GOBIERNO DE LA
REPÚBLICA DOMINICANA

EDUCACIÓN

4º

Lenguas extranjeras | Inglés

Cuarto Grado. Segundo Ciclo. Educación Primaria

Libro abierto

SERIE 1

LIBRO GRATIS

LENGUAS EXTRANJERAS, INGLÉS
Cuarto Grado. Segundo Ciclo. Educación Primaria

SERIE 1, PROYECTO LIBRO ABIERTO

Este libro ha sido diseñado y concebido por la **UNIDAD EDITORIAL** del **Ministerio de Educación de la República Dominicana (MINERD)** dirigida por ***MANUEL NÚÑEZ ASENCIO*.**

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Libro Abierto

Libro Abierto es la colección de textos escolares orientada a impactar en la calidad de la educación dominicana. Para la elaboración de los contenidos de estos libros participaron las academias científicas, las instituciones educativas y las universidades nacionales. En estos centros se concentran los principales intelectuales del país cuyos talentos han sido puestos al servicio de la educación nacional.

La colección Libro Abierto tendrá dos presentaciones. Una impresa, integrada por dos series, y la otra digital. En la primera, se publicarán aquellos textos que se orientan al segundo ciclo del Nivel Inicial, los primeros tres grados de primaria y las áreas curriculares de primaria y secundaria: Ciencias Sociales, Lengua Española, Matemática y Ciencias de la Naturaleza.

En la presentación digital se publicarán los libros de texto de todas las áreas y los materiales que sirvieron de base para la educación a distancia durante la pandemia. Para ello, se dispone de una plataforma desde la cual, los estudiantes y docentes, podrán descargar dichos materiales y hacer uso de ellos libremente. Fortalecemos así la educación bajo la modalidad híbrida, impresa y digital.

Con esta colección Libro Abierto se impactará positivamente en la calidad de la educación y, además, los recursos disponibles en el presupuesto del MINERD se utilizarán de una manera más eficiente.

Estos libros constituyen un referente cualitativo en la historia de la educación dominicana y esperamos que los directores de centros, los docentes, los estudiantes y sus padres sean los críticos permanentes de los mismos y que sus opiniones ayuden a mejorarlos constantemente.

Ángel Hernández Castillo
Ministro de Educación

PROYECTO LIBRO ABIERTO

El Proyecto Libro Abierto es una iniciativa del **Ministerio de Educación de la República Dominicana, (MINERD)**, que busca el desarrollo de contenidos y recursos didácticos, a través de diferentes plataformas digitales e impresas, con la finalidad de ser utilizados en el proceso de enseñanza y aprendizaje de los estudiantes dominicanos.

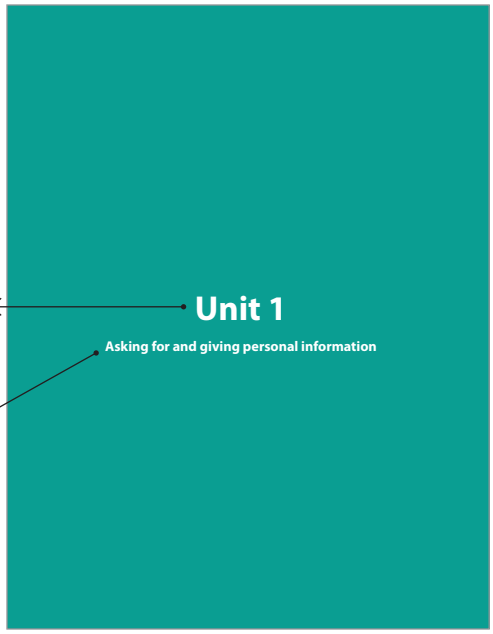
A partir de esta importante invención, el Ministerio de Educación presta especial atención a la necesidad de distribución de estos recursos y contenidos didácticos a las diferentes escuelas y liceos que conforman el sistema público de educación de la República Dominicana.

El proyecto Libro Abierto se inspira en el concepto informático de desarrollo de códigos abiertos, en donde el recurso o contenido didáctico esté disponible a la población educativa, no sólo para su uso sino también, para su posterior aplicación de mejoras en su proceso de actualización, dando así a la República Dominicana un sistema de desarrollo de recursos y contenidos innovadores, a través del Ministerio de Educación, contribuyendo de forma directa y transversal al buen desarrollo del sistema educativo dominicano.

Libro abierto

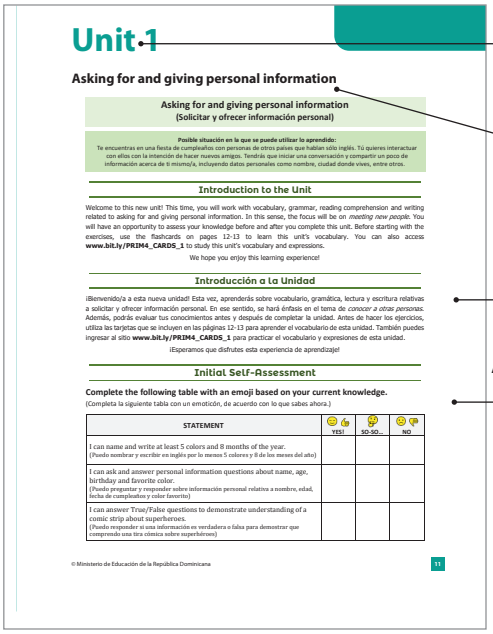
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INTRODUCTION TO THE UNIT



Identificador de la unidad didáctica

Título de la unidad didáctica



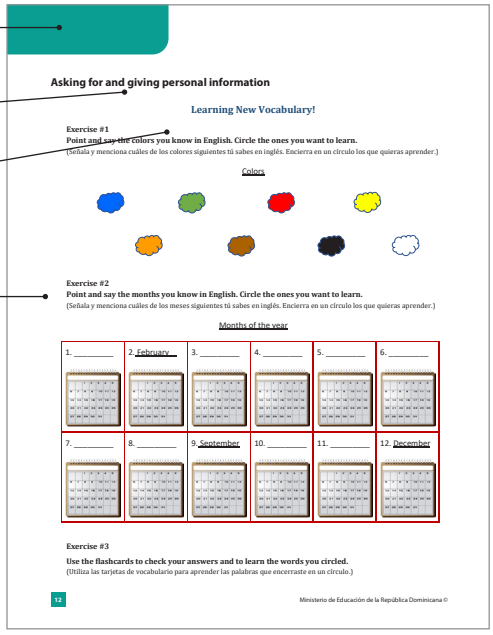
Identificador de la unidad didáctica

Título de la unidad didáctica

Introducción a la Unidad

Autoevaluación inicial de la unidad

EXERCISES

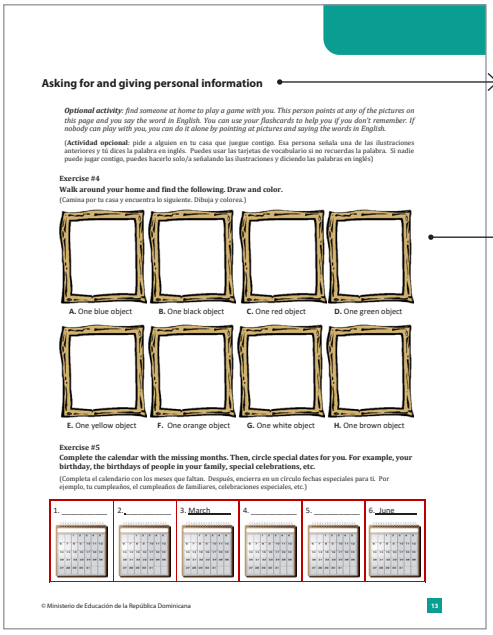


Indicador de la doble página

Título de la unidad

Vocabulary

Contenidos



Título de la unidad

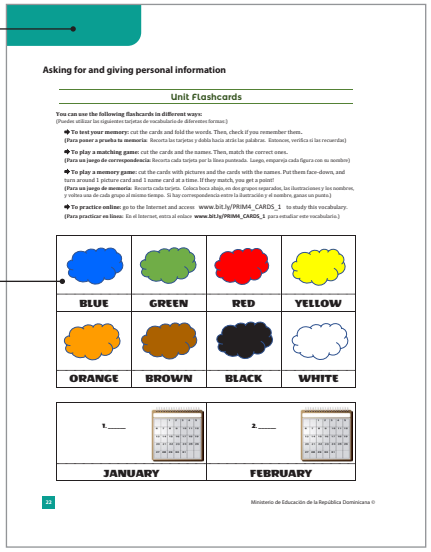
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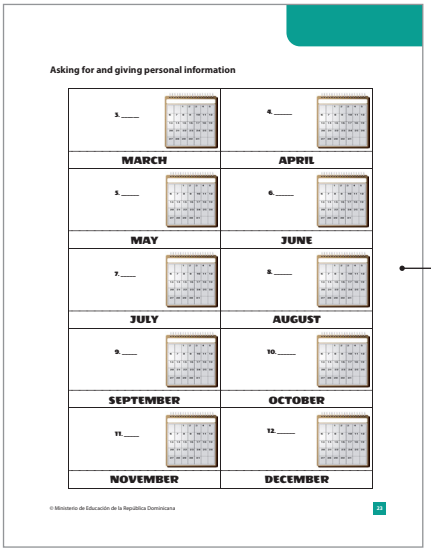
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UNIT FLASHCARDS

Indicador de la doble página

Flashcards de la Unidad



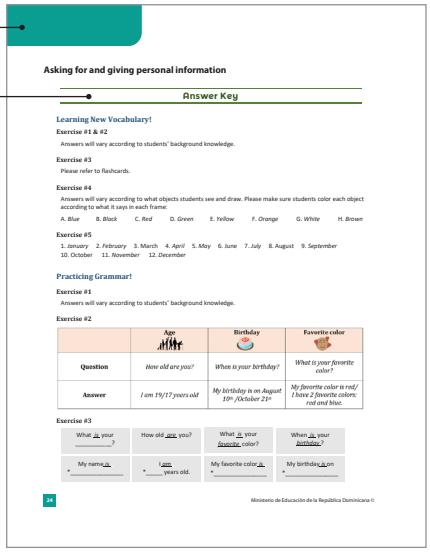


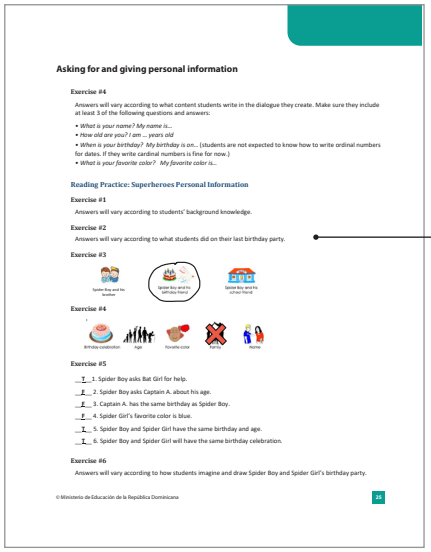
Flashcards

ANSWER KEY

Indicador de la doble página

Respuesta de ejercicios





Respuesta de ejercicios

Para consultar el Diseño Curricular:

Dirección General de Currículo

www.ministeriodeeducacion.gob.do

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Unit 1

Asking for and giving personal information

Unit 1

Asking for and giving personal information

Asking for and giving personal information
(Solicitar y ofrecer información personal)

Posible situación en la que se puede utilizar lo aprendido:
Te encuentras en una fiesta de cumpleaños con personas de otros países que hablan sólo inglés. Tú quieres interactuar con ellos con la intención de hacer nuevos amigos. Tendrás que iniciar una conversación y compartir un poco de información acerca de ti mismo/a, incluyendo datos personales como nombre, ciudad donde vives, entre otros.

Introduction to the Unit

Welcome to this new unit! This time, you will work with vocabulary, grammar, reading comprehension and writing related to asking for and giving personal information. In this sense, the focus will be on *meeting new people*. You will have an opportunity to assess your knowledge before and after you complete this unit. Before starting with the exercises, use the flashcards on pages 12-13 to learn this unit's vocabulary. You can also access **www.bit.ly/PRIM4_CARDS_1** to study this unit's vocabulary and expressions.

We hope you enjoy this learning experience!

Introducción a la Unidad

¡Bienvenido/a a esta nueva unidad! Esta vez, aprenderás sobre vocabulario, gramática, lectura y escritura relativas a solicitar y ofrecer información personal. En ese sentido, se hará énfasis en el tema de *conocer a otras personas*. Además, podrás evaluar tus conocimientos antes y después de completar la unidad. Antes de hacer los ejercicios, utiliza las tarjetas que se incluyen en las páginas 12-13 para aprender el vocabulario de esta unidad. También puedes ingresar al sitio **www.bit.ly/PRIM4_CARDS_1** para practicar el vocabulario y expresiones de esta unidad.

¡Esperamos que disfrutes esta experiencia de aprendizaje!

Initial Self-Assessment

Complete the following table with an emoji based on your current knowledge.
(Completa la siguiente tabla con un emoticón, de acuerdo con lo que sabes ahora.)

STATEMENT	YES!	SO-SO...	NO
I can name and write at least 5 colors and 8 months of the year. (Puedo nombrar y escribir en inglés por lo menos 5 colores y 8 de los meses del año)			
I can ask and answer personal information questions about name, age, birthday and favorite color. (Puedo preguntar y responder sobre información personal relativa a nombre, edad, fecha de cumpleaños y color favorito)			
I can answer True/False questions to demonstrate understanding of a comic strip about superheroes. (Puedo responder si una información es verdadera o falsa para demostrar que comprendo una tira cómica sobre superhéroes)			

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Asking for and giving personal information

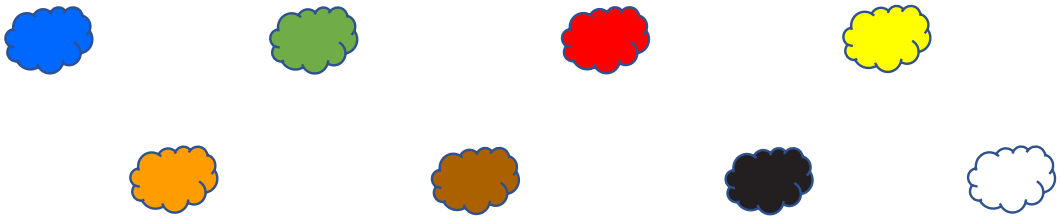
Learning New Vocabulary!

Exercise #1

Point and say the colors you know in English. Circle the ones you want to learn.

(Señala y menciona cuáles de los colores siguientes tú sabes en inglés. Encierra en un círculo los que quieras aprender.)

Colors



Exercise #2

Point and say the months you know in English. Circle the ones you want to learn.

(Señala y menciona cuáles de los meses siguientes tú sabes en inglés. Encierra en un círculo los que quieras aprender.)

Months of the year

1. _____ 	2. February 	3. _____ 	4. _____ 	5. _____ 	6. _____ 
7. _____ 	8. _____ 	9. September 	10. _____ 	11. _____ 	12. December 

Exercise #3

Use the flashcards to check your answers and to learn the words you circled.

(Utiliza las tarjetas de vocabulario para aprender las palabras que encerraste en un círculo.)

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Asking for and giving personal information

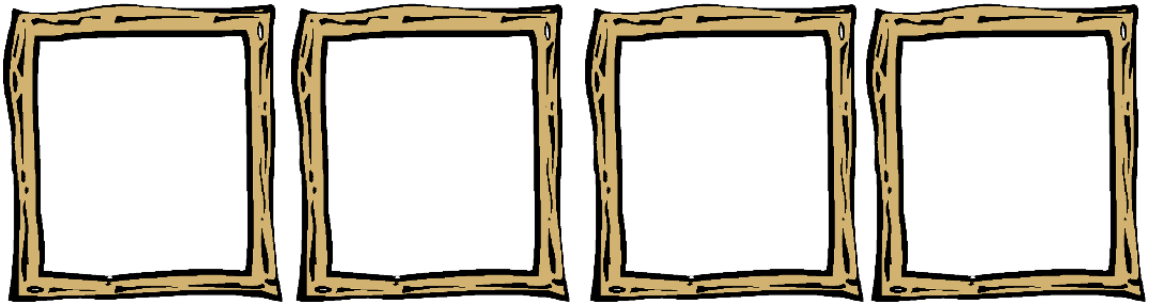
***Optional activity**: find someone at home to play a game with you. This person points at any of the pictures on this page and you say the word in English. You can use your flashcards to help you if you don't remember. If nobody can play with you, you can do it alone by pointing at pictures and saying the words in English.*

(**Actividad opcional**: pide a alguien en tu casa que juegue contigo. Esa persona señala una de las ilustraciones anteriores y tú dices la palabra en inglés. Puedes usar las tarjetas de vocabulario si no recuerdas la palabra. Si nadie puede jugar contigo, puedes hacerlo solo/a señalando las ilustraciones y diciendo las palabras en inglés)

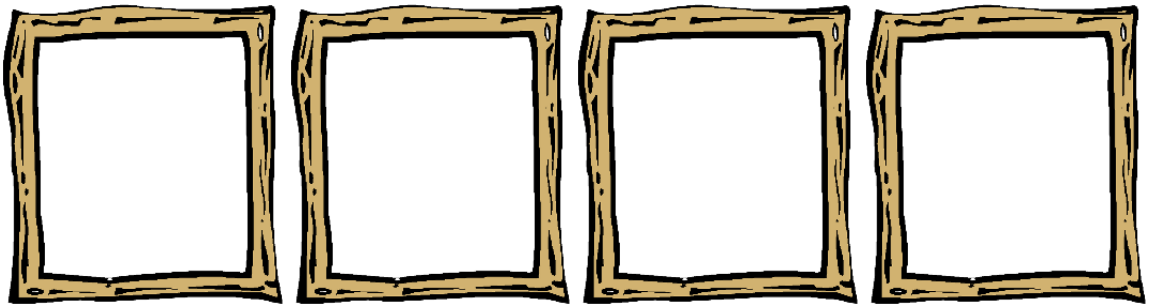
Exercise #4

Walk around your home and find the following. Draw and color.

(Camina por tu casa y encuentra lo siguiente. Dibuja y colorea.)



A. One blue object **B.** One black object **C.** One red object **D.** One green object



E. One yellow object **F.** One orange object **G.** One white object **H.** One brown object

Exercise #5

Complete the calendar with the missing months. Then, circle special dates for you. For example, your birthday, the birthdays of people in your family, special celebrations, etc.

(Completa el calendario con los meses que faltan. Después, encierra en un círculo fechas especiales para ti. Por ejemplo, tu cumpleaños, el cumpleaños de familiares, celebraciones especiales, etc.)

1. _____	2. _____	3. March	4. _____	5. _____	6. June
					

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Asking for and giving personal information

7. _____	8. August	9. _____	10. October	11. _____	12. _____
					

Practicing Grammar!

Exercise #1

Spiderman and Wonder Woman are meeting for the first time. Read the conversation and think about what they are saying. What do the underlined questions and answers mean?

(El Hombre Araña y la Mujer Maravilla se reúnen por primera vez. Lee la conversación y piensa sobre lo que ellos están diciendo. ¿ Cuál es el significado de las preguntas y respuestas que están subrayadas?)



Spiderman: Hello! My name is Spiderman. What is your name?
Wonder Woman: Hi, my name is Wonder Woman. Nice to meet you!
Spiderman: Nice to meet you too! How old are you?
Wonder Woman: I am 19 years old, and you?
Spiderman: I am 17 years old. When is your birthday?
Wonder Woman: My birthday is on October 21st. When is your birthday?
Spiderman: My birthday is on August 10th.
Wonder Woman: What is your favorite color?
Spiderman: I have 2 favorite colors, red and blue, and you?
Wonder Woman: My favorite color is red too.



Exercise #2

Find the question and answer for each category from the text in Exercise #1. The first is an example.

(Escribe la pregunta y la respuesta para cada ilustración, de acuerdo con la información presentada en el Ejercicio #1. La primera es un ejemplo.)

Name 	**Age** 
Question: *What is your name?* _____ *Answer:* *My name is Wonder Woman* _____	*Question:* _____ *Answer:* _____

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Asking for and giving personal information

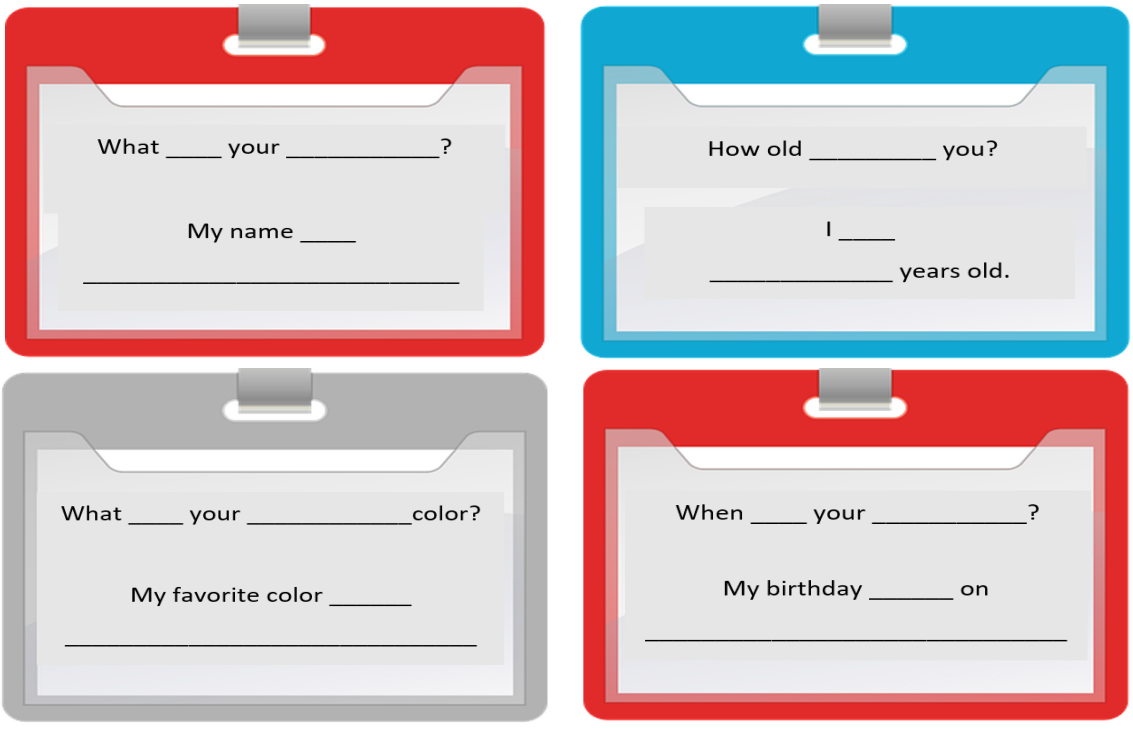
Birthday 	Favorite color 
Question: _____ *Answer:* _____	*Question:* _____ *Answer:* _____

Keep in mind!

We use "**is**" with phrases like: "your name", "your favorite color", "my name", "my birthday"
For example: "*What **is** your name? My name **is** Laura*".

We use "**are**" and "**am**" to ask and answer about age.
For example: "*How old **are** you? I **am** 10 years old*".

Exercise #3
Complete the questions and answers. Use your personal information in the answers.
(Completa las preguntas y las respuestas. Utiliza tu información personal en las respuestas.)



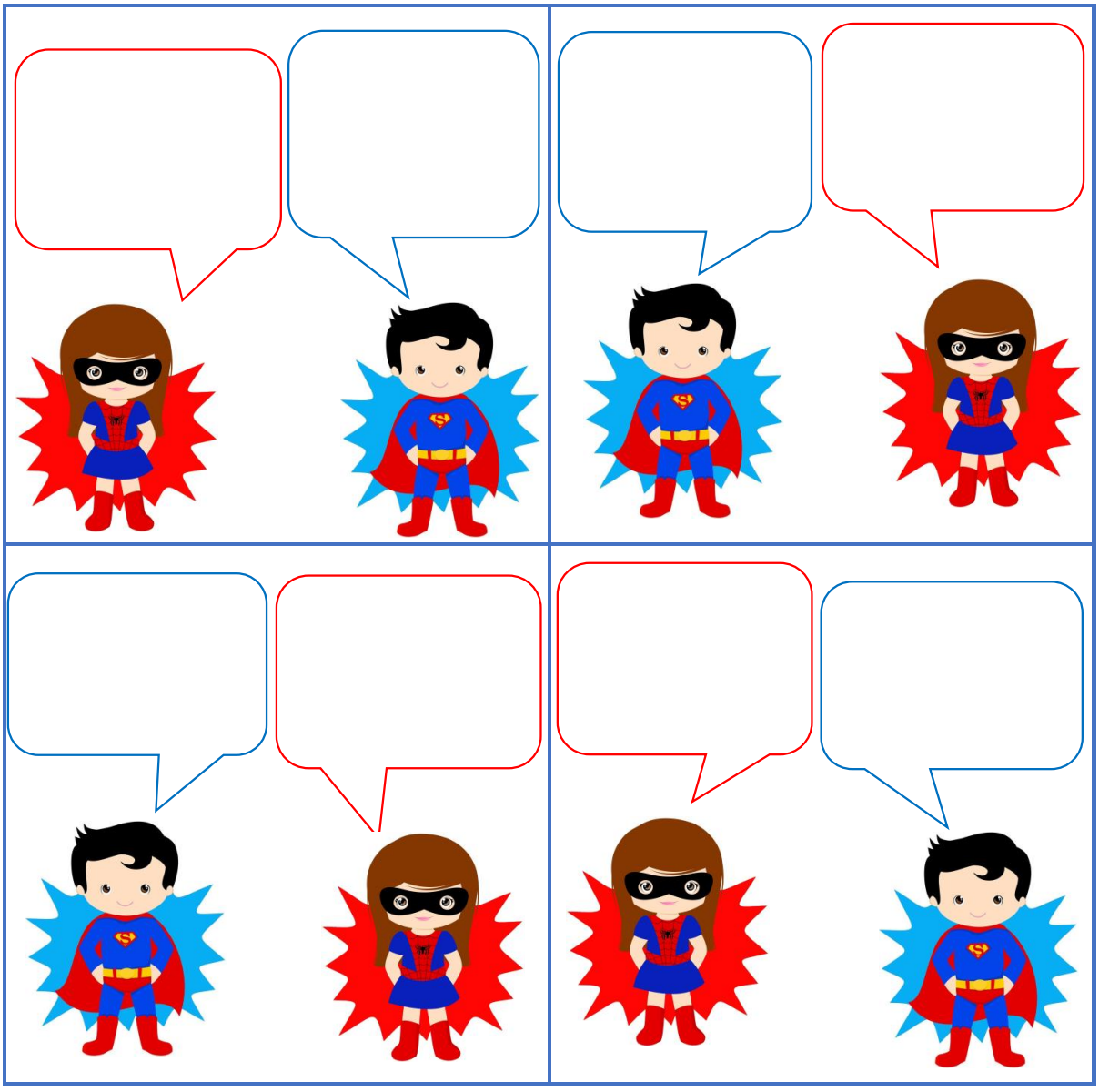
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Asking for and giving personal information

Exercise #4

Create a dialogue between these two superheroes who meet for the first time. Use personal information questions and answers.

(Crea un diálogo entre estos dos superhéroes que se encuentran por primera vez. Utiliza preguntas y respuestas sobre información personal.)



***Optional activity**: use toys you have at home to role-play the dialogue you created. You can also find someone in your house to help you role-play the dialogue.*

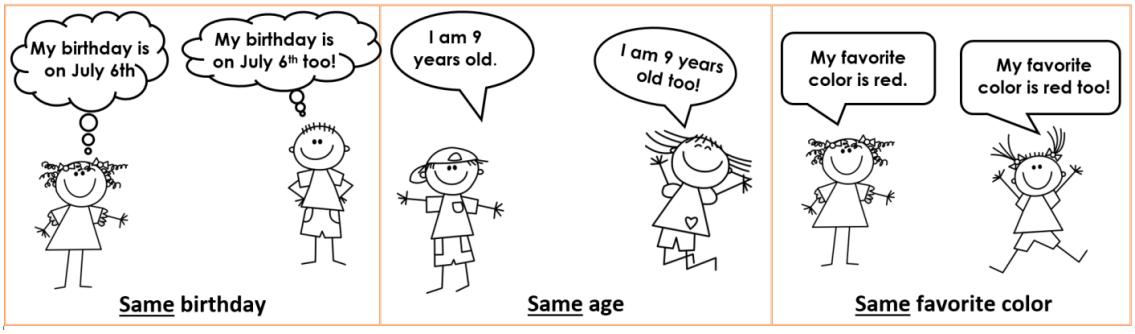
*(**Actividad opcional**: usa juguetes que tengas en la casa para hacer una dramatización con el diálogo creado por ti. También puedes pedirle a alguien de tu casa que te ayude a hacer la dramatización usando ese diálogo)*

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Asking for and giving personal information

Reading Practice: Superheroes Personal Information

Exercise #1
Look at the pictures and think about what the word "same" means.
(Observa las ilustraciones y piensa sobre el significado de la palabra "same".)



Write the name of a person you know next to each question, according to the information in it.
(Escribe el nombre de una persona que tú conozcas al lado de cada pregunta, según corresponda.)

Who:
- has the same birthday as you? _____
- is the same age as you? _____
- has the same favorite color as you? _____

Exercise #2
Think about your last birthday party. What did you do? Who did you celebrate with? Make a drawing to show your answers.

(Piensa sobre tu última fiesta de cumpleaños. ¿Qué hiciste? ¿Con quién lo celebraste? Haz un dibujo para ilustrar tus respuestas.)



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Asking for and giving personal information

Exercise #3
Read the comic strip about Spider Boy and circle the best title for it:

(Lee la tira cómica sobre el Niño Araña y encierra en un círculo el mejor título para ésta:)



Spider Boy and his brother

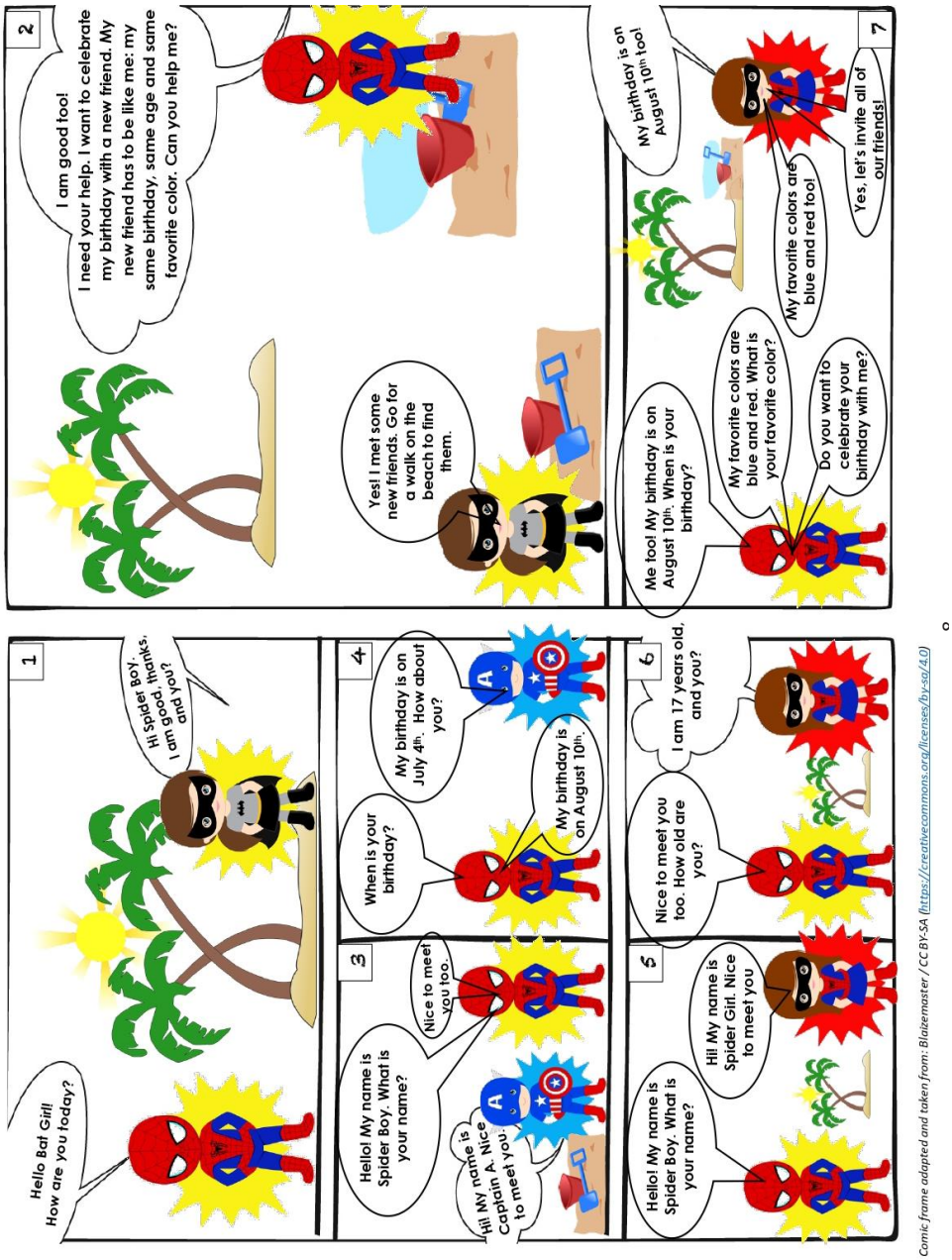


Spider Boy and his birthday friend



Spider Boy and his school friend

(You can find the audio file for this reading here: **www.bit.ly/PRIM4_AUDIO_01**)



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Asking for and giving personal information

Exercise #4

Read the comic strip again and cross out (❌) the topic that is <u>NOT</u> mentioned.

(Lee de nuevo la tira cómica del Ejercicio #3 y pon una X en el tópico que no se menciona.)


Birthday celebration


Age


Favorite color


Family


Name

Exercise #5

Read the comic one more time to write T (true) or F (false)

(Lee una vez más la tira cómica del Ejercicio #3 y escribe T (verdadero) o F (falso).)

_____ **1.** Spider Boy asks Bat Girl for help.

_____ **2.** Spider Boy asks Captain A. about his age.

_____ **3.** Captain A. has the same birthday as Spider Boy.

_____ **4.** Spider Girl's favorite color is blue.

_____ **5.** Spider Boy and Spider Girl have the same birthday and age.

_____ **6.** Spider Boy and Spider Girl will have the same birthday celebration.

Exercise #6

Imagine Spider Boy and Spider Girl's birthday party. On a separate piece of paper, draw Spider Boy and Spider Girl's birthday celebration.

(Imagina la fiesta de cumpleaños del Niño Araña y la Niña Araña. En una hoja de papel, dibuja la celebración de ese cumpleaños.)

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Asking for and giving personal information

Final Self-Assessment

Complete the following table with an emoji based on your current knowledge.

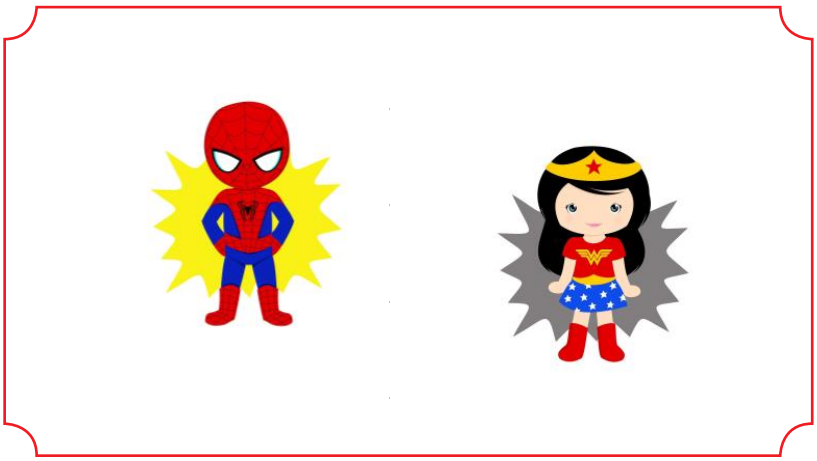
(Completa la siguiente tabla con un emoticón, de acuerdo con lo que sabes ahora.)

STATEMENT	YES!	SO-SO...	NO
I can name and write at least 5 colors and 8 months of the year. (Puedo nombrar y escribir en inglés por lo menos 5 colores y 8 de los meses del año)			
I can ask and answer personal information questions about name, age, birthday and favorite color. (Puedo preguntar y responder sobre información personal relativa a nombre, edad, fecha de cumpleaños y color favorito)			
I can answer True/False questions to demonstrate understanding of a comic strip about superheroes. (Puedo responder si una información es verdadera o falsa para demostrar que comprendo una tira cómica sobre superhéroes)			

Learning Portfolio

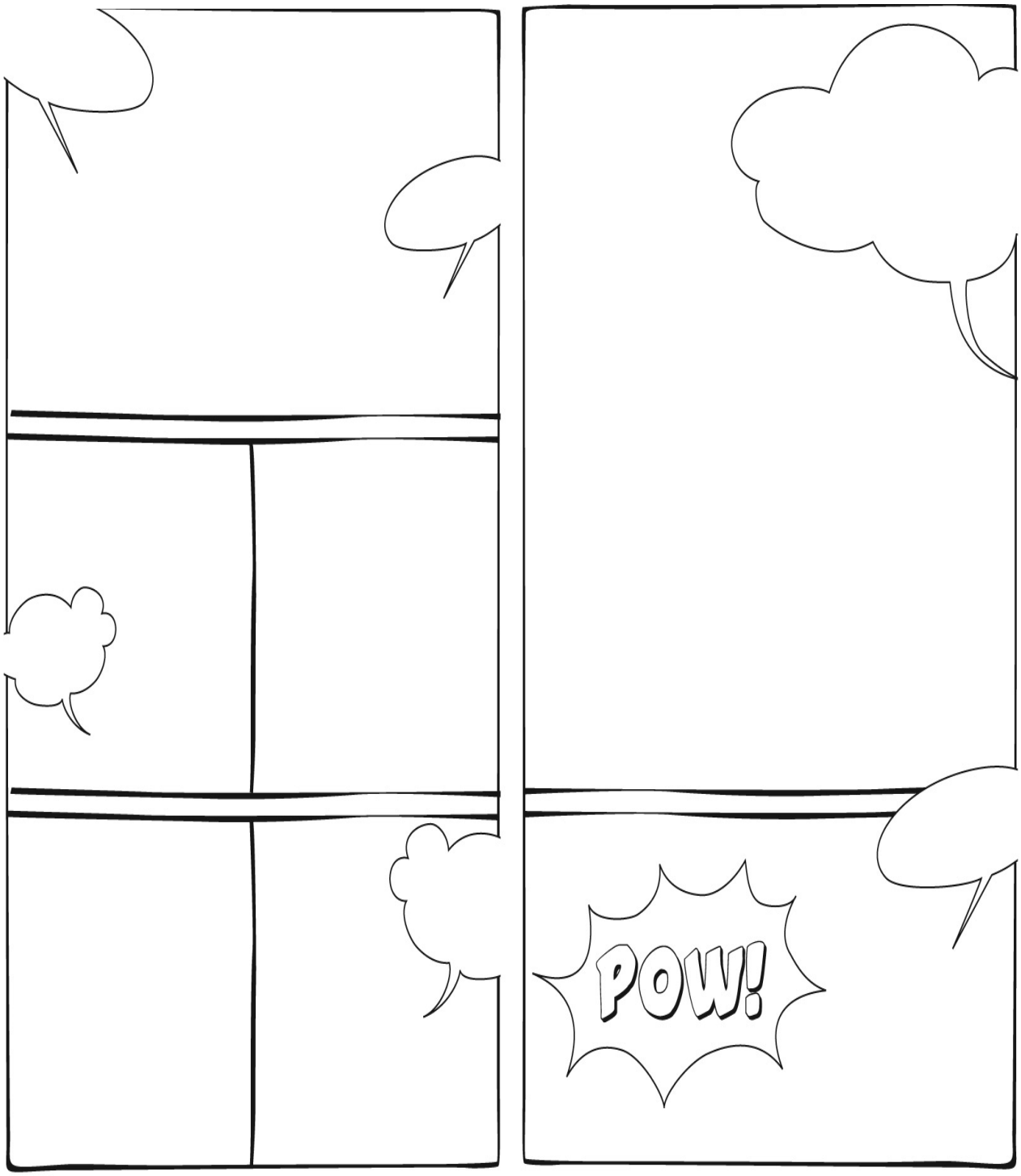
Create a comic strip with your favorite superheroes. Make sure you include 3-4 questions and answers about personal information. Don't forget to also include words related to colors and months of the year. Make sure you decorate your comic strips with drawings as well.

(Crea una tira cómica con tus superhéroes favoritos. Asegúrate de incluir 3-4 preguntas y respuestas sobre información personal. No olvides también incluir palabras relativas a los colores y los meses del año. Decora tu tira cómica con dibujos.)



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Asking for and giving personal information



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Asking for and giving personal information

Unit Flashcards

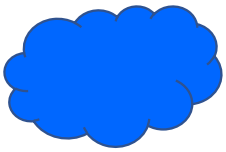
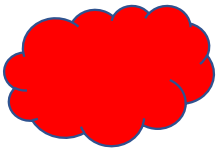
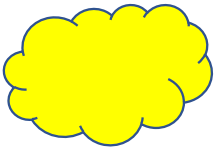
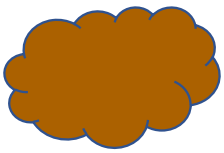
You can use the following flashcards in different ways:
(Puedes utilizar las siguientes tarjetas de vocabulario de diferentes formas:)

⇨ **To test your memory:** cut the cards and fold the words. Then, check if you remember them.
(Para poner a prueba tu memoria: Recorta las tarjetas y dobla hacia atrás las palabras. Entonces, verifica si las recuerdas)

⇨ **To play a matching game:** cut the cards and the names. Then, match the correct ones.
(Para un juego de correspondencia: Recorta cada tarjeta por la línea punteada. Luego, empareja cada figura con su nombre)

⇨ **To play a memory game:** cut the cards with pictures and the cards with the names. Put them face-down, and turn around 1 picture card and 1 name card at a time. If they match, you get a point!
(Para un juego de memoria: Recorta cada tarjeta. Coloca boca abajo, en dos grupos separados, las ilustraciones y los nombres, y voltea una de cada grupo al mismo tiempo. Si hay correspondencia entre la ilustración y el nombre, ganas un punto.)

⇨ **To practice online:** go to the Internet and access www.bit.ly/PRIM4_CARDS_1 to study this vocabulary.
(Para practicar en línea: En el Internet, entra al enlace **www.bit.ly/PRIM4_CARDS_1** para estudiar este vocabulario.)

			
BLUE	**GREEN**	**RED**	**YELLOW**
			
ORANGE	**BROWN**	**BLACK**	**WHITE**

1. _____ 	**2.** _____ 
JANUARY	**FEBRUARY**

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Asking for and giving personal information

3. _____ 	4. _____ 
MARCH	**APRIL**
5. _____ 	6. _____ 
MAY	**JUNE**
7. _____ 	8. _____ 
JULY	**AUGUST**
9. _____ 	10. _____ 
SEPTEMBER	**OCTOBER**
11. _____ 	12. _____ 
NOVEMBER	**DECEMBER**

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Asking for and giving personal information

Answer Key

Learning New Vocabulary!

Exercise #1 & #2

Answers will vary according to students' background knowledge.

Exercise #3

Please refer to flashcards.

Exercise #4

Answers will vary according to what objects students see and draw. Please make sure students color each object according to what it says in each frame:

A. *Blue* B. *Black* C. *Red* D. *Green* E. *Yellow* F. *Orange* G. *White* H. *Brown*

Exercise #5

1. *January* 2. *February* 3. March 4. *April* 5. *May* 6. June 7. *July* 8. August 9. *September* 10. October 11. *November* 12. *December*

Practicing Grammar!

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2

	Age 	**Birthday** 	**Favorite color** 
Question	*How old are you?*	*When is your birthday?*	*What is your favorite color?*
Answer	*I am 19/17 years old*	*My birthday is on August 10th /October 21st*	*My favorite color is red/ I have 2 favorite colors: red and blue.*

Exercise #3

What <u>*is*</u> your _____?	How old <u>*are*</u> you?	What <u>*is*</u> your <u>*favorite*</u> color?	When <u>*is*</u> your <u>*birthday*</u>?
My name <u>*is*</u> *_____	I <u>*am*</u> *_____ years old.	My favorite color <u>*is*</u> *_____	My birthday <u>*is*</u> on *_____

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Asking for and giving personal information

Exercise #4

Answers will vary according to what content students write in the dialogue they create. Make sure they include at least 3 of the following questions and answers:

- *What is your name? My name is…*
- *How old are you? I am … years old*
- *When is your birthday? My birthday is on…* (students are not expected to know how to write ordinal numbers for dates. If they write cardinal numbers is fine for now.)
- *What is your favorite color? My favorite color is…*

Reading Practice: Superheroes Personal Information

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2

Answers will vary according to what students did on their last birthday party.

Exercise #3



Exercise #4



Exercise #5

__T__ 1. Spider Boy asks Bat Girl for help.

__F__ 2. Spider Boy asks Captain A. about his age.

__F__ 3. Captain A. has the same birthday as Spider Boy.

__F__ 4. Spider Girl's favorite color is blue.

__T__ 5. Spider Boy and Spider Girl have the same birthday and age.

__T__ 6. Spider Boy and Spider Girl will have the same birthday celebration.

Exercise #6

Answers will vary according to how students imagine and draw Spider Boy and Spider Girl's birthday party.

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Unit 2

Describing animals & objects

Unit 2

Describing animals & objects

Describing animals and objects
(Describir animales y objetos)

Posible situación en la que se puede utilizar lo aprendido:
Estás participando en un juego con un grupo de amigos que sólo hablan inglés, en el cual es necesario describir animales y objetos. Para poder ganar el juego, necesitas saber palabras para describir las características de animales y objetos, tales como color y tamaño, entre otras, y también cómo preguntar y responder sobre las características de animales y objetos.

Introduction to the Unit

Welcome to this new unit! This time, you will work with vocabulary, grammar, reading comprehension and writing related to describing animals and objects. In this sense, the focus will be on *playing guessing games*. You will have an opportunity to assess your knowledge before and after you complete this unit. Before starting with the exercises, use the flashcards on pages 12-13 to learn this unit's vocabulary. You can also access **www.bit.ly/PRIM4_CARDS_2** to study this unit's vocabulary and expressions.

We hope you enjoy this learning experience!

Introducción a la Unidad

¡Bienvenido/a a esta nueva unidad! Esta vez, aprenderás sobre vocabulario, gramática, lectura y escritura relativas a describir animales y objectos. En ese sentido, se hará énfasis en el tema de *jugar a las adivinanzas*. Además, podrás evaluar tus conocimientos antes y después de completar la unidad. Antes de hacer los ejercicios, utiliza las tarjetas que se incluyen en las páginas 12-13 para aprender el vocabulario de esta unidad. También puedes ingresar al sitio **www.bit.ly/PRIM4_CARDS_2** para practicar el vocabulario y expresiones de esta unidad.

¡Esperamos que disfrutes esta experiencia de aprendizaje!

Initial Self-Assessment

Complete the following table with an emoji based on your current knowledge.
(Completa la siguiente tabla con un emoticón, de acuerdo con lo que sabes ahora.)

STATEMENT	YES!	SO-SO...	NO
I can name and write the names of at least 4 animals and 4 objects. (Puedo nombrar y escribir los nombres de al menos 4 animales y 4 objetos.)			
I can describe animals and objects using "It is" and "It has". (Puedo describir animales y objetos utilizando "It is" and "It has".)			
I can show understanding of a text by making detailed drawings of the information I understood. (Puedo demostrar comprensión de un texto hacienda dibujos detallados de la información que entiendo.)			

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Describing animals & objects

Learning New Vocabulary!

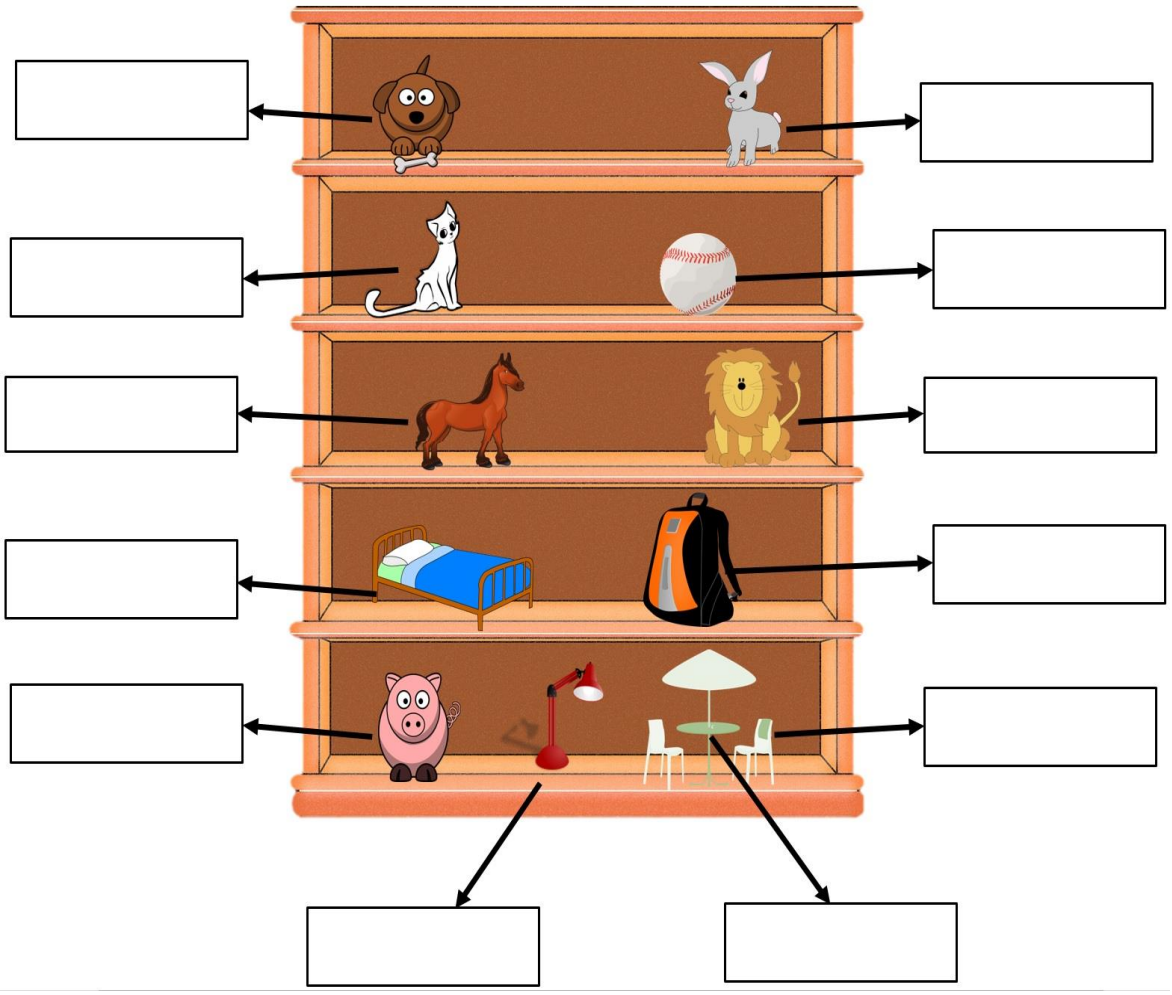
Exercise #1

This is a shelf with my toys. How many animals and objects can you name? Look at the pictures and write as many animals and objects in English as you can.

(Este es un estante con mis juguetes. ¿Cuántos animales y objetos puedes nombrar? Observa y escribe en inglés tantos animales y objetos como puedas.)

Note: please write with a pencil in case you need to erase it later.

(Nota: por favor escribe con un lápiz, por si acaso necesitas borrar algo más tarde.)



Exercise #2

Use the flashcards to check your answers or to learn the new words. Label all the pictures. Practice saying the all the words.

(Utiliza las tarjetas de vocabulario para confirmar tus respuestas o para aprender palabras nuevas. Completa los nombres que faltaron en el ejercicio #1 y practica la pronunciación de todas las palabras.)

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Describing animals & objects

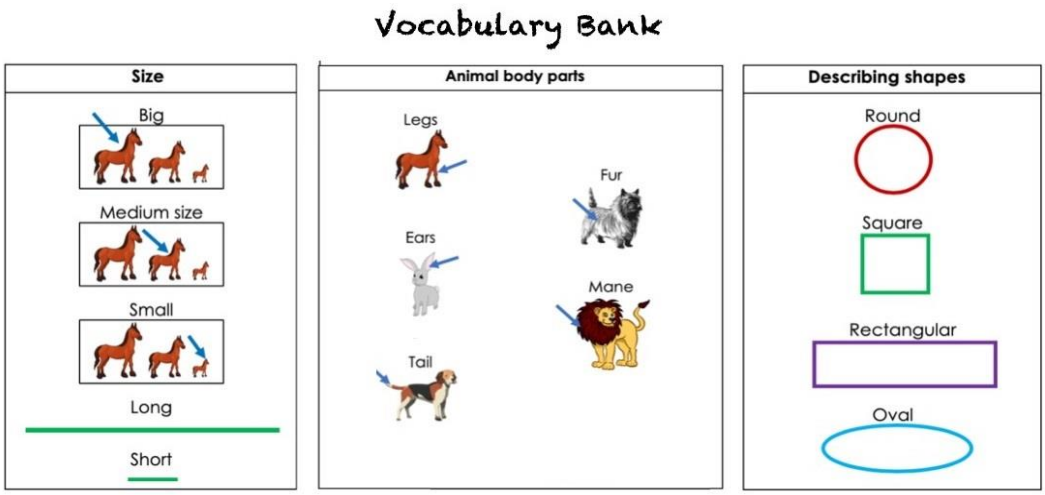
***Optional activity**: play a "Cover, Say, Uncover" game. First cover a word, point at the picture and say the word. Uncover the word to check your answers. Repeat until you can say all the words without reading them.*

*(**Actividad opcional**: Cubre una palabra, señala la ilustración correspondiente y pronuncia la palabra. Descubre la palabra y confirma tu respuesta. Repite hasta que puedas decir todas las palabras sin leerlas.)*

Exercise #3

Read the clues and use the vocabulary bank to guess the animal or object.

(Lee las pistas y utiliza el banco de vocabulario para adivinar de qué animal u objeto se trata.)



Example:

This animal lives in houses with humans. It is medium size and it has 4 legs, a tail, fur and it barks (woof! woof!)

__DOG__

1. This object is usually in a house. It is usually big. It can be square or round. It has 4 long legs.

_____

2. This animal lives in houses or farms. It is small. It has fur, long ears, 4 legs and a small tail.

_____

3. This object is used to play. It can be small, medium size or big. It is round.

_____

4. This animal lives in Africa. It is big and brown. It has 4 legs, fur, a long tail and a mane.

_____

5. This animal lives in a farm. It can be big or medium size. It is pink or light brown. It has 4 short legs, small ears and a short tail.

_____

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Describing animals & objects

6. This object is usually in a house or at school. It is small and square. It has 4 legs. You sit on it.

_____

7. This object is usually in a house. It can be medium size or big. It is rectangular and it has 4 short legs. You use it to sleep.

_____

8. This animal lives in a farm. It is big and it has fur and a mane. It has 4 long legs, small ears and a long tail.

_____

9. This object is usually in a house. It is small and it can be round, square, oval or rectangular. You use it for light.

_____

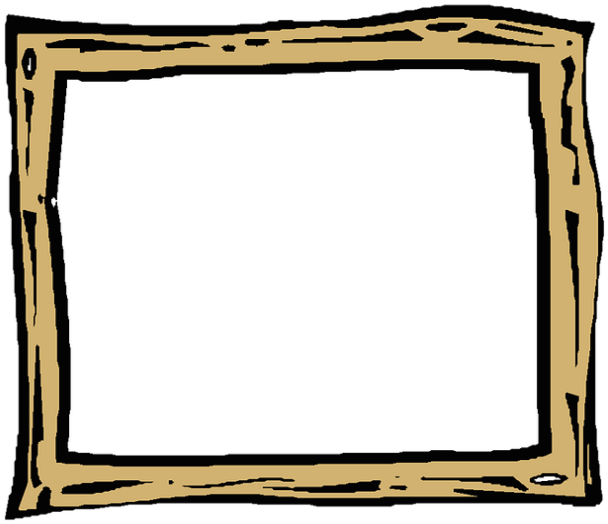
10. This animal lives in houses. It is small. It has 4 legs, fur, small ears and a long tail. It says “meow!”.

_____

Exercise #4
Draw your favorite animal and your favorite object.
(Dibuja tu animal favorito y tu objeto favorito)

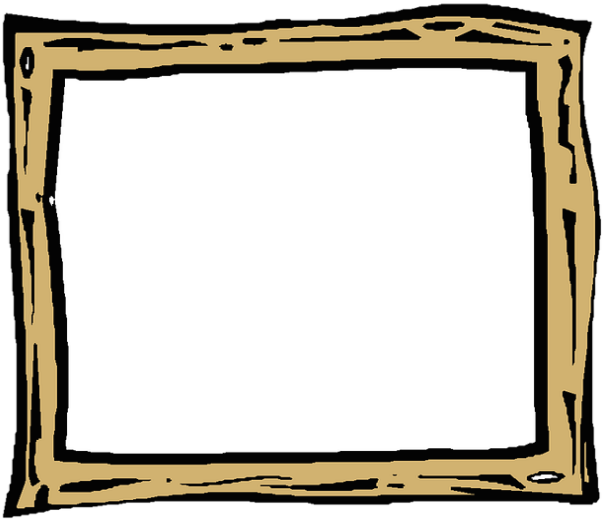
This is my favorite object.

It is a _____



This is my favorite animal.

It is a _____



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Describing animals & objects

***Optional activity*:** *Write 2-3 sentences about your favorite object and your favorite animal.*
(Actividad opcional: Escribe 2-3 oraciones sobre tu objeto favorito y tu animal favorito)

- _____
- _____
- _____

Practicing Grammar!

Exercise #1

Read the descriptions and guess the animal or the object. Pay attention to the underlined words. When do we use "*It is*" and when "*It has*"?

(Lee las descripciones y adivina de qué animal u objeto se trata. Presta atención a las palabras que están subrayadas. ¿Cuándo se utiliza"It is" y cuándo "It has"?)



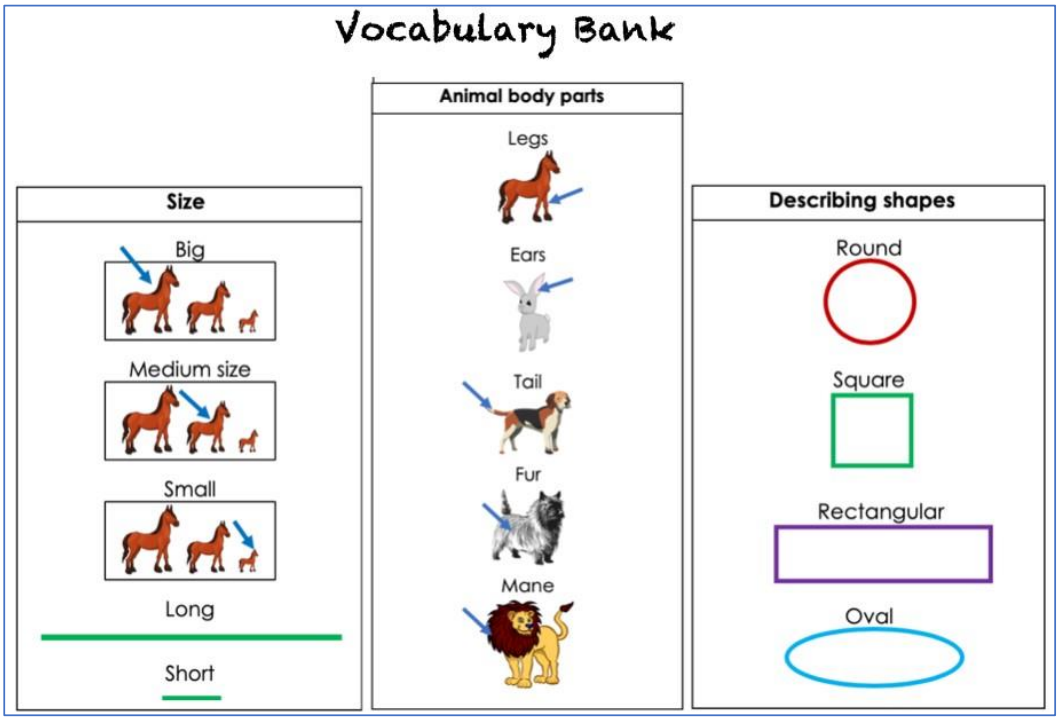


It is big and brown. *It is* long and rectangular. *It has* 4 legs. What is it?





It is brown. *It is* small. *It has* 4 legs and 2 small ears. *It has* fur and a tail. What is it?



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Describing animals & objects

Exercise #2

Using the examples above, complete the charts with *"It is"* and "*It has*".

(Utilizando los ejemplos del Ejercicio #1, completa las tablas siguientes con *"It is"* y "*It has*".)

It _____	big small long brown black round rectangular

It _____	4 legs a tail fur small ears a big mane long tail

Keep in mind!

We use *"it is"* + size, color and/or shape.

For example: *It is <u>big</u> (size)*

It is <u>red</u> (color)

It is <u>oval</u> (shape)

We use *"It has"* + (number/size) body parts.

For example: *It has fur.*

It has 4 legs.

It has 2 long ears.

Exercise #3

Fill in the blanks with *"It is"* or *"It has".*

(Completa las líneas en blanco con *"It is"* o *"It has".)*

1. My dog is Billy. _____ _____ small and black. _____ _____ 4 short legs and 2 big ears.

2. This is a chair. _____ _____ 4 legs. _____ _____ small, oval and red.

3. A lion lives in Africa. _____ _____ big and brown. _____ _____ a big mane, 4 legs and small ears.

4. This is a ball. _____ _____ small and round. _____ _____ white and red.

5. This is my rabbit. _____ _____ 2 long ears and 4 legs. _____ _____ small and white.

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Describing animals & objects

Exercise #4

Look at the pictures. Write 2-4 sentences to describe the animal or the object. Use "It is" and "It has".

(Observa las ilustraciones. Escribe 2-4 oraciones para describer el animal u objeto. Utiliza *"It is"* y *"It* has".)



_____

_____



_____

_____



_____

_____



_____

_____



_____

_____

Reading Practice: What am I?

Exercise #1

Look at the pictures and think about what you see. Use the words in the box to label the pictures.

(Mira las ilustraciones y piensa en lo que ves. Utiliza las palabras del cuadro para nombrar las ilustraciones.)

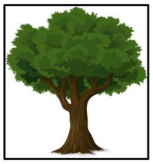


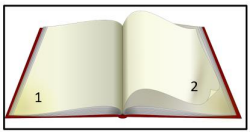


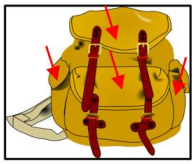


House	Jungle	School

1._____ 2._____ 3._____







Pages	Tree	Pocket

4. _____ 5. _____ 6. _____

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Describing animals & objects

Exercise #2
Answer the question with a drawing.
(Responde la pregunta con un dibujo.)

What can you see **in the jungle**?

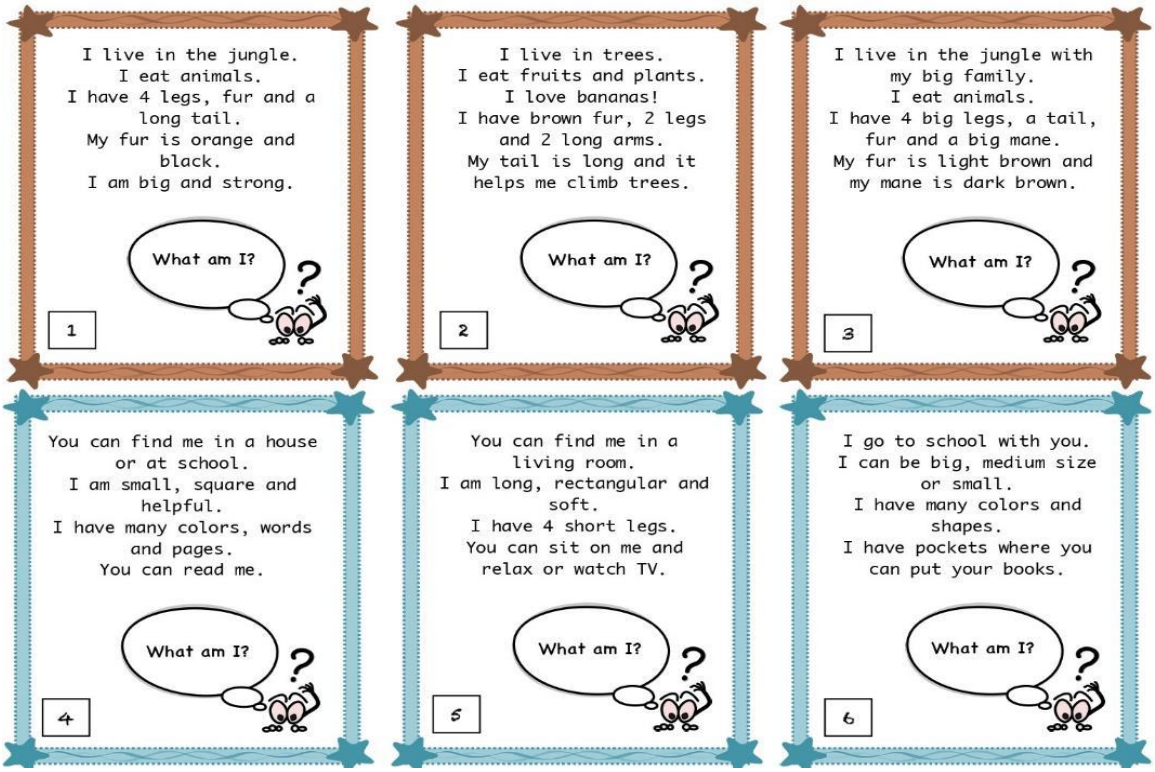
What can you see **in a house**?

What can you see **at school**?

Exercise #3
Read the cards and circle the correct option.
(Lee las tarjetas y encierra en un círculo la opción correcta)

A. Cards number 1, 2 and 3 are about: **objects / animals**
B. Cards number 4, 5 and 6 are about: **objects / animal**

(You can find the audio file for this reading here: **www.bit.ly/PRIM4_AUDIO_02**)



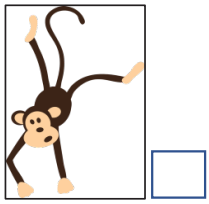
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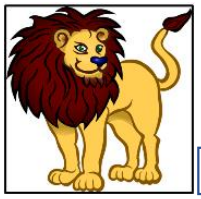
Describing animals & objects

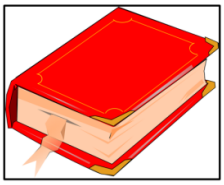
Exercise #4

Read the cards from Exercise #3 again and write the number next to the correct animal/object.

(Lee de nuevo las tarjetas del ejercicio #3 y escribe el número próximo al animal u objeto correspondiente.)








Exercise #5

Read the cards from Exercise #3 again and draw each animal and object according to the information in the cards. Make sure you draw where they live, or where you can find them, what they eat, etc.

(Lee una vez más las tarjetas del Ejercicio #3 y dibuja cada animal u objeto de acuerdo a la información que se encuentra en éstas. Asegúrate de que el dibujo incluya el lugar donde viven o dónde se encuentran, qué comen, etc.)

Exercise #6

Write a description of an object and an animal. You can draw an image in each case if you want.

(Escribe una descripción de un objeto y una de un animal. Si deseas, puedes dibujar una imagen de cada uno.)

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Final Self-Assessment

Complete the following table with an emoji based on your current knowledge.

(Completa la siguiente tabla con un emoticón, de acuerdo con tus conocimientos actuales)

STATEMENT	YES!	SO-SO...	NO
I can name and write the names of at least 4 animals and 4 objects. (Puedo nombrar y escribir los nombres de al menos 4 animales y 4 objetos.)			
I can describe animals and objects using "It is" and "It has". (Puedo describir animales y objetos utilizando "It is" and "It has".)			
I can show understanding of a text by making detailed drawings of the information I understood. (Puedo demostrar comprensión de un texto hacienda dibujos detallados de la información que entiendo.)			

Learning Portfolio

Create 2 description cards about animals and 2 about objects for other people to guess. You need to describe the animal/object without saying its name. In your description, make sure you mention where you can find this animal/object, what its color, shape and size is. When describing animals, make sure you mention its body parts as well. For example: "*It lives in the jungle. It is brown and small. It has 2 legs and 2 long arms. It eats bananas.*"

(Crea dos tarjetas descriptivas de animales y 2 de objetos para que otra persona pueda adivinar qué son. Es necesario que describas el animal y el objeto sin decir su nombre. Asegúrate que en tu descripción mencionas dónde puedes encontrar el animal y el objeto, y cuál es su color, forma y tamaño. Cuando describes animales, no olvides mencionar las partes de su cuerpo. Por ejemplo: "*It lives in the jungle. It is brown and small. It has 2 legs and 2 long arms. It eats bananas.*")

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Describing animals & objects



Write the answers here:

Card #1: _____ Card #3: _____

Card #2: _____ Card #4: _____

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Describing animals & objects

Unit Flashcards

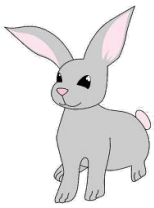
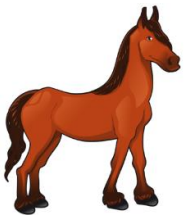
You can use the following flashcards in different ways:
(Puedes utilizar las siguientes tarjetas de vocabulario de diferentes formas:)

⇨ **To test your memory:** cut the cards and fold the words. Then, check if you remember them.
(Para poner a prueba tu memoria: Recorta las tarjetas y dobla hacia atrás las palabras. Verifica si las recuerdas.)

⇨ **To play a matching game:** cut the cards and the names. Then, match the correct ones.
(Para un juego de correspondencia: Recorta cada tarjeta por la línea punteada. Luego, empareja cada figura con su nombre)

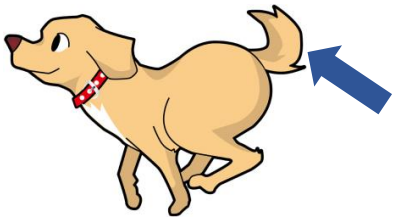
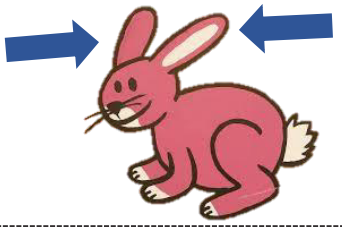
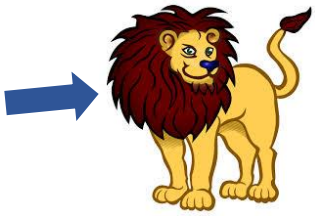
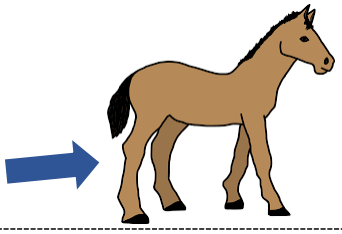
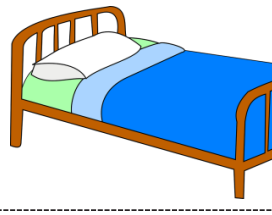
⇨ **To play a memory game:** cut the cards with pictures and the cards with the names. Put them face-down, and turn around 1 picture card and 1 name card at a time. If they match, you get a point!
(Para un juego de memoria: Recorta cada tarjeta. Coloca boca abajo, en dos grupos separados, las ilustraciones y los nombres, y voltea una de cada grupo al mismo tiempo. Si hay correspondencia entre la ilustración y el nombre, ganas un punto.)

⇨ **To practice online:** go to the Internet and access www.bit.ly/PRIM4_CARDS_2 to study.
(Para practicar en línea: En el Internet, entra al enlace **www.bit.ly/PRIM4_CARDS_2** para estudiar.)

	
DOG	**RABBIT**
	
CAT	**PIG**
	
HORSE	**LION**

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Describing animals & objects

	
TAIL	EARS
	
MANE	LEGS
	
BACKPACK	TABLE
	
LAMP	CHAIR
	
BALL	BED

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Describing animals & objects

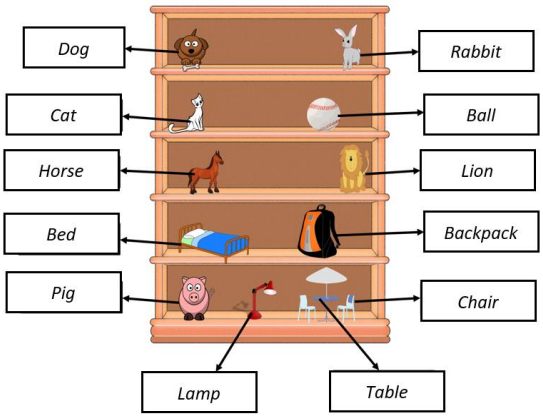
Answer Key

Learning New Vocabulary!

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2



Exercise #3

1. *Table* **2.** *Rabbit* **3.** *Ball* **4.** *Lion* **5.** *Pig* **6.** *Chair* **7.** *Bed* **8.** *Horse* **9.** *Lamp* **10.** *Cat*

Exercise #4

Answers will vary according to students' favorite objects and animals.

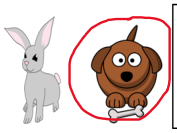
Practicing Grammar!

Exercise #1

This activity is meant to have students noticing and thinking about the grammar structure. They don't need to write any answers. If students choose to write answers, this would be the desirable outcome:



It is big and brown. It is long and rectangular. It has 4 legs. What is it?



It is brown. It is small. It has 4 legs and 2 small ears. It has fur and a tail. What is it?

"It is + big/ small/brown/long/rectangular (adjectives)

"It has + 4/2 (numbers) + legs/ears/fur/tail (body parts)

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Describing animals & objects

Exercise #2

1st chart: *It is* 2nd chart: *It has*

Exercise #3

1. My dog is Billy. *It* *is* small and black. *It* *has* 4 short legs and 2 big ears.

2. This is a chair. *It* *has* 4 legs. *It* *is* small, oval and red.

3. A lion lives in Africa. *It* *is* big and brown. *It* *has* a big mane, 4 legs and small ears.

4. This is a ball. *It* *is* small and round. *It* *is* white and red.

5. This is my rabbit. *It* *has* 2 long ears and 4 legs. *It* *is* small and white.

Exercise #4

Answers will vary according to what students write for their descriptions. Just make sure that they use "It is" and "It has" accurately in most of the sentences.

Reading Practice: What am I?

Exercise #1

1. *Jungle* 2. *House* 3. *School* 4. *Tree* 5. *Pages* 6. *Pockets*

Exercise #2

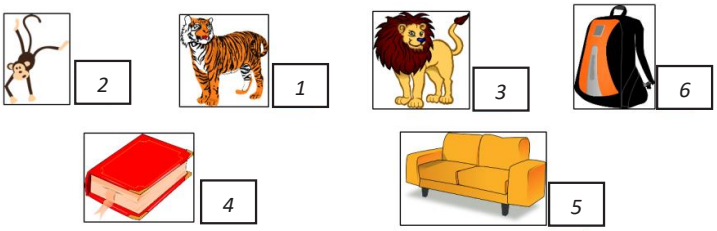
Answers will vary according to what students draw.

Exercise #3

A. Cards number 1, 2 and 3 are about: **objects / animals**

B. Cards number 4, 5 and 6 are about: **objects / animal**

Exercise #4



Exercise #5

Answers will vary according to what students draw. Make sure they include information about what the animals and objects look like (according to the text) and some other extra information, such as places, food they eat, etc.

Exercise #6

Answers will vary according to what students write. Just make sure they use the vocabulary and grammar from this unit mostly accurately.

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Unit 3

Asking for and giving information about daily activities

Unit 3

Asking for and giving information about daily activities

Primary School • 4th Grade

Asking for and giving information about daily activities
(Solicitar y ofrecer información sobre actividades cotidianas)

Pauta para la elaboración de la Situación de Aprendizaje:
Tú y tus amigos/as están interesados en hacer actividades deportivas juntos tres veces a la semana. Deciden reunirse para acordar el horario adecuado para todos. Para eso necesitas hablar sobre tus actividades cotidianas y averiguar la de tus amigos/as. Es necesario que aprendas cómo preguntar y responder sobre actividades cotidianas.

Introduction to the Unit

Welcome to this new unit! This time, you will work with vocabulary, grammar, reading comprehension and writing related to asking for and giving information about daily activities. In this sense, the focus will be on *schedules*. You will have an opportunity to assess your knowledge before and after you complete this unit. Before starting with the exercises, use the flashcards on page 13 to learn this unit's vocabulary. You can also access **www.bit.ly/PRIM4_CARDS_3** to study this unit's vocabulary. We hope you enjoy this learning experience!

Introducción a la Unidad

¡Bienvenido/a a esta nueva unidad! Esta vez, aprenderás sobre vocabulario, gramática, lectura y escritura relativas a solicitar y ofrecer información sobre actividades cotidianas. En ese sentido, se hará énfasis en el tema de *horarios*. Además, podrás evaluar tus conocimientos antes y después de completar la unidad. Antes de hacer los ejercicios, utiliza las tarjetas que se incluyen en la página 13, para aprender el vocabulario de esta unidad. También puedes ingresar al sitio **www.bit.ly/PRIM4_CARDS_3** para practicar el vocabulario y expresiones de esta unidad.

¡Esperamos que disfrutes esta experiencia de aprendizaje!

Initial Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 8-12 words and phrases related to daily activities.			
I can ask and answer questions with "What time?" and "When?" to talk about daily activities.			
I can complete a chart with specific information about daily activities to demonstrate understanding of information on a website.			

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Asking for and giving information about daily activities

Learning New Vocabulary!

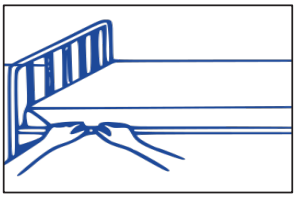
Exercise #1

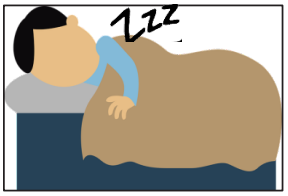
Look at the pictures and think about the actions you know. Use the words in the box to label the pictures. Please use a pencil to write. No problem if you don't know; you will learn the words in this unit.

Have lunch	Have breakfast	Have dinner	Take a shower	Read a book	Play
Wake up	Brush my teeth	Watch TV	Make the bed	Go to bed	Do the dishes





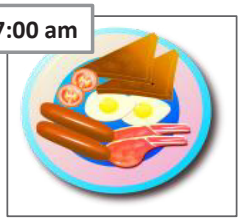






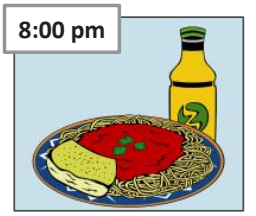


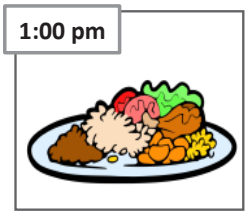












Exercise #2

Use the flashcards to check your answers. Then, label all the pictures with the correct words. Go over the words by pointing at a picture and saying its name. Repeat until you can say the names of all the actions without reading.

Optional activity: *find someone at home to play a mimic game. This person mimics one of the actions above for you to guess. You can take turns to mimic and guess. Repeat until you guess all the words.*

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Asking for and giving information about daily activities

Exercise #3

Unscramble the words to fill in the blanks.

1. I _____ (tchwa VT) at 6:00 pm in the evening.

2. I _____ (veah lchun) at 12:30 pm every day.

3. I never _____ (kema teh deb) in the mornings.

4. I _____ (akte a wersho) every morning.

5. I _____ (brshu ym eetht) in the morning, afternoon and evening.

6. I _____ (lpya) with my friends in the afternoon.

7. I _____ (kewa pu) at 6:30 every morning.

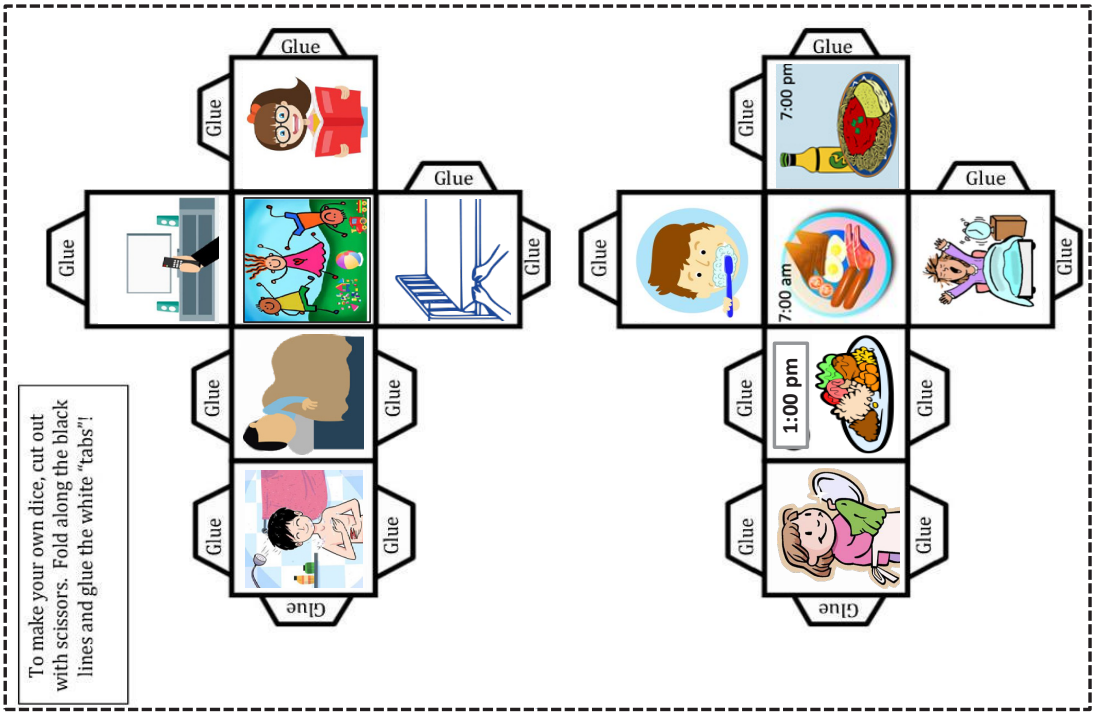
8. I _____ (veah nnerdi) at 7:30 pm.

9. I _____ (od teh shesdi) after lunch and dinner.

10. I _____ (rdea a koob) before going to bed.

Exercise #4

Use the cut-out to make dice. Roll the dice and make sentences that are true for you about the pictures you get. *For example, if you get the picture for "have breakfast", you can say: I have breakfast at... am."* **Then, write 7-12 sentences about what you do every day on a piece of paper. Please attach it to this page.**



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Asking for and giving information about daily activities

Exercise #1

Read the dialogue between two students who are trying to find things in common. How do they ask and answer about daily activities? Circle the words/phrases that you think are used when talking about daily routines.



Joe: I make my bed in the afternoon. *When do you make your bed?*

Anabel: *I make my bed in the mornings*. What time do you have breakfast?

Joe: I have breakfast at 8:30 am. *What time do you have breakfast?*

Anabel: *I have breakfast at 7:30 in the morning.* When do you play?

Joe: I play in the evenings after I finish my homework. When do you play?

Anabel: I play in the evenings too! What time do you go to bed?

Joe: I go to bed at 9:30 pm. What time do you go to bed?

Anabel: I go to bed at 9:30 too!

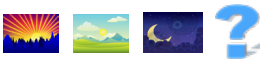
Vocabulary bank

Parts of the day

In the morning	In the afternoon	In the evening/ At night
		

Exercise #2

Read the dialogue again and complete the chart with questions and answers to talk about daily activities.

Question about time 	Question about parts of the day 
What_____**?**	**When**_____**?**
Answer about time	**Answer about parts of the day**
I _____ at _____.	I _____ in the _____.

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Asking for and giving information about daily activities

Keep in mind!

When we want to know what time a person does something, we ask *"What time do you….?"*

In the answer, we mention **an action** and **a specific time**. For example:

***What time* do you wake up?** **I wake up *at 6:00 am*.**

When we want to know in which part of the day (morning, afternoon, evening/night) a person does something, we ask *"When do you…?"*

In the answer, we mention **an action** and a **part of the day.** For example:

When do you watch TV? **I watch TV in the evening.**

Exercise #3

For Part 1, read the answer and ask a question with *"When do you…?* or *What time do you…?* The first one is an example. For Part 2, answer the questions with your information.

Part 1

1. Q: *When do you watch TV?*
   A: I watch TV in the evening.

2. Q: _____
   A: I wake up at 6:30 am.

3. Q: _____
   A: I read a book in the afternoon.

4. Q: _____
   A: I have dinner at 7:30 pm.

5. Q: _____
   A: I do the dishes in the afternoon.

6. Q: _____
   A: I go to bed at 9:00 pm.

Part 2

1. What time do you wake up?

_____

2. What time do you go to bed?

_____

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Asking for and giving information about daily activities

3. When do you take a shower?

_____

4. When do you play?

_____

5. What time do you have breakfast?

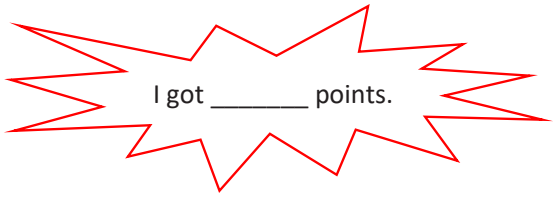
_____

6. When do you make the bed?

_____

Exercise #4
Play the "Coin slide" game that is in the following page.

INSTRUCTIONS
Put a coin in the circle at the bottom. Use your fingers to gently flick and slide the coin onto the triangle. When the coin lands on an image, you need to ask a question with *"When"* or *"What time"* and then answer with your information. You can play this game with someone at home or by yourself. You get the amount of points indicated for each picture every time you ask and answer a question. Keep track of your points and see how many points you can get in 10 minutes. Write the amounts of points you got in the box below. When you finish, write 4 – 8 examples of questions and answers you created while playing.



Some of the questions and answers I created while playing are:

_____

_____

_____

_____

_____

_____

_____

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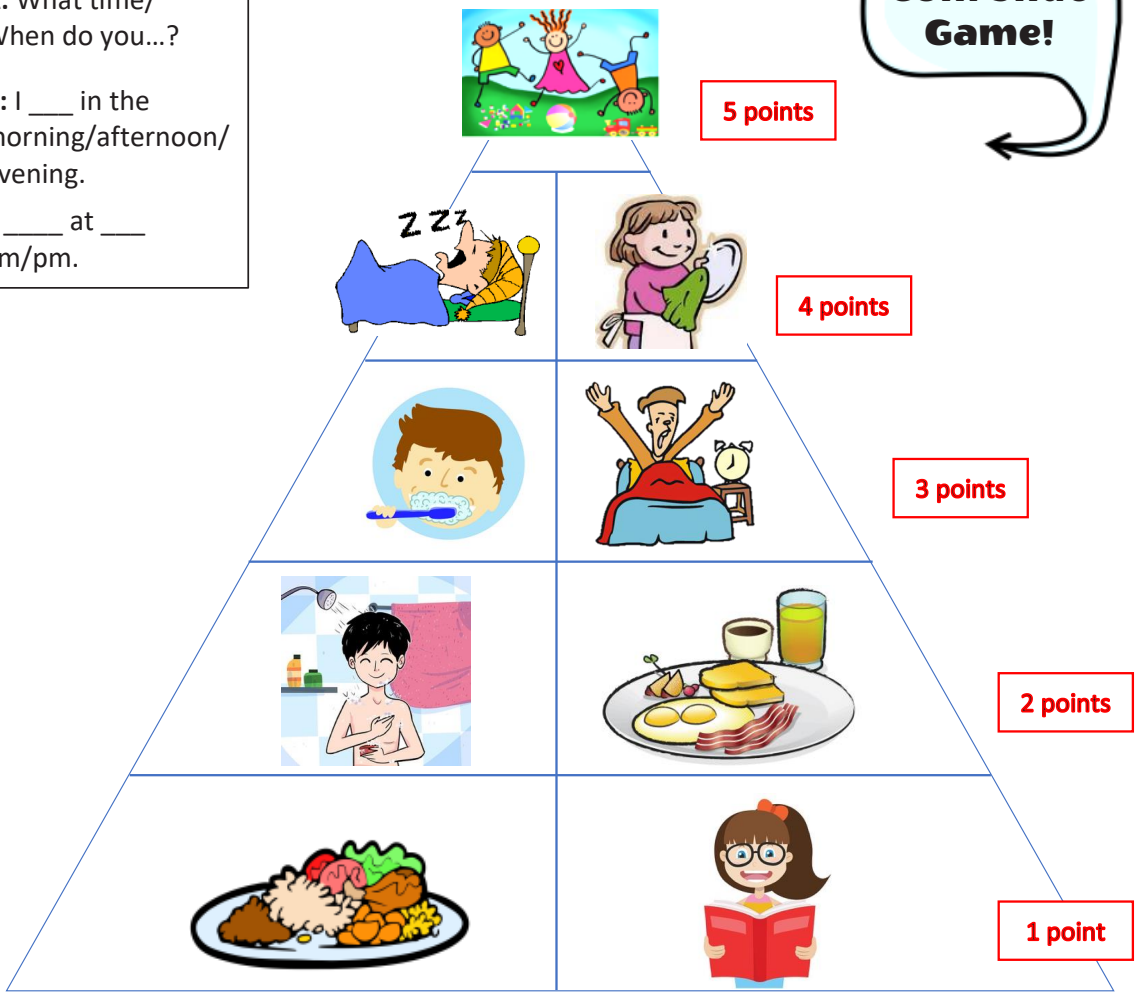
Asking for and giving information about daily activities

A: What time/ When do you…?

B: I ___ in the morning/afternoon/ evening.

I ____ at ___ am/pm.

Coin Slide Game!



Put coin here

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Asking for and giving information about daily activities

Reading Practice: The Baseball Club

Exercise #1

Imagine you join an after-school club where you can play baseball with other people. Make a drawing and/or use words and phrases to answer each question.

1. When would you like to play baseball: in the morning, in the afternoon or in the evening?

2. Who would you like to play baseball with: friends, family, teachers, or people you don't know?

Exercise #2

Study these phrases and pictures. What to the highlighted words mean? Then, answer the questions



I eat breakfast **BEFORE** I go to school.
I eat breakfast at 6:30. I go to school at 7:00.



I have lunch **AFTER** school.
I finish school at 12:00. I have lunch at 12:30

1. What time do you go to school? _____

2. What do you do before you go to school? _____

3. What do you do after school? _____

Exercise #3

Look at the pictures and read the text. Circle the correct answer for each question.

1. Where can you find this text?
   A. At the supermarket B. On the internet C. In a book

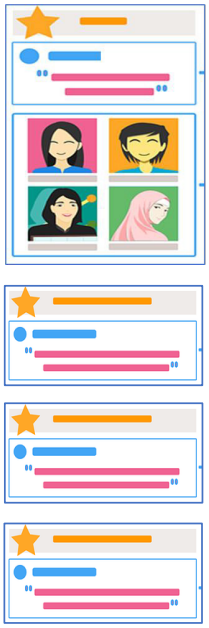
2. What is the text about?
   A. Teaching baseball B. Playing baseball together C. Watching a baseball game

(You can find the audio file for this reading here: **www.bit.ly/PRIM4_AUDIO_03**)

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Asking for and giving information about daily activities





Hello! My name is Julio. I want to find a person to play baseball in the morning. I wake up at 6:30 and then I have breakfast at 7:00. After that, I brush my teeth and I take a shower. I can play baseball at 9:00 in the morning. What time do you wake up? When do you take a shower? Do you want to play baseball at 9:00 am?

Hi! I'm Lisa and I want to play baseball after school. I go to school in the mornings from 7:30 to 12:30. I have lunch at 1:00 and then I do the dishes. After that, I watch TV until 2:30 pm. I can play baseball at 3:00 in the afternoon. How about you? When do you go to school? What time do you have lunch? Do you want to play baseball at 3:00 pm?

Hello! I am Fernando and I am looking for a person to play baseball after school. I go to school from 12:30 to 5:30 in the afternoon. Then, I go home and take a shower. After that, I play games with my friends until 6:15. I have dinner at 8:00 and go to bed at 9:30 pm. I can play baseball after 6:20 pm. When do you go to school? What time do have dinner and go to bed? Can you play baseball after 6:20 pm?

Hey! My name is Alicia and I want to play baseball before school. I wake up at 6:00, I have breakfast at 6:30 and then play until 8:00 am. After that, I read a book and relax. I have lunch at around 12:00 because I start school at 1:00 pm. I can play baseball any time before 10:30 in the morning. How about you? What time do you have lunch? When do you go to school? Can you play baseball before 10:30 am?

Hi! I am Melissa and I am looking for a person to play baseball in the afternoon. I go to school until 12:30 and then go home and have lunch at about 1:00. I like to relax after school so I watch TV or read a book until 2:00 pm. I have dinner at 7:45 and go to bed at 9:30. I can play baseball after 2:30 and before 6:30. When do you relax? Can you play baseball at 3:00 pm?

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Asking for and giving information about daily activities

Exercise #4

Read the text again to write the names under the part of the day when they can play baseball.

Lisa Fernando Julio Melissa Alicia

In the morning 	In the afternoon 	In the evening 

Exercise #5

Task #1: Read the text again to complete the chart with the time each person does these activities.

Julio	Alicia
 _____  _____ What time can he play baseball? _____	 _____  _____  _____ What time can she play baseball? _____

Lisa	Melissa
 _____  _____  _____ What time can she play baseball? _____	 _____  _____  _____ What time can she play baseball? _____

Fernando	
 _____  _____  _____	What time can he play baseball? _____

Task #2: answer the questions.

1. What time do you think Julio and Alicia can play baseball together? _____

2. What time do you think Lisa and Melissa can play baseball together? _____

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Asking for and giving information about daily activities

Exercise #6

Fill in the chart with information about when you do these daily activities and when you can play baseball in the Baseball Club.

My name is_____

 _____  _____  _____  _____

 _____  _____  _____ I can play baseball at _____

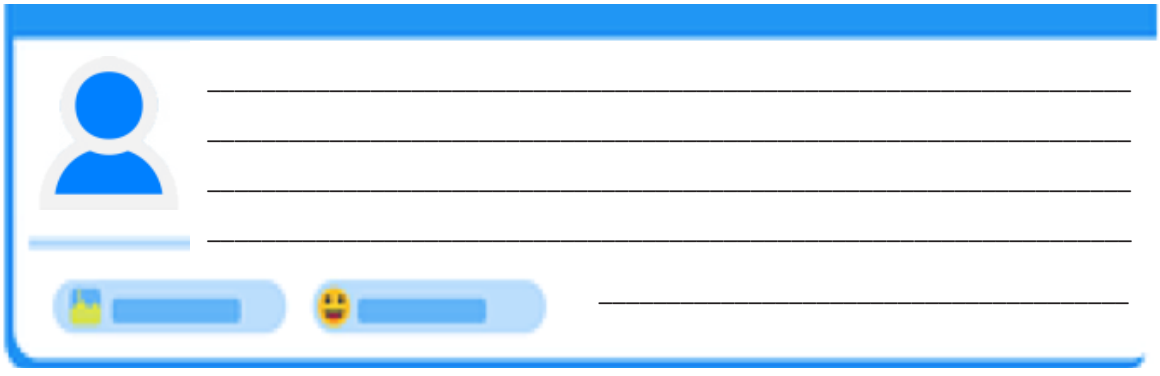
Final Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 8-12 words and phrases related to daily activities.			
I can ask and answer questions with "What time?" and "When?" to talk about daily activities.			
I can complete a chart with specific information about daily activities to demonstrate understanding of information on a website.			

Learning Portfolio

Write a post on the Baseball club saying when you can play baseball. You need to include the following information: your name, 3-4 daily activities and when/what time you do them, what time you can play baseball and ask 2-3 follow-up questions to the readers.



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Asking for and giving information about daily activities

Unit Flashcards

You can use the following flashcards in different ways:
(Puedes utilizar las siguientes tarjetas de vocabulario de diferentes formas:)

⇨ **To test your memory:** cut the cards and fold the words. Then, check if you remember them.
(Para poner a prueba tu memoria: Recorta las tarjetas y dobla hacia atrás las palabras. Entonces, verifica si las recuerdas.)

⇨ **To play a matching game:** cut the cards and the names. Then, match the correct ones.
(Para un juego de correspondencia: Recorta cada tarjeta por la línea punteada. Luego, empareja cada figura con su nombre)

⇨ **To play a memory game:** cut the cards with pictures and the cards with the names. Put them face-down, and turn around 1 picture card and 1 name card at a time. If they match, you get a point!
(Para un juego de memoria: Recorta cada tarjeta. Coloca boca abajo, en dos grupos separados, las ilustraciones y los nombres, y voltea una de cada grupo al mismo tiempo. Si hay correspondencia entre la ilustración y el nombre, ganas un punto.)

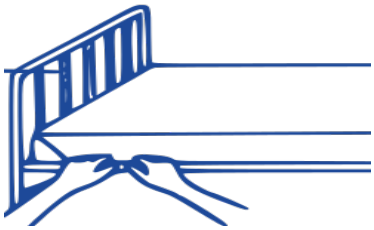
⇨ **To practice online:** go to the Internet and access www.bit.ly/PRIM4_CARDS_3 to study this vocabulary.
(Para practicar en línea: En el Internet, entra al enlace **www.bit.ly/PRIM4_CARDS_3** para estudiar este vocabulario.)



WATCH TV



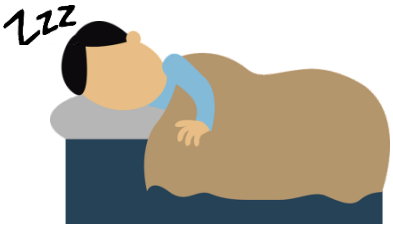
PLAY



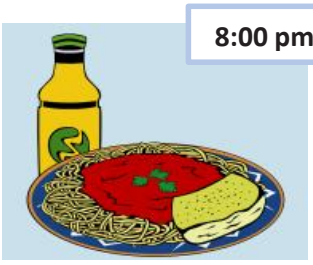
MAKE THE BED

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Asking for and giving information about daily activities

		
GO TO BED	READ A BOOK	TAKE A SHOWER

		
BRUSH MY TEETH	WAKE UP	DO THE DISHES

 7:00 am	 1:00 pm	 8:00 pm
HAVE BREAKFAST	HAVE LUNCH	HAVE DINNER

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Asking for and giving information about daily activities

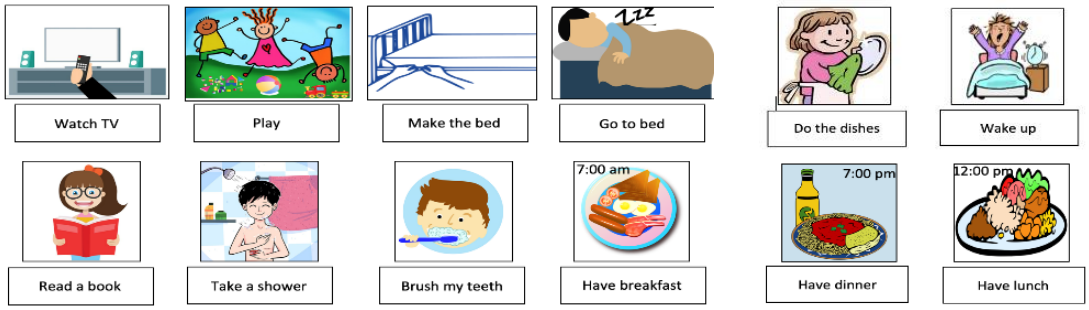
Answer Key

Learning New Vocabulary!

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2



Exercise #3

1. *Watch Tv.*
2. *Have Lunch*
3. *Make The Bed*
4. *Take A Shower*
5. *Brush My Teeth*
6. *Play*
7. *Wake Up*
8. *Have Dinner*
9. *Do The Dishes*
10. *Read A Book*

Exercise #4

Answers will vary according to the sentences students create while playing the game. Some examples of sentences might include:

I brush my teeth in the morning/afternoon/evening.
I watch TV in the afternoon
I have breakfast at 7:15 am.
I go to bed at 8:30 pm.

Practicing Grammar!

Exercise #1

This activity is meant to have students noticing and thinking about the grammar structure. They don't need to write any answers.

Exercise #2

Question about time	Question about parts of the day
What *What time do you have breakfast?* **?**	**When** *When do you make your bed* **?**
Answer about time	**Answer about parts of the day**
I *I have breakfast* at *7:30* .	I *I make my bed* in the *in the morning* .

Exercise #3

Part 1:

2. *What time do you wake up?*
3. *When do you read a book?*
4. *What time do you have dinner?*
5. *When do you do the dishes?*
6. *What time do you go to bed?*

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Asking for and giving information about daily activities

Part 2:

Answers about the time students do each activity will depend on their personal habits and reality.

1. *I wake up at…*
2. *I go to bed at…*
3. *I take a shower in the…*
4. *I play in the…*
5. *I have breakfast at…*
6. *I make the bed in the…*

Exercise #4

Answers will vary according to the questions and answers students create while playing the game. Some examples might include:

- *What time do you wake up?*
- *I wake up at 7:00 am.*
- *What time do you go to bed?*
- *I go to bed at 8:30 pm.*
- *When do you play?*
- *I play in the evening.*
- *When do you do make the bed?*
- *I make the bed in the morning.*

Reading Practice: The Baseball Club

Exercise #1

Answers will vary according to students' background knowledge and what they draw/write.

Exercise #2

Answers will vary according to when students go to school and what they do before and after. If students go to school in the morning, these are possible answers:

1. *(I go to school) at 7:30.*
2. *(I) wake up, take a shower, have breakfast, brush my teeth.*
3. (I) have lunch, do the dishes, watch TV, play.

If students go to school in the afternoon, these are possible answers:

1. *(I go to school) at 12:30.*
2. *(I) take a shower, have lunch, brush my teeth, do the dishes*
3. (I) play, watch TV, have dinner, go to bed.

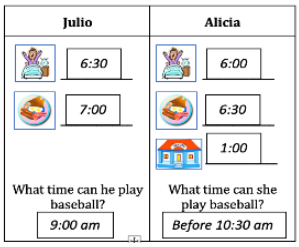
Exercise #3

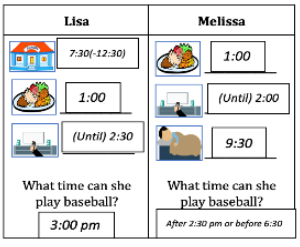
1. Where can you find this text? B. On the Internet
2. What is the text about? B. Playing baseball together

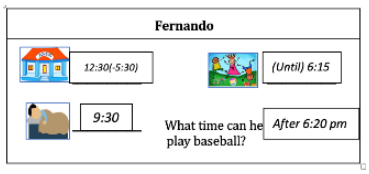
Exercise #4

In the morning	In the afternoon	In the evening
Julio *Alicia*	*Lisa* *Melissa*	*Fernando*

Exercise #5







Exercise #6

Answers will vary according to students' schedules and when they could play baseball.

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Unit 4

Describing actions in progress

Unit 4

Describing actions in progress

Describing actions in progress
(Hablar sobre acciones que se están llevando a cabo)

Pauta para la elaboración de la Situación de Aprendizaje:
Estás estudiando en un país de habla inglesa y eres el coordinador de un grupo de trabajo que está haciendo un proyecto final que se requiere para pasar de curso. Tienes que informarle a tu profesor lo que tú y el resto del equipo a tu cargo están haciendo en ese momento. Para esto es necesario comprender y describir acciones que se están realizando, así como preguntar qué se está haciendo en el momento.

Introduction to the Unit

Welcome to this new unit! This time, you will work with vocabulary, grammar, reading comprehension and writing related to describing actions in progress. In this sense, the focus will be on *describing what people I know are doing at the moment*. You will have an opportunity to assess your knowledge before and after you complete this unit. Before starting with the exercises, use the flashcards on page 14 to learn this unit's vocabulary. You can also access **www.bit.ly/PRIM4_CARDS_4** to study this unit's vocabulary. We hope you enjoy this learning experience!

Introducción a la Unidad

¡Bienvenido/a a esta nueva unidad! Esta vez, aprenderás sobre vocabulario, gramática, lectura y escritura relativas a hablar sobre acciones que se están llevando a cabo. En ese sentido, se hará énfasis en el tema de *describir lo que están haciendo las personas que conozco*. Además, podrás evaluar tus conocimientos antes y después de completar la unidad. Antes de hacer los ejercicios, utiliza las tarjetas que se incluyen en la página 14, para aprender el vocabulario de esta unidad. También puedes ingresar al sitio **www.bit.ly/PRIM4_CARDS_4** para practicar el vocabulario y expresiones de esta unidad. ¡Esperamos que disfrutes esta experiencia de aprendizaje!

Initial Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 8-10 activities or actions.			
I can ask and answer questions about what I and other people are doing at the moment.			
I can answer questions with specific details from a text to demonstrate understanding of a conversation about activities at a beach.			

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Describing actions in progress

Learning New Vocabulary!

Exercise #1

Look at the picture of actions happening at a park. How many actions can you name? Write the actions you know next to the numbers.



Exercise #2

Use the flashcards to check your answers. Write the name of the action for each number.

1. _____ **6.** _____

2. _____ **7.** _____

3. _____ **8.** _____

4. _____ **9.** _____

5. _____ **10.** _____

Point at the pictures and say the name of each action. Repeat until you can say all the actions without reading their name.

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Describing actions in progress

Exercise #3

Use the cut-outs to make words for the actions above. Use the square below to paste the words you created. Make sure to leave some space in between words when you paste them.

W	K	L	A	P	Y	L	A	R
U	E	A	R	D	S	N	G	I
E	T	J	M	P	U	D	N	C
E	L	S	T	N	I	E	O	T
R	N	I	K	N	A	A	D	



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Describing actions in progress

Exercise #4

Read and draw the actions. If you want, instead of drawing, you can paste pictures you find in magazines. Circle the actions you do every day. Write sentences about the pictures you circled. *For example, "I play every day", "I run and walk every day", "I drink water every day".*



1. Listen to music



2. Dance



3. Read a book



4. Run



5. Jump



6. Walk



7. Sing



8. Eat



9. Drink



10. Play

_____

_____

_____

_____

_____

Optional activities:

Find someone in your house to help you practice the actions.

- *Play "Guess the word": one person chooses an action and draws blank lines for each letter. For example, for the word "Play", you can draw blank lines like this: _ _ _ _ . The other person has to say letters in order to guess the word.*
- *Play charades: take turns to mimic one of the actions above for the other person to guess. Each person has 1 minute to guess the word.*

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Describing actions in progress

Practicing Grammar!

Exercise #1

My friends are in the park. I am telling my mom what I see my friends doing. Read the dialogue and think about how we talk about what is happening at the moment. What happens to the actions? How do you ask and answer?



Mom: What are you doing?

Me: I am looking at my friends through the window.

Mom: What are they doing?

Me: Linda and Tom are playing with a ball.

Mom: What is Julia doing?

Me: She is drinking water.

Mom: What is Robert doing?

Me: He is jumping.

Mom: What are Alison and Marco doing?

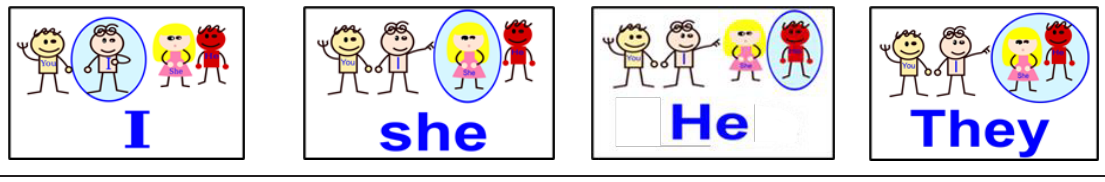
Me: They are singing and dancing.

Exercise #2

Read the questions and answers. Fill in the blanks with the words missing.

Questions	Answers
What _____ you _____?	I _____ _____ at my friends.
What _____ they _____?	Linda and Tom _____ _____ with a ball.
What _____ Julia _____? What _____ Robert _____?	She _____ _____ water. He _____ _____.

Keep in mind!



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Describing actions in progress

Keep in mind!

To **ask** about actions happening at the moment, we use:	To **answer** or **talk** about actions happening at the moment, we use:
What + are (you, they) / is (he, she) + doing?	I + AM + playING / dancING They + ARE + singING / eatING He, She + IS + readING / drinkING

Exercise #3

Look at the picture again and complete the question and answer for each number. Each number in the picture corresponds to the number in the questions and answers below. The first is an example.



1. A: What __*is*__ he ____*doing*_____?

B: He __*is*__ __*walking*_____ the dog.

2. A: What _____ they _____?

B: They _____ _____ with a ball.

3. A: What _____ he _____?

B: He _____ _____ music.

4. A: What _____ she _____?

B: She _____ _____ water.

5. A: What _____ he _____?

B: He _____ _____.

6. A: What _____ she _____?

B: She _____ _____ a book

7. A: What _____ he _____?

B: He _____ _____ a song.

8. A: What _____ she _____?

B: She _____ _____.

9. A: What _____ they _____?

B: They _____ _____ lunch.

10. A: What _____ he _____?

B: He _____ _____ a rope.

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Describing actions in progress

Exercise #4

Think about what 4-5 friends or family members are doing at the moment. Draw what you and they are doing in the boxes and then write a question and answer.

1. _____? (you)

_____ (I)

2. _____?

_____

3. _____?

_____

4. _____?

_____

5. _____?

6. _____?

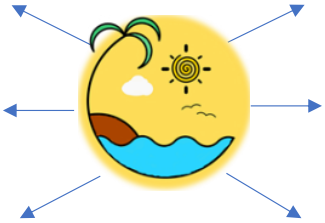
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Describing actions in progress

Reading Practice: Family Time at the Beach

Exercise #1

What do you like to do when you go to the beach? Write your favorite activities in this mind map.



Exercise #2

You are going to read a text about a family that is at the beach. What activities do you think they are doing? Circle the ones you predict will be mentioned in the text.


Listening to music


Singing


Dancing


Reading


Running


Eating


Drinking water


Jumping


Playing


Walking


Swimming


Making a sand castle

Exercise #3

Read the text and choose the best phrase to complete the ideas.

1. **The text is…:**

A. A text message B. An email C. A phone call

2. **They are talking about…:**

A. What Leo is doing B. What Lucy's family is doing C. What Leo's family is doing

(You can find the audio file for this reading here: **www.bit.ly/PRIM4_AUDIO_04**)

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Describing actions in progress

Lucy: Hello?
Leo: Hi Lucy, this is your cousin Leo. How are you?
Lucy: Hi Leo! I'm good, and you?
Leo: I'm good too, thanks. How is your family doing at the beach?
Lucy: They are doing great! We are having a wonderful time here.
Leo: I'm happy to hear that. What are you doing?
Lucy: I am reading a book and looking at my family.
Leo: Where are they?
Lucy: They are at the beach. They are having a good time.
Leo: Nice! What are your parents doing?
Lucy: They are walking by the ocean. They look very relaxed.
Leo: What is your brother, Miguel, doing?
Lucy: He is playing with my sister Sofia. They are playing with a beach ball.
Leo: That sounds fun! What about your brother Santiago? What is he doing?
Lucy: Santiago is swimming in the ocean. He loves swimming!
Leo: Is cousin Marcos with you?
Lucy: Yes, he is here with us. He is singing and dancing at the beach. He's very funny!
Leo: That sounds amazing! Can I come and visit you?
Lucy: Yes! You can come any time you want.
Leo: Great! Ok, Lucy, I have to go. Have a great time at the beach! See you soon.
Lucy: bye, bye! See you soon.



Exercise #4
Read the text again and write numbers 1-5 in the boxes according to the order of the information from the conversation.







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Describing actions in progress

Exercise #5

Read the text one more time to write the name of the person/people in each picture and what they are doing.

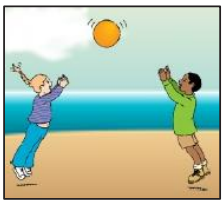
1. 

Who are they?

_____

What are they doing?

_____

2. 

Who are they?

_____

What are they doing?

_____

3. 

Who is she?

_____

What is she doing?

_____

4. 

Who is he?

_____

What is he doing?

_____

5. 

Who is he?

_____

What is he doing?

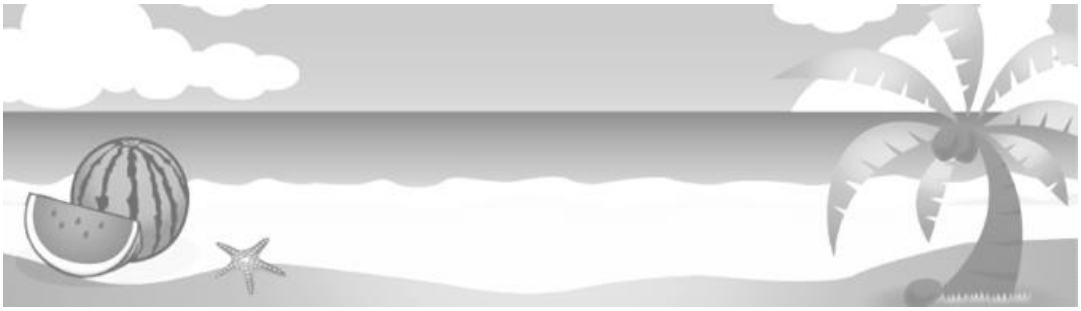
_____

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Describing actions in progress

Exercise #6

Imagine you are at the beach with Lucy's family. What activities you would like to do? Draw yourself doing 3-4 activities and then write sentences about what you are doing.



_____

_____

_____

_____

_____

_____

_____

Final Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 8-10 activities or actions.			
I can ask and answer questions about what I and other people are doing at the moment.			
I can answer questions with specific details from a text to demonstrate understanding of a conversation about activities at a beach.			

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Describing actions in progress

Learning Portfolio

Draw a picture of what you and 6-8 family members and/or friends are doing at the moment. Then write a dialogue in which you are telling your teacher what you and your family/friends are doing at the moment. You can include greetings and other phrases you know in your dialogue. Make sure you include at least 6 questions and answers with actions that are happening at the moment.



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Describing actions in progress

Unit Flashcards

You can use the following flashcards in different ways:
(Puedes utilizar las siguientes tarjetas de vocabulario de diferentes formas:)

⇨ **To test your memory:** cut the cards and fold the words. Then, check if you remember them.
(Para poner a prueba tu memoria: Recorta las tarjetas y dobla hacia atrás las palabras. Entonces, verifica si las recuerdas.)

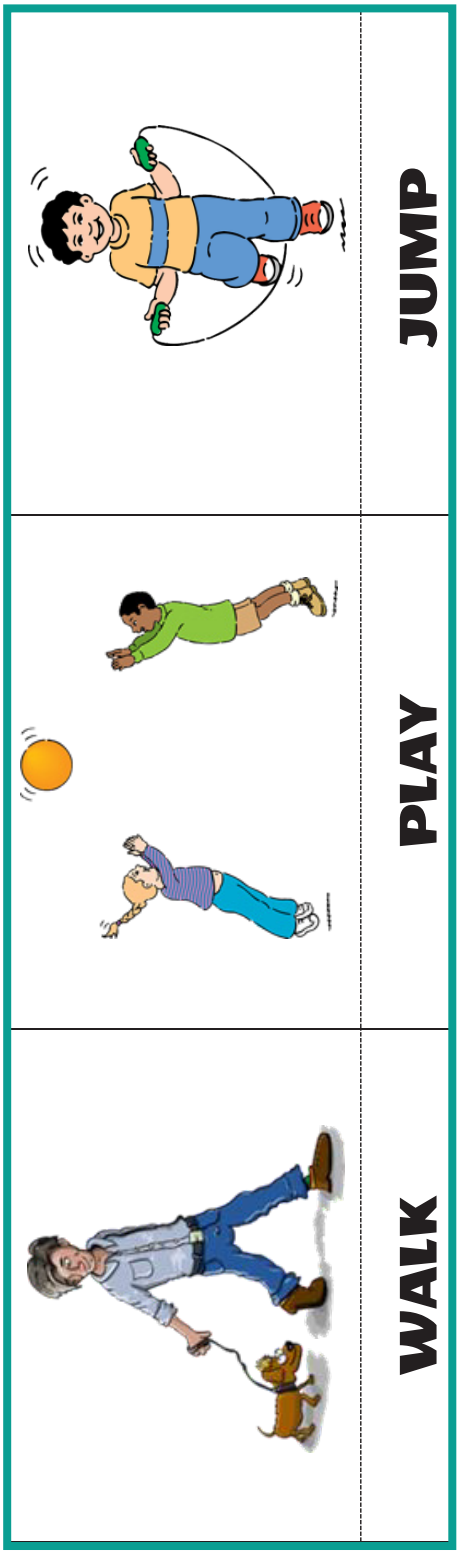
⇨ **To play a matching game:** cut the cards and the names. Then, match the correct ones.
(Para un juego de correspondencia: Recorta cada tarjeta por la línea punteada. Luego, empareja cada figura con su nombre)

⇨ **To play a memory game:** cut the cards with pictures and the cards with the names. Put them face-down, and turn around 1 picture card and 1 name card at a time. If they match, you get a point!
(Para un juego de memoria: Recorta cada tarjeta. Coloca boca abajo, en dos grupos separados, las ilustraciones y los nombres, y voltea una de cada grupo al mismo tiempo. Si hay correspondencia entre la ilustración y el nombre, ganas un punto.)

⇨ **To practice online:** go to the Internet and access www.bit.ly/PRIM4_CARDS_4 to study this vocabulary.
(Para practicar en línea: En el Internet, entra al enlace **www.bit.ly/PRIM4_CARDS_4** para estudiar este vocabulario.)

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Describing actions in progress





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Describing actions in progress

	SWIM
	READ
	RUN

	VISIT
	DANCE
	SING

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Describing actions in progress

Answer Key

Learning New Vocabulary!

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2

1. *Walk*	3. *Listen to (music)*	5. *Run*	7. *Sing*	9. *Eat*
2. *Play*	4. *Drink*	6. *Read*	8. *Dance*	10. *Jump*

Exercise #3

This activity is meant to help students remember the spelling of words. Please check for spelling of the actions students paste.

Exercise #4

Answers will vary according to students' background knowledge and language skills. Some sentences might look like this:

I walk every day. I listen to music. I dance. I jump. I eat chicken.

Practicing Grammar!

Exercise #1

This activity is meant to have students noticing and thinking about the grammar structure. They don't need to write any answers.

Exercise #2

Questions	Answers
What *ARE* you *DOING* ?	I *AM* *LOOKING* at my friends.
What *ARE* they *DOING* ?	Linda and Tom *ARE* *PLAYING* with a ball.
What *IS* Julia *DOING* ? What *IS* Robert *DOING* ?	She *IS* *DRINKING* water. He *IS* *JUMPING* .

Exercise #3

1. A: What *is* he *doing* ? – B: He *is* *walking* the dog.
2. A: What *are* they *doing* ? – B: They *are* *playing* with a ball.
3. A: What *is* he *doing* ? – B: He *is* *listening* to music.
4. A: What *is* she *doing* ? – B: She *is* *drinking* water.
5. A: What *is* he *doing* ? – B: He *is* *running* .
6. A: What *is* she *doing* ? – B: She *is* *reading* a book.
7. A: What *is* he *doing* ? – B: He *is* *singing* a song.
8. A: What *is* she *doing* ? – B: She *is* *dancing* .
9. A: What *are* they *doing* ? – B: They *are* *eating* lunch.
10. A: What *is* he *doing* ? – B: He *is* *jumping* a rope.

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Describing actions in progress

Exercise #4

Answers will vary according to what students draw. Some examples of questions and answers might be:

What are you doing?	*What are they doing?*	*What is he/she doing?*
I am running.	*They are playing.*	*He/She is dancing.*

Reading Practice: Family time at the Beach

Exercise #1

Answers will vary according to students' background knowledge and what they like to do at the beach.

Exercise #2

Answers will vary according to students' predictions. There is no right or wrong answer.

Exercise #3

1. The text is… c. a phone call

2. They are talking about… b. What Lucy's family is doing

Exercise #4



Exercise #5

1. *(They are Lucy's) parents*
They are walking.

2. (*They are) Sofia and Miguel*
They are playing (with a beach ball)

3. *(She is) Lucy*
She is reading.

4. *(He is) Marcos*
He is singing and dancing

5. *(He is) Santiago*
He is swimming.

Exercise #6

Answers will vary according to the activities students draw. They should write sentences with "I am + verb-ing"

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Unit 5

Locating things in space

Locating things in space

Locating things in space
(Ubicar en el espacio)

Pauta para la elaboración de la Situación de Aprendizaje:
Estás de visita en un país de habla inglesa y te hospedas en la casa de unos familiares que sólo hablan inglés. Como nunca habías estado en ese lugar, necesitas saber la localización de algunos objetos de la casa que debes utilizar. Para esto, es necesario hacer preguntas y comprender las informaciones que te ofrecen sobre la ubicación de objetos.

Introduction to the Unit

Welcome to this new unit! This time, you will work with vocabulary, grammar, reading comprehension and writing related to locating things in space. In this sense, the focus will be on *objects in my house*. You will have an opportunity to assess your knowledge before and after you complete this unit. Before starting with the exercises, use the flashcards on pages 14-15 to learn this unit's vocabulary. You can access **www.bit.ly/PRIM4_CARDS_5** to study this unit's vocabulary. We hope you enjoy this learning experience!

Introducción a la Unidad

¡Bienvenido/a a esta nueva unidad! Esta vez, aprenderás sobre vocabulario, gramática, lectura y escritura relativas a ubicar en el espacio. En ese sentido, se hará énfasis en el tema de *objetos en mi casa*. Además, podrás evaluar tus conocimientos antes y después de completar la unidad. Antes de hacer los ejercicios, utiliza las tarjetas que se incluyen en las páginas 14-15, para aprender el vocabulario de esta unidad. También puedes ingresar al sitio **www.bit.ly/PRIM4_CARDS_5** para practicar el vocabulario y expresiones de esta unidad.

¡Esperamos que disfrutes esta experiencia de aprendizaje!

Initial Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 6-10 objects in my house and use 4-6 prepositions of place to say where the objects are.			
I can ask and answer 4-6 questions about where objects are. I can also make affirmative and negative sentences about where objects are.			
I can answer 4-6 questions to demonstrate understanding of a story about a messy bear.			

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Locating things in space

Learning New Vocabulary!

Exercise #1
Look at the picture of objects in this house. Point and say the words you know. Write the words you know.

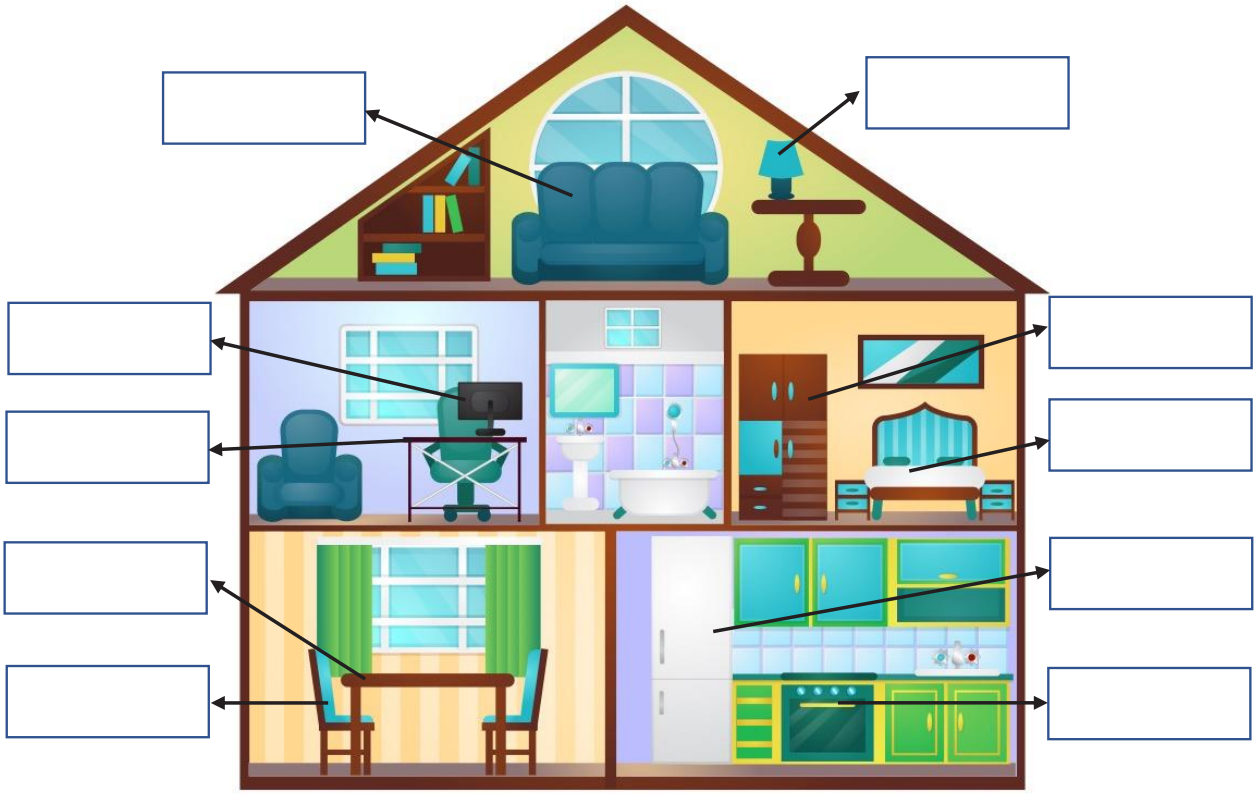
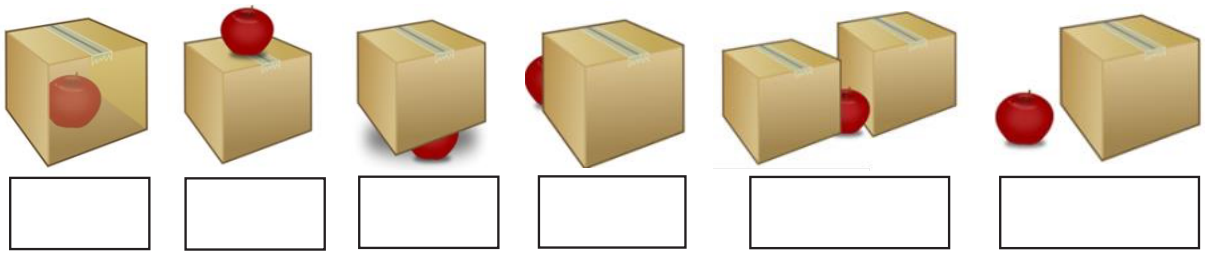


Image taken from: http://www.freepik.com">Designed by Freepik

Prepositions of place



Exercise #2
Use the flashcards to check your answers. Label all the pictures. Play the "Cover, Say, Uncover" game. Cover a word, say it and then uncover to check. Repeat until you can say all the words without reading their name.

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Locating things in space

Exercise #3
Look at the pictures and fill in the blanks with the correct preposition of place.



1. The ball is _____ the closet.



4. The ball is _____ the desk.



2. The ball is _____ the desk.



5. The ball is _____ the computer.



3. The ball is _____ the stove.



6. The ball is _____ the chairs.

Exercise #4
Use the cut-outs to label objects in your house. Take a photo and attach it to this page. If taking photos isn't possible, draw what you labeled in the frame below.

Stove	**Chair**	**Table**	**Bed**	**Fridge**
Sofa	**Desk**	**Lamp**	**Closet**	**Behind**
Between	**In**	**On**	**Under**	**Next to**

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Locating things in space



Practicing Grammar!

Exercise #1
Lucas is looking for his socks  **and his ball**  **. Read the conversation and pay attention to the underlined questions and sentences. How do you ask about where things are? How do you say where things are?**



Lucas: Mom, where are my red socks?

Mom: I think they are under your bed.

Lucas: No, they aren't under my bed.

Mom: I think they are on the table.

Lucas: Yes! Here they are. Thanks! …

Where is my soccer ball?

Mom: It is behind the sofa.

Lucas: No, it isn't behind the sofa.

Mom: What about next to the fridge?

Lucas: Yes! Here it is. Thanks!

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Exercise #2
Look at the examples above and fill in this chart with the right question and answer.

Asking and answering about 1 object	Asking and answering about 2 or more objects
Question: _____	*Question:* _____
Answer: _____	*Answer:* _____

Keep in mind!

To ask about 1 object we say: Where ***is*** the…?
To give an affirmative answer/sentence ✓, we say: It ***is*** on the table.
To give a negative answer/sentence ☒, we say: It ***isn't*** on the table.

To ask about 2 or more objects we say: Where ***are*** the…?
To give an affirmative answer/sentence ✓, we say: They ***are*** on the table.
To give a negative answer/sentence ☒, we say: They ***aren't*** on the table.

Exercise #3
Read and draw.

1. Where are the lamps?
   They are on the table.

2. Where is the ball?
   It is under the chair

3. Where are the chairs?
   They are next to the table.

4. Where is the bed?
   It is behind the closet.

5. Where are the pizzas?
   They are in the fridge.

6. Where is the TV?
   It is on the desk.

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Exercise #4
Circle the correct option for the question. Then, look at the picture and answer the question.

1. Where **is / are** the lamp?



It_____

4. Where **is / are** the apples  ?



They_____

2. Where **is / are** the computer?



It_____

5. Where **is / are** the tables?



They_____

3. Where **is / are** the chairs?



They_____
_____

6. Where **is / are** the desk?



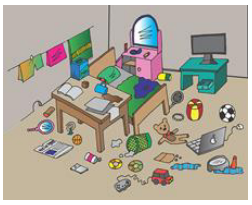
It_____
_____

Reading Practice: Charlie, the Messy Bear

Exercise #1
Look at the examples of an organized bedroom and a messy bedroom.



ORGANIZED



MESSY (not organized)

Is your bedroom organized or messy? Make a drawing to show if your bedroom is organized or messy.

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Exercise #2

Task 1: Study the pictures and the sentences. What do the underline words mean?



Joe is very messy.
He is not organized.



Juan is kind. He is good and gentle.



Maria is friendly. She has a lot of friends.



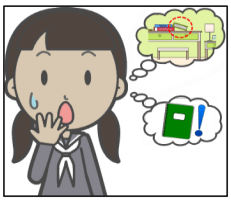
Ana helps her mom.
She is a good assistant.



Linda looks for paper.
She wants to see paper.



Linda finds paper.
She can see paper now.



Jenny forgot her book.
Her book is at home.

Task 2: Read the examples and then complete the sentences with names of people you know.

1. My friend Martha is messy. She doesn't like to organize things.
   _____ is messy too.

2. My dad (father) is kind. He is gentle with people.
   _____ is kind too.

3. My brother Marcos is friendly. He likes to make friends and to play with them.
   _____ is friendly too.

4. My friend Mario helps me to study. He is a good friend.
   _____ helps me to study too.

5. My mom (mother) looks for the house keys. 
   _____ looks for the house keys too.

6. My sister always finds the house keys.
   _____ always finds the house keys too.

7. My friend Lisa forgot her backpack at school one day.
   _____ forgot his/her _____ at school one day too.

Exercise #3

Task 1: Cut the mini book and fold it so that the pages are in order from 1-4.

(You can find the audio file for this reading here: **www.bit.ly/PRIM4_AUDIO_05**)

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Locating things in space

One day, Charlie went to school but forgot his English book at home. He called his dad to ask for help.

Charlie: Can you help me find my book in my bedroom, please?

Dad: Ok. This room is so messy! Where is it?

PAGE 2

Charlie: It is on the table, next to the bed.

Dad: No, it is not there. There is a book on the table but it is not your English book.

Charlie: It is in the box that is on the table.

Dad: No, it is not there. There are pencils in the box but no book.

PAGE 3

Charlie: It is under the bed.

Dad: Where? Between the bed and the table?

Charlie: Oh! I remember. It is behind the bed.

Dad: Yes! It is behind the bed. You need to organize this messy room.

Charlie: Yes, dad. I will do it after school

PAGE 4

This is the story of Charlie, the messy bear. He is friendly and happy but he is super messy. He lives in a small house with his dad, Jorge. Jorge is patient and kind but he does not like how messy Charlie is.

PAGE 1

Charlie, the messy bear

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Task 2: Read the story and circle the idea that best represents what the story is about.

A. Charlie helps Jorge to organize his messy bedroom.

B. Jorge helps Charlie to find a book in his messy bedroom.

C. Jorge and Charlie find a book at the school.

Exercise #4

Read the story again to order the pictures according to the story. Cut and paste the pictures on the correct page.









Exercise #5

Read the story one more time to circle the correct option to complete each idea.

1. Charlie is... :

A. Friendly, messy and patient

B. Friendly, organized and happy

C. Friendly, messy and happy

2. Jorge is... :

A. Patient and kind

B. Happy and patient

C. Friendly and kind

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3. Charlie forgot… :

A. His Spanish book

B. His English book

C. His English homework

4. Charlie's book is… :

A. At school

B. In the car

C. At home

5. Jorge looks for the book… :

A. On the table, in the box and between the bed and the table.

B. Behind the table, under the desk and on the bed.

C. Under the table, on the desk and in the closet.

6. Jorge finds book… :

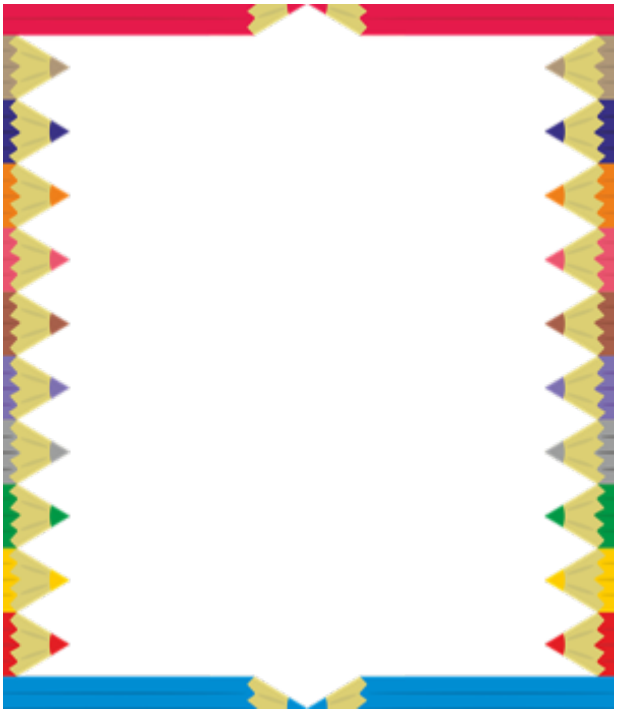
A. Under the bed

B. Behind the bed

C. On the bed

Exercise #6

Imagine you help Charlie organize his bedroom. How would you organize it? Make a drawing to show how you would organize Charlie's room. Then, write 3-4 sentences to say where things are. For example, *"The table is next to the desk".*



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Final Self-Assessment

Complete the following table with an emoji based on your current knowledge.

STATEMENT	YES!	SO-SO...	NO
I can name and write 6-10 objects in my house and use 4-6 prepositions of place to say where the objects are.			
I can ask and answer 4-6 questions about where objects are. I can also make affirmative and negative sentences about where objects are.			
I can answer 4-6 questions to demonstrate understanding of a story about a messy bear.			

Learning Portfolio

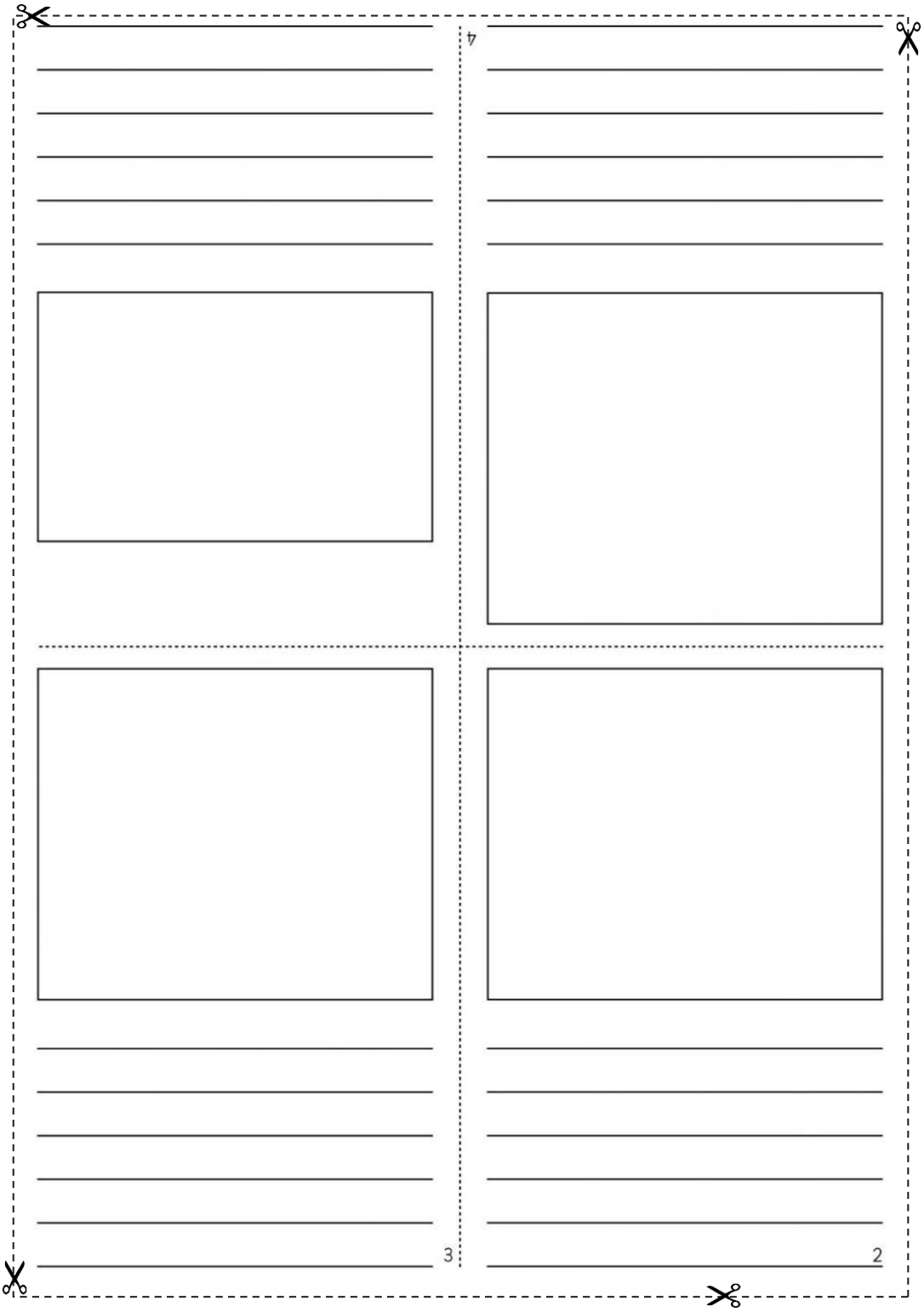
Create a mini book about objects in your house. You need to draw and write where objects are. You can choose to draw and write about 1 room in your house or many rooms in your house. You can start your mini book by writing a title and introducing yourself (name, where you live)**.** For example, on page 1 you can draw your house, give your mini book a title and introduce yourself. You can also say something about the people who live in your house. On the next pages, you can draw rooms and objects in your house and write what objects there are and where they are. Remember to use words like "in", "on", "under", etc.

Optional: You can use this template to organize your mini book or to plan what information to include.

Page 1 *Title:*	*Page 2*
Page 3	*Page 4*

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Unit Flashcards

You can use the following flashcards in different ways:
(Puedes utilizar las siguientes tarjetas de vocabulario de diferentes formas:)

⇨ **To test your memory:** cut the cards and fold the words. Then, check if you remember them.
(Para poner a prueba tu memoria: Recorta las tarjetas y dobla hacia atrás las palabras. Entonces, verifica si las recuerdas.)

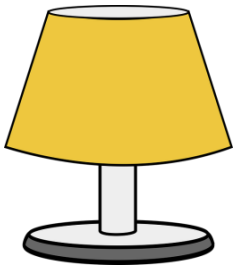
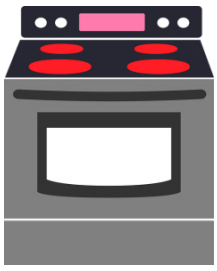
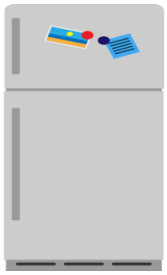
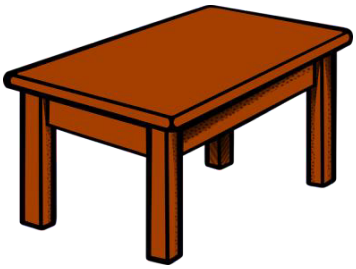
⇨ **To play a matching game:** cut the cards and the names. Then, match the correct ones.
(Para un juego de correspondencia: Recorta cada tarjeta por la línea punteada. Luego, empareja cada figura con su nombre)

⇨ **To play a memory game:** cut the cards with pictures and the cards with the names. Put them face-down, and turn around 1 picture card and 1 name card at a time. If they match, you get a point!
(Para un juego de memoria: Recorta cada tarjeta. Coloca boca abajo, en dos grupos separados, las ilustraciones y los nombres, y voltea una de cada grupo al mismo tiempo. Si hay correspondencia entre la ilustración y el nombre, ganas un punto.)

⇨ **To practice online:** go to the Internet and access www.bit.ly/PRIM4_CARDS_5 to study this vocabulary.
(Para practicar en línea: En el Internet, entra al enlace **www.bit.ly/PRIM4_CARDS_5** para estudiar este vocabulario.)

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Locating things in space

	
BED	**CLOSET**
	
SOFA	**LAMP**
	
STOVE	**FRIDGE**
	
CHAIR	**TABLE**

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COMPUTER	DESK
	
IN	ON
	
UNDER	BEHIND
	
BETWEEN	NEXT TO

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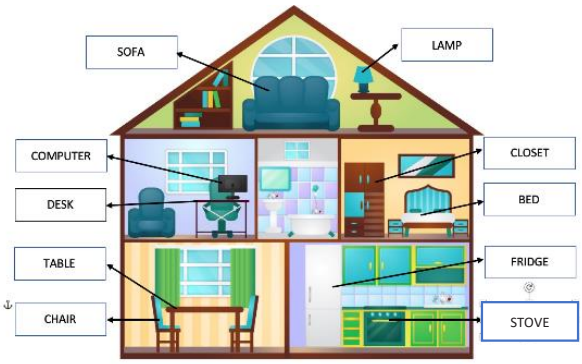
Answer Key

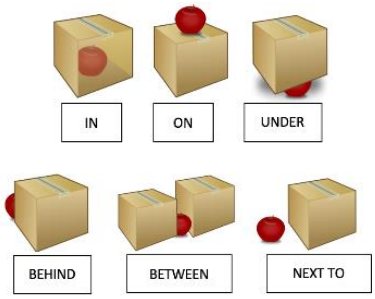
Learning New Vocabulary!

Exercise #1

Answers will vary according to students' background knowledge.

Exercise #2





Exercise #3

1. *In* 2. *Under* 3. *Next to* 4. *Behind* 5. *On* 6. *Between*

Exercise #4

Answers will vary according to what objects students label in their house.

Practicing Grammar!

Exercise #1

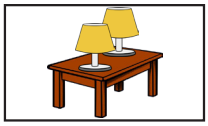
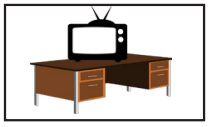
This activity is meant to have students noticing and thinking about the grammar structure. They don't need to write any answers.

Exercise #2

Asking and answering about 1 object	Asking and answering about 2 or more objects
Question: Where is my soccer ball?	Question: Where are my red socks?
Answer: It is behind the sofa.	Answer: They are under your bed

Exercise #3

Answers will vary according to what students draw but their answers might look like this:

1. 
2. 
3. 
4. 
5. 
6. 

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Locating things in space

Exercise #4

Answers will vary according to what students draw but their answers might look like this:

1. Where **is / are** the lamp?
   It *is on the table* .

2. Where **is / are** the computer?
   It *is behind the bed* .

3. Where **is / are** the chairs?
   They *are next to the closet* .

4. Where **is / are** the apples?
   They *are in the fridge* .

5. Where **is / are** the tables?
   They *are on the sofa* .

6. Where **is / are** the desk?
   It *is between the stoves* .

Reading Practice: Charlie, the Messy Bear

Exercise #1

Answers will vary according to students' background and what they draw.

Exercise # 2

Answers will vary according to students' opinions of the people they know. This is an opportunity for students to clarify and infer the meaning of key words they will encounter in the text later.

Exercise #3

B. Jorge helps Charlie to find a book in his messy bedroom.

Exercise #4

PAGE 1	PAGE 2	PAGE 3	PAGE 4
			

Exercise #5

1. Charlie is… :
C. Friendly, messy and happy

2. Jorge is… :
A. Patient and kind

3. Charlie forgot… :
B. His English book

4. Charlie's book is… :
C. At home

5. Jorge looks for the book… :
A. On the table, in the box and between the bed and the table.

6. Jorge finds book… :
B. Behind the bed

Exercise #6

Answers will vary according to what students draw. Some examples of sentences they might write are:

The table is next to the desk. The computer is on the desk. The book under the box. The toys are behind the bed.

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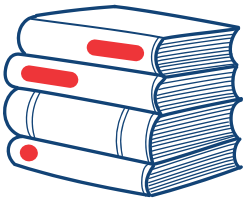
CONSEJOS PARA CUIDAR TUS LIBROS

Los libros de textos deben de tener una larga vida. Si sigues estos consejos, los libros podrán ser usados por tus hermanas, hermanos y otros estudiantes el próximo año escolar. De esta forma cuidamos el medioambiente y el patrimonio público nacional. Con estas acciones demostramos ser responsables.

1

Forra los libros inmediatamente entregados

El forro no debe dañar el libro, usa forros con adhesivos.



2

Coloca una etiqueta con tu nombre en el forro

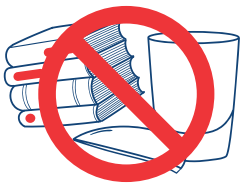
Nunca debes colocar la etiqueta de tu nombre pegada al libro. Así el estudiante siguiente lo encontrará como nuevo y podrá volver a usarlo.



3

Guarda los libros de texto una vez usados

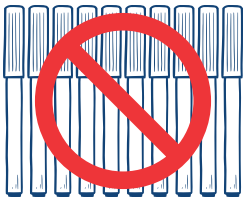
No los dejes abiertos en la mesa y evita comer o beber mientras estudias. Los líquidos son el peor enemigo de tus libros.



4

No subrayes con lapiceros o bolígrafos

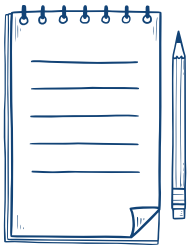
Evita el uso del lapicero, al utilizar la borra se daña el papel y la tinta del texto. En caso de ser necesario usa lápiz HB o B.



5

Estudia haciendo resúmenes o esquemas

Utiliza tu cuaderno para hacer resúmenes, esquemas y todos los ejercicios que aparecen en los libros.



6

Evita introducir objetos dentro del libro

No marques las páginas introduciendo objetos en el libro. Si hay la necesidad de marcar, utiliza trozos de papel.



7

Organiza tus libros en la mochila

Organiza los libros y todos los materiales escolares en la mochila. Coloca la comida y los líquidos aparte.



8

En casa, reserva un espacio exclusivo para tus libros

Coloca tus libros de forma vertical con el lomo hacia afuera para que se vea el título. Así estarán siempre bien conservados.





9

Utiliza el libro con cuidado

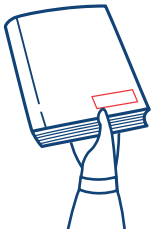
Evita forzarlos apretando o doblando excesivamente por el medio, evita forzar la encuadernación en el lomo del libro.



10

Lleva un control de los libros que prestas

Cuando prestes un libro, debes tener control sobre el préstamo y la fecha de devolución de tu libro.



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Libro abierto

SERIE 1

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