

Instrucciones para hacer las actividades de esta semana (18.05.20)

Hola chicos! Como veis, esta semana vamos a seguir trabajando un poquito con el classbook y con el activity book. Yo os mando las hojas del libro escaneadas para que los que no los tienen puedan imprimirlas o hacer las actividades en un folio.

Empezamos:

CLASSBOOK página 55

Ejercicio 1

Como podéis observar hoy nos toca la historia "Ruby, Nick and me". Vamos a ver qué se le ocurre a Nick esta vez. Os dejo la historia en el **AUDIO 1**. Tenéis que ir leyéndola a medida que la vais escuchando.

Aunque el vocabulario es muy facilito y seguro que no tenéis problema para entender la historia yo os dejo aquí alguna palabras que os pueden ser de ayuda:

He's coming to see me - él está viniendo a verme

Wizard - mago

Ejercicio 4

Escucháis el **AUDIO 2** a la vez que leéis el trabalenguas que aparece en el recuadro. Fijaos en cómo se pronuncia la **W**.

CLASSBOOK página 56

Ejercicio 1

Y llegó el momento de hacer el PROYECTO de la unidad. Lo primero que váis a hacer será ver el **VIDEO 1** en el que Tom nos enseña su proyecto y así os podéis hacer una idea de cómo tiene que ser el vuestro.

Ejercicio 3

Escucháis el **AUDIO 3** y decís en voz alta qué niño dice cada frase (tal y como hacemos siempre en clase)

CLASSBOOK página 57

En esta página lo único que tenéis que hacer es leer las frases que aparecen en los dibujos y que nos darán una idea de cómo tenemos que hacer nuestro proyecto.

ACTIVITY BOOK 46

Ejercicio 1

Completáis las oraciones. Si tenéis dudas podéis volver a leer la historia.

Ejercicio 2

Leéis el texto y contestáis a las preguntas que aparecen encima del texto.

Pistas:

Who's speaking? = Quien está hablando?

Wearing = llevar puesto

Fancy dress = disfraz

Ejercicio 3

Tomando como ejemplo el ejercicio anterior, hacéis un dibujo y un texto similar pero inventado por vosotros.

Activity book 47

Ejercicio 1

Completáis el texto con las palabras adecuadas

Ejercicio 2

Tenéis que hacer vuestro proyecto sobre vuestro gigante inventado y para ello debéis completar primero el esquema que tenéis en este ejercicio.

Os voy a enseñar el mío para que os sirva de ejemplo:

She's / He's got ...
 Long straight hair
 Green eyes

She / He hasn't got ...
 A moustache
 Big ears

PAQUITA

She's / He's ...ing.
 painting

She / He isn't ...ing.
 Wasting water

This is my giant, Paquita. She is very big. She's got long straight hair and green eyes. She hasn't got a moustache or big ears. Paquita is a very careful giant. She likes painting. She is painting but she isn't wasting water.

A continuación, en un folio o en vuestra libreta hacéis el dibujo de vuestro gigante y escribís el texto que acabáis de hacer en el activity. Así ya tendréis vuestro proyecto de esta unidad.

Ésta sería la tarea para esta semana. Cuando terminéis los ejercicios mandádmelos a mi correo electrónico

teacherpaula@outlook.es

Un beso muy grande y mucho ánimo

Let's read and speak

Lesson 7
Integrated skills
& Communication

1 Listen and read the cartoon. Answer.

- a Is Nick's grandad a wizard?
- b Is Ruby angry / happy / sad?

2 Think Say. I think the cartoon is funny / OK / boring.



3 Act out the cartoon.

4 Listen and read. Listen and repeat.



Pronunciation /w/

Who's that at the **w**indow
With a **w**and and a **w**ig?
It's **W**illiam the **W**izard!
Wow! Yes, it is!

All about my giant

Lesson 8
Language review &
Communication

1 Watch Tom's project. What's Tom's giant's name?

Hi, everyone! This is my giant project.

Gerry the giant
Gerry is a friendly giant. He's very big but he's got curly hair. He hasn't got a wig, but he's got a black beard and he's got glasses.

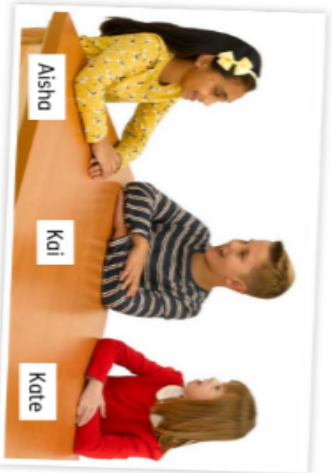
Hi, everyone! This is my giant project. He's very big but he's got curly hair. He hasn't got a wig, but he's got a black beard and he's got glasses.

2 Talk about Tom's project. Use these words.

a beard curly ears glasses long short a wig he's wearing he's got

3 Listen and match. Say the letter and the name.

- A What a fantastic project! I think it's great!
- B I like it. I think it's good.
- C I quite like it. I think it's OK.



4 Think What do you think about Tom's project? Tell your friends. I think it's ...

5 Prepare your project. All page 47

My project



Lesson 9
Think, do & review

1 Have you got everything? Listen and answer. Ask and answer.

2 Design a giant. Read and do.

1 Draw and colour your giant.



2 Now write about your giant.



3 Practise presenting your project.



4 Present your project to your class.

Hi, everyone! This is my giant project. This is my giant, Amy. She's very big. She's got long, black hair and big, blue eyes.

3 Rate your project. Tell your friends. All About Me Booklet page 20

English at home Present your project to your family.

Learning check Evaluate Key Competences Teacher's Resource Material

1 Remember and complete.



1 Yes, look! He's got long, grey _____.

2 And a long, grey _____.



2 Look, read and answer.

Who's speaking? What's he/she wearing?



This is my favourite fancy dress. I'm wearing a long, curly wig. My friend is wearing a long, black beard and glasses. I've got a short, black beard and glasses. I'm wearing clothes with big flowers!



Tom's tip
You can use more than one adjective to make your descriptions interesting.
e.g. a long, curly wig.

3 Draw and write about your favourite fancy dress.



This is my favourite fancy dress.

I'm _____

4 Listen and circle the words with the /w/ sound. Listen, check and say.

weekend wear what write waste draw whole wrong

1 Look and read. Complete the giant descriptions. Which one is of Tom's giant?



A wig long beard friendly glasses

This is my giant, Gerry. He is very big. He's got **1** long, curly hair. He hasn't got a **2** _____. He's got a black

3 _____ and he's got **4** _____. Gerry is

a **5** _____ giant. Here, he is picking up litter in the village. I like Gerry!

B eyes ears beard careless short

This is my giant, Jennima. She hasn't got a wig or a **6** _____.

She's got big **7** _____ and small **8** _____. She's

got **9** _____ hair. She is a **10** _____ giant. She's sitting on a house! Be careful Jennima!

2 Invent a giant. Use the mindmap. Think Plan and write about your giant.

She's / He's got ...

She / He hasn't got ...

This is my giant, _____

She's / He's ... ing.

She / He isn't ... ing.