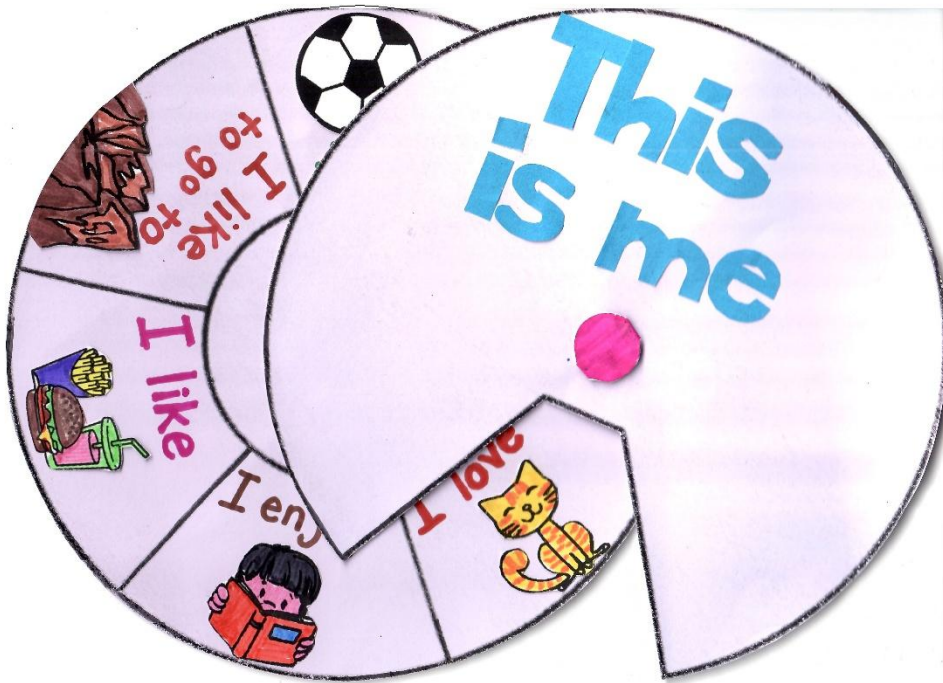




SEPTEMBER



NOTA: La rueda incluye información personal sobre gustos, hobbies, comida, colores, animales, etc., favoritos del alumno. Cada fragmento de información se acompaña de una pequeña ilustración. Posteriormente a la realización de la rueda cada estudiante pasó al frente a presentarse empleando la información registrada en el círculo.

ID card



Name: **Mely**

Occupation: **English teacher** Age: **49**

Favorite animal: **dog**

Favorite color: **navy blue**

Favorite food: **spaghetti**

Favorite hero: **Thor**

Hobby: **reading**

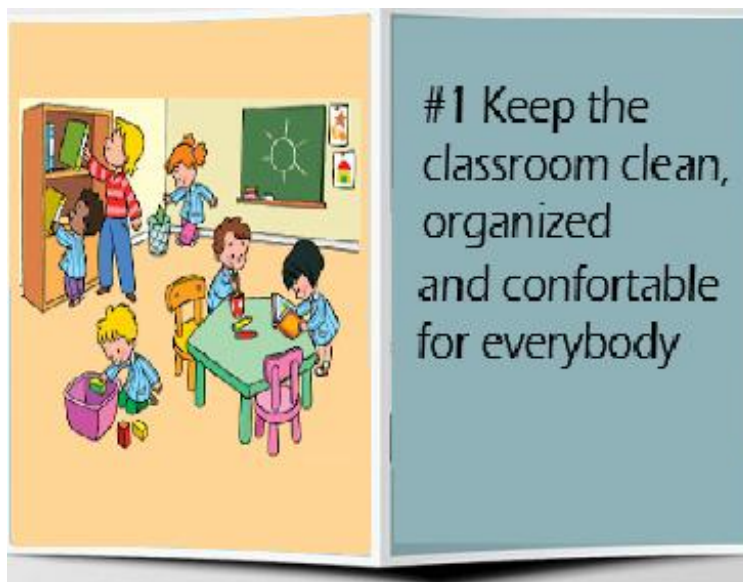
Like: **traveling**

NOTA: La tarjeta informativa debe incluir al menos 5 datos informativos del alumno incluyendo el nombre. Algunos estudiantes pasaron al frente a presentarse empleando la información incluida en la tarjeta.

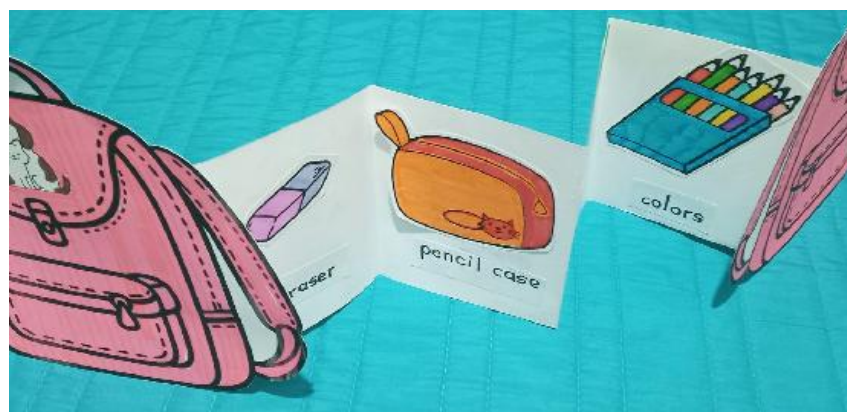
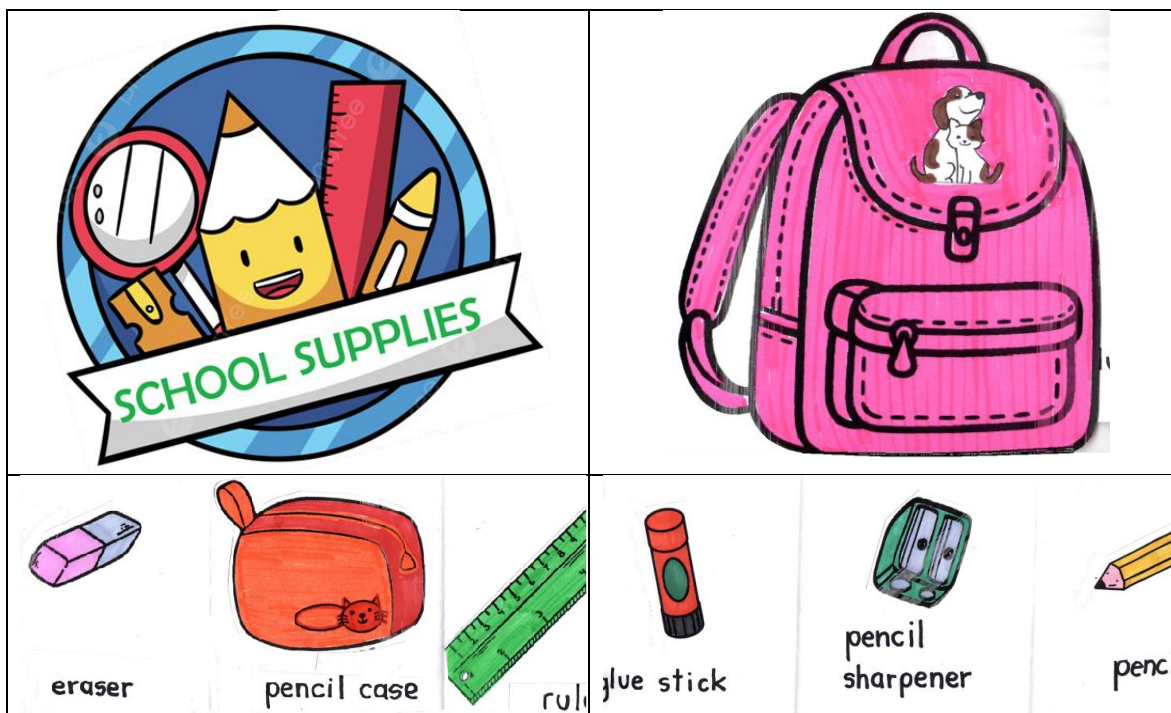
C L A S S R U L E S

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

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



NOTA: Se revisaron las orientaciones para tener una clase más inclusiva y un mejor ambiente escolar. Posteriormente los alumnos eligieron alguna de las recomendaciones y la ilustraron a manera de norma escolar en un díptico que posteriormente presentaron.



NOTA: Con apoyo del diccionario ilustrado, los alumnos elaboraron un libro acordeón incluyendo de manera gráfica los materiales necesarios para la clase de inglés.

Assessment



NOTA: Se revisaron los aspectos de la evaluación y los niños completaron su lista de cotejo.

Courtesy expressions

Courtesy expressions are words and phrases used to show politeness, respect, and consideration for others.

BASIC EXPRESSIONS	EXPRESSIONS FOR REQUEST, ASKING FOR PERMISSION OR FOR HELP
<p>Please. Used when asking for something or making a request.</p> <p>Thank you. For gifts or kind actions.</p> <p>You're welcome. The polite response to "thank you".</p> <p>Excuse me. To apologize for disturbing someone or to get their attention.</p> <p>Sorry/I'm sorry. To express regret for a mistake or for hurting someone.</p>	<p>Please open your book.</p> <p>Could you please write your name?</p> <p>May I go to the restroom?</p> <p>May/Can I borrow a pencil?</p> <p>Can you repeat that?</p> <p>Could/Can you speak louder/slowly?</p> <p>Can you give me the textbook?</p> <p>May I have the material?</p>

EXPRESSIONS SHOWING APPRECIATION OR GRATITUDE	EXPRESSIONS RELATED TO LEARNING ENGLISH.
<p>Thank you for explaining that.</p> <p>I appreciate your help.</p>	<p>How do you spell _____?</p> <p>What does _____ mean?</p> <p>I don't understand</p> <p>Is this correct?</p> <p>I'm finished.</p> <p>I need help.</p> <p>How do you say _____ in English?</p> <p>Can you help me with this activity?</p> <p>What's the difference between _____ and _____?</p> <p>Time is up</p> <p>Do you understand?</p> <p>Any questions?</p>

NOTA: Las expresiones de cortesía son palabras y frases utilizadas para mostrar cortesía, respeto y consideración hacia los demás. Es importante que los alumnos las memoricen porque serán empleadas a lo largo del ciclo escolar como parte del lenguaje cotidiano.

Courtesy expressions



Teacher, what does "sport" mean?

How do you say "natación" in English?

How do you spell /suimin'/?

Is this correct?

Thank you, teacher

OCTOBER

Unit 1

Sensations,
emotions,
feelings
and ideas
expressed
in English
language.



SMELL

SIGHT



TASTE



TOUCH

HEARING

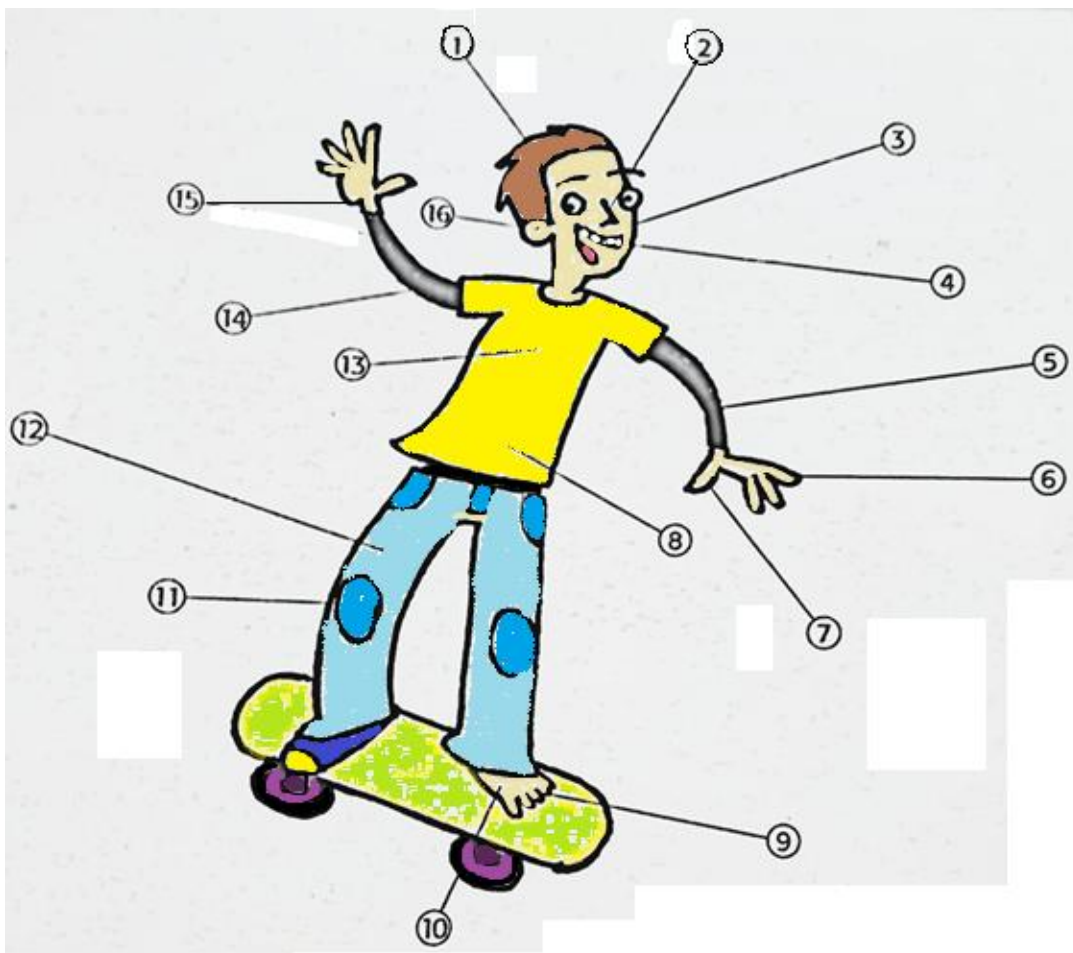
NOTA: Una sensación es detectada por alguno de los cinco sentidos, una emoción es una respuesta biológica o física a una sensación y el sentimiento es la interpretación que asignamos a las sensaciones

Ejemplo.-

Veo y escucho una película de horror se activan mis sentidos de la vista y el oído (estas son las sensaciones desagradables que comienzo a experimentar). Mi corazón se acelera y mi cuerpo se tensa porque a través de la película percibo la amenaza (estas son mis emociones) Finalmente interpreto toda la experiencia en su conjunto como miedo (este es el sentimiento y la etiqueta que asigno a la situación)

Mi mejor amiga y yo nos tomamos las manos después de no vernos durante todas las vacaciones, la sensación es agradable (mi sentido del tacto está percibiendo la grata sensación). La respuesta física de mi corazón es latir muy fuerte porque nos agrada estar juntas y jugar (estas son las emociones que estar con mi amiga produce en mi cuerpo), Definitivamente me siento feliz y contenta de retomar el tiempo juntas (sentimiento de felicidad)

Body parts



- 1 head
- 3 face
- 5 arm
- 7 thumb
- 9 toe
- 11 knee
- 13 chest
- 15 hand

- 2 nose
- 4 mouth
- 6 finger
- 8 stomach
- 10 foot (sing) feet (plural)
- 12 leg
- 14 elbow
- 16 ear

Body parts



recognize
reject
report

Partes del rostro / Parts of the face

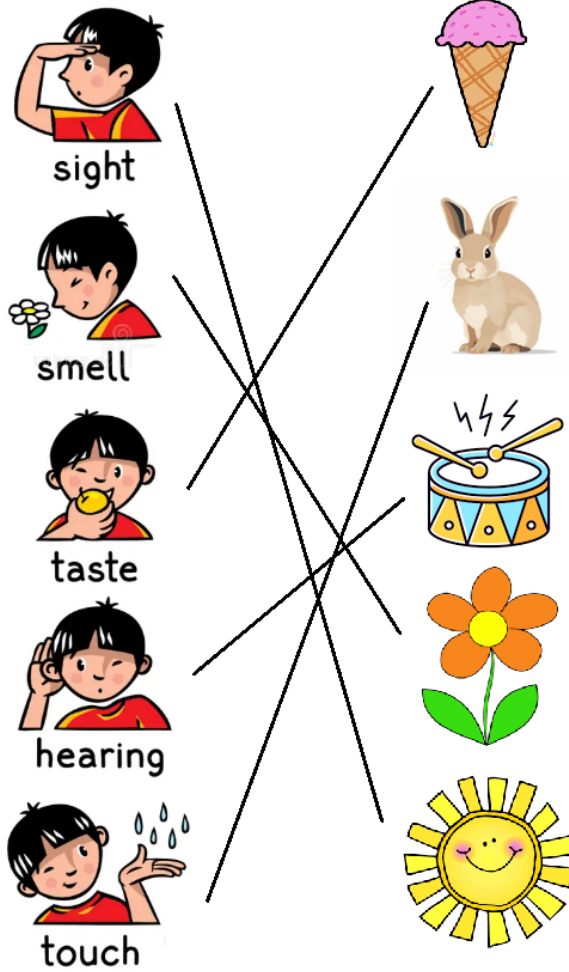
Inglés	Español	Pronunciación
eyes	ojos	/ais/
nose	nariz	/nous/
ears	orejas	/irs/
mouth	boca	/maud/
hair	pelo	/jer/

Partes del cuerpo / Parts of the body

Inglés	Español	Pronunciación
head	cabeza	/jed/
shoulders	hombros	
arms	brazos	
hands	manos	/jands/
fingers	dedos (de las manos)	/finguers/
legs	piernas	
knees	rodillas	/nis/
feet	pies	/fit/
toes	dedos (de los pies)	/tous/
stomach	estómago	/stomak/

My five senses

- I see the sun.
- I smell a flower.
- I taste an ice cream.
- I hear the drums.
- I touch the rabbit.



We smell with our nose.



We listen with our ears.



We taste with our tongue.



We see with our eyes.

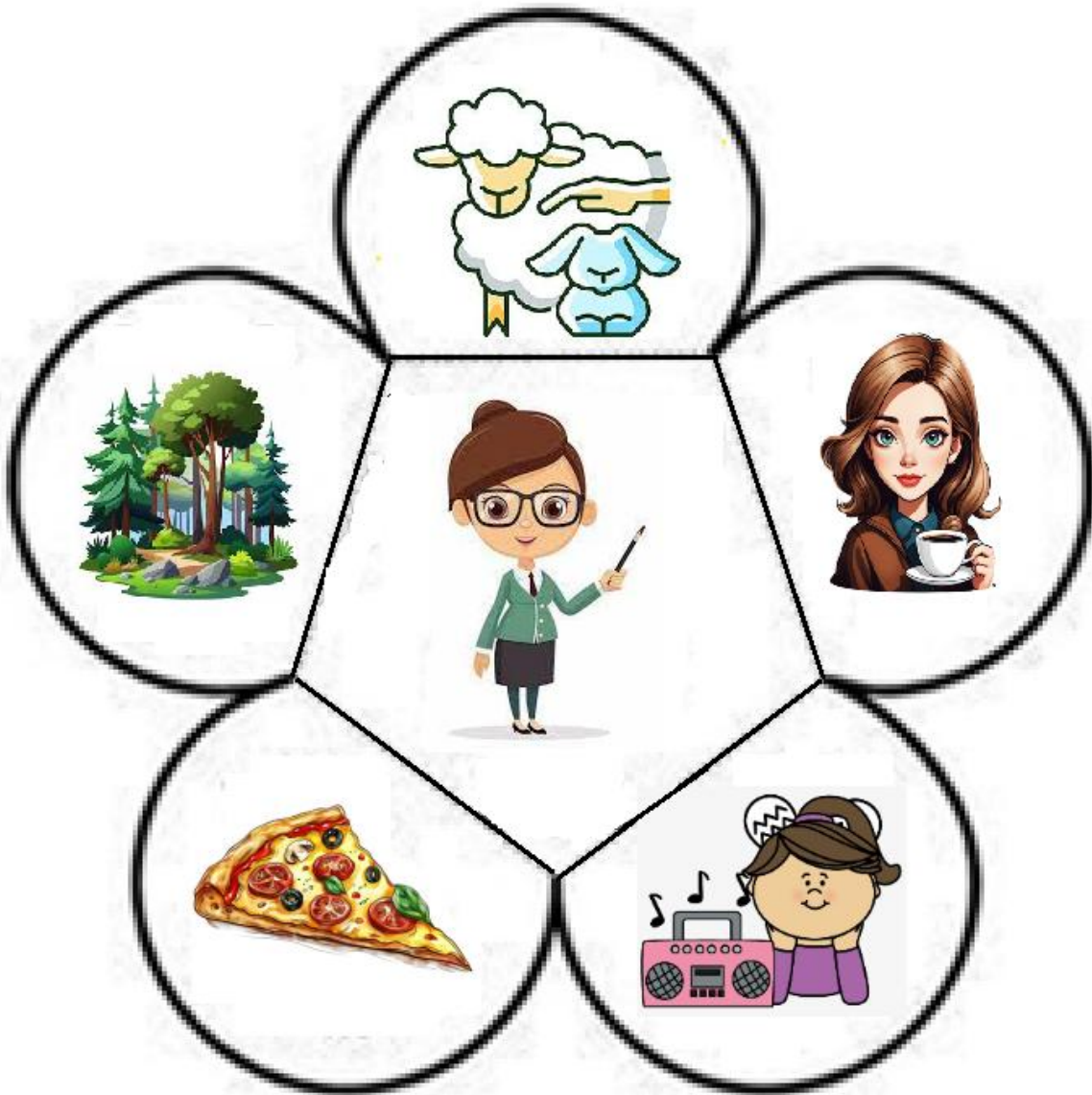


We touch with our hands.



The five senses / Los cinco sentidos

Inglés	Español	Pronunciación
smell	olfato	/ smel/
sight	vista	/sait/
taste	gusto	/teist/
hearing	oido	/jirin/
touch	tacto	/toch/



What can you see?

Pigeons

Trees

My classmates

Some teachers

Squirrels and butterflies

What can you hear?

The sound of children

Some birds chirping

Music

Other animals sounds

The PE teacher

What can you see in the museum?

I can see paintings and sculptures

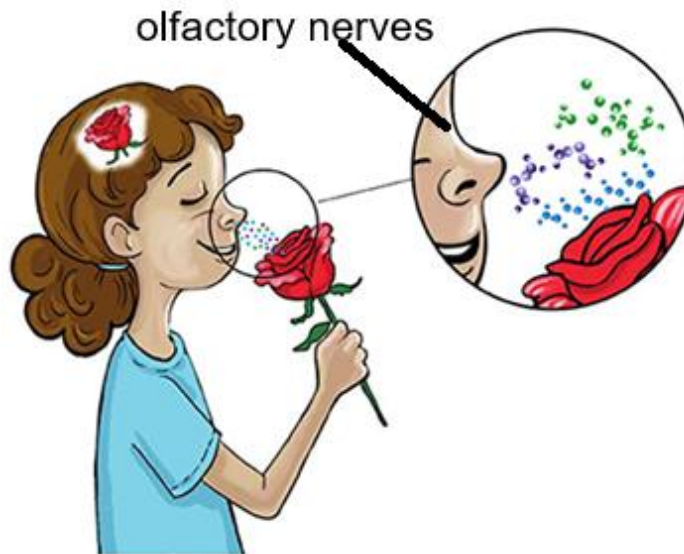


What can you hear?

I can hear birds singing.

NOTA: LOS NIÑOS HICIERON UN BREVE RECORRIDO POR LA ESCUELA PARA DESPUES CON APOYO DE UN DICCIONARIO ILUSTRADO REGISTRAR EN SU CUADERNO LO QUE PUDIERON VER. POSTERIORMENTE EN OTRO EJERCICIO CON LOS OJOS CERRADOS PUSIERON ATENCIÓN AL ENTORNO ACÚSTICO PARA PODER REGISTRAR LO QUE PUDIERON ESCUCHAR Y REGISTRARON EN SU CUADERNO SUS EXPERIENCIAS.

Taste and smell



PLEASANT	UNPLEASANT
aromatic	acid
clean	fetid
floral	musky
fragrant	pungent
fruity	rancid
odorless	rotten
scented	stinky
sweet	
woody	

What can you smell?

I can smell something fragrant and aromatic.



I can smell something fruity and sweet.



I can smell something woody.



What can you taste?

I can taste something bitter.



I can taste something sweet.



I can taste something sour.



Flavors/Sabores

Inglés	Español	Pronunciación
bitter	amargo	
salty	salado	/solti/
sour	ácido/agrio	/sor/
sweet	dulce	/suit/
tasteless	insípido	/teistles/

Smell/Olores

Inglés	Español	Pronunciación
acid	acre	
aromatic	aromático	
clean	limpio	/clin/
fetid	fétido, apestoso	
floral	floral	
fragrant	fragante, aromático	
fruity	afrutado	/fruti/
musky	almizclado	/maski/
odorless	inoloro	/teistles/
pungent	penetrante	/panyent/
rancid	rancio	
rotten	podrido	/raten/
scented	perfumado	/sented/
stinky	apestoso	
sweet	dulce	/suit/
woody	amaderado	/gu-udy/

NOTA: LOS NIÑOS ELABORARON CAJAS SENSORIALES PARA PONER EN PRACTICA EL SENTIDO DEL GUSTO Y EL OLFATO. POSTERIORMENTE DESCRIBIERON ALGUNAS DE LAS EXPERIENCIAS QUE OLFATEARON Y/O PROBARON Y LAS ILUSTRARON.

Touch and Common textures

Smooth



Rubbery



Rough



Spongy



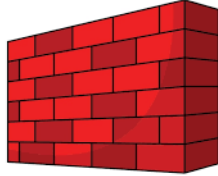
Soft



Waxy



Hard



Slimy



What can you touch?

I can touch something hard.



I can touch something smooth.



NOTA: LOS NIÑOS TRABAJARON EL SENTIDO DEL TACTO SOBRE ALGUNAS SUPERFICIES Y TEXTURAS QUE SE ENCUENTRAN DENTRO DEL SALON DE CLASE. POSTERIORMENTE DESCRIBIERON ESAS TEXTURAS Y RESOLVIERON UNA PREGUNTA UTILIZANDO SU MEMORIA TÁCTIL

Project: I can...





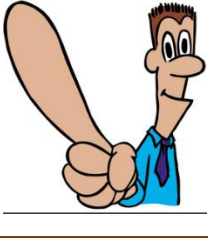
I can hear with my ears.

I can see with my eyes.

I can smell with my nose.

I can taste with my tongue.

I can touch with my hands.

hear	see	smell	taste	touch
				

I can hear some birds chirping.

I can see the beauty of the natural world.

I can smell freshly brewed coffee.

I can taste the perfect ripeness of a fruit.

I can touch water and have fun.

hear	see	smell	taste	touch
				

NOTA: LOS NIÑOS TRABAJARON EN EL PROYECTO DE LA UNIDAD DE APRENDIZAJE Y EXPUSIERON VERBALMENTE LA RELACIÓN ENTRE LOS SENTIDOS Y ALGUNAS PARTES DE SU CUERPO, POSTERIORMENTE SIGUIENDO LA MISMA ESTRUCTURA: I CAN... COMPLETARON LA TABLA Y EXPUSIERON TAMBIEN AQUELLO QUE PUEDEN HACER CON CADA UNO DE ESOS SENTIDOS. EL EJEMPLO ANTERIOR SÓLO ES DE CARÁCTER ILUSTRATIVO YA QUE CADA NIÑO TUVO LA LIBERTAD DE EXPRESAR SUS PROPIAS EXPERIENCIAS SENSORIALES.

LA FECHA LÍMITE DE ENTREGA PARA LA TAREA 1: LUNES 3 DE NOVIEMBRE.

Homework 1

Instructions. Look at the pictures and complete with the correct words.



1. He is sad



2. He is bored



3. He is sick / cold



4. He is hungry



5. She is hot



6. He is thirsty



7. - Is she sad?

- Yes, she is



8. - Is she tired?

- Yes, she is



9. - Is he sad?

- No, he isn't.



10. - Is she cold?

- Yes, she is



11. - Is he bored?

- No, he isn't.



12. - Is he excited?

- Yes, he is

NOVEMBER

Unit 2

Verbal
and
written
texts.



VERBAL



WRITTEN



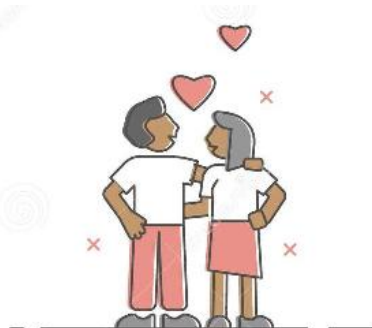
NONVERBAL



VISUAL



VERBAL



NONVERBAL



WRITTEN



VISUAL

Verb To be

Affirmative	Negative	Interrogative
I am	I am not	Am I...?
He is	He is not	Is he...?
She is	She is not	Is she...?
It is	It is not	Is it...?
We are	We are not	Are we...?
You are	You are not	Are you?
They are	They are not	Are they?

Sentence structure

Affirmative form



verb



- She is happy
- He is sad
- They are angry
- It is a rabbit
- She is excited
- She is thirsty.
- He is hungry.
- They are cold.
- She is hot.
- It is bored.

Negative form



verb

**not
n't**



- I am not cold
- She is not hungry
- We are not hot
- They are not bananas
- It is not a cat
- She is not sick.
- They are not tired.
- He is not happy.
- It is not hungry.
- She is not bored.

Question form

verb



- Are you hungry?
- Is he thirsty?
- Is the dog bored?
- Is it a rabbit?
- Are they apples?
- Is it cold?
- Is she excited?
- Is he nervous?
- Are they sick?
- Is she sad?

NOTA: LOS EJEMPLOS DE ENUNCIADOS PUEDEN VARIAR YA QUE EN CADA GRUPO SE TRABAJARON ENUNCIADOS DIFERENTES Y FLASHCARD DISTINTAS PARA CADA CASO. LOS NIÑOS DEBEN SEGUIR LA ESTRUCTURA DE LOS ENUNCIADOS CON APOYO VISUAL DE LAS TARJETAS PARA NO OMITIR NINGUN ELEMENTO.

Exercise.- Write a question, a negative sentence, an affirmative idea for the following pictures.

Is it a lion?
It is not a lion.
It is a rabbit.



Is she sad?
She is not sad.
She is happy.



Are they angry?
They are not angry.
They are excited.



Inglés	Español	Pronunciación
angry	enojado(a)	(engri)
bored	aburrido(a)	/bord/
cold	frio(a)/resfriado(a)	/could/
excited	emocionado(a)	/ecsaited/
happy	feliz	(japi)
hot	acalorado(a)	/jat/
hungry	hambriento(a)	/jangri/
mad	furioso(a)	
nervous	nervioso(a)	/nervas/
sad	triste	
scared	asustado(a)	/skerd/
sick	enfermo(a)	/sek/
thirsty	sediento(a)	/dersty/
tired	cansado(a)	/taird/
well	bien	/güel/
worried	preocupado(a)	/guorri/

NOTA: EL EJERCICIO SE REALIZÓ EN EQUIPOS DE TRES, CADA NIÑO EXHIBIÓ LA ESTRUCTURA DEL ENUNCIADO CORRESPONDIENTE: PREGUNTA, NEGATIVO O AFIRMATIVO. A PARTIR DE LAS FICHAS ILUSTRATIVAS, LOS NIÑOS CONSTRUYERON SUS IDEAS SIGUIENDO LAS DIFERENTES ESTRUCTURAS Y FINALMENTE ILUSTRARON CADA UNO DE LOS EJERCICIOS.

Actividad especial

<https://learnenglishkids.britishcouncil.org/listen-watch/songs/feelings-are-feelings>



Sometimes I am happy,
Sometimes I am sad,
Some days I feel good,
Others I feel bad.

Sometimes I am hungry,
Sometimes I am thirsty,
Some days I feel angry,
Other days I'm calm.

Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings.

Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings.

Sometimes I get excited,
Sometimes I don't,
Some days I want to dance,
Other days I don't.

Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings. / Come and go,
come and go.

Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings are feelings,
Feelings are feelings.
Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings are feelings, /
Come and go, come and go,
Feelings are feelings. / Come and go,
come and go.

Sentences (affirmative and negative)

Sometimes she is happy.

She is sad.

Some days I am excited.

I am not hungry.

They are thirsty.

I feel good.

He is calm.

Questions

Is she calm?

Is he thirsty?

Are they excited?

Is she happy some days?

Is she angry?

Am I hungry now?

Exercise.- Write a question, a negative sentence, an affirmative idea for the following pictures.

Is he excited?

He is not excited.

He is sad.



Is she hungry?

She isn't hungry.

She is thirsty.



Is he well?

He is not healthy.

He is sick.



Rhyme



Twinkle twinkle little **star**

How I wonder what you **are**

Up above the world so **high**

Like a diamond in the **sky**

Rhymes:

High-sky **star-are**

Complete.

rat	hat	cat
ox	fox	box
nut	hut	rut
frog	log	dog
book	look	cook

Now illustrate a rhyme



nut **hut** **rut**

Project Unit 2: The Busy Elf_song

Santa's here. Ho, ho, ho!
With his reindeer in the snow.

The elves are making lots of toys
Ready for all the girls and **boys**.

In the workshop I'm an elf
Putting toys upon the **shelf**.

Santa's here. Ho, ho, ho!
With his reindeer in the **snow**.

Tap, tap, tap a doll is ready
Tap, tap, tap let's make a **teddy**.

Tap, tap, tap let's make a plane
Tap, tap, tap now it's a **train**.

Tap, tap, tap it's a computer!
Tap, tap, tap now make a **scooter**!

Let's put the presents in Santa's sleigh
There goes Santa on his **way**.

Around the world with all the toys
Presents for good girls and **boys**.

Santa's here. Ho, ho, ho!
With his reindeer in the snow.





NOTA: LOS ALUMNOS RECIBIERON LA CANCIÓN Y REALIZARON LA IDENTIFICACIÓN DE LAS RIMAS PARA COMPLETAR LOS VERSOS, POSTERIORMENTE ILUSTRARON LA CANCIÓN Y REALIZARON UNA MANUALIDAD CON MATERIAL RECICLADO PARA COMPLETAR LA ACTIVIDAD PRESENTANDO LA CANCIÓN FRENTE AL GRUPO.

DECEMBER

Unit 3

Cultural
and
artistic
icons.





Christmas

Story by Andrew Frinkle



Christmas is in December. It is a season with many traditions. People think about family, friends, and giving. Most families put up a tree, hang decorations, and give gifts.

Christmas Eve is December 24th. It is the night before Christmas. It is a great time to sing carols. Will you remember to put out milk and cookies for Santa?

Christmas Day is December 25th. Wake up early. Then you can run to open the presents under the tree. There is going to be a lot of food to eat today! It is a time to spend with family and people you love.



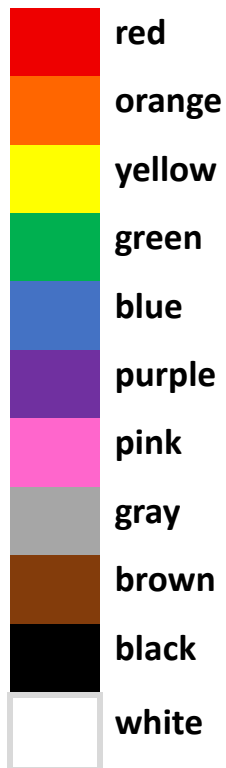
TRADITIONS

MEXICO	US
Ponche	Eggnog
Posadas	Parades
Piñatas	Snowman
Exchange gifts	Mistletoe
Pastorelas	Ice skating
Eating turkey	Stockings
Buñuelos	Singing carols

Miniflashcards

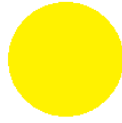


Colors



The piñata is yellow, blue, orange, pink and blue.

Shapes



circle



triangle



rectangle



square



oval



Star



The stocking has ovals, rectangles, circles and stars.

The snowman is white, blue, red and black. The snowman has circles, a square, a rectangle and a triangle.



Christmas expressions

Merry Christmas!
Happy Christmas!
Season's Greetings.
Happy Holidays
Joy to the world
Blessed Christmas
Wishing you joy and peace
Let it snow!
Best wishes for the holidays.
Santa's coming to town
Ho ho ho!
O Holy Night

Blessed
Christmas
Wishing you joy
and Love
Mely



Phrases for New Year

Happy Holidays

Happy New Year

Cheers to 2026

Wishing you a bright 2026

The promise of a new year is here

May your dreams come true



Project Unit 3: Holidays card



NOTA: DEPENDIENDO DEL GRUPO ALGUNOS NIÑOS REALIZARON EL PROYECTO ANTES DE SALIR DE VACACIONES POR LO QUE SU TARJETA FUE DE NAVIDAD, OTROS NIÑOS LO REALIZARON RECIÉN REGRESAMOS DEL PERIODO DE DESCANSO POR LO QUE SU TARJETA FUE DE AÑO NUEVO.

January

Unit 4

Natural and Social Environments



Cuetlaxóchitl

What color?
Usually red

When?
December

Where?
They come from Guerrero, Puebla, Jalisco, Morelos, Michoacán and Mexico City

What shape?
Star



**Christmas Eve Flower
Poinsettia**

Mini Project: Describing a fruit from a natural environment

MEXICAN HAWTHORN or TEJOCOTE

What color?
from yellow to orange and a bit brown


What shape?
circle

What flavor?
sour-sweet

What size?
small

When?
November and December

Where?
90% of the national production is concentrated in Puebla



The family

father	padre	grandfather	abuelo
mother	madre	grandmother	abuela
parents	padre y madre	grandparents	abuelo y abuela
brother	hermano	grandson	nieto
sister	hermana	granddaughter	nieta
siblings	hermano y hermana	grandchildren	nieto y nieta
cousin	primo o prima	husband	esposo
uncle	tío	wife	esposa
aunt	tía	son	hijo
nephew	sobrino	daughter	hija
niece	sobrina	children	hijo e hija

1. My mother's husband is my father
2. My aunt's children are my cousins
3. My father's daughter is my sister



This is my family.

This is my mother. She is Maria Luisa.

This is my father. He is Jose Antonio.





These are my twin brothers. They are Mateo and Jorge.



This is my sister. She is Lucia



This is my baby sister. She is Ana.



This is me. I am Santiago

Verb: like

I like

You like

He **likes**

She **likes**

It **likes**

We like

You like

They like



Subject (person) + verb like + verb -ing + complement



like
likes

eating	an apple
coloring	a mandala
riding	a bike
reading	stories
skating	in the park
watching	tv series
listening	to music

I like eating apples and oranges

You like coloring a mandala

He **likes** riding his bike _____

My father **likes** riding his bike

She **likes** reading stories for the baby____

My mother **likes** reading stories for the baby

It **likes** playing with me

We like skating in the park

You like watching tv series

They like listening to music

NOTA: LOS ALUMNOS ESTAN REALIZANDO UN ALBUM FAMILIAR, EN ÉL PRESENTAN A CADA MIEMBRO DE LA FAMILIA, MENCIONANDO EL PARENTESCO, EL NOMBRE Y LOS GUSTOS PERSONALES, POR LO QUE LOS ENUNCIADOS PUEDEN VARIAR SIGNIFICATIVAMENTE.

Verb: have

I have

You have

He **has**

She **has**

It **has**

We have

You have

They have



Hair, eyes and skin

blonde hair



long hair



black hair



short hair



brown hair



straight hair



light brown hair



curly hair



red hair



wavy hair



gray hair



bald



brown eyes



green eyes



hazel eyes



blue eyes





HOJA NO DEBE PEGARSE EN EL CUADERNO. DEBE SER RESPONDIDA CON LÁPIZ TREGADA A LA MAESTRA DE INGLÉS A MÁS TARDAR EL 9 DE FEBRERO



.NAME: _____

**Listen and watch the video. Robot Songs: What is a family?
Order.**

have / You / can / mum / one
 dad / one / have / You / can
 have / mums / You / can / two
 two / You / can / dads / have
 step-mum / You / can / a / have
 have / step-dad / a / You / can
 by / be raised / your / grandma / You / can
 your / grandad / be raised / You / can / by

1. You can have one mum
2. You can have one dad
3. You can have two mums
4. You can have two dads
5. You can have a step-mum
6. You can have a step-dad
7. You can be raised by your grandma
8. You can be raised by your grandad

Complete

niece	grandfather	parents	nephew
uncle	grandmother	aunt	cousins

9. Your mum and dad are also called your parents
10. Your mum or dad's father is your grandfather
11. Your mum or dad's sister is your aunt
12. Your brother or sister's son is your nephew
13. Your mum or dad's mother is your grandmother
14. Your mum or dad's brother is your uncle
15. Your brother or sister's daughter is your niece
16. Your aunt and uncle's children are your cousins

Answer

17. How old are you? I am eight
18. How old is your father? 32 years old
19. What's your mother's name? She is Maria
20. How many people are there in your family? Four people



Las respuestas en la última sección pueden variar ya que son personales.

Project: Describing a person





This is my mother.

She is Amanda.

She has long, wavy gray hair.

She has brown eyes.

She has medium skin.


She likes cooking Mexican food and baking cakes.

NOTA: LA DESCRIPCION PUEDE VARIAR YA QUE CADA ESTUDIANTE ELIGIÓ A SU PERSONA FAVORITA PARA DESCRIBIR. SI LA DESCRIPCION ES DE UN HOMBRE LA DIFERENCIA SERÁ DE *SHE* A *HE*

Present continuous

We use the present continuous, to talk about things you are doing now or actions happening at the moment.

We are learning English.

 + am
is
are + verb -ing + complement

Examples. -

1. He is cooking pancakes.
2. She is working in the market.
3. He is doing household chores.
4. She is going to school.
5. They are playing soccer in the park.

Exercise. –

They are baking cookies.

They are building a car.

They are playing board games.



Instructions. - Write sentences

What are they doing?



They are listening to the radio.



He is cleaning his bedroom.



The dogs are sleeping in the box.



She is looking at the map.



He is talking on the telephone.



He is keeping the bags in the car.

Instructions. - Look at the pictures and answer the questions.



What is the boy doing?

He is washing his hair.



Where is he going?

He is going to school.



Are they crossing a river?

No, they are crossing the street.



Is she driving a taxi?

No, she is driving a school bus.



What is she doing?

She is opening her present.



Are they going to the beach?

No, they are going to the city.

Unit 5

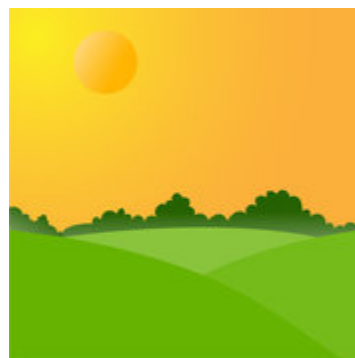
Time



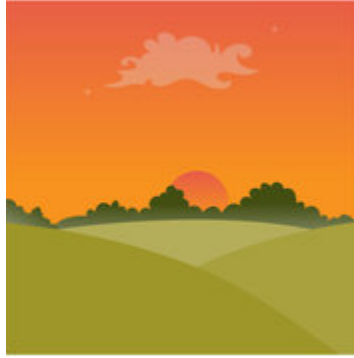
Moments of the day



in the morning



in the afternoon



in the evening



at night

My daily routine



WAKE UP

I wake up in the morning.



TAKE A SHOWER

I take a shower in the morning.



GET DRESSED

I get dressed in the morning.



EAT BREAKFAST

I eat breakfast in the morning.



GO TO SCHOOL

I go to school in the morning.



WASH MY HANDS

I wash my hands in the afternoon.



HAVE A SNACK

I have a snack in the afternoon.

I eat lunch in the afternoon.



DO THE
HOMEWORK

I do my homework in the afternoon.



WASH MY FACE

I wash my face in the evening.



EAT DINNER

I eat dinner in the afternoon.



BRUSH MY TEETH

I brush my teeth at night.



GO TO BED

I go to bed at night.

NOTA: LOS ENUNCIADOS PUEDEN VARIAR EN CADA ALUMNO DEBIDO A QUE TIENEN COSTUMBRES DIFERENTES, ALGUNOS SE BAÑAN EN LA MAÑANA, OTROS LO HACEN POR LA TARDE O LA NOCHE.

Celebrations of the Year

We celebrate grandparent's day in August
Grandsparent's day is in August.



We celebrate mother's day in May.
Mother's day is in May.
We celebrate father's day in June
Father's day is in Jun



We go on holidays in July.



We enjoy vacations in July and August.
Vacations are in July and August.



We celebrate St Valentin´s day in February.
St. Valentines day is in February.



Children´s day is celebrated in April.
Children´s day is in April.

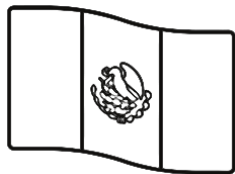


Fall starts in September.

Spring starts in March.



We enjoy posadas in December.
We decorate the Christmas tree in December.
Christmas is in December.



The flag´s day is in February.
Independence is in September
We remember the Mexican Revolution in November
The Mexican Revolution is in November.



We celebrate the Day of the Dead in November.
Day of the Dead is in November



We eat "king cake" in January
The Three Wise Men give presents to children.



We celebrate Halloween in October.
Halloween is in October

NOTA: LOS ENUNCIADOS PUEDEN VARIAR YA QUE CADA ESTUDIANTE REDACTÓ DE ACUERDO A SUS HABILIDADES, SIN EMBARGO, CADA ENUNCIADO DEBE CONTENER UN SUJETO, UN VERBO CONJUGADO, UN COMPLEMENTO CUANDO ESTE ES NECESARIO Y LA EXPRESION DEL TIEMPO USANDO LA PREPOSICION: IN.

Days of the week

on Monday



on Tuesday



on Wednesday



on Thursday



on Friday



on Saturday



on Sunday



weekdays {
Monday
Tuesday
Wednesday
Thursday
Friday

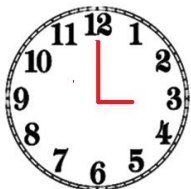
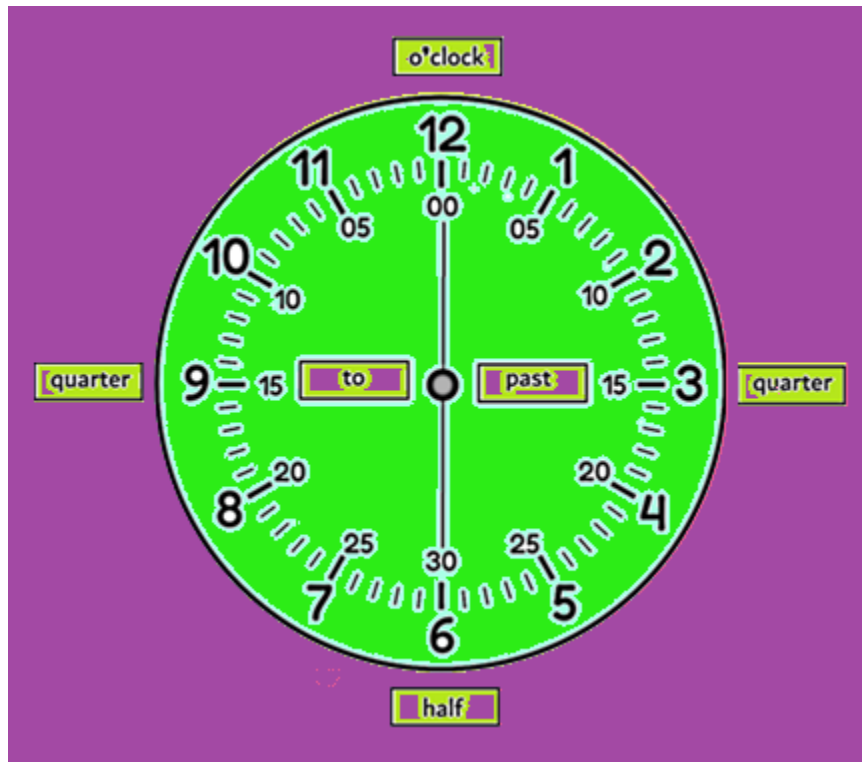
weekend {
Saturday
Sunday

- I honor the flag on Monday
- I have PE* class on Tuesday
- I study English on Thursday
- I go to the park on Sunday

*Physical Education

in	on
<p>Moments of the day:</p> <ul style="list-style-type: none">• In the morning• In the afternoon• In the evening <p>Months:</p> <ul style="list-style-type: none">• In March• In October	<p>Days of the week:</p> <ul style="list-style-type: none">• On Monday• On Friday• On Sunday

The time



It's three o'clock.



It's eight o'clock.



It's ten o'clock.



It's one o'clock.



It's nine o'clock.



It's five o'clock.



It's quarter past two.



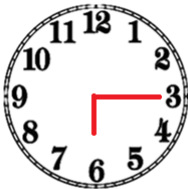
It's quarter past five.



It's quarter past four.



It's quarter past eleven.



It's quarter past six



It's quarter past seven.



It's quarter to eight.



It's quarter to four.



It's quarter to twelve.



It's quarter to ten.



It's quarter to one.



It's quarter to three.



It's half past one.



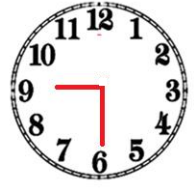
It's half past three.



It's half past five.



It's half past seven.



It's half past nine.



It's half past eleven.



It's five past eight.



It's twenty-five past four.



It's ten past twelve.



It's twenty past one.



It's five to three.



It's twenty-five to seven.



It's ten to six.



It's twenty to ten.

1 one	12 twelve	23 twenty-three
2 two	13 thirteen	24 twenty-four
3 three	14 fourteen	25 twenty-five
4 four	15 fifteen	26 twenty-six
5 five	16 sixteen	27 twenty-seven
6 six	17 seventeen	28 twenty-eight
7 seven	18 eighteen	29 twenty-nine
8 eight	19 nineteen	30 thirty
9 nine	20 twenty	40 forty
10 ten	21 twenty-one	50 fifty
11 eleven	22 twenty-two	60 sixty

INSTRUCTIONS.- Complete the following sentences.

1. The school door is open at ten to eight.

7:50

2. Play time starts at half past ten-

10:30

3. Classes finish at quarter past two.

2:15

4. The English class is at quarter to one.

12:45

INSTRUCTIONS.- Complete the text with the words: in / on / at



My birthday is on Christmas day! I was born in 2017 on 25 December at 2 o'clock in the morning. I always open my presents. In December it snows so in the afternoon I go outside and play.

Exercise from Workbook page 97

1. Roberto is playing the guitar



2. Is the kite flying?

3. Luisa is not dancing ballet now.



4. I am cooking spaghetti.



5. Are the dogs barking right now?



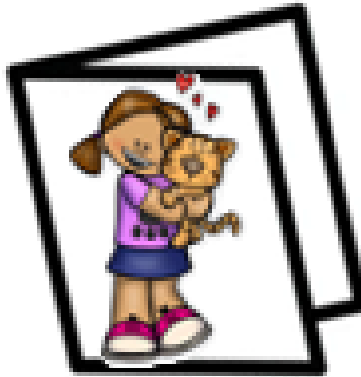
6. He is not going to the park.

Project: My Time Book

subject + verb + complement + time expression
in/on/at

Examples:

- I pet my cat in the afternoon.
- I eat breakfast at six o'clock.
- I go to the park on Saturday.



NOTA: LOS 7 ENUNCIADOS DE CADA ALUMNO PUEDEN VARIAR SIGNIFICATIVAMENTE YA QUE DEBEN ESCRIBIRLOS DE MANERA QUE SEAN VERDADEROS PARA CADA UNO DE ELLOS. LO IMPORTANTE ES QUE CUENTEN CUÁNDO REALIZAN LAS ACTIVIDADES QUE DESCRIBEN (EN QUÉ MOMENTO DEL DÍA, O EN QUE DÍA ESPECÍFICAMENTE O MES DEL AÑO O EN QUÉ HORA CONCRETA SE REALIZA CIERTA ACTIVIDAD). POSTERIORMENTE ILUSTRAN CADA UNO DE LOS ENUNCIADOS Y PRESENTAN SU LIBRO DEL TIEMPO.

Unit 6

Important information and data



INSTRUCTIONS. – Copy the story All I Want Is to Be a Star from the workbook, pages 60-63. Then identify the verbs in past simple and highlight them.

All I Want Is to Be a Star

A sudden flash of light **woke** me **up**. When I **opened** my eyes, I **noticed** she **was not** beside us. As I **turned** my head, I **saw** my father worried and looking toward the horizon. My little brothers **were** still asleep together, **curled** up in a ball.

The morning **went** by, and I still **hadn't** seen her; I **thought** that perhaps, since she **was** the one in charge of bringing food home, she **had** gone further than usual to get it. Meanwhile, my father **continued** taking care of us.

At some point, I **feared** that she would have abandoned us, given that the day before she **was** teaching us some things about survival, but my brothers and I **were not** listening to her, we **were** playing with the butterflies flying around us.

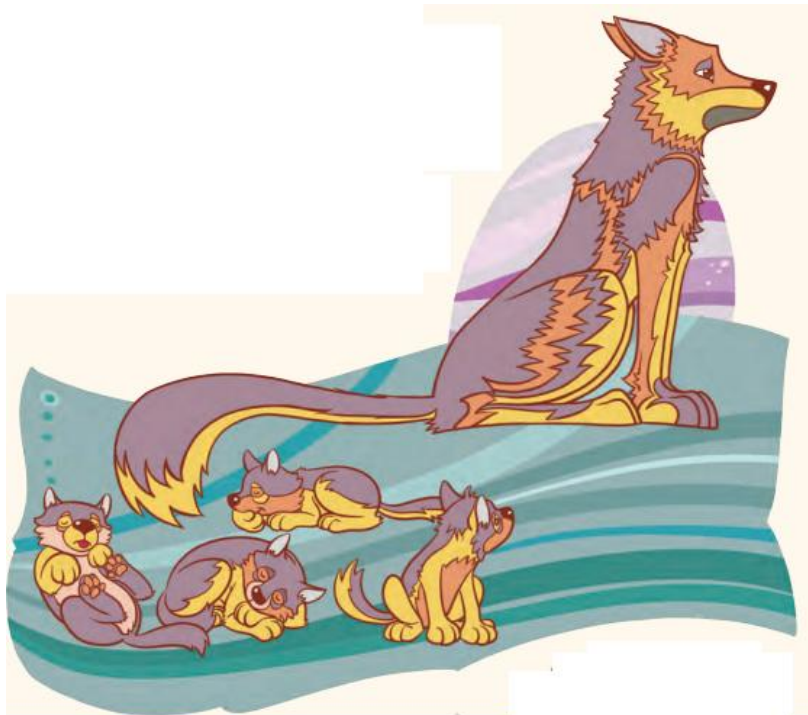
Due to that distraction, I still remember the loud bark my mother **let out** to make us pay attention to what she **was** showing us, and to tell us that, when she **was** gone, we would miss her teachings.

But this idea **was** just a crazy thought in my head, since I **knew** my mother **was** incapable of leaving us, as she only **gave** love and affection to us. Time **went** by, mornings **became** afternoons, then afternoons **became** nights, and my mother **was** still not here. My father's howl **was** so loud that I **was** unable to sleep. So, I would get up, sit next to him and, at the edge of the cave, we would howl together at the moon.

The sun and the moon **kept** rising. As time **went** by, my father **began** to teach us the survival lessons that we **used** to receive from our mother and that now, as she **said**, we **missed** so much. He **insisted** that we learn how to be brave and protect ourselves from the dangers that could threaten us.

It **didn't matter** how many things we **did** during the day, or how much I **played** with my brothers; just knowing that my mother wouldn't be coming home **made** me sad.

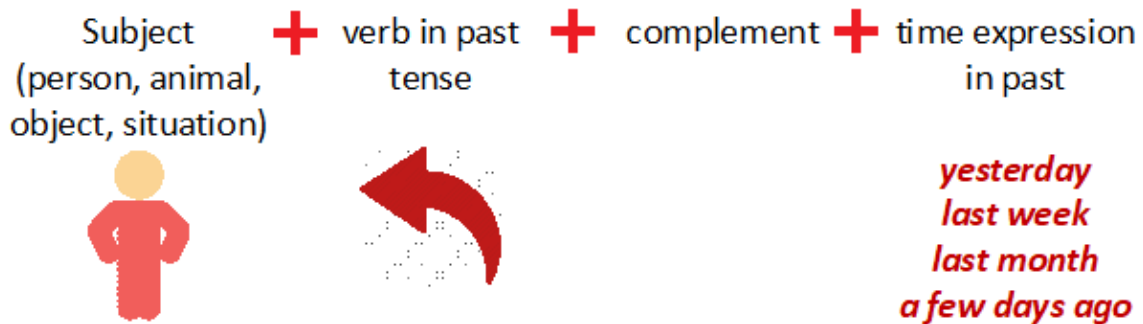
So, when the sun **began** to set, I **walked** to the top of the summit where we **lived** and, when I **arrived**, I **waited** for the moon to rise. When it **was** at its peak, I would watch it and imagine my mother inside it, and all I **wanted** was to become a star to be by her side.



Verbs in past	
regular	Irregular
arrived continued curled up feared insisted lived mattered missed noticed opened played turned used waited walked wanted	became began did gave had kept knew let out made said saw thought was / were went woke up



Structure of the sentence in past



Examples

- The little wolf missed its mother wolf.
- Dad wolf continued the survival lessons.
- All wolf pups played with the butterflies.

INSTRUCTIONS. Complete with the past form of the verb.

1. My friends and I **played** (play) in the park yesterday.
2. I **opened** (open) my presents in the party.
3. My mother **woke up** (wake up) in the morning at 7 o'clock.
4. The cat **saw** (see) a dog through the window.
5. I **gave** (give) my mom a flower last Friday.