

Texto del Estudiante
Inglés

5^o



Programa Inglés Abre Puertas

It's my Turn

Texto del Estudiante 5°

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Impreso en XXXX

Se terminó de imprimir esta 2° edición de XXXX ejemplares en el mes de XXXX del XXXX.



Nombre: _____

Curso: _____

Escuela: _____

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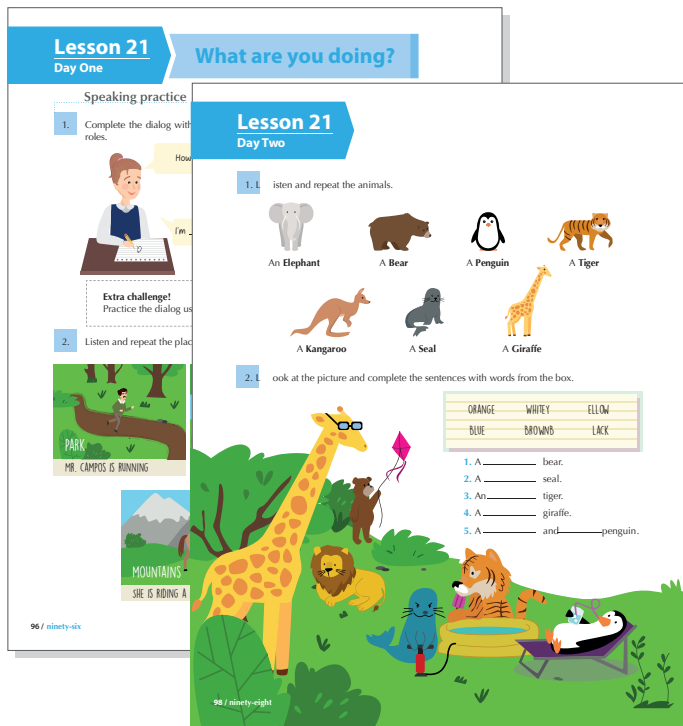
Unidad	Lecciones	Estructuras
I	How are you? 1 I love you 2 Let's cooperate 3 I'm ready 4 Give me five! 5 Let's play! 6 I'm ten! 7 I don't understand 8 Do you remember?	- Verbo ser o estar - Palabras para hacer preguntas - Presente simple
II	I live in Chile 9 What is your name? 10 I'm hungry! 11 I like you 12 What's your favorite food? 13 Head to toe 14 Clap your hands 15 This is my family! 16 Let's remember!	- Verbo ser o estar - Palabras para hacer preguntas - Presente simple - Adjetivos
III	It isn't sunny today 17 It's cold today, my hands are freezing! 18 Is it raining? 19 Sharing is caring 20 What is the weather like? 21 What are you doing? 22 I like snow! 23 We are learning 24 I remember	- Verbo ser o estar - Palabras para hacer preguntas - Presente simple - Adjetivos - Preposiciones de lugar - Presente continuo
IV	I don't have a bicycle 25 A present 26 My country is beautiful! 27 Love is in the air! 28 What happened here? 29 I really love to travel 30 Meet my new friends 31 Can you fly? 32 Can you remember?	- Verbo ser o estar - Palabras para hacer preguntas - Presente simple - Demostrativos - Adjetivos - Expresar preferencias - Pronombres posesivos - Preposiciones de lugar - Verbos modales (<i>can, can't</i>)
V	Let's remember 33 - 40 Do you remember?	- Gran consolidación

Vocabulario	Juegos, rimas, canciones y poemas	Actitudes
<ul style="list-style-type: none"> - Saludos - Vocabulario de aula - Objetos de la sala de clases - Colores 	<ul style="list-style-type: none"> - Guessing game - I spy - Simon says - Numbers 1 to 10 - Are you ready? - I wake up - My pet - Give me five - The rainbow song - The days of the week 	<ul style="list-style-type: none"> - Demostrar curiosidad e interés por conocer tanto su propia realidad como otras realidades y culturas, valorando lo propio y ampliando su conocimiento de mundo.
<ul style="list-style-type: none"> - Frutas - Verduras - Partes del cuerpo - Miembros de la familia 	<ul style="list-style-type: none"> - Guessing game - I love you - I like apples - I like milk - Clap your hands - The rainbow song - Head, shoulders, knees and toes - If you're happy 	<ul style="list-style-type: none"> - Manifestar una actitud positiva frente a sí mismo y sus capacidades para aprender un nuevo idioma.
<ul style="list-style-type: none"> - El clima - Acciones - Profesiones - Animales - Lugares de la ciudad 	<ul style="list-style-type: none"> - The spider game - Charades - Sharing is caring - The winter poem - I have two feet - The days of the week - Head, shoulders, knees and toes - The rainbow song 	<ul style="list-style-type: none"> - Demostrar respeto ante otras personas, realidades o culturas, reconociendo sus aportes y valorando la diversidad de modos de vida.
<ul style="list-style-type: none"> - Medios de transporte - Puntos cardinales - Órdenes - Lugares - Países de habla inglesa - La hora 	<ul style="list-style-type: none"> - The birthday game - Simon says - Show and tell - Guessing game 	<ul style="list-style-type: none"> - Manifestar un estilo de trabajo y estudio riguroso y perseverante para alcanzar los propósitos de la asignatura.

Conoce tu libro

Comienzo de unidad

Cada unidad comenzará con el detalle de las estructuras, vocabulario, juegos, rimas y canciones que aprenderás.



El detalle de cada lección

Cada lección ha sido diseñada para ser trabajada en dos días de clases. De este modo, cada lección tendrá un "Day One" (Día uno) y un "Day Two" (Día dos).

Algunas lecciones contienen "Pictionary" (Diccionarios gráficos) que serán de ayuda para el desarrollo de algunas actividades.

Encontrarás actividades llamadas "Speaking Practice" para practicar la producción oral junto a tus compañeros y compañeras.

En ocasiones, te encontrarás con actividades "Extra challenge!" (¡Desafíos extra!), que desafiarán tus habilidades de producción oral para seguir interactuando con tus compañeros y compañeras.



Algunas lecciones han sido diseñadas especialmente para desarrollar la comprensión de lectura y/o expresión escrita, por lo que las actividades presentarán títulos señalando lo que se hace antes, durante y después de leer.

2. My school.

a) little

Reading

Read the text and

Lesson 17

Day One

It's cold today, my hands are freezing!

Before we read
Speaking Practice

1. Complete the dialog and practice with your partner. Then change roles.

Is it cold or hot today?

If's _____

Do you like weather?

Yes, I do / No, I don't.

2. Look at the pictures and find the words in the word search.

Body parts

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

3. Look at the pictures and write the meaning of the words.

This is my **little** sister.

This is my **big** brother.

Little: _____ Big: _____

Now, read the sentences and choose the correct answer.

1. My backpack is _____.

a) little b) big

2. My school is _____.

a) little b) big

Reading

4. Read the text and complete the sentences.

I'm Floyd

I'm a little monster not a big one.

I have two feet, two hands, you see... Two ears, one nose. And this is me.

My hands have ten fingers. My feet have ten toes.

I write with my fingers. I dance on my toes.

1. This text is _____.

a) A dialog b) A description c) A menu

2. Floyd is _____.

a) Pink b) Purple c) Blue

3. Floyd is a _____ monster.

a) Big b) Little

4. How many ears does he have?

a) He has no ears b) He has one ear c) He has two ears

5. How many toes does he have?

a) He has no toes b) He has one toe c) He has two toes

6. Can he write with his toes?

a) Yes, He can b) No, He can't

5. Read the text again and answer the following questions.

1. How many hands does he have?

He has two hands.

2. How many fingers does he have?

3. How many toes does he have?

After we read

6. Read José's description and draw his pet.

Hello, I'm José. This is my pet Dolores. She is a little worm. Dolores is yellow. She is nice but different. You know...no feet, no hands, only big eyes.

La lección final de cada unidad tendrá un color distinto y cubrirá los temas aprendidos a lo largo de ella.

Lesson 24

Day One

I remember

Speaking Practice

1. Practice the dialog with your partner. Then change roles.

What are you doing, Mr. Campos?

I'm writing.

And what are you writing?

I am writing a poem.

A poem?

Yes, I remembered this poem and I want to share it with you.

2. Find the words in the words search.

SHARPENER

COOKIES

ERASER

SANDWICH

NOTEBOOK

GRAPES

3. Match the items with the descriptions.

1. Sharing is caring.

2. What is the title of the story?

3. Do you need a sharpener?

4. I think it is a poem.

5. I can lend you a notebook.

6. Winter, summer, autumn, spring.

4. Read the title of the story and write the main idea.

5. Look at the picture and write the name of the protagonist.

6. Read the story and write the main idea.

Self Evaluation

Unit 3

Now, I can...

- Listen and understand rhymes, songs, and dialogs about the weather, parts of the body, seasons, needs, and continuous actions.
- Read and understand rhymes, songs, and dialogs about the weather, parts of the body, seasons, needs, continuous actions, descriptions and a story about Anita.
- Use words related to personal descriptions, the weather, parts of the body, seasons.
- Describe the weather and personal appearance.
- Play the spider game with my friends using categories.
- Help people in need and be responsible for nature.

123
Total

112 / one hundred and twelve

Además, al final de cada unidad podrás autoevaluar tus aprendizajes.

Personajes


¡Hola niños y niñas! Yo soy el **señor Campos**, el profesor de la escuela. Hablo inglés y español. Hace mucho tiempo vine a este lugar, y me gustó tanto que quise quedarme.

¡Hola a todos! Mi nombre es **Angélica** y tengo 10 años. Soy chilena y hablo inglés porque me gusta mucho y tengo amigos angloparlantes.

Hello! Mi nombre es **Tom** y soy de Estados Unidos. Soy nuevo en la escuela.

¡Hola! Yo soy **Sofía** y no hablo mucho inglés, pero como soy preguntona he avanzado mucho este último tiempo. ¡Aprendamos juntos!

Hola, ¿qué tal? Yo soy **José**. Mis amigos dicen que soy un poco amurrado...y tienen razón. Hablo español y no sé mucho inglés. ¿Les cuento algo? Los días que jugamos en clases aprendo mucho. Me gusta mi escuela.



Hello! I am **Mary** and I am a Chilean loica.

Hola, mi nombre es **Anita**. Vengo del norte de Chile y soy una chinchilla. Vivo junto a mis amigos en la casa del árbol, en el patio de la escuela. Allí está **Mary** y no habla español, ya que fue adoptada por aves migratorias. Solo habla inglés.

¡Mucho gusto amigos! Mi nombre es **Raúl** y soy uno de los últimos pudúes que habita en Chile. Todos dicen que soy amable y atento. ¡Quiero aprender inglés!

¡Hola! Soy **Jim**, el armadillo. Vengo de Texas, Estados Unidos. Ya descubrirán por qué hablo inglés. Todos dicen que mi personalidad cambia con el idioma; cuando hablo en español me pongo serio y cuando hablo en inglés soy más entretenido.

Lesson 0

Welcome

1. Look at the pictures and listen to the instructions.
Mira las imágenes y escucha las instrucciones.



ANSWER THIS QUESTION



DON'T SHOUT



FIND A PARTNER



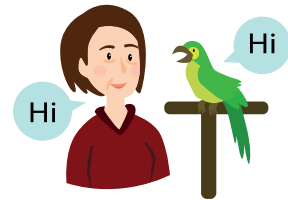
LISTEN



PAY ATTENTION



RAISE YOUR HAND



REPEAT



SILENCE



SIT DOWN



WRITE ON YOUR PAPER

2. Listen to the instructions again and repeat.
Escucha las instrucciones nuevamente y repite.

3. Listen and tick (✓) the instructions you hear.
Escucha y marca con un tick (✓) las instrucciones que escuches.

Answer this question	✓
Don't shout	
Find a partner	
Listen	
Pay attention	

Raise your hand	
Repeat	
Silence	
Sit down	
Write on your paper	

4.

Listen and circle the correct instruction.

Escucha y encierra en un círculo la instrucción correcta.

1. a)



b)



2. a)



b)



3. a)



b)



4. a)



b)



5. a)



b)



5.

Match the instructions with the correct picture.

Une las instrucciones con la imagen correcta.

1. Listen

2. Pay attention

3. Raise your hand

4. Sit down

5. Silence





1

Estructuras

- Verbo ser o estar
- Palabras para hacer preguntas
- Presente simple

Vocabulario

- Saludos
- Vocabulario de aula
- Objetos de la sala de clases
- Colores

Juegos, rimas, canciones y poemas

- Guessing game
- I spy
- Simon says
- Numbers 1 to 10
- Are you ready?
- I wake up
- My pet
- Give me five
- The rainbow song
- The days of the week

How are you?

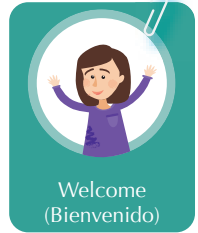
Lecciones

- 1 | I love you
- 2 | Let's cooperate
- 3 | I'm ready
- 4 | Give me five!
- 5 | Let's play!
- 6 | I'm ten!
- 7 | I don't understand
- 8 | Do you remember?

Lesson 1

Day One

I Love you



Speaking Practice

1. Practice the dialog with your partner. Then change roles.
Practica el diálogo con tu compañero o compañera. Luego intercambia roles.



2. Match the sentences in column A with the pictures in column B.
Une las oraciones de la columna A con las imágenes de la columna B.

A

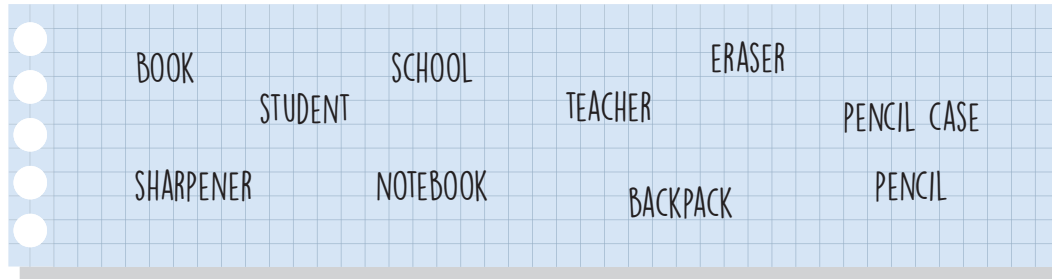
1. It's a book.
2. It's a pencil case.
3. It's an eraser.
4. It's a backpack.
5. It's a pencil.
6. It's a notebook.
7. It's a sharpener.

B

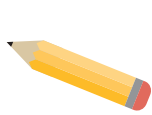


3. Complete the sentences with the words from the box.

Completa las oraciones con las palabras del recuadro.



What is this?



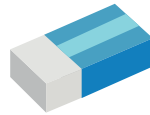
This is a

_____.



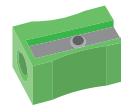
This is a

_____.



This is an

_____.



This is a

_____.



This is a

_____.



This is a

_____.



This is a

_____.



This is a

_____.



This is a

_____.

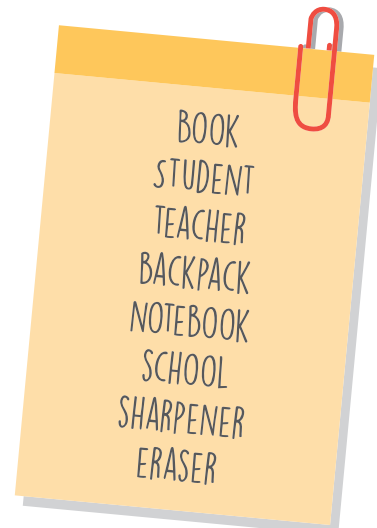
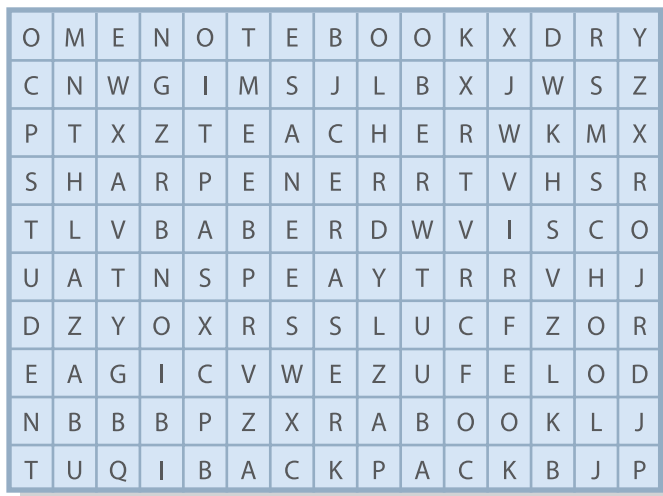


This is a

_____.

4. Find the school objects in the word search.

Encuentra los útiles escolares en la sopa de letras.



Lesson 1

Day Two

1. Complete the sentences using the pictures. Then write the words in each number.
Completa las oraciones usando las imágenes. Luego escribe las palabras en cada número.



1. I love my _____



2. I love my _____



3. I love my _____



4. I love my _____



5. I love my _____



6. I love my _____



7. I love my _____



1. _ _ I _ _ _ .
 2. _ _ _ _ _ _ .
 3. _ _ _ _ _ _ .
 4. _ _ _ _ _ _ .
 5. _ _ _ _ _ _ .
 6. _ _ _ _ _ .
 7. _ _ _ _ _ .



Now, use the letters in each purple box to find the “secret word” and draw it.
Ahora utiliza las letras en los cuadros morados para encontrar la “palabra secreta” y dibuja.

SECRET WORD:

T _ _ _ _ _

DRAW:

2. Draw 3 things you love and complete the sentences.
Dibuja 3 cosas que te encanten y completa las oraciones.

I LOVE MY _____.

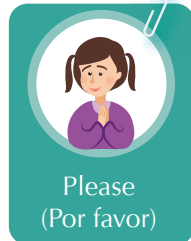
I LOVE MY _____.

I LOVE MY _____.

Lesson 2

Day One

Let's cooperate



Speaking Practice

1. Practice the dialog with your partner using the items in the picture. Then change roles.
Practica el diálogo con tu compañero o compañera usando los objetos que están en la imagen. Luego intercambia roles.



How to...

Express countable nouns

Cómo...

Expresar sustantivos contables.

'a' or 'an'?

Read the examples:

Lee los ejemplos:

This is **a** pencil

This is **an** eraser

This is **a** notebook

Ocupamos **'a'** cuando el sonido que sigue es _____.

Ocupamos **'an'** cuando el sonido que sigue es _____.

2. Match the picture to the correct action.
Une el dibujo con la acción correcta.



1. Raise your hand

2. Listen

3. Take out your notebook

4. Write your name

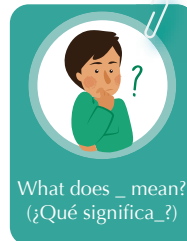


3. Complete the dialogs with the words from the box.
Completa los diálogos con las palabras del recuadro.



Lesson 2

Day Two



1. Complete the sentences with the words from the box.

Completa las oraciones con las palabras del recuadro.

CHAIR	BLACKBOARD	DESK
WINDOW	GARBAGE CAN	IT'S...



1. What's this?

It's a garbage can.



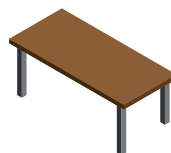
2. What's this?

It's a _____.



3. What's this?

It's a _____.



4. What's this?

_____ a _____.



5. What's this?

It's a _____.

2. Circle the correct answer.

Encierra en un círculo la respuesta correcta.

1. What does "Raise your hand" mean?

a) Estoy súper bien b) Levanta la mano c) Gracias

2. What does "I'm great" mean?

a) Perdí mi estuche b) Gracias c) Estoy súper bien

3. What does "I lost my pencil case" mean?

a) Levanta la mano b) Perdí mi estuche c) Cooperar

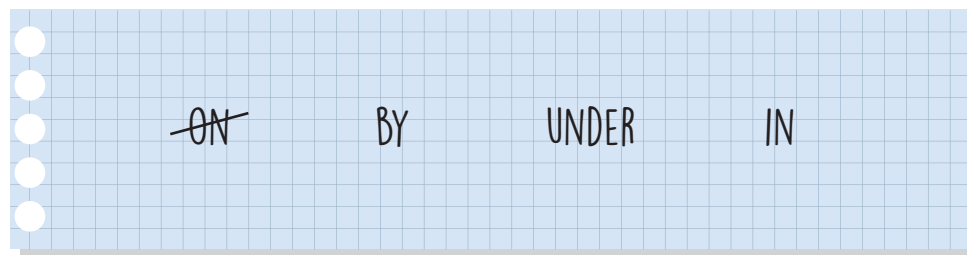
4. What does "Thank you" mean?

a) Gracias b) Estoy bien c) Levanta la mano

5. What does "Cooperate" mean?

a) Cooperar b) Perdí mi estuche c) Gracias

3. Look at the picture and complete the sentences with the words from the box.
Mira la imagen y completa las oraciones con las palabras del recuadro.



1. Where is the book?
It's on the desk.

2. Where is the notebook?
It's under the backpack.

3. Where is the pencil case?
It's by the window.

4. Where is the backpack?
It's on the chair.

Lesson 3

Day One

I'm ready

Practice the rhyme

1. Practice the rhyme with your partner. Then change roles.
Practica la rima con tu compañero o compañera. Luego intercambia roles.



2. Look at the pictures and circle the correct color.
Mira las imágenes y encierra en un círculo el color correcto.

Is this _____ or _____ ?



1. Red / brown / green



2. Yellow / white / black



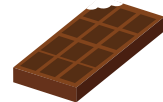
3. Red / green / black



4. Green / white / yellow



5. Brown / yellow / red



6. White / black / brown

3. Match the actions with the correct picture.
Une las acciones con la imagen correcta.

1. I go to the bathroom.

2. I wake up at 7.00 am.

3. I take a shower.

4. I'm ready!

5. I brush my teeth.

6. I get dressed.



4. Listen to Jim's routine and number the actions. Then write the correct sentences from the box.

Escucha la rutina de Jim y enumera las acciones. Luego escribe las oraciones correctas del recuadro.

I WASH MY FACE. I GO TO THE BATHROOM. AND... I'M READY! I WAKE UP AT 9.00 AM.



Lesson 3

Day Two



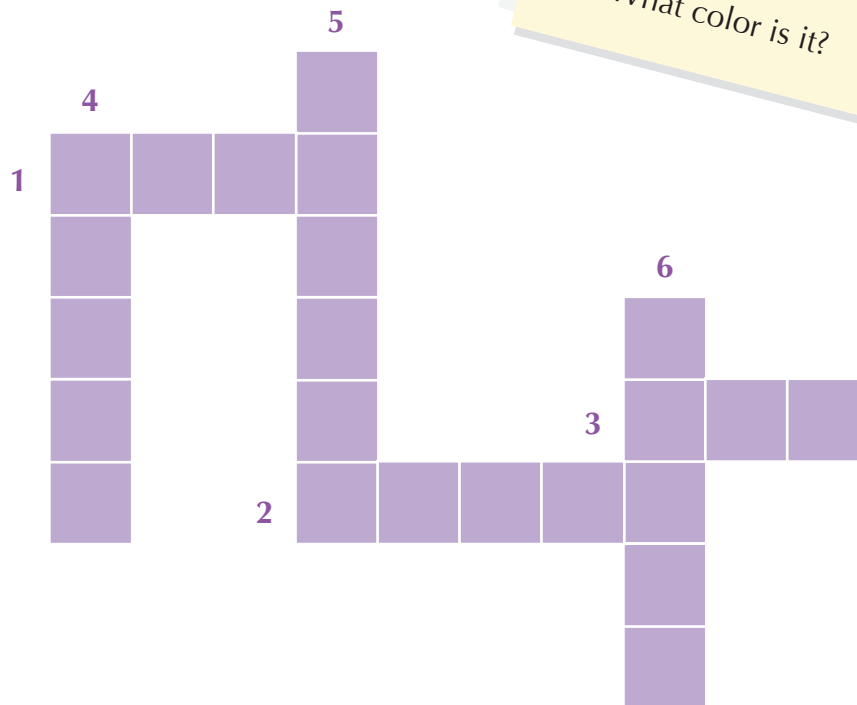
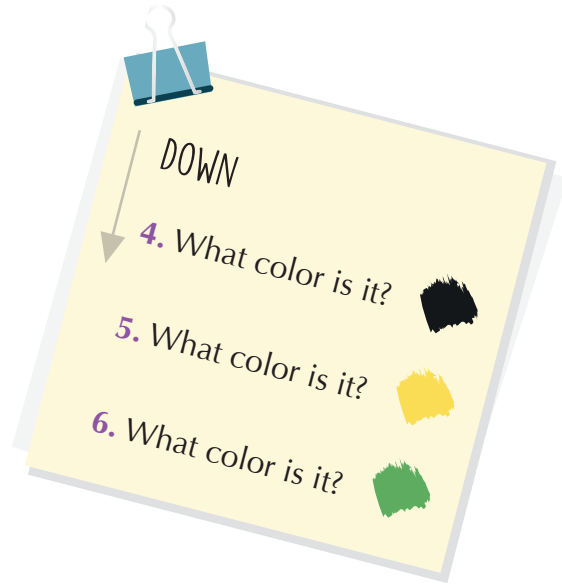
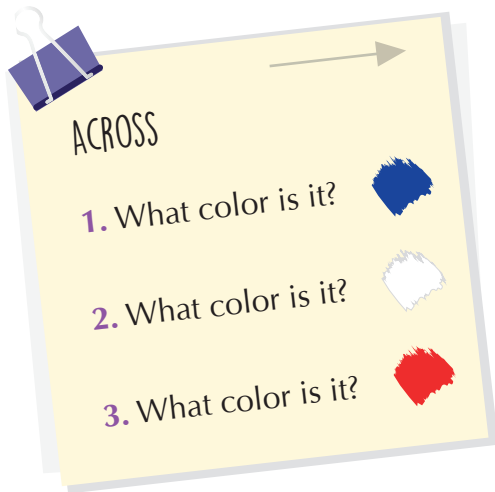
1. Color the objects according to the colors that are indicated.
Pinta los objetos según los colores indicados.



2.

Answer the questions to complete the crossword.

Responde las preguntas para completar el crucigrama.



Lesson 4

Day One

Give me five!



Speaking Practice

1. Practice the song with your partner. Then change roles.
Practica la canción con tu compañero o compañera. Luego intercambia roles.



2. Listen to Sofía, Tom and José and match the answers to the pictures.
Escucha a Sofía, Tom y José, y une las respuestas con sus imágenes.

1. "I'm fine, thanks"



2. "I'm not great"



3. "I'm great!"

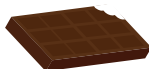


3. Circle the correct object according to the color mentioned in each sentence.
Encierra en un círculo el objeto correcto de acuerdo al color mencionado en cada oración.

1. I spy something yellow.



2. I spy something brown.



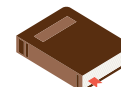
3. I spy something red.



4. I spy something black.



5. I spy something green.



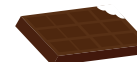
6. I spy something white.



7. I spy something pink.



8. I spy something blue.

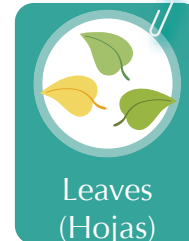


Now, find the 8 objects from exercise 3 in the classroom and circle them.
Ahora encuentra los 8 objetos del ejercicio 3 en la sala de clases y enciérralos en un círculo.



Lesson 4

Day Two




1. Listen to the rainbow song and complete the lyrics.
Escucha la canción del arcoíris y completa la letra de la canción.


THE RAINBOW SONG

_____ and _____, pink and _____ ,

purple, _____ and _____ ,

I can sing a rainbow,

Sing a  _____ too!

Sing a  _____ too!

2. Complete the math exercises with the words or numbers from the box.
Completa los ejercicios matemáticos con las palabras o números del recuadro.

~~2~~ FOUR 1 ~~THREE~~ 1 2
 TWO ~~1~~ 3 FIVE 2 1 2 FIVE 4

1. one (1) + two (2) = three (3)

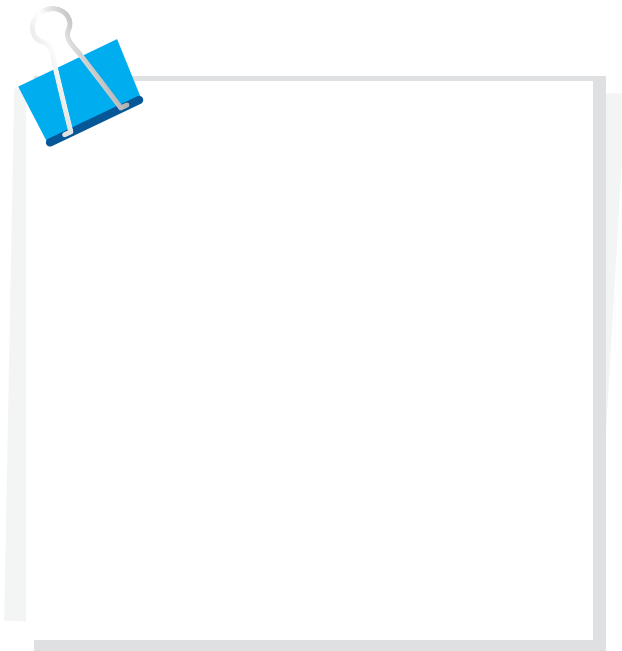
2. four () + one () = (5)

3. two () + two () = (4)

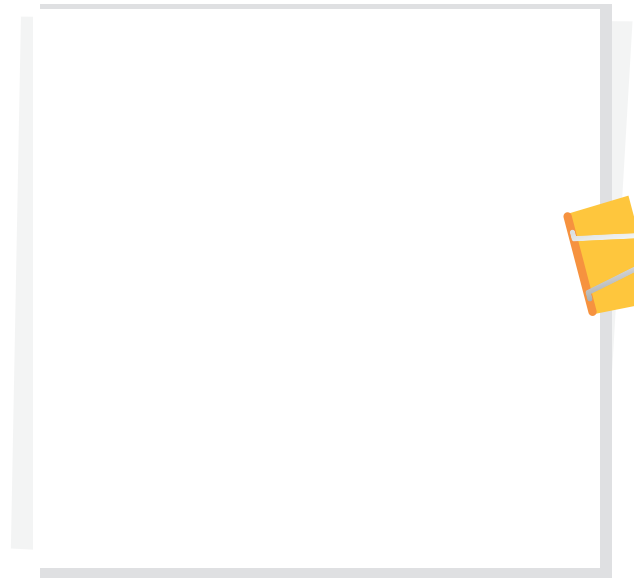
4. three () + two () = (5)

5. one () + one () = (2)

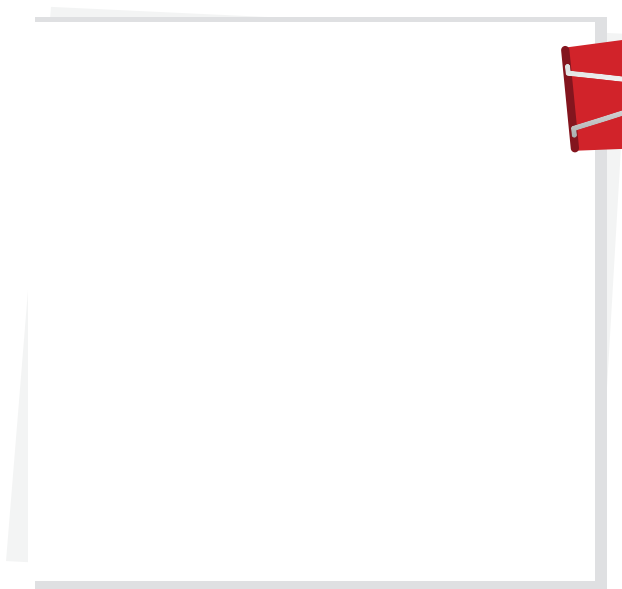
3. Read the sentences. Then draw and color as indicated.
Lee las oraciones. Luego dibuja y pinta como se indica.



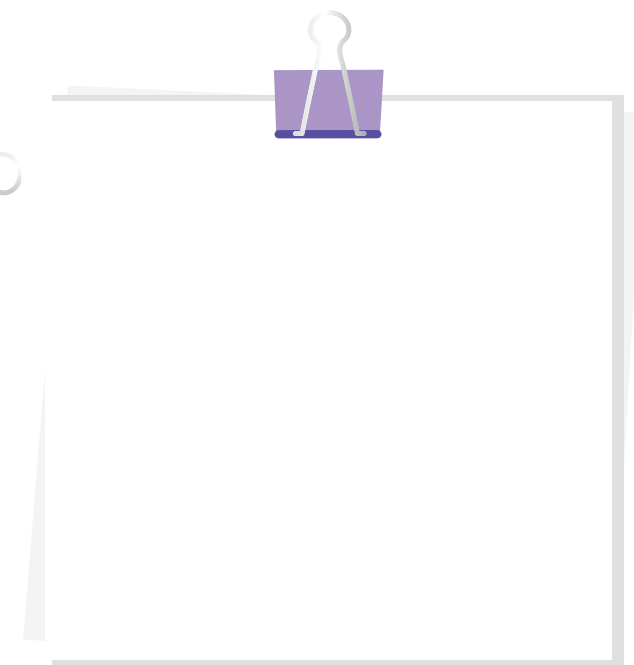
1. Two yellow bananas.



2. One red apple.



3. Three brown pencils.



4. Four pink leaves.

Lesson 5

Day One

Let's play!



Playground
(Patio)

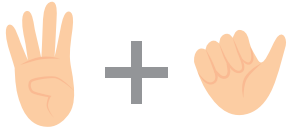


Congratulations
(Felicidades)

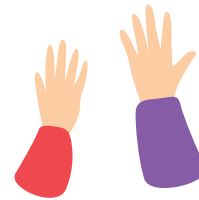
Speaking Practice

1. Practice the rhyme with your partner. Then change roles.
Practica la rima con tu compañero o compañera. Luego intercambia roles.

One, two, three, four, five



Four fingers, one thumb
Four plus one in a hand



We are friends so give me five!

Extra challenge!

Use your hands to say the rhyme.
Usa tus manos para decir la rima.

2. Complete the hopscotch #1 with the correct numbers and hopscotch #2 with the correct words.

Completa el luche #1 con los números correctos y el luche #2 con las palabras correctas.

Hopscotch #1



Hopscotch #2



3.

Match the picture to the corresponding command. Then write the negative form of the command using "don't".

Une el dibujo con la orden que corresponda. Luego escribe la orden en forma negativa usando "don't".

COMMAND

NEGATIVE FORM

1.



JUMP

Don't jump .

2.



PLAY

_____ play.

3.



LOOK

Don't _____ .

4.



BE ON TIME

_____ .

5.



SHOUT

_____ .

6.

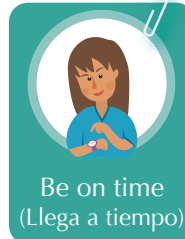


RUN

_____ .

Lesson 5

Day Two



1. Look at the images and circle the correct option.

Mira las imágenes y encierra en un círculo la alternativa correcta.



1. What do you see?

a) A pen b) A blackboard c) A backpack

What color is it?

a) Red b) Blue c) Green

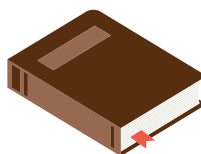


2. What do you see?

a) A house b) A playground c) A classroom

What color is it?

a) Blue b) Black c) White

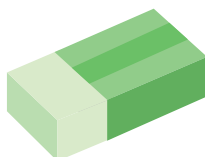


3. What do you see?

a) A book b) A pencil case c) A notebook

What color is it?

a) Yellow b) Brown c) Black



4. What do you see?

a) A desk b) A sharpener c) An eraser

What color is it?

a) Green b) White c) Blue

2. Bingo!

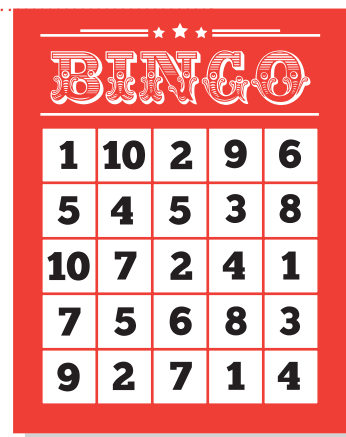
Look at each set of numbers and tick (✓) "Yes" if they are bingo or "No" if they are not.

Mira cada set de números y marca con un tick (✓) en "Sí" si es un bingo o en "No" si no lo es.

YOU CAN MAKE BINGO IN ANY DIRECTION. ●

PUEDES HACER BINGO EN CUALQUIER DIRECCIÓN.

	Yes	No
1. One, ten, two, nine, six	✓	
2. Nine, two, seven, one, three		
3. One, five, ten, seven, nine		
4. Ten, seven, two, four, one		
5. Nine, three, five, eight, one		
6. Six, three, two, five, nine		



3.

Identify the dice with a color and a number. Use the words from the box.

Identifica los dados con un color y un número. Usa las palabras del recuadro.

BLUE	GREEN	RED	YELLOW	BLACK	BROWN
TWO	FOUR	FIVE	ONE	THREE	SIX

COLOR

NUMBER



Brown

Two



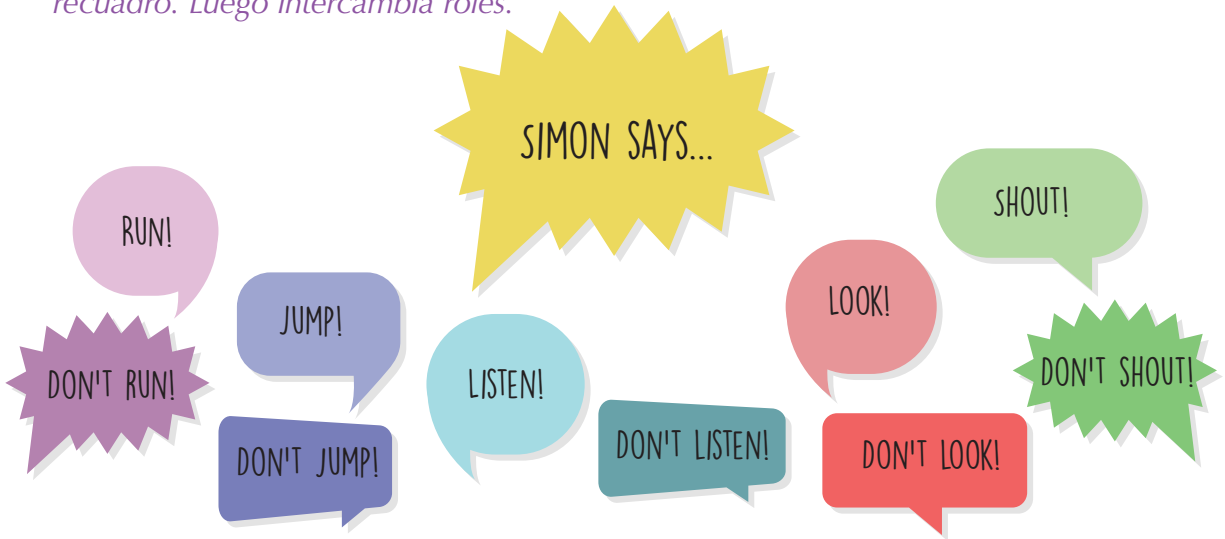
Lesson 6

Day One

I'm ten!

Speaking Practice

1. Play "Simon says". Take turns being Simon using the actions from the box. Then change roles.
Juega Simón dice. Toma turnos para ser "Simón" usando las acciones que están en el recuadro. Luego intercambia roles.



2. Listen to the "Numbers Chant" and complete the lyrics.
Escucha el "Canto de los números" y completa la letra.



One, two, _____, _____ ,
Is there something by the door?
Five, _____, _____ , eight.
There's a yellow _____ case.
_____, ten, nine, _____ ,
Would you like to sing again?



Now, look at the picture and help Jim to count the worms. Follow the example.
Ahora mira la imagen y ayuda a Jim a contar los gusanos. Sigue el ejemplo.

There are five yellow worms . There are _____ brown _____.
There are _____ green _____. There are _____ blue _____.
There are _____ pink _____.

3. Listen and repeat the days of the week.
Escucha y repite los días de la semana.

MONDAY TUESDAY WEDNESDAY THURSDAY
FRIDAY SATURDAY SUNDAY

4. Answer the question.
Responde la pregunta.

What day is today?
It's _____ .

5. Match each day of the week in Spanish with the correct English translation. Then use this information to fill in the calendar below.
Une cada día de la semana en español con la traducción en inglés. Luego usa esta información para rellenar el calendario.

- | | |
|--------------|--------------|
| 1. Lunes | a. Saturday |
| 2. Martes | b. Friday |
| 3. Miércoles | c. Thursday |
| 4. Jueves | d. Monday |
| 5. Viernes | e. Sunday |
| 6. Sábado | f. Wednesday |
| 7. Domingo | g. Tuesday |

Days of the Week						
1	2	3	4	5	6	7
Monday	_____	_____	_____	_____	_____	_____
Lenguaje y Comunicación	Historia	Ed. Física	Matemática	English	Birthday Party	Soccer Game

Lesson 6

Day Two

How are you?
¿Cómo estás?

Great! / ¡Genial!
Fine / Bien
Ok / Ok
So, so / Más o
menos

1. Use the calendar in exercise 2 (day one) to answer questions about the days of the week.
Utiliza el calendario del ejercicio 2 (día uno) para responder preguntas sobre los días de la semana.

- | | |
|---|----------------------|
| 1. What day is #1? | It's <u>Monday</u> . |
| 2. What day is "Lenguaje y Comunicación"? | It's <u>Monday</u> . |
| 3. What day is #3? | It's _____ . |
| 4. What day is "English"? | It's _____ . |
| 5. What day is #4? | It's _____ . |
| 6. What day is "Historia"? | It's _____ . |
| 7. What day is #5? | It's _____ . |
| 8. What day is "Ed. Física"? | It's _____ . |
| 9. What day is #2? | It's _____ . |
| 10. What day is "Matemática"? | It's _____ . |

2. Look at the pictures of the characters below and write how many brothers or sisters they have.

Mira los dibujos de los personajes y escribe cuántos hermanos o hermanas tienen.



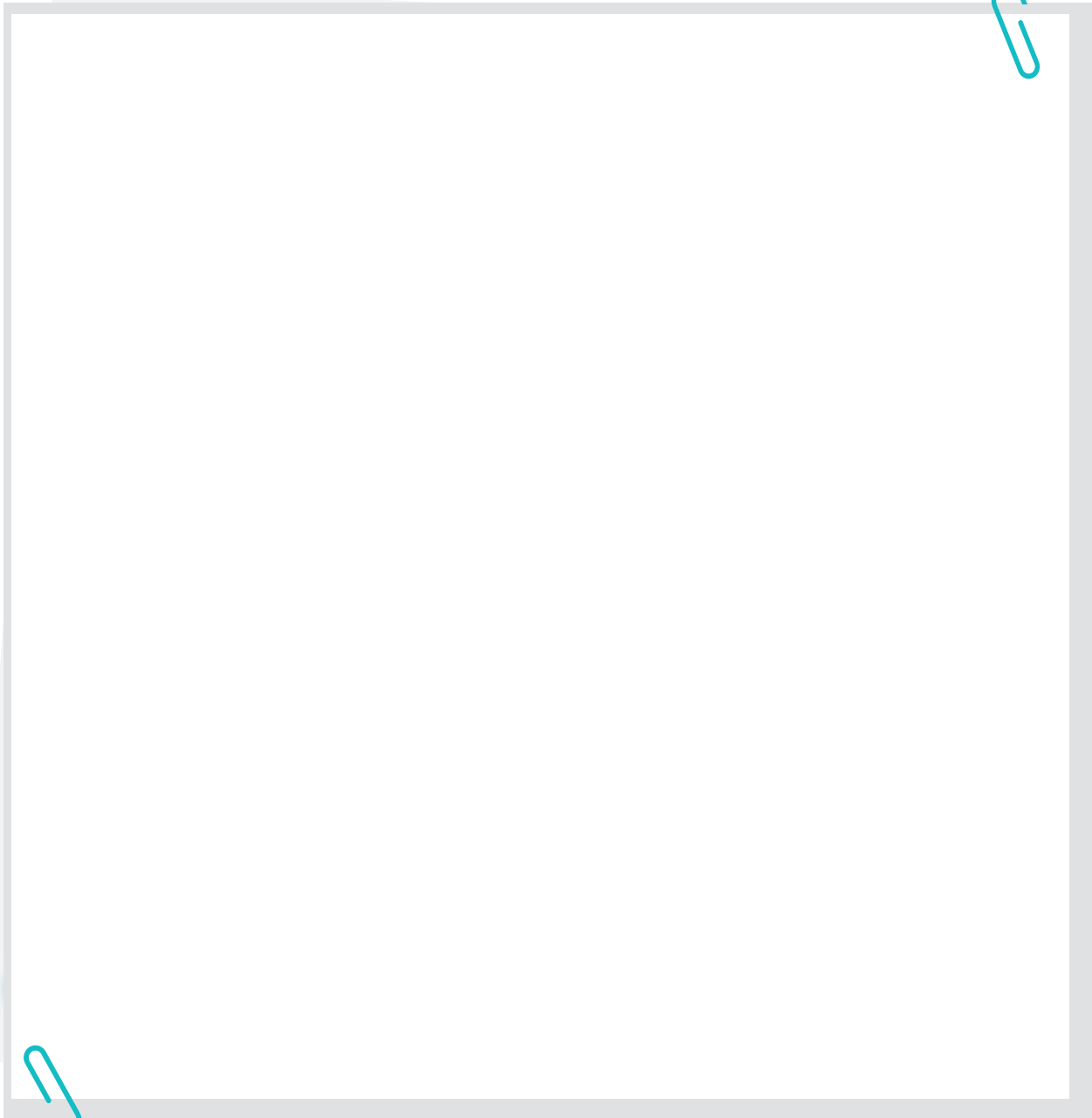
1. He has no (0) brother(s).
He has _____ sister(s).



2. She has _____ brother(s).
She has _____ sister(s).

3. Now, draw a picture of **you** and **your** brothers and/or sisters, and write how many you have.

*Ahora dibújate **tú y a tus** hermanos y/o hermanas, y escribe cuántos tienes.*



I have _____ brother(s).

I have _____ sister(s).

Lesson 7

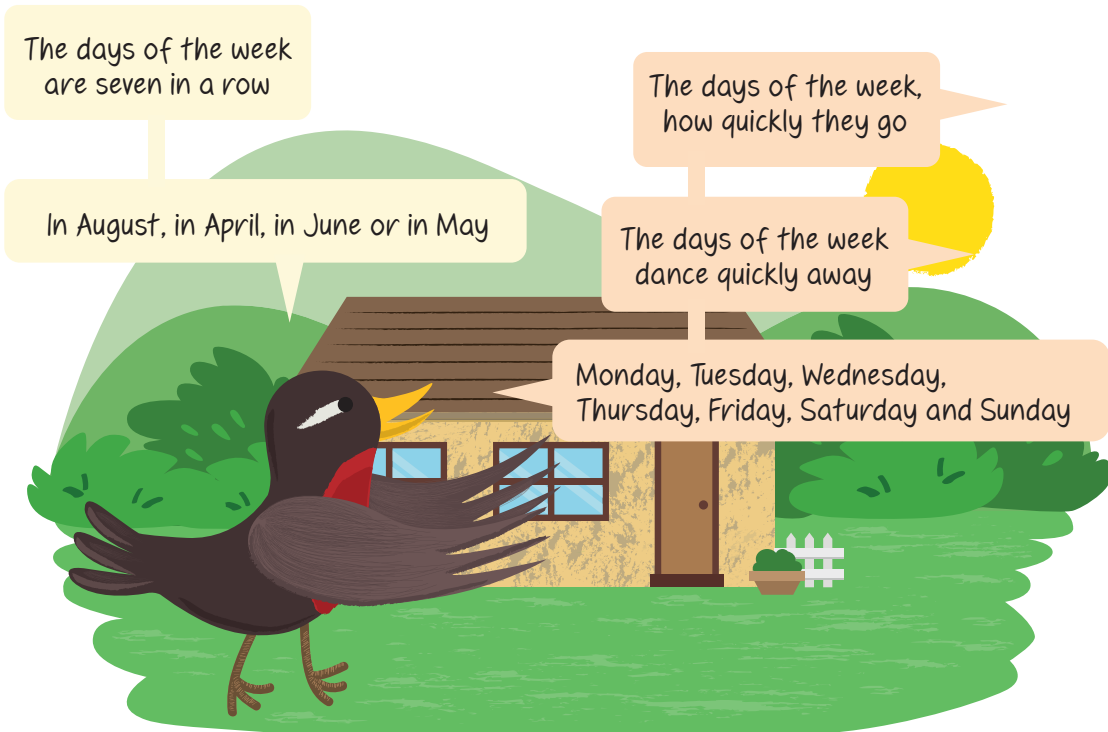
Day One

I don't understand



Speaking Practice

- Practice the rhyme with your partner. Then change roles.
Practica la rima con tu compañero o compañera. Luego intercambia roles.



- Look at the pictures and circle the correct option. Then complete the sentences.
Mira las imágenes y encierra en un círculo la alternativa correcta. Luego completa las oraciones.



I love my _____ dog _____.

a) rabbit **b) dog** c) bird

I love my _____.

a) bird b) rabbit c) worm



I love my _____.

a) dog b) rabbit c) bird

I love my _____.

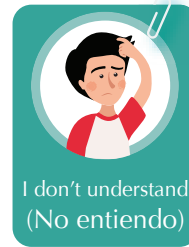
a) cat b) bird c) rabbit



3.

Look at the pictures and decide. Then write the answer.

Mira las imágenes y decide. Luego escribe la respuesta.



1. Is



a dog or a cat?

She is a _____ .

2. Is



a dog or a rabbit?

He is a _____ .

3. Is



a dog or a bird?

She is a _____ .

4. Is



a rabbit or a worm?

She is a _____ .

Lesson 7

Day Two

1. Complete the ID cards with the correct information.
Completa las tarjetas de identificación con la información correcta.





Now, use the information from exercise 1 to answer the questions.
Ahora usa la información del ejercicio 1 para contestar las preguntas.

1. How old is Tom? He is _____ years old.
2. How old is Dolores? She is _____ years old.
3. How old is José? He is _____ years old.
4. How old is Jack? _____ is _____ years old.
5. _____ is Popeye? _____ .
6. _____ is Angélica? _____ .

2.

Circle the correct alternative.
Encierra en un círculo la alternativa correcta.

1. What does **"Sorry, I don't understand"** mean?
a) Levántense b) Lo siento, no entiendo c) Se llama...
2. What does **"How old is he?"** mean?
a) ¿Cuántos años tiene él? b) ¿Cómo está? c) ¿Cómo se llama?
3. What does **"I love my dog"** mean?
a) Me encanta mi perro b) Mi perro se llama Jack c) Me gusta mi gato
4. What does **"Her name is..."** mean?
a) Siéntate b) Tiene _____ años c) Su nombre es...

Lesson 8

Day One

Do you remember?

Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.

Completa el diálogo con tu información personal. Practica con tu compañero o compañera e intercambia roles.



2. Complete the sentences with the words from the box.

Completa las oraciones con las palabras del recuadro.

PENCIL CASE NOTEBOOK IT'S BACKPACK BOOK IT'S ERASER SHARPERNER IT'S PENCIL IT'S

1. What's this?
It's a _____.
2. What's this?
It's an _____.
3. What's this?
It's a _____.
4. What's this?
— a _____.
5. What's this?
— a _____.
6. What's this?
— a _____.
7. What's this?
— a _____.



3. Complete the math exercises with the words or numbers from the box.
Completa los ejercicios matemáticos con las palabras o números del recuadro.

2	+	6	=	7	2	4	5	4	1	9	1	2	3	5
EIGHT		SEVEN		NINE		FOUR		TEN		EIGHT		SIX		

- one (1) + seven (7) = eight (8)
- four (4) + five (5) = _____ (9)
- five (5) + two (2) = _____ (7)
- three (3) + one (1) = _____ (4)
- four (4) + two (2) = _____ (6)
- nine (9) + one (1) = _____ (10)
- two (2) + six (6) = _____ (8)

4. Look at Sofía's school objects and complete her school list. Follow the example.
Mira los útiles escolares de Sofía y completa su lista escolar. Sigue el ejemplo.

2	white	erasers

5. Complete the answers with the words from the box.
Completa las respuestas con las palabras del recuadro.



ON
BY
UNDER
IN

- Where is the backpack?
It's under the chair.
- Where is the book?
It's _____ the desk.
- Where is the notebook?
It's _____ the backpack.
- Where is the pencil case?
It's _____ the window.

Lesson 8

Day Two

1. Complete the calendar with the words from the box.
Completa el calendario con las palabras del recuadro.



DAYS OF THE WEEK						
1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____
Ed. Física	English	Lenguaje y Comunicación	Matemática	Historia	Swimming	Visit my friends

Now, read the calendar and answer the questions using the days of the week.
Ahora lee el calendario y responde las preguntas usando los días de la semana.

- What day is #1? It's Monday.
- What day is "Ed. Física"? It's Monday.
- What day is #6? It's _____.
- What day is "Matemática"? It's _____.
- What day is #3? It's _____.
- What day is "Historia"? It's _____.
- What day is #2? It's _____.
- What day is "English"? It's _____.
- What day is #7? It's _____.

2. Match each picture with the correct command. Then write the negative form using “don’t”.
Une cada imagen a la orden correcta. Luego escribe la forma negativa usando “don’t”.

		COMMAND	NEGATIVE FORM
1. 	2. 	Listen	_____
3. 	4. 		Raise your hand
		Look	_____
		Play	_____
5. 	6. 	Sit down	_____
		Run	_____

3. Complete the sentences using the colors. Then write the colors in each number.
Completa las oraciones usando los colores. Luego escribe los colores en cada número.

 1. The color is... red	 5. The color is... _____	1. <u>R</u> <u>E</u> <u>D</u> .
 2. The color is... _____	 6. The color is... _____	2. _____ .
 3. The color is... _____	 7. The color is... _____	3. _____ .
 4. The color is... _____		4. _____ .
		5. _____ .
		6. _____ .
		7. _____ .

Now, use the letters in each purple box to find the “secret word” and draw it.
Ahora utiliza las letras en los cuadros para encontrar la “palabra secreta” y dibújala.

SECRET WORD:

R _ _ _ _ _

DRAW:

Self Evaluation

Unit 1

Now, I can...	1	2	3
<ul style="list-style-type: none"> Listen and understand rhymes, songs and dialogs about colors, numbers and days of the week. / Escuchar y comprender rimas, canciones y diálogos sobre los colores, números y días de la semana. 			
<ul style="list-style-type: none"> Read and understand a school list, songs and rhymes about colors, numbers and days of the week. / Leer y comprender una lista de útiles escolares, canciones y rimas sobre colores, números y días de la semana. 			
<ul style="list-style-type: none"> Use words related to colors, days of the week and numbers 1 to 10. / Usar palabras relacionadas con los colores, días de la semana y números del 1 al 10. 			
<ul style="list-style-type: none"> Describe objects using colors and numbers. / Describir objetos usando colores y números. 			
<ul style="list-style-type: none"> Express the position of an object. / Expresar la posición de un objeto. 			
<ul style="list-style-type: none"> Play "Simon says" with my friends using commands. / Jugar "Simón dice" con mis amigos usando órdenes. 			
<ul style="list-style-type: none"> Respect and appreciate people from other nationalities. / Respetar y apreciar a personas de otras nacionalidades. 			
Total			

3: Totalmente logrado

2: Logrado

1: Por lograr



2

Estructuras

- Verbo ser o estar
- Palabras para hacer preguntas
- Presente simple
- Adjetivos

Vocabulario

- Frutas
- Verduras
- Partes del cuerpo
- Miembros de la familia

Juegos, rimas, canciones y poemas

- Guessing game
- I love you
- I like apples
- I like milk
- Clap your hands
- The rainbow song
- Head, shoulders, knees and toes
- If you're happy

I live in Chile

Lecciones

- 9 | What is your name?
- 10 | I'm hungry!
- 11 | I like you
- 12 | What's your favorite food?
- 13 | Head to toe
- 14 | Clap your hands
- 15 | This is my family!
- 16 | Let's remember!

Lesson 9

Day One

What is your name?

Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.
Completa el diálogo con tu información personal. Practica con tu compañero o compañera e intercambia roles.



2. Unscramble the letters to find the colors.
Ordena las letras para encontrar los colores.

1. EBUL _____

2. DER _____

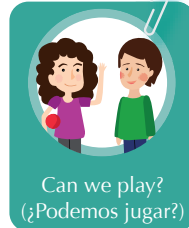
3. LEPUPR _____

4. LEYLOW _____

5. EGOANR _____

6. GNREE _____

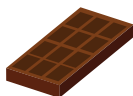
7. WBORN _____



3. Look at the pictures and complete the sentences.
Mira las imágenes y completa las oraciones.



It's a yellow
backpack .



It's a _____ .



It's a _____ .



It's a _____ .

It's a _____



It's a _____



It's an _____



4. Answer Mary's questions.
Responde las preguntas de Mary.



1. What's your name?
_____ .

5. What's his name?
_____ .



2. What's his name?
His name is Jim .

6. What's her name?
_____ .



3. What's his name?
His name is _____ .

7. What's _____ name?
_____ .



4. What's her name?
Her _____ .

How to...

Express possessions

He → his

She → her

Lesson 9

Day Two

1. Match each question with the correct answer.
Une cada pregunta con la respuesta correcta.

1. Are you tired?

2. Is it a dog or a rabbit?

3. What's his name?

4. Can we play?

5. Is it blue?

6. Can we count?

7. Who is your teacher?

a. No, we can't. We have to study.

b. His name is Tom.

c. Yes, let's count.

d. No, it is not blue. It's red.

e. My teacher is Mr. Campos.

f. It's a rabbit.

g. Yes, I'm tired.

2. Find the missing number in the sequence. Then write the numbers in the box below.
Encuentra el número que falta en la secuencia. Luego escribe los números en el recuadro de abajo.

The grid shows four sequences of numbers on a blue grid background. Each sequence has a label (a, b, c, d) and a series of numbers with a missing box indicated by a dotted line.

- a. 1 2 3 4
- b. 2 4 6
- c. 1 3 5
- d. 3 6

a. Four

b. _____

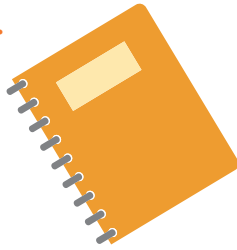
c. _____

d. _____

3. Match each word from the box with the correct picture or sentence.
Une cada palabra del recuadro con la imagen u oración correcta.

1. It is a yellow fruit.

2.



3.



PENCIL CASE

BANANA

DOG

RED

NOTEBOOK

CHOCOLATE

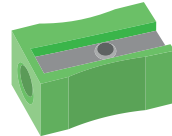
GREEN

4.



5. It is an animal.

6.



7. It is something brown.

Lesson 10

Day One

I'm hungry!



Speaking Practice

1. Play the guessing game with your partner using colors. Read the example.
Juega a las adivinanzas con tu compañero o compañera utilizando los colores. Lee el ejemplo.

Let's play a guessing game!
Yellow or red?

Red, It's red!



Yes, It's red!

Let's play a guessing game!
Green or purple?


Purple, It's purple!





No, It's green!




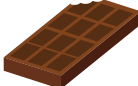
2. Look at the pictures and complete the sentences.
Mira las imágenes y completa las oraciones.


1. I like M I L K 


2. I L O V E 

3. Apples 

4. 

5. 

6. Red s 

7. 

Now, use the letters in each blue box to complete Floyd's sentence.
Ahora utiliza las letras en los cuadros azules para completar la oración de Floyd.



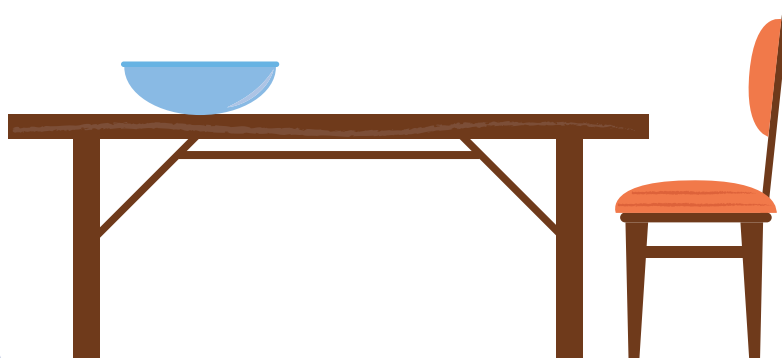
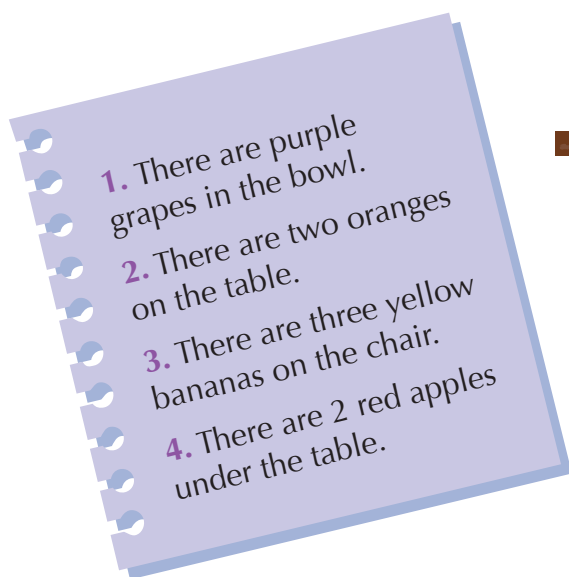
I'm Floyd.

I'm a _____
(Secret word)

3.

Read the sentences. Then draw and color the missing fruits.

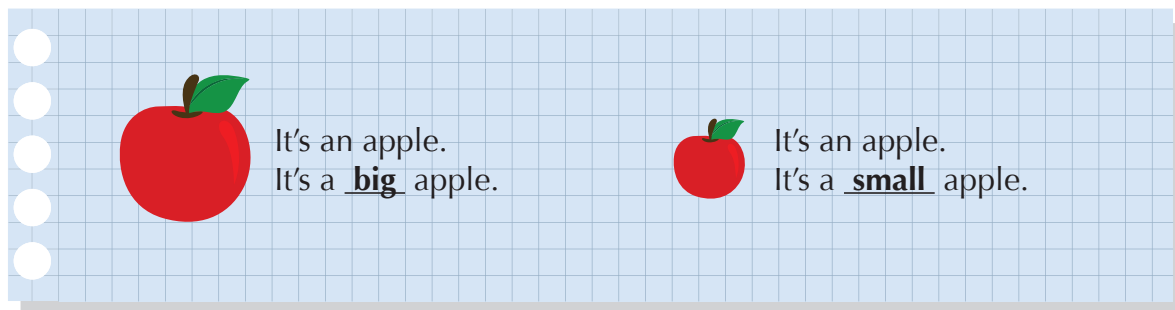
Lee las oraciones. Luego dibuja y colorea las frutas que faltan en el dibujo.



4.

Look at the pictures and complete the sentences.

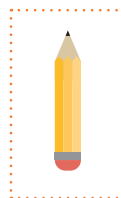
Mira las imágenes y completa las oraciones.



It's a peach.

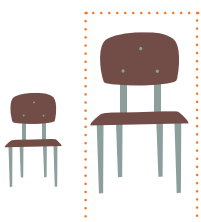


It's a _____ peach.



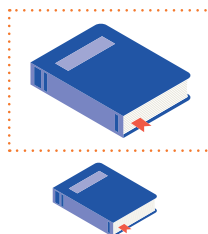
It is a pencil.

It's a _____ pencil.



It is a chair.

It's a _____ chair.



It is a _____

Lesson 10

Day Two

1. Match the clocks with the correct part of the day.
Une los relojes con la parte del día correcta.



MORNING

AFTERNOON

EVENING

NIGHT



Now, draw the parts of the day.
Ahora dibuja las partes del día.

MORNING

AFTERNOON

EVENING

NIGHT

2. Circle the correct alternative.

Encierra en un círculo la alternativa correcta.

1. What color are Floyd's eyes?

- a) White b) Blue c) Black

2. What color is Floyd's face?

- a) Green b) White c) Blue

3. What color is Dolores?

- a) Orange b) Pink c) Green

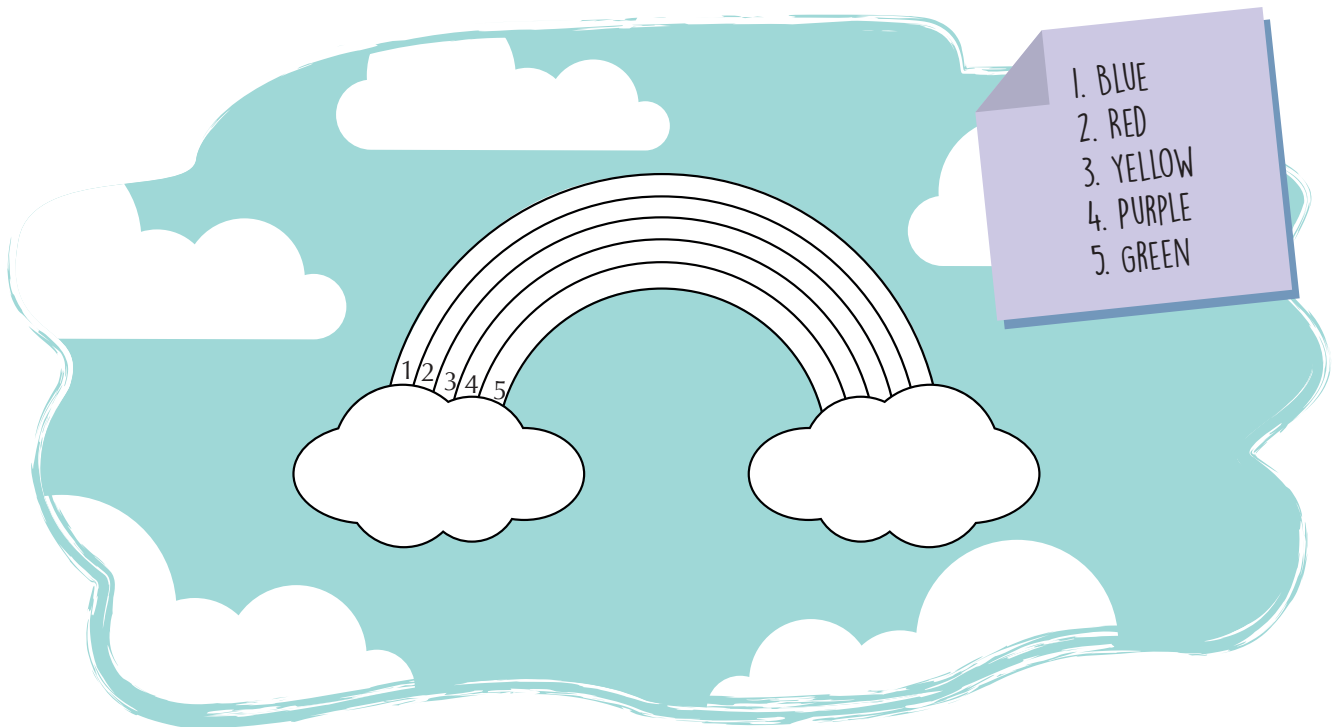
4. What color is Jack?

- a) Black and white b) White and green c) Brown and yellow



3. Color the rainbow according to the colors that are indicated.

Pinta el arcoíris según los colores indicados.



Now, unscramble the "secret word" using the order of the colors.

Ahora ordena la "palabra secreta" usando el orden de los colores.

The rainbow is

U E I L B T A U F / _____

Lesson 11

Day One

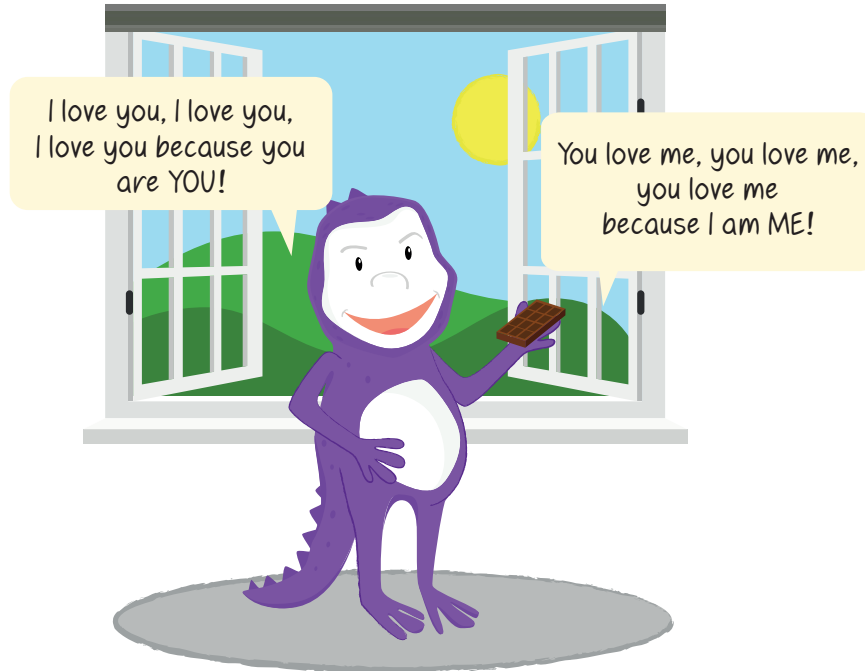
I like you



Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

Practica la rima con tu compañero o compañera. Luego intercambia roles.



2. Listen and repeat the fruits.
Escucha y repite las frutas.



This is an **apple**.



This is a **banana**.



These are **oranges**.



These are **grapes**.



These are **tomatoes**.



These are **strawberries**.

3. Listen to Chippy and complete the sentences using the words from the box.
Escucha a Chippy y completa las oraciones usando las palabras del recuadro.

HAPPY

APPLES

~~MONKEY~~

BROWN

BANANAS

1. Hello, How are you? My name is Chippy. What's your name?

2. I'm a monkey. I'm a _____ monkey.

3. I'm a _____ brown monkey.



4. I love _____.
I like to eat bananas. Mm.
Bananas are wonderful.

5. What? No, no, no. I don't like _____.
I don't eat apples.

4. Ask your classmates about their favorite food and tick (✓) their answers.
Pregunta a tus compañeros y compañeras sobre sus comidas favoritas y marca con un tick (✓) sus respuestas.

Name	Food	No, I don't	Yes, I do
1. Marcela	Do you like apples?	✓	
2.	Do you like bananas?		
3.	Do you drink milk?		
4.	Do you like tomatoes?		
5.	Do you eat oranges?		
6.	Do you like grapes?		

5. Match the colors with the food.

Une los colores a las comidas.

YELLOW

BROWN

RED

ORANGE

PURPLE

GREEN

WHITE

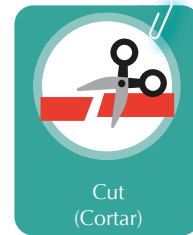
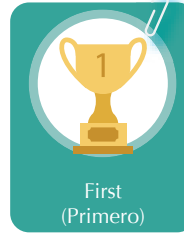
Chocolate Grapes BANANA Strawberries APPLES MILK Oranges

6. Listen to Raúl's story and tick (✓) "True" or "False".
Escucha la historia de Raúl y marca con un tick (✓) "Verdadero" o "Falso".

	True	False
1. Raúl doesn't feel good.		
2. Raúl was a baby lion.		
3. One day he had an accident.		
4. Raúl was crying.		
5. Mary helped Raúl.		

Lesson 11

Day Two



1. Listen and repeat the vegetables.
Escucha y repite los vegetales.



I have some **potatoes**.



I have some **carrots**.



These are **green beans**.



These are **onions**.



This is a **cabbage**.



This is a **cauliflower**.

2. Look at the pictures and find the words in the word search.
Mira las imágenes y encuentra las palabras en la sopa de letras.



3. Read the supermarket list and write what you like and don't like.
Lee la lista del supermercado y escribe lo que te gusta y lo que no te gusta.

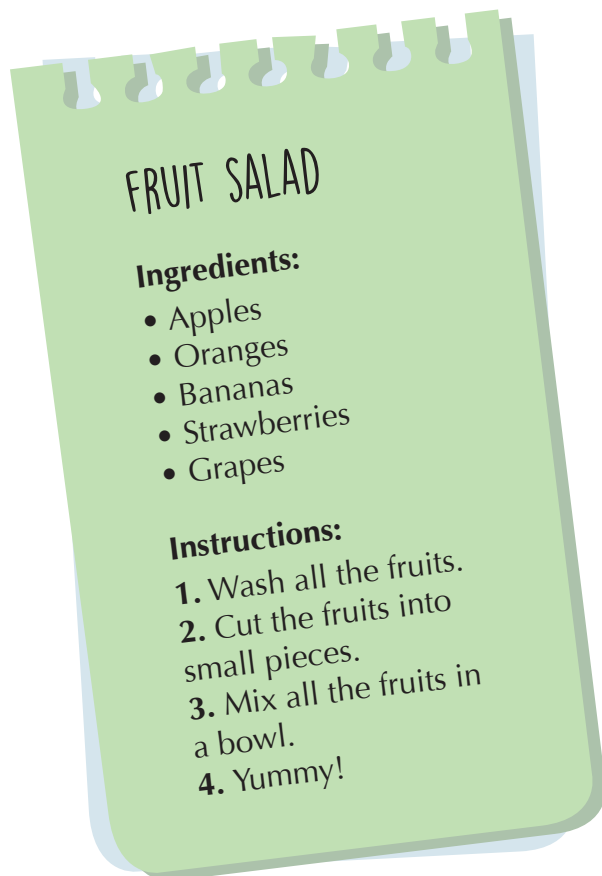
I like _____

I don't like _____



4. Read the recipe and circle the correct answers.

Lee la receta y encierra en un círculo la respuesta correcta.



1. A recipe is for _____.
a) describing a dish.
b) preparing a dish.
c) ordering a dish.
2. First, you have to _____.
a) mix all the fruit.
b) cut the fruit.
c) wash all the fruit.
3. The yellow fruit you need is _____.
a) grapes.
b) apples.
c) bananas.

5. Complete the recipes with the words from the box. Then draw them in a dish.

Completa las recetas con las palabras del recuadro. Luego dibújalas en el plato.

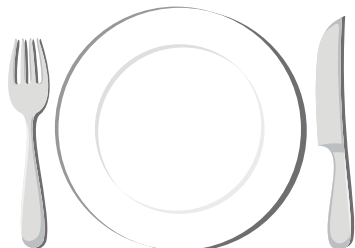
TOMATOES GREEN BEANS ONIONS CARROTS POTATOES ONIONS



GREEN BEAN SALAD

Ingredients:

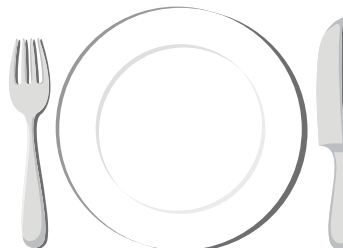
- G _____
- C _____
- O _____



TOMATO SOUP

Ingredients:

- T _____
- P _____
- O _____



Lesson 12

Day One

What's your favorite food?

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.
Practica la rima con tu compañero o compañera. Luego intercambia roles.



2. Listen and repeat the drinks.
Escucha y repite las bebidas.



This is a **glass** of **water**.



This is a **jug** of **orange juice**.



This is a **bottle** of **lemonade**.



This is a **box** of **milk**.



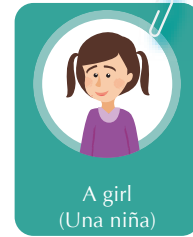
This is a **can** of **soda**.

3. Answer the question.
Responde la pregunta.

What is your favorite drink?

I like _____ .

4. Listen to Angélica and complete her presentation.
Escucha a Angélica y completa su presentación.



BROWN ~~GIRL~~ ELEVEN LONG BEDROOM FRIENDS SCHOOL

Hello!,
 My name is Angélica. I'm a girl. I'm _____ years old.
 I have _____ hair and _____ eyes.
 This is my _____. I like my bedroom.
 I like my _____. I like my _____.

5. Unscramble the letters to find the drinks. Then write them under every picture.
Ordena las letras para encontrar las bebidas. Luego escríbelas bajo cada imagen.

ILMK

JECUI

DELENAMO

RATEW

ASDO



Milk

6. Match the meals with the corresponding time.
Une las comidas con los horarios que corresponda.



1. Dinner

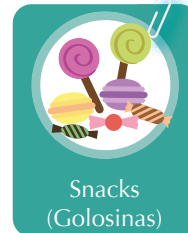
2. Lunch

3. Breakfast

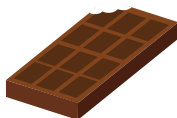
4. Teatime

Lesson 12

Day Two



1. Listen and repeat the snacks.
Escucha y repite las golosinas.



This is a **chocolate bar**.



This is a **candy**.



These are **cookies**.



This is a **cake**.



This is a **sandwich**.

2. Answer Mr. Campos' question using the pictures.
Responde las preguntas de Mr. Campos usando las imágenes.

My favorite drink is lemonade



I like _____



I like _____



I don't like _____



Angélica, what's your favorite drink?

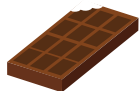


3. Answer the question.
Responde la pregunta.

What's your favorite snack?

I _____, but I don't _____.

4. Look at the pictures and write 3 things you like eating and 3 things you don't like eating.
Mira las imágenes y escribe 3 cosas que te gusta comer y 3 cosas que no te gusta comer.



I like _____



I don't like _____

5. Read the clues and complete the crossword.
Lee las pistas y completa el crucigrama.

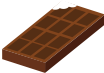
DOWN

1. Orange _____



2. Cookies, cakes and candies are _____

3. A bar of _____



4. I have _____ for breakfast.



5

S A N D W I C H

1

3

6

7

4

8

ACROSS

5. Floyd has a _____



6. Sofía likes _____



7. A can of _____



8. Tom has _____ in his backpack.



Lesson 13

Day One

Head to toe

WHAT'S UP?

(¿Qué pasa?)

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

Practica la rima con tu compañero o compañera. Luego intercambia roles.



Extra challenge!

Practice the rhyme using the following pictures.

Practica la rima usando las siguientes imágenes.



2. Complete the sentences with the words from the box.

Completa las oraciones con las palabras del recuadro.

WATER

~~ORANGE JUICE~~

LEMONADE

MILK

SODA



1



2



3



4



5

1. This is a jug of orange juice.
2. This is a glass of _____.
3. This is a box of _____.
4. This is a can of _____.
5. This is a bottle of _____.

3. Match the parts of the day with the corresponding food.

Une las partes del día con las comidas correspondientes.



1. Breakfast



2. Dinner



3. Teatime



4. Lunch



I like soup!



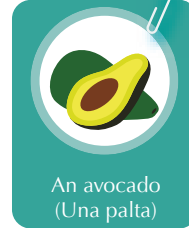
I like cake!



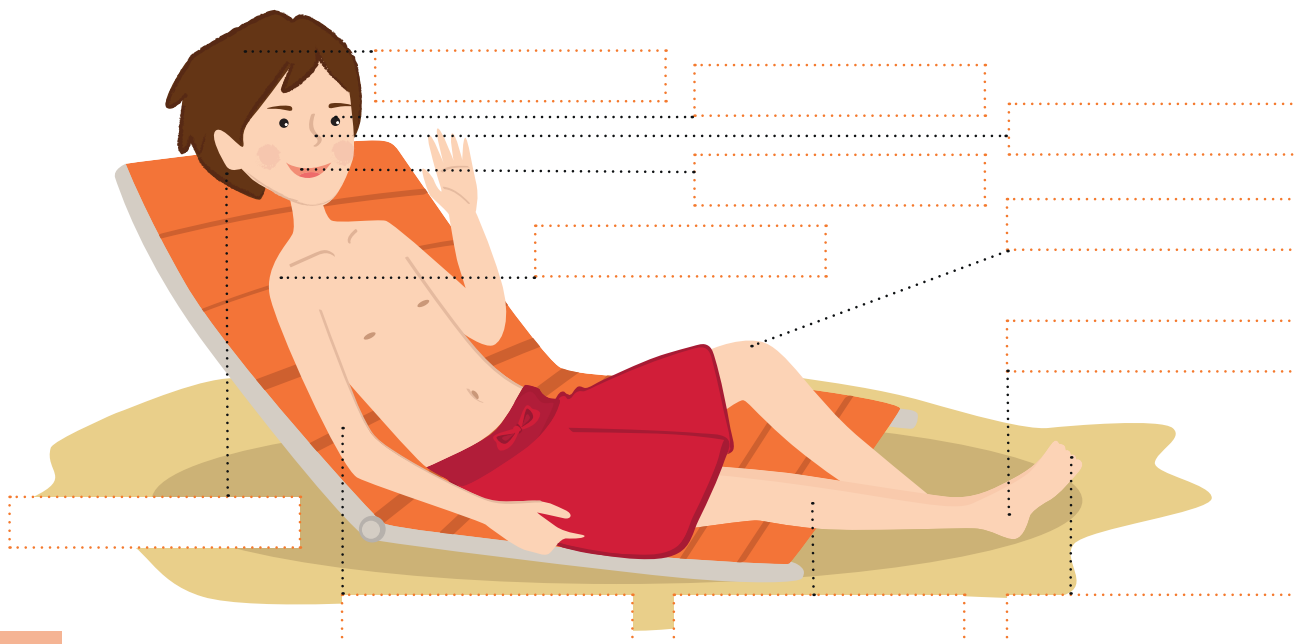
I like food!



I like milk!



4. Write the parts of the body.
Escribe las partes del cuerpo.



5. Circle the correct alternative according to your likes and dislikes.
Encierra en un círculo la alternativa correcta de acuerdo a lo que te gusta y lo que no te gusta.

1. a) I like plums.
b) I don't like plums.

2. a) I like soda.
b) I don't like soda.

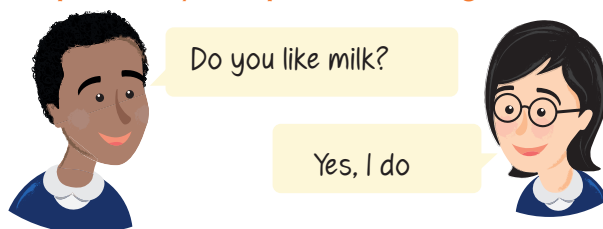
3. a) I like cakes.
b) I don't like cakes.

4. a) I like onions.
b) I don't like onions.

5. a) I like avocados.
b) I don't like avocados.

6. a) I like cookies.
b) I don't like cookies.

6. Ask your classmates: "Do you like?". Then write the answers.
Pregúntale a tus compañeros y compañeras: "¿Te gusta...?". Luego escribe sus respuestas.



Name			
Sofía	No, I don't	Yes, I do	

Lesson 13

Day Two

1. Write the word **"breakfast"** under the food you have for breakfast and **"lunch"** under the food you have for lunch.

Escribe la palabra "breakfast" bajo las comidas que comes al desayuno y "lunch" bajo las que comes al almuerzo.

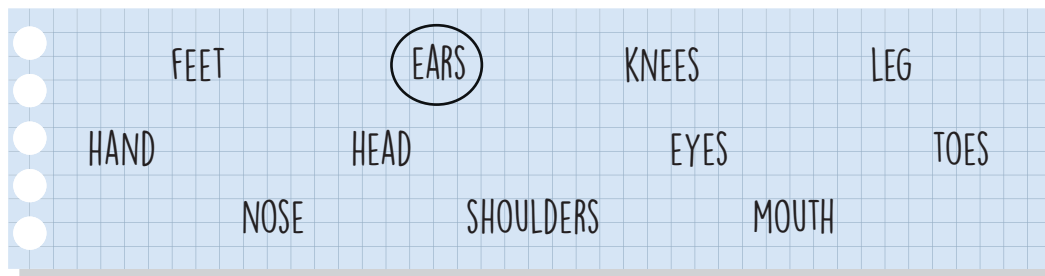


breakfast _____



2. Circle the parts of the face.

Encierra en un círculo las partes de la cara.



3. Complete the sentences with the words from the box.

Completa las oraciones con las palabras del recuadro.



- I like soup for dinner.
- I like bananas!!
- I like milk and cookies for breakfast.
- I like a cup of tea and cake for teatime.
- Do you like plums?
- I like like plums.
- Is this an avocado?
No. This is an onion.

4. Write 5 sentences using the words from the boxes.
Escribe 5 oraciones usando las palabras de los recuadros.



1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 14

Day One

Clap your hands

Speaking Practice

1. Practice the song with your partner. Then change roles.

Practica la canción con tu compañero o compañera. Luego intercambia roles.

Head, shoulders, knees and toes
Knees and toes

And eyes and ears and
mouth and nose

Head, shoulders, knees and toes
Knees and toes

Head shoulders knees and toes
Knees and toes



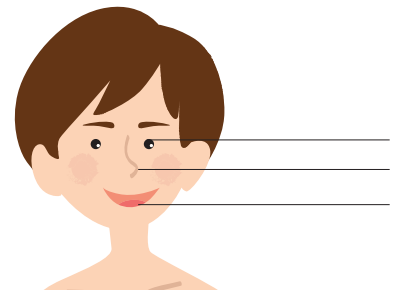
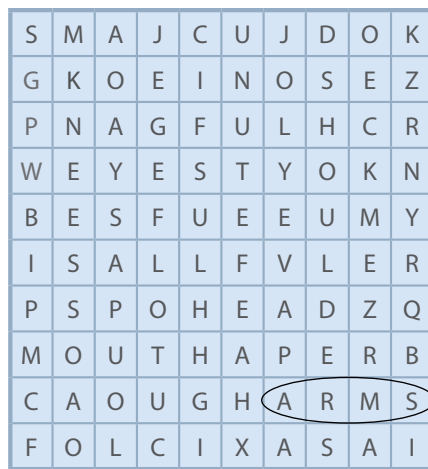
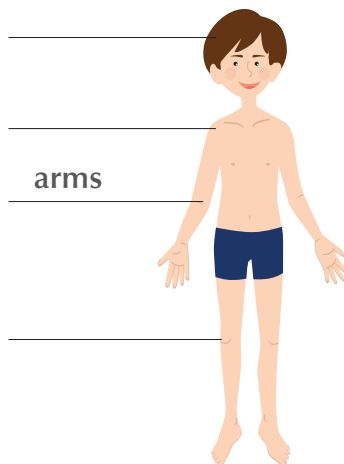
Extra challenge!

Sing the song again pointing at your parts of the body according to the lyrics.

Canta la canción nuevamente señalando tus partes del cuerpo según la letra.

2. Look at the pictures and find the words in the word search. Then write the words next to the pictures.

Mira las imágenes y encuentra las palabras de los dibujos en la sopa de letras. Luego escribe las palabras al lado de las imágenes.



3. Match each child with his/her birthday cake.

Une a cada niño(a) con su torta.

1. Felipe is seven years old.
2. Patty is ten years old.
3. Andrea is five.
4. Marielita is three years old.
5. Roberto is eight.
6. José is eleven.
7. Steven is twelve years old.
8. Paulina is nine.



4. Organize the sentences to make a dialog.

Ordena las oraciones para formar un diálogo.

MY BROTHER IS TWELVE TOO.

~~TODAY IS YOUR BIRTHDAY!~~

I'M TWELVE.

HOW OLD ARE YOU NOW?

YES, IT IS.

Tom: _____ Today is your birthday!

Steve: _____

Tom: _____

Steve: _____

Tom: _____

Lesson 14

Day Two

1. Complete the dialogs with the words from the box.
Completa los diálogos con las palabras del recuadro.

IS AM HE ~~AM~~ IS AM


How old are you?

I am eleven years old.

Wow! I _____ still ten.

How old _____ he?

_____ seven years old.



I _____ twelve years old.

2. Unscramble the letters to find what his friends brought for José's birthday.
Ordena las letras para averiguar qué trajo cada amigo para el cumpleaños de José.

SANDWICHES ONIONS POTATO CHIPS
~~APPLES~~ ORANGES

PSLPEA

TOAOPT CHSPI

NOSONI

NSEOARG

ISAWSENDHC

A	P	P	L	E	S					

3. Choose the correct alternative to complete the sentences.
Escoge la alternativa correcta para completar las oraciones.

- | | |
|-----------------|------------------|
| 1. Clap your... | 2. Stomp your... |
| a) feet | a) eyes |
| b) shoulders | b) feet |
| c) hands | c) heads |

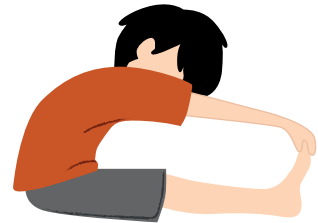
4. Match the pictures with the correct sentences.
Une las imágenes con las oraciones correctas.

1. Stomp your feet

2. Dance

3. Touch your feet

4. Clap your hands



Lesson 15

Day One

This is my family!

Speaking Practice

1. Practice the song with your partner. Then change roles.

Practica la canción con tu compañero o compañera. Luego intercambia roles.

If you're happy and you know
it, we can dance.

If you're happy and you know it, we
can dance.

If you're happy and you
know it, and your face will
surely show it.

If you're happy and you
know it, we can dance.

Extra challenge!

Now, sing the song using the following actions:

Ahora canta la canción usando las siguientes acciones:



Clap your hands



Touch your feet



Stomp your feet

2. Complete the invitations according to the pictures.

Completa las invitaciones de acuerdo a las imágenes.

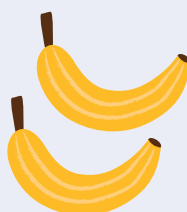
Alexis: Cami, let's
do the homework
together.

Camila: Yes, of course.



Valentina: I have 2
bananas. Let's eat
_____.

Sebastián: Yummy!



Sofía: Millaray, let's go
_____.
I have milk and cookies.

Millaray: Great! Let's go!



Matías: I love cueca.
Let's _____ cueca.

Anaís: I love cueca too.





3. Circle the family members.

Encierra en un círculo a los miembros de la familia.

OLD

DAD

CHOCOLATE

TEACHER

BROTHER

RED

PET

GREEN

APPLE

MOM

HOMEWORK

CAKE

HEAD

GRANDFATHER

COUSIN

DOG

MILK

GRANDMOTHER

LUNCH

FEET

CLASSROOM

SHOULDERS

SISTER

BLUE

AUNT

4. Listen to José's homework and complete his family tree using the words from the box.

Escucha la tarea de José y completa su árbol genealógico usando las palabras del recuadro.

COUSIN

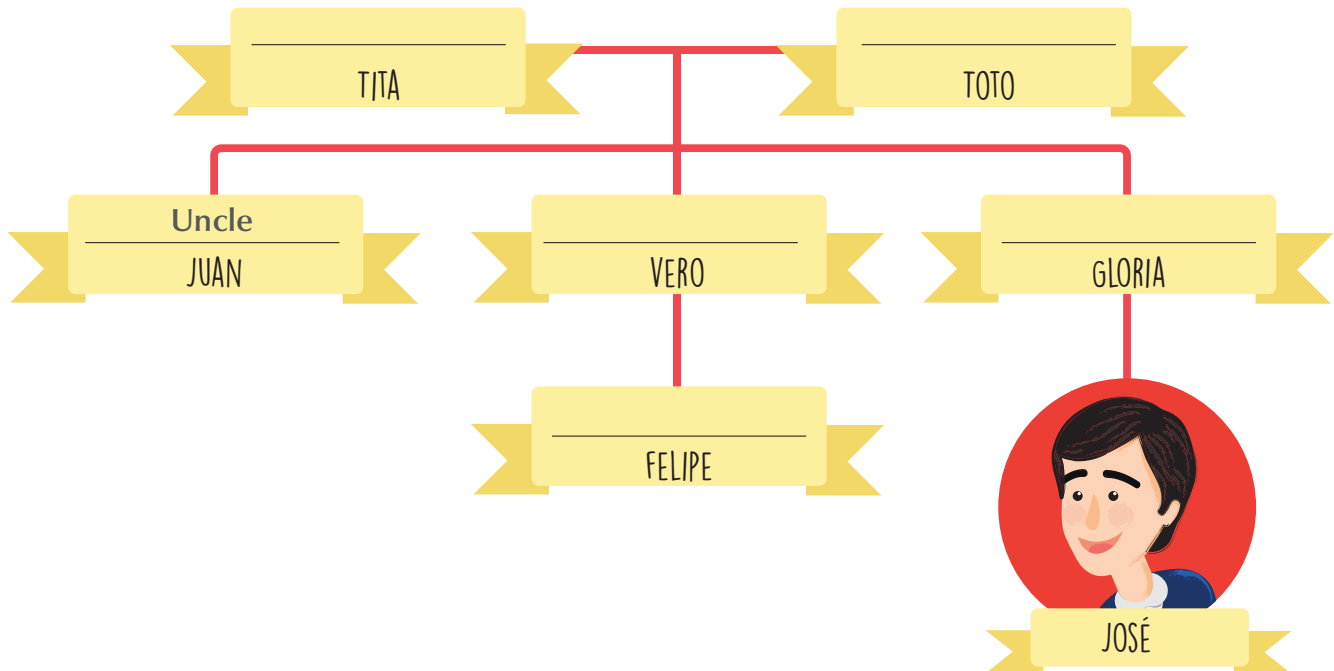
GRANDFATHER

AUNT

MOM

GRANDMOTHER

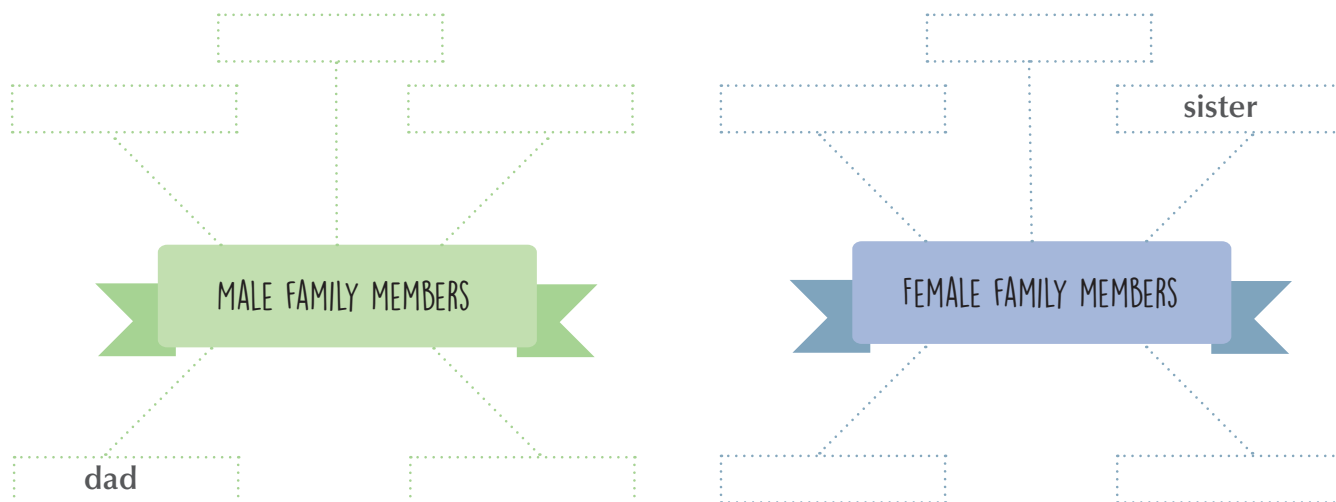
~~UNCLE~~



Lesson 15

Day Two

1. Complete the word maps with the male and female members of the family.
Completa los mapas de palabras con los miembros masculinos y femeninos de la familia.



2. Circle the correct alternative.
Encierra en un círculo la alternativa correcta.
- Your mom's mom is your _____.
 a) Mom b) Grandmother c) Sister
 - Your dad's father is your _____.
 a) Grandfather b) Father c) Mother
 - Your sister's brother is your _____.
 a) Father b) Dad c) Brother

3. Answer the questions about your family.
Responde las preguntas sobre tu familia.

Do you have any brothers or sisters?	Yes, I do	No, I don't
Do you have any uncles or aunts?	Yes, I do	No, I don't
Do you have a big family?	Yes, I do	No, I don't
Do you love your family?	Yes, I do	No, I don't

4. Draw and describe your family.
Dibuja y describe a tu familia.



1. She is my _____,
she is _____ years old.

2. He is my _____,
he is _____ years old.

3. _____,
_____.

Lesson 16

Day One

Let's remember!

Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.

Completa el diálogo con tu información personal. Practica con tu compañero o compañera e intercambia roles.



2. Match the question with the correct answer.

Une la pregunta con la respuesta correcta.

- | | |
|-----------------------------|------------------------------------|
| 1. What's her name? | a. My teacher is Mr. Campos. |
| 2. Who is your teacher? | b. It's a dog. |
| 3. What's his name? | c. No, it is not red. It's purple. |
| 4. What's your name? | d. Her name is Angélica. |
| 5. Is it red? | e. His name is Tom. |
| 6. Is it a dog or a rabbit? | f. My name is Mary. |

3. Complete the sentences with the words from the box.
Completa las oraciones con las palabras del recuadro.

ELEVEN BIG 07:00 A.M. YELLOW SMALL COOKIES

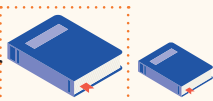
1. It is a _____ peach.



2. It is a _____ star.



3. It is a _____ book.



4. I have breakfast at _____.



5. Floyd loves _____.



6. Angélica is _____ years old.

11

4. Classify the pictures as drinks, fruits or snacks.
Clasifica las palabras como bebidas, frutas o snacks.



Drinks	Fruits	Snacks
Soda		

5. Find the words in the word search.
Encuentra las palabras en la sopa de letras.

1. ~~ONION~~



3. WATER



6. CAKE

7.



8.



9. PEACH

10.



11.

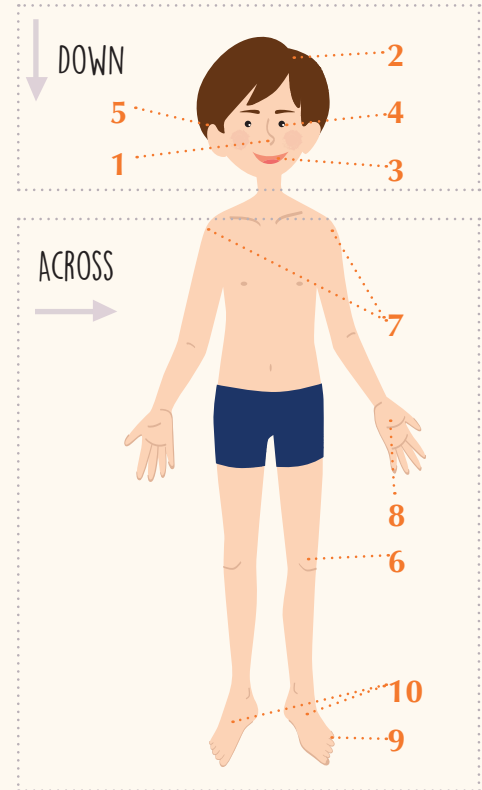
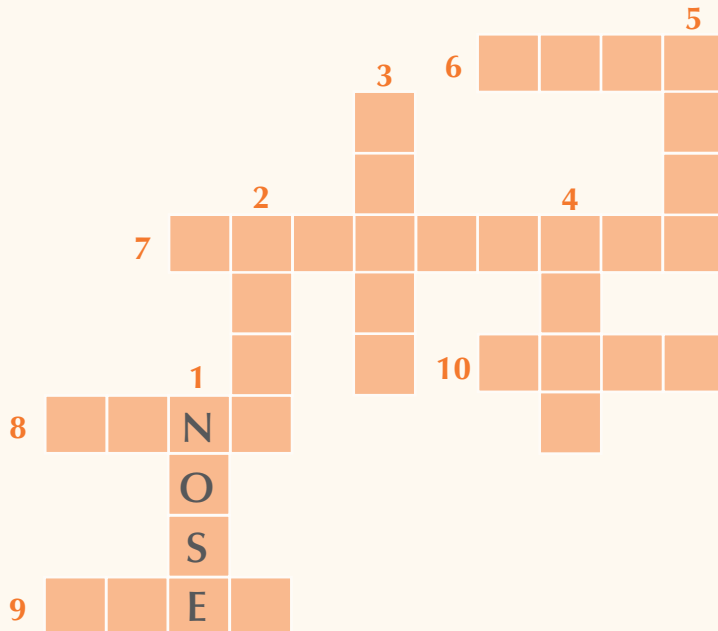


W	A	T	E	Y	H	J	P	Q	A	Z	E	D	C	R
R	S	T	R	A	W	B	E	R	R	Y	D	I	A	F
M	O	T	H	P	P	K	A	M	V	C	X	E	R	V
I	G	G	I	P	P	N	C	O	I	C	R	M	R	T
L	M	E	P	L	E	I	H	T	T	A	Q	L	I	G
K	O	N	H	E	S	G	A	H	A	R	R	O	T	B
R	N	E	O	B	S	H	I	E	L	R	A	E	T	Y
E	A	G	P	E	W	T	R	R	I	O	N	I	O	N
A	D	E	F	E	H	O	N	D	T	T	E	A	P	N
L	E	L	E	C	O	O	K	I	E	S	N	E	G	I
R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

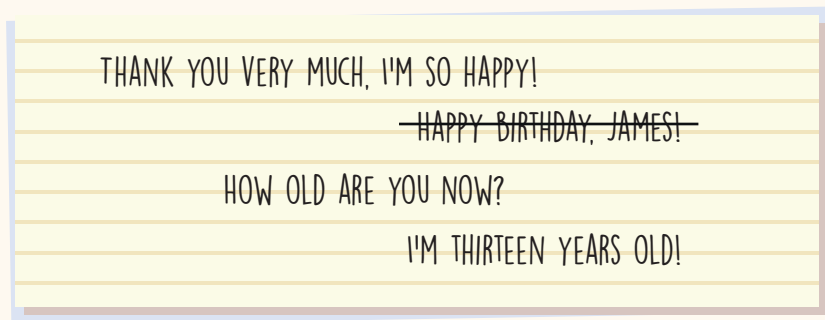
Lesson 16

Day Two

1. Complete the crossword with the parts of the body.
Completa el crucigrama con las partes del cuerpo.



2. Organize the sentences to make a dialog.
Ordena las oraciones para formar un diálogo.



Mariela: _____ Happy birthday, James!

James: _____

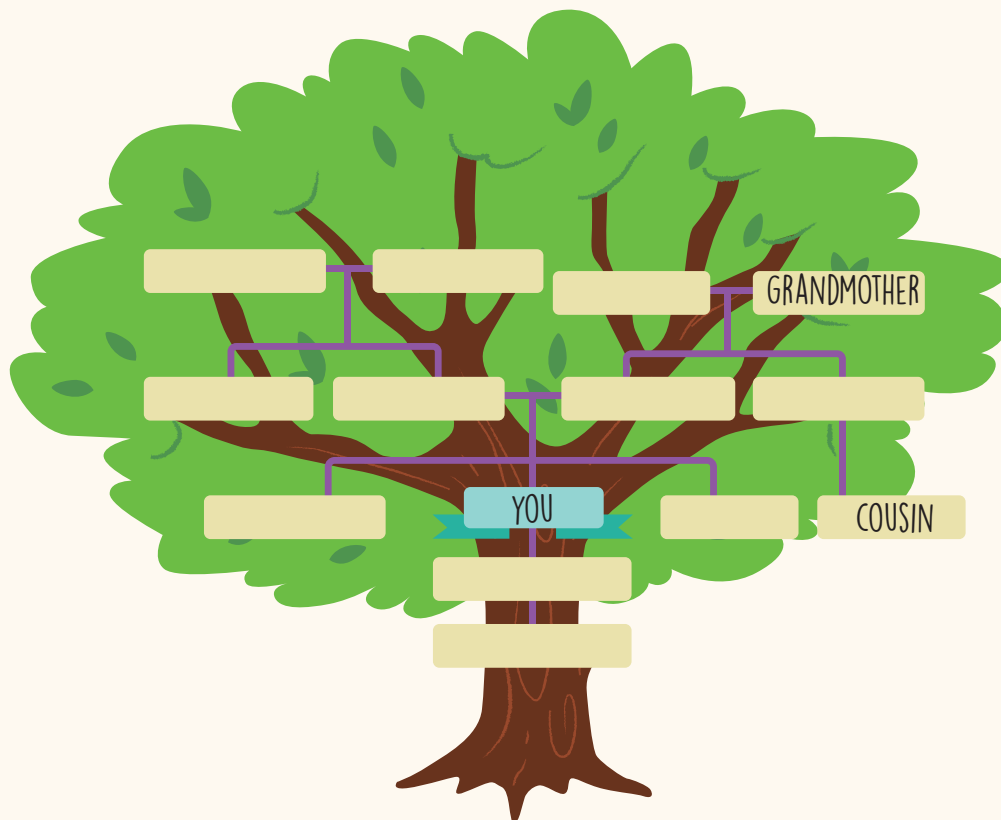
Mariela: _____

James: _____

3. Complete the family tree with the words from the box.
Completa el árbol genealógico con las palabras del recuadro.



MOTHER
~~GRANDMOTHER~~
 FATHER
 GRANDFATHER
 SON
 UNCLE
 DAUGHTER
 AUNT
 BROTHER
~~COUSIN~~
 SISTER
~~YOU~~



4. Name each action and write a short sentence.
Nombra cada acción y escribe una oración corta.



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

Self Evaluation

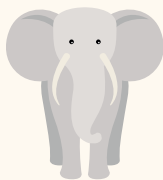
Unit 2

Now, I can...	1	2	3
<ul style="list-style-type: none"> Listen and understand rhymes, songs and dialogs about food, preferences, parts of the body and a story about Raúl. / <i>Escuchar y comprender rimas, canciones y diálogos sobre comida, preferencias, partes del cuerpo y una historia sobre Raúl.</i> 			
<ul style="list-style-type: none"> Read and understand rhymes, songs and dialogs about food, preferences, parts of the body, a recipe and a personal presentation. / <i>Leer y comprender rimas, canciones y diálogos sobre comida, preferencias, partes del cuerpo, una receta y una presentación personal.</i> 			
<ul style="list-style-type: none"> Use words related to food, parts of the body, family, actions and parts of the day. / <i>Usar palabras relacionadas con comida, partes del cuerpo, la familia, acciones y momentos del día.</i> 			
<ul style="list-style-type: none"> Express preferences, age and introduce myself. / <i>Expresar preferencias, edad y presentarme.</i> 			
<ul style="list-style-type: none"> Play a guessing game with my friends using objects and colors. / <i>Jugar un juego de adivinanzas con mis amigos usando objetos y colores.</i> 			
<ul style="list-style-type: none"> Be responsible for nature and what I eat. / <i>Ser responsable con la naturaleza y con lo que como.</i> 			
Total			

3: Totalmente logrado

2: Logrado

1: Por lograr



3

Estructuras

- Verbo ser o estar
- Palabras para hacer preguntas
- Presente simple
- Adjetivos
- Preposiciones de lugar
- Presente continuo

Vocabulario

- El clima
- Acciones
- Profesiones
- Animales
- Lugares de la ciudad

Juegos, rimas, canciones y poemas

- The spider game
- Charades
- Sharing is caring
- The winter poem
- I have two feet
- The days of the week
- Head, shoulders, knees and toes
- The rainbow song

It isn't sunny today

Lecciones

- 17 | It's cold today, my hands are freezing!
- 18 | Is it raining?
- 19 | Sharing is caring
- 20 | What is the weather like?
- 21 | What are you doing?
- 22 | I like snow!
- 23 | We are learning
- 24 | I remember

Lesson 17

Day One

It's cold today,
my hands are freezing!

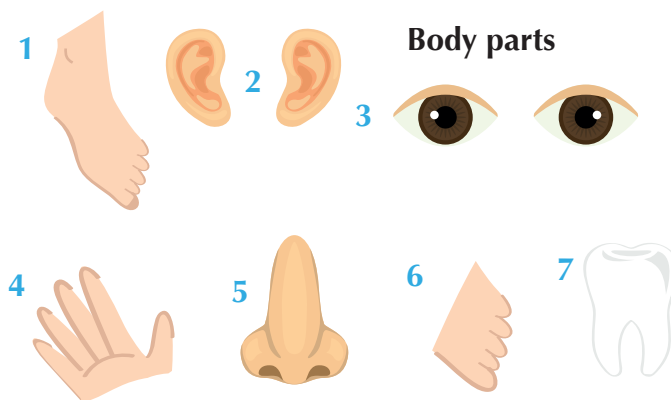
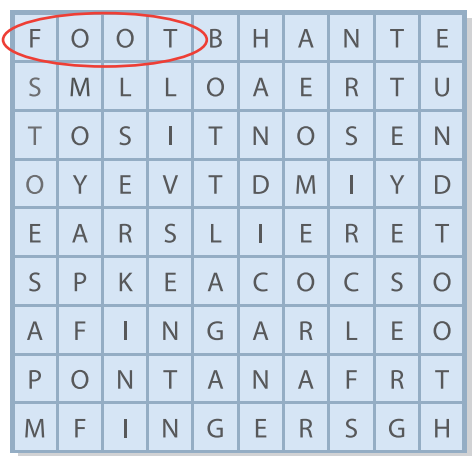
Before we read

Speaking Practice

1. Complete the dialog and practice with your partner. Then change roles.



2. Look at the pictures and find the words in the word search.



3. Look at the pictures and write the meaning of the words.



Now, read the sentences and circle the correct alternative.

1. My backpack is _____.
a) little b) big
2. My school is _____.
a) little b) big
3. Tom has a _____ ball.
a) little b) big
4. Mary is a _____ bird.
a) little b) big



Reading

4. Read the text and complete the sentences with the correct alternative.

I'm Floyd

I'm a little monster, not a big one.

I have two feet, two hands, you see...

Two ears, one nose. And this is me.

My hands have ten fingers.
My feet have ten toes.

I write with my fingers.
I dance on my toes.



1. This text is _____.
a) a dialog
b) a description
c) a menu
2. Floyd is _____.
a) pink
b) purple
c) blue
3. Floyd is a _____.
a) big
b) little
4. How many feet does he have?
a) He has no feet.
b) He has one foot.
c) He has two feet.
5. How many ears does he have?
a) He has no ears.
b) He has one ear.
c) He has two ears.
6. Can he write with his toes?
a) Yes, he can.
b) No, he can't.

5. Read the text again and answer the following questions.

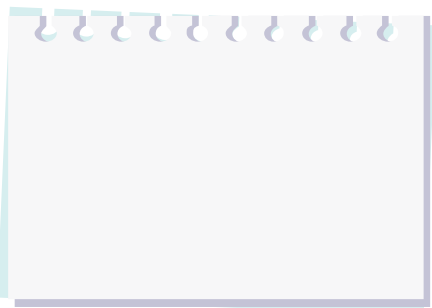
1. How many hands does he have?
He has two hands. _____

3. How many toes does he have?

2. How many fingers does he have?

After we read

6. Read José's description and draw his pet.



Hello, I'm José. This is my pet Dolores. She is a little worm. Dolores is yellow. She is nice but different. You know...no feet, no hands, only big eyes.

Lesson 17

Day Two

1. Match each command with the correct picture.

1. Sit down

2. Clap your hands

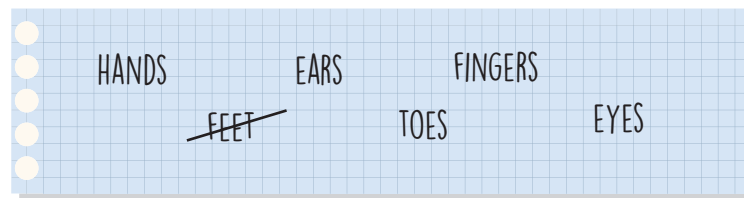
3. Walk fast

4. Run

5. Jump



2. Choose a word from the box and write the parts of the body.



1. feet



2. _____



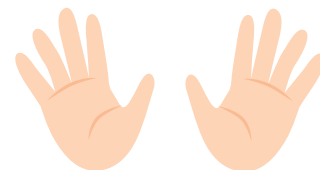
3. _____



4. _____



5. _____



6. _____

3. Read the sentences in column **A** and write the plural forms in the sentences in column **B**.

A Singular	B Plural
1. This is my finger.	a. These are my _____ fingers _____.
2. This is her foot.	b. These are her _____.
3. This is my toe.	c. These are my _____.
4. This is his hand.	d. These are _____.
5. The alien has one ear.	e. The alien has two _____.

How to...

Complete the rule for descriptions with the words from the box.

PLURAL

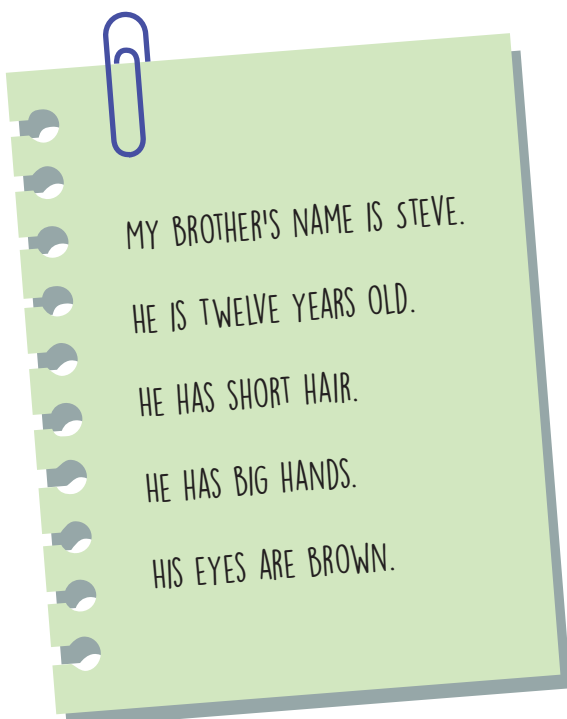
SINGULAR

We use **"this"** and **"these"** to refer to something that is here.

'This is' = _____

'These are' = _____

4. Read Steve's description and write a description of a member of your family.



My _____ 's name is _____

_____ is _____ years old.

_____ has _____

_____ has _____

_____ eyes _____

Don't forget!

Pronouns and possessives

Pronoun Possessive

He His

She Her

Lesson 18

Day One

Is it raining?

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

I have two feet.

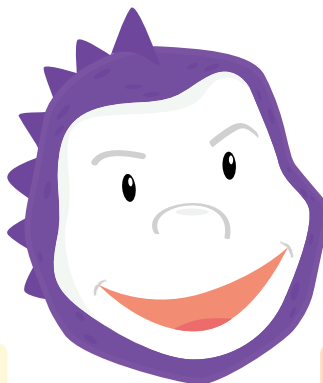


Two hands, you see.



Two ears, one nose.

And this is me.



My hands have ten fingers.



My feet have ten toes.



I write with my fingers.



I dance on my toes.



Extra challenge!

Practice the rhyme moving the parts of your body.

2. Listen and repeat the seasons of the year.

Seasons of the year



WINTER



SUMMER

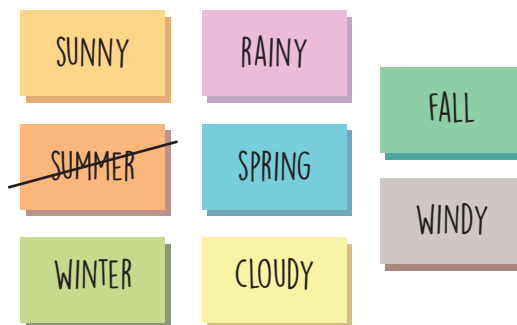
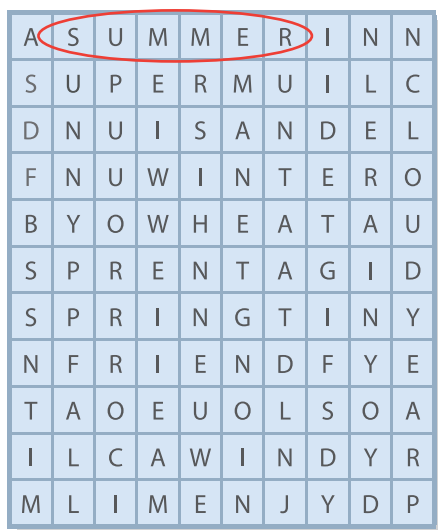


FALL



SPRING

3. Find these words in the word search.



4. Look at the pictures and write the correct words from the box.



1. Fall



2. _____



3. _____



4. _____

5. Listen to Anita, Raúl, Jim and Mary again. Then match the two parts of the sentences.


- | | |
|---|-----------------------------|
| 1. What is the weather... | a. of the window. |
| 2. I'm looking out... | b. the seasons of the year. |
| 3. I think it is going... | c. prefer sunny days. |
| 4. Is it... | d. like today? |
| 5. I don't like the rain. I... | e. raining? |
| 6. Summer, fall, winter and spring are... | f. to rain. |

Lesson 18

Day Two

1. Complete the crossword using the clues.

DOWN

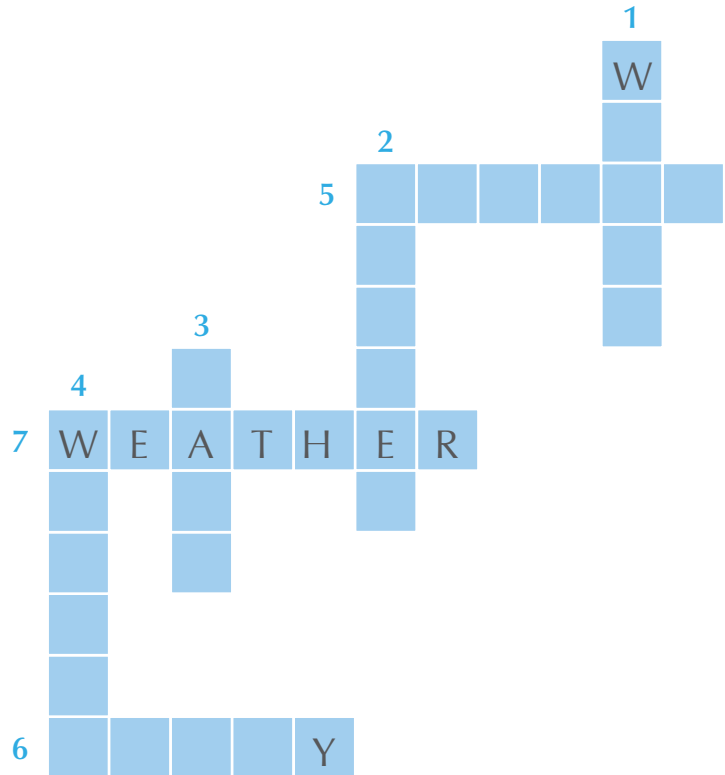
1  3 FALL

2 SUMMER 4 WINTER

ACROSS

5 SPRING 7 WEATHER

6 

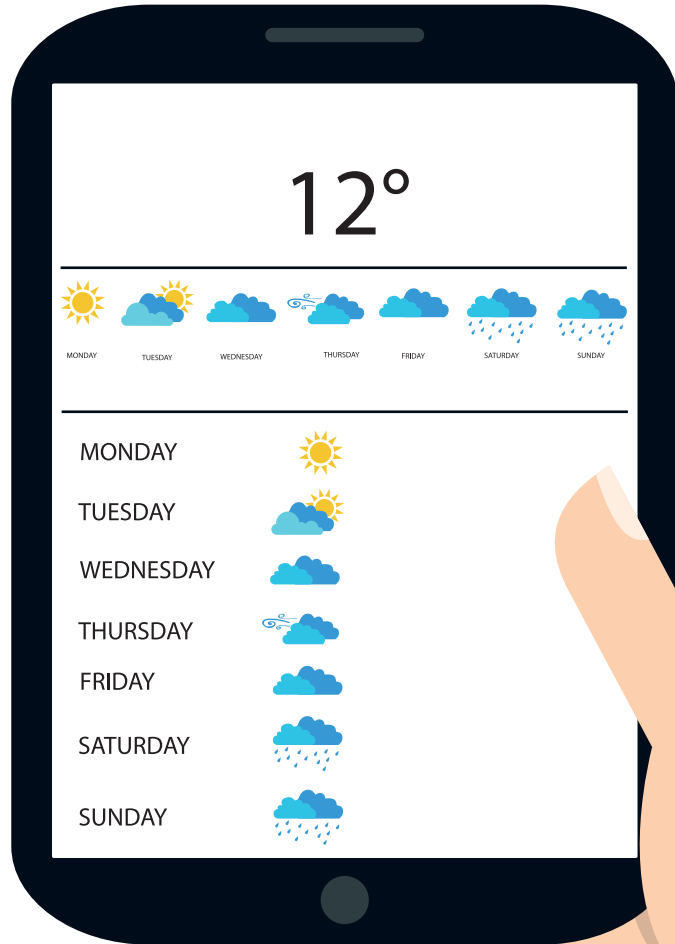


Now, draw the pictures for 2, 3, 4 and 5.

--	--	--	--

2. Look at the weather forecast and circle the correct alternative.

1. Monday is...
 - a) sunny.
 - b) cloudy and windy.
 - c) windy.
2. Tuesday is...
 - a) cloudy.
 - b) rainy.
 - c) sunny and cloudy.
3. Wednesday is...
 - a) cloudy.
 - b) windy.
 - c) rainy.
4. Thursday is...
 - a) windy.
 - b) rainy.
 - c) cloudy and windy.
5. Friday is...
 - a) windy.
 - b) cloudy.
 - c) rainy.
6. Saturday is...
 - a) sunny.
 - b) cloudy and windy.
 - c) rainy.
7. Sunday is...
 - a) rainy.
 - b) cloudy and sunny.
 - c) windy.



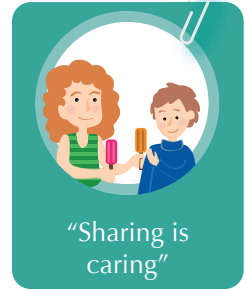
3. Read Mr. Campos' description. Then draw the description.

This is the season when flowers
begin to blossom.
It is the time when many animals
are born.
It is sometimes cloudy, windy,
rainy or sunny.

Lesson 19

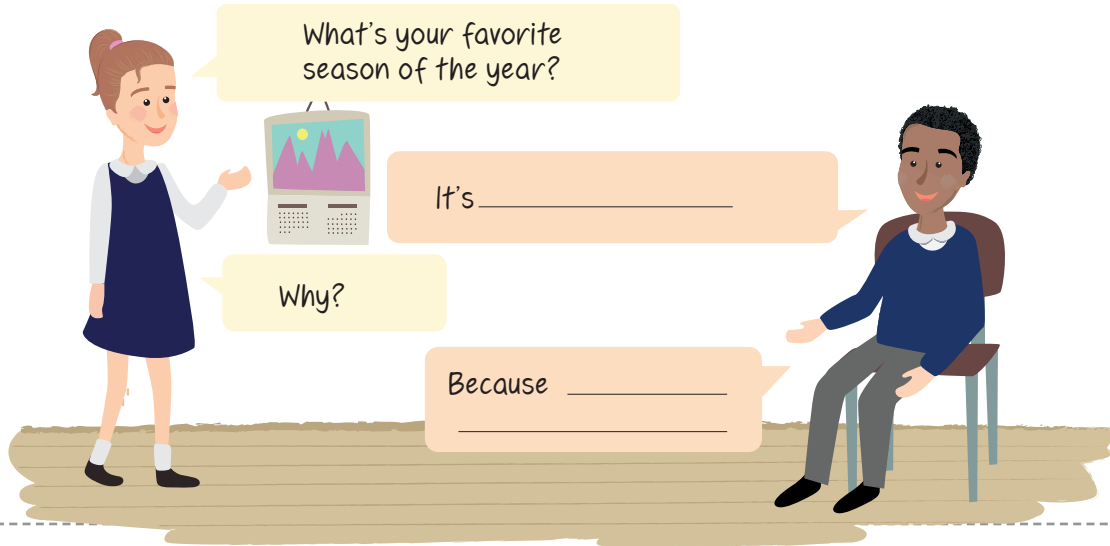
Day One

Sharing is caring



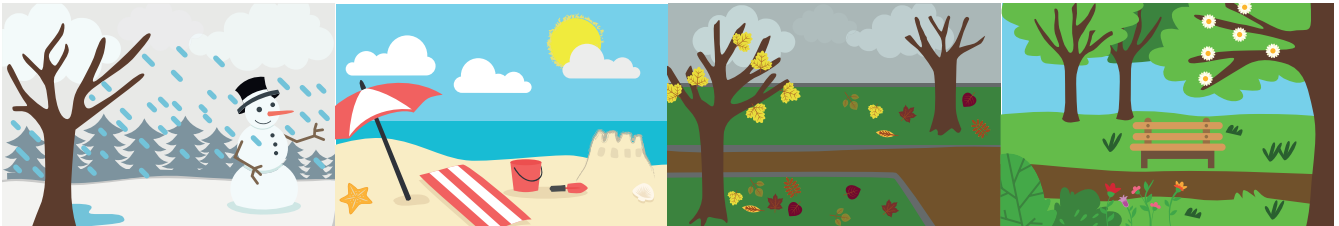
Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.



Extra challenge!

Practice the dialog using the four seasons.



2. Match the pictures with the correct actions.



Lend a hand

Sharing

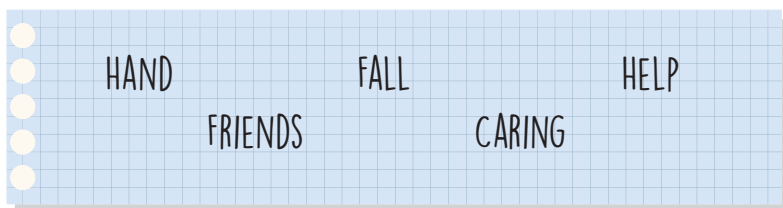
Crying

Raise your hand

Open your backpack



3. Listen to Jim's rhyme and complete the sentences with the words from the box.



If you're feeling cold in summer or _____.

Helping your friends is the best of all.

Do you need my _____?

I can lend a _____.

Sharing is _____.

Because we are _____.

4. Look at the pictures and complete the sentences.



I don't have my backpack!



I have a  _____.


Do you need a _____?



I have a  _____.

Do you need a _____?



I have a  _____.

Do you need a _____?



I have an  _____.

Do you need an _____?



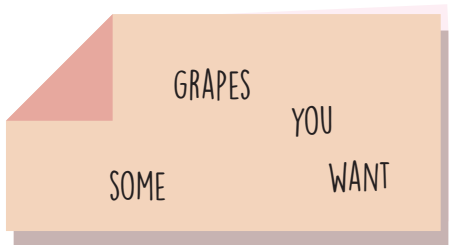
Lesson 19

Day Two

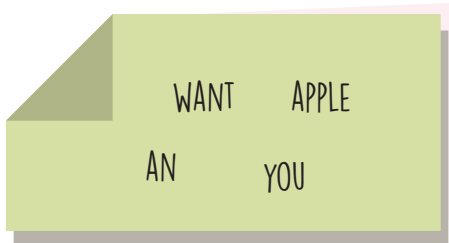
1. Unscramble the words to find the question. Then match the question with the correct answer.



Do you want a sandwich _____ ?



Do _____ ?



Do _____ ?



Do _____ ?

I love grapes.

Yes, I like cookies.

Thanks for your sandwich.

Thanks for your apple.

2. Read the sentences about Sofía. Then tick (✓) “True” or “False”.

	True	False
1. Sofía forgot her backpack.		
2. She forgot her backpack in her brother’s car.		
3. Sofía’s friends can share their things with her.		
4. Sofía has her lunch.		
5. Sofía has great friends.		

3. Answer the questions about Sofía’s problem.

1. Who forgot her backpack? _____ Sofía _____
2. Who shares a notebook with Sofía? _____
3. Who shares a sharpener with Sofía? _____
4. Who shares a pencil with Sofía? _____
5. Who shares an eraser with Sofía? _____

4. Let’s talk!



According to the story of this lesson,
which value are the children practicing?

- a) Ecology
- b) Cooperation
- c) Honesty

Lesson 20

Day One

What is the weather like?

Speaking Practice

1. Practice the dialog with your partner. Then change roles.



2. Match the pictures with the expressions.

1. It's cloudy!

2. It's rainy!

3. It's windy!

4. It's sunny!





3. Complete the sentences with the words from the box.

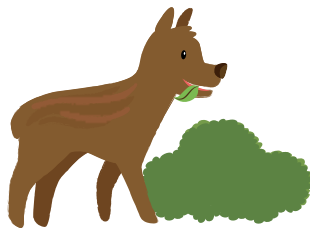
SUNNY CLOUDY RAINY WINDY

1. Today is _____. You might need an umbrella.
2. When the weather is _____, we can play outside!
3. In my city, the weather is _____, so you need a sweater.
4. You can lose your hat if the weather is _____.

4. Listen and repeat the following sentences.



I'M SO BORED.



I'M SO HUNGRY.



I'M SO SLEEPY.



I'M SO HAPPY.

5. Look at the pictures and answer the questions.



TAMARA



ROBERTO



IGNACIO



FRANCISCA

1. Who is bored?	_____ Ignacio. He is bored. _____
2. Who is happy?	_____
3. Who is sleepy?	_____
4. Who is hungry?	_____
5. Is Tamara hungry?	_____ No, she's not. She is sleepy. _____
6. Is Francisca bored?	_____
7. Is Roberto sleepy?	_____
8. Is Ignacio happy?	_____

Lesson 20

Day Two



1. Complete the sentences using the words from the box.

UNDER

ON

BY

IN



The ball is _____ the box.



The ball is _____ the box.



The ball is _____ the box.



The ball is _____ the box.

2. Match the questions in column **A** with the answers in column **B**.

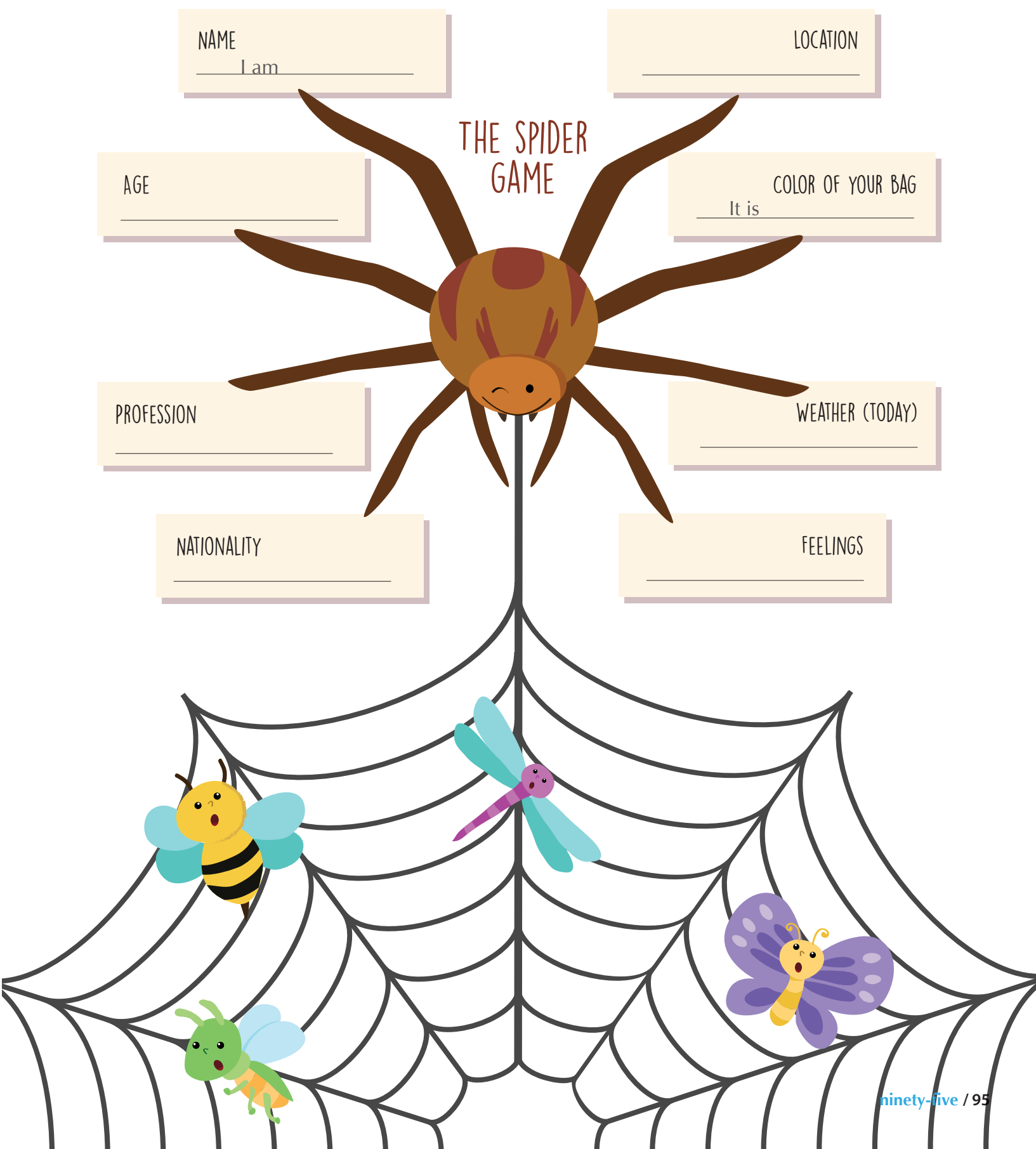
A

1. What's your name?
2. How are you today?
3. What is the weather like today?
4. What color is your umbrella?
5. Where are you now?
6. Where is your mother?
7. Where are you from?
8. How old are you?

B

- a. I am at school.
- b. My mother is at home.
- c. I am Anita.
- d. I'm from the United States.
- e. It's cloudy and windy.
- f. I'm thirteen years old.
- g. I'm happy!
- h. It's red and blue.

3. Write sentences about you and the world around you using the expressions "I am..." or "It is ..."



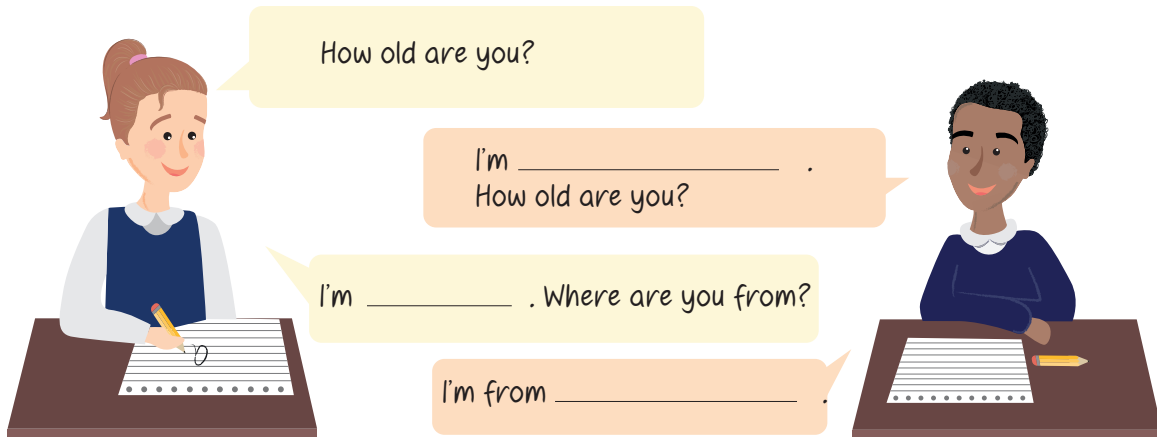
Lesson 21

Day One

What are you doing?

Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.



Extra challenge!

Practice the dialog using this nationality:



2. Listen and repeat the places.



MR. CAMPOS IS RUNNING.



SHE IS LOOKING.



HE IS SWIMMING.



SHE IS RIDING A HORSE.



HE IS PLAYING.

3. Match the pictures with the descriptions.



They are playing.

She is riding.

She is running.

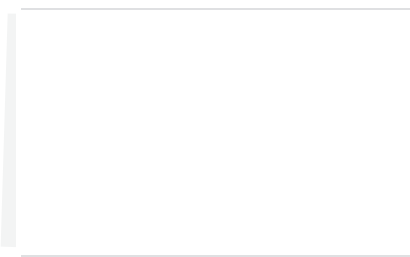
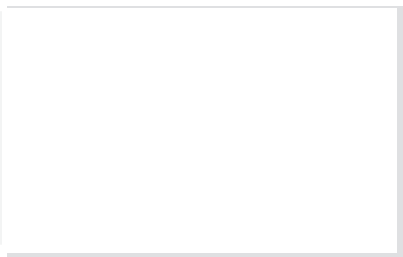
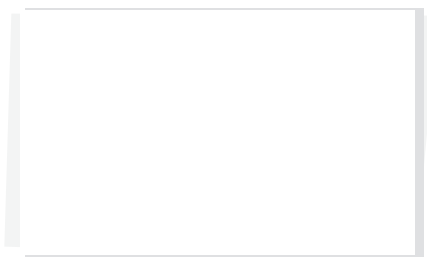
They are swimming.

He is drawing.

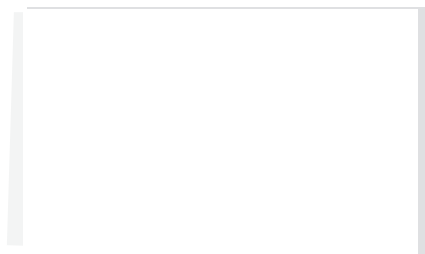
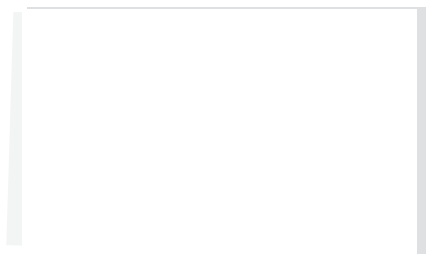
She is looking.



4. Draw somebody doing the following activities.



1. He is looking at animals in the forest. 2. They are playing in the river. 3. She is swimming in the sea.



4. He is riding a horse in the mountains.

5. She is running in the park.

5. Answer Mr. Campos' question. Use Tom's answer as a model.



What's your favorite place?

My favorite place is the beach.
I like swimming in the sea.

My _____.

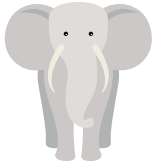
I like _____.



Lesson 21

Day Two

1. Listen and repeat the animals.



An elephant



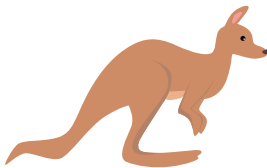
A bear



A penguin



A tiger



A kangaroo



A seal



A giraffe

2. Look at the picture and complete the sentences with the words from the box.

ORANGE

WHITE

YELLOW

BLUE

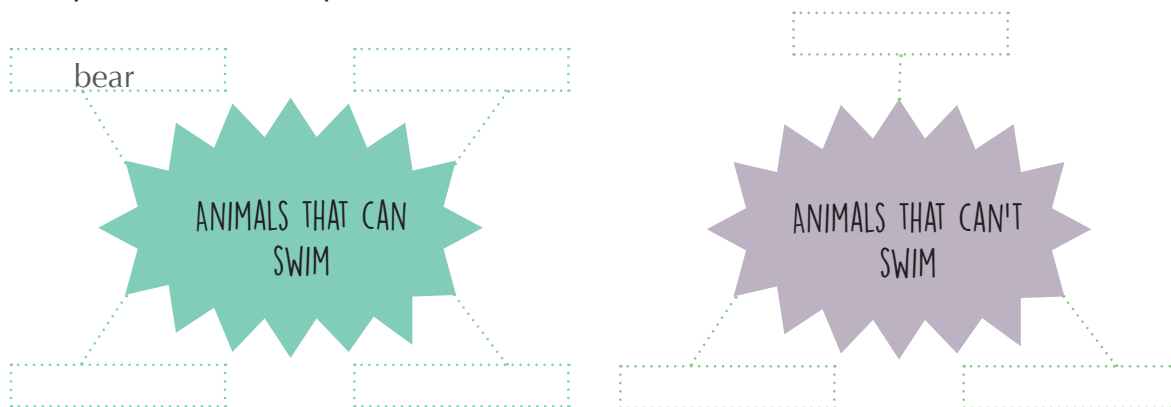
BROWN

BLACK

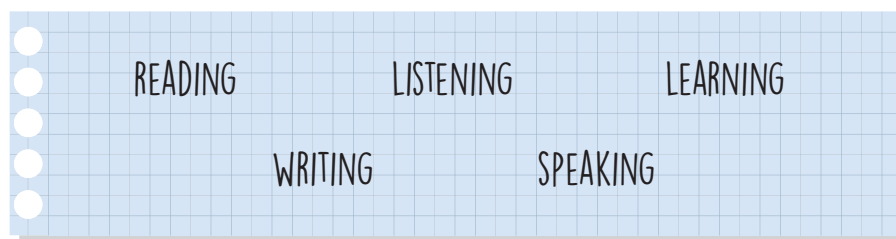
1. A _____ bear.
2. A _____ seal.
3. An _____ tiger.
4. A _____ giraffe.
5. A _____ and _____ penguin.



3. Complete the word maps.



4. Complete the sentences with the words from the box.



1. They are _____ a book.



2. Mr. Gonzáles is _____ a letter.



3. Claudia is _____ to music.



4. Mr. Smith is _____ .

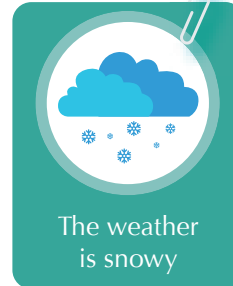


5. The children are _____ English.

Lesson 22

Day One

I like snow!



Speaking Practice

1. Practice the dialog with your partner. Then change roles.

What is Angélica doing?

She's looking at the animals.

What is Tom doing?

He's swimming.

What's Sofia doing?

She's riding a horse.

What's Mr. Campos doing?

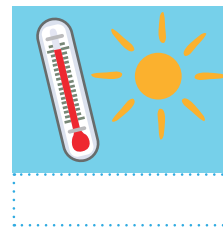
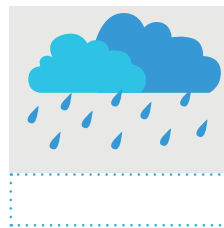
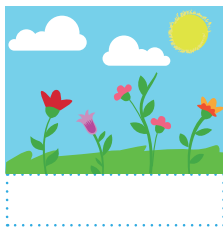
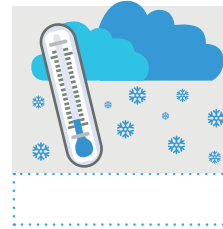
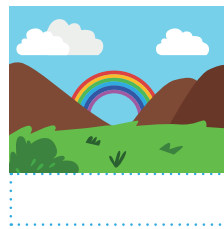
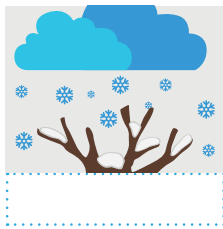
He's running.

Extra challenge!

Practice the dialog using these actions:



2. Put a tick (✓) in the box of all the things that you can see in winter.



3. Listen to Mr. Campos and complete the poem.



_____ is over...

There's _____ everywhere...

Birds on the _____ grass...

And _____ in the air...

coming round the mountain,

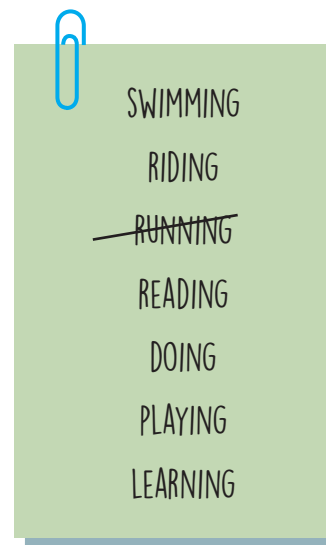
on his tip, tip, toes...

It's _____ , winter, winter,

with a _____ red nose!

4. Complete the sentences with the words from the box.

1. Mr. Campos is _____ running _____ in the park.
2. What are you _____ ?
3. Sofía and Tom are _____ in the sea.
4. I am _____ the newspaper now.
5. Raúl is _____ with the bananas.
6. Jim is _____ a horse in the mountains.
7. We are _____ English!



Lesson 22

Day Two

1. Unscramble the words to make sentences.

1. is speaking / Mr. Campos / to the class.

Mr. Campos is speaking to the class.

2. I / a poem. / am writing

3. are learning / The children / English.

4. My friends / in the river. / are playing

5. Sofía / is looking / in the forest. / at the animals

6. is swimming / with the seals in the sea. / Tom

7. in the mountains. / Now / it's snowing

8. You / a book about winter. / are reading

2. Listen and repeat the numbers from 11 to 20.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

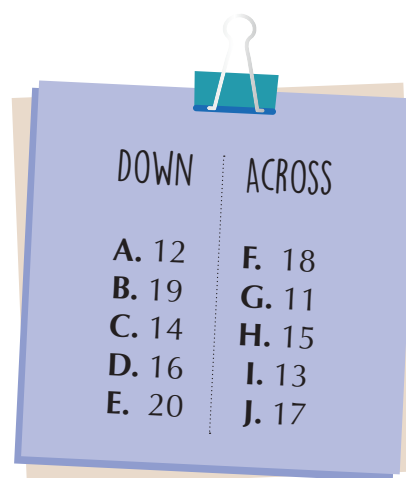
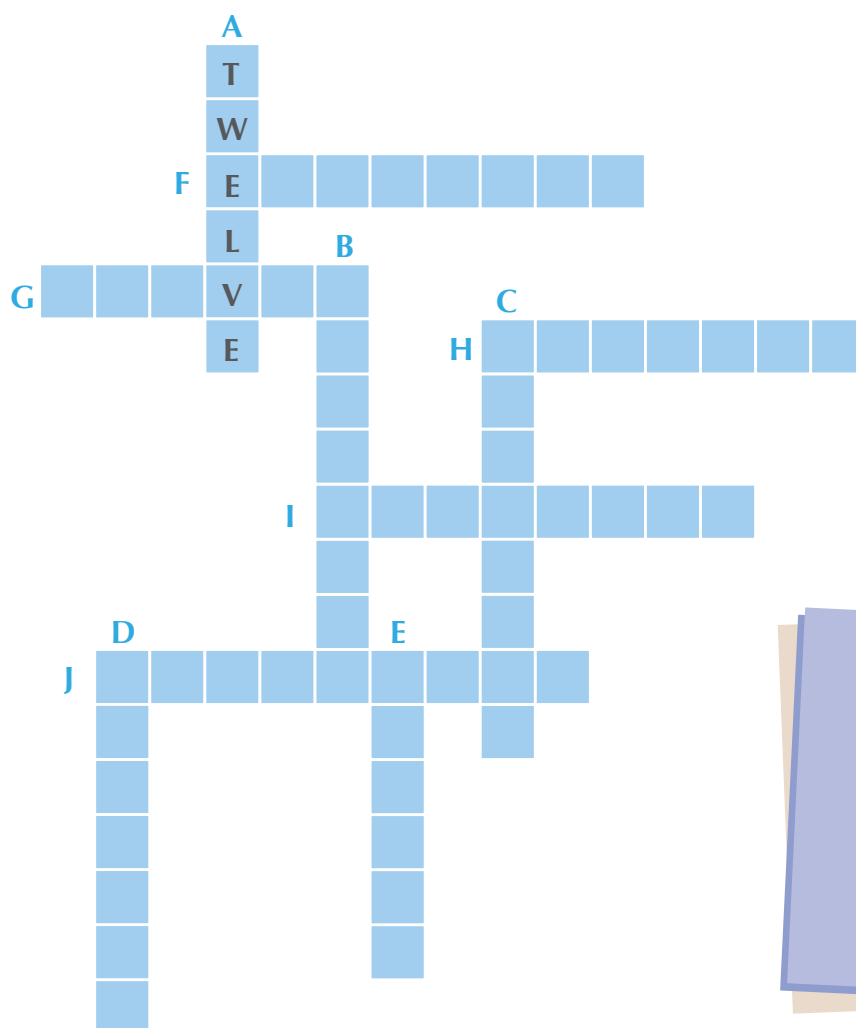
19

nineteen

20

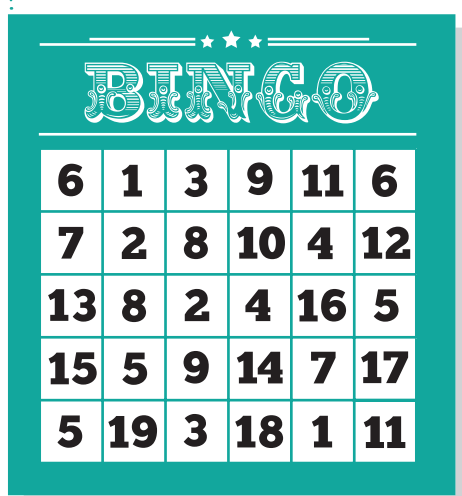
twenty

3. Complete the crossword with the numbers in the box.



4. Look at each set of numbers and tick (✓) "Yes" if they are bingo or "No" if they are not.

YOU CAN WIN IN ANY DIRECTION



Number sets	Yes	No
a. six, one, three, nine, eleven, six.	✓	
b. eleven, four, sixteen, seven, one.		
c. six, two, two, fourteen, eighteen.		
d. fifteen, twenty, nine, four-teen, seven, seventeen.		
e. six, seven, five, twelve, ten.		
f. thirteen, eight, two, four, sixteen, five.		

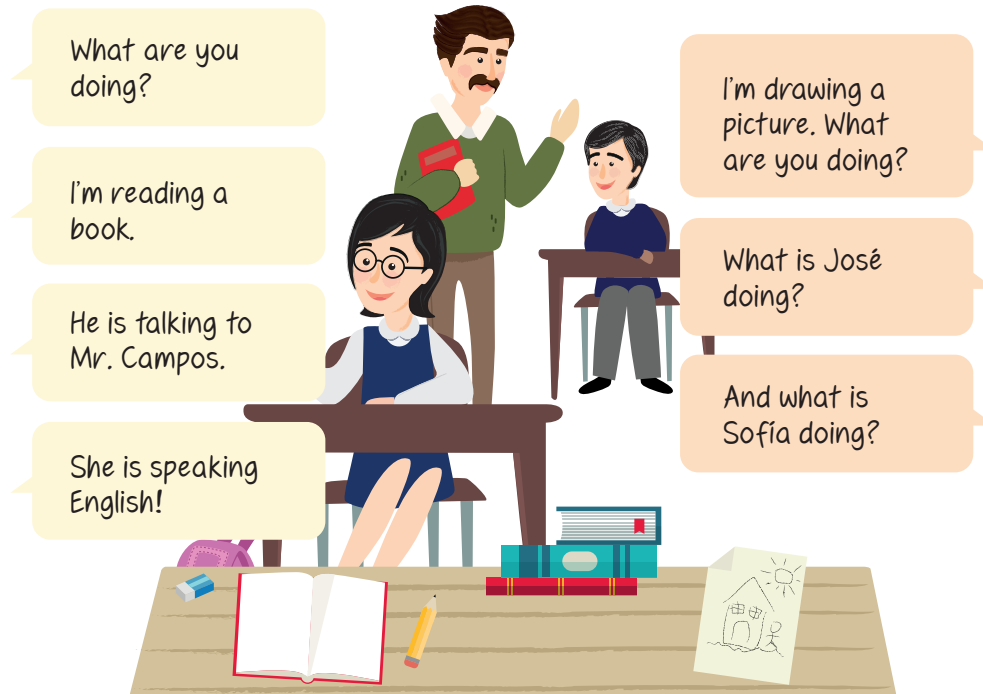
Lesson 23

Day One

We are learning

Speaking Practice

1. Practice the dialog with your partner. Then change roles.



2. Write what the people are doing using the verbs in the box. Remember to use 'am', 'is' or 'are'.



She is sleeping



~~SLEEP~~
RUN
COUNT
WRITE
SIT
SPEAK
EAT
SWIM



3. Complete the dialog with the words from the box + **ing**.

PLAY

~~DO~~

READ

LISTEN

WRITE

DO

Tom: Sofía, what are you doing ?

Sofía: I'm _____ a story about my friends. Do you want to hear it?

Tom: Oh, great! I love stories.

Sofía: Ok, listen: It's a very cold night and all the children are _____
charades in the living room...

José: Hi, Tom and Sofía! What are you _____ ?

Tom: Sofía is _____ a story, and I am _____ .

José: Great, I want to hear it, too!

How to...

Express actions happening right now.

What are you doing **right now**?

I am **looking** at the animals.

I am **writing** a poem.

I am **speaking** English.

I – N – G is the key!

4. Complete the following math exercises with the numbers from the box.

TWENTY

SEVENTEEN

FIFTEEN

THIRTEEN

TWELVE

SIXTEEN

ELEVEN

~~EIGHTEEN~~

a. $20 - 2 =$ eighteen

b. $16 - 1 =$ _____

c. $3 + 9 =$ _____

d. $18 - 2 =$ _____

e. $17 - 6 =$ _____

f. $11 + 2 =$ _____

g. $15 + 5 =$ _____

h. $12 + 5 =$ _____

Day Two

1	2 two	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

2, 4 and 6
are EVEN numbers.
1, 3 and 5
are ODD numbers.

1. You need an umbrella when it's _____ **(rain)**.
2. The children are _____ **(run)**, because of the rain.
3. I am _____ **(read)** a book about Gabriela Mistral.
4. Chippy is _____ **(look)** for more bananas.
5. Mr. Campos is _____ **(speak)** to the class.
6. We are _____ **(learn)** English.
7. Sofía and Anita are _____ **(do)** the homework.

3. Write 6 sentences using the words from the box.

AM	IS	ARE	AM	IS	ARE	I
YOU	HE	SHE	IT	WE	YOU	THEY
RUNNING	SPEAKING	RIDING	READING	WRITING	LOOKING AT	LOOKING FOR
DOING	LEARNING	COUNTING	SITTING	SWIMMING	PLAYING	SNOWING
RAINING	EATING	SLEEPING	LISTENING TO	DANCING	COUNTING	?
ACORNS	BANANAS	A HORSE	THE NEWSPAPER	A POEM	THE ANIMALS	A BOOK
WHAT	ENGLISH	IN THE SEA	CHARADE	MUSIC	SALSA	TO MY FRIENDS

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

Lesson 24

Day One

I remember

Speaking Practice

1. Practice the dialog with your partner. Then change roles.

What are you doing, Mr. Campos?

I'm writing.

And what are you writing?

I am writing a poem.

A poem?

Yes, I remembered this poem and I want to share it with you.

2. Find the words in the word search.



SHARPENER

COOKIES

ERASER

SANDWICH

NOTEBOOK

GRAPES

~~PENCIL~~

3. Match the parts of the sentences.

1. Sharing is •

2. What is the weather

3. Do you need

4. I think it is going to

5. I can lend you

6. Winter, summer, fall and spring are

a. like today?

b. a hand.

c. the seasons of the year.

d. caring.

e. rain.

f. any help?

4. Read the title of the story and make predictions.

5. Look at the pictures of the story and answer the question.

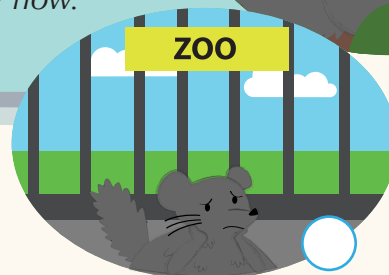
Who is the protagonist of the story?

The protagonist of the story is _____.

6. Read the story and number the sequence of pictures.

THE FIRE IN THE FOREST

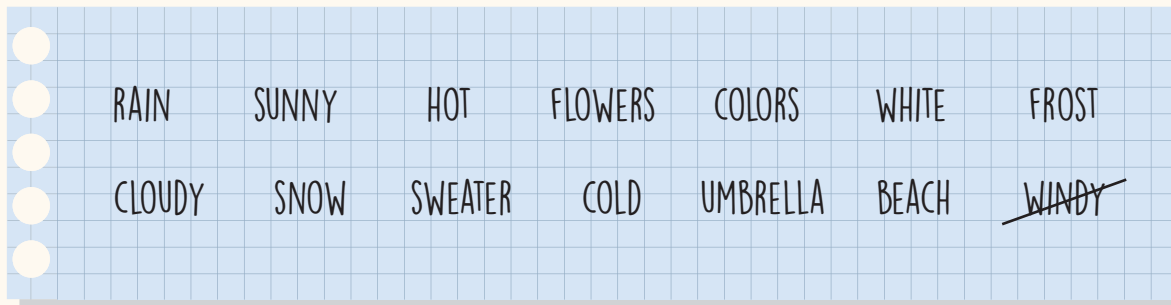
When I was a little chinchilla, the forest was my home. One day there was a big fire in the forest, I had to run, run, run very fast and all the other chinchillas too. The fire was very hot and all the animals ran away. I fell into a hole and I was rescued and taken to the zoo. I miss my family now.



Lesson 24

Day Two

1. Classify the words from the box into the correct season of the year.



FALL

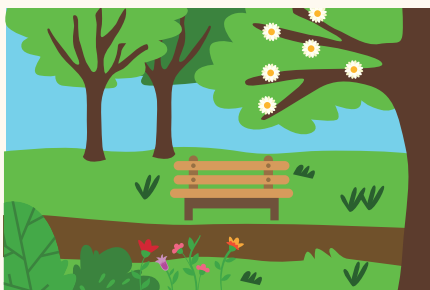


windy

WINTER



SPRING



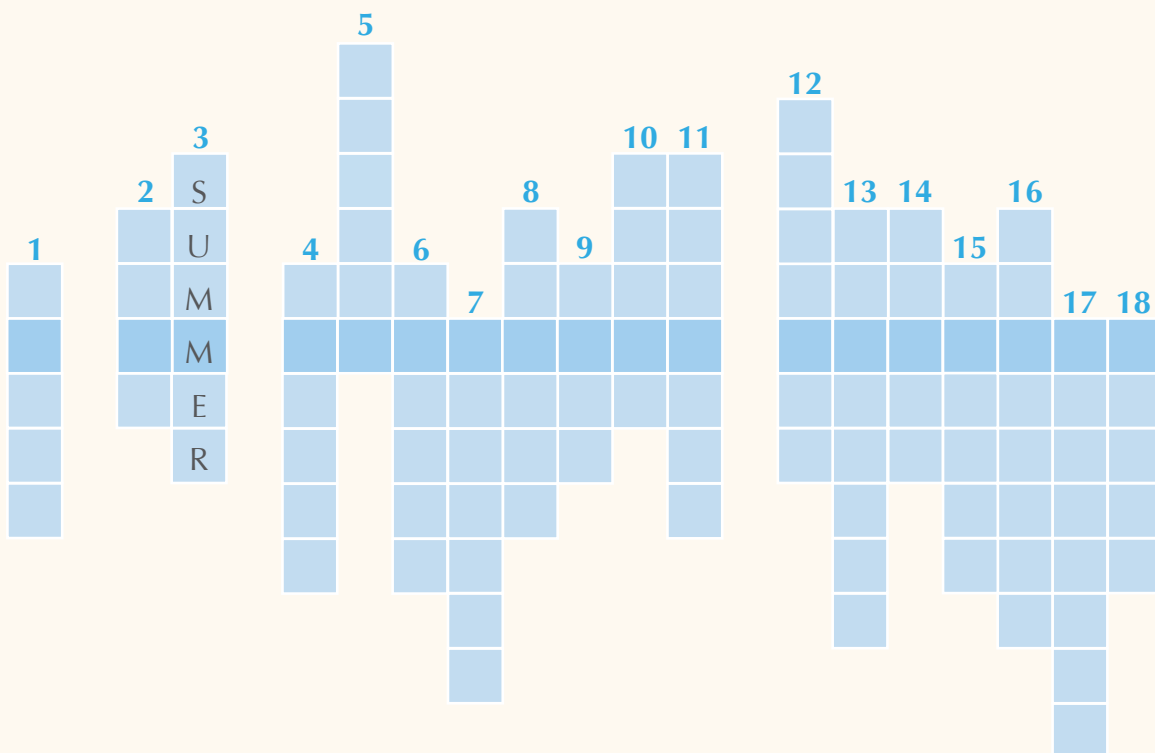
SUMMER



2. Complete the sentences using “am”, “is” or “are” + the verb in parenthesis with **-ing**.

1. I _____ am dancing _____ cueca. (**dance**)
2. She _____ a poem about school. (**write**)
3. They _____ a game called “charades”. (**play**)
4. What _____ you _____ ? (**do**)
5. We _____ to music. (**listen**)
6. Tom _____ to the teacher. (**speak**)
7. You _____ a lot of English! (**learn**)

3. Complete the crossword using the clues and find the secret message.



Self Evaluation

Unit 3

Now, I can...	1	2	3
<ul style="list-style-type: none">• Listen and understand rhymes, songs, and dialogs about the weather, parts of the body, seasons, needs, and continuous actions.			
<ul style="list-style-type: none">• Read and understand descriptions, a story about Anita, rhymes, songs and dialogs about the weather, parts of the body, seasons, needs and continuous actions.			
<ul style="list-style-type: none">• Use words related to personal descriptions, the weather, parts of the body, seasons.			
<ul style="list-style-type: none">• Describe the weather and personal appearance.			
<ul style="list-style-type: none">• Play the spider game with my friends using categories.			
<ul style="list-style-type: none">• Help people in need and be responsible for nature.			
Total			

3: Totalmente logrado

2: Logrado

1: Por lograr



Estructuras

- Verbo ser o estar
- Palabras para hacer preguntas
- Presente simple
- Demostrativos
- Adjetivos
- Expresar preferencias
- Pronombres posesivos
- Preposiciones de lugar
- Verbos modales (*can, can't*)

Vocabulario

- Medios de transporte
- Puntos cardinales
- Órdenes
- Lugares
- Países de habla inglesa
- La hora

Juegos, rimas, canciones y poemas

- The birthday game
- Simon says
- Show and tell
- Guessing game

I don't have a bicycle

Lecciones

25 | A present

26 | My country is
beautiful!

27 | Love is in the air!

28 | What happened here?

29 | I really love to travel

30 | Meet my new friends

31 | Can you fly?

32 | Can you remember?

Lesson 25

Day One

A present

Speaking Practice

1. Complete the dialog with the correct information. Practice with your partner and change roles.

My birthday is in May.

Sofia's birthday is in _____.

_____ birthday is in June.

Her birthday is in January.

When is Sofia's _____?

When is José's birthday?

And when is Angélica's birthday?



2. Match the parts of the sentence.

1. Are you going to open

2. When is your

3. Happy birthday,

4. When do we celebrate

5. This present is

6. Look at this. It

a. Mr. Campos!

b. very special for me.

c. birthday?

d. is a wooden ship.

e. your present, Mr. Campos?

f. Father's Day?

3. Listen and repeat the months of the year.

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

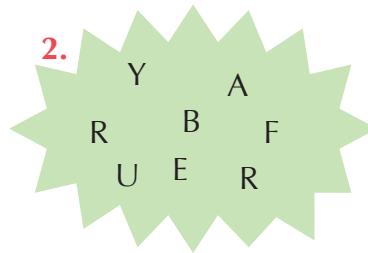
4. Unscramble the letters to find the months of the year. Then write them in the line below.

1.

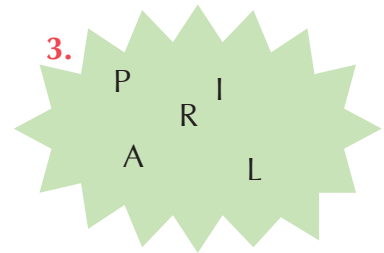


January

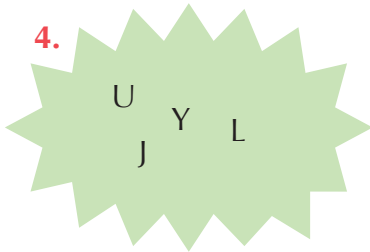
2.



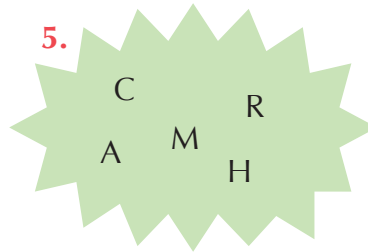
3.



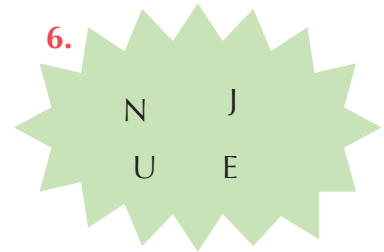
4.



5.



6.



5. Choose a number to complete the operations. Then write the result using words.

a. $5 + 5 =$

b. $10 + 9 =$

c. $9 + 8 =$

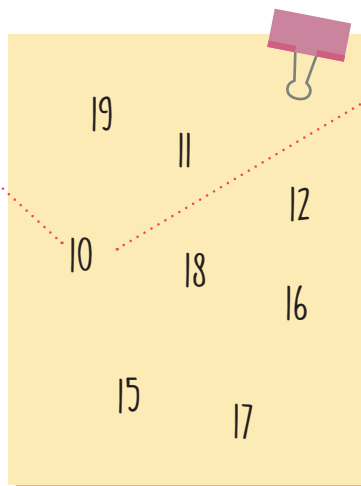
d. $8 + 3 =$

e. $15 - 3 =$

f. $20 - 4 =$

g. $3 \times 6 =$

h. $3 \times 5 =$



ten

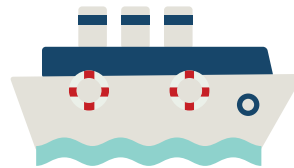
Lesson 25

Day Two

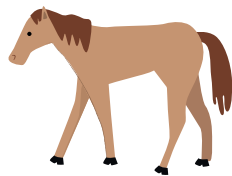
1. Listen to Chippy and repeat the means of transportation.



It's a **truck**



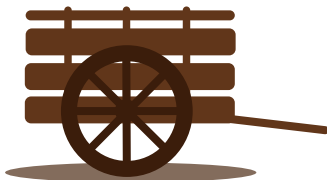
It's a **ship**



This is a **horse**



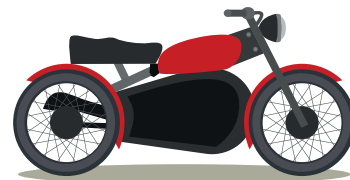
It's a **car**



It's a **cart**



A **bicycle**



A **motorcycle**

2. Complete the sentences using the pictures from exercise 1.

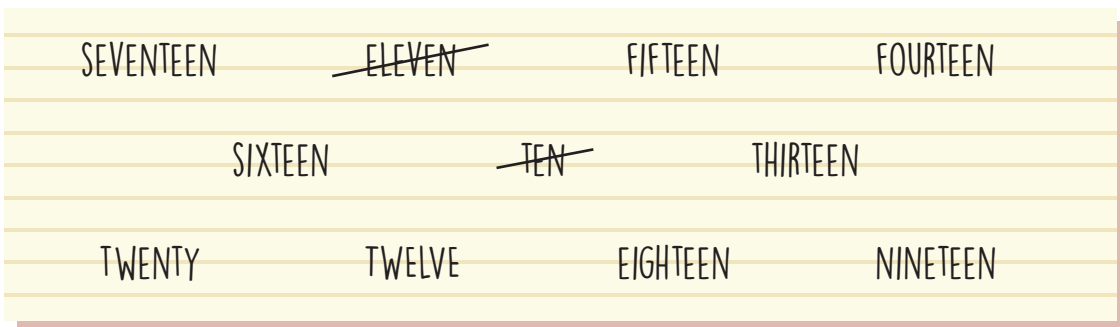
1. Look at that _____ on the sea.
2. I forgot my backpack in my brother's green _____.
3. My brother loves riding his brown _____. His name is "Lucky".
4. I like toys and I love my red _____.
5. Look at that black _____. It's beautiful!

3. Complete the sentences with the words from the box.



1. My favorite month is January.
2. We celebrate Mother's Day in _____.
3. José's _____ is in July.
4. We _____ 'Fiestas Patrias' in September.
5. There are _____ months in a year.
6. Father's Day is in _____.
7. Fall starts in _____.

4. Put the following numbers in order.



ten
eleven

Lesson 26

Day One

My country is beautiful!

Speaking Practice

1. Practice "The Spring Poem" with your partner. Then change roles.



2. Listen and repeat the months of the year.

JULY AUGUST SEPTEMBER OCTOBER NOVEMBER DECEMBER

3. Write the months of the year in the corresponding season of the year.



SUMMER

FALL

December

WINTER

SPRING

4. Look at the pictures and find the words in the word search.



5. Complete the text with the verbs in the box.

FLY	LOVE	DANCE	EAT
CELEBRATE	CALL	IS	

HOW DO PEOPLE CELEBRATE NATIONAL DAY IN CHILE?

We celebrate our National Day in September. It _____ 'Fiestas Patrias'.

We have barbecues and we _____ 'empanadas'.

People _____ kites and play a traditional game that we _____ 'emboque'.

Chilean people _____ 'cueca'.

I _____ our National Day!

6. Match the questions with the answers. Write the missing answers.

- | | |
|--|-----------------------------|
| 1. What is your country like? | a. We eat 'empanadas'. |
| 2. What do we eat for 'Fiestas Patrias'? | b. My country is beautiful. |
| 3. Which is a typical Chilean game? | c. The 'emboque'. |
| 4. When is our country's birthday? | d. _____ |
| 5. What is the name of our national dance? | e. _____ |

Lesson 26

Day Two

Before we read

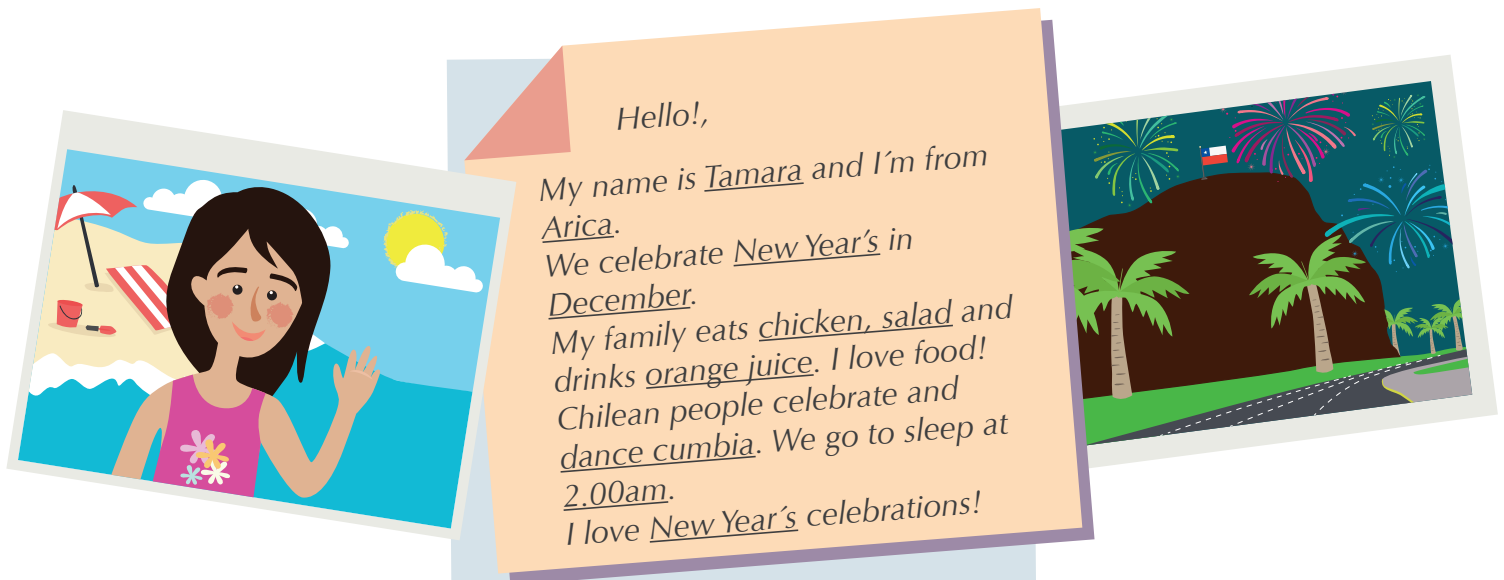
1. Match the parts of the words. Then write them.

- | | | |
|------------|---|------|
| 1. Celebra | • | day |
| 2. Pre | | cial |
| 3. Spe | | cue |
| 4. Birth | • | tion |
| 5. Coun | | try |
| 6. Barbe | | nal |
| 7. Natio | | sent |

Celebration

Reading

2. Read the text about New Year.



Hello!,
My name is Tamara and I'm from Arica.
We celebrate New Year's in December.
My family eats chicken, salad and drinks orange juice. I love food!
Chilean people celebrate and dance cumbia. We go to sleep at 2.00am.
I love New Year's celebrations!

After we read

3. Think of a different celebration and write the description. Follow Tamara's example.

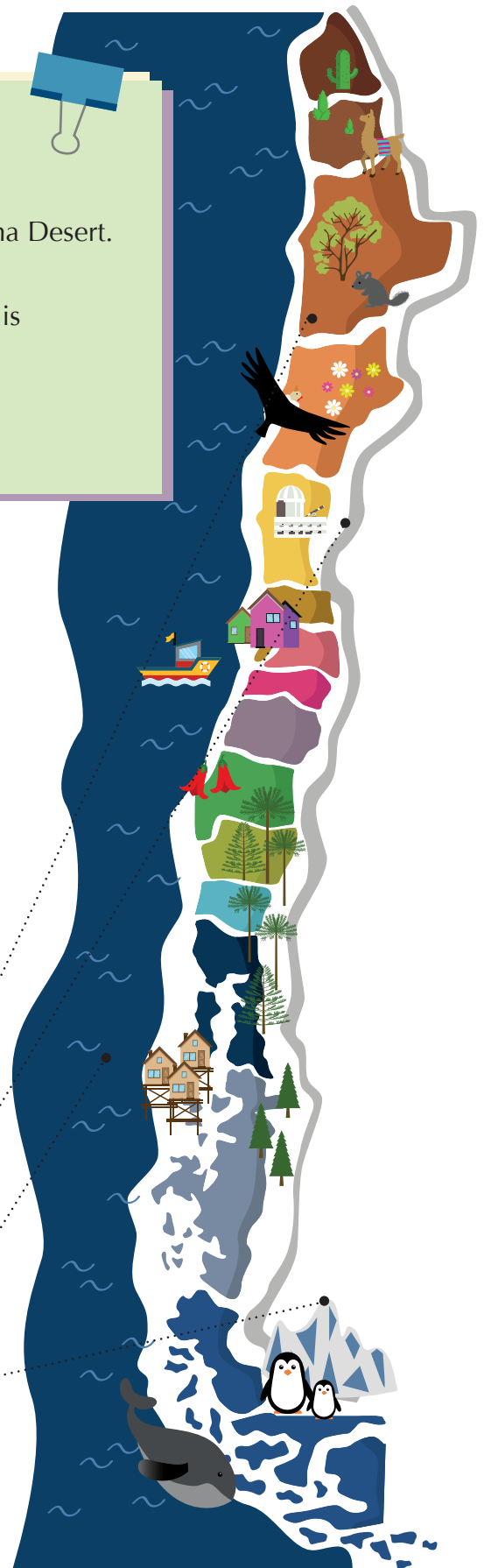
4. Read and underline the cardinal points.

A LONG AND NARROW COUNTRY

Chile is a very long country! Long and narrow.
In the north of Chile there is a desert: The Atacama Desert.
And in the south of Chile there are icebergs.
To the east of Chile we find a mountain range. This
mountain range is called The Andes.
To the west of Chile there is the Pacific Ocean.

5. Read the text again and write the names of the landmarks according to the map. Then complete the diagram below with the missing cardinal points.





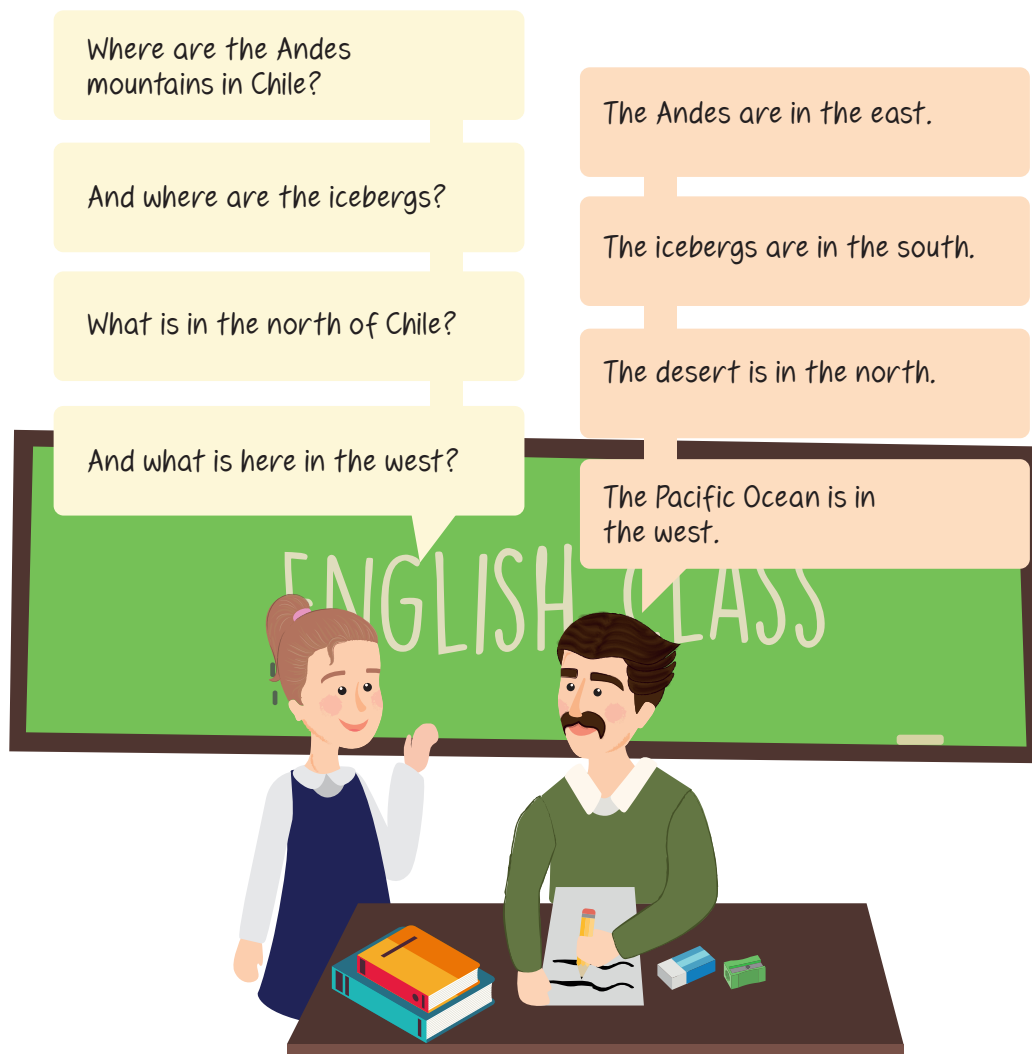
Lesson 27

Day One

Love is in the air!

Speaking Practice

1. Practice the dialog with your partner. Then change roles.



2. Match the question with the correct answer.

- | | |
|------------------------------|--|
| 1. What is this? | a. _____ Thank you. I like green apples. |
| 2. Is this a cart? | b. _____ No, I don't. I don't like rhymes. |
| 3. Would you like an apple? | c. <u>1</u> It's a blue car. |
| 4. Do you like rhymes, José? | d. _____ No, it's not yours. |
| 5. Is that your dictionary? | e. _____ Yes, it is a cart. |
| 6. Is this my notebook? | f. _____ Yes, that's mine. |

3. Look at the pictures and complete the dialogs using "I like" and "I don't like".

I like bananas .
I don't like apples .



I like _____ .
_____ .





I don't like _____ .



Lesson 27

Day Two

1. Listen to Mr. Campos and complete the rhyme using the words from the box.

SHOW	AWAY	GO	AGAIN	FACE
SPAIN	RAIN	NEVER	ANOTHER	



Rain, rain, go away ,
come _____ another day.
Rain, rain, _____ to Spain,
never _____ your _____ again!

Rain, _____ , go away,
come again _____ day.
Rain, rain, go to _____ ,
_____ show your face again!

2. Complete the dialogs using “my”, “your”, “mine”, “yours”.

Sofía: Is this your sharpener, Tom?

Tom: This is not my sharpener; this sharpener is _____.

Sofía: Is that notebook yours?

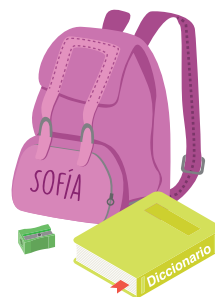
Tom: Yes, that notebook is _____.

Tom: Is this pencil mine?

Sofía: Yes, this is _____ pencil.

Tom: Is that _____ dictionary?

Sofía: That is not yours; that dictionary is _____.



3. Complete the sentences using “this” or “that”.



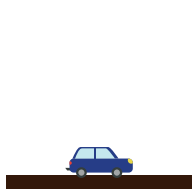
1. I like that ball.



2. I want this notebook.



3. I like _____ chocolate.



4. I want _____ car.



5. I like _____ pencil case.



6. I like _____ dictionary.

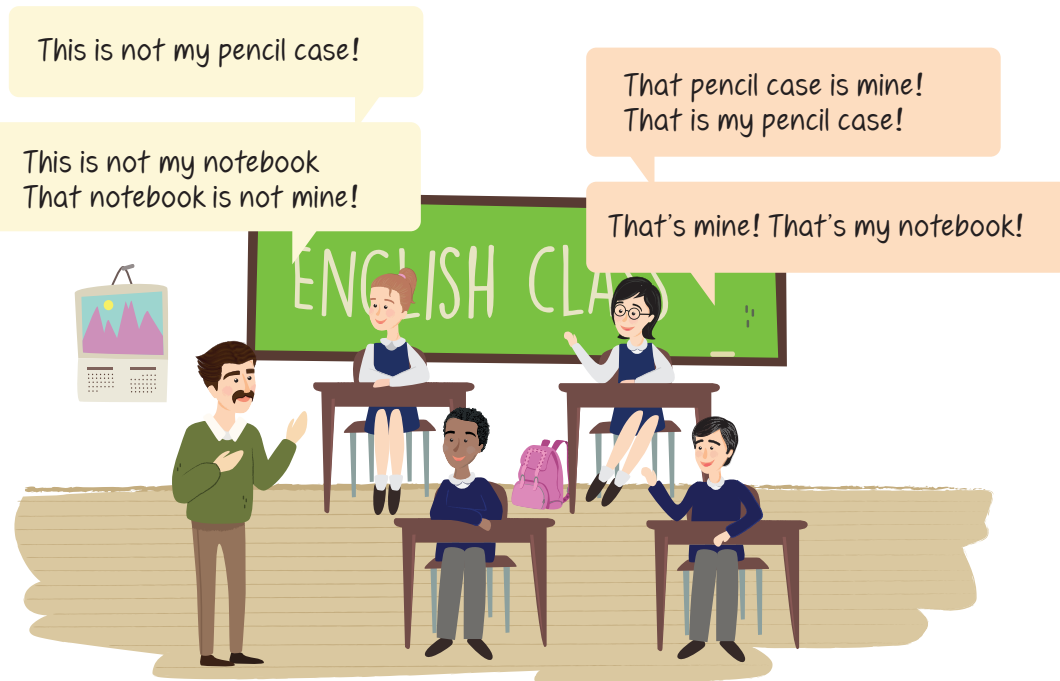
Lesson 28

Day One

What happened here?

Speaking Practice

1. Practice the dialog with your partner. Then change roles.



2. Let's play "Simon says". Read the sentences and draw the actions.

1. Simon says: **Run!**

2. Simon says: **Don't shout!**

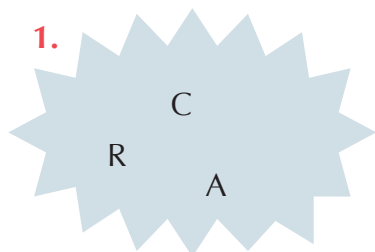
3. Simon says: **Jump!**

4. Simon says: **Go to that tree!**

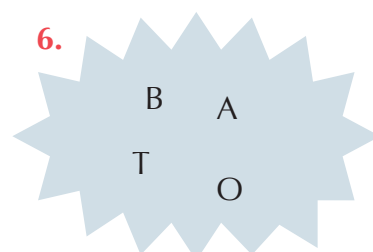
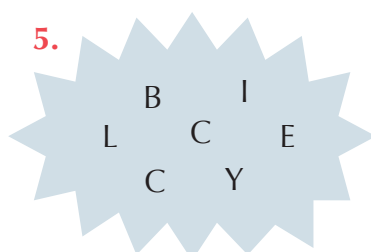
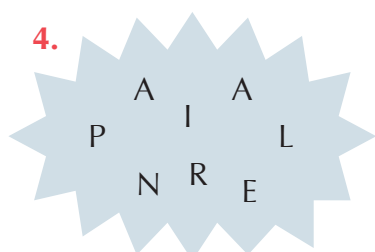
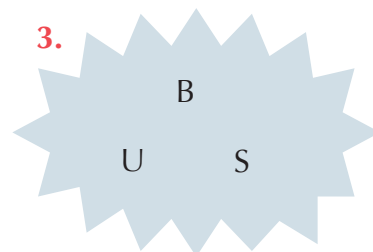
5. Simon says: **Don't run!**

6. Simon says: **Sit down!**

3. Unscramble the means of transportation and write them below.



Car



4. Complete the dialog with the words from the box.



Mr. Campos: What happened here? This is a mess! Who did this? Whose pencil is this?

Tom: That's my pencil, sir.

Mr. Campos: José, is this your dictionary?

José: No, sir... that's not mine.

Mr. Campos: Whose dictionary is this, Angélica?

Angélica: That's Tom's dictionary, sir.

Mr. Campos: And whose eraser is this? Tom, is this _____ eraser?

Tom: No, sir... that eraser is not mine. I think it's Sofía's eraser. It's _____ eraser.

Sofía: Yes, that's _____ eraser. Thank you, Mr. Campos.

Mr. Campos: Whose book is this?

José: That's Tom's book. It is _____ book.

Lesson 28

Day Two

1. Circle the correct alternative.

1. Whose dog is this?

a) Yes, it is a dog

b) That dog is mine.

2. Is that Angélica's boat?

a) Yes, it's her boat.

b) Yes, it's his boat.

3. Do you like green apples?

a) Yes, I like green apples.

b) Yes, the apples are mine.

4. Is this a bicycle or a car?

a) This is Tom's bike.

b) This is a bike.

5. Do you like rhymes, José?

a) You're welcome.

b) No, I don't. I don't like rhymes.

6. Would you like one?

a) Really? Thank you, Tom.

b) That's beautiful.

7. Is that Mr. Campos' dictionary?

a) Yes, I do.

b) Yes, it is.

8. Are you hungry, Anita?

a) That is my food.

b) Yes, I am hungry.


9. Whose eraser is this?

a) I think it's Sofía's.

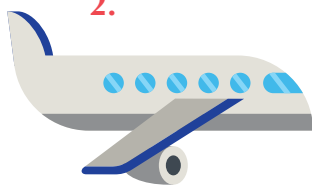
b) No, thank you.

2. Look at the pictures and find the words in the word search.

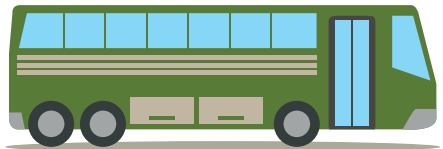
1.



2.

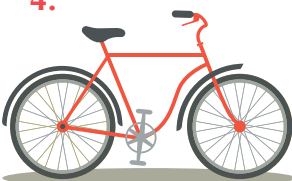


3.




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


4.



5.



6.



3. Match the questions with the answers.

1. Is this a car?

2. It is raining. Do you like rainy days?

3. Is that Angélica's pencil case?

4. What is in this backpack?

5. Would you like a green apple?

a. No, it isn't her pencil case.

b. There's a book in it.

c. No, this is a truck.

d. Yes, I would.

e. Yes, I like rainy days.

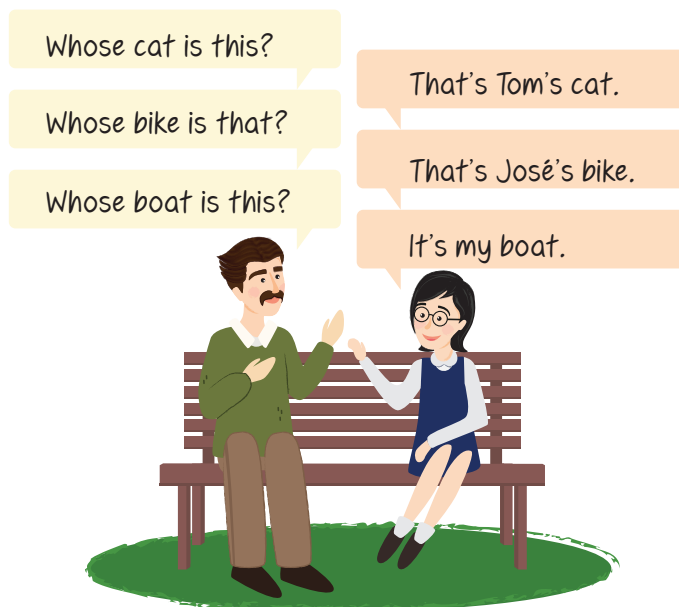
Lesson 29

Day One

I really love to travel

Speaking Practice

1. Practice the dialog with your partner. Then change roles.



2. Complete the sentences using "by" and the corresponding means of transportation.

1. I like to travel by cart .
2. I would like to go to England _____ .
3. Tom likes to travel _____ .
4. Sofía goes to the beach _____ .
5. Mr. Campos went to Puerto Montt _____ .
6. My family goes on vacation _____ .
7. Every day, I go to school _____ .



3. Listen and repeat the numbers from 10 to 100.

10

Ten

20

Twenty

30

Thirty

40

Forty

50

Fifty

60

Sixty

70

Seventy

80

Eighty

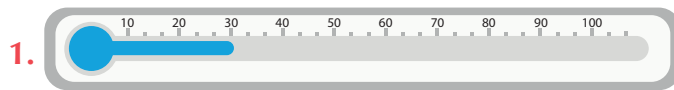
90

Ninety

100

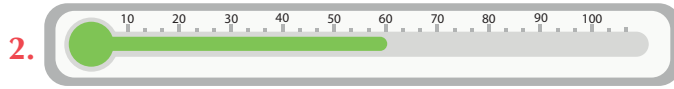
One Hundred

4. Is it warm or cold? Circle the alternative that indicates the temperature on the thermometers.



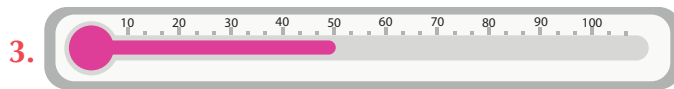
- a) Thirty degrees b) Forty degrees

c) Fifteen degrees



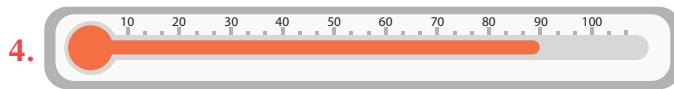
- a) Seventeen degrees b) Sixty degrees

c) Ninety degrees



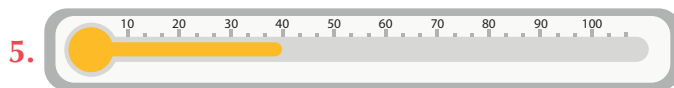
- a) Thirty degrees b) Fifteen degrees

c) Fifty degrees



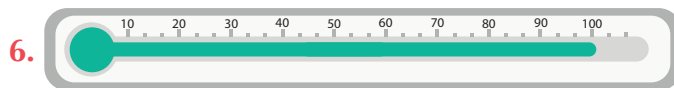
- a) Ten degrees b) Ninety degrees

c) Twenty degrees



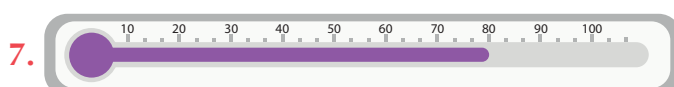
- a) Forty degrees b) Fifteen degrees

c) Fourteen degrees



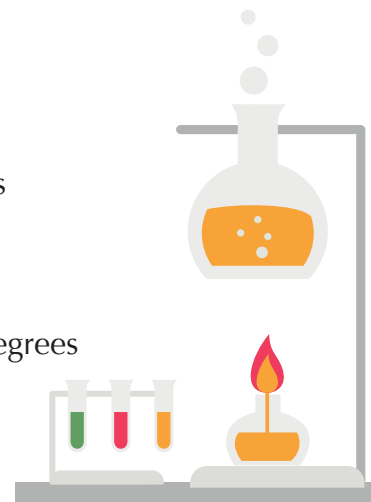
- a) Eighty degrees b) Eighteen degrees

c) One hundred degrees



- a) Twenty degrees b) Eighty degrees

c) Sixty degrees



5. Unscramble the letters to find the countries where people speak English.

1. eNw ndlZaea New Zealand
2. adSntolc _____
3. ohStu ircAaf _____
4. alursAtai _____
5. nlgEdna _____
6. dneUit etastS _____

Lesson 29

Day Two





1. Ask your classmates about their favorite means of transportation. Write their names in the corresponding box.

Do you like to travel by car?

Yes, I do.

No, I don't.



			
		Angélica	

2. Match the questions with the answers.

- | | |
|--------------------------------------|----------------|
| 1. Fingers + toes | a. One hundred |
| 2. Number of days in June | b. Forty |
| 3. Days of April + days of September | c. Fifty |
| 4. Centimeters in a meter | d. Twenty |
| 5. Half of a century | e. Sixty |
| 6. Seasons in ten years | f. Thirty |

3. Write the names of the capitals of these English speaking countries. Use the capitals from the box.

WASHINGTON

DUBLIN

CANBERRA

OTTAWA

~~LONDON~~

EDINBURGH

COUNTRY

CAPITAL



England

London



Australia



Ireland



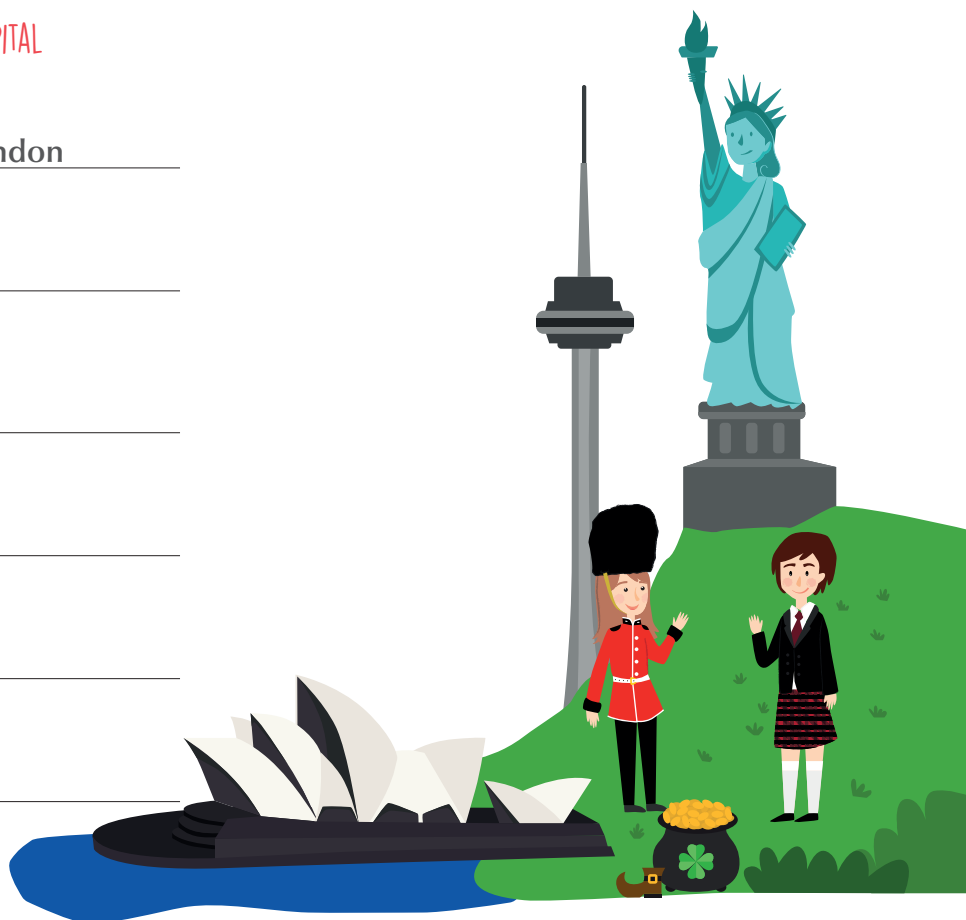
United States



Scotland



Canada



4. Let's talk!

Look at the pictures and answer the questions.



1. What do they represent?
2. What do they have in common?
3. How do you say 'hello' to your friends, your family and teacher?



Maori people, New Zealand



Family, Philippines



Colleagues, Japan

Lesson 30

Day One

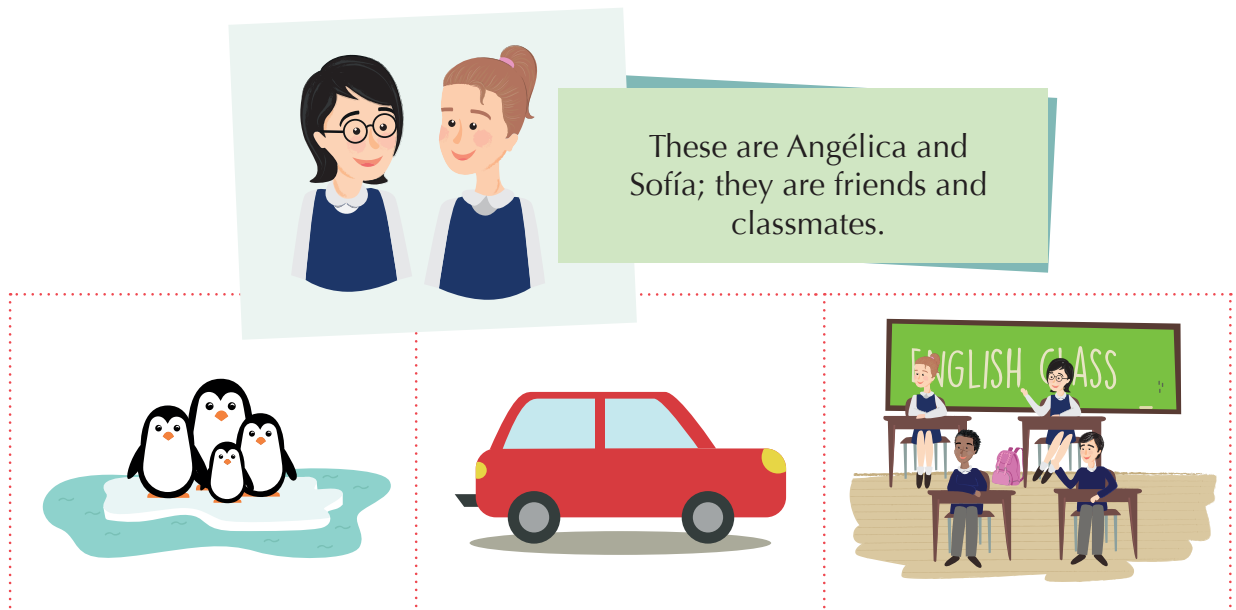
Meet my new friends

Speaking Practice

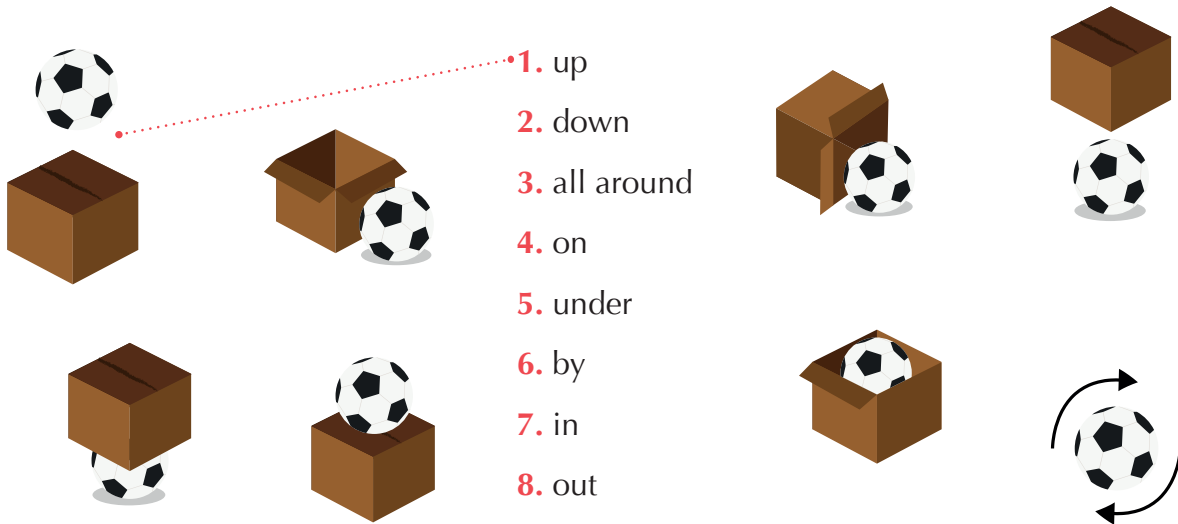
1. Practice the rhyme with your partner. Then change roles.



2. Look at the pictures and tell your classmates what you see. Use **“this is”** or **“these are”**.



3. Match the pictures with the prepositions.



4. Listen to Jim and complete the rhyme with the months of the year.

_____ and _____ start the year.

That's the time that summer's here.

Then _____, _____ and May bring the fall.

_____, _____ and _____ are the coldest months of all.

Winter, winter everywhere with cold and rain and snow.

But in _____, _____, and _____ the spring flowers start to grow.

Then _____ brings sunny skies and summer returns again.

5. Draw a picture of what people normally do in the months indicated.

FEBRUARY

JULY

MARCH

SEPTEMBER

DECEMBER

Lesson 30

Day Two

1. Put the numbers in the chat boxes to indicate who says what.



1. My name is Jim.
2. I hope we can all be friends.
3. Who are you?
4. Me too.

2. Choose 2 classmates and practice the conversation from activity 1.

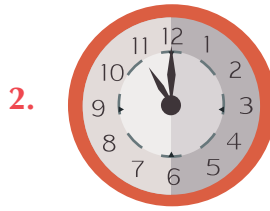
3. Look at each clock and circle the correct alternative.



- a) One o'clock
b) Two twenty
c) Five thirty



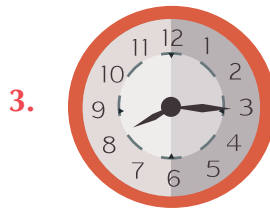
- a) One o'clock
b) Two ten
c) One fifty



- a) Eleven o'clock
b) Twelve twenty-five
c) Eleven twelve



- a) Seven fifteen
b) Twelve twenty-five
c) Three thirty-five



- a) Eight twenty
b) Eight fifteen
c) Eight o'clock



- a) Two twenty
b) Two o'clock
c) Twelve ten

4. Look at the pictures and make sentences with the prepositions "in" or "on".



The baby is playing on the beach with his toys.

2. _____.



3. _____.



Lesson 31

Day One

Can you fly?

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

So first, I would ride on a bus.

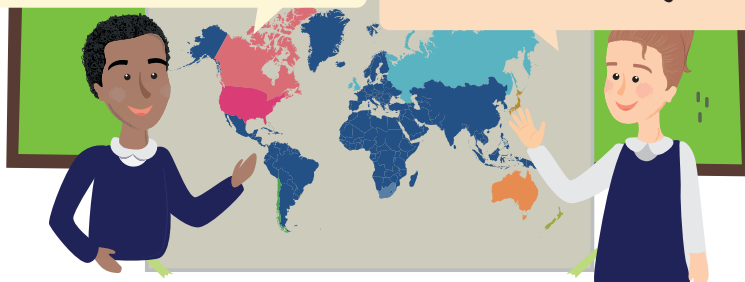
Then, I would drive a car.

Next, I would sail on a ship
across the ocean.

Then, I think I would take a train.

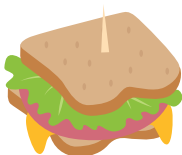
Next, I would fly in an airplane all
the way to Australia.

Finally, I think I would ride
a motorcycle!



2. Tick (✓) what you 'can' do with the objects in the pictures.

1.



☐ You can fly on it.

☐ You can drink it.

☒ You can eat it.

2.

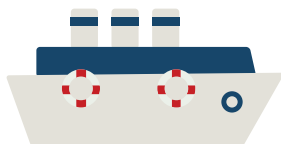


☐ You can travel on it.

☐ You can eat it.

☐ You can talk to it.

3.



☐ You can ride it.

☐ You can sail on it.

☐ You can write a letter with it.

4.



☐ You can drink it.

☐ You can drive it.

☐ You can read it.

3. Answer the following questions using “can” or “can’t”.

1. Can elephants fly?
No, they can't.

2. Can seals swim?
_____.

3. Can kangaroos swim?
_____.

4. Can you live under the sea?
_____.

5. Can you play the piano?
_____.

6. Can you swim in the sea?
_____.

How to...

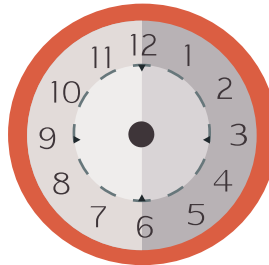
Express ability

We use **Can** and **Can't** to express ability.

4. Read the time and draw the hands for each clock.



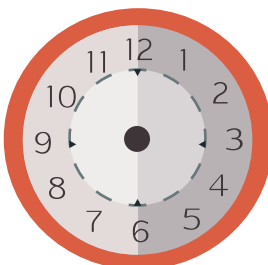
1. It's six thirty.



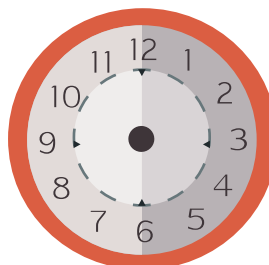
2. It's four fifteen.



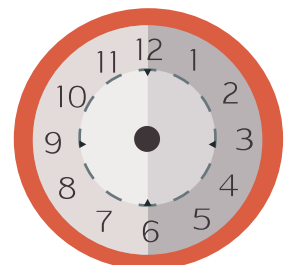
3. It's seven o'clock.



4. It's one thirty.



5. It's three twenty.



6. It's eight forty-five.

Lesson 31

Day Two

1. Write the time.

- | | | |
|----------|------------|-------|
| 1. 6:30 | Six thirty | _____ |
| 2. 1:40 | | _____ |
| 3. 5:30 | | _____ |
| 4. 9:15 | | _____ |
| 5. 12:45 | | _____ |
| 6. 7:00 | | _____ |

2. Ask your classmates "Can you...?" and write the names in the corresponding box.



Swim in the sea	Ride a horse	Play the guitar
	Tom	

3. Listen to Tom and Angélica and number the sentences.

_____ Then, I think I would take a train.

_____ Next, I would fly in my airplane all the way to Australia.

_____ And finally I think I would ride a motorcycle.

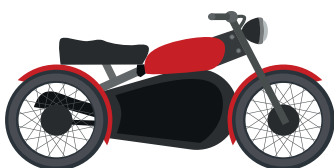
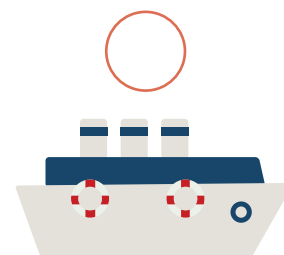
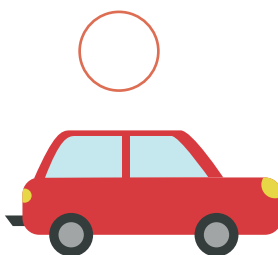
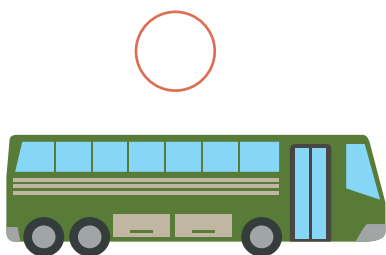
_____ First, I would ride on a bus.

_____ Then, I would drive a car.

_____ Next, I would sail on a ship across the ocean.



Now, read the sentences again and pair the pictures with the correct sentence from exercise 3.



Lesson 32

Day One

Can you remember?

Speaking Practice

1. Practice the dialog with your partner. Then change roles.

This is the Atacama Desert in the north.

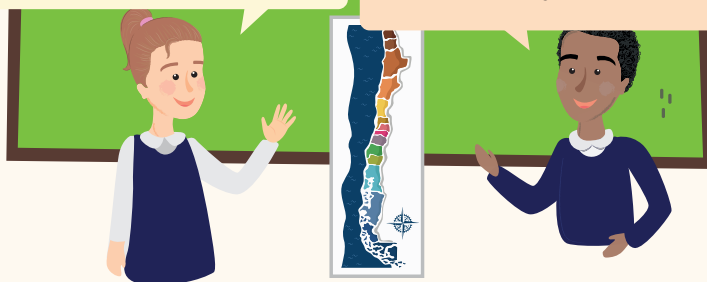
This is the Andean mountain range in the east.

Thank you, classmates!

These are icebergs in the south.

This is the Pacific Ocean in the west.

Thank you, classmates!



2. Match the pictures with the actions.

1. Walk

2. Sit down

3. Stand up



3. Look at the pictures and complete the sentences using "this" or "that".

1. I want _____ train.

2. I like _____ car.

3. I don't like _____ ball.

4. I like _____ pencil.

5. I want _____ book.

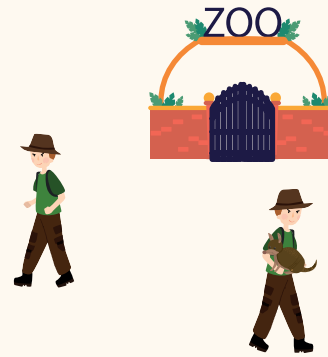
6. I like _____ hat.



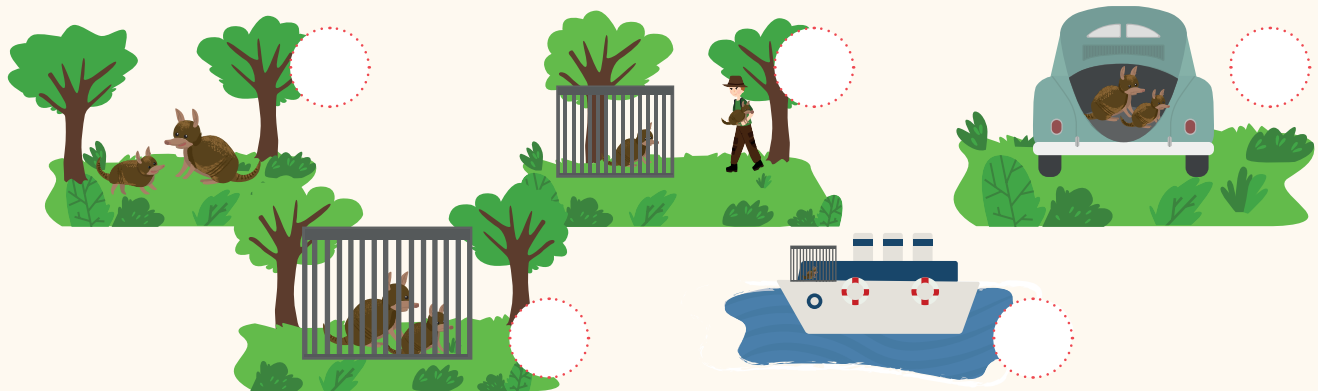
4. Match the words with the corresponding pictures.



CAPTURE
ZOO
SHIP
MAN
TAKE AWAY



5. Listen to Jim's story and number the sequence of pictures.



Now, read Jim's story and confirm your answers.

AN ARMADILLO FOR THE ZOO

*When I was a little armadillo,
I lived in the United States in Texas with my mom.
One day we were captured and taken to the zoo.
We lived there for some days, but a man wanted an armadillo for the zoo in
Chile.
They took me away from my mom.
They brought me here on a big ship.
I miss my mom.*

6. Let's talk!



Talk to your classmates and teacher:

What happened to Jim and his mom when they lived in Texas?
When do you miss your family? Why?

Lesson 32

Day Two

1. Solve the exercises and write the time with words.

1. 5:05 + thirty minutes Five thirty-five

2. 8:10 + fifteen minutes _____

3. 6:45 + twenty minutes _____

4. 2:35 + twenty-five minutes _____

2. Answer the questions.

1. What time does the class start? The class starts at 8 o'clock.

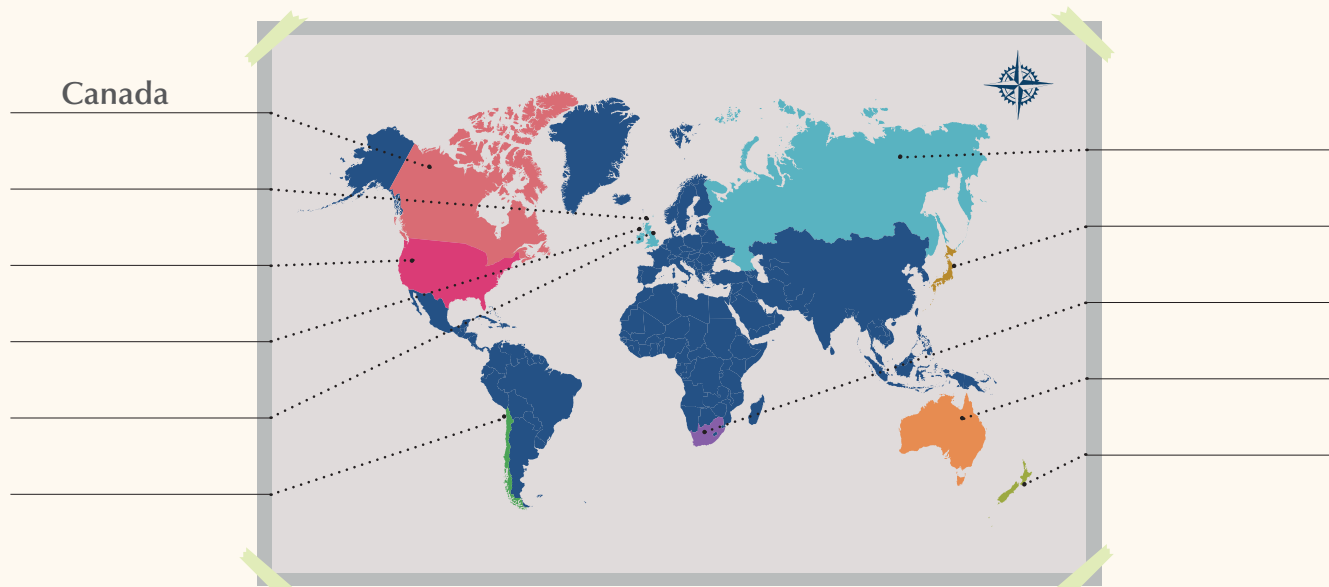
2. What time do you have lunch every day? I have lunch at _____ every day.

3. What time do you study in the afternoons? I study at _____ in the afternoons.

4. What time do you go to bed every night? I go to bed at _____ every night.

3. Look at the world map and write only the English speaking countries using the words from the box.

UNITED STATES	SOUTH AFRICA	IRELAND
SCOTLAND	CANADA	
ENGLAND	AUSTRALIA	NEW ZEALAND



4. Let's talk!

The continent that has more English speaking countries is....

5. Complete the chart with new sentences, using **"can"** and **"can't"**.

At school...

I can study.

I can't watch T.V.

I can play.

At home...

I can go to bed.

I can't take a train.

I can play.

Birds...

They can fly.

They can't swim.

Self Evaluation

Unit 4

Now, I can...	1	2	3
<ul style="list-style-type: none"> Listen and understand rhymes, songs and dialogs about celebrations, landmarks, possessions and means of transportation. 			
<ul style="list-style-type: none"> Read and understand a brochure, a story about Jim, rhymes, songs and dialogs, about celebrations, landmarks, possessions and means of transportation. 			
<ul style="list-style-type: none"> Use words related to celebrations, landmarks, possessions and means of transportation. 			
<ul style="list-style-type: none"> Describe celebrations and landmarks. 			
<ul style="list-style-type: none"> Express possessions, ability and tell the time. 			
<ul style="list-style-type: none"> Respect and appreciate my own and other cultures. 			
Total			

3: Totalmente logrado

2: Logrado

1: Por lograr



Estructuras

- Gran consolidación

Do you remember?

Lecciones

33 - 40 | Do you remember?

Lesson 33

Day One

Do you remember?

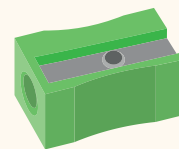
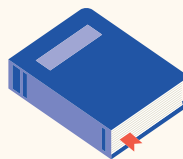
Speaking Practice

1. Practice the dialog with your partner. Then change roles.



Extra challenge!

Practice the dialog using these school objects.



2. Read Mr. Campos' questions and match them with Tom's answers.

1. How old are you?
2. What's your name?
3. Do you speak English?
4. Where are you from?
5. Who is your teacher?
6. Do you have a pet?

- a. Mr. Campos.
- b. Yes, I do. Her name is Snow.
- c. I'm ten.
- d. My name is Tom.
- e. I'm from the United States.
- f. Yes, I do.

3. Imagine there is a new student in your class. What questions can you ask?



1. _____ What's your name? _____
2. _____
3. _____
4. _____
5. _____

4. Choose 1 word from the blue box and 1 word from the green box and write a sentence. Then draw.

A

~~BLUE~~

ORANGE

YELLOW

GREEN

RED

B

PENCIL

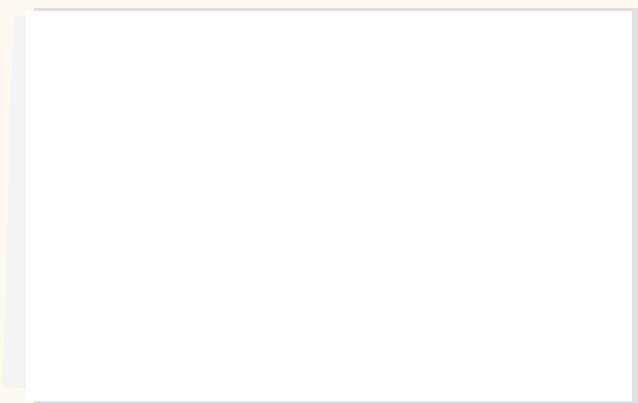
SHARPENER

PENCIL CASE

~~ERASER~~

NOTEBOOK

1. _____ This is a blue eraser _____.
2. _____
3. _____
4. _____
5. _____



Lesson 33

Day Two

1. Answer the questions.

1. How are you? _____.

2. What's your name? _____.

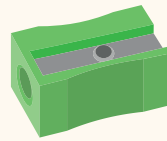
3. How old are you? _____.

4. Where are you from? _____.

5. Who is your teacher? _____.

2. Complete the sentences with “**colors**” and “**classroom objects**”.

1. What is this? It's a green sharpener.



2. It is a white _____.



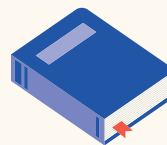
3. It is a _____.



4. It is a _____.



5. _____.



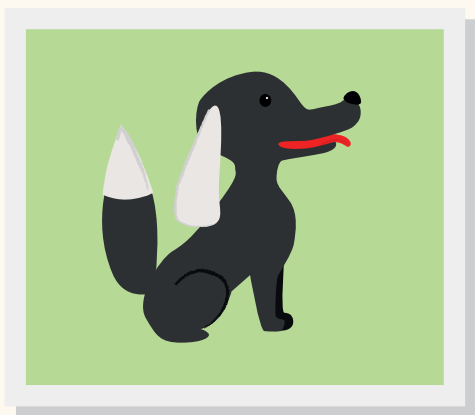
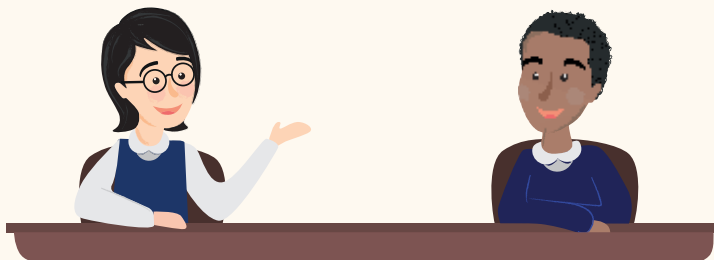
6. _____.



3. Mr. Campos doesn't remember our pets! Listen to Mr. Campos and the students and complete the sentences.

Let's help
Mr. Campos.

Let's work
together.



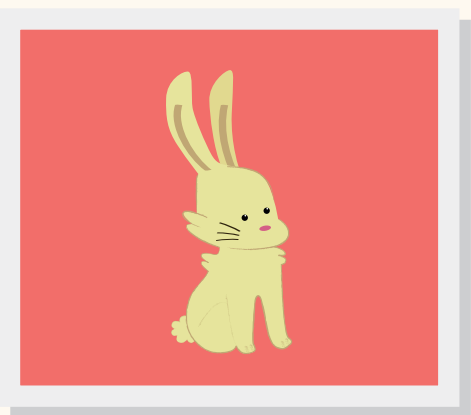
1.
It is a dog.
His name is Jack.
He is seven years old.



2.
It is a _____.
Her name is _____.
She is five _____ old.



3.
It is a _____.
Her name is _____.
She is two _____ old.



4.
It is a _____.
His name is _____.
He is three _____ old.

Lesson 34

Day One

Do you remember?

Speaking Practice

1. Complete the dialog with your own information. Practice with your partner and change roles.

How are you?

I'm _____, thank you.

I'm _____. How are you?

Extra challenge!

Practice the dialog using these moods:



2. Look at the pictures and complete the crossword.

1.



2.



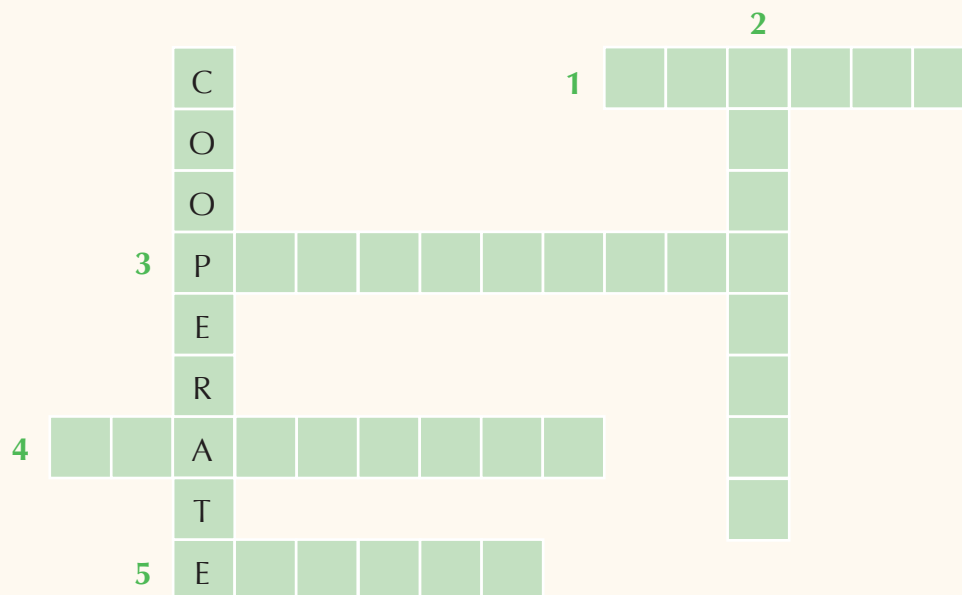
3.



4.



5.



3. Answer the questions using the prepositions “in”, “on”, “under” and “by”. Then draw according to your answers.

1. Where is your eraser?

It is **on** my desk.

2. Where is your yellow pencil?

3. Where is your English book?

4. Where is your pencil case?

5. Where is your sharpener?

2

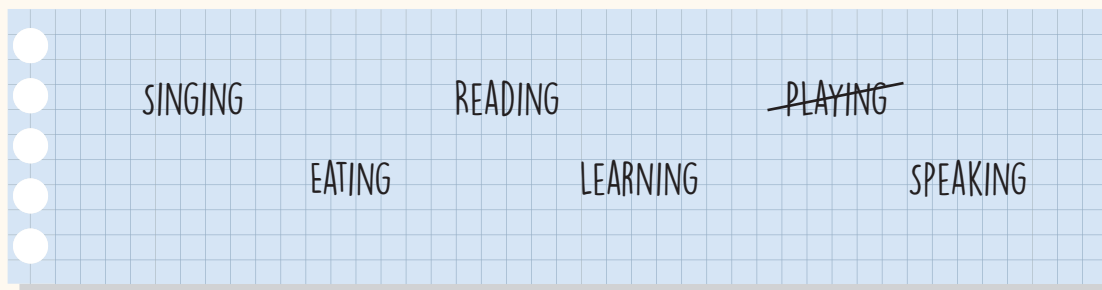
3



4

5

4. Complete the sentences with the words from the box.



1. The children are playing in the playground.
2. Angélica is _____ an apple.
3. Mr. Campos is _____ English.
4. Tom and Sofía are _____ a book.
5. Dolores is _____ a song.
6. Floyd and Automatic are _____ a rhyme.

Lesson 34

Day Two

1. Read the sentences and write the letters indicated in the picture below.

The letter **by** the hat is R.

The letter **under** the sun is O.

The letter **by** the notebook is N.

The letter **on** the milk is P.

The letter **on** the apple is S.

The letter **under** the table is H.

The letter **under** the bicycle is I.

The letter **by** the sun is U.

The letter **on** the ball is E.

The letter **by** the pencil is Y.

The letter **by** the milk is W.



Now, write each letter according to the numbers and discover the secret message. Then answer the question in the line below.

11 6 9 1 9 7 5 10 2 8 1 4 9 3
 _ _ _ _ _ _ _ _ _ _ _ _ _ _ ?

2. Look at the picture in exercise 1 and complete the sentences using “on”, “by” or “under”.

1. The notebook is _____ by _____ the hat.
2. The apple is _____ the milk.
3. The ball is _____ the table.
4. The pencil is _____ the bicycle.
5. The hat is _____ the table.

3. Choose 1 word from each box. Then write sentences using “is” or “are”.

THE CHILDREN	ANGÉLICA	MY FRIEND
YOU	TOM AND JOSÉ	FLOYD

PLAYING	EATING	DRINKING
READING	LEARNING	SINGING

CHOCOLATES	A SONG	IN THE PLAYGROUND
A BOOK	ENGLISH	ORANGE JUICE

1. The children are playing in the playground. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

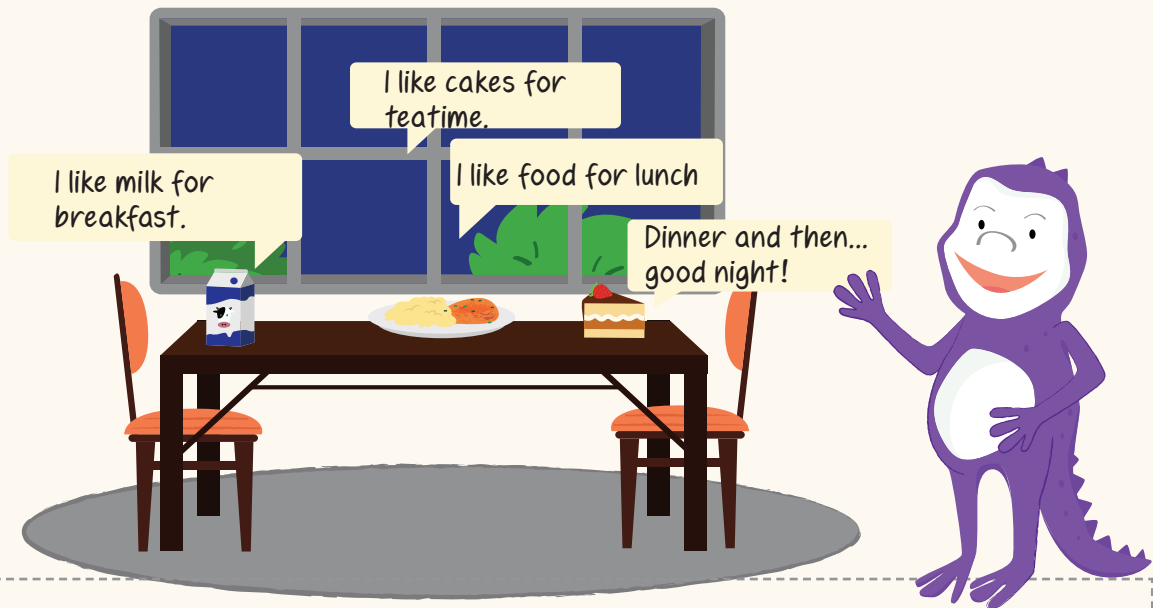
Lesson 35

Day One

Do you remember?

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

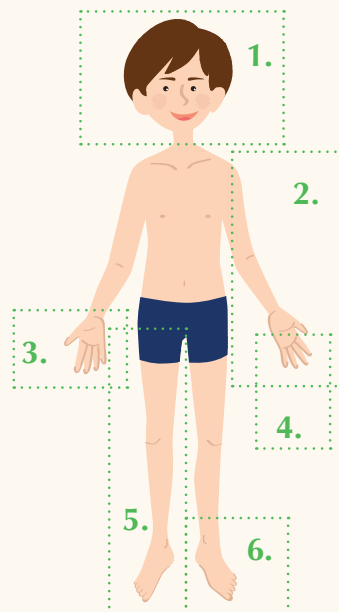


Extra challenge!

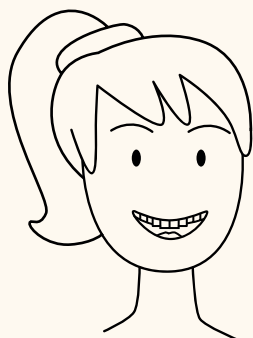
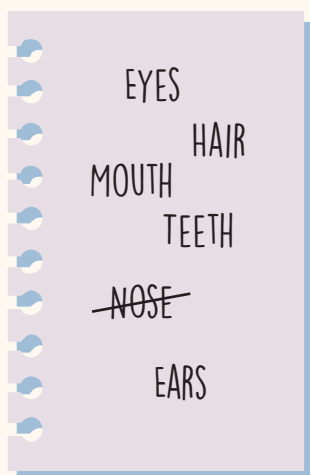
Practice the rhyme with these food or drinks:



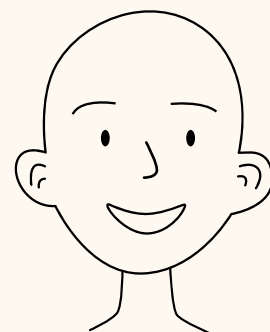
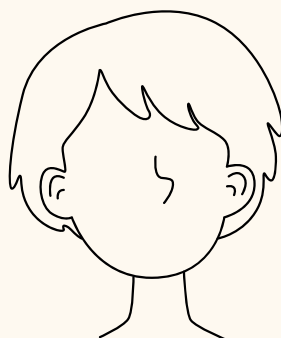
2. Find the parts of the body in the word search.



3. Look at the pictures and write the missing parts of the face. Then complete the drawings.

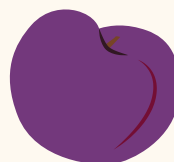


nose



4. Complete the dialogs as in the example.

1. A: What is this?
B: It's a plum. It's a purple plum.
Do you like plums ?
A: Yes, I do.



2. A: What is that?
B: _____ .
Do you like _____ ?
A: No, I don't.



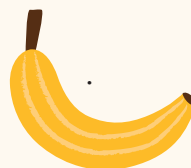
3. A: What is this?
B: _____ .
Do you like _____ ?
A: Yes, I do.



4. A: What is that?
B: _____ .
Do you like _____ ?
A: Yes, I do.



5. A: What is this?
B: _____ .
Do you like _____ ?
A: No, I don't.



6. A: What is that?
B: _____ .
Do you like _____ ?
A: Yes, I do.



Lesson 35

Day Two

1. Fill in the gaps with the missing letters. Then match the fruits with the correct color and write a sentence.



1. Pl — ms

2. K — wis

3. Apples

4. St — awb — rries

5. — ranges

6. B — n — nas



I love green apples.

2. Read the sentences about Raúl's story. Then number the sentences in the correct order.

1. Suddenly, a man appeared.
2. One day, Mary was on a branch enjoying the morning breeze.
3. His ear was bleeding and he was crying.
4. Mary saw a baby pudú drinking water in a beautiful lake.
5. Mary helped Raúl.
6. The baby pudú ran away.

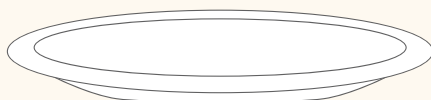
1

3. Classify the words in the box into **"food"**, **"parts of the body"** and **"colors"**.



FOOD
PARTS OF THE BODY
COLORS

Now, draw each **"food"**, **"part of the body"** or **"color"** in the corresponding picture.



Lesson 36

Day One

Do you remember?

Speaking Practice

1. Let's play the numbers game: Ask your partner the numbers. Then your partner asks you. Use the numbers on the speech bubble.



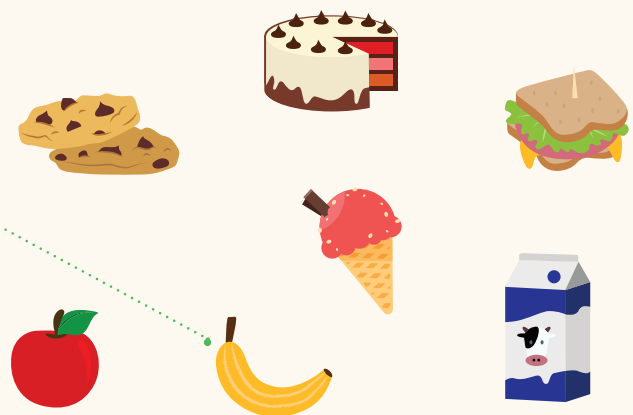
Extra Challenge!

Now use these numbers to play the numbers game:

11 12 13 14 15 16 17 18 19 20
30 40 50 60 70 80 90 100

2. Match the sentences with the correct pictures.

1. I love bananas!
2. We love sandwiches!
3. I like cake.
4. He likes to eat apples.
5. Children love cookies.
6. Do you like ice cream?
7. I prefer milk.



3. Answer the question.

What's your favorite food?

_____.

4. Read Carmen's diary and answer the questions.

Dear Diary,

Tuesday, November 2

Today is a special day. It's my birthday. I'm 11 years old now! My family and friends are here in my house. I'm having a party now.

We are eating cookies and sandwiches. We have a big birthday cake to celebrate. Gabriela, Francisca and Rodrigo are playing video games, and my sisters, Karina and Paula, are dancing to pop music.

I love my birthday!

1. How old is Carmen?

_____.

2. What are they eating?

_____.

3. How many friends are playing video games?

_____.

4. How many sisters does she have?

_____.

5. Read Carmen's diary again and complete her birthday invitation with the correct information.

MY _____ TH BIRTHDAY!!!



From: Carmen

To: Gabriela

Date:

Time: Four o'clock

Place:

Activities:



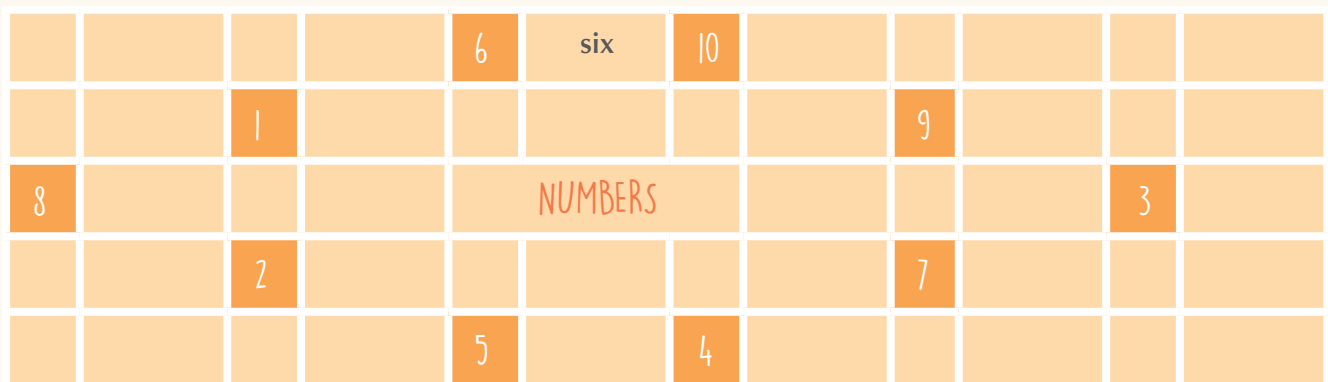
Lesson 36

Day Two

- Find the 7 members of the family in the word search.



- Write the numbers in the diagram as in the example.



- Let's talk!



How old are you?

How many brothers and sisters do you have?

How many ice creams can you eat?

4. Find the missing number in each sequence. Then write it using words.

1. 10 20 30 _____	4. 12 24 36 _____
2. 10 30 50 _____	5. 80 85 90 _____
3. 32 36 40 _____	6. 70 80 90 _____

5. Listen to Chippy and complete the sentences using the words from the box.

HAPPY

APPLES

~~MONKEY~~

BROWN

BANANAS

1. Hello, how are you? My name is Chippy. What's your name?

2. I'm a monkey. I'm a _____ monkey.

3. I'm a _____ brown monkey.



4. I love _____.
I like to eat bananas. Mm.
Bananas are wonderful.

5. What? No, no, no.
I don't like _____.
I don't eat apples.

6. Ask your classmates about their favorite food and tick (✓) their answers.

Name	Food	No, I don't	Yes, I do
1. Marcela	Do you like apples?	✓	
2.	Do you like bananas?		
3.	Do you drink milk?		
4.	Do you like tomatoes?		
5.	Do you eat oranges?		
6.	Do you like grapes?		

Lesson 37

Day One

Do you remember?

Speaking Practice

1. Practice the dialog with your partner. Then change roles.

Do you like sunny weather?

Yes, I do / No, I don't

Yes, I do / No, I don't.
Do you like sunny weather?



Extra challenge!

Practice the dialog using these weather conditions:



2. Look at the pictures and write the correct words from the box.

WINTER SPRING ~~FALL~~ SUMMER WINDY CLOUDY SUNNY RAINY



1. Fall



2. _____



3. _____



4. _____

3. When do you come to school? Circle the days of the week.



4. Answer the following questions.

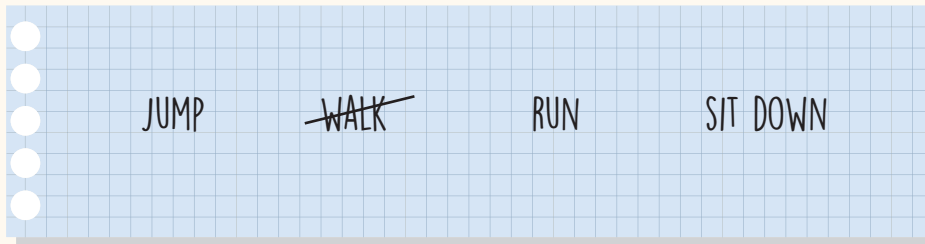
1. What day of the week do you have English at school?

_____.

2. Which is your favorite day? Why?

_____.

5. Complete the sentences with the verbs from the box.



1. Every day I walk slowly to school.
2. My dog likes to _____ after cats.
3. At school we have to _____ on the chairs.
4. Monkeys can _____ from one tree to another.

Lesson 37

Day Two

1. Match the weather conditions with the seasons.

1. It's sunny

2. It's cloudy

3. It's windy

4. It's rainy

5. It's hot

6. It's cold

FALL

SUMMER

WINTER

SPRING

2. Classify these activities according to the seasons we can do them.

FLY A KITE

USE AN UMBRELLA

PLAY WITH THE LEAVES

GO TO THE BEACH

FALL



WINTER




SPRING



SUMMER



3.



DOWN

A. 13

B. ten + five

C. 11

D. $6 + 6 + 6$

E. 20


ACROSS

F. ten + four

G. 12

H. $20 - 1$

I. 17



DOWN

A. 13

B. ten + five

C. 11

D. $6 + 6 + 6$

E. 20


ACROSS

F. ten + four

G. 12

H. $20 - 1$

I. 17



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A. 13

B. ten + five

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I. 17



DOWN

A. 13

B. ten + five

C. 11

D. $6 + 6 + 6$

E. 20

ACROSS

F. ten + four

G. 12

H. $20 - 1$

I. 17

Lesson 38

Day One

Do you remember?

Speaking Practice

1. Practice the poem with your partner. Then change roles.



2. Complete the word maps with the words from the box.

BEAR	SNOWY	KANGAROO	CHILEAN	DOCTOR	ELEPHANT
AUSTRALIAN	SUNNY	PENGUIN	AMERICAN	SEAL	HOT
COLD	ENGLISH	TEACHER	RAINY	WINDY	POLICEMAN



3. Make sentences to describe what the people are doing in the pictures.

~~SWIM~~

DANCE

COUNT

RUN

LOOK AT

RIDE A HORSE

EAT

1.



He is swimming

2.



3.



4.



5.



6.



7.



4. Answer the questions with "Yes, he/she is", "No, he/she isn't", "Yes, they are" or "No, they aren't" according to the pictures.

1.



2.



1. Is he swimming?

No, he isn't.

2. Is he riding a horse?

3.



4.



3. Is he reading a book?

4. Is she playing football?

5.



6.



5. Are they reading?

6. Is she looking at the beach?

7.



7. Is she dancing?

Lesson 38

Day Two

Before we read

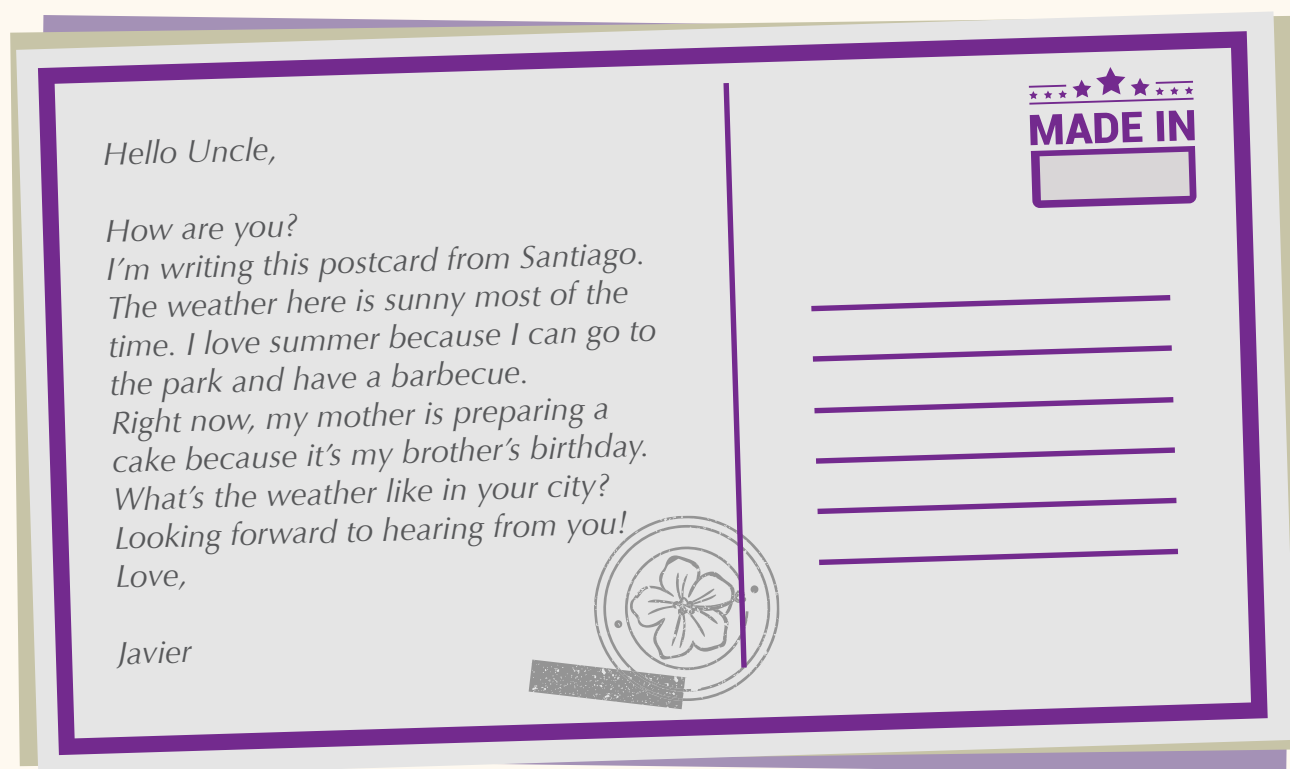
1. Let's make predictions. Answer the following questions about Javier's vacations.



1. Look at the picture. What city is Javier visiting now?
a) Antofagasta b) Santiago c) Valdivia
2. Look at the text. What did Javier send to Mr. Campos?
a) A letter b) An e-mail c) A postcard
3. What's the weather like in the place he is visiting?
a) Cloudy b) Windy c) Sunny

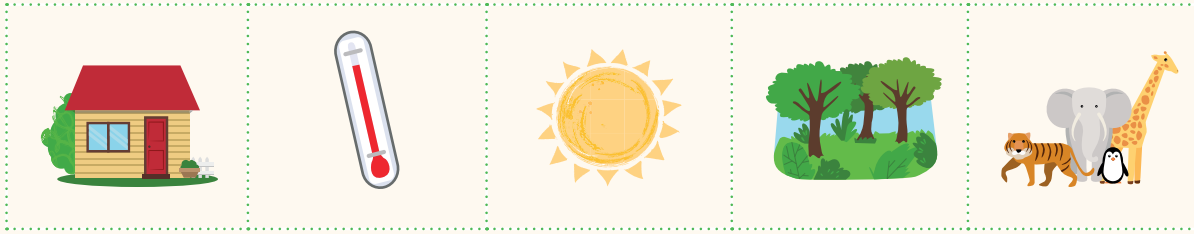
Reading

2. Read the text and confirm your predictions.



After we read

3. Read the postcard again and complete Mr. Campos' answer using the pictures.



Dear Javier,

I am great! Right now, I'm writing this
letter from my _____.

The weather here is _____ and
_____.

Tomorrow, I'm going to the _____
to look at the _____.

Enjoy your vacations!

Love,
Mr. Campos



Lesson 39

Day One

Do you remember?

Speaking Practice

1. Practice the dialog with your partner. Then change roles.

When do we celebrate Mother's Day?

In May.

When do we celebrate Father's Day?

In June.

When do we celebrate Fiestas Patrias?

In September. Fiestas Patrias is in September.

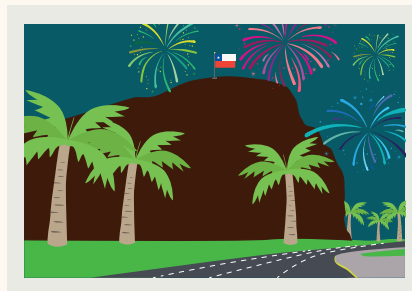


Extra challenge!

Practice the dialog using the following celebrations:



YOUR BIRTHDAY



NEW YEAR'S

2. Number the months of the year.



3. Complete the travel brochure with the cardinal points from the box.





EXPERIENCE NATURE IN CHILE!

Come and visit our wonderful country and enjoy the Pacific Ocean beaches in the _____, the beautiful Andes mountain range in the _____. Visit the Atacama Desert in the _____ and then travel to the _____ to see the large icebergs and penguins.

Lesson 39

Day Two

- Complete the chart with the position of the toys in the race. Use the words from the boxes.



SECOND
THIRD

FOURTH
FIFTH

~~FIRST~~
SIXTH

~~TRAIN~~
SHIP

BUS
BICYCLE

AIRPLANE
CAR



POSITIONS		
1 ST	<u>First</u> place	TRAIN
2 ND	_____ place	
3 RD	_____ place	
4 TH	_____ place	
5 TH	_____ place	
6 TH	_____ place	

2. Complete the sentences with **“his”** or **“her”**.

1. That's Melissa's yellow car. It's her car.
2. This is Carmen's brother. He is _____ brother.
3. Dolores is José's pet. She is _____ pet.
4. Angélica is Sofía's friend. She is _____ friend.
5. This is Eduardo's English homework. It's _____ homework.
6. Patricia is Claudio's mom. She is _____ mom.
7. Claudio is Patricia's son. He is _____ son.

3. Complete Tom's planner for the year with the activities from the box.

go to the beach	beginning of school year	spring football championship
winter vacation	fly kites on “Fiestas Patrias”	Christmas with my family
swim in the sea	Mother's Day	go skiing with my friends
end of school year	Father's Day	fall festival at school

TOM'S PLANNER

JANUARY / FEBRUARY

swim in the sea

MARCH / APRIL

MAY / JUNE

JULY / AUGUST

SEPTEMBER / OCTOBER

NOVEMBER / DECEMBER

Lesson 40

Day One

Do you remember?

Speaking Practice

1. Practice the rhyme with your partner. Then change roles.

The days of the week are seven in a row.

The days of the week how quickly they go.

In August, in April, in June or in May.

The days of the week dance quickly away.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

2. Unscramble the letters in the circles to find the words. There are colors, days of the week, parts of the body and actions.

B O W
N R

1. brown

W T
H E I

2. _____

Y L L
E O W

3. _____

P E R
U L

4. _____

M D A
O Y N

5. _____

T H Y
D A S
U R

6. _____

D Y
F R A
I

7. _____

S N Y
D A
U

8. _____

H N
D S A

9. _____

H D A
E

10. _____

A M
R S

11. _____

L S
G E

12. _____

P Y
L A

13. _____

R D
E A

14. _____





R
N U

15. _____

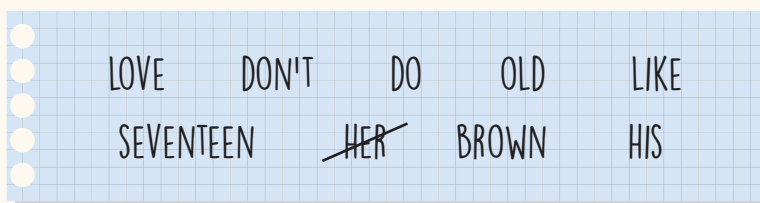
S I M
W

16. _____

3. Classify the words from exercise 2 into the following categories.

 COLORS brown	 DAYS OF THE WEEK Monday
PARTS OF THE BODY hands 	ACTIONS play 

4. Complete the dialog with the words from the box.



Anita: Hi, Angélica! Nice dog!

Angélica: Thank you. It's my sister's birthday present. It's her dog.

Anita: What is name?

Angélica: His name is Chocolate because he is .

Anita: And how is your sister now?

Angélica: She is older, she is .

Anita: And you like dogs?

Angélica: I animals! Do you animals?

Anita: I like spiders, but I like dogs.

Lesson 40

Day Two

- Look at the pictures and find the words in the word search.



18



- Classify the words you found into the following categories.

FOOD

ANIMALS

NUMBERS

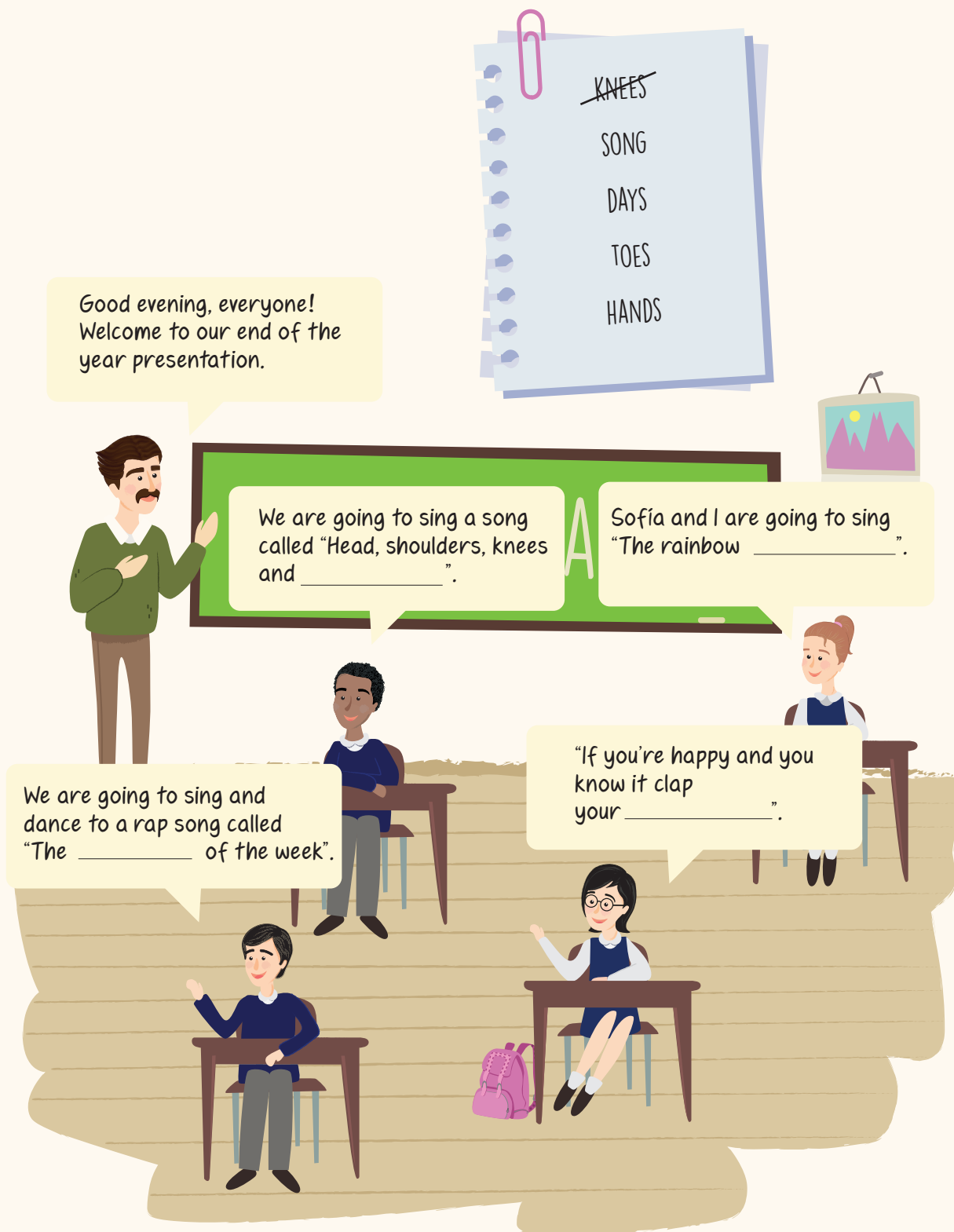
TRANSPORT

WEATHER

COLORS

sunny

3. Complete the sentences with the words from the box.



Anexo

∴ Vocabulario, rimas,
∴ canciones y poemas
∴

Unidad I

Lección 1

Frases:

Hello	Hola
How are you?	¿Cómo estás?
I'm fine	Estoy bien
What's your name?	¿Cómo te llamas?
I'm...(Sofía)	Soy...(Sofía)
Welcome (Tom)	Bienvenido (Tom)
What's this?	¿Qué es esto?
It's a (pencil)	Es un / una...(lápiz)
I love my new (school)	Me encanta mi nueva (escuela)

Palabras clave:

Pencil	Lápiz (grafito)
Pencil case	Estuche
Sharpener	Sacapuntas
Eraser	Borrador
Notebook	Cuaderno
Students	Estudiantes
Backpack	Mochila
School	Escuela

Lección 2

Frases:

Good morning	Buenos días
I'm great!	¡Estoy muy bien / genial!
Listen!	¡Escucha!
Raise your hand!	¡Levanta la mano!
Pay attention	Presta atención
Be quiet!	¡Silencio!
Please, repeat	Repite, por favor
Where is the.. (pencil case)?	¿Dónde está el...(estuche)?
It's on/in/under/by...	Está encima de / en / debajo de / al lado de...

Palabras clave:

Classroom rules	Normas de comportamiento en la sala
Cooperate	Cooperar
Paper	Papel

Desk

Escritorio

Chair

Silla

Window

Ventana

Lección 3

Frases:

I'm ready	Estoy listo/a
It's my turn	Me toca a mí
I love you	Te quiero
This is...(yellow)	Esto es...(amarillo)
Is this...(blue)?	¿Esto es...(azul)?
It is not...(green)	No es...(verde)
This is my...(book)	Este es mi...(libro)
I wake up	Me despierto
I go to the bathroom	Voy al baño
I get dressed	Me visto

Palabras clave:

Map	Mapa
Garbage can	Basurero
Blackboard	Pizarrón
Room	Habitación
Bed	Cama
Treehouse	Casa del árbol
Purple	Morado
Red	Rojo
Blue	Azul
Orange	Naranja
Yellow	Amarillo
Pink	Rosado
Green	Verde
Rainbow	Arcoíris

Lección 4

Frases:

Give me five!	“¡Chócala!”
We are friends	Somos amigos
I like to...(count)	Me gusta...(contar)
One plus two (1+2)	Uno más dos
This (backpack) is (black)	Esta (mochila) es (negra)
I spy something...(red)	Veo algo...(rojo)

Palabras clave:	
One	Uno
Two	Dos
Three	Tres
Four	Cuatro
Five	Cinco
None	Ninguno
Fingers	Dedos
Thumb	Pulgar
Hand	Mano
Banana	Plátano
Apple	Manzana

Lección 5

Frases:

On time	A tiempo
Where are the children?	¿Dónde están los niños?
Simon says...(run)	Simón dice...(corre)
Don't...(shout)	No...(grites)
What color is this?	¿De qué color es esto?
Let's play	Juguemos
It's your turn	Te toca a ti

Palabras clave:

Playground	Patio de juegos
Sing	Cantar
Picture	Fotografía
Brown	Café
White	Blanco
Six	Seis
Seven	Siete
Eight	Ocho
Nine	Nueve
Ten	Diez

Lección 6

Frases:

I'm so-so	Estoy más o menos
The days of the week	Los días de la semana
What day is today?	¿Qué día es hoy?
It's...(Friday)	Es...(viernes)

Why do you like...?	¿Por qué te gusta...?
How old is...(Steve)?	¿Cuántos años tiene... (Steve)?
I like...	Me gusta...
I have / he has	Tengo / Él tiene...

Palabras clave:

Monday	Lunes
Tuesday	Martes
Wednesday	Miércoles
Thursday	Jueves
Friday	Viernes
Saturday	Sábado
Sunday	Domingo
Family	Familia
Brother	Hermano
Sister	Hermana

Lección 7

Frases:

His name is...(Jack)	Su nombre es...(Jack)
She / He is (ten) years old	Ella/Él tiene (diez) años
He is not ten years old	Él no tiene diez años
I don't understand	No entiendo
What happened?	¿Qué pasó?
Try it	Inténtalo
Is it a...(dog)?	¿Es un...(perro)?

Palabras clave:

Pet	Mascota
Worm	Lombriz / gusano
Dog	Perro
Rabbit	Conejo
Cat	Gato

Lección 8

Revisión de contenidos lecciones 1 a la 7

Unidad II

Lección 9

Frases:

My name is...(Tom)	Mi nombre es...(Tom)
Can we play?	¿Podemos jugar?
I have an idea!	¡Tengo una idea!
Guess	Adivina
It's something...(black)	Es algo...(negro)
I'm tired	Estoy cansado(a)

Palabras clave:

Chocolate bar	Barra de chocolate
Animals	Animales
Colors	Colores
Beautiful	Hermoso(a)

Lección 10

Frases:

I'm hungry	Tengo hambre
Remember me?	¿Te acuerdas de mí? / ¿Me recuerdas?
I want...	Quiero...
I can...	Puedo...
Thank you so much	Muchas gracias
I don't know	No sé
Which color do you prefer?	¿Qué color prefieres?

Palabras clave:

Milk	Leche
Peaches	Duraznos
Grapes	Uvas
Big	Grande
Small	Chico(a)
Monster	Monstruo
Teeth	Dientes
Eyes	Ojos
Morning	Mañana – 9:00
Afternoon	Tarde – 15:00
Evening	Tarde – 19:00
Night	Noche – 22:00

Lección 11

Frases:

I don't like...(apples)	No me gusta(n)...(las manzanas)
How's...(Raúl)?	¿Cómo está...(Raúl)?
I like you, too	A mí me gustas, también Me caes bien también
It's about...	Trata de...
These are...(bananas)	Estos/as son...(plátanos)

Palabras clave:

Monkey	Mono
Happy	Feliz
Ears	Orejas
Food	Comida
Fruit	Fruta
Oranges	Naranjas
Tomatoes	Tomates
Strawberries	Frutillas
Stew	Estofado
Vegetables	Verduras
Potatoes	Papas
Carrots	Zanahorias
Green beans	Porotos verdes
Cabbage	Repollo
Onions	Cebollas
Cauliflower	Coliflor
Salad	Ensalada

Lección 12

Frases:

What's your favorite food?	¿Cuál es tu comida favorita?
I don't want to	No quiero
See you later	Nos vemos
I like (milk) for (breakfast)	Me gusta (la leche) al (desayuno)
Well done	Bien hecho
He / She likes...	A él / ella le gusta(n)
He / She doesn't like...	A él / ella no le gusta(n)

Palabras clave:	
Breakfast	Desayuno
Lunch	Almuerzo
Teatime	Once
Dinner	Cena
Drinks	Bebidas
Water	Agua
Orange juice	Jugo de naranja
Lemonade	Limonada
Soda	Bebida (con gas)
Glass	Vaso
Jug	Jarra
Bottle	Botella
Box	Caja
Can	Lata
Snacks	Golosinas
Candy	Dulces
Cookies	Galletas
Cake	Torta / Queque
Sandwich	Sándwich

Lección 13

Frases:

What's up?	¿Qué pasa?
What does it mean?	¿Qué significa?
There is a/an...(orange)	Hay un(a)...(naranja)
What color is it?	¿De qué color es?
Parts of the body	Partes del cuerpo
Who are you?	¿Quién eres?
Nice to meet you	Mucho gusto
Where do you come from?	¿De dónde vienes?

Palabras clave:

Head	Cabeza
Shoulders	Hombros
Knees	Rodillas
Toes	Dedos de los pies
Eyes	Ojos
Ears	Orejas

Mouth	Boca
Nose	Nariz
Face	Cara
Hand	Mano
Arm	Brazo
Leg	Pierna
Foot	Pie
Plum	Ciruela
Avocado	Palta

Lección 14

Frases:

Clap your hands	Aplaude
Touch your feet	Toca tus pies
Dance	Baila
What are you doing?	¿Qué haces?
Are you hungry?	¿Tienes hambre?
Happy Birthday!	¡Feliz Cumpleaños!
If you're happy...	Si estás feliz...
Do you like... (sandwiches)?	¿Te gusta(n)... (sándwiches)?
How many...(bananas)?	¿Cuántos...(plátanos)?
How old are you?	¿Cuántos años tienes?

Palabras clave:

Potato chips	Papas fritas
Ice cream	Helado
Game	Juego
More	Más
Floor	Suelo
Age	Edad

Lección 15

Frases:

This is my family	Esta es mi familia
I live here	Vivo acá
Are you OK?	¿Estás bien?
Write about...(your family)	Escribe sobre...(tu familia)
Let's do the homework together	Hagamos la tarea juntos(as)
I can bring...(cookies)	Puedo traer...(galletas)

Lección 15

I'm from...(Texas)	Soy de...(Texas)
I don't have...(brothers)	No tengo...(hermanos)

Palabras clave:

Homework	Tarea
Friends	Amigos
Only child	Hijo(a) único(a)
Parents	Padres
Mom	Mamá
Dad	Papá
Brothers	Hermanos
Sisters	Hermanas
Grandmother	Abuela
Grandfather	Abuelo
Aunt	Tía
Cousin	Primo(a)
Adoptive parents	Papás adoptivos
Different	Diferente

Lección 16

Revisión de contenidos lecciones 9 a la 15

Unidad III

Lección 17

Frases:

It is cold	Hace frío
What is the weather like today?	¿Cómo está el tiempo hoy?
Let's exercise	Hagamos ejercicio
Jump	Salta
Walk fast/slowly	Camina rápidamente/ lentamente
Please stand up	Levántate, por favor
Show me...(your feet)	Muéstrame...(tus pies)
He has (blond) hair	Tiene pelo (rubio)/ Es (rubio)

Palabras clave:

Mother	Madre
Father	Padre
Niece	Sobrina

Beautiful	Hermoso(a)
Cute	Tierno(a)
Adorable	Adorable
Fingers	Dedos de la mano

Lección 18

Frases:

Is it raining?	¿Está lloviendo?
I prefer...(sun)	Prefiero...(el sol)
Seasons of the year	Estaciones del año
When is it usually... (windy)?	¿Cuándo está generalmente (ventoso)?

Palabras clave:

Sunny	Soleado(a)
Windy	Ventoso(a)
Cloudy	Nublado(a)
Winter	Invierno
Summer	Verano
Fall/Autumn	Otoño
Spring	Primavera
Flowers	Flores
Story	Historia
Girl	Niña
Coat	Abrigo
Bet	Apuesta

Lección 19

Frases:

Do you need my help?	¿Necesitas mi ayuda?
I can lend a hand	Puedo echarte una mano
Sharing is caring	Compartir es querer
Why are you crying?	¿Por qué estás llorando?
Calm down	Tranquilo(a)
I am proud	Estoy orgulloso(a)
Would you like...(some grapes)?	¿Quieres...(algunas uvas)?
You're welcome	De nada

Palabras clave:

Our	Nuestro(a)
Your	Tu
My	Mi

Lección 20	
Frases:	
You are...(a student)	Eres un(a)...(estudiante)
She is...(my friend)	Ella es...(mi amiga)
She is at...(school)	Ella está en...(la escuela)
I'm...(bored)	Estoy...(aburrido/a)
Can you help me?	¿Me podrías ayudar?
Take care	Cuédate
Palabras clave:	
City	Ciudad
Umbrella	Paraguas
Sweater	Suéter
Places	Lugares
Bored	Aburrido(a)
Sleepy	Tener sueño
Nationality	Nacionalidad
Professions	Profesiones
Lección 21	
Frases:	
I need...(green)	Necesito...(verde)
Who has...(blue)?	¿Quién tiene...(azul)?
My favorite place is... (the beach)	Mi lugar favorito es... (la playa)
What is...(Angélica) doing?	¿Qué está haciendo... (Angélica)?
She is...(looking at)	Está...(mirando)
Which animal is this?	¿Qué animal es este?
We are learning English	Estamos aprendiendo inglés
Palabras clave:	
Park	Parque
Forest	Bosque
Beach	Playa
River	Río
Mountains	Montañas
Horse	Caballo
Elephant	Elefante
Bear	Oso
Penguin	Pingüino

Kangaroo	Canguro
Giraffe	Jirafa
Fire	Fuego
Lección 22	
Frases:	
Tom's cat	La gata / el gato de Tom
What is the (poem) about?	¿De qué trata el (poema)?
Do you like it?	¿Te gusta?
We remember	Recordamos
He is...(playing)	Está...(jugando)
You are not...(reading)	No estás...(leyendo)
Palabras clave:	
Poem	Poema
Eleven	Once
Twelve	Doce
Thirteen	Trece
Fourteen	Catorce
Fifteen	Quince
Sixteen	Dieciséis
Seventeen	Diecisiete
Eighteen	Dieciocho
Nineteen	Diecinueve
Twenty	Veinte
Lección 23	
Frases:	
I am...(writing)	Estoy...(escribiendo)
Help me	Ayúdame
Right now	Ahora mismo
Five plus seven equals twelve	Cinco más siete igual doce
Count	Cuenta
Sofía is dancing	Sofía está bailando
Palabras clave:	
Charades	Mímica
Math	Matemática
Guessing game	Juego de adivinar
Lección 24	
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Unidad IV

Lección 25

Frases:

What's that?	¿Qué es eso?
Who is it for?	¿Para quién es?
My birthday is in...(July)	Mi cumpleaños es en... (julio)
When is your birthday?	¿Cuándo es tu cumpleaños?
Months of the year	Meses del año

Palabras clave:

Present	Regalo
Truck	Camión
Ship	Barco
Car	Auto
Cart	Carro
Bicycle	Bicicleta
Motorcycle	Motocicleta
Dictionary	Diccionario
Calendar	Calendario
January	Enero
February	Febrero
March	Marzo
April	Abril
May	Mayo
June	Junio
July	Julio

Lección 26

Frases:

You are right	Tienes razón
Come	Ven
One more time	Una vez más

Palabras clave:

Sun	Sol
Sky	Cielo
Land	Tierra
Barbecue	Asado
Kite	Volantín
Country	País

Desert	Desierto
Ocean	Océano
Long	Largo
North	Norte
South	Sur
East	Este
West	Oeste
August	Agosto
September	Septiembre
October	Octubre
November	Noviembre
December	Diciembre

Lección 27

Frases:

Look at this	Mira esto
It's a blue car	Es un auto azul
That's a big book	Ese es un libro grande
Go away	Vete
Sit down	Siéntate
That (pencil case) is mine	Ese (estuche) es mío
That is not my... (notebook)	Ese no es mi...(cuaderno)

Palabras clave:

Air	Aire
Again	De nuevo
Tree	Árbol
Rhymes	Rimas
Cheese	Queso
Sack	Saco

Lección 28

Frases:

It's a...(car)	Es un(a)...(auto)
I don't like...(games)	No me gusta(n)...(los juegos)
Is this your...(pencil)?	¿Este es tu...(lápiz)?
This is Sofía's eraser	Esta es la goma de borrar de Sofía
Whose (bike) is that?	¿De quién es (esa bicicleta)?

It's his cat	Es su gato (de un niño)
It's her boat	Es su barco (de una niña)
Give me a hug	Dame un abrazo
Palabras clave:	
Train	Tren
Airplane	Avión
Boat	Barco
Bus	Bus
Picnic	Picnic
Lección 29	
Frases:	
There are so many places I'd like to see	Hay tantos lugares que me gustaría conocer
How did you get to... (Santiago)?	¿En qué te viniste / fuiste a...(Santiago)?
Did you go in a...(car)?	¿Fuiste en...(auto)?
I went (in / by / on) a...(bus)	Fui en...(un bus)
English is spoken all over the world	El inglés se habla en todo el mundo
Palabras clave:	
Float	Flotar
Vacation	Vacaciones
World	Mundo
Fun	Diversión
Visit	Visita
Travel	Viajar
Twenty	Veinte
Thirty	Treinta
Forty	Cuarenta
Fifty	Cincuenta
Sixty	Sesenta
Seventy	Setenta
Eighty	Ochenta
Ninety	Noventa
One hundred	Cien
Languages	Idiomas
United States	Estados Unidos
England	Inglaterra

Scotland	Escocia
Ireland	Irlanda
South Africa	Sudáfrica
New Zealand	Nueva Zelanda
Australia	Australia
Lección 30	
Frases:	
Ride on a bus	Ir en bus
Drive a car	Manejar un auto
Sail in a ship	Ir en barco
Take a train	Tomar un tren
Fly in an airplane	Volar en avión
Ride a motorcycle	Andar en moto
Show and tell	Muestra y cuenta
She loves me	Ella me quiere
What a surprise!	¡Qué sorpresa!
Where was it?	¿Dónde estaba?
Palabras clave:	
Special	Especial
Watch	Reloj
Every day	Todos los días
Up	Arriba
Down	Abajo
Around	Alrededor
Under	Debajo
By	Cerca de / Al lado de
In	En / Dentro de
Out	Fuera
Uncle	Tío
Cousins	Primos
Outside	Afuera
Roof	Techo
Lección 31	
Frases:	
She is a...(chinchilla)	Es una...(chinchilla)
She isn't a...(bird)	No es un...(pájaro)
Can animals play?	¿Los animales pueden jugar?

Lección 31

Animals can't write	Los animales no pueden escribir
Yes, they can	Sí, pueden
No, they can't	No, no pueden
What time is it?	¿Qué hora es?
Stop!	¡Para!
It's six o'clock (6:00)	Son las seis

Palabras clave:

Clock	Reloj
Shelf	Estante
Time	Tiempo
Mouse	Ratón
Memory	Memoria

Lección 32

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Unidad V

Lección 32 - 40

Revisión de contenidos Unidades I – IV

Rimas, canciones y poemas

THEME SONG

English, English, it's my turn,
It's my turn to be happy.
I'm going to learn, I'm going to play.
Welcome to our party!

Mr. Campos, Tom and José
How are you today?
Angie, Mary, Jim and Raúl,
Look, listen and learn.

English, English, it's my turn,
It's my turn to be happy,
It's my turn to be happy.

RAINBOW SONG

Red and yellow, pink and green,
Purple, orange and blue,

I can sing a rainbow
Sing a rainbow, too!
Sing a rainbow, too!

THE DAYS OF THE WEEK

The days of the week are seven in a row,
The days of the week how quickly they go.
In August, in April, in June or in May,
The days of the week dance quickly away.
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes, knees and toes;
Head, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes.

IF YOU ARE HAPPY

If you're happy and you know it, clap your hands...
If you're happy and you know it, clap your hands...

If you're happy and you know it and you really want to show it
If you're happy and you know it,
clap your hands.

If you're happy and you know it, touch your feet... If you're happy
and you know it, touch your feet... If you're happy and you know it
and you really want to show it, if you're happy and you know it,
touch your feet.

If you're happy and you know it, we can dance... If you're happy and
you know it, we can dance...

If you're happy and you know it and you really want to show it
If you're happy and you know it,
we can dance.

ARE YOU READY?

Are you ready? It's my turn!
I'm ready to play; I'm ready to learn.
I'm ready to jump and skip and turn.

I WAKE UP

I wake up at _____
I go to the bathroom;
I wash my face,
and... I'm ready!

GIVE ME FIVE!

One, two, three, four, five, four fingers, one
thumb, four plus one in a hand,
we are friends so give me five.

NUMBERS

One, two, three, four,
Is there something by the door?
Five, six, seven, eight,
There's a yellow pencil case.
Nine, ten, nine, ten,
Would you like to sing again?

MY PET

I have a dog, his name is Jack;
His coat is white with spots of black.
Such clever tricks, my dog can do. I love my
Jack, he loves me too.

I LOVE YOU

I love you, I love you,
I love you because you are YOU!
You love me, you love me, you love me because
I am ME!

I LIKE APPLES

I like apples, I like stew,
I like chocolate and I like you!

I LIKE MILK

I like milk for breakfast. I like food for lunch.
I like cakes for teatime. Dinner and then... good night!

CLAP YOUR HANDS

Clap your hands, stomp your feet... Give
me something good to eat.

I HAVE TWO FEET

I have two feet. Two hands, you see.
Two ears, one nose,
And this is me.
My hands have ten fingers,
My feet have ten toes.
I write with my fingers,
I dance on my toes!

SHARING IS CARING

Do you need my help?
I can lend a hand.
Sharing is caring.
Because we are friends!

WINTER POEM

Autumn is over,
snow everywhere.
Birds on the white grass,
and frost in the air.
Coming round the mountain,
on his tip, tip, toes,
Winter, winter, winter,
with a cold red nose!

MORNING SUN

Today we greet the morning sun,
Who shines with love on everyone,
Who shines in the sky,
On the land and sea,
And who fills me with light,
when it shines on me!

RAIN, RAIN GO AWAY

Rain, rain, go away,
Come again another day.
Rain, rain, go to Spain,
Never show your face again!

