

Nivel secundario

2

English in action

2nd year | Student's booklet

Ministerio de
Educación

 Gobierno
del Chubut

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Rawson, Chubut. República Argentina

CONTENTS - ENGLISH IN ACTION 2		
Unit 0 Back and ready!	Language Function	Vocabulary and Language Focus
Diagnostic unit Page 4	Introducing oneself and others. Describing people, places and objects. Expressing likes and dislikes.	Vocabulary: Days of the week; months of the year; school objects; food; countries and nationalities; family members; emotions; parts of the house and household objects; parts of the body. Language focus: Verb to be; Likes and dislikes; There is / There are; Have got / has got
Unit 1 In nature and the city!	Language Function	Vocabulary and Language Focus
Lesson 1: Nature around us! Page 12	Describing and asking about places in nature.	Vocabulary: Places in nature (beach, field, forest, hill, lake, mountain, river, waterfall). Language focus: There is / There are (affirmative, negative, interrogative)
Lesson 2: Around the city! Page 17	Giving and asking for directions.	Vocabulary: Places in a city (school, supermarket, bank, shopping centre, park, etc.) Language focus: Prepositions of place (between, next to, behind, opposite)
Revision test → Page 22 Project → Page 28		
Unit 2 Abilities and food choices!	Language Function	Vocabulary and Language Focus
Lesson 1: Have you got a pet? Page 29	Describing pets and expressing possession	Vocabulary: Pets (dog, cat, rabbit, parrot, hamster, etc.) Language focus: Have got / Has got (affirmative negative and interrogative)
Lesson 2: What can you do?	Talking about abilities and combining ideas.	Vocabulary: Verbs to express ability (jump, run,

Page 33		swim, cook, draw, sing, play football, play the guitar, etc.) Language focus: Modal verb “can” (affirmative, negative, interrogative). Basic connectors (and, but).
Lesson 3: Cook it up! Page 38	Describing food and expressing quantity	Vocabulary: Food items (carrot, onion, cherry, sugar, flour, rice, etc.). Language focus: Countable and uncountable nouns. Determiners (some, any, a lot of). How much, how many.
Revision test → Page 45 Project → Page 47		
Unit 3 Everyday Life	Language Function	Vocabulary and Language Focus
Lesson 1 Routine time! Page 49	Talking about daily routines and habitual actions.	Vocabulary: Daily routines. Language focus: Simple present tense (affirmative form).
Lesson 2 School preferences! Page 57	Talking about school subjects and expressing preferences.	Vocabulary: School subjects. Language focus: Simple present tense (negative form).
Lesson 3 What do you wear? Page 61	Asking and answering about clothing preferences.	Vocabulary: Clothes. Language focus: Simple present tense (interrogative form).
Revision test → Page 66 Project → Page 69		

Unit 0

Back and ready!

Activity 1. Complete the "All about me" sheet with your information.

All about me!

My name is _____

I'm _____ years old

I am from _____

My birthday is on _____

My favourite food

My favourite colour is _____

My pets' names are _____

Today I'm feeling _____

My favourite apps are _____

Activity 2. Days of the week. Find the days. Write them in the correct order.


Sunday Wednesday Saturday Tuesday Thursday Friday Monday

- 1) Monday, 2) _____, 3) _____, 4) _____,
5) _____, 6) _____, 7) _____

Activity 3. Months of the year. Read and match.

- | | |
|--|--------------------|
| 1) School starts in | a) September 21st. |
| 2) Student's Day is on | b) April 2nd. |
| 3) Halloween is on | c) March. |
| 4) Summer holidays begin in | d) November 10th. |
| 5) Malvinas Day is on | e) October 31st. |
| 6) National Flag Day is on | f) May 1st. |
| 7) Tradition Day is on | g) January |
| 8) National Festival of Fine Fruit is in | h) December. |
| 9) The National Barbecue Festival is in | i) June 20th. |
| 10) Labour Day is on | j) August 17th. |
| 11) Independence Day is on | k) February. |
| 12) Commemoration of the anniversary
of the death of General José de San Martín is on | l) July 9th. |

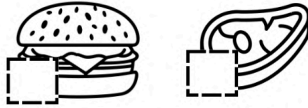
Activity 4. School objects. Read the riddles and write the school object.

	<p>4) I am small. You use me when you make a mistake with a pencil. What am I? _____</p> <p>5) I am sticky. You use me to put paper together. What am I? _____</p> <p>6) I write in ink. You don't use me with a pencil sharpener. What am I? _____</p> <p>7) I carry pencils, pens, and erasers. I live in your backpack. What am I? _____</p> <p>8) I am long and straight. You use me to draw lines and measure things. What am I? _____</p>
<p>1) I have got many pages. You can read me. I tell stories or give information. What am I? _____</p> <p>2) I have got numbers and buttons. I can help you with maths. I am not a phone. What am I? _____</p> <p>3) I have got four legs. You sit on me. I am in the classroom. What am I? _____</p>	

Activity 5. Likes & dislikes. Match the food descriptions to the pictures.

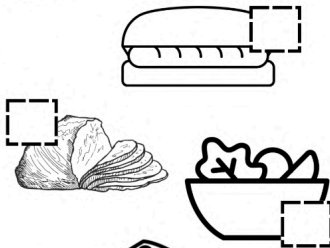
choripán - fries - carrot - milanesa - burger - water - cheese - lamb steak - salad ham

1) I come from a sheep. People cook me in the oven.
What am I? _____



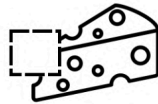
6) I'm pink and salty. I come from a pig. What am I? _____

2) I'm round, I have bread, meat, and sometimes cheese. You can eat me with fries.
What am I? _____



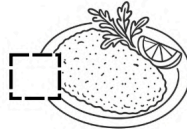
7) I'm clear. I have no color or taste. You drink me every day.
What am I? _____

3) I'm a sausage in bread. I'm very popular in Argentina.
What am I? _____



8) I'm cold, green, and full of vegetables. I'm healthy.
What am I? _____

4) I'm flat, fried, and made with meat and breadcrumbs.
What am I? _____



9) I'm hot, crispy, and salty. You eat me with burgers.
What am I? _____



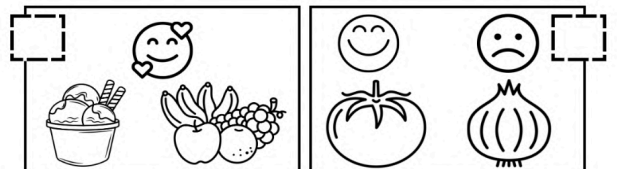
5) I'm yellow or white. I'm soft and go on pizza.
What am I? _____



10) I'm orange and long. Rabbits love me.
What am I? _____

Activity 6. Read the sentences and match them to the pictures.

1) I like tomatoes but I don't like onions.



2) I like chicken and meat.

3) I love ice cream and fruits.

4) I like cheese, but I hate ham.

Activity 7. What about you? Write about what food you love, like, don't like, hate.

- a) I like _____, but I don't like _____.
b) I love _____. I hate _____.

Fun fact. Did you know...?
Bananas are a type of berry, while strawberries are not because their seeds are on the outside.


Activity 8. Countries and nationalities. Read the text “*My school’s International Day*” and do the activities.

My School's International Day 


Hello! I’m Valentina and I’m 13 years old. Today is a special day at school. It’s International Day!

All the students are wearing clothes from different countries. Some students are also bringing food, music, and flags. It’s so much fun!

My best friend, Tomás, is from Argentina. His flag is light blue and white. He loves football. 


Ana is from Colombia. She brings delicious arepas. 

Lucas and Paula are from Mexico. Their sombreros are colourful! 

Our English teacher, Mr. Taylor, is from Canada.  He is very kind.


Emma and Sarah are from the United States. They are wearing red, white, and blue. 


My classmate Mateo is from Uruguay. He loves mate. 

Gabriela and Pedro are from Chile. They love curanto and cueca music. 

Sofía is from Peru. She brings traditional Peruvian ceviche. 

Bruno and Lara are from Brazil. They like carnivals. 

Macarena is from Bolivia. Her flag is red, yellow and green. She wears a poncho. 

And last, Valeria is from Ecuador. She wears a Panama hat. 

My teacher says, “We are all different, and we are all special!” 

I love International Day because we learn about many countries and we are all friends.

1) Match the countries to the nationalities.

- | | |
|--------------|----------------|
| 1) Argentina | a) Brazilian |
| 2) Brazil | b) Argentinian |
| 3) Mexico | c) Colombian |
| 4) Colombia | d) Mexican |
| 5) The USA | e) Canadian |
| 6) Canada | f) American |
| 7) Bolivia | g) Ecuadorian |
| 8) Ecuador | h) Uruguayan |
| 9) Uruguay | i) Bolivian |

2) Write T (true) or F (false). Correct the false sentences.

- a) Valentina is 14 years old.

- b) Lucas and Paula are from Mexico.

- c) Mr. Taylor is from the USA.


- d) Gabriela is Chilean.

- e) Mateo is from Brazil.

- f) Valeria is from Ecuador.

<p>3) Complete with <i>am, is, are.</i></p> <p>a) I _____ from Argentina. b) Emma and Sarah _____ American. c) My teacher _____ from Canada. d) Gabriela _____ Chilean. e) We _____ friends. f) Mexican hats _____ colourful. g) Bolivian ponchos _____ beautiful. h) An arepa _____ a Colombian dish. i) Football _____ an international sport.</p>	<p>4) Answer the questions.</p> <p>a) Who's from Argentina? _____</p> <p>b) Where are Bruno and Lara from? _____</p> <p>c) Where is Macarena from? _____</p> <p>d) Who's from Bolivia? _____</p> <p>e) Who's from? Ecuador _____</p>
---	--

Activity 9. Family. Read the text about Anna's family and complete the family chart.

	<p>Anna is a grandmother. Paul is her son. Carla is Paul's wife. Carla and Paul are Lucy's parents. Lucy is Anna's granddaughter. Tom is Anna's brother. Tom is Ben's father. Ben is Lucy's cousin. Carla is not Ben's mother. She is his aunt.</p>
--	---







Name	Relationship to Anna	Notes
Paul		Anna's <u>son</u>
Carla	daughter in law	Paul's _____
Tom		Anna's _____
Ben	nephew	Tom's _____
Lucy		Carla's _____

Activity 10. Answer the questions about the text in Activity 8. Correct the false ones.

- 1) Is Paul Anna's cousin? No, he isn't. He is her son.
- 2) Is Carla Anna's mum? _____
- 3) Is Tom Anna's dad? _____
- 4) Is Lucy Anna's granddaughter. _____
- 5) Are Carla and Paul Lucy's grandparents? _____

<p>Just for fun - Riddle time!</p> <p>1) Who is my mother's child but not my brother/sister? _____</p> <p>2) Who is my father's wife? _____</p>
--

Activity 11. Emotions. Read each situation. How do you think the person feels? What can you say or do to help them? Choose an option.

<p>1) Your friend is sitting alone. -How do they feel? _____</p> <p>-What can you say or do? <input type="checkbox"/> Do you want to sit with me? <input type="checkbox"/> Why are you alone? <input type="checkbox"/> This is not your seat.</p>		<p>4) Your classmates finish a big project. -How do they feel? _____</p> <p>-What can you say or do? <input type="checkbox"/> "I did better." <input type="checkbox"/> "Great job." <input type="checkbox"/> "That was easy!"</p>	
<p>2) Your classmate drops all their books. -How do they feel? _____</p> <p>-What can you say or do? <input type="checkbox"/> That's funny! <input type="checkbox"/> Can I help you? <input type="checkbox"/> You should be careful.</p>		<p>5) Your friend is worried before a test. How do they feel? _____</p> <p>What can you say or do? <input type="checkbox"/> "Don't worry, you'll do great!" <input type="checkbox"/> "You always forget things." <input type="checkbox"/> "You need to study more."</p>	
<p>3) Your friend gets a bad grade. -How do they feel? _____</p> <p>-What can you say or do? <input type="checkbox"/> That was easy! <input type="checkbox"/> I can help you study. <input type="checkbox"/> Hahaha!</p>		<p>6) A classmate wins a prize. -How do they feel? _____</p> <p>-What can you say or do? <input type="checkbox"/> "Congratulations" <input type="checkbox"/> "You were just lucky!" <input type="checkbox"/> "I wanted that prize"</p>	

Activity 12. Parts of the house. Look at the picture and circle *there is* or *there are*.



In the living room, **there is / there are** (1) two sofas and a table. **There is / There are** a rug, it's under the table.

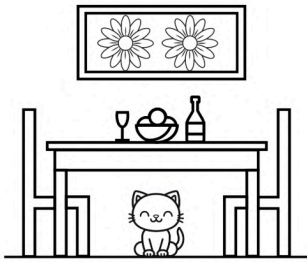
There is / There are (3) a bookshelf.

There is / There are (4) two lamps on the floor.

There is / There are (5) a TV on the TV-cabinet.

There is / There are (6) a plant.

Activity 13. Look at the picture and complete with *there is / there isn't* or *there are / there aren't*.



In the dining room, _____ (1) two chairs and a table, but _____ (2) a rug. _____ (3) a cat under the table.

_____ (4) a bottle of water on the table.

The decoration is simple. _____ (5) a painting on the wall, but _____ (6) any plants

Activity 14. Look at the picture and complete with prepositions of place: *in / on / under*.



In the kitchen, there is a fridge and there is food _____ (1) the fridge.

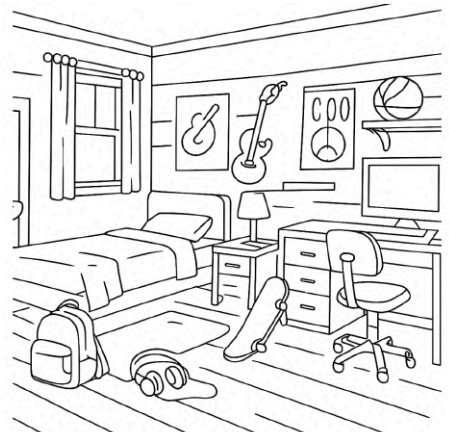
There is a microwave _____ (2) the kitchen countertop.

There is a basket _____ (3) the table.

There is a cup of coffee _____ (4) the table.

Activity 15. Look at the picture and describe it using *there is, there are* and *prepositions of place (in, on, under)*.

In the bedroom, _____



Activity 16. Spot the ten differences.



Activity 17. Parts of the body. Read the story below and do the activities.  Then listen and check.



Aliens visit Earth!

Last night, three strange aliens visited Earth! Their spaceship landed in the school yard. The aliens are friendly and funny. They are from the planet Zantra. Let's meet them!

a) Circle the correct form of the verb.



Zuzu **are / is** (1) tall and green.
 She **has / have** (2) got three eyes and a small mouth.
 She **have / has** (3) got long arms and four fingers on each hand.
 She **are / is** (4) happy and she loves chocolate!

b) Look at the picture and complete with an adjective: long - short - big



Bobo is _____ (1) and blue.
 He has got one _____ (2) eye and nose.
 He is very funny. He has got big ears and a _____ (3) tail.
 He loves music and pizza!

c) Complete with the body parts: arms - hair - heads - legs - feet



Lala is pink and small.
 She has got two _____ (1) and four _____ (2)!
 She has got long _____ (3).
 She is kind and quiet.
 She has got big _____ (4) and short _____ (5).

d) Circle the correct option.

- 1) Zuzu **is / are** tall and green.
- 2) She **has got / have got** three eyes.
- 3) Bobo **is / are** blue and funny.
- 4) Bobo and his dad **has got / have got** big eyes.
- 5) Lala and her sister **is / are** pink and small.
- 6) They **has got / have got** long hair and big eyes.

e) Complete with *is / are / has got / have got*.

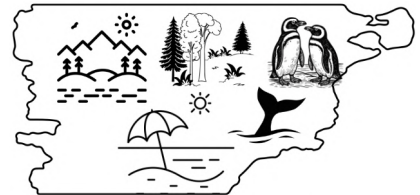
- 1) Lala and Zuzu _____ long hair.
- 2) Bobo _____ blue and funny.
- 3) My monster _____ one big eye.
- 4) The monsters _____ very happy!
- 5) Zuzu _____ three eyes and four fingers.
- 6) They _____ friendly and funny creatures.

Unit 1

In nature and the city!

Lesson 1: Nature around us!

Introducing the topic: Chubut, Argentina is a place full of nature. There are beaches, lakes, forests, mountains, and fields. There are wild animals like penguins, sea lions, guanacos, foxes, whales, among others. There are also parks and natural reserves to visit. There is adventure and there is nature. There isn't too much noise and there aren't big crowds. Is there a lot to see? Yes, there is! Are there fun things to do? Yes, there are!



Activity 1: Look at the images of some places in Chubut and number the words.

Beach _____	Field _____	Forest _____	Hill _____	Lake _____	Mountain _____
Park _____	River _____	Bush _____	Trees _____	Valley _____	Waterfall _____

<p>Lago Puelo</p>	<p>"Los Altares" Valley</p>	<p>Petrified Forest</p>
<p>Playa Unión</p>	<p>"Corbata Blanca" Waterfall</p>	<p>"Los Alerces" National Park</p>

Activity 2: Listen and underline city details.

Valentín: I live in Lago Puelo. In here, there is a big lake. What about your city?

Martina: I live in Camarones. There are many penguins.

Valentín: Very nice! Is there a lake in Camarones?







Martina: No, there isn't. There are beaches here.

Valentín: In Lago Puelo, there are mountains and trees. Are there mountains in Camarones?

Martina: No, there aren't. There are hills and bushes.




Language focus: There is / There are

Affirmative	Negative
Singular There's (is) a beautiful beach. 	Singular There isn't (is not) a lake. 
Plural There are high mountains. 	Plural There aren't (are not) any mountains. 
Interrogative	Short Answers
Singular Is there a beach? 	Singular Yes, there is / No, there isn't
Plural Are there mountains? 	Plural Yes, there are / No, there aren't

Activity 3: Let's explore Chubut. Complete with *there is* or *there are*.

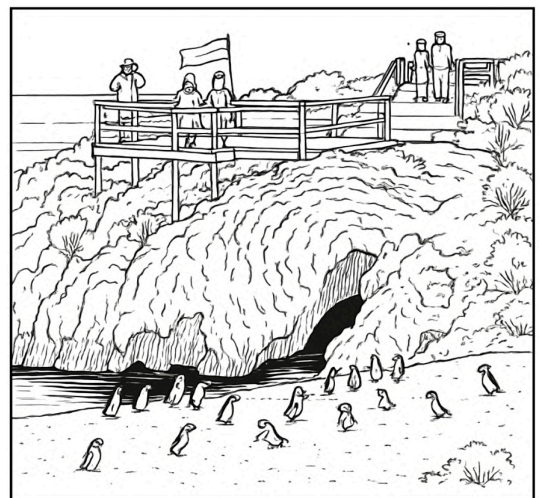
- 1) In "Los Alerces" park, _____ a big forest.
- 2) In Sarmiento, _____ two lakes.
- 3) In Rawson, _____ a nice beach.

- 4) In Comodoro Rivadavia, _____ many hills.
- 5) In El Hoyo, _____ a beautiful waterfall.
- 6) _____ whales, penguins, guanacos, sea lions and many animals in Chubut.

Activity 4.  Look the picture of Punta Tombo. Circle the correct form. Then listen and check.

Punta Tombo is famous for penguins!

- 1) **There is / There are** many penguins on the beach.
- 2) **There is / There are** a cave behind the beach.
- 3) **There isn't / There aren't** any boats in the sea.
- 4) **There is / There isn't** a platform for people to watch the penguins.
- 5) **There are / There aren't** people on the platform.
- 6) **There isn't / There aren't** any trees near the beach.
- 7) **There are / There aren't** some bushes.
- 8) **There isn't / There aren't** any sea lions.



Activity 5. Complete with *there is, there are, there isn't, there aren't*

Whale watching at Puerto Pirámides!

Sofi: Look at the sea! _____ (1) two whales!

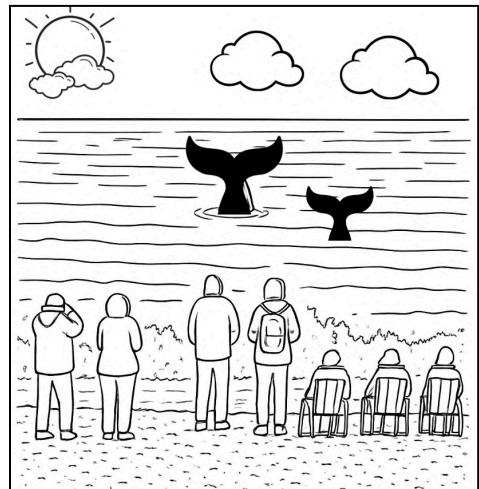
Tomás: Yes! It's amazing! But _____ (2) any boats today.

Sofi: True. And look! _____ (3) many people watching the whales.

Tomás: Yes, but _____ (4) any children. Only adults.

Sofi: Oh, and _____ (5) big clouds now. The weather is perfect!

Tomás: I love this place. _____ (6) whales, _____ (7) the beach, and _____ (8) the sea.



Activity 6. Look at the picture and complete the questions and answers.

Welcome to Laberinto Patagonia! Let's explore this magical place in El Hoyo, Chubut, a big green maze with beautiful mountains around.

- 1) _____ there a big sign at the entrance?
Yes, _____.
- 2) _____ a river inside the maze?
No, _____.
- 3) _____ there people visiting the maze?
_____.
- 4) _____ there animals inside the maze?
- 5) _____.



Reading: Blog Entry. Reasons to visit Chubut in Patagonia, Argentina

Activity 1. Before you read: What makes Chubut special? Watch the video.



Activity 2. While you read: Highlight the places you can visit, and the activities you can do in Chubut.

Blog Entry: Reasons to visit Chubut in Patagonia, Argentina

Hi! I'm Martín, and I live in Trelew, Chubut.

Today I want to tell you about the amazing natural places in my province.

Chubut is in Patagonia, Argentina, and it's full of beautiful places!



1. Beaches and Sea Life

There are many beaches along the coast. In Puerto Madryn, there are beaches where you can swim and do water sports like kayaking, windsurfing, and beach volleyball.

Playa Unión is the main beach in Rawson, there is a sea port nearby.

In Rada Tilly, there is soft sand and calm water.

At Playa Las Canteras and Playa El Doradillo, there are golden sands and you can see whales from the beach.



2. Forests and Lakes

There are beautiful lakes and forests near the mountains. There are two big national parks: Los Alerces and Lago Puelo with old trees, rivers, and trails.

There are other forest places like Cerro Currumahuida and Lago Epuyén, where there are nice trails and views, perfect for hiking.

There are special places like Lakes Musters and Colhué Huapi, the Sarmiento Petrified Forest, and Laguna La Zeta, great for birdwatching and relaxing.



3. Mountains

In the Andes area, there are mountains with forests, rivers, and snow in winter.

There are popular mountain towns like Esquel and Trevelin, where you can go hiking, and enjoy the views. There is a ski centre called La Hoya.



4. Fields and Wildlife

There are large open fields in the Patagonian steppe.

There are sheep farms and wild animals like guanacos, rheas, and foxes.

Along the coast, there are penguins, sea lions, and whales.

Punta Tombo is a wildlife reserve on the coast with the biggest Magellanic penguin colony on the continent. Península Valdés is another nature reserve where

there are whales, dolphins, elephant seals, and sea lions. Both places are great

for watching animals and they are close, so tourists can visit both on the same trip.



Pack your bag! the mountains, beaches, and animals of Chubut are calling!

Activity 3. After reading: Choose the correct answer.

<p>1) Where can you see whales in Chubut? a) Rada Tilly. b) El Doradillo. c) Lago Puelo.</p> <p>2) What can you do in Puerto Madryn? a) Ski and snowboard. b) Hike in the mountains. c) Do water sports like kayaking and windsurfing.</p>	<p>3) Where is La Hoya? a) In Trelew. b) In Esquel. c) In Rawson.</p> <p>4) What animals live in the steppe? a) Penguins and sea lions. b) Guanacos and rheas. c) Whales and dolphins.</p>
--	--

Activity 4. Match the place to the descriptions.

- | | |
|---------------------|---|
| 1) Los Alerces | a) A place with snow for skiing |
| 2) Playa Unión | b) A forest with old trees and lakes |
| 3) Rada Tilly | c) A beach in Rawson, close to a small port |
| 4) La Hoya | d) A quiet area with petrified trees and wildlife |
| 5) Sarmiento Forest | e) A beach with soft sand and calm water |

Activity 5. Do the following activities.

<p>1) Correct the sentences.</p> <p>a) There is mountains in Trevelín. There are mountains in Trevelín.</p> <p>b) There is guanacos, foxes and rheas in the Patagonian steppe. _____</p> <p>c) Is there penguins in Rada Tilly? _____</p> <p>d) There aren't a lake in the steppe. _____</p> <p>e) Are there a mountain in Trelew? _____</p>	<p>2) Answer the questions.</p> <p>a) Is there a ski centre in Chubut? _____</p> <p>b) Are there golden beaches in Chubut? _____</p> <p>c) Is there a national park in Chubut? _____</p> <p>d) Are there penguins and sea lions in the steppe? _____</p>
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Activity 6. Complete the mini blog with information about a natural place you know in your city.

Hi! I'm _____ and I live in _____.

Today I want to tell you about _____. There is _____.

There are _____. I like it because _____.

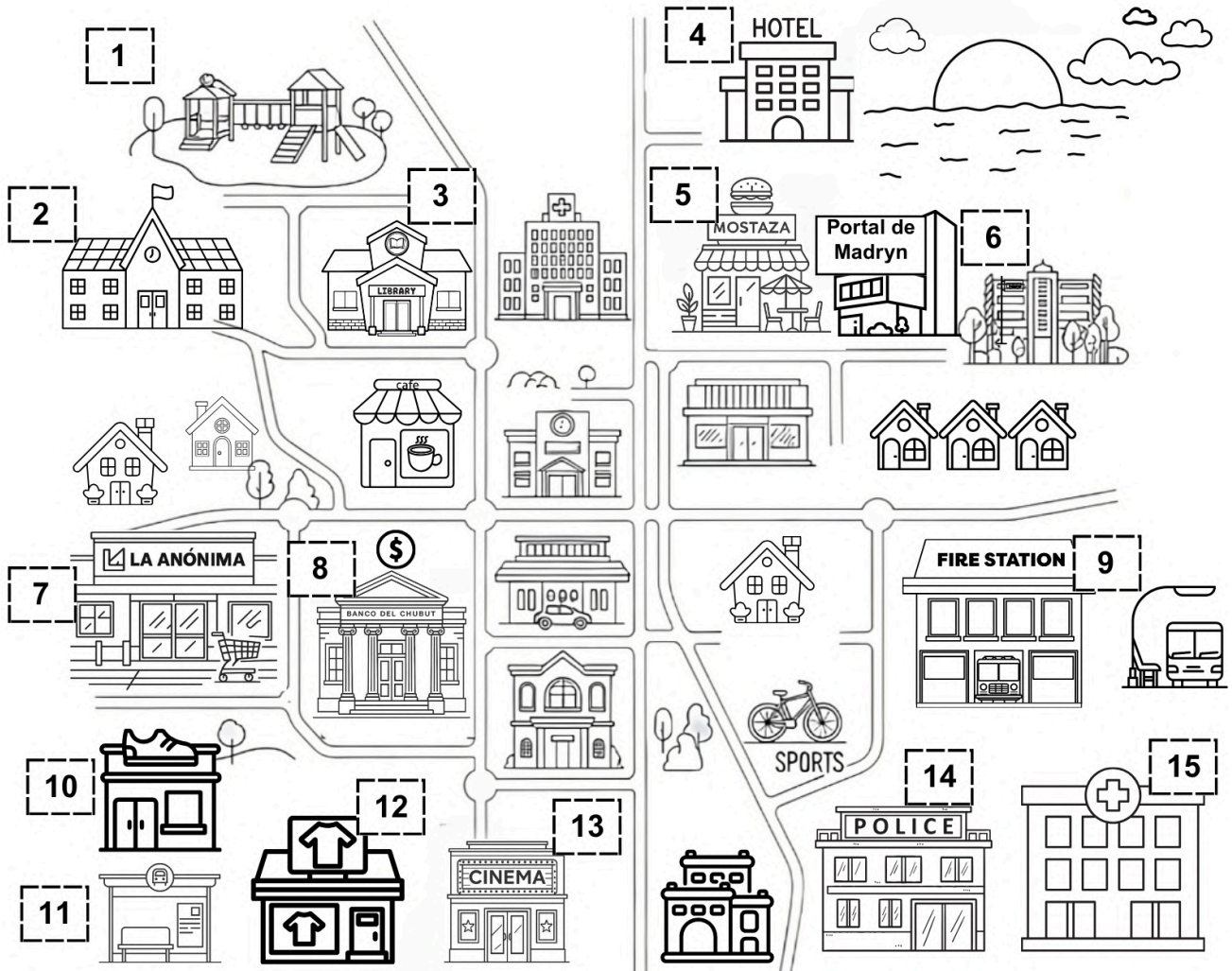
Lesson 2: Around the city!



Introducing the topic: Welcome to Puerto Madryn! Feeling a bit lost? Don't worry, we're here to help you explore our lovely city. You know, there isn't a big shopping centre here, but there are many small shops to visit, and cozy hotels next to the beach. Let's get you settled and ready to enjoy your stay!

Activity 1. What places are there in Puerto Madryn? Look at the map and write them down.

school - supermarket - hotel - hospital - shopping centre - library - clothes shop - bank - fast food restaurant - park - bus stop - sports shop - fire station - police station - cinema



1 _____	6 _____	11 _____
2 _____	7 _____	12 _____
3 _____	8 _____	13 _____
4 _____	9 _____	14 _____
5 _____	10 _____	15 _____

Activity 2. Read the emoji sentence and write the place.



1) It's a _____



4) It's a _____



2) It's a _____



5) It's a _____





3) It's a _____





6) It's a _____


Activity 3. Look at the map in Activity 1. Read the riddles and write the place.


1) There is a place where you can sleep  . It's next to the beach: _____

2) There is a stop  in front of the sports shop. You wait for transport there: _____

3) There is a building behind the fire station. Police  work there: _____

4) There is a place next to the police station. You go there when you feel sick  :

5) There is a building opposite the supermarket. You can keep your money there  :

6) There is a place next to the shopping centre. It sells fries and burgers  :

7) There is a place between the bus stop and the cinema. You can buy jeans, t-shirts, skirts

and more  . _____





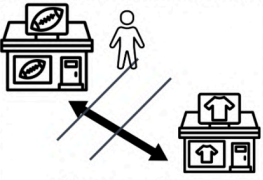
8) There is a big shop next to the fast food restaurant. You can buy many things inside

 . _____

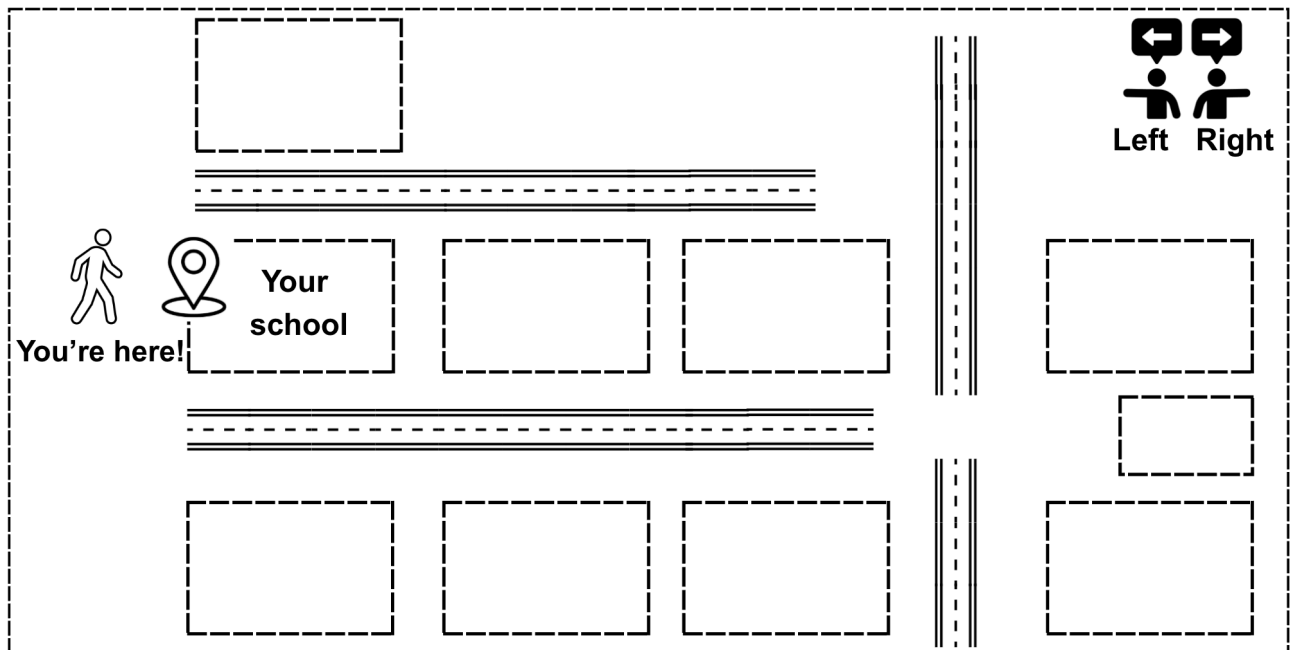


Language focus: Prepositions of place

Showing the location or position of something or someone.

				
Between	In front of	Next to	Behind	Opposite
I'm between the cinema and the restaurant.	I'm in front of the bank.	I'm next to the hotel.	I'm behind the hospital.	The sports shop is opposite the clothes shop.

Activity 4: Imagine you are looking at a small part of Puerto Madryn. Read the instructions and write the places on the map.



Instructions:

- | | |
|--|---|
| <ol style="list-style-type: none"> The library is next to your school. The supermarket is next to the library The park is to the right, opposite the supermarket. The bus stop is in front of the park. The hospital is behind your school. | <ol style="list-style-type: none"> The police station is opposite the school. The restaurant is opposite the supermarket. The cinema is between the police station and the restaurant. The bank is to the right, opposite the restaurant. |
|--|---|

Activity 5. 🎧 Help the Tourist! Look at the map in Activity 4 and complete the dialogue. Then listen and check.

between - next to - behind - opposite



Tourist: Excuse me, I'm looking for a supermarket.
You: Oh, yes! There is one. It's _____(1) the library.
Tourist: Great! And is there a park nearby?
You: Yes, there is. The park is _____(2) the supermarket.
Tourist: Perfect! And what about a theatre?
You: Hmm, there isn't one here, but there is a cinema _____(3) the police station and the restaurant.

Tourist. Nice! And where is the hospital?
You. It's _____(4) the school.
Tourist: Thank you so much!
You: You're welcome! Enjoy Puerto Madryn!

Activity 6: 🎧 Look at the map in Activity 4. Answer the tourist's questions using the correct preposition of place and a full sentence. Then listen and check.

Example:

Tourist: Excuse me, is the park next to the supermarket?

1) **You:** No, it isn't. It's opposite the supermarket.

Tourist: Is the cinema behind the restaurant?

2) **You:** _____

Tourist: Is the hospital in front of the school?

3) **You:** _____

Tourist: Is the bus stop behind the park?

4) **You:** _____

Tourist: Is the police station next to the school?

5) **You:** _____



Fun fact: Swimming with sea lions!

Would you dare to swim with sea lions? Scan the QR code and watch a short video about a diving experience with sea lions in Puerto Madryn!

-Choose an adjective that expresses your opinion about swimming with sea lions:

I think it's **amazing / scary / exciting / dangerous / beautiful.**

Activity 7. Write a mini-guidebook for your city! Choose two places, write 2-3 sentences describing where they are. Use *there is / there are* and prepositions of place.

Example: The School: Our school is a big building. There is a supermarket next to the school. The hospital is behind the school.

1) The _____

2) The _____

Activity 8. Writing a post.

- Choose a place in your city that you like, it can be a park, forest, lake, hill, river, etc.
- Find or draw a picture of the place.
- Write a social media post describing the place (like for Instagram or Tik Tok).
- Use there is / there are, prepositions of place, emojis and hashtags!

Example: **Puerto Madryn!**



Hello from Puerto Madryn!


I love this place! It's so beautiful


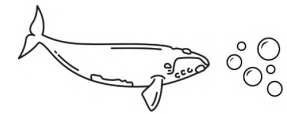
There is a great restaurant next to the beach.

The hotel is opposite the beach.

I like the beach. It's in front of the hotel.

There isn't a big shopping centre here, but there are many shops. #beach #beautiful

<p>Draw or paste a photo of your favourite place</p>	 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

 <p>REEL SHARED ON DECEMBER 14, 2022 BY ICB.ARGENTINA</p>	<p>Fun fact: Did you know you can adopt a whale?</p> <p>The ICB offers an “Adopt a Whale” programme. When you adopt a whale:</p> <ul style="list-style-type: none"> • You help the scientists protect whales in our seas. • You choose one of many whales that live off the coast of the Peninsula. • You get a certificate, the whale’s biography, and educational material about whales and the ocean. 
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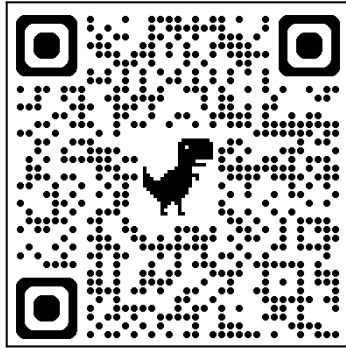
Unit 1 Review



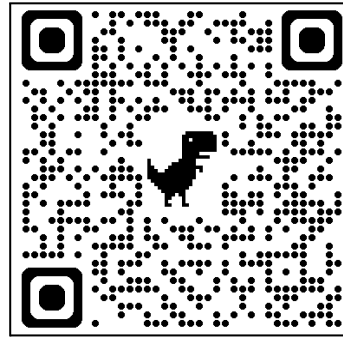
Reading: Welcome to Península Valdés!



Activity 1. Before you read: Do you know Península Valdés? Where is it? What animals are there?



Where is it?



Video about Península Valdés

(Administración del Área Natural Protegida Península Valdés, 2023; Península Valdés 360, 2016)

Activity 2. Match the words to the meanings:

Word

- 1) Steppe
- 2) Cliff
- 3) Whale
- 4) Fox
- 5) Protected area
- 6) Salt flat

Meaning

- a) a high rock next to the sea.
- b) a flat, dry area with no trees.
- c) a small wild animal with a tail.
- d) a big marine animal.
- e) areas of flat land covered with a layer of salt.
- f) a place with nature under care.

Activity 3. While you read: What do you know about Península Valdés? Circle T (true) or F (false). Then read and check.

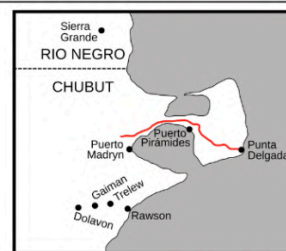
- 1) Península Valdés is on the Pacific Ocean. T / F
- 2) There are bears and crocodiles. T / F
- 3) You can see whales in winter and spring. T / F
- 4) There are colonies of penguins. T / F
- 5) There is a lot of rain during the year. T / F
- 6) The weather is dry and windy. T / F
- 7) There are guanacos, rheas, foxes among other animals. T / F

Welcome to Península Valdés

Península Valdés is in Chubut, Argentina, on the Atlantic coast. It is a protected natural area and a UNESCO World Heritage Site because it is important for wildlife.

Location: Biedma Department
Puerto Pirámides Municipality

Climate: Dry and windy.
Winters are cold (around 5 °C)
Summers are hot (around 30 °C)

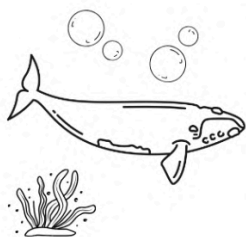


(Wikimedia Commons, 2020)

Marine Fauna

Southern right whales:

They come here to have their babies from June to December.



Orcas



From November through April, orcas can be seen hunting near the shores.



Elephant seals and sea lions:

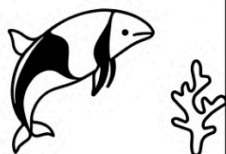
These big animals rest and have their babies on the beaches.



Penguins: Many Magellanic penguins live here from September to April.



Dolphins: You can see different kinds of dolphins swimming in the water.

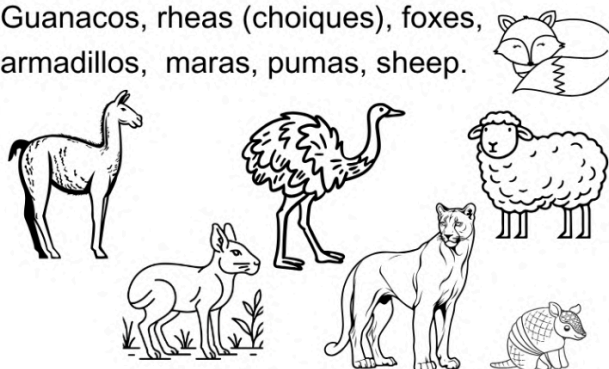


Natural Features:

- There are high cliffs next to the ocean.
- There are sandy and pebble beaches.
- The interior of the peninsula is dominated by arid Patagonian steppe.
- There are also salt flats.

Terrestrial Fauna

Guanacos, rheas (choiques), foxes, armadillos, maras, pumas, sheep.



What else can you do?

Birdwatching: Isla de los Pájaros is a good spot for birdwatching, with various species including penguins and flamingos.

Kayaking: Explore the coastline and get closer to wildlife while kayaking.

Estancias: Stay at local estancias to immerse yourself in the Patagonian landscape and enjoy the wildlife on their private lands.

Hiking and trekking: Explore the rugged coastline and interior of the peninsula on foot.



(Administración Península Valdés, s. f.; Gobierno de la Provincia del Chubut, s. f.; Rodríguez 2021)

Activity 4. After reading: Do the following activities.

<p>1) Write T (True) or F (False)</p> <p>a) Península Valdés is on the Atlantic coast. _____</p> <p>b) There are whales and orcas. _____</p> <p>c) There aren't any penguins. _____</p> <p>d) The climate is dry and windy. _____</p> <p>e) There aren't mountains in the interior of the peninsula. _____</p> <p>f) There are only sea animals. _____</p> <p>g) There are lions and tigers. _____</p>	<p>3) Ask and answer questions about Península Valdés using "Is there...?" or "Are there...?". Example: A mountain <u>Is there a mountain in Península Valdés?</u> <u>No, there isn't.</u></p> <p>a) Penguins: _____ _____</p> <p>b) Foxes: _____ _____</p> <p>c) A lake: _____ _____</p> <p>d) Cold summers: _____ _____</p>
<p>2) Complete the sentences with <i>there is</i>, <i>there are</i>, <i>there isn't</i> or <i>there aren't</i>.</p> <p>a) In Península Valdés, _____ many marine and terrestrial animals, but _____ animals like bears, or lions.</p> <p>b) _____ a good spot for bird watching called Isla de los Pájaros.</p> <p>c) _____ a place to ski.</p> <p>d) In winter, _____ cold temperatures.</p> <p>e) _____ cliffs next to the ocean.</p> <p>f) _____ salt flats in the peninsula.</p> <p>g) _____ sandy beaches.</p>	<p>4) Answer the questions.</p> <p>a) Where's Península Valdés? It's in _____.</p> <p>b) What's the weather like in summer? It's _____.</p> <p>c) What marine animals are there? _____ _____</p> <p>c) What terrestrial animals are there? _____ _____</p> <p>d) What activities can tourists do? _____ _____</p>

Just for fun. Riddle time!

1) I am black and white. I can't fly, but I swim very well. I waddle when I walk. What am I? _____

2) I am very big and live in the ocean. I breathe at the top with a blowhole. I sometimes jump out of the water. What am I? _____



Reading: Winter Mountain Circuit

You are planning a trip to visit the Cordillera de los Andes in Chubut during your winter break. Look at the 3 different routes and choose your favourite.

Activity 1. Before you read: Look at the list of activities that people do during winter holidays. Check the ones you like.

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> go hiking | <input type="checkbox"/> drink tea and eat facturas | <input type="checkbox"/> ride a train |
| <input type="checkbox"/> go skiing | <input type="checkbox"/> take photos | <input type="checkbox"/> visit museums |
| <input type="checkbox"/> go rafting | <input type="checkbox"/> see animals in nature | <input type="checkbox"/> take boat tours |

Activity 2. Classify the words into the correct category.

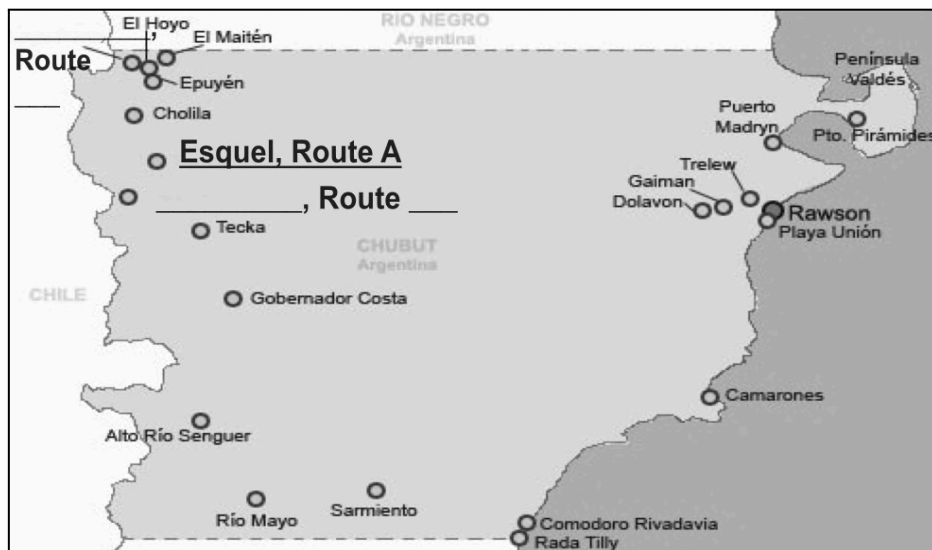
forest - museum - cake - river -lake - dinosaur - national park - Welsh tea - dragon - mountain - train
--

Nature

Culture

Activity 3. While you read: Look at the map and mark:

- 1) ~~Esquel, Route A.~~ ✓
- 2) Trevelín, Route B.
- 3) Lago Puelo, El Hoyo, Route C.



ROUTE A: Esquel + Los Alerces National Park



- La Trochita** is a small train. It is opposite a fancy cafeteria. You can ride it and see the mountains.
- Laguna La Zeta** is near Esquel. There is a lake and a forest. You can walk and see birds.
- Piedra Parada** is a big rock. There are hiking trails and a canyon.
- You can go rafting on the **Corcovado River**.
- La Hoya** is a ski centre. There is snow in winter.
- Los Alerces National Park** is very big. There are trees, mountains, lakes, and rivers. There are beaches in the park. "La Capilla" is next to a forest. You can go trekking in the forest and in Los Alerces National Park.

(Global National Parks, s. f.; Gobierno del Chubut, 2020)

ROUTE B: Trevelin + Nant y Fall Waterfall



- Nant y Fall** is a natural area. There are waterfalls and a forest. You can walk and take photos.
- The Regional Museum** shows the history of Trevelin.
- Nant Fach Mill** is a small museum. There is a big forest in front of it. You can learn about Welsh culture.
- On top of the Tourism Department building, there is a **red dragon**. It moves and breathes fire twice a day!
- In Trevelin, you can drink **Welsh tea**. There are cakes, scones, and sweets made with local fruit.

(Gobierno del Chubut, 2024).

ROUTE C: Lago Puelo + El Hoyo



- Lago Puelo National Park** is beautiful. There are mountains, a forest, and a big lake.
- Cerro Currumahuida Viewpoint** is near the town. There is a trail to the top. You can see the lake from above.
- The Forest of Shadows** is in the park. There are tall trees and a special walking trail.
- Arcosauria Theme Park** is a unique attraction with life-size dinosaur sculptures.
- The Patagonia Labyrinth** is in El Hoyo. It is the biggest maze in South America. There are nine entrances and many trails.
- Puerto Patriada** is in the northwest of Lake Epuyén. There are big forests and many farms with fruit, vegetables, and animals.

(Patagonia.com.ar, s. f.a; Patagonia.com.ar, s. f.b)

Activity 4. After reading: Circle the correct option.

- 1) You can see a red dragon in
a) Lago Puelo b) Trevelin c) Los Alerces
- 2) There are beaches in
a) Los Alerces National Park b) La Trochita c) Piedra Parada
- 3) You can learn about Welsh culture in
a) Nant Fach Mill b) Cerro Currumahuida c) Archosauria
- 4) You can go rafting in
a) Trevelin b) Corcovado River c) El Hoyo

Activity 5. Complete with *there is*, *there are*, *there isn't*, *there aren't*, and a preposition (*next to*, *in front of*, *behind*, *opposite*).

- 1) In Esquel, _____ a small train called "La Trochita". It's _____ a cafeteria.
- 2) In Piedra Parada, _____ a beach.
- 3) In Los Alerces, _____ a place called "La Capilla". It's _____ a forest.
- 4) In Trevelin, _____ a museum called "Nant Fach Mill". It's _____ a big forest.
- 5) In Lago Puelo, _____ high mountains.
- 6) In Route A and B, _____ places like the Arcosauria Theme Park or The Patagonia Labyrinth.

Activity 6. Choose Route A, B, or C and write a short paragraph about your ideal route. Use *there is*, *there are* and *prepositions* (4–5 sentences). Draw a picture representing something of your ideal route.

Example:

My ideal route is A. There is a small train in front of a cafeteria. There are mountains and forests around the city. There is a ski centre on the hill. I love this route because I like snow!



REEL SHARED ON OCTOBER 15, 2023
BY ADICTOSALSUR

Fun fact: Did you know...? The Patagonia Labyrinth in El Hoyo is the largest in South America. It is a spiritual symbol representing life's spiritual world, choices, and crossroads. The labyrinth has nine different entrances, but only one is the correct path to the center. The site includes a tea house with local products, an artisan shop, and is surrounded by native forests with views of the surrounding hills. Would you like to explore the labyrinth and find your way to the center?

Unit 1 Project

Project: “Come to our city!”

Objective: Create a short video (or poster) to promote your city or town in Chubut.

Instructions

1. Work in pairs.
2. Choose 3–5 places or landmarks in your town.
3. Take photos, draw, or use images (ask permission if using online images or generate your own images using AI tools like ChatGPT, Gemini, Copilot, Perplexity).
4. Write short sentences or a script in English.
5. Use an app (Instagram, Tik Tok, etc.) to create a short video (30–60 sec).
6. Add text, voiceover, and / or music.
7. End the video with a catchy line: “Discover your new favourite place!”

Planning sheet:

City/Town name: _____

Places I want to include:

- Beach / Lake: _____
- Mountain / Park: _____
- Museum / Landmark: _____
- Shops / Cafés: _____

Prepositions to use:

next to; in front of; behind; opposite;
between

Grammar structures to use:

- “There is a ___ opposite the ___.”
- “There are ___ behind the ___.”
- “You can visit the ___ next to the ___.”
- “Our city is beautiful. Come visit!”



Draft your sentences here:

Intro

Hi! Our names are _____.

This is our city: _____.

Place 1:

There is _____.

It's _____.

Place 2:

You can visit _____.

It's _____.

Place 3:

My favourite place is _____.

It's _____.

Ending:

Come to _____! You'll love it!

Example script – Esquel Edition

Hi! Our names are Camila and Ezequiel and this is our city: Esquel.

There is a beautiful lake called Lago Futalaufquen. It's near Los Alerces National Park.

You can visit the Old Patagonian Express, a train station that is in front of the museum. My favourite place is the mountain called La Hoya. In winter, you can ski there!

Come to Esquel! It's full of nature and magic.



Unit 2

Abilities and food choices!



Lesson 1: Have you got a pet?

Introducing the topic:

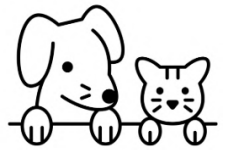


Every pet needs love

Many animals live on the streets. They haven't got a home. They haven't got food or water. Some animals are sick, sad and hungry. This is not good.



Some people help these animals. They work in animal shelters. A shelter is a safe place. Animals in shelters have got food, water, and more importantly, love.



Animals have got feelings too. They need care and love, not mistreatment.

Has your pet got a warm bed? Have you got food for your pet?

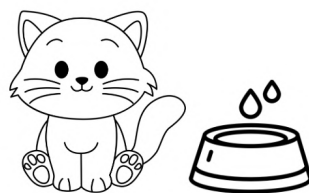
Let's see how to help our animals!

Activity 1. Loved pets have got a house, food, and lots of love. Complete the sentences.

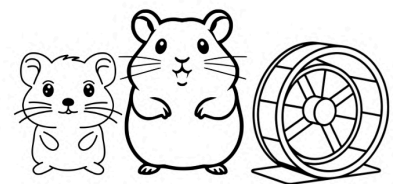
vet care - clean bed - bowl of food - comfortable house/cage - toy - fresh water



1) The puppy has got a _____.



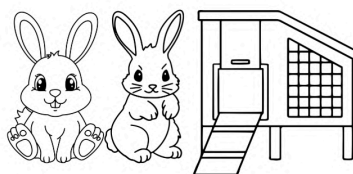
2) The kitten has got _____.



3) The hamsters have got a _____.



4) The dog has got a _____.



5) The rabbits have got a _____.






6) Loved pets have got _____.



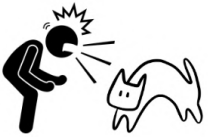
Activity 2. What do our pets need to be happy? Find 6 words and match.




S H E L T E R D
W S P A C E N Y
F A T O Y S Q D
N O T I M E T R
M T O E L O V E
M K X D R B Q L

Activity 3. Are these actions good or bad for animals? Write them in the correct box.

Give water  ; Hit animals  ; Take to the vet  ;

Leave without food  ; Play with them  ; Yell at animals 

Good for pets ✓	Bad for pets X
-----------------	----------------

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

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

Affirmative	Negative	Interrogative (Questions)
<p>I / You / We / They + have got He / She / It + has got</p> <p>Examples:</p> <ul style="list-style-type: none"> • I have got a puppy. • You have got a cat. • They have got a bird. • He has got a cat. • She has got a hamster. • It has got a house. <p>Short forms:</p> <ul style="list-style-type: none"> • I've got a cat. • She's got a cute cat. • They've got a puppy. 	<p>I / You / We / They + haven't got He / She / It + hasn't got</p> <p>Examples:</p> <ul style="list-style-type: none"> • I haven't got a dog. • You haven't got a pet. • They haven't got food. • He hasn't got a puppy. • She hasn't got any birds. • It hasn't got wings. 	<p>Have I / you / we / they got...? Has he / she / it got...?</p> <p>Examples:</p> <p>-Have you got a cat? Yes, I have / No, I haven't</p> <p>-Have they got a new kitten? Yes, they have / No, they haven't</p> <p>-Has he got a pet? Yes, he has / No, he hasn't</p> <p>-Has she got a rabbit? Yes, she has / No, she hasn't</p> <p>-Has it got a tail? Yes, it has / No, it hasn't</p>

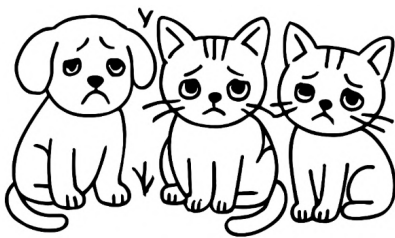
Activity 4. Read and complete with *has got* or *have got*.

Tini is a famous singer from Argentina. One day, she saw a little cat near her house. The cat was dirty and hungry. So she decided to adopt him.

Now, Tini _____¹ a new pet. Her cat's name is Coco. Coco is small and cute. He _____² green eyes and soft fur. Now Coco _____³ a warm bed, food, and toys. Tini and her family _____⁴ other pets too. They _____⁵ many dogs, and two rabbits!



Activity 5. Read and complete with *hasn't got* or *haven't got*.



Street animals are homeless cats and dogs. A dog on the street _____¹ an owner. It _____² a warm bed. Often, the street dog _____³ any food for days. It has got strong legs for walking all the time, but it _____⁴ a home to go to.

The street cats are also alone. They _____⁵ a family, or food or water. Street animals have got a difficult life. They _____⁶ a lot of help. We need to be kind to them.

Activity 6. Read and complete with *has got*, *have got*, *hasn't got*, *haven't got*.

Adopt me please!

My name is Nala. I'm two years old and very friendly.

I _____¹ soft fur and big ears. I love to play.

I _____² a family. I _____³ a bed or toys.

Please come and meet me. I'm waiting for you at the *Happy Tails* shelter.















Activity 7. Look at the chart and answer the questions

Pet	Food	Water	Bed
Bobby (dog)	✓	X	✓
Pepe (parrot)	X	✓	X
Melón (rabbit)	✓	✓	✓




- 1) Has Bobby got water? Yes, he has.
- 2) Has Pepe got a bed? _____
- 3) Have Bobby and Melón got a bed? _____
- 4) Have Pepe and Melón got water? _____
- 5) Has Bobby got food? _____
- 6) Has Melón got food? _____

Activity 8. Use the clues to write sentences. Each emoji = a word.

 = dog;
  = food;
  = bed;
 X = hasn't got; ✓ = has got; ? = has it got


- 1)  ✓  and  = The dog has got food and water.
- 2)  ✓  = The _____
- 3)  ? a toy? = _____
- 4)  and  X a home = The _____
- 5)  ✓ a big cage = The _____

Activity 9. Read the animal rescue report. There are 6 grammar mistakes with **have got / has got**. Find and correct them. Then listen and check.

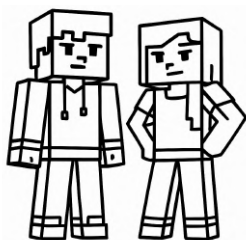
<p>"Safe Paws" Shelter This week, we has got many new animals.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Luna, a small dog, have got a toy and a warm bed. But she hasn't got water. Two kittens has got food, but they hasn't got a bed. </div> <div style="text-align: center;">  Our new rabbit, Fluffy, have got a cage. She have got a happy face! </div> <div style="text-align: center;">  </div> </div>	<p>Write the 6 corrected sentences.</p> <ol style="list-style-type: none"> 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____
--	---

Activity 10. Imagine you're a rescued animal at a shelter. Write your adoption pitch. Use at least 3 things you've got and 2 things you haven't got.

Example:

	<p>Hi! I'm <u>Rocky</u>. I'm a sweet <u>dog</u>. I have got a <u>soft bed</u>, a <u>ball</u>, and a <u>collar</u>. I haven't got a <u>family</u> or a <u>warm house</u>. Please adopt me!</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin-bottom: 5px;"></div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Lesson 2: What can you do?



Introducing the topic: You are a video game character! To level up, you need special skills. Can you run fast? Can you sing or dance? Can you play an instrument or draw cool things?

Each level is a challenge! You can unlock points with your talents... but be careful! If you can't do something, you need a teammate who can! Let's discover your powers, talk about what you can and can't do, and get ready for the final challenge!

🏠 **Level 1 “Action match-up!”** Match the actions to their definitions to level up 🏠.



1) Swim



2) Play the guitar



3) Draw



4) Run fast



5) Cook



6) Sing



7) Play football / rugby / hockey



8) Dance



9) jump high



10) climb walls/trees

a) use your hands to make art

b) move in water

c) move fast with your feet

d) play music using your finger

e) physical activity

f) use your voice for music

g) move rhythmically to music

h) prepare food

i) use your hands and feet to go up something, like a tree or a ladder.

j) push yourself off the ground and go up into the air for a moment.

⇧ **Level 2. “Odd one out”**. Circle the word that is NOT a skill or ability.

1) cook – sing – guitar – swim	2) draw – dance – jump – fast	3) play the guitar – run – high – sing
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⇧ **Level 3. “Scan the facts”**. Read the sentences. Are they True (T) or False (F)?

1) A fish can play the guitar. T / F 2) A chef can cook. T / F 3) You can swim in the sky. T / F 4) People can run fast. T / F 5) Rabbits can ride a horse. T / F	6) You can draw with a ball. T / F 7) Singers can sing. T / F 8) You can play football with your hands. T / F 9) Cats can climb trees. T / F
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Language focus: can / can't

We use **can** to talk about abilities, things we **can do** or **can't do**.

Affirmative	Negative	Interrogative
I, you, he, she, it, we, they + can	I, you, he, she, it, we, they + can't (= cannot)	Can + I, you, he, she, it, we, you, they + base verb?
Examples: I can run fast. You can sing. He can ride a bike. She can dance. It can jump high. We can draw. They can play football.	Examples: I can't swim. You can't drive. He can't cook. She can't draw. It can't dance. We can't fly. They can't skate.	Examples: Can you swim? Yes, I can / No, I can't Can he play the piano? Yes, he can / No, he can't Can she ride a horse? Yes, she can / No, she can't Can it climb? Yes, it can / No, it can't Can we draw? Yes, we can / No, we can't Can they dance? Yes, they can / No, they can't

Take note!

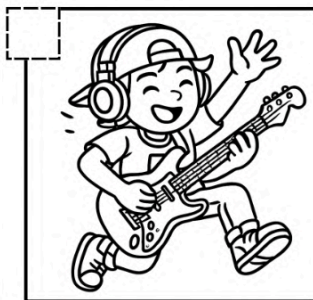
And	But
<p>We use “and” to join similar ideas or add more information.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I like cats and dogs. • She is happy and kind. • We can run and jump. 	<p>We use “but” to show contrast (a difference between two ideas).</p> <p>Examples:</p> <ul style="list-style-type: none"> • I like ice cream, but I don't like cake. • He is short, but he is strong. • She can swim, but she can't dive.

⬆ **Level 4. “Ability puzzle”.** Read the profiles of video game players and match their abilities to unlock your next quest.

Players:



AquaChef



RockStarMax



ShadowNinja



JungleRunner

Abilities:

- 1) I can jump, run, and swim, but I can't fly.
- 2) I can cook and sing, but I can't climb.
- 3) I can play the guitar and dance, but I can't swim.
- 4) I can't cook or sing, but I can fight monsters!

⬆ **Level 5 “Character traits!”** Complete the sentences with **can** or **can't**.

- 1) Iron Man is a genius. He _____ (fly) with his suit.
- 2) Black Widow is strong and smart. She _____ (fight).
- 3) Hulk and Thor are powerful. They _____ and _____ (run / jump) super high.
- 4) Wonder Woman is brave and kind. She _____ (use) her magic lasso and _____ (fly) fast.
- 5) Spider-Man _____ (climb) walls, but he _____ (swim) very well.
- 6) I'm like Captain America! I _____ (help) my friends and _____ (play) fair, but I _____ (fly).
- 7) Batman is smart and rich. He _____ (drive) the Batmobile, but he _____ (see) in the dark.

👉 **Level 6 “Power-up dialogue challenge”.** 🎧 Listen and complete the dialogue using *can* or *can't* and the correct verb.

run - climb - swim - do - fly - jump - fight

Leo: Hey, Mía! _____ you join our team for Level 7?
Mía: Sure! What _____ you _____, Leo?
Leo: I _____ _____ monsters and _____ _____ trees. What about you?
Mía: I _____ _____ high, but I _____ _____. Can you fly?
Leo: No, I _____. But Max can fly, he's got the magic boots!
Mía: Cool! _____ he _____ too?
Leo: No, he _____, but he _____ _____ super fast.
Mía: Great! Can I help in the water challenge?
Leo: Of course! You're perfect for that. Together we _____ win this level!

👉 **Level 7 “What’s your super skill?”.** Find out your secret power!

- 1) Can you run fast or jump high? _____
- 2) Can you remember many details? _____
- 3) Can you make people laugh? _____
- 4) Can you fix things or solve problems quickly? _____
- 5) Can you sing, play, or draw creatively? _____

<p>If you answered “YES” to...</p> <ul style="list-style-type: none"> ● 1–2 → You're The Athlete! You can run and jump like a superhero. ● 3–4 → You're The Genius! You can think fast and solve problems. ● 5 → You're The Artist! You can create amazing things. 	<p>Now write about your super skill!</p> <p>Example: “I'm The Artist. I can <u>draw and paint</u>, but I <u>can't run fast</u>.”</p> <p>_____</p> <p>_____</p>
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👉 **Level 8 “Writing challenge”:** You are a new character in the video game world! Write a short profile to introduce yourself to the team.


Include: **a)** Your character's name and role; **b)** 3 things you can do; **c)** 2 things you can't do; **d)** At least one sentence using "and" and one "but"

<p>Example: Hi! I'm <u>Blaze</u>, a <u>sky racer</u>. I can <u>fly fast</u> and <u>jump high</u>. I can also <u>run fast</u>. But I can't <u>swim</u> or <u>talk to animals</u>. Let's win the game.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Final Level. EA Sports FC 25 – Game Day!

Welcome, player! You are in EA Sports FC 25. You are fast. You can run and score goals. You can't use your hands
It's game day. Your team is ready. You are the captain. The referee blows the whistle. Let's go!

<p>Challenge 1: True or False?</p> <p>1) You can score goals. _____</p> <p>2) You can use your hands. _____</p> <p>3) You are the captain. _____</p>	<p>Challenge 2: Choose.</p> <p>1) Who blows the whistle?</p> <p>a) The coach</p> <p>b) The captain</p> <p>c) The referee</p> 
<p>Challenge 3: Choose your team!</p> <p>You have 3 players. Read their skills. Then complete the sentences using can / can't.</p> <ul style="list-style-type: none"> • Player 1 – Leo: ✓ shoot; ✓ talk to the team; X run fast • Player 2 – Sam: ✓ kick the ball; X pass; X sing • Player 3 – Mia: ✓ run fast; ✓ draw; X play football <p>Now write:</p> <p>1) Leo can _____ and _____ but he can't _____.</p> <p>2) Sam can _____ but he can't _____.</p> <p>3) Mia can _____ and _____ but she can't _____.</p>	<p>Challenge 4: Rules</p> <p>Some new players are joining the game, but they don't know what they can and can't do in the game. Write 4 rules using can and can't.</p> <p>Example:</p> <p>– You can run fast.</p> <p>– You can't touch the ball with your hands.</p> <p>1) You can _____.</p> <p>2) You can _____.</p> <p>3) You can't _____.</p> <p>4) You can't _____.</p> <p>Bonus questions:</p> <p>1) Can players touch the ball with their hands? _____</p> <p>2) Can players run? _____</p> <p>3) Can the referee score a goal? _____</p>
<p>Challenge 5: Gamer profile builder</p> <p>You need a new player for your team. Choose 3 abilities your player can do and 2 things they can't do.</p> <p>Use these ideas: run fast; jump; dance; sing; score goals; cook; pass the ball; swim</p>	<p>Now write:</p> <p>1) The player can _____.</p> <p>2) The player can _____.</p> <p>3) The player can _____.</p> <p>4) But the player can't _____.</p> <p>5) And the player can't _____.</p> <p>Bonus question:</p> <p>6) Can the winner dance? _____</p>
<p>Final Challenge: The game has started! Circle all the actions (e.g. score, pass, etc.)</p> <p>You run with the ball. Pass! Kick! Oh no! a defender is near! You jump and... GOAL!</p> <p>The fans are happy. You do your victory dance!</p>	

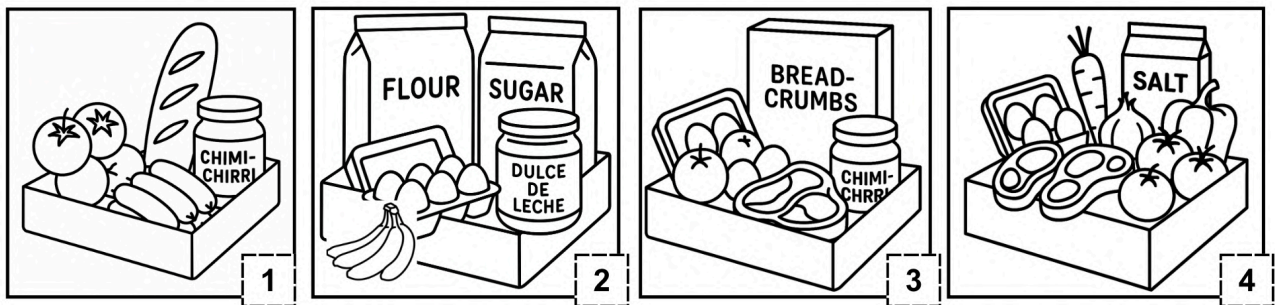
Lesson 3: Cook it up!









Introducing the topic: Welcome to *Master Chef, Teen Edition!*






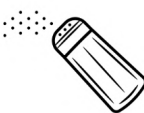



Today, four chefs, Amelia, Oscar, Luciana, Tiziano, open their mystery boxes. Each box has got some surprising ingredients. They can use the ingredients to make a fun dish. But wait... there's a problem! Some boxes haven't got everything they need. What can they cook? They need to be creative. Let's join the kitchen fun and help the chefs complete their challenges!

- **Box 1:** There are some tomatoes, some sausages, a bottle of chimichurri, and some bread. There isn't any ham.
- **Box 2:** There isn't any milk, but there are some eggs; there is some flour, sugar and there is a jar of dulce de leche. There are also some bananas.
- **Box 3:** There is some beef, but there isn't any salt. There is a box of breadcrumbs and some eggs.
- **Box 4:** There is some lamb. There are some tomatoes and carrots. There is a packet of salt, but there isn't any oil.



Challenge 1. Below are some of the ingredients from the mystery boxes + some other food items. Unscramble the words.

 1) eceshe _____	 2) daerb _____	 3) gesasau _____
 4) surag _____	 5) ulorf _____	 6) klim _____

 7) gge _____	 8) ecri _____	 9) matoto _____
 10) blam _____	 11) ckenchi _____	 12) tals _____
 13) febe _____	 14) rrocat _____	 15) niono _____

Challenge 2. Look at Challenge 1. Write what dish each chef can cook with their ingredients.

~~banana pancakes~~ - lamb sandwich - milanesas - choripán

Example: Luciana has got Box 3: She can make banana pancakes with dulce de leche.

- 1) Amelia has got Box 1: _____
- 2) Oscar has got Box 2: _____
- 3) Tiziano has got Box 4: _____

Challenge 3. Look at the list of ingredients from the mystery boxes (Challenge 1). Categorize them below. Add one more idea of your own to each category.

Vegetable	Grains and baked goods	Dairy and eggs	Meat
Your idea: (e.g. pepper)	Your idea: (e.g. oat)	Your idea: (e.g. butter)	Your idea: (e.g. pork)



Language focus: Countable and Uncountable nouns

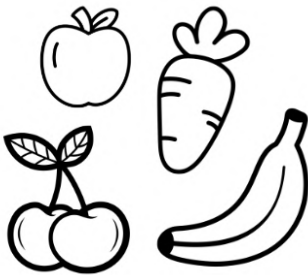
Talking about things you can and can't count.

Countable nouns:

- Things we can count.
- They can be singular and plural.
- We can use **a / an / some / any**.

Examples:

- There is **a** banana.
- There is **an** apple.
- I have got **some** bananas, but I haven't got **any** strawberries.



Uncountable nouns:

- Things we can't count.
- They can't be plural. We don't say ~~1 milk, 2 milks!~~
- We can use **some / any**

Examples:

- There is **some** milk.
- We haven't got **any** juice/



Substances: water, milk, oil, soup, coffee.

Abstract concepts: beauty, anger, love, information.

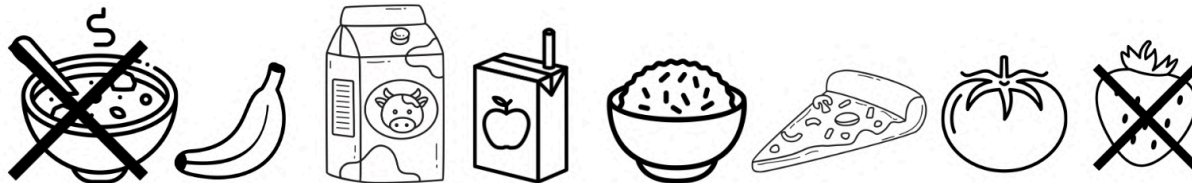
Materials: wood, metal, paper, plastic.

Other: furniture, traffic, homework.

Determiners

Word	Use with	Countable or Uncountable?	Sentence example
a	Singular nouns (consonant sound)	Countable	I have got a carrot.
an	Singular nouns (vowel sound)	Countable	There is an apple.
some	Positive sentences	Both	We have got some apples. There is some water.
any	Negative / Questions	Both	I haven't got any juice. Are there any bananas?

Challenge 4. Countable or Uncountable? Classify the ingredients.



Countable	Uncountable
Strawberry,	Soup,

Challenge 5. Read the fridge inventory. Complete with *a, an, some, any*. Then indicate if the ingredient is C (countable) or U (uncountable).

- 1) There is a tomato on the shelf. C
- 2) There are eggs in the fridge.
- 3) We haven't got milk.
- 4) We need orange for our smoothie.
- 5) There isn't bread left.
- 6) Let's buy cherries for dessert.
- 7) Have we got butter?
- 8) I want chocolate, please.
- 9) There is garlic in the drawer.
- 10) We need cheese for the pizza.



Challenge 6. Read each chef's shopping list and complete the sentences using **some, a, an** or **any**. Then, explain what ingredient(s) each chef is missing to complete their dish.

Example: Chef Luciana wants to bake a **cake**. She has got **some** flour and **an** egg, but she hasn't got **any** sugar. She can't prepare a **cake** without **sugar**.

- 1) Chef Oscar wants to make a **ham sandwich**. He has got bread, tomato and cheese. But he hasn't got ham.
He can't prepare a without .
- 2) Chef Amelia wants to cook **spaghetti**. She has got pasta and oil, but she hasn't got salt.
She can't prepare without .
- 3) Chef Tiziano wants to make **raspberry ice cream**. He has got raspberries, milk and egg. But he hasn't got sugar.
He can't prepare without .

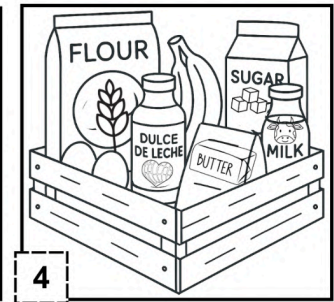
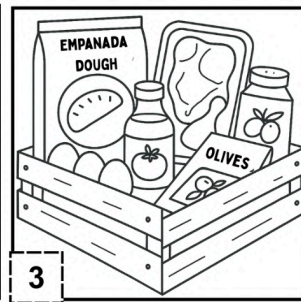
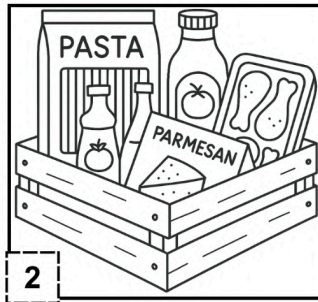
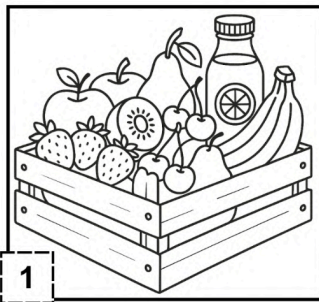


Language focus: How many...?, How much...?

Asking about quantities.

How many...?	How much...?
<p>We use how many for things we can count:</p> <ul style="list-style-type: none"> • How many strawberries are there? • How many tomatoes are there? • How many portions of chicken are there? 	<p>We use how much for things we cannot count:</p> <ul style="list-style-type: none"> • How much juice is there? • How much bread is there? • How much sugar is there?

Challenge 7. There are new mystery boxes! Look at the four boxes and complete the questions using **how much** or **how many**. Then answer the questions.



<p>Box 1</p> <p>Q: How many bananas are there?</p> <p>A: There are two bananas.</p> <p>1) _____ apples are there?</p> <p>There are _____</p> <p>2) _____ milk is there?</p> <p>There is one bottle of _____</p> <p>Box 2</p> <p>3) _____ pasta is there?</p> <p>There is one package of _____</p> <p>4) _____ cheese is there?</p> <p>There is one bag of parmesan _____</p> <p>_____</p>	<p>Box 3</p> <p>5) _____ eggs are there?</p> <p>There are _____.</p> <p>6) _____ bottles of tomato sauce are there?</p> <p>_____.</p> <p>Box 4</p> <p>7) _____ dulce de leche is there?</p> <p>There is one jar of _____</p> <p>8) _____ bananas and eggs are there?</p> <p>_____.</p>
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Fun Food Fact!


Do you know how many small seeds are on one strawberry?
There are about 200 small seeds on just one strawberry!


Final Challenge: What can you make? Choose one of the boxes (in challenge 7) and write a short recipe idea using the ingredients. Use at least 4 items from the box and include **some, a, an, any** in your description.


Example of the instructions: I choose **Box 4**. I can make **pancakes!** There is **some flour, a banana, some sugar and some milk**. There isn't **any chocolate**, but I can use **dulce de leche!**


Your turn!

 **Box #** _____

 **Dish:** _____

 **Ingredients:** _____

 **Instructions:** _____

 **Challenge Time: The Mystery Basket**



It's Saturday afternoon, and the *Master Chef Teen Edition* kitchen is full of energy.

The contestants open their mystery boxes and see different ingredients. They have to complete the mini challenges to win extra points.



Challenge 1: The Missing Ingredients

Each chef must check if they have got all the ingredients for their recipe.

Read the list and complete the sentences with **a**, **an**, **some** or **any**. Then write **C** (countable) or **U** (uncountable).

Ingredients:

- 1 tomato ✓
- 1 onion ✓
- sugar ✓
- eggs ✓
- cheese X
- milk X

Sentences

- 1) We have got ___a___ tomato. ___C___
- 2) We have got _____ onion. _____
- 3) There is _____ sugar in the basket. _____
- 4) We haven't got _____ milk. _____
- 5) We have got _____ eggs. _____
- 6) There isn't _____ cheese.

Challenge 2: True or False?

Chef Luciana tells the other chefs about her box:

"There's some bread. There are some strawberries. There's a banana, but there aren't any oranges. I have got some butter, but I haven't got any milk".

Write T (true) or F (false).

- 1) There is a banana. _____
- 2) There are some oranges. _____
- 3) There's some butter. _____
- 4) There isn't any milk. _____
- 5) There are some strawberries. _____

Challenge 3: Fix the recipe!

This cake recipe is wrong! Change the words in **bold** to make the sentences correct. Use **a/an**, **some**, **any**.

Example:

We need **an**-sugar: We need **some** sugar.

- 1) We need **a** egg.

- 2) Please add **an** milk.

- 3) Have we got **a** flour?

- 4) I need **an** cherry for the decoration.

Challenge 4: Shopping Time

Chef Oscar sends his helpers to the shop. Complete the questions with *How much* or *How many*.

- 1) _____ eggs have we got?
- 2) _____ sugar is there?
- 3) _____ cherries are there ?
- 4) _____ milk is in the fridge?
- 5) _____ tomatoes have we got?

The Final Recipe Card

Write a short recipe for the final round.

Include:

- Ingredient list (4 items, quantifier).
- 2 True sentences and 1 false sentence
- 1 "missing ingredient" sentence using a negative form.

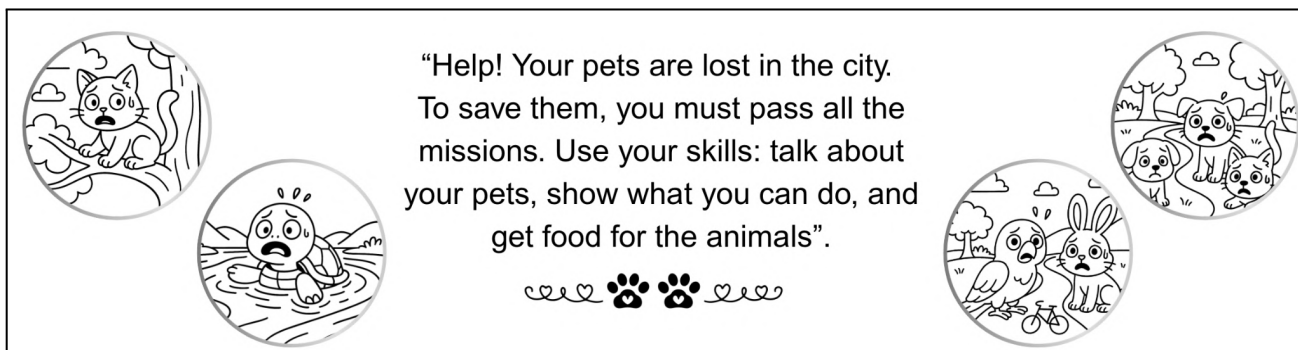
Example:

Ingredients: some rice, a carrot, an egg, some sugar

- There is an egg. There are some apples.
- There is some rice.
- There isn't any cheese.

Unit 2 Review

Four friends, Amelia, Oscar, Luciana, and Tiziano, are part of the *Rescue Team*. Today, they receive an urgent message:



Grab your notebook, team up, and complete all the challenges to rescue the pets!

Before you start, read the team badges:

- Amelia climbs trees, walls.
- Oscar loves swimming.
- Luciana rides a bike to every rescue.
- Tiziano runs fast.

Challenge 1: The Pet Files

The team finds a box with information about the lost pets. Some files are incomplete.

Complete using **have got / has got** or **haven't got / hasn't got**.

- 1) Luciana _____ a small white rabbit.
- 2) Amelia _____ one cat, but she _____ any fish.
- 3) _____ Oscar _____ a turtle? Yes, he has!
- 4) Tiziano's parrot is special. It _____ red and blue feathers.
- 5) They _____ three dogs, but they _____ a hamster.

Challenge 2: Ability Test - Part A

The team has to prove their skills to find the pets.

Complete the sentences using **can** or **can't**.

Rescuers:

Amelia: climb trees ✓; swim X

Oscar: swim fast ✓; run fast X

Luciana: ride a bike ✓; carry heavy things X

Tiziano: run fast ✓; use a map X

- 1) Amelia _____ climb trees, but she _____ swim.
- 2) Oscar _____ swim fast, but he _____ run fast.
- 3) Luciana _____ ride a bike, but she _____ carry heavy things.
- 4) Tiziano _____ run fast, but he _____ use a map.

<p>Challenge 3: Ability Test - Part B</p> <p>The pets are trapped in different places. You can only save them if you choose the correct rescuer (look at Challenge 2) according to their abilities.</p> <p>Situations:</p> <p>1) The turtle is in the middle of the river. Who can save it? _____</p> <p>2) The cat is in a tree. Who can save it? _____</p> <p>3) The parrot and the rabbit are in the middle of the bike path. Who can save them? _____</p> <p>4) The dogs are lost in the park. Who can save them? _____</p>	<p>Challenge 4: The Food Box</p> <p>The pets are hungry! Check each food box and write what there is/there isn't or there are/there aren't, using a, an, some, any.</p> <p>Box A: water ✓; apples ✓; milk X Box B: bread ✓; bananas ✓; rice X Box C: carrots ✓; cookies ✓; lettuce X</p> <p>Example: Box A: <u>There is some water. There are some apples. There isn't any milk.</u></p> <p>Box B: _____</p> <p>Box C: _____</p>
<p>Challenge 5: 🎧 Radio Transmission</p> <p>The rescue base sends you a radio message about the supplies you need. Listen and complete the sentences.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>bread - carrots - water - lettuce - rice - milk -</p> </div> <p>1) There is some _____ in the fridge. 2) There isn't any _____. 3) We have got some _____ but we haven't got any _____. 4) There are some _____ but there isn't any _____.</p>	<p>Challenge 6: How Much? How Many?</p> <p>You are at the rescue market. Write questions using How much or How many to ask for the things you need.</p> <p>Example, milk: <u>How much milk is there?</u></p> <p>1) meat _____ 2) eggs _____ 3) milk _____ 4) cheese _____ 5) bread _____</p>

Final Mission: The Rescue Report

The rescue is almost over! You need to write the final rescue report for the city newspaper. Use the information below to tell everyone about the animals, the rescuers, and the food.

Instructions: Write 4-5 sentences using *have got, can/can't, there is/there are*. Include:

- What pets each rescuer has got
- What each rescuer can do
- What food there is/there isn't
- A final message.

Example: We are the *Teen Rescue Team*. **Amelia** has got **one cat**. She can **climb trees** but she **can't swim**. In Box **A**, there **is some milk** and **some apples**, but there **isn't any water**. The **cat** is safe!

Unit 2 Project

Project: "Super Teen Magazine!"

Objective: Create a magazine to promote teen stuff.

Instructions:

- 1) Work in groups.
- 2) Design a magazine:
3 main sections, + 1 fun extra section of your choice (for example: a maze, mini quiz, crossword, word search, recommendation, etc.).
- 3) You can choose to:
Make it on paper (with drawings, photos, collage, decorations, etc.)
Make it digital (using Canva, Google Slides, Genially, etc.).
You can use AI tools to create pictures of pets, talents, and food.

Section 1	Section 2	Section 3
<p style="text-align: center;">Pet Stars</p> <p>Find out about a famous animal. It can be real, from a movie, from TikTok, etc.</p> <p>Include:</p> <ul style="list-style-type: none"> ● Why is it famous? ● Description using has got / hasn't got. ● Add at least 1 question and answer with have/has got <p>Example "Pet of the year: Jiffpom"</p> <p>"Our Pet of the Year is Jiffpom, a Pomeranian dog from the USA. Jiffpom is famous because he can walk on his front and back legs and is a social media star with millions of followers. He has got fluffy brown fur</p>	<p style="text-align: center;">Super Talents: Mini Interview</p> <p>Choose a celebrity (it can be a singer, athlete, influencer, or a famous pet) and write a short interview about what they can or can't do.</p> <p>Include:</p> <ul style="list-style-type: none"> ● The use of can in affirmative, negative, and question forms. <p>Example: An Interview with Jiffpom</p> <p>Interviewer: Can you run fast? Jiffpom: Yes, I can. I can run very fast!</p> <p>Interviewer: Can you dance? Jiffpom: Yes, I can dance in videos.</p>	<p style="text-align: center;">Cook it up!</p> <p>List the ingredients for a recipe (it can be for humans or for your "Pet Star").</p> <p>Include:</p> <ul style="list-style-type: none"> ● An ingredients list (use a/an, some, any) ● Questions and answers with How much / How many ● Picture of the dish. <p>Example: Special Pet Cookies</p> <p>Ingredients: some flour an egg some milk some honey some sugar (optional)</p> <p>How much milk do we need? We need one cup of</p>

<p>and big dark eyes. He has got small ears and a tiny nose. He hasn't got a long tail.</p> <p>Has he got a lot of fans? Yes, he has!</p> <p>Has he got blue eyes? No, he hasn't."</p>	<p>Interviewer: Can you sing?</p> <p>Jiffpom: No, I can't sing, but I can pose for photos.</p>	<p>milk.</p> <p>How many eggs do we need? We need two eggs.</p>
--	--	---

Design Tips

- Use big, colourful titles.
- Add photos, drawings, stickers, or AI-generated images.
- Use speech bubbles for interviews.
- Mix text and images so it's not "too heavy" to read.

Suggested structure:

<p>1) Cover Page</p> <ul style="list-style-type: none"> • Title: "...." • Photo / drawing • 3 a 4 headlines about the contents of the magazine. 	<p>2) Section 1: Pet Stars</p> <ul style="list-style-type: none"> • Section title. • A text box for a pet description (5-6 sentences using has got / hasn't got and questions with have/has). • A "Pet Profile" box with the following information: Name; Age ; Colour; Favourite toy • Photo, drawing, or AI-generated image. 	<p>3) Section 2: Super Talents</p> <ul style="list-style-type: none"> • Section title. • A text box (5-6 sentences using can/can't in affirmative, negative, and question forms). • A space for an image.
<p>4) Section 3: Cook it up!</p> <ul style="list-style-type: none"> • Section title. • Ingredient list (using a/an, some, any). • How much / How many questions with answers included. • Photo or drawing of the dish 	<p>5) Extra Section:</p> <ul style="list-style-type: none"> • Title • Space for the fun section 	<p>6) Credits & Team Roles</p> <p>A space to write the names of the team members and their roles (writer, designer, grammar checker, image finder, etc.)</p>



Unit 3 Everyday life



Lesson 1: Routine time!

Introducing the topic: A day in the life of two influencers.

Fun Days with Lyna



My name is Lyna, and I am a YouTuber and gamer. This is my routine. In the morning, I **get up** and **have breakfast** with my husband, Dani. Then, I **check my YouTube channel** and **read comments** from my fans.

At noon, I **play** online games: Minecraft or Roblox. I also **record** new videos.

In the afternoon, I **edit** my videos and **talk with** my friends online.

In the evening, I **have dinner** and **watch** some funny videos.

At night, I **plan** new ideas for my channel. I love making videos!

Game Days with Spreen



My name is Spreen, and I am a streamer and gamer.

In the morning, I **get up** late and **have breakfast**. Then, I **check** my messages and **read** news about games.

At noon, I **plan** my live shows and **talk with** my team.

In the afternoon, I **play games** and **stream** on Twitch.

In the evening, I **relax**, **read** the chat, and **talk** with my fans.

At night, I **play** with my friends or **watch** funny videos.

Activity 1: Complete the sentences about Lyna and Spreen's routine using the phrases.

at noon - in the morning - in the afternoon - in the evening - at night












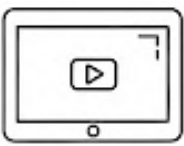
- 1) Lyna and Spreen have breakfast _____
- 2) Spreen streams on Twitch _____
- 3) Lyna watches funny videos _____
- 4) Spreen plays with his friends. _____
- 5) Lyna records new videos _____

Activity 2. Complete the sentences about you.

- 1) Spreen plays online games at night. I play games _____.
- 2) Lyna watches videos in the evening. I watch videos _____.

Activity 3. Match the words to the images. Write down the daily routine actions.

check messages - do homework - get up - go to school - have breakfast - have dinner - have lunch - listen to music - play video games - have a shower - take photos - watch videos

 1 (in the morning)	 2 (at noon)	 3 (in the evening)
4 	5 	6 
7 	8 	9 
10 	11 	12 

1 _____	5 _____	9 _____
2 _____	6 _____	10 _____
3 _____	7 _____	11 _____
4 _____	8 _____	12 _____

Activity 4. Match each item to complete the sentences describing a personal routine.

1) I have lunch...	<input type="checkbox"/> ...in the morning.
2) After dinner, I chat on the phone...	<input type="checkbox"/> ...at night.
3) I have dinner with my family...	<input type="checkbox"/> ...in the evenings.
4) I get up early...	<input type="checkbox"/> ...at noon.



Language focus: Parts of the day and prepositions of time (in - on - at)

- We use different time expressions for each part of a day.

in the morning (6 to 12 am)	at noon (12 am)	in the afternoon (12 to 6 pm)	in the evening (6 to 10 pm)	at night (after 10 pm)
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- We use the prepositions **in**, **on**, and **at** to express when something happens.

in	on	at
Months, years, seasons, and parts of the day. Examples: <ul style="list-style-type: none"> • I go to the beach in January. • I drink <i>mates</i> in the afternoon. • I was born in 2013. 	Days and dates. Examples <ul style="list-style-type: none"> • I have English classes on Mondays. • My birthday is on 4th September. 	Time: Examples <ul style="list-style-type: none"> • I get up at 7 o'clock. • I go to school at 1:30. "Night" and "noon": <ul style="list-style-type: none"> • I have lunch at noon. • I go to bed at night.

Activity 5. Circle the correct preposition.

- | | |
|--|--|
| 1) I get up on / at 7:00 a.m. | 6) They have dinner in / at night. |
| 2) We have lunch in / at the afternoon. | 7) He has a shower in / on the morning. |
| 3) She watches movies on / in Sunday. | 8) I visit my grandma on / in summer. |
| 4) We go shopping at / on Friday. | 9) Classes start on / in March. |
| 5) I watch reels at / in noon. | 10) We play football on / in the evening. |

Activity 6. Complete using **in, on, at**.

- | | |
|--|---|
| 1) She has a big party ____ Saturday. | 6) I go to bed ____ 10:00 p.m. |
| 2) My friends and I chat ____ the evening. | 7) I have English classes ____ Fridays. |
| 3) I have lunch ____ noon. | 8) He has dinner ____ 9:00 p.m. |
| 4) He goes to the gym ____ the afternoon. | 9) We go to school ____ the morning. |
| 5) We watch funny videos ____ night. | 10) They play football ____ weekdays. |

Just for fun! Riddle time

- The stars are out, the moon is high. You close your eyes and say goodbye.
When is it? _____
- I rise with the sun, I'm fresh and new. You eat your toast and say "How do you do?"
When is it? _____



Language focus: Simple present, affirmative form

We use the simple present form to talk about habits, general truths, fixed arrangements, or permanent situations.

<p>I / You / We / They Examples:</p> <ul style="list-style-type: none"> • I get up at 6 a.m. • You go to school in the afternoon. • We have lunch at noon. They play video games at night. 	<p>He / She / It (third person singular) Examples:</p> <ul style="list-style-type: none"> • She gets up at 6 a.m. • He goes to school in the morning. • She has lunch at noon. • He does homework in the afternoon.
--	--

Spelling rules for the third person singular.

<ul style="list-style-type: none"> • Add S to the end of the verb in the 3rd person singular form (He, She, It). <p>Example: get = He gets up at 7 a.m.</p>	<ul style="list-style-type: none"> • Verbs ending in a “consonant + Y”, remove the Y and add IES. <p>Example: study = He studies at noon.</p>
<ul style="list-style-type: none"> • Verbs ending in SS, CH, SH, Z, X, O, add ES. <p>Example: watch = She watches TV in the evening. do = He does his homework at noon.</p>	<ul style="list-style-type: none"> • Verb “HAVE” changes into “HAS”. <p>Example: have = She has dinner with her family.</p>
<ul style="list-style-type: none"> • Verb “BE” changes into “AM / IS / ARE” <p>Example:</p> <p style="text-align: center;">I am a student. She is a photographer. They are artists.</p>	

Activity 7. Circle the correct form of the verb.

- | | |
|---|--|
| 1) I check / checks my IG in the morning. | 7) My parents go / goes to work at 7:30 a.m. |
| 2) She listen / listens to music at night. | 8) My cousin go / goes to school in the afternoon. |
| 3) They get / gets up at 7a.m. | 9) My friends play / plays video games on Sundays. |
| 4) It sleep / sleeps on the sofa. | 10) My grandparents has / have lunch with my brother. |
| 5) My sister has / have a shower in the evening. | |
| 6) My brother finish / finishes classes at 6:00 p.m. | |

Activity 8: Complete with the verbs in parentheses.

- | | |
|--|---|
| 1) Some influencers _____ (check) their phones in the morning. | 6) I _____ (watch) videos online in my free time. |
| 2) Lina _____ (have) breakfast with her husband. | 7) My friend _____ (have) pizza for lunch. |
| 3) Sreen _____ (play) games in the afternoon. | 8) We _____ (play) video games at the weekends. |
| 4) She _____ (check) IG messages in the morning. | 9) He _____ (do) his homework after school. |
| 5) Sreen _____ (watch) funny videos at night. | 10) My grandparents and I _____ (have) dinner together. |

Activity 9. Complete with the correct verb from the box. Use the simple present affirmative.

do homework – watch reels - have a shower – play video games –
listen to music – have dinner

- 1) At 8 p.m., I _____ with my family in the dining room.
- 2) After football practice, Martín _____.
- 3) Sreen _____ on the PlayStation with his cousin every Saturday.
- 4) Every afternoon, we _____ on Spotify.
- 5) The students _____ after classes.
- 6) They _____ on Tik Tok at night.

Activity 10. Match the character to their daily action. Then, write sentences using the simple present tense.

Character	Action
1) Lucía (student)	a) play video games
2) Tomás (chef)	b) listen to music
3) Sofía (photographer)	c) do homework
4) Leo (gamer)	d) take photos
5) Carla (musician)	e) prepare food

Example: Lucía is a student. She does homework.

- 1) Tomás _____.
- 2) Sofía _____.
- 3) Leo _____.
- 4) Carla _____.

Activity 11. Each sentence has one mistake. Rewrite them correctly.

- 1) Lyna read comments in the morning. _____
- 2) Spreen plan live shows at noon. _____
- 3) They watches funny videos. _____
- 4) I checks my phones in the morning. _____
- 5) My friends plays video games on Fridays. _____
- 6) Lyna and Spreen edits their videos at night. _____

Activity 12. Challenge: Life as an influencer.

a) Read about Alex, a teen fitness influencer. Tick the activities he does every day. Do you do similar activities? Which ones?

"Hi everyone! My life as an influencer is busy. I always wake up early, at 6:00 AM. I get up and immediately stretch for ten minutes. Then, I take a shower and get dressed. I never skip a healthy meal, so I have breakfast with my family. Before I start filming my videos, I go for a run in the park and drink plenty of water. In the evening, I go to bed early to have energy for the next day!"

<input type="checkbox"/> Go to the gym	<input type="checkbox"/> Wake up early	<input type="checkbox"/> Eat healthy food	<input type="checkbox"/> Get dressed	
<input type="checkbox"/> Go for a walk	<input type="checkbox"/> Stretch	<input type="checkbox"/> Go to bed early	<input type="checkbox"/> Do push-ups	<input type="checkbox"/> Have breakfast
<input type="checkbox"/> Jump rope	<input type="checkbox"/> Go for a run	<input type="checkbox"/> Drink water	<input type="checkbox"/> Take a shower	<input type="checkbox"/> Get up

b) Make a list ordering the things you do every day. Include at least seven daily activities you do. Then, compare with a partner. Are your daily activities similar or different to your classmate's?

c) Read the text and complete the sentences.

<p>#FoodieInChubut Hi everyone! 🙌 I'm (Corinto-Cookies) your local food lover here in (Comodoro!) On weekdays, I get up at 7 a.m. and have a quick breakfast. At noon, I visit a local restaurant to try a new dish! In the afternoon, I take photos and videos of the delicious food. In the evenings, I edit my posts and share my recommendations. At the weekends, I love cooking for my family and friends! Follow me for more tasty tips! 😊</p>
--

- 1) Corinto-Cookies gets up _____
- 2) He visits a local _____ at noon
- 3) He takes _____ and videos.
- 4) He edits his _____
- 5) He loves _____

d) Pretend you are an influencer. Write a short text (4 or 6 sentences) describing your daily routine (use the text in C to help you)

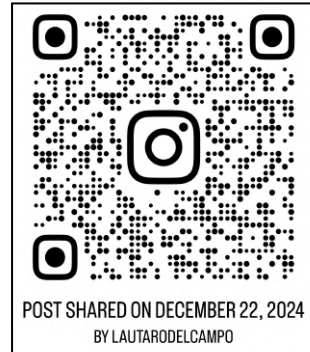


Listening: A day in the life of a streamer!

Activity 1. Before you listen: Answer the questions.



- 1) Who is he?
- 2) What does he do?
- 3) What kind of content does he stream?
- 4) What time do you think he goes to sleep?



POST SHARED ON DECEMBER 22, 2024
BY LAUTARODELCAMPO

Activity 2. Match the words (1–5) to their correct meaning (A–E).



1) streamer



2) fans



3) live stream



4) football



5) jokes

a) People who watch and like someone a lot.

b) Funny stories or comments that make people laugh.

c) A person who plays or talks online while many people watch.

d) A video shown in real time on the internet.

e) A popular sport with a ball and two goals.

Activity 3. While you listen: Complete with the correct form of the verb. Then listen and check.

La Cobra _____ (be)¹ a famous streamer from Argentina. His real name is Lautaro del Campo, but online, everyone calls him “La Cobra”. He _____ (get)² up at 11:00 in the morning. Then, he _____ (have)³ breakfast: a big cup of coffee and some toast. After breakfast, he _____ (check)⁴ his phone and answers some messages. Then he turns on his computer.

In the afternoon, La Cobra _____ (watch)⁵ football videos and prepares his stream. He usually eats pizza or empanadas while he prepares his stream!

At 10:30, La Cobra starts his live stream on Twitch. He _____ (talk)⁶ with fans, reacts to football matches, and _____ (play)⁷ games. He finishes at 3:00 or 4:00 in the morning! He _____ (go)⁸ to bed very late, sometimes at 4 or 5 a.m.

On weekends, he sometimes travels or meets other streamers. On Sundays, he rests and _____ (watch)⁹ Boca Juniors play.

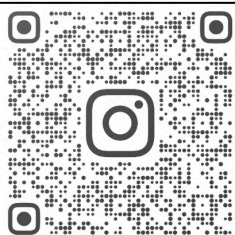
La Cobra _____ (love)¹⁰ football, jokes, and talking with people online. He says: “*Así está la Cobra, chicos!*”

Activity 4. After listening: Complete La Cobra's profile

<p>Basic Info</p> <p>Real Name: _____</p> <p>Online Name: _____</p> <p>Country: _____</p> <p>Famous for: _____</p>	<p>Fun Facts</p> <p>He loves: _____</p> <p>On weekends, he: _____</p> <p>Catchphrase: _____</p>
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Activity 5. Do the following activities based on La Cobra's routine.

<p>1) Write T (true), F (false) or DS (it doesn't say).</p> <p>a) La Cobra's real name is Lautaro. _____</p> <p>b) He wakes up at 7:00 in the morning. _____</p> <p>c) He finishes streaming at 10:30 _____</p> <p>d) On Saturdays, he goes to the cinema _____</p>	<p>2) Number the actions in the correct order according to the text.</p> <p>a) He talks with fans. _____</p> <p>b) He has breakfast. <u>1</u></p> <p>c) He meets other streamers. _____</p> <p>d) He prepares his stream. _____</p> <p>e) He finishes at 3:00 or 4:00 in the morning. _____</p>										
<p>3) Match the activity to the correct time.</p> <table style="width: 100%;"> <tr> <td>Starts his stream</td> <td>a) 11:00 a.m.</td> </tr> <tr> <td>Gets up</td> <td>b) 10:30 p.m.</td> </tr> <tr> <td>Watches Boca Juniors</td> <td>c) During stream</td> </tr> <tr> <td>Talks with fans</td> <td>d) Weekend</td> </tr> <tr> <td>Travels</td> <td>e) on Sunday</td> </tr> </table>		Starts his stream	a) 11:00 a.m.	Gets up	b) 10:30 p.m.	Watches Boca Juniors	c) During stream	Talks with fans	d) Weekend	Travels	e) on Sunday
Starts his stream	a) 11:00 a.m.										
Gets up	b) 10:30 p.m.										
Watches Boca Juniors	c) During stream										
Talks with fans	d) Weekend										
Travels	e) on Sunday										
<p>4) Write 3 sentences comparing your daily routine with La Cobra's.</p> <p>Example: <u>I get up at 7:00, but La Cobra gets up at 11:00.</u></p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p>											



@ARGENTINASTREAMERS

Fun facts. Did you know...?

There is a national team, the "Selección Argentina de Streamers". It was formed to compete in a world cup, showcasing a strong organized community.

The squad is a unique blend! It includes not just popular streamers and content creators, but also ex-professional or ex-youth division footballers (from clubs like Boca Juniors, Vélez Sarsfield, Estudiantes, etc.) and even former reality TV stars (like some ex-contestants from Gran Hermano)

Lesson 2: School preferences

Introducing the topic:



School is a big part of our lives in Argentina, but it's different in other countries. For example, in the United States, students sometimes take a class called Home Economics to learn cooking and sewing. In Finland, students have shorter school days because they believe free time is very important. In Japan, students clean their own classrooms because they don't have janitors. Every country has different ideas about what is important to learn.

But no matter where you are, school is a place to learn and make friends!

Activity 1. Read the chat box and complete it with the missing school subjects.

music - history - physical education (PE) - language - art - maths - science

○○○

🔍
Group Chat: "School around the world"

🌐
☰

Leo (Argentina): Hi! I go to school in Rawson, Chubut. I have **maths** and **language** every day, but I don't have _____¹ every day. 😞

Aya (Japan): Hi Leo! That's interesting. I have _____² on Tuesdays and Fridays. I don't have _____³ this year. I miss it!

Noah (UK): Hey everyone! I love _____⁴ but I don't have it on Fridays. My sister goes to the same school, but she doesn't have _____⁵ this year.

Sofia (Spain): Hola! I don't have _____⁶ . I wish I could learn to play the guitar! My brother is in Year 9, he doesn't have _____⁷ either, only next year.

Zanele (South Africa): Hi! I don't have _____⁸ on Thursdays, and I don't have _____⁹ this term. We do sports outside instead!

💬➤

Activity 2: Read the text again and complete the sentences with the correct school subject.

art - PE - history - maths - music - science - language

- | | |
|--|--|
| 1) Leo doesn't have _____ on Mondays. | 4) Sofia doesn't have _____ at all. |
| 2) Aya doesn't have _____ this year. | 5) Zanele doesn't have _____ this term. |
| 3) Noah doesn't have _____ on Fridays. | 6) Two teens don't have _____ this year. |

Activity 3. Read the clues and guess the subject.

$$\frac{x}{a} + \frac{y}{b} = 1$$



1) I use pencils, paint, and clay. I draw and colour every day. What subject am I? _____	2) I count, I add, I subtract fast. What subject am I? _____	3) I run, I jump, I play outside. With sports and games, I move with pride. What subject am I? _____
4) I mix, I test, I sometimes explode! I learn about plants and the weather code. What subject am I? _____	5) I sing, I play, I keep the beat. With notes and rhythm, I feel complete. What subject am I? _____	6) I talk about kings and ancient times. Old stories, wars, and famous lines. What subject am I? _____

Language focus: Simple present, negative form

We use the negative form of the simple present to say what someone does NOT do regularly.

Affirmative	Negative
<p>I / You / We / They:</p> <p style="padding-left: 20px;">I enjoy music lessons, ... →</p> <p style="padding-left: 20px;">You have art on Tuesdays, ... →</p> <p style="padding-left: 20px;">We have history on Mondays, ... →</p>	<p>I / You / We / They:</p> <p style="padding-left: 20px;">... but I don't enjoy doing homework.</p> <p style="padding-left: 20px;">... but you don't have art on Thursday.</p> <p style="padding-left: 20px;">... but we don't have history on Fridays..</p>
<p>He / She / It:</p> <p style="padding-left: 20px;">Mia has maths every day, ... →</p> <p style="padding-left: 20px;">Alex has PE on Tuesdays ... →</p> <p style="padding-left: 20px;">It rains on planet Earth, ... →</p>	<p>He / She / It:</p> <p style="padding-left: 20px;">... but she doesn't have art every day.</p> <p style="padding-left: 20px;">... but he doesn't have PE on Thursdays.</p> <p style="padding-left: 20px;">... but it doesn't rain on the Moon.</p>

Activity 4: Circle the correct option.

- | | |
|--|--|
| 1) Alex don't / doesn't like History. | 6) My dog don't / doesn't like taking a shower. |
| 2) I don't / doesn't have classes on weekends. | 7) You don't / doesn't have homework today. |
| 3) We don't / doesn't play video games on Fridays. | 8) My parents don't / doesn't watch TV at night. |
| 4) Mia don't / doesn't take photos of food. | 9) He don't / doesn't like coffee. |
| 5) They don't / doesn't go to the same school. | 10) It don't / doesn't rain every day. |

Activity 5: Complete with **don't** or **doesn't**.

- | | |
|--|--|
| 1) We _____ have art on Mondays. | 6) It _____ rain every day in Chubut. |
| 2) She _____ like maths. | 7) You _____ go to school on Sundays. |
| 3) I _____ have classes on Sundays. | 8) My friends _____ have classes on Fridays. |
| 4) My teacher _____ assign homework every day. | 9) Alex _____ like waking up early. |
| 5) They _____ have music this term. | 10) It _____ work. |

Activity 6. Write sentences using the simple present affirmative or negative form.

Activities	Enzo	Julieta
Like language	✓	X
Study English on Monday	X	✓
Have maths every day	✓	✓
Enjoy art	X	X


- Enzo / like language: Enzo likes language.
- Julieta / like language: Julieta doesn't like language.
- Enzo / study English on Monday _____
- Julieta / study English on Monday _____
- Enzo and Julieta / have maths every day _____
- Enzo and Julieta / enjoy art _____

Activity 7. Complete the sentences with **don't** or **doesn't** and the **base form** of the underlined verb.


Example: 1) I **don't like** maths. I **like** language.

- My friends _____ rugby. They **play** football.
- Gina _____ music. She **likes** art.
- My friends _____ history. They **prefer** PE.
- My sister _____ to trap music. She **listens** to pop music.
- Enzo _____ art on Mondays. He **has** art on Tuesdays.
- They _____ English classes. They **take** to French classes.

Activity 8. Read and complete with the correct form of the verbs in parentheses. Then do the activities:

<p>Enzo and Julieta are siblings. They _____ (live)¹ in Dolavon. They _____ (study)² at Escuela N° 781.</p> <p>Enzo _____ (love)³ maths, but he _____ (not like)⁴ art.</p> <p>Julieta _____ (like)⁵ English, but she _____ (not like)⁶ history or geography.</p> <p>They _____ (enjoy)⁷ PE, but they _____ (not like)⁸ technology.</p>	
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<p>1) Correct the sentences.</p> <p>1. Enzo likes art. <u>He doesn't like art. He loves maths.</u></p> <p>2. Julieta likes history and geography. _____</p> <p>3. They like technology. _____</p>	<p>2) Write your own sentences.</p> <p>1. I _____ (like) _____, but I _____ (not like) _____</p> <p>2. My friend _____ (like) _____, but he/she _____ (not like) _____</p>
--	---

Activity 9.  Listen to this [pop song](#) and complete it with the missing words.

jacket - park - games - parties - class - car - jokes - music



We don't have P.E. in the (1) _____ today.

We don't go to (2) _____, so we go out and play.

I don't play video(3) _____, I only play chess.

And I don't hate (4) _____, it's a small success.

I don't have a (5) _____, and I don't have a boat.

I don't like my (6) _____, and I don't need a coat.

She doesn't like my (7) _____, and she doesn't laugh out loud.

We don't go to (8) _____, we are not a crowd.



Song created with song.do

Activity 10. challenge: Can you create a rap song or a trap song about the things you don't like? Work in pairs and create a lyric for your song.

Lesson 3: What do you wear?

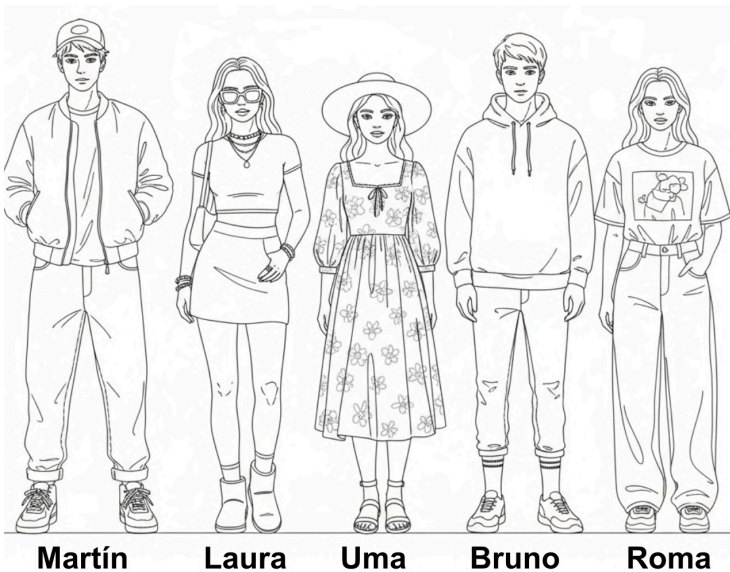
Introducing the topic: Do you think fashion changes or repeats? Look around, many styles from the past are back! People wear baggy jeans again, just like in the 1990s. Do you see crop tops, colourful trainers, or denim jackets? Yes, they are popular today, but they were also cool years ago! Some teens love vintage clothes. Others prefer new, trendy outfits.

Do you wear vintage clothes? Do you like old styles or modern ones? Does your best friend have a favourite style? Do you and your friends like the same kind of clothes? Fashion changes, but it always comes back. What's your style today?



Activity 1. Complete with the correct word.

hat - trainers - T-shirt - cap - sandals - trousers - hoodie - dress -
crop top - jacket - skirt - jeans - boots



Martín, Laura, Uma, Bruno and Roma are friends. They like spending time together, but they have very different styles!

Martín wears a _____ (1), a leather _____ (2) and baggy _____ (3). He likes comfortable clothes. His style is from the 1990s.

Laura wears a _____ (4), a short _____ (5), and _____ (6). Her look is modern and trendy, like the 2020s.

Uma wears a long _____ (7), a big _____ (8) and _____ (9). She loves vintage style, especially

that of the 1970s.

Bruno wears a _____ (10), jeans and _____ (11). He likes casual clothes. His look is casual and sporty, like the 2000s.

Roma wears a _____ (12) and wide _____ (13). Her style is simple but cool, inspired by the 1980s.

They are friends, and they like clothes. They have fun together and enjoy their different styles.

Activity 2: Read the text in Activity 1 and complete with the style and decade.

Name	Style	Decade
Martín	Comfortable, baggy jeans	1990s
Laura		
Uma		
Bruno		
Roma		

Activity 3. Which items were popular *before* (B)? Which are popular *now* (N)? Do people wear both (B)?

- 1) Baggy jeans _____ 2) Long skirts _____ 3) Neon jackets _____
 4) Crop tops _____ 5) Ripped jeans _____ 6) Hats _____
 7) Vests _____ 8) Boots _____ 9) Flared trousers _____

Activity 4. Read the clues and match them to the correct person in the picture.



- 1) _____: She wears a long dress and shoes.
 2) _____: She wears a crop top, ripped jeans and trainers.
 3) _____: He wears a cap, sunglasses, an oversized T-shirt, ripped jeans and trainers.
 4) _____: She wears a sweater, baggy trousers and boots.
 5) _____: He wears a T-shirt, jeans and boots.

Activity 5. Write about you.



I wear _____.
 My style is _____.
 I like _____ clothes. Do you like my style?

Just for fun. Riddle time!

- 1) You wear me on your feet. You run and play with me. What am I? _____
 2) I'm short and cool. I show your tummy. What am I? _____



Language focus: Simple present, interrogative form

"Yes - No" questions	Short Answers
I / You / We / They: Do you wear jeans every day? Do you like watching videos?	Yes, I do. No, I don't.
He / She / It: Does he wear a hoodie every day? Does she like wearing dresses?	Yes, she does. No, she doesn't.

Wh-questions	Answers
I / You / We / They: When do you wear jeans? Why do you like watching videos?	I wear jeans every day. Because they are funny.
He / She / It: Where does he wear a hat? What does she like wearing?	He wears a hat in the park. She likes wearing dresses.

Activity 6. Circle the correct option.






- | | |
|--|---|
| 1) Does / Do you like wearing shorts? | 4) Does / Do he like T-shirts? |
| 2) Does / Do she wear hats? | 5) Does / Do you wear sweaters? |
| 3) Does / Do your best friend wear hoodies? | 6) Does / Do she like wearing skirts? |
| | 7) Does / Do they wear school uniform? |

Activity 7. Complete the questions using **do** or **does**

- | | |
|--|---|
| 1) _____ Martín like 90s jackets?
– Yes, he does. | 6) _____ your dad have a leather jacket?
– No, he doesn't. |
| 2) _____ they wear vintage clothes?
– No, they don't. | 7) _____ people wear baggy jeans today?
– Yes, they do. |
| 3) _____ she have a pair of old jeans?
– Yes, she does. | 8) _____ you like wearing hats?
– No, I don't. |
| 4) _____ you prefer 90s or 2000s style?
– I prefer 2000s style. | 9) _____ we see retro clothes in the shops?
Yes, we do. |
| 5) _____ your friends wear T-shirts?
– Yes, they do. | |

Activity 8. Use the words in the box to make questions. Then write *Yes* or *No* answers.

sweaters - shorts - dress - shirt - trainers

- 1) Do you wear  in summer? ✓ _____
- 2) Does he wear  in winter? ✓ _____
- 3) Do they have special  for football practice? X _____
- 4) Does she wear a red ? X _____
- 5) Do we wear a  with jeans? ✓ _____

Activity 9. Choose the correct option.

<p>1) What / When do you wear in winter?</p> <p>2) Where / What do you buy your clothes?</p> <p>3) What / Why does he like vintage jackets?</p> <p>4) When / What do you wear to a party?</p>	<p>5) Why / Where do they wear uniforms?</p> <p>6) What / Where does she get her cool trainers?</p> <p>7) When / What do people wear hats?</p> <p>8) Where / What do you like?</p>
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Activity 10. Complete the questions with *What*, *When*, *Where* or *Why*.

<p>1) _____ do you wear to a party? I wear a nice dress and shoes.</p> <p>2) _____ do they buy their clothes? They buy them at the shopping centre.</p> <p>3) _____ do you like wearing jeans? Because they're comfortable.</p>	<p>4) _____ does he wear sunglasses? Because it's sunny outside.</p> <p>5) _____ does she wear her new jacket? She wears it when it's cold.</p> <p>6) _____ do you choose your outfits? I choose them before school.</p>
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Activity 11. Answer the questions with your information. Then ask a classmate.

<p>1) Do you like wearing T-shirts in summer? _____</p> <p>2) Do you wear a shirt for school? _____</p> <p>3) Do you like wearing shorts in the winter? _____</p>	<p>4) What do you wear at home? _____</p> <p>5) When do you wear a jacket? _____</p> <p>6) What do you usually wear every day? _____</p>
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Unit 3 Review

Read about José's daily routine.



Hi! My name is José. I'm a student in Río Mayo, Chubut. I get up at 7 a.m. on weekdays. I wash my face and get dressed. I wear comfortable clothes, like jeans and T-shirts, and hoodies in winter.

I start classes at 8 a.m. At school, my favourite subjects are art and maths. I don't like history because it's difficult. I have lunch at noon at school with my friends. We usually go home in the afternoon.

In the evening, I do my homework, listen to music and watch a movie. My favourite movie is "Inside Out 2". My favourite singer is Duki. I sometimes play video games with my friends too, my favourite video game is Minecraft!

Finally, I go to bed at 10 p.m. on weekdays. On Saturdays and Sundays, I go to bed later.

I stay up chatting with friends or playing online games.

Activity 1. Number and label the routines.

go home - have lunch - get dressed - wake up - start classes -
go to bed - wash my face - watch TV

4				
	start classes			

Activity 2. Write **T** (true) or **F** (false). Correct the false sentences.

1) José is from Buenos Aires. (T / F) _____	4) He goes home in the afternoon. (T / F) _____
2) He gets up at 7 a.m. (T / F) _____	5) He watches TV in the evening. (T / F) _____
3) He wears shirts and ties. (T / F) _____	6) His favourite movie is Shrek. (T / F) _____

Activity 3: Complete the sentences about José's routine using prepositions of time.

- | | |
|---|--|
| 1) When does José get up?
He wakes up _____ 7 a.m. | 4) What does he do _____ the evening?
He does his homework. |
| 2) When does he go home?
He goes home _____ the afternoon. | 5) What does he do _____ noon?
He has lunch. |
| 3) When does he go to bed at 10 p.m.?
He goes to bed at 10 p.m. _____
weekdays. | 6) What does he wear _____ winter?
He wears a hoodie. |

Activity 4. Look at the chart and do the activities.

Character	Daily routine	Likes	Doesn't like	Clothes
Alex	Gets up at 7 a.m.	Art	History	Hoodies and jeans
Tamara	Gets up at 8 a.m.	Music	Maths	Crop tops and sweatpants.
Facundo	Doesn't get up early	P.E.	Science	T-shirts and shorts in summer

<p>1) Complete with the affirmative form of the verb.</p> <p>a) Alex _____ up at 7 a.m. b) Tamara _____ music. c) Facundo _____ P.E. d) Alex _____ hoodies and jeans. e) Tamara _____ crop tops and sweatpants. f) Alex _____ hoodies and jeans. g) Tamara _____ up at 8 a.m.</p>	<p>2) Write negative sentences using the information in the chart.</p> <p>a) Alex _____ (not like) _____ b) Tamara _____ (not like) _____. c) Facundo _____ (not wake) up _____ d) Alex _____ (not wear) _____ e) Facundo _____ (not like) _____.</p>
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Activity 5. Read the information in Activity 4 and answer the questions.

1) Do Alex and Tamara wake up at the same hour?

2) Do they like the same subject?

3) What does Tamara wear?

4) What does Alex wear?

5) Does Tamara like music ?

6) Does Facundo wake up early?

7) What does Facundo wear in summer?

Activity 6. Complete about you.

1) I get up at _____ and I go to bed at _____.

2) I like _____, but I don't like _____ (school subject).

3) I wear _____ at school. I don't wear _____

Activity 7. Answer about you. Interview a classmate and compare your answers.

Question	You	Your classmate
1) What time do you do your homework?		
2) What time do you check your social media?		
3) Do you like maths?		
4) Do you wear caps?		

Activity 8: Write a short paragraph about your daily routine. Use the following ideas:

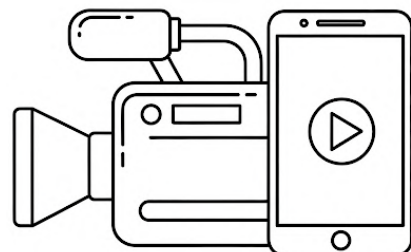
- Your daily routine
- Your favourite school subjects
- The clothes you wear on different occasions
- A question for your classmates

Example: I get up at 7 a.m. on weekdays. I have breakfast and go to school. My favourite subject is art, but I don't like science. I wear a T-shirt and jeans to school. What do you wear on a sunny day?"

Unit 3 Project

Project: “Chubut's young influencers”.

Objective: Create a social network profile where you will upload posts about your life.

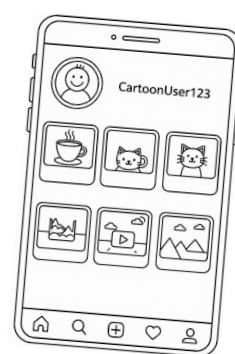


Instructions:

1. Select a name for the class social profile.
2. Work in pairs or in small groups (3-4) and design an Instagram, X or Tik Tok post (it can be real or fictional). You can choose to post a picture or a reel, about any of these topics:

- Daily routine
- My school day
- My fashion style

3. Share your posts with your classmates using a digital format (as Canva or Genially) or a concrete format such as a poster.
4. You can comment (digitally or in paper) on your classmate’s posts too.



Posting a picture	Posting a reel
<p>Take a picture that represents your daily life or the things you like. You can use more than one picture.</p> <p>Include:</p> <ul style="list-style-type: none"> • A short text describing what is in the picture. • A sentence describing one or two daily routines for each picture. • Time prepositions. • Describe the clothes you like wearing. • A question. • Hashtags. <p>Example: “This is my bedroom window. Every day, I get up at 7 and I see this view. Do you like it?. #geteup #morning #window.”</p>	<p>Record short videos or use pictures to create a reel representing your daily routine or the things you like.</p> <p>Include:</p> <ul style="list-style-type: none"> • Written text or spoken audio telling what you do. • Short sentences describing the things you like and dislike. • Parts of the day. Mention at least one school subject you like and one you don't. • Hashtags. <p>Example: “Hey, I’m Tamara from Río Senguer! This is my favourite hoodie. It’s black and blue. I wear it on cold days. I don’t wear shorts in winter. What do you wear when it’s cold? #chubut #myclothes #winterstyle”</p>

Post and design tips:

- Use real pictures that belong to you.
- You can edit the pictures to cover your face or include songs in English that you like.
- Use colours to make your posts more appealing.
- You can use emojis too!

Suggested structures:



"I wake up at _____"

"For breakfast, I like
_____"

"I like wearing
_____ for school
/ in my house"

"I have lunch at _____."

"My favourite subject is
_____, but I don't like

_____."

"On weekdays, I go to bed at _____."

"I wear a/an _____ and _____."

"Do you like my _____?"

"What do you wear on a cold day?"

"I do homework in the evening."

"I don't go to bed late on weekdays."

"I wear _____ when it's cold."

"Do you like my style?"

"What is your favourite subject?"

"When do you go to bed?"

"What do you wear in winter?"

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- Ideogram (<https://ideogram.ai>).
- Microsoft Copilot (<https://copilot.microsoft.com/images/create>).
- Recraft Infinite: AI Artboard (<https://www.recraft.ai/>).