

STUDENT'S AND PRACTICE BOOK

# HASHTAG I



ROSE CORESPI



**UPDATED  
EDITION**  
ACCORDING TO THE NEW MCCEMS



## Hashtag 1

Student's and Practice Book

Updated Edition 2025

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ISBN: In Process

Printed in Mexico

Contact: [informacion@corespipublications.com](mailto:informacion@corespipublications.com)

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# #Scope&Sequence

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<b>10</b> (FG7)	FOOD AND DRINKS ADJECTIVES RELATED TO FOOD	LIKES AND DISLIKES <i>PREFER</i>
<b>11</b> (FG7)	LEISURE TIME ACTIVITIES	EXPRESSING ABILITIES AND LIMITATIONS: <i>TO BE GOOD AT + GERUND</i> <i>TO BE BAD AT + GERUND</i>
<b>12</b> (FG8)	CLOTHES AND ACCESORIES COLORS SEASONS OF THE YEAR	POSSESSIVE PRONOUNS <i>WHOSE</i>

	Reading & Listening	Speaking & Writing	Evidence of Learning
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**WELLNESS TIP: GET PLENTY OF SLEEP  
MAKING A DIFFERENCE: CHEATING**

	SABRINA CARPENTER: A SPARK OF TALENT AND JOY HELLO!	HELLO! SOMEONE YOU ADMIRE	CONVERSATION - PERSONAL INFORMATION
	GOOD MORNING! I'M DIEGO	PERSONAL INFORMATION	VIDEO - PERSONAL INFORMATION
	A MEXICAN IN ITALY	LONG TIME NO SEE!	SURVEY - OCCUPATIONS
	MY FAMILY MEET MY FAMILY	A BIG FAMILY MY FAMILY	PARAGRAPH - FAMOUS PETS

**WELLNESS TIP: SCREEN TIME  
MAKING A DIFFERENCE: EMPATHY**

	MEET MY BEST FRIENDS	TELL ME ABOUT YOUR NEIGHBOR DESCRIBING PEOPLE	POSTER - A CELEBRITY
	MY LITTLE BROTHER'S FIRST DAY OF SCHOOL	THAT'S MINE WHAT'S IN YOUR SCHOOLBAG?	SENTENCES - USING DEMONSTRATIVE ADJECTIVES
	SHOPPING MALLS AROUND THE WORLD OUT OF THIS WORLD!	OUR CLASSES GETTING TO KNOW EACH OTHER	SENTENCES - SIMPLE PRESENT TENSE
	A DAY IN PARIS	WHAT TIME...? TRAVELING WITH A FRIEND	CHART - MY SCHOOL SCHEDULE

**WELLNESS TIP: GET MOVING  
MAKING A DIFFERENCE: GOSSIPING**

	WHERE ARE THEY? OLIVIA RODRIGO'S HOUSE	MY DREAM HOUSE LUCY'S KITCHEN	PARAGRAPH - MY BEDROOM
	AT THE RESTAURANT WHAT YOUR FAVORITE FOOD SAYS ABOUT YOU	WE DON'T HAVE A LOT IN COMMON LIKES AND DISLIKES	MENU - MY FAVORITE FOOD
	AT THE GYM WHAT TO WEAR FOR EVERY OCCASION	AT THE STORE	SENTENCES - MY CLOTHES



# Principles of the New Mexican School

Develop their Mexican Identity and Encourage a Sense of Belonging to their Nation.

Social Responsibility: Honesty

Transforming the Society

Instill Respect for Human Dignity

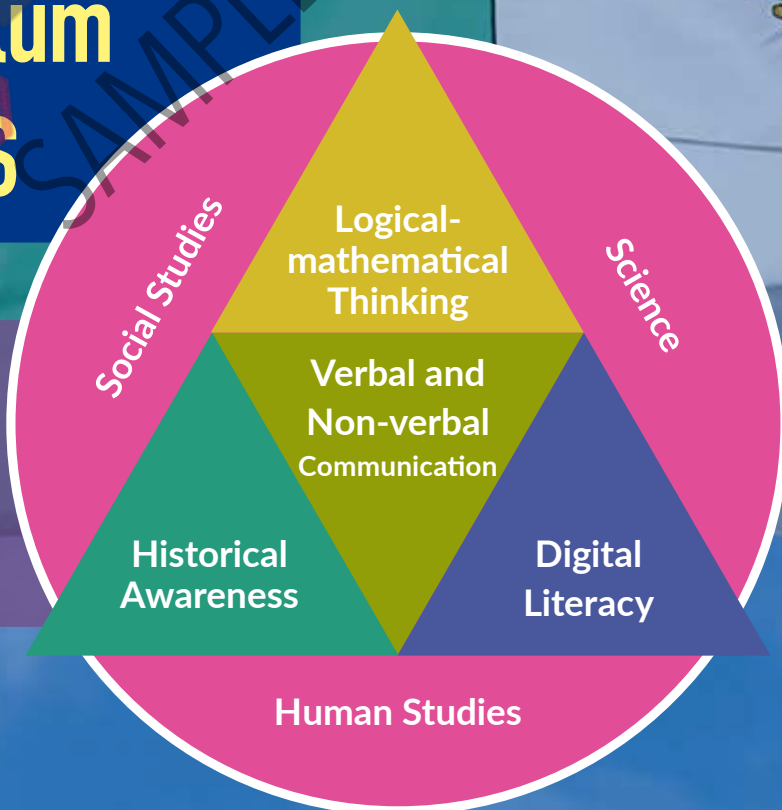
Interculturality

Culture of Peace

Respect for Nature and Care for the Environment

## Core Curriculum of the NMS

- Four Socio-cognitive Cross-curricular Resources
- Three Access Areas to Knowledge and Experience



# Socio-emotional Resources

Art, Culture, Creativity, and Artistic Appreciation

Social Responsibility: Honesty

Literacy, Democratic Participation, Sustainability, and Global Citizenship Principles

Socio-affective Well-being

Values

Physical Integrity

Sports, Physical Activities, and Sex Education

## MCCEMS – English as a Foreign Language Language Skills and Subskills

- Listening for Gist
- Listening for Detail

Listening

Speaking

- Fluency
- Using Functions
- Pronunciation

ENGLISH

Writing

Reading

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

- Scanning
- Skimming

# #DiagnosticTest

I. Match the words in the box to the pictures.

chair

book

eraser

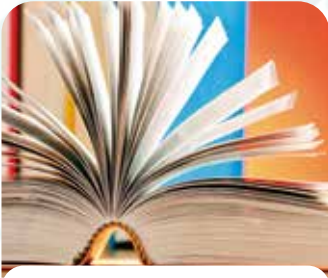
notebook

pen

desk

backpack

pencil



1. book



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



3. \_\_\_\_\_



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



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



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

II. Match the phrases to the corresponding replies.

Ex: Hello! ( 6 )

- |                            |                          |
|----------------------------|--------------------------|
| a) How are you? ( )        | 1. It's five o'clock.    |
| b) What time is it? ( )    | 2. I'm fine. And you?    |
| c) Where are you from? ( ) | 3. Nice to meet you too. |
| d) Nice to meet you. ( )   | 4. Yes, I am.            |
| e) Are you Alice? ( )      | 5. Spain                 |
|                            | 6. Hi!                   |



III. Complete the sentences using *am*, *is*, or *are*.

Example: Tanya is a high school student.

- I \_\_\_\_\_ fifteen years old.
- Donald Trump \_\_\_\_\_ the president of the United States of America.
- Today \_\_\_\_\_ Monday.
- You \_\_\_\_\_ a good friend.
- They \_\_\_\_\_ very intelligent.



IV. Write the correct action under each picture.

drive    walk    drink    eat    read    clean    swim    sleep



1. \_\_\_\_\_



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



3. \_\_\_\_\_



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



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



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

V. Complete the following sentences with words from the box.

door    book    pencil  
homework    board

1. Take out your English \_\_\_\_\_.
2. Erase the \_\_\_\_\_, please.
3. Close the \_\_\_\_\_.
4. Do your \_\_\_\_\_.
5. Write with your \_\_\_\_\_.



# CLASSROOM LANGUAGE

(Formative Goal 2)

## Vocabulary



board



desk



chair



door



window



beamer



laptop



bookcase

## Common instructions



Stand up.



Sit down.



Be quiet.



Copy the homework.



Take out your book.



Go to page 23.



Answer exercise III.



Check your answers.



Compare your answers.



Pass to the board.

## Greetings



Hi! / Hello!

Good morning!

Good afternoon!

Good evening!

Good night!

Bye! / Goodbye!

Nice / Glad to meet you.

Fine.

Not so fine.

## Clarification



Could you repeat it, please?

How do you say \_\_\_ in English?

How do you spell it?

What page are we on?

Excuse me, I have a question.

## Manners

Thank you.

You're welcome.

Please.

Excuse me.

I'm sorry.



## Permission

May I go to the restroom?

Can I go out?

May I come in?

Can I open the window?



# UNIT 1



## #WellnessTip

### **Get Plenty of Sleep**

*Sleeping* is an essential part of life. It helps regulate our hormones, improve cognitive functions, and it can even improve our physical health. Not getting enough sleep can lead to fatigue, moodiness, and even depression. It's important to get the recommended 8 to 10 hours of sleep each night to stay healthy and alert.

# #MakingADifference

## **Cheating**

*Cheating* is when a person misleads, deceives, or acts dishonestly on purpose, for example, looking over someone's shoulder during an exam.

What do you think are different ways students *cheat* at school?

What are some consequences of *cheating*?

Why do you think the student in the picture is *cheating*?

What do you think the teacher will think about the student because he/she *cheated*? What about his/her parents?

If you saw someone *cheating*, what would you do?



# #Intro

## Formative Goal 1

### #FormativeGoals

You will be able to:

- say the alphabet in English.
- use cardinal numbers.
- recognize and use greetings.
- use **personal pronouns**.
- use the Simple Present tense of the verb **To Be** in affirmative sentences.
- spell words in English.
- listen and write down addresses.
- listen and read.
- ask for and give telephone numbers in a conversation.



### #EvidenceOfLearning

Upload a similar conversation to the Class Blog.

1. A: What's your name?

B: My name is \_\_\_\_\_.

2. A: How do you spell your name?

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

3. A: How old are you?

B: I am \_\_\_\_\_ years old.

4. A: Where are you from?

B: I am from \_\_\_\_\_.



### #SocialConscience

In a global world, **solidarity** is essential. Mexico showed the world what **solidarity** is after the 1985 and 2017 earthquakes. After both earthquakes, lines of citizens formed next to collapsed buildings to clear broken pieces of buildings covering victims. Neighbors brought food for rescue workers, as well as for victims and displaced families. Other people were collecting groceries, bottles of water, medicines, blankets, clothes, etc. Everybody was doing something to help.

Can you think of any other situations in which the solidarity of the society makes a difference?



I. Listen and repeat. Track 1

#Pronunciation

### The Alphabet

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

II. Listen and repeat. Track 2

#Pronunciation

### Numbers 0 - 20

0 1 2 3 4 5  
 zero one two three four five  
 6 7 8 9 10 11  
 six seven eight nine ten eleven  
 12 13 14 15 16  
 twelve thirteen fourteen fifteen sixteen  
 17 18 19 20  
 seventeen eighteen nineteen twenty

III. Listen and repeat. Track 3

#Pronunciation

### Internet & E-mail Vocabulary

edress Short for *e-mail address*

@ at

\_ underscore

• dot

- hyphen

ABC upper-case

abc lower-case

# hash

/ forward slash

\ backslash

[ ] brackets or round brackets

\* asterisk



Vocabulary



#PRACTICE

IV. Match the letters that sound alike.

#WordGame

n	j	y	m
b	c	i	z
a	q	u	d

V. Find the following numbers in the wordsearch.

#WordGame

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

**NUMBERS**

eleven  
 twelve  
 eight  
 twenty  
 sixteen  
 fourteen  
 seven  
 three  
 five  
 nineteen

VI. Listen to different people giving their edresses and write them down.

Track 4

#Homework

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Personal Pronouns

Personal pronouns represent people or things.



I



You



He



She



It



We



You



They

### VII. Match the two columns correctly.

- |                         |       |      |
|-------------------------|-------|------|
| 1. Jerry                | _____ | they |
| 2. My mom               | _____ | he   |
| 3. Jenny and I          | _____ | it   |
| 4. My book              | _____ | she  |
| 5. Sam and you          | _____ | you  |
| 6. Ted, Jesse, and Mike | _____ | we   |

## Verb To Be (Affirmative Form)

### USE

The verb *To Be* is used to describe something or someone.



### STRUCTURE

Subject + verb *To Be* + complement.



### IMPORTANT NOTE

am	is	are
I <b>am</b> a teacher.	He <b>is</b> fifteen years old. She <b>is</b> Caroline. It <b>is</b> my dog.	You <b>are</b> happy. We <b>are</b> hungry. You and Sam <b>are</b> my friends. They <b>are</b> Mexican.

### VIII. Complete the sentences with the correct form of the verb *To Be*: *am, is, are*.

1. He \_\_\_\_\_ tall.
2. I \_\_\_\_\_ from Mexico.
3. Heidi \_\_\_\_\_ my cousin.
4. They \_\_\_\_\_ in the school.
5. We \_\_\_\_\_ in the same class.

Grammar



#PRACTICE

IX. Draw a line to match the pictures and the sentences correctly.

1. They are sad.
2. He is in the garden.
3. I am happy.
4. She is tall.
5. It is black.



X. Complete the sentences with the correct form of the verb *To Be*: *am, is, are*.

1. I \_\_\_\_\_ your friend.
2. Peter and I \_\_\_\_\_ happy.
3. You \_\_\_\_\_ sixteen years old.
4. My dog \_\_\_\_\_ very small.
5. Mr. Rodriguez \_\_\_\_\_ my English teacher.



XI. Find the mistake and circle it. Rewrite the sentences correctly.

1. The cat are white.  
\_\_\_\_\_
2. My brothers is eight years old.  
\_\_\_\_\_
3. Sally am in the park.  
\_\_\_\_\_
4. I are tired.  
\_\_\_\_\_
5. Sue and Sam am sisters.  
\_\_\_\_\_

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PUBLICATIONS  
SAMPLE MATERIAL

# SKILLS

## Listening

### Hello!

XII. Listen to the conversations and repeat after the recording. Match the conversations to the corresponding photos. **Track 5**

1

A: Hello! Welcome to the Royal Hotel. What is your name?  
 B: My name is Jake Baxter.  
 A: How do you spell Baxter?  
 B: B-a-x-t-e-r  
 A: OK. What is your e-mail address, Mr. Baxter?  
 B: It's j\_baxter23@silvermail.com  
 A: Thank you. And what is your phone number?  
 B: It's 556 721 0034  
 A: Excellent! Thank you.

2

A: Hi! I am Victor. Are you Sophie?  
 B: Hello! Yes, I am Sophie. I am your new English tutor.  
 A: Great! Nice to meet you, Sophie.  
 B: Nice to meet you too.  
 A: You look very young.  
 B: Really? Well, I am nineteen years old.  
 A: I am nineteen too.



## Speaking

XIII. With a partner, practice the conversations in the previous activity using your own information.

## Reading

XIV. Read the text below and answer the questions.

**Track 6**

### Sabrina Carpenter: A Spark of Talent and Joy

Sabrina Carpenter was born on May 11, 1999, in Quakertown, Pennsylvania. She lives with her parents and three older sisters in a creative and supportive family. She starts singing at age six and acts in Disney's *Girl Meets World*. Sabrina shows a cheerful and confident personality. She enjoys painting, reading, hiking, and playing musical instruments in her free time. She sings, writes songs, and performs with passion, becoming a beloved pop star and actress.



1. Where is Sabrina from?

\_\_\_\_\_

2. How old is she?

\_\_\_\_\_

3. Does she have three brothers?

\_\_\_\_\_

4. Is Sabrina shy and reserved?

\_\_\_\_\_

5. Is she a sports star?

\_\_\_\_\_

## Writing

### Someone You Admire

XV. In your notebook, write a paragraph like the one above about someone you admire.

# #Intro

## Formative Goal 1

### #FormativeGoals

You will be able to:

- identify phrases related to greetings and introductions in English.
- identify and use **personal questions** structure.
- exchange personal information with others.



### #EvidenceOfLearning

Work with a partner. Record a video in which both of you ask and answer personal questions. Send the video to your teacher.

### #DigitalWorld

**Fact-checking** the information found online is incredibly important. With so much information available at our fingertips, it's crucial to ensure that what we read or share is accurate and reliable. **Fact-checking** helps us separate truth from falsehood, preventing the spread of misinformation, and allowing us to make informed decisions. It empowers us to be critical thinkers, responsible digital citizens, and it helps maintain the integrity of information in the online world.



I. Look at the pictures. Listen and Repeat. **Track 7**

#Pronunciation

### Greetings and Introductions



Hi! / Hello!



Good morning



Good afternoon



Good evening



Good night



Bye! / Goodbye!



See you later



Nice / Glad to meet you



Fine



Not so fine



name



address



phone number



married



single

II. Listen and Repeat **Track 8**

### Different Ways to Ask *How are You?*

- How are you doing?
- How's it going?
- What's up?
- How's everything?



Vocabulary

Aa

#PRACTICE

III. Complete the following conversations using the correct expressions.

nice to meet you / name / How are you?  
/ fine / Hi! /

**Alex:** \_\_\_\_\_ My name is Alex.

**Sofia:** Hello, Alex. My \_\_\_\_\_ is Sofia. \_\_\_\_\_  
\_\_\_\_\_.

**Alex:** You too. \_\_\_\_\_

**Sofia:** I'm \_\_\_\_\_, thank you.



phone number / Good morning! / married /  
Goodbye! / single / Nice to meet you /

**Neighbor 1:** \_\_\_\_\_ My name is Mark.

**Neighbor 2:** Good morning, Mark. I'm Sarah. \_\_\_\_\_.

**Neighbor 1:** Nice to meet you too. Are you single or \_\_\_\_\_?

**Neighbor 2:** I'm single. What about you?

**Neighbor 1:** I'm \_\_\_\_\_ too. Can I text you? What's your  
\_\_\_\_\_?

**Neighbor 2:** Oh, sure. It's 555-9876.

**Neighbor 1:** Great. Bye!

**Neighbor 2:** \_\_\_\_\_



Fine / Hello / Not so fine /  
How's everything

**Leo:** \_\_\_\_\_, Emma. \_\_\_\_\_?

**Emma:** Hi, Leo! \_\_\_\_\_ How are you?

**Leo:** \_\_\_\_\_ I'm very tired.

**Emma:** That's too bad.





## Personal Questions Structure

Question word + Form of *To Be*  
+ subject + complement + ?



### IV. Unscramble the following questions and answer them.

1. name - your - is - what - ?

My name is \_\_\_\_\_

2. from - where - you - are - ?

I am from \_\_\_\_\_

3. are - how - old - you - ? \_\_\_\_\_

I am \_\_\_\_\_ (years old).

4. phone - number - your - is - what - ?

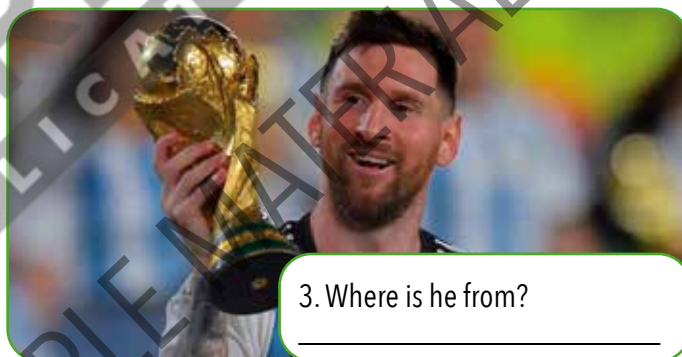
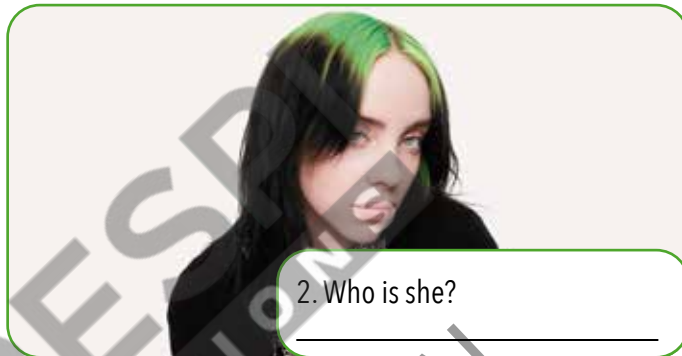
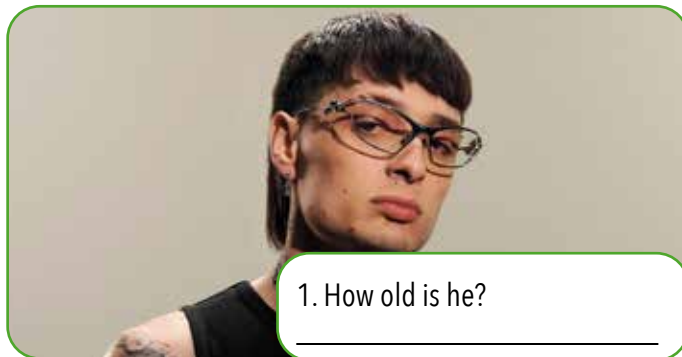
My phone number is \_\_\_\_\_

5. your - what - address - is - ?

My address is \_\_\_\_\_



### V. Work with a partner. Complete the missing information and practice.





VI. Read the answer and write the correct question.

1. \_\_\_\_\_  
I am from Spain.
2. \_\_\_\_\_  
My name is Laura.
3. \_\_\_\_\_  
I am 20 years old.
4. \_\_\_\_\_  
It's 346 Second Street.
5. \_\_\_\_\_  
It's 520619284.
6. \_\_\_\_\_  
She's my cousin Laura.



VII. Complete the conversation using the correct words from the box.

am (3X)      is (2X)      are (2X)      name

**Alex:** Hello, my \_\_\_\_\_ is Alex. What \_\_\_\_\_ your name?  
**Maria:** My name \_\_\_\_\_ Maria.  
**Alex:** Nice to meet you, Maria. How \_\_\_\_\_ you?  
**Maria:** I \_\_\_\_\_ fine, thank you. And you?  
**Alex:** I \_\_\_\_\_ fine, too.  
**Maria:** Where \_\_\_\_\_ you from?  
**Alex:** I \_\_\_\_\_ from Mexico.



SKILLS

Listening



Reading



VIII. Read the following conversation as you listen to it. Then, practice it with a partner. **Track 9**

### Good Morning! I'm Diego

Diego: Good morning. I'm Diego.

Mrs. Wallace: Hello, Diego. I'm Mrs. Wallace. You're in my biology class. Come in.

Good morning, everybody.

Students: Good morning, Mrs. Wallace.

Mrs. Wallace: This is Diego. He's in our biology class. Welcome to Northern High School.

Diego: Thanks. Hi, everybody.

Students: Hi!

Ally: Where are you from, Diego?

Diego: I'm from Colombia! And you?

Ally: I'm from Denver.

Mrs. Wallace: Ok. Let's start the class. Open your books to page 32, please.



### Comprehension



IX. Read the conversation again and complete the sentences with the missing information.

1. What's the new student's name?

\_\_\_\_\_

2. Where is he from?

\_\_\_\_\_

3. What is the biology teacher's name?

\_\_\_\_\_

4. Who is from Denver?

\_\_\_\_\_

Speaking



Writing



X. Ask and answer with a partner.

### Personal Information

What's your name?

My name is \_\_\_\_\_.

How do you spell your last name?

\_\_\_\_\_

How old are you?

I'm \_\_\_\_\_ years old.

Where are you from?

I'm from \_\_\_\_\_.

What's your phone number?

It's \_\_\_\_\_.

What's your email address?

It's \_\_\_\_\_.



# #Intro

## Formative Goal 4

### #FormativeGoals

You will be able to:

- identify different countries and nationalities.
- recognize different occupations and professions.
- use the verb **To Be** in its negative and interrogative forms.
- use the contractions of the verb **To Be** in affirmative and negative sentences.



### #EvidenceOfLearning

Occupations Survey

Ask four different people about their occupation. You should write their name, age, date of birth, and occupation. Make a chart and present the results to the class



### #AmazingMexicans

**Alejandra Valencia** is a prominent Mexican archer. At just 16 years old, she had already won two gold medals at the 2011 Pan American Games in Guadalajara. At the Tokyo 2020 Olympic Games, she made history by securing a bronze medal in the mixed team event. Her success continued as she won an individual silver medal at the 2023 World Championships. At the Paris 2024 Olympic Games, she added another milestone by earning a bronze in the women's team event, marking Mexico's first medal in this archery category. With a notable career, Valencia is an inspiring figure who has put Mexican archery on the global map.



Vocabulary

Aa

#PRESENTATION

I. Listen and repeat. Track 10  
#Pronunciation

Countries, Nationalities, and Languages

Country

- Mexico
- United States of America
- Canada
- England
- Italy
- France
- Argentina
- China
- Brazil
- Japan
- Spain
- Germany

Nationality

- Mexican
- American
- Canadian
- English
- Italian
- French
- Argentinian
- Chinese
- Brazilian
- Japanese
- Spanish
- German

Language

- Spanish
- English
- English & French
- English
- Italian
- French
- Spanish
- Chinese
- Portuguese
- Japanese
- Spanish
- German

II. Listen and repeat. Track 11  
#Pronunciation

Occupations



pilot



police officer



nurse



chef



soccer player



mechanic



housewife



doctor



teacher



waiter

Vocabulary **Aa** #PRACTICE

III. Read the sentences and match them with the pictures. Write the corresponding name under each picture.

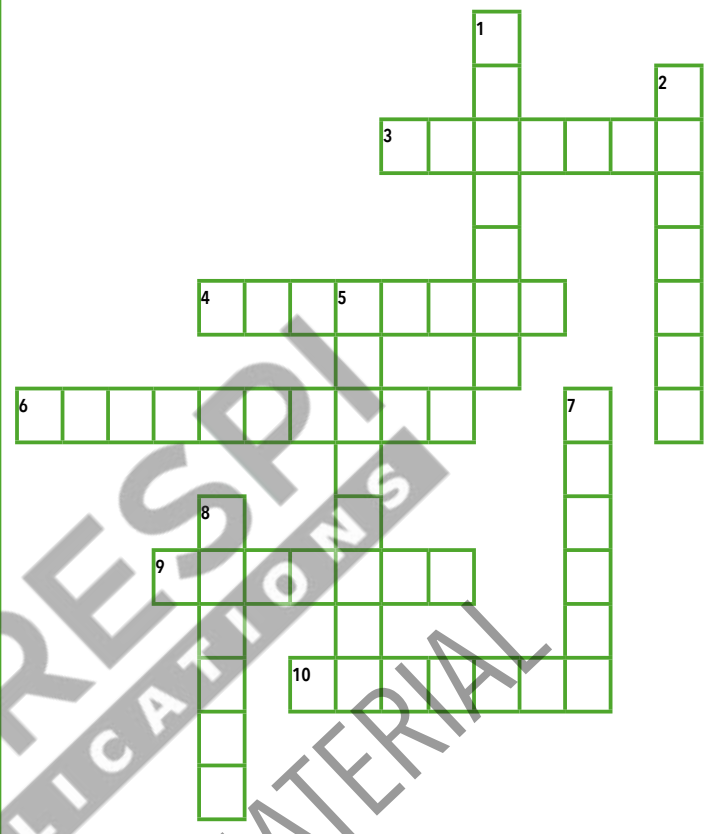
#WordGame

- 1. Jenny is a pilot.
- 2. Ricky is a police officer
- 3. Henry is a chef.
- 4. Laura is a soccer player.
- 5. Daniel is a mechanic.
- 6. Linda is a housewife.
- 7. James is a nurse.
- 8. Pablo is a teacher.
- 9. Robert is a waiter.
- 10. Anne is a doctor.



IV. Complete the crossword puzzle.  
#WordGame

Languages and Nationalities



- Across**
- 3. Spain's Language
  - 4. Canada's Nationality
  - 6. Brazil's Language
  - 9. Mexico's Nationality
  - 10. England's Language

- Down**
- 1. Italy's Language
  - 2. China's Nationality
  - 5. USA's Nationality
  - 7. France's Language
  - 8. Germany's Nationality





### Verb To Be (Negative and Interrogative Forms)



Make negative sentences by putting **not** after *am, is* or *are*.

Helen **is not** a teacher.

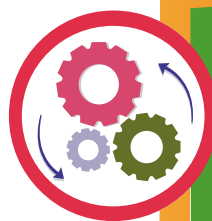
They **are not** in the school.

Make questions by putting *am, is* or *are* in front of the subject.

Is it your pencil?  
Yes, it **is**. / No, it **is not**.

Are you sick?  
Yes, I **am**. / No, I **am not**.

Are they Mexican?  
Yes, they **are**. / No, they **are not**.



### Contractions

A *contraction* is a word made by shortening and combining two words.

I + am = I'm      He + is = He's  
are + not = aren't

We + are = We're      is + not = isn't  
**am + not** = There is no contraction for these two words.

### IMPORTANT NOTE

**Note:** When we make a contraction, we commonly put an apostrophe in place of a missing letter.

#### V. Fill in the blanks with the correct form of the verb *To Be*.

- A: Hi! How \_\_\_\_\_ you?  
B: Hello! I \_\_\_\_\_ fine. Thanks.
- Paulo \_\_\_\_\_ from Italy, but his parents \_\_\_\_\_ (negative) Italian.
- Jake \_\_\_\_\_ (negative) a doctor. He \_\_\_\_\_ a chef.
- A: \_\_\_\_\_ your birthday in July?  
B: No, it \_\_\_\_\_ (negative). It \_\_\_\_\_ in October.
- A: \_\_\_\_\_ your dad a mechanic?  
B: Yes, he \_\_\_\_\_.

#### VI. Rewrite the following sentences using the correct *contraction* of the words in bold.

- They **are not** at home. \_\_\_\_\_  
\_\_\_\_\_
- Pete is** 29 years old. \_\_\_\_\_  
\_\_\_\_\_
- You are** Japanese. \_\_\_\_\_  
\_\_\_\_\_
- We are** in Spain. \_\_\_\_\_  
\_\_\_\_\_
- It **is not** my car. \_\_\_\_\_  
\_\_\_\_\_



VII. Complete the sentences with the negative form of the verb *To Be*. You can use contractions if you want. Follow the example.

*Example: I am happy, but Fred is not happy / isn't happy.*

1. My cat is white, but my dog \_\_\_\_\_.
2. I am fifteen years old, but my friend \_\_\_\_\_.
3. My sister is sick, but my brothers \_\_\_\_\_.
4. My mom is a doctor, but my dad \_\_\_\_\_.
5. I am tired, but my friends \_\_\_\_\_.
6. My grandparents are Brazilian, but my parents \_\_\_\_\_.



VIII. Complete with the correct form of the verb *To Be*.

1. I \_\_\_\_\_ (not) your math teacher.
2. Alex \_\_\_\_\_ (not) Mexican. He \_\_\_\_\_ American.
3. A: How old \_\_\_\_\_ you?  
B: I \_\_\_\_\_ sixteen years old.
4. A: What \_\_\_\_\_ your pet's name?  
B: It \_\_\_\_\_ Fluffy.
5. We \_\_\_\_\_ (not) French. We \_\_\_\_\_ Canadian.
6. A: \_\_\_\_\_ your parents teachers?  
B: No, they \_\_\_\_\_ (not). My mom \_\_\_\_\_ a nurse and my dad \_\_\_\_\_ a chef.

IX. Complete the sentences with the verb *To Be* and rewrite them as questions.

Example: *You are at home.*

*Are you at home?*

1. She \_\_\_\_\_ a nurse.  
\_\_\_\_\_?
2. They \_\_\_\_\_ my cousins.  
\_\_\_\_\_?
3. John and Sue \_\_\_\_\_ at school.  
\_\_\_\_\_?
4. My uncle \_\_\_\_\_ sick.  
\_\_\_\_\_?
5. You \_\_\_\_\_ Chinese.  
\_\_\_\_\_?

**SKILLS**

**Listening**



**Reading**



X. Read the text as you listen to it. Fill in the blanks with the missing words. **Track 12**

**A Mexican in Italy**

My name is Fernanda, and I am from Mexico. I study in Rome, <sup>1</sup> \_\_\_\_\_. All my friends are from different countries. For example, my friend Jean Marc is from <sup>2</sup> \_\_\_\_\_ and he plans to be a <sup>3</sup> \_\_\_\_\_. My friend Paula is <sup>4</sup> \_\_\_\_\_, and she studies to be a <sup>5</sup> \_\_\_\_\_. Pedro is from <sup>6</sup> \_\_\_\_\_ and he is a <sup>7</sup> \_\_\_\_\_ at a restaurant, but he wants to be a <sup>8</sup> \_\_\_\_\_. The food in Italy is great! My dream is to become a <sup>8</sup> \_\_\_\_\_ and open an Italian restaurant in Mexico.



**Comprehension**



XI. Read the text again and write *True* or *False*.

- Jean Marc is Spanish. \_\_\_\_\_
- Paula wants to be a doctor. \_\_\_\_\_
- Pedro plans to become a chef. \_\_\_\_\_
- Fernanda is Italian. \_\_\_\_\_
- Fernanda plans to open an Italian restaurant. \_\_\_\_\_

**Speaking**



XII. Practice the following conversation with a partner.

**Long Time No See!**

Fred: Hello, Kat!  
Long time no see!  
How are you?

Kat: Hi, Fred! I'm fine, thanks. How about you?

Fred: I'm fine too.  
Tell me about you.  
What do you do?

Kat: I'm a chef.

Fred: Really? Awesome!

Kat: What about you? What do you do?

Fred: I'm a pilot.

Kat: Interesting!

Fred: Let's have a cup of coffee soon!

Host: Sure! Here is my card. Call me, OK?

Guest: Great! I'll call you tonight.



**Writing**



XIII. With your partner, write a conversation like the one in exercise XII. Present it to the class.

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# #Intro

## Formative Goal 4

### #FormativeGoals

You will be able to:

- identify and use vocabulary related to family and pets.
- use **possessive adjectives** and **possessive nouns** correctly.
- talk about your family and pets.



### #EvidenceOfLearning

There are many famous pets in the world of movies and TV shows. Choose one and write its description, including its owner too. Don't forget to add a picture.

### #EcoFriendly

Did you know that the Black Howling Monkey and the Geoffroy's Spider Monkey are **endangered species** that live in Mexico? Deforestation, hunting, and disease are the biggest threats for the endangered monkeys which live in Southeast Mexico. What do you think should be done to protect these two **endangered species**?



I. Listen and repeat. **Track 13**  
#Pronunciation

Family



mother



father



brother



sister



grandmother



grandfather



uncle



aunt



cousins



sister-in-law



brother-in-law



nephew



niece



grandson



granddaughter

II. Listen and repeat. **Track 14**  
#Pronunciation

Pets



dog



cat



rabbit



fish



tarantula



parrot



lizard



hamster

Vocabulary



#PRACTICE

III. Solve the riddles.

#WordGame

1. He is Jack. He's my grandmother's and grandfather's son.  
He is my father's brother. Jack is my \_\_\_\_\_.



3. They are Paul and Patrick. They are my parents' grandsons.  
My brother is their father. Paul and Patrick are my \_\_\_\_\_.



2. She is Betty. She is my niece's mother.  
She is married to my brother. Betty is my \_\_\_\_\_.



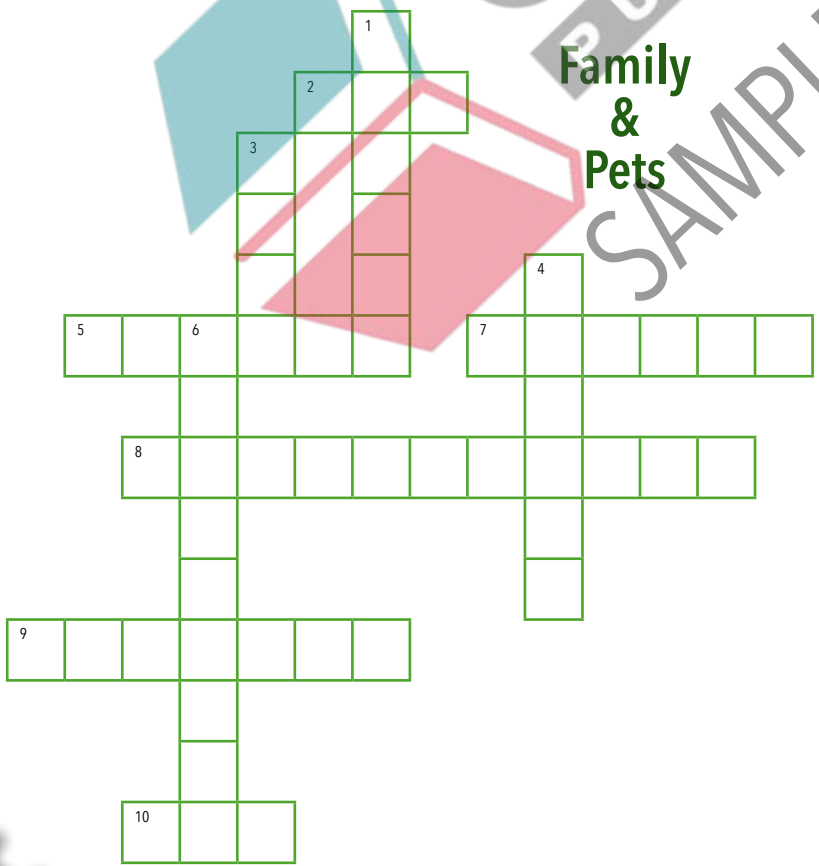
4. She is Cecilia. She is my mother's mother.  
She is married to my grandfather. Cecilia is my \_\_\_\_\_.



IV. Complete the crossword puzzle below

#WordGame

Family & Pets



Across

- 2. I like to walk my **d** \_\_\_\_\_ in the park.
- 5. My **f** \_\_\_\_\_ is a very responsible and honest man.
- 7. My **l** \_\_\_\_\_ is a quiet pet that eats insects.
- 8. We always visit my **g** \_\_\_\_\_ on Sundays.
- 9. My **b** \_\_\_\_\_ is older than me and he's an engineer.
- 10. We have a **c** \_\_\_\_\_ and he's a very independent pet.

Down

- 1. My **m** \_\_\_\_\_ is a lovely and caring woman.
- 3. **F** \_\_\_\_\_ are very relaxing pets, but they need special care.
- 4. My **s** \_\_\_\_\_ is an artist and she's very talented.
- 6. My friends think my **t** \_\_\_\_\_ is a scary pet.



## Possessive Adjectives

### USE

We use **Possessive Adjectives** to indicate that something belongs to someone.



### STRUCTURE

In English, the adjectives are used before the nouns.

**Examples:**  
They wash **their** bicycles every Sunday.  
Bill is **her** best friend.  
That is **my** book.



V. Fill in the blanks with the corresponding possessive adjectives. Follow the example.

**Example: (My mom)** Her favorite restaurant is Luigi's.

- (The dog)** \_\_\_\_\_ name is Ruffus.
- (My brothers)** \_\_\_\_\_ toys are on the floor.
- (The teacher)** \_\_\_\_\_ name is Phil.
- (My friends and I)** \_\_\_\_\_ favorite singer is Shawn Mendes.
- (I)** \_\_\_\_\_ favorite color is black.

## Possessive Nouns

We add **'s** to a noun to indicate that something belongs to someone.

**Terry** has a new car.

It is **Terry's** new car.

Add an apostrophe only to plural nouns that already end in **s**.

**My cousins** have a lot of video games.

They are **my cousins'** video games.



VI. Whose are these things? Look at the pictures and complete the sentences. Follow the example.



**Claudia**

This is **Claudia's** puppy.



**Tom**

These are \_\_\_\_\_



**Fred**

That is \_\_\_\_\_



**My Sisters**

My \_\_\_\_\_ are on the floor.



**My Mom**

My \_\_\_\_\_ is black.



**My Friends**

My \_\_\_\_\_ are in the garden.

**Grammar**  **#PRACTICE**

**IX. Rewrite the sentences using possessive nouns. Follow the example.**

**VII. Complete the sentences with the possessive adjectives: *my, your, his, her, its, our, their*.**

- Hi! I'm Ted. What's \_\_\_\_\_ name?  
-Hello, \_\_\_\_\_ name is Isabel and I'm from Argentina.
- Please, put the puppy in \_\_\_\_\_ house.
- Ana and I are roommates. \_\_\_\_\_ apartment isn't very big.
- This is my cousin. \_\_\_\_\_ name is Victor.



Example: Tony has a blue bike. **→ Tony's bike is blue.**

- My grandparents have a gray cat.  
\_\_\_\_\_
- Leo has a new guitar.  
\_\_\_\_\_
- Theresa has a beautiful dress.  
\_\_\_\_\_
- The girls have pink sweaters.  
\_\_\_\_\_
- Mike has a big motorcycle.  
\_\_\_\_\_



**VIII. Write the correct possessive adjectives according to the words in parentheses.**

- Where is **(I)** \_\_\_\_\_ schoolbag?
- (They)** \_\_\_\_\_ father works in a hospital.
- Betty cooks **(she)** \_\_\_\_\_ meals really well.
- (You)** \_\_\_\_\_ laptop is on the table.
- (Sam and I)** \_\_\_\_\_ house is near school.



## SKILLS

Listening



Comprehension



## My Family

X. Listen and match the sentences. Draw lines using a different color for each sentence. **Track 15**

- |                       |               |                                |
|-----------------------|---------------|--------------------------------|
| 1. Michelle and Karen | is my uncle   | and she is an English teacher  |
| 2. Mike               | is my aunt    | and we walk to school everyday |
| 3. Rose               | is my cousin  | and he is 17 years old.        |
| 4. Mark               | are sisters   | and he is very tall            |
| 5. Maggie             | is my brother | and they go to school together |

Reading



XI. Read the text and complete the family tree.

**Track 16**

## Meet My Family

My name is Karen, I'm 16 years old, and I'm a student. My mother's name is Mary. She is 43 years old, and she is a chef. She works at my grandparents' restaurant. She is very nice. My father's name is Michael. He is 45 years old, and he is an architect. He is very talented. I have a young sister. Her name is Anna, and she is 13 years old. She plays soccer at school, and we play video games in our free time. We are a close family, and we help each other all the time.



Speaking



XII. Practice the following conversation with a partner.

## A Big Family

- Mary:** Wow! Your family is big!
- Peter:** It is! I have two brothers and three sisters.
- Mary:** How old is your father?
- Peter:** My dad is forty-five years old.
- Mary:** He is very tall.
- Peter:** He is! How about you? Do you have a big family?
- Mary:** No, I don't. I only live with my parents and my little brother.



Writing



## My Family

XIII. In your notebook, write a short paragraph about your family similar to the one on exercise XI.

# #ByMyself

## #CoolApps

### Learning English Today

Mobile devices and apps are changing the way people learn English. There are lots of apps designed to help you learn English in a fun way. This means that you can learn and practice practically everywhere at any time.

Here are some suggestions:

*Duolingo* is a fantastic app that has just won the 'Best Education Start-up Award'. It's designed like a game and is pretty addictive. It's free, and is very effective. *British Council apps* offer a huge choice for smartphones. You can look at the options on their webpage and download the apps or using a QR code. Make sure you check *Johnny Grammar's Word Challenge* - it's a fun way to improve grammar.



## #PracticalEnglish



# #SingAlong

Here is a suggested song to reinforce some vocabulary and a grammatical structure that you learned in his unit:

**VERB TO BE**



**James Blunt**



**GRAM  
VIDS**

Scan this code to watch the explanation of the Grammatical Points presented in Unit 1.



# #AudioFiles

