

# IN THE GAME 1

STUDENT'S  
BOOK +  
WORKBOOK



# 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.

Ilustración: Camila Hortêncio



# TABLE OF CONTENTS

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

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