

STUDENT'S BOOK

English 4th grade



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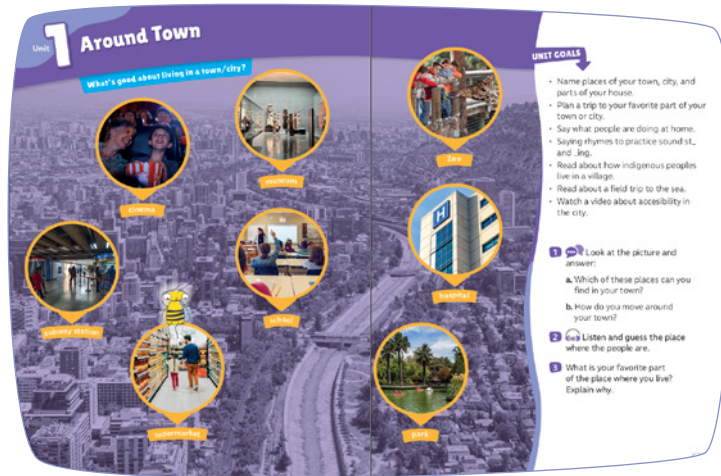
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EXPLORE YOUR BOOK

An introduction that invites you to **explore** and **reflect** on a specific topic.



Each lesson helps you to develop your **English skills**!



Each unit provides you with a fun story to develop your **reading skills**.



CONNECTING WITH: Social Studies

1 Read the text. Did you know about coordinates?

How to read coordinates in a grid map
A grid map helps the map reader to locate a place. The horizontal lines are called **eastings**, and they go from left to right. They are represented by **letters**. The vertical lines are called **northings**, and they go up and down. They are represented by **numbers**. In a grid map, we give the eastings first (letters) and then the northings (numbers), for example the restaurant is in C1.

2 After reading, look, ask, and write the coordinates.

Where's the park? It's in D4.

Reference: Tenthon, C. & J. G. 1998. *Reference: Tenthon, C. & J. G. 1998. Reference: Tenthon, C. & J. G. 1998.*



Here, you will use your English skills to **learn** about topics from other subjects.

I will be with you during your learning process.



WORK WITH THE VIDEO

1 Watch the video and answer.

a. Which means of transport does Emma usually use?
b. What problems does Emma have when moving around the city?

2 Talk with your friend about how you can help Emma move in the city.

3 Read and write two actions you can take to make your community more accessible and inclusive.

Sustainable Development Goal 11.7: Public spaces for all people.

Cities and towns need parks, playgrounds, and gardens. These places need to be safe and comfortable for all people. In these places children can play, older people can relax, and people with disabilities can move around.

Adapted from: *Reference: Tenthon, C. & J. G. 1998. Reference: Tenthon, C. & J. G. 1998.*

Action 1 _____
Action 2 _____

Together, we can create a happier community!



Here, you will learn about **Sustainable Development Goals** and ways to help the environment.

REVIEW

1 Read and play.

Where are Sarah and the baby? What's she doing? Where is Sophie? What are they doing? Where is her? What's she doing? What are David and dad doing? Where is Emily? What's her grandparents doing? Where are they?



At the end of each unit, you will have the opportunity to **evaluate** your learning.

ICONS

This icon shows that you will listen to an audio track.	This icon shows that you will speak and exchange ideas.	This icon shows that you will read a text.	This icon shows that you will write in your book or notebook.	This icon shows that you will work with a video.

Unit 1 Around town

What's good about living in a town/city?



cinema



museum



subway station



school



supermarket



UNIT GOALS



zoo



hospital



park

- Name places of your town or city, and parts of your house.
- Plan a trip to your favorite part of your town or city.
- Say what people are doing at home.
- Saying rhymes to practice sounds st_ and _ing.
- Read about how indigenous peoples live in a village.
- Read about a field trip.
- Watch a video about accessibility in the city.

1  Look at the picture and answer:

- a. Which of these places can you find in your town?
- b. How do you move around your town?

2  Listen and guess the place where the people are.

3 What do you like most about where you live? Explain.

1  Listen, read, and role-play.

Ricky: Hello Karim. **Is there a swimming pool in your town?**

Karim: **Yes, there is.** Do you like swimming?

Ricky: Yes, it's my favorite sport. **Is there a zoo?**

Karim: **No, there isn't,** but there's a big park.

Ricky: **Is there a museum?**

Karim: **Yes, there is.**

Ricky: **Is there a cinema?**

Karim: Yes, there is. Do you like movies?

Ricky: Yes, I like superhero movies.

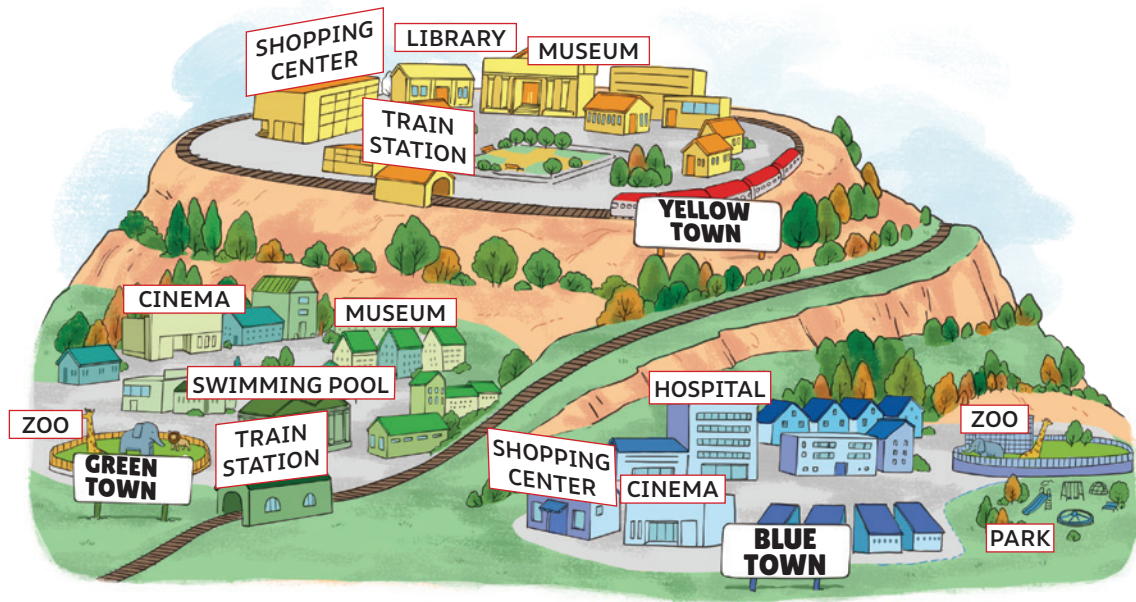
Karim: Me too! Let's go to the cinema later.



2  Look at the picture. Cover it and ask questions.



3 Listen and identify the town.



4 Read and write True (T) or False (F).

- _____ There's a library in Green Town.
- _____ There's a hospital in Yellow Town.
- _____ There's a cinema in Blue Town.
- _____ There isn't a zoo in Green Town.

What can we do to make our city better?



5 Look and take turns to ask and answer.



Santiago, Metropolitan Region.



San Pedro de Atacama, Antofagasta Region.



Villa O'Higgins, Aysén Region.

Do you live in a town?

No, I live in a city. I live in Santiago.

6 Read the text and answer the questions.

This is Greeny Town. It's a small town. There isn't a zoo.
There's one cinema. It's very small, but it shows great
movies! There are two parks. You can play there.
There isn't a shopping center.
There isn't a hospital. There's an amazing ice cream store
that has many delicious flavors, and it is open all year long.

a. Is there a zoo?

b. Where can you play?

c. How many parks are there?

d. Is there a hospital?

e. When is the ice cream store open?

7 Read, look, and complete.

Hi! I'm Mary. I live in Longview. There's a  _____,

a  _____ and a  _____.

There isn't a  _____ or a  _____.

8  What do you think life is like in an indigenous village? What makes you think that? Discuss with the class.

9   Read and answer.

- a. What is a village like in Chile?
- b. What do people in the village do to protect their culture?
- c. What can we learn from indigenous villages?

LIFE IN INDIGENOUS VILLAGES IN CHILE

In Chile, some people live in villages. Villages are small and surrounded by nature. In the villages, people live connected to nature, their history, and their culture.

For many indigenous people, villages keep their culture alive. For example, some Mapuche live in villages in the Araucanía Region. They protect the land and speak Mapuzungun.

A Mapuche teacher reads books to children at their school in Temulemu, Temuco. ▶



In the village, people grow food and take care of animals. They also make clothes, pots, and jewelry.



The community also participates in important spiritual activities, like the Ngillatun, and takes care of the land, rivers, and forests.

◀ Members of the community participating in a spiritual ceremony.

Villages are more than homes. They are places where people protect their history and culture.

Created by Publishing Team.

10 Listen and chant.



What shall we do today?
Tell me, what shall we do?

Let's go to the science museum!

You can come too!

What shall we do today?
Tell me, what shall we do?

Let's go to the swimming pool!

You can come too!

What shall we do today?
Tell me, what shall we do?

Let's go to the library!

You can come too!



11 Look at the pictures and make plans with a classmate.
Look at the example below.

It's raining!
What shall we do today?

Let's go to the museum!



It's windy.



It's sunny.



It's raining.



It's snowing.

12  Listen and say.

st_



Working in groups
is always fun!



In the city, there's a **street**,
where busy people move their feet.
By the **store**, they like to buy,
and wait at the bus **stop** nearby.
At the subway **station**, trains go fast,
city life is a busy blast!

13  Use the words below to complete the sentences.

street(x2)

stadium

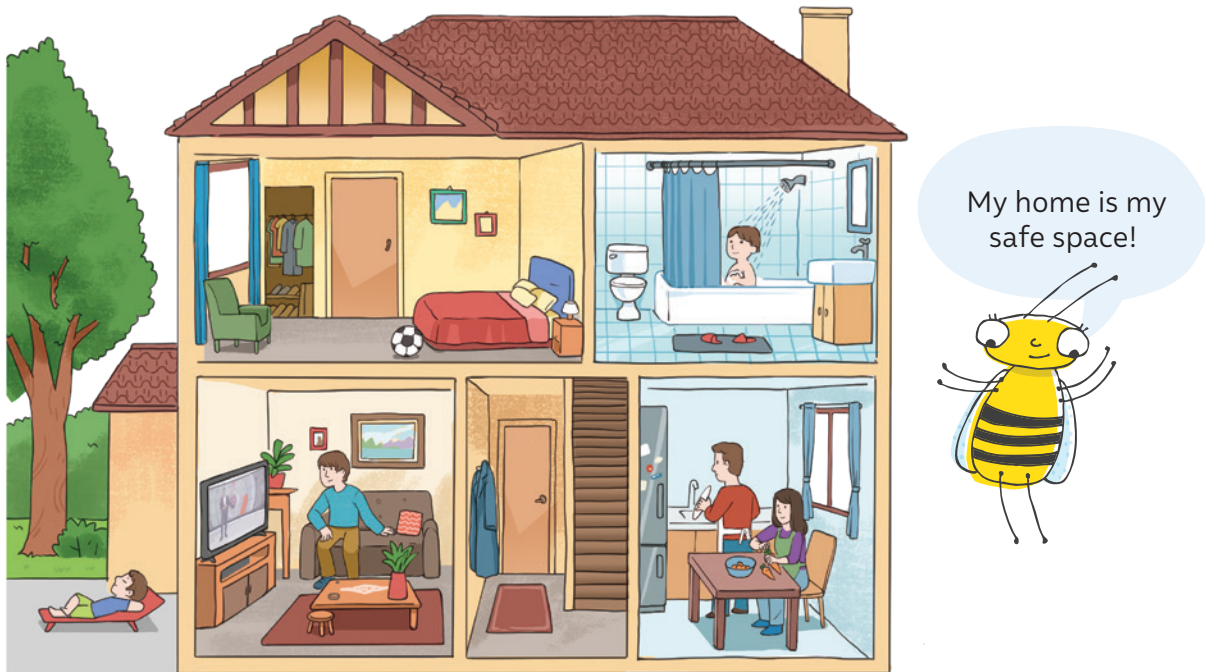
bus stop

stores

train station

- a. We watch soccer games at the _____.
- b. There are many people waiting for the bus at the _____.
- c. Estación Central _____ is very important
because it connects Santiago with many destinations.
- d. My house is on a quiet _____.
- e. O'Higgins _____, in Concepción, is full of
_____ and restaurants.

1  Listen, point, and repeat.



2  Read and play.

Where's Grandad?



Grandad and Jim.



Mom and Diego.



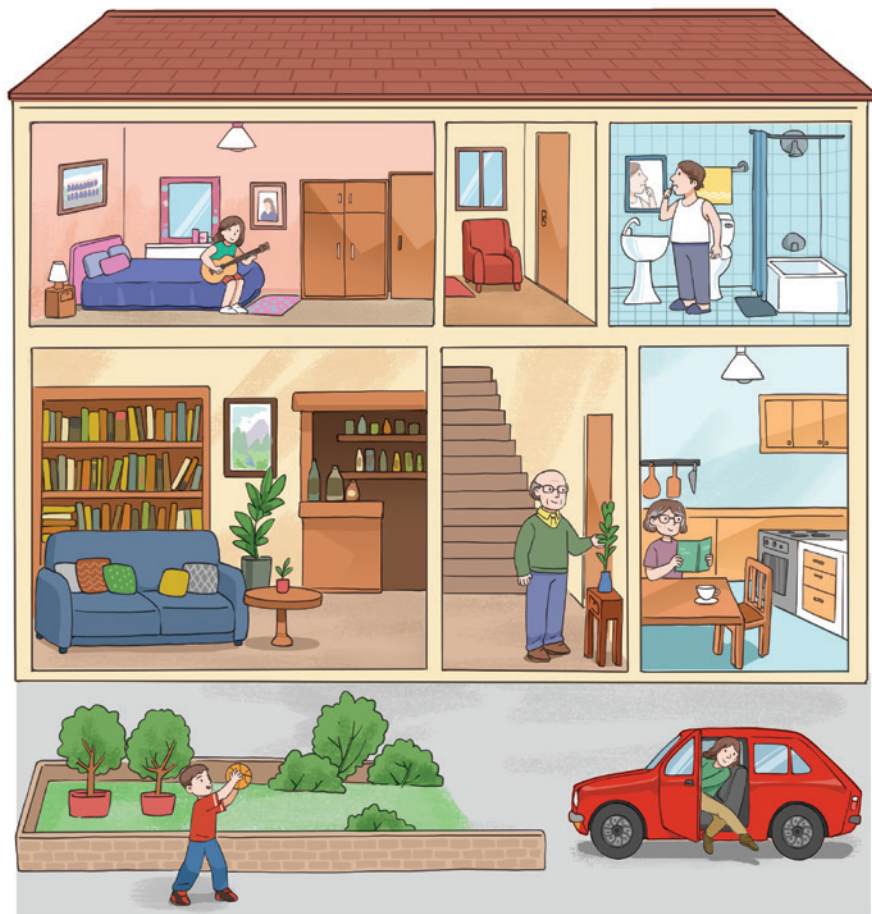
Mom and Lucy.



Dad and Christian.

3 Listen and sing.

Where's Dad?
 He's in the bathroom.
 Where's Mom?
 She's in the car.
 Where's Hannah?
 She's in her bedroom,
 playing the guitar!
 Where's Granny?
 She's in the kitchen.
 Where's Grandad?
 He's in the hall.
 Where's Tim?
 He's in the garden,
 playing basketball!



4 Put the questions in the correct order. Then, look at the picture above and answer. Finally, write a question of your own.

- the / bed / Where's / ? _____.
- car / Where's / ? / the _____.
- Where's / ? / the / ball _____.
- cup of tea / ? / Where's / the _____.
- _____.

Start!

 Name two objects in your living room.

Where is she?



Where's the dog?



Where's the boy doing his homework?



Name 3 objects in your kitchen.

Spell.



Spell.



What's this?



What are they doing?



Finish!

Spell.



Name 2 objects in a laundry room.

What's this?



6 Listen and role-play.

Here's dad. He's making a model.



Here's mom. She's gardening.



Here are Olga and Lucy.



Here's Hannah. She's playing the guitar.



Here's grandad. He's playing cards.



Here's Tim! He's in the cupboard.



7   Listen again and answer.



a. What's Hannah doing?



b. Where is he playing?



c. Where are the children?



d. Where's mom?

8  Create some sentences about your house and your family. Follow the example below.

Where is Aunt Martha?

She's in the backyard.

What is she doing?

She's gardening.

I can have fun at home too!



9  Listen and say.

_ing



He's wash**ing** the dishes, so shiny and bright.

She's sweep**ing** the floor; she's doing it right.

He's cook**ing** some dinner; it smells so great.

We're mak**ing** the beds before it's too late.

They're play**ing** some games; the fun doesn't stop.

I'm water**ing** the plants in this big, green pot!



10  Complete the story with the words below.

are playing

is cleaning

is fixing

is making

is running

is watering

A Busy Morning at Home

It's a busy morning at Sarah's house. Sarah _____ pancakes in the kitchen. Her brother Ben _____ the bathroom. Their mom _____ the garden outside. Dad _____ the car. The twins, Lilly and Grace, _____ with their toys in the living room, and the dog _____ around the yard.

STORY TIME: The field trip to a lighthouse

1 Read the story and focus on the details.

Would you like to take a field trip in your city/town?

Where would you like to go?

The children are visiting a lighthouse today.



The lighthouse is very high.



At the top of the lighthouse.



Students are spotting people below.



The guide explains the story of this lighthouse.



From another point of the lighthouse.



Later, heading back down.



2 Answer the questions with your classmates:

a. How old is the lighthouse?

b. How can the lighthouse help ships at night?

c. What can the students see from the lighthouse?

d. What are the people doing in the city?

WORK WITH THE VIDEO

- 1  Watch the video and answer.
 - a. Which means of transport does Emma usually use?
 - b. What problems does Emma have when moving around the city?
- 2  Talk with your friend about how you can help Emma move around the city.
- 3  Read and write two actions you can take to make your community more accessible and inclusive.

Sustainable Development Goal 11.7: Public spaces for all people.

Cities and towns need parks, playgrounds, and gardens. These places need to be safe and comfortable for all people. At these places children can play, older people can relax, and people with disabilities can move around.



Adapted from: Neshovski, R. (2024, October 30). United Nations Sustainable Development.
http://www.enlacesantillana.cl/#/L25_ING4BTEU1_1

Action 1 _____

Action 2 _____

Together, we can create
a happier community!



CONNECTING WITH: Social Studies

- 1  Read the text. Why are coordinates important?

How to read coordinates on a grid map

A grid map helps the map reader to locate a place. The horizontal lines are called **eastings**, and they go from left to right. They are represented by **letters**.

The vertical lines are called **northings**, and they go up and down. They are represented by **numbers**.

On a grid map, we write the eastings first (letters) and then the northings (numbers). For example, the restaurant is in C1.

- 2 After reading, look, ask, and write the coordinates.

Where's the park?

It's in D3.

	Swimming pool		Train station
	Park		Museum
	Zoo		Airport
	Hospital		Restaurant
	Cinema		School
	Shopping center		Fun fair

1				
2				
3				
	A	B	C	D

Reference: Twinkl. (n.d.). *Grid references*. Retrieved December 13, 2024, from http://www.enlacesantillana.cl/#/L25_ING4BTEU1_2

REVIEW

1 Read and play.



What's he doing?

Where are Sarah and the baby?



What's she doing?



Where is Sophia?



Where are they?



Where is the grandpa?



What's she doing?



Where is he?



What are David and dad doing?



Where is Emily?



What's grandpa doing?

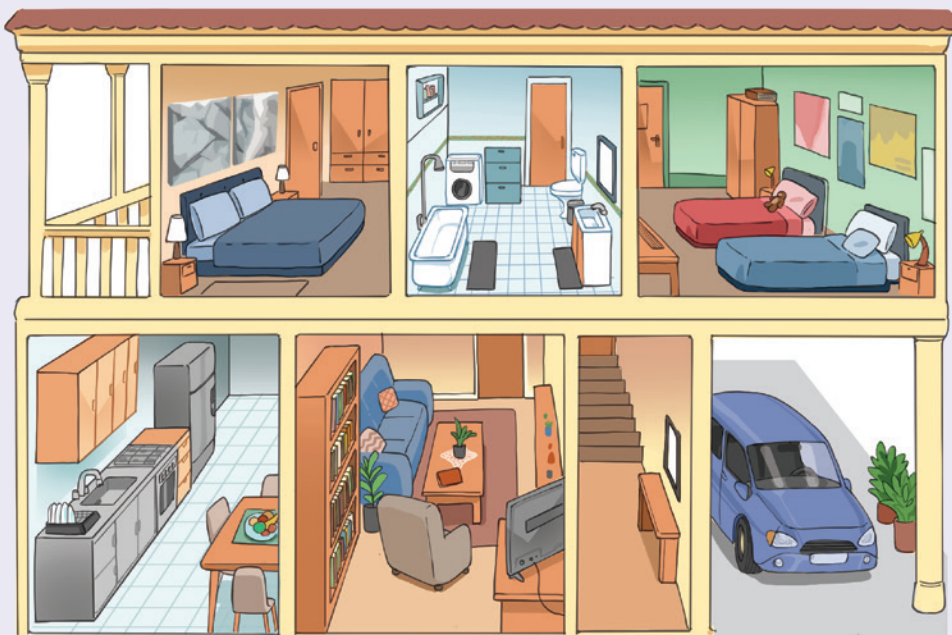


Where are they?

- 2 Write a text about your city, town, district or village.
Follow the model below.

I live in San Miguel.
There's a shopping center, a hospital, and a park.
My favorite place is the park.
I go to the park with my friends on Fridays.
We play football and hide-and-seek.

- 3 Look at the image and name the objects and places in the house.
Take turns.



Where is the TV?

In the living room.

★ Think back! ★

Complete your exit ticket.

3 things that I learned: _____

2 things that I enjoyed: _____

1 question that I have: _____

Unit **2** Around the world

Why is it important to learn about other cultures?



UNIT GOALS

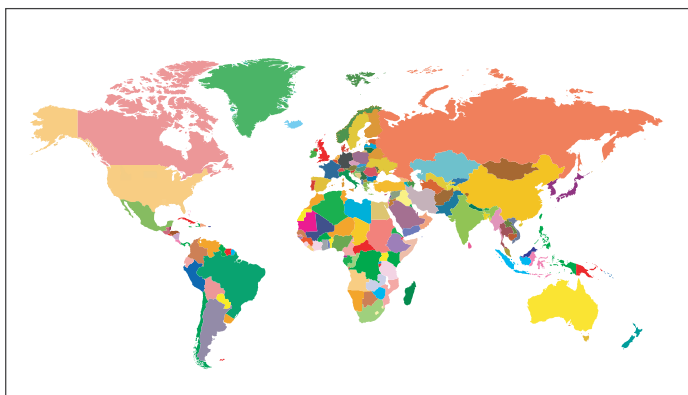


- Name countries and nationalities.
- Mention activities you like.
- Say the dates of important events.
- Express what you are going to do.
- Sing songs and chants.
- Say rhymes to practice the sounds /ei/ and /er/.
- Read a story about a traditional festivity.
- Sing a song about a festivity.

1  Look and answer.

- a. What are the children looking at?
- b. Explain what the object is for.
- c. Do you know someone from another country?
- d. What celebrations do you have in common?

2  Take turns naming 2 countries from each continent.



3 Where are you from?
Share with the class.

Where are you from?

1  Listen, read, and role-play.

Luca: Hi, my name's Luca.

Laura: Hello, I'm Laura.

Luca: Where are you from?

Laura: I'm from Italy.

Luca: Do you like skateboarding?

Laura: Yes, it's my favorite sport.

Luca: Look! He's skateboarding with his hands.

Laura: That's Dani Trujillo. He's fantastic!

Luca: Where's he from?

Laura: He's from Chile.

Luca: And look at that girl. She's doing a kickflip.

Laura: Yes, that's Rosie Ryan. She's from Ireland.

Luca: She's brilliant!



2  Look, ask, and answer. Follow the examples.

Where are they from?

How old are they?



3  Read, listen, and tick ✓ or cross ✗.



- a. ____ Name: Martin.
- b. ____ Age: 9
- c. ____ Country: Spain.
- d. ____ Languages: Spanish and English.



- a. ____ Name: Lita.
- b. ____ Age: 10
- c. ____ Country: Italy.
- d. ____ Languages: Italian and English.



- a. ____ Name: Kumiko.
- b. ____ Age: 10
- c. ____ Country: China
- d. ____ Languages: Japanese, English, and Spanish.

4  Read and write about yourself. Follow the model.

Hello Friends!
My name is Sean.
I'm 10 years old.
I'm from the USA.
I speak English and French.
Please write to me!



5 Write the country.



a. _____ b. _____ c. _____ d. _____

6 Read and answer.



My name is Claudio.

I'm Spanish.

I live in the capital
of Spain, Madrid.

I speak Spanish and English!



My name is Luisa.

I'm Chilean.

I live in Concepción, Chile.

I speak Spanish,
English, and Mapuzugun.



My name is Dewei.

I'm Chinese.

I live in the capital of China,
Beijing.

I speak Chinese and French!



My name is Jean.

I'm French.

I live in Paris, the capital
of France.

I speak French and Spanish.

a. Who lives in the capital of China?

b. Who lives in Madrid?

c. Who lives in Concepción?

d. Who speaks Mapuzugun?

e. Who speaks Chinese and French?

f. Who is French?

7 Play the game!



8 Listen and chant.



Jules is from France.
He likes painting,
and swimming in the sea.
Bianca likes skiing,
and singing songs.
She's from Italy.

Mei is from China.
She likes cycling,
and reading comics too!
Marco likes dancing.
He's from Spain.
What about you?

9 Read and match the pictures to the descriptions.



1. ____ Annie is from the UK.
She likes taking photographs.



2. ____ Roberto is from Chile.
He likes surfing.



3. ____ Jean Paul is from France.
He likes playing basketball.



4. ____ Molly is from Ireland.
She likes listening to music.

10 Take turns to describing a classmate.

She's Fernanda.
She's from Argentina.
She likes skating.

11



Listen and recite.

/ei/



Blake and Kate,
are from the UK.
They like baking all day.

Jane and Jake,
are from Spain.

They like playing games all day.



12



Complete the rhyme and practice it aloud.



Dean / Dave

bake / back

lake / lack

shack / shake

met / made

They are Kate and _____,

They like playing by the _____.

They _____ a plan today,

to _____ a cake, and have a

_____.

Pronunciation can,
sometimes,
change the meaning
of a word!



Events around the world

1  Listen, point, and repeat.



2  Match.

12th

fifteenth

29th

twelfth

first

21st1st

twenty-first

twenty-ninth

3rd7th

third

seventh

15th

3 Listen and sing.

What's the Event?

January, February, March,
April, May, and June, let's start!
July, August, September's here,
October, November, December,
cheer!

First, second, third, fourth—
so much fun!
Fifth to twelfth, now we are done.
What happens on the tenth of May?
It's Mother's Day, hip-hip hooray!

January, February, March,
April, May, and June, let's start!
What happens on the 12th of June?
It's my birthday, see you soon!
Months and numbers, questions
too,
Now we sing and learn with you.
What happens on the 18th
of September?
"We celebrate our nation together!"

4 Ask and answer. Follow the model.

25th December

31st October

8th March

1st May

What happens on
the 2nd of July?



It's my birthday!

5  Spin a pen and take turns saying the date.



6  Mention an important date in your life and explain why it's important.



7 Listen and role-play.

Here's Li. He's talking about Chinese New Year.



1

Here's Li's family. They are decorating the house.



2

Mateo is listening to Li.



3

Li's explaining more traditions.



4

Li's explaining his favorite game.



5

Here's Li again. He's inviting Mateo.



6

8  Listen again and answer.



a. What is Li going to celebrate?



b. What is Li going to play?



c. What is Li's mom going to do?



d. What is Li going to do?

9  Tell your Christmas' plans to a classmate.
Follow the model.

For Christmas, I'm going to help
clean the house. I'm going to plan
the Christmas dinner, and
I'm going to cook with Dad.



10  Complete the words and match them to the pictures.

/er/

a.



S _ _ rt

b.



F _ _ s _ Place

c.



G _ _ l

d.



F _ o _ _ _ _

11  Listen and recite.

Her birthday is in September, her brother's is in November, and they prefer December.

The girl's birthday was on the third, she received a shirt and a skirt.



STORY TIME:

Saint Patrick's Day

1 Read the story and answer:

What is the most important celebration in Chile? Why?

Today the class will have a special presentation.



Yes! On March 17th, we celebrate St. Patrick's Day.

1

In Ireland, we celebrate St. Patrick's Day every year!



That sounds fun! How do you celebrate?

2

We have big parades with music, dancing, and everyone wears green!



His classmates look excited.

3

We also eat green food and have green drinks!



4

Many people go to watch the parades.
It's very colourful!



5

Do you go
with your family?

Yes! We watch
the parade together.



6

Liam holds up a small shamrock.

We also give shamrocks to friends.
They are a national symbol!



7

The whole class thanks Liam.



8

What a great celebration!
Thank you, Liam!

2 Read again and then answer.

- How do people in Ireland celebrate St. Patrick's Day?
- What does Liam say about the shamrock?
- Have you ever seen or participated in a parade?

3 Discuss with a classmate:

a. Is food important
in celebrations?

b. How is food related to
a country's identity?

WORK WITH THE VIDEO

- 1  Watch the video. What is the song about? What does it mention?
- 2  Watch the video again. Do you agree with the verse about Chile? Why? Why not?
- 3  Read the text below and answer. Why are traditions important?

Sustainable Development Goal 11

Target 4:

Make greater efforts to keep the world's culture and nature safe.

National celebrations are part of our culture. They help people remember old traditions and history. On these special days, people enjoy games, music, food, and dancing. These activities keep our culture alive and bring people together. By loving these traditions, we protect them for the future.



Neshovski, R. (2024, October 30). Home - United Nations Sustainable Development.
http://www.enlacesantillana.cl/#/L25_ING4BTEU2_3



We all celebrate
in different ways.
Let's learn about
each other's traditions!

CONNECTING WITH: Music

- 1  Read the text. Do you agree with what it says? Why? Why not?

Music and Festivities

Music is a big part of our lives. It makes our celebrations special. At festivals, we hear songs and instruments.

At birthday parties, people sing the “Happy Birthday” song. During national holidays, we watch traditional dances, and at family gatherings, music makes everyone happy and brings people closer.

Music helps us feel emotions, remember traditions, and enjoy special times. It connects us to our culture and the people around us.

- 2  Listen and complete. Then sing along.

CELEBRATING SEPTEMBER 18TH

On _____ 18th, we all come together,

Dancing the _____, in good weather.

With _____ in the sky,

We celebrate our _____ with a smile!

Viva Chile, viva la fiesta,

Music and dancing all day long!

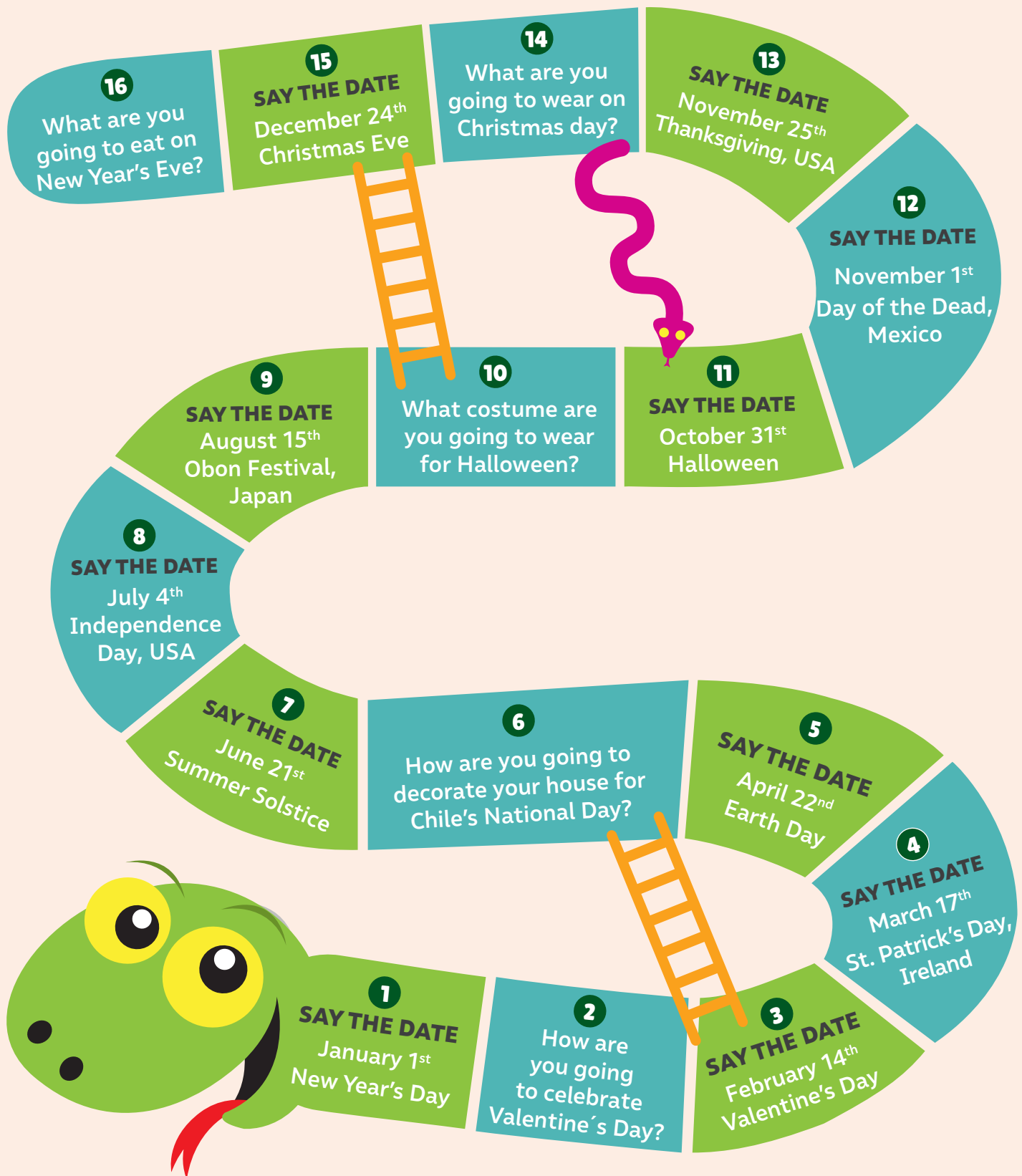
We _____ empanadas, _____ some mote,

And _____ our songs all night long!



REVIEW

- 1  Play the game with a classmate.



2 Ask and answer questions about the people below.



3 Put the sentences in order. Then say them out loud.

a. celebrate - with our family. - going to - We - are - Christmas

b. for Halloween. - They - going to - party - are - have a

c. Halloween. - a costume - going to - wear - not - I am - for

d. for New Year's Eve? - you - going to - Are - your family - visit

★ **Think back!** ★

Complete your exit ticket.

3 things that I learned: _____

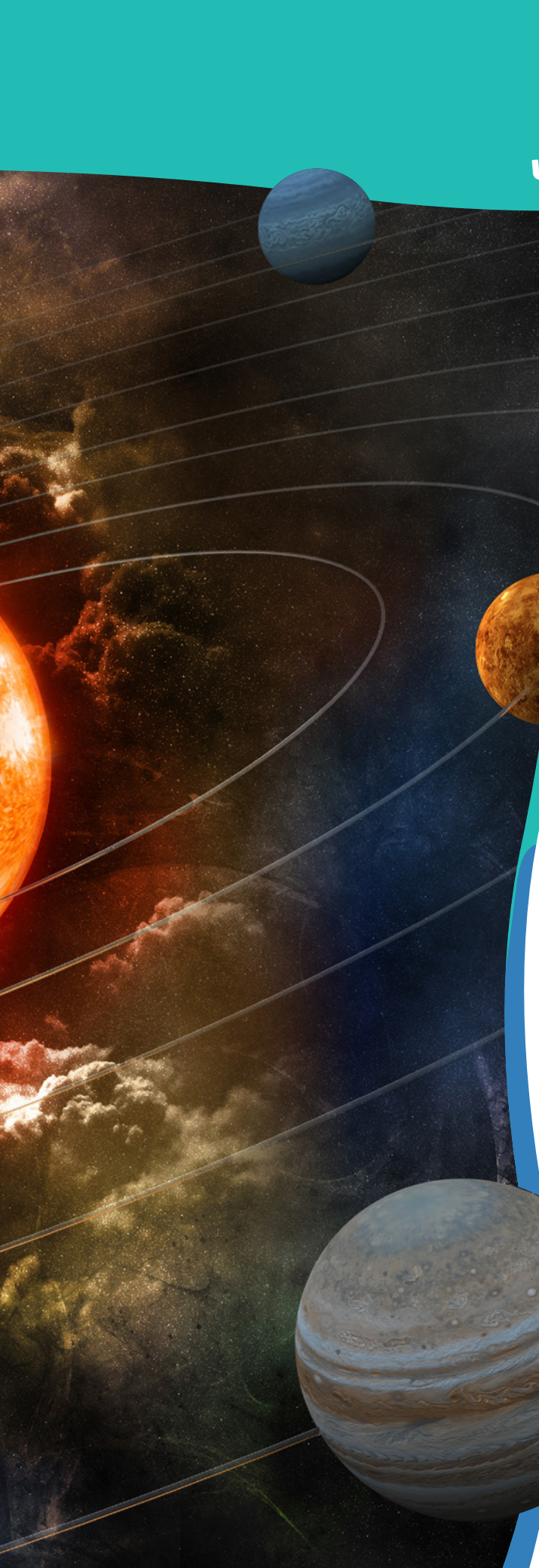
2 things that I enjoyed: _____

1 question that I have: _____

Unit **3** The universe

Would you like to travel to space?





UNIT GOALS

- Name objects in space.
- Talk about activities people do regularly.
- Identify and say numbers up to one thousand.
- Sing songs and chants.
- Say rhymes to practice sounds sp_ and _air.
- Read fun facts about planets and space.
- Watch and listen to a video about curiosities of the universe.

-  **1** Look and answer:
 - a. What do you see in the picture?
 - b. How many names of planets in the solar system do you know?
-  **2** Take turns spelling the names of the planets.
- 3** Imagine you are visiting a space station. What would you take with you? Why?

Our solar system

1  Listen, read, and role-play.

Ann: Look! That is Emma Castro.
She's a famous astronaut!

Javier: Does she work on the Space Station?

Ann: Yes, she does. She takes photos of space.
She does experiments, too.

Javier: Does she wear a spacesuit
in the Space Station?

Ann: No, she doesn't. She wears T-shirts
and pants.

Javier: Does she sleep in a bed?

Ann: No, she sleeps in a special sleeping bag.

Javier: That is fun! I want to be an astronaut.



2  Look, ask, and answer.

- Does she have breakfast at seven o'clock?  No, she doesn't.
- Does she write reports at half past nine?  Yes, she does.

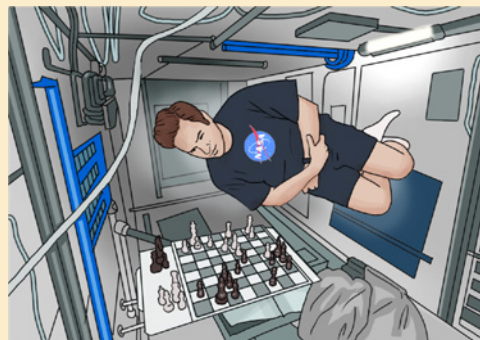
My morning in space			
6:00 get up	6:30 ride the exercise bike	7:00 have a shower	7:30 have breakfast
8:00 take photos	9:30 write reports	10:30 do experiments	12:00 have lunch

- 3  Read the text. What do you think of Robert's job?

Free time on a space station

1. What does an astronaut do in the evening?

This is Robert Green. He's an astronaut from the USA. He lives on the Space Station. In the evening, he reads books and listens to music.



2. What does an astronaut do on Sundays?

Robert doesn't work on Sundays. He plays chess with the other astronauts, writes emails to his family, and watches movies.

3. What does an astronaut do at night?

Robert sleeps at night! He has a very special bed. There is no gravity in space, so his bed isn't on the floor. It's on the wall.

- 4  Listen and say True or False.

- | | |
|------------------------------------|----------------------------|
| 1. Robert's an astronaut. | 4. He works on Sunday. |
| 2. He reads comics in the evening. | 5. He watches TV. |
| 3. He doesn't listen to music. | 6. He sleeps on the floor. |

- 5  Take turns to ask and answer questions.

What does Robert do on Sundays?

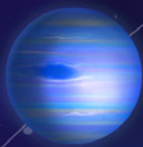
What do you do on Saturdays?

What does Robert do in the evenings?

6  Do you know any fun facts about the planets?
Discuss with a classmate.

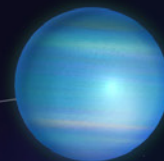
Uranus

It is turned on its side, like sleeping.
It is a blue and green gas planet.



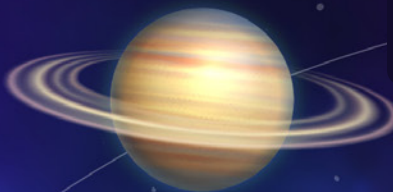
Neptune

Neptune is a big, blue, and cold planet.
It has very strong storms.



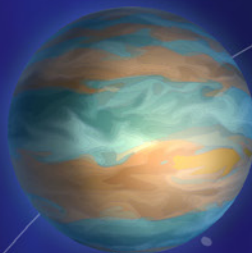
Saturn

It has rings.
It is a giant gas planet.



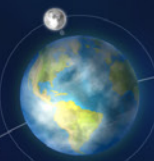
Jupiter

It is the largest planet.
Its red big spot is a storm.



Earth

Life is possible on Earth.
There is air and water.



Mars

Mars is the Red Planet. It has the highest mountain in the Solar System.



Mercury

It is the smallest planet.
It is very close to the Sun.



Venus

It is very hot. It's almost the same size as Earth.



The Sun

The Sun is a small star. It is a ball of hot gas.
There are eight planets around the sun.



7  Read and answer True (T) or False (F).

- a. _____ The Sun is a star.
- b. _____ Mercury is very big.
- c. _____ Venus is very cold.
- d. _____ Mars is called the green planet.
- e. _____ Neptune is big and cold.

8  Complete the sentences.

big

cold

green

red

small

- a. The Sun is a _____ star.
- b. Mars is the _____ planet.
- c. Neptune is a _____, _____ planet.
- d. Uranus is a _____ gas planet.

9 Read and answer: How important are celestial bodies for our indigenous peoples?

Rapa Nui and the Universe

The Rapa Nui people are expert navigators. They look at the stars to navigate the Pacific Ocean. The stars, the sun, the moon, and other celestial objects serve them as a map. They memorize the most important stars.



Reference: Chloe. (2024, October 29). *Unveiling the Mysteries of the Rapa Nui Culture on Easter Island*. Moments Log. http://www.enlacesantillana.cl/#/L25_ING4BTEU3_4

Created by Publishing Team.



START



You fell into
a black hole!
Miss a turn.



Which planet
is very hot?

How many
planets are
there in the
Solar System?

Spell



Name
this planet.



Can you name
this planet?

Where do
astronauts
sleep?

Do astronauts
write reports?

Name two
planets that
start with **m**



Spell

Name all the
planets.



You fell into
a black hole!
You miss a turn.

FINISH

Which planets
are gas
planets?

Say two
differences
between the
Earth and Mars.

Which planet
is very small?

11  Listen, point and repeat.



spacewoman



spaceship



speed



speak

12   Listen and repeat.

The **space**woman **sp**eaks about her **sp**aceship's **sp**ecial **sp**eed.



13  Take turns with a classmate and say words with a /sp/ sound.

I love spaceships!

1  Listen and point.



meteor



comet



star



galaxy

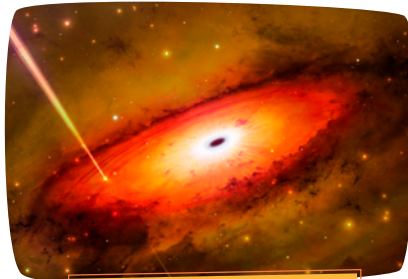


telescope

2  Take turns to describe the pictures.



spaceship



black hole



satellite

3 Listen and sing.

Does a satellite go 'round the Earth?
Does a star shine with light and joy?
Does a spaceship fly to the Moon?
Does a comet glow and zoom?

Oh yes, oh yes, they really do,
in the big wide space so blue!

Does a comet fly through the stars?
Does a meteor fly and pass by?
Does a galaxy hold planets tight?
Does a telescope bring them in sight?

Oh yes, oh yes, they really do,
in the big wide space so blue!



4 Ask and answer questions. Use the information in activity 3.

telescope

comet

meteor

black hole

Does a satellite shine?

No, it doesn't.

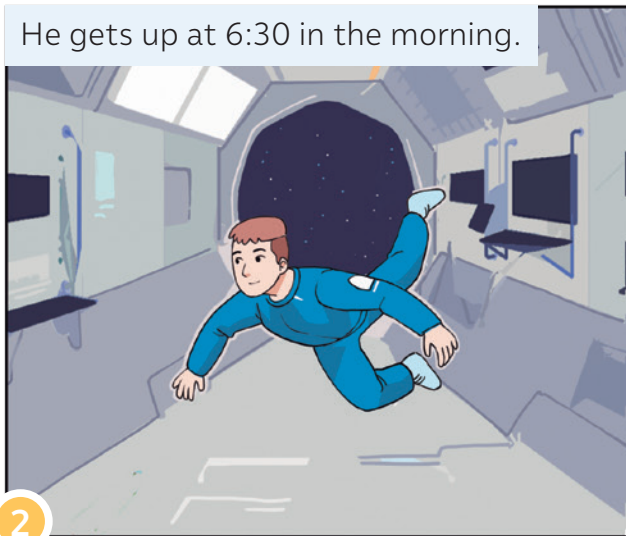
5 Listen and repeat.

Nick is a very busy astronaut.



1

He gets up at 6:30 in the morning.



2

He has breakfast at 7:00.
At 8:00, he does experiments with plants.



3

He writes emails at 10:30.
He rides his exercise bike at 11:00.



4

He takes photos of planets at 11:30.
He has lunch at 1:00.



5

Finally, Nick relaxes and
reads books at 2:30.



6

6   Listen again and circle the correct answer.



a. Does Nick take pictures of planets at 11:30?

Yes, he does.

No, he doesn't.



b. Does he do experiments with plants at 7:00?

Yes, he does.

No, he doesn't.



c. Does he write emails at 10:30?

Yes, he does.

No, he doesn't.



d. Does he read a book at 12:30?

Yes, he does.

No, he doesn't.

7  Mime an activity from the astronaut's routine.
Your partner has to guess it.

8  Take turns asking and answering questions about your routine.

Do you get up at 6:30?

Yes, I do.

Work responsibly
with your
classmates and
build trust with
each other.



9  Listen and point.

a.  541

c.  900

e.  620

b.  875

d.  150

f.  463

10  Take turns reading the space number facts.

Space Number Facts

a. One year on Mars is 687 days on Earth.

b. Jupiter is very big. It is 318 times heavier than Earth.

c. The Hubble Space Telescope is 547 kilometers above Earth.

d. Venus is very hot. The temperature can reach 460 degrees Celsius.



Hubble Space Telescope

e. The International Space Station orbits Earth at a height of 400 kilometers.

f. There are more than 1,000 satellites around Earth.

Did you know that the International Space Station (ISS) is a large spacecraft that orbits Earth?



11



Match, listen, and repeat.

_air



aircraft

repair

stairs

12



Listen and repeat.

Claire climbs the stairs to repair
the aircraft chair.



13



Say a sentence using some of the words below.

hair

chair

aircraft

pair

stair

Claire

air

repair

I repair the aircraft chairs.

STORY TIME: The amazing Moon!

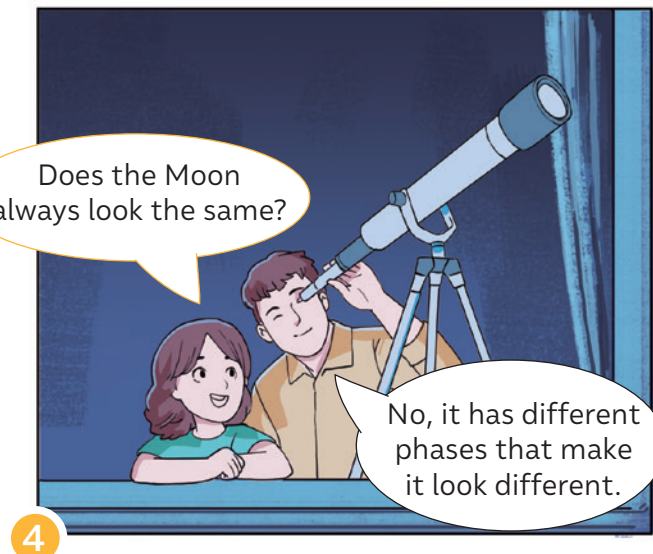
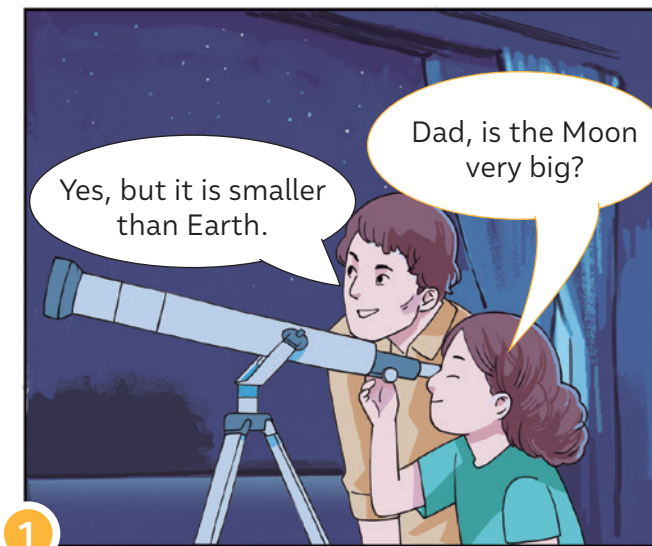
1  Discuss:

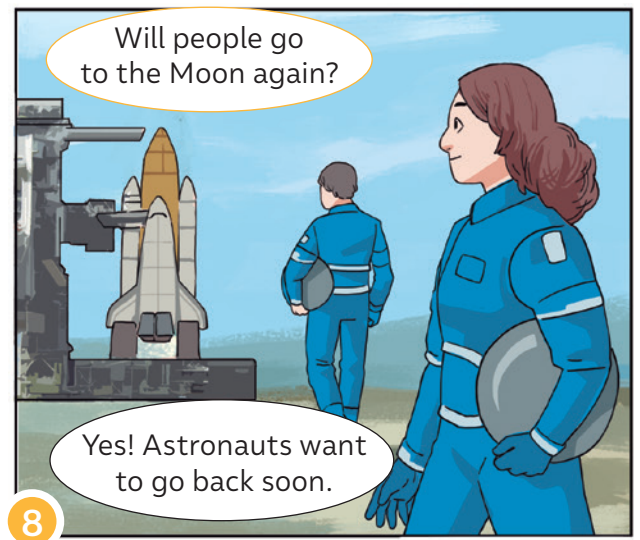
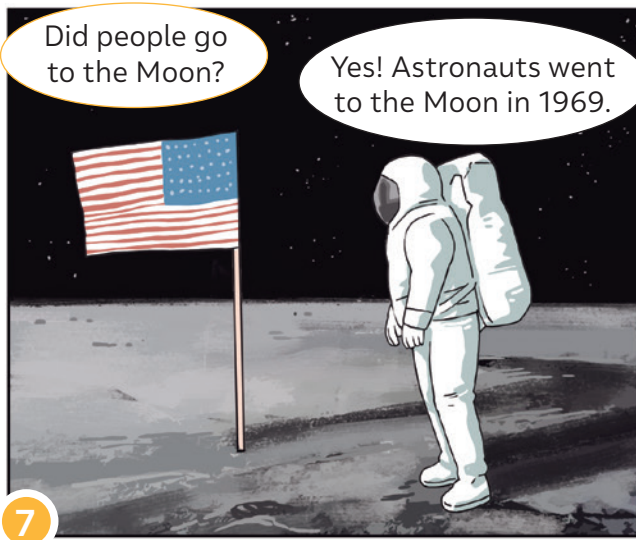
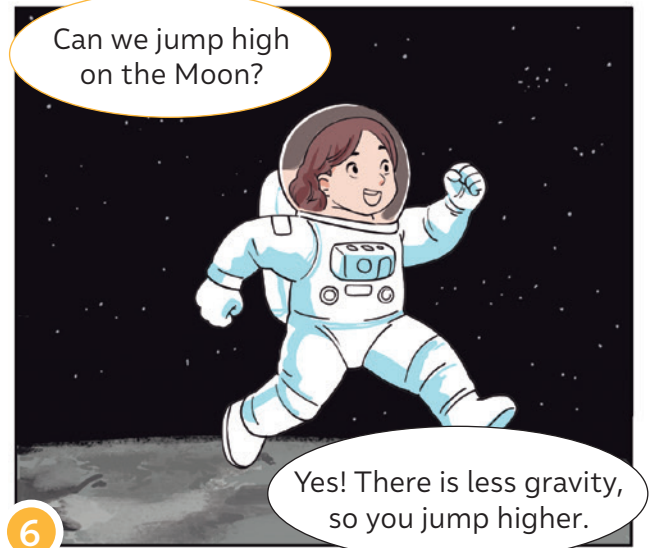
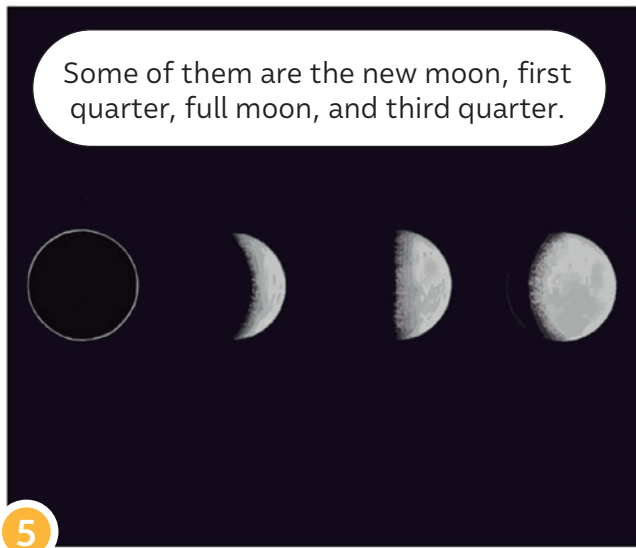
What does the Moon look like?

What do you know about the Moon?

Can people live on the Moon?

2  Read the story and answer.





- a. Can people live on the Moon?
- b. Can people jump high on the Moon?
- c. Why does the Moon shine at night?
- d. Will astronauts go to the Moon again?

3 Discuss with a classmate:

a. Would you visit the Moon?
Why or why not?

b. What would you take
with you to the Moon?

WORK WITH THE VIDEO

1  What do you think the Moon looks like from space? Do you know how big the planets are? Discuss with the class.

2  Watch the video and match the space facts.



a. Mercury is... ●

b. Jupiter is the biggest... ●

c. Footprints on the Moon... ●

d. Saturn's rings are... ●

● don't disappear.

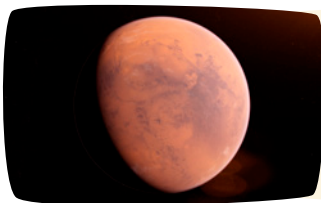
● made of ice and rocks.

● planet in our solar system.

● the smallest planet in our solar system.

3  Look at the images and write 1 fact about each one.







CONNECTING WITH: Science

- 1  Read and match the words to their definitions.

Are gravity and weight connected?

When you stand on a scale, it shows how Earth's gravity pulls you. Imagine you are on Jupiter. There, your weight is different.

This happens because planets have different gravity. Gravity changes on all planets.

For example, you weigh much less on Mercury than on Earth, because Mercury has less gravity. But on Jupiter, you weigh much more!



Adapted from: NASA. (n.d.). *How much would you weigh on other planets?* NASA's Space Place.
http://www.enlacesantillana.cl/#/L25_ING4BTEU3_5

- A tool used to measure weight. •
- Determine how heavy something is. •
- The force that pulls things toward the Earth. •

GRAVITY

WEIGH

SCALE

- 2 Answer the questions:
- What does a scale show?
 - Why is your weight different on other planets?
 - Where do you think you weigh more? Jupiter or Earth?
- 3  Do you imagine Earth without gravity? What would be different? Discuss.

REVIEW

1  Play the trivia game.

SPACE TRIVIA CHALLENGE

Planets

100 points

What planet do we live on?

200 points

Which planet is red?

300 points

What is the biggest planet?

400 points

How many planets are there in the solar system?

The Moon and Stars

100 points

What shines in the sky at night?

200 points

What is round, white, and seen at night?

300 points

What does the Moon orbit around?

400 points

Are stars bigger or smaller than Earth?

Space Travel

100 points

What do astronauts fly in?

200 points

Who travels to space?

300 points

What do astronauts wear in space?

400 points

Where do astronauts live in space?

Fun Facts

100 points

What is the center of our solar system?

200 points

Can you breathe in space?

300 points

What color is the Sun?

400 points

Do rockets go fast or slow?

2 Write the correct letter.

a. It's very small.

_____ Neptune

b. Life is possible here.

_____ Earth

_____ Uranus

c. It's called the Red Planet.

_____ Mars

_____ Mercury

d. It's the largest planet.

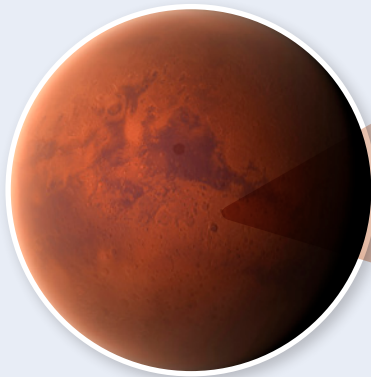
_____ Jupiter

_____ Venus

e. It's very hot.

_____ Saturn

3 Imagine you live on Mars and you need to explore the planet every day. What is your routine?



★ Think back! ★

Complete your exit ticket.

3 things that I learned: _____

2 things that I enjoyed: _____

1 question that I have: _____

Unit 4 Minibeasts

Are small animals important?



butterfly



dragonfly



ladybug



bee



spider



centipede

UNIT GOALS



ant



snail



grasshopper

- Name insects and minibeasts.
- Identify and describe minibeasts.
- Say where minibeasts live and their position.
- Sing songs and chants.
- Say rhymes to practice the sounds /ar/ and /ai/.

1  Look and answer:

- a. Do you recognize these insects?
- b. How do they move?
- c. What do they eat?

2  Listen, point, and say.

3  Ask and answer. Use these words:

crawl fly jump

How do ants move?

Ants walk on the ground.

4  Why do you think they are called minibeasts? Discuss.

Small creatures

1  Listen, read, and role-play.

Alice: This is my presentation about spiders.

Teacher: How many legs do they have?

Alice: They have eight legs.
They can walk and climb.

Teacher: How many wings do they have?

Alice: They don't have wings. They cannot fly.

Teacher: How many eyes do they have?

Alice: They have eight small eyes.

Teacher: Amazing minibeast.



2  Discuss with the class:

Why are bees important?

What food do they produce?

Why do we need to protect bees?



3  Read and listen. Say True or False.



a. _____ They have two wings.

b. _____ They have two eyes and two ears.

c. _____ They have two long legs.

4  Look, ask, and answer.

How many eyes does
a moth have?

It has 2 eyes!



One bee is small, but
many bees make a
strong team!

5 Use the words below and take turns to guess the minibeast.

Does it have six legs?

No, it doesn't.

Is it long?

Yes, it is.

round

oval

long

tiny

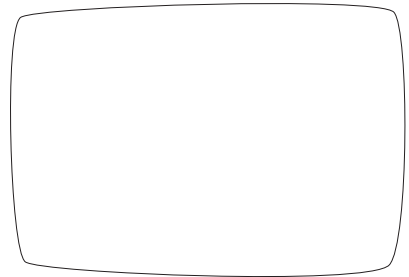
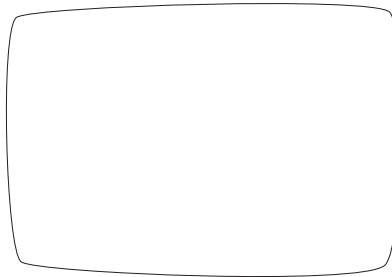
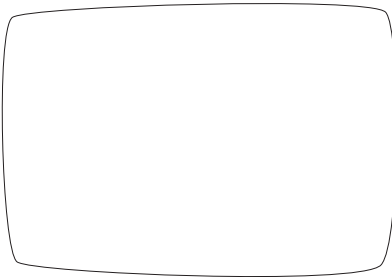
small

medium

large



6 Read and draw the minibeast.



a. This minibeast has large wings and a colorful body. It can fly from flower to flower.

b. This minibeast has a shell on its back. It moves slowly and leaves a wet trail.

c. This minibeast has a medium-sized body, eight legs, and can spin webs.

7  Read the file fact about the *Pololo* and complete the chart.

POLOLO (*Astylus trifasciatus*)

- The *Pololo* is a small beetle that lives in Chile.
- The *Pololo*'s head has 2 eyes, and a pair of antennae that help it smell and feel things around it.
- It has six legs that help it walk. The *Pololo* also has two pairs of wings, but it doesn't fly much.
- The *Pololo* has orange and black stripes and is oval-shaped.



eyes	antennae	legs	wings	shape	colors



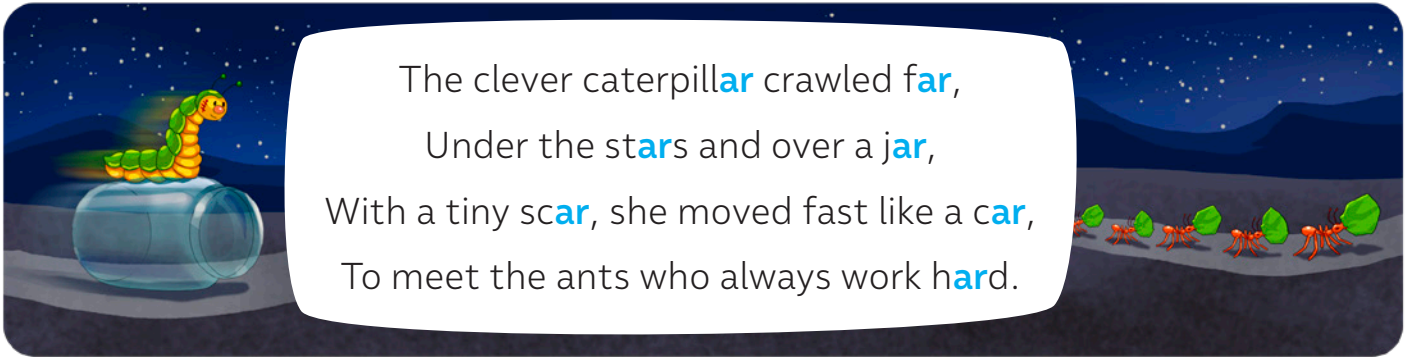
The *Pololo* plays a crucial role in the pollination of native flowers.

8  Write a file fact about your favorite minibeast. Draw it.

1 START	2 How many eyes do spiders have?	3  Go back 1 square!	4 What do insects use to smell?
8 Name an insect with a stinger.	7  Spell spider.	6 Go back!	5 Name 2 insects with mandibles.
9 How many legs do arachnids have?	10 Go back!	11 Name 2 insects with 2 wings.	12 Move forward!
16 Name 2 insects that jump.	15 What do insects eat?	14 Move forward!	13  Spell snail
17 What do bees eat?	18 Spell centipede	19  Where do ants live?	20 FINISH

10  Listen and say.

/ar/



11  Solve the word search. Write the word, and say a sentence with each word.

V	X	R	V	H	R	P	N	I	E	C	I
I	E	S	W	A	O	Y	N	E	J	A	S
C	A	T	E	R	P	I	L	L	A	R	C
H	U	A	G	M	M	M	R	P	R	N	Z
F	A	R	N	H	E	S	V	L	E	T	C
F	J	J	L	S	C	A	R	W	A	K	W

Across:

A mark left by a wound or injury. scar

A word meaning distant or a long way away. _____

A word for an insect that turns into a butterfly. _____

Down:

A celestial object that shines in the sky. _____

A container used to hold food or liquids. _____

A vehicle used for transportation. _____

Where do they live?

1  Listen, point, and repeat.



hive



pond



soil



grass



plants



ground

2  Take turns saying where these minibeasts live.

Where do bees live?

Bees live in hives.



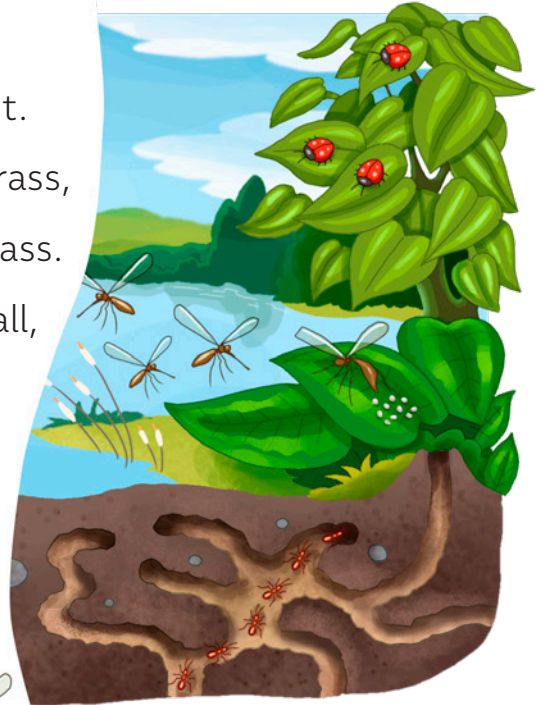
Insects are small,
but their work is big.
Protect their home!



3 Listen and sing.



 Bees in hives
making honey, day and night.
Grasshoppers in the tall, tall grass,
jump and hide until dangers pass.
Ladybugs live on plants so tall,
they love it all!
Earthworms dig the soil,
working all year long.
Ants make tunnels
big and small!

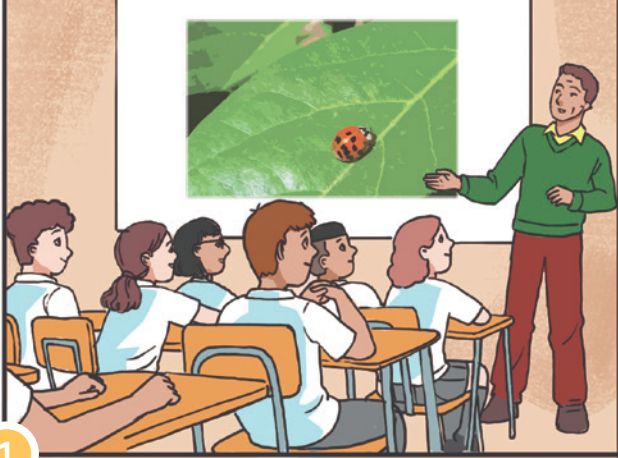


4 Listen again and connect. There is one extra minibeast.

- | | | |
|-----------------|----------|--------------|
| a. Ants | • grass | • hide. |
| b. Bees | • ground | • tall |
| c. Earthworms | • hive | • make honey |
| d. Grasshoppers | • plants | • dig |
| e. Ladybugs | • ponds | • grow eggs |
| f. Mosquitoes | • soil | • tunnels |

5 Listen, read, and role-play.

Here's the teacher. He is projecting a picture of insects on the board.



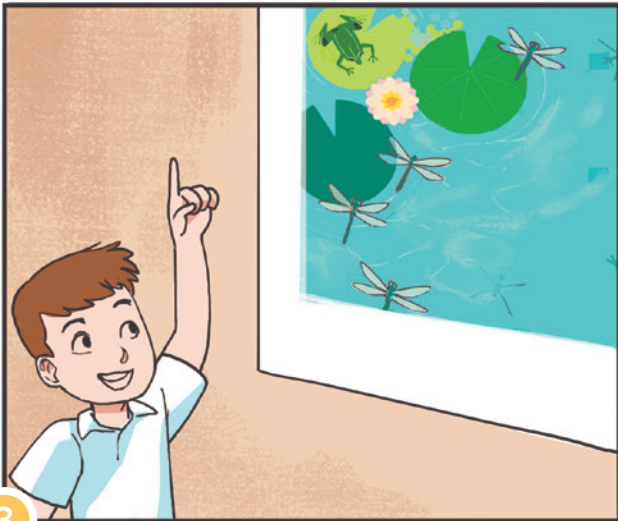
1

Students look attentively at the picture.

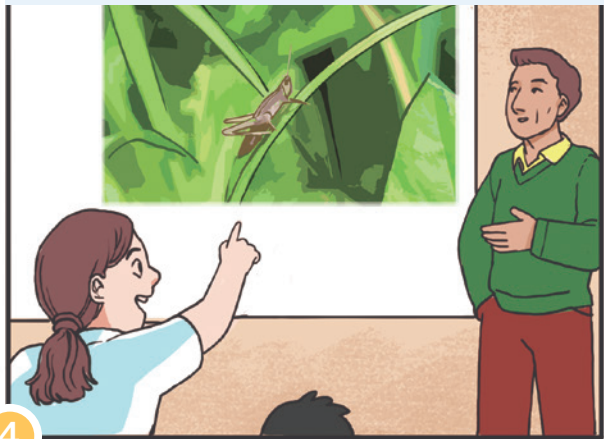


2

The student points at a grasshopper on the board.

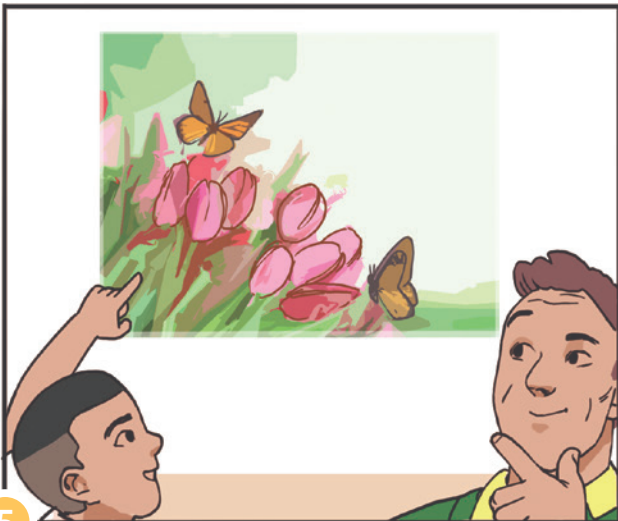


3



4

The teacher is happy.
All the students did a great job!



5



6

6  Listen again and answer.

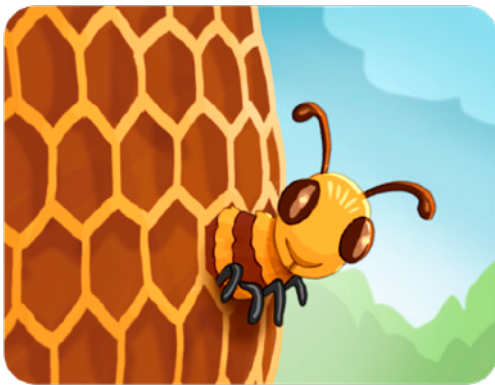
a. Where's the dragonfly?

b. Where's the beetle?

c. Where's the ladybug?

d. Where's the grasshopper?

7  Where are the minibeasts? Circle the correct word.



a. Bees live **on / in / under** hives.



b. A butterfly rests **under / in / on** a leaf.



c. A spider builds a web **under / between / in** the branches of a tree.



d. An earthworm crawls **under / in / on** the soil.

8  Discuss with the class:

a. What's the meaning of "illegal"?

b. Can insects or animals be illegal? How?

9  Read the piece of news and answer Right (R) or Wrong (W).



Man caught trying to hide over 300 tarantulas on his body

By Sandy Mars

Published Nov. 21, 2024.

A man was arrested at an airport in Peru because he tried to hide many spiders, centipedes, and ants on his body. The animals came from the Amazon rainforest, a place with a wide variety of animals and plants. The man wanted to take them to Europe, where people pay lots of money for them.

This is a problem because taking animals like this is illegal. It hurts nature and can make some animals disappear.

Adapted from Reilly, P. (2024, November 21). *Bug smuggler busted with over 300 tarantulas strapped to body — dozens as big as a human hand*. New York Post. http://www.enlacesantillana.cl/#/L25_ING4BTEU4_6

- a. _____ The man was arrested in Peru.
- b. _____ He was hiding fruits and vegetables.
- c. _____ The animals came from the Amazon rainforest.
- d. _____ The man was going to Africa.
- e. _____ The insects are not very valuable.

10



Listen and recite.

/ai/

I live **by** flowers,
 I **fly** in the sky.
 I rest on leaves, time goes by.
 I'm small and **bright**,
 I catch your **eye**!
 What am I?
 Guess who I am—give it a **try**!



11



Read and choose the correct word. Take turns to practice.

- a. Ladybugs **fly/flea** in the garden.
- b. Crickets sings to the **ski/sky**.
- c. Ants **try/tree** to find food.
- d. Babies **crow/cry** when a mosquito bites them.

12



Take turns making sentences with the words below.

cry

sky

buy

fly

try

Bees fly in the sky.

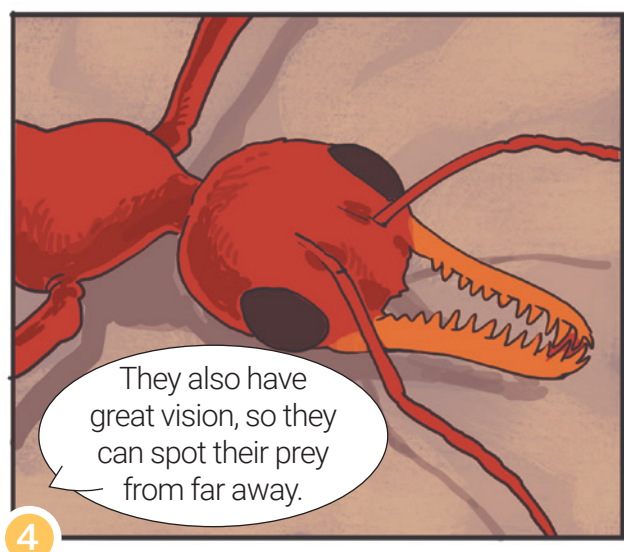
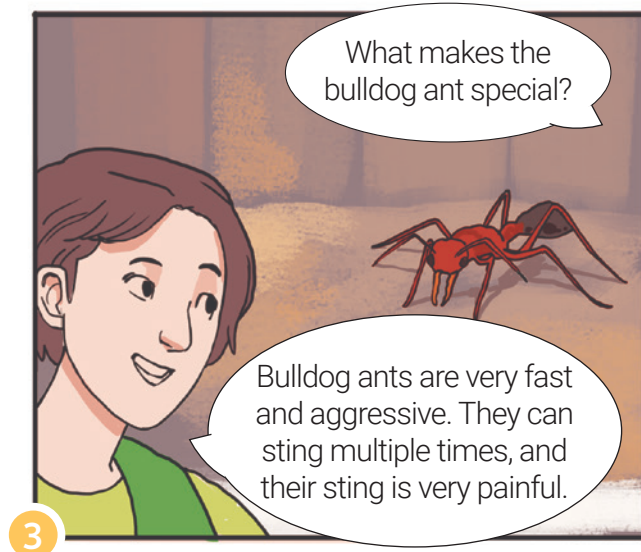
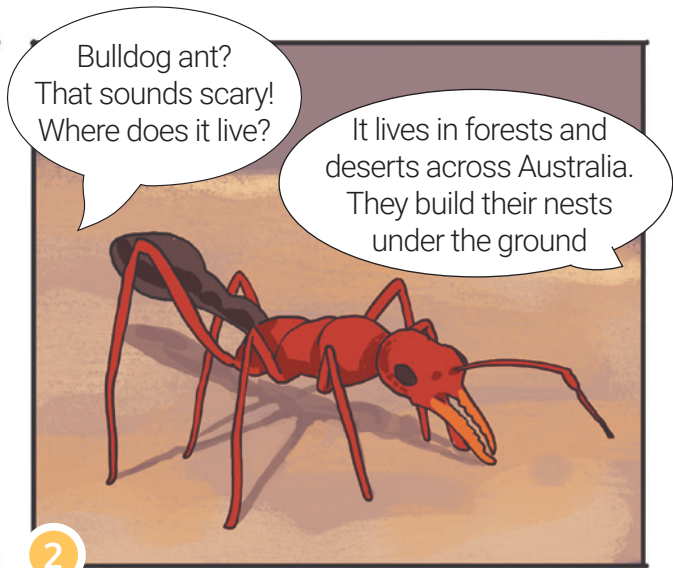
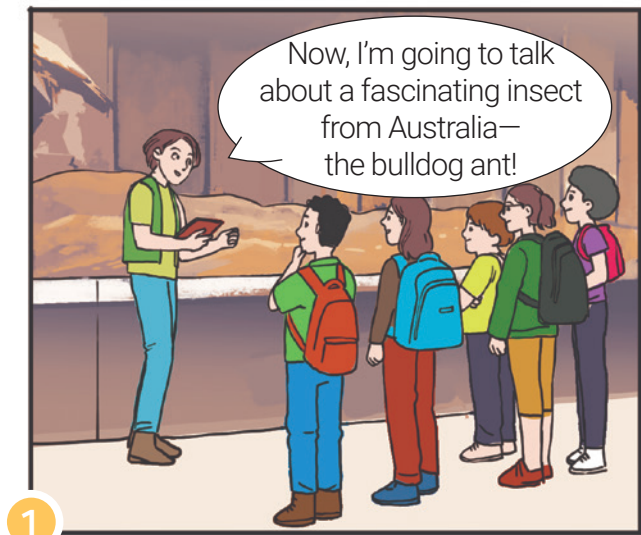
STORY TIME: The amazing bulldog ant!

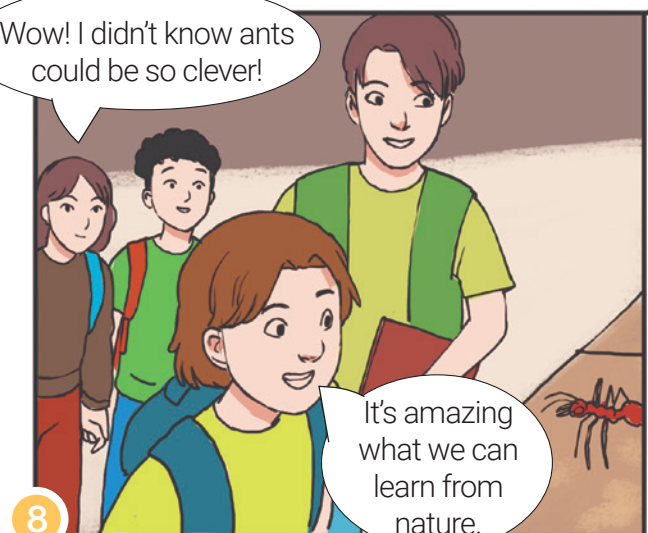
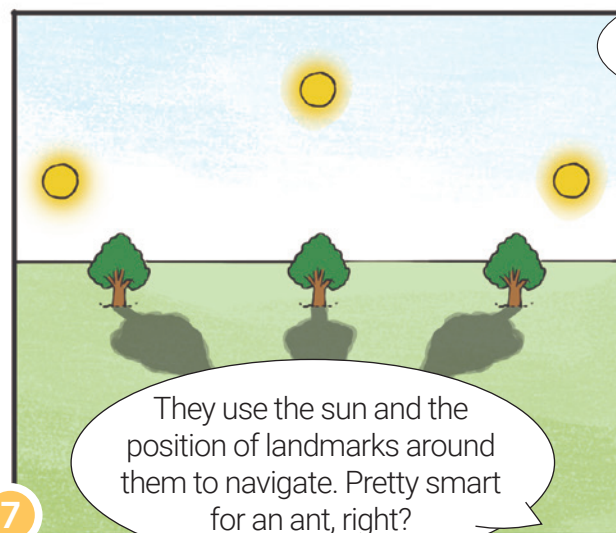
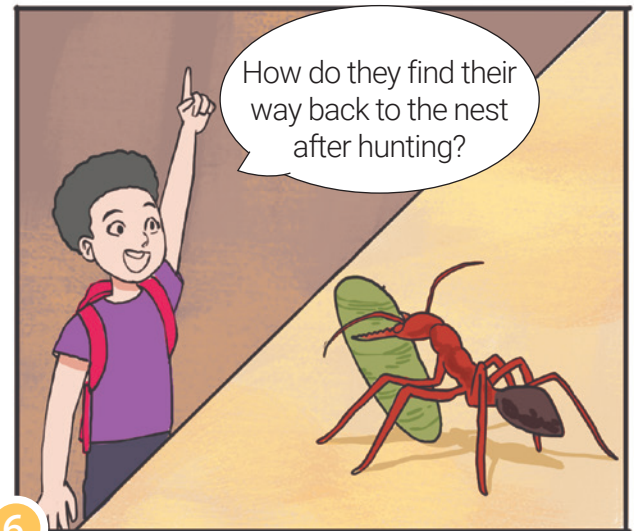
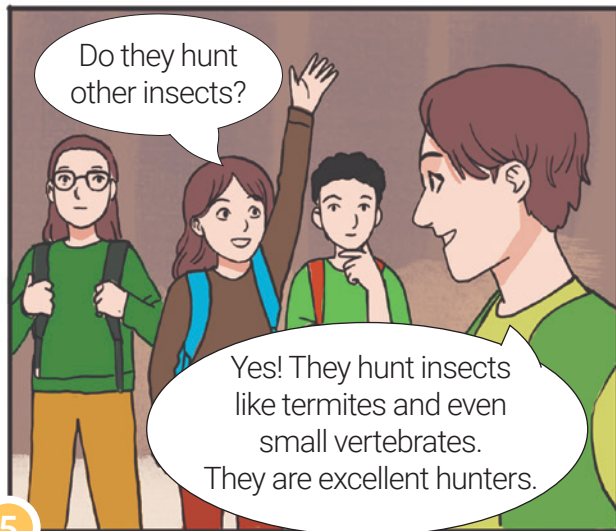
1 Read and answer with a classmate:

Do you think ants are important to nature?

What are their special skills?

The class is visiting the Australian Insects and Animals Gallery.





2 Discuss with a classmate:

a. Where does the bulldog ant live?

b. What do bulldog ants hunt?

c. How do bulldog ants find their way back to their nest?

d. What do the students think about the bulldog ant?

WORK WITH THE VIDEO

- 1  Look at these 2 minibeasts we can find in Chile. What do you think is interesting about them? Listen and check.



Chilean recluse Spider



Andean Tussock Moth (in its larvae phase)

- 2  Watch the video and match the insects to its interesting characteristic. Take turns explaining it to a classmate.



a. ants



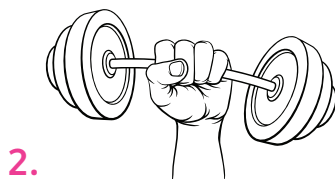
b. fireflies



c. snails



d. grasshoppers



- 3  Choose 2 minibeasts and write an interesting fact about each one.

Butterflies taste food with their feet.

CONNECTING WITH: Language and Communication.

- 1  Are you afraid of spiders? Why or why not? Where do spiders make their webs? What do spiders use their webs for? Discuss with the class.

THE SPIDER AND THE FLY

(Adaptation)

Mary Howitt (1829)

"Will you come into my home?" said the Spider to the Fly,
"It's the nicest little room you will ever see,
oh my!
The way to my room is up a winding stair,
and I have many interesting things to show
when you are there."
"Oh no, no," said the little Fly, "I won't
go up there,
because when someone goes up that stair,
they never come down again."



Poetry By Heart. (n.d.). *The spider and the fly*. Poetry By Heart. Retrieved January 21, 2025, from http://www.enlacesantillana.cl/#/L25_ING4BTEU4_7

- 2  Read and circle the correct answer.
- a. The spider says his room is **big/nice**.
 - b. The way to the spider's room is up a winding **path/stair**.
 - c. The fly **wants/does not want** to go up the stairs.
 - d. The fly says that people who go up the stairs **never/always** come down.

- 3  Discuss with the class:

a. Why do you think the fly does not want to go into the spider's home?

b. Did the fly make the right choice? Why?

REVIEW

1 Spin a pen and answer.



2  Introduce your favorite minibeast.



Cricket has two wings,
but not all can fly.

3  Look and take turns identifying the minibeasts.
Indicate where they are.



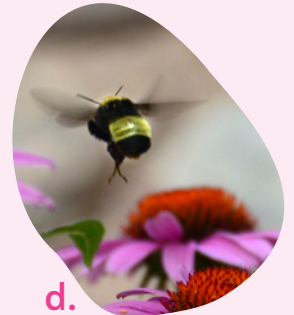
a.



b.



c.



d.

★ Think back! ★

Complete your exit ticket.

3 things that I learned: _____

2 things that I enjoyed: _____

1 question that I have: _____

Unit **5** Summer camp

What's special about summer?



UNIT GOALS



- Name and describe camp activities.
- Provide instructions.
- Sing songs and chants.
- Say rhymes to practice the sounds _ue, _ure and _ture.
- Read a story about a summer camp activity.
- Watch and listen to a video giving recommendations for camping.

- 1  Look and answer:
 - a. What are the people doing?
 - b. What are they wearing?
 - c. Is this a summer or winter activity? Why?
- 2  Take turns naming other summer activities.
- 3  Why do you think people enjoy outdoor activities so much?

What do you want to do?

1  Listen, read, and role-play.

Anna: I'm going to a summer camp next week!

Ben: Amazing! What do you want to do there?

Anna: Many things! I want to see birds, insects and animals. I want to explore the forest.

Ben: That sounds good!

Anna: I want to sleep in a tent and walk a lot.

Ben: So much fun!

Anna: Yes. And I want to swim in the lake too.



2  Look, ask, and answer.



What does Juliana want to do?

She wants to try rock climbing and zip-lining!

- 3  Read and tick the activities you can do at this summer camp.

Dates

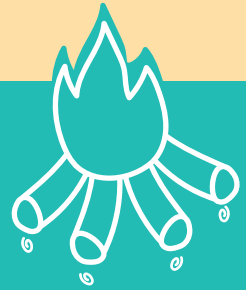
- Session 1: January 5 to 11, 2026
- Session 2: January 12 to 18, 2026
- Ages: 10 to 12 years old

Hike, fish, camp under the stars, roast marshmallows, and share stories around the campfire!

Join the Adventure at CAJÓN DEL MAIPO SUMMER CAMP!

Why join?

- ✓ Make new friends
- ✓ Learn new skills
- ✓ Play and explore outdoors!



Come and have fun in nature this summer at Cajón del Maipo!



hiking



go canoeing



fishing



campfire



getting a
cabin ready

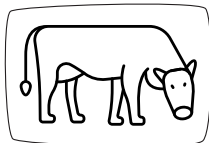


cooking over
a fire

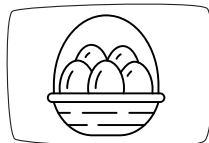
- 4  Read and take turns saying what you can do in at a summer camp on a farm.

What can you do at a summer camp on a farm?

I can take care of cows, chickens, and goats.



feed the animals



collect eggs



plant seeds



pick fruits and
vegetables



sell the
products

5 Read and answer.



Rafting is a fun water sport. You need a raft, helmet, life jacket, and paddles. The river can be fast!



Swimming is a fun activity in the water. You can swim in a pool, lake, or ocean. It's good for your health!



Zip-lining is an adventure sport. You slide on a rope with a helmet and harness. It's fast and thrilling!



Hiking is an outdoor activity. You can hike on a trail, in the mountains, in forests, or in parks. Wear comfortable shoes!

- a. What equipment do you need for zip-lining?
- b. What can you see when hiking?
- c. What type of activity is swimming?
- d. What equipment do you need for rafting?

6 Discuss with the class.

Which of these activities do you think sounds the most exciting? Why?

STARTING GATE		
		
▼	▼	▼
Name 3 activities you can do while camping.	What is this? 	Which summer camp activity do you want to participate in?
Do you need any equipment for swimming?	Rainy Day! Skip a turn.	You are an excellent camper! Move forward one square.
You are an excellent camper! Move forward one square.	Name 3 activities you can do at a summer camp on a farm.	What equipment do you need for zip-lining?
Rainy Day! Skip a turn.	What's the most exciting summer camp activity and why?	What is this? 
What is this? 	You are an excellent camper! Move forward one square.	Name 3 activities you can do in summer.
Which summer camp activity do you want to participate in?	What's the most exciting summer camp activity and why?	What equipment do you need for rafting?
FINISH LINE		

8 Listen and chant.



We're playing games,
come join the fun.

Hide and seek,
we all can run!

Catch the flag,
let's make a dash.

Run so fast,
we're in a flash!



9 Work with a classmate. Draw and describe an activity you can do at a summer camp.

At a summer camp, I can hike in the forest and climb a hill.

Your body loves to move
—find the activities that
help you feel great!



10



Listen and recite.

_ue

_ure



In the sky so bright and **blue**,
we swim in the water; we splash it **too**.
We are so bored! We need a **cure**.
You ride your bike; I ride with **you**.



11



Complete the sentences with the words below.
Then practice saying them.

pure - blue



a. The sky was so _____.



b. The water was so _____.

12



Write a sentence using words that have the sound **_ue** or **_ure**.

I fix my blue bag with glue.

2

Some tips!

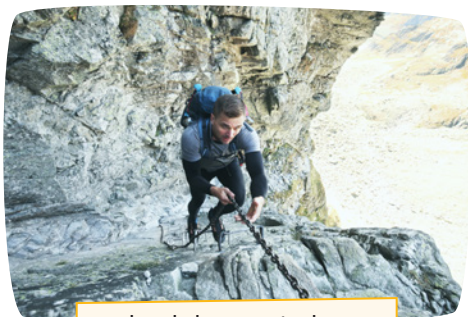
1  Listen, point, and repeat.



wear a life jacket



follow the rules



hold on tight



listen to your guide carefully

2  Listen to the instructions and number the pictures.

a.



b.



c.



3 Listen and sing.

Safety Song

Put on your life jacket tight,
it keeps you safe, day and night.

Listen to the guide, stay close too,
stay with your group, it's best to do.

Keep feet in the boat, hold on tight,
safety first, we have fun too,
with rules, we know what to do!



4 Give one instruction for each summer camp activity.

zip-lining

camping

hiking

kayaking

When fishing,
put on your life jacket.



5  Read and take turns mimicking each instruction.

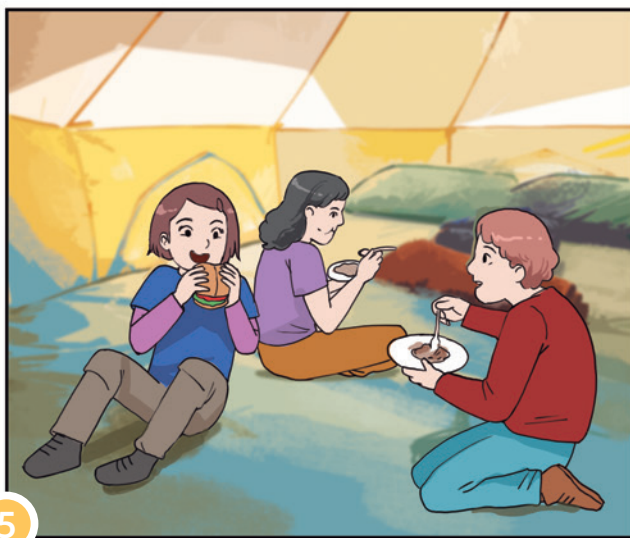


6  Choose a summer camp activity and write 5 tips to stay safe.

Stick the SUMMER camp activity here



7 Listen and role-play.



8 Listen again and answer.



a. What is the first rule of camping?



b. What should campers do with their trash?



c. Where can campers set up the tents?



d. Can campers eat inside the tents? Why?

9 Take turns asking and answering. Follow the model below.

Can we go rafting without helmets?

No, always wear a helmet to protect your head.

10  Listen and take turns saying the tongue twisters.

_ture

The crea**ture** in na**ture** had a great
advent**ure**.

Pic**ture** the fu**ture** with a special
advent**ure**.

The cult**ure** of na**ture** brings a lot of
advent**ures**.



11  Read the words and group them according to their final sound.
Then, practice saying them.

adventure creature glue true picture
blue cure pure secure

_ue

_ure

_ture

STORY TIME: Our rafting adventure!

1 Discuss with the class.

What rules should you follow to stay safe when doing activities like rafting or hiking?

Why do you think it's important to have a guide when doing outdoor activities?

Sarah and Tom had an amazing adventure.

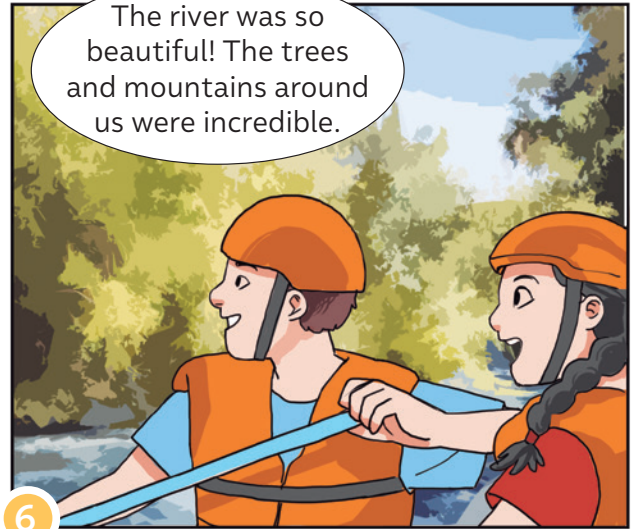


It was so exciting when we went through the rapids. My heart was racing!



5

The river was so beautiful! The trees and mountains around us were incredible.



6

I think we should go rafting again next summer.



7

Yes, I agree! We can practice more so we're even better next time!

They plan to have more adventures.



8

2 Discuss with a classmate:

a. How did Sarah feel at first about rafting?

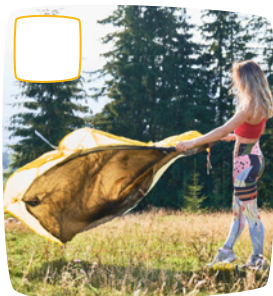
b. What made Sarah and Tom feel safe during their adventure?

c. What was difficult for Tom at the beginning?

d. What do Sarah and Tom plan to do next summer?

WORK WITH THE VIDEO

- 1  Have you ever gone camping? What outdoor activities did you do? Discuss with the class.
- 2  Watch the video and number the activities in the correct order. Take turns describing them.



- 3  Read and discuss: Can you think of any other ways to protect the planet when you are outdoors?

Sustainable Development Goal 13 Target 3: EDUCATION AND CLIMATE CHANGE

Summer camps help children learn about nature, how to protect it, and how to minimize their environmental impact by reducing plastic waste. They also teach children about responsible disposal of trash, reusable containers and utensils, and biodegradable soap to avoid polluting lakes and rivers.



Neshovski, R. (2024, October 30). Home - United Nations Sustainable Development. United Nations Sustainable Development http://www.enlacesantillana.cl/#/L25_ING4BTEU5_8



Every small action when camping helps our planet stay healthy!

CONNECTING WITH: Physical Education and Health

1  Is hiking good for your body? How? Discuss with the class.

2  Read and answer.

- a. Can hiking help you feel less stressed? How?
- b. How can hiking help your brain?
- c. Which part of your body gets stronger when you hike?



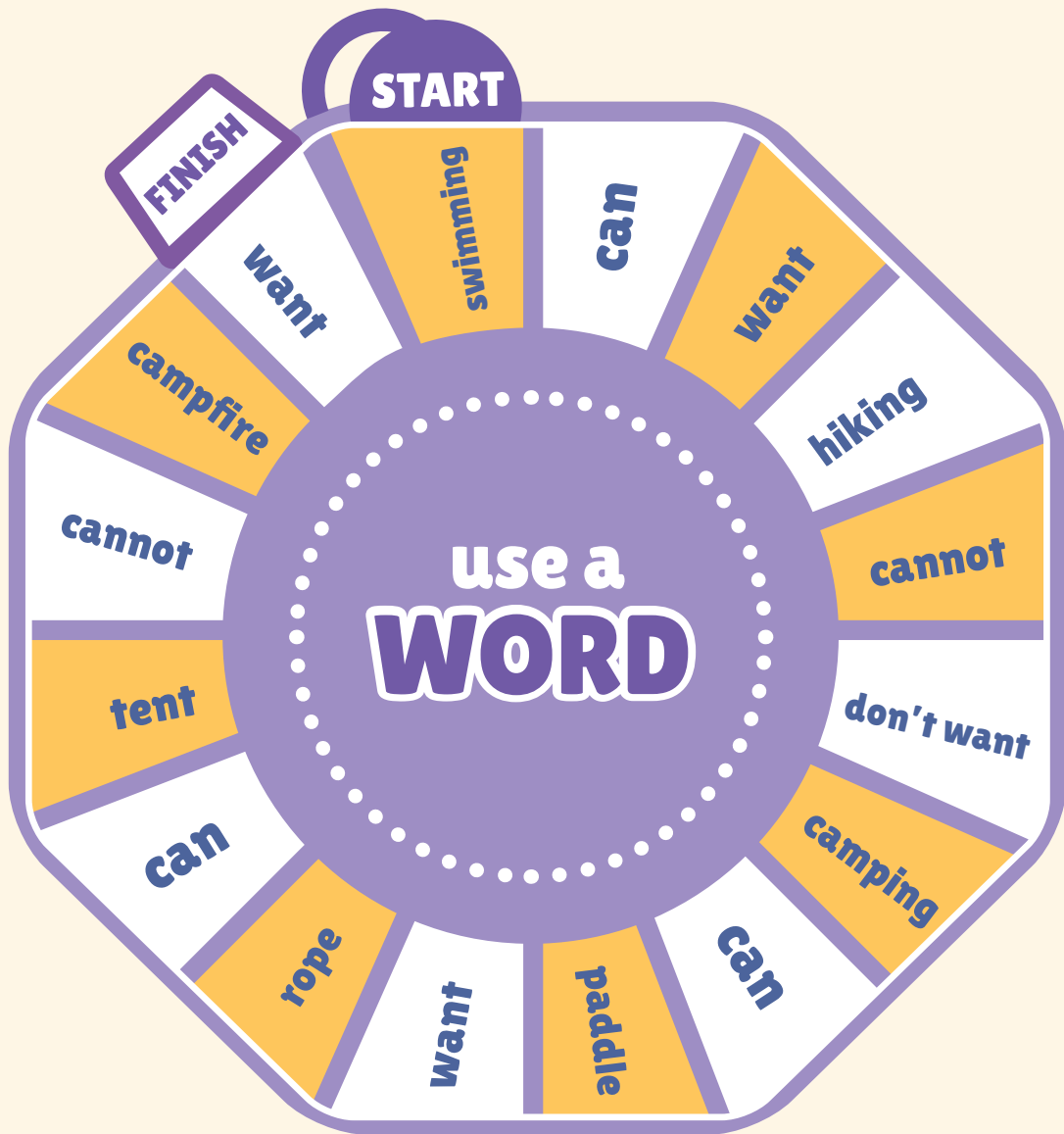
Clinic, C. (2024b, November 18). 9 Benefits of hiking. Cleveland Clinic.
http://www.enlacesantillana.cl/#/L25_ING4BTEU5_9

3  Write a motivational sentence inviting your school community to hike more and enjoy the benefits of nature and exercise. Follow the model.

Hiking in nature is fun. It makes us strong. It makes us happy.

REVIEW

- 1  Play the game with a classmate. Create sentences with the words.
Example: *I love swimming.*



Always respect
your partner's
turn to play!



2 Look at the images and say what these people want to do.



a. Evelyn



b. Dylan and his sister



c. Diego



d. Moira's mom and dad

3 Read and decide if these activities are safe or not. Explain why.

- a. Jumping into the water from the rocks.
- b. Making a campfire.
- c. Not wearing a life jacket.
- d. Standing up in a kayak.
- e. Touching a starfish.



★ Think back! ★

Complete your exit ticket.

3 things that I learned: _____

2 things that I enjoyed: _____

1 question that I have: _____

Unit 6 story world

Can stories be similar to real life?



short hair

straight hair

brown hair

red hair

blonde hair

wavy hair

mid-length hair

curly hair

frizzy hair

short

UNIT GOALS

- Talk about the appearance and personalities of story characters.
- Talk about what superheroes are doing right now.
- Sing songs and chants.
- Say rhymes and practice the sounds /au/ and sh_.
- Read a story about superheroes.
- Watch and listen to a video about the importance of characters in stories.

1



Look and answer:

- a. What can you see in the picture?
- b. Are you similar to one of the characters in the picture?
- c. What do you look like physically?
- d. What is your personality like?
- e. Which character is your favorite?

2



Listen and repeat.

3



Can you identify with any of the characters? Why?

long hair

red hair

tall

Story characters

1  Listen, read, and role-play.

Officer Wolf: Who are you looking for?

Little Red Riding Hood: I'm looking for my grandma.

Officer Wolf: What does your grandma look like?

Little Red Riding Hood: She is tall and has long hair.

Officer Wolf: What color is her hair?

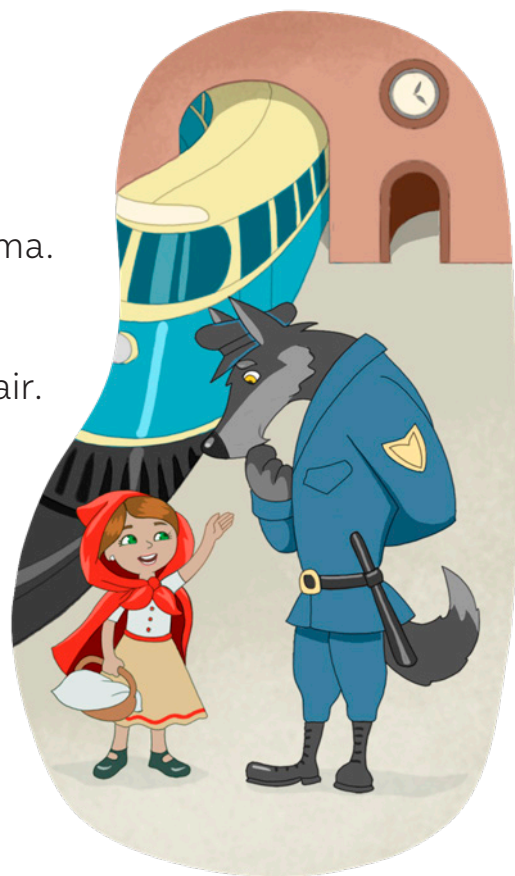
Little Red Riding Hood: She has red hair.

Officer Wolf: Okay. What color are her eyes?

Little Red Riding Hood: She has green eyes.

Officer Wolf: There she is!

Little Red Riding Hood: Thank you, Officer Wolf!



2  Follow the model to describe a character from a book.

length

type

color

HAIR

size

color

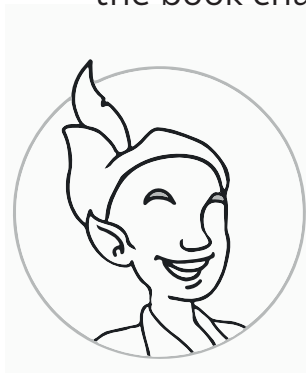
EYES

What does Rapunzel look like physically?

She has long, wavy, blonde hair.

She has big, blue eyes.

- 3  Read the descriptions. Then, draw and color the hair and eyes of the book characters.



Peter Pan



Pinocchio



The Evil Queen



Cinderella

- a. Pinocchio has short black hair. He has big blue eyes.
- b. The Evil Queen has long black hair. She has small black eyes.
- c. Cinderella has straight blonde hair. She has big blue eyes.
- d. Peter Pan has short wavy black hair. He has small blue eyes.

- 4  What does Prince Charming look like? Describe him.



5  Read what Papelucho says in his books. What is his personality like?

shy

curious

quiet

funny

friendly

imaginative



Illustration by Marta Carrasco, 1995.

"What do souls look like? I think they are little white things that look like Australia."

"I don't think rain comes from melted clouds. I think rain comes from sneezes on other planets."

"My dad says he was never bored when he was little. I will tell my kids the same thing."

Quotes and image retrieved from

http://www.enlacesantillana.cl/#/L25_ING4BTEU6_10

6 Color the words that are opposites, as in "bad-good."

bad

boring

fun

happy

kind

loud

good

quiet

sad

strong

unfriendly

weak

7  Think of a character from a story. Ask and answer questions to guess who it is.

What is your character like?

He is curious, and fun.

8  Listen and identify the story character.
Then write their characteristics below.



a. Baloo

Personality



b. Alice

Personality



c. Oogway

Personality



d. Rapunzel

Personality

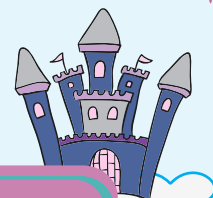
9   Follow the instructions:

- Choose a book character.
- Write what he/she looks like (appearance).
- Write what he/she is like (personality).
- Read it to a classmate. Let your classmate guess who it is!

She has long, curly, blonde hair and blue eyes.
She is curious, loud, and fun.

It's Goldilocks!

10 Play with your with dice.



5. What does **E** look like?

6. What is **A** like?

7. What does **F** look like?

8. What is **G** like?

9. What does **H** look like?

4. What is **D** like?

A



Ogú

B



Cinderella

10. What is **C** like?

3. What does **C** look like?

C



Puss in Boots

D



Snow White

11. What is **H** like?

2. What is **B** like?

E



The Beast

F



Alice

12. What is **E** like?

1. What does **A** look like?

G



Little Mermaid

H



Belle

13. What does **B** look like?

START

FINISH

16. What is **F** like?

15. What does **G** look like?

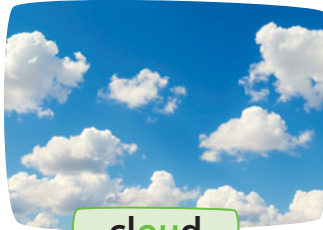
14. What does **D** look like?

/au/

11  Listen, point, and repeat.



cow



cloud



clown



mouse



crown

12  Listen and say.



In an old town,
there is a clown.
She has big brown eyes.
She is loud and proud.

13  Work with a classmate. Take turns saying sentences with the sound /au/.

The Queen has brown hair and brown eyes.



When we respect our differences,
we grow together.

1  Listen and point.



The villains
are laughing.



The heroine
is turning invisible.



The heroine is saving
the people.



He is lifting
a big rock.



The heroes
are stopping a car.



The villain
is escaping.

2  Take turns to describe the actions.



a. _____



b. _____



c. _____

3



Listen and sing.



Right now, I'm flying through the sky,

I'm saving the day, I'm flying high!

Right now, I'm helping, can't you see?

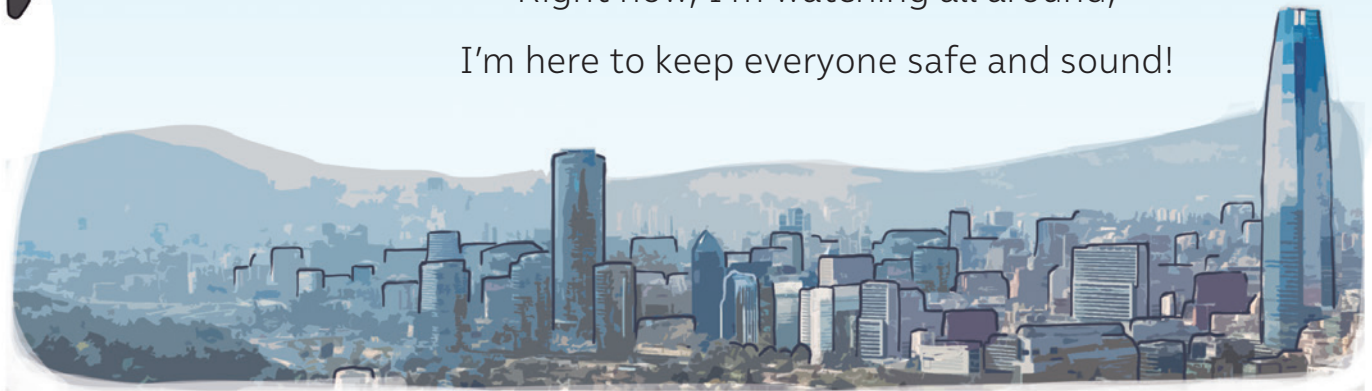
I'm a superhero, watch me be free!

Right now, I'm jumping over the walls,

I'm stopping bad guys, answering the calls!

Right now, I'm watching all around,

I'm here to keep everyone safe and sound!



4



Read the lyrics to the song again and ask and answer question using the words below. Follow the model.

jumping

watching

helping

What is Shadow
Guardian doing now?

He is flying.

5  Label the pictures with the action in the box.

fight

hide

rescue

talk



a. _____

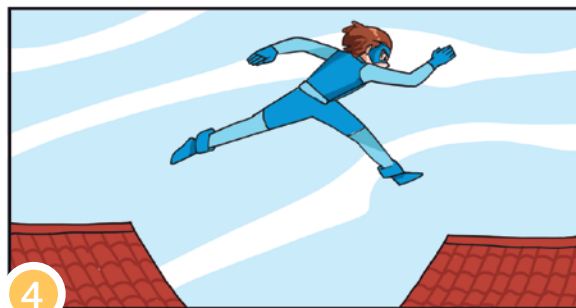
b. _____

c. _____

d. _____

6  Listen and repeat.

This is Sky Girl, a superheroine with extraordinary powers.



7  Listen again and answer.

a. Who is the superheroine in the story?

b. What is she doing in the first scene?

c. Where is she jumping?

d. Who is she talking to in the last scene?

8  Follow the instructions to create a superhero or superheroine.

- Think about a new superhero or superheroine. Give them a name.
- Describe what your superhero or superheroine can do.
- Describe what your superhero or superheroine is doing now.

Name

What can your superhero or superheroine do?

1. _____

2. _____

3. _____

What is your superhero or superheroine doing now?

Draw your superhero or superheroine using their powers.

9  Listen and circle the correct answer.

Live Report: Superheroes Save the City!



- | | | |
|--|----------------|------------------|
| a. Is Sky Girl flying? | Yes, she is. | No, she isn't. |
| b. Is Big Thunder lifting cars? | Yes, he is. | No, he isn't. |
| c. Is Mighty Green stopping a fire? | Yes, he is. | No, he isn't. |
| d. Are the superheroes working alone? | Yes, they are. | No, they aren't. |
| e. Are the superheroes helping the city right now? | Yes, they are. | No, they aren't. |

10  Take turns miming and answering what the superhero is doing.

What is Big
Thunder doing?

He is jumping.

11  Listen and point.

sh_



shield



shiny



shout

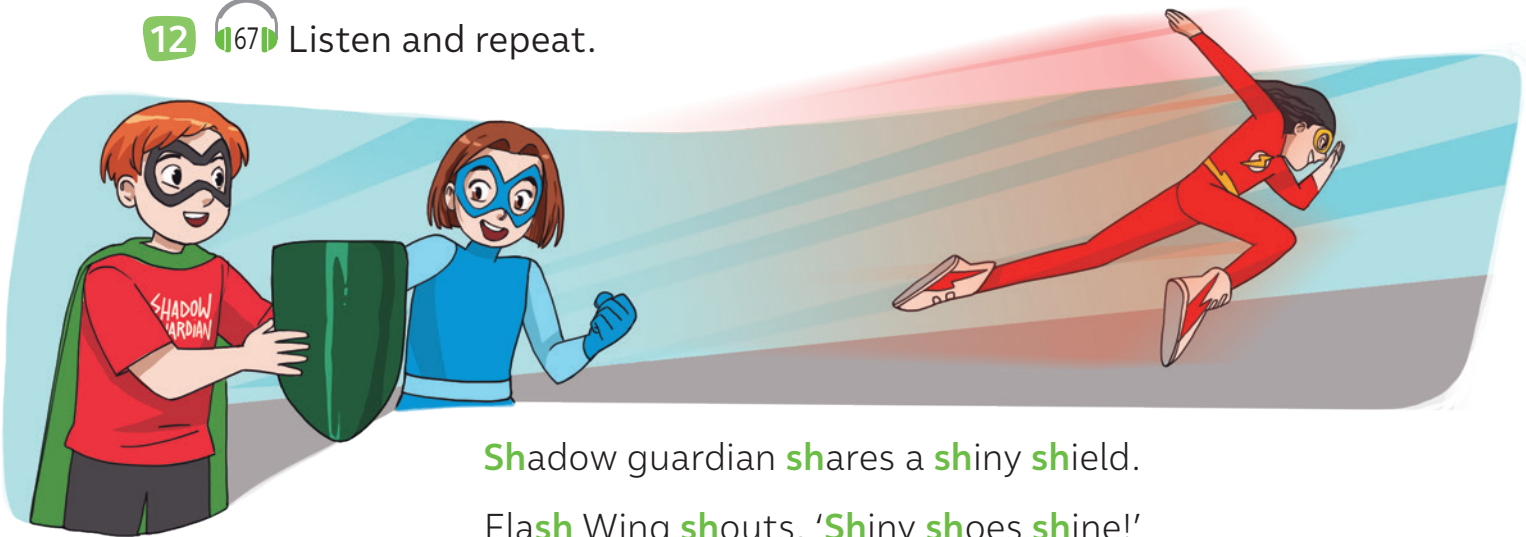


share



shoes

12  Listen and repeat.



Shadow guardian **shares** a **shiny** **shield**.

Flash Wing **shouts**, '**Shiny** **shoes** **shine**!'

13  Write a sentence using the words below.

Verb

- show
- share

Adjective

- shiny
- short

Noun

- shield
- ship

STORY TIME: A super convention

1  Take a guess:

What are the superheroes doing at the convention?

2  Read and answer.

This is the annual convention of superheroes and superheroines.



Storm Blaze is happy to show his superpower.



3 Discuss with a classmate:

a. What can Storm Blaze do?

b. Does Flash Wing help people?

c. What is their decision at the end?

d. Do you like superheroes? Why?

WORK WITH THE VIDEO

- 1  Do you like fairy tales? Who is your favorite character? What is your favorite character like? Discuss with the class.



Hansel and Gretel.

Illustration by Otto Kubel 1868 -1951

- 2  Watch the video and indicate if the descriptions are True (T) or False (F).
- a. _____ The classic princess has long blonde hair.
 - b. _____ The modern princess is quiet and waits for help.
 - c. _____ The classic prince wears armor and a cape.
 - d. _____ The modern prince is brave and kind.
 - e. _____ All fairies carry a wand.

- 3  What do you look like? Tell a classmate.



Connecting with: Language and Communication

1  What are your best characteristics?

I am very nice and friendly.

2  Read this comparative chart and answer.



Flash Wing



Storm Blaze

Appearance	Long curly black hair, and brown eyes.	Short green hair, and green eyes.
Personality	Friendly.	Calm.
Abilities	Flies fast, moves like the wind.	Controls weather, stops the rain, makes the sun shine.

a. What does Flash Wing look like?

b. Who has green eyes?

c. What can Flash Wing do?

d. What is Storm Blaze like?

3  Read the file and describe yourself.

Storm Blaze		You
I have short, green hair. I have green eyes.	What do you look like?	
I am friendly.	What are you like?	
I can fly fast.	What can you do?	

REVIEW

1



Use the phrases below to write sentences. Follow the model.

flying over the city

lifting a car

jumping high

helping people

Flash Wing



a. Flash Wing is flying over the city.

Storm Blaze



b. _____

Sky Girl



c. _____

Big Thunder

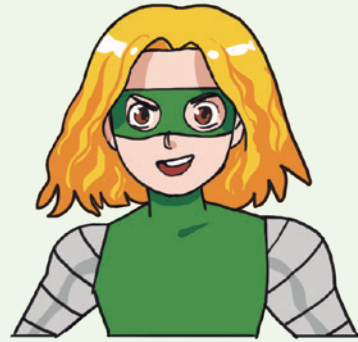


d. _____

2  What do the superheroes look like? Describe them.



a. _____



b. _____

3  What are these superheroes doing?



a. _____



b. _____



c. _____

★ Think back! ★

Complete your exit ticket.

3 things that I learned: _____

2 things that I enjoyed: _____

1 question that I have: _____

GLOSSARY

UNIT 1



Busy

A place with a lot of people and activity.

UNIT 2



Kickflip

A skateboard trick where the board spins in the air.

UNIT 3



Sleeping bag

A warm, soft bag you sleep in when camping.



Hoop

A round ring where you shoot the ball to score points.



Costume

Special clothes people wear for fun, like on Halloween.



Glow

To shine in the dark.



Sweep

To clean the floor by moving dirt away with a broom.



Parade

A big event where people walk, play music, and celebrate.



Scale

A tool that tells how heavy something is.

UNIT 4



Crawl

To move close to the ground, like an insect does.



Shell

A hard cover that protects some animals.



Web

A net made by a spider to catch insects.

UNIT 5



Paddles

Long sticks used to move a boat through water.



Rope

A strong, thick string used to tie things.



Helmet

A hard hat that protects your head.

UNIT 6



Sneeze

A sudden sound and expulsion of air when your nose tickles.



Loud

A strong noise that you can hear clearly.



Laugh

A happy sound you make when something is funny.

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