

OPEN FRONTIERS

LEVEL A1



Student's book
Anderson Calderón

STARTING POINT

UNIT 0

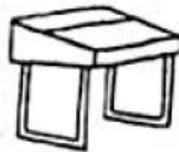
A  **VOCABULARY** | Classroom instructions and phrases | Listen and repeat.



Window



Backpack



Desk



Book /
Notebook



Pencil case



Chair



Door



Pencil



Sharpener



Whiteboard

B **VOCABULARY PRACTICE** | Write the name of the classroom object for each picture.



1 _____



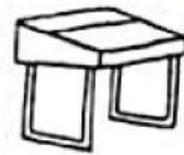
2 _____



3 _____



4 _____



5 _____



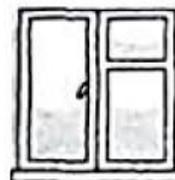
6 _____



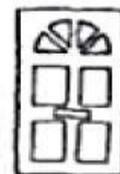
7 _____



8 _____



9 _____



10 _____

C  LISTEN TO VOCABULARY | Listen and write.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

D  HOMEWORK EXERCISES | Access the shared links and do the activities.

- <https://es.educaplay.com/recursos-educativos/23744035-activity.html>
- <https://wordwall.net/es/resource/25660749>
- <https://wordwall.net/es/resource/55226797>
- <https://wordwall.net/es/resource/75129197>

E HOMEWORK EXERCISES | Complete the missing letters and match.

- | | | |
|--|-------------------------------------|--|
| 1 b <u>o</u> o <u>k</u> <input type="checkbox"/> K | 5 w_ _ _ w <input type="checkbox"/> | 9 c_ _ s_ r_ _ m <input type="checkbox"/> |
| 2 s_ _ _ l b_ g <input type="checkbox"/> | 6 ch_ _ r <input type="checkbox"/> | 10 bl_ c_ b_ _ rd <input type="checkbox"/> |
| 3 p_ _ c_ l c_ s_ <input type="checkbox"/> | 7 d_ _ r <input type="checkbox"/> | 11 t_ _ ch_ r <input type="checkbox"/> |
| 4 c_ _ p_ _ _ r <input type="checkbox"/> | 8 d_ _ k <input type="checkbox"/> | 12 n_ _ _ b_ _ k <input type="checkbox"/> |



F  **HOMEWORK EXERCISES** | Listen and complete the gaps with the words you hear.

1. I look out the _____ to see the sun.
2. She carries her books in a blue _____.
3. My notebook is on the _____.
4. He reads a _____ every night.
5. I write my homework in a _____.
6. My pens and pencils are in the _____.
7. Please sit on the _____.
8. Close the _____, please.
9. Can I borrow your _____?
10. The _____ makes my pencil pointy.

G  **VOCABULARY** | Classroom instructions and phrases | Listen and repeat.



Repeat



Listen



Read



How do you pronounce ...?



May I go to the restroom?



What page are we on? / Take out your books.



Can you repeat that again?



May I come in / go out?



How do you say ... in English?



How do you write ...?

H **VOCABULARY PRACTICE** | Write the correct phrases according to the statement.

1. Quieres pedir permiso para entrar al salón o a la sala de conversación.

2. Quieres pedir permiso para salir del salón o de la sala de conversación.

3. Quieres que alguien repita lo que acaba de decir.

4. Quieres saber la pronunciación de una palabra.

5. Quieres ir al baño.

6. Quieres saber como se escribe algo.

I  **LISTEN TO VOCABULARY | Listen and complete the gaps with the words you hear.**

1. "Can you _____ the question, please?"
2. "_____ carefully to the instructions."
3. "_____ the text on page 10."
4. "How _____ this word?"
5. "May _____?"
6. "What _____?"
7. "Take out your _____."
8. "Can you _____ that again?"
9. "May I _____?"
10. "How _____ in English?"
11. "How _____?"

J  **VOCABULARY | The numbers | Listen and repeat.**

1. _____	-Del 13 en adelante usamos la campanita "teen".	24. _____
2. _____		28. _____
		30. _____
-Los números que tienen un dos casi siempre comienzan con -tw.	13. _____	33. _____
	14. _____	35. _____
	15. _____	38. _____
	16. _____	40. _____
	17. _____	50. _____
3. _____	18. _____	60. _____
4. _____	19. _____	70. _____
5. _____	20. _____	80. _____
6. _____		90. _____
7. _____	Del 20 hacia arriba aplicamos el martillo, combinamos la decena con la unidad y separamos con un guion	100. _____
8. _____		Desde el 100 hacia adelante aplicamos la formula que se presenta a continuación:
9. _____		
10. _____		
11. _____	21. _____	
12. _____	22. _____	



Umil → C → D → U
and ---

125: One hundred and twenty - five.
 267: Two hundred and sixty – seven.
 598: Five hundred and ninety – eight.

-Cuando hay un cero en la decena simplemente no se omite ese numero:
 508: Five hundred and eight.

101: One hundred and one.

Cuando hay un cero en la unidad se hace lo siguiente:

220: Two hundred and twenty.
 340: Three hundred and forty.

1000: One thousand.
 1234: One thousand two hundred and thirty
 – four.
 5682: One thousand six hundred and eighty
 – two.
 5609: Five thousand six hundred and nine.
 2025: Two thousand and twenty – five.

-Para números que tengan este formato XX00:

1200: Twelve hundred.
 5600: Fifty-six hundred.
 7900: Seventy-nine hundred.
 4800: Forty – eight hundred.

K VOCABULARY | The numbers | Cellphone, identification cards and dates numbers.

K.1.  Listen and repeat this phone number.

020 651 3472

K.4.  Listen and write the years.

1. _____
2. _____
3. _____
4. _____
5. _____

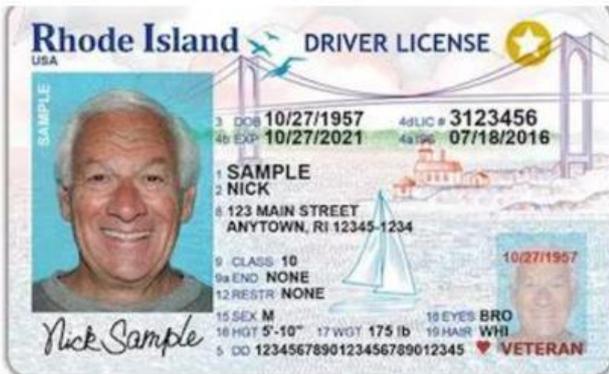
K.3 

K.2.  Listen and write the phone numbers.

1. 01452 946 713

2. _____
3. _____
4. _____
5. _____

Note: Las ID Cards se dicen parecido a los números de teléfono diciendo el cero como "oh".



YEARS, DECADES, AND CENTURIES

- 1900 = Say "nineteen hundred"
- 1901 = Say "nineteen 'oh' one"
- 2000 = Say "two thousand"
- 2001 = Say "two thousand and one"
- 2018 = Say "twenty eighteen" OR "two thousand eighteen"
- 1990–1999 = Say "the (nineteen) nineties"
- 2001–2100 = Say "the twenty-first century"

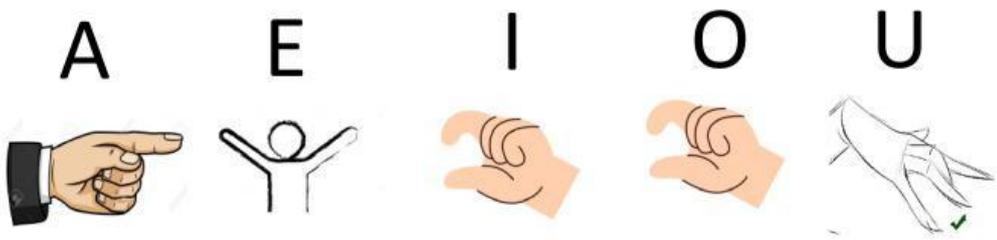
L VOCABULARY PRACTICE | Write the numbers in letters.

- | | |
|-------------|-------------|
| 1567: _____ | 1500: _____ |
| 345: _____ | 987: _____ |
| 456: _____ | 9800: _____ |
| 4232: _____ | 9998: _____ |
| 406: _____ | 340: _____ |
| 3460: _____ | 320: _____ |

M  **HOMEWORK EXERCISES** | Access the shared links and do the activities.

1. <https://www.curso-ingles.com/practicar/ejercicios/cardinal-numbers>
2. <https://www.ejerciciosinglesonline.com/new-exercises/ex1-numbers-1-100/>
3. https://es.educaplay.com/recursos-educativos/3711192-numeros_en_ingles.html
4. <https://wordwall.net/es/resource/90910314/ingl%c3%a9s/unit-2-numbers>
5. <https://wordwall.net/es/resource/56013114/ingl%c3%a9s/numbers-10-100>
6. https://es.educaplay.com/recursos-educativos/23826909-juego_de_preguntas_en_clase.html

N  **VOCABULARY** | The vowels | Listen and repeat.



O  **VOCABULARY** | The alphabet sounds | Listen, write the pronuntiation and repeat.

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

P  **VOCABULARY** | The alphabet sounds | Listen, write the pronuntiation and repeat.

<p>1 A H J K _____</p> <p>2 B C D E G P T V _____</p> <p>3 F L M N S X Z _____</p> <p>4 I Y _____</p>	<p>5 O _____</p> <p>6 Q U W _____</p> <p>7 R _____</p>
---	---

Q VOCABULARY PRACTICE | Listen and circle the correct letters.

1	<input checked="" type="radio"/> A	H	5	U	W
2	I	E	6	A	I
3	W	V	7	S	C
4	J	G	8	Y	U

R VOCABULARY | Used phrase for the spelling.

How do you spell book?

B-O-O-K

S VOCABULARY PRACTICE | Dictation: listen and write the letters and form words.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

T HOMEWORK EXERCISES | Access the shared links and do the activities.

- <https://wordwall.net/es/resource/32643877/alphabet>
- <https://wordwall.net/es/resource/2305440/the-alphabet>
- <https://www.cokitos.com/bingo-online/play/>
- <https://wordwall.net/es/resource/27644105/the-english-alphabet-sound-recognition>

U VOCABULARY PRACTICE | Find and write the words.

	M	N	O	P
13				
14				
15				
16				
17				
18				

- | | |
|---------------|------------|
| 1 M fourteen | chair..... |
| 2 M sixteen | |
| 3 O thirteen | |
| 4 P fifteen | |
| 5 O fifteen | |
| 6 N fourteen | |
| 7 P seventeen | |
| 8 N eighteen | |

MEETING PEOPLE

UNIT 1

A VOCABULARY | Occupations | Listen and repeat.

Health Sector



a doctor



a nurse



a psychologist



a nutritionist



a dentist / an
odontologist

Technology Sector



an engineer



an architect



a graphic designer



a software
developer



a systems analyst

B VOCABULARY PRACTICE | Complete the sentences with the correct job.

- 1 A _____ helps sick people in a hospital.
- 2 The _____ cleans teeth.
- 3 A _____ helps people with food problems.
- 4 The _____ draws house plans.
- 5 A _____ fixes computers.
- 6 The _____ makes websites and apps.
- 7 A _____ helps people with their minds.
- 8 The _____ gives medicine to patients.
- 9 A _____ builds bridges and machines.
- 10 The _____ creates posters and logos.

C LISTEN TO VOCABULARY | Complete the statements with the correct job.

- 1 As _____ and _____ technologyst...
- 2 And I think that's already a compelling research agenda on its own, but I'm not really _____
- 3 Immediately, an amazing woman, _____ or whatever her training was,
- 4 _____ does not dream up a building and then start building, right?
- 5 and under that umbrella can be _____
- 6 But, as I mentioned, my mother is an orthodontist and my father is _____

D  **VOCABULARY | More occupations | Listen and repeat.**

Education Sector



a teacher



a professor

Business Sector



an administrator



an accountant



a businessman
/woman

Service Sector



a mechanic



an electrician



a lawyer



a salesperson



A musician

E **VOCABULARY PRACTICE | Complete and match the occupations with its description.**

1. T _____
2. _____ sor
3. Adm _____
4. _____ tant
5. _____ man
6. Me _____
7. _____ cian
8. La _____
9. Sale _____
10. Mu _____

- a. Fixes cars and motorcycles
- b. Works in a school with children
- c. Plays an instrument or sings
- d. Works with money and numbers
- e. Teaches in a university
- f. Sells products in a store
- g. Helps with legal problems
- h. Fixes lights and electrical systems
- i. Manages offices and paperwork
- j. Owns or runs a company

F  **LISTEN TO VOCABULARY | Complete the statements with the correct job.**

1 might say "There's no way I'm fixing that thing I got to take it to _____."

2 comparing a regular user and _____ it was called vertical...

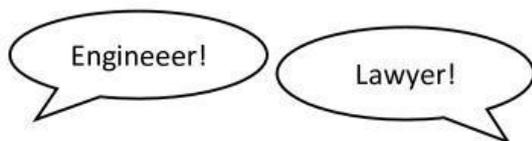
3 that is in order to be a great _____ you cannot be _____ what dan what are you...

4 is they can check that or you can get _____ to check that...

5 Scofield rebecca was _____ at the University of Idaho

6 I applied for this job in a Chinese company for the position _____.

G GAME | Occupations | Mime and guess.

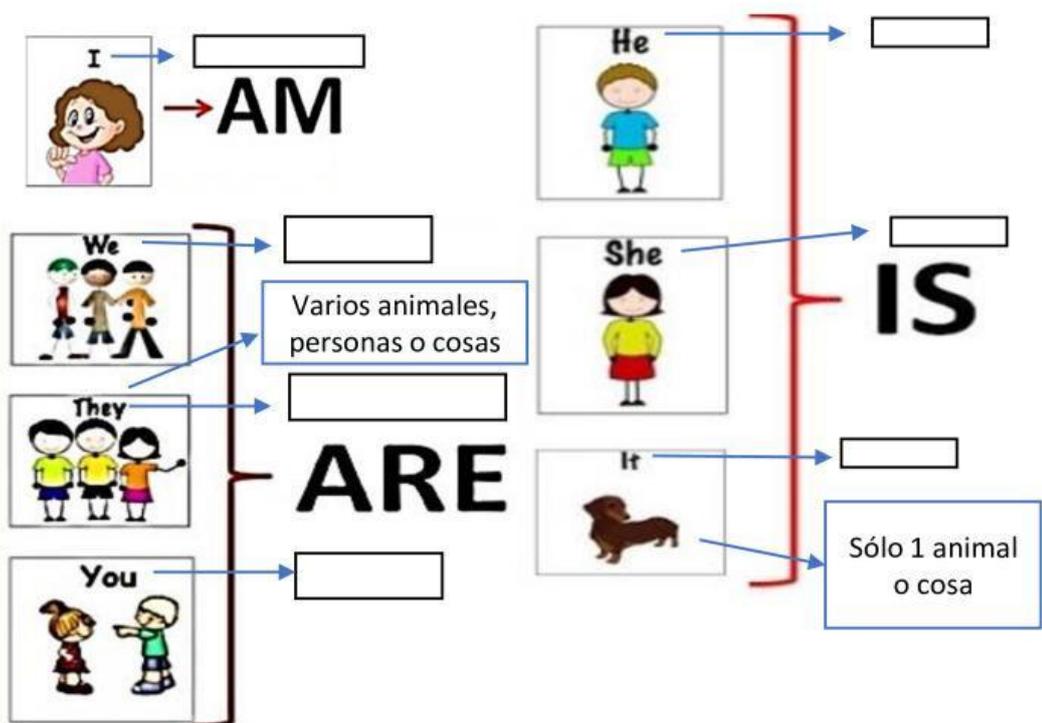


H GRAMMAR | Verb to be: Singular and plural statements / conations.

a. El verbo to Be se traduce al Español como: Be →

b. La palabra clave a memorizar es:

c. Memorícemos los amigos y enemigos:



Notas:

-I, YOU, WE, THEY, HE, SHE, IT Son llamados pronombres personales (_____).

-Un pronombre es una palabra que sustituye el nombre de un animal persona o cosa. Ejemplo: Mi papa es bombero -> _____
 _____ -> _____

-Am-Are-Is los tres significan Ser o estar. Ahora en Español cuando se une un pronombre con el verbo ser o estar, este se conjuga y cambia su forma. Por ejemplo: I am → Yo ser X _____
 Yo estar X _____

I  **GRAMMAR | Write and pronounce the verb to be and the pronouns with its contractions.**

- Una contracción en inglés es una versión corta de dos palabras. Los verbos to be se pueden contraer de la siguiente manera:

Is → 's
Are → 're
Am → 'm

- Complete el siguiente cuadro:

PRONOMBRE:	VERBO TO BE:	CONTRACCIÓN:	TRADUCCIÓN:
I			
YOU			
HE			
SHE			
IT			
WE			
YOU			
THEY			

Notas:

-Is se puede contraer con nombres de 1 animal, persona o cosa, ojo, solo UNO.

Ejemplo: Mary's, The dog's, The pencil's, what's, how's.

-“Are” sólo se puede contraer con You, we, they, con mas nadie. Ejemplo: The pencils're → jamás hacer eso.

-El pronombre “I”, siempre se debe escribir con i mayúscula.

J **GRAMMAR PRACTICE | Complete with 're/'s/'m where possible, and say.**

- | | |
|--|--|
| <p>a. They ____ police officers.</p> <p>b. He ____ a doctor.</p> <p>c. We ____ dentists.</p> <p>d. She ____ a Singer.</p> <p>e. Sindy ____ a fire fighter.</p> | <p>f. Ben ____ a barber.</p> <p>g. My Friends ____ doctors.</p> <p>h. It ____ a dog.</p> <p>i. Karl and Ben ____ teachers.</p> <p>j. You ____ my friend.</p> |
|--|--|

K GRAMMAR PRACTICE | Write and pronounce the verb to be and the pronouns with its contractions.

- | | | |
|---------------------------|-------------------------------------|-----------------------------------|
| 1. She ___ a doctor. | 4. We ___ students. | 7. Carlos and Luis ___ musicians. |
| 2. They ___ firefighters. | 5. You ___ a police officer. | 8. My father ___ a farmer. |
| 3. He ___ a chef. | 6. She ___ a doctor Police officer. | 9. The woman ___ a journalist. |
| | | 10. I ___ a nurse. |

L GRAMMAR PRACTICE | Write the correct pronoun (he, she, it, we, they) and Verb to be to replace the subjects.

1. Carlos ___ happy.

2. Carlos and Lucia _____ intelligent.

3. Carlos and I _____ students.

4. My brothers _____ doctors.

5. My dog _____ intelligent.

6. My cups _____ blue.

M  HOMEWORK EXERCISES | Access the shared links and do the activities.

1. <https://www.superprof.es/apuntes/idiomas/ingles/verbs/verb-to-be/verb-to-be-simple-present-affirmative.html>
2. <https://wordwall.net/es/resource/1036505/verb-to-be-affirmative>
3. <https://wordwall.net/es/resource/2824271/verb-to-be-affirmative>
4. https://www.liveworksheets.com/es/w/es/ingles/1175738#google_vignette
5. <https://wordwall.net/es/resource/948036/verb-to-be-affirmative>
6. <https://www.liveworksheets.com/w/en/english-second-language-esl/150331>
7. <https://www.liveworksheets.com/w/en/english-second-language-esl/1385866>
8. <https://www.liveworksheets.com/w/en/english-second-language-esl/364313>
9. <https://www.liveworksheets.com/w/en/english-second-language-esl/1943909>
10. <https://www.liveworksheets.com/w/en/english-second-language-esl/7158415>
11. <https://wordwall.net/es/resource/3013459/verb-to-be-affirmative>
12. <https://wordwall.net/es/resource/2498530/personal-pronouns-verb-to-be>

M  **LISTEN TO VOCABULARY** | Detail the pronunciation of contractions and repeat.

PRONOMBRE:	VERBO TO BE:	CONTRACCIÓN:
I	AM	
YOU	ARE	
HE	IS	
SHE		
IT		
WE	ARE	
YOU		
THEY		

-Note that:

they're sounds _____

we're sounds _____

you're sounds _____

M.1  Listen to the examples:

He is -> _____ -> That's how committed **he is** to the work that we're doing.

...and he was like "oh, yeah. **He's** got a high powered manager...

She is -> _____ -> Van Helsing cuts off her head and **she is** finally at peace.

Now, OK, I know probably you're thinking, "**She's** crazy.

It is -> _____ -> So when we look at why **it is** that Pixar is able to ...

it's a hard story for the media to tell on a day...

I am -> _____ -> **I am** seeing the Taj Mahal...

I cringe, though, when I'm referred to...

You are -> _____ -> So, the next time any of **you are** looking at...

if **you're** not one of 65 million Americans...

We are -> _____ -> "**We Are** the World... so it just makes no sense, it's like **we're** destroying...

They are -> _____ --> and **they are** making a difference by...

and as **they're** bringing the son into the hospital...

N  **LISTEN TO VOCABULARY** | Listen and complete the gaps with the words you hear.

a) ...A man and his son are driving on the freeway, and _____ in a terrible accident...

b) ...while the conservative stresses the fact that _____ embedded. Now of course we are both things, but...

c) ...help poor farmers increase productivity in yields. _____ not a sexy story. And climate...

d) ...society can't function if these large corporations don't make their fair share of contributions. _____ they likely to say, though, in response...

e) ...Now, I'm not naive. I know that free enterprise _____ perfect, and I know that free enterprise isn't everything we need...

f) _____ not quite sure how to market our work, because...

g) ...to experience dance, which is probably where I come in, because _____ not the dance side of it...

h) ...and feel extremely uncomfortable with silence. When _____ alone...

i) ...than one million jobs. We need to build on that strong foundation as the UK leaves the EU. _____ both strong supporters of free trade,

j) ...They invite us to ask questions about where we are, what _____ looking at, and how close we can get to it...

O GRAMMAR | a / an article.

A /A n = Un, una

-Cuando el sustantivo que viene después del artículo, comienza con un sonido de vocal -> Escribimos "an". Example: An Elephant; An apple; An actor.

-Cuando el sustantivo que viene después del artículo, comienza con un sonido de consonante -> Escribimos "a". Example: A teacher; A dentist; A doctor.

P GRAMMAR PRACTICE | Write a or an.

- | | | |
|--------------------------|----------------------|------------------------|
| 1. _____ architect. | 5. _____ handbag. | 9. _____ university. |
| 2. _____ nurse. | 6. _____ honest man. | 10. _____ lawyer. |
| 3. _____ student. | 7. _____ artist. | 11. _____ salesman. |
| 4. _____ police officer. | 8. _____ bank clerk. | 12. _____ businessman. |

Q GRAMMAR | "the" article.

The = El, La, Los, Las, Lo

-Lo usamos cuando el oyente ya sabe de qué cosa estamos hablando porque se mencionó antes o porque solo hay una de ellas. Cosas en específico. Example:

I'm going to take **the** dog for a walk. -> La familia tiene solo un perro.

Have you seen the car key? -> Se refiere al carro de él, el que todos conocen.