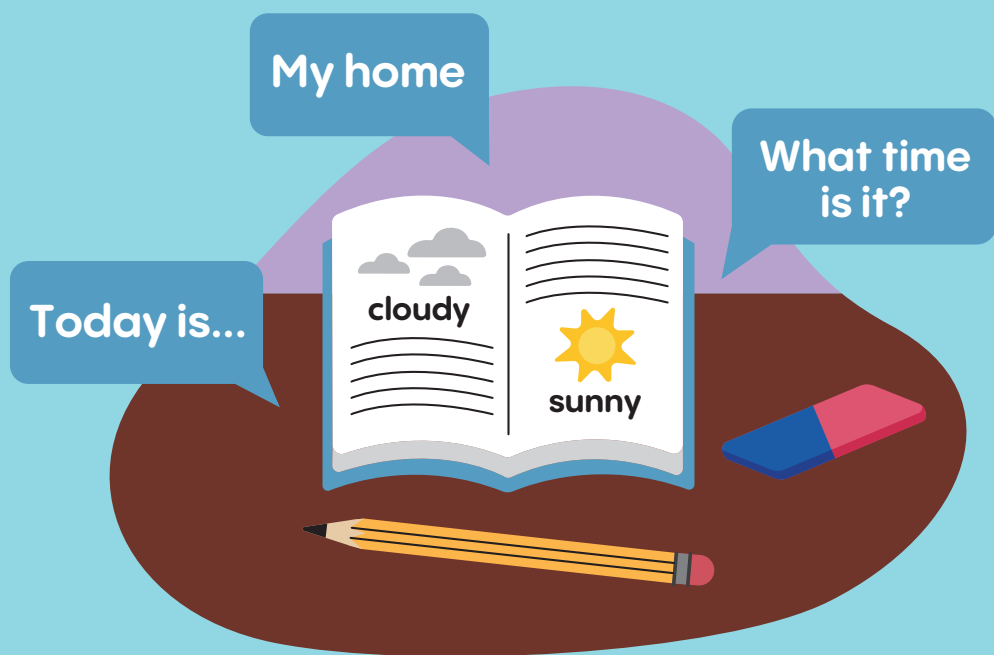


# ENGLISH



**NEW ROADS TO ENGLISH**  
sixth grade

# **NEW ROADS TO ENGLISH**

**sixth grade**

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# Al alumno

**W**elcome to sixth grade! Este es un nuevo cuaderno que, con la guía de tu docente, monitor o familiares, te ayudará a comprender mejor las clases de inglés que recibes en sexto 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 prepararte para recibir el contenido de la unidad. Por lo general se inicia con un ejercicio de respiración que te ayuda a crear buenas energías para recordar materias estudiadas 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?** está dirigida a la presentación de las nuevas funciones comunicativas, generalmente mediante un diálogo en el cual se usa el vocabulario con estructuras gramaticales correctas, necesarias para comunicarte.
- La sección **Look! 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 (Listening), hablar (Speaking), 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 **My 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*

# UNIT 1

Hi, friends!



The activities in this unit will help you to review contents from previous courses to:

- Ask and tell basic information about English speaking countries.
- Greet and say good bye.
- Spell out the alphabet.
- Count from 1 to 1 000.

- Ask for and give personal information.
- Sing a song and practice pronunciation.
- Read and understand the main ideas in a text and/or a story.
- Communicate about the different topics using:
  - Verb be.
  - Appropriate patterns of pronunciation and intonation.
  - The vocabulary related to occupations, colors, animals, school objects, places in town, parts of the body, toys.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent task.



## Breaking the ice

### Relaxing activity: "Goals breathing"

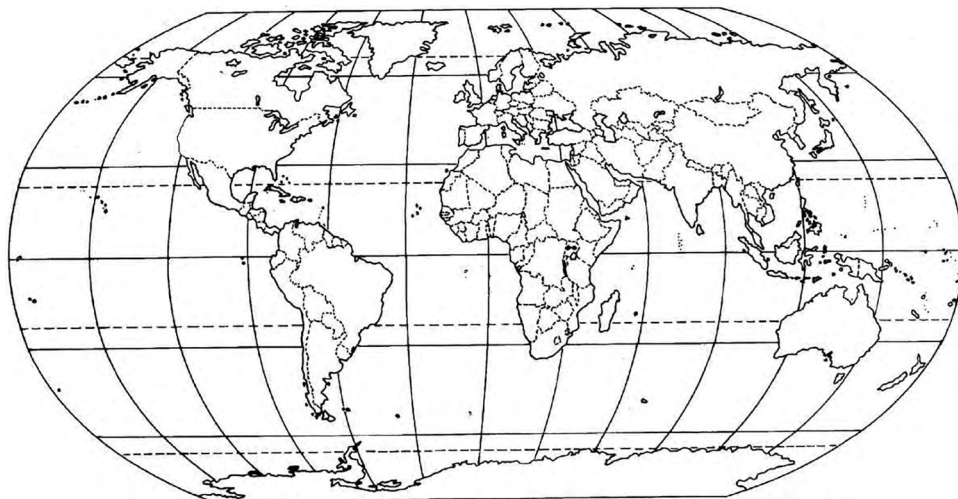
Instructions:

- Sit comfortably
- Close your eyes and imagine you are in a peaceful home with family.
- Slowly breathe in and out.
- Repeat this process a few times, close your eyes and anticipate possible achievements in English by the end of the school year.
- Sharing visualization with other classmates.



## Let's practice

1. Find and color 9 English speaking countries in the map. (Puedes consultar tu libro de texto de Educación Cívica y el atlas escolar en la biblioteca de tu escuela. Recuerda crear la leyenda).



Leyenda

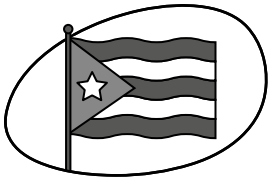
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<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____

2. Find in the letter soap the name of some of these English speaking countries:

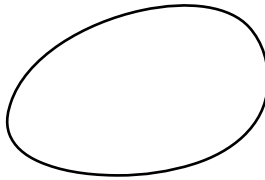
Q	E	F	C	T	Y	U	D	C	A
E	I	M	T	A	E	H	R	U	A
E	N	N	J	I	N	Y	I	B	X
U	R	G	R	E	N	A	D	A	T
T	U	X	L	P	M	F	D	T	U
J	B	A	H	A	M	A	D	A	O
I	R	T	J	S	N	I	T	O	G
O	A	R	T	H	H	D	A	U	E
A	U	S	T	R	A	L	I	A	B

- a) Name the continent where they are.

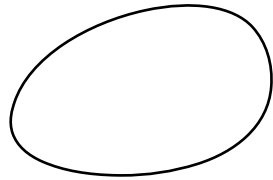
3. Draw the flags of the country given and describe each of them.  
For example:



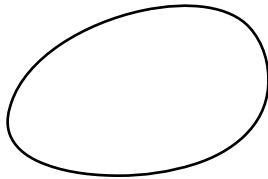
a) The Cuban flag is red, white and blue.



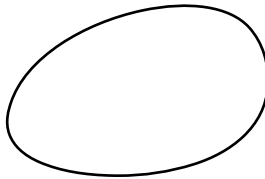
b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



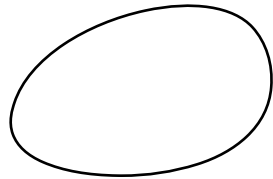
c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



d) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



e) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

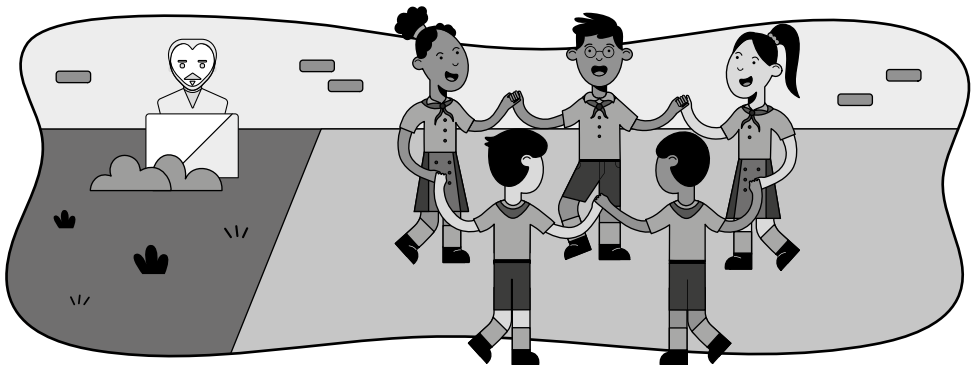


f) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why is learning English important?

5. Look at the picture and answer the questions below.

- a) Where are the students?  
b) Do they look happy or sad?  
c) How do you feel to start the new course? Why?



**Study these situation. Situation 1**

Susan and her friends are back to school after vacations. Listen to the conversation.



**Susan:** Hi David. How are you?

**David:** Good morning, Susan. It's good to see you again. Today, I am very happy. It's the first day at school!

**Susan:** Oh, yes! We are back to school.

David, this is my new friend. He is from China. His parents are doctors and they are in Cuba for a year.

**David:** Hi. Nice to meet you.

**Kai:** Hi. Nice to meet you, too. My name is Kai Ho. I am in class 6<sup>th</sup> B.

**David:** Could you spell it, Ho?

**Kai:** H-O.

**David:** My father's last name is Ho, too.

**Kai:** Is he from China?

**David:** No, he's Cuban. But my grandfather is from Korea.

**Kai:** Really! I am happy to hear that!

**Susan:** Let's go to our class, the teacher is here.



**Comprehension questions**

- a) What are their nationalities?
- b) Are they at home?
- c) Are they in class?

**Look! Reflecting on language**

Informal greetings (with friends and family): Hi y Hello.

Formas reducidas

- I am : I'm
- He is: He's
- I'm es la forma reducida para I am. I'm from Pinar del Rio = I am from Pinar del Rio

**Situation 2**

Kai and David are talking during the break.

**Kai:** What's your favorite subject?

**David:** My favorite subject is Math. How about yours?

**Kai:** I prefer Math. My sister is a Math teacher.

**David:** Oh, I have a sister too.

**Kai:** What is her job?

**David:** She is a dentist. I am 12 and she is 24 years old.

**Kai:** I am 11 and my sister is 21. I have two brothers, too.

**David:** Oh, that's great! Look, Susan is there with her cousin. Let's join them.

**Comprehension questions**

- a) Does Kai like Math?
- b) Is Kai's sister an architect?
- c) Does Kai have brothers?

## 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

6. Listen to the conversation again and practice it with your partner. Ask your partner the following questions.
- What's your name?
  - Where are you from?
  - How old are you?
  - Do you have a brother?
  - Is your mother a teacher?
  - What's your favorite subject?
  - Say goodbye



## Look! Reflecting on language

### Other ways to say goodbye:

See you later

See you around

Keep in touch

See you soon

See you tomorrow

So long

7. Work in pairs. Use the words and phrases in the chart to create a conversation.

See you	good evening	terrible	very well	Hi!
Bye	not bad	have a good day	Good morning	
	Hello!	Good night	not so good	

8. Play and practice. Let's get down to work! Meet your friend and have a chat. Try this! Dramatize.

**Tarjeta 1**

Greet your teacher early in the morning

**Tarjeta 2**

Greet a friend at 5:00 pm.

**Tarjeta 3**

You have a visitor from Canada. Say bye. It is 9:00 pm.

**Conversation 1**

A: Hello! I am Adrian Cuzco. What's your name?

B: Hello! My name is Henry Veledezma.

A: Pardon?

B: Henry Veledezma.

A: Could you spell your last name, please?

B: Veledezma. V - E - L - E - D - E - Z - M - A

A: Thank you.



**Look! Reflecting on language**

**Ask for repetition:**

- Pardon?
- Could you repeat again, please?

**Clarify spelling:**

How do you spell your name?

- Can you spell your name?
- Could you spell your last name?

**The numbers** First group

0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	

Second group (teen)

13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	

Third group (-ty)

20 twenty	30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	100 one hundred	

Now read after your teacher: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1 000.

9. Calculate. Example:  $13 + 53 =$  sixty six

- a)  $19 + 42 =$  \_\_\_\_\_ c)  $(75 - 53) \cdot 2 =$  \_\_\_\_\_  
 b)  $79 - 28 =$  \_\_\_\_\_ d)  $(809 - 694) - 15 =$  \_\_\_\_\_

10. Find 10 numbers in the letter soup.

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

**11.** Complete these conversations and practice with your partner.

**Conversation 1**

**A:** Look at this photo, Frank.

**B:** Who is he?

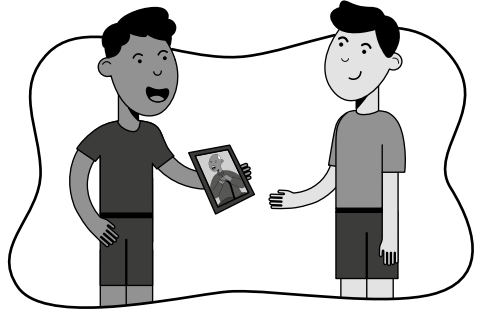
**A:** He is my \_\_\_\_\_.

**B:** What is his name?

**A:** His name is \_\_\_\_\_.

**B:** How old is he?

**A:** He is \_\_\_\_\_.



**Conversation 2**

**A:** And now look at this picture, Amalia.

**B:** Who is she?

**A:** She is my \_\_\_\_\_.

**B:** What is her name?

**A:** Her name is \_\_\_\_\_.

**B:** How old is she?

**A:** She is \_\_\_\_\_.



- 12.** What about you? Your mother is in an International Cooperation Brigade to go to different countries. She needs to complete this card with information about your family. Please, help her.

	name	age	nationality	occupation	workplace
mother					
father					
grand-mother					

grand-father					
brother					
sister					

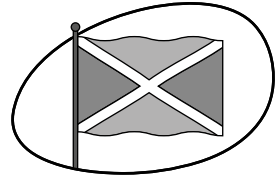
13. Now, use the information above and talk about your family.
14. In the International Cooperation Brigade doctors and teachers are going to different countries: Jamaica, South Africa, the Bahamas, Guyana, Barbados. Draw the flag of these countries.
15. Your mom is practicing English with you for her interview. Pretend you are from the countries and cities, as in the example.

A: Hi! Where are you from?

B: Hi! I am from Jamaica.

A: Where in Jamaica?

B: I live in Kingston.

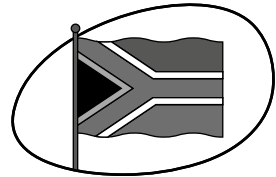


A: Hi! Where are you from?

B: Hi! I am from \_\_\_\_\_

A: Where in \_\_\_\_\_?

B: I live in \_\_\_\_\_

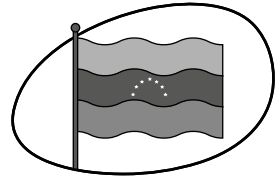


A: Hi! Where are you from?

B: Hi! I am from \_\_\_\_\_

A: Where in \_\_\_\_\_?

B: I live in \_\_\_\_\_

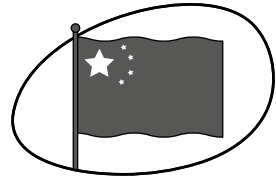


A: Hi! Where are you from?

B: Hi! I am from \_\_\_\_\_

A: Where in \_\_\_\_\_?

B: I live in \_\_\_\_\_



**16.** Complete the following mini-dialogues. Then practice with your partner.

A: Hello! What is your name?

B: (1) \_\_\_\_\_.

A: How old are you?

B: (2) \_\_\_\_\_.

A: \_\_\_\_\_?

B: I am from Cuba.

A: What language do you speak?

B: (3) \_\_\_\_\_.

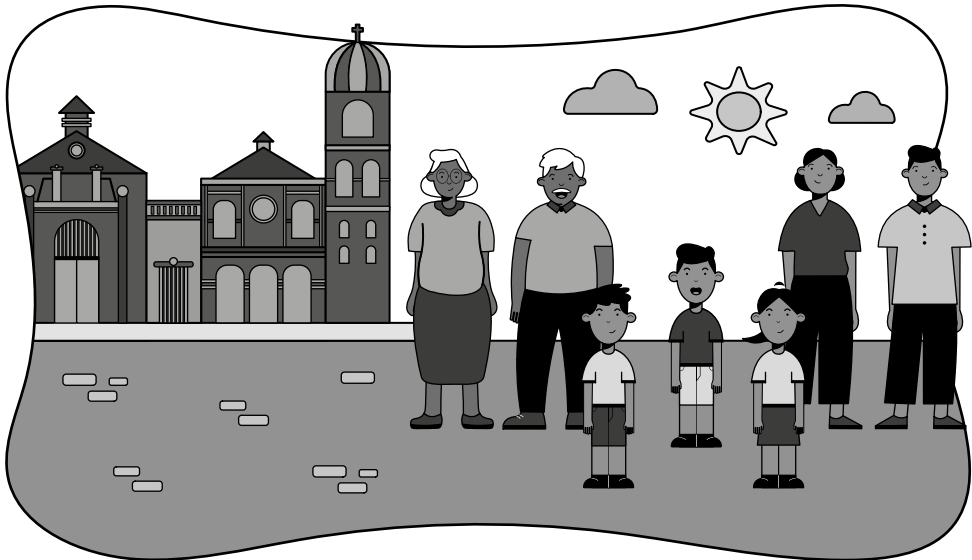
A: (4) \_\_\_\_\_?

B: I am Cuban.

A: Who do you live with?

B: (5) \_\_\_\_\_.

**17.** Read and color the shape if it is true information according to the reading.



My name is Alfred and I am 12 years old. I love my family very much. I live with my mother Elsa and my father Abel. My mother

is 35 years old. She is a nurse. My father is 38. He is a mechanic. Sophie is my sister and Henry is my brother. They are students. Justina is my grandmother and Harold is my grandfather. They live in Bayamo. Grandma is 75 years old and grandpa is 80.

Alfred lives with his parents.

Abel's occupation is mechanic.

Harold is eighteen years old.

Sophie is a good teacher.

His grandparents' house is in Mayabeque.

Alfred loves his family a lot.

## 18. Dictation.



### Look! Reflecting on language

Introduce a friend.

This is my friend, Lucy. She is 10 years old.

This is my friend, Andy. He lives in Contramaestre.

These are my friends Freddy and Tomasa. They are from Artemisa.

## 19. Complete the sentences with the correct form of verb be.



- She \_\_\_\_\_ my teacher.
- They \_\_\_\_\_ doctors.
- He \_\_\_\_\_ a good student.
- I \_\_\_\_\_ from Cuba
- The students \_\_\_\_\_ in the classroom
- My father \_\_\_\_\_ a mechanic
- Lucy \_\_\_\_\_ 11 years old.





## Look! Reflecting on language

### Pronunciation

	1	2	3	4	5
					
					



## With a little help from my...

### 20. Activity. Me & My family. Scenario: Visiting relatives.

**Card 1** Your Jamaican relative has come to visit you for the first time. You have never met him before and you don't speak English. You asked a friend to translate for you and your relative. The three of you are together now. You want to tell your Jamaican relative a bit about yourself (who you are and family, etc.) and ask them some questions to find out more about them

**Card 2** You are Jamaican and are visiting a relative in a foreign country. It's the first time that you meet them. Your relative doesn't speak English and has asked a friend to translate for you and your relative. The three of you are together now. You want to tell your relative a bit about yourself (who you are, and family, etc.) and ask them some questions to find out more about him/her.

**Card 3** Your friend is with a Jamaican relative. They don't speak English and his/her relative doesn't speak your language. You speak English so your friend asked you to help them understand each other. Translate for them.



## My personal English booklet. Reflecting on learning

- 21.** Create your personal English booklet and write about yourself. You can add pictures. Example: (Personal information)

- Hello. My name is \_\_\_\_\_
- I'm \_\_\_\_\_
- I'm from \_\_\_\_\_
- I live in \_\_\_\_\_
- This is my mother. Her name \_\_\_\_\_
- He is my father. His name \_\_\_\_\_
- This is my brother... and my sister...
- This is my grandpa... and my grandma...



## Let's sing together!

- 22.** Are you happy to be back to school? Listen to the song and tick the correct item.

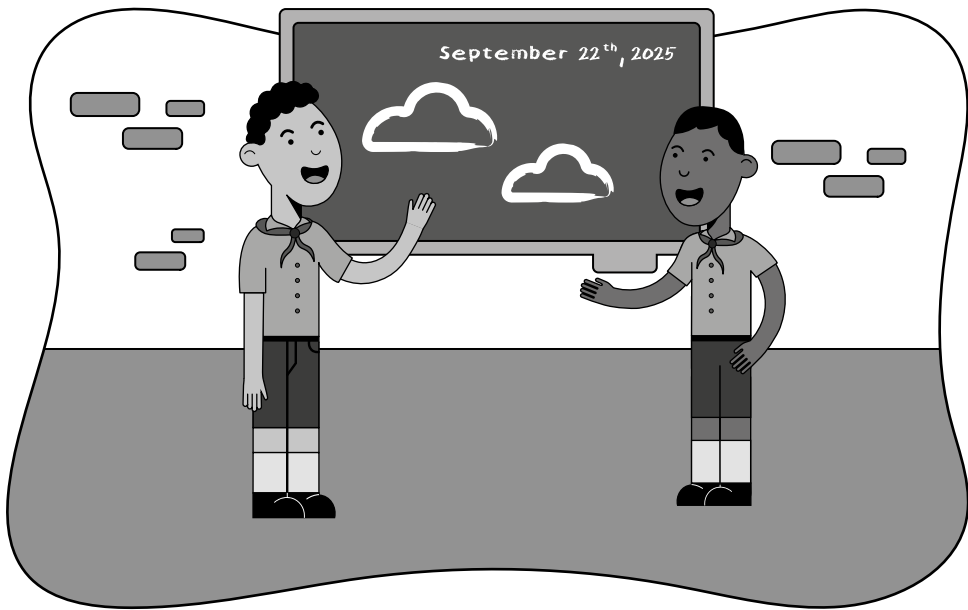
- |                               |                     |
|-------------------------------|---------------------|
| a) The song is about          | b) The children are |
| Back to school _____          | Happy _____         |
| The end of the semester _____ | Sad _____           |
| c) What names do you hear?    |                     |
| Lolly _____                   | Jake _____          |
| Jane _____                    | Molly _____         |

**23.** Group in teams. Reflect and share together.

Unit 1	Now I can	I need more practice to
Ask for and give name		
Greet people		
Spell names		
Introduce my family and friends		
Ask for and say my age		
Say numbers from 1 to 100		
Ask and tell about occupations		
Communicate ideas using verb BE and appropriate patterns of pronunciation and intonation		
Read and understand the main idea of very short texts		
Listen to and understand my teacher and classmates when they speak English		
Help other classmates to understand English		
Use different learning strategies		

# UNIT 2

## The weather



The activities in this unit will help you to

- Ask and say what date it is.
- Ask and tell the time.
- Ask about and tell when your birthday or someone else's birthday is.
- Ask and talk about the seasons of the year in different countries.
- Ask and say what the weather is like now different countries.
- Sing a song and practice pronunciation.

- Read and understand the main ideas in a text and/or a story.
- Communicate about the different topics using:
  - verb be.
  - appropriate patterns of pronunciation and intonation.
  - the vocabulary related to dates, the weather and the months.
- Read and understand the main ideas in a story.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent task.

## Days Of The Week & Months Of The Year



### Breaking the ice

#### Relaxing breathing activity: "Seasonal Breaths"

Instructions:

Sit comfortably with your backs straight and feet flat on the ground.

Close your eyes and take a deep breath in through their nose, and then slowly exhale through their mouth.

The Inhale deeply and think of the different days of the week and visualize what you do during the week.



### What's new?

**A:** What's your favorite month?

**B:** It is January. What about you?

**A:** My favorite month is August.

2025

## JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1. These are the months of the year. Ask and say what day of the week it is:

How many weeks do we have in a month?

Do you come to school every day?

Do you do the same activities every day?



## Look! Reflecting on language

Ask and say what today's date is

What day is today, do you know?

It's Monday, July 26, 2022

Los días de la semana se escriben con letra inicial mayúscula en inglés mientras que en español siempre se escriben con minúscula.

## Pronunciation

Word stress

Monday Tuesday Wednesday Thursday Friday Saturday Sunday



## Let's practice

2. Play with these rhymes. Recite them in different ways, for example one line slowly, and one line quickly. Try to mime, make funny motions with your hands, or stamp, clap, knock. Just for fun!<sup>1</sup>

January, February, March, and April,  
May, June, July, August, and September,  
October, November, and December.

These are the months of the year.  
Now sing them together so we can all hear.  
How many months are there in a year?  
Twelve months in a year!

January, February, March, April,  
May, June, July and August,  
September is on its way  
October and November

<sup>1</sup>Estas son rimas para que las recites de diferentes formas y te las aprendas. Primero una línea despacio, otra línea más rápido. Trata de hacer movimientos con el cuerpo, con las manos. Así, de forma divertida.

And December is at the end.  
Then we start all over again!

January, February, March, and April,  
May, June, July, August, and September,  
October, November, and December.  
These are the months of the year.

January, February, March, April, May  
June, July, August. Hooray, hooray!  
September, October, November, December.  
These are the months that I can remember!

**3.** Select in the calendar:

- Today's date
- Your birthday date
- Other dates indicated by your teacher

**4.** Play "Put the days in order".

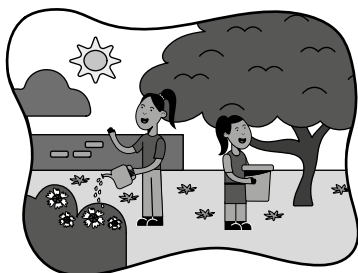
- The teacher gives you some cards.
- Work in pairs and put the cards with the days in order on the table.
- Then get everyone to touch each card and repeat after the teacher
- Run through a few times, getting faster and faster.
- Finally, mix up the cards and put the cards in order. The winner pair is the one that finishes first with the correct order.

**5.** Move with the dates

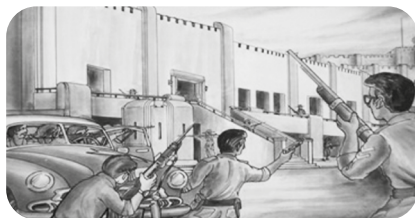
Listen to the dates the teacher or a student mentions and represent it with gestures or mimic



6. Response game. Listen to the dates the teacher reads out and tick the card that best represents its meaning.



7. Historical dates. Do you like the subject History of Cuba? Check your knowledge. Write the month corresponding to the following events. Consult 5<sup>th</sup> grade History book.<sup>2</sup>



- a) Asalto al cuartel Moncada en Santiago de Cuba.

\_\_\_\_\_



- b) Fusilamiento de los ocho estudiantes de medicina por el colonialismo español.

\_\_\_\_\_

<sup>2</sup>Buscar en el cuaderno de Historia de 5to grado y escribe el mes según en qué ocurrió cada uno de los siguientes acontecimientos.

- c) Nacimiento de nuestro Héroe Nacional José Martí.
- 



- d) Creación de la Organización de Pioneros José Martí (OPJM) y la Unión de Jóvenes Comunistas (UJC).
- 



- e) Toma de la emisora Radio Reloj y ataque al Palacio Presidencial por José Antonio Echeverría y otros jóvenes del Directorio Revolucionario.
- 



- f) Desembarco de Cristóbal Colón por Bariay en Holguín.
- 



- g) Nacimiento de Camilo Cienfuegos, el Héroe de Yaguajay.
- 



**8. Play "Wall Touch"**

Take the cards the teacher gives you.

Follow the teacher's instructions to spread the cards around the classroom. Go to the middle of the room. When the teacher shouts the day, for example, Monday, everyone has to race over to a Monday card, touch it and say a sentence. Then "Tuesday" and so on (in the correct order) until you make it through all the week days. Play another round, this time faster!<sup>3</sup>

**9. Singing time. Now, put one set of day cards in the correct order. Then play the song and sing along doing the gestures.****"The Days of the Week Song"**

Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday,  
Sunday. What day is it today?  
What day is it today?

Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday,  
Sunday. What day is it today?  
What day is it today?

Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday,  
Sunday. What day is it today?  
What day is it today?

<sup>3</sup>Cuando escuches el día mencionado por tu compañerito, corre hacia el lugar donde está la tarjeta con ese día, tócala y di una oración sencilla. Y así hasta el último día de la semana. Jugarás varias rondas según se indique.



## Telling The Time

To tell the time you need to know the numbers. You already know these numbers. Can you read them?

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

30 thirty	40 forty	50 fifty	60 sixty
70 seventy	80 eighty	90 ninety	100 One hundred



## Reflecting on language

### Now you will learn new numbers!

Formar los números del 21 al 100 es muy fácil, solo debes escribir el múltiplo de 10 que representa y agregarle el dígito del 1 al 9. No olvides poner un guion "-" entre los dos números.

57 fifty-seven      28 twenty-eight

### Pronunciation

fourteen vs forty

thirteen thirty   fifteen fifty   sixteen sixty   seventeen seventy  
eighteen eighty   nineteen ninety

Write the number your teacher reads out.

_____	_____
_____	_____
_____	_____

Write the numbers.

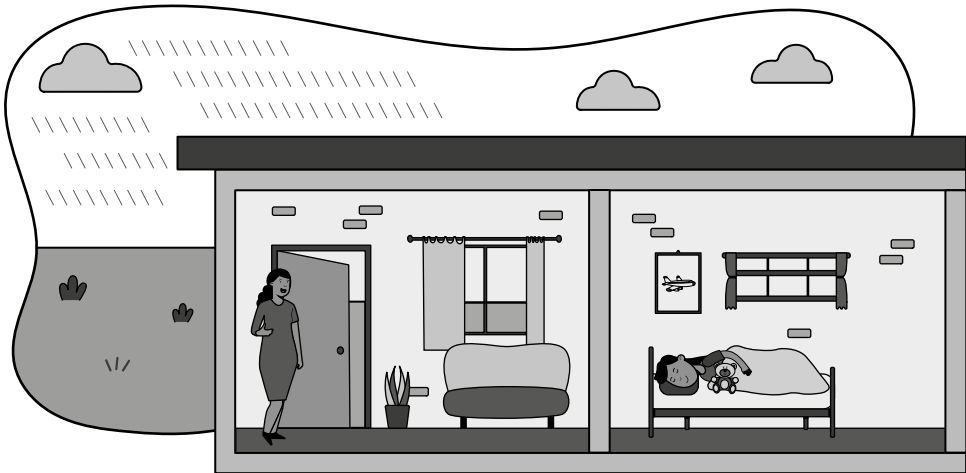
29 _____	64 _____	100 _____
52 _____	78 _____	



## What's new?

### Situation 1

Hoy es Lunes y Amanda se ha retrasado para ir a la escuela.  
¿Qué le ha sucedido?



**Mum:** Come on, Amanda, Hurry up! You are late to school.

**Amanda:** Oh, What time is it?

**Mum:** It is 7: 30 am.

**Amanda:** Wow! really late. What is the weather like outside?

**Mum:** It's rainy. It's spring.

**Answer the following questions**

- a) Is it early for school?
- b) Is it a nice day?

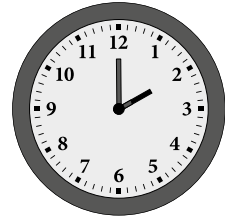
**Initial practice**

- 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.

**Reflecting on language**

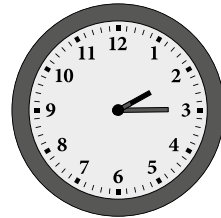
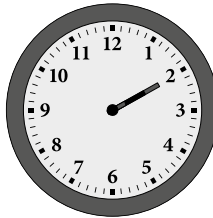
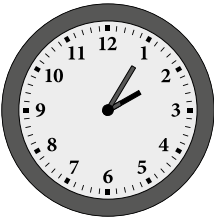
What time is it?

It's two o' clock. (2:00)



Otras maneras de responder la hora

It's two oh five. (2:05)    It's two ten. (2:10)    It's two fifteen. (2:15)

**10. What's the Time, Mr. Wolf?**<sup>4</sup>

- Stand in a line at one end of the classroom with your backs against a wall.
- One student will play the role of Mr. Wolf.

<sup>4</sup>De pie en fila con las espaldas en la pared. Un niño hará el papel de Mr. Wolf y entonces se mueve hacia el otro lado del aula dándole la espalda a los demás. A coro el grupo pregunta "What's the time, Mr. Wolf?" y este dice una hora. El resto avanza hacia él con la cantidad de pasos que representa esa hora.

- That student moves to the other end, turning around with their back to the other students.
- Together, the group at the back of the class shouts: "What's the time, Mr. Wolf?" Mr. Wolf calls out a time, and the others advance towards the Wolf that amount of steps. For example, if Mr. Wolf says: "It's three o'clock," the rest of the class will take three steps forward.

## Weather & Seasons

11. Look out of the window and answer the questions the teacher asks.



Is it hot?



Is it rainy?



Is it cold?



## What's new?

12. Listen to the song and answer.  
Is it about daily activities, time or weather?  
What weather words are there in the song?  
Now write them down here

\_\_\_\_\_

\_\_\_\_\_



13. Sing the song with your teacher and classmates.

### Lyrics for "The Weather Song"

#### Verse 1:

How's the weather? How's the weather?

Look outside.

How's the weather? How's the weather?

Look outside.

It's sunny, it's rainy, it's windy, it's cloudy.

It's snowy, it's foggy, it's hot, it's cold

#### Verse 2:

How's the weather? How's the weather?

Look outside.

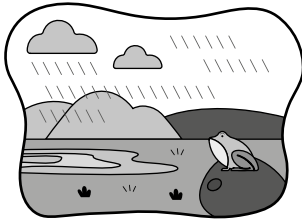
How's the weather? How's the weather?

Look outside.

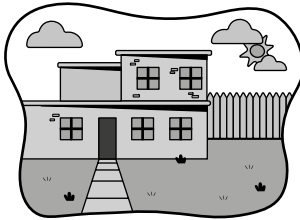
It's sunny, it's rainy, it's windy, it's cloudy.

It's snowy, it's foggy, it's hot, it's cold.

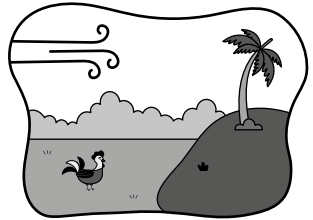
Palabras para describir el tiempo atmosférico



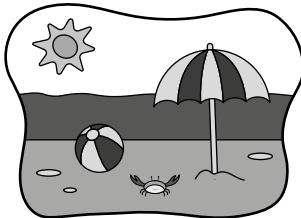
It is rainy.



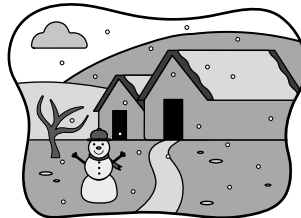
It is cloudy.



It is windy.



It is *hot*.



It is *cold*.



## Reflecting on language

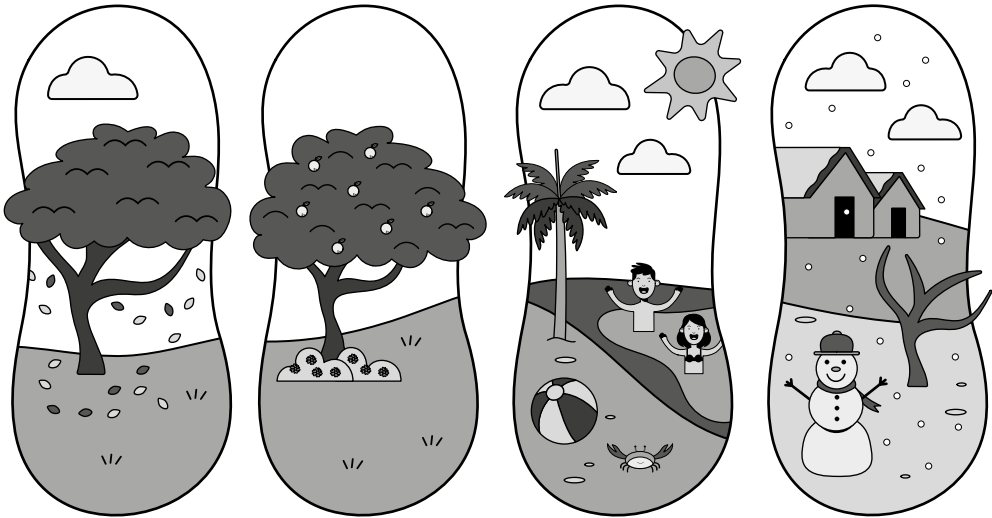
What's the weather like?

How's the weather? It's sunny/ rainy,/cold

How's the weather, today?

Is it rainy? – Yes, it is. / No, it isn't.

### 14. When does the tree look like this?



## What's new?

Carlos y Rita querían ir a la playa. ¿Qué ha sucedido? Lee la conversación para averiguarlo.

**Carlos:** What a beautiful day!

**Rita:** What is the weather like?

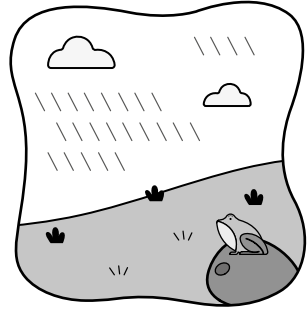
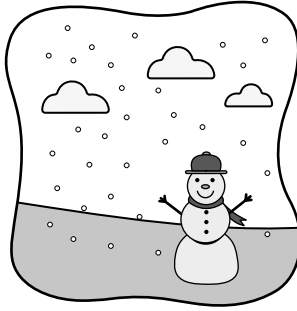
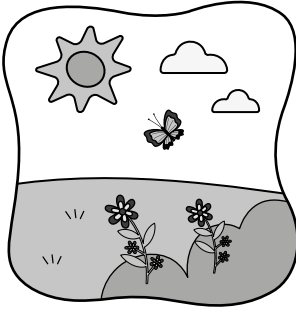
**Carlos:** The weather is sunny.

**Rita:** I enjoy summer days. What is your favourite season?

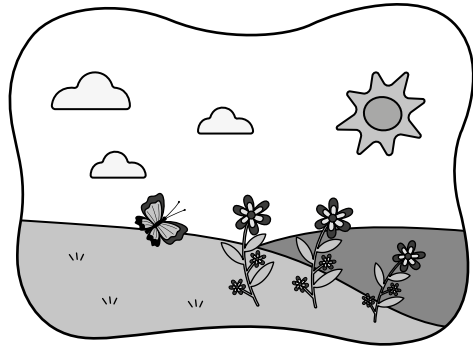
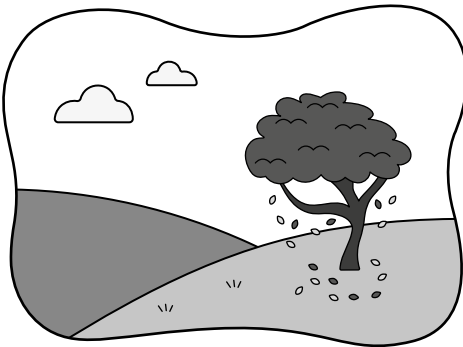
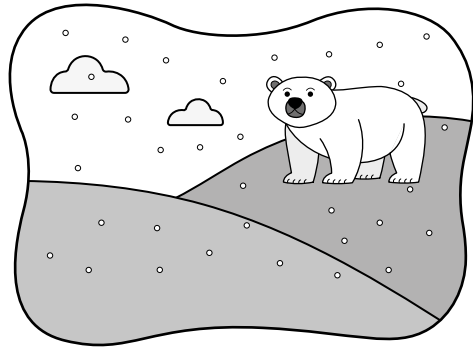
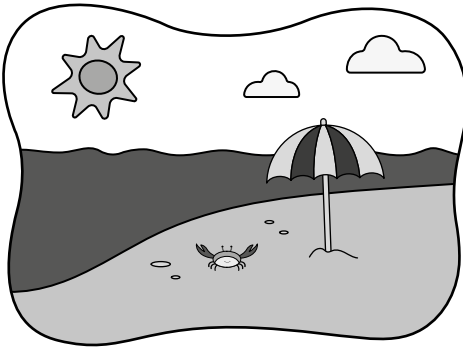
**Carlos:** I like Winter, but my mother loves Autumn. She likes rainy and cloudy days to be in bed.

**15.** Complete the idea from the dialogue with the appropriate picture.

a) Today is a \_\_\_\_\_



b) Rita likes \_\_\_\_\_ and Carlos likes \_\_\_\_\_





## Let's practice

### 16. Match column A with column B.

#### A

Summer

Winter

Spring

Autumn

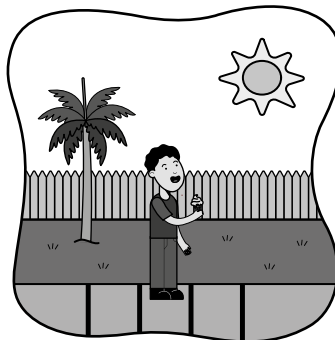
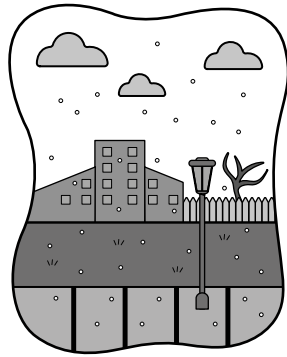
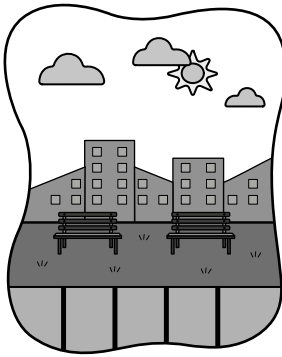
#### B

- It is cloudy and rainy
- Days in the school are bad
- Days are windy and stormy
- Days are sunny and hot
- There are many flowers

### 17. Describe the pictures.

A: What's the weather like?

B: It is sunny (soleado). I love (me encantan) sunny days.



**18. The Four Corner Game.**

Follow the teacher's instructions carefully.

- There are weather cards in each corner of the classroom.
- Move in 5 seconds to one of the corners.
- When you get to the corner, take the card.
- The rest of the students should ask: "What's the weather like?"
- The students in the corner answer according to the card.



**With a little help from my...**

**Activity. Can I help?**

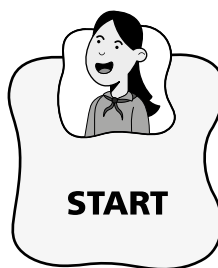
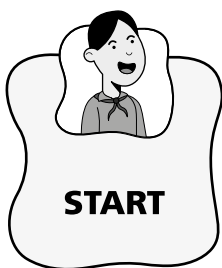
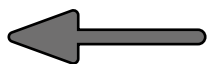
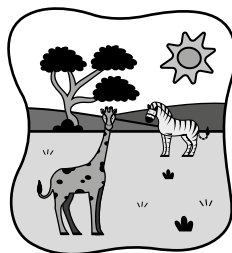
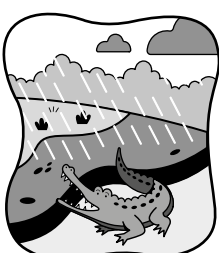
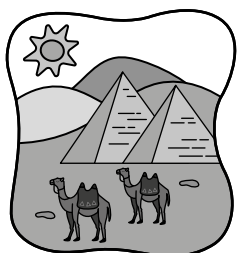
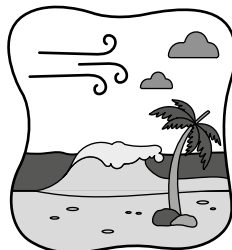
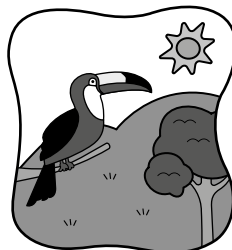
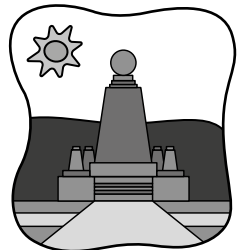
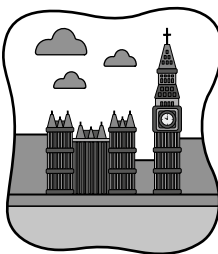
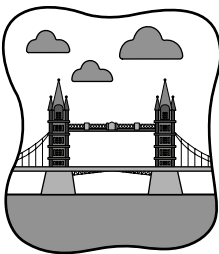
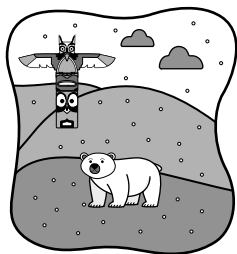
Your partner does not understand the rules of the game. So:

**Student A** reads the rules

**Student B** explains them in Spanish.

**19. Weather Race Around The World.** Follow the teacher's instructions carefully. Work with your partner.

1. Un estudiante juega a favor de las manecillas del reloj y otro en contra de las manecillas del reloj.
2. Toma tu goma de borrar o cualquier otro objeto pequeño que tu docente/maestra te proporcione y en la medida que avances habla sobre lo que ves cuando llegas a cada lugar.
3. Al parar en cada país, región o ciudad debes hacer un pequeño diálogo. Por ejemplo:  
A: What's the weather like in Cuba?  
B: It's warm.
4. El alumno que primero recorra todos los países es el ganador.



20. Answer the question according to your reality. Select an answer below. Then practice with your partner.

What is your favorite season?

My favorite season is summer. I like sunny and hot days

My favorite season is autumn. I like windy and cloudy days.

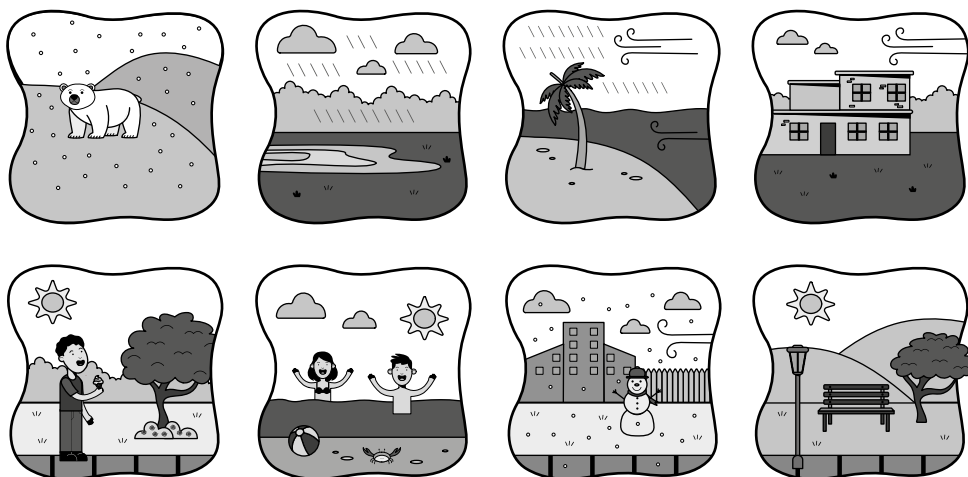
My favorite season is winter. I like cold and windy days.

My favorite season is spring. I like rainy and cool.

21. Guessing Game - What's the weather like?

a) Get together in teams of 4<sup>1</sup>

b) The student indicated by the team leader or the teacher closes his/her eyes and the others point to one of the cards.

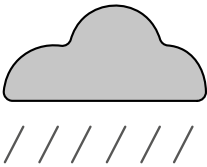


- c) Without opening the eyes the student should ask **Yes/no questions** such as **Is it sunny?**, until he/she guesses. If the student guesses correctly, he/she gets to keep that card, and then it's the next student's turn. If he/she does not guess the teacher assigns a task.

<sup>1</sup>Reunirse en equipos de cuatro miembros, el niño seleccionado cierra los ojos, se hacen y se responden preguntas. Por las respuestas correctas se conserva la tarjeta y por las incorrectas se asigna una nueva tarea. El ganador será quien conserve más tarjetas.

- d) Once all the cards have been used, the student with the most cards is the winner. We like these rhymes about the weather! Do you? Try to recite these rhymes in different ways, just for fun! For example, say one line quickly, and one line slowly. Also, you can add some actions (mime, clap, stamp, knock, and so on).

Rain, rain, go away!  
Come again some other day.  
Little Rosie, little Rosie  
Wants to play.

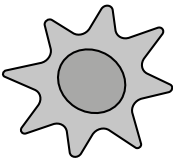


Today it's snowy.  
Today is cold.  
I like the snow,  
It's white and soft.

What's the weather, everyone?  
Is it windy? Is it cloudy?  
Is it stormy? Is it foggy?  
Is there rain? Or is there sun?  
Wind, rain, snow, and sun.  
Every kind of weather  
Is wonderful and fun!

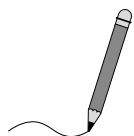


Whether the weather be fine,  
Or whether the weather be not,  
Whether the weather be cold,  
Or whether the weather be hot,



We'll weather the weather  
Whatever the weather  
Whether we like it or not.





## Let's practice

### Integrated Practice of the Unit

22. Write the following words in the most appropriate group in the table.

Wednesday, August, rainy, Saturday, winter, May, January, windy, sunny, Tuesday, Summer, June, Autumn, cold, Spring, Sunday.

weather	days of the week	months of the year	seasons of the year

23. Calculate:<sup>2</sup>

- a)  $48 : 6 \cdot 7 =$  \_\_\_\_\_  
 b)  $300 - 200 - 60 =$  \_\_\_\_\_  
 c)  $2700 : 900 \cdot 11 =$  \_\_\_\_\_  
 d)  $50 + 25 + 10 =$  \_\_\_\_\_  
 e)  $4\,800 : 80 + 2 =$  \_\_\_\_\_

24. Work in pairs.

**A:** Por la tarde, saluda a tu amigo y pregúntale cómo está. Pregúntale la hora.

**B:** Responde al saludo de tu amigo y dile la hora.

<sup>2</sup>Calcula mentalmente en solo 3 minutos y escribe el resultado en letras.

**A:** Llama a tu amiga Silvia por teléfono, salúdala y pregúntale como está el tiempo. Dile que te gustan los días lluviosos.

**B:** Responde al saludo de tu amiga y dile que el tiempo esta lluvioso y que no te gustan esos días así.

**A:** Por la mañana camino a la escuela te encuentras con tu amigo de la secundaria. Después de intercambiar saludos pregúntale que día es hoy.

**B:** Responde al saludo de tu amigo y estás feliz porque hoy es 29 de septiembre, el día de la acampada pioneril anunciada.

**25.** What would you say...?

- a) No tienes reloj y quieres saber la hora.
- b) Te encuentras un amigo que estudiaron el cuarto grado en otra escuela primaria.
- c) No te gusta el estado del tiempo hoy. Está lloviendo mucho y con viento.
- d) Necesitas escribir una lista de los meses favoritos de tus amigos.
- e) No te sientes bien.
- f) Debes escribir las estaciones favoritas de tus compañeros de aula.

**26.** What would you say...?

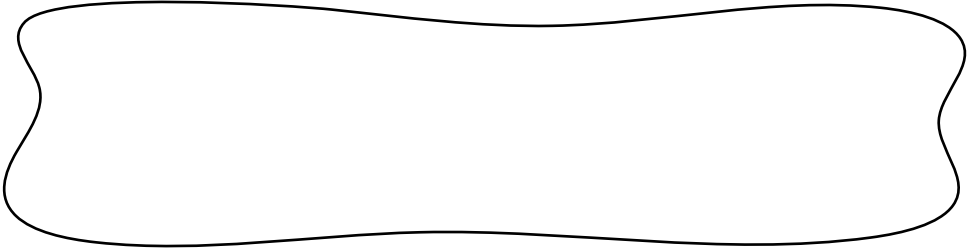
- a) Para saludar a tu amigo a las 8 a.m. y preguntarle cómo está.
- b) Para preguntar la hora a tu docente.
- c) ¿Quieres saber cuál es la estación del año favorita de tu compañero de clase?

**27.** Representa las siguientes descripciones mediante dibujos.

It is hot. The weather is sunny.

It is winter and it is rainy and windy.

It's spring. There are many beautiful flowers.



**28.** Read the description and write the weather it refers to:

- a) Llueve abundantemente y frecuente. \_\_\_\_\_
- b) Las hojas de los árboles caen. \_\_\_\_\_
- c) Hay mucho frío. \_\_\_\_\_
- d) Las playas e instalaciones de campismos son visitadas por todos los cubanos. \_\_\_\_\_

**29.** Complete this chart. You can check in 6<sup>th</sup> grade Sciences Workbook.

	<b>País (country)</b>	<b>Mes del año (month of the year)</b>	<b>Estación del año (season of the year)</b>	<b>Estado atmosférico (weather)</b>
1				
2	Mexico			
3				
4		August		
5				Cold

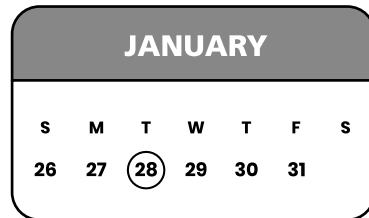
**30.** Complete the dialogues and practice with your partner.

- a) A: How \_\_\_\_\_ you, teacher?  
B: \_\_\_\_\_, thank you. \_\_\_\_\_?
- b) A: I am fine.  
A: \_\_\_\_\_, Nathalie. \_\_\_\_\_?  
B: Good morning, John. It is 10 o' clock.
- c) A: What is the \_\_\_\_\_ like?  
B: \_\_\_\_\_.
- d) A: What is your \_\_\_\_\_?  
B: July.
- e) A: What \_\_\_\_\_ is today?  
B: Today is Wednesday.
- f) A: What \_\_\_\_\_ is today?  
B: Today is March 13, 2018.

**31.** Look at the pictures. Ask and answer about History dates.

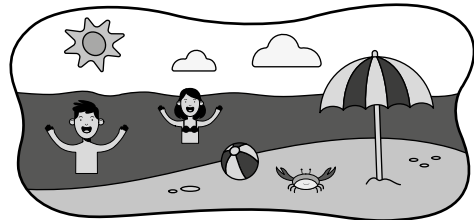
A: \_\_\_\_\_

B: \_\_\_\_\_



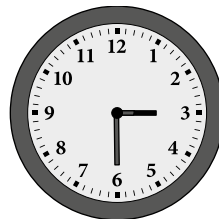
A: \_\_\_\_\_

B: \_\_\_\_\_



A: \_\_\_\_\_

B: \_\_\_\_\_



**32.** Complete the dialogue. Practice it with your partner.

Carlos and Lucy are talking about their favorite season.

**Lucy:** Do you like to go to the beach in \_\_\_\_\_?

**Carlos:** I like it very much. The days are \_\_\_\_\_ and \_\_\_\_\_

What's your favorite season Lucy?

**Lucy:** I love \_\_\_\_\_, the days are \_\_\_\_\_ and \_\_\_\_\_



### Time to read

**33.** Before reading. Select the clothes according to the season.

Seasons	Activities	Clothes
Autumn	Build a snowman or have a hot chocolate party	
Spring	Have a water balloon fight or a beach day	
Winter	Go on a nature walk and identify different flowers and plants	
Summer	Collect leaves and make a collage	

**Clothes:** Light jacket raincoat comfortable shoes  
shorts T-shirts swimsuits sandals Sweaters jeans  
boots Heavy coat scarf gloves boots

**34.** Read the following text.

## Weather in Different Seasons

In spring, the weather is warm. There are beautiful flowers and green trees. It often rains, which helps plants grow. People enjoy outdoor activities like picnics, hiking, and flying kites. During spring, it's common to wear light jackets, raincoats, and comfortable shoes.

Summer is usually very hot. The sun is bright, and the days are long. People love to go to the beach, swim, and have barbecues. It's important to drink water to stay cool and hydrated. In summer, people wear shorts, T-shirts, swimsuits, and sandals.

Autumn (Fall) is not very hot. There are beautiful colours because leaves change to red, orange, and yellow. It's a great time for activities like apple picking, hiking, and enjoying the fall foliage. People start to wear warmer clothes like sweaters, jeans, and boots.

Winter is very cold in most places. It is snowy in many countries, and people enjoy activities like skiing, ice skating, and building snowmen. People wear heavy coats, scarves, gloves, and boots because it is important to be warm.

- 35.** After reading fill in the following chart with information from the text.

Season	Weather	Clothes to wear	Possible activities
Spring			fly kites go on picnics



## In black and white

**Step 1. Warm up.** What activities do you do and what clothes they wear in each season?

**Step 2. Model text.** Reading the model text "Weather in Different Seasons".

**Step 3. Guided Writing.** Complete these sentences with information from the chart.

In spring, the weather is \_\_\_\_\_. People like to go on \_\_\_\_\_ and fly \_\_\_\_\_. They wear light \_\_\_\_\_ and \_\_\_\_\_.

It is \_\_\_\_\_ in summer. People go to the \_\_\_\_\_ to \_\_\_\_\_. They wear \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.Z

Autumn is \_\_\_\_\_. Leaves are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. People \_\_\_\_\_ sweaters, jeans, and boots.

\_\_\_\_\_ is very \_\_\_\_\_ in most places. It is \_\_\_\_\_ in many countries. People enjoy \_\_\_\_\_, \_\_\_\_\_, and building \_\_\_\_\_. They wear \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

With the help of your teacher. Rewrite the previous sentences using the appropriate connector (and, but, because).

**Step 4. Independent Writing.** Now write a paragraph about your favorite season. Include clothes and activities. Use connecting words.

**Step 5. Sharing and revision.** Read your paragraphs to your partners to receive comments and suggestions.

**Step 6. Editing.** Re-write your taking into account your classmate's comments and suggestions. Include pictures.

**Step 7. Publishing.** Poster presentation



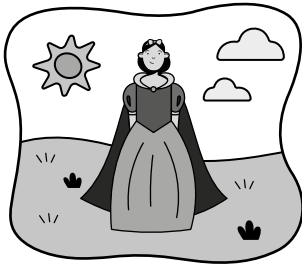
## Let's sing together!

**36.** This is your time to enjoy the music the teacher brings. Enjoy it.<sup>3</sup>



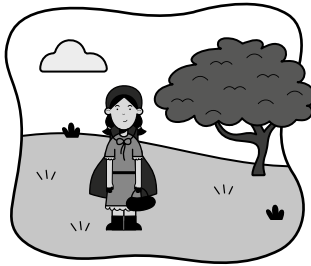
### To learn more

**37.** Once upon a time. What story is it? The pictures represent stories you know. Look at the pictures and titles; match the picture number with the correct title.



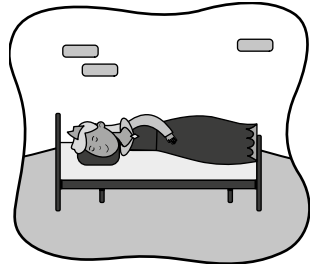
**A**

\_\_\_ Red Riding Hood



**B**

\_\_\_ The Sleeping Beauty



**C**

\_\_\_ Snow White



### With a little help from my...

**38.** Project work. Create a text for your Geography project about the weather in Cuba. Make a Weather Map. Draw or get a map of Cuba and create some sunshine, cloud, thunder, etc symbols and then re-create the weather forecast for each day.

**39.** Provide the opposite:

a) Nice \_\_\_\_\_

c) ugly \_\_\_\_\_

b) save \_\_\_\_\_

d) wake up \_\_\_\_\_

<sup>3</sup>En esta sección escucharás la canción que tu docente trae para ti.



**40.** Read the story and complete the activities that follow it.

### Snow White<sup>4</sup>

This is the story of the beautiful princess Snow White. Her good Queen mother died and the King married a new Queen, who is very bad. This bad Queen always asks the mirror: "Mirror, mirror on the wall, who is the most beautiful of them all?"

The answer is: "You my Queen. You are the most beautiful of all." And so she gets very happy.

But, Snow White gets more and more beautiful every year. One day the bad Queen asks the usual question and the answer is :

"Oh Queen, the most beautiful now is Snow White. She is 16 years old."

And the Queen gets very angry and destroys the mirror. So, she orders to take Snow White to the forest and kill her. But the hunter does not kill her.

Snow White finds seven dwarfs. They accept her at their house and help her. Meanwhile, the bad Queen continues to ask her mirror, "Who is the most beautiful of all?"

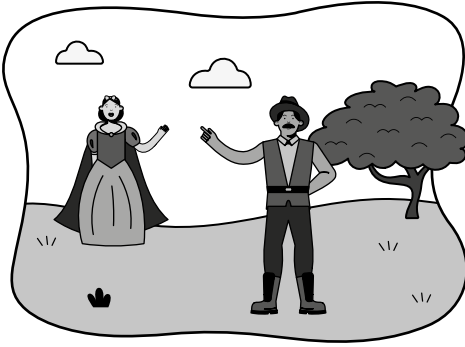
And the mirror answers "Oh Queen, the most beautiful now is Snow White. She lives with seven dwarfs today."

The bad Queen visits Snow White wearing poor dresses. So, Snow White does not identify her and eats a poisoned apple from her hands and faints looking dead. The dwarfs cry a lot and put her in a glass coffin on top of the mountain.

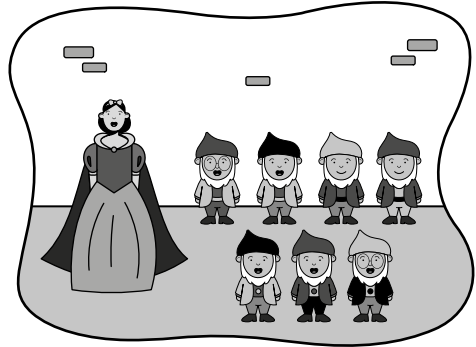
A prince finds her and with a kiss she wakes up. Snow White and the Prince get married to live happily for all their lives.

**41.** Tick the correct option.

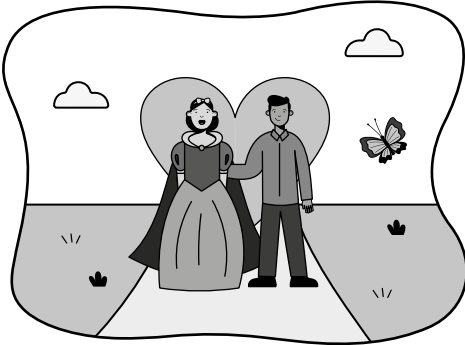
<sup>4</sup><https://www.pinterest.com/pin/346777240058756479/>



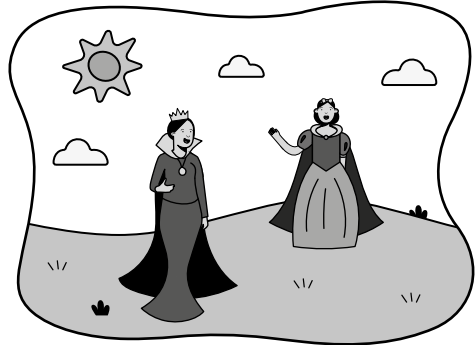
\_\_\_ The hunter helps Snow White to escape.



\_\_\_ Snow White lived happily with the dwarfs.



\_\_\_ The prince saves Snow White and they live happily together.

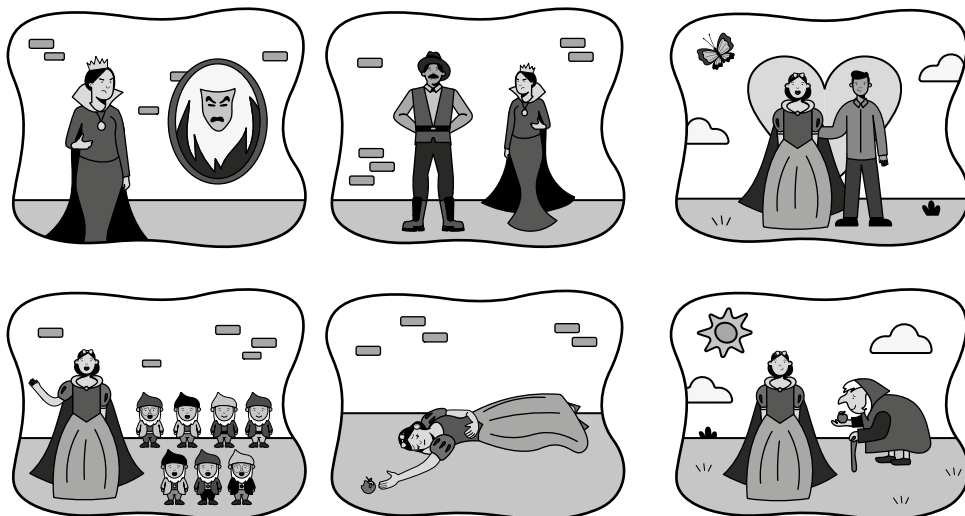


\_\_\_ The stepmother saved Snow White.

42. Read the story again and find seven words in the word search.

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

43. Read the story and reorder the pictures.



44. Acting out. Now with the help of your teacher, select a scene to act it out. Follow the teacher's instructions.



## My personal English booklet. Reflecting on learning

Los meses del año se escriben con letra inicial mayúscula en inglés mientras que en español siempre se escribe con minúsculas. Las estaciones se escriben con minúscula.

### How to say the date

To say dates in English you must learn the ordinals. Ordinal numbers are those that are used to indicate the order of something in a series.

First, second, third, and thirty-first are all examples of ordinal numbers. We use on for dates. Here are some examples.

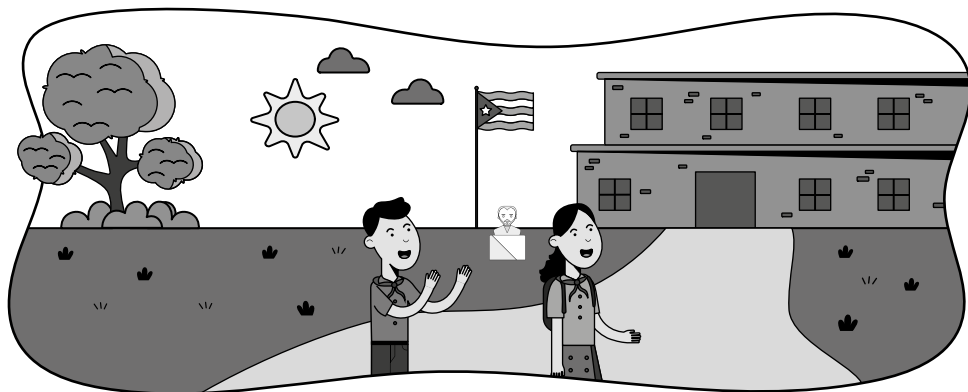
## Pronunciation

### Intonation in question patterns

Unit 2	Now I can	I need more practice to
Ask and say what date it is		
Ask about and tell when your birthday or someone else's birthday is		
Ask and tell the time		
Ask and talk about the seasons of the year in different countries		
Ask and say what the weather is like now different countries		
Communicate ideas using verb BE and appropriate patterns of pronunciation and intonation		
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		
Use different learning strategies		
Help others understand English and communicate		

# UNIT 3

## Going to school



The activities in this unit will help you to:

- Ask and tell about the size and color of school objects.
- Ask for and offer help.
- Ask and tell about school activities and time.
- Ask and answer about means of transportation to get to a place.
- Ask for and answer the time.
- Sing a song and practice pronunciation.
- Read and understand the main ideas in a text and/or a story.
- Communicate about the different topics using:
  - verb be and action verbs related to school activities.
  - appropriate patterns of pronunciation and intonation.
  - the vocabulary related to school objects and basic school activities.
- Use learning strategies to understand and communicate basic messages in English.

- Demonstrate politeness and a collaborative attitude during interactive activities and independent task.



## Breaking the ice

### Relaxing activity.<sup>1</sup> Bunny Breathing

Instructions:

- Close your eyes and imagine you are in a peaceful school garden.
- Inhale: Take three quick sniffs through the nose, like a bunny.
- Exhale: Slowly breathe out through the mouth.
- Repeat this process a few times.
- Share your visualization.

### Lead-In Activity: How Do You Get to School?

"How do you get to school?"

Think about the different means of transportation you use or see others using to come to school.

raise your hands and share how you come to school. For example, "Who comes to school by bus?" "Who walks to school?"

Movement Activity:

Act out different means of transportation. For example, pretend to ride a bicycle, drive a car, or walk. Or make sounds associated with each means of transport (e.g., "vroom vroom" for a car, "ding ding" for a bicycle bell).

With the help of your teacher write the vocabulary related to transportation (e.g., bus, bicycle, car, walk, scooter).



## What's new?

<sup>1</sup>Mindful Breathing For Kids – 15 Games at <https://earlyimpactlearning.com/mindful-breathing-for-kids-15-games/>

**Situation 1**

It is Monday, David is late to school.

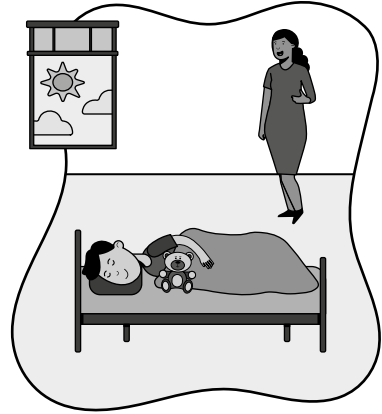
**Mom:** Come on, David!

**David:** I'm coming, mom.

**Mom:** Hurry up! It's too late.

**David:** What time is it?

**Mom:** It is eight o'clock. Ok. Let's go!

**Answer the following question**

Is David on time for school?

**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.

**Look! Reflecting on language****Pronunciation**

Time and name

1. Dialogue Completion. Fill in the blanks to complete the conversation.

**Example:**

**Student A:** What time is lunch?

**Student B:** Lunch is at 12.30.

**Dialogue: Morning Routine**

**Kai:** Good morning! What time do you wake up?

**David:** I wake up at \_\_\_\_\_. What about you?

**Kai:** I wake up at \_\_\_\_.

**David:** What time do you have breakfast?

**Kai:** I have breakfast at \_\_\_\_\_. How about you?

**David:** At \_\_\_\_\_.

**Kai:** What time do you leave home?

**David:** I leave home at \_\_\_\_\_. What about you?

**Kai:** At \_\_\_\_\_.



## What's new?

### How do you get to school? Transport

#### *Situation 2*

David and Kai continue talking.

**David:** Do you leave home at 7.20?

**Kai:** Yes. I do.

**David:** How do you get to school?

**Kai:** I get to school on foot. It's not far from home. How about you? How do you get to school?

**David:** I get to school on bicycle.

**Kai:** That's fine. What do you do when you get to school?

**David:** Oh! Different activities!

### Answer the following questions

- Does Kai walk to school?
- What about David?
- Does he ride?

### 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.





## Look! Reflecting on language

Si deseas saber cómo tu compañero de aula va a la escuela u otro lugar solo debes preguntarle:

How do you get to? How do you get to? ¿Cómo vas/llegas a?

How can we get around?

How should we get around?

- I get to the movies by taxi.
- I get to the movies by bus.
- I get to school by bike.
- I get to school on foot.
- I get to school on horseback.

Observa que en algunos casos se usa on en lugar de by..

## Pronunciation

Practice with your teacher the right pronunciation.

**A:** How do you \_\_\_\_\_ to school?

**B:** I go to school \_\_\_\_\_. How about you?

**A:** I go to school \_\_\_\_\_, but telling you the truth, I would like to go to school \_\_\_\_\_.

List: travel, on foot, on horseback, by bus, go, by car, by bike, come, by boat, sharpener

**A:** How do you \_\_\_\_\_ to school?

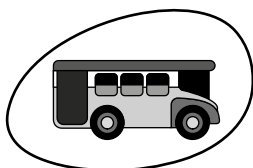
**B:** I go to school \_\_\_\_\_. How about you?

**A:** I go to school \_\_\_\_\_, but telling you the truth, I would like to go to school \_\_\_\_\_.

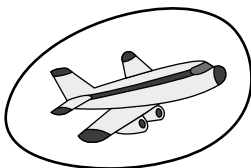
Listen to your teacher and tick the sentences containing a word with a sound similar to thanks.

th- /θ/	1	2	3	4	5

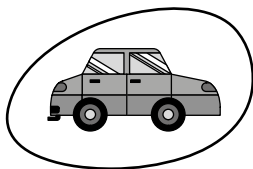
2. Matching Game. Match transportation words with pictures.



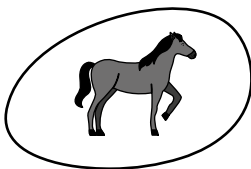
**A**



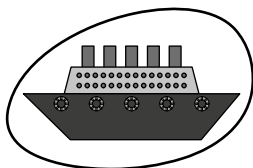
**B**



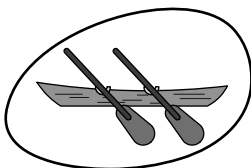
**C**



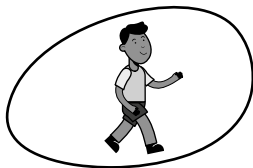
**D**



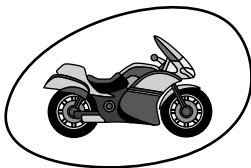
**E**



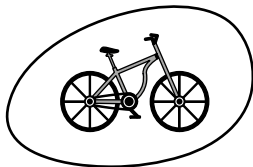
**F**



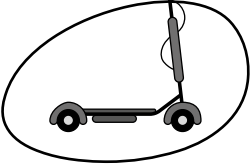
**G**



**H**



**I**



**J**

\_\_\_ Car

\_\_\_ Horseback

\_\_\_ Bike

\_\_\_ Bicycle

\_\_\_ Scooter

\_\_\_ Plane

\_\_\_ Ship

\_\_\_ Boat

3. Complete the puzzle with the English word for some means of transportation. Complete the sentence.

	T		
C	A	R	
	X		
B	I	K	E
U			
S			

I get to school \_\_\_\_\_.

4. Match column **A** with column **B**.

**A**

I go to the beach  
I go to school  
I go to the countryside  
I go to the movies  
I go to another province

**B**

- by bus.  
- by plane.  
- by train.  
- by car.  
- on foot.  
- on horseback

5. Fill-in-the-Blanks. Complete sentences with the correct transportation words.

I go to school by \_\_\_\_\_. (bus, car, plane )  
She rides her \_\_\_\_\_ to the park. ( bicycle, horse, car)  
The \_\_\_\_\_ for Madrid is at 9.30 pm. (car, plane, bus)  
My dad drives a \_\_\_\_\_ to work. ( car, plane, horse)  
We took a \_\_\_\_\_ for a city tour. ( scooter, taxi, plane)  
Annie loves to ride her \_\_\_\_\_ on weekends. (scooter, taxi, bus)  
We rented a \_\_\_\_\_ to explore the countryside. (motorcycle, boat, bus)

6. Dialogue Completion. Complete dialogues with appropriate transportation words. Act out.

**Dialogue 1:** School Field Trip

**Student A:** Are you happy for the school field trip?

**Student B:** Yes! How are \_\_\_\_\_ there?

**Student A:** We are going by \_\_\_\_\_. It's going to be fun!

**Dialogue 2:** Exploring the City

**Student A:** Let's explore the city this weekend!

**Student B:** Great idea! \_\_\_\_\_ around?

**Student A:** We can rent \_\_\_\_\_ and ride around the city.

7. Transportation Survey

Gather in trios. Prepare a survey of three different questions to conduct a survey about how your classmates go to different places ( e.g., school, park, stadium, zoo, etc). Then ask the questions around the class. Finally present the results to the whole class.

- Survey sample question
- a) How do you get around the city?
- Classmate's answer
- b) I get around by bicycle. That's great fun.

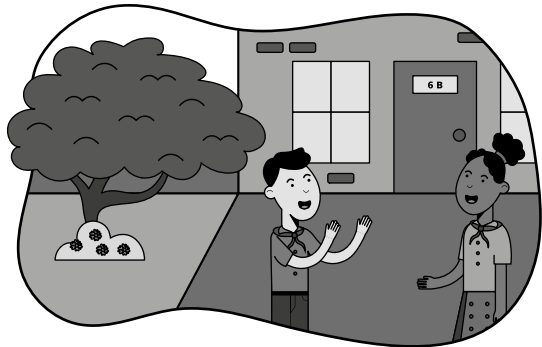


## What's new?

### Situation 3

#### School activities

It is recess time and Henry and Laura continue their conversation about activities at school.



**Laura:** Well, Henry. What do you do when you get to school? Can you tell me now?

**Henry:** With pleasure. At 7:30 is the early morning meeting. At 7:50 we go to our classrooms. At 8:00 am we have Math lessons, so we copy and solve problems.

**Laura:** At 8:00 we have Spanish lessons. We read books and write compositions

At 10:00 am is recess time. Then, we have Science lessons at 11:00. We go to the lab and make experiments.

**Henry:** Wow! It's 10:30. Break is over.

**Laura:** See you after classes!

**Henry:** See you!

### **Answer the following questions.**

- Do they have diverse activities in the morning?
- Do they have Math in the afternoon?

### **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.



### **Look! Reflecting on language**

To ask and tell about school activities

Questions

A: What time does school begin?

A: What do you do at school?

I copy.

Responses

B: At 8:00 a.m.

B: I do activities.

## Pronunciation

- El sonido de la vocal -i en la palabra sit es muy corto, casi no se pronuncia.
- Recuerda el sonido de la abeja al final de la palabra close.
- El sonido final de la palabra touch es parecido al sonido inicial en las palabras chocolate y chícharo en español.



## Let's practice

### 8. Matching. Match the pictures with the corresponding words

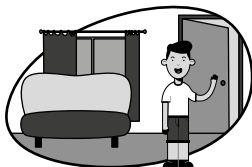
#### Pictures



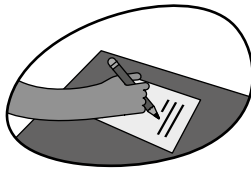
**A**



**C**



**E**



**B**



**D**



**F**

#### List of words

\_\_\_ Leave school

\_\_\_ Arrive home

\_\_\_ Arrive at school

\_\_\_ Read

\_\_\_ Write

\_\_\_ Copy on the board

9. Fill-in-the-Blanks. Complete sentences with the most appropriate school activity.

I \_\_\_\_\_ the text from the board. (copy - get - go )

Classes \_\_\_\_\_ at 4.00 pm. ( begin - write - end )

School day \_\_\_\_\_ at 8.00. ( begins - writes - ends )

I \_\_\_\_\_ poems in Spanish lessons. ( write - read - do )

10. Complete the dialogues.

***Dialogue 1: School Schedule***

Student A: What time does our English class start?

Student B: It \_\_\_\_\_ at 8:30. When does it end?

Student A: It \_\_\_\_\_ at 12:00.

***Dialogue 2: Catching a Bus***

Student A: Do you know what time the bus arrives?

Student B: The bus \_\_\_\_\_ at 7:30. What time does it leave?

Student A: It leaves at \_\_\_\_\_.

***Dialogue 3: After School Activities***

Student A: What time is your soccer practice?

Student B: My practice is at \_\_\_\_\_. What time do you do your homework?

Student A: I do my homework at \_\_\_\_\_.

***Dialogue 4: Bedtime Routine***

Student A: What time do you go to bed?

Student B: I go to bed at \_\_\_\_\_. What time do you usually fall asleep?

Student A: I usually fall asleep at \_\_\_\_\_.

***Dialogue 5: Weekend Plans***

Student A: What time are we meeting at the park?

**Student B:** "We are meeting at \_\_\_\_\_. What time will you leave your house?"

**Student A:** I will leave my house at \_\_\_\_\_.

**11.** Complete these two invitations using the words from the list.

### Invitation 1

Dear Frank,

There is a school party next Saturday \_\_\_\_\_ at \_\_\_\_\_, please.

Love,

\_\_\_\_\_

### Invitation 2

Dear \_\_\_\_\_,

Next Saturday is my \_\_\_\_\_ and we are going to have a

\_\_\_\_\_. \_\_\_\_\_, come to our \_\_\_\_\_ at \_\_\_\_\_ and join us. Don't miss it!

Yours, Susie.

party house brother's birthday Eduardo Sunday –  
birthday Come and join us 4:00 p.m. please  
2 p.m. Carmen





## What's new?

### Situation 4

#### *School objects and Asking for and offering help.*

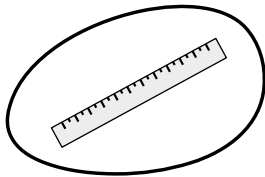
It is the end of the school day, and Laura is putting her school objects into her schoolbag.

**Laura:** Here is the Math book, the English notebook, my pen, my new pencils, the sharpener, the square.



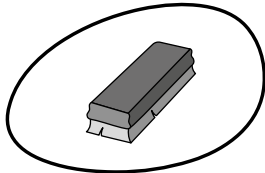
### 12. Matching Game. Match sentences with pictures.

#### Pictures



**A**

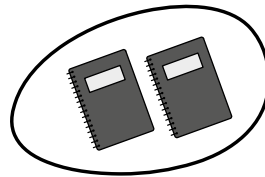
  A   I write only with this pencil.



**C**

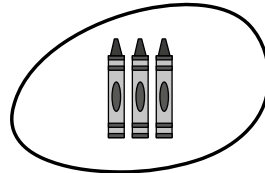
       This is my English book this year.

#### Sentences



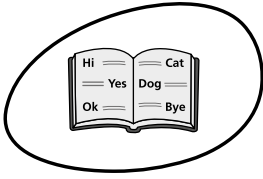
**B**

       This is my English book this year.

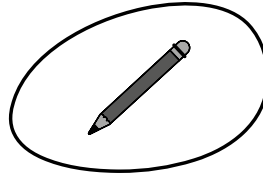


**D**

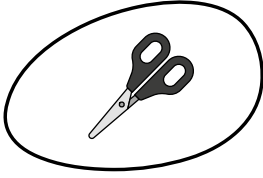
       Here are my notebooks.


**E**

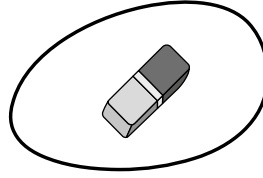
\_\_\_\_ This is your ruler.


**F**

\_\_\_\_ These are new crayons.


**G**

\_\_\_\_ A new eraser for this classroom.


**H**

\_\_\_\_ This is not my rubber.

- 13.** Now, work with your partner to practice in mini dialogues. Use the information in the following chart. Then act them out.

**For example:**

**Student A:** I write with this pencil. **Student B:** Really?

Student A	Student B
I write with this pencil.	Really?
This is my new English book this year.	Glad to know!
Here are my notebooks.	Only two notebooks?
This is your ruler.	Oh, thank you.
These are new crayons.	Great!
A new eraser for this classroom board.	Good!
This is not my rubber.	Nor mine

**Situation 5**

Laura is looking for her school objects when Henry comes in.



**Laura:** Oh, no!

**Hendry:** Hi, Laura. What's wrong!

**Laura:** I don't find my ruler. I can't find it. Can you help me, please?

**Hendry:** Yes, of course. Don't worry. What color is your ruler? Can you tell me, please?

**Laura:** It's red and long.

**Hendry:** Look! It is on the table

**Laura:** Oh, yes! Thanks.

**Hendry:** You're welcome.

**Answer the following questions**

- Is Laura's ruler blue?
- Does Hendry offer help?
- Is Laura happy with Hendry's help?
- Is the ruler on the floor?
- Where is the ruler?

**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.

**Look! Reflecting on language**

Be polite with these magic words:

Please      A: Thank you. B: You're welcome,      Sorry  
Excuse me      Welcome

### Asking for help

### Offering help

Can you help you, please?

Can I help you?

Can I borrow your ...?

May I help you?

#### 14. Matching Pairs. Match questions with appropriate responses.

Example:

Question: Can I borrow a pencil?

Response: Sure, here are.

### Questions

### Offering help

Do you have an extra eraser?

Yes, you can use mine.

Could you help me find my notebook?

Yes, you can use it.

May I use your ruler?

Sure, here they are.

Can you lend me a pair of scissors?

Of course, let's look for it together.

#### 15. Fill in the blanks. Complete sentences with the correct words.

Asking for Help

a) Can I borrow your \_\_\_\_\_? B: Yes, sure.

b) Do you have an extra \_\_\_\_\_? B: Oh no. Sorry.

c) Could you help me find my \_\_\_\_\_? B: Of course.

d) May I use your \_\_\_\_\_? B: Yes, no problem.

e) Can you lend me a pair of \_\_\_\_\_? B: Sure.

## Offering Help

- a) Do you need help with your \_\_\_\_\_? (homework, pencil, book)
- b) May I help you carry your \_\_\_\_\_? (books, calculator, ruler)
- c) Would you like to borrow my \_\_\_\_\_? ( board, classroom, pen)
- d) Can I help you carry your \_\_\_\_\_? ( books, picture, backpack)
- e) Do you need another \_\_\_\_\_? ( pencil, homework, books)
- f) Would you like to use my \_\_\_\_\_ for your math lessons? (calculator, crayons, flag)

**16.** Complete the following dialogues.

Student: \_\_\_\_\_? Go to the toilet

Teacher: Sure, you may.

Student: \_\_\_\_\_? Sharp the pencil

Teacher: Yes, you may.

Student: \_\_\_\_\_? Use your pen

Another student: Sorry, you may not.

Student: \_\_\_\_\_? (Go out

Teacher: Yes, you may.

Daughter: \_\_\_\_\_ go to Coppelia.

Mom: \_\_\_\_\_

Student: \_\_\_\_\_? Go out.

Teacher: No, you may not.

**17.** Classroom Scavenger Hunt

Find the objects hidden around the classroom and ask your classmates for help in locating them.

Example:

**A:** Can you help me find the scissors?

**B:** Sure!

### Para expresar pertenencia!

Para mostrar que algo pertenece a alguna persona se usa 's al final del nombre.

Por ejemplo, Laura's book.

Si el nombre termina en S solo se añade (').

Por ejemplo, James' book.

Para expresar pertenencia con pronombres:

I--- My	He---His	We---Our	They---Their
You--- Your	She---Her	You---Your	

#### 18. Underline the correct pronoun.

(My-Her-Our) ruler is blue because that is my favourite colour.

Susan: Is this (our-your-his) Math book, Tony? Tony: No. It is not.

The girl plays tennis. This is (her-his-my) racket.

Carl and Tom are brothers. This is (our-his-their) sister Mariam.

Robert is at home. This is (his-her-your) phone.

We are in the same school, and this is (his-their-our) friend Paul.

### Integrated practice

#### 19. Classroom Schedule Creation. Work in small groups as indicated by your teacher to create a classroom schedule using times. You must decide on the times for different activities. Be creative.

Present the schedule to the rest of the group.

- Reading time is at 10:00.
- Lunch is at 12:00

Possible school activities:

1. Early morning meeting (matutino)
2. Science lessons
3. Math lessons
4. Special Interest Club (círculo de interés)
5. Reading session
6. Lunch Break

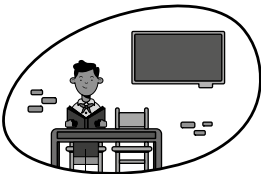
- |                       |                                      |
|-----------------------|--------------------------------------|
| 7. English lessons    | 11. Morning recess                   |
| 8. Physical Education | 12. Afternoon break or recess        |
| 9. Optional sport     | 13. Dismissal (salida de la escuela) |
| 10. Art lesson        |                                      |



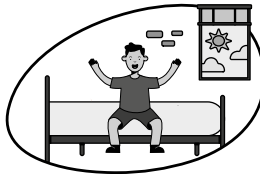
## Time to read

**20.** Before Reading Activities. Provide words or phrases you associate to school day.

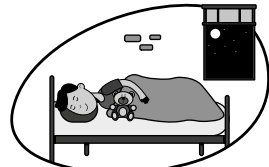
**21.** Vocabulary review. Match action verbs and pictures.



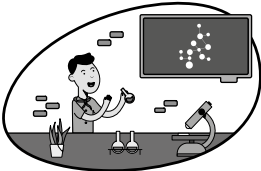
**A**



**B**



**C**



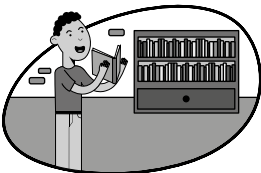
**D**



**E**



**F**



**G**



**H**



**I**

\_\_\_\_ Read    \_\_\_\_ End the day    \_\_\_\_ Write    \_\_\_\_ Draw  
 \_\_\_\_ Do experiment    \_\_\_\_ Study    \_\_\_\_ Start the day    \_\_\_\_ Paint

22. While Reading. Complete the following chart with information from the text:

### Our School Day

Every day at school is full of fun activities. In the morning, we start with a big smile and say "Good morning!" to our friends and teachers. We have different classes like Math, Science, and English.

In the morning, we have Math class. We learn to add and subtract numbers. Sometimes, we play games with numbers. After Math, we have a short break. We eat snacks and talk with our friends.

After lunch, we have Science class. We learn about plants, animals, and the Earth. We do experiments and see how things work. Then, we have English class. We read stories and write about our day.

At the end of the day, we have fun activities. We play sports like soccer and baseball. Sometimes, we have art classes. We draw and paint pictures. We also sing songs and dance.

When the school day is over, we say "Goodbye!" to our friends and teachers. We go home and tell our family about our day. We look forward to another fun day at school!

23. After Reading. What is your favorite school activity? Why?



### With a little help from my...

24. The family is together after dinner.

**Situation 1:** The text

Mom tries to read the English text "Our School Day" but does not understand.

You give the basic ideas in Spanish.



**Situation 2** The School Sports Area

Your brother Joe is in Grade 3. He knows very little English.

But Karen is in Grade 5

Student A describes in English the picture of the school sports area.

Student B does not understand

Student C helps B using simple words and gestures

**In black and white**

**Step 1. Warm up.** Draw a picture of your favorite time of the school day.

**Step 2. Model text.** Read the model text *Our School Day* again.

- Recall the main ideas and activities mentioned in the text.
  - Sentence Completion. Complete the sentences using appropriate words or phrases. Use your own personal school activities.
- a) In the morning, we start with a big \_\_\_\_\_.
  - b) After Math class, we have a short \_\_\_\_\_.
  - c) In Science class, we learn about \_\_\_\_\_.
  - d) At noon, we have \_\_\_\_\_.
  - e) In the afternoon, we \_\_\_\_\_.
  - f) At about \_\_\_\_\_, we have \_\_\_\_\_.
  - g) We finish classes at \_\_\_\_\_ and \_\_\_\_\_:
  - h) At the end of the day, we play \_\_\_\_\_.
- Connecting idea. Copy the sentence connectors in the text *Our School Day*
  - Link the following sentences from the text *Our School Day*. Use the most appropriate connector to make them complete.
  - i) We have our Math class. We learn to add and subtract numbers. (so, but, and),

- j) After lunch, we have Science class. We do experiments.  
(but, and, because)
- k) We play sports like soccer and basketball. We like sports.  
(but, and, because)
- l) We draw, paint pictures, sing songs and dance. It is the art class. (but, and, because)
- m) The school day is over. We go home and tell our family about our day. (then, but, because)

**Step 3. Guided writing.** Re-write the following paragraph. Use connectors to make it more coherent.

Paragraph: In the morning, we have Math class. We learn to add and subtract numbers. Sometimes, we play games with numbers. After Math, we have a short break. We eat snacks and talk with our friends.

- Complete the information as in the example.

Example: My school day.

Time	Activity	Participants
7:45	Early morning meeting Give information	All students and teachers

- Use the information in the chart to write sentence. Use connectors to link the ideas.

**Step 4 Independent writing.** Write a text describing your own school day, guided by the model reading text.

**Step 5 Sharing and revision.** Share your text with your partner or the class as indicated by your teacher. You receive and provide positive feedback and suggestions for improvement. Pay attention to the use of connectors and coherence in your writing.

**Step 6 Editing.** Now, it's your turn to make corrections to improve your text.

**Step 7 Publishing.** Show your final text in the Bulletin board created by the teacher.

## 25. Dictation.



### With a little help from my...

26. Project work. Create mini-books about eco-friendly transport options and their benefits.

#### ***Mini-Book 1: Walking***

**Cover Page:** Walking is Fun!

**Page 1:** Picture of kids walking to school.

**Text:** We walk to school every day.

**Page 2:** Picture of a park.

**Text:** We walk to the park to play.

**Page 3:** Picture of a nature trail.

**Text:** Walking helps us see nature.

**Page 4:** Picture of a happy earth.

**Text:** Walking is good for the earth!

#### ***Mini-Book 2: Cycling***

**Cover Page:** Riding Bikes

**Page 1:** Picture of kids riding bikes.

**Text:** We ride our bikes to school.

**Page 2:** Picture of a bike path.

**Text:** We ride on the bike path.

**Page 3:** Picture of a family biking.

**Text:** We ride bikes with our family.

**Page 4:** Picture of a happy earth.

**Text:** Biking is good for the earth!



### Let's sing together!

27. Listen to the song. Come on you do a dance with me and match the instructions you hear.

**A**

Clap  
Stamp  
Turn  
Touch  
Pull out  
Flap  
Stretch  
Fall

**B**

- your toes  
- your feet  
- your arms  
- your ears  
- your hands  
- down  
- around  
- up high

**To learn more****Once upon a time**

The Gingerbread Man Goes to School

28. Before Reading. Activate your vocabulary
29. Vocabulary review: gingerbread, bake, classroom, playground, art room, science lab, library, bus, clock, morning, afternoon.
30. Anticipating. "What do you think the Gingerbread Man will do at school?" Story:

**The Gingerbread Man Goes to School**

One morning, Tim baked a Gingerbread Man. At 8:00 AM, when he opened the oven, the Gingerbread Man jumped out and ran away! He shouted, "Run, run, as fast as you can! You can't catch me, I'm the Gingerbread Man!"

The Gingerbread Man ran to the bus stop. He saw a school bus and jumped on. The bus took him to the school. At 8:30 AM, he arrived at the school and saw children playing in the playground. He ran past them and into the classroom. He saw books and pencils on the desks. He ran to the art room and saw coloured pencils and paper. He ran to the science lab and saw computers. He ran to the library and saw many books.

At 3:00 PM, the children caught him in the playground. The Gingerbread Man laughed and said, "You caught me! Let's have fun together!"

### While Reading

#### Comprehension Questions:

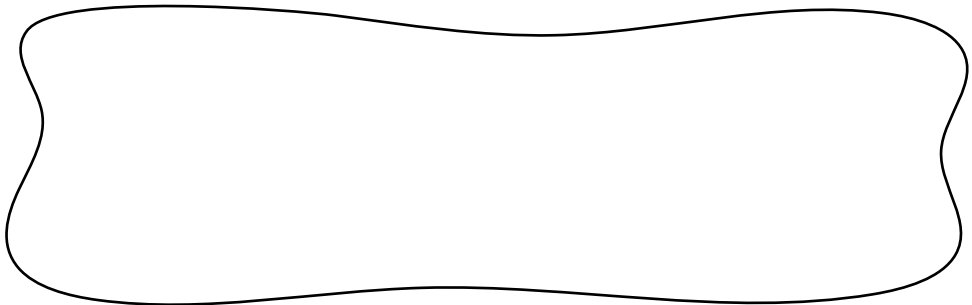
1. What time did Tim bake the Gingerbread Man?
2. How did the Gingerbread Man get to the school?
3. Where did the children catch him?

#### 31. True or False:

- \_\_\_ The Gingerbread Man stayed in the oven.
- \_\_\_ He took a bus to the school.
- \_\_\_ The children caught him in the library.

#### 32. After Reading. Retell the story with the help of your teacher.

#### 33. Draw your favourite part of the story and write a sentence about it. \_\_\_\_\_



34. Role-Play: gather in small groups to act out the story.

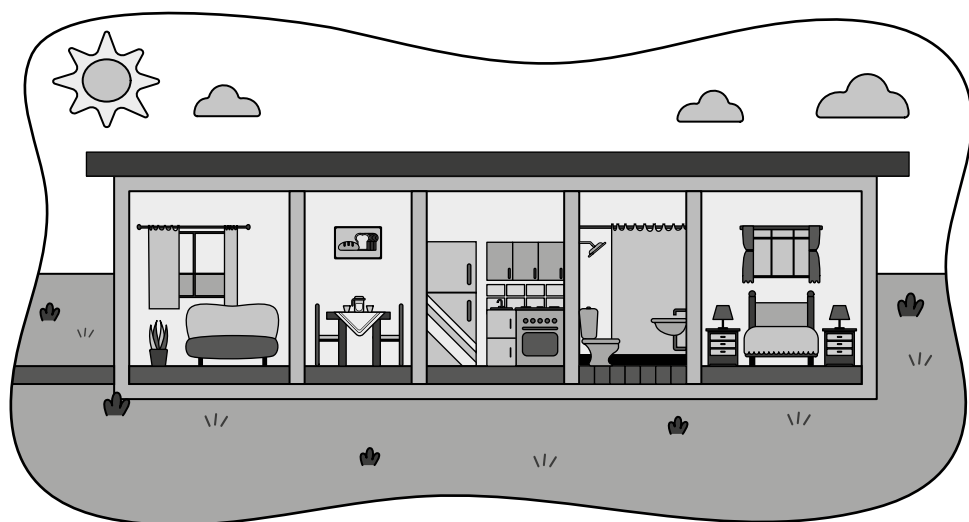


## My personal English booklet. Reflecting on learning

Unit 3	Now I can	I need more practice to
Ask and tell about the size and color of school objects.		
Ask for and offer help.		
Ask and tell about school activities and time.		
Ask and answer about means of transportation to get to a place		
Ask for and answer the time		
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		

# UNIT 4

Home, sweet, home!



The activities in this unit will help you to:

- Ask and tell about parts of the house and furniture.
- Ask and tell about home activities
- Sing a song and practice pronunciation
- Read and understand the main ideas in a text and/or a story
- Communicate about the different topics using:
  - verb be
  - question patterns
  - appropriate patterns of pronunciation and intonation
  - the vocabulary related to school objects and basic school activities

- 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

### Relaxing Breathing Activity: "Finding Comfort at Home"

- Follow the teacher's instructions and enjoy the learning journey.



### What's new?

**Situation 1 My home**  
**Henry and Laura are talking after school.**

**Henry:** Are you going home, Laura?

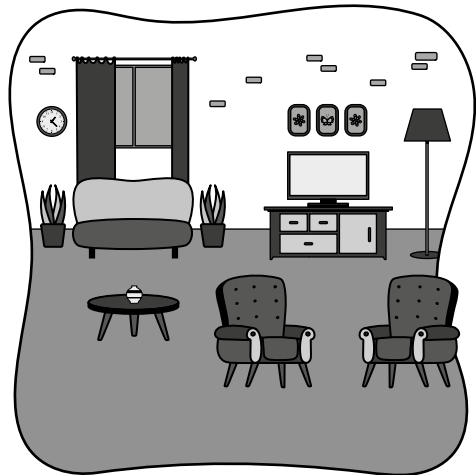
**Laura:** Yes! I'm tired. I need to relax.

**Henry:** Where do you usually relax at home?

**Laura:** I usually relax in the living room.

**Henry:** Why? Can you describe your living room?

**Laura:** Sure! My living room has a big sofa, a center table, a TV and a bookshelf. There are also two armchairs and some plants.





**Henry:** Hum! That sounds cozy!

**Laura:** Do you know what? I usually run into the bathroom. The bathroom has a shower, a sink, and a toilet. There are also some shelves for towels.

**Laura:** After a relaxing shower, I go to the kitchen.

**Henry:** A usual kitchen, I suppose.

**Laura:** Yes, of course. We have a stove, a refrigerator, and a dining table. There are also many cabinets for storing food and dishes. And then, to the dining room for snack.

**Henry:** And then you go to the bedroom, don't you?

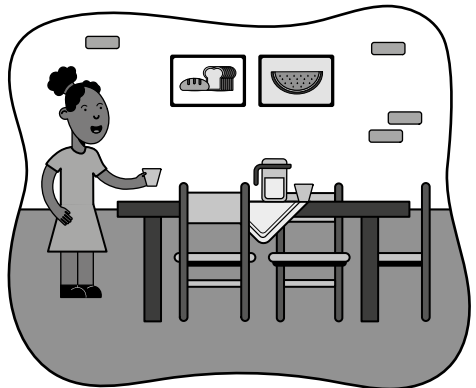
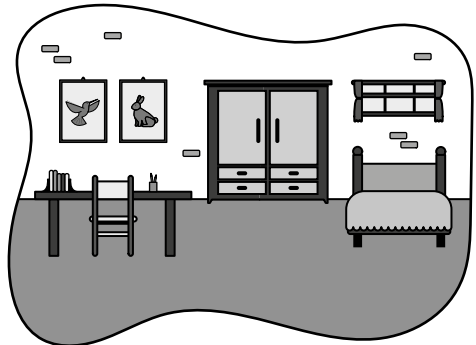
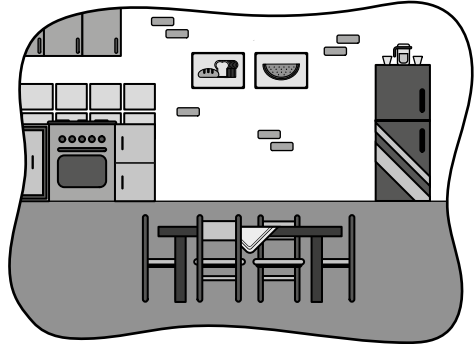
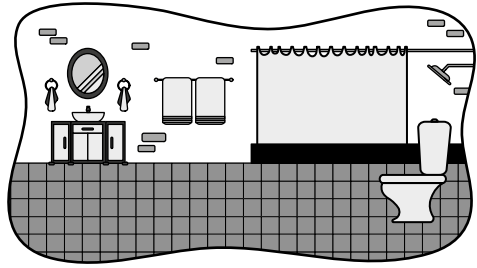
**Laura:** How do you know?

**Henry:** My bedroom is my favorite place. It has a comfortable bed, a desk, and a wardrobe. I also have some posters on the walls.

**Laura:** Yes!. There are three bedrooms. But I prefer mine. It is quiet and comfortable.

**Henry:** Do you help at home?

**Laura:** Sure, I clean the house, help my mom to wash the clothes and on weekends, I help to prepare lunch and set the table. What about you?



**Henry:** Of course, I help at home, too. I wash the dishes. I go to the supermarket and I set the table at dinner.

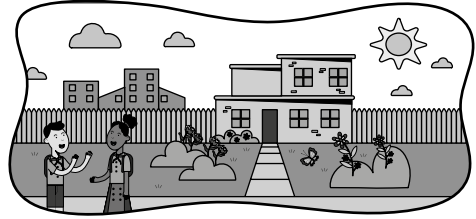
**Laura:** Yeah! it is important to help at home.

**Henry:** Well, Laura. Safe and sound at home. Wow! Beautiful garden!

**Laura:** Thanks, bye

**Henry:** See you tomorrow.

**Laura:** Seah!



**1. Answer these questions:**

Laura likes to relax:

1. in the bedroom
2. in the living room
3. at home

In Laura's house, there is:

1. kitchen
2. bedroom
3. bathroom
4. garden
5. garage

Laura's favorite place at home is:

1. the kitchen
2. the bedroom
3. the garden
4. the living room

**2. Listen to the dialogue again and follow the reading. Then, place the furniture in the appropriate room.**

Bathroom	Living room	Kitchen	Bedroom

### 3. Who does what. Tick the home activity they help with.

Actividades	Henry	Laura
Limpiando		
Fregando		
Haciendo almuerzo		
Poniendo la mesa		
Haciendo mandados en el supermercado		
Lavando ropas		

#### 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.



#### Look! Reflecting on language

- Cuando queremos indicar que hay algo en algún lugar utilizamos la frase *there is* si es una sola cosa, pero si son varias utilizamos *there are*.
- Uso the *a/ an*

*a living room* = *one living room*

En inglés al referirnos a un solo objeto se emplea el artículo indefinido *a*.

## Pronunciation

pronunciation of common household items

Example: "sofa" (/ˈsoʊfə/)

Example: "refrigerator" (/rɪˈfrɪdʒəˌreɪtər/)

## Stress patterns in multi-syllable words.

Example: "re-FRI-ger-a-tor" (stress on the second syllable)



## Let's practice

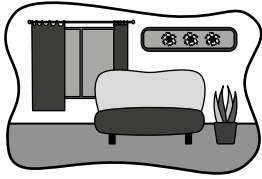
4. Completion activity. Where do you place them? Write the appliance or furniture in the most appropriate column. You can use the dictionary:

fridge bed oven TV set armchairs closet toilet center table mirror cooker forks dishes cupboard rice  
cooker soap sofa shower dressing table bath toilet  
paper kitchen cabinet fan

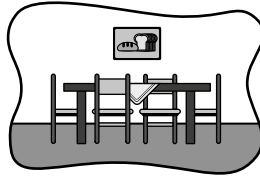
Bathroom	Living room	Dining room	Kitchen	Bedroom

5. Matching activity

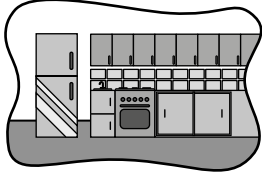
- Re-organize the letters to have a part of the house.
- Match words and pictures.
- Then write sentences.



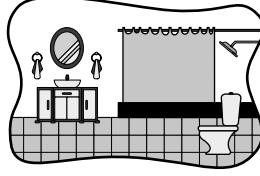
A



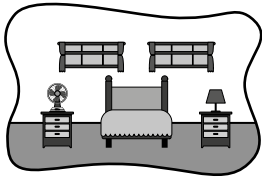
B



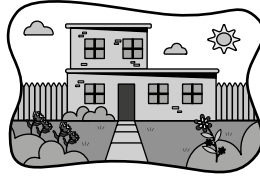
C



D



E



F



G

- \_\_\_ Rmobode
- \_\_\_ Ivilgnomor
- \_\_\_ Btahmoro
- \_\_\_ Dyra
- \_\_\_ Cehktin
- \_\_\_ Ndiingmroo
- \_\_\_ Ngrdea

6. Pair work. What is it?

- a) Select two pictures of different parts of the house.
- b) Your partner has to identify your selection, and then, describe it.
- c) Take turns describing the pictures to each other using the vocabulary and sentences learned

7. Drawing. Work independently to create a plan of a home and label each part in English. (possible homework)

8. Completion activity. At home I help to .... Complete the following sentences

- a) I help my mom to \_\_\_\_\_.
- b) The TV set is (generally) in \_\_\_\_\_
- c) The beds are \_\_\_\_\_
- d) Flowers grow in \_\_\_\_\_
- e) Children like to play in the \_\_\_\_\_
- f) We watch TV in the \_\_\_\_\_

9. Dialogue completion. Complete these conversations

John: Good morning, Margaret.

Margaret: Oh, \_\_\_\_\_ John! \_\_\_\_\_?

John: I'm very well, thank you. How about you?

Margaret: I'm very happy. I've moved into \_\_\_\_\_

John: Oh. It looks comfortable. It is \_\_\_\_\_ and \_\_\_\_\_. How many rooms are \_\_\_\_\_ in your house?

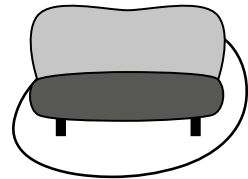
Margaret: Well, there is a \_\_\_\_\_. There is a dining room. There are two \_\_\_\_\_. There is a kitchen, a bathroom, a garden and a yard.

10. Complete the dialogue according to the picture.

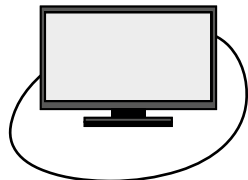
Dialogue 1

**John** : Is the living room \_\_\_\_\_?

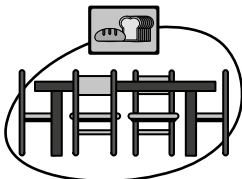
**Margaret**: No, it is big. There is a (Fig. A) \_\_\_\_\_, a center table and (Fig. B) \_\_\_\_\_. The (Fig. C) \_\_\_\_\_ is not big. There is a table with four (Fig. C) \_\_\_\_\_ and a (Fig. D) \_\_\_\_\_. There are (Fig. E) \_\_\_\_\_ in the bedroom and there is a big closet.



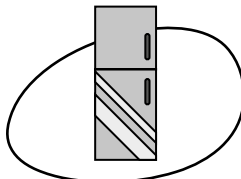
**A**



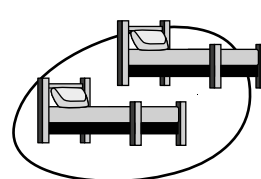
**B**



**C**



**D**



**E**

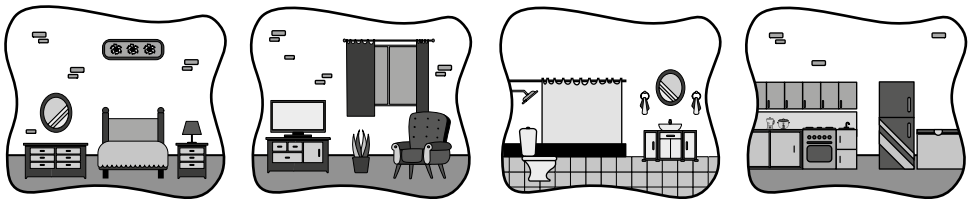
11. Complete the paragraph below using **there is / there are**. Then write the text in your notebook. Read the text "Home, sweet, home!" and answer these questions.

### "Home, sweet home!"

I live with my family in a house. My house is nice, beautiful, big and comfortable. \_\_\_\_\_ many rooms in my house. \_\_\_\_\_ a living room with a sofa and some pictures, \_\_\_\_\_ a bathroom and \_\_\_\_\_ a dining room. \_\_\_\_\_ a big table and \_\_\_\_\_ six chairs in the dining room. \_\_\_\_\_ a kitchen, \_\_\_\_\_ a garden and \_\_\_\_\_ a yard. In the second floor \_\_\_\_\_ three bedrooms and another bathroom. My favorite room at home is my bedroom because I sleep when I am tired and I play video games with my friends and my sister. I love my house!

- Is the house big or small? \_\_\_\_\_
- How many rooms are there in the house? \_\_\_\_\_
- What is his favourite room at home? \_\_\_\_\_
- Does he love his house? \_\_\_\_\_
- And you? What is your favourite room at home or in your apartment? \_\_\_\_\_

**12.** Observe the picture and write sentences. Use there is or there are.



### Pronunciation

Similar or different? Listen to your teacher and tick (✓).

th- /θ/	1	2	3	4	5

**13. Game. House Scavenger Hunt.**

Gather in small groups.

Take a list of items from the teacher

Go around to find the item

Once you find an item, write a sentence describing where it is and what it is used for (e.g., "The lamp is on the table in the living room. It is used for reading.")

Then share findings and descriptions with the class.

**14. Write the activities in the chart according to the place:**

<b>Activities</b>	<b>School</b>	<b>Home</b>
Clean the yard	_____	_____
Sweep	_____	_____
Make experiments	_____	_____
Wash the dishes	_____	_____
Take out the garbage	_____	_____
Wash the clothes	_____	_____
Copy the lesson	_____	_____
Prepare dinner	_____	_____
Go to the lab	_____	_____
Write compositions	_____	_____

**15. What do you do to help at home? Use the information in the previous activity.**

Example: I clean at home.

**16. Your routine. Talk to your partner guided by these questions. Practice with your partner.****Conversation A**

What do you do at school in the mornings?

**Conversation B**

What do you do at home after school? Do you help at home?



17. Dictation.

18. Before Reading. Vocabulary Preview.

19. Guessing Game. House Pictionary:

- Gather into two teams.
- One student from the first team takes a piece of paper with a word, then he tries to draw it board without using any words or letters.
- The rest of the team has 1 minute to guess the word. If they guess correctly, they earn a point. If not, the other team gets a chance to guess.
- The team with the most points at the end of the game wins

20. Prediction:

- This is the title of the text "My Cozy Home."
- What do you think the text will describe? What rooms or items might be mentioned?

### **My Cozy Home**

I live in a small but cozy house. When you enter, you see the living room. There is a big sofa, a coffee table, and a TV. Next to the living room is the kitchen. The kitchen has a stove, a refrigerator, and a dining table. I help my parents to cook our meals.

There are two bedrooms at home. My bedroom has a comfortable bed, a desk, and a wardrobe. I like to read books in my room. The bathroom is next to my bedroom. It has a shower, a sink, and a toilet. I keep my towels on the shelves. Outside, there is a small garden. I grow flowers and vegetables there. My home is my favourite place because it is warm and welcoming.

While Reading Comprehension Questions:

- a) Where is the living room located in the house?
  - b) What items are in the kitchen?
  - c) How many bedrooms are there, and what are they used for?
  - d) What is in the bathroom?
  - e) What does the student grow in the garden?
- 21.** After reading activities. Drawing Activity:  
Draw a floor plan of the house described in the text.  
Label each room and include the items mentioned.
- 22.** Personal Connection. Describe your favourite room in your house.



## In black and white

Writing: My Family Home, sweet home.

**Step 1. Warm up.** Recall with your teacher and classmates what your house look like. House Pictionary:

1. Gather into two teams. One student from the first team draws a word from the box and tries to draw it on the board without using any words or letters.
2. The rest of the team has 1 minute to guess the word. If they guess correctly, they earn a point. If not, the other team gets a chance to guess.
3. The team with the most points at the end of the game wins

**Step 2. Model text.** Read the model text My Cozy home

1. Brainstorming and Outline. Individually write ideas about your own family home and its furniture. Think about different rooms. Now create your own outline with the help of your teacher.

Outline. You should include:

Introduction (e.g., "My family home is very cozy.")

Development:

Description of the living room

Description of the kitchen

Description of their bedroom

Description of the garden

Conclusion (e.g., "I love my family home.")

### **Step 3. Guided writing.**

- Sentence Completion Activity. Complete the sentences related to your family home in pairs.

- I live in a \_\_\_\_\_.
- In the living room, we have a \_\_\_\_\_ and a \_\_\_\_\_. The family watches \_\_\_\_\_ in the living room.
- The kitchen has a \_\_\_\_\_ and \_\_\_\_\_ chairs. We prepare Delicious \_\_\_\_\_ in the kitchen
- My bedroom has a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_. I \_\_\_\_\_ in my bedroom .
- We have a \_\_\_\_\_ in the garden. We grow \_\_\_\_\_ and \_\_\_\_\_ in the garden. I help to water the \_\_\_\_\_.
- I love my \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_.

- Linking sentences with connectors. Link these sentences using basic connectors (e.g., and, but, so, because). For example:

We have a big sofa. We watch movies together. (and)

The kitchen is small. It is nice. (but)

I have a bed. I do my homework at the desk. (and)

**Step 4. Individual writing.** Write your paragraphs using the outline, the model text and the previous activities as guide.

**Step 5. Sharing & Revision.** Exchange your text with a partner. Revise your paragraphs based on the feedback worksheet. You receive and provide positive feedback and suggestions for improvement. Pay attention to the use of connectors and coherence in your writing.

Consider these indicators

Clarity of ideas    Use of vocabulary    Grammar and spelling  
Use of connectors

**Step 6. Editing.** Now, it's your turn to make corrections to improve your text.

**Step 7. Publishing.** Gallery walk. Display the texts as indicated by the teacher



## Let's sing together!

### 23. Listen to the song My family.

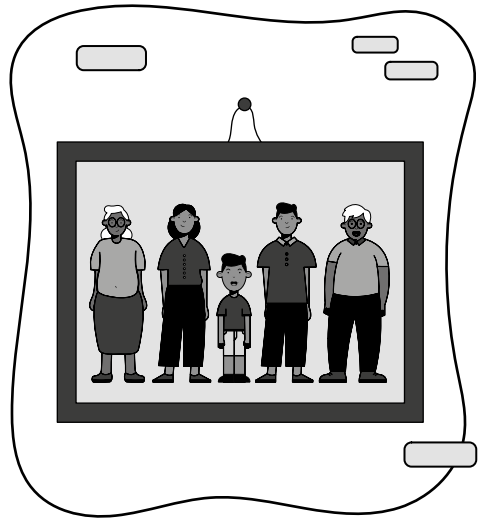
#### "My family"

Mummy and daddy,  
\_\_\_\_\_ and \_\_\_\_\_,  
grandma and grandpa,  
My \_\_\_\_\_.

\_\_\_\_\_ and me,  
\_\_\_\_\_ and me,  
My family,  
I love my family.

\_\_\_\_\_ and me,  
\_\_\_\_\_ and me,  
My family,  
I love my family.

\_\_\_\_\_ and me,  
\_\_\_\_\_ and me,



My family,  
I love my family,  
I love my family,  
I love my family...  
And my family loves me.

24. Song Parts of the house. Listen to the song and write the parts of the house you hear.

25. Now listen to the song Parts of the house again and complete it.

Where's Mr. Penguin?

He's in the \_\_\_\_\_.

What's he doing?

He's reading a book.

Where's Baby Elephant?

He's in the \_\_\_\_\_.

What's he doing?

He's taking a bath.

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Kitchen, not chicken, it's a kitchen.

Where's Mr. Lion?

He's in the \_\_\_\_\_.

What's he doing?

He's watching TV.

Where's Billy Beaver?

He's in the \_\_\_\_\_.

What's he doing?

He's studying English.

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Kitchen, not chicken, it's a kitchen.

Where's Mr. Brown Bear?

He's in the \_\_\_\_\_

What's he doing?

He's cooking spaghetti.

Where's Mr. Zebra?

He's in the \_\_\_\_\_

What's he doing?

He's washing the dishes.

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Bedroom, bathroom, living room, dining room

Kitchen, not chicken, it's a kitchen.

- 26.** Read the song Parts of the house and write **right** or **wrong**.

Correct the false answers.

Billy Beaver is in the dining room. \_\_\_\_\_

The house is very small. \_\_\_\_\_

Mr. Brown Bear is in the garden. \_\_\_\_\_

Mr. Zebra is not in the yard. \_\_\_\_\_

Mr. Penguin in the living room. \_\_\_\_\_

- 27.** Listen to the song again. Complete the chart.

Mr. Zebra

Mr. Penguin

Billy Beaver

Mr. Lion

Baby Elephant

Mr. Brown Bear

	bedroom		TV		English
	spaghetti		bath		book
	living room		bathroom		dishes
	kitchen		dining room		



## With a little help from my...

- 28.** Project work. My Sustainable Home (Mi hogar sostenible)  
 Work with your teacher on sustainable practices at home.  
 Gather in small groups.  
 Each group will create a poster about a sustainable practice at home.  
 Be creative and think about how you can apply these practices in your own homes.  
 Presentation day  
 Each group will present their poster to the rest of the class, explaining the sustainable practice they chose and how it helps the environment.



## To learn more

- Once upon a time. The Story of Man Told by Its Houses is a story from the book The Golden Age by José Martí, our national hero.
- 29.** Before Reading Activities: Vocabulary revision. With the help of your teacher review vocabulary.
- 30.** Have you read the story in Spanish? Show the title and a picture of different types of houses. What do you remember?



### The Story of Man Told by Its Houses

A long time ago, people lived in caves. They had no doors or windows. They used stones and animal skins to make their homes. Later, people built houses with walls and roofs. They used wood and mud. These houses had doors and small windows. In time, houses became bigger and better. People used bricks and stones. They had large windows and strong doors. Inside, there were beds, tables, and chairs. Today, people live in many types of houses. Some are tall buildings with many rooms. Others are small houses with gardens. Houses have many parts like roofs, walls, doors, and windows. Inside, we have furniture like beds, tables, and chairs.

**31. While Reading True or False:**

- \_\_\_ People first lived in caves.
- \_\_\_ Early houses had large windows.
- \_\_\_ Today, houses can be tall buildings.

**32. Questions:**

- a) Where did people live a long time ago?
- b) What materials did people use to build houses ?
- c) What furniture do we have inside houses today?

**33. After Reading Activity Drawing:** Draw your favourite type of house in the story and write a sentence about it.



### With a little help from my...

Teacher Reads a segment of the story in English.

Student A. Uses simple words and gestures to help the other students understand.

Student B. Tells the story in Spanish



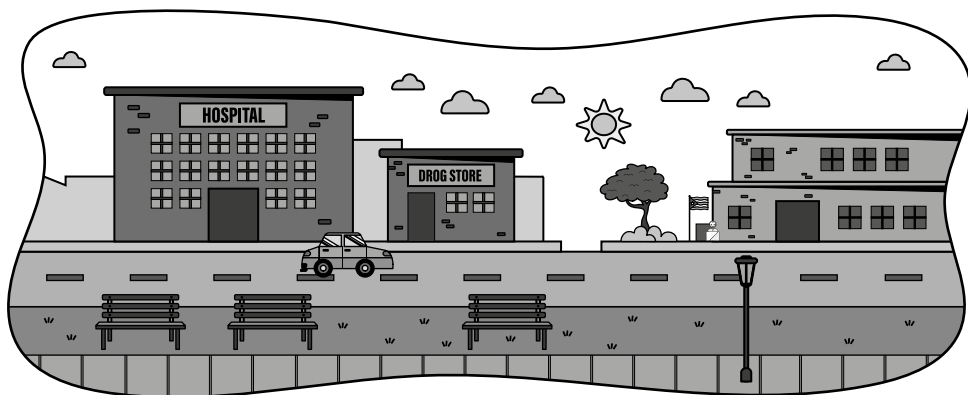


## My personal English booklet. Reflecting on learning

Unit 4	Now I can	I need more practice to
Ask and tell about parts of the house and furniture.		
Ask and tell about home activities.		
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		
Can help other people understand a familiar text in English		

# UNIT 5

## My city



The activities in this unit will help you to:

- Ask and answer where the places in town are.
- Ask and tell what places are like.
- Read and understand the main ideas in text and/or a story.
- Communicate about places in town using:
  - verb be and action verbs about a green city.
  - appropriate patterns of pronunciation and intonation.
  - the vocabulary related to school objects and basic school activities.
- Use learning strategies to understand and communicate basic messages in English.
- Demonstrate politeness and a collaborative attitude during interactive activities and independent tasks.

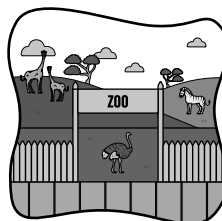
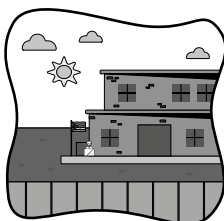
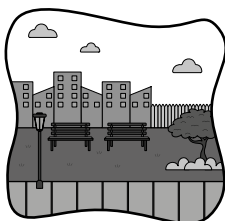


## Breaking the ice

### Relaxing breathing activity

Sit comfortably and follow the teacher's instructions.

From the pictures below, select the places you find in your community or town.



### What's new?

#### Situation

Kai is new in town. David is taking him around town.

**David:** Good morning, Kai. Ready for a walk around town?

**Kai:** Sure! Is this a big town?

**David:** Not very big.

**Kai:** Is there a museum?

**David:** Yes. There is a museum on 1<sup>st</sup> Ave and next to it there is an art gallery.

**Kai:** Is it far?

**David:** Oh, no. It's walking distance.

**Kai:** Let's go, then.

**David:** Most important places are in the same area. There is a community center in front of the gallery and the computer center is across the street.

**Kai:** This is a green city. There are many trees around.

**David:** Oh, yes!

**Kai:** Lovely town.

**David:** I love my town

### **Answer the following questions**

Are there places for entertainment in town? Which?

Are important places in town far from each other?

### **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.



## **Reflecting on language**

### **Prepositions**

The museum is on 1st Ave next to the art gallery.

The community center is in front of the gallery and the computer center is across the street.

### **Pronunciation**

museum    art gallery

in front of    next to    across the street

behind.



## **Let's practice**

1. Find the words related to places in town on the word search.

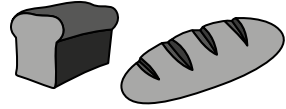
S	A	V	O	N	K	R	B	C	B	R	F	G	H	Y
C	B	Z	A	C	G	T	J	P	A	Ñ	M	O	P	Q
H	C	C	R	A	R	S	Z	O	K	R	K	J	G	N
O	P	H	T	S	O	X	S	S	E	T	A	L	S	K
O	O	U	G	H	C	T	P	T	R	O	C	T	O	O
L	L	R	A	O	E	G	O	O	Y	L	B	H	G	R
H	I	C	L	P	R	A	R	F	R	I	U	E	A	B
O	C	H	L	C	Y	S	T	F	K	B	S	A	S	V
S	E	A	E	A	S	S	S	I	T	A	S	T	S	T
P	S	L	R	F	T	T	C	C	P	R	T	E	T	P
I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

2. Circle the places you can find in your city or town :  
 Theater Library Cafe Police station Bus station  
 Post office Restaurant Hospital Airport Museum Park  
 Church Shops Grocery store Sports center Hotel  
 Important monument
3. Guessing game. Complete the ideas according to the pictures or objects the teacher shows.

Example:

The place where you can buy is...

The place where you study is...



4. Complete this conversation. Then practice.

**Lucy:** Do you like the (town-lesson-school)?

**Alfred:** It is small but (beautiful-tall), and..... is a great park.

**Lucy:** There is a museum too and a comfortable theater.

**Alfred:** Is there a (sports – dancing) center?

**Lucy:** Yes. It is (in front of – in) the clinic. We go there to play soccer.

**Alfred:** Would you like to go to the (swimming pool – art gallery) this Saturday?

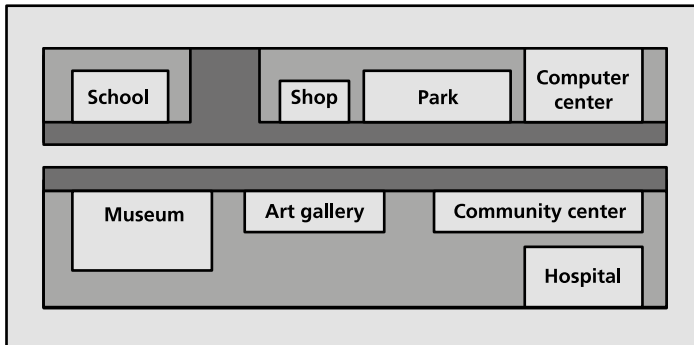
**Lucy:** Going swimming? Good idea!

**Alfred:** Well, it is time to go to classes.

**Lucy:** Let's go.

5. Complete the sentences with the appropriate prepositions.

List. In front of, next to, across from, between, behind



- The school is \_\_\_\_\_ the museum.
- The art gallery is \_\_\_\_\_ the museum.
- The park is \_\_\_\_\_ the shop and the computer center.
- The hospital is \_\_\_\_\_ the community center.

6. Guessing game. Act out places in town as instructed by the teacher and your classmates have to guess and produce a sentence.
7. Write the name of 4 streets or avenues in your city. Tell your partner about important places in the streets you wrote. See the example: e.g. There is a grocery on 7<sup>th</sup> Street.



## With a little help from my...

### Situation 1

**Student 1:** You live in the town. You do not know very little English. A tourist wants to get to the museum.

**Student 2:** You're a tourist. It is your first time in this town or city. Your English is very good, but you don't speak a word of the local language. You want to get to the museum.

**Student 3:** You live in this town or city and speak the local language. You understand English and can say simple words and use non-verbal signs. You offer to help.

### Situation 2

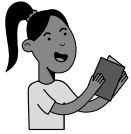
**Student 1:** You live in the town. You do not speak English. A tourist wants to buy some flowers for his friend.

**Student 2:** You're a tourist. It is your first time in this town or city. Your English is very good, but you don't speak a word of the local language. You want to buy some flowers for your friend.

**Student 3:** You live in this town or city and speak the local language. You understand English and can say simple words and use non-verbal signs. You offer to help.

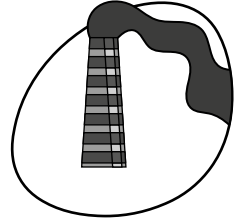
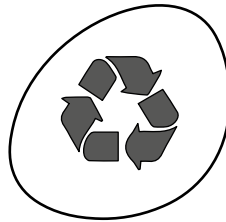
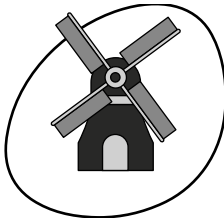
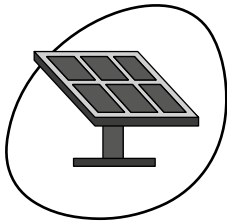
### 8. Oral practice

- Work in teams as organized by your teacher. Create a poster of the places in your city/town/community/neighborhood as indicated in class.
- Describe it to your classmates.

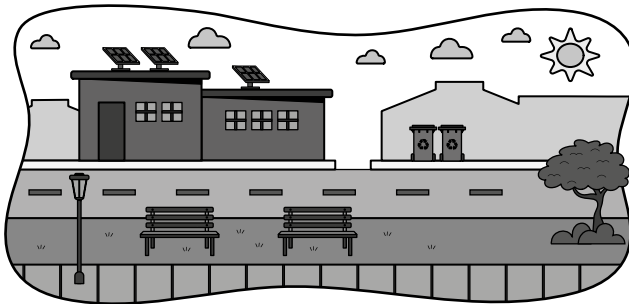


## Time to read

9. A Green City. Before Reading Activities This is the title of the text: "A Green City". What does it suggest? Share with the class.
10. Select the possible sustainable practices and ecofriendly activities in a green city.  
- use solar panels      - renewable energy      - recycling
11. Activate key vocabulary with your teacher: sustainable, renewable energy, recycling, green spaces, pollution, fresh air, wind power



12. Read the text:



### A Green City

A green city is a place where people live in harmony with nature. In a green city, there are many parks and green



spaces where people can enjoy fresh air and exercise. The buildings use renewable energy sources like solar panels and wind power. People recycle their waste and cycling for transport. Everyone works together to keep the city clean and healthy. By making small changes, we can all help create a green city.

### **While Reading Activities. Comprehension Questions:**

What is a green city?

What are some features of a green city mentioned in the text?

How do people in a green city help reduce pollution?

#### **13. Think-Pair-Share:**

Think about one way you can help make your city greener.

Share with your partner.

Share some ideas with the whole class.

#### **14. After Reading Activities. Complete the sentences using the vocabulary and information from the reading text.**

A green city is a place where people live in harmony with \_\_\_\_\_.

In a green city, there are many \_\_\_\_\_ and green spaces. The buildings use \_\_\_\_\_ energy sources like solar and wind power.

People \_\_\_\_\_ their waste and use public transportation to reduce \_\_\_\_\_.

Everyone works together to keep the city \_\_\_\_\_ and healthy.

#### **15. Fill in the blanks with appropriate connectors. (e.g., and, but, because, so)**

A green city has many parks \_\_\_\_\_ green spaces for fresh air and exercise.

People use a lot of plastic bottles \_\_\_\_\_ they recycle their waste.

16. Buildings use renewable energy \_\_\_\_\_ it reduces pollution. Everyone works together to maintain a clean and \_\_\_\_\_ healthy environment. \_\_\_\_\_
17. How can you apply what you learned to your own lives?
18. Complete the following sentences to review key vocabulary.  
Sunlight is a \_\_\_\_\_ energy source.  
We can \_\_\_\_\_ paper and plastic.  
\_\_\_\_\_ makes the air dirty.  
A \_\_\_\_\_ has many trees.  
\_\_\_\_\_ is the English word for sostenible.
19. Draw a map or a picture of your city as a green city. Locate the most important places. Write sentences describing the picture using the vocabulary words.
20. Dictation.



## In black and white

**Step 1. Warm up.** Activate the vocabulary with your teacher. Bring pictures or photos of different places in a city and say simple sentences.

**Step 2. Model text.** Read the model text.

### My city

My city is beautiful and full of life and there are different places to visit. There is a big park where I play with my friends every weekend. It is a peaceful place. Near my house, there is a school where I study. The school is very nice, and my teachers are kind. I enjoy learning new things every day. There is a supermarket too.

My family buys food there. Across from the supermarket, there is a library. I like to go there to read books and do my homework. There is also a small cafe next to the library where I sometimes meet friends. I love my city because it.

**Step 3. Guided Practice.** Sentence Formation. Complete the following sentences.

There is a big \_\_\_\_\_ (park).

I go to \_\_\_\_\_ (school) near my house.

There is a \_\_\_\_\_ (supermarket) where my family buys food.

There is a library \_\_\_\_\_ the supermarket where I read \_\_\_\_\_.

The cafe is \_\_\_\_\_ the library. Sometimes \_\_\_\_\_ meet there.

- Connecting sentences. Re-write the sentences in paragraph form. Insert the connector suggested.

There is a big \_\_\_\_\_ (park), I play with friends. ( where)

I go to \_\_\_\_\_ (school) near my house. I like it there. I learn. (because)

There is a \_\_\_\_\_ (supermarket), my family buys food. ( where)

There is a library \_\_\_\_\_ the supermarket.

I like the library. It is peaceful. (because)

The café is \_\_\_\_\_ the library. Sometimes \_\_\_\_\_ meet there. (and)

**Step 4. Independent writing.** My own city. Describe some places and how people can make it more sustainable. Use connectors like and, but, because, so. Include pictures.

**Step 5. Sharing and Revision.** Exchange your text with a partner. Revise your paragraphs based on the feedback worksheet. You receive and provide positive feedback and suggestions for improvement. Pay attention to the use of connectors and coherence in your writing.

Consider these indicators

Clarity of ideas

Use of vocabulary

Grammar and spelling

Use of connectors

**Step 6. Editing.** Now, it's your turn to make corrections to improve your text.

**Step 7. Publishing.** Poster display. Display the texts and read them as indicated by your teacher.



### With a little help from my...

- 21.** Project Work: Create a model or poster of a sustainable city, including places in town and sustainable practices (e.g., recycling centers, parks). Present their projects to the class and explain how their city is sustainable.



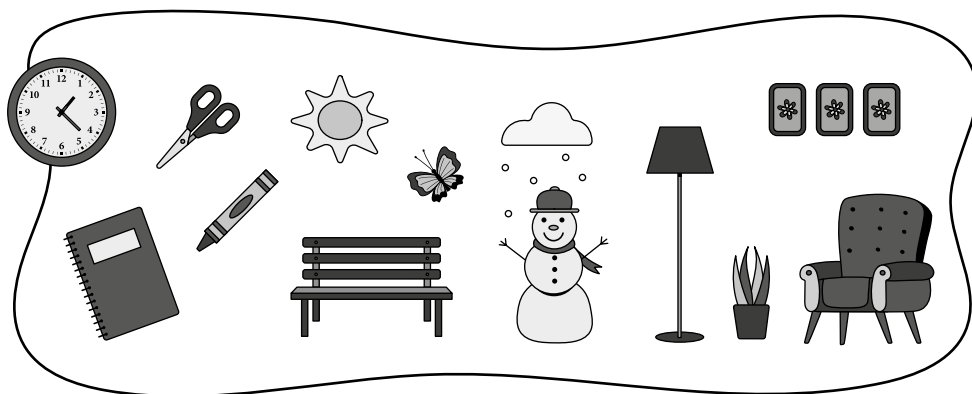
### My personal English booklet. Reflecting on learning

Prepositions	Use
In	Se usa para espacios cerrados o áreas grandes. Por ejemplo, in the city
At	Se usa para lugares específicos o puntos concretos. Por ejemplo, at the bus stop, at school
In front of	Delante de. Por ejemplo, The library is in front of the school.
Next to	Al lado de. The cinema is next to the theatre.
Across from	Al otro lado cruzando la calle o un espacio. The cafeteria is across from the hotel.
Between	En medio de dos cosas. The shop is between the pharmacy and the community center.
Behind	The garden is behind the house.

Unit 5	Now I can	I need more practice to
Ask and answer where the places in town are.		
Ask and tell what places are like.		
Ask for and give directions		
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		
Can help other people give directions in town		

# UNIT 6

## A year in our lives



The activities in this unit will help you to:

- Ask and tell about:
  - time, weather and seasons.
  - home and school furniture, objects and activities.
  - places in the community.
- Communicate in English about the previous topics using the appropriate vocabulary, grammar structures and patterns of pronunciation and intonation.
- Read and understand the main ideas in a text and/or a story.
- 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

Relaxing Breathing Activity: Days of the week breathing  
Sit comfortably, breathe deeply and visualize and imagine a typical day of the week

Follow the teacher's instructions and enjoy the learning journey.  
How do you feel now?



## Let's practice

1. Circle the word according to the category.

Places in town: actress - Friday - library - museum - park

Family members: sister - school - uncle - birthday - cousin

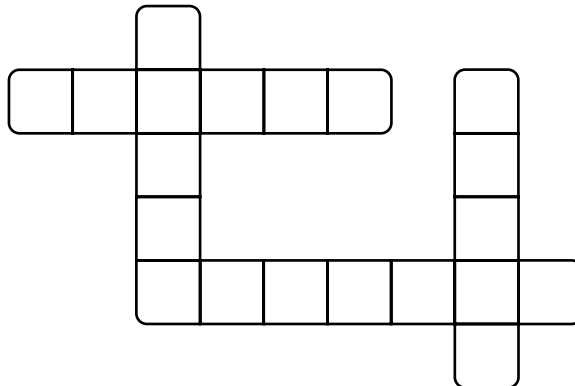
Parts of the house: close - kitchen - chicken - garden - bedroom

Furniture: cupboard - armchairs - bathroom - dog - rice cooker

Colours: brown - be quiet - green - notebook - yellow

2. Complete this puzzle. Down (↓) across (→)

- a color
- a school object
- an item of clothes
- a part of the house



3. Finding the Words. Say the words or phrases to name the part of the house or the household chore. Then re-organize the sentences and find or draw picture to illustrate it sentence.

- a) Scrambled sentences
- b) TV set/ there/living room/is.
- c) eating/dining room/is/family /the/in/the
- d) Dad/ dishes/the/doing/is
- e) brother/my/is/trash/taking out/the
- f) in/the/ bedroom/children/sleeping/the/are
- g) reading/am/ in /the/porch/I
- h) helping/kitchen/in/the/are/children

4. Read the text "Elena's new house" and then do the activities below.

Elena lives in Cienfuegos. She has moved to a new house recently and her sister Lorena is visiting her today.

**Lorena:** Oh, Elena, what a lovely house!

**Elena:** Oh, yes. It's very comfortable. It has three bedrooms.

**Lorena:** Really? What about the kitchen?

**Elena:** It is big. There is a new refrigerator and a gas cooker. Let's look inside.

**Lorena:** All right.

**Elena:** Look! This is the living room. That is our new TV set.

**Lorena:** Hmm! It's really nice. Is there any rocking chair in the house?

**Elena:** No, there isn't any, Lorena. But as you can see, there is a big sofa, two armchairs and a small center table here. Let's go to the room I like the most!

**Lorena:** What a nice and big dressing table, Elena!

**Elena:** You are right! It is very pretty.

**Lorena:** And the bed looks comfortable.

**Elena:** Yes, it's very soft. I love my room.



## 5. Match the correct option. In Elena's house...

- The bed is \_\_\_\_\_ ugly  
 The dressing table is... \_\_\_\_\_ pretty and big  
 The kitchen is... \_\_\_\_\_ small  
 The TV set is \_\_\_\_\_ comfortable  
 The center table is \_\_\_\_\_ new and nice

## 6. Say Yes or No according to the conversation.

Items	Yes	No
There is a refrigerator in the kitchen.		
The center table is in the dining room.		
There are two rocking chairs in the living room.		
The bedroom is Elena's favorite room at home		
The dressing table is small and ugly		

## 7. Substitute the underlined words and write a new dialogue.

A: Oh, no!

B: What's wrong?A: I lost my new ruler. I can't find it.

B: And, what color is your ruler? What is it like?

A: Well, it is blue and long. Help me, please.B: Let's see.... Is this your ruler?

A: Oh, yes. Thanks.

B: You're welcome. Be careful next time!

Sharpener	Thick and red	What happens?	Let me help you	Big and yellow
Can you help me?	White and small	Yes, of course	What's the matter?	English book

8. Week imagery. Now, what day of the week did you imagine in the relaxing activity? Can you describe it? Is this your favorite day?



### Let's sing together!

9. Enjoy the song the teacher presents.
10. Listen to your teacher and draw a clock with the time.
11. Write what you do every day, after school or on weekends according to the times on the clocks.
12. Complete the weekly planner.

Days of the week	Usual activities	At home	At school	On weekends
Monday	English lessons			

- a) What are your daily activities at school?
- b) What is your daily routine at home?
- c) What do you do on weekends?
- d) Do you do these activities all the year long? (¿Haces estas actividades todo el año?). During the year activities might vary.

**13. Class survey.**

1. Gather in small groups to write possible questions to ask about birthdays' months and celebrations during the year. Ask the teacher for help if you need to.
2. Walk around the class, ask your classmates and write the answers in the chart.
3. Work in small groups again and share.
4. Write complete sentences using the information.
5. Present the information to the whole class.
  - Think with your classmates about the fun school events during the year (e.g. sports day, festivals, etc.)
  - As a team create a calendar presenting all these special days each month.
  - What do you do at home for these celebrations?
  - Where in your town are these activities celebrated?

**14. Weather imagery.**

Sit comfortably, breathe deeply and visualize and imagine different types of weather as you breath.

Follow the teacher's instructions and enjoy the learning journey .

Now, what kind of weather did you imagine? Can you describe it?

Is this your favorite weather?

Weather. Objects & activities

Gather in small groups.

Draw the objects and write words such as clothes you associate to the season or weather you imagined. (e.g. sunny, rainy, etc.) If you do not know a word ask the teacher for help.

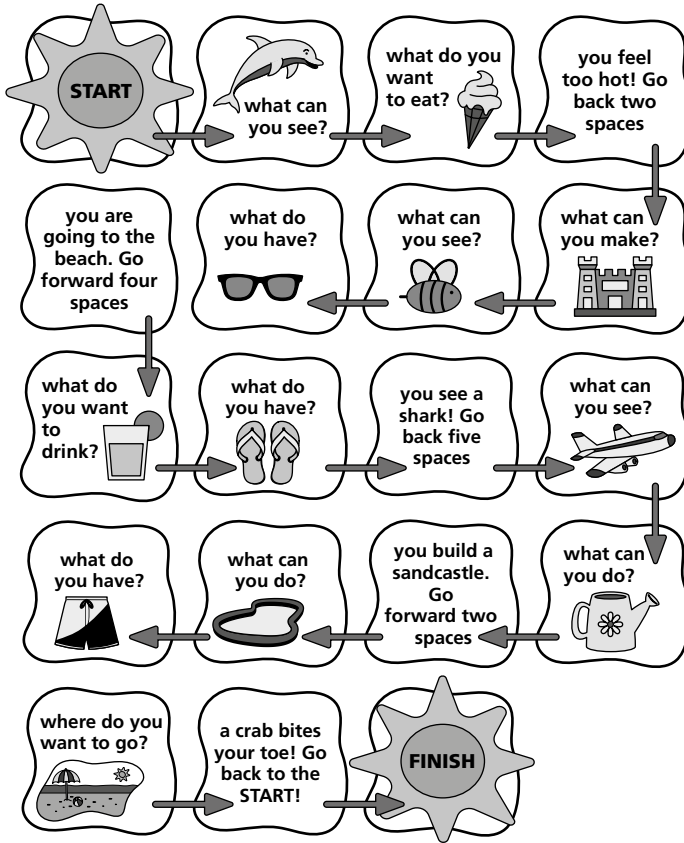
What activities do you do in that weather or season?

What clothes do you wear?

Can you list eco-friendly activities?

**15. Now enjoy this board game.**

## Summer Time Fun



16. Best place in town for the season. Where in town do you like to be in the type of weather or season you imagined? Where is that place?
17. A Day in town. You will be role-playing a day in town, performing different activities based on the day of the week, month, and season.
  1. Gather in small groups as instructed by your teacher.

2. Each group takes a different day of the week, month, and season. For example, one group could be "Monday in January during winter," another could be "Friday in July during summer."
3. Plan the Day
4. Each group will plan their day in town. You should decide on at least three activities that match the assigned day, month, and season and the places in town where they take place. Provide the location of the place and a short description.
5. Prepare the Role-Play (10 minutes):
6. You can use simple costumes or props to make their role-play more engaging.
7. Perform the Role-Play

**Group 1: Monday in January during winter**

**Activity 1:** Going to school (e.g., We go to school on Monday.)

**Activity 2:** Visiting the library (e.g., In the afternoon, we visit the library.)

**Activity 3:** Playing in the snow (e.g., After school, we play in the snow because it is winter.)

**Group 2: Friday in July during summer**

**Activity 1:** Going to the park (e.g., On Friday, we go to the park.)

**Activity 2:** Having a picnic (e.g., "We have a picnic in the park because it is summer.")

**Activity 3:** Going to the beach/river (e.g., In the evening, we go to the swimming pool.)



## Time to read

18. Before reading. What are your favorite places in your town?

Month	Day	Time	Home /family Activity	School activity	Town activity

Text A week in our town<sup>1</sup>

The image shows a screenshot of an email client interface. At the top, there is a dark header bar with the text "New Email" on the left and a close button (an 'X' icon) on the right. Below the header, the email content is displayed. It begins with "Dear friend," followed by a paragraph about exciting things to do in town. The main body of the email describes a typical week: Monday (school bus, Seven Sisters Street, Math, Science, lunch, homework, Tuesday art class), Wednesday (library, soccer), Thursday (chess, tennis, music, dance), Friday (assembly, train), and Saturday (family visit, farm). The text ends with "My grandparents live on a farm. I ride on horseback with my cousins...". A vertical scrollbar is visible on the right side of the email content area.

<sup>1</sup>Generated and adapted by Copilot ChatGPT

**New Email** ✓ 📎 ✕

and eat fresh fruits and vegetables. In the evening we all sit in the living room to tell family stories. Sunday is family time outside. We go camping to enjoy nature. We swim in the river and rest under trees to have our sandwiches and drinks. Every month in our town, we have different celebrations. In January, we celebrate New Year's Day with fireworks. In May there is a flower festival. In July, there is a summer festival with games and music.  
I love my town.

Best regards

**Paul**

📧 📎 😊 🔗 🖼️ 🗑️

**Send** ▼

- 21.** After-reading. In pairs, role play a conversation about your favorite day of the week or town celebration.

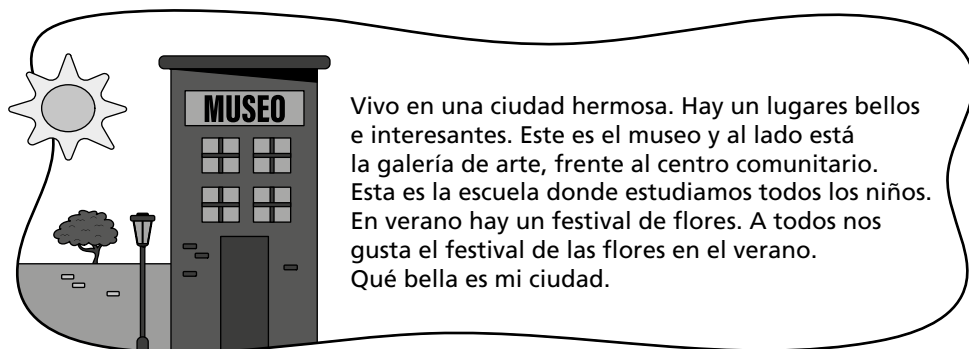


## With a little help from my...

### Situation

This is a brochure of a town. It is in Spanish, but the visitor does not understand it.

Use simple words in English for him.





## In black and white

**Step 1. Warm up.** Read the email and write an answer to Paul describing a typical week in your life. Complete the chart with your own personal information.

Month	Day	Time	Home /family Activity	School activity	Town activity

**Step 2. Guided writing.** Write connected sentences

**Step 3. Model text.** Read the email again

**Step 4. Independent writing.** Write an email to Paul:

- Describe yourself (name, age, family, likes, dislikes, etc.)
- Describe a typical week in your life.

**Step 5. Sharing and revision.**

**Step 6. Editing.**

**Step 7. Publishing.** Create a class newspaper



## With a little help from my...

- Project work. Create a model, a poster of the town celebrations.



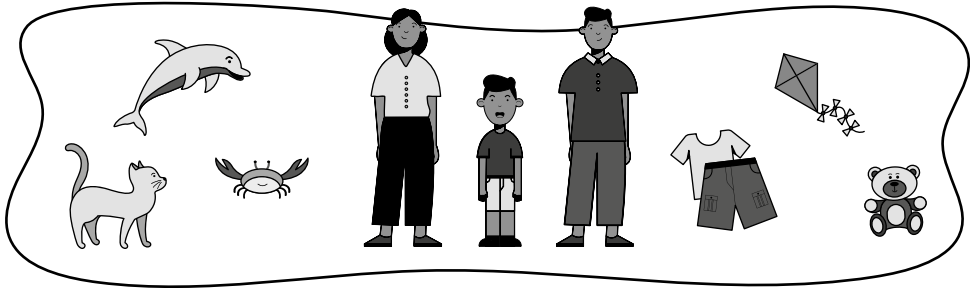


## My personal English booklet. Reflecting on learning

Unit 6	Now I can	I need more practice to
Ask and tell about parts of the house and furniture.		
Ask and tell about home activities.		
Ask and tell about school activities.		
Ask and tell about places and activities in town		
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		
Help others understand a piece of information in Spanish using simple words in English.		

# UNIT 7

## All in all



The activities in this unit will help you to:

- Ask and tell about the topics studied in primary:
  - personal information,      - school objects and activities.  
home, family and jobs.
  - time, weather and seasons.      - likes and dislikes.
  - places in the community.
- Communicate in English about the previous topics using the appropriate vocabulary, grammar structures and patterns of pronunciation and intonation.
- Read and understand the main ideas in a text and/or a story
- 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

## Relaxing Breathing Activity: Days of the week breathing


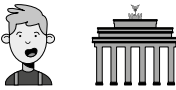
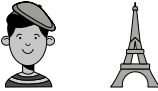

Sit comfortably, breathe deeply and visualize and imagine a typical day of the week

Follow the teacher's instructions and enjoy the learning journey.



### Let's practice

1. Friends around the world. English is an international language to communicate with friends from different countries, so it is important to learn about some of these countries.
  - a) Fill in the blanks based in the pictures in Column A.
  - b) Color the flag accordingly.
  - c) Use the information from the previous chart to create mini dialogues. Use the incomplete dialogue as a guide.

<p>He is Carlos</p> 	<p>Country: _____</p> <p>Nationality: _____</p> <p>Official language: _____</p>	<p>The flag is blue and white with a red triangle.</p>
<p>He is Hans</p> 	<p>Country: _____</p> <p>Nationality: _____</p> <p>Official language: _____</p>	<p>The flag is red, yellow and black.</p>
<p>He is Pierre</p> 	<p>Country: _____</p> <p>Nationality: _____</p> <p>Official language: _____</p>	<p>The flag is red, white and blue</p>
<p>He is Joao</p> 	<p>Country: _____</p> <p>Nationality: _____</p> <p>Official language: _____</p>	<p>The flag is green, yellow and black</p>

2. Many people around the world use English for communication. So, it is important to know basic information about these countries.



A: What's his/her name?

B: \_\_\_\_\_

A: Where \_\_\_\_\_?

B: From \_\_\_\_\_

A: What language does he/she speak?

B: \_\_\_\_\_

A: What about you?

**3.** Group the words from the box accordingly.

notebook – January - August - open the window - dining room - brother - yard – schoolbag - July - pen - kitchen - grandpa - Wednesday- Monday - aunt - Friday - raise your hand – Sunday - be quiet - March

<b>school objects</b>	<b>family members</b>	<b>days of the week</b>	<b>parts of the house</b>	<b>months of the year</b>	<b>classroom instructions</b>

**4.** Work in groups. What would you say to...?

- To introduce two friends at the party.
- To talk about what you like and dislike.
- To describe your house and your favorite room at home.
- To talk about the activities you do at school, at home and on weekends.

	O	T								
S		S			R					
	N	C								
		O	T		E	R				
F				E	R					
	R			D			T		E	
		N								
	R			D	F					

**6.** Let's read! Carolina is writing an e-mail to a friend in Jamaica.

A screenshot of an email client interface. At the top, a dark header bar contains the text "New Email" on the left and three icons (a checkmark, a document, and a close button) on the right. The main body of the email is white and contains the following text: "Dear Rick," followed by a paragraph about Carolina Rivero (12 years old, lives in Cienfuegos, sixth grade student, likes music, writes in a diary, goes to school Monday to Friday, loves gymnastics, speaks Spanish, learning English, family includes Juan the plumber, Lisa the mother, Robert the uncle, Jane the aunt, Elsa the grandmother, Alfred the grandfather, Gerardo the doctor, and Mary the teacher), and ends with "Well, write me back from Jamaica as soon as possible,". Below the text is "Yours," and the name "Carolina". At the bottom, there is a dark footer bar with icons for text formatting (A), attachments (paperclip), emojis (smiley face), links (chain), images (picture), and deleting (trash can). On the right side of the footer bar is a "Send" button with a dropdown arrow. A vertical scrollbar is visible on the right edge of the email body.

- a) Tick in the right box according to Carolina and her family's information.

Statement	true	false	not said
Alfred is Carolina's brother.			
Carolina lives in Cuba.			
Lisa's brother lives in Artemisa.			
It's 2 pm and Carolina is practicing sports.			
Her sister is a teacher.			
Carolina's friend lives in Santa Clara.			
Carolina's mother is older than Jane.			
Robert's birthday is in August.			

- b) Read Carolina's letter and complete the information below.

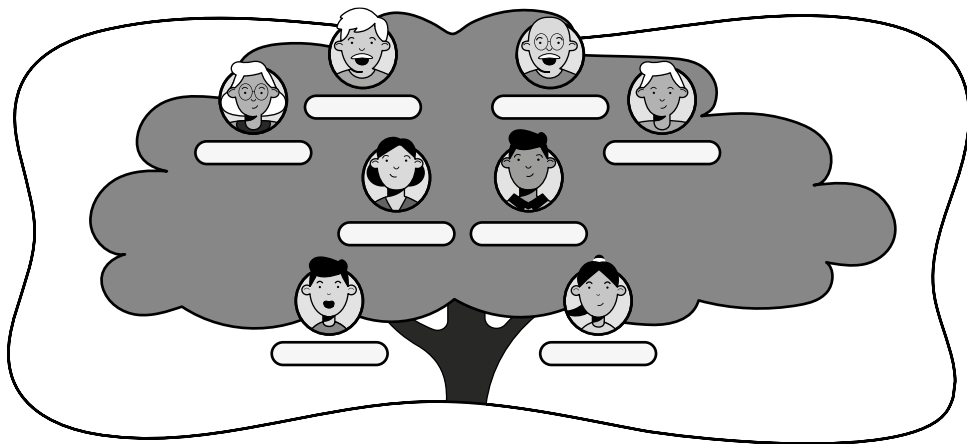
• Carolina

Province	
Name of the school	
Age	
Grade	
Languages	
Activity in the mornings	
Activity in the afternoons	

• Carolina's family

Family member	Name	Age	Occupation
			Plumber
		54	
	Gerardo		
Sister			
	Jane		

7. Family Tree Interview. Work with your partner. Interview each other about your family members and their jobs to fill in the family tree with the information you gather. Present your partner's family tree to the class.



8. Match column A and B.

## A

Where do you live?  
 Can you help me, please?  
 How do you spell your name?  
 What time is it?  
 How old are you?  
 May I go to the bathroom?  
 What's today's date?  
 What language do you speak?

## B

- I live in Ceballos.  
 - I speak Spanish.  
 - I am fine.  
 - It is twelve o'clock.  
 - Sunday, August 24.  
 - C-A-R-O-L-I-N-A.  
 - Sure.  
 - I am 11.  
 - Yes, you may.

9. Complete and practice.

A: Where do you live?

B: \_\_\_\_\_

A: Where do you study?

B: At \_\_\_\_\_ school.



A: What do you do at school?

B: \_\_\_\_\_

A: Do you love your family? What's your family like?

B: \_\_\_\_\_

A: What sports do you like to practice?

B: \_\_\_\_\_

- 10.** Complete the mini-conversations using the list below and then write the question for A.

A: (1) \_\_\_\_\_?

B: My name is \_\_\_\_\_.

A: (2) \_\_\_\_\_?

B: I'm \_\_\_\_\_ years old.

A: (3) \_\_\_\_\_?

B: I'm from \_\_\_\_\_, the capital of \_\_\_\_\_

A: (4) \_\_\_\_\_?

B: It's big and \_\_\_\_\_.

A: (5) \_\_\_\_\_

B: I \_\_\_\_\_ and help my parents with the housework.

A: (6) \_\_\_\_\_?

B: I like \_\_\_\_\_, \_\_\_\_\_ and guava.

## Time, Weather, and Seasons

- 11. Part 1:** Time. What time do you do these activities?

I wake up at \_\_\_\_\_.

I go to school at \_\_\_\_\_.

I go to bed at \_\_\_\_\_.

- 12. Part 2:** Weather and Seasons What are your likes and dislikes?

My favorite season is \_\_\_\_\_ because \_\_\_\_\_.

I like it when the weather is \_\_\_\_\_.

During \_\_\_\_\_, I like to \_\_\_\_\_.

I don't like \_\_\_\_\_.

## Days, Months, and Places in Town

### 13. Part 1: Days and Months What is your favorite day and month?

My favorite day of the week is \_\_\_\_\_ because \_\_\_\_\_.

My favorite month is \_\_\_\_\_ because \_\_\_\_\_.

### 14. Part 2: Places in Town. What is your favorite place in town?

My favorite place in town is \_\_\_\_\_ because \_\_\_\_\_.

I like to visit the \_\_\_\_\_ on weekends.

The \_\_\_\_\_ is near my house.

### 15. Find Someone Who.... Walk around the classroom asking each other questions to find someone who:

is 11 years old.

has a pet at home

goes to school by bus.

loves birds

likes sports very much.

reads at night.

likes pasta

practices music after school.

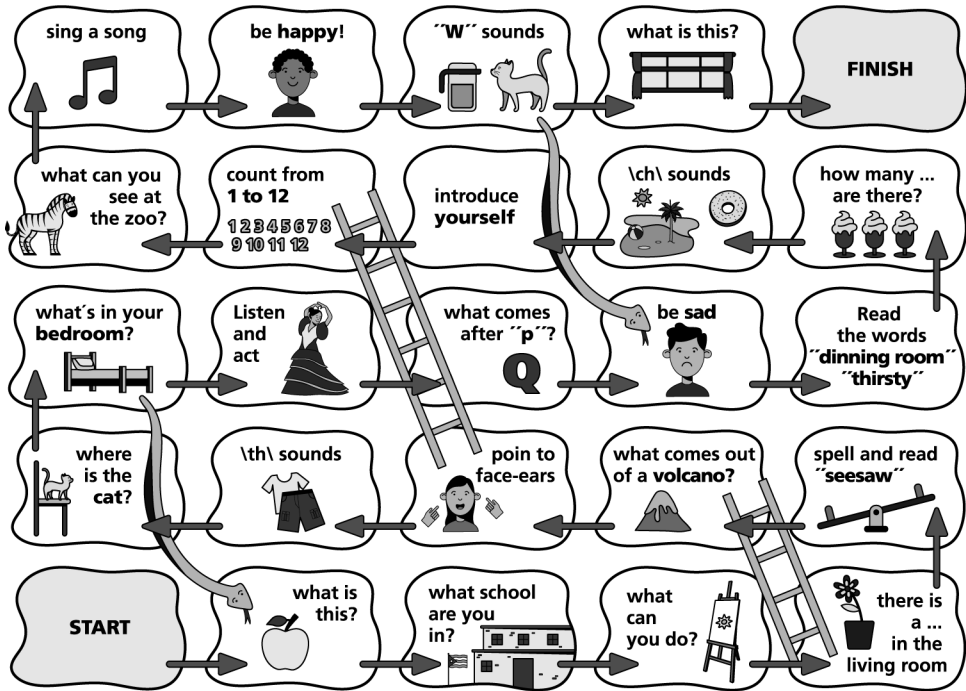
### 16. Create a story and tell your class. Use the words in the box below.

Name Red Monday Ice-cream Jamaica Friday Thin  
 living room brother House Yard play football Hide  
 and seek Bananas car Big Family Intelligent Belt  
 Mother tall School Friend Brave Marbles Favorite cats  
 Blue Black Animals Travel handsome like Baseball  
 Small Bus Dining-room love On foot Yellow

Example:

I have a friend. His name is Barry . His favorite...

My friend's name is Steve...



## Self Evaluation. Reading

### 17. Read the following email.

Dear María Fernanda,

Hello! My name is Carl. I am 12 years old. I live in a small house with my family. My father is a doctor, and my mother is a teacher. I have one brother and one sister. I like playing soccer and reading books. I don't like eating broccoli. At school, I have a blue backpack and many books. My favorite subject is math. I usually go to school at 8 o'clock in the morning. My favorite season is summer because I love the warm weather. On weekends, I like to visit the park and play with my friends. My favorite place in town is the library because I love reading new books.

Best regards

Carl

18. Answer the questions based on the previous text.

Questions	Personal information
Carl's family	
Carl's likes	
Carl's dislike	
Weekend activities	



## In black and white

**Step 1. Warm.** Work in pairs to ask and answer these.

- What's your name?
- How old are you?
- Where are you from?
- Where do you study?
- How do you go to school?
- What do you do on weekends?
- Where do you live?
- What's your mother like?
- What does your house look like?
- What do you do at home?
- What sports do you like to play?
- What is your favorite game?
- What animals do you like?
- What do you like to eat?

**Step 2. Model text.** Read the email again.

**Step 3. Guided writing.** Connect the sentences in the warm up activity.

**Step 4. Individual writing.** Write an email to a friend: Include name, age, family, likes, dislikes, etc. Describe what you do in a typical week.

**Step 5. Sharing & Revision.** After writing the paragraphs, exchange papers with a partner. Partners read each other's work and provide feedback using a checklist. For example:

- Are all the sentences about the same topic?
- Are there any grammar mistakes?
- Are there spelling mistakes?
- Are the ideas in logical order?
- Are there connectors to link ideas and sentences (such as and, but, so, because, etc.)?

**Step 6. Editing.** Now, it's your turn to make corrections to improve your text.

**Step 7. Publishing.** Activity: Class newspaper.

- Gather in small groups as organized by your teacher.
- Create a class newspaper with your paragraphs and illustrations.
- Display the newspapers around the classroom.
- Walk around, read the newspapers, and give comments or ask question.

**Speaking.** Gather in small groups and create dialogues based on these situations.

**A:** You are at an International Pioneers Camp and you are meeting new friends.

**B:** You are in a new city. You are in the park now. There are many children playing.

**C:** There is a party next Sunday. You want to invite your friends.

**D:** There is a family exhibition in your school. There are many photos and everybody wants to know about other classmates' families.

**The end**

