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**LEVEL 1**



# GYROS

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Circuito interior S/N Ciudad Universitaria, C.P. 80010  
Culiacán de Rosales, Sinaloa.

*Título de la obra: Let's Do it! 1 / Student Book  
Primera edición 2024*

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**Foto de portada:**  
Shutterstock

*Let's Do It! 1 / Student Book  
Primera edición 2024*

© D. R. GYROS Editorial, S. A. de C. V.  
2024 Isabel la Católica No. 642  
Colonia Roma, Monterrey, N. L.  
Tel. (81) 3369 0967 – 3369 0944

ISBN: 978-607-69568-6-1

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Impreso en Monterrey, México  
Impresión 2024.

# Acknowledgment

## Teachers:

Abril Guadalupe Castro Longoria  
Alejandrina Sánchez Lindoro  
Aleyda Mariel Mora Nuño  
Aline Guadalupe Núñez Solís  
Alma Griselda Velásquez Castro  
América Lizette Marín Sandoval  
Ana Vicmel Flores García  
Ángeles de Lourdes Zazueta Acosta  
Angélica Paola Borunda Inzunza  
Antonio Llanos Murúa  
Carolina Hernández González  
Catherine Cebberos Pérez  
Claudia Enid Quintero Barrón  
Claudia Yolanda Castro Verduzco  
Denisse Lisandra Burgueño Alor  
Denisse Sañudo López  
Edna Elizabeth Alvarado Mascareño  
Erika Socorro Sánchez Sañudo  
Hazael Montoya Zavala  
Ilse Osmara verdugo García  
Iris Victoria Bernal Toledo  
Jeorgina Lizbeth Elenes Lizárraga  
Jesús Manuel Meza Rendón  
Jorge Mario López Salazar  
Liz Hael Yurideira Camacho Román  
Lizette Alejandra López Ávila  
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Maritza Isabel Contreras Acosta  
Marycruz Guerrero Ortega  
Norka Yanitzzy Castro Carbó  
Paola Edith Orduño Urías  
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# Progression sequence

MODULE	PROGRESSION	LESSON	GRAMMAR	VOCABULARY
1	1. Understand the use of verb to be (affirmative, negative, and interrogative) and personal pronouns to give information about oneself and others.	1-3	Verb to be Personal pronouns	Professions, occupations, countries, nationalities, alphabet and numbers.
	2. Identify imperatives for promoting second language classroom communication when giving and following instructions.	4-6	Imperatives	School rules
	3. Understand the use of the verb to be and have to describe people, places or things and use qualifying adjectives and indefinite articles to detail characteristics.	7-9	Descriptions with the verb to be and have Adjectives Undefined articles	Personality Personal belongings, public places and animals Qualifying adjectives (opinion, size, shape, age, color, origin, material, type, purpose).
	4. Understand the use of demonstrative adjectives (this, that, these, those) in their affirmative, negative and interrogative forms to point out something or someone based on its location (if it is far or near) and quantity (singular or plural).	10-12	Demonstrative adjectives	Classroom supplies
	5. Understand the use of there is, there are (affirmative, negative and interrogative) and prepositions of place to mention the existence or not of people or things in a specific place.	13-15	There is – There are Prepositions of place	Parts of a house Furniture
	6. Understand the use of possessive pronouns (mine, yours, his, hers, ours and theirs) to promote the value of honesty, recognizing the ownership of what is one's own and what is not.	16-18	Possessive pronouns Phrasal verbs (for clothing)	Clothes School objects (sports)
<b>Module 1 Project – My favorite person</b>				
2	7. Analyze and understand that possessive adjectives and the Saxon genitive are used to indicate the belonging of something or someone. Therefore, he uses them to indicate family ties and belonging when creating a genealogy tree.	19-21	Possessive adjectives Saxon Genitive	Family members Room furniture
	8. Use of Wh-questions to interview and be interviewed by creating simple dialogues. Also, use the conjunction because to give reasons.	22-24	Wh questions Why- Because	Public places Dates, months, year, seasons.
	9. Use affirmative and negative ideas in the present simple to express your own and other people's habits and routines. The above allows you to identify actions that can be modified to improve your physical and emotional well-being	25-27	Simple present tense	Habits and routines Hobbies

## Progression sequence

MODULE	PROGRESSION	LESSON	GRAMMAR	VOCABULARY
2	10. Understand the use of yes/no questions and Wh-questions in the simple present tense to request and provide specific information.	28-30	Yes-No questions Wh questions (Simple present)	Daily Routine Parts of the day Movie's vocabulary Book's genres
	11. Recognize adverbs of frequency (always, usually, often, sometimes, never, among others) to express your routines and those of others.	31-33	Frequency adverbs	Routines Public places Physical activities and sports (activities that can be expressed with do, go and play)
<b>Module 2 Project – A daily routine presentation</b>				
3	12. Use the prepositions of time in, on, at and the connectors: and, but and then to mention the moment in which an event happens and to contrast, unite and expand ideas by preparing an agenda of weekly activities.	34-36	Prepositions of time (in, on, at) -Conjunctions (and, but, then)	Daily activities Time
	13. Identify the uses of the modal verb can and in particular, understand its use to express physical, cognitive and social skills (affirmative, negative and interrogative).	37-39	Modal verb: Can – can't	Abilities
	14. Understand the use of the modal verb can (affirmative, negative and interrogative) to make requests and ask or give permission.	40-42	Modal verb: Can	Request and permissions Store related vocabulary
	15. Understand the use of countable nouns (singular and plural) and uncountable nouns to apply them in specific situations.	43-45	Countable and uncountable nouns	Food and containers
	16. Understands the use of much, many, a lot, a few, a little and some to describe your plate of good food.	46-48	Quantifiers (much, many, a lot, a few, a little, some)	Meals and diet
<b>Module 3 Project - The healthy eating plate</b>				



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MODULE

1





## »» Diagnostic

### I. Complete the blanks with your information and introduce yourself to the class.

Hello! My name is \_\_\_\_\_,  
I'm \_\_\_\_\_ years old, I live in \_\_\_\_\_ and  
I like \_\_\_\_\_.

### II. Complete the following sentences with the correct form of the verb to be in simple present.

1. My sister \_\_\_\_\_ a teacher.
2. We \_\_\_\_\_ students.
3. I \_\_\_\_\_ at home right now.
4. They \_\_\_\_\_ from Canada.
5. You \_\_\_\_\_ my best friend.

### III. Complete the sentences with the correct personal pronoun.

1. Joselyn is a dentist. \_\_\_\_\_ is very skilled.
2. Thomas, Louis and Charles are my cousins, \_\_\_\_\_ are from Spain.
3. We love to read. Do \_\_\_\_\_ enjoy reading too?
4. Eliza and Mary are my friends. \_\_\_\_\_ are amazing.
5. \_\_\_\_\_ is my brother.

### VI. Check ✓ the command used in the classroom.

- |  |   |
|--|---|
| <input type="checkbox"/> Read the text.    | <input type="checkbox"/> Make your bed.       |
| <input type="checkbox"/> Wash the dishes.  | <input type="checkbox"/> Read aloud.          |
| <input type="checkbox"/> Do the exercise.  | <input type="checkbox"/> Clean your room.     |
| <input type="checkbox"/> Sit down.         | <input type="checkbox"/> Raise your hand.     |
| <input type="checkbox"/> Brush your teeth. | <input type="checkbox"/> Turn off the lights. |
| <input type="checkbox"/> Repeat after me.  | <input type="checkbox"/> Work in pairs.       |



## Getting to know you

**WARM UP** > Complete the conversation.

**A:** Hi! \_\_\_\_\_ name \_\_\_\_\_ Ana. What is \_\_\_\_\_ name?

**B:** Hello Ana, I \_\_\_\_\_ Gustavo. Nice to meet \_\_\_\_\_!

**A:** Nice to meet you too!



CARLOS

MARIA

AHMED

**READING AND LISTENING SKILLS** > Read the text.

Meet Sarah. She is a teacher. Sarah is from Canada. She is Canadian. Sarah is in the classroom. She is happy. The students are also happy. They are from different countries. Maria is from Spain, she is Spanish. Carlos is from Mexico, he is Mexican. Ahmed is from Egypt, he is Egyptian. Sarah is a good teacher. The class is interesting. The students are excited to learn. Sarah is proud to be Canadian. The students are proud of their nationalities too. Everyone is a friend in the classroom.

Answer the questions using **T** for true or **F** for false.

1. Sarah is a doctor. [ ]
2. Ahmed is from Canada. [ ]
3. The students are not happy in the classroom. [ ]
4. Maria is Spanish. [ ]
5. Everyone in the classroom is from the same country. [ ]

**VOCABULARY** *in action* > Complete the chart with the correct country or nationality.

Country	Nationality
Mexico	
	Canadian
Spain	
	Egyptian

**GRAMMAR** > Subject pronouns and verb to be

**SUBJECT PRONOUNS**  
 Subject pronouns are used as a subject of a sentence. These pronouns perform the subject in a sentence and replace the name of a person or thing.

**VERB TO BE**  
 The verb to be is used to introduce ourselves. It is also used to introduce people or things, to tell age, nationality, and occupations.





**LANGUAGE TIPS**

Subject pronouns and the verb to be:

- I am
- He is
- She is
- It is
- We are
- You are
- They are

**WRITING** > Look at the pictures. Use their names and nationalities to write sentences.

Example: He is Mario, he is from Peru.

India	Portugal	Spain	England	USA	China
					
Tao Ming	Juanita	Harry	Alisha		



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

**SPEAKING** > Choose people from the last exercise and play a guessing game with a partner, as in the following example

**Student A:** He is from Peru, he is Peruvian.  
**Student B:** He is Mario.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you	Yes	No
I can identify personal pronouns.		
I can use the correct form of the verb to be with each personal pronoun.		
I can match countries and nationalities.		



## WARM UP &gt; Discuss.

Do you know people from other countries?  
How do you introduce yourself when meeting new people?  
How do you introduce others?

BARCELONA

READING AND LISTENING SKILLS > Read the text and answer the question with **T** for true or **F** for false.

Hello everyone, I'm Rachel and I'm happy to introduce myself to this group. I'm an astronomer. I come from the charming country of Ireland, where the green landscapes and friendly faces have shaped my appreciation for simplicity and community. I'm a redhead and hazel eyes that mirror my Irish heritage, I like the beauty of nature and the joy of connecting with others.

Now, let me to introduce my dear friend Sarah, who's also joining our meeting. Sarah, greeting from Barcelona, she's a real estate agent. She's a person who brings a lively spirit and a passion for art and culture. Her olive skin and expressive brown eyes reveal the warmth of her Mediterranean roots. Together, we share a love for exploring new places, trying different kinds of food. Looking forward to the journey ahead!

1. They're are planning to travel soon. [ ]
2. Rachel describes her eyes as Irish heritage. [ ]
3. Sarah is an artist. [ ]
4. Sarah has a passion for technology and innovation. [ ]
1. Rachel and Sarah share a common love for exploring new places. [ ]

## VOCABULARY

in action

> Read the occupations vocabulary. Write 5 more.



Astronomer



Manager



Scientist



Barber



Florist



Delivery man



Real estate agent



Fitness coach



Software engineer

---



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**GRAMMAR** › Verb to be (contractions)

PERSONAL PRONOUN	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I	am	am not	Am I...?
He/She/It	is	is not / isn't	Is he/she/it...?
We	are	are not / aren't	Are we...?
You	are	are not / aren't	Are you...?
They	are	are not / aren't	Are they...?

**LANGUAGE TIPS**

Contractions are mainly used for talking fast, but full forms are used in more formal scenarios.

Rewrite the sentences to **negative** and **question** form. Use contractions when needed.

1. I'm a teacher.

– \_\_\_\_\_

? \_\_\_\_\_

2. He's a great police officer.

– \_\_\_\_\_

? \_\_\_\_\_

3. Frankie and Johanna are chefs.

– \_\_\_\_\_

? \_\_\_\_\_

4. They're pilots.

– \_\_\_\_\_

? \_\_\_\_\_

**WRITING**

› Write a paragraph to introduce someone you know using the verb to be (include job and physical appearance). You can use contractions and negative sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**SPEAKING** › Share and practice your sentences with the class.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you Yes No

I can identify personal pronouns and their correct verb to be.

I can use the contraction of verb to be.

I can use occupations vocabulary.

## Starting high school



**WARM UP** › Complete the chart with the answers to the question “What do you like about your school?”

School areas	School activities	School subjects



**READING AND LISTENING SKILLS** › Listen to the conversation and answer the questions.

**Lisa:** Hi, I'm Lisa. What's your name?

**Jack:** I'm Jack. Nice to meet you, Lisa.

**Lisa:** Nice to meet you too, Jack. How old are you?

**Jack:** I'm 15 years old. What about you?

**Lisa:** I'm 14. Do you like our school?

**Jack:** Yeah, I do. The teachers are nice, and I like my classmates.

**Lisa:** I enjoy learning in class. What's your favorite subject?

**Jack:** I like Math. Numbers are interesting. What about you?

**Lisa:** I like English. Spelling and reading are fun for me.

**Jack:** Cool! Do you play any sports?

**Lisa:** Yes, I play soccer.

**Jack:** I play basketball. Anyway, it was nice talking to you, Lisa.

**Lisa:** Yeah, you too, Jack. Can I have your phone number?

**Jack:** Sure, it's 555 986045. I'll text you. See you around!

What sport does Jack play?  
What's Lisa's favorite subject?

**VOCABULARY** *in action* › Match the words on the left with their meanings on the right:

1. Classmates

**A** A game played by two teams of five players where points are scored by throwing a ball through a netted hoop fixed above each end of the court.

2. Subject

**B** The arrangement of letters that form a word or part of a word.

3. Spelling

**C** A field of study or topic that is taught in school.

4. Soccer

**D** A series of digits assigned to a person that can be used to contact them via telephone.

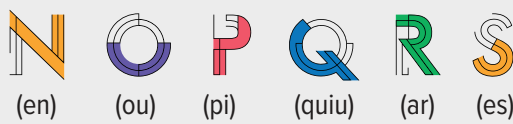
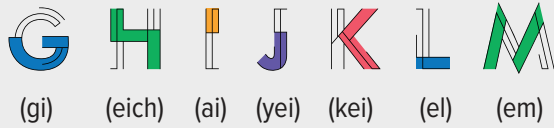
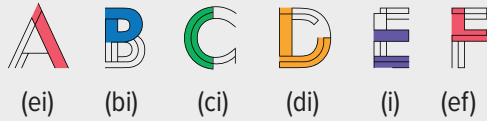
5. Basketball

**E** A sport in which two teams of eleven players aim to score goals by kicking a ball into the opposing team's net.

6. Phone number

**F** People who are in the same class at school as someone else.

## GRAMMAR




## The Numbers

1 ONE	11 ELEVEN	20 TWENTY
2 TWO	12 TWELVE	30 THIRTY
3 THREE	13 THIRTEEN	40 FORTY
4 FOUR	14 FOURTEEN	50 FIFTY
5 FIVE	15 FIFTEEN	60 SIXTY
6 SIX	16 SIXTEEN	70 SEVENTY
7 SEVEN	17 SEVENTEEN	80 EIGHTY
8 EIGHT	18 EIGHTEEN	90 NINETY
9 NINE	19 NINETEEN	100 ONE HUNDRED
10 TEN		
1000 ONE THOUSAND	1000000 ONE MILLION	

**WRITING** > Complete your student's identification card with your personal information.

**UNIVERSIDAD AUTÓNOMA DE SINALOA**

**STUDENT ID CARD**



First name:

Last name:


Age:  Nationality:

Cellphone number:

Student ID:

School level: College  High School

Campus:  Class:



Student signature \_\_\_\_\_

### LANGUAGE TIPS

- Use **capital letters** at the beginning of a sentence and with the first letter of proper nouns.
- Use **lowercase letters** for common nouns and words that are not at the beginning of a sentence.

**SPEAKING** > Share your information with a classmate.

### SELF-ASSESSMENT

Read the statements. Write if it is true for you. Yes No

I can spell words and use numbers.

I can provide my personal information to others.



**WARM UP** > Let's play!! Pay attention to the instructions to "Simon says", learn and fun.

- Simon says**, point to the ceiling. **Simon says**, turn around.
- Touch your nose. Touch your classmate on your left.
- Simon says**, open your book.
- Stand on one leg.
- Simon says**, take out a pen.
- Raise your right hand.
- Simon says**, close your notebooks.
- Raise your right hand. **Simon says**, touch your classmate on your right.

**READING AND LISTENING SKILLS** > Read the text and make a list of the commands you find.

In the classroom, there are many commands that help us learn and have a great time. First, when you enter the room, the teacher might say, "Come in, students!" Find a seat and the teacher might add, "Sit down, please." When it's time to begin, they could say, "Open your books" or "Read the text quietly." If you have a question, the teacher encourages, "Raise your hand." Remember, "Listen carefully" to understand better. Also, be mindful and "Don't use your cellphone during class." After a lesson, the teacher may instruct, "Write on the board" or assign homework by saying, "Close your books and complete the exercises at home." Following these commands helps create a positive and engaging learning environment for everyone!

Command

**VOCABULARY** *in action* > Find and circle the verbs. Complete the commands with the verbs you find.

- \_\_\_\_\_ up
- \_\_\_\_\_ the window
- \_\_\_\_\_ the door
- \_\_\_\_\_ your hand
- \_\_\_\_\_ on the book
- \_\_\_\_\_ the text
- \_\_\_\_\_ to me
- \_\_\_\_\_ in pairs
- \_\_\_\_\_ the exercise
- \_\_\_\_\_ down

r	e	a	d	o	e	d
l	l	i	s	t	e	n
k	r	s	i	s	s	a
r	x	r	o	s	i	t
o	w	l	p	s	a	s
w	c	d	e	d	r	p
t	i	s	n	i	h	m



**GRAMMAR** > Commands

Commands are expressions used to give orders, instructions, or directions.

Match the columns, complete the command.

Sit
Open
Close
Don't
Take out
Don't use
Complete
Don't eat

Your book
Your phone in class
The door
Talk
Your pen
In the classroom
The exercise
Down

**LANGUAGE TIPS**

You can add the word 'please' to make commands polite.

- *Open your books, please.*
- *Please pass the salt.*

**WRITING** > Who uses these commands? teachers or students?

Place the sentences in the correct column.

Teacher

---

---

---

---

Student

---

---

---

---

**SPEAKING** > Practice the commands with your classmates.



**SELF-ASSESSMENT**

Read the statements and answer and write if it is true for you.

Yes

No

I can identify classroom commands.

I can use commands.

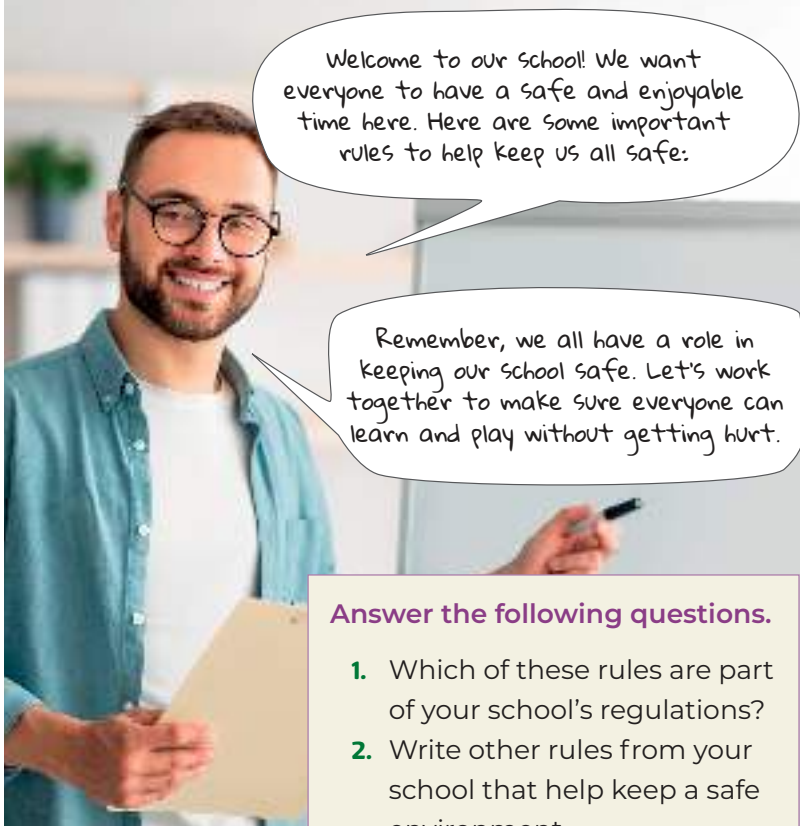
**W** **WARM UP** > Read the following questions and discuss with your class.

What are the areas of your school where safety rules apply? Do you remember which rules ensure safety in these areas? Complete the chart.

School area	Safety rules

### READING AND LISTENING SKILLS

> Listen to the following school safety rules and discuss with the class.



#### SCHOOL SAFETY RULES:

Keeping Everyone Safe

##### LISTEN TO ADULTS:

When teachers or staff give instructions, listen carefully, and follow them right away.

##### WALK, DON'T RUN:

Always walk in the hallways and on the stairs to avoid accidents.

##### KEEP HANDS TO YOURSELF:

Respect others' personal space and avoid rough play.

##### REPORT PROBLEMS:

If you see something dangerous or if someone is hurt, tell a teacher immediately.

##### STAY IN DESIGNATED AREAS:

Play only in areas approved by the school and stay away from restricted areas.

##### USE EQUIPMENT SAFELY:

Play on equipment properly and follow the rules to avoid accidents.

##### BE KIND:

Treat others with kindness and respect to create a safe and friendly environment for everyone.

**VOCABULARY** *in action* > Read the following school warnings and match them with the correct sign.

- a) Throw trash in the trash can.
- b) Exit.
- c) Wet floor.
- d) Caution/Danger.
- e) Slow down.
- f) Walk.
- g) First aid.
- h) Wash your hands.
- i) Quiet Zone.



**GRAMMAR** > Subject and object pronouns

Subject pronouns replace the subject—the person or thing doing the action—in a sentence. Example, in the sentence “Sarah is going to the store,” “Sarah” can be replaced with “she” to say “She is going to the store.” This is done to avoid repetition.

Object pronouns replace nouns that are the objects of a sentence; they receive the action of the verb. Example, instead of saying “I asked Lucy,” you can say “I asked her.”

Replace the underlined words with the correct subject or object pronoun:

1. (Tom) is my friend. (Tom) likes to play football.
  - *Subject Pronoun:* \_\_\_\_\_ likes to play football.
  - *Object Pronoun:* I like to play football with \_\_\_\_\_.
2. (Susan and I) are going to the movies. Can you join (Susan and I)?
  - *Subject Pronoun:* \_\_\_\_\_ are going to the movies.
  - *Object Pronoun:* Can you join \_\_\_\_\_?
3. The teacher always gives (the students) homework. (The students) often complain about it.
  - *Subject Pronoun:* \_\_\_\_\_ often complain about it.
  - *Object Pronoun:* The teacher always gives \_\_\_\_\_ homework.
4. (My mother) cooks dinner every night. I help (my mother).
  - *Subject Pronoun:* \_\_\_\_\_ cooks dinner every night.
  - *Object Pronoun:* I help \_\_\_\_\_.

**LANGUAGE TIPS**

Subject pronouns	Object pronouns
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

CAUTION

CAUTION

CAUTION

CAUTION

CAUTION

CAUTION

CAUTION

CAUTION

**WRITING** > Write a paragraph giving advice on how to ensure safety in the classroom. Choose a school area such as playgrounds, classrooms, cafeteria, and laboratories. Explain using object and subject pronouns.

**SPEAKING** > In pairs, practice with a classmate the following scenario. You can try with a different situation in another school area.



“You are in the cafeteria and notice a spill on the floor. Your friend is about to walk over it. Give them instructions.”

**Student 1:** “Hey, watch out! Stop! Come over here.”

**Student 2:** “What’s wrong?”

**Student 1:** “There’s a spill on the floor. Don’t step on it. Let’s go around.”

**Student 2:** “Okay, thanks for telling me.”

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can use imperatives and object pronouns to talk about safety rules.

I can use vocabulary about school safety.

## I like your brown eyes



**WARM UP** › Think about two adjectives that best describe your favorite person. Share them with the class.



### READING AND LISTENING SKILLS

› Listen and read the conversation. Circle the adjectives you identify.

**Tom:** Hey, are you Julie?

**Gina:** No, I'm Gina.

**Tom:** Sorry, Gina. It's a pleasure. Teacher Juan asked me to look for Julie. He said that she's tall and thin, just like you! She has long brown wavy hair, just like you! She wears glasses, and she has ... oh I'm sorry you have green eyes, and Julie has brown eyes!

**Gina:** Hahaha, don't worry! Are you new in the school?

**Tom:** Yes! I'm in 1-06 group.

**Gina:** We are in the same group, but I'm late! I know her. Come with me!

**Tom:** Thanks a lot.

**Gina:** Look, she's Julie, the girl with a pink blouse.

**Tom:** Oh, my god! She looks just like you!

**Gina:** She's my sister, we're twins. Hahaha

**Tom:** Thanks a lot, you're very kind.

### LANGUAGE TIPS

When we describe something or someone, we write the adjectives before the noun. Example:

*Sophie has beautiful eyes.*



1. straight black hair



2. curly brown hair



3. blonde hair



4. bald

**VOCABULARY** *in action* › Look at the vocabulary and practice.

Look at the people, read the sentences and write the number of the person that the sentence is describing from the previous exercise.

1. She has short hair. [   ]
2. He has a white beard. [   ]
3. He is very serious and handsome. [   ]
4. She has blonde hair. [   ]
5. He has dark hair. [   ]

**GRAMMAR** › Have / has

We use have/has to show possession. Example:  
I have short hair. She has curly hair.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I have...	I don't have...	
You have...	You don't have...	Do you have ...?
He has...	He doesn't have...	Does he have...?
She has...	She doesn't have...	Does she have...?

Look at the pictures and complete the sentences using *Have/Has*



Darien



Zyania



Nestor



Dalia



Kenny



Serena



Sandra



Raul

- Nestor \_\_\_\_\_ short red hair.
- Dalia \_\_\_\_\_ brown eyes.
- Nestor and Raul \_\_\_\_\_ blue eyes.
- Kenny \_\_\_\_\_ dark hair.
- Zyania and Sandra \_\_\_\_\_ blue eyes.
- Serena \_\_\_\_\_ short dark hair.
- Nestor and Raul \_\_\_\_\_ green eyes.
- Zyania and Sandra \_\_\_\_\_ short hair.
- Darien \_\_\_\_\_ curly hair.

**WRITING** › Choose a classmate and write a description about him/her. Draw him/her.

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**SPEAKING** › Work in pairs! Read the description of your classmate to your partner and discuss if it is necessary to add more details to the description.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can describe someone's physical appearance.

I can use the verb to be and have in descriptions.

# My phone is cool!



**WARM UP** › GUESS WHO! Say a short description from someone in your group and have the class guess who it is.



## READING AND LISTENING SKILLS

 › Read and answer **T** for true or **F** for false.

### All About Me

Hi! I'm Gina. I'm a student from Antonio Rosales High School. I'm 15 years old. I'm in third semester. I'm thin and short. I have brown eyes and short black hair. I'm really funny and friendly. There's something that I really appreciate: My pocket watch which my grandpa gave me as a birthday present. It is bright, beautiful, small and round. I love it! My favorite person is Martin. He's my best friend, he's very serious and shy, but he's really nice and smart. I really like his hair. He has black curly hair, and his eyes are blue. He's really tall. He's so cool for me. It's nice to have someone to trust and have fun with.

1. Martin is friendly and very popular in his school.
2. Gina has a modern digital watch.
3. Gina has a black and new pocket watch.
4. Gina is tall.
5. The pocket watch is beautiful.

**VOCABULARY** *in action* › Read some of the descriptions about these people's favorites objects. Underline the adjectives. Match with the correct picture.



1. I have a new electric scooter. It's powerful, modern and heavy. It isn't expensive. I use it to go to school.
2. My cellphone is really sleek. It is compact, I don't have any problem to carry it in my small pockets. It has a high-tech camera and the best part it is affordable. I love it.
3. My parents have an old television. It's big and heavy, rectangular television set.
4. I have a bid teddy bear. It's cute and soft. It has a colorful ribbon around his neck. Its name is Bobby.



## Describing places!



**WARM UP > GUESSING GAME!** Describe an object from your classroom or school and have the class guess!

**READING AND LISTENING SKILLS >** Read and underline the adjectives you find in the following text:

The city of Mazatlan. It's a very famous touristy city located in the state of Sinaloa. Many attractions you would find if you decide to visit this heavenly place. There is a beautiful cathedral, there is a light house which is considered the second tallest in the world, there is a beautiful theater with a lot of history, there is an old historic center, there is a long malecon where you can skate or ride in your bike, there is a variety of seafood dishes that you can enjoy shortly fresh, there is an old market just in the heart of the city which dates back to 1895.

Well, Mazatlan in short, is a place that you must visit. So, do not hesitate and come here!



**VOCABULARY** *in action* > I. Work with a partner and find out the meaning of these words. Then share with the class.

Beautiful  
Clean  
Noisy

Fancy  
Famous  
Crowded

Cheap  
Expensive  
Rustic

Modern  
Old Fashioned  
Touristy

Boring  
Unique  
Lively

Amazing  
Heavenly

II. Match the place with the description.

- |                  |     |  |
|------------------|-----|--|
| a. Hotel         | [ ] | Many people get married here.                    |
| b. Restaurant    | [ ] | You can eat popcorn while you watch a movie.     |
| c. Aquarium      | [ ] | To get there when you need to take a boat.       |
| d. Mall          | [ ] | You can book a room here.                        |
| e. Downtown      | [ ] | Many children come here to skate or ride a bike. |
| f. Market        | [ ] | Enjoy a delicious meal in here.                  |
| g. Beach         | [ ] | Watch the amazing sea life in this place.        |
| h. Movie theater | [ ] | There are many stores, restaurants, etc in here. |
| i. Square        | [ ] | It is the center of the city.                    |
| j. Cathedral     | [ ] | You can sit and read a book in this place.       |
| k. Lighthouse    | [ ] | Enjoy the sun and swim in here.                  |
| l. Islands       | [ ] | You can buy food, fruit, groceries in here.      |
| m. Park          | [ ] | People do some exercise and enjoy the view.      |



**GRAMMAR** › Indefinite article

- **a** (before a singular noun beginning with a consonant sound)  
**an** (before a singular noun beginning with a vowel sound)
- Use the article *a* or *an* to indicate any non-specified member of a group or category.  
*I think **an** animal is in the garage*
- Use the article *a* or *an* to indicate one in number (as opposed to more than one).  
*I own **a** cat and two dogs.*
- Use the article *a* before a consonant sound, and use *an* before a vowel sound.  
**a** boy, **an** apple
- Sometimes an adjective comes between the article and noun:  
**an** unhappy boy, **a** red apple

**LANGUAGE TIPS**

The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

- *an* apple
- *some* apples



Write A/AN with the following words.

- |                  |                    |                     |
|------------------|--------------------|---------------------|
| _____ market     | _____ building     | _____ cathedral     |
| _____ park       | _____ old theater  | _____ elegant hotel |
| _____ aquarium   | _____ central park | _____ beach         |
| _____ university | _____ museum       | _____ opera house   |



**WRITING** › Write a description of your favorite place in your hometown.

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**SPEAKING** › Read out loud the description you wrote in the previous activity.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can describe places.

I can identify the use of the articles a / an.

**W** **WARM UP** › Answer the questions and organize the answers in the chart.

- Mention 3 objects you can see in your classroom.
- Mention 3 school objects you have in your backpack.
- Mention 3 personal objects the teacher has.

Singular	Plural



**READING AND LISTENING SKILLS** › Read the text, then answer the questions.

**AT THE SUPPLY STORE**

**Alex:** Hey, can you help me pick out some supplies?  
**Sam:** Sure, what do you need?  
**Alex:** I need this pen right here. It writes very smooth.  
**Sam:** Got it. And do you see that notebook over there? The one with the blue cover?  
**Alex:** Yes, I'd like that one as well. It looks perfect for my classes.  
**Sam:** Alright. How about these markers? These are on sale today.  
**Alex:** Oh, nice find! I'll take these, too.  
**Sam:** And what about those scissors across the aisle? Those seem to be good quality.  
**Alex:** No, I don't think I need those. I already have a pair at home.  
**Sam:** Okay, I think we've got everything then. Let's go check out.

1. What item does Alex mention as writing smooth?
2. Which notebook does Alex choose?
3. What items are on sale that Alex decides to purchase?

**VOCABULARY** *in action* › School supplies vocabulary. Write the name of each object.



**GRAMMAR** > Demonstrative Adjectives

**This** is used for a singular item that is close to the speaker.

**That** is used for a singular item that is farther away from the speaker.

**These** is used for multiple items that are close to the speaker.

**Those** is used for multiple items that are farther away from the speaker.

**LANGUAGE TIPS**

	Near	Far
Singular	This	That
Plural	These	Those

Complete with the correct demonstrative adjective.

- \_\_\_\_\_ pencil is under the chair. (far)
- Bring \_\_\_\_\_ table into the classroom. (far)
- \_\_\_\_\_ are my sister's books. (near)
- \_\_\_\_\_ girl is born in Culiacan. (near)
- \_\_\_\_\_ house is far from downtown. (far)

Circle the correct word.

- This** / **Those** school is near my house.
- Is **that** / **these** your pencil on the teacher's desk?
- I like **this** / **those** jacket.
- Is **that** / **these** your notebook under the table?
- Look at **these** / **those** dogs.

**WRITING** > Work in groups. Read the conversation and write a different ending according to what you will buy. Remember using demonstrative adjectives.

**Ruby:** Hello, can I help you?

**Luis:** Yes, I'm looking for a blue backpack.

**Ruby:** Of course! I have some hanging on the left side of the wall.

**Luis:** Great! Can I see that one next to the black with flowers?

**Ruby:** \_\_\_\_\_

**Luis:** \_\_\_\_\_

**Ruby:** \_\_\_\_\_

**Luis:** \_\_\_\_\_



**SPEAKING** > Role play the previous conversation to the class.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can say if things are far or near to me.

I can difference singular to plural nouns.

I can identify school objects.

## What is this?



**WARM UP** > Look at the picture and put a check ✓ on the things you can see.

Chair



Book



Trash can



Desk



Backpack



Computer



Cardboard



Whiteboard



Lamp



Air conditioner



### READING AND LISTENING SKILLS

 > Listen and read the text.

- A:** Hey, do you have a pencil? I need one for the math test.  
**B:** Sorry, this is not a pencil. Let me find one for you.  
**A:** Thanks, but that one is not mine.  
**B:** These are not pencils. They are all markers. Let me check my bag.  
**A:** That's not necessary. I found one here. But now I need a sharpener.  
**B:** No problem, I have one in my pencil case.  
**A:** Oh, I see it. But it doesn't work, it's broken.  
**B:** Let's ask the teacher.  
**A:** Good idea.  
**B:** Wait, let's use this one instead. It's not perfect, but it should work for now.  
**A:** Alright, thank you. Let's sharpen these pencils quickly before the test starts. Done! Now, let's focus. That Math test won't solve itself.  
**B:** Absolutely. Good luck!

Read the conversation again. Write **T** for **True** and **F** for **False**.

- They sharpened the pencil.
- The teacher helped them.
- The test is about Science.

### VOCABULARY

*in action* > Match the words to their descriptions.

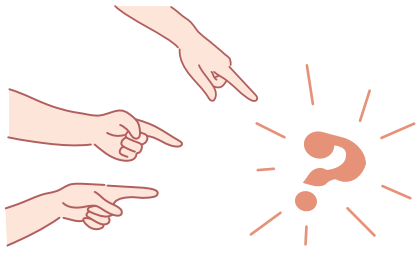
## WORD

- Chair  
 Book  
 Trash can  
 Desk  
 Backpack  
 Computer  
 Cardboard  
 Whiteboard  
 Lamp  
 Air conditioner

## DESCRIPTION

- a)** A device that cools and dehumidifies the air.  
**b)** A piece of furniture typically used for reading, writing, or working.  
**c)** A portable case designed to hold and carry items.  
**d)** An object found in classrooms and offices, used for writing or projecting images.  
**e)** A container for waste.  
**f)** An electronic device for storing and processing data, typically in binary form.  
**g)** A piece of furniture for one person to sit on, with a back, a seat, and four legs.  
**h)** A material made of thick, stiff paper, often used for packaging.  
**i)** A source of light, especially an electric one.  
**j)** A printed work on pages glued together and bound in covers.





**WARM UP** › Point different objects in the classroom and ask *What is this? What is that? What are these? What are those? Whose is this and that? Whose are these and those?*



**READING AND LISTENING SKILLS** › Read. Underline the demonstrative adjectives in the conversation.

**Sally:** Hey, Jack. Have you seen my backpack? I can't find it anywhere!

**Jack:** Maybe you left it somewhere else. Is that your backpack hanging near the door?

**Sally:** No, it isn't. My backpack is blue with a big star on front.

**Jack:** Okay, is that blue backpack with flowers over by the window yours?

**Sally:** No, mine has a star, not flowers. Are those some backpacks near the shelf?

**Jack:** Yes, let's take a look. Are any of these yours?

**Sally:** No, none of them are mine.

**Jack:** Is this notebook on the floor yours?

**Sally:** Yes, that's my notebook! I'll have to ask everyone around school if anyone saw my backpack.

Read the conversation again. Write **T** for **True** and **F** for **False**.

1. Jack lost his backpack. [ ]
2. Sally's backpack is blue. [ ]
3. She found the backpack. [ ]

### LANGUAGE TIPS

Remember we use:

→ This

→ That

→ These

→ Those

**VOCABULARY** *in action* › Unscramble the words in the correct form of the question.

1. that/ backpack/ yours/ Is /?

\_\_\_\_\_

2. Are / ? / colors / those /broken

\_\_\_\_\_

3. these / Whose / are / scissors /?

\_\_\_\_\_

4. is / that / there? / What /over

\_\_\_\_\_

5. Is / the / marker / that / teacher's / ?

\_\_\_\_\_

**GRAMMAR** > Demonstrative adjectives (interrogative)

To ask questions using demonstrative adjectives, start with the verb “to be” (**is** for singular, **are** for plural). Next, add the correct demonstrative adjective (object close or far, singular or plural). Then, you add the noun after the demonstrative adjective. Examples:



TO BE	DEMONSTRATIVE ADJECTIVE	NOUN	COMPLEMENT (OPTIONAL)	?
Is	this	a dog		?
Is	that	the book	you wanted	?
Are	these	your shoes		?
Are	those	the keys	you lost	?

Complete the questions.

1. Are these your markers? (Pointing to a bunch of markers on the table)
2. \_\_\_\_\_ your favorite book? (Holding a book)
3. \_\_\_\_\_ your new shoes? (Pointing to a pair of shoes)
4. \_\_\_\_\_ your teacher? (Pointing to a person across the room)
5. \_\_\_\_\_ your flowers? (Pointing to the garden outside)
6. \_\_\_\_\_ a nice song? (Pointing to the radio)
7. \_\_\_\_\_ your classmates? (Pointing to a group of people)



**WRITING** > You see a student running down the hall with a blue backpack with a star, but it's open and spilling everything everywhere. How can you ask Sarah if they're her objects using demonstrative adjectives? Write 5 questions.

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**SPEAKING** >

Work in groups of 4. Everyone switches their backpack, and each student chooses a few objects from that backpack. You take turns to ask questions using demonstrative adjectives (this, that, these, those) to know who owns that object. Example: *Is this your pen?*

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can identify demonstrative adjectives in singular and plural.

I can ask questions using demonstrative adjectives.

# My favorite place



**WARM UP** › Discuss. What is your favorite place in your town? Try to describe it.

## READING AND LISTENING SKILLS

› Read the text and answer the questions.

**Sam:** There are so many cool things here.

**Alex:** Thanks! Yeah, I like to keep it organized. Over there, by the window, there is a desk where I do my homework.

**Sam:** That desk looks great. I see there are some books on it. Do you read a lot?

**Alex:** Yes, I do. There is a bookshelf next to my bed. There are a lot of books on it.

**Sam:** I see. And there is a lamp on the nightstand. It must be useful when you read at night.

**Alex:** Absolutely. Also, there are some posters on the wall. They make the room more lively.

**Sam:** I noticed. There is a big poster of your favorite band, right?

**Alex:** Yes, there is. And there is also a small one of my favorite movie.

**Sam:** Cool! There are so many interesting things here. Oh, and there is a rug on the floor. It looks really comfy.

**Alex:** Yeah, I love that rug. It's really soft. There are some pillows on the bed too, which are super comfortable.

**Sam:** Nice! It looks like a perfect place to relax. There is even a chair by the window.

**Alex:** Yep, that's my reading corner. There is a great view from there.

**Sam:** I can see why you like spending time here. There is everything you need!

**Alex:** Exactly. It's my favorite place in the house.

a) What is the text about?

\_\_\_\_\_

b) Are there any objects on the wall?

\_\_\_\_\_

c) Is there a place in her room she uses to read?

\_\_\_\_\_



**VOCABULARY** *in action* › Look at the picture and write the correct number to each room of the house. Then look up the vocabulary of the furniture you find in the rooms of the house.

- 1 Bedroom \_\_\_\_\_
- 2 Bathroom \_\_\_\_\_
- 3 Living Room \_\_\_\_\_
- 4 Dining Room \_\_\_\_\_
- 5 Nursery Room \_\_\_\_\_
- 6 Basement \_\_\_\_\_
- 7 Garage \_\_\_\_\_
- 8 Laundry Room \_\_\_\_\_
- 9 Kitchen \_\_\_\_\_
- 10 Office \_\_\_\_\_
- 11 Deck \_\_\_\_\_



**GRAMMAR** > There is / There are (affirmative)

Use the word **There** and verb “to be” (is/are) to say something exists or is in a place. We use **there is** for singular nouns and **there are** for plural nouns.

- There is a stove in the kitchen.
- There is a restaurant in the station.
- There are two cafés in the shopping center.

We can say **there’s** instead of **there is**. We often say this when we speak. But **there is** has no short form for **there are**.

- There is a restaurant in the station. > **There’s** a restaurant in the station.
- There are two cafés. > ~~There’re~~ two cafés.

Look at the picture and complete the next sentences using **there is** or **there are** and prepositions of place.

- \_\_\_\_\_ a pencil \_\_\_\_\_ the notebook.
- \_\_\_\_\_ 7 books.
- \_\_\_\_\_ a notebook \_\_\_\_\_ the books and the pencil colors.
- \_\_\_\_\_ post-its \_\_\_\_\_ the wall.
- \_\_\_\_\_ pencil colors \_\_\_\_\_ the pencil can.



**LANGUAGE TIPS**

Prepositions of place: Show the location of a person or thing.



**WRITING** > Write a description of your favorite place in your house using **there is** and **there are**, and the prepositions of place.

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**SPEAKING** >

Share your description with a partner.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can identify differences between **there is** and **there are**.

I can describe my house using **there is** and **there are**.

I can use prepositions of place to describe my house.

**W** **WARM UP** > Check ✓ the items you have in your backpack today.

Post-it    Calculator    Compass    ruler    binder    Paper sheets    pen  
 markers    pencils    folder    eraser    ruler    tape    clips

**Discuss:** Is online shopping safe?

**READING AND LISTENING SKILLS** > A student has just received school supplies from an online shop. Read the conversation and circle the items.

**Miranda:** Hey John! Look at this box! I've just received my school supplies for this semester. Do you want to see what is inside?

**John:** Totally! Let's check! What is that?

**Miranda:** I think it's a clip box.

**John:** Is there a ruler?

**Miranda:** Yes, there is a ruler and there's a compass too.

**John:** Is there everything you ordered?

**Miranda:** I'm not sure. There is a calculator, a notebook, a binder, paper sheets, pens, but there could be something missing.

**John:** Are there markers?

**Miranda:** No, there aren't. I ordered some.

**John:** And pencils?

**Miranda:** No, there aren't any pencils. The box is too small for all I've ordered.

**VOCABULARY** *in action* > Read the list of school supplies Miranda ordered. Check ✓ the school supplies Miranda has just received for her online shopping. Cross out ✗ the missing ones.

**Miranda's order**

clip box	<input type="checkbox"/>	paper sheets	<input type="checkbox"/>
ruler	<input type="checkbox"/>	pens	<input type="checkbox"/>
compass	<input type="checkbox"/>	markers	<input type="checkbox"/>
calculator	<input type="checkbox"/>	pencils	<input type="checkbox"/>
notebook	<input type="checkbox"/>	eraser	<input type="checkbox"/>
binder	<input type="checkbox"/>		

**GRAMMAR** > There is / There are (negative)

For negatives, we use *there isn't* or *there's not* (= *there is not*) for singular and *there aren't* (= *there are not*) for plural.

*There isn't a pharmacy near the hotel.*  
*There aren't any restaurants near the hotel.*

We often use *there isn't a* + singular noun, *there isn't any* + uncountable noun and *there aren't any* + plural noun.

*There isn't a café near here.*  
*There isn't any milk.*  
*There aren't any toilets in the park.*

To show that the negative is important, we also often use *there is no* + uncountable noun and *there are no* + plural noun.

*There's no milk.*  
*There are no toilets in the park.*

**LANGUAGE TIPS**

Typically, “there is” or “there are” come at the beginning of the sentence. Example:

- *There is a beautiful garden in the backyard.*
- *There are many students in the classroom.*

**WRITING** > Help Miranda write a complaining email for the online company.

📧 New message
✍️

To: customerservice@shoponline.com

Subject:

Greetings,

I have received my order (#873234) and some items in the box are missing:

1. There isn't \_\_\_\_\_
2. There aren't \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

I hope you can send them as soon as possible or give me a refund for those items.

Thanks in advance,

Miranda

SEND
📎 📷 📄 😊 🗑️ ⋮

**SPEAKING** > 🧑🏫🧑🏫 **Pair work.** Write (or draw) 5 items in the box. Tell your partner what's in the box. Get a point every time you say correctly what there is and there are in the box.

Name	Points

**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can use *there isn't* and *there aren't* to form negatives sentences.

I can use classroom vocabulary.

## Organizing a sport event



**WARM UP** › Read the vocabulary below. Identify which words are new for you.

field medals nets basketball balls  
 referees uniform first aid kit bandages cones  
 bats helmets confidence joy excitement

**Discussion:** Have you ever attended a sport event?

**READING AND LISTENING SKILLS** › Read the conversation.

- John:** Hi Kim, what are you doing?  
**Kim:** I'm doing a checklist of missing items for the sport event. Can you help me?  
**John:** Sure!  
**Kim:** Can you check the locker? Is there a basketball ball?  
**John:** Yes, there is.  
**Kim:** Are there nets and cones?  
**John:** Yes, there are.  
**Kim:** Are there bats?  
**John:** Um... no, I can't see them. No, there aren't.  
**Kim:** Is there a first aid kit?  
**John:** Yes, there is, but it is empty.

Read the conversation again. Write **True** or **False** for each statement.

- There aren't bats. \_\_\_\_\_ There isn't a first aid kit. \_\_\_\_\_  
 There is a basketball ball. \_\_\_\_\_ There aren't cones. \_\_\_\_\_  
 There are nets. \_\_\_\_\_

**VOCABULARY** *in action* › Read the words. Use the words to complete the definitions.

referee

fan

scoreboard

trophy

medal

- \_\_\_\_\_ A person who makes sure that athletes play by the rules.
- \_\_\_\_\_ A person who supports a particular team or athlete.
- \_\_\_\_\_ A large cup often made of gold or silver. It's given to the winner.
- \_\_\_\_\_ A noticeable sign, which displays how many points each team has.
- \_\_\_\_\_ A round metal, often made in gold, silver and copper color. They are given to the best athletes.

**GRAMMAR > There is / There are (interrogative)**

For questions, we say *Is there* for singular nouns and uncountable nouns and *Are there* for plural nouns.

- Is there a café near here?*
- Is there any milk in the fridge?*
- Are there any toilets in the park?*

To answer, we say *Yes, there is* (not ~~*Yes, there's*~~) or *No, there isn't*, or *Yes, there are* or *No, there aren't*.

- Is there a café near here? Yes, there is. / No, there isn't.*
- Is there any milk in the fridge? Yes there is. / No, there isn't.*
- Are there any toilets in the park? Yes, there are. / No, there aren't.*

Complete the questions with *Is there* and *Are there*.

1. \_\_\_\_\_ helmets?
2. \_\_\_\_\_ bandages?
3. \_\_\_\_\_ a first aid kit?
4. \_\_\_\_\_ a uniform?
5. \_\_\_\_\_ a net?
6. \_\_\_\_\_ joy in the court?
7. \_\_\_\_\_ confidence in the competitors?
8. \_\_\_\_\_ stress in the team?
9. \_\_\_\_\_ any soccer balls?
10. \_\_\_\_\_ any baseball bats?

**WRITING >** In pairs. Create a conversation writing questions and answers according to the check list.

**CHECK LIST**

- |   |   |  |   |
|---|---|--|---|
| Medals       | ✓ | Cones   | ✓ |
| chronometer  | ✗ | Podium  | ✓ |
| balls        | ✓ | Trophy  | ✗ |

**LANGUAGE TIPS**

We can use *there is* and *there are* in many other verb tenses.

- *There was a storm last night. (Past simple)*
- *There were a lot of cars on the roads yesterday. (Past simple)*
- *There will be a lot of people at the shopping centre tomorrow. (Future simple)*

**SPEAKING >** 

**Pair work.** Practice your conversation with a partner.

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**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can ask questions using *there is* and *there are* to ask about the existence of singular and plural object.

I can use sports vocabulary.



**WARM UP** > Discuss. What kind of clothes do you like to wear? Do you wear formal or informal clothes?

Make a list of clothes you like.

**READING AND LISTENING SKILLS** > Read and listen to the story about what Michelle and Mike like to do and wear in different seasons.

Michelle and Mike are good friends. They study at the same school, so they have the same uniform. Michelle wears a skirt and a blouse, and Mike wears pants and a shirt.






























They both practice sports. They are good at playing volleyball, they wear t-shirts, shorts, sneakers and socks. In the summer, they usually go to the beach. They wear caps, shorts, t-shirts, sandals and swimsuits. In the rainy season, Mike plays soccer at the park with some friends. Michelle often stays home at the weekend and watches T.V. She wears comfortable clothes like shorts and a blouse.

Their favorite season is winter. Mike and Michelle enjoy skiing. They love wearing sweaters, pants, gloves and hats. Michelle and Mike are very close. They spend a lot of time together; they enjoy playing and studying hard.

**VOCABULARY** *in action* > Match the vocabulary with the correct clothes.



1. Coat
2. Scarf
3. Dress
4. Shoes
5. Glasses
6. Sunglasses
7. Gloves
8. Earrings
9. Bracelet
10. Necklace
11. Socks
12. Jeans
13. Sneakers
14. Boots
15. Cap
16. Tie
17. Sandals
18. Shorts
19. Suit
20. Hat
21. Ring
22. Belt
23. Purse
24. Jacket
25. Skirt
26. Pants
27. Shirt
28. T-shirt
29. Blouse

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**GRAMMAR > Phrasal verbs**

Phrasal verbs are verbal structures. The next ones are related to clothing.

- **Try on.** To put on clothes. *This skirt is beautiful. Try it on.*
- **Put on.** To put a piece of clothing on your body. *I put on my pajamas and go straight to bed.*
- **Take off.** To remove a piece of clothing. *Take off your shoes before you enter to my room.*
- **Go with.** To combine. *These shorts go with this t-shirt perfectly.*
- **Hang up.** To put your clothes on a hanger or hook. *Hang up your coat in the closet.*

**LANGUAGE TIPS**

**Phrasal verbs** are composed of two parts: a verb and an adjective, adverb, or preposition.

These combinations create new meanings that often differ from the original verb.

Read the text and write **T** for true and **F** for false.

Mike is in his bedroom. He is getting dressed for work. He takes off his pajamas and tries on some blue pants that are on the desk and a big red sweater on the bed. Oh, no! the pants are too short, and the sweater is too big. He puts on yellow pants, but they don't go with his new sweater. He must hang up the blue pants. He tries on a new shirt, these pants and this shirt fit him. His new white sneakers really go with his outfit. Beep! Beep! the school bus is here.

- \_\_\_\_\_ Mike isn't in the living room.
- \_\_\_\_\_ There are long brown pants on the desk.
- \_\_\_\_\_ A red sweater is too small.
- \_\_\_\_\_ There aren't any sneakers on the bed.
- \_\_\_\_\_ His white sneakers are old.



**WRITING >** Work in pairs. Write a short conversation using vocabulary about clothes.

Blank writing area with a red margin line on the left and blue horizontal lines.

**SPEAKING >** Talk to a partner about the clothes you wear when you go to:

- a party
- the beach
- the movies
- a concert
- a sport event

When I go to a party I wear...



**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can identify vocabulary about clothes

I can describe what people are wearing

I can use phrasal verbs related to clothing

# This jacket is mine



**WARM UP** > The teacher asks the class about possession in the classroom.

Whose backpack is this? Whose books are these? Whose cellphone is that?

## READING AND LISTENING SKILLS > Read, listen and practice.

### CONVERSATION 1:

**Luis:** Ok Charly, these are my jeans, and these are his.

**Charly:** Yes, you're right, and... is this your shirt?

**Luis:** Yes, it's mine.

### CONVERSATION 2:

**Ana:** These are my blouses, are these hers?

**Vanesa:** Probably, because theirs are black.

### CONVERSATION 3:

**Carlos:** This tie is mine, not yours.

**Ray:** Oh, I'm sorry. Are these your sunglasses?

**Carlos:** Yes, they are.

## VOCABULARY *in action* > Vocabulary Possessive Pronouns



Hers



Its



His



Ours



Your



Yours



Mine



Theirs

Write the correct possessive pronoun.

Examples:



This Jacket is mine.



Is that kite yours?



Ana has a dog. The dog is \_\_\_\_\_.



Luis has a cat. The cat is \_\_\_\_\_.



I have a pen. This pen is \_\_\_\_\_.



I like my car, but \_\_\_\_\_ is fabulous.



## GRAMMAR > Possessive Pronouns

A possessive pronoun is a pronoun that is used to indicate possession or ownership.

This is **my book**, not **your book** → This book is **mine**, not **yours**

<b>Mine</b>	This is my pen. It's mine
<b>Yours</b>	These jeans are mine, not yours
<b>His</b>	This is my father's car. It's his
<b>Hers</b>	This is my mother's blouse. It's hers
<b>Ours</b>	This is your classroom. Ours is next door.
<b>Yours</b>	You have a beautiful house. It's yours
<b>Theirs</b>	Their jeans are new. They are theirs

Complete the sentences with the correct possessive pronoun

mine yours his hers ours yours theirs

- A:** Is this your book?  
**B:** No, it's not \_\_\_\_\_. It's mine.
- A:** This is your brother's car. Isn't it?  
**B:** Yes, it's \_\_\_\_\_.
- This is my sister's skirt. It's \_\_\_\_\_.
- I love your jacket! I want to buy a new one.  
\_\_\_\_\_ is old.
- A:** Is this the neighbors' dog in our garden?  
**B:** Yes, it's \_\_\_\_\_.
- A:** Whose books are these?  
**B:** They are \_\_\_\_\_. We were looking for them.
- A:** Is that your car?  
**B:** No. We parked \_\_\_\_\_ on the other street.
- Hi dear students! How are you? This work is \_\_\_\_\_.
- A:** These are your children's sweaters, aren't they?  
**B:** Yes, they are \_\_\_\_\_.
- A:** This is Mary's necklace, isn't it?  
**B:** Yes, it's \_\_\_\_\_.

### LANGUAGE TIPS

Use **possessive pronouns** to clearly indicate ownership or association. For instance, instead of saying "That's his" specify with "That's his car" or "That's his book."



**WRITING** > Work in pairs. Write a short conversation using vocabulary about possessive pronouns.

**SPEAKING** >  Talk to a partner about the following questions.

What objects do you have in your backpack?

Whose books are these?

What clothes/objects does your classmate own?

### SELF-ASSESSMENT

Read the statements and write if it is true for you.

I can use possessive pronouns.

Yes

No

## Poster of an important person for you

1

Choose a person you admire. It can be a famous person, a friend, a family member, etc.

2

Write some questions you can answer about him/her.

3

Organize your information so you can make a poster of that person and include a picture of him/her.

4

- Include:
- Personal information
  - Physical appearance and personality
  - Interests or hobbies

5

Present the poster to the class.

### CO-EVALUATION



Checklist	Yes	No
Looked and selected relevant information		
Included all the requested requirements		
Finished the task on time		
Clearly presented the poster to the class		
We could improve at:		

You are  
**MY FAVORITE**  
*person*  
*because...*



PROJECT PROJECT PROJ  
PROJECT PROJECT F  
PROJECT PROJECT PROJ  
PROJECT PROJECT F  
PROJECT PROJECT  
PROJECT PROJECT PROJ

MODULE

# 2



# » Diagnostic

## I. Complete the sentences using demonstrative adjectives.

This is \_\_\_\_\_ book. (me)

\_\_\_\_\_ car is red. (they)

Is this \_\_\_\_\_ pen? (you)

## II. Transform the following sentences using the possessive.

The book of John - \_\_\_\_\_.

The car of my brother- \_\_\_\_\_.

The toys of the children- \_\_\_\_\_.

## III. Answer the next question:

Why are you studying English?

## IV. Use simple present tense to complete the exercise.

She \_\_\_\_\_ (not to go) to school every day.

I \_\_\_\_\_ (to eat) breakfast at 7 am.

They \_\_\_\_\_ (to live) in New York.

\_\_\_\_\_ he like pizza?

## V. Write how often do you do the next activities.

Play the guitar. \_\_\_\_\_

Go to the school. \_\_\_\_\_

Write a letter. \_\_\_\_\_

Eat sushi. \_\_\_\_\_

**W** **WARM UP** > Discuss. Is your family big or small? How many brothers and sisters do you have? Write a list of vocabulary about family.



### READING AND LISTENING SKILLS

> Read the text "My Family Tree". Then, answer the questions.

My family is big. I have 3 brothers and 3 sisters. My brother's names are Isaac, Joseph and Michael. My sister's names are Lilly, Nathalie and Laura and there is me, Nancy. We all live with my parents, Aurora and David. My dad has two brothers and one sister. His brothers are Liam and Tyler and his sister is Renata. My mom has one brother, his name is Lucas. I still have all of my grandparents. My mother's parents are Edward and Amelia and my father's parents are Emma and Robert. So, this is my family!

- My family has (including me):
  - Six members.
  - Five members.
  - Seven members.
  - Nine members.
- My parents live with:
  - My sisters.
  - My brothers.
  - their sons and daughters
  - My grandparents
- One of my brothers is:
  - Michael
  - Liam
  - Edward
  - Lucas
- The word "MOM" means:
  - Father.
  - Mother.
  - Grandmother.
  - Grandfather.
- My dad's sister name is:
  - Renata
  - Emma
  - Robert
  - Amelia
- My mother's parents are:
  - Emma and Robert
  - Aurora and David
  - Edward and Amelia
  - No one.

**VOCABULARY** *in action* > Unscramble the words below and write the correct family member.

d n u h b s a

t o e m r h

i f w e

s n r a n d a e g r t p

u t a n

Look at the following word search and find the words.

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

Grandfather	Cousins
Grandmother	Mother
Daughter	Father
Son	Uncle
Brother	Aunt
Sister	Children
Niece	Siblings
Nephew	Parents

**LANGUAGE TIPS**

The family tree shows how each family member is distributed and the relationship they have.

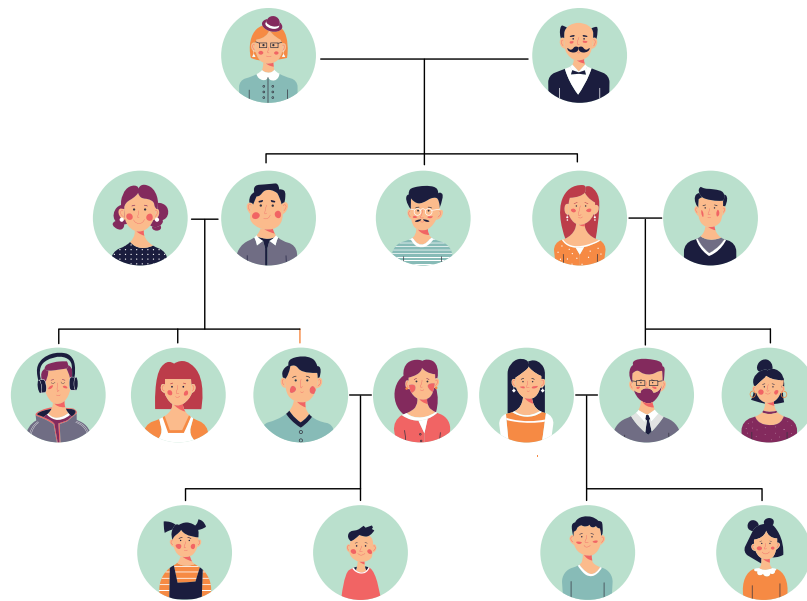
**GRAMMAR** > Look at the image to see the different relationships of each family member.

Personal pronoun + verb be + family member

*She is my grandmother Ana.*

Personal pronoun + verb be + Occupation

*She is a dentist.*



**WRITING** > Work in pairs. Write a short paragraph about the members of your family and what they do.

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**SPEAKING** > Share with your classmates the paragraph you wrote.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can identify vocabulary about family members

I can talk about my family



**WARM UP** > Discuss. Is this your backpack? Is that her book? Are these their cellphones? Is this our classroom?

**READING AND LISTENING SKILLS** > Read the text and answer the questions.

My name is Edward, and they are my two siblings Jacob and Alice. We are in our room. My hair is brown, but Jacob and Alice are very different. Her hair is blonde and his hair is black.

This is our room, it isn't looking good now, it is very disorganized. There are two pictures on the wall, one of them is of our cat, its name is Max, its hair is short and soft, he is 6 years old. There are three beds in our room, but my siblings' beds are not in the picture. Their beds are smaller than mine, my bed is also more comfortable. There is a big desk where we do our homework. My sister has a lot of make-up products, but her favorite hobby is to play videogames in her tablet.

There is a lamp and an alarm clock over my night table. My brother loves to read. Right now he is reading a sci-fi book, but he often let's them unfinished. I usually clean their mess at night. Our room is our favorite place.

1. How many brothers and sisters does Edward have?
2. What color is Alice's hair?
3. What's the name of their pet?
4. Whose bed is more comfortable?
5. What's Alice's favorite hobby?

**VOCABULARY** *in action* > Check if you have these objects in your bedroom:





**GRAMMAR** > Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	EXAMPLES
I	My	My boyfriend is handsome
You	Your	Your family is big
He	His	His siblings are older
She	Her	Her husband is intelligent
It	Its	Its food is outside
We	Our	Our grandparents spoil us
They	Their	Their cousins are hardworking
You	Your	Your children are naughty

**LANGUAGE TIPS**

Possessive adjectives should agree in number and gender with the noun they modify.

- For example, “my” is used with singular nouns (“my book”), while “our” is used with plural nouns (“our books”).

Complete the sentences using the correct possessive adjective.

1. Where is \_\_\_\_\_ book? Your book is on the desk.
2. We are waiting for \_\_\_\_\_ English teacher.
3. Martha goes to school with \_\_\_\_\_ brother.
4. Martin and Bob work in a car factory, \_\_\_\_\_ name is “Dadi Auto”
5. Mario is rich, \_\_\_\_\_ cell phone is very expensive.
6. We have two dogs, \_\_\_\_\_ names are Fuffy and Reira.
7. \_\_\_\_\_ favorite sport is volleyball; I practice every day.
8. My husband and I want to go to Paris, we want to see \_\_\_\_\_ historical monuments.
9. Two students didn't do \_\_\_\_\_ English homework.
10. I have a car, \_\_\_\_\_ color is black.

**WRITING** > Describe your bedroom.

Remember to use possessive adjectives.

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**SPEAKING** > Describe your bedroom to a partner, then listen to his/her description.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can use possessive adjectives

I can use vocabulary of room 's furniture.

# My family's house



**WARM UP** > Choose the correct sentence that describes the picture.

- a. Mary' baby is coming soon.
- b. Mary's baby is coming soon.
- a. The toy's dog is broken.
- b. The dog's toy is broken.



**READING AND LISTENING SKILLS** > Read the text. Add and 's or ' to the nouns in the reading below to make them possessive

## My family's house

Hello, my name is Karla and this is my house. This is my sister \_\_\_ room, its color is white. Her name is Stephany and her favorite colors are purple and pink. Stephany \_\_\_ hair is long and curly, and she is very intelligent. My parents \_\_\_ bedroom is big, it has a huge bathroom with a bathtub, and this is their balcony. My brother \_\_\_ name is Charles. His bedroom is small but very comfortable, it has a television and a desk with a laptop that he uses to do his homework. He is a very serious person. Charles \_\_\_ favorite color is black. Finally, this is my room, it's my favorite place of the house because I can rest and watch tv.

Read again and circle **TRUE** or **FALSE**

- |   |             |              |
|---|-------------|--------------|
| 1. Stephany's favorite colors are purple and white.     | <b>TRUE</b> | <b>FALSE</b> |
| 2. Stephany's hair is long and curly.                   | <b>TRUE</b> | <b>FALSE</b> |
| 3. The parents' bedroom is small, and it has a balcony. | <b>TRUE</b> | <b>FALSE</b> |
| 4. Charles' bedroom isn't comfortable.                  | <b>TRUE</b> | <b>FALSE</b> |
| 5. Charles' bedroom has a desk.                         | <b>TRUE</b> | <b>FALSE</b> |
| 6. Charles isn't a serious person.                      | <b>TRUE</b> | <b>FALSE</b> |
| 7. Karla's bedroom has a television.                    | <b>TRUE</b> | <b>FALSE</b> |

**VOCABULARY** *in action* > Complete the sentences with the vocabulary about family members.

1. My mother's sister is my \_\_\_\_\_.
2. My father's son is my \_\_\_\_\_.
3. My son's sister is my \_\_\_\_\_.
4. My brother's father is my \_\_\_\_\_.
5. My sister's mother is my \_\_\_\_\_.
6. My brother's son is my \_\_\_\_\_.
7. My sister's daughter \_\_\_\_\_.
8. My father's daughter is my \_\_\_\_\_.
9. My daughter's brother is my \_\_\_\_\_.
10. My father's brother is my \_\_\_\_\_.



**GRAMMAR** › Saxon Genitive

We can use possessive 's to talk about the relationship between people or to say who owns something. Possessive 's always comes after a noun or a name.

- We often use possessive's when we talk about family and friends.  
Grandma and Grandpa are my **dad's** parents. **Carmen's** best friend is Laura.
- It is possible to use more than one possessive in a phrase.  
We had a party at my friend's **father's** house.
- If a name or noun ends in s or is a plural noun, we add ' .  
Is that **James'** bag?  
That's **Chris'** office.  
My **sons'** toys are all over the floor.
- We can also use it to say that something belongs to someone.  
**Ana's** hair is very long.  
**My parents'** garden is beautiful.
- If something belongs to more than one person, and we give a list of names, the 's comes after the last name in the list.  
Carlos is Thomas and **Janeth's** son.

**LANGUAGE TIPS**

The **Saxon genitive** is commonly used with animate nouns (e.g., people and animals), but it can also be used with inanimate objects to denote possession or association.

- Example, "the car's engine" or "the country's economy."

Use the correct form of the genitive ('s) to fill the gaps. Follow the example.

1. This is Emily's blouse. (*Emily*)
2. Let's go to \_\_\_\_\_ house. (*Williams*)
3. The \_\_\_\_\_ parents are at work. (*Children*)
4. \_\_\_\_\_ sister is eleven years old. (*Peter*)
5. \_\_\_\_\_ and \_\_\_\_\_ daughters are twins. (*Christine-Ethan*)
6. \_\_\_\_\_ clothes are expensive. (*women*)
7. My \_\_\_\_\_ house is big. (*parents*)
8. \_\_\_\_\_ t-shirt is new. (*Charles*)
9. This is the \_\_\_\_\_ book. (*girl*)
10. These are the \_\_\_\_\_ uniforms. (*students*)

**WRITING** › Write five sentences about the possessions your family have using their names and the genitive ('s).

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**SPEAKING** ›

Talk to a partner about the possessions your family have using their names and the genitive ('s).

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can use the saxon genitive

# When is your birthday?



**WARM UP** › Answer the following questions with your personal information. Use the vocabulary from the box.

- When is your birthday?
- How do you celebrate your birthday?

## READING AND LISTENING SKILLS

Read the text and answer the questions.

One of the best days of my life is my birthday. I was born on July 31st, the feast day of Saint Ignacio, so my name is Ignacio but people call me Nacho.

I am very happy because every year my family organizes different activities. In the morning my parents and my siblings sing “Las Mañanitas” for me. Then we go to a Chinese restaurant for breakfast. There are delicious things to eat and of course, there is cake.

After that we go to the shopping center to buy gifts for me. I receive jeans, shirts, jackets and shoes.

On the afternoon, I go to “Las Glorias” beach with my family. We eat seafood, swim and play volleyball. We take a lot of photos.

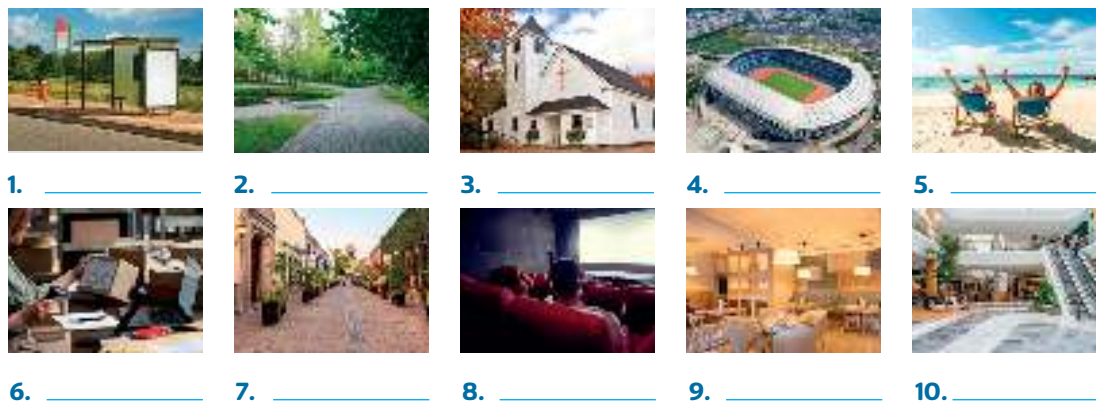
I love my family!

- What is his name? \_\_\_\_\_
- When is his birthday? \_\_\_\_\_
- Where does he usually go on his birthday? \_\_\_\_\_

## VOCABULARY *in action*

Label the picture with the name of the public place.

Stadium  
Church  
Cinema  
Shopping center  
Bus stop  
Beach  
Post office  
Restaurant  
Park  
Street



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

**GRAMMAR** > Questions: wh-questions

Wh-questions begin with *what, when, where, who, whom, which, whose, why and how*. We use them to ask for information.

WH-QUESTIONS	ANSWERS	USE
<b>Who</b> is your favorite singer?	Shakira for sure!	Use <i>who</i> to ask about a person.
<b>What</b> is your favorite season?	Spring is my favorite season.	Use <i>what</i> to ask about a thing.
<b>Where</b> is your mother?	My mother is in the church.	Use <i>where</i> to ask about a place.
<b>When</b> is your birthday?	It's on January 9th.	Use <i>when</i> to ask about a time

**LANGUAGE TIPS**

- You can greet people using Wh questions:
- **Formal:** Hello, how are you?
- **Informal:** Hi, what's going on?


**Unscramble the questions:**

1. name/ is/ your/ What/? \_\_\_\_\_
2. is/ your/ birthday/ when/? \_\_\_\_\_
3. from/ are /Where/ you/? \_\_\_\_\_
4. favorite/ actor/ is/ your/ Who/? \_\_\_\_\_
5. number/ is/ telephone/ your/ What/? \_\_\_\_\_
6. best/ your/ is/ friend/ Who/? \_\_\_\_\_

**WRITING** > Answer the questions from the last exercise with your personal information.

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



**SPEAKING** >  Ask the questions from the last exercise to your classmate.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can ask using wh- questions.

I can use vocabulary of public places

# What is your favorite season?



**WARM UP** › Think about the seasons of the year. Discuss the questions with your classmates.

- What are the seasons of the year? What kind of clothes do you wear on \_\_\_\_\_ (season)?

**READING AND LISTENING SKILLS** › Listen and read the text. Then circle the best title for it.

- a) The weather    b) Seasons of the year    c) My hobbies

I'm a Mexican girl. I love my country and its extreme weather. It depends on the region. I'm from Sinaloa and enjoy every season.

**Spring**, from March 21st to June 20th. My favorite season is spring because it's sunny and warm. There are many birds, flowers and butterflies. I wear dresses, jeans and sneakers. I can take walks or go on excursions with friends.

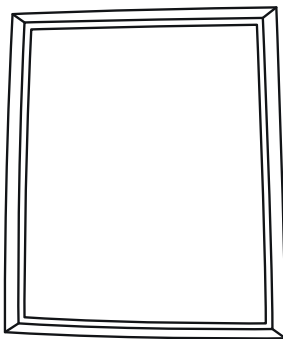
**Summer**, from June 21st to September 20th. This is the hottest season. I wear skirts, shorts, sandals, sunglasses and of course my swimsuit. Summer vacations start so everybody goes to the beach or the river.

**Autumn**, from September 21st to December 20th. This is the hurricane season. They hit the coasts with wind and rain. It's cool and cloudy so I wear jeans, jacket and shoes. I prefer to stay at home when leaves start to fall from the trees.

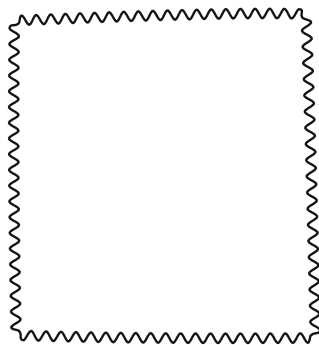
**Winter**, from December 21st to March 20th. The coldest season is winter. I wear coat, scarf, gloves and boots. I go out every day for Christmas posadas and New Year's Eve parties. What is your favorite season?

**VOCABULARY** *in action* › Make a drawing that represents each season of the year.

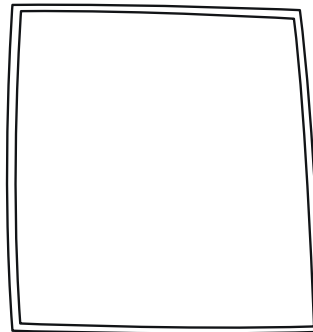
Spring



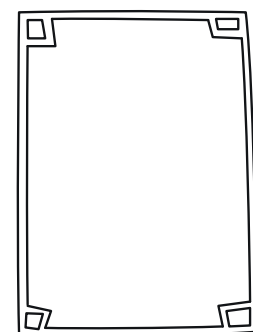
Summer



Autumn



Winter



**GRAMMAR** › Wh-questions

WH-QUESTIONS	ANSWERS	USE
<b>Which</b> one is your car?	The red one	Use which to ask about a few options.
<b>Why</b> are you happy?	Because it's my birthday.	Use why to ask about reason.
<b>How</b> are you?	I'm good, thanks.	Use how to ask about a way or condition.

**LANGUAGE TIPS**

We use **how** to introduce questions about measurements or amounts:

- **How old** is your grandfather?
- **How often** do you go to the movies with your friends?
- **How much** does a laptop cost these days?
- **How many** siblings do you have?
- **How far** is your house from school?

Fill in the spaces with **What, Who, Where, How, How old, When** or **Why**. Then match each sentence to the right picture:

- \_\_\_\_\_ is the climate in winter? It's very cold.
- \_\_\_\_\_ is Christmas? It's on December 25th.
- \_\_\_\_\_ is he? He is nine years old.
- \_\_\_\_\_ is your favorite season? My favorite season is autumn.
- \_\_\_\_\_ are you sad? Because I'm sick
- \_\_\_\_\_ is he? He is at the park.
- \_\_\_\_\_ are they? They are my cousins.



**WRITING** › Write a paragraph about your favorite season, describe the activities you like to do during this time.

**SPEAKING** › Share the paragraph you wrote with the group, read it aloud.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can use wh questions.

I can use vocabulary of seasons of the year.

# Why are you crying?



- Lili:** Hi, Mary!
- Mary:** What's up?
- Lili:** Where are you? Why are you crying?
- Mary:** I'm at the movie theater. I'm crying because I'm watching a sad movie.
- Lili:** What a scare, I thought something had happened to you. What kind of movie is?
- Mary:** It's a romantic movie, my favorites you know.
- Lili:** My favorites too, why didn't you invite me?



**WARM UP** › Answer the following question:

- What kind of movies are your favorites?

Share your answer with the class.

**READING AND LISTENING SKILLS** › Listen to the conversation and answer the questions.

- Mary:** Because you are working and you don't have time.
- Lili:** You're right. I need to work to pay my school.
- Mary:** Sorry, do you want to go out on Sunday with me? We could go to the new restaurant at the shopping center.
- Lili:** Yes, I do. Thank you so much for the invitation.
- Mary:** It's a pleasure, you know that I love you.
- Lili:** Me too. Thanks. See you.
- Mary:** Bye.

- a) Why is Mary crying?  
\_\_\_\_\_
- b) What kind of movies are her favorites?  
\_\_\_\_\_
- c) Why does Lili need to work?  
\_\_\_\_\_

**VOCABULARY** *in action* › What kind of movies do you like? Why?

- [ ] Action
- [ ] Adventure
- [ ] Animated
- [ ] Comedy
- [ ] Drama
- [ ] Fantasy
- [ ] Historical
- [ ] Horror

1. These films are serious and focus on the emotions of realistic characters and the conflicts they have.
2. They are based on real events in the past or sometimes just the time period is used as the setting and all events are fictitious.
3. Instead of real actors, drawn images (nowadays computer generated ones) are used to tell the story. Real actors are used for the voices.
4. This type of film has a lot of action scenes including violence (fighting, shoot-outs), car chases and often lots of explosions.
5. The objective is to scare / frighten the viewer. They often feature a monster, some type of evil entity or terrible/ frightening situation.
6. The main idea of comedies is to make the audience laugh. The main characters are constantly involved in funny situations.
7. Situations, places and/or events that don't comply with natural laws or settings. They often involve some form of magic.
8. This is a journey that often takes place in exotic locations and can involve exploration or a quest.



**GRAMMAR** › Why and Because

**Why** is a wh-word. We use **why** to ask about reasons and explanations. **Why** is only used to ask questions. When we answer questions with **why**, we must use the word **because**. When you start explaining the reasons, you start with the word **because**.

Example:

**Why** are you crying?

**Because** I'm watching a sad movie.

**LANGUAGE TIPS**

The main difference between 'why' and 'because' is that 'why' is used to ask about the reason and 'because' is used to introduce the reason.

Match the question with the correct answer:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. Why did you buy a new cell phone? | a. Because he loses his money.    |
| 2. Why is Juan sad?                  | b. Because I like dogs.           |
| 3. Why is Ana tired?                 | c. Because the old one is broken. |
| 4. Why are you late?                 | d. Because she worked all day.    |
| 5. Why did you get a pet?            | e. Because she got good grades.   |
| 6. Why is Luisa so happy?            | f. Because I fell asleep.         |



**WRITING** › What's your favorite movie, and why?

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**SPEAKING** › Share your answer with your classmates.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can make questions to ask for reasons.

I can answer to explain reasons


**WARM UP** › Discuss.

- What do you regularly do after school? Do you practice any sport?

**READING AND LISTENING SKILLS** ›

**John:** Hey, Sarah! How's it going?

**Sarah:** Hi, John! I'm good, thanks. Just getting ready for work.

**John:** Oh yeah? What time do you usually leave for work?

**Sarah:** I usually leave around 8:00 in the morning.

**John:** Nice. And what do you do after work?

**Sarah:** Well, after work, I usually hit the gym for an hour or so.

**John:** That sounds like a good routine. What about evenings?

**Sarah:** In the evenings, I usually cook dinner and then relax with a book or watch some TV.

**John:** Sounds like a nice way to unwind. Do you do anything special on weekends?

**Sarah:** On weekends, I like to go hiking or meet up with friends for brunch.

**John:** That sounds like fun! I should join you sometime.

**Sarah:** Absolutely! That would be great.


**Read the text again and answer the questions.**

- What's the text about?
- How does Sarah spend her evenings?
- What activities does Sarah enjoy on weekends?
- Does John have any special routines on weekends?

**VOCABULARY** *in action* › Hobbies Vocabulary

*Fishing*

*Traveling*

*Skiing*

*Flying a kite*

*Cooking*

*Doing gymnastics*

*Playing the drums*

*Playing the piano*

*Walking with a dog*

*Skateboarding*



# I don't like to sleep early



**WARM UP** › Act up your hobby. Let the class guess.

## READING AND LISTENING SKILLS

› Read the next conversation.

**Alice:** Hi, John. Do you enjoy doing activities at the lagoon?  
**John:** Yes, but I don't like swimming in the lagoon. Do you?  
**Alice:** Actually, I don't swim there either. The water is too cold for me. What about kayaking?  
**John:** I don't kayak at the lagoon. I prefer to kayak in rivers. Do you do any activities at the lagoon?  
**Alice:** Not really. I don't fish or boat there. I just like to walk around and enjoy the view. It's beautiful.  
**John:** My friend Sarah doesn't fish at the lagoon either. She thinks it's boring.  
**Alice:** Yes, I agree. Do you visit any other places for outdoor activities?  
**John:** Yes, I do. I usually go hiking in the mountains. What about you?  
**Alice:** I prefer the beach. I don't go to the lagoon often because I enjoy the ocean more.  
**John:** My brother doesn't enjoy the lagoon at all. He says it's too small and crowded.  
**Alice:** That makes sense. The ocean is a lot more fun.



Answer **true** or **false** according to the text.

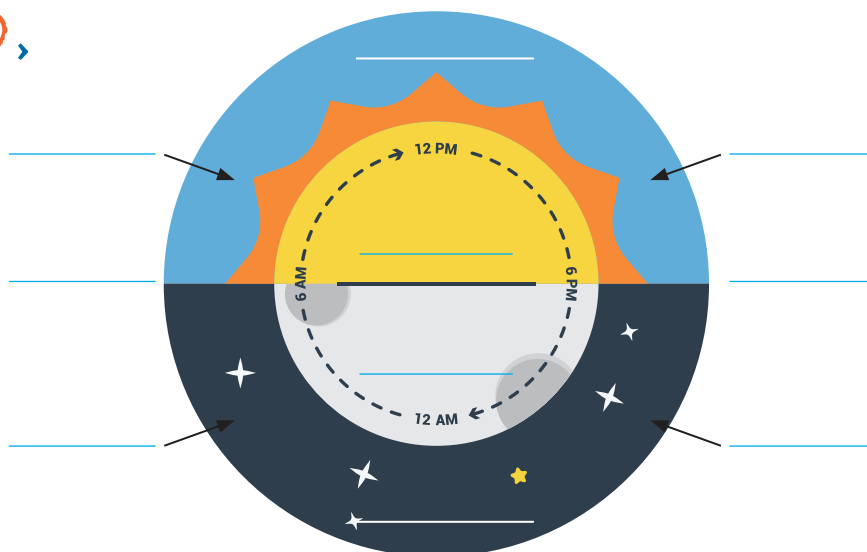
- They like to do outdoor activities. \_\_\_\_\_
- They like to do water activities in the lagoon. \_\_\_\_\_
- They prefer the ocean. \_\_\_\_\_

## VOCABULARY

*in action* ›

Parts of the day

midday/noon  
 sunrise  
 Day  
 midnight  
 morning  
 afternoon  
 evening  
 Night  
 sunset



**GRAMMAR** > Don't / Doesn't

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

SUBJECT		AUXILIARY		VERB
I/you/we/they	+	don't	+	go ...
he/she/it	+	doesn't	+	want ... like ...

**LANGUAGE TIPS**

Third person verbs lose the final 's' in negative sentences.

Eg.

Mary **likes** sushi

Mary **doesn't like** sushi.

**Change the sentences into the negative form**

- a. She plays the guitar.  
\_\_\_\_\_
- b. I want to do exercise.  
\_\_\_\_\_
- c. You cook lasagna on Sundays.  
\_\_\_\_\_

**Complete the sentences with do, does, don't, doesn't**

- a. \_\_\_\_\_ they come back on Saturday?  
Yes, they \_\_\_\_\_.
- b. \_\_\_\_\_ Cathy and Tamara do exercise in the morning?  
No, they \_\_\_\_\_.
- c. \_\_\_\_\_ my sister swim in The Lagoon?  
No, she \_\_\_\_\_.
- d. \_\_\_\_\_ the Lagoon has a hanging bridge?  
Yes, it \_\_\_\_\_.

**WRITING** > Write the things you don't usually do on weekends.

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**SPEAKING** > Fill in the chart with the activities you do and don't do during the day, then talk about this with your classmate.

Example: *In the morning, I wake up early. In the morning, I don't sleep late.*

Part of the day	Do	Don't
Morning	Wake up	Sleep
Midday (Noon)		
Afternoon		
Evening		
Midnight		

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use negative sentences in simple present

# My daily activities

**WARM UP** › Make a list on the board of activities you do in the morning, at noon and at night.



## READING AND LISTENING SKILLS

› Listen and read the text.

Hello! Get to know about Lisa. She's 33 years old, and she lives in a charming town called Cacalotan, located within Rosario, Sinaloa. She's happily married and blessed with two wonderful children.

Her day typically begins at 5:30 in the morning. She starts by brushing her teeth, followed by a refreshing shower. After that, she gets dressed and puts on makeup before heading off to work. As a teacher, her day begins at 7:00 a.m.

She takes a brief break around 9:30 to enjoy her breakfast. In the afternoon, she returns home promptly at 4:00. Once home, she loves spending quality time with her family. They often head out to the park together to do some exercise and enjoy each other's company. It's a wonderful way for her to unwind after a fulfilling day of teaching.

Read the text again. Write down verbs that Lisa uses to describe her daily routine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## VOCABULARY *in action*

› Daily routines. What other activities can you include?



**GRAMMAR** > Simple Present (3rd person singular)

In the third person singular the verb **always ends in -s.**

-es	-ies	-s
Verbs that end in -ch, -sh, -es, -ss, -x.	Verbs which end in a consonant and -y remove the -y and add -ies.	Verbs which end in all other letters.
For example: <i>Watch- Watches, Fix- fixes</i>	For example: <i>Study-Studies, Apply-applies</i>	For example: <i>Take-Takes, Listen-listens</i>

**LANGUAGE TIPS**

Simple present tense is not used for events that are happening at the time of speaking. In that case, we use the present continuous tense:

- Simple present: I love chocolate.
- Present continuous: I'm eating chocolate.

Complete the sentences with the correct form of the verbs.

- Lina \_\_\_\_\_ (work) in the University.
- Cath \_\_\_\_\_ (study) in Mazatlan.
- Tom \_\_\_\_\_ (go) to the gym every day.

**WRITING** > Write about the daily routine of someone you know, you can use the verbs from the box.

- |                 |                |
|-----------------|----------------|
| Drink water     | Have lunch     |
| Do exercise     | Fix the hair   |
| Watch TV        | Walk every day |
| Eat vegetables  | Take a shower  |
| Clean the house | Brush teeth    |
| Practice sport  | Finish school  |

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**SPEAKING** > Work in pairs. Talk about Mark's daily Routine.

Eg. He wakes up at 7:00 am.

7:00 am	Wake up
7:30 am	Eat Breakfast
8:00 am	Go to work
3:00 pm	Go home
5:00 pm	Watch tv
7:00 pm	Do exercise
9:00 pm	Brush teeth
10:00 pm	Sleep

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use the simple present tense in the third person singular.

# Do you have a favorite movie?



**WARM UP** ▶ Brainstorm. Talk about movie genres. Do you have a favorite movie?

**READING AND LISTENING SKILLS** ▶ Read the conversation between two friends discussing their movie preferences.


**Anne:** Hey, how are you?  
**Ben:** I'm doing great, thanks for asking. How about you?  
**Anne:** I'm good, too. So, what's your favorite movie genre?  
**Ben:** I'm a big fan of action movies. They're so exciting!  
**Anne:** Nice choice! Action movies can be really thrilling. Are there any action stars you admire?  
**Ben:** Yeah, definitely. I think Dwayne Johnson is awesome. He's so charismatic on screen.  
**Anne:** Totally agree. He's a powerhouse in action films. What about comedies? Are you a fan?  
**Ben:** Oh yeah, for sure. I love a good comedy. They always make me laugh.  
**Anne:** Same here! Do you have a favorite comedy movie?  
**Ben:** Hmm, that's a tough one. But I'd say "Superbad" is a classic for me. It's hilarious!  
**Anne:** Oh, I love "Superbad" too! It's a comedy gem. So, do you watch movies at the theater or at home more often?  
**Ben:** I prefer watching movies at home. It's more convenient, and I can pause whenever I need a snack break.  
**Anne:** That makes sense. Watching movies at home can be cozy. Well, thanks for chatting about movies with me!  
**Ben:** No problem at all. It was fun! Let's catch up and watch a movie together sometime.

Answer **T** for true or **F** for false.

- Ben's favorite movie genre is romance [  ]
- Anne agrees that Dwayne Johnson is a charismatic action star. [  ]
- Ben prefers watching movies at the theater. [  ]
- Anne's favorite comedy movie is "Superbad." [  ]
- Ben watches movies at home because it's more enjoyable. [  ]

## VOCABULARY *in action* ▶

What other words can you include?

  
 movie theater (US)  
 cinema (UK)

  
 movie (US)  
 film (UK)

  
 movie star (US)  
 film star (UK)

  
 main character

  
 villain

  
 director

  
 drama

  
 hero

  
 cartoon

  
 musical

  
 science fiction

  
 thriller

  
 comedy

  
 action movie

  
 horror



**GRAMMAR** › Yes/No questions are basic questions in English. The answer is yes or no.

**1. Be**

**Be + Subject + Adjective/Noun**

Questions with Be only go with an adjective or noun. This is because be is a verb, so you do not need another verb.

Are you a teacher?	Yes, I am	No, I'm not
Is she Canadian?	Yes, she is	No, She isn't
Are they from Brazil?	Yes, they are	No, they aren't
Is David tired?	Yes, he is	No, he isn't

**2. Do/Does**

**Do/Does + Subject + Verb**

Do you like pizza?	Yes, I do	No, I don't
Does she have a brother?	Yes, she does	No, she doesn't
Do they want a drink?	Yes, they do	No, they don't
Does he use his phone?	Yes, he does	No, he doesn't

**LANGUAGE TIPS**

The important difference is if the sentence has a verb or not. If it has a verb, use do or does:

- Do you live in France?
- Does she like hockey?

If it does not have a verb, use be:

- Are you happy?
- Is she tall?

**WRITING** › Imagine that you want to invite a friend to the movies tomorrow, what questions would you ask him/her to find out if he-she is available and what his/her movie preferences are.

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**SPEAKING** › Ask your questions to a classmate.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can make yes/no questions in simple present.

I can identify movie's vocabulary.

# What do you do in the morning?



**WARM UP** › Game. Play Simon says with verbs in simple present.  
Eg. Simon says close your eyes



**READING AND LISTENING SKILLS** › Read the text below and answer the questions.

Sarah goes to the park every Sunday. She loves spending time outdoors. When she arrives there, she walks around the park and admires the beautiful flowers. Then, she sits on a bench and reads a book. After reading for a while, Sarah decides to have a picnic. She unpacks her lunch and enjoys the sandwiches she made earlier. Once she finishes eating, she decides to feed the ducks at the pond. Sarah loves watching the ducks swim and play in the water. Finally, as the sun starts to set, she gathers her things and heads home, feeling relaxed and happy.

1. Who goes to the park every Sunday?
2. What does Sarah do when she arrives at the park?
3. Where does Sarah sit to read her book?
4. What does Sarah do after reading for a while?
5. What does Sarah do once she finishes eating her lunch?
6. What does Sarah enjoy watching at the pond?
7. When does Sarah do all those things?



**VOCABULARY** *in action* › Check what activities you do.



## Morning Routine

- Wake up
- Eat breakfast
- Brush teeth
- Put on shoes
- Get dressed
- Make bed
- Fill up water bottle
- Do laundry
- Brush hair

## Evening Routine

- Eat dinner
- Brush teeth
- Clean up
- Take a shower
- Go potty
- Turn off the light
- Brush hair
- Read a book
- Put on pajamas

**GRAMMAR** > Wh- questions

are questions that use specific words starting with the letters “wh,” like “who,” “when,” and “what.” “How” is also often included in this list. These words are often used when we want to request specific information from someone or something.

The most common Wh- question words in English are: “who,” “what,” “where,” “when,” “why,” “which,” “whose,” and “how.”

WH QUESTION	DESCRIPTION	EXAMPLE
Who	Use “who” to ask about a <b>person</b> .	Who is the new teacher?
What	Use “what” to ask about a <b>thing</b> .	What movie do you want to watch?
Where	Use “where” to ask about a <b>place</b> .	Where do you live?
When	Use “when” to ask about <b>time</b> .	When do you start your new job?

**LANGUAGE TIPS**

When asking about clock time, we use “what time.”

- Eg: What time is it?

**WRITING**

> You need to interview a classmate about his/her daily routine. Write a series of questions using “wh” words (who, what, where, when) in the simple present tense.

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**SPEAKING**

> Pair up with a partner. Take turns asking and answering the questions you wrote. Try to ask follow-up questions to keep the conversation flowing.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can make Wh questions with what, when, who and where.

I can make questions to ask about daily routine in simple present.

I can identify vocabulary about daily routine.

# Why do you like that book?



## WARM UP > Discuss.

Do you like reading? What's your favorite book? What's the book about?

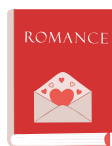
### READING AND LISTENING SKILLS > Read the next conversation and underline the Wh-Questions you find.

- A:** Why do you enjoy reading books?
- B:** I love reading because it allows me to escape into different worlds and learn new things.
- A:** That's cool. How often do you read?
- B:** I try to read a little bit every day, even if it's just for a few minutes before bed.
- A:** Nice! Which book genres do you usually read?
- B:** I'm a big fan of fantasy and mystery novels. I enjoy getting lost in magical realms or solving thrilling mysteries.
- A:** Those sound interesting. Whose book recommendations do you trust the most?
- B:** I usually trust my sister's recommendations. We have similar tastes in books, so I know I'll enjoy what she suggests.
- A:** That's convenient. How do you choose which book to read next?
- B:** I often browse through bookstores or check out online reviews to find something that grabs my interest.
- A:** That sounds like a good approach. Which book are you currently reading?
- B:** I'm currently reading "The Night Circus" by Erin Morgenstern. It's enchanting!
- A:** Oh, I've heard great things about that book. Why do you think reading is important?
- B:** I think reading expands our minds and fosters empathy by allowing us to see the world through different perspectives.
- A:** That's a profound vision. How do you feel when you finish a really good book?
- B:** I feel a sense of fulfillment and sometimes a bit sad that the journey with the characters has come to an end.
- A:** I can relate to that. Well, thanks for sharing your thoughts on books with me!
- B:** No problem at all. It was great discussing one of my favorite hobbies with you!

## VOCABULARY

*in action*

> Brainstorm. Write on the board the name of a book you know that corresponds to the indicated genre.



romance



biography



crime fiction



autography



travel writing



science fiction



fantasy



cookbook



guidebook



self-help



textbook /  
course book



humor (US)  
humour (UK)

**GRAMMAR** › Wh- questions

WH QUESTION	DESCRIPTION	EXAMPLE
Why	Use “why” to ask about a <b>reason</b> .	Why do you like reading so much?
Which	Use “which” to ask about a <b>choice</b> .	Which do you prefer, chicken or steak?
Whose	Use “whose” to ask about <b>possession</b> .	Whose book is this?
How	Use “how” to ask about a <b>method/way</b> .	How do you turn on this computer?

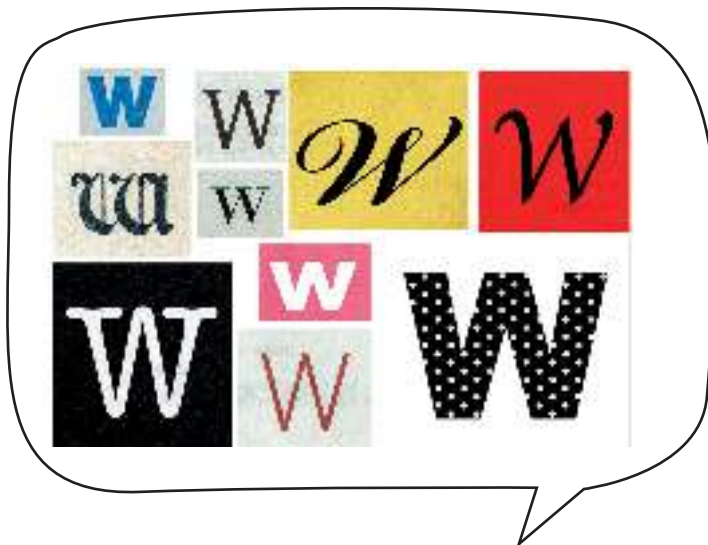
**LANGUAGE TIPS**

Questions with “how” also often involve the way someone is feeling

- How are you?
- How do you feel?

Complete the next questions using why, which, how and whose.

1. \_\_\_\_\_ do you feel today?
2. \_\_\_\_\_ shoes are those?
3. \_\_\_\_\_ are you home today?
4. \_\_\_\_\_ do you make a salad?
5. \_\_\_\_\_ English is important?
6. \_\_\_\_\_ do you like, orange or black?



**WRITING** › Cut up 5 cards. Write down Wh- questions on every card to ask your classmates. *E.g., What’s your favorite dish? Why do you study English? Who’s your best friend?*

**SPEAKING** › Get in teams of 4 students. Give your cards to the teacher. Shuffle them together and divide the cards up evenly. Take turns to ask the questions to your teammates.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can make Wh questions with why, whose, how and which.

I can identify vocabulary about book genres.

# I always skateboard on weekends



## WARM UP > Discuss.

How often do you use social media?

## READING AND LISTENING SKILLS > Listen and read the text. Answer the questions.

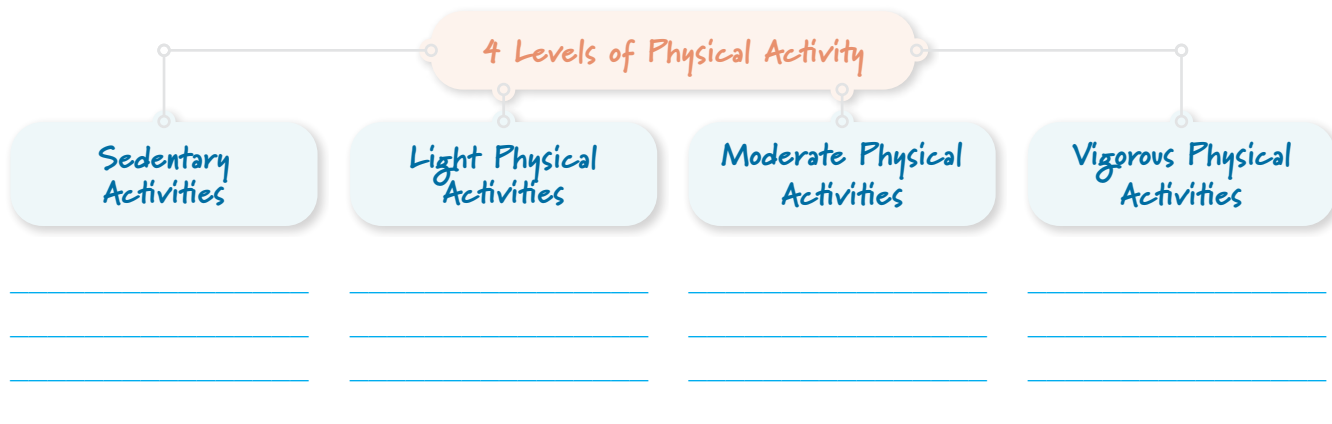
My name is Alex, this is what I do every day.

I always wake up at 5:30 a.m. I turn off the alarm clock and pet my dog. Then I take a shower and get dressed. After that, I brush my hair and teeth, I usually eat sunny side up eggs for breakfast. Sometimes I have cereal. I take the bus at 6:30 so I am rarely late for school. My classes start at 6:45 and end at 12 o'clock. After school I often go skateboarding at the park near my house. Then I go back home and eat lunch with my family. After that I regularly take out my dog for a walk and then do my homework. I eat dinner with my brother late at night. I occasionally like to check social media and listen to music before going to bed. I never use my cellphone after 11. I go to sleep not later than 11:30.

1. What does Alex do after he wakes up?
2. How often does Alex eat cereal?
3. What does Alex do regularly?
4. What does Alex never do?

## VOCABULARY *in action* > Discuss with the class what activities you can relate to the 4 levels of physical activity. Write down your ideas.

Eg. Sedentary activities: Watch TV, read...



## GRAMMAR > Frequency adverbs

Adverbs of frequency always describe how often something occurs.

	ADVERBS OF FREQUENCY
I <b>always</b> wake up at 5:30 a.m.	Always 100%
I <b>usually</b> eat sunny side up eggs for breakfast.	Usually 90%
I <b>regularly</b> take out my dog for a walk and then do my homework.	Regularly 80%
I <b>often</b> go skateboarding at the park near my house.	Often 70%
<b>Sometimes</b> I have cereal.	Sometimes 50%
I <b>occasionally</b> like to check social media and listen to music before going to bed	Occasionally 30%
I am <b>rarely</b> late for school.	Rarely 5%
I <b>never</b> use my cellphone after 11.	Never 0%

### LANGUAGE TIPS

We can also use 'seldom' as an alternative to 'rarely', but it is not very common in modern English.

Complete the daily routine with the words from the box.

**sometimes brush(x2) listen eat check never take go**

I usually wake up at 7 o'clock in the morning. I \_\_\_\_\_ a shower and get dressed. Then I \_\_\_\_\_ my teeth and \_\_\_\_\_ my hair. I \_\_\_\_\_ breakfast. I take the bus at 8 o'clock and \_\_\_\_\_ to school. I \_\_\_\_\_ have lunch at school. I \_\_\_\_\_ social media after school. I \_\_\_\_\_ skip basketball practice.

### WRITING

> Write your daily routine using frequency adverbs.

### SPEAKING >

Ask your classmate and check ✓ how often does he/she usually do the activities. Add activities of your own.

Eg. How often do you get up early?

Activity / Frequency	Usually	Never	Always	Rarely	Occasionally	Sometimes
Get up early						
Walk the dog						
Eat breakfast						
Hang out with friends						
Eat healthy						
Take the bus						
Work						
Go to the movies						
Take a shower						

### SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes

No

I can use frequency adverbs

I can express my daily routine

I can identify 4 levels of physical activities

# How often do you play sports?



**WARM UP** › Make a list of activities you usually do on weekends using frequency adverbs.

**READING AND LISTENING SKILLS** › Listen and read the next conversation.

- Peter:** Hey, do you play any sports?  
**Sam:** Yeah, I play basketball. I go to the court every weekend with my friends.  
**Peter:** That sounds like fun! I usually go jogging in the park on Saturdays.  
**Sam:** Nice! I heard jogging is good for staying healthy. Do you enjoy it?  
**Peter:** Yeah, I really do. It's refreshing to be outdoors and get some exercise.  
**Sam:** Have you ever tried playing basketball?  
**Peter:** Not really, but I'm open to giving it a go sometime. It seems like a great way to stay active.  
**Sam:** Definitely! You should come with us to the court next weekend and play a game.  
**Peter:** Sounds like a plan! I'll give it a shot. Thanks for inviting me.

Answer **T** for true statements or **F** for false statements.

1. Peter likes to go hiking. \_\_\_\_\_
2. Sam likes to play basketball. \_\_\_\_\_
3. Peter plays basketball every day. \_\_\_\_\_

**VOCABULARY** *in action* › What sport do you practice?





**GRAMMAR** > Play, go and do

There are 3 verbs in English that you can use to say what sport you practice:

**play, go and do**

- For any sport that is a game (team sports), use the verb to play:  
You can play tennis, football, badminton, basketball, squash, hockey, and so on.
- If the name of the sport is an activity based on a verb and ends in -ing, then use the verb to go:  
You can go running, swimming, cycling, climbing, and so on.
- For any other individual sport or activity, use the verb to do:  
You can do sport, karate, yoga, athletics, ballet, and so on.

Complete the next sentences with the correct verb: play, go or do.

1. We often \_\_\_\_\_ camping in the summer.
2. All classes \_\_\_\_\_ gymnastics at school.
3. Alex is going to \_\_\_\_\_ judo this year.
4. Two people can \_\_\_\_\_ a game of tennis.
5. The boys like to \_\_\_\_\_ karate.
6. You need a team to \_\_\_\_\_ football.

**WRITING** > On your notebook, write a list of activities using do, play and go. Use the activities in the Vocabulary in action section.


Eg. I play soccer.

**LANGUAGE TIPS**

Careful! There are exceptions for activities ending in **-ing** where you need the verb do instead of the verb go:

- You do fencing, boxing, body-building, weight-lifting.

Why? It is a question of space! If you think about the **space** you need for boxing, fencing, body-building or weight-lifting, you can see it is very limited compared with activities such as swimming, sailing, cycling etc.

**SPEAKING** >  Work with a partner, ask him or her the next questions:

- Do you play any sports regularly?
- What sport do you play and how often do you play it?
- Where do you go to play your chosen sport?



**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can identify vocabulary of sports and physical activities.

I can use verbs play, go and do to talk about sports.

# A DAILY ROUTINE presentation



## What do you usually do at work?

To make your presentation:

1

Work in groups. Discuss the question:  
How's the day in the life of a professional or an employee?  
Write a list of professions or jobs you are interested in and find a person who works in that profession so you can interview them about their job.

2

Decide the questions you want to ask them about their daily routine, use Wh-questions and write them down, at least 10 or 15 questions.

3

Interview the professional and write down the answers, make sure to take pictures for your presentation

5

Remember to use the simple present tense, frequency adverbs and possessive adjectives when you make your presentation.

6

Decide how you will present the information to the class. You can use Power Point or Canva to make your presentation, make sure to include the pictures you took.

4

Select the information to use in your presentation in which you would have to write the questions and the answers. Remember that the simple present verbs must be in third person

7

Present the daily routine of a professional to the class.

### EVALUATION

Check if the student accomplished the following statements and what they can do to improve."

Yes

No

NAME:

Looked for the required information

Participated in groups.

Finished the task on time

Presented the presentation to the class

I can do this to improve:

MODULE

3



# » Diagnostic

## I. Choose the correct preposition

I left my keys \_\_\_\_\_ the kitchen table.

- a. in
- b. at
- c. on

We will meet \_\_\_\_\_ the library at 3 PM.

- a. in
- b. at
- c. on

## II. Fill in the blank with the correct conjunction:

I wanted to go for a walk, \_\_\_\_\_ it started raining.

- a. and
- b. but
- c. then

We went to the movies, \_\_\_\_\_ we had dinner.

- a. and
- b. but
- c. then

## III. Choose the correct form of "can":

I \_\_\_\_\_ swim very well.

- a. can
- b. can't
- c. could

\_\_\_\_\_ you help me with my homework?

- a. can
- b. can't
- c. could

## IV. Choose the correct modal verb:

You \_\_\_\_\_ finish your work before you go out.

- a. should
- b. must
- c. might

You \_\_\_\_\_ eat so much candy. It's not good for you.

- a. shouldn't
- b. can't
- c. might

## V. Identify whether the noun is countable or uncountable:

Water

- a. Countable
- b. Uncountable

Apples

- a. Countable
- b. Uncountable

Information

- a. Countable
- b. Uncountable

## VI. Choose the correct quantifier:

I don't have \_\_\_\_\_ money left.

- a. many
- b. much
- c. a few

She has \_\_\_\_\_ friends in the city.

- a. much
- b. a little
- c. a few





**WARM UP** › Brainstorm funny activities that you do in your daily life.



**READING AND LISTENING SKILLS** › Read and listen to the text. Circle the prepositions in, on, at.

*In Winter*, my sister and I go on holiday to Mazatlán. We usually go in December or January, especially at Christmas. We take a road on the 15th of December, and we arrive there at evening. The last time we traveled was in 2020, but due to the pandemic restrictions, and lockdowns, we weren't able to travel anywhere. My sister wants to go in the spring, but I think Mazatlán is more beautiful in winter. In the first few days, I just want to take things easy and do the things I enjoy doing. In the mornings, we like to walk around the Malecon. In the noon, we have lunch at different restaurants. In the afternoons, I am planning on going out for walks with my sister to explore new places, followed by eating out on the evenings and maybe go to the aquarium or go somewhere interesting at night.



**VOCABULARY** *in action* › Telling the time



2:00 - It's two o'clock.  
2:05 - It's five past two.  
2:10 - It's ten past two.  
2:15 - It's quarter past two.

2:20 - It's twenty past two.  
2:25 - It's twenty-five past two.  
2:30 - It's half past two.  
2:35 - It's twenty-five to three.

2:40 - It's twenty to three.  
2:45 - It's quarter to three.  
2:50 - It's ten to three.  
2:55 - It's five to three.

**GRAMMAR** > Prepositions

We use the prepositions in, on or at to say when something happens.

- **at** with clock times and mealtimes.
- **in** with parts of the day and longer periods of time such as months, seasons and years
- **on** with days and dates.



**Specific Time**

- At 5 o'clock
- At 12.30 am
- At sunset
- At the moment
- At sunrise
- At bedtime
- At noon
- At dinnertime



**Months, Years, long Periods**

- In the past/future
- In 1980
- In the 1970s
- In the next century
- In April
- In the Ice Age
- In the winter
- In summer



**Days and Dates**

- On Saturday
- On Tuesdays
- On 9 May
- On 12 April 2012
- On my birthday
- On New Year's Eve
- On Independence Day
- On Christmas

**LANGUAGE TIPS**

When we say last, next, every, this, we do not use at, in, on.  
Eg:

- *I went to London last June.* ✓
- *I went to London in last June.* ✗
- *He's coming back next Tuesday.* ✓
- *He's coming back on next Tuesday.* ✗
- *I go home every Easter.* ✓
- *I go home at every Easter.* ✗
- *We'll call you this evening.* ✓
- *We'll call you in this evening.* ✗

**WRITING** > Write your weekly schedule.

Use prepositions. For example:

1. **On** Monday I get up **at** 7 o' clock.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**SPEAKING** > Share your schedule with your classmate

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use the vocabulary to express my daily activities

I can specify the moment that happens the action

I can identify the prepositions

I can use correctly the preposition to express moments



**WARM UP** › Brainstorm activities that you do during the week.

What activities do you do weekly?  
What is your daily routine?

**READING AND LISTENING SKILLS** › Listen and read the conversation. What does Lucas describe?

### Morning tiredness

**Dani:** Hi! How did you sleep last night?

**Lucas:** I slept really bad; I didn't sleep like I usually do.

**Dani:** Why? What happened?

**Lucas:** I usually do my homework at 6:00 pm, then I take a shower and I go to sleep at 10:00 pm. But yesterday I went with a friend to buy things at the supermarket, and I went to sleep later than I usually do.

**Dani:** And did you wake up at the same hour that you usually get up?

**Lucas:** Sadly, not. I woke up at 6:00 am, when I always wake up at 5:30 am.

**Dani:** Really? And how did you arrive on time?

**Lucas:** I just dressed up instead of taking a bath and I ate cereal for breakfast instead of scrambled eggs.

**Dani:** Does your mom still work from home?

**Lucas:** Not anymore, so I have to make my own food. And what about you? Does your mom help you before you go to school?

**Dani:** Yes, she does. Everyday she cooks for me.

**Lucas:** I have big problems when my routine changes. I don't like it.

**Dani:** And... do you want to go back to your routine?

**Lucas:** I hope so.

Circle the words **and**, **but**, **then**.

**VOCABULARY** *in action* › Act up the following actions.



do my homework

go with a friend

go to sleep

get dressed

wake up

take a shower

have breakfast

take notes

text a message

drive a car



**GRAMMAR** > Conjunctions

We use words called conjunctions, like **and**, **but**, **then**, to join two parts of sentences.

- **and**: give more information, results, reasons, or unexpected information.
- **and/but**: are used to connect two sentences which are similar in grammatical status.
- **then**: is used to indicate what happens next.

**LANGUAGE TIPS**

We don't usually use conjunctions to start sentences when we're writing, but people do when they're speaking.

CONJUNCTION	USE	EXAMPLE
And	connect	I play the piano and guitar.
But	contrast	I run but don't swim.
Then	sequence	I get up early in the morning, then I take a shower,

Complete the sentences with the following conjunctions **AND**, **BUT**, **THEN**.

1. I play the piano \_\_\_\_\_ the guitar.
2. Mary likes pizza \_\_\_\_\_ she doesn't like sushi.
3. Jose runs in the park \_\_\_\_\_ he doesn't go to the gym.
4. Marty goes to school, \_\_\_\_\_ he takes a nap.
5. Jose reads books \_\_\_\_\_ he doesn't write poems.
6. I cook Chinese \_\_\_\_\_ Italian food.

**WRITING** > Write activities you do using the conjunctions **AND**, **BUT**, **THEN**.

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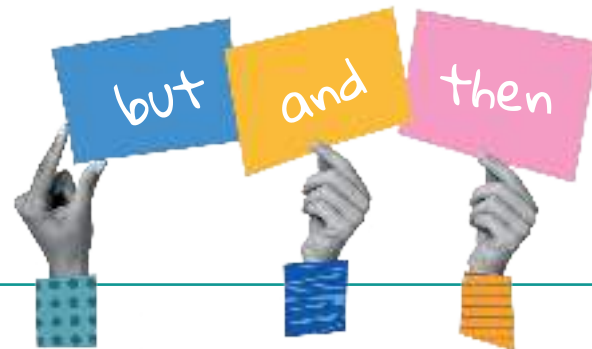
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**SPEAKING** > Discuss with the class what activities you like to do and which you do not do on the weekend. Compare with your partner what activities you have in common.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can use the conjunctions: and, then, but to talk about my week activities.



**WARM UP** › Brainstorm the pros and cons of having a daily routine.

**READING AND LISTENING SKILLS** › Listen and read the text.  
Answer the questions.

### Daily Routine.

My name is Karina. I usually get up **at** 5:30 A. M. from Monday to Friday, **but** on Saturdays and Sundays I get up 8:00 A M, **then** I get up, I take a shower **and** get dressed. I have breakfast with my brother, **then** we go to school. Sometimes we take the bus, **but** usually my mom takes us in her car.

I'm **at** school from 7 to 12:20, but **on** Mondays and Thursdays I take music classes from 1 to 3 **and on** Tuesdays and Fridays my brother **and** I take math tutoring after school.

When I finish my classes, I take the bus back home, **and** my brother goes to work with my dad **at** the bakery, I only help him **on** the weekend. When I get home, my mom is already waiting for me to eat together, **then** I do my homework to have time to help my mom do the housework.

Sometimes during the week my mom and I visit my grandma **and** we bring her some groceries for the week. We come back home, **and** I help my mom prepare dinner so that it is ready for when my dad **and** my brother return.

**Then** I watch some TV or a show in my computer **and** at about 10'clock I go to bed.

**On** weekends I like to go out with my friends, **but** I also help my father with his work. After helping at the bakery, my brother **and** I buy ice cream. Sundays are always for spending time with the family **and at** the end of the day we prepare everything we need for the week. I love living with family!

a) What is the text about?

\_\_\_\_\_

b) What does Karina say about her routine?

\_\_\_\_\_

c) What do you have in common with Karina's routine?

\_\_\_\_\_

**VOCABULARY** *in action* › Check the activities you usually include in your schedule.

- |   |   |
|---|---|
| <input type="radio"/> Go to school                                  | <input type="radio"/> Watching social media   |
| <input type="radio"/> Work out                                      | <input type="radio"/> Studying different topics (science, math, another language, etc.) |
| <input type="radio"/> Play video games                              | <input type="radio"/> Practicing sports   |
| <input type="radio"/> Go out with my friends                        | <input type="radio"/> Spending time with my family                                      |
| <input type="radio"/> Learn an art activity (music, painting, etc.) |   |

**GRAMMAR** › Organizing your schedule.

A schedule is a plan organized by time and you can use it to do your daily routine. This item can help you to know how your time is divided by the days of the week.

You can identify what activities can help you to make your schedule.

DAILY ACTIVITIES	ACTIVITIES TO IMPROVE YOURSELF	LEISURE ACTIVITIES
Go to school	Studying different topics	Play video games
Spending time with my family	Learn an art activity	Go out with my friends
Work out	Practicing Sports	Watch social media

**LANGUAGE TIPS**

**Daily activities** is a term to describe things we do regularly such as eating and going to school.

**Activities to improve yourself** are done to achieve a goal.

**Leisure activities** are done away from everyday responsibilities to rest, relax and enjoy life in your free time.

**WRITING** › Start your own schedule. Write activities you do during your week (daily activities, leisure activities and activities to improve yourself).

Time /Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**SPEAKING** › Share your schedule with your classmates.  
Eg. I go to school on Monday at 7:00.



**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can identify pros and cons of having a daily routine.

I can make my own schedule.



**WARM UP** > Discuss the next questions with two classmates.

1. What jobs and professions are important in your community?
2. What can they do?

**READING AND LISTENING SKILLS** > listen to the conversation and complete the text with the words in the box.

Police Officer      Bricklayer      Doctor

**Hellen:** Hi Mario! What are you doing?

**Mario:** I'm working on a project. I have to write an essay about important people in my neighborhood. Do you know anyone interesting?

**Hellen:** Yes, Mr. Perez is a \_\_\_\_\_, he can cure people and make them feel better.

**Mario:** Yes, and Sarah, Pedro's mom is a \_\_\_\_\_. She can put criminals in jail.

**Hellen:** I think she is brave; her job can be dangerous.

**Mario:** I can talk about Mr. Guzman too.

**Hellen:** But he is a \_\_\_\_\_.

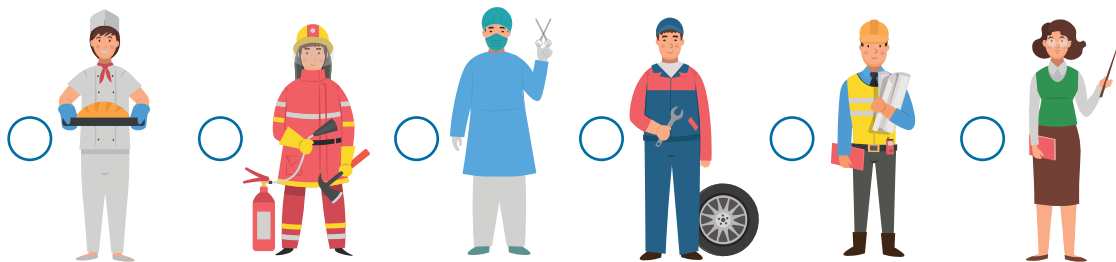
**Mario:** Yes, and without people like him, no one can have a house.

**Hellen:** You're right.

**VOCABULARY** *in action* > Match each profession with its ability.

- |                  |     |                                 |
|------------------|-----|---------------------------------|
| 1. A doctor      | [ ] | can prepare delicious food.     |
| 2. A teacher     | [ ] | can put off fires.              |
| 3. An architect  | [ ] | can do tricks.                  |
| 4. A dentist     | [ ] | can prescribe medicine.         |
| 5. A chef        | [ ] | can help students learn.        |
| 6. A mechanic    | [ ] | can take care of your teeth     |
| 7. A magician    | [ ] | can design a house or building. |
| 8. A firefighter | [ ] | can fix a car.                  |

Match the professions mentioned in the previous exercise. Can you identify the others?



**GRAMMAR** > Can

We use *can* to express possibility or to question possibilities:

We use *can* to say that someone has permission to do something:

We **can** go out whenever we want. Students **can** travel for free.

SUBJECT	AUXILIAR	VERB IN BASE FORM	COMPLEMENT
I	can	speak	Spanish.
You			
We		help	people.
They			
She		run	very fast.
He			
It			

**LANGUAGE TIPS**

Don't conjugate the modal verb *can*.

- Eg. *I can swim*  
*She can swim.*



**WRITING** > work in pairs. Complete the next sentences with your own ideas.

1. A nurse can \_\_\_\_\_
2. A carpenter \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**SPEAKING** > Talk about your family and their jobs.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can use "CAN" in affirmative form.

I can talk about jobs and professions.

I can identify the characteristic abilities of each profession.

# We can help!



**WARM UP** > Discuss: Is there a project at your community or school to help the environment?

Complete the bubble map, write words you relate with the word environment.



**READING AND LISTENING SKILLS** > Read the text and choose the best title.

- a) Save the dolphins.
- b) Global warming.
- c) Eco-friendly projects around the world.

Nowadays topics like Global warming, Recycling, New energies, and similar ones are all over the media. Young generations are aware of the impact of human beings, but also, are more involved in taking action to reduce human print worldwide.

Let's talk about three interesting projects to help the environment:

**Wecycle.** This project is in Nigeria, where only 40 percent of the garbage is collected. With this project people in bicycles collect garbage in the poorest towns in Nigeria, and they encourage

people to recycle garbage and they can exchange each kilogram for food, cellphone minutes or other basic home supplies.

**I:Co:** This project is in Switzerland, the goal is to collect old clothes, shoes and textiles. Once the clothes are gathered, they are classified then they can be resold, reused, or recycled.

**Urban CGI.** The last project takes place in Mexico. They produce the most eco-friendly bicycle in the world. It is made up of recycled paper, plastic bottles, and metal.

**Answer the questions:**

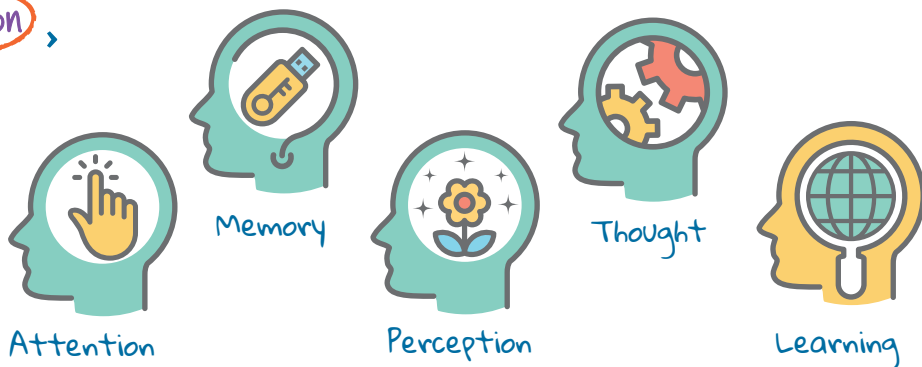
1. How many projects are mentioned?  
\_\_\_\_\_
2. In which countries do these projects take place?  
\_\_\_\_\_



## VOCABULARY *in action* >

Cognitive abilities that we can have for class.

- We can pay **attention**
- We can **memorize**
- We can **perceive**
- We can **think**
- We can **learn**



**GRAMMAR** > Can not (Can't)

It is often used when we think that something is impossible at the present moment.

We use it to express the negative meaning of ability, possibility, permission, and request in the context of an action. I **can't** go out with my friends. Students **can not** do their homework.

SUBJECT	AUXILIAR	VERB IN BASE FORM	COMPLEMENT
I	can not = can't	drive	a truck.
You			
We		ride	a horse.
They			
She		play	the drums.
He			
It			

**LANGUAGE TIPS**

The negative or interrogative form of a modal verb does not need an auxiliary, the verb in question is used for those purposes, for example:

- I can't swim
- Can you drive?

**WRITING** > Complete the next sentences with can or can't.

1. We \_\_\_\_\_ park the car here, it's for disabled people or pregnant women.
2. You \_\_\_\_\_ join the recycling club, we need more help.
3. They \_\_\_\_\_ deposit the plastic bottles here, this is a bin for organic garbage.
4. This is a bicycle lane, cars \_\_\_\_\_ drive here.

Change the next sentences from affirmative to negative form.

1. People can throw garbage on the streets.  
\_\_\_\_\_
2. Pets can stay at hospitals.  
\_\_\_\_\_
3. People can use their phones in the movie theater.  
\_\_\_\_\_
4. Children can buy alcohol.  
\_\_\_\_\_



**SPEAKING** >

Practice with a partner the negative sentences from the previous exercise. Then discuss if you agree with the statements.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

I can write negative sentences with "CAN'T".

I can use the negative form of "CAN".

I can talk about positive actions to help the environment



## WARM UP › Answer the questions.

1. Can you sing?
2. Can you play an instrument?
3. Can you speak a different language?
4. What skills or talents do you have?

## READING AND LISTENING SKILLS ›

Read the poster, then answer if the statements are **true** or **false**.

1. You can register via Instagram. [ ]
2. The event will take place on May 23rd. [ ]
3. You can't call for more information. [ ]
4. Anyone can participate. [ ]



## VOCABULARY



› Walk around the classroom and ask to different classmates if they can perform any of the following skills. If the answer is **yes**, write his/her name in the blank. Find someone different for each activity, don't repeat names.

FIND SOMEONE WHO CAN ...?	NAME	FIND SOMEONE WHO CAN...?	NAME
eat with chopsticks	Ben	draw	
do a headstand		ride a horse	
swim		sing	
cook Mexican food		follow instructions	
speak English		build legos	
dance hip hop		climb up a tree	
drive a car		drink coffee	

continue



FIND SOMEONE WHO CAN ...?	NAME	FIND SOMEONE WHO CAN...?	NAME
play chess		bake a cake	
run fast		whistle	
ride a bike		write in italics.	
skateboard		edit digital videos	
play the guitar		snap his/her fingers	

LANGUAGE TIPS

**Yes/No questions** are also called closed questions because there are two possible answers **YES** or **NO**.

**GRAMMAR** > Yes/No questions with Can

YES/NO QUESTION	AFFIRMATIVE	NEGATIVE
Can I use your phone?	Yes, you can.	No, you can't.
Can you bake a cake?	Yes, I can.	No, I can't.
Can your sister play chess?	Yes, she can.	No, she can't.

**WRITING** > Complete the exercise with can or can't.

- A:** \_\_\_\_\_ you play the guitar?  
**B:** No, I \_\_\_\_\_. But I \_\_\_\_\_ play the bass.
- A:** My mom \_\_\_\_\_ pick me up. \_\_\_\_\_ you give me a ride home?  
**B:** Yes, I \_\_\_\_\_. I'm leaving in 5 minutes.



**SPEAKING** >  Complete the conversation with a classmate, then practice.

- A:** Can you \_\_\_\_\_ ?  
**B:** No, I can't. But I can \_\_\_\_\_ .  
**A:** I can too.  
**B:** Can you \_\_\_\_\_ ?  
**A:** Yes, I can.  
**B:** Oh, that's amazing.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.	Yes	No
I can make questions using "CAN".		
I can talk about people's skills or abilities.		
I can ask and answer questions about skills and professions		

## WARM UP >

What is a biography?

- a. A summary of the contents of a book, article, or formal speech.
- b. The story of a real person's life.
- c. A short piece of writing on a particular subject.

What elements can you find in a biography? Check the boxes.

Last name	[ ]	Place of birth	[ ]
Favorite color	[ ]	Date of death	[ ]
Date of birth	[ ]	Favorite food	[ ]
Pet's name	[ ]	Occupation	[ ]
Achievements	[ ]	Name	[ ]

## READING AND LISTENING SKILLS > Read the conversation and answer the questions.

**Teacher:** Does anyone have questions about the Biography project?

**Marcos:** Yes teacher, can we work in teams of five?

**Teacher:** No, you can't, I asked you to form teams of four students.

**Leticia:** Can we do the presentation in Power Point?

**Teacher:** Yes, you can. You can use any digital program.

**Victoria:** Where can we look for information?

**Teacher:** You can research on the internet, magazines, or books.

**Joseph:** Can we talk about Porfirio Diaz?

**Teacher:** No, you can't. The famous person must be alive.

**Rodrigo:** Teacher, can we do the presentation in Spanish?

**Teacher:** No, you can't. You must speak in English.

1. Where can you find the information?
2. When can you deliver the project?
3. Which digital program can we use?
4. How many students can participate?

## VOCABULARY *in action* > We can make some request using the next vocabulary. Work with a partner and add some more requests.



Can you take a message, please?  
Can I help you? Can I do that for you?

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## WARM UP › Answer the questions.

1. Where can you buy a dress?  
\_\_\_\_\_
2. Where can you buy shoes?  
\_\_\_\_\_
3. In which occasions do you wear a formal outfit?  
\_\_\_\_\_

## READING AND LISTENING SKILLS › Read the next conversation, then practice with a partner.

**Sales Assistant:** Excuse me, can I help you?  
**Customer:** Yes, I need a dress for my prom.  
**Sales Assistant:** Can I show you any color?  
**Customer:** No, I'm looking for a blue dress.  
**Sales Assistant:** Okay. Can you come this way, please?  
**Customer:** I like these two. Can I try them?  
**Sales Assistant:** Of course.  
**Customer:** I like this one. Can I pay with a credit card?  
**Sales Assistant:** Sorry, we only accept cash.  
**Customer:** I don't have cash. Can I come later?  
**Sales Assistant:** Yes, you can. We close the store in two hours.  
**Customer:** Where can I find an ATM?  
**Sales Assistant:** There is one right on the corner.



## VOCABULARY *in action* › Write in the blanks the correct word.

Sales assistant

Customer

ATM

Cash



## GRAMMAR > CAN / CAN'T

We use CAN to talk about ability, possibility, permission.

SUBJECT	AFFIRMATIVE	NEGATIVE	QUESTIONS
I	<b>1. Ability or possibility:</b> • I can buy that belt. • He can ask for help by himself.	<b>Cannot = Can't</b> • You can't wait on the line. • We can't see the new arrivals. • I can't see the tickets.	<b>Can + subject + verb in simple present + ?</b> • Can you go shopping with us? • Can I try it on? • Can I park my car here?
You			
He	<b>2. Permission:</b> • You can use my credit card. • She can call to the store.		
She			
It			
We			
They			

### LANGUAGE TIPS

Use **CAN** to talk about the skills or abilities you have during an interview to get a job. E.G. *I can speak English and Spanish.*

### Complete the sentences with can/can't

Alexander \_\_\_\_\_ use the computer very well.

We \_\_\_\_\_ work on weekends, we go to school from Monday to Friday.

A sales assistant \_\_\_\_\_ take a 30 minutes break to have lunch.

### WRITING > Fill the gaps with a word or phrase from the box.

Can you speak      love work      Best about      use Subject:      To:

From:	charles.smith@fastmail.com
_____	hello@zeusstore.com
_____	I'm interested in the part time job

Hello! I am interested in a part time job as a cashier, I \_\_\_\_\_ clothes and fashion.  
 \_\_\_\_\_ send me more information \_\_\_\_\_ the job at your company?  
 I can \_\_\_\_\_ Spanish and fluent English too, I can \_\_\_\_\_ a computer very well, and actually I can \_\_\_\_\_ on weekends.  
 I hope to hear from you soon!  
 \_\_\_\_\_ regards, Charles Smith.

### SPEAKING >

Imagine that you and your partner are looking for a part time job, read the next advertisement, prepare your answers for an interview



Write your own e-mail applying for a job. Don't forget to write down your abilities.

### SELF-ASSESSMENT

Read the statements and write if it is true for you.	Yes	No
I can ask for help in a store.		
I can talk about my skills or abilities to get a job.		
I can use the modal verb can for questions.		

## Where can we stay?



### WARM UP > Discuss.

Where can you stay when you go on vacation?  
Do you prefer to stay at a hotel or a rental?

### READING AND LISTENING SKILLS > Read the next conversation and answer the following exercise.



Beautiful apartment  
with roof garden.  
Available March 11th  
– 14th



January 3rd.



Charles 5:23 p.m.

Hi, I'm interested in renting your apartment.  
Can I bring my dog with me?



Jessica 5:32 p.m.

Yes, our apartment is pet friendly.



Charles 5:33 p.m.

What time can we do the check-in?



Jessica 5:35 p.m.

The check-in is at 3:00 p.m.



Charles 5:36 p.m.

Can you send me the location?



Jessica 5:45 p.m.

The location is sent automatically  
after you make the payment.



Charles 5:46 p.m.

Can we smoke in the roof garden?



Jessica 5:50 p.m.

Yes, you can. The roof garden is open until midnight.  
You can listen to music at a moderate level.  
Remember you can't smoke inside the apartment, and  
you can never leave your pet alone.



Charles 5:52 p.m.

Thanks, I think we will rent the apartment.

**VOCABULARY** *in action* > Listen to the conversation and circle the pictures corresponding to the situation.

**A:** Can I smoke here?  
**B:** Sorry, you can't.



**A:** Can my dog get in the restaurant?  
**B:** Yes, we are pet friendly.



**A:** Hi, can we do the check in?  
**B:** Yes, you can. But your room will be ready in two hours.



**GRAMMAR** > CAN / CAN'T: ability, possibility, permission.

PERMISSIONS	YES	NO	WHY?
Can I take my dog to that country?	Yes		
Can I pay with cash in pesos?		No	Because here we use dollars
Can I enter with my country's passport?		No	Because you need a visa

**LANGUAGE TIPS**

**Permission**

Is the act of allowing someone to do something, or of allowing something to happen.

- They can't enter to the country without permission

**WRITING** > Write 3 question to ask permission or help in a hotel or restaurant in another country.

Eg. Can I take my dog in the restaurant?

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

**SPEAKING** > Role play. One student is a guest asking for help, the other is a receptionist answering.



**SELF-ASSESSMENT**

Read the statements and write if it is true for you. Yes No

I can make questions using CAN to ask for permission.

I can answer question about permission.



**WARM UP** › Answer the following questions.

1. What's your favorite fruit?
2. What's your favorite dish?
3. What's your favorite dessert?



**READING AND LISTENING SKILLS** › Read the conversation. **Underline the food vocabulary you find.**

**Emily:** Hi Fabian, are you busy? I need a favor.

**Fabian:** No, I am not, Emily. What do you need?

**Emily:** I'm trying to bake a delicious cake, but I don't have any idea how to make it. Do you know how?

**Fabian:** Listen carefully, you will need some flour, milk, eggs, butter, baking powder, sugar, chocolate, nuts, and if you want some cherries.

**Emily:** And what about the measures and quantities?

**Fabian:** Ok, let me check my grandma's personal recipe.

**VOCABULARY**

*in action*

› Write the name of the following nouns.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**GRAMMAR** > Countable and uncountable nouns







COUNTABLE NOUNS	EXAMPLE SENTENCE
Apples, eggs, tomatoes, etc.	I have two apples.
UNCOUNTABLE NOUNS	EXAMPLE SENTENCE
Oil, milk, ham, etc	I need some milk

Classify the nouns from the vocabulary section on the correct column.

Countable	Uncountable

**WRITING** > This is my shopping list. Write which products are countable or uncountable, then write a sentence.


Eg. "an apple is good for my breakfast"

PRODUCT	THIS PRODUCT IS	SENTENCE
 Potatoes	_____	_____
 Rice	_____	_____
 Juice	_____	_____
 Sausages	_____	_____
 Bread	_____	_____
 Banana	_____	_____

**LANGUAGE TIPS**

- **Noun:** is a word that names something, such as a person, place, thing, or idea.
- **Countable nouns:** they are things that we count, they can be in singular or plural.
- **Uncountable nouns:** they are things that we can't count, they are in singular
- **Irregular nouns**  
eg.: child, person, man, mouse, foot, woman, and fish.

**SPEAKING** >

 Share the sentences you made with a partner, and compare them.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can identify countable nouns.

I can identify uncountable nouns.

**WARM UP** › Brainstorm: Imagine you are at the supermarket. What would you buy? Make your list.

**READING AND LISTENING SKILLS** › Read the conversation. Underline phrases that have "there is" and "there are".

- A:** Hi, how are you? Long time no see you.
- B:** I'm fine, thanks. We should go for a coffee or lunch to catch up.
- A:** Great idea! So, how are you doing?
- B:** Well, I moved to another country, and I work as a chef in a fancy restaurant.
- A:** That's cool! what kind of food do you cook?
- B:** All kind, but mostly international cuisine. Do you like foreign cuisine? Have you tried many foreign dishes?
- A:** Mmm! Yes, I've tried some... I love specially sea food. You should teach me some recipes someday, I like cooking, but I don't know many recipes.
- B:** Of course, I have free time now, what recipe would you like to make?
- A:** What about shrimp salad?
- B:** Great idea.
- A:** What do we need?
- B:** 1 kg of shrimp, lettuce, apple, cream, mayonnaise, celery, salt, pepper, olives, chilis.
- A:** Let's check the refrigerator to see what ingredients I have. There is a lettuce, there are two chilis and a stick of celery...
- B:** Are there shrimps?
- A:** No, there are not. There aren't any olives or apples.
- B:** Well, let's go to the supermarket.

1. What ingredients do they need to prepare the salad? \_\_\_\_\_  
\_\_\_\_\_
2. What ingredients are there in the refrigerator? \_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY** *in action* › Match the containers with their names:



- |                                  |                               |                                 |                                    |
|----------------------------------|-------------------------------|---------------------------------|------------------------------------|
| <input type="checkbox"/> box     | <input type="checkbox"/> jar  | <input type="checkbox"/> bowl   | <input type="checkbox"/> bar       |
| <input type="checkbox"/> package | <input type="checkbox"/> can  | <input type="checkbox"/> loaf   | <input type="checkbox"/> container |
| <input type="checkbox"/> bag     | <input type="checkbox"/> roll | <input type="checkbox"/> bottle |                                    |

**GRAMMAR** > There is / There are

We use “there is” and “there are” to say that something exists or is in a place.

AFFIRMATIVE SENTENCES	NEGATIVE SENTENCES	YES/NO QUESTIONS
“There is” is used with singular nouns.		
There is an apple.	There isn’t an apple.	Is there an apple?
“There are” is used with plural nouns.		
There are three apples.	There aren’t apples.	Are there apples?

**LANGUAGE TIPS**

There is and there are - are usually combined with the particles ‘some’ and ‘any’ to indicate quantity.

Complete the next sentences using there is / there are.

- \_\_\_\_\_ some bananas in the fridge.
- \_\_\_\_\_ a bowl of delicious fruit salad in the fridge.
- \_\_\_\_\_ different kinds of pasta in the pantry.
- \_\_\_\_\_ a cup of hot coffee waiting for you.
- \_\_\_\_\_ a few bottles of wine in the wine rack.

**WRITING** > Look at the picture and write the food you see there, using there is / there are.

Example: There is an egg...

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**SPEAKING** > In pairs read to your classmate what food you looked and compare them.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.	Yes	No
I can use there is and there are in a sentence.		
I can identify when use there isn’t and there aren’t in a sentence.		
I can compare any type of food with my classmates.		



## WARM UP > Drawing game

1. Get in two teams **A** and **B**.
2. One member from Team **A** goes with the teacher and gets a flashcard with food vocabulary.
3. Draws it on the board.
4. The team **A** has to guess the word correctly to get one point.
5. Now Team **B** repeats steps 2 to 4.
6. The team with more points wins!

## READING AND LISTENING SKILLS > Read Melanie's routine.

**Melanie** gets up at 5:30 am, takes a shower, gets dressed and goes to the kitchen. In the kitchen she has yogurt, two eggs with ham, bacon, beans, a piece of bread, orange juice and a glass of milk for breakfast. She takes the bus to school. She has a cup of fruit and some water during the break. After school, she walks to go home. There, she has some soup with vegetables, rice, and some water for lunch. During the afternoon she does her homework and has some popcorn as a snack. At night, she puts her favorite pajamas on and then goes to the kitchen to have a light dinner: a sandwich with ham, lettuce and tomato, and a glass of chocolate milk. Then she gets ready for the next day and goes to bed at 9:30 pm.

What does Melanie eat and drink during the day? Write all the words related to food. Compare answers with a partner.

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## VOCABULARY *in action* > Identifying ingredients for a delicious breakfast, lunch and dinner with more than one food item. Write your own recipe.



Breakfast Meal: Hot cakes

**Ingredients:**

- 2 Eggs.
- 3 cups of pancake flour.
- 4 Spoons of butter.
- A cup of milk.
- A small bottle of maple syrup.



Lunch Meal: Bolognese Pasta

**Ingredients:**

- 2 Bags of spaghetti pasta.
- A bottle of bolognese sauce.
- A spoon of butter.
- 10 ground beef balls.



Dinner Meal: Sandwich

**Ingredients:**

- 2 pieces of bread.
- A slice of ham.
- A spoon of mayonnaise.
- Some lettuce.
- A slice of tomato and onion.
- A slice of cheese

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**GRAMMAR** > Containers / Quantities

**CONTAINERS OF FOOD**

**They** are objects that can be used to hold or transport countable or uncountable food.  
Eg. Cups, bottles, bags, jars, etc.

**WORDS TO QUANTIFY THE AMOUNT OF FOOD**

**Some:** an unspecified amount or number of food     **Spoon of:** a small amount of food     **Slice of:** a piece of food.

Complete the next sentences with quantities and containers.

1. There is a \_\_\_\_\_ of chocolate cake left for dessert.
2. There is a fresh \_\_\_\_\_ of bread on the counter.
3. There are \_\_\_\_\_ cookies in the \_\_\_\_\_ on the shelf.
4. There is a \_\_\_\_\_ of cereal on the table.
5. There are 3 \_\_\_\_\_ of soda in the cooler.

**WRITING** > From the vocabulary in action choose a recipe you want to prepare, write the steps.

Chosen meal:

\_\_\_\_\_

**Steps**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**SPEAKING** > Read and explain your recipe in front of your classmates and teacher.

**LANGUAGE TIPS**

- **Breakfast:** a meal eaten in the morning, the first of the day.
- **Lunch:** a meal eaten in the middle of the day, typically one that is lighter or less formal than an evening meal.
- **Dinner:** the main meal of the day eaten in the evening.

**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use words related to containers and quantities to talk about food.

I can identify ingredients for meals

I can make recipes

**WARM UP** > Discuss.

- How healthy is your diet?
- Do you usually eat vegetables?
- How often do you eat junk food?
- Does your family eat healthy food?



**READING AND LISTENING SKILLS** > Read, analyze and discuss what the following people say about the foods they like to eat.

My name is Robert. I'm 19 years old and I love going out to eat. Every weekend I go out with friends to eat fast food like hamburgers, sushi, tacos, pizza, etc. Although I eat a little fruit like apples, watermelon, pineapple, I don't eat any type of vegetables. I know it's not very healthy, but I really enjoy food and spending time with my friends.

Hello. I am Karina, I am 24 years old and I have been a vegetarian for 3 years, as I consider it to be one of the best ways to take care of my health and have a good lifestyle.

I do not consume any type of meat, which is why there are many fruits, vegetables and grains in my pantry and refrigerator.

I also consume a little dairy products such as milk, butter yogurt. Sometimes I indulge in desserts like ice cream and cupcakes.



Read the sentences and write **R** for Robert or **K** for Karina.

1. This person doesn't eat fried chicken. [ ]
2. This person consumes a lot of calories on the weekend. [ ]
3. You can find some dairy products in the kitchen. [ ]
4. This person prefers to go out with friends to take care of their nutritional health. [ ]

**VOCABULARY** *in action* > Complete the chart by writing the name of the food where it corresponds. Use a dictionary if necessary.

Sea food	Fast food	Meat	Sweets

## GRAMMAR > Quantifiers

Quantifiers are used to talk about quantity and amounts when using countable and uncountable nouns.

<p><b>Much, Many</b> and <b>A lot</b> are used to express a large quantity of something.  <b>Much</b> is for uncountable nouns, <b>many</b> for countable nouns, and <b>a lot (of)</b> for both.</p>	<p><b>Some</b> is used in countable and uncountable nouns in affirmative sentences.</p>	<p><b>A few</b> is used with countable nouns and a <b>little</b> is used with uncountable nouns</p>
<p>Examples:</p> <ul style="list-style-type: none"> <li>Take care of yourself! you are consuming a lot of sugar.</li> <li>Is there much juice in the jug?</li> <li>There are many apples in the refrigerator</li> <li>There are a lot of calories in this dish.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>I'd like some sugar for my coffee.</li> <li>I have two bananas for the salad.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>I just need a few lemons for my juice.</li> <li>I have a little soda for you.</li> </ul>

Fill in the blanks with the words in the box to complete the conversation. More than one option may be possible.

*Some, any, much, a few, many, a little*

**karla:** What do we need to prepare the salad?

**Julie:** Do you have \_\_\_\_\_ tomatoes?

**karla:** Yes, I have \_\_\_\_\_ of them.

**Julie:** And cucumbers?

**karla:** Yes, I have \_\_\_\_\_ too.

**Julie:** We're going to need \_\_\_\_\_ carrots.

**karla:** No problem, there are \_\_\_\_\_ of carrots.

**Julie:** How \_\_\_\_\_ olive oil do we need?

**karla:** Just a \_\_\_\_\_ oil.

**Julie:** I think that's all we need.

**karla:** Ok, let's prepare it.



**WRITING >** Work in pairs. Write your own conversation to prepare a healthy dish using the vocabulary and quantifiers seen in class.

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**SPEAKING >** Practice the conversation with a classmate.

### SELF-ASSESSMENT

Read the statements and write if it is true for you

Yes

No

I can use some and any to express indeterminate quantities.

I can use much, many and a lot to express large quantities.

I can use a little or a few to express small quantities.

## Getting in shape



**WARM UP** › Discuss the following questions with your students.

- Do you exercise?
- How much time do you exercise?
- Do you know how many calories you consume?
- How often do you eat junk food?
- Have you ever visited a nutritionist?
- Do you know the healthy eating plate?

**READING AND LISTENING SKILLS** › Read, analyze and discuss what the following people say about physical activities.

### Robert

I really hardly spend much time exercising. Sometimes I walk for a few 15 minutes every other day.

I know I can do many activities to stay fit, but I prefer to enjoy myself with my friends. I promise in the next few days to enter a gym and do many activities to stay in shape.



### Karina

In addition to taking care of my diet as a vegetarian, I spend a lot of time exercising.

Every day in the morning I go to the park, walk and jog for a few minutes and do many activities as part of my routine to stay healthy. On weekends I spend a lot of time swimming.



Choose if the following statements are true (T) or false (F).

1. Robert spends a lot of time in the gym.
2. Karina takes great care of her diet and physical health.
3. Karina goes out with friends very often to eat junk food.
4. Robert dedicates very little time to taking care of his health.

### VOCABULARY

*in action*

› Complete the chart by writing the foods that make up the healthy eating plate. Use a dictionary if necessary.

#### The Healthy Eating Plate

Vegetables	Fruits	Whole grains	Healthy protein



**GRAMMAR** > How much / how many

*How much and how many are used to ask about quantities when using countable and uncountable nouns.*

COUNTABLE	UNCOUNTABLE
Examples: How many push-ups can you do?	Examples: How much can you jog?
How many calories do you consume in each meal?	How much water do you drink a day?

Complete the following questions with **how much** or **how many**.

- \_\_\_\_\_ soda do you drink a day?
- \_\_\_\_\_ minutes do you need to run per hour?
- \_\_\_\_\_ glasses of water do you drink every day?
- \_\_\_\_\_ oil do you consume in your meals?
- \_\_\_\_\_ weight do you lift in the gym?
- \_\_\_\_\_ days do you take off?
- \_\_\_\_\_ kilometers can you walk?
- \_\_\_\_\_ sugar do you use in your desserts?



**WRITING** > Write a question and answer using food vocabulary, *how much*, *how many* and the quantifiers.

Example:


Q: How much sugar do you use in your desserts?

A: I use a little sugar

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



**SPEAKING** >

 Work in pairs. Practice the questions and answers from the previous activity.



**SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use "how many" to ask of something that is countable.

I can use "how much" to ask about a quantity that is uncountable.

# THE Healthy eating plate

**In my school**, there have been cases of bad eating habits in a good number of students, derived from many factors (lack of exercise, consumption of junk food, among others). For that situation the school is promoting a simple eating program that can be adapted to most students by proposing the Healthy Eating Plate.



25% PROTEIN-RICH FOODS

25% FIBER-RICH CARBOHYDRATES

**In teams:**  
To make your presentation:



Prepare an agenda of activities to carry out the research.



Prepare a questionnaire (15 questions) to find information about the eating and physical activity habits of the students.

Questions example:

1. How many fruits do you eat in a week?
2. What fruits do you regularly eat?
3. How many vegetables do you eat in a week?
4. How many grains do you eat in a week?
5. How much protein do you eat in a week?
6. How much soda do you consume per day?
7. How much water do you consume with each meal?
8. Do you practice a sport?
9. How many hours per week do you do physical activity?



Analyze your survey results.



Prepare a digital presentation for the healthy eating plate, as well as a list of recommendations to improve eating and physical activity habits appropriate for students.



### EVALUATION CHECKLIST

Criteria	Yes	No
Prepare an agenda of activities to carry out the investigation using prepositions of time ( <b>in, on, at</b> )		
Use the modal verb <b>can</b> to make a list of recommendations of what type of physical activities they can do to have a healthy life.		
Understand and use countable (singular and plural) and uncountable nouns to describe the Healthy Eating Plate		
Understand and use quantifiers ( <b>much, many, a lot, a few, a little, some</b> ) to describe the Healthy Eating Plate		

# Workbook

## Progression 01

### 1. Complete the next sentences in simple present (affirmative).

- I \_\_\_\_\_ a student.
- She \_\_\_\_\_ my teacher.
- They \_\_\_\_\_ in the classroom.
- We \_\_\_\_\_ ready for the test.
- He \_\_\_\_\_ a good friend.
- The book \_\_\_\_\_ on the table.
- You \_\_\_\_\_ very intelligent.
- It \_\_\_\_\_ a sunny day.
- The students \_\_\_\_\_ excited about the trip.
- I \_\_\_\_\_ happy to be here.
- She \_\_\_\_\_ from Spain.
- The dog \_\_\_\_\_ very playful.
- We \_\_\_\_\_ best friends.
- You \_\_\_\_\_ welcome to join us.
- He \_\_\_\_\_ always on time.

### 2. Complete the conversations (simple present tense). Use contractions when possible.

- A:** \_\_\_\_\_ they Abby and Tom?  
**B:** Yes, \_\_\_\_\_.
- A:** \_\_\_\_\_ Hanna a painter?  
**B:** No, \_\_\_\_\_. \_\_\_\_\_ a doctor.
- A:** \_\_\_\_\_ you Mathew?  
**B:** No, \_\_\_\_\_, \_\_\_\_\_ Peter.
- A:** \_\_\_\_\_ a teacher?  
**B:** Yes, I \_\_\_\_\_.
- A:** \_\_\_\_\_ he your brother?  
**B:** No, \_\_\_\_\_. He' \_\_\_\_\_ my cousin.
- A:** \_\_\_\_\_ Mary and Tina chefs?  
**B:** No, \_\_\_\_\_. They' \_\_\_\_\_ waitresses.

### 3. Write countries or nationalities to complete the chart. Add 5 more.



Argentina			Russian
	Belgian		Swiss
	Brazilian		
Britain		The United States	
Denmark			
	French		
Germany			
Poland			

### 4. Answer the next questions. Write the numbers with letters.

- What is your age? \_\_\_\_\_
- How many siblings do you have? \_\_\_\_\_
- How many students are there in your class?  
\_\_\_\_\_
- What is your house number? \_\_\_\_\_
- How many months are there in a year?  
\_\_\_\_\_
- How many hours are there in a day? \_\_\_\_\_
- How many students are there in your class?  
\_\_\_\_\_
- How many players are there in a soccer team? \_\_\_\_\_
- What number is next to 17? \_\_\_\_\_
- What is the sum of 15 and 23?  
\_\_\_\_\_

## Progression 02

### 1. Complete the next sentences, use imperatives.

1. \_\_\_\_\_ carefully to the teacher.
2. \_\_\_\_\_ your name on the top of the paper.
3. \_\_\_\_\_ the instructions before starting the exam.
4. \_\_\_\_\_ in your seat and be quiet.
5. \_\_\_\_\_ your textbook on page 25.
6. \_\_\_\_\_ the door when you leave the room.
7. \_\_\_\_\_ your hand if you have a question.
8. \_\_\_\_\_ the sentence after me.
9. \_\_\_\_\_ the lights when you leave the classroom.
10. \_\_\_\_\_ your homework tomorrow.

### 2. Match the pictures to the phrases.



1



2



3



4



5



6



7

Please, don't take pictures [   ]  
 Don't smoke [   ]  
 Don't use your phone [   ]  
 Please, don't enter with food or drinks [   ]

Don't swim in the river [   ]  
 Don't fish here [   ]  
 Please, be silent [   ]

### 3. Write 5 tips for someone taking an exam (use imperative sentences).

Eg. Read the instructions carefully.

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



## Progression 03

### 1. Write the indefinite article a or an for each occupation.

1. \_\_\_\_\_ chef
2. \_\_\_\_\_ scientist
3. \_\_\_\_\_ banker
4. \_\_\_\_\_ musician
5. \_\_\_\_\_ architect
6. \_\_\_\_\_ influencer
7. \_\_\_\_\_ waitress
8. \_\_\_\_\_ actress
9. \_\_\_\_\_ doctor
10. \_\_\_\_\_ engineer

# Workbook

## 2. What's your opinion? Write two adjectives from the box under the pictures.

Expensive Cheap Heavy Delicious Healthy Big Nutritious Small Sharp Sparkly Beautiful Tasty Fluffy Hairy



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## 3. Describe the next people.



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## Progression 04

### 1. Choose the correct answer.

- Look at \_\_\_\_ birds up there in the tree.  
a) this    b) these    c) those
- Are \_\_\_\_ your books over there on the table?  
a) these    b) those    c) this
- Maybe we can ask \_\_\_\_ policeman for directions.  
a) that    b) these    c) those
- How many of \_\_\_\_ cookies would you like? Two? Okay, here you are.  
a) this    b) those    c) these
- \_\_\_\_ cake is delicious. Can I have another slice?  
a) This    b) These    c) Those
- Hello Dr. Smith. Could you please look at \_\_\_\_ cut in my finger?  
a) this    b) that    c) these
- \_\_\_\_ movie we saw last night was great!  
a) Those    b) That    c) This
- Did you and your family stay at \_\_\_\_ hotel in Miami?  
a) that    b) this    c) these

## 2. Complete the sentences below with *this*, *these*, *that* or *those*.

1. \_\_\_\_\_ shoes are black.
2. \_\_\_\_\_ shoes are gray.
3. \_\_\_\_\_ pen is small.
4. \_\_\_\_\_ pen is very large.
5. The time on \_\_\_\_\_ clock is 5:00.
6. The time on \_\_\_\_\_ clock is 11:50.
7. \_\_\_\_\_ plane is a toy.
8. \_\_\_\_\_ plane isn't a toy.
9. \_\_\_\_\_ cat is eating.
10. \_\_\_\_\_ cat isn't eating,
11. \_\_\_\_\_ glasses are for reading.
12. \_\_\_\_\_ glasses aren't for reading.



## 3. Choose *this*, *that*, *these*, *those*.

1. I like (*this / these*) orange sweaters.
2. I don't like (*this / these*) skirt. It's too short.
3. (*That / These*) skirt is perfect for my party.
4. Why do you want (*that / those*) black pants?

## Progression 05

### 1. Complete the sentences with "there is" or "there are"

Eg. *There is* a bed in the bedroom.

- |                                   |  |
|-----------------------------------|--|
| _____ a sofa in the living room.  | _____ a dining table in the dining room. |
| _____ some chairs in the kitchen. | _____ six dogs in the backyard.          |
| _____ a mirror in the bathroom.   | _____ three cars in the garage.          |
| _____ 2 lamps on the nightstand.  |  |

### 2. Point out the differences using *there is*, *there isn't*, *there are* or *there aren't*.




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# Workbook

## 3. Look at the picture. Choose if the sentences are true or false.



- [ ] There is a sofa with stripes
- [ ] There are some books on the shelf
- [ ] There is a computer on the desk
- [ ] There is a ceiling fan
- [ ] There are crayons on the floor
- [ ] There is a bunk bed
- [ ] There is a poster on the wall
- [ ] There is a cat next to the desk

## Progression 06

### 1. Complete the following dialogue choosing the correct possessive pronoun.



- Kevin:** I love (your / you) jacket! It's so stylish.
- Alexa:** Thanks! It's (mine / yours). I got it at a great sale last week.
- Kevin:** I'm looking for a new pair of jeans. Do you like (mine / yours)?
- Alexa:** They look nice, but I think they're a bit too tight for (me / mine).
- Kevin:** I agree. I need to find some jeans that fit (me / you) better.
- Alexa:** (My/Mine) Cousin Daniel has a store downtown.
- Kevin:** Cool! Are (they/their) jeans affordable?
- Alexa:** Yes, (him/his) prices are good, and they often have sales.
- Kevin:** That sounds perfect. I'll stop by after class today.

### 2. Complete the sentences with the correct possessive adjective.

Daniel and Rigo are from Los Mochis. They are brothers. \_\_\_\_\_ last name is Ibarra. \_\_\_\_\_ friends, Rebecca and Regina are from Los Mochis, too. Daniel is seventeen years old, \_\_\_\_\_ eyes are brown and \_\_\_\_\_ hair is curly black. \_\_\_\_\_ favorite sport is boxing. \_\_\_\_\_ brother Rigo is fifteen. They have a cocker spaniel dog. \_\_\_\_\_ name is Mimi. \_\_\_\_\_ eyes are brown and \_\_\_\_\_ hair is light brown. They go to school. \_\_\_\_\_ school is in Poseidon Street. It is near \_\_\_\_\_ house. Daniel's teacher is friendly, \_\_\_\_\_ name is Miss Lopez. Rigo's teacher is nice, too. \_\_\_\_\_ name is Mr. Santiago.





### 3. Complete the sentences as in the example



This is Megan's telescope.

*It's her telescope.  
This telescope is hers.*



That is Javier's hat.

\_\_\_\_\_

\_\_\_\_\_



That is the Lerma's car

\_\_\_\_\_

\_\_\_\_\_

### Progression 07

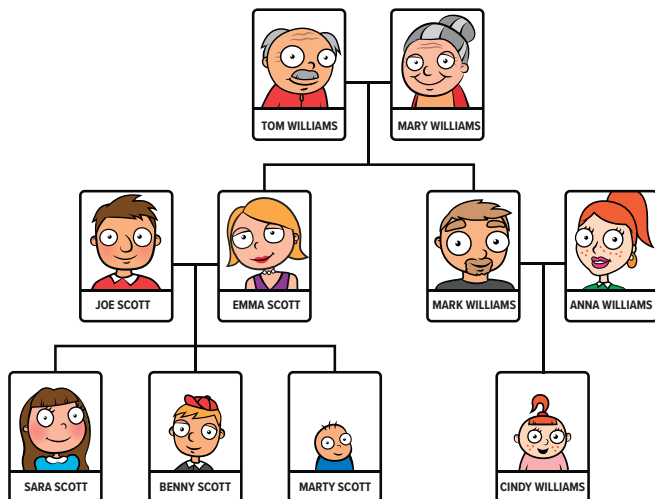
#### 1. Complete the sentences using the correct form of the saxon genitive.

Eg. I love your friend's outfit!

1. Erick \_\_\_\_\_ bedroom has just been painted.
2. Can you borrow your parents \_\_\_\_\_ car this weekend?
3. Memory \_\_\_\_\_ Hill is Los Mochis \_\_\_\_\_ most distinctive landmark.
4. I read about a solar eclipse in this morning \_\_\_\_\_ newspaper.
5. I just found Carlos \_\_\_\_\_ ID.

#### 2. Look at the family tree and make sentences using the saxon genitive ('s) and the words in the box.

niece daughter granddaughter sister nephew brother grandson



Eg. Tom-Mary: *Tom is Mary's husband.*

1. Emma-Tom:

\_\_\_\_\_

2. Benny-Mary:

\_\_\_\_\_

3. Marty-Anna:

\_\_\_\_\_

4. Joe-Cindy:

\_\_\_\_\_

5. Sarah-Marty:

\_\_\_\_\_

6. Benny-Sarah:

\_\_\_\_\_

7. Cindy-Tom:

\_\_\_\_\_

# Workbook

## 3. Look for objects in your classroom and describe them (use saxon genitive).

Eg. Joe's backpack is black.

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

## Progression 08

### 1. Match the question about the state of Sinaloa to the correct answer.

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. What is considered an important adventure tourist destination in the state?</li><li>2. Where can you find petroglyphs in Sinaloa?</li><li>3. Who is one of the most famous singers and actors from this state?</li><li>4. Why is El Fuerte considered a magical town (Pueblo Mágico)?</li><li>5. When is the best time to visit Mazatlan?</li></ol> | <ol style="list-style-type: none"><li>a. Pedro Infante due to his talent, versatility, enduring popularity, and iconic status in Mexican culture.</li><li>b. The Copper Canyon</li><li>c. During the spring, from March to June.</li><li>d. In Las Labradas beach, an archaeological site with carvings dating back as far as 4,500 years.</li><li>e. Because its rich history, culture, natural beauty and charming atmosphere.</li></ol> |
|--|--|

### 2. Complete the questions using the words in the box.

1. \_\_\_\_\_ is he? He's my brother, Humberto.
2. \_\_\_\_\_ is it? It's a laser.
3. \_\_\_\_\_ is your birthday? It's on December 9th.
4. \_\_\_\_\_ is she? She is 9 years old.
5. \_\_\_\_\_ are they? They are students.
6. \_\_\_\_\_ are you going? I'm going to the movies.
7. \_\_\_\_\_ is it? It's 11 o'clock.
8. \_\_\_\_\_ are you? I'm a little sick.
9. \_\_\_\_\_ cousins do you have? Seven.
10. \_\_\_\_\_ is my guitar? It's on the sofa.

What (x2)  
Where (x2)  
Who  
When  
How  
How old  
How many  
What time

### 3. Complete the questions with do or does.

Eg. When *do* you exercise?

1. Where \_\_\_\_\_ she go shopping?
2. What \_\_\_\_\_ they eat?
3. How often \_\_\_\_\_ he brush his teeth?
4. What time \_\_\_\_\_ you go to sleep?
5. How \_\_\_\_\_ I look?



### Progression 09

### 1. Complete the following sentences with the correct form of the verb in the simple present tense.

- |   |  |
|---|--|
| 1. I _____ (to wake up) at 7:00 every morning.      | 6. You _____ (to study) English on weekends.             |
| 2. She _____ (to eat) breakfast at 8:00 AM.         | 7. My brother _____ (to play) soccer on Saturdays.       |
| 3. They _____ (to go) to the gym every day.         | 8. The cat _____ (to sleep) on the couch during the day. |
| 4. He _____ (to read) the newspaper in the evening. |  |
| 5. We _____ (to watch) TV after dinner.             |  |

### 2. Write simple present questions about hobbies and give affirmative and negative answers.

1. (he / play / guitar / in his free time)  
Question: \_\_\_\_\_  
Yes, he \_\_\_\_\_.  
No, he \_\_\_\_\_.
2. (they / go / fishing / on weekends)  
Question: \_\_\_\_\_  
Yes, they \_\_\_\_\_.  
No, they \_\_\_\_\_.
3. (she / knit / sweaters / in the evening)  
Question: \_\_\_\_\_  
Yes, she \_\_\_\_\_.  
No, she \_\_\_\_\_.



### 3. Write the following affirmative sentences into negative and question forms.

1. She goes for a run in the morning.  
Negative: \_\_\_\_\_  
Question: \_\_\_\_\_
2. They eat dinner at 7:00 PM.  
Negative: \_\_\_\_\_  
Question: \_\_\_\_\_

# Workbook

3. He reads a book in the evening.

Negative: \_\_\_\_\_

Question: \_\_\_\_\_

## Progression 10

1. Write yes-no questions in the simple present tense about habits and routines and give affirmative and negative answers.

Eg. (you / drink / coffee in the morning)

**Question:** Do you drink coffee in the morning?

Yes, I do.

No, I don't.

1. (she / go / to school on weekends)

Question: \_\_\_\_\_

Yes, she \_\_\_\_\_.

No, she \_\_\_\_\_.

2. (they / exercise / every day)

Question: \_\_\_\_\_

Yes, they \_\_\_\_\_.

No, they \_\_\_\_\_.

3. (he / watch / TV in the evening)

Question: \_\_\_\_\_

Yes, he \_\_\_\_\_.

No, he \_\_\_\_\_.



2. Complete the following questions with the correct 'Wh-' word.

1. \_\_\_\_\_ do you wake up every day? (time)

2. \_\_\_\_\_ does she eat for breakfast? (food)

3. \_\_\_\_\_ do they go to the gym? (frequency)

4. \_\_\_\_\_ does he read the newspaper? (place)

5. \_\_\_\_\_ do you watch on TV after dinner? (reason)

6. \_\_\_\_\_ do you usually have lunch? (place)

7. \_\_\_\_\_ does your brother go to school? (transportation)

8. \_\_\_\_\_ do you like to do on weekends? (activity)

9. \_\_\_\_\_ does he take the bus to work? (reason)

10. \_\_\_\_\_ time does it take to get to the airport? (quantity)

3. Change the following statements into 'wh-' questions.

**Example** She reads the newspaper in the morning.

**Question:** When does she read the newspaper?

1. They go jogging to the park.  
Question: \_\_\_\_\_
2. He drinks tea at breakfast.  
Question: \_\_\_\_\_
3. You have lunch at 1 PM.  
Question: \_\_\_\_\_



## Progression 11

### 1. Write a number 1-3 to put these sentences in order of frequency (least frequent = 1 and most frequent = 3).

1. [ ] He usually goes bowling on Saturdays.  
[ ] He occasionally goes bowling.  
[ ] He never goes bowling.
2. [ ] I only see him once a month.  
[ ] We see each other every weekend.  
[ ] We rarely see each other.
3. [ ] Occasionally we watch TV together.  
[ ] We like watching TV together every evening.  
[ ] We sometimes watch TV together on weekdays.



### 2. Complete the conversation with the appropriate adverbs of frequency (answers can vary).

**A::** Hi, Sarah! How are you?

**B:** Hi, John! I'm good, thanks. How about you?

**A::** I'm fine, thanks. Tell me, do you \_\_\_\_\_ go to the gym in the mornings?

**B:** Yes, I \_\_\_\_\_ go to the gym before work. What about you?

**A::** I \_\_\_\_\_ work out in the evenings. Do you \_\_\_\_\_ take the bus to work?

**B:** No, I \_\_\_\_\_ drive my car to work because it's faster. Do you \_\_\_\_\_ have breakfast at home?

**A::** I \_\_\_\_\_ eat breakfast at home, but I \_\_\_\_\_ grab a coffee on my way to the office. Do you \_\_\_\_\_ eat out for lunch?

**B:** I \_\_\_\_\_ bring my lunch from home, but I \_\_\_\_\_ eat out with colleagues on Fridays. How about you?

**A::** I \_\_\_\_\_ go out for lunch because I like to try different restaurants. Do you \_\_\_\_\_ work late?

**B:** I \_\_\_\_\_ work late, but sometimes I stay back to finish important tasks. Do you \_\_\_\_\_ watch TV after dinner?

**A::** I \_\_\_\_\_ watch TV after dinner, but I \_\_\_\_\_ read a book instead.

# Workbook

## 3. Write a paragraph about your daily routine using adverbs of frequency.

ADVERBS OF FREQUENCY	Always	100%
	Usually	90%
	Regularly	80%
	Often	70%
	Sometimes	50%
	Occasionally	30%
	Rarely	5%
	Never	0%

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## Progression 12

### 1. Complete the sentences with “in”, “on”, or “at”:

- I usually wake up \_\_\_\_\_ 7 a.m.
- She likes to read books \_\_\_\_\_ the evening.
- We have a meeting \_\_\_\_\_ Monday mornings.
- The party is \_\_\_\_\_ September.
- They go to the gym \_\_\_\_\_ the weekend.
- I will see you \_\_\_\_\_ lunchtime.
- My birthday is \_\_\_\_\_ December 15th.
- He goes jogging \_\_\_\_\_ the morning.

### 2. Complete the sentences with “but” or “then”:

- I go to the gym, \_\_\_\_\_ I meet my friends.
- She wants to buy a new dress, \_\_\_\_\_ she doesn't have enough money.
- He finishes his work, \_\_\_\_\_ he plays video games.
- They like to swim, \_\_\_\_\_ they are afraid of deep water.
- We start our day with a meeting, \_\_\_\_\_ we work on our projects.
- The cat likes to explore outside, \_\_\_\_\_ it always comes back home.
- She enjoys cooking, \_\_\_\_\_ she rarely has time to do it.
- I read a book, \_\_\_\_\_ I go to bed.
- He rides his bike to school, \_\_\_\_\_ he takes the bus back home.
- They have breakfast together, \_\_\_\_\_ they go to work.

### 3. Complete the sentences with the appropriate time prepositions and connectors.

- I have a doctor's appointment \_\_\_\_\_ 3 p.m., \_\_\_\_\_ I will go back to work.
- She works \_\_\_\_\_ a café \_\_\_\_\_ the weekends, \_\_\_\_\_ she studies \_\_\_\_\_ the university \_\_\_\_\_ weekdays.
- We usually go for a run \_\_\_\_\_ the park \_\_\_\_\_ the morning, \_\_\_\_\_ today we decided to sleep in.
- He was born \_\_\_\_\_ 1990 \_\_\_\_\_ a small town, \_\_\_\_\_ he moved to the city \_\_\_\_\_ he was 18.
- I like to read \_\_\_\_\_ the bus \_\_\_\_\_ my way to work, \_\_\_\_\_ I sometimes prefer to listen to music.
- She studies \_\_\_\_\_ the library \_\_\_\_\_ the afternoon, \_\_\_\_\_ she meets her friends \_\_\_\_\_ the evening.

7. They have lunch together \_\_\_\_\_ noon, then they go for a walk \_\_\_\_\_ the afternoon.
8. I enjoy hiking \_\_\_\_\_ the summer, \_\_\_\_\_ I also like skiing \_\_\_\_\_ the winter.

## Progression 13

### 1. Complete the next sentences using Can or Can't

- I \_\_\_\_\_ only speak French. I don't know any other languages.
- \_\_\_\_\_ you speak English?
- Anny \_\_\_\_\_ ride a bike but she \_\_\_\_\_ ride a horse.
- Fish \_\_\_\_\_ walk.
- People \_\_\_\_\_ talk with others.
- My brother \_\_\_\_\_ play the guitar very well.
- Birds \_\_\_\_\_ fly, but humans \_\_\_\_\_ without the help of technology.
- I \_\_\_\_\_ swim, but my sister \_\_\_\_\_.
- We \_\_\_\_\_ go to the park if it doesn't rain.
- She \_\_\_\_\_ cook delicious meals, but I \_\_\_\_\_ follow a recipe properly.



### 2. Complete the next chart with your personal information.

What can/can't you do at school?

I CAN

I CAN'T

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What can/can't you do in a concert?

I CAN

I CAN'T

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### 3. Look at the picture and complete the sentence or answer the questions



Can Anne sing? \_\_\_\_\_.

John and Gisselle \_\_\_\_\_ dance but they \_\_\_\_\_ play basketball.

Peter \_\_\_\_\_ cook but he \_\_\_\_\_ play volleyball.

# Workbook

## Progression 14

### 1. Complete the next sentences using Can or Can't

1. \_\_\_\_\_ you help me? No, I \_\_\_\_\_. I'm very busy right now.
2. The workbook exercises are too easy. I \_\_\_\_\_ solve them very fast.
3. \_\_\_\_\_ I smoke here? No, you \_\_\_\_\_.
4. My daughter \_\_\_\_\_ play the piano beautifully.
5. \_\_\_\_\_ we go to the beach tomorrow? Yes, we \_\_\_\_\_.
6. He \_\_\_\_\_ drive because he lost his license.
7. They \_\_\_\_\_ finish the project by the end of the week.
8. \_\_\_\_\_ she come to the party? No, she \_\_\_\_\_. She has other plans.

### 2. Write some questions to ask for permission in class.



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

### 3. Complete the next paragraph using can or can't as a modal verb.

You \_\_\_\_\_ get into the airplane without your boarding pass. You \_\_\_\_\_ buy your airplane ticket online or at the airport. Before you board the plane, you must check in. After the check-in, you must pass through the security check. There, you \_\_\_\_\_ pass any food or beverage, but when you arrive at your gate, you \_\_\_\_\_ buy something to eat or drink, and you \_\_\_\_\_ bring your food on the plane.





## Progression 15

1. Look at the pictures and list the countable and uncountable ingredients to complete the chart.



COUNTABLE

UNCOUNTABLE

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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2. Complete the food healthy eating plate with food of each group.

Vegetables and fruits

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Whole grain and carbs

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Protein

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# Workbook

## Progression 16

### 1. Write much, many, a lot a few a little and some to make questions with answers.

Nouns: bananas, pizza, bread, vegetables, salt, sandwich, milk, coffee

Quantifiers: box, packet, bottle, carton, a slice, a bunch, bag, a loaf

Eg. Q: *How much sugar do you want for the coffee?*

A: *A packet please!*

Q: \_\_\_\_\_

A: \_\_\_\_\_

Q: \_\_\_\_\_

A: \_\_\_\_\_

Q: \_\_\_\_\_

A: \_\_\_\_\_

Q: \_\_\_\_\_

A: \_\_\_\_\_

### 2. Complete the questions using the quantifiers: much and many.

1. Are there \_\_\_\_\_ eggs in the fridge?
2. How \_\_\_\_\_ bottles of milk do we have?
3. How \_\_\_\_\_ cookies are left in the kitchen?
4. How \_\_\_\_\_ cheese do want?
5. Is there \_\_\_\_\_ juice in the jar?
6. How \_\_\_\_\_ rice is there in the pot?
7. Are there \_\_\_\_\_ apples in the basket?
8. How \_\_\_\_\_ slices of bread are left?
9. How \_\_\_\_\_ butter do we need for the recipe?
10. Is there \_\_\_\_\_ salt in the shaker?



### 3. Complete the answers to the questions with little or few.

1. There are \_\_\_\_\_ eggs in the fridge.
2. There is \_\_\_\_\_ bread left in the kitchen.
3. There is \_\_\_\_\_ juice.
4. I drink a \_\_\_\_\_ milk every night.
5. Can I have a \_\_\_\_\_ sugar in my coffee.
6. He added a \_\_\_\_\_ salt to the soup.
7. There are \_\_\_\_\_ apples in the fruit bowl.
8. There is \_\_\_\_\_ butter for the toast.
9. We have \_\_\_\_\_ tomatoes for the salad.
10. There is \_\_\_\_\_ flour for baking.





