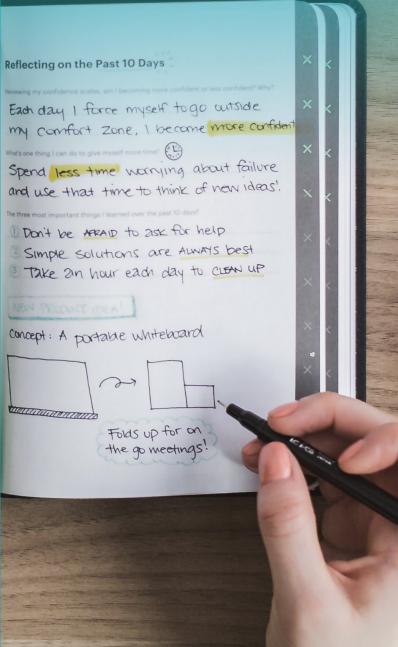
Universidad de O'Higgins

WRITTEN ENGLISHU Bookled

ESCUELA DE EDUCACIÓN



Enjoy learning!



Rancagua, Chile Julio, 2020

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BIODATA

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Este material es resultado del Proyecto FID 2020 titulado "Elaboración de cuaderno de Inglés Escrito I como base fundamental en el proceso de enseñanza-aprendizaje para el desarrollo de la producción escrita en estudiantes de Pedagogía en inglés".

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TELL US ABOUT YOURSELF

At bottom every man knows well enough that he is a unique being, only once on this earth; and by no extraordinary chance will such a marvelously picturesque piece of diversity in unity as he is, ever be put together a second time.

Friedrich Nietzsche

IN THIS UNIT, YOU WILL BE ABLE TO...

- Write simple sentences in English to introduce yourself
- Write a formal and informal email
- Identify and apply basic capitalization and punctuation rules
- Use the Writing Process Checklist to check and revise your writing



WRITING SIMPLE SENTENCES IN ENGLISH TO INTRODUCE YOURSELF

Learning Objectives

At the end of this lesson, you will be able to identify and produce simple sentences with frequent verbs (have, be, study) to introduce yourself in a short text.

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READING COMPREHENSION	▶ Hello, I am Cristian!
LANGUAGE USE	 Verb to be Structure of a simple sentence: subject/verb/other information Building subjects
WRITING	> Writing an informal email to introduce someone



READING

BEFORE READING

1. When you talk to someone for the first time, what do you usually ask? Discuss in pairs.

READING

1. A new student introduces himself* in the text below. Read his introduction.

I would like to introduce myself. My name is Cristian López, but you can call me Cris. I prefer that nickname. I am 20. I study computer science. I am from Chile. I live in Rancagua with my parents, my sister, and our pet. I work part-time as a waiter in a restaurant on Saturdays. In the future, I want to work as a programmer in a big company.

*introduce yourself: when you meet a new person and give personal information



2. What information does he give? Check the boxes. The first one is done for you. Then check your answers with a partner.

■ name □ family □ languages □ classes at school □ age □ home country □ work □ where he lives □ free-time fun □ plans for the future

3. Answer the questions about the text. Check answers with your partner.

- A. Where is he from?
- B. Who does he live with?
- C. What is his job?

POST READING

1. Compare Christian's life with yours. Read and answer the questions.

- A. Are you 20 years old?
- B. Are you a computer science student?
- C. Are you a waiter?

LANGUAGE USE



1. How to conjugate it?

SINGULAR		PLURAL
I amYou areI'mYou'reI am notYou are notI'm notYou aren'tYou're not	He Manuel My uncle His son She Marta My aunt Her boyfriend It The cat The university	We You They are not aren't



5

2. What is verb 'be' for?

- NAMES
- AGES
- NATIONALITIES | PLACE OF BIRTH
- OCCUPATIONS | JOBS
- PHYSICAL CHARACTERISTICS
- PERSONALITY
- CONTACT EMAIL

"My name **is** Cristian Lopez."

- "I **am** 20."
- "I **am** from Chile."
- "You **are** a student."
- "I am short."
- "He **is** friendly and outgoing."
- "She is Carla Diaz. Her email **is** carla.diaz@uoh.cl."

WRITING PRACTICE

1. Two students are new in the university, so they completed these forms. Use that information to make simple sentences with the verb be. Follow the example. Compare your answers with your partner.

PERSONAL INFORMATION FORM

= STUDENT NAME	Valeria Sánchez
= AGE	19
= PLACE OF BIRTH	Coquimbo
= OCCUPATION	English Pedagogy student and sales clerk

valeria.sanchez@uoh.cl



SENTENCES

– CONTACT EMAIL

She is Valeria Sánchez...

PERSONAL INFORMATION FORM

= STUDENT NAME

= PLACE OF BIRTH

= OCCUPATION

Oscar Fuentes

= AGE

21

Punta Arenas

Civil Engineering student and cashier oscar.fuentes@uoh.cl

= CONTACT EMAIL

SENTENCES





2. What about you? Use the models in the previous exercise and write 5 sentences with your personal information. Then read them to a classmate. What similarities do you have?

STRUCTURE OF A SIMPLE SENTENCE: SUBJECT | VERB | OTHER INFORMATION

In the previous exercises, you read and wrote simple sentences. In each sentence, there was at least a subject and a verb, in that order.

RULE

In English, a simple sentence has **2 obligatory** main parts: **the subject and the verb**. Often, there is also other information. Study the examples:

S U B J E C T	V E R B	OTHER INFORMATION
(WHO ?)	(DOES)	(WHAT, WHERE, WHEN, HOW?)
	prefer study live work am	that nickname. computer science. in Rancagua with my parents, my sister, and our pet. part-time in a restaurant on Saturdays. from Chile.

PRACTICE: PARTS OF A SIMPLE SENTENCE

3. Work alone or with a partner. In each sentence, underline and label each part:

- S: the subjectV: the verbOI: other information (what, where, when, how?)
- A. My section has 25 students. S V OI
- B. We come from the O'Higgins Region.
- C. The class is every Tuesday and Thursday at 10.
- D. We meet in classroom 301.
- E. In this class, students develop English writing skills.



esson



4. In pairs, put the words in order. Write simple sentences. Remember: Add a period (.) at the end of each sentence.

- A. is / My class / big.....
- B. 25 classmates / have / I.....
- C. friendly / My classmates / are.....
- D. We / in room 406 / meet
- E. works as / My father / farmer / a ...

TIPS

HOW TO RECOGNIZE THE SUBJECT

- > The subject is **who/what does the action** in a sentence: "English is my favorite subject."
- ▶ It is **always** before the verb: "<u>They</u> study every day."
- ► It can be a combination of words that make a phrase or a personal pronoun (I, you, he, she, it, we, they):

SUBJECT AS A COMBINATION OF WORDS	SUBJECT AS A PRONOUN
" <u>The janitor</u> opens our classrooms every Tuesday."	" <u>He</u> opens our classrooms every Tuesday."
" <u>A university student</u> has many assignments to finish."	" <u>He/She</u> has many assignments to finish."
" <u>Her sister and I</u> are great friends."	" <u>We</u> are great friends."
" <u>Alfredo and I</u> like learning new words."	" <u>We</u> like learning new words."
" <u>Valentina, Felipe, and Leslie</u> have lunch together."	" <u>They</u> have lunch together."

It can be *after* extra information phrases (but always *before* the verb):

- A. "In this class, students practice their writing skills."
- B. "On weekends, **<u>teachers</u>** do not answer student emails."
- C. "Every day for an hour, Maria Paz and Fernanda do grammar exercises."

You are writing an email to María José, a new friend in another city to tell her about you. Do this:

- A. Complete the subject line with the email topic.
- B. Complete each sentence with your information (nouns, adjectives, times, numbers).
- C. When you finish, select two sentences. In each sentence, <u>underline</u> the subject and circle) the verb.



New Email	- 🗆 X
To: mariajose_ps@gmail.com ×	Cc Bcc
Subject:	C
Hi Maria Jose, How is it going? I'myears old. I'm aat Universidad de O I'm fromI live with This semester, I'm taking Er I study This semester, I'm taking Er meets onin room Our teacher's name is The class is Every class, we have homework to practice My friend and I are excited about our new courses! What about you? What do you classes are you taking? Who are your new friends? Write soon, Paola	nglish I. My class to te our writing.
 ✓ SENTENCE 1 SENTENCE 2 	A Send
PARTS OF AN EMAIL 1. Every email has 3 parts: Salutation, Body, and Closing. The email below	shows each part:
 Hi Luis, How are you doing? I'm Catalina. I'm writing to tell you about me. I'm 21, and I live in Santiago with roommates. I study Occupational Therapy, and I am in my first year. I love my major! What do you study? Looking forward to hearing from you, 	erson is, say why main message)
Catalina your name at the end	

WRITING

1. Use what you learned in this lesson and write to a classmate about someone important to you. Brainstorm ideas before you write, as in the example. When you brainstorm, focus on content (ideas you will say), not the grammar yet.

Luisa Hates pets, cooking 45 My Mon Two sons: my brother Carlos and I Hairovesser Kind and outgoing Loves singing and dancing Long black hair, brown eyes



ENGLISH L

EXTRA PRACTICE

For extra practice visit this folder:







Bonjou

WRITING EMAILS

Learning Objectives

At the end of this lesson, you will be able to identify and write different types of emails.

CONTENTS		
READING COMPREHENSION	> Two types of emails to introduce yourself	
LANGUAGE USE	 Prepositions Connectors 	
WRITING > A formal introduction email		

6/1

READING |



1. In pairs, answer the following questions:

- A. What is the main purpose of an email?
- B. What types of emails do you know?
- C. What are the main parts of an email?

WHILE READING	
2. Read these two emails:	
New Email	- 🗆 :
To: pam.c@gmail.com ×	Cc Bc
Subject: Introduction	C
Hi Pam,	
I hope you are fine. I would like to introduce myself. I am Pedro C am from Chile. By the way, I study English Pedagogy <u>at</u> a Uni called Rancagua. I study <u>on</u> weekdays, and I work part-time <u>on</u> weekends Fernando. I don't have a large family. I have only two siblings. Their How about you?	l Universidad de O'Higgins . I live with my family <u>in</u> S
Best, Pedro	
 	☆ 🛛 <u>A</u> Send
 ✓ I ■ 	☆
✓ ■ ● New Email	☆ 0 <u>A</u> Send
New Email	
New Email To: teacher@gmail.com ×	- D Co Bo
New Email To: teacher@gmail.com × Subject: Introduction	- Cc Bc Cc Bc (Self. I am Pedro Cáceres. I ad de O'Higgins <u>in</u> Rancag





3. Read these emails again and answer the following questions. Then check your answers with your classmates.

- A. Which email is formal? Why?
- B. Which email is informal? Why?

POST READING

4. In pairs, discuss the following questions:

A. What type of email do you use when you write to your teacher?

B. What type of email do you like? Why?

LANGUAGE USE |

1. Read the emails again and classify the words in bold:

PREPOSITION	CONNECTOR

PREPOSITIONS

Look at the following examples:

TIME	PLACE
I study <u>on</u> weekdays because I work part-time on weekends.	l study English pedagogy <u>at</u> Universidad de O´Higgins <u>in</u> Rancagua.
I study <u>on</u> weekdays because I work part-time at the weekend.	I live with my family <u>in</u> San Fernando.

e s s o n







U S E	EXAMPLES
We use IN with months of \longrightarrow the year, years, seasons, countries, continents, and parts of the day.	April, May, June, etc. 2001, 2004, 2005, etc. summer, fall, etc. Chile, Argentina, the United States, India South America, Asia, North America, Africa, etc. the morning, the afternoon, the evening
We use <u>ON</u> with days the \longrightarrow week.	Monday, Tuesday, Wednesday, etc. Monday morning, Tuesday afternoon, Wednesday night, etc. weekdays, weekends Alameda St. / Av. (with no specific number)
We use <u>AT</u> with places	school, Uni, home, etc. 350 Alameda Av. (specific address) 3 o´clock, 5:30, midday, midnight, etc. night (exception)

Lesson 6

- 2. Complete the following sentences with $IN \Theta N AT$. Then check your answers with your partner.
- A. I get up ______ 8 o'clock every day.
- B. A friend of mine studies _____ Saturdays.
- C. My brother was born _____ June.
- D. I often play football ______ weekends.
- E. I like to watch Netflix ______ night.
- F. Classes finish _____ 5 ____ Wednesdays.
- G. They have breakfast ______ 7:30 _____ the morning.

CONNECTORS

AND > I am from Chile, and I study English Pedagogy at Universidad de O'Higgins in Rancagua.
 BUT > I study here, but I live in San Fernando with my family.
 so > I study English Pedagogy at Universidad de O'Higgins in Rancagua, so I like teaching.
 or > I work on weekdays or on weekends.





3. Combine these sentences using a comma and a connector *AND*, *BUT*, *DP*, or *SD*. Then compare your sentences with your partner.

A. Pamela lives in Valdivia. Her sister lives in Iquique.

B. Raul works on Sundays. He cannot go to the party with us.

C. They go to school every day. They play football on weekends.....

D. Luis and Laura are related. They are not brother or sister.

TIPS

HOW TO WRITE FORMAL, SEMIFORMAL, INFORMAL EMAILS

- Identify who the reader will be: Do you know the person well or not?
- Select the most appropriate style: formal, semi-formal, informal
- Plan what you are going to say
- Check the email: ideas are clear, there are no errors, and the style is appropriate

TYPES OF EMAILS - USEFUL VOCABULARY

	FORMAL	S E M I - F O R M A L	INFORMAL
SALUTATION	Dear Sir or Madam, (no name)	Dear Antonia (first name), Dear Mr/Ms/Mrs López, (last name)	Hi Luis, (first name) Hello Carla, (first name)
BODY (START)	I hope this email finds you well I am writing to	I hope you are well I'm writing to	How is it going? How are you? What's up? I'm writing to
CLOSING	Yours sincerely, Yours faithfully, Sincerely,	Best wishes, Regards, Yours, Love, With love,	Best, All the best, Thanks,







1. Write an email to your teacher telling him or her about one of these topics:

A. Introduce yourself

B. Your favorite activities

New Email	- 🗆 ×
To: teacher@gmail.com ×	Сс Всс
Subject: Introduction	C

Send

EXTRA PRACTICE

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For extra practice visit this folder:



Lesson





BASIC CAPITALIZATION AND PUNCTUATION RULES

Learning Objectives

At the end of this lesson, you will be able to:

- A. Apply basic capitalization and punctuation rules to correct short emails made by you or others.
- B. Apply The Writing Process Checklist to your writing.

CONTEN	

READING COMPREHENSION	A formal email to introduce yourself
LANGUAGE USE	 Basic capitalization rules Basic punctuation rules (stops, commas)
WRITING	The Writing Process Checklist

READING |

BEFORE READING

Skim the email. Is it for a friend, colleague, or professor? How do you know?
 * skim: read quickly for general information.



READING

2. Read the email. Notice the words highlighted. Match the words to the 12 capitalization rules in the table.

New Email	- 🗆 X
To: claudia_lagos@uoh.cl ×	Cc Bcc
Subject: My introduction	C

Dear Ms. Lagos,

I am a first-year student in section 1, and I am writing to introduce myself. I am Raúl Salas. I am Chilean, but my parents are Peruvian. I am from La Serena, but I moved to Rancagua in January to start university at Universidad de O'Higgins (UOH). I am taking Written English I. The class is on Tuesdays and Thursdays at 10 am. I speak Spanish, but I love learning English and other languages. I look forward to learning with you in this class.

Yours sincerely,

Raúl Salas



MECHANICS

CAPITALIZATION RULE	EXAMPLE(S)
Subject pronoun "l" (first person singular)	
First names	
Days of the week	
Months	
City names	
Languages	



CAPITALIZATION RULE	E X A M P L E (S)
Nationalities	
Course titles, university program names	
Last names	
People's formal and professional titles	
Names of institutions (universities, companies)	
Email openings	
Acronyms	

1. Study the capitalization rules in English. Which are different from Spanish?

2. Practice: Read the student email | Highlight the 10 capitalization mistakes.

New Email	- 🗆 ×
To: patricio.galvez@uoh.cl ×	Сс Всс
Subject: My introduction	C
Dear mr. Gálvez,	
I hope you are well. Let me introduce myself. I am Catalina Gonzalez. I a de o'higgins. I am studying english pedagogy. This semester, i am taking I is one of them. In addition, I have class every day, except on fridays. and I hope to celebrate it with all my classmates.	g 6 courses. Written english
I look forward to our next class on wednesday.	
Regards,	
Catalina	
 ↓ ■ ↓ ↓	☆ ℚ <u>A</u> Send

Lesson

ESCUELA DE EDUCACIÓN

ENGLISH L

BASIC PUNCTUATION RULES: PERIODS AND COMMAS

Read the rules for periods (.) and commas (,) with their examples.

PERIODS	EXAMPLES
At the end of a sentence	▶ Fabian is 22 years old.
Between simple sentences	▶ Fabian is 22 years old _☉ He is a student.
At the end of a paragraph	 Fabian is 22 years old. He is a student. He lives in Rancagua. He studies at UOH.

C O M M A S	EXAMPLES	
 Between 3 or more items on a list Between parts of dates Between cities and countries 	 I live with my mom, dad, my brother, and our cat. My birth date is on February 16, 1986. I live in Rengo, Chile. 	
Before and, or, but, so	 Her sister works in a pet store and her brother works in a grocery store. 	
 After email openings and closings After introductory connectors in a simple sentence 	 Dear professor / Sincerely I am taking Oral English 1. Additionally I work on weekends. 	

CAREFUL!

Read the examples in the table below:

INCORRECT	CORRECT
My friend Cleo, is a wonderful singer.	My friend Cleo is a wonderful singer.



Lesson







PRACTICE: PUNCTUATION.

1. Read the student email. Add the missing punctuation: periods (2) and commas (3). Check answers with your partner.

RULE | NEVER PUT A COMMA BETWEEN A SUBJECT AND ITS VERB!

New Email	- 🗆 ×
To: professor@uoh.cl ×	Cc Bcc
Subject: My introduction	C

Dear professor

My name is Mayra. I am from Colombia my first language is Spanish, of course. Now I live in Rancagua. My parents are teachers they work at an elementary school near UOH. They teach math language and history. I am very excited about learning English!

WRITING	
 I 	♥ ☆ ₪ <u>A</u> Send
Mayra	
Best regards,	

WRITING

As you know, *brainstorming* is the first step of the writing process. After you *brainstorm*, order your ideas in an outline, write, check, and revise content and then mechanics. To help you remember these steps, use *The Writing Process Checklist* below in your writing.

WRITING PROCESS CHECKLIST				
STEPS	WHAT TO DO?	\checkmark		
PLAN	 Brainstorm ideas and vocabulary Order ideas in an outline 			
WRITE	Write a draft: first version of your text			
READ AND REVISE (CONTENT)	 Read and see if your ideas are clear and easy to understand – make content changes 			



S S O N

٩ ESCUELA DE EDUCACIÓN



WRITING PROCESS CHECKLIST		
STEPS	WHAT TO DO?	\checkmark
READ AND EDIT (MECHANICS)	 Check the email opening and closing is formal - revise Check all simple sentences have at least a subject and a verb - revise Check all prepositions are correct - revise Check capitalization is correct - revise Check all periods and commas used are correct - revise 	



WRITING PRACTICE

1. Write an email to your teacher telling him or her about one of these topics:

- Your favorite season
- Your best friend

2. Before you send it, follow the steps in the checklist above.

EXTRA PRACTICE

For extra practice visit this folder:



- 22



Lesson 03



Learning Objectives

At the end of this lesson, you will be able to apply the contents studied in unit 1 to write a formal email properly.

Reflecting o		CONTENTS
Severang my confide	READING COMPREHENSION	► Famous people
	LANGUAGE USE	▶ Verb to be
		Prepositions
		➤ Connectors
	MECHANICS	Capitalization and punctuation
	WRITING	► A formal email

BEFORE READING

1. In pairs, answer the following questions:

A. Who is your favorite celebrity? Why?

WHILE READING

1. Read the text and tick (*(*) *TPUE*, *FALSE*, or *NOT GIVEN*. Then check your answers with your partner.

FAMOUS PEOPLE

JULIO IGLESIAS was born in 1943. He is a singer. He is very famous in Europe and America. Julio is from Madrid, the capital of Spain. He has eight children.

WAYNE ROONEY was born in 1985. He is a British footballer. He is from Liverpool in the north of England. He is a good footballer, and he is rich! His wife's name is Coleen, and they have one child.

JK ROWLING was born in 1965. She is English. Her full name is Joanne Kathleen Rowling. She is famous because she wrote the *Harry Potter* books. She is also very rich.

BARACK OBAMA was born in 1961. He is a politician. He was the President of the USA, and his home was the White House. He is about 50. His wife is Michelle Obama. They have two children.



ESCUELA DE EDUCACIÓN - Julio Iglesias is a Spanish singer. - JK is married. A. True D B. False D C. Not given D A. True D B. False D C. Not given D - Barack Obama is very - Julio has a small family A. True □ B. False □ C. Not given □ A. True □ B. False □ C. Not given □ - Wayne is a sportsman. - Michelle Obama is very pretty. - Wayne is a sportsman. A. True □ B. False □ C. Not given □ A. True □ B. False □ C. Not given □ - JK is not very rich. A. True □ B. False □ C. Not given □ POST READING **1.** In pairs, describe a Chilean famous person. HELLO HOLA LANGUAGE USE **1.** In pairs, complete the following sentences with AM - IS - ARE. Use contractions where possible. A. Sushi _____ Chinese. It _____ Japanese. B. Are Mary and Paul from Australia? No, they ____ from Canada. . They C. _____ Luis a student? Yes, he _____. He studies at UOH. D. _____ you in Written English I? No, I _____. P 3 Boards so 10 posts each E. We _____ Scottish. We _____ Irish. F. My name _____ Olga. I _____ from Chile. (1) 20 Days - 2 pass a day G. Where ______ you from? We ______ from Peru. 2. Work in groups. Choose the correct preposition $\mathcal{I}\mathcal{N}$ - $\mathcal{D}\mathcal{N}$ - $\mathcal{A}\mathcal{T}$ to complete the following sentences. - I read books in English _____ Friday. - Her sister is a student. She lives _ **Campos St.** B. En C.At A.In c.At B. Dr A.Tn - Susan was born 1990. - I was born ____ May 20th. B. On A.In A.In B.On - One of my friends studies English - Classes start _____ 8 a.m. ____ Mondays. Pedagogy _____ UOH. B. On c.At A. In B. On c.At A.In - I often play soccer _____ night. A.In B.On c.At 24

Unit



- 3. Combine these sentences using a comma and a connector and, but, or, or So. Then compare your sentences with your partner.
- A. Mary is a good student. She does not like English literature.
- B. Pedro is married. He lives in Santiago with his family.
- C. Pamela buys a newspaper every day. She does not read it.
- D. I am very well now. I can go to the party.
- E. We stay at home on Sundays. We watch TV.
- F. Pablo does a lot of sport. He is very fit.

MECHANICS

1. Read the following text. Add the missing punctuation marks (5 periods and 5 commas) and capital letters (21). Then check your answers with your partner.

BRITISH & AMERICAN ENGLISH



in terms of vocabulary, british and american people speak the same language but with some differences. some words are different in american english for instance americans say vacation not holiday some words have different meanings for example in british english a purse is a thing where women have money in american english a purse is a woman's bag regarding pronunciation, american accents and british accents are quite different. When an american starts speaking, british people know if he or she is american and vice versa.

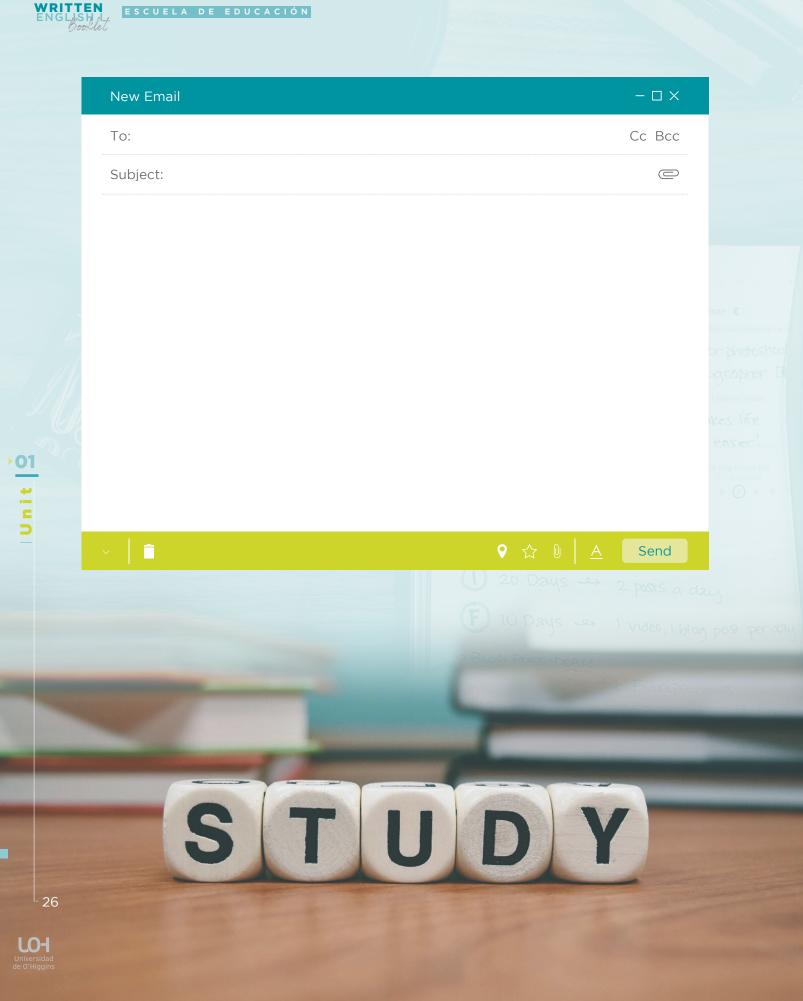
WRITING SECTION |

1. Write an email to your teacher telling him or her about your university days now: university name, courses, schedules, your favorite subjects, etc.



25

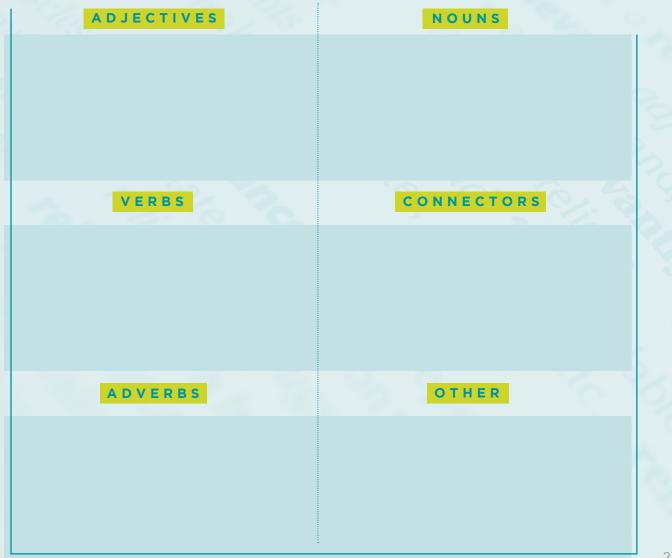






This section is your personal dictionary. Write the new words you have learnt in this unit. Use an online dictionary to find the definition and/or word in Spanish. When you find the word, check the word type (noun, verb, adjective, adverb) and put it in the correct box.

RECOMMENDED | Add an example sentence.





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Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident | 2: confident | 3: very confident).

3

2

2

1

LESSON 1

- > I can identify subject and verb in simple sentences.
- > I can produce simple sentences to introduce myself in a short email.
- > I can use the verb be correctly in sentences with different subjects.
- > I can identify subjects that have more than one word in a simple sentence.
- I can identify the parts of an email.
- I can apply brainstorming, that is, focus on content before writing my paragraphs.

2 LESSON

- > I can identify and distinguish these two types of emails: formal, semi-formal, and informal. > I can identify and classify prepositions and connectors in a short text. > I can use prepositions and connectors in simple sentences. > I can select appropriate vocabulary for a formal, semi-formal, and informal email. I can produce a formal email to talk about someone important for me and my
- favorite activities.

LESSON 3

1 2 I can write a formal email introducing myself. > I can apply basic capitalization rules to correct short emails. I can apply basic comma rules to correct short emails. I can apply basic period rules to correct short emails. I can check and revise capitalization and punctuation errors in my own writing. I can apply the writing process checklist to check and revise my writing.

Remember: If you need help, ask your teacher!

ROUTINES AND CELEBRATIONS

Z

Catalogy (

Think in the morning. Act in the noon. Eat in the evening. Sleep in the night.

IN THIS UNIT, YOU WILL BE ABLE TO...

- Describe your daily routine
- Describe someone else's daily routine
- Contrast two people's routines
- Describe a typical Chilean celebration



DESCRIBING YOUR DAILY ROUTINE

Learning Objectives

At the end of this lesson, you will be able to describe your daily routine in a paragraph with frequent routine verbs (get up, go to school, come home, etc.) and sequence connectors (first, after that, then).

CONTENTS		
LISTENING COMPREHENSION	► A student's daily routine	
	 Vocabulary of frequent routine verbs 	
LANGUAGE USE	Present simple (affirmative and negative)	
	▶ Sequence connectors	
WRITING	 Writing a paragraph about your daily routine 	



LISTENING

BEFORE LISTENING

1. Read the routine verbs in the box and write them under the correct pictures.

do homework - get up - go to work - wake up - go to bed I sleep take a shower - have breakfast - have lunch - brush your teeth







VIDEO

1. Fred is 17. He is a school student from London. What is his daily routine? <u>Play the video</u>, listen and take notes. Try to understand as much as possible without looking at the subtitles.

your notes

2. Watch the video again. Which routine activities does Fred do? Complete the table below with 5 activities. Compare answers with a partner.

ROUTINE ACTIVITIES FRED DOES

3. Watch the video for the last time and complete the gaps with the missing verbs. Each gap is 1 word.

- A. I wake up at 7, and I usually _____ bed at about 7.30.
- B. Then I ______ and have breakfast.
- C. Usually I have cereal for breakfast with orange juice... but sometimes I ______toast with usually jam or honey. Then I _____ my bag for school. I walk...because my school is only...it's only in the center of the town where I live...
- D. School ______ at 8:30, and _____ we have 2 lessons.
- E. At lunch time, I can ______ to get my lunch.

AFTER LISTENING

1. Compare Fred's routine with yours. Read and answer the questions.

- A. What time do you get out of bed in the week?...
- B. What do you usually have for breakfast?....
- C. How do you get to university?....
- D. Where do you usually have lunch in the week?....
- E. What time do you get home on Tuesdays?...



| LANGUAGE USE

VERBS IN THE PRESENT SIMPLE (AFFIRMATIVE AND NEGATIVE)

1. How to conjugate verbs in the present?

A F F I R M A T I V E (NO CHANGES)		N E G A T I V E (do not <i>or</i> don't + infinitive)		
I You (singular) We You (plural) They Se Fr Se Se Se Se Se Se Se Se Se Se Se Se Se	wake up get out of bed take a shower get dressed have breakfast leave home go to university take the bus get home have dinner go to bed/sleep do homework, etc.	l You (singular) We You (plural) They	do not don't	 wake up get out of bed take a shower get dressed have breakfast leave home go to university take the bus get home have dinner go to bed/sleep do homework, etc.

01





2. What is the present simple for?

Describe routine activities "I have lunch at 1 pm. Then I have two lessons."

Describe traditions "For New Year, many Chileans follow superstitions for good luck the following year."

3. Review frequent routine verbs. Read the frequent routine verbs in the listening and present simple section. Attach them to the correct verb.







4. What about your routine? Use the vocabulary in the previous exercises and write 5 sentences about your routine in the week. Read them to a partner and compare.



SEQUENCE CONNECTORS

5. Work with a partner. Complete the paragraph about Valentina's routine with the sequence connectors from the box. For some sentences, there may be more than one possible choice. Then compare your answers with a partner.

After that | Finally | First | Later | Next | Then*

I am Valentina. I have a busy schedule on Monday. ______, the alarm goes off at 6:30. ______, I quickly get out of bed, take a shower, and get dressed. ______, I go to my son's bedroom to wake him up. He's 3 years old, so I get him dressed. ______ at around 7.15, we go downstairs, and I make breakfast. After breakfast, we brush our teeth and pack our bags. _____, at around 8:10, we leave home. ______, I take him to day care and walk to the university, where I have my first lesson at 8.30.

*Then is not followed by a comma.

01

2

6. In pairs, read the text again. Discuss and answer these questions.

- A. What is the position of a sequence connector in a sentence?
- B. What punctuation mark is used after most sequence connectors (except then)?
- C. What are the two possible positions of time phrases (e.g.: at 6.30, at around 7.15) in a sentence?



WRITING

1. Use what you learned in this lesson and write to a classmate about a typical day (any day from Monday to Friday). *Words: 50 - 80*.

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas. What days or days will you talk about? What routine activities do you do that day? Complete the schedule at the end to generate ideas and help you decide.
- > Plan and organize the paragraph: number your ideas in the order you will write them.
- See how you can insert frequent routine verbs, sequence connectors, and a few time phrases.

WRITE YOUR DRAFT

> Pay attention to the order of ideas and simple present verb forms.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb
- The simple present verb forms are correct
- > Spelling, capitalization, commas and periods are correct
- Prepositions are correct (before days of the week)







MY SCHEDULE					
M	DNDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00 5:00 6:00 7:00					

EXTRA PRACTICE

For extra practice visit this folder:



Lesson

01







READING

À DAY WITH YOUR FAVORITE CELEBRITY

Learning Objectives

At the end of this lesson, you will be able to apply the present simple tense and adverbs of frequency properly when writing about someone's daily routine.

CONTENTS		
READING COMPREHENSION	▶ Rihanna´s daily routine	
LANGUAGE USE	 3rd person singular Adverbs of frequency 	
WRITING	Write about someone's daily routine	



1. In pairs, answer the following questions:

A. Who is your favorite celebrity?

B. What do you know about his or her daily routine?



WHILE READING

1. Read the following text about Rihanna:



R ihanna is a famous pop star. She **comes** from Barbados, an island in the Caribbean Sea, but now she *lives* in the United States of America. Rihanna **doesn't** really *like* mornings! She likes to sleep a lot. She **always gets** up at 8 o'clock because she **walks** her dog Marley. In the morning, she likes showers – she *likes* singing in the shower! She only has baths in the evenings. She *doesn't like* tea or coffee for breakfast. She *drinks* juice in the mornings and water in the day. After that, she *studies* at home during the mornings, and she *often writes* music and songs in the evenings. When she does concerts, she *goes* to bed very late.

Т

F

2. Read the following statements and decide if they are true (T) or false (F):

- A. She doesn't like mornings because she has to walk her dog.
- B. When she has showers, she sings.
- C. She studies and writes music at home in the morning.
- D. She goes to bed late because of her concerts.

POST READING

1. In pairs, discuss the following questions:

- A. Do you think celebrities have a special life? Why?
- B. Do you think celebrities have to work hard? Why?







1. Read the text again and classify the words in bold. Then check your answers with your classmates:

3RD PERSON SINGULAR	ADVERBS OF FREQUENCY
comes	often
	U

3RD PERSON SINGULAR

Remember that we use the present simple to talk about general facts, routines and free time activities. Pay attention to the use of the 3rd person singular.

AFFIRMATIVE	ΝΕGΑΤΙVΕ	
He / She / It works	He / She / It doesn't work (does not)	

1. Choose one verb from the chart and complete the following sentences. Then check your answers with your classmates:

study | read | work | listen | cook | go | watch

- A. Leticia ______ to rock music in the morning.
- B. My mother _____ pasta because she loves it.
- C. My sister ______ series on TV.
- D. Pablo ______ at UOH.
- E. His brother ______ a book in the evening.
- F. Her father ______ from Monday to Friday.
- G. Paola ______ to the mall on Sundays.





We use frequency adverbs to talk about how often someone does something.



BEFORE	AFTER
 Adverbs of frequency go before the verb in a sentence. ►I always play video games on Saturdays In negative sentences, you can use always usually and often. ►I don't often go out on Saturday evenings. 	Adverbs of frequency go after the verb to be. ▶I am <u>always</u> happy when we are together.

1. In pairs, write the adverbs of frequency from the box in the gaps on the timetable:

usually always sometimes			
• never	hardly ever often	▶	
0%		100%	

2. Look at Rihanna's timetable and describe her routine using adverbs of frequency. Then check your answers with your partner:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Walk the dog Have singing lesson Dance in the studio Write music Meet friends Have math class		 <th></th><th>✓ ✓ ✓</th><th></th>		✓ ✓ ✓	

A. She always walks the dog.

В.	
C.	
D.	
Ε.	
F.	

WRITING PRACTICE |

1. Use the content of this lesson to describe the routine of someone you know well. *Words:* 100 - 150.

024

BEFORE WRITING THE PARAGRAPH

- Think about the routine of the person you want to describe.
- Brainstorm as many ideas as possible.
- Look up key words you will need in the dictionary.
- > Plan and organize the paragraph: number your supporting details in the order you will write them.
- Create a potential topic sentence.
- > See how you can insert adverbs of frequency present simple (3rd person singular).

WRITE YOUR DRAFT

▶ Pay attention to the order of ideas and how you connect them. Use sequence connectors

WRITTEN

EXTRA PRACTICE

For extra practice visit this folder:







COMPARING ROUTINES

Learning Objectives

At the end of this lesson, you will be able to contrast your routine to that of another person using compound sentences.

CONTENTS		
READING COMPREHENSION > Two very different jobs		
► Compound sentences		
MECHANICS Coordinate conjunctions (FANBOYS) and comma use		
► Two ways to contrast ideas		
WRITING Comparing your routine to that of another person		

READING |



1. In pairs, discuss these questions:

A. What is the routine of 1. a museum tour guide; 2. a musician?

B. Which person has a more relaxing routine?





WRITTEN

ISH L Booklet

2. This lifestyle magazine published an interview of these two people with very different daily routines. Read the two interviews and check your ideas. Were you correct?



DO YOU LIKE YOUR JOB? IS YOUR JOB EASY OR DIFFICULT? WHAT'S YOUR DAILY ROUTINE LIKE? IS IT RELAXING OR STRESSFUL? WE INTERVIEWED A FAMOUS MUSICIAN AND A MUSEUM TOUR GUIDE TO FIND OUT!

INTERVIEWER (I): HI MARIANA, NICE TO MEET YOU.

MARIANA (M): Nice to meet you, too. I: YOU ARE A MUSEUM TOUR GUIDE, RIGHT? WHERE DO YOU WORK?

M: I work at the Museum of Fine Arts in Santiago.

M: My job is easy, but my daily routine is quite busy! In the week, I always get up at 6:30 and go to sleep at 9:00. I'm so exhausted!

I: ARE YOUR MORNINGS EXHAUSTING?

M: Yes, a lot! I get up, and I make sandwiches for my son, Jorge. He is 9, so I make breakfast for him, too. Then I do some housework. For example, I wash the dishes and make the beds.

I: DO YOU HAVE BREAKFAST?

M: No...I wish, but I'm always in a hurry, and I don't have time for breakfast. I often have coffee at work.

I: AND AFTER BREAKFAST, WHAT DO YOU DO?

M: Later, we get ready, and we cycle to school. In this way, we can do exercise and save money. Then I cycle 7 kms. to work.

I: THAT'S A LOT OF CYCLING! WHAT TIME DO YOU START AND FINISH WORK?

M: My first tour usually starts at 9:30, and I go home at 5:30.

l:_____

M: I pick up my son from school. After that, we go grocery shopping. We get home at around 7... I make "once," and we eat and talk. At around 7:45, I help my son with homework and check my emails.

I: DO YOU GO OUT SOMETIMES?

M: Not much...A babysitter is very expensive...I just read Jorge a story at around 8:45, and then I just go straight to bed!

I: AND HOW DO YOU FEEL ABOUT YOUR JOB? DO YOU LIKE IT?

M: Yeah, I like my job, but I don't earn much money, and I stand all day.

I: OH NO! YOU HAVE A LONG DAY, INDEED! HERE'S A FREE GIFT CARD FOR SPA SESSIONS AN ENTIRE YEAR, AS A THANK YOU FOR THIS INTERVIEW!

M: How exciting! Thanks a lot! I will definitely use it!

l:____







1: _

1: _

INTERVIEWER (I): HI, ANITA! THANKS FOR THIS INTERVIEW; IT'S NICE TO MEET YOU IN PERSON!

ANITA (N): Nice to meet you, too.

I: SO, WE KNOW YOU ARE A FANTASTIC MUSICIAN AND AN INCREDIBLE SINGER, BUT WHAT IS YOUR DAILY ROUTINE?

N: Thanks! Well, it's really interesting, and every day is different. First, I get up and read the newspapers to know what is going on in Chile and the world. After that, I get ready and leave home. I often go to a small café for breakfast. Santiago is a very busy city, so I enjoy my cup of coffee and some cake. I usually watch people go by and read music magazines. At about eleven o'clock, my car arrives and takes me to the studio. There I meet the other members of the band, and we drink a cup of coffee before rehearsing.

I: AND WHAT DO YOU DO THEN?

N: We never start working in the studio until midday. Usually, we begin with the activities

of the previous day. At about 3 pm, we stop for lunch, but sometimes we continue recording if we have some good ideas.

N: It depends. Usually from 12 to 5. I am the singer in the group, so I need to take care of my voice. I normally drink a lot of water and never sing for more than 3 hours. I don't always sing, but then I help the rest of the group with the music.

N: I go back home by car and arrive home at about 7 p.m. I usually play some guitar, or I call friends over for dinner. I am also a very good cook, so I enjoy trying new recipes. Finally, I never stay up too late because I want to do my best the next day at the studio.

I: THAT'S VERY INTERESTING! WELL, THANKS AGAIN FOR THE INTERVIEW, AND BEST OF LUCK WITH THE NEW RECORD!

N: Sure, this was fun!



3. Complete the interviews with the missing questions a-d. Then compare with a partner.

- A. What do you do after work? What do you do to relax?
- B. How does your day finish? What do you do when you get home?
- C. How long do you work in a day? (*Note: How long: Cuánto tiempo)
- D. What do you in the week? Do you have a busy or a relaxing routine?

4. Read the interviews again and answer these questions with a complete sentence. Compare your answers.

- A. Where does Mariana work?
- B. What time does Mariana get up in the week?
- C. Who is Jorge?

WRITTEN

- D. How does Mariana get to work?
- E. Does Anita have breakfast at home?
- F. How does she get to the studio?
- G. How long does Anita work every day?
- H. What does she do when she gets home?

AFTER READING

1. What advice can you give Mariana for a more relaxing routine?

2. Do you think Anita's lifestyle is relaxing or stressful?





MECHANICS

SIMPLE VS. COMPOUND SENTENCES

So far, you know this:

A SIMPLE SENTENCE =

SUBJECT + VERB + OBJECT + OTHER INFORMATION

Besides this,

A SIMPLE SENTENCE =

```
ONE INDEPENDENT CLAUSE ____ AN IDEA THAT IS COMPLETE AN STANDS ALONE
```

A COMPOUND SENTENCE =

ONE INDEPENDENT CLAUSE + ONE INDEPENDENT CLAUSE

EXAMPLES

COMPOUND SENTENCES		
ONE INDEPENDENT CLAUSE	C O N J U N C T I O N	ONE INDEPENDENT CLAUSE
l usually play some guitar Santiago is a very busy city I just read Jorge a story at around 8:45	, or , so , and	l call friends over. I enjoy my cup of coffee. then I just go straight to bed!

IDENTIFYING SIMPLE AND COMPOUND SENTENCES

1. Read the interviews in the reading section again. Highlight all the compound sentences you find. How many are there? Compare answers with a partner.

2. Without reading the magazine interviews, read each sentence below and say if they are simple (S) or compound (C). Add commas to the compound sentences. Do you and your partner have the same answers?

- A. _____My job is easy but my daily routine is quite busy.
- B. _____I get up and I make sandwiches for my son.
- C. _____In this way, we can do exercise and save money.
- D. _____After that, I get ready and leave home.
- E. _____At about eleven o'clock, my car arrives and takes me to the studio.
- F. _____I usually play some guitar or I call friends over for dinner.
- G. _____I am the singer in the group so I need to take care of my voice.





IS EVERY SENTENCE WITH AND, BUT, OR A COMPOUND SENTENCE?

ANSWER:

No. If a sentence has AND, BUT, OP, it is not necessarily a compound sentence!!

EXAMPLE SENTENCE	SENTENCE TYPE	
I normally drink a lot of water and never sing for more than 3 hours.	SIMPLE SENTENCE	
At around 7:45, I help my son with homework and check my emails.	SIMPLE SENTENCE	
I meet the others, and we drink a cup of coffee before rehearsing.	SIMPLE SENTENCE	
I make "once," and we eat and talk.	COMPOUND SENTENCE	

COMPOUND SENTENCES:

JOINING INDEPENDENT CLAUSES WITH COORDINATING CONJUNCTIONS (FANBOYS)

- Coordinate conjunctions connect two independent clauses
- There is always a **comma** before a coordinating conjunction
- There are 7 conjunctions in English; each conjunction has different meanings. To remember them, think of the acronym FANBOYS.

LETTER	C O N J U N C T I O N	MEANING	EXAMPLE SENTENCE
F	FOR	Cause (formal)	I go to bed early, for I need to get up early.
A	AND	Addition	 Students finish class, and they go home.
N	NOR	Negation	 He doesn't have homework, nor does he have class.
В	BUT	Contrast	 In the morning, I am in hurry, but I always have breakfast.
o	OR	Alternative	In the evening, Luis studies, or he does homework.
Y	YET	Contrast (formal)	 She stands all day at the museum, yet she likes her job.
S	SO	Effect	I don't have a bicycle, so I take a bus to university.

03



1. Read Sofia's afternoon routine. Complete the gaps with the missing coordinating conjunction (SO - AND - OP - BUT - FOP) and commas. Then compare your answers.

This is what Sofia usually does in the afternoon. She leaves university and takes the bus with her friends. She is tired_____she doesn't go home. The television is always on_____the apartment is noisy. Instead, she goes to the library _____there she can do her assignments. There she gets help from the teaching assistant_____she just studies alone or with classmates. She spends around 3 hours there. _____she gets home by 7 p.m.

2. Read the sentences and do the following:

- Combine each pair of sentences into one compound sentence.
- Connect the sentences with an appropriate coordinating conjunction (and, but. or, So).
- More than one conjunction is possible.

A. Carlos works on Saturday. He cannot come to the soccer match with us.

B. Valeria goes to class every day. On weekends, she goes to the beach in the afternoon.

C. Lucas and Patricia are classmates. They study English Pedagogy.

D. In his free time, his brother plays guitar. He watches a series on Netflix.

TWO WAYS TO CONTRAST IDEAS

Two opposite ideas are in contrast. There are **2 ways** to express contrast:

A compound sentence joined with "but": My cousin likes rock, but I prefer pop.

Two simple sentences joined with a contrast sentence connector:

My cousin likes rock. *However / In contrast*, I prefer pop.

THE MEANING IS THE SAME, BUT THE FORM IS DIFFERENT. YOU NEED TO USE BOTH FORMS TO HAVE MORE SENTENCE VARIETY IN YOUR WRITING.







1. How different are these brothers? Use the pictures given by your teacher to write contrasting ideas in the 2 ways presented. Follow the example.

EXAMPLE

1A. Julián smokes, but his brother doesn't smoke.

1B. Julián smokes. In contrast, his brother doesn't smoke.

	Ĵ		WRITING
6A.			
5B.			
5A.			
4B.			
2A.			

1. Use what you learned in this lesson and write a paragraph comparing your routine to that of another person that is important to you. *Words: 60-80*

BEFORE WRITING THE PARAGRAPH

YOU NEED TO INCLUDE

- Frequent routine verbs
- Sequence connectors
- Time phrases



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•03

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- Simple and compound sentences (50/50)
- Coordinating conjunctions (fanboys)

USE THE LIST AND THE CHART BELOW TO HELP YOU PLAN AND ORGANIZE YOUR IDEAS

YOUR ROUTINE	THE ROUTINE OF

WRITE YOUR DRAFT

> Pay attention to the order of ideas and simple present verb forms.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb
- The simple present verb forms are correct
- > Spelling, capitalization, commas and periods are correct
- Prepositions are correct (before days of the week)
- Compound sentences are properly connected (commas)

EXTRA PRACTICE

For extra practice visit this folder:



49-



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DESCRIBING CHILEAN CELEBRATIONS

Learning Objectives

At the end of this lesson, you will be able to describe typical Chilean celebrations in a brochure with complete paragraphs.

C O N T E N T S					
READING COMPREHENSION	▶Let's celebrate				
LANGUAGE USE	▶ There is - there are				
TOOLS FOR WRITING	 Paragraph structure Brainstorming technique: Spider diagram 				
WRITING	 Describe a Chilean celebration in a brochure 				





BEFORE READING

1. In pairs, answer the following questions:

A. How many celebrations do we have in Chile?...

B. What is your favorite celebration? Why?....

WHILE READING

1. Read the following text about celebrations around the world:



Lesson

04

CUELA DE EDUCACIÓ



What do you do at New Year? We find out about New Year celebrations around the world.

New Year is a very important time in *Japan*. At midnight, in shrines and temples around the country, bells ring 108 times. This removes the evil from the New Year. Many people go to the famous tourist attraction, The Watched Night Bell in Tokyo, to listen to the bells.

They also visit their local Buddhist shrine or temple on New Year's Day. Some people wear traditional Japanese clothes for this "first visit", and they say special prayers for the New Year. Japanese people always laugh when the New Year begins. This is because they believe that laughter brings enjoyment and good luck throughout the year. They also send New Year postcards. People send the postcards in December, and the post office promises that they will deliver them on 1 January.

In *Mercice*, New Year celebrations are noisy and fun! People often have parties with their families and friends, and *there are* fireworks at midnight. Mexican people think about their achievements and disappointments in the past year and their predictions and hopes for the new year. People make a list of their disappointments and burn it. *There are* special decorations in their house, and people wear certain colors to symbolize their wishes for the future.

For example, red symbolizes love, yellow symbolizes work, and green symbolizes money. When the bell rings twelve times at midnight, people eat twelve grapes, and they make twelve wishes for the future.

Scottish people love celebrating New Year in Scotland. There are different kinds of entertainment: street parties, fireworks and dances. In Edinburgh, they have a procession on 30 December. Then on 31 December, there is a big ceilidh – a traditional Scottish dance. People have a tradition called "first footing". The first person who comes into your house after midnight on 31 December is very important. Traditionally, the

first footer is always a tall, dark-haired man. He brings special presents which mean they will have good luck and health in the new year. At the beginning of the new year, many people sing a traditional song Auld Lang Syne together. 1 and 2 January are both holidays in Scotland because people need two days to celebrate new year!







2. Read the text about celebrations around the world and decide if these statements are T(True), F(False) or NG(Not Given). Then check your answers with your classmates.

□True □ False □ Not given

- A. The rings of bells represent that the devil will be removed from the New Year.
- B. Japanese people always wear traditional clothes when they visit Buddhist shrine or temples.
- C. Japanese people laugh a lot in New Year's Eve and Day because they think they will receive good luck and happiness.
- D. Mexican people analyze achievements, disappointments, predictions and hopes about the past year and the new year.
- E. Mexican people make a list of achievements to burn this in order to be lucky in the new year.
- F. Scottish people celebrate New Year with parties, fireworks, and dances.
- G. The first footer brings special food representing good luck and health.

POST READING

1. Work in pairs and discuss giving details:

A. What do Chilean people do on New Year's Eve?



1. We use *there is – there are* to explain the general features of a place.

EXAMPLES

- There is a big ceilidh a traditional Scottish dance.
- There are fireworks at midnight.
- **There are** different kinds of entertainment: street parties, fireworks and dances.
- 2. We use *there is* when we talk about one thing (singular) and *there are* when we talk about many things (plural).

	SINGULAR	PLURAL
- 52	THERE IS a beautiful dance in the north of Chile.	THERE ARE beautiful dances in my country.





3. Work in pairs. Circle the correct word to complete these sentences:

- A.**There is** / **are** an excellent university in Rancagua.
- B. *There is* / *are* people from many different countries in Chile.
- C. There is / are lots of flats in Santiago.
- D. There is / are a beautiful zoo near here.
- E. *There is / are* lots of Peruvian restaurants in Chile.
- F. *There is* / *are* a river near my home.

TOOLS FOR WRITING

PARAGRAPH STRUCTURE

Before you write, it is important to plan and organize ideas carefully so that your paragraph is complete.

In English, a paragraph is complete with 3 elements: a topic sentence, supporting sentences, and a closing sentence. Look at these elements in this example paragraph:

Ricardo's Fridays are always busy days. He gets up early. Then he works from 6:00 to 2:30. After work, he picks up his little boy from daycare. Sometimes, they go shopping or play in the park. Then they go home. Ricardo's wife gets back from work at 5:30. They usually have dinner at home. In the evening, Ricardo puts his son to bed. After that, he finally has time to relax. He and his wife sometimes watch a movie, but they do not stay up late. Ricardo is tired after his long day.

TOPIC SENTENCE

It's usually the first sentence. It gives the general idea described in the paragraph.

SUPPORTING SENTENCES

They describe or explain the topic sentence. In this case, we "get a picture" of how busy Ricardo's Fridays are.



CLOSING SENTENCE

Last sentence. It repeats or emphasizes the topic sentence to conclude the paragraph.

IDENTIFYING PRACTICE

1. Read this tourist brochure about National Youth Music Camps, a traditional event in the **United Kingdom.**

Use different colors to **underline** 1. the topic sentence, 2. the supporting sentences, and 3. the closing sentence

04

SCUELA DE EDUCACIÓN

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Every August, young people from around the UK come to the National Youth Music Camps at the Stables Theater in Milton Keynes and play music together for a week. Some young people are very good musicians, and they can play different instruments. Some young people don't have an instrument, but everyone is welcome at the camp, and there are lots of instruments for all young people. The young people and teachers sleep in tents. In the day, they have music lessons, and they have breakfast, lunch and dinner together in a big tent. There is also a theater and a recording studio. The young people act, sing, and dance there. At the end of the week, the young people's families come to the theater and see their children perform on stage. In these music camps, everyone has a wonderful time and learning experience!

(Words: 143)

BRAINSTORMING TECHNIQUE: SPIDER DIAGRAM

Before we write, we need to decide what to write about. For this reason, a spider diagram can help us organize our ideas:

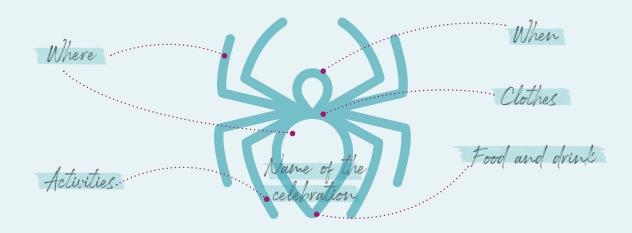
1. Write the name of the celebration in the center of the diagram.

2. Write about these topics in the spider diagram:

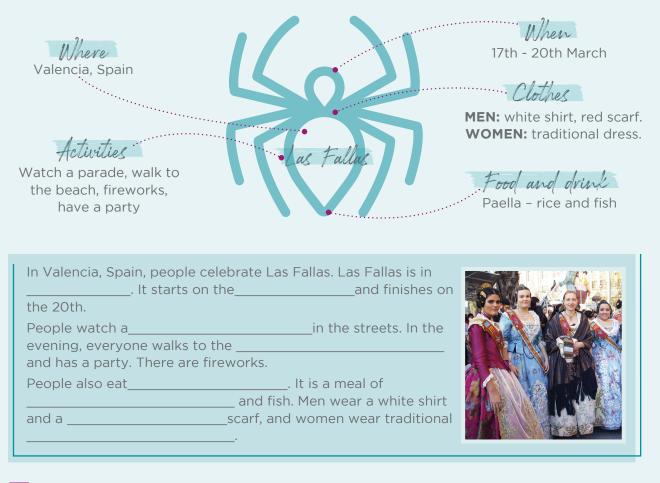
- A. When and where the celebration is
- C. What people eat and drink in the celebration
- B. What people do in the celebration
- D. What people wear in the celebration







3. Look at the notes about a festival in the spider diagram. Use this information to complete the paragraph below. Then check your answers with your classmates:



Reread the paragraph about Las Fallas and use different colors to <u>underline</u> 1. the topic sentence,
 2. the supporting sentences, and 3. the closing sentence. Compare your answers with a partner.

04

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WRITING

1. Use the content of this lesson to write a tourist brochure about a typical Chilean celebration *Words: 100 -150*.

BEFORE WRITING THE PARAGRAPH

- > Try different options and see which one is more inspiring or has more to say about
- Use the Spider diagram technique to brainstorm as many ideas as possible (even in Spanish. That's ok!)
- Look up key words you will need in the dictionary
- Plan and organize the paragraph: number your supporting details in the order you will write them. Create a potential topic sentence
- See how you can insert simple and compound sentences there is/are (+/-) present simple

WRITE YOUR DRAFT

> Pay attention to the order of ideas and how you connect them

READ YOUR PARAGRAPH AND CHECK

- > You have a topic sentence, supporting sentences, and a closing sentence that ties ideas in the paragraph
- All sentences have a subject and a verb
- The simple present verb forms are correct
- Spelling, capitalization, commas and periods are correct
- Compound sentences are properly connected (commas)

EXTRA PRACTICE

For extra practice visit this folder:









Learning Objectives

At the end of this lesson, you will be able to apply the contents studied in unit 2 to write a paragraph about a celebration.

Reflecting

CONTENTS

READING COMPREHENSION	It's a beautiful morning!
	▶ Present simple
LANGUAGE USE	▶ Routine vocabulary
	Adverbs of frequency and There is/are
	► Compound sentences
MECHANICS	 Connectors (FANBOYS, contrast connectors)
WRITING	Write about a celebration in a complete paragraph

BEFORE READING

1. Discuss in pairs: What is your favorite time of the day? Why? What do you do?

WHILE READING

1. Read the text and tick (*I*) *TPUE*, *FALSE*, or *NOT GIVEN*. Then check your answers with your partner.

IT'S A BEAUTIFUL MORNING!

Katie is in the Australian swim team. She gets up at 5 o'clock and goes to the swimming pool for 2 hours before school. She swims 5,000 meters. "My friends are tired at school in the morning, but I feel great after a swim," she says. However, she doesn't swim on Sunday, instead, she watches TV in bed. Then she has a shower and studies for her exams. "I don't do exercise on Sunday; I feel tired all day!

In contrast, Andrej lives in Bled, Slovenia. In summer, he goes into the mountains at half past five and takes photos. "I don't go in winter because it's dark before school, but in summer, I love the early morning," he says. "It's a great time for photography. The sky is very blue, and the light is pink." He doesn't take photos of people, for he prefers views of his town and the mountains. Shops in Bled sell his photos to tourists, so he makes some money.





POST READING

ESCUELA DE EDUCACIÓN

Wednesday, April 12th S

LANGUAGE USE

1. Discuss these questions in pairs: Do you get up at 5 am? If not, what do you in the mornings before coming to university?



1. In pairs, complete the following sentences with present simple (positive or negative) of the verbs in the box. Some verbs are used twice or 3 times.

Go (x3) | stay | get up | do (x 2) | get have | start | feel | watch

Most teenagers ______ exercise before school. They ______ in their beds in the morning. Javiera ______ at six o'clock. She ______ dressed to go to the gym because she is a gymnast. She ______ breakfast with her family, for they are still in bed! After the gym, Javiera ______ to school. It ______ at 8:30 and finishes at 3:30. However, she ______ tired. "Gymnastics always gives me energy." After school, Javiera ______ her homework and then has dinner with her family. In the evening, Javiera ______ online, and she ______ movies. Nevertheless, she ______ to bed late.

2. Unscramble the sentences. Pay attention to the position of adverbs of frequency. Compare answers.

A. Sundays / work / don't / I / on / usually

B. Lorena / in /hardly ever / the afternoons /takes a nap

C. on / Patricio and Carolina / Friday / at home / sometimes / stay / evenings

D. don't often / go / friends / the week / out / My / in

E. I / busy / am / in the week / always

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Unit

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3. In pairs, complete the sentences below with There is or There are (positive or negative).

- A. This year, there _____ a month full of days off.
- B. There _____ many cancelled concerts this year.
- C. There _____ 70 new students in English Pedagogy this year.
- D. There _____ no face-to-face classes the first semester.
- E. There ______ a single strategy to learn vocabulary.
- F. There ______ too many books in English in the library for you to check out.
- G. There ______ written tasks every class, and you need to do them.

4. Are these sentences simple (S) or compound (CD)? Write a comma if needed. Check your answers with a partner.

ecting on the Past 10 Days

D.

- On the weekend, Larry likes to spend the whole day in his garden.
- _____ He begins by cutting the lawn and that job usually takes him two hours.
- C. _____ Every Saturday, he gets in his car and goes to the grocery store.
 - At the store, he buys many plants and tools for his garden.
- E. _____ Finally, he comes home and he continues playing guitar.
- F. _____ He enjoys the work in the yard but it is not easy.
- G. _____ In the evening, he takes a shower and falls asleep on the couch.

5. Combine these sentences using a comma and FANBOYS (FOR, AND, NOR, BUT, OR, YET, SD) to express a logical idea. Then compare your sentences to your partner.

- A. Chileans like their National Holidays. They have a lot of days off to have fun.
- B. Friends and families usually get together. They eat big barbecues.
- C. Those days, people do not answer work emails. Students do schoolwork.
- D. There is always a lot of unhealthy food. People do not care and eat everything anyway.
- E. They often go to fondas. They go to friends' houses to party.
- F. Eating out during these holidays can be expensive. Some people want to spend the money to eat out.
- G. Our National Holidays are so much fun. You should come celebrate with us!

6. Work in groups. Choose the correct FANBOYS or contrast connector to complete the sentences. Only 1 answer is possible. Clues: Logical connection and punctuation.

A. So

- She gets up late, _____ she has to run to get to school on time.

C. Therefore

Susana is good at English, _____ she is awful at math.

B. Sr

B. However C. But A.And

One of my friends studies at UOH. , another friend studies in Santiago.

A. But B. However C. And

I often study at night, ____ I can concentrate better.

A. Therefore B. In addition C. For

A. But

WRITTEN

- Her sister is a student, ____she lives in Rancagua.

B. Yet C.And

C. Nor

- I was born in May. ____, my brother was born in September.

B. In contrast c. So A. Nor

Students do not go to school on weekends, __do they have to get up early.

A. Yet B. However C. In contrast

A.And B. But

My sister has breakfast every day, _____ I never have breakfast.

Unit

WRITING SECTION

- 1. Write a paragraph of 80-120 words describing a celebration you like. Include all the contents in the unit (paragraph structure, present simple, there is/are, routine verbs, adverbs of frequency, compound sentences, FANBOYS, contrast sentence connectors). Use the questions below to brainstorm ideas and the writing checklist to check and revise your writing.
- What is the name of the celebration?
- Why do you like it?
- When and where is it?
- What do people celebrate? How do they celebrate? What do they usually wear/do/eat?

NOTE:Remember to include a topic sentence and a concluding sentence.

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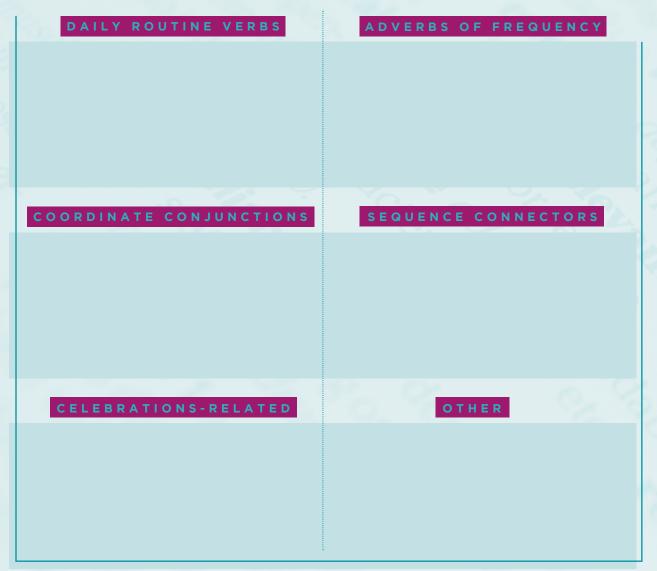




INSTRUCTIONS

This section is your personal dictionary. Write the new words you learn in this unit in the corresponding category. Use an online dictionary to find the definition in English.

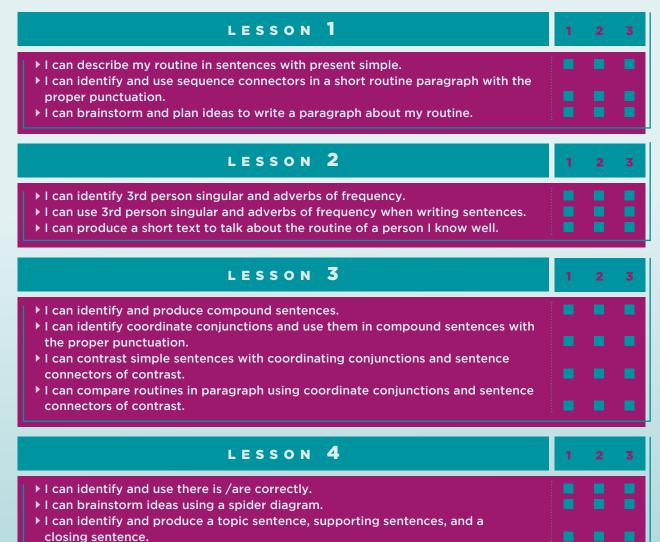
RECOMMENDED | Add an example sentence.







Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident | 2: confident | 3: very confident).



I can produce a complete paragraph in a tourist brochure to talk about a typical Chilean celebration.

Remember: If you need help, ask your teacher!



TALKING ABOUT PAST EVENTS

I got my first real six string Bought it at the five and dime Played it til my fingers bled Was the summer of '69

Me and some guys from school Had a band and we tried real hard Jimmy quit and Jody got married I shoulda known we'd never get far

But when I look back now That summer seemed to last forever And if I had the choice Ya, I'd always wanna be there Those were the best days of my life Brian Adams' "Summer of '69"

IN THIS UNIT, YOU WILL BE ABLE TO...

- Write a paragraph about your most important life events
- Narrate a happy time from childhood or adolescence and reply to a classmate's experience
- Narrate a memorable day in your life
- Review simple, compound, and complex sentences
- Identify and fix sentence fragments



YOUR MOST IMPORTANT LIFE EVENTS

Learning Objectives

At the end of this lesson, you will be able to describe your life's most important events in a complete paragraph.

CONTENTS					
READING COMPREHENSION Maria's blog post					
LANGUAGE USE	 Past tense (regular – irregular verbs) Past time expressions 				
WRITING	Describe your life's most important events				



READING

BEFORE READING

1. In pairs, answer the following questions:

- A. What was your experience at school like?.....
- B. Was it difficult for you to make new friends at school? Why?...

WHILE READING

1. Read Paula's blog post.



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I liked living in our little village in Chile, so when dad *found* a new job in Australia, I *was* sad. All my friends were in the village, and I did not want to leave them. I did not know anybody in Melbourne! But, that summer, we *left* our old home and got on a plane to a new life in a new country.

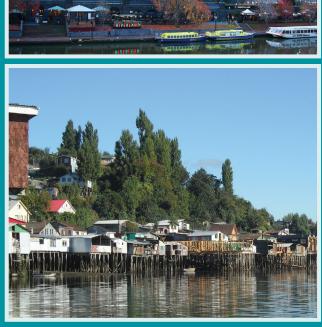
How did I feel about that? I *hated* it at first. My new school was much bigger than my old one, and I felt very small and alone. I did not speak much English, so it was difficult to make new friends. I *wanted* to go back to our town.

But slowly I began to feel happier. My parents gave me a camera for my birthday, and I joined the school photography club. I met some interesting people there. Last month, there was a competition called Pictures of the City of Melbourne, and I *decided* to enter it. I *won* a prize, so they *showed* my photograph in the state city library.

2. Number these events in the order they happen in the blog:

A. Paula joined a photography club.	
B. They left Chile and moved to Australia.	
C. Paula won a photography competition.	
D. Paula's dad found a job.	
E. Paula lived in a village.	
F. Paula's parents gave her a camera	
G. Paula started her new school.	

3. Read the text again to complete the table. Then check your answers with your partner:







INFINITIVE	PAST SIMPLE	INFINITIVE	PAST SIMPLE
is are decide hate join like move show want		begin feel find get give leave meet win	

POST READING

ESCUELA DE EDUCACIÓN

4. Work in pairs and describe an important event during your school years.

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ENGLISH L

HELLO HOLA LANGUAGE USE | PAY ATTENTION

VERB TO BE IN PAST

1. We use WAS or WERE to talk about past events:

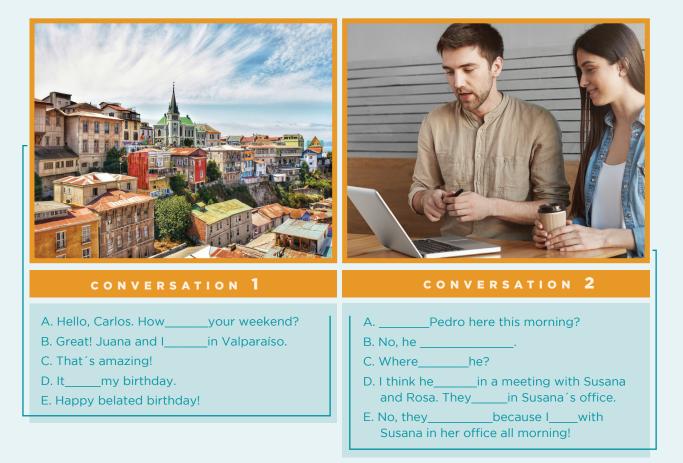
AFFIR	маті	VE	ΝΕGΑΤΙVΕ			
l / He / She / It	was	l was sad.	l / He / She / It	was not (wasn't) I was not sad.		
You / We / They	were	They were my friends.	You / We / They	were not (weren't) They were not my friends.		







2. Complete these conversations with *was, were, wasn't* or *weren't*. Then check your answers with your partner:



REGULAR AND IRREGULAR VERBS

We also use *REGULAR* and *IRREGULAR* verbs to talk about past events in English.

1. In pairs, read the following information to complete the past simple rules with words and phrases from the box:

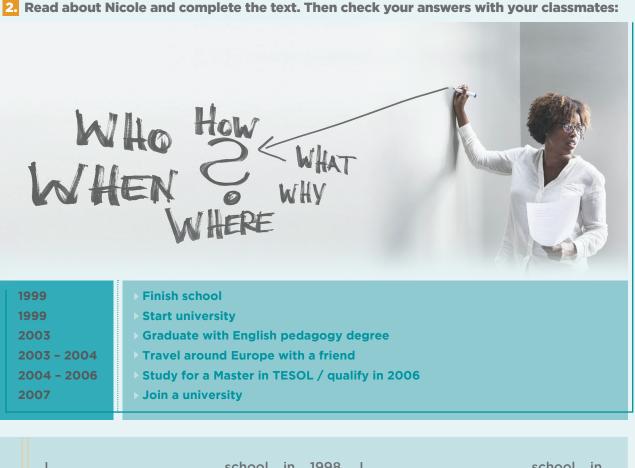
adding-ed | didn't (did not) | finished | changing spelling

A. We use the past simple to talk about actions that happened in the past and are now _____

- B. We make regular past forms by _____
- C. We make irregular past forms by _____
- D. We use ______ to make negatives in the past.

014





WRITTEN

Booklet

<u> </u>	school in 1998. I	school in
1999, and I	university in the same year.	After that, I
	from university with a degree in English pe	edagogy.
I	around Europe with a friend nearly a ye	ar. After that,
1	for a Master in TESOL and	in
2006. Finally, I	a university wher	e I still teach
English today.		



MILLER



Work in pairs and read this postcard. Underline the verbs in the past:

Hi Samuel,

Sal Du Ger

We are having a great time in Viña del Mar. We got to the hotel on Saturday and went straight to the beach. We sat there all day and swam in the sea. On Sunday, we took a taxi to the local market and bought some delicious bread and cheese. We ate our lunch in the park outside the Quinta Vergara Palace. Then we did some sightseeing in the afternoon. We are back on the beach today!

1.11

Hugs,

4. Match the past simple form of the following verbs:

7.1

- 1	11		_			-		- 1	_
ale - p	ought -	- did - o	nave - gol	- had	- made	e – Sal –	- Saw - Swam	- look -	went
				((

A. eat	E. get	l. buy
B. sit	F. go	J. take
C. do	G. have	K. give
D. swim	H. make	L. see

5. Complete the conversation with the past simple of the verbs in the box. Then check with your partner:

buy do eat get up	go have	sit swim	take
-------------------------	---------	------------	------

A: How was your holiday?

B: Great! We _____ late every day and _____

in the hotel pool before breakfast.





- A: How was the food at the hotel?
- in one of the local restaurants. We **B:** Not bad, but we usually some delicious fish dishes.
- A: So, were you near the coast?
- the hotel bus down to the sea and B: Yes, we were. We_____ _____on the beach in the afternoon.
- A: Were there many places to visit?
- B: Mark______sightseeing, but I wasn't interested. I______some shopping on the last day. Look! I______this beautiful bracelet at a local market.

PAST TIME EXPRESSIONS

These past time expressions are used to talk about past events:

PAST TIME EXPRESSIONS	AGO	LAST YEAR	LAST MONTH	LAST WEEK	LAST WEEKEND	YESTERDAY	LAST <u>NIGHT</u>
E X A M P L E S I left my job four Paula and Pedro Ricardo gradua We went to Tou Susana and her <i>last weekend.</i>	o worked i ted from rres del Pa	in Santiag UOH last aine last v	month. veek.	►Carlo: <i>night</i>	s talked to his	vies on Netflix , girlfriend for tw vo years ago .	
 Write a senter A. Last year: B. Last month: C. Last weekend D. Yesterday: 	•						
E. Last night:							RITING

WRITING

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1. Use what you learned in this lesson and write to a classmate about your life's most important events. Words: 100 - 120.

WRITTEN ENGLISH L

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas. What are the most important events in your life? When did they happen?
- > Plan and organize the paragraph: number your ideas in the order you are going to write them.
- Include sequence connectors and past time expressions.

WRITE YOUR DRAFT

> Pay attention to the order of ideas and the use of **regular and irregular verbs**.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb.
- ▶ Past tense is correct.
- Spelling, capitalization, commas and periods are correct.

EXTRA PRACTICE

For extra practice visit this folder:



014







REMEMBERING A HAPPY TIME

Learning Objectives

At the end of this lesson, you will be able to narrate a happy time from childhood or adolescence in a complete paragraph posted in the class forum and reply to a classmate's experience.

CONTENTS	
READING COMPREHENSION	▶ Roberto's childhood memories
	▶ Review: Simple vs. Compound sentences
	Complex sentences
MECHANICS	 Dependent clauses (expressing time)
	 Subordinating conjunctions: before, after, when, until, because, as soon as, although
WRITING	▶ Roberto's childhood memories



READING

BEFORE READING

1. Match the words to the pictures: smell (n) - sand castle - tide - jellyfish - run away - scared











WHILE READING

1. Read the following blog post about Roberto's childhood memories and answer the questions. Compare your answers.

•••		××
←→ c 🔇 http:/	/www.childhood.memories.com/myblog/html	۵ ا



Today, I went to the beach. It was my first day at the ocean after many years. The sound and smell of the ocean brought back amazing memories! Before we moved to the south of Chile, we used to go to the beach every weekend in the summer. I also remembered playing for hours in the sand with my sister. We usually made huge sandcastles. When the tide was high, it always destroyed them! Oh, and I remembered finding a huge jellyfish on the beach. Of course, I ran away because I was so scared! It's amazing really, the things you can remember from your childhood...good old days!



- A. Where did Roberto's family go on vacation in the summer?.....
- B. Who does he remember playing with on the beach?.....
- C. What did he do at the beach to have fun?...
- D. How often does he go to the beach these days?...
- E. What did he see that made him scared?....
- 2. Reread Roberto's post. Find all the verbs in the past and classify them as regular or irregular. Compare your answers with a partner.

R	EGULAR VERBS	IRREGULA	RVERBS	

-

POST READING

3. What comment would you give to Roberto about his memories? Write a short post and share a memory in a few lines.

MECHANICS

REVIEW: SIMPLE VS COMPOUND SENTENCES

Remember the difference between a simple and compound sentence:





SIMPLE SENTENCE STRUCTURE	COMPOUND SENTENCE STRUCTURE
1 subject + 1 verb I <mark>watched</mark> the World Cup.	My friends and I played hide and seek, but we also watched soccer
2 subjects + 1 verb My friends and I watched the World Cup.	SUBJECT 1 VERB 1 SUBJECT 2 VERB 2 games on TV.
1 subject + 2 verbs We watched the game and cheered for our team.	
2 subjects + 2 verbs My friends and I went to a café and watched the game on their big TV.	

1. Are these simple (S) or compound (CD) sentences? Add necessary commas. Check answers with a partner.

- A. _____Ten years ago, my friends and I played hide and seek in my house.
- B. _____We also watched soccer games on TV and got very excited.
- C. _____It rained all week, so we couldn't play outside!
- D. _____In August of 2012, we celebrated my parents' 25th wedding anniversary.
- E. _____My parents invited all our relatives and everyone came to our house.
- F. _____My grandparents, aunts, uncles, and cousins brought many kinds of food.
- G. _____There were many delicious main dishes, salads, and desserts.
- H. _____After that, the children played games and the adults sat and talked.

COMPLEX SENTENCES

A complex sentence has one independent clause and one or more dependent clauses:

 A n independent clause can stand alone. It can be a simple sentence.
 A dependent clause cannot stand alone because it does not express a complete idea.

 EXAMPLES OF COMPLEX SENTENCES

 (Independent clauses are in orange and dependent clauses in blue):
 We didn't go because it was raining.
 When he got home, he had dinner.
 A s you can see, complex sentences have 2 possible patterns:

 PATTERN 1: Independent clause + Dependent clause
 PATTERN 2: Dependent clause, + Independent clause



2. You recognize a dependent clause by a subordinator. There are many types, but this unit focuses mostly on TIME subordinators:

 BEFORE | AFTER | WHEN | UNTIL | AS SOON AS | * BECAUSE | * ALTHOUGH

 *these are subordinators of reason and concession.

3. The sentences below tell the story of Helen Keller, a famous author and educator from the United States. Read each sentence and do the following:

- Decide if it is simple or complex.
- ▶ If it is complex, **<u>underline</u>** the dependent clause and circle) the subordinator.
- The first two are done for you. When you finish, compare answers with a partner.

A. **S** Helen Keller was a famous author and educator with an extraordinary resilience.

B. **CX** (Intil)Keller was two years old, she was healthy and happy child.

- C. ____However, when she was two years old, she became very ill with an extremely high fever.
- D. ____ The fever made her deaf and blind.
- E. ____ Because she could not communicate very well with anyone, she became wild and uneducated.
- F. ____ When she 17 years old, her parents hired a teacher for Helen.
- G. ____After many struggles, Helen learnt to communicate with sign language.
- H. ____ This achievement opened a new world for her.
- I. ____ When she was 20, she began taking college courses.
- J. ____ After her graduation, she wrote 13 books and traveled around the world.
- K. ____ She was indeed an incredible human being.

4. Read the text and fill in the blanks with the most suitable subordinator: before, after, when, until, as soon as, because, although. Check your answers with a partner.

My name is Stephanie, and I this is my immigration story. I moved to Chile, I lived in Haiti. I was very sad _ my mom told my brother and I that we had to go. It was painful to leave our land, our friends, and our culture, but life was getting difficult and dangerous. My parents chose Chile _____ they had friends here and more job opportunities. In this way, we could get help, feel more comfortable, and live better. Our friends picked us up at the airport we arrived. They took us to their home, and we felt very welcomed. We stayed with them my parents got a job and were able to rent a small house near them. Meanwhile, _____ 3 months I started school. I tried to learn Spanish, and it wasn't so difficult because friends helped me. _____our cultures are different, and I sometimes get homesick, I am grateful we can enjoy a better life here.



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esson



5. The sentences tell a short anecdote. Combine each pair of sentences into a compound or a complex sentence. Use the words in parentheses. Make necessary changes and add necessary commas. What is the story about? Check and discuss with a partner.

EXAMPLE

- Last April, my son was six years old. My daughter was four.
- (and) Last April, my son was six years old, and my daughter was four.
- A. One day, my children were at home with their friend. His mother had no one to look after him. **(because)**
- B. I had to answer at the door. I left my children and their friend alone in the kitchen. (so)
- C. My neighbor's son called 133. I went to answer the door. (when)
- D. He did not talk to the operator. She saw our address on her computer screen. (although)
- E. She believed that we had an emergency. She sent the police to our house. (so)
- F. I did not notice anything. I saw the police in front of our house. (until)
- G. Of course, there was no emergency. The police officers were not happy about the call. **(but)**
- H. I had a serious talk with them. The police officer left. (as soon as)
- I. They learned the lesson. I had to pay a \$80000 fine! (although)

WRITING

1. Use the content of this lesson to narrate a happy time from childhood or adolescence in a complete paragraph. When you finish, post it in the class forum and reply to a classmate's experience. *Words: 150 -180*.

FOLLOW THE WRITING PROCESS STEPS

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas. You can use the Spider Diagram's technique from unit 2.
- Look up key words you will need in the dictionary, especially past tense of verbs.
- Plan and organize the paragraph: number your supporting details in the order you will write them. Use this frame:

- This lesson brought back many great memories!
- When I was (age).....
- We used to (verb)....
- We also (verb in past)....
- However, we....

WRITTEN

Brocklas

- Moreover, I remember we (verb in past simple)...because/until....
- Indeed, this was the happiest time!

WRITE YOUR DRAFT

> Pay attention to the past simple verb forms.

READ YOUR PARAGRAPH AND CHECK

- > You have a topic sentence, supporting sentences, and a closing sentence that ties ideas in the paragraph
- All sentences have a subject and a verb
- The simple past verb forms are correct
- > Spelling, capitalization, commas, and periods are correct
- > There is a variety of complex sentences and subordinators

EXTRA PRACTICE

For extra practice visit this folder:



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NARRATING A MEMORABLE DAY

Learning Objectives

At the end of this lesson, you will be able to narrate a memorable day in a complete paragraph using narrative adverbs and complex sentences.

CONTENTS		
READING COMPREHENSION	►A memorable day	
LANGUAGE USE	 Narrative adverbs Comma uses: After adverbs and in complex sentences 	
WRITING	▶ Narrate a memorable day	

READING

BEFORE READING

1. Look at the picture at the beginning of the reading. What is the memorable day about?

WHILE READING

1. Read the following story about Luis and his participation in a bike ride charity event. Then answer the questions. Compare your answers with a partner.



SCUELA DE EDUCACIÓN

SITTEN



Two months ago, I participated in a bike ride with my friends Fernanda and Raúl to help raise money for a children's hospital in Temuco. It was a wonderful day! When I got up in the morning, I was worried because the cycle ride was very long—around 40 kms— Could we finish the ride? Although we were worried, we **immediately** felt better. There were hundreds of people of all ages, and most of them weren't amazing cyclists. My friends and I chatted to a lot of nice people while we rode. **At first**, it was a lovely sunny day.

After two hours, we stopped for a quick lunch. <u>Soon</u>, we got on our bikes again. <u>Suddenly</u>, it started to rain! We got really cold and wet because we didn't have rain jackets. However, we sang our favorite songs together and didn't think about the horrible weather. <u>At last</u>, after four hours in the rain, we reached the finish line. Although we were tired, we were really happy. Besides, the hospital got a lot of money for the children! Sometimes the difficult things in life are the most fun!

A. Why did Luis and his friends go on bike ride?

B. How did they feel when the event ended?

AFTER READING

1. Discuss these questions with a partner:

A. What other charity events do you know? What is their purpose?

B. Would you participate in one? Why?



LANGUAGE USE

NARRATIVE ADVERBS

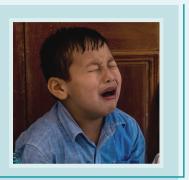


1. Study the underlined adverbs in the text above and match them to the definitions. Compare answers.

A. in the beginning
B. after a long time (when something good happens)
C. quickly and without warning
D. now and very soon afterwards
E. after a short time

2. Complete this paragraph with the adverbs in exercise 1. Compare answers with a partner.

______, my first day at school was very scary. I didn't know any of the other people in the class, so I sat quietly at my desk. Fortunately, I wasn't alone for long. ______, a girl called Paula came and said hello. I ______ felt better because she was really nice. ______, the bell rang. It was time for our first lesson, and Paula and I walked together. I met some other nice classmates at lunch time, but it was a long and difficult day. I was really happy when it was 3 o'clock because ______, I could go home.



ADD COMMAS AFTER ADVERBS AND AFTER DEPENDENT CLAUSES

1. The sentences below are from the reading "A memorable day." Where is the comma placed?

At first, it was a lovely survey day. Soon, we got on our bikes again. Suddenly, it started to vain. Soon, we were really cold and wet because we didn't have rain jackets. At last, after four hours in the rain. we reached the finish line. Two days ago, I got a call from my sister.

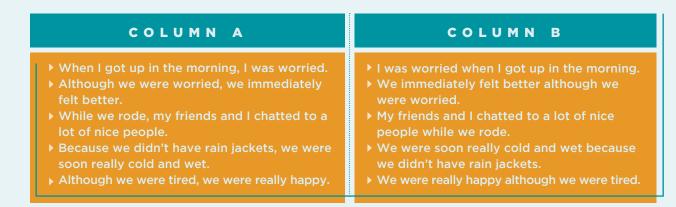
RULE

RULE 1

After narrative adverbs and any other adverb phrase at the beginning of a sentence, you need a comma (except "then").

2. The complex sentences in column A and B have a similar meaning. Why do the sentences in column B do not have a comma?

ESCUELA DE EDUCACIÓN



ANSWER:

/RITTEN

Sentences in column B do not have a comma because the dependent clause comes at the end. (EXAMPLE: I was worried *when I got up in the morning*).

RULE 2

When the dependent clause comes first, it is followed by a comma. (See column A) If it comes second, it does not need a comma. (See column B)

3. Read the sentences and add commas where necessary. If no comma is needed, leave it blank.

- A. Because he was in hurry he forgot to pack his lunch.
- B. Joan was lucky because she had the day off.
- C. After Teresa noticed she couldn't study at home she started going to the library.
- D. We got into the car as soon as it began to rain.
- E. We stayed until the show finished.

4. Rewrite the sentences putting the dependent clause first. Add necessary commas. What happened to the man?

A.had many grocery bags in my hand when I got off the bus.

- B.The bags felt lighter as soon as I crossed the street.
- C. I did not pay attention to this until some teenagers started shouting at me, "Sir, your avocados!"
- D.They quickly helped me pick them up before the traffic light was green.
- E. I never carried so many bags again after that embarrassing event!



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5. Nicolás had very intense holidays! Open the link given by your teacher to narrate his story.

- Use narrative adverbs to sequence events
- Use complex sentences with different subordinators
- Add necessary commas
- > You can use these verbs: relax, rain, travel, play, cook, stay, pack up, dance, walk

When you finish, read the text to a partner. How different are your stories?





WRITING

1. Use the content of this lesson to narrate a memorable day in a complete paragraph. *Words:* 150 -180.

BEFORE WRITING THE PARAGRAPH

- Think of a memorable day and make notes about it. Think about what happened and look up any verbs in the past that you think you need.
- Plan: Organize your ideas in the paragraph:
 - What happened?
 - The start of the day

Lesson





- Later in the day
- How you felt about the day/experience
- Make a list of subordinators and narrative adverbs and any other vocabulary to make the story interesting and easy to understand.

WRITE YOUR DRAFT

• Use your plan and start writing. Remember to pay attention to the order of ideas, the connection of ideas, and verbs in past simple.

READ YOUR PARAGRAPH AND CHECK

- > You have a topic sentence, supporting sentences, and a closing sentence that ties ideas in the paragraph
- All sentences have a subject and a verb
- The simple past verb forms are correct
- Spelling, capitalization, commas and periods are correct
- > There is a variety of complex sentences and subordinators

EXTRA PRACTICE

For extra practice visit this folder:



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REVIEWING TYPES OF SENTENCES AND TRANSFORMING A CHOPPY TEXT

Learning Objectives

At the end of this lesson, you will be able to transform a choppy text into a more cohesive and fluent one.

CONTENTS	
ouiz	► Types of sentences
TYPES OF SENTENCES	 Simple vs. compound sentences Simple vs. complex sentences
WRITING	Transforming a choppy text

HOW MUCH DO YOU REMEMBER ABOUT SENTENCES IN ENGLISH?

1. Answer this quiz about types of sentences. Then check your answers with the rest of the class:

QUIZ			
1. One independent clause is a sentence. A. Simple B. compound C. complex 2. If you combine two independent clauses, you create a sentence. A. Simple B. compound C. complex	 3. If a sentence has an independent and a dependent clause, it is A. Simple B. compound C. complex 4. If you combine sentences, you can make your writing A. easy to mark B. perfect C. more interesting 		



WRITTEN

NGLISH I Booklet

5. This sentence is	8. This is a simple sentence because it has one
<i>"I like the central market because I can buy</i>	
fresh food and meat".	"The central market is a good place to buy
A. simple	fresh food".
B. compound	A. independent clause
C. complex [B. dependent clause
6. This sentence is	c. coordinating conjunction
<i>"Fruit at markets is often transported to</i>	9. Complete this complex sentence:
different countries, and it is packaged".	<i>"I go to the supermarket I go to the mall".</i>
A. simple	A. and
B. compound	B. before
c. complex 🗆	c.but
7. This is a complex sentence because it has	10. Complete this compound sentence:
	"Liz did not go to Uni, she was at home.
<i>"I went to the mall before I went to the</i>	A. because []
pharmacy".	B. after П
A.a coordinating conjunction	c.but П
B.a dependent clause	
c. two independent clauses 🗆	

TYPES OF SENTENCES

SIMPLE VS COMPOUND SENTENCES

We have been studying types of sentences. Pay attention to this information which summarizes the topic.

- A *simple sentence* has one independent clause. **EXAMPLE:** I live in Rancagua.
- > Two simple sentences may be combined to create a *compound sentence* using a conjunction. Compound sentences may help make your writing more interesting.

EXAMPLE: He lives in Santiago, but he works in Rancagua.

- > To make a compound sentence properly, follow these three steps: A. Make sure the simple sentences are related.
- B. Add a conjunction between the independent clauses.

and -> similar idea but -> opposite idea or -> another possibility so -> a result that is not surprising C. Change the period at the end of the first independent clause to a comma.





2. In pairs, circle the correct conjunction for each compound sentence:

- A. Students need to know how to work online with the rest of the class, *so / and / but* they should ask for training.
- B. Paul does the same job as Maria, *so / and / but* he makes more money.
- C. The new colleague did not like working with chemicals, *so / and / but* he did not like loud noise.
- D. It is ok to report your doubts to your teacher, *so / and / but* you can report them in class.
- E. My teacher trained me how to use Zoom, *so / and / but* she taught me some rules.
- F. I did not listen to my teacher explain the rules, *so / and / but* I do not know what to do.
- G. Mistakes are not good, *so / and / but* they can be fixed sometimes.

3. Work in pairs and decide if these sentences are correct or if they have an error:

SENTENCES	CORRECT	W R O N G C O N J U N C T I O N	UNRELATED INDEPENDENT CLAUSES
A. I work with Zoom, or I get special training.B. My classmates are from many countries, but there is no discrimination.C. My classmate feels humiliated, and Uni			
offers computer training. D. I like this school, but I am not going to leave. E. Students use dangerous chemicals, so			
they take training classes.F. I like my teacher, and certain chemicals can be dangerous.G. My teacher taught me about compound			
sentences, or she gave me a book about it.			

SIMPLE VS COMPLEX SENTENCES

A sentence made by combining an independent clause and a dependent clause is called a *complex sentence*. If you include complex sentences in your writing, your writing will be more interesting and easier to read.

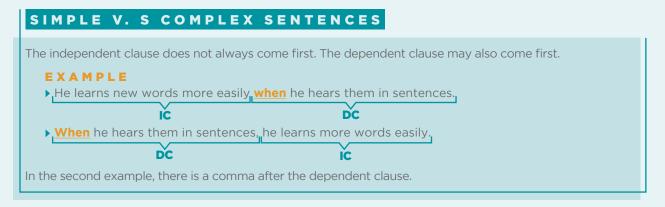
In a complex sentence, a dependent clause often begins with a subordinating conjunction.

- EXAMPLE
- Visual learners often like pictures **because** they learn best by looking at them.

Remember that we have four common subordinating conjunctions







4. In pairs, decide if these sentences are simple or complex:

SENTENCES	SIMPLE	COMPLEX
A. I am an English pedagogy student.		
B. When Pamela does her activities, she learns much better.		
C. He will not pass the test if he does not study hard.		
D. Paula did not attend classes this morning.		
E. I like to read book and listen to music in English.		
F. The exam was easy to pass for me because I studied a lot last week.		
G. Some people speak English very well in Chile.		

5. Read the following sentences and add commas where necessary. Then check your answers with your classmate:

- A. Because José enjoyed learning languages he wanted to be a teacher.
- B. Luis is lucky because he learns English well by reading and by listening.
- C. If you do not like to read you can listen to podcasts or audiobooks instead.
- D. Marta wants to go out with her boyfriend after she finishes writing an essay.
- E. If you need help for your essay you can call me.
- F. Juan always does better after studying in a group at Uni.
- G. Before my next test I am going to get a tutor.
- H. When my teacher assigns homework I always do it that night.

6. Work in pairs and decide if these sentences are simple, compound, or complex:

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 A. Although the supermarket is closer, Manuel bought at the central market. B. The local market has all the ingredients my mother needs, and it has fresh food. C. He does not want to eat fish, and he does not want to eat salad. D. Pamela likes fresh fruit to be healthy. 	
E. Because chemicals are used on some vegetables, we think they are less healthy.F. Carlos does not buy bread.G. Some people speak English very well in Chile.	

WRITING PRACTICE |

7. Transform the following texts so that they are more cohesive and fluent.

There is a special international students' dinner every year at Loudon College. The students each pay \$5. Most students think the fresh food is worth more. The food all comes from the farmers' market near school. There is always a big salad with lettuce, tomatoes, and onions. None of these vegetables are wasted. Professor Suarez distributes food to all the international students. Everyone feels healthy at the end of the dinner.

The supermarket is close, but Talia shops at the farmers' market. The local market has all the ingredients she needs, and it has fresh food. She still buys some food at the supermarket. She does not want any toxic chemicals in her food. Talia wants her food to be healthy, and she thinks chemicals are less healthy. She will cook a healthy meal tonight. She will use fresh local ingredients.

SOURCE: Cambridge University Press. (2013). Skills for *Effective Writing 2*.

EXTRA PRACTICE

For extra practice visit this folder:





04

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EDITING YOUR PARAGRAPH BY IDENTIFYING AND FIXING FRAGMENTS

Learning Objectives

At the end of this lesson, you will be able to identify and fix fragments in complex sentences, short paragraphs, and in your own paragraph about a memorable day.

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REVIEW	Complex sentences
MECHANICS	▶ Fragments
EDITING YOUR PARAGRAPH	Check and fix fragments

REVIEW

COMPLEX SENTENCES

1. Answer the questions with complete complex sentences. When you finish, underline the dependent clause. Share answers with a partner. If you do not know the answer, invent it!

EXAMPLE

When did you start learning English? I started learning English when I was 7 years old.

A. When did you make an important decision?.....

- B. When did you last have fun with a friend?
- C. When did you buy new clothes before you did something?...
- D. When did you feel nervous before you did something?
- E. When did you feel good after you did something?.....





WRITTEN ENGLISH L

If you answered one of the questions ONLY with the dependent clause (When did you start learning English? "When I was 7 years old"), people will certainly understand you if you are *speaking* to them. However, if you are *writing*, the dependent clause without the independent part is a *grammatical mistake* called **SENTENCE FRAGMENT**. Look:

INCORRECT	CORRECT
\mathbf{X} After my cousin arrived. We made <i>completos</i> .	After my cousin arrived, we made completos.
\mathbf{X} We made <i>completos</i> . after my cousin arrived.	Ve made <i>completos</i> after my cousin arrived.

To fix a sentence fragment, simply apply the complex sentence punctuation rules:

Dependent clause first replace the period with a comma Dependent clause second eliminate the period

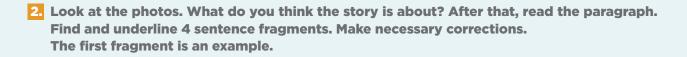
MECHANICS

IDENTIFYING AND FIXING FRAGMENTS

 Fragment or not? Look at each group of words. Check (✓) Complete sentence or Sentence Fragment. Compare answers with a partner.

SENTENCES	COMPLETE SENTENCE (OR INDEPENDENT CLAUSE)	S E N T E N C E F R A G M E N T
 A. when Maya and I heard about the concert B. we decided to buy tickets C. we stood in line for an hour before the concert D. a lot of our friends came E. before the concert started F. the concert lasted more than 3 hours G. the band played some of the greatest hits H. as soon as the concert ended I. we went out to eat J. it was the best concert ever 		









Yesterday, María José went shopping. After she finished her classes. She needed new running shoes because her old shoes were worn out. After she arrived at the store. She started trying on shoes. Some shoes did not feel right, and some were too expensive. She tried on several pairs of shoes. Before she found the right ones. She realized that she did not have her wallet. When she went to pay for them. The wallet was not in her pocket. She asked the salesperson to hold the shoes for her. She needed to come back later. She went back and got her new shoes. After she found her wallet in her room.

3. Use the group of words in the first exercise of this section ("Fragment or not?) and write the story of Maya and her friend in a paragraph with complete sentences. The first one is done for you to continue the paragraph. Apply necessary punctuation rules. Then compare your version with your partner's.

When Maya and I heard about the concert, we decided to buy tickets.

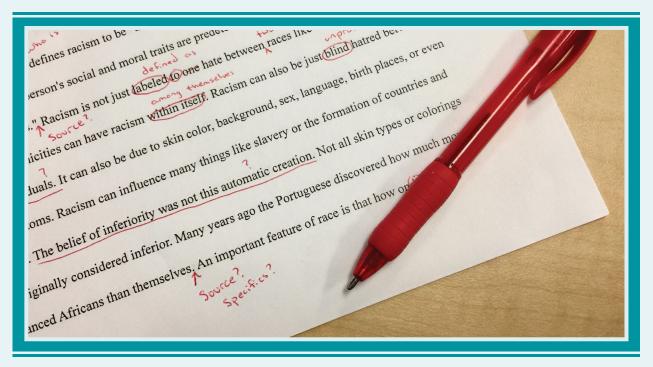
WRITTEN

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EDITING YOUR PARAGRAPH

1. Read your paragraph from last class. Identify all sentence fragments and fix them with the rules of this lesson. Share your version with a partner for feedback. Send the revised version to your teacher.



EXTRA PRACTICE

For extra practice visit this folder:



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Learning Objectives

At the end of this lesson, you will be able to apply the contents studied in unit 3 to write a paragraph about a past holiday.

CONTENTS				
READING COMP	REHENSION	▶ The Best Hamburger of My Life	foci	
LANGUAGE USE		 Past simple Narrative adverbs and past time expressions Complex sentences 	oogr axes	
MECHANICS		Subordinating conjunctions	n eø	
PARAGRAPH ST	UCTURE	Topic sentence and concluding sentence		
WRITING		Apply paragraph structure in a paragraph about past holiday	6	

BEFORE READING

1. Discuss in pairs: Have you met someone famous that you like? If not, who would you like to meet? What would you do? How would you feel?

WHILE READING

1. Read the text and answer the questions. Then check your answers with your partner.





OURCE: Savage, A. and Shafiei, M. (2007). Effective Academic Writing 1. Oxford University Press

When I was thirteen years old, I had a great surprise at the Grand Hotel in Toronto. My favorite soccer team was visiting from Mexico, so I went to the hotel to get autographs from some of the players. When I got there, I waited outside for a long time because I was very nervous.

Finally, I told my legs to start moving, and I went up to my favorite striker, Sergio Verdirame, and asked for his autograph. My voice was trembling, but I controlled it. He stopped to listen to me, and then an amazing thing happened. He invited me to his table for dinner. I could not believe it! Suddenly, I was sitting across the table from Sergio Verdirame! I ordered a big hamburger with everything on it except onions. When the food came, my hands were shaking, and I could not eat or talk. After a while, I took a deep breath and said to myself, "Hey, this happens just once in your life."

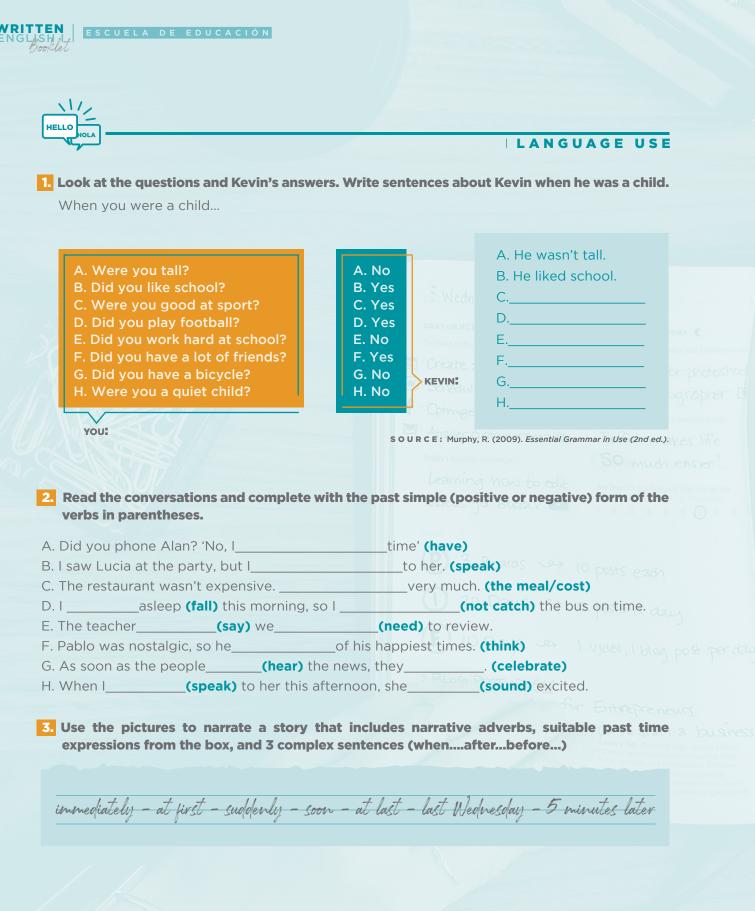
I got rid of my nerves and started talking with the team and enjoying my hamburger. They were really great guys, and we had a good time laughing and joking together. That was the most delicious hamburger I ever ate in my life because I was eating it with my idol.

- A. Why did the writer go to the hotel?
- B. What did he do after he got there? Why?
- C. What did he do after he controlled his nerves?
- D. What happened in the end?
- E. Why does he say, "that was the most delicious hamburger I ever ate"?

POST READING

Discuss this question in pairs: Think of a situation where you had to overcome your fear. What was it? U n i t 0









S O U R C E : Oxenden, C., Latham-Koenig, C., Seligson, P. (2004). New English File Teacher's Book Elementary. Photocopiable. Oxford University Press.

COMPLEX SENTENCES AND SUBORDINATING CONJUNCTIONS

- 1. Use the two sentences given and join them to form a complex sentence. Add necessary punctuation.
- A. Last April, two women wanted to go to Australia for their summer holiday. They liked Australia. (because)
- B. The tickets were expensive. They looked for cheap tickets online.
- (although)
- C. They bought one. They found the cheapest. (as soon as)
- D. Many hours of flying. They arrived in Australia. (after)
- E. We stayed there. We ran out of money, in 2 weeks. (until)
- 2. Work in groups. Choose the correct connector to complete the sentences. Only 1 answer is possible. Clues: Logical connection and punctuation.

_she got up late, she had to run to get to school on time.

_I was at school, I was good at English.

A. For

B. So C. Because A. So B. When C. Before

03

Unit



Julia preferred to relax, she had a test the next day, so she studied.

PARAGRAPH STRUCTURE

1. Read the paragraph and select a suitable topic sentence and a concluding sentence.

THE GIFT

I also did some of the laundry and cooking. I especially remember making the beef stew that my brother loves.

TOPIC SENTENCE

A. My parents are really nice people.

- B. Last year, during spring break, my parents gave me the gift of a trip.
- C. My parents are Luisa and Juan, and they are 50 and 52 years old.

CONCLUDING SENTENCE

- A. Now it is a year later, and my little nephew is learning to walk.
- B. I tried to help my brother and sister-in-law as much as possible.
- C. That trip was a gift from my parents to me and from me to my brother.

Read the paragraph and write a suitable topic sentence and a concluding sentence.

When I was small, my family took a trip to a lake. It was in the summer. We went there early in the morning and stayed all day. I remember playing games on the grass with my brothers and sisters. We climbed trees, too, and that was fun. At noon, my father built a fire, and we made shish kebabs. It was a delicious lunch. After that, I remember lying on a blanket while my older sister told stories. I loved listening to them. I did not want to leave when it was time to go home.

WRITING SECTION

1. Write a paragraph of 120-150 words describing a past holiday. Include all the contents studied in this unit (paragraph structure, past simple, Narrative adverbs, past time expressions, complex sentences, subordinating conjunctions). Use the questions below to brainstorm ideas and the writing checklist to check and revise your writing.



- A. When did you go on this holiday?
- B. Where did you go?
- C. How did you go? (transport)
- D. Who did you go with?
- E. Where did you stay and how long?
- F. What did you do each day?
- G. How did you feel while you were on holiday?

Reflecting on-the Past 10 Days	
Receipting confidence scenes, and i becoming more contrained or too contrained or too	
Each day I force myself togo withde	
my confort Zone, Decome more confident	
Spend less time wornying about tenture	
and use that thre to while of non-shared	
The three most important things I beamed over the past 50 days?	
C Don't be ARRAID TO SIDE TO MEMP	
Simple Solutions are dantis best	
Take an nur each day to any the	
concept : A poctative withitelicearch	
the go meetings!	

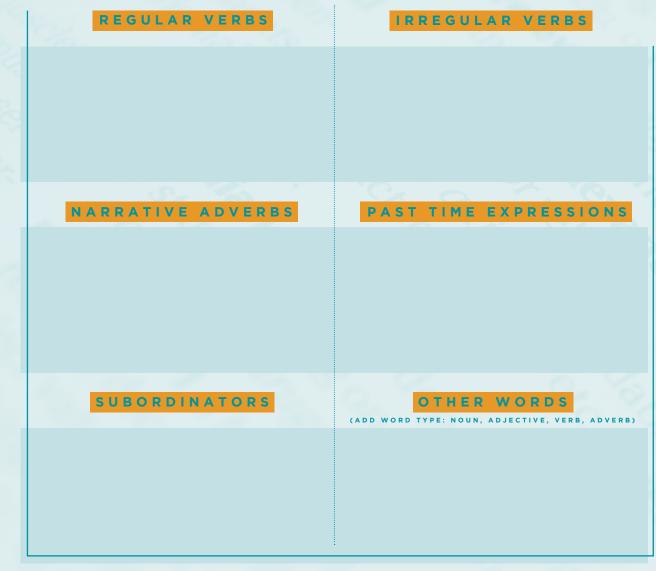




INSTRUCTIONS

Instructions: Use this page to record all the verbs in the past, narrative adverbs, past time expressions, subordinators, and other words you learnt in this unit.

RECOMMENDED | Add an example sentence.





C n i t





Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident | 2: confident | 3: very confident).

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LESSON 1	1	2	3
 I can identify regular and irregular verbs. I can use regular and irregular verbs correctly. I can write a complete paragraph describing important events in my life. 			
LESSON 2	1	2	3
 I can identify a dependent and an independent clause in a complex sentence. I can identify a subordinator in a dependent clause. I can combine two simple sentences with a subordinator to create a complex sentence. I can narrate a happy time in my life in a complete paragraph. 			
LESSON 3	1	2	3
 I can identify and use narrative adverbs. I can use commas correctly in 2 types of complex sentences. I can plan, organize, and narrate a story of a memorable day. 			
LESSON 4	1	2	3
 I can identify and write simple, compound, and complex sentences. I can transform a choppy text into a better one by combining sentences. 			
LESSON 5	1	2	3
 I can identify sentence fragments in complex sentences. I can fix sentence fragments in short paragraphs. 			
Remember: If you need help, ask your teach	er!		

101-

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TALKING ABOUT FUTURE PLANS

A goal without a plan is just a wish.

Antoine de Saint-Exupéris JJ

G Plans are of little importance, but planning is essential. Winston Churchill

Write a paragraph to describe your future plans using be going to. Write a paragraph to describe your holiday plans using be going to. Write and reply to an invitation with present continuous. Write a trip itinerary using be going to or present continuous. FAST TRACK



FUTURE PLANS

Learning Objectives

At the end of this lesson, you will be able to describe your future plans using **be going to**.

CONTENTS			
READING COMPREHENSION	▶ An interview with Pedro		
LANGUAGE USE	 Be going to Affirmative and negative form Future time expressions 		
WRITING	Describe your life's most important events		

READING



1. In pairs, answer the following questions:

- A. What are you going to do next summer?...
- B. What do you think CouchSurfing is?....
- C. Do you know how CouchSurfing works?...

WHILE READING

1. A Chilean newspaper interviewed Pedro about his future plans. What is he going to do?

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WRITTEN

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HOME | NATIONAL | LATIN AMERICA | WORLD | LIFESTYLE | SPINION | BLOGS | TRAVEL | CHILE ELECTION 2017

INTERVIEWER: Tell me about your future plans, Pedro.. **JOURNALIST:** I *am going to* study art in Europe next summer - Paris, Berlin, and Rome.

INTERVIEWER: Cool! How long *are* you *going to* stay in each city?

JOURNALIST: Just one week in each place.

INTERVIEWER: *Are* you *going to* stay at a hotel? **JOURNALIST:** No, I am not. I *am going to* use CouchSurfing.

INTERVIEWER: What exactly is CouchSurfing?

JOURNALIST: Well, CouchSurfing is an exciting and cheap way of travelling and seeing new places. It's a very simple idea. When you visit another city, you can stay in somebody's flat or house. That person, the host, gives you a room and a bed, and if they don't have a bed, then you sleep on their couch, or sofa. This is a good way to learn more about their culture.

INTERVIEWER: Do you have to pay for the bed?

JOURNALIST: No, you don't. It's completely free. CouchSurfers usually take a small present for the host, or maybe they can help with the housework or cook a meal. Therefore, you don't pay any money.

INTERVIEWER: Interesting. By the way, who **are** you **going to** stay with?

JOURNALIST: In Paris, I'*m going to* stay with a guy called Mateo, in Berlin, with a guy called Arthur, and in Rome, with a woman called Rossetta.

INTERVIEWER: *Are* you *going to* sleep on a couch? JOURNALIST: Only in Berlin, luckily. In the other places, I have a bed.

INTERVIEWER: How are you going to travel?

JOURNALIST: I am going to travel by train.

INTERVIEWER: What are you going to do in each place?

JOURNALIST: Apart from studying, I want to see the typical tourist sights. I hope I **am going to** see places that aren't in a guide book.







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1. Read the text and decide if these statements are T(True), F(False) or NG (Not Given). Then check your answers with your classmates.

- A. Pedro is going to stay at a hotel in Europe.
- B. Pedro is going to pay a lot of money for accommodation.
- C. Pedro needs to create a profile on the website.
- D. Pedro is going to give the host a present.
- E. Pedro is going to stay with one person in each city.
- F. Pedro is going to sleep on a couch in one city only.
- G. Pedro is going to visit typical tourist sights while he studies in Europe.

2. Work in pairs and discuss giving details:

- A. Would you like to go CouchSurfing? Why / Why not?
- B. Would you let a stranger stay in your house? Why / Why not?

LANGUAGE USE

BE GOING TO

1. Read the text again and look at the sentences in **bold**. Then answer the questions.

A. What form does the verb have after **be going to**?

B. Do we use **be going to** to talk about the past, the present, or the future?

PAY ATTENTION |

Pay attention to the following information about the use of be going to:

> We use be going to + verb (infinitive) to talk about future plans.





EXAMPLES

WRITTEN

▶ I *am going to* <u>visit</u> Europe next summer.

Luisa *is going to study* English in Australia next year.

I	am	going to	I	am not	going to
You	are	going to	You	are not	going to
Не			Не		
She	is	going to	She	is not	going to
lt			lt		
We			We		
You	are	going to	You	are not	going to
They			They		

2. Look at the pictures and write sentences using *be going* to and the phrases in the box. Then check your sentences with your classmates. The first one is done for you.

buy a laptop today - get married tomorrow night become a teacher in 4 years - have a long holiday next summer travel around the world next year - start a yoga class next week

A. She is going to become a teacher in 4 years.



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ESCUELA DE EDUCACIÓN







lie down | wash | not have | walk | not stay | buy | sell | eat

A. It is a nice day, so I don't want to take th	e bus. I am going to
B. Esteban is going to Valdivia next week, but	hewith his friends.
C. Because it is time for lunch, I	my hands.
D. It is Susana's birthday next week, so we_	her a present.
E. I am hungry, so I	this sandwich.
F. José says he is feeling tired; therefore, he	e for an hour.
G. My father says she	breakfast this morning because she is not hungry
H. Luishi	is car because he wants a new one.

4. In pairs, number the future time expressions 1-8 from closer to further from the present.

toolay
next month
tomorrow afternoon
next week □ tonight □ next year □ tomorrow morning □ tomorrow night

5. What are you going to do and not going to? Why? Follow the example and compare your answers with a partner:

- A. Tonight: Tonight, I am not going to study until midnight because I need to get some sleep.
- B. Next year:
- C. Next month:
- D. Tomorrow afternoon: ...



WRITING

1. Use what you learned in this lesson and write to a friend about your future plans for next week. *Words: 150 - 180*.

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas. What days are you going to talk about? What activities are you going to do those days? Complete the schedule at the end to generate ideas and help you decide.
- > Plan and organize the paragraph: number your ideas in the order you are going to write them.
- 108 See how you can insert verbs, sequence connectors, and future time expressions.

esson

WRITTEN



WRITE YOUR DRAFT

> Pay attention to the order of ideas and the use of **be going to**.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb.
- Be going to is correct.
- Spelling, capitalization, commas and periods are correct.
- Prepositions are correct (before days of the week).

	m	Y SCHEDULE		
MONDA	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00 5:00 6:00 7:00				

EXTRA PRACTICE

For extra practice visit this folder:



109-



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HOLIDAYS

Learning Objectives

At the end of this lesson, you will be able to plan your own holiday.

CONTENTS		
READING COMPREHENSION	▶ Holidays in Chile	
MECHANICS Vocabulary	 Be going to Affirmative and negative form Verbs related to holidays 	
WRITING	Write about your next holiday	



READING

BEFORE READING

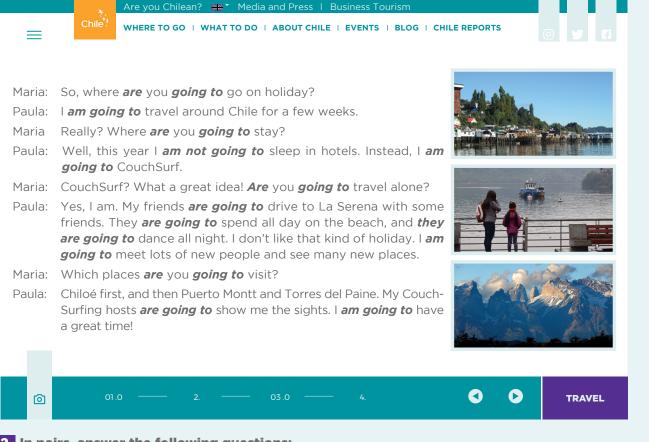


- A. What are you going to do on your next holidays?...
- B. Which places are you going to visit?...
- C. Would you like to CouchSurf? Why?...

WHILE READING

1. Read this conversation about holidays in Chile.





2. In pairs, answer the following questions:

- A. What is Paula going to do during her holidays?
- B. Where is Paula going to go?
- C. Why is Paula going to travel alone?
- D. Which places is Paula going to visit?

POST READING

1. In groups, complete the table with the tourist attractions you may find in these places:

	TOURIST ATTRACTIONS
CHILOE	churches
PUERTO MONTT	
TORRES DEL PAINE	



VOCABULARY

WRITTEN

VERBS RELATED TO HOLIDAYS AND THEIR MOST COMMON COLLOCATIONS

go | have | see | show | stay

1. In pairs, write the expressions in the correct column.

back home in a hotel a good time with a priend by train the sights on holiday by plane by bus somebody around your town nice meals me, you, her, him, them a good time HAVE SEE SHOW STAY GO

2. Complete the following text with *be going to* + one verb from exercise 1. Some verbs are used more than once. Then check your answers with your partner:

Susan	is	excited	because	she	is	going
to	go	on	holiday	tomo	rrov	w. She

	with her cousins in
Rome. They	her around
the city and she	all
the sights. They	
lots of nice	meals together.
She	by train, and
she	in Milan for a
week. The second v	week, Susan and her
cousins	to the coast.
They	in a hotel, and
they	great time.
Susan	back
to Rome before she	goes home.



Lesson 0





WRITING

1. You are going to visit three cities in the same country. Plan your six-day holiday. Words: 150 - 180.

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas:
 - What cities are you going to visit?
 - Where are you going to stay?
 - How are you going to get there?
 - How long are you going to stay in each city?
 - What are you going to do in each place?
- Complete the schedule at the end to generate ideas and help you decide.
- Plan and organize the paragraph: number your ideas in the order you are going to write them.
 See how you can insert verbs, sequence connectors, and future time expressions.

WRITE YOUR DRAFT

> Pay attention to the order of ideas and the use of **be going to**.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb.
- Be going to is correct.
- Spelling, capitalization, commas, and periods are correct.

DAY	ACTIVITIES	DAY	ACTIVITIES
1		4	
2		5	
3		6	

EXTRA PRACTICE

For extra practice visit this folder:



113-



024

SSON

6 L



WRITE AND REPLY TO AN INVITATION

Learning Objectives

At the end of this lesson, you will be able to write and reply to an invitation.

CONTENTS		
READING COMPREHENSION VOCABULARY LANGUAGE USE	 A birthday party invitation Parts of an invitation and reply Present continuous for near future plans 	
WRITING	Write and reply to an invitation	



READING

BEFORE READING

1. In pairs, answer the following questions:

- A. When is your birthday?...
- B. Do you celebrate your birthday?....
- C. How do you usually celebrate it?

2. What do these expressions mean? Match 1-3 to their definitions a-c.

EXPRESSION

- 1. ish (informal)
- 2. ASAP (informal)
- **3.** RSVP (formal or informal)

DEFINITION

A. répondez s'il vous plaît, meaning "please respond."

- **B.** approximately
- **C.** as soon as possible





WHILE READING

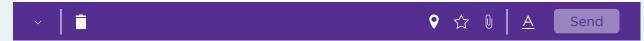
1. Read this birthday invitation. Who is it for?

New Email	- 🗆 ×
To: writtenglish1class@uoh.cl ×	Cc Bcc
Subject:	

1. Hi all!

- 2. How are you doing? Are you ready for a fun weekend? I'm turning 20 at the beginning of September, so I'm planning a really exciting day with you at a park thirty minutes away from home. There is a barbecue grill and a picnic area with a roof and electricity, so we can play some music and do karaoke!
- **3.** The party is on Saturday, September 5th from 7. We're meeting at my house at 6:30ish and getting to the park by a minibus. I'm bringing snacks, meat and sausages for the barbecue, and some salad. I'm also getting some drinks, so please let me know if you are coming ASAP to know what and how much to buy. In case you are vegetarian, don't worry! I'm getting some veggies for you. You don't need to bring anything, but you are welcome to do so!
- **4.** If you have problems to get back home after the party finishes, you can stay at my place, just bring a sleeping bag.
- **5.** I really hope you can make it, but no worries if you can't.
- 6. Please RSVP to this email

Nicolás



2. Complete the chart with the invitation details. Compare your answers with a partner.

	INFORMATION	P A R A G R A P H N U M B E R
EVENT		
EVENT LOCATION		
EVENT DATE		
ACTIVITIES THAT DAY		
WHAT YOU NEED TO BRING		

034

2

0 S

C C





- A. Would you go to Nicolás' party? Why?_
- B. If you went, what would you bring?_

VOCABULARY

PARTS OF AN INVITATION AND REGISTER

1. In pairs, answer these questions about the parts and register of the invitation:

- A. What does Nicolás use to open and close the email?...
- B. What information does the body give (paragraphs 2 and 3)?
- C. Does he use formal or informal register? Give examples from the invitation...
- D. Exclamation marks, contractions, and emojis are features of ______emails.

PARTS OF A REPLY

1. Read three replies to Nicolás' party. Answer the questions and compare with a partner:

To: nicofc@uoh.cl

Hi Nico!

Thanks for inviting! Count me in! Do you need help? I could go to the supermarket with you. Just let me know when.

See you there! Paula

To: nicofc@uoh.cl

Nico,

So sorry, I'd love to come, but I'm going to a family birthday on the 5th. How about going to the cinema on the 6th? My treat.

Have fun! Cristian

See you there!

Carla

To: nicofc@uoh.cl

Hi there!

Of course, I'm coming to your party! You're buying everything! Why don't I get some drinks, too? What do you like?





s o n

Les



A. Who is coming?____

B. Who is not coming?_

2. Analyzing vocabulary. Read the expressions in the box and classify them under the correct purpose.

How about going to the cinema on the 6th?		So sorry, I'd love to come, but I´m going to a family birthday on the 5th		Count me in!	
Do you need help? I could go to the supermarket with ;		Of course, l' party!	m coming to y	our	Why don't I get some drinks, too?
CONFIRMING ATTENDANCE (2)	:	LINING THE ITATION (1)	OFFERING HELP (2)	S U	GGESTING ANOTHER ACTIVITY (1)

3. Nicolás invited you to his party. Write an informal reply using the expressions in the previous exercise.

To: nicofc@uoh.cl

Lesson

031





ENGLISH L

| LANGUAGE USE

PRESENT CONTINUOUS FOR NEAR FUTURE PLANS

FORM: It is formed by be + verb + ing
E X A M P L E : The class is having a party this Saturday at 10 in a restaurant.
▶ MEANING:
1. Present You can use present continuous to talk about actions happening NOW .
EXAMPLE: I'm planning a really exciting day with you at a park.
2. F u t u r e You can use present continuous to talk about actions in the NEAR FUTURE.
E X A M P L E : I'm turning 20 at the beginning of September.
We're meeting at my house at 6:30ish and getting to the park by a minibus.
I'm bringing snacks, meat and sausages for the barbecue, and some salad.
I'm also getting some drinks.
Please let me know if you are coming ASAP.
I'm getting some veggies for you.

Lesson 0

Nicolás's birthday is getting closer, so he planned a busy Friday to get everything ready. Read his detailed planned schedule for the day and write sentences using present continuous with a near future meaning. Follow the example.

ТІМЕ	ΤΑSΚ		
9	▶ Get up and have breakfast		
10	▶ Leave home		
10:15	▶ Pick up Paula		
12	Get to the supermarket – buying food and drinks, some decorations		
15	Call the park administrators to reserve – call to reserve the minivan		
16	► Create the music playlist		

LOH





Because it is a very busy day, he is getting up at 9 and having breakfast. After that, ...



WRITING

1. Write an invitation to a party that includes your favorite activities. Post it on the forum and reply to a classmate's invitation. *Words: 150 - 180*.

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas.
- > Who is going to receive this email? Is it informal or formal?
- > What is the reason for the party (birthday, end of semester, etc.)?
- > What is the date, time, and place of the party?
- Are there any instructions? (what to bring, what to wear?)
- > Plan and organize the paragraph: number your ideas in the order you are going to write them.
- See how you can insert verbs, sequence connectors, and future time expressions.

WRITE YOUR DRAFT

> Pay attention to the parts of the invitation, order of ideas, and the use of **present continuous**.



READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb.
- Present continuous is correct.
- Spelling, capitalization, commas, and periods are correct.

EXTRA PRACTICE

For extra practice visit this folder:





LOH



DESCRIBING A TRIP ITINERARY

Learning Objectives

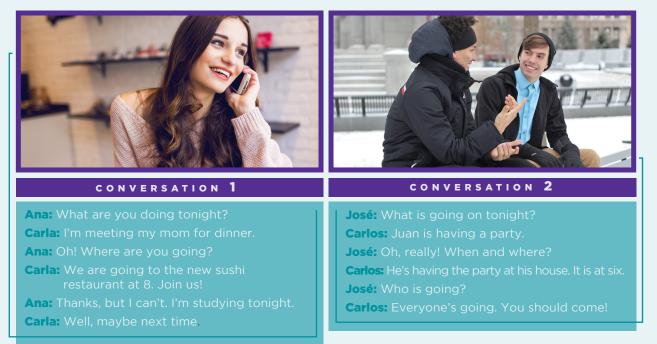
At the end of this lesson, you will be able to write a trip itinerary.

CONTENTS			
REVIEW	Present continuous for future plans review		
	▶ Email: Holiday plans		
	Present continuous for trip itinerary		
	▶ Write a trip itinerary		

REVIEW

A. In pairs, answer the question: What are you doing tonight?...

B. Read the conversations and answer the questions. Compare your answers with a partner.







BEFORE READING

1. Discuss in pairs:

A. When you travel, do you like to have an itinerary? Why?

WHILE READING

B. Natalia and Fernanda are going on holiday to Lima together in February. After careful research, they decided on the itinerary below. Read it and order the events. Compare your answers with a partner.

Hi Fernanda,

How is it going? We finally have an itinerary! Here are the details:

The first day we are leaving the hostel at 10am. Then we are taking a sightseeing tour from 10:30 to 12. After that, we are having lunch at a local restaurant by 1. We are going to 2 museums and a Peruvian restaurant at 8 for dinner. I already made the reservation. We are going clubbing near the hostel but not until too late. Remember we're getting up early the next day to visit another exciting destination: Machu Picchu! Please, let me know if I'm forgetting something!

Can't wait to travel there! Natalia





i	Going sightseeing for 90 minutes
	Going clubbing
	Visiting museums
	Leaving the hostel
	Having dinner
	Having lunch at a restaurant
	Travelling to Machu Picchu
:	

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▶04

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WRITTEN ENGLISH I Booklet

AFTER READING

1. In pairs, discuss these questions:

Do you like Natalia and Fernanda's itinerary? Would you do anything differently? Would you choose a different destination? Why?

LANGUAGE USE

HELLOHOLA

PART A: PRESENT CONTINUOUS FOR A TRIP ITINERARY

REMEMBER THAT PRESENT CONTINUOUS IS USED FOR NEAR FUTURE EVENTS. THESE EVENTS ARE PLANNED IN DETAIL.

1. Laura and her friend Maria José made plans for visiting New York City this December. Complete Laura's email to her sister with the correct forms of the verbs in the box. Remember to use present continuous. Compare answers with a partner.

• • • • • • • • • • • • • • • • • • •	 Á		
return f	take	eat	meet



Hi sis!

How's it going? Hope you're great! I'm so excited
about visiting New York with you in December!
Weon December 15, and
weon December 22.
Wetwo Broadway
shows that week, and we
at the Hard Rock Café on Wednesday. On our
last day, wea friend for lunch, and
we the subway to Coney
Island.
Looking forward to our trip!!

PART B: BE GOING TO VS PRESENT CONTINUOUS FOR FUTURE

Claudia is listening to a voice message from his friend, Daniela. What is Daniela doing for our National Holidays?

Laura



ESCUELA DE EDUCACIÓN

Hi Claudia. This is Daniela. Listen, what are you doing tomorrow afternoon? A group of us are going out to a *fonda*. Do you want to come? We're meeting at my place at 5 to get ready, and we're probably going to go the *fonda* around 8. It's going to be a lot of fun! So call me back, OK? Oh, by the way, they say it's going to rain, so bring an umbrella. Bye!

ADAPTED FROM: McCarthy, M., McCarten, J., Sandiford, H. (2014). Touchstone 2. Cambridge University Press.

RULE

WRITTEN

ISH I Booklet

You can use present continuous or *be going to* talk about plans. However, the present continuous is more commonly used for plans with specific times and places and plans that are <u>not</u> expected to change. In addition, *be going* to can be used for plans that could change.

COLUMN A	COLUMN B
 What are you doing tomorrow afternoon? A group of us are going out to a fonda. We're meeting at my place at 5 to get ready. 	 We're probably going to go the fonda around 8. It's going to be a lot of fun! So call me back, OK? Oh, by the way, they say it's going to rain.

TIPS

IF A PLAN DOES NOT INCLUDE A SPECIFIC TIME AND/OR PLACE, USE BE GOING TO, NOT PRESENT CONTINUOUS!

2. Patricio is calling his friend Soledad to see if she's coming to the class barbecue tonight. Read the conversation and complete with the present continuous or be going to form of the verbs in parentheses. Compare your answers with a partner.

▶04







WRITING

1. Think of a place you would like to visit. Who would you like to go with? Do some research for a 5-day trip to this place and write the trip itinerary. *Words: 150 - 180*.

BEFORE WRITING THE PARAGRAPH

- Brainstorm ideas: Who is going to receive this email? Is it informal or formal?
- > Plan and organize the paragraph: number your ideas in the order you are going to write them.

WRITE YOUR DRAFT

 Pay attention to order of ideas, sentence structure, the use of present continuous, be going to, sequence connectors, and prepositions.

READ YOUR PARAGRAPH AND CHECK

- All sentences have a subject and a verb.
- Present continuous and be going to are used correctly.
- > Spelling, capitalization, commas, and periods are correct.

VI7



EXTRA PRACTICE

For extra practice visit this folder:









Learning Objectives

At the end of this lesson, you will be able to apply the contents studied in unit 4 to write a paragraph about your dream holiday.

 READING COMPREHENSION

 Different plans
 Be going to and present continuous
 Future time expressions
 Vocabulary of holidays
 Parts of an invitation and reply
 Apply paragraph structure in a paragraph about dream holiday

1. Read the following messages and answer the questions. Compare answers with a partner.



Hi Marco,

I am writing to tell you what I am going to do next year. If everything is fine in 2021, I will have some free time to spend with my family and friends. First, I am going to work only in the mornings, so I am going to do exercises in a park with my friends in the afternoon. Then I want to play football with my siblings at the weekend. Finally, I am going to spend more time with my parents because they need my company. Hugs,

Luis

Hi Laura,

I hope you are fine. I am writing to tell you about the activities I want to do in the future. First of all, I want to retire before I am 50. I am not working after 2050 because I have enough money to live without teaching. One of my plans is traveling around Europe so that I can visit historical places. Finally, I am buying a house near the beach in 2051, which has been one of my dreams since I was 10.









Hello Pablo,

I am writing to tell you what we think we are going to do this summer holidays. First, we are going to drive around Chile. We are going to spend a month travelling and visiting different places. We want to meet interesting people in the places we are going to stay. I am sure we will have a great time, but it depends on the money we can save for our holidays. Hugs,

Matias and Elena

A. Which message contains a complete plan? Why?

Wednesday, April 124

LANGUAGE USE

B. Which message contains plans that could suffer modifications in the future? Why?

- C. Which verb form comes after "be going to"?
- D. Which verbs or phrases express future plans and intentions?

BE GOING TO

1. Complete the sentences with the affirmative or negative form of be going to and a verb from the box.

cook	not have	study	not travel	buy
A. Our car is bi	roken, so we	a new one.		
B. Because my	mum is at work, I	lunch.		

- C. Rodrigo ______ this evening because he has an exam tomorrow.
- D. Although it is her birthday next week, she ______a party.
- E. Ana ______next week because she got sick.

2. Below is Mauricio's schedule. Use that information to write a complete paragraph describing his plans for next week. Use sequence connectors, simple, compound, and complex sentences. Pay attention to punctuation.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
preet Paula and Cristian for study group	Fivish course report	Have a doctor's appointment at 3 pm	Meet Paula and Cristian for study group	Do course veadirogs	Altend Written English 1 assistantship	Go to a soccer match with friends

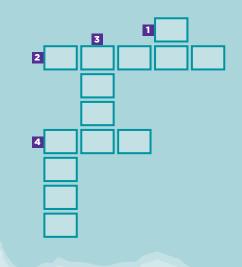
PRESENT CONTINUOUS AND BE GOING TO + FUTURE TIME EXPRESSIONS

 Look at the calendar and make 5 sentences with Consuelo's plans with the correct time expressions. Follow the example. E x a m p l e : Tonight, Consuelo is going to bake a cake. Not all the time expressions are used.

	next month - tomorrow evening - the day after tomorrow	v next week - tonight - next year v - tomorrow morning
ting on	A U G U S T	SEPTEMBER
	(Monday) 1 TodayMon. 8 Unit 4 test7pm bake a cakeSat 13 go hiking withTue. 2 class at 10:15friendsWed. 3 day offKet a cake	Friday 18 throw a party for friends and family
A	at time to think of new inters.	
ant pe	APPEND to ask for help	
ake a	n hour each day to clow up	

VOCABULARY OF HOLIDAYS

1. Use the verbs GD, SEE, SHOW, STAY, HAVE to complete the crossword puzzle below. Compare with a partner.



Puzzle

Across

me, him, her, them around
 the sights, tourist attractions

Down

- 1. by bus, by train, by car, by plane, on holiday
- **3.** fun, nice meals, a wonderful time
- 4. in a hostel, with a friend, in a cottage

PARTS OF AN INVITATION AND REPLY

1. One of your classmates is organizing a costume party. Use the information in the flier to decline the invitation politely.



****|/,

WRITTEN

WRITING SECTION

- Imagine you have the time and the money to visit a place you dream of traveling to. Write a paragraph of 150-180 words describing a future holiday in this place. Include a variety of sentences and all the contents studied in this unit (be going to and present continuous for future plans, future time expressions, holiday vocabulary). Use the questions below to brainstorm ideas and the writing checklist to check and revise your writing.
- Where are you going to go?
- When are you going to go on this holiday?
- Who are you going to go with?
- How are you going to go? (transport)
- Where are you going to stay and how long?
- What are you going to do each day?

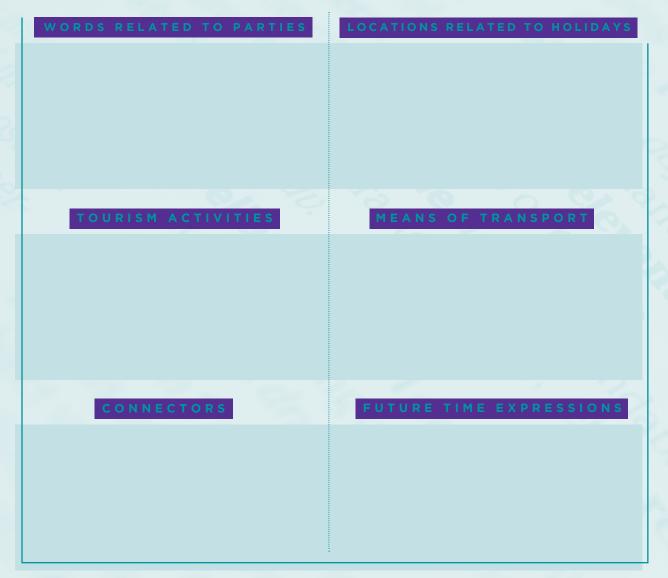




I INSTRUCTIONS

Use this page to record all the vocabulary learnt in this unit.

RECOMMENDED | Add an example sentence.





Read the learning objectives of the unit. How confident do you feel about these skills? Choose 1, 2 or 3 (1: not confident -2: confident - 3: very confident).

LESSON 1	1	2	3
 I can describe my future plans in sentences with <i>be going to</i> and proper future time expressions. I can use sequence connectors in a short paragraph with the proper punctuation. I can brainstorm and plan ideas to write a paragraph about my future plans. 			
LESSON 2	1	2	3
 I can describe my holidays in sentences with <i>be going to</i> and proper future time expressions +. I can use sequence connectors in a short paragraph with the proper punctuation. I can brainstorm and plan ideas to write a paragraph about my holidays. 			
LESSON 3	1	2	3

		Ĩ
I can identify the parts of an invitation and reply.		
▶ I can write an informal invitation and reply.		
▶ I can use the present continuous correctly for near and definite future plans.		

LESSON 4	1	2	3
 I can understand and use present continuous for near and definite future plans. I can use present continuous and be going to correctly. I can write an email describing a trip itinerary. I can use <i>be going to</i> for predictions. 			

Remember: If you need help, ask your teacher!

LOH



Lesson 1

UNIT 1

Activity 2, page 5

Name, home country, family, work, where he lives, age, plans for the future

Activity 3, page 5

3a He is from Chile.3b He lives with his parents, his sister and his pet.3c He is a waiter.

POST READING

Activity 1, page 5

Answers will vary.

WRITING PRACTICE

Activity 1, page 6

She/Her name is Valeria Sánchez. She is 19 (years old). She is from Coquimbo. She studies English Pedagogy. She works as a salesclerk. Her email is valeria.sanchez@uoh.cl.

He/His name is Oscar Fuentes. He is 21 (years old). He is from Punta Arenas. He studies civil engineering. He works as a cashier. His email is oscar.fuentes@uoh.cl.

Activity 2, page 7

Answers will vary.

Activity 3, page 7

- 1. We come from the O'Higgins Region **The State State**
- 2. The class is every Tuesday and Thursday at 10.
- 3. We meet in classroom 301.
- 4. In this class, <u>students</u> <u>practice</u> <u>writing skills</u> in English.

Activity 4, page 8

- 1. My class is big.
- 2. I have 25 classmates.
- 3. My classmates are friendly.
- 4. We meet in room 406.
- 5. My father works as a farmer.

Activity 5, page 8

Words used and sentences selected for analysis will vary.

WRITING SECTION

Activity 1, page 10

Answers will vary.

Lesson 2

Activity 1, page 11

- a. The main purpose of an email is to give and ask for information
- b. Formal, informal and semi-formal
- c. Opening, body and closing

Activity 3, page 13

- a. B because it does not have contractions and formal opening (Dear teacher,)
- b. A because it has contractions and informal greeting as "Hi"

Activity 4, page 13

- a. A formal email
- b. **Possible answer:** I like informal email because I can use contractions and simple words.

LANGUAGE USE

Activity 1, page 13 Prepositions: at - in - on Connectors: and - but - so - or

Activity 2, page 14

a. at b. on c. in





d. at

e. at

f. at-on

g. at- in

Activity 3, page 15

- a. Pamela live in Valdivia, but her sister lives in Iquique.
- b. Raul works on Sundays, so he cannot go to the party with us.
- c. They go to school every day, and they play football at the weekends.
- d. Luis and Laura are related, but they are not brother or sister.

WRITING SECTION

Activity 1, page 16

Answers will vary.

Lesson 3

Activity 1, page 17

The email is for a professor. Clues:

- formal opening and closing phrases (Dear Ms. + last name / Yours sincerely)
- No contracted forms of the verb: I am...
- **Context:** "Look forward to learning with you in this class."

POST READING

Activity 2, pages 18-19

Subject pronoun "I" (first person singular): I First names: Raúl Days of the week: Tuesdays and Thursdays Months: January City names: La Serena Language: English Nationalities: Peruvian Course titles, university program names: Written English I Last names: Salas People's formal and professional titles: Ms. Names of institutions (universities, companies): UOH Email openings: Dear

MECHANICS

Activity 1, page 19

English capitalizes the pronoun "I", days of the week, months, languages, and nationalities.

Activity 2, page 19

dear mr. Gálvez,

I hope you are well. Let me introduce myself. I am Catalina Gonzalez. I am a student at Universidad de o'higgins. I am studying english pedagogy. This semester, i am taking 6 courses. Written english I is one of them. In addition, I have class every day, except on fridays. My birthday is in july 21st, and I hope to celebrate it with all my classmates. I look forward to our next class on wednesday.

Activity 3, page 19

Answers will vary.

Activity 2, page 21

Dear professor,

My name is Mayra. I am from Colombia. My first language is Spanish, of course. Now I live in Rancagua. My parents are teachers. They work at an elementary school near UOH. They teach math, language, and history. I am very excited about learning English!

WRITING SECTION

Activity 1, page 22

Answers will vary.

UNIT 1 REVIEW

BEFORE READING

Activity 1, page 23

1. Answers will vary.

WHILE READING

Activity 1, pages 23-24

- 1. True
- 2. False
- 3. True
- 4. True
- 5. Not given
- 6. False
- 7. Not given

Activity 1, page 24

Answers will vary.

LANGUAGE USE

Activity 1, page 24 1. isn't – is 2. aren't – are 3. is – is



4. are – am not 5. aren't – are 6. is – am 7. are – are

Activity 2, page 24

1. b 2. a 3. c 4. c

- 5. a
- 6. b

7. b and c (at - on)

Activity 3, page 25

Mary is a good student, but she does not like English literature.

Pedro is married, and he lives in Santiago with his family.

Pamela buys a newspaper every day, but she does not read it.

I am very well now, so I go to the party. We stay at home on Sundays, and we watch TV. Pablo does a lot of sport, so he is very fit.

MECHANICS

Activity 1, page 25 British & American English

In terms of vocabulary, British and American people speak the same language, but with some differences. Some words are different in American English, for instance Americans say vacation not holiday. Some words have different meanings, for example in British English a purse is a thing where women have money, in American English a purse is a woman's bag. Regarding pronunciation, American accents and British accents are quite different, and when and American starts speaking British people know how he or she is American and vice versa.

WRITING SECTION

Activity 1, pages 25-26

Answers will vary.

Lesson 1

BEFORE LISTENING

Activity 1, page 30 Row 1: brush your teeth, have breakfast, go to bed/sleep

Row 2: get up, go to work, have lunchRow 3: take a shower, wake up, do homework

VIDEO

Activity 1, page 31

Possible notes: He wakes up at 7, gets out of bed 7:30, comes downstairs for breakfast: cereal, toast. He packs his bag, walks to school for 15 mins. Old school: 400 years/only boys. Classes start at 8:30, 2 lessons. Lunch: He goes into town to get lunch. School finishes at 3:30. He relaxes for an hour: he reads and watches tv. Dinner: 6:30.

Activity 2, page 31

Possible answers: He wakes up at 7, he has cereal for breakfast

Activity 3, page 32

a. go to
b. come downstairs
c. have - pack
d. starts - then
e. go into town

AFTER LISTENING

Activity 3, page 32

Answers will vary.

LANGUAGE USE

Activity 3, page 33

Get: up, home, to school/work/university, dressed, out of bed.

- Go: home, to work, to school/university, to sleep, to bed
- Have: breakfast, lunch dinner, a shower

Activity 4, page 33

Answers will vary.

Activity 5, page 33

First / After that or later or next / After that or later or next / Then (there is no comma after it) / After that or later or next / Finally

Activity 6, page 34

- a. At the beginning of a sentence.
- b. A comma
- c. Time phrases can go at the beginning of sentence (+ comma) before the subject or at the end (no comma).



WRITING SECTION

Activity 1, page 34

Answers will vary.

Lesson 2

BEFORE READING

Activity 1, page 36

- 1. Answers will vary.
- f. She gets to the studio by car.
- g. She works from 12 to 5 / for 5 hours.
- h. She usually plays some guitar or calls friends over for dinner.

AFTER READING

Answers will vary.

MECHANICS

Activity 1, page 45

1. There are 14 compound sentences.

Activity 2, page 45

- a. CD (My job is easy, but my daily routine is quite busy).
- b. CD (I get up, and I make sandwiches for my son.)
- **c.** S
- d. S
- e. S
- f. CD (I usually play some guitar, or I call friends over for dinner.)
- g. CD (I am the singer in the group, so I need to take care of my voice.)

COMPOUND SENTENCES

Activity 1, page 47

- 1. , but
- 2., so
- 3. , for (reason)
- **4**. , or
- 5. , and

Activity 2, page 47

Conjunctions may vary, but there needs to be a logical connection between sentences and always a comma:

- a. Carlos works on Saturday, so he cannot come to the soccer match with us.
- b. Valeria goes to class every day, but on weekends, she goes to the beach in the afternoon.

- c. Lucas and Patricia are classmates, and they study English Pedagogy.
- d. In his free time, his brother plays guitar, or he watches a series on Netflix.

CONTRASTING IDEAS

Activity 1, page 47

2a. Julián does yoga, but his brother plays tennis.

- 2b. Julián does yoga. In contrast, his brother plays tennis
- **3a.** Julián lives in an apartment, but his brother lives in a house.
- **3b**. Julián lives in an apartment. In contrast, his brother lives in a house.
- 4a. Julián usually drinks beer, but his brother drinks champagne.
- 4b. Julián usually drinks beer. In contrast, his brother drinks champagne.
- 5a. Julián usually has Chinese soup, but his brother eats pasta.
- **5b**. Julián usually has Chinese soup. In contrast, his brother eats pasta.
- 6a. Julián doesn't watch TV, but his brother does. ("does" replaces "watches TV")
- 6b. Julián doesn't watch TV. In contrast, his brother does.

WRITING SECTION

Activity 1, page 48

Answers will vary.

Lesson 4

BEFORE READING

Activity 1, page 50

1. Answers will vary.

WHILE READING

Activity 1, page 50

a. True	e. False
b. False	f. True
c. True	g. False

- d. Not given
- 0....

POST READING

Activity 1, page 52

Answers may be similar to this: Chilean people have dinner, go to parties, and have fun.



LANGUAGE USE

Activity 1, page 53

- a. There is
- b. There are c. There are
- e. There are f. There is

d. There is

TOOLS FOR WRITING

Activity 1, page 53

RANGES ARE THE FOLLOWING

Topic sentence: Every August....for a week. Supporting sentences: Some young peopleperform on stage. Closing sentence: In these music camps everyone has a wonderful time and learning experience!

BRAINSTORMING TECHNIQUE

Activity 3, page 55

Valencia, Spain 17th – 20th March watch a parade beach paella rice red dress

Activity 4, page 55

- **Topic sentence**: In Valencia, Spain, people celebrate Las Fallas.
- **Supporting sentences:** Las Fallas is in Valencia, Spain. It starts on the 17th – 20th March and finished on the 20th. People watch a watch a parade in the streets. In the evening, everyone walks to the beach and has a party. There are fireworks. People also eat paella. It is a meal of rice and fish. Men wear a white shirt and a red scarf and women wear traditional dress.
- The closing sentence is missing, but a possible one can be this: If you ever go this celebration, you will not regret it! (prediction).

UNIT 2 REVIEW

WRITING SECTION

Activity 1, page 56

Answers will vary.

BEFORE READING

Activity 1, page 57

1. Answers will vary.

WHILE READING

Activity 1, page 57

True Not given False False True Not given

POST READING

Activity 1, page 58

Answers will vary.

LANGUAGE USE Activity 1, page 58

Most teenagers DO exercise before school. They STAY in their beds in the morning. Javiera GETS UP at six o'clock. She GETS dressed to go to the gym because she is a gymnast. She DOESN'T HAVE breakfast with her family, for they are still in bed! After the gym, Javiera GOES to school. It STARTS at 8:30 and finishes at 3:30. However, she DOESN'T FEEL tired. "Gymnastics always gives me energy." After school, Javiera DOES her homework and then has dinner with her family. In the evening, Javiera GOES online, and she watches movies. Nevertheless, she DOESN'T GO to bed late.

Activity 2, page 58

- a. I usually don't work on Sundays.
- b. Lorena hardly ever takes a nap in the afternoons.
- c. On Friday evenings, Patricio and Carolina sometimes stay at home OR Patricio and Carolina sometimes stay at home on Friday evenings.
- d. My friends don't often go out in the week.
- e. I am always busy in the week OR In the week, I am always busy.

Activity 3, page 59

- a. There is/isn't
- b. There are
- c. There are
- d. There is
- e. There isn't
- f. There aren't ("too many" has a negative meaning).

g. There are

Activity 4, page 59

a. **S:** On the weekend, Larry likes to spend the whole day in his garden.



- b. **CD:** He begins by cutting the lawn, and that job usually takes him two hours.
- c. **S:** Every Saturday, he gets in his car and goes to the grocery store.
- d. S: At the store, he buys many things for his garden.
- e. **CD:** Finally, he comes home, and he continues playing guitar.
- f. **CD:** He enjoys the work in the yard, but it is not easy.
- g. S: In the evening, he takes a shower and falls asleep on the couch.

Activity 5, page 59

- a. Chileans like their National Holidays, for they have a lot of days off to have fun.
- b. Friends and families usually get together, and they eat big barbecues.
- c. Those days, people do not answer work emails, nor students do schoolwork.
- d. There is always a lot of unhealthy food, but/yet people do not care and eat everything anyway.
- e. They often go to "fondas," or they go to friends' houses to party.
- f. Eating out during these holidays can be expensive, but/yet some people are willing to spend the money to eat out.
- g. Our National Holidays are so much fun, so you should come celebrate with us!

Activity 6, page 60

nd
contrast
or
et

WRITING SECTION

Activity 1, page 60

Answers will vary.

Lesson 1

BEFORE READING

Activity 1, page 64

Answers will vary.

WHILE READING

Activity 2, page 64

Order: 1f, 2c, 3g, 4b, 5a, 6e, 7d

Activity 3, page 65

was, were, felt, decided, hated, joined, liked, moved, showed, wanted, found, got, gave, left, met, won

Activity 4, page 66

Answers will vary.

LANGUAGE USE

Activity 2, page 67

Conversation 1: was/were/was Conversation 2: was/wasn't/was/was/weren't/ weren't/was

REGULAR AND IRREGULAR VERBS

Activity 1, page 67

finished, 2. adding - ed, 3. changing spelling,
 didn't (did not)

Activity 2, page 68

finished, started, graduated, traveled, studied, qualified, joined

Activity 3, page 69

ate, bought, did, gave, got, had, made, sat, saw, swam, took, went

Activity 4, page 69

1. Eat-ate	5. ge-got	9. buy-bought
2. Sit-sat	6. go-went	10. take-took
3. Do-did	7. have-had	11. give-gave
4. Swim-swam	8. make-made	12. see-saw

Activity 5, page 69

- A: How was your holiday?
- B: Great! We got up late every day and swam in the hotel pool before breakfast.
- A: How was the food at the hotel?
- B: Not bad, but we usually ate in one of the local restaurants. We ate some delicious fish dishes.
- A: So, were you near the coast?
- B: Yes, we were. We took the hotel bus down to the sea and sat on the beach in the afternoon.
- A: Were there many places to visit?
- B: Mark went sightseeing, but I wasn't interested. I did some shopping on the last day. Look! I bought this beautiful bracelet at a local market.

PAST TIME EXPRESSIONS

Answers can vary.

UNIT

WRITING SECTION

Activity 1, page 70

Answers will vary.

Lesson 2

BEFORE READING

Activity 1, page 72

1. sandcastle, run away, smell, scared, tide, jellyfish

WHILE READING

Activity 1, page 73

- 1. They went to the beach.
- 2. He played with his sister.
- 3. He made big sandcastles.
- 4. He rarely goes to the beach.
- 5. He saw a jellyfish.

Activity 2, page 74

REGULAR VERBS

Moved, used to, remembered, destroyed – Irregular verbs: Went, was, brought back, made

POST READING

Answers can vary.

MECHANICS

Activity 1, page 74

1. S

2. S

- 3. **CD:** It rained all week, so we couldn't play outside!
- **4**. S
- 5. **CD:** My parents invited all our relatives, and everyone came to our house.
- 6. S
- **7**. S
- 8. **CD:** After that, the children played games and the adults sat and talked.

COMPLEX SENTENCES

Activity 3, page 76

- c. **CX:** However, when she was two years old, she became very ill with an extremely high fever.
- d. S: The fever made her deaf and blind.
- e. **CX:** Because she could not communicate very well with anyone, she became wild and uneducated.

- f. **CX:** When she 17 years old, her parents hired a teacher for Helen.
- g. **CX:** After many struggles, Helen learnt to communicate with sign language.
- h. S: This achievement opened a new world for her.
- i. **CX:** When she was 20, she began taking college courses.
- j. **CX:** After her graduation, she wrote 13 books and traveled around the world.
- k. S: She was indeed an incredible human being.

Activity 4, page 76

Before / when / because / as soon as / until / after / Although

Activity 5, page 77

- 1. One day, my children were at home with their friend because his mother had no one to look after him.
- 2. I had to answer at the door, so my children and their friend were alone in the kitchen.
- **3.** When I went to answer the door, my neighbor's son called 133.
- 4. Although he did not talk to the operator, she saw our address on her computer screen.
- 5. She believed that we had an emergency, so she sent the police to our house.
- 6. Until I saw the police in front of our house, I did not notice anything.
- 7. Of course, there was no emergency, but the police officers were not happy about the call.
- 8. As soon as the police officer left, I had a serious talk with them.
- 9. Although they learned the lesson, I had to pay a \$80000 fine!

WRITING SECTION

Activity 1, page 77

Answers will vary.

Lesson 3

Activity 1, page 79 Answers will vary.

WHILE READING

Activity 2, page 79

- 1. They went on a bike ride to help raise money for a children's hospital.
- 2. When the event ended, they were tired but very happy.



POST READING

Answers will vary.

LANGUAGE USE Activity 1, page 80

- - - -

NARRATIVE ADVERBS

1.d 2.a 3.c 4.e 5.b

Activity 2, page 81

At first /Soon / Immediately /Suddenly/At last

C O M M A S

Activity 3, page 82

Because he was in hurry, he forgot to pack his lunch.
 Joan was lucky because she had the day off.

- 3.After Teresa noticed she couldn't study at
- home, she started going to the library.
- 4.We got into the car as soon as it began to rain.5.We stayed until the show finished.

Activity 4, page 82

Dependent clauses first:

- 1. When I got off the bus, I had many grocery bags in my hand.
- 2.As soon as I crossed the street, the bags felt lighter.
- 3.Until some teenagers started shouting at me, "Miss, your avocados!", I did not pay attention to this.
- 4.Before the traffic light was green, they quickly helped me pick them up.
- 5.After that embarrassing event, I never carried so many bags again.

Activity 5

Answers will vary.

WRITING SECTION

Activity 1, page 83

Answers will vary.

Lesson 4

Quiz (pages 85 and 86) 1. A, 2. B, 3. c, 4. c, 5. b, 6. a, 7. b, 8. a, 9. b, 10. c

Correct conjunction, page 87

1. so, 2. but, 3. and, 4. but, 5. and, 6. so, 7. but

Sentences, page 87

1. wrong conjunction (so) 2. correct

- 3. unrelated clauses
- 4. wrong conjunction (so)
- 5. correct
- 6. unrelated clauses
- 7. wrong conjunction (and)

IDENTIFYING SENTENCE TYPES

Simple: 1,4,5,7 - **Complex:** 2,3,6

Adding commas in complex sentences, page 88

- 1. Because José enjoyed learning languages, he wanted to be a teacher.
- 2. Luis is lucky because he learns English well by reading and by listening.
- **3**. If you do not like to read, you can listen to podcasts or audiobooks instead.
- 4. Marta wants to go out with her boyfriend after she finishes writing an essay.
- 5. If you need help with your essay, you can call me.
- 6. Juan always does better after studying in a group at Uni.
- 7. Before my next test, I am going to get a tutor.
- 8. When my teacher assigns homework, I always do it that night.

Simple, compound, or complex? Page 88 Simple: 4,6,7 - Compound: 2,3 - Complex: 1,5

TRANSFORMING TEXTS

Answers will vary.

Lesson 5

COMPLEX SENTENCES

Answers will vary.

Mechanics, page 91

- 1. sentence fragment
- 2. complete sentence
- 3. complete sentence
- 4. complete sentence
- 5. sentence fragment

Finding fragments, page 92

After she arrived at the store. Before she found the right ones. When she went to pay for them. After she found her wallet in her room.

CORRECTIONS: join with corresponding sentence. "After she arrived at the store, she started trying on shoes.", "She tried on several pairs of shoes

6. complete sentence

7. complete sentence

8. sentence fragment

9. complete sentence

10. complete sentence



before she found the right ones.", "She realized that she did not have her wallet when she went to pay for them.", "She went back and got her new shoes after she found her wallet in her room.

Rewriting Maya's story from exercise 1, page 92

When Maya and I heard about the concert, we decided to buy tickets. We stood in line for an hour before the concert. A lot of our friends came before the concert started. The concert lasted more than 3 hours, and the band played some of the greatest hits. As soon as the concert ended, we went out to eat. It was the best concert ever.

EDITING

Answers will vary.

UNIT 3 REVIEW

BEFORE READING

Answers will vary.

WHILE READING

Activity 1, page 97

- a. He went there to get autographs from his favorite soccer team.
- b. He waited outside because he was nervous.
- c. He walked up to his favorite player to asked him for an autograph.
- d. The player invited him to his table to eat with the player and the team.
- e. He says this to highlight that he was able to spend time with his favorite soccer player.

POST READING

Activity 1, page 95

Answers will vary.

LANGUAGE USE

Activity 1, page 96

3. He was good at sport. 4. He played football.5. He didn't work hard at school. 6. He had a lot of friends.7. He didn't have a bicycle.8. He wasn't a quiet child.

Activity 2, page 96

- 1. I didn't have
- 5. said / needed
- 2. I didn't speak
- 6. thought7. heard/celebrated
- 3. The meal did not cost very much
 - 8. spoke / sounded
- 4. fell asleep / didn't catch

Activity 3, page 96

Answers will vary, but answer may be this: Last Wednesday started as usual for this man. He was sleeping when suddenly his alarm went off at 9:30. At first, he didn't hear it, but turn it off the second time. He was very sleepy, so he did not get up immediately. He sat on the bed, yawned, and got up 5 minutes later at 9:35. After he had some coffee, he took a shower. Soon, at 10:30, he had some toast and read the papers. At last, he was ready to go. His mood was so much better that he started to whistle his favorite tune. He was ready to start a new day!

COMPLEX SENTENCES AND SUBORDINATORS

Activity 1, page 97

- Last April, two women wanted to go to Australia for their summer holiday because they liked Australia.
- 2. Although the tickets were expensive, they looked for cheap tickets online.
- 3. They bought one as soon as they found the cheapest. Or: As soon as they found the cheapest, they bought one.
- 4. After many hours of flying, they arrived in Australia. Or: They arrived in Australia after many hours of flying.
- 5. We stayed there until we ran out of money, in 2 weeks.

Activity 2, page 97

1. C, 2. B, 3. A, 4. C

PARAGRAPH STRUCTURE

Activity 1, page 98

Topic sentence: B

a. not related to paragraph's topic, c. unrelated details

Concluding sentence: A

- b. detail, the focus of the story is wanting to meet the baby,
- c. detail.

Activity 2, page 98

Answers will vary.

POSSIBLE ANSWERS

Possible topic sentence: A memorable event in my life was a family trip to a lake.



Possible concluding sentence: This trip was one of the best in my life! Everyone should experience a trip like that (opinion and suggestion).

WRITING SECTION

Answers will vary.

Lesson 1

В	E	E.	0	R	E.	R	E	Δ	D	н	N	G	
_	_		<u> </u>				_	-	_			-	

Activity 1, page 103

Answers will vary.

WHILE READING

Activity 1, page 105

False	True
False	False
Not given	True
Not given	True

POST READING

Activity 1, page 105 Answers will vary.

LANGUAGE USE

Activity 1, page 106 a. Infinitive; b. future

Activity 2, page 106

She is going to travel around the world next year. She is going to get married tomorrow night. She is going to buy a laptop today. She is going to start a yoga class next week. She is going to have a long holiday next summer.

Activity 3, page 108

a. walk
b. isn't going to stay
c. am / 'm going to wash
d. are / 're going to buy
e. am / 'm going to eat
f. is / 's going to lie down
g. isn't going to have
h. is going to sell

Activity 4, page 108

Order: today, tonight, tomorrow morning, tomorrow afternoon, tomorrow night, next week, next month, next year.

- 142 Activity 5, page 108: Answers will vary.

	_	_			_	_	_		_		
w	R	Т	I.	N	G	S	ь	С	Т	0	N

Answers will vary.



Answers will vary.

WHILE READING

Activity 2, page 111

- a. She is going to travel around Chile for a few weeks.
- b. She is going to visit Chiloé, Puerto Montt, and Torres del Paine.
- c. She is going to travel alone because she does not like spending all the time at the beach or going to parties like her friends.
- d. She is going to visit Chiloé, Puerto Montt, and Torres del Paine.

POST READING

Answers will vary.

VOCABULARY

Have: a good time
See: the sights
Show: somebody around your town
Stay: in a hotel
Go: back home, by train, by bus, on holiday

LANGUAGE USE

Using the verbs in context Answer is given / is going to stay / are going to show / is going to see /are going to have / is going

to go / is going to stay /are going to go / are going to stay/ are going to have/ is going to go.

WRITING SECTION

Answers will vary.

Lesson 3

BEFORE READING

Activity 1: Answers will vary. Activity 2: 1. b, 2. c, 3. a

WHILE READING

Activity 1, page 115

The invitation is for Nicolás's classmates



Activity 2, page 115

Event: Nicolás' 20th birthday – paragraph 2 **Event location:** a park 30 mins. away from his home – par.2

Event date: Saturday, September 5th – paragraph 3 **Activities that day:** barbecue, maybe karaoke – paragraph 2

What you need to bring: nothing needed, optional - par.3

AFTER READING

Answers will vary.

VOCABULARY

Parts of an invitation and style

- a. He opens it with "Hi all!" (register) and closes it with "Please RSVP to this email" (more formal but short way to ask for a reply).
- b. Paragraph 2 introduces the event and the 2 main activities, while paragraph 3 contains the date, time, meeting point, food and drinks available, and if anything is needed from guests.
- c. The invitation is mostly informal (except for RSVP at the end). Informal features are Hi, exclamation marks, direct questions with "you", contracted verbs (I'm, don't), the use of "ish" (6:30ish) and emojis.
- d. These are features of an informal register.

PARTS OF A REPLY

Activity 1, pages 116-117

a. Paula and Carla, b. Cristian

Activity 2, pages 116-117

- Confirming attendance: Of course, I'm coming to your party! Count me in!
- Declining the invitation: So sorry, I'd love to come, but I´m going to a family birthday on the 5th., Do you need help? I could go to the supermarket with you.
- Offering help: Why don't I get some drinks, too?
- Suggesting another activity: How about going to the cinema on the 6th?

Activity 3, pages 116-117

Answers will vary.

Activity 1, pages 118-119

Answers will vary in terms of sentence connections, but present continuous must be used. Example: Because it is a very busy day, he is getting up at 9 and having breakfast. After that, he is leaving home at 10 and picking up Paula at 10:15...

WRITING

Answers will vary.

Lesson 4

Activity 1, page 121

Review: Answers will vary.

Activity 2, page 121

- 1. Carla is inviting Ana to join her and her mom to have sushi.
- 2. They are going to the restaurant at 8.
- 3. No, because she is studying.
- 4. He is going to a party.
- 5. The party is starting at 6.

BEFORE READING

Activity 1, page 122

Answers will vary.

WHILE READING

Activity 2

Order: 2,6,4,1,5,3,7

AFTER READING

Answers will vary.

LANGUAGE USE Part A

are flying/are returning/are seeing/are eating/are meeting/are taking

Part B Activity 1, page 123

Daniela is going out with friends to a fonda.

Activity 2, page 125

- 1. Are you going to the barbecue tonight at César's?
- 2. What are you going to wear?
- 3. I am going to wear a new shirt I got.
- 4. I am going to send her a message later today and check.
- 5. Is Francisca going to be there?

WRITING

Answers will vary.



UNIT 4 REVIEW

READING

Activity 1 , page 128

1. B; 2. C, A; 3. infinitive; 4. I will, want to, be going to, present continuous forms.

LANGUAGE USE

BE GOING TO

Activity 1, page 128

a. are going to buyb. am going to cookc. is going to studyd. is not going to havee. is not going to travel

Activity 2, page 128

Topic and concluding sentences will vary, but supporting sentences need to use be going to and a variety of sentences. Example: Next Monday, Mauricio is going to finish his course report, and he is having a doctor's appointment at 3 pm on Tuesday...

PRESENT CONTINUOUS

Activity 1, page 129

- a. Tonight, Consuelo is baking a cake at 7pm.
- b. Consuelo is going to class tomorrow morning at 10:15.
- c. Consuelo is having a day off the day after tomorrow.
- d. Consuelo is having Unit 4's test next Monday.
- e. Next month, she is throwing a party for friends and family on the 18th.

VOCABULARY OF HOLIDAYS

Across: 2. show, 4. see Down: 1. go, 3. have, 4. stay Invitations: Replies will vary, but they need to be complete and informal in register.

WRITING

Answers will vary.



1234 SENTENCE TYPES SUMMARY-

SIMPLE SENTENCE: ONE SUBJECT-VERB COMBINATION

EXAMPLES:

She wrote a full paragraph.

Pedro and Ana studied punctuation rules for many hours.

Roberto had lunch and left.

COMPOUND SENTENCE: TWO SUBJECT-VERB COMBINATIONS

OPTION 1: independent clause +, FANBOYS (and, but, for, nor, or, so, yet) + independent clause

OPTION 2: independent clause ; independent clause

OPTION 3: independent clause ; SENTENCE CONNECTOR, independent clause

Sentence connectors: in addition, moreover, however, therefore, in fact

COMPLEX SENTENCE:

ONE INDEPENDENT CLAUSE AND ONE OR MORE DEPENDENT CLAUSES

An independent clause can stand alone. It can be a simple sentence: We didn't go.

A dependent clause cannot stand alone because it does not express a complete thought: because it was raining.

FULL COMPLEX SENTENCE: We didn't go because it was raining.

OPTION 1: SUBORDINATOR + dependent clause, independent clause

OPTION 2: independent clause + SUBORDINATOR + dependent clause

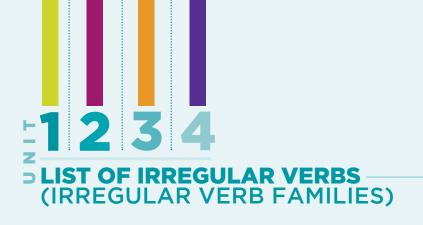
Supordinators:

TIME: before, after, when, as soon as REASON: because, since CONDITION: if CONCESSION: although, even though

S O U R C E : Butler, L. (2013). Longman Academic Writing Series 1: Sentences to Paragraphs (2nd ed.). Pearson Education ESL.







No clear pattern

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
be	was/were	been	ser, estar, tener
do	did	done	hacer
eat	ate	eaten	comer
go	went	*gone/been	ir
lie	lay	lain	tumbarse
see	saw	seen	ver
win	won	won	ganar
write	wrote	written	escribir

Gove has the idea of leaving a place.

Been has the idea of leaving and returning to a place.

No change

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
cost	cost	cost	costar
cut	cut	cut	cortar
hit	hit	hit	golpear, pegar
let	let	let	permitir
put	put	put	poner
read	read	read	leer
set	set	set	poner

Past simple and past participle have the same form:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
build	built	built	construir
feel	felt	felt	sentir
get	got	got / gotten (US)	obtener
lean	leant	leant	inclinarse, apoyarse
learn	learnt	learnt	aprender
leave	left	left	dejar un lugar
lose	lost	lost	perder
mean	meant	meant	significar
meet	met	met	conocer a alguien



INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
sit	sat	sat	sentarse
Ending in -d	Ending in -d	Ending in -d	
find	found	found	encontrar
have	had	had	tener
hear	heard	heard	oír
hold	held	held	sostener
lead	led	led	liderar
make	made	made	hacer / fabricar
stand	stood	stood	pararse
understand	understood	understood	entender
sell	sold	sold	vender
tell	told	told	contar
lay	laid	laid	extender
рау	paid	paid	pagar
say	said	said	decir
Ending in -ought or -aught	Ending in -ought or -aught	Ending in -ought or -aught	
bring	brought	brought	traer
buy	bought	bought	comprar
catch	caught	caught	atrapar
fight	fought	fought	pelear
teach	taught	taught	enseñar
think	thought	thought	pensar
Change from -eep to -ept	Change from -eep to -ept	Change from -eep to -ept	
keep	kept	kept	mantener
sleep	slept	slept	dormir
Present simple and past participle the same	Present simple and past participle the same	Present simple and past participle the same	
beat	beat	beaten	golpear
bite	bit	bitten	morder
break	broke	broken	romper
choose	chose	chosen	elegir
drive	drove	driven	conducir
fall	fell	fallen	caer
forget	forgot	forgotten	olvidar
freeze	froze	frozen	congelar
give	gave	given	dar
hide	hid	hidden	esconder
ride	rode	ridden	andar en / montar
rise	rose	risen	subir - crecer
speak	spoke	spoken	hablar
steal	stole	stolen	robar
take	took	taken	tomar
wake	woke	woken	despertar
write	wrote	written	escribir



INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
Change from -i to -a	Change from -i to -a	Change from -i to -a	comenzar
to -u	to -u	to -u	
begin drink ring sing	began drank rang sang	begun drunk rung sung	beber timbre - sonar cantar
swim Change from -ear to -ore to -orn	swam Change from -ear to -ore to -orn	sung swum Change from -ear to -ore to -orn	nadar soportar
bear	bore	born	arrancar
tear	tore	torn	(romper, rasgar)
wear	wore	worn	vestir
Changes from -ow/-y/-	Changes from -ow/-y/-	Changes from -ow/-y/-	
aw to -ew to -own/-	aw to -ew to -own/-	aw to -ew to -own/-	
awn	awn	awn	
blow	blew	blown	soplar
fly	flew	flown	volar
grow	grew	grown	crecer
know	knew	known	saber, conocer
throw	threw	thrown	lanzar
draw	drew	drawn	dibujar

SOURCE: Adapted from Naunton, J. (2013). Gold Pre-First Coursebook and CD-ROM Pack. (2nd ed.). Pearson.



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