

# Cuaderno de trabajo DE INGLÉS | 5<sup>o</sup>



2021

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## GUÍA DE APRENDIZAJE Inglés - Quinto grado

Nombre del estudiante

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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*

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## WEEKS 1-2-3

### CULTURE AND TRADITION

#### PANAMA IS A WONDERFUL PLACE FOR TOURISM.

Our country has different places where you can enjoy relaxation, carnivals, traditions, and celebrations. We have a beautiful country with great sights to be visited, and the opportunity to share those places with our families.

In Panama you can participate in different events with a variety of stories from each one of them. Folklore Dances, foods, handcrafts, and ceremonies are part of the things that distinguished our territory as the paradise in Central America.

#### OBJECTIVES

- To identify essential vocabulary related to culture and traditions.
- To relate the vocabulary to the different culture and traditions.

**DID  
YOU  
KNOW?**

**Tourism is an  
important  
activity in  
Panamá**



Can you write the name of traditional foods in Panama?

- 1.- \_\_\_\_\_
- 2.- \_\_\_\_\_
- 3.- \_\_\_\_\_
- 4.- \_\_\_\_\_
- 5.- \_\_\_\_\_

**TOPIC  
EXPLANATION**

**DO THE MATCH**

Write the correct number beside the pictures

1. Handcrafts    2.- religious ceremony    3.- Foods    4.- dances    5.- carnival



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Traditions, foods and handcrafts are some of the touristic attractions in our country.

## VOCABULARY

Look up the meaning of these words

|             |            |
|-------------|------------|
| Holidays    | relaxation |
| anniversary | break      |
| celebration | feast      |
| Festival    | traditions |
| Recess      | ceremony   |

## READING COMPREHENSION

A wonderful country “ PANAMA ”



Panama is a pot of all cultural diversity. It is also the #1 destination for tourism in Central America.

This country has the contrast of a very busy city with the peaceful feeling of islands and beaches. At any of those places you can enjoy celebrations, festivals, dances, ceremonies as well as excellent typical and traditional foods. This country has such beautiful places that are on the UNESCO World Heritage list, one of them is the famous CASCO VIEJO.

## ACTIVITY 1

### WRITE THE CORRECT ANSWERS

- 1.- What is the name of the country?
- 2.- What contrast do you find?
- 3.- What can you enjoy in this country?
- 4.- Write the name of the place that is on the UNESCO list?

## ACTIVITY 2

- Draw a traditional activity that you like to do in your town.
- Write one sentence to explain your drawing.



## STRUCTURE

A noun is a word to indicate person, thing, place or idea

| PROPER NOUNS   | COMMON NOUNS   |
|--|--|
| refer to a specific person, place or object<br><br>EXAMPLE: John, Panama, Anthony. | refer to a <b>class</b> of people, places or objects.<br><br>EXAMPLE: Beach, island, |

|   |  |
|---|--|
| <p>Panama is a pot of all cultural diversity. It is also the #1 destination for tourism in Central America.</p> <p>This country has the contrast of a very busy city with the peaceful feeling of islands and beaches. At any of those places you can enjoy celebrations, festivals, dances, ceremonies as well as excellent typical and traditional foods. This country has such beautiful places that are on the UNESCO World Heritage list, one of them is the famous CASCO VIEJO.</p> | <ul style="list-style-type: none"><li>✓ Re-read the story.</li><li>✓ Underline the nouns.</li><li>✓ Circle the words related to culture and traditions</li></ul> |
|---|--|



# Let's Play and Learn



**Search the following words:**  
**ANNIVERSARY, BREAK, CARNIVALS,**  
**CELEBRATION, CEREMONY,**  
**DANCES, FESTIVAL, FOODS, HANDCRAFTS,**  
**RECESS, RELAXATION, TRADITIONS.**

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

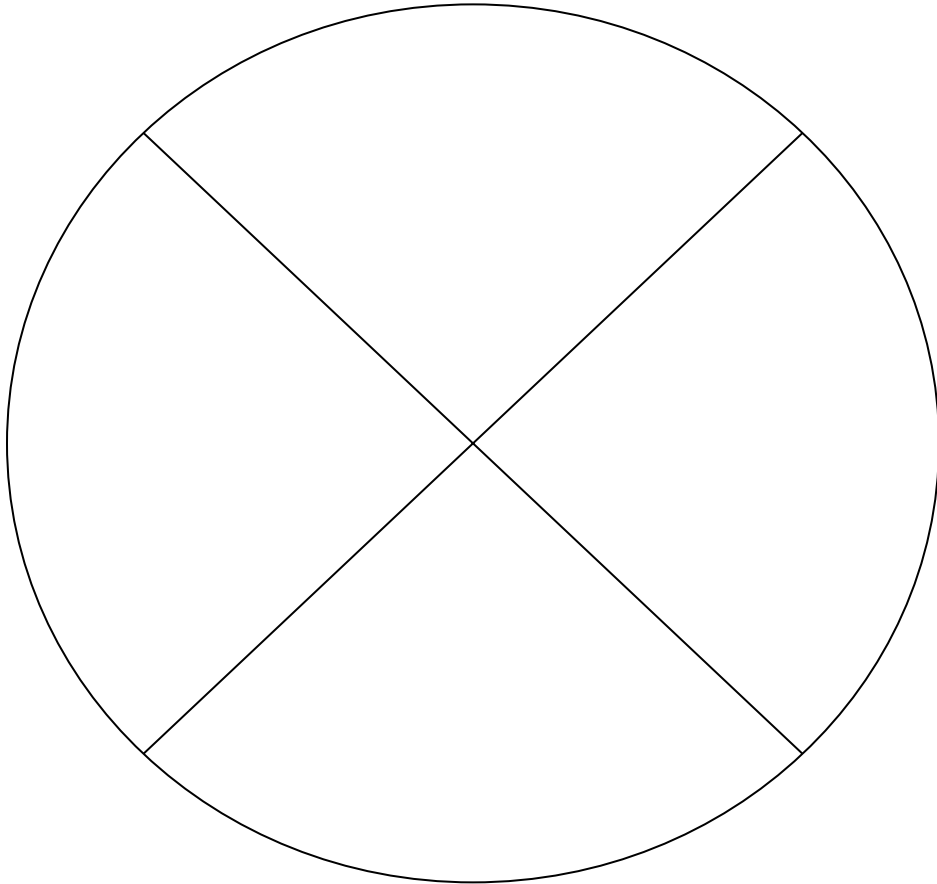
After you find the word, write them down in the chart  
Below.

|   |    |
|---|----|
| 1 | 7  |
| 2 | 8  |
| 3 | 9  |
| 4 | 10 |
| 5 | 11 |
| 6 | 12 |

The logo features a circular graphic 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 circle in a bold, black, sans-serif font.

**Test Your  
Knowledge**

**MAKE A COLLAGE WITH ILLUSTRATIONS,  
PICTURES OR DRAWINGS ABOUT CULTURE AND  
TRADITIONS IN PANAMA.**



Write 3 simple sentences using nouns related to culture and traditions to describe your project.

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

2.- \_\_\_\_\_.

3.- \_\_\_\_\_.

## GLOSSARY

Read and learn more.

|   |  |
|---|--|
| <b>Holidays:</b> a day of festivity or recreation.                      | <b>Relaxation:</b> when the body and mind are free from stress.                          |
| <b>Anniversary:</b> memorable days.                                     | <b>Break:</b> it is similar to recess.   |
| <b>Celebration:</b> is a social activity.                               | <b>Feast:</b> a large meal, typically used in celebration of something.                  |
| <b>Festival:</b> it is a special party where people act or play music.  | <b>Traditions:</b> a transmission of culture or beliefs from generations to generations. |
| <b>Recess:</b> a period of time where certain activities are suspended. | <b>Ceremony:</b> a formal religious or public occasion.                                  |

## I CAN...

Check your learning outcomes.

- ✓ I can recognize words related to culture and traditions in different contexts.
- ✓ I can write simple sentences using nouns related to culture and traditions.
- ✓ I learned about tourism in my country.



## SUPPLEMENTARY MATERIAL

Explore these resources for your learning.

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary>

<https://www.youtube.com/watch?v=qKJ3KGbn8LE>

<https://www.anglomaniacy.pl/grammar-nouns.htm>

<http://www.english-4kids.com/grammarsheets.html>



## WEEKS 4-5

### CULTURE AND TRADITIONS

#### MAIN HOLIDAYS

#### PANAMA ETHNIC GROUPS

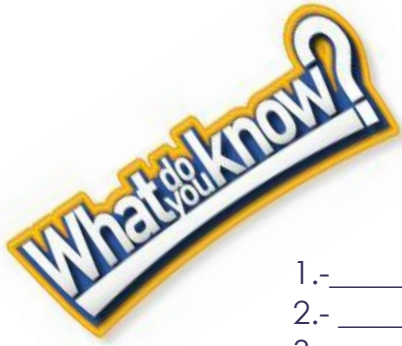
Panama has a variety of Ethnic groups which has influenced in the development of our country. There are also significant indigenous and black populations in Panama, each with their own distinct history and culture. Each province also has its own culture, ranging from cowboys to suburbanites and farmers. The people of every Panamanian province are proud of their differences. Panamá has been the focus of international commerce for a long time, and this has had some interesting impacts on its population.

Objectives:

- To associate main holidays to different ethnic groups in Panama.
- To compare similarities and differences among ethnic groups in Panama

**DID  
YOU  
KNOW?**

The largest single group of Amerindians belong to the **Ngäbe** ethnicity.



Can you write the names of the Ethnic groups in Panama?

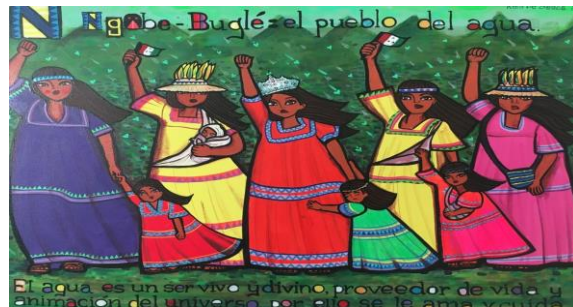
- 1.- \_\_\_\_\_.
- 2.- \_\_\_\_\_.
- 3.- \_\_\_\_\_.
- 4.- \_\_\_\_\_.
- 5.- \_\_\_\_\_.

**TOPIC  
EXPLANATION**

**Ethnic groups in Panama**



The Embera's territory is smaller than Ngabe's territory



The Ngabe's Territory is the biggest territory of all.



Mola's has become the largest part of the Guna peoples economy.



This dance is one of the most distinctive folk expressions and colorful province of Colon.

# VOCABULARY

## Concepts and definitions

|   |   |
|---|---|
| <b>Ethnic Group</b>                                 | a social <b>group</b> that, in a larger society has common ties of race, language, nationality, or culture.     |
| <b>Indigenous</b>                                   | Native with characteristic of a particular region or country.   |
| <b>Ranging</b>                                      | vary or extend between specified limits.  |
| <b>Culture</b>                                      | the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. |
| <b>International Commerce</b><br><b>/kAHm-uhrs/</b> | Trade that takes place between companies in different countries.  |



# READING COMPREHENSION

## Culture and traditions in Panama

The Amerindian ethnic groups of Panama are the **Buglere, Kuna, Embera, Wounaan, Naso, and Bribri**. The largest single group of Amerindians belong to the **Ngäbe** ethnicity.

The Ngäbe make up a large amount of mestizo heritage, and about 8% of the total population is purely Ngäbe. The majority of the indigenous people live in a semi-autonomous zone called the Comarca, which they won in 1997 after a long political struggle for rights.

Panama Culture is a blend of African, American Indian, North American, and Spanish influences, which are expressed in its traditional arts and crafts, music, religion, sports, and cuisine.



# ACTIVITY 1

## READING COMPREHENSION

COMPLETE THE WORDS RELATED WITH THE READING.

|                     |                    |
|---------------------|--------------------|
| 1.- E__b__r__.      | 6.- c__l__t__r__e. |
| 2.-Ng__b__.         | 7.-tr__d__t__o__s. |
| 3.-et__ni__i__y.    | 8.- r__l__g__o__s. |
| 4.-p__p__l__t__i__n | 9.-m__s__c__.      |
| 5.-__er__t__g__     | 10- cu__s__n__.    |

WRITE THE RECOGNIZED WORDS IN THE CHART AND LOOK FOR THE MEANING IN THE DICTIONARY.

| WORDS | MEANING IN SPANISH |
|-------|--------------------|
| 1.-   |                    |
| 2.-   |                    |
| 3.-   |                    |
| 4.-   |                    |
| 5.-   |                    |
| 6.-   |                    |
| 7.-   |                    |
| 8.-   |                    |
| 9.-   |                    |
| 10-   |                    |



## ACTIVITY 2

READ CAREFULLY AND ANSWER THE QUESTIONS.

Write the answers in complete sentences.

1.- What is the name of the reading?

---

2.- Which are the Amerindian ethnic groups of Panama?

---

3.- Where do the majority of the indigenous people live?

---



## STRUCTURE

## COMPARATIVE AND SUPERLATIVE FORM OF ADJECTIVES

comparison between two things (comparatives) or when a group of things is being compared and there's the need to mention the items within the group that are in the extremes (superlatives).

noun (as a subject) + verb + comparative adjective + than + noun (as an object).  
EXAMPLE: Panama is smaller than Spain.

*Cars move faster than bicycles.*

On the other hand, when using superlatives in a sentence, the structure to be used is this one:

noun (as a subject) + verb + the + superlative adjective + noun (as an object)

EXAMPLE: The blue tower is the largest building in the city.

*The Volcano Barù is the highest point in Panama.*

Comparatives Storyboard Answer the questions. Think in order to write the best answer.

|   |  |
|---|--|
| Which animal is bigger than a horse?          |  |
| Which animal is smaller than a duck?          |  |
| Which animal is taller than a pig?            |  |
| Which animal is the fastest animal?           |  |
| Which animal is faster, the horse or the cow? |  |



## ACTIVITY 3

Write the comparative and superlative forms of the adjectives related with the previous readings

| ADJECTIVES  | COMPARATIVE FORM | SUPERLATIVE |
|-------------|------------------|-------------|
| LARGE       |                  |             |
| LONG        |                  |             |
| INTERESTING |                  |             |
| SMALL       |                  |             |
| FAST        |                  |             |
| BIG         |                  |             |
| GREAT       |                  |             |
| DISTINCTIVE |                  |             |

WRITE 4 SENTENCES APPLYING THOSE COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

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

2.- \_\_\_\_\_.

3.- \_\_\_\_\_.

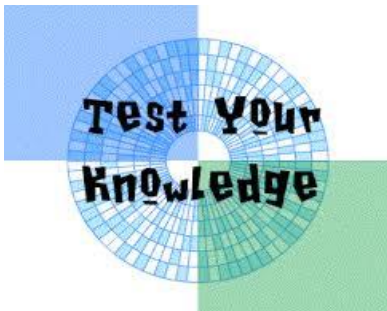
4.- \_\_\_\_\_.



CROSSWORD

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

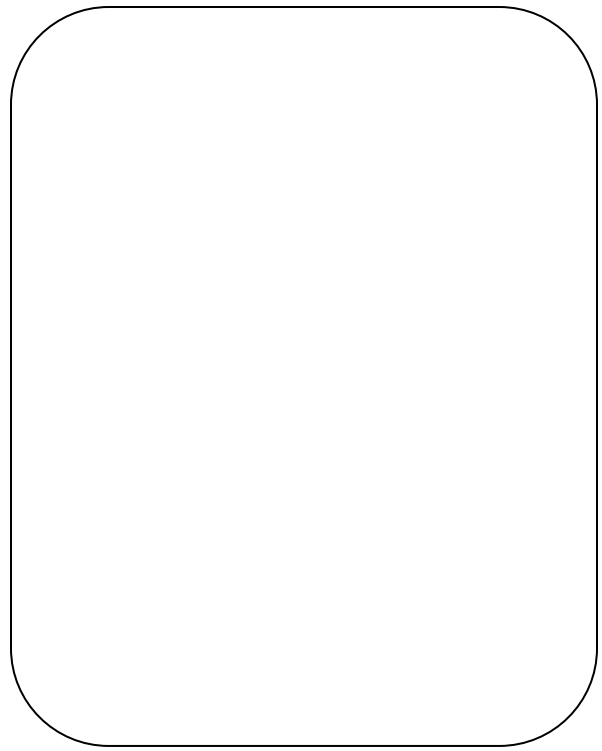
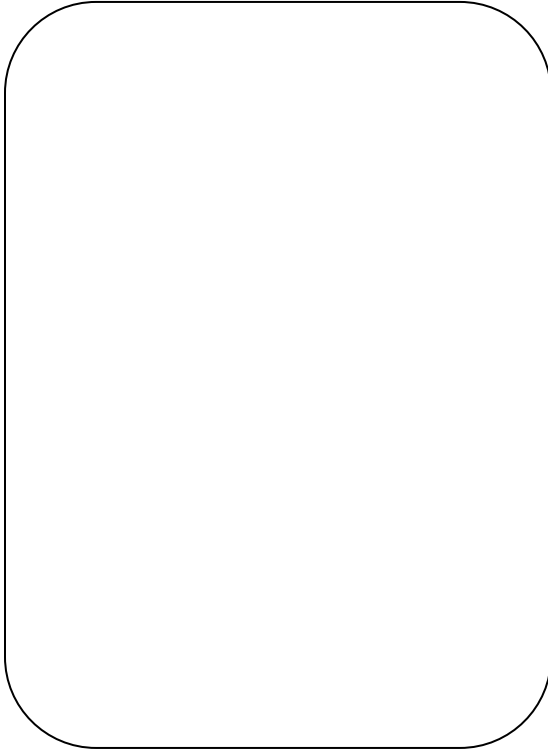
BRIBRI  
CULTURE  
DIVERSITY  
EMBERA  
FOODS  
HOLIDAYS  
MEALS  
NAZO  
NGABE  
TRADITIONS



**ILLUSTRATIVE BOARDS**  
**Draw pictures and write sentences**

**ILLUSTRATIVE BOARDS**

Draw pictures about any of following aspects and write sentences applying comparative and superlatives forms of the adjectives.  
(Panamanian food, instruments of our typical music, molas, typical dresses)



- 1.- \_\_\_\_\_.
- 2.- \_\_\_\_\_.
- 3.- \_\_\_\_\_.
- 4.- \_\_\_\_\_.
- 5 \_\_\_\_\_.

Student Name: \_\_\_\_\_

| CATEGORY                      | 4 points  | 3 points   | 2 points  | 1 point  | Score |
|-------------------------------|---|--|---|--|-------|
| <b>Drawings</b>               | Drawings are recognizable, detailed and colored accurately. Overall, the drawing are original and skillful.   | Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill. | Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.                         | Drawn objects are difficult to recognize AND/OR not accurate                             |       |
| <b>Color Use</b>              | The colors in the mural work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or is purposely exaggerated in some way to make a point. | The use of color is coordinated across the mural and is appropriate for the items and theme.                   | The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident. | Color choice for various items in the mural seems inappropriate.                         |       |
| <b>Knowledge About Murals</b> | Student can accurately write 5 sentences applying comparative and superlative forms.  | Student can accurately answer 3-4 sentences applying comparative and superlative forms.                        | Student can accurately answer 2 sentences applying comparative and superlative forms.   | Student cannot accurately answer 2 sentences applying comparative and superlative forms. |       |



## GLOSSARY

## LEARN NEW WORDS

**Ethnic Group**

a social **group** that, in a larger society has

|   |   |
|---|---|
|   | common ties of race, language, nationality, or culture.   |
| <b>Indigenous</b>                                   | Native with characteristic of a particular region or country.   |
| <b>Ranging</b>                                      | vary or extend between specified limits.  |
| <b>Culture</b>                                      | the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. |
| <b>International Commerce</b><br><b>/kAHm-uhrs/</b> | Trade that takes place between companies in different countries.  |

## I CAN...

## Check your learning outcomes

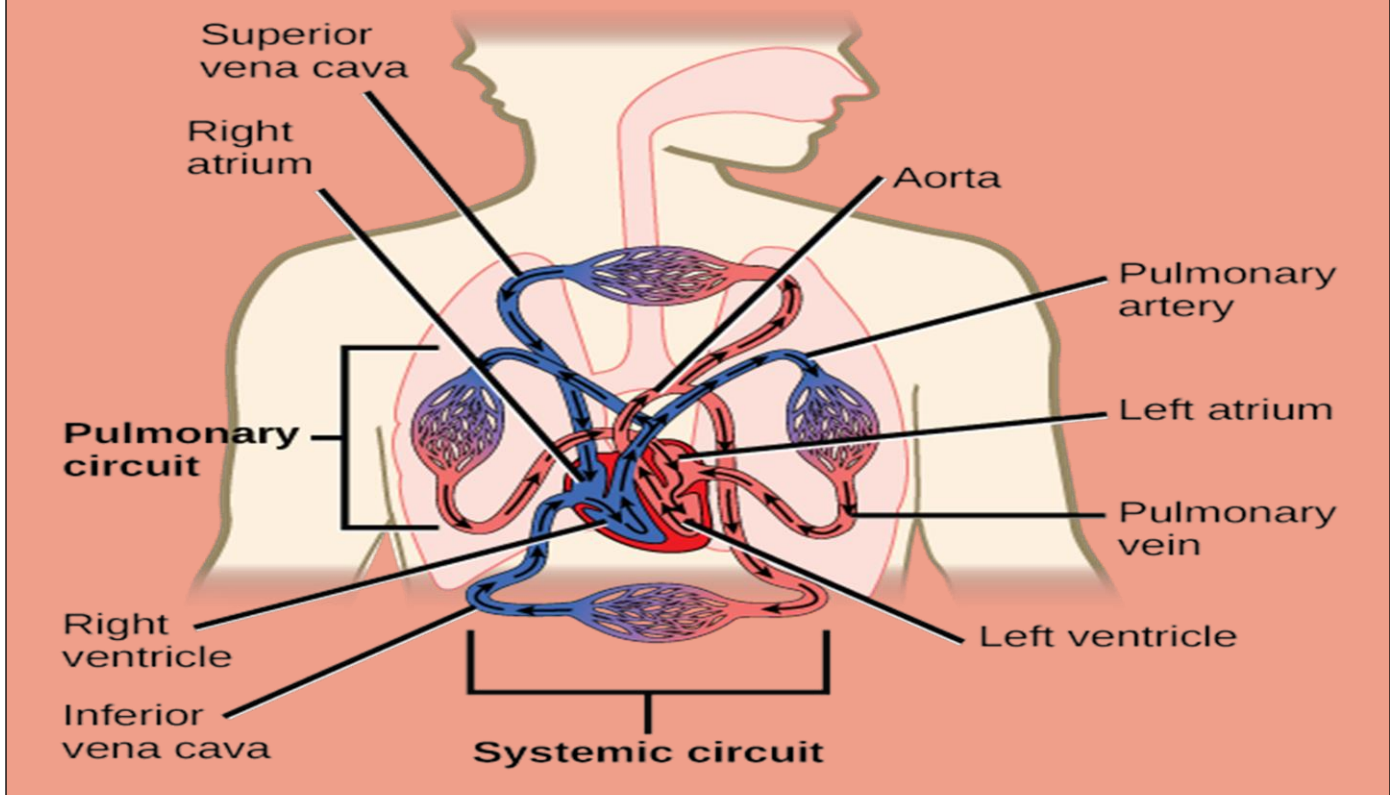
- Names the most important culture and traditions among ethnic groups in Panama.
- Compares ethnic groups traditions using the comparatives and superlatives.

## SUPPLEMENTARY MATERIAL

- <https://learnenglishkids.britishcouncil.org/grammar-practice/comparatives-and-superlatives> (to practice about superlative and comparative forms.)
- <https://www.usingenglish.com/files/pdf/comparative-and-superlative-adjectives-stories.pdf>. (short stories)

## WEEKS 6-7-8

# The Circulatory System



**The Circulatory System** is the body system that moves blood around the body. The heart and all blood vessels make up the circulatory system. The *pulmonary circulation* is how blood goes through the lungs (Pulmonary means "about the lungs"). This is how it works in mammals, including humans. Circulatory systems of other vertebrates differ somewhat. Invertebrates are very different.

### OBJECTIVES

- To identify the main parts of the circulatory system in the human body.
- To describe the main function of the circulatory system in the human body.

### DID YOU KNOW?

The **circulatory system** carries oxygen, nutrients, and hormones to cells, and removes waste products, like carbon dioxide.



Tell the students to complete the two columns of the KWL chart about the circulatory system. They can use their native language.

| What I know... | What I want to know... | What I learned... |
|----------------|------------------------|-------------------|
|                |                        |                   |



# TOPIC EXPLANATION

## READ CAREFULLY AND PRACTICE

### Circulatory System

It is composed of the heart and blood vessels, including arteries, Veins, and capillaries. Our bodies actually have two circulatory systems: The pulmonary circulation is a short loop from the heart to the lungs and back again, and the systemic circulation sends blood from the heart to all other parts of our bodies and back again. In regard to organs it could be mentioned that the heart is the key organ in the circulatory system.

When a person breathes the oxygen is transported throughout the body into all of the cells of the body by the circulatory system.

The circulatory system carries oxygen, nutrients, and hormones to cells, and removes waste products, like carbon dioxide. These roadways travel in one direction only, to keep things going where they should.

### IDENTIFY THE VERBS FROM THE READING WHICH ARE IN PRESENT TENSE.

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

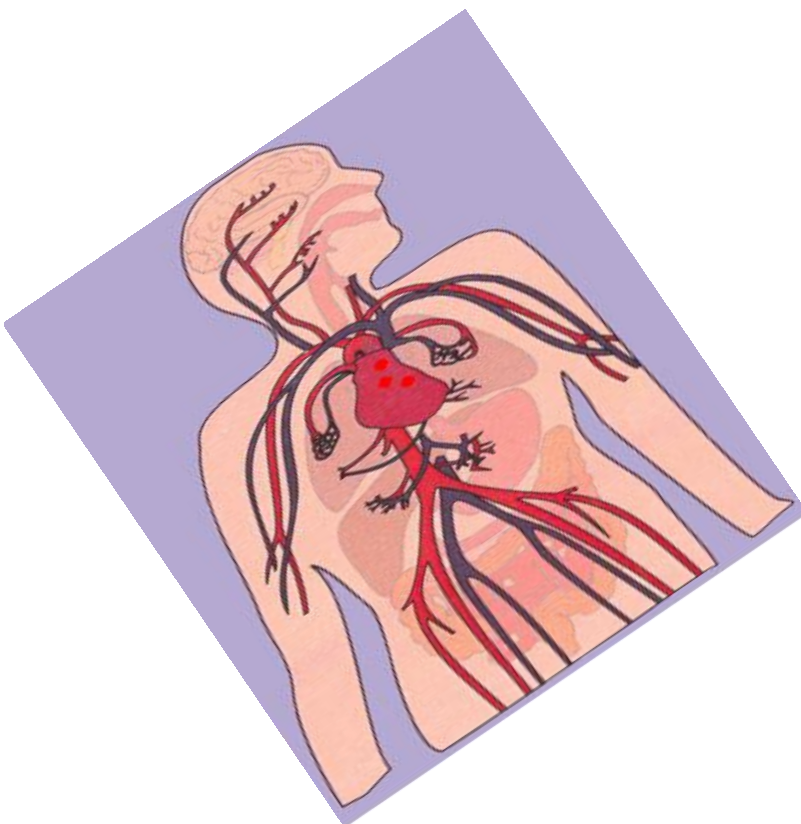


# VOCABULARY

## STUDENT'S KNOWLEDGE

Look for the meaning in Spanish of the following vocabulary of The Body System and Circulatory System

|            |  |
|------------|--|
| Heart      |  |
| Hemoglobin |  |
| Veins      |  |
| Blood      |  |
| Antibodies |  |
| Pressure   |  |
| Platelets  |  |
| Arteries   |  |



## READING COMPREHENSION

### The circulatory system

You probably guessed that the blood just doesn't slosh around your body once it leaves the heart. It moves through many tubes called arteries and veins, which together are called **blood vessels**. These blood vessels are attached to the heart. The blood vessels that carry blood away from the heart are called arteries. The ones that carry blood back to the heart are called veins.

The movement of the blood through the heart and around the body is called **circulation**, and your heart is really good at it — it takes less than 60 seconds to pump blood to every cell in your body.

Your body needs this steady supply of blood to keep it working right. Blood delivers oxygen to all the body's cells. To stay alive, a person needs healthy, living cells. Without oxygen, these cells would die. If that oxygen-rich blood doesn't circulate as it should, a person could die.

#### ANSWER THE FOLLOWING QUESTIONS:

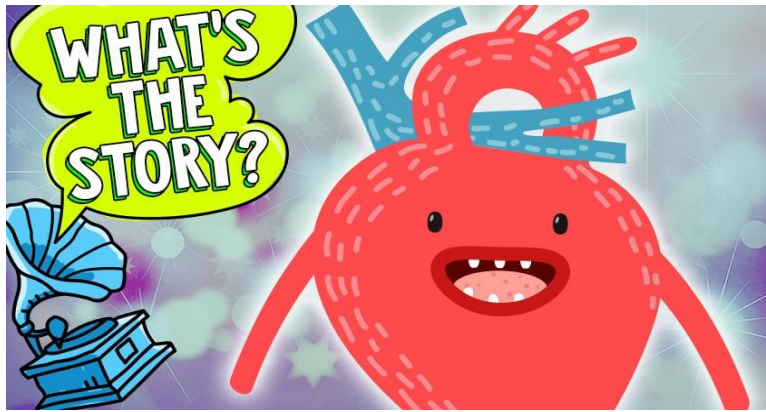
1.- Which is the transportation of blood in your body?

2.- Where are the blood vessels?

3.- Which are the functions of the Arteries and the veins?

4.- What is circulation?

5.- What does a person need to stay alive?



## ACTIVITY 1

### READING COMPREHENSION

Apply the correct form of the SIMPLE PRESENT TENSE to the following verbs.

Blood (move)\_\_\_\_\_ through many tubes called arteries and veins, which together are called blood vessels. These blood vessels are attached to the heart. The blood vessels that carry blood away from the heart are called arteries. The ones that carry blood back to the heart are called veins.

The movement of the blood through the heart and around the body is called circulation, and your heart is really good at it. It (take)\_\_\_\_\_ less than 60 seconds to pump blood to every cell in your body.

Your body (need)\_\_\_\_\_ this steady supply of blood to keep it working right. Blood (deliver)\_\_\_\_\_ oxygen to all the body's cells. To stay alive, a person (need)\_\_\_\_\_ healthy, living cells. Without oxygen, these cells would die. If that oxygen-rich blood (do/does-negative)\_\_\_\_\_ circulate as it should, a person could die.

## ACTIVITY 2

### USE YOUR OWN KNOWLEDGE

Read the material about the circulatory system.

Then, answer some questions about the topic.



Answer the questions in short answer.

1-Do you use your lungs every day?

2-Do you have blood?

3-Do you have a nose?

4-Are legs important organs in the respiratory system?

## STRUCTURE SIMPLE PRESENT TENSE

The **simple present** is a verb **tense** with two main uses. We use the **simple present tense** when an action is happening right now, or when it happens regularly.

In **present simple**, the verb changes only in **third person singular** (he, she, it, a **person**, a thing), where it gets the suffix -s or -es. The -es suffix is used when the verb ends in the letters ss, sh, ch, x or z.

| <b>Present Simple Spelling Rules</b>                            |                           |   |      |
|---|---------------------------|---|------|
| Most verbs takes -s in the third person singular. (He/ She/ It) |                           |   |      |
| 1   | - ss, -sh,<br>-ch, -x, -o | →   | -es  |
|   |                           | I miss- he misses<br>I finish- he finishes<br>I watch- he watches<br>I mix- he mixes<br>I go- he goes |      |
| 2   | a consonant + y           | →   | -ies |
|   |                           | I study - he studies<br>I cry- he cries   |      |
| 3   | a vowel + y               | →   | -s   |
|   |                           | I play- he plays  |      |



**ACTIVITY 3** Write the correct form in the following verbs. Apply the simple present tense to the third person singular (s-es)

|         |       |       |
|---------|-------|-------|
| move    | bring | take  |
| carry   | wish  | keep  |
| need    | watch | teach |
| deliver | wash  | work  |
| take    | do    | send  |

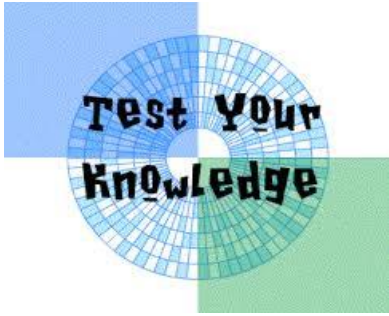


**LET'S HAVE FUN**  
Find these words

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

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

Antibodies    blood    oxygen    circulation    circulatory    heart  
Hemoglobin    lung    system    veins    vessels    arteries



**PUT YOUR KNOWLEDGE INTO PRACTICE**  
**Make a booklet and illustrate it**

- ❖ Make a booklet with the vocabulary used in the previous readings. Illustrate it. Include a definition in Spanish, an illustration and a sentence using the vocabulary and apply the simple present tense in some descriptive sentences.
- ❖ Bring scissors, pictures of the vocabulary, glue, color or white papers and ruler.



- ❖ Check your comprehension about the topic using -Wh questions and short answers.  
For example:  
Do you have a heart?  
Yes, I do / No, I do not (don't)  
What systems do you know?

Answer the questions in complete sentences about the topic.

- What systems do you know?
- What is the circulatory system?
- What are the organs of the circulatory system?
- What is the main organ of the circulatory system?
- How can you take care of the circulatory system?
- What does the Circulatory System Do?

## GLOSSARY

## FOR YOUR EXTRA KNOWLEDGE

|                   |   |
|-------------------|---|
| <b>Heart</b>      | a muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation. In vertebrates there may be up to four chambers (as in humans), with two atria and two ventricles. |
| <b>Hemoglobin</b> | a red protein responsible for transporting oxygen in the blood of vertebrates. Its molecule comprises four subunits, each containing an iron atom bound to a heme group.                                      |
| <b>Veins</b>      | any of the tubes forming part of the blood circulation system of the body, carrying in most cases oxygen-depleted blood toward the heart.   |
| <b>Blood</b>      | the red liquid that circulates in the arteries and veins of humans and other vertebrate animals, carrying oxygen to and carbon dioxide from the tissues of the body.  |
| <b>Antibodies</b> | a blood protein produced in response to and counteracting a specific antigen.   |
| <b>Pressure</b>   | continuous physical force exerted on or against an object by something in contact with it.  |
| <b>Platelets</b>  | a small colorless disk-shaped cell fragment without a nucleus, found in large numbers in blood and involved in clotting.  |

|                 |   |
|-----------------|---|
| <b>Arteries</b> | any of the muscular-walled tubes forming part of the circulation system by which blood (mainly that which has been oxygenated) is conveyed from the heart to all parts of the body. |
|-----------------|---|

## I CAN...

## Check your learning outcomes.

- Name the parts of the circulatory system in the human body.
- Enumerate each function of the circulatory system in the human body.
- Describe the functions of the circulatory system in the human body using the simple present tense.

## SUPPLEMENTARY MATERIAL

## Explore these resources for your learning.

<https://www.storyjumper.com/book/read/10201472/My-Amazing-Circulatory-System#page/8> (flipbook about the circulatory system)

[http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/69/The%20Circulatory%20System.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/69/The%20Circulatory%20System.pdf)

<http://teachers.net/lessons/posts/3385.html>

[http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/792/The%20Highway%20of%20Life.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/792/The%20Highway%20of%20Life.pdf)

<http://techtips4educators.edublogs.org/files/2010/02/heartimage.jpg>

<http://www.theheraldonthehill.com/wp-content/uploads/2012/11/TheMagicSchoolBus.jpg>

<http://www.fi.edu/learn/heart/systems/respiration.html>

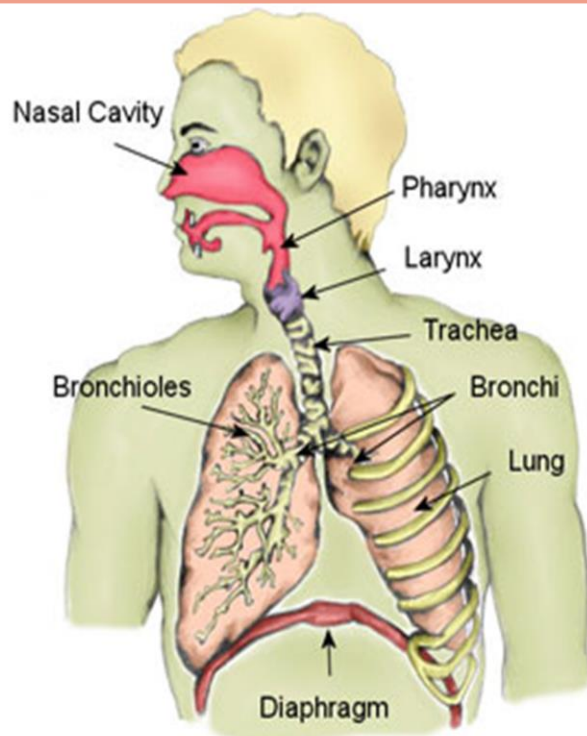
<http://hes.ucfsd.org/gclaypo/images/ressys.gif>

<http://www.freediving.biz/photo2/breathing.gif>

[http://kidshealth.org/parent/general/body\\_basics/lungs.html#](http://kidshealth.org/parent/general/body_basics/lungs.html#)

## WEEKS 9-10-11

# THE RESPIRATORY SYSTEM



- ✓ A person usually breathes an average of 13 pints of air every minute.
- ✓ Lungs aren't the same size. To accommodate the heart, the right lung is larger than the left lung — for humans, that is.
- ✓ Lungs float on water. ...
- ✓ Lungs and tennis courts can be the same size. ...
- ✓ Oxygen only plays a small part in breathing.

**DID  
YOU  
KNOW?**

**A person  
usually  
breathes an  
average of 13  
pints of air  
every minute.**

### OBJECTIVES

- To describe the functions of each part of the respiratory system.
- To classify the functions of the parts of the respiratory system.

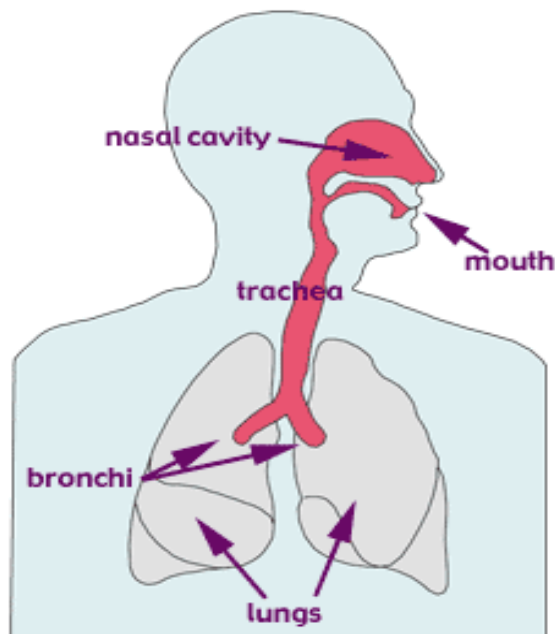


## Enumerate the parts of the Respiratory System

- 1.- \_\_\_\_\_.
- 2.- \_\_\_\_\_.
- 3.- \_\_\_\_\_.
- 4.- \_\_\_\_\_.
- 5.- \_\_\_\_\_.
- 6.- \_\_\_\_\_.
- 8.- \_\_\_\_\_.

## TOPIC EXPLANATION ITS FUNCTION AND IMPORTANCE

The **respiratory system** is the network of organs and tissues that help you breathe. It includes your airways, lungs, and blood vessels. The muscles that power your lungs are also part of the **respiratory system**. These parts work together to move oxygen throughout the body and clean out waste gases like carbon dioxide.



## VOCABULARY

Look for the meaning in Spanish

|                      |  |
|----------------------|--|
| 1.- Expand           |  |
| 2.-Contract          |  |
| 3.-Inhale            |  |
| 4.-Exhale            |  |
| 5.-Breathe           |  |
| 6.-Absorb Oxygen     |  |
| 7.-Clean Gases       |  |
| 8.-Balance acid-base |  |

## READING COMPREHENSION

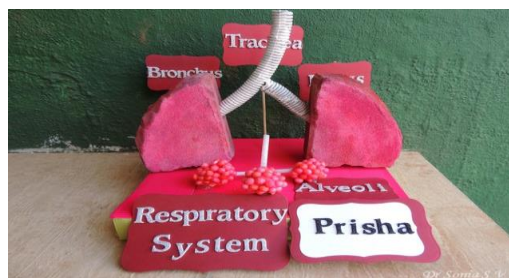
### Respiratory system

The respiratory system is made up of the organs in your body that help you to breathe. The primary function of the respiratory system is to supply the blood with oxygen for the blood to deliver oxygen to all parts of the body.

As you breathe in or inhale, you fill these sacs with fresh oxygen-rich air. Your heart pumps blood into the walls of your lungs where it absorbs oxygen and releases carbon dioxide.

As you exhale, or breathe out, you release the carbon dioxide-rich air into space around you. With each breath you take, you are taking oxygen in, and putting carbon dioxide out.

Respiration is achieved through the mouth, nose, trachea, lungs, bronchi and diaphragm. The main organ in your respiratory system are your lungs. Although some respiratory diseases can't be prevented, many chronic lung and respiratory illnesses can be prevented by avoiding smoking, staying away from pollutants and irritants, washing hands often to avoid infections, and getting regular medical checkups.



## ACTIVITY 1

## ANSWER THE QUESTIONS

1.- What is the Respiratory System?

---

2.- Which are the most common problems of the Respiratory System?

---

3.- What happen when you inhale?

---

4.- What happen when you exhale?

---

5.- Which is the main organ of your Respiratory System?

---

## ACTIVITY 2

## CHOOSE THE BEST ANSWER.

1.- The Respiratory System is made of

- a.- flowers
- b.- organs in your body
- c.- different materials.

2.- As you breathe in or inhale, you fill these sacs with

- a.- Oxygen or fresh air
- b.- dust
- c.-water

3.- Respiration is achieved through...

- a.- exercise
- b.- running
- c.- the mouth, nose, trachea, lungs, bronchi, and diaphragm



## STRUCTURE PRESENT PROGRESSIVE

The **present progressive** tense (sometimes called the **present continuous**) is a tense which describes an action which began in the past and is still going on now. The **present progressive** requires a **present** form of the verb 'to be' and the '-ing' form of the main verb.

| SUBJECT       | BE  | VERB+ING (add ING to the main verb) |
|---------------|-----|-------------------------------------|
| I             | AM  | reading                             |
| YOU           | ARE | learning                            |
| HE / SHE / IT | IS  | sitting                             |
| WE            | ARE | studying                            |
| THEY          | ARE | writing                             |

EXAMPLE: Jose is writing a letter.  
Maria is reading a note.  
They are studying in the house.

### Fill in the missing form of verbs, applying the Present Progressive

- 1.- They \_\_\_\_\_ (play) baseball.
- 2.- My mother and father \_\_\_\_\_ (ride) the car.
- 3.- The students in my class \_\_\_\_\_ (speak) English.
- 4.- He \_\_\_\_\_ (learn) how to drive.
- 5.- My teacher \_\_\_\_\_ (write) on the board.
- 6.- I \_\_\_\_\_ (taking) notes.
- 7.- The boats \_\_\_\_\_ (sail) on the water.
- 8.- My brother \_\_\_\_\_ (study) computer science.
- 9.- My friend \_\_\_\_\_ (cook) dinner.
- 10- The plants \_\_\_\_\_ (grow) in the park.

## ACTIVITY 3

### NEGATIVE FORM APPLYING THE PRESENT PROGRESSIVE

(verb to be +ing in the main verbs)

WRITE THE NEGATIVE FORMS OF THESE SENTENCES APPLYING THE PRESENT PROGRESSIVE

1.- They \_\_\_\_\_ (play) baseball.

They are not playing baseball.

2.- My mother and father \_\_\_\_\_ (ride) the car.

\_\_\_\_\_.

3.- The students in my class \_\_\_\_\_ (speak) English.

\_\_\_\_\_.

4.- He \_\_\_\_\_ (learn) how to drive.

\_\_\_\_\_.

5.- My teacher \_\_\_\_\_ (write) on the board.

\_\_\_\_\_.



FILL IN THE BLANKS WITH THE MISSING LETTER

|                         |
|-------------------------|
| 1.- Expa__d             |
| 2.-C__ntra__t           |
| 3.-In__ale              |
| 4.-E__hale              |
| 5.-Bre____the           |
| 6.-Abs__rb Ox__g__n     |
| 7.-Cl__an Ga__es        |
| 8.-Bala__ce ac__d-ba__e |





- ❖ **Make** a booklet **with** the vocabulary used in the previous chart. Illustrate it. Include a definition in Spanish.
- ❖ Use an illustration and a sentence using the vocabulary and a Present Progressive.
- ❖ Use at home scissors, pictures of the vocabulary, glue, color or white papers and ruler.



| CATEGORY                      | 5   | 4   | 3   | 2  |
|-------------------------------|---|---|---|--|
| <b>Writing - Organization</b> | Each section in the brochure has a clear beginning, middle, and end.                    | Almost all sections of the brochure have a clear beginning, middle and end.           | Most sections of the brochure have a clear beginning, middle and end.           | Less than half of the sections of the brochure have a clear beginning, middle and end. |
| <b>Writing - Vocabulary</b>   | The student correctly uses several new words and define words unfamiliar to the reader. | The student correctly uses a few new words and define words unfamiliar to the reader. | The student tries to use some new vocabulary but may use 1-2 words incorrectly. | The student does not incorporate new vocabulary.                                       |
| <b>Content - Accuracy</b>     | All facts in the brochure are accurate.   | 99-90% of the facts in the brochure are accurate.                                     | 89-80% of the facts in the brochure are accurate.                               | Fewer than 80% of the facts in the brochure are accurate.                              |

## GLOSSARY

## IMPORTANT WORDS

|                            |  |
|----------------------------|--|
| <b>1- Expand</b>           | become or make larger or more extensive  |
| <b>2-Contract</b>          | decrease in size, number, or range.  |
| <b>3-Inhale</b>            | breathe in (air, gas, smoke, etc.).  |
| <b>4-Exhale</b>            | breathe out.   |
| <b>5-Breathe</b>           | take air into the lungs and then expel it, especially as a regular physiological process.  |
| <b>6-Absorb Oxygen</b>     | to take up especially by capillary, osmotic, solvent, or chemical action surgical  |
| <b>7-Clean Gases</b>       | they are equipped with exhaust <b>gas cleaning</b> systems, known as scrubbers, to <b>clean</b> up sulphur emissions.  |
| <b>8-Balance acid-base</b> | refers to the mechanisms the body uses to keep its fluids close to neutral pH (that is, neither <b>basic</b> nor <b>acidic</b> ) so that the body can function normally. |

**I CAN...**

**Check your learning outcomes.**

- ✓ Create a respiratory system project to demonstrate the function of each part.
- ✓ Associate the parts and functions of the respiratory system.
- ✓ Write about the functions of the respiratory system to his/her family using the present progressive

## SUPPLEMENTARY MATERIAL

Explore these resources for your learning.

<https://www.google.com.pa/search?q=modeling+to+children+the+respiratory+system>

<https://www.google.com.pa/search?q=modeling+to+children+the+respiratory+system&tbm=isch&ved=2ahUKEwJL42> (for the Project assessment)

<http://www.azargrammar.com/assets/fwg/FWGChapter03.pdf> (games with grammar)

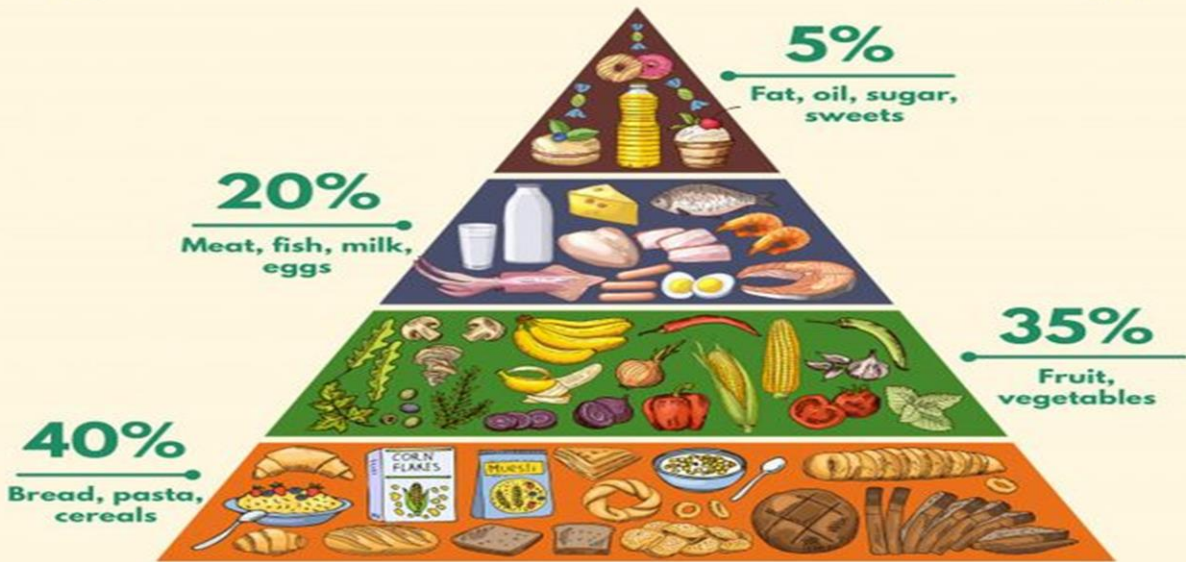
<https://www.google.com.pa/search?q=brochure+about+respiratory+system&tbm=isch&ved=2ahUKEwja->

<https://www.google.com.pa/search?q=brochure+about+respiratory+system&tbm=isch&ved=2ahUKEwja->

(brochure)

# HEALTHY HABITS

## HEALTHY FOOD PYRAMID



## WEEKS 12-13-14

### Healthy Habits: Nutritional Pyramid

A habit is something that is routine to you and that you repeat, often without knowing it. Some habits are good, some are bad.

Good habits include: healthy diet and exercise, healthy sleep habits, work-life balance, time management, stress management, relaxation and mindfulness.

#### OBJECTIVES:

- To recognize the food groups of the nutritional pyramid.
- To classify food according to the appropriate food group.

**DID YOU KNOW?**

**Your body needs minerals, vitamins, fiber, fats and protein every day.**



Write your knowledge about the DAILY HABITS.

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

## TOPIC EXPLANATION

USE THE FOLLOWING ACTIVITIES OF HEALTHY HABITS:  
*Wake up, take a shower, get out from bed, have breakfast, eat lunch, walk to the house, eat dinner, go to bed.*

Match and Write the correct healthy habit under each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## VOCABULARY

Look for the meaning in Spanish

### FOOD PYRAMID

- ✓ **Fruits:** orange, apple, mango, papaya, pineapple
- ✓ **Vegetables:** lettuce, cabbage, potato, tomato, yam
- ✓ **Meats:** fish, pork, chicken, turkey, duck
- ✓ **Grain:** bread, pasta, cereal, lentils, beans
- ✓ **Milk:** cheese, yoghurt, butter,

### HEALTHY HABITS

|                              |  |
|------------------------------|--|
| 1-Healthy diet and exercise  |  |
| 2-Healthy sleep habits       |  |
| 3-Work-life balance          |  |
| 4-Time management            |  |
| 5-Stress management          |  |
| 6-Relaxation and mindfulness |  |

# READING COMPREHENSION

## The food pyramid

Typically, children need healthy and balanced food to complement their growing bodies. Balanced food includes proportionate amounts of food belonging to certain specific, but basic food groups, such as vegetables, grains, and so on. To make things easier with respect to understanding balanced food, a food pyramid is used. It is a pyramid-shaped illustration that gives you a pictorial view of the various food items and their appropriate proportions that children must eat. In simple terms, it's a food chart that gives you details about the required amount of fats, vitamins, and minerals, proteins and carbohydrates for your children.

**Top tapering layer** – Food and drinks high in fat, sugar.

**Second Layer** salt, Fats and oils

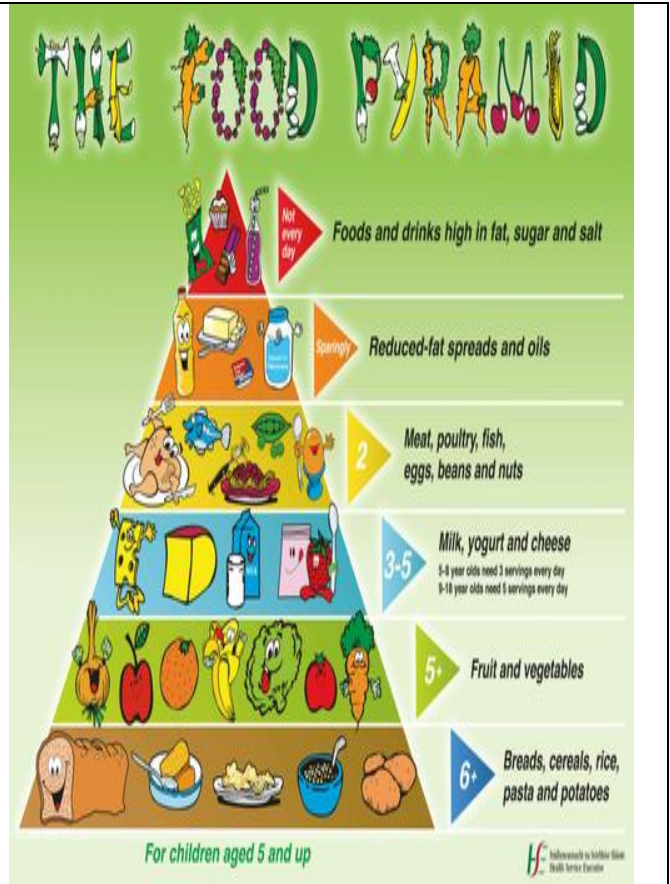
**Third layer** – Meat, poultry, fish, eggs, beans, and nuts

**Fourth layer** – Milk, curds and other dairy products

**Fifth layer** – Vegetables and fruits

**Sixth layer** – Cereals and bread

Generally, a balanced diet, with adequate nutrients must include at least 3 to 5 food groups in every meal.



### ACTIVITY 1

### ANSWER THE FOLLOWING QUESTIONS

1.- What do children need to complement their growing body?

2.- Write the different food that are in each layer or level of the Pyramid.

Top Tapering layer: \_\_\_\_\_.

Second Layer: \_\_\_\_\_.

Third Layer: \_\_\_\_\_.

Fourth Layer: \_\_\_\_\_.

Fifth Layer: \_\_\_\_\_.

Sixth Layer: \_\_\_\_\_.

## ACTIVITY 2

### COMPLETE THE CHART

Write the appropriate amount of food to eat daily, using quantity words

Write your meals according to the Food Pyramid

|                  |                                |
|------------------|--------------------------------|
| <b>BREAKFAST</b> | <b>LUNCH</b>                   |
| <b>DINNER</b>    | <b>WRITE YOUR DAILY HABITS</b> |

## STRUCTURE

### THE USE OF SOME, ANY, A FEW, A LITTLE

**Some, any, a little, a few** are used to express quantity, to say or ask if you have a quantity of something or not.

- **Some** is used in affirmative sentences, and also when asking for or offering something.
- **Any** is used in negative and interrogative sentences.
- **A few** is used with countable nouns: a few apples (a small number of apples).
- **A little** is used with uncountable nouns: a little cheese (a small quantity of cheese).

HERE ARE SOME EXAMPLES:

**Affirmative    Negative    Interrogative**

There are **some** apples in the bowl.

There aren't **any** apples.

Are there **any** apples?

There are **a few** apples (not many, a small number).

Are there **many** apples?

There is **a little** cheese (not much, a small quantity).

There isn't **much** cheese. Is there **much** cheese?

**Complete the sentences below with one of the following words:**

**SOME / ANY / A LITTLE / A FEW / MUCH / MANY**

**(There are sometimes two possibilities.)**

**The answers are at the end of these pages.**

1. Not all of the children went outside. \_\_\_\_\_ of them stayed in the classroom.
2. I have to go to the supermarket. There isn't \_\_\_\_\_ coffee left.
3. How \_\_\_\_\_ slices of bread do we need?
4. Would you like \_\_\_\_\_ milk? Yes please. Just \_\_\_\_\_.
5. The land is not suitable for agriculture, so \_\_\_\_\_ of the food is imported
6. There are only \_\_\_\_\_ people interested in the subject.
7. How \_\_\_\_\_ of the students have a computer at home?
8. Can you tell me \_\_\_\_\_ about your experience.

## ACTIVITY 3

## REINFORCE YOUR KNOWLEDGE

### A. Fill in the gaps with either some or any:

1. There isn't (\_\_\_\_\_) time to finish your lunch. We need to leave now!
2. We have \_\_\_\_\_ham sandwiches in the fridge if you're hungry.
3. Shall we bake \_\_\_\_\_ cupcakes for the party?
4. Do you have \_\_\_\_\_ family in Italy?
5. I won't need to do \_\_\_\_\_more revision after my exams.
6. There aren't \_\_\_\_\_ shopping centres near my house.
7. Is there \_\_\_\_\_news on the royal couple's wedding plans yet?
8. We finally have \_\_\_\_\_ news about the royal wedding!
9. Would you like \_\_\_\_\_ more soup, or are you full?
10. Pick \_\_\_\_\_ birthday card you like. I think they're all nice.

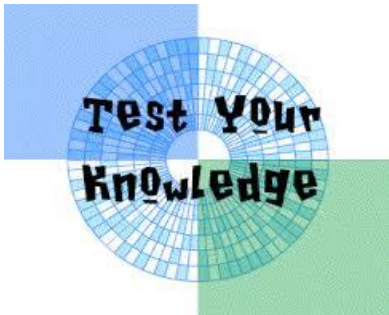




## LET'S PLAY AND LEARN

Color the food pyramid and write the names of the food you like.





LET'S COLOR AND LEARN

eat it!

# color your plate

Color each section by following the key, and you'll see how much of each food group to eat for a healthy dinner.



WHAT WOULD YOU LIKE TO EAT APPLYING THE FOOD PYRAMID AND THE QUANTITY WORDS (FEW, SOME, ANY, A LITTLE, A LOT)

---

---

---

---

## GLOSSARY

## MEANING AND KNOWLEDGE

Healthy diet and exercise

A healthy diet and exercises are helps maintain or

|                                   |  |
|-----------------------------------|--|
|                                   | improve overall health   |
| <b>Healthy sleep habits</b>       | Keep a consistent sleep schedule.  |
| <b>Work-life balance</b>          | It is the state of equilibrium in which demands of personal life, professional life, and family life |
| <b>Time management</b>            | is the process of organizing and planning how to divide your time between specific activities        |
| <b>Stress management</b>          | controlling a person's level of stress   |
| <b>Relaxation and mindfulness</b> | A type of meditation based on deep breathe   |

## I CAN...

## Check your learning outcomes.

- Demonstrates the food groups according to the nutritional pyramid.
- Creates a healthy food plate for one day that meets the guidelines in the nutritional pyramid.
- Writes the appropriate amount of food to eat daily using quantity words.

## SUPPLEMENTARY MATERIAL

## Explore these resources for your learning.

**Drawing: Dish about my meals**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                      | 5 points  | 3 points   | 2 points  | Score |
|-------------------------------|---|--|---|-------|
| <b>Drawings</b>               | The drawings are original and skillful.                                     | Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill. | .They are copied, printed or traced rather than original.                               |       |
| <b>Knowledge About Murals</b> | Student can accurately write 5 lines information from the drawing           | Student can accurately write 3 to 4 lines information from the drawing..                                       | Student can accurately write at least 2 lines information from the drawing.             |       |
| <b>Time and Effort</b>        | Class time was used wisely. It is clear the students worked in the drawing. | Class time was used wisely, but it did not appear there was much work done.                                    | Class time was not always used wisely, but additional work was done without dedication. |       |



# WEEK 15-16 HEALTHY HABITS AND NUTRITION



## HEALTHY HABITS FOR CHILDREN

- Making eating colorful.
- Don't skip breakfast.
- Pick enjoyable activities, Read.
- Drink water ,Look at labels.
- Enjoy a family dinner, Stay positive.
- Spend time with friends.

## OBJECTIVES

- To select appropriate food to promote healthy nutrition.
- To ask and answer questions about nutrition preferences.

**DID YOU KNOW?**

**Eating fast causes a stress response leading to a slower metabolism,.**



**Enumerate your eating habits (the type of food you eat)**

- 1.- \_\_\_\_\_.
- 2.- \_\_\_\_\_.
- 3.- \_\_\_\_\_.
- 4.- \_\_\_\_\_.
- 5.- \_\_\_\_\_.

## TOPIC

## EXPLANATION

### The importance of good eating habits

Habits are hard to break, that is the reason why the sooner in life we build good, healthy habits, the easier it is to keep them and stay as healthy as possible. And when good habits are in place, it's easier to resist bad ones.

What follows is help and advice for building good, lifelong habits in four areas:

1. Healthy eating.
2. Regular physical activity.
3. Staying safe and healthy.
4. Healthy thinking.

Healthy eating is important to your child's growth and development. Physical activity goes hand in hand with a balanced diet to provide a healthy lifestyle as a child. Eating healthy helps you to stay at a healthy weight. Eating breakfast starts the process for using calories throughout the day. It also gives you energy to think and learn in school. If you are in a hurry, try cereal with milk and fruit, nonfat or low-fat yogurt, or whole-grain toast.



## VOCABULARY

### KEY WORDS

Look for the meaning in Spanish. Use a dictionary.  
Add new words for you.

|            |                |
|------------|----------------|
| Nutrients  | Healthy Habits |
| Energy     | Healthy eating |
| Substances | Drink water    |
| Food       |                |
| Health     |                |
| Growth     |                |
| Diet       |                |
| Serving    |                |

## READING COMPREHENSION

### The importance of healthy eating

Childhood is the best time to learn the healthy habits that can last a lifetime.

Healthy eating can help you feel good, stay at or reach a healthy weight, and have lots of energy for school and play. In fact, healthy eating can help your whole family live better.

Children are good at listening to their bodies. They eat when they're hungry. They stop when they're full.



## ACTIVITY 1 ANSWER THE QUESTIONS

1.- Which are healthy habits for children?

---

---

---

---

2.- Mention the four areas of lifelong habits.

---

---

---

---

3.- Which are the benefits of healthy eating?

---

---

---

---

## ACTIVITY 2 Write a short sentence about the drawing. Color.



## STRUCTURE

## THE USE OF SIMPLE PRESENT TENSE Auxiliaries Do- Does

Auxiliary verbs can be used to make questions and negative statements.  
'Do' and 'does' are frequently used to make questions and negatives.

### Examples of statements:

1. I **do** my schoolwork.
2. You **do** your schoolwork.
3. We **do** our schoolwork.
4. They **do** their schoolwork.
5. He/she **does** their schoolwork

### Examples of Questions

- Do you work?  
Do you understand?  
Do we study in the school?  
Do they eat their lunch?  
Does she write the sentences?



## ACTIVITY 3

## PRACTICE

Change the sentences into interrogative form using the Simple Present Tense. (Do / Does)

1.- The students have good eating habits.

---

2.- The boy eats breakfast every day

---

3.- The girl drinks 8 glasses water during the day.

---

4.- They eat every day in the house.

---



LET'S WRITE ABOUT HEALTH HABITS

Write a list of 10 good health habits

## HEALTH

# 10 HEALTH HABITS TO START RIGHT NOW



DRINK WATER



MOVE YOUR  
BODY EACH DAY



ONE GREEN  
THING DAILY



PACK YOUR  
OWN LUNCH



REDUCE  
REFINED SUGAR



EAT MORE  
VEGETABLES



MEAL PREP /  
BATCH COOK



ENJOY HIGH-QUALITY  
PROTEIN SOURCES



USE UP  
LEFTOVERS



PRACTICE  
GRATITUDE

WRITE 10 GOOD HABITS YOU CAN DO EVERY DAY. USE THE ACTIVITIES GIVEN IN THE ILLUSTRATION.

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

2.- \_\_\_\_\_.

3.- \_\_\_\_\_.

4.- \_\_\_\_\_.

5.- \_\_\_\_\_.

6.- \_\_\_\_\_.

7.- \_\_\_\_\_.

8.- \_\_\_\_\_.

9.- \_\_\_\_\_.

10.- \_\_\_\_\_.

Test Your Knowledge

# MAKE VOCABULARY FLASHCARDS ABOUT EATING AND HEALTHY HABITS



# FLASHCARDS HEALTHY HABITS AND NUTRITION

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                                 | 4  | 3   | 2  |
|--|--|---|--|
| <b>Content - Accuracy</b>                | All facts in the flashcards are accurate.  | 99-90% of the facts in the flashcards are accurate.                                       | 89-80% of the facts in the flashcards are accurate.      |
| <b>Attractiveness &amp; Organization</b> | The flashcards are exceptionally attractive formatting and well-organized information. | The flashcards are attractive formatting and well-organized information.                  | The flashcards are well-organized information.           |
| <b>Graphics/Pictures</b>                 | Flashcards go well with the text and there is a good mix of text and illustrations.    | Flashcards go well with the text, but there are so many that they distract from the text. | Flashcards go well with the text, but there are too few. |

## GLOSSARY

## LEARN AND PRACTICE NEW WORDS

|            |                   |                |                    |
|------------|-------------------|----------------|--------------------|
| Nutrients  | Nutrientes        | Healthy Habits | Habitos Saludables |
| Energy     | Energía           | Healthy eating | Comida Saludable   |
| Substances | Sustancias        | Drink water    | Tomar agua         |
| Food       | Alimentos         |                |                    |
| Health     | Salud - Saludable |                |                    |
| Growth     | Crecimiento       |                |                    |
| Diet       | Dieta             |                |                    |
| Serving    | Servir            |                |                    |

## I CAN...

## Check your learning outcomes.

- Recognizes healthy habits to promote nutrition.
- Asks for healthy food at home.
- Asks and gives information about healthy habits preferences.

## SUPPLEMENTARY MATERIAL

## Explore these resources for your learning.

[https://www.google.com.pa/search?hl=es&tbm=isch&sxsrf=ALeKk01JM7bapqh\\_Xzihl6l9jTjXvRitVQ%3A1595190283122&source=hp&biw=1366&bih=657&ei=C6wUX6\\_](https://www.google.com.pa/search?hl=es&tbm=isch&sxsrf=ALeKk01JM7bapqh_Xzihl6l9jTjXvRitVQ%3A1595190283122&source=hp&biw=1366&bih=657&ei=C6wUX6_)

<https://sites.google.com/site/misseriquesenglishcorner/2nd-bachillerato/1st-quimester/unit-2-healthy-habits>

<amazon.com/Kids-Healthy-Habits-Poster-Laminated/dp/B07RSSTFM7>

<https://www.google.com/search?q=Eating+habits+for+kids&tbm=isch&ved=2ahUKewjTl8y9vNrqAhWL0FMKHeRwBpUQ2-cCegQIABAA&oq=Eating+habits+for+kids&g>

<http://clipart-library.com/food-nutrition-coloring-pages-coloring-pages.html>

# WEEKS 17-18-19

## Healthy Habits: Personal Hygiene



Good personal hygiene is the first step to good health. It not only protects you from poor health, but also shields those around you from suffering illnesses that arise from poor personal habits. Habits such as washing your hands, bathing, brushing, flossing, may all look monotonous and boring, but they all come under important personal hygiene. They make you feel good about yourself and keep you free of bacteria, viruses, and illnesses.

### OBJECTIVES

- To establish the importance of practicing healthy habits.
- To express abilities when practicing personal hygiene.

**DID YOU KNOW?**

**We must all take personal hygiene seriously in order to prevent spreading illness and to maintain good health**




**Enumerate the Hygiene Habits**  
**Use the previous reading**

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


**TOPIC**  
**EXPLANATION** **DAILY HABITS**

# Healthy Daily Habits for KIDS

**HAIR**  
Brush or comb your hair twice a day to keep the tangles out. Never share your brush or comb.




**TEETH**  
Brush teeth twice a day - after breakfast and before you go to bed.




**NAILS**  
Keep fingernails and toenails clean and trim them once a week. Bath time is usually best for trimming and cleaning under the nails.

**SLEEP**  
Go to bed at about the same time every night. Spend some time doing a quiet activity such as reading a book or listening to music.




**BODY**  
Take a bath or shower once a day. Wash your hair with shampoo often.



**CLOTHING**  
Wear fresh clothes every day, even if your old clothes don't smell. Clean underwear is especially important.

**HANDWASHING**  
Always wash your hands with soap and water before eating, after playing outside, after going to the bathroom and after coughing or sneezing.



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## VOCABULARY

### KEY WORDS TO UNDERSTAND THE READING

Look for the meaning with a dictionary

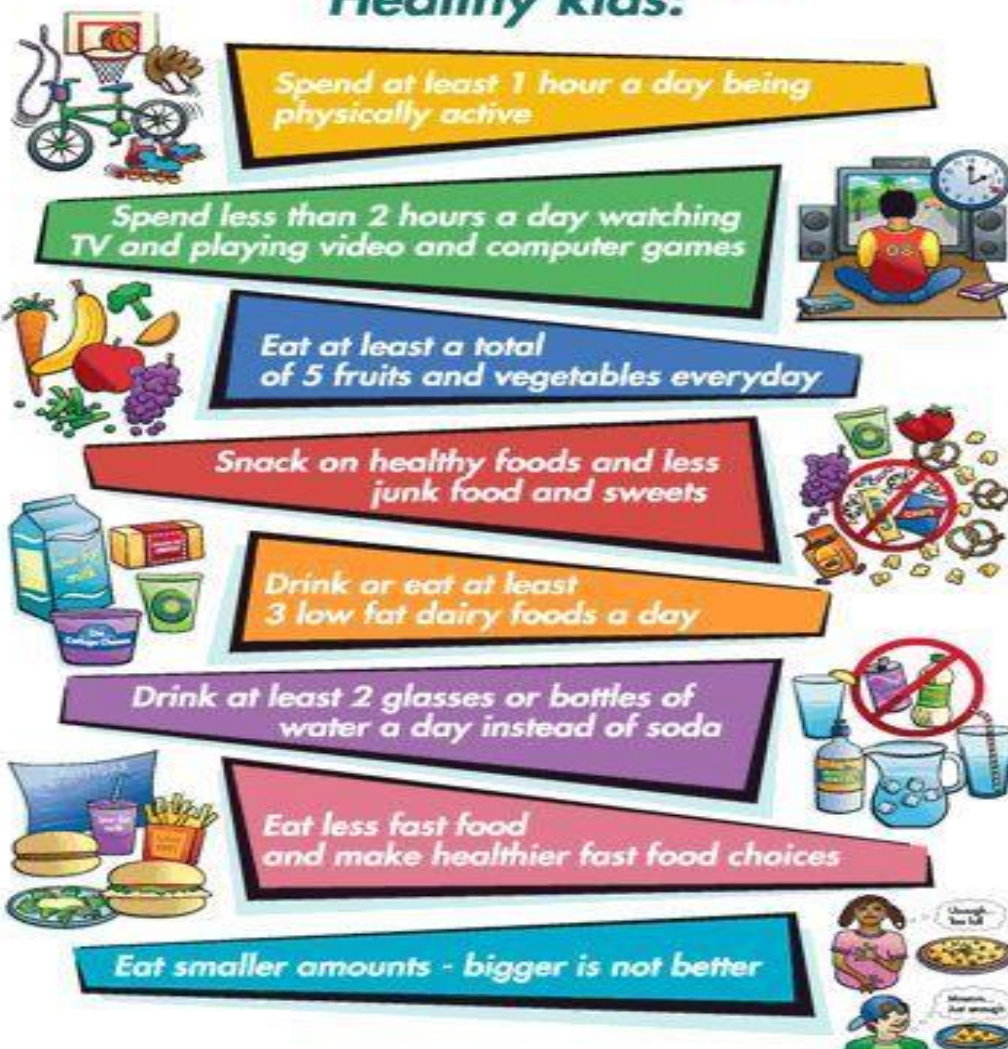
|                      |                             |
|----------------------|-----------------------------|
| 1-Wash hands         | 6-Go to bed on time         |
| 2-Brush Teeth        | 7-Keep nails clean and trim |
| 3-Comb hair          | 8-Floss your teeth          |
| 4-Wear clean clothes | 9-Wash your hair            |
| 5-Take a shower      | 10-Wash your face.          |

## READING COMPREHENSION

### HABITS OF HEALTHY KID

# 8 Habits of Healthy Kids®

Healthy kids:



## ACTIVITY 1

## ANSWER THE FOLLOWING ASIGNMENTS

1.- How long should the children be active?

---

2.- How long should I watch TV?

---

3.- How many fruits and vegetables should I eat?

---

4.-What should I drink?

---

5.- Mention some daily habits you know.

---

## ACTIVITY 2

Write what you can DO and what you CAN NOT DO, according with the pictures

Write the DO list

Write the DON`T List

### Do:



Exercise



Eat more fruits and veggies



Stretch



Exercise more



Drink 2 cups of water



Have quiet time

### Don't:



Eat junk food



Drink soda



Watch too much TV

## STRUCTURE

## GRAMMAR EXPLANATION

### Modal Can and Possessive adjectives

| SUBJECT       | POSSESSIVE ADJECTIVE |
|---------------|----------------------|
| I             | MY                   |
| YOU           | YOUR                 |
| HE / SHE / IT | HIS / HER            |
| WE            | ITS                  |
| YOU           | OUR                  |
| THEY          | THEIR                |

#### EXAMPLES:

**1-SHE LIKES HER NAME.**

**2-HE LIKES HIS NOTEBOOK.**

**3-I LIKE MY CAR.**

**4-WE USE OUR BOOKS.**

**5-THEY WALK WITH THEIR FRIENDS.**

# POSSESSIVE PRONOUNS IN ENGLISH

ENGLISH GRAMMAR

## Possessive Pronouns

Woodward English

A Possessive Pronoun replaces a *possessive adjective + noun* to avoid repeating information that is already clear.

- This book is **my book**, not **your book**. (Sounds repetitive)

- This book is **mine**, not **yours**. (Sounds more natural)

### POSSESSIVE ADJECTIVE

**MY** My shirt is green.  
**YOUR** Your book is new.  
**HIS** His pillow is soft.  
**HER** Her dog is small.  
**ITS** Its bone is old.  
**OUR** Our bird is noisy.  
**YOUR** Your house is big.  
**THEIR** Their car is slow.

### POSSESSIVE PRONOUN

**MINE** The shirt is **mine**.  
**YOURS** The book is **yours**.  
**HIS** The pillow is **his**.  
**HERS** The dog is **hers**.  
 ---- \*  
**OURS** The bird is **ours**.  
**YOURS** The house is **yours**.  
**THEIRS** The car is **theirs**.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

## POSSESSIVE PRONOUNS

Woodward English

Are these Alice's keys or **yours**?

**yours** = your keys

Excuse me, those seats are **ours**.

**ours** = our seats

This is Jack's wallet and I think this watch is **his** too.

**his** = his watch



www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

**MINE YOURS HIS  
HERS OURS THEIRS**

www.woodwardenglish.com

## ACTIVITY 3

APPLY THE PREVIOUS GRAMMAR EXPLANATION  
Use the Possessive Adjectives

- 1.- I wash \_\_\_\_\_ hands.
- 2.- Carlos brushes \_\_\_\_\_ teeth.
- 3.- They clean \_\_\_\_\_ house
- 4.- We understand \_\_\_\_\_ class.
- 5.- She takes \_\_\_\_\_ shower early.
- 6.- Karen writes \_\_\_\_\_ letter.
- 7.- He studies \_\_\_\_\_ lesson.
- 8.- Are you ready to eat \_\_\_\_\_ food?
- 9.- We love \_\_\_\_\_ new class.
- 10- Jose watches \_\_\_\_\_ TV.



PLAY AND LEARN

## For Health to be Bright Get the Hygiene Right



WHICH OF THESE ACTIVITIES DO YOU  
CONSIDER GOOD HABITS FOR HEALTH.

WRITE THEM DOWN.

- 1.- \_\_\_\_\_.
- 2.- \_\_\_\_\_.
- 3.- \_\_\_\_\_.
- 4.- \_\_\_\_\_.
- 5.- \_\_\_\_\_.

## GLOSSARY

## REVIEW AND PRACTICE HEALTHY HABITS

|                                       |   |
|---------------------------------------|---|
| Wash hands/ Lavarse las manos         | Go to bed on time/ Ir a la cama a tiempo                          |
| Brush Teeth / Lavarse los dientes     | Keep nails clean and trim/ Limpiarse las uñas                     |
| Comb hair / Peinar el cabello         | Floss your teeth/ Usar hilo dental                                |
| Wear clean clothes / Usar ropa limpia | Wash your hair / Lavarse el cabello                               |
| Take a shower / Bañarse               | Wash your face/ Lavarse la cara                                   |
| Use mask / Utilizar mascarilla        | Cover your mouth when coughing/<br>Taparse la boca al estornudar. |

## I CAN...

## Check your learning outcomes.

- Identifies healthy habits to have a better life.
- Lists personal hygiene habits to highlight their importance in our life.
- Employs modals and possessive adjectives in affirmative statements.

## SUPPLEMENTARY MATERIAL

## Explore these resources for your learning.

<https://www.toucanlearn.com/blogs/blog5.php/facts-and-figures-about-health-and-hygiene>

<https://sites.google.com/site/misseriquesenglishcorner/2nd-bachillerato/1st-quimester/unit-2-healthy-habits>

<https://www.google.com/search?q=Eating+habits+for+kids&tbm=isch&ved=2ahUKewjTI8y9vNrqAhWL0FMKHeRwBpUQ2-cCegQIABAA&oq=Eating+habits+for+kids&g>

<http://clipart-library.com/food-nutrition-coloring-pages-coloring-pages.html>



## WEEK 20-21-22

### IMPORTANCE OF THE ENVIRONMENT

Environment is a place where different things, living or non-living things are found. Living things constantly interact and adapt themselves to conditions in their environment.

We can find different interactions between animals, plants, soil, water and other living and non-living things.

#### OBJECTIVES

1-To report on the importance of the environment with an ecosystem.

2-To ask and give information about the importance of taking care of the environment.

**DID YOU KNOW?**

We use 10 billion tons of water worldwide





Can you name 5 examples of LIVING THINGS and NON LIVING THINGS found in the environment

LIVING THINGS

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

NON LIVING THINGS

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

TOPIC

EXPLANATION

OUR ENVIRONMENT IS IMPORTANT

**Biodiversity Is Important:**

Biodiversity refers to the variety of plants, animals, and other living things in our world. It can be negatively influenced by habitat loss and degradation due to human activity, climate change, and pollution, among other things.

**Earth Is Our Home:**

It's where we live, so we better take care of it. For sure we could be better person if we help with small things for our home, this planet is the only that we have now.

**What Can We Do?**

The problems we are facing now are tough. However, the good news is that, you don't have to be an expert or a millionaire to save the Planet – everyone can help to do their bit for the environment. In other words, if each of us can be more conscious of environmental issues and willing to take some simple steps to save the Planet, we can make a huge contribution.

## VOCABULARY

Use your dictionary to look for the meaning of these words

- 1-Environment
- 2-Life
- 3-Conservation
- 4-Quality
- 5-Healthy
- 6-Human beings
- 7-System
- 8-Factors
- 9-Pollution
- 10-Biodiversity

## READING

### COMPREHENSION

## Seven ways to protect the environment

We all want to protect our planet. These are 7 simple habits to implement in your everyday life which will make a difference. You can be proud of yourself practicing and participating in the protection of the environment.

1. **Use compact fluorescent light bulbs:**

It is true that these bulbs are more expensive, but they last much longer, and they can save energy and in the long run your electricity bill would be reduced.

2. **Donate:**

You have tons of clothes or things you want to get rid of. If they are still usable, give them to someone who needs them. You may also choose to give them to associations. These associations may sell them and collect a little money. Not only will you protect the environment, but you will also contribute to a good cause.

3. **Turn off your devices:**

When you do not use a house device, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an easy habit to take up which will help you save a lot of money.

4. **Walk or cycle:**

Driving is one of the biggest causes of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a short one.

5. **Detergent:**

Follow the recommended dose of detergent to wash your clothes or dishes.

6. **Leaky faucets:**

Watch leaky faucets, which can cause a significant increase in the water bill. An average of 120 liters of water can be wasted due to a dripping faucet.

7. **Rainwater:**

Think of recovering rainwater. This water can be used for different purposes.



## ACTIVITY 1

Choose the correct answer according the reading

### READING COMPREHENSION

1. Fluorescent light bulbs waste more energy
  - a.  True
  - b.  False
2. Donate means:
  - a.  give.
  - b.  take.
3. The 7 tips are suggested
  - a.  to save money.
  - b.  to protect the environment.
  - c.  to save money and protect the environment.

## ACTIVITY 2

Think and write about what other things you can do to take care of the environment in your community

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## STRUCTURE

### USE OF MODALS Should and Have to

"**Should**" is a modal verb most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

Example: You **should** protect animals.

"**Have to**" is used to express certainty, necessity, and obligation

Example: They **have to** take care of the environment.

LOOK AT THE MEANINGS OF THESE VERBS

#### VERBS

1-Protect

6-Preserve

2-Take care

7-Maintain

3-Save

8-Avoid

4-Pollute

5-Keep

# ACTIVITY 3

WRITE 5 SENTENCES USING MODALS.

SHOULD or HAVE TO and the VERBS .

SENTENCES

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_



## Word Search

### Endangered Animals

## ENDANGERED

All these animals are endangered, which means they are in danger of going extinct.



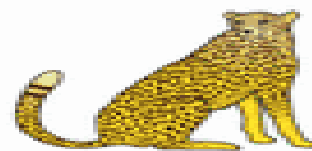
|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| G | C | G | E | P | S | H | L | E | A | E | R |
| R | O | T | I | G | E | R | O | L | L | I | A |
| E | N | P | O | L | A | R | B | E | A | R | L |
| Y | D | A | B | A | T | W | R | P | S | H | E |
|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

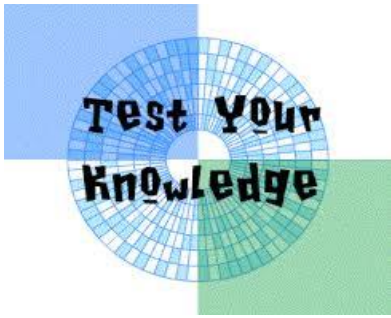
The names of all these animals are hidden in this word search. They can go horizontally, vertically, or diagonally. Can you find all of them?



CHEETAH  
MANATEE  
SEA TURTLE  
WHALE  
TIGER  
PANDA

LEOPARD  
RHINO  
ELEPHANT  
POLAR BEAR  
CONDOR  
GREY WOLF





THINK, WRITE AND DRAW ABOUT THE ENVIRONMENT

Think , write and draw ....

1-What can you do to save the environment?

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2-Make a drawing that represents the environment where you would like to live.

**1-biodiversity**

the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this.

**2-endangered species**

endangered birds/plants/species animals or plants which may soon not exist because there are very few now alive.

**3-environment**

the air, water and land in or on which people, animals and plants live.

*Certain chemicals have been banned because of their damaging effect on the environment.*

**4-extinction**

Many species of plants and animals are in danger of/threatened with extinction (= being destroyed so that they no longer exist)

**5-natural resources**

things such as minerals, forests, coal, etc. which exist in a place and can be used by people.

*Some natural resources, such as natural gas and fossil fuel, cannot be replaced.*

**6-pollution**

damage caused to water, air... by harmful substances or waste.

**I CAN...****Check your learning outcomes.**

I can...

talk about ways to save the environment.

identify living and nonliving things in the environment.

use modals should and have to in sentences

## SUPPLEMENTARY MATERIAL

Explore these resources for your learning

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-99192.php>

<https://agendaweb.org/verbs/modals-must-have-to-exercises.html>

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



## WEEKS 23-24-25

### SPORTS

Sport (or sports) is all forms of usually competitive physical activity which, through casual or organized participation athletes maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators.

#### OBJECTIVES

- 1.To classify sports into national and international sports.
- 2.To ask and answer questions about sports.

**DID YOU KNOW?**

Soccer, is the most popular sport in the world. It is estimated that more than half of the world's population consider themselves to be association football (soccer) fans.





**What do you know about these sports?**

**Label the pictures.**

**How many players are in a team?**



**TOPIC**

**EXPLANATION**

**What are sports?**

Sports are played all over the world, whether as hobbies, careers, or as a part of fitness regimens. Various games have grown in popularity across the world. The rules and characteristics of these games are dynamic and are governed by international regulations.

Most of these sports are included in the Olympic Games, where different countries from all around the world compete against each other. The sports are also lucrative industries, generating billions of dollars in revenues, especially in developed countries.

## VOCABULARY

## POPULAR SPORTS

- 1-National
- 2-International
- 3-Baseball
- 4-Volleyball
- 5-Soccer
- 6-Swimming
- 7-Boxing
- 8-Rugby
- 9-Cycling
- 10-Tennis
- 11-Basketball
- 12-Softball

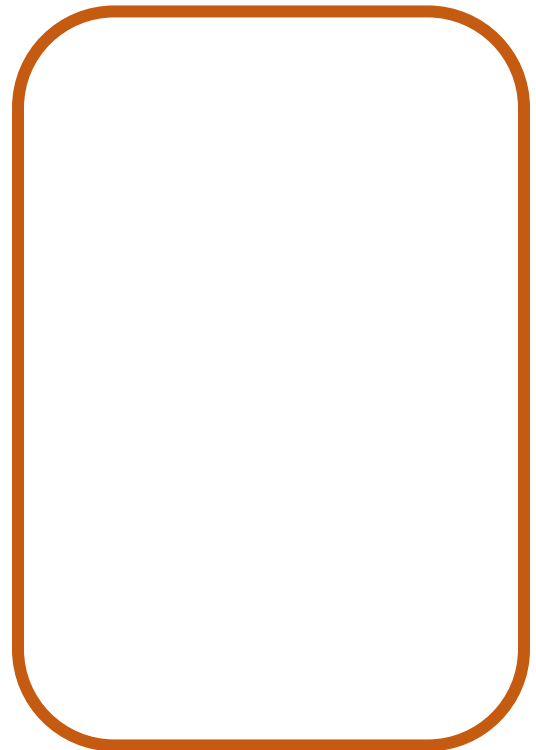
## READING

### History of soccer

## COMPREHENSION

Soccer is a world-wide sport today. It is played with a round ball. Only a player's feet and head can make contact with the ball. The ball must be knocked into the opposing team's goal to score a point. Players run back and forth up and down a field to the goal. There are eleven players on each team. A referee is present to see that the rules are followed.

Soccer's ancient origins can be traced back to China, Egypt and Rome. Balls made of animal intestines, linen or skin have been found in Egyptian tombs. Drawings show that the Egyptians rolled a ball around the ground to celebrate the richness of the earth. Two thousand years later, a different kind of game was played in China. It was called cuju. Players stuffed feathers inside a leather ball and kicked it through a goal which was made of a piece of cloth hanging between two sticks. Cuju players organized matches and tournaments. Referees were used. The Chinese military played the game often.



## ACTIVITY 1

## Read the history of the Olympic games

# History of the Olympic Games

### The Modern Olympics

Baron Pierre de Coubertin, a Frenchman, revived the games in 1896. He felt that the games would promote physical fitness and good relations between people of different countries. Beginning in 1894 delegates from 12 countries met to lay out plans for the modern games to be held in Athens, Greece.

The next Olympics were held in Paris and then in St. Louis, but interest waned. The Olympics gained popularity again with a very well-organized Olympics in 1908 in London. They began giving out medals not only to the winner but also to the first and second runner up (gold, silver, and bronze medals). In 1912 in Stockholm electrical timing equipment was used for the first time. In the 1928 Games in Amsterdam the tradition of burning the Olympic flame throughout the games began.

The Olympic Games have grown significantly since the days of the single foot race. Now the events are divided into winter and summer games alternately every two years. Athletes from all over the world continue to gather for the Olympic Games to enjoy friendly international competition just as Baron Pierre de Coubertin dreamed.

## ACTIVITY 2

## Write about your favorite sport



- 1-Describe your favorite Olympic sport.
- 2-Where is it played?
- 3-Why do you like it?
- 4-Who is your favorite athlete in that sport?

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## STRUCTURE

## WH QUESTIONS WORDS

Question words are also called wh questions because they include the letters 'W' and 'H'.

| Question words | Meaning                | Examples   |
|----------------|------------------------|--|
| who            | person                 | Who's that? That's Nancy.                                |
| where          | place                  | Where do you live? In Boston                             |
| why            | reason                 | Why do you sleep early? Because I've got to get up early |
| when           | time                   | When do you go to work? At 7:00                          |
| how            | manner                 | How do you go? By car                                    |
| what           | object, idea or action | What do you do? I am an engineer                         |

## ACTIVITY 3

## GRAMMAR PRACTICE

Select the correct WH question word

I. Select the correct Wh question word:

- \_\_\_ is your name?  
What / Where  
When / Who
- \_\_\_ is your favorite actress?  
What / Why  
When / Who
- \_\_\_ are you from?  
What / Where  
When / Who
- \_\_\_ is your birthday?  
Whose / Where  
When / Who
- \_\_\_ color is your new car?  
What / How  
Where / Whose
- \_\_\_ old are you?  
What / How  
Which / Whose
- \_\_\_ books are these?  
Why / How  
Where / Whose
- \_\_\_ did you quit your job?  
Who / Which  
Why / Whose
- \_\_\_ are you going to America?  
Who / What  
When / Which
- \_\_\_ aren't you going to Peter's party?  
What / How  
Where / Why

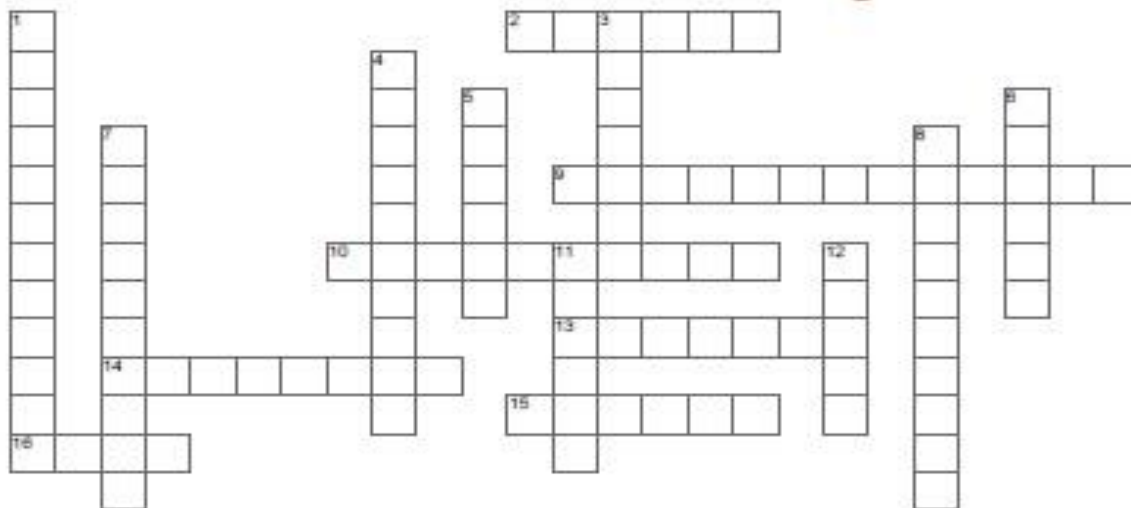


SPORTS CROSSWORD

Complete

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sports Crossword



## ACROSS

- 2. Stick, puck.
- 9. Short board with 4 wheels.
- 10. Acrobatics, tumbling.
- 13. Bike, helmet.
- 14. Bases, home plate, bat.
- 15. Rackets, greenball, net.
- 16. Clubs, ball, greens, 18 holes.

## DOWN

- 1. Long, wide board attached to feet, snow.
- 3. Ball, bat, teams of 11, not baseball.
- 4. Team of 6, high net, spiking, serving.
- 5. Ring, gloves, mouthguard.
- 6. Two long boards, snow.
- 7. 10 foot high hoop.
- 8. Swimming, biking, and running back to back.
- 11. Use only your feet.
- 12. Scrum, knock on, oval ball.

|          |              |            |               |
|----------|--------------|------------|---------------|
| HOCKEY   | SNOWBOARDING | TENNIS     | CYCLING       |
| SOCCER   | SKIING       | BASKETBALL | BOXING        |
| CRICKET  | GYMNASTICS   | RUGBY      | VOLLEYBALL    |
| BASEBALL | GOLF         | TRIATHALON | SKATEBOARDING |

**I CAN...**

**Check your learning outcomes.**



I can...

Talk about sports.

Use Wh- questions words to make questions.

Write about my favorite Olympic sport.

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning.**

<https://www.crazygames.com/c/sports>

<https://basicenglishspeaking.com/wh-questions/>

[https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-wh-questions.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-wh-questions.php)



## WEEKS 26-27

### PERIOD OF TIME

The concept of time is self-evident. An hour consists of a certain number of minutes, a day of hours and a year of days.

#### OBJECTIVES

- 1.To tell the period using standard units, seconds, minutes, hours, days, week, months, and years.
- 2.To discriminate the basic concept of time using information words.

**DID  
YOU  
KNOW?**

The year 2020 is like 1616, 1717, 1818, and 1919, because the first two digits match the second two digits. This happens only once in a century, which is a hundred years.

**YEAR 2020**



Do you remember ...

List the days of the week and the months of the year in order. Use capital letters

Days of the week

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

Months of the year.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOPIC

EXPLANATION

Units of time

Here are different units of time. These are the relations between units of time. These have the following relations between each: 60 seconds = 1 minute or 1 minute = 60 seconds

60 minutes = 1 hour

or

1 hour = 60 minutes

24 hours = 1 day (day + night)

7 days = 1 week

12 months = 1 year

52 weeks = 1 year

365 days or 366 days make a year

10 years make a decade

50 years make half century

100 years make a century

## VOCABULARY

Illustrate with drawings the following words  
Write 5 sentences using the vocabulary words

Years – months – weeks - days - hours - minutes - second

## READING

## COMPREHENSION

## Days of the week

We have 7 “days of the week” but just only 5 “weekdays” and 2 days of weekend.

Do you know what they are? Let’s check the following information.

### 7 DAYS OF THE WEEK

According to the history, each day of the week was assigned to one of the classical planets - the 7 celestial bodies visible to the naked eye. These are the Sun, the Moon, Mars, Mercury, Jupiter, Venus, and Saturn which associated with Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

By applying this pattern to all 168 hours of the week, the Romans associated the 1st hour of each weekday with following celestial bodies:

- Day 1: Moon (Monday)
- Day 2: Mars (Tuesday)
- Day 3: Mercury (Wednesday)
- Day 4: Jupiter (Thursday)
- Day 5: Venus (Friday)
- Day 6: Saturn (Saturday)
- Day 7: Sun (Sunday)

The weekdays: Monday, Tuesday, Wednesday, Thursday, Friday.

## ACTIVITY 1

WHAT'S YOUR FAVORITE DAY OF THE WEEK?

WHAT'S YOUR FAVORITE MONTH OF THE YEAR? WHY?

My favorite day is \_\_\_\_\_

My favorite month is \_\_\_\_\_

## STRUCTURE

HOW MANY FOR QUESTIONS

### HOW MANY ...? - (Quantity)

**How many** is used when we want to know the QUANTITY of something.

It is only used with plural countable nouns.

HOW MANY + PLURAL NOUN

EXAMPLES

HOW MANY DAYS DOES A WEEK HAVE?

A WEEK HAS SEVEN DAYS.

HOW MANY MINUTES DOES AN HOUR HAVE?

AN HOUR HAS 60 MINUTES

## ACTIVITY 2

ANSWER THE FOLLOWING QUESTIONS.

1-How many days are there in January?

\_\_\_\_\_

2-How many months in a year?

\_\_\_\_\_

3-How many countries are there in the world?

\_\_\_\_\_

4-How many students are in the class right now?

\_\_\_\_\_

5-How many days are there in a year?

\_\_\_\_\_



## WORD SEARCH

Find the words

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

FIND THESE WORDS....

CLOCK  
HOUR  
MONTH  
SUNDAY  
TUESDAY  
YEAR

DAY  
MINUTES  
SATURDAY  
THURSDAY  
WEDNESDAY

FRIDAY  
MONDAY  
SECONDS  
TIME  
WEEK

The logo features the text "Test Your Knowledge" in a bold, black, sans-serif font. The text is centered within a circular graphic composed of a grid of small, light blue squares. The background of the logo is split into a light blue square on the top left and a light green square on the bottom right.

**CHOOSE THE CORRECT ANSWER FOR EACH PROBLEM.**

**1-How many hours and minutes are in 75 minutes?**

- A: 0 hours, 65 minutes
- B: 1 hour, 15 minutes
- C: 1 hour, 0 minutes

**2-How many hours are in 2 days?**

- A: 36
- B: 48
- C: 72
- D: 60

**3-How many days are in one year? How many days are in leap year?**

- A: 52, 51
- B: 152, 153
- C: 352, 351
- D: 365, 366

**4-There are 52 weeks in one year. How many weeks are in 2 and a half years?**

- A: 104
- B: 156
- C: 130
- D: 152

**5-How many months are in one year?**

- A: 10
- B: 12
- C: 14
- D: 52

**I CAN...**

**Check your learning outcomes.**



I can...

Talk about units of time.

Identify days of the week and months of the year.

Use how many to ask questions

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning**

[https://www.youtube.com/watch?v=NZnLzg\\_UprQ](https://www.youtube.com/watch?v=NZnLzg_UprQ)

<https://www.timeanddate.com/calendar/days/>

<http://www.english-for-students.com/questions-beginning-with-how-many.html>



## WEEKS 28-29-30

### DAILY ACTIVITIES

Daily activities or daily routine life are ways in which people typically act, think, and feel on a daily basis. Everyday life may be described as routine, natural, habitual, or normal.

#### OBJECTIVES

- 1.To give information about daily routines.
- 2.To ask questions about daily routines.

#### DID YOU KNOW?

After **waking up** in the morning people mostly use ....

- MOBILE PHONE
- TOOTHPASTE AND TOOTHBRUSH
- SOAP
- SHAMPOO
- FACEWASH





Think about the daily activities that you do during a day

Illustrate

| In the morning | In the afternoon | In the evening | At night |
|----------------|------------------|----------------|----------|
|                |                  |                |          |

## VOCABULARY

## VERBS

Look for the meaning of these verbs

- 1-wake up
- 2-get up
- 3-have breakfast
- 4-get dressed
- 5-study
- 6-do homework
- 7-have lunch
- 8-go home
- 9-take a shower
- 10-watch TV
- 11-do the dishes
- 12-do the laundry
- 13-make the bed
- 14-wash the car
- 15-sweep the floor

# READING COMPREHENSION

## Frank's routine



Hi friends, I am Frank, I am 10 years old and this is my routine during the week.

I get up at six o'clock every morning on weekdays. I brush my teeth, take a shower and get dressed. Then, I have breakfast with eggs, bread, juice and banana. After breakfast, I leave home at about seven o'clock and walk to school. I stay at school from 7:30 am until 12:30pm. I have lunch at 1:00 pm at home. I usually watch TV after lunch and start doing my homework and projects at 3:00pm. We have dinner at 6:00 pm and after that I wash the dishes to help my mom.

On weekends, my family and I go to the market to buy groceries. We walk in the park in the afternoon and feed the birds and squirrels there. On Sunday morning, my parents and I visit my grandparents who live in Las Cumbres. They have a big house with plants and animals. I pick mangos and oranges from their garden. We have lunch together and talk to each other. We usually play board games and we return home in the afternoon.

### ACTIVITY 1

### TRUE OR FALSE.

#### ANSWER TRUE OR FALSE

- 1-\_\_\_\_\_ Frank gets up at 7 o'clock on weekdays.
- 2-\_\_\_\_\_ Frank goes to school by bus.
- 3-\_\_\_\_\_ Frank does homework at 3:00pm.
- 4-\_\_\_\_\_ Frank grandparents live in a big house in Las Cumbres.
- 5-\_\_\_\_\_ Frank and his parents return home at night.

## STRUCTURE

### SIMPLE PRESENT TENSE

The simple present tense in English is used to express routines or habits. The simple present tense indicates that an action is present. Generally, it is used for factual or habitual actions, activities done every day.

Examples

**SINGULAR**

I study in the afternoon.

You wake up in the morning.

He has lunch with his friends in the afternoon

She makes her bed in the morning.

**PLURAL**

We go home at night.

You wake up at 7 o'clock in the morning.

They wash the car in the evening.

## ACTIVITY 2

### WRITING ACTIVITY

Select some verbs from the vocabulary and write about your daily routine

My Daily Routine

---

---

---

---

---

---

---

---

---

---



## FIND THE LIST OF DAILY ACTIVITIES

# DAILY ACTIVITIES

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

DO HOMEWORK  
GET DRESSED  
HAVE BREAKFAST  
STUDY  
WAKE UP

DO THE DISHES  
GET UP  
HAVE LUNCH  
SWEEP THE FLOOR  
WASH THE CAR

DO THE LAUNDRY  
GO HOME  
MAKE THE BED  
TAKE A SHOWER  
WATCH TV

# Test Your Knowledge

MATCH THE PICTURES WITH THE CORRECT ANSWER

Write the correct number for each illustration

## Daily Routines

|   |   |   |  |   |
|---|---|---|--|---|
|    |    |     |   |   |
|   | <ol style="list-style-type: none"> <li>1. go home</li> <li>2. have lunch</li> <li>3. have breakfast</li> <li>4. have dinner</li> <li>5. take a bath</li> <li>6. wake up</li> <li>7. wash</li> <li>8. watch TV</li> <li>9. go to bed</li> <li>10. go to school</li> <li>11. start school</li> <li>12. do homework</li> <li>13. get dressed</li> <li>14. play soccer</li> </ol> |   |  |   |
|  |   |  |  |   |
|  |   |  |  |   |
|  |   |    |  |  |

## GLOSSARY

## REVIEW DAILY ACTIVITIES AND DEFINITIONS

Check your vocabulary:

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

- |   |                     |
|---|---------------------|
| 1..... You do this after a long day and just before you fall asleep.              | a. have dinner      |
| 2..... You do this when your alarm clock goes off in the morning.                 | b. go to school     |
| 3..... You eat this in the morning, is the most important meal of the day.        | c. take a shower    |
| 4..... You do this at the dinner table with your family.                          | d. go to bed        |
| 5..... You do this to make your body and hair clean.                              | e. go home          |
| 6..... You do this after you wake up.   | f. wake up          |
| 7..... You do this so you can meet your friends and learn new things.             | g. have breakfast   |
| 8..... You do this after school because your teacher will get angry if you don't. | h. brush your teeth |
| 9..... Your dentist will be pleased if you do this twice a day.                   | i. get up           |
| 10..... You do this in the afternoon when your classes at school have finished.   | j. do homework      |

## I CAN...

## Check your learning outcomes.



I can...

Name the different activities that I do daily.

Read about someone's routine.

Write about my daily routine using the simple present tense.

**SUPPLEMENTARY MATERIAL**

Explore these resources for your learning.

<https://www.mes-games.com/dailyroutines.php>

<https://www.youtube.com/watch?v=k0FHGnc6iHg>

<https://learnenglish.britishcouncil.org/english-grammar-reference/present-simple>



## WEEKS 31-32 MONETARY UNITS

A more general definition is that a currency is a system of money in common use, especially for people in a nation.

### OBJECTIVES

- 1.To identify the monetary units in different areas of North, Central and South America.
- 2.To compare monetary units used in America.

### DID YOU KNOW?

Panama adopted the U.S. dollar as its official currency in 1904 following its independence from Colombia and the agreement to build the Canal in the country.





Read the following questions

Think and answer

- 1) 1-What is money?
- 2) 2-Why do we need to learn about money?
- 3) 3-How is money used in real life?
- 4) 4-Who uses money?
- 5) 5-Where is money used?

TOPIC

EXPLANATION

Currency in south, north and central america

The term '**currency**' derived from Latin word currens, -entis that refers to money in any form when in actual use or circulation as a medium of exchange, especially circulating banknotes and coins. It can be defined as a currency is a system of money (monetary units) in common use, especially in a nation.

| Country            | Capital City | Name of Currency               |
|--------------------|--------------|--------------------------------|
| Argentina          | Buenos Aires | Argentine peso                 |
| Bolivia            | Sucre        | Bolivian boliviano             |
| Brazil             | Brasília     | Brazilian real                 |
| Chile              | Santiago     | Chilean peso                   |
| Colombia           | Bogotá       | Colombian Peso                 |
| Easter Island (CL) | Hanga Roa    | Chilean Peso                   |
| Ecuador            | Quito        | United States Dollar (USD)     |
| Paraguay           | Asuncion     | Paraguay Guarani (PYG)         |
| Peru               | Lima         | Peru Nuevo Sol (PEN)           |
| Suriname           | Paramaribo   | Suriname Dollar (SRD)          |
| Uruguay            | Montevideo   | Uruguayan Peso (UYU)           |
| Venezuela          | Caracas      | Venezuela Bolivar Fuerte (VEF) |

| Country                         | Capital City   | Name of Currency   |
|---------------------------------|----------------|--|
| <b>Antigua and Barbuda</b>      | St. John's     | East Caribbean Dollar ( <i>XCD</i> )   |
| <b>Bahamas</b>                  | Nassau         | Bahamian Dollar ( <i>BSD</i> )   |
| <b>Barbados</b>                 | Bridgetown     | Barbadian Dollar ( <i>BBD</i> )  |
| <b>Belize</b>                   | Belmopan       | Belizean Dollar ( <i>BZD</i> )   |
| <b>Canada</b>                   | Ottawa         | Canadian Dollar ( <i>CAD</i> )   |
| <b>Costa Rica</b>               | San Jose       | Costa Rican Colón ( <i>CRC</i> )   |
| <b>Cuba</b>                     | Habana         | Cuba has two official currencies, the Cuban Peso ( <i>CUP</i> ) and the Cuban Convertible Peso ( <i>CUC</i> ).           |
| <b>Dominica</b>                 | Roseau         | East Caribbean Dollar  |
| <b>Dominican Republic</b>       | Santo Domingo  | Dominican peso   |
| <b>El Salvador</b>              | San Salvador   | The U.S. Dollar is the official currency. The Salvadoran Colón ( <i>SVC</i> ) is still accepted, but printing has ceased |
| <b>Grenada</b>                  | St. George's   | East Caribbean Dollar  |
| <b>Guatemala</b>                | Guatemala City | Quetzal ( <i>GTQ</i> ), US dollar ( <i>USD</i> ), others accepted in major cities  |
| <b>Haiti</b>                    | Port-au-Prince | Haiti Gourde   |
| <b>Honduras</b>                 | Tegucigalpa    | Honduran Lempira ( <i>HNL</i> )  |
| <b>Jamaica</b>                  | Kingston       | Jamaican Dollar  |
| <b>Mexico</b>                   | Mexico City    | Mexican Peso ( <i>MXN</i> )  |
| <b>Nicaragua</b>                | Managua        | Cordoba Oro  |
| <b>Panama</b>                   | Panama City    | Panama Balboa ( <i>PAB</i> )   |
| <b>United States Of America</b> | Washington D.C | U.S. Dollar  |



**READING**  
**COMPREHENSION**

**Uses of money**

Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is particularly important in our world and comes in many different forms

People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future, pay for their houses, cars, food, taxes, medical needs and household items among other things. Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

**ACTIVITY 1**



**ANSWER TRUE OR FALSE.**

**Answer TRUE or FALSE**

- 1- \_\_\_\_\_ The name of the reading is Uses for money.
- 2- \_\_\_\_\_ Money is not important in our world.
- 3- \_\_\_\_\_ People have been using money for hundreds of days.
- 4- \_\_\_\_\_ People in different countries use the dollar.
- 5- \_\_\_\_\_ People earn money from the jobs they do.

# Vocabulary

# CURRENCY

|             |        |  |     |   |
|-------------|--------|--|-----|---|
| penny       | \$0.01 |  | 1¢  |  |
| nickel      | \$0.05 |  | 5¢  |  |
| dime        | \$0.10 |  | 10¢ |  |
| quarter     | \$0.25 |  | 25¢ |  |
| half dollar | \$0.50 |  | 50¢ |  |

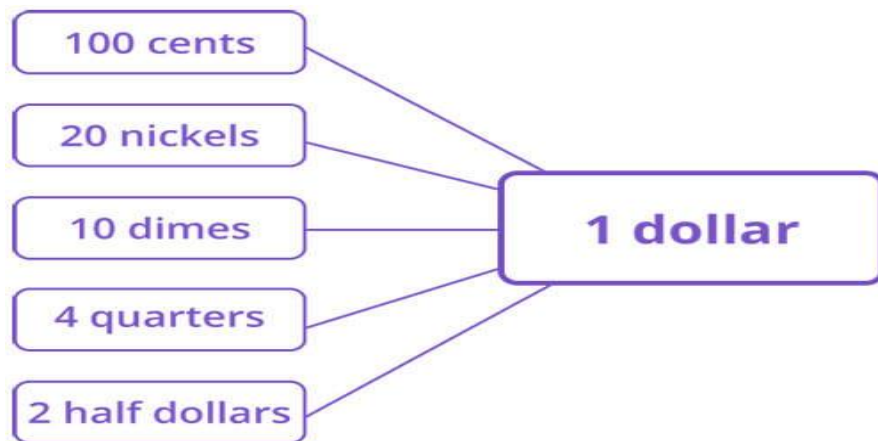
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# STRUCTURE

# CURRENCY EQUIVALENT.

A dollar has ....

A dollar is equal to ...



## ACTIVITY 2

### Write monetary amounts in words.

Example: \$12.55 is twelve dollars fifty-five cents.

Express the currency values in words.

1. \$8.39 \_\_\_\_\_

2. \$90.40 \_\_\_\_\_

3. \$58.58 \_\_\_\_\_

4. \$8.49 \_\_\_\_\_

5. \$67.91 \_\_\_\_\_

6. \$8.51 \_\_\_\_\_

7. \$1.56 \_\_\_\_\_

8. \$4.97 \_\_\_\_\_

9. \$99.62 \_\_\_\_\_

10. \$9.53 \_\_\_\_\_



LET'S FIND THE WORDS...

# Money



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

PENNY  
ONE  
HUNDRED

NICKEL  
FIVE  
BILLS

DIME  
TEN  
CURRENCY


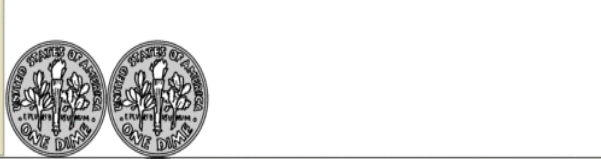










QUARTER  
TWENTY  
DOLLAR

COINS  
FIFTY  
MONEY

Test Your  
Knowledge

COUNTING MONEY.

Write the total amount of money at the end of each row.

|   |  |               |
|---|--|---------------|
|    |    | <p>\$1.20</p> |
|   |    | <p>_____</p>  |
|    |    | <p>_____</p>  |
|   |   | <p>_____</p>  |
|  |  | <p>_____</p>  |
|  |  | <p>_____</p>  |
|  |  | <p>_____</p>  |
|  |  | <p>_____</p>  |

**I CAN...**

**Check your learning outcomes.**



I can...

Answer questions about money

Identify the currency of countries in America.

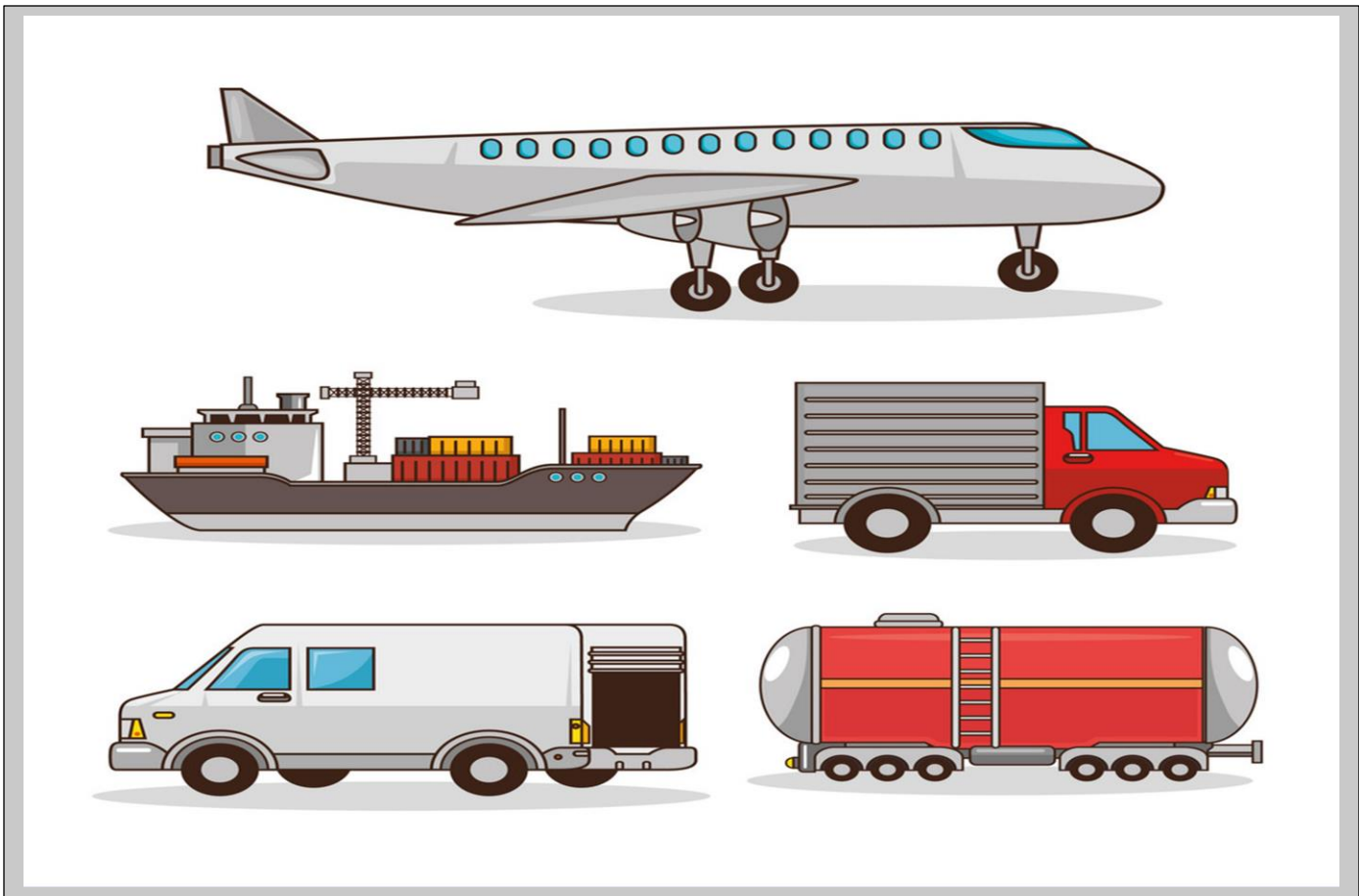
Solve problems about currency

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning.**

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

<https://www.math-play.com/money-games.html>



## WEEKS 33-34-35

### TRADITIONAL AND MODERN MEANS OF TRANSPORTATION

Mode of transport is a term used to distinguish between different ways of transportation or transporting people or goods. The different modes of transport are air, water, and land transport.

#### OBJECTIVES

- 1.To recognize the similarities and differences among traditional and modern means of transportation.
- 2.To establish the advantages and disadvantages of the different means of transportation.

**DID YOU KNOW?**

Fast speed trains, such as China's Shanghai Maglev train can go over 250 miles per hour.



Illustrate the 3 means of transportation

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

TOPIC

EXPLANATION

Transportation

In general, transportation is used for moving of people, animals, and other goods from one place to another. The means of transportation can be classified as **Land transport, Water transport and Air transport.**

### Air transport

Is the fastest mean of transport, and it consists of a vehicle traveling by air.

Examples: Airplane, helicopter, space shuttle, hot air balloon.

### Water transport

It refers to all the transport made over a body of water, such as a lake, an ocean, a sea, a river, or a canal.

Examples: sailboat, cruise ship, cargo ship, submarine, canoe.

### Land transport

It refers to all the vehicles that can transport people or objects by land.

Examples: car, bicycle, bus, train, truck, taxi, horse.

## VOCABULARY

STUDY THESE WORDS AND DEFINITIONS.

**1-Public transport:** Is a system formed by buses, trains and other vehicles that have fixed routes and also fixed schedules, and that are widely used by the citizens of a place, and the general public.

**2-Private transport:** It's a service that's not available to the general public, such as yachts or planes.

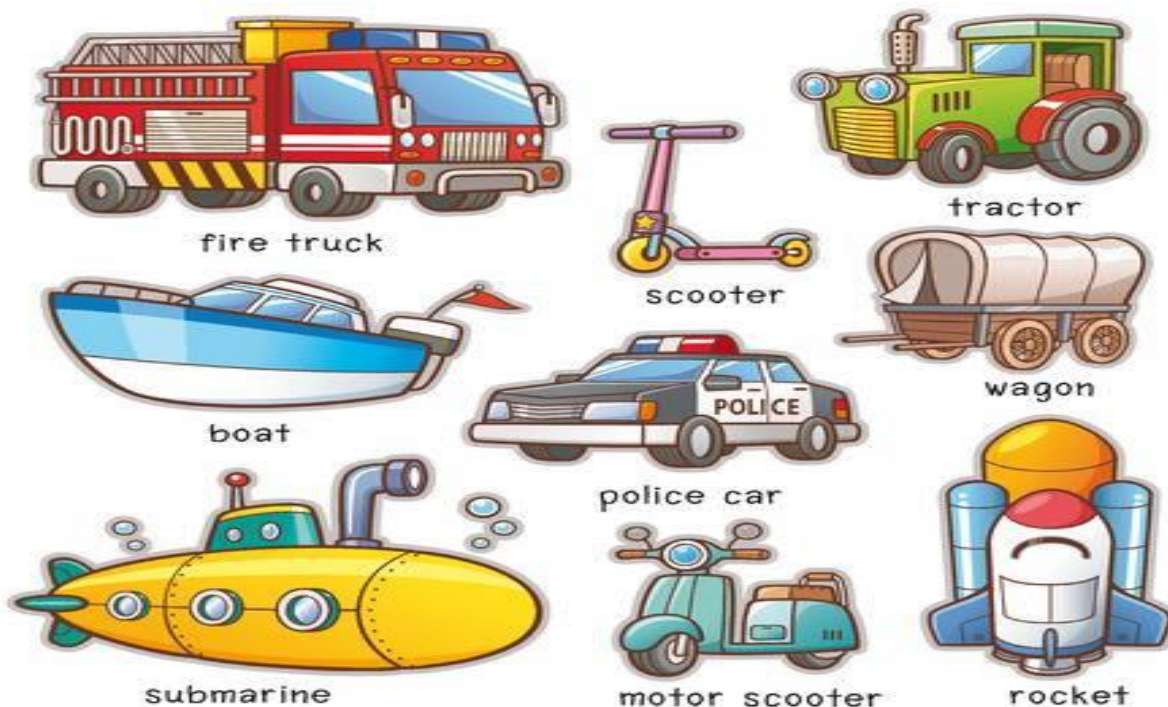
**3-Journey:**It means to travel from one place to another. It's mostly used for vehicles.

**4-Commute:** Is a frequent journey that's made from the house to work or school.

**5-Arrival:** Is the time when we get to a destination

**6-Departure:**Is the time when we leave a location.

**7-Passenger:**Is the person that travels inside a vehicle or means of transport.



## READING COMPREHENSION

### Different ways of travelling

Travel is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become very unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land. A train driver will stop at train stations on route to allow passengers wishing to proceed to the scheduled destination to board the train.

A number of destinations can be travelled to by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby. This is often encouraged as certain modes of transport have been said to produce harmful emissions and damage the environment.



## ACTIVITY 1

## Choose the correct answer according to the reading

Reading comprehension questions-choose the correct answer according to the reading.

1) Which mode of transport does not cost money?

- A)  Train
- B)  Car
- C)  Walking
- D)  Bus

2) Why do some people not enjoy travelling?

- A)  They find it a waste of time
- B)  It is not comfortable
- C)  It is expensive
- D)  They become unwell

3) Name the mode of transport which is controlled by a pilot and stops at an airport.

- A)  Train
- B)  Airplane
- C)  Car
- D)  Bus

4) Name the mode of transport which is controlled by a captain and stops at a port.

- A)  Train
- B)  Car
- C)  Ship
- D)  Airplane

5) Which mode of transport is ideal for travelling between countries connected by land?

- A)  Bicycle
- B)  Train
- C)  Airplane
- D)  Car

## STRUCTURE

## COMPARATIVE ADJECTIVES.

When we talk about two things, we can "compare" them. We can see if they are the same or different. Perhaps they are the same in some ways and different in other ways. We can use comparative adjectives to describe the differences.

| COMPARATIVE ADJECTIVES                   | Form  | Example                                  |
|--|---|--|
| one syllable                             | Adj + <i>-er</i>                            | tall + <i>-er</i> = taller               |
| two syllables ending in <i>-y</i>        | <i>-y</i> changes to <i>-i</i> + <i>-er</i> | happy + <i>-er</i> = happier             |
| two syllables (not ending in <i>-y</i> ) | <i>more</i> + Adj                           | <i>more</i> + famous = more famous       |
| three (or more) syllables                | <i>more</i> + Adj                           | <i>more</i> + beautiful = more beautiful |

## ACTIVITY 2

## Write sentences using the comparative form

Examples

1. Airplanes are **faster** than cars.
2. Horses are **slower** than trains.
3. A bicycle is **cheaper** than a car

Write sentences using **COMPARATIVE** adjectives.

1-Cars-expensive- bicycle

---

2-A train- big – car

---

3-Airplanes- fast – Cruise ship

---



CROSSWORD

SEARCH THE WORDS

## TRANSPORTATION

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

AIR  
BUS  
CRUISE  
SAILBOAT  
TRANSPORTATION

AIRPLANE  
CANOE  
HELICOPTER  
SUBMARINE  
TRUCK

BICYCLE  
CAR  
LAND  
TRAIN  
WATER



**I CAN...**

**Check your learning outcomes.**



I can...

Identify the means of transportation

Identify advantages and disadvantages

Use adjectives to compare vehicles of transportation

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning.**

<https://www.turtlediary.com/games/adjectives.html>

<https://www.thelearningapps.com/online-adjectives-games/>

[https://www.youtube.com/watch?v=biX7NNxw\\_w8](https://www.youtube.com/watch?v=biX7NNxw_w8)



## WEEKS 36-37-38 COMMUNICATION IN PANAMA

Telecommunications in Panama **includes** radio, television, fixed and mobile telephones, and the Internet.

### OBJECTIVES

- 1.To recognize the importance of inventions for technological appliances.
- 2.To distinguish the advantages and disadvantages of the communication in Panama.

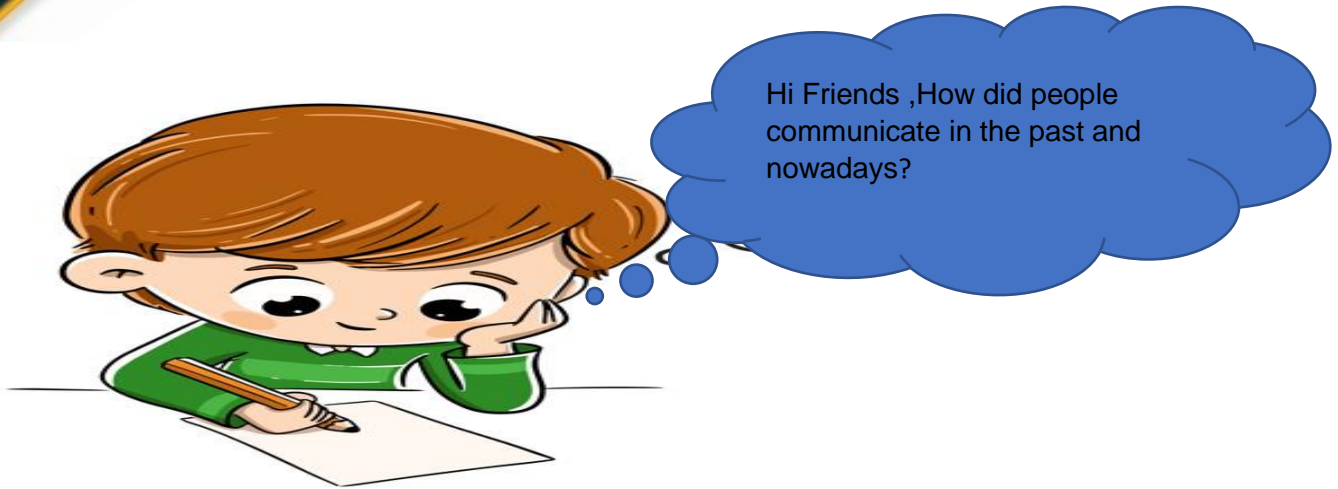
**DID  
YOU  
KNOW?**

RPC Television becomes the first television channel of Panama, changing the city life of all Panamanians on March 14<sup>th</sup>, 1960.



Do you know how people communicate?

Write your ideas



Hi Friends ,How did people communicate in the past and nowadays?

| Past | Nowadays |
|------|----------|
|      |          |

**TOPIC**

**EXPLANATION**

**Telecommunication**

Telecommunication is the exchange of signs, signals, messages, words, writings, images and sounds or information of any nature by wire, radio, optical or other electromagnetic systems.

Telecommunication occurs when the exchange of information between communication participants includes the use of technology.

**TRADITIONAL COMMUNICATION**

Letters,newspapers, magazines, television, radio, telephones.

**TECHNOLOGICAL COMMUNICATION**

The internet, e-mail, social media, cellphones, text messages.

# VOCABULARY

## COMMUNICATION

Use a dictionary to look for the meaning of these words

- 1-Radio
- 2-television
- 3-cellphone
- 4-telephone
- 5-computer
- 6-tablet
- 7-internet
- 8-world wide web
- 9-letters
- 10-magazine
- 11-e-mail
- 12-message
- 13-inventions
- 14-information
- 15-connection

LABEL THE FOLLOWING ILLUSTRATIONS.



## READING COMPREHENSION



## History of the internet

The Internet is a network, or system, that connects millions of computers worldwide. It was one of the greatest inventions of the 1900s.

Since its beginning, the Internet has changed a great deal. Advances in technology have made using the Internet quicker and easier. No longer limited to personal computers, the Internet can be accessed via tablet computers and most cell phones and televisions. As more and more people use the Internet, the quantity of information continues to grow.

In the 1960s the U.S. government, businesses, and colleges worked together to make a system that would let computers across the United States share information. They created an early form of the Internet called ARPANET in 1969. In 1971 electronic mail, or e-mail, was invented as a way to send a message from one computer to another.

By the mid-1970s many groups of computers were connected in networks. Machines called routers were invented to connect the networks. This is how the original ARPANET eventually grew into the Internet.

In 1989 hypertext was invented. Hypertext is a link between different parts of an electronic document or between different documents. Hypertext became the basis of the World Wide Web, or “the Web,” which was created in the early 1990s.

### The World wide web

Information on the Web is arranged in sites or pages. People view Web sites using computer programs called Internet browsers. People create Web sites using a code called hypertext markup language, or HTML. Browsers read HTML and allow people to view Web sites on the computer. Each Web site has its own Internet address, called a uniform resource locator, or URL. Many URLs begin with “www,” which stands for “World Wide Web.”

People often use the Web as a part of their schoolwork or job. They use search engines—such as Google, Yahoo!, and Bing—to look for information on the Web. People also use the Web for entertainment. In the early 2000s some of the most popular Web sites were social networking and shopping sites. Facebook, Twitter, Instagram, and Snapchat are social networking sites. They help people communicate with friends. Amazon and eBay are sites for shopping.

## ACTIVITY 1

## ANSWER TRUE OR FALSE.

### Answer TRUE OR FALSE.

- The internet connects hundreds of computers worldwide.
  - True
  - False
- The e-mail was invented in 1971.
  - True
  - False
- The internet was first introduced in the 1990s.
  - True
  - False
- Facebook, Instagram and Twitter are sites for shopping.
  - True
  - False
- Www stands for world wide web.
  - True
  - False

## STRUCTURE

## ADVERBS OF FREQUENCY

With the **present simple**, we often use adverbs of frequency to say 'how often' we do something.

| Frequency | Adverb of Frequency  | Example Sentence                              |
|-----------|----------------------|---|
| 100%      | always               | I <b>always</b> go to bed before 11 p.m.      |
| 90%       | usually              | I <b>usually</b> have cereal for breakfast.   |
| 80%       | normally / generally | I <b>normally</b> go to the gym.              |
| 70%       | often* / frequently  | I <b>often</b> surf the internet.             |
| 50%       | sometimes            | I <b>sometimes</b> forget my wife's birthday. |
| 30%       | occasionally         | I <b>occasionally</b> eat junk food.          |
| 10%       | seldom               | I <b>seldom</b> read the newspaper.           |
| 5%        | hardly ever / rarely | I <b>hardly ever</b> drink alcohol.           |
| 0%        | never                | I <b>never</b> swim in the sea.               |

We usually put these adverbs in the middle of the sentence, between the subject and the verb:

- I **often** watch TV in the afternoon.
- She **sometimes** writes letters to her friends.
- We **usually** use my cellphone to send messages.

### Adverbs of Frequency

An adverb of frequency tells us how often something takes place.

| Percentage | Adverb             | Example Sentence                              |
|------------|--------------------|---|
| 100%       | ALWAYS             | I <u>always</u> wake up at 6 o'clock          |
| 90%        | USUALLY            | I <u>usually</u> come home after work         |
| 80%        | NORMALLY/GENERALLY | I <u>normally</u> swim after school           |
| 70%        | OFTEN/FREQUENTLY   | I <u>often</u> spend Christmas with friends   |
| 50%        | SOMETIMES          | I <u>sometimes</u> play tennis on the weekend |
| 30%        | OCCASIONALLY       | I <u>occasionally</u> eat Vietnamese food     |
| 10%        | SELDOM             | I <u>seldom</u> go to the library             |
| 5%         | RARELY             | I <u>rarely</u> listen to the radio           |
| 0%         | NEVER              | I <u>never</u> listen to rock music           |

## ACTIVITY 2

### PRACTICE – ADVERBS OF FREQUENCY.

Place the adverb in the correct position

Rewrite the sentences - Example Rosa sends a message to her father in the afternoon. ( usually)

Rosa usually sends a message to her father in the afternoon.

1. Temy listens to the radio. ( often)

\_\_\_\_\_

2. They read the newspaper. ( sometimes)

\_\_\_\_\_

3. Peter gets angry with his friends. ( never)

\_\_\_\_\_

4. Victor is very friendly. ( usually)

\_\_\_\_\_

5. My aunt checks her e-mail in the morning. ( always)

\_\_\_\_\_

Test Your  
Knowledge

What is TRUE for yourself?

## Adverb Activity: What's True For Yourself?

Fill in the adverb that is true to yourself.

I always arrive home before 6:00pm.

1. I \_\_\_\_\_ eat breakfast before I go to class.
2. I \_\_\_\_\_ go to sleep before midnight.
3. I \_\_\_\_\_ brush my teeth twice a day.
4. I \_\_\_\_\_ practice the violin.
5. I \_\_\_\_\_ watch TV in the morning.
6. I \_\_\_\_\_ go to the theater to watch movies.
7. I \_\_\_\_\_ drive the car to school.
8. I \_\_\_\_\_ go to the library to read books
9. I \_\_\_\_\_ do my homework before class.
10. I \_\_\_\_\_ play soccer on the weekend.

Never 0%

Occasionally 40%

Frequently 70%

Hardly Ever 10%

Sometimes 50%

Usually 90%

Rarely 20%

Often 60%

Always 100%

**I CAN...**

**Check your learning outcomes.**



I can...

Identify ways of Traditional communication and technological communication.

Talk about the history of the internet.

Use the adverbs of frequency in sentences.

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning.**

<https://www.userlike.com/en/blog/communication-games>

<https://learnenglishkids.britishcouncil.org/grammar-practice/adverbs-frequency>

<https://multimedia-english.com/activities/free/adverbs-of-frequency-1086>



## WEEKS 39-40

### LITERATURE ELEMENTS

A literary element, or narrative element, or element of literature is a constituent of all works of narrative fiction—a necessary feature of verbal storytelling that can be found in any written or spoken narrative.

#### OBJECTIVES

- 1.To read short stories, fables, and poems by highlighting the literary elements.
- 2.To associate literary elements through different form of literature.

**DID  
YOU  
KNOW?**

The first novel ever written on a typewriter was Tom Sawyer.



DO YOU KNOW THE NAMES OF SOME CHARACTERS IN YOUR FAVORITE STORIES OR MOVIES?

Write the names of some characters in the following stories.

1-The Adventures Spider Man \_\_\_\_\_

2-The Lion King \_\_\_\_\_

3- Harry Potter and the Philosopher's stone \_\_\_\_\_

TOPIC

EXPLANATION

WHAT ARE LITERARY ELEMENTS?

# LITERARY ELEMENTS

**LITERATURE** is made up of four elements: **CHARACTERS**, **SETTING**, **PLOT** and **THEME**.

## CHARACTERS

People or animals in a story

## PLOT

Sequence of events in a story, including a problem or goal and a solution

## SETTING

Time and place in which the story happens

## THEME

Big idea of a story (hidden message)

These elements give you an overall understanding of the story.

## VOCABULARY

### Translate the vocabulary words and illustrate

- 1- HARE
- 2- TORTOISE
- 3- FOX
- 4- TAKE A NAP
- 5- CATCH UP

## READING

### The tortoise and the hare



## READING COMPREHENSION

In the forest, a Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

***Slow and steady wins the race.***

## ACTIVITY 1

## ANSWER THE FOLLOWING QUESTIONS

**ANSWER THE FOLLOWING QUESTIONS.**

- 1.What is the title of the story?**
- 2.Who are the characters of the story?**
- 3.What is the setting of the story?**
- 4.What is the plot of the story?**
- 5.What is the theme of the story?**

---

Answers

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

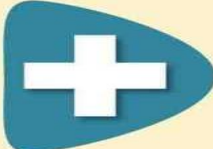


4 \_\_\_\_\_

5 \_\_\_\_\_

## STRUCTURE

## SIMPLE PAST TENSE

The simple past tense shows that you are talking about something that has already happened. The simple past tense emphasizes that the action is finished. You can use the past tense in affirmative, negative and interrogative.

|  |  |
|--|--|
|   | <b>Structure</b> ✓ Subject + Simple Past (V2) + object.<br><b>Example</b> ✓ He <b>played</b> football.       |
|   | <b>Structure</b> ✓ Subject + did + not+ (V1) + object.<br><b>Example</b> ✓ He <b>did not play</b> football.  |
|  | <b>Structure</b> ✓ Did + Subject + Base Form(V1) + object+?<br><b>Example</b> ✓ <b>Did he play</b> football? |

### Common Regular Verbs in the Past Tense

| Infinitive | Past Tense | Negative     |
|------------|------------|--------------|
| to ask     | asked      | did not ask  |
| to work    | worked     | did not work |
| to call    | called     | did not call |
| to use     | used       | did not use  |

## Common Irregular Verbs in the Past Tense

| Infinitive | Past Tense  | Negative            |
|------------|-------------|---------------------|
| to be      | was<br>were | was not<br>were not |
| to have    | had         | did not have        |
| to do      | did         | did not do          |
| to say     | said        | did not say         |
| to get     | got         | did not get         |
| to make    | made        | did not make        |
| to go      | went        | did not go          |
| to take    | took        | did not take        |
| to see     | saw         | did not see         |
| to come    | came        | did not come        |

### Regular verbs:

The verbs "**lived, started, died**" are **regular** past forms. The rule is the following:

**Verb + ed**

### Irregular verbs:

The verbs "**was, wrote**" are **irregular** past forms. "Was" is the simple past of "to be"; "wrote" is the simple past of "write".

There is no rule for these verbs. You should learn them by heart.

## ACTIVITY 2

### WRITE SENTENCES

Use the past tense of regular or irregular verbs

Write sentences using the PAST TENSE using the verbs given.

1-DO \_\_\_\_\_

2-GO \_\_\_\_\_

3-HAVE \_\_\_\_\_

4-WORK \_\_\_\_\_

5-CALL \_\_\_\_\_



FIND THE HIDDEN MESSAGE

EACH LETTER MATCHES WITH A NUMBER

|   |   |   |   |   |   |   |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L  | M | N | O | P | Q | R  | S | T | U | V | W | X | Y | Z |
| 5 |   |   |   |   |   |   |   |   |   |   | 10 |   |   |   |   |   | 11 |   | 9 |   |   |   |   |   |   |

T     A     A     R     A     R     T         R R     A  
 9 2 17 5 12     5     11 18 5 17 18 11     9 2 6 2 11 11 2 13     5

L     A     R .  
 10 18 5 17 18 11

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**

WRITE YOUR OWN STORY USING THE PAST TENSE .  
USE YOUR IMAGINATION AND START...

**Journal**

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

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Draw a picture:

A large, empty rectangular box with a black border, intended for drawing a picture related to the journal entry.

\_\_\_\_\_

**I CAN...**

**Check your learning outcomes.**



I can...

Read short stories and identify literary elements.

Write about things that happened using the past tense

Write a short story.

**SUPPLEMENTARY MATERIAL**

**Explore these resources for your learning.**

<http://litkidz.com/>

<https://learnenglish.britishcouncil.org/english-grammar-reference/past-tense>

<https://www.gamestolearnenglish.com/past-tense-game/>

## **Webliography**

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary>

<https://www.youtube.com/watch?v=qKJ3KGbn8LE>

<https://www.anglomaniacy.pl/grammar-nouns.htm>

<http://www.english-4kids.com/grammarsheets.html>

<https://www.storyjumper.com/book/read/10201472/My-Amazing-Circulatory-System#page/8> (flipbook about the circulatory system)

[http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/69/The%20Circulatory%20System.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/69/The%20Circulatory%20System.pdf)

<http://teachers.net/lessons/posts/3385.html>

[http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/792/The%20Highway%20of%20Life.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/792/The%20Highway%20of%20Life.pdf)

<http://techtips4educators.edublogs.org/files/2010/02/heartimage.jpg>

<http://www.theheraldonthehill.com/wp-content/uploads/2012/11/TheMagicSchoolBus.jpg>

<http://www.fi.edu/learn/heart/systems/respiration.html>

<http://hes.ucfsd.org/gclaypo/images/ressys.gif>

<http://www.freediving.biz/photo2/breathing.gif>

[http://kidshealth.org/parent/general/body\\_basics/lungs.html#](http://kidshealth.org/parent/general/body_basics/lungs.html#)

<https://www.google.com.pa/search?q=modeling+to+children+the+respiratory+system>

<https://www.google.com.pa/search?q=modeling+to+children+the+respiratory+system&tbm=isch&ved=2ahUKEwjlwlrJL42> (for the Project assessment)

<http://www.azargrammar.com/assets/fwg/FWGChapter03.pdf> (games with grammar)

<https://www.google.com.pa/search?q=brochure+about+respiratory+system&tbm=isch&ved=2ahUKEwja->

<https://www.google.com.pa/search?q=brochure+about+respiratory+system&tbm=isch&ved=2ahUKEwja->

(brochure)

## IMPORTANCE OF THE ENVIRONMENT

<https://simple.wikipedia.org/wiki/Environment>

<https://www.eraenvironnement.com/reasons-why-we-should-care-about-the-8927-environment/#sthash.OSyUjkt1.dpbs>

[https://www.myenglishpages.com/site\\_php\\_files/reading-7-ways-to-protect-the-environment.php](https://www.myenglishpages.com/site_php_files/reading-7-ways-to-protect-the-environment.php)

<https://www.englishpage.com/modals/haveto.html>

[https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-environment.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-environment.php)

## SPORTS

<https://www.worldatlas.com/articles/what-are-the-most-popular-sports-in-the-world.html>

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

[https://www.softschools.com/language\\_arts/reading\\_comprehension/social\\_studies/306/history\\_of\\_soccer/](https://www.softschools.com/language_arts/reading_comprehension/social_studies/306/history_of_soccer/)

[https://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-wh-questions.php](https://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php)

<https://i.pinimg.com/originals/4e/4f/7b/4e4f7bcc72ce0143456c56a41bfa4e5a.jpg>

<http://allfreeprintable.com/sports-crossword-puzzle>

## PERIOD OF TIME

<https://www.sciencedaily.com/>

<https://holidappy.com/holidays/Why-Is-a-Special-Year>

<https://eslforums.com/days-of-the-week/>

[https://softschools.com/quizzes/math/time\\_measurement/quiz703.html](https://softschools.com/quizzes/math/time_measurement/quiz703.html)

## DAILY ACTIVITIES

[https://www.freepik.es/vector-gratis/dibujos-rutinas-diarias\\_849854.htm#page=1&query=RUTINA+DIARIA&position=32](https://www.freepik.es/vector-gratis/dibujos-rutinas-diarias_849854.htm#page=1&query=RUTINA+DIARIA&position=32)

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## ANSWER KEY

### CULTURE AND TRADITIONS

### WEEKS 1-2-3

After you find the word, write them down in the chart Below.

|                |               |
|----------------|---------------|
| 1 ANNIVERSARY  | 7 FESTIVALS   |
| 2 BREAK        | 8 FOODS       |
| 3 CARNIVALS    | 9 HANDCRAFTS  |
| 4 CELEBRATIONS | 10 RECESS     |
| 5 CEREMONY     | 11 RELAXATION |
| 6 DANCES       | 12 TRADITION  |

### CULTURE AND TRADITIONS- MAIN HOLIDAYS

### WEEKS 4-5

| ADJECTIVES  | COMPARATIVE FORM      | SUPERLATIVE          |
|-------------|-----------------------|----------------------|
| LARGE       | LARGER THAN           | THE LARGEST          |
| LONG        | LONGER THAN           | THE LONGEST          |
| INTERESTING | MORE INTERESTING THAN | THE MOST INTERESTING |
| SMALL       | SMALLER THAN          | THE SMALLEST         |
| FAST        | FASTER THAN           | THE FASTEST          |
| BIG         | BIGGER THAN           | THE BIGGEST          |
| GREAT       | GREATER THAN          | THE GRATEST          |
| DISTINCTIVE | MORE DISTINTIVE THAN  | THE MOS DISTINCTIVE  |

### CIRCULATORY SYSTEM

### WEEKS 6-7-8

|         |          |       |         |       |         |
|---------|----------|-------|---------|-------|---------|
| Move    | MOVES    | Bring | BRINGS  | Take  | TAKES   |
| Carry   | CARRIES  | Wish  | WISHES  | Keep  | KEEPS   |
| Need    | NEEDS    | Watch | WATCHES | Teach | TEACHES |
| Deliver | DELIVERS | Wash  | WASHES  | Work  | WORKS   |
| Take    | TAKES    | Do    | DO      | Send  | SENDS   |

## FUNCTIONS OF THE RESPIRATORY SYSTEM

WEEKS 9-10-11

### Fill in the missing form of verbs, applying the Present Progressive

- 1.- They **ARE PLAYING** (play) baseball.
- 2.- My mother and father **ARE RIDING** (ride) the car.
- 3.- The students in my class **ARE SPEAKING** (speak) English.
- 4.- He **IS LEARNING** (learn) how to drive.
- 5.- My teacher **IS WRITING** (write) on the board.
- 6.- I **AM TAKING** (taking) notes.
- 7.- The boats **ARE SAILING** (sail) on the water.
- 8.- My brother **IS STUDYING** (study) computer science.
- 9.- My friend **IS COOKING** (cook) dinner.
- 10.- The plants **ARE GROWING** (grow) in the park.

## HEALTHY HABITS -NUTRITIONAL PYRAMID

WEEKS 12-13-14

1.some/a few

2.any/much

3.many

4.some/a little

5.much

6.a few

7.many

8.a little

## HEALTHY HABITS- NUTRITION

WEEKS 15-16

Change the sentences into interrogative form using the Simple Present Tense. (Do / Does)

1.- The students have good eating habits.

DO THE STUDENTS HAVE GOOD EATING HABITS?

2.- The boy eats breakfast every day

DOES THE BOY EAT BREAKFAST EVERY DAY?

3.- The girl drinks 8 glasses water during the day.

DOES THE GIRL DRINK 8 GLASSES OF WATER DURING THE DAY?

4.- They eat every day in the house.

DO THEY EAT EVERY DAY IN THE HOUSE?

## HEALTHY HABITS -HYGIENE

WEEKS 17-18-19

### ACTIVITY 3

APPLY THE PREVIOUS GRAMMAR EXPLANATION  
Use the Possessive Adjectives

1.- I wash \_\_\_\_\_ hands.

6.- Karen writes \_\_\_\_\_ letter.

2.- Carlos brushes \_\_\_\_\_ teeth.

7.- He study \_\_\_\_\_ lesson.

3.- They clean \_\_\_\_\_ house

8.- Are you ready to eat \_\_\_\_\_ food?

4.- We understand \_\_\_\_\_ class.

9.- We love \_\_\_\_\_ new class.

5.- She takes \_\_\_\_\_ shower early.

10- Jose watches \_\_\_\_\_ TV.

1.- I wash **\_MY\_** hands.

6.- Karen writes **HER** letter.

2.- Carlos brushes **HIS** teeth.

7.- He study **HIS** lesson.

3.- They clean **THEIR** house

8.- Are you ready to eat **YOUR** food?

4.- We understand **OUR** class.

9.- We love **\_OUR\_** new class.

5.- She takes **HER** shower early.

10- Jose watches **HIS** TV.

## IMPORTANCE OF THE ENVIRONMENT

WEEKS 20-21-22

ANSWERS

READING COMPREHENSION

1. Fluorescent light bulbs waste more energy  
False (It saves energy) - b ✓
2. Donate means:  
give - a ✓
3. The 7 tips are suggested  
to save money and protect the environment - c ✓

## SPORTS

WEEKS 23-24-25

ANSWERS

ACTIVITY 3

- |        |         |         |        |        |
|--------|---------|---------|--------|--------|
| 1-What | 2-Who   | 3-Where | 4-When | 5-What |
| 6-How  | 7-Whose | 8-Why   | 9-When | 10-Why |

## PERIOD OF TIME

WEEKS 26-27

ANSWERS

TEST YOUR KNOWLEDGE

- 1-B 2-B 3-D 4-C 5-B

## DAILY ACTIVITIES

WEEKS 28-29-30

ANSWERS

READING COMPREHENSION

- 1-FALSE 2-FALSE 3-TRUE 4-TRUE 5-FALSE

GLOSSARY REVIEW

- 1-D 2-F 3-G 4-A 5-C 6-I 7-B 8-J 9-H 10-E

## **MONETARY UNITS**

**WEEKS 31-32**

### READING COMPREHENSION

1-TRUE      2-FALSE      3-FALSE      4-TRUE      5-TRUE

### ACTIVITY 2

Express the currency values in words.

1. \$8.39 eight dollars thirty-nine cents
2. \$90.40 ninety dollars forty cents
3. \$58.58 fifty-eight dollars fifty-eight cents
4. \$8.49 eight dollars forty-nine cents
5. \$67.91 sixty-seven dollars ninety-one cents
6. \$8.51 eight dollars fifty-one cents
7. \$1.56 one dollar fifty-six cents
8. \$4.97 four dollars ninety-seven cents
9. \$99.62 ninety-nine dollars sixty-two cents
10. \$9.53 nine dollars fifty-three cents

### TEST YOUR KNOWLEDGE

## **TRADITIONAL AND MODERN MEANS OF TRANSPORTATION**

**WEEKS 33-34-35**

### ANSWERS

### READING COMPREHENSION

1-C    2-D    3-B    4-C    5-B

## **COMMUNICATION IN PANAMA**

**WEEKS 36-37-38**

### READING COMPREHENSION

1-FALSE      2-TRUE      3-FALSE      4-FALSE      5-TRUE

### Activity 2 -ADVERBS OF FREQUENCY

- 1-Temy often listens to the radio.
- 2-They sometimes read the newspaper.
- 3-Peter never gets angry with his friends.

4-Victor is usually very friendly.

5-My aunt always checks her e-mail in the morning.

## **LITERATURE ELEMENTS**

**WEEKS 39-40**

## **ANSWERS**

### **READING COMPREHENSION**

1-The Tortoise and the Hare.

2-The hare, the tortoise and the fox.

3-In the forest.

4-The hare was making fun of the tortoise for being so slow.

5-The theme or message is kept going slowly but steadily.

PLAY AND LEARN- Hidden message      Today a reader, tomorrow a leader.