

STUDENT'S BOOK AND WORKSHEETS

SWIFT 1

ROSE CORESPI



DREAM BIG, DO RIGHT & INSPIRE OTHERS



Swift 1

Student's Book

First Edition 2026

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ISBN: In Process

Printed in Mexico

Contact: informacion@corespipublications.com

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SCOPE & SEQUENCE

Lesson Week	Vocabulary	Grammar
UNIT 1		
1 (Formative Goal 2)	Classroom Survival	Imperatives
2 (Formative Goal 1)	Nice to Meet You!	Verb <i>To Be</i> (Affirmative Form)
3 (Formative Goal 1-3)	Personal Belongings	Definite and Indefinite Articles Plurals
4 (Formative Goal 3)	Tech & Gadgets	Demonstrative Adjectives vs. Demonstrative Pronouns Usage
UNIT 2		
5 (Formative Goal 4)	My Family and Me	Possessive Adjectives
6 (Formative Goal 4)	How Do You Feel?	Verb <i>To Be</i> (Negative and Interrogative Forms)
7 (Formative Goal 5-7)	Inspirational People	<i>Wh-</i> Questions Connectors
8 (Formative Goal 5)	Save the Date	Prepositions of Time Telling Time
UNIT 3		
9 (Formative Goal 6)	Home Sweet Home	<i>There Is / There Are</i> Prepositions of Place
10 (Formative Goal 7)	Free-time Activities	Expressing Preference with <i>Prefer</i> <i>Gerunds</i>
11 (Formative Goal 7)	Likes & Dislikes	<i>Like, Love, and Hate</i> Expressing Preference with <i>My Favorite</i>
12 (Formative Goal 8)	Whose Jacket Is This?	Possessive Nouns Possessive Adjectives vs. Possessive Pronouns

	Reading & Listening	Speaking & Writing
	The <i>New Student</i> Experience Welcome to the Library	School Supplies Simon Says... Teacher's Instructions
	The International Pen Pal Nice to Meet You, Lin!	Greetings Using the Verb <i>To Be</i> The New Friend Social Post
	Lost and Found: Blue Backpack What's in Your Bag?	Personal Belongings Singular & Plural In My Backpack
	My 24-hour Tech-free Challenge Can I Help You?	Tech & Gadgets Using Demonstrative Pronouns In the Classroom
	The Family Day Blog Post The Family Photo	My Family The Family Photo Album My Family and Me
	The New Kid How Is London?	Adjectives Using the Verb <i>To Be</i> Weekly Report
	A Passion for Design Who Am I?	Occupations Using <i>Wh-</i> Question Words My Dream Job
	Best Friends Group Weekend Agenda	Events Using Prepositions of Time Inviting My Friends
	Inside a Star's Home: Bad Bunny in Hollywood Roommate Wanted	House & Furniture Using <i>There Is</i> and <i>There Are</i> with Prepositions of Place Welcome to My Bedroom
	Social Media Profiles Weekend favorites	Free-time Activities Using <i>Prefer</i> The Interview Report
	The Food Critic's Corner Planning a Party	Likes & Dislikes Using <i>Like</i> , <i>Love</i> , and <i>Hate</i> My Personal Food Blog
	The Stars' Gala That's Mine!	Clothes Using Possessive Nouns and Possessive Pronouns My Best Friend's Style



DIAGNOSTIC TEST

1. 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.

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

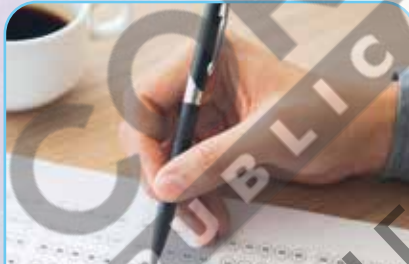
chair
book
eraser

notebook
pen
desk

backpack
pencil



1. book



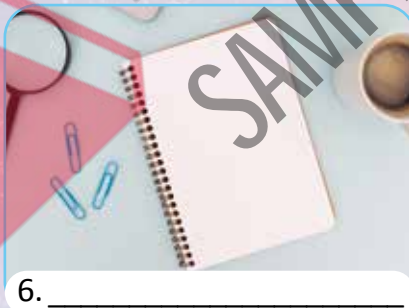
2. _____



3. _____



5. _____



6. _____



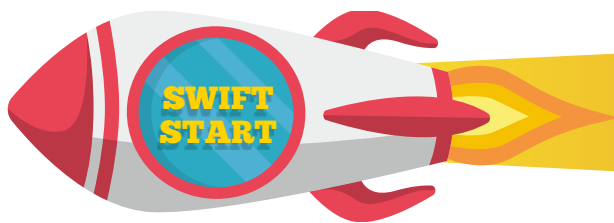
7. _____

3. 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! |





Look around. What are the objects in your classroom now?

I. Listen to the following words. Pay attention to the stressed syllable in each word.
(Track 1) 🎵

pen	notebook	ruler	paper
pencil	marker	sharpener	scissors
eraser	dictionary	glue	computer

II. Match the words from exercise I with the correct images. Write the word under each picture.



1. _____



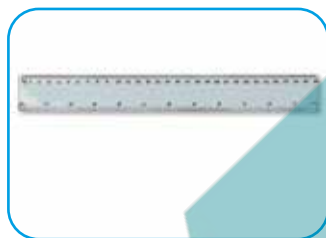
2. _____



3. _____



4. _____



5. _____



6. _____



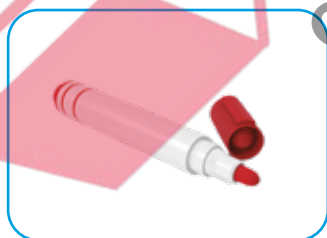
7. _____



8. _____



9. _____



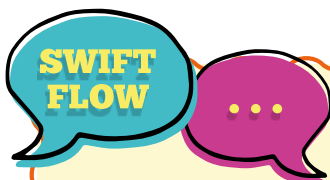
10. _____



11. _____



12. _____



III. Practice the conversation with a partner. Replace the underlined word with other objects from the vocabulary list.

(Track 2) 🎵

School Supplies

A: Can you lend me your pencil?

B: Sure! Here you go.



SWIFT LOOK

Read the teacher's instructions. Circle the verbs that tell the students what to DO.

Class, open your books to page 4.
Listen to the audio, please.
Read the first paragraph.

Now, look at these instructions. What is the first word?

Don't speak Spanish.
Don't use your cell phone.



Grammar Reference

Imperatives

We use **imperatives** to give orders, instructions, or advice.

Affirmative	Negative
<i>Simple Form of Verb</i> + Complement	Don't + <i>Simple Form of Verb</i> + Complement
<i>Write</i> your name.	Don't shout in class.
<i>Sit down</i> .	Don't eat in the lab.

Note: We do not use a subject (**I, you, he**) in imperative sentences. The instruction is directly for the person listening.

IV. Unscramble the words to make correct classroom instructions.

- door / the / Close / .

- Spanish / speak / Don't / .

- the / Listen / to / teacher / .

- your / Open / notebook / .

- page / Read / five / .

- cell phone / use / your / Don't / .

V. Complete the rules with the verbs from the box.

Write	Listen	Don't chew	Sit
Don't use	Read	Open	Don't shout

- _____ your book to page 10.
- _____ the text carefully.
- _____ to the audio track.
- _____ your name on the paper.
- _____ in your chair.
- _____ gum in class.
- _____ your tablet now.
- _____ in the classroom. It is noisy!



SWIFT FLOW

VI. Play *Simon Says*. Work in groups of three or four. Take turns being *Simon*. Use the classroom vocabulary and imperatives to give instructions. If *Simon* says the command, follow it. If *Simon* does not say the phrase, don't move!

Simon Says

How to Play:

Student A (Simon): Give a command starting with the magic phrase.

Example: "*Simon says: Open your notebook.*" (Students open their notebooks).

Student A (Simon): Give a command without the phrase.

Example: "*Stand up!*" (Students should NOT move).

Negative Commands: Simon can also use negative imperatives.

Example: "*Simon says: Don't touch your eraser.*"

VII. Read the following text as you listen to the recording. (Track 3) 🎵

The New Student Experience

Are you a new student? Follow these tips for a good start! First, open your notebook and write the teacher's name. Read the classroom rules on the wall. Don't use your cell phone in class. Listen to the instructions. Don't eat in the classroom. Use your dictionary for new words. Don't shout; speak quietly. Good luck!


VIII. Choose the correct instruction (a or b), according to the text.

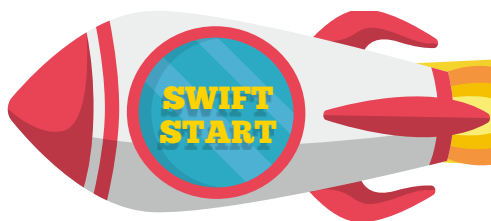
- For new words:
 (a) Use a dictionary. (b) Don't use a dictionary.
- In the classroom:
 (a) Shout. (b) Speak quietly.
- At the start:
 (a) Write the teacher's name. (b) Don't write the teacher's name.
- In class:
 (a) Use your cell phone. (b) Don't use your cell phone.


IX. Listen to the teacher giving a welcome tour of the school library. Check (✓) the five actions that the teacher mentions during the tour.
(Track 4) 🎵
Welcome to the Library!

- Open your backpack.
- Don't eat or drink here.
- Read the books in this room.
- Don't use your cell phone.
- Don't shout; be quiet.
- Don't run in the library.
- Write your name in the visitor's book.
- Use a pencil, not a pen.


WRITING TASK
Teacher's Instructions

X. Imagine you are the teacher. Write eight instructions for your students on their first day of class. Go to your *Worksheet* to complete this task.



When you greet a friend or a teacher, is the language different?

I. Listen to the following words. Pay attention to the stressed syllable in each word. (Track 5) 🎵

he-llo	eve-ning	teach-er	Ca-na-di-an
morn-ing	good-bye	Mex-ican	Chi-nese
after-noon	stu-dent	Span-ish	friend

II. Match the words from exercise I to the correct images. Write the word under each picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



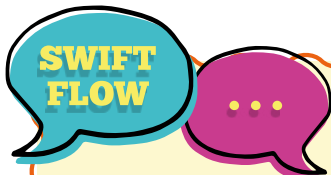
10. _____



11. _____



12. _____



III. Practice the conversations with a partner. Replace the underlined words with other elements from the vocabulary list. (Track 6) 🎵

Greetings

A: Hello! Are you a student?
 B: Yes, I am.

A: Is he Mexican?
 B: No, he is Canadian.



SWIFT LOOK

Read the introductions. Look at the words in bold.

- Hello! **I am** Sofia. **I am** a student.
- This is my friend, Luis. **He is** Mexican.
- This is Ms. Parker. **She is** a teacher.

Identify the patterns:

- I _____
- He/She _____

Grammar Reference

Verb To Be
(Affirmative Form)

Use the verb **To Be** to talk about names, nationalities, and occupations.

Subject Pronoun	Verb To Be	Example
I	am	I am a student.
He / She / It	is	She is Canadian.
You / We / They	are	They are friends.

Note: In English, we always need a subject (**I, You, He, etc.**) before the verb.

IV. Complete the sentences with **am, is, or are.**

1. I _____ a student in this school.
2. He _____ a great friend.
3. She _____ from China. She is Chinese.
4. You _____ a very good teacher.
5. We _____ Mexican.
6. They _____ Canadian students.
7. It _____ a small dictionary.
8. I _____ very happy to meet you.



V. Replace the underlined subject with the correct pronoun (I, He, She, It, We, They).

- | | |
|--|----------------------------|
| 1. <u>The teacher</u> is in the classroom. | _____ is in the classroom. |
| 2. <u>The students</u> are from Mexico. | _____ are from Mexico. |
| 3. <u>Luis and I</u> are friends. | _____ are friends. |
| 4. <u>The computer</u> is new. | _____ is new. |
| 5. <u>Sofia</u> is a student. | _____ is a student. |
| 6. <u>The markers</u> are on the desk. | _____ are on the desk. |
| 7. <u>Mr. Smith</u> is Canadian. | _____ is Canadian. |
| 8. <u>My friend and I</u> are happy. | _____ are happy. |

VI. Circle the mistake in each sentence. Then, rewrite the sentences correctly on the lines.

- They am Mexican.

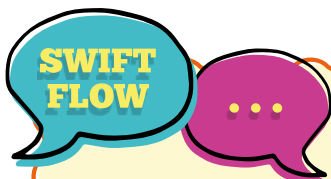
- She are a teacher.

- It are a notebook.

- We is friends.

- You am a good student.

- He are a friend.



VII. Work with a partner and practice the conversations.

(Track 7) 🎵

Using the Verb To Be

Informal:

Alex: Hi! I am Alex. I am a student.

Sam: Hello, Alex! I am Sam. I am a student, too.

Formal:

Ms. Garcia: Good morning. I am Ms. Garcia. I am the teacher.

Luis: Good morning, Ms. Garcia. I am Luis. I am a student in your class.



VIII. Read the following text as you listen to the recording. (Track 8) 🎵



IX. Reread the text and choose the correct option.

- Kenji is a:
 (a) teacher (b) student.
- Maria's nationality is:
 (a) Mexican (b) Chinese.
- Mr. Smith is:
 (a) Canadian (b) American.
- In the morning, they:
 (a) study English (b) practice sports.
- Kenji and Maria are:
 (a) teachers (b) friends.
- The text is:
 (a) an email (b) a profile.



X. Listen and complete the table with the information you hear. (Track 9) 🎵

Nice to Meet You, Lin!

Name	Nationality	Occupation
Lin		
Mateo		

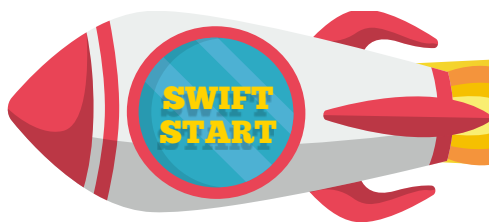


WRITING TASK

The "New Friend" Social Post

XI. Imagine you are posting a photo with a new friend on social media. Write a short caption. Introduce yourself and your friend. Mention your nationalities and occupations. Go to your *Worksheet* to complete this task.





What's in your bag besides your wallet, keys, or cell phone?

I. Listen to the following words. Pay attention to the stressed syllable in each word.
(Track 10) 🎵

wal-let	cell phone	lap-top	head-phones
watch	i-den-ti-ty card	glas-ses	coin
key	hair-brush	um-brel-la	char-ger

II. Match the words from exercise I to the correct images. Write the word under each picture.



1. _____



2. _____



3. _____



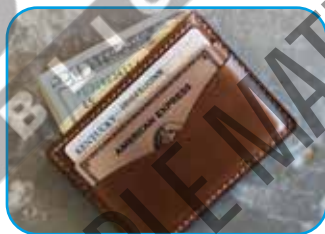
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



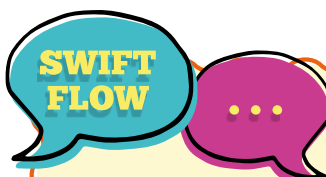
10. _____



11. _____



12. _____



III. Practice the conversation with a partner. Replace the underlined words with other words from the vocabulary list.

(Track 11) 🎵

Personal Belongings

A: Wait! I don't have my cell phone!

B: It's in your hand!

A: Ha! Thanks!



SWIFT LOOK

Focus on the words in bold. They are called **articles**.

a cell phone

a laptop

an identity card

an umbrella

the house keys

the school uniform

Grammar Reference

Definite and Indefinite Articles

Underline the correct option:

- We use **an** before: *Consonant sounds / Vowel sounds*.
- We use **a** before: *Consonant sounds / Vowel sounds*.
- We use **the** for: *Specific objects / Any object*.

Note: We use **a/an** for "one" thing (singular). We do not use **a/an** with plural nouns.

IV. Write **a**, **an**, or **X** (if no article is needed).

- I have _____ identity card in my wallet.
- Is it _____ cell phone?
- They are _____ coins.
- It is _____ orange juice.
- This is _____ hairbrush.

V. Complete the conversation with **a**, **an**, or **the**.

A: Hey! Is that (1) _____ new laptop?

B: Yes, it is. It's (2) _____ present from my parents.

A: It's very cool. Where is (3) _____ charger?

B: It is in (4) _____ red backpack.

A: Oh, I see. And what is that?

B: It's (5) _____ identity card for my English club. Please, put it in (6) _____ wallet on that table, so I don't lose it.

A: Done.

B: Thanks.



Grammar Reference

Plurals

Rule	How to form it	Examples
Most nouns	Add -s	coin - coins / laptop - laptops
Nouns ending in -ch, -sh, -x, -s	Add -es	watch - watches / hairbrush - hairbrushes
Nouns ending in Consonant + Y	Change -y to -ies	city - cities / dictionary - dictionaries
Nouns ending in Consonant + O	Add -es	tomato - tomatoes / hero - heroes
Nouns ending in -f or -fe	Change to -ves	knife - knives / leaf - leaves

VI. Look at the nouns and write their plural form in the correct column according to their ending rule.

city	country
phone	party
sandwich	life
boy	glass
potato	elf

Add -s	Add -es
1. _____	3. _____
2. _____	4. _____
	5. _____
Change to -ies	Change to -ves
6. _____	9. _____
7. _____	10. _____
8. _____	

SWIFT FLOW

VII. Listen and practice these mini-conversations. Pay attention to the singular and plural differences. (Track 12) 🎵

Singular

A: What is it?
B: It is an identity card.



Plural

A: What are they?
B: They are watches.



A: What is it?
B: It is a hairbrush.



A: What are they?
B: They are keys.



VIII. Read the post from the Green Valley High School community group. (Track 13) 🎵



Lost and Found: Blue Backpack



Admin_Office
15 min

LOST AND FOUND: BLUE BACKPACK

Hello, students! We have a blue backpack in the office. Inside the bag, there are many objects:

- A red jacket (size small).
- An English dictionary.
- Two blue notebooks and three pens.
- A black wallet with five coins.
- An identity card (the name is Alex Smith).
- A cell phone
- A pair of glasses.

Are these your items? Please come to the office!



Like

Comment

Share



IX. Based on the previous text, answer the following questions.

1. What color is the backpack?

2. How many cell phones are inside?

3. Is there a Spanish dictionary?

4. What is the name on the ID card?

5. List two items of clothing mentioned in the text: _____ and _____.



X. Listen to the podcast *Back to School*. Three students describe the items in their backpacks. Write the correct name (*Alex, Maria, or Sam*) under each list.

(Track 14) 🎵

What's in Your Bag?

A laptop
An orange
Two notebooks

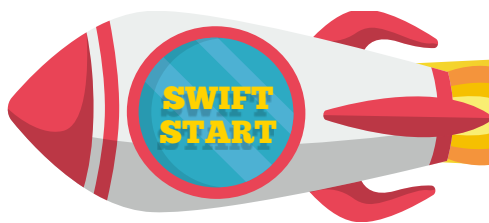
A wallet
An English book
Two apples

A sandwich
An umbrella
Three pens
Four notebooks

WRITING TASK

In My Backpack

XI. Now it's your turn to be on the podcast! Describe the real contents of your backpack or bag today. Use *a, an,* and plural numbers for at least five different items. Go to your *Worksheet* to complete this task.



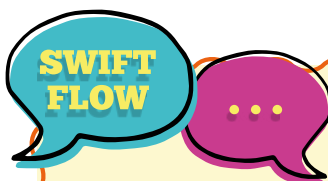
What are the gadgets you use at school?
What are the ones you use for fun?

I. Listen to the following words. Pay attention to the stressed syllable in each word.
(Track 15) 🎵

ta-blet	con-sole	key-board	drone
smart-watch	blue-tooth spea-ker	mouse	web-cam
ear-buds	screen	pow-er bank	smart spea-ker

II. Match the words from exercise I to the correct images. Write the word under each picture.

 1. _____	 2. _____	 3. _____	 4. _____
 5. _____	 6. _____	 7. _____	 8. _____
 9. _____	 10. _____	 11. _____	 12. _____



III. Practice the conversations with a partner. Replace the underlined words with other words from the vocabulary list.
(Track 16) 🎵

Tech & Gadgets

A: Do you have a tablet?

B: Yes, I do.

A: Is it new?

B: Yes, it is. It's great!

A: Do you have earbuds?

B: Yes, I do.





A: Are they new?

B: Yes, they are. They're great!



SWIFT LOOK

Look at the pictures and the words in bold. How does the distance change the word?

- This** is my smartwatch. → 
- That** is my drone. → 
- These** are my earbuds. → 
- Those** are my speakers. → 

Draw a line to match the words.

- This / These -Far
- That / Those -Near

**Grammar Reference****Demonstrative Adjectives vs. Demonstrative Pronouns Usage**

- **Demonstrative Adjectives:** They go **before** the *noun*.
Example: **This tablet** is new. / **Those drones** are blue.
- **Demonstrative Pronouns:** They stand **alone** and go before the verb **is/are**.
Example: **This is** a tablet. / **Those are** drones.

Note: We use **is** with *this/that* and **are** with *these/those*.

IV. Look at the information in parentheses and complete the sentences using *This, That, These, or Those*.

1. (**Near / 1**) _____ is my smartwatch.
2. (**Far / 2+**) _____ consoles are expensive.
3. (**Near / 2+**) _____ are my earbuds.
4. (**Far / 1**) _____ webcam is for the computer.
5. (**Far / 1**) _____ is a smart speaker.

V. Look at the pictures and the hand icons. Write the correct sentence using the words in the box.

(Icons: 🖐️ = Near / 🖱️ = Far)

Example: 🖐️ (Two backpacks) *These are my backpacks.*

1. 🖱️ (One eraser)

2. 🖱️ (Three chairs)

3. 🖐️ (One cell phone)

4. 🖱️ (One identity card)

5. 🖐️ (Four notebooks)



VI. Circle the correct word to complete the conversations.

1.

A: Is (**this / these**) your English dictionary?

B: No, (**that / those**) dictionary on the shelf is for the teacher.

2.

A: Look! (**This / That**) car over there is amazing!

B: Yes, and (**these / those**) keys in my hand are for that car!

3.

A: Are (**this / these**) your glasses?

B: No, (**this / these**) glasses are my father's.



SWIFT
FLOW

VII. Listen and practice with a partner. Create more dialogues pointing to different items in your classroom. (Track 17) 🎵

Using Demonstrative Pronouns

A: What is **this**? (Points to an object near)

B: **This** is a marker.

A: What are **those**? (Points to plural objects far)

B: **Those** are desks.



VIII. Read the blog post by a high school student and answer the questions.
(Track 18) 🎵



My 24-Hour Tech-Free Challenge

By: Liam Miller

It is *Science Week* at school and my teacher's project is a 24-hour challenge: No gadgets! It is very difficult! Look at my desk: this tablet and these earbuds are off. I can't use them. My brother is in the garden with his friends. That drone in the air is his, and those smart speakers are playing loud music. I want to join them, but I have these English exercises and this history project to finish!

This challenge is a great idea to save energy, but I really miss my console!

IX. Based on the text, answer the following questions.

1. Why is Leo doing the challenge?

2. Is the tablet on or off?

3. Where is Leo's brother?

4. What is in the air?

5. What is the goal of the challenge according to Liam?



X. Listen to a conversation at Tech Depot. A customer is asking about different items. Complete the table with the missing information.

(Track 19) 🎵

Can I Help You?

Object	Location	Price
Smartwatch	Here	\$ _____
_____	By the window	\$120
earbuds	In the glass case	\$ _____
big screen	_____	\$250



WRITING TASK

In the Classroom

XI. Look around your classroom or your backpack. Choose four different objects (two near you and two far from you). Write a short description for each one using *This, That, These, or Those*. Go to your *Worksheet* to complete this task.



WORKSHEET

LESSON 1

NAME: _____ GROUP: _____

- I. Fill in the blanks with the correct classroom object from the box. There are four extra words.

pen	notebook	ruler	paper
pencil	marker	sharpener	scissors
eraser	dictionary	glue	computer



1. My pencil is not sharp. I need a _____.
2. Use the _____ to draw a straight line.
3. I have a new _____ to write my class notes.
4. The teacher uses a _____ to write on the whiteboard.
5. Cut the paper with those _____.
6. Stick the images in your book with _____.
7. Check the meaning of the word in the _____.
8. I make a mistake when I write. Can I use your _____?

II. Match the problem with the correct instruction.

- | | |
|--------------------------------|---------------------|
| 1. The teacher is talking. () | a. Ask a question. |
| 2. Your pencil is broken. () | b. Don't run. |
| 3. The floor is wet. () | c. Don't talk. |
| 4. You don't understand. () | d. Listen. |
| 5. It is time for silence. () | f. Use a sharpener. |

III. Imagine you are in the Science Lab. Write the negative instructions using the verbs: *run, eat, touch, play, shout, break, smell, drink*.

1. _____ the chemicals. It is dangerous!
2. _____ in the laboratory. Walk carefully.
3. _____ your sandwich here.
4. _____ the glass tubes.
5. _____ the liquids in the bottles.
6. _____ loudly. Other students are working.
7. _____ games on the computers.
8. _____ the equipment.





WRITING TASK

Imagine you are the teacher. Write eight instructions for your students on their first day of class.

Teacher's Instructions

Lined writing area for the teacher's instructions. The area contains 18 horizontal lines. A large, diagonal watermark reading 'CORESPi® PUBLICATIONS SAMPLE MATERIAL' is overlaid across the center of the page. At the bottom of the writing area, there are two overlapping book icons, one teal and one pink.



SWIFT TIP

Capital Letters & Periods in English

Always start a sentence with a **capital letter** (**ABC**) and end with a **period** (.).

Correct: *Open your book.*

Incorrect: *open your book*

WORKSHEET

LESSON 2

NAME: _____ GROUP: _____

I. Complete the words. Then, match them to the correct time or category.

- | | |
|----------------------------|-----------------------------------|
| 1. m _ _ n _ _ n g () | a. a person who teaches. |
| 2. s _ _ d _ _ n t () | b. from Mexico. |
| 3. C _ n _ d _ _ n () | c. 8:00 am. |
| 4. t _ _ c _ _ r () | d. a person who studies. |
| 5. M _ x _ c _ _ n () | e. from Canada. |
| 6. e _ _ n _ _ n g () | f. 7:00 pm. |
| 7. f _ _ _ n d () | g. a person you like and talk to. |
| 8. a _ _ e _ _ n _ _ n () | h. 3:00 pm. |



II. Circle the correct form of the verb *To Be*.

- | | |
|---|--|
| 1. I am / is a student. | 5. You am / are my teacher. |
| 2. She is / are from Brazil. | 6. He is / are Italian. |
| 3. We am / are best friends. | 7. They is / are Chinese students. |
| 4. It is / are a morning class. | 8. I am / is happy to meet you. |

III. What do you say in these situations? Use the verb *To Be*.

- You meet a new student at 8:00 AM.
"Good _____! I _____ (your name) _____"
- You introduce your friend, Carlos, to the teacher.
"Ms. Smith, he _____ my _____ Carlos."
- It is 3:00 PM and you see your teacher.
"Good _____, Mr. Fox!"
- You are with a group of friends.
"We _____ at the cafeteria."
- You tell the class your nationality.
"I _____."
- You point to your friends.
"They _____ my _____
Charly and Lucy."



WORKSHEET

LESSON 3

NAME: _____ GROUP: _____

I. Complete the sentences using the words from the box. Use the singular or plural form as necessary.

cell phone
wallet

coin
key

charger
laptop

watch
umbrella

1. I need to call my mom, but my _____ has no battery!
2. It is raining! Please, take the _____ with you.
3. I have three _____ in my pocket to pay for the bus.
4. "What time is it?" - "I don't know, I don't have my _____ today."
5. Don't forget your _____. You need them to open the front door.
6. My _____ is very heavy because I have my _____ and many books inside for my classes.
7. I can't find my _____. My money and my ID card are inside it!
8. My laptop is at 5%. Where is the _____?

II. Complete the sentences with a, an, or the.



1. Look! There is _____ elephant under the tree.
2. I have _____ map of the zoo in my hand.
3. _____ map says the tigers are near the exit.
4. Is that _____ yellow bird? No, it is _____ owl.
5. I need _____ umbrella because it is raining at the zoo.

III. Rewrite the list in the plural form. Be careful with the spelling rules (-es, -ies, -ves).

1. One tomato - Two _____
2. One box of cereal - Four _____
3. One strawberry - Ten _____
4. One knife - Three _____
5. One sandwich - Five _____
6. One potato - Six _____



WORKSHEET

LESSON 4

NAME: _____ GROUP: _____

I. Complete the sentences using the words from the box. Use the singular or plural form correctly.

drone	keyboard	power bank	smartwatch
smart assistant	screen	earbuds	

- I am at the park with my _____; it is high in the sky taking photos!
- My hands are tired. This computer _____ is very small.
- "Alexa, play my favorite song." I love my new _____.
- I have 1% battery! Do you have a _____?
- I like to run and listen to music with my _____. They are wireless!
- This TV _____ is giant! It is 70 inches.
- My _____ says I have 10,000 steps today.

II. Look at the visual cues and complete the sentences with *This, That, These, or Those*.

- [🖱️ + 🖥️] _____ is my laptop. **(Near)**
- [📖 + 🎒] _____ are my backpacks. **(Far)**
- [🗝️ + 🗝️] _____ are my keys. **(Near)**
- [🕒 + 📱] _____ is my watch. **(Far)**
- [🔌 + ⌚] _____ is my charger. **(Near)**



III. Change the sentences from singular to plural. Make all the necessary changes.

Example: This is a pen. - **These are pens.**

- This tablet is new. - _____
- That is my friend. - _____
- This is an English book. - _____
- That smartwatch is expensive. - _____

IV. Find and circle the error in each sentence. Write the correct sentence on the line.

- These is my favorite game. _____
- Look at this birds in the sky! _____
- Are that your earbuds? _____
- Those is a smart assistant. _____

