>Yy</b><br>/waɪ/ | <b>Zz</b><br>/zi:/<br>/zed/ |                     |



Listening: "A to Z, Say Hello to Me!"

**Activity 1. Before you listen:** Listen and complete with the missing vowels.

- 1) G \_\_\_ d    m \_\_\_ r n \_\_\_ n g                      3) G \_\_\_ d    \_\_\_ f t \_\_\_ r n \_\_\_ n  
2) H \_\_\_ I I \_\_\_    4) H \_\_\_

**Activity 2.** Listen and complete with the missing consonants.

- 1) \_\_\_ i    3) \_\_\_ \_\_\_ e  
2) \_\_\_ o o \_\_\_    \_\_\_ i \_\_\_ \_\_\_                              4) \_\_\_ o o \_\_\_ e \_\_\_ e \_\_\_ i \_\_\_

**Activity 3.** Circle the letter you hear.

|                   |                   |
|-------------------|-------------------|
| 1) A            H | 5) S            F |
| 2) B            D | 6) T            P |
| 3) E            I | 7) G            J |
| 4) M            N | 8) L            R |

**Activity 4. While you listen:** Complete with the missing words.

goodbye - night - afternoon - morning - evening - hello



**Verse 1**

A, B, C, say \_\_\_\_\_(1) to me,  
D, E, F, it's a happy melody!  
G, H, I, we say good \_\_\_\_\_(2),  
J, K, L, the sun is shining!

**Chorus**

Hello, hello! from A to Z,  
Let's sing our letters, you and me!  
Goodbye, \_\_\_\_\_(3)! from A to Z,  
See you later, 1-2-3!

**Verse 2**

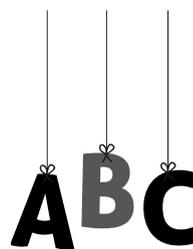
M, N, O, we say good \_\_\_\_\_(4),  
P, Q, R, see you soon!  
S, T, U, good \_\_\_\_\_(5), too,  
V, W, X, how are you?

**Verse 3**

Y and Z, good \_\_\_\_\_(6), my  
friend,  
Now our alphabet song will end.  
Let's wave our hands and smile so wide,  
See you later! Let's say goodbye!

**Final Chorus**

Hello, hello! from A to Z,  
Let's sing our letters, you and me!  
Goodbye, goodbye! from A to Z,  
See you soon! It's easy, you'll see!



(song generated using Suno.com)

**Activity 5. After listening:** Listen to the words being spelled. Circle the words you hear.

- 1) Hello      Hi      Hey
- 2) Good morning      Good afternoon      Good evening
- 3) Goodbye      Bye

**Activity 6.** Listen to the song again and sing along.

## Lesson 3: What day is it?

**Introducing the topic:** Tongue twister challenge! Try them three times.

Monday makes Mary much muffins.



Timmy tells tales on Tuesday.



Wacky Walter walk on Wednesday.



Thursday thrills Theo through thick things.

Funny Fred flips on Friday.



Saturdays are super for Sally!



Silly Sam sings songs on Sunday's



**Activity 1.** Put the days of the week in the correct order.

Friday \_\_\_\_

Thursday \_\_\_\_

Tuesday \_\_\_\_

Wednesday \_\_\_\_

Monday \_\_\_\_

Saturday \_\_\_\_

Sunday \_\_\_\_

**Activity 2.** Complete with the missing days.

| Yesterday | Today     | Tomorrow |
|-----------|-----------|----------|
| Sunday    | Monday    | Tuesday  |
|           | Friday    |          |
|           | Wednesday |          |

**Activity 3.** Read and complete.

|                                    |                                    |
|------------------------------------|------------------------------------|
| 1) One day before Tuesday is _____ | 3) One day after Saturday is _____ |
| 2) One day before Sunday is _____  | 4) One day after Tuesday is _____  |

## Lesson 4: Months and seasons

**Introducing the topic:** Tongue twister challenge! Try to say them 3 times! Get faster!


 March's monkeys make marvelous moves in misty mornings.    
 Seven snowy Sundays in January make Jack jump joyfully.    
 Sally sings spring songs in September and swings in sunny spots.     
 Wendy wears warm wool in winter while waiting for windy weather.    
 November's nights never need noisy neon numbers.

**Activity 1.** Complete the calendar with the missing months and seasons.

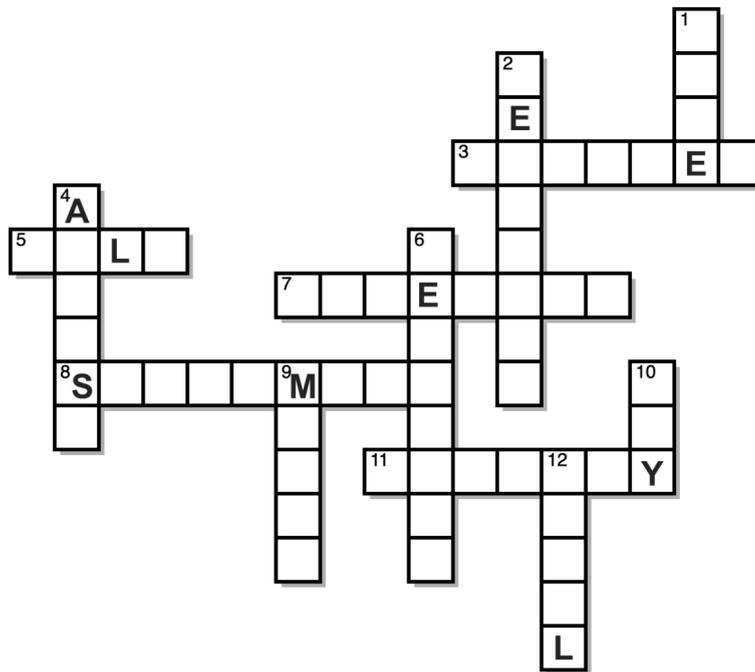
|  |
|--|
| <p>July - <del>January</del> - December - March - <del>September</del> - February - May - October - August - June -<br/> <del>April</del> - November</p> |
| <p>summer - winter - spring - autumn</p>   |

|  |   |  |  |
|--|---|--|--|
| <p>January</p>  <p>Summer</p>   |  |                            | <p>April</p>  <p>Autumn</p> |
|                                 |  | <p>July</p>  <p>Winter</p> |                             |
| <p>September</p>  <p>Spring</p> |  |                            |                             |

**Activity 2.** Complete.

- 1) What's your favourite season? My favourite season is \_\_\_\_\_.
- 2) Winter months are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 3) Spring months are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 4) Summer months are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**Activity 3.** Match the events to their correct month to solve the crossword puzzle.



| <b>Across</b> →   | <b>Down</b> ↓  |
|---|--|
| <b>3</b> Day of Respect for Cultural Diversity.                         | <b>1</b> Anniversary of the death of General Manuel Belgrano.    |
| <b>5</b> Argentina's Independence Day; in Chubut, Landing of the Welsh. | <b>2</b> National Oil Festival (Comodoro Rivadavia); Christmas.  |
| <b>7</b> National Sovereignty Day.                                      | <b>4</b> Anniversary of the death of General José de San Martín. |
| <b>8</b> Student 's Day; National Ski Festival (Esquel).                | <b>6</b> National Barbecue Festival (Cholila).                   |
| <b>11</b> National Fine Fruit Festival (El Hoyo).                       | <b>9</b> National Day of Memory for Truth and Justice.           |
|   | <b>10</b> May Revolution.  |
|   | <b>12</b> Day of the Veteran and the Fallen in the Malvinas War. |

# Unit 1 Review

**Activity 1.** Complete the dialogues with the correct greeting. Then act out.

I am fine - Good morning - how are you - fine - Hi

Lucas: Hello! \_\_\_\_\_ (1) today?  
 Ana: \_\_\_\_\_ (2), Lucas! I'm good, thank you.  
 And you?  
 Lucas: \_\_\_\_\_ (3) too! See you later!  
 Ana: Bye!



Teacher: \_\_\_\_\_ (4), class!  
 How are you today?  
 Students: Good morning, teacher! We are \_\_\_\_\_ (5),  
 thank you!  
 Teacher: That's great to hear. Let's start the lesson!

**Activity 2.** Create a winter break calendar. Write the following information on the calendar.

- 1) The days of the week.
- 2) Choose at least 5 fun activities and write them on different days.

|                     |   |                     |   |                            |   |
|---------------------|---|---------------------|---|----------------------------|---|
| drink hot chocolate |  | scroll on Instagram |  | build a snowman            |  |
| go skiing           |  | sleep late          |  | read books, comics         |  |
| play video games    |  | go to the movies    |  | use the cell phone all day |  |

| July 2026 |         |    |    |    |    |    |
|-----------|---------|----|----|----|----|----|
|           | Tuesday |    |    |    |    |    |
| 8         | 9       | 10 | 11 | 12 | 13 | 14 |
| 15        | 16      | 17 | 18 | 19 | 20 | 21 |

**Activity 3.** Write the correct month next to the event.

- 1) It's winter. We have winter holidays. What month is it? \_\_\_\_\_
- 2) Summer starts. We celebrate Christmas. \_\_\_\_\_
- 4) It's spring. We celebrate Mother's day. \_\_\_\_\_
- 5) It's summer. We celebrate Carnival and Valentine's day. \_\_\_\_\_
- 6) It's autumn. We start school. \_\_\_\_\_
- 7) Spring starts. We celebrate Students' day. \_\_\_\_\_
- 8) Winter starts. We drink hot chocolate. \_\_\_\_\_
- 9) It's autumn. We see leaves falling. \_\_\_\_\_
- 10) It's winter. We celebrate Pachamama. \_\_\_\_\_

**Activity 4.** Read the text and answer the questions:

Hello! My name is Sofia. My birthday is in July. It's winter.

I love  winter because I like snow. 

- 1) When is Sofia's birthday? \_\_\_\_\_
- 2) What is her favourite season? \_\_\_\_\_
- 3) Which season comes after winter? \_\_\_\_\_



**Activity 5.** Read the poem with different emotions.

**Hello, Days and Seasons!**

Hello Monday, how are you?  
I'm a little sleepy, that's true!  
Hi Friday, time to play,  
The weekend's coming, hooray, hooray!

In March, leaves fall down,  
Autumn colours paint the town.  
In June, it's cold, we wear a hat,  
Winter days — and that is that!

In September, flowers grow,  
Spring is here, the wind blows slow.  
In December, summer's hot,  
Let's go swimming! Why not?

Good morning, world! Good night, moon!  
Seasons change, but not too soon!

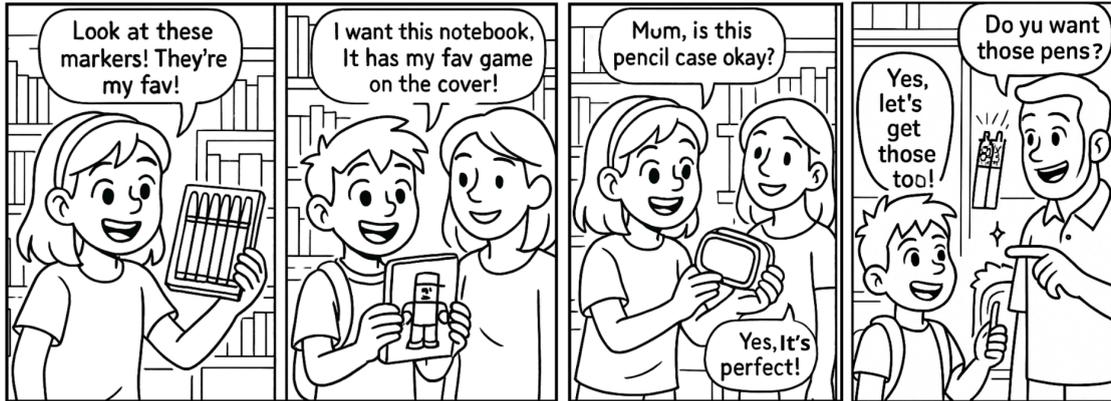


# Unit 2

## Discover, name and count!

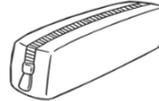
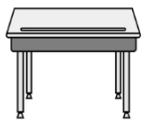
### Lesson 1: What's in your schoolbag?

**Introducing the topic:** Emma and Alex are at the bookshop. What are they getting?



#### Activity 1. Label the school objects

book - calculator - chair - desk - dictionary - eraser - glue - highlighter - marker - notebook - pen - pencil - pencil case - ruler - scissors - sharpener

|   |  |   |  |
|---|--|---|--|
| <br>1. <u>Book</u> | <br>2. _____  | <br>3. _____   | <br>4. _____  |
| <br>5. _____       | <br>6. _____  | <br>7. _____  | <br>8. _____  |
| <br>9. _____       | <br>10. _____ | <br>11. _____ | <br>12. _____ |
| <br>13. _____      | <br>14. _____ | <br>15. _____  | <br>16. _____ |



**Language focus: Demonstrative Pronouns (This, That, These, Those)**

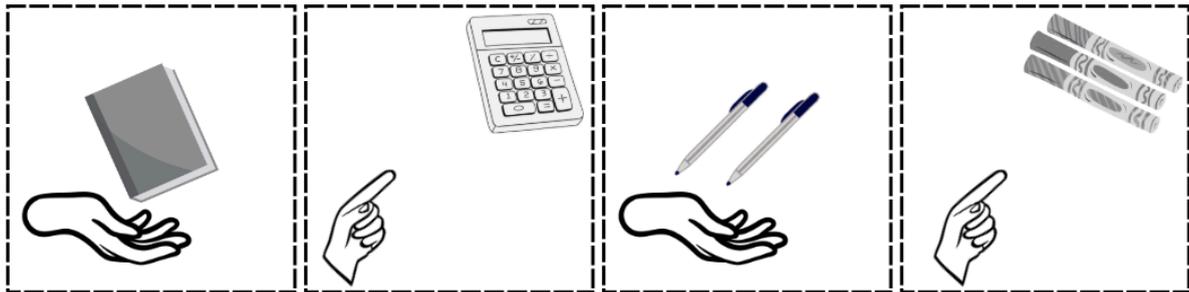
Demonstrative pronouns, such as **this**, **that**, **these**, and **those** are used to point out specific things.

- **This** and **these** are for things close by.
- **That** and **those** are for things farther away.

| Singular  | Plural   |
|---|--|
| <b>This</b> is a schoolbag. →  | <b>These</b> are schoolbags. →    |
| <b>That</b> is a schoolbag. →  | <b>Those</b> are a schoolbags. →  |

**Activity 2:** Match the pictures to the sentences.

1) These are pens. 2) Those are markers. 3) This is a book. 4) That is a calculator.

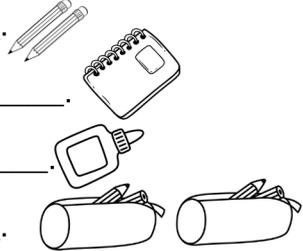


\_\_\_\_\_

**Activity 3:** Circle the correct word.

|                                      |   |
|--------------------------------------|---|
| 1) <b>This / These</b> is my eraser. | 4) <b>That / Those</b> is my pencil case.         |
| 2) <b>That / Those</b> are chairs.   | 5) <b>These / This</b> is your dictionary.        |
| 3) <b>These / This</b> are rulers.   | 6) <b>Those / That</b> are my favourite scissors. |

**Activity 4:** Complete with **this**, **that**, **these**, **those** and school vocabulary.

- 1) \_\_\_\_\_ are \_\_\_\_\_.
- 2) \_\_\_\_\_ is my \_\_\_\_\_.
- 3) \_\_\_\_\_ is your \_\_\_\_\_.
- 4) \_\_\_\_\_ are \_\_\_\_\_.
- 



## Language focus: Indefinite Article (A, An)

- We use **a** before a **consonant sound**: **a** banana - **a** pencil - **a** ruler
- We use **an** before a **vowel sound**: **an** orange - **an** eraser - **an** apple

**Activity 5:** Read and complete with *a / an*.

- This is \_\_\_\_\_ calculator
- That is \_\_\_\_\_ eraser
- That is \_\_\_\_\_ chair
- This is \_\_\_\_\_ desk
- This is \_\_\_\_\_ yellow marker.
- That is \_\_\_\_\_ orange crayon.
- That is \_\_\_\_\_ black pen.
- This is \_\_\_\_\_ blue and green pencil case.

**Activity 6:** Complete the conversation with *a, an, this, that, these, those*.



**Shop Assistant:** Hello! Can I help you?

**Valentina:** Yes, please. I need \_\_\_\_\_ (1) notebook and \_\_\_\_\_ (2) eraser.

**Shop Assistant:** Of course! Look, → \_\_\_\_\_ (3) notebook is blue, and → \_\_\_\_\_ (4) notebook is pink.

**Valentina:** I'll take → \_\_\_\_\_ (5) pink notebook and \_\_\_\_\_ (6) eraser, please.

**Shop Assistant:** Do you want \_\_\_\_\_ (7) pen too?

→ \_\_\_\_\_ (8) pens are blue, and → \_\_\_\_\_ (9) pens are black.

**Valentina:** Great! I need \_\_\_\_\_ (9) blue pen.

**Shop Assistant:** Anything else?

**Valentina:** Yes, can I have \_\_\_\_\_ (10) ruler?

**Shop Assistant:** Sure! Do you want → \_\_\_\_\_ (11) ruler or → \_\_\_\_\_ (12) blue ruler?

**Valentina:** Hmm... I prefer → \_\_\_\_\_ (13) blue ruler, please.

**Shop Assistant:** Perfect. Here are your things.

**Valentina:** Thank you!

**Activity 7.** Correct the mistakes.

1) This are notebooks.

2) That's a orange pen.

3) These is a brand new ruler!

**Activity 8.** Write T (true) or F (false).

1) Valen needs a sharpener.

2) She needs a blue pen.

3) She wants a ruler too.

## Lesson 2: Say it in class!

Which expressions do you use in class? Tick ✓

- |  |   |
|--|---|
| <input type="checkbox"/> Open your books, please!        | <input type="checkbox"/> Let's dance!     |
| <input type="checkbox"/> What page, teacher?             | <input type="checkbox"/> Close your eyes! |
| <input type="checkbox"/> Can I go to the toilet, please? | <input type="checkbox"/> Work in pairs    |

**Activity 1.** Complete the classroom instructions with the following words.

stand up - write - look at - silence - read - open - raise - work in pairs -  
Can I go to the toilet? - sit down - listen - close

|   |  |  |
|---|--|--|
| <p>1</p>  <p>Stand up, please.</p>     | <p>2</p>  <p>_____, please.</p>     | <p>3</p>  <p>_____ your books.</p>  |
| <p>4</p>  <p>_____ the board.</p>    | <p>5</p>  <p>_____ your book.</p> | <p>6</p>  <p>_____ your hand.</p> |
| <p>7</p>  <p>_____ to the audio.</p> | <p>8</p>  <p>_____ the text.</p>  | <p>9</p>  <p>_____ please.</p>    |
| <p>10</p>  <p>_____ a text.</p>      | <p>11</p>  <p>_____</p>           | <p>12</p>  <p>_____</p>           |

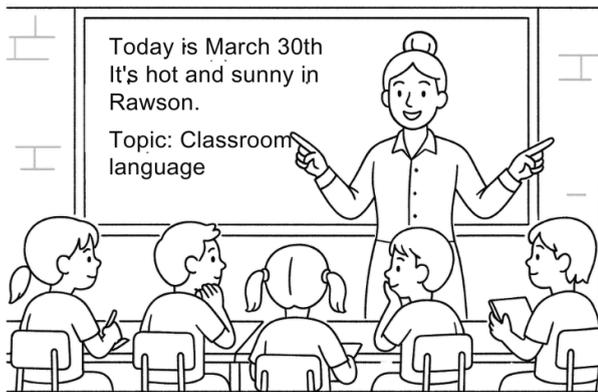
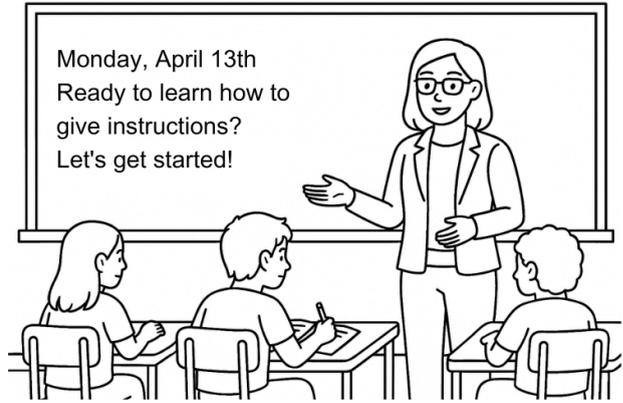
**Activity 2.**  Complete the dialogues with the instruction. Then listen and check.

I go to the toilet? - silence - raise - write - look - read - work

**Teacher:** \_\_\_\_\_ (1) the date on your notebook.

**Students:** Yes, teacher.

**Teacher:** Now, \_\_\_\_\_ (2) at the board and read the text.



**Teacher:** \_\_\_\_\_ (3), please.

**Students:** (Quietly)

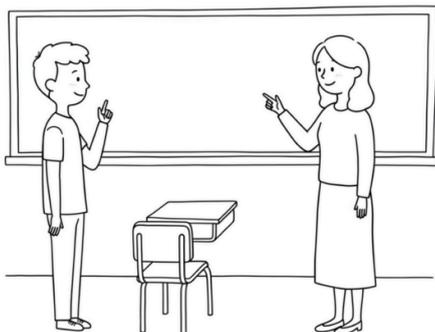
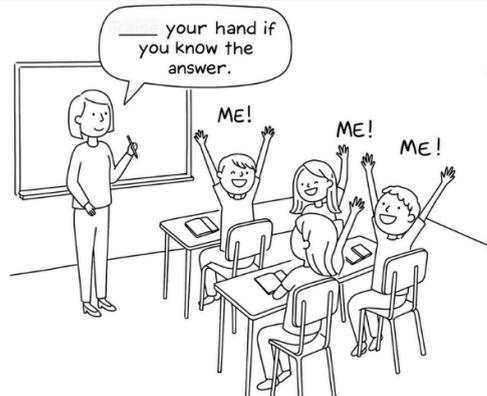
**Teacher:** Now, let's \_\_\_\_\_ (4) the first paragraph.

**Students:** (Read)

**Teacher:** \_\_\_\_\_ (5) your hand if you know the answer.

**Students:** Me! Me!

**Teacher:** Now, \_\_\_\_\_ (6) in pairs to complete the activity on page 20.

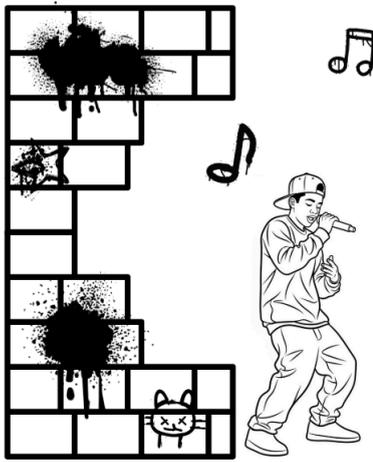


**Student:** Can \_\_\_\_\_  
\_\_\_\_\_ (7)

**Teacher:** Yes, you can!

## Lesson 3: Colour splash!

Introducing the topic: Agus and Fede are in a freestyle battle! Mics blazing, rhymes flying!

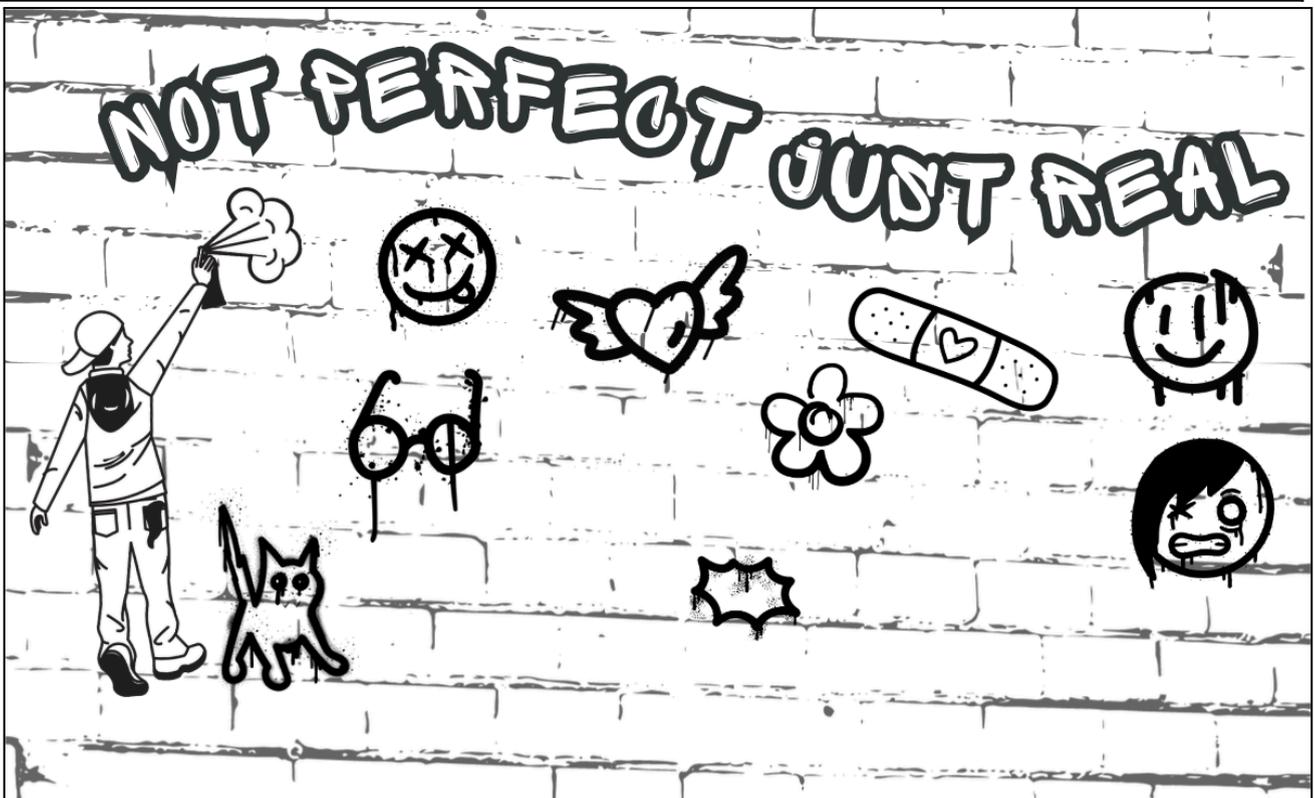


Blue vibe, feeling true.  
 Green lights moving through.  
 Yellow sun, shining bright.  
 Orange night feeling right.  
 Black style always cool.  
 White beats making move.  
 Pink graffiti on the wall.  
 Purple twilight standing tall.  
 Grey skies don't bring you  
 down.  
 Colours blend in this town.  
 Your turn!



**Activity 1:** Urban art. Colour this graffiti as follows.

**Colour key:** “not” = blue; “perfect” = red; “just” = green; “real” = yellow; cat = brown; heart = red; plaster = orange & yellow; kids’ cap = blue & green; kid’s hoodie = red; kid’s jeans = blue; glasses = gray; flower = purple & pink



**Activity 2:** Create your own graffiti.

## Lesson 4: Let's count!



### Introducing the topic:

Argentina has an impressive World Cup record with three championship titles in 1978, 1986 and 2022.

Let's look at some important numbers from Argentina's 2022 World Cup:

- Argentina played **seven** games.
- They scored **fifteen** goals in total.
- They won **four** games.
- They lost one game.
- They drew (tied) **two** games.



### In the final game:

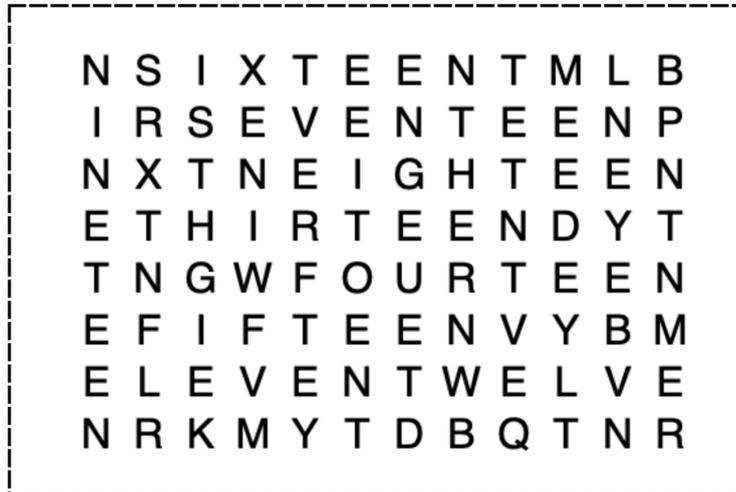
- Argentina scored **three** goals against France.
- France also scored **three** goals.
- Argentina scored **four** penalty goals. France scored **two** penalty goals.
- Argentina won the World Cup!

### Activity 1. Look at the chart.

|         |              |                 |                 |
|---------|--------------|-----------------|-----------------|
| 1 one   | 11 eleven    | 21 twenty-one   | 40 forty        |
| 2 two   | 12 twelve    | 22 twenty-two   | 50 fifty        |
| 3 three | 13 thirteen  | 23 twenty-three | 60 sixty        |
| 4 four  | 14 fourteen  | 24 twenty-four  | 70 seventy      |
| 5 five  | 15 fifteen   | 25 twenty-five  | 80 eighty       |
| 6 six   | 16 sixteen   | 26 twenty-six   | 90 ninety       |
| 7 seven | 17 seventeen | 27 twenty-seven | 100 one hundred |
| 8 eight | 18 eighteen  | 28 twenty-eight |                 |
| 9 nine  | 19 nineteen  | 29 twenty-nine  |                 |
| 10 ten  | 20 twenty    | 30 thirty       |                 |

**Activity 2:** Find the following numbers in the word search.

eleven - twelve - thirteen - fourteen - fifteen - sixteen - seventeen - eighteen - nineteen



**Activity 3:** Read and circle.

**Twenty**      30    20    40    100

**Sixty**            70    60    50    40

**Fifty**            100   10    30    50

**One hundred**   10    30    90    100

**Ninety**          90    70    20    80

**Eighty**          80    60    90    50

**Ten**              20    10    30    100

**Forty**            20    30    40    60

**Seventy**        50    60    70    80

**Thirty**            30    50    70    100

**Activity 4:** Write the number for each word.

|                       |                       |
|-----------------------|-----------------------|
| 1. Fourteen _____     | 6. Eighty-three _____ |
| 2. Thirty-seven _____ | 7. Twenty-one _____   |
| 3. Ninety-two _____   | 8. Sixty-six _____    |
| 4. Fifty-five _____   | 9. Forty-nine _____   |
| 5. Seventy-four _____ | 10. One hundred _____ |

**Activity 5:** Write the word for each number.

|                        |              |
|------------------------|--------------|
| A. 11 _____eleven_____ | E. 73 _____  |
| B. 25 _____            | F. 85 _____  |
| C. 38 _____            | G. 96 _____  |
| D. 52 _____            | H. 100 _____ |

**Activity 6:** Look at the information about Angel Di Maria’s career in numbers. Then complete the chart (AS, s.f.) as follows:

- Matches played: complete with the missing vowels.
- Goals scored: write in letters.



| Club  | Matches played                             | Goals scored |
|---|--|--------------|
| 1) Argentina National Team<br>(2008 - 2024) | 145: __n__ h__ndr__d<br>f__rty - f__v__    | 31           |
| 2) Rosario Central<br>(2005 - 2008)         | 39: th__rty - n__n__                       | 6            |
| 3) Benfica<br>(2007 - 2011)                 | 170: __n__ h__ndr__d<br>s__v__nty          | 15           |
| 4) Real Madrid<br>(2010 - 2014)             | 197: __n__ h__ndr__d<br>n__n__ty - s__v__n | 30           |
| 5) Manchester United<br>(2014-2015)         | 37: th__rty - s__v__n                      | 4            |
| 6) Paris Saint Germain<br>(2015 - 2022)     | 317: thr__ __ h__ndr__d<br>s__v__nt__ __n  | 93           |
| 7) Juventus<br>(2022 - 2023)                | 26: tw__nty - s__x                         | 8            |
| 8) Benfica<br>(2023 - 2025)                 | 53: f__fty - thr__ __                      | 27           |

## Lesson 5: Mark the date!

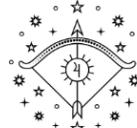


**Introducing the topic:** In Argentina, we celebrate many important dates throughout the year, like national holidays, regional events in Chubut, and even birthdays of famous people. Some of these dates are so well known that they feel like celebrations for everyone!

Let's take Duki, for example, one of the most popular Argentine artists. He celebrates his birthday on **24th June**. His real name is Mauro Ezequiel Lombardo, and he was born in 1996 in Almagro, Buenos Aires.

His star sign? Cancer! Did you know? If you were born between **21st June** and **22nd July**, you're a Cancer too!

**Activity 1:** Look at the zodiac signs. What sign are you?

|   |  |  |  |
|---|--|--|--|
|  <p><b>Aries</b><br/>21st March - 19th April</p>               |  <p><b>Taurus</b><br/>20th April - 20th May</p>             |  <p><b>Gemini</b><br/>21st May - 20th June</p>             |  <p><b>Cancer</b><br/>21st June - 22nd July</p>           |
|  <p><b>Leo</b><br/>23rd July - 22nd August</p>               |  <p><b>Virgo</b><br/>23rd August - 22nd September</p>     |  <p><b>Libra</b><br/>23rd September - 22nd October</p>   |  <p><b>Scorpio</b><br/>23rd October - 21st November</p> |
|  <p><b>Sagittarius</b><br/>22nd November - 21st December</p> |  <p><b>Capricorn</b><br/>22nd December - 19th January</p> |  <p><b>Aquarius</b><br/>20th January - 18th February</p> |  <p><b>Pisces</b><br/>19th February - 20th March</p>    |

**Activity 2:** The following singers have performed at the Cosquín Rock Festival, held annually in Argentina. Look at their birthdates and write down their zodiac signs.

|   |  |
|---|--|
| <p>1) <b>Ca7riel:</b> 5th December 1993<br/>– Zodiac: _____</p> | <p>2) <b>Tini:</b> 21st March 1997<br/>– Zodiac: _____</p> |
|---|--|

|  |   |
|--|---|
| 3) <b>Paco Amoroso</b> : 17th August 1993<br>– Zodiac: _____ | 4) <b>Emilia</b> : 29th October 1996<br>– Zodiac: _____         |
| 5) <b>Trueno</b> : 25th March 2002<br>– Zodiac: _____        | 6) <b>Nicky Nicole</b> : 24th August 2000<br>– Zodiac: _____    |
| 7) <b>Wos</b> : 23rd January 1998<br>– Zodiac: _____         | 8) <b>María Becerra</b> : 12th February 2000<br>– Zodiac: _____ |
| 9) <b>Dillom</b> : 5th December 2000<br>– Zodiac: _____      | 10) <b>Lali Esposito</b> : 10th October 1991<br>– Zodiac: _____ |

**Activity 3.** Look at the chart of Cool Festival Alerts. Answer the questions.

**Cool Festival Alerts**

- MADRYN COMESTIBLE presents LUKRA**  
12th January, Puerto Madryn
- COMODOORO ROCK SOLIDARIO**  
10th & 11th May  
Comodoro Rivadavia
- COSQUÍN ROCK**  
14th & 15th February  
Córdoba
- FESTIVAL MI LUGAR**  
19th October  
Trelew
- LOLLAPALOOZA ARGENTINA**  
13th, 14th & 15th March
- ROCK EN RIO**  
12th September  
Playa Unión
- IMPULSO PUELO**  
14th June  
Lago Puelo
- MOLPA**  
25th, 26th & 27th  
September, Esquel
- SUNSETSTRIP**  
6th, 7th & 8th December  
Mendoza

GET READY TO ROCK!

|   |   |
|---|---|
| 1) When is the first day of the Lollapalooza festival?<br>It is the _____ of March.     | 6) When is the second day of Comodoro Rock Solidario?<br>It is the _____ of May.    |
| 2) When is the second day of the Cosquín Rock festival?<br>It is the _____ of February. | 7) When is the third day of the MOLPA festival?<br>It is the _____ of September.    |
| 3) When is the “Madryn Comestible”?<br>It is the _____ of January.                      | 8) When is the “Impulso Puelo”?<br>It is the _____ of June.                         |
| 4) When is the “Festival Mi Lugar”?<br>It is the _____ of October.                      | 9) When is the third day of the Lollapalooza festival?<br>It is the _____ of March. |
| 5) When is the first day of Sunsetstrip”?<br>It is the _____ of December.               |   |

**Activity 4.** 🎧 Martina and Agustín are talking about their favourite festivals and concerts in Chubut. Listen to the conversation and complete it with the missing information.

third - fifteenth - twenty-eighth - thirteenth

**Martina:** Look! Lali is coming on the \_\_\_\_\_ (1) of October to Puerto Madryn.

**Agustín:** I love Lali, she's my favourite artist. I really like concerts and festivals! There are so many cool festivals and celebrations in Chubut.

**Martina:** What's your favourite festival or celebration, Agustín?

**Agustín:** I love Welsh Landing Day. It's on the \_\_\_\_\_ (2) of July.

**Martina:** Yes! I like tea, Welsh cakes and pies.

**Agustín:** Me too!



**Martina:** Do you know what I love the most? Summer music festivals!

**Agustín:** Yes, they're cool! What artists are coming this summer?

**Martina:** LuKra! He is coming on the \_\_\_\_\_ (3) of January.

**Agustín:** Nice! I think La Sole is coming too!

**Martina:** Yes! She is coming on the \_\_\_\_\_ (4)

February.

**Agustín:** Are there any other music festivals in Chubut?

**Martina:** Yes! Impulso Puelo, Rock en Río, Comodoro Rock Solidario and many more!

**Agustín:** Wow! That's cool!

**Activity 5. Answer the questions about the dialogue.**

1) Who is Agustín's favourite artist? \_\_\_\_\_

2) When is La Sole visiting Puerto Madryn? \_\_\_\_\_

3) When is LuKra visiting Puerto Madryn? \_\_\_\_\_

4) What's your favourite festival in Chubut and when is it?

\_\_\_\_\_

# Unit 2 Review

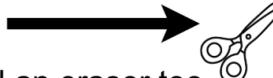
**Activity 1.** Read and complete the dialogue using *this, that, these, those*.

**Tom:** Hey Ana, is \_\_\_\_\_(1) your pen? 

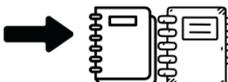
**Ana:** No, it isn't. That's a marker. My pen is blue.

**Tom:** Oh, right. And what's this?

**Ana:** \_\_\_\_\_(2) is a highlighter. I use it for important words. 

**Tom:** Cool! Are \_\_\_\_\_(3) your scissors? 

**Ana:** Yes, those are mine. I have got a ruler and an eraser too.

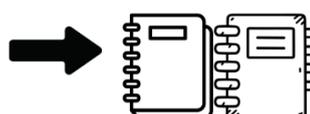
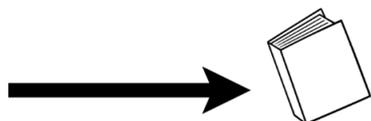
**Tom:** Nice! Look, \_\_\_\_\_(4) are my new notebooks. 

**Ana:** Wow! I like them. Have you got a dictionary?

**Tom:** Yes, I have! And I never forget my pencil case.

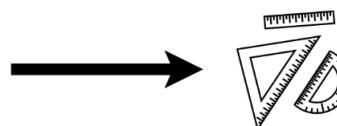
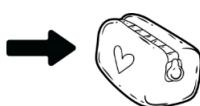
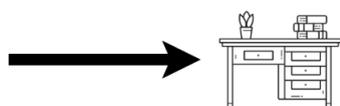
**Activity 2.** Look at the school objects. Write sentences about them.

book - ~~notebooks~~ - scissors - rulers - pencil case - desk - sharpener - pens



**Examples:** That is a book.

These are notebooks.



1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_



4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

**Activity 3.** Complete the instructions.

Can I go - Look - Silence - Open - Write

- 1) \_\_\_\_\_ at the board.
- 2) \_\_\_\_\_ the date in your notebooks.
- 3) \_\_\_\_\_, please.
- 4) \_\_\_\_\_ your books, please.
- 5) \_\_\_\_\_ to the toilet?

**Activity 4.**  Listen to the dialogues and circle the word you hear.

|  |   |
|--|---|
| <p><b>Dialogue 1: At the beginning of class</b><br/>                 Teacher: Good morning, everyone!<br/>                 Students: Good morning!<br/>                 Teacher: <b>Stand / Sit (1)</b> down, please.<br/> <b>Open / Close (2)</b> your books.<br/>                 Student 1: Page 5?<br/>                 Teacher: That's right. Now, <b>write / look (3)</b> at the picture and listen.</p> | <p><b>Dialogue 3: Asking for Permission</b><br/>                 Student: Excuse me, teacher. Can I go to the <b>board / toilet (6)</b>?<br/>                 Teacher: Yes, but be quick.<br/>                 Student: Thank you!<br/>                 Teacher: Everyone else, raise your hands if you have a question.</p>                              |
| <p><b>Dialogue 2: A group activity</b><br/>                 Teacher: <b>Work in pairs / Look at the board (4)</b>, please.<br/>                 Student 1: With you?<br/>                 Student 2: Yes! Let's do it.<br/>                 Teacher: <b>Listen / Read (5)</b> the text and write the answers.<br/>                 Student 1: OK, let's start.</p>   | <p><b>Dialogue 4: Ending the Class</b><br/>                 Teacher: Time is up! <b>Open / Close (7)</b> your books.<br/>                 Students: OK!<br/>                 Teacher: <b>Silence / Sit down (8)</b>, please. Stand up.<br/>                 Teacher: You can go now. See you next class!<br/>                 Students: Bye, teacher!</p> |

**Activity 5:**  Circle the numbers you hear.

- |    |    |    |    |    |    |
|----|----|----|----|----|----|
| a) | 3  | 9  | 12 | 18 | 20 |
| b) | 25 | 35 | 30 | 33 | 40 |
| c) | 50 | 55 | 60 | 66 | 70 |
| d) | 75 | 80 | 88 | 90 | 99 |

**Activity 6.** Number Word Sudoku. Complete the grid. Use each number word only once per row and column. Use the number words: ten, twenty, thirty, forty.



|     |        |       |       |
|-----|--------|-------|-------|
| ten |        |       | forty |
|     |        | ten   |       |
|     | thirty |       |       |
|     | ten    | forty |       |



**Reading: Tulip Cultivation in Trevelin!**

**Activity 1. Before you read:** Do you know a special event that happens in spring? In Trevelin, a town in Chubut, something beautiful happens every year: **tulips bloom!**

**Activity 2. While you read:** Underline the steps for tulip cultivation.



### Tulip Cultivation in Trevelin



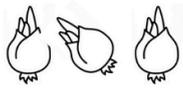
**Tulips** grow in Trevelin, Chubut. People visit the town in October, when the flowers are beautiful and colourful.

The first step is planting the bulbs in May. 

The second step is waiting for the flowers to bloom. 

In the second half of October, the tulips are in full bloom.  This is close to Mother's Day.

The third step is cutting the flowers, so the plant can grow strong bulbs. 

The fourth step is collecting the bulbs. 

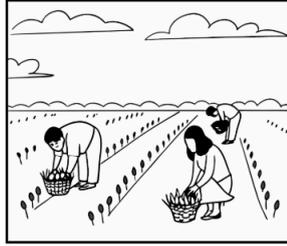
They are cleaned, sorted by size, and sent to other places in Argentina and the world. Tulip cultivation is now a special event in Trevelin. Many tourists come to see the flowers!

("Tulip Cultivation", Patagonia.com.ar, 2025)

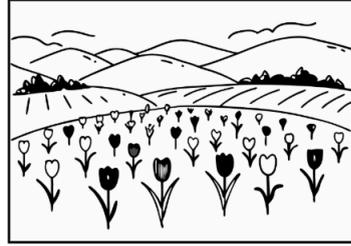
**Activity 3. After reading:** Put the steps in the correct order. Write 1st, 2nd, 3rd, and 4th.



\_\_\_\_\_ The flowers are cut.



\_\_\_\_\_ The bulbs are collected and prepared for sale.



\_\_\_\_\_ The tulips bloom in October.



\_\_\_\_\_ The bulbs are planted in May.

**Activity 4:** Work with a partner. Take turns asking and answering "When?" questions about the text. Use the months and ordinal numbers in your answers.

**Student A:** When do people visit Trevelin?

**Student B:** People visit Trevelin in October.

**Student B:** When is the first step?

**Student A:** The first step is in May.

**Student A:** When do the tulips bloom fully?

**Student B:** The tulips bloom fully in the second half of October.

### Mini project: My favourite festival

► **Instructions:** Choose one festival from Chubut or any part of the world. It can be a traditional, cultural, food, or flower festival (like the tulips!). Create a mini-poster or presentation to share with the class.

Your project should include:

- The name of the festival.
- The date (day and month).
- The month's ordinal number (e.g., "October is the tenth month")
- A sentence about what people do during the festival
- Drawings or printed pictures.

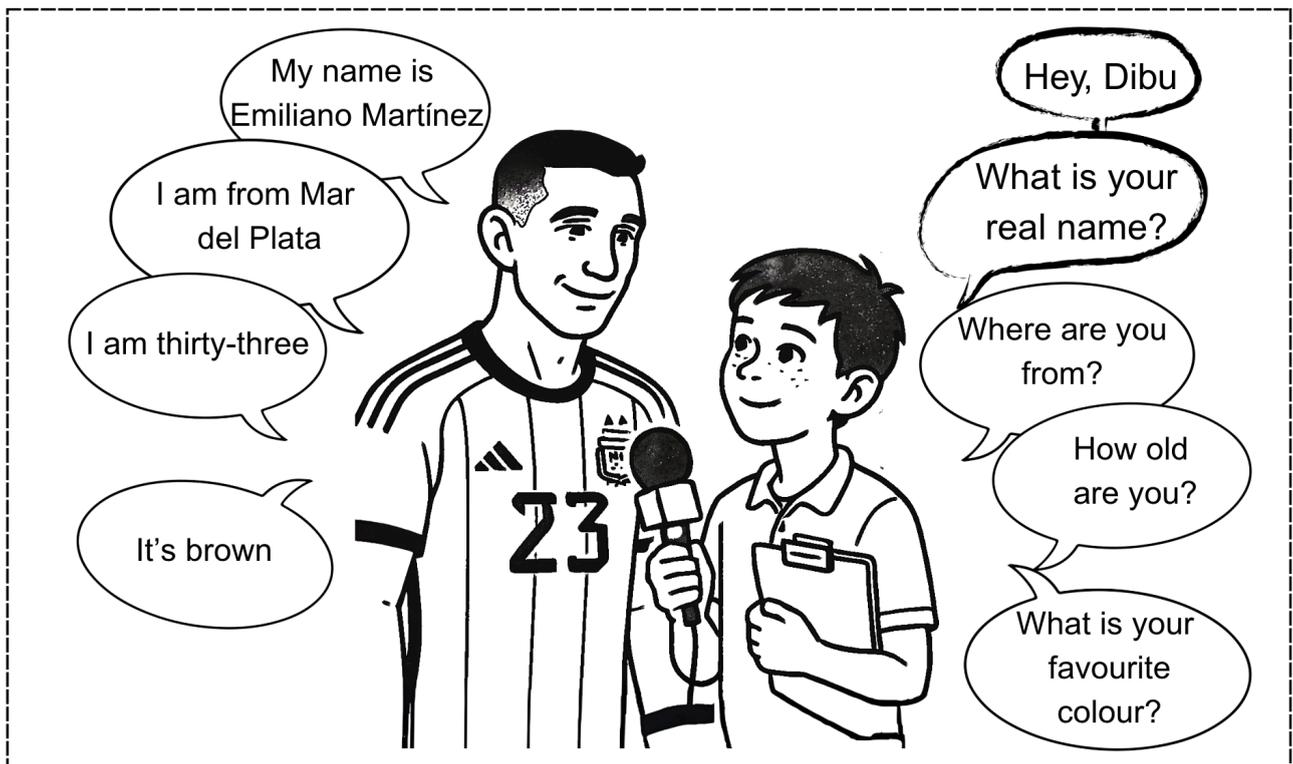
Example:

|  |  |
|--|--|
| <p><b>Festival:</b> Welsh Landing Day<br/> <b>Date:</b> July 28th<br/> <b>Month:</b> July is the seventh month of the year.<br/> <b>Activities:</b> People drink tea and eat Welsh cakes.<br/> <b>Picture:</b> (drawing or picture of a tea table)</p> |  |
|--|--|

**Unit 3**  
**My name, my taste, my place**

**Lesson 1: All about me!**

**Introducing the topic:** Who is he? Read the interview.

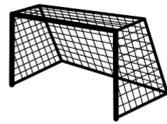


**Activity 1:** Read the questions and match them to their answers.

- |                                      |  |
|--------------------------------------|--|
| 1) What is your name?                | a) I am from Calchín, Córdoba, Argentina.  |
| 2) Where are you from?               | b) My name is Julián Álvarez               |
| 3) How old are you?                  | c) I am twenty-six years old.              |
| 4) What is your mobile phone number? | d) My favourite colour is red.             |
| 5) What is your favourite colour?    | e) My mobile phone number is 34- 7467-2077 |



**Activity 2:** Imagine you're interviewing Lionel Messi. Read the information sheet and complete the answers.

|   |                                    |  |   |
|---|------------------------------------|--|---|
|  | <b>Name:</b> Lionel Messi          |  |  |
|   | <b>Country:</b> Rosario, Argentina |  |   |
|   | <b>Age:</b> 39                     |  |   |
|   | <b>Colour:</b> Blue                |  |   |

- 1) **What is your name?** My name is \_\_\_\_\_
- 2) **Where are you from?** I am from \_\_\_\_\_
- 3) **How old are you?** I am \_\_\_\_\_ years old.
- 4) **What is your favourite colour?** My favourite colour is \_\_\_\_\_



**Activity 3:** Read the questions and answer about you.

- 1) What is your name? *My name is* \_\_\_\_\_
- 2) Where are you from? *I am from* \_\_\_\_\_, Argentina.
- 3) How old are you? *I am* \_\_\_\_\_.
- 4) What is your mobile phone number? *My mobile phone number is* \_\_\_\_\_
- 5) What is your favourite colour? *My favourite colour is* \_\_\_\_\_.

**Activity 4.**  Circle the correct option. Then listen and check.

- Zoe:** 1) Hello! **How / What is** your name?  
**Alex:** 2) My **name / name is** Alex.  
**Zoe:** 3) **How / What** old are you?  
**Alex:** 4) I / I **am** twelve years old.  
**Zoe:** 5) **Where / What** are you from?  
**Alex:** I am from Gobernador Costa.  
**Zoe:** 6) **What is / Where's** your phone number?  
**Alex:** It's 458-0976



**Activity 5:** Read the profiles and complete the text.

  
**Name:** Maya  
**Age:** 11  
**City:** Gastre  
**Colour:** Pink

Hello, my name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am from \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

  
**Name:** Agustín  
**Age:** 13  
**City:** Telsen  
**Colour:** Blue

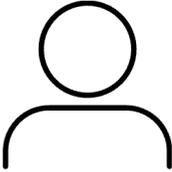
Hello, my name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am from \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

**Activity 6:** Complete the profile with your information. Then complete the text about you. Share your information with another classmate.

  
**You**  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City: \_\_\_\_\_  
Colour: \_\_\_\_\_

Hello, my name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am from \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

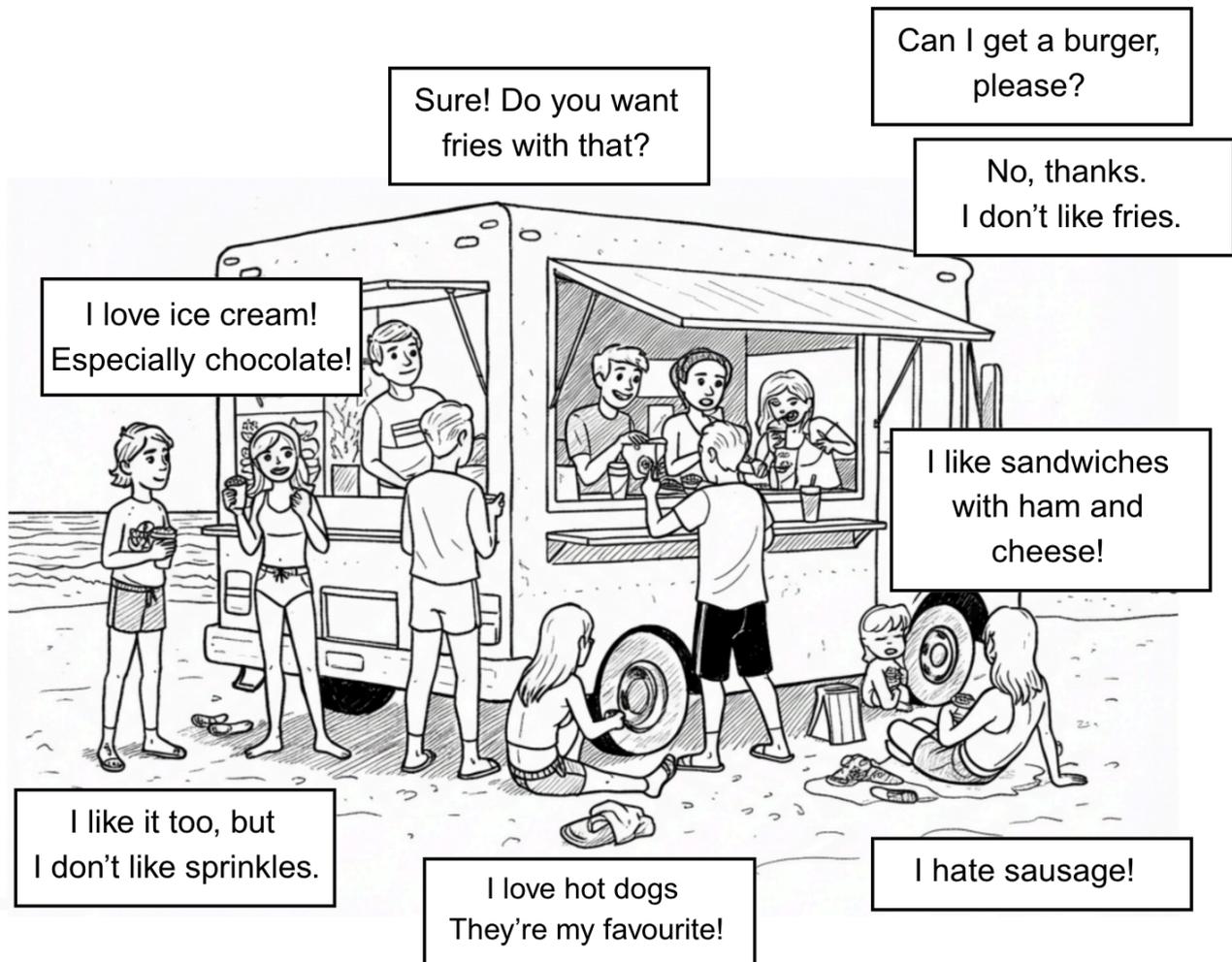
**Activity 7.** Guess who!

  
**Brain teaser!**  
I am a man, my job is to lead.  
My country's football team, I help them succeed.  
My first name is Lionel, it's easy to say.  
What is my last name? Can you guess today?

**Lionel** \_\_\_\_\_

## Lesson 2: Yummy or yucky?

**Introducing the topic:** The children are at a food truck in Playa Unión. Some kids love ice cream!. Others don't like fries, or sausages. Everyone has different favourites!



Playa Unión is a beautiful beach  located in Rawson, Chubut.

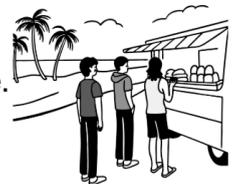
People love going to the beach and swimming in the sea. 

At the beach, many people like eating snacks from food trucks. 

Children love burgers , pizza, hot dogs , choripanes, lomito sandwiches, fries , ice creams , cubanitos! and more!

Some people don't like spicy food , and others hate waiting in line.

Everyone has different tastes! What do you like to eat at the beach?

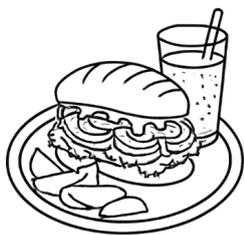


**Activity 1.** Read the text about Playa Unión and complete.

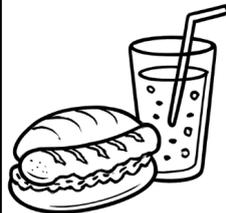
|  |  |
|--|--|
| 1) People love  going <u>to the beach</u> . | 3) They don't like  _____ |
| 2) They also like  eating _____             | 4) They hate  _____        |

**Activity 2.** Look at the Food Truck's menu and complete it with the missing ingredients.

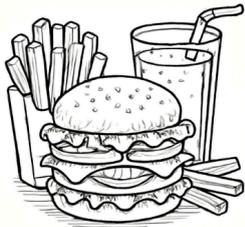
lamb - cheese - ham - potato - onion - tomato - carrot - apple - strawberry - banana - raspberry - cherry - chicken - egg - bread - orange - sausage - lettuce



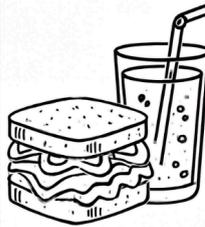
**Cordero King!**  
Our house special! A big sandwich with Patagonian lamb (1), \_\_\_\_\_ (2), \_\_\_\_\_ (3), and our secret sauce.



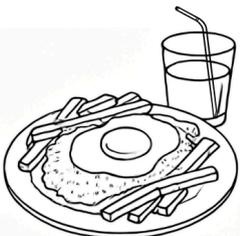
**Choristack!**  
Delicious \_\_\_\_\_ (4) and juicy \_\_\_\_\_ (5) topped with chimichurri. Served with a drink: soda, water, or juice.



**The Beach Burger Combo!**  
A big, tasty burger with lettuce, tomato, and \_\_\_\_\_ (6), served with crunchy fries and a drink.



**Hammy Slammy Melt!**  
A hot sandwich with \_\_\_\_\_ (7) and melted cheese. Toasted and tasty!



**Beach Boss Milanesa!**  
A big crispy milanesa with a fried \_\_\_\_\_ (8) on top. Served with hot \_\_\_\_\_ (9) and a drink. It's tasty and strong like a superhero meal!



**The Machine Bowl!**  
Served with \_\_\_\_\_ (10) juice, fresh salad with lettuce, tomato, \_\_\_\_\_ (11), red \_\_\_\_\_ (12) & grilled \_\_\_\_\_ (13). It's cool, crunchy, and healthy!



**Smoothie Splash!**  
Choose your flavour: \_\_\_\_\_ (14), banana, orange, \_\_\_\_\_ (15), \_\_\_\_\_ (16), \_\_\_\_\_ (17), or a mix!

Try our special **Patagonian Berry Mix**, it's sweet and wild!



**Penguin Scoop!**  
Cold, sweet, and creamy!  
Choose your flavour: cherry, \_\_\_\_\_ (18), orange, apple, strawberry, raspberry or mix them all!

Try our special **Patagonian Berry Ice Cream**, made with wild berries from the south!



**Activity 3.** 🎧 Listen to the descriptions of the food and write them in the correct order.

apple - carrot - fries - egg - milk - salad - choripán

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

|   |  |
|---|--|
| <p>a) It's green and fresh. It has lettuce, tomato, and maybe onion. It's very healthy.</p> <p>b) They are long and yellow. People eat them with burgers or ketchup.</p> <p>c) It's a typical Argentinian food. It's bread with sausage, and people love it at barbecues!</p> | <p>d) It's round and white. You can fry it or boil it. People eat it for breakfast.</p> <p>e) It's a red fruit. It's sweet and crunchy. Teachers say it's good for you!</p> <p>f) It's an orange vegetable. Rabbits love it. You can eat it raw or cooked.</p> |
|---|--|

💡 **Language focus: Expressing likes and dislikes**

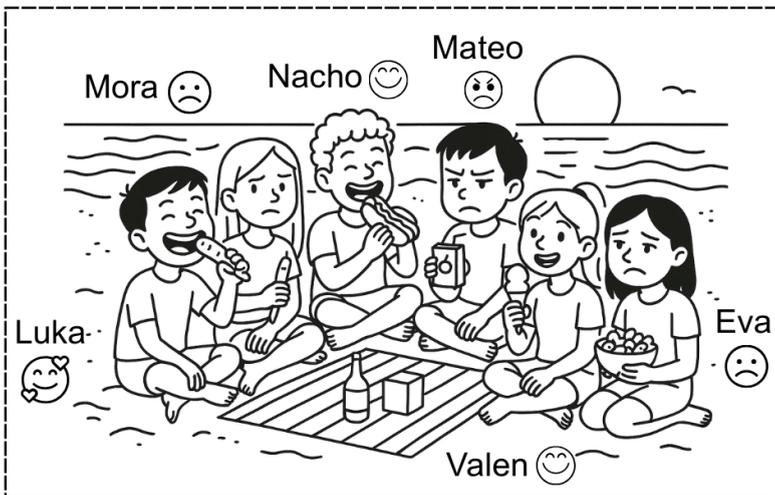
We can use *like*, *love*, *don't like*, and *hate* to express our likes and dislikes

|  |   |
|--|---|
|  I <b>love</b> cherries and strawberries. |  I <b>don't like</b> carrots and onions. |
|  I <b>like</b> milanesas and fries.       |  I <b>hate</b> chicken and potatoes.     |

I like hamburgers, **but** I don't like pizza.

**Activity 4.** Write sentences about food in the box using *I love...*, *I like...*, *I don't like...*, or *I hate...*

choripanes - carrots - salad - apple juice - hot dogs - ice cream



- 1) Luka: I love choripanes.
- 2) Mora: \_\_\_\_\_
- 3) Nacho: \_\_\_\_\_
- 4) Mateo: \_\_\_\_\_
- 5) Valen: \_\_\_\_\_
- 6) Eva: \_\_\_\_\_



## Reading: A day at the beach!

**Activity 1. Before you read:** Complete with your food preferences when you go to the beach.

1. I love \_\_\_\_\_ and I hate \_\_\_\_\_
3. I like \_\_\_\_\_ but I don't like \_\_\_\_\_

**Activity 2. While you read:** Circle the children's likes and dislikes.

It's Saturday and the sun is shining .

Sara and her friends are at the beach.

They are hungry, so they go to a food truck.

**Sara:** I love choripanes! I want one choripán and a bottle of juice, please!

**Matías:** I don't like choripanes, but I like milanesas. And I love fries!

**Lucía:** Hmm... I hate hot dogs, but I like pizza. One slice of pizza and a glass of soda, please!

**Agustín:** I'm very hungry. I love everything! Choripanes, milanesas, burgers, pizza, fries... I like everything! I also love fruit and vegetables, cherries, bananas, strawberries, carrots, tomatoes.

They sit on the sand and eat their food. It's a great day at the beach!



**Activity 3. After reading**

**1) Match each sentence to the correct character: Sara, Matías, Lucía, Agustín.**

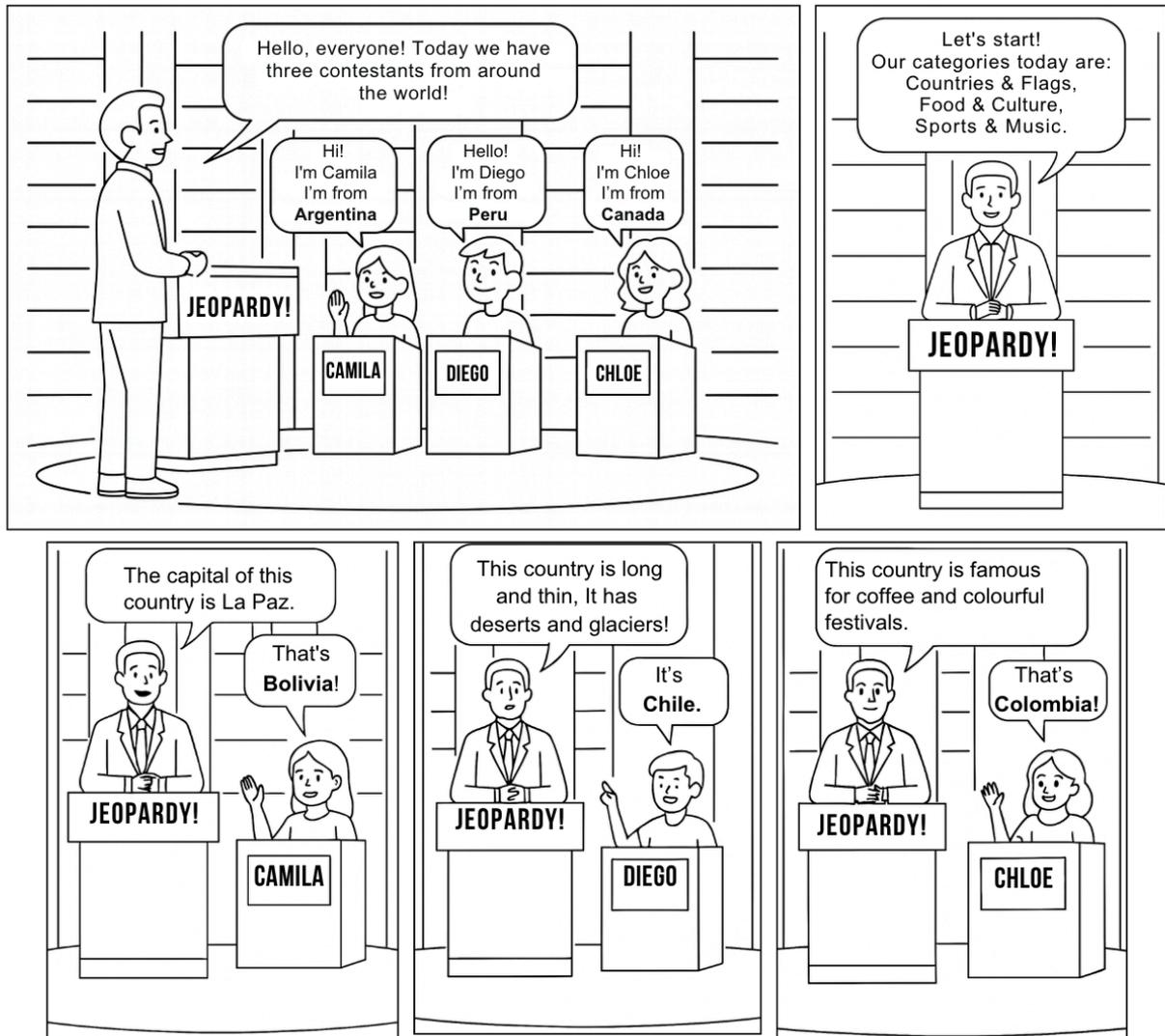
- a) I love fruit and vegetables: \_\_\_\_\_
- b) I don't like choripanes: \_\_\_\_\_
- c) I hate hot dogs: \_\_\_\_\_
- d) I love choripanes \_\_\_\_\_

**2) Order the events**

- a) They sit on the sand. \_\_\_\_\_
- b) They go to a food truck. \_\_\_\_\_
- c) Sara orders a choripán. \_\_\_\_\_
- d) They eat their food. \_\_\_\_\_

## Lesson 3: Friends from around the world!

Introducing the topic: Welcome to *World Jeopardy!*



**Activity 1. Your turn to participate!** Read the clues and guess the country.

Brazil - Ecuador - Mexico - Paraguay - The USA - Uruguay

- 1) This country has two official languages: Spanish and Guaraní: \_\_\_\_\_
- 2) This country has the Galápagos Islands and is on the equator: \_\_\_\_\_
- 3) This country is big. People speak Portuguese: \_\_\_\_\_
- 4) This country has Disney, hamburgers, and the Grand Canyon!: \_\_\_\_\_

5) This country is famous for tacos, mariachi music, and ancient pyramids: \_\_\_\_\_

6) This country is famous for beaches and football. Its capital is Montevideo: \_\_\_\_\_

**Activity 2:** Match the American countries to the nationalities. Then complete the sentences.

**American** - Argentinian - Bolivian - Brazilian - Canadian - Chilean - Colombian - Ecuadorian - Mexican - Paraguayan - Peruvian - Uruguayan

|   |   |
|---|---|
| a) Argentina - _____<br>b) Bolivia - _____<br>c) Brazil - _____<br>d) Canada - _____<br>e) Chile - _____<br>f) Colombia - _____ | g) Ecuador - _____<br>h) Mexico - _____<br>i) Paraguay - _____<br>j) Peru - _____<br>k) The USA - <u>American</u><br>l) Uruguay - _____ |
|---|---|

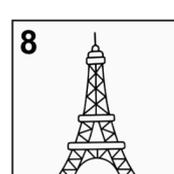
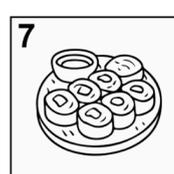
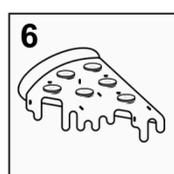
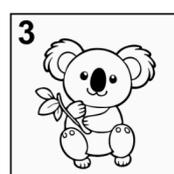
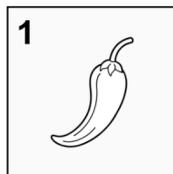
**Examples:** Juan is from Colombia. He is Colombian. Sofia is from Chile. She is Chilean.

1. Neymar is from Brazil. He is \_\_\_\_\_.
2. Celine Dion is from Canada. She is \_\_\_\_\_.
3. Pedro Gallese is from Peru. He is \_\_\_\_\_.
4. Nathalie Aponte is from Paraguay. She is \_\_\_\_\_.
5. Peso Pluma is from Mexico. He is \_\_\_\_\_.

**Activity 3:** Use the clues to guess the countries.

|  |   |
|--|---|
| 1: They like spicy food.<br>2: Real Madrid is from this country.<br>3: Its capital city is Canberra.<br>4: Cristiano Ronaldo is from this country. | 5: They drink a lot of tea.<br>6: They eat pizza and pasta.<br>7: They like sushi.<br>8: The Eiffel Tower is there. |
|--|---|

- 3 Australia
- France
- India
- Italy
- Japan
- Portugal
- Spain
- The UK



**Activity 4:** Match the countries above to the nationalities:

( 3 ) Australian - ( ) French - ( ) Indian - ( ) Italian -  
 ( ) Japanese - ( ) Portuguese - ( ) Spanish - ( ) English



**Language focus: Talking about where you are from**

Talking about countries and nationalities: Look at the dialogue.



**Activity 5:** Read the dialogue and complete it with the missing questions.

And you? - What's your name? - Where are you from?

**Friends from around the world**



Hi! My name is Emma. \_\_\_\_\_ (1)

I'm Leo. Nice to meet you, Emma.

Nice to meet you too, Leo. \_\_\_\_\_ (2)

I'm from Brazil. I'm Brazilian! \_\_\_\_\_ (3)

Oh cool! I'm from Paraguay. I'm Paraguayan.

Type a message

**Activity 6.** Write a short "chat message" introducing yourself.

Hi! I'm \_\_\_\_\_. I'm from \_\_\_\_\_. I'm \_\_\_\_\_ (nationality).

I'm \_\_\_\_\_ years old.

Activity 7. Listen to Uma and her friends. Then complete the chart.

| Name  | Age | Country | Nationality | Favourite |
|-------|-----|---------|-------------|-----------|
| Uma   |     |         |             |           |
| Tom   |     |         |             |           |
| Lucía |     |         |             |           |

Language focus: Subject Pronouns

Look at the chart.

Singular

|   |     |    |     |    |
|---|-----|----|-----|----|
|   |     |    |     |    |
| I | You | He | She | It |

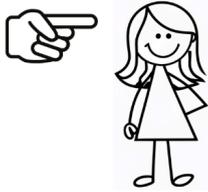
Plural

|    |     |      |
|----|-----|------|
|    |     |      |
| We | You | They |

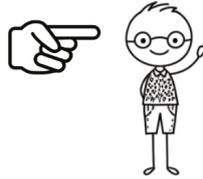
Activity 8. Choose the correct subject pronoun.

|                       |                     |                       |                     |
|-----------------------|---------------------|-----------------------|---------------------|
| 1)<br>You - We - It   | 2)<br>He - She - It | 3)<br>They - She - He | 4)<br>We - She - It |
| 5)<br>It - You - They | 6)<br>She - We - I  | 7)<br>He - It - You   | 8)<br>I - We - He   |

**Activity 9.** Complete the sentences with a subject pronoun.



1) Mora is from Chile.  
\_\_\_\_\_ is Chilean.



2) Lucas is from Brazil.  
\_\_\_\_\_ is Brazilian.



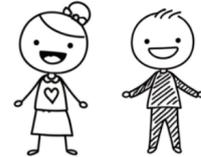
3) Paola and Emma are from  
The U. K. \_\_\_\_\_ are British.



4) The dog is white and  
black. \_\_\_\_\_ is hungry.



5) You are from Argentina.  
\_\_\_\_\_ are Argentinian.



6) Paul and I are from France.  
\_\_\_\_\_ are French.



**Language focus: Be (Affirmative)**

Talking about origin and identity.

| Long form |     |              |
|-----------|-----|--------------|
| I         | am  | Argentinian. |
| He        | is  | Colombian.   |
| She       |     |              |
| It        |     |              |
| We        | are | Australian.  |
| You       |     |              |
| They      |     |              |

| Short form (Contraction) |     |              |
|--------------------------|-----|--------------|
| I                        | 'm  | Argentinian. |
| He                       | 's  | Colombian.   |
| She                      |     |              |
| It                       |     |              |
| We                       | 're | Australian.  |
| You                      |     |              |
| They                     |     |              |

| Country:   | Nationality:                                |
|--|---|
| - Where is she from?<br>- She is <b>from</b> Colombia. | - Where is she from?<br>- She is Colombian. |

**Activity 10.** Write short forms.

1) I am = I'm

2) You are = \_\_\_\_\_

3) He is = \_\_\_\_\_

4) She is = \_\_\_\_\_

5) It is = \_\_\_\_\_

6) We are = \_\_\_\_\_

7) They are = \_\_\_\_\_

**Activity 11.** Circle the correct form of be.

|   |   |
|---|---|
|  1) She <b>is</b> / <b>are</b> from Peru.<br> 2) They <b>is</b> / <b>are</b> friends.<br> 3) He <b>is</b> / <b>are</b> from Chile.<br> 4) It <b>am</b> / <b>is</b> white. |  5) You <b>are</b> / <b>is</b> Argentinian.<br> 6) We <b>is</b> / <b>are</b> Brazilian.<br> 7) I <b>am</b> / <b>are</b> American.<br> 8) It <b>is</b> / <b>am</b> the Argentinian flag. |
|---|---|

**Activity 12.** Read and complete with the correct form of be: *am, is, are*.

|   |  |
|---|--|
| 1) You _____ from Argentina.<br>2) It _____ Colombian<br>3) He _____ Australian<br>4) We _____ from Ecuador<br>5) I _____ from India.<br>6) They _____ Paraguayan<br>7) She _____ Canadian<br>8) Luis and I _____ good friends. | 9) Vinicius Jr. _____ from Brazil.<br>10) My friends _____ Argentinian.<br>11) Sushi _____ a Japanese dish.<br>12) My school _____ cool.<br>13) My dogs _____ cute.<br>14) El Hoyo _____ a city.<br>15) Taylor Swift and Ariana Grande _____ from The USA. |
|---|--|



**Reading: Friends from around the world!**



**Activity 1. Before you read:** Have you got friends from other countries?

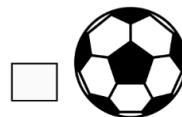
My friend is from \_\_\_\_\_. He/She is \_\_\_\_\_.

**Activity 2.** Match the phrases to the pictures.

1) Good at playing football

2) Good at drawing

3) Good at writing stories



**Activity 2. While you read:** Highlight the following information:

names - countries - ages - favourite activities

Hello!

We are friends from around the world.

My name is Christian. I'm 12 years old and I'm from Canada. I'm Canadian. I'm friendly and I'm good at drawing.

This is my friend Aiko. She is from Japan. She is Japanese. She is kind and she is very good at writing stories.

Our online friend Lucas is from Brazil. He is Brazilian. He is funny and he is very good at playing football.

We are happy because we are friends. We are all different, but we are all kind and curious!



**Activity 3. After reading**

**1) Match the description to the person: Christian, Aiko, or Lucas.**

- a) \_\_\_\_\_ is good at writing stories.
- b) \_\_\_\_\_ is Canadian.
- c) \_\_\_\_\_ is from Brazil.
- d) \_\_\_\_\_ is good at drawing.
- e) \_\_\_\_\_ is funny and good at football.

**2) Complete with the verb to be (am / is / are) and the nationality.**

- a) Tom \_\_\_\_\_ from Canada.  
He \_\_\_\_\_.
- b) Aiko \_\_\_\_\_ from Japan.  
She \_\_\_\_\_.
- c) Lucas \_\_\_\_\_ from Brazil.  
He \_\_\_\_\_.
- d) They \_\_\_\_\_ friends.  
They \_\_\_\_\_ kind and curious.

**3) Unscramble the words to make sentences.**

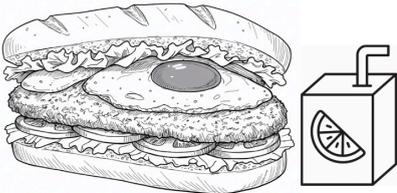
- a) is / funny / Lucas  
\_\_\_\_\_
- b) kind / Aiko / is / very  
\_\_\_\_\_
- c) twelve / is / Christian / years old  
\_\_\_\_\_
- d) good / are / They / friends  
\_\_\_\_\_

**4) Ask one classmate these questions. Write their answers.**

- a) What's your name?  
\_\_\_\_\_
- b) Where are you from?  
\_\_\_\_\_
- c) What is your nationality?  
\_\_\_\_\_
- d) What are you good at?  
\_\_\_\_\_

# Unit 3 Review

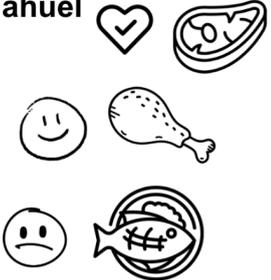
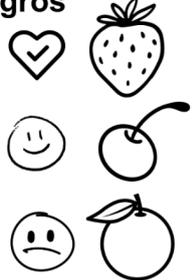
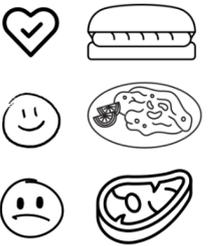
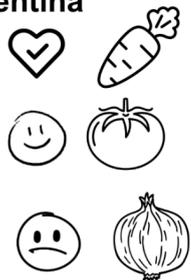
**Activity 1.** Write the ingredients you need to prepare these dishes.

|  |   |
|--|---|
| <p>1) Fruit salad:</p>  <p>_____</p> <p>_____</p> | <p>2) Milanesa sandwich &amp; juice:</p>  <p>_____</p> <p>_____</p> |
|--|---|

**Activity 2.** Read the clues and complete the food items with the missing letters.

- 1) An orange vegetable: c \_\_\_ r \_\_\_ t
- 2) You get one at Mostaza: \_\_\_ a m \_\_\_ r \_\_\_ er
- 3) A small red fruit: r \_\_\_ p \_\_\_ r r \_\_\_
- 4) A cold, sweet food made from cream: i \_\_\_ e c \_\_\_ m
- 5) A white liquid produced by cows, goats, and sheep: \_\_\_ k

**Activity 3.** Write sentences expressing preferences.

|  |  |  |   |
|--|--|--|---|
| <p><b>Nahuel</b></p>  | <p><b>Milagros</b></p>  | <p><b>Mateo</b></p>  | <p><b>Valentina</b></p>  |
|--|--|--|---|

- 1) Nahuel: I love steak. I like chicken but I don't like fish.
- 2) Milagros: \_\_\_\_\_
- 3) Mateo: \_\_\_\_\_
- 4) Valentina: \_\_\_\_\_
- 5) You: \_\_\_\_\_



## Reading and Listening: A love story in a berry!



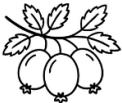
**Activity 1. Before you read and listen:** Look at the pictures in the text. *What food do you think it is?; Do you know any stories or legends about food?*

**Activity 2. While you read and listen:** Complete the text with the following words:

golden flowers - tasty - ice cream - purple fruit - bush

### What is calafate?

Calafate is a \_\_\_\_\_ (1)  that grows in Patagonia. It gives small purple fruits that are sweet and delicious.

This small \_\_\_\_\_ (2) from Patagonia is not only \_\_\_\_\_ (3),  it also has a magical story!

### The legend



A long time ago, a Tehuelche girl named Calafate fell in love with a boy  from another tribe. Their love was not allowed. To stop them, her father asked a shaman for help. The shaman turned Calafate into a bush, with \_\_\_\_\_ (4) and dark fruits like her eyes.

The legend says: *"Whoever eats calafate will always return to Patagonia."*

It's a promise from the land.



### And you... have you ever tried it?

You can find calafate in jam , \_\_\_\_\_ (5) , drinks  or fresh from the bush. It's a classic you don't want to miss!



(Patagonia Magazine, 2025)

### Activity 3. After reading and listening

#### 1) Write T (true) or F (false).

- a) Calafate is a tree from Patagonia. \_\_\_\_\_
- b) The fruit is purple and sweet. \_\_\_\_\_
- c) A shaman turned Calafate into a bush. \_\_\_\_\_
- d) You can eat calafate in ice cream and jam. \_\_\_\_\_

#### 2) Complete the sentences about calafate. Use adjectives from the text.

- a) Calafate is \_\_\_\_\_.
- b) The legend is \_\_\_\_\_.
- c) Patagonia is \_\_\_\_\_.

**Activity 4:** Read the clues and complete with the correct word (country or nationality).

Argentinian - Chilean - American - Spain - Brazil - Canadian - Mexico

| <b>Flags guessing game</b>  |  |
|---|--|
|      | 1. Many stars. Red and white stripes.<br>It is the _____ flag.                     |
|      | 2. Green, yellow and blue.<br>It is a flag from _____.                             |
|      | 3. White and light blue stripes.<br>A sun in the middle. It is the _____ flag.     |
|     | 4. Red, white, and green. With an eagle.<br>It is the flag from _____.             |
|    | 5. A long, thin country. A star and red, white, and blue.<br>It is the _____ flag. |
|  | 6. Red and yellow. With a crown.<br>It is the flag from _____.                     |
|    | 7. Red, white, and red. With a symbol in the middle.<br>It is the _____ flag.      |

**Activity 5.** Complete the sentences with the country.

~~Argentina~~ - Bolivia - Brazil - Canada - Chile - Colombia - Ecuador - Mexico - Paraguay - Peru - The USA - Uruguay

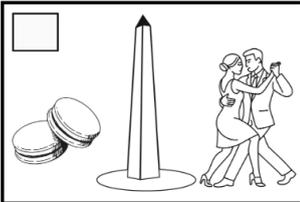
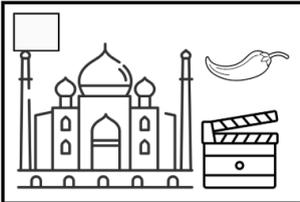
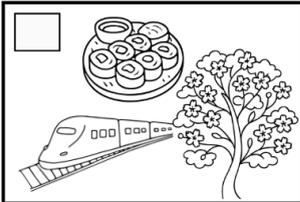
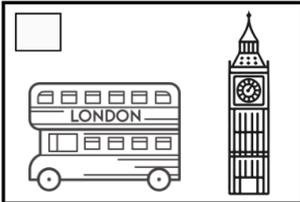
|   |  |
|---|--|
| a) The capital of <u>Argentina</u> is Buenos Aires. | f) The capital of _____ is Bogota.         |
| b) The capital of _____ is Brasilia                 | g) Quito is the capital of _____           |
| c) The capital of _____ is Mexico city.             | h) Asunción is the capital of _____        |
| d) The capital of _____ is La Paz.                  | i) Lima is the capital of _____            |
| e) The capital of _____ is Ottawa.                  | j) Santiago is the capital of _____        |
|   | k) Montevideo is the capital of _____      |
|   | l) The capital of _____ is Washington D.C. |

**Activity 6.** Write sentences using subject pronouns and the short form of be.

- 1) Maria Becerra / from Argentina.      She's from Argentina.
- 2) Kathy Perry / American      \_\_\_\_\_
- 3) Adele and Ed Sheeran / British      \_\_\_\_\_
- 4) Shawn Mendes from Canada      \_\_\_\_\_
- 5) Penguins / white and black      \_\_\_\_\_
- 6) "Lomo Saltado" / a Peruvian dish      \_\_\_\_\_

 **Reading and Listening: New friends around the world!** 

**Activity 1. Before you read and listen:** Match each image to a country.

|  |  |   |  |
|--|--|---|--|
| 1 India  | 2) Japan   | 3) England  | 4) Argentina   |
|  |  |  |  |

**Activity 2. While you read and listen:** Circle the correct word.

**Narrator:** Welcome to "New Friends Around the World!" Let's meet some kids from different countries!

**Camilo:** Hi! My name is Camilo. I'm 12 years old. I **am / is (1)** from a country where people love football. We dance tango, and we eat delicious *alfajores*.  
Oh, and do you know Messi? Yes, **he / she (2)** is from my country too!  
Where **am / are (3)** I from?

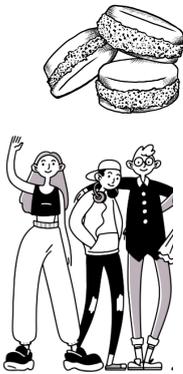
**Anika:** I know! You **is / are (4)** from Argentina!

**Camilo:** That's right!

**Anika:** Nice! What's your nationality?

**Camilo:** I'm Argentinian

**Anika:** Now it's my turn! My name **is / are (5)**  
Anika. I'm from a big country with the Taj Mahal, Bollywood movies, and spicy food . We have many festivals, like Diwali.





**Camilo:** Super! Where are you from?

**Anika:** I'm from India.

**Camilo:** Cool! so, you are **Indian / Mexican (6)**

**Anika:** Yes! I'm Indian!

**Kenji:** Hi guys! I'm Kenji. I'm from a country with cherry blossoms, sushi, and fast trains.

**Camilo:** Oh, I know! Where are you from, Kenji?

**Kenji:** I am from Japan.

**Anika:** Nice! What's your nationality?

**Kenji:** I'm **Taiwanese / Japanese (7)**.

**Narrator:** Now it's your turn to guess where the next friend is from!

**Sara:** Hi! My name **is / are (8)** Sara. I am from a country where people drink tea every day. We have red buses, and Big Ben. Can you guess?...That's right! I'm from England. I'm **American / British (9)**.



**Activity 3. After reading and listening:** Complete the sentences with *am*, *is*, or *are*.

1) My name \_\_\_\_\_ Camilo.

2) I \_\_\_\_\_ from Argentina.

3) He \_\_\_\_\_ from Japan.

4) We \_\_\_\_\_ friends.

5) She \_\_\_\_\_ Indian.

6) Sara \_\_\_\_\_ from the UK.

7) I \_\_\_\_\_ 12 years old.

8) You \_\_\_\_\_ Indian.

9) Kenji \_\_\_\_\_ Japanese.

10) We \_\_\_\_\_ from different countries.

**Activity 4.** Read and complete the sentences with *am*, *is*, or *are*. Then guess who is speaking.

Hi! I \_\_\_\_\_ from India. I \_\_\_\_\_ 12 years old. I love festivals like Diwali. I \_\_\_\_\_ Indian.”

**Activity 5.** Imagine you are a reporter. Write 3 sentences about one of the kids.

**Example:** This is Kenji. He is from Japan. He is Japanese.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

# Unit 3 Project

## “Food from my land”

**Project Goal:** Create a short presentation about yourself and your favourite local food. Talk about likes and dislikes, and connect your food preferences to your home and family.

### ► Option 1: Video or audio

|   |  |
|---|--|
| <p>Record a 30–60 second video or audio where you:</p> <ul style="list-style-type: none"> <li>• Introduce yourself (name, age).</li> <li>• Say where you are from.</li> <li>• Talk about food you like and don't like.</li> <li>• Describe your favourite local dish (e.g., lamb, Welsh cake, empanadas).</li> <li>• Mention when or with whom you eat it.</li> <li>• Say goodbye.</li> </ul> | <p><b>Suggested content for the video:</b></p> <p><b>-Greeting + introduction:</b><br/> <i>“Hello! My name is ____.<br/>         I am ____ years old.”</i></p> <p><b>-Place of origin + nationality :</b><br/> <i>“I am from Esquel.<br/>         I am Argentinian.”</i></p> <p><b>-Likes and dislikes:</b><br/> <i>“I like meat, but I don't like seafood.”<br/>         “I love empanadas!”</i></p> <p><b>-Cultural or personal information:</b><br/> <i>“My family and I eat asado on Sundays.”<br/>         “I eat Welsh cake with tea.”</i></p> |
|---|--|

### Suggested script:

*Hello! My name is \_\_\_\_\_. I am \_\_\_\_\_ years old. I am from \_\_\_\_\_.  
 I like \_\_\_\_\_, but I don't like \_\_\_\_\_. My favourite food is \_\_\_\_\_. I eat it with my \_\_\_\_\_. I love  
 it! Thank you! Bye!*

### Tips for recording:

- Record yourself speaking directly (selfie-style) or record a slideshow with voiceover and photos.
- You can use apps like Canva, TikTok, etc., or simply your phone's camera.

### ► Option 2: Poster

Create a poster or storyboard with 4–6 sections including:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Name + age</li> <li>• Where you are from</li> <li>• Foods you like and don't like</li> <li>• Your favourite food from Chubut</li> </ul> | <ul style="list-style-type: none"> <li>• When or with whom you eat it</li> <li>• A short goodbye message</li> <li>• Draw, use printed pictures, or photos of real food.</li> </ul> |
|--|--|


**Unit 4**  
**A house full of stories!**

**Lesson 1: This is my family!**



I'm Adrián.  
This is my family!  
We're from Epuyén

**Introducing the topic:** I'm lucky to call Epuyén my home, surrounded by beautiful landscapes and lakes. My family is super cool. I live with my parents Marina and Darío in a lovely house. My siblings' names are Valentina and Julián. My sister Valentina

isn't with us. She's in El Bolsón, but her cat *Küyen*, which means moon, lives with us. I go to Escuela N°. 9 and my best friend is Oscar. Oscar's cat is called *Kochi*, it means sweet.

**Activity 1.** This is Adrián's family. Complete with the correct family words.

dad (father) - sister - mum (mother) - grandpa (grandfather) -  
brother - grandma (grandmother)

1) This is Ramón.  
He's Adrián's  
\_\_\_\_\_



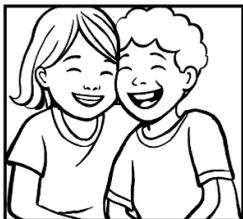
2) This is Sandra.  
She's Adrián's  
\_\_\_\_\_

3) This is Darío.  
He's Adrián's  
\_\_\_\_\_



4) This is Marina.  
She's Adrián's  
\_\_\_\_\_

5) This is Valentina.  
She's Adrián's  
\_\_\_\_\_



6) This is Julián.  
He's Adrián's  
\_\_\_\_\_



**Language focus: Genitive case ('s)**

- We use **'s** to show possession for singular nouns:  
**My father's dad** is Ramón = The dad of my father.  
**My mother's sister** is Amelia = The sister of my mother.
- We use **s'** for plural nouns ending in -s:  
**My parents' car** is blue = The car of my parents.  
**My grandparents' names** are Juan and Luis = The names of my grandparents.
- For irregular plural nouns, we add **'s**:  
The **children's books** are on the desk = The books of the children.  
Those **people's houses** are big = The houses of those people.

**Activity 2.** Look at Activity 1. Write T (true) or F (false).

- |  |                                    |
|--|------------------------------------|
| 1) Ramón is Adrián's grandpa. _____    | 4) Darío is Julián's dad. _____    |
| 2) Valentina is Marina's sister _____  | 5) Sandra is Valentina's mum _____ |
| 3) Julián is Valentina's brother _____ | 6) Marina is Sandra's mum _____    |

**Activity 3.** Write the correct option.

- 1) \_\_\_\_\_ is in Epuyén a) Adrián's house b) Adrián's house c) The house of Adrián
- 2) \_\_\_\_\_ is Oscar. a) The best friend of Adrián b) Adrián's best friend c) Adrián's best friend
- 3) \_\_\_\_\_ is Valentina. a) Adrián and Julián's sister b) Adrián and Julián's sister
- 4) \_\_\_\_\_ is Adrián a) Julián's brother b) The brother of Julián c) Julián's brother

**Activity 4.** Rewrite the sentences using the genitive case ('s).

- Example:** The mother of my friend = My friend's mother.
1. The brother of my father = \_\_\_\_\_
2. The house of my grandparents = \_\_\_\_\_
3. The dad of my sisters = \_\_\_\_\_
4. The cat of my grandma = \_\_\_\_\_

**Activity 5.** Read the text. Then, complete the sentences with the correct family word.

Hi !!'m Mateo. I'm ten years old.  
 This is my family. We're from 28 de Julio, Chubut.  
 My mum is Catalina. She's thirty-five years old.  
 My dad is Jorge. He's thirty-nine years old.  
 My sisters are Emma and Angeles.  
 Emma is nine, and Angeles is sixteen.  
 They're funny.  
 David and Amelia are my grandparents.  
 They're cool.I love my family!



1. Mateo is Angeles and Emma's **b**\_\_\_\_\_
2. Catalina is Thiago, Angeles and Emma's **m**\_\_\_\_\_
3. David is Emma's **g**\_\_\_\_\_
4. Amelia is Angeles' **g**\_\_\_\_\_
5. Jorge is Thiago's **d**\_\_\_\_\_



**Language focus: Possessive adjectives**

We use possessive adjectives to talk about possessions.

| Subject pronoun                  | Possessive adjective                     |
|----------------------------------|--|
| I am Melina.                     | <b>My</b> schoolbag is blue.             |
| <b>You</b> are my friend.        | <b>Your</b> computer is new.             |
| <b>He</b> is my dad.             | <b>His</b> name is Pablo.                |
| <b>She</b> is my mum.            | <b>Her</b> name is Luana.                |
| <b>It</b> is my dog.             | <b>Its</b> name is Merlin.               |
| <b>We</b> are brothers.          | <b>Our</b> school is cool.               |
| <b>You</b> are sisters.          | <b>Your</b> names are Cinthia and Clara. |
| <b>They</b> are my grandparents. | <b>Their</b> names are Tomas and Juana.  |

**Activity 6.**  Circle the correct possessive adjective. Then listen and check.



Hi! **My / His (1)** name is Milagros. I'm eleven years old.

These are my parents. **Our / Their (2)** names are Pablo and Carla My dad is forty years old. **His / Her (3)** favourite football team is Boca Juniors.

My mum is thirty-nine years old. **His / Her (4)** favourite colours are red and white.



This is my sister. **His / Her (5)** name is Viviana. She's eight years old.

These are my grandparents. **Their / Your (6)** names are Joaquín and Lili. **Our / Their (7)** house is in Rada Tilly.



And finally, this is my dog. **Its / My (8)** name is Draco. We're from Comodoro Rivadavia.



**Activity 7.** Read and complete with a possessive adjective.

his    their    her    our    my    its



1) I'm Olivia.  
This is \_\_\_\_\_ daughter.



2) He's Mateo.  
\_\_\_\_\_ phone is cool.



3) She's Mora.  
\_\_\_\_\_ school is in Telsen.



4) We're from Biedma.  
\_\_\_\_\_ names are José and Mariana.



5) This is a schoolbag.  
\_\_\_\_\_ colour is white.

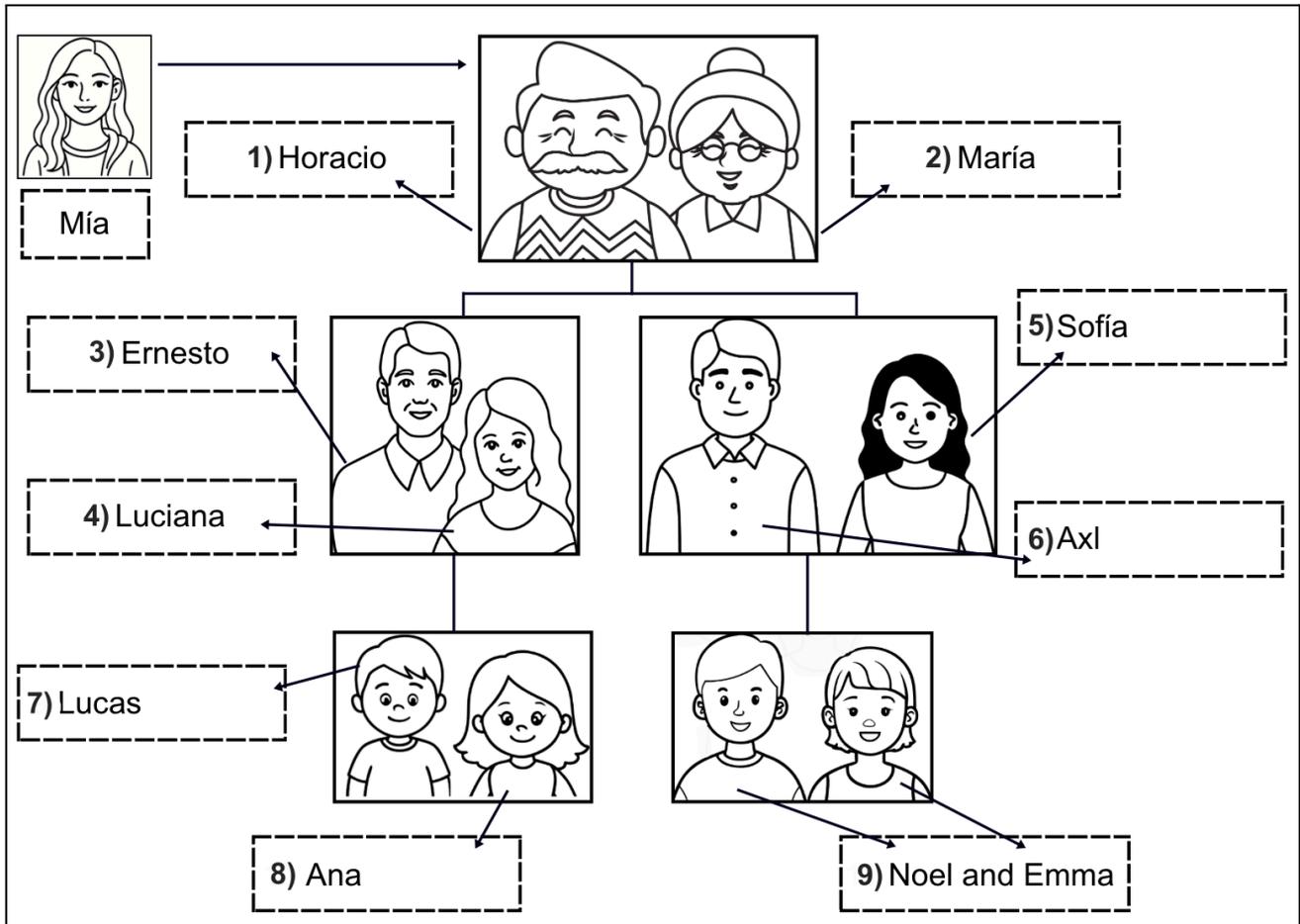


6) They're classmates.  
\_\_\_\_\_ book is in English.



## Expanding your vocabulary: Family members

**Activity 8.** This is Mía's family. María and Horacio are Mía's grandparents. They are Ernesto and Sofía's parents. They are Ernesto and Sofía's parents.



Look at Mía's family and complete the sentences.

parents - daughter - cousins - aunt - siblings - uncle -  
son - children - grandparents

- 1) Horacio and Maria are Mía's \_\_\_\_\_.
- 2) Ernesto and Luciana are Mía's \_\_\_\_\_.
- 3) Sofía is Mía's \_\_\_\_\_, and Axl is Mía's \_\_\_\_\_.
- 4) Lucas and Ana are Ernesto and Luciana's \_\_\_\_\_ and \_\_\_\_\_.
- 5) Noel and Emma are Mía's \_\_\_\_\_.
- 6) Lucas and Ana are Mía's \_\_\_\_\_.
- 7) Noel and Emma are Sofía and Axl's \_\_\_\_\_.

**Activity 9.** Look at Activity 8. Complete with the correct word. Then circle the correct option.



I'm Mía.  
This is my family!  
We're from Lago  
Puelo.



1) She's my mum

**She / (Her)** name is Luciana.



5) She's is my \_\_\_\_\_

**Her / His** name is María.



2) He's my \_\_\_\_\_

**He / His** name is Ernesto.



6) He's is my \_\_\_\_\_

**His / Its** name is Horacio.



3) She's my \_\_\_\_\_

**Her / Their** name is Julia.



7) He's is my \_\_\_\_\_

**He / His** name is Axl.



4) They're my \_\_\_\_\_

**Their / Our** names are Noel and Emma.



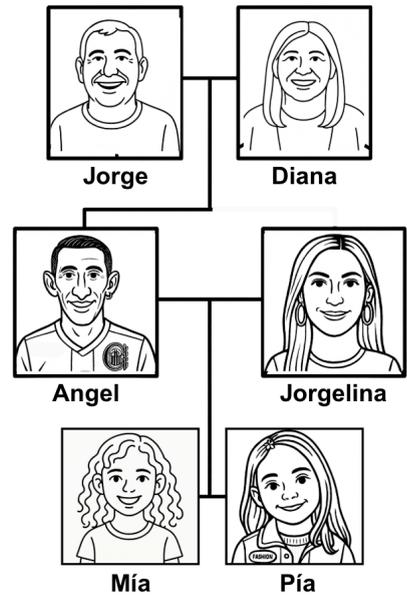
**Language focus: Be (negative)**

We use the negative form of "to be" to state that something is not true, or to express a denial.

| Long form                   | Short form (Contraction)    |
|-----------------------------|-----------------------------|
| I <b>am not</b> his brother | I <b>'m not</b> his brother |
| He                          | He                          |
| She <b>is not</b> a mum     | She <b>isn't</b> a mum      |
| It                          | It                          |
| We                          | We                          |
| You <b>are not</b> sisters  | You <b>aren't</b> sisters   |
| They                        | They                        |

**Activity 10.** Look at the family tree. Write the names.

- 1) Grandad: \_\_\_\_\_
- 2) Grandma: \_\_\_\_\_
- 3) Dad: \_\_\_\_\_
- 4) Mum: \_\_\_\_\_
- 5) Daughters: \_\_\_\_\_



**Activity 11.** Circle the correct form of the verb.

- 1) Jorge **isn't** / **aren't** Diana's brother. He's her husband.
- 2) Diana **isn't** / **aren't** Jorge's sister. She's his wife.
- 3) Jorge and Diana **isn't** / **aren't** Pía and Mía's parents. They're their grandparents.
- 4) Mía and Pía **isn't** / **aren't** Jorgelina's cousins. They're her daughters.

**Activity 12.** Complete with **isn't** or **aren't**. Then correct the sentences.

- 1) Jorgelina isn't Angel's mum. **She's Angel's wife.**
- 2) Jorge and Diana \_\_\_\_\_ Pía's parents. \_\_\_\_\_
- 3) Mía \_\_\_\_\_ Angel's aunt. \_\_\_\_\_
- 4) Pía \_\_\_\_\_ Mía's cousin. \_\_\_\_\_
- 5) Angel \_\_\_\_\_ Jorgelina's dad. \_\_\_\_\_

**Activity 13.** Answer the questions: Pía Di María's interview.

|   |   |
|---|---|
| <p><b>Reporter:</b> Where are you from?<br/> <b>Pía:</b> _____ (1).<br/> <b>Reporter:</b> What's your dad's name?<br/> <b>Pía:</b> _____ (2).<br/> <b>Reporter:</b> What's your mum's name?<br/> <b>Pía:</b> _____ (3).</p> | <p><b>Reporter:</b> What's your sister's name?<br/> <b>Pía:</b> _____ (4).<br/> <b>Reporter:</b> What are your grandparents' names?<br/> <b>Pía:</b> _____ (5).</p> |
|---|---|

**Activity 14.** Write T (true) or F (false). If false, correct the sentence using be negative.

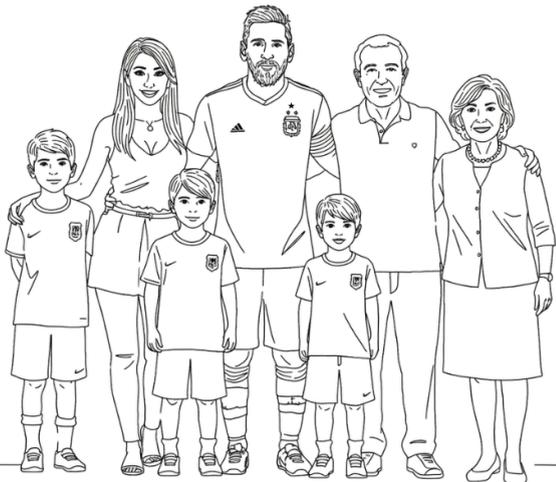
- 1) Angel Di María is Jorgelina's brother. F. **He isn't her brother. He is her husband.**
- 2) Angel Di María is the girls' uncle. \_\_\_\_\_
- 3) The girls are Angel's cousins. \_\_\_\_\_
- 4) Angel's parents are Diana and Jorge. \_\_\_\_\_



## Reading: Meet my family!

**Activity 1. Before you read:** Look at the family picture: Who are they? How are they related?

**Activity 2: While you read:** Underline all family words (dad, mum, brother, etc.).



Hello! I'm Thiago Messi. I'm thirteen years old. This is my family. There are seven people in my family.

We're from Rosario, Argentina and from Barcelona, Spain.

My dad's name is Lionel. He's thirty-nine years old. His birthday is on June 24th.

My mum's name is Antonella. She's thirty-eight years old. Her birthday is on February 26th.

Mateo and Ciro are my brothers. Mateo is ten years old and Ciro is eight years old. They aren't from Rosario, Argentina. They're from Barcelona, Spain.

Our grandparents' names are Jorge and Celia. They're from Rosario, Argentina.

**Activity 3.** Complete the chart with information about Thiago's family.

| Name     | Age | Family role | Relationship with Thiago |
|----------|-----|-------------|--------------------------|
| 1 Lionel | 39  | Dad         | Thiago's dad             |
| 2        |     |             |                          |
| 3        |     |             |                          |
| 4        |     |             |                          |
| 5        |     |             |                          |
| 6        |     |             |                          |

**Activity 4.** Complete the sentences using *am / is / are / isn't / aren't*.

|  |   |
|--|---|
| <p>1) Thiago _____ thirteen years old.<br/>         2) His dad _____ Mateo Messi.<br/>         3) His mum _____ Antonella.<br/>         4) Mateo and Ciro _____ from Rosario.<br/>         5) They _____ from Barcelona.<br/>         6) Mateo and Ciro _____ Thiago's brothers.</p> | <p>7) Mateo _____ eleven years old.<br/>         8) Ciro _____ eight years old.<br/>         9) Jorge and Celia _____ Thiago's cousins. They _____ his grandparents.<br/>         10) Thiago and his family _____ from Italy.<br/>         11) They _____ from Argentina and Spain.</p> |
|--|---|

**Activity 5.** Correct the sentences.

- Antonella is Thiago's sister. **She isn't Thiago's sister. She's Thiago's mum.**
- Mateo is Lionel's brother. \_\_\_\_\_
- Celia is Ciro's mum. \_\_\_\_\_
- Mateo and Ciro are Thiago's cousins. \_\_\_\_\_
- Jorge is Thiago's dad. \_\_\_\_\_

**Activity 6.** Complete the text about Celia and Jorge using *am / is / are / isn't / aren't*.

Hello! We are (1) Celia and Jorge. We \_\_\_\_\_ (2) Thiago, Ciro and Mateo's grandparents. They \_\_\_\_\_ (3) from Barcelona, Spain.  
 We \_\_\_\_\_ (4) from Spain, we \_\_\_\_\_ (5) from Argentina.  
 Lionel \_\_\_\_\_ (6) our son. Antonella \_\_\_\_\_ (7) his wife. They \_\_\_\_\_ (8) from Spain, they \_\_\_\_\_ (9) Argentinian, too.

**Activity 7.** A nervous reporter is interviewing Thiago's dad. Complete the interview with **isn't / aren't** and the missing words

Argentina - Antonella - football - parents

|  |  |
|--|--|
| <p><b>Reporter:</b> Hello! Are you Lionel Messi?<br/> <b>Messi:</b> Yes, I am.<br/> <b>Reporter:</b> Your wife is Shakira.<br/> <b>Messi:</b> No, she _____ (1).<br/>         My wife is _____ (2)<br/> <b>Reporter:</b> Oh sorry. Jorge and Celia are your grandparents, right?<br/> <b>Messi:</b> No, they _____ (3).<br/>         They're my _____ (4).<br/> <b>Reporter:</b> So sorry. Are Thiago, Mateo and Ciro your sons?</p> | <p><b>Messi:</b> Yes, they are!<br/> <b>Reporter:</b> Is your family from Spain?<br/> <b>Messi:</b> No, we _____ (5).<br/>         We're from _____ (6).<br/> <b>Reporter:</b> What's your favourite sport?<br/> <b>Messi:</b> _____ (7), of course!</p> |
|--|--|

## Lesson 2: Emotions in actions!

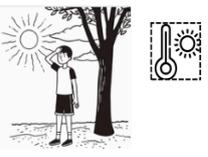
Introducing the topic: Emotions are words that show how we feel.

|   |   |  |   |
|---|---|--|---|
|  |  | <b>Sleepy</b> when it's dark and night is near;        |  |
|   |   | <b>hot</b> when I play; <b>cold</b> when I'm still;    |   |
|  |   | <b>hungry</b> when my tummy's growling loud and chill; |   |
|   |   | <b>happy</b> when I'm with friends;                    |  |
|  |   | <b>excited</b> for adventures that never end;          |  |
|   |   | <b>scared</b> when it's spooky;                        |   |
|   |   | <b>calm</b> when it's bright.                          |  |

Emotions are feelings and that's just right.

**Activity 1.** Read each situation and write the correct emotion under each picture.

happy - hot - busy - thirsty - hungry - sad - calm - tired - bored - scared - sick - cold - sleepy - angry - excited

|   |   |  |   |
|---|---|--|---|
| <br>1) It's her birthday today.<br>She's <b>happy</b> .        | <br>2) It's 38 degrees.<br>He's <b>h</b> _____.            | <br>3) She has two tests today.<br>She's <b>b</b> _____.         | <br>4) She studies all night.<br>She's <b>t</b> _____.   |
| <br>5) It's summer.<br>They're <b>t</b> _____.                 | <br>6) She's meditating.<br>She's <b>c</b> _____.          | <br>7) It's lunch time<br>They're <b>h</b> _____.                | <br>8) Her dog is lost.<br>She's <b>s</b> _____.         |
| <br>9) He has got fever.<br>He's <b>s</b> _____.               | <br>10) It's 0,5 degrees.<br>They're <b>c</b> _____.       | <br>11) He goes to bed late.<br>He's <b>s</b> _____.             | <br>12) They're in a concert.<br>They're <b>e</b> _____. |
| <br>13) Her brother breaks her phone.<br>She's <b>a</b> _____. | <br>14) The class is very long.<br>They're <b>b</b> _____. | <br>15) She's watching a horror movie.<br>She's <b>s</b> _____. |   |

**Activity 2.** How do you feel when...? Complete with words from Activity 1.

1) I'm \_\_\_\_\_ when it rains.



2) I'm \_\_\_\_\_ when I eat ice cream.



3) I'm \_\_\_\_\_ when I get bad marks.



4) I'm \_\_\_\_\_ when someone takes my things.



5) I'm \_\_\_\_\_ when I get an unexpected gift.



6) I'm \_\_\_\_\_ when I don't sleep well.



7) I'm \_\_\_\_\_ when I see spiders.



**Language focus: Be (interrogative)**

Asking and answering about our emotions.

| Questions  |      |         | Answers                         |
|------------|------|---------|---------------------------------|
| <b>Am</b>  | I    | bored?  | Yes, I am / No, I'm not         |
| <b>Are</b> | you  | sick?   | Yes, I am / No, I'm not         |
| <b>Is</b>  | he   | sleepy? | Yes, he is / No, he isn't       |
|            | she  |         | Yes, she is / No, she isn't     |
|            | it   |         | Yes, it is / No, it isn't       |
| <b>Are</b> | we   | hot?    | Yes, we are / No, we aren't     |
|            | you  |         | Yes, we are / No, we aren't     |
|            | they |         | Yes, they are / No, they aren't |

**Activity 3.** Complete the questions with *is* / *are*. Then match them with the correct answer.



1) \_\_\_\_\_ Ariana angry?

a) Yes, they are.



2) \_\_\_\_\_ they excited?

b) No, she isn't.



3) \_\_\_\_\_ Marina hungry?

c) No, he isn't.



4) \_\_\_\_\_ Axel bored?

d) Yes, she is.

**Activity 4.** Look at the pictures. Answer the questions and correct the sentences with the appropriate emotion.

sick - sleepy - angry - thirsty - cold - sad



1) Is she ok?  
No, she isn't.  
She's sick.



4) Are they excited?  
No, they \_\_\_\_\_  
They \_\_\_\_\_



2) Is Bobby happy?  
No, it \_\_\_\_\_  
It \_\_\_\_\_



5) Are they hot?  
No, they \_\_\_\_\_  
They \_\_\_\_\_



3) Is he hungry?  
No, he \_\_\_\_\_  
He \_\_\_\_\_



6) Is Michu busy?  
No, it \_\_\_\_\_  
It \_\_\_\_\_

**Activity 5.** Read the interview to Tini Stoessel and answer the questions.

|   |   |
|---|---|
| <p><b>Reporter:</b> Hi, Tini! How are you today?<br/>Tini: Hi! I'm a little nervous. The concert starts in one hour!<br/><b>Reporter:</b> Oh, I see. Are you tired?<br/>Tini: No, I'm not. I slept very well last night.<br/><b>Reporter:</b> Are you excited about the show?<br/>Tini: Yes, I am! I love singing for my fans.<br/><b>Reporter:</b> And how do you feel after a concert?<br/>Tini: I'm always happy and relaxed. It's the best feeling!</p> | <p><b>Answer in complete sentences.</b></p> <p>1) Is Tini nervous before the concert?<br/>_____</p> <p>2) Is she tired? _____</p> <p>3) Is she excited about the show?<br/>_____</p> <p>4) Is she sad after the concerts?<br/>_____</p> <p>5) How is she after the concert?<br/>_____</p> |
|---|---|

**Activity 6.** Answer about you.

- 1) Are you hungry in the morning? \_\_\_\_\_
- 2) Are you excited about sports? \_\_\_\_\_
- 3) Are you tired after school? \_\_\_\_\_



## Reading: Understanding our emotions!

**Activity 1. Before you read:** What do you think?

- 1) Is it ok to feel sad sometimes? Yes, it is / No, it isn't
- 2) Is it ok to feel angry sometimes? Yes, it is / No, it isn't
- 3) Is it ok to feel bored sometimes? Yes, it is / No, it isn't

**Activity 2. While you read.** What do you do when you are happy, sad, angry, scared?  
Read the text and compare your answers.

### Understanding your emotions

Feelings and emotions are like the different colours of our hearts.



Emotions help us understand what is happening around us.



For example,



when we are happy, we want to play.



When we are sad, we may need a hug or want to talk.



When we are angry, it's good to take a deep breath and try to stay calm.



All emotions are ok. We feel different things every day, and that's normal.

Sometimes, emotions can be strong. That's when it helps to take care of ourselves.

Here are some simple tips:

-Take deep breaths

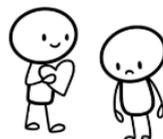


when you feel angry or scared.



-Write about your feelings in a notebook.

-Listen to music or go for a walk.



-Talk to someone you trust.



Remember: You are not alone. Everyone has emotions.



It is good to understand your emotions and take care of yourself.

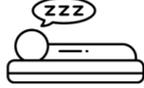
**Activity 3. After reading: Write T (True) or F (False).**

1. It is bad to feel different emotions. \_\_\_\_\_
2. Taking deep breaths can help us when we are angry. \_\_\_\_\_
3. We should always hide our emotions. \_\_\_\_\_
4. Writing in a journal is one way to express your feelings. \_\_\_\_\_

**Activity 4.** Read each question. Answer: *Yes, I am / No, I'm not* or *Yes, it is / No, it isn't*, as appropriate.

1. Are feelings part of life? \_\_\_\_\_
2. Is it okay to feel different emotions? \_\_\_\_\_
3. Are you happy when you play? \_\_\_\_\_
4. Is it good to take deep breaths when you are angry? \_\_\_\_\_
5. Are emotions the same for everyone? \_\_\_\_\_
6. Is it helpful to talk to someone you trust? \_\_\_\_\_

**Activity 5.** Choose the options that are right for you.

| When you are....  | What can you do?   |   |   |
|---|--|---|---|
| Angry<br>  | Count to ten<br>      | Take deep breaths<br>  | Take a nap<br>         |
| Sad<br>    | Listen to music<br>   | Get some fresh air<br> | Talk to someone<br>    |
| Scared<br> | Talk to an adult<br>  | Pet an animal<br>      | Watch funny videos<br> |
| Happy<br>  | Play with friends<br> | Help someone<br>       | Feel grateful<br>      |

## Lesson 3: Around the house!



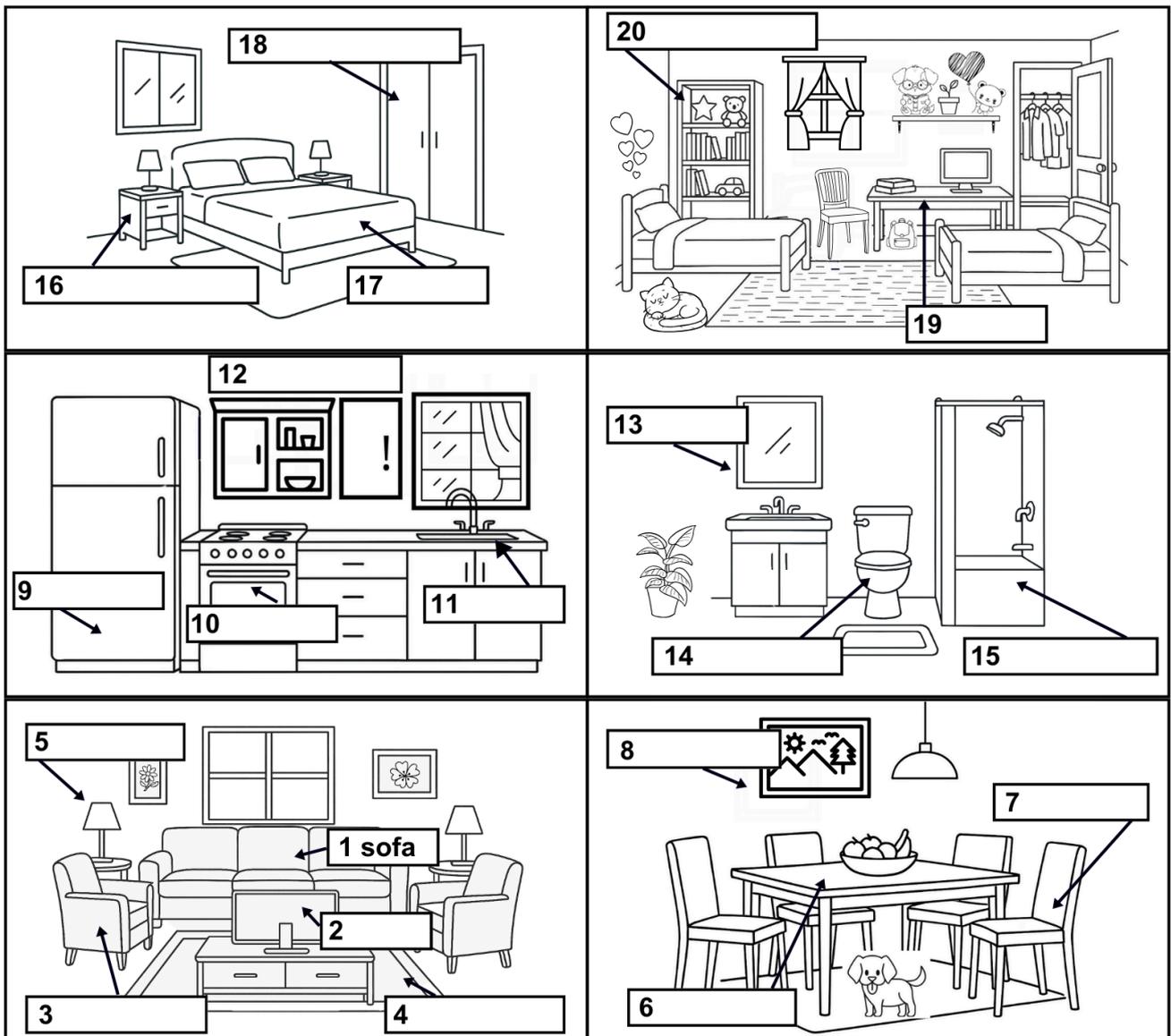
### Introducing the topic:

Hi there! I'm Beca. Nice to meet you. This is my house here in Gaiman, Chubut. It's an old Welsh house but very cozy. There are different rooms and many things inside. Let's go and see what is around my house!



**Activity 1.** Look at the picture of Beca's house and label the household objects.

sofa - painting - fridge - armchair - cupboard - table - toilet - wardrobe - desk - rug  
shower - lamp - chair - TV - cooker - sink - mirror - bedside table - bookshelf - bed





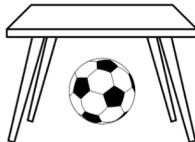
## Language focus: Prepositions of place

We use *prepositions of place* to show the location of an object.



**In**

The toys are **in** the box.



**Under**

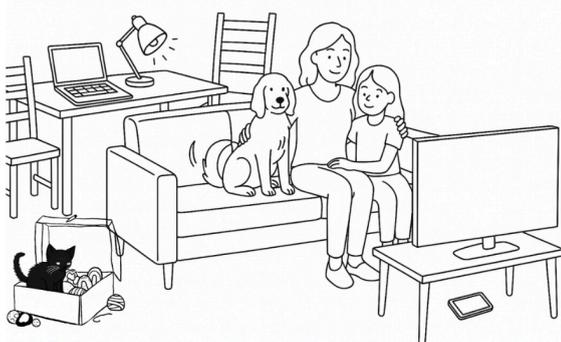
The ball is **under** the table.



**On**

The cat is **on** the sofa.

**Activity 2.** Beca's mum and her sister are in the living room. Look at the picture and choose the correct answer.



**1) Where are Beca's sister and her mum?**

- a) They're on the sofa.
- b) They're in the sofa.
- c) They're under the sofa.

**2) Where's the cat?**

- a) It's on the box.
- b) It's in the box.
- c) It's under the box.

**3) Where's the TV?**

- a) It's on the table.
- b) It's in the table.
- c) It's under the table.

**4) Where's the phone?**

- a) It's on the floor.
- b) It's in the floor.
- c) It's under the floor.

**Activity 3.** Read and complete using *in*, *on*, *under*.



This is the part of the bedroom that belongs to Beca's sister.

- 1) Her clothes are \_\_\_\_\_ the wardrobe.
- 2) Her school bag is \_\_\_\_\_ the shelf.
- 3) Her computer is \_\_\_\_\_ the desk.
- 4) Her ball is \_\_\_\_\_ the desk.
- 5) There is a painting \_\_\_\_\_ the wall.





**Language focus: There is / There are**

We use *there is* and *there are* to say that something exists or is present.

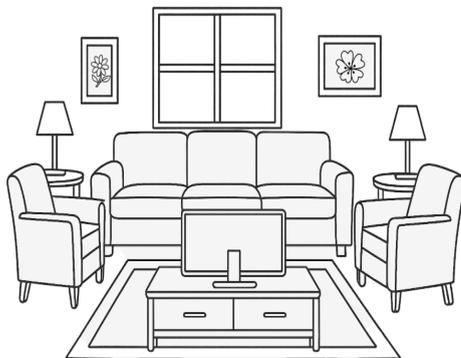
| Affirmative  | Negative   |
|--|--|
| <p><b>Singular</b><br/>There is one plant. </p> | <p><b>Singular</b><br/>There isn't a TV. </p>   |
| <p><b>Plural</b><br/>There are two plants. </p> | <p><b>Plural</b><br/>There aren't any TVs. </p> |

**Activity 4.** Complete the description of Beca's dining room with *there is / there are*.



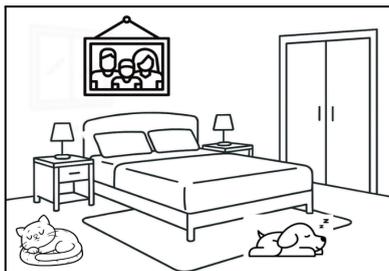
In Beca's dining room, **there is (1)** a table. \_\_\_\_\_ (2) four chairs. \_\_\_\_\_ (3) some bananas on the table. \_\_\_\_\_ (4) a rectangular rug under the table. \_\_\_\_\_ (5) a lamp. \_\_\_\_\_ (6) a beautiful painting on the wall. Her dog is under the table.

**Activity 5.** Look at Beca's living room. Complete the sentences.



- 1) There \_\_\_\_\_ (cat)
- 2) There \_\_\_\_\_ (mirrors)
- 3) There \_\_\_\_\_ (plants)
- 4) There \_\_\_\_\_ (computer)

**Activity 6.** Describe Beca's parents bedroom. Use *there is / are, there isn't / aren't*.




---



---



---



## Reading and listening: Welcome to my Welsh house!

### Activity 1. Before you read:

- 1) Do you remember what rooms there are in Beca's house?
- 2) Can you name them?

### Activity 2. While you listen: Complete the text with the missing words.

shower - bedside tables - cooker - toilet - beds - smart-TV - wardrobe - sofa - mirror - rug - fridge - cupboards - desk - armchairs - table - sink



This is the **living room**. There is one big \_\_\_\_\_(1), two \_\_\_\_\_(2), and a \_\_\_\_\_(3). There is a \_\_\_\_\_(4) on the table. There is a brown \_\_\_\_\_(5) under the table. It's a lovely spot to relax and drink *mates*.

Now, we're in the **dining room**, there is a rectangular table, with four chairs. There is a basket with fruit on the table. There is a beautiful painting on the wall. It's a great room for family dinners and celebrations.

Here is the **kitchen**. It's small but very practical. There is a white \_\_\_\_\_(6), a \_\_\_\_\_(7), and a \_\_\_\_\_(8) under the window. There are two \_\_\_\_\_(9). Everything you need is right here.

This is the **bathroom**. It's simple but clean. There is a \_\_\_\_\_(10), a \_\_\_\_\_(11), a small sink, and a \_\_\_\_\_(12). There is also a blue rug on the floor.

Now we're in my **parents' bedroom**. There is a big bed in the center with two \_\_\_\_\_(13) on each side. There is a big \_\_\_\_\_(14). It's a quiet room.

And finally, this is the bedroom my sister and I share. There are two \_\_\_\_\_(15), a bookshelf with toys and books. There is a desk, our computer and books are on the \_\_\_\_\_(16). There is a wardrobe, our clothes are in it. There is also a pink rug on the floor. It's just a perfect place!

**Activity 3. After reading:** Circle the correct answer.

1) What's on the table in the living room?

- a) A computer
- b) A smart-TV
- c) A lamp

3) What colour is the rug in the bathroom?

- a) Brown
- b) Blue
- c) Pink

2) There are \_\_\_ chairs in the dining room

- a) Four
- b) Six
- c) Two

4) Where are Beca's clothes?

- a) On the desk
- b) In the wardrobe
- c) Under the bed

**Activity 4.** Match the sentence to the correct room:

- 1) There is a white fridge and a cooker.
- 2) There is a big bed and a wardrobe.
- 3) There are two beds and a bookshelf.
- 4) There are chairs and a big table.
- 5) There is a shower and a blue rug.

- a) Dining room
- b) Bathroom
- c) Sisters' bedroom
- d) Kitchen
- e) Parents' bedroom

**Activity 5.** Complete the sentences with *in*, *on*, or *under*.

- 1) The brown rug is \_\_\_\_\_ the table.
- 2) There is a fruit basket \_\_\_\_\_ the dining room table.
- 3) The sink is \_\_\_\_\_ the window kitchen.
- 4) The smart TV is \_\_\_\_\_ the table.
- 5) There are toys \_\_\_\_\_ the bookshelf.

**Activity 6.** Write sentences using *there is/there are / there isn't / there aren't*.

Example: TV / living room:

There is a TV in the living room.

1) two beds / sisters' bedroom

\_\_\_\_\_

2) plants / dining room

\_\_\_\_\_

3) toilet / parents' bedroom

\_\_\_\_\_

4) mirror / bathroom

\_\_\_\_\_

**Activity 7.** Describe your bedroom. Use *there is/there are, there isn't/there aren't* prepositions of place (in, on, under), and adjectives (big, beautiful, clean, pink, etc.).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 4: Meet the avatars!

**Introducing the topic:** Alex, Lina and Bruno are describing the avatars they use when they play video games.

**Alex:** Hey guys! Look at my new avatar!

**Lina:** It's cool! It has got short **hair** and a small **nose**!

**Bruno:** Haha! And it has got four **arms**! Why?

**Alex:** I love it! I like crazy avatars. There are many cool ones in the game.

**Lina:** My avatar is cute. It has got long **hair** and big **eyes**. It has got **ears** and a small **mouth**.

**Bruno:** Nice! Mine is a robot. It has got small **eyes** and metal **hands** and **feet**. I don't like the **nose**, it's too big!

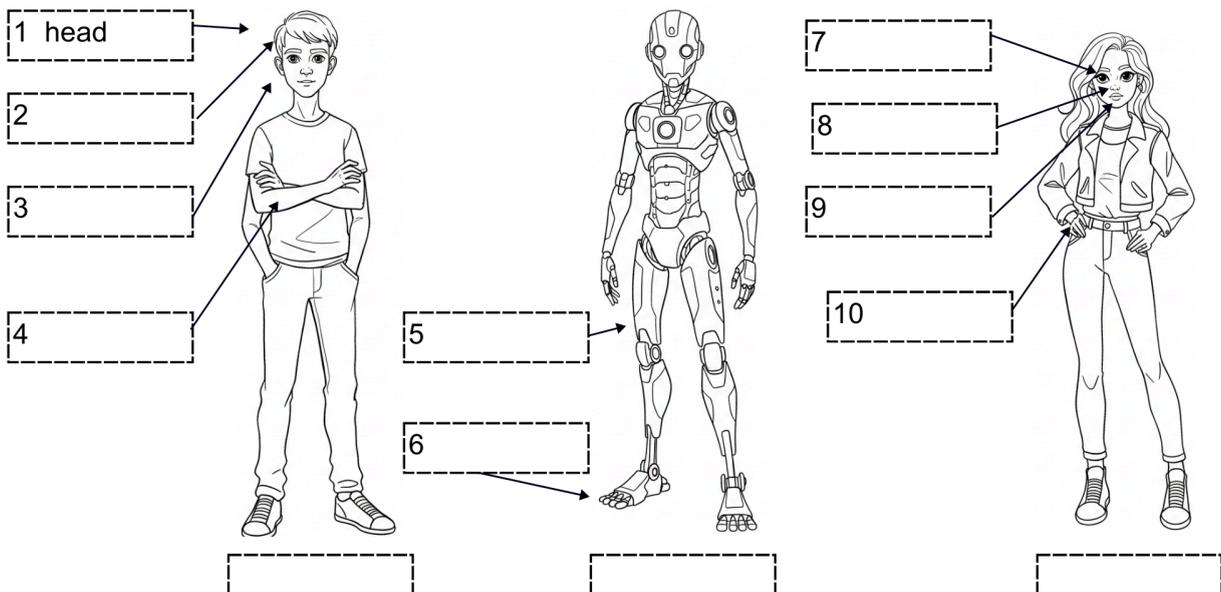
**Alex:** Let's play! There is a new level with monsters with two **heads**, three **legs** and no **arms**!

**Lina:** No way! That's so weird!

**Bruno:** Let's go! My robot avatar is ready!

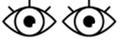


**Activity 1.** Label the body parts and identify the avatars.



**Activity 2.** Complete the sentences with the correct body part.

eyes – mouth – head – ears – hands – legs – nose – feet

- 1) You hold things and clap with your \_\_\_\_\_. 
- 2) You smell with your \_\_\_\_\_. 
- 3) You run with your \_\_\_\_\_. 
- 4) You hear with your \_\_\_\_\_. 
- 5) You smile and eat with your \_\_\_\_\_. 
- 6) Your hair is on your \_\_\_\_\_. 
- 7) You kick a ball with your \_\_\_\_\_. 
- 8) You see with your \_\_\_\_\_. 

**Activity 3.** Look at the pictures and complete the text with the correct adjective.



strong - short - big - small

**This is my superhero avatar!**  
 He has got \_\_\_\_\_(1) eyes  
 and a \_\_\_\_\_(2) nose.  
 He has got \_\_\_\_\_(3) hair.  
 He has got \_\_\_\_\_(4) arms  
 and legs.



tiny - long - big - white - small

**This is my manga avatar.**  
 She has got \_\_\_\_\_(5) eyes  
 and \_\_\_\_\_(6) ears.  
 She has got \_\_\_\_\_(7) hair  
 and a \_\_\_\_\_(8) mouth.  
 Her hands and feet are \_\_\_\_\_  
 (9).

 **Language focus: Have got / Has got**

We use *have got* or *has got* to talk about things we possess, family members, parts of the body, pets, etc.

| Subject             | Use      | Example                        |
|---------------------|----------|--------------------------------|
| I / You / We / They | have got | I <b>have got</b> short hair.  |
| He / She / It       | has got  | She <b>has got</b> brown eyes. |

**Short forms:**

I've got strong arms.      She's got long hair.      They've got brown eyes.

**Activity 4.** Complete with “have got” or “has got”.

- 1) My avatar \_\_\_\_\_ brown hair.                      5) You \_\_\_\_\_ beautiful hands.  
 2) She \_\_\_\_\_ a small nose.                      6) We \_\_\_\_\_ small feet.  
 3) They \_\_\_\_\_ big ears.                      7) It \_\_\_\_\_ a big mouth.  
 4) He \_\_\_\_\_ a tall body.                      8) I \_\_\_\_\_ big feet.

**Activity 5.** Look at the avatars. Write sentences about each using **has got** or **have got** and adjectives.



Avatar A



Avatar B



Avatar C



Avatar D

1) **Avatar A:** short hair, a small nose

She has got short hair and a small nose.

2) **Avatar B:** long hair, big eyes

She \_\_\_\_\_

3) **Avatars C:** black eyes, strong arms and legs

They \_\_\_\_\_

4) **Avatar D:** a small mouth, a short body

He \_\_\_\_\_

**Activity 6.** 🎧 Listen, complete and draw.

|  |  |
|--|--|
| <p><b><i>This is my manga avatar.</i></b><br/>                 She has got big blue _____ (1) and a small _____ (2).<br/>                 She has got short black _____ (3) and a small _____ (4).<br/>                 She has got strong _____ (5) and long _____ (6).<br/>                 Her _____ (7) are small, and her _____ (8) are tiny.</p> |  |
|--|--|



## Reading and listening: Why do people use avatars?

**Activity 1.** Before you read: *Do people use avatars in real life or just in games? Can avatars help you show your ideas?*

**Activity 2.** While you read: Underline all the body parts you find (e.g., hair, eyes, etc.)

Every day, millions of people use avatars. But... what is an avatar?

An avatar is a picture or cartoon of **you**, but it's not a real photo. It can look like you, or it can be something crazy and different, like a dog with a hat, or a robot with big eyes!

People use avatars in games, on websites, and in apps. In a video game, your avatar can run, jump, or fly. On websites, your avatar shows who you are, but it also helps protect your privacy.

Avatars are not just for games. You can use avatars at school to make stories, comics, or videos. It's a great way to be creative and also to use your English.

Avatars are special because they have got many different looks. Your avatar can have blue hair. It can have big ears or three arms! It can have a funny face or cool clothes. You can say what it has got: "It has got green eyes," or "It has got long legs."

So... what has your avatar got?



### After reading:

**Activity 3.** Write T (True) or F (False).

- 1) An avatar is always a real photo. \_\_\_\_
- 2) People use avatars in video games and apps. \_\_\_\_
- 3) Avatars can help keep your photo private. \_\_\_\_
- 4) Students never use avatars in school. \_\_\_\_
- 5) Your avatar can have funny or crazy features. \_\_\_\_

**Activity 4.** Complete with *has got* or *have got*.

- 1) My avatar \_\_\_\_\_ green eyes.
- 2) It \_\_\_\_\_ blue hair.
- 3) That avatar \_\_\_\_\_ three arms.
- 4) She \_\_\_\_\_ long legs.
- 5) They \_\_\_\_\_ cool clothes.
- 6) That avatar \_\_\_\_\_ a funny face.

**Activity 5.** Answer.

Are avatars fun or useful?

\_\_\_\_\_

**Activity 6.** Describe your favourite avatar using *has got/have got*.

---



---

# Unit 4 Review

**Activity 1.** Read about Gisel's family. Complete her family tree

Hello! I'm Gisel. I'm twelve years old.  
This is my family. There are six people.  
We're from Gobernador Costa.

-My dad's name is Paul.  
He's forty-two years old.  
His birthday is on November 20th.

-My mum's name is Laura.  
She's forty years old.  
Her birthday is on September 10th.

-My brother is ten years old. His name is Benjamín.  
-Our grandparents' names are Cristian and Sonia.  
They aren't from Gobernador Costa.  
They're from Lago Puelo.

1 Granddad  
His name is Cristian



2



3

4



5

6

**1) Write True (T) or False (F).**

- a) Gisel is fourteen years old. \_\_\_\_\_
- b) There are six people in Gisel's family. \_\_\_\_\_
- c) Gisel and her brother are from Gobernador Costa. \_\_\_\_\_
- d) Gisel's dad is Paul. \_\_\_\_\_

**2) Answer the questions.**

- a) How old is Gisel's dad?  
\_\_\_\_\_
- b) When is Laura's birthday?  
\_\_\_\_\_
- c) Where are Cristian and Sonia from?  
\_\_\_\_\_

**3) Correct the sentences.**

- a) Gisel is Laura's sister.  
*She isn't Laura's sister. She's Laura's daughter.*
- b) Benjamín is Gisel's cousin.  
\_\_\_\_\_
- c) Paul is Benjamín's grandpa.  
\_\_\_\_\_
- d) Cristian is Gisel's dad.  
\_\_\_\_\_

**4) Complete with the correct possessive adjective: my, your, his, her, our, their.**

- a) Gisel is talking about \_\_\_\_\_ family.
- b) Laura is Gisel's mum. \_\_\_\_\_ birthday is on September 10th.
- c) Benjamín and Gisel are siblings. \_\_\_\_\_ parents are Paul and Laura.
- d) \_\_\_\_\_ grandparents are Celia and Cristian.
- e) Cristian is Gisel and Benjamín's grandad. \_\_\_\_\_ hometown is Lago Puelo.

**5) Genitive case. Complete the sentences using 's or s'.**

- a) Laura is Gisel's mum
- b) Paul is \_\_\_\_\_
- c) Benjamín is \_\_\_\_\_
- d) Sonia and Cristian are \_\_\_\_\_

**6) Write about your family in your notebook. Use Gisel's family text to help you.**

\_\_\_\_\_

**Activity 2.** Read each sentence. Think about yourself and choose one emotion.

happy, sad, tired, excited, angry, nervous, bored, surprised, bored, confused, etc.

- 1) I feel this way when I'm with my friends: \_\_\_\_\_
- 2) I feel this way when I'm alone: \_\_\_\_\_
- 3) I feel this way at school: \_\_\_\_\_
- 4) I feel this way when something good happens: \_\_\_\_\_
- 5) I feel this way when I don't understand something: \_\_\_\_\_

\_\_\_\_\_

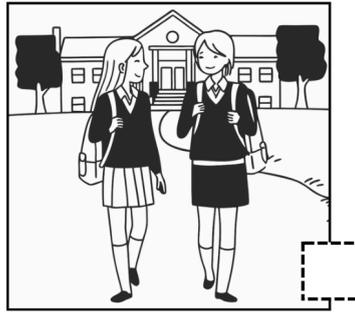
**Activity 3.** It's break time at school. Emma is sitting alone. She looks sad. Mía sees her and walks over.

**Mía:** Hi Emma. Are you okay?  
**Emma:** So, so.  
**Mía:** Are you tired?  
**Emma:** No, I'm not.  
**Mía:** Are you bored?  
**Emma:** No, I'm not. I'm sad because of Coco, my dog.  
**Mía:** Oh... Is your dog sick?  
**Emma:** Yes, he is. He's at the vet.

**Mía:** Is he going to be okay?  
**Emma:** Yes, he is. The vet is helping him.  
**Mía:** Maybe we can go visit him after class.  
**Emma:** That would be great! Thank you, Mía.



1) Number the events.



2) Answer the questions about the dialogue.

a) Is Emma sad? \_\_\_\_\_

c) Is Emma's dog at the park? \_\_\_\_\_

b) Is Emma bored? \_\_\_\_\_

d) Are Emma and Mia friends? \_\_\_\_\_

**Activity 4. Logic Puzzle: Where is the object?**

Alex, Mía, Ben, and Lisa are looking for objects in Beca's house. Each person is in a different room. In each room, there is one object. Can you find out who is in which room and what object they see and where?

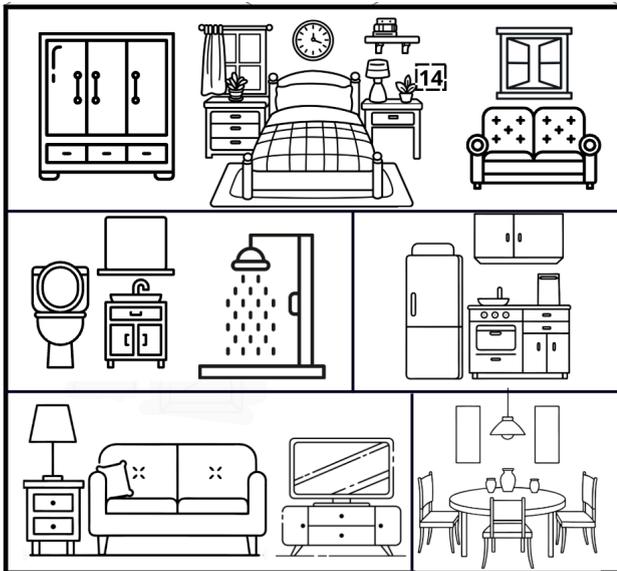
- Use the table to help you solve the logic puzzle.
- Each square represents a possible answer. Follow the rows and columns to find the correct combination.
- Write an "O" in a square for the correct answer
- Write an "X" in a square that isn't the answer

|      | Kitchen | Bedroom | Living room | Bathroom | Ball (on) | Book (under) | Chair (in) | Plant (on) |
|------|---------|---------|-------------|----------|-----------|--------------|------------|------------|
| Alex |         |         |             |          |           |              |            |            |
| Mía  |         |         |             |          |           |              |            |            |
| Ben  |         |         |             |          |           |              |            |            |
| Lisa |         |         |             |          |           |              |            |            |

**Hints**

- 1) Alex isn't in the kitchen. There is a ball on the bed in his room.
- 2) There is a book under the table in the kitchen. Ben is in that room.
- 3) There is a plant on the shelf in the living room. Mia sees it.
- 4) The chair is in the bathroom. Lisa is there.
- 5) There isn't a plant in Alex's room.
- 6) There isn't a chair in Ben's room.

**Activity 5.** Look at the house and do the activities.



1) Complete the first part of the description with the missing objects.

a) In the living room, there is a s\_\_\_\_\_, a t\_\_\_\_\_, and a T\_\_\_\_\_.

b) In the dining room, there are three ch\_\_\_\_\_ and a t\_\_\_\_\_.

2) Complete the second part of the description using *there is / there are*.

a) In the kitchen, \_\_\_\_\_ a fridge, a cupboard and a cooker.

b) In the bathroom, \_\_\_\_\_ four objects: toilet, mirror, sink and shower.

3) Describe the bedroom, using *there is / there are* and prepositions of place.

4) Correct the sentences.

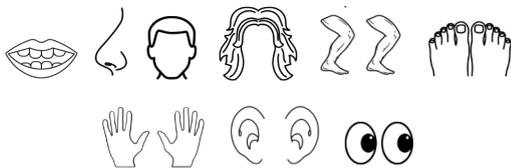
a) There is a TV on the floor. There isn't a TV on the floor. There is a TV on the table.

b) There is a fridge in the living room. \_\_\_\_\_

c) There is a toilet in the bedroom. \_\_\_\_\_

d) There is a rug on the bed. \_\_\_\_\_

**Activity 6.** Read and complete the riddles using "have got" or "has got". Then guess the body part.



- 1) We \_\_\_\_\_ two. We use them to see. What are they? \_\_\_\_\_
- 2) I \_\_\_\_\_ one. I use it to eat and speak. What is it? \_\_\_\_\_
- 3) You \_\_\_\_\_ one. Your eyes, nose, and mouth are on it. What is it?  
\_\_\_\_\_
- 4) She \_\_\_\_\_ two. She uses them to hear. What are they? \_\_\_\_\_

5) They \_\_\_\_\_ two. They use them to write and draw. What are they?  
\_\_\_\_\_

6) I \_\_\_\_\_ two. I use them to walk and run. What are they? \_\_\_\_\_

7) We \_\_\_\_\_ one. We use it to smell. What is it? \_\_\_\_\_

8) It \_\_\_\_\_ two. They are at the end of its legs. What are they? \_\_\_\_\_

9) She \_\_\_\_\_ a lot on her head. It can be long or short. What is it?  
\_\_\_\_\_



**Listening: "We have got a friend"**

**Activity 1: Before you listen:** Have you got a best friend? What have you got in common with your friend? (e.g. hobbies, pets, school, etc.)

**Activity 2: While you listen:** Circle the correct option.



**Chorus:**

We **has / have** (1) got a friend, oh yeah,  
You **has / have** (2) got a smile to share,  
She **has / have** (3) got a heart so kind,  
He **has / have** (4) got a light that shines.

**Repeat x 2**

**Verse 1:**

I **has / have** (5) got your hand with me,  
You **has / have** (6) got a way to see.  
We **has / have** (7) got good times to play,  
Friendship always finds the way.

**Repeat chorus x 2**

**Verse 2:**

They **has / have** (8) got a song to sing,  
We **has / have** (9) got a special thing,  
You **has / have** (10) got my back each day,  
Together we will always stay.

**Final Chorus:**

We **has / have** (11) got a friend, oh yeah,  
You **has / have** (12) got a smile to share,  
she **has / have** (13) got a heart so kind,  
he **has / have** (14) got a light that shines.  
We **has / have** (15) got a friend, oh yeah...  
Friendship's always there!



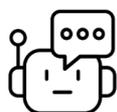
(song generated using Suno.com)

**Activity 3: After listening:** Complete about your best friend and you:

- 1) This is my friend, \_\_\_\_\_ . (name)
- 2) He/She has got \_\_\_\_\_ . (description: sweet, nice, cute)
- 3) We have got \_\_\_\_\_ . (something in common, hobbies, pets, etc.)

**Activity 4.** Listen to the song again and sing along.

# Unit 4 Project



## Create your Avatar with ChatGPT (or a Chatbot)



**Project Goal:** Talk to a chatbot (like ChatGPT, Gemini, Copilot, etc.) to help you create a fun and unique avatar. Then, write and present a short description.

### Instructions

► **Step 1: Plan your avatar:** Before using the chatbot, think about what kind of avatar you want to create.

- **Hair:** What colour? Long or short?
- **Eyes:** Big or small? What colour?
- **Body:** Tall or short? Thin or strong?
- **Clothes:** Cool, funny, or crazy?
- **Special features:** Has it got glasses? Robot arms? Wings? Cat ears?

► **Step 2: Talk to the Chatbot:**

1) Use ChatGPT or any other safe chatbot app (such as *Meta*, *Gemini*, or another teacher-approved tool).

2) Try typing something like:

*Hi ChatGPT! Can you help me create a fun avatar? It can be crazy! Please describe it using "has got" and body parts.*

Or:

*Hi, I'm 12. I want to create an avatar. I want it to have big eyes, blue hair, and robot legs. Can you write a description for me?*

3) The chatbot might reply with a short paragraph like:

*Sure! Your avatar has got big green eyes and long blue hair. It has got robot legs and a superhero cape. It has got a small nose and two arms made of fire!*

4) Copy the text provided by the Chatbot.

► **Step 3: Writing task.** Edit the chatbot's description of your avatar. Use "has got" and body parts vocabulary. You can use this model:

*This is my avatar.*

*It has got long pink hair and big green eyes.*

*It has got a small nose and a big smile.  
It has got robot arms and blue wings.*

Write 4–6 sentences. You can use colours, clothes, and fun features!

► **Step 4:** Draw your avatar based on the chatbot’s description OR use a kid-safe AI avatar generator (you can choose one from below). Ask an adult for help if needed.

Free Avatar Creator Websites (safe for kids):

- Bitmoji (<https://www.bitmoji.com/>)
- Avatar Maker (<https://avatarmaker.com/>)
- Cartoonify (<https://www.cartoonify.de/>)
- Picrew (<https://picrew.me/>) ← Super fun and safe!

**Extra tip:** You can also describe your avatar to the chatbot and ask it to generate the picture.

► **Step 5: Speaking task.**

- Show your drawing or digital avatar.
- Read your description aloud.

|   |   |
|---|---|
| <p><b>1) My Avatar Plan</b></p> <p><input type="checkbox"/> Hair: _____</p> <p><input type="checkbox"/> Eyes: _____</p> <p><input type="checkbox"/> Body: _____</p> <p><input type="checkbox"/> Special features: _____</p> |   |
| <p><b>2) Chatbot prompt I used:</b><br/>Hi ChatGPT! Can you...</p>  | <p><b>3) Chatbot’s description I got:</b></p> |
| <p><b>4) My final description:</b></p>  | <p><b>5) My Avatar drawing:</b></p>           |

## References

AS. (s.f.). *Ángel Di María - Argentina / Benfica.*

[https://as.com/resultados/ficha/deportista/di\\_maria/17825/](https://as.com/resultados/ficha/deportista/di_maria/17825/)

Ministerio de Educación de la Provincia del Chubut (2013). *Diseño Curricular Secundaria. Marco general.*

Patagonia.com.ar. (2025). *Tulips' Cultivation - Trevelin, Patagonia, Argentina.*

[https://www.patagonia.com.ar/Trevelin/762E\\_Tulips+Cultivation.html](https://www.patagonia.com.ar/Trevelin/762E_Tulips+Cultivation.html)

Patagonia Magazine [@patagonia\_magazine]. (9 de abril de 2025). *Comé Calafate y siempre volverás a la Patagonia.*

[https://www.instagram.com/p/DIPmy-1M3Qm/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/DIPmy-1M3Qm/?utm_source=ig_web_copy_link)

Songlyrics1994. (19 de febrero de 2012). *Toy Story - You've got a friend in me - lyrics* [Video]. YouTube. [https://youtu.be/zIYOJ\\_hSs0o?si=itDzNpcAUmvxV9LB](https://youtu.be/zIYOJ_hSs0o?si=itDzNpcAUmvxV9LB)

Some of the images were either created or sourced from:

- Canva (<https://www.canva.com/>).
- ChatGpt (<https://chatgpt.com>)
- Gemini (<https://gemini.google.com>)
- Ideogram (<https://ideogram.ai>).
- Microsoft Bing (<https://copilot.microsoft.com/images/create>).
- Recraft Infinite: AI Artboard (<https://www.recraft.ai/>).

 **Ministerio de  
Educación**



**Gobierno  
del Chubut**

