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# INGLÉS I

**BACHILLERATO SEMIESCOLARIZADO**

*Modalidad mixta, opción mixta*

Antología de temas selectos alineados a las progresiones de la Nueva Escuela Mexicana



**Universidad Autónoma de Sinaloa**  
Dirección General de Escuelas Preparatorias  
Academia Estatal de Inglés

## »» 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!

**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.

- Sarah is a doctor.
- Ahmed is from Canada.
- The students are not happy in the classroom.
- Maria is Spanish.
- 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



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** > Discuss.

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



**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.

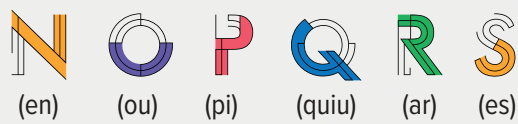
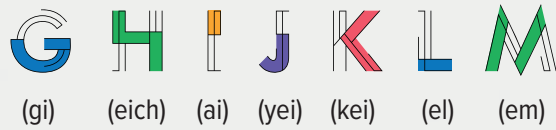
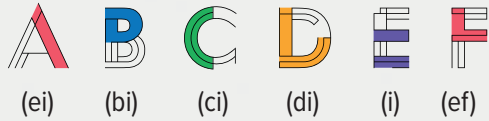
5. Basketball

**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.



## 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.

**GRAMMAR** > Adjectives

Use the verb to be to describe an object:

My cellphone is black and modern.  
 My backpack is heavy.  
 Our notebooks are pink and bright.

**Subject + verb to be + adjective**



**LANGUAGE TIPS**

We can describe objects in many ways. You can describe them by using adjectives, by the material they are made of, and what they are used for.

**WRITING** > Write a short description of a special object that you really like. Draw it.

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**SPEAKING** > Think of two objects and describe them to a partner in three sentences. Don't say what the objects are. See if your partner can guess the objects you're describing.



**SELF-ASSESSMENT**

Read the statements and write if it is true for you.	Yes	No
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I can describe objects using the adjectives from the vocabulary.

I can write about descriptions of objects using the verb to be and have.

## Describing places!

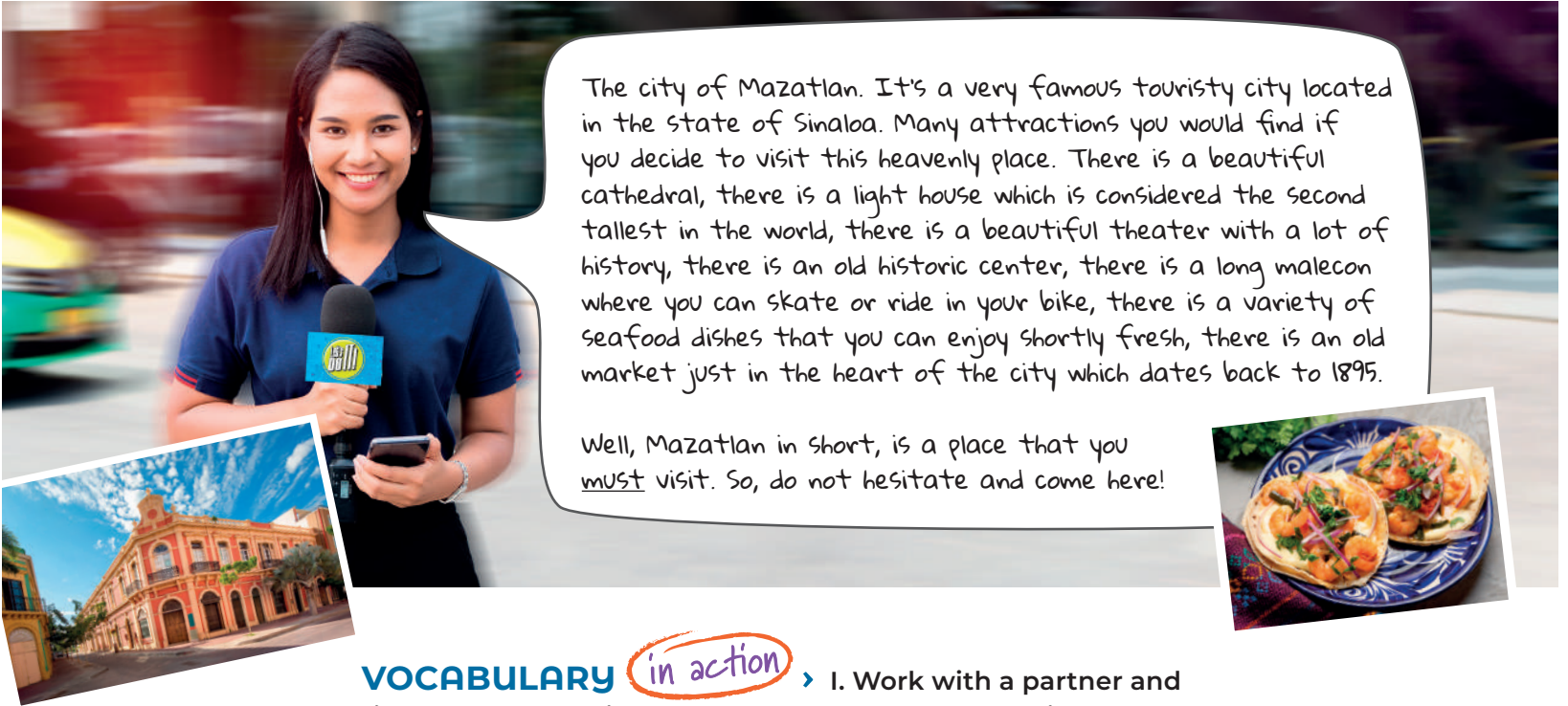


**WARM UP > GUESSING GAME!** Describe an object from your classroom or school and have the class guess!

**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.



**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.

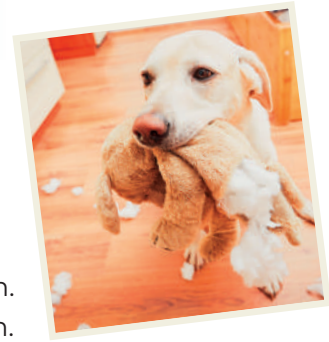


# My family's house



**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



**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.

# 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.



**WARM UP** > Discuss.

- How healthy is your diet?
- How often do you eat junk food?
- Do you usually eat vegetables?
- 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.

**W** 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

**GRAMMAR** > Simple Present (affirmative)

The simple present is used to talk about routines, habits, and true facts. Examples:

- I run on the boardwalk every day.
- She eats healthy.

SUBJECT	PERSONAL PRONOUN	VERBS
1st	I	run – eat – walk – study
2nd	you / we / they	run – eat – walk - study
3rd	He / she / it	runs – eats – walks – studies

**LANGUAGE TIPS**

Simple present is also used to generalize about people or things.

Eg:

- Cats like milk
- Caracas is the capital of Venezuela.

Complete sentences using the present simple tense.

- Kate and Tamara \_\_\_\_\_ along the beach (run)
- Liz and Tanya \_\_\_\_\_ in the sand (walk)
- Catherine \_\_\_\_\_ a mountain (climb)

**WRITING** > Write about your hobbies. Use simple present tense.

Eg. I collect stamps.

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**SPEAKING** >  Read the text to a classmate. Compare your answers.

**SELF-ASSESSMENT**

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

Yes

No

I can use simple present tense in affirmative sentences



**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.

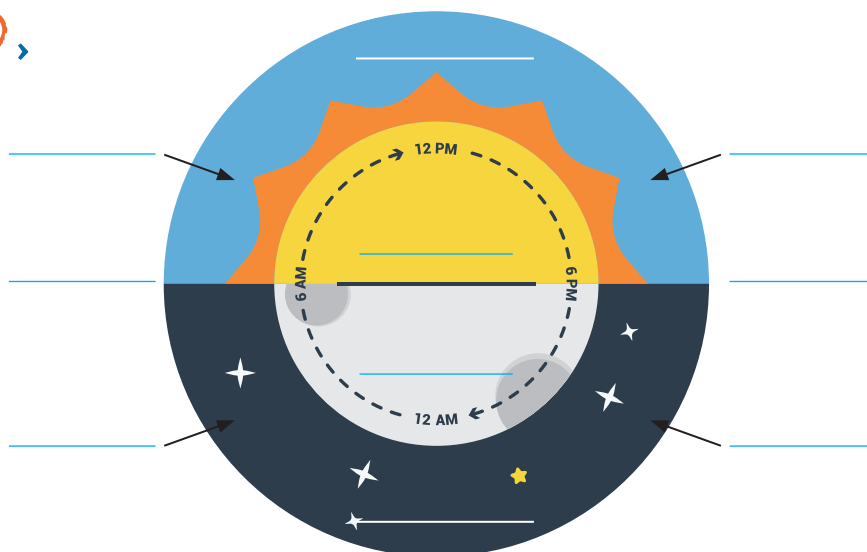
- They like to do outdoor activities. \_\_\_\_\_
- They like to do water activities in the lagoon. \_\_\_\_\_
- They prefer the ocean. \_\_\_\_\_

## 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**

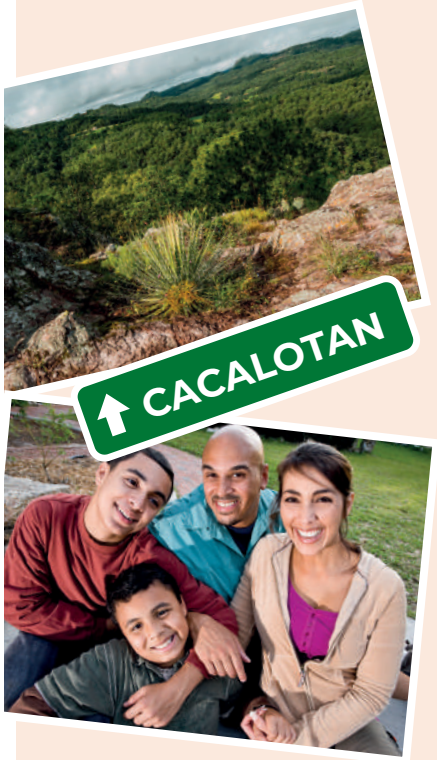
Read the statements and write if it is true for you.

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.



# 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.



**W** **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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**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.

# I can do it!



**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.

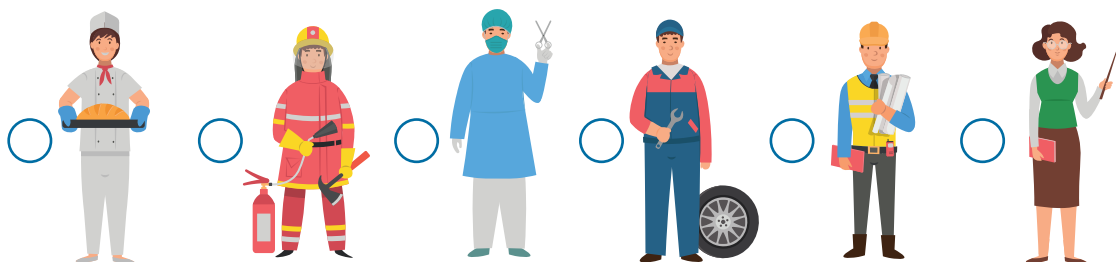
## VOCABULARY



> 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:

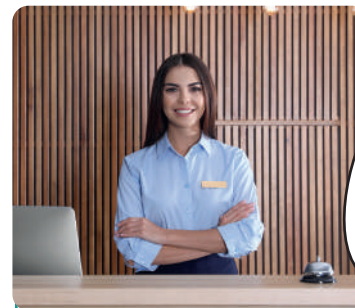
We **can** go out whenever we want. Students **can** travel for free.

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:**

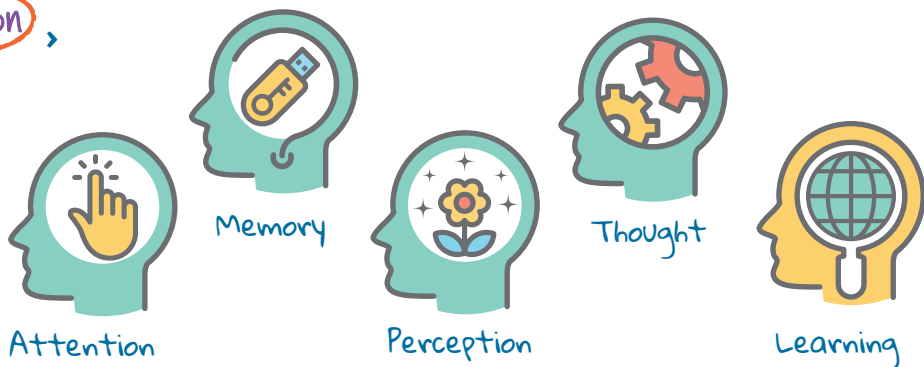
1. How many projects are mentioned?  
\_\_\_\_\_
2. In which countries do these projects take place?  
\_\_\_\_\_



## 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 You We They She He It	can not = can't	drive ride play	a truck. a horse. the drums.

**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 >

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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**GRAMMAR** > Wh- Questions with Can

To produce Wh questions with CAN, we use the next structure:

WH-WORD	CAN	SUBJECT	VERB IN BASE FORM	COMPLEMENT	?
When	can	I	use	my cellphone	?
Where	can	we	look	for information	?

Complete the next conversation.

- A:** Hi, how \_\_\_\_\_ I help you today?
- B:** Yes, please, I'm looking for a pink skirt.
- A:** Sure, we have this one, it's the newest in the store.
- B:** Do you have it in a small size?
- A:** Yes, here you go. Is there anything else I \_\_\_\_\_ assist you with?
- B:** I'm good, thanks.
- A:** No problem at all. Have a great day!

**LANGUAGE TIPS**

*Request:*  
It is an act of asking politely or formally for something.

- **Can** you give me information about this school?

**WRITING** > Use the modal verb CAN to write a conversation in which you request help in a school subject.

Eg. Can you help me with mathematical logarithms? I do not understand them at all.

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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 identify the structure of a question with CAN.		
I can use CAN to ask for permission.		
I can make a short dialog using the modal verb CAN.		