

ENGLISH

Hello!

I am...



NEW ROADS TO ENGLISH
third grade

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Third grade

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Third grade

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Al educando

Welcome to third grade!

En tercer grado comienzas a estudiar el idioma inglés como parte de tu plan de estudios. Y este libro-cuaderno es un recurso para ayudarte a comprender mejor las clases de inglés que recibes en este grado, por supuesto con la guía de tu docente, monitor o familiares. En él encontrarás las principales orientaciones que facilitarán tu preparación, organizadas en varias secciones con ejercicios y actividades precisas, que te apoyarán en el aprendizaje y la ejercitación de los contenidos, entre ellas:

- La sección **Breaking the Ice** te motiva a conocer los nuevos contenidos.
- La sección **What's New?** te permite conocer el contenido nuevo que se va a presentar en la unidad.
- La sección **Let's Practice!** te sirve para ejercitar todo lo que vas aprendiendo.
- La sección **In Black and White** te ayuda a desarrollar habilidades básicas para escribir acerca del contenido de la unidad.
- La sección **Time to read** te ayuda a desarrollar habilidades básicas para comprender textos de lectura sobre el contenido de la unidad.
- La sección **Look! and Reflecting on Language** te permite reflexionar sobre el contenido que vas aprendiendo en el curso.

- La sección **Let's Sing Together!** te acompaña mientras trabajas con una canción.
- La sección **Project Work** te propone el trabajo práctico que deberás realizar de forma independiente para utilizar lo aprendido en la unidad.
- La sección **My personal booklet. Reflecting on my learning** te propone preguntas que deberás responder sobre lo aprendido en la unidad.
- La sección **Self-Evaluation** te permite autoevaluar los conocimientos que has adquirido.
- La sección **With a Little Help from My...** te invita a realizar una actividad que generalmente es de trabajo independiente y puedes desarrollar con la ayuda de tus familiares, vecinos o amigos.
- 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.

Y claro, cuida muy bien este cuaderno, que te resultará de mucha utilidad para cumplir con los objetivos de la asignatura inglés.

LOS AUTORES

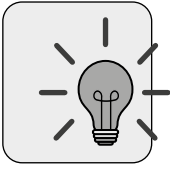
UNIT 1

My first English lesson



Esta es una unidad introductoria de familiarización para que puedas:

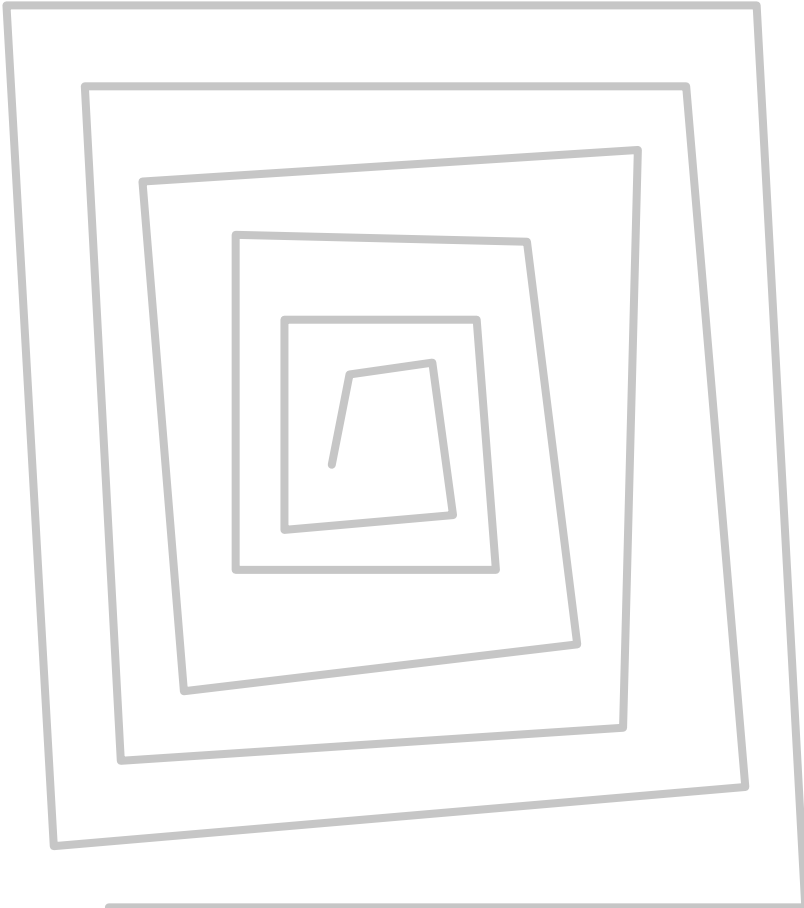
- Identificar los países de habla inglesa y sus banderas.
- Explicar de forma sencilla la importancia del estudio de la lengua inglesa para comunicarte con amigos y personas de diferentes partes del mundo y también para obtener información importante e interesante para tu formación.
- Comprender y responder a frases muy utilizadas y comunes en la clase de inglés.



Breaking the Ice

Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.





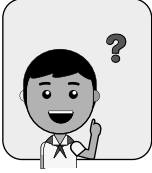
Song 1

We welcome you¹
We welcome you to school today,
School today, School today,
We welcome you to school today,
Please come in and play.
We're happy to have you here today,
Here today, here today.
We're happy to have you here today.
Yes, it's a special day!

Song 2

We welcome you here,
We welcome you here.
We welcome everybody,
We welcome you here.

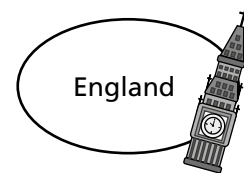
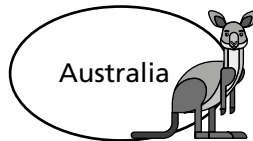
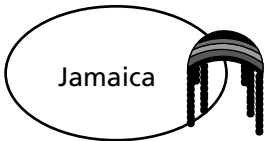
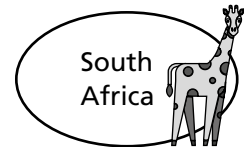
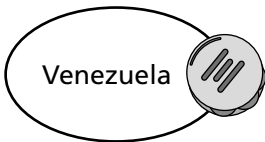
¹ <https://preschooleducation.com/songs/circle-time-hello-songs/>



What's New?

Escucha la explicación de tu docente sobre la lengua inglesa y los países donde se habla. Después desarrolla las actividades siguientes.

1. Selecciona los países de habla inglesa.

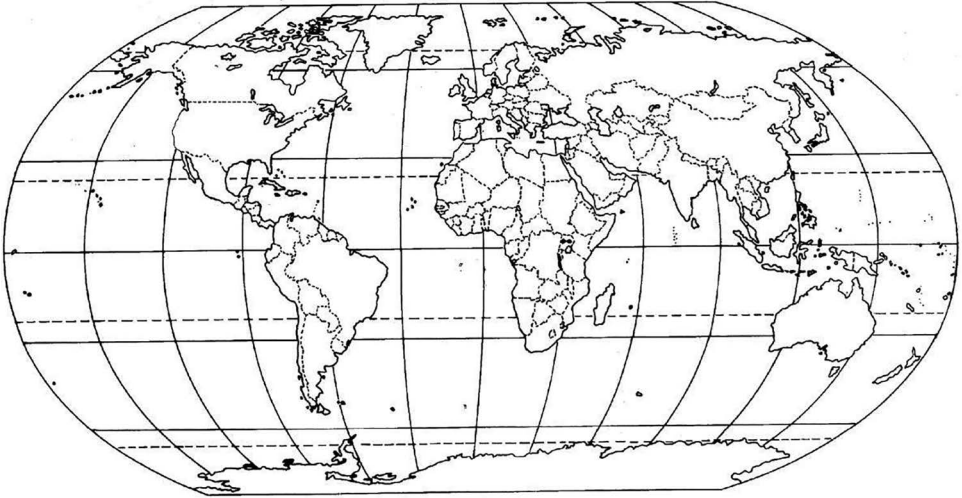


2. Piensa y responde.

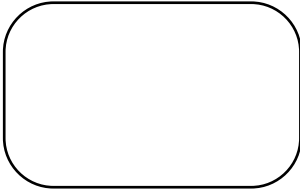
El idioma inglés es importante porque:

- ___ Suena bien.
- ___ Es la lengua que hablan muchos millones de personas.
- ___ Es fácil de aprender.
- ___ Se le considera una lengua universal.

3. En Cuba el idioma inglés resulta útil para:
- ___ Trabajar con la computadora.
 - ___ Comunicarnos con personas de otros países.
 - ___ Estudiar Matemática e Historia.
 - ___ Obtener información sobre libros, revistas, documentos.
 - ___ Comprender mejor películas, canciones, dibujos animados.
 - ___ Elevar nuestra cultura.
4. Busca en el siguiente mapa:
- Cinco países de habla inglesa.
 - Localízalos con la ayuda de tu docente.



5. Dibuja la bandera de los siguientes países: Bahamas, Canadá, Inglaterra y Jamaica.



Bahamas



Canada



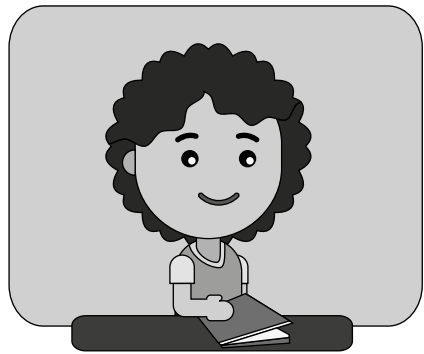
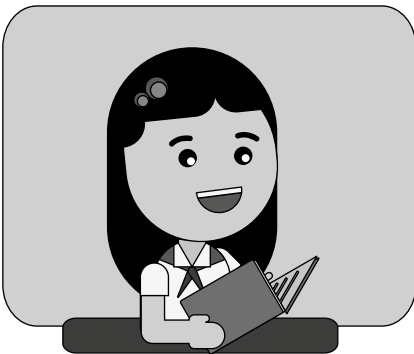
Inglaterra

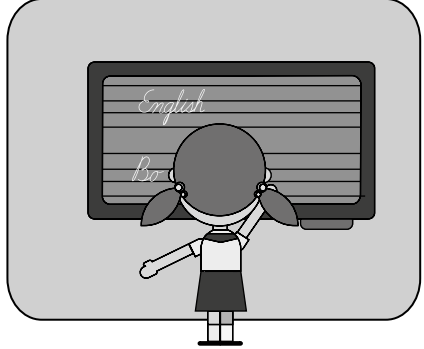
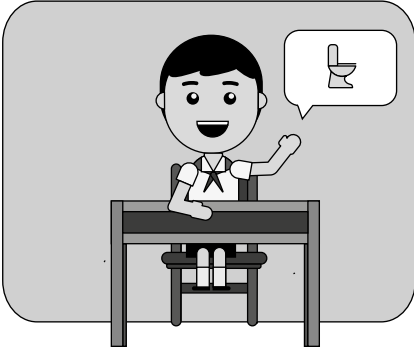
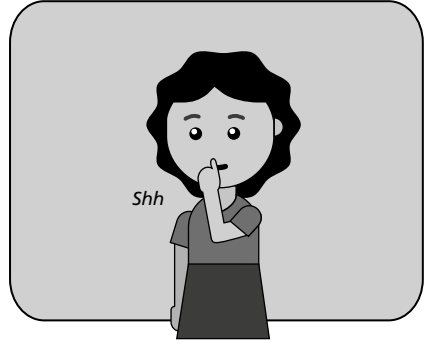
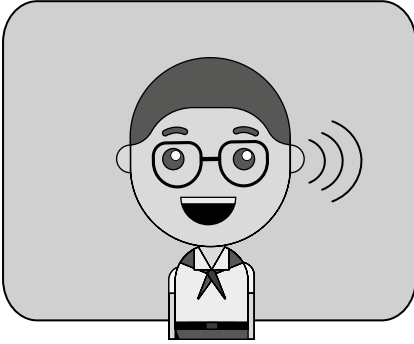


Jamaica

En las clases de inglés necesitas comprender algunas frases que se utilizan con mucha frecuencia en la dinámica de las actividades para responder a las orientaciones e instrucciones de tu docente y comunicarte en inglés lo más posible.

6. Escucha y repite con tu docente.





Let's Practice!

7. Read and trace the following words.

Stand up _____

Sit down _____

Raise your hand _____

Silent, please _____

Listen and repeat _____

Open your book _____

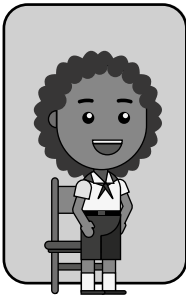
Close your book _____

8. Match the phrase in **A** with the most appropriate picture in **B**

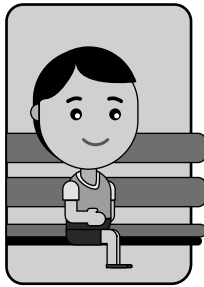
A

- ___ Copy from the board
- ___ Raise your hand
- ___ Stand up
- ___ Be quiet

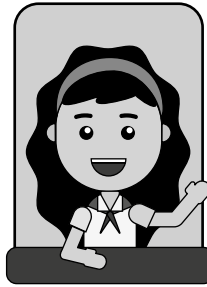
- ___ Sit downn
- ___ Close the book
- ___ Listen up

B

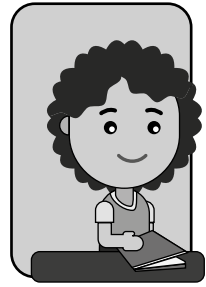
a



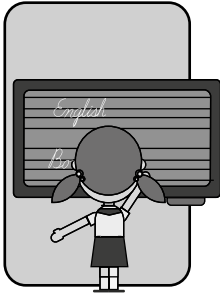
b



c



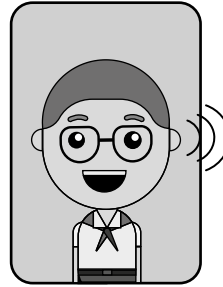
d



e



f



g



To learn more

English and Spanish

¿Sabías que...?

- El idioma inglés tiene palabras que se escriben como en español con pronunciación diferente: hospital, hotel, actor, doctor, animal, artificial.
- En inglés hay palabras que parecen similares, pero tienen un significado diferente:
Soap-jabón Soup-sopa.
- En inglés los días de la semana y los meses del año se escriben con letra inicial mayúscula:
Monday, Tuesday, July, September.
- En inglés los signos de interrogación y de exclamación solo se escriben al final de la oración:
What do you do?
- La letra "ñ" no aparece en el abecedario en inglés, porque no hay ninguna palabra en el idioma inglés que se escriba con "ñ".
- En inglés las palabras no llevan tilde.



With a Little Help from My...

9. Localiza en el mapa los países de habla inglesa del área del Caribe. Identifícalos con sus nombres.

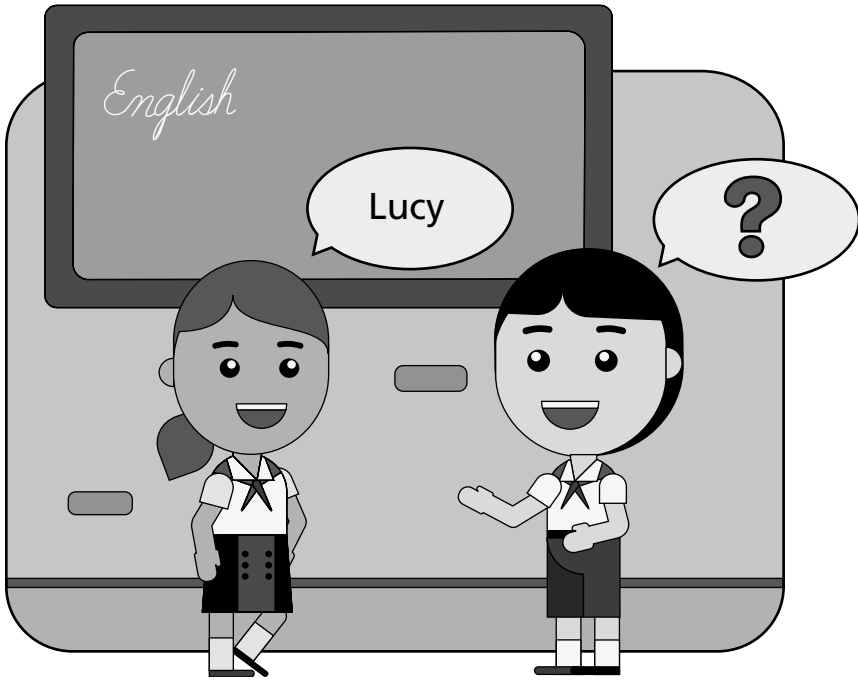


10. Selecciona un país de habla inglesa a partir de la indicación de tu docente. Busca información sobre sus símbolos y lugares más conocidos internacionalmente.



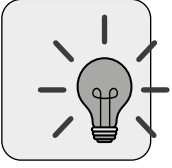
UNIT 2

I am...



In this unit you will learn to:

- Greet and respond to greetings.
- Greet and ask about well-being.
- Ask and answer how someone feels.
- Say and respond to farewells.
- Spell names and other words.

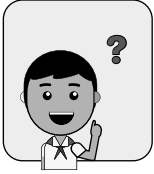


Breaking the Ice

Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.

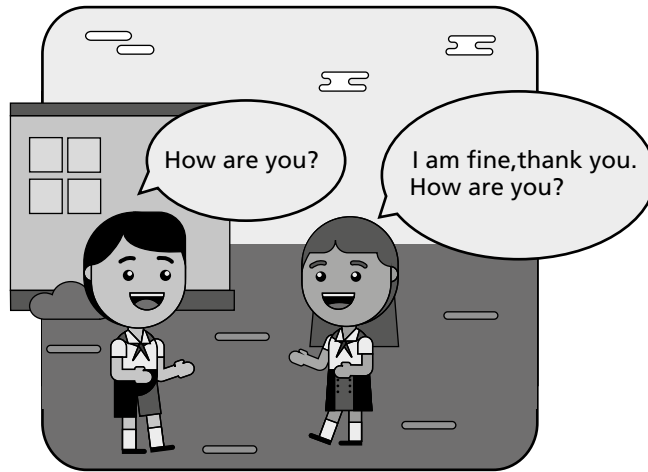




What's New?

Situation 1

Es el primer día de clases en la escuela de Kevin y los estudiantes están en el patio. Mary es una educando nueva que vino de otro país. Solo Kevin la conoce y quiere que se sienta bien. Le canta una canción y luego conversa brevemente. Escucha y sigue las orientaciones de tu docente.



Listen and sing



Good morning, good morning. How are you?
 Good morning, good morning. How are you?
 How are you this special day?
 We're glad you came to play and learn.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

Listen to the conversation

Mary: Good morning, Kevin.

Kevin: How are you?

Mary: I am fine, thank you. How are you?

Kevin: I am very well, thank you. Oh! Time to go to classes.

Mary: Yes, that's right. Good bye, Kevin.

Kevin: Bye, Mary.

1. Select the images that best describe Kevin and Mary.

			
Mary is			
Kevin is			

Situation 2

En el parque donde juegan varios niños se encuentran Frank y Helen. Frank es de otro país y vino a visitar a su familia. Frank quiere conocer a Helen.

Frank: Hello! What's your name?

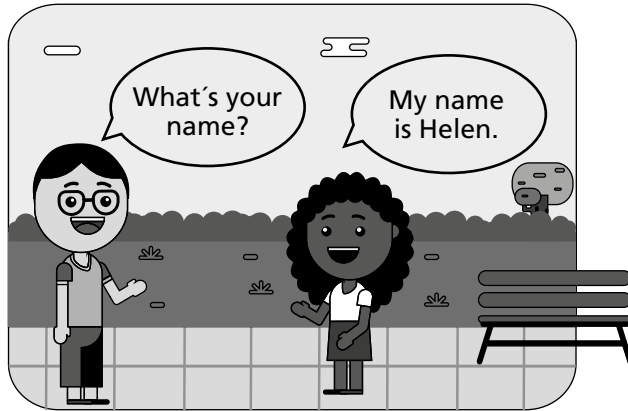
Helen: Hello! My name is Helen.

Frank: I am Frank.

Helen: Nice to meet you, Frank!

Frank: Nice to meet you, too. Bye!

Helen: Good bye.



2. Say **True (T)** or **False (F)**.

- ☐ Frank exclama "Hi!" para saludar a Helen.
- ☐ Helen se presenta diciendo su nombre.
- ☐ Helen dice "nice to meet you", porque le agrada Frank.
- ☐ Frank le pregunta a Helen cómo se siente.

Situation 3

Al barrio de Frank ha llegado Joseph con sus padres, para visitar a su familia que vive en Cuba. Frank juega con él en el parque.



Joseph: Good morning!

Frank: Good morning. My name is Frank. What's your name?

Joseph: I'm Joseph.

Frank: Can you spell your name?

Joseph: Yes, J-O-S-E-P-H.

Frank: Nice to meet you, Joseph.

Joseph: Nice to meet you, too, Frank.

3. Listen to the conversation and write **True** or **False**.

___ Joseph y Frank son amigos.

___ Alice deletrea su nombre.

___ Alice le pregunta el nombre a otro educando.

___ Los educandos se encuentran por la mañana.



Let's Practice!

4. Let's play: Bingo!

O	S	U
M	A	B
I	K	E

5. Work in groups.

6. Look and spell.

How are you?

What's your name?

How do you spell your name?

Spell: Eddy, Mike, Lucy.

7. Make a circle in the classroom and ask and answer questions.

Example:

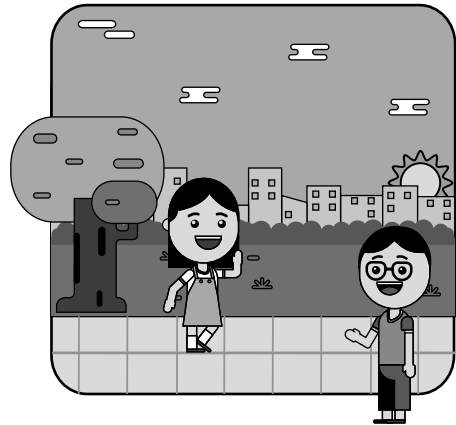
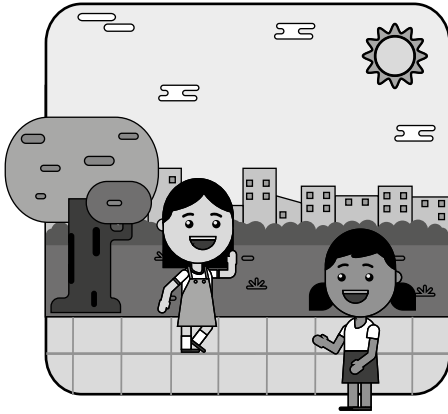
A: What's your name?

B: My name is Lucy

A: Lucy, spell your name, please?

B: L-u-c-y.

8. Create a conversation according to the situations.



Situations

- En la mañana te encuentras con Mary y se saludan.
- En la tarde te encuentras con un niño que no conoces y se saludan.

Example:

A: Good morning, Mary.

B: Good morning, Peter.

A: How are you?

- A tu aula llega un niño que estudiaba en otra escuela. Quieres practicar el idioma inglés con él.

Create a dialogue:

1. Salúdalo
2. Pregúntale cómo se siente
3. Pregúntale su nombre
4. Despídete

Work in pairs: **The name I like.** Select the name you like in the list. Spell it to your classmate.

List: Mary - Peter - Tommy - Albert - Paul - Susan - Rose – Betty

10. Let's play.

Show the card the teacher mentions.
Example:

A

I

M



In Black and White

11. Listen to the teacher and circle the letter mentioned.

H K B E F W X Z Y

12. Match column **A** with **B**, using greetings.

- | A | B |
|-------------------|----------------|
| a) Good morning | ___ 10:00 a.m. |
| b) Good afternoon | ___ 08:00 p.m. |
| c) Good evening | ___ 04:00 p.m. |



13. Select the correct answer.

Para saludar a una persona decimos:

- ___ Good bye.
 ___ Hello!
 ___ I am very well.

Para preguntar cómo se siente decimos:

- ___ How are you?
 ___ I'm fine.
 ___ I'm David.

Para preguntar el nombre decimos:

- ___ Good morning!
 ___ Nice to meet you!
 ___ What's your name?

14. Match column **A** with **B**, then practice in pairs.

- | A | B |
|-------------------|-----------------------|
| Hello! | ___ My name is Betty. |
| How are you? | ___ Hi! |
| Good bye. | ___ I am very well. |
| What's your name? | ___ What's your name? |
| | ___ Bye |
| | ___ Good morning. |

15. Read and match.

A

What's your name?

How do you spell your name?

How are you?

Hello!

B

___ Good morning!

___ My name is Kevin.

___ A-L-E-X

___ I am fine.

16. Complete with the following letter. (Completa con la letra correspondiente).

List: E, H, M, G, T, A

a) ___ ello

d) ___ ood

b) ___ vening

e) ___ orning

c) ___ hanks

17. Arrange the following letters and make up words. Spell it.

a) ybe _____

b) amne _____

c) nife _____

d) who _____

e) uoy _____

18. Find the missing letter.

List: O, A, I, G, E, N

G__od m__rn__n__!

Go__d aft__rn__on!

H__ll__!

Good __v__n__ng!

19. Organize, spell and name.

E - M - N - A _____

C - N - I - E _____

L - E - L - S - P _____

W - T - H - A _____

W - O - H _____

Look at the pictures and write the greetings.



a.m.



p.m.

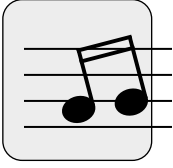
20. Complete the following conversation. Use the word and the phrases from the list.

List: Hello. - How are you? - Good bye.

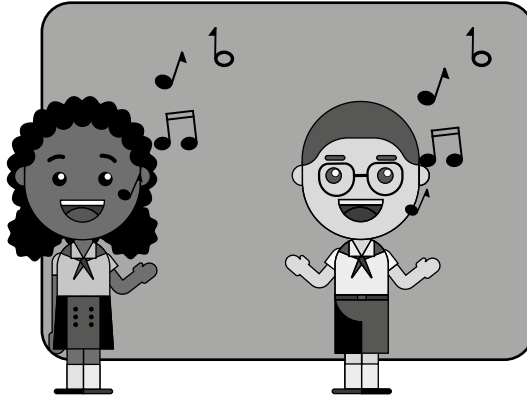
Teacher: Hello!**Student:** _____, teacher.**Teacher:** How are you?**Student:** I am good! _____?**Teacher:** I am fine, thank you **Student:** _____.**Teacher:** Good bye.

Complete the conversation.

Tamy: _____.**Kevin:** Hello! I am Kevin. What's your name?**Tamy:** My name is Tamy. _____.



Let's Sing Together!



21. Listen to the song and say.

"Greetings Song"²

Good morning good morning, it's a great new day!
 Good morning good morning, hip hip hip hooray!
 Good morning good morning, it's a great new day!
 Good morning, good morning, time for fun and play!

Hello, hello, hello, how are you today?
 Hello, hello, hello, I'm great!
 Hello, hello, hello, are you ready to play and learn?
 Hello, hello, hello, I hope you're doing well!
 Hello, hello, hello, I'm doing great!

Goodbye, goodbye, goodbye, I'll be on my way
 Goodbye, goodbye, goodbye, see you another day
 Goodbye, goodbye, goodbye, see you later, my friend.

² <https://lingokids.com/english-for-kids/songs/hello-greeting-song>

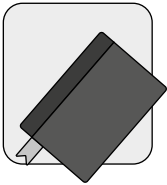
- a) ¿A qué hora utilizas este saludo?
 b) Si los educandos se encontraran en la mañana, ¿qué saludo de los que conoces utilizarías?
22. Listen to the song again and say.
 c) ¿Cuál es el equivalente en inglés de “cómo estás”?
 d) ¿Cuál es el equivalente en inglés de “me siento bien”?
23. Repeat the song after the teacher, sing it with your classmates.
Hello - hello - hello. How are you?
I’m fine, I’m fine. I hope, that’ you are too.
24. Listen to the song again and say.
 e) ¿Cuál es el saludo que aparece en la canción?
-
- f) ¿Cómo decir en inglés, espero que estés bien tú también?
-
25. Listen to the song again and say.
 g) ¿Qué frase se usa para preguntarle a alguien cómo se siente?
-
28. Repeat the song and sing it together with your teacher.
Hello - hello - hello. How are you?
I’m fine, I’m fine. I hope, that you are too.

29. Listen to the song again and complete the blank space.

Hello - _____ - hello. How are _____?

I'm _____, I'm fine. I hope, that' you are _____.

30. Repeat the song in small groups, in pairs and individually.



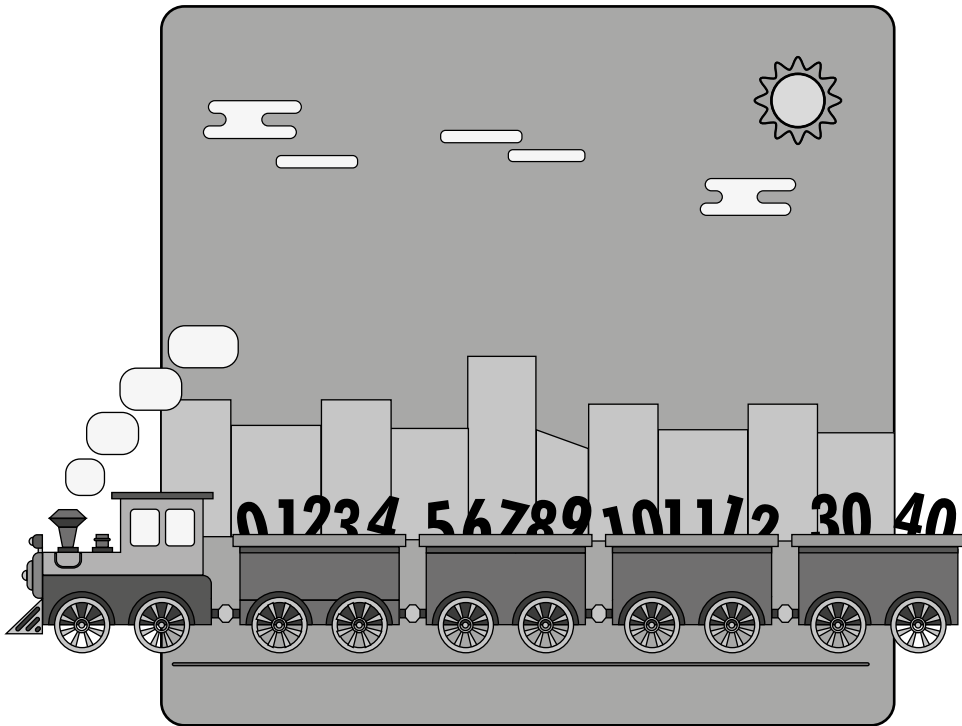
My personal booklet. Reflecting on learning

31. ¿Qué has aprendido en la unidad ? ¿Realizas las tareas siempre?

32. ¿Te gusta trabajar en parejas o en equipo ¿Qué actividades te agradaron más?

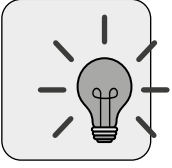
UNIT 3

Let's count



In this unit you will learn how to:

- Ask and offer information about your age and other people's age.
- Count from 1 to 40.
- Ask and say the date.



Breaking the Ice

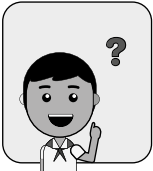
Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.



1. Write the missing numbers inside the balls. The numbers from 1 to 40 in Spanish

uno		tres		cinco
	siete			diez



What's New?

Situation 1

Lucy y Eddy se encuentran a la entrada de la escuela.

Lucy: Hello!

Eddy: Hello!

Lucy: What's your name?

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

Lucy: I am Lucy. How old are you?

Eddy: I am 8 .How old are you?

Lucy: I am 9 years old.

Eddy: Good bye, Lucy.

Lucy: Bye, Eddy.

Situation 2

Peter: Good morning!

Nady: Good morning!

Peter: How old are you?

Nady: I am 7. How old are you?

Peter: I am 8 years old.

Nady: Good bye.

Peter: Good bye.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.



Let's Practice!

2. Repeat from 1 to 40.

3. Now, you are going to see how to write them and copy.

One _____ 1

Two _____ 2

Tree _____ 3

Four _____ 4

Fourteen _____ 14

Sixteen _____ 16

Seventeen _____ 17

Eigteen _____ 18

Nineteen _____ 19

Twenty _____ 20

Thirty _____ 30

Fourty _____ 40

4. Circle the number you hear.

Example: number twenty-two

22 23 24 25 26 27 28 20 38 39

40 35 36 37 30 31

5. Circle the correct answer and pronounce it.

- a) $4 + 4 = \underline{\quad}$ nine Eight ten
- b) $4 + 1 = \underline{\quad}$ four Five seven
- c) $5 - 3 = \underline{\quad}$ one Three two
- d) $10 - 7 = \underline{\quad}$ three Two Six

6. Match the number with the Word.

A

10

15

18

21

4

25

B

eighteen

four

twenty-five

ten

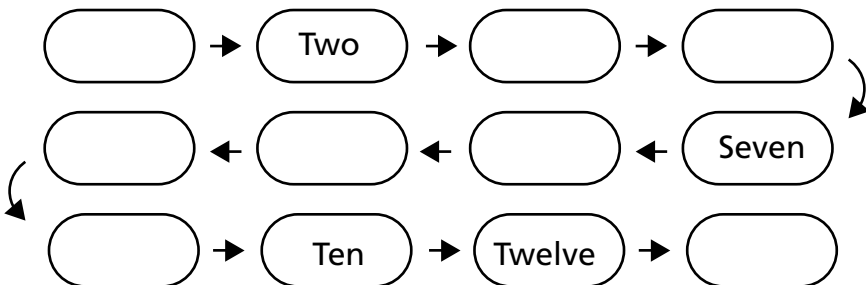
twenty-one

fifteen



In Black and White

7. Complete the numbers from 1 to 40.



8. Complete the numbers with the letters in the oval.

h e n o
w y t f
i u

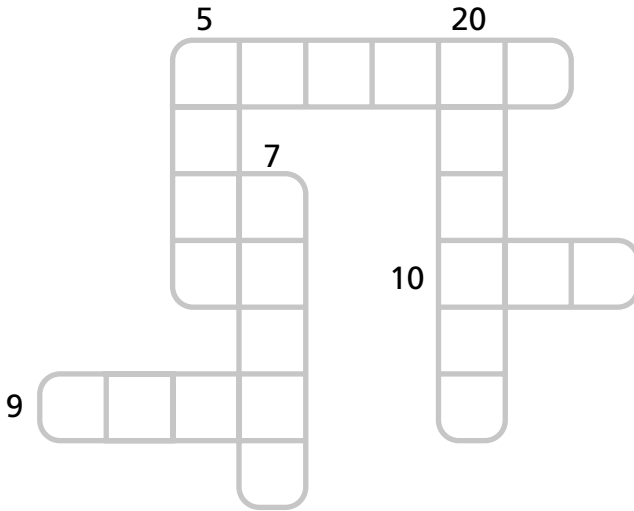
33	Th__rt__thr__ __
47	__ ort __ -seven
20	T__ ent __
25	Tue __ t __ fiv __

40	F__r__y
35	Th__rt__-f__ve
44	F__r__y-fo__r
19	N__n__t__ __n

9. Find the numbers in the puzzle.

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

10. Complete the puzzle.



11. Solve the following operations. Write the numeral of each answer.

$4 + 2 + 5 =$

thirteen

$20 : 2 + 9 =$

$8 + 2 + 1 =$

$10 + 9 - 4 =$

$18 : 2 + 5 =$

12. Write the numbers studied.

T _____ I _____

R _____ F _____

H _____ E _____

N _____ O _____

13. Write the names of the following numbers in English.

25 _____

28 _____

24 _____

29 _____

14. Write the result.

Example: $10 + 12 =$ twenty-two $5 + 7 =$ _____ $23 - 4 =$ _____ $3 \cdot 7 =$ _____ $30 - 3 =$ _____ $12 \cdot 5 =$ _____

15. Write the number that is after or before the one given.

Example: nine 10 eleven

a) 5 _____

b) _____ 15

c) 28 _____

d) 22 _____

e) _____ 18

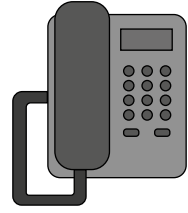
f) _____ 24

16. Write the telephone numbers.

Eight, eight, seven, nine, four, six, five

Two, three, five, two, three, oh, one

Seven, four, eight, nine, six, eight, five



16.1. Complete the sentences.

My name is _____.

I am _____ old.

What's _____ name?

How _____ are you?

17. Arrange the words to make the sentences. Practice the pronunciation.

Example: How old are you?

are How old you? _____

I years ten old am _____

your sister? is How old _____

She old eleven years is _____

is your how old mother? _____

My old mother is years forty _____



Look!

The days of the week. (Los días de la semana).

What day is today? Today is Friday.

¿Qué tú crees que significan esa pregunta y su respuesta? Exactamente se pregunta qué día es hoy. La respuesta, lógicamente, es el día de la semana.



Estos son los siete días de la semana:

Sunday / Monday / Tuesday / Wednesday / Thursday /
Friday / Saturday

18. Complete the list.

The seven days of the week are:

Sunday, _____, Tuesday, _____,
Thursday, _____ and Saturday.

19. Complete.

Monday, _____ and Wednesday
Thursday, _____ and _____
_____, _____
and Tuesday.

20. Complete the names with the missing letter.

Sun _ _ _

Mon _ _ _

Tues _ _ _

Wednes _ _ _

Thurs _ _ _

Fri _ _ _

Satur _ _ _

21. Complete again.

S _ _ day

_ _ _ day

_ _ _ day

F _ _ day

_ _ _ day

M _ _ day



Look!

¿Qué observaste en estos dos ejercicios? En efecto, todos terminan con la palabra "**day**". Entonces saca tus propias conclusiones.

Day quiere decir:

_ Sol

_ día

_ Luna

_ noche

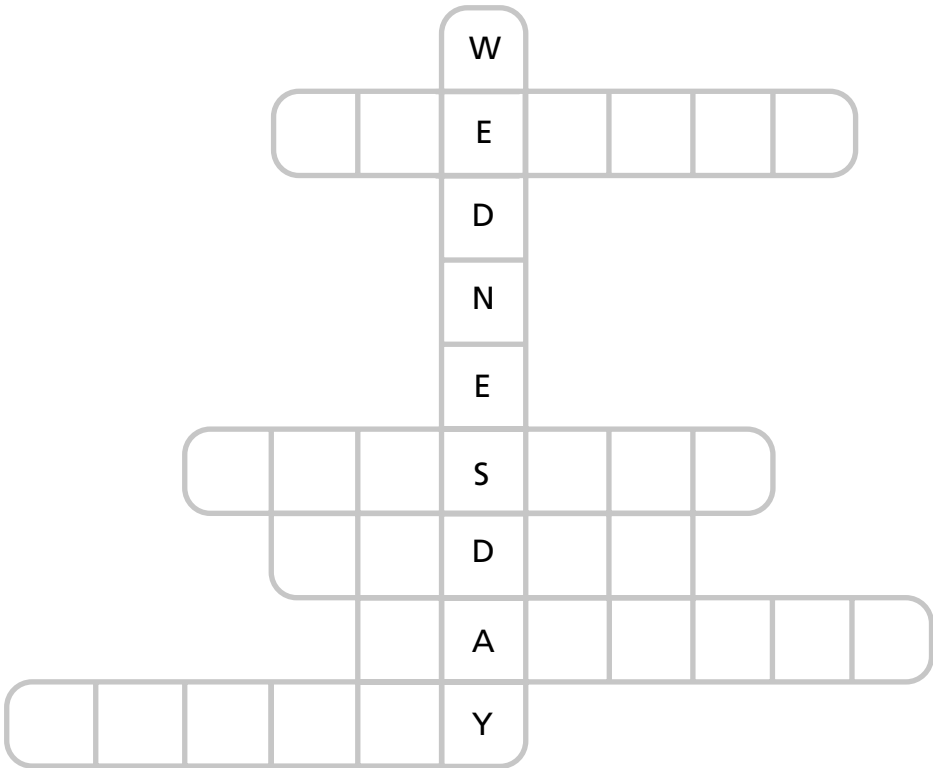
22. Write in English the equivalent to the seven days of the week.

Lunes

Miércoles

Domingo

23. Complete the crossword with the seven days of the week.

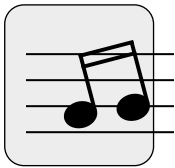


Look!

Numbers and ages

- Cuando queremos saber la edad de alguien, lo hacemos utilizando la pregunta: **How old are you?** Y la respuesta es: **I am 8 years old.**
- Recuerda que cuando te refieres a la edad tuya o de otra persona debes utilizar las palabras **am** e **is**. Observa la diferencia:

- I **am** 8 years old. (Yo tengo 8 años).
- Peter **is** 12 years old. (Pedro tiene 12 años).
- También se puede decir /**tweni**/ en lugar de **twenty**.
Recuerda que partiendo del número twenty (20),
agregamos los números del 1 hasta el 9. Ejemplo:
twenty-one, que significa 21.
- Para formar los números del 30 al 100, solo tienes
que agregar a los múltiplos de 10 las unidades hasta
el 9, como mismo se forman los números del 21 al
29. Ejemplo: (30) thirty; (31) thirty-one....



Let's Sing Together!

"John Brown"

John Brown has a little Indian.

John Brown has a little Indian.

John Brown has a little Indian, one little
Indian boy.

One, little two, little three, little Indians.

Four, little five, little six, little Indians.

Seven, little eight, little nine, little Indians.

Ten little Indian boys.

John Brown has a little Indian.

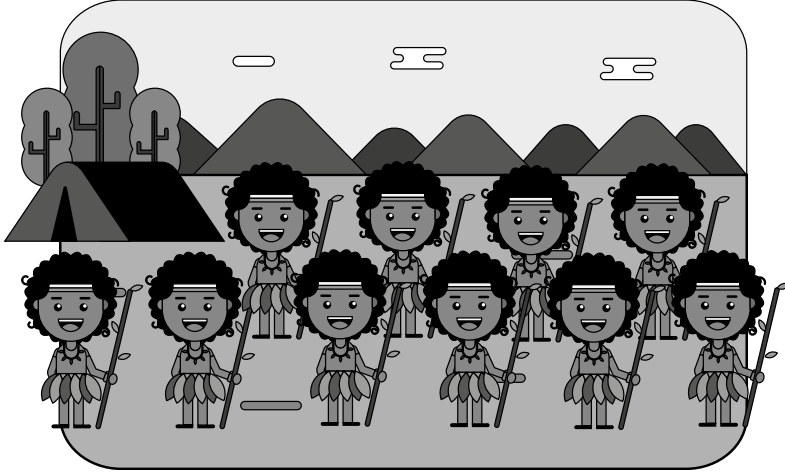
John Brown has a little Indian.

John Brown has a little Indian, ten little
Indians boys.

Ten, little nine, little eight, little Indians.

Seven, little six, little, five little Indians.

Four, little three, little two, little Indians. One little
Indian boy.



24. Listen to the song and tick the correct item:

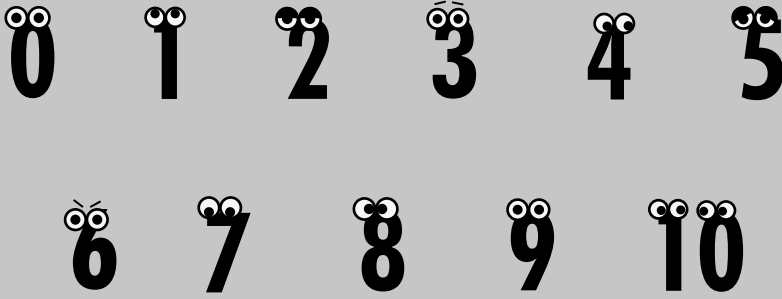
- ☐ los colores
☐ diez indios pequeños
☐ los números

25. Which is the name you hear in the song.

- ☐ James
☐ Jane
☐ Jake
☐ John Brown

26. After you listen to the song, write the numbers you hear.

27. Here you have a list of numbers. Repeat and pronounce them correctly.



28. Listen to the song and complete:

Canción: "John Brown"

John Brown has a little Indian.

John Brown has a little Indian.

John Brown has a little Indian, _____
little indian boy.

_____, little _____ little _____, little indians.

_____, little _____ little _____, little indians.

_____, little _____, little _____, little indians.

_____ little indian boys.

John Brown has a little indian.

John Brown has a little indian.

John Brown has a little indian,

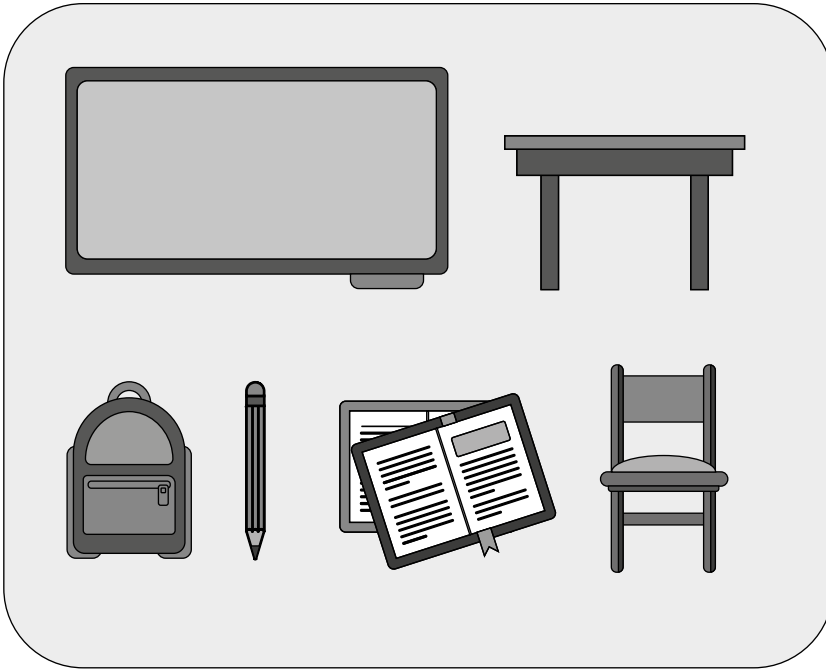
ten little indians boys.

Ten, little nine, little eight, little indians.
Seven, little six, little five, little indians.
Four, little three, little two, little Indians. One
little boy!



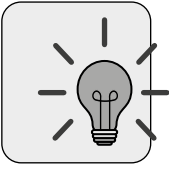
UNIT 4

At school



In this unit you will learn to:

- Give and respond to orders and instructions.
- Ask and answer about school objects.
- Name the colors.
- Ask and answer about your favorite color.
- Ask for permission.
- Describe objects.



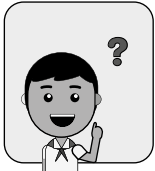
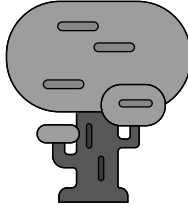
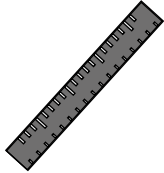
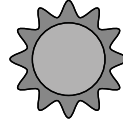
Breaking the Ice

Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.



1. Circle the school objects in the following pictures.



What's New?

Situation 1

Tom va a la Escuela Primaria Salvador González y se encuentra con su docente de Inglés a la entrada del aula. Quiere pedirle permiso para entrar al aula.



Tom: Good morning, teacher!

Teacher: Good morning, Tom!

Tom: May I come in!

Teacher: Yes, you may.

Tom: Thank you.

2. Say True (T) or False (F).

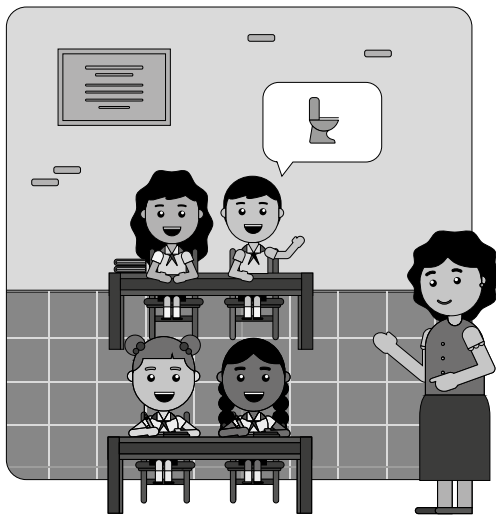
- _____ Teacher saluda en la tarde.
- _____ Tom pide permiso para ir al baño.
- _____ Teacher dice que sí puede.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

Situation 2

Se encuentran los educandos en la clase de inglés y Paul quiere pedir permiso al docente para ir al baño.

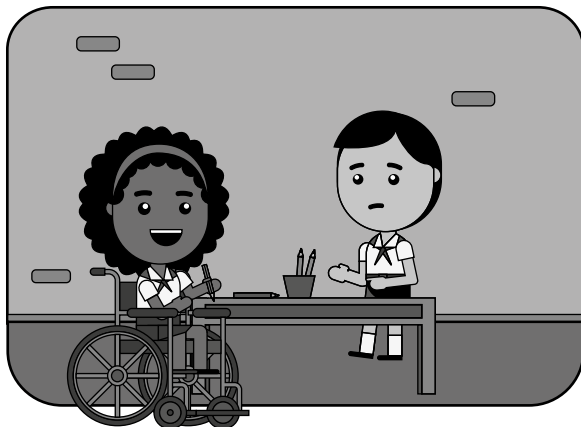


Paul: Excuse me, teacher. May I go to the bathroom?

Teacher: Yes, you may.

Paul: Thanks.

Situation 3



Mary: Hello, Paul.

Paul: Hi, Mary. How are you today?

Mary: I'm fine. How are you?

Paul: I'm OK. I can't find my pencil. Please, show me your pencil?

Mary: What color is your pencil?

Paul: My pencil is blue.

Mary: Is this your pencil?

Paul: Show it to me, please?

Mary: Here you are.

Paul: Oh yes! This is my pencil. Thank you.

3. Listen and answer.

- ¿Quiénes intervienen en la conversación?
- ¿Qué buscan? (utilizando soporte visual)
- ¿Quién encontró el lápiz?
- ¿De qué color es el lápiz que buscan? (utilizando soporte visual)

4. Say **True (T)**, **False (F)** or **Not Said (NS)**.

- _____ Paul's pencil is red.
 _____ Mary's pencil is green.
 _____ Paul's pencil is blue.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

5. Listen and answer.

- a) ¿Qué sostiene Alex en su mano?
 b) ¿Sobre qué creen que estén hablando?

Alex: Look, Susan. These are my new color pencils.

Susan: They are beautiful. And, what color do you prefer?

Alex: I prefer blue. What color do you prefer?

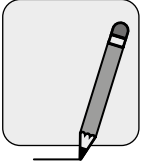
Susan: I prefer red.

6. Say **True (T)** or **False (F)**.

- _____ Alex prefers red.
 _____ Susan prefers red.
 _____ Alex's favourite color is blue.

Initial practice

- Repeat as the teacher indicates
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

**Let's Practice!**

7. Act out following the instruction: "Simon says..."

Example:

El docente dirá: "Simon says: stand up".

Si el docente no dice: "Simon says...", no puede realizar la instrucción.

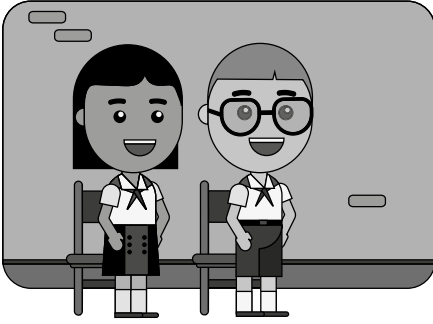
- a) Simon says: open your book
- b) Simon says: sit down
- c) Simon says: be quiet
- d) Simon says: close your book

8. Work in pairs. One student mimics the instruction and the other has to guess.

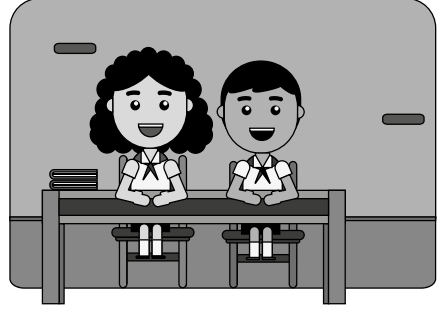
Then say it.

- e) Open your book
- f) Close the door
- g) Sit down
- h) Go to the board

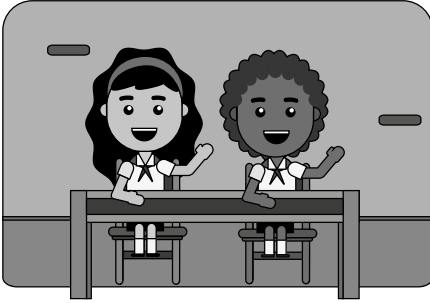
9. Repeat some new phrases studied and practice with your friend.



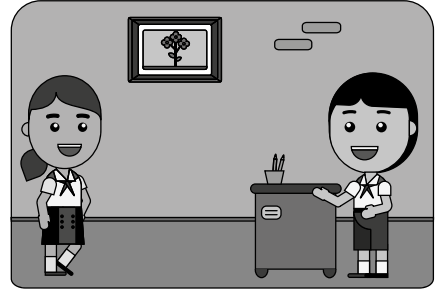
Stand up



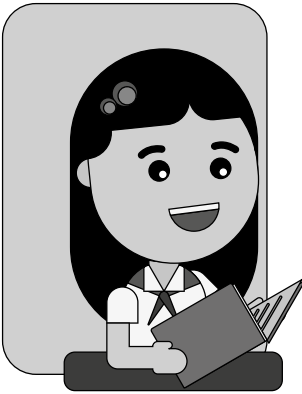
Sit down



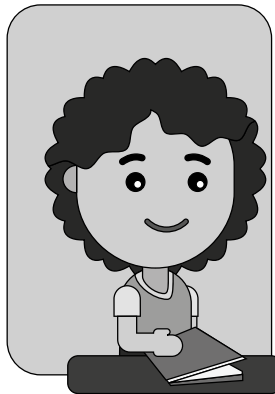
Raise your hand



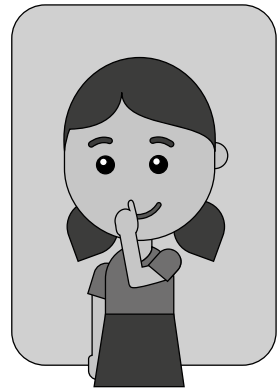
Come here



Open your book



Close your book



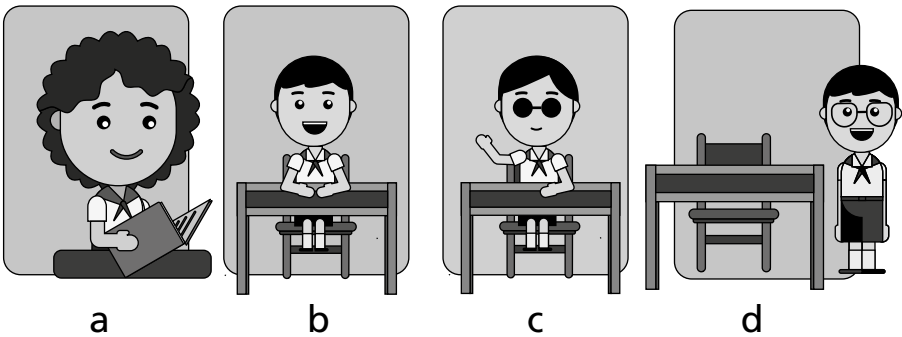
Be quiet

10. Identify the illustrations.

A

- ___ Sit down
- ___ Raise your right hand
- ___ Open your book
- ___ Stand up

B



11. Follow the teacher's instructions.

12. Mention the instructions.

- Ir al baño _____
- Hacer silencio _____
- Pararse _____
- Sentarse _____
- Abrir la puerta _____
- Cerrar la ventana _____

13. Ask and answer questions guided by the teacher.

Example:

Equipo 1: Un educando desea ir al baño**Equipo 2:** Un educando preguntará:

"May I go to the bathroom?".

Equipo 2: Un educando comienza a sacarle punta al lápiz.

Equipo 1: Un educando preguntará: "May I sharpen my pencil?"

Equipo 1: Un educando se pone de pie y se dirige hacia la puerta.

Equipo 2: Un educando preguntará: "May I close the door?".

14. Work in pairs to create mini-conversations.

Example:

A: May I open the book? **B:** Yes, you may.

El educando **A** ejecutará la acción. Se podrán usar otras frases:

- Abrir la puerta
- Cerrar el libro
- Ponerse de pie
- Sentarse
- Ir al baño
- Sacarle punta al lápiz
- Entrar al aula
- Ir a la pizarra

Find someone. Walk around the class asking questions.

Example:

El docente dice: "Debes buscar al educando que tenga el color amarillo como color preferido".

El escolar que busca al educando dice: "What is your favorite color?".

El educando sentado dice: "My favorite color is...".

15. Let's play: I spy with my little eyes...

Example:

A member from **Team 1**: I spy with my eyes something red. **Team 2**: Possible question and answers: Is it a pen?

Team 1: Possible answer. Yes it is /No it isn't.

16. Game: Add on.

Example: Primero Susan dice: " pencil", después Betty dice: "pencil and ruler" y se van añadiendo palabra

17. What's in the schoolbag?

Select from the list the objects the students have in the schoolbag. Practice the conversation with your partner.

List: a dog - two pencils - two books - a chair - three pens - a ruler - a board - a notebook - an eraser - a table.

A: Is this your schoolbag?

B: Yes, it is.

A: What do you have in your schoolbag?

B: I have _____.

18. Pair work. Create a dialogue with your partner.

Las siguientes preguntas te servirán de guía para desarrollar esta actividad con éxito.

Example:

Is this/that a/an...?

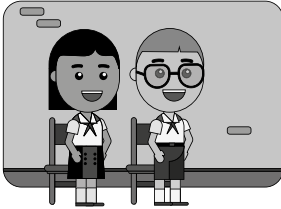
What's this/that...?

Is this/that your...?
 What color is your...?
 What color do you prefer...?

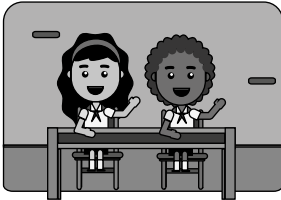


In Black and White

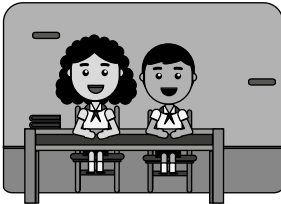
19. Select the correct answer.



- ___ Open your book
- ___ Stand up
- ___ Sit down



- ___ Stamp your feet
- ___ Raise your hand



- ___ Stand up
- ___ Come here
- ___ Sit down

20. What does he or she want to do? Select the correct answer.

Tom quiere sentarse.

___ May I come in?

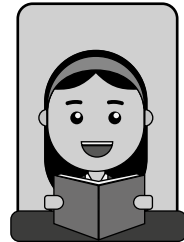
___ May I sit down?



Annie quiere abrir su libro.

___ May I close the book?

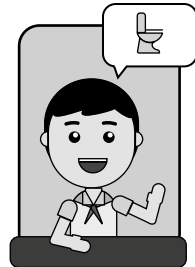
___ May I open the door?



David quiere ir al baño.

___ May I go to the board?

___ May I go to the bathroom?



21. Match the action in column **A** with the Spanish equivalent in **B**.

A

- a) Stand up.
- b) Sit down.
- c) Raise your hand.
- d) Come here.
- e) Clap your hands please.
- f) Be quiet.
- g) Open your book.
- h) Close your book.

B

- ___ Ven acá.
- ___ Haz silencio.
- ___ Abre tu libro.
- ___ Aplaude, por favor.
- ___ Cierra tu libro.
- ___ Párate.
- ___ Siéntate.
- ___ Levanta la mano.

22. Arrange the phrases. Practice the pronunciation.

up	down	
down	sit	
your	Raise	hand
here	Come	
quiet	Be	
your	Open	book
your	book	Close

23. How would you ask for permission?

Example:

Cerrar la puerta _____

Ponerte de pie _____

Abrir el libro _____

Abrir las persianas _____

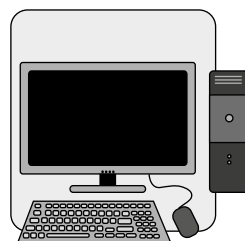
Sentarse _____

24. Match the color in English with its equivalent in Spanish.

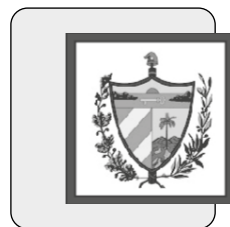
Red	negro
Brown	verde
Blue	morado
White	rojo
Black	carmelita
Green	blanco
	azul

a) Select the correct word according to the picture.

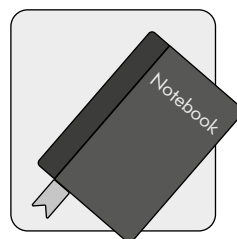
- _____ Computer
- _____ VCR
- _____ TV set



- _____ Chair
- _____ Flag
- _____ Coat of arms

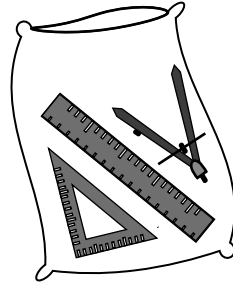


- _____ Notebook
- _____ Book
- _____ Pencil



25. What's in the bag?

- _____ A ruler
- _____ A book
- _____ A square
- _____ A compass
- _____ A pencil
- _____ A pen



26. Underline the word that does not belong to the group.

pencil - pen - car - book table - chair - blue - desk
 music - white - yellow - red ruler - compass -
 square – students

27. Find in the puzzle six school objects.

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

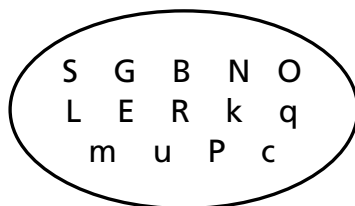
28. Underline or circle the words you listen to.

two tables
a board a book
two notebooks
chair a square
an eraser

a schoolbag a table
a blue pencil
a green ruler
a flag

29. Complete the word.

s _ _ are
_ o _ p a _ s
_ o _ k
f _ a _
_ e _ cil
_ ul _ r



30. Arrange using the given letters.

(c) (i) (l) (n) (e) (p)

(o) (o) (b) (k)

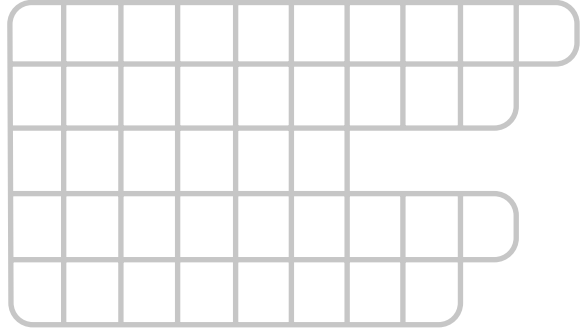
(o) (e) (t) (n) (o) (o) (k) (b)

31. Complete the words with the missing letter.

R _ _ _ r
P _ _ c _ _
T _ b _ _
Ch _ _ _

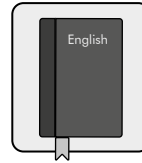
32. Complete the puzzle with the name of the object.

Computer
Blackboard
Tablet
Schoolbag
Sharpener



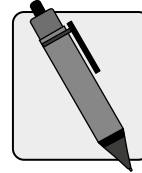
33. Complete the sentences with the following color in the picture. with the following color in parenthesis

The book is _____



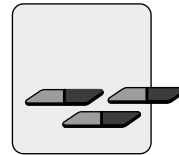
(verde)

The pen is _____



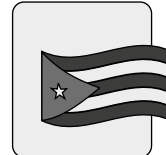
(amarillo)

The rubbers are _____



(rojo)

The Cuban flag is _____



(rojo,
azul,
blanco)

The notebooks are _____



(rosado)

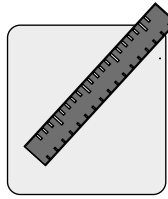
34. Complete the sentences with the words in the list

This is a _____.
 _____ is a _____.
 _____ this a _____.
 Is _____ square?

Pencil, This,
 Is, book,
 that, a

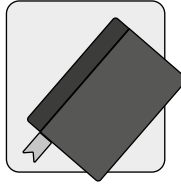
35. Complete with the name of the object and color.

The _____
 is _____

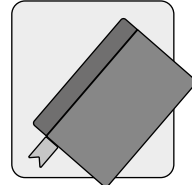


(verde)

The _____
 are _____
 and _____

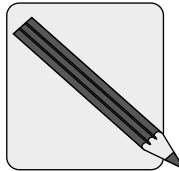


(rojo)



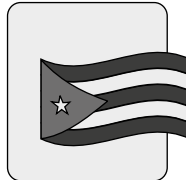
(amarillo)

My _____
 is _____



(azul)

The _____
 is _____,
 and _____



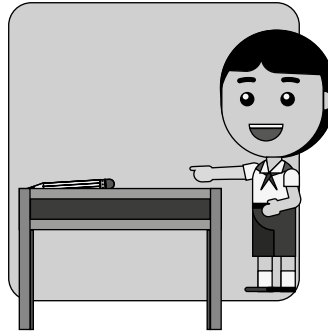
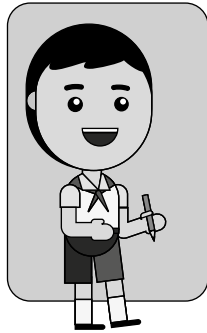
(rojo,
 azul,
 blanco)



Reflecting on Language

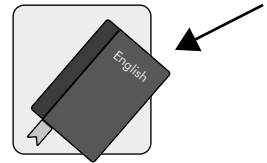
Para pedir permiso en Inglés utilizamos la frase: "May...".

Debes saber que **this** se utiliza para referirte a un objeto que está cerca de ti y **that** cuando el objeto al que te refieres está lejos de ti. Example:

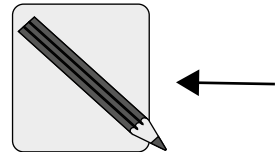


36. Complete the sentences selecting the correct word.

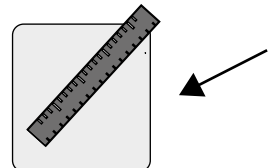
_____ is a _____.
(That - This) (book - notebook)



_____ is a _____.
(That - This) (pen - pencil)



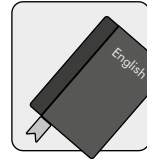
_____ is a _____.
(That - This) (ruler - compass)



37. Complete.

A: What color is it?

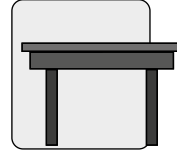
B: It is a _____ book.



(amarillo)

A: What color is it?

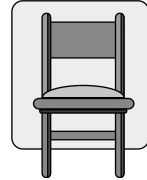
B: The table is _____



(gris)

A: What color is it?

B: The chair is _____



(carmelita)

38. Look and answer.

What color is the board?

What color is your pencil?

What color is the Cuban flag?

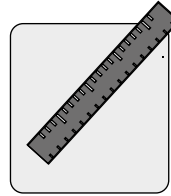
What color is your schoolbag?

What color is your chair?

What color is your uniform?

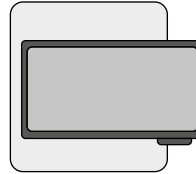
39. Write a sentence with the school objects using the name and the color.

Example: The ruler is yellow.



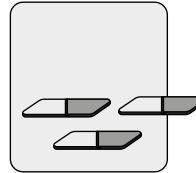
(amarillo)

_____.



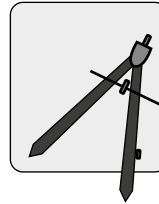
(verde)

_____.



(blanco)

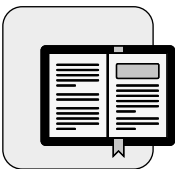
_____.



(negro)

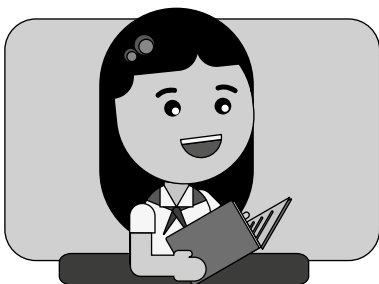
40. Write all the words you know around this topic.

c - l - o - r - o - s



Time to read

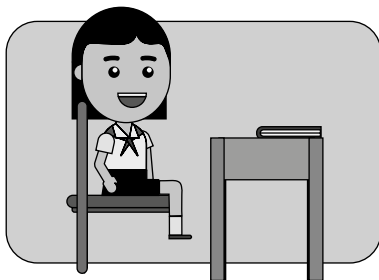
41. Observe the written form and the meaning.



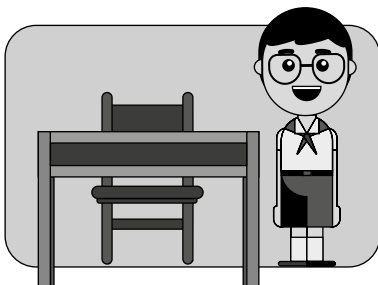
Open your book.



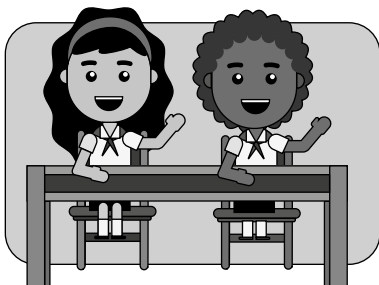
Close your book.



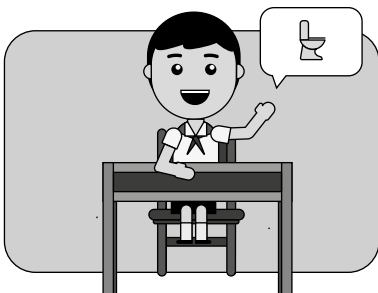
Sit down.



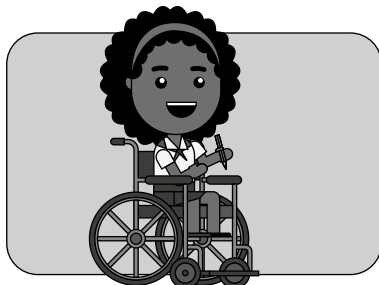
Stand up.



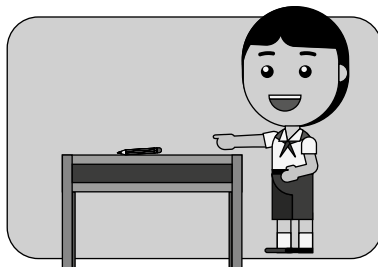
Raise your hand.



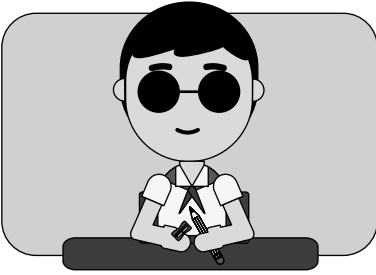
May I go to the bathroom?



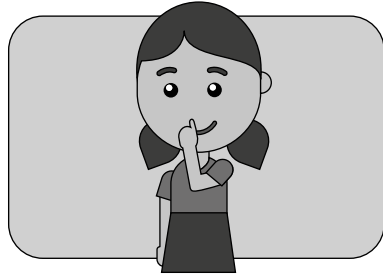
This is a pencil.



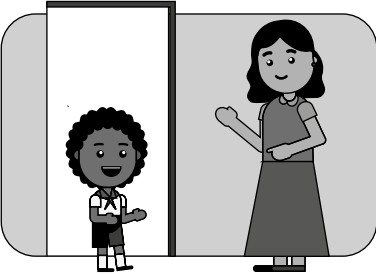
That is a pencil.



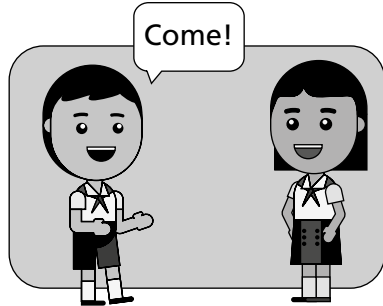
May I sharpen my pencil?



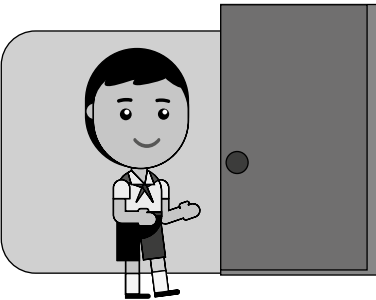
Be quiet.



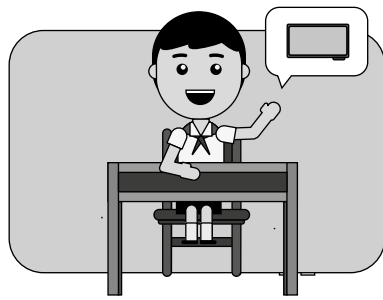
May I come in?



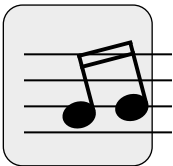
Come here.



May I open the door?



May I go to the board?



Let's Sing Together!

42. ¿Te gusta dibujar? ¿Cuál es tu color favorito?

43. Listen to the song and tick the correct item.

The Song: "What's your favorite color?"

___ The greetings.

___ The school objects.

___ The colors.

blue

red

green

yellow

orange

purple

"What's your favorite color?"

My favorite color's blue,

How about you, how about you?

My favorite color's blue,

How about you, how about you?

Red! My favorite color's red,

I like red, I like red!

My favorite color's red,

I like red, I like red!

Colors, Colors

What's your favorite color?

Colors, Colors

What's your favorite color?

Green! My favorite color's green,

I like green, I like green!

Yellow! My favorite color's yellow,

I like yellow, I like yellow!

Colors, Colors

What's your favorite color?

Colors, Colors

What's your favorite color?
 Orange! My favorite color is orange,
 I like orange, I like orange!
 Purple! My favorite color is purple,
 I like purple, I like purple!
 Colors, Colors
 What's your favorite color?
 Colors, Colors
 What's your favorite Color?
 Color!!!

44. Choose the color mentioned in the song.

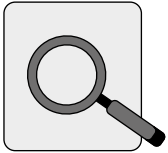
- | | |
|------------------------------------|----------------------------------|
| ☐ Azul | ☐ Rosado |
| ☐ Carmelita | ☐ Morado |
| ☐ Rojo | ☐ Negro |
| ☐ Amarillo | ☐ Naranja |
| ☐ Verde | ☐ Blanco |

45. Listen to the song again and complete the spaces in blank. Practice and sing the song.

"What's your favorite color?"

My favorite color's _____,
 How about you, how about you?
 My _____ color's blue,
 How about you, how about you?
 Red! My favorite color's _____,
 I like red, I like red!
 My favorite color's red,
 I like red, I like red!
 Colors, Colors
 What's your favorite color?

Colors, _____
 What's your _____ color?
 Green! My favorite color's _____,
 I _____ green, I like green!
 Yellow! My favorite color's _____,
 I _____ yellow, I like yellow!
 Colors, Colors
 What's your favorite color?
 Colors, Colors
 What's your favorite color?
 Orange! My favorite color's _____,
 I _____ orange, I like orange!
 Purple! My favorite color's _____,
 I like purple, I like purple!
 Colors, Colors
 What's your _____ color?
 Colors, Colors
 What's your favorite Color?
 Color!!!

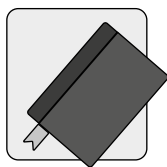


Project Work

Dibuja los objetos escolares que conoces. Escribe oraciones con cada uno de estos, describiéndolos, según el color.

Debes usar los demostrativos estudiados: **this/that is** y **a/an**. Prepara tu exposición para presentarla a tus compañeros de aula. Example:

Dibuja un lápiz rojo. Debajo del dibujo escribe: This is a pencil. It is red.



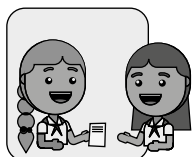
My personal booklet. Reflecting on my learning.

¿Estás comprendiendo las clases de inglés?

¿Qué has repasado o aprendido nuevo en la unidad?

¿Participas en actividades orales durante la clase?

¿Te gusta el trabajo en equipo? ¿Por qué? ¿Realizas siempre todas tus tareas?



Self-Evaluation

Complete and practice in pairs.

List: go to the bathroom, go to the board, stand up, open your book, sit down, come in, close the door, open the door, sharpen my pencil,...

A: May I... _____?

B: Yes, you may

No, you may not

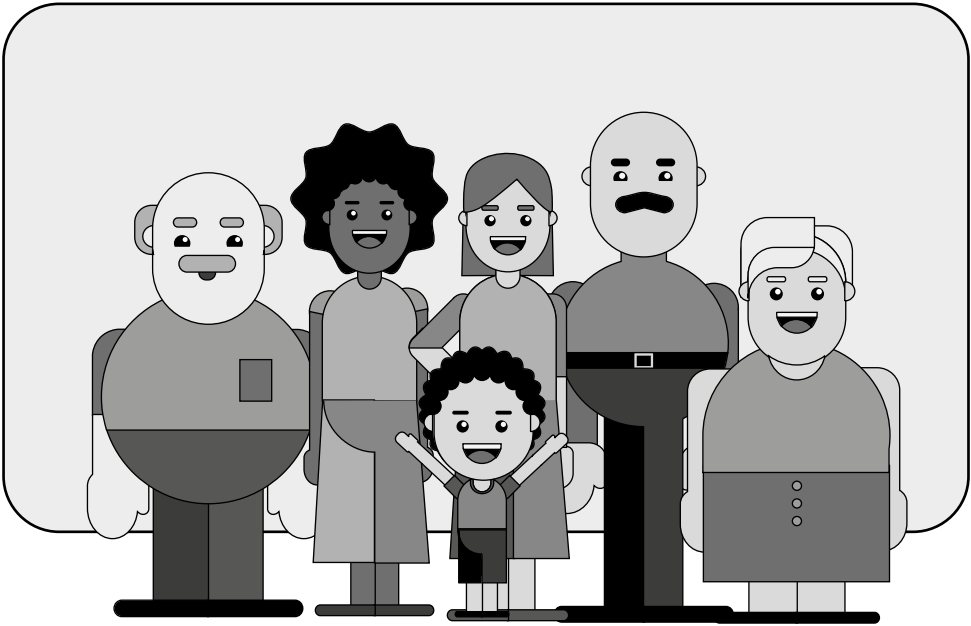
A: May I.... _____?

B: Yes, you may

No, you may not

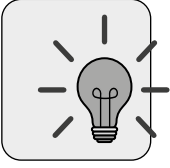
UNIT 5

My family



In this unit you will learn to:

- Ask and answer questions about family members and classmates.
- Describe family members and classmates.
- Identify and say numbers.



Breaking the Ice

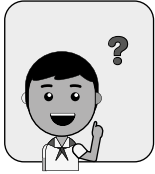
Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.



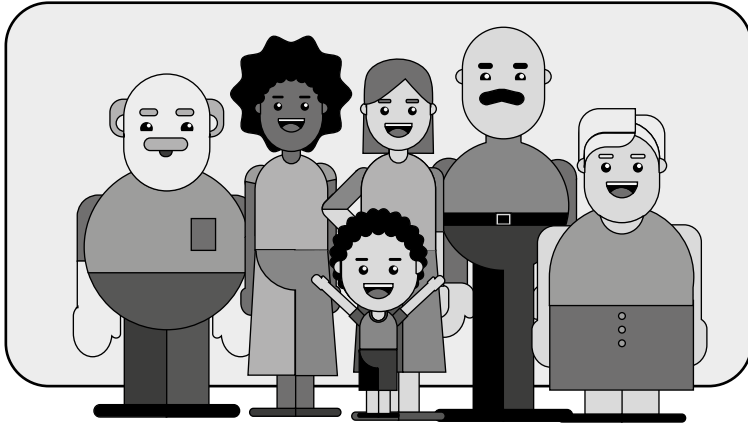
1. My favorite people at home

On a piece of paper write the name of your family members and give it to the teacher. You have to identify whose family member he/she is.³



What's New?

Listen to Peter introducing his family.



2. Listen and answer.

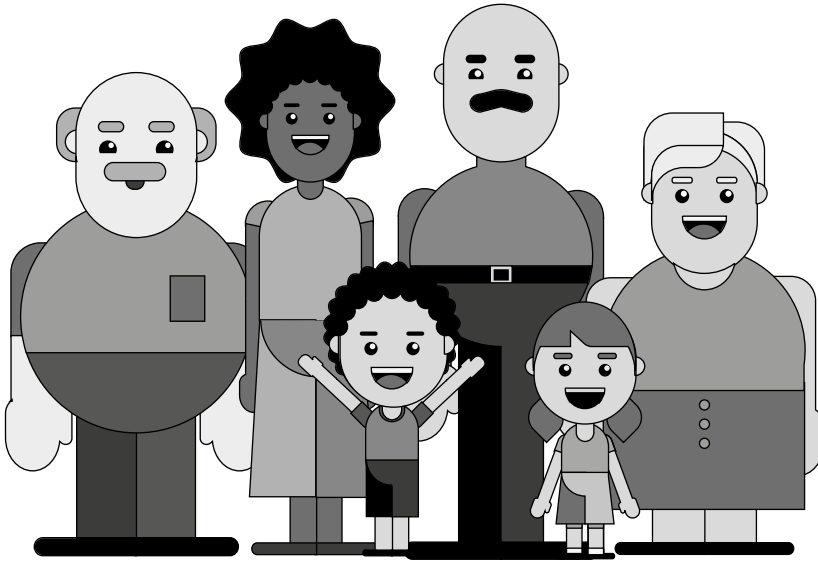
Situation 1

Peter: Hi, friends! This is my family.

They are my mother, my father, my grandmother and my grandfather. Betty and Tom are my sister and brother. Betty is 10 years old and Tom is 12 years old.

³ Escribe en el papelito los miembros de tu familia. Cuando el docente los vaya mencionando identifica qué educando él o ella es familia.

2.1 Circle the family members in Peter's family.



2.2 How many are they?

_____.

2.3 Say yes, no or I don't know.

_____ Betty is Peter's sister.

_____ Betty is 10 years old.

_____ Tom is 14 years old.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

Situation 2

Paul: Look, Tommy. She is my mum.

Tommy: What's her name?

Paul: Her name is Maggy. And, what's your father's name?

Tommy: His name is Richard.

2.4 Listen and answer.

¿Quiénes intervienen en la conversación?

¿Dónde se encontraron?

2.5 Say *True (T)* or *False (F)*.

_____ Paul's mother's name is Lucy.

_____ Paul's mother's name is Maggy.

_____ Tommy's father's name is Richard.

Situation 3

Susan: Hi, David

David: Hi, Susan, Who do you live with?

Susan: I live with my parents and my sister.

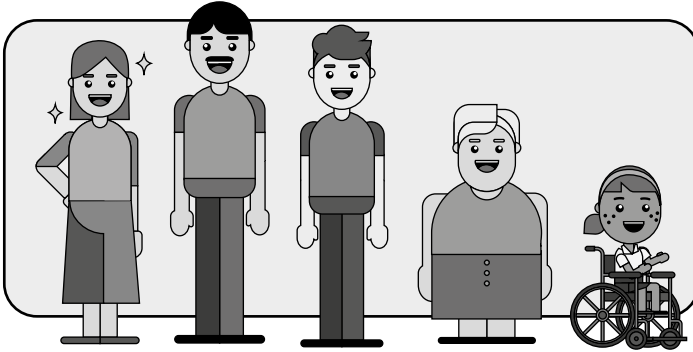
David: What does your sister look like?

Susan: She is pretty and tall.

Initial practice

- Repeat as the teacher indicates.
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

Situation 4



Albert: Hi, friends! My father is tall. My mother is pretty and short, my brother is handsome and young, my sister is young and my grandmother is old. I love my family.

2.6 Answer the following questions.

- ¿Qué saludo utiliza Albert para presentarse?
- ¿Cuántas personas integran la familia de Albert?
- ¿Qué adjetivos utiliza Albert para describir a sus familiares?

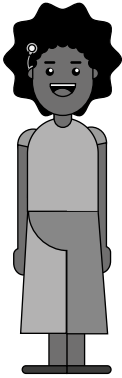
2.7 Answer yes or no questions.

- Is Albert's father short? _____
- Is Albert's sister young? _____
- Is Albert's grandmother old? _____

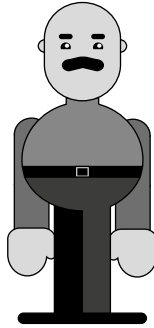
Initial practice

- Repeat as the teacher indicates
- Then act out the conversation.
- Substitute parts of the conversation and act out the new version, as indicated by the teacher.

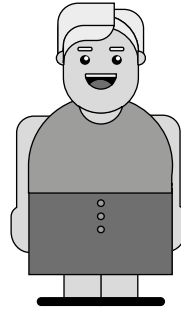
Pay attention to the following adjectives.



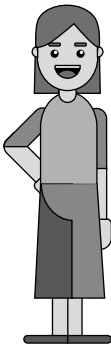
She is **tall**.



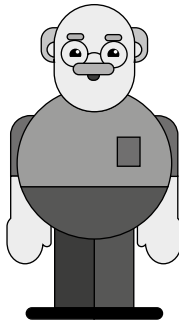
He is **short**.



She is **fat**.



She is **thin**.



He is **old**.



She is **young**.



Reflecting on Language

Pronunciation: thin, fat, old, young

En inglés los adjetivos no admiten plural

E.g. the pencils are new.



Let's Practice!

3. Group work.

For example: What's your ____ name?

How old is he/she?

Example:

A: This is my father

B: What's your father's name?

A: My father's name is Peter.

B: How old is he?

A: He is forty years old.

B: What does your father look like?

A: He is tall, thin and young.

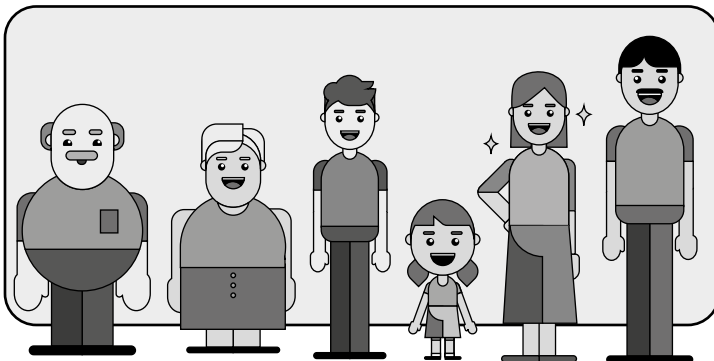
B: Oh, very good. Bye

A: Good bye.

4. Add on.

Example: Primero Anna dice "fat", después Betty dice "fat and intelligent".

5. Try to identify the members of Peter's family.



6. Draw your family members taking into account their physical characteristics. Describe them.
7. Pair work. Create mini-dialogues and practice with your partner.

Example:

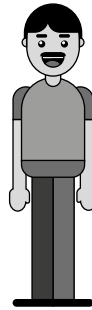
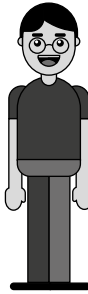
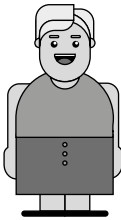
Student A: What's your mother's / father's / brother's name?

Student B: My mother's / father's name is... Her / His name is...



In Black and White

8. Select the correct answer.



What does she look like?

___ She is tall.

___ She is fat.

What does Peter look like?

___ He is pretty.

___ He is handsome.

What does your father look like?

___ He is short.

___ He is fat

9. Match the family member in Column A with the Spanish equivalent in Column B.

A	B
Mother	___ Abuelo
Sister	___ Mamá
Grandfather	___ Hermano
Brother	___ Hermana

10. Find family members in the puzzle.

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

11. Identify 6 adjectives in the crossword puzzle.

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

12. Complete the spaces in blank with the words in the list.

List: brother - mother – sister - grandmother – father - grandfather -mum - dad

Male

Female

13. Arrange the words. Practice their pronunciation.

short, tall, polite, lovely, young, friendly

t h o s r

l y v o l e

t g l l e e i n N l t

l a l t

e l t o p i

o n u y g

14. Group the words in the list according to the group they belong to.

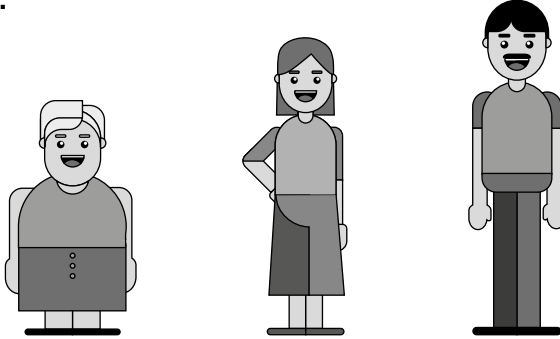
List: Father – hi – ten – five – good morning
 – good bye – three – sister – hello – good evening
 – uncle – see you later – cousin – twelve – bye-bye
 – eight – good afternoon.

Greetings: _____

Farewells: _____

Family members: _____

15. Complete with the word and match it with the image.



My grandmother is _____.

Sally's sister is _____.

This is my father. He is very _____.

16. Write the number.



Write number 1 under your father.
 Write number 2 under your mother.
 Write number 3 under your sister.
 Write number 4 under your brother.
 Write number 7 under your grandmother.
 Write number 8 under your grandfather.

17. Complete the ideas.

Example:

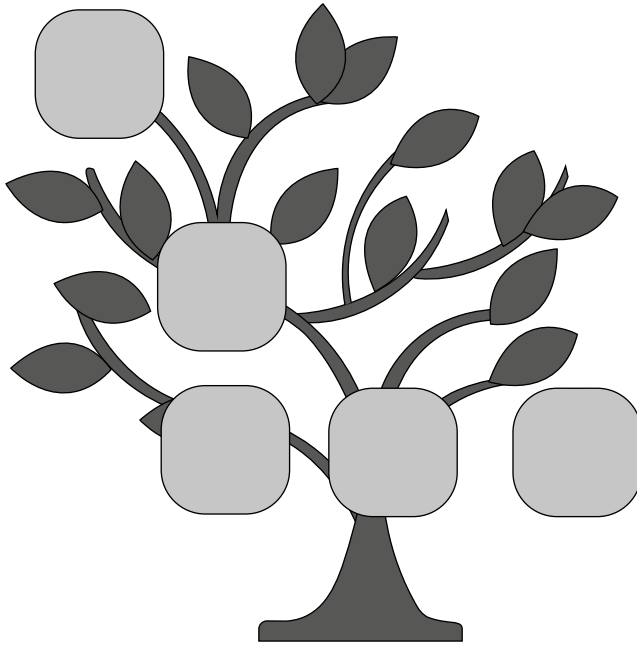
Number 1 is my father. His name is Paul.

Number 1 is my _____. _____ name is _____
 Number 2 is my _____. _____ name is _____
 Number 3 is my _____. _____ name is _____
 Number 4 is my _____. _____ name is _____
 Number 5 is my _____. _____ name is _____
 Number 6 is my _____. _____ name is _____
 Number 7 is my _____. _____ name is _____
 Number 8 is my _____. _____ name is _____
 Number 9 is my _____. _____ name is _____

18. Complete Sam's genealogic tree.

List: father, grandmother, sister, brother

Pista 1: Gary is Sam's sister.
 Pista 2: James is Sam's brother.
 Pista 3: Dennis is Sam's father.
 Pista 4: Ruth is Sam's grandmother.



19. Complete the information and read the sentences.

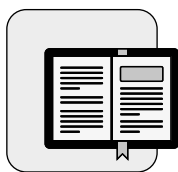
Linda is Sam's _____

Karen is Sam's _____

Diane is Sam's _____

Dennis is Sam's _____

20. Write sentences with these adjectives:
tall, handsome, short, pretty.



Time to read

21. Read and answer.

This is my mother. Her name is Wendy. Andy is my father. I have a sister. Her name is Lourdes. My brother's name is Robert. My grandfather is José and Luisa is my grandmother. I love my grandmother very much.

Susan's father is _____

Susan's brother's name is _____

Susan's mother is _____

Susan's grandparents are _____ and

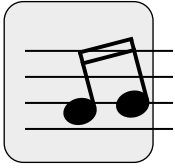
_____.



In Black and White

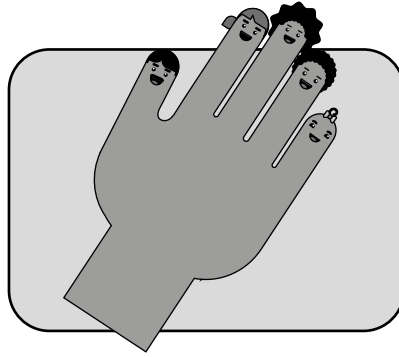
Complete the following paragraph with your own personal information. Use the previous text as model.

This is my mother. Her name is _____. She is _____ and _____. This is my _____. His name is _____. I have a _____ and a _____. His name is _____ and her name is _____. They are _____. I have a _____ and a _____. They are old. I love my family very much.



Let's Sing Together!

22. Listen to the song and do the following exercises.



"The finger family"

Daddy finger daddy finger

Where are you? Here I am. Here I am How do you do?

Mommy finger mommy finger

Where are you? Here I am. Here I am How do you do?

Brother finger brother finger

Where are you?
Here I am. Here I am

How do you do?

Where are you?

Sister finger sister finger

Where are you? Here I am. Here I am How do you do? Baby finger baby finger Where are you? Here I am. Here I am How do you do?

23. Select the correct answer.

- _____ características físicas
 _____ la edad
 _____ miembros de la familia

24. Mark with X the member of the family you hear.

- _____ tío _____ papá _____ mamá
 _____ primo _____ hermana _____ hermano

25. Listen to the song and match the column **A** and **B**.

A	B
Mommy	_____ Hermana
Daddy	_____ Hermano
Sister	_____ Mamá
Brother	_____ Papá

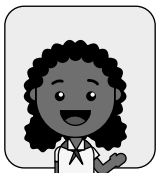
26. After you listen to the song, write the family members you hear.

_____ finger daddy finger Where are you? Here I am Here I am How do you do?
 _____ finger mommy finger

Where are you? Here I am Here I am How do you do?
 _____ finger brother finger Where are you? Here I am Here I am How do you do?

_____ finger sister finger Where are you? Here I am Here I am How do you do? Baby finger, baby finger Where are you? Here I am Here I am How do you do?

27. Practice and learn the segment you like most.



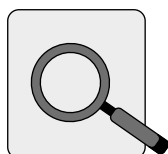
Reflecting on Language

¿Sabías que...?

En el idioma inglés, **his** y **her** se utilizan como forma de referirnos a algo que pertenece a alguien, en este caso se utiliza para referirse al nombre de papá y mamá. Example: This is my mother. **Her** name is Lucy.

La frase **Look like** se utiliza para referirse a las características físicas de una persona.

La palabra **mum** en inglés es una forma familiar de llamar a mamá, al igual que **dad** para llamar al papá.

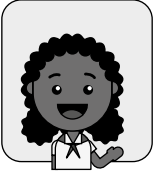


Project Work

Confecciona tu árbol genealógico. Prepara oraciones con cada uno de sus miembros, describiéndolos, teniendo en cuenta el grado de parentesco y su nombre. Organiza tu exposición para presentarla a tus compañeros del aula.

Example:

Se pega o se dibuja la foto de la mamá y debajo se escribe: "This is my mother. Her name is _____".



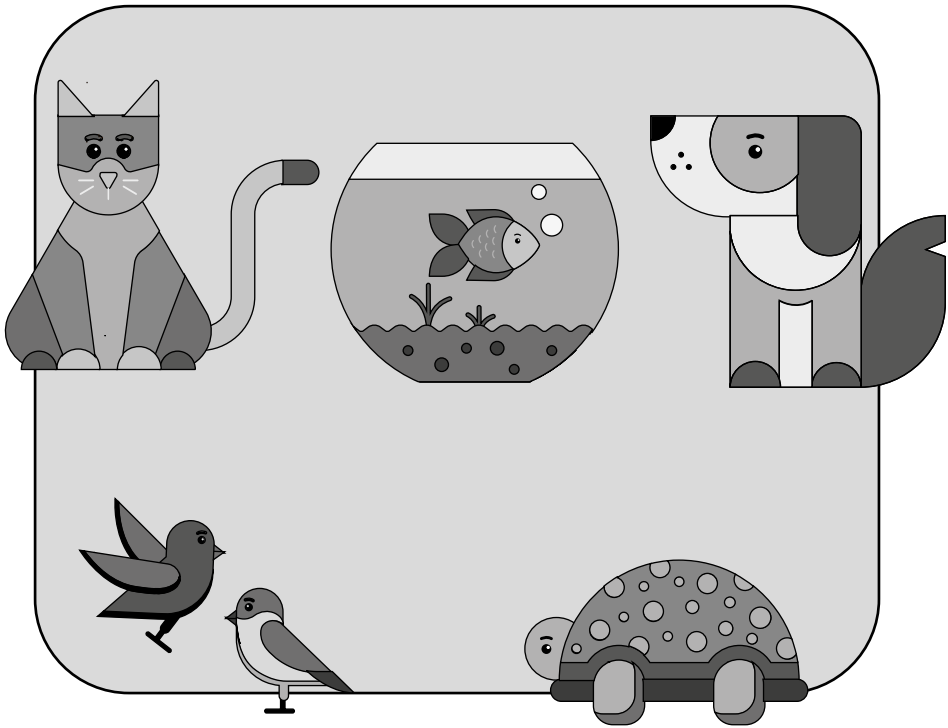
My personal booklet. Reflecting on language

- ¿Estás comprendiendo las clases de inglés?
- ¿Qué has repasado o aprendido nuevo en la unidad?
- ¿Participas en actividades orales durante la clase?
- ¿Te gusta el trabajo en equipo? ¿Por qué?
- ¿Realizas siempre todas tus tareas?



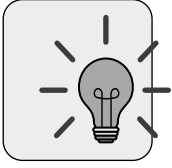
UNIT 6

Pets



In this unit you will learn to:

- Express likes and dislikes about pets.
- Describe pets.



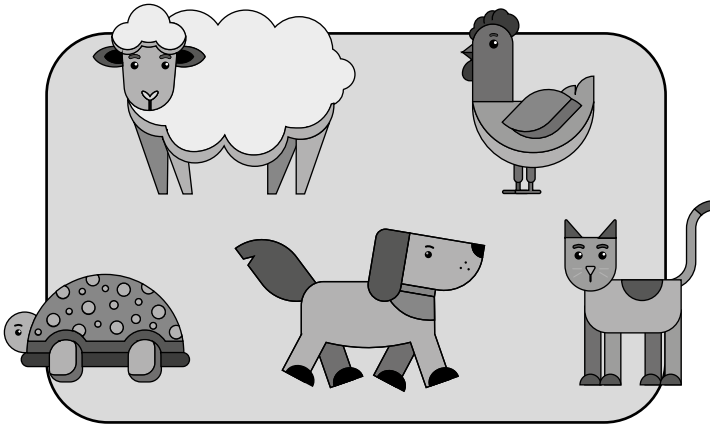
Breaking the Ice

Breathing activity to get ready to start. Finger Tracing

- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.

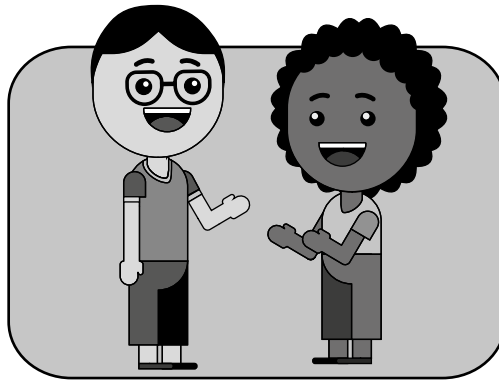


1. Look at the photograph and select your favorite pet.



Situation 1

Kevin visita a Alex, que regresó de vacaciones de Canadá.



Kevin: Hi!

Alex: Hi!

Kevin: What's your favorite pet?

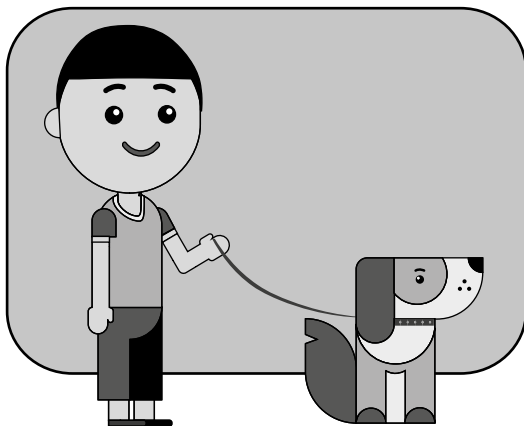
Alex: Dogs.

Kevin: What color is your dog?

Alex: My dog is black.

Situation 2

Frank pasea con su perro y se encuentra con su amigo Kevin.



Frank: Hello, Kevin!

Kevin: Hello, Alex!.What's your favorite pet?

Frank: My favorite pet is the dog. What about yours?

Kevin: My favorite pet is the cat.

Frank: I like cats.

**Let's Practice!**

2. Talk about your pets...

Example:

A: What's your favorite pet?

B: My favorite pet is a cat.

A: What color is it?

B: My cat is black.



In Black and White

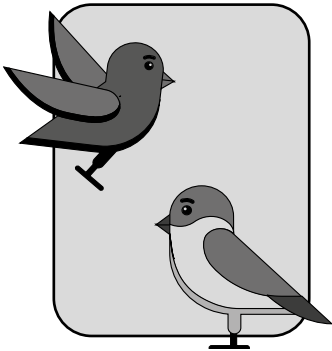
3. Read the information and write yes or no.

Lions are domestic animals. _____

Cats and dogs are pets. _____

The lamb is White. _____

4. Match the column A with B.

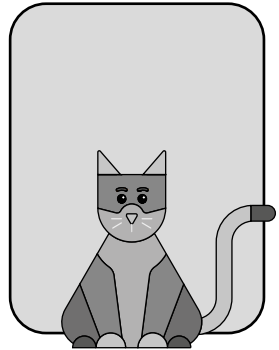
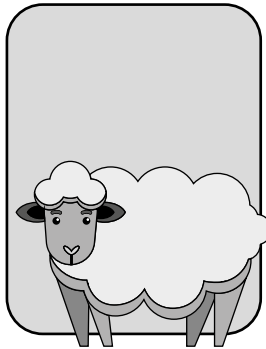


A

My favorite pet is

I like

I don't like



B

___ birds

___ lambs.

___ the cat.

Then write simple sentence

5. Match the name with the picture.

A

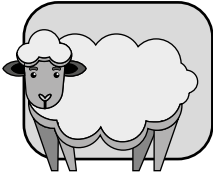
__ Cat

__ Lamb

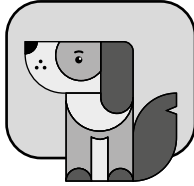
__ Dog

__ Fish

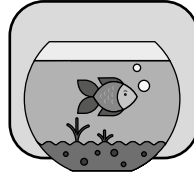
B



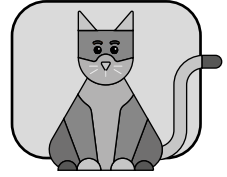
a



b



c

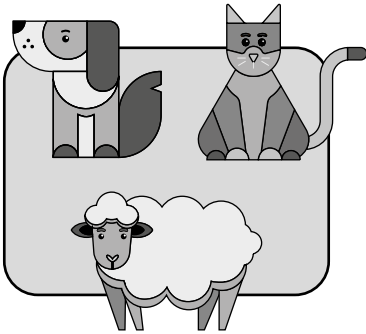


d

6. Find the animals in the letter soup.

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

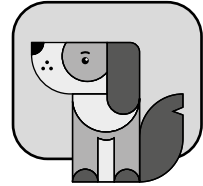
7. Write the missing letters.



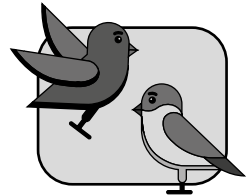
__ a __
D __ __
L __ __ __

8. Complete with the name and the color you hear from your teacher.

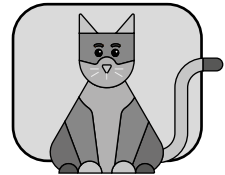
My _____ is _____.



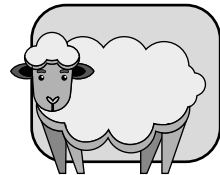
This _____ is _____.



Mary's cat is _____ is _____.



The _____ is _____.



9. Complete the conversation with the words in the box.

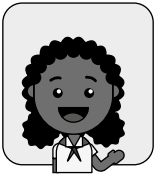
List: name, lamb, what your my

A: Hello, _____ is your favorite pet?

B: _____ favorite pet is _____

A: Oh, it is very nice.

10. Work with a partner. Paint and name your favorite pet.



Reflecting on Language

Recuerda que el **apóstrofo** y la **s** se colocan también para expresar pertenencia.

Example:

Mary's cat (el gato de Maria).

My cat's name (el nombre de mi gato).



Time to read

Hello! My name is Kevin. I am eight years old. I like animals very much. I have a pet at home. It is a dog. It is short. It is black and white. I love him very much.

11. Write True (T) or False (F).

- ☐ Kevin tiene seis años.
- ☐ Kevin tiene una mascota.
- ☐ Kevin tiene un gato.
- ☐ El perro de Kevin es carmelita.
- ☐ Kevin ama a su perro.
- ☐ El perro de Kevin es pequeño.

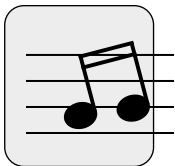
12. Selecciona la respuesta correcta según la información del texto.

Kevin is:

- ☐ six years old.
- ☐ eight years old.
- ☐ nine years old.

Kevin likes:

- ☐ the school.
- ☐ blue color.
- ☐ animals.



Let's Sing Together!

Listen to the song and do the following exercises. (Escucha la canción y resuelve los ejercicios con la ayuda de tu docente)

"Mary has a little lamb"

Mary has a little lamb

Little lamb, little lamb

Mary had a little lamb

Its fleece was white as snow.

And everywhere that Mary went

Mary went, Mary went

Everywhere that Mary went, the lamb was sure to go

- 13.** Select the correct answer.

___ colores
___ animales
___ objetos escolares

- 14.** Marca con una X los animales que se mencionan.

___ caballo
___ perro
___ gato
___ cerdo
___ vaca
___ gallina
___ oveja

- 15.** Match the words in Column **A** with the Spanish equivalent in **B**.

A	B
Lamb	Gallo
Dog	Oveja
Pig	Gato
Cat	Puerco
Dog	Perro

16. After you listen to the song, write the name of the animal you hear. _____.

Listen to the song and complete.

And everywhere that Mary went

Mary went, Mary went

Everywhere that Mary went, the lamb was sure to go

_____ has a little lamb

Little _____, little _____

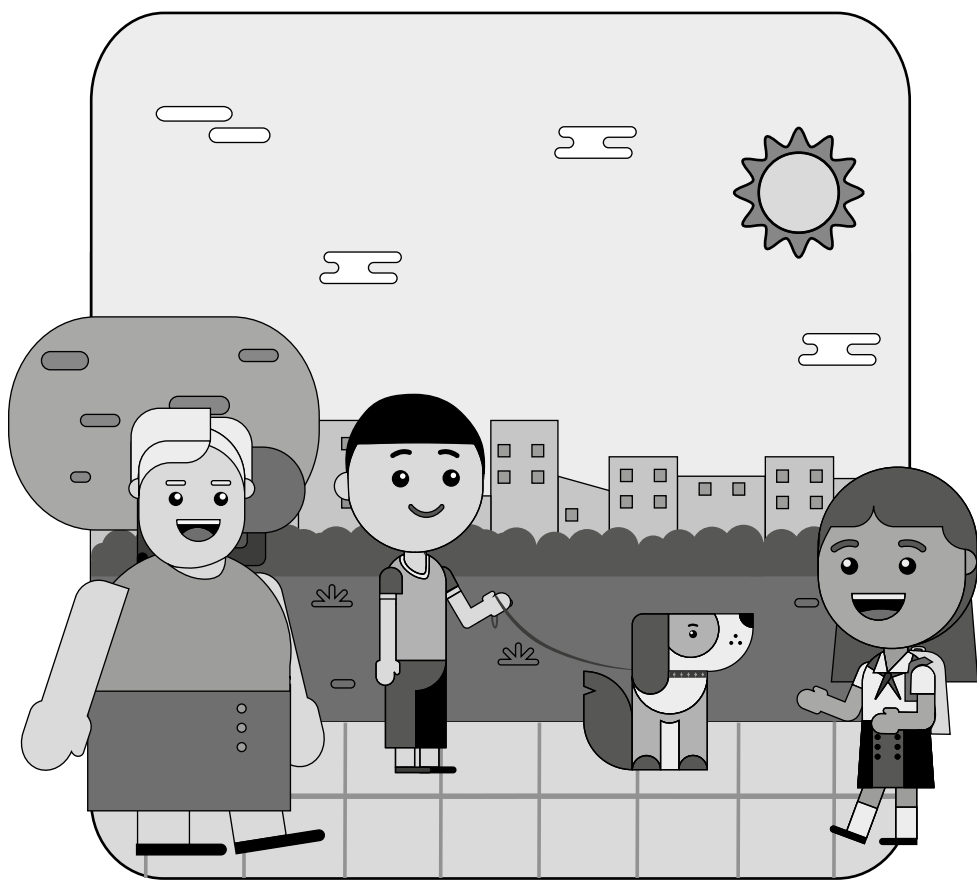
Mary had a little _____

Its fleece was _____ as snow

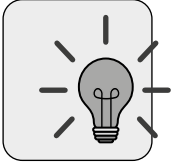
17. Practica y aprende el fragmento que más te gustó.

UNIT 7

All in all



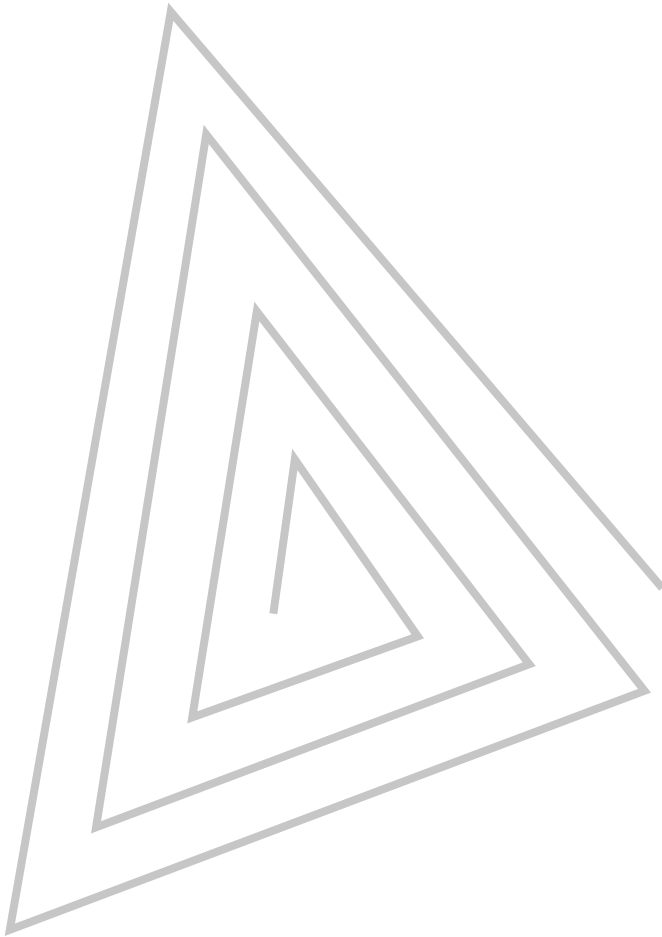
In this unit you will practice all the communicative functions studied in this course.



Breaking the Ice

Breathing activity to get ready to start. Finger Tracing

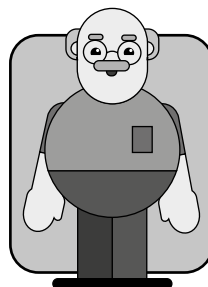
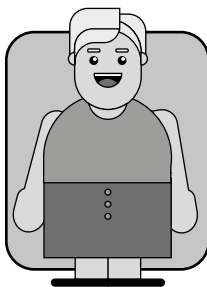
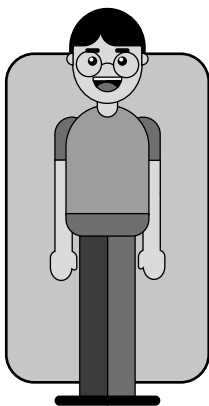
- Find a calm and quiet space.
- Place your finger on the page.
- Breathe in and out slowly, carefully tracing around the shapes.
- Continue until you have traced all the shapes.





Let's Practice!

1. Identify the character.

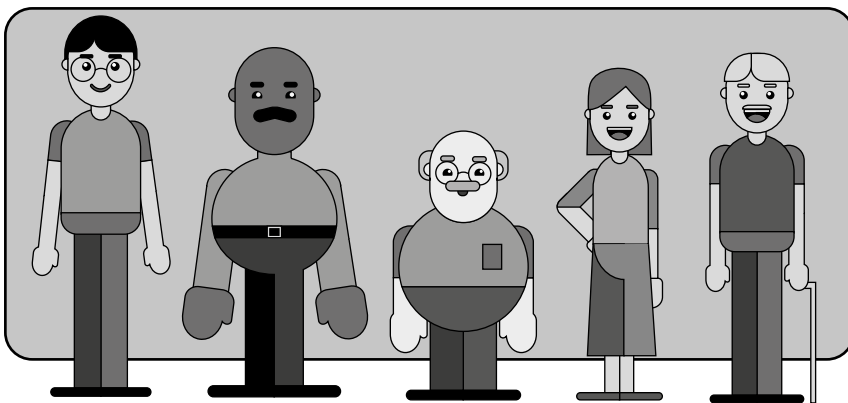


A: Tom is tall and thin.

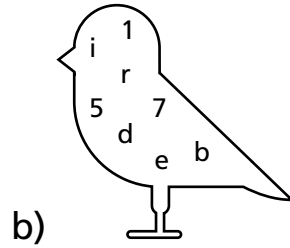
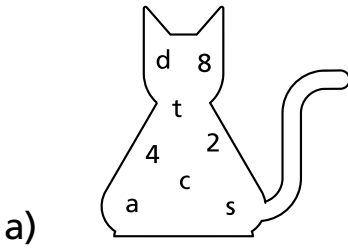
B: Alice is short and old.

C: Peter is short and fat.

2. Describe the characters.

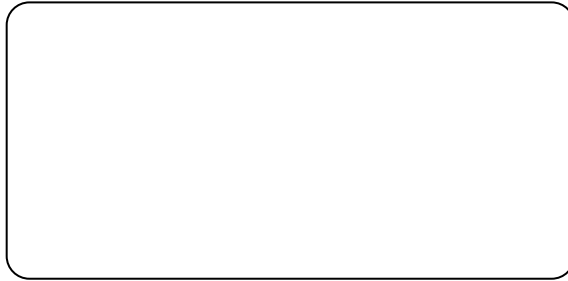


3. Identify the animal.

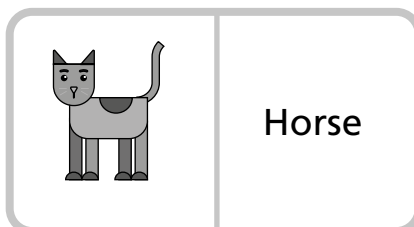
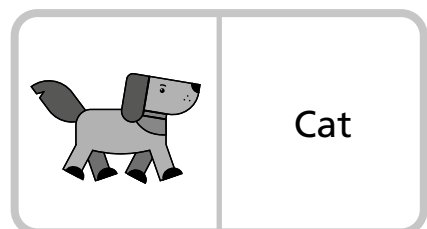
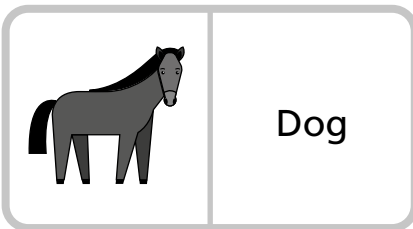


3.1 Find the letters and numbers in the drawings.

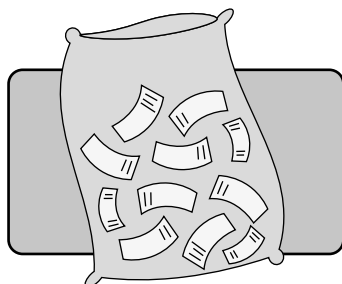
3.2 Draw your own pet using letters and numbers.



4. Let's play domino game.



5. Group Work. Select a piece of paper from the teacher and answer the question in it



6. Read the text and answer.

Amir is my friend from India. He is 9 years old. He loves Indian clothes and his favorite color is blue.

- a) What's his name? _____
 b) How old is he? _____
 c) What's his favorite color? _____

7. Find your twin: Walk around the class and find a card similar to the one you have.⁴

8. Create a dialogue according to the situation.

Situation:

Has sido seleccionado por tus buenos resultados para asistir en la semana de receso a un campamento internacional de verano donde hay niños y niñas de diferentes países.

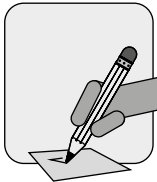
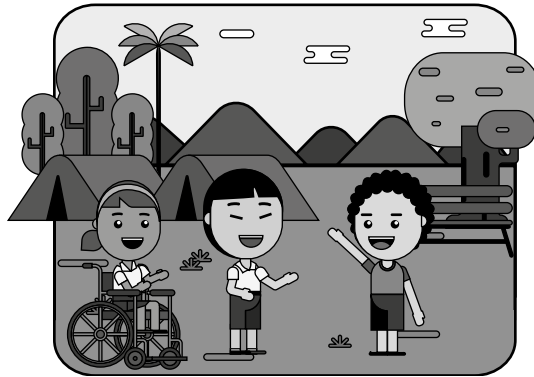
En el parque infantil del campamento conversas

⁴ Encuentra tu alma gemela: el profesor reparte diferentes tarjetas y debes encontrar una similar a la tuya haciendo preguntas sencillas como: Do you have a pen?

con un niño de Asia. ¿Cómo lo saludarías? Dile cómo te llamas. Pregúntale su edad.

En el área de recreación se encuentran las delegaciones de diferentes países para un conversatorio sobre la fauna de cada país:

- Saluda.
- Preséntate con el nombre, la edad y la nacionalidad.
- Di tu animal favorito y pregunta a otros niños por su animal favorito.



In Black and White

9. Match column A and B.

A

- a) Hello!
- b) How are you?
- c) What color is your book?
- d) How old are you?
- e) What's your name?

B

- ___ I'm fine.
- ___ I'm nine.
- ___ Good morning.
- ___ Alex is my name.
- ___ My favorite color is red.
- ___ It is blue.

10. Letters soup. Identify the adjectives

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

a) Complete the sentences with those adjectives:

My mother is _____.

The cat is _____.

My sister is _____.

Mikol's brother's is _____.

11. Identify the words hidden in the puzzle. Write sentences with the words.

M	O	N	D	A	Y	F	K	D
S	U	N	D	A	Y	R	F	T
S	A	T	U	O	W	I	E	Y
S	S	A	T	U	R	D	A	Y
W	E	D	N	E	R	A	W	X
T	U	E	S	D	A	Y	D	I

12. Create your own puzzle.

B L A C K B O A R D

L

U

E

13. Write the words from the list in the correct column.

List: Good morning!, mother, stand up, sister, Hello!, red, white, ruler, book, be quiet, blue, twelve, twenty, good evening!, brother, pencil and open the book.

Greetings	Family members	Colors	School objects	Numbers	Instructions

14. Organize these words alphabetically.

Hello

Brother

Orange

Come

Eraser

Nine

15. Use the words from the previous activity to complete these sentences.

This is my _____ Tom.

I am _____ years old.

My ruler is _____.

_____ How are you?

What color is your _____?

16. Complete the text with your personal information. Report it to the class.

Hello. My name is _____. I am _____ years old. My school's name is _____. My pencil is _____.

My mother's name is _____.

_____ is my father. I love English.

17. Complete.

A tu clase de inglés ha llegado un nuevo educando desde Matanzas. Pregúntale sus datos personales.

A: Hello!

B: _____.

A: _____.

B: My name is Peter.

A: How old are you?

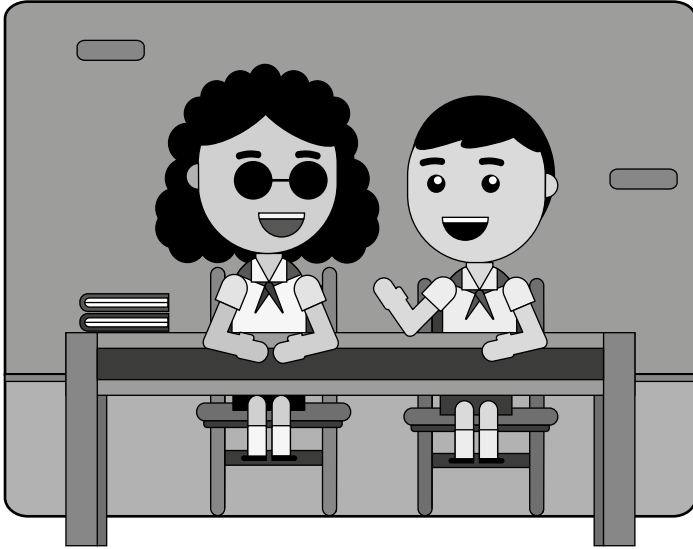
B: _____.

A: What color is your English book?

B: _____.

A: Bye!

B: _____.



18. Complete the following sentences. Practice with your partner.

A: Good morning!

B: _____.

A: What's your mother's name?

B: _____.

A: What's your favorite pet?

B: _____.

A: What does your father look like?

B: _____.

A: Good bye

B: _____.

19. Organize the dialogue.

A: What is she like?

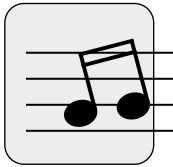
B: *He* is tall, thin and polite.

A: What's your name?

B: She is honest and intelligent.

A: What does he look like?

B: My name is Peter.



Let's Sing Together!

Se retomarán las canciones estudiadas durante el curso.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

New Roads to English

