

I Can Do It

By Richie Losaba

New Mexican School & Progressions



Communication
for Real Life!



STUDENT'S BOOK

New I Can Do It 1

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Useful Classroom Instructions

TRACK 2




- 
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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Listening		Speaking	Reading	Writing
Okay Mom		Say the classroom instructions.	How to Start a Blog	Write imperative verbs.
First Day at School		A short conversation with a classmate	My Name Is Peter	Introduce yourself.
My Hobby		Ask questions to discover the owner.	What a mess!	Complete the conversations.
Lionel Messi		Describe celebrities.	Famous Singers	Complete the dialogues.
Welcome to My Classroom		Practice the dialogues.	Modern and Stylish Living Spaces	Complete the conversations.
Mark's Routine		Ask about Molly's activities.	Alex's Weekly Activities	Write Molly's weekly activities. Write Alex's activities.

p. 50 Checklists p. 51 Instruments of Evaluation

At the Supermarket	Ask about your classmate's shopping cart.	Ingredient lists	Write a list of ingredients.
I'm new in the neighborhood!	Describe your classroom and your school.	I'm new in the neighborhood!	Describe your bedroom.
Meals of the Day	Ask about your favorite meals and about your fridge.	Meals of the Day The Shopping List	Your refrigerator at home
Let Me Introduce My Family	Ask about Henry's family.	Let Me Introduce My Family Henry's Family Tree	Describe two members of your family.

p. 80 Checklists p. 81 Instruments of Evaluation

Where do you work?	Talk about your daily activities.	Mark's Routine	Write your partner's activities.
Breakfast Habits	Talk about celebrations.	The Johnsons' Family Blog	Write about your eating habits.
Going Around the City	Ask your classmate about routines.	Rick's Activities	Report your classmate's activities.
The Language Center	Ask about dates. Ask questions with <i>why</i> .	Meet the Smiths	Complete and answer <i>Wh</i> -questions.

p. 108 Checklists p. 109 Instruments of Evaluation

At the Sports Club	Say what your family members are doing.	At the Sports Club	Describe what's happening in the pictures.
What Is a Hobby?	Ask and answer what people are doing.	Hobbies Offer a Challenge	Write questions about actions in progress
Job Interview	Talk about your abilities.	Robotics and Biotechnology	Write about abilities of some professions.
At the History Museum	Talk about what your parents let you do.	At the Zoo	Report your classmate's permissions.

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The New Mexican School Principles

1 Fosters identity with Mexico. The NMS fosters love of country, appreciation for its culture, knowledge of its history and commitment to values embodied in its Political Constitution. Culture can be considered as the set of features, spiritual and material, intellectual and affective that characterize a society or a social group. Including ways of life, fundamental human rights, value systems, traditions and beliefs.

2 Honesty is the fundamental behavior for the fulfillment of social responsibility, which permits the society to develop based on trust and in the support of the truth of all actions to allow a healthy relationship among citizens.

3 Respect for human dignity. The NMS contributes to the integral development of the individuals, to exercise their abilities fully and responsibly. Promotes respect for the dignity and human rights of people, based on the conviction of the equality of all individuals in rights, treatment, and opportunities.

4 Promotion of the culture of peace. The NMS trains learners in a culture of peace that favors constructive dialogue, solidarity and the search for agreements that allow the non-violent resolution of conflicts and coexistence in a framework of respect for differences.

5 Citizen responsibility. Citizen responsibility implies the acceptance of personal and common rights and duties. Under this idea, the students trained at the NMS respect the essential civic values of our time; honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude, among others. Students develop the social awareness that allows them to act with respect for human rights.

6 Participation in the transformation of society. In the NMS the overcoming of one, it is the basis of the transformation of society. The social meaning of education implies an ethical and political dimension of the school. Citizenship training is a path for social transformation and depends on educating critical, participatory, and active people who seek transformation processes through innovation that improve the quality of life and well-being of all.

7 Promotion of interculturality. The NMS fosters understanding and appreciation for cultural and linguistic diversity, as well as intercultural dialogue and exchange on a basis of equity and mutual respect. UNESCO states that "culture, in its rich diversity, has intrinsic value for development, social cohesion and peace". Cultural diversity is a driving force for development.

8 Respect for nature and care for the environment. The NMS promotes a solid environmental awareness that favors the protection and conservation of the environment, the prevention of climate change and sustainable development. It considers the Sustainable Development Goals and the 2030 Agenda of the United Nations Organization.

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.

Module 1

Who are you?

Categories	Subcategories
<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing	<ul style="list-style-type: none">• Listening for detail• Pronunciation• Scanning• Spelling and punctuation• Coherence and cohesion

Learning Unit

1. Use of essential vocabulary in a conversation.

Unit Purpose

Use frequently used everyday expressions related to areas of experience that are particularly relevant to the student, considering basic information about him/herself, their family, shopping, places of interest, occupations, etc.

36 hrs.

Learning Outcome:

- 1.1 Produce short and simple descriptions of people, objects, places and routines, relying on textual elements to make sense of the text.

18 hrs.

Learning Progression

1. Identify imperatives to foster classroom communication in the English class when giving and following instructions.

p.12

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

p.18

3. 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.

p.24

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

p.30

5. Identify and understand the use of demonstrative adjectives (*this, that, these, those*) in affirmative, negative and interrogative forms to point to something or someone based on location (whether far or near) and quantity (singular or plural).

p.36

6. Use prepositions of time *in, on, at* and connectors: *and, but* and *then* to mention the moment when an event happens and to contrast, join and expand ideas by developing a weekly planner of activities.

p.42

Learning Goals

- Understand the letters of the English alphabet when listening to them and identify phoneme differences.
- Understand and communicate orally using basic expressions such as greetings, simple words and phrases related to their personal data and specific situations.
- Recognize very basic words and phrases about personal information that appear in texts such as ID cards, registration forms, signs or planners.
- Provide personal information in a written way on a standard form, such as on a gym registration form.

Trajectory-based Learning

Understand frequently used everyday expressions related to areas of experience that are particularly relevant to them (basic information about themselves and their family, shopping, places of interest, occupations, etc.). Adequately interpret oral messages about simple and everyday tasks that are familiar or habitual and that do not require more than simple and direct exchanges of information. Make sense of oral information in simple terms about aspects of their past and environment, as well as issues related to immediate need.

Evaluation Activity

1.1.1 Create an infographic in English in which you describe your favorite character or a person you admire, highlighting physical and personality characteristics.

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. _____ are my clothes.
a. This b. That c. These
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. What does your best friend look like?

4. What is this object?

5. What color are your eyes?

6. Is this your classroom?

7. What time do you get up?



PROGRESSION 1

Follow the Instructions

Giving instructions and orders – Imperatives

1 Listening

A PRONUNCIATION

A Listen and repeat the imperatives. **TRACK 1**

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.

Go to page 3 to practice classroom instructions.

Further Practice

B Match the imperatives to the pictures.

 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

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.

TRACK 3 

Okay Mom

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.

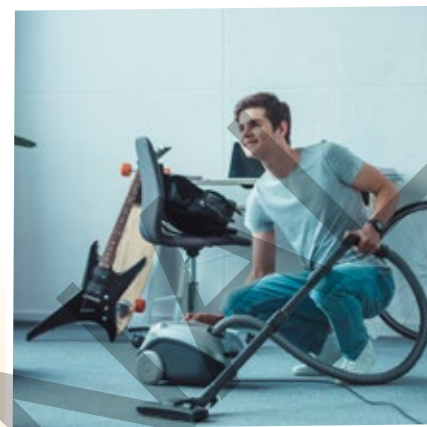
Mom: _____ your homework, and _____ the door open.

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.

- _____ the window. It's too windy.
- _____ your homework.
- _____ your coat, it's cold outside.
- _____ the door behind you when you leave.
- _____ your hand if you want to speak.
- _____ to me. This is important.
- _____ down on the chair over there.
- _____ your books in your schoolbag.
- _____ the questions in your notebook.
- _____ 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:

- Turn on your Bluetooth.
- You must have internet connection, so _____.
- _____ an application to make videoconferences.
- A window will open with several options: join a meeting, host a meeting, sign in.
- If you already have an account, write your user, _____.
Then _____ to sign in.
- _____ to create or schedule a meeting.
- Once the application is downloaded, _____ open meetings.
- Click on "join with computer audio". And you are in!
- If you are the host, you can mute or _____.
- 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 | <input type="checkbox"/> g | a. your homework before watching TV. |
| 2. Do | <input type="checkbox"/> | b. the milk from the fridge and pour it into the bowl. |
| 3. Don't throw | <input type="checkbox"/> | c. your phone on silent before the movie starts. |
| 4. Get | <input type="checkbox"/> | d. your seatbelt before starting the car. |
| 5. Don't share | <input type="checkbox"/> | e. the door behind you when you leave. |
| 6. Put | <input type="checkbox"/> | f. personal information online. |
| 7. Don't leave your dirty | <input type="checkbox"/> | g. unknown files. |
| 8. Fasten | <input type="checkbox"/> | h. your trash on the ground. |
| 9. Close | <input type="checkbox"/> | i. clothes on the floor. |

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

- _____ your book.
☐ Open ☐ Close ☐ Wear ☐ Buy
- _____ your hands.
☐ Wash ☐ Sit ☐ Raise ☐ Dry
- _____ me, please.
☐ Listen to ☐ Answer ☐ Look at ☐ Close
- _____ the message.
☐ Lend ☐ Send ☐ Read ☐ Write

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

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

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

PROGRESSION 2

How's it going?

Personal information

Verb to be

Personal pronouns

1 Listening - Vocabulary

A PRONUNCIATION **B** LISTENING FOR DETAIL

A Listen and repeat the phrases from the box.

TRACK 4



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.



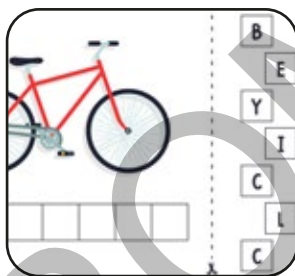
1 _____



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 5



First Day at School

A: _____, Miss Robins may I come in?

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

B: Sure, _____! What's your name?

B: _____?

A: My name is Matt. _____!

A: _____. I'm a new student.

B: Nice to meet you, too. _____?

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

A: It's Harrison.

A: Thanks.

B: _____?

B Say whether the statements are True or 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 |

IMPORTANT:

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

TRACK 6



C Listen and repeat the alphabet.

Then, practice spelling words with a partner.

How do you spell your name / last name?



D Listen and repeat the numbers.

TRACK 7



Go to page 142 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 8



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 140 & 141
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 Grammar Focus & 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		big.	quality			
We	are	married.	marital status	<i>Are you married?</i>	<i>I'm not married.</i>	
You		students.	occupation	<i>Is he Italian?</i>	<i>He isn't Italian.</i>	
They		Canadian.	nationality	<i>Are they friends?</i>	<i>They aren't friends.</i>	

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

- The apple _____
- The cars _____
- My sister _____
- My father _____
- Mr. Gonzalez _____
- Your brothers _____
- The Smiths _____
- My family and I _____
- Supergirl _____
- Andrew, Tom and Toby _____
- Bruce Wayne _____
- Spiderman _____

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

- My name _____ Fernando.
- He _____ my dad.
- She _____ my mom.
- I _____ a good student.
- We _____ the champions.
- _____ you famous?
- He _____ (not) a teacher.
- They _____ (not) Mexican.
- _____ he from California?
- I _____ (not) a doctor.

C Introduce yourself, follow the model.

- | | |
|---------------------|----------|
| I'm Sharon Spears. | 1. _____ |
| I'm 16 years old. | 2. _____ |
| I'm tall. | 3. _____ |
| I'm a happy person. | 4. _____ |
| I'm a student. | 5. _____ |
| I'm single. | 6. _____ |
| I'm American. | 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

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.



WORKBOOK

C PRONUNCIATION

A What's the question?

- _____?
I'm good, thanks.
- _____?
I'm 17 years old.
- _____?
My last name is Rivers.
- _____?
R-I-V-E-R-S
- _____?
I'm from California.

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

- My father _____ from Puebla.
- Henry and Tom _____ my friends.
- I _____ a good student.
- The teacher _____ a nice person.
- Dogs _____ cute and friendly.
- The students _____ in the classroom.
- English _____ my favorite subject.
- My family and I _____ Mexican.
- My brother _____ 20 and I _____ 16.

C Change the sentences to questions.

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

- You are American.

- She's tall.

- They're from Monterrey.

- It's a big dog.

- Tom is an actor.

D Find the numbers in the puzzle.

24	15
17	200
18	40
30	3
19	11

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 3

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 9



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.



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, there are _____ 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 _____ these?

Son: They are _____, but I always put them away.

Mom: And whose _____ are these?

Son: They are _____, mom.

Daughter: Oh yes, they _____ mine. I 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 _____ is it?

Daughter: They are _____, mom.

Son: Yes, they 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 on the kitchen table?

2. Whose shoes are they?

3. Whose clothes are on the floor?

4. Is the polo shirt hers?



3 Grammar Focus



D FLUENCY AND USING FUNCTIONS

A Listen and repeat. Practice the pronunciation.

TRACK 11



Possessive Pronouns

Question			Possessive pronouns
Whose  is it?	singular noun	It's	mine yours his hers ours theirs
Whose  are they?			
plural noun		They're	

Examples:

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



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. The Chihuahua is _____.
4. Mike is a mechanic. That hammer is _____.
5. My family and I have cats. The cats are _____.
6. My neighbors have two cars. The 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 the watch yours, Peter?

B: No, it isn't mine.

A: Whose watch is it?

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 _____.

- mine
- hers
- Is this
- whose

2. A: _____ Christian's shoes on the floor?

B: No, _____ his.

A: So, whose _____ are they?

B: _____ Antonio's.

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

3. A: Is that _____ family car?

B: No, it isn't _____.

A: So, _____ car is _____?

B: The Lopez family is there, maybe it's _____.

- theirs
- is it
- whose
- ours
- your

C Listen to the passage and mark the correct answer.

TRACK 12 

1. Robert's favorite hobby is ____.

- a. playing the guitar
- b. gardening
- c. cooking

3. Who likes photography?

- a. The narrator
- b. Robert
- c. His brother

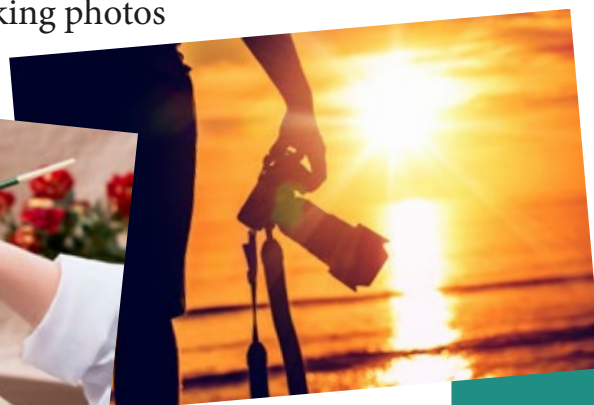
2. The narrator's favorite hobby is ____.

- a. photography
- b. painting
- c. dancing

5. His parents have a hobby.

Their hobby is ____.

- a. gardening
- b. cooking
- c. 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.

IMPORTANT:

Possessive pronouns replace the noun.

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



B Write the correct possessive pronoun in each case.

Example: They're students. The notebooks are theirs.

1. Mike is a doctor. The stethoscope is _____
2. I study mathematics. The calculator is _____
3. Frank and Lucy are teachers. The pieces of chalk are _____
4. Gina is a tennis player. The racket is _____
5. You are a singer. The microphone is _____
6. We are musicians. The musical instruments are _____

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

Example:

A: *Is the coat yours?*

B: *Yes, it's mine.*

A: *Whose notebooks are they?*

B: *They are hers.*

A: *Are the notebooks yours?*

B: *No, they aren't mine.*

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

WORKBOOK

A Complete the sentences with the correct possessive pronouns.

Whose winter coat is it?
It's mine.

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 _____.



B Ask a logical question according to the answer.

Example: A: *Whose jacket is it?* B: The jacket is mine.

1. A: _____? B: The sunglasses are hers.
2. A: _____? B: The dresses are theirs.
3. A: _____? B: The jeans are his.
4. A: _____? B: The scarf is hers.
5. A: _____? B: The gloves are mine.

Whose boots are they?
They're his.

C Complete the conversation logically.

A: Is this your shirt?

B: _____.

A: Whose shirt is it?

B: _____.



PROGRESSION 4

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 13**

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 14 

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

I	}	have
You		
We		
They	}	has
He		
She		
It		

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.
- Kathy 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 15



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

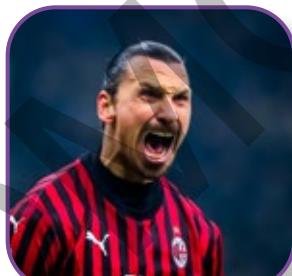
B Work in pairs or small groups. Describe these celebrities.

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 39 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.



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.

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 5

These Are Pen Drives

Demonstratives

Plural nouns

1 Listening - Vocabulary

A PRONUNCIATION B SPELLING

A Listen and repeat the vocabulary.

TRACK 16



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

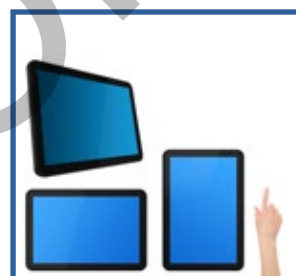
B Choose the right vocabulary words from the box. Then write them in the spaces provided.



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 17



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 s to most nouns	car – cars, book – books, projector – projectors, pen drive – pen drives, laptop – laptops
Add es to nouns that end in: ch, s, sh, x or z	bench – benches, brush – brushes, bus – buses, box – boxes, quiz – quizzes
Consonant y Change the y to i and add es	family – families, fly – flies, puppy – puppies, country – countries, city – cities
Vowel y Only add s	toy – toys, boy – boys, monkey – monkeys, donkey – donkeys, key – keys
Drop the f or fe and add ves	loaf – loaves, leaf – leaves, knife – knives, wife – wives, life – lives
Nouns ending in o add es	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*.

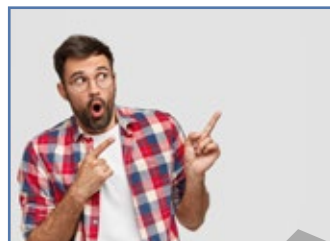
1. _____ are English-Spanish dictionaries.
2. _____ are expensive digital tablets.
3. _____ is a fast expensive car.
4. _____ are English books.
5. _____ is a funny monkey.

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 18

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: _____



3. A: Is this a computer?

B: _____

A: What is it?

B: _____



2. A: Are those pencil sharpeners?

B: _____

A: What are they?

B: _____



4. A: Are these wastebaskets?

B: _____



C Work in pairs. Write a short dialogue in your notebook. You have to ask about objects in the classroom and use all the demonstratives: *this*, *that*, *these* and *those*. Act it out in front of the class.



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*.

- _____ are staplers.
- _____ are scissors.
- _____ is a wastebasket.
- _____ your pen drive?
- _____ a projector screen?
- _____ 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.



- A: Is that a pen?

B: No, _____

A: What is it?

B: It's a _____



- A: Is this a tiger?

B: No, _____

A: What is it?

B: _____



- A: Is this an apple?

B: No, _____

A: What is it?

B: _____



- A: Are those red roses?

B: No, _____

A: What are they?

B: _____



- A: Are these dogs?

B: No, _____

A: What are they?

B: _____



- A: Are these stools?

B: No, _____

A: What are they?

B: _____



PROGRESSION 6

I Get Up at 7:00

Prepositions of time, connectors: and, but, then


Listening & Speaking - Vocabulary

A SPELLING **B** **C** **E** PRONUNCIATION **F** USING FUNCTIONS, FLUENCY

A Write the days of the week. Check the spelling with a classmate.

Days of the week

S_ _ _ _	M_ _ _ _	T_ _ _ _	W_ _ _ _	T_ _ _ _	F_ _ _ _	S_ _ _ _
----------	----------	----------	----------	----------	----------	----------

B Listen and repeat the days several times to practice the correct pronunciation. **TRACK 19** 

IMPORTANT:

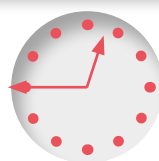
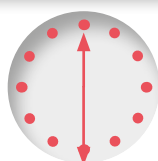
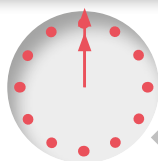
Days of the week and months of the year always begin with a capital letter.
I study on Tuesdays. I travel in June.
But not seasons: Flowers bloom in spring.

C Listen and repeat these clock times.

TRACK 20

twelve o'clock 12:00	a quarter past twelve 12:15	half past twelve 12:30	a quarter to one 12:45
-------------------------	--------------------------------	---------------------------	---------------------------

What time is it?



D Analyze the clock times.



You can tell the time in two ways:

It's 7:15. "seven fifteen" or "a quarter past seven"
It's 10:30. "ten thirty" or "half past ten"

TRACK 21

E Write the times in numbers. Listen and repeat. Practice the pronunciation.

five o'clock

Twenty past nine

a quarter past one

Twenty to nine

a quarter to seven

Twenty-five to three

half past eleven

Five past eight

F Work in pairs. Say different activities you do at specific times.

Example: I get up at 7:15. (a quarter past 7). I go to bed at 11:30. (half past 11)

2 Listening

A FOR DETAIL

A Listen to Mark's routine. Then, read the sentences and check if he does the activities on weekdays or on weekends. In some cases, you will check both.

TRACK 22

	Weekdays	Weekends
1. He has lunch with friends.		
2. He plays soccer.		
3. He plays video games.		
4. He plays board games.		
5. He does housework.		
6. He has tutoring sessions.		
7. He has breakfast with his family.		
8. He takes the dog for a walk.		
9. He sometimes goes to bed at midnight.		
10. He sometimes reads books.		



B Listen again. Complete the sentences with the correct time expressions.

1. Mark wakes up at _____ on weekends.
2. He gets out of school at _____.
3. He shares stories with his family _____.
4. He has tutoring sessions on _____ and they last _____ hours.
5. His basketball practices are on _____, but he also plays during the _____.
6. He sometimes goes to bed at 12:00 pm on _____.
7. He watches a TV show or movie at _____ before bedtime.
8. He usually goes to bed at _____ from Monday to _____.

3 Grammar Focus

Prepositions of Time

Prepositions of time (in, on, at) tell us when things happen.

A Listen and repeat the time expressions in the chart.

TRACK 23



In	On	At
January, February, etc. (months)	January 7th, May 4th, etc. (dates)	7:00 am, 5:30 pm, etc. (clock times)
(the) spring, summer, fall, winter (seasons)	Monday, Tuesday, etc. (days of the week)	noon, midday
the morning	weekdays, weekends, the weekend	night, midnight
the afternoon	vacations, my birthday, New Year's Eve, Christmas Day (special days)	Christmas, Easter (holiday period)
the evening	Monday morning (day + part of the day)	

IMPORTANT:

I / You / We / They + verb
He / She / It + verb + **S**

B Listen and repeat the examples.

TRACK 24



We start school in August.	My birthday is on July 25th.	He gets up at 5 o'clock.
He travels in July.	I like to eat cake on my birthday.	My parents have lunch at noon.
I sometimes work in the summer.	She plays tennis on Sundays.	I go to bed at midnight.
She goes to school in the morning.	We get together on Christmas Day.	We usually travel at Christmas.

C Complete the sentences with the correct preposition of time.

- My family and I watch TV _____ the evening.
- The stars shine _____ night.
- We usually throw a Mexican party _____ Independence Day.
- Mike goes to the gym _____ 6:00 _____ the morning.
- I take Karate lessons _____ Thursday afternoon.
- We finish school _____ June.
- My friends and I often get together _____ Valentine's Day.
- Mother's Day in Mexico is _____ May 10th.
- The weather in Mexico City is not so cold _____ the winter.
- Our relatives often visit us _____ weekends.



IMPORTANT:

For a period of time, we use:
From...to...

I study from 8:00 to 11:00 am.

Evening usually refers to the period from 6 to 9 pm.

At the weekend / weekends is used in British English.
*I rest **at** the weekend. (British Eng)*
*I rest **on** the weekend. (American Eng)*

4 Speaking & Writing

A C D COHERENCE AND COHESION B USING FUNCTIONS

Connecting ideas: and, but, then

Use **and** to add information

I wash the dishes **and** she cleans the kitchen.
We meet **and** we have dinner on Sundays.

Use **but** to contrast ideas.

He plays cards **but** he never wins.
I eat fish **but** I don't eat meat.

Use **then** to give a sequence to events. It means "next" or "after that".

I finish my homework **then** I watch TV. I take a shower. **Then**, I go to school.

A Complete the sentences with **and**, **but** or **then**.

- My father works on Saturdays _____ not on Sundays.
- Mark brushes his teeth. _____, he takes a shower.
- I like to relax _____ listen to music when I'm at home.
- You have to first boil the water and _____ add the pasta.
- My brother likes to cook _____ only on weekends.
- Nowadays, men and women work _____ do the housework.



B Look at Molly's weekly planner and complete the text.

	Weekdays	Weekends	
		Saturday	Sunday
Morning	7:00 am get up, take a shower 7:30 have breakfast 8:00 go to school	8:30 am get up 9:00 go to the club swim, play sports	8:30 am get up 9:00 go to the club swim, play sports
Afternoon	4:00 get back from school do homework	take guitar lessons watch series on TV	clean room answer emails
Evening	do yoga & listen to music	hang out with friends	dinner with family

"Hi! I'm Molly. These are my weekly activities:

I get up at 7:00 on _____. I have breakfast at _____ and then I go to _____

When I get back from school, I do my _____. Then, I do yoga and listen to music in the _____.

On _____, I _____ at 8:30 in the _____ and I go to the club. I swim _____ play sports. I take guitar lessons and watch series on _____ afternoon. I see my friends on _____ but not on _____.

On _____, I clean my room and _____. Then, I have _____."

D In your notebook, write your own weekly planner and describe your activities. Use the time expressions and connectors studied in this lesson.



5 Reading & Writing

A SKIMMING B SCANNING

A Read the text once and circle the correct answer

- The text is mainly about...
a. his best friend. b. his routine activities. c. his hobbies. d. his free time.
- He doesn't mention activities he does...
a. in the afternoon. b. in the evening. c. on weekends. d. at night.

Hello! My name is Alex. I'm a high school student, so my weekdays are filled with classes, and extracurricular activities. On weekdays, I wake up at 6:00 AM to get ready for school. Then I join my family for breakfast. Before leaving, I make sure to take Rambo, our energetic dog, for a short walk around the block. Rambo is my friend and we love spending time together.

After school, I return home and have a snack with my younger sister while our parents prepare dinner. If I have any pending homework or assignments, I dedicate some time to complete them. One of my favorite pastimes is playing board games with my family. We have a collection of games that we often play in the evening, and it's a great way to relax and have fun.



On weekends, I have a more relaxed schedule. I get up about two hours later than usual. I enjoy breakfast with my family and engage in sports activities or games. We also prioritize family time, we do the house cleaning, and enjoy a movie together. As I have more time on Sundays, I take Rambo for a longer walk. We usually go to the park in the afternoon. Overall, my week consists of school, sports, family time, and personal interests.

B Read again and choose the option that best completes the sentence.

- | | | |
|---|-------------------|------------------------|
| 1. Alex studies ____. | a. high school | b. at the university |
| 2. He has breakfast ____. | a. at school | b. with his family |
| 3. He spends time with his family ____. | a. every day | b. only on weekends |
| 4. He does homework ____. | a. in the evening | b. in the afternoon |
| 5. He likes ____. | a. board games | b. collections |
| 6. On weekends, he gets up at ____. | a. 6:00 a.m. | b. 8:00 a.m. |
| 7. He takes Rambo to the park ____. | a. in the morning | b. on Sunday afternoon |
| 8. He has more free time ____. | a. on Sunday | b. on weekdays |

C In your notebook, write two activities you do... on weekdays, on weekends, and with your family.

Example: *I have dinner and watch TV with my family.*



WORKBOOK

A Look at the pictures. Write the clock times in letters.

Example: 3:50 *ten to four*



1

1

B Complete the sentences with prepositions of time.

1. We start school _____ August.
2. My best friend usually calls me _____ the evening.
3. We celebrate Mexico's independence _____ September 16th.
4. The weather in Chihuahua is extremely hot _____ the summer.
5. I often hang out with my friends _____ Friday night.
6. My family and I have breakfast _____ nine o'clock _____ Sundays.
7. My cousins visit us _____ New Year's Eve.
8. Americans have lunch _____ noon.
9. My sister takes ballet classes _____ 5:00 _____ the afternoon.
10. The store near my house opens _____ night.



2

C Join the ideas with the connectors. (and, but, then)

1. Albert swims _____ does yoga at the club.
2. Sophie takes a shower at 7:00. _____, she has breakfast.
3. My sister cooks _____ she doesn't like it.
4. My father cleans the kitchen _____ washes the dishes.
5. I play chess _____ I'm not so good at it.
6. I finish dinner and _____ I do my homework.



3

D Join the sentences with a connector: and, but or then.

1. I play basketball / I dance ballet

2. I take a shower / I have breakfast

3. English is easy for me / German is hard

4. I like dogs / I like cats



4

Speaking & Reading

A FLUENCY & 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 title.

1. What is the passage about?

TRACK 25



C Read and listen to the passage.

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.

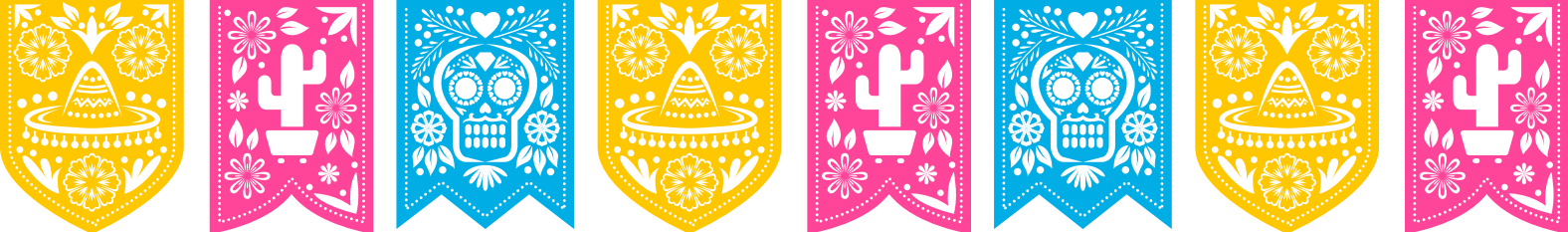
Criteria	
Participates actively and focuses on the work to be done.	
Provides useful ideas into discussions.	
Collaborates and supports his / her classmates.	
Maintains group harmony and cohesion, without causing conflict.	
Fulfills the specific tasks that are established as a team.	
Demonstrates interest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



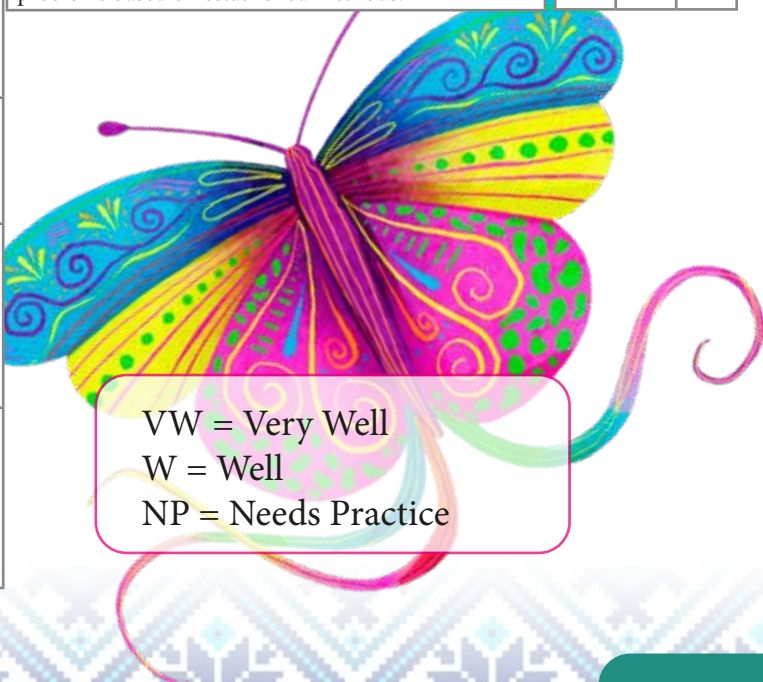
Instruments of Evaluation Module 1.1

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
P1. I can identify imperatives for fostering classroom communication in the English class when giving and following instructions.			
P2. I can understand the use of the verb to be (affirmative, negative and interrogative) and personal pronouns to present information of myself and others.			
P3. 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 mine and what is not.			
P4. I can understand the use of the verbs <i>to be</i> and <i>have</i> , to describe people, places, or things and use qualifying adjectives and indefinite articles to detail characteristics.			
P5. 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).			
P6. I can use the prepositions of time <i>in, on, at</i> and the connectors: <i>and, but</i> and <i>then</i> to mention the moment in which an event happens and to contrast, unite and expand ideas by developing an agenda of weekly activities.			



VW = Very Well
W = Well
NP = Needs Practice