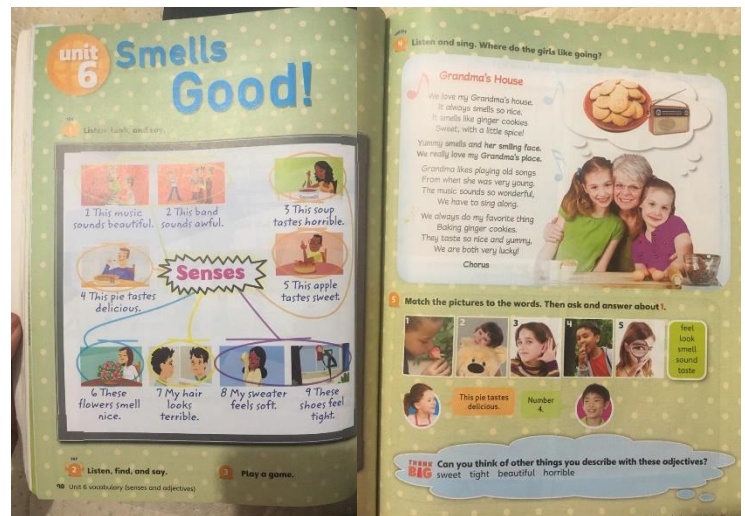
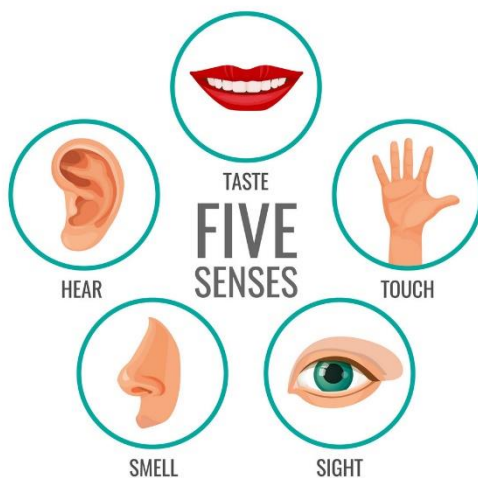


Preparatoria No. 15 CELEX_P15 Maestras
Jessica Anguiano grupo 2
Marcela Segovia grupo 3

Libro: STUDENT'S BOOK

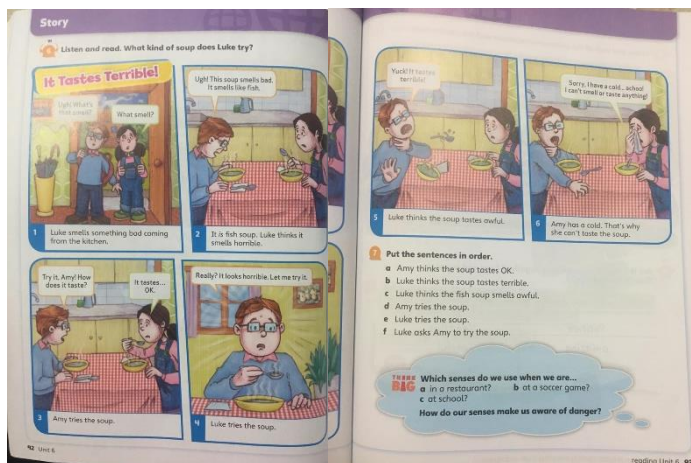
Unit 6 Smells Good

I.- Answer the pages 90 and 91 using the following information about the **FIVE SENSES**.



Five Senses/5 Sentidos: Touch/TACTO, Sight/VISTA, Hear/OIDO, Taste/GUSTO,

II.- Answer the pages 92 and 93 based on the **STORY TIME**.



Order of a sentence

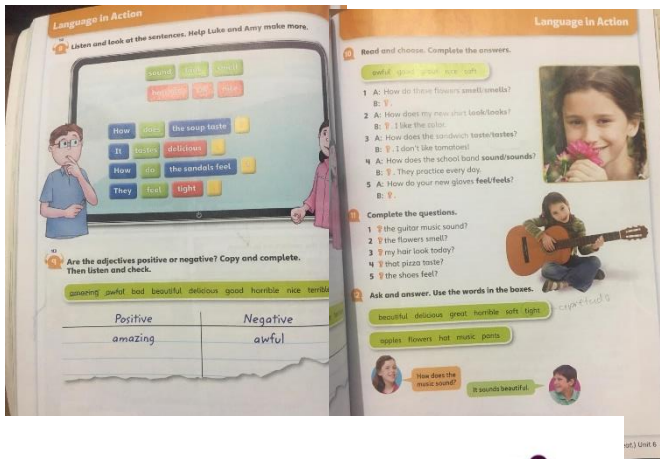
Subject + verb + complement

Orden de una oración

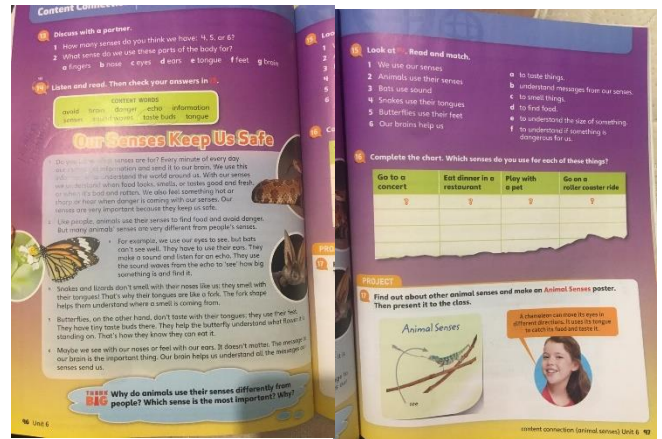
Sujeto + verbo + complemento

III.- Answer the pages 94 and 95 using **Positive** and **Negative Adjectives**.

Positive Adjective amazing	Negative Adjective awful
asombroso	horrible



IV.- Answer the pages 96 and 97 about **SENSES**.



V.- Answer the pages 98 and 99 using **FEEL, TASTE** or both.

Look, listen, and read. Is the milkshake sweet?

Scott: I drink a milkshake at school every day. It's this is my delicious new chocolate milkshake recipe. First of all, how does it taste?

Emily: Hmm. It smells chocolatey.

Scott: Yes, it has chocolate in. Now try it. How does it taste?

Emily: It tastes cold. But yuck! It doesn't taste sweet. It tastes salty! What's in it?

Scott: Oh, no! I put salt in instead of sugar!

This	is	a milkshake.
I	drink	it
It	smells	chocolatey.
It	doesn't taste	sweet.

Complete the chart using the words from the box.

bitter hard hot rough salty soft sweet

Feel	Taste	Both
smooth	spicy	cold
sharp	sour	hot
soft	sweet	
rough	salty	
bitter		

Put the words in order. Then say.

1. I like my mom's **delicious** **taste**.
2. **delicious** **taste** **on Tuesdays** **works**.
3. **works** **the supermarket** **the flowers** **every day** **has**.
4. **works** **brakes** **doesn't like** **my dog**.
5. **taste** **brakes** **on their feet** **butterflies** **have**.
6. **works** **the mice** **every week** **the snake**.

Read and choose the correct answer.

1. When do you get up in the morning?
 - a I every day get up at 6 o'clock.
 - b I get up at 6 o'clock every day.
 - c At 6 o'clock I get up every day.
2. Where do you eat breakfast?
 - a I eat at the zoo café eggs on toast.
 - b I eat eggs on toast at the zoo café.
 - c At the zoo café I eat eggs on toast.
3. What's your first job?
 - a The snakes cages I clean.
 - b I the snakes cages clean.
 - c I clean the snakes cages.
4. How do they feel?
 - a They're feeling smooth.
 - b They are feel smooth.
 - c They feel smooth.
5. Are the snakes dangerous?
 - a No. The snakes friendly.
 - b Snakes they are friendly.
 - c No. The snakes are friendly.
6. How do they smell?
 - a They smell not bad.
 - b They don't smell bad.
 - c They are smell bad.

Play a game. Choose an object. Don't tell your partner. Ask and answer.

Is it food? Yes/No
How does it taste? Sweet/Sour/Rough
How does it feel? Soft/Smooth/Rough
Is it a flower? Yes/No

bitter → amargo
hard → duro
hot → caliente
rough → aspero
salty → salado
soft → suave
sweet → dulce

VI.- Answer the pages 100 and

Culture Connection | Around the World

How Does Your Job Smell?

When we choose jobs, do we ever think about the smell? Some do and don't and others don't usually jobs from around the world.

1. André "I work in France. I'm a chef. I make delicious food every day. Everything tastes so good and smells wonderful. It makes people want to eat with me every day. I love my job. I love the smell of the kitchen. I love the smell of the food. I love the smell of the people. I love the smell of the world."

2. Alberto "I work in France. I'm a chef. I make delicious food every day. Everything tastes so good and smells wonderful. It makes people want to eat with me every day. I love my job. I love the smell of the kitchen. I love the smell of the food. I love the smell of the people. I love the smell of the world."

3. Candace "I work in France. I'm a chef. I make delicious food every day. Everything tastes so good and smells wonderful. It makes people want to eat with me every day. I love my job. I love the smell of the kitchen. I love the smell of the food. I love the smell of the people. I love the smell of the world."

4. Sarah "I work in France. I'm a chef. I make delicious food every day. Everything tastes so good and smells wonderful. It makes people want to eat with me every day. I love my job. I love the smell of the kitchen. I love the smell of the food. I love the smell of the people. I love the smell of the world."

Look at 1. Which job would you like/hate to do? Why? Compare your answers with a partner.

Look at 2. Listen and read. Say whether each person's job has a good smell or a bad smell. Then match the jobs to the people below.

Look at 3. Which person: André, Alberto, Candace, or Sarah...

Look at 4. In your notebook, write about a typical day in your job. Compare with a partner.

Why do some people do jobs that aren't very nice? Imagine these people do the same jobs in other countries around the world. Are the smells the same?



LIBRO: WORKBOOK

Unit 6

Answer from pages 74 to 84 😊

p. 74 Activities 1 and 2

Complete the sentences using words from the box. Answer the questions with information that is true for you.

(Completa las oraciones utilizando las palabras que vienen en el recuadro verde: sentir, ver, oler, sonar, sabe. En el ejercicio 2, contesta las preguntas con información que sea real para ti.

p. 75 Activities 3 and 4

Listen and number in order. In activity 4 read and circle the correct option.

(Utiliza el CD que está en la pasta de atrás del libro para escuchar la canción y numerar las líneas. En ejercicio 4 lee y selecciona una de las dos opciones.

p. 76 Activities 5 and 6

In activity 5 read the story and answer the numbers by saying Luke or Amy. In activity 6 complete the sentences using smell or taste.

(Lee el texto y contesta lo que se te pide usando los nombres Luke o Amy. En actividad 6 completa las oraciones utilizando smell y taste y las palabras del cuadro verde.

p. 77 Activities 7 and 8

Listen to the audio and use the stickers. (Los stickers se encuentran en las últimas páginas del libro). In activity 8 select and complete the ideas with the words from the green box.

(selecciona uno de los dos verbos que aparecen en negritas y complementalo con los adjetivos del cuadro verde).

p. 78 Activities 9, 10 and 11

In act 9: Select do or does.

In act 10: Complete the sentences. (usa do o does y los verbos feels, sound, looks y taste).

In act 11: Answer the questions and color the cake.

p. 79 Activities 12 and 13

In act 12: Order the letters to form animal vocabulary.

In act 13: Listen and complete the text with the words in the green box. (utiliza el CD y complete el texto con las palabras del recuadro verde)

p. 80 Activities 14 and 15

In act 14: Complete the puzzle and missing words. (Utiliza la información del texto de la página anterior)

In act 15: Read and Match.

p. 81 Activities 16 and 17

In act 16: select do or does and complete the sentences.

Example: It looks great/It doesn't look great.

In act 17: Answer the questions according to the information.

Example: No, it doesn't or Yes, it does.

p. 82 Activities 18, 19 and 20

Act 18: Write questions with how

Example: How does your new iPod sound?

Act 19: Read and match

Act 20: Put the words in order

Example: She plays the guitar in her room every night.

p. 83 Activities 21 and 22

Act 21: Read and match

Act 22: Listen to the CD and answer the missing words.

p. 84 Activities 23 and 24

Act 23: Put the letters in order to form words. (Poner las letras en orden para formar palabras. Utiliza las palabras del recuadro verde de la página 83)

Act 24: Read, match and complete. (Utiliza las palabras del recuadro verde de la página 83)