

Cuaderno de trabajo DE INGLÉS | 4^o



2021

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GUÍA DE APRENDIZAJE Inglés – Cuarto Grado

Nombre del estudiante

Centro Educativo:

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
-  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

MINISTERIO DE EDUCACIÓN

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TOPIC 1-2-3

COMMUNITY PLACES

In a community there are places where people live, work and play.

For example:

- *School*
- *Health center*
- *Supermarket*
- *Government institutions*
- *Police station*

OBJECTIVES

- *To identify vocabulary related to community places.*
- *To describe the role of different institutions in the community.*

DID YOU KNOW?

A community can be urban, suburban or rural.



Do you remember the name of some places in your community?

Write 5 places of your community.

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

**TOPIC
EXPLANATION**

Look at the picture, read and repeat the name of the places.



School



Church



Hospital



Supermarket



Police station



Bank

VOCABULARY

Let's learn new words in order to understand the reading.



People



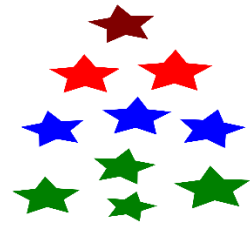
Sick



Learn



Fresh



Count

READING COMPREHENSION

PLACES IN A COMMUNITY

Read carefully the following passage.



I live in a beautiful community that has many places to do different things. We always go to the church on Sundays. People usually go to the hospital when they are sick. My mother goes to the supermarket to buy fresh fruits and vegetables. In my town, there is a fire station with 10 firefighters. I go to the school to learn how to read and count numbers.

ACTIVITY 1

SENTENCE COMPLETION

After reading, complete the following sentences with the words in the box.

church , fire station , school , hospital

After reading, complete the following sentences.

1. We go to this place when we are sick _____.
2. Mothers goes to this place to buy fruits and vegetables _____.
3. Fire fighters who help extinguish the fire are in this place _____.
4. I want to learn how to read and count numbers, I go to the _____.

ACTIVITY 2

Look at the pictures and write the name of each place.



STRUCTURE

ADVERBS OF FREQUENCY

ADVERB OF FREQUENCY <i>Adverbs of frequency are often used to indicate routine or repeated activities, so they are often used with the present.</i>	FREQUENCY %	EXAMPLE
Always	100%	We always go to the Church on Sundays.
Usually	80%	Maria usually buys snacks in the supermarket .
Often	50%	He often goes to the bank .
Sometimes	30%	I sometimes play soccer in the school .
Never	0%	I never go to the hospital .

ACTIVITY 3

Read and complete the sentences by using adverbs of frequency according to your own experience.

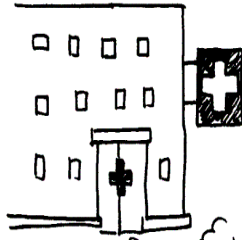
1. I _____ play soccer on the weekends.
2. I _____ listen music in the **school**.
3. I _____ go to the **Church**.
4. I _____ come home after **school**.
5. I _____ read articles about **fire stations**.
6. I _____ talk with a police man at the **police station**.
7. I _____ go to the **supermarket**.
8. I _____ get money from the **bank**.
9. I _____ visit the **hospital**.
10. I _____ talk inside the **Church**.



IN MY COMMUNITY



School



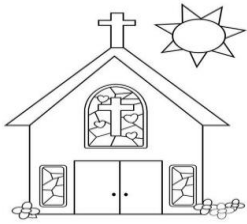
Hospital



Bakery



Clothing store



Church



Bank



Drugstore



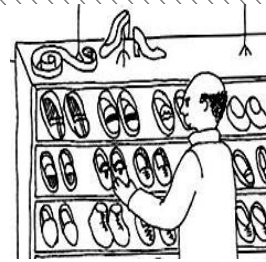
Post office



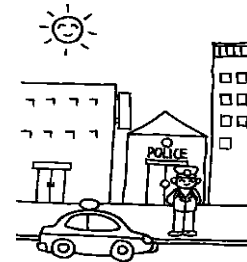
Supermarket



Gas Station



Shoe Store



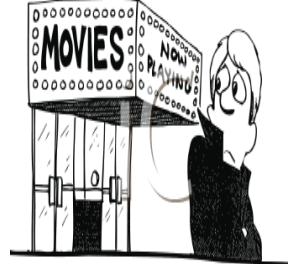
Police office



Restaurant



Park



Movie Theater/Cinema



Cafeteria



House



Beach



Gym



Library

Circle and paint the places you recognize in your community.

Follow the instructions to make the following project.



I *always* go to *school* in the morning.

My daily Routine

Make a posters of your daily routine and activities.

- ✓ Write five sentence for each community place you visit every day.
- ✓ Include an adverb of frequency in each sentence.
- ✓ Use a picture of the different community places.
- ✓ Underline the community place and the adverb of frequency in each sentence.

Self-assessment check list

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

- Writes the names of each community place.
- Uses the adverbs of frequency.
- Choose the appropriate picture according to the community place.
- Uses the given structure correctly.
- Expresses his/her creativity.

Learn more words related to community places to enlarge your vocabulary.

1. **Bank:** Financial institution licensed to receive deposits and make loans.
2. **Supermarket:** a large store selling foods and household goods.
3. **Church:** a building used for public Christian worship.
4. **School:** an institution for education children.
5. **Hospital:** an institution where the sick or injured receives medical care.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned to the name of different community places.

I learned to identify the role of the community places.

I learned to make short simple sentences about daily activities.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<http://you.tube/LULzOE1IVk>

<https://learnenglishkids.britishcouncil.org/word-game/places-town-1>

RECREATIONAL PLACES



TOPIC 4-5

RECREATIONAL PLACES

Recreational places are sites where people go to have and share with family and friends. Some recreational places are:

- ✓ Park
- ✓ Cinema
- ✓ Mall
- ✓ Sport center
- ✓ Swimming pool

OBJECTIVES

- To identify names and characteristics of recreational places in the community.
- To describe the different recreational places in the community.

DID YOU KNOW?

...That families that engage in outdoor activities together are happier and healthier?



Look at the picture and answer the question
Where are they?



TOPIC EXPLANATION

READ AND REPEAT

Recreational places in my community



Sport center



Park



Swimming pool



Mall



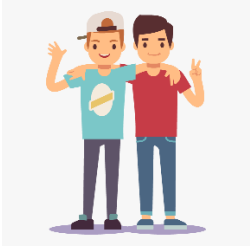
Cinema



Stadium

VOCABULARY

LET'S LEARN NEW WORDS



Friend



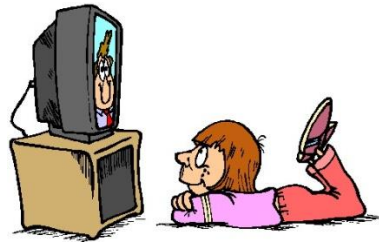
Cinema



Comedy



Happy



Watch



Go

READING COMPREHENSION

READ CAREFULLY



Leo is my friend.

He likes to go to the cinema.

He likes to watch comedy movies.

He is really happy when he go to the cinema.

ACTIVITY 1

READING COMPREHENSION

Read again and answer the questions. Circle the correct answer.

1. Who likes to go to the cinema?
 - a. Carol
 - b. Brad
 - c. Leo
2. What does he like to watch?
 - a. Action movies
 - b. Comedy movies
 - c. Terror movies
3. Is he happy when he goes to the cinema.
 - a. Yes, he is
 - b. No, he isn't

ACTIVITY 2

LET'S PRACTICE

Draw and paint recreational places.



Recreational Places



A large empty rectangular box with a purple border, intended for drawing and painting recreational places.

STRUCTURE

PRESENT CONTINUOUS TENSE



I	am	Working in the mall
He (Leo) She(Susi) It	is	
We You They(Juan and Ana)	are	

Juan is cleaning (clean) the swimming pool.

ACTIVITY 3

LET'S PRACTICE

Complete the sentences use "am, is, or are" and the verb in parentheses with "ing" form.

Example:

I am watching (watch) a comedy movie.

1. She _____ (play) in the **sport center**.
2. I _____ (run) in the **stadium**.
3. Susan _____ (go) to the **park**.
4. Lina and Rita _____ (shop) in the city **mall**.
5. Elias _____ (swim) in the **swimming pool**.
6. You _____ (clean) **park**.
7. They _____ (go) to the **cinema**.
8. He _____ (play) football in the **stadium**.
9. I _____ (visit) the **sport center**.
10. We _____ (enjoy) the **mall** attractions.



MATCH THE PICTURE AND WORD

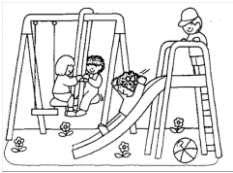
	<p>School Mall Hospital</p>
	<p>Church Stadium Park</p>
	<p>Cinema Swimming pool Library</p>
	<p>Stadium Bank Restaurant</p>
	<p>Police station Mall Cinema</p>
	<p>Sport center Park School</p>

Test Your Knowledge

RECREATIONAL PLACES

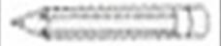
Make drawings of recreational places in your community, color them and write a short sentence for each of them. Example:

Recreational places in my community



They are playing in the park.

write



draw



Park

Cinema

Sport center

Mall

Swimming pool

Stadium

Self-assessment check list

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

- Writes the names of each recreational place
- Describes each recreational place.
- Uses the given structure correctly.

GLOSSARY

READ ALOUD

1. **Play:** engage in recreational activities.
2. **Run:** move fast.
3. **Swim:** travel through water
4. **Visit:** the act of going to see some person or place for a short time.
5. **Enjoy:** take delight in.

I LEARNED

CHECK (✓) THE THINGS YOU LEARNED

I learned to differentiate recreational places.

I learned to identify recreational places.

I learned to make short simple sentences about recreational places using the grammar studied.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

<https://www.eslgamesworld.com/members/games/vocabulary/memoryaudio/directions%20places/index.html>

<https://agendaweb.org/exercises/vocabulary/city/places-1>



TOPIC 6-7

MALE AND FEMALE BODIES

Being a boy or a girl, for most children, is something that feels very natural. At birth, babies are assigned male or female based on physical characteristics.

OBJECTIVES

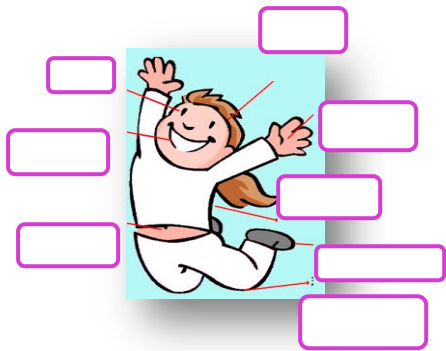
- *To identify different parts of male and female body.*
- *To recognize the sexual differences between male and females*

DID YOU KNOW?

...During exercise, women's primary fuel is fat. For men, it's carbohydrates.

TRY TO DO IT!

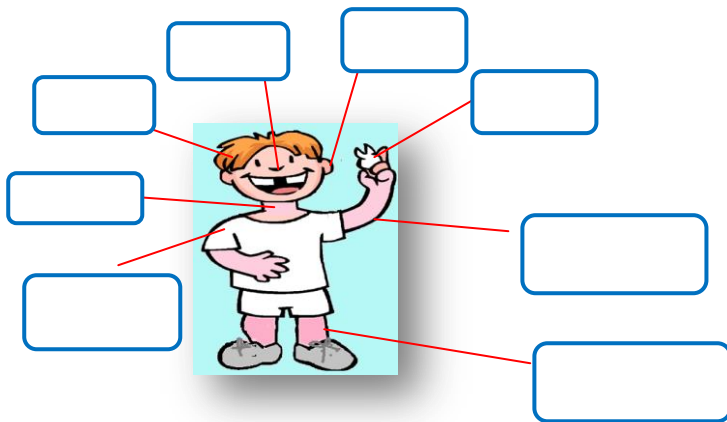
Can you label the picture with the words below?



GIRL



1. Back
2. Eye
3. Hand
4. Head
5. Knee
6. Mouth
7. Toes
8. Tummy



BOY



1. arm
2. Ear
3. Hair
4. Leg
5. Neck
6. Nose
7. Shoulder
8. Tooth

TOPIC EXPLANATION

LET'S LEARN NEW WORDS



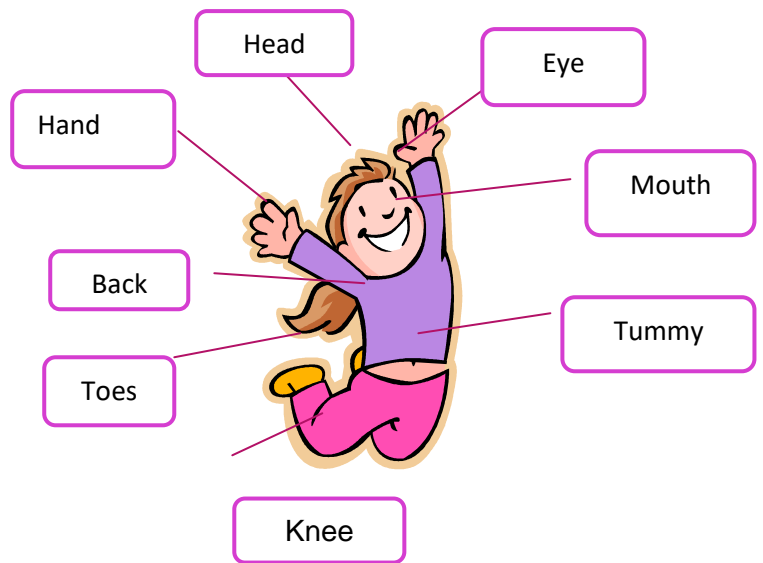
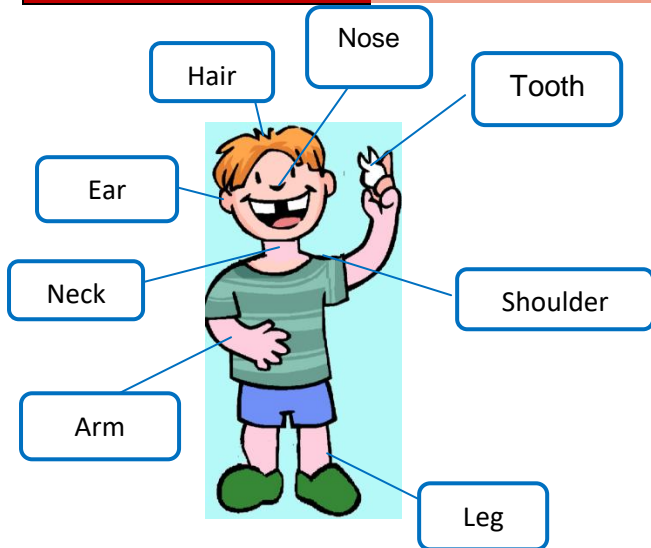
Breast



Adam's apple

VOCABULARY

READ AND PRACTICE



READING COMPREHENSION

READ THE TEXT

Dear friend,

My name is Maria. I am 9 years old and I live in Darien. I want to describe myself so you know what I look like.



I have long, curly **hair**. It is brown. I have black **eyes**. My face is round. I love to play soccer with my friends.

The name of my best friend is Ana. She is 9 years old. She also lives in Darien. She is very tall! She has long, straight **hair**. She have the same favorite sport like me soccer. Her face is long - oval shape. Her **legs** are also very long!

We always play together. We love to be together every afternoon.

Please tell me about you and your friends too!

Yours, Maria.

ACTIVITY 1

READING COMPREHENSION

Fill in the correct form of the verb: Have or Has using the information about the Reading.

1. Maria _____ curly hair.
2. Maria _____ black eyes.
3. Maria and Ana _____ the same favorite sport, soccer.
4. Maria and Ana _____ long hair.
5. Her face _____ long – oval shape

ACTIVITY 2

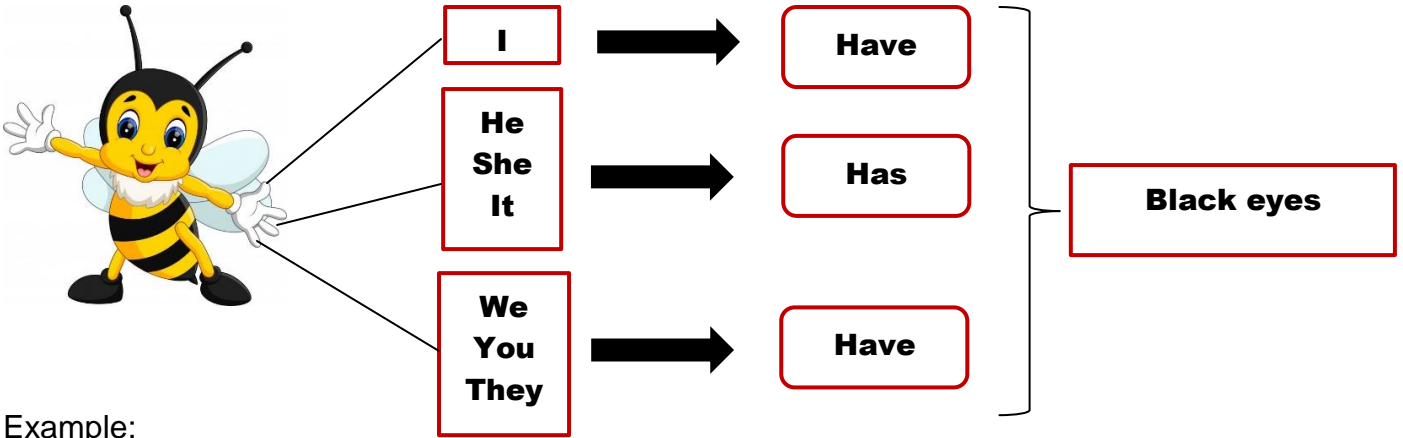
UNSCRAMBLE THE WORDS

Connect the mixed parts of the body. Then write them down correctly.

1. Nekes: _____
2. Sare : _____
3. Yese : _____
4. Teso : _____
5. Cenk : _____
6. Gel : _____
7. Danh : _____
8. Rosuldhesh : _____
9. Ydob : _____
10. Ram : _____
11. Tofo : _____
12. Deha : _____

STRUCTURE

HAVE or HAS + ADJECTIVE



Example:



ACTIVITY 3

LET'S PRACTICE

Fill in the blank space with "**have**" or "**has**".

1. I _____ short hair.
2. They _____ blue eyes.
3. Paul _____ big nose.
4. Kate _____ thick nose.
5. Lucy and Sally _____ long hair.
6. Juan _____ wavy hair.
7. We _____ long legs.
8. A boy _____ Adam's apple
9. A girl _____ breast.
10. You _____ a beautiful face.



FIND THE WORDS BELOW

Male and Female Bodies

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

MALE
 BOY
 MUSTACHE
 HAIR
 MOUTH

FEMALE
 GIRL
 SHORT
 EYE

BODY
 BREAST
 LONG
 NOSE

MY BODY



Make a poster of your body

- ✓ write its parts
- ✓ Write 5 sentences using “**have**”

Example:



eye

I have two eyes.

Self-assessment checklist

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

- Writes the names of each part of the body.
- Draws according to the gender male or female.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Back:** rear part of the human body.
2. **Eye:** organ of seeing.
3. **Hand:** part of the body at the end of the arm.
4. **Head:** upper part of the human body.
5. **Knee:** joint of the leg that allows for movement.
6. **Ear:** organ of hearing.
7. **Breast:** front chest of woman.
8. **Adam's apple:** projection in the front of the neck.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned the differences between male and female bodies.

I learned to identify parts of the body.

I learned to describe my body using "have".

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/lcWL35tMe18>



TOPIC 8-9

DESCRIBING PEOPLE

Describe people is to tell or write about someone in words.

He describes his friends.

OBJECTIVES

1. *To distinguish physical appearance between man and woman.*
2. *To describe physical appearance of people.*

**DID
YOU
KNOW?**

**...Like
fingerprints,
everyone's
tongue print
is different.**



DESCRIBING PEOPLE

Circle the correct description for the person.



He's short
He's tall



She has blue eyes
She has black eyes

TOPIC EXPLANATION

LET'S DESCRIBE PEOPLE

HEIGHT



TALL MEDIUM SHORT

WEIGHT



FAT SLIM

HAIR



BLOND - LONG BROWN - SHORT BLACK - CURLY

EYES - COLOR



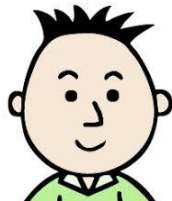
BLUE BROWN GREEN

VOCABULARY

HOW DO YOU DESCRIBE YOUR BEST FRIEND?



Long Hair



2. Short Hair



3. Straight hair



Curly hair



Medium high



thin



skinny

READING COMPREHENSION

READ THE DESCRIPTIONS



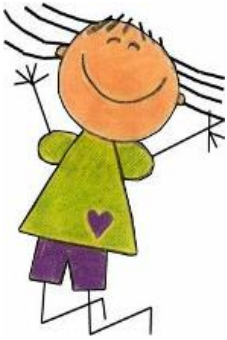
- a. Hi pals! My name is Susy. I´m thin and **medium high**. My **hair is short, curly and blonde**. My **eyes are brown**. I´m clever and hard working. My favorite color is red, I love fashion.
- b. Nice to meet you! My name is Ryan. I´m **skinny and short**, my **hair is black** and I like the spike style. My **eyes are black**. I´m shy and good tempered. I like sports and play video games.
- c. What´s up people? I´m Michael. I´m **tall and handsome**, my hair is, brown and straight. My face is round. I´m patient and kind of lazy. I like anime, hip hop and I always wear a cap.
- d. Hey Guys! My name is Caroline. I´m **thin** and sporty, my **hair is long, straight and brown**, my eyes are brown and expressive. I´m talkative and noisy. I love pony tails and shorts. I like rock music

e. How're you doing friends? I am Kate. I'm tall and thin. My **hair is short**, **straight** and **black**, I have oriental eyes type. I'm dynamic and agitated. I love the green color and heart designs.

ACTIVITY 1

READING COMPREHENSION

Match the picture according the reading description.



ACTIVITY 2

DESCRIBING PEOPLE

Look at the picture of the girl and complete sentences about her using the words in box.



She is _____.

She has _____ eyes.

She has _____ hair.

short, tall, brown, black, long,
short.

STRUCTURE

COMPARATIVE ADJECTIVES

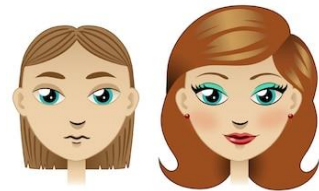
We use the comparative to compare two people, places or thing

Rules	Example
▪ Short adjective: Adjective+ ER	Short- shorter Long-longer
▪ Long adjective: MORE + long adjective	Intelligent - More intelligent Beautiful – More beautiful
▪ Consonant vocal consonant adjective: Double the last consonant + ER	Big – bigger Hot – hotter
▪ Adjective ending in y : Change the y to i + ER	Heavy- heavier Easy - easier

We use **THAN** after the comparative form of the adjective
John is taller than Mary.



Leo is shorter than Karol.



Betty is more beautiful than Kate.

ACTIVITY 3

LET'S PRACTICE

Write the comparative form of the adjective.

1. Fast _____
2. Young _____
3. Light _____
4. Smart _____
5. Handsome _____

Write the comparative form of the adjective in parenthesis.

- a. John is _____ (slow) than Molly.
- b. A baby is _____ (smart) than a dog.
- c. Dad is _____ (tall) than Mum.
- d. Jeremy is _____ (short) than Leo.
- e. I am _____ (fast) than my brother



ADJECTIVES

FIND THE WORDS BELOW.

COMPARATIVES

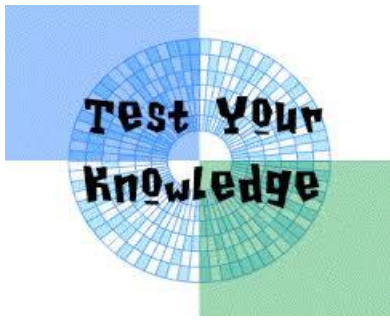
Y U M W I T T B R N H E A V Y
 U P O I N K O T O F O H Z W O
 L L D L T L U C I F F I D Z U
 S P E M E W C O D C O C G G N
 M A R P L W B S G U U Z M B G
 A M N T L V V E E I N G U N M
 L M L I I Q E M A A G R O A R
 L X P D G U V T Q U F R P X A
 P X I W E M I I G R T B M I D
 M U L P N P S X J S N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

Find the opposite of the adjectives below. **The words go in all directions!.**



Word List

BAD _____	BIG _____	CHEAP _____
DUMB _____	EASY _____	FAST _____
HARMLESS _____	LIGHT _____	OLD _____
OLD-FASHIONED _____	SHORT _____	THIN _____
UGLY _____	WARM _____	WEAK _____



DESCRIBING PEOPLE

Make a poster of your favorite singer or sport star, describe their physical appearance and write two comparison of them.

Example:

Shaquira



Shaquira has long straight hair.
She is medium height

Ericka



Ericka Ender has curly hair.
She is tall.

Erika Ender is taller than Shaquira.
Shaquira is thinner than Ericka.

Self-assessment checklist

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

- Writes the names and description of the celebrities.
- Uses appropriate adjectives.
- Uses the given structure correctly.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Long:** large extension.
2. **Short:** little extension.
3. **Tall:** big extension.
4. **Height:** the measurement from (of a standing person) from head to foot.
5. **Straight:** extending or moving uniformly in one direction only; without a curve or bend.
6. **Smart:** having or showing a quick-witted intelligence.
7. **Thin:** Little possession of muscle mass.
8. **Fat:** a natural oily or greasy substance occurring in human body.
9. **Curly:** made, growing, or arranged in curls or curves.
10. **Slow:** moving or operating, or designed to do so, only at a low speed; not quick or fast.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

- I learned to use adjectives to describe people.
- I learned to compare people using adjectives.
- I learned to make short simple sentences about my body.

SUPPLEMENTARY MATERIAL

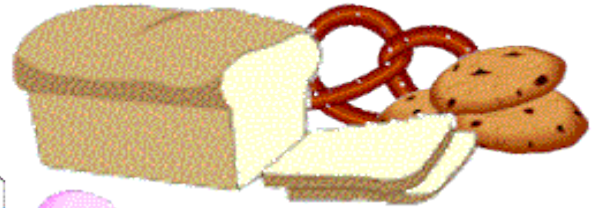
CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/sip0nblmXJ8>

<https://youtu.be/7zCNjzTEOel>



Fruits



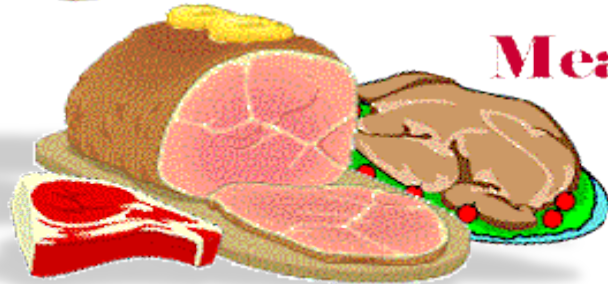
Bread



Milk



Vegetables



Meat

TOPIC 10-11-12

FOOD AND VALUES

Food contains nutrients and is eaten by living creatures in order to maintain a good **value** of life, health, and growth.

OBJECTIVES

1. To identify vocabulary related to healthy food and eating habits.
2. To exchange specific information on foods, eating habits, exercising, and sport from different sources

DID YOU KNOW?

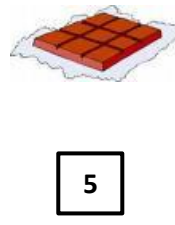
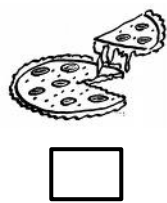
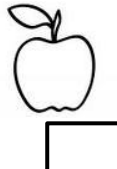
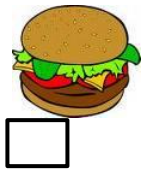
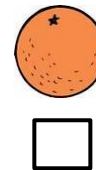
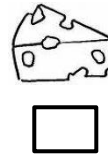
...Apples
give you
more energy
than coffee.



TRY TO DO IT!

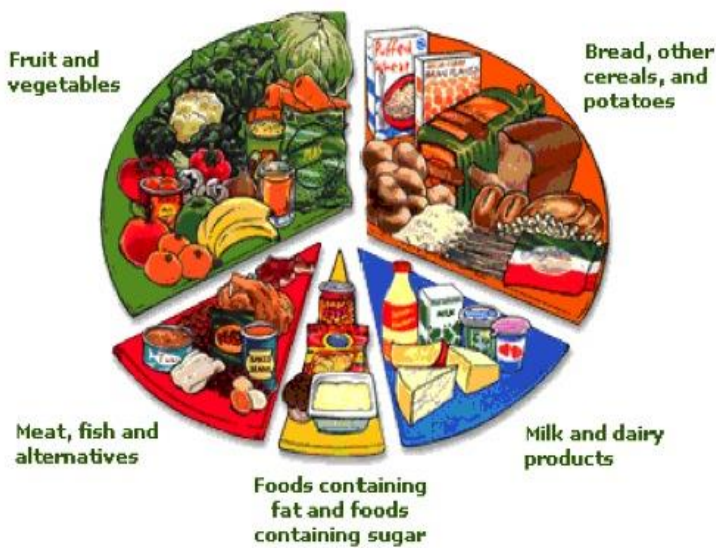
Match words and pictures.

1. apple
2. banana
3. cake
4. cheese
5. chocolate
6. hamburger
7. orange
8. pizza
9. tea
10. tomato
11. ice-cream
12. potatoes



TOPIC EXPLANATION

FOOD FACTS



Food contains the nutrition that people and animals need to be healthy. It contains protein, fat, carbohydrates, vitamins, and minerals. Liquids used for energy and nutrition are often called drinks.

VOCABULARY

LET'S LEARN NEW WORDS



Bread



Ham



Milk



Orange



Cereal



Rice



Chicken



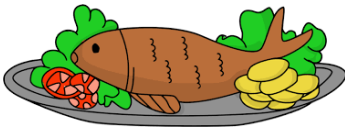
Chicken Soup



Sausages



Meat



Fish



Plantains



Beans



Potatoes



Hamburger

READING COMPREHENSION

MEALS IN DAILY LIFE

Read the texts about the meals.

Hi, my name is **Carlos**, I'm nine years old. I usually eat bread with ham and I drink some milk or orange juice for breakfast. I often eat rice and chicken for lunch some chicken soup. I sometimes eat fish and plantains dinner.

Hello, I'm **Julia**, I'm ten years old. I often eat some cereal with milk for breakfast. I never eat sausages. I usually eat a meat and beans with rice. I also eat some fruit and drink some water. I sometimes eat chicken with potatoes for dinner. I don't eat any hamburgers.

ACTIVITY 1

READING COMPREHENSION

According with the Reading answer the followings questions.

1. What does Carlos usually eat for breakfast?

2. What does you usually eat for lunch?

3. What does you usually eat for dinner?

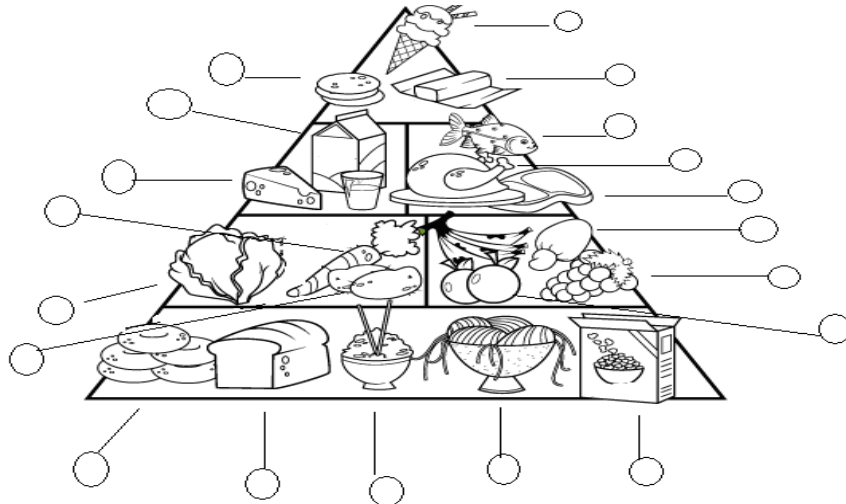
4. What does you usually eat for breakfast?

5. What does you usually eat for lunch dinner?

ACTIVITY 2

FOOD PYRAMID

Match the pictures.



1. pasta
2. fish
3. bread
4. ice cream
5. rice
6. lettuce
7. chicken
8. butter
9. cereal
10. oranges
11. carrot
12. steak
13. grapes
14. steak
15. milk
16. bananas

17. potatoes
18. cheese
- 19.

cashe

STRUCTURE

ADVERBS OF FREQUENCY



ADVERBS OF FREQUENCY

We often use adverbs of frequency for talking about the **frequency of something**.

Always 100%
Usually 90%
Often 70%
Something 50%
Never 0%

Adverbs of frequency are placed before of main verb.

- They **sometimes eat** in restaurants.

When the sentence includes verb **to be**, the adverb goes after the verb.

- She **is always** healthy.



I always eat fruits

ACTIVITY 3

LET'S PRACTICE

Order the sentences. Remember **PRESENT SIMPLE!**

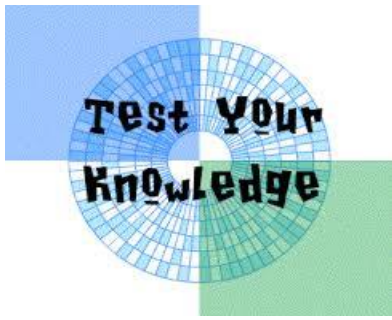
- eat/never/Lucy/fast food.
- always/veggies/eat/ I.....
- she/fruit/usually/eat/in the morning.....
- are/always/vegetables.....
- Leo/eat/always/apples.....



HOW OFTEN DO YOU...?

Look at the picture and answer the question How often do you...?

	Always	Usually	Often	Sometimes	Never
Wash your hands before eating? 	I always wash my hands.				
Eat fruit? 					
Exercise? 					
Eat fast food? 					
Practice a sport? 					
Brush your teeth? 					
Drink water? 					
Eat vegetables? 					
Go jogging? 					



TALKING ABOUT YOUR EATING HABITS

Write and illustrate 5 sentences about your eating habits.

Example:

TALKING ABOUT YOUR EATING HABITS



I always drink cinnamon tea.



I usually eat fruits.



Self-assessment checklist

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

- Writes the name of the food.
- Uses adverbs of frequency.
- Uses the given structure correctly.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Veggie:** a vegetable
2. **Balanced diet:** adequate amounts of all the necessary nutrients recommended for a healthy growth and for efficient daily activities and functions.
3. **Calorie:** a quantity of food capable of producing such an amount of energy.
4. **Carbohydrate:** any of a large group of organic compounds occurring in foods and living tissues and including sugars, starch, and cellulose.
5. **Nutrients:** a substance that provides nourishment essential for growth and the maintenance of life.
6. **Dairy:** milk products.
7. **Fruit:** the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned vocabulary about food.

I learned to identify healthy food.

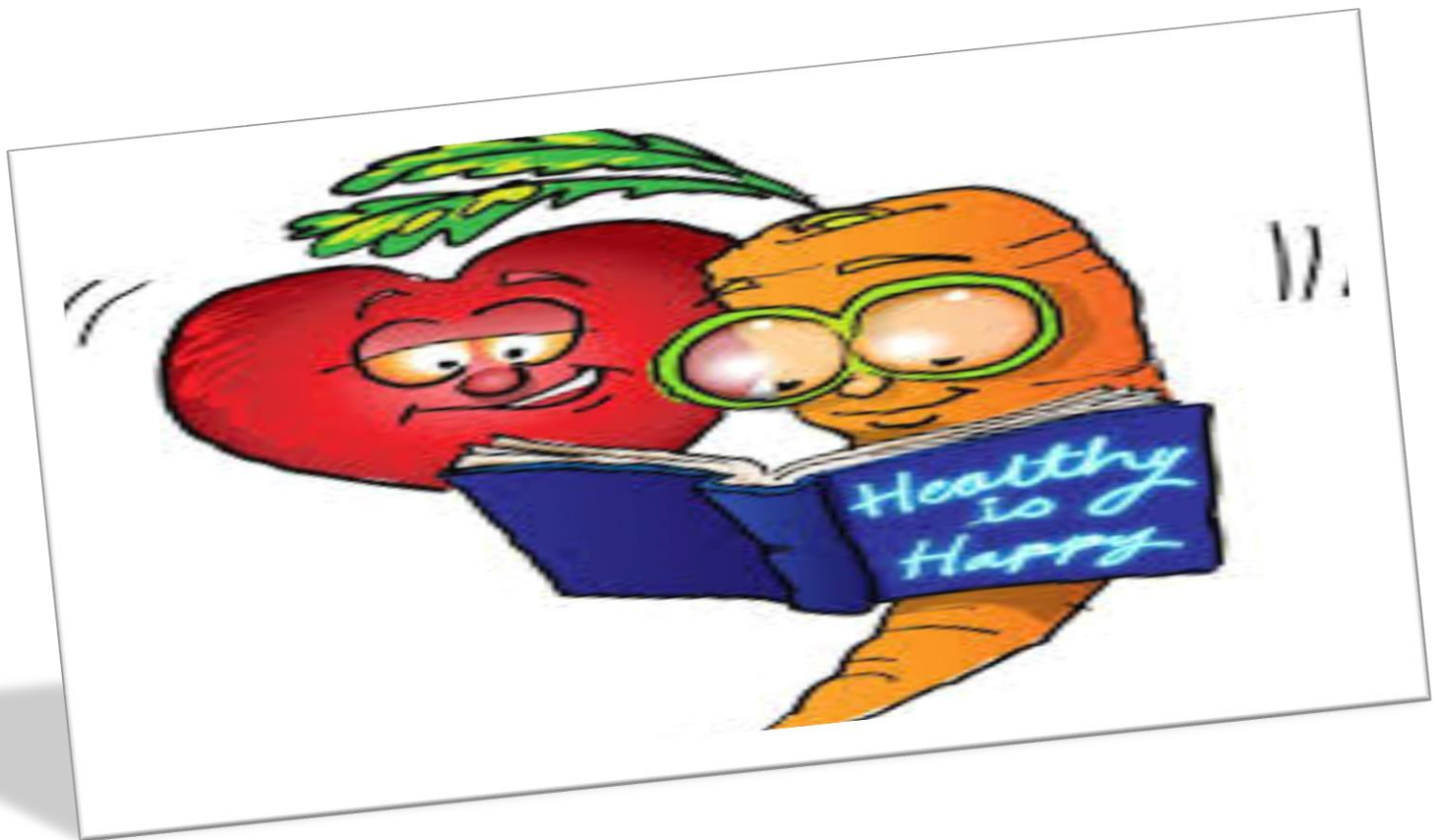
I learned to make short simple sentences using adverb of frequency.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/IW5TrKbsq4>

<https://youtu.be/2HjCO3H4Vo>



TOPIC 13-14-15

NUTRITION

Nutrition provides the cells of an organism with food, in a form they can use. The six main types of nutrient are carbohydrates, fats, minerals, protein, vitamins, and water. Malnutrition can happen when a person doesn't eat the right amount of nutrients.

OBJECTIVES

- To identify food principles and nutrition concepts.
- To define the nutrition concepts.
- To apply nutritional values to personal diet.

**DID
YOU
KNOW?**

**Broccoli
contains
more protein
than steak.**

What do you know?

Circle with **Blue** color the **Healthy** food that you find below and with **Red** color the **Unhealthy ones**. Then, write the food names.



TOPIC EXPLANATION

FIVE STEPS TO SET A HEALTHY LIFE



1. Eat More Fruits and Vegetables



2. Drink water.



3. Make Physical Activity



4. Reduce Screen Time



5. Sleep More



Healthy Food



Unhealthy Food

VOCABULARY

UNHEALTHY



On weight



Heart disease



Fat



Sugar

READING COMPREHENSION

NUTRITION



It is important for people to eat as much as they need to give them energy. If they eat unhealthy food they don't have enough energy. **If they eat too much, they need to make more exercise; because they can put on weight.**

Fat is very high in calories. **Fat links with heart disease, and many experts believe that**

eating less would help to reduce it.

Sugar is not good for the energy balance. The only value of the diet is to provide energy. Sugar makes you fat.

ACTIVITY 1

READING COMPREHENSION

Are these sentences true or false?

1-People need to **make exercise** if they eat too much.

2-When people eat too much they put **on weight**.

3-Eating less fat would cause **heart attacks**.

4-**Sugar** provides energy, but it causes obesity.

ACTIVITY 2

FOOD GROUPS

1) Name the food groups

1

- a) meat and fish
- b) bread and cereal
- c) sugar and fat

- d) vegetables
- e) dairy products
- f) fruit

2

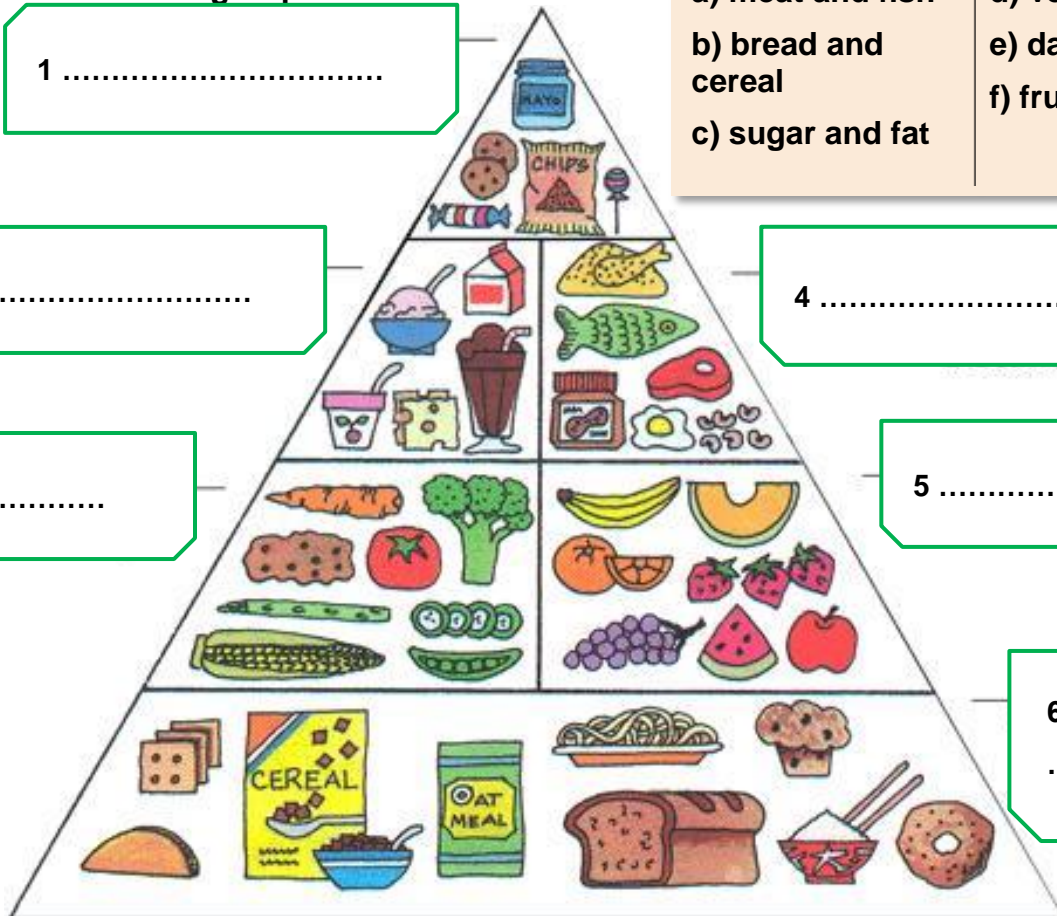
4

3

5

6

.....



SIMPLE PRESENT TENSE



Singular form	Plural form
<p>(he/she/it) "s" is added to the verb.</p> <p>Example:</p> <ul style="list-style-type: none"> • He eats • She laughs 	<p>(we/you/they) No "s" is added to the verb.</p> <p>Example:</p> <ul style="list-style-type: none"> • They eat • We laugh



**ACTI
VITY
3**

**LET'S
PRAC
TICE**

Write the correct form of the verb in parentheses.

- I usually _____ (eat) eggs in the breakfast.
- My mother always _____ (cook) chicken soup.
- She never _____ (buy) junk food.
- They always _____ (walk) in the morning.
- We usually _____ (drink) cold water.
- He sometimes _____ (use) vegetables oil.
- I always _____ (stay) healthy.
- Leo never _____ (drink) soda.
- Ruth often _____ (go) to the vegetarian store.
- You often _____ (eat) fruits.

**Test Your
Knowledge**

MY FOOD BASKET

Make a poster of your favorite food include fruits and vegetables and write 5 sentences about your favorite food and how often do you eat it.

Example:

MY FOOD BASKET



I usually eat apple.

Self-assessment checklist

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

- Writes the names of the food.
- Uses the given structure correctly.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Healthy:** indicative of, conducive to, or promoting good health.
2. **Eat:** put (food) into the mouth and chew and swallow it.
3. **Drink:** take (a liquid) into the mouth and swallow.
4. **Physical activity:** any bodily movement produced by skeletal muscles that requires energy expenditure.
5. **Screen time:** a condition of body and mind such as that which typically recurs for several hours every night.
6. **Protein:** any of a class of nitrogenous organic compounds that consist of large molecules composed of one or more long chains of amino acids and are an essential part of all living organisms.
7. **Unhealthy:** kind of food no good for the health.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

- I learned the vocabulary about food.
- I learned to identify healthy and unhealthy food.
- I learned to make short simple sentences about food.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/fE8lezHs19s>

https://youtu.be/Gmh_xMMJ2Pw



DID YOU KNOW?

Harpy eagle is a raptor and one of the largest eagles on the planet

Topic 16-17

ENDANGERED ANIMALS

Panama has animals that are in danger of becoming extinct. The iguana is one of endangered animals.

OBJECTIVES

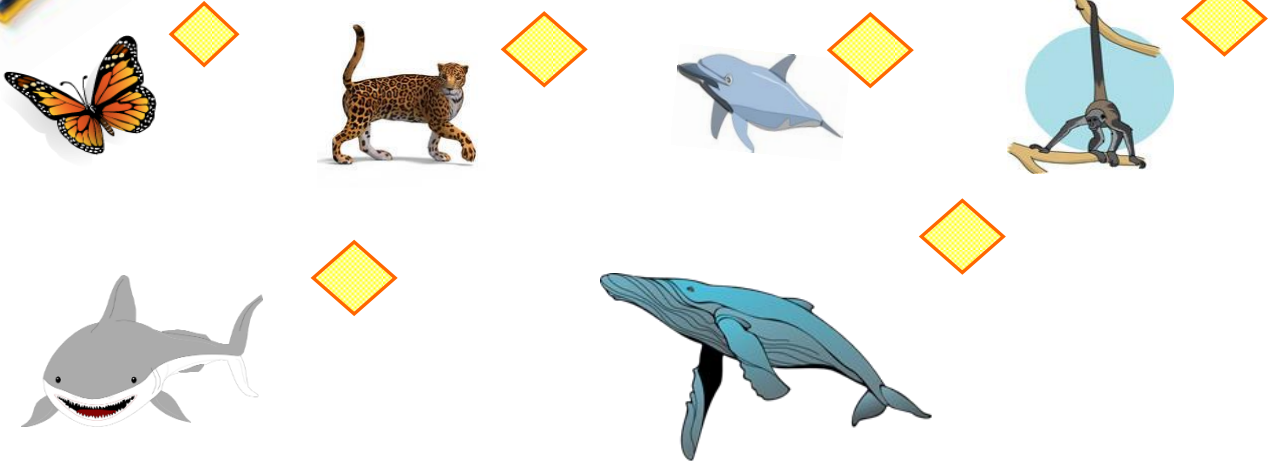
To distinguish an endangered animal.

To recognize the habitat of some endangered animals.



TRY TO DO IT!

Write the correct number with the name of the Endangered Animals.



- 1. Whale
- 2. Shark
- 3. Butterfly
- 4. Spider monkey
- 5. Dolphin
- 6. Jaguar

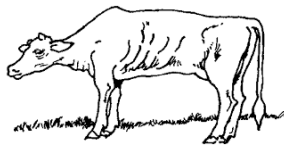
**TOPIC
EXPLANATION**

ENDANGERED ANIMALS IN PANAMA

Endangered Animals are facing.



Deforestation



Deseases



Hunting

Some examples of endangered animals in Panama are the following



Pygmy Three-Toed Sloth



Spider Monkey



Harpy Eagle



Sea Turtles

VOCABULARY

LET'S LEARN NEW WORDS



Carnivore Animals



opossums



sloth



Rainforests Habitat

READING COMPREHENSION

INTERESTING FACTS



Harpy Eagle The harpy eagle is a **carnivore**. It kills **opossums, iguanas,** and **small deer, monkeys** and **sloths**. Harpy eagles have very few predators, but they are experiencing the same **loss of habitat** through **deforestation, poaching** and **hunting** as other rainforest animals. Harpy eagles live in **the rainforests** of Central and South America . **The Harpy Eagle** is the National bird of Panama.

ACTIVITY 1

READING COMPREHENSION

Say if the sentences are true or false:

1. The harpy eagle is a **hervivore**.
2. The harpy eagles kills **bears**.
3. Harpy eagles have very few predators.
4. Harpy eagles live in **the rainforests**.
5. The Harphy Eagle is the National bird of Panama

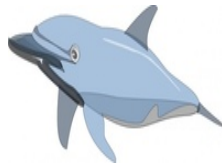
ACTIVITY 2

ANIMALS IN DANGER!

Circle the correct answer.



- a. Moth
- b. butterfly
- c. Ladybird



- a. Shark
- b. Seal
- c. Dolphin



- a. Dolphin
- b. Whale
- c. Tuna



- a. Panther
- b. Cat
- c. Jaguar



- a. Spider monkey
- b. Gorilla
- c. Lizard

STRUCTURE

POSSESSIVE PRONOUNS

POSSESSIVE PRONOUNS











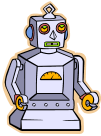
I.....mine
You.....yours
She.....hers
He.....his
It.....its
We.....ours
They.....theirs



ACTIVITY 3

LET'S PRACTICE

Write *mine*, *yours*, *his* or *hers* in the spaces.

<u>Me</u>   	<u>You</u>  
<u>Peter</u>  	<u>Sue</u>  

1. The pencil is his
2. The pen is _____
3. The bag is _____
4. The robot is _____
5. The book is _____
6. The ruler is _____
7. The ball is _____
8. The dog is _____
9. The doll is _____



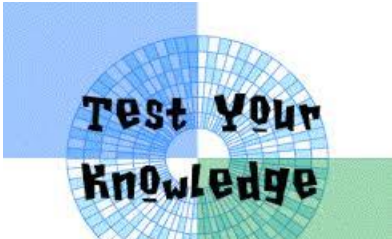
MORE ANIMALS

Animals



Write the correct number for these animals. Then find the words in the word search.

- | | | | | | |
|------------|-----------|-------------|------------|-----------|--------------|
| 1. bear | 5. Crab | 9. lobster | 13. pig | 17. shark | 21. squirrel |
| 2. bee | 6. fish | 10. mouse | 14. rabbit | 18. sheep | 22. tiger |
| 3. chicken | 7. lion | 11. octopus | 15. rhino | 19. snail | 23. tuna |
| 4. cow | 8. lizard | 12. owl | 16. seal | 20. snake | 24. turtle |



DESCRIBING ANIMALS

Draw, paint and describe 10 animals. In the boxes below you will find many adjectives you can use to describe the different animals. You can also come up with suggestions of your own for describing the many animals.

S I Z E	S H A P E	C O L O U R	S P E E D
heavy, light, big, small, little, tiny, tall, short, fat, thin, skeletal, giant, underweight, wide	round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy	pink, red, orange, black, yellowish, blue, dark, green, purple, white, gray, brown	quick, fast, slow, swift, speeding, rushing, hasty, bustling, rapid, snappy, brief, springy

Example:

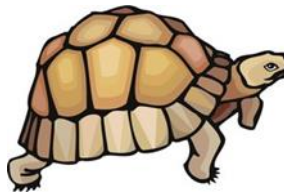
Describing Animals

DOG



1. Brown
2. Fast
3. Small

TURTLE



- 1.
- 2.
- 3.

COW



- 1.
- 2.
- 3.

Self-assessment checklist

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

- Writes the name of the animal.
- Selects the appropriate adjectives according to the animal.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Habitat:** place where an organism or a community of organisms lives.
2. **Hunting:** chasing and killing an animal or bird for food.
3. **Deforestation:** the action of clearing a wide area of trees.
4. **Disease:** a disorder of structure or function in a human, animal, or plant.
5. **Captivity:** the condition of being imprisoned or confined.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned to describe animals.

I learned to identify endangered species animals.

I learned about possessive pronouns.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/RBdLF0JlvW8>

<https://youtu.be/Qd6wZHUDCUg>



TOPIC 18-19

HABITAT

Habitat is the natural environment of an animal.

A **habitat** is the home of an **animal**. Almost every place on Earth—from the hottest desert to the coldest ice pack is a **habitat** for some kinds of **animals**. Most **habitats** include a community of **animals** and plants along with water, oxygen, soil or sand, and rocks.

OBJECTIVES

- To distinguish an endangered animal.
- To recognize the habitat of some endangered animals.

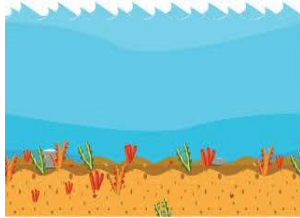
**DID
YOU
KNOW?**

**A fish needs
clean water
in which to
live.**



Choose and write the name of the habitat









- 1. Polar Regions
- 2. Forest
- 3. Ocean
- 4. Grassland

TOPIC EXPLANATION

HABITAT!

An animal needs five things to survive in its habitat:



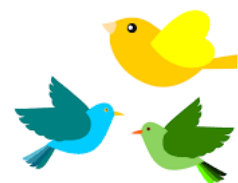
Food



water



shelter



air

VOCABULARY

LET'S LEARN NEW WORDS



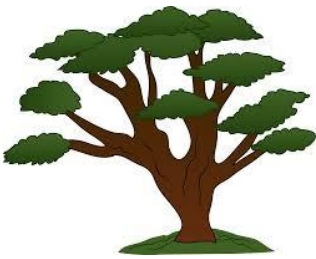
Wet Places



Rainfall



Sunlight



Big Trees



Colourful Birds



Bright Insects



Fascinating Mammals

READING COMPREHENSION

RAINFOREST



Rainforests are very **wet places**, receiving heavy **rainfall** every year. They get lots of **sunlight**. There are 3 main regions of rainforest: in Central and South America, in West and Central Africa, and in Southeast Asia.

Rainforests are rich with diverse animals. They are home to **big trees**, **colourful birds**, **bright insects**, and a variety of **fascinating mammals**.

ACTIVITY 1

READING COMPREHENSION

Select the correct answer according with the reading.

- Rainforests are:
 - cool places
 - wet places
 - hot places
- Rainforest receives every year:
 - snow
 - ice
 - rainfall
- They get lots of:
 - sunlight
 - sand
 - oil
- This is a region of rainforest:
 - in Central and South America,
 - China
 - London
- Rainforests are home to:
 - book
 - colourful birds
 - car

ACTIVITY 2

WRITE THE HABITATS

Write the habitats of the animals under the picture. Find two animals for each habitats.



1. _____



2. _____

Habitats

Box
Animals Box

2.
1. _____

Rainforest
Ocean
Polar Region

Dolphin-Monkey
Whale – Deer



Wh-Questions











Wh- question	Function	Example
what	Asking about a thing	What is your favorite animal?
Where	Asking about a place	Where does the harpy Eagle live?
Why	Asking for a reason	why is important to protect the animals?
How	Asking about a procedure or method	How is the tiger habitat?

ACTIVITY 3

LET'S PRACTICE

Use what,where,why, how to complete the sentences.

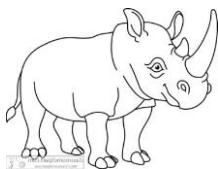
<p>1. _____ are baby dogs called?</p> 	<p>2. _____ is the national bird of Panamá?</p> 	<p>3. _____ do monkeys live?</p> 	<p>4. _____ is the tiger roar?</p> 
<p>4. _____ are there endengered animals?</p> 	<p>6. _____ long do a horse live?</p> 	<p>7. _____ is the cow?</p> 	<p>8. _____ is the color of dolphins?</p> 



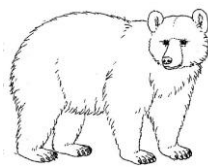
ENDANGERED ANIMALS

Find the endangered animals.

Endangered Animals



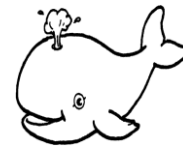
Rhino



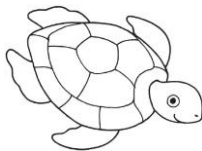
Polar bear



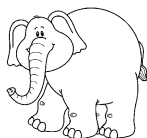
Tiger



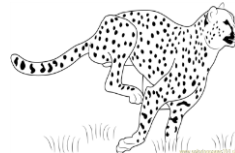
Whale



turtle



Elephant



Cheetah



Panda

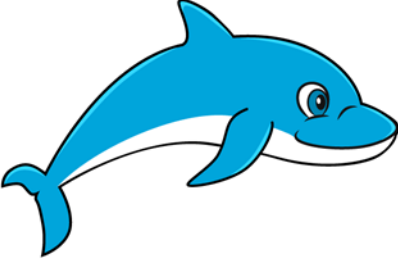
ENDANGERED ANIMALS

Test Your
Knowledge

Draw and paint six endangered animals and write a short sentence about each of them.

Example:

Dolphin



This is a dauphin. It's color blue.

There are six empty square boxes arranged in two rows of three, intended for drawing and writing about other endangered animals.

Self-assessment checklist

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

- Writes the names of each endangered animal.
- Writes a short sentence for each endangered animal.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Rainforest:** a luxuriant, dense forest rich in biodiversity.
2. **Ocean:** a very large expanse of sea.
3. **Grassland:** a large open area of country covered with grass.
4. **Polar region:** the regions of the planet that surround its geographical poles (the North and South Poles).
5. **Continent:** any of the world's main continuous expanses of land (Africa, Antarctica, Asia, Australia, Europe, North America, South America).

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned to identify endangered animals.

I learned vocabulary words about endangered animals.

I learned to make short simple sentences about endangered animals.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

https://youtu.be/_vn_BMapo7g

<https://youtu.be/TiRe3A-PSGE>



TOPIC 20-21-22

SPORTS

An athletic event or game played according to rules. Sports often require certain skills and involve two people or teams on opposite sides.

Soccer is my favorite sport.

OBJECTIVES

- *To recognize vocabulary related to sports.*
- *To talk about sports in the community.*

**DID
YOU
KNOW?**



**Surfing is an
optical
illusion.**

What do you know?

Can you write the name of each sport according to the instrument?



1. _____

2. _____

3. _____

- ✓ Soccer
- ✓ Basketball
- ✓ Baseball

TOPIC EXPLANATION

SPORTS WORDS

1. Soccer



4. Swimming



2. Basketball



5. Volleyball



3. Baseball



6. Tennis



VOCABULARY

I LIKE SPORTS

5. G
arde
n

1. Love



2. School



3. Play



4. Friends



6. Home



7. Lazy



8. Couch



READING COMPREHENSION

WHY I LIKE SPORTS?



I am Marco. I love sports. My favorite sport is baseball. I play it twice a week with my friends from school. My father taught me a lot about baseball. We used to practice in our garden at home. Nowadays my father has become quite lazy and it is hard to get him off the couch.

ACTIVITY 1

READING COMPREHENSION

Match questions with the correct answer according to the reading.

1. What is Marco's favorite sport? _____ yes, he does.
2. Where does Marco play baseball? _____ at his home.
3. Does Marcos play baseball with his father? _____ it is baseball.

ACTIVITY 2

Interview a relative; write the answers in your module.

Interviewer Name

Students name

Interviewed name

Relative Name

- *What's your favorite sport?*

- *Where do you play it?*

- *Who do you play it with?*

STRUCTURE

SIMPLE PRESENT TENSE / POSSESSIVE ADJETIVE.

SIMPLE PRESENT TENSE AFFIRMATIVE STATEMENT

I	play	soccer
You	play	soccer
He	plays	soccer
She	plays	soccer
It	plays	soccer
We	play	soccer
You	play	soccer
They	play	soccer



She plays soccer



POSSESSIVE ADJETIVE	
I -----	My ball
You -----	Your ball
He-----	His ball
She -----	Her ball
It -----	Its ball
We-----	Our ball
You -----	Your ball
They -----	Their ball



His favorite sport is baseball

ACTIVITY 3

LET'S PRACTICE

Write the correct possessive adjectives on the line. (his, her, their, my, its)

1. She _____ ball
2. He _____ ball
3. Carlos and Maria _____ ball
4. I _____ ball
5. Dog _____ ball



POSSESSIVE ADJECTIVE

Possessive Adjective

Find the Possessive Adjective on the wordsearch

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

MY
HER
OUR

YOUR
ITS

HIS
THEIR

Test Your
Knowledge

FOLLOW THE INSTRUCTIONS TO MAKE THE
FOLLOWING PROJEC.

Write about your team or a sport you practice.

Example:



My name is _____ I play



Word Bank

play
soccer
number
baseball

Self-assessment checklist

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

- Writes the sentences about sport.
- Uses each sport word.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Soccer:** a game played between two teams of eleven people, where each team tries to win by kicking a ball into the other team's goal.
2. **Basquetball:** a game played by two teams of five players who score points by throwing a large ball through an open net hanging from a metal ring.
3. **Baseball :** a game played especially in North America by two teams of nine players, in which an player hits.
4. **Swimming:** sport that involve bodies in water.
5. **Volleyball:** a game in which two teams hot an inflated ball over a high net using their hands.
6. **Tennis:** a game played with rackets by two or four players who hit a ball back and forth over a net that divides the court.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned vocabulary words related to sports.

I learned to identify possessive adjective.

I learned to make short simple sentences about sports.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.

<https://learnenglishkids.britishcouncil.org/word-games/sports-1>

<https://youtu.be/yGJ0MoYXmZA>



TOPIC 23-24-25

SPORTS IN MY COMMUNITY

Sport is an athletic activity requiring skill or physical prowess.

OBJECTIVES

- *To identify use of the sport verbs to express their hobbies.*
- *To use the correct sport verb according to the daily activity.*

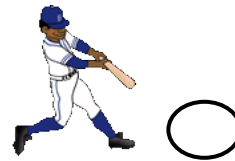
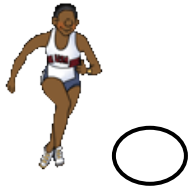
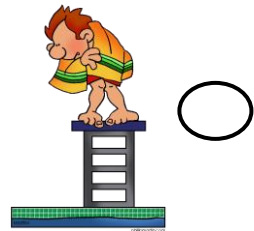
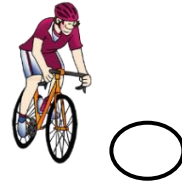
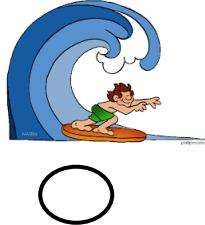
DID YOU KNOW?

Boxing legend Rocky Marciano invented the fax machine.



LET'S TRY!

Write the number in the circle according with the sport name.



1. martial arts	2. Volleyball	3. surfing	4. cycling
5. fishing	6. basketball	7. Soccer	8. gymnastics
9. Athletic	10. Baseball	11. swimming	

TOPIC EXPLANATION

DO, GO OR PLAY?

- We usually **play** with a ball.
- We use **Go** after words ending in **-ING**.
- We **do** for most other sports.



Play Soccer



Run Fast

PLAY SOCCER



Carlos plays soccer. He loves soccer.

Carlos can run fast. He will ask Jose to play with him.

ACTIVITY 1

READING COMPREHENSION

1. What does Carlos play?
 1. Games
 2. Soccer
 3. Football
2. What can Carlos do?
 1. Run fast
 2. Jump high
 3. Score
3. What will he do?
 1. Wear a hat
 2. Run fast
 3. Ask Jose to play



ACTIVITY 2

LET'S PRACTICE

Use the sports in the list to fill in the boxes.

LIST OF SPORTS		
1. baseball	5. karate	10. soccer
2. basketball	6. sailing	11. swimming
3. cycling	7. skating	12. tennis
4. fishing	8. skiing	13. volleyball
	9. snowboarding	

PLAY

GO

DO

Play / Do / Go (+activity)

Play (+games)	Do (+nouns)	Go (+verbs+ing)
- rules / win-lose - childish fun	- often individual activities	- can be used without 'go'
<ul style="list-style-type: none"> - baseball - hockey - chess - Scrabble - Blue Marble - catch - frisbee 	<ul style="list-style-type: none"> - exercise - aerobics - yoga - karate - taekwondo - weight lifting - meditation 	<ul style="list-style-type: none"> - swim - hike - bike - jog - ski - snow board - camp

ACTIVITY 3

LET'S PRACTICE

Write the activities in the correct column.


Soccer, Baseball, Basketball, gymnastics, martial arts
swimming, snowboarding, Volleyball, fishing.


Play	Do	Go (+ verb+ing)





SPORTS


Use play / go / do + the sport to complete the sentences below.


- 


1. Go figure skating.
- 


2. _____.
- 


3. _____.
- 

4. _____.
- 

5. _____.
- 

6. _____.
- 

7. _____.
- 

8. _____.
- 

9. _____.

- SPORT:
- ~~figure skating~~
 - tennis
 - rafting
 - yoga
 - gymnastics
 - skiing
 - basketball
 - baseball
 - soccer

Make a poster describing your favorite sport. Write 5 sentences about it.

Example:

Football



1. My favorite sport is football.
2. I usually play football on the weekend.
3. _____
4. _____
5. _____

Self-assessment checklist

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

- Writes the short sentences to describe his/her favorite sport.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Sport:** an activity or game requiring physical skills and having rules.
2. **Sportswear:** clothes for sport.
3. **Sportsman or sportswoman:** a person who practices sports.
4. **Exercise:** physical activity for be fit.
5. **Aerobics:** a system of physical exercises.

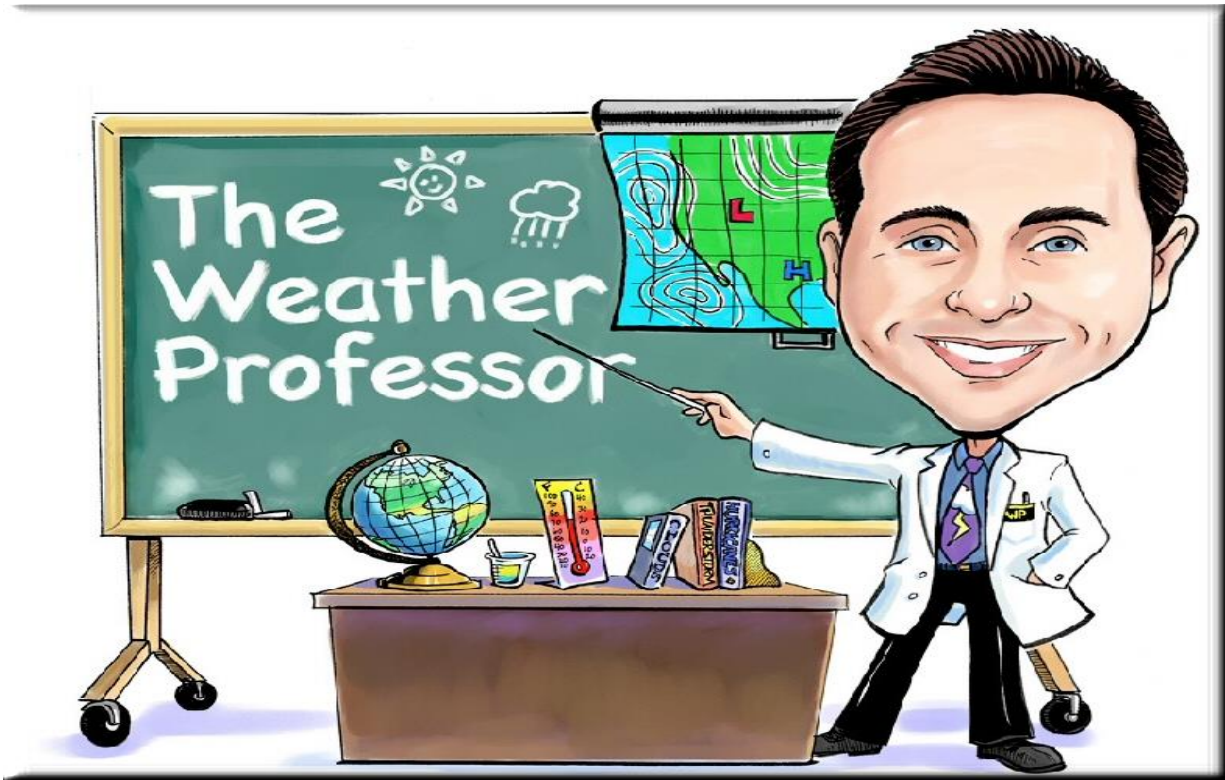
I LEARNED...**CHECK (✓) THE THINGS YOU LEARNED**

I learned vocabulary words about sports.

I learned to identify different sports.

I learned to make short simple sentences about my favorite sport.

SUPPLEMENTARY MATERIAL**CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE.**<https://youtu.be/vB575zpaE90>



TOPIC 26-27-28

CLIMATE

Climate is the weather conditions prevailing in an area in general or over a long period.

OBJECTIVES

- *To describe the relationship between weather and seasons.*
- *To recognize different situations related to the climate.*

**DID
YOU
KNOW?**

**...2019 was
the second
warmest year
on record.**



WEATHER

Complete the words with the missing letter



H_T



R_IN_



C_O_DY



S_N_Y



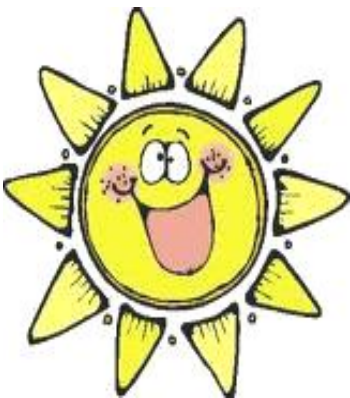
W_ND_



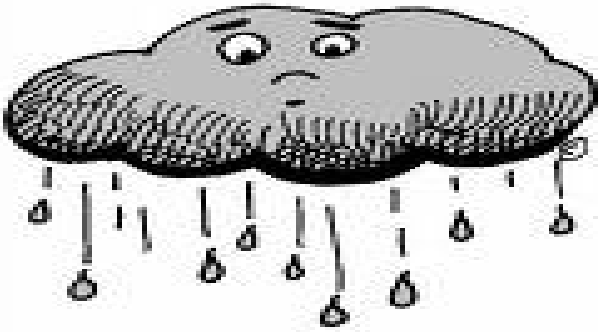
S_OR_Y

TOPIC EXPLANATION

WEATHER AND SEASONS



Weather means the daily temperature and Season is used to describe general weather conditions of a specific region which takes an average period of three months.



Rainy day



Play

**READING
COMPREHENSION****A RAINY DAY!**

It is a rainy day. Karina is sad.

She wants to go out and play.

Karla hopes that the rain will go
away soon!



ACTIVITY 1

READING COMPREHENSION

Choose the correct answer. Circle the letter.

What kind of day is it?

- a. Sunny
- b. Snowy
- c. Rainy

How does Karina feel?

- a. Sad
- b. Happy
- c. Scared

What does Karina want to do?

- a. Bake cookies
- b. Go out and play
- c. Paint a picture

ACTIVITY 2

Match words and pictures: What's the weather like? It's

cloudy

hot

rainy

stormy

sunny

windy

1



2



3



4



5



6



STRUCTURE

SUBJECT PRONOUNS/SIMPLE PRESENT TENSE

SUBJECT PRONOUN	RULES	AFFIRMATIVE	NEGATIVE
I	No "S" added to the verb.	I play football.	I do not play football
He She It	Add "S" to the verb"	He She plays football. It	He She does not play football. It
We You they	No "S" is added to the verb.	We You play football they	We You do not play football they

ACTIVITY 3

LET'S PRACTICE

What is the weather like? Check the climate and complete the sentences.



- It's windy
- It's raining
- It's hot

I can't _____ (go) out.



- It's lightning
- It's sunny
- It's windy

She can't _____ (play) games



- It's hot
- It's windy
- it's cloudy

He _____ (drink) soda.



- It's windy
- It's hot
- It's cloudy

Let's _____ (fly) the kite. We can _____ (go) to the river.



- It's windy
- It's sunny
- It's windy



- It's windy
- It's sunny
- It's cloudy

They _____ (use) an umbrella.



WEATHER

Match the weather picture with the right situations! Colour the pictures.



sunny



cloudy

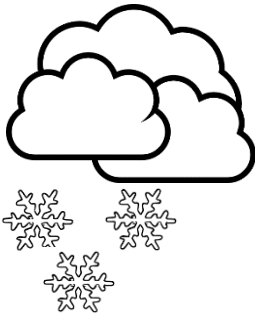


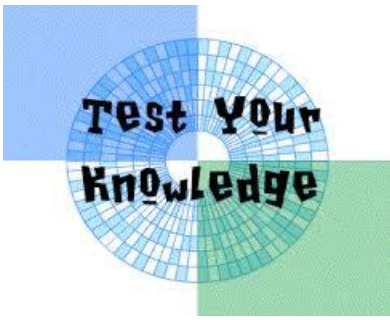
rainy



windy

SNOWY


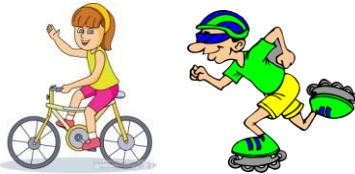




WEATHER AND ACTIVITIES

Make a chart about the weather and the activities you can do during that time.

Example:

How is the weather?	What can you do?
<div style="text-align: center;">  </div> <p><u>It is a sunny day.</u></p>	<p><u>I can go biking</u> <u>and skating.</u></p> <div style="text-align: center;">  </div>

Self-assessment checklist

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

- Writes the names of the weather according to the picture.
- Writes the activities that can be done during that weather season.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Climate:** the weather conditions prevailing in an area in general or over a long period.
2. **Weather:** the state of the atmosphere at a place and time as regards heat, dryness, sunshine, wind, rain, etc.
3. **Season:** one of the four periods of the year (spring, summer, autumn, and winter).
4. **Storm:** to deal with a difficult situation without being harmed or damaged.
5. **Lightning:** a brilliant electric spark discharge in the atmosphere.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned vocabulary words about the weather and climate.

I learned to identify activities I can do according to climate situation.

I learned to make short simple sentences about the weather situation.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/YbAWny7FV3w>

<https://youtu.be/A LOsaRzNA>



TOPIC 29-30-31

GLOBAL WARMING

Climate change and *global warming* are often used interchangeably but have distinct meanings. Similarly, the terms *weather* and *climate* are sometimes confused, though they refer to events with broadly different spatial- and timescales.

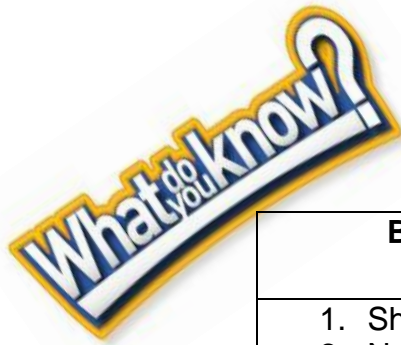
Global warming refers to the increase of the earth's average of temperature due to the increasing amounts of greenhouse gases in the atmosphere.

OBJECTIVES

- *To identify the different concepts related to climate.*
- *To describe the different concepts related to climate.*

**DID
YOU
KNOW?**

**Global
warming
makes the
sea level
become
higher.**



CLIMATE CHANGE

Write an idea for each one about climate.

Bad thing for climate	Good thing for climate
<ol style="list-style-type: none">1. Shopping too much2. Not caring3.	<ol style="list-style-type: none">1. Recycling2. Drive less3.

TOPIC EXPLANATION

GLOBAL WARMING

Global Warming



Global warming is when the earth heats up. It is likely to occur when greenhouse gases trap heat and light from the sun in the earth's atmosphere. This phenomenon is the main factor of the increasing global temperature. The main greenhouse gases are carbon dioxide, water vapor, nitrous oxide, and methane.



The worst effects of global warming are the rise of sea level, loss of habitat for animals, poor growth of crops, and health of humans. The lives of humans and animals are at danger as a result of such effects.

VOCABULARY

LET'S LEARN NEW WORDS



Tsunami



Volcanic Eruption



Hurricane



Forest Fire



Earthquakes



Avalanche

READING COMPREHENSION

NATURAL DISASTERS



1. Last Sunday we wanted to go skiing, but we couldn't

because in the mountains there was an **avalanche**.

2 In our country people have very strong buildings because we often have **earthquakes**.

3 Mum went shopping yesterday afternoon and she was very frightened. In the car park there was an **explosion** and nobody knew what it was.

4 I saw on TV that yesterday there was an **eruption** on an island in the Pacific and hot lava came down the volcano.

5 My little sister is afraid of **lightning**, so when there is a bad storm she always hides.

ACTIVITY 1

READING COMPREHENSION

Put the words from the reading in order.

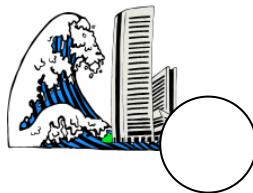
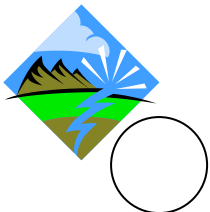
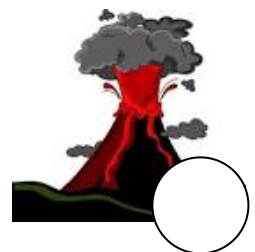
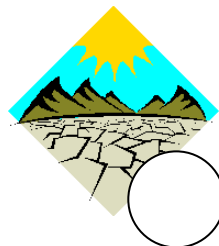
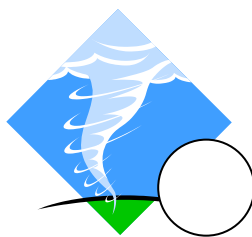
1. na-tsu-mi: _____
2. upt- anic-ion-volc-eru: _____
3. he-al-anc-av: _____
4. rri-ne-hu-ca: _____
5. stf-fo-ire-re: _____
6. ake-th-ear-qu: _____

ACTIVITY 2

NATURAL DISASTERS

Number the pictures.

- 1 earthquake, 2 forest fire
3 volcano eruption, 4 flood , 5 draught ,6 tornado, 7 tsunami



STRUCTURE

SUBJECT PRONOUN/SIMPLE PRESENT

SUBJECT PRONOUN	AFFIRMATIVE	NEGATIVE	QUESTION
I	I like the summer.	I do not like summer.	Do you like summer?
He She It	He She likes summer It	He She does not like winter. It	He Does She like summer? It
We You they	We You like summer They	We You do not like summer they	We Do You like summer? they

ACTIVITY 3

LET'S PRACTICE

Complete the sentence with the correct form of the verb.

Example:

I **do not play** (not play) under the rain.

Maria **walks** (walk) when it is sunny.

1. Karina _____ (visit) her family in spring time.
2. We _____ (wear) short pants during summer.
3. Leo _____ (run) in the morning.
4. Garbage _____ (pollute) the air.
5. She _____ (not throw) garbage on the streets.
6. The Baru volcano _____ (have) high altitude.
7. Some people _____ (like) the view of the volcano.
8. It _____ (not damage) the environment



GLOBAL WARMING

WORDSEARCH

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



FLOODS DROUGHTS MELTING ICE
 HURRICANES EXTINCTED
 SPECIES RISING SEA
 LEVELS OZONE LAYER ENERGY
 HIGHTEMPORATURES
 CLIMATE ENVIRONMENT

LET'S SAVE THE EARTH PLANET

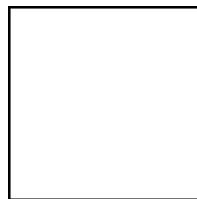
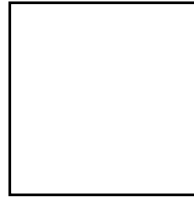
Test Your
Knowledge

Make a poster with six suggestions to keep the earth planet clean.

Example:



Don't throw garbage on the street.



Self-assessment checklist

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

- Writes short suggestions for keeping the earth clean.
- Selects the appropriate pictures.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Climate:** the usual weather conditions in a place.
2. **Global Warming:** an increase in the world's temperatures, which many scientists believe is caused in part by the greenhouse effect.
3. **Tsunami:** a very large, often destructive sea wave caused by a marine earthquake or volcanic explosion.
4. **Earthquake:** a shaking or other movement of part of the earth's surface. It is caused by movement deep within the earth. Earthquakes can cause the ground to split.
5. **Recycling:** to put through a process that allows used things to be reused.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

- I learned vocabulary words about climate situations.
- I learned to describe different climate situations.
- I learned to make short simple sentences about climate changes.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/Sv70HfjIRfU>

<https://youtu.be/YsvABLmrpX4>



TOPIC 32-33-34

THE TIME AND DAILY ROUTINE

Daily routine is a regular course procedure habitual or mechanical. Daily routine helps to save time.

OBJECTIVES

- *To recognize the time in English.*
- *To associate time expressions to different moments of the day.*

DID YOU KNOW?

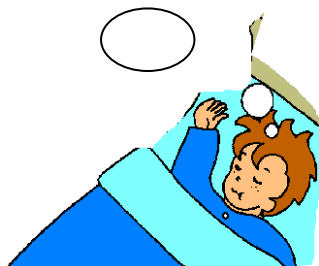
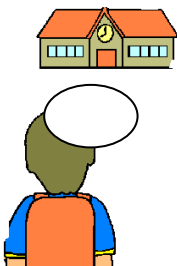
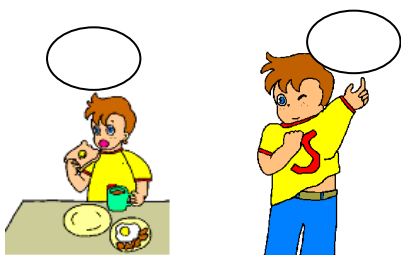
...Daily Routine makes us more efficient and save time.



DAILY ROUTINE

Match the pictures and the words

1 take a shower – 2 have breakfast – 3 wake up – 4 go to school – 5 go to bed – 6 have lunch – 7 brush the teeth – 8 do the homework – 9 get dressed



TOPIC EXPLANATION

DAILY ROUTINE



wake up



have breakfast



take a shower



go to school



have lunch



do my homework



have dinner



go to bed

VOCABULARY

TOM'S ROUTINE



Wake up



have a shower



have breakfast



take the bus



have lunch



do homework



watch TV



have dinner



go to sleep

READING COMPREHENSION

TOM'S ROUTINE

This is Tom. He is nine years old. He lives in Panama. This is his daily routine.

He wakes up at half past seven in the morning, and then he takes a shower. After that, he has



breakfast at eight o'clock. He **takes the bus** and goes to school, he arrives at nine o'clock.

He **has lunch** at half past twelve, they eat very early there. When he comes home, **he does his homework** from five o'clock to half past six, next he **watches TV** for a while. At seven o'clock **he has dinner**, and **goes**

to sleep at half past nine.

ACTIVITY 1

READING COMPREHENSION

Circle true or false:

- | | |
|--|------------|
| 1. Tom is eleven years old. | TRUE/FALSE |
| 2. He never has a shower. | TRUE/FALSE |
| 3. He goes to school by car. | TRUE/FALSE |
| 4. He watches TV for five hours. | TRUE/FALSE |
| 5. He goes to sleep at half past nine. | TRUE/FALSE |

ACTIVITY 2

READ THE FOLLOWING SENTENCES

Read the following sentences and match with the activities .

1. Jack often goes to the nearby pub to play the piano.
2. Marietta goes to school.
3. Marietta takes her dance exam.
4. She goes to ride horse with her classmates.



STRUCTURE

WH QUESTIONS/ADVERBS OF FREQUENCY



ACTIVITY 3

LET'S PRACTICE

Put the words in order to make sentences or questions

1. never/late/go/home/I

2. where / have /usually / do/lunch /you

3. dad / often / my / to / plays / soccer.

4. I / do/ always / housework

5. watch tv / do you / time / what / usually

6. like / very / gardening / I / much



DAILY ROUTINE

Find the expressions.

Go to school

Get up

Wake up

Watch TV

Go home

Brush my teeth

Go to the park

Have a shower

Have dinner

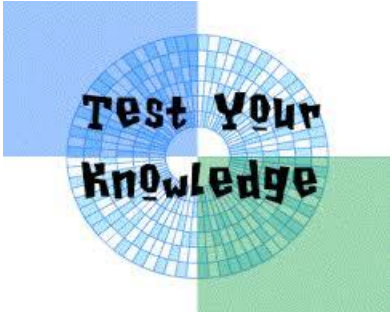
Have breakfast

Have lunch

Get dressed

Comb my hair

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

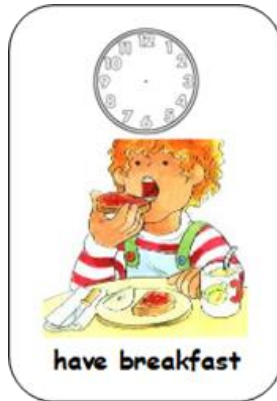


MY DAILY ROUTINE

Describe your daily routine. Write five sentences, use adverb of frequency, and illustrate it.

Example:

My daily routine



I usually have breakfast at 7:00

Self-assessment checklist

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

- Writes short sentences describing his/her daily routine.
- Selects the appropriate adverbs of frequency.
- Uses the given structure correctly.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Routine:** sequence of actions performed regularly.
2. **Daily:** every day.
3. **Activity:** something to do..
4. **Every:** without exception.
5. **Active:** moving, working or operating.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

- I learned vocabulary words about daily routine and time.
- I learned to describe my daily routine.
- I learned to make short simple sentences about daily routine.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://learnenglishkids.britishcouncil.org/es/node/17836>

<https://youtu.be/zzdz7Mdw0el>



TOPIC 35-36-37

MEANS OF TRANSPORTATION

Means of transportation are any of the different kinds of transport facilities used to carry people or cargo.

OBJECTIVES

- *To recognize the means of transportation.*
- *To write short sentences about transportation.*

**DID
YOU
KNOW?**

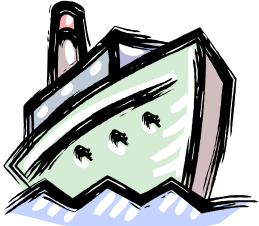


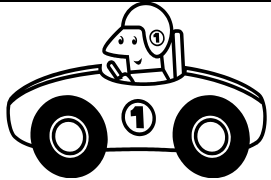




...60 million
cars are
produced
every year.



TRY TO DO IT!

Write the name of each means of transportation in the space provided

Ship- Helicopter- Car racing- Taxi- Train- Boat- Bus- Horse.

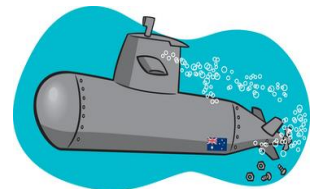
**TOPIC
EXPLANATION**

MEANS OF TRANSPORTATION

BY AIR

BY LAND

BY WATER



VOCABULARY

LET'S LEARN NEW WORDS



Airplane



Ship



Truck



Taxi



Car



Motorcycle



Horse



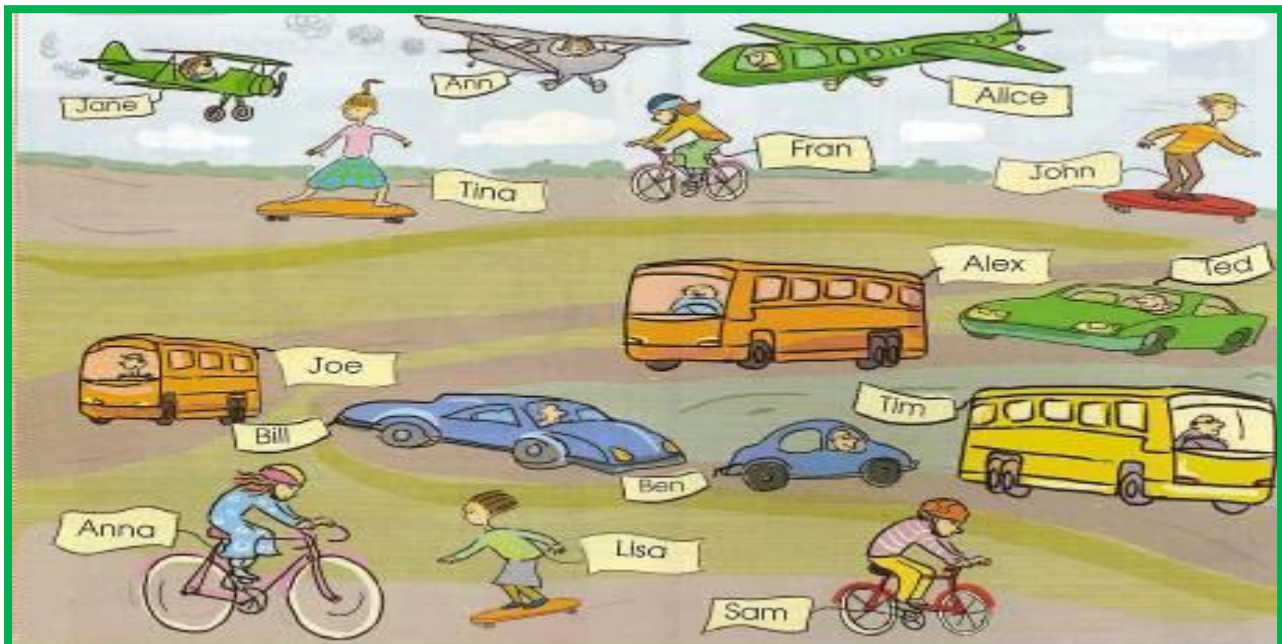
Bicycle



Bus

READING COMPREHENSION

WHAT IS HAPPENING IN THE PICTURE?



What is happening in the picture?

Circle True or False

1. Tina is riding a bike. T /F
2. Alex is driving a bus. T /F
3. Lisa is flying a plane. T /F
4. Ted is driving a car. T /F
5. Tim is driving a blue car. T/F
6. Joe and Alex are driving a bus. T/F
7. Tim isn't riding a bike. T /F
8. Anna isn't riding a bike. T /F

Count and Complete

1. There are ____ cars in the picture.
2. There are ____ buses in the sky.
3. There are ____ bikes in the picture.
4. There are ____ skateboards.
5. There are ____ girls in the picture.
6. There are ____ trucks in the picture.
7. There are ____ men in the picture.
8. There are ____ young boys.

STRUCTURE

WH-QUESTIONS WORDS

What is this?

It is a car



Where is the ship?

The ship is in the water

ACTIVITY 3

LET'S PRACTICE

Look at the picture complete the question (what or where) and answer it.

1. _____ is this?

It is a _____



2. _____ is the plane?

The plane is on the _____



3. _____ is the train?

The train is on _____



4. _____ is this?

It is a _____



5. _____ is this?

It is a _____



6. _____ is the taxi?

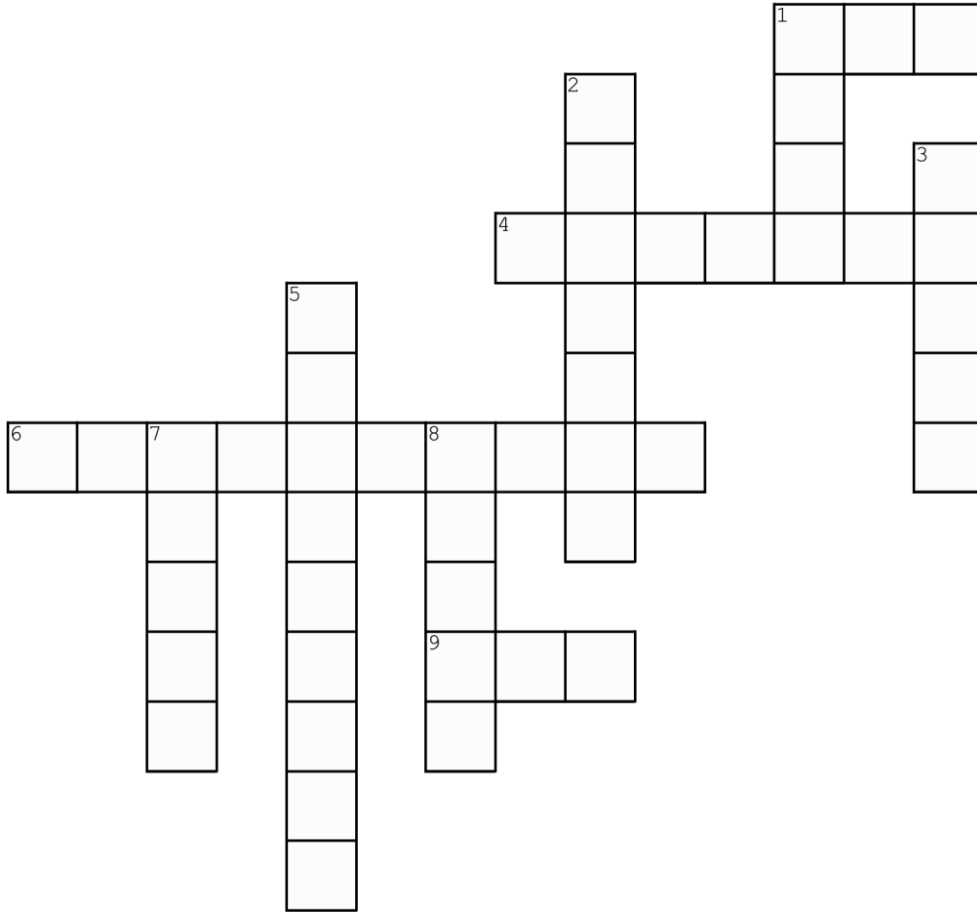
The taxi is on _____





TRANSPORTATION

Complete the crossword below



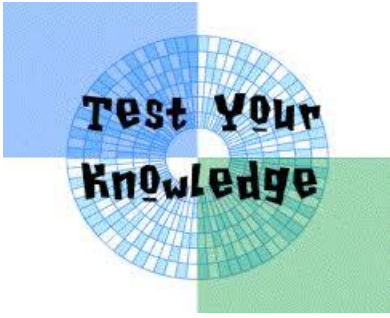
- | | | | | | | | |
|---------|-------|---------|-------|-----------|-------|------------|-----|
| BICYCLE | YATCH | SCOOTER | TRUCK | AEROPLANE | TRAIN | MOTORCYCLE | BUS |
| | | | CAR | BOAT | | | |

Across →

Down ↓

- 1
- 4.
- 6.
- 9.


- 1.
- 2.
- 3.
- 5.
- 7.
- 8.



MEANS OF TRANSPORTATION

Make a poster about the means of transportation. Include 5 mean in each category.
Example:

MEANS OF TRANSPORTATION

BY AIR	BY LAND	BY WATER
		

Self-assessment checklist

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

- Writes the names of the mean according its category.
- Uses the given structure correctly.
- Expresses his/her creativity.

GLOSSARY

READ ALOUD

1. **Land:** the solid part of the earth's surface.
2. **Sea:** the great body of salty water.
3. **Rail:** horizontal bar.
4. **Transportation:** to move from one place to another.
5. **Means:** resources available.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned vocabulary words about means of transportation.

I learned to identify means of transportation.

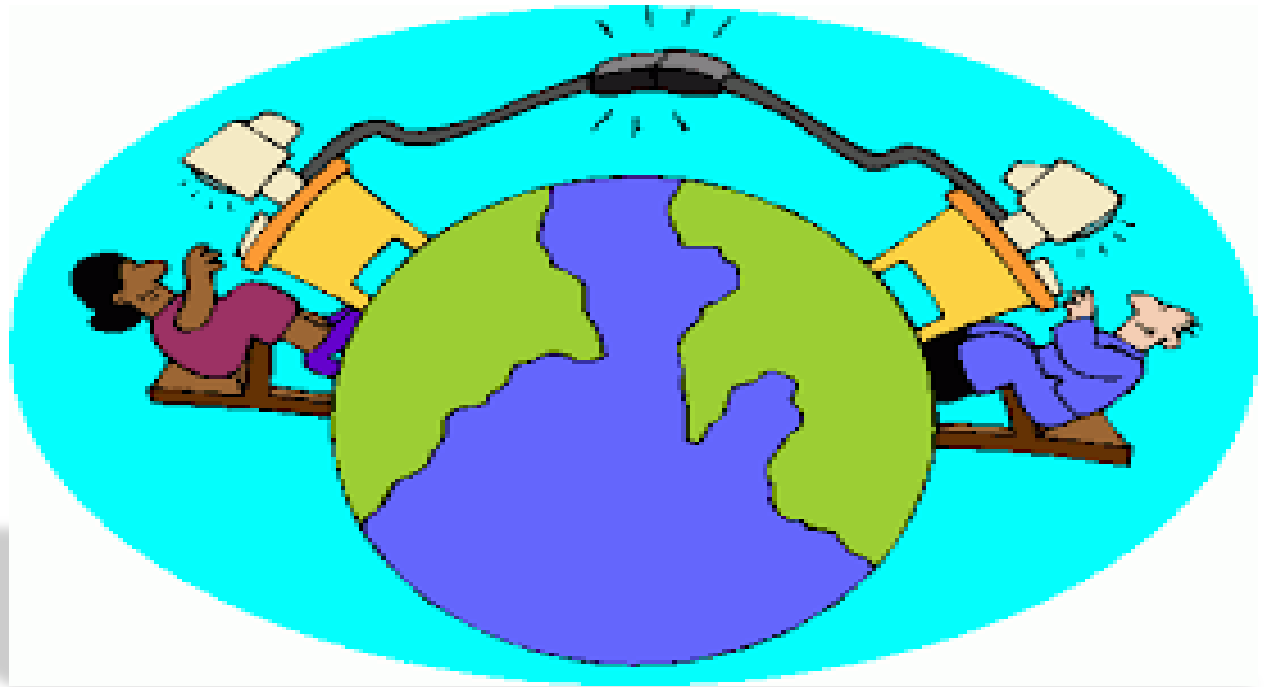
I learned to make short simple sentences about means of transportation.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://youtu.be/sHWUMsBQQns>

<https://youtu.be/Ut-HbauKzDw>



TOPIC 38-39-40

MEANS OF COMMUNICATION

Communication is the sharing or exchange of messages, information, or ideas. Some example of means of communication are:

- Radio
- Television
- Cell phone
- Computer

OBJECTIVES

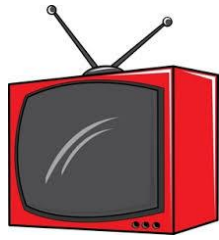
- To identify vocabulary related to the means of communication.
- To write a short paragraph about the importance and use of communication.

DID YOU KNOW?

..There is a cell phone out in space.



WHAT'S THE WORD?



Tele__ __ sion.



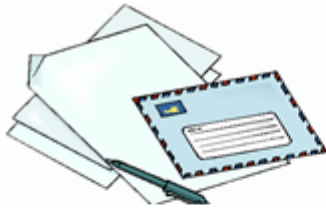
__ __ dio



Com __ __ t __ __ .

TOPIC EXPLANATION

MEANS OF COMMUNICATION



letters



telephone



radio



television



mobile



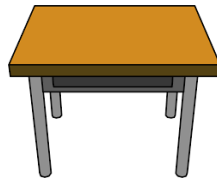
newspaper

VOCABULARY

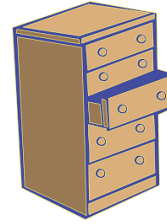
LET'S LEARN NEW WORDS



Computer Game



Desk



Drawer



Mum



Sad



Happy

READING COMPREHENSION

COMPUTER GAME



Ryan lost his **computer game**, he thought it was on his **desk** but when he looked he couldn't find it.

He looks under his desk, no it isn't there.

He looks in his **drawer**, no it isn't there.

He looks behind his **bedroom door**, no it isn't there.

He asks his mum, "**Mum** did you see my computer game?"

"No", she says, "Look in front of the **TV**"

Ryan looks but it isn't there, Ryan is very **sad** it is his favourite game.

He decides to do some homework and when he lifts his schoolbook, something falls out. It is his compute game! It was between his schoolbooks.

Now Ryan is very **happy**!

ACTIVITY 1

READING COMPREHENSION

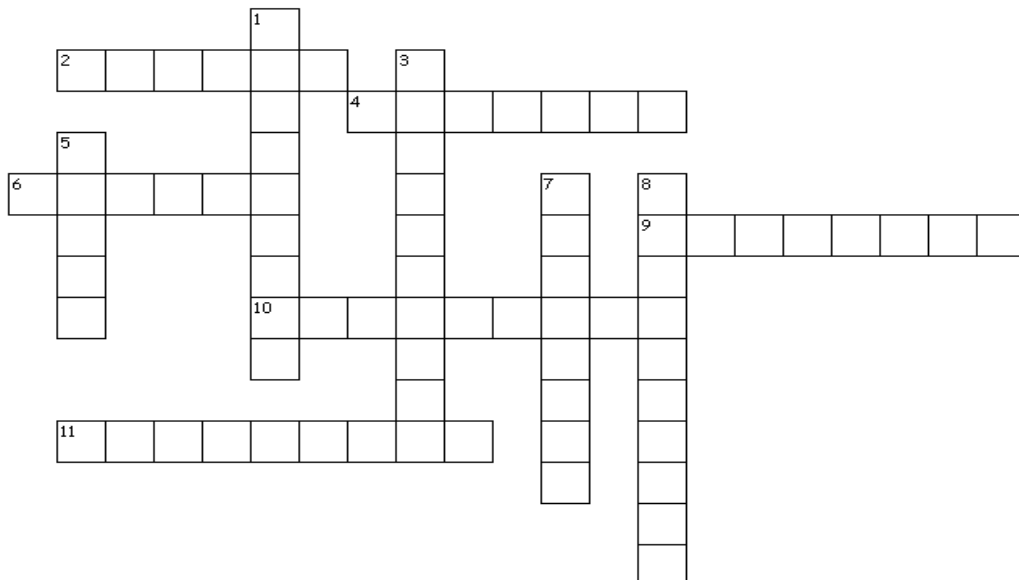
Circle True or False

1. Ryan lost his computer game T/F
2. He looks under his bed. T/F
3. He looks in his desk T/F
4. He looks behind his bedroom door T/F
5. Ryan is very sad. T/F

ACTIVITY 2

CROSSWORD

Solve the crossword with the correct words according the number.



8. smartphone 9. magazine 10. newspaper 5. radio 1. cellphone 2. tablet
7. computer 6. laptop 3. television 4. letter 11. telephone

STRUCTURE

ADJECTIVES

Adjectives are words used to describe a person, place or thing.



My TV is **big**.



The computer is **useful**



My cellphone is **new**

ACTIVITY 3

LET'S PRACTICE

Write short sentence for each mean of communication.

television computer magazine radio cellphone
newspaper telephone letter fax machine notebook



The **telegram** is **old**.



COMMUNICATION



Find the hidden words.

Means of communication

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


SMARTPHONE
MAGAZINE
NEWSPAPER
RADIO
CELLPHONE
TABLET
COMPUTER
LAPTOP
TELEVISION
LETTER
TELEPHONE



WHAT IS IT FOR?

Make a chart about different means of communication (select 6) and write its use.

Example:

 <p>The computer is for typing.</p>		

Self-assessment checklist

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

- Writes the names and use of the different means of communication.
- Uses the given structure correctly.
- Expresses his/her creativity.

1. **Device:** a piece of equipment or a mechanism designed for special purpose.
2. **Social media:** different ways used to keep communicated.
3. **E-mail:** a system for transmitting messages from one computer to another.
4. **Mail:** letters that are sent by the postal system.
5. **Technology:** the theory and practice of applied science.

I LEARNED...

CHECK (✓) THE THINGS YOU LEARNED

I learned vocabulary words about means of communication.

I learned to identify means of communication's use.

I learned to make short simple sentences about means of communication.

SUPPLEMENTARY MATERIAL

CHECK THIS MATERIAL FOR EXTRA KNOWLEDGE

<https://you.tube/Z8QxVUGCsoc>

<https://youtu.be/-9q7lyqjKTg>

ANSWER KEY

WEEKS 1-2-3 TOPIC COMMUNITY PLACES

Activity 1

1. Hospital
2. Supermarket
3. Fitre station
4. School

Activity 2

1. Church
2. School
3. Pólíce station
4. Bank
5. Hospital
6. Supermarke

WEEKS 4-5 TOPIC RECREATIONAL PLACES

Activity 1

1. C
2. B
3. A

Activity 3

1. Is playing
2. Am running
3. Is going
4. Are shoping
5. Is swimming
6. Are cleaning
7. Are going
8. Is playing
9. Am visiting
10. Are enjoying

WEEKS 6-7 TOPIC MALE AND FEMALE BODIES

Activity 3

1. Have
2. Have
3. Has
4. Has
5. Have
6. Has
7. Have
8. Has
9. Has
10. Have

WEEKS 8-9 TOPIC DESCRIBING PEOPLE

Activity 3

1. Faster
2. Younger
3. Lighter
4. Smarter
5. More handsome
- a. Slower than
- b. Smarter than
- c. Taller than
- d. Shorter than
- e. Faster than

WEEKS 10-11-12 TOPIC FOOD AND VALUES

Activity 3

- a. Lucy never eats fast food
- b. I always eat veggies
- c. She usually eats fruits in the morning
- d. Vegetables are always good
- e. Leo always eats vegetables

WEEKS 13-14-15 TOPIC NUTRITION

Activity 3

- a. Eat
- b. Cooks
- c. Buys
- d. Walk
- e. Drink
- f. Uses
- g. Stay
- h. Drinks
- i. Goes
- j. Eat

WEEKS 16-17 TOPIC ENDANGERED ANIMALS

Activity 3

1. his
2. mine
3. yours
4. hers
5. mine
6. mine
7. his
8. hers
9. yours

WEEKS 18-19 TOPIC HABITAT

Activity 3

1. what
2. what
3. where
4. how
5. what
6. how
7. what
8. what

WEEKS 20-21-22 TOPIC SPORTS

Activity 3

1. Her
2. His
3. Their
4. My
5. Its

WEEKS 23-24-25 TOPIC SPORTS IN MY COMMUNITY

Activity 3

Play: soccer baseball volleyball

Do: gymnastics martial arts

Go: swimming snowboarding fishing

WEEKS 26-27-28 TOPIC CLIMATE

Activity 3

1. It's raining / go
2. It's lightning / plays
3. It's hot / drinks
4. It's windy / fly
5. It's sunny / go
6. It's cloudy / use

WEEKS 29-30-31 TOPIC GLOBAL WARMING

Activity 3

1. visits

2. wear
3. runs
4. pollutes
5. does not throw
6. has
7. like
8. does not damage

WEEKS 32-33-34 TOPIC TIME AND DAILY ROUTINE

Activity 3

1. I never go home late
2. Where do you usually have lunch?
3. My Dad often plays soccer
4. I always do homework
5. I always do housework
6. I like very much gardening

WEEKS 35-36-37 TOPIC MEANS OF TRANSPORTATION

Activity 3

1. What/motorcycle
2. Where/air
3. Where/rail
4. What/bike
5. What/ship
6. Where/Street

WEEKS 38-39-40 TOPIC MEANS OF COMMUNICATION

Activity 3

1. True
2. False
3. False
4. True
5. True