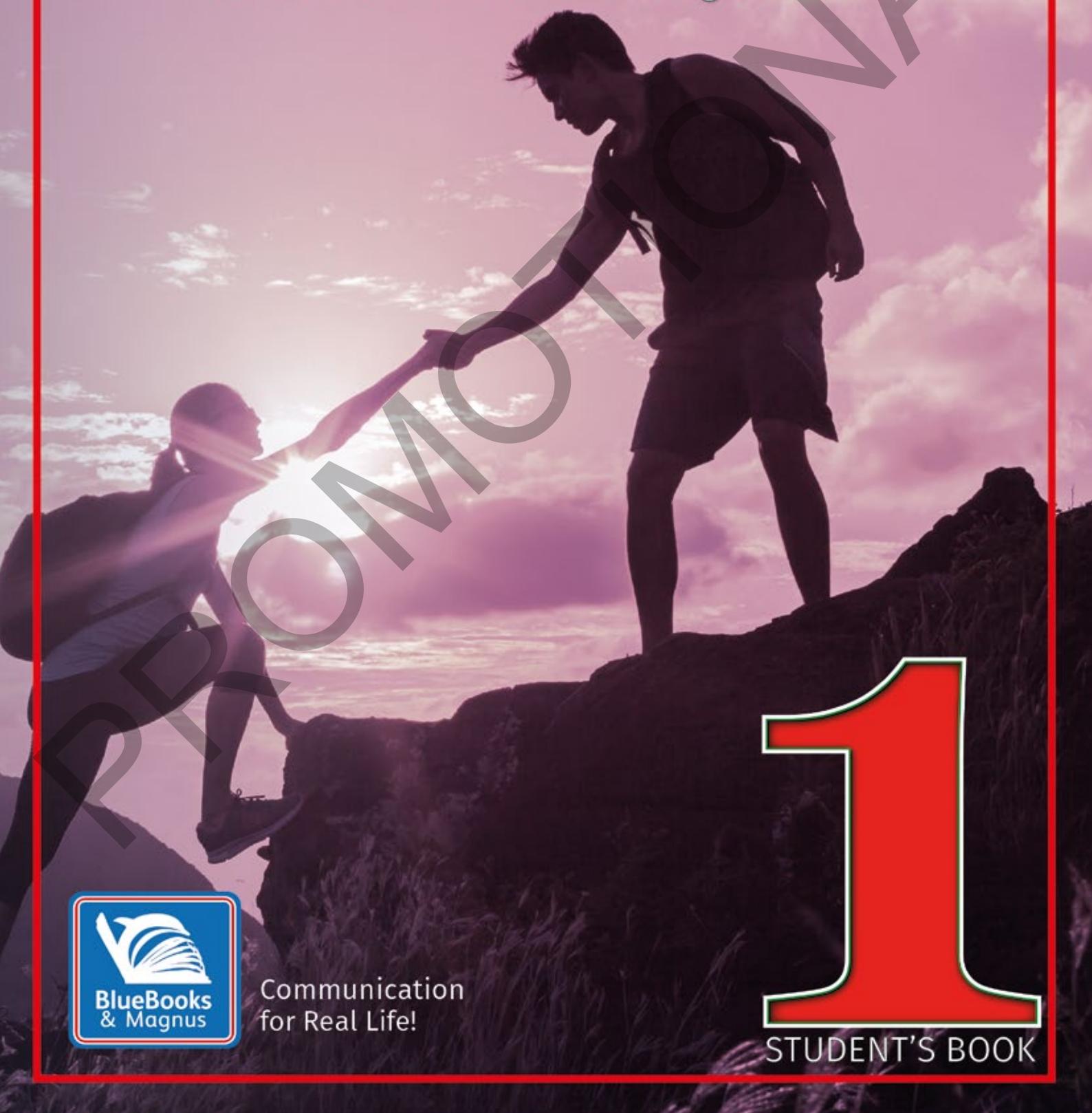


# New I Can Do It

By Richie Losaba

New Mexican School & Progressions



BlueBooks  
& Magnus

Communication  
for Real Life!



STUDENT'S BOOK

# New I Can Do It 1

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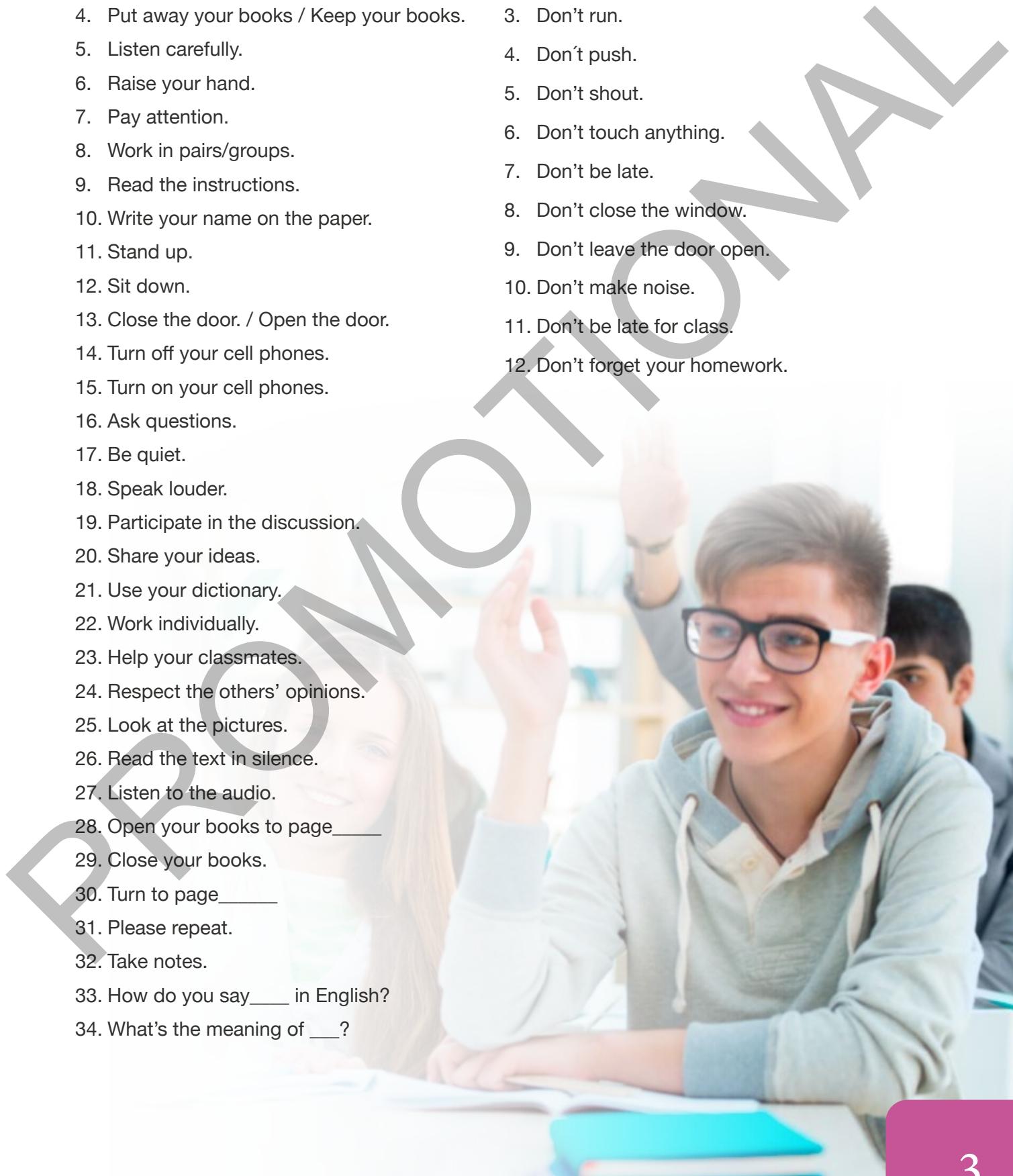
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# Useful Classroom Instructions

TRACK 7



1. Listen and fill in the blanks.
2. Read the passage and answer.
3. Take out your books.
4. Put away your books / Keep your books.
5. Listen carefully.
6. Raise your hand.
7. Pay attention.
8. Work in pairs/groups.
9. Read the instructions.
10. Write your name on the paper.
11. Stand up.
12. Sit down.
13. Close the door. / Open the door.
14. Turn off your cell phones.
15. Turn on your cell phones.
16. Ask questions.
17. Be quiet.
18. Speak louder.
19. Participate in the discussion.
20. Share your ideas.
21. Use your dictionary.
22. Work individually.
23. Help your classmates.
24. Respect the others' opinions.
25. Look at the pictures.
26. Read the text in silence.
27. Listen to the audio.
28. Open your books to page\_\_\_\_\_
29. Close your books.
30. Turn to page\_\_\_\_\_
31. Please repeat.
32. Take notes.
33. How do you say \_\_\_\_\_ in English?
34. What's the meaning of \_\_\_\_\_?
1. Don't disrespect your classmates and teachers.
2. Don't use your phone here.
3. Don't run.
4. Don't push.
5. Don't shout.
6. Don't touch anything.
7. Don't be late.
8. Don't close the window.
9. Don't leave the door open.
10. Don't make noise.
11. Don't be late for class.
12. Don't forget your homework.



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Welcome to My Classroom	Practice the dialogues.	Modern and Stylish Living Spaces	Complete the conversations.
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My Hobby	Ask questions to discover the owner.	What a mess!	Complete the conversations.

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Going Around the City	Ask your classmate about routines.	Rick's Activities	Report your classmate's activities.
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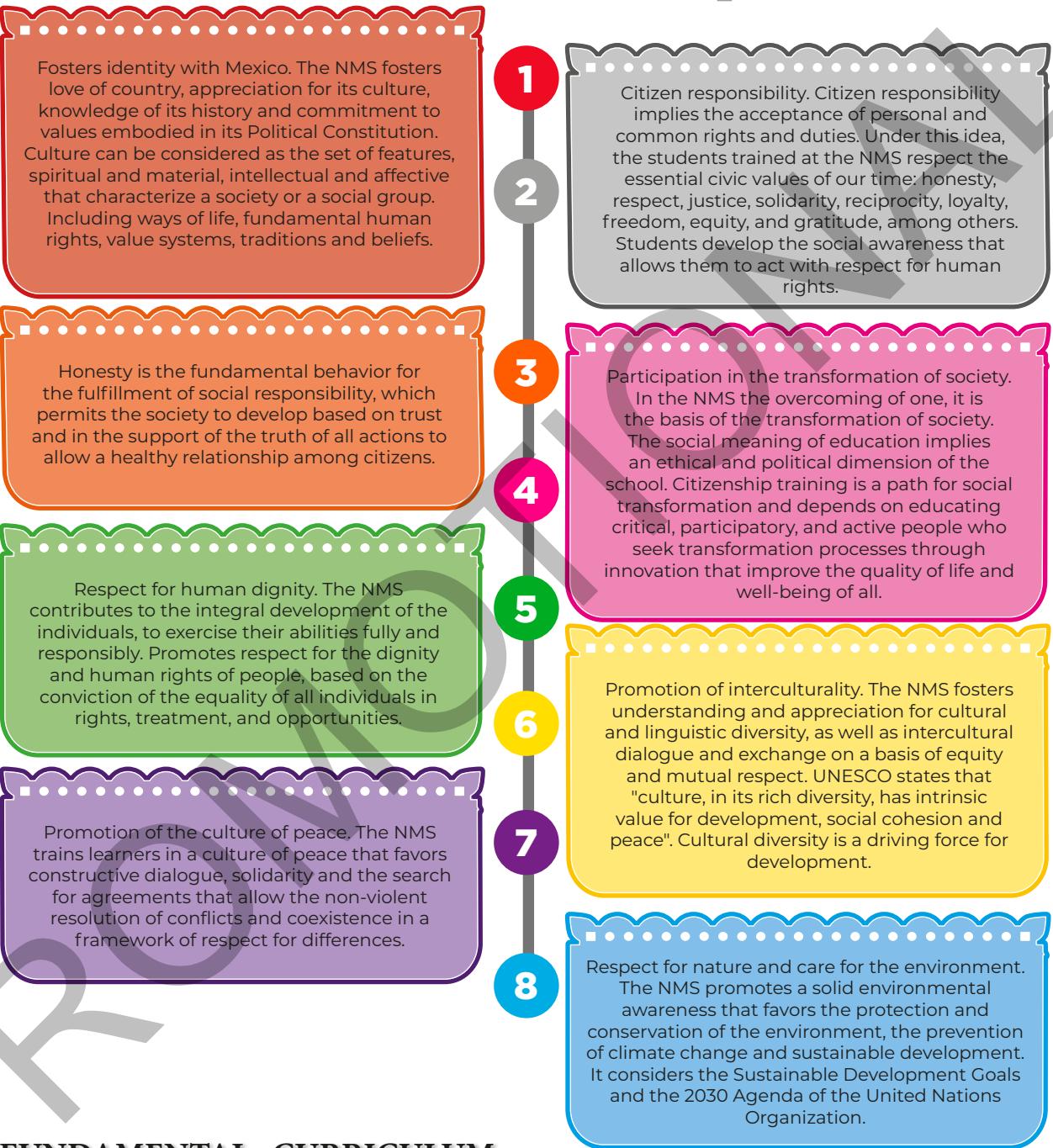
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# The New Mexican School Principles



## FUNDAMENTAL CURRICULUM

### Sociocognitive Resources

They are the articulating axis of the fundamental curriculum, made up of language and communication, mathematical thinking, historical awareness and digital culture, essential elements for the construction of knowledge and experience in the social sciences, natural sciences, experimental and technology, and humanities.

The role of sociocognitive resources in the learning process is to expand, enhance and consolidate knowledge of experience; they allow to take advantage of and apply the knowledge of the areas (natural sciences, experimental and technology, social sciences, and humanities) and among themselves; learn to generate, process and order increasingly complex information; develop higher-order thinking skills; think systematically and critically and thus make decisions.

In summary, sociocognitive resources contribute to developing skills, attitudes and values in students, providing the possibility of building their own experience, so that they know what to do with the knowledge they have, know how to act, understanding what they do, understanding how to participate and collaborate, assuming responsibility for the actions carried out, their implications and consequences, and transforming local, community and common good contexts.

## EXTENDED CURRICULUM

In addition to the sociocognitive resources and areas of knowledge, it is important to build in students capacities for their coexistence and learning in family, school, work and society. These skills are developed through an expanded curriculum, which involves actions in the classroom, school, and community, and which are essential in the formation of citizens with identity, responsibility, and capacity for social transformation.

The second component of the new EMS curricular proposal is made up of three **socio-emotional resources**: social responsibility, physical-corporal care and emotional-affective well-being that must be developed in five areas: citizen practice and collaboration, health education, physical and sports activities, comprehensive education in sexuality and gender; and finally, artistic and cultural activities that seek that students are formed as responsible, honest citizens, committed to physical, mental and emotional well-being, both personal and social.





### Listening (L)

They are the knowledge, skills and experiences that allow students to process input information, issued in a spoken form in a foreign language (English), by one or more speakers, who may be their peers or members of the community.



### Speaking (S)

They are the knowledge, skills and experiences that allow students to produce adequate oral texts in a foreign language (English), which will be received by one or more of their peers or by different listeners.



### Reading (R)

They are the knowledge, skills and experiences that allow students to receive and process input information from texts written in a foreign language (English), produced by one or more authors.



### Writing (W)

They are the knowledge, skills and experiences that allow students to produce texts written individually or collectively suitable in a foreign language (English), which can be read by one or more readers.

#### Listening Subcategories

- **Listening for gist.** The student concludes the main idea in a conversation. He/She also understands the speaker's intention when addressing him, identifies questions, directions, and instructions. Obtains the general idea of a conversation based on prior knowledge of the vocabulary and context in which it is developed.
- **Listening for detail.** The student can understand basic questions and instructions, as well as identify what the speaker asks or instructs specifically to formulate a simple answer or take the indicated action.

#### Speaking Subcategories

- **Fluency.** The student can communicate verbally using vocabulary and tenses corresponding to their narrative intent. Examples: The student can describe people, places, and objects. The student can ask questions and formulate answers according to the context.

- **Using Functions.** The student uses the appropriate vocabulary in their context. Example: words for greetings, farewells, permissions, instructions, among others.
- **Pronunciation.** The student adequately articulates the sounds, considering the correct accentuation of the words. Example: letters of the alphabet and numbers. The student uses intonation and rhythm based on a communicative intention.

## Diagram of foreign language categories and subcategories (skills & subskills)



### Reading Subcategories

- **Scanning.** The student can find accurate information in a text. Example: dates, names, places in the context presented (purchase receipt, a job advertisement, a travel itinerary).
- **Skimming.** The student can understand the intention or main idea of a text by reading keywords (titles, subtitles), observing the images of the text, relating and deducing the intention of the text without having to read word for word. Example: identify signs and regulations, understand the idea of a story or comic.

### Writing Subcategories

- **Spelling.** The student can correctly write the vocabulary presented in each of the progressions, as well as the verbs in the corresponding grammatical tenses.
- **Punctuation.** The student makes correct use of punctuation marks. Examples: the question mark when asking a question, as well as the exclamation point, apostrophes when indicating belonging or use of contractions with personal pronouns and the verb “to be” or the future “will”.
- **Coherence and cohesion.** The student can link words or groups of words based on a communicative intention. Example: The use of connectors allows to give continuity to a writing.
- **Layout.** The student knows the parts that make up a written product. Example: write an email, a letter or a postcard identifying greeting, content, and closing.



# Unit 1

## Who are you?

### Learning Progressions

#### Categories Subcategories

• Listening	• Listening for Gist
• Speaking	• Listening for Detail
• Reading	• Fluency
• Writing	• Using Functions
	• Pronunciation
	• Scanning
	• Skimming
	• Spelling
	• Punctuation
	• Layout
	• Coherence and Cohesion

1. Understand the use of verb *to be* (affirmative, negative and interrogative) and personal pronouns to present information about oneself and others.

p. 12

2. Identify imperatives to foster classroom communication in a second language when giving and following instructions.

p. 18

3. Understand the use of the verbs *to be* and *have* to describe people, places, or things and use qualifying adjectives and indefinite articles to detail characteristics.

p. 24

4. Understand the use of demonstrative adjectives (*this, that, these, those*) in affirmative, negative and interrogative forms to point to something or someone based on their location (if it is far or near) and quantity (singular or plural).

p. 30

5. Understand the use of *there is, there are* (affirmative, negative, and interrogative) and the prepositions of place to mention the existence or non-existence of people or things in a specific place.

p. 36

6. Understand the use of possessive pronouns (*mine, yours, his, hers, ours, and theirs*) to promote the value of honesty by recognizing ownership of what is and is not one's own.

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NMS Principles - Fostering Identity with Mexico: *The legend of La Llorona*

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#### Learning Goals:

- **L1:** Can understand the letters of the English alphabet when listening to them and identify phonemic differences. Can understand the main idea of an oral conversation based on basic expressions, such as simple greetings and vocabulary. Can understand simple questions asking for personal information about him/herself and others, such as name, age, nationality, characteristics, habits and skills.
- **S1:** Can understand and communicate orally using basic phrases such as greetings, simple words and phrases related to personal details and concrete situations. Can give basic descriptions of some objects, animals, places and foods such as opinion, size or origin. Can ask and answer simple questions with very brief expressions and prepared in advance. Participates in conversations in a simple manner.





- **R1:** Can recognize very basic words and phrases about personal data that appear in texts such as identification cards, registration forms, signs, or agendas. Can identify meanings from written information expressed in texts. Can understand the general idea of simple texts about personal information, descriptions, habits, skills, and food.
- **W1:** Can provide personal information in a written way on a standard form, such as a gym registration. Can express in a written way simple phrases and sentences considering spelling and punctuation rules, such as using capital letters when mentioning nationalities, writing the question mark at the end of a question, or using commas when listing data such as a list of foods. Can write short and simple descriptions about people, objects, places and routines and uses textual elements to give meaning to the writing.

## Diagnostic Evaluation

### A Choose the correct option.

1. He \_\_\_\_\_ an architect.  
a. am  
b. is  
c. are
2. \_\_\_\_\_ you Mexican?  
a. Is  
b. Are  
c. Am
3. My father's father is my \_\_\_\_\_.  
a. uncle  
b. brother  
c. grandpa
4. What do you do?  
a. I'm a student.  
b. I do.  
c. I'm study.
5. Whose jacket is that?  
a. mine  
b. my  
c. me

### B Answer the following questions.

1. How old are you?  
\_\_\_\_\_
2. What does your mother do?  
\_\_\_\_\_
3. Where are you from?  
\_\_\_\_\_
4. What is this object?  
  
\_\_\_\_\_
5. What color are your eyes?  
\_\_\_\_\_
6. Is this your classroom?  
\_\_\_\_\_
7. Are you a teacher?  
\_\_\_\_\_



# PROGRESSION 1

## How's it going?

### Personal information

#### 1 Listening - Vocabulary

A PRONUNCIATION B LISTENING FOR DETAIL

A Listen and repeat the phrases from the box.

TRACK 1



Where are you from? · How are you? · What's your name? · I'm good! · I'm doing great!  
How old are you? · What's up! · Hi! · Hello! · How do you spell...? · Good morning!

B Listen to the phrases again and fill in the blanks with the correct one.



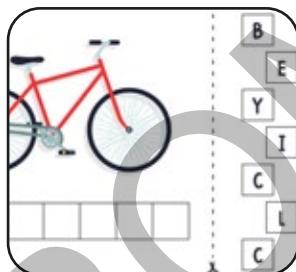
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_

#### IMPORTANT:

##### Ways to greet:

- ✓ Hi
- ✓ Hello
- ✓ How's it going?
- ✓ How are you doing?
- ✓ How ya doin'? (informal)
- ✓ What's up?
- ✓ Nice to meet you! (too)

C Check your answers with a classmate.

## 2 Listening & Speaking

A B LISTENING FOR DETAIL C D PRONUNCIATION E FLUENCY

### A Listen and complete the conversation.

TRACK 2



#### First Day at School

A: \_\_\_\_\_, Miss Robins may I come in?

B: Sure, \_\_\_\_\_! What's your name?

A: My name is Matt. \_\_\_\_\_!

B: Nice to meet you, too. \_\_\_\_\_?

A: It's Harrison.

B: \_\_\_\_\_?

A: H-A-R-R-I-S-O-N.

B: \_\_\_\_\_?

A: \_\_\_\_\_. I'm a new student.

B: I see. Welcome to the New Royal School.

A: Thanks.

### B Say whether the statements are True or False.

1. The teacher's name is Robins.
2. The student's name is Matt.
3. His last name is Mc Cartney.
4. He's 17 years old.
5. He is a new student at school.

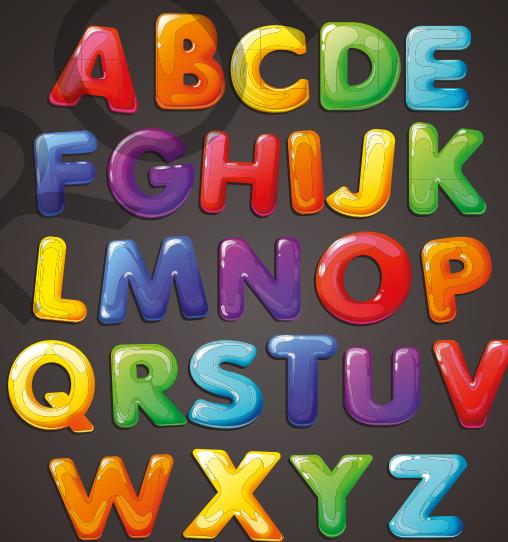
	True	False
1. The teacher's name is Robins.	True	False
2. The student's name is Matt.	True	False
3. His last name is Mc Cartney.	True	False
4. He's 17 years old.	True	False
5. He is a new student at school.	True	False

TRACK 3



### C Listen and repeat the alphabet.

Then, practice spelling words with a partner.  
How do you spell your name / last name?



#### IMPORTANT:

First names	Last names or Surnames
John	Williams
Sofía	Martínez
George	Smith

### D Listen and repeat the numbers.

TRACK 4



Go to page 126 to  
check the spelling.  
Further Practice

### E Work in pairs. Practice the conversation using your own information.

### 3 Grammar Focus & Speaking

A PRONUNCIATION C FLUENCY, USING FUNCTIONS

#### Asking for personal information

##### A Listen and repeat.

TRACK 5 

Hello, how are you doing?	I'm good, thanks.
What's your name?	My name is Francisco.
What's your last name?	My last name is Sánchez.
What's his surname?	His surname is Rodríguez.
How do you spell your last name?	P-E-R-E-Z
How old are you?	I am 16 years old.
Where are you from?	I'm from Mexico.
Where do you live?	I live in Guadalajara.

##### B Answer the questions.

Examples: How old is your mom? / *She is 45 years old.*  
Where do you live? / *I live in Merida.*

Go to pages 124 & 125  
to practice occupations  
and nationalities.

Further Practice

1. Hello, how are you?

2. What's your name?

3. What's your last name?

4. How old are you?

5. Where are you from?

6. Where do you live?

IMPORTANT

Contractions are common in English:  
I am = I'm  
You are = You're  
He is = He's  
She is = She's  
It is = It's  
They are = They're  
We are = We're



C Have a conversation with a classmate, use your own information. Ask each other about: name, last name, age, nationality, etc.

## 4 Writing

### A B C COHERENCE AND COHESION

Verb TO BE		affirmative		Interrogative	Negative
I	am	Ronald.	name	Am Is Are Subject	am not is not are not Subject
You	are	15 years old.	age		
He	is	short.	physical description		
She		happy.	state of being		
It	is	big.	quality		
We		married.	marital status		
You		students.	occupation		
They		Canadian.	nationality		

### A Write the correct form of the verb to be for each subject.

1. The apple \_\_\_\_\_
2. The cars \_\_\_\_\_
3. My sister \_\_\_\_\_
4. My father \_\_\_\_\_
5. Mr. Gonzalez \_\_\_\_\_
6. Your brothers \_\_\_\_\_
7. The Smiths \_\_\_\_\_
8. My family and I \_\_\_\_\_
9. Supergirl \_\_\_\_\_
10. Andrew, Tom and Tobby \_\_\_\_\_
11. Bruce Wayne \_\_\_\_\_
12. Spiderman \_\_\_\_\_

### B Fill in the blanks with the correct verb to be.

1. My name \_\_\_\_\_ Fernando.
2. He \_\_\_\_\_ my dad.
3. She \_\_\_\_\_ my mom.
4. I \_\_\_\_\_ a good student.
5. We \_\_\_\_\_ the champions.
6. \_\_\_\_\_ you famous?
7. He \_\_\_\_\_ (not) a teacher.
8. They \_\_\_\_\_ (not) Mexican.
9. \_\_\_\_\_ he from California?
10. I \_\_\_\_\_ (not) a doctor.

### C Introduce yourself, follow the model.

I'm Sharon Spears.  
I'm 16 years old.  
I'm tall.  
I'm a happy person.  
I'm a student.  
I'm single.  
I'm American.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## 5 Reading & Writing

A SCANNING B SPELLING / PUNCTUATION / COHERENCE & COHESION

### A Read the paragraph and answer the questions.

Hello, my name is Peter Ramirez. I'm Mexican American. I was born in Los Angeles, but my parents are Mexican, my dad is originally from Culiacan Sinaloa and my mom is from Hermosillo Sonora. They are hardworking people. They are young. He's 50 and she's 43.

I'm 16 years old. I'm a student at UCLA in High School. I'm single and I think I'm a good person.

My favorite hobbies are singing and playing videogames. I have a sister. She's a very smart girl, she's 18 years old.

She's also Mexican American. Her name is Lucile. We are a happy family. My dog is a beautiful Golden Retriever. She's 6 years old.\*

\* Why do we use he or she for pets?

By using pronouns such as "he," "she," we recognize the individuality and dignity of animals and acknowledge their status as living, feeling beings deserving of respect and compassion.

[peta.org](http://peta.org)

1. What's his name?

2. What's his last name?

3. Where are his parents from?

4. How old is Peter?

5. Is Lucile smart?

6. How old is the dog?



### B Write a similar paragraph about you and some members of your family.

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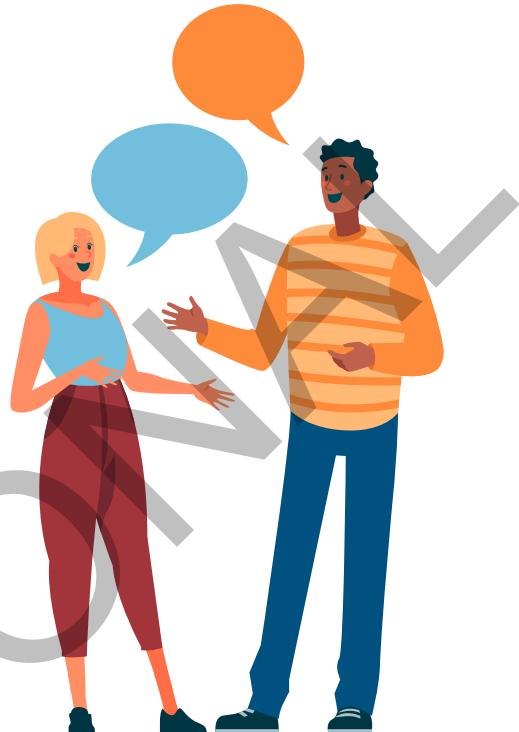


# WORKBOOK

## C PRONUNCIATION

### A What's the question?

1. \_\_\_\_\_ ?  
I'm good, thanks.
2. \_\_\_\_\_ ?  
I'm 17 years old.
3. \_\_\_\_\_ ?  
My last name is Rivers.
4. \_\_\_\_\_ ?  
R-I-V-E-R-S
5. \_\_\_\_\_ ?  
I'm from California.



### B Complete the sentences with verb to be (am, is, are).

1. My father \_\_\_\_\_ from Puebla.
2. Henry and Tom \_\_\_\_\_ my friends.
3. I \_\_\_\_\_ a good student.
4. The teacher \_\_\_\_\_ a nice person.
5. Dogs \_\_\_\_\_ cute and friendly.
6. The students \_\_\_\_\_ in the classroom.
7. English \_\_\_\_\_ my favorite subject.
8. My family and I \_\_\_\_\_ Mexican.
9. My brother \_\_\_\_\_ 20 and I \_\_\_\_\_ 16.

### D Find the numbers in the puzzle.

24	15
17	200
18	40
30	3
19	11

### C Change the sentences to questions.

Example: He's a teacher. *Is he a teacher?*

1. You are American.  
\_\_\_\_\_
2. She's tall.  
\_\_\_\_\_
3. They're from Monterrey.  
\_\_\_\_\_
4. It's a big dog.  
\_\_\_\_\_
5. Tom is an actor.  
\_\_\_\_\_

S	E	V	E	N	T	E	E	N	S	N	T
T	H	R	E	E	I	F	U	G	N	I	W
R	H	T	A	T	R	I	D	Y	E	N	O
U	G	S	V	W	T	F	S	T	V	E	H
O	F	D	C	O	Y	T	A	R	E	T	U
F	A	F	R	H	O	E	A	E	L	E	N
Y	E	I	G	U	T	E	E	N	E	E	D
T	Ñ	L	K	N	J	N	G	N	H	N	R
N	E	I	G	H	T	E	E	N	Q	R	E
E	T	H	I	R	T	Y	R	U	Y	S	D
W	F	O	U	E	T	Y	N	D	R	A	P
T	W	O	R	D	Y	Y	T	R	O	F	A

## PROGRESSION 2

# Follow the Instructions

*Giving instructions and orders – Imperatives*

## 1 Listening

### A Listen and repeat the imperatives. **TRACK 6**

1. Put on your clothes.
2. Turn off the lights.
3. Don't leave the door open.
4. Pick up your mess.
5. Clean your room.
6. Take out the trash.
7. Brush your teeth.
8. Comb your hair.
9. Turn on the laptop.
10. Download the application.
11. Join a meeting.
12. Sign up.

**A PRONUNCIATION**

**TRACK 7**

Go to page 3 to  
practice classroom  
instructions.  
**Further Practice**

### B Match the imperatives to the pictures.



### C Compare your answers with a classmate. Then discuss the following questions.

1. Do you like technology?
2. Are you good at following or giving instructions?

## 2 Reading & Listening

A SKIMMING B FOR DETAIL C SCANNING

### A Look at the pictures and read the title.

1. Who's having the conversation?
2. Who is giving orders?

### B Read and listen to the conversation. Fill in the blanks with the missing information.

#### Okay Mom

TRACK 8 

Mom: Johnny, it's late for school. Hurry up! \_\_\_\_\_ dressed!



Johnny: Okay, Mom.

Mom: And \_\_\_\_\_ to brush your teeth and \_\_\_\_\_ your hair.

Johnny: Mom, I always do. I'm not a child anymore!



Mom: Good. Now, make sure to eat all your breakfast.

Johnny: Okay, Mom. And I want some milk.

Mom: Yes, but \_\_\_\_\_ it on the table.

Johnny: I won't. Mom, can I go to a party tonight?

Mom: Let me think about it. Now, \_\_\_\_\_ coat and shoes and let's go.

Johnny: I'm ready.

Mom: \_\_\_\_\_ your homework, and \_\_\_\_\_ the door open.

After school, \_\_\_\_\_ all the house and \_\_\_\_\_ the trash.



Johnny: Mom, it's too much!

Mom: Only when you finish, you can go to the party.

Johnny: Okay, Mom.

### C Say if the statements are True or False.

1. Johnny's mom is giving him orders.	True	False
2. He always forgets to brush his teeth and comb his hair.	True	False
3. His mom tells him to spill the milk on the table.	True	False
4. He has to leave the door open.	True	False
5. He can go to the party if he follows the commands.	True	False

### 3 Grammar Focus

#### Imperatives

- An imperative is a type of verb that is used to give orders, commands, or instructions.
- It is often used in the second person (you) and does not require a subject, as the subject is understood to be the person being addressed.

*"Close the door."* (This is an imperative that gives an order to close the door.)

*"Please sit down."* (This is an imperative that gives a polite instruction to sit down.)

*"Listen to me."* (This is an imperative that gives an instruction to listen.)

When an imperative is used in the negative form, we use "don't" before the verb.

*"Don't worry."*

*"Don't be late."*

*"Don't forget your homework."*

#### A Choose the correct imperative verb to complete the sentence.

1. \_\_\_\_\_ the curtains before going to bed.  
a. Draw    b. Draws    c. Drawing



2. \_\_\_\_\_ the table before dinner.  
a. Setting    b. To set    c. Set

3. \_\_\_\_\_ the dog for a walk.  
a. Takes    b. Take    c. Taking

4. \_\_\_\_\_ out your book.  
a. Took    b. Takes    c. Take



5. \_\_\_\_\_ throw garbage in the street.  
a. Do    b. Don't    c. Not

## 4 Writing & Reading

A B COHERENCE AND COHESION, SPELLING

### A Complete the sentences with the verbs from the box.

1. \_\_\_\_\_ the window. It's too windy.
2. \_\_\_\_\_ your homework.
3. \_\_\_\_\_ your coat, it's cold outside.
4. \_\_\_\_\_ the door behind you when you leave.
5. \_\_\_\_\_ your hand if you want to speak.
6. \_\_\_\_\_ to me. This is important.
7. \_\_\_\_\_ down on the chair over there.
8. \_\_\_\_\_ your books in your schoolbag.
9. \_\_\_\_\_ the questions in your notebook.
10. \_\_\_\_\_ your hands before you eat.

Answer  
Open  
Sit  
Close  
Do  
Keep  
Listen  
Wash  
Don't forget  
Raise

### B Place the phrases from the box in the correct space to complete the instructions.

end up the meeting · use your password · connect to internet · download  
unmute your participants · follow the steps · click · email or your personal ID

## How to Make a Video Conference

These are the basic steps to use a zoom conference:



1. Turn on your Bluetooth.
2. You must have internet connection, so \_\_\_\_\_.
3. \_\_\_\_\_ an application to make videoconferences.
4. A window will open with several options: join a meeting, host a meeting, sign in.
5. If you already have an account, write your user, \_\_\_\_\_. Then \_\_\_\_\_ to sign in.
6. \_\_\_\_\_ to create or schedule a meeting.
7. Once the application is downloaded, \_\_\_\_\_ open meetings.
8. Click on "join with computer audio". And you are in!
9. If you are the host, you can mute or \_\_\_\_\_.
10. When the conference is over, \_\_\_\_\_ for all.

## 5 Reading

A SCANNING

### A Read the paragraph and say whether the following statements are True or False.

#### Here are the steps on how to start a blog:

1. **Choose a blogging platform:** There are many options to choose from, such as WordPress, Blogger, and Tumblr. Consider factors such as cost, ease of use, and the level of customization and control you want.
2. **Pick a domain name:** This is the URL that people will use to visit your blog. Choose a name that is memorable, easy to spell, and relevant to your blog's theme.
3. **Get web hosting:** This is where your blog's files and data will be stored. There are many hosting companies to choose from, with a range of prices and features.
4. **Set up your blog:** Follow the instructions provided by your blogging platform to create your blog and customize its appearance. You may be able to choose a pre-made template or design your own.
5. **Start writing:** Create your first post and publish it on your blog. You can also add pages, such as an "About" page or a contact form.
6. **Promote your blog:** Share your blog with friends and family and consider using social media and other online platforms to promote it to a wider audience.

Blogging can be a lot of work, but it can also be a lot of fun. By consistently creating and sharing high-quality content, you can build an engaged readership and potentially even monetize your blog. Good luck!



1. A blogging platform is an important step in starting a blog.	True	False
2. Choose a difficult name to remember your blog.	True	False
3. It's not important to have web hosting to start a blog.	True	False
4. You can make money with your blog.	True	False

### B Write the verbs to complete the imperative sentences. Then read again and check.

1. \_\_\_\_\_ a name that is memorable.
2. \_\_\_\_\_ your blog with friends and family.
3. \_\_\_\_\_ it on your blog.
4. \_\_\_\_\_ factors such as cost and ease of use.
5. \_\_\_\_\_ the instructions.



# WORKBOOK

## A Match the imperative verb on the left with the appropriate action on the right.

1. Don't download
2. Do
3. Don't throw
4. Get
5. Don't share
6. Put
7. Don't leave your dirty
8. Fasten
9. Close

g  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- a. your homework before watching TV.
- b. the milk from the fridge and pour it into the bowl.
- c. your phone on silent before the movie starts.
- d. your seatbelt before starting the car.
- e. the door behind you when you leave.
- f. personal information online.
- g. unknown files.
- h. your trash on the ground.
- i. clothes on the floor.

## B Cross out (X) the verb that does not fit in the sentence.

1. \_\_\_\_\_ your book.

Open  Close

Wear  Buy

2. \_\_\_\_\_ your hands.

Wash  Sit

Raise  Dry

3. \_\_\_\_\_ me, please.

Listen to  Answer

Look at  Close

4. \_\_\_\_\_ the message.

Lend  Send

Read  Write

## C Choose a phrase from the box to complete the sentences logically.

Navigate the home screen · Connect to the internet  
Take a picture · Send a text message · Turn the phone

1. \_\_\_\_\_ on by pressing and holding the power button.
2. \_\_\_\_\_ and app menu to find and open apps.
3. \_\_\_\_\_ by opening the messaging app and composing a new message.
4. \_\_\_\_\_ by enabling mobile data or connecting to a Wi-Fi network.
5. \_\_\_\_\_ by opening the camera app and pressing the shutter button.

# PROGRESSION 3

## What does she look like?

*To be and have to describe people, places or things.*

### 1 Listening - Vocabulary

**A** PRONUNCIATION **B** FOR DETAIL

**A** Listen and repeat the adjectives and nouns from the box.

**TRACK 9**

tall · good-looking · stylish · curly hair · straight hair  
wavy hair · moustache · bald · overweight

**B** Listen to the vocabulary again and fill in the spaces with the words from the box.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

**C** Check your answers with a classmate.

## 2 Reading

A B SCANNING

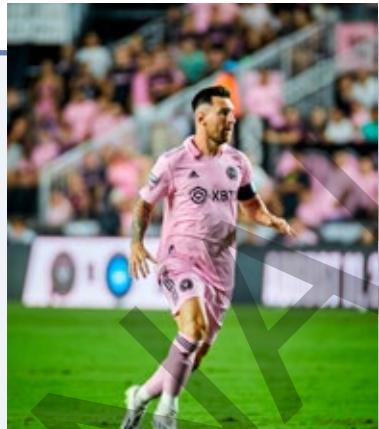
### A Read the paragraph and answer the questions.

Lionel Messi is an Argentine professional football player who is widely regarded as one of the greatest players of all time. He is from Rosario, Argentina. He's 37 years old.

At the age of 13, he moved to Barcelona, Spain, where he joined the FC Barcelona youth academy, La Masia. Barcelona has great footballers. Messi is athletic and strong and has incredible technical skills, agility, and vision on the field. He has many fans and followers because he's really good and humble off the field. He is also an ambassador for UNICEF and has various charitable initiatives.

Messi is not very tall. He has short and straight hair and he's a superstar player. He has numerous titles with the team, including ten La Liga titles, seven Copa del Rey titles, and four Champions League titles. He also has the Ballon d'Or, given to the best player in the world, a record seven times.

In 2021, Messi left Barcelona after spending his entire professional career with the club, due to the club's financial issues. He then signed with Paris Saint-Germain (PSG) on a free transfer. Nowadays, Messi plays with Inter Miami.



1. What is his full name?

2. Where's he from?

3. How old is he?

4. What does he do?

5. Is he a good player?

6. What does he look like?

### B Say whether the statements are True or False.

1. Messi is from Brazil.	True	False
2. He is considered one of the best players of all time.	True	False
3. He has only a few titles in his career.	True	False
4. He has no curly hair.	True	False
5. He's very popular.	True	False
6. He's tall and overweight.	True	False

### 3 Grammar Focus

Verb TO BE and TO HAVE to describe people, places and things.

Study these examples then listen and repeat.

TRACK 10 

Verb TO BE	verb TO HAVE
What does he/she look like?	
What do you/they look like?	
· She's very attractive	She <b>has</b> long hair and beautiful eyes.
· He's an athletic guy.	He <b>has</b> strong arms and legs.
· My cousins <b>are</b> friendly people	They <b>have</b> a lot of friends.
· My dog <b>is</b> very hairy	The dog <b>has</b> a lot of hair.
· Those twins <b>are</b> very handsome.	They <b>have</b> black hair and blue eyes.

I  
You  
We  
They  
He  
She  
It  
} have  
} has

#### A Complete the questions with the verb to be.

- \_\_\_\_\_ your father from Spain?
- \_\_\_\_\_ your mom tall?
- \_\_\_\_\_ you Italian?
- \_\_\_\_\_ Taylor Swift and Ariana Grande American?
- \_\_\_\_\_ your dog hairy?
- \_\_\_\_\_ you a happy person?

#### IMPORTANT:

Questions with verb to be

Am  
Is + subject ...?  
Are

Negative  
am not  
Subject + is not (isn't)  
are not (aren't)

#### B Fill in the blanks with the negative form.

- I \_\_\_\_\_ very tall. I'm medium height.
- It \_\_\_\_\_ a pencil. It's a pen.
- They \_\_\_\_\_ Spanish people. They're Mexican.
- We \_\_\_\_\_ in the second semester. We're in the first semester.
- He \_\_\_\_\_ my brother. He's my cousin.

#### Contractions:

I am	I'm	I'm not
you are	you're	you aren't
he is	he's	he isn't
she is	she's	she isn't
it is	it's	it isn't
we are	we're	we aren't
they are	they're	they aren't

#### C Fill in the blanks with *have* or *has*.

- Guadalajara \_\_\_\_\_ the best birria in Mexico.
- My brother \_\_\_\_\_ brown eyes and curly hair.
- Mexico \_\_\_\_\_ the most beautiful beaches in the world.
- My sisters \_\_\_\_\_ black hair.
- France and Spain \_\_\_\_\_ many beautiful places to visit.
- Katy Perry \_\_\_\_\_ beautiful eyes.
- He's tall and good looking. He \_\_\_\_\_ wavy blonde hair.
- Cholula Puebla is an amazing city. It \_\_\_\_\_ 365 churches.

#### IMPORTANT:

Indefinite articles (a/an) are used with singular nouns.

- Use **a** before a consonant sound.  
She has **a** big nose.
- Use **an** before a vowel sound.  
She's **an** intelligent girl.

## 4 Speaking & Writing

A PRONUNCIATION B FLUENCY / USE OF FUNCTIONS / C COHERENCE AND COHESION

TRACK 11



A Listen and repeat the physical characteristics and appearance vocabulary.

Build Characteristics	thin	fat	overweight	chubby	muscular	well built	average weight
Height Characteristics	short	tall	petit	average height	medium height	very tall	very short
Eye Characteristics	blue eyes	green eyes	hazel eyes	brown eyes	small eyes	large eyes	wide eyes
Nose Characteristics	short nose	narrow nose	broad nose	long nose	pert nose	snub nose	hooked nose
Hair Characteristics	blond red brown black grey white	long / short	straight	wavy	curly / frizzy	bald	natural

B Work in pairs or small groups. Describe these celebrities.

Example: A: What does Selena Gomez look like?

B: She's pretty. She has long brown hair and beautiful eyes.



Selena Gomez  
Pretty / long brown hair / beautiful eyes



Ibrahimovic  
a good player / incredible skills



Ryan Reynolds / good looking / short wavy hair



Harry Styles  
an attractive singer / long, wavy, black hair.

C Describe Tom Holland and Zendaya using physical characteristics in your notebook.



Example: Her name is Gal Gadot, she's Israeli, she's 38 years old. She's a model and an actress. She has long wavy brown hair. She has a snub nose. She is average height, thin and pretty. She has brown eyes...



## 5 Reading & Writing

A SCANNING B SPELLING / COHERENCE AND COHESION / PUNCTUATION

### A Read about these two famous singers and answer the questions.



Adele is a famous singer and songwriter. She was born on May 5 in 1988. She's 36 years old.

Her zodiac sign is Taurus.

She's from Tottenham, London, England. Adele is one of the most successful female music artists from England.

She is gorgeous, she has long straight red hair and green eyes. She's medium height and medium weight.

Ed Sheeran is a famous singer from Halifax, West Yorkshire, England. He was born on February 17 in 1991. He's 33 years old. His zodiac sign is Aquarius. Ed Sheeran is one of the most popular English singers and songwriters of the current generation. He has many nice songs. He's medium height and medium weight. He has short, blonde hair and blue eyes.



1. Are they English singers and song writers?

2. Is Adele 31 years old?

3. Is her hair blonde?

4. What does Ed look like?

5. Are they tall people?

B Describe one of your classmates. Don't say who he / she is. The others must guess.



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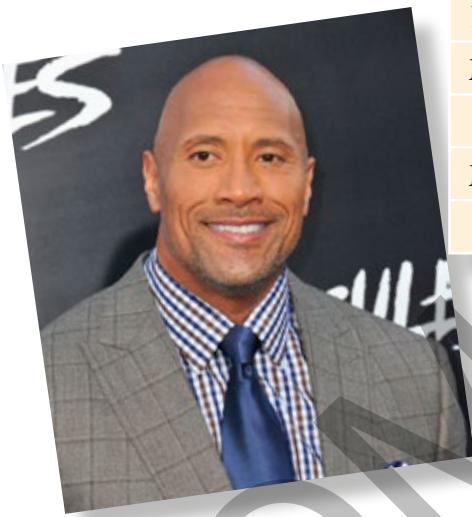
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# WORKBOOK

**A** Find the adjectives in the word search puzzle. Can you find two more adjectives that are not on the list?

1. long
2. tall
3. stylish
4. bald
5. straight
6. brave
7. friendly
8. good looking

T	H	I	N	Q	W	E	R	T	Y	U
A	F	G	H	J	B	A	L	D	M	G
L	Q	L	F	U	I	U	O	M	N	G
L	W	J	A	U	J	U	O	I	U	Y
S	E	K	T	I	T	B	K	R	Q	S
B	R	A	V	E	E	O	F	E	A	T
C	T	O	N	P	O	N	D	W	Z	Y
V	Y	P	B	L	R	O	C	Q	X	L
B	U	P	D	T	L	O	N	G	M	I
N	H	O	F	E	R	T	Y	H	K	S
M	O	U	D	G	H	J	K	L	Ñ	H
G	R	S	T	R	A	I	G	H	T	H
M	R	T	V	C	D	F	G	H	K	Y
J	G	F	R	I	E	N	D	L	Y	T



Dwayne Johnson



**B** Describe this celebrity and these characters.

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---

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**C** Describe these international dishes. Write the sentences in your notebook.  
Example: *The Hawaiian pizza is delicious. It has different ingredients. It has tomato sauce, pineapple, and ham.*



# PROGRESSION 4

## These Are Pen Drives

*Demonstratives  
Plural nouns*

### 1 Listening - Vocabulary

**A** PRONUNCIATION **B** SPELLING

**A** Listen and repeat the vocabulary.

**TRACK 12**



desk · digital tablets · pen drives or flash drives · pencils · projector  
pens · whiteboard · dictionaries · projector screen

**B** Choose the right vocabulary words from the box. Then write them in the spaces provided.



1 \_\_\_\_\_

2 \_\_\_\_\_

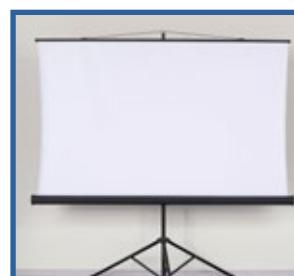
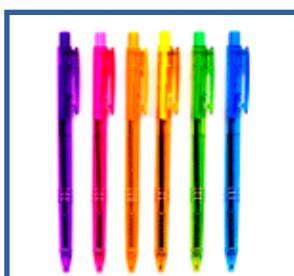
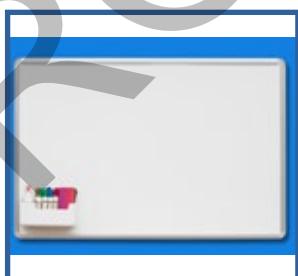
3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

**C** Say the plural or the singular of the vocabulary words.

Example: dictionaries – *dictionary*

**D** Check your answers with a classmate.

## 2 Listening

A FOR GIST B C FOR DETAIL

**A** Listen to the conversation and say what they are talking about.

**TRACK 13**



**B** Listen again and fill in the blanks with the missing information.

Susan: Hey Robert, how are you doing? \_\_\_\_\_ you have in your hands?

Robert: Hi Sue. Nice to see you. Welcome to my classroom.

Oh! \_\_\_\_\_ and these are \_\_\_\_\_ to save information. In Mexico we call them USBs.

Susan: Are those \_\_\_\_\_ on your desk?

Robert: No, they're \_\_\_\_\_.

Susan: \_\_\_\_\_ room is really nice and modern; your students must be very happy.

Robert: Yes, they are, I guess.

Susan: Are \_\_\_\_\_ TV screens?

Robert: Of course not, those are a projector screen and a smart whiteboard.

Susan: Wow, congratulations...

**C** Say if the statements are True or False.

1. Those are books on the desk.	True	False
2. That's a digital tablet in his hands.	True	False
3. This is an old-fashioned classroom.	True	False
4. Those are TV screens.	True	False
5. These flash drives are to save information.	True	False



### 3 Grammar Focus

#### Demonstratives

SINGULAR	PLURAL
This is a smart whiteboard.	These are pencils.
That is a projector.	Those are flash drives.

#### Plural noun rules

Add <b>s</b> to most nouns	car – cars, book – books, projector – projectors, pen drive – pen drives, laptop -laptops
Add <b>es</b> to nouns that end in: <b>ch, s, sh, x or z</b>	bench -benches, brush – brushes, bus - buses, box – boxes, quiz – quizzes
Consonant <b>y</b> Change the <b>y</b> to <b>i</b> and add <b>es</b>	family - families, fly – flies, puppy - puppies, country – countries, city - cities
Vowel <b>y</b> Only add <b>s</b>	toy – toys, boy – boys, monkey –monkeys, donkey – donkeys, key – keys
Drop the <b>f</b> or <b>fe</b> and add <b>ves</b>	loaf – loaves, leaf – leaves, knife – knives, wife – wives, life - lives
Nouns ending in <b>o</b> add <b>es</b>	tomato – tomatoes, potato - potatoes
The same singular and plural	series – series, news – news, species -species, deer – deer, luggage - luggage
Irregular nouns	man - men, woman – women , child – children, tooth – teeth, foot – feet, person - people

##### A Write the plural of these nouns.

1. baby \_\_\_\_\_ babies
2. wolf \_\_\_\_\_
3. man \_\_\_\_\_
4. flash drive \_\_\_\_\_
5. dish \_\_\_\_\_
6. watch \_\_\_\_\_
7. kiss \_\_\_\_\_
8. story \_\_\_\_\_
9. day \_\_\_\_\_
10. hero \_\_\_\_\_

##### B Write the correct verb to be in each case.

Example: This is / These are

1. This \_\_\_\_\_
2. That \_\_\_\_\_
3. These \_\_\_\_\_
4. Those \_\_\_\_\_

##### C Fill in the blanks with *this, that, these, or those*.

1. \_\_\_\_\_ are English-Spanish dictionaries.
2. \_\_\_\_\_ are expensive digital tablets.
3. \_\_\_\_\_ is a fast expensive car.
4. \_\_\_\_\_ are English books.
5. \_\_\_\_\_ is a funny monkey.

## 4 Listening & Writing

A PRONUNCIATION B FLUENCY AND USING FUNCTIONS C FOR DETAIL

### that/those

Is that a pen?	No, it isn't a pen.
What is it?	It's a pencil.
Are those pens?	Yes, they are. (pens)



### this / these

Is this a book?	No, it isn't a book.
What is it?	It's a dictionary.
Are these markers?	Yes, they are. (markers)



**A** Listen and repeat the vocabulary of school items.

**TRACK 14**

desk ■ chair ■ computer ■ laptop ■ stapler ■ printer ■ file-cabinet  
■ paper-clip ■ scissors ■ sheets-of-paper ■ wastebasket ■ projector  
calculator ■ keyboard ■ pencil-sharpener ■ notebooks ■ tape-dispenser  
glue ■ markers ■ pencils ■ pens ■ erasers ■ stools ■ books  
pen-drives ■ tablet ■ cell phone

**B** Complete the dialogues and practice them with a classmate.

1. A: Is that a chair?

B: \_\_\_\_\_

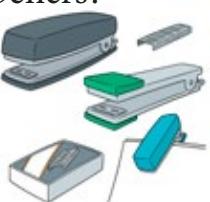


A: What is it?

B: \_\_\_\_\_

2. A: Are those pencil sharpeners?

B: \_\_\_\_\_



A: What are they?

B: \_\_\_\_\_

3. A: Is this a computer?

B: \_\_\_\_\_



A: What is it?

B: \_\_\_\_\_

4. A: Are these wastebaskets?

B: \_\_\_\_\_



**C** Listen and complete the conversations. **TRACK 15**

1. A: \_\_\_\_\_

B: No, they aren't.

2. A: \_\_\_\_\_

B: Yes, they are.

3. A: \_\_\_\_\_

B: No, it isn't. It's my pencil sharpener.

4. A: \_\_\_\_\_

B: Yes, it is.

## 5 Reading

A SKIMMING B SCANNING

**A** Look at the pictures and the title of the text and underline the main idea.

- a. outdoor design
- b. interior design
- c. updating a factory

### Creating Modern and Stylish Living Spaces

Maria is an interior designer. She has a new client who wants to update her living and dining room area.

As Maria walks through the client's home, she takes note of the existing furniture and decor. "These sofas are a great piece," she says. "We can work with these ones and incorporate them into the new design."

However, Maria notices that some of the other furniture in the room is outdated and doesn't fit with the client's modern style. "That coffee table is a bit too traditional for this space," she says.

"We need to find a more contemporary option."

As she moves into the dining area, she says, "that table and those chairs are also in need of an update". "The chairs are functional, but they're not very comfortable," she notes. "We need to find something that's both stylish and practical."

Maria takes measurements and photographs of the space and begins to work on a design plan for the client.



**B** Read again and answer the statements with True or False.

1. Maria is an architect who specializes in designing.	True	False
2. Maria's new client wants to update her bedroom.	True	False
3. She thinks the existing sofas can be used in the new design.	True	False
4. She thinks the coffee table has a modern style.	True	False
5. The table and the chairs are far away from her in that moment.	True	False
6. The chairs are comfortable and stylish.	True	False

# WORKBOOK

## A Write the plurals of these words.

1. leaf	_____	6. monkey	_____
2. life	_____	7. tomato	_____
3. child	_____	8. tablet	_____
4. box	_____	9. dictionary	_____
5. desk	_____	10. bus	_____

## B Fill in the blanks with *this*, *that*, *these*, or *those* and *are* or *is*.

1. \_\_\_\_\_ are staplers.
2. \_\_\_\_\_ are scissors.
3. \_\_\_\_\_ is a wastebasket.
4. \_\_\_\_\_ your pen drive?
5. \_\_\_\_\_ a projector screen?
6. \_\_\_\_\_ your tennis shoes? Pick them up!



## C Work in pairs. Complete the dialogues. Practice asking and answering the questions.

Example:

A: Are these books?  
B: No, they aren't books.  
A: What are they?  
B: They are dictionaries.



1. A: Is that a pen?  
B: No, \_\_\_\_\_  
A: What is it?  
B: It's a \_\_\_\_\_



4. A: Is this a tiger?  
B: No, \_\_\_\_\_  
A: What is it?  
B: \_\_\_\_\_



2. A: Is this an apple?  
B: No, \_\_\_\_\_  
A: What is it?  
B: \_\_\_\_\_



5. A: Are those red roses?  
B: No, \_\_\_\_\_  
A: What are they?  
B: \_\_\_\_\_



3. A: Are these dogs?  
B: No, \_\_\_\_\_  
A: What are they?  
B: \_\_\_\_\_



6. A: Are these stools?  
B: No, \_\_\_\_\_  
A: What are they?  
B: \_\_\_\_\_



# PROGRESSION 5

## I'm new in the neighborhood!

*There is and There are  
Prepositions of place*

### 1 Listening - Vocabulary

A PRONUNCIATION B SPELLING C USING FUNCTIONS

**A** Listen and repeat the prepositions.

**TRACK 16**



in · in front of · behind · on · next to · on the corner of  
between · above · below · under · beside · near

**B** Choose prepositions from the box and write them in the spaces provided.



1



2



3



4



5



6



7



8



9

**C** Check your answers with a classmate. Describe the pictures.

Example: 1 *The dog is in front of the bed.*

## 2 Listening

B FOR DETAIL

### A Listen to the conversation. Answer True or False.

TRACK 17



1. Meg is new in the neighborhood.
2. There are three grocery stores in the neighborhood.
3. Michael is looking for a market.
4. There is a place to work out on OAK Street.
5. There is a grocery store in front of the coffee shop.

True False

True False

True False

True False

True False

### B Listen again. Write the missing words.



**Michael:** Excuse me! I'm new in the neighborhood. I am Michael.

**Meg:** Really!!! Welcome to the neighborhood. My name is Meg. How can I help you?

**Michael:** I am looking for a grocery store. Are there any near here?

**Meg:** Yes, there are three near here. There is one \_\_\_\_\_ ELM Street and Pine Street.

There is another one \_\_\_\_\_ the coffee shop. And the other one is right \_\_\_\_\_ us.

**Michael:** That's right! What about a Gym? Is there one around here?

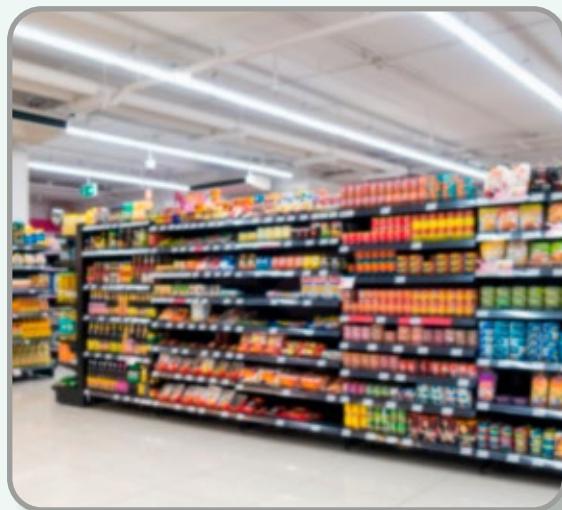
**Meg:** The best Gym is \_\_\_\_\_ the grocery store on OAK Street.

**Michael:** Great! One more question. Where is the coffee shop?

**Meg:** MMM! There is one on OAK Street, \_\_\_\_\_ the library.

**Michael:** Wonderful!! Would you like to have one with me?

**Meg:** Sure, why not?



### C Practice the conversation switching roles.

### 3 Grammar Focus & Speaking

A FLUENCY / USING FUNCTIONS / PRONUNCIATION

#### There is / There are (Existence)

##### Affirmative and negative sentences

Singular	Plural
<b>Affirmative</b> There's a TV screen on the wall. There's a dictionary on the shelf.	<b>Affirmative</b> There are two laptops in the classroom. There are some pictures in my bedroom.
<b>Negative</b> There isn't a phone in my living room. There isn't a garden in my house.	<b>Negative</b> There aren't any towels. There aren't any pillows.

##### Questions and Short answers

Singular	Plural
Is there a coffee shop? Yes, there is.	Are there any swimming pools? Yes, there are.
Is there a library? No, there isn't.	Are there any pens in the room? No, there aren't.
Is there a video game console? Yes, there is.	Are there erasers on the board? No, there aren't.

Examples:

1. *There is a garden in the hotel.*
2. *There isn't an elevator in this building.*
3. *There are some chairs in the dining room.*
4. *There aren't any plants in the classroom.*
5. a. *Is there a desk in your bedroom?*  
b. *Yes, there is.*
6. a. *Are there any sofas in your room?*  
b. *Yes, there are. There are two sofas.*

##### IMPORTANT:

###### Indefinite Articles

###### (Singular nouns)

- Use **a** or **an** + singular noun.
- Use **a** before a consonant sound.  
*There is a gym next to the restaurant.*
- Use **an** before a vowel sound.  
*There isn't an elevator.*

##### IMPORTANT:

###### Some and any

###### (Plural nouns)

- Use **some** and **any** + plural noun.
- **Some** changes to **any** for negative and **questions**.

**A** Work with another student. Ask and answer questions describing your classroom and your school. Use the prompts in the box.

Is there a desk in the classroom?

Yes, there is one.

##### In your classroom:

a desk · a computer · an eraser · chairs · plants · pictures windows · a board · a projector · a fan · a screen · lamps

##### In your school:

a gym · trees · toilets · showers · a garden · a library a teachers' room · laboratories · a sickroom · an auditorium

## 5 Vocabulary & Writing

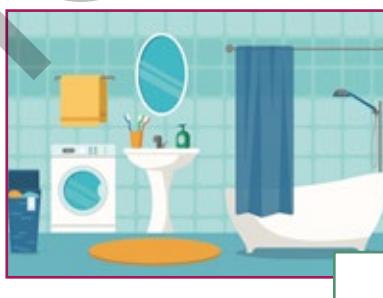
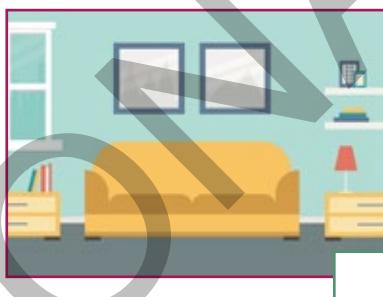
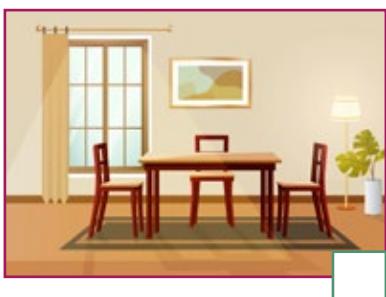
A PRONUNCIATION C COHERENCE AND COHESION

**A** Listen and repeat. Look at the pictures of rooms in a house and match them with the words.

**TRACK 18**



dining room (1)	kitchen (2)	garden (3)
living room (4)	bathroom (5)	bedroom (6)



**B** Match the halves to complete correct sentences.

1. There are three chairs		a. in the bedroom.
2. There is a fridge		b. in the living room.
3. There is a sofa		c. in the kitchen.
4. There is a round carpet		d. in the garden.
5. There are some flowers		e. in the dining room.

**C** Say five things that there are or there aren't in your house in these rooms:

- ✓ Living room
- ✓ Kitchen
- ✓ Bedroom

Use a dictionary to help you. For example:

There is a fridge in my kitchen.

There aren't chairs in my bedroom.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 4 Writing, Listening & Speaking

A USING FUNCTIONS B FOR DETAIL C FLUENCY

**A** Describe your bedroom to a classmate. He/She has to draw your bedroom following your instructions. When you finish, change roles. Compare your drawings. Is it similar or not? Use the prompts in the box.



In my bedroom, there is a bed. There is a night table next to my bed and there are some posters on the wall...



**In your bedroom:**

a bathroom · a TV · books · a video game console · a computer · a telephone · plants · a closet · two beds · windows · toys · carpet · chairs · night tables



**B** Listen to the following conversations and complete the sentences.

### Conversation 1

Man: Excuse me, \_\_\_\_\_?

**TRACK 19**

Woman: Yes, sir, there is one in the lobby.

Man: Nice! And \_\_\_\_\_?

Woman: Sorry, \_\_\_\_\_. But there is a swimming pool.

Man: I'm afraid I can't swim.

Woman: Very well sir. \_\_\_\_\_.

### Conversation 2

Student 1: Say, \_\_\_\_\_ an exchange program in your university?

Student 2: \_\_\_\_\_. It's the best in the state.

Student 1: Wow! That's great.

Student 2: In fact, \_\_\_\_\_ foreign students now.

Student 1: \_\_\_\_\_?

Student 2: There are two girls from China and three boys from Peru.

Student 1: \_\_\_\_\_ in the campus?

Student 2: \_\_\_\_\_ but there is a guest house near the campus.

**C** Compare your answers with a classmate. Practice the dialogues.

# WORKBOOK

## A Complete the sentences with the correct form of *there is* or *there are*.

Example: There aren't any sodas in the fridge.

1. \_\_\_\_\_ any trees in front of the house.
2. \_\_\_\_\_ a pool in the garden.
3. \_\_\_\_\_ a hammer here. I'm bringing one from the garage.
4. \_\_\_\_\_ any pictures in the room.
5. \_\_\_\_\_ some napkins in the cupboard?
6. \_\_\_\_\_ two pairs of shoes under the bed.
7. \_\_\_\_\_ a telephone in the lobby?

## B Answer the following questions with your own information.

Example: Is there a garden in your house? No, there isn't a garden in my house.

1. Are there any parks near your house? \_\_\_\_\_
2. Is there a computer in your bedroom? \_\_\_\_\_
3. Is there a basketball court in your school? \_\_\_\_\_
4. Are there any banks in your neighborhood? \_\_\_\_\_
5. Are there any trees in front of your house? \_\_\_\_\_

## C Match the pictures with the correct preposition. Then write sentences in your notebook.

Example: 1. *The dog is on the box.*

near / on / under/ behind / between / in front of / beside /in /above



# PROGRESSION 6

# Whose jeans are these?

## *Possessive pronouns*

## 1 Listening & Writing -Vocabulary

## A PRONUNCIATION D SPELLING

## A Look, listen and repeat the clothes vocabulary from the box.

**B** Fill in the blanks with the correct words.

## TRACK 20



## CLOTHES & ACCESSORIES



sweater  
shoes  
sunglasses  
polo-shirt  
socks  
handbag  
high heels  
dress  
coat  
winter coat  
tank top  
bikini  
cap  
jeans  
gloves  
boots  
bow tie  
scarf  
flip-flops  
skirt  
t-shirt  
shorts  
jacket

**C** Circle the plural nouns in the picture.

**D** Write the plurals of these words.

1. coat	_____	5. dress	_____
2. sweater	_____	6. bikini	_____
3. skirt	_____	7. handbag	_____
4. jacket	_____	8. polo shirt	_____

## 2 Listening

A FOR GIST C FOR DETAIL

**A** Listen to the conversation and choose what the general idea is.

- a. The mom is giving orders.
- b. The kids are helping at home.
- c. The mom is looking for the owner of some items.

TRACK 21



**B** Read and listen again. Fill in the gaps with the missing information.

### What a mess!

**Mom:** Ugh, why is the house always such a mess? It seems like everyone just leaves their stuff lying around.

**Son:** What do you mean, Mom?

**Mom:** I mean, \_\_\_\_\_ shoes in the living room, books on the \_\_\_\_\_, and clothes on the bathroom floor. Nobody helps.

**Daughter:** I always pick up my stuff, Mom.

**Mom:** Well, someone is leaving a mess. Whose shoes \_\_\_\_\_?

**Son:** \_\_\_\_\_ are mine, but I always put them away.

**Mom:** And whose books are \_\_\_\_\_?

**Son:** \_\_\_\_\_ are hers, mom.

**Daughter:** Oh yes, those \_\_\_\_\_ mine. I was using them for my homework and forgot to put them back.

**Mom:** Okay, well, please remember to put them away when you finish. \_\_\_\_\_ clothes are \_\_\_\_\_ on the bathroom floor? and, whose polo shirt is it?

**Daughter:** Those are \_\_\_\_\_, mom.

**Son:** Yes, those are \_\_\_\_\_. Sorry, I forgot to put them in the hamper.

**Mom:** Alright, well, let's be more helpful. It's not fair for one person to do all the house chores all the time.

**C** Answer if the objects are his or hers according to the dialogue.

1. Whose books are those on the kitchen table?

\_\_\_\_\_

2. Whose shoes are those?

\_\_\_\_\_

3. Whose clothes are these?

\_\_\_\_\_

4. Is the polo shirt hers?



### 3 Grammar Focus

D FLUENCY AND USING FUNCTIONS

A Listen and repeat. Practice the pronunciation.

TRACK 22



#### Possessive Pronouns

Question	Possessive pronouns
Whose  is this / that / it?	It's
Whose  are these / those / they?	They're

mine  
yours  
his  
hers  
ours  
theirs

Examples:

Whose glasses are these?	They're <b>mine</b> .
Whose cap is this?	It's <b>yours</b> .
Whose coat is it?	It's <b>his</b> .
Whose boots are those?	They're <b>hers</b> .
Whose socks are these?	They're <b>ours</b> .
Whose dresses are they?	They are <b>theirs</b> .



B Complete the sentences with the possessive pronouns.

1. My sister says that this schoolbag is \_\_\_\_\_, but I know that it is \_\_\_\_\_.
2. Hey you! Is this notebook \_\_\_\_\_?
3. Paul and Gina have dogs. That Chihuahua is \_\_\_\_\_.
4. Mike is a mechanic. That hammer is \_\_\_\_\_.
5. My family and I have cats. These cats are \_\_\_\_\_.
6. My neighbors have two cars. These cars are \_\_\_\_\_.
7. Your pen is on that table. This one is \_\_\_\_\_.



C Work in trios. Take out three or four objects from your bags and mix them up on the school chair. Ask questions to discover the owner.

Example:

A: Is this watch yours, Peter?

B: No, it isn't mine.

A: Whose watch is this?

B: I think it's hers.

## 4 Speaking & Listening

D FLUENCY AND USING FUNCTIONS C FOR DETAIL

**A** Complete the conversations logically. Choose the words from the box.

**B** Practice with a classmate

1. A: \_\_\_\_\_ your mom's flash drive?  
B: No, it isn't \_\_\_\_\_.  
A: So, \_\_\_\_\_ flash drive is it?  
B: I think it's \_\_\_\_\_.
2. A: \_\_\_\_\_ Christian's shoes on the floor?  
B: No, \_\_\_\_\_ his.  
A: So, whose \_\_\_\_\_ are they?  
B: \_\_\_\_\_ Antonio's.
3. A: Is that \_\_\_\_\_ family car?  
B: No, it isn't \_\_\_\_\_.  
A: So, \_\_\_\_\_ car is \_\_\_\_\_?  
B: The Lopez family is there, maybe it's \_\_\_\_\_.

- mine
- hers
- is this
- whose

- They're
- Are those
- they aren't
- shoes

- theirs
- is that
- whose
- ours
- your

**C** Listen to the passage and mark the correct answer.

**TRACK 23** 

1. Robert's favorite hobby is:
  - playing the guitar
  - gardening
  - cooking
2. The narrator's favorite hobby is:
  - photography
  - painting
  - dancing
3. Who likes photography?
  - The narrator
  - Robert
  - His brother
4. His parents have a hobby. Their hobby is:
  - gardening
  - cooking
  - taking photos



## 5 Speaking & Writing

A USING FUNCTIONS B FLUENCY & PRONUNCIATION D COHERENCE AND COHESION

### A Rewrite the sentences using possessive pronouns.

Examples:

*It's my calculator. It's mine.*  
*They're her sunglasses. They're hers.*

1. It's my cellphone. \_\_\_\_\_
2. They are your books. \_\_\_\_\_
3. It's his laptop. \_\_\_\_\_
4. They are her pencils. \_\_\_\_\_
5. That's our car. \_\_\_\_\_
6. It's their house. \_\_\_\_\_

#### IMPORTANT:

Possessive pronouns  
replace the noun.



### B Work in pairs. Ask and answer questions about objects around you. Use possessive pronouns in your answers.

Example:

A: *Is this coat yours?*  
B: *Yes, it's mine.*  
A: *Whose notebooks are those?*  
B: *They are hers.*  
A: *Are those notebooks yours?*  
B: *No, they aren't mine.*

chair · computer · laptop · stapler  
printer · paper clip · scissors · tablet  
sheets of paper · projector · calculator  
keyboard · notebooks · sharpener · tape  
dispenser · markers · pencils · pens  
erasers · books · pen-drive · cell phone

### C Write a description about yourself and two classmates.

Example: *My hair is brown and hers is black. My nose is big and hers is small.*  
Use these words to help you.

eyes	brown	blue	green	beautiful	Almond
nose	big	small	wide	turned up	hawk
hair	long	short	red	blonde	black



# WORKBOOK

## A Complete the sentences with the correct possessive pronouns.

1. Your sweater is under the table. This one is \_\_\_\_\_.
2. Rudolph has a new phone. This phone is \_\_\_\_\_.
3. Joe and Lilly have plants. This cactus is \_\_\_\_\_.
4. Helen is a teacher. That eraser is \_\_\_\_\_.
5. My sister and I have magazines. These magazines are \_\_\_\_\_.
6. My parents have a lot of CDs. These CDs are \_\_\_\_\_.
7. A: Is this jacket \_\_\_\_\_? B: No, it isn't \_\_\_\_\_.
8. Jack and I are soccer players. That ball is \_\_\_\_\_.

Whose winter coat is this?  
It's mine.



## B Ask a logical question according to the answer.

Example: A: *Whose jacket is this?* B: This jacket is my father's.

1. A: \_\_\_\_\_? B: These sunglasses are Sofia's.
2. A: \_\_\_\_\_? B: Those dresses are Patty's.
3. A: \_\_\_\_\_? B: These jeans are his.
4. A: \_\_\_\_\_? B: This scarf is hers.
5. A: \_\_\_\_\_? B: Those gloves are mine.

Whose boots are these?  
They're his.

## C Complete the conversation logically.

A: Is this your shirt?  
B: \_\_\_\_\_.

A: Whose shirt is it?  
B: \_\_\_\_\_.



## Speaking &amp; Reading

A FLUENCY &amp; PRONUNCIATION B SKIMMING D SCANNING

## A Work in pairs. Answer these questions.

1. Do you believe in legends, myths, and superstitions?
2. Do you know any of them?
3. If the answer is yes, which ones are they? Can you mention them?

## B Look at the pictures and read the titles and subtitles.

1. What is the passage about?

## C Read and listen to the passage.

TRACK 24 

## The Legend of La Llorona

Mexican culture has a lot of stories, legends, myths, beliefs, and superstitions that have been passed down for many years. These cultural elements provide valuable ideas into the beliefs, traditions, and values of Mexican society.

One interesting story is about *La Llorona*, or “The Weeping Woman.” She is often described as a spectral figure with a ghosting appearance. The exact physical description varies in different versions of the legend.

La Llorona wears a white dress or gown. Her face is typically covered by her long, dark hair. She has a pale complexion, reflecting her supernatural nature. As her name suggests, La Llorona is associated with weeping and crying. Some descriptions mention that she has tear stains on her face, symbolizing her eternal remorse. People say they can see her near rivers or lakes.

The legend says that La Llorona is a woman from a long time ago in Mexico. Some

versions of the story say she is from an indigenous group, and others say she is a mestiza woman.

The story goes that she was a young and beautiful woman who fell in love with a rich man from Spain. They had children together, but then the man abandoned her. This made her very sad and desperate. In a moment of craziness, she drowned her own children.

Realizing what she'd done, La Llorona felt very guilty and sad. Her spirit was condemned to walk forever, searching for her lost children, and crying in sorrow. People tell this story to warn children to be careful near rivers and lakes because La Llorona might try to take them.

The legend of La Llorona is now a big part of Mexican culture. Many people know the legend, even outside of Mexico.

La Llorona is in books, in movies, and in plays, making it an important and spooky part of Mexican history.

## D Say if each statement is True or False.

1. La Llorona is a legendary figure in Mexican folklore.	True	False
2. La Llorona is a happy and joyful woman.	True	False
3. People say she's usually near rivers or lakes.	True	False
4. La Llorona is a recent addition to Mexican folklore.	True	False
5. The legend of La Llorona has regional variations.	True	False

# Transversality used with the legend of "La Llorona"



## Title of the activity: "Exploring the Legend of La Llorona"

Objective: Explore the legend of La Llorona from different perspectives, integrating several academic disciplines.

### Materials needed:

1. Books, articles, or online resources about the legend of La Llorona.
2. Paper, pencils, colors, and other artistic materials.
3. Audio recorder or recording device.
4. Computers or electronic devices with Internet access.



### Steps of the activity:

**History.** Introduce the story of La Llorona. Explain its origin, the different versions, and its importance in Mexican culture. Organize a discussion about the relevance of folk legends in a society.

**Mathematical Thinking.** Collect data related to the legend of La Llorona, such as the number of different versions, the regions where it is best known, existing film or literary adaptations, among others. Then, organize and present the data visually using graphs, tables, or statistical diagrams. This will allow you to apply data analysis and statistics skills.

**Dramatization and ITCs:** Organize to perform a dramatization of the legend of La Llorona. You can practice and record your performances using recording devices. This will allow you to explore verbal expression, emotional tone, and the use of stage space.

### Social Sciences and Ethics.

Organize a class discussion of the moral and ethical lessons that can be drawn from the legend of La Llorona. Reflect on topics such as regret, the consequences of actions, childcare, and the importance of empathy.



### Literature, Oral and Written Expression.

After you have researched and understood the legend of La Llorona in your native language, you can incorporate the subject of English to encourage language practice. It provides students with the opportunity to present parts of the activity in English, such as written summaries, descriptions of illustrations, or even the dramatization of the legend in English. Using all categories and subcategories. This will help develop your English speaking and writing skills, as well as your confidence in using the language in different contexts.





Unit # \_\_\_\_\_ CHECKLIST FOR TEAMWORK Progression # \_\_\_\_\_

Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

Criteria	
Participates actively and focuses on the work to be done.	
Provides useful ideas into discussions.	
Collaborates and supports his / her classmates.	
Maintains group harmony and cohesion, without causing conflict.	
Fulfils the specific tasks that are established as a team.	
Demonstrates interest in the quality of work and the objective.	

Unit # \_\_\_\_\_ CHECKLIST FOR PRESENTATION Progression # \_\_\_\_\_

Student's name: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

The student expresses his / her ideas clearly and fluently.	
The student makes use of a wide and appropriate vocabulary.	
His / her pronunciation is clear and correct.	
The student reinforces his / her presentation with gestures and appropriate body language.	
His / her tone of voice is adequate.	
The title of his / her presentation is accurate and appropriate.	
The content and selection of the information of his / her presentation is relevant and sufficient with respect to the task.	
The student includes clear examples.	
The student has included adequate written and graphic supports, written correctly, that clarify and exemplify the content of the exhibition.	
The student answers questions logically, rationally, and convincingly.	
The student accepts with tolerance the others' opinions.	
The student takes advantage of the information and opinions of others to improve his / her work.	
The student uses good grammar and fluency.	
The student uses information he / she thinks it is pertinent to persuade peers cordially.	



# Instruments of Evaluation Unit 1

Co-evaluation (student to student)	VW	W	NP
My classmate uses Critical Thinking.			
My classmate uses Creative Thinking.			
My classmate develops Analytical Thinking.			
My classmate uses Reflective Thinking.			
My classmate has entrepreneurial spirit.			
My classmate promotes collaboration.			
My classmate uses problem solving skills.			
My classmate uses technology.			
My classmate cares for social responsibility.			
My classmate uses leadership and innovation.			
My classmate has flexibility to adapt to changing environments.			
My classmate cares for honesty.			
My classmate has perseverance.			
My classmate has determination.			

Generic Competence Rubrics (the teacher to student)	VW	W	NP
The student determines and takes care of him/herself			
The student appreciates the art as a manifestation of beauty and expression of ideas, feelings, and emotions.			
The student makes decisions from the evaluation of the consequences of different consumption habits and risk behaviors.			
The student faces the difficulties that arise and is aware of his/her values, strengths, and weaknesses.			
The student listens, interprets and gives relevant messages in different contexts, using appropriate tools, codes, and media.			
The student identifies his/her emotions, handles them in a constructive way and recognizes the need to request support in a situation that goes beyond.			
The student critically analyzes the factors that influence his/her decision making.			
The student assumes the consequences of his/her behaviors and decisions.			
The student expresses ideas and concepts through linguistic, mathematical, or graphical representations.			
The student can communicate in a second language in routinary situations.			
The student uses information and communication technologies to process and interpret information.			
The student follows instructions and procedures in a reflective manner, understanding how each of his/her steps contributes to reach his/her goals.			
The student innovates and suggests solutions to problems based on established methods.			

## Progressions

Self-Evaluation (myself). I can do it!	VW	W	NP
<b>P1.</b> I can understand the use of the verb <i>to be</i> (affirmative, negative and interrogative) and personal pronouns to present information of oneself and others.			
<b>P2.</b> I can identify imperatives for promoting classroom communication in a second language when giving and following instructions.			
<b>P3.</b> I can understand the use of the verbs <i>to be</i> and <i>have</i> , to describe people, places, or things and uses qualifying adjectives and indefinite articles to detail characteristics.			
<b>P4.</b> I can understand the use of demonstrative adjectives ( <i>this, that, these, those</i> ) in their affirmative, negative and interrogative form to indicate something or someone based on its location (if it is far or near) and quantity (singular or plural).			
<b>P5.</b> I can understand the use of <i>there is, there are</i> (affirmative, negative, and interrogative) and the prepositions of place to mention the existence or not of people or things in a specific place.			
<b>P6.</b> I can understand the use of possessive pronouns ( <i>mine, yours, his, hers, ours, and theirs</i> ) to promote the value of honesty by acknowledging the belonging of what is yours and what is not.			

