

# Cuaderno de trabajo DE INGLÉS | 3<sup>o</sup>



2021

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## GUÍA DE APRENDIZAJE Inglés - Tercer grado

Nombre del estudiante

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Centro Educativo:

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### Medidas de prevención por el COVID - 19



LAVA LOS ALIMENTOS  
ANTES DE CONSUMIRLOS



DESINFECTA LAS  
SUPERFICIES



NO TE TOQUES LA CARA



CUBRE TU NARIZ Y  
BOCA



MANTEN LA DISTANCIA Y  
EVITA LOS SALUDOS



2 mts.



LAVA TUS MANOS CON  
JABÓN FRECUENTEMENTE



QUÉDATE  
EN CASA

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## MENSAJE PARA LOS ESTUDIANTES

Apreciado estudiante:

Pensando en ti, para que puedas lograr tus sueños, queremos que sigas aprendiendo. Ahora que estás en casa, aprovecha y comparte con tu familia, escribe historias con tus personajes favoritos, lee todo lo que puedas, imagina un mundo mejor, cuida a los animales, siembra un árbol; en fin, aprovecha el tiempo y trata de ser muy feliz.

¡Te extrañamos! pronto nos veremos, recuerda que es importante que sigas aprendiendo. Para lograrlo, debes desarrollar cada una de las asignaciones y actividades, que han sido elaboradas, especialmente para ti. Trata de hacerlo de forma independiente, si tienes quien te ayude, ¡fabuloso! Pero recuerda, tienes una oportunidad valiosa para que, a través de los libros, puedas conocer el mundo, aprender la magia de los números, viajar con la lectura, analizar la importancia del agua, los beneficios de los árboles, el funcionamiento de nuestro cuerpo y los cuidados que debemos darle.

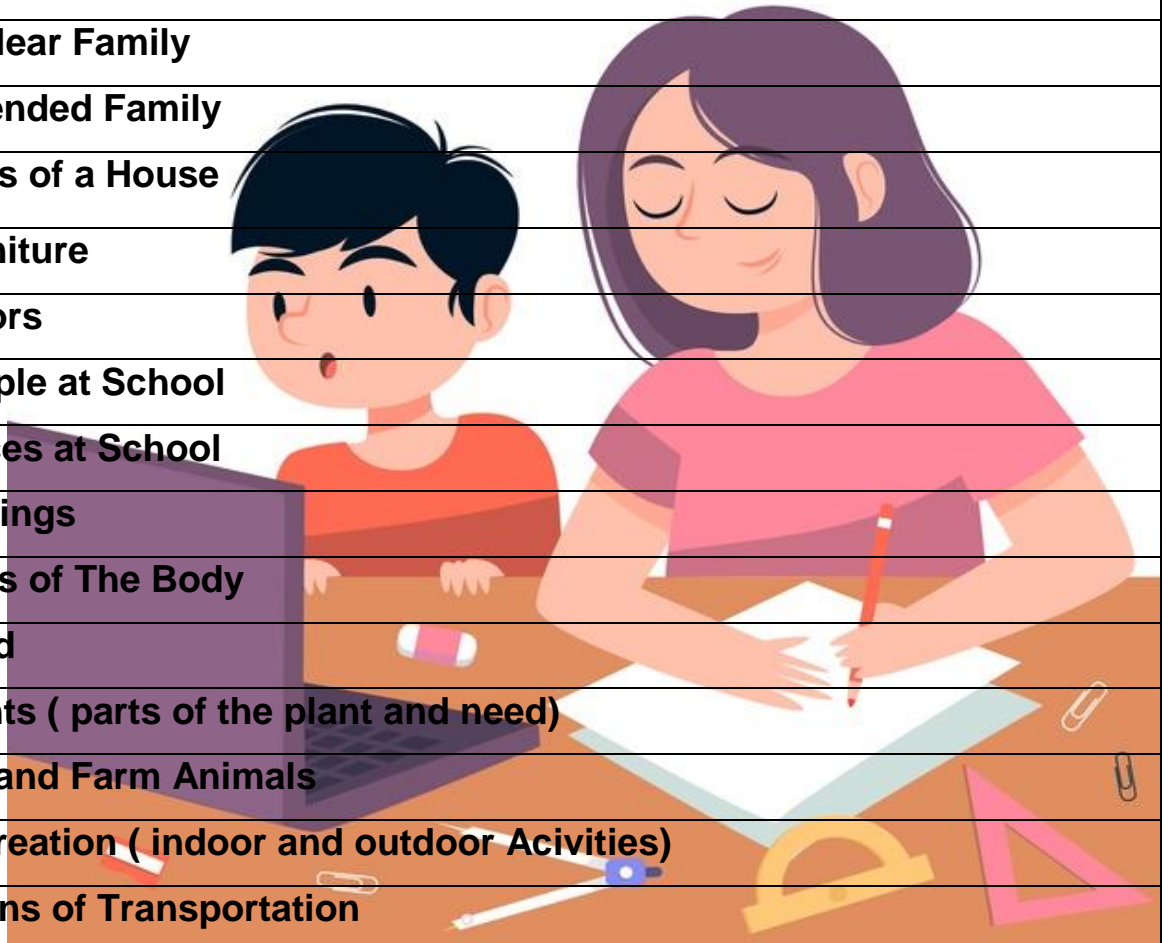
Eres de gran valor para tu familia y nuestro país, por eso debes cuidar tu salud y seguir las recomendaciones para la prevención de enfermedades.

Pronto volveremos a la escuela y queremos que nos digas cuanto aprendiste, el tema más interesante que desarrollaste, la lectura que más te gustó, lo divertido que fue para ti, aprender en casa. ¡Nos veremos pronto, todo va a salir bien!

*Maruja Gorday de Villalobos*

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# THEME 1 Greeting



## WEEKS 1-2

## GREETINGS

### INTRODUCTION OF THE TOPIC

Every greeting and introduction is an opportunity to demonstrate respect for others and to create a favorable impression of yourself to others.

- To use the vocabulary words in a conversation.
- To recognize formal and informal greeting.

**DID YOU KNOW?**

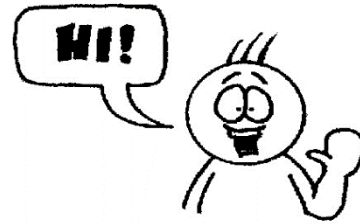
### LEARNING OBJECTIVE

Can you identify formal and informal greetings?



## BRAINSTORM

Do you know that there are different ways of greeting someone?



## TOPIC EXPLANATION

### Formal and Informal Greetings

**Formal greeting:** We use formal greetings when we meet an important person.

**Informal greeting:** When we meet someone we already know or when meet someone familiar.

#### Formal Greeting

Hello Mary.  
Hello.  
How are you?  
Good morning.  
Good afternoon.  
Good evening.  
What are you doing?  
Nice to meet you.  
How is it going?



#### Informal Greeting

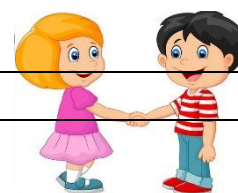
Hey!  
What's up?  
Howdy!  
How are ya?  
Hi!  
What's new?  
What's going on?  
How is it going?  
How are things?

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

Hello	What's up
Hi	I am good



I am	My name is
Thank you	Nice to meet you
What is your name?	Glad to meet you

## READING COMPREHENSION

## READ CAREFULLY THE TEXT

Read the following text and check out your understanding.  
(Lea el siguiente texto y examine su comprensión).



### Gege's Self Introduction

Hi! My name is Gege Grant. I am thirteen years old and I am from U.S.A. I have 2 brothers and a baby sister. My mother is a teacher, she works at Beverly hills elementary school and my father is a doctor. They are German. I love to go to school my favorite subject is History. It is very interesting! I like art, too I love to paint pictures. My favorite color is blue

On weekends, I go to the playground. I like to jump the rope but I don't like to ride my bike.

## ACTIVITY 1

## READING COMPREHENSION

Analyze the reading and answer the following questions. (Lea la lectura y preguntas responde las siguientes).

### QUESTIONS

### ANSWERS

1. How old is Gege? \_\_\_\_\_.
2. What's her surname? \_\_\_\_\_.
3. Is she American? \_\_\_\_\_.
4. Is she an only child? \_\_\_\_\_.
5. Is she a student? \_\_\_\_\_.
6. Where are Gege's parents from? \_\_\_\_\_.
7. Are they professionals? \_\_\_\_\_.
8. What's her favorite subject? \_\_\_\_\_.
9. Is red her favorite color? \_\_\_\_\_.

## ACTIVITY 2

## PRACTICE

Circle the best answer (Encierre en un círculo la respuesta correcta).

1. How old is Gege?

- a) Years old                      b) Fifteen years old                      c) Thirteen years old

2. Where is she from?

- a) Australia                      b) USA                      c) Denmark

3. Is her mother a.....

- a) Secretary                      b) Teacher                      c) Firefighters?

4. How many siblings she has?

- a) Three                      b) Six                      c) Fourth

5. What is Gege's favorite subject?

- a) History                      b) Spanish                      c) French

## ACTIVITY 3

## PRACTICE

Identify each phrase, formal or informal. (Identifica cada frase formal o informal).

See you later    See ya!    Good night



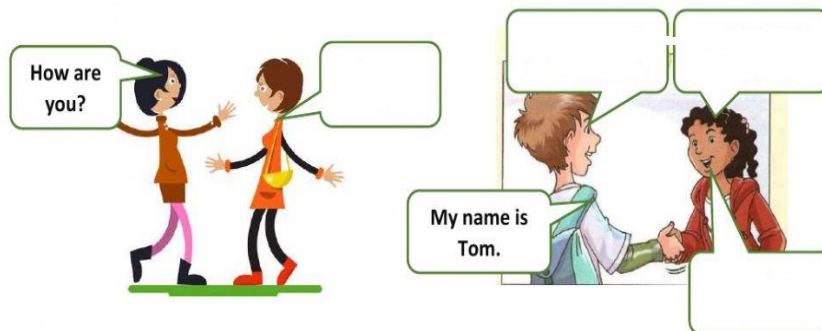
Good-bye: Informal

See you later \_\_\_\_\_

See ya! : \_\_\_\_\_

Good night: \_\_\_\_\_

Fine, thanks    I am Ana    nice to meet you, too Ana    Nice to meet you



How are you? : Formal

Nice to meet you, too Ana: \_\_\_\_\_

I am Ana: \_\_\_\_\_

Fine, thanks: \_\_\_\_\_

Nice to meet you Tom: \_\_\_\_\_

## ACTIVITY 4

## WATCH THE IMAGES

Brainstorm about the meaning of the sentences: and then put the dialogue in correct order. (Haga una lluvia de ideas sobre el significado de las oraciones y luego coloque el dialogo en el orden correcto).

# Greetings

Hi nice to meet you,	
Fine thanks	
Good bye!	
Nice to meet you, too.	
Hello	
How are you?	
Ok, see you later!	

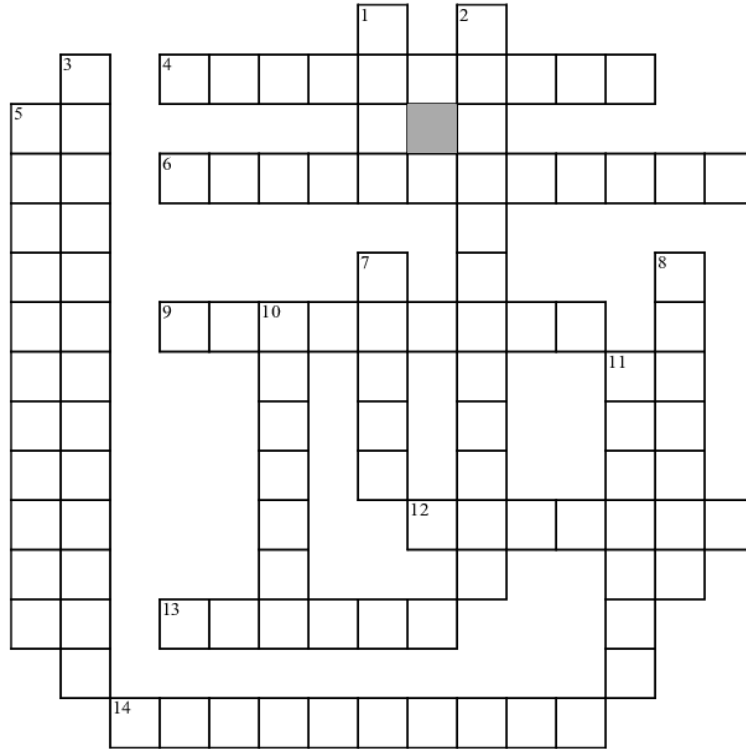
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



CROSSWORD

Fill the crossword using the words below, down and across. (Llene el crucigrama usando las palabras, vertical y horizontal).

# Greetings and Salutations



**Across**

- 4. Nice to meet you
- 6. Good evening
- 9. How are you?
- 12. Okay
- 13. Mrs.
- 14. See you later

**Down**

- 1. Hello
- 2. Good afternoon
- 3. What's your name?
- 5. See you tomorrow
- 7. Mr.
- 8. Thank you
- 10. Very well
- 11. My name is

## PROJECT

Create a poster about greeting, Illustrate, and write your own dialogue it could be formal or informal. (See the example below).

Crea un cartel sobre saludo, ilustre y escriba su propio dialogo, ya sea formal o informal. (Vea el ejemplo a continuación).



Use the following check list to make sure your project is well done.

- Write the greeting in the dialogue.
- Pictures and illustrations according to the dialogue.
- Use capital letter and punctuation correctly.
- Expresses his/her creativity

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORD	DEFINITION
siblings	hermanos/ hermanas
surname	apellido

## I CAN...

Check these ( ✓ ) things you have learned.  
Marke ( ✓ ) lo que has aprendido.

I can use greetings and formal or informal expressions to introduce someone.

I can use greetings and polite expressions with someone in his/her house.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.  
Busque estos enlaces para información adicional.

<https://www.youtube.com/watch?v=oM-eV2RSQM>

[https://www.youtube.com/watch?v=To\\_eXsapXCA](https://www.youtube.com/watch?v=To_eXsapXCA)



## WEEKS 3 - 4 -5

### NUCLEAR FAMILY

#### INTRODUCTION TO THE TOPIC

A traditional nuclear family consists of a married couple and their biological child or children. A child in a traditional nuclear family lives with both biological parents.

#### LEARNING OBJECTIVES

- To distinguish the relationship of each member of the family.
- To identify the nuclear family and relatives with appropriate vocabulary.

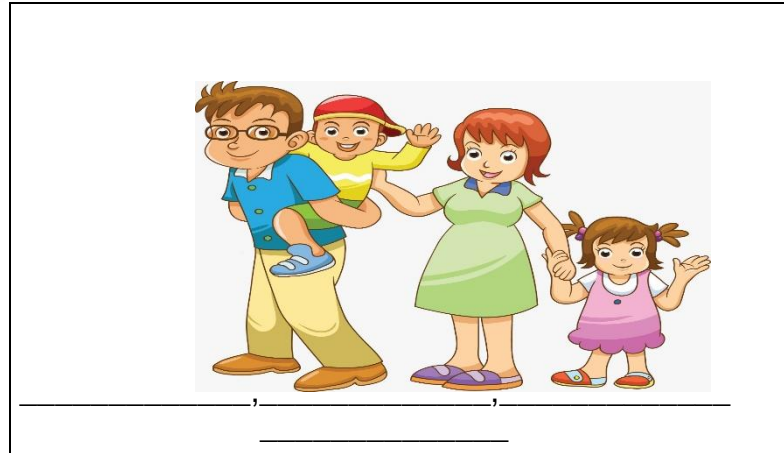
**DID  
YOU  
KNOW?**

*Having a  
balance  
between work  
and home  
make a  
happier  
families.*



## BRAINSTORM NUCLEAR FAMILY

Guess who are they?



### TOPIC EXPLANATION

## NUCLEAR FAMILY

**Nuclear Family:** Is also know as conjugal, elementary or traditional family.

### VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.  
Buscar el significado de cada palabra en tu diccionario de inglés y español.

Parents	Sister
Mother (Mom)	Children
Father (Dad)	Daughter
Brother	Son

## READING COMPREHENSION

## READ CAREFULLY THE TEXT



Read about Lisa's family

We are the Simpson's. We live in Springfield. This is my mother. Her name is Marge. She is a Housewife. My mother is holding Maggie, my little sister. This is my father. His name is Homer. He is a nuclear technician. The boy near my father is my brother Bart. He is a student. And the girl near my mother is me. My name is Lisa and I am a student, too.

## ACTIVITY 1

## READING COMPREHENSION

Complete the following sentences. (Complete las siguientes oraciones).

Mother Lisa's sister father Lisa's Homer Marge live

1. Marge is Lisa's \_\_\_\_\_.
2. Maggie is \_\_\_\_\_, \_\_\_\_\_.
3. Her \_\_\_\_\_ name is Homer.
4. Bart is \_\_\_\_\_ brother
5. What's \_\_\_\_\_ job? He's a nuclear technician'
6. What's \_\_\_\_\_ job? She's a housewife.
7. They \_\_\_\_\_ house is in Springfield.

## ACTIVITY 2

## TRUE OR FALSE

Choose (T) if the statement is True or (F) if the statement is false. (Use una (T) si la oración es cierta (F) si la oración es falsa).

1. Do the Simpson's Family live in New Jersey? T / F
2. Lisa's Mother name is Marge T / F
3. Is Lisa's mother a secretary? T / F
4. Is Lisa's father's a nuclear technician? T / F
5. Is Lisa's brother's name is Peter? T / F

## STRUCTURE

## SUBJECT PRONOUNS

A personal pronoun is a short word we use as a simple substitute for the proper name of a person. Each of the English personal pronouns shows us the grammatical person, gender, number, and case of the noun it replaces. *I, you, he, she, it, we they,* are all personal pronouns.

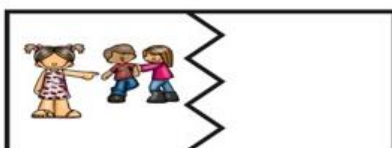
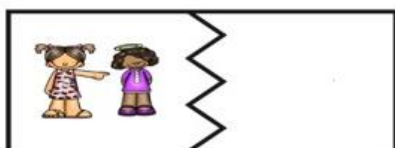
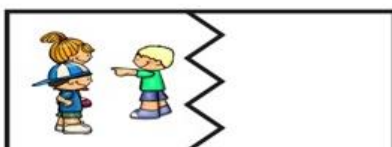
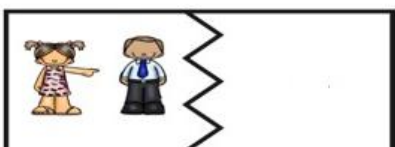
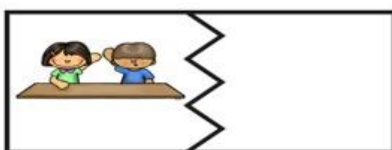
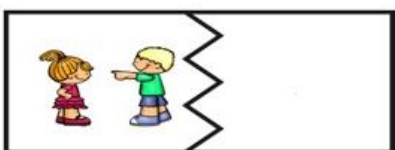
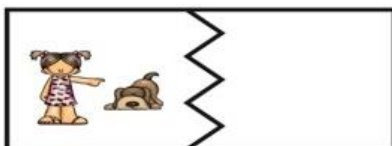
Subject Pronouns	
English	Spanish
I	Yo
You	Tú
He / she	El / Ella
It	El / ello
We	Nosotros(as)
You	Ustedes
They	Ellos(as)

# ACTIVITY 3

# PRACTICE

Select the correct subject pronoun according to the picture.  
(Seleccione el pronombre personal según la imagen).

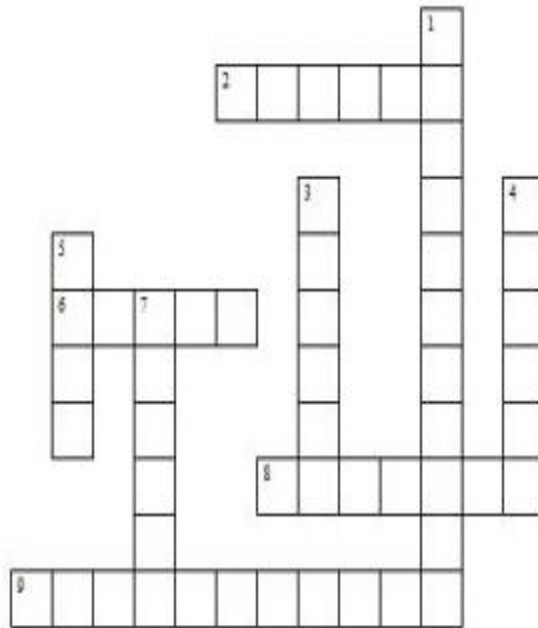
I    you    he    she    it    we    you    they





## CROSSWORD

Complete the crossword using the words below, down and across. (Complete el crucigrama con las palabras horizontal y vertical).



### Across

2. He also known as Dad
6. Your father's brother
8. A boy that has the same  
Parents as you
9. Your' mother's fathers

### Down

1. Your father's mothers
3. She gave birth to you
4. A girl who has the same
5. Your father's sister
7. Your aunt's child

## Test Your Knowledge

## PROJECT

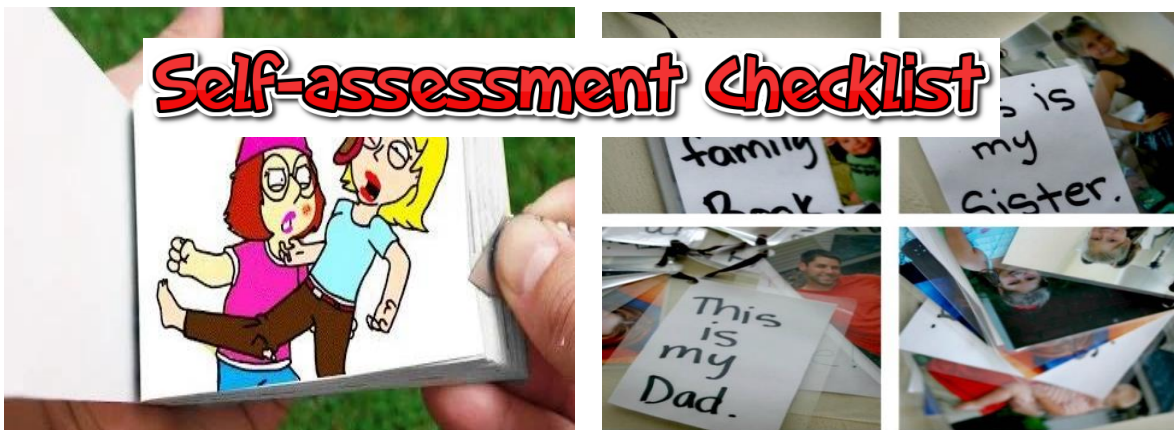
Create a family flipbook using the vocabulary and ideas provided and write a sentence following the pattern.

Crea un libro animado con el tema de la familia usando el vocabulario y las ideas proporcionadas.

Parents  
Mother (Mom)  
Father (Dad)  
Daughter  
Son

Brother  
Sister  
Children  
Little brother  
Little sister

**Sentence Frame:** This is my father. **His name** is Paul.



## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

- Make a colorful family flipbook
- Use the vocabulary provided
- Use Capital letter and punctuation correctly

Word	Definition
housewife	ama de casa
nuclear technician	técnico nuclear

## I CAN...

Check these ( ✓ ) things you have learned.  
Marke ( ✓ ) lo que has aprendido.

I can identify members of the nuclear family.

I can recognize the personal pronouns.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.

Busque estos enlaces para información adicional.

[https://www.youtube.com/watch?v=d\\_WQEw13TCo](https://www.youtube.com/watch?v=d_WQEw13TCo)

[https://www.youtube.com/watch?v=ii\\_LtHrEiao](https://www.youtube.com/watch?v=ii_LtHrEiao)



## LEARNING OBJECTIVES

- An extended family is a family that extend beyond a nuclear family, consisting of parents like father, mother, and their children, and uncle, grandparents, - cousins. All living same household.

**DID  
YOU  
KNOW?**

An extended family can also be called a complex family, joint family, or multi- generational family.

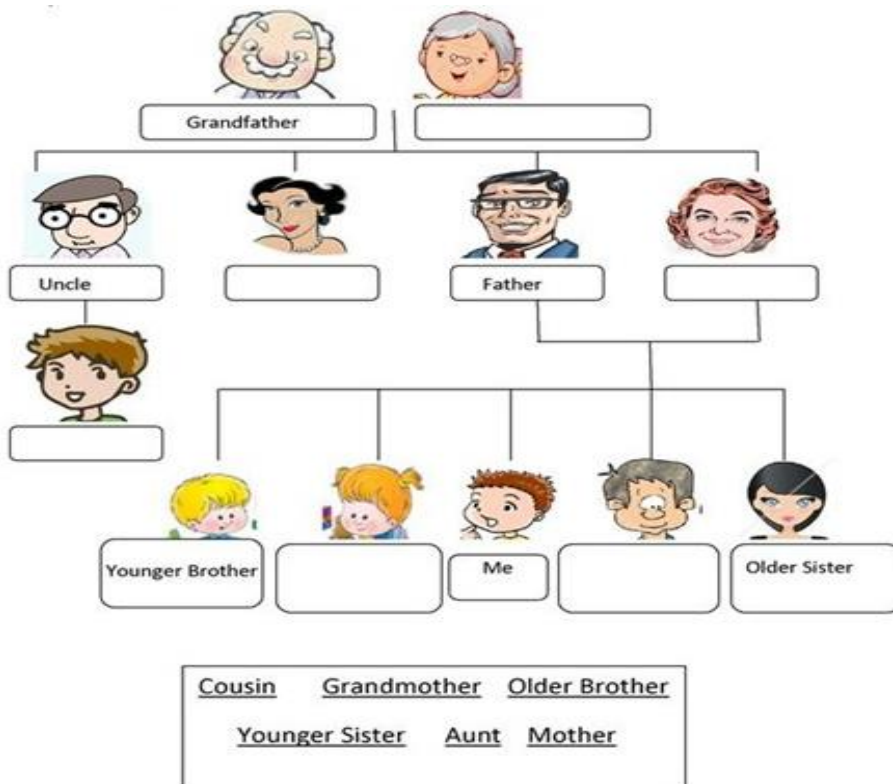


## BRAINSTORM

Do you know who the members of an extended family are? Sabes quienes son los miembros de una familia extendida?

### Family Tree Worksheet

Family: Fill in the boxes with the correct answer



## TOPIC EXPLANATION

## EXTENDED FAMILY

Extended family is defined as a person's relatives outside of the immediate circle of his spouse or children. An example of extended family are grandparents, aunts, uncles and cousins.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

grandparents	nephew
grandmother/ Grandma	niece
grandfather/ Grandpa	cousins
mother/ Mom	sister-in law
father/ Dad	brother-in law
uncle	baby –boy
aunt	baby- girl



## READING COMPREHENSION

READ CAREFULLY THE TEXT

Hello, my name is Michelle. I am from England. I live in Liverpool. I am nine years old. I live in a house. I live with my father, my mother and my brother. My dad is 40 years old. His name is Steve. He has a beard. My mum is 36 years old. Her name is Laura. She has glasses. My brother is 3 years old. His name is Peter. He has blue eyes. My family is fantastic. Bye!



## ACTIVITY 1

## READING COMPREHENSION

Choose the best answer True or False. (Escoja la respuesta correcta).

1. Her name is Melissa.	TRUE / FALSE
2. She is from Italy.	TRUE/ FALSE
3. She lives in Liverpool.	TRUE/ FALSE
4. She is 8 years old	TRUE/ FALSE
5. She lives in a farm.	TRUE/ FALSE

## ACTIVITY 2

## PRACTICE

Circle the correct answer about the reading. (Encierre en un círculo la respuesta correcta).

1. Her name is.....	a. Melissa   b. Michelle   c. Mary
2. She lives in.....	a. Paris   b. Oxford   c. Liverpool
3. She is..... Years old.	a. Nine   b. seven   c. Ten
4. She lives in a.....	a. Palace   b. house   c. library

5. Her dad's name is.....	a. Peter    b. Steve    c. Paul
6. Her man has.....	a. glasses    b. beard    c. a cat

**STRUCTURE**                      **POSSESSIVE ADJECTIVES**










A word that indicates the possession of the noun to a person/few people. The possessive adjectives are: my, our, your, his, their, her, and its. Examples of Possessive Adjective: My computer is not working as fast as it worked in the beginning.

## POSSESSIVE ADJECTIVES

<b>SUBJECT PRONOUN</b> I YOU HE SHE IT WE YOU THEY	<b>POSSESSIVE ADJECTIVES</b> MY YOUR HIS HER ITS OUR YOUR THEIR	 This is <b>my</b> school
 Paula plays the drum. It's <b>her</b> drum	 Robert, is this <b>your</b> school bag?	 This is Peter's house. It's <b>his</b> house
 Laura is <b>my</b> teacher. <b>Her</b> pupils are smart	 Daniel has lent me some of <b>his</b> books	 <b>Our</b> teacher has taken us to the museum

**ACTIVITY 3**                                      **PRACTICE**

Read and complete with the correct possessive adjectives. (My- your –his-her-our-their-its) Lea y complete con los adjetivos posesivos correctos.

1			She is drinking ..... soup.
2			He is eating ..... sandwich.
3			They are eating ..... food.
4			It is drinking ..... milk.
5		I'm eating ..... food.	
6			We are eating ..... ice-cream.

## 🌟 FAMILY MEMBERS 🌟

Study this family tree and write the correct words:



Use the possessive adjective to fill up this information (Her, his, it, my, our, your, they).

Utilize los adjetivos posesivos para completar la información. (Mí, tu, tus, su, sus, nuestro(a) vuestro(a)).

1. Susan is Maggie's \_\_\_\_\_.
  2. Martin is Tim's \_\_\_\_\_.
  3. Peter is Mary's \_\_\_\_\_.
  4. Tim is Ana's \_\_\_\_\_.
  5. Joan is Maggie's \_\_\_\_\_.
  6. Maggie is Tim's \_\_\_\_\_.
  7. Bob is Ana's \_\_\_\_\_.
  8. Mary is Maggie's \_\_\_\_\_.
  9. Mary is Peter's \_\_\_\_\_.
  10. Peter is Tim's \_\_\_\_\_.
  11. Susan is Martin's \_\_\_\_\_.
  12. Tim is Susan's \_\_\_\_\_.
  13. Ana is Bob's \_\_\_\_\_.
  14. Ana and Bob are Mary's \_\_\_\_\_.
- Make more sentences!

niece sister father  
 mother uncle  
 nephew grandmother husband  
 cousin parents  
 daughter wife  
 son grandfather

Test Your  
Knowledge

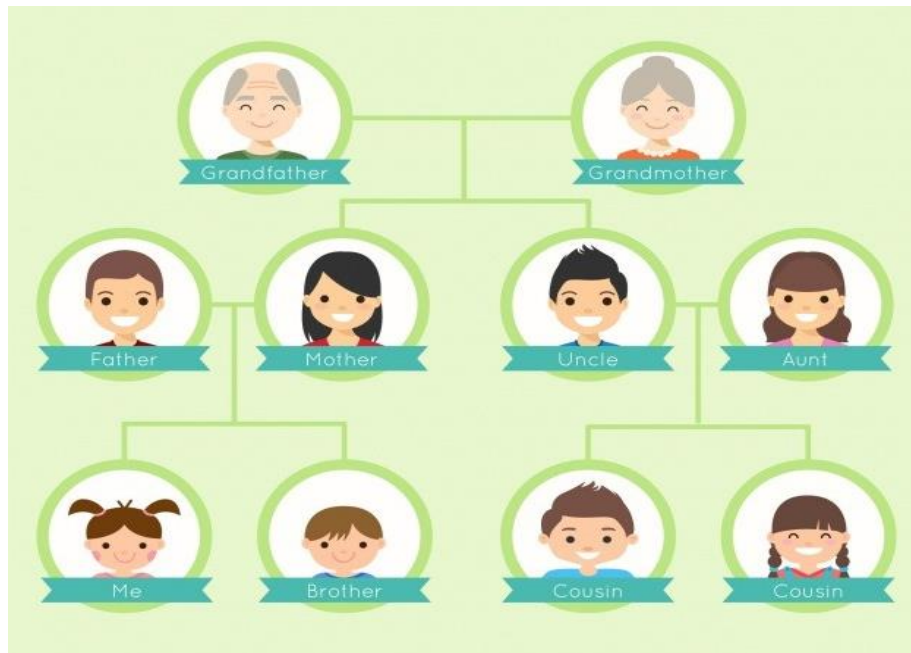
## PROJECT

Create your own family tree. Use the example below.

Crea tu propio árbol genealógico. Utilice el siguiente ejemplo.

EXT

### ENDED FAMILY TREE



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Write the name of each member of your family.
- Use capital letters to write the names.
- Use the vocabulary words.
- Expresses his/her creativity.

## I CAN ...

Check these ( ✓ ) things you have learned.

Marke ( ✓ ) lo que has aprendido.

I can identify the extended family.

I can recognize an extended family.

I can identify the family members in context.

## GLOSSARY

Practice these additional words.

Practique estas palabras adicionales.

WORD	DEFINITION
Mum	Diminutive de mamá
Older Brother /Older sister	hermano mayor/ hermana mayor
Younger brother/ younger sister	Hermano menor/ hermana menor

## SUPPLEMENTARY MATERIAL

Check these links for additional information.

Busque estos enlaces para información adicional.

<https://www.youtube.com/watch?v=uLUcKFL248M>

<https://dl.pearson.co.jp/resources/9780133810516/teachers.pdf>

# Parts of the house



**WEEKS 9-10-11**

**PARTS OF THE HOUSE**

**INTRODUCTION TO THE TOPIC**

A house is a building where you might live alone or it could be multi-family house. That you share with others families.



## LEARNING OBJECTIVES

- To identify demonstrative pronouns through sentences.
- To complete sentences using the correct grammar structure.









**Home provide  
security,  
control, and  
belonging.**



## BRAINSTORM

Match the parts of the house with picture. (Relaciona las partes de la casa con las imágenes).

**PARTS OF THE HOUSE**  
Match the parts of the house with pictures.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	

BEDROOM     PLAYROOM     BATHROOM  
 KITCHEN     GARDEN     HOUSE  
 LIVING ROOM     GARAGE

## TOPIC EXPLANATION

## PARTS OF THE HOUSE

A house is a single-unit residential building, which may range in complexity from a rudimentary.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

dinning room	bathroom
bedroom	vard



## READING COMPREHENSION

## READ CAREFULLY THE TEXT

### *My House*

Read the short story below.

My house is where my family lives. It is white and the windows are blue and yellow. There are four bedrooms. We have a kitchen and two bathrooms. Our living room is where we like to watch television. When our friends come to visit us, we eat in the dining room. We have a playroom in the basement. We have a slide and a swing in the backyard. I love my house.



## ACTIVITY 1

## READING COMPREHENSION

Answer the question, according to the reading.  
(Responda las preguntas de acuerdo a la lectura).

1. What color is the house? \_\_\_\_\_.
2. What color are the windows? \_\_\_\_\_.
3. Who lives in the house? \_\_\_\_\_.
4. How many bedrooms are there in the house? \_\_\_\_\_.
5. How many bathrooms are there? \_\_\_\_\_.
6. What is there in the backyard? \_\_\_\_\_.
7. What do they do in the living room? \_\_\_\_\_.

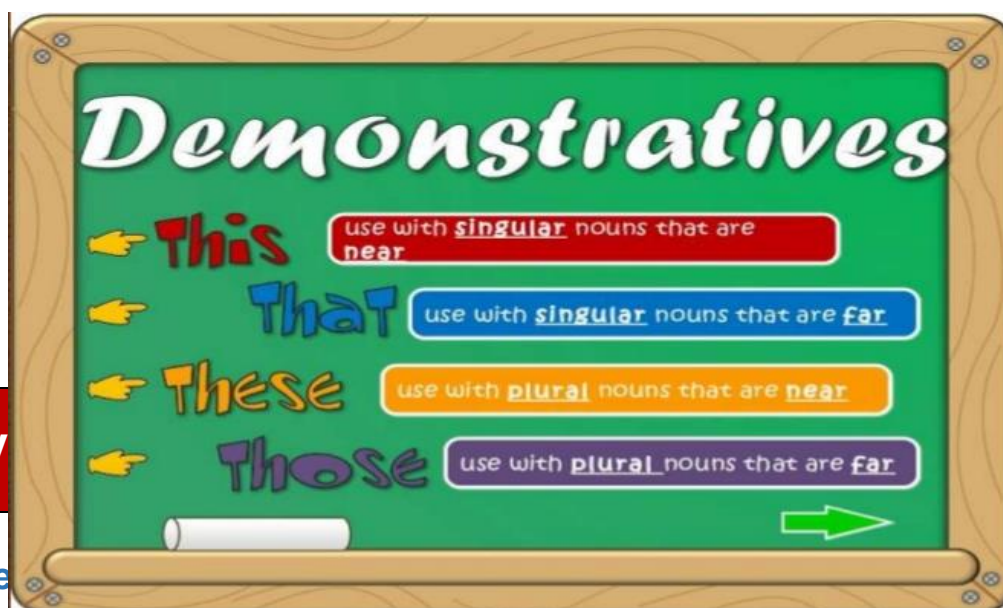
## ACTIVITY 2

## TRUE OR FALSE

1. Is **Choose the best answer. (Escoja la respuesta correcta).** the house's window yellow and blue? TRUE/ FALSE
2. The house in the story has five bedrooms TRUE/ FALSE
3. We eat in the dining room TRUE/FALSE
4. We watch television in our bedroom TRUE/ FLASE
5. We slide and swing in the basement. TRUE/ FALSE





## STRUCTURE










## DEMONSTRATIVE PRONOUNS PRONOMBRES DEMOSTRATIVOS



## ACTIV

Complete the sentences with the demonstrative pronouns (e las oraciones con esto, aquello estas o aquellos).

<p>this → </p>	<p>these → </p>
<p>that → </p>	<p>those → </p>

- 1) \_\_\_\_\_ is a computer game. → 
- 2) \_\_\_\_\_ are lorries. → 
- 3) \_\_\_\_\_ is a camera. → 
- 4) \_\_\_\_\_ is a kite. → 
- 5) \_\_\_\_\_ are balls. → 
- 6) \_\_\_\_\_ are watches. → 
- 7) \_\_\_\_\_ is a \_\_\_\_\_ → 
- 8) \_\_\_\_\_ is a \_\_\_\_\_ → 
- 9) \_\_\_\_\_ are \_\_\_\_\_ → 



# PUZZLE

Find and circle the parts of the house in the puzzle. (Busca y encierra en un círculo las partes de la casa.)



## HOUSE

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

Find all the words below:



- |             |             |              |          |
|-------------|-------------|--------------|----------|
| house       | kitchen     | garage       | stairs   |
| living room | hallway     | office       | yard     |
| bedroom     | bathroom    | laundry room | basement |
|             | dining room | closet       |          |

## Test Your Knowledge

## PROJECT

Use the vocabulary words to create your own cards.  
Utilice las palabras del vocabulario para crear sus propias tarjetas. (Escrita a mano).



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use your creativity to create the cards.
- Use vocabulary words.
- Use handwriting.

## I CAN...

Check these ( ✓ ) things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify the parts of the house.

I can use the demonstrative pronouns.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORDS	DEFINITION
home	hogar
house	casa
basement	sotano
attic	atico

## SUPPLEMENTARY MATERIAL

Check these links for additional information.  
Busque estos enlaces por información adicional.

[https://www.youtube.com/watch?v=qO1\\_qYACNLE](https://www.youtube.com/watch?v=qO1_qYACNLE)

<https://www.youtube.com/watch?v=qZyJPZxsmZk>



## WEEKS 12-13-14

### FURNITURE

### INTRODUCTION OF THE TOPIC

A large mobile equipment such as table and chair, use to make a home or others spaces suitable for living.

#### LEARNING OBJECTIVES

- To differentiate the vocabulary related to furniture from the different part of the house.
- To identify the position of the different furniture in a house.

**DID YOU KNOW?**

Furniture provides us with a comfy place to sit in front of the TV a great night's sleep.



# BRAINSTORM

Select the furniture according to the parts of the house.  
(Coloque los muebles en el lugar de la casa a la que corresponde).

## HOUSE FURNITURE

SOFA	BATH	SHOWER	CUPBOARD
ARMCHAIR	FRIDGE	TOILET	PILLOW
COOKER	TV	BED	CLOSET

			
BEDROOM	BATHROOM	KITCHEN	LIVING ROOM

### TOPIC EXPLANATION

### FURNITURE

Refers to movable objects intended to support various human activities such as seating.  
Furniture is also used to hold objects at a convenient height for work as horizontal surfaces above the ground, such as tables and desks.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

furniture

night table

## READING COMPREHENSION

## READ CAREFULLY THE TEXT

Read carefully and answer the following questions.

Lea atentamente y responda las siguientes preguntas.

1. it's an object in the house. It's big. You put books in.
2. It's a room in the house. There is a wardrobe in it.
3. The car is in this room.
4. It's big. It's in the kitchen. You put ice cream in it.
5. It's an object in the house. It's big. It's in the bathroom.
6. It's on the floor. It's in the bedroom or in the bathroom.
7. It's a room in the house. There is a cooker in it
8. It's small. It's on the table. You put flowers in it.
9. It's in the bathroom. It's silver. You look at your face in it



bookcase



garage



rug



wardrobe



mirror



garden



fridge



kitchen



bedroom



vase



living room



bath

## ACTIVITY 1

## PRACTICE

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Read the sentences above and answer the question by placing it below.  
 (Lea las oraciones anteriores y responda la pregunta colocándola debajo).

6. \_\_\_\_\_  
 2. \_\_\_\_\_ 7. \_\_\_\_\_  
 3. \_\_\_\_\_ 8. \_\_\_\_\_  
 4. \_\_\_\_\_ 9. \_\_\_\_\_  
 5. \_\_\_\_\_



**ACTIVITY 2** **PRACTICE**

Circle the best answer. (Encierre en un círculo la mejor respuesta).

1. It is a big object in the house, where you put books.	a) Wardrobe    b) bookcase    c) garage
2. It is a room in the house, where you receive visits.	a) Living room    b) bedroom    c) Kitchen
3. It is a big object and you can find it in the bathroom.	a) Fridge    b) Bath    c) Vase
4. It is a place in the house where you prepare food.	a) Living room    b) garage    c) kitchen

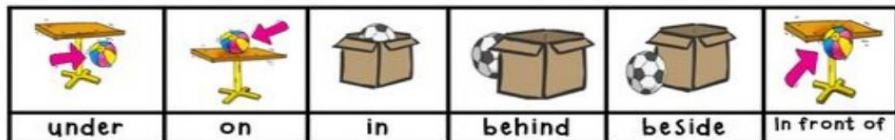
5. It is an object where you can see yourself.

- a) Vase      b) Mirror      c) rug

## STRUCTURE

## PREPOSITION OF PLACE

Are used to show the position or location of one thing with another.  
It answer the question "Where"



## ACTIVITY 3

## PRACTICE

Read the sentence and write the correct preposition. (Lea las oraciones y coloque la preposicion correctas).



1. Where is the Lamp? \_\_\_\_\_ the sofa.
2. The Pen is \_\_\_\_\_ the table.
3. The rug is \_\_\_\_\_ the table.
4. The newspaper is \_\_\_\_\_ the table.
5. The CD player is \_\_\_\_\_ the table.
6. The window is \_\_\_\_\_ the curtain.

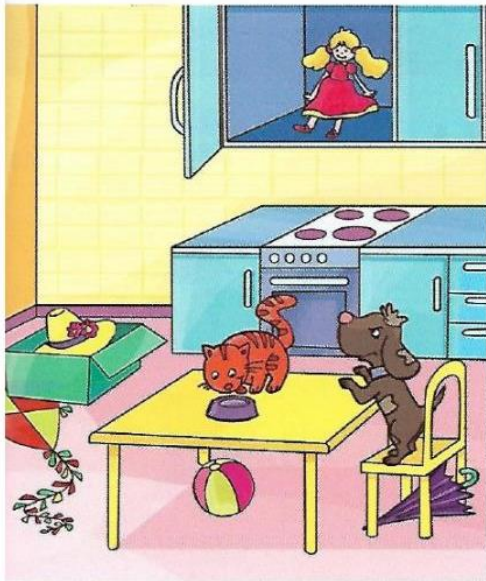


**Match the numbers with the letters.**

**Relaciona los números con las letras.**

# House: Furniture

Look and match.



- 1  b The cat
- 2  The dog
- 3  The umbrella
- 4  The doll
- 5  The ball
- 6  The hat
- 7  The kite

- a is under the box.
- b is on the table.
- c is in the box.
- d is under the chair.
- e is in the cupboard.
- f is under the table.
- g is on the chair.

Look, read and put a tick (✓)



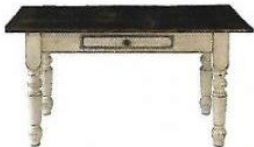
1 This is a sofa.



2 This is a chair.



3 This is a bookcase.



4 This is a table.



5 This is a bed.



6 This is a cupboard.

Test Your  
Knowledge

PROJECT

Create a model based on the part of the house and furniture vocabulary. (Use recycle material).

Confeccione una maqueta basada en el vocabulario las partes de la casa y muebles. ( use material reciclable).



# Self-assessment Checklist

Use the following checklist to make sure your project is well done

- Use parts of the house and furniture vocabulary words.
- Use recycle material.
- Handmade by the student.

## GLOSSARY

Practice these additional words.

Practique estas palabras adicionales.

WORDS	DEFINITION
object	Objeto
room	cuarto
cooker	cocinero(a)

wardrobe	guardarropa
face	cara

## I CAN...

Check these (✓) things you have learned.  
Marke (✓) lo que has aprendido.

I can classify the furniture according the parts of the house.

I can identify furniture and others vocabulary words.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.

Busque estos enlaces para información adicional.

<https://www.youtube.com/watch?v=m20tFPSq8K8>

<https://www.youtube.com/watch?v=tFBCeOYZFjw>



**WEEKS 15-16-17**

**COLORS**

## **INTRODUCTION TO THE TOPIC**

The primary colors are red, yellow and blue. The three secondary color (green orange and purple are created by mixing two primary colors.

### **LEARNING OBJECTIVES**

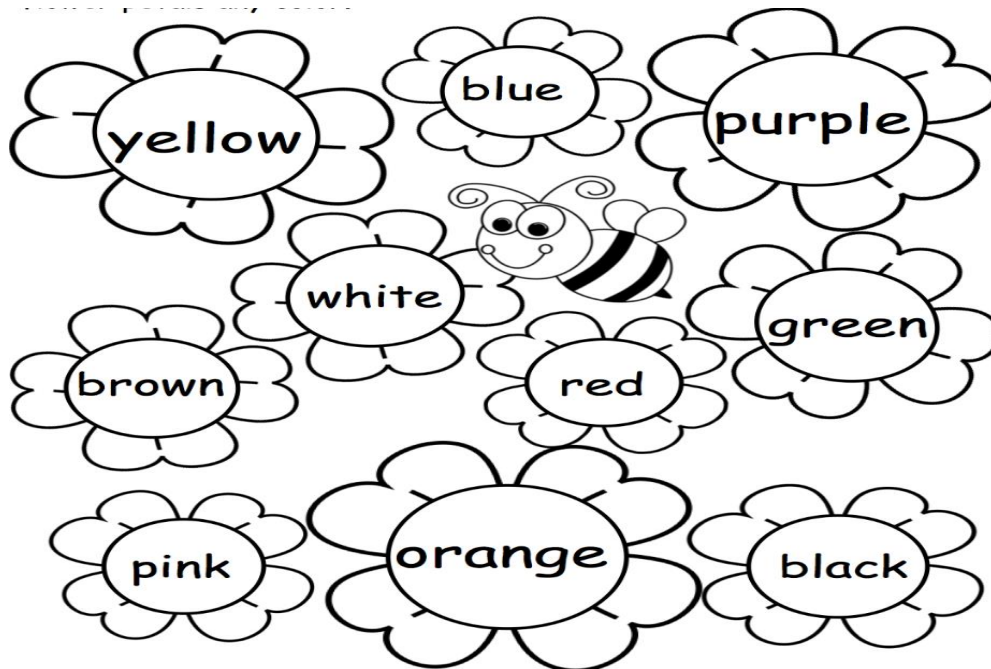
- To classify secondary colors from primary colors
- To combine primary colors to obtain secondary colors.

**The colors wheels shows the relationship between the primary and secondary colors.**



Read the colors words. Color the circles.  
Color the flower petals any color.

Colorea los círculos de las flores según lo  
indicado y colorea los pétalos de cualquier  
color.



## TOPIC EXPLANATION

## COLORS

Color is the element of art that is produced when light, striking and object, is reflected back to the eye; that is the objective definition.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

red	gray
yellow	green
blue	white
pink	purple

black

brown

## READING COMPREHENSION

## READ CAREFULLY THE TEXT



One of the things I like best about school is my art class. We have a great teacher named Mrs. Hilbert. She is a wonderful artist. I love to watch her draw and paint. She taught us how to mix paint to make just the right colors for our paintings. She plays good music while we draw and paint. We draw and paint almost everyday in class. Some days we look at pictures of other artists. It is interesting to do this. It helps me to think of things that I want to paint or draw. We have an art exhibit in May this year. Our work will be in one of the banks in our town. We are inviting people from

the community to our exhibit. Our parents are invited to go with us. I have three paintings I am working on now. I hope one of them will be chosen to be in the exhibit. I like having a goal to work toward.

## ACTIVITY 1

## READING COMPREHENSION

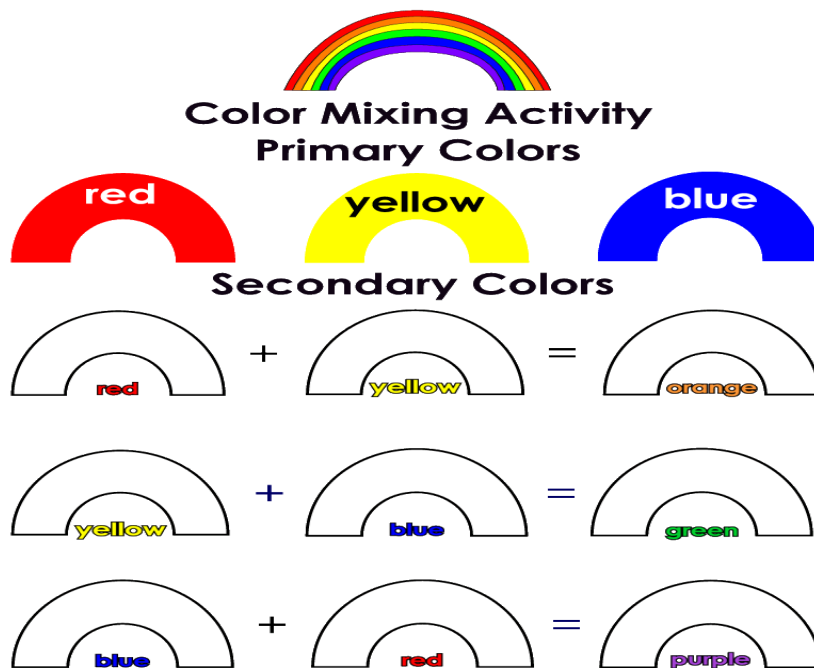
Choose the best answer. *Escoja la mayor respuesta.*

1. What is Heidi's favorite class?	a) Math    b) Reading    c) Music
2. How does the article describes Mrs. Hilbert?	a) Nice lady    b) Wonderful artist c) Beautiful person
3. What did Mrs. Hilbert teach the class to do?	a) Bake chocolate cake    b) Write great stories    c) Mix paint
4. Where the exhibition will be?	a) at the library    b) at one of the banks c) at the school

## ACTIVITY 2

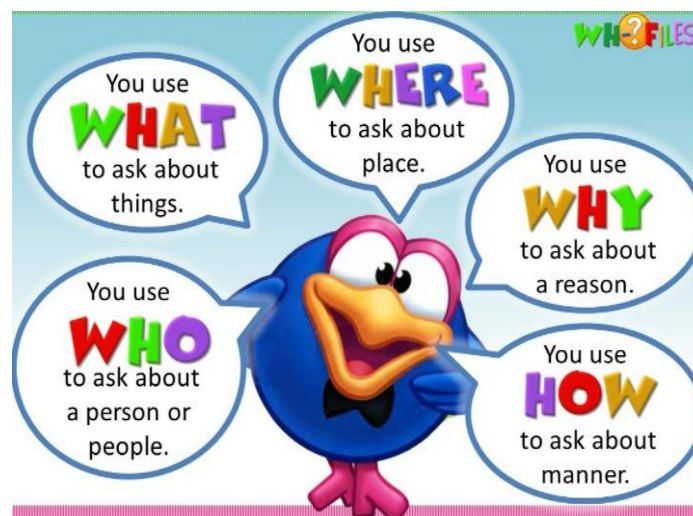
## PRACTICE

Mix the primary colors to obtain the secondary colors. (Mezclar los colores primarios para obtener, colores secundarios).



## STRUCTURE

## WH QUESTIONS



# ACTIVITY 3

# PRACTICE

Select the correct Wh question word. (Seleccione la forma de pregunta Wh correcta).

- |          |                           |                         |
|----------|---------------------------|-------------------------|
| 1. _____ | is your name?             | What/ Where / When/ Who |
| 2. _____ | is your favorite actress? | What/Why/When/ Who      |
| 3. _____ | are you from?             | What/ Why/ When/where   |
| 4. _____ | is your birthday?         | Whose/ Where/ When/Who  |
| 5. _____ | color is your new car?    | What/ How/ Where/Whose  |



Find the colors in the puzzle and order correctly

Encuentre los colores en la sopa de letra y ordénelos correctamente.

## Color Name Word Search

B R O W N Z B E W O  
 A T E Y E L L O W D  
 B G R A Y C T R H B  
 L T T I A B L A I O  
 U P U R P L E N T S  
 E E C S I A C G E L  
 L A H S N C I E D P  
 N E I T K K S R S T  
 E T E P G R E E N U  
 C T S U E A N D E E

- BLACK
- BLUE
- BROWN
- GRAY
- GREEN
- ORANGE
- PINK
- PURPLE
- RED
- WHITE
- YELLOW

## Color Name Scramble

HTIWE	
ENREG	
LKACB	
OWEYL	
KINP	
WOBNR	
PRULEP	
ULEB	
YRAG	
AGENOR	
EDR	

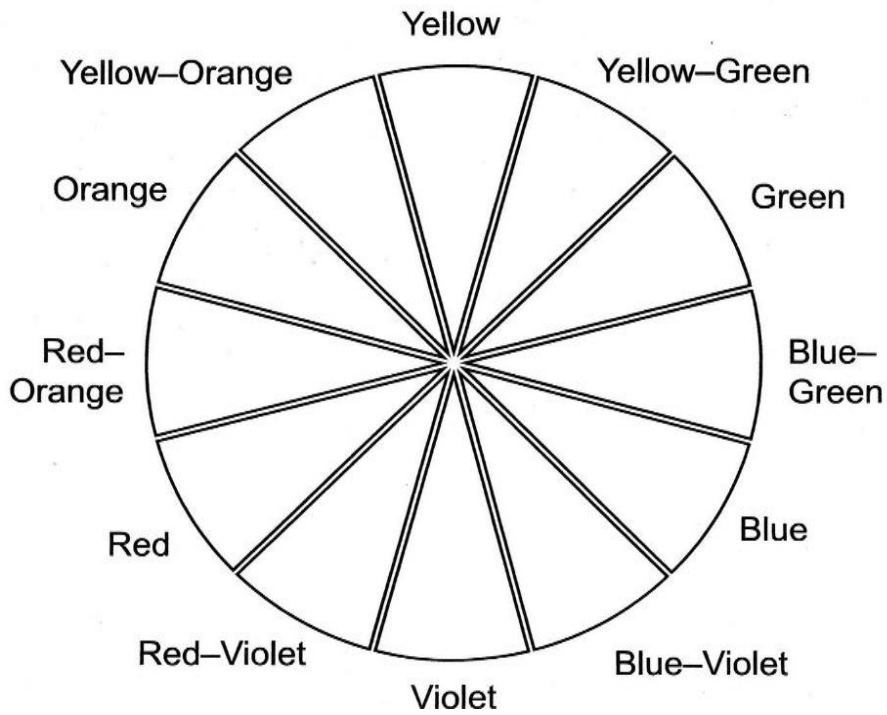
A circular logo with a grid pattern, split vertically into blue and green halves. The text "Test Your Knowledge" is written across the center in a stylized, bold font.

Test Your  
Knowledge

Mix the colors and see the results of each one.

Mezcla los colores y vea el resultado de cada uno.

Color Wheel



# Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Follow instructions of the wheel.
- Use cartoon to create the wheel.
- Be creative.

## GLOSSARY

Practice these additional words.

Practique estas palabras adicionales.

WORDS	DEFINITION
wonderful	maravilloso
draw	dibujar
paint	pintar
artist	artista
exhibit	exposición

## I CAN...

Check these (✓) things you have learned.

Marke (✓) lo que has aprendido.

I can recognize primary and secondary colors.

I can write questions using WH.

## **SUPPLEMENTARY MATERIAL**

**Check these links for additional  
information.**

**Busque estos enlaces para información  
adicional.**

<https://www.youtube.com/watch?v=z0HZNaM7gTg>

<https://www.youtube.com/watch?v=tRNy2i75tCc>



## WEEKS 18-19

### PEOPLE AT SCHOOL

#### INTRODUCTION TO THE TOPIC

School support staff play an important role in ensuring students are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education.

#### LEARNING OBJECTIVES

- To identify vocabulary related to Personnel at school.
- To distinguish each person`s job at the school.



**DID  
YOU  
KNOW?**

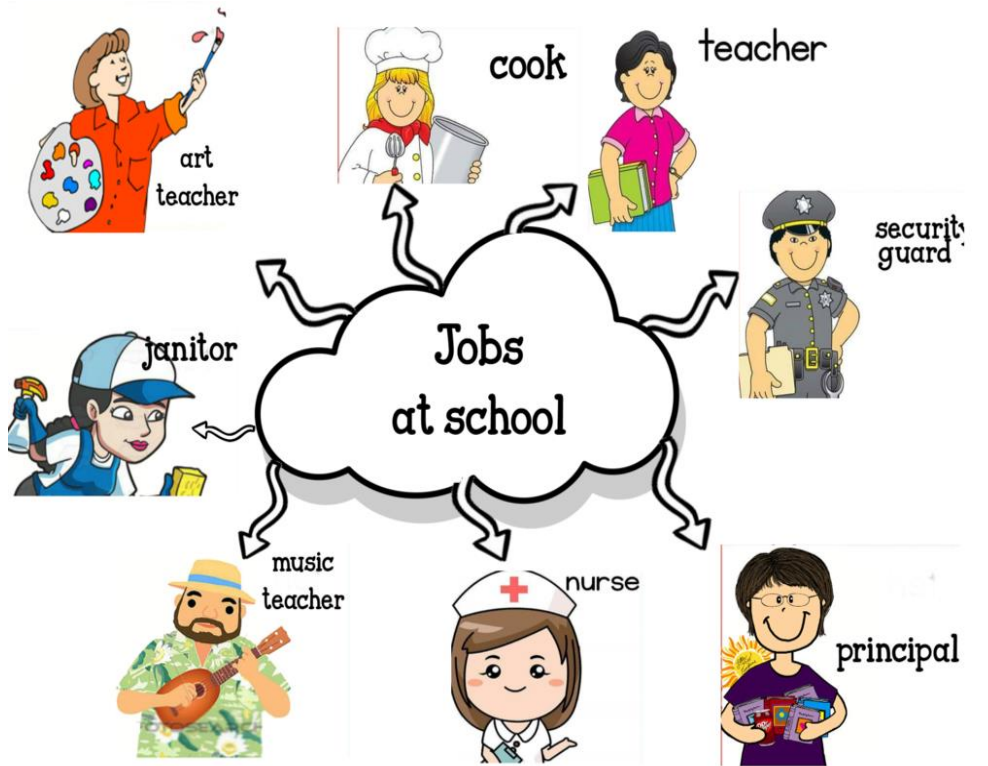
**The board of  
Education  
responsible for  
most decision  
making in a  
school.**

# What do you know?

BRAIN

Talk about the picture

Habla sobre las imágenes



## TOPIC EXPLANATION

## PEOPLE AT SCHOOL

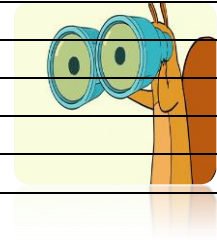
School personnel means professional employees or their delegates of the school district engaged in providing health, educational, social psychological, law enforcement, or other caretaking services of vulnerable adults.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

janitor	security guard
teacher	sub-principal
nurse	art teacher
principal	music teacher
cooker	secretary



## READING COMPREHENSION

READ CAREFULLY THE TEXT

# My New School



Hello, I'm Carmen! I come from Spain, but recently I moved to London and started studying in a private school there.

First, I couldn't find the school. It is located in an isolated place, so it was very difficult to get there.

Then the school rules were different from my former school. I must wear a uniform and I mustn't run in the school building. But, like in Spain, I mustn't eat or drink in class, I mustn't chew gum and I mustn't cheat in tests, either.

I like my new school; the teachers are kind and attentive. The school building is in excellent conditions. And I made some new friends in my classroom.

And after school, I get the same orders at home. My mother keeps telling me: "get up, don't be late, and make your bed".

Some things never change!

## ACTIVITY 1

## PRACTICE

Match the words with their meanings. (Una las palabras con su significado).

1. Private school	a) giving close attention
2. Isolated	b) after the expected time
3. Cheat	c) supported financially by the parents of students attending it
4. Attentive	d) far from others
5. Late	e) Copy

## ACTIVITY 2

## PRACTICE

1. Carmen recently moved to ....	a) Paris    b) Amsterdam    c) London
2. He <b>Choose the right option. ( Elija la opcion correcta).</b>	a) private    b) public    c) preparatory
3. Her teachers are...	a) harsh and severe    b) kind and attentive    c) rude and careless
4. Her school is located in	a) the city centre    b) an isolated place    c) a well-known place
5. The school building is in	a) poor condition    b) excellent condition    c) no condition
6. Carmen....	a) likes her school    b) hates her school    c) loves her school

## ACTIVITY 3

## PRACTICE

Match the picture and its corresponding definition.

Una la imagen y su definición correspondiente.

# People at school

1. **Match** the picture and its corresponding definition.

TEACHER



LIBRARIAN



JANITOR



The person who  
cleans the school

A person who  
teaches students

A person in  
charge of a library

2. **READ** the sentences and **WRITE** T or F.

- A café assistant works in a library. \_\_\_\_\_
- The principal works at the office. \_\_\_\_\_
- The janitor answers the phone at the reception. \_\_\_\_\_
- The nurse helps you when you feel sick. \_\_\_\_\_



**PUZZLE**

Find the subject in the puzzle

Busque las materias en la sopa de letras.

**PEOPLE AT SCHOOL**

11

1

2

3

4

5

6

7

8

9

10

11

**MYSTERY WORD**  
The English equivalent of "professeur principal"

Bus driver - Classmate - Coach - Cook  
- Headmaster - Janitor - Librarian -  
Nurse - Pupil - Secretary - Teacher

A circular logo with a grid pattern, overlaid with a blue square on the top-left and a green square on the bottom-right. The text "Test Your Knowledge" is written across the center in a bold, black, sans-serif font.

**Test Your  
Knowledge**

## PROJECT

Give a small speech about people at school for approximately five minutes and use cardboard).

Dar una charla sobre el personal en la escuela, tiempo aproximado cinco minutos usar cartulina.

## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the provided vocabulary.
- Use the given time.
- Illustrated the cardboard
- Be creative and use illustration

## GLOSSARY

Practice these additional words.

Practique estas palabras adicionales.

WORDS	DEFINITION
private school	Escuela privada
isolated	aislada
Café assistant	Asistente de café
preparatory	preparatoria

## I CAN ...

Check ( ✓ ) the things you have learned.

Marque ( ✓ ) lo que has aprendido.

I can labels the different personnel at school.

I can recognize each personal function.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.

Busque estos enlaces para información adicional.

<https://www.youtube.com/watch?v=JoDm0RC5gk8>

<https://www.youtube.com/watch?v=ckKQclquAXU>

# PLACES IN THE SCHOOL

BY HERBER



**WEEK 20-21**

**PLACES AT SCHOOL**

**INTRODUCTION TO THE TOPIC**

School is one of the most important institutions in the life of a person, perhaps also one the most important after the family.

## LEARNING OBJECTIVES

- o identify places and personnel at school.
- To locate personnel and places at school.


**DID YOU KNOW?**

That the computer lab is a classroom where only computers are set up for students and they can practice on skills they need to improve.



**BRAINSTORM**

**WHERE WILL YOU GO...**

WHERE WILL YOU GO . . .	WORDS AND PICTURES
To eat lunch	<b>Cafeteria</b> 
If you don't feel well	<b>Nurse</b> 
For gym	<b>Gymnasium</b> 
For music	<b>Music Room</b> 
For art	<b>Art Room</b> 
To use computers	<b>Computer Room</b> 
To see the principal	<b>Principal's Office</b> 
To check out books	<b>Library</b> 
For recess	<b>Playground</b> 
To line up before school	<b>Hallway</b> 

## TOPIC EXPLANATION

## PLACES AT SCHOOL

School is one of the most important things in our lives! If we are not educated then we do not have the skills needed to function in everyday society. School not only helps students learn necessary concepts and skills, but it also allows students to interact with other students socially, academically, and emotionally.

## VOCABULARY

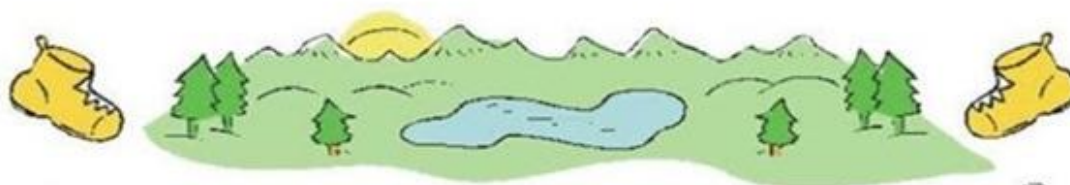
Look at the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en su

cafetería	principals office
snackshop	library
gym	playground
football	hallway
computer room	music room

**READING  
COMPREHENSION**

**READ CAREFULLY THE TEXT**



**MY SCHOOL**

Hi! My name is Anne and this is my new school. It's a big school for boys and girls. There are about seven hundred students. Some of them aren't English. They are from different countries.

Upstairs, there are many classrooms, a lot of toilets and a library. The library has got 40 thousand books. The computer room is next to the teacher's room where there are thirty computers. Downstairs, there is the canteen where students have lunch and the headmaster's office.

Outside, there is the gym. It's behind the school. In front of the school there is a courtyard and a garden with many flowers where students can play.



## ACTIVITY 1

Fill the information based on the reading.  
(Complete la información basada en la lectura).

Teacher's room canteen toilets he Teacher's room canteen  
toilets headmaster's Anne's new school

### I. Write the missing words

1. Upstairs, there are many classroom, a lot of \_\_\_\_\_ and \_\_\_\_\_ library.
2. The computer room is next to \_\_\_\_\_.
3. Downstairs; there is the \_\_\_\_\_ and the \_\_\_\_\_. Outside, there is
4. It's \_\_\_\_\_ the school.

This text is about. \_\_\_\_\_

### II. Correct these false sentences:

1. All the students are English. \_\_\_\_\_.
2. Anne's new school is a small school for girls. \_\_\_\_\_.
3. Students have lunch in the computer room. \_\_\_\_\_.

## ACTIVITY 2

## PRACTICE

Use the images from above to complete the sentences.

Use las imágenes de arriba para completar las oraciones.



Use the words from above to complete the sentences.

- 1) The students eat lunch at the \_\_\_\_\_.
- 2) There are a lot of books at the \_\_\_\_\_.
- 3) The \_\_\_\_\_ works at the library.
- 4) Some children go to school by \_\_\_\_\_, others walk.
- 5) The students learn and meet at the \_\_\_\_\_.
- 6) The \_\_\_\_\_ is in charge of the school. He talks to students and teachers.
- 7) The \_\_\_\_\_ teaches students.
- 8) \_\_\_\_\_ helps students when they get sick.
- 9) At recess students can play at the \_\_\_\_\_.

# ACTIVITY 3

# PRACTICE

Look at the words in the list below and write them under them under the correct pictures. (Observe las palabras en la lista y escríbalas debajo de las imágenes correctas).

library	computer lab	gym	lunchroom
restroom	auditorium	science room	cafeteria
classroom	music	swimming pool	hallway
art room	Office	Playground	



1) \_\_\_\_\_



2) \_\_\_\_\_



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_



6) \_\_\_\_\_



7) \_\_\_\_\_



8) \_\_\_\_\_



9) \_\_\_\_\_



10) \_\_\_\_\_



11) \_\_\_\_\_



12) \_\_\_\_\_



13) \_\_\_\_\_



14) \_\_\_\_\_



15) \_\_\_\_\_



# WORKSEARCH

Find the places and copy them in the work search below according to the definitions. (Busque los lugares y cópielos en el siguiente crucigrama de acuerdo con las definiciones.)

## PLACES IN THE SCHOOL



### WORDSEARCH

Find the places and copy them in the crossword below according to the definitions:

	c w g w v e y v u o i q n x	
	f y k d o x a c a n t e e n	
	k c m f m z h u d l k l a f	
	h l t f q r o w e j w w w i	
	a a p w o d r n h m i c c b	
	l s j g s c i e n c e l a b	
	l s e u f r m n y d l c u l	
	w r o w p p o p h g s n n j	
	a o t o s t a f f r o o m m	
	y o v t f p a e q i z i u k	
	k m p l a y g r o u n d d y	
	e u f g h e l i b r a r y f	
	p r s y f b z d q y i j l q	
	b p m m i p m q c o o s x y	



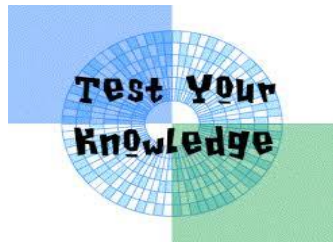
### CROSSWORD

**DOWN**

- Students attend most of the lessons here.
- Students make experiments here.
- Students have lunch or a snack here.
- Students play indoor sports in this place.

**ACROSS**

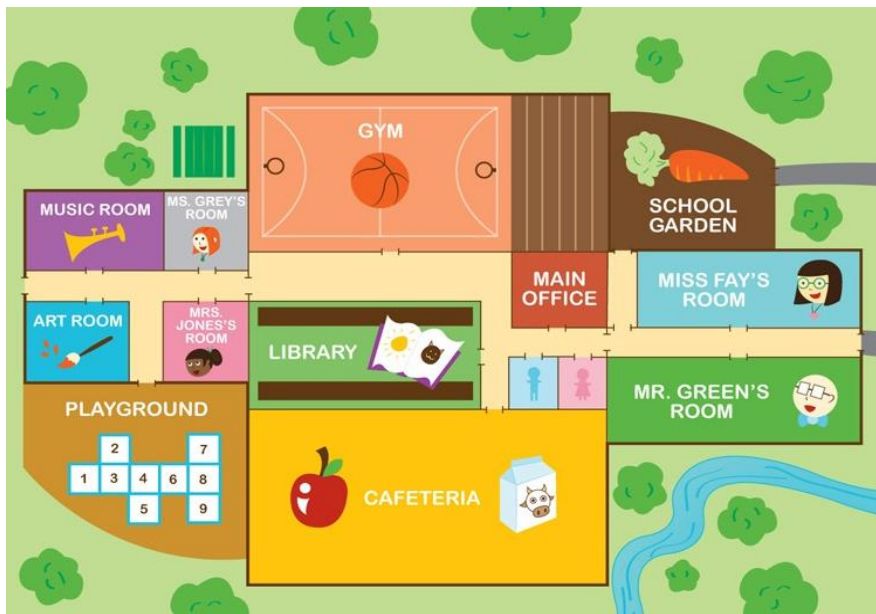
- Students have their lockers in this place.
- Teachers meet and have a rest here.
- Students can read books and magazines here.
- Students play here during the breaks.



# PROJECT

Create a map of your school with the vocabulary you have learned. (Using cardboard)

Crea un mapa de tu escuela con el vocabulario que has aprendido. (Usa cartulina).



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the provided vocabulary.
- Illustrated the cardboard.
- Expresses his/ her creativity.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORD	DEFINITION
countries	países
upstair	arriba
downstair	abajo
outside	fuera de
toilet	inodoro

## I CAN...

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify the school places.

I can identify and use the vocabulary of the places at school in the context.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.  
Busque estos enlaces para información adicional.

[https://www.youtube.com/watch?v=QTpEGh\\_DM5I](https://www.youtube.com/watch?v=QTpEGh_DM5I)

<https://www.youtube.com/watch?v=yfT2D2hO6No>

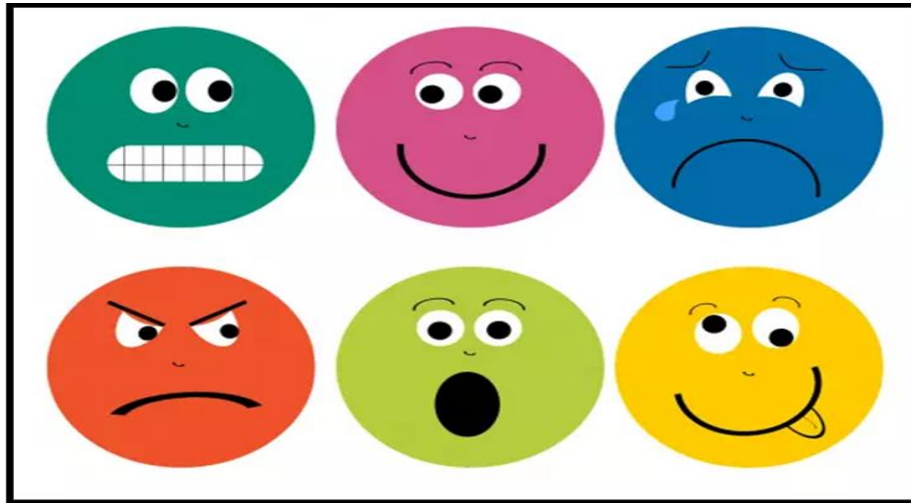




## BRAINSTORM

Let's see how much you know?

Represent how you feel in a draw.  
Representa cómo te sientes en un dibujo.



Confused sad happy worried hungry

## TOPIC EXPLANATION

## FEELINGS

Emotions can play an important role in how we think and behave. The emotions we feel each day can compel us to take action and influence the decisions we make about our lives, both large and small.

## VOCABULARY

Look up the meaning of each word in your English and Spanish dictionary.

Buscar el significado de cada palabra en tu diccionario de inglés y español.

sleep	interested
sad	Happy
hungry	worried
confused	amazed

## READING COMPREHENSION

### READ CAREFULLY THE TEXT

I went to the circus last night with my family, I was very excited the clowns were very funny and made me happy to watch them. I was nervous when I saw the acrobats hanging high above us. My tummy was growing so mom bought me some popcorn. When the elephants came out all in a line, one stumble and we all gasped, I felt sorry that the elephant tripped. My sister started to cry. But I hugged her and told her the elephant was just fine and she'd enjoy watching his tricks. My sister smiled and I knew she was happy again. The rest of the circus was fun and had a great time, I can't wait until the circus

### ACTIVITY 1

Select the feeling from the reading above and write them.

excited	

### ACTIVITY 2

### PRACTICE

Circle the right feeling. (Encierra en un círculo el sentimiento correcto).

FEELINGS			
	happy	angry	sleepy
	fine	sad	sick
	sick	happy	sleepy
	sad	fine	happy
	angry	sleepy	sick
	sad	angry	happy

## ACTIVITY 3

## PRACTICE

Relaciona una palabra con una imagen. (Match a word to a picture).

### Feelings

1 happy

2 shy

3 crazy

4 in love

5 hate

6 bored

7 sick


8 angry


9 scared


10 sad


11 tired


12 smart


































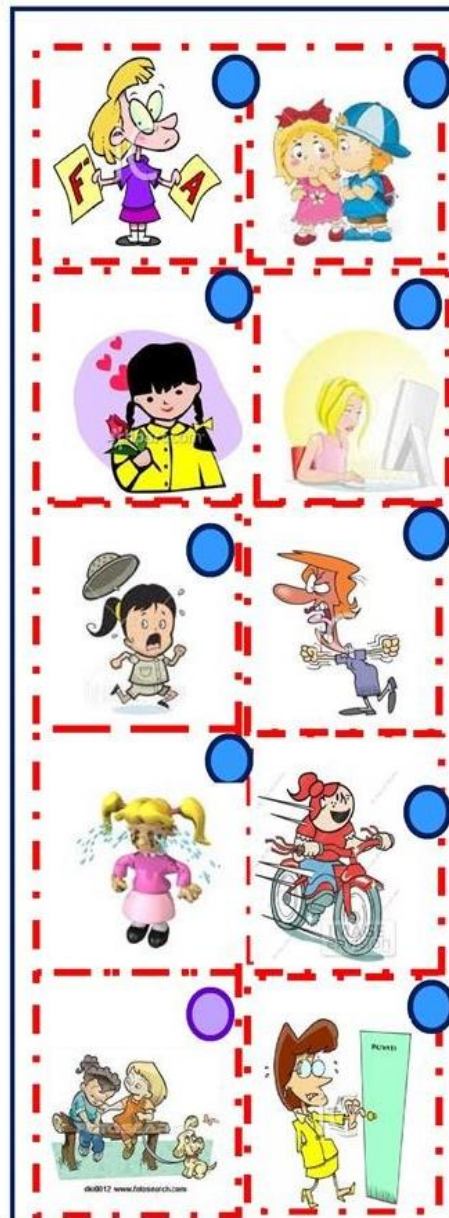
Match the feeling with the correct picture.

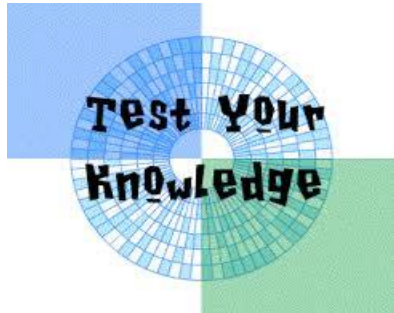
Relaciona el sentimiento con la imagen correcta.

## FEELINGS AND EMOTIONS

Match the feeling with the correct picture.

- Mary feels HAPPY when she rides her bike.
- It makes Kim feel SAD when she has no one to play with.
- Jenny is CRYING because she hasn't got a doll.
- Johana is CONFUSED because she doesn't know if she got an F or an A in her test.
- I feel so TIRED because I've worked all night!
- She is in LOVE. She can't stop thinking about her boyfriend.
- Sarah is so FURIOUS because someone drove into her car.
- Karen looked at Peter with a SURPRISED expression.
- Minnie is scared! She saw an ovni!!
- Samantha feels NERVOUS whenever she has to go to her boss' office.





# PROJECT

Represent with an image each situation you find in the square.

Represent con una imagen cada situación que te encuentres en los cuadros.

If you are congratulated for doing well at something important...

You have to eat something that tastes bad...

Someone thanks you for helping them...

Someone takes something of yours without asking....

## Self-assessment Checklist

Use the following check list to make sure your project is well done.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORDS	DEFINITIONS
tummy	pancita
acrobat	acrobata
tripped	disparado

## I CAN...

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify the feelings.

I can use the feelings in context.

**SUPPLEMENTARY  
MATERIAL**

Check these links for additional  
information.

Busque estos enlaces para información  
adicional.

<https://www.youtube.com/watch?v=ghbqY9ngM70>

<https://vimeo.com/398898570>



**WEEKS 25-26-27**

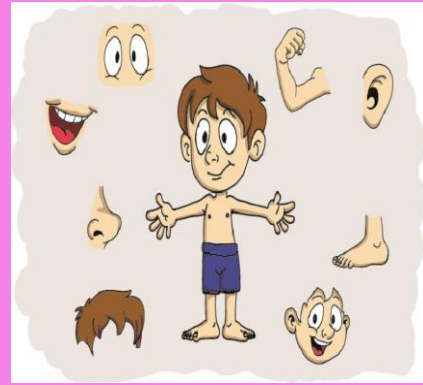
## **PARTS OF THE BODY**

### **INTRODUCTION TO THE TOPIC**

The three main parts of the body are: the head, the trunk, and the limbs (extremities). The head is composed of the cranial and facial parts. It contains the brain, the centre of the nervous system.

### **LEARNING OBJECTIVES**

- To draw the human body.
- To connect the body parts with its corresponding name.



**DID  
YOU  
KNOW?**

**The human body is a complex biological system involving cells, tissues, organs, and systems all working together to make up a human being.**



**BRAINSTORM**  
LET'S SEE HOW MUCH YOU KNOW ABOUT  
THE BODY PARTS



**TOPIC  
EXPLANATION**

**PARTS OF THE BODY**

The human body consists of a bony skeleton and muscles. The three main parts of the body are: the head, the trunk and the limbs (extremities).

**VOCABULARY**

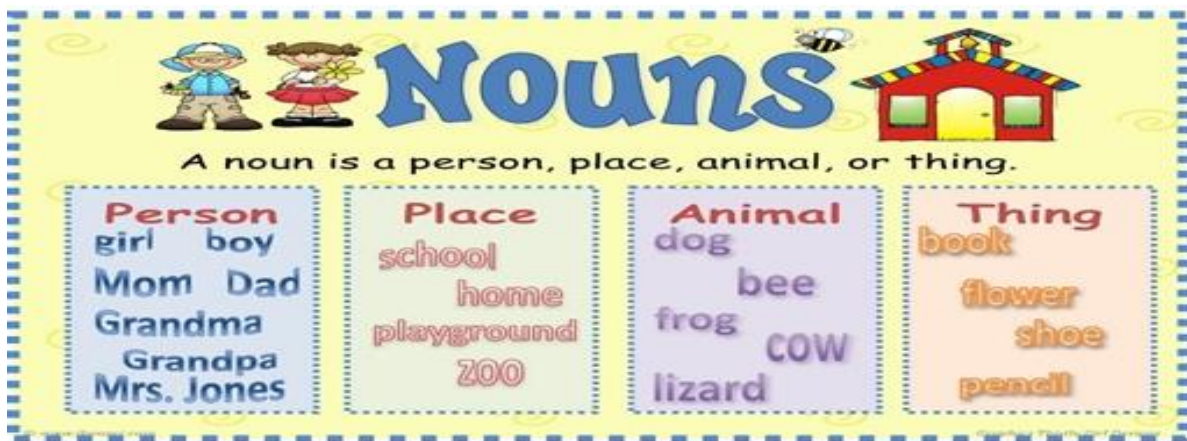
Look up for the meaning of each word in the dictionary.  
Buscar el significado de cada palabra en el diccionario.

face	chest
hair	elbow
shoulders	knees
fingers	toes/toe
back	foot/ feet

## ESTRUCTURE

## NOUNS

A noun is a word that names something, such as person, place, thing or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, opposite or adjective.



## ACTIVITY 1

## PRACTICE

Write the noun and place it in the correct column.

Escribe el sustantivo y colocarlo en la columna correcta.


--	--	--

grandma	pencil	water
country	woman	city
tree	cloud	book
teacher	store	office
rock	state	policeman
baby	singer	playground

## ACTIVITY 2

## PRACTICE

Read the sentences and circle the nouns.

Lee las oraciones y encierra en un círculo los sustantivos.

### NOUNS

Read the sentences and circle the nouns.

1. Birds migrate when it gets cold.
2. I like to write with a pen.
3. Joe is my cousin.
4. I like these beautiful flowers.
5. She played with her brother.
6. We saw many animals at the zoo.



# ACTIVITY 3

# PRACTICE

## My Body

Match the body parts with the picture.

Relaciona las partes del cuerpo con la imagen.

- EAR
- FOOT
- ARM
- MOUTH
- HAND
- FINGER
- KNEE
- LEG
- SHOULDER



pla

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

**PUZZLE**

Match the body parts with the picture.

Relaciona las partes del cuerpo con la imagen.



Eye



Ear



Nose



Leg



Hair



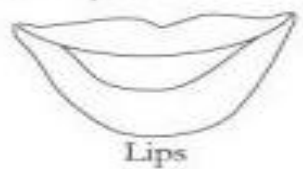
Hand



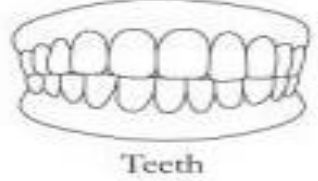
Foot



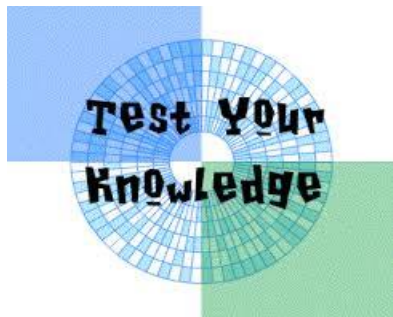
Fingers



Lips



Teeth



## PROJECT

Follow the instruction to make the following Project.

Siga las indicaciones para confeccionar el siguiente proyecto.

Color the body parts.  
Join the body parts correctly.  
Use the pin to join the body parts.



# Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Join the body part correctly.
- Expresses his/ her creativity.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORDS	DEFINITIONS
noun	sustantivo
Person	persona
Place	lugar
thing	cosa

## I CAN...

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify the body parts.

I can classify the nouns according to people, places and things.

## SUPPLEMENTARY MATERIAL

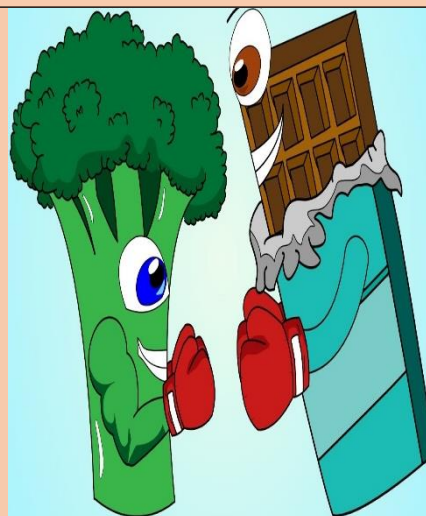
Check these links for additional information.  
Busque estos enlaces para información adicional.

[https://www.youtube.com/watch?v=j6g\\_OPGdbIU](https://www.youtube.com/watch?v=j6g_OPGdbIU)

<https://www.youtube.com/watch?v=SUt8q0EKbms>



What foods are healthy?  
Que alimentos son saludables?



WEEKS 28-29-30

FOOD

## INTRODUCTION TO THE TOPIC

Food is any substance consumed to provide nutritional support for an organism. Food is usually of plant, animal or fungal origin, and contains essential nutrients, such as carbohydrates, fats, proteins, vitamins, or

### LEARNING OBJECTIVES

- To identify the different group of food
- To compare the quality of different group of food

**DID  
YOU  
KNOW?**

Food can either be a nutritious meal or a guilty pleasure! We all know we all have our witness when it comes to what we like to eat.



## TOPIC EXPLANATION

## FOODS

Foods is something that provides nutrients, so we can grow and be active and healthy. Nutrients are substances that provides: energy for activity grow and all functions of the body such as breathing, digesting food, and keeping warm materials for the growth and repair of the body, and for keeping the immune system health.

## VOCABULARY

Look up for the meaning of each word in the English-Spanish dictionary.

Buscar el significado de cada palabra en el diccionario de inglés-español.

groups	grains
sweets	bitter
meal	salty
meat	spicy
vegetables	sour

# READING COMPREHENSION

## READ CAREFULLY THE TEXT

### HEALTHY FOOD

Healthy food is tasty and good for you. You need it to grow and feel good.

You can find **grains** in bread and rice.

Milk, cheese and yogurt are also important. These will give you strong bones. Meat, egg, fish and nuts give you **protein**.



**Fruits** and **vegetables** are good to eat. Eat as many as you can every day.




Chips and cookies are tasty, but eat only some at a time. When you eat healthy food, your body will thank you!

## ACTIVITY 1

## PRACTICE

Match the word with the correct statement.

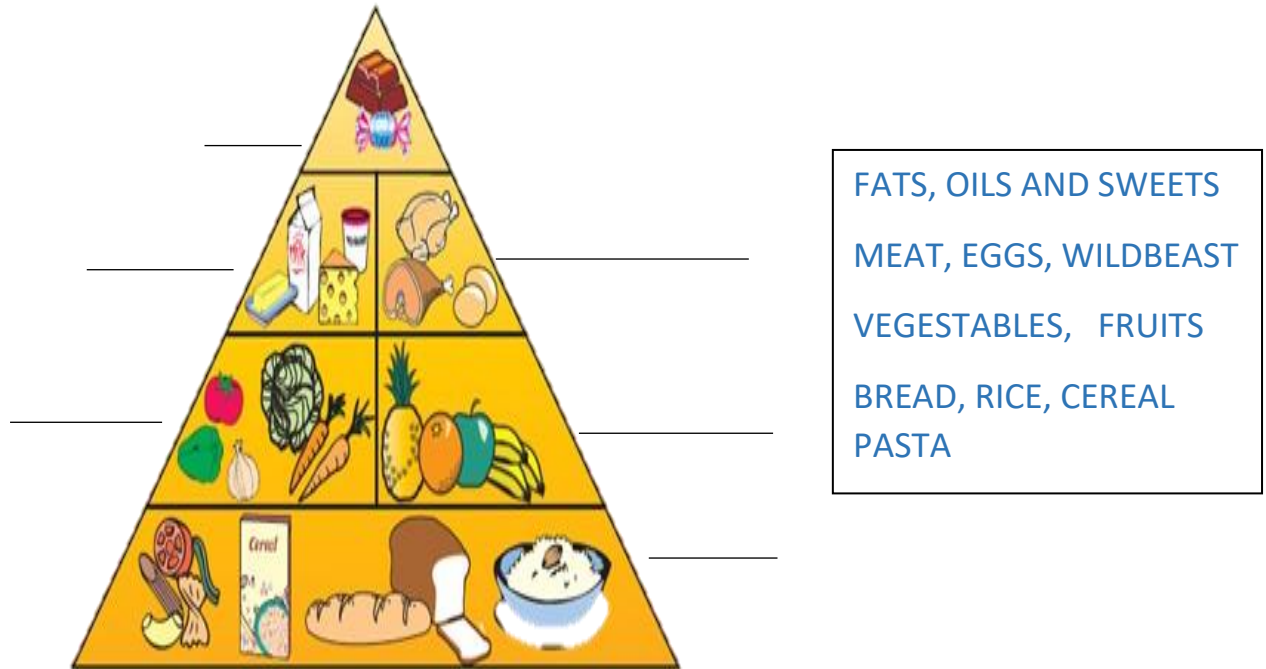
Relacione la palabra con la declaración correcta.

Healthy food	give you strong bones.	
You can find grains	give you protein.	
Milk, cheese and yogurt	is tasty.	
Meat and fish	chips and cookies.	
Eat only some	in bread and rice.	

## ACTIVITY 2

## PRACTICE

Classify the food group according to the pyramid.  
 Clasifique el grupo de alimentos, según la pirámide.



- FATS, OILS AND SWEETS
- MEAT, EGGS, WILDBEAST
- VEGESTABLES, FRUITS
- BREAD, RICE, CEREAL
- PASTA

**ESTRUCTURE**

**Likes and Dislikes**

There are a lot of ways to talk about preferences in English but one of the easiest is by using the verb 'to Like'. 'Like' is a very versatile regular verb in English and can be used express preferences.

**GRAMMAR**  
**LIKES/DISLIKES**

**AFFIRMATIVE**

**NEGATIVE**

I like pizza ← → I don't like pizza  
do not

She likes pizza ← → She doesn't like pizza  
does not

He likes pizza ← → He doesn't like pizza  
does not

**ACTIVITY**

**PRACTICE**

What food do you like? Que comida te gusta?

## What food do you like?



I love it.



I like it.



I don't like it.



I hate it.

1.



Chocolate

What do you think?

\_\_\_\_\_

2.



Hot pot

What do you think?

\_\_\_\_\_

3.



Kimchi

What do you think?

\_\_\_\_\_

4.



Sushi

What do you think?

\_\_\_\_\_

5.



Steak

What do you think?

\_\_\_\_\_

6.



Instant noodles

What do you think?

\_\_\_\_\_

7.



Durian

What do you think?

\_\_\_\_\_

8.



Coffee

What do you think?

\_\_\_\_\_

9.

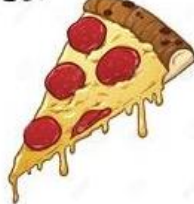


Stinky tofu

What do you think?

\_\_\_\_\_

10.

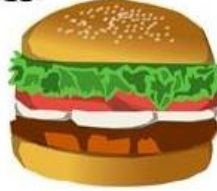


Pizza

What do you think?

\_\_\_\_\_

11.



Hamburger

What do you think?

\_\_\_\_\_

12.



Cheese

What do you think?

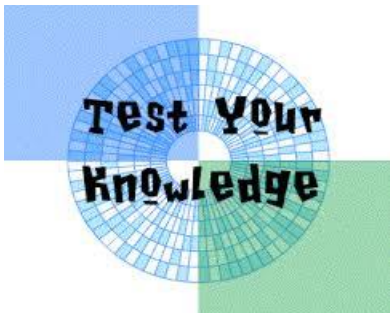
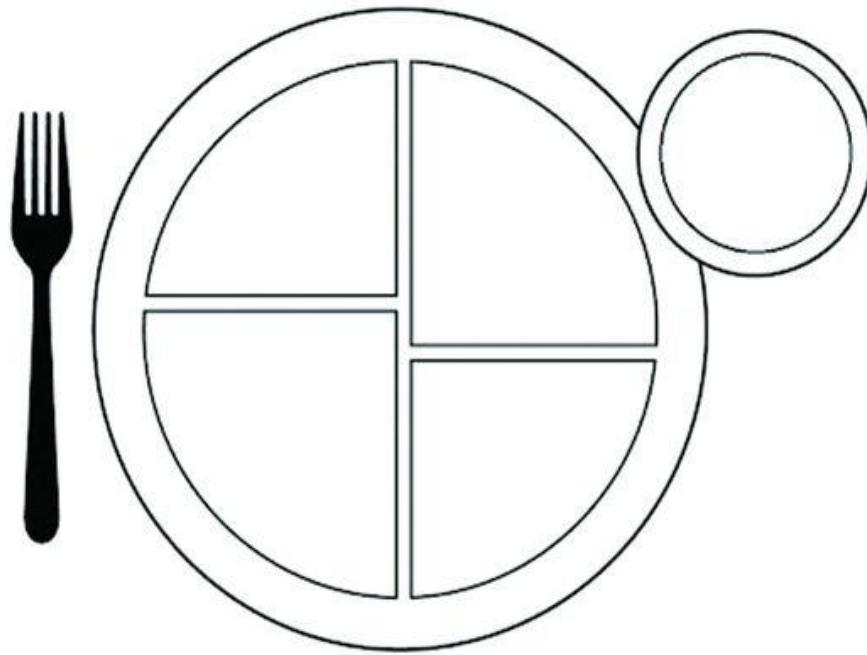
\_\_\_\_\_

## A HEALTHY PLATE



According to a healthy habit, draw a meal that will provide the nutrients and vitamins to your body.

De acuerdo con un hábito saludable. Dibuje una comida que proporcione los nutrientes y vitaminas a su cuerpo.



## PROJECT

Create a video making a sandwich with the ingredients you prefer.

Crea un video haciendo un emparedado con los ingredientes que prefieras.

5 minutes video and use the provided vocabulary.



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the time frame.
- Use the vocabulary provided.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORDS	DEFINITIONS
oil	aceite
dairy	lecheria
hate	odiar

dislike

disgusto

## I CAN...

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify each group food.

I can use like and dislike to show preferences.

## SUPPLEMENTARY MATERIAL

Check these links for additional  
information.  
Busque estos enlaces para información  
adicional.

<https://www.youtube.com/watch?v=0KbA8pFW3tg>

<https://www.youtube.com/watch?v=gV9386Jv21c>



**WEEKS 31-32-33**

## PLANTS

### INTRODUCTION TO THE TOPIC

Plants are living organisms that are very important to life on Earth.

#### LEARNING OBJECTIVES

- To respect The Life Cycle of Plants.
- To recognize plants needs.



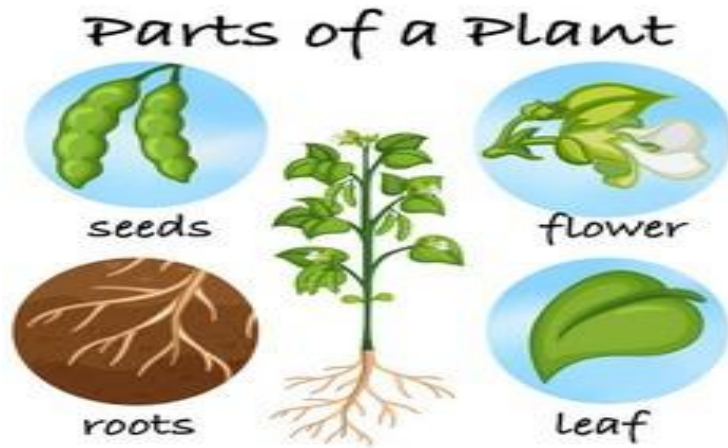
**DID  
YOU  
KNOW?**

**90 percent of the  
foods humans eat  
come from just 30  
plants.**



## BRAINSTORMING

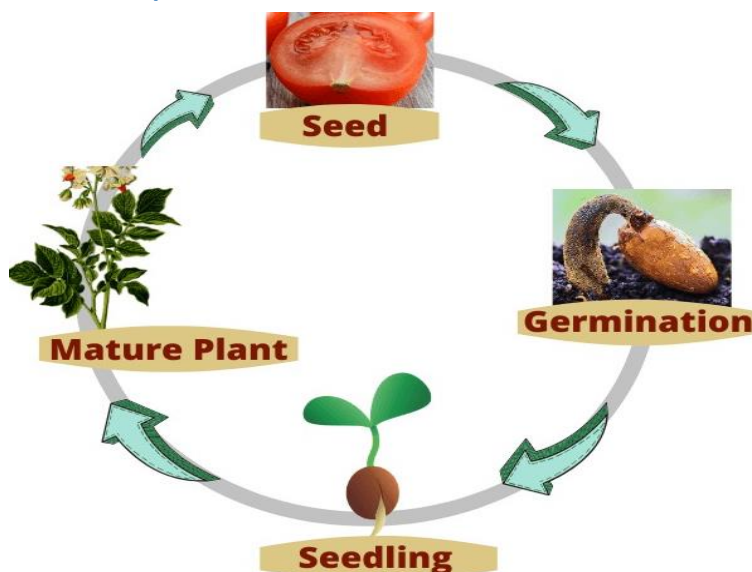
Do you know the part of the plants?



## TOPIC EXPLANATION

## PARTS OF THE PLANS

Plants are the living things; they grow and reproduce like any other living thing. They follow a cyclic process of starting a new life, growing, and then coming back to the starting stage (reproducing) Plants start their life from a seed and grow-up to become an adult plant.



## VOCABULARY

Look up for the meaning of each word in the English-Spanish dictionary.

Buscar el significado de cada palabra en el diccionario de inglés-español.

seeds	pollination
roots	germination
stem	petals
seedling	sunlight
water	soil
cycle	sun

## READING COMPREHENSION

### READ CAREFULLY THE TEXT

#### PLANTS

Plants and trees give us oxygen so we can breathe. Many animals use trees for shelter and for food. We all need trees in order to live. Sadly, people cut down billions of trees every year so we can build shopping centers, restaurant, and houses. You can help by planting new trees in your community.



## ACTIVITY 1

### PRACTICE

Answer the questions, according to the reading.

Responda a las preguntas de acuerdo a la lectura.

1. What do trees provide us? \_\_\_\_\_.
2. Why trees are important for animals. \_\_\_\_\_.
3. Why do people cut down trees? \_\_\_\_\_.
4. How can we help? \_\_\_\_\_.

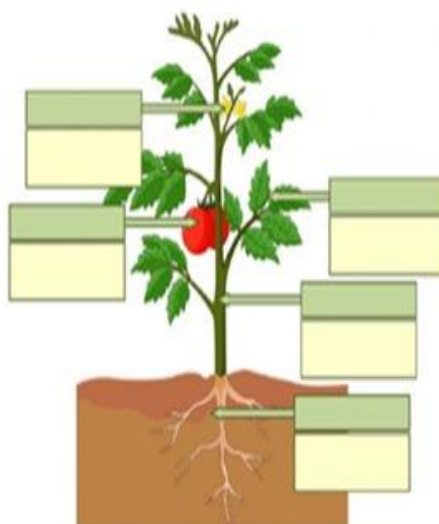
## ACTIVITY 2

## PRACTICE

Write the parts and functions of the plants in the correct space.

Escribe las partes y funciones de las plantas en el espacio correcto.

**Parts of a plant**



The diagram shows a tomato plant with a red fruit and green leaves. It is growing in soil with visible roots. There are several empty boxes connected to different parts of the plant for labeling. To the right, there are five boxes containing functions of plant parts, and a legend with five terms: ROOTS, FRUIT, LEAVES, STEM, and FLOWER.

Make seeds for the plant

Contains and protects the seeds.

Soak up water and minerals from the ground

Supports the plant and carries water and minerals through the plant.

Catch energy from sunlight and produce food for the plant.

ROOTS  
FRUIT  
LEAVES  
STEM  
FLOWER

## ESTRUCTURE

## Verb to Be- Simple Present

The principal use of the simple present is to refer to an action or event that takes place habitually, but with the verb "to be" the simple present tense also refers to a present, permanent state, when

### Verb To Be- Present simple

Verb Conjugation Chart					
Singular			Plural		
1st	I	am	1st	We	are
2nd	You	are	2nd	You	are
3rd	He/ She/It	is	3rd	They	are

## ACTIVITY 3

## PRACTICE

Color the correct choice. Colorea la elección correcta.

### Exercise 2

Color the correct choice.

1. Clara  is  am  are my best friend.

2. I  is  am  are an honest boy.

3. My toy cars  is  am  are in the box.



4. We  is  am  are from Hong Kong.

5. Our dog  is  am  are two years old.

6. You  is  am  are tall and strong.

7. My father  is  am  are a doctor.



8. They  is  am  are my birthday presents.

9. Joe and I  is  am  are good students.



## PLANTS NEEDS



Using the words in the box, fill in the blanks below.



Usando las palabras en el cuadro, complete los espacios en blanco a continuación.

Sun water pot soil  
Seeds hole finger plant

Place some  into a .

Make a  with your .

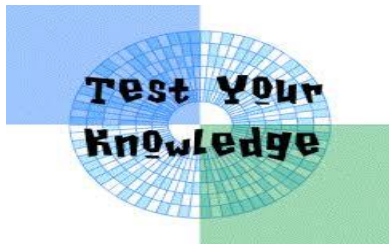
Drop some  into the .

Cover the  with .

Pour  into the .

Give your  lots of .

Wait for your new  to grow!



## PROJECT

Represent through a draw the cycle plant.

Representar mediante un dibujo el ciclo de la planta.



### Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the vocabulary and glossary provided.
- Follow the seed sequence.
- Use your creativity.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORDS	DEFINITIONS
mature	madurar
shelter	refugio
tree	árbol
cut down	cortar
drop	gota

## I CAN...

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can recognize the life cycle of the plants.

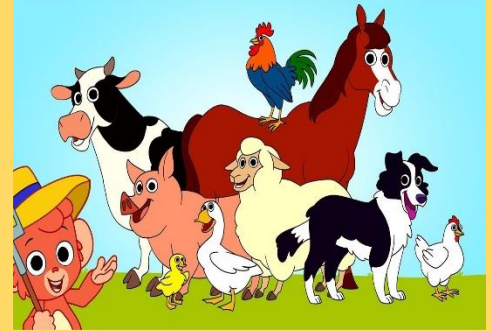
I can identify the parts of the plants.

## SUPPLEMENTARY MATERIAL

Check these links for additional information.  
Busque estos enlaces para información adicional.

<https://www.youtube.com/watch?v=dUBIQ1fTRzI&index=17&list=PLDLUHH7dMN4y5NZRf1G05bqjh6qXcy2js>

<https://www.youtube.com/watch?v=dUBIQ1fTRzI&index=17&list=PLDLUHH7dMN4y5NZRf1G05bqjh6qXcy2js>



## WEEKS 34-35-36

### PETS AND FARM ANIMALS

#### INTRODUCTION TO THE TOPIC

The most popular pets are likely dogs and cats, but people also keep house rabbits, ferrets; rodents such as gerbils, hamsters, chinchillas, fancy rats, and guinea pigs.

#### LEARNING OBJECTIVES

- To identify types of animals.
- To recognize animals needs.



**Pets may also decrease stress, improve heart health and even help children with their emotional and social skills.**



## BRAINSTORM

Classify Pets and Farm animals. (Clasifique las mascotas y los animales de granja).



**Donkey**



**dog**



**rabbit**



**cat**



**parrot**



**horse**



**goose**



**rooster**



**pig**



**caw**

## TOPIC EXPLANATION

## PETS AND FARM ANIMALS

Pets are domestic animals, these animals include all animals that have a history of being raised and bred by humans. This includes farm and ranch animals like chickens, cows and pigs. Domestic animals often differ genetically from their wild ancestor through generations of breeding. They all need food, water, air, space and a place

# VOcabULARY

pet	Look up for the meaning of each word in the English-Spanish dictionary.	goose
dog		sheep
rabbit		pig
cat	Buscar el significado de cada palabra en el diccionario de inglés-español.	chicken
parrot		horse
horse		air
water		shelter

## ACTIVITY 1

## PRACTICE

Write under each picture if the animal is a pet or farm animal. (Escriba debajo de cada imagen si el animal es una mascota animal o es un animal de granja).



## ACTIVITY 2

## PRACTICE

Match animals with their home. (Relaciona los animales con su hogar).



**ACTIVITY 3**

**MATCH AND COLORS**

Color the pictures. Match each picture with the correct word. (Relaciona las imágenes y luego y colorea las figuras).



A place to live



Food



Water



Space

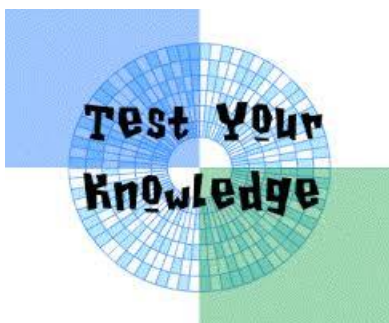


Air



Find the name of the animals in the puzzle.

Encuentre el nombre de los animales en el rompecabezas.



## PROJECT

List five pets and five farm animals and their need. (Enumere cinco mascotas y cinco animales de granja y sus necesidades).

Use cardboard, and see as example of the square below.

PET	FARM	NEED

## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the vocabulary words.
- Use the learning material.
- Use your creativity.

## GLOSSARY

Practice these additional words.  
Practique estas palabras adicionales.

WORD	DEFINITIONS
donkey	burro
home	hogar
farm	granja

**I CAN...**

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can differentiate between pets and farm animals.

I can recognize their needs.

**SUPPLEMENTARY  
MATERIAL**

Check these links for additional  
information.  
Busque estos enlaces para información  
adicional.

<https://www.youtube.com/watch?v=hewiolU4a64&t=72s>

<https://www.youtube.com/watch?v=EwIOkOibTgM>



## WEEKS 37-38

### INDOOR AND OUTDOOR

#### INTRODUCTION TO THE TOPIC

The importance of play for children's healthy development is grounded in a strong body of research as a natural and compelling activity, play promotes cognitive, physical, social and emotional well-being, offering the necessary conditions for children to thrive

#### LEARNING OBJECTIVES

- Compare outdoor and indoor activities.  
Recognize how indoor and outdoor help us to

There are many benefits to children and youth playing outside. Outside, children and youth can release energy.



# BRAINSTORM

Do you know the difference between the indoors and outdoors activities? ( Conoces la diferencia entre las actividades en el interior v al aire libre?)



## TOPIC EXPLANATION

## INDOOR AND OUTDOOR INTERIOR AND EXTERIOR ACTIVITIES.

Indoor activities are carried out inside a space. They are limited to the conditions of the place where they are held, to the number of people participating in the activities, among other factors. Outdoor activities are carried out in an outdoor space. I can be a green

## VOCABULARY

Look up for the meaning of each word in the English-Spanish dictionary.

Buscar el significado de cada palabra en el diccionario de inglés-español.

skateboarding	aerobics
football	soccer
basketball	karate
swimming	climbing
bowling	hiking

## READING COMPREHENSION

READ CAREFULLY THE TEXT

Many pupils of our school have interesting hobbies. Lara is 11 years old. She likes writing poems and painting pictures. Tom is 15 years old and he has very interesting hobbies. He likes dancing, designing Internet sites and playing piano. Robert is almost 13 years old. His hobbies are playing football and reading detective stories. Our pupils do many interesting things and they are very busy. They also love different subjects. Tom is the best pupil at math. Lara is good at art and literature and Robert is one of the best pupils at PE. Their hobbies help them study well too.



## ACTIVITY 1

## PRACTICE

Answer the questions according to the reading.

Responda las preguntas de acuerdo a la lectura.

1. Lara is \_\_\_\_\_ years old.
2. Tom likes designing \_\_\_\_\_.
3. Robert is the best pupil at \_\_\_\_\_.
4. The hobbies help them \_\_\_\_\_.
5. Lara likes \_\_\_\_\_ poems and \_\_\_\_\_.
6. Reading \_\_\_\_\_ stories is Robert's hobby.

### Write T (true) or F (false)

1. Lara's hobby is math \_\_\_\_\_
2. Playing football is Robert's hobby. \_\_\_\_\_
3. Lara is good at art. \_\_\_\_\_
4. Tom is good at literature. \_\_\_\_\_
5. Robert is the best pupils at PE \_\_\_\_\_
6. John is a teacher/ reporter. \_\_\_\_\_

## ACTIVITY 2

## PRACTICE

Match the indoor and outdoor activities with the correct picture.  
Relacione las actividades de interior y exterior con la imagen

I like skateboarding	I like kayaking	I like playing soccer	I like running
I like fishing	I like playing boardgames	I like playing videogames	I like playing cards

		
<input type="text"/>	<input type="text"/>	<input type="text"/>

		
<input type="text"/>	<input type="text"/>	<input type="text"/>

	
<input type="text"/>	<input type="text"/>

## ESTRUCTURE

## CAN/ CAN'T

### CAN / CAN'T

We use **CAN** to talk about abilities (what people can / can't do). Eg.: I **can** play the guitar.  
She **can** play soccer.

#### AFFIRMATIVE:

Subject + **CAN** + Verb

Eg: They **can** run very fast.

#### NEGATIVE:

Subject + **CANNOT** + Verb (can't)

Eg: He **can't** play the piano.

## ACTIVITY 3

## PRACTICE

Complete the sentences with "can or can't" according to the picture. (Completa las oraciones con " puedo o no puedo de acuerdo con la imagen).



Emma \_\_\_\_\_ rides her bike carefully.

Yolanda \_\_\_\_\_ roller-skate



Emily and Ryan \_\_\_\_\_ dance.



Maria and Martin \_\_\_\_\_ sing song very well



Mike \_\_\_\_\_ swim quiet well.

Jack \_\_\_\_\_ climb trees.



John's father \_\_\_\_\_ walk down the stairs.












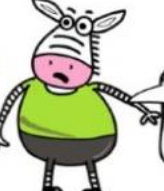
Sarah \_\_\_\_\_ feed the dog.

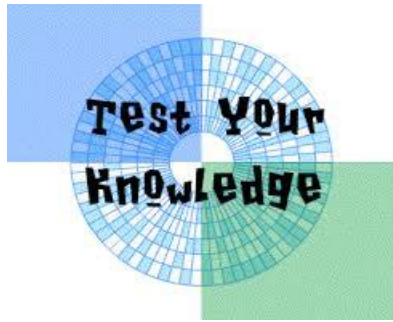


Alex and Lucy \_\_\_\_\_ get on well with each other.



Write the sentence according to the image. (✓) for can and ( X ) for can't.  
 Escribe la oración según la imagen (✓)

<b>I can't sing.</b>	<b>I can jump.</b>	<b>I can skip rope.</b>	<b>I can sing.</b>
<b>I can play football.</b>	<b>I can dance.</b>	<b>I can't jump.</b>	
<b>I can't skip rope.</b>	<b>I can't dance.</b>	<b>I can't play football.</b>	
✓ <input type="text"/>			<input type="text"/> X
✓ <input type="text"/>			<input type="text"/> X
✓ <input type="text"/>			<input type="text"/> X
✓ <input type="text"/>			<input type="text"/> X
✓ <input type="text"/>			<input type="text"/> X



# PROJECT

Create a flipbook using the vocabulary provided.  
(Crea un libro animado de la familia usando el vocabulario proporcionado).

Under each picture write two sentences: One positive and one negative

Example: I can swim (affirmative)    I can't swim



## Self-assessment Checklist

Use the following check list to make sure your project is well done.

<b>GLOSSARY</b>	Practice these additional words. Practique estas palabras adicionales.
-----------------	---

<b>WORDS</b>	<b>DEFINITIONS</b>
--------------	--------------------

pupils	alumno/alumna
hobby	pasatiempo
internet sites	sitios de internet
detective	detective
busy	ocupado

**I CAN...**

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can identify indoor and outdoor activities.

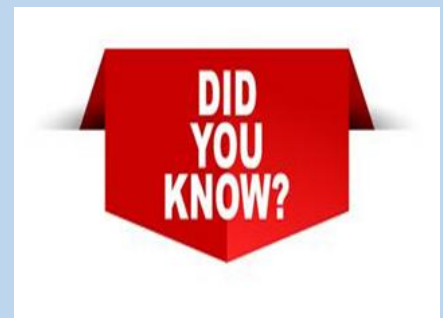
I can identify indoor and outdoor activities.

**SUPPLEMENTARY  
MATERIAL**

Check these links for additional  
information.  
Busque estos enlaces para información  
adicional.

<https://www.youtube.com/watch?v=YkelkmzYSz4>

<https://www.youtube.com/watch?v=4HZsOaCea5M>



## WEEKS 39-40

### MEANS OF TRANSPORTATION

#### INTRODUCTION TO THE TOPIC

Transportation, is moving people or things from one place to another place. Transport can be divided into infrastructure, vehicles and operations.

#### LEARNING OBJECTIVES

- Identify means of transportation.
- To write sentences with future events.

That in The United States 17 million cards are sold each year and 10 million are destroyed.



**BRAINSTORM**  
**DO YOU KNOW THIS MEANS OF TRANSPORTATION?**



**TOPIC EXPLANATION**

**MEANS OF TRANSPORTATION**

Transportation is general word for all the methods people use to move themselves and their goods from one place to another. Just as they have for thousands of years, people today rely on walking to travel short distances, people depend on animals, bicycles, automobiles trucks, railroads, ships and airplanes.

**VOCABULARY**

Look up for the meaning of each word in the English-Spanish dictionary.  
Buscar el significado de cada palabra en el diccionario de inglés-español.

rocket	motorcycle
ferry	train
ship	vehicle
helicopter	lorry
scooter	bicycle

# READING COMPREHENSION

## READ CAREFULLY THE TEXT

### The Bus Driver

Ahmed has recently found a job as a bus driver in Middlesbrough, England. He works the morning shift from 5:30 to 1:30 and sometimes he has the evening shift finishing around 8 pm. His bus number is number 9 to Whitby, which runs east and west along Borough road. His route is busy, but it is in a nice part of town. Ahmed likes his job very much because he meets loads of people. He works three hours on Saturdays and has the day off on Sunday. He usually spends Sundays with his family or plays golf with his friends. Next year, Ahmed will be 62 and he is thinking of retiring. His wife wants him to work a little longer because they still owe money for the car they bought. Ahmed has worked hard for the past 40 years, and he wants to retire as soon as possible. He is not worried about money, because one day he hopes to win the lotter



## ACTIVITY 1

## READING COMPREHENSION

Answer the following questions. (Responda las siguientes preguntas).

1. What is the name of the bus driver?

---

2. When does he start work?

---

3. Why does he like his job?

---

4. When is his day off?

---

5. How long has he been working?

---

## ACTIVITY 2

Match the indoor and outdoor activities with the correct picture.

Relacione las actividades de interior y exterior con la imagen correcta.

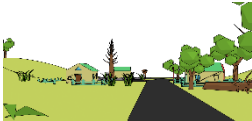


**Means of transportation**

 [ ]		 [ ]
 [ ]		 [ ]
 [ ]	Bicycle	 [ ]
 [ ]	Car	 [ ]
 [ ]	Motorbike	 [ ]
 [ ]	Truck	 [ ]
	Ship	
	Van	
	Train	
	Plane	
	Ambulance	
	Taxi	
	Helicopter	
	Bus	

## ACTIVITY 3

Name three of each mode of transportation and classify them according to land, air and water.

Mencione tres de cada medio de transporte y clasifíquelos de acuerdo a tierra, aire y agua.

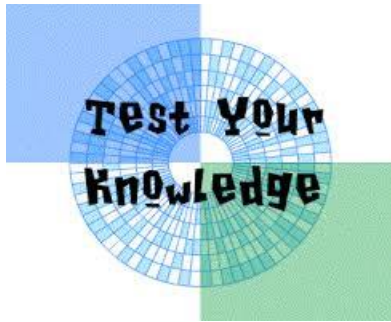
 <b>LAND</b>	<b>AIR</b> 	 <b>WATER</b>



Write the correct number in front of each word.  
Escriba el número correcto delante de cada palabra.



- |               |                  |                 |
|---------------|------------------|-----------------|
| van ----      | tram ----        | train ----      |
| taxi ----     | car ----         | bicycle ----    |
| yacht ----    | fire engine ---- | helicopter ---- |
| airplane ---- | scooter ----     | ambulance ----  |
| balloon ----  | carriage ----    | ropeway ----    |
| bus ----      | boat ----        | truck ----      |
|               | underground ---- | ship ----       |



Create flashcards using the vocabulary words.

Crear tarjetas didácticas, utilizando el vocabulario.

Use cardboard to create a cards. Under the cards write a sentence affirmative or negative. See the example below.



CARD.

I WILL TAKE THE CARD TO GO TO THE MALL.

## Self-assessment Checklist

Use the following check list to make sure your project is well done.

- Use the vocabulary provided.
- Follow the given instructions.
- Use your creativity.

**GLOSSARY**

Practice these additional words.  
Practique estas palabras adicionales.

<b>WORDS</b>	<b>DEFINITIONS</b>
driver	conductor
day off	día libre
start	comienzo
east	este
west	oeste

**I CAN...**

Check ( ✓ ) the things you have learned.  
Marque ( ✓ ) lo que has aprendido.

I can recognize means of transportation.

I can classify means. of transportation

**SUPPLEMENTARY  
MATERIAL**

Check these links for additional  
information.  
Busque estos enlaces para  
información adicional.

<https://www.youtube.com/watch?v=d0ySC2tzlZI>

<https://www.youtube.com/watch?v=HHc5nZ2dUwo>

# ANSWER KEY

## Weeks: 1-2      GEETINGS

### Reading Comprehension

#### Activity # 1

- |             |            |
|-------------|------------|
| 1. Thirteen | 6. German  |
| 2. Grant    | 7. yes     |
| 3. Yes      | 8. History |
| 4. no       | 9. no      |
| 5. yes      |            |

#### Activity # 2

1. c
2. b
3. b
4. a
5. a

#### Activity # 3

- |             |           |
|-------------|-----------|
| 1. informal | 6. formal |
| 2. informal | 7. formal |
| 3. formal   | 8. formal |
| 4. formal   | 9. formal |
| 5. formal   |           |

#### Activity # 4

#### Dialogue

Hello  
How are you?  
I am fine thanks  
Nice to meet you  
Nice to meet you, too  
Good bye!  
Ok, see you later!

## Weeks: 3-4-5-      NUCLEAR FAMILY

### Reading Comprehension

#### Activity # 1

- |                   |          |
|-------------------|----------|
| 1. mother         | 6. Marge |
| 2. Lisa's, sister | 7. live  |
| 3. father         |          |
| 4. Lisa's         |          |
| 5. Homer          |          |

#### Activity # 2

1. F
2. T
3. F

4. T
5. F

**Activity # 3**

- |        |         |
|--------|---------|
| 1. I   | 2. It   |
| 3. you | 4. We   |
| 5. He  | 6. You  |
| 7. She | 8. they |

**WEEKS # 6-7-8**

**EXTENDED FAMILY**

**Activity # 1**

1. false
2. false
3. false
4. false
5. false
6. true

**Activity # 2**

1. b
2. c
3. a
4. c
5. b
6. a

**Activity # 3**

1. her
2. his
3. their
4. it
5. my
6. our

**WEEKS # 9-10-11**

**Parts of a House**

**Activity # 1**

1. white
2. blue and yellow
3. the family
4. four
5. two
6. slide and swing
7. watch television

**Activity # 2**

1. true
2. false
3. true
4. false

5. false

**Activity # 3**

Demonstrative

1. this

2. those

3. that

4. this

5. these

6. those

7. this, pen

8. that, eraser

9. these

10. chair

**WEEKS 12-13-14**

**FURNITURE**

**Activity # 1**

1. bookcase

2. bedroom

3. garage

4. fridge

5. bath

6. rug

7. kitchen

8. vase

9. mirror

**Activity # 2**

1. b

2. a

3. b

4. c

5. b

**Activity # 3**

**Preposition of Place**

1. beside

2. on

3. under

4. on

5. on

6. behind

**Play and Learn**

1. b

2. g

3. d

4. e

5. f

1.

2.

3.

4. X

5. X



6. c  
7. a

6. X

**WEEKS 15-16-17**

**COLORS**

**Reading Comprehension**

**Activity # 1**

1. C
2. B
3. C
4. B

**Activity # 2**

Mix Colors

**Activity # 3**

**WH QUESTIONS**

1. what
2. what
3. where
4. when
5. what

**Play and Learn**

1. white
2. green
3. black
4. yellow
5. pink
6. brown
7. purple
8. blue
9. gray
10. orange
11. red

**WEEKS 18-19 PEOPLE AT SCHOOL**

**Reading Comprehension**

**Activity # 1**

1. c
2. d
3. e
4. a
5. b

**Activity # 2**

1. c
2. a
3. b
4. b
5. b

6. a

**Activity # 3**

1. Teacher: A person who teaches students.
2. Librarian: A person in charge of a library.
3. Janitor: The person who cleans the school.

**TRUE AND FALSE**

1. F
2. T
3. F
4. T

**WEEKS 20-21 PLACES AT SCHOOL**

**Reading Comprehension**

**Activity # 1**

1. toilet
2. teacher's room
3. canteen, Headmaster's Office
4. gym
5. behind
6. Anna's new school

II.

1. They are from different countries.
2. It's a big school for boys and girls.
3. There is a canteen where students have lunch.

**Activity # 2**

1. Cafeteria
2. library
3. Librarian
4. bus
5. at school
6. Principal's
7. Teacher
8. Nurse
9. playground

**Activity # 3**

- |                  |                   |
|------------------|-------------------|
| 1. classroom     | 11. Rest room     |
| 2. playground    | 12. library       |
| 3. cafeteria     | 13. office        |
| 4. gym           | 14. Computer lab. |
| 5. hallway       | 15. auditorium    |
| 6. swimming pool |                   |
| 7. music room    |                   |
| 8. science room  |                   |
| 9. lunch room    |                   |
| 10. art room     |                   |

**WEEKS 22-23-24****FEELINGS****STRUCTURE ( nouns)****Activity # 1**

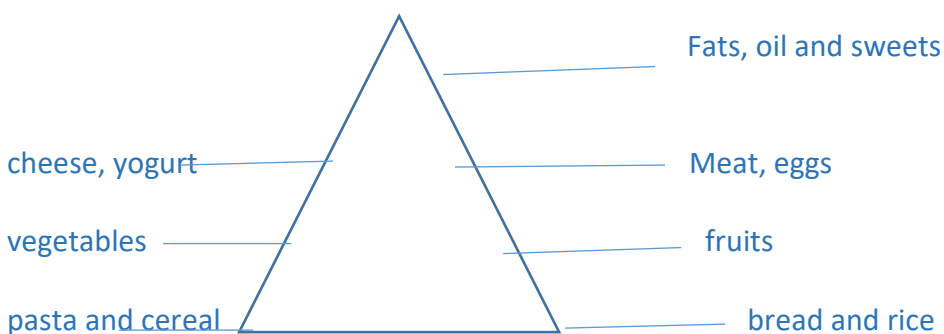
PEOPLE	PLACES	THING
Grandma	City	water
Teacher	Country	tree
Baby	Playground	rock
Woman	Store office sate	pencil
Policeman		cloud
Singer		

**Activity # 2**

1. bird
2. pen
3. cousin
4. flower
5. brother
6. animals

**WEEKS 28-29-30****FOOD****Reading Comprehension**

1. Healthy food is tasty.
2. You can find grains in bread and rice.
3. Milk, cheese and yogurt give you strong bones.
4. Meat and fish give you proteins.
5. Eat only some chips and cookies.

**Activity # 2****WEEKS 31-32-and 33****PLANTS****Reading Comprehension**

1. oxygen
2. for shelter and for food
3. build shopping center, restaurant and house

4. planting new trees in your community

**Activity # 2**

1. roots: sock up water and minerals from the ground.
2. fruits: make seeds for the plant.
3. leaves: Catch energy from sunlight and produce food.
4. stem: supports the plant and carries water and mineral, through the plant.

**PLAY AND LEARN ACTIVITY**

1. soil, pot
2. hole
3. seeds, soil
4. seeds, soil
5. water, pot
6. seed, sun
7. plant

**WEEKS 34-35-36      PET AND FARM ANIMALS**

**Activity # 1**

1. donkey – farm
2. dog – pet
3. rabbit – pet
4. cat – pet
5. parrot – pet
6. horse – farm
7. goose – farm
8. rooster – farm
9. pig – farm
10. cow – farm

**Activity # 2**

<b>AT FARM</b>	<b>AT HOME</b>
Horse	bird
Cow	cat
Sheep	dog
Pig	turtle
chick	fish

**Activity # 3**

1. water
- 2- a place to live
3. food
4. air
5. space

**PLAY AND LEARN**

horse  
sheep  
cow  
Rooster

Pig  
cat  
dog  
duck

**WEEKS 37-38            INDOOR AND OUTDOOR**

**Reading Comprehension**

**Activity # 1**

1. 11 years old
2. internet sites
3. pupil at PE.
4. study too
5. art and literature
6. detective stories

**Write a ( T ) for true and a (F) for false**

1. F
2. T
3. T
4. F
5. F

**Activity # 2**

1. I like playing cards.
2. I like fishing.
3. I like running
4. I like playing board game.
5. I like skate boarding.
6. I like playing soccer.
7. I like playing videogame
8. I like kayaking.

**WEEKS 39-40            MEANS OF TRANSPORTATION**

**Reading Comprehension**

**ACTIVITY # 1**

1. Ahmed
2. norming shift
3. meet loads of people
- 4- Sunday
5. 40 years

**ACTIVITY # 2**

1. motorbike
2. car
3. truck
4. plane
5. bus
6. train

- 7. bicycle
- 8. ship
- 9. van
- 10. ambulance
- 11. helicopter
- 12. taxi

Activity # 3

LAND	AIR	WATER
car	helicopter	ship
truck	plane	boat
taxi	rocket	ferry





## Infography

<https://www.youtube.com/watch?v=uLUcKFL248M>

<https://dl.pearson.co.jp/resources/9780133810516/teachers.pdf>

[https://www.youtube.com/watch?v=qO1\\_qYACNLE](https://www.youtube.com/watch?v=qO1_qYACNLE)

<https://www.youtube.com/watch?v=qZyJPZxsmZk>

<https://www.youtube.com/watch?v=m20tFPSq8K8>

<https://www.youtube.com/watch?v=tFBceOYZFjw>

<https://www.youtube.com/watch?v=z0HZNaM7gTg>

<https://www.youtube.com/watch?v=tRNy2i75tCc>

<https://www.youtube.com/watch?v=JoDm0RC5gk8>

<https://www.youtube.com/watch?v=ckKQclquAXU>

[https://www.youtube.com/watch?v=QTpEGh\\_DM5I](https://www.youtube.com/watch?v=QTpEGh_DM5I)

<https://www.youtube.com/watch?v=yfT2D2hO6No>

[https://www.youtube.com/watch?v=qO1\\_qYACNLE](https://www.youtube.com/watch?v=qO1_qYACNLE)

<https://www.youtube.com/watch?v=qZyJPZxsmZk>

<https://www.youtube.com/watch?v=m20fFPSq8K8>

<https://www.youtube.com/watch?v=fBCeOYZFjw>

<https://www.youtube.com/watch?v=JoDm0RC5gk8>

<https://www.youtube.com/watch?v=ckKQclquAXU>

[https://www.youtube.com/watch?v=QTpEGh\\_DM5I](https://www.youtube.com/watch?v=QTpEGh_DM5I)

<https://www.youtube.com/watch?v=yfT2D2hO6No>