



**INSTITUCIÓN EDUCATIVA EL VERGEL**  
**RESOLUCIÓN DE APROBACIÓN DE ESTUDIO N° 5340 DE 10 DE AGOSTO DE 2018 - NIT**  
**90.0005484-9 - DANE: 273504002191      REGISTRO EDUCATIVO N° 15042146**

**DOCENTE:**

**ESTUDIANTE:**

**ASIGNATURA: INGLÉS**

**GUÍA N°: 1**

**GRADO: 5°**

**PERIODO: 1**

**PRESENTACIÓN DE LOS D.B.A:** Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas

**PRESENTACIÓN DE EVIDENCIAS:**

- Describe en inglés su rutina diaria y sus pasatiempos.
- Pregunta y responde en inglés, acerca de actividades cotidianas y pasatiempos.

**ÁMBITOS CONCEPTUALES:** Parts of the body, Hobbies and daily routines, what time is it?

**MOMENTO DE EXPLORACIÓN.**

1. Find and circle the words in the word search. Encuentra y encierra las palabras en la sopa de letras.

a	c	m	h	e	a	d	q	h	a	r	q	l	m	t	g	z	w	g	h
w	k	n	t	j	p	x	g	s	e	k	a	r	m	v	m	g	a	n	a
g	j	k	m	i	o	o	b	h	r	r	l	e	g	r	z	w	n	b	b
n	v	a	y	h	a	i	r	o	z	m	o	k	z	t	d	c	q	c	v
n	c	f	v	v	o	m	y	u	v	n	x	e	a	r	d	w	e	m	t
k	n	e	e	t	o	e	x	l	l	s	e	e	t	o	j	l	x	g	a
d	x	o	u	y	h	a	n	d	i	h	y	y	z	c	e	c	s	e	f
g	q	o	t	d	u	y	r	e	u	t	e	q	f	m	w	k	f	l	n
c	o	j	f	i	n	g	e	r	e	d	i	e	d	p	q	j	y	z	o
o	m	s	z	b	h	m	o	e	p	f	q	o	f	o	o	t	i	a	k

**WORD BANK**

1. shoulder
2. foot
3. finger
4. hair
5. hand
6. toe
7. ear
8. leg
9. head
10. arm
11. knee
12. eye

2. Look and write the times. What time is it? Mira y escribe la hora. Sigue los ejemplos.

**What time is it?**

- 5:00 = **it's** five o'clock / cinco en punto
- 2:15 = **it's** a quarter past two / dos y cuarto
- 6:30 = **it's** half past six / seis y media
- 8:45 = **it's** a quarter to nine / un cuarto para las 9

1



2



3



**3.** Write the numbers in English. Escribe los Números en inglés.

47 \_\_\_\_\_ 8 \_\_\_\_\_ 23 \_\_\_\_\_  
 56 \_\_\_\_\_ 72 \_\_\_\_\_ 11 \_\_\_\_\_  
 34 \_\_\_\_\_ 89 \_\_\_\_\_ 6 \_\_\_\_\_

**4.** Match the activities and the pictures. Une las actividades y las imagines.

HAVE BREAKFAST	GET UP	LISTEN TO MUSIC	PLAY TENNIS	HAVE LUNCH
WASH UP	EMAIL	WATCH TV	RIDE A BIKE	PAINT
GO TO SCHOOL	SLEEP	SURF THE INTERNET	READ	WATER THE PLANTS
DO HOMEWORK	BRUSH TEETH	WALK THE DOG		PLAY THE VIOLIN
TEXT FRIENDS	STUDY	SET THE TABLE		

## MOMENTO DE ESTRUCTURACIÓN Y PRÁCTICA:

1. Write and draw the body parts. Escribe y dibuja las partes del cuerpo.

# My body word mat

heart

twinkl www.twinkl.co.uk  
Copyright © 2010 twinkl Ltd

shoulder

ear

lips

skin

freckles

nose

bones

lungs

eyes

hand

finger

toe

mouth

face

tongue

hair

foot

back

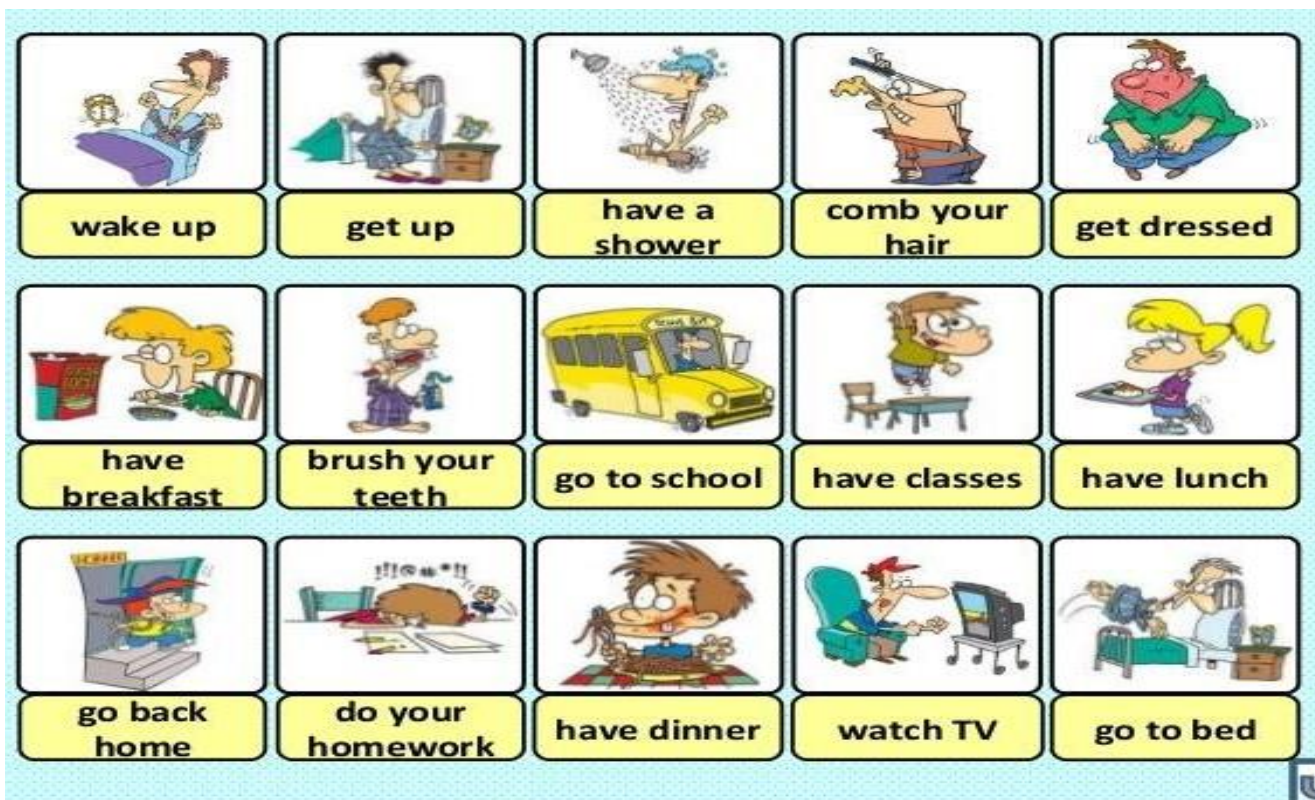
legs

hips

arm



2. Look and learn the Daily Routine. Mira y aprende la rutina diaria en inglés.



3. Learn How to tell the time in English. Aprende a decir la hora en inglés.

It's ... **o'clock**

It's five **to** ...

It's ten **to** ...

It's (a) quarter **to** ...

It's twenty **to** ...

It's twenty-five **to** ...

It's half **past** ...

It's five **past** ...

It's ten **past** ...

It's (a) quarter **past** ...

It's twenty **past** ...

It's twenty-five **past** ...

2:00 - It's two <b>o'clock</b> .	2:30 - It's half <b>past</b> two.
2:05 - It's five <b>past</b> two.	2:35 - It's twenty-five <b>to</b> three.
2:10 - It's ten <b>past</b> two.	2:40 - It's twenty <b>to</b> three.
2:15 - It's quarter <b>past</b> two.	2:45 - It's quarter <b>to</b> three.
2:20 - It's twenty <b>past</b> two.	2:50 - It's ten <b>to</b> three.
2:25 - It's twenty-five <b>past</b> two.	2:55 - It's five <b>to</b> three.

We use **AT + TIME** when giving the time of a specific event.

- The class starts **at** nine o'clock.
- The flight leaves **at** ten to three.

We use **IT IS** or **IT'S** to answer a question that asks for the time right now.

What time is it? - **It is** half past four.

What's the time? - **It's** twenty to five.

4. Count to 100. Cuenta hasta 100.

1 = One  
2 = Two  
3 = Three  
4 = Four  
5 = Five  
6 = Six  
7 = Seven  
8 = Eight  
9 = Nine  
10 = Ten

11 = Eleven  
12 = Twelve  
13 = Thirteen  
14 = Fourteen  
15 = Fifteen  
16 = Sixteen  
17 = Seventeen  
18 = Eighteen  
19 = Nineteen  
20 = Twenty

21 = Twenty-one  
22 = Twenty-two  
23 = Twenty-three  
24 = Twenty-four  
25 = Twenty-five  
26 = Twenty-six  
27 = Twenty-seven  
28 = Twenty-eight  
29 = Twenty-nine  
30 = Thirty

31 = Thirty-one  
32 = Thirty-two  
33 = Thirty-three  
34 = Thirty-four  
35 = Thirty-five  
36 = Thirty-six  
37 = Thirty-seven  
38 = Thirty-eight  
39 = Thirty-nine  
40 = Forty

41 = Forty-one  
42 = Forty-two  
43 = Forty-three  
44 = Forty-four  
45 = Forty-five  
46 = Forty-six  
47 = Forty-seven  
48 = Forty-eight  
49 = Forty-nine  
50 = Fifty

55 = Fifty-five  
60 = Sixty  
65 = Sixty-five  
70 = Seventy  
75 = Seventy-five  
80 = Eighty  
85 = Eighty-five  
90 = Ninety  
95 = Ninety-five  
100 = One Hundred

**Etapas de transferencia**

1. Choose the correct words from the list below and write them in the correct boxes. Escoge las palabras correctas de la lista y escríbelas en el cuadro correcto.



2. Choose the correct daily routine and put the appropriate time on the clock (go to bed, have breakfast, have dinner, have lunch, get up, go to school) Escoge la rutina correcta y coloca la hora apropiada en el reloj. (Ir a la cama, desayunar, cenar, almorzar, levantarse, ir a la escuela)



I \_\_\_\_\_ at eight o'clock



I \_\_\_\_\_ at half past eight



I \_\_\_\_\_ at nine o'clock



I \_\_\_\_\_ at half past one



I \_\_\_\_\_ at nine o'clock



I \_\_\_\_\_ at half past ten

3. Read the questions and write your answers on the lines below. Lee las preguntas y escribe tus respuestas.



What time do you wake up?

\_\_\_\_\_



What time do you have breakfast?

\_\_\_\_\_



What time do you brush your teeth?

\_\_\_\_\_

4. Choose and write. Escoge y escribe la respuesta correcta

face	Make	Do	Go	breakfast
Watch	dinner	home	dressed	

1. Wash my \_\_\_\_\_.

2. \_\_\_\_\_ TV.

3. \_\_\_ to school.

4. Go \_\_\_\_\_.

5. Eat \_\_\_\_\_.

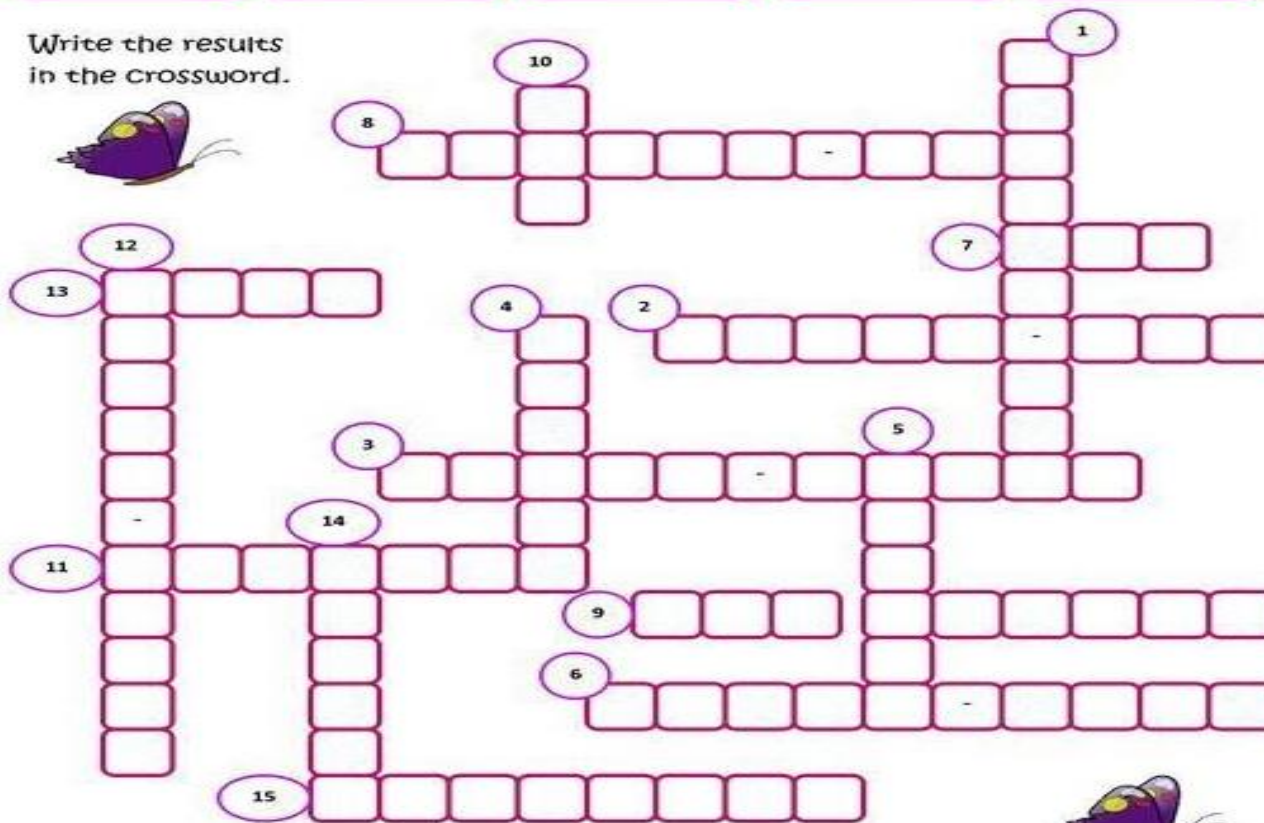
6. \_\_\_\_\_ my bed.



5. Write the result in the crossword. Escribe el resultado en el crucigrama.

1 $12 + 9$	2 $60 + 2$	3 $52 - 5$	4 $20 + 10$	5 $2 \times 40$
6 $3 \times 15$	7 $20 : 2$	8 $100 - 9$	9 $4 \times 25$	10 $3 : 3$
11 $2 \times 35$	12 $19 + 38$	13 $8 : 2$	14 $25 - 14$	15 $11 + 8$

Write the results  
in the crossword.



### MOMENTO DE EVALUACIÓN:

- Revisión de actividades en el cuaderno.
- Socialización de actividades desarrolladas.
- Explicación de conceptos relacionados con la temática vista.
- Prueba oral o escrita.



DOCENTE:

ESTUDIANTE:

GUÍA DE INGLÉS N°1 GRADO 5° PERIODO 2

ESTRUCTURACION Y PRACTICA

Practico las Frases y saludos



## Vocabulario

ENGLISH (INGLÉS)	PRONUNCIATION (PRONUNCIACIÓN)	SPANISH (ESPAÑOL)
Hello!	Jelou!	¡Hola!
What's your name?	Guats yur neim	¿Cuál es tú nombre?
My name is	Mai neim is	Mi nombre es
How are you?	Jau ar yu?	¿Cómo estas?
I'm fine, thank you!	Aim fain tenquiu!	¡Estoy bien gracias!
Good bye!	Gud bai!	¡Adiós!

# Greetings (Saludos)

Hello, My name is Michael.

Hola, Me llamo Michael.

It's nice to meet you.

Es un placer conocerte.


And your name is?

¿Y tu nombre es?

My name is Taylor.

Mi nombre es Taylor.

1. Responde las preguntas completando los espacios:



### Personal Presentation

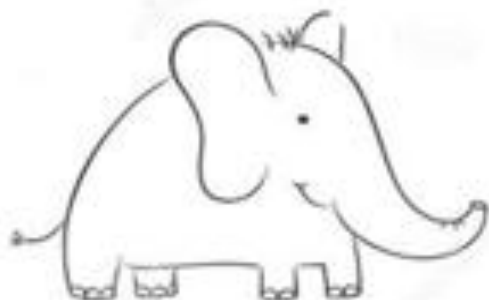
- ✓ ¿What is your name?  
My name is \_\_\_\_\_.
- ✓ ¿What is your last name?  
MY last name is \_\_\_\_\_.
- ✓ ¿How old are you?  
I am \_\_\_\_\_ years old.
- ✓ ¿Where are you from?  
I am from \_\_\_\_\_.
- ✓ What do you do?  
I am \_\_\_\_\_.

Recuerda algunos adjetivos:





2. Relaciona la imagen con la palabra.



old

wet

young

ugly

pretty

happy

long

big

dry

short

sad

small



Recuerda los números:

30 thirty  
31 thirty-one  
32 thirty-two  
33 thirty-three  
34 thirty-four  
35 thirty-five  
36 thirty-six  
37 thirty-seven  
38 thirty-eight  
39 thirty-nine

80 eighty  
81 eighty-one  
82 eighty-two  
83 eighty-three  
84 eighty-four  
85 eighty-five  
86 eighty-six  
87 eighty-seven  
88 eighty-eight  
89 eighty-nine

40 forty  
41 forty-one  
42 forty-two  
43 forty-three  
44 forty-four  
45 forty-five  
46 forty-six  
47 forty-seven  
48 forty-eight  
49 forty-nine

90 ninety  
91 ninety-one  
92 ninety-two  
93 ninety-three  
94 ninety-four  
95 ninety-five  
96 ninety-six  
97 ninety-seven  
98 ninety-eight  
99 ninety-nine

50 fifty  
51 fifty-one  
52 fifty-two  
53 fifty-three  
54 fifty-four  
55 fifty-five  
56 fifty-six  
57 fifty-seven  
58 fifty-eight  
59 fifty-nine



3. Escoge el número que está escrito:

FOURTY SEVEN	47	74	87
EIGHTY FIVE	35	85	45
SEVENTY THREE	73	77	37
HUNDRED TWO	102	12	108
SIXTY NINE	99	69	96
TWENTY EIGHT	81	28	28
NINETY SIX	96	66	76
THIRTY ONE	31	41	51
FIFTY FIVE	53	55	65
HUNDRED SIX	106	108	109

# ADJETIVOS IRREGULARES

ADJETIVO - COMPARATIVO - SUPERLATIVO

  
**GOOD**  
 Bueno

  
**BETTER**  
 Mejor

  
**THE BEST**  
 El/la mejor

  
**BAD**  
 Malo

  
**WORSE**  
 Peor

  
**THE WORST**  
 El/la peor

  
**LITTLE**  
 Poco

  
**LESS**  
 Menos

  
**THE LEAST**  
 El/la menos

  
**MUCH**  
 Mucho/a

  
**MORE**  
 Más

  
**THE MOST**  
 El/la más

  
**FAR**  
 Lejos

  
**FURTHER**  
 Más lejos

  
**THE FURTHEST**  
 El/la más lejos


**BETTER**  
Mejor

**THE FURTHEST**  
El/la más lejos



**BAD**  
Malo  
**LESS**  
Menos

**THE BEST**  
El/la mejor



**LITTLE**  
Poco

**WORSE**  
Peor



**FAR**  
Lejos

**THE LEAST**  
El/la menos



**FURTHER**  
Más lejos

**THE MOST**  
El/la más



**THE WORST**  
El/la peor

**MUCH**  
Mucho/a



**MORE**  
Más



**GOOD**  
Bueno





¿Les gustaría saber más palabras en inglés para describirse a sí mismos con más detalle? Bueno, aquí tienen una lista de palabras que les ayudarán a describir su personalidad y sus características físicas. Practiquen la pronunciación con su docente.

QUIET	OLD	STUDIOUS	CLEAN	BRAVE	YOUNG
<i>[cuaiet]</i>	<i>[ould]</i>	<i>[stúdios]</i>	<i>[kliim]</i>	<i>[bréiv]</i>	<i>[iuang]</i>
Callado	Viejo	Estudioso	Limpio	Valiente	Joven

TALKATIVE	HARD-WORKING	FRIENDLY	HAPPY	DIRTY	SAD
<i>[tókatif]</i>	<i>[jarduorking]</i>	<i>[fréndli]</i>	<i>[jápi]</i>	<i>[dirti]</i>	<i>[sad]</i>
Hablador	Trabajador	Amigable	Alegre	Sucio	Triste

TALL	SHORT	FAT	SLIM	STRONG	MOODY
<i>[tól]</i>	<i>[short]</i>	<i>[fát]</i>	<i>[slim]</i>	<i>[stron]</i>	<i>[muudi]</i>
Alto	Bajo	Gordo	Delgado	Fuerte	Malgeniado

4. Escribe la personalidad o apariencia física de cada imagen

-----

			
_____	_____	_____	
			
_____	_____	_____	_____
			
_____	_____	_____	
			
_____	_____	_____	

TRANSFERENCIA:

1.

- Lee la descripción hecha por Paula sobre su apariencia física y su personalidad.



**Hello, my name is Paula. I am 15 years old**

*[póla] [fiftiın yiars ould]*

**I am short and slim. I am happy and friendly,  
and studious too**

*[tuu]*

También

**My friends say I am moody and talkative**

---

Ahora, luego de leer la descripción de Paula, escribe en tu cuaderno una descripción corta sobre ti mismo. Cuando termines, léela a tus compañeros y compañeras y escúchalos a ellos contar su descripción.

TU FOTO

---

---

---

---

---

---

---

---

2. Realiza la descripción de un compañero, usa los adjetivos.

-

---

---

---

---

---

3. Subraya los verbos del texto.

Disfrutemos de algunos textos en ingles.

Hi! I am Rose. I usually get up early, at about 5:00. I always take a quick shower. I don't make up because I don't like it. Then I cook and have breakfast with my brother, Arnold. I go to work by bus because I sold my car last week. I start work at 7:00 and finish at 4:00. Then I go home and watch TV for an hour or two with Arnold. I go to bed before 11:00 because I need to rest well to be energetic the next day.

¡Hola! Soy Rose. Usualmente me levanto temprano, alrededor de las 5:00. Siempre me doy una ducha rápida. No me maquillo porque no me gusta. Luego cocino y desayuno con mi hermano, Arnold. Voy a trabajar en autobús porque vendí mi auto la semana pasada. Comienzo a trabajar a las 7:00 y termino a las 4:00. Luego me voy a casa y veo televisión durante una hora o dos con Arnold. Me acuesto antes de las 11:00 porque necesito descansar bien para estar enérgica al día siguiente.

4. Subraya los verbos de la canción:

<b>Los pollitos dicen</b> <i>Canción infantil</i> (Spanish)	<b>The Little Chicks</b> <i>Children's Song</i> (English)
<b>Los pollitos dicen pio, pio, pio</b> <b>cuando tienen hambre</b> <b>cuando tienen frío.</b>	<b>The little chicks say cheep, cheep, cheep</b> <b>When they are hungry</b> <b>And when they are cold.</b>
<b>La mamá les busca el maíz y el trigo</b> <b>les da su comida</b> <b>y les presta abrigo.</b>	<b>The mother hen looks for corn and wheat.</b> <b>She gives them food</b> <b>and shelter (a coat).</b>
<b>Bajo su dos alas,</b> <b>acurrucaditos</b> <b>¡duermen los pollitos</b> <b>hasta el otro día!</b>	<b>Under her wings,</b> <b>huddled up,</b> <b>the little chicks sleep</b> <b>Until the next day!!!!!!</b>
<b>Repeat all again...</b>	<b>Repeat all again...</b>




## EVALUACIÓN:

1. Lee el texto, selecciona la opción correcta.

-am

### Tam Likes Jam



Tam likes jam.  
 Tam likes ham.  
 She likes to eat jam and ham.  
 Here, Tam, get some jam.  
 Here, Tam, get some ham.  
 Do you like yams?  
 No, Tam likes jam and ham.

1. Tam likes \_\_\_\_\_

☐ buns

☐ eggs

☐ jam

3. Tam likes \_\_\_\_\_

☐ eggs

☐ ham

☐ buns

2. Does Tam like yams?

☐ yes

☐ no

4. Who likes jam?

\_\_\_\_\_

\_\_\_\_\_

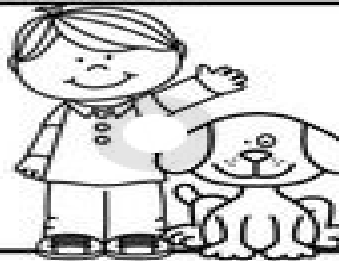
1

2. Comprensión lectora, lee el texto y selecciona la opción correcta.

## Reading Comprehension

Read the short passage and answer the questions.

My name is Sam. I have a black dog. My dog's name is Maggie. Maggie loves to play. She is five years old. Maggie is my friend!



<div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> <p>What is my name?</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Maggie  <input type="checkbox"/> Pam                 </div> <div> <input type="checkbox"/> Sam  <input type="checkbox"/> Joe                 </div> </div>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> <p>What do I have?</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> a cat  <input type="checkbox"/> a book                 </div> <div> <input type="checkbox"/> a fish  <input type="checkbox"/> a dog                 </div> </div>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">3</div> <p>What color is it?</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> black  <input type="checkbox"/> brown                 </div> <div> <input type="checkbox"/> white  <input type="checkbox"/> orange                 </div> </div>
<div style="border: 1px solid black; padding: 2px; display: inline-block;">4</div> <p>How old is she?</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> four  <input type="checkbox"/> five                 </div> <div> <input type="checkbox"/> six  <input type="checkbox"/> one                 </div> </div>

3. Lee el texto, selecciona la opción correcta.

Name \_\_\_\_\_

(fr)

### My Friend

Fred is my friend. Fred is from Texas. Fred has a lot of freckles. Fred also has a pet frog. Fred's favorite food is french fries.

Fred is from \_\_\_\_\_.

☐ Texas

☐ France


☐ Mexico

Fred has a pet \_\_\_\_\_.

☐ dog

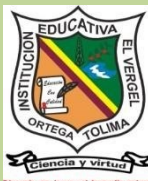
☐ fish

☐ frog



**AUTOEVALUACIÓN:** De acuerdo a las preguntas orientadoras me evalúo en la escala de 1.0 a 5.0

Pregunta orientadora	Mi valoración
1. Soy puntual en la entrega de actividades y la realizo de forma ordenada, además busco asesoría para el desarrollo de estas.	
2. La guía me permitió fortalecer conocimientos previos y adquirir otros nuevos.	

	<b>INSTITUCIÓN EDUCATIVA EL VERGEL</b> <b>RESOLUCIÓN DE APROBACIÓN DE ESTUDIO N° 5340 DE 10 DE AGOSTO DE 2018 - NIT</b> <b>90.0005484-9 - DANE: 273504002191      REGISTRO EDUCATIVO N° 15042146</b>			
	<b>DOCENTE:</b>		<b>ESTUDIANTE:</b>	
	<b>ÁREA: INGLÉS</b>	<b>GUÍA N°: 3</b>		
			<b>GRADO: 5°</b>	<b>PERIODO: 3</b>

**APRENDIZAJE Y DBA:** Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés.

### EVIDENCIAS DE APRENDIZAJE

- Participa activamente en concursos de ortografía, demostrando precisión al deletrear palabras de alta frecuencia y palabras desconocidas mediante la aplicación de reglas fonéticas.
- Forma oraciones afirmativas y negativas con los comparativos.

**ÁMBITOS CONCEPTUALES:** National Holidays, Nouns, Adjectives, Hobbies, Comparative adjectives.

### ETAPA DE EXPLORACIÓN

1. Find the different celebrations in the word search. Encuentra en la sopa de letra las diferentes celebraciones.

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

LaborDay  
Yule  
Christmas

GoldenWeek  
Hanukkah  
Thanksgiving

MemorialDay  
NationalDay  
Easter

Halloween  
Lent  
NewYear



2. Look at each picture and tick the correct noun. Observa cada imagen y marca el sustantivo correcto.

					
a) Fish	a) Mother	a) Bank	a) Pencil	a) Banana	a) Lawyer
b) Cow	b) Nurse	b) Church	b) Car	b) Apple	b) Boat
c) Horse	c) Uncle	c) Zoo	c) Chair	c) Mango	c) Doctor

3. Each sentence below contains at least one adjective. Highlight or color in each one that you find. Cada oración a continuación contiene al menos un adjetivo. Resalta o colorea cada uno que encuentres.

- A. I´ve lost my blue hat!
- B. Can you pass me the green pencil?
- C. I had a delicious sandwich for lunch.

4. Put the correct number on each picture. Coloca el numero correcto en cada imagen.

1 dancing

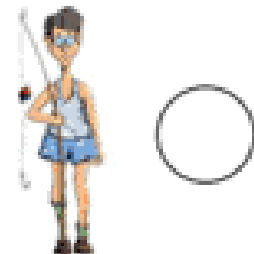
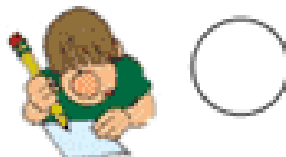
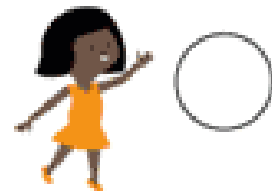
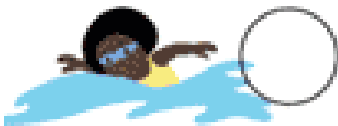
4 singing

7 fishing

2 drawing

5 running

8 swimming



## MOMENTO DE ESTRUCTURACIÓN Y PRÁCTICA:

1. Draw a picture of each celebration. Realiza un dibujo de cada festividad. El docente les da una información corta de estas.



2. Write the following information about noun. Escribe la siguiente información acerca de los sustantivos.

### What is noun?

The name of any person, place or things is called noun. e.g. Saif, Islamabad, mobile, pen etc.

#### Types of noun

<b>Common noun</b> A noun that refers to people or thing in general, e.g. boy, country, bridge, pen, city etc.	vs	<b>Proper noun</b> A noun that identifies a particular person, place, Or things, e.g. Saif, Islamabad, Sunday, in written Proper noun begins with capital letters.
<b>Countable noun</b> A noun that refers to something that can be Counted. e.g. pen, mobile, glass, cup, chair etc.	vs	<b>Uncountable noun</b> A noun that refers to something that cannot be Counted and so they do not regularly have a plural form. E.g. milk, water, air etc.
<b>Concrete noun</b> A noun that refers to people and to things that Exist physically and can seen, touched, smelled heard, or tasted. e.g. coffee, flower, tune, etc.	vs	<b>Abstract noun</b> A noun that refers to ideas, qualities, and condition that cannot be seen or touched and Which do not exist physically e.g. time, love etc.
<b>Compound noun</b> Sometime two or three noun create a new noun that are joined with hyphen or separate e.g. son-in-law, snowfall, mailbox etc	vs	<b>Collective noun</b> A noun that refers to group of people or things e.g. audience, family, army, etc. Collective noun can be singular & plural both.

3. What is an adjective? ¿Qué es un adjective?

ENGLISH GRAMMAR

## What is an adjective?

Woodward  
ENGLISH

**BLUE**



**COLD**



**HAPPY**



BLUE, COLD, AND HAPPY ARE ADJECTIVES

**An adjective is a describing word.**

**An adjective gives more information about something.**

**An adjective generally describes a noun.\***

**\* A noun is a person, a thing, or a place.**



The green monster

↑ adjective + noun

The monster is green

↑ to be + adjective

BE CAREFUL!

The green monster ✓

The monster green ✗

4. Translate and write the following hobbies in your notebook. Traduce y escribe las siguientes actividades de tiempo libre en tu cuaderno.

			
<b>Singing</b>	<b>Playing guitar</b>	<b>Ice-skating</b>	<b>Travelling</b>
			
<b>Bowling</b>	<b>Running</b>	<b>Camping</b>	<b>Roller-skating</b>
			
<b>Acting/theatre</b>	<b>Badminton</b>	<b>Basketball</b>	<b>Arts and crafts</b>
			
<b>Shopping</b>	<b>Watching films</b>	<b>Going out</b>	<b>Reading books</b>



5. Write the information and take your own notes. Escribe la información y toma tus propias notas.

**comparative adjectives -**  
**2 syllables or less**

adjective + er + than

easy  
fast  
fat  
happy  
tall

Draughts is easier than chess.  
A cheetah is faster than a lion.  
My burrito is fatter than yours.  
Luna is happier than Sasha.  
The oak is taller than the elm.

### Etapas de Transferencia

1. Match the holiday with the correct description. Write the letter in the space provided. Relaciona la festividad con la descripción correcta. Escribe la letra en el espacio correspondiente.

- Christmas \_\_\_\_
- Halloween \_\_\_\_
- Thanksgiving \_\_\_\_
- Easter \_\_\_\_
- New Year's Day \_\_\_\_

- A. A celebration of harvest, often involving a feast.  
B. A holiday where children dress up and go trick-or-treating.  
C. A day to celebrate the beginning of a new year.  
D. A holiday that celebrates the birth of Jesus Christ.  
E. A spring holiday involving egg hunts and the Easter Bunny.

2. Choose a noun from the box to complete the sentences below. Escoge el sustantivo del cuadro para completar las oraciones.

house	cat	tree	car
school	book	hat	shoes
pig	monkey	dog	pants

1. I read a \_\_\_\_\_ every day.
2. My dad has a fast red \_\_\_\_\_.
3. The \_\_\_\_\_ has many leaves.
4. My \_\_\_\_\_ barks very loudly.
5. There is a \_\_\_\_\_ swinging in the tree.

3. Fill in the blanks using the correct form of the adjectives in parentheses.

1. My dog is \_\_\_\_\_ (big) than my cat.
2. She is \_\_\_\_\_ (smart) than her brother.
3. Winter is \_\_\_\_\_ (cold) than fall.
4. This book is \_\_\_\_\_ (interesting) than the one I read last week.
5. The weather today is \_\_\_\_\_ (cold) than yesterday.
6. My brother is \_\_\_\_\_ (tall) than me.


4. Find the comparative degree of the given adjectives in the grid. Encuentra el comparativo de los adjetivos dados en la cuadrícula.

F	K	T	C	T	V	D	H	P	C	V	S
U	F	Z	K	A	M	V	A	P	O	K	H
Q	Z	U	X	L	C	H	P	C	L	P	D
Z	A	Z	D	L	W	C	P	U	D	A	V
F	A	S	T	E	R	Q	I	T	E	K	B
I	A	U	L	R	H	D	E	E	R	J	N
N	A	R	Q	J	P	U	R	R	K	B	I
I	O	R	F	T	B	I	G	G	E	R	H
tall				fast				cute			
big				happy				cold			


5. Read the sentences below and write **True** or **False**. Lee las siguientes oraciones y escribe verdadero o falso

- A. A cat is faster than a cheetah. \_\_\_\_\_
- B. A river is longer than a lake. \_\_\_\_\_
- C. The sun is brighter than the moon. \_\_\_\_\_
- D. A bus is slower than a bicycle. \_\_\_\_\_
- E. A giraffe is taller than a tree. \_\_\_\_\_

6. Read the following text carefully. Lee el siguiente texto cuidadosamente.



## My hobbies



Hello!

My name is Nora and I live in Sweden. I live in a small village in the mountains. I love mountains and I can't imagine my life without them. I live with my parents and my little sister. She is six and I am eleven.

My mum's name is Helen and my dad's name is Nick. My mum is a fitness coach at my school and my dad is a farmer. We have a small milk farm. That's why I am fond of sports and animals.

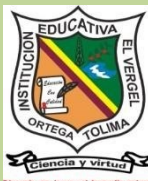
I get up at 6.30 and do my morning training together with my mum. Then I wake my sister up. We have a big breakfast and our mum takes us to school by her car. After lessons I stay at school to practice basketball. It's my favourite sport. At that time my sister trains at the singing club. After that I go home with my sister by bus because my mum has some evening trainings.

After school I like to help my dad to take care of calves. They are so nice! In the evening I like reading books or going out with my friends. We are crazy about riding bikes at the weekend. I have got a cool green bike. I think I am the best bike rider because I go in for sports every day.

7. Fill in the gaps. Llena los espacios.

lives, is, eleven, sports, fitness, likes, farming, trains,  
taking care of animals, is good at, favourite, reading

Nora \_\_\_\_\_ in Sweden. She is \_\_\_\_\_. Her sister \_\_\_\_\_ six. Her mum is fond of \_\_\_\_\_. Her dad is fond of \_\_\_\_\_. Her sister \_\_\_\_\_ singing. Nora is interested in \_\_\_\_\_. Nora \_\_\_\_\_ at riding bikes. She likes \_\_\_\_\_ in the evenings. Her \_\_\_\_\_ sport is basketball. She goes in for \_\_\_\_\_ every day. In the morning she \_\_\_\_\_ together with her mum

	<b>INSTITUCIÓN EDUCATIVA EL VERGEL</b> <b>RESOLUCIÓN DE APROBACIÓN DE ESTUDIO N° 5340 DE 10 DE AGOSTO DE 2018 - NIT</b> <b>90.0005484-9 - DANE: 273504002191      REGISTRO EDUCATIVO N° 15042146</b>			
	<b>DOCENTE:</b>		<b>ESTUDIANTE:</b>	
	<b>ÁREA: INGLÉS</b>	<b>GUÍA N°: 4</b>		
			<b>GRADO: 5°</b>	<b>PERIODO: 4</b>

**APRENDIZAJE Y DBA:** Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés.

**ÁMBITOS CONCEPTUALES:** Adverbs of frequency, means of communication, used to and simple past.

### ETAPA DE EXPLORACIÓN

- Put the words in the correct order. Coloca las palabras en el orden correcto.

the      cinema      often      We      go      to

1	2	3	4	5	6
---	---	---	---	---	---

floor      sometimes      Barbara      vacuums      the

1	2	3	4	5
---	---	---	---	---

plays      never      computer      games      Sylvia

1	2	3	4	5
---	---	---	---	---

Michael      his      sister      helps      always

1	2	3	4	5
---	---	---	---	---



2. Complete the dialogues with the words in the box. Complete los diálogos con las palabras del cuadro.

television	computer	magazine	radio	cellphone
newspaper	telephone	letter	fax machine	notebook




1.  
Dina : What is it?  
Voni : It is **telegram**



2.  
Lisa : What is it?  
Adi : It is .....




3.  
John : What is it?  
Tika : It is .....



4.  
Ica : What is it?  
Eni : It is .....

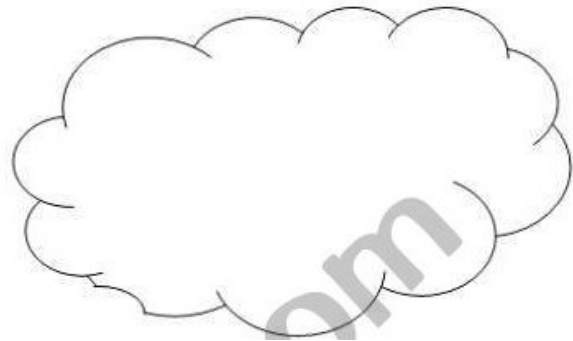
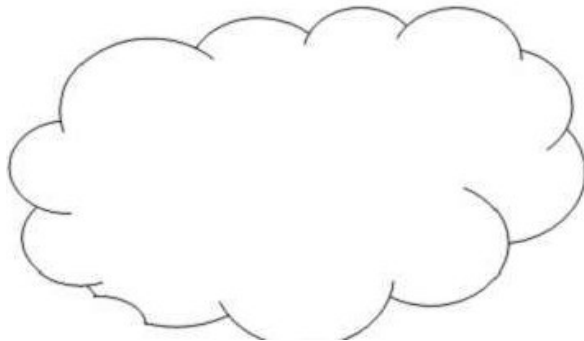


5.  
Nina : What is it?  
Joko : It is .....



6.  
Ana : What is it?  
Ani : It is .....

3. Which means of communication do you like most like? Draw one in the balloons: 3. ¿Qué medio de comunicación te gusta más? Dibuja uno en los globos:



4. Look and write the verbs in the past. Mira y escribe los verbos en pasado.


ate	had	drank	made	cooked	saw
-----	-----	-------	------	--------	-----



**drink**



**eat**



**have**



**make**



**see**



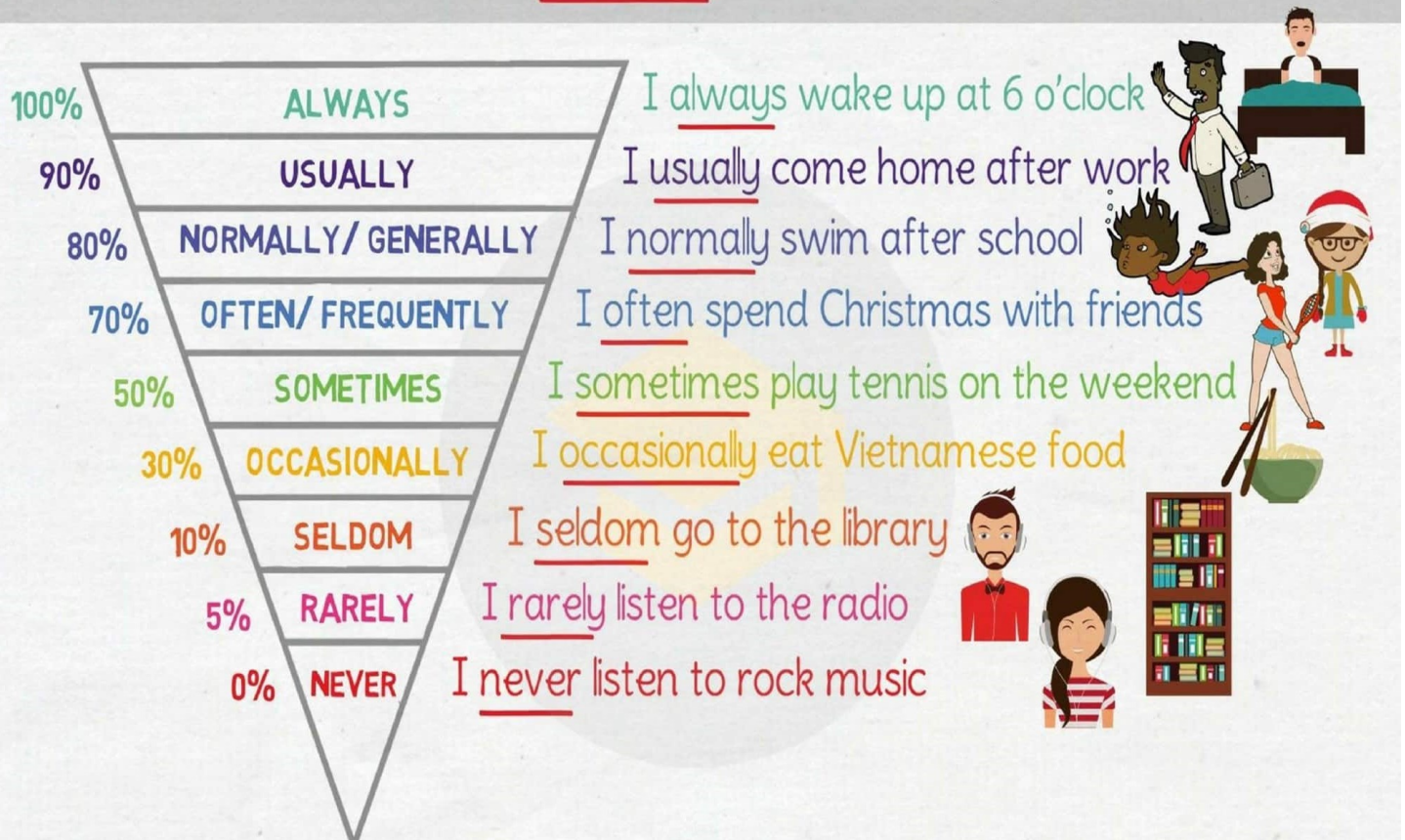
**cook**

## MOMENTO DE ESTRUCTURACIÓN Y PRÁCTICA:

1. Write the following information about “Adverbs of frequency”. Escribe la siguiente información sobre los adverbios de frecuencia

### Adverbs of Frequency

An adverb of frequency tells us how often something takes place.



2. Draw the means of communication. Dibuja los medios de comunicación.



Computer



Radio



Telephone



Newspaper



Cellular



Letter

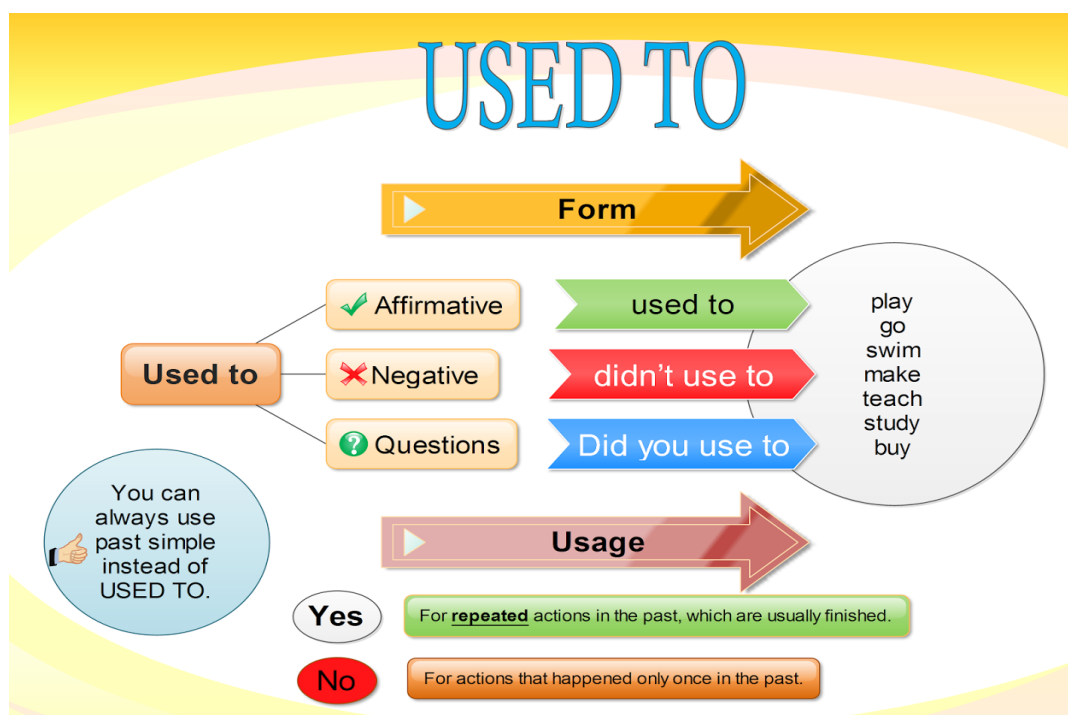


Television or TV



Magazine

3. Pay attention to the following information. Presta atención a la siguiente información



4. Write the following information about “Past simple”. Escribe la siguiente información sobre el pasado simple,

PAST SIMPLE TENSE			
	TO BE		VERBS
+	<b>S + Was/were</b> They were friends.		<b>S + V-ed</b> She worked yesterday.
-	<b>S + was not/were not + ...</b> They weren't friends.		<b>S + did not + verb (base form)</b> She didn't work yesterday.
?	<b>Was/Were + S + ...?</b> They weren't friends.		<b>Did + S + verb (in base form)?</b> Did she work yesterday?

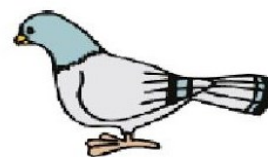
## ETAPA DE TRANSFERENCIA

1. Circle the slowest means of communication. 1. Encierra en un círculo el medio de comunicación más lento.





2. Circle the fastest means of communication. Encierra en un círculo el medio de comunicación más rápido.



3. Arrange the following in a chronological order. 3. Ordene lo siguiente en orden cronológico.



4. Match the names with the correct means of communication. Une los nombres con el medio de comunicación correcto.












LETTER

BOOK

RADIO

E-MAIL

COMPUTER

TELEVISION

TELEPHONE

NEWSPAPER

LAPTOP

MOBILE









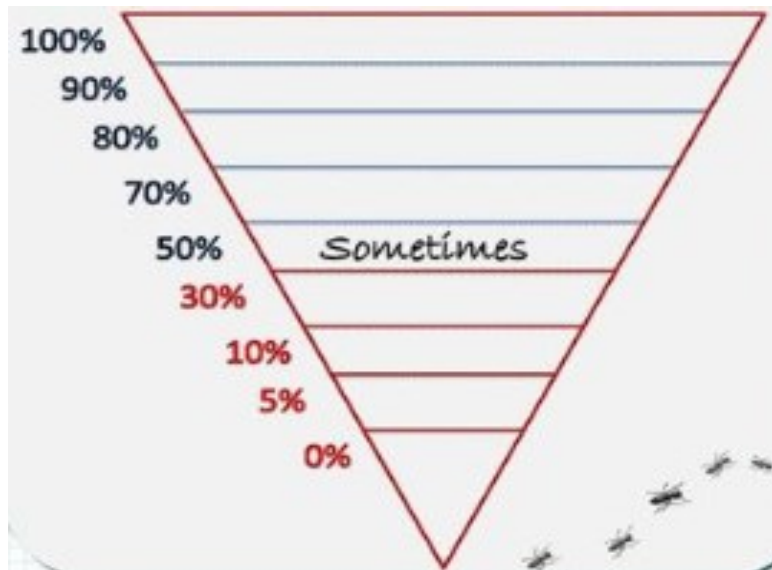




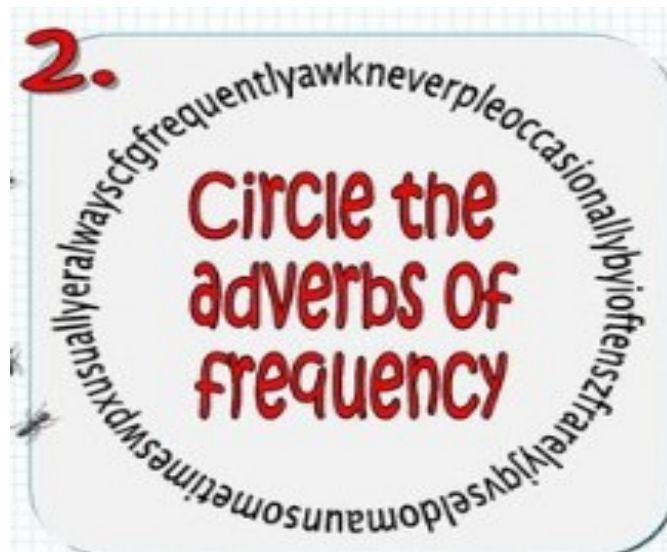
5. Complete the sentences with the correct adverb of frequency. Completa las frases con el adverbio de frecuencia adecuado: **always, usually, sometimes, rarely, never.**

- A. I \_\_\_\_\_ watch TV after school.
- B. My parents \_\_\_\_\_ use their smartphones at dinner.
- C. She \_\_\_\_\_ reads books before bed.
- D. We \_\_\_\_\_ go to the park on weekends.
- E. They \_\_\_\_\_ play video games because they don't like them.

6. Write the adverbs in the correct place. Escribe los adverbios en el lugar correcto.



7. Circle the adverbs of frequency. Encierra los adverbios de frecuencia.



8. Translate into spanish. Traduce al español

- a. sometimes \_\_\_\_\_
- b. never \_\_\_\_\_ -
- c. usually \_\_\_\_\_
- d. always \_\_\_\_\_
- e. rarely \_\_\_\_\_

9. Choose the correct form of the verbs. Escoge la forma correcta del verbo.

1. I \_\_\_\_\_ skinny when I was young.

a. used to be    b. used be    c. used to

2. We \_\_\_\_\_ in New Jersey.

a. used be living    b. used live    c. used to live

3. Lisa speaks English now, but she \_\_\_\_\_ it when she was young.

a. didn't used to speak    b. not used to speak    c. didn't use to speak

4. People \_\_\_\_\_ listen to the radio more in the old days.

a. used to listening    b. used listen    c. used to listen

5. Can you believe that Grandpa \_\_\_\_\_ tennis when he was young?

a. used to play    b. used play    c. used to be playing



10. Write the following sentences in the negative form.

**Remember!**

I saw a bird in my garden.

I didn't see a bird in my garden.

1. The children had lunch in the kitchen.

\_\_\_\_\_

2. He went to the supermarket.

\_\_\_\_\_

3. Peter made pasta for dinner.

\_\_\_\_\_

4. I drank orange juice.

\_\_\_\_\_

11. Write sentences in past simple. Escribe 5 oraciones en pasado simple.