

Dante Segura • Lilian Lagunes



KNOCK OUT

Student's Book + Workbook

2



NEM

Think & Do It



Knock Out 2

Student's Book and Practice Book

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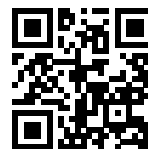
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KnockOut is a six-level series aligned to the Bachillerato Tecnológico program updated contents.

Boarding Pass provides a chance for students to explore the world, develop the four language skills, personalize and create learning evidence throughout every module.

Key features

- Clear grammar presentations with videos and active practice.
- Four-skills integration and self-assessment.
- Emphasis on the use of language for communicative purposes, demonstrating students the language relevance and practical use in the real world.
- An innovative STEAM section where students can put into practice knowledge from different content areas such as, Science, Technology, Engineering, Art and Math.
- An integrated practice book where students can use the vocabulary and grammar learned throughout the lesson.
- Dynamic pair and group activities along the modules.

SCOPE AND SEQUENCE



MODULE 1

Round	Formative Purpose	Reading	Listening	Speaking	
0 Welcome Lesson					
1	<ul style="list-style-type: none"> Describe daily routines and everyday activities at home, at school and in the community. 	<ul style="list-style-type: none"> My Life in a Boarding School 	<ul style="list-style-type: none"> A Discussion About Boarding Schools Talking About Daily Routines 	<ul style="list-style-type: none"> Talking About My Daily Routine 	
2	<ul style="list-style-type: none"> Speak about what people do in their free time and when they do it. 	<ul style="list-style-type: none"> Our Music Survey 	<ul style="list-style-type: none"> What Do You Do in Your Free Time? 	<ul style="list-style-type: none"> Discussing Free time Activities 	
3	<ul style="list-style-type: none"> Express abilities and ask for permission in everyday situations. 	<ul style="list-style-type: none"> Talented Teens 	<ul style="list-style-type: none"> School Rules Around the World 	<ul style="list-style-type: none"> Discuss What You Can and Can't Do at School 	

Evaluation & Feedback Module 1

MODULE 2

4	<ul style="list-style-type: none"> Describe people, clothes, and weather, respecting diversity and cultural context. 	<ul style="list-style-type: none"> Missing Person 	<ul style="list-style-type: none"> Talking About Personality and Appearance 	<ul style="list-style-type: none"> Asking About Appearance 	
5	<ul style="list-style-type: none"> Describe people, clothes, and weather, respecting diversity and cultural context. 	<ul style="list-style-type: none"> This Place Is Crowded! 	<ul style="list-style-type: none"> Who's the Guy in the Blue Jacket? 	<ul style="list-style-type: none"> Describing People's Outfits 	
6	<ul style="list-style-type: none"> Compare people, places and objects that are close. 	<ul style="list-style-type: none"> Where to Stay in New York 	<ul style="list-style-type: none"> Listening to Hotel Information 	<ul style="list-style-type: none"> Comparing Tourist Destinations 	

Evaluation & Feedback Module 2

MODULE 3

7	<ul style="list-style-type: none"> Ask how to get to a place and gives directions to people in the community. 	<ul style="list-style-type: none"> Welcome to San Miguel de Allende 	<ul style="list-style-type: none"> A Day in Puebla 	<ul style="list-style-type: none"> How Do I Get There? 	
8	<ul style="list-style-type: none"> Participate in everyday exchanges about personal and community needs. 	<ul style="list-style-type: none"> Dishes Around the World 	<ul style="list-style-type: none"> May I Take Your Order? 	<ul style="list-style-type: none"> How Much Are These? 	
9	<ul style="list-style-type: none"> Consolidate key learnings in school and community contexts. 	<ul style="list-style-type: none"> Healthy Habits 	<ul style="list-style-type: none"> What I do Every Day 	<ul style="list-style-type: none"> What Do You Do Every Morning? 	

Evaluation & Feedback Module 3



	Writing	Grammar	Vocabulary	Pronunciation
	<ul style="list-style-type: none"> My daily Routine 	<ul style="list-style-type: none"> Simple Present (affirmative) Frequency adverbs 	<ul style="list-style-type: none"> Common verbs Daily routines School and home activities Time expressions 	<ul style="list-style-type: none"> /iz/
	<ul style="list-style-type: none"> Writing a survey 	<ul style="list-style-type: none"> Present simple (negative) Questions with <i>do</i> & <i>does</i> Short answers 	<ul style="list-style-type: none"> Hobbies and leisure time activities Days of the week (review) Moments of the day 	<ul style="list-style-type: none"> Elision /dəju/
	<ul style="list-style-type: none"> Write About Your Abilities 	<ul style="list-style-type: none"> <i>Can / Can't</i> Questions and answers with <i>can</i> 	<ul style="list-style-type: none"> Common abilities House and classroom rules 	<ul style="list-style-type: none"> /kən/ (weak form) /kænt/ (strong form)
	<ul style="list-style-type: none"> Write a Description of You 	<ul style="list-style-type: none"> <i>Be</i> (review) <i>Have / Has</i> 	<ul style="list-style-type: none"> Physical Appearance Personality 	<ul style="list-style-type: none"> /ɪzi:/ /ɪji/
	<ul style="list-style-type: none"> Describing a Person You Know 	<ul style="list-style-type: none"> Possessive adjectives Present continuous 	<ul style="list-style-type: none"> Clothes Weather Weather and Clothes adjectives 	
	<ul style="list-style-type: none"> Explaining Where You Prefer to Stay 	<ul style="list-style-type: none"> Comparatives Short adjectives 	<ul style="list-style-type: none"> People, places, and objects Preferences and choices 	
	<ul style="list-style-type: none"> Give Instructions to Get to Your Favorite Place 	<ul style="list-style-type: none"> Imperatives <i>There is / There are</i> (review) 	<ul style="list-style-type: none"> Prepositions of movement Places in the city Means of transport 	<ul style="list-style-type: none"> Word Stress
	<ul style="list-style-type: none"> Your Favorite Dish 	<ul style="list-style-type: none"> <i>Would like</i> + noun <i>Would like</i> + infinitive <i>How much / How many</i> 	<ul style="list-style-type: none"> Countable & uncountable nouns Food and drinks Prices and quantities 	<ul style="list-style-type: none"> /wud/
	<ul style="list-style-type: none"> My Daily Routine 	<ul style="list-style-type: none"> Simple present (review) 	<ul style="list-style-type: none"> Cardinal numbers Ordinal numbers 	<ul style="list-style-type: none"> /θ/



KNOCK OUT

DELTA
LEARNING

Welcome to *Knock Out*!

Knock Out is an exciting English series designed especially for public high schools in Mexico. It follows the new 2025 Marco Curricular Común de la Educación Media Superior (MCCEMS) and helps students develop the four essential communication skills: listening, reading, speaking, and writing.

This series offers a dynamic and communicative approach to learning English. Based on the Communicative Language Teaching (CLT) method, Knockout gives students meaningful tasks and plenty of opportunities to produce language in real-life situations. The exercises are contextualized and guide learners to exchange ideas, share opinions, and negotiate meaning in English.

Each lesson in **Knock Out** is designed to help students develop all four communicative skills aligned with MCCEMS categories:

- **Vocabulary:** Students learn and practice useful vocabulary in context.
- **Grammar:** Grammar is presented inductively and practiced through meaningful activities.
- **Listening:** Activities help students understand spoken English in various contexts.
- **Reading:** Short texts and tasks encourage students to read for meaning and detail.
- **Speaking:** Students practice natural communication through guided and open tasks.
- **Writing:** Learners express ideas in writing while improving text structure and accuracy.



KEY SECTIONS:

Get into the ring

A warm-up activity that activates students' background knowledge and gets them ready to learn.

Fight plan

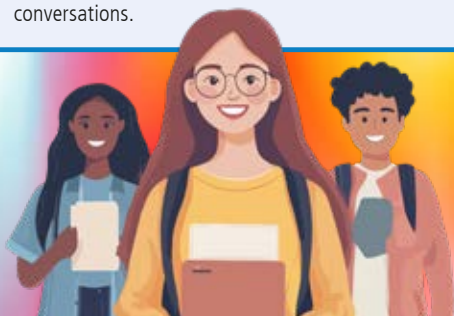
Clearly states the learning goals for the lesson.





Vocab punch

Provides clear examples to help students understand how vocabulary is authentically used by native speakers. It includes a range of popular expressions that learners will be able to effectively incorporate into their everyday conversations.



Speaking coach

Teaches students relevant communication strategies they can use to improve their conversation skills. This instruction is crucial in helping learners of English develop their communicative competence, enabling them to interact more confidently and effectively in real contexts.



Grammar hook

Helps students master essential grammar rules. This section is based on a thorough analysis of students' most common grammatical errors. Additionally, it includes helpful examples to ensure students can confidently apply grammar in both written and spoken English.



Writing jab

Offers useful tips to improve students' writing skills. For example, it provides guidance on using linking words to ensure text cohesion and suggests useful phrases tailored to specific writing tasks.



Coach 24/7

Offers useful explanations of grammar structures for learners to review and understand better at their own pace. Videos have been created to attract students' attention to find out more about the form of language.



PRONUNCIATION

Is designed to guide students in achieving accurate and natural pronunciation. It offers instruction on the sounds of English; including connected speech, stress patterns, and intonation. Through audio examples and exercises, students can practice and refine their pronunciation skills, enabling them to speak English more clearly and confidently.

SOCIO-EMOTIONAL

Socio-emotional skills promote the holistic development of individuals, as they strengthen aspects such as self-awareness, emotional self-regulation, collaboration, social awareness, and responsible decision-making. Each lesson includes an activity that fosters socio-emotional skills.



CULTURE CORNER

Provides a fascinating exploration of English-speaking cultures. Discover the customs, traditions, and social norms that shape daily life in English-speaking countries. From gastronomy to idioms and iconic tourist destinations, this section offers valuable insights to help students navigate cultural differences and communicate across various contexts.



COOL DOWN

Is an excellent opportunity for students to unleash their creativity and express themselves freely. Whether working individually, in pairs, or teams, this section offers a diverse array of activities tailored to accommodate students' varied interests and personalities. From engaging games to drawing sessions and reflective journaling exercises, "Cool Down" ensures every student finds a mode of expression that resonates with them.

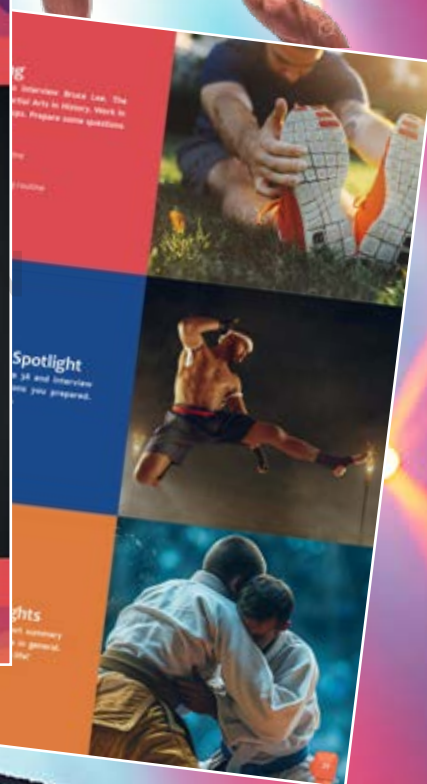


PAEC



"PAEC" aligns with the Programa Aula, Escuela y Comunidad (PAEC) outlined in the new upper secondary education curriculum framework. This section introduces a "Proyecto Escolar Comunitario" that teachers can tailor to fit their institutional PAEC requirements. The projects aim to foster healthy lifestyles by emphasizing exercise, nutrition, and emotional well-being.

AI TOOLS



ESCAPE ROOM

Offers an immersive experience where students can put their English skills to the test, work collaboratively with classmates to solve puzzles, decipher clues, and unlock mysteries—all while practicing language skills in a dynamic and engaging way. The "Escape Room" provides a unique opportunity for students to foster teamwork, critical thinking, and communication skills.

AWESOME HITS

Is a revolutionary application of AI technology that enables real-time oral interactions. Students will engage in conversations with virtual avatars of renowned athletes! They simply need to download the Delta Resources app to participate in this thrilling learning experience.



Principles of the New Mexican School



Socio-emotional Resources

Core Curriculum of the NMS





Welcome lesson



VOCABULARY

a. Match the words to their meanings.

- | | | |
|----------------|-------|--|
| 1. nationality | _____ | a place where people read and borrow books |
| 2. address | _____ | a celebration |
| 3. classmate | _____ | someone in your class |
| 4. notebook | _____ | a piece of furniture you write on |
| 5. backpack | _____ | color |
| 6. library | _____ | a room for cooking |
| 7. tall | _____ | a person's country identity |
| 8. blue | _____ | a place for medical care |
| 9. kitchen | _____ | a bag for school materials |
| 10. teacher | _____ | a school worker who teaches |
| 11. email | _____ | a house number + street |
| 12. favorite | _____ | something you like the most |
| 13. party | _____ | a message sent online |
| 14. desk | _____ | a notebook for writing |
| 15. hospital | _____ | a way to describe a person's height |

GRAMMAR

b. Complete the sentences with the correct word.

- My name _____ Ana.
- He _____ from Oaxaca.
- They _____ in the classroom now.
- This is _____ (my / mine) backpack.
- _____ she your sister?
- We have class _____ Monday.
- There _____ a big window in my room.
- _____ books are on the table. (These / This)
- I live _____ Juárez Street.
- Carlos and I _____ classmates.
- What _____ your phone number?
- The students are _____ the library. (in / on)
- _____ is my favorite color. (Blue / Blues)
- My teacher _____ very friendly.
- _____ there a museum near your school?

LISTENING

TRACK 02

c. Look at the pictures. Discuss:

What information do students usually share when they introduce themselves?

Choose 3 ideas from the list: **name, age, nationality, class schedule, favorite things, address, school objects.**



D. Listen to Sofia. Number the events 1–6 in the order you hear them.

- _____ Sofia talks about what she carries in her backpack.
- _____ She describes her favorite subject.
- _____ She says where she is from.
- _____ She explains her routine in the mornings.
- _____ She mentions her goals for this semester.
- _____ She talks about going to the library.



- e. Work in groups of three. Each student shares three pieces of personal information (name, age, city, nationality, favorite thing, class schedule).

The other students ask and answer at least three questions using:

- What's your...?
- Where are you from?
- What is your favorite...?
- Is this your...?



- f. Look at the pictures and discuss:

What do you do on a normal school day? What places do you visit?
What things do you carry?

- g. Read the text. Write if the statements are true or false.



A Day in My Life

My name is Daniel and I'm from Puebla. I live with my parents and my sister in a small house near the park. Every morning, I wake up at 6:30. I'm usually tired, but I'm happy to go to school. In my kitchen, there is a big table where we eat breakfast together. My favorite drink is hot chocolate. After breakfast, I take my backpack and walk to school. My school is not far, so I enjoy the walk. In the classroom, I sit next to my best friend, Luis. He is very funny and always helps me with homework. Our English teacher is great, and she uses pictures, games, and music. After class, I sometimes go to the library to read. I like learning new things every day.



1. Daniel lives far from the park. _____
2. He eats breakfast alone. _____
3. He walks to school. _____
4. Luis is Daniel's brother. _____
5. Daniel likes his English teacher. _____
6. Daniel sometimes visits the library. _____

- h. Write a short paragraph (60–80 words) about your own daily routine. Include:

- personal information (name, city, favorite drink)
- morning activities
- one place you visit at school
- one person who helps you or makes your day better



MODULE 1



WEIGH IN

What is your favorite activity in your life?

- Draw in your notebook the activity.
- Get in pairs and try to guess your favorite activities for each other.

As you already know, the "Proyecto Escolar Comunitario" (PEC) is part of the "Programa Aula, Escuela y Comunidad" (PAEC). For the subject of English 2 we recommend a project related to healthy lifestyles. This is the learning evidence suggested for each module:

Module 1	Habitual reflections
Module 2	What are we doing to stay healthy?
Module 3	Food poster project

Habitual reflections

At the beginning of Module 1:

- Every day for a week, keep a journal where you record your daily activities and habits. Write both the positive behaviors contributing to your well-being and the negative ones that may negatively affect it. Write at least five actions every day.
- Use affirmative and negative sentences in the present simple tense to describe your daily routines. For example:
Affirmative: *I always exercise in the morning.*
Negative: *I never eat junk food before bedtime. I don't drink two liters of water every day.*

During Module 1:

- At the end of the week, review your journal entries and reflect on your habits and routines.
- Identify behaviors positively contributing to your well-being and those that could be improved to promote better physical and emotional health.

By the end of Module 1:

- Based on your analysis, develop a realistic action plan to modify or improve the identified negative habits. Set realistic goals and strategies to implement those changes.
- Use the following checklist to assess your performance during this activity.



Checklist

Requirements	Yes	No	Points
I write my habits and routines for one week.			4
I use affirmative and negative sentences in the present simple tense.			4
I write at least 5 actions every day.			4
I identify areas for improvement and possible actions to make changes.			4
I create a plan to modify my negative habits.			4
Total			

ROUND 1



GET INTO THE RING

- Work in teams. Brainstorm: things you do in the morning. You have 1 minute to write down as many activities as you can. The team that writes more morning activities will be the winner.



FIGHT PLAN

You'll learn to...

- ✓ ...express routines
- ✓ ...talk about schedules and times
- ✓ ...show you're similar to someone

Diagnostic activity



a. Listen and choose the correct answer.

1) What is the main topic?

- a) Subjects at a military school
- b) A typical day at a military school
- c) Physical training at a military school
- d) Free time activities at a military school

2) Which of the following is NOT true?

- a) Students have free time all afternoon.
- b) Before bed, they get ready for the next day.
- c) Uniforms are not optional.
- d) They do a lot of physical activities.

Score: ____ / 6

b. Label the pictures.

2 points each



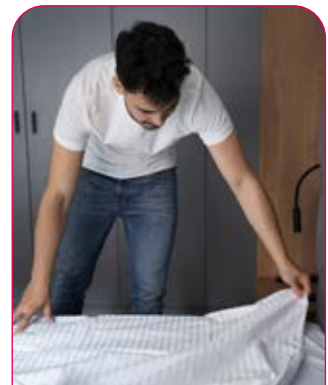
1. _____



2. _____



3. _____



4. _____

Score: ____ / 8

c. Choose the correct option.

1 point each

- 1) Every day, I (get / gets) up at 6 a.m.
- 2) My sister (get / gets) late, around 9 a.m.
- 3) My family and I (have / has) dinner together.
- 4) My best friend (go / goes) to Drama Club after school.
- 5) Zachary (do / does) his homework in the evening.
- 6) Jamie and Dylan (play / plays) soccer in the afternoon.

Score: ____ / 6



Total score: ____ / 20



Vocab punch

at 6 am (exact time)

around 6 am
(approximate time)

DELTA
LEARNING

a. Listen to the conversation. What's Emily's morning routine like? Circle the correct answer.

- | | |
|---|--|
| 1) I set (an / multiple) alarm(s). | 5) I have breakfast at (home / school). |
| 2) I get up (at / around) 6 a.m. | 6) I go to school by (bus / car). |
| 3) I (always / sometimes) make my bed . | 7) I listen to (music / a podcast) on my way to school. |
| 4) I take a shower (before / after) breakfast. | 8) I'm usually (on time / late) for school. |



b. Number the pictures according to the activities in exercise a.



SPEAKING

c. Work in small groups. Take turns to tell your classmates about your morning routine. Use the activities in exercise a.

Example: "I set two alarms: one for 6:30 and another for 6:45. I get up around 7 and..."

Speaking coach: Me too, Me neither, Really?

Show you're **similar**

Show you're **different**

Me too (Affirmative sentences)

Really?

Me neither (Negative sentences)

Examples:

- a) I **get up** at 6:30 a) I **don't** make my bed
b) **Me too** b) **Me neither**

Examples:

- a) I have breakfast **at school**
b) **Really?** I have breakfast **at home**



TRACK 05

d. Complete the dialogues with the expressions from the Speaking coach section.

Dialogue 1

A: I get up at 6 am. How about you?

B: _____. Well, not exactly at 6... but around 6 am.

Dialogue 2

A: Do you use an alarm clock?

B: Yes, I do. I set 3 alarms on my cell phone.

A: _____. I set only one alarm.

Dialogue 3

A: Do you take the bus to school?

B: No, I don't.

A: _____. My mom drives me to school.

e. Practice the conversations in exercise d. Give true information about you.

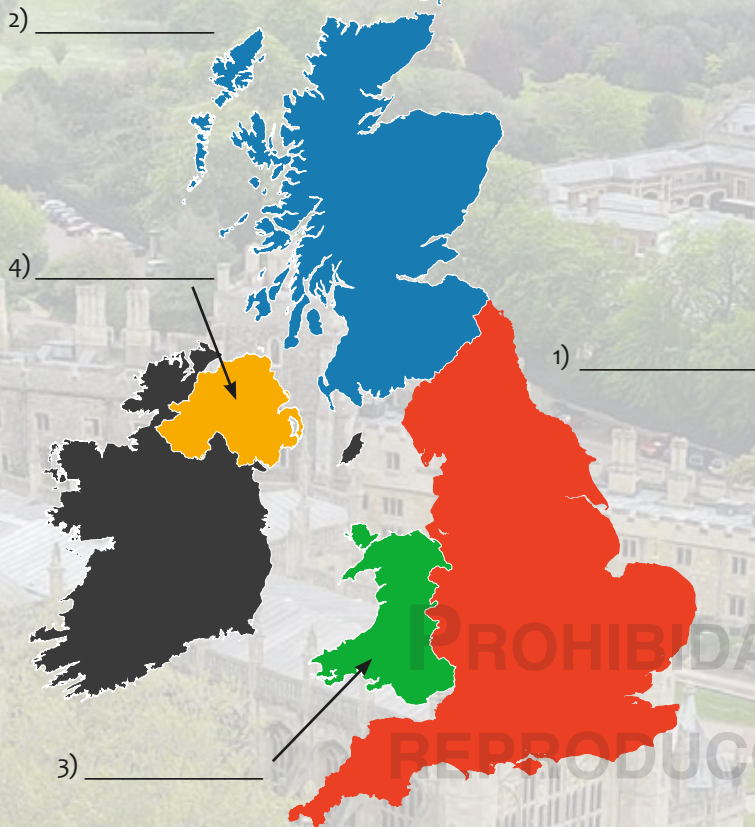




CULTURE CORNER: BOARDING SCHOOLS



f. Label the map with the names of the countries that are part of the United Kingdom: Scotland, Wales, Northern Ireland and England.



g. Label the flags.



1) _____



2) _____



3) _____



4) _____



5) _____



h. Listen to William talk about boarding schools. Match the halves.

- | | |
|----------------------------------|---|
| 1) A boarding school is... _____ | a) boys and girls live and study together |
| 2) Coeducational means... _____ | b) a school where students live and study |
| 3) Eton College is... _____ | c) a boys-only school |



i. Discuss the questions in small groups.

- 1) Would you like to study at a boarding school? Why or why not?
- 2) Do you prefer studying in mixed classes or same-gender classes? Why?



j. Listen to William talk about his daily routine. Number the activities in order.

- ☐ He takes a shower.
- ☐ He goes to bed **around** 10 p.m.
- ☐ He does chores.
- ☐ He studies **from** 8:30 a.m. **to** 3:00 p.m.
- ☐ He eats breakfast.
- ☐ He has supper.
- ☐ William gets up **at** 7 a.m. on weekdays.

k. Look at the -s ending of the verbs in Exercise j. Complete the chart.

Infinitive verb	-S ending verb
0) take	takes
1) go	
2) do	
3) study	
4) eat	
5) have	
6) get up	
7) play	



Vocab punch

from [start time] **to** [end time]

"I take classes **from** 8 **to** 3"

8 a.m. → it starts

3 p.m. → it ends

chores: domestic work (clean, wash the dishes, etc)

supper: evening meal (British English).

days of the week	weekdays	Monday
		Tuesday
		Wednesday
		Thursday
		Friday
weekend		Saturday
		Sunday



PRONUNCIATION

-/ɪz/ sound



l. Listen and repeat the words. Notice the pronunciation of the verbs with -s ending.

watch-watches

finish-finishes

dance - dances

exercise-exercises

relax-relaxes

wash - washes



GRAMMAR

Simple Present

We use the Simple Present to talk about routines and true information.

Affirmative form

You **get** up early.

I **do** my homework.

My friends **study** together.

My brother **gets** up late.

Jenny **does** her homework.

He **studies** every day.



Coach
24/7
Simple
Present

m. Use the bold verbs in the text to complete the conversations. Then, practice with a partner. Give your own answers.

- Do you and your family **have** breakfast together?
No, but we always _____ lunch together.
- When do you **exercise**?
I usually _____ in the evening, around 7 p.m.
- Does your mom **work** on the weekends?
Yes, she _____ on Saturdays. She's a doctor.
- Do you **clean** the house every day?
No, my brother _____ the house. I wash the dishes.
- Does your best friend **go** to any after-school clubs?
Yes, she _____ to the Music Club.



Grammar hook

He/She/It → verb+s

most verbs:

take – takes

verbs ending in -o, -ch, -sh, -ss, -x

watch – watches

verbs ending in consonant + y

study – studies

Exception: have - has

I study at a boarding school in England. On weekdays, I always get up at 7 a.m. and take a shower. I brush my teeth and get dressed in my school uniform — a blazer, a white shirt, a tie, and trousers. I make my bed and tidy my room before I have breakfast at 8 a.m. in the dining hall. Classes start at 8:30 a.m. I take lessons like English, Math, and Science. Lunchtime is at noon. Classes end at 3 p.m. In the afternoon, I often join clubs. I'm part of the Chess Club and the Music Club. Sometimes, I also play football. In the evening, I have supper at 7 p.m. After that, I usually do my homework and study in my room. I can go to the library but I hardly ever go. Before bed, I do my daily chores: take out the rubbish, clean my dorm room (sweep and mop the floor), or do my laundry. I never watch TV because there are no TVs in the dormitories. I usually go to bed around 10 p.m.

Frequency adverbs

William's activities

100%	Always	_____
85%	Usually	_____
70%	Often	_____
50%	Sometimes	_____
20%	Hardly ever / rarely	_____
0%	Never	_____



o. Listen and read along. Find the expressions to label the pictures.

CULTURE CORNER

British English American English

Trousers Pants
Rubbish Trash



Vocab punch

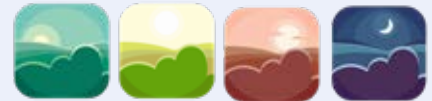
in the **morning** (6 a.m. – 12 p.m.)

in the **afternoon** (12 p.m. – 6 p.m.)

in the **evening** (6 p.m. – 10 p.m.)

at **night** (10 p.m. – 6 a.m.)

at **noon** (12 p.m.)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

p. Read the text again. Complete the sentences with before or after.

- 1) I take a shower _____ I have breakfast.
- 2) I play sports _____ I eat lunch.
- 3) _____ supper, I do my homework.
- 4) _____ I go to bed, I do my chores.



Writing job

Sequence of activities

before now after

After Activity#1, Act#2

Example: **After** I have breakfast, I go to school.

Act#2 **after** Act#1

Example: I go to school **after** I have breakfast.

Before Act#2, Act#1

Example: **Before** I go to school, I have breakfast.

Act#1 **before** Act#2

Example: I have breakfast **before** I go to school.



q. Write about your daily routine using “before” and “after”. Use the text in exercise n as a model. Look at the rubric on page 21 to know how you will be assessed.

PROHIBIDA SU
REPRODUCCIÓN



r. Tell your daily routine to a classmate (Don't read your text. Try to remember it). Look at the rubric on page 21 to know how you will be assessed.



COOL DOWN

Social media

- 1) Take photos of yourself doing your daily activities on a regular day.
- 2) Choose a CapCut or a TikTok template to narrate your daily routine in a video. Use the daily routine text you wrote for this lesson.
- 3) Record your voice explaining your daily routine and add it to your video.
- 4) Post your video in social media. Use the hashtags #deltalearning, #knockoutdelta
- 4) Leave a comment on 3 of your classmates' videos.



Formative Evaluation



Checklist: “Daily routine” writing activity (Exercise q).

Criterion

The text describes a complete daily routine (morning, afternoon, and evening).

Uses before and after correctly in sentences.

Uses vocabulary from this lesson.

The text is easy to understand.

The text uses connectors (first, then, after that, finally, etc.).

The writing has an introduction and ending (not just a list of actions).

Spelling and punctuation are correct.

Yes

No

Points

☐
☐

____/4

☐
☐

____/4

☐
☐

____/3

☐
☐

____/3

☐
☐

____/2

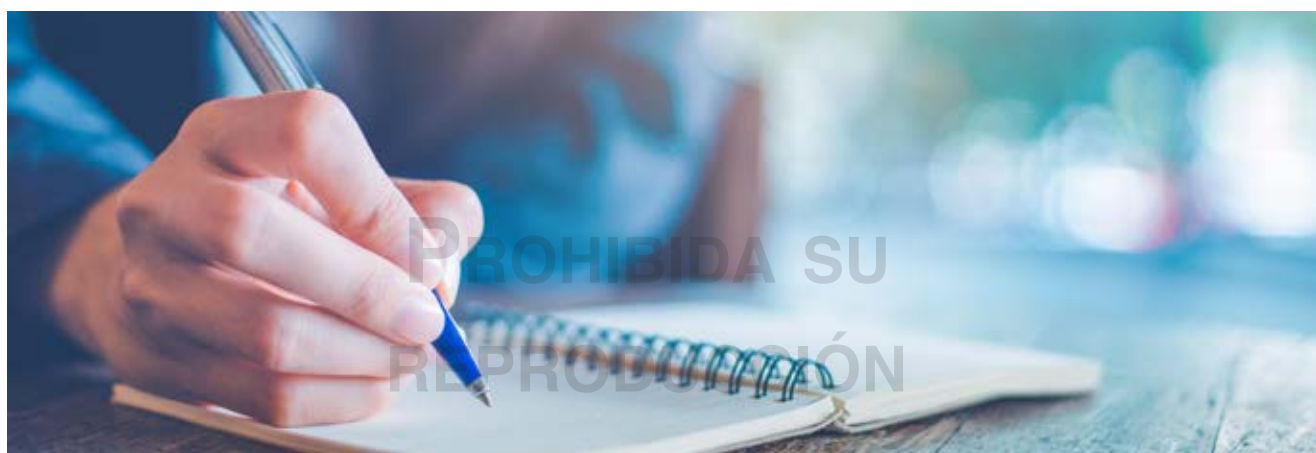
☐
☐

____/2

☐
☐

____/2

Score: ____/ 20



Speaking Activity Rating Scale: “Tell your daily routine” (Exercise r).

Criterion

Excellent

Good

Fair

Poor

(5)

(4)

(3)

(2)

Uses before and after correctly.

☐
☐
☐
☐

Uses vocabulary appropriately.

☐
☐
☐
☐

Fluency is good enough.

☐
☐
☐
☐

Speaks with good pronunciation.

☐
☐
☐
☐

Score: ____/ 20



ROUND 2



GET INTO THE RING

For each question, find a classmate that says 'Yes'. Write your classmate's name and some extra information. Write your own question for number 4.

Example: A: Hi, Sarah. Do you have breakfast at home?
B: No, I have breakfast at school
A: Ok, thank you... Hi, Richard. Do you have breakfast at home?
C: Yes, I usually have a sandwich or pancakes.

Questions

Ex: *Do you have breakfast at home?*

1) Do you watch anime?

2) Do you have a cat?

3) Do you like to read?

4) Do you _____?

Classmate that said 'Yes'

Richard

Extra information

He usually has a sandwich or pancakes.

PROHIBIDA SU
REPRODUCCIÓN



FIGHT PLAN

You'll learn to...

- ✓ ...talk about free time activities
- ✓ ...ask follow-up questions to keep a conversation going

Diagnostic activity



a. Write a question to continue the conversation.

Conversation 1

A: Do you like to play sports?

B: Yes, I love sports!

A: _____

Conversation 2

A: Do you like to go shopping?

B: Yeah! It's one of my favorite activities

A: _____

Score: ____ / 4

b. Unscramble the words to make questions. Add question marks to each question

2 points each

1) like / you / what / kind / of / movies / do

2) watch / does / she / movies / on weekends

3) you / do / free time / in / what / do

4) does / football / like / brother / your

5) your / does / go / mom / where / on weekends

6) go / how often / the / does / he / gym / to

Score: ____ / 12

c. Choose the best response for each question.

1 point each

1) Where do you go after class?

a) Yes, I do.

b) To my grandma's house.

c) On weekends

d) Always

3) Do you like to read?

a) Yes, I do.

b) At night

c) A novel

d) In the library

2) What do you do on weekends?

a) At 11 a.m.

b) I play soccer with my friends.

c) At the park

d) Sometimes

4) Who do you go out with on weekends?

a) My sister

b) To the mall

c) Every weekend

d) In the afternoon

Score: ____ / 4



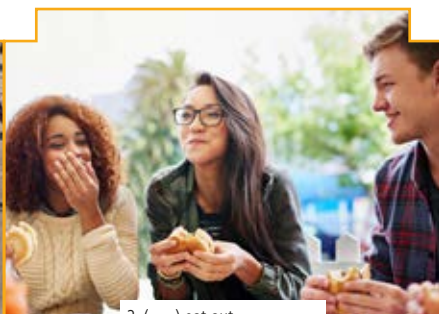
Total score: ____ / 20



a. Listen carefully. What are the people talking about? Number the pictures 1–6.



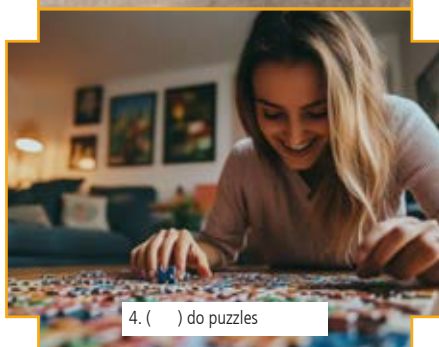
1. () go rollerblading



2. () eat out



3. () hang out



4. () do puzzles



5. () make crafts



6. () do folk dancing

b. Work in small groups. Discuss how often you do the activities in exercise a

How often do you go rollerblading?

I never go rollerblading. How about you?



c. Listen to the conversations. Choose the correct answer.

What are the conversations mainly about?

- People's favorite things
- What people do in their free time
- People's routines

Which of the following is NOT true?

- Mohammed likes watching movies
- Akemi reads a new book every week
- Xavier doesn't have a favorite actor



d. Listen and complete the questions. Discuss your answers in small groups.

Conversation 1

- What _____ in your free time?
- What kind of videogames _____ to play?
- _____ videogame?
- _____ to play on your cell phone or on a video game console?

Conversation 2

- _____ on weekends?
- _____ do you like to read?
- _____ a favorite book?
- _____ printed books or e-books?

Conversation 3

- Do you like _____?
- _____ of movies _____ to watch?
- _____ actor?
- Do you prefer to go to the movies _____?





GRAMMAR

Present Simple - Negative Form

We use the present simple negative to say **we do not do something**.

Form:

I, you, we, they + do not (don't) + base verb

Example: *I do not drink coffee = I don't drink coffee*

He, she it + does not (doesn't) + base verb

Example: *He does not drink coffee = He doesn't drink coffee*

Tip: After **do not** or **does not**, the verb is always simple.

Example: He doesn't eat meat.

Grammar hook

Wh- words

What → activity

Where → place

When → moment

Who → person

How often → frequency



e. Use don't or doesn't.

1) I _____ like coffee.

2) She _____ play soccer.

3) We _____ study on Sunday.

4) He _____ work at night.

f. Choose the correct answer.

1) They (don't / doesn't) go to school on Sunday.

2) She (don't / doesn't) watch TV at night.

3) We (don't / doesn't) play tennis.



GRAMMAR

Simple Present questions

We use the interrogative form to ask questions about facts, likes and routines.

Wh-	Auxiliary	Subject	Verb	Complement	Answers
---	Do	you	have	any hobbies?	Yes, I do / No, I don't
---	Does	your brother	like	to watch videos?	Yes, he does / No, he doesn't
What	do	you	do	in your free time?	I go out with friends
Where	does	your best friend	go	on weekends?	He goes to the mall

g. Complete the questions with the appropriate Wh-word and the auxiliary (do/does).

1) _____ you go on Saturdays?

I go **to my grandma's house**.

2) _____ you do in your free time?

I **listen to music** or **play videogames**.

3) _____ your mom do in the evening?

She **cooks dinner** and **watches TV**.

4) _____ your family get together?

We usually get together **every weekend**.

5) _____ you go out with on weekends?

Sometimes I go out **with my best friend**.

6) _____ your best friend exercise?

He does exercise **early in the morning**.



SPEAKING

h. Discuss the questions in activity g. Ask your classmate follow-up questions. Use the rubric on page 29 to assess your performance in this activity.

Example:

A: Where do you go on Saturdays?

B: I usually go to the mall with my friends.

A: That's nice. What do you do at the mall?

B: Well... Sometimes we watch a movie or...



**Coach
24/7**

**Simple
Present Questions**



1) Do you like comics?
[d'you]

2) Do you have any hobbies?
[d'you]

3) What do you do on weekends?
[d'you]

1) _____? 3) _____?

2) _____? 4) _____?

k. Ask a classmate the questions in exercises i & j. Add follow-up questions to show interest and keep the conversation going.



Speaking coach

Time to think

Use "**Well...**" if you need time to think about your response.

A: Do you have any hobbies?

B: **Well...** I play the guitar sometimes. Is that a hobby?

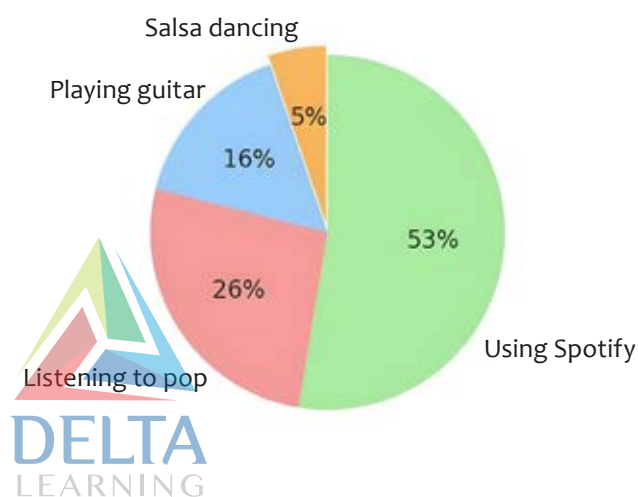


l. Read the following text.

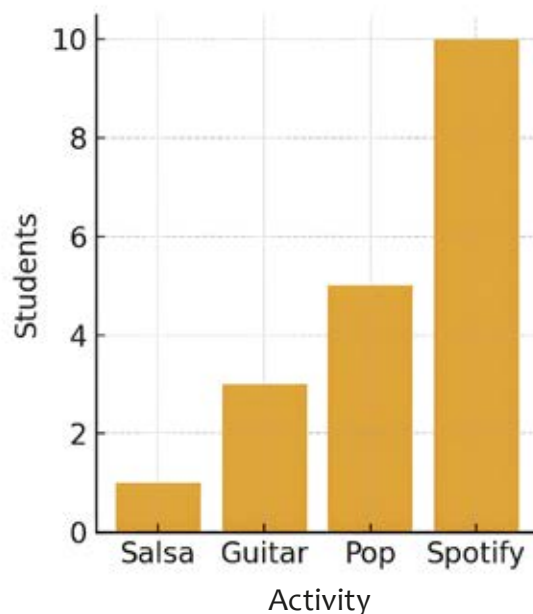
Our Music Survey

We made a survey about music, and 30 students answered it. Then, we presented the information in a pie chart and a bar chart. According to the results, nobody likes classical music. One student dances to salsa, and a few students play the guitar. Some students listen to pop music, and most students use Spotify to listen to their favorite singers. The results are clear: everybody loves music!

Students' Favorite Music Activities



Number of Students per Activity



m. Work in groups. You're going to make a survey about a free time activity. First, choose the topic.

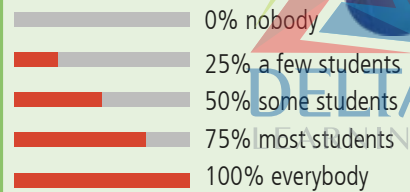
For example a) exercise b) movies c) books d) social media or any activity you do in your free time.

Our survey topic is: _____

Write the questions you'll ask your classmates.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Writing job



Nobody likes classical music.

One student dances salsa.

A few students play the guitar.

Some students listen to pop music.

Most students use Spotify.

Everybody loves music.

n. Ask the questions to your classmates. You can do it in class or you can use Google Forms to get your classmates' answers. Write a short paragraph with the results of your survey. Write what some classmates do and what they don't do.



o. Create a pie chart or a bar chart to illustrate your survey results (use a computer or draw the charts). Present your survey results and charts to your class. Look at the checklist on page 29 to see how you will be evaluated.



CULTURE CORNER



IDIOMS RELATED TO PEOPLE'S PERSONALITY AND LIFESTYLE



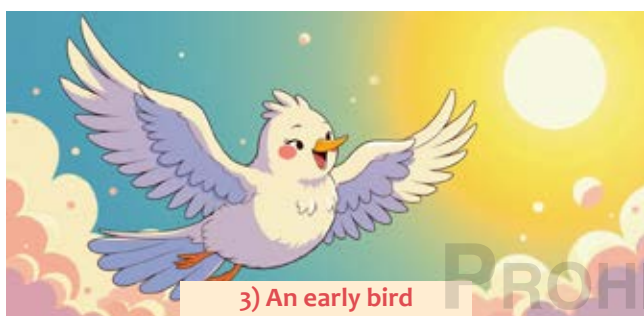
Match the idioms (1-6) to their meanings (A-F). Then, listen and check your answers.



1) A couch potato



2) A night owl



3) An early bird



4) A busy bee



5) A social butterfly



6) A culture vulture

- A) an outgoing and friendly person
- C) a lazy person that watches a lot of TV
- E) a person that likes to sleep late

- B) an active and hardworking person
- D) a person that likes to get up early and be punctual
- F) a person interested in museums, arts & literature

Ask your classmates about their personalities. Use the idioms in the previous exercise.

Example: A: Are you a couch potato? B: No, I'm not. I'm a very active person. I'm a busy bee.



COOL DOWN

"TWO TRUTHS AND A LIE"

This game is to see how well you know your classmates.

- 1) Make groups of 4 to 6 students.
- 2) Write 3 sentences about yourself (2 true sentences 1 false sentence).
- 3) Take turns to read your sentences aloud.
- 4) The other students have to guess which sentence is false.
- 5) Get 1 point for every false sentence you guess.



Formative Evaluation



Holistic rubric: “Follow-up Questions” speaking activity (Exercise h).

Level	Description	Score
Excellent	Can hold a short conversation. Uses the simple present correctly, asks relevant follow-up questions, and shows interest in the interaction. Communicates with sufficient clarity and correct pronunciation to be understood.	10
Good	The student maintains the conversation with minor mistakes. Asks at least one <i>follow-up question</i> and communicates clearly, though with some pauses.	8
Fair	The student participates with difficulty. Tries to ask <i>follow-up questions</i> , but they sound unnatural or contain errors. The conversation is limited but understandable.	6
Poor	The student struggles to communicate. Does not ask <i>follow-up questions</i> or depends completely on the partner. Speech is fragmented or unclear.	4

Score: ____ / 10



Checklist: “Survey Results” writing activity (Exercise o).

Criterion

- The survey questions are grammatically accurate
- The text clearly presents the topic and number of participants.
- The text correctly describes the main results.
- The text includes a clear conclusion.
- The report includes at least one chart (pie or bar).

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Score: ____ / 10



Awesome Hits



Stretching

You are going to interview Bruce Lee. The biggest star in Martial Arts in History. Work in pairs or small groups. Prepare some questions to ask him about:

- his name
- his everyday routine
- when he trains
- his normal training routine
- his hobbies
- what he can do



Step into the Spotlight

Scan the picture on page 38 and interview Mr. Lee with the questions you prepared. Take notes on his answers.



Replay the Highlights

Work in your groups. Write a short summary about Bruce Lee's routine and life in general. What do you like the most about his life?





Escape Room



Welcome to the Escape Room!

You have 20 minutes to find clues, solve puzzles, and escape.
Work together, think fast, and have fun. Can you solve everything in time?

Let's get started!

Hogwarly School of Magic

Welcome to Hogwarly School of Magic.

At Hogwarly, students learn spells, follow strict routines, and respect magical rules.

But something goes wrong today.

The magic doors close automatically, and you are trapped inside the school.

To escape, you must prove you understand how Hogwarly works every day.

Each room tests your knowledge of:

- what happens at Hogwarly every day
- the magical rules everyone follows

- what students and teachers do — and what they never do

Solve all the challenges.

Collect the codes.

Unlock the final door before time runs out.

Time limit: 20 minutes

One mistake can lock the door forever.

Good luck, student.

Hogwarly watches everything.

Scan the QR to access the Escape Room



<https://is.gd/ebg6V6>



My Learning Experience



Self-Evaluation

Read the following statements. Mark the correct cell according to your own progress.

	Yes	Not sure	I need help
1) I can talk about my routine.			
2) I can talk about someone else's routine.			
3) I can say what me and others do or don't do during the week.			
4) I can ask and answer questions about my routine and other's routines.			
5) I can talk about abilities of friends, family, or famous people.			

Peer Evaluation

Work with a partner. Assess each other by telling him/her how they did during this lesson.

	Excellent	Good	Needs practice
1) My classmate speaks English during activities.			
2) My classmate uses new vocabulary or grammar.			
3) My classmate works well with others.			
4) My classmate listens and pays attention.			
5) My classmate shows a positive attitude.			

Assessor: _____ Date: _____

