

# English

# 5

<h1>ALL about ME</h1>	Full name: Susana Walter	Age 11 years
	Favorite subject: History 	Birthday: April 7th 
	Favorite color: green 	Favorite food: spaghetti with meatballs 
	Favorite fruit: kiwi 	Favorite sport: boxing 
	Favorite movie:  Toy story	Favorite drink: lemonade 
Favorite holiday:  Children's day	Hobbies:  watching tv	Favorite animal: giraffe 
 Favorite place in the world: Chapultepec park		

1. Complete and color
2. Share the information with a classmate: My name is...  
My birthday is on...  
My favorite food is...
3. Introduce your classmate: This is...

Her favorite food is...

His favorite sport is:

## Exchanging expressions to organize reunions

Verb To Be is used to exchange personal information

- name I am Mely / My name is Mely
- nationality I am Mexican
- age I am ten years old
- interests and hobbies My favorite food is spaghetti  
My favorite sport is boxing  
My favorite animal is the kangaroo  
My favorite drink is strawberry milkshake  
My favorite hobby is reading comics
- birthday My birthday is on May 22nd

Introducing your friend



She is Ana  
She is 9 years old  
Her birthday is on June 3<sup>rd</sup>  
Her favorite subject is Math  
Her favorite place is the cinema



He is Ruben  
He is ten years old  
His birthday is on October 31<sup>st</sup>  
His favorite movie is Fast and Furious  
His favorite colors are green and blue

# In our Classroom

**For an inclusive, respectful, and collaborative class, consider the following:**

1. **Mutual Respect, respect space and belongings:** Treat yourself and others with respect. Value everyone's opinions and feelings. Take care of shared spaces and respect your classmates' belongings. Let's keep our environment clean, organized, and comfortable for everyone.
2. **Positive environment:** Let's foster an environment where everyone feels comfortable, motivated, and safe. Maintain a positive and constructive attitude towards classwork.
3. **Collaboration and support:** Work together to achieve our goals. Help and learn from each other to strengthen our learning and skills. Avoid actions that could distract or interrupt your classmates.
4. **Follow the teacher's instructions:** Pay attention to the teacher's instructions and guidelines. This helps ensure that everyone is on the same page.
5. **Personal responsibility:** Take responsibility for your own learning and behavior. Stay organized, complete your assignments, and seek help when needed. Bring all necessary materials, such as books, notebooks, and homework, to make the most of class time.
6. **Active participation:** Engage in class activities and discussions. Your participation enriches everyone's learning. Raise your hand to contribute or ask questions, ensuring that everyone has the opportunity to be heard and contribute.
7. **Open communication:** If you have any questions or issues, feel free to talk to the teacher or your classmates. We're here to support each other.
8. **Communicate in the language of instruction:** Use the language of instruction during activities to improve everyone's understanding and participation.



## Present Simple

We use the present simple of the verb *to be* to talk about situations and states in the present.

*I **am** ten years old.*

*They **are** my classmates.*

*My teacher **is** Mely.*

### How to use it

Use *am* for *I*. Use *is* for *he*, *she* and *it*.

Use *are* for *you*, *we* and *they*. We can contract the verb, especially when we're speaking.

*I **am** Alex. = I'm Alex.*

*You **are** my friend. = You're my friend.*

*She **is** Sophia. = She's Sophia.*

*We **are** students. = We're students.*

*They **are** Juan and Pedro. = They're Juan and Pedro.*

For negatives, use *not*.

*I **am not** nine years old! = I'm not nine years old!*

*She **is not** a teacher. = She's not a teacher. = She **isn't** a teacher.*

*They **are not** American. = They're not American. = They **aren't** American.*

For questions, change the order of *am*, *is* or *are* and the person.

***Are you** Canadian? Yes, I am.*

***Are they** teachers? No, they're not.*

*Where **is your cat**? It's on the tree*



**BRITISH  
COUNCIL**

### Present simple verb 'to be'



"I am ten  
years old."

### Examples

I am twelve years old!  
They are Egyptian.  
My mum is a doctor.

### Remember!

I am = I'm  
You are = You're  
He is = He's  
She is = She's  
It is = It's  
We are = We're  
They are = They're

### Be careful!

For negatives add '*not*'.  
The negative of '*I am*' is '*I'm not*' or '*I am not*'.

I'm not 9 years old!  
They're not English.  
She's not a teacher.

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Affirmative	Negative	Question
I am = I'm You are = You're He is = He's She is = She's It is = It's We are = We're You are = You're They are = They're	I am not = I'm not You are not = You aren't He is not = He isn't She is not = She isn't It is not = It isn't We are not = We aren't You are not = You aren't They are not = They aren't	Am I ...? Are you...? Is he...? Is she? Is it? Are we? Are you? Are they?

Read the sentences. Complete with the correct form of the verb To Be in present (am/is/are). Some sentences may be negative.

- I am not 12 years old. I am still 11.
- My brother is good at swimming.
- Is she in the school?
- Alberto isn't a teacher, he is a student.
- They 're late for school.
- Where are your friends?
- We are really happy today!
- Is it your dog?



## Present continuous - future arrangements



"I'm visiting  
my friend."

### Examples

*I'm visiting my friend  
tomorrow.*

*They are coming to our  
house on Saturday.*

### Remember!

We can use the present  
continuous to talk about  
future arrangements - plans  
which you have organised.

*I'm going to the cinema at  
the weekend.*

*What are you doing tonight?*

### Be careful!

For a plan which hasn't been  
arranged, we usually use  
'going to'.

*I'm going to watch TV after  
school. (This is my plan but I  
haven't organised it.)*

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## Present continuous

We use the present continuous to talk about  
future plans.

I'm visiting my friend tomorrow.

We aren't going to school on Saturday.

What are you doing this afternoon?

## How to use it

Use am, is or are and verb+ ing.

I'm having a party for my birthday.

My brother is playing video games this  
evening.

They're eating in Mc Donalds next week.

For negatives, use not.

I'm not doing anything this evening.

She isn't playing with her friends tomorrow.

We aren't going to school next week.

For questions, change the order  
of am, is or are and the person.

Are you playing soccer tomorrow?

What's he doing next Monday?

When are they celebrating your birthday?



**Find the mistake in each sentence and correct it.**

1. I'm have a party for my birthday.

**having**

2. She are doing a science test tomorrow.

**is**

3. Are we visit grandma tomorrow?

**visiting**

4. They're not go to the park on Sunday.

**going**

5. We's having a picnic on Sunday.

**are**

6. He's take his cat to the pet clinic.

**taking**

7. What is you do tonight?

**are**

**doing**

#### **VERB TO BE**

**I am**

**You are**

**He is**

**She is**

**It is**

**You are**

**We are**

**They are**

#### **Exercise from Activity book pages 72-73**

Where are the children? The children are in a house.

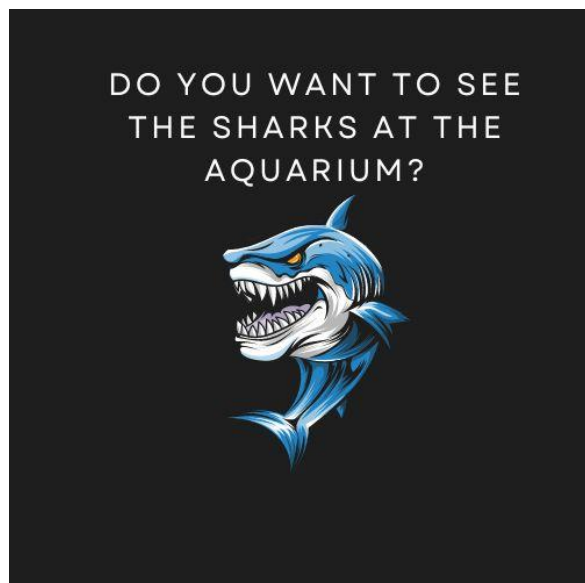
What are they doing? They are playing board games.

Do you think they're having fun? Yes, they are.





INVITING	ACCEPTING	DECLINING
Do you want to play a game? Do you want to play with us?	Sure! Yes! I think it would be fun!	Sorry I can't. I have to study for my Math exam



Exercise from Activity book pages 12-19  
 Identify and complete the following chart

PHRASES FOR ORGANIZING AN EVENT	ASKING FOR HELP
---------------------------------	-----------------

<p>We're planning a picnic. Do you want to come?</p> <p>A picnic? When?</p> <p>Next Saturday at 1 pm</p> <p>Are you ready for the school party? I heard you were helping Mario with the decorations.</p> <p>Do you want to come to my birthday celebration on Saturday at the bowling alley?</p> <p>Do you want to go to the movies this Friday?</p> <p>Maybe we can meet on Sunday.</p> <p>Can you meet on Thursday at 4pm?</p> <p>What movie will we watch?</p> <p>What about the new comedy?</p>	<p>Bring some food to share. I just wanted to make sure I got the correct decorations for the school party.</p> <p>I just need some help May I speak to Fabio? Can you help me carry the groceries to my house?</p>
OFFERING HELP	ACCEPTING INVITATION
<p>Let me know if you need any help.</p> <p>I'll send you pictures of everything I find.</p>	<p>See you there! Yes! Talk to you later. I'll see you there Sure! It's no problem. Yes! At what time?</p>

<p>She can probably help you make a good present for your dad.</p> <p>Do you know what you'd like to make?</p>	<p>Ok, that's fine.</p>
<b>DECLINING INVITATION</b>	
<p>I'm sorry I can't on Friday. Maybe we can meet on Sunday.</p>	

### Verb BE PLAYING

I am playing

You are playing

He is playing

She is playing

It is playing

We are playing

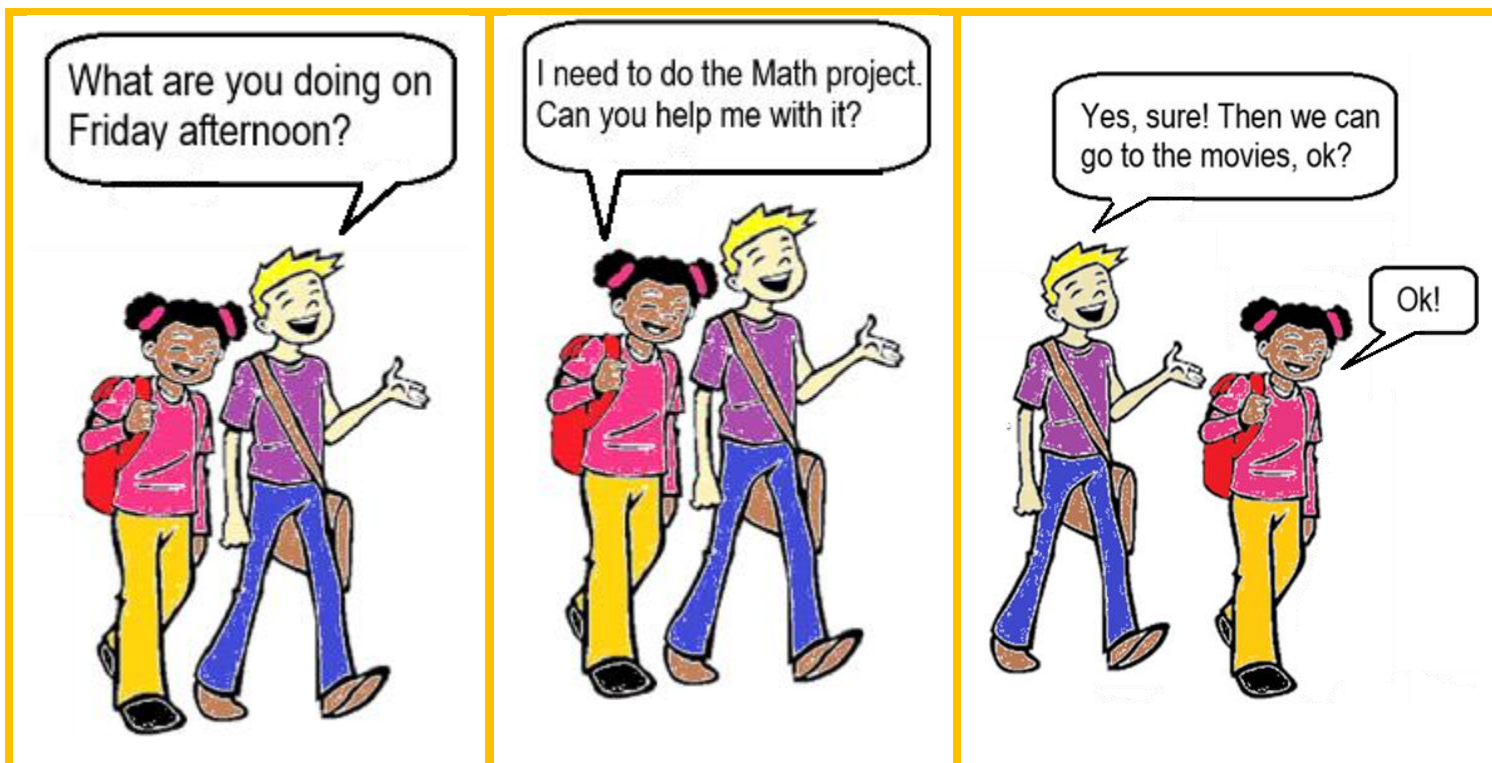
You are playing

They are playing

**EXERCISE.- Match to make key phrases for invitations.**

- |                      |                               |
|----------------------|-------------------------------|
| 1 I'm having a party | a in your diary!              |
| 2 I'm                | b you can come. Let me know!  |
| 3 Would you like     | c planning (a party).         |
| 4 Can you please     | d can make it.                |
| 5 Put it             | e to celebrate (my birthday). |
| 6 I hope             | f to join us?                 |
| 7 Hope you           | g bring (some CDs)?           |

## PROJECT



Follow information from an illustrated guide to solve a problem.

<i>Between</i>	in the middle of two things
<i>Next to</i>	to the side of something
<i>Behind</i>	at the back of something
<i>In front of</i>	opposite
<i>Near</i>	in a close position
<i>Far</i>	in a distant position
<i>On the corner</i>	the angle where two roads meet
<i>Left</i>	on the west side or direction
<i>Right</i>	on the east side or direction
<i>Straight (on/ahead)</i>	stay on this road (don't turn)

<i>Traffic lights</i>	Red, yellow and green lights to control the movement of traffic.
<i>Crossroads</i>	Where two roads meet.
<i>Roundabout</i>	Where two or more roads meet and traffic moves around a central island.
<i>Street</i>	A road in a city with buildings on each side.
<i>Avenue</i>	A wide road often with trees along it.
<i>Highway</i>	A fast road connecting cities with two or three lanes.
<i>Block</i>	An area of buildings in a city between four roads.
<i>Tunnel</i>	A covered road or path.

**Look at the map and follow directions. Where do you get?**



### **A POST OFFICE**

Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.

### **B UNDERGROUND STATION**

Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

### **C CINEMA**

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

### **D BUS STATION**

Go straight on. Go past the traffic lights and take the second right on to Kings Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

### **E. MUSEUM**

Go straight on. Go past the traffic lights. Take the first right on to Green Street Go straight ahead. The museum is on the right, next to the factory.

#### **F. SUPERMARKET**

Go straight ahead on Bond Street. Go past the traffic circle. You will see a bookshop on the right. The supermarket is behind the bookshop.

#### **G. ITALIAN RESTAURANT**

Walk straight on. Go past the traffic lights. Turn right on Green Street. Go straight on until you see the factory. The Italian restaurant is opposite the factory.

#### **H. HOSPITAL.**

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left on Kings Road. Go past the police station. The hospital is next to the police station opposite the cinema.

ACTIVITY BOOK PAGE 32.

A: Excuse me.

B: Can I help you?

A: Yes please. How can I get to the museum?

B: Let's look at your map. We are here on Maple Street. So, continue straight on, and turn right on Park Street. Continue straight two more blocks then turn left on Island Avenue and you'll find the museum there, right next to the Italian restaurant.

A: Great! Thank you so much.





How do you get to the library?

Go straight on Maple Street, turn right on Lake Street. Walk for two blocks. The library is on the corner of Lake Street and Island Avenue.

### Places in the city

school



grocery store



library



bookstore



museum



police station



movie theater



hospital



restaurant

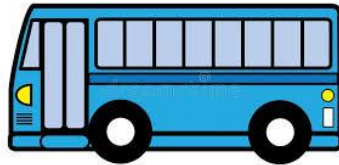


post office



## Transport

bus



bike



car



foot



## My neighborhood / El lugar donde vivo

Ingles	Español	Pronunciación
airport	aeropuerto	(erport)
amusement park	parque de atracciones	(amiusment park)
apartment building	edificio	
avenue	avenida	(aveniu)
bakery	panadería	(beikeri)
bank	banco	
bookstore	librería	/bukstor/
bus station	central camionera	(bas steishon)

bus stop	parada de camión	(bos- stop)
cafeteria	cafetería	/cafitiria/
candy store	dulcería	/candi stor/
car shop	taller mecánico	
church	iglesia	(chrch)
cinema	cinema	
construction site	zona en construcción	(constrocshon sait)
dental clinic	clínica dental	
factory	fábrica	
fire station	estación de bomberos	(fair-steishon)
gas station	gasolinera	(gas steishon)
grocery store	tienda de abarrotes	(grousery stor)
hospital	hospital	(jospital)
hotel	hotel	(joutel)
house	casa	/jaus/
ice cream shop	heladería	/ais crim shap/
library	biblioteca	(laibrari)
main avenue	avenida principal	/mein aveniu/
mall	centro comercial	(mol)
museum	museo	(misiium)
movie theater	cine	/muvi-tiater/
park	parque	
pet shop	tienda de mascotas	
playground	parque con juegos mecánicos	(pleigraund)
police station	estación de policía	(polis steishon)
post office	oficina de correos	(post-ofis)
restaurant	restaurante	
school	escuela	/scul/
store	tiendita	(stor)
street	calle	/strit/
subway station	estación del subterráneo	(sabguei steishon)
supermarket	supermercado	
theater	teatro	(diater)
toy store	juguetería	
traffic circle	glorieta	(trafic circol)
traffic light	semáforo	(trafic lait)
train station	estación ferroviaria	(trein teishon)
zoo	zoológico	/zú/

## ACTIVITY BOOK PAGES 34 and 36

A: Excuse me. I need to get to the post office. Is it very far away?

B: No, it's not that far, maybe 800 meters. Do you need directions?

A: Yes please.

B: OK. Keep going straight ahead. When you get to the school, turn left. Keep walking until you reach the grocery store. Turn right at the corner. You'll see the post office. It is right behind the grocery store and next to the library. You can't miss it!

A: Thank you very much. Before you go, do you know where I could find the nearest amusement park?

B: Oh, that is far away. I don't know the exact distance but it's probably 200 miles away.

A: Oh wow. Well, thanks anyway.

B: No problem.

Phrases that are useful to give directions	Phrases to ask for directions
Keep going straight ahead Turn left Keep walking Turn right Just continue straight and turn right Walk straight two blocks	I need to get to the post office Is it far away? Do you know where I could find the nearest amusement park? I was wondering if you could give me directions

#### ACTIVITY BOOK PAGE 36.

Mike: I'm telling you we have to go south.

Susie: I'm sure we have to go west.

Mike: The nearest bus stop is definitely to the south.

Susie: No, I'm sure we have to walk west. The bus stop I'm talking about is the one right in front of the police station.

Peter: Sorry to Interrupt you.

Mike: It's not a problem. Can we help you?

Peter: I was wondering if you could give me directions, please.

Susie: Where do you need to go?

Peter: I need to go to the park.

Mike: Oh, it's really close by, northeast of the town. Peter: I'm sorry, I don't know the cardinal directions.

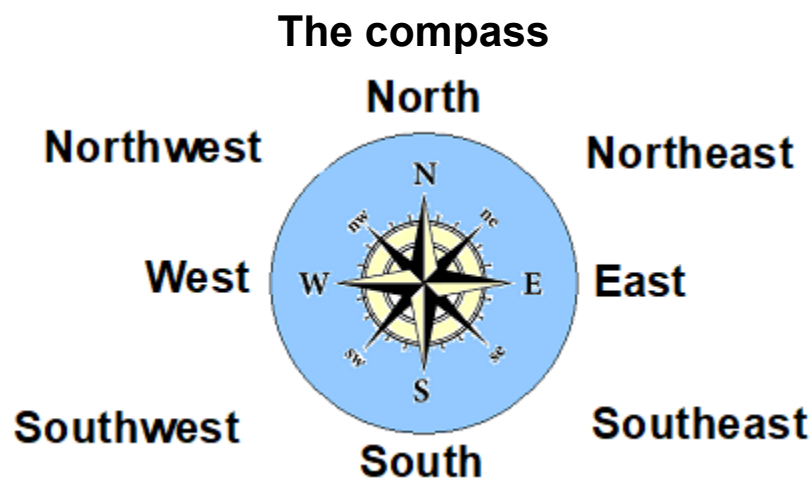
Susie: Oh, don't worry, look. **North** is this way. Now that we are looking towards the **north**, **south** is right behind us. **East** is to the right and **west** is to the left Peter: Ok, so the park is that way.

Mike: Correct. **Northeast**. Just continue straight and turn right on 1st Street, Walk straight two blocks and you'll see it.

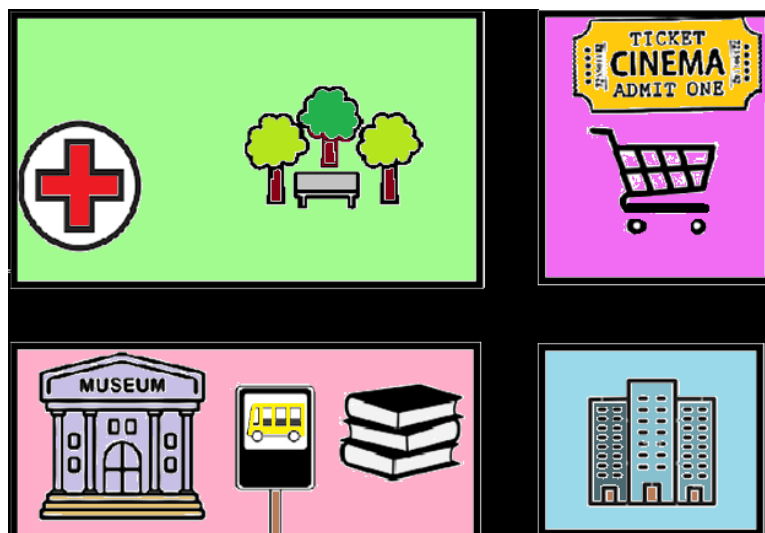
Peter: Thanks.

Susie & Mike: No problem.

Identify the cardinal points in the conversation.



Listen to the audio and complete the sentences



The hospital is next to the park.

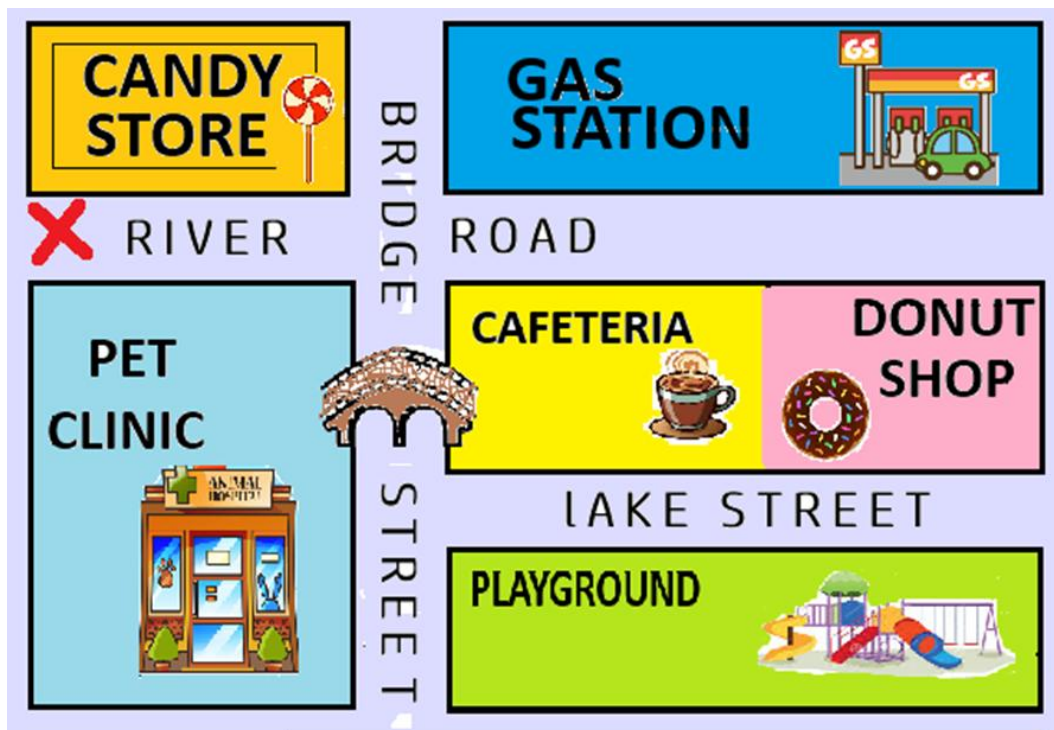
The grocery store is near the park.

The movie theatre is behind the grocery store.

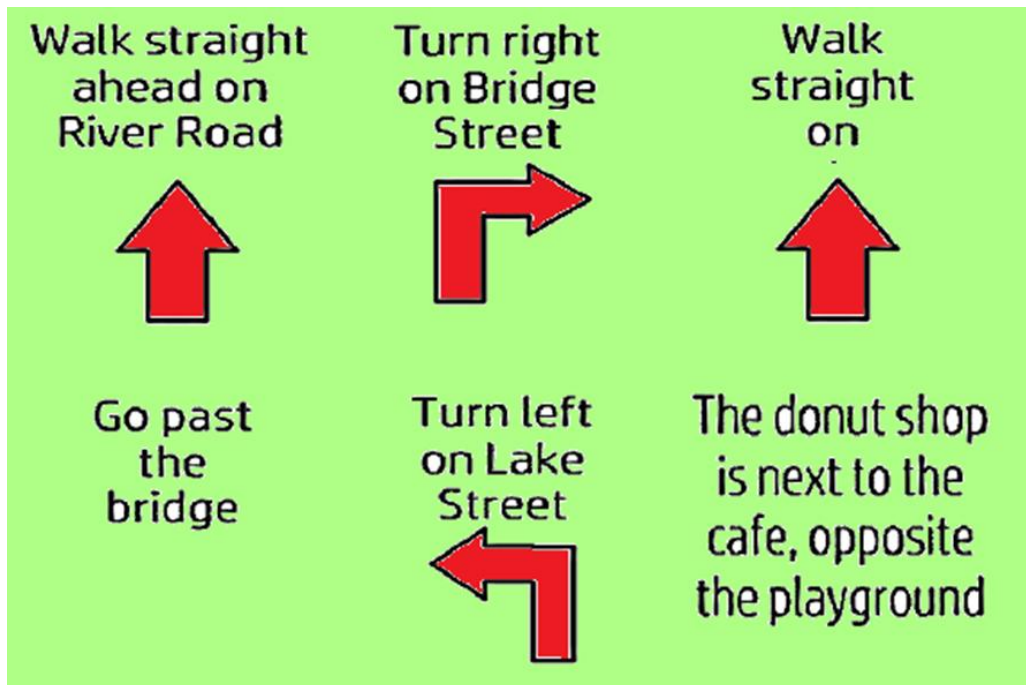
The grocery store is in front of the movie theatre.

The bus stop is between the library and the museum.

PROJECT: ILLUSTRATED POCKET GUIDE TO GET TO THE DONUT SHOP

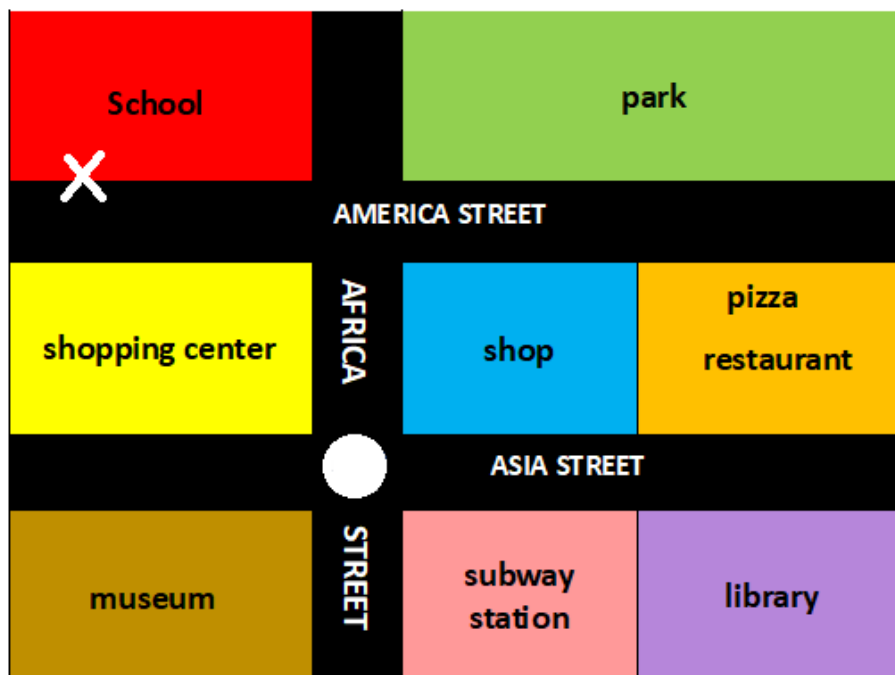






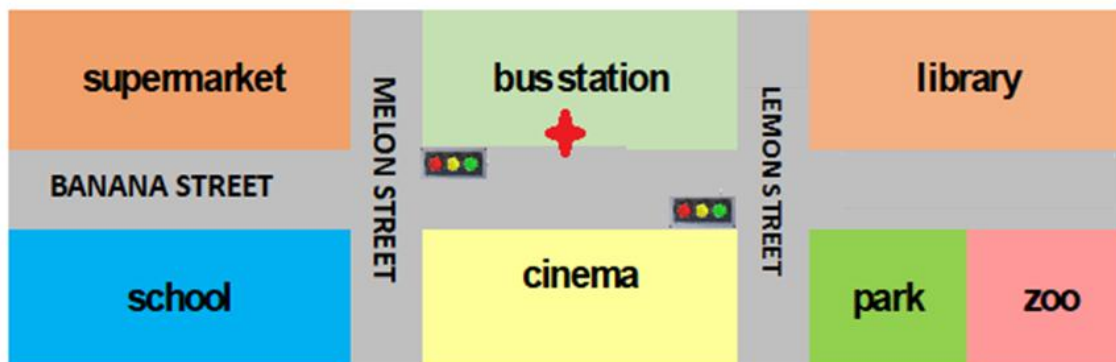
NOTA: CADA GRUPO DISEÑO SU PROPIO MAPA A PARTIR DEL CUAL ESCRIBIRÍAN LAS DIRECCIONES PARA LLEGAR A UN DESTINO DENTRO DE ÉL.

### COMMUNITY MAP FROM GROUP 5oA

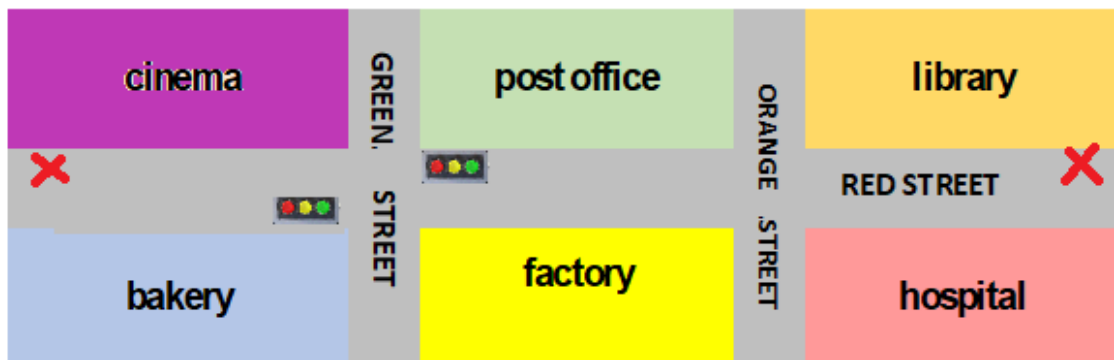




## COMMUNITY MAP FROM GROUP 5oB



## COMMUNITY MAP FROM GROUP 5oC



## WRITTEN ASSESSMENT 1<sup>st</sup> PERIOD

Find the mistake in each sentence. Rewrite the sentence in the correct form.

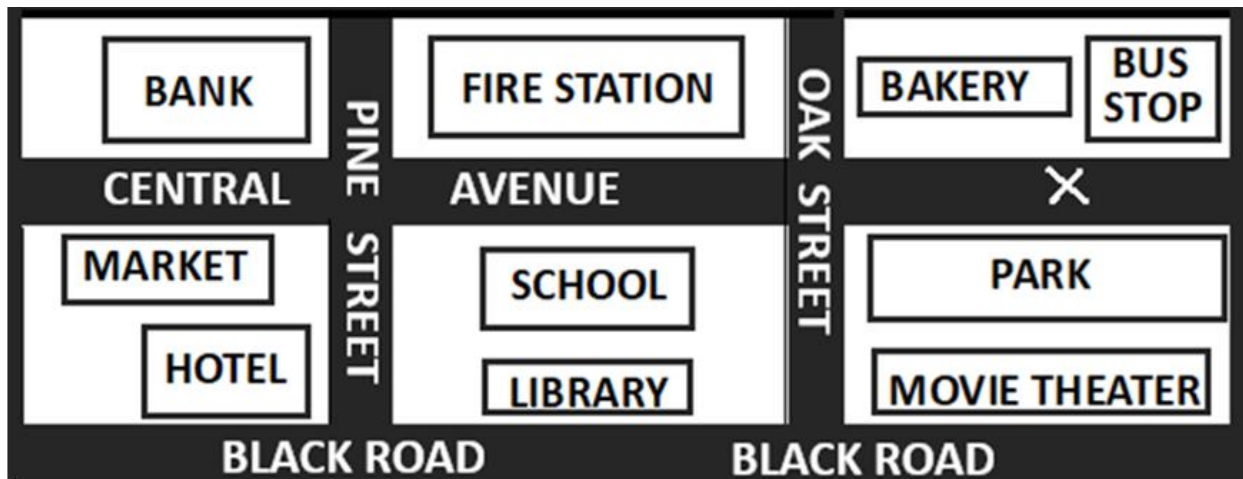
- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. We <u>is</u> from Mexico.      | <u>We are from Mexico.</u>    |
| 2. She isn't <u>not</u> a teacher | <u>She isn't a teacher.</u>   |
| 3. <u>He is</u> eight years old?  | <u>Is he eight years old?</u> |
| 4. I <u>are</u> cold.             | <u>I am cold.</u>             |
| 5. <u>Is</u> you American?        | <u>Are you American?</u>      |

**Match the sentences to make invitations and plans for events.**

- |  |  |
|--|--|
| 6. What are you doing on weekend? <u>  c  </u>             | a) Are you coming to the party?        |
| 7. My brother has a new video game. <u>  b  </u>           | b) Do you want to play it with us?     |
| 8. There is a new restaurant in the city. <u>  e  </u>     | c) I'm studying for the history class. |
| 9. Are you coming to the cinema tomorrow? <u>  d  </u>     | d) Sure! it will be nice!              |
| 10. We are celebrating my birthday on Sunday. <u>  a  </u> | e) We are going after class. Let's go! |

**Look at the map. Follow the directions, where do you get?**

11. Go straight ahead. Take the first street to the left. Go past the park. it's right after that.  
  **Movie theater**
12. Walk straight ahead on Central Avenue turn left on Pine Street. It's on the right opposite the school.   **Market**
13. Go straight on. Go past the fire station. Go past Pine Street and it's on right.  
  **Bank**
14. Go straight ahead. Turn left on Pine Street. Go straight on. Turn right on Black Road. You will see the building on the corner of the street.   **Hotel**
15. Walk straight on. Turn left on Oak Street. Go past the school. It's the building next to the school, opposite the movie theater.   **Library**



Look at the map and complete the sentences with the words from the box

behind	next to	in front of	between	on the corner
--------	---------	-------------	---------	---------------

1. The bank is **on the corner** of Pine Street and Central Avenue.
2. The bus stop is **next to** the bakery.
3. The fire station is **between** the bank and the bakery.
4. The library is **in front of** the school.
5. The market is **behind** the hotel.

Activity book page 42

Make an illustrated guide

## BRIEF ILLUSTRATED GUIDE TO MAKE A PHONE CALL

Take the smart phone



Turn on and unlock the mobile



Press the phone number on the keypad



Speak



**PROJECT: BRIEF ILLUSTRATED GUIDE**

## **BRIEF ILLUSTRATED GUIDE: HOW TO MAKE ORANGE JUICE**



**Wash the oranges**



**Cut the oranges with a knife in halves**



**Squeeze the oranges.**



**Pour the orange juice in a glass.**

**NOTA: POR EQUIPOS LOS ALUMNOS REALIZARÁN UNA GUIA ILUSTRADA PARA LA RESOLUCION DE ALGUNA SITUACIÓN DE LA VIDA COTIDIANA.**

## Sequence Adverbs

We use **first** to start a list of points. For other points, we can use **then, after that** or **next, later** in any order. To introduce our final point, we use **finally**.

**Exercise: Rewrite the instructions for your project including sequence adverbs.**

**First** wash the oranges.

**Next** cut the oranges with a knife in halves.

**After** that squeeze the oranges

**Finally** pour the orange juice into a glass.



**Exercise.- Follow the instructions to make a hamburger**

**First**, place the lettuce and the tomato on the bottom part of the bun.

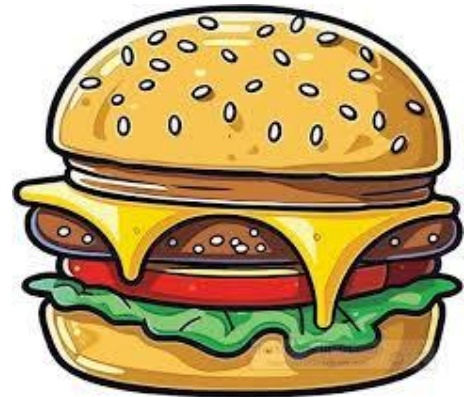
**Then** add the meat patty, bacon and mushrooms

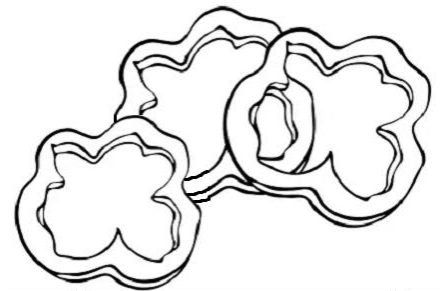
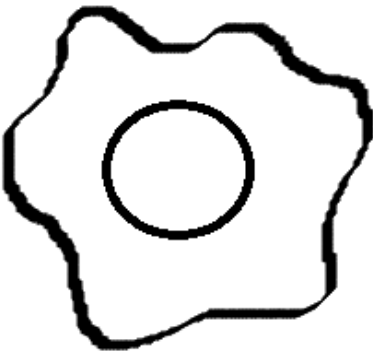
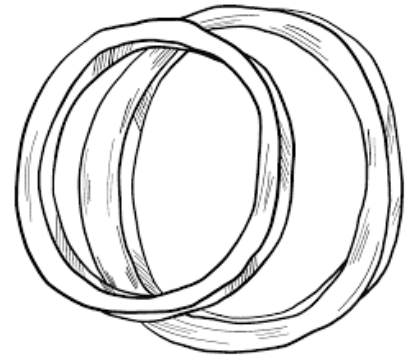
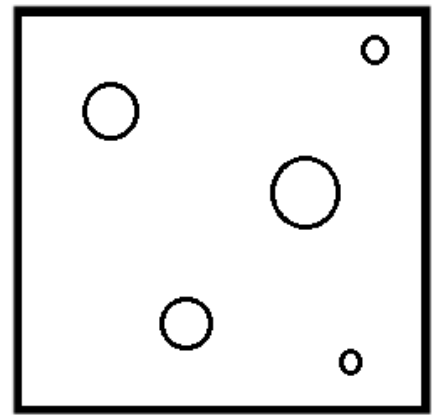
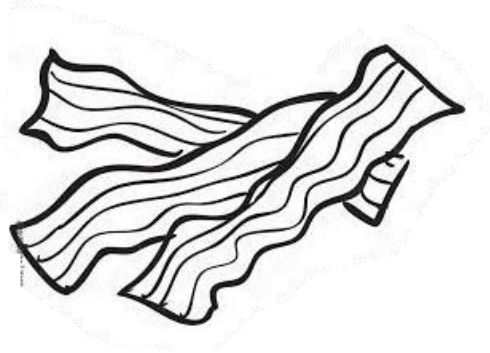
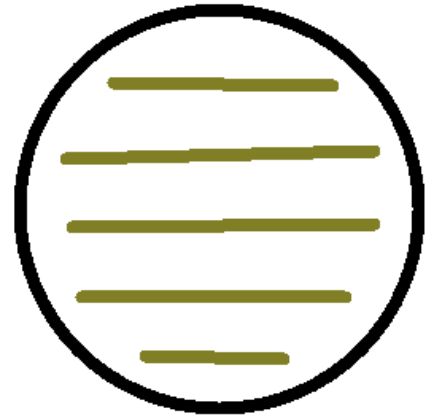
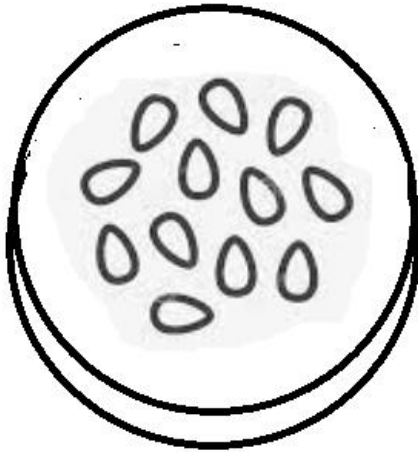
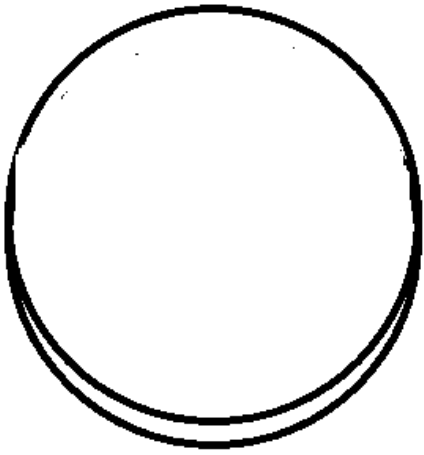
**Next**, add an egg and the cheese

**After that**, put some pickles, pepper and onion.

**Later**, add some mayo, ketchup and mustard to your taste.

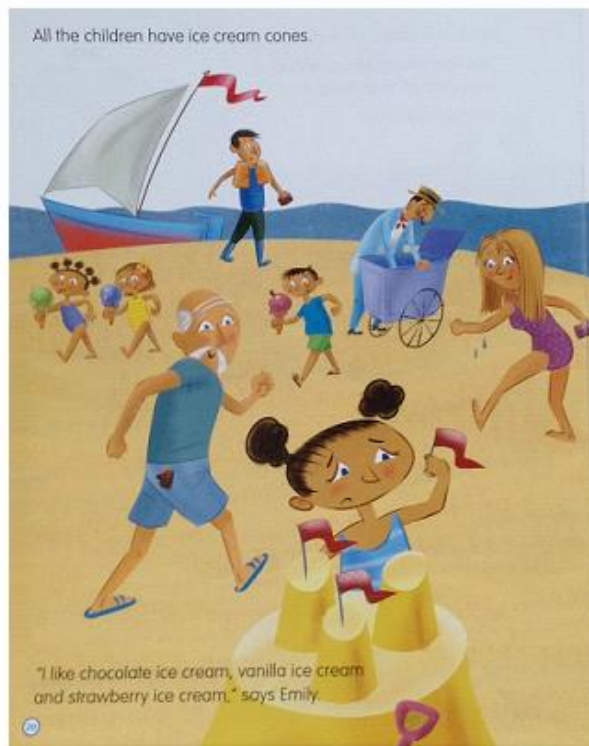
**Finally**, place the top bun and enjoy your burger.







## UNIT 3 Narrating brief stories





**EXERCISE.-** After reading the story write some sentences in present continuous

Grandma and grandpa are sleeping

Dad is sailing in a boat.

Mom is swimming in the ocean.

A man is selling ice cream cones.

Some children are buying ice cream cones.

The children are eating ice cream cones at the beach.

Emily is crying.

Emily is asking for an ice cream cone.

Mom, dad, grandma and grandpa are giving ice cream cones to Emily.

### Present continuous

Affirmative sentence	Negative sentence	Interrogative sentence
I <b>am</b> writing You <b>are</b> playing He <b>is</b> studying She <b>is</b> learning It <b>is</b> flying We <b>are</b> reading You <b>are</b> dancing They <b>are</b> walking	I <b>am not</b> speaking  He <b>is not</b> working She <b>isn't</b> talking  We <b>are not</b> making  They <b>aren't</b> running	<b>Am</b> I jumping?  <b>Is</b> he doing?  <b>Is</b> it shinning? <b>Are</b> we drinking?  <b>Are</b> they having?

**Exercise.** Look at the pictures. Answer the questions with correct sentences.

1.



Where is she going?

She **is going** to Tlamatini school.

2.



What is he doing?

He **is listening** to music.

3.



Where are they running?

They **are running** in the park.

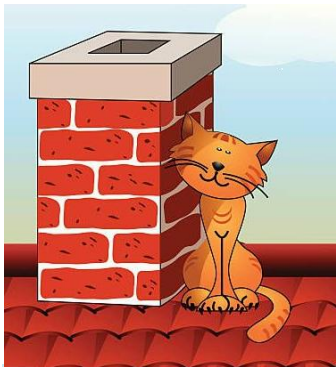
4.



What is she preparing?

She **is making** hot cakes.

5.



Is the cat barking?

No, the cat **isn't barking**.

The cat **is meowing**.

I am studying You're studying He's studying She is studying It's studying We're studying You are studying They are studying	I am not sleeping You are not sleeping He isn't sleeping She is not sleeping It's not sleeping We're not sleeping You aren't sleeping They are not sleeping
--	--

Raymond's restaurant

This is Raymond. He's a chef.

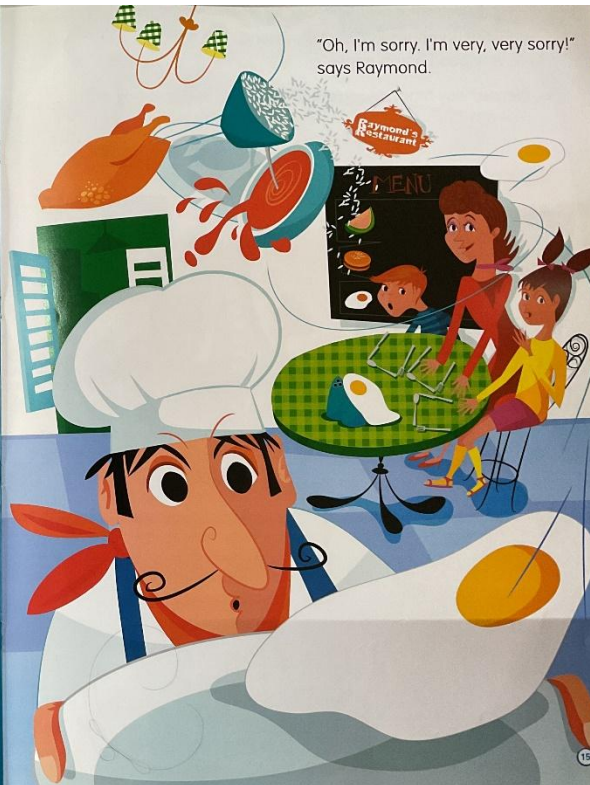
"Do you want eggs?" says Raymond. "They're very good eggs."



"Yes, please," say Mom, Maggie and Alex.

11

"Oh, I'm sorry. I'm very, very sorry!" says Raymond.



12

"Do you want hamburgers?" says Raymond.

"They're very good hamburgers."

"Yes, please," say Mom, Maggie and Alex.



"Oh, I'm sorry. I'm very, very sorry!" says Raymond.

13

"Do you want watermelons?" says Raymond.



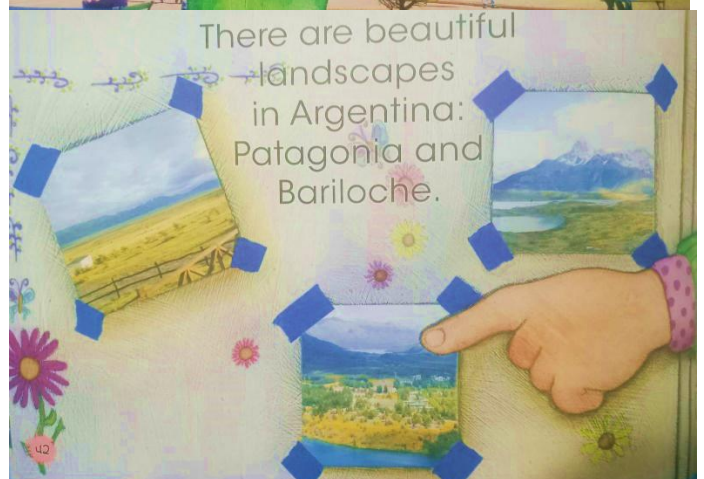
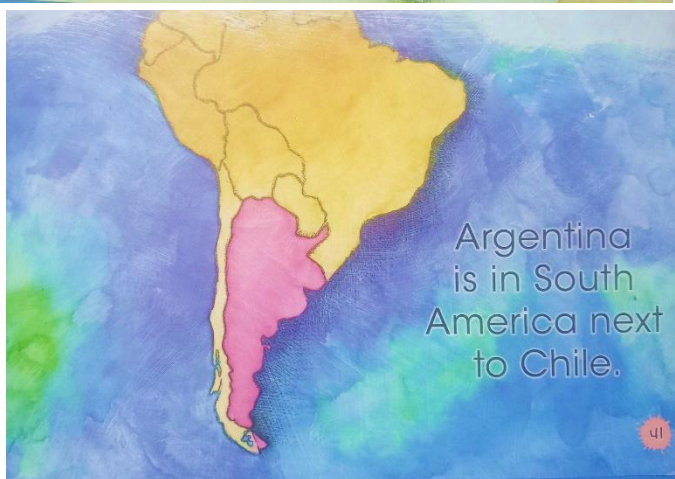
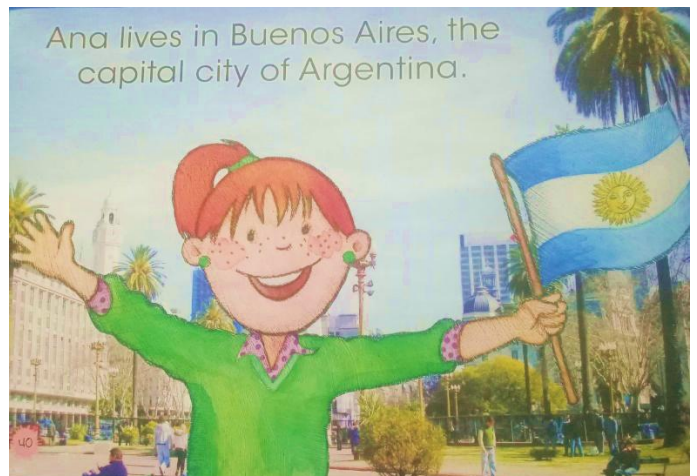
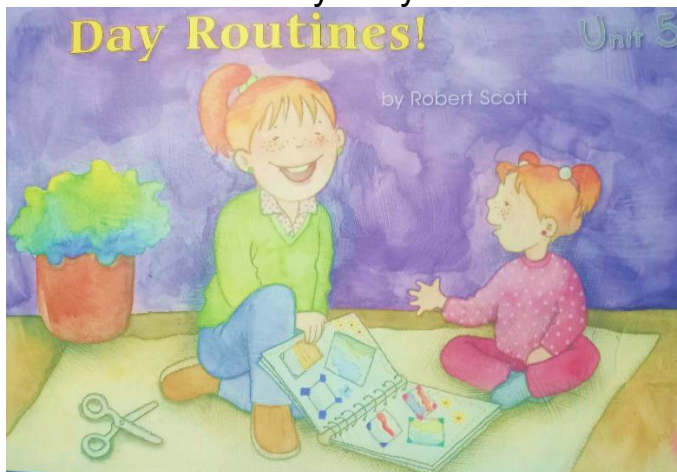
"No, thank you," say Mom and the children.



**EXERCISE.-** Write some affirmative and negative sentences about the story.

- Raymond isn't sleeping at home. He's working in a restaurant.
- He isn't boiling eggs; he is frying eggs.
- The chef isn't preparing pizza, he is preparing some hamburgers.
- Raymond is offering some watermelons, he isn't offering bananas.
- Maggie, Alex and Mom are sitting at a table. They are waiting for some food.
- The family is accepting some fried eggs and hamburgers. They aren't having watermelons.
- Raymond is feeling sorry because he is acting very clumsy.

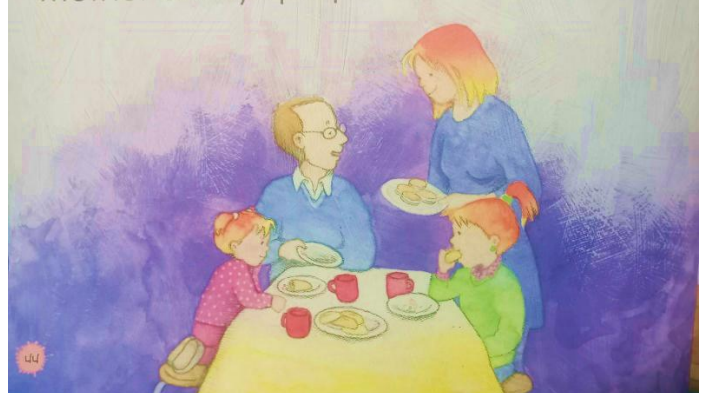
Read the story: Day Routines



Ana lives in an apartment with her family:  
mother, father and her sister Betina.



They love empanadas and alfajores.  
Mother always prepares delicious food!



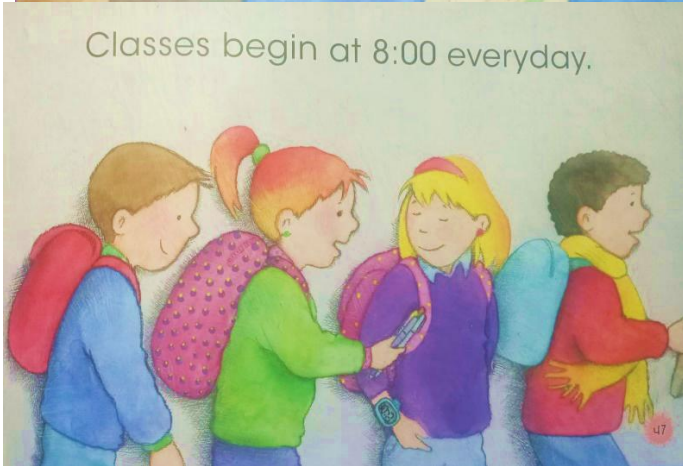
Everyday Ana gets up at 7:00 and takes  
a fast shower.



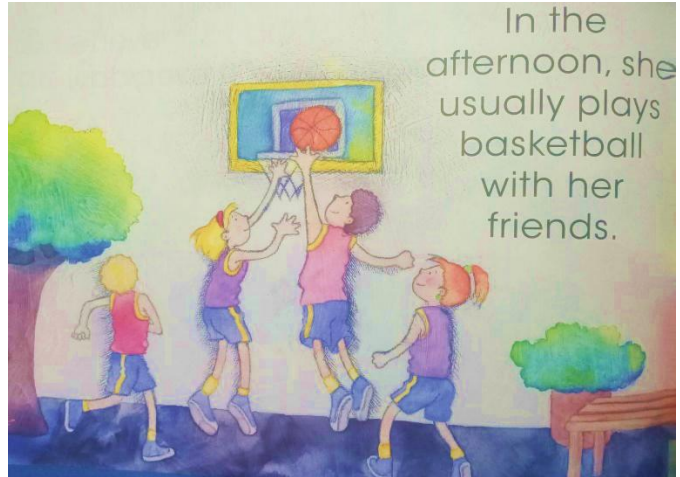
She never has breakfast at home, she  
prefers to eat something at lunch time.



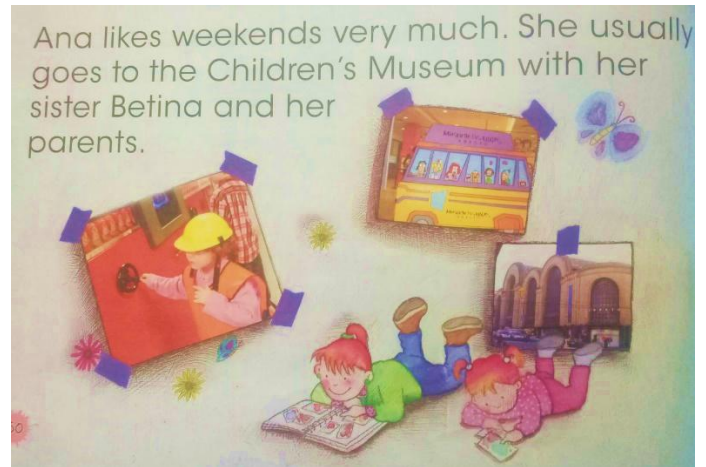
Classes begin at 8:00 everyday.



In the  
afternoon, she  
usually plays  
basketball  
with her  
friends.







**Exercise.- After reading the story, write sentences in present simple.**

**Ana wakes up at 7 o'clock every day.**

**She takes a shower.**

**She eats lunch at school.**

**Classes start at 8 o'clock**

**Ana plays basketball with her friends in the park.**

**She visits her grandma after school.**

**EXERCISE.- Write 5 sentences about your daily routine on weekdays.**

I usually prepare my lunchbox for the following day before I go to bed.

I always clean my cat's litter box in the afternoon and I also feed my cat.

My family and I have supper at 8:30 every day and then I read a book.

On Monday I watch documentaries about nature with my family.

I do not give classes on Wednesday morning, so I do house chores.

### Adverbs of frequency

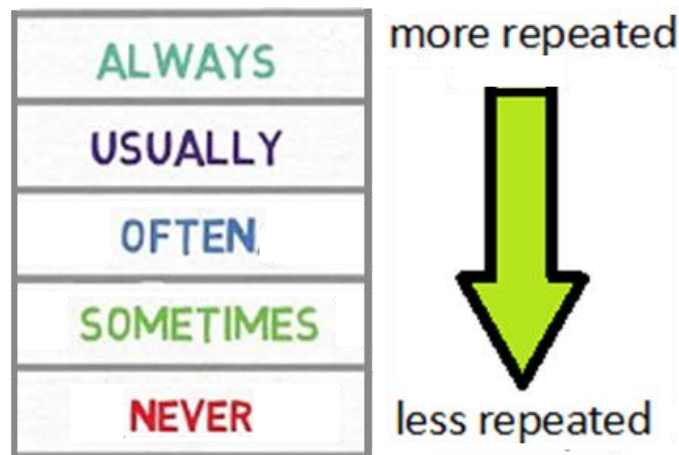
We use adverbs of frequency to say how often we do something.

She always practices the piano in the evenings. Every day!

We usually go to the park on Sundays. Most Sundays!

They sometimes make a cake. Just for special days!

He never forgets his homework. No times!



We usually put the adverb before the verb.

She **always** does her homework after school.

I **sometimes** have cereal for breakfast.

If the verb is to be, we put the adverb after the verb.

They are **usually** on holiday in July.

He is **never** late for school.

To ask a question, use often or how often.

How often do you play computer games?

EXERCISE. - Answer the following questions.



1. How often do you have toast for breakfast? I *never* have toast for breakfast.
2. How often do you go to the park in the rain? I *rarely* go to the park.
3. How often do you get up before 7.00? I *always* get up before 7 in the morning.
4. How often are you late for school? I'm *never* late for school. I'm punctual.
5. How often do you watch TV in the evening? I *usually* watch TV at night.

### Spelling rules for the present simple

Most verbs add an **s** for the pronouns: he, she and it.

I eat	He/she/it eats
I come	He/she/it comes

Verbs ending in consonant + y change the y to **i + es [ies]**

I study	He/she/it studies
I fly	He/she/it flies

Verbs ending in ch, ss, sh, x, zz, and o, add **es**

I watch	He/she/it watches
I pass	He/she/it passes
I wash	He/she/it washes
I fix	He/she/it fixes
I quiz	He/she/it quizzes
I go	He/she/it goes
I do	He/she/it does

Exercise.- Conjugate the following verbs in present simple: play, live and study.

I play	I live	I study
You play	You live	You study
He plays	He lives	He studies
She plays	She lives	She studies
It plays	It lives	It studies
We play	We live	We study
You play	You live	You study

They play

They live

They study

## My twelve New Year's resolutions for 2025



NOTA: CADA NIÑO ESCRIBIRÁ SUS PRÓPIOS PROPÓSITOS PARA EL NUEVO AÑO.

I learn  
You learn  
He learns  
She learns  
It learns  
We learn  
You learn  
They learn

I don't learn  
You don't learn  
He doesn't learn  
She doesn't learn  
It doesn't learn  
We don't learn  
You don't learn  
They don't learn

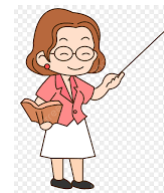
I eat  
You eat  
He eats  
She eats  
It eats  
We eat  
You eat  
They eat

Present simple questions

Does she play the piano? What instrument does she play?  
No, she doesn't. She plays the guitar.



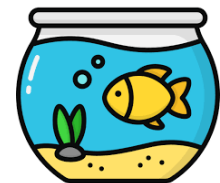
Do you study Italian? What language do you study?  
No, I don't. I speak English



Does your teacher work on Saturday? When does your teacher work?  
No, she doesn't. She works on weekdays.



Does the mechanic fix the motorbike at home? Where does the mechanic work?  
No, he doesn't. He works at a mechanic shop.



Does the fish fly? What does the fish do?  
NO, it doesn't. The fish swims in the fishbowl.

Do we take classes in the park? Where do we study?  
No, we don't. We study at school.



Do they eat apples? What do they eat?  
No, they don't. They eat pizza.



I don't go  
You don't go  
He doesn't go

I walk  
You walk  
He walks

I don't run  
You don't run  
He doesn't run

She doesn't go  
It doesn't go  
We don't go  
You don't go  
They don't go

She walks  
It walks  
We walk  
You walk  
They walk

She doesn't run  
It doesn't run  
We don't run  
You don't run  
They don't ro

## Past simple

We use past simple sentences to talk about things we did in the past or before "now"

I played football yesterday.  
We had lots of fun last weekend!  
She didn't watch that film long ago.

How to use them

For regular verbs, the past simple ending is ed, for example:

play - played  
like - liked  
want - wanted

For irregular verbs, there is a special past simple form, for example:

go - went  
eat - ate  
write - wrote  
have - had

For negatives, use didn't and the verb, but don't change the verb to the past form.

I didn't play hockey.  
They didn't go to school.

Exercise.- Change the ideas to past simple

1. My brother studies Maths.  
My brother **studied** Maths.
2. The teacher doesn't use the mobile.  
The teacher **didn't** use the mobile.
3. The koala sleeps on a tree  
The koala **slept** on a tree.
4. We play video games.  
We **played** video games.
5. I eat lunch at home.  
I **ate** lunch at home.



**Complete with the correct verb form.**

1. I **went** to the cinema yesterday. [go / went / wented]
2. She **played** basketball last Sunday. [played / play / playing]
3. He **didn't go** to school yesterday. [didn't went / didn't go / not go]
4. My sister **ate** a lot of cake at the party! [eat / eated / ate]
5. My friends **didn't go** out on the weekend. [didn't went / didn't go / not go]
6. You **didn't come** to my party last night! [not came / didn't came / didn't come]
7. My dad **drank** all the milk this morning! [drank / dranked / drink]
8. We **visited** our grandparents on Sunday. [visit / visiting / visited]



**He didn't go to school yesterday.**

## ISAAC NEWTON

### Vocabulary

Astronomy.- the study of the universe.

Scientist.- a person who researches in natural science.

Physics.- the study of matter, energy and force.

Mirror.- a looking glass that reflects an image

Disease.- an abnormal condition that affects an organism

Rocket.- a vehicle that uses jet propulsion to accelerate

Telescope.- tool used to observe stars and planets.

Gravity.- the force Earth has to attract objects toward its center.

**Who was Isaac Newton? Watch this story**



**INSTRUCTIONS.-** Highlight the verbs in past tense



## Isaac Newton

## British tales

Isaac Newton was born in Lincolnshire, England in 1643, where he grew up on a farm. When he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial. However, Isaac didn't get brilliant marks at school.



When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics and astronomy. But in 1665 the Great Plague, which was a terrible disease, spread in England, and Cambridge University had to close down. Isaac returned home to the farm.

Isaac continued studying and experimenting at home. One day he was drinking a cup of tea in the garden. He saw an apple fall from a tree.

"Why do apples fall down instead of up?"

From this, he formed the theory of gravity. Gravity is an invisible force which pulls objects towards the Earth and keeps the planets moving around the Sun.

Isaac was fascinated by light. He discovered that white light is in fact made up of all the colours of the rainbow. Isaac also invented a special reflecting telescope, using mirrors. It was much more powerful than other telescopes.

Isaac made another very important discovery, which he called his 'Three Laws of Motion'. These laws explain how objects move. Isaac's laws are still used today for sending rockets into space.

Thanks to his discoveries, Isaac became rich and famous. However, he had a bad temper and often argued with other scientists.

"You stole my discovery!"

Sir Isaac Newton died in 1727 aged 85. He was buried along with English kings and queens in Westminster Abbey in London. He was one of the greatest scientists and mathematicians who has ever lived.

### Verbs from the text

IRREGULAR VERBS	
be (is/am)	was
be born	was born
become	became
form	formed
get	got
go	went
grow up	grew up
have	had

REGULAR VERBS	
argue	argued
call	called
continue	continued
die	died
discover	discovered
invent	invented
return	returned
steal	stole

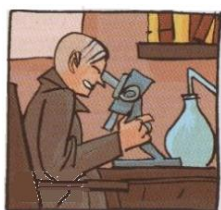
make	made
see	saw
spread	spread


Circle true or false.

- 1 When he was a boy, he invented a windmill, a water clock and a sundial. ☐ true ☐ false
- 2 He was very interested in physics, mathematics and astronomy. ☐ true ☐ false
- 3 Cambridge University closed down because of a ~~perry~~ disease. ☐ true ☐ false
- 4 He formed the theory of gravity after he saw an ~~orange~~ apple fall from a tree. ☐ true ☐ false
- 5 Gravity is an invisible force which pulls objects towards the Earth. ☐ true ☐ false
- 6 He found that white light is made up of all the colours of the ~~sky~~ rainbow. ☐ true ☐ false
- 7 His telescope was more powerful than other telescopes. ☐ true ☐ false
- 8 His 'Three Laws of Motion' explain how objects ~~work~~ move. ☐ true ☐ false
- 9 He often ~~danced~~ argued with other scientists. ☐ true ☐ false
- 10 He was one of the greatest scientists and mathematicians who has ever lived. ☐ true ☐ false

### Activity: Anecdotes

INSTRUCTIONS: Complete the ideas with the correct past form.



1. Alexander Fleming **was studying** bacteria when a mold **landed** and **killed** all the germs.  
He **discovered** penicillin.



2. Christopher Columbus **was searching** for India when he **took** the wrong way.  
He **discovered** America.



3. William Webb Ellis **was playing** soccer when he **broke** the rules.  
He **invented** rugby.



4. Archimedes **was taking** a bath when he **had** an idea.  
He **stated** the principle of buoyancy
5. Isaac Newton **was sitting** under a tree when an apple **fell**.  
He **understood** gravity.

### Past simple – verb 'to be'

Use it for situations and states in the past.

- I **was** at home yesterday.
- She **was** with her friends last Saturday.
- We **were** happy yesterday.

#### How to use it

For I, he, she and it, use **was**. For you, we and they, use **were**.

- I **was** happy this morning.
- You **were** in the garden yesterday.
- It **was** sunny yesterday.

For negatives, use **not**. We can contract **was not (wasn't)** and **were not (weren't)**

- I **was not** late for school = I **wasn't** late for school.
- We **were not** in the park yesterday. = We **weren't** in the park yesterday.

For questions, change the order of was or were and the person.

- **Were** you tired this morning? Yes, I **was**.
- **Was** she at the park last Sunday? No, she **wasn't**.

Exercise. - Complete with the verb to be in past.

1. It is a butterfly but before It **was** a caterpillar.
2. They are frogs but one month ago they **were** tadpoles.
3. This is my dog. Last year it **was** just a puppy.
4. I **was** 10 years old, and now I am 11.
5. Most insects once **were** eggs.



## Saint Valentine's activity



### PROJECT: PERSONAL ANECDOTE

#### QUESTIONS TO GUIDE YOU TO WRITE AN ANECDOTE IN A STRUCTURED WAY.

1. **What happened?**
  - Remember the main event of your story.
2. **Who was with you?**
  - Include characters: your family or friends.
3. **Where were you?**
  - Describe the setting (e.g., home, park, school).
4. **When did it happen?**
  - "Was it today? Yesterday? Last week?".
5. **How did you feel?**
  - Remember your emotions during the story (happy, excited, scared, etc.).
6. **What did you do next?**
  - Describe the actions you took.
7. **What did you learn or what was fun about it?**
  - A simple conclusion or lesson learned.

Example 1	Example 2
<p><i>The Lost Balloon</i></p> <ol style="list-style-type: none"> <li><b>What happened?</b> One day, I went to the park with my mom. I had a red balloon.</li> <li><b>Who was with you?</b> My mom was with me.</li> <li><b>Where were you?</b> We were at the park near my house.</li> <li><b>When did it happen?</b> It was last weekend.</li> <li><b>How did you feel?</b> I was so happy because the balloon was big and red.</li> <li><b>What did you do next?</b> The wind blew, and my balloon flew away! I started to cry.</li> <li><b>What did you learn or what was fun about it?</b> My mom gave me a hug, and we went to get ice cream. I felt better. Even though I lost the balloon, I had fun with my mom.</li> </ol>	<p><i>My First Day at School</i></p> <ol style="list-style-type: none"> <li><b>What happened?</b> I went to school for the first time.</li> <li><b>Who was with you?</b> My dad took me to school.</li> <li><b>Where were you?</b> I was at my new school.</li> <li><b>When did it happen?</b> It happened in August.</li> <li><b>How did you feel?</b> I was nervous because I didn't know anyone.</li> <li><b>What did you do next?</b> I met a new friend named Sara, and we played together.</li> <li><b>What did you learn or what was fun about it?</b> I learned that school is fun, and I wasn't scared anymore because I had a friend.</li> </ol>
<p><b>The Lost Balloon</b></p> <p>One day, I went to the park with my mom. I had a red balloon that was big and shiny. We were at the park near my house, and it was a fun afternoon. The wind started to blow, and suddenly my balloon flew away! I was so sad and started to cry. My mom hugged me and told me everything was okay. Even though I lost my balloon, we went to get ice cream, and I felt better. I learned that even when something goes wrong, it's okay because we can still have fun together.</p>	<p><b>My First Day at School</b></p> <p>I went to school for the first time in August. My dad took me to my new school, and I was very nervous because I didn't know anyone. But when I arrived, I met a new friend named Sara. We played together, and I felt much better. By the end of the day, I wasn't scared anymore because I had a friend. I learned that school can be fun, and I was happy to make a new friend on my first day.</p>

**NOTA: CADA ALUMNO REDACTA SU ANÉCDOTA PERSONAL, PRIMERAMENTE, SIGUIENDO LAS 7 PREGUNTAS GUÍA. POSTERIORMENTE INTEGRANDO LA INFORMACIÓN DE LAS RESPUESTAS EN UN BREVE PÁRRAFO QUE DEBEN MEMORIZAR PARA RELATAR VERBALMENTE EN LA CLASE Y JUNTO CON LA REDACCIÓN DEL TEXTO FINAL SE INTEGRE LA CALIFICACION DE ESTE PROYECTO DE UNIDAD.**

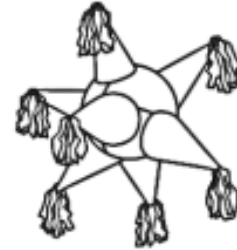


## WRITTEN ASSESSMENT 2nd PERIOD

### PART I

Order the sentences with numbers 1-5 to create a brief guide to make a piñata.

- 5 Finally, decorate your piñata with colorful tissue paper.
- 4 Later, pop the balloon, carefully cut it and remove it.
- 1 First, you need paper, glue, and a balloon to make a piñata.
- 3 Then, wait for the paper to dry, it takes a few hours.
- 2 Next, blow up the balloon and cover it with many layers of glue and paper.



Read the text and answer the questions.

Hello! My name's Susan. I like flowers. I love to walk on the grass, too. I pick all types of flowers and plants. On weekends, my family and I usually go out. Right now, I'm not at home, I'm spending some time on a picnic! We are in a big forest. My brother doesn't like picnics, but he loves sports, now he's playing soccer with our father. Every weekend we choose a different place to go to and spend some time together. Right now, my mom's sleeping under a tree! I'm hungry so I'm eating another sandwich meanwhile.



6. Who likes sports? **Susan's brother likes sports.**
7. What does Susan like? **She likes flowers and walking on the grass.**
8. What does the family do on weekends? **They usually go out.**
9. What is Susan's brother doing now? **He's playing soccer with his dad.**
10. Is Susan's mother eating a sandwich? **No, she isn't. She's sleeping under a tree.**

Complete the idea with the correct present verb form

11. I always call my grandmother on Saturday. do call / call / am calling
12. My sister reads a lot in the evenings. is read / is reading / reads
13. The teacher is angry. They aren't listening to her. don't listen / aren't listening / not listen
14. What are you doing right now? you doing / do you do / are you doing
15. We often don't get up early at the weekend. don't get / doesn't get / aren't getting



## WRITTEN ASSESSMENT 2nd PERIOD PART II

Complete the idea with the correct past form of the verb

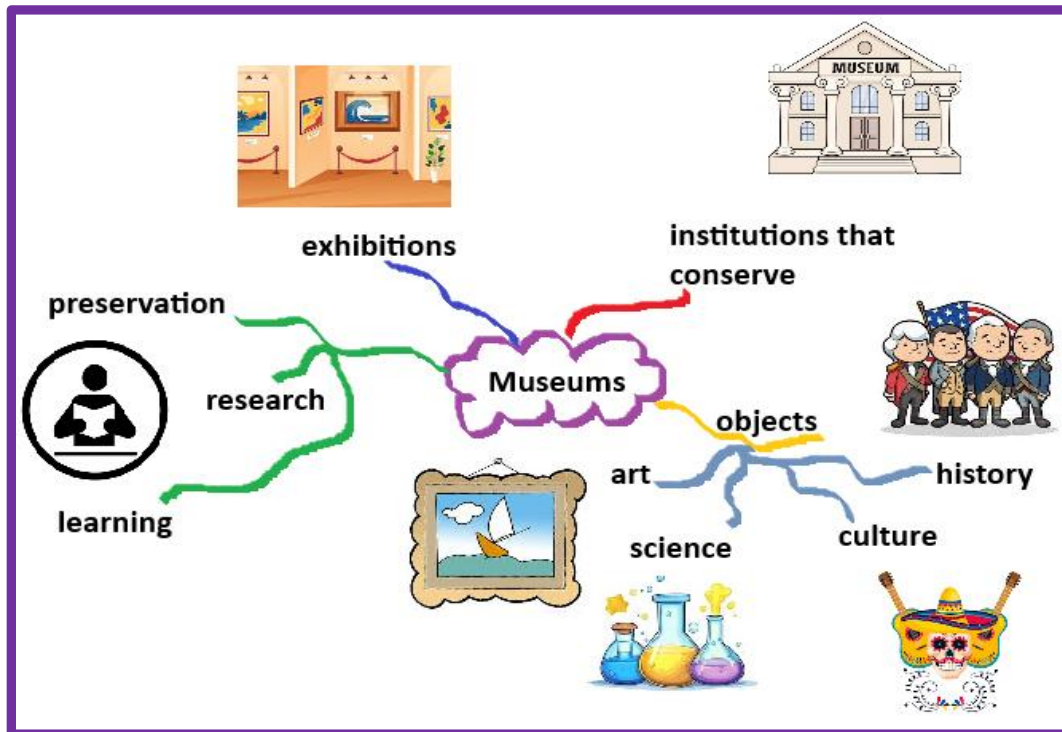
1. Yesterday I wrote an email for my best friend!  
write
2. My sister walked to school this morning.  
walk
3. Last weekend my brother had a birthday party.  
have
4. What a surprise! You called me last night!  
call
5. Last Sunday, we did our homework!  
do
6. I watched my favorite TV program yesterday.  
watch
7. My friend gave me a new pencil case for my birthday.  
give
8. They really liked the film which they saw yesterday  
like

Choose the correct verb form of to be.

9. He ~~were~~ / was sick yesterday.
10. I was / ~~were~~ in the football team last year.
11. Were / ~~Was~~ you at school yesterday?
12. She wasn't / ~~weren't~~ late for school today.
13. Where were / ~~was~~ your brother and sister last weekend?
14. We ~~wasn't~~ / weren't at home last night.
15. It ~~were~~ / was sunny and hot yesterday.

## UNIT 4

## Museum exhibitions

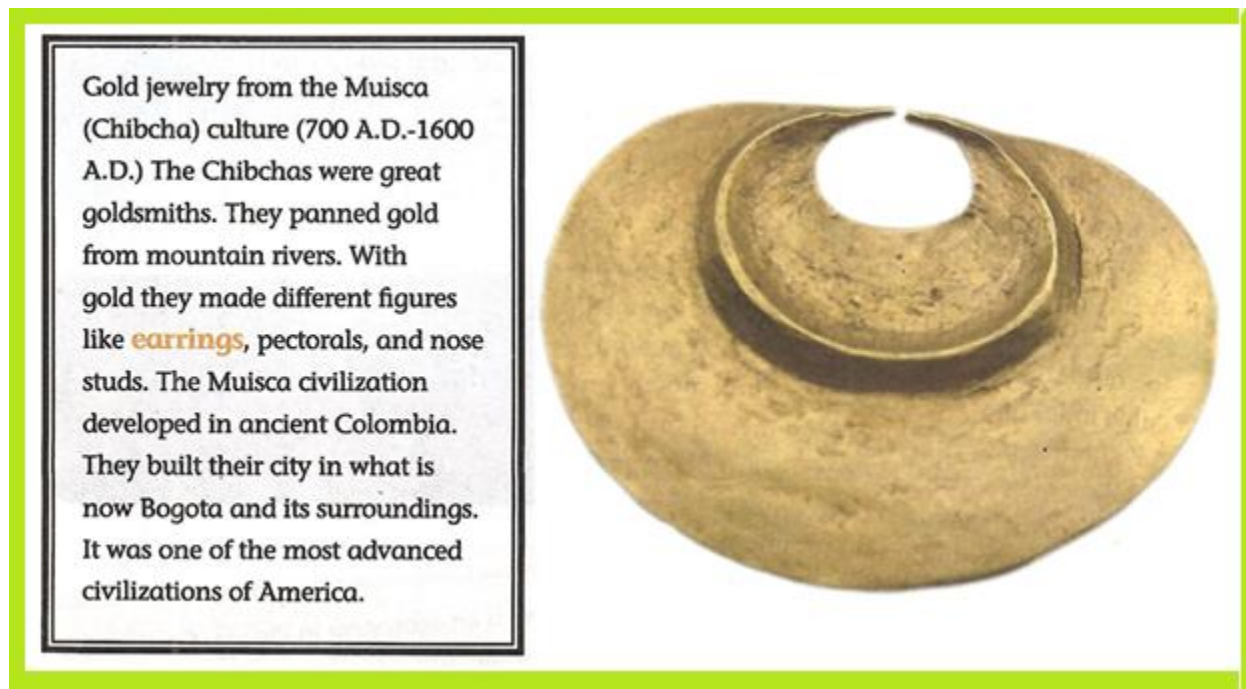


Activity book page 102. Read and answer the questions in your notebook. Highlight the words that describe the object in the exhibition card.

Greek vase from c. 100 B.C. to 700 B.C. This piece of ancient Greek pottery represents part of their everyday lives. Greeks made pottery with natural clay taken from the ground. Then, they shaped them and decorated them. They made vessels in different shapes for different purposes. The big ones were used to collect water or fish-oil. The small ones were used to drink, and the smallest ones to keep perfumes and unguents. They were decorated in different ways. Some of them were painted in different colors like black, red and white.

1. What does the text describe? **It describes a Greek vase (a piece of ancient pottery)**
2. Do you think it is useful? Why? **Yes, because it describes the origin, the materials it is made of, and it explains the uses it had depending on its size.**
3. Why do you think museum labels are short texts? **Because visitors move quickly through out the exhibition and have no time to read long texts.**

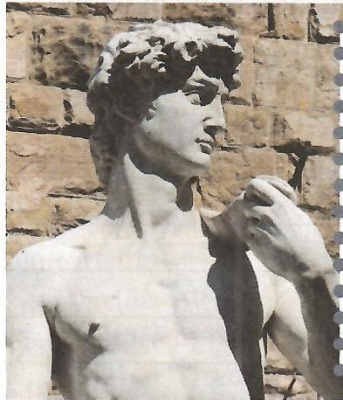
Activity book page 103. Read the exhibition card and list what information it includes.



- Name of the object: Gold jewelry (pectoral)
- Culture: Muisca (Chibcha) from Colombia
- Year of creation: 700-1600 AC
- Material used: gold
- Uses of the object: decoration



Activity book page 106. Read the exhibition card and identify the following elements.

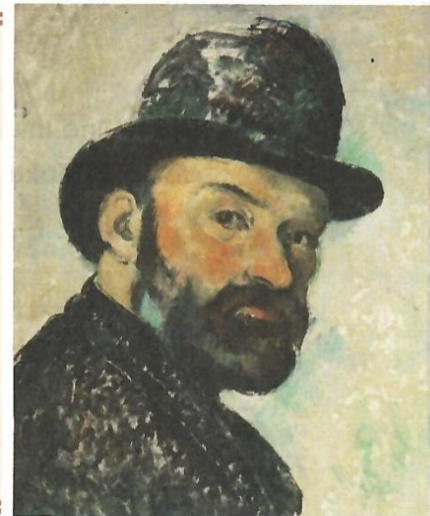


“David”, Michelangelo circa 1501. The sculpture was carved from a discarded block of marble. Michelangelo was an Italian artist who was born in 1475 in Italy. He was a Renaissance sculptor, a painter, an architect. He also wrote hundreds of poems. He rarely signed his works. Western Art was influenced by him. He was well-known because his biography was published when he was alive.

- Name: David
- Year: 1501
- Material: marble
- Type of art: sculpture
- Sculptor, his origin and year of birth: Michelangelo, Italy, 1475

Self-portrait, Cézanne circa 1885. Paul Cézanne was a French painter. He painted from 1860 to 1906. He made more than 400 watercolors and 900 oil paintings. He also left many incomplete works.


His work is considered post-impressionist. Artists like Pablo Picasso and Henri Matisse were influenced by him. People say his work is also part of the transition from the late 19th century impressionism to the early 20th century Cubism. Cézanne painted slowly because he wanted to capture the moment. He painted landscapes, still life and **portraits**. He said he wanted to represent real life in simple forms.

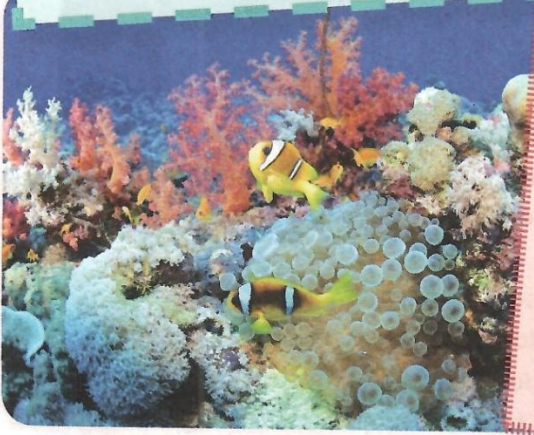


- Name: Self-portrait
- Year: 1885
- Material: watercolor/oil
- Type of art: painting
- Art movement: post-impressionist
- Painter, his origin: Cézanne, France

Activity book page 104. Read the exhibition card and comment on the question with a partner, then, answer the question.

Oceans have the largest habitat in the world. There are approximately one million species that live in the ocean. Oceans are very important for human life. They cover more than 70% of the surface of the Earth. There are four oceans: the Pacific, Atlantic, Indian and Arctic. The Pacific Ocean is the largest. The Indian Ocean is the hottest. Oceans hold more than 300 million cubic miles of water. They are approximately 3.7 kilometers deep. The deepest area of the ocean is 11 kilometers. They produce 70% of the oxygen we breathe. Their currents keep the planet warm. Oceans are very important for humankind.






A coral reef is an ecosystem in the sea. Coral reefs are living organisms, called polyps. They eat plankton and **algae**. There are different types of **coral reefs**. Many animals live around them. They protect coastlines from the **waves** and tropical **storms**. There are different coral reefs around the world. The largest coral reef barrier in the world is in Australia. It is about 2,300 kilometers long. In Mexico and part of Central America there is the largest coral reef in the Atlantic Ocean. It is more than 1,000 kilometers long.

What places can you visit to find more information about the ocean, coral reefs and the life that is in them?

*Aquariums, marine protected areas and national parks, research institutions, Interactive online websites, Dive shops & tour operators*

Biodiversity	Coral reefs are diverse	
Habitat	For over a million aquatic species	
Protection	As natural barriers, protecting coastlines from erosion, waves, storms, and floods.	
Location	They are found in tropical and subtropical regions.	



5o A



**Exhibition on  
Magnets and  
Magnetism**

5o B



*Exhibition on  
healthy life  
style*

5o C



**Exhibition on  
American  
civilizations**



## Unit 5    Registering information about a topic to create questionnaires

Read the text and highlight wh-questions in yellow, yes/no questions in green and technical words in blue.

**What is the food pyramid?** It is a guide that helps you eat a variety of foods to stay healthy, with the most important foods at the bottom, and the least important at the top.

Imagine a pyramid: The food pyramid is like a big, fun slide or a mountain, but made of food!

The fruit and vegetable group: the bottom part is where you should eat most food from, like fruits, vegetables, and grains. This food group is rich in vitamins, minerals and carbohydrates that help your body grow and fight off sickness.

Middle section: you should eat some protein (like meat, fish, or beans), dairy (like milk, cheese or yogurt) and grains (bread, rice, and pasta). They are packed with protein to help your body build strong muscles and bones and carbohydrates to give you energy to play and learn. Besides, dairy products are for strong bones and teeth.

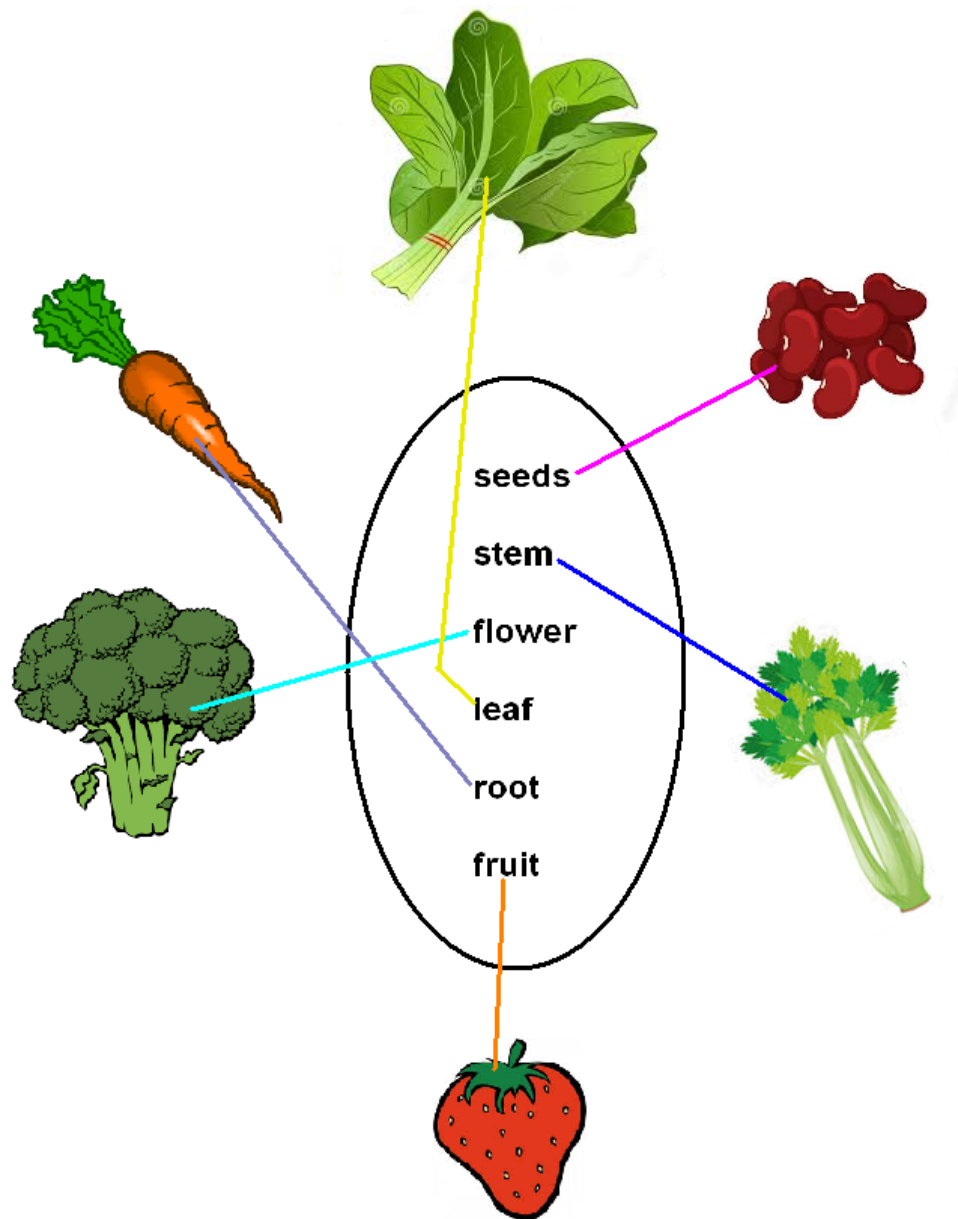
The top is the smallest: the very top is where you should eat the least, like sweets and sugary drinks because they are high in calories and fat and sometimes sodium. These are okay to have sometimes, but not every day, as they can be bad for you.

Eat a little of everything: To stay healthy, you should eat a bit of everything from each part of the pyramid, but more from the bottom and less from the top.

**What is fiber?** It is found in plant foods, and it is indigestible, so it helps your digestion by moving through your body, helping eliminate waste.

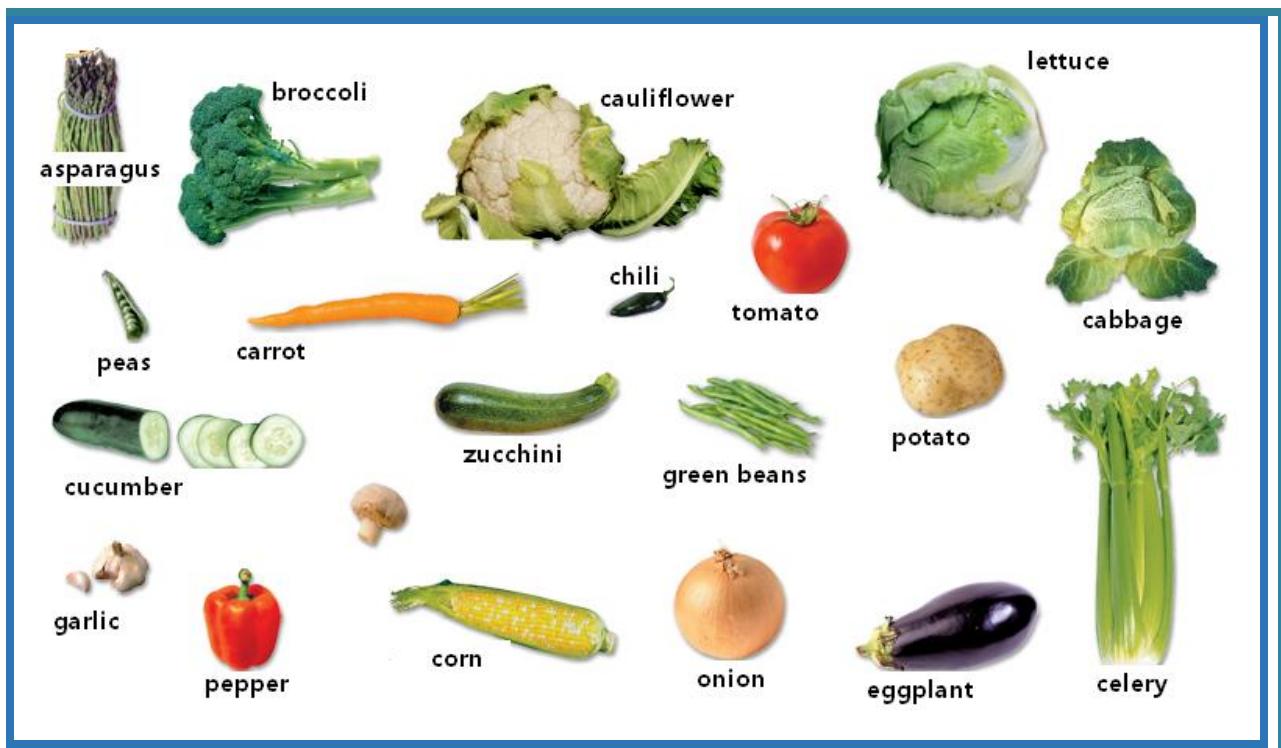
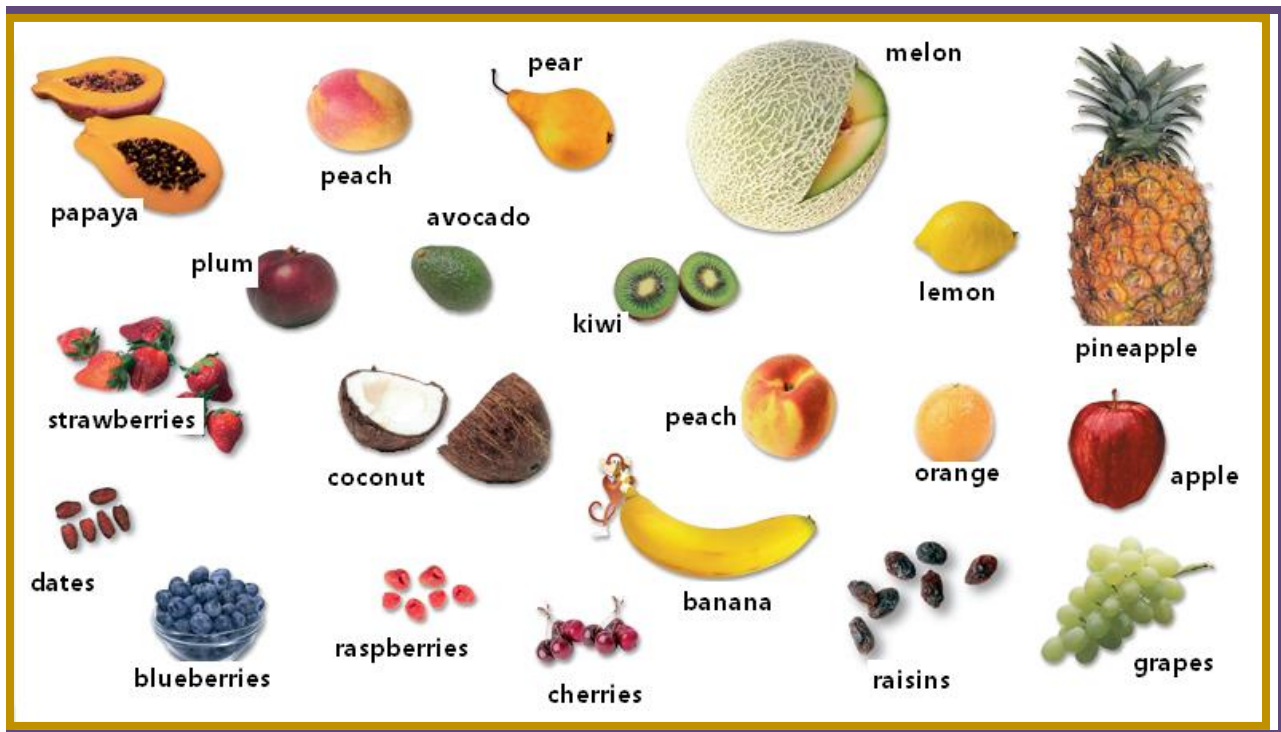
**Why is it important?** Eating a variety of foods helps your body grow strong and stay healthy. It's a good idea to concentrate on getting nutrient rich foods and restricting the intake of fats, sweets and junk food.

**Is junk food fried?** Yes, sometimes. Junk food is often highly processed, so it contains fats, salt and a lot of calories (avoid having candy, chips, sugary drinks, and fast fried food).



## Parts of the plant/partes de la planta

Inglés	Español	Pronunciación
flower	flor	/flagüer/
fruit	fruto	/frut/
leaf	hoja	/lif/
leaves	hojas (plural)	/livs/
roots	raíces	/ruts/
seeds	semillas	/sids/
stem	tallo	



### Fruits / Frutas

Inglés	Español	Pronunciación
apple	manzana	/apol/
avocado	aguacate	/avokeido/

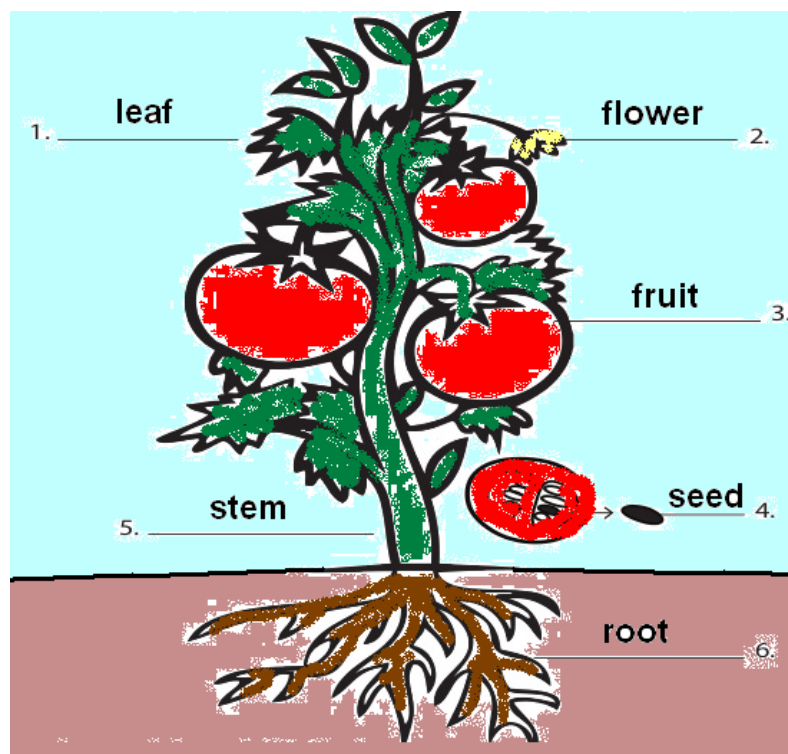
banana	plátano	
blueberries	moras	/bluberris/
cherries	cerezas	
coconut	coco	
coffee beans	café	/cofi bins/
cranberry	arándano	/cranberri/
grapes	uvas	/greips/
kiwi	kiwi	
lemon	limon	
mango	mango	/mangou/
melon	melon	/mélou/
orange	naranja	/orinch/
papaya	papaya	/papaia/
peach	durazno	/pich/
peanut	cacahuete	/pinat/
pear	pera	/pir/
pineapple	piña	/painapol/
strawberry	fresa	/stroberri/
tamarind	tamarindo	/tamarind/
watermelon	sandía	/guarermelon/

#### Vegetables (veggies) / verduras

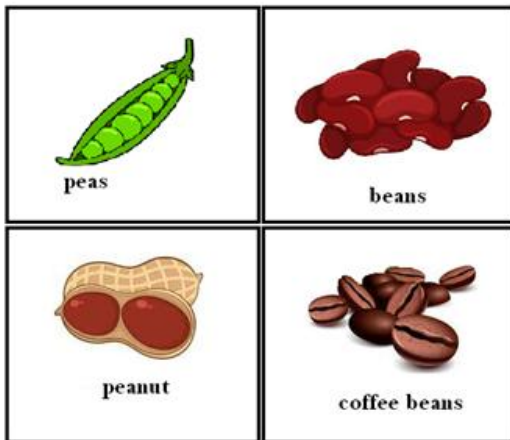
Inglés	Español	Pronunciación
asparagus	espárragos	/asparragas/
broccoli	broccoli	/bracali/
cabbage	col	cabidg
carrot	zanahoria	
cauliflower	coliflor	/coliflauer/
celery	apio	/seleri/
chamomile	manzanilla	/camomil/
chili	chile	/chili/
cinnamon	canela	/sinaman/
cob	mazorca	/cab/
coriander	cilantro	/coriandar/
corn	maíz	
cucumber	pepino	/kiucumber/
eggplant	berenjena	/ejplant/
leek	poro	/lik/
lettuce	lechuga	/letus/
melon	melón	
mint	menta	/ment/
mushroom	champiñón	/mashrram/

onion	cebolla	/anion/
peas	chicharos	/pis/
pepper	pimiento	
potato	papa	/pateito/
pumpkin	calabaza	/pampkin/
pumpkin flower	flor de calabaza	/pumpkin flauer/
radish	rábano	
spinach	espinaca	/spinich/
sugar cane	caña	/shugar kein/
tomato	jitomate	/tameito/
zucchini	calabaza	/sukini/

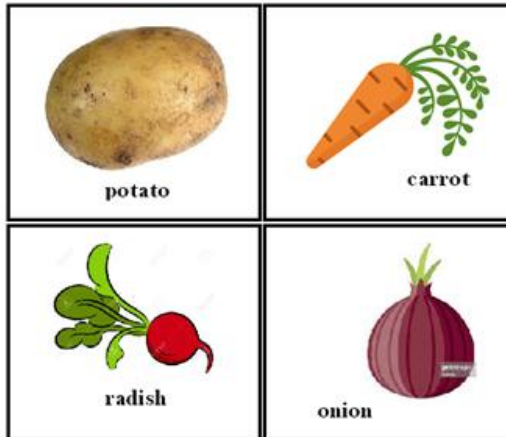
### **Parts of thee plant and food**



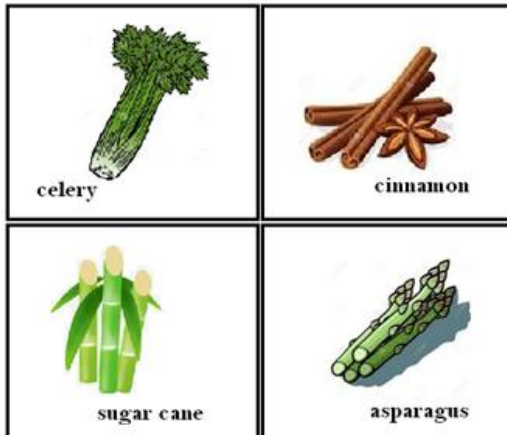
### SEED



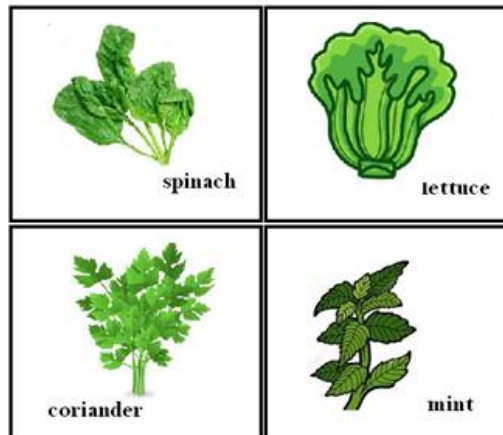
### ROOT



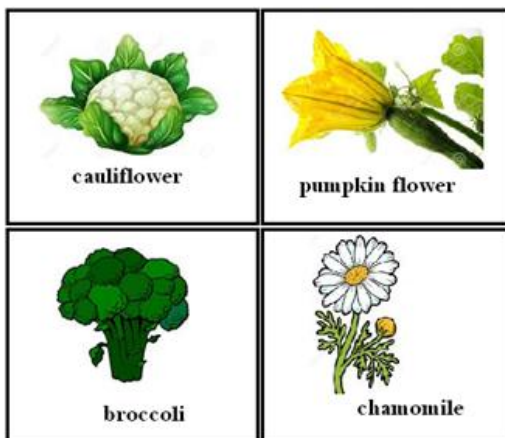
### STEM



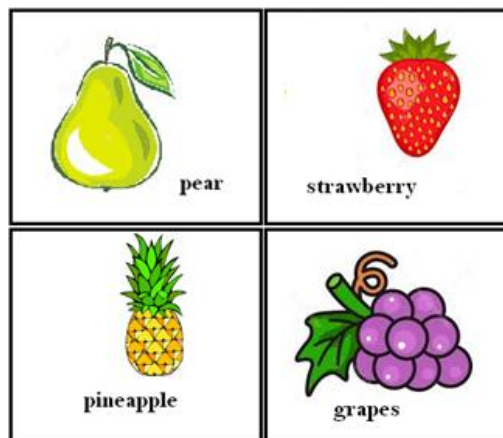
### LEAF



### FLOWER



### FRUIT



FLOWER	FRUIT	LEAF	ROOT	STEM
cauliflower	cucumber	spinach	onion	celery
broccoli	tomato	lettuce	garlic	asparagus



zucchini flower artichoke	zucchini eggplant	cabbage	potato carrot radish	
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### Animal products / Productos de origen animal

Inglés	Español	Pronunciación
butter	mantequilla	/bater/
cheese	queso	/chis/
chicken	pollo	
cream	crema	/crim/
eggs	huevos	
fish	pescado	
honey	miel	/jani/
meat/beef	carne de vaca	/mit/bif/
milk	leche	
yogurt	yogurt	

## Questions

### Yes-no questions

verb	+	subject	+	complement	?
Is		an apple a banana the carrot		<b>color</b> (red, green, orange) <b>flavor</b> (sweet, hot, sour, delicious) <b>shape</b> (round, oval, flat, curved) <b>size</b> (tiny, small, medium size, large, big) <b>weight</b> (heavy, light)	
Are		strawberries		<b>part of the plant</b> (root, leaf, fruit, stem)	

Is the potato red? No, it is not red.

Is an eggplant sour? Yes, the eggplant is sour.

Are watermelons oval? Yes, they are oval.

Is rice large? No, rice isn't large, rice is tiny

Is an almond light? Yes, it is.

Is the sweet potato a root? Yes, sweet potatoes are roots.

## Questions wh questions

Question word	+	verb	+	Subject	?
What color		is		an orange	
What flavor				a tomato	
What shape				the pumpkin	
What size					
what part of the plant					
How sweet		are		pears	
How large					
How small					
How heavy					
How many					

What size is a blueberry? Blueberries are tiny

What color is the lemon? The lemon is green.

How large is the celery? The celery is big.

How many seeds are in a date? The date has one seed / there is a seed in a date

How sweet is a chili? Chilis are not sweet, they are hot.