

IN THE GAME 1

STUDENT'S
BOOK +
WORKBOOK



SANTILLANA

EDUCACIÓN ALIADA CON LA SOSTENIBILIDAD

Esta es nuestra estrategia. La trayectoria de la empresa en sostenibilidad comenzó hace muchos años y la mantenemos en constante evolución. Invertir en una educación que abarque el respeto a las personas y el planeta es invertir en un futuro mejor.

PRODUCIR DE FORMA MÁS SOSTENIBLE

El papel utilizado en nuestros libros proviene de bosques plantados responsablemente; esto significa que la materia prima es ecológicamente adecuada, socialmente justa y económicamente viable.

El papel comprado para la producción de libros proviene de proveedores certificados, que cumplen con estándares internacionales, garantizan un manejo forestal responsable y generan miles de empleos.

CREAR CONTENIDO

Los profesionales involucrados en la elaboración de nuestras soluciones educativas buscan una educación para la vida basada en la ética, en la diversidad de perspectivas y en la responsabilidad socioambiental.

Actualmente, muchos procesos se realizan de forma digital, evitando la acumulación de residuos de papel.

CONSTRUIR PROYECTOS DE VIDA

Producir materiales educativos es un acto de compromiso de la empresa con las generaciones futuras, posibilitando la colaboración entre escuela y familia en la misión de educar.

DESCARTAR CON CONCIENCIA

Al reciclar, contribuís a cerrar el ciclo de manera responsable. ¡En lugar de ir a un basurero, el papel se puede usar para hacer cartón, bolsas, servilletas y mucho más!

¡El destino final adecuado también depende de vos! Desechá los libros que no se pueden usar más en un puesto de reciclaje.



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UNIT	LANGUAGE OBJECTIVES	GRAMMAR	VOCABULARY
UNIT 0 WELCOME! Pages 4 – 9	<ul style="list-style-type: none"> greeting people understanding classroom language introducing myself giving personal information reading a school website filling in a profile form 	<ul style="list-style-type: none"> verb <i>to be</i> (<i>I, you, it</i>) <i>my / your</i> <i>wh-</i> questions <i>How old are you?</i> 	<ul style="list-style-type: none"> greetings classroom language introductions numbers 1 – 20 the alphabet nationalities
UNIT 1 OUR FAVOURITE CELEBRITIES Pages 10 – 15	<ul style="list-style-type: none"> talking about famous people talking about my favourite activities listening for important information interviewing people 	<ul style="list-style-type: none"> verb <i>to be</i> (affirmative, negative, interrogative, short answers) possessive adjectives indefinite article (<i>a / an</i>) 	<ul style="list-style-type: none"> jobs and occupations sports
UNIT 2 OUR TOWN, OUR HOME Pages 16 – 21	<ul style="list-style-type: none"> talking about places talking about rooms in my house scanning a text writing about my hometown saying where things are located talking about my neighbourhood 	<ul style="list-style-type: none"> <i>there is... / are...</i> (affirmative, negative, interrogative) prepositions of place <i>How many...?</i> 	<ul style="list-style-type: none"> places in a town / city rooms and furniture connectors (<i>and, also, too, but</i>)
REVIEW 1 & 2 Pages 22 – 23			
UNIT 3 RELATIONSHIPS Pages 24 – 29	<ul style="list-style-type: none"> talking about my family describing people skimming a text writing a description talking about physical characteristics 	<ul style="list-style-type: none"> <i>have got</i> (affirmative, negative, interrogative, short answers) possessive ('s) 	<ul style="list-style-type: none"> family members numbers 21 – 100 descriptions
UNIT 4 AT SCHOOL Pages 30 – 35	<ul style="list-style-type: none"> talking about my school talking about a day at school reading about the subjects I like writing about things I like doing reading a school brochure 	<ul style="list-style-type: none"> <i>this / these</i> plural nouns prepositions of time present simple with <i>like</i> (affirmative, negative, interrogative, short answers) 	<ul style="list-style-type: none"> school objects school subjects and extracurricular activities telling the time days of the week
REVIEW 3 & 4 Pages 36 – 37			
UNIT 5 OUR DAILY LIVES Pages 38 – 43	<ul style="list-style-type: none"> talking about ecological actions writing about daily routines talking about housework saying how much I collaborate at home 	<ul style="list-style-type: none"> present simple (affirmative, negative, interrogative, short answers) adverbs of frequency 	<ul style="list-style-type: none"> ecological actions routines housework parts of a day
UNIT 6 INTERESTS AND HOBBIES Pages 44 – 49	<ul style="list-style-type: none"> talking about abilities talking about hobbies talking about likes and dislikes finding specific information in ads making suggestions 	<ul style="list-style-type: none"> <i>can</i> (ability), (affirmative, negative, interrogative, short answers) <i>like / don't like / love / hate</i> + noun or <i>-ing</i> 	<ul style="list-style-type: none"> hobbies interests actions
REVIEW 5 & 6 Pages 50 – 51			
PROJECTS Pages 52 – 53			

SKILLS	21ST C. SKILLS	WORKBOOK
<ul style="list-style-type: none"> • Speaking: introducing yourself and giving personal information; pronunciation: the alphabet • Listening: understanding the alphabet and numbers • Reading: finding personal information in a text • Writing: filling in a profile form 	<ul style="list-style-type: none"> • capacity to respect our own and other people's identities and backgrounds 	<ul style="list-style-type: none"> • Pages 54-59
<ul style="list-style-type: none"> • Speaking: talking about jobs and favourite activities • Listening: listening for specific information and completing an application form • Reading: understanding information in personal profiles • Writing: asking and answering survey questions 	<ul style="list-style-type: none"> • character • social awareness • ability to appreciate diverse backgrounds, cultures and contexts 	<ul style="list-style-type: none"> • Pages 60-65
<ul style="list-style-type: none"> • Speaking: talking about places and saying where things are • Listening: listening for specific places in a city; identifying items of furniture • Reading: finding information in a travel blog or forum • Writing: describing somebody's neighbourhood / ideal place 	<ul style="list-style-type: none"> • adaptability • self awareness • ability to care of and respect houses and neighbourhoods 	<ul style="list-style-type: none"> • Pages 66-71
<ul style="list-style-type: none"> • Speaking: talking about family members and describing them; pronunciation: <i>rhythm and stress</i> • Listening: listening for numbers; listening and completing a dialogue • Reading: reading a text about a family • Writing: writing a description of a person; writing an email 	<ul style="list-style-type: none"> • collaboration • communication • ability to understand different family structures • ability to recognise family resources and support 	<ul style="list-style-type: none"> • Pages 72-77
<ul style="list-style-type: none"> • Speaking: talking about school and preferences; pronunciation of plurals /s/, /z/, /iz/; asking and answering about the time • Listening: listening for specific information • Reading: finding specific information in a dialogue • Writing: writing a post for your school's blog 	<ul style="list-style-type: none"> • communication • information literacy • relationships skills • capacity to socialise and get involved in group activities 	<ul style="list-style-type: none"> • Pages 78-83
<ul style="list-style-type: none"> • Speaking: talking about routines; intonation of questions, weak forms of <i>do / does</i> • Listening: listening for specific information • Reading: reading an article for specific information • Writing: writing a short paragraph about habits and routines 	<ul style="list-style-type: none"> • cooperative work and collaboration • responsibility and consideration • reflection on gender equality 	<ul style="list-style-type: none"> • Pages 84-89
<ul style="list-style-type: none"> • Speaking: talking about abilities and hobbies; strong and weak forms of <i>can</i> • Listening: listening for specific information • Reading: finding and completing specific information in ads • Writing: writing a short ad and a post 	<ul style="list-style-type: none"> • creativity • introspection and self-recognition • capacity to recognise one's strengths and limitations 	<ul style="list-style-type: none"> • Pages 90-95