

ENGLISH

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Teacher's Guide **1**

QUAD

INITIAL INTERACTION IN ENGLISH

Exchange personal information about herself / himself and others

Unit 1A

LEARNING OUTCOMES

1.1 Exchange personal information in basic conversations using vocabulary and specific structures.

1.2 Writes basic texts that include information about occupations and daily routines.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Expected Learning outcomes	<ul style="list-style-type: none"> Students activate previous knowledge. Students understand the use of verb <i>to be</i> in present simple affirmative form and personal pronouns to describe people. 	<ul style="list-style-type: none"> Students write and upload to an online blog a short dialogue in which they use greetings and the questions <i>What's your name? Where are you from? How old are you? And How do you spell?</i> In order for them to get to know other individuals. Students use possessive adjectives to talk about their relationship with family members. 	<ul style="list-style-type: none"> Using the verb <i>to be</i> to get information from other people. 	<ul style="list-style-type: none"> Students design a survey to get information about a person's occupation by asking questions that the interviewed individual uses at work. Students use the affirmative form of verb <i>to be</i> in present simple as well as personal pronouns to provide their own information in written form.
Specific Contents	<ul style="list-style-type: none"> Alphabet Verb <i>to be</i> 	<ul style="list-style-type: none"> Numbers Possessive adjectives 	<ul style="list-style-type: none"> Good at, not good at Verb <i>to be</i> (interrogative, negative) 	<ul style="list-style-type: none"> Countries, nationalities, occupations <i>Wh-</i> questions, articles
Generic Competencies	<p>7. The student has initiative and interest to learn throughout his / her life.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>	<p>8. The student participates and collaborates effectively in groups.</p> <p>7. The student has initiative and interest to learn throughout his / her life.</p>
Disciplinary Competencies	<p>2. The student evaluates a text and compares its content with others, taking into consideration previous and new knowledge.</p>	<p>4. The student produces texts based on the normative use of the language, considering intention and communicative situation.</p> <p>11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>	<p>1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.</p>	<p>11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>

PROJECT: Electronic résumé

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:
Alphabet, Numbers (1-50), Nationalities

Socio-emotional skills:
Self-awareness

ADDITIONAL RESOURCES:

Student's digital component:
Socio-emotional worksheets (Self-awareness)
Grammar Drills Unit 1A: Possessive adjectives, verb *to be* (affirmative, negative, and interrogative), *Wh-* questions using verb *to be*, articles: *a, an, and the*
Video 1A: Student International Club and Video Activities worksheet
Audios 2-9

Teacher's digital component:
Test Generator Unit 1A
Socio-emotional skills (Self-awareness): Teaching notes for students' worksheets
Students' Grammar Drills Unit 1A with answers
Video 1A: Student International Club and Video Activities page with answers
Audios 2-9

Unit 1B

LEARNING OUTCOMES

1.2 Writes basic texts that include information about occupations and daily routines.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Expected Learning outcomes	<ul style="list-style-type: none"> Students use some verbs in present simple to talk about their daily activities and other people's routines. 	<ul style="list-style-type: none"> Students use frequency adverbs to emphasize how often their activities are performed. Students use some verbs in present simple to talk about their daily activities and other people's routines. 	<ul style="list-style-type: none"> Students use vocabulary related to family members. Students draw a family tree and include basic information about themselves and two relatives (name, age, occupation, and physical appearance). 	<ul style="list-style-type: none"> Students include their family tree their daily routines by using some verbs and frequency adverbs. Students write about the daily routine of two more family members, using verbs and frequency adverbs properly.
Specific Contents	<ul style="list-style-type: none"> Days of the week, months Simple present, frequency adverbs 	<ul style="list-style-type: none"> Lifestyle activities, time expressions Simple present with frequency adverbs 	<ul style="list-style-type: none"> Family members, descriptions Simple present (interrogative, negative) 	<ul style="list-style-type: none"> Weekend activities Simple present (interrogative, short answers)
Generic Competencies	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p>	<p>4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.</p> <p>10. The student respects cultural diversity, beliefs, values, ideas, and social practices.</p>	<p>10. The student respects cultural diversity, beliefs, values, ideas, and social practices.</p>
Disciplinary Competencies	<p>11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>	<p>4. The student produces texts based on the normative use of the language, considering intention and communicative situation.</p>	<p>11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>	<p>11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.</p>

PROJECT: Schedule for a field trip

OTHER AREAS OF LEARNING:

Pronunciation reinforcement:
Months of the year, Family members

Socio-emotional skills:
Self-awareness

ADDITIONAL RESOURCES:

Student's digital component:
Socio-emotional worksheets (Self-awareness)
Grammar Drills Unit 1B: Simple present (affirmative, negative, and interrogative), frequency adverbs, and *Wh*- questions using simple present.
Video 1B: Daily Routine
Video Activities worksheet
Audios 10–14

Teacher's digital component:
Test Generator Unit 1B
Socio-emotional skills (Self-awareness): Teaching notes for students' worksheets
Students' Grammar Drills Unit 1B with answers
Video 1B: Daily Routine
Video Activities worksheet
Audios 10–14

Unit 1A

Lesson 1

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Model the activity. As this is the first lesson, take some time to introduce yourself to the class. Use this activity as an ice breaker, and help them learn each other's names.

EXTRA ACTIVITY Set aside some time to allow students to leaf through the book. There are several elements in

the book you might want to explore with them, such as the Contents, the Language Guide, the Audio Script, the icons, the Pronunciation Guide, and the Lists of Regular and Irregular Verbs.

OPENING

B VOCABULARY Refer students to the pictures on page 6. Depending on the level of the class, you may find it useful to pre-teach the vocabulary in the pictures before looking at them. Write the words on the board and check understanding as a class.

Then get students into pairs for them to match the pictures to the phrases. Have pairs share their answers with the class.

Answers:

1 a 2 d 3 b 4 c 5 f 6 e








EXTRA ACTIVITY To support your visual learners, you may use realia by taking real objects from the classroom. Show the objects and model the language. Then have a class practice by asking volunteers to act out the phrases using the objects they have in the classroom. You can also teach some additional words that you may find useful for the lesson like *before* and *after*. Write the words on the board and check understanding as a class by acting them out.

Unit 1A Introducing myself
Lesson 1
Vocabulary: Alphabet
Grammar: Verb to be

KICK OFF
A Follow the instructions and play Catch and Say!

- All the class stands up in a circle. Say your names out loud in turns.
- Throw a ball to someone, and say the name of that classmate. The classmate catches the ball, throws it to another classmate, and says his / her name.
- If the name is incorrect, the class shouts *You're out*, and the student sits down.
- The winners are the students who make no mistakes.

B VOCABULARY
Match the pictures to the phrases below.



a Open your book. **d** Work in pairs.


b Close your book. **e** Copy the words.

c Turn to page 24. **f** How do you spell that?

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Unit 1A

Lesson 1

C LISTENING  Play the audio as many times as necessary. Have students compare their answers in pairs before checking as a class.

Answers:


- 1 No, she doesn't. 2 No, he doesn't.
- 3 Good morning, hi, and hello.
- 4 Good morning. 5 When you are with friends. 6 **Suggested answer:** What's up!

Disciplinary Competency 2

Draw students' attention to the mentioned competency and explain or elicit what *previous knowledge* is. Give examples using their native language. Ask them about their first names, last names, etc.

AUDIO SCRIPT

Jorge: Good morning, Miss Sánchez.
May I come in? I'm a student in this class.
Miss Sánchez: Yes. Come in. You are a new student, right? What's your name?
Jorge: I'm Jorge Custardoi.
Miss Sánchez: OK. First name... Jorge. How do you spell your last name?
Jorge: C-u-s-t-a-r-d-o-i.
Miss Sánchez: Sorry. Can you repeat that, please?
Jorge: C-u-s-t-a-r-d-o-i.
Miss Sánchez: Thank you. Sit down, Jorge.
Jorge: Hi.
Estela: Hello, Jorge. My name's Estela and he is Lucas.
Miss Sánchez: OK, everyone. Open your books and turn to page 6...

D VOCABULARY  Play the audio. Ask students how vowels are pronounced in English. Then get them into pairs to spell their names.

AUDIO SCRIPT

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

PRONUNCIATION

Tell students that you will play the audio for them to listen to the conversation and repeat. Let students repeat the dialogue. Have students walk

around the classroom and ask different partners to spell their names.

AUDIO SCRIPT

A: What's your last name?
B: It's Rodríguez.
A: How do you spell Rodríguez?
B: It's R-O-D-R-I-G-U-E-Z, Rodríguez.



DEVELOPMENT

E GRAMMAR Draw students' attention to the sentences from the conversation. Have them read the options and choose the correct one. Refer students to the Language Guide on page 42 for further explanation and practice.

Answers:

- 1 am 2 are 3 is


LANGUAGE Draw students' attention to the Language box and have a volunteer read it out loud. Ask them to circle the contractions in the examples from Activity E.

F Have students do the activity individually. Once they finish, have them exchange books in pairs and check their answers.


Answers:

- 1 am 2 are 3 is 4 is

Unit 1A
Lesson 1

C LISTENING  Listen to the conversation and answer the questions in your notebook.

- 1 Does the teacher know Jorge?
- 2 Does Jorge have a common last name?
- 3 There are three greetings in the conversation. What are they?
- 4 Which greeting is the most formal?
- 5 When do you use informal greetings?
- 6 What other greetings in English do you know?

D VOCABULARY  Listen to the pronunciation of the letters of the alphabet, and repeat. Then spell your name for a classmate.

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

Disciplinary Competency 2
The student evaluates a text and compares its content with others, taking into consideration previous and new knowledge.

PRONUNCIATION
Listen and practice the conversation. Then have your own conversation with a partner.
A: What's your last name?
B: It's Rodríguez.
A: How do you spell Rodríguez?
B: It's R-O-D-R-I-G-U-E-Z, Rodríguez.

GRAMMAR
E Read the sentences in the box. Then underline the correct option below.

You are a new student. What's your name? I'm Jorge. My name's Estela. He is Lucas.

- 1 The correct form of the verb *to be* after *I* is **am / are**.
- 2 The correct form of the verb *to be* after *you* is **are / is**.
- 3 The correct form of the verb *to be* with *it, she,* and *he* is **am / is**.

LANGUAGE
In informal language and when speaking, we use contractions or short forms of verbs. *I'm* (I am), *you're* (you are), *name's* (name is), and *she's* (she is) are some examples.

Go to the **LANGUAGE GUIDE** on page 42.

F Complete the table with the correct form of the verb *to be*.

Subject	Verb to be	Complement	Subject	Verb to be	Complement
I	(1)	a student.	You	are	students.
You	(2)	Miss Sánchez.	We	are	Lupita and Jorge.
He	(3)	Jorge.	They	are	Mexican.
She	(4)	Tere.			

CLOSURE

G TEAM UP Have students introduce themselves. Instruct them to make notes about their classmates, so they can introduce them later. After a few minutes, divide the class into small groups and tell them to take turns to introduce their classmates. As a class, share the lists of greetings.

Generic Competency 7

Before starting Activity G, draw students' attention to the mentioned competency and ask them to think of ways they can

improve their learning in the long term. Remind them that making lists of new vocabulary words can help them remember the words in the long term.

H SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. This activity is also an opportunity to assess students' previous knowledge and interests. Instead of just completing the graphic organizer, it would be interesting to encourage an actual conversation about their answers.

Monitor the activity walking around the classroom and providing help.

SOCIO-EMOTIONAL SKILLS

I Direct students' attention to the socio-emotional skills activity and elicit or teach what the skill refers to. Explain the importance of self-awareness and the ability to know oneself.


J Have students answer the activity individually. Get them into pairs. Have them share their answers.

For additional practice, refer students to the Tryout on page 9 in their books. You can find the answers to this section on page 85.

Unit 1A
Lesson 1

G TEAM UP
Walk around the classroom and introduce yourself to your classmates. When you finish, make a list of the greetings you heard.

Generic Competency 7
The student has initiative and interest to learn throughout his / her life.



SELF-ASSESSMENT

H Complete the graphic organizer about what you studied during this lesson.

English phrases I knew before →

I learned →

I want to learn more about →


SOCIO-EMOTIONAL SKILLS

I Who are you? Complete with your information.

1 My name's _____

2 I'm _____

J Can you give more information about yourself? Share.



Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students will activate previous knowledge.
Students will understand the use of verb *to be* in simple present affirmative form.

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can follow classroom instructions.	The student does not understand instructions.	The student understands some instructions, but does not carry them out.	The student understands some instructions and carries them out.	The student understands classroom instructions and carries them out easily.
The student can spell his / her name.	The student does not identify the letters of the alphabet.	The student can identify some letters of the alphabet, but cannot spell his / her name.	The student can identify some letters of the alphabet, but needs help to spell his / her name.	The student identifies the letters of the alphabet and can spell his / her name.
The student can use the verb <i>to be</i> in simple present.	The student does not know how to structure sentences using the verb <i>to be</i> in simple present.	The student tries to structure sentences using the verb <i>to be</i> in simple present, but needs help.	The student can structure sentences using the verb <i>to be</i> in simple present, but sometimes makes mistakes.	The student can structure sentences using the verb <i>to be</i> in simple present easily.
The student can introduce himself / herself and others.	The student cannot introduce himself / herself or others.	The student can introduce himself / herself but not other people.	The student can introduce himself / herself but has difficulty introducing others.	The student can introduce himself / herself and other people.

Notes:

Unit 1A

Lesson 2

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Model and perform the activity.

OPENING

B VOCABULARY

Refer students to the numbers in the exercise. Play the audio for them to confirm their answers. Ask a few students to write the numbers correctly

on the board, and check spelling as a class.

Answers:

- 1 one 2 two 3 three 4 four 5 five
6 six 7 seven 8 eight 9 nine 10 ten
11 eleven 12 twelve 13 thirteen
14 fourteen 15 fifteen 16 sixteen
17 seventeen 18 eighteen 19 nineteen
20 twenty 21 twenty-one 30 thirty
40 forty 50 fifty

AUDIO SCRIPT

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, thirty, forty, fifty

PRONUNCIATION

After repeating the numbers, have students work in small teams. Ask them to write the sequences in their notebooks and say what number will come next in the sequence.

Answers:

- a thirty b three c thirteen
d forty e fifteen

AUDIO SCRIPT

Part 1

- a three, thirteen, thirty
b fourteen, forty
c fifteen, fifty

Part 2

- a Ten, twenty
b One, two
c Eleven, twelve
d Twenty, thirty
e Thirteen, fourteen



C LISTENING

Draw students' attention to the application form. Play the audio as many times as necessary.

Answers:

- 1 Sonia Guzmán Tello 2 seventeen
3 47 Palomares, Coapa, Tlalpan, 14360
4 5 5 4 9 6 8 1 4 5 sgt36@onemail.com

Generic Competency 4

Before starting Activity C, draw students' attention to the mentioned competency and elicit their previous knowledge about what a visa is.

AUDIO SCRIPT

Consulate Officer: Good morning. What's your name?

Sonia: My name's Sonia Guzmán Tello.

Consulate Officer: How old are you?

Sonia: I'm seventeen.

Consulate Officer: Where are you from?

Sonia: Mexico City.

Consulate Officer: What's your address?

Sonia: 47 Palomares, Coapa, Tlalpan, 14360.

Consulate Officer: 47 Palomares, Coapa, Tlalpan, 14360. And what's your phone number?

Sonia: 5 5 4 9 6 8 1 4.

Consulate Officer: Can you repeat that?

Sonia: 5 5 4 9 6 8 1 4.

Consulate Officer: And what's your email address?

Sonia: It's sgt36@onemail.com

Consulate Officer: OK. Thank you. Now, when do you want to travel?

Lesson 2


Sharing personal Information

Vocabulary: Numbers
Grammar: Possessive adjectives


KICK OFF

A Follow the instructions and play Say My Name.

- Get into large groups. Everyone stands up in a circle.
- In turns, introduce yourself and say the name of the classmate on your right.
- Sit down if you don't remember the name of your classmate.
- The last students standing win.



He's Daniel.

B  VOCABULARY Listen to the numbers and complete. Check your spelling as a class.


1 <u>one</u>	9 _____	17 _____
2 <u>two</u>	10 _____	18 _____
3 _____	11 _____	19 _____
4 _____	12 <u>twelve</u>	20 _____
5 _____	13 <u>thirteen</u>	21 <u>twenty-one</u>
6 _____	14 _____	30 _____
7 _____	15 <u>fifteen</u>	40 _____
8 _____	16 _____	50 _____


PRONUNCIATION

Listen to part 1 and repeat the numbers.

a 3, 13, 30
b 14, 40
c 15, 50



Then listen to part 2 and say what number would be next.



C  LISTENING Listen to the interview between a consulate officer and a student who is applying for a visa. Complete the form.

VISA Application Form

Personal information as shown in passport

	Name: (1) _____	
Registration number: 280102	Age: (2) _____	Sex: <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
	Address: (3) _____	
	Phone number: (4) _____	
	Email address: (5) _____	

Generic Competency 4
The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

Unit 1A

Lesson 2

DEVELOPMENT

D GRAMMAR Draw students' attention to the sentences in the box and ask them to underline the possessive adjectives. Have them read the options, and choose the correct one. Have them check their answers as a class. Refer students to the Language Guide on page 42 for further explanation and practice.

Answers:
1 b 2 a

E Have students complete the table based on the information from the examples and the Language Guide. Invite pairs to compare their answers.

Answers:
1 my 2 your 3 his 4 her 5 its
6 our 7 your 8 their

EXTRA ACTIVITY Set aside some time for students to practice possessive adjectives. Get them into small groups and ask them to use possessive adjectives to talk about their personal school supplies or personal belongings.

F Draw students' attention to the conversation. Have them read it and complete it using the words from the box. Have them check their answers in pairs.

Answers:
1 your 2 I'm 3 you 4 address
5 number 6 my

CLOSURE

G SPEAKING If necessary, use students' native language to set the situation, and ask for the equivalent in English. Get them into pairs and have them write down the information they get, so they can report it to the rest of the class.

Disciplinary Competency 11

Before starting Activity G, draw students' attention to the mentioned competency and elicit possible questions they can use to get personal information from their partners.

Unit 1A
Lesson 2

GRAMMAR

D Read the examples in the box and circle the correct option to complete each sentence below.

What's *your* name? *My* name's Sonia. *Her* email address is rta@mail.com.

- Possessive adjectives like *my* and *your* express
 - a place.
 - possession.
- To express something I possess, I use the word
 - a my.
 - your.

Go to the **LANGUAGE GUIDE** on page 42.

E Complete the table with the correct possessive adjectives.

Subject pronouns	Possessive adjectives	Subject pronouns	Possessive adjectives
I	(1)	It	(5)
You	(2)	We	(6) <i>our</i>
He	(3)	You	(7)
She	(4)	They	(8) <i>their</i>

F Complete the conversation with words from the box.

you your my I'm number address

Officer: Hello. What's (1) _____ name?
Sonia: (2) _____ Sonia Martinez.
Officer: How old are (3) _____?
Sonia: I'm sixteen.
Officer: What's your (4) _____?
Sonia: Juárez 49.
Officer: And what's your phone (5) _____?
Sonia: It's 43 67 84 32 and (6) _____ email address is sonimtz@twomail.com.
Officer: Thank you.

VISA APPLICATION CENTER

Is your name Sonia?

Yes, I'm Sonia. Sonia Martinez.

G SPEAKING

Interview each other to get your personal information.

- Name: _____
- Age: _____
- Phone number: _____
- Address: _____
- Email address: _____

Disciplinary Competency 11
The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

H WRITING Invite students to continue working with their partner so they write the conversation they have just had and upload it to their blog. You can use this activity as evidence of learning to assess your students' progress.

Disciplinary Competency 4

Draw students' attention to the mentioned competency. Elicit the intention and the situation for their conversation, that is, the possible audience for their blog (the class, the school, a wider audience) and the level of formality, for example.

I TEAM UP Have students work in groups of four. Tell them to take turns of participation to read and act out their dialogue. Monitor and provide help as needed. Explain to students that in order to upload it to a blog they can provide feedback to each other and make any necessary changes. Provide additional help if necessary. Review with students what a blog is. Explain to students that they are going to upload their conversation in a blog.

IT Draw students' attention to the IT box. It is advisable to elicit what they know about blogs and if they have experience writing one. Explain to students that they can keep a record of their progress by using a blog.

J SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Encourage students to be honest. It is a good opportunity to introduce the basis for peer assessment by getting them into pairs to have a conversation about their answers.

SOCIO-EMOTIONAL SKILLS

K Draw students' attention to the four incomplete sentences. Invite them to complete them with their essential information. Then invite them to share with the class some of their answers or other pieces of information that they consider relevant.

L Have students read the question and invite them to answer it in teams. Suggest that students discuss the question with their teammates before giving a final answer. Remember to foster a respectful and supportive environment in the classroom.

For additional practice, refer students to the Tryout on page 13 in their books. You can find the answers to this section on page 85.

Unit 1A
Lesson 2

WRITING

H Use the information from Activity G to write the conversation you had with your partner.

Disciplinary Competency 4

The student produces texts based on the normative use of the language, considering intention and communicative situation.

TEAM UP

I Share your conversation with another pair. Make any necessary changes. Upload it to a blog.

IT

Start a class blog online to upload your work and share it with all your classmates. Upload your conversation. If you need help to create a blog, visit: <https://www.edutics.mx/IAid>

SELF-ASSESSMENT

J Check (✓) the phrase that best describes your performance in this lesson.

I can	I can help others.	I can do it very well.	I am starting to do it.	It is very difficult for me.
use numbers to provide personal information.				
write my personal information.				
give my information in a conversation.				
ask others for their personal information.				

SOCIO-EMOTIONAL SKILLS

K Who are you? Complete with your information.

- 1 I'm _____
- 2 I'm from _____
- 3 I live in _____
- 4 I'm (age) _____

L What other important information about you can you give? Discuss it as a class.

I'm Paola. I'm from Nayarit, but I live in Guadalajara. I'm 17 years old.

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students will understand and use numbers and possessive adjectives to exchange personal information. Students will write a short dialogue in which they use greetings and questions.

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can make questions to ask for personal information.	The student cannot identify what question words to use or how to structure a question.	The student uses the correct question words, but cannot structure the questions correctly.	The student makes some mistakes, but understands what needs to be practiced or improved.	The student can structure questions for every piece of information he / she needs to ask for.
The student can answer questions about his / her personal information.	The student does not understand questions, and cannot structure answers correctly.	The student understands questions but cannot structure his / her answers correctly.	The student understands and answers questions, but makes some mistakes with possessive adjectives.	The student understands and answers questions correctly and fluently.
The student can use numbers correctly to provide personal information.	The student is unable to use numbers to provide personal information.	The student uses numbers, but confuses some of their pronunciations.	The student uses and pronounces numbers correctly, but does not spell them accurately.	The student uses numbers accurately to provide personal information.
The student can write a conversation to get personal information about a person.	The student has problems organizing information to write a conversation to get personal information.	The student asks appropriate questions, but struggles to write a longer conversation.	The student uses most of the necessary structures to write a conversation to get personal information.	The student writes an appropriate conversation to get personal information in a foreign language.

Notes:

Unit 1A

Lesson 3

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Model the activity. Give them enough time to play the game with at least five classmates. Invite some students to perform the activity for the class.

OPENING

B READING Have students read the text and find cognates and other familiar words. In pairs, let students share their answers with their partners. If there is enough time, have them share their answers with the whole class.

Suggested answers:

students, international, talented, dedicated, interested, computer, science, specialized, ambition, aspiration, area, enthusiastic

Disciplinary Competency 1

Before reading the text for a second time, draw students' attention to the mentioned competency. Get them into groups to discuss why cognates are useful to identify and interpret information in a text.

SKILLS Draw students' attention to the Skills box, read the information, and get them into pairs to find cognates.

C Draw students' attention to the questions. Monitor the activity walking around the classroom and providing help when necessary. Invite students to share their answers with the class.

Answers:

1 a 2 b 3 a 4 b 5 a

EXTRA ACTIVITY If you have enough time, have students work in small teams. Give each student a card. Explain that they are going to ask and answer questions to introduce themselves. They can recall the dialogues previously done in the unit to introduce themselves and know more about their partners. Model the activity if needed. Set a time limit for students to perform the activity. Monitor the activity and provide help if needed.

Lesson 3

Asking for and giving information about others

Vocabulary: Good at, not good at
Grammar: Verb to be (interrogative, negative)

KICK OFF

A Follow the instructions and play My Mirror Name.

- Write your first name on a piece of paper.
- Go around and ask several classmates their names. When you answer, spell your name backwards.
- Try to guess the name of your classmates correctly.

B READING

Read the article and underline the words that are similar in your language (cognates). Discuss why they are useful to understand what you read.

TEEN NEWS

TWO MEXICAN STUDENTS WIN INTERNATIONAL SCHOLARSHIP

Congratulations to Brenda Flores and Antonio Rojas! Who are they? Two very talented and dedicated young people! They're interested in computer science. They have won scholarships for a specialized international course in Leipzig, Germany.

This is Brenda Flores. Who is she? She is a student from Jalapa. She's sixteen years old. She's very good at science. Her ambition is to be a space scientist.

This is Antonio Rojas. Who is he? He's a student from Hermosillo. He's seventeen. Is he good at math? Yes, very! He isn't interested in space. His aspiration is to work in the area of computer games.

ARE THEY ENTHUSIASTIC ABOUT THE COURSE? YES, THEY ARE! GOOD LUCK TO THEM!

SKILLS

To get the general meaning of a text, find words that are familiar to you, including those similar in your language (cognates).

Disciplinary Competency 1
The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.

C Read the article again and circle the correct option.

1 Are they talented students?	a Yes, they are.	b No, they aren't.
2 Is Brenda from Hermosillo?	a Yes, she is.	b No, she isn't.
3 Is Antonio seventeen?	a Yes, he is.	b No, he isn't.
4 Is he from Germany?	a Yes, he is.	b No, he isn't.
5 Are they enthusiastic about the course?	a Yes, they are.	b No, they aren't.

Unit 1A

Lesson 3

DEVELOPMENT

D GRAMMAR Draw students' attention to the examples. Have them read the options and choose the correct one. Have students check their answers as a class. Refer students to the Language Guide on page 42 for further explanation and practice. Depending on the level of the class, you may find it useful to check understanding for *before* and *after* before performing the activity.

Answers:

1 before 2 after

E Remind students that they can go back to the Language Guide on page 42 in case they need to review the topic. Monitor the activity walking around the classroom and providing help. Then get students into pairs for them to check and correct their answers.

Answers:

1 Am I good at it? 2 Are you a student?
3 Is he from Hermosillo?
4 Is she talented? 5 are
6 Are we bad at speaking?
7 are 8 Are you seventeen?
9 are 10 Are they American?

EXTRA ACTIVITY Set aside some time for students to practice the verb *to be*. Get them into pairs. They have to choose a type of sentence from the chart (e.g., *negative*), and use it to say a sentence out loud for their partners. The partners have to say the affirmative and interrogative form of the same sentence. Monitor the activity walking around the classroom and providing help if needed.

F SPEAKING Elicit the information they can get from a person and write it on the board. Get students into pairs. You can model the activity with a pair

of students before they do it by themselves. Monitor the activity walking around the classroom and providing help. If time allows, have students report their findings.

Generic Competency 4

Before starting Activity F, draw students' attention to the mentioned competency. Tell them that in order to communicate accurately, it is advisable to use appropriate expressions and the structures they have studied so far.

Unit 1A
Lesson 3

GRAMMAR

D Read the examples in the box and underline the correct option below.

They're interested in the course. She's very good at science.
Are they talented students? Is he good at math?
Is Brenda from Hermosillo?

- In affirmative sentences, the subject (I, she, they, Brenda, etc.) goes before / after the verb to be.
- In questions, the subject goes before / after the verb to be.

Go to the LANGUAGE GUIDE on page 42.

E Read the examples from Activity D again and complete the table.

Affirmative	Negative	Question
I'm good at it.	I'm not good at it.	(1) <i>Am I good at it?</i>
You're a student.	You're not a student.	(2)
He's from Hermosillo.	He's not from Hermosillo.	(3)
She's talented.	She's not talented.	(4)
We (5) <u>are</u> bad at speaking.	We're not bad at speaking.	(6)
You (7) _____ seventeen.	You're not seventeen.	(8)
They (9) _____ American.	They're not American.	(10)

F **SPEAKING** One of you reads profile A and the other one reads profile B. When you finish, ask each other questions about the person in the profile.

A **Maite Pérez**

Maite Pérez is seventeen. She's from Cuernavaca and she's a student at Morelos High School. She's not very good at sports. She's very interested in books and her ambition is to be a writer one day.

B **Miguel Guzmán**

Miguel Guzmán is sixteen years old. He's from Jalapa, Veracruz. He's a prepa student, but he's not very good at academic subjects. He loves playing soccer and his ambition is to play for the Veracruz team when he's older.

Generic Competency 4
The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

CLOSURE

G WRITING Before starting Activity G, draw students' attention to the questions / words written on the board previously and elicit the questions they used to get information from their partners. Invite them to work with their partners and write the questions they asked each other as well as their answers. You can use this activity as evidence of learning to assess your students' progress.

EXTRA ACTIVITY Set aside some time to get students to work with a different partner. Ask them to write similar information about a famous person, a relative, or a friend. The person has to be alive so they can use the simple present tense. Then have students ask and answer questions about the person they wrote about. Monitor the activity walking around the classroom and providing help when needed.

H TEAM UP Have students mingle in the class in order to find a classmate they do not know well. Explain that they

are going to ask the questions they used in the previous activity to know them better. Model the activity. Suggest looking for two or three classmates to get to know better. Set a time limit for students to perform the activity. Monitor and provide help as needed.

I SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. Monitor the activity walking around the classroom and providing help. It is a good opportunity to practice collaboration by getting students into pairs to share their strengths and weaknesses, and plan how they can help each other.

SOCIO-EMOTIONAL SKILLS

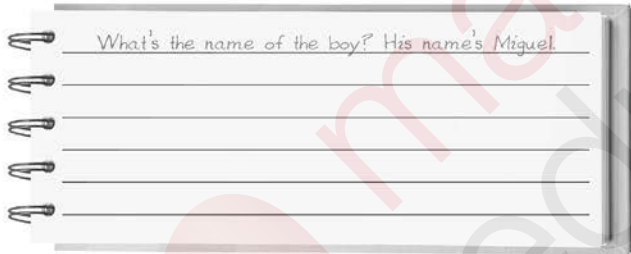
J Draw students' attention to the table. Remind them that knowing their own strengths and weaknesses is an important part of knowing who they are. It might be necessary to assure them that this is a personal reflection and they do not need to share what they write on the table.

K Get students into small groups and ask them to answer the question. Encourage them to use the structure in the example, and to be respectful of the different dreams and ambitions they share with their partners.

For additional practice, refer students to the Tryout on page 17 in their books. You can find the answers to this section on page 85.

Unit 1A
Lesson 3


WRITING
G Write the questions your partner asked you in Activity F and the answers you gave.



H TEAM UP
Use the questions from Activity G to get to know another classmate.

SELF-ASSESSMENT
I Complete the sentences about your own experience during this lesson.

- 1 What I remember about this lesson: _____
- 2 What I need to practice more: _____
- 3 What I learn better with a partner: _____
- 4 What I need to ask my teacher about: _____



SOCIO-EMOTIONAL SKILLS

J Who are you? Complete the table with your characteristics.

I'm good at	I'm not good at
I'm good at robotics.	I'm not good at speaking in public.

K What is your ambition for the future? Share your answers.

My ambition is to play baseball for Veracruz.

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students will use appropriate vocabulary and structures to exchange qualities and information about others.

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can get the main idea of a text.	The student does not use any strategy to get the main idea of a text.	The student can locate some cognates, but has not tried to use that as a comprehension strategy.	The student is able to use cognates to get the main idea of a text with some help.	The student reads individually to get main ideas, and uses cognates successfully to do so.
The student can use Yes / No questions to get personal information.	The student struggles with the construction of Yes / No questions to ask for personal information.	The student is partially able to use Yes / No questions to ask about personal information.	The student recognizes how Yes / No questions are formed and writes them without significant mistakes.	The student uses the verb <i>to be</i> accurately to make appropriate Yes / No questions to get personal information.
The student can use a variety of questions to ask for and give personal information.	The student needs help to use a variety of questions to ask for and give personal information.	The student still confuses the structure of some questions to ask for and give personal information.	The student uses correctly a limited variety of questions to ask for and give personal information.	The student uses a variety of questions to ask for and give personal information.
The student can write a conversation to get information about someone else.	The student has problems organizing information to write a conversation.	The student asks some appropriate questions, but struggles to have a longer conversation.	The student uses most of the necessary structures to write a conversation to get personal information.	The student writes an appropriate conversation to get personal information in English.

Notes:

Unit 1A

Lesson 4

A KICK OFF Draw students' attention to the instructions and ask them to paraphrase them. Invite some students to guess the student who wrote each paper. It might be good to remind them to be respectful.

OPENING

B VOCABULARY Review the instructions and provide an example for each category. Get students into small

groups to check their answers. It is advisable to model the pronunciation of all the words. Depending on the level of the class, you may find it useful to remind students that all the names of countries and nationalities should be capitalized.

Answers:

Country: Portugal, New Zealand, Haiti, The United States, South Korea, Ecuador, Great Britain

Nationality: Ecuadorian, Portuguese, American, New Zealander, Korean, Haitian, British

Occupation: IT specialist, surgeon, mechanic, accountant, teacher, lawyer, life guard

PRONUNCIATION

Play the audio twice for students to complete the task. Let students compare their answers with a partner. Ask them to spell the nationalities.

AUDIO SCRIPT

Ecuador - Ecuadorian, Haiti - Haitian, United States - American, New Zealand - New Zealander, Great Britain - British



C LISTENING Play the audio as many times as necessary. Have them check their answers in small groups.

Answers:

Pete: New Zealand / New Zealander, sports teacher

Randy: The United States / American, lawyer

Bora: Korea / Korean, IT specialist

So-Yi: Korea / Korean, surgeon

Generic Competency 8

Before completing the profiles, draw students' attention to the mentioned competency. Get them into groups and invite them to look at the pictures and predict the content of the conversation.

AUDIO SCRIPT

Presenter: This group has just climbed Mount Everest! Congratulations. Who's the leader?

Pete: I am. I'm Pete.

Presenter: Hello. Where are you from, Pete?

Pete: I'm from New Zealand.

Presenter: Are you all New Zealanders?

Pete: No. Randy is from The United States, and Bora and So-yi are from Korea.

Presenter: And what do you do, Pete, when you're not climbing Everest?

Pete: I'm a sports teacher.

Presenter: And Randy? What's his occupation?

Pete: He's a lawyer.

Presenter: And Bora and So-yi? What do they do?

Pete: Bora is an IT specialist, and So-yi is a surgeon.

Presenter: Wow! How old is So-yi? She looks young.

Pete: She is twenty-six.

Presenter: Wow! Well, thanks. And congratulations!

Lesson 4


Asking and answering questions

Vocabulary: Countries, nationalities, occupations
Grammar: Wh- questions, articles

KICK OFF

A Follow the instructions and play *Who is it?*

- Write your name and what you are good at on a piece of paper, and fold it. Then put all the notes together in a bag or jar.
- One student draws one note, reads it out loud without saying the name, and asks *Who is it?*
- Everyone tries to guess who wrote the note until someone gets it right.



VOCABULARY


B Complete the table below with words from the box.

IT specialist Ecuadorian Portugal surgeon mechanic
 New Zealand Portuguese American Haiti The United States
 accountant South Korea New Zealander Ecuador Great Britain
 Korean teacher lawyer Haitian life guard British

Country	Nationality	Occupation

PRONUNCIATION


Say the nationalities of the countries. Then listen and check.
 Ecuador, Haiti, the United States, New Zealand, Great Britain



C LISTENING **Listen to the conversation and complete the profiles.**


Generic Competency 8
The student participates and collaborates effectively in groups.

Name
PETE




Country / Nationality:
Occupation:

Name
RANDY




Country / Nationality:
Occupation:

Name
BORA



Country / Nationality:
Occupation:

Name
SO-YI



Country / Nationality:
Occupation:

Unit 1A

Lesson 4

DEVELOPMENT

D GRAMMAR Draw students' attention to the questions and answers and have them underline the *Wh-* words. Then have them read the options and match the information. Have them check their answers as a class. Refer students to the Language Guide on page 43 for further explanation and practice.

Answers:

1 c 2 b 3 d 4 a

E Draw students' attention to the incomplete questions. Invite students to complete them using *Wh-* words. You can check by having one student ask the question and a different student read the answer.

Answers:

1 What 2 Where 3 Who 4 How old

F Draw students' attention to the instructions and ask them to paraphrase them. Monitor the activity walking around the classroom and providing help. Have them check their answers as a class. Refer students to the Language Guide on page 43 for further explanation and practice.

Answers:

1 an 2 a 3 the 4 blank space 5 an

LANGUAGE Before starting Activity F, draw students' attention to the Language box. It might be helpful to say several nouns out loud and elicit from students if they have to use *a* or *an*. Support students further by providing examples of countries that are preceded by *the*.

EXTRA ACTIVITY Set aside some time to get students into small groups. Ask them to take turns spelling the occupations mentioned in Activities D, E, and F without looking at their books.

A variation of this activity is to get them into large groups and organize a spelling bee competition with the vocabulary from the lesson.

G SPEAKING Read the instructions and ask students to think of a famous person. Model the activity with a couple of volunteers. Have students do the activity in small groups. Remind them to take turns to participate in the activity.

Generic Competency 7

Before starting Activity G, draw students' attention to the mentioned competency and

tell them they will use knowledge from other areas of their lives for this activity.

LANGUAGE Before starting Activity G, draw students' attention to the Language box. Elicit some examples of *Wh-* questions and some examples of questions using only auxiliaries. You can discuss which type of question is more useful for the activity.

Unit 1A
Lesson 4

GRAMMAR
D Read the list of questions and answers in the box. Then match the columns to complete the definitions below.

Where are you from? I'm from Russia.	What do you do? I'm a sports teacher.
Where's he from? He's from Korea.	What does she do? She's a surgeon.
What's his occupation? He's a lawyer.	How old is she? She is twenty-six.
Who is from New Zealand? Pete is.	

1 *What* asks about a age.
2 *Where* asks about b a place.
3 *Who* asks about c a thing.
4 *How old* asks about d a person.

Go to the **LANGUAGE GUIDE** on page 43.

E Complete the questions with words from Activity D.

1 _____ does he do? He's a mechanic. 3 _____ is the leader of the group? Pete is the leader.
2 _____ are you from? I'm from Mexico. 4 _____ is he? He's twenty-three.


F Complete the sentences with *a*, *an*, or *the*. Leave the space blank if no word is necessary.

1 He's _____ accountant.
2 She's _____ mechanic.
3 He's from _____ United Kingdom.
4 We're from _____ Mexico.
5 He's _____ aerobics teacher.

LANGUAGE
We use *a / an* before singular nouns. *An* is used when the word after it begins with a vowel sound (She's *an* IT specialist).
The goes before singular and plural nouns. Don't use *the* before the name of countries, except when it is a group of islands or if it has a political title (*the* Philippines, *the* United States).

Go to the **LANGUAGE GUIDE** on page 43.

G **SPEAKING**
Think about a famous person and take turns asking questions to guess the name of the person.



It's a man. He's a film director.

Is it a man or a woman? What does he do? Is he Alfonso Cuarón?

Generic Competency 7
The student has initiative and interest to learn throughout his / her life.

LANGUAGE
When you ask questions use auxiliaries (like *is* or *are*) to get a *yes* or *no* for an answer. Use *Wh-* questions to learn more specific information.

CLOSURE

H WRITING Read and paraphrase the instructions. Monitor the activity walking around the classroom and providing help. Have students check the questions in groups before interviewing their classmates. You can use this activity as evidence of learning to assess your students' progress.

Answers:

- 1 What's your name?
- 2 Where are you from?
- 3 What do you do?
- 4 What do you do in your free time?

5 Suggested answer: How old are you? / Do you like sports?

Disciplinary Competency 11

Before starting Activity H, draw students' attention to the mentioned competency and explain or elicit the questions they might ask when meeting a person. Give examples.

I TEAM UP Read the instructions.

Have a student paraphrase them. Encourage students to share the answers they gathered in Activity H as a class. You can create a chart with the results on the board, or make a class poster.

J SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their performance and improve during the semester. This is a good opportunity to practice peer-assessment by getting students into pairs to fill in the first two columns of the table. This can be a good moment to set rules for providing feedback among students. Encourage an honest reflection on how to improve.

SOCIO-EMOTIONAL SKILLS

K This is a good opportunity for students to write about themselves. It is a good idea to have them share with the class the information they feel comfortable with.

L Read the question and make sure everyone understands it. Suggest that students write a list of professions and / or jobs they like and discuss with their teammates why they like those professions and / or jobs. Finally, have them share their answers with the class.

For additional practice, refer students to the Tryout on page 21 in their books. You can find the answers to this section on page 85.

Unit 1A
Lesson 4

WRITING

H In your notebook, write questions to ask for personal information. Then interview several classmates for a survey. When you answer question three, give the occupation you want to have in the future.

- 1 Question to know the name of a person.
- 2 Question to know the place a person is from.
- 3 Question to know the occupation of a person.
- 4 Question to know about what a person does in his / her free time.
- 5 Other question.

Disciplinary Competency 11
The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

I TEAM UP
Share the answers of your survey as a class to determine what the most popular future occupation is.

SELF-ASSESSMENT

J Complete the table with what you learned during this lesson.

By myself	With a classmate's help	With my teacher's help

SOCIO-EMOTIONAL SKILLS

K Who are you? Answer the questions about you in your notebook.

L What do you want to be in the future? Share your answer with the class.

Date: _____ Student's name: _____ Group: _____

Lesson outcome: Students will formulate adequate questions to enquire about age, occupation, and nationality.

Assess your students by circling the descriptors that correspond to their performance during this lesson.

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can identify some countries, nationalities, and occupations, and writes the words correctly.	The student struggles to identify and use words related to countries, nationalities, and occupations.	The student identifies words related to countries, nationalities, and occupations, but has some difficulty using them.	The student identifies and uses words related to countries, nationalities, and occupations with some mistakes.	The student writes words related to countries, nationalities, and occupations correctly to describe people.
The student can use <i>Wh-</i> questions to ask about age, places, things, and people.	The student is not sure of how to use <i>Wh-</i> words and structure questions.	The student identifies <i>Wh-</i> words but needs more practice to structure questions.	The student uses <i>Wh-</i> questions without significant mistakes.	The student uses <i>Wh-</i> questions accurately to ask about age, places, things, and people.
The student can use the articles <i>a, an,</i> and <i>the</i> before nouns.	The student needs to practice the use of the articles <i>a, an,</i> and <i>the</i> before nouns.	The student can use the articles <i>a, an,</i> and <i>the</i> before nouns with some help.	The student uses the articles <i>a, an,</i> and <i>the</i> without significant mistakes.	The student uses the articles <i>a, an,</i> and <i>the</i> accurately before nouns.
The student can take part in a conversation by asking and answering <i>Wh-</i> questions.	The student needs to practice the construction of <i>Wh-</i> questions to take part in a conversation.	The student can ask and answer some <i>Wh-</i> questions to take part in a conversation.	The student makes <i>Wh-</i> questions and answers them without significant mistakes to take part in a conversation.	The student asks and answers <i>Wh-</i> questions accurately and fluently to take part in a conversation.

Notes:

Project **Electronic résumé**

For **Activity F**, explain to students that in order for them to review their résumé with a writing assistant program, they may use the spelling and grammar check tool in their Word document or they can use other computer software to check if they have any mistakes. You can assign this as homework.

IT Draw students' attention to the IT box. It is advisable to elicit what they know about online free writing assistant programs. Invite some students to share their experience with the class.

Then draw students' attention to the checklist in **Activity G**. Explain or elicit the meaning of each sentence. Get them into small groups. Monitor the activity walking around the classroom and providing help as students exchange résumés and provide respectful feedback to each other.

SELF-ASSESSMENT RUBRIC

Explain that for **Activity H**, they will reflect on their performance. Invite them to analyze the descriptions in the table and grade themselves. Then have them complete the phrases in **Activity I** individually. Get them into small groups to discuss how to improve their performance.

WRITTEN COMMUNICATION

Students can further develop their writing skills while working on their project. Have students do the activity individually and have them focus on expressing their ideas clearly. Let them know that the people who will read their résumés are potential employers. It would be advisable for students to use a spelling and grammar software program. Remind them to use key words and formal language. You can bring a sample of a résumé as an example.

F Use software to check the spelling and grammar in your résumé. You can also use another software program to convert your text into code if you need to upload it to your blog.

G Exchange your résumés in small groups and tell each other your opinions on your work according to the checklist.

IT

Review your résumé with a writing assistant program, such as: <https://www.grammarly.com>

<input type="checkbox"/>	The résumé reflects a good recognition of personal skills and knowledge.
<input type="checkbox"/>	The résumé contains a sufficient number of key words.
<input type="checkbox"/>	The writing is simple and concise.

SELF-ASSESSMENT RUBRIC

H Circle the sentences in the table that best describe your performance.

Project aspect	Needs improvement	OK	Good	Outstanding
Did you understand what to do and how to do it?	It was very difficult to write my personal information as the project required.	It was hard to understand, but I did it with some help from others.	It was easy to write but I need to improve organizing ideas.	I understood well what information to include and how to write it.
Was your résumé effective?	My résumé wasn't concise and I didn't choose good key words.	My résumé was concise but I didn't choose good key words.	My résumé was concise and had good key words, but it needs more information.	My résumé was concise and complete, and the key words were effective.
How was your spelling and punctuation?	I had many spelling mistakes and forgot to use punctuation.	I didn't have a lot of spelling / punctuation mistakes, but I didn't see the mistakes by myself.	I found and corrected some punctuation and spelling problems and learned from my mistakes.	I had no spelling or punctuation mistakes.
What did you learn from your partners?	My partners suggested changes but I didn't understand them.	My partners suggested improvements and I knew how to apply them.	My partners liked most parts of my project and suggested very few changes.	My partners gave me only positive comments.

I Complete with your ideas on how to improve.

- Something to improve your attitude:

- Something to improve your performance:

- Someone who can help you improve:

WRITTEN COMMUNICATION

Expressing oneself clearly in writing by

- expressing ideas concisely in writing.
- knowing and tailoring the written communication to reach the audience.
- spelling and using punctuation correctly.
- using concrete, specific, and correct language.
- using an appropriate writing style.