

ENGLISH



NEW ROADS TO ENGLISH

fifth grade

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Al alumno

Welcome to fifth grade! Este es un nuevo cuaderno que, con la guía de tu maestro, monitor o familiares, te ayudará a comprender mejor las clases de inglés que recibes en quinto grado.

Aquí encontrarás diferentes secciones, textos, explicaciones necesarias y ejercicios que facilitarán tu aprendizaje, práctica individual y el desarrollo de tus habilidades comunicativas:

- La sección **Breaking the ice** te ayudará a recordar contenidos estudiados que te sirven de base para entender el nuevo contenido. La preparación también puede incluir actividades que despierten tu interés para adentrarte en el aprendizaje de la nueva unidad.
- La sección **What's new?** se dirige a la presentación de las nuevas funciones comunicativas, generalmente mediante un diálogo en el cual se usa un vocabulario con estructuras gramaticales correctas, necesarias para comunicarte.
- La sección **Reflecting on language** te llama la atención sobre el significado, forma y uso de las funciones comunicativas, de las estructuras gramaticales, el vocabulario, y también sobre aspectos de pronunciación que te permitirán comunicarte de la mejor forma posible.
- La sección **Let's practice** contiene ejercicios prácticos, juegos, sopa de letras, entre otras actividades que te ayudarán a desarrollar habilidades comunicativas. Así pues, podrás encontrar actividades para escuchar, hablar, leer (**Time to read**) y comenzar a desarrollar la expresión escrita guiada (**In black and white**).
- La sección **Let's sing together!** te acompañará mientras trabajas con una canción.
- La sección **With a little help from my...** te invita a realizar una

actividad que generalmente es un proyecto de trabajo independiente, la cual puedes desarrollar con la ayuda de tus familiares, vecinos o amigos. Debes saber que el nombre de la sección se ha tomado de una canción del famoso grupo británico The Beatles.

- La sección ***To learn more*** te ofrece otra posibilidad que puede resultarte interesante para practicar los contenidos o el tema principal de la unidad, en casi todos los casos mediante la lectura de un cuento corto.
- La sección ***Personal English booklet. Reflecting on learning***, te permitirá reflexionar acerca de tu desempeño en cada clase o a lo largo de una etapa determinada.

Cuida muy bien este cuaderno, pues te resultará de mucha utilidad en el cumplimiento de los objetivos de la asignatura.

Los autores

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UNIT 1

Review Unit

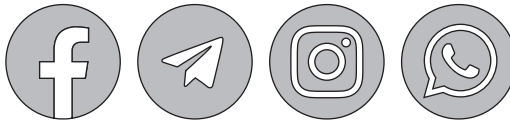
The activities in this unit will help you to:

- Ask and answer personal information questions to communicate:
 - nationalities,
 - occupations,
 - family members.
- Ask and describe people and places.
- Communicate orally and in writing in simple texts about personal information and people using:
 - verb be in simple present,
 - descriptive adjectives,
 - appropriate patterns of pronunciation and intonation,
 - the vocabulary related to families, nationalities, languages and occupations.
- Read and understand the main ideas in a story.
- Understand the general information in a song or oral text.
- Understand the teacher's instructions and classmates' talk.
- Learn cultural information about China.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



Breaking the ice

1. At present people communicate and chat via the internet. Do you chat with friends or members of your family via facebook or WhatsApp. Do you do it alone or with your parents?



What do you tell them?



What's new?

2. A new friend

Huáng and Carlos meet during vacation at the Zoo.

Carlos: Hello. You are not Cuban, are you?

Huáng: Hello. No, I'm not. I am from China.

Carlos: Wow! Very far. What's your name?

Huáng: Huáng Wèi qí, but everyone calls me Huáng.

Carlos: Not easy. How do you spell it?

Huáng: H-u-á-n-g .

Carlos: H-u-á-n-g . Do you speak Mandarin or Cantose?

Huáng: Mandarin.

Carlos: My name is Carlos. C-a-r-l-o-s. And I speak Spanish and English.

Huang: Nice to meet you, c-a c-a... How do you spell your name?

Carlos: C-a-r-l-o-s. Nice to meet you too, Huang.

Is there any special meaning for your name?

Huang: Wèi qí means very lucky.

Carlos: Very interesting.

2.1 Answer the following questions about the dialogue:

- Where is Huáng from?
- What is his full name?
- What language does Huáng speak?
- Does Huáng's name have a specific meaning?



Reflecting on language

3. Share, reflect and answer

Share with your teacher and classmates. Use your notes from Grade 4th and answer: What kind of language do you use to ask for and give personal information?

3.1 Are the following expressions something new for you?
What do they mean to you?

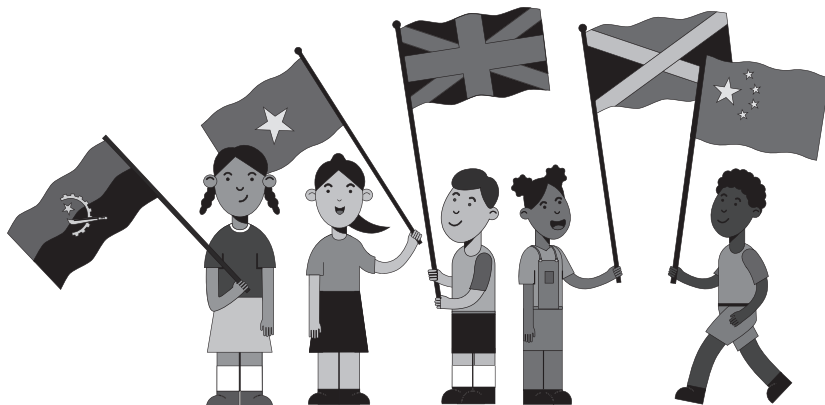
Expression	Meaning
Not easy	
Nice to meet you too	
I've got you now	



Let's practice

4. Where are they from?

Look at the following pictures. Carlos introduces Huáng to the new friends he met in facebook. Match pictures and countries.



4.1 Now complete this sentence. These are my new friends from _____, _____, _____, _____, _____.

4.2 What's their language?

Answer the contest question: What language does he/she speak?

Student A: He is from Vietnam, so he speaks _____

Student B: Oh, that's right.

Student A: She is from Portugal, so she speaks _____

Student B: Sure!

Student A: He is from Angola, so he speaks _____

Student B: Of course.

4.3 Look at this conversation and organize it.

- ___ Where are you from?
- ___ Hi! My name is Carlos.
- ___ I am from Brazil.
- ___ Good bye.
- ___ What's your favorite pet?
- ___ Hello! My name is Susan.
- ___ My favorite pet is a dog.
- ___ Bye

4.4 There were many other children and parents at the Zoo. Carlos and Huáng are talking to them. Look at the following information. Ask and answer questions in pairs. (It is recommended to use other cards made by yourself in which you ask for information like: name and last name, country, age, nationality, pets, language and other physical and moral characteristics)

Example:

Carlos: What's your name?

Susan: My name is Susan. What's your name?

Carlos: My name is Carlos. How old are you?

Susan: I am 10 years old. How old are you?

Carlos
10 years old
Cuba
Cuban
Cat
Blue
Spanish
Tall and intelligent

Joao
9 years old
Brazil
Brazilian
Dog
Yellow
Portuguese
Short and honest

Harold
11 years old
Trinidad and Tobago
Trinitarian
Turtle
Red
English
Fat and nice

5. Who is who?

There is a birthday party at the Zoo and some children are wearing costumes of different professions.

Write the description in the picture.





5.1 Play and learn

The children in the birthday party are playing the following games. Put the words in the appropriate box.

Words: Cuban, electrician, eraser, turtle, American, notebook, cat, policewoman, Brazilian, fish, teacher, square, actor, Canadian, compass.

American

Policewoman

Eraser

Turtle

5.2 Complete the puzzle with the words from the list.

List:

policeman

dog

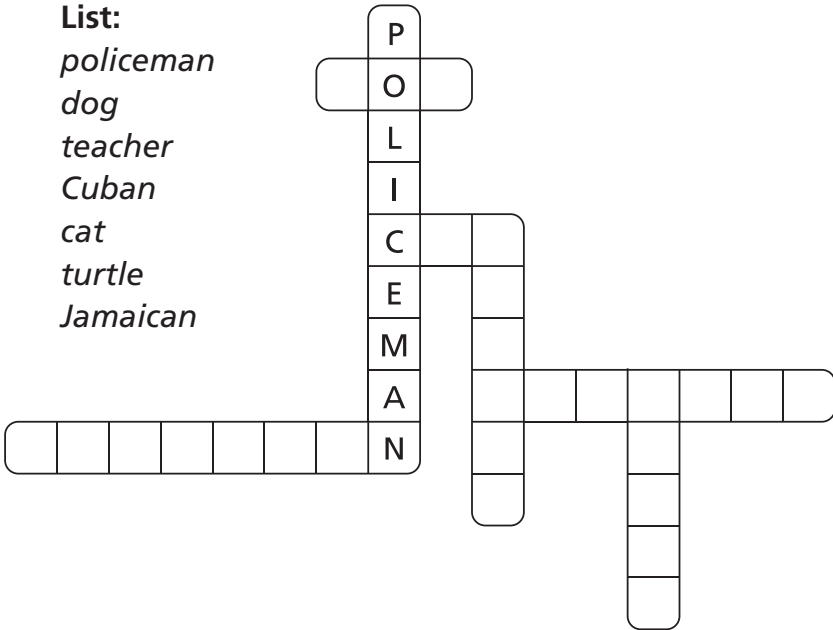
teacher

Cuban

cat

turtle

Jamaican



5.3 Match column A with column B.



Column A

Un médico
 Un mecánico
 Un carpintero
 Un barbero
 Un gato
 Una tortuga
 Una ovejita
 Un perro

Column B

lamb
 cat
 turtle
 dog
 doctor
 barber
 mechanic
 carpenter

Make some sentences with both columns.

Example:

My sister is a student. She is short, pretty and honest.

My favorite pet is a chicken. It is yellow and white.

5.4 My family

Carlos is telling his new friend Huáng about his family and their occupations. Complete the following conversation:

A: Good morning!

B: _____.

A: What's your mother's _____?

B: She is a _____.

A: What does she _____ like?

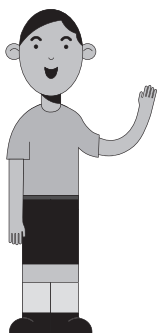
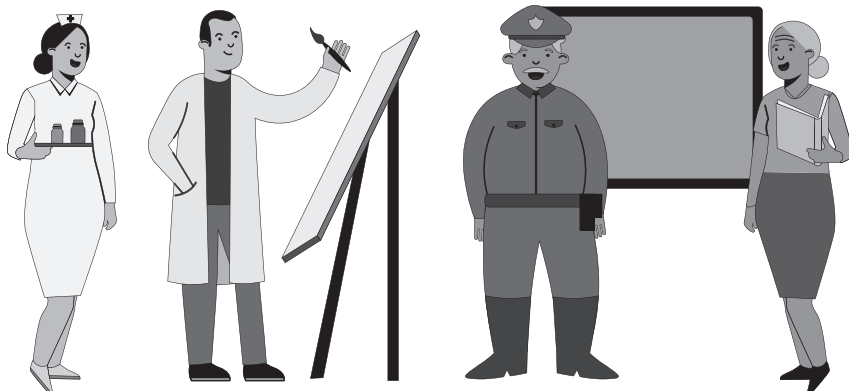
B: She is tall and _____.

A: Good bye.

B: _____.

5.5 Complete Carlos' text. Select words from the list and use the pictures as a guide.

List: tall, big, lovely, smart, intelligent, old, young, strong, thin, short.



My family is big. My mother is _____ and _____, she is a _____. My father is a _____. He is _____, _____ and _____. My grandmother is _____ and _____, she is a _____. My grandfather is _____ and _____, he is an _____
I love my family!



Speaking

6. Find someone who...

Read the following questions. Then walk around the classroom ask the questions to different students to find someone who....

- *wants to be a medical doctor/teacher/an athlete.*
- *lives with his/her parents and siblings.*
- *lives only with his mother/father.*
- *lives with his/her single mother.*

6.1 I want to be...

Carlos tells Huang: I want to be a doctor. How about you? What is your favorite job?

- Gather in groups of 4 or 5. Then brainstorm as many jobs as you can in 2 minutes and write them down. Then tick 1 or 2 reasons for your selection and tell the class.
- Which job is the most exciting for you?
- Which job is the most dangerous?

Example: I want to be a doctor to cure people.

Jobs (I want to be...)	Reasons
	to cure people
	to save lives
	to educate children
	to help people construct
	to make people happy
	to discover new things
	to help sick people
	to extinguish fire

6.2 When I grow up...

Think about what you want to do when you grow up. Use your imagination (the bigger, the better). As the teacher shouts out the jobs, write them down and also the ideas associated to it.



When I grow up, I would like to be...

- 6.3** The visit to the Zoo is almost over and Huang introduces Carlos to his parents. Act out their conversation with a classmate close to you.



In black and white

- 7.** You are still on vacation. You are in a hotel with your whole family and you need to help them to fill the registration cards.

Registration card

First name:

Last name / Family name:

Language:

Occupation:

Age:

Telephone number:

Nationality:

Country:

Signature:

Mother registration card

First name:

Last name:

Language:

Occupation:

Age:

Telephone number:

Nationality:

Country:

Signature:

Father registration card

First name:

Last name:

Language:

Occupation:

Age:

Telephone number:

Nationality:

Country:

Signature:

- 7.1** Your little brother spilt some water over the paper and some parts of the conversation were erased. So now you need to complete the text. Complete the following message using the words from the list.

List: Cuban, Brazil, yellow, intelligent, teacher, pretty, cat, Brazilian.



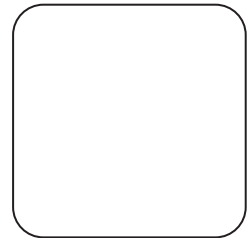
My dear _____ friend Carlos, My name is Joao. I am from _____. This is the _____ flag. It is green and _____. I live with my parents. My mother is a good _____. She is _____ and _____ too. We love animals at home, and my favorite pet is the _____.

7.2 Game. Two truths and a lie

You have to write down two facts about yourself that are true, and one that's a lie. Your classmates have to figure it out and guess which it is the one that's not true.

7.3 Reply to the message using your personal information.

Draw or glue a picture of yourself and write about yourself.



8. Story time. Once upon a time...!

8.1 Match them up!

Draw a line to match the picture and the word.

Laugh



Cry



She touches her belly



Too high for you to reach



"Can I have some tea too?"



"But, why?"



hold the cup



Marty goes out to the yard



8.2 Read, listen and act.

The teacher will read the story. As she/he reads, mime the story as instructed by the teacher.

Marty is already five years old, but he is still the baby of the family.

His mom is drinking tea, so Marty asks –Can I have some tea too?

–No, Marty. You’re too young to drink tea.

–But, why?– asks Marty.

–Because your fingers are too small to hold the cup. And tea is too hot for you, baby.

–I’m not a baby,– says Marty –I’m five and a half–

Marty goes out to the yard. His brother Ralph is playing basketball.

–Can I play too?– Marty asks. Ralph bounces the ball up and down under Marty’s nose and then throws it into the basket.

–No, Marty, you’re too young to play basketball

–But, why?– Marty asks.

–Because the basket is too high for you to reach. And the ball is too big for your tiny baby hands– Ralph says.

–I’m not a baby– Marty replies. –I’m five and three quarters–

Marty is now in the kitchen. His sister Jane is getting ready to ride her bicycle to the candy store.

–Can I go to the store to buy some candy?– Marty asks Jane. He can feel the wind in his hair and the candy on his tongue.

–No, you’re too young to go to the store– Jane says.

–But why?– Marty asks.

–Because the store is too far for you to ride to. And your baby bike is too slow.

–I’m not a baby– Marty says. –I’m nearly six.

–Six?– Jane laughs. –Your 5th birthday was just two weeks ago!

Marty is crying and his father comes in.

–Why are you crying?– Marty’s father asks.

–Because I’m too tiny to do anything. I don’t want to be the baby of the family.

Just then, Marty’s mother comes in to bring dad his tea. She touches her belly, as she smiles and says –Here is another baby.

–So, you’re going to be a big brother– his father says.

–But, I’m too tiny to be a big brother– Marty replies.

–I’m just a baby!

8.3 What is in the story?

Why is Marty sad?

Draw Marty’s family tree.

8.4 My own story

Now is your turn to recreate the story in pictures or drawings.



With a little help from my...

9. Write and draw.

Draw or glue a picture of your family and describe it



Let’s sing together!

10. This is your time to enjoy the music the teacher brings. Enjoy it.



To learn more

Chinese Names-What's the story?

What's in a name?

Chinese people say their names in the following order: 1st, family name, 2nd, given name

Chinese Names – What do they mean?

Chinese names always have a good and pleasant meaning. Girls names are normally related to beauty, flowers or pureness. Chinese names for boys are usually connected with power and bravery.

Typical Chinese boy names:

Hóng tō – The Hóng part of this name relates to prosperity.

Yuàn bó – The bó in this name means very well educated.

Míng jié – This name means intelligent and distinguished.

Typical Chinese girl names:

Shū lán – In this Chinese name, shū means book and lán is orchid.

Hǎi yún – Hǎi refers to the sea and yún means clouds.

Yǎn qín – Yǎn means elegant and qín musical instrument.

Common chinese surnames/last names/family names

Wáng: 101.5 million.

Lǐ : 100.9 million.

Zhāng: 95.4 million.

Liú: 72.1 million.

Chén: 63.3 million.

Yáng: 46.2 million.

Huáng: 33.7 million.

Zhào: 28.6 million.

How is it similar or different from Cuba?



My personal English booklet

Reflecting on learning

Unit 1	Now I can...	I need more practice to...
Say my name and age		
Ask and say someone's name and age		
Ask and tell someone's nationality and language		
Ask and tell the colors		
Ask and tell someone's job		
Ask about people and describe them		
Read and understand the main idea of a story		
Use the bilingual dictionary		
Ask for repetition		
Create my own glossary		

UNIT 2

I walk around the school

The activities in this unit will help you to:

- Ask and answer questions about school.
- Describe your classroom and your school using:
 - verb be in simple present.
 - descriptive adjectives.
 - appropriate patterns of pronunciation and intonation.
 - the vocabulary related to different places in the school.
- Read and understand the main ideas in a story.
- Understand the general information in a song or oral text.
- Understand the teacher's instructions and classmates' talk.
- Learn cultural information.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



Breaking the ice

1. Where are these children? Are they happy?



What's new?

1.1 Carlos and Huáng are friends now. They exchange messages.

Carlos: Hello. How are you after vacation?

Huáng: Oh, I am great. How about you?

Carlos: I am great too.

Huáng: You are in 5th grade, now. Aren't you?

Carlos: Oh, yeah.

Huáng: That's good. Me too! This is a photo of my school. Got it?

Carlos: Wow. It's big.

Huáng: It is big and comfortable. There are about 20 classrooms and 5 laboratories. There is also a big library and a big sport field too. What's your school like?

Carlos: Not so big. But it's really nice. I love it.

1.2 Did you understand?

- a) Are they talking about their homes or their schools?
- b) Is Huáng's school small?
- c) Is Carlos's school a good place for him?

**Reflecting on language****Ask and answer questions about school**

What information can you ask for and give about a place?
Well, you can tell about the rooms, the objects,
the furniture (chairs, tables, desks, etc.)

2. Do this...

2.1 Practice the dialogue in pairs, and then change roles.

2.2 Now practice the dialogue substituting the underlined information.

Carlos: Hello. How are you after vacation? (today/ after the weekend/ after holidays)

Huáng: Oh, I am great. How about you? (fine/ very well/ super)

Carlos: I am great too.

Huáng: You are in 5th grade, now. Aren't you? (4th grade/3rd grade/6th grade)

Carlos: Oh, yeah.

Huáng: That's good. Me too! (excellent/ great/ awesome/nice)

This is a photo of my school. Got it? (home / sports / center stadium / classroom)

Carlos: Wow. It's big. (not so big/small/ large)

Nouns, verbs, adjectives & pronouns

Examples:

There is a big yard in my school.

There are ten classrooms in the school.

There is also a big library.

Para expresar existencia en inglés, usamos las expresiones there is... y there are...

There is in singular, there are in plural.

3. Rhyming words: there - their

With the help of your teacher practice the pronunciation of the underlined sound There and the difference between there and their

As your teacher pronounces the words, draw a line between the word on the left and the matching word on the right

There

Mate

Dare

Make

Care

The music of English. Intonation

To communicate in English, you do not only need to use grammar, vocabulary and articulate words correctly. You also need to add correct intonation because it has meaning.

These are 2 basic intonation patterns in English:

Carlos: Hello. How are you after vacation?

Huáng: Oh, I am great. How about you?

Carlos: I am great too.

Huáng: You are in 5th grade, now. Aren't you?

Listen carefully to your teacher and practice it.



Let's practice!

3.1 Find the parts of the school in the letter soup.

a	l	i	b	r	a	r	y	p	y
e	u	p	n	s	t	o	q	r	a
b	a	t	h	r	o	o	m	n	r
o	r	e	d	w	s	m	r	e	d
c	l	a	s	s	r	o	o	m	s

3.2 Organize the words alphabetically.

- ___ laboratory
- ___ classroom
- ___ warehouse
- ___ office
- ___ yard
- ___ library
- ___ bathroom

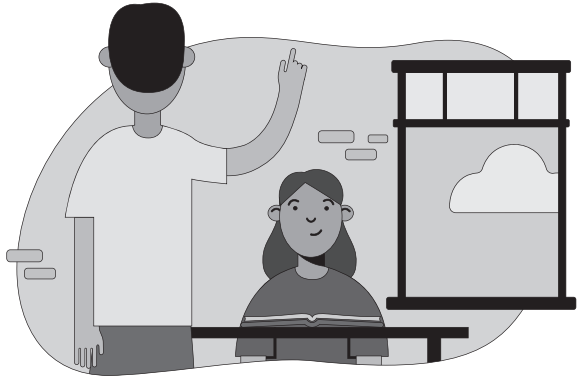
3.3 Circle the word that does not belong to the group.

- a) pencil – seven – square – book
- b) classroom – principal's office – library – chess
- c) yard – hot – windy – cold

3.4 What is the Spanish equivalent of these words? Select the right choice.

1) Students study English in the:

- ___ Library
- ___ Classroom
- ___ Yard



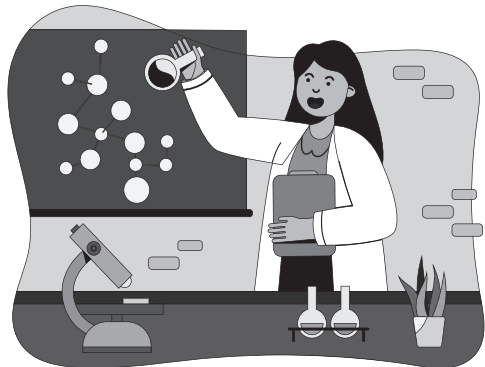
2) Students practice football in the:

- ___ Office
- ___ Ware house
- ___ Yard



3) Teachers prepare the classes in the:

- ___ Teachers's room
- ___ Principal's office
- ___ Bathroom





Speaking

4. Game "Cry out"

4.1 Group in teams or small groups. Each group chooses their "captain". The teacher writes on the board words like "**SCHOOL ROOMS**" or "**SCHOOL OBJECTS**", all related to the school. Each group has to tell their captain to write down as many words as they can which belong to that category. They have 1 or 2 mins. Each group takes 1 point for each word. Spelling correctly is very important in this exercise!

4.2 Match column A and B.

Column A

Is there a library in your school?

What is your school like

Are there ten classrooms in your school?

Column B

I love my school.

Yes, there are.

No, there is not.

It is comfortable.

4.3 Complete the sentences using there is and there are.

- a) _____ a big library in my school.
- b) _____ light classroom in my school.
- c) _____ an interesting laboratory.
- d) _____ two bathrooms in the second floor.
- e) _____ beautiful flowers in the garden.

4.4 Find the differences

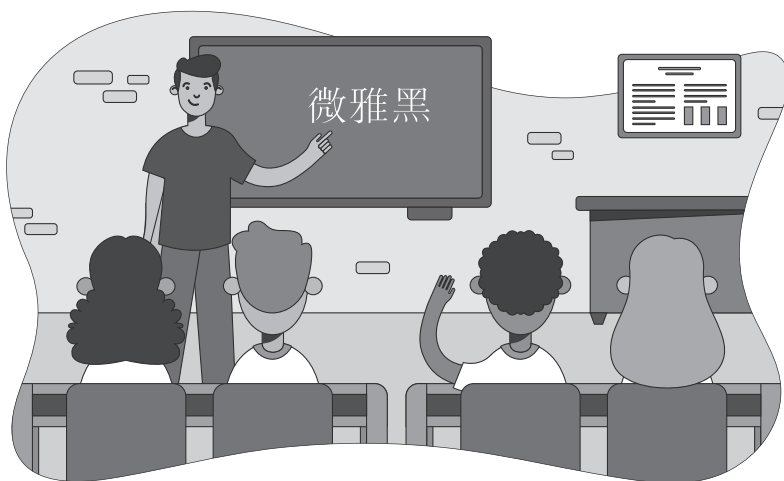
Work with a partner. Look carefully at the pictures. Student A works with picture 1 and Student B with picture 2 or as your teacher asks to do it. They are not the same,

so you have to find the difference. Without looking at each other's pictures, Student A describes the picture to the partner. Student B listens to the description carefully and tries to find 4 or 5 differences. Describe the pictures or ask questions to find more differences.

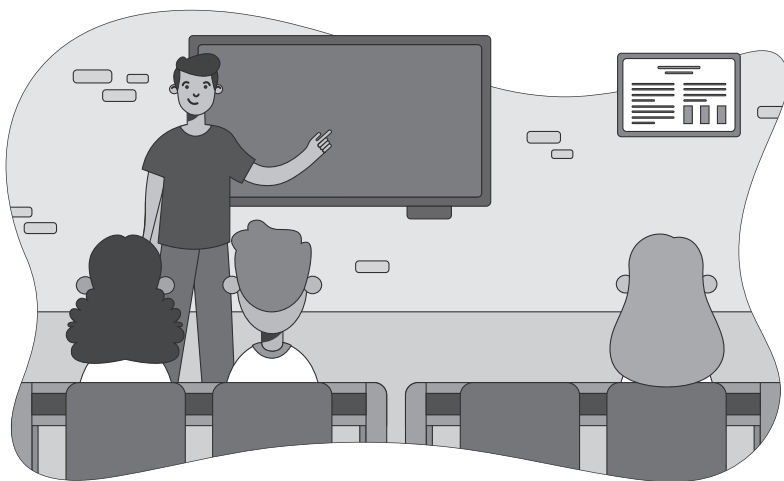
Example:

Student A: "In my picture there are two baskets."

Student B: "Oh, in my picture there is only one!"



Picture 1



Picture 2

4.5 Game "I spy"

You can do this activity as a whole class, in small groups, or in groups of two as your teacher asks you to.

One student thinks of an item or object from your school or classroom. The other students must ask questions in order to figure out what item the student is thinking of. The questions should be "yes" or "no" questions. If the students can't guess the item within 20 questions, the student who's thinking of the item wins the game.

Example:

Student A: Okay. Go!

Student B: Is it alive?

Student A: No.

Student C: Is it bigger than my desk?

Student A: Yes.

Student D: Is it...?



Time to read!

5. *Carlos quiere que Huáng conozca a su amiga. Le pide a Karen que le envíe un email a Huáng.*



- 5.1** Before reading Karen's email, your teacher will help you to understand some pieces of information and words:
- 5.1.1** Identify important cities in this map.



- 5.1.2** Select the picture that best illustrates teamwork.



Picture 1



Picture 2



Picture 3

5.2 Please, read Karen's email now.

Dear Lee,

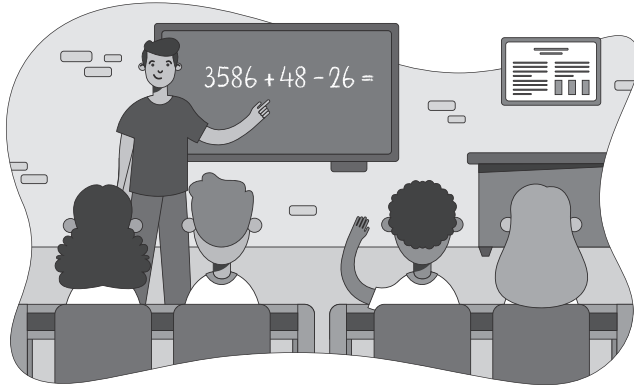
My name is Karen. I live in Toronto, Canada. I like my teachers and my school. It is beautiful and big. There is a library, a computer lab and a big yard, also there are ten classrooms. My favorite place at school is my classroom because it is the space in the school where we all work and learn. Teamwork, listening and respect are very important aspects for a happy classroom. I am very happy in my school. Are you happy in your school?

Yours, Karen.

5.3 As you read, answer these questions:

- Where is Karen from?
- How many classrooms are there in her school?
- What is Karen's favorite place at school?

5.4 Match the pictures with the characteristics of a happy classroom.



Characteristics:

Respect

Listening

Teamwork



5.5 After reading the text:

5.5.1 Select in the text the words used to describe the happy classroom and draw a picture of a happy classroom.

5.5.2 Karen wants Carlos to meet one of his friends via WhatsApp. Some parts are not clear. Please, complete the conversation.

Carlos: Hi Huáng. How are you doing?

Karen: _____, _____. This is my good friend Abeke.

Carlos: Abe what? _____?

Karen: Abeke. A-b-e-k-e. I bring joy.

Carlos: Hi, Abeke. Right?

Abeke: Right. Nice to meet you.

Carlos: _____ too. You are not from China, are you?

Abeke: No, I'm not.

Carlos: _____?

Carlos: _____ too. Are you Canadian?

Abeke: No, I'm _____ Nigeria.

Carlos: Oh, I see. Are you at Karen's school?

Abeke: No, I'm at an international school. My school is _____.

There is _____ and _____.

Carlos: Do you like it?

Abeke: Yes, I _____.

Carlos: Well, Karen and Abeke. I want you to meet my friend Camila.

Karen and Abeke: Oh, that's nice!

5.5.3 Now work with your partner to make possible a conversation with Carlos, Karen, Abeke and Camila. Use your own information as if you were Camila.



In black and white

7. Complete this paragraph.



My _____ is big and comfortable. There _____
 twelve classrooms. There _____ a big yard. There is
 _____, _____ and a warehouse.
 I love my school.

7.1 Now answer Karen's letter in activity 5.4.



Lets'sing together!

7.2 This is your time to enjoy the music the teacher brings. Enjoy it.

Karen and Carlos have shared this song; please practice it with your teacher.

The more we are together, together, together.

The more we are together,

the happier we shall be.

Cause your friends are my friends,

and my friends are your friends.

The more we are together,

the happier we shall be.



Project work

8. Prepare a presentation of your classroom or your school using pictures or drawings.

Example:

The name of my school is _____



To learn more

9. Before reading. What does it mean...?

- Take him around the school.
- Make him feel welcome.
- Run into the yard.
- Canteen.
- Yummy.
- Drizzling.
- Droplets gently running on their skin.

9.1 Read the story.

Aarna and Iris' big task

There is a new student in class. His name is Norgay. The teacher tells Aarna and Iris to take him around school and says: "Make him feel welcome".

In the first classroom, children are happy and singing. In the school library, there are many books and children listening to stories.

The bell rings and children run into the school yard. It is playtime, so Aarna, Iris and Norgay play with balls and have fun with other children. It is drizzling and they feel the droplets gently running on their skin.

Back into the science class, there are students around a microscope. At noon, they go to the school canteen for a delicious and yummy lunch.

At the end of the walk, Norgay is happy and ready for school days.

9.2 What does this story teach you?



My personal English booklet. Reflecting on learning

En la escuela tienes muchos compañeros y amigos. Con ellos compartes diferentes actividades en las aulas, laboratorios, bibliotecas y en el patio. Recuerda en cada una de ellas lo aprendido en la canción y ponlo en práctica. "Mientras más unidos estemos, ¡más felices seremos!" Para lograrlo, practica estas frases cada día: Hello! Excuse me. Sorry. Please. Son palabras mágicas que te ayudarán a conseguir nuevos amigos.

Unit 2	Now I can...	I need more practice to...
Ask and answer questions about school		
Describe my classroom and my school using...		
Read and understand the main idea of a story		
Listen to and understand my teacher and classmates when they speak English		
Use the bilingual dictionary		
Ask for repetition		

UNIT 3

A typical day in my life

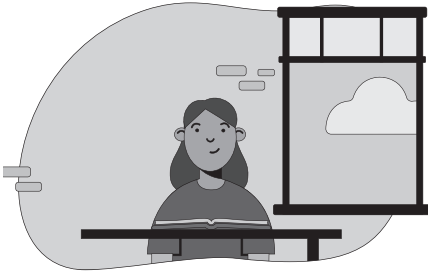
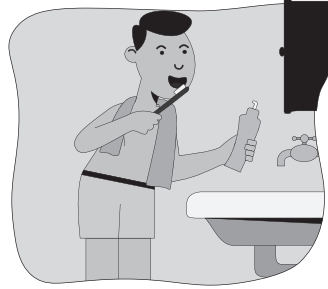
The activities in this unit will help you to:

- Ask and answer questions to communicate about daily activities
- Ask and answer questions to communicate about the frequency of activities
- Communicate about daily activities using:
 - verbs in simple present,
 - frequency adverbs,
 - appropriate patterns of pronunciation and intonation,
 - the vocabulary related to daily activities at school.
- Read and understand the main ideas in a story
- Understand the general information in a song or oral text .
- Understand the teacher's instructions and classmates' talk.
- Learn cultural information.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



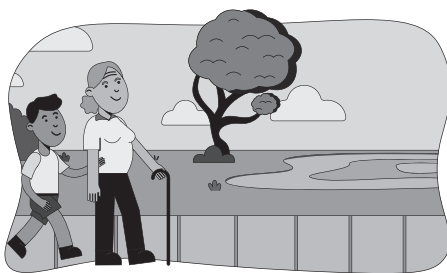
Breaking the ice

1. Look at these pictures and select the ones that best represent the activities you regularly do.



- 1.1 Select the ones that best represent the activities you regularly do on weekends.

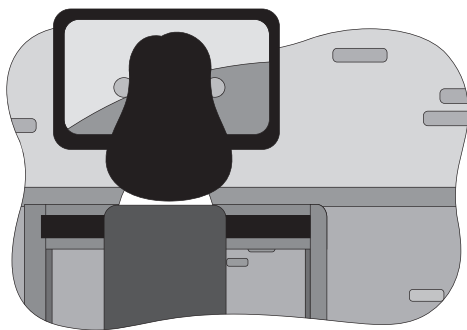




What's new?

2. Read and listen to the following conversation. Then answer the comprehension questions.

Amanda, Carlos and Milton are in the same classroom.
Milton is from Bahamas. Amanda's friends invite her to have fun during the weekend.



Carlos: Hi, Amanda. How are you?

Amanda: Hi, Carlos. I am fine but I am tired.

Carlos: Yes. Me too. Today is Friday and it's four twenty (4.20 pm).

Amanda: That's right! Time to go home.

Milton: Amanda, what do you do on weekends?

Amanda: I practice sports and I watch TV on weekends. How about you?

Carlos: I usually go to my grandpa's farm on weekends and ride on horseback.

Milton: Do you like to ride on horseback?

Amanda: Oh, yes! That's great!

Carlos: Would you like to go with us tomorrow?

Amanda: I'd love to.

Milton: That would be fun!

Carlos: Yeah!

2.1 Answer the following questions about the conversations:

- a) Are they at school?
- b) Is it the end of the week?
- c) Does Carlos stay in the city all weekends?
- d) Where does he go?
- e) Does he invite Amanda to go with him?
- f) Does Amanda accept?
- g) Is she happy with the invitation? How do you know?

2.2 Listen to your teacher as she/he reads the conversation again and complete the missing words.

Carlos: Hi, Amanda. _____?

Amanda: Hi, Carlos. I am fine but I am _____.

Carlos: Yes. Me too. _____ and it's four twenty (4.20 pm).

Amanda: That's right! Time to go home.

Milton: Amanda, _____ on weekends?

Amanda: I _____ and I watch TV on weekends. How about you?

Carlos: I usually _____ on weekends and ride on horseback.

Milton: Do you like to ride on horseback?

Amanda: Oh, _____! That's great!

Carlos: Would you like _____ tomorrow?

Amanda: I'd love to.

Milton: That would be fun!

Carlos: Yeah!



Reflecting on language

- *Talk about daily activities and habits.*

What are some things that you and your classmates do when you are at school?

Well. Most students copy exercises, participate in class, answer the teachers' questions.

- *Ask and say how often you do something.*

Carlos: How often do you ride on horseback?

Amanda: I usually ride on horseback with my cousins on weekends.

- *Ask and talk about my friends' activities.*

Amanda: What do children usually do in your country, Milton?

Milton: They usually practice sports, visit friends, go camping.

Amanda: It sounds good!

2.3 Do this:

- Practice the dialogue in 2.1 in pairs, and then change roles.
- Now practice the dialogue substituting the underlined information.
- Go through the dialogue in 2.1 and make a list of their activities on weekends. How different are their daily routines from yours?

Carlos: Hi, Amanda. How are you? (use your name)

Amanda: Hi, Carlos. I am fine but I am tired.

Carlos: Yes. Me too. Today is Friday and it's four twenty (4.20 pm).

Amanda: That's right! Time to go home.

Carlos: Amanda, what do you do on weekends?

Amanda: I practice sports and I watch TV on weekends. How about you?

(I visit friends, stay home and rest, help my mom, take music lessons)

Carlos: I usually go to my grandpa's farm on weekends and ride on horseback.

(sometimes, always, never, often) (ride on bikes, go fishing, go swimming)

Carlos: Do you like to ride on horseback?

Amanda: Oh, yes! That's great!

Carlos: Would you like to go with me tomorrow?

Carlos: I'd love to. / Yes, sure/ Lovely

Consider these activities: ride in bikes, go fishing, go swimming, etc.

Word stress

In English, we do not accentuate every syllable in a word, we accentuate only one syllable. You should remember that:

1. One word has only one stress syllable.
2. We stress vowels and not consonants.

For example, teacher. **TEACH**-er.

Practicing English is very important. im-**POR**-tant

I play the guitar. gui-**TAR**

I visit my grandparents. grand-**PA**-rents

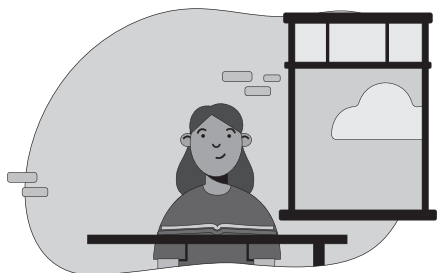
I ride on horseback. **HORSE**-back.

Listen to your teacher's explanations and practice with her.



Let's practice!

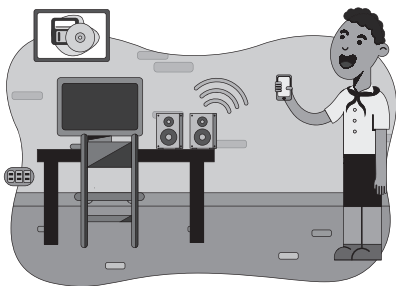
3. Match sentences and pictures.



Picture 1



Picture 2



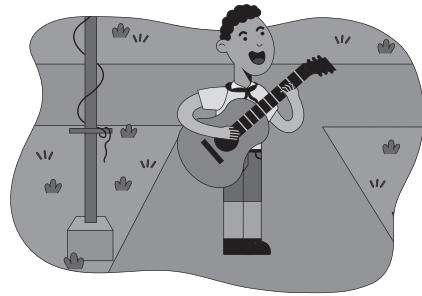
Picture 3



Picture 4



Picture 5



Picture 6

- a)___ I visit my grandparents.
- b)___ I ride on horseback.
- c)___ I do the homework.
- d)___ I listen to music.
- e)___ I play the guitar.
- f)___ I practice sports.

3.1 Read the following activities. Write them in the most appropriate box.

- Listen to music.
- Visit my grandparents.
- Watch TV.
- Practice sports.
- Play the guitar.
- Study English.
- Ride on horseback.

...at school	...at home	...on weekends

3.1.1 Write in, on, at, after where appropriate.

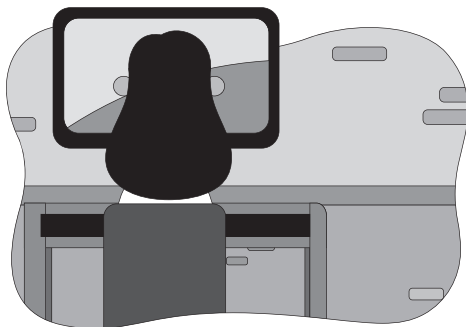
- _____ school (en la escuela).
 _____ the afternoons.
 _____ home.
 _____ the morning.
 _____ 8:30 pm.
 _____ weekends.
 _____ Friday.
 _____ the evening.
 _____ school (después de la escuela).
 _____ Wednesday.
 _____ six o' clock.

3.2 Rearrange the words to make daily routine sentences.

- a) I - grandparents - my - visit
 b) Horseback - I - on - ride
 c) Homework - after school - do - I - the
 d) I - dance - in - lessons - the - afternoon
 e) The - play - piano - I
 f) Practice - I - -after - football - classes

3.3 Look and answer.

What do they do?



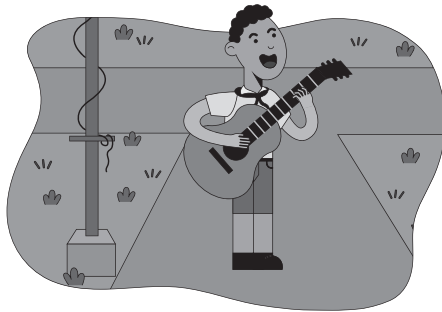
My friend Susan _____
 in the afternoon.



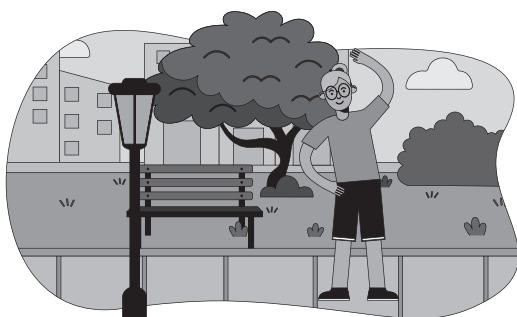
Carlos _____ after school.



He _____ on weekends.



My father _____ in the evening.



Nayara _____ every day.

3.4 Practice with your partner.



Example:

A: What time do your friends practice sports?

B: They practice sports at 5:00 p.m.

Activity	Time
Practice sports	5:00 pm
Watch TV	7:00 pm
Play	9:45 am
Do the homework	4:30 pm

3.5 Look at the picture and create a dialogue. Then practice.

Example:

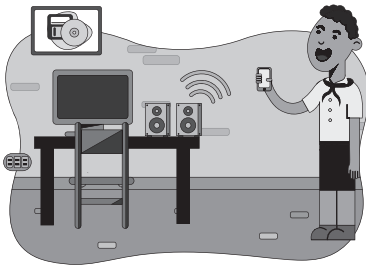
A: What does he
do after school?

B: He practices
sports after school.



A: _____

B: _____



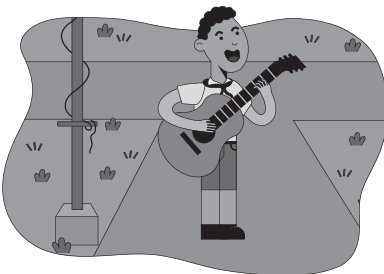
A: _____

B: _____



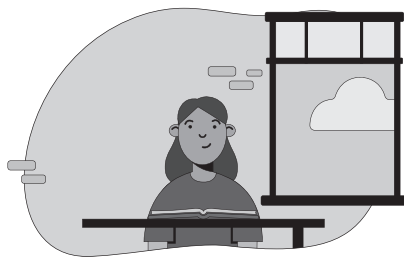
A: _____

B: _____



A: _____

B: _____



A: _____

B: _____

3.6 Say it in English.

a) Yo practico deportes los domingos.

b) Los lunes escucho música después de la escuela.

c) Algunas veces monto caballo los fines de semana.

d) Luis estudia inglés en la escuela.

e) Cecilia siempre mira la televisión en las noches.



Speaking

4. Find someone who...

Walk around the classroom and ask your classmates the questions that will complete the following statements. Complete the chart as you walk around to report afterwards. If the answer is YES, write your classmates's name in the blank space. If the answer is NO, continue asking. Names cannot be repeated.

4.1 Find someone who...

_____ practices sports every day
 _____ goes to the gym after school
 _____ loves music
 _____ rides on horseback
 _____ walks the dog
 _____ likes English
 _____ swims on weekends
 _____ plays guitar
 _____ rides bikes

4.2 Share your findings in the group.

e.g. Melanie and Robert like to swim on weekends.

4.3 Complete and practice with your partner (*pay attention to the intonation pattern*).

A: What do you do every day?

B: I _____

A: What about you? What do you do every day?

B: I _____

A: What do you do at school?

B: I _____

A: What about you? What do you do at school?

B: I _____

A: What do you do on weekends?

B: I _____

A: What about you? What do you do on weekends?

B: I _____

4.4 Daily routine info gap

Take turns asking and answering questions about the schedule (e.g. *When does he get home? What does he do after school? How does he get to work?*).

After the task, interview each other about your own daily schedules using the questions types learned.

Weekly planner		Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

4.5 Work in pairs.

- Amanda se encuentra con su amigo David en la calle y conversan sobre las actividades que realizan en el día.
- Tres amigos habían planeado ir a la playa hoy, pero amaneció con un día inesperado.

5. Circle the correct answer.

- a) I (sometimes / always / usually) tell my parents where I'm going every time I go out.
- b) She (always / sometimes / never) watches cartoons at nights.
- c) They go (sometimes / never / usually) to the seaside on holiday – most summers.
- d) We (always / never / sometimes) do our homework. Our teacher is very happy!

5.1 Complete the chart with your own information.

Frequency adverbs	Personal information	
Always		
Usually		
Often		
Sometimes		
Never		

5.2 Write the most appropriate frequency adverb.

- I _____ visit my grandparents on Sundays. (50%)
 I _____ do the homeworks. (100%)
 I _____ play the guitar at school. (0%)
 I _____ watch TV on weekends. (90%)

5.3 Daily routines memory game

Sit with another classmate to work in pairs as instructed by your teacher. Erase the chart from the board and take off the flashcards. Put students in pairs and get them to swap charts. Students are going to test each other on the times they do things.

Your teacher will give each student a worksheet with daily routine sentences.

(e.g. *I do homework at 6 o'clock*).

Student A: selects a sentence and does the action

Student B: has to guess and say the exact sentence on the worksheet.

Then it is Student B's turn to select a sentence and do the action. Pairs keep going until they have done all of the sentences on their charts.

5.3 Daily routines survey

Stand up and mingle to fill in the surveys. Walk around the class and ask 6 kids in your class about their daily routines on school days. Write their names and what they do in the corresponding day and time.

Student A: What time do you (wake up)?

Student B: I (wake up) at (7 o'clock) (in the morning).

Name	Routine	Day	Time

5.4 Daily routines theater

Pair up with another student to make a short theater. Use your survey sheets to make a short play. One student will act out their day whilst the other is the narrator (using the survey to make the narration). Each pair will have 5 minutes to practice before coming up to the front of the class and acting out their daily routines. At the end, vote for your favorite play.

Example:

Ken (narrating): Hello, my name is Erika!

Erika: (waves to audience)

Ken: I wake up at 7 o'clock in the morning.

Erika: (Pretends to sleep, wake up, stretch and yawn, etc.)

Ken: I eat breakfast at 7:30 in the morning.

Erika: (Pretends to eat cereal, drink juice, etc.)

Try to make your plays funny and add extra parts (e.g. play videogames, read a book, ride a bike, etc.).



Time to read!

6. What does the title suggest?

Lee el título que tu maestro escribirá en la pizarra y marca la idea que demuestre de qué tratará ese texto.

- ___ Las actividades que hago en la escuela.
- ___ Las actividades que hago en las vacaciones.
- ___ Las actividades que hago durante el día.
- ___ Las actividades que no me gustan hacer en el verano.

6.1 What's the word?

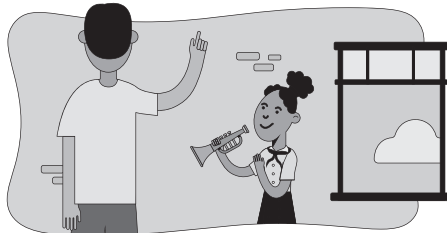
Write the word or phrases under the pictures.

Words: take a rest, take lessons, have a snack, take music lessons









6.2 Read

Leah is Carlos' friend. Leah wrote to Huáng about her usual day.

Hi Huáng

My name is Leah. Carlos is my friend too. I live in Santiago de Cuba with my mother and my father. This is my routine. Every morning, I get up at 6:30 and I have breakfast around 7:00. Afterwards, I go to school, where I do a lot of activities. I always take lessons in the mornings from 8.00 am to 12 noon. In the afternoons I usually practice sports but sometimes I take music lessons. At about 4:30 pm, I go back home. When I get home I usually I have snack and do the homework. After that I rest and relax for an hour. In the evening, I have dinner with my family, afterwards I listen to music or watch TV. At 10.00 pm I go to bed and before I get to sleep, I read a book. This a typical day in my life. How about yours?

Best wishes,

Leah

6.3 As you read, tick true or false

	True	False
Leah is from Cuba		
Leah isw		
She is at school from 8:00 am - 4:30 pm		
She practices sports after school		
She likes to read books at about 10:00 pm		

6.4 Write the activities Leah does in each case.

a) In the morning _____

b) At school _____

c) After school _____

6.5 Huang's dog has broken his letter into pieces. Help him reconstruct it. Take Leah's letter as example.

Hi Leah,

Every _____, I get up at 7:30 and I have breakfast.

_____, I put on my uniform _____ walk to

school. I _____ have lessons from 8:30 a.m. to

12:00. _____ lessons we have lunch. _____

we _____ sports until 4.00pm. _____, I go

back home. I _____ play with my brother and

sister and I _____ the homework. _____ We

sit together for dinner. _____ that _____.

Watch TV at 10:00. We _____. This a _____

in my life.

Best wishes,

Huáng

**In black and white**

7. You want to write about your daily activities in your diary. So let's do it.

Make a list of your daily activities. Draw a clock and the times on the clock. Draw a picture for each activity.

Weekly planner		Clock
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Weekly planner (after school)		Clock
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

7.1 Now write present simple sentences using the verbs from your chart. Include frequency adverbs. With the help of your teacher go over the reflection sections. Complete these sentences:

- a) I _____ coffee and toast for breakfast.
- b) I take a _____.
- c) I _____ dressed.
- d) I _____ for school.

- e) I _____ with my computer.
 f) I _____ lessons.
 g) At 12.30, we _____ lunch.
 h) Before dinner, I _____ for 30 minutes.
 i) In the evening, I _____ some TV.
 j) When I get home, I _____ my homework.

7.2 Order these sentences. Then add time expressions and connectors to link the ideas.

- I have coffee, milk and toast for breakfast.
- I take a shower.
- I dress up.
- I leave for school.
- I work with my computer.
- I take lessons
- At 12.30, we have a break for lunch.
- Before dinner, I run for 30 minutes.
- In the evening, I watch some TV.
- We have lunch.
- We take afternoon break.
- Go home.
- When I get home, I do my homework.

We need to use some common sentence connectors like:

- *after, afterwards, in the morning, at noon, in the afternoon, in the evening*
- *after school/ classes/ lunch/dinner*
- *then, next, after that*
- *and, or, because, so*
- *in, on, at, above, under*
- *always, usually, often*
- *first, second, finally*

7.3 Complete the paragraph. Use the words from the box.

English – morning – Fridays – ten – practice – visit – listen – school

Good _____! My name is Andy and I am
_____ years old. I go to _____
every day. At school, I _____ to the teacher
and _____ sports. On _____
I study _____ at home in the afternoon. I
_____ my grandparents on Saturdays.

7.4 Write ten sentences in English about your daily routine.

7.5 Write and draw!

What do you like doing? Write a post for YouTube / Facebook/Instagram about your daily activities, including things that you always, usually, sometimes or never do and draw a picture.

- *Paragraph 1 Morning activities*
- *Paragraph 2 Afternoon activities*
- *Paragraph 3 Evening activities*



Let's sing together

8. Always the same?

Listen to the rap. Circle the correct answer.

- Carlos and Amanda always get on time to (school, the sports session, the theater).
- They usually get to school by (noon/ after 8 / 8).
- Carlos and Amanda sometimes get to (school, the sports session, the theater) earlier.
- They never get (late /early/on time) to school.



With a little help from my...

9. Go over the activities of the unit and write about your daily activities to a facebook friend.

Useful phrases for daily routine

- Wake up at... a.m.
- Get up at ... a.m.
- Wash my face and hands.
- Brush my teeth
- Finish morning routine.
- Take a bath.
- Take exercises.
- Have breakfast.
- Catch up on morning news.
- Get ready for school.
- Have lunch at....
- Return home at...
- Take a wash.
- Have snacks/refreshments and tea.

- Take a rest.
- Watch TV.
- Read.
- Chat with family and friends.
- Do my homework.
- Have lunch at...
- Go to bed at...

Frequency expressions

- Every now and then...
- Every other day...
- (Twice) a week...
- Once in a blue moon...



To learn more

- 10.** The teacher will narrate a story. You must read it and listen to it match the segments and the pictures.

A very busy day.

By El Marto, Chisanga Mukuka Christian Mokuba

Today is a very busy day. Mama and I have lots of things to do. We walk to the station and find people in the queue. Old people and young people, all going to town. Through the minibus window I see cars. Fast cars and slow cars, big cars and small cars.

We get to the city center. Mama and I walk in and out of shops. There are shops for clothes, for books, for bags and many other things. We go into a shoe shop. There are red shoes and green shoes, high shoes and low shoes. Mama tries on some shoes.

In a big store we fill a trolley with food, boxes of cereal, sacks of fruit, bags of flour and bottle of juice. We go into a toy shop.

There are soft toys and round toys, loud toys and fast toys. Mama shows me the toys and asks me to choose.

Today we've bought lots of things, bags of food and bags of clothes, a pair of shoes and even some treats.

10.1 Now match the segments and the pictures

_____ Today is a very busy day. Mama and I have lots of things to do. We walk to the station and find people in the queue. Old people and young people, loud people and quiet people, all going to town.

_____ Through the minibus window. I see cars driving by. Fast cars and slow cars, big cars and small cars.

_____ Mama and I walk in and out of shops. Shops for clothes and shop for books Shops for bags and all sorts of things Mama tries on some shoes. Red shoes and green shoes. High shoes and low shoes.

_____ In a big store we fill a trolley with food. Boxes of cereal, and sacks of fruit. Bags of flour and bottle of juice.

_____ Mama shows me the toys. And asks me to choose. There are soft toys and round toys, loud toys and fast toys.

_____ Today we've bought lots of things bags of food and bags of clothes a pair of shoes and even some treats.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

10.2 Complete the following ideas from the story.

- These people are from _____.
- They have been to _____, _____, _____.
- They have bought _____, _____, _____.
- What places in town do they visit? _____.

10.3 Match words and pictures.

Pair of shoes

Toys

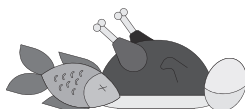
Bags

Queue

Clothes

Food

Treats



10.4 Now is your turn to create a simple story about an imaginary perfect day in your life.

With the teacher you are going to select a group leader to say the first. The teacher helps him/her with a first-line prompt and then the rest of the class take turns to continue this story.

Gather in small groups as indicated by the teacher, into a circle on the floor or around a table.

The prompt

After a bad dream, you plan a perfect day, in the morning I....

Student 1 (or the teacher) starts off the story.

Student 2 continues the story by saying the next sentence and so on and so on.

When the story is coming to an end, the last player says the ending sentence.



My personal English booklet. Reflecting on learning

A closer look.

- Talk about daily activities and habits

Nouns, verbs, adjectives & pronouns

Notice: **Daily activities**

What do you do every day? **Every day** significa todos los días.

- También puedes preguntar sobre las actividades que se realizan en otros momentos del día o semana. Solo debes sustituir la frase destacada.
- Observa el siguiente cuadro. Fíjate en las palabras **in**, **at** y **on**.
¿Cuándo se usan?

on weekends: el fin de semana

on Saturday: el sábado

at school: en la escuela

at home: en la casa

in the afternoon: en la tarde

after school: después de la escuela

at 5:00: a las 5:00

- Ask and say how often you do something.

Notice: **Frequency adverbs**

Always 100%
Usually 90 %
Often 80 %
Sometimes 50%
Never 0%

- Ask and talk about my friends' activities

Notice: **My friends' activities.**

A: What does he do after school?

B: He listens to music at home.

A: What does she do after school?

B: Sandra watches TV after school.

A: What do they do after school?

B: They go to the gym after school.

Other pronouns

You: tú

We: nosotros

They: ellos/ ellas

Notice the addition of -s o -es:

He plays the guitar.

She practices sports at school.

He studies English after school.

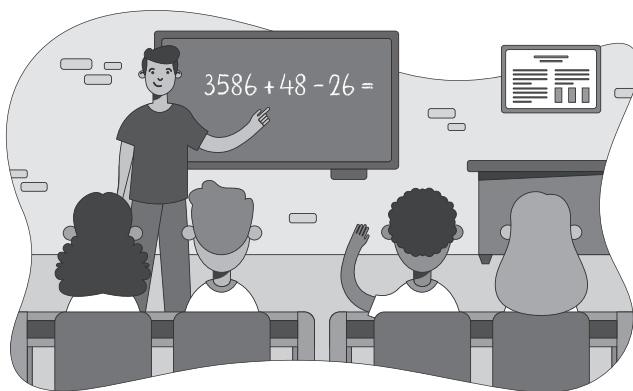
Heber listens to music at home.

Ana does the homework every day.

Unit 3	Now I can...	I need more practice to...
Ask and answer questions to communicate about daily activities		
Ask and answer questions to communicate about the frequency of the activities		
Communicate about daily activities using: <ul style="list-style-type: none"> - verbs in simple present - frequency adverbs - appropriate patterns of pronunciation and intonation - the vocabulary related to communicate about daily activities at school 		
Read and understand the main idea of a story		
Listen to and understand my teacher and classmates when they speak English		
Understand and sing a rap		
Use the bilingual dictionary		
Ask for repetition		
Contribute to create a story		
Create my own glossary		

UNIT 4

A trip to units 2 and 3



The activities in this unit will help you to:

- Ask and answer questions about daily activities at school.
- Communicate about daily activities at school using:
 - verbs in simple present,
 - appropriate patterns of pronunciation and intonation,
 - the vocabulary related to school objects, places at school and daily activities at school.
- Read and understand the main ideas in a story.
- Listen to and understand an oral text or song.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



Breaking the ice

1. How do you get to school?
Is your school near home?
How do you go to school?

- 1.2 Game. What do I have in this box?
Ask questions to guess the object the teacher has in the box.
e.g. *Is it a book?*



What's new?


2. Carlos, Huáng and Karen are now good friends. They chat by facebook and WhatsApp everyday with their parents' help. Karen is helping Carlos and Huáng to practice English.

Karen: Hi, Carlos and Lee.

Carlos: Hi, Karen.

Karen: Are you fine?

Carlos: Great! And you?

Karen: 

Karen: This is my friend Dianne. She wants to be your friend too. Do you mind?

Carlos: Not at all. Thanks!

Karen: Great! Here is her WhatsApp number. You can practice English with her too.

Lee: Oh, good.

Karen: I need to go now. Bye.

Carlos:  

Lee: Keep in touch.



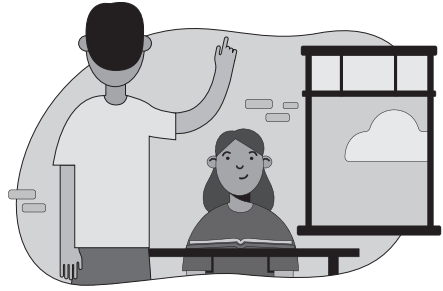
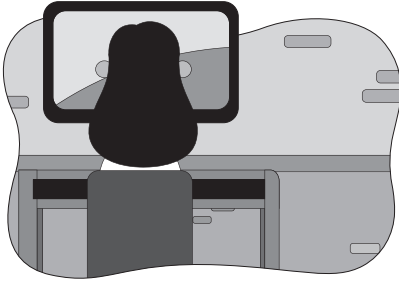
Reflecting on language

- Go over this section in units 2 and 3 to refresh.



Let's practice!

- Carlos wants to practice now with his classmates at school to talk to Dianne later. This is what the teacher suggests. Match the activities in column A with the places at school in column B.



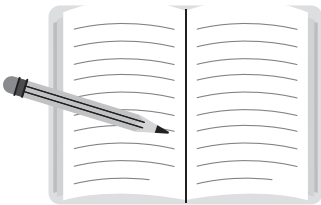
Column A

I copy the lessons...
 He practices football...
 She reads books...
 They play chess...
 She plays games...

Column B

in the computer lab.
 in the yard.
 in the classroom.
 in the library.
 in the sport field.

4.1 Complete these words with the letters in the letter soup.



UNIT 4

- I st__d__
- I c__p__
- I r__d__
- I p__ay

a - y - u - e - o - l

a) Select a word and write a short sentence using it.
E.g. I copy the activities in the English lesson.

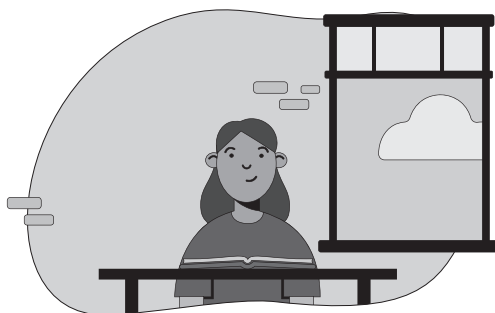
4.2 Complete these sentences with the activities you do at school.



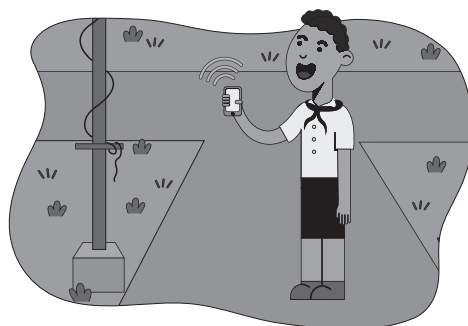
a) I _____ sports in the _____.



b) We _____ books in the _____.



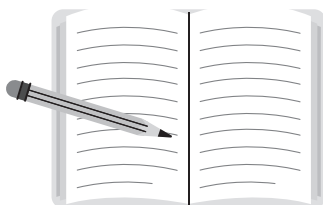
c) I _____ the exercises in my _____.



d) I _____ to music in the _____.

- 4.3** Complete these sentences with the words from the list.
Then match the sentences with the corresponding pictures.

List: play, copy, write, principal office, yard, classroom.



a) I _____ the lessons
in the classroom.



b) I _____ with my
friends in the yard.



c) The students in my
school _____ notes
at the principal office.

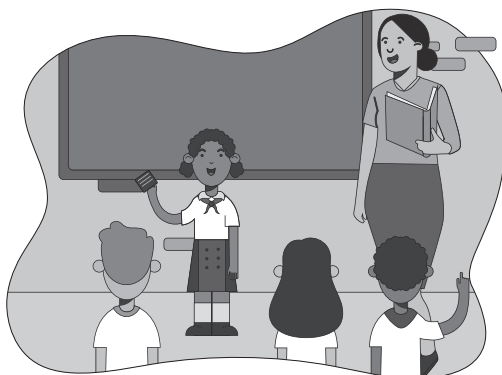


4.4 Find your match

Go around the class as indicated by your teacher. Ask the necessary questions to your classmates to find the student who has a similar card.

e.g. **Student A:** Do you practice sports at school?

Student B: No, I don't.



4.5 Picture difference

Students A and B: Look at your picture. Describe it to your partner. Listen to your partner talking about his/her picture. Find five differences between the pictures.



Picture 1



Picture 2

4.6 What can you do with it?

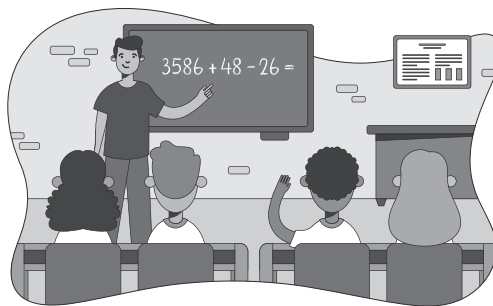
The teacher will show a school object. You have to tell different things you can use it for at school.



Time to read

5. The teacher has also recommended reading the following text. To help him understand she prepares the following activities:

5.1 Look at the pictures. Which one illustrates best a classroom environment?



5.2 Match the words with the definitions.

- 1) a tip
- 2) to respect
- 3) to use a
soft voice
- 4) to participate
- 5) to be focused
- 6) an opinion
- 7) to hurry up
- 8) break time

- ___ to join in the work or game
- ___ what you think or believe
about something
- ___ a useful piece of information
- ___ to speak quietly
- ___ the free time between lessons
- ___ to do something more quickly
- ___ to be polite and kind to
other people
- ___ to give all your attention
and effort to something

5.3 As you read, copy the most important word for each tip.

Being a good classmate

In class we often have to work in groups. Sometimes it's difficult because we can't speak English very well. Sometimes everyone talks at the same time or people speak very loudly. And other times we forget to do the work and talk about other things. Here are some tips for working well in groups:

- Give your ideas.
- Respect the children in your class.
- Offer to help your classmates.
- Use a sweet voice and be kind.
- Participate in the activities.
- Stay concentrated on the work.

5.4 What's the best way to work with your classmates?

Choose the most appropriate answer for you.

- In cooperative groups.
- Each student individually.
- Speak as you wish.
- Look at the students and listen.
- Speak while other students talk.
- Laugh at incorrect answers.



In black and white

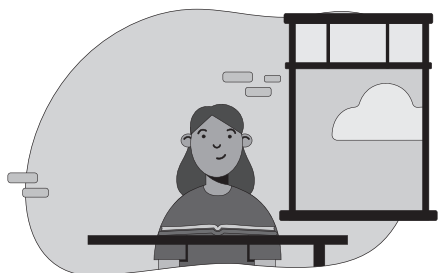
6. Answer the following question.

What do you do....?

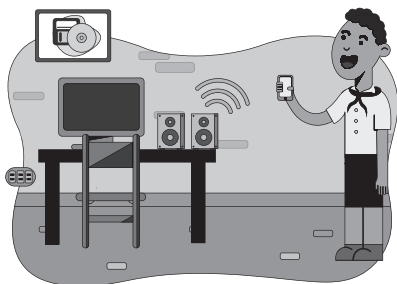
6.1 Write the activity according to the picture

What do you do....?

- On weekends
- After school

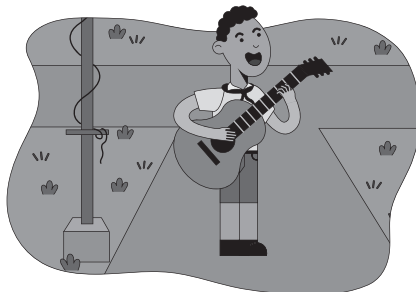












6.2 So, now use the information in the grid to complete the following ideas.

On weekends, I...

After school, I ...

6.3 Now use the information in activity 6.1 to write an answer to this facebook post.

This is the week challenge in facebook. What do you do during the week?



Let's sing together

Song: My school

Every week I go to school.
 It's such fun and really cool!
 Learn a lot with each new day.
 First I learn the alphabet.
 Starts with A and ends in Zed.
 Then read good stories all the time.
 Best of all are those that rhyme.
 Maths and Science, Language, Arts.
 All these skills will make me smart.
 It's such fun and really cool!
 Every week I go to school.
 It's such fun and really cool!
 Learn a lot with each new day.
 Meet my classmates, laugh and play.
 Every week I go to school.
 It's such fun and really cool!
 Learn a lot with each new day.
 At school we sing joyful songs.

Our teacher's always kind to us.
 Schoolwork, homework, music, sport.
 We try hard at what we are taught.
 It's such fun and really cool!
 Meet my classmates, laugh and play.
 Learn a lot with each new day.
 It's such fun and really cool!



With a little help from my...

7. Reflect, write, draw!

What's your favorite activity in class? What do you enjoy doing? Draw a picture and write about it!



To learn more

8. Once upon a time...

8.1 Before reading. Match the words with its Spanish equivalent.

Words

Puzzled
 To be better
 Deserve
 Mark
 Surface
 Overcome

Spanish equivalent

Marca
 Hacerlo mejor
 Superficie
 Merece
 Superar
 Desconcertado, triste.

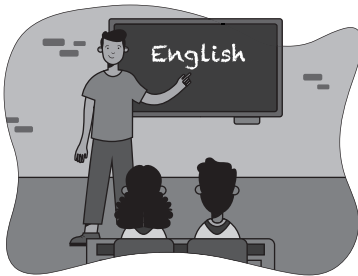
8.2 Listen and read**The Tale of the Pencil****By Aunty Yemi**

This is the story of a boy. His name is Raj. He is angry and sad because his results in the English test are not good. To make him feel better, his grandmother sits beside him on the bed and gives him a pencil. Raj looks at his grandma puzzled, and says he doesn't deserve a pencil after the results in the test.

His grandma then tells him:

You can learn many things from this pencil because it is just like you. It suffers when you sharpen it, but it helps people to copy and learn. And you can be better too if you study and try hard. And finally, just as this pencil will make its mark on any surface, you too shall leave your mark on anything you decide to do.

Raj is not sad anymore and tells his grandma: "I promise to do better".



Moral of the story: We all have the strength to be who we wish to be.

- 8.3** As you read the story again, complete the following activities. What's the word? Write the word under the picture.







- 8.4** Fill it in.

Read the story and write the missing words.
 The boy's name is _____. He is sad because his
 marks in _____ are not _____. His
 _____ gives him a _____ to console
 him. She tells him he can be _____.

- 8.5** After reading and completing the activities:
 Act out the situation.



My personal English booklet. Reflecting on learning

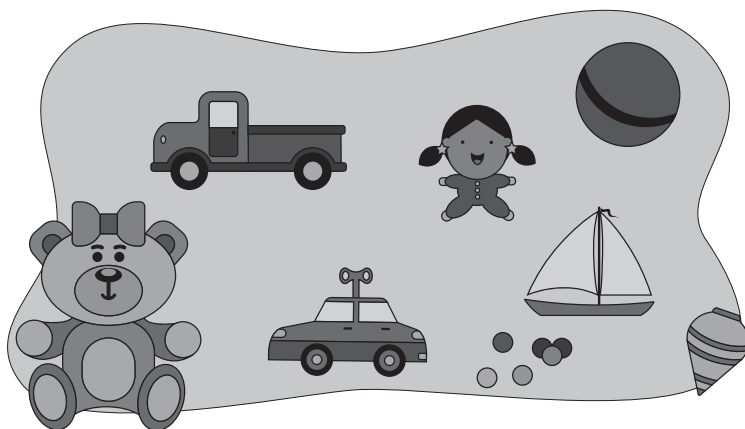
A closer look.

- Go over this section in units 2 and 3 to refresh.

Unit 4	Now I can...	I need more practice to...
Describe your classroom and your school		
Communicate about daily activities at school using: <ul style="list-style-type: none"> - verbs in simple present - appropriate patterns of pronunciation and intonation - the vocabulary related to communicate about daily activities at school 		
Ask and answer questions to communicate about the frequency of the activities		
Communicate about daily activities using: <ul style="list-style-type: none"> - verbs in simple present - frequency adverbs - appropriate patterns of pronunciation and intonation - the vocabulary related to communicate about daily activities at school 		
Read and understand the main idea of a story		
Listen to and understand my teacher and classmates when they speak English		
Listen to, understand and sing a song		
Use the bilingual dictionary		

UNIT 5

Time to play



The activities in this unit will help you to:

- Ask and talk about your favorite toys, games and sports
- Communicate about your likes and preferences using:
 - verbs in simple present,
 - verbs to express likes and preferences,
 - appropriate patterns of pronunciation and intonation,
 - the vocabulary related to toys, games and sports.
- Read and understand the main ideas in a story
- Listen to and understand an oral text or song
- Use learning strategies to understand and communicate basic messages in English
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



Breaking the ice

1. Do you like toys?

What is your favorite toy?

Can you name in English some of the toys you or your friend play with?

Say in Spanish the name of the game you like it the most.

1.1 Games, toys, sports

With your partner, think of all the names you know for each of these games, toys or sports.

Tell your teacher where to put each one.

Example: Chess is a game; legos are toys; football is a sport.

- I like puzzles.
- Me too or I don't.

Games	Toys	Sports

1.2 Talk with your partner about the games, toys and sports you like.



What's new?

2. Dialogue

Frank and Carlos are friends. They are playing in the park with their toys. Listen to the dialogue as the teacher reads it.

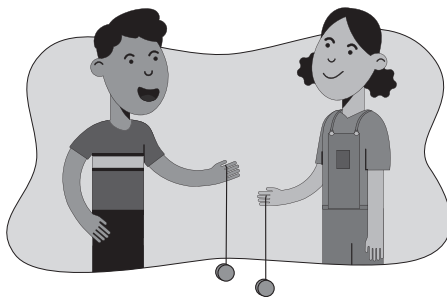
Frank: Hello, Carlos.

Carlos: Hi, Frank!

Frank: David, do you like yoyo?

Carlos: Pardon? Can you spell it?

Frank: Y-O-Y-O.



Peter: Hey, Carlos! What's your favorite game?

Carlos: I love to play hide and seek. I also like to play chess. But I don't like hide and sick. What about you?

Peter: Well, I like to play marbles.



Reflecting on language

3. Ask and talk about likes, dislikes and favorite things.

- What toys and games you and your classmates like?
- Well. Most of you like to play hide and seek.

Do this:

- Practice the dialogue in 2.1 in pairs, and then change roles.
- Now practice the dialogue substituting the underlined information.

Frank: Hello, Carlos.

Carlos: Hi, Frank!

Frank: David, do you like yoyo?

Carlos: Pardon? Can you spell it?

Frank: Y-O-Y-O.

Consider these toys and games: hide and seek, play marble/doll/jacks, etc.

Para preguntar en inglés cuál es tu juguete favorito, hacemos la siguiente pregunta:

What's your favorite game?

The answer is: My favorite game is ...

Sentence stress.

Sentence stress is the music of the language.

In sentences in English, there are stressed and unstressed syllables and words. You change stress to emphasize, give new information, contrast information or to clarify.

For example. To contrast and clarify:

My brother likes football. I like baseball.

MY brother likes football. I like baseball.

To emphasize:

I love to play hide and seek. I **ALSO** like to play chess.

Now practice with your teacher

Peter: Hey, Carlos! What's your favorite game?

Carlos: I **LOVE** to play hide and seek. I also like to play chess. But I **DON'T** like hide and sick. What about you?

Peter: Well, I like to play **MARBLES**.



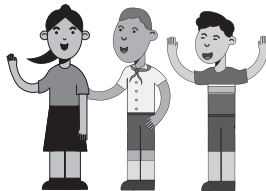
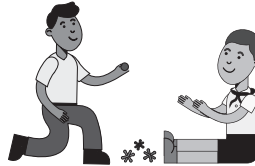
Let's practice!

4. Match column A with column B.

A

Sacks race
Hide and seek
Playing house
Jacks
Hopscotch
Follow the leader
Ride bicycle
Jump the rope
Super Mario

B



4.1 Draw on your notebook the games mentioned in the following list.

List: jacks, playing house, ride bicycle, checkers.

4.2 Underline the word that does not belong in the group.

- Tall, follow the leader, jacks, hide and seek.
- Ride bicycle, sacks race, sister, hopscotch
- Playing house, Friday, yoyo, chess

4.3 Find 6 names of games in the letter soup.

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

4.4 Complete the name of the following games.

- a) _ide and s_ _k.
- b) F_ llow_ the _ _ _der
- c) _ _layi_gho_se
- d) _ _ o_ _o

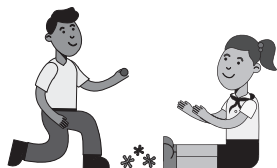
4.5 Unscramble the name of the game.

- a) psohchotc _____
- b) ksacscear _____
- c) rdieebycl _____
- e) theoreppmju _____

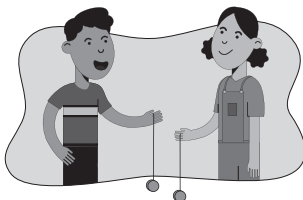
- 4.6 Interview your partner about his/her favorite game.
Complete the following chart.

Name	Age	Favorite game

- 4.7 Write the correct game according to the picture.
My favorite game is:



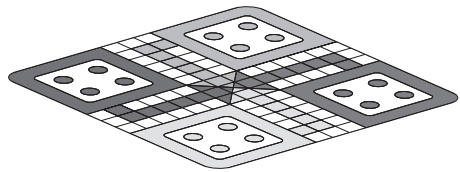
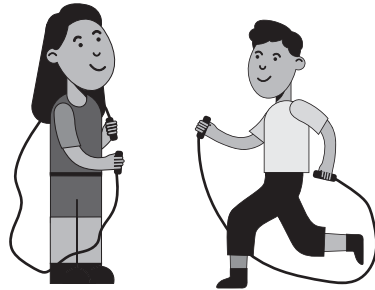
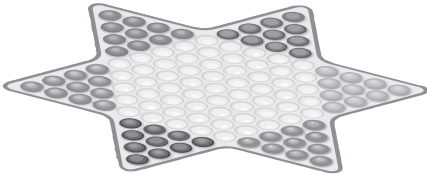
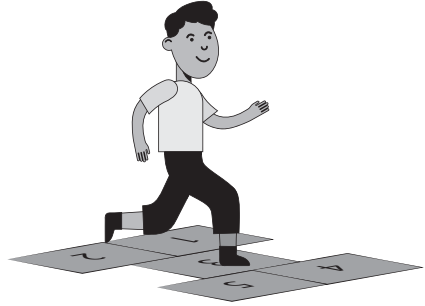






4.8 Select 21st century games.

Write the word under the pictures.



- 4.9 Ask and answer these questions orally with your partner as if it were an interview.
- Mention the games you like the most.
 - Who do you play with?
 - Do you think it's important to follow the rules when you are playing? Why?
 - Do you always like to win?

4.10 Say and write the game you see in the picture the teacher shows you.

4.11 Make a check mark to the game you like and a cross to the game you don't like. Report to your class.

Report to your class like this:

I like follow the leader.

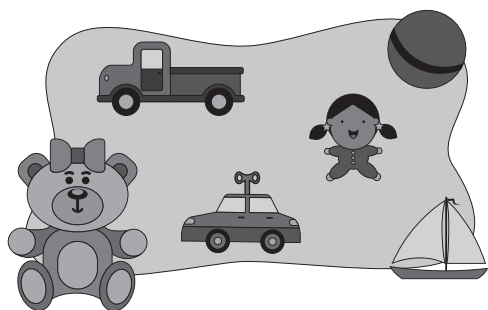
I don't like hide and seek.

4.12 Find the difference.

Student A has a picture with some objects

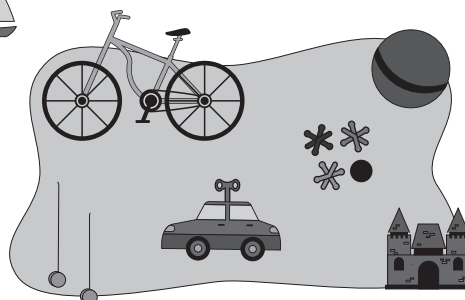
Student B has the same one but with different objects.

a) Find five differences between the pictures.



Picture 1

Picture 2



4.13 Round the circle and answer the indicated question orally.

a) Write in your notebook the questions and the answers and interact with your partner.

Example:

Student A: What's your favorite game?

Student B: I like to play hopscotch.

4.14 Say and write about sports, games and toys you like the most. Prepare a report and share with your classmates.

E.g.:

My favorite game is chess.

I prefer the yoyo. I don't like ride bicycle.

I like the doll. I love to play baseball.

4.15 Catch the ball.

Group in a circle as indicated by the teacher. Walk about and throw a ball to one student, shout his/her name and a question to know about his/her favorite toys and games.



Time to read!

5. Before reading...

5.1 Match the phrases and Spanish equivalent.

Phrases

Spend time

Animated films

Secret life

When people are
not around

Spanish equivalent

Animados

Cuando no hay
personas cerca

Pasar el tiempo

La vida secreta

5.2 While reading...

Read the WhatsApp message and answer the questions:

Hi, dear Cuban friend!

Hope you are fine because I am great. Children here love to play and spend time watching animated films, for example, Toy Story. It is about the 'secret life of toys' when people are not around. We also like to play games. Now I am playing with friends at Surrey School in Vancouver. I like to play hide and seek, follow the leader and hopscotch. Do you have different games? What are your favorite games?

Best wishes from...

Lorna

Questions

1. Where is Lorna from?
2. What animation film do they like?
3. Is she at home?
4. What are her favorite games?

5.3 After reading

Role play. Follow the instructions.




Student A: Estás en el parque y llega un niño o una niña que conociste hace poco. Saluda a esa persona, pregúntale cómo está, su nombre, juego favorito e invítala a jugar; luego despídela.

- 5.3 Student B:** Te encuentras con un niño o una niña que conociste hace poco, en el parque. Salúdense. Pregúntale cómo está, su nombre; responde por tu juego favorito, agradece la invitación y despidelo.



In black and white

- 6.** Write sentences in the boxes according to your preference, as in the example.

				Provide the game
I	like			baseball

- 6.1** Write about the games you play with your friends. Draw a picture for each activity

My favorite games

- 6.2 Use the information in the previous activities to write an answer to the WhatsApp message in activity 5.2. Write your answer here.



Let's sing together

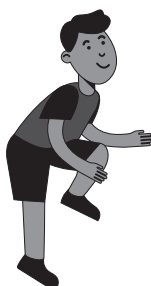
7. This is your time to enjoy the music the teacher brings. Enjoy it.

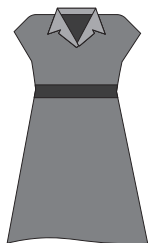


To learn more

8. Once upon a time... What's the word?
Write the word under the pictures.

Words: tip toe - walk for a walk - black doll - pink dress - comb hair





8.2 Observe the picture and associate it with the story on the right.



Naughty Nene

La muñeca negra



The Black Doll

Bebé y el señor Don Pomposo



Baby and distinguished Mr. Pompous

Nené traviesa

The black doll.

Piedad is 8 years old today. She has a black doll and she loves it very much. Everybody at home is very busy and happy. Her parents go into her bedroom on tip toe, so as not to wake her up. For her 8th birthday Piedad receives a wonderful doll with golden hair and a pink dress. They think Piedad likes it very much.

This is what Piedad says to her old black doll: " My bad mother does 't want me to take you to the walk. She thinks you are ugly because you don't have hair, because I comb your hair very much and I kiss you too much! The truth is, Leonor, you don't have much hair, but I love you like that, without hair. Leonor, your eyes are the eyes I love. I love you very much, because they don't love you. Let's see, sit here on my knee..."

8.3 As you read answer the questions.

1. How old is Piedad?
2. What is her birthday present?
3. Does Piedad really want the new present?
4. What does Piedad really like?

8.4 What's the order? Put the words in the correct order

Example:

years 8 old Piedad today is Piedad is 8 years old today.

2. you mother ugly thinks my are you

_____.

3. Leonor hair don't have you

_____.

4.- love I very you much but

_____.

8.5 Describe Piedad's favorite toy.



With a little help from my...

9. Read the story The Black Doll Act. Select the segment you like most to act it out.



My personal English booklet. Reflecting on learning

A closer look

- Ask and talk about likes, dislikes and favorite things

Other ways to express “likes” and “dislikes.”

I adore... (more than like) ...
 I'm really into... (you really like it) ...
 I'm crazy about/ I'm mad about...
 I'm a huge fan of...

Unit 5	Now I can...	I need more practice to...
Ask and talk about your favourite toys, games and sports.		
Communicate about your likes and preferences using: <ul style="list-style-type: none"> - verbs in simple present - verbs to express likes and preferences - appropriate patterns of pronunciation and intonation - the vocabulary related to toys, games and sports 		
Read and understand the main idea of a story		
Listen to and understand my teacher and classmates when they speak English		
Listen to, understand and sing a song		
Use the bilingual dictionary		
Ask for repetition		
Create my own glossary		

UNIT 6

See you soon



The activities in this unit will help you to:

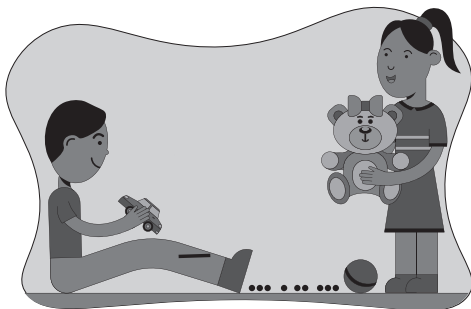
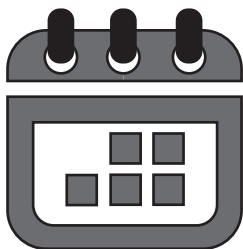
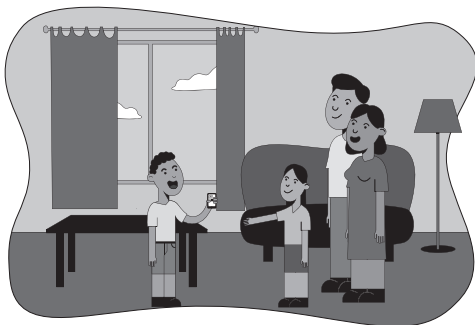
- Ask and answer questions about the topics and contents of the course
- Describe your classroom and your school
- Ask and talk about daily activities, preferences, likes and dislikes, toys, sports and games
- Communicate about different topics using:
 - the simple present
 - appropriate patterns of pronunciation and intonation
 - the vocabulary associated to the topics studied in the course
- Read and understand the main ideas in a text and/or a story
- Listen to and understand an oral text and a song
- Use learning strategies to understand and communicate basic messages in English
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.



Breaking the ice

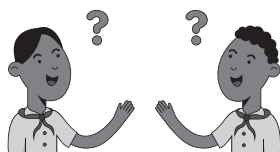
1. Answer the following questions:

- What date is today?
- How do you feel at this time of the year?
- What do you remember when you see these pictures?



- Can you speak about all these contents?

The activities in this unit are going to help you to recall 5th grade contents. However, you may also learn new things, as the rhyme in the next section.



What's new?

2. With the help of your teacher and classmates write down the new words from the previous activities.



Reflecting on language

3. Go over this section in the previous units to refresh.



Let's practice!

4. Complete the following ideas:

A typical day at school:

At 8.00 am I always _____.

Then at 10.00 am _____.

At 12.00 _____.

In the afternoon _____.

- 4.1 Complete the conversation using personal information.

A: Hello.

B: _____

A: Are you in 5th grade?

B: _____

A: What do you do at school?

B: _____

A: _____? What's your school like?

B: My school is big and comfortable.

A: _____?

B: My favorite game is chess.

A: Mine too!

4.2 Guess what?

The class is divided into teams as indicated by the teacher. A student, as indicated by the team leader, selects an object from a box. The other students ask questions trying to guess the object they have picked. The team that asks more questions appropriately wins.

4.3 Guess who?

The class is divided into teams as indicated by the teacher. A student, as indicated by the team leader, selects a card from a set. The other students ask questions trying to guess who they have picked.

4.4 Treasure hunt

The teacher has hidden an object somewhere in the classroom or outside. As indicated by the teacher, walk around to get the hidden object.
The student who finds the object has to describe it.

4.5 Follow the leader

Students line up behind the teacher or a student selected by the teacher and follows him/her around the classroom. The teacher / student does an action and shouts out the word for that action. All the students do the action and repeat the word.

4.6 Organize the words in the chart according to their group.

List: mother - jump the rope - intelligent - playing house - square - brother - small - desk - sister big - pretty - do the homework - chair - copy father - write - hide and sick - ruler - sacks race

Family members	Physical and moral characteristics	School objects	Activities at school	Games

a) Add a word to each column.

b) Add a new column, (greetings, colors, numbers, etc.).

4.7 Winner or loser.

The teacher is going to give you a topic and an object to pass around. Each student has to say a word related to that topic (e.g. food - apple, cake etc.) before the time runs out. If the time limit ends, the student who has the object loses.

4.7.1 Write simple sentences using the words practiced.

Example: My mother is pretty.

4.8 Running dictation.

As indicated by your teacher, a student selects a card and reads a sentence. Then he/she tells that information to the student next to him/her who writes it down.

4.9 Find your match.

Each student has a card and there are two of them throughout the class. Keeping the cards secret, you have to walk around and ask other students yes/no questions to find your match.

- 4.10** Have fun while you learn. Try to change words in this poem and make your own version. It's easy!

*If you like bees,
Tap your knees,
Find something blue
And say I do!
If you don't like bees,
Stamp your feet,
Give a dog a bone,
And say I don't!*

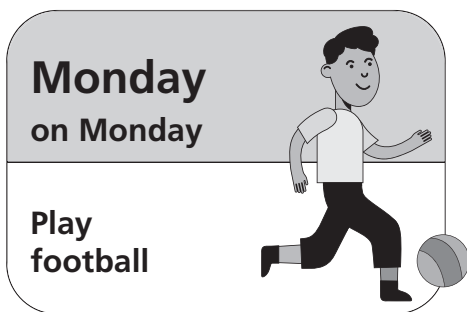
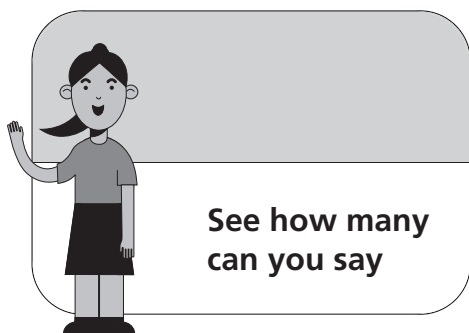
*If you like cats,
Clap your hands,
Point to your shoe,
And say I do!
If you don't like cats,
Flap your arms,
Sing a song,
And say I don't!*



Time to read

- 5.** Before reading
What is a week?

- 5.1** Make sentences that go with the pictures.
Example: On Fridays he goes fishing.



Tuesday

on Tuesday

Play
chess**Wednesday**

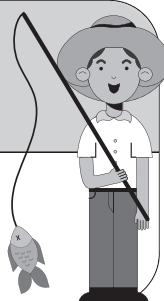
on Wednesday

Take
music lessons**Thursday**

on Thursday

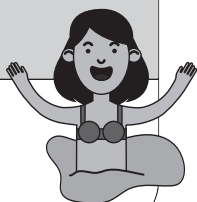
Learn
English**Friday**

on Friday

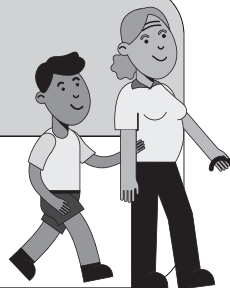
Go
fishing**Saturday**

on Saturday

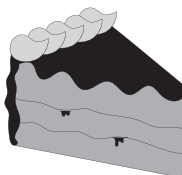
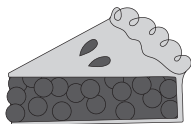
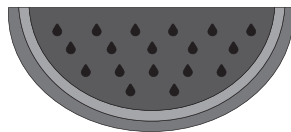
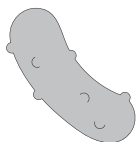
Swim

**Sunday**

on Sunday

Visit
grandparents

5.1 Match words and pictures



A piece of watermelon

One ice-cream cone

One cupcake

Caterpillar

One pickle

One piece of cherry pie

One piece of chocolate cake

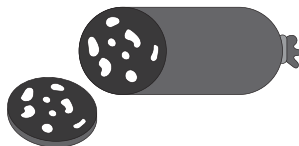
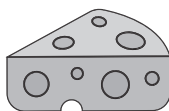
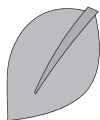
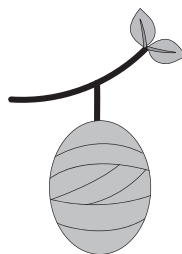
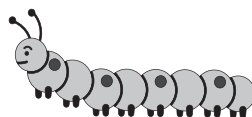
One slice of Swiss cheese

One sausage

One slice of salami

One lollipop

Cocoon



5.2 While reading

Read the story and complete the week calendar with the foods and your own drawings

Week calendar	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

The Very Hungry Caterpillar

by Eric Carle

One Sunday morning the warm sun came up... and POP!, out of the egg came a tiny, very hungry caterpillar. So he starts eating different foods every day of the week.

On Monday he eats one apple. But he is still hungry. On Tuesday he eats through two pears, but he is still hungry. On Wednesday he eats through three plums, but he is still hungry. On Thursday he eats through four strawberries, but he is still hungry. On Friday he eats through five oranges, but he is still hungry. On Saturday he eats through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon. That night he has a stomach ache!

The next day is Sunday again. He eats a green leaf and is not hungry anymore and he isn't a little caterpillar anymore. He is now a big fat caterpillar. He makes himself a cocoon to sleep. Finally, a beautiful butterfly emerges from the cocoon.

5.3 After reading

- Re-arrange the story as you prefer to make up your own story.
- Act out the story.



In black and white

6. Writing game:

Group in teams of 4 or 5 members. Each group chooses their "captain".

The teacher writes on the board a word like: Games, toys, likes and dislikes.

Each group has to tell their captain to write down as many words as they can which belong to that category. Then write sentences.

You have 1 or 2 mins. Each group takes 1 point for each word. Correct spelling is very important in this exercise!



Let's sing together!

7. Protecting the environment is very important. This is your time to enjoy the music the teacher brings. Enjoy it.



With a little help from my...

8. Creemos una valija de amor para los niños pobres del mundo. Dibuja, colorea y nombra los objetos que te gustaría compartir. Recuerda incluir un hermoso paisaje cubano para regalar un poquito de nuestro adorable clima, y el beso cariñoso de la abuela que de seguro hará felices a todos. Incluye el vocabulario del grado.



My personal English booklet. Reflecting on learning

A closer look.

- Go over this section in previous units to refresh

Unit 6	Now I can...	I need more practice to...
Ask and answer questions about the topics and contents studied in the course		
Describe your classroom and your school		
Ask and talk about daily activities, preferences, likes and dislikes, toys, sports and games		
Communicate about different topics using: <ul style="list-style-type: none"> - the simple present - appropriate patterns of pronunciation and intonation - the vocabulary related to 		
Read and understand the main idea of very short texts		
Listen to and understand my teacher and classmates when they speak English		
Understand and sing a song with appropriate patterns of pronunciation		
Use the bilingual dictionary		
Ask for repetition		
Create my own glossary		

Self-reflection

- ¿Te parece correcto lo que pasa en el aula de la canción?
- ¿Por qué?
- ¿Ocurre algo parecido en tu aula?
- ¿Por qué es importante cuidar los materiales escolares?
- Si pudiéramos crear una valija para niños de otros países pobres del mundo, ¿qué pondrías en ella?
- ¿En qué idioma escribirías el mensaje que acompañe la valija? ¿Por qué?
- ¿Te sirve lo aprendido en este curso para lograrlo?
- Comenta con tus compañeros y maestro sobre los temas que deseas aprender en el futuro.

