

Way to go!

6th grade



Workbook

Colombia Bilingüe



6th
grade

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All the written activities in this book must be completed in your own book, and not in this book.

Todas las actividades de escritura contenidas en este libro se deben realizar en un cuaderno aparte, no en el libro.

Colombia Bilingüe

 MINEDUCACIÓN

 **TODOS POR UN
NUEVO PAÍS**
PAZ EQUIDAD EDUCACIÓN

Way to go!

JUAN MANUEL SANTOS CALDERÓN
Presidente de la República de Colombia

MINISTERIO DE EDUCACIÓN NACIONAL

YANETH GIHA
Ministra de Educación Nacional

VÍCTOR JAVIER SAAVEDRA MERCADO
Viceministro de Educación Preescolar, Básica y Media

PAOLA ANDREA TRUJILLO PULIDO
Directora de Calidad para la Educación Preescolar,
Básica y Media

ROSA MARÍA CELY HERRERA
Gerente Programa Colombia Bilingüe

Equipo técnico programa Colombia Bilingüe
Elena Urrutia Sánchez
Fressman Eduth Ávila
Marcela Forero Jiménez
Felipe Villalba Molano
Mauricio Ríos Delgado

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Ricardo Romero Medina- Director Inglés
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Viviana Caicedo Triana- Coordinadora de Proyecto
Andrea Santos Castro- Asistente de Proyecto

Autores
Claudia Vinuesa

Proceso pre-editorial
Ángela Sierra

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Diseño de portada
Luisa Juliana Avella Vargas

Créditos fotográficos portada
Juan Gabriel Muñoz Duarte

Coordinación Editorial:

 **Richmond**

Richmond, 58 St Aldate's, Oxford, OX11ST, UK
Deborah Tricker, Luke Baxter
Richmond Colombia
Andrés Guerrero, Adriana Ramírez

Diseño:

Colaboradores de diseño: Luisa Juliana Avella Vargas,
Global Blended Learning, Colin Stobbart

Equipo de diseño Richmond: Lorna Heaslip, Dave Kuzmicki,
Magdalena Mayo

Edición:

Equipo editorial Richmond:

Sue Ashcroft, Luke Baxter, Stephanie Bremner,
David Cole-Powney, Simone Foster, Fiona Hunt,
Jonathan Tasman, Deborah Tricker.

Colaboradores editoriales:

Manick Publishing S.L., Christina Broadbridge, Sarah Curtis,
Chloe Gathern, Ruth Goodman, Amanda Leigh, Stephanie
Parker, Claire Ransom, Sophie Sherlock, Rob Sved, Neil
Wood

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Bogotá, D. C. – Colombia

Unit » 1

Hello!



Lesson 1 » My First Day at School!

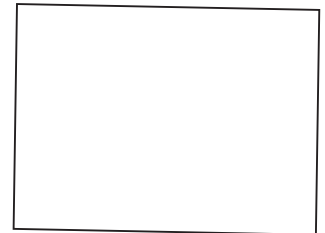
1. Complete the conversations. Use the clues in the box and put them in the right place.

<p>Carlos: Good morning, <u>what's your full name</u> ?</p> <p>Mariana: My name is Mariana Echenique.</p> <p>Carlos: Excuse me, ¹_____ ?</p> <p>Mariana: It's E-C-H-E-N-I-Q-U-E</p> <p>Carlos: Ok. ²_____ ?</p> <p>Mariana: No, I'm not. I'm 13.</p>	<p>Cristal: Hello! My name is Cristal. ³_____ ?</p> <p>Francisco: My name is Francisco. ⁴_____, Cristal?</p> <p>Cristal: I'm 12 years old.</p> <p>Francisco: ⁵_____, Cristal.</p> <p>Cristal: Nice to meet you too, Francisco.</p>
--	---

- » How old are you?
- » What's your name?
- » Nice to meet you
- » Are you 12?
- » Can you spell your last name?

2. Now, answer the questions about you. Draw a picture of yourself in the box or paste a photograph.

1. What's your full name? _____.
2. How old are you? _____.
3. Are you in sixth grade? _____.
4. What's your school's name? It's _____.










3. Do the following math exercises. Write the answers with letters, not numbers! Then, get the secret code and find the mystery sentence.

Six + three = <u>nine</u> L	c. Two + one = ____ O	f. Six + two = ____ H	i. Four - four = ____ E
a. Eight - six = ____ S	d. Five + five = ____ W	g. Four + three = ____ !	j. Three + two = ____ space
b. Four - three = ____ C	e. Six - two = ____ T	h. Nine - three = ____ M	

10	0	9	1	3	6	0	5	4	3	5	2	1	8	3	3	9	7

Lesson 2 » My Favourite Place!

1. Look at the images. Complete the questions with **a**, **an** or **some** and give an answer for them. If the answer is negative, give the correct information.

 <p>Is it a book? <i>No, it isn't. It's a pencil.</i></p>	 <p>1. Is it _____ board? _____ _____</p>	 <p>2. Are they _____ pens? _____ _____</p>	 <p>3. Is this _____ English book? _____ _____</p>	 <p>4. Is it _____ dictionary? _____ _____</p>	 <p>5. Are they _____ tables? _____ _____</p>	 <p>6. Is it _____ bag? _____ _____</p>
---	--	--	---	--	--	--

2. Read the following conversation of a teacher with his class and complete the missing information with the phrases from the box.

Word Bank
 Look work in pairs
 raise your hands Write
 Open your books Answer
 Be quiet Read see you
 do Good morning



Teacher: *Good morning* students! ¹_____ on page 11. ²_____ the story and ³_____ the questions. ⁴_____ the answers in your notebooks.

Carla: OK Miss Blanco. We finished.

Teacher: Well, now ⁵_____ at the board and tell me what you see.

Students: Me, me, please teacher, me!!

Teacher: ⁶_____ because I can't hear you! ⁷_____ and we take turns. Carolina, tell me.

Carolina: It is an insect!

Teacher: Very good Carolina. Now, ⁸_____ not in groups. Read about the life of this interesting insect.

Teacher: OK class, this is all for today. Remember to ⁹_____ your homework and ¹⁰_____ tomorrow.

Lesson 3 » Making a Directory

1. Write the question you need to ask for the following information. Use **what's your...?** or **how old...?**

Information needed	Question
Name	<i>What's your name?</i>
1. Last name	
2. Age	
3. ID number	
4. Mobile number	
5. Home number	

2. Read the following conversation of a teacher with his class and complete the missing information with the phrases from the box.



Name: Manuel Camargo
Age: 13
Grade: sixth grade

ID number: 1009675283
Mobile number: 301 223 7621

Hello! This is Manuel Camargo. He ¹ _____ .
 (name) (age)
 He ² _____ . His ³ _____ .
 (school's grade) (ID number)
 His ⁴ _____ .
 (mobile number)

2. Now, write a paragraph about someone in your family. First complete the information.

Name: _____
Last name: _____
Age: _____
ID number: _____
Home number: _____

Check Your Progress

Choose the correct option.

<p>1. ___ is your name? a. Are b. Am c. Is d. What</p> <p>2. ___ this your desk? a. Are b. Am c. Is d. What</p> <p>3. ___ you in sixth grade? a. Are b. Am c. Is d. What</p> <p>4. ___ old are you? a. Are b. How c. Is d. What</p> <p>5. I ___ 12 years old. a. are b. am c. is d. how</p>	<p>6. He ___ 13. a. are b. am c. is d. an</p> <p>7. ___ they bags? a. Are b. Am c. Is d. What</p> <p>8. You are ___ excellent student. a. is b. a c. an d. some</p> <p>9. The classroom has ___ chairs. a. some b. a c. an d. are</p> <p>10. Carlos has ___ pencil for you. a. some b. a c. an d. are</p>
--	--

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to classroom objects and numbers. I can identify vocabulary related to basic personal information.			
Grammar	I can ask and answer information questions about basic personal information. I can use adequate articles for nouns.			
Reading	I can understand written conversations about greetings, instructions and classroom language.			
Writing	I can write simple paragraphs to introduce someone and give basic personal information.			
Speaking	I can introduce someone and give basic personal information.			
Listening	I can understand basic personal information in listening texts.			

Unit »2

What Do You Do?

Lesson 1 » It's Just Another Day!

1. Match 1-7 with A-G to make activities. Use the photos on the page to help you.

- | | |
|-----------|-----------------|
| 1. Read | A. dinner |
| 2. Check | B. a bicycle |
| 3. Play | C. the internet |
| 4. Listen | D. e-mail |
| 5. Use | E. a magazine |
| 6. Make | F. video games |
| 7. Ride | G. to music |



2. Complete the text with the correct form of the verbs in brackets.

Hello, my name is Alberto. After school, my brothers and I have a very good time. I like (like) to do physical activities like riding a bike, but my brother Tomas ¹_____ (like) to do other types of activities. He ²_____ (not like) to do exercise. Marco ³_____ (not like) to read. At 5:00 pm, Tomas ⁴_____ (check) his e-mail and ⁵_____ (use) the internet. Some days, we all ⁶_____ (play) video games. Mom ⁷_____ (make) dinner at 6:30 pm and then we get ready to ⁸_____ (go) to bed.

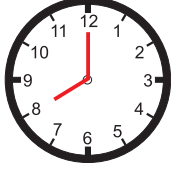
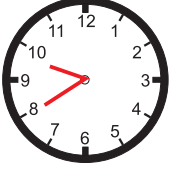
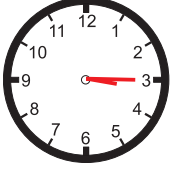
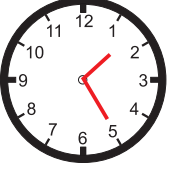


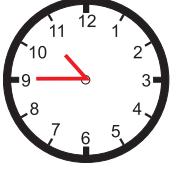
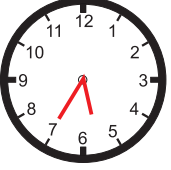
3. Read the text in exercise 2 again. Answer the questions about the text.

Does Alberto like to be in the house after school? No, he doesn't. He likes to play sports.

- Does Tomas like to do exercise? _____
- Does Marco like to read? _____
- Do they play video games together? _____
- Does Alberto cook dinner for his brothers? _____
- Do they eat dinner before 8:00 pm? _____

Lesson 2 » Lesson Title

1. What time is it? Write the time for each clock.

 <i>It's eight o'clock.</i>	 1. _____	 2. _____	 3. _____
 4. _____	 5. _____	 6. _____	 7. _____

2. Complete the following daily routine with the verbs from the box. Remember to use the verbs in the correct form.

arrive - have (x2) - play - take - wake - make - do - go (x2) - start - watch

My day starts very early. I wake up at 5:00 am. My sister ¹_____ a shower at 5:15 am and I ²_____ my bed. I ³_____ breakfast at 5:50 am. My sister and I ⁴_____ to school at 6:20 am because school ⁵_____ at 7:00 am. We ⁶_____ home at 3:00 pm. We ⁷_____ our homework at 4:00 pm and then we ⁸_____ TV or we ⁹_____ sports. At 7:00 pm we ¹⁰_____ dinner and we ¹¹_____ to sleep before 9:00 pm.

3. Think about your daily routine. Write the time you do each activity.

Time	Activity
	Wake up
	Make my bed
	Take a shower
	Have breakfast
	Brush my teeth
	Go to school
	Start school
	Arrive home
	Do homework or study
	Watch TV or play
	Have dinner
	Go to bed

4. Write about your own routine. Use exercise 2 and the chart in exercise 3 to help you.

Lesson 3 » I Never Do That!

Always
Usually
Sometimes
Never

1. Answer the survey. Write full sentences with the adverbs of frequency in the box.

SURVEY

How often do you...	Answer
play video games after school?	<i>I never play video games after school.</i>
1. play video games at the weekend?	
2. play sports after classes?	
3. sing in the shower?	
4. eat hamburgers on weekdays?	
5. cook dinner for your family?	
6. study at the weekend?	



2. Read the text and rewrite the idea using adverbs of frequency.

My sister Marta is very busy during the week. She goes to tennis lessons three days a week. She participates in the literature club five times a week. Marta likes learning new languages, so she goes to French lessons three days a week. She goes to the animal protection centre every day after school because she loves taking care of animals. She doesn't have time to watch TV.



Always
Usually
Sometimes
Never

My sister Marta is always busy during the week. She ¹ _____ goes to tennis lessons in the week. She ² _____ participates in the literature club during the week. Also, Marta likes learning new languages, so she ³ _____ goes to French lessons. Marta ⁴ _____ goes to the animal protection centre because she loves animals. She ⁵ _____ watches TV.

Check Your Progress

Choose the correct option.

<p>1. ___ you like to play video games? a. Does b. Do c. What d. How</p> <p>2. ___ he read magazines? a. Does b. Do c. What d. How</p> <p>3. She ___ from school at 3:00 pm. a. go b. arrive c. goes d. arrives</p> <p>4. Camilo ___ eat chicken because he is vegetarian. a. don't b. doesn't c. do d. does</p> <p>5. I ___ go to school on Saturday because it's the weekend. a. don't b. doesn't c. do d. does</p>	<p>6. It's 4:35. a. It's thirty-five to five b. It's thirty-five past four c. It's twenty-five to five d. It's half to five</p> <p>7. It's a quarter to three. a. 3:15 b. 4:15 c. 2:45 d. 3:45</p> <p>8. I ___ ride a bike because I don't have one. a. always c. sometimes b. usually d. never</p> <p>9. Marlon ___ brushes his teeth because he loves to have them white. a. always c. sometimes b. usually d. never</p> <p>10. ___ does Cristina visit you? a. How much c. How often b. How many d. How time</p>
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		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to daily routines. I can identify vocabulary related to activities.			
Grammar	I can use Do/Does to ask questions about daily routines and activities. I can understand the correct use of verbs for <i>she, he, and it</i> .			
Reading	I can understand short texts about daily routines and activities.			
Writing	I can write short paragraphs about routines. I can write sentences to express the frequency of an activity.			
Speaking	I can talk about my daily routines.			
Listening	I can identify information about daily routines in listening texts.			

Unit » 3

My People

Word Bank
 sister
 brother
 son
 father
 daughter
 mother

Lesson 1 » Family Life

1. Look at the picture of this famous family and complete the sentences with the words in the Word Bank.



Lisa is Maggie's sister.

- Marge is Bart's _____.
- Bart is Lisa's _____.
- Maggie is Homer's _____.
- Homer is Bart's _____.
- Bart is Marge's _____.

2. Look at Jorge's family. Answer the questions and correct any information.

The Cardona Family

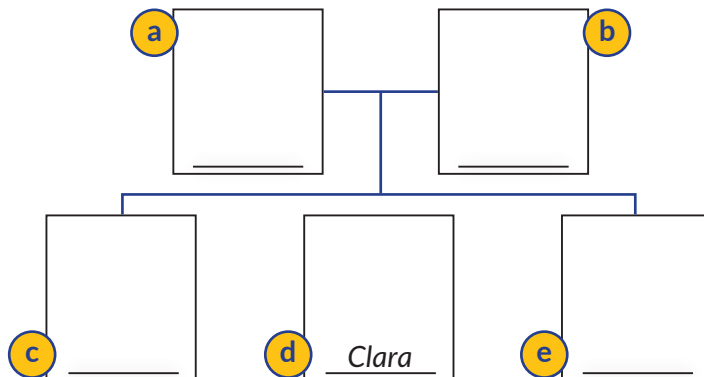


Is Sonia his mother? No she isn't. Sonia is his sister.

- Is Leo his brother? _____.
- Is Laura his mother? _____.
- Is Marco his father? _____.
- Is Sandra his sister? _____.
- Is their last name Martinez? _____.


3. Read the text and complete the family tree with the correct names. Draw the family photos.

Maria's sister is Clara.
 Clara's sister is bored.
 Clara's brother is Eduardo.
 Maria's mother is Patricia.
 Patricia's son is sad.
 Clara's father is tired.
 Jose's daughter is happy.
 Eduardo's father is Jose.
 Maria's mother is excited.



Lesson 2 » We Are All Different!

1. Read the information about Pedro's family and draw each member. Write a description of Pedro.

			
<p>1. _____ _____ _____ _____ _____</p>	<p>2. Pedro's mother is tall, thin and wears glasses. She has long curly dark hair and her eyes are green.</p>	<p>3. Pedro's father is tall and fat. He has short straight blond hair. His eyes are grey.</p>	<p>4. Pedro's brother is short and thin. He wears glasses. His eyes are blue. His hair is short, blond and curly.</p>

2. Complete the chart with the physical characteristics of your family members.

Family member				
Name				
Hair				
Eyes				
Body				
Wears glasses	Yes / No	Yes / No	Yes / No	Yes / No

3. Now, write a description of your family members. Use exercise 1 to help you.

My mother's name is _____ (name). She's _____ (height) and _____ (build). She _____ (glasses). Her eyes are _____ (colour). Her hair is _____ (length, colour, style).

My father's name is _____

My _____

My _____

Lesson 3 » People I Admire

1. Read the following text about the Colombian woman working at NASA, Diana Trujillo. Circle the words related to her personality qualities.

I admire Diana Trujillo. She's a Colombian scientist working at NASA. She is very intelligent, she is great at mathematics. Diana has to control the robot in the "Curiosity" mission on Mars, so she needs to be very patient and responsible. Also, she needs to be very confident in her abilities because there is no space for errors on Mars.

2. Choose one of these Colombian characters. Use the mind map to make notes about why you admire him or her.



Ciro Guerra
Film director



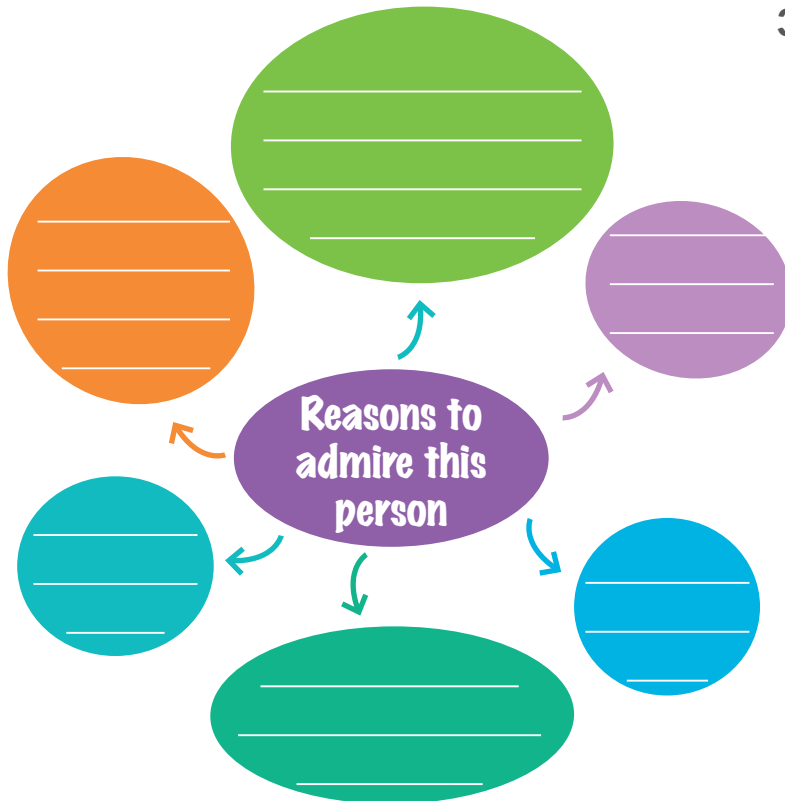
Nairo Quintana
Cyclist



Shakira
Singer



Rodolfo Llinas
Scientist



3. Write a short paragraph about the Colombian you admire. Use the clues and your mind map from exercise 2 to help you.

I admire (name) _____
because (reasons) _____

For example, this person (examples of his/her activities) _____

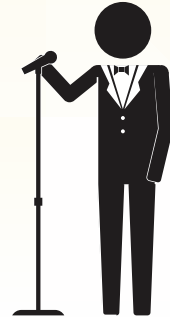
Chant

Good morning everyone



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

I'm your teacher nice to meet you.
Let's work in pairs of two.
Get your papers and your pen
And open your books on page ten.



Now everyone listen to me.
Let's learn about our families.
Look at the picture on the board.
Look at the dad, he looks bored.

He is short and very strong.
His daughter's hair is very long.
He has two sons, they are tall.
He is responsible and he loves them all.



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair!
She has grey and curly hair.
She looks tired and quite sad.
She is smooth, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
One, two, three, now rap with me!



Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!

Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
Now come on everyone, rap with me!



Good morning everyone, ...

Speaking

1. There are nine instructions in the chant. Work with a partner to find them all.

Please raise your hand if you have something to say!

Yes, that's right. The next one is ...

Reading

2. Read the chant again and look for the words.
 - 1 Underline all the imperative verbs.
 - 2 Circle all the nouns for people.
 - 3 Draw a box around all the adjectives.

Writing

3. Answer the questions. Use full sentences.

1 Where is the picture?

The picture is on the board.

2 How does the dad look?

3 How does the daughter look?

4 How many sons are there?

5 How do the sons look?

6 Where is the sister?

7 How does the sister look?

8 What is the mum like?

4. Write about your family. Use words from chant, the phrases provided and your own ideas.

*curly caring interesting strong tall
responsible blond long sad small
fun dark short tired*



My dad/my mum is ...
My brother/sister is ...
We are ...
My family is ...

Check Your Progress



Choose the correct option.

<p>1. Manuela is Juan's ____ . a. sister b. daughter c. mother d. son</p> <p>2. Camilo is Manuela's ____ . a. brother b. daughter c. mother d. son</p> <p>3. Julia is ____ mother. a. Juan's b. Manuela's</p> <p>4. Camilo is ____ son. a. Juan's b. Manuela's</p> <p>5. Manuela is Camilo's ____ . a. sister b. daughter c. mother d. son</p>	<p>6. Juan is Manuela's ____ . a. brother b. daughter c. father d. son</p> <p>7. ____ has long blond curly hair. a. Camilo b. Julia c. Manuela d. Juan</p> <p>8. ____ has short dark straight hair. a. Camilo b. Julia c. Manuela d. Juan</p> <p>9. ____ has short blond straight hair. a. Camilo b. Julia c. Manuela d. Juan</p> <p>10. ____ has long dark curly hair. a. Camilo b. Julia c. Manuela d. Juan</p>
--	---

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to family. I can identify vocabulary related to physical descriptions of people. I can identify vocabulary related to personality characteristics of people and feelings.			
Grammar	I can express possession. I can ask and answer questions about family.			
Reading	I understand short texts about people's descriptions.			
Writing	I can describe family members. I can express reasons to admire a person.			
Speaking	I can talk about my family.			
Listening	I can understand information about physical descriptions in listening texts.			

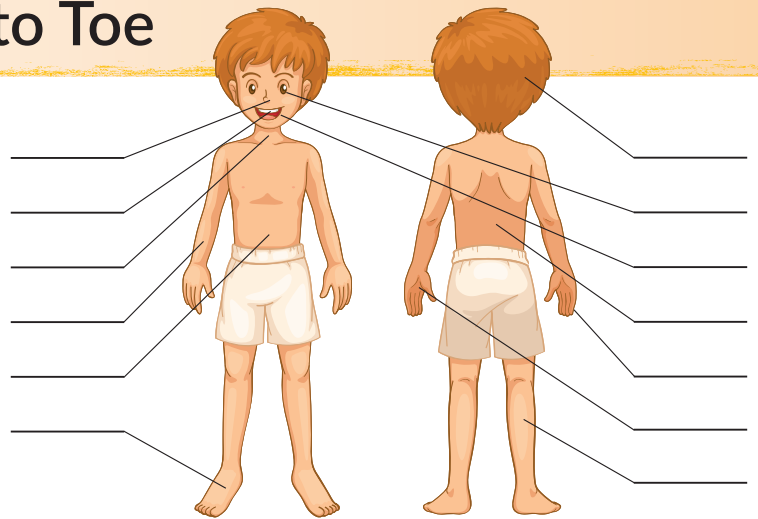
Unit » 1

My Body is an Amazing Machine!

Lesson 1 » From Head to Toe

1. Label the picture of the human body with the words from the box.

arm back eye feet
finger hand head
leg mouth neck
nose stomach teeth



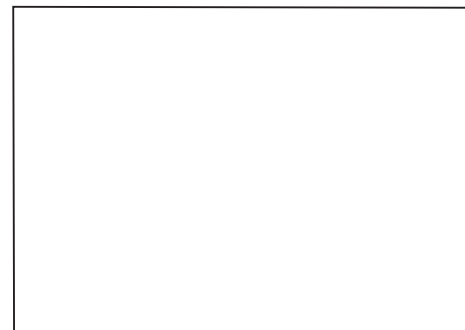
2. Circle the correct adjectives.

1. Nairo Quintana can ride his bike in high mountains because he has very **short** / **strong** legs.
2. Caterine Ibargüen can jump well because she has really **long** / **weak** legs.
3. Basketball players usually have **big** / **long** hands.
4. **Weak** / **Strong** people can't do gymnastics.
5. Some **short** / **long** football players can be very agile and fast like Lionel Messi.



3. Complete the sentences with the plural form of the noun in brackets. Draw the alien in the box to match the description.

1. This alien has two _____ (head).
2. The alien has four _____ (arm).
3. It has two _____ (mouth). One in each head.
4. It has six _____ (tooth) in each mouth.
5. It has three _____ (leg).
6. It has six _____ (foot). Two on each leg.



Lesson 2 » Protecting our Bodies

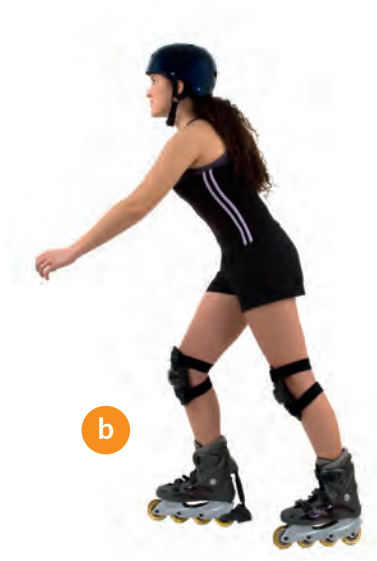
1. Make sentences about ways we can get hurt at school or home. Use the prompts and the words in the box.

cut break fall hit hurt

1. We/finger/paper/classroom.
We can cut our fingers with paper in the classroom _____.
2. People/on a wet floor/toilets.
_____.
3. We/head/playground.
_____.
4. Children /leg/on the stairs.
_____.
5. We/hands/in the kitchen.
_____.

2. Match the types of protection 1-4 with the actions a-d.

1. safety glasses _____
2. kneepads _____
3. helmet _____
4. rubber gloves _____



3. Complete phrases 1-4 with the types of protection from exercise 2. Then match the two parts of the sentence.

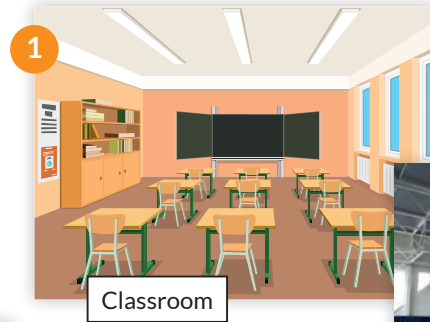
1. If you don't wear *safety glasses* _____ in the laboratory,
2. If you don't wear a _____ when you ride a motorcycle,
3. If you don't wear _____ when you go skateboarding,
4. If you don't wear _____ when you clean,

- A. ... you can hurt your head.
- B. ... you can hurt your knees.
- C. ... you can hurt your eyes.
- D. ... you can hurt your hands.

Lesson 3 » Safe Schools

1. What are the most common accidents in different rooms in your school? Think of one possible accident that can happen in places (1-6).

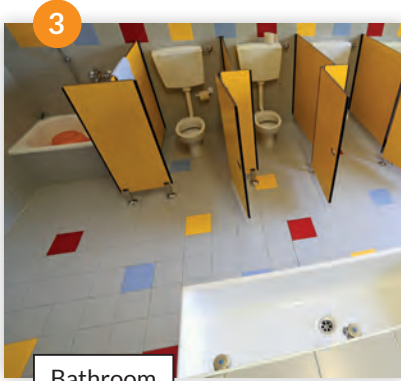
1. Cutting my finger on a book.
2. _____
3. _____
4. _____
5. _____
6. _____



Classroom



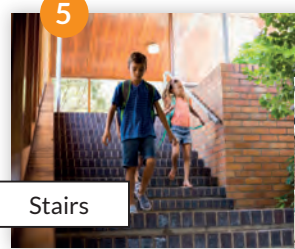
Sports Hall



Bathroom



Hallway



Stairs



Playground

2. Write some ways to prevent the accidents in exercise 1.

1. To prevent accidents in the classroom, it's important to follow instructions
2. To prevent accidents in the _____, it's important _____.
3. To prevent accidents in the _____, it's important _____.
4. To prevent accidents in the _____, it's important _____.
5. To prevent accidents in the _____, it's important _____.
6. To prevent accidents in the _____, it's important _____.

3. Use the information from exercise 2 to write a short paragraph about accidents in your home.

Accidents can sometimes happen at home, too. For example, _____
 _____ (write the type of accidents in your home)
 _____. To prevent these accidents, it's
 _____ (write the actions to prevent these accidents).

Check Your Progress

Choose the correct option.

<p>1. Which one is not a part of the body? a. stomach b. leg c. head d. glasses</p> <p>2. Which one is not a part of the head? a. nose b. eye c. finger d. mouth</p> <p>3. We have 32 ____ . a. tooth b. teeth c. tooths d. teeths</p> <p>4. We have two ____ . a. foots b. foot c. feet d. feets</p> <p>5. Basketball players need ____ legs and arms. a. small b. weak c. big d. long</p> <p>6. Swimmers need to have ____ arms. a. small b. weak c. strong d. short</p>	<p>7. It's difficult to be a gymnast if you have very ____ hands. a. long b. small c. strong d. short</p> <p>8. To protect your head use a ____ . a. helmet c. kneepads b. safety glasses d. gloves</p> <p>9. To protect your hands use ____ . a. helmet c. kneepads b. safety glasses d. gloves</p> <p>10. Accidents at school cannot happen in the ____ . a. stairs c. bedroom b. hallway d. playground</p>
--	---

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to the body and body features and problems.			
Grammar	I can use <i>can</i> to talk about possibilities and recommendations for our body.			
Reading	I can understand sentences about body features.			
Writing	I can write short paragraphs about accidents and ways to prevent them.			
Listening	I can identify information in short conversations about body problems. I can identify information in short conversations about accidents.			
Speaking	I can talk about different body features and problems. I can talk about ways to prevent accidents.			

Unit »2

People Can Do a Lot of Things!

Lesson 1 » That Is Interesting to Me!

1. Write the activities in the correct column of the chart to show your likes and dislikes.

Likes	Dislikes

- swimming
- running
- singing
- origami
- walking
- reading
- making dolls
- riding a bike
- playing an instrument
- making models
- playing basketball

- roller skating
- painting or drawing
- playing football

- practising martial arts
- playing volleyball



2. Use the activities from exercise 1 to make sentences.

1. *I don't like playing volleyball* .
2. I like _____ .
3. I don't like _____ .
4. _____ is fascinating.
5. I'm very good at _____ .
6. _____ is easy for me.
7. _____ is difficult for me.
8. I don't understand _____ .
9. _____ is a bit boring.
10. _____ is exciting.

3. Write the questions for the answers.

1. *Is basketball exciting for you?* _____
No, it isn't. It's very boring for me.
2. _____
No, I don't like playing football.
3. _____
Yes, she does. My sister loves making dolls!
4. _____
No, it isn't. For me, origami is fascinating!
5. _____
No, I'm not. I'm not good at making models.
6. _____
Yes! Martial arts are exciting for me.
7. _____
No, it isn't. Playing an instrument is very difficult for me.

Lesson 2 » We Can Do Great Things!

1. Look at the photos. Write sentences about the people can and can't do.

1. The girl in photo A *can play basketball.* _____
2. The woman in photo B _____

3. The woman in photo C _____

4. The boy in photo D _____

5. The girl in photo E _____

6. The boy in photo F _____



2. Use the prompts to make questions about abilities. Then write your answers.

1. you/play tennis?
Can you play tennis _____? *No, I can't. / Yes, I can* _____.
2. you/dance?
_____?
3. your mother/play an instrument?
_____?
4. your father/cook?
_____?
5. you/paint?
_____?
6. your sister or brother/rollerskate?
_____?

3. What about you? Write about the things you can and can't do. Say why.

1. I can *play an instrument* _____, but I can't *swim. It's a bit boring for me* _____.
2. I can _____, but I can't _____.
3. I can't _____, but I can _____.
4. I can't _____, but I can _____.
5. I can _____, but I can't _____.

Lesson 3 » What Can I Do to Help?

Word Bank
help students
control a fire
protect people
give
emergency
treatment

1. Describe what these people are doing for the community. Use the correct form of the phrases from the Word Bank.

1. What is the teacher doing?

The teacher is helping the students to learn.

2. What is the paramedic doing?

_____.

3. What is the police officer doing?

_____.

4. What is the firefighter doing?

_____.



Police officer



Teacher



Paramedic



Firefighter

2. Use the prompts to make sentences about what people are doing. Then write alternatives.

1. The boy/push/a boy in the playground.

The boy is pushing a boy in the playground. He can give the boy more space.

2. The cyclist/not wear/helmet.

_____.

3. People/throw/rubbish/in the forest.

_____.

4. The woman/argue/in the restaurant.

_____.

5. The mobile phone/ring/in the cinema.

_____.

6. The driver/not wear/seatbelt/in the car.

_____.

Check Your Progress

Choose the correct option.

<p>1. Which one is <u>not</u> an activity? a. making models c. swimming b. embroidery d. singing</p> <p>2. Which one is <u>not</u> a sport? a. football c. volleyball b. playing the guitar d. basketball</p> <p>3. Caterine Ibargüen is ____ the triple jump. a. difficult c. good b. difficult at d. good at</p> <p>4. ____ are not difficult for Johnny Depp. a. dancing c. performing arts b. painting d. craft</p> <p>5. Playing the guitar is easy ____ Juanes. a. at b. for c. to d. in</p>	<p>6. Which one does not work for the community? a. actor c. police officer b. fire fighter d. paramedic</p> <p>7. What ____ ? a. am you doing c. are you doing b. is you doing d. are you do</p> <p>8. I ____ English. a. am studying c. are studying b. is studying d. am study</p> <p>9. Penelope ____ gymnastics. a. am doing c. are doing b. is doing d. is do</p> <p>10. Patricia and John ____ salsa. a. am dancing c. are dancing b. is dancing d. are dance</p>
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		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to interests and likes. I can identify vocabulary related to free-time activities.			
Grammar	I can use <i>can</i> to talk about abilities. I can use the <i>verb to + verb-ing</i> to talk about what people are doing.			
Reading	I can understand short paragraphs about interests.			
Writing	I can write about people's abilities. I can write about what people are doing.			
Listening	I can identify information in short conversations about people's abilities. I can identify information in short conversations about people's activities.			
Speaking	I can talk about people's interests. I can talk about what people are doing.			

Unit » 3

My Health Care Routine

Lesson 1 » On a Normal Day I ...



1. Write the activities on the chart to show when you do them.

In the morning	In the afternoon	In the evening	At night

drink water

brush my teeth

spend time with my family

eat healthy food

do exercise

take a shower

watch TV

sleep well

study

2. Use the information from exercise 1 and the words in the box to write sentences about your routine.

always usually sometimes

- In the morning, I usually study at school.
- In the morning, I always _____.
- In the _____, I _____.
- In the _____.
- _____.

3. Complete the questions with the words in the box. Then answer the questions.

do (x3) time what (x2) often sport

- What do you do in the mornings? I usually study in the mornings.
- _____ do you wake up? I wake up at _____.
- _____ do you play? I _____.
- When _____ you spend time with your family? _____.
- How _____ do you take a shower? _____.
- What _____ you _____ in the evening? _____.

Lesson 2 » Is that Healthy?

1. Use the words in the box to complete the sentences about your habits. Write *healthy* or *unhealthy* next to each habit.

always usually sometimes hardly ever

1. I usually stay in all day. unhealthy
 2. I _____ drink eight glasses of water a day. _____
 3. I _____ eat breakfast. _____
 4. I _____ brush my teeth in the morning and in the evening. _____
 5. I _____ do exercise three times a week. _____
 6. I _____ eat fruit and vegetables every day. _____
 7. I _____ sleep more than seven hours per day. _____
 8. I _____ eat fast food. _____
 9. I _____ drink fizzy drinks. _____
 10. I _____ use dental floss. _____
2. Think about the habits you have. Do you have a healthy/unhealthy/balanced routine? Describe your routine.
- I have a _____ routine, because _____
- _____
- _____

3. Answer the questions about the activities and celebrations. Use *in* or *on*.

1. In which month do you celebrate Valentine's day?
We celebrate it in September.

2. When is Christmas Day?

3. When do you celebrate Halloween?

4. In which month is Mother's Day?

5. When is Independence Day in Colombia?

6. In which month is Father's Day?

7. When is your birthday?

8. When is your mother's birthday?



Lesson 3 » The Healthy Day

1. Read about Roberto's routine. Complete the text with the correct form of the verbs.

LIFE

Roberto is twelve years old. He ¹ wakes up (wake up) at 5:30 am. He ² _____ (take) a shower and ³ _____ (have) breakfast. He ⁴ _____ (eat) eggs, cheese and chocolate milk. He never ⁵ _____ (brush) his teeth because he doesn't have time. He ⁶ _____ (go) to school at 6:30 am. He ⁷ _____ (not have) lunch at school. He ⁸ _____ (have) some snacks, such as chips and sweets. Roberto ⁹ _____ (come) home at 3:00 pm. Then, he usually ¹⁰ _____ (make) a sandwich for lunch. He never ¹¹ _____ (do) exercise in the week. Sometimes he ¹² _____ (play) football on Saturday. At the weekend, he always ¹³ _____ (eat) fast food for dinner.



2. Decide if Roberto has healthy or unhealthy habits. Then plan a better routine for him.

1. Does he have a healthy routine?

2. Think of healthy alternatives for Roberto in each of these three areas: personal hygiene, food and exercise.
3. Write a healthy routine for Roberto. Write one paragraph for each area.

Personal Hygiene

First, he can wake up at 5:00 am to have time to brush his teeth.

Then, _____

Finally, _____

Food

Exercise

Useful Expressions

(I/He/She/We) can ...

(I/He/She/We) can try to ...

(I/He/She/We) can start to ...

(I/He/She/We) can stop ...

Chant

Activities are exciting



*Activities are exciting.
What do you enjoy?
Dancing or hiking?
Or playing with your toys?*

On Mondays I play basketball.
On Tuesdays I go swimming.
On Wednesdays I draw pictures
And on Thursdays I like singing.

On Fridays I play football,
It's the start of the weekend.
On Saturdays and Sundays
I go dancing with my friends.



Activities are exciting. ...

In the mornings I take care,
I brush my teeth and comb my hair.
Eat healthy food and wash my hands,
Then I'm ready to make plans.

I ride my bike to the school.
I wear my helmet in case I fall.
I wear kneepads and my gloves
And my glasses that I really love!



Activities are exciting. ...

I really love to exercise.
When I play football I use my eyes.
I use my elbows and my hands
To play an instrument in my band.

I use my legs to run up the stairs.
I use my arms to brush my hair.
I play at the playground at my school
And use the laboratory, it's really cool!

Activities are exciting. ...



Speaking

1. Match the activities and corresponding nouns.

- | | |
|--------------------------|------------------|
| 1 play football | my legs |
| 2 play an instrument | my legs |
| 3 run upstairs | my arms |
| 4 brush hair | my arms |
| 5 play at the playground | my arms and legs |
| 6 dancing | my eyes |
| 7 watch TV | my whole body |

I use my legs to play football.



Reading

2. Look at the table. Complete the sentences.

	Me	Charlie	Juana and Helene	My mum
Monday	football	Sing	dance	work in a laboratory
Tuesday	play guitar in my band			work in a laboratory
Wednesday		draw pictures	ride bikes	work in a laboratory
Thursday	play in the playground		basketball	work in a laboratory
Friday		dance with friends	dance with friends	work in a laboratory

- On Mondays, Charlie Sings.
- On _____, Helena and Juana ride bikes.
- Mum works in a laboratory _____.
- On Fridays, _____ dance with friends.
- On Tuesdays, _____ play guitar in my band.
- On _____, I play in the playground.



Writing

3. When do you do these activities? Write sentences.

every day on Mondays on Tuesdays on Wednesdays on Thursdays on Fridays
at the weekend on Saturdays on Sundays in the morning at lunchtime in the evening

Football play an instrument run upstairs brush hair play at the playground dance
play with toys hike brush my teeth go to school learn English play in a band

I go to school every day. I learn English on Mondays, Wednesdays and Fridays. I play an instrument after school on Thursdays and play in a band at the weekend.

Check Your Progress

Choose the correct option.

<p>1. Which day belongs to the weekend? a. Monday c. Friday b. Wednesday d. Saturday</p> <p>2. What day comes after Monday? a. Tuesday c. Wednesday b. Thursday d. Sunday</p> <p>3. Which one is <u>not</u> an unhealthy habit? a. drinking fizzy drinks b. using dental floss c. eating fast food d. sleeping 6 hours a day</p> <p>4. Which one is <u>not</u> part of a daily routine? a. brushing your teeth c. taking a tour b. taking a shower d. going to school</p>	<p>5. Which activity <u>can't</u> you do in the evening? a. have lunch c. spend time with family b. watch TV d. go to bed early</p> <p>6. I wake up ____ 6:00 am a. in b. at c. on d. the</p> <p>7. You have dinner ____ . a. in the morning c. in the evening b. in the afternoon d. at night</p> <p>8. I sleep well ____ night. a. in b. at c. on d. the</p> <p>9. Independence Day in USA is ____ July. a. in b. at c. on d. the</p> <p>10. New Year's Eve is ____ December 31st. a. in b. at c. on d. the</p>
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		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to time and dates. I can identify vocabulary related to habits and personal care routines.			
Grammar	I can use <i>wh</i> questions to ask for personal information about daily activities. I can use frequency adverbs and time expressions to talk about time. I can use <i>in, on, at</i> to talk about time.			
Reading	I can understand short paragraphs about daily routines.			
Writing	I can write about personal care routines. I can write about healthy routines.			
Listening	I can identify information in short conversations about people's routines and activities.			
Speaking	I can exchange personal information about daily activities. I can talk about healthy routines.			

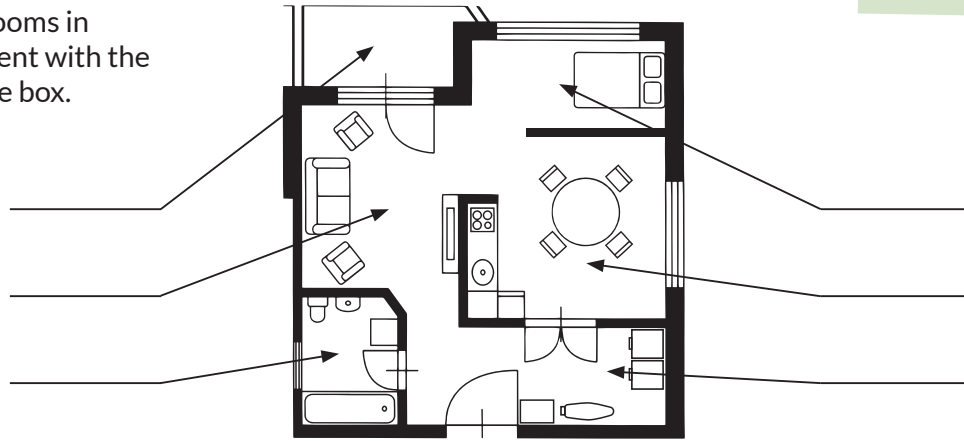
Unit » 1

Eco-Friendly Home

balcony
bathroom
bedroom
kitchen
laundry room
living room

Lesson 1 » This Is My Home!

1. Label the rooms in the apartment with the words in the box.



2. Answer the questions about the apartment plan in exercise 1.

1. How many bedrooms are there?

2. Is there a laundry room?

3. Are there two bathrooms?

4. Is there a desk in the bedroom?

3. Write questions for the answers.

1. *Is there a sofa?*

Yes, there's one in the living room.

2. *How many wardrobes are there?*

There are no wardrobes in this apartment.

3. _____

Yes, there's a shower in the bathroom.

4. _____

There's one TV. It's in the living room.

5. _____

Yes there's a table in the kitchen.

4. Make sentences to describe where we do the activities in brackets.

1. (park the car) *People park the car in the garage.*

2. (eat) _____.

3. (sleep) _____.

4. (sit and talk) _____.

5. (cook) _____.

6. (bathe) _____.

Lesson 2 » I Help the Environment!

1. Look at the photos. Complete the questions and the answers using *this, these, that* or *those*.



1. What are these _____?
They're chairs.



2. What _____?



5. What _____?



3. What _____?



4. What _____?

2. Choose the correct option to complete the instructions.

1. Turn off **those** / **that** taps! Don't waste water.
2. Don't throw away that **food** / **vegetables**. We can eat it for dinner.
3. Don't put **that** / **this** bottle in the bin! Recycle it.
4. Don't leave those **bicycle** / **bicycles** in the garage. Use them!
5. **Those** / **that** lights are on again! Turn them off.

3. How can you make an eco-house? Use the words in the box to write sentences.

collect electricity energy food grow produce rubbish save separate use wind

1. I can use the wind for a natural cooling system.
2. I can _____ with solar panels.
3. I can _____ rainwater.
4. I can _____ in a vegetable garden.
5. I can _____ with recycling bins.
6. I can _____ with energy-saving light bulbs.

Lesson 3 » Respect the Environment

boxes damaged fruit
 food leftovers fruit peel
 metal containers
 old vegetables
 plastic bags plastic bottles

1. Put the words from the box into the correct column in the chart.

Inorganic rubbish	Organic rubbish

2. Read the text and write the steps for making compost.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

SUSTAINABILITY



We know inorganic rubbish can be reduced, reused, and recycled. But, what can we do with organic rubbish? Organic waste includes old or rotten food, fruit and vegetable peel and all leftover food on your plate after you are full. You can put it in your garden and after some time, it decomposes and transforms into compost, which you can use to fertilize your garden. Now, how to make compost? Well, start by separating your organic waste into a different container. Don't use meat or bones. Dig a hole in the soil and put a layer of straw in the bottom. Put in all your kitchen waste and add more straw and green waste (for example leaves, twigs and grass) on top. Then, cover all of it with plastic or wood and leave it like that for two weeks. After that, mix everything with a shovel and add more organic waste. With time you'll see how all this transforms into fertilized soil.

Check Your Progress

Choose the correct option.

<p>1. Which is <u>not</u> a type of housing? a. farm c. shop b. house d. apartment</p> <p>2. You can eat in this room. a. bathroom c. living room b. dining room d. garage</p> <p>3. Is there a car in your garage? a. Yes, there isn't. c. Yes, there aren't. b. No, there aren't. d. Yes, there is.</p> <p>4. Are there ____ books in your living room? a. a b. these c. any d. the</p> <p>5. In the laundry room you ____ . a. wash your clothes c. sleep b. cook d. bathe</p> <p>6. My desk is in my ____ . a. bathroom c. garden b. laundry room d. bedroom</p>	<p>7. The refrigerator is in the ____ . a. garage c. garden b. kitchen d. bedroom</p> <p>8. The ____ is in the bedroom. a. garage c. cooker b. toilet d. wardrobe</p> <p>9. Which element is <u>not</u> in an eco-friendly home? a. traditional light bulbs b. solar panels c. recycling bins d. a rainwater collector</p> <p>10. What action does <u>not</u> help the environment? a. turning the lights off b. recycling c. turning the tap off d. using plastic bags</p>
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		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to the parts of the house.			
Grammar	I can use <i>there is/there are</i> to talk about the existence and number of things and rooms in a house.			
Reading	I can understand short texts describing houses.			
Writing	I can produce questions about the house. I can describe the elements in a house.			
Listening	I can identify information in short conversations about the house and the types of houses people have.			
Speaking	I can ask and give information about my home and the types of houses people have.			

Unit » 2

I Belong to a Community

Lesson 1 » This Is My Neighbourhood!

1. Write the place in town where you can do each thing.

1. Where can you buy books?

At a bookshop.

2. Where can you go to see a film?

3. Where can you go to sit and read books?

4. Where can you buy medicines?

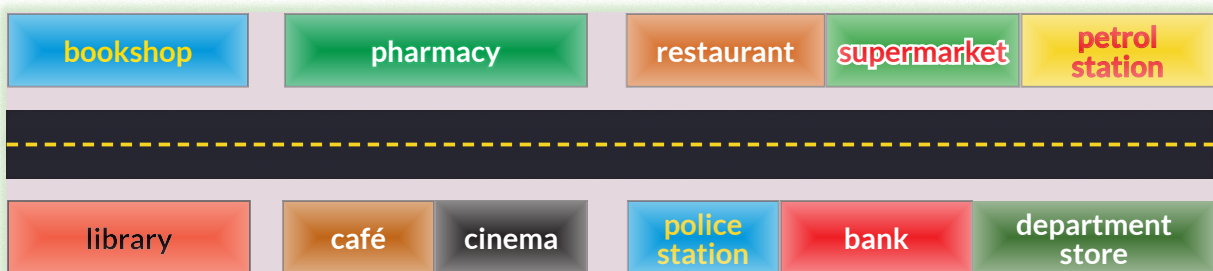
5. Where can you buy bread?

6. Where can you buy clothes, electric appliances and furniture for the house?



2. Look at the map of the town. Correct the mistakes in bold in the sentences using the prepositions in the box.

between next to on opposite



1. The pharmacy is **opposite** the restaurant.
The pharmacy is next to the restaurant.

2. The café is **next to** the pharmacy.

3. The cinema is **opposite** the restaurant.

4. The department store is at the end of the street **in** the corner.

5. The petrol station is **between** the supermarket.

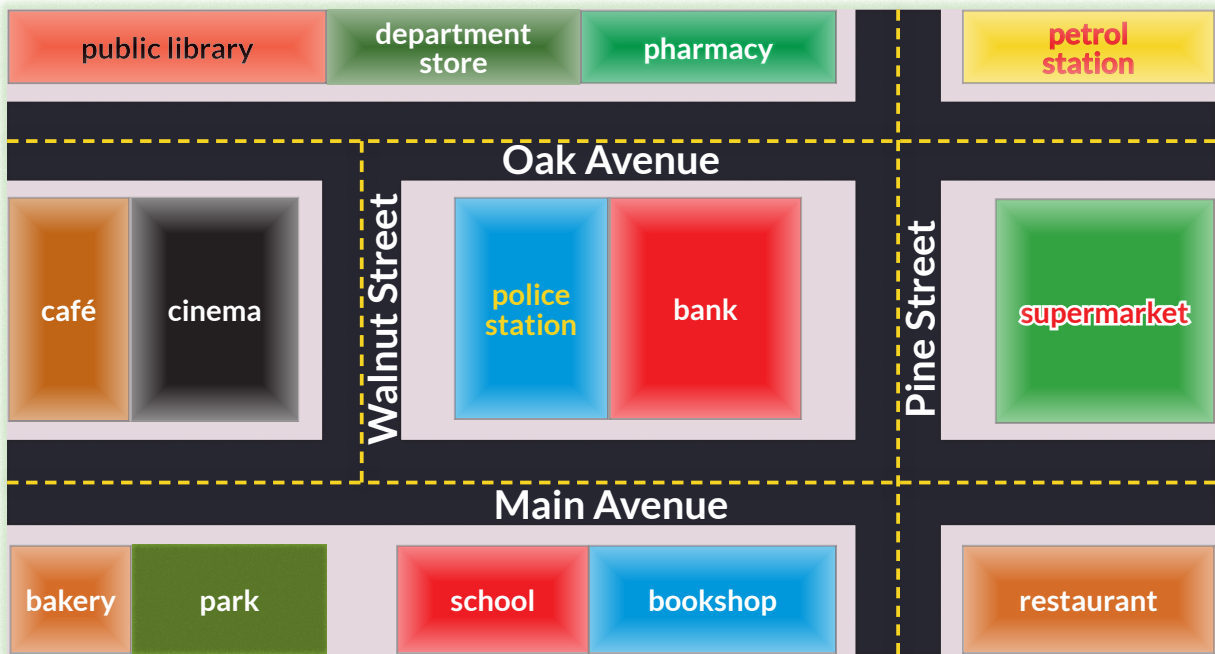
6. The restaurant is **opposite** the pharmacy and the supermarket.

Lesson 2 » I'm a Good Citizen!

1. Tick the actions of a good citizen.

1. A good citizen doesn't throw any rubbish in the street.
2. A good citizen doesn't clean up after the dog.
3. A good citizen recycles.
4. A good citizen makes a lot of noise.
5. A good citizen respects things in public spaces.

2. Write two different ways to describe where each place is.



1. The petrol station
It's on the corner of Oak Avenue and Pine Street.
It's on Pine Street, opposite the pharmacy.

3. The park

2. The department store

4. The restaurant

3. Where am I? Follow the directions and write the place I arrive at.

1. You're in front of the park. Turn left on Walnut Street. The place is on the corner opposite the cinema. _____
2. You're at the supermarket. Turn right on Pine Street. Go straight ahead. The place is at the end, on the left. _____
3. You're outside the bank. Turn left, then turn left again. Go past the police station. The place is on the left, on the corner with Main Avenue. _____

Lesson 3 » For a Better Community!

- Write a *wh*- question for each answer.
 - Where can I drink a cup of coffee in your neighbourhood ?
You can drink a cup of coffee at Bonsai Café.
 - _____ ?
The name of my neighbourhood is 20 de Julio.
 - _____ ?
My favourite place in my neighbourhood is the square.
 - _____ ?
In my neighbourhood there is a bakery, a hair salon, a pharmacy and a grocery store.
 - _____ ?
The supermarket is next to the bank.
 - _____ ?
We have problems in my neighbourhood with noise and rubbish.
- Think of solutions for these problems in your local park. Use some of the language in the box.



Problem	Solution
1. There is no lighting.	<u>We can talk to the electricity company and the district office for public space. We can ask for street lamps.</u>
2. People throw rubbish.	
3. The older children are very noisy and not friendly to the young children.	
4. People don't clean up after their dogs.	
5. The play equipment is broken and dirty.	
6. There is a problem with crime.	

organize a campaign
put signs up
have a meeting
paint
repair
talk to
ask for
clean

Check Your Progress

Choose the correct option.

<p>1. People buy medicines in the ____ . a. restaurant c. bakery b. pharmacy d. café</p> <p>2. You buy books in the ____ . a. bookshop c. restaurant b. library d. pharmacy</p> <p>3. People read and borrow books in the ____ . a. bookshop c. restaurant b. library d. pharmacy</p> <p>4. At the department store, you do <u>not</u> ____ . a. buy books c. buy furniture b. watch films d. buy clothes</p> <p>5. At the bakery, people ____ . a. buy medicine c. buy bread b. take money out d. study</p> <p>6. At the square, people ____ . a. take money out c. buy clothes b. watch films d. come together to talk</p>	<p>7. A good neighbour does <u>not</u> ____ . a. play loud music c. recycle b. clean d. take care of others</p> <p>8. A good neighbour always ____ . a. says hello b. makes noise c. throws rubbish on the floor</p> <p>9. A good citizen ____ . a. writes on public benches b. throws rubbish on the floor c. cleans</p> <p>10. A good citizen never ____ . a. recycles b. cleans c. throws rubbish on the floor d. takes care of others</p>
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		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to the places in town and giving directions.			
Grammar	I can use prepositions of place to talk about the location of places. I can use <i>wh</i> - questions to ask for detailed information about places.			
Reading	I can understand short texts about the location of places.			
Writing	I can produce questions and sentences about the location of places.			
Listening	I can identify information in short conversations about places and directions.			
Speaking	I can ask and give information about places and the location of places.			

Unit » 3

Every Job Is Important

Lesson 1 » Different Jobs!

1. Guess the job. Use the words. There are two extra words.

1. This person fixes cars.

A mechanic.

2. This person checks accounts for people or companies.

3. This person cuts and brushes people's hair.

4. This person grows fruit and vegetables.

5. This person makes bread and cakes.

6. This person helps you buy things at shops.

accountant
baker cook
sales person mechanic
farmer nurse
hairdresser

2. Complete the conversation. Then guess the job.

Sam: 1 _____ ?

Marta: She works at her studio.

Sam: 2 _____ with people?

Marta: No, she doesn't. She works alone.

Sam: 3 _____ ?

Marta: No, she doesn't. She doesn't help people in her job.

Sam: 4 _____ any tools?

Marta: Yes, she does. She uses brushes and paints.

What is the job of this person? She is 5 _____ .



3. Look at the photo and answer the questions.

1. Who is this?

2. Where does she work?

3. What is she doing?

4. Is she wearing a uniform?

5. Does she work with other people?



Lesson 2 » What Are You Doing Right Now?

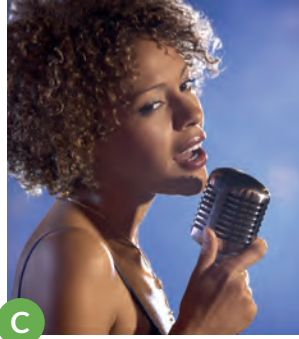
1. Look at the photos. What are they doing?



A



B



C



D



E



F



G



H

2. Put the cook's routine in the correct order. Write the numbers.

- A. ____ Cook lunch.
- C. ____ Check the kitchen is clean to go home.
- D. 1 Receive fruit and vegetable deliveries.
- E. ____ Cook dinner.
- F. ____ Get the food ready to cook for dinner (wash and cut vegetables, etc.)
- G. ____ Prepare soups, sauces, and cakes because they take a long time to make.

3. Use the words in the box to write complete sentences about the cooks' routine from exercise 2 in the correct sequence. You can use some words more than once.

finally first of all later secondly then

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Lesson 3 » I Know the People in my Community

1. Answer the questions about your mother or father.

1. What does your mother/father do?

2. Where does she/he work?

3. What is the first thing she/he does at work?

4. What does she/he do next?

5. What is the last thing she/he does?

6. What is she/he doing right now?

3. Two people are looking at photos. Write the questions Ana asks José.

A: 1. What are you doing (do) in this photo?

J: I'm cooking.

A: Who ² _____ (help) you?

J: That's my friend, Camila.

A: ³ _____ (make) bread?

J: No, we're not!

A: What ⁴ _____ (make)?

J: We're making a birthday cake for my brother.

A: What ⁵ _____ (do) while you ⁶ _____ (cook)?

J: Oh, he's playing football. He always plays football on Wednesdays.

A: ⁷ _____ (play) today?

J: Yes, he is.

A: You look like you're having fun in this photo.

Why ⁸ _____ (laugh)?

J: I can't remember! But I always have a good time with Camila.

2. Write a paragraph about your mother or father's routine at work. Use the sequence connectors from lesson 2.

My mother is a housewife. She works at home.

First of all, she cleans the kitchen. Then, ...



Chant

Welcome to our town



*Welcome to our town,
We like to keep it clean!
We take care of the environment,
Our parks are very green.*

*We turn off all the lights
And we always use our bikes.
Welcome to our town.
Let me show you around!*

There's a church and a café,
And a square where people meet.
There are lots and lots of restaurants
Where people like to eat.

There's a doctor healing people,
And the bakers love to cook,
There are builders building houses,
And a library full of books!

Welcome to our town, ...

Come and see my house,
My bedroom's really cool!
Turn left, then right,
It's opposite the school.

My house has two bathrooms,
A kitchen and a garden!
In my room I have a desk,
And a bed where I can rest.

Welcome to our town, ...



Speaking

1. Do you find these nouns in a house or in a town? Ask and answer with a partner.

bedroom kitchen church café parks room square restaurants garden houses
bed library school desk

In a town	In a house
<p>Where do you find a bedroom?</p>	<p>bedroom</p> <p>You find a bedroom in a house.</p>

Reading

2. Match the words to make sentences.

1 We	build	in my room.
2 Books	are	green.
3 The bakers	cook	food.
4 The builders	have	houses.
5 Libraries	rest	in the library.
6 Parks	heals	people.
7 The doctor	use	in the square.
8 People	meet	the lights.
9 We	are	our bikes.
10 I	turn off	



Writing

3. Write answers in complete sentences.

1 What do the people of the town take care of?

They take care of the environment.

2 What do people turn off?

3 Where do people meet?

4 How many restaurants are there?

5 What do people do in the restaurants?

6 What does the doctor do?

7 What do the bakers do?

8 What is in the library?

9 Where is the speaker's house?

10 How many bathrooms does the house have?

Check Your Progress

Choose the correct option.

<p>1. A doctor ____ people. a. teaches b. heals c. works d. builds</p> <p>2. A mechanic ____ cars. a. grows b. builds c. fixes d. designs</p> <p>3. A police officer ____ people. a. protects b. fixes c. heals d. grows</p> <p>4. ____ makes bread and cakes. a. A teacher c. A singer b. An accountant d. A baker</p> <p>5. ____ sells medicine. a. A pharmacist c. A cook b. A salesperson d. An artist</p> <p>6. ____ grows food. a. A teacher c. A farmer b. A baker d. A cook</p>	<p>7. The actor ____ Hamlet. a. are performing c. is perform b. is performing d. are perform</p> <p>8. The doctor and the nurse ____ care of people at the hospital. a. are taking c. am taking b. is taking d. be taking</p> <p>9. I ____ English. a. are studying c. am studying b. is studying d. be studying</p> <p>10. My parents ____ while I'm at school. a. are working c. am working b. is working d. be working</p>
--	---

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to jobs.			
Grammar	I can use the present progressive to talk about actions in progress.			
Reading	I can understand short texts describing jobs.			
Writing	I can write short texts about the sequence of daily activities. I can write sentences about actions in progress.			
Listening	I can identify information in short conversations about jobs. I can identify actions in progress.			
Speaking	I can ask and give information about jobs. I can talk about the daily activities of people.			

Unit » 1

One World

Lesson 1 » I'm Colombian!



1. Find the twelve nationalities of the students at the Second Youth Intercultural Encounter. The words can go down or across. Write them in the chart below in the correct column.

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

Study Tip
Use capital letters for countries and nationalities.

-an	-ese	-ian	-ish	Other
		Australian		

2. Complete the sentences with the correct country name or nationality.

- Ale is from Mexico. She is _____.
- Fiona is from _____. She is Australian.
- Sean is from Canada. He is _____.
- Line is from France. She is _____.
- Sam is from the _____. He is American.

3. Complete the conversation.

M: Hello, I'm Marisol, your Spanish teacher. Where ¹_____ you from, Kenji?

K: Hello, I am from Japan. Are you Colombian?

M: Yes, I ²_____. Are you familiar with your classmates?

K: Yes, I can tell you about them.

M: Great. ³_____ Andrea from Australia?

K: No, she isn't. She is from Germany.

M: ⁴_____ is Tareq from?

K: He is from Egypt.

M: ⁵_____ Tuti Egyptian, too?

K: No, she isn't. She is Thai.

M: Is Chen Japanese?

K: No, he ⁶_____. He is Chinese.

M: What about Gabriela and Jose? Where are they ⁷_____?

K: They're from Brazil.

M: ⁸_____ Steve and Karen Australian?

K: No, they're not. They are English.

Lesson 2 » I'm from Cali!



1. Match the opposites.

- | | |
|------------------|-----------------|
| 1. boring | A. crowded |
| 2. old-fashioned | B. relaxing |
| 3. stressful | C. beautiful |
| 4. organized | D. modern |
| 5. noisy | G. quiet |
| 6. ugly | H. disorganized |
| 7. uncrowded | I. interesting |

2. Which words in column 1 can also be opposites for *peaceful* and *fun*?

3. Read Tareq's description of his city and underline the words from exercises 1 and 2.

CAIRO

Cairo is the capital city of Egypt. It is a very busy, noisy, and crowded city. It is an important tourist destination in Africa. Cairo is a very interesting city because it has many archaeological sites nearby like the great pyramids. Tourists can ride camels, a typical animal of my country, on pyramid tours. In the market, tourists can buy many exotic crafts like lamps, rugs, and antiques.

In my opinion, it is a very old-fashioned and disorganized city, but it is beautiful, especially near the Nile River.



4. Read the text again. Answer the questions.

1. What's the capital city of Egypt?

2. Is Cairo a peaceful place?

3. What do tourists do with camels?

4. Where do people need to go to buy antiques?

5. In your opinion, is Cairo a modern city? Why?

_____ because

6. Is your city similar to Cairo? Describe it.

Lesson 3 » I Know My Town!

1. Read these sentences about Kenji's country, Japan.
Tick the facts you already know about Japan.

1. The red disc in Japan's flag represents the sun.
2. Anime and Manga started in Japan.
3. Japan has many islands.
4. Karaoke is very famous in Japan.



2. Read about Japan and complete the chart.



JAPAN

Japan is a very interesting country with many contrasts. It is an old culture with strong traditions, but at the same time, it is very modern. Japan is a crowded island with some busy, large cities but the countryside is beautiful and peaceful. Japan is also an artistic centre and Anime and Manga come from here.

There are lots of different animals: giant salamanders, spidercrabs and snow monkeys. Some Japanese products are: cars, computers, mobile phones. Japan also produces a lot of different food, for example: rice, tea and sugar. The people are hard-working, disciplined and organized.

Country's name:	_____
Characteristics and Importance	words to describe the country _____ typical products and animals _____ a unique characteristic _____
People	words to describe its people _____

3. Choose one of the countries on page 45. Find information about the country, its products, animals, culture and people. Then use your notes and the text in exercise 2 to help you write a short paragraph.

_____ is _____

Check Your Progress

Choose the best option.

<p>1. Which word is NOT a nationality? a. Irish c. Australia b. Japanese d. German</p> <p>2. Is he ____ ? a. France c. from French b. French d. Francian</p> <p>3. Someone from Thailand is ____ . a. Thai c. Thaiandian b. Thailandish d. Thailandese</p> <p>4. Where ____ he from? a. are b. is c. be d. am</p> <p>5. My city is very ____ . There are no nice buildings and there is a lot of rubbish. a. relaxing c. ugly b. quiet d. peaceful</p>	<p>6. Which word can you NOT use to describe the Tatacoa desert? a. beautiful c. uncrowded b. quiet d. disorganized</p> <p>7. Which word can you NOT use to describe a person? a. agile b. kind c. crowded d. brave</p> <p>8. ____ English people hard-working? a. Is b. Are c. What d. Am</p> <p>9. Where are they from? means What is ____ nationality? a. their b. his c. they d. our</p> <p>10. Which word is similar to peaceful? a. stressful c. interesting b. modern d. quiet</p>
--	---

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to countries and nationalities. I can identify vocabulary related to personal information.			
Grammar	I can use the verb <i>to be</i> and question forms to ask and answer information about people and places.			
Reading	I understand written descriptions of countries and cities.			
Writing	I can write simple sentences to express information about countries, costumes and people.			
Listening	I can take notes when I listen to specific information.			
Speaking	I can ask and give personal information about myself and others.			

Unit »2

Weather Changes

Lesson 1 » What's the Weather Like Today?

1. Answer the questions.

1. What's the weather like in Sydney?

It is sunny and windy.

2. What's the weather like in Stockholm?

3. What's the weather like in Bogotá?

4. What's the weather like in New York?

5. What's the weather like in Cairo?

6. What's the weather like in London?

2. Circle the best options to complete the sentences.

1. A **hot** / **snowy** day is the perfect day to do arts and crafts.

2. A **rainy** / **sunny** day is good weather to go running.

3. A **cloudy** / **stormy** day is good for hiking.

4. A **cold and cloudy** / **sunny and windy** day is the ideal weather to fly a kite.

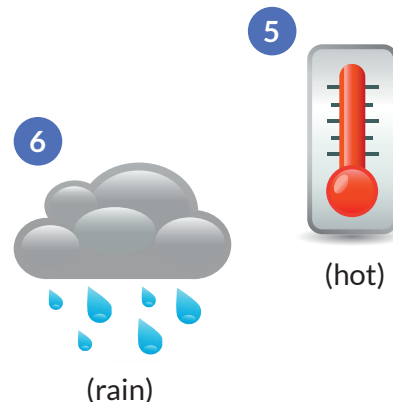
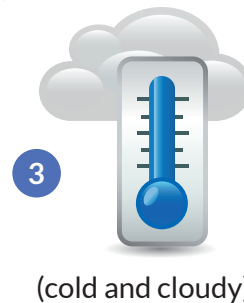
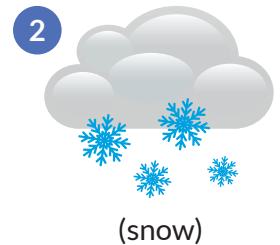
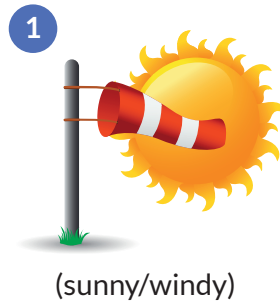
3. Answer the questions.

1. What's the ideal weather for a picnic?

2. What activities can you do at a picnic?

3. What can you do on a rainy day?

4. What activities can you do at a birthday party?



Lesson 2 » What Are You Wearing Today?

1. Answer the questions. Try to use all of the words.

1. It's thirty-five degrees today. What can you wear?

You can wear trousers, a sweater ...

2. It's cold and snowy. What can you wear?

3. You are at home on a cloudy, cool day. What can you wear?

4. You go to a party. What can a girl wear? What can a boy wear?

5. What do you wear to school?

6. What do women teachers usually wear at your school?



2. Write the season below each photo. Use *summer, winter, spring* and *autumn*.



Ireland



Canada



Australia



Japan

3. Read the report about Ireland. Complete the text with the words from the box.

cloudy jacket rainy
spring sunny
sweaters walking

It is ¹_____ in Ireland. In March it is often ²_____ and for this reason, Ireland is a very green country! Temperatures are from 8°C to 11°C when it is ³_____ but when it is ⁴_____ the temperature goes up to about 15°C. At this time of the year, people usually wear trousers and ⁵_____ and you need a warm ⁶_____. People do activities like ⁷_____ in the parks, playing sports and eating in cafés.

4. Choose one of the other countries in exercise 2. Find information about it online and take notes below. Then write a report similar to the one in exercise 3.

Line 1

(country)

(season)

Line 2

What's the weather and temperature like?

Line 3

What do people need to wear?

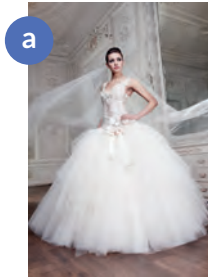
Line 4

What activities can people do?

Lesson 3 » What is the Traditional Costume in your Region?

1. Match the photo to the event.

1. funeral
2. traditional dances
3. daily life
4. wedding



2. Read about traditional Japanese costume and label its three parts on the picture.



Kimonos are a traditional Japanese costume. They use different fabrics for the different seasons: some materials are for summer and others are for winter. There are many different kinds of kimonos. All of them have three main parts: (a) the **kimono**, which is the long dress, (b) the **obi**, which is a large belt used to close the kimono around the waist, and (c) **getas**, which are the special shoes. Both men and women wear the kimono for weddings, funerals, and tea ceremonies.

3. Write a description of the traditional costume in your region. Answer the questions to help you organize your ideas.

What is its name?

What are its parts?

Are the colours or materials important?

Who wears it?

When do you wear it?

Check Your Progress

Circle the best option.

<p>1. Which kind of weather do you <u>not</u> usually find in the winter? a. snowy b. rainy c. cold d. hot</p> <p>2. When you can't see the sun, it is ____ . a. sunny c. cloud b. cloudy d. temperature</p> <p>3. What activity can you <u>not</u> do in stormy weather? a. watch a film c. do arts and crafts b. play chess d. relax in the garden</p> <p>4. Which word is <u>not</u> a season? a. summer b. winter c. March d. autumn</p> <p>5. On your feet, you wear ____ and shoes. a. socks b. skirts c. shorts d. shirts</p>	<p>6. Which clothes do people <u>not</u> wear on a hot day? a. t-shirt b. scarf c. shorts d. dress</p> <p>7. 'What's the weather ____?' 'It's sunny!' a. on b. like c. is d. likes</p> <p>8. For which event do you <u>not</u> need traditional costume? a. funeral c. traditional dances b. wedding d. daily life</p> <p>9. My father ____ a jacket to work. a. wears b. wear c. uses d. use</p> <p>10. Complete the list: hot, warm, ____, cold. a. green b. dark c. cool d. snowy</p>
---	--

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to weather conditions. I can identify vocabulary related to clothing.			
Grammar	I can use <i>wh</i> questions to exchange information about weather conditions and clothing.			
Reading	I understand short texts about weather and clothing.			
Writing	I can write sentences to express information about weather. I can write sentences to describe traditional costumes and clothing items.			
Listening	I can listen to specific information to complete forms.			
Speaking	I can give information about my town like the weather and what clothes to wear.			

Unit » 3

Let's Celebrate!

Word Bank

big
colourful
delicious
healthy
last longer
nice
salty
spicy
sweet

Lesson 1 » Today Is a Special Day!

1. Compare dishes 1-3 using the correct form of the words in the Word Bank.



- Mexican food is spicier than a cocada.
- _____ is _____ than _____.
- _____
- _____
- _____

2. Complete the chart with your opinions. Use the Word Bank and the Useful expressions.

Event	Your opinion
New Year's Eve	I think New Year's Eve is great!
Christmas	
Halloween	
Birthday parties	

Word Bank

(absolutely) amazing (really) boring
great (very) interesting wonderful

Useful expressions

I think ... In my opinion ...
I believe that ... I like ...
I don't like ...

3. Write about a day you celebrate in your family, what you do, what you eat, and why you like it.

- Name the celebration.
- Give your opinion.
- Describe what you do.
- Say who you celebrate with.
- 5-8. Describe the food.

A day we celebrate in my family is ¹_____.
I ²_____ because we always ³_____.
I spend the day with ⁴_____ and we always eat
⁵_____ and drink ⁶_____. My favourite
food is ⁷_____ because ⁸_____.

Lesson 2 » Party Time!

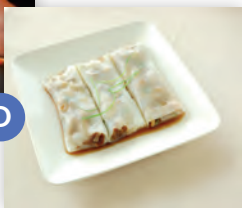
1. Read about the Chinese New Year celebration. Number the photos to put the events in order.



Decorating the house with red lanterns and couplets _____



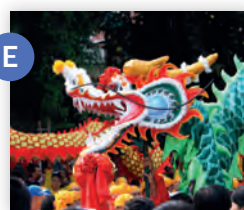
Eating fish, rice rolls, and rice cakes with family _____



Going to parents' house _____



Lighting firecrackers _____



Watching the dragon dance _____



Giving red envelopes _____

21st Century Skills
• Critical Thinking

2. Read about the celebration and answer the questions.

1. Based on the reading, why do you think Chinese wear red underwear on New Year's Eve?

2. What does the red colour mean for them?

3. Are there similar superstitions in your country?

3. Match the questions and answers.

1. When is the New Year celebration in China?
2. Where do Chinese people travel to celebrate?
3. What decorations do they use?
4. What do they eat?

- A. They travel to their parents' house.
- B. They eat fish, rice cakes, sweet rice balls and spring rolls.
- C. It is between January 21st and February 20th.
- D. They use lanterns and couplets.

CHINESE NEW YEAR'S EVE CELEBRATION

Chinese New Year is celebrated between January 21st and February 20th. It is a special day for families and many Chinese people travel to their parents' house. On this day, there are many superstitions. For example, people often wear and give each other red underwear. To start the celebration, first, everyone decorates their houses and streets with red lanterns and red couplets for good luck and prosperity. Second, the family eats a special meal with traditional food like fish, rice cakes, sweet rice balls and spring rolls. Third, people light firecrackers for good luck. Then, people give red envelopes with money to children and old people. Finally, people stay up late watching the parade and to see the dragon dance in the streets.

Lesson 3 » Colombian Celebrations and Festivals!

1. Match the sentences with the expressions.

- | | |
|--|---------------------|
| 1. It's my birthday today! | A. Congratulations! |
| 2. I've got an English exam tomorrow. | B. Happy Birthday! |
| 3. My sister is graduating this morning. | C. Merry Christmas. |
| 4. We're having a big party for you! | D. Good luck. |
| 5. It's 24th December. | E. Surprise! |

2. Read the two paragraphs and circle the activities that occur in each festival.

The 'Feria de las Flores' (Festival of Flowers) is a festival that takes place in Medellin every year. It started in 1957 to celebrate *silletero* culture and has become one of the most important festivals in the region. It takes place in August and lasts for 10 days. The festival includes hundreds of flower displays, music concerts, a parade of horses and special exhibitions.



The highlight of the festival is the *silleteros* parade, where people carry *silletas*, or chairs, containing beautiful flower arrangements on their backs.

The 'Hanami', or cherry blossom festival, takes place in Japan every spring. The tradition is 1000 years old and is one of the



most important festivals in the country. All over Japan, people sit under the cherry trees and celebrate the arrival of these beautiful pink flowers. They have picnics, drink a special rice wine called *sake*, sing songs and read poems. The blossom starts in the southern islands of Okinawa in March and reaches the northern island of Hokkaido in May.

3. Complete the sentences according to the reading to give your opinion and compare the Japanese and Colombian festivals.

- I believe the Cherry blossom festival lasts longer than the Festival of Flowers.
- I believe the _____ is _____ (colourful) than the _____ because _____.
- I think that the _____ is _____ (old) than the _____ because _____.
- In my opinion, the _____ is _____ (interesting) than the _____ because _____.
- _____ is _____ (big) than _____ because _____.
- _____ is _____ (good) than _____ because _____.

Chant

Where are you from?



*Where are you from, where are you from?
Let's dance together, everyone.
Jamaican, English or Australian,
Let's join together and have some fun!*

The weather for Mexico and Brazil
Is stormy, sunny, rainy and hot.
The weather for England and Canada
Is cold, snowing and raining a lot.

Brazil has jaguars and monkeys,
Exotic anteaters and birds to see,
The Chinese like food that's salty,
Sweet and sour and spicy for me.



Where are you from, where are you from? ...

When it's cold and not very hot,
I like to wear trousers and socks.
Old-fashioned dresses and hats
Make me look beautiful: I really like that!

In my opinion, I'm active and fun,
and serious when work's to be done.
Boring and quiet is not for me;
I like to keep busy with activities.



Speaking

1. With a partner, say the nationality for each of these words.

- | | |
|-----------|-----------|
| 1 Mexico | 5 America |
| 2 Jamaica | 6 Canada |
| 3 England | 7 China |
| 4 Brazil | |



Reading

2. What do the adjectives describe? Put them in the table.

juicy rainy hot sour sunny stormy cold salty sweet snowy spicy

weather	food	both
	juicy	

Writing

3. Answer the questions in full sentences.

1 What's the weather like in Brazil and Mexico?

The weather in Brazil and Mexico is stormy, sunny, rainy and hot.

2 What's the weather like in England and Canada?

3 What animals are there in Brazil?

4 What food do people eat in China?

5 What clothes does the singer wear when it's cold?

6 What clothes make the singer look beautiful?

7 How does the singer describe himself/herself?

8 What does the singer dislike?

9 What does the singer like?



Check Your Progress

Choose the best option.

<p>1. Which of these words to describe food is negative? a. healthy c. delicious b. nice d. boring</p> <p>2. In my _____, Christmas is more fun than New Year's Eve. a. opinion b. think c. believe d. like</p> <p>3. My sister _____ like Halloween. a. isn't b. is c. doesn't d. don't</p> <p>4. Food you don't cook is called _____. a. raw b. oily c. salty d. juicy</p> <p>5. I really love _____ and sour pork! a. raw b. sweet c. salty d. spice</p> <p>6. This fish is _____ amazing! a. good c. absolutely b. can d. very</p>	<p>7. Chinese New Year lasts longer _____ Colombian New Year. a. than b. that c. as d. from</p> <p>8. Which is _____, Japanese food or Chinese food? a. more healthy c. healthier b. more healthier d. healthier</p> <p>9. Mexican food is good, but I think Colombian food is _____! a. very better c. better b. more good d. gooder</p> <p>10. Fruit and vegetables are _____ than meat. a. colourfuler c. colourful b. more colourful d. very colourful</p>
---	--

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to food. I can identify vocabulary related to celebrations and traditions.			
Grammar	I can use adjectives to compare customs, food, places, and people.			
Reading	I understand short texts about celebrations and food.			
Writing	I can state my opinion in short writings. I can write sentences to describe and compare celebrations and food.			
Listening	I can listen to specific information about family traditions.			
Speaking	I can talk about celebrations, traditions and food.			

Vocabulary Activities

Module 1

- Complete the sentences using classroom items.
 - There is a _____ in the classroom to know the time.
 - You need a _____ to find the definitions of words.
 - The teacher writes on the _____.
 - The _____ has all the information you need to learn.
 - You carry your books in a _____.
 - A _____ is where you put your notebook to write.
 - You use _____ and _____ to write.

- Complete the name of the numbers and write the number next to it.

- _ N _ ___
- ___ E _ ___
- _ R _ ___
- _ E _ ___
- _ O ___
- _ O _ ___
- S _ ___
- F _ _ ___
- _ I _ _ ___

- _ E _ _ ___
- N _ _ ___

Module 2

- Unscramble the parts of the body
 - mra _____
 - gle _____
 - yee _____
 - dahe _____
 - cakb _____
 - tohmu _____
 - nadh _____
 - motashc _____
 - hetet _____
 - eson _____

- Write the name of the activity for each description.
 - Folding paper in different ways to create figures. _____
 - Using pencil and paper to create two-dimensional images. _____
 - Travelling in the mountains or forests by foot. _____
 - Creating music with an instrument. _____
 - Creating three-dimensional figures with glue _____

- Moving your body to the rhythm of music. _____
- Using your arms to hit a ball over a net and score a point. _____

Module 3

5. Complete the following household items and write in which part of the house they go.

- a. _ _ f _ _ _ _ _ t _ _
- b. _ e _
- c. _ _ _ w _ _
- d. s _ _ _
- e. _ _ b _ _ and _ _ a _ _ s
- f. _ _ s _ _ _ _ _ c _ _ _ _

Part of the house:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

6. Write the place in town for each action. Then, match it with the corresponding job.

- a. Reading books:

- b. Buying medicine:

- c. Shopping for clothes:

- d. Eating bread and cakes:

- e. Eating: _____
- f. Studying: _____
- g. Protecting citizens:

Match the job:

- ___ Baker
- ___ Pharmacist
- ___ Police officer

- ___ Cook
- ___ Teacher
- ___ Librarian
- ___ Salesperson

Module 4

7. Choose which item you don't wear for every weather condition.

- a. Rain: a) sunglasses b) hat c) coat
- b. Wind: a) coat b) scarf c) skirt
- c. Sun: a) sunglasses b) hat c) scarf
- d. Storm: a) jacket b) hat c) T-shirt
- e. Snow: a) trousers b) dress c) sweater

8. Find 14 adjectives to describe personality, food, and places.

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

9. Match the two columns to form actions related to the environment.

a. throw	___ waste
b. turn off	___ paper bags
c. use	___ the lights
d. turn off	___ rubbish
e. separate	___ a bicycle
f. collect	___ rubbish in the bin
g. use	___ the tap
h. reduce	___ rainwater
i. keep	___ places clean

6th
grade

Workbook

Way to go!

Ministerio de Educación Nacional
Calle 43 N.º 57-14
Centro Administrativo Nacional, CAN
Bogotá, D.C. - Colombia
Conmutador: (+571)2222800
Fax: (+571)2224953

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