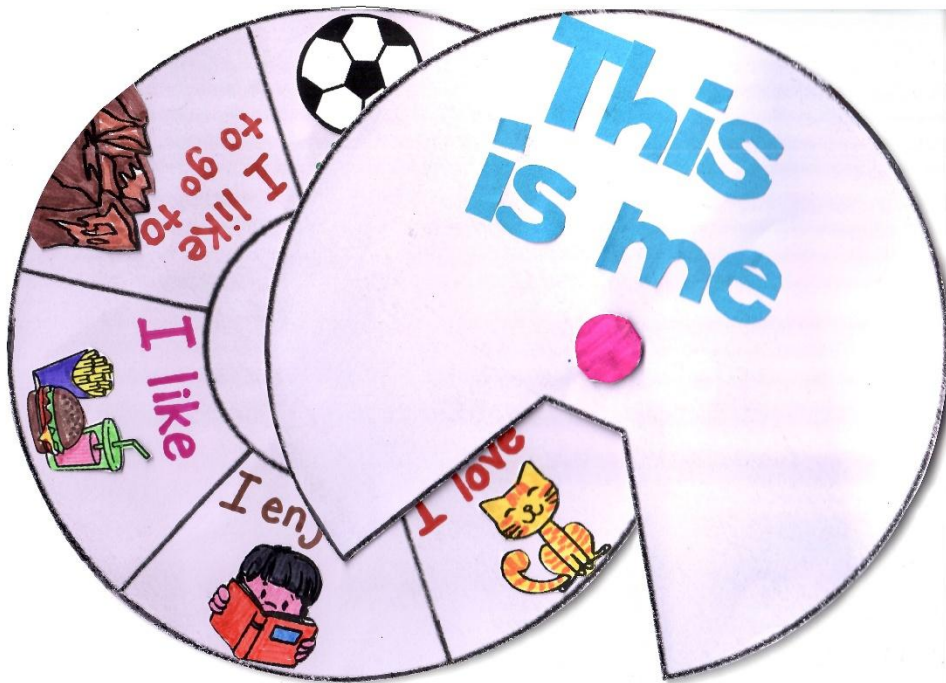




SEPTEMBER



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.

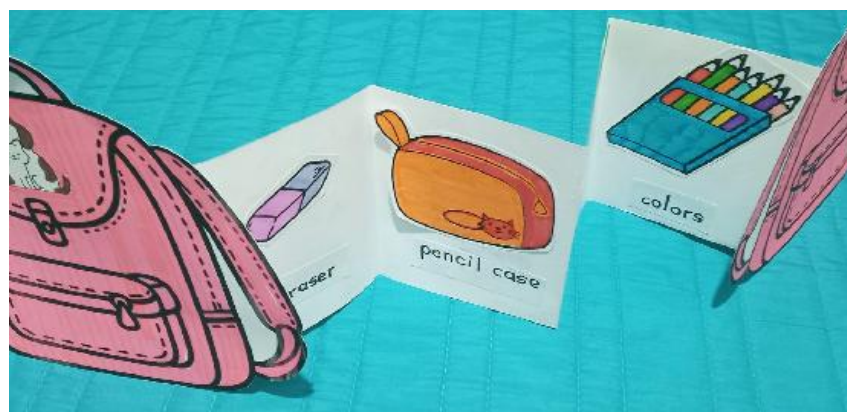
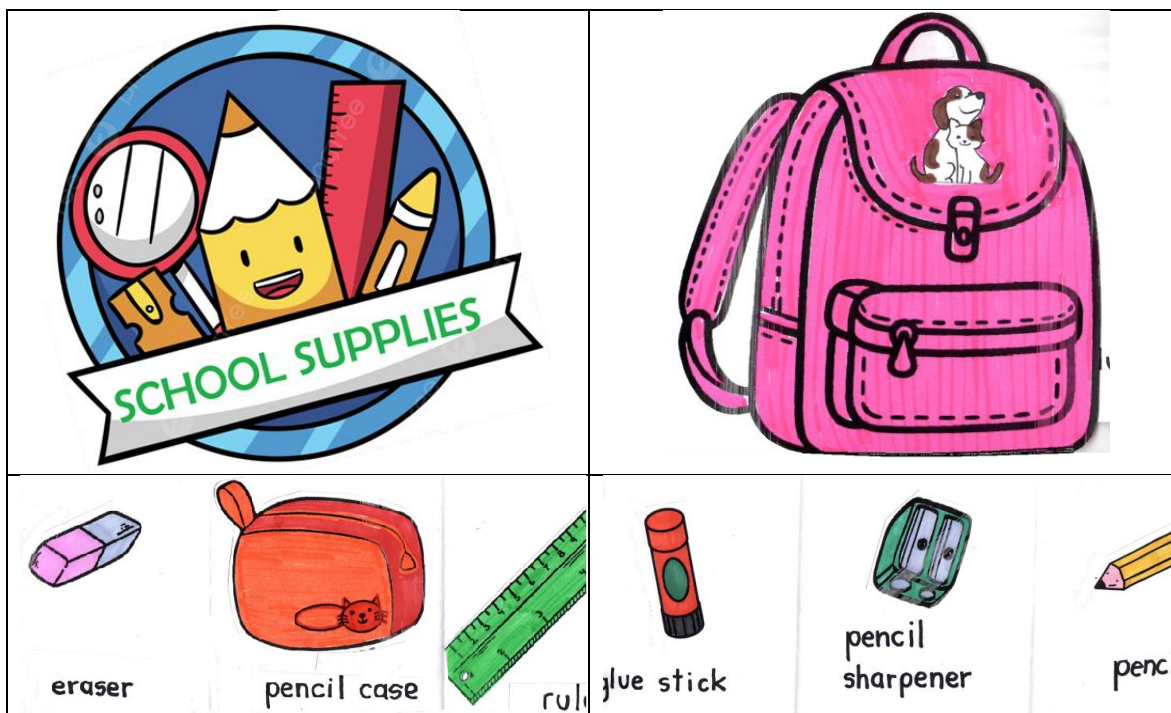
C L A S S R U L E S

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, thank you for explaining that?

You're welcome

Any more questions?

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.

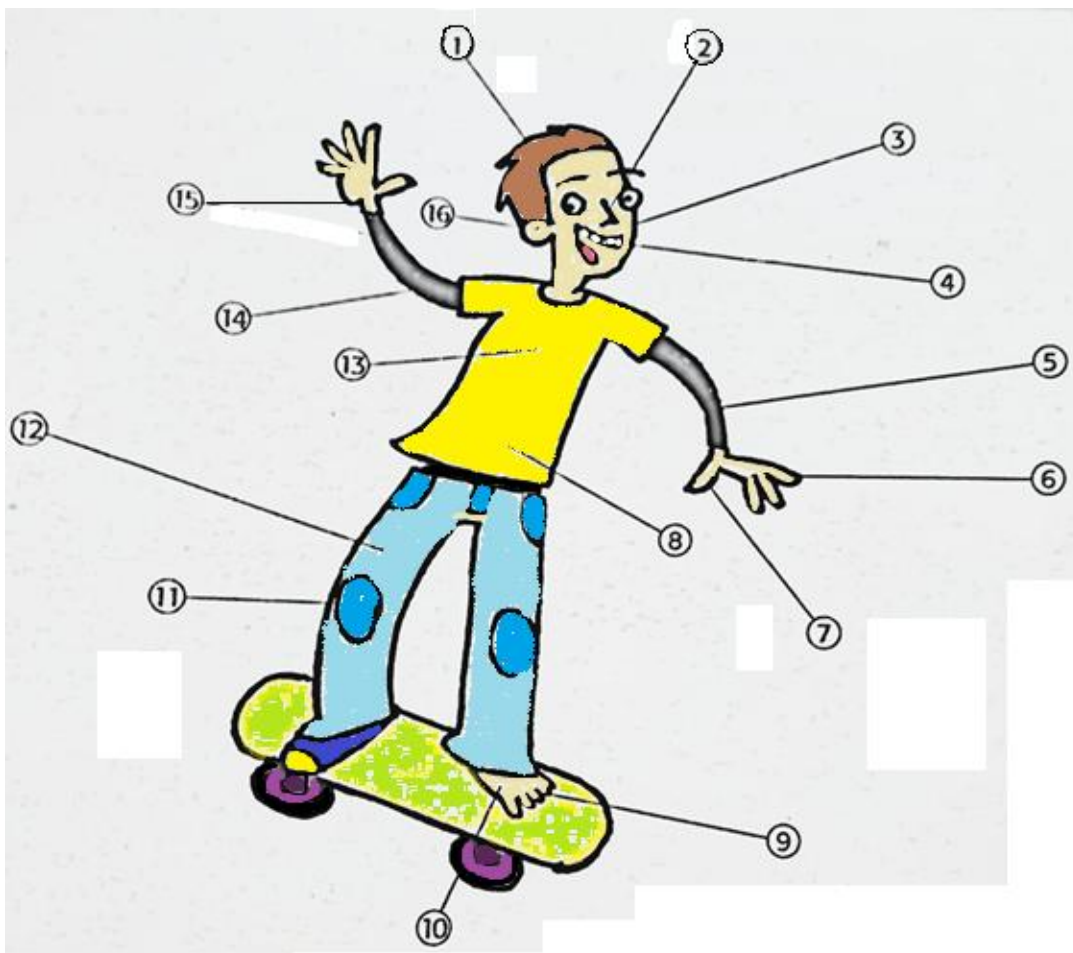
Ejemplo 1.-

Veo y escucho una película de horror mientras 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).

Ejemplo 2.-

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 (éstas 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).

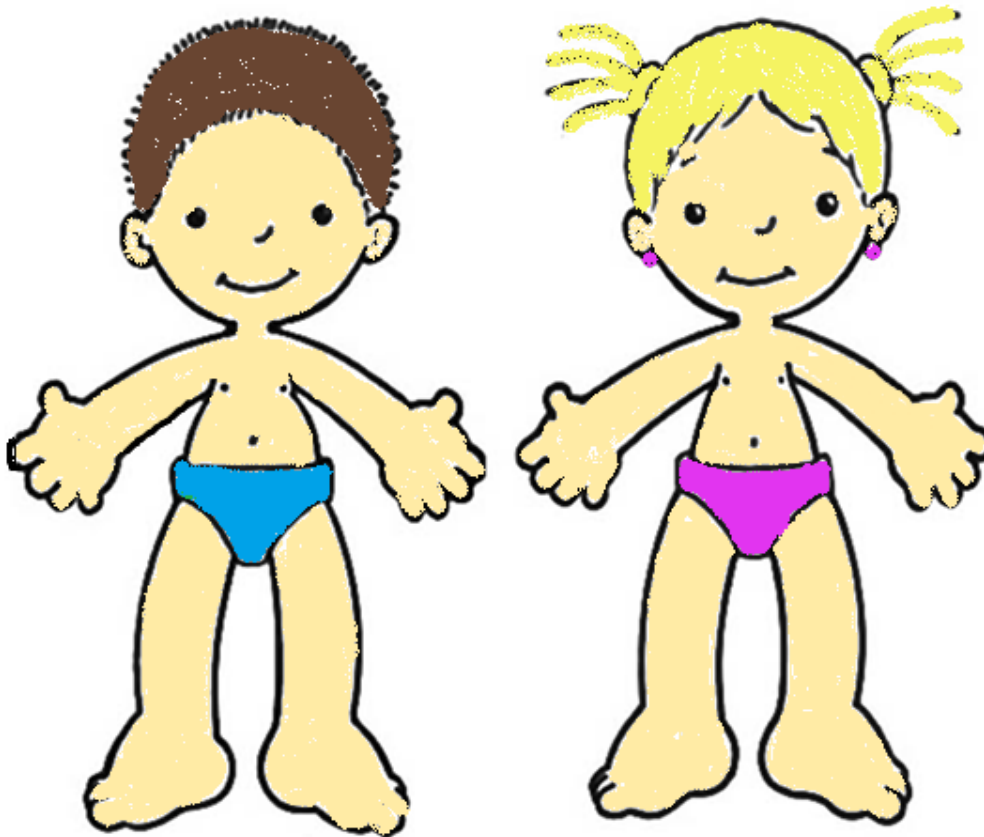
Body parts



- 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

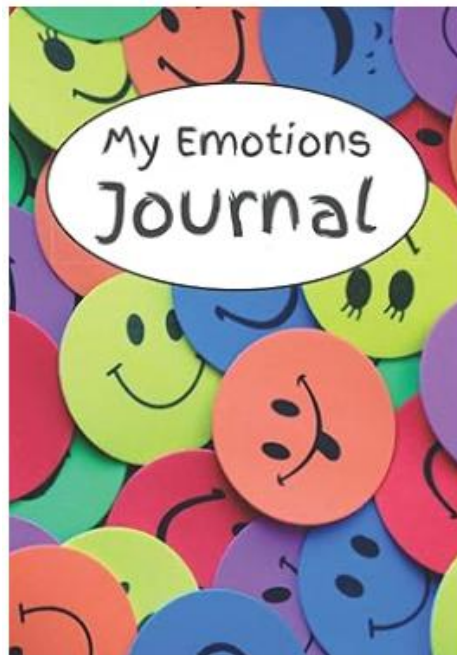
Partes del rostro / Parts of the face

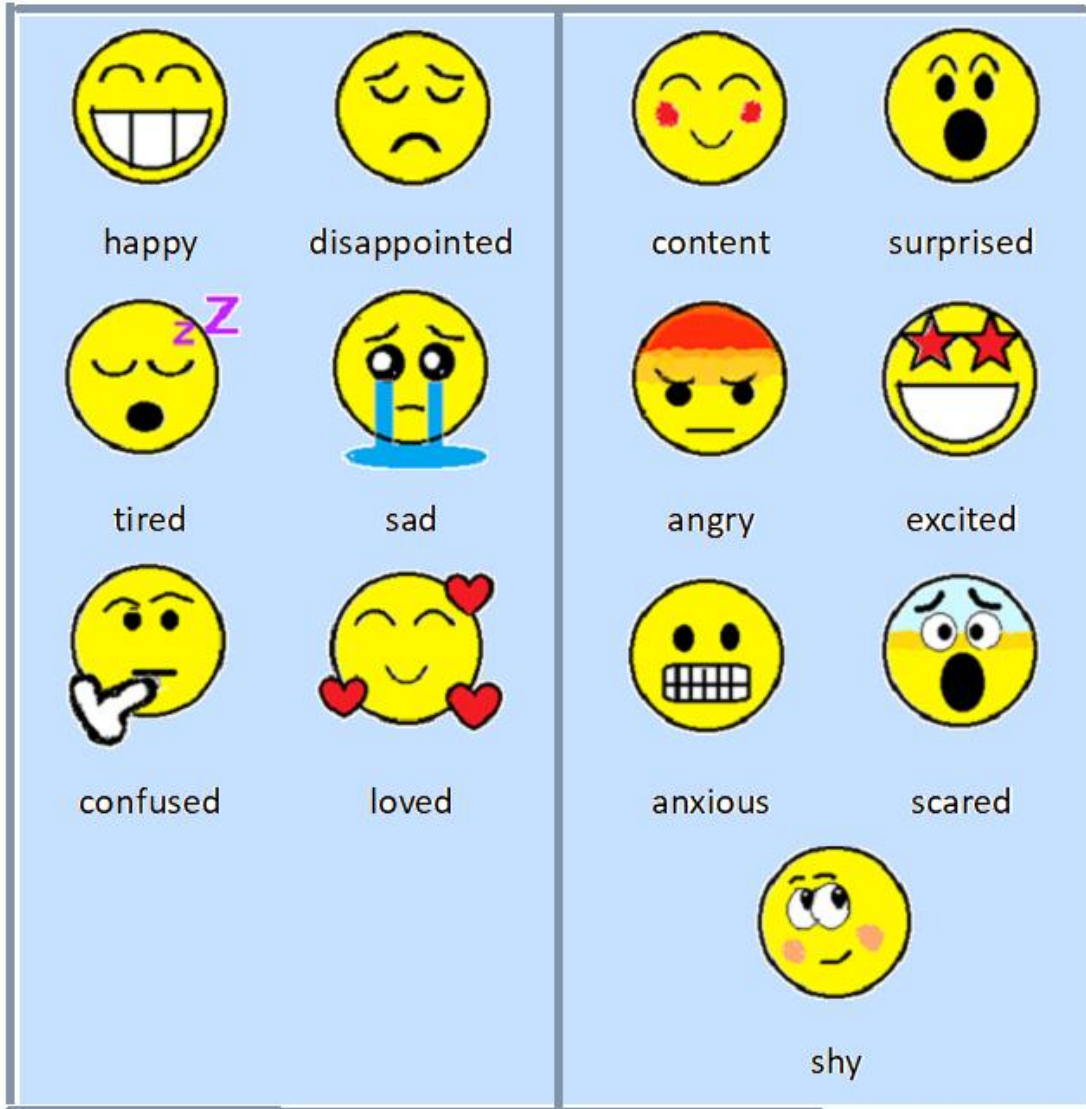
Inglés	Español	Pronunciación
eyes	ojos	/ais/
nose	nariz	/nous/
ears	orejas	/irs/
mouth	boca	/maud/
hair	pelo	/jer/

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 emotions and feelings





Emotions / Emociones

Inglés	Español	Pronunciación
angry	enojado(a)	(engri)
excited	emocionado(a)	/ecsaited/
happy	feliz	(japi)
mad	furioso	
nervous	nervioso(a)	/nervas/
sad	triste	
scared	asustado(a)	/skerd/
worried	preocupado(a)	/guorrid/

PLEASANT	UNPLEASANT	
content	angry	anxious
excited	bored	confused
happy	disappointed	nervous
loved	sad	scared
proud	shy	tired
surprised	worried	

NOTA: DEL DIARIO DE EMOCIONES ILUSTRADO, LOS ALUMNOS CLASIFICARON LAS EMOCIONES EN DOS CATEGORÍAS: AGRADABLES Y DESAGRADABLES.



When I feel _____, my body _____.
emotion *physical reaction*

When I feel *happy*, my body has more energy.

My body has more energy when I feel *happy*.

- 1) My heart beats fast when I feel excited.
- 2) I get butterflies when I am anxious.
- 3) I sweat when I am nervous.
- 4) When I am sad, I cry.
- 5) When I am happy, I smile.
- 6) When I feel angry, my muscles tense up.
- 7) When I feel nervous, my hands get sweaty.
- 8) When I feel sad, my shoulders slump.

- 9) When I feel anxious, my stomach feels tight.
- 10) When I feel scared, my body freezes.
- 11) When I feel shy, my face turns red.
- 12) When I feel loved, my body feels warm.
- 13) When I feel content, my body relaxes.
- 14) When I feel surprised, I gasp, and my eyes widen.
- 15) When I feel confused, I furrow my brow.

NOTA: EN ESTE EJERCICIO LOS ALUMNOS ANALIZARON LAS REACCIONES FISICAS DEL CUERPO ANTE LAS DIVERSAS EMOCIONES Y POSTERIORMENTE ESCRIBIERON EJEMPLOS DE ELLAS. FINALMENTE SELECCIONARON ALGUNA IDEA Y LA ILUSTRARON.

A. How do you feel today?

B. I feel _____ because _____.
emotion *reason*



A. How do you feel today?

B. I feel excited because my mom is preparing my favorite dish today.

1	A: How do you feel today? B: I feel nervous because I have a spelling test this morning.
2	A: How do you feel now? B: I feel happy because I got a gold star on my homework!
3	A: How are you feeling today? B: I feel sad because my best friend is absent today.
4	A: How do you feel today? B: I feel excited because we're going to the zoo this weekend.

5	<p>A: How do you feel?</p> <p>B: I feel scared because I've never been on a big bus before.</p>
6	<p>A: How do you feel at the moment?</p> <p>B: I feel angry because someone took my pencil without asking.</p>



NOTA: EN ESTA ACTIVIDAD LOS ALUMNOS ESCRIBIERON MINI-DIALOGOS DONDE UNO DE LOS PARTICIPANTES PREGUNTA A OTRO, CÓMO SE SIENTE Y ÉSTE RESPONDE CON UN ENUNCIADO CONSTRUIDO CON UNA EMOCIÓN Y LA RAZON PARA SENTIRSE ASÍ. POSTERIORMENTE ILUSTRARON ALGUNO DE ELLOS.

If this happens... How do you feel?

I get a 10 in the exam, I feel happy.

My mom is angry at me, I feel sad.

I'll go on vacation with my family, I feel excited.

This is a horror movie, I feel scared.

I have to see a dentist, I feel nervous.

My friends are here to celebrate my birthday, I feel content.

I lost my favorite video game, I feel angry

My mom and dad kiss me and hug me, I feel loved.



NOTA: EN ESTA ACTIVIDAD LOS ALUMNOS COMPLETARON LAS IDEAS ESCRIBIENDO CÓMO SE SIENTEN EN CADA UNA DE LAS POSIBLES SITUACIONES. POSTERIORMENTE ILUSTRARON ALGUNA DE ELAS.

Sentence structure

I get butterflies when I am nervous.

SUBJECT VERB COMPLEMENT SUBJECT VERB COMPLEMENT

My dog sees a small bird.

SUBJECT VERB COMPLEMENT

She smiles because she feels happy.

SUBJECT VERB SUBJECT VERB COMPLEMENT

My dad gave me \$100. I feel surprised.

SUBJECT VERB COMPLEMENT SUBJECT VERB COMPLEMENT

I can smell with my nose.

SUBJECT VERB COMPLEMENT



NOTA: EL PROPÓSITO DE ESTA ACTIVIDAD ES QUE EL ALUMNO IDENTIFIQUE LOS ELEMENTOS DEL ENUNCIADO: SUJETO (QUIEN EJECUTA LA ACCIÓN), VERBO (LA ACCIÓN QUE HACE O REALIZA EL SUJETO) Y EL COMPLEMENTO (EL QUÉ, CÓMO, CUÁNDO, DÓNDE, POR QUÉ, PARA QUIÉN, ETC Y QUE COMPLETA EL VERBO) CON ESTE EJERCICIO LOS ALUMNOS VISUALIZAN QUE CUALQUIER ENUNCIADO EN INGLÉS POSEE LA MISMA ESTRUCTURA Y QUE AUNQUE SE JUNTEN DOS IDEAS EN UN ENUNCIADO Y SE CONECTEN CON ALGUN CONECTOR (WHEN Y BECAUSE, EN ESTE CASO) CADA ENUNCIADO TIENE SU PROPIA ESTRUCTURA.

I. True or false?

Watch the video: "Emoji meanings around the world". Circle true or false for these sentences.

- | | | |
|--------------------------------------------------------------------|-------------|--------------|
| 1. In the UK, a smiley face means you're happy. | <u>True</u> | False |
| 2. In China, a smiley face means you're being sarcastic. | <u>True</u> | False |
| 3. T5t5rIn Japan, two feet together means 'please' or 'thank you'. | True | <u>False</u> |
| 4. Martin isn't wearing a jumper; he's wearing a skirt. | True | <u>False</u> |
| 5. Ricky uses the cheeky monkey emoji when he's a bit embarrassed. | <u>True</u> | False |
| 6. The cheeky monkey emoji comes from a Japanese legend. | <u>True</u> | False |
| 7. Ricky sends a crying emoji because he's upset. | True | <u>False</u> |
| 8. Martin gives Ricky a poo emoji because he smells bad. | True | <u>False</u> |

II. Find them out!

Identify and match the emotions to their definitions. You can use a dictionary.

cheeky	wise	funny	mean
sarcastic	upset	embarrassed	opposite

9. Feeling unhappy or worried. upset
10. Able to use your knowledge to give good advice. wise
11. Something or someone that makes you smile or laugh. funny
12. Completely different (for example: happy-sad, night-day.) opposite
13. A bit rude but often in a funny way. cheeky
14. Saying the opposite of what you mean to be rude or funny. sarcastic
15. Feeling ashamed or shy embarrassed

III. Writing practice!


16 What is your favorite emoji? What does it mean? Draw it.

The sunglasses emoji represents coolness and confidence. It can also convey feelings of relaxation, or enjoyment.



Project: Poster about emotions.

EMBARRASSMENT



I feel embarrassed.

Please, look away!!

I'm shy.

When I'm shy, I avoid eye-contact.

I want to escape the situation.

I'm not comfortable.

If I feel ashamed, my cheeks blush, sometimes I sweat

When I feel ashamed I don't want to be judged.

For a person like me, it is difficult to make new friends.

NOTA: EL PROPÓSITO DEL PROYECTO EN EQUIPO FUE QUE LOS ALUMNOS SELECCIONARAN UNA EMOCIÓN, LA ILUSTRARAN Y ESCRIBIERAN CÓMO REACCIONA EL CUERPO A ESA EMOCION, COMO LES HACE SENTIR Y EN QUÉ SITUACIONES PUEDEN SENTIRSE ASÍ, CUÁNDO O POR QUÉ.

POSTERS FROM 4A

SAD

I sad to feel

I sad to

I sad to throw my lego

HAPPINESS

When I feel happy my heart beats fast

My dad gave me 100 Pesos I feel so happy

I get a 10 in the exam I am happy
my mom is preparing my favorite food I happy
When I feel happy I smile
My dog sees a small bird and ha ha

OSTAM

Anger

When I feel angry I shout

When I feel angry I cry

I lost my favorite videogame I feel angry

When I am angry I cry

I lost my favorite videogame I feel angry

I am excited

I am excited

ANXIETY

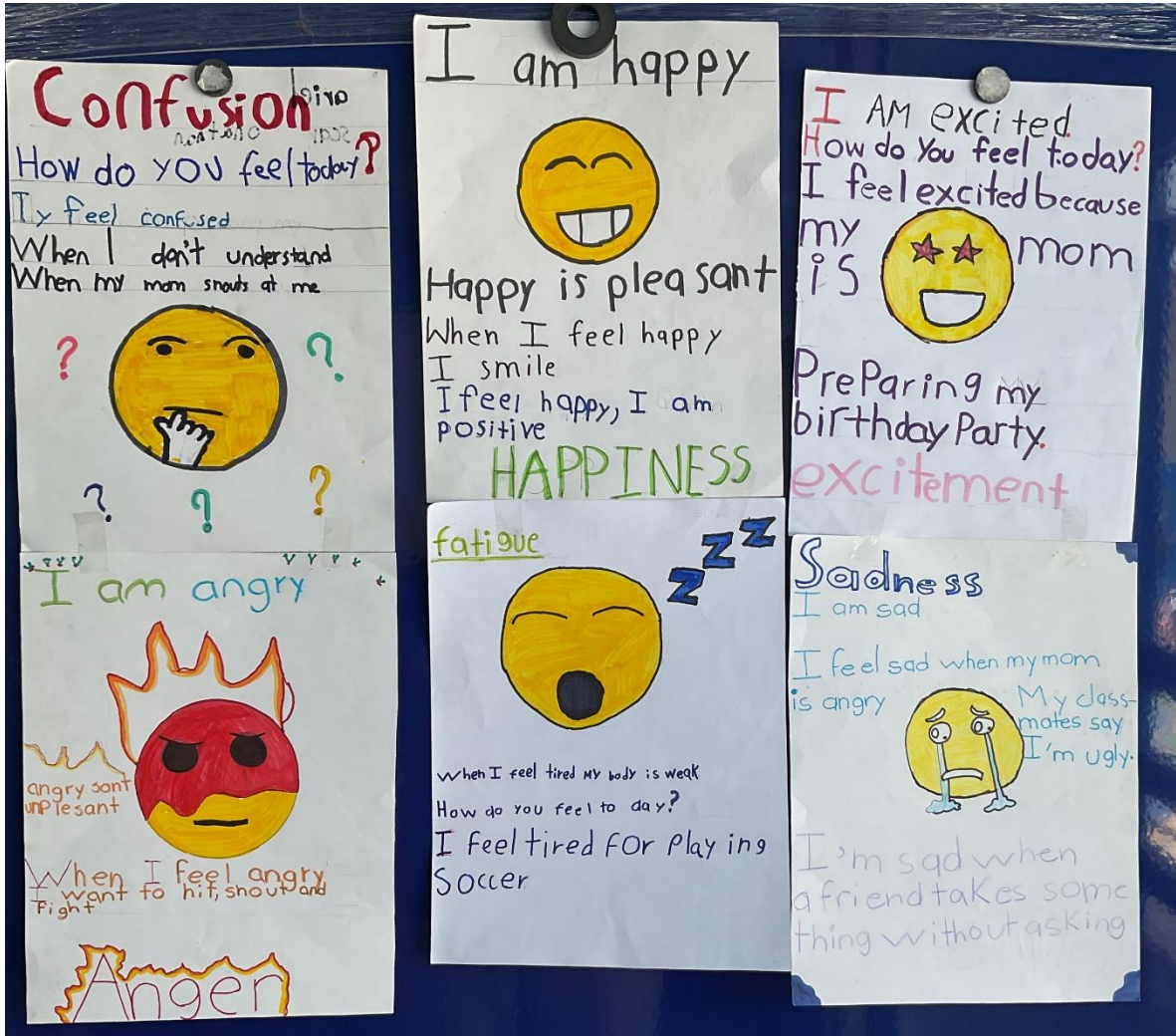
I am anxious

My mom is angry at me I feel Anxiety
I sweat
I have to see a dentist, I feel Anxiety

POSTERS FROM 4B



POSTERS FROM 4C



NOVEMBER

Unit 2

Verbal
and
written
texts.



VERBAL



WRITTEN



NONVERBAL



VISUAL



VERBAL



NONVERBAL



WRITTEN



VISUAL

Poem and song

Verse. - each line of a poem or song.

Stanza. - a group of verses.

Rhyme. - repetition of the final sound of different words at the end of lines of poems.

Rhythm. - a regular musical effect inside a poem or a song.

Snowman

I'm a little snowman, look at me.

These are my buttons, one, two, three.

These are my eyes, and this is my nose.

I wear a hat and scarf. Brrr, it's cold!



1. How many verses are there?

There are four verses

2. How many stanzas are there?

There is one stanza

3. Is there rhyme? What words?

Yes, me - three



1. When do you listen to songs?

I listen to music at all times of day to set a mood.

2. What do songs make you feel?

Music can make people feel emotions because feelings are triggered by musical elements and music is also linked to life experiences.

Identify the words that rhyme.

One, two, buckle my shoe
Three, four, open the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a good, fat hen
Eleven, twelve, dig and delve
Thirteen, fourteen, maids a-courting
Fifteen, sixteen, maids in the kitchen
Seventeen, eighteen, maids are waiting
Nineteen, twenty, my stomach's empty.

two-shoe
four-door
six-sticks
eight-straight
ten-hen
twelve-delve
thirteen-fourteen-courting
fifteen-sixteen
seventeen-eighteen-waiting
twenty-empty

3. What is the song about?

It's about teaching to count



Five, six, pick up sticks

Read the poem, identify the rhyme in yellow, the verses in color green and the stanzas in orange.

Rain, rain, go away.
Come again another day.
Little Jay wants to play,
Come again another day.



Sun, sun, out you stay,
Warm us up for all day.
Little Jay wants to play,
Warm us up for all day.

How many verses are there?

There are eight verses

How many stanzas are there?

There are two stanzas

Write the words that rhyme:

Rain-again

Away-day-play-stay

Instructions.- Complete the poem with the words from the box.

<i>we</i>	<i>school</i>	<i>wind</i>
<i>away</i>	<i>go</i>	<i>want</i>
<i>today</i>	<i>sing</i>	<i>laugh</i>

Wind, wind, go away.

We want to go to school today.

Play and sing and laugh all day.

Wind, wind, go away

Actividad especial

<https://learnenglishkids.britishcouncil.org/listen-watch/songs/twinkle-twinkle-little-star>

Twinkle twinkle little **star**
How I wonder what you **are**
Up above the world so **high**
Like a diamond in the **sky**
Twinkle twinkle little **star**
How I wonder what you **are**



Twinkle twinkle little **star**
How I wonder what you **are**
Up above the world so **high**
Like a diamond in the **sky**
Twinkle twinkle little **star**
How I wonder what you **are**

How many verses are there? There are twelve verses.

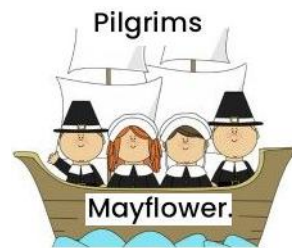
How many stanzas are there? There are two stanzas.

Words that rhyme:

Star-are high-sky

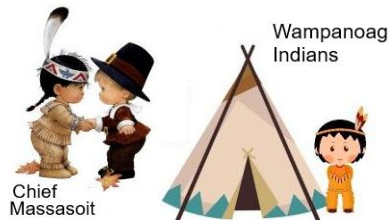


Project: Story of Thanksgiving



Long ago the Pilgrims were unhappy with King James's rules so they sailed for America.

The Pilgrims sailed on the Mayflower and after some time they reached Plymouth Rock.



The Pilgrims built a new home in America. The Pilgrims met the Wampanoag and chief Massasoit who were native to America.

The Native Americans helped the Pilgrims and taught them how to plant food and hunt.



The Pilgrims and the Native Americans celebrated the harvest with a feast to give thanks.

Today on the 4th Thursday in November, families eat turkey and say what they are thankful for.

December

Unit 3

Cultural
and
artistic
icons.



Read the following text and answer the questions below.

CHRISTMAS

Christmas is celebrated every year on December 25th. On this day, families gather to enjoy festive meals and exchange gifts. Many people decorate their homes with lights, wreaths, and Christmas trees. A popular Christmas activity is decorating the Christmas tree. Families hang ornaments, lights, and sometimes a star on top. Another fun tradition is singing Christmas carols, which are joyful songs about the holiday.



Santa Claus is an important part of Christmas for children. Santa is known as a jolly man in a red suit who brings presents to kids on Christmas Eve. Children often leave milk and cookies for Santa as a treat. Christmas is a time to spread love and joy. People come together to celebrate with family and friends and enjoy the holiday spirit.

1-When is Christmas celebrated?

Christmas is celebrated on December 25th

2- What do families decorate during Christmas?

People decorate their Christmas trees

3- Who brings presents to children on Christmas Eve?

Santa Claus brings presents to children

4- What do children leave for Santa Claus?

Children leave milk and some cookies

5- Why do people celebrate Christmas?












People celebrate to enjoy the holiday spirit



Christmas items	Christmas activities
Eggnog	Going ice skating
Present	Making a snowman
Card	Acting in a pastorela
Piñata	Breaking a piñata
Reindeer	Exchanging gifts
Santa Claus	Seeing a parade
Stockings	Singing Christmas carols



Colors

	red
	orange
	yellow
	green
	blue
	purple
	pink
	gray
	brown
	black
	white

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



Shapes



circle



triangle



rectangle



square



oval



Star



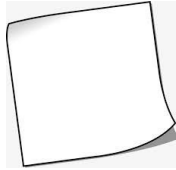
The snowman has circles (bottoms and eyes), rectangle (scarf), square (hat) and triangle (nose).

Materials

wood



paper



glass



plastic



stone



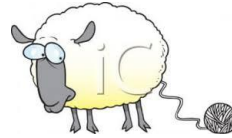
leather



cotton



wool



foam



ceramics



Sizes

small



medium size



large/big



The stockings are medium size. The stocking is made of cotton and wool.



Project: Christmas Information Card



1. The gingerbread house is brown, red, green and white.
2. The gingerbread house has circles (candy), squares (windows) and rectangle (door).
3. The gingerbread house is made of foam and paper.
4. The gingerbread house is medium size.

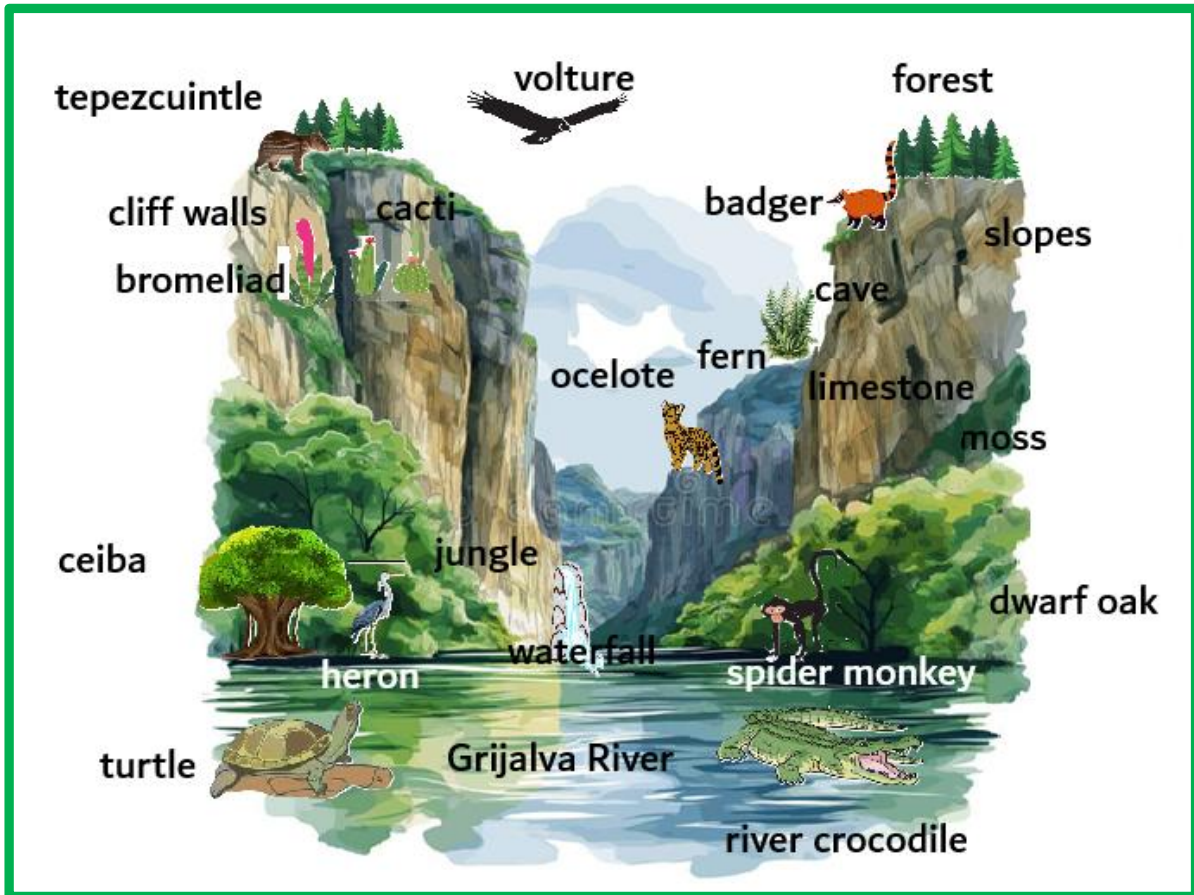
JANUARY

Unit 4

Natural and
Social
Environments



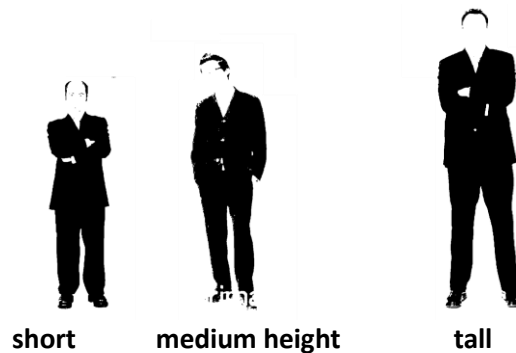
Sumidero Canyon Natural Park



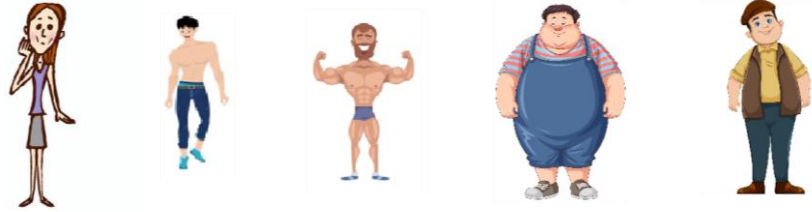
NOTA: LOS ALUMNOS REALIZARON UN DIORAMA CON LA FLORA, FAUNA Y CARACTERISTICAS FISICAS Y GEOLOGICAS DEL CAÑON DEL SUMIDERO A PARTIR DE LA LECTURA DEL LIBRO DE TEXTO PAGES. 88-92

Physical descriptions

1) height



2) body



skinny/thin slim well-built fat overweight

3) age



young old

4) other features



attractive handsome beautiful/pretty

Feelings and Appearances

Unit 6 Level 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14
big	small	clean	dirty	happy	sad	fat	thin	tall	short	beautiful	ugly	young	old

The wizard is medium height.
He is slim.
He is very old.
He is not attractive.

The football player is tall.
He is well built.
He is young.
He is handsome.

NOTA: LAS RESPUESTAS PUEDEN VARIAR YA QUE CADA ALUMNO OPTÓ POR DESCRIBIR EL ASPECTO FÍSICO DEL PERSONAJE DE SU ELECCION.



This is teacher Alex.
He is tall.
He is slim.
He is not old.
He is attractive.



This is the school's principal.
She is Linda Grisel.
She is tall.
She is average.
She is not young.
She is pretty.

NOTA: LOS ALUMNOS DESCRIBIERON EL ASPECTO FÍSICO (ESTATURA, COMPLEXION, EDAD Y BELLEZA) DEL PERSONAL ACADÉMICO DE LA ESCUELA POR LO QUE LOS EJEMPLOS PUEDEN VARIAR SIGNIFICATIVAMENTE.

VOCABULARY FROM THE VIDEO



Describing People's Looks | English Vocabulary | Fun Kids English

1) hair



blonde



black



brown



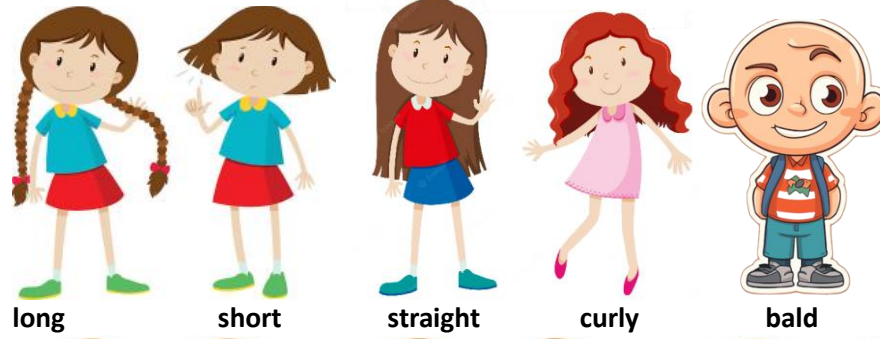
light brown



red



gray



long

short

straight

curly

bald

2) color eyes



brown eyes



green eyes



blue eyes

3) facial hair style



moustache



goatee



beard



clean shaven

4) Skin



5)

I have black hair.
 I have long curly hair.
 I have brown eyes.
 I don't have a moustache.



ESTA HOJA NO DEBE PEGARSE EN EL CUADERNO. DEBE SER RESPONDIDA Y ENTREGADA A MÁS TARDAR EL 9 DE FEBRERO



FULL NAME _____

Scan the QR code and watch the video

Complete the faces according to the information.



She has...
long and curly hair
blonde hair
green eyes



He has...
short and straight hair
light brown hair
blue eyes
moustache

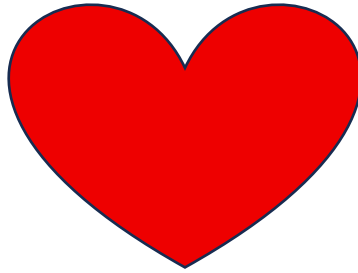
What do you look like? Write and draw your face.

I have...

brown eyes

long curly and black hair





This is my father.
He is Baltazar
He is tall.
He is slim.
He is 72 years old. He is old.
He is handsome.
He has green eyes.
He has short, straight, gray hair.
He has fair skin.
He has a stubble beard.

NOTA: CADA ALUMNO SELECCIONÓ A SU PERSONA FAVORITA PARA DESCRIBIRLA POR LO QUE LOS ENUNCIADOS PUEDEN VARIAR LIGERAMENTE PERO EL ORDEN DE LOS ENUNCIADOS Y CANTIDAD DEBE SER EL MISMO. (ENTRE 9 Y 10)

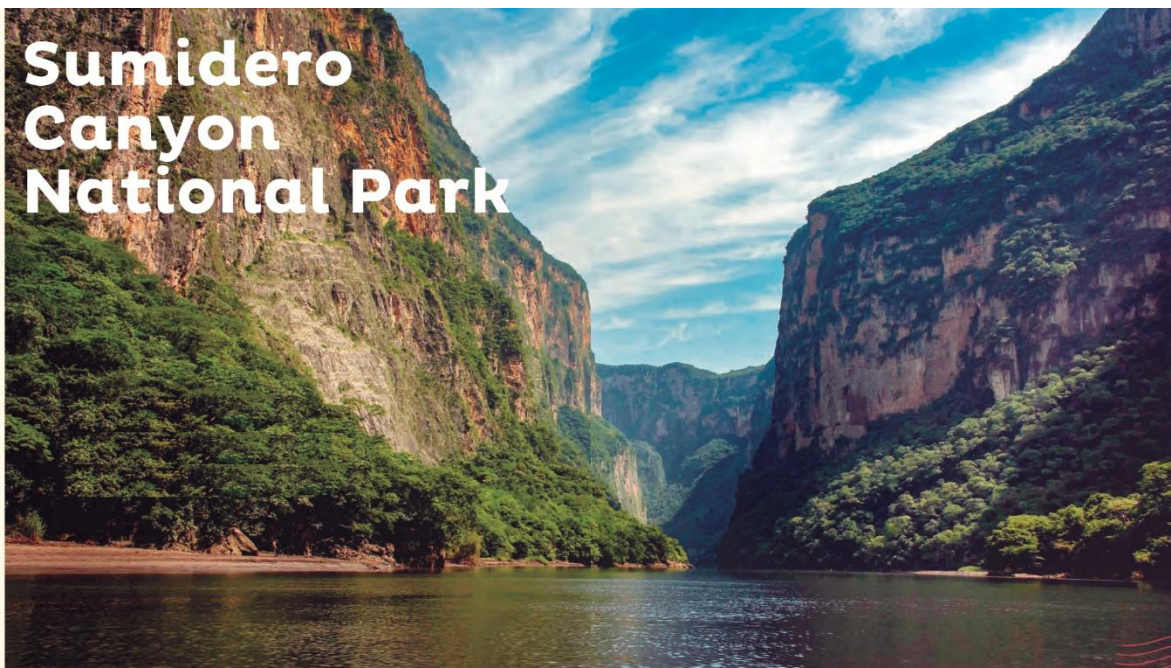
Description of a place.

We use **there is** to say that something exists or is in a place.

- **There is a river at the Sumidero Canyon National Park.**

We use **there is** for singular concepts and **there are** for plural.

- **There is a jungle at the bottom of the canyon.**
- **There are many different animal species at the Sumidero.**



NOTA: LOS ALUMNOS, TRABAJANDO EN PAREJA, DESCRIBEN EN 10 ENUNCIADOS EMPLEANDO [THERE IS/THERE ARE] LOS ECOSISTEMAS, FLORA Y FAUNA DEL CAÑÓN DEL SUMIDERO POR LO QUE LOS ENUNCIADOS PUEDEN VARIAR

There is

- There is the blue sky.
- There is limestone on the cliff walls.
- There is a river at the bottom of the canyon.
- There is a Sumidero Canyon National Park in Chiapas.
- There is a jungle at the bottom of the canyon.
- There is a temperate forest at the top of the Sumidero.
- There is an exotic animal species: the tepezcuintle.

There are

- There are crocodiles, fish and turtles in the Grijalva river.
- There are dwarf oaks and ceibas in the jungle.
- There are many trees in the forest.
- There are foxes, raccoons and birds in the forest.
- There are jaguars, ocelots and spider monkeys in the jungle.
- There are many cacti and bromeliads on the slopes.

Unit 5

Time



Moments of the day



in the morning



in the afternoon



in the evening



at night

Seasons of the year



in spring



in summer



in autumn



in winter

Instructions.- answer the following questions

1. When do we start classes at school?
We start classes in autumn.
2. When is it cold?
It is cold in winter.
3. When do you go to sleep?
I go to sleep at night
4. When do you have lunch?
I have lunch in the afternoon
5. When do you celebrate your birthday?
I celebrate my birthday in spring.

Time: **in**

We use in for:

- moments of the day: **in the morning... ***
- months: **in March ...**
- years: **in 2026...**
- seasons: **in spring...**
- amount of time: **in ten minutes, in two hours...**

***EXCEPTION: at night.**

Instructions. - Write sentences for the activities you do during the day.

I wake up in the morning.
I take a shower in the morning.
I put on my school uniform in the morning.
I go to school in the morning.

I go back home in the afternoon.
I have lunch in the afternoon.
I do my homework in the afternoon.
I go to the park in the afternoon.

I eat dinner in the evening.
I watch TV series in the evening.
I brush my teeth in the evening.
I play video games in the evening.

I kiss my parents good night.
I go to bed at night.
I go to the kitchen for a glass of water at night.
I have sweet dreams at night.

NOTA: LOS ENUNCIADOS PUEDEN VARIAR YA QUE CADA ESTUDIANTE TIENE RUTINAS DIARIAS DIFERENTES.

Instructions. - write sentences for the activities we do every season.

We see flowers blooming in spring.
We commemorate Benito Juárez's day in spring.
We see pollinizing bugs like bees and butterflies in spring.

We go on vacation in summer.
We feel very hot in summer.
We enjoy activities like swimming and camping in summer.

We celebrate Halloween and the Day of the Dead in autumn.
We see leaves changing color and falling in autumn.
We start school in autumn.

We feel cold in winter.
We celebrate Christmas and New Year in winter.
We wear warm clothes in winter.

Celebrations of the Year

We celebrate grandparent's day in August



We celebrate mother's day in May.



We celebrate father's day in June

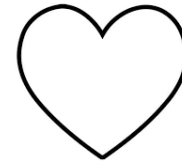


We go on holidays in July.



We enjoy vacations in July and August.

We celebrate St Valentin's day in February.
St. Valentines day is celebrated in February.



Children's day is celebrated in April.



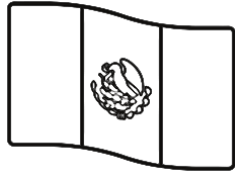
Fall starts in September.



Spring starts in March.



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



The flag's day is in February

We remember the Mexican Revolution in November



We celebrate the Day of the Dead in November.



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



We celebrate Halloween 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.

Time: on

We use in for:

- **days of the week: on Monday, on weekdays, on weekend(s)**
- **specific dates: on October 31st**
- **special day: on my birthday, on Christmas day, on New Year's day.**

Days of the week

on Monday



on Tuesday



on Wednesday



on Thursday



on Friday



on Saturday



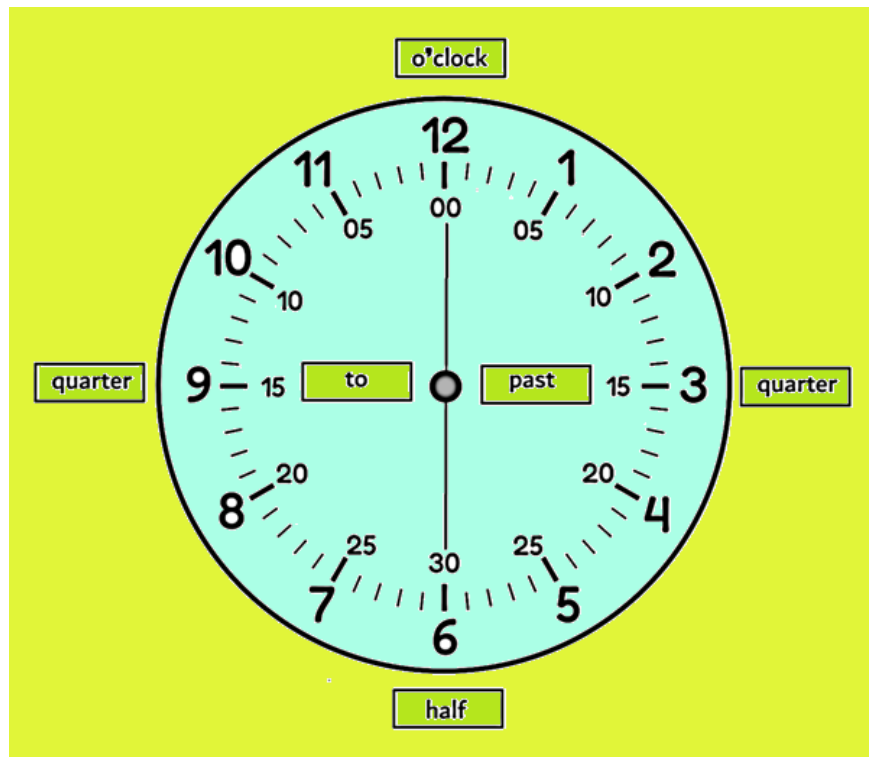
on Sunday



1. When is Mother's Day celebrated?
Mother's day is celebrated on May 10th.
2. When do we honor the flag at school?
We honor our flag on Mondays
3. When do we celebrate Halloween?
We celebrate Halloween on October 31st.
4. When is Children's day celebrated?
Children's day is celebrated on April 30th.
5. When do you spend time with your family at the park?
I spend time with my family on Saturday.
6. When do you celebrate your birthday
I celebrate my birthday on May 16th.

NOTA: LA ESTRUCTURACIÓN DE LAS RESPUESTAS PUEDEN VARIAR DEPENDIENDO DE LAS HABILIDADES LINGÜÍSTICAS DEL ALUMNO.

The time



What time is it?



3:00 It's three o'clock.



8:00 It's eight o'clock.



9:00 It's nine o'clock.



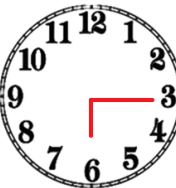
10:00 It's ten o'clock.



2:15 It's quarter past two.



4:15 It's quarter past four.



6:15 It's quarter past six.



8:45 It's quarter to nine.



10:45 It's quarter to eleven.



12:30 It's half past twelve.



10:30 It's half past ten.



2:30 It's half past two.

HOMEWORK



2:00 It's two o'clock.



10:15 It's quarter past ten.



12:45 It's quarter to one



4:00 It's four o'clock.



5:15 It's quarter past five.



6:45 It's quarter to seven.



8:30 It's half past eight.



1:05 It's five past one



4:10 It's ten past four



9:40 It's twenty to ten.



3:25 It's twenty-five past three.



8:22 It's twenty-two past eight.



11:55 It's five to twelve.

Answer the following questions

1. What time do classes start at?

Classes in the school start at eight o'clock.

2. What time does playtime finish at?

Playtime finishes at half past eleven.

3. What time does the English class start at on Thursday?

Classes start at quarter to ten (4B)

Classes start at quarter past eight (4C)

Write these time words in the correct group

1999	midday	my birthday	New Year's Day
bedtime	Friday	November	2018
4 o'clock	3 May	half past one	the morning

in	on	at

in	on	at
1999 2018 November the morning	New Year's Day 3 May my birthday Friday	half past one bedtime 4 o'clock midday

Read and circle true or false.



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 at breakfast time. In December it usually snows here in Chicago so in the afternoon we go outside and make a big snowman.

- | | | |
|------------------------------------------------|---------------------------------------|----------------------------------------|
| a. Her birthday is on Christmas Day. | <input checked="" type="radio"/> true | <input type="radio"/> false |
| b. She was born at 2 o'clock in the afternoon. | <input type="radio"/> true | <input checked="" type="radio"/> false |
| c. She opens her presents at lunchtime. | <input type="radio"/> true | <input checked="" type="radio"/> false |
| d. In December it usually snows. | <input checked="" type="radio"/> true | <input type="radio"/> false |
| e. In the afternoon they make a big tree. | <input type="radio"/> true | <input checked="" type="radio"/> false |

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

NOTA: LOS ÚLTIMOS EJERCICIOS SÓLO FUERON REALIZADOS EN UN GRUPO, UNA VEZ QUE SE RETOMEN LAS CLASES EN ABRIL SERÁN ELABORADOS.

Time: **at**

We use in for:

- precise clock times: **at 3:00, at three o'clock**
- specific points in the day: **at noon, at lunchtime, at sunrise, etc.**
- for meals and breaks: **on at breakfast, at lunchtime, at break time.**
- specific festivals and expressions: **at night, at Christmas, at Easter.**

Read and highlight the correct sentence.

My birthday is at the 18th of April.

My birthday is in the 18th of April.

My birthday is on the 18th of April.

I start school in 8:00 in the morning.

I start school on 8:00 in the morning.

I start school at 8:00 in the morning.

My sister likes reading a story at bedtime.

My sister likes reading a story on bedtime.

My sister likes reading a story in bedtime.

We usually go on holiday in July.

We usually go on holiday on July.

We usually go on holiday at July.

We don't go to school at Saturdays and Sundays.

We don't go to school on Saturdays and Sundays.

We don't go to school in Saturdays and Sundays.



Find the mistake and correct it.

- 1) My birthday is **on** October.
My birthday is in October.
- 2) His mother was born **at** 1979.
His mother was born in 1979.
- 3) I normally wake up **on** 8 o'clock.
I normally wake up at 8 o'clock.
- 4) We don't go to school **in** Sundays.
We don't go to school on Sundays.
- 5) They always read stories **on** bedtime.
They always read stories at bedtime.
- 6) Where did you go **at** August?
Where did you go in August?
- 7) We're going to watch the fireworks **in** New Year's Day.
We're going to watch the fireworks on New Year's Day.
- 8) She's starting school **in** 5 September.
She's starting school on 5 September.

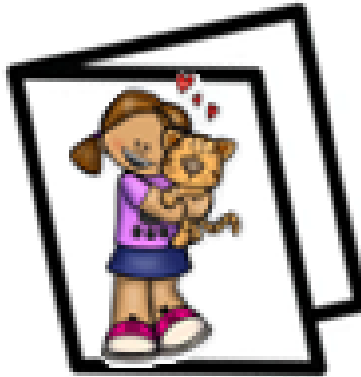


Project: My Time Book

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, AÑO, ESTACIÓN O EN QUÉ HORA CONCRETA SE REALIZA O REALIZÓ CIERTA ACTIVIDAD). POSTERIORMENTE ILUSTRAN CADA UNO DE LOS ENUNCIADOS Y PRESENTAN SU LIBRO DEL TIEMPO.

Unit 6

Important information and data



XILITLA, A MAGICAL GARDEN

Edward Frank Willis James **was born** into a wealthy family in Scotland, United Kingdom. When his parents **died**, he **inherited** their fortune and **decided** to travel around the world.

He **loved** to explore the art and nature of every place he **visited**. During those trips, he **met** Salvador Dalí, Leonora Carrington, Remedios Varo and other famous artists.

In one of his trips to Mexico, almost by accident, he **followed** a road that **took** him to Xilitla, a small town in the middle of the jungle in the Huasteca Potosina.

Xilitla is famous for its wonderful weather, beautiful waterfalls, exuberant vegetation and fauna diversity. Edward James **loved** it so much that he **bought** some land to create a “fantasy garden” there.

For many years, Edward James **imagined** a fantasy world. He **made** it come true by building huge concrete sculptures in the shape of plants, flowers and animals. His intention **was** to mix these works of art with nature in harmony and offer visitors a magical experience between reality and imagination.

verbs in past	
regular verbs	irregular verbs
decided	bought
died	made
followed	met
imagined	took
inherited	was
loved	was born
visited	ate
studied	slept
played	had
explored	went
learned	drank
enjoyed	did

