La elaboración de *Inglés I. Apuntes* estuvo a cargo de la Dirección General de Materiales Educativos de la Subsecretaría de Educación Básica.

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Lesson 7 Mini Check

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Lesson 11 Welcome to my school

Lesson 12 How can I get to the gas station?

Lesson 13 How can I get to The Palace of Fine Arts?

Lesson 14 Mini Check

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Lesson 21 Review
La Secretaría de Educación Pública, comprometida con la comunidad de telesecundaria —autoridades, docentes, alumnos, padres de familia—, se dio a la tarea de fortalecer el modelo de enseñanza-aprendizaje de esta modalidad educativa. Este modelo fortalecido ofrece materiales que apoyan de manera significativa la comprensión y dominio de los contenidos de los planes de estudio vigentes.

La serie de Apuntes Bimodales de Telesecundaria está desarrollada para que maestros y alumnos compartan un mismo material a partir del trabajo de proyectos, estudios de caso o resolución de situaciones problemáticas. Con este objetivo se han desarrollado secuencias de aprendizaje que despiertan el interés de los alumnos por la materia, promueven la interacción en el aula y propician la colaboración y la participación reflexiva, además de que emplean una evaluación que orienta las decisiones tanto del docente como del alumno y establecen estrategias claras de vinculación con la comunidad.

Estos materiales, que la SEP pone ahora en manos de alumnos y maestros, expone de manera objetiva los temas, conceptos, actitudes y procedimientos necesarios para un mayor y mejor entendimiento de cada una de las materias que comprende la serie.

El empleo de estos Apuntes Bimodales y las sugerencias que brinde la comunidad de telesecundaria darán la pauta para el enriquecimiento y mejora de cada una de las ediciones de esta obra que busca contribuir a una educación equitativa y de calidad en el país.
En los Apuntes de Inglés se utilizaron iconos que representan determinadas actividades. Los incluimos a continuación para facilitar su identificación y uso.

- Speak / Hablar
- Think / Pensar
- Play / Jugar
- Write / Escribir
- Read / Leer
Introduction / Introducción

Classroom language / Lenguaje en el salón de clases

Purpose / Propósito

El alumno:

El propósito de esta unidad es proporcionar a los estudiantes algunas expresiones básicas usadas dentro del salón de clase que le permitirán comunicarse en Inglés durante las lecciones del idioma extranjero.

Topics / Temas

Lesson 1  Hello! Goodbye!
Lesson 2  How do you spell it?
Lesson 3  How old are you?
Lesson 4  Sit down!
Lesson 5  When’s your birthday?
Lesson 6  What’s the meaning of sharpener?

6 sessions, 2 weeks / 6 sesiones, 2 semanas
Lesson 1

Hello! Goodbye!

Read

1. Look at the pictures. Match the conversation (1, 2, 3) to the pictures.
Observa las imágenes. Escribe el número de la conversación correspondiente a cada uno.

1)
Bus driver: Good morning, My name is Paul. Welcome to the bus!
Pedro: My name is Pedro. Good morning sir.
Bus driver: Nice to meet you Pedro.

2)
Pedro: Hi. My name is Pedro
Okan: Hello Pedro. I am Okan.
Pedro: How are you?
Okan: I’m fine, thanks. And you?
Pedro: OK.

3)
Bus driver: Have a nice day guys!
Pedro: Bye Paul!
Group of SS: Goodbye!
Bus driver: See you in the afternoon!
2. Indicate ☑ the time of the conversations.
   *Indica ☑ el tiempo en que se desarrollaron las conversaciones.*

- morning ☐
- afternoon ☐
- evening ☐

3. Complete the information. Use the words in the box.
   *Completa la información. Usa las palabras del cuadro.*

   Conversation 1) is ___________ and Conversation 2) is ___________.

4. Look at the pictures and complete the dialogue.
   *Observa las imágenes y completa los diálogos.*

   **Memo:** Good ________, Mr. Gómez.
   **Mr. Gómez:** __________ morning Memo. ________ are you?
   **Memo:** I'm ________, thanks, and you?
   **Mr. Gómez:** ____________________________
Ema: ________. My name is Ema.
Rodrigo: ________ Ema. ___ am Rodrigo.
Ema: How are ________?
Rodrigo: I'm fine, ________.

Speak

5. In pairs, create a dialogue, similar to the ones in 4. Then present it to the class.
En parejas, elaboren un diálogo similar a los del ejercicio 4. Posteriormente preséntenlo a la clase.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

6. Complete the chart.
Completa el cuadro.

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Time</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning</td>
<td>6 a.m. – 12 p.m.</td>
<td></td>
</tr>
<tr>
<td>Good afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good evening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Farewells</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good bye</td>
<td>Buenas noches</td>
</tr>
<tr>
<td>See you</td>
<td>Nos vemos</td>
</tr>
</tbody>
</table>
Lesson 2

How do you spell it?

Read
1. Fill in the blanks with the words in the box.
   Completa los espacios con las palabras del cuadro.

Teacher: Good morning class. I’m going to call the roll.
Number one, Álvarez.
Álvarez: Present.
Teacher: Number two, Bonilla
Bonilla: Here.
Teacher: Number _____________, Huerta
Student: Absent.
Teacher: Number twelve, Linares
Linares: Present
Teacher: Number _____________, Suárez
Suárez: Present.
Teacher: Number twenty – three, Mmm ! Tes, tech..
Texcalapa: It is Texcalpa.
Teacher: How do you spell it?
Texcalpa: T-E-X-C-A-L-P-A
Teacher: OK. Number twenty – three, Texcalpa
Texcalpa: Present
Teacher: Number twenty – nine, Viguera
Student: Absent.
Teacher: Number _____________, Zapata
Zapata: Present.
Teacher: OK. Let’s start the class.

Think
2. Look at the underlined words in the dialogue. Use them to complete these sentences.
   Completa las ideas con las palabras subrayadas en el diálogo.
   1. You answer ________ or ________ when you are in the class.
   2. You answer ________ when somebody is not in the class.
   3. Look at the words in bold in exercise 2. What do they mean?
      Observa las palabras en negritas en el ejercicio 2. ¿Qué significan?
3. Look at the table below. Repeat the pronunciation of the letters.
Observa la tabla anterior. Repite la pronunciación de las letras.

<table>
<thead>
<tr>
<th>LETRA</th>
<th>LETRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A –ei</td>
<td>N – en</td>
</tr>
<tr>
<td>B –bi</td>
<td>O – ou</td>
</tr>
<tr>
<td>C – ci</td>
<td>P – pi</td>
</tr>
<tr>
<td>D – di</td>
<td>Q – quiu</td>
</tr>
<tr>
<td>E – i</td>
<td>R – ar</td>
</tr>
<tr>
<td>F – ef</td>
<td>S – es</td>
</tr>
<tr>
<td>G – yi</td>
<td>T – ti</td>
</tr>
<tr>
<td>H – eich</td>
<td>U – iu</td>
</tr>
<tr>
<td>I – ai</td>
<td>V – vi</td>
</tr>
<tr>
<td>J – yei</td>
<td>W – dobliu</td>
</tr>
<tr>
<td>K – kei</td>
<td>X – ecs</td>
</tr>
<tr>
<td>L – el</td>
<td>Y – uai</td>
</tr>
<tr>
<td>M – em</td>
<td>Z – dzi</td>
</tr>
</tbody>
</table>

4. Create a classroom directory. Ask 5 partners for their full name. Ask them to spell their name or family name and take notes. Follow the example.
Crea un directorio. Pregunta a 5 compañeros su nombre completo. Pídeles que deletreen su nombre o su apellido y toma nota. Sigue el ejemplo.

What’s your name?
It’s Alvarado

My name is Juan.
What’s your family name?
How do you spell it?
Lesson 3

How old are you?

Read

1. Read the dialogue from the previous lesson again. Complete this table with the missing words.

   Lee otra vez el diálogo de la lección anterior. Completa la tabla con las palabras que faltan.

<table>
<thead>
<tr>
<th>NUMEROS</th>
<th>NUMBERS</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>Seven</td>
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<td>9</td>
<td>Nine</td>
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<td>10</td>
<td>Ten</td>
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<td>11</td>
<td>Eleven</td>
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<td>13</td>
<td>Thirteen</td>
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<td>Fourteen</td>
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<td>Fifteen</td>
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<td>Sixteen</td>
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<td>17</td>
<td>Seventeen</td>
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<tr>
<td>18</td>
<td>Eighteen</td>
</tr>
<tr>
<td>19</td>
<td>Nineteen</td>
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<td>NÚMEROS</td>
<td>NUMBERS</td>
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<td>21</td>
<td>Twenty one</td>
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<td>22</td>
<td>Twenty two</td>
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<td>23</td>
<td>..........</td>
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<td>..........</td>
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<td>30</td>
<td>Thirty</td>
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<td>31</td>
<td>Thirty one</td>
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<td>Thirty two</td>
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<td>Forty</td>
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<td>Sixty</td>
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<td>Seventy</td>
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<td>80</td>
<td>Eighty</td>
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<td>90</td>
<td>Ninety</td>
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<tr>
<td>100</td>
<td>One hundred</td>
</tr>
</tbody>
</table>

2. Practice saying the numbers.  
*Practica repitiendo los números.*

3. Look at the numbers 21 – 29, 31 – 39, 41 – 59, etc. What do they have in common? How are these numbers formed in English? Write the rule.  
*Observa los números 21-29, 31-39, 41-59, etc. ¿qué tienen en común? Cómo es que estos números se forman en inglés? Escribe la regla.*  

4. Answer the following questions about yourself.  
*Contesta las siguientes preguntas.*
How old are you? I am ______________ years old.
How old is your teacher? He/she is __________ years old.
How old is your best friend? He/she is __________ years old.
How old is your mother? She is ______________ years old.
How old is your father? He is _______________ years old.

**Speak**

5. Ask your partner the questions above. Write his/her answers.

*Realiza las preguntas del ejercicio anterior a tu compañero y anota sus respuestas.*

Partner’s name: __________________________
Age: __________________________
Teacher’s age: __________________________
Best friend’s age: __________________________
Mother’s age: __________________________
Father’s age: __________________________

6. Write the result with the word in English. Follow the example.

*Escribe el resultado en inglés de las siguientes operaciones. Fíjate en el ejemplo.*

20 + 5 = twenty five 60 - 2 = __________________________
30 - 1 = __________________________ 70 + 3 = __________________________
30 - 8 = thirty eight 9 x 9 = __________________________
40 + 6 = __________________________ 90 + 4 = __________________________

7. With numbers you can say your age.

*Con los números también puedes decir tu edad.*

**How old are you?** I am twelve years old.
**How old is Maria?** She is thirteen years old.
**How old is Luis?** He is fourteen years old.

How old is Sarah? __________________________
Lesson 4

Sit down!

1. Look at the pictures in exercise 2. Are these situations familiar to you?
   *Observa las imágenes en el ejercicio 2. ¿Te son familiares estas situaciones?*

2. Match the pictures (1,2,3) with the dialogues.
   *Escribe sobre la línea el número que relacione la imagen con el diálogo.*

   1)  
   ![Image 1](Image 99x446 to 171x503)
   
   2)  
   ![Image 2](Image 412x216 to 505x325)
   
   3)  
   ![Image 3](Image 277x225 to 370x325)

How old is he? ________________________
Think

3. Look at the dialogues in 2 again. The teacher is giving some instructions. What are they?

¿Cuáles son las instrucciones que está dando el profesor en los diálogos del ejercicio anterior?
4. Match the columns.
   *Relaciona las columnas.*

Circle
Underline
Work in pairs
Complete
Read
Listen
Work in teams

5. Circle the best option.
   *Encierra la opción que se relacione con el dibujo.*

   a) Open your book.
   b) Close your book.

   a) Stand up.
   b) Sit down.

   a) Listen to the teacher.
   b) Listen to the CD.
6. Write the answer on the line.  
*Escribe la respuesta sobre la línea.*

Commands always start with a :___________
   a) verb
   b) noun

7. Match the pictures with the instructions.  
*Relaciona las imágenes con las instrucciones.*

- Open the window.  ______
- Close the door.  ______
- Please, stand up.  ______
- Sit down.  ______
- Be quiet!  ______
- May I come in?  ______
Lesson 5

When’s your birthday?

1. Look at the calendar. Complete it with the words in the box.

*Observa el calendario. Completa la información con las palabras del cuadro.*

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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<tbody>
<tr>
<td>Jan</td>
<td>31 days</td>
<td></td>
<td>28 days (29 every four years)</td>
<td></td>
<td>March</td>
<td>31 days</td>
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<td>31 days</td>
<td></td>
<td>June</td>
<td>30 days</td>
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<td>September</td>
<td>30 days</td>
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<td>31 days</td>
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Spring starts on _____________________
Children’s day is on _____________________
Mother’s day is on _____________________
Columbus day is on _____________________
Christmas day is on _____________________

Read

3. Read the dialogues and complete the chart.
   *Lee los diálogos y completa el cuadro.*

1) Alessandra: César, when’s your birthday?
   César: It’s on 2nd April.

2) Alessandra: Susan, when’s your birthday?
   Susan: It’s on 19th June.

3) Alessandra: Pamela, when’s your birthday?
   Pamela: It’s on 21st March.

4) Alessandra: Joe, when’s your birthday?
   Joe: It’s on 23rd November.

My Birthday Calendar

<table>
<thead>
<tr>
<th></th>
<th>Susan</th>
<th>Joe</th>
<th>César</th>
<th>Pamela</th>
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Think

4. Choose the answers.
   *Selecciona la respuesta.*

1) We use __________ to tell dates.  a) on       b) in

2) We use __________ to tell the date.
   a) ordinal numbers (1st, 2nd, 3rd, 4th…)
   b) cardinal numbers (1, 2, 3, 4, …)
3) Months of the year start with __________
   a) small letter
   b) capital letter

5. Make your own Birthday Calendar.
   *Elabora tu propio calendario de cumpleaños.*

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<thead>
<tr>
<th>NAME</th>
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6. Look at the calendar below. Complete it with the dates (ordinal numbers: 1st, 2nd, etc.)
   *Observa el calendario. Complétalo con las fechas (números ordinales: 1st, 2nd, etc.)*

<table>
<thead>
<tr>
<th>MAY 200___</th>
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<tbody>
<tr>
<td>Sun</td>
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<td>21st</td>
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</table>
7. Order the letters to form the days of the week.

*Ordene las letras para formar el nombre de un día de la semana y escribalo sobre la línea.*

<table>
<thead>
<tr>
<th>Day</th>
<th>Letters</th>
<th>Word</th>
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<tbody>
<tr>
<td>Sun</td>
<td>n / y / s / d / u / a</td>
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**Lesson 6**

**What’s the meaning of sharpener?**

1. Read the dialogue between Miss. Suárez and Juan’s mother then complete the list on the blackboard.

*Lee el diálogo entre la maestra y la mamá de Juan. Completa en el pizarrón la lista.*

Miss Suárez: Good morning Juan.
Juan: Good morning Miss. Suárez. This is my mother. She wants to know the list of items for the class.
Miss. Suárez: Of course. The students will need a dictionary, a notebook, a sharpener, an eraser, a pen, a pencil, scissors, glue and colors.
Juan, copy the list on the blackboard, please.
Juan’s mother: Thank you Miss. Suárez. Bye.

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<thead>
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<th>List</th>
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<td>- a dictionary</td>
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<td>- a notebook</td>
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<td>- __________________</td>
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<td>- a pen</td>
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<td>- scissors</td>
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<td>- a sharpener</td>
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<td>- ____________</td>
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<td>- colours</td>
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<td>- ____________</td>
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<td>- glue</td>
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</table>
Miss. Suárez: Have you finished to copy?
Students: Yes.
Juan: Excuse me, what’s the meaning of sharpener?
Miss. Suárez: It is an item you use to sharpen your pencil.
Lucía: And, what’s the meaning of scissors?
Miss. Suárez: You use it to cut. And in a dictionary you can find the meaning of many words.

Think

2. Circle the words which are not a school object.
Encierra las palabras que no sean un objeto del salón de clase.

scissors  pen  six
sharpener  dog  blackboard
book  eraser  water
flower  notebook  twenty
pencil  cat  dictionary

3. Look at the pictures and write in circle the number to match them with the word.
Observa la imagen y escribe el número en cada círculo para relacionar la palabra con el dibujo.

1. blackboard
2. desk
3. notebook
4. schoolbag
5. pencil
6. pencil case
7. chair
8. door
9. window
10. book
4. Answer the questions.
   *Contesta las preguntas.*

What’s the question that Juan and Lucía use to ask for the meaning of a word?
___________________________________________________________________

What’s the meaning of *sharpener*?
___________________________________________________________________

What’s the meaning of *scissors*?
___________________________________________________________________

5. Read the text.
   *Lee el texto.*

Hi, my name is Jorge. I’m thirteen years old. I’m a student in secondary school. I like English class and this is my book. This is my notebook, this is my dictionary, this is my pen and these are my colors. That is my pencilcase, that is my ID card and that is my lunch.
6. Describe the items you have in your schoolbag and draw it. Use Jorge's example.
   
   Describe lo que llevas en tu mochila e ilústralo. Usa el ejemplo de Jorge.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Unit 1

Personal Identification/Identificación personal
Unit 1

Personal identification / Identificación personal

Purpose/Propósito

El alumno:

El propósito de esta unidad es que los estudiantes tengan la habilidad de presentarse y presentar a otros así como proporcionar detalles personales.

Topics / Temas

Lesson 1 At a party
Lesson 2 Her name is Azucena.
Lesson 3 My father is a mechanic.
Lesson 4 I’m a student.
Lesson 5 What do you do?
Lesson 6 Are you a student?
Lesson 7 My school ID card.
Lesson 8 Where do you live?
Lesson 9 I live in a small town.
Lesson 10 David is a soccer player.
Lesson 11 At the archaeological site.
Lesson 12 Where are you from?
Lesson 13 Are you from Brazil?
Lesson 14 A creature from space.
Lesson 15 Nationality means nacionalidad.
Lesson 16 What about your brother or sister?
Lesson 17 Send me an e-mail.
Lesson 18 Review.

18 sessions, 6 weeks / 18 sesiones, 6 semanas
Lesson 1

At a party.

Read

1. Look at the pictures. Write the expressions to complete the conversation.
Observa las imágenes. Escribe en los espacios las expresiones para lograr una conversación.

1)
2. Write 1 or 3 to order the conversation.
   *Escribe 1 o 3 para ordenar la conversación.*

Marcos: Nice to meet you, too.
Hugo: Nice to meet you, too.

2
Carolina: Look that is my friend Lucía.
Lucía! Come, please.
Carolina: Lucía this is Hugo and this is Marcos.
Lucía: Nice to meet you.

Carolina: Hello! My name is Carolina. What’s your name?
Marcos: Hi! I’m Marcos and this is my friend Hugo.
Hugo: Nice to meet you.

3. Underline the correct word.
   *Subraya la palabra adecuada.*

This / That

4. Underline the correct sentence.
   *Subraya la oración correcta.*

   a) Look, María! that is my brother.  
   b) María, this is my brother.  
   a) This is my friend Jorge Luis.  
   b) That is my friend Jorge Luis.
Write

5. Write this or that.
   *Escribe this or that sobre la línea.*

1. Look! Susana, __________ is my sister.

2. I live in ___________ yellow house.

3. ___________ is my schoolbag.
Lesson 2

Her name is Azucena.

Read

1. Read the text.
   *Lee el texto.*

Good morning. I’m Ruben. I want to talk about my family. This is my mother, her name is Azucena and this is my father, his name is Fernando. He is a teacher. I have two brothers, their names are Joaquin and Jorge. I have one sister, her name is Sofía. My brothers and me play soccer every Sunday in the team “Los rayos”. My father is our coach. He is my favorite soccer player.

Think

2. Write who make reference to the words.
   *Escribe a quién se refieren las palabras siguientes.*

1. Her (line 1) refers to: **Azucena**

2. His (line 2) refers to: __________________________

3. Their (line 3) refers to: __________________________

4. Her (line 3) refers to: __________________________

5. Our (line 5) refers to: __________________________
6. My (line 4) refers to: ___________________________

3. Write the names.
   *Escribe los nombres.*

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>He</td>
<td>His</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>Its</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
</tr>
</tbody>
</table>
4. Write the correct word to complete the sentences.
   *Escribe la palabra o palabras que hagan falta para completar las oraciones.*

**Mariana is my sister. She is a secretary.**

Luis is my brother. ____________ is twelve years old.

My mother is a nurse. ___________ name is Victoria.

My father is thirty five years old. ___________ name is Fernando.

Luis and Toño are my cousins. ____________ study at secondary school.

I am Jorge Luis. _____________ favorite sport is soccer.

5. Complete the family tree. Write the names of the members of your family.
   *Completa el árbol genealógico con los miembros de tu familia. Escribe sus nombres sobre la línea.*
6. Write a short text about your family and draw it.

Escribe un pequeño texto como el de Rubén para describir a tu familia y usa el espacio para dibujarla.

My father is a mechanic.

My family

Lesson 3

My father is a mechanic.

Read

1. Read the next text.

Lee el siguiente texto

At the classroom

En el salón de clase.

Laura is presenting her father to her classmates.

Laura presenta a su papá con sus compañeros de clase.

My father is a mechanic. His name is Alonso Hernández. He’s 40 years old. He has his own business, he knows everything about mechanics. He has too much experience, such like 20 years. His labor is to repair all kind of motors like trucks, double decker busses, cars and motorcycles. He is the best mechanic in all my community. I’m the youngest I have two brothers. They’re always helping my father with his job.
2. Answer the questions.
   *Responde las preguntas.*

   What does her father do?
   He is a _____________________________________________

   What’s the name of her father?
   ____________________________________________________

   What’s his last name?
   ____________________________________________________

   How old is he?
   ____________________________________________________

   How many years does have of experience?
   ____________________________________________________

3. Write the contractions.
   *Escribe las contracciones.*

   **e.g. They are**  **they’re**

   He is  _____________________________________________
   I am  _____________________________________________
   She is  _____________________________________________
   It is  _____________________________________________
   You are  _____________________________________________
   We are  _____________________________________________

   **FOCUS ON LANGUAGE**

   Pronoun + Verb to be = Contraction
   
   I + am = I’m

4. Select the answer and write it on the line.
   *Selecciona la repuesta y escribela sobre la línea.*

   We use an __________ to join two words.
   a) (’) apostrophe
   b) (,) comma
5. Answer the questions using the words in the box.
   Responde las siguientes preguntas usando las palabras del cuadro.

   e.g. Who is this? (he is the son of my mother)  That’s my brother.
   Who are they? (they are the daughters of my uncle)  Those are my nieces

<table>
<thead>
<tr>
<th>grandfather</th>
<th>sister</th>
<th>father</th>
<th>grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>uncle</td>
<td>aunt</td>
<td></td>
</tr>
</tbody>
</table>

Who is this? (He is the father of my father)
Who is this? (She is the wife of my father)
Who is this? (She is the daughter of my parents)
Who is this? (He is the brother of my father)
Who is this? He is the son of my grandfather
Who is this? (She is the wife of my grandfather)
Who is this? (She is the wife of my uncle)
Who are they? (They are the sons of my uncle)

6. The question: Who is this? is used to ask:
   Escribe a qué se refiere la pregunta: Who is this?
7. Write a paragraph describing the occupation of somebody of your family members.

_Escribe un párrafo en dónde describas la ocupación de algún miembro de tu familia._

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

**Lesson 4**

I’m a student.

1. Read the text

_Le el texto._

My name is Robert Smith. I’m a British writer. I’m 75 years old. My birthday is on 21st June. I live in 312 Rivoli Street, Paris, France. My telephone number is 34 56 89. My e-mail address is _robsm@lovepoems.com_ I have one brother. His name is Tom. He is a photographer.
2. Complete the information.
   *Completa la información.*

First name: _______________________________________
Last name: _______________________________________
Occupation: _______________________________________
Address: _________________________________________
E-mail: __________________________________________
Last name: _______________________________________
Nationality: _______________________________________
Telephone number: ___________________________________
Date of birth: ______________________________________

3. Draw yourself.
   *Dibújate.*

4. Write a text with your personal information similar to text 1.
   *Escribe un texto con tu información personal, tomando como ejemplo el que aparece al inicio de la lección.*

I’m….._____________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

43
Speak

5. Present your personal information to the classroom.
   *Presenta tus datos personales ante la clase.*

---

**Lesson 5**

---

**What do you do?**

---

**Read**

1. Read the dialogue.
   *Lee el diálogo.*

At a Journal.
*En una editorial de periódico.*

---

Karla: Hi. My name is Karla
Robert: I´m Robert. What do you do? Are you a model?
Karla: No, I´m a journalist and you?
Robert: I´m a photographer. I work here.
Karla: Cool! I´m looking for a job.
Robert: Good luck! Nice to meet you!
Karla: Nice to meet you too! Thanks!
Think

2. How do we ask someone for their occupation?
¿Cómo preguntamos por la ocupación del alguien?

3. Write on the line the article according to the sentence.
Escribe sobre la línea el artículo según corresponda.

Article _____ is used with words starting with a vowel sound
Article _____ is used with words starting with a consonant sound

4. Match the occupations with the drawings.
Relaciona las ocupaciones con los dibujos.

A mechanic

A soccer player

An engineer

A plumber

An actress
5. Write a or an in the blanks.
   *Escribe a o an sobre la línea según corresponda.*

   _____ doctor   _____ accountant   _____ engineer
   _____ journalist   _____ policeman   _____ teacher
   _____ lawyer   _____ designer   _____ plumber

6. Interview your partner and write down the information you get.
   *Entrevista a tu compañero y escribe la información que obtengas.*

   Use the key questions:
   - What do you do? I’m a student.
   - What does your father do? He’s a carpenter.
   - What does your mother do? She’s a nurse.

   1) ______________________________________
   2) ______________________________________
   3) ______________________________________

**Lesson 6**

**Are you a student?**

1. Read the dialogue.
   *Lee el diálogo.*

   Ema and Luis are looking at Ema’s album.
   *Ema y Luis están viendo el álbum de Ema.*
Luis: Who is this Ema?
Ema: That’s me!

Luis: How old are you?
Ema: I’m twelve years old.

Luis: Are you a student?
Yes, I am a student. And you?

Luis: No, I’m a secondary teacher. Who is this?

Emma: That’s my grandmother!

Luis: How old is she?
Emma: She’s 79 years old.

Luis: What does she do?

2. Answer the next questions according to the dialogue above.
Responde las siguientes preguntas de acuerdo al diálogo anterior.

e.g. Are Emma and Luis students? No, they aren’t.
Is Emma twelve years old? Yes, she is.

Is Emma a student?

Is Luis a journalist?

Is Ema’s grandmother 79 years old?

3. Complete the information. Write on the line if the sentences are affirmative or negative.
Completa la información. Escribe sobre la línea si las oraciones son afirmativas o negativas.

1) Are you a student?
   Yes, I am. ______________________
   No, I'm not. ______________________

2) Isn’t she a teacher?
   Yes, she is. ______________________
   No, she isn’t. ______________________

3) Is it hard to be an architect?
   Yes, it is. ______________________
   No, it isn’t. ______________________

4. Complete the dialogue.
   Completa el diálogo.

   Tomas: Hi, Are you a student?
   Liu: Yes, I am. My name is Liu Huang.
   Tomas: I _____ sorry. Please say that again. _____ your first name Lou Huang?
   Liu: No, it _____ Lou. _____ L-I-U.
   Tomas: OK! _____ today your first day here?
   Liu: Yes, it _____.
   Tomas: Nice to meet you!
   Liu: Nice to meet you too! See you later.

5. Practice the dialogue 4 with your partners.
   Practica el diálogo 4 con tus compañeros.
Lesson 7

My school ID card.

Read

Teacher: Good morning!
Student: Good morning, teacher.
Student: Hello, Miss.
Miss: Hi. Show me your ID card students.
Miss: Where is your ID card Juan?
Juan: I lost it Miss.
Miss: You need a new ID. remember we will visit the zoo tomorrow.

Think

1. Circle the correct option.
   Encierra la opción correcta.

Juan needs the school identification card to visit:

a) a museum  b) a supermarket  c) a zoo

An identification card contains:

a) name, last name, age  b) a conversation  c) a favorite T.V program
2. Read the conversation. Then complete the ID card.

*Lee la conversación. Después completa la credencial.*

Juan: Good morning. I need a new ID card.
Secretary: Yes, of course. What’s your name?
Juan: Juan
Secretary: And, what’s your last name?
Juan: Hernández
Secretary: How old are you?
Juan: I’m thirteen years old.
Secretary: What’s your group?
Juan: I’m in first grade, group B.

![Secondary School ID Card](image)

3. Answer the questions. How do we ask for personal details?

*Contesta las preguntas. ¿Cómo preguntamos por detalles personales?*

- a) ____________________________ name?
- b) ____________________________ surname?
- c) ____________________________ address?
- d) ____________________________ telephone number?

How do we ask for someone’s age?

*¿Cómo preguntamos por la edad de alguien?*

_______________________________________________________

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4. Interview a classmate and complete the ID card.
   *Entrevista a un compañero (a) y completa la credencial.*

<table>
<thead>
<tr>
<th>SECONDARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________</td>
</tr>
<tr>
<td>Last name: ________</td>
</tr>
<tr>
<td>Age: ______________</td>
</tr>
<tr>
<td>Group: ______________</td>
</tr>
</tbody>
</table>

5. Answer the questions with personal information.
   *Contesta las preguntas con tu información personal.*

a) What’s your name?
   ________________________________________________

b) What’s your last name?
   ________________________________________________

c) How old are you?
   ________________________________________________

d) What’s your mother’s name?
   ________________________________________________

e) What’s your father’s name?
   ________________________________________________

6. Complete your ID card with personal information and paste your photograph or draw.
   *Escribe los datos a tu credencial y pega tu foto o dibújate.*

<table>
<thead>
<tr>
<th>SECONDARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________</td>
</tr>
<tr>
<td>Last name: ________</td>
</tr>
<tr>
<td>Age: ______________</td>
</tr>
<tr>
<td>Group: ______________</td>
</tr>
<tr>
<td>photo</td>
</tr>
</tbody>
</table>

51
Where do you live?

David is an American astronaut. He lives in New York. He’s thirty-five years old. He has a brother, his name is Tom and he lives in Dallas. He also has a sister, her name is Sally and she is a teacher. She lives in Houston. Their parents live in Houston too.

1. Circle T (True) or F (False).
   Encierra T (True-verdadero) si la oración es verdadera o F (False-falso) si es falsa.

   a) David is an engineer.             T F
   b) He is thirty-five years old.     T F
   c) Tom lives in Dallas.             T F
   d) Sally is an astronaut.           T F
   e) Sally lives in Houston.          T F
   f) Their parents live in New York.  T F
   g) David lives in New York.         T F
Think
2. Match the columns.
   Relaciona las columnas.

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>a) How old are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>City</td>
<td>b) What’s your name?</td>
</tr>
<tr>
<td></td>
<td>Last name</td>
<td>c) Where do you live?</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>d) What’s your last name?</td>
</tr>
</tbody>
</table>

Read
3. Read the dialogue
   Lee el diálogo

Mariana: Hello! boys and girls. I want to invite you to my birthday party.
Jorge: When is your birthday?
Mariana: It is on July 6th, next Saturday.
Marcos: Where do you live?
Mariana: I live in downtown.
Lucía: What’s your address?
Mariana: It is 5, Miguel Hidalgo Street. It is near of the school. Will you go?
Claudia: Yes, of course.
Marcos: Sure.
Mariana: Ok, see you on Saturday at five o’clock.
4. Complete the invitation card.  
_Combeta la invitación para la fiesta._

5. Where do they live? Draw them.  
_¿Dónde viven los animales? Dibújalos._

6. Answer the questions.  
_Conjeta las preguntas._

- What’s the meaning of cave? __________________________
- What’s the meaning of bear? __________________________
- What’s the meaning of fish? __________________________
- What’s the meaning of nest? __________________________
- What’s the meaning of bird? __________________________
7. Write **TRUE** or **FALSE**.
    *Escribe **TRUE** o **FALSE** sobre la línea.*

a) A bird lives in a cave. __________________
b) A dog lives in the sea. __________________
c) A fish lives in the sea. __________________
d) A bear lives in a cave. __________________
e) A person lives in a home. __________________

---

**Lesson 9**

**I live in a small town.**

1. Read the dialogue, the teacher is presenting to a new student from Querétaro.
    *Lee el diálogo en donde el maestro está presentando a un nuevo alumno que viene de Querétaro.*

Teacher: Good morning boys and girls. This is Armando, he is your new classmate.

Students: Welcome Armando.

Jorge: What's your last name?

Armando: Ortega.

Mariana: How old are you?

Armando: I'm twelve.

Susana: Who do you live with?

Armando: I live with my grandmother and grandfather.

Lucia: Tell us about Querétaro.

Armando: Well, it is a small, historic, clean and quiet city. People are very kind.
2. Circle the word that corresponds to the images.

Encierra la palabra que corresponda con las imágenes.

Think

2. Circle the word that corresponds to the images.

Encierra la palabra que corresponda con las imágenes.

Think

hot cold

big small modern historic clean dirty

Speak

3. Interview a classmate about the place where she or he lives.

Realiza una entrevista a tu compañero (a) sobre el lugar donde vive.

You:   Where do you live?

Classmate:  I live in ______________________________

You:  Tell me about it.

Classmate:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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4. Describe the place where you live and draw it.  
*Describe cómo es el lugar donde vives y dibújalo.*

---

**Lesson 10**

**David is a soccer player.**

**Read**

1. Read the biography of David.  
*Lee la biografía de David.*

David Roberts was born in Leytonstone, London on May 2, 1975. He is a soccer player and the most famous sports personality in the world. He is married to Victoria Gordon and they have three sons. They live in Los Angeles.
2. Match the columns.
   \textit{Relaciona las columnas.}

\begin{tabular}{lll}
   \hline
   \textbf{\underline{_____}} & \textbf{What's his name?} & \textbf{a)} He lives in Los Angeles. \\
   \textbf{\underline{_____}} & \textbf{What's his last name?} & \textbf{b)} soccer. \\
   \textbf{\underline{_____}} & \textbf{What does he do?} & \textbf{c)} David. \\
   \textbf{\underline{_____}} & \textbf{How old is he?} & \textbf{d)} He is a soccer player. \\
   \textbf{\underline{_____}} & \textbf{Where does he live?} & \textbf{e)} It is on may 2. \\
   \textbf{\underline{_____}} & \textbf{Which is his favorite sport?} & \textbf{f)} Roberts. \\
   \textbf{\underline{_____}} & \textbf{When is his birthday?} & \textbf{g)} He is thirty-two years old. \\
   \hline
\end{tabular}

3. Read and underline the correct word.
   \textit{Lee la definición y subraya la palabra adecuada.}

1. This word refers to a place.
   a) what  \hspace{1cm} b) where  \hspace{1cm} c) when

2. This word refers to a date.
   a) when  \hspace{1cm} b) which  \hspace{1cm} d) how

3. This word means “cuál”.
   a) when  \hspace{1cm} b) where  \hspace{1cm} d) which

4. Read the ID card.
   \textit{Lee la identificación de Martha.}

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{Personal ID} \\
Name: Martha  \\
Last name: Rico  \\
Age: 23  \\
Occupation: Secretary  \\
Address: 17 Amarilla Street  \\
City: Bogotá  \\
Phone: 3778203657  \\
\hline
\end{tabular}
\end{center}
5. Complete the text with Martha’s information.  
Completa el texto usando la información de Martha.

Martha Rico is a ____________. She’s ________________________ years old.  
She lives in __________________. Her address is__________________________.
Her phone number is _____________________________.

6. Read the information and complete the ID card.  
Lee la información y completa la credencial.

Ivan Pavlovski is a policeman. He lives in Moscow. He is thirty years old and his address is 16 Stalin Road. His telephone number is 435-4008-23.

<table>
<thead>
<tr>
<th>Personal ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ________</td>
</tr>
<tr>
<td>Last name: ________</td>
</tr>
</tbody>
</table>
| Age: _______________
| Address: _______________ |
| City: |

7. Read the biography about Strongman.  
Lee la biografía sobre Strongman.

Strongman is a superhero. He was born on the alien Planet Kryptonia. He was rocketed to Earth before the planet’s destruction. His name is Charles Ment. He works as a reporter for the newspaper “The Daily Moon”. Strongman is faster than speeding bullet, more powerful than locomotive and able to leap tall buildings in a single bound.
Write

8. Write a text similar to the Strongman’s, about a person you admire.
   
   Escribe un texto similar al de Strongman sobre una persona que admires.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Lesson 11

At the archaeological site.

Read
1. The students are in an archaeological site. Read the dialogues, and then write the number on the lines according to the country the tourist is.
   
   Los alumnos están de visita en una zona arqueológica. Lee los diálogos y escribe el número junto a la bandera de acuerdo con el país del turista.


**Think**

2. Answer the question. *Contesta la pregunta.*

Where are you from? means: ___________________________________________
Write the three countries in the dialogue: ________________________________
Write the three nationalities in the dialogue: ________________________________
3. Locate on the map the countries in the box.
*Localiza en el mapa los países del rectángulo.*
4. With the information in the map complete the sentences.

Con la información del mapa completa las oraciones.

a) Nicole is from **France**. She's **French**.

b) Scout is from _______________. He’s _____________________.

c) Ivan is from ______________. He’s Russian.

d) Greco is from **Greek**. He’s ________________________.

e) Taoshi is from _______________. He’s ________________________.

f) Alisa is from ________________. She’s ________________________.

g) Sabdy is from ________________. She’s ________________________.

h) Mario is from **Peru**. He’s ________________________.

i) Juan is from ________________. He’s Mexican.

j) Paula is from **Portugal**. She’s ________________________.

5. Complete the table with information below.

Completa el cuadro con la información anterior.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

<table>
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</table>

6. Imagine you are from other country. Invent a name an write about yourself.

Imagina que eres de otro país. Inventa un nombre y escribe sobre ti.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Lesson 12

Where are you from?

1. Read the information about Jennifer, Ramiro and Nora.
   *Lee la información de Jennifer, Ramiro y Nora.*

   My name is Jennifer Robins, I’m from Toronto, Canada. I’m Canadian. I’m 12 years old. My birthday is on November 20\(^{th}\). My father is an actor. He is now working in Broadway.

   His name is Ramiro Paredes. He’s from France. He’s French. He’s 13 years old. His birthday is on September 1\(^{st}\). His sister is 3 years old. Her name is Lisa.

   She is Nora Stevens. Nora’s from Texas. She’s American. She’s 11 years old. Her birthday is on July 25\(^{th}\). Her mother’s from Guatemala. She’s Guatemalan.

2. Complete the information.
   *Completa la información.*

   Ramiro’s from ____________________.
   He’s ____________________.
   He’s __________ years old.
   His birthday is on ________________.

   Nora’s from ____________________.
   She’s ____________________.
   She’s ________________ years old.
   Her mother’s from ____________________.

   Jennifer’s from ____________________.
   _____________ Canadian.
   She’s _____________ years old.
   ____________________ November 20\(^{th}\).
Think

3. Answer the questions.
   Contesta las preguntas.

We use ________ to say the country or the place of origin.
   a) from
   b) for

Write

4. Complete the chart using the words in the box.
   Completa la tabla usando las palabras del cuadro.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
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<td>Russian</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Russia</td>
<td>Greek</td>
</tr>
</tbody>
</table>

65
5. Classify the nationalities according to their endings using the words of the box.

Clasifica las nacionalidades según sus terminaciones utilizando las palabras del cuadro anterior.

<table>
<thead>
<tr>
<th>-n</th>
<th>-ish</th>
<th>-ese</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian</td>
<td>English</td>
<td>Chinese</td>
<td>Greek</td>
</tr>
</tbody>
</table>

Lesson 13

Are you from Brazil?

1. Read the next dialogue.

Lee el siguiente diálogo.

Paulo Da Silva: Hi. Are you a new student?

Carlos: Yes, I am. My name is Carlos Gómez. What’s your name?

Paulo Da Silva: My name is Paulo Da Silva.

Carlos: Your accent is different. Are you from Portugal?

Paulo Da Silva: No, I’m from Brazil. I’m Brazilian. I speak Portuguese. Are you Mexican?
Carlos: Yes, I’m Mexican. Are you from Rio de Janeiro?

Paulo: No, I’m from Brazilia.

Carlos: Paulo, nice to meet you.

Paulo: Nice to meet you too. See you later!

Carlos: Good bye!

2. Answer the next questions. 
   *Contesta las siguientes preguntas.*

Is Carlos a new student?

Is Correia the last name of Paulo?

Is Paulo from Brazilia?

Think

3. Answer the questions, according to your answers in 2. 
   *Contesta las preguntas.*

What’s the structure of these questions?

How do you give an affirmative answer?

How do you give a negative answer?
4. Read the text.
   
   Lee el texto.

   Roger Waters is 14 years old. He’s from Manchester, England. His parents are from Belgium, they all live in Warsaw, Poland. He is a secondary student at Poland Junior High. His birthday is on February 14th.

5. Complete the information.
   
   Completa la información.

   ___________________________? Roger.

   ___________________________? No, his last name is Waters.

   ___________________________? From Manchester, England.

   ___________________________? In Warsaw, Poland.

   ___________________________? Yes, he is.

   ___________________________? No, his birthday is on February 14th.
A creature from the space.

Read

1. This is a creature from the space. Read her biography.
   *Esta criatura es del espacio. Lee la siguiente biografía.*

   She is Zianya. She is a nurse in her country. She is from Zianyaland. She is 165 years old. Her nationality is Zianyashian and her language is Zianyish. Her address is 39 Blue Star in the Milky way. Her phone number is 2873-28892-000.

Think

2. Complete the table with the missing words. Use the information in the text.
   *Completa el cuadro con las palabras que faltan. Usa la información del texto.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Country</th>
<th>Nationality</th>
<th>Language</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Draw a creature. Use the questions as a guide.
   *Dibuja una criatura. Usa las preguntas como guía.*

   o What’s the name of the creature?
   o Where is it from?
   o How old is the creature?
   o What’s its nationality and language?
   o What’s its address?
   o What’s is its phone number?
Write about your creature.
*Escribe acerca de la criatura.*

Text

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Think

4. Show your creature to your classmates and read your text. Listen to the other stories.

*Muestra tu criatura a tus compañeros y lee tu texto. Escucha las otras historias.*
Lesson 15

Nationality means \textit{nacionalidad}

Read

1. Read the text and underline the words you can understand without a dictionary.

\textit{Lee el texto y subraya las palabras que puedes entender sin usar un diccionario.}

Homework.

Taoshi Okito is from Japan, his nationality is Japanese. He is thirty-five years old. He is a doctor and he works at the most important hospitals in his country. He practices basketball and tennis. He is in Mexico city for vacation; he visited Chapultepec park, the Zocalo, the Fine Arts Palace and the National Anthropology Museum. I think Taoshi is a very intelligent and interesting person.

2. Write the words you underlined in the text.

\textit{Escribe las palabras que subrayaste en el texto.}

\underline{Nationality,} __________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

These words are named \textit{“cognates”}. A cognate is a word that is similar in English and Spanish and you can understand it easy.

\textit{Estas palabras se llaman cognados. Un cognado es una palabra que en la escritura y el significado es similar o igual al español y las puedes entender fácilmente.}
Think

3. Write the meaning in Spanish of the words.
Escribe el significado en español de las siguientes palabras.

a) nationality
b) doctor
c) important
d) hospital
e) vacation
f) museum
g) intelligent

Write

4. Read the text and answer the questions.
Lee el texto y contesta las preguntas.

Koko is a gorilla. He’s from Africa and he lives in a zoo with other animals. His best friends are the elephants, the hippopotamus, the chimpanzee and the crocodile. His favorite food are bananas and chocolates. You can visit him at the zoo and take photographs. He will be happy to see you. He is very intelligent.

a) Where is Koko from? ____________________________________________
b) Where does he live? ____________________________________________
c) Who are his friends? ____________________________________________
d) Write the cognates: ____________________________________________
e) Write in Spanish what you understand from the text _________________
Lesson 16

What about your brother or sister?

Read

1. Read the text.
   *Lee el siguiente texto.*

Mario is a student in first grade at secondary school. He plays soccer with his brothers. They play on Sundays in the park. His mother carries the lunch. She prepares some sandwiches and carries sodas for drink. His father goes with them too. He is the coach of the team.

2. Look at the words in bold. Who do they refer to? Circle the correct option.
   *Observa las palabras en negritas. ¿A quién se refieren? Encierra la opción adecuada.*

   1. En la primer línea, *he* se refiere a:
      a) Mario         b) The father        c) The mother

   2. En la segunda línea, *they* se refiere a:
      a) Mario and his father. b) Mother and father. c) Mario and his brothers

   3. En la segunda línea, *she* se refiere a:
      a) The mother         b) Mario           c) The sister

   4. En la tercer línea, *he* se refiere a:
      a) The father         b) The teacher     c) The mother

Think

3. Underline the best option.
   *Subraya la mejor opción.*
   A) These are personal pronouns:
      a) I, you, he, she, it, they, we         b) in, on, under, next to.
B) These are possessive adjectives:
   a) one, two, three, four, five, six  
   b) My, your, his, her, its, their, our

Play

4. Find and circle eight personal pronouns in the letters.
   *Encuentra y encierra los 8 pronombres escondidos en la sopa de letras.*

   A I T W M S H E
   F T H E Y M E H
   G S E B O U R I
   C J M X U S D M
   T H E M R H I S

Write

5. Interview to a classmate. Then, answer the questions.
   *Entrevista a uno de sus compañeros y contesta las siguientes preguntas.*

What is your name?  ____________________________________
What is your last name?  ____________________________________
Where are you from?  ____________________________________
When is your birthday?  ____________________________________
What is your favorite sport?  ____________________________________

6. With the information about your classmate write a text like Mario’s.
   *Con la información de tu compañero escribe un texto, usa el de Mario como ejemplo.*

   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
Lesson 17

Send me an e-mail.

Read

1. Read the text.

*Lee el texto.*

Yoko wants to contact a friend in England and she decided to send him an e-mail:

From: Yoko Tamaguchi  
To: Stephen Morrissey  
Subject: Hi, Stephen!

Dear Stephen:

Hi! My name is Yoko Tamaguchi I’m from Japan, I’m fourteen years old, I’m a student. I live in Kyoto. My father is a doctor, his name is Kato Tamaguchi, he’s very intelligent. My mother is a nurse, her name Akane Tendo, she is from Tokyo, she’s very careful with her patients. They work together at the same Hospital. I have a little brother named Daero, he’s seven years old. I will be very glad if you phone me, my telephone number is: 26 26 11 44 or send me an e-mail my adress is: yokot@makefriends.com.

Sincerely,  
YOKO TAMAGUCHI

2. Order the questions and answer them.

*Ordena las preguntas y contéstalas tomando en cuenta la información de Yoko.*

e.g. How old is Yoko?  
*She is fourteen years old.*

is/ Yoko’s/ last/ name /What/?

she/ does/do / What?

his/ What’s/ occupation/ father’s?

are/ Where/ from/ they?
Kato/ Who/ Tamaguchi/ is?

3. Interview 3 of your classmates and complete the information.
   Entrevista a 3 de tus compañeros (as) y completa la información

1) What’s your name?  My name is ______________________
   How __________?    I´m ____________ years old
   Where´re you from?  I´m from _________________________
   What´s your ________________?  My telephone number is ____________

2) What´s _____________?   His name is ______________________
   How old are you?    He’s ____________ years old
   Where´re you from?  He’s from ________________________
   What´s your telephone number?  His _____________ is ______________

3) ______ your name?    Her name is ________________________
   How old _______?    She’s ____________ years _________
             you from?  I´m from _________________________
   _______ telephone number?    Her telephone __________ is ____________

4. Reply Yoko´s e-mail, including all your personal information.
   Contesta el e-mail de Yoko incluyendo tus datos personales.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Lesson 18

Review

1. Order the dialogue and write the corresponding numbers (1,2,3, or 4)
   Ordena el diálogo y escribe el número que corresponda.

   (   ) Nice to meet you too.
   (   ) Hello, Mario. I am Lucy.
   (   ) Nice to meet you.
   ( 1 ) Hi, My name is Mario.

   The teacher is going to dictate to you, listen to 5 different names and then spell them
to the class, then write the names in the table.
El profesor te va a dictar, escucha cinco nombres diferentes y deletréalos para la
clase, posteriormente escribíelos en la tabla.

   e.g. Pedro Xtabay    P-E-D-R-O  X-T-A-B-A-Y      Pedro
   Xtabay

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</table>

2. Match the columns.
   Relaciona las columnas.

   1) May I go to the bathroom?
   2) Sit down!
   3) Open your books.
   4) Close the window.
3. Find and circle the twelve months of the year.
*Encuentra y encierra los 12 meses del año.*

<table>
<thead>
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<th>X</th>
<th>I</th>
<th>P</th>
<th>H</th>
<th>F</th>
<th>A</th>
<th>P</th>
<th>R</th>
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<td>E</td>
<td>R</td>
<td>Y</td>
<td>X</td>
</tr>
</tbody>
</table>

4. Answer the puzzle in English.
*Responde en inglés el crucigrama.*

**Horizontales**

1. El nombre de este día se parece al cuarto planeta del Sistema Solar.
2. Es el día en que toda la familia se reúne.
3. Es el primer día de la semana.
4. Su nombre se parece a un planeta que tiene anillos.
Verticales

5. Es el día que empieza con “w” y termina con “y”.
6. Último día de clases.
7. Es el día que tiene 6 letras en su escritura y empieza con “j” en español.

5. Match the ordinal and cardinal numbers. Follow the example.
   Relaciona los números ordinales y cardinales. Fíjate en el ejemplo.

Twenty four    two
Thirteenth    fifty
Second        one
Sixty nine   Sixty ninth
First         thirty three
Fiftieth      Twenty fourth
Thirty third  thirteen
6. With the help of a dictionary find the meaning of the next words. Write the meaning on the line.

Con la ayuda del diccionario busca la traducción en español de las siguientes palabras. Escribe el significado sobre la línea.

1) scissors___________________
2) schoolbag: ________________
3) cucumber: ________________
4) Classmate: ________________

7. Answer the questions about yourself.

Conste las preguntas sobre ti mismo.

a) What’s your name? _________________________________________________

b) What’s your last name?______________________________________________

c) How old are you? __________________________________________________

d) What’s your address? _______________________________________________

e) Where are you from? _______________________________________________

f) Where do you live? _________________________________________________

8. Write the word in the line. Follow the example.

Escribe la palabra sobre la línea. Fíjate en el ejemplo.

Laura: This is my friend Mariana.
Mariana: Where is ________ from?
Laura: ________’s from Brazil.
Mariana: And this picture?
Laura: ________ name is Rosario.
Mariana: ________’s from Spain.
Mariana: What’s ________ last name?
Laura: Her ________ last name is Castillo.

9. Choose the answer.

Escoge la respuesta.

1) Hi. I ( ‘m / ‘s ) Dave.
2) Hello. We ( ‘s / ‘re ) Mary and Hellen.
3) She ( ‘re / ‘s ) a nurse.
4) Dianna’s ( from / on ) Argentina
5) John’s birthday is ( on / an ) November 11th.
10. Write the occupation under the picture. Use a or an and the words in the box. Follow the example.

Escribe la ocupación debajo de cada dibujo. Usa a o an y las palabras en el cuadro. Fíjate en el ejemplo.

an astronaut

11. Read the sentences and match them with the pictures. Follow the example.

Lee las oraciones y relaciona las con los dibujos. Fíjate en el ejemplo.

1. (b) 2. ( ) 3. ( ) 4. ( ) 5. ( )
a) Mr. Fernando García is Mexican. He is a carpenter and he is thirty three years old.
b) Miss. Sally Laurence is an English teacher. She is from England. She's thirty years old.
c) Mrs. Sumiko Tokana is a Japanese actress. She’s forty years old.
d) Mr. Paul Dupont is a doctor. He’s from France. He's forty four years old.
e) Mr. Marcio Correia is a mechanic. He’s from Brazil. He’s twenty eight years old.

12. Choose the correct word and write it on the line.
   *Elige la respuesta correcta y escríbela sobre la línea.*

   1. Mario is from Brazil. He is __________________________.
      a) Brazilian  b) French
   2. Ivan is from Russia. He is __________________________.
      a) Rustic  b) Russian
   3. Nicole is from France. She is ________________________.
      a) French  b) Francois
   4. Robert is from England. He is ________________________.
      a) English  b) Englishman
   5. Yoko is from Japan. She is ____________________________.
      a) Chinese  b) Japanese

13. Write the country and nationality under the flag. Use the words in the box.
   *Escribe el país y la nacionalidad debajo de cada bandera. Usa las palabras del cuadro.*

<table>
<thead>
<tr>
<th>Belgium</th>
<th>England</th>
<th>Mexico</th>
<th>China</th>
<th>France</th>
<th>Poland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgian</td>
<td>English</td>
<td>Mexican</td>
<td>Chinese</td>
<td>French</td>
<td>Polish</td>
</tr>
</tbody>
</table>

1. ______________  2. ______________  3. ______________
1. Page 77.
Página 77.

( 4 ) Nice to meet you too.
( 2 ) Hello, Mario. I am Lucy.
( 3 ) Nice to meet you.
( 1 ) Hi, My name is Mario.

2. Page 77.
Página 77.
1) May I go to the bathroom?

2) Sit down!

3) Open your books.

4) Close the window.
5. Page 79.

**Página 79.**

Match the ordinal and numbers. Follow the example.

*Relaciona los números *ordinales *y cardinales. Fíjate en el ejemplo.*

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty four</td>
<td>two</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>fifty</td>
</tr>
<tr>
<td>Second</td>
<td>one</td>
</tr>
<tr>
<td>Sixty nine</td>
<td>thirty three</td>
</tr>
<tr>
<td>First</td>
<td>Sixty ninth</td>
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<tr>
<td>Fiftieth</td>
<td>Twenty fourth</td>
</tr>
<tr>
<td>Thirty third</td>
<td>thirteen</td>
</tr>
</tbody>
</table>


**Página 80.**

**Scissors:** it is an item to cut.
**Schoolbag:** it is a bag to carry school items.
**Cucumber:** the long fleshy many-seeded fruit of a vine is a garden vegetable

**Classmate:** a member of the same class (as in college)

**Unit 1**

7.

a) What’s your name?  My name is ........

b) What’s your last name?  My last name is .................

c) How old are you?  I’m ............... years old

d) What’s your address?  My address is # + Street

e) Where are you from?  I’m from .................

f) Where do you live?  I live in .................

8. Page 80

**Página 80**

Laura:  This is my friend Mariana.

Mariana:  Where is *she* from?

Laura:  *She*’s from Brazil.

Mariana:  And this picture?

Laura:  *Her* name is Rosario.

Mariana:  *She*’s from Spain.

Laura:  What’s *her* last name?

Mariana:  *Her* last name is Castillo.

9. Page 80

**Página 80**

1) Hi. I (*m/ ‘s *) Dave.

2) Hello. We (*’s / ’re *) Mary and Hellen.

3) She (*’re / ’s *) a nurse.

4) Dianna’s (*from / on *) Argentina

5) John’s birthday is (*on / an *) November 11th.

11. Page 81

12. Page 82

13. Page 82
Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recuerda que puedes consultar estas páginas electrónicas a lo largo de toda la unidad.</td>
<td>• <a href="http://www.bbc.co.uk/teens">www.bbc.co.uk/teens</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.afterschool.gob/kidsnteens2.html">www.afterschool.gob/kidsnteens2.html</a>.</td>
</tr>
<tr>
<td></td>
<td>• Programa sepAingles. Programa: ¡Hello!</td>
</tr>
<tr>
<td></td>
<td>Para la lección 1 de la unidad introductoria.</td>
</tr>
</tbody>
</table>

Bibliografía


Unit 2

Actions in progress/Acciones en progreso
Unit 2

Actions in progress/Acciones en progreso

Purpose/Propósito

El propósito de esta unidad es capacitar a los estudiantes para que den y obtengan información sobre posesiones y describan acciones que están en progreso, es decir, en el momento en el que se está hablando.

Topics / Temas

Lesson 1    Sending an e-mail
Lesson 2    This is Samuel’s sweater
Lesson 3    Whose are these shorts?
Lesson 4    That is my favorite jacket
Lesson 5    These blue jeans are comfortable
Lesson 6    Are these your sunglasses?
Lesson 7    Mini Check
Lesson 8    Looking for Arturo
Lesson 9    Speaking on the phone
Lesson 10   Getting ready to the party
Lesson 11   Enjoying a party
Lesson 12   What’s happening at the party?
Lesson 13   A day in Acapulco
Lesson 14   Mini Check
Lesson 15   Project: A class magazine. Part one
Lesson 16   Project: A class magazine. Part two
Lesson 17   Project: A class magazine. Part three
Lesson 18   Project: A class magazine. Part four
Lesson 19   Project: A class magazine. Part five
Lesson 20   Project: A class magazine. Part six
Lesson 21   Project: A class magazine. Part seven
Lesson 22   Review
Lesson 23   Review
Lesson 24   Review

24 sessions, 8 weeks/ 24 sesiones, 8 semanas
Lesson 1

Sending an e-mail

Read

1. Answer the question about the text.
   Responde la pregunta acerca del texto.
   What is this text?
   a) a letter   b) a dialogue   c) an e-mail

2. Look at the picture and read the text.
   Observa la imagen y lee el texto.

From: mauricio@cooltown.com
To: nigel@meetme.com
Subject: Greetings from Mexico

Dear Robert,

I’m sending you a photograph of me with my family. Here I’m wearing all in red. Red is my favorite color, that’s why my jacket is red, my pants are red and even my shoes are red.
The boy next to me is my little brother. His name is Arturo. In the picture, he is wearing his “charro” suit, because the photo is from Mexican Independence day.
Behind me and my brother are my parents. They are also wearing typical clothes. They only wear their typical clothes to celebrate Independence Day. I think their clothes are very nice, especially my mother’s black skirt covered with bright decoration. Send me an e-mail soon.
The girls that are sitting in front are my sisters Monica and Laura.

Regards,
Mauricio
3. Answer the questions according to the e-mail.
   
   Responde las preguntas de acuerdo con el correo electrónico.

   1. What’s Mauricio describing?
      A) an e-mail
      B) a Picture

   2. What’s Mauricio’s favorite color?
      A) blue
      B) red

   3. What are Mauricio’s parents wearing?
      A) typical clothes
      B) sport clothes

4. Look at the bold words and answer the following questions. Underline the correct answer.
   
   Observa las palabras en negritas y contesta las siguientes preguntas. Subraya la respuesta que corresponda.

   1. In the first paragraph, my refers to:
      • Mauricio
      • Arturo

   2. In the second paragraph, his refers to:
      • “charro” suit
      • Arturo

   3. In the last paragraph their refers to:
      • customs
      • Independence Day

   4. Words my, his, their are possessive adjectives, and they are used to show:
      • possession
      • description
5. Complete the chart with the words in the box.
   *Completa la tabla.*

<table>
<thead>
<tr>
<th>I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Her</th>
<th>My</th>
<th>His</th>
<th>Your</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your</td>
<td>Our</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Read the next words and write on the lines the name of the color that corresponds.
   *Lee las siguientes palabras y escribe en las líneas el nombre del color que corresponde.*

- red
- green
- purple
- black
- yellow
- blue
- brown
- white
- orange
- pink
7. Look at the pictures. Complete the information. Use possessive adjectives (my, your, her ...) and colors (blue, black, white...).

Example: My skirt is blue.

___________ book is ____________.

___________ schoolbag is ____________.

___________ house is ____________.

___________ uniforms are ____________.
This is Samuel’s sweater

1. Answer the question about the text.
   *Responde la pregunta acerca del texto.*
   
   What is this text?
   a) a chart                             b) an e-mail   c) a dialogue

2. Read the text.
   *Lee el texto.*

   Mauricio: Mom, tell Monica this is not her sweater.
   Mom: Hey Monica, Mauricio is right,
        this is not your sweater, but Mauricio,
        this is not yours either.
        This is Laura’s sweater, right Laura?
   Laura: No, mom. It isn’t mine.
   Mauricio: No, mom. Laura’s sweater is blue and this is green. This is my friend’s.
   Mom: What friend?
   Monica: It’s Samuel’s.
   Mom: Why do you have Samuel’s sweater?
   Monica: Because we are good friends.
   Mom: Ok.

3. Answer the questions about the dialogue.
   *Contesta las preguntas acerca del diálogo.*

   1) Why are Monica and Mauricio discussing?

   2) What color is Laura’s sweater?

   3) Who is the owner of the sweater?
Think

4. Go back to the dialogue. Look at the red words. Choose the correct answer.

*Observa las palabras en rojo del diálogo. Elige la respuesta que corresponda.*

What does (‘s) mean?

- a) plural
- b) possession
- c) contraction of *is*

In the dialogue Monica says: *It’s Samuel’s.* Write on the line what are the (’) referring to:

- *It’s* refers to ______________________________
- *Samuel’s* refers to ______________________________

Write

5. Complete the information according to the images.

*Completa la información de acuerdo con las imágenes.*

Example: Whose is this sweater?
This is *Laura’s* sweater.

1) Whose is this jacket?
This is ______________________________

2) Whose is this t-shirt?
This is ______________________________

3) Whose are these shoes?
These are ______________________________
4) Whose is this dress?
This is ______________   ________________.

5) Whose are these pants?
These are______________   ________________.

6. Write five sentences about the clothes your classmates and teacher are wearing.
   Escribe cinco enunciados sobre las prendas que tus compañeros y maestro están usando.

   Example: Norma’s blouse is pink.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

Speak

7. Look at the things you have on your desk. Ask your partners whose is this/that? Answer the questions to your partners.
   Observa los objetos de tu escritorio. Pregunta a tus compañeros whose is this/that? Responde las preguntas a tus compañeros.
Lesson 3

Whose are these shorts?

Read

1. Answer the question about the dialogue.
   *Responde las preguntas acerca del diálogo.*

Where is Mauricio’s family?

a) camping  b) on the beach  c) at school

2. Read the dialogue.
   *Lee el diálogo.*

Mauricio’s family is on vacations. They are leaving soon and they are packing to go.

Laura: Whose are these **shorts** Monica?
Monica: They are Mauricio’s.
Laura: Really? Aren’t Mauricio’s white?
Monica: Yes, they are white, but they look black because they are very dirty.
Laura: Wow!, that is a color change!
Monica and Laura: Ha ha ha ha...
Monica: Are you taking your **sun glasses**?
Laura: No. Look, they are broken.
Monica: Ops! that’s a shame.
Think

3. Answer the next questions.
   Responde las siguientes preguntas.

   - Is there a plural form for *shorts*?
     a) yes            b) no
   - Is there a plural form for *sunglasses*?
     a) yes           b) no

How do you form plural nouns?

________________________________________________________________________

Words like ___________ are always plural.
   a) cap, coat         
    b) jeans, shorts, pants, etc.

Words like ___________ are plural because they become in pairs.
   a) jeans, shorts, pants, etc.  
    b) socks, shoes, gloves, etc.
4. Look at the pictures and match the columns.
*Observa las imágenes y relaciona las columnas.*

- gloves
- tennis shoes
- pants
- jeans
- glasses
- socks
- shorts
- shoes
### Write

5. Write the singular or plural forms of the clothes.

    *Escribe la forma singular o plural de las siguientes prendas.*

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe</td>
<td>shoes</td>
</tr>
<tr>
<td></td>
<td>dresses</td>
</tr>
<tr>
<td></td>
<td>pants</td>
</tr>
<tr>
<td>coat</td>
<td>jackets</td>
</tr>
<tr>
<td>blouse</td>
<td>caps</td>
</tr>
</tbody>
</table>

### Speak

6. Work in pairs. Ask your partner what he is wearing. Circle the clothes he/she is wearing.

    *Trabaja en parejas. Pregunta a tu compañero cómo está vestido. Circula la prenda que porta.*

### Write

7. Write on the lines the description of clothes your partner and you are wearing.

    *Escribe sobre las líneas la descripción de tu ropa y la de tu compañero.*
He/ She is wearing _____________________________________________
_____________________________________________________________
I’m wearing ___________________________________________________
_____________________________________________________________

Lesson 4

That is my favorite jacket

Read
1. Order the letters to form a word. Write them on the line.
   Ordena las letras para formar una palabra. Escríbelas sobre la línea.

   t/ r/ i/ k/ s                            e/ a/ j/ s/ n                         c/ k/ t/ e/ a/ j
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. Read the dialogue.
   Lee el diálogo.

   Erika: Wow! That jacket is so cool!
   Laura: Oh, thanks. This is my favorite one.
      My father bought it for me in the USA
   Erika: And look at that jeans. It is fabulous!
   Laura: Thank you.
      This isn’t my favorite one,
      but it is comfortable.

3. Answer the questions about the dialogue.
   Responde las preguntas acerca del diálogo.

   1) What is Laura’s favorite cloth?
   2) Where did Laura’s father buy her jacket?
   3) Why does Laura like her skirt?
Think

4. Answer the questions.
   Responde las preguntas.

In line 1, that refers to….
   a) the jacket
   b) Erika
In line 6, this refers to ….
   a) the jacket
   b) the skirt
This/that are used with…..
   a) singular nouns
   b) plural nouns
This is used to show….
   a) proximity
   b) distance

Write

5. Write on the line this/that. Look at the location of hand.
   Escribe sobre la línea this/that. Tomando en cuenta el señalamiento de la mano.

   ______________________

   ______________________

   ______________________

   ______________________

   ______________________
6. Complete the information. Use *this*/*that*.

*Completa la información.* *Usa this*/*that*.

I like ____________ jacket.

___________ is her sweater.

Look at __________ skirt.

___________ is my watch.
7. Work in pairs. Write a dialogue similar to two. Practice saying the dialogue.
   Trabaja en parejas. Escribe un diálogo similar al punto dos. Practica diciendo en voz alta el diálogo.

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Lesson 5

These blue jeans are comfortable

Read

1. Complete the chart. Use the dialogue.
   Completa la tabla. Usa el diálogo.

<table>
<thead>
<tr>
<th>Movie</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Killerman</td>
<td>5:45 p.m.</td>
</tr>
<tr>
<td>Man on the moon</td>
<td>3:20 p.m.</td>
</tr>
<tr>
<td>Mystic Romance</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the dialogue.
   Lee el diálogo.

Laura: Hurry up Monica! It is getting late for the cinema. **These** tickets for “Mystic Romance” are for the 6 p.m. show and it is 5:40 now.
Monica: I know, I know. I’m changing my clothes as fast as I can.
Laura: Well, you aren’t doing your best!
Monica: Please, pass me those jeans.
Laura: Which ones?
Monica: **Those** on the bed.
Laura: The blue ones or the black ones?
Monica: The blue ones, please.
Laura: Here you are.
Monica: Thanks my friend. I love these jeans.
3. Choose the right answer. 
   Escoge la respuesta que corresponda.

Those is used to show….
   a) proximity
   b) distance

Those is used with…
   a) plural nouns
   b) singular nouns

4. Write on the line these/those. Look at the
   Escribe sobre la línea these/those. Toma en cuenta las flechas

_________________ are Alejandra’s jeans.
_________________ are your shorts.
_________________ are Julio’s tennis shoes.
_________________ are Teacher’s glasses.
_________________ are his pants.
Write

5. Look Greg’s picture. Write on the lines *these/those*.
   
   *Observa la foto de Greg. Escribe sobre la línea these/those.*

   __________ are a Greg’s family pictures. Look at this one. __________ girls
   wearing the __________ jeans and __________ t-shirts are my sisters. Their
   names are Susan and Jenny they are twins. The one next to them is Memo,
   he is Susan’s boyfriend. __________ are my grandparents. __________
   are my cousins Paco and Tino.

Speak

6. Bring a picture. Write a text similar to five. Share your description with your
   classmates.

   *Trae una foto. Escribe un texto similar al del punto cinco. Comparte tu
descripción con tus compañeros.*

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

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Lesson 6

Are these your sunglasses?

1. Complete the chart.
   Completa la tabla.

<table>
<thead>
<tr>
<th>Singular (proximity)</th>
<th>Plural (distance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td></td>
</tr>
<tr>
<td></td>
<td>those</td>
</tr>
</tbody>
</table>

2. Read the dialogue.
   Lee el diálogo.

Roger: Hey! That pair of glasses is the teacher’s.
Paul: Really? I’m not sure. I think those are Mauricio’s glasses.
Roger: Well, let’s ask the teacher.

Paul: Teacher, are these Mauricio’s or yours?
Teacher: No, they aren’t mine. I’m sure they are Mauricio’s, I saw him wearing them.
Roger: Ok, we will ask Mauricio.

Roger: Mauricio, are these your glasses?
Mauricio: Oh, yes, they are mine. This is my lucky day. Thanks a lot.
3. Answer the questions.
   *Responde las preguntas.*

1) What are Paul and Roger talking about?

2) Are they Teacher’s glasses?

3) Are they Mauricio’s?

4. Look at the dialogue. Answer the questions.
   *Observa el diálogo. Responde las preguntas.*

To ask about someone’s possessions we say ________.

a) Is this your jacket?
b) This is your jacket?

Complete the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this your jacket?</td>
<td>No, these are Andrea’s jeans.</td>
</tr>
<tr>
<td>Are those your sneakers?</td>
<td>Yes, that is my sweater.</td>
</tr>
</tbody>
</table>
5. Complete the information. Use *this/that/these/those*. *Completa la información. Usa this/that/these/those.*

- Do you like _______ sweater?

- _______ jeans are for you.

- I like _______ red cap.

- Look at _______ people wearing customs.
6. Order the words to form the questions.
   *Ordena las palabras para formar las preguntas.*

Example: those/ your / are/ gloves/?
   *Are those your gloves?*

1) bag / Is / this / your/ ? /

2) your / these / ? / books / Are /

3) my / ? / Is / coat / that /

4) those / his / Are / shoes?

5) Mario’s / these / shorts / Are / ?

---

**Speak**

7. Put some of your clothes in a bag. Take one by one out and ask: *Is this your...?* until you find the owner.
   *Pongan algunas de sus prendas en una bolsa. Vayan tomando una por una y pregúnten: *Is this your...?* hasta encontrar al dueño.*

Example *Is this your sweater Ana?*
   *Yes, it is mine.*

<table>
<thead>
<tr>
<th>Clothe</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweater</td>
<td>Ana</td>
</tr>
</tbody>
</table>
Mini Check

Read

1. What kind of text is it?
   ¿Qué tipo de texto es?
   a) letter   b) post card   c) e-mail

2. Read the text. Look at the picture.
   Lee el texto. Observa la imagen.

From: mauricio@cooltown.com
To: nigel@meetme.com
Subject: Greetings from Mexico

Dear Nigel:

I’m sending you a picture of my last weekend. In this picture I’m wearing my white shorts. Believe me, these shorts are white, but look black because they are very dirty. My sisters are in the picture too. Monica is wearing her sun glasses. Laura’s glasses are broken, so, Laura isn’t wearing glasses. She is wearing her red bathing suit. Those people at the back are my parents. They are buying sodas. Write me soon.

Regards,
Mauricio
3. Answer the questions about the e-mail.
   Responde las preguntas acerca del correo electrónico.

1) Where are they in the picture?

2) Why do Mauricio’s shorts turned black?

3) Why Laura is not wearing her sunglasses?

4) What are Mauricio’s parents doing?

Think

4. Find the information in text 1. Complete the chart.
   Encuentra la información en el texto 1. Completa la tabla.

<table>
<thead>
<tr>
<th>Possessive Adjectives</th>
<th>Demonstrative Pronouns</th>
<th>Colors</th>
<th>Clothes</th>
<th>‘s to show possession</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>white</td>
<td></td>
<td>bathing</td>
<td>suit</td>
<td>sun glasses</td>
</tr>
<tr>
<td>those</td>
<td></td>
<td></td>
<td>suit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Find the words in the box and circle them.
   *Encuentra y encierra las palabras del cuadro.*

<table>
<thead>
<tr>
<th>R</th>
<th>S</th>
<th>G</th>
<th>B</th>
<th>I</th>
<th>N</th>
<th>B</th>
<th>D</th>
<th>O</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>E</td>
<td>M</td>
<td>L</td>
<td>Q</td>
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<td>I</td>
<td>G</td>
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<td>C</td>
<td>Z</td>
<td>R</td>
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<td>V</td>
<td>R</td>
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<td>S</td>
<td>C</td>
<td>A</td>
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<td>V</td>
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<td>Y</td>
<td>D</td>
<td>R</td>
<td>J</td>
<td>J</td>
<td>E</td>
<td>A</td>
<td>N</td>
<td>S</td>
<td>Y</td>
</tr>
<tr>
<td>S</td>
<td>K</td>
<td>I</td>
<td>R</td>
<td>T</td>
<td>P</td>
<td>I</td>
<td>N</td>
<td>K</td>
<td>N</td>
</tr>
</tbody>
</table>

   red  black  white  brown  yellow  pink
   cap  scarf  jeans  coat  skirt  blouse

6. Match the columns.
   *Relaciona las columnas.*

   Are these Pablo’s shorts?  Yes, they are my pants.
   Is this your favorite color? Yes, they are my glasses.
   Are those your pants?      Yes, that’s my favorite color.
   Is that my skirt?          No, these shorts are Rodrigo’s
   Are these your glasses?    No, this is Laura’s skirt.
7. Answer Mauricio’s e-mail.
   *Responde el correo electrónico a Mauricio.*

<table>
<thead>
<tr>
<th>From:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td><strong><a href="mailto:mauricio@cooltown.com">mauricio@cooltown.com</a></strong></td>
</tr>
<tr>
<td>Subject:</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8

Looking for Arturo

Read

At the amusement park
En un parque de diversiones.

1. What are they doing?
   ¿Qué están haciendo?

   a) looking for someone  
   b) watching T.V.

2. Read the announcement.
   Lee el anuncio.

May I have your attention, please?
We are looking for a boy. He’s 6 years old, his name is Arturo. He is Fiona’s brother. He is wearing yellow shorts, white T-shirt and a red cap. If you see him, please go to the security people of the park. Security people are wearing navy blue pants, green shirts, white gloves and beige hats.
Thanks for your attention.
3. Answer the questions about the announcement. 

   Responde las preguntas acerca del anuncio.

1) Who is looking for a boy?

2) Where are they?

3) What do you have to do in case you see the boy?

Think

4. Look at the dialogue again. Choose the right answer. 

   Elige la respuesta que corresponda.

To describe what somebody is wearing, we use:

a) am/is/are wearing.

b) am/is/are wears.

Why are they describing people clothes?

Write

5. Look at the images. Describe the clothes the images are wearing. Write it on the lines. 

   Observa las imágenes y escribe sobre la línea la descripción de las prendas que se están usando.
1) She is wearing

2) He is wearing

I am wearing

Draw yourself.

I am wearing
5. Place the chairs in a circle around the classroom. All the classmates will occupy a place except one that will keep standing.

- The one that is standing will have to say: “I’m a new neighbor, and I love the neighbors that are wearing...” and will complete the phrase saying a clothe or an object they have or wear in the moment, saying the color.

- The persons that are wearing that clothe will have to change place, and the one that is standing up will take a place on the chairs that are free, leaving someone standing up and he will repeat the instructions with other characteristics.

- Coloquen las sillas formando un círculo alrededor del salón. Todos los alumnos ocuparán un lugar excepto un integrante que permanecerá de pie.

- El que esté de pie dirá la siguiente instrucción: “I´m a new neighbor, and I love the neighbors that are wearing.....” completando la frase con alguna prenda u objeto que estén utilizando, dando características de color.

- Las personas que cumplan con dichos requisitos deberán cambiar de lugar, mientras que el que está de pie ocupará una de las sillas que queden libres, dejando a un integrante de pie, que repetirá la instrucción con otra característica.
Lesson 9

Speaking on the phone

Read

1. What is Fiona doing?
   ¿Qué está haciendo Fiona?

   a) writing a letter          b) speaking on the phone

2. Read the dialogue. Write on the line the number of the dialogue that refers to the image.
   Lee el diálogo. Escribe sobre la línea el número del diálogo que corresponda a la imagen.

   1) Dad: Hello?
      Fiona: Hi, dad. What’s up?
      Dad: How are you doing?
      Fiona: Fine dad, everything is ok.
             Are you working?

   2) Dad: Yes, I am. What’s Arturo doing?
      Fiona: He is watching T.V.

   3) Dad: And your mom? What is she doing?
      Fiona: She is baking a cake and I’m studying.
3. Answer the questions.  
*Responde las preguntas.*

1) What is Arturo doing?  
_____________________________________________________

2) What is Fiona´s father doing?  
_____________________________________________________

3) What’s Fiona’s mother doing?  
_____________________________________________________

4. Look at the words in **bold**. Answer the questions.  
*Observa las palabras en *negritas*.* Responde las preguntas.

1) We use present continuous to express actions that ___________.
   a) are happening now
   b) happened yesterday

2) How do you form present continuous?
   a) am/is/are + -ing
   b) am/is/are + -ed

5. Look at the image. Complete the sentences with the words in the box.  
*Observa la imagen. Completa los enunciados con las palabras del cuadro.*
My father is ____________ his red car. My mother is ____________ breakfast. They are ____________ for the bus. Hurry up! The bus is ____________.

I’m ____________ T.V. because I’m sick!

<table>
<thead>
<tr>
<th>watching</th>
<th>coming</th>
<th>waiting</th>
<th>washing</th>
</tr>
</thead>
</table>

Play

6. The teacher previously will make a list of verbs: Jumping, sleeping, watching, shouting, dancing, sitting, and standing. Then he will give them to five students. They will have to act the verb and the other students will have to imitate what they are doing and every time they mention the verb everybody will have to act it.

El profesor previamente elaborará un listado de verbos: brincando, durmiendo, viendo, gritando, bailando, sentado y parado. Posteriormente el maestro repartirá al azar a cinco alumnos los verbos, éstos los actuarán para que el grupo adivine la acción que están realizando y cada vez que mencionen el verbo todos lo actuarán.
Getting ready to the party

Read

1. Write on the line the color that corresponds.
   \textit{Escribe sobre la línea el color que corresponda.}

\begin{align*}
\text{yellow} & + & \text{blue} & = & \underline{\text{gray}} \\
\text{white} & + & \underline{\text{blue}} & = & \underline{\text{orange}} \\
\underline{\text{yellow}} & + & \underline{\text{yellow}} & = & \underline{\text{orange}} \\
\underline{\text{blue}} & + & \underline{\text{blue}} & = & \underline{\text{gray}}
\end{align*}

2. Read the conversation between Fiona and Maria.
   \textit{Lee la conversación entre Fiona y Maria.}

Maria: Hello. Is Fiona speaking?
Fiona: Yes.
Maria: Hi. This is Maria speaking.
Fiona: Oh. Hi, what's up, Maria?
Maria: I'm just getting ready for the party.
   Are you ready?
Fiona: Almost.
Maria: Listen. I'm wearing yellow clothes.
   What do you think, black shoes or white shoes?
Fiona: Are you wearing pants?
Maria: No. I'm wearing a dress.
Fiona: Well, I think white shoes then.
Maria: Ok. Thanks. What about you?
   What are you wearing? Are you wearing your green skirt?
   I love it!
Fiona: No, I'm not. I'm wearing jeans this time.
Maria: Ops! It's getting late. See you at the party.
Fiona: Ok then. Bye bye.
3. Circle T if the sentence is TRUE and F if it’s FALSE.
   Encierra T si el enunciado es Verdadero y F si es falso.

Fiona is speaking with Arturo.    T    F
Maria is wearing a yellow dress.   T    F
Fiona is wearing a green skirt.    T    F

4. Find the questions in the conversation. Complete the chart.
   Encuentra las preguntas en la conversación. Completa la tabla.

<table>
<thead>
<tr>
<th>What + is/are/am + verb-ing +?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you wearing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>is/are/am + verb-ing +?</th>
</tr>
</thead>
</table>

5. Choose the right answer.
   Elige la respuesta que corresponda.

We use short answers (yes/no, I am...) with____
a) inverted questions
b) Wh- questions
6. Match the columns.

Relaciona las columnas.

a) What's she wearing? They are playing soccer.
b) Is she watching T.V.? Yes, I am having dinner.
c) Are you having dinner? No, she is sleeping.
d) What are they doing? She’s wearing a black skirt.

7. Write on the line the questions in order. Answer the questions.

Ordena las palabras para formar las preguntas y contesta.

Example: wearing/ is / he / pants?
Is he wearing pants? No, he isn’t.

1) is / wearing? / she / what

2) playing / football? / are / they/

3) he / wearing? / is / jeans?

4) doing? / what / is / he

5) he / wearing / shoes? / is
Lesson 11

Enjoying a party

1. Where are they?
   ¿Dónde están?
   a) at school       b) at a party

2. Read the conversation between Mike and Benjamin.
   Lee la conversación entre Mike y Benjamin.

Mike: Hi. This is Mike speaking.
Benjamin: Hello Mike. This is Benjamin.
Mike: What’s up Benjamin? Are you coming to the party?
Benjamin: Yes, I’m on my way, but tell me who is there?
Mike: Oh. Here is Fiona, Maria, Fred, Charly... Everybody is here.
Benjamin: What are you doing?
Mike: Charly and Fiona are getting some drinks.
      Maria is dancing with Fred, and I’m talking to you.
Benjamin: Doh! Ok. See you in some minutes.
Mike: Hurry up! Time is running fast.
Benjamin: Ok. Bye.
Mike: Bye.
Think

3. Look at the words in **bold**. Complete the chart. Answer the questions.
   *Observa la palabras en **negritas**. Completa la tabla. Responde las preguntas.*

1) Complete the chart.
   *Completa la tabla.*

<table>
<thead>
<tr>
<th>Infinitive verb</th>
<th>Verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>coming</td>
</tr>
<tr>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td></td>
</tr>
<tr>
<td>talk</td>
<td>running</td>
</tr>
<tr>
<td></td>
<td>getting</td>
</tr>
</tbody>
</table>

2) To form present continuous with verbs that end with –e we ______
   a) take out –e and add -ing
   b) add –’s

3) We form present continuous _________
   a) adding - ed
   b) adding –ing

4) Verbs that end in vowel + consonant (**run**), to form present continuous we _____.
   a) double consonant in the end+ -ing.
   b) add –er.

Write

4. Write two sentences about what are people doing. Use the verbs in ( ).
   *Escribe dos enunciados tomando en cuenta las acciones que las personas están realizando. Usa los verbos que están entre paréntesis.*
Example: (run / sleep)
The woman is running.
She is sleeping.

1) (read / write)

2) (sit / stand)

3) (play / swim)
4) (eat / drink)

5. Match the columns.
   *Relaciona las columnas.*

   He is watching T.V.

   He is taking a shower.

   He is cooking chicken.

   She is writing a letter.

   It is snowing.
6. Write the sentences in present continuous.
   *Escribe los siguientes enunciados en presente continuo.*

   Example: (I/ read/ a book)
   I’m reading a book.

1) (You/ not/ eat/ banana)

2) (He/ wear/ a black coat)

3) (She/ listen/ to the radio)

4) (They/ play/ basketball)

5. (It/ not/ rain)

7. Work in pairs. Describe what your partner is doing.
   *Trabaja en parejas. Describe lo que tu compañero está haciendo.*

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
Lesson 12

What’s happening at the party?

Read

1. Answer the question.
   Contesta la pregunta.

   Are they playing football?

2. Read the dialogue.
   Lee el diálogo.

Mike: Finally you are here.
Benjamin: Yes, I know. Wow! Everybody is having a lot of fun!
Mike: I agree with you.
Benjamin: My car is in front of your neighbor’s house. Is it ok?
Mike: No problem.
Benjamin: Great. Hey who’s that girl?
Mike: Which one?
Benjamin: The one that is sitting next to Maria.
Mike: Ah. Her name’s Angelica. She’s very nice.
Benjamin: And who’s standing behind Angelica?
Mike: Ah. He is Ed. He’s her boyfriend.
Benjamin: Ouch! Ok.
3. Circle T if the sentence is TRUE and F is the sentence is FALSE.
   Encierra T si el enunciado es verdadero y F si es falso.
   Benjamin has arrived to the party. T  F
   Anybody is having fun. T  F
   Angelica is standing next to Maria. T  F
   Ed is dancing with Angelica. T  F

Think

4. Complete the chart.
   Completa la tabla.

   | between |   |
   | detrás |
   | al lado |
   | in front of |

Write

5. Look at the image. Complete the sentences using the prepositions (behind, next to, in front of and between).
   Observa la imagen. Completa los enunciados usando las preposiciones (behind, next to, in front of and between).
1) Sandra is sitting _____________ Luis and Andrea.
2) Alex is sitting _____________ Luis
3) Miriam is _______________ Luis.
4) Luis is _______________ Andrea.
5) Sandra is _____________ Alex.

6. Read the text. Draw a picture.
Lee el texto. Elabora un dibujo.

Joe is next to Ralph. Ralph is between Joe and Sara. Ed is in front of Ralph. Jane is behind Ralph.
Lesson 13

A day in Acapulco

Read

1. Write the date.
   Escriba la fecha.

2. Read the letter.
   Lea la carta.

   Date: __________________

Hello Mike,

I’m writing you from Acapulco. We are enjoying being on the beach. We are having a lot of fun. Here it’s very warm, humid and beautiful. We are staying at a very big and comfortable hotel. There is a tennis-court, a swimming pool, a big fountain and a discotheque. Arturo is sleeping. I’m taking a suntan. My parents are playing tennis. I’ll be back on Saturday.

Take care,
Fiona

3. Circle T if the sentence is TRUE and F is the sentence is FALSE.
   Encierra T si el enunciado es verdadero y F si es falso.

   Fiona is in Acapulco.  
   T  F
   Acapulco is cold and it’s raining.  
   T  F
   The hotel is big and comfortable.  
   T  F
   Fiona is writing a letter to Benjamin.  
   T  F
   Fiona and her family are coming back on Sunday.  
   T  F
4. Look at the letter. Choose the answer that corresponds.
   *Observa la carta. Escoge la respuesta que corresponda.*

We use (,) to __________ .
   a) end a sentence or idea
   b) separate parts of the sentences
We use **and** to __________ .
   a) join two words
   b) connect sentences

5. Write on the line (,) or **and**.
   *Escribe sobre la línea (,) o **and**.*

Dear Mara,

I'm writing you from Mazatlan. I'm here with my parents, my brother, my sister, my grandmother. There are many restaurants and hotels. I love eating fish, crabs, shrimps and squids. My father likes swimming and playing soccer on the beach. My mother is shopping with my sister. My grandmother is very happy. She is having a very good time.

   Love,

   Carlos

6. Write a letter similar to two.
   *Escribe una carta similar a la del punto dos.*

Dear __________

________________________
________________________
________________________

Date ________________
Lesson 14

Mini Check

Read

1. What kind of text is it?
   ¿Qué tipo de texto es?
   a) an e-mail                     b) a letter

2. Read the text.
   Lee el texto.

Brenda,
How are you doing? I’m missing you a lot. I’m sending you a picture of a party with friends of my new school. Look! I’m wearing the blue sweater and the scarf you gave me for Christmas. You know. All the guys are very nice. Here Fred, Ed and Maria are dancing. Benjamin is holding a soda and Fiona is standing next to him. Charly is wearing a purple jacket and is sitting between the stereo and the speaker. I’m having exams now. So I have to go, but will write to you again soon.

Regards,
Mike
3. Circle T if the sentence is TRUE and F is the sentence is FALSE.
   *Encierra T si el enunciado es verdadero y F si es falso.*

Fred is sitting with Maria  
Mike is wearing a pink sweater.  
Benjamin is drinking water.  
Charly is in front of the stereo.  
Mike is having exams  

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the information according to the images. Use the verbs in the box in the correct form.
   *Completa la información de acuerdo con las imágenes. Usa los verbos del cuadro en la forma que corresponde.*

<table>
<thead>
<tr>
<th>run</th>
<th>study</th>
<th>wear</th>
<th>play</th>
<th>ride</th>
</tr>
</thead>
</table>

1) Tomas _____ Paula ___________________.

2) Victor _____ John _____ Sam ________________.

3) Bob ___________________ the piano.

4) Karla _____ Amanda ___________________ skirts.

5) Lana ___________________ a bicycle.
5. Write on the line the questions according to the answers.
   \textit{Escribe sobre la línea la pregunta que corresponda a las respuestas.}

   \textbf{__________________________________} ? She’s wearing a pink dress.
   \textbf{__________________________________} ? No, he is watching T.V.?
   \textbf{__________________________________} ? Yes, they are playing basketball.
   \textbf{__________________________________} ? He is listening to music.
   \textbf{__________________________________} ? No, she is not studying.

6. Write on the line where the people in the picture are. Use (next to, in front of, behind, between).
   \textit{Escribe sobre la línea dónde se ubica la gente en la foto. Usa (next to, in front of, behind, between).}

   \begin{center}
   \includegraphics[width=0.5\textwidth]{people_diagram}
   \end{center}

   Sue is \underline{__________} Mario.
   Mario is \underline{__________} Sue and Rosa.
   Pedro and Rosa are \underline{__________} Mario.
   Dylan is \underline{__________} Mario.
   Mario is \underline{__________} Pedro and Rosa.
   Pedro is \underline{__________} Rosa.

7. Answer the letter to Brenda with your information. Draw a picture to illustrate your letter.
   \textit{Responde una carta para Brenda con tu información. Dibuja una imagen para ilustrar tu carta.}
Lesson 15

Project: A class magazine. Part one

Read

1. To affirm your acquired knowledge during this Unit you will make a class magazine, using this knowledge and your creativity.

   Para reafirmar los conocimientos adquiridos a lo largo de la Unidad elaborarás una revista, utilizando dichos conocimientos pero sobre todo tu creatividad.

2. Find a magazine, look at it and analyze it.

   Encuentra una revista, obsérvala y analízala.

3. Look at the list of contents the magazines often have.

   Observa la lista de contenidos que por lo general traen las revistas.

   - Interviews (entrevistas)
   - descriptions (descripciones)
   - horoscopes (horóscopos)
   - drawings (imágenes)
   - advertisements (anuncios)

   - letters (cartas)
   - recipes (recetas)
   - questionnaires (cuestionarios)
   - articles (artículos)
   - puzzles (crucigramas)

4. Work in pairs.

   Trabaja en parejas.

5. Choose different contents. To create something unique, something that communicates what you want to other people.

   Elijan diferentes contenidos. Para crear algo único, algo que comunique lo que ustedes quieren decir a otras personas.

6. Each pair most has different contents. Share what you have chosen with your classmates for not repeating.

   Cada pareja debe tener diferentes tipos de contenidos. Comparte con tus compañeros los que elegiste para que no se repitan.
Project: A class magazine. Part two

1. Begin your class magazine by organizing it into sections. Then decide what types of writing to put in each section.

   Comienza organizando la revista en tres secciones. Después decide que tipos de contenido vas a poner en cada sección.

<table>
<thead>
<tr>
<th>Information</th>
<th>Stories</th>
<th>Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the chart with the sections that you decided to use.

   Completa la tabla con las secciones que han decidido usar.

3. Decide in which section of the magazine each of these types of writing should go and complete the chart.

   Completa el cuadro escribiendo los tipos de contenido en la sección que corresponda y completa la tabla.

   - Description of something or someone
   - Letter
   - Puzzle
   - Interviewing
   - Article

4. Describing someone or something.

   Descripción de algo o alguien.

   - To describe something use details that tell exactly what you are seeing, hearing, tasting, smelling and touching.
   - A description of a person captures something special about its subject.
5. Think of someone or something you would like to describe.
   *Piensa en algo o alguien que te gustaría describir.*
   - Find a picture of your subject. Study it closely. Use specific details.
   - Choose someone you know well. Find a photo of your subject.

6. Prewriting.
   *Antes de empezar a escribir.*
   - Study your subject and note details.

7. Make a draft.
   *Elabora un borrador.*
   - Use your prewriting notes and the picture.

<table>
<thead>
<tr>
<th>Sandra Lopez is a girl that is studying secondary in Guanajuato.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra has brown eyes, blond hair, she is slim and tall. She is very beautiful, she is always smiling.</td>
</tr>
<tr>
<td>Sandra is writing a tall tale about animals. She is a very good writer.</td>
</tr>
<tr>
<td>Sandra’s family loves her because she is very sweet and lovely.</td>
</tr>
<tr>
<td>She is always helping poor people to prepare themselves at school.</td>
</tr>
</tbody>
</table>
8. Revising.  
*Revisando.*
- Read you draft.
- Mark the areas that need correction.
- Read the draft to your partner and notice this out:
  - Does the description paint a picture in your mind?
  - What details interested you? Should details be added?
  - Each paragraph keep to the main idea?
  - Should some details be taken out or moved around?
- Make changes. Use your partner’s comments to improve your paper.
- Correct and edit.
  - Did I capitalize the first letter of the proper nouns?
  - Did I begin titles and initials with capital letters?
  - Did I misspell some words? Look for the correct spelling in a dictionary.
  - Are the apostrophes in the correct position?

<table>
<thead>
<tr>
<th>Sandra Lopez is a girl that is studying secondary in Guanajuato.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra has brown eyes, blond hair, she is slim and tall. She is very beautiful, she is always smiling.</td>
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<tr>
<td>Sandra’s family loves her because she is very sweet and lovely.</td>
</tr>
<tr>
<td>She is always helping poor people to prepare themselves at school.</td>
</tr>
</tbody>
</table>

9. Make a final copy.  
*Elabora la copia final.*
- Include all the revisions you have made.

*Publicando.*
- Get two pieces of construction paper and glue.
- Glue your description on one sheet of construction paper.
- Glue the photo or drawing of your subject on the other sheet.
Lesson 17

Project: A class magazine. Part three

➢ Interview
Entrevista

1. Preparing an interview.
Preparando una entrevista.
   • Choose someone in your classroom that you would like to interview.
   • Plan and write the questions you will ask make a list of questions that you will ask.

   Example:  Is writing poems your passion?
   What are you doing to improve your score?

2. Interviewing.
La entrevista
   • Have a pencil and paper for taking notes.
   • Ask the questions to the person you have chosen.
   • Write the answers down in a sheet of paper exactly how he/she is saying them. You have to be very careful to gather information.
   • Listen carefully as the person talks. If you write the person’s exact words put them in quotations (""")
   • Wait until he/she finishes talking to ask another question.
   • Be polite and friendly all the time.
   • Finish the interview and write your impressions about him/her.
Example:

Laura is interviewing a nurse named Janice.

Laura: Good morning Janice.
Janice: Good morning Laura.
Laura: In what hospital are you working?
Janice: “Now I’m working at the general Hospital”.
Laura: Is being a nurse a big responsibility?
Janice: “Yes, it is a big responsibility”.

Notes: The nurse is very polite but serious. She likes a lot to be a nurse.

3. Transcription of the interview.
Transcripción de la entrevista.
• Distinguish between the one that is interviewing and the person you are interviewing.
  Example: Maria: What are you doing to improve your dance technique?
  Lia: I’m training eight hours per day.
  (Maria is interviewing Lia)
• You have to rewrite the texts you get exactly how they were told. Use quotation marks (“”).
  Example: she told me, “I’m looking for help”
• Do not repeat information.

4. Publishing.
Publicando.
• Get two pieces of construction paper and glue.
• Glue your interview on one sheet of construction paper
• Glue the photo or drawing of your subject on the other sheet.
Lesson 18

Project: A class magazine. Part four

- **Letter**
  *Carta*

1. Writing a letter.
   *Escribiendo una carta.*
   - Is a way to share or get information or news.

2. Prewriting.
   *Antes de empezar a escribir.*
   - Choose a topic (you can ask for information, you can talk about sports, music, movies, etc.)
   - List some details and write them in order.

3. Writing.
   *Escribiendo*
   - Make a draft; include the parts of the letter.
     ✓ Begin the letter introducing him/her self.
     ✓ Continue telling what is happening.

Greeting

```
Dear...

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

________________
________________
```

Body

```
________________________________________
________________________________________
________________________________________
________________________________________
```

Closing

```
________________________________________
```

Signature
4. Revising.
   **Revisando.**
   - Reread your letter.
   - Discuss with your partner these questions:
     - Does the letter include the parts of a letter?
     - Each paragraphs have a main idea? Does they keep the main idea?
   - Make changes. Use your partner’s comments to improve your paper.
   - Correct and edit.
     - Did I capitalize the first letter of the proper nouns?
     - Did I begin titles and initials with capital letters?
     - Did I misspell some words? Look for the correct spelling in a dictionary.
     - Did I use commas after the greeting and closing?
     - Did I use comma between the city and the street and the state? And between the day and the year? (in the heading)

5. Make the corrections and make a final copy.
   **Elabora las correcciones y una copia final.**

6. Publishing.
   **Publicando.**
   - Get two pieces of construction paper and glue.
   - Glue your interview on one sheet of construction paper
   - Glue the photo or drawing of your subject on the other sheet.
Lesson 19

Project: A class magazine. Part five

➢ Article
Artículo

1. Making an article.
Elaborando un artículo.
   • Begin choosing a topic:
     ✓ Make a list and choose the one do you like the best and that
       would be the most funny.
     ✓ Discuss with your partner and tell each other what you how to
       do well (examples: making a sock puppet, making a robot with
       a box of milk, making a paper airplane, etc.)

2. Make an observation chart.
Elabora una tabla de observaciones.
   • List the materials and the steps on your chart.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Writing.
Escribiendo.
   • List the materials and the steps.
   • Close with the way you are going to use the finished item
     (Introduction, materials and explain steps, conclusion, the way of
     using).
Example:
Making a sock puppet.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sock</td>
<td>We are making a sock puppet. How are we going to make it? Threading the needle and the string. sewing the buttons up like if were eyes. Pasting with glue the yarn like hair. Place your hand inside the sock and start plaing with your puppet.</td>
</tr>
<tr>
<td>Buttons</td>
<td></td>
</tr>
<tr>
<td>Yarn</td>
<td></td>
</tr>
<tr>
<td>Needle</td>
<td></td>
</tr>
<tr>
<td>String</td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td></td>
</tr>
</tbody>
</table>

4. Revising.

Revisando.

- Read your draft give step by step directions.
- Share the article with your partner and ask him to explain the steps without looking at your article.
- Discuss with your partner:
  - Did I’m giving all steps in the right order?
- Make changes. Use your partner’s comments to improve your paper.
• Correct and edit.
  ✓ Did I capitalize the first letter of the proper nouns?
  ✓ Did I begin titles and initials with capital letters?
  ✓ Did I misspell some words? Look for the correct spelling in a dictionary.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sock</td>
<td>1 piece</td>
</tr>
<tr>
<td>Buttons</td>
<td>2 pieces</td>
</tr>
<tr>
<td>Yarn</td>
<td>the necessary</td>
</tr>
<tr>
<td>Needle</td>
<td>1</td>
</tr>
<tr>
<td>String</td>
<td>the necessary</td>
</tr>
<tr>
<td>Glue</td>
<td>the necessary</td>
</tr>
</tbody>
</table>

We are making a sock puppet. How are we going to make it? Threading the needle and the string. Sewing the buttons up like if were eyes. Pasting with glue the yarn like hair. Place your hand inside the sock and start playing with your puppet.

5. Publishing.
Publicando.
• Get two pieces of construction paper and glue.
• Glue your article on one sheet of construction paper
• Glue photos or drawings of your article on the other sheet. You can illustrate the steps.
Lesson 20

Project: A class magazine. Part six

➢ Puzzle
   Crucigrama

1. Making a puzzle.
   Elaborando un crucigrama.
   - Begin making a list of ten words and verbs.
   - Write sentences about the words or verbs you enlisted.
   - The sentences most contain the meaning or a reference that describes the word or verb.

2. Make a layout.
   Elabora un diseño.
   - Decide which of the words and verbs are going to be across and which ones are going to be down.
   - Write letter by letter the words in the layout.
   - Mark the spaces with black lines and make squares for each letter.
   - Be sure the words are complete and spelled correctly.
   - Number the sentences and place the numbers in the layout.
Example:

1

2

<table>
<thead>
<tr>
<th>R</th>
<th>E</th>
<th>A</th>
<th>D</th>
<th>I</th>
<th>N</th>
<th>G</th>
</tr>
</thead>
<tbody>
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<td>G</td>
<td></td>
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</tr>
</tbody>
</table>

Across

1. It is the action of walking quickly.

Down

2. If you are looking at your notes you are ______________

2. Revising.

   Revisando.
   - Make sure the words are spelled correctly.
   - Make sure you are leaving the exact number of spaces for the words.

3. Publishing.

   Publicando.
   - Get two pieces of construction paper and glue.
   - Glue your puzzle on one sheet of construction paper
Project: A class magazine. Part seven

1. Collect all the types of writing you have made
   Reúne todos los contenidos que ya elaboraste.

2. Organize your information according with the chart in lesson 16.
   Organiza la información de acuerdo con la tabla de la lección 16.

3. Place the information according to the section.
   Acomoda los contenidos en las secciones que correspondan.
   • Each section has to be distinguished by a title.
   • Each section must have a special drawing.

4. Bind them together using string or yarn.
   Únelos usando hilo o estambre.

5. Give a title to your magazine.
   Dale un título a tu revista.
   • Be creative; remember you have to give it a name according to the contents.

6. Illustrate your magazine.
   Ilustra tu revista.
   • Be creative remember you have to draw things according to the contents.

7. Present your project to your classmates.
   Presenta el proyecto a tus compañeros.
   • Discuss about your contents.
Review

1. Complete the sentences. Use my/ our/ his/ her/ their/ its. Completa los enunciados. Usa my/ our/ his/ her/ their/ its.

1) I like red color. It’s _______ favorite.
2) Put on _______ coat when you go out. It’s very cold outside.
3) My friends are playing basketball, _______ score is 10-2.
4) We are going to buy _______ uniforms.
5) My sister loves pink color but green is _______ favorite.
6) _______ pants are very cool! Adrian always is in fashion.
7) My dog’s sweater is very old _______ full of holes.

2. Write on the line the name of the colors. Escribe sobre la línea el nombre de los colores.

a) _______ + yellow = green
b) red + _______ = purple
c) yellow + red = _______
d) white + _______ = pink
e) black + _______ = gray

3. Write on the line the possessive form of the nouns. Use (’s). Escribe sobre la línea la forma posesiva de los sustantivos. Usa (’s).

Example: Susan is wearing a yellow skirt. Susan’s skirt is yellow.

1) Ana is wearing a black jacket. _______ jacket is black.
2) Randy is wearing a blue scarf. _______ scarf is blue.
3) Harry is wearing a green t-shirt. _______ t-shirt is green.
4) Nora is wearing a pink shorts. _______ shorts are pink.
5) Mike is wearing white underwear. _______ underwear is white.

4. Write on the line this/ these. Escribe sobre la línea this/these.

_______ dress _______ jeans
_______ shoes _______ pants
_______ skirt _______ glasses
5. Write on the line *that/ those*.
Escribe sobre la línea *that/those*.

_______ jacket
_______ cap
_______ gloves

_______ blouse
_______ sneakers
_______ socks

Lesson 23

Review

1. Complete the crossword.
Completa el crucigrama.

Across

1. [Image of a pair of shoes]

2. [Image of a jacket]

3. [Image of a pair of pants]

4. [Image of a blouse]

5. [Image of a pair of shorts]

Down

1. [Image of a cap]

2. [Image of a pair of boots]

3. [Image of a pair of socks]

4. [Image of a pair of gloves]

5. [Image of a pair of pants]
2. Complete the text.
Completa el texto.

Dear Sam,

I'm writing you to say hello. I'm sending you a picture of ________ new house. Here it is ______ grandmother sitting in the yard. Look I have a new dog. ______ name is Fofó. ______ on the back is with the ______ t-shirt is Gina, she is Tom____ girlfriend. ______ parents are playing basketball. Here we have a pool a big yard and a house for Fofó.
Take care. Write me soon.

Regards,
Linda

3. Answer the letter to Sam. Use (my, his/her, ...), (colors, clothes), (’s.)
Responde la carta a Sam. Usa (my, his/her, ...), (colors, clothes), (’s.)
4. Complete the chart. Answer the questions.
Completa la tabla. Responde las preguntas.

<table>
<thead>
<tr>
<th>What are you wearing?</th>
<th>What is your partner wearing?</th>
<th>What color is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

5. Order the words to form a sentence.
Ordena las palabras para formar un enunciado.

1) (wearing/ you/ a/ t-shirt/ are)

2) (is/ she/ jeans/ and/ jackets/ wearing)

3) (they/ wearing/ are/ shorts)

4) (Amanda/ wearing/ a/ skirt/ is/ green)

5) (wearing/ are/ pants/ they)
Lesson 24

Review

1. What’s happening right now? Write true sentences.
   ¿Qué está pasando en este momento? Escribe los enunciados verdaderos.

   Example: (I/ sit/ on a chair)  
   I’m sitting on a chair.

   1) (I/ wash/ my car)  

   2) (It/ rain)  

   3) (I/ run)  

   4) (I/ do/ this excercise)  

   5) (I/ dance salsa)  

   6) (I/ wear/ shoes)  

   7) (I/ listen/ to the radio)  

2. Order the questions.
   Ordena las preguntas.

   1) (you/ watch/ TV?)  

   2) (the children/ play)  

   3) (what/ you/ do)  

   4) (you/ write/ a letter)  

   5) (you/ eat/ banana)  

3. Answer the questions.  
*Responde las preguntas.*

Are you wearing a hat? _________________________  
What are you doing? _________________________  
Is the sun shining? _________________________  
What are you writing? _________________________  
Are your parents working? _________________________

4. Complete the chart with your information.  
*Completa la tabla con tu información.*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is next to you?</td>
<td></td>
</tr>
<tr>
<td>You are between _______ and_______</td>
<td></td>
</tr>
<tr>
<td>Who is in front of you?</td>
<td></td>
</tr>
<tr>
<td>Who is next to you?</td>
<td></td>
</tr>
</tbody>
</table>

5. Complete the text. Use the words in the box.  
*Completa el texto. Usa las palabras del cuadro.*

Dear Mark,

These are my friends. All of them are secondary. Look at the picture. We are our uniforms. Mike is me. That pretty girl Mike is Fiona. Benjamin is the guy that is . He is of me. He is my best friend.

Greetings,  
Maria
Lesson 7/ Mini Check

Page/ página 113
1. c)

Page/ página 114
4.

<table>
<thead>
<tr>
<th>Possessive Adjectives</th>
<th>Demonstrative Pronouns</th>
<th>Colors</th>
<th>Clothes</th>
<th>‘s to show possession</th>
<th>Plural nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>My</td>
<td>These</td>
<td>White</td>
<td>Shorts</td>
<td>Laura’s</td>
<td>Glasses</td>
</tr>
<tr>
<td>Her</td>
<td>This</td>
<td>Black</td>
<td>Bathing</td>
<td>Sun</td>
<td>Sun glasses</td>
</tr>
</tbody>
</table>

Those Red

Page/ página 115
5.

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<td>N</td>
<td>K</td>
<td>N</td>
</tr>
</tbody>
</table>
6.

Are these Pablo’s shorts? Yes, they are my pants.

Is this your favorite color? Yes, they are my glasses.

Are those your pants? Yes, that’s my favorite color.

Is that my skirt? No, these shorts are Rodrigo’s

Are these your glasses? No, this is Laura’s skirt.

Lesson 14/ Mini Check

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3.
Fred is sitting with Maria T F
Mike is wearing a pink sweater. T F
Benjamin is drinking water. T F
Charly is in front of the stereo. T F
Mike is having exams . T F

4.
1) Tomas and Paula are studying.
2) Victor, John and Sam are running.
3) Bob is playing the piano.
4) Karla and Amanda are wearing skirts.
5) Lana is ridding a bicycle.
5.  
What is she wearing? She’s wearing a pink dress.  
Is he reading a book? No, he is watching T.V.?  
Are they playing basketball? Yes, they are playing basketball.  
What Is he doing? He is listening to music.  
Is she studying? No, she is not studying.

6.  
Sue is behind Mario.  
Mario is between Sue and Rosa.  
Pedro and Rosa are in front of Mario.  
Dylan is behind Mario.  
Mario is between Pedro and Rosa.  
Pedro is next to Rosa.
Lesson 22/ Review

Page/ página 155

1. 
1) I like red color. It’s my favorite.
2) Put on your coat when you go out. It’s very cold out side.
3) My friends are playing basketball, their score is 10-2.
4) We are going to buy our uniforms.
5) My sister loves pink color but green is her favorite.
6) His pants are very cool! Adrian always is in fashion.
7) My dog’s sweater is very old its full of holes.

2. 
a) blue + yellow = green
b) red + blue = purple
c) yellow + red = orange
d) white + red = pink
e) black + white = gray

3. 
1) Ana is wearing a black jacket. Ana’s jacket is black.
2) Randy is wearing a blue scarf. Randy’s scarf is blue.
3) Harry is wearing a green t-shirt. Harry’s t-shirt is green.
4) Nora is wearing a pink shorts. Nora’s shorts are pink.
5) Mike is wearing white underwear. Mike’s underwear is white.

4. 
this dress these shoes these jeans
these shoes these pants this skirt these glasses

Page/ página 156

5. 
that jacket that blouse
that cap those sneakers those gloves those socks
Lesson 23/ Review

Page/ página 156

1.

Page/ page 157

2. Complete the text.
Completa el texto.

Dear Sam,

I'm writing you to say hello. I'm sending you a picture of my new house. Here it is my grandmother sitting in the yard. Look I have a new dog. Its name is Fofo. That on the back is with the pink t-shirt is Gina, she is Tom's girlfriend. My parents are playing basketball. Here we have a pool a big yard and a house for Fofo.

Take care. Write me soon.

Regards,

Linda
5.
1) You are wearing a t-shirt.
2) She is wearing jeans and jackets.
3) They are wearing shorts.
4) Amanda is wearing a green skirt.
5) They are wearing pants.

Lesson 24/ Review

Page/ página 159

1.
1) I’m not washing my car.
2) It’s not raining.
3) I’m not running.
4) I’m doing this exercise.
5) I’m not dancing salsa.
6) I’m wearing shoes.
7) I’m not listening to the radio.

2.
1) Are you watching TV?
2) Are the children playing?
3) What are you doing?
4) Are you writing a letter?
5) Are you eating banana?

Page/ página 160

3.
Yes, I’m wearing a hat/ No, I’m not.
I am __________________________
Yes, it is/ No, it isn’t.
I’m writing the answers of this exercise.
Yes, they are/ No they aren’t.

5.
Dear Mark,
These are my friends. All of them are studying secondary. Look at the picture. We are wearing our uniforms. Mike is sitting next to me. That pretty girl standing behind Mike is Fiona. Benjamin is the guy that is smiling. He is in front of me. He is my best friend.
Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
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<td><a href="http://www.rsts.net/home/epals/index.html">www.rsts.net/home/epals/index.html</a></td>
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<tr>
<td></td>
<td>Programa de inglés Enciclomedia para Telesecundaria</td>
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Bibliografía


Unit 3

Hobbies, leisuire and sport/
Pasatiempos, tiempo libre y deporte
El propósito de esta unidad es que los alumnos sean capaces de expresar sus intereses personales sobre los temas de pasatiempos, tiempo libre y deporte, así como hacer / responder a invitaciones / eventos relacionados con el tema.

### Topics / Temas

- **Lesson 1** I like playing videogames
- **Lesson 2** I like to ride my bike
- **Lesson 3** I like movies
- **Lesson 4** I love soccer
- **Lesson 5** My mother likes going to the movies
- **Lesson 6** Mini Check
- **Lesson 7** Do you like tennis?
- **Lesson 8** Does your father like soccer?
- **Lesson 9** Does she like cooking?
- **Lesson 10** I like vegetables and fruits
- **Lesson 11** David loves comics
- **Lesson 12** Mini Check
- **Lesson 13** Would you like to go to a party?
- **Lesson 14** Why don’t we go to the movies?
- **Lesson 15** Let’s eat Mexican food
Lesson 16    Shall we go to a rock concert?
Lesson 17    Would you like to see a movie today?
Lesson 18    No, thanks. I hate horror movies
Lesson 19    Project. We invite to you to our St. Valentine’s celebration. Part one
Lesson 20    Project. We invite to you to our St. Valentine’s celebration. Part two
Lesson 21    Review

21 sessions, 7 weeks/ 21 sesiones, 7 semanas
Lesson 1

I like playing videogames

Read

1. Look at the text. What is it?
   *Observa el texto. ¿Qué es esto?*
   
a) an article from a magazine.  
b) an e-mail  
c) an article from a newspaper.

2. Read the e-mail.
   *Lee el correo electrónico.*

   From: mario123  e-mail.com  
   To: davidsmith@yuupi.com  
   Subject: Greetings from Mexico

   Dear David:

   I’m very excited and looking forward to go to study to the United States. I hope we can do things together. I like playing videogames and playing basketball. I also like riding my bike and going to the movies. What about you? What do you like to do in your free time?

   Regards,

   Mario.
3. Tick the activities Mario likes doing.

_Escribe una_ ☑ _junto a las actividades que le gusta realizar a Mario._

- ☐ Playing basketball.
- ☐ Riding a bike.
- ☐ Playing soccer.
- ☐ Watching T.V.
- ☐ Playing videogames.
- ☐ Dancing.
4. Go back to the text. See what follows the verb “like” and complete. 
Regresa al texto. Observa qué sigue al verbo “like” y completa.

1. I ____________ videogames.
2. I ____________ my bike.

5. Write a ☑ next to the activities that you like doing. 
Escribe una ☑ junto a las actividades que te gusta hacer.

☐ Riding a horse
☐ Watching T.V
☐ Playing soccer
6. With your information write an e-mail to a friend.

*Con tu información escribe un correo electrónico a un amigo.*

<table>
<thead>
<tr>
<th><img src="image1.png" alt="Writing stories" /></th>
<th><img src="image2.png" alt="Reading books" /></th>
<th><img src="image3.png" alt="Dancing" /></th>
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</thead>
<tbody>
<tr>
<td>Writing stories</td>
<td>Reading books</td>
<td>Dancing</td>
</tr>
</tbody>
</table>

| From: _________________________________ |
| To: ___________________________________ |
| Subject: _______________________________ |

| Dear ____________________,          |
|____________________________________|
|____________________________________|
|____________________________________|
|____________________________________|
|____________________________________|

Regards,

_____________________

---

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Lesson 2

I like to ride my bike

Read

1. Identify the parts of the letter.
   Identifica las partes de la carta.

   1 ______________________
   2 ______________________
   3 Opening line
   4 ______________________
   5 ______________________

2. Read the letter.
   Lee la carta.

   1 August 23rd, 2007

   2 Dear Mario:

   3 Thanks for your letter! I'm happy you are coming to my country to study. I promise you will have a great time in my house. I'm making plans for you and me. We have similar likes. I like to play videogames and enjoy to ride my bike. I don’t like to go to the movie theatre but my mom really likes to see movies. Don’t worry we will enjoy anyway.

   4 Regards,

   5 David.
3. Write TRUE or FALSE.
Escribe TRUE (verdadero) o FALSE (falso).

a) David likes to play videogames.  __________________________
b) David likes to go to the movie theatre. _______________________
c) David likes to ride his horse. _______________________________
d) David's mother likes to go to see movies. _____________________
e) David and Mario like similar activities. ________________________

Think

4. Look at the example and order the sentences.
Observa el ejemplo y ordena las oraciones.

Example: I like to visit my grandmother.

a) videogames / I / to / like / play / __________________________

b) go / movies / to / My mother / to / likes / see / 
_______________________________

c) ride / I / like / to / my bike / 
_______________________________

d) the movie theatre / don’t like / go / to / I / to / 
_______________________________


5. Write three activities you like and three you don’t like.
   *Escribe actividades que te gusten y que no te gusten.*

<table>
<thead>
<tr>
<th>😊</th>
<th>I like…</th>
<th>🙁</th>
<th>I don’t like…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to watch T.V.</td>
<td></td>
<td>to eat vegetables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Write a letter to a friend. Tell about your preferences.
   *Escribe una carta a un amigo. Platica acerca de tus preferencias.*

_________________________

Dear _____________,

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________


_________________________

Regards,

_________________________
Lesson 3

I like movies

Read

1. Look at the pictures and write the words in the chart under each one. Then answer the questions.

Observa los dibujos y escribe las palabras del cuadro debajo de cada uno. Después contesta las preguntas.

<table>
<thead>
<tr>
<th>Horror movies</th>
<th>Romantic movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action movies</td>
<td>Comedy movies</td>
</tr>
</tbody>
</table>

_________________  __________________  __________________  __________________
a) What kind of movies does Mrs. Smith likes? ____________________________
b) What kind of movies does Mario likes? ____________________________

2. Read the dialogue.
   Lee el diálogo.

Mrs. Smith: Hello Mario.
   Welcome to our house.
Mario: Thank you Mrs. Smith.
   I’m so happy to be here.
Mrs. Smith: So, you like to see movies?
Mario: Yes, I love movies.
Mrs. Smith: What kind of movies do you like?
Mario: I like comedy and action movies. And you?
Mrs. Smith: Really? I love action movies but I also like romantic movies.

3. Write a ✓ or a ✗ according Mario and Mrs. Smith like. Then complete the sentences.
   Escribe una ✓ o una ✗ de acuerdo con lo que le gusta a la señora Smith y a Mario. Después completa las oraciones.

<table>
<thead>
<tr>
<th></th>
<th>See movies</th>
<th>Adventurous Movies</th>
<th>Romantic Movies</th>
<th>Action Movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mario</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Mrs. Smith likes ___________________ and ___________________.
b) Mario likes _____________________ and ____________________.
4. Go back to lessons 1, 2 and 3 to complete the chart.
   *Regresa a las lecciones 1, 2 y 3 para completar el cuadro.*

<table>
<thead>
<tr>
<th></th>
<th>Gerunds</th>
<th>Infinitives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Choose one word to complete the sentences.
   *Elige una palabra para completar las oraciones.*

a) I like _________________.

   apples
b) I don’t like ________________.

basketball

c) My mother doesn’t like _____________.

movies

d) I love _________________.

bananas

e) Mrs. Smith likes _________________.

soccer

f) I like _________________.

aerobics

6. Find someone who is agreeing with you. Complete the conversation.

Encuentra a alguien que coincida contigo. Completa la conversación.

You: What kind of movies do you like?
Classmate: I like __________________________________________________:
I don’t like ________________________________________________.
What about you?
You: Well, I like ____________________________________________.
But I don’t like ____________________________________________.
I love soccer

1. Read and show an expression in your face to each sentence.
   Lee y muestra una expresión en tu cara para cada enunciado.

2. Read the dialogue.
   Lee el diálogo.

Mario: What about you Mr. Smith? Do you like romantic movies?
Mr. Smith: No, that’s not for me. I hate them. I like horror movies, but you know, what I really enjoy is watching soccer games. I love soccer.
Mrs. Smith: Oh! Please, don’t start talking about soccer. I don’t like soccer.
Mario and Mr. Smith: Ha, ha, ha…
3. Circle **T** (True) or **F** (False)  
*Encierra T (True – verdadero) o F (False – falso)*

a) Mr. Smith likes horror movies.  
   T   F
b) Mrs. Smith doesn’t like soccer.  
   T   F
c) Mr. Smith loves soccer.  
   T   F
d) Mr. Smith hates romantic movies.  
   T   F
e) Mr. Smith doesn’t like watching soccer games.  
   T   F

4. Look at the images and write: I like, I love, I don’t like, I hate.  
*Observa las imágenes y escribe: I like, I love, I don’t like, I hate.*

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Smiley Face]</td>
<td>![Smiley Faces]</td>
<td>![Sad Face]</td>
<td>![Sad Faces]</td>
<td></td>
</tr>
</tbody>
</table>

5. Complete with your information about the kind of movies.  
*Completa con tu información acerca de los tipos de películas.*

a) I like _______________________ and _______________________.
b) I don’t like _______________________ and _______________________.
c) I love _______________________ and _______________________.
d) I hate _______________________ and _______________________.

6. Complete the dialogue with words from the box. Then act it to the class.
Completa el diálogo con las palabras del cuadro. Después actúa a tu clase.

| No, I don’t. |
| action movies |
| What kind of movies do you like |
| horror movies |

You: Hello I’m doing a survey about movies.
Classmate: I like ________________________________.
You: So, do you like witches, monsters and ghosts?
Classmate: Yes, I like them.
You: Do you like romantic movies?
Classmate: ________________________________.
You: Do you like ________________________________?
Classmate: Yes, I love them. I like Martians, heroes, pirates, cars.

Lesson 5

My mother likes going to the movies

Read

1. Complete the letter.
   Completa la carta.

Dear Mom

Mario

September 3rd, 2007
2. Read the letter.
Lee la carta.

I think a lot about you, although the family I’m staying with is very nice. The father’s name is Robert. He likes watching soccer games on Sundays and sometimes I join him. The mother’s name is Sally. She likes going to the movies and cooking. Their son, David likes playing basketball the same as me. He has a dog and it also likes playing with a ball. We play basketball everyday.

Kisses,

____________________

3. Correct the sentences. Use the information from the letter.
Corrige las oraciones. Usa la información de la carta.

a) The father’s name is Philip.

b) Robert doesn’t like watching soccer games.

c) Sully likes going to the supermarket.

d) David likes playing soccer.

e) The dog likes playing with a shoe.

f) Sully doesn’t like cooking.
4. Write the verbs in the category that corresponds.

_Escribe los verbos en la categoría que corresponda._

<table>
<thead>
<tr>
<th>loves</th>
<th>play</th>
<th>eat</th>
<th>sleep</th>
<th>hates</th>
<th>swims</th>
<th>swim</th>
<th>plays</th>
<th>eats</th>
<th>hate</th>
<th>love</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>She, he, it</th>
<th>I, you, they, we</th>
</tr>
</thead>
<tbody>
<tr>
<td>likes</td>
<td>like</td>
</tr>
<tr>
<td>loves</td>
<td>love</td>
</tr>
</tbody>
</table>

5. Draw 😊, 😊😊 or 😊, 😊😊 according your information.

_Dibuja 😊, 😊😊 o 😊, 😊😊 _de acuerdo con tu información._

<table>
<thead>
<tr>
<th>Watching T.V</th>
<th>Soccer</th>
<th>Movies</th>
<th>Swimming</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My brother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sister</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Complete the letter with your information.
Completa la carta con tu información.

Dear ______________.

How are you? I’m O.K. You asked about my family. Well, my mother’s name is ______________. She likes ______________. She doesn’t like ______________ and she hates ______________. My father’s name is ______________ and he likes ______________. My father hates ______________ and loves ______________. What do your Mother and Father like? Please tell me about.

Regards,

________________________
Lesson 6

Mini Check

1. Write the names.
   *Escribe los nombres.*

   Mario’s family.

<table>
<thead>
<tr>
<th>Mario</th>
<th>Son</th>
<th>Daughter</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the text. Mario is introducing himself at his new classmates.
   *Lee el texto. Mario está presentándose ante sus nuevos compañeros.*

   Teacher: Good morning. We have a new student.

   Mario: Hello, I’ Mario. I’m from Mexico. At recent I’m living at David’s house. I have a small family, we are four members. My mother, my father, my sister and myself. My mother’s name is Rosalia. She is a secretary. She *likes* her *job* and *cooking*. My father, Francisco, is a teacher. He *loves to teach* and *to play soccer* with his students. My sister’s name is Sandra. She is a student in secondary school, she *doesn’t like*
mathematics. And about me, I like to learn English and playing videogames. About sports, I don't like boxing because I think it is aggressive, I prefer basketball. We love have dinner togheter.

Classmates: Nice to meet you Mario.

3. Write TRUE or FALSE.
Escribe TRUE (verdadero) o FALSE (falso)

a) Mario has a big family. __________________

b) Rosalia likes her job. __________________

c) Francisco loves teaching. __________________

d) Sandra loves mathematics. __________________

e) Mario prefers playing basketball. __________________

f) Francisco doesn’t like soccer. __________________

g) Mario hates boxing. __________________

h) Rosalia likes cooking. __________________

4. Complete the chart with the words underlined in the text.

*Completa el cuadro con las palabras subrayadas en el texto.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Infinitive</th>
<th>Gerund</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>likes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>love</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Underline the correct option.

*Subraya la opción que corresponda.*

A) She likes her job and cooking.
   a) Sandra  
   b) Rosalia  
   c) Francisco

B) He loves playing soccer.
   a) Mario  
   b) Sandra  
   c) Francisco

C) She doesn’t like mathematics.
   a) Rosalia  
   b) Mario  
   c) Sandra

D) He hates boxing.
   a) Mario  
   b) Francisco  
   c) Sandra
6. Match the columns.
*Relaciona las columnas.*

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a doctor</td>
<td>a) He likes to win golden medals at the Olympic Games.</td>
</tr>
<tr>
<td></td>
<td>b) She loves writing stories with correct punctuation marks.</td>
</tr>
<tr>
<td></td>
<td>c) He doesn’t like modern music.</td>
</tr>
<tr>
<td></td>
<td>d) He hates junk food.</td>
</tr>
<tr>
<td>a Spanish teacher</td>
<td>e) She loves to heal people at the hospital.</td>
</tr>
<tr>
<td></td>
<td>f) He hates noise.</td>
</tr>
<tr>
<td>an athlete</td>
<td>g) He loves doing exercise.</td>
</tr>
<tr>
<td></td>
<td>h) She doesn’t like people when people die.</td>
</tr>
<tr>
<td>a musician</td>
<td>i) She hates to get sick.</td>
</tr>
<tr>
<td></td>
<td>j) She doesn’t like mathematics, she prefers Spanish.</td>
</tr>
<tr>
<td></td>
<td>k) He loves to playing the guitar.</td>
</tr>
<tr>
<td></td>
<td>l) He likes playing the piano.</td>
</tr>
<tr>
<td></td>
<td>m) She likes reading.</td>
</tr>
<tr>
<td></td>
<td>n) She likes to help people.</td>
</tr>
</tbody>
</table>
|                        | o) He doesn’t like jeans and boots, He prefers pants and tennis shoes.
|                        | p) She hates students don’t do homework.                             |

7. Write about your family. Look at Mario’s example. Draw your family in the chart.
*Escribe acerca de tu familia. Toma el ejemplo de Mario. Dibuja a tu familia en el cuadro.*

Hello, I’m _________________. My family is ________________(big/small) We are ________________ members.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Lesson 7

Do you like tennis?

1. Write the underlined word under each picture.
   *Escribe la palabra subrayada debajo de cada imagen.*
2. Read the dialogue.
   *Lee el diálogo.*

David: Let me show you my room.
Mario: O.K.
David: Look. I like **sports** and **movies** that’s the reason why I have many posters on the wall.
Mario: Do you like tennis?
David: No, I don’t. That’s my father’s racquet. I like soccer as I said in my letter.
Mario: Do you like **comics**?
David: Yes, I do. I love them. They’re interesting and funny. What about you, what else do you like?
Mario: Well, I like listening to music and going to the movies.

Write

3. Answer the questions with your information.
   *Contesta las preguntas con tu información.*

a) Do you like swimming? ___________________________  

b) Do you like basketball? ___________________________  

c) Do you like English? _____________________________  

d) Do you like reading stories? ____________________

e) Do you like riding a horse? ____________________

**Think**

4. Complete the sentences.
   *Completa las oraciones.*

   Yes, I ______________.

   a) _________ you like basketball?  No, I ______________.

5. Interview to some classmates and complete the chart with ✓ or ✗.
   *Entrevista a algunos compañeros y completa el cuadro con ✓ o ✗.*

   Use:
   *Usa:*

   Do you like…?

<table>
<thead>
<tr>
<th>Name</th>
<th>Basketball</th>
<th>Soccer</th>
<th>Watching T.V.</th>
<th>Dancing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Write about one classmate. Use the information in the chart.
   *Escribe sobre uno de tus compañeros. Usa la información del cuadro.*

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

   196
Lesson 8

Does your father like soccer?

Read

1. Identify Mario’s and David’s bedroom.
   Identifica la recámara de Mario y la de David.

2. Read the dialogue.
   Lee el diálogo.

David: This is your room. I hope you like it.
Mario: Sure, thanks. It’s great. I’m going to hang a picture of my family. Look, this is my mother, my sister, my father and me.
David: Does your father love soccer as mine?
Mario: Yes, he does. He plays with
his students.
David: Does he like to see movies?
Mario: No, he doesn’t. he prefers to watch T.V soccer games.
David: Our fathers have similar likes.

3. Answer the questions.
Contesta las preguntas.

a) Does Mario’s father love soccer? ________________________________
b) Does Mario’s father play soccer with his students? ________________
c) Does Mario’s father like to see movies? _________________________
d) Does Mario’s father prefer to watch T.V. soccer games? _____________

4. Circle the correct sentence.
Encierra la oración que corresponda.

a) Do he like soccer? b) Does he like soccer?
   a) Yes, he does. b) Yes, he do.
   a) No, he doesn’t. b) No, he don’t.

5. Design an interview for a classmate.
Diseña una entrevista para un compañero de tu clase.

a) What’s your mother’s name? ______________________
b) Does she like cooking? _________________________
c) ____________________________?
d) ____________________________?
6. Interview to your classmate and write the answers. Then write a text.
   Entrevista a tu compañero y escribe las respuestas. Después escribe un texto.

   a) ______________________________
   b) ______________________________
   c) ______________________________
   d) ______________________________
   e) ______________________________
   f) ________________________________

   ______________ mother’s name is _____________. She likes _____________.
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________
   ______________________________

Lesson 9

Does she like cooking?

1. Identify the place where Mrs. Smith and Mario are. Write a ✓.
   Identifica el lugar donde están la señora Smith y Mario. Escribe una ✓.
2. Read the dialogue.
   *Lee el diálogo.*

Mario: Good morning Mrs. Smith. What are you doing?
Mrs. Smith: Good morning Mario. I’m cooking breakfast. I love it.
Mario: I know, David said to me.
Mrs. Smith: Does your mother like cooking?
Mario: Yes, she does. And she does it very well.
Mrs. Smith: Really? Tell me about her. What does she like cooking?
Mario: He likes cooking vegetables and chicken.
Mrs. Smith: Does she go to the supermarket?
Mario: No, she doesn’t. She goes to the market. There she also buys fruit.
Mrs. Smith: I love Mexican markets. They’re so pretty!
Write

3. Circle the correct option.
   Encierra la opción que corresponda.

A) Mrs. Smith is cooking:
   a) dinner    b) pizza    c) breakfast

B) Mario’s mother likes:
   a) cooking   b) sleeping  c) swimming

C) Does Mrs. Smith like cooking?
   a) No, she doesn’t.  b) Yes, she does.  c) No, she don’t.

D) Where does Mario’s mother buy fruits and vegetables?
   a) in the supermarket.  b) in the grocery.  c) in the market.

E) Does Mrs. Smith hate Mexican markets?
   a) No, she doesn’t.  b) Yes, she does.  c) No, she don’t.

Think

4. Complete the chart.
   Completa el cuadro.

<table>
<thead>
<tr>
<th>Do / Don’t</th>
<th>Does / Doesn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td></td>
</tr>
</tbody>
</table>
5. Look at the pictures and classify them.
   *Observa los dibujos y clasifícalos.*

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>avocado</td>
</tr>
<tr>
<td>chili peppers</td>
<td>pineapple</td>
</tr>
<tr>
<td>lettuce</td>
<td>onion</td>
</tr>
<tr>
<td>grapes</td>
<td>pears</td>
</tr>
<tr>
<td>tomatoes</td>
<td>oranges</td>
</tr>
</tbody>
</table>

6. Match the columns.
   *Relaciona las columnas.*

- Does your mother like onion? a) No, it doesn’t.
- Do you like apples? b) Yes, he does.
- Does your father love pears? c) Yes, they do.
- Does your dog like grapes? d) Yes, I am.
- Do your friends like oranges? e) No, she doesn’t.
Lesson 10

I like vegetables and fruits

1. Unscramble the words and complete the list of the supermarket.
   Acomoda las palabras y completa la lista del supermercado.
   
   a) DAVOCAO  _______________________
   b) PNEIPALEP  _______________________
   c) ONINO  _______________________
   d) NGEROA  _______________________
   
   LIST

   CARROTS  _______________________
   CUCUMBER  _______________________

2. Read the dialogue.
   Lee el diálogo.

   Mr. Smith: Do you have the list of the super David?
   David: Yes, I have it. We have to buy carrots, tomatoes and a lettuce.
   Mario: Don’t forget the cucumbers.
   David: You’re right. Do you like vegetables Mario?
   Mario: Yes, but I don’t like broccoli. And you?
   David: I like some vegetables, but I hate onion. I think it is sad, it always makes you cry.
   Mr. Smith: Ha, ha, ha! And, what about fruits Mario?
Mario: Well, I like oranges, apples and strawberries, but I hate bananas and papaya.
Mr. Smith: What a shame! Bananas and papaya are in the list. I love them.

Mario: He likes some vegetables, but hates onion.
Mr. Smith: He hates papaya and bananas.
David: He likes vegetables, but doesn’t like broccoli.

Write

3. Join with a line.
   *Une con una línea.*
Think

4. Complete the sentences.
   Completa las oraciones.

   * You use this word to join ideas.

   I like oranges, apples ____________ strawberries.

   I love vegetables _______________ fruits.

   * You use this word to contrast an idea.

   I like vegetables, _______________ I don’t like onion.

   I like fruits, _________________ I hate bananas.

Write

5. Write a list of fruits and vegetables.
   Escribe una lista de frutas y verduras.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>_____________________</td>
</tr>
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</table>
6. Ask to a classmate and write ✓ or ✗ next to each word on the list. Then write about she or he.

_Pregunta a un compañero y escribe ✓ o ✗ junto a cada palabra en la lista. Después escribe acerca de él o ella._

__________________ likes vegetables but __________________________
____________________________________________
____________________________________________
.
__________________ loves fruits but __________________________
____________________________________________
____________________________________________
.

Lesson 11

David loves comics

Read

1. Underline the best option.

_Subraya la mejor opción._

A) In the letter, who is Sandra?

a) Sandra is Mario’s mother.
b) Sandra is Mario’s sister.
c) Sandra is Mario’s girlfriend.
2. Read the letter.

Lee la carta.


Dear Sandra,

I miss you a lot. I hope you are getting good grades at school. I want to tell you about my new friends at school. David, Sandy, Philip and Roxane. David likes comics. Sandy loves fashion shows. Philip doesn’t like water and Roxane hates soccer games. We have different likes but all we are good friends. They are so kind with me and help me to learn more about English. Please, send me back a letter or an e-mail. I love you.

Kisses,

Mario.

3. Match the columns.

Relaciona las columnas.

- He likes comics.
- He doesn’t like water.
- She hates soccer games.
- She loves fashion shows.
- He writes the letter.
- She is Mario’s sister.

a) Roxane.
b) David.
c) Sandra.
d) Philip.
e) Sandy.
f) Mario.
4. Answer the question.
   *Contesta la pregunta.*

A) What do you notice in next words?

a) likes and comics
b) loves and movies
c) hates and games

B) Write the rule.

_____________________________________________________________
_____________________________________________________________

5. Complete the sentences.
   *Completa las oraciones.*

a) She ______________ (love) ______________ (grape in plural).
b) He ______________ (like) ______________ (movie in plural).
c) He ______________ (hate) ______________ (soccer game in plural).
d) My father ______________ (prefer) ______________ (sport in plural).
e) My mother ______________ (cook) delicious potatoes.
f) My sister ______________ (like) strawberries.
6. Imagine you are far away from your family. Write a letter to your sister or brother telling about your new friends and their preferences.

Imagine que estás muy lejos de tu familia. Escribe una carta a tu hermano o hermana contándole sobre tus nuevos amigos.

___________________

Dear ______________,

I miss you a lot. _____________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________

_____________.

Kisses,

_____________

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Mini Check

1. Read the dialogue.
   *Lee el diálogo.*

Steve: Do you like soccer, Mario?
Mario: No, not really, I like basketball. And you Steve, do you like playing soccer?
Steve: Yes, I like it but I hate basketball. What about you David, what sports do you like?
David: I like swimming and basketball and I love playing soccer.
Steve: Yes, we know. And what about you Philip?
Philip: I hate swimming because I don’t like water, it is always cold.
David: We think you don’t like to take a shower. Ha, ha, ha, ha.
Write

2. Use the information from the dialogue to write ✓ or ✗. And ✓✓ or ✗✗.
   *Usa la información del diálogo para escribir ✓ o ✗. Y ✓✓ o ✗✗.*

<table>
<thead>
<tr>
<th>Sport</th>
<th>Steve</th>
<th>Mario</th>
<th>David</th>
<th>Philip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Match the word with the picture. Write the name of the sport on the line.
   *Relaciona la palabra con el dibujo. Escribe sobre la línea el nombre del deporte.*

<table>
<thead>
<tr>
<th>swimming</th>
<th>soccer</th>
<th>baseball</th>
<th>cycling</th>
<th>running</th>
</tr>
</thead>
<tbody>
<tr>
<td>volleyball</td>
<td>basketball</td>
<td>tennis</td>
<td>running</td>
<td></td>
</tr>
</tbody>
</table>

- cycling
- __________
- __________
- __________
- __________

- _______
- _______
- _______
- _______
Think

4. Does the dialogue mention any sports you play in your school at recess or in the Physical Education class?
   ¿En el diálogo mencionan algunos deportes que tú juegas en la escuela en el receso o en la clase de Educación Física?
   Yes__________  No ___________
   Which one? ___________________________________________________

Read   Write

5. Read and answer the questions about you.
   Lee y contesta las preguntas acerca de ti.
   a) What sports do you like?  _____________________________
   b) Does your father like baseball? _____________________________
   c) Do you like swimming?    _____________________________
   d) Does your mother like cooking? _____________________________
   e) Do you like basketball?   _____________________________
   f) Does your sister like mathematics? _____________________________
   g) Does your brother like movies?  _____________________________

6. Use the questions to interview a classmate and complete the text.
   Usa las preguntas para entrevistar a un compañero y completa el texto.
   a) What sports do you like?  ___________________________________
   b) Do you like baseball?   ___________________________________
   c) Do you like swimming?   ___________________________________
   d) Do you like volleyball?   ___________________________________
   e) Do you like basketball?   ___________________________________
Lesson 13

Would you like to go to a party?

Read

1. The dialogue is about:
   El diálogo habla de:
   a) a baseball game   b) a party   c) a concert

2. Read the dialogue.
   Lee el diálogo.

David: What are you doing?
Mario: I’m cleaning my bedroom.
David: Do you like parties?
Mario: Yes, I love them.
David: Would you like to go to a party?
Mario: That sounds great, but I have to finish my chores. When is it?
David: It’s today at five in the afternoon. You have time enough to do them.
Mario: O.K. Where is it?
David: It’s at Sandy’s house. It’s her birthday.
Mario: Do you have a gift for her?
David: Yes, of course.
3. Complete the sentences.
*Completa las oraciones.*

a) ___________________________? I’m cleaning my bedroom.

b) Do you like parties? ________________

c) ___________________________? That sounds great.

d) ___________________________ the party? It is at Sandy’s house.

e) Do you have a gift for her? Yes, ________________.

4. Go back to the dialogue. Identify the question to make invitations.
*Regresa al diálogo. Identifica la pregunta para hacer invitaciones.*

You use __________________________ to make an invitation.

5. Write ✓ or ✗ in the charts about your preferences.
*Escribe ✓ o ✗ en los cuadros acerca de tus preferencias.*

☐ A soccer game   ☐ A picnic in the forest.   ☐ An expedition to the mountain.
6. Interview to a classmate using the images in exercise 5. Use the chart to registry the answer.

Entrevista a un compañero tomando en cuenta las imágenes del ejercicio 5. Usa el cuadro para registrar las respuestas.

<table>
<thead>
<tr>
<th>Would you like to go to…?</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a soccer game</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

7. Exchange your opinion with the class about which activities attracted more students.

Intercambia tu opinión con la clase para identificar cuáles actividades atrajeron a más estudiantes.
Lesson 14

Why don’t we go to the movies?

1. Order the days of the week and answer the question. 
   *Ordena los días de la semana y contesta la pregunta.*

   1. Monday ________________
   2. _____________________
   3. _____________________
   4. _____________________
   5. _____________________
   6. _____________________
   7. _____________________

   a) Say what day it is in the dialogue. ________________________________

2. Read the dialogue. 
   *Lee el diálogo.*

   Mrs. Smith: Today is Sunday! What are we going to do?
   Mr. Smith: There is an excellent soccer game at the stadium.
   Mrs. Smith: No, I don’t like soccer!
   Mario: No, I don’t like soccer!

   I don’t like soccer!

   I don’t like soccer!

   Mrs. Smith: No, I don’t like soccer!
   Mario: No, I don’t like soccer!

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David: Relax. Why don’t we go to the movies?
Mrs. Smith: That’s a good idea.
David: There is a romantic movie, a horror movie and an action movie. What would you like to see?
Mario: I’d like an action movie. What do you think?
Mrs. and Mr. Smith: An action movie it’s O.K.

3. Write TRUE or FALSE.
   Escribe TRUE (verdadero) o FALSE (falso).
   a) It is Monday. _____________
   b) Mr. Smith suggests to go to a soccer game. _____________
   c) Mario likes soccer. _____________
   d) David suggests to go to the movies. _____________
   e) They decide to see a romantic movie. _____________
   f) Mrs. Smith agrees with David to go to the movies. _____________

4. Write the missing expression.
   Escribe la expresión que falta.
   Situation                  Optional invitation
   I don’t like romantic movies. _________________ see an action movie.

5. Get in a team of four students to complete the dialogue.
   Forma un equipo de cuatro estudiantes para completar el diálogo.

   Student A: What are we going to do next weekend?
   Student B: Why don’t we ________________________________?
Student C: No, _________________________________.
Student D: So, why don’t we______________________________?
Student A: Yes, ________________________________.
            What do you think?
Student B: ________________________________.
Student C: ________________________________.

6. Act out your dialogue to your class.
       Actúa el diálogo a la clase.

Lesson 15

Let’s eat Mexican food

Read

1. Write the correct letter on the line.
   Escribe la letra correcta sobre la línea.

Mexican food.  _______
Chinese food.  _______
Fast food.  _______

a)  MAC HAMBURGERS
    Combo 1
    Fries
    Bacon hamburger
    Soda
    Pie
    Combo 2
    Chicken hamburger
    Baked potato
    Ice cream
    Juice

b)  Dragon China
    Chop Suey
    Noodles
    Rice with pork
    Fried rice
    Drinks
    Sodas
    Water
    Green tea

c)  Mi taquito
    Drinks
    Fruit water
    Sodas
    Juice
    Tacos
    Enchiladas
    Sopes
    Mole
    Fajitas
2. Read the dialogue.
   Lee el diálogo.

David: The movie was exiting, wasn’t it?
Mario: Yes, you’re right but now I’m hungry.
Mr. Smith: Me too. Let’s eat Chinese food.
Mrs. Smith: No, I’d prefer Mexican food. What do you think Mario?
Mario: Wow! It’s a great idea. I miss Mexican food a lot.
David: I would like to try “tacos”.
Mr. Smith: O.K. You’re the winners. Let’s eat Mexican food.
    Then let’s go for an ice cream.

3. Write on the line the number according to the sequence of the events in the dialogue.
   Escribe sobre la línea el número de acuerdo con la secuencia de los eventos en el diálogo.

   ______ Mrs. Smith doesn’t want Chinese food, she prefers Mexican food.
   ______ At the end of the movie Mario is hungry.
   ______ Finally, they decide to eat Mexican food.
   ______ Mr. Smith suggests to eat Chinese food.
   ______ David would like to try “tacos”.

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Think

4. Complete the sentences.  
Completa las oraciones.

_________________ is another way to make an invitation. For example:

a) _______________ eat Chinese food.
b) _______________ watch a soccer game.

5. Ask to a classmate about the menus. Write a ✓ or ✗ next to the food or drink that he or she prefers.  
Pregunta a un compañero tomando en cuenta los menús. Escribe ✓ o ✗ junto a la comida o bebida de su preferencia.

Do you like…?

☐ hamburgers
☐ tacos
☐ chop suey
☐ soda
☐ mole
☐ fruit water
☐ fried rice
☐ pie
☐ green tea

6. Answer the question and invite to your classmate to eat.  
Contesta la pregunta e invita a tu compañero a comer.

a) What kind of food does your classmate like? _____________________________
Lesson 16

Shall we go to a rock concert?

Read

1. What is the dialogue about?
   ¿De qué trata el diálogo?
   a) a soccer game       b) a rock concert       c) an exhibition.

2. Read the dialogue.
   Lee el diálogo.

David: Look Mario, there will be a rock concert next weekend. Shall we go?
Mario: Yes, I’d love to. Rock music is my favorite.
David: Let’s ask my father.
David: Can we go to the rock concert dad?
Mr. Smith: Mmmmm! What time is it?
Mario: It’s at eight in the evening Mr. Smith. And it finishes at eleven o’clock.
Mr. Smith: It’s too late.
David and Mario: Please, please, please.
Mr. Smith: O.K. But your mother and me let’s wait for you at the end of the concert.
3. Circle the option that corresponds. 
   \textit{Encierra la opción que corresponda.}

A) Mario and David are going to assist to a…
a) party  b) rock concert  c) soccer game

B) The rock concert is at …
a) eight in the evening  b) eight in the morning  c) nine in the evening

C) What time does the concert finish? 
a) at eight o’clock  b) at one o’clock  c) at eleven o’clock

D) Mario’s favorite music is…
a) classical  b) pop  c) rock

E) Who do Mario and David ask for permission? 
a) Mrs. Smith  b) Mr. Smith  c) Mario’s mother

4. Complete the chart with information from previous lessons. 
   \textit{Completa el cuadro con información de lecciones anteriores.}

<table>
<thead>
<tr>
<th>Expressions to make an invitation</th>
<th>Expressions to accept an invitation</th>
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</tbody>
</table>
5. Complete the dialogue with the options from the chart.
   Completa el diálogo con las opciones del cuadro.

   Shall we go
   Shall we go
   There is a car show
   That’s a good idea

Sandy: Look David there is a fashion show next Saturday.  
________________________________?  
David: No, that’s not for me. Look, there is a car show on Sunday.  
   Shall we go?  
Sandy: I don’t think so. I don’t like cars.  
David: Well, there is a basketball game at the school gymnasium on  
   Sunday. ________________________________?  
Sandy: ________________________________. I like basketball.

6. Practice the dialogue with a classmate and act it to the class.  
   Practica el diálogo con un compañero y actúalo para tu clase.

Lesson 17

Would you like to see a movie today?

Read

1. Match the activity with the picture.  
   Relaciona la actividad con el dibujo.

   a) They are chatting.  
   b) They are speaking on phone.
2. Read the dialogue.

Lee el diálogo.

Ring, ring, ring!

Sandy: Hello!
David: Hi, this is David.
Sandy: Yes, I am.
David: What are you doing?
Sandy: I'm listening to music.
David: Would you like to see a movie today?
Sandy: No, thanks. Today I'm going to visit my grandmother.
David: O.K. I understand. What about tomorrow?
Sandy: Yes, I'd love it.
David: O.K., see you tomorrow at three o'clock at your house.
Sandy: Sure. See you tomorrow.

3. Correct the sentences according to the dialogue.

Corrige las oraciones de acuerdo con el diálogo.

a) Sandy is watching T.V.

__________________________________________________________

b) Sandy has to visit her grandfather.

__________________________________________________________
c) David invites Sandy to a soccer game.

Invitation

5. Read the expressions.
Lee las expresiones.

Would you like to go to the park?
Would you like to go to the museum?
Let’s to see a movie in your house.
    Yes, I’d love it.
    Yes, of course.
    That’s a good idea.
    That sounds great.
    No, thanks.
No, I prefer stay at home.
There is an interesting exhibition.
Lesson 18

No, thanks. I hate horror movies

1. Find five cognates in the dialogue.
   Encuentra cinco cognados en el diálogo.

   a) _______________________
   b) _______________________
   c) _______________________
   d) _______________________
   e) _______________________

2. Read the dialogue.
   Lee el diálogo.

Mr. Smith: What are you doing?
Mrs. Smith: I’m writing an e-mail to Mario’s mother.
Mr. Smith: Good! Shall we go to the stadium when you finish?
Mrs. Smith: Thanks but I don’t like soccer as you know.
Mr. Smith: Well, why don’t we go to the movies? Today is the premier of Killerman.
Mrs. Smith: No, thanks. I hate horror movies.
Mr. Smith: So, would you like to visit the zoo?
Mrs. Smith: No, I can’t. I have to visit the dentist at five o’clock. Why don’t you come with me?
Mr. Smith: O.K. Let’s to visit the dentist.

3. Write TRUE or FALSE.
   _Escribe TRUE (verdadero) o FALSE (falso)._ 
   
   a) Mrs. Smith is watching T.V.   _____________
   b) Mrs. Smith hates horror movies.  _____________
   c) Mr. Smith invites to Mrs. Smith to the movies.  _____________
   d) Mrs. Smith and Mr. Smith are going to visit the zoo. _____________
   e) Mrs. Smith has a date with the dentist.   _____________

4. Complete the invitations and the chart.
   _Completa las invitaciones y el cuadro._
   
   a) Why don’t we __________________________________________?
   b) Shall we ______________________________________________?
   c) Would you like to _______________________________________?
   d) Let’s _________________________________________________
5. Work in pairs to make a dialogue.
   *Trabaja en parejas y elabora un diálogo.*

   You: Why don’t we ____________________________
   Classmate: No, ____________________________
   You: _______________________________________
   Classmate: No, ____________________________
   You: _______________________________________
   Classmate: Yes, ____________________________

**Lesson 19**

**Project. We invite you to our St. Valentine’s celebration. Part one**

1. In order to enrich friendship and love between your classmates and all the students from your school you can organize a celebration the St. Valentine’s day. First, write a letter to ask for permission to the principal at your school. You can use the letter below.
   *Para enriquecer la amistad y el amor entre tus compañeros y todos los alumnos en tu escuela puedes organizar el festejo del día de San Valentín. Primero, escribe una carta para pedir permiso al Director de tu escuela. Usa el formato de la siguiente carta.*
2. Copy the letter in a sheet of paper and send it to the Principal. Wait for the answer.

   Copia la carta en una hoja de papel y envíala al Director. Espera la respuesta.

3. Discuss with your classmates and the teacher about the date, place and hour for the St. Valentine’s celebration. Answer the questions.

   Discute con tus compañeros y maestro acerca de la fecha, el lugar y la hora para la celebración del día de San Valentín. Contesta las preguntas.

   a) Where is the celebration? ________________________________
   b) When is the celebration? ________________________________
   c) What time is the celebration? ____________________________
   d) Who are going to assist to the party? _______________________

Dear Principal ____________________:

The first grade group _____ would like to celebrate _____________________________.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Regards,

______________
4. Discuss about the food and drinks for the party. Make a list.
_Discute acerca de la comida y bebidas para la fiesta. Haz una lista._

<table>
<thead>
<tr>
<th>Food</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. How are you going to invite the students from your school to your party?
_¿Cómo van a invitar a los alumnos de la escuela a su fiesta?_

With a:  
- a) Letter  
- b) **Invitation card.**  
- c) E-mail.

---

**Lesson 20**

**Project. We invite to you to our St. Valentine’s celebration. Part two**

1. Design an invitation card for the St. Valentine’s party. Look at the example.
_Diseña una tarjeta de invitación para la fiesta del día de San Valentín. Observa el ejemplo._

_Come to my birthday party._

**Name:** Patricia Medina Hernández  
**Date:** On June 24th, 2007.  
**Hour:** six o’clock  
**Place:** At my house.  
**Address:** 45 yellow street.
2. Give an invitation to each student at your school.
   
   *Da una invitación a cada uno de los alumnos en tu escuela.*

3. Next class you are going to do your party. After that exchange opinions about what happened.
   
   *En la próxima clase ustedes realizarán su fiesta. Después intercambian opiniones acerca de lo que pasó.*

---

**Lesson 21**

**Review**

1. Unscramble the words according to the images.
   
   *Acomoda las letras para formar palabras tomando en cuenta las imágenes.*

   RECOCs  NSITNE  GWSIMNMI
2. Look at the chart and complete the text.
   *Observa el cuadro y completa el texto.*

<table>
<thead>
<tr>
<th></th>
<th>Soccer</th>
<th>Basketball</th>
<th>Boxing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mario</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>David</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Mrs. Smith</td>
<td>✗ ✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Mr. Smith</td>
<td>✓ ✓</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

Mario likes __________ but, he doesn’t like __________ and __________ boxing.
David likes soccer and __________ but, he doesn’t like __________.
Mrs. Smith hates __________. She doesn’t like __________ but, she likes basketball.
Mr. Smith loves __________. He likes __________ but, he doesn’t like __________.

3. Label the words.
   *Ubica las palabras.*

apples, oranges, pineapple, mangoes, watermelon, bananas
4. Answer the questions with your information.
   Contesta las preguntas con tu información.
   a) Do you like vegetables? ____________________________
   b) Does your mother like apples? _______________________
   c) Does your father like fruits? _________________________
   d) What’s your favorite fruit? _________________________
   e) Do you like oranges? _______________________________

5. Order the dialogue.
   Ordena el diálogo.
   ______ Sandy: When is it?
   ____ 1  Mario: Sandy what kind of movies do you like?
   ______ Sandy: Yes, I’d love it.
   ____ 2  Sandy: I like comedy movies and horror movies.
   ____ 3  Mario: It’s next Friday at four o’clock.
   ______ Mario: Would you like to go to the premier of “Killerman”.

6. Read the dialogue.
   Lee el diálogo.

Roxane: Hi! What are you doing?
David: We are planning a party at Philip House.
Roxane: That sounds great.
Sandy: We are talking about food. Shall we prepare some sandwiches?
Philip: No, is better to ask some pizzas.
Mario: Yes, that’s a good idea. I love pizzas. Why don’t we buy some sodas too?
David: Sure, I buy the sodas.
Roxana: Would you like a chocolate cake?
Philip: Yes, of course. It’s my birthday.
Mario: So, let’s to invite some clowns.

7. Complete the chart with information from the dialogue.
Completa el cuadro con información del diálogo.

<table>
<thead>
<tr>
<th>Invitations</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6/ Mini Check

1. Mario’s family.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mario</td>
<td>Sandra</td>
<td>Rosalia</td>
<td>Francisco</td>
</tr>
<tr>
<td>Son</td>
<td>Daughter</td>
<td>Mother</td>
<td>Father</td>
</tr>
</tbody>
</table>

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3.

a) Mario has a big family.  FALSE
b) Rosalia likes her job.  TRUE
c) Francisco loves teaching.  TRUE
d) Sandra loves mathematics.  FALSE
e) Mario prefers playing basketball.  TRUE
f) Francisco doesn’t like soccer.  FALSE
g) Mario hates boxing.  TRUE
h) Rosalia likes cooking.  TRUE

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4. Infinitive  
to teach
She  likes
He  to play
to learn
It  loves
Gerund  cooking
playing

I  love
Noun  job
You  mathematics
We  boxing
They  basketball
5. a) Sandra
   b) Rosalia
   c) Francisco.

   B) He loves playing soccer.
   a) Mario
   b) Sandra
   c) Francisco

   C) She doesn't like mathematics.
   a) Rosalia
   b) Mario
   c) Sandra

   D) He hates boxing.
   a) Mario
   b) Francisco
   c) Sandra

6. | Occupations | Likes |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>a) He likes to win golden medals at the Olympic Games.</td>
</tr>
<tr>
<td>h</td>
<td>b) She loves writing stories with correct punctuation marks.</td>
</tr>
<tr>
<td>i</td>
<td>c) He doesn't like modern music.</td>
</tr>
<tr>
<td>n</td>
<td>d) He hates junk food.</td>
</tr>
<tr>
<td>b</td>
<td>e) She loves to heal people at the hospital.</td>
</tr>
<tr>
<td>j</td>
<td>f) He hates noise.</td>
</tr>
<tr>
<td>m</td>
<td>g) He loves doing exercise.</td>
</tr>
<tr>
<td>p</td>
<td>h) She doesn't like people when people die.</td>
</tr>
<tr>
<td>a</td>
<td>i) She hates to get sick.</td>
</tr>
<tr>
<td>d</td>
<td>j) She doesn't like mathematics, she prefers Spanish.</td>
</tr>
<tr>
<td>g</td>
<td>k) He loves to playing the guitar.</td>
</tr>
<tr>
<td>o</td>
<td>l) He likes playing the piano.</td>
</tr>
<tr>
<td>c</td>
<td>m) She likes reading.</td>
</tr>
<tr>
<td>f</td>
<td>n) She likes to help people.</td>
</tr>
<tr>
<td>k</td>
<td>a musician</td>
</tr>
<tr>
<td>l</td>
<td></td>
</tr>
</tbody>
</table>
o) He doesn’t like jeans and boots, He prefers pants and tennis shoes.
p) She hates students don’t do homework.

Lesson 12/ Mini Check

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2.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Steve</th>
<th>Mario</th>
<th>David</th>
<th>Philip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>✗ ✗</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>✓</td>
<td>✗</td>
<td>✗ ✗</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td>✓</td>
<td></td>
<td>✗ ✗</td>
</tr>
</tbody>
</table>

Page/ página 211

3.

<table>
<thead>
<tr>
<th>swimming volleyball</th>
<th>soccer</th>
<th>baseball tennis</th>
<th>cycling running</th>
</tr>
</thead>
</table>

  _cycling_ soccer running baseball
Lesson 21/ Review.
Page/ páginas 231-232

1.

- swimming
- tennis
- volleyball
- basketball

- RECOCS
- NSITNE
- GWSIMNMI
- BOXONGI
- LLASBEKTBA
- YLLABVEOLL

- SOCCER
- TENNIS
- SWIMMING
- BOXING
- BASKETBALL
- VOLLEYBALL
Mario likes basketball but, he doesn’t like soccer and boxing.
David likes soccer and basketball but, he doesn’t like boxing.
Mrs. Smith hates soccer. She doesn’t like boxing but, she likes basketball.
Mr. Smith loves soccer. He likes boxing but, he doesn’t like basketball.

<table>
<thead>
<tr>
<th></th>
<th>Soccer</th>
<th>Basketball</th>
<th>Boxing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mario</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>David</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Mrs. Smith</td>
<td>× ×</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Mr. Smith</td>
<td>✓ ✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

3.

apples, oranges, pineapple, mangoes, watermelon, bananas

pineapple  oranges

apples  watermelon

bananas  mangoes
5.

5. Sandy: When is it?
1. Mario: Sandy what kind of movies do you like?
4. Sandy: Yes, I’d love it.
2. Sandy: I like comedy movies and horror movies.
6. Mario: It’s next Friday at four o’clock.
3. Mario: Would you like to go to the premier of “Killerman”.

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7.

<table>
<thead>
<tr>
<th>Invitations</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shall we prepare some sandwiches?</td>
<td>That sounds great.</td>
</tr>
<tr>
<td>Why don’t we buy some sodas?</td>
<td>No, is better to ask some pizzas.</td>
</tr>
<tr>
<td>Would you like a chocolate cake?</td>
<td>That’s a good idea.</td>
</tr>
<tr>
<td>Let’s to invite some clowns.</td>
<td>Sure</td>
</tr>
</tbody>
</table>

Yes, of course.
### Materiales de apoyo

<table>
<thead>
<tr>
<th>Temas</th>
<th>Material sugerido</th>
</tr>
</thead>
</table>
| Si los estudiantes desean suscribirse a alguna de estas páginas para intercambiar correos electrónicos y hablar sobre sus gustos y preferencias o hacer invitaciones. | • [www.epals.com](http://www.epals.com)  
• [www.rsts.net/home/epals/index/html](http://www.rsts.net/home/epals/index/html) |

### Bibliografía


