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# STUDENT MATHS UP

NEW DGB PROGRAM

**GENERAL OUTCOME**

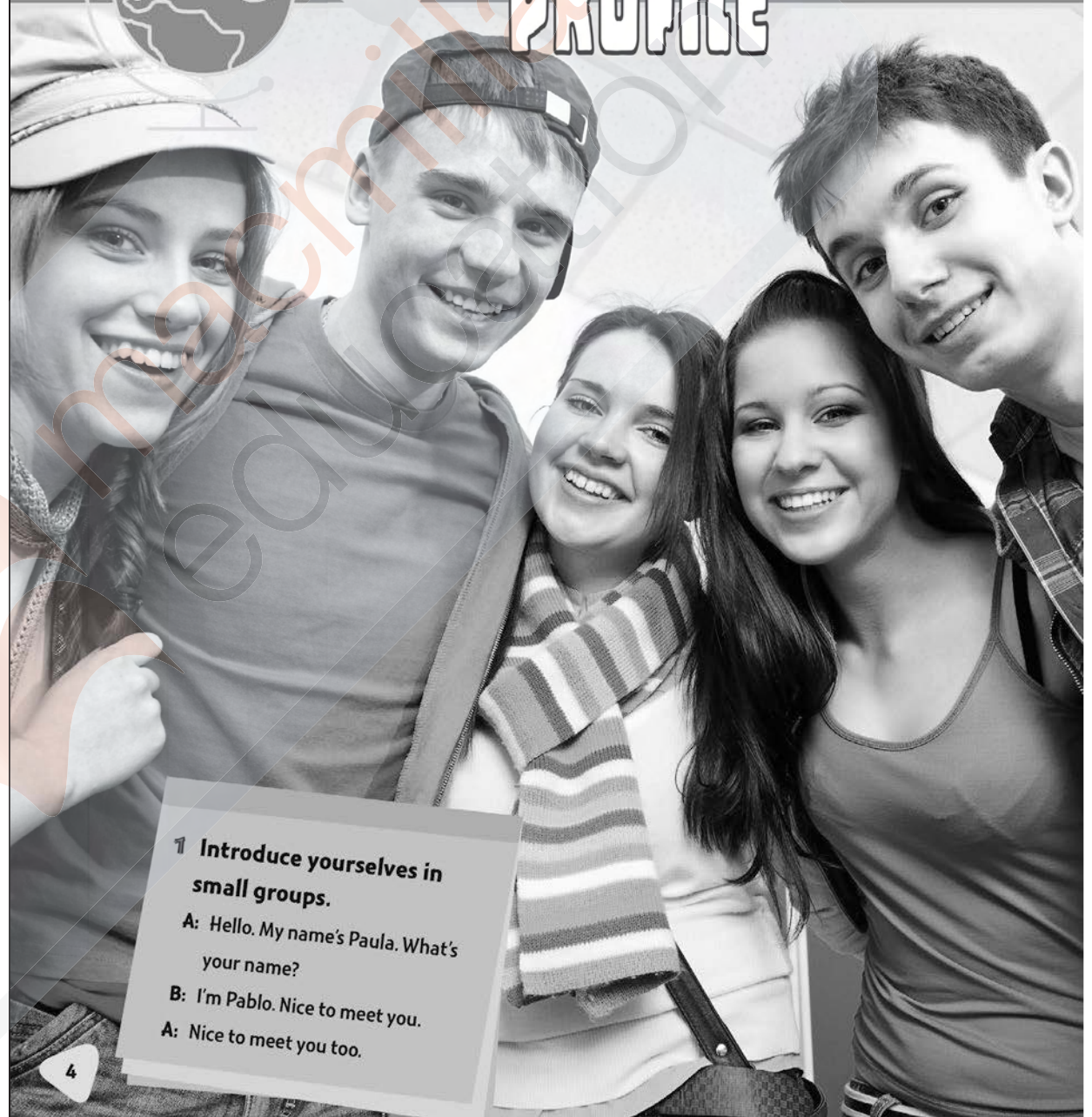
In this unit, students will explore how to give and ask for personal details while identifying aspects of their identity. They will practice the alphabet, the verb *to be* (affirmative, negative, and interrogative forms), the numbers (1-50), possessive adjectives, demonstrative pronouns, possessive -'s, how to express preferences (*like*) and skills (*be good at*), and vocabulary related to family members, personal belongings, and dates.

**ATTITUDES**

This unit fosters the development of the following attitudes:

- The student communicates assertively and empathetically.
- The student expresses his / her ideas and shows respect for the opinions of others.
- The student is aware of the cultural diversity in his / her context, practicing tolerance.

To introduce students to the topic of this unit, carry out the activation activity provided. Start the activity by introducing yourself. You may need to teach some additional vocabulary related to introductions so students can do the task using a variety of expressions.

**PERSONAL  
PROFILE**

1 Introduce yourselves in small groups.

A: Hello. My name's Paula. What's your name?

B: I'm Pablo. Nice to meet you.

A: Nice to meet you too.



**LISTENING RECOGNIZING FORMAL AND INFORMAL LANGUAGE**

**1 02 DISCIPLINARY COMPETENCY 10** In pairs, listen to the conversations and check (✓) the greetings you hear. Discuss which conversation is more informal. *Conversation 1 is more formal. Conversation 2 is more informal.*



Conversation 1



Conversation 2

- a Hi there!
- b Pleased to meet you.
- c What's up!
- d Good morning.
- e Hi!
- f Nice to meet you.

**GREETINGS.** In informal conversations we can use greetings such as: *What's up? Hi! Hi there! How's it going?* etc. In formal conversations, try using greetings such as: *Hello! Good morning. How are you? It's a pleasure.*

**VOCABULARY THE ALPHABET**

**2 03** Listen to the pronunciation of the alphabet and repeat after each letter. Then take turns greeting and spelling your name in pairs.

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

Hi! My name is Diana. D-i-a-n-a.

Nice to meet you. I'm Mario. M-a-r-i-o.



Explain to students that formal and informal language registers serve different purposes. The first one is less personal than the second one. Informal language is more casual, and it is used for communicating with friends or family. When greeting a person, we should use an appropriate greeting, according to the relationship we have with that person. Greetings can be formal or informal too.

Students will identify greetings, both formal and informal. This is a first step to learn how to introduce themselves and how to spell words as an aid for effective communication.

**DISCIPLINARY COMPETENCY 10**

*The student identifies and interprets the general idea and direction of a text in a foreign language using background knowledge, non-verbal elements, and context.*

Ask students to look at the pictures. This way, they can use their background knowledge and the context represented in them to identify a formal and an informal situation. Non-verbal elements, like gestures in the pictures, can help them recognize a formal and an informal context; for example, hand-shaking is usually more formal.



To support students in learning greetings, you can use the flashcard *Introducing Yourself*, available in both the Student's and the Teacher's Digital Components.





## SPEAKING

Students have been working with the basic language they will need to carry out an activity where they will greet others and introduce themselves. Have some volunteers read the examples out loud before they start interacting in groups. Draw students' attention to changes in pronouns when introducing themselves and when introducing other people. It might be useful to explain that we use the word *this* to refer to people when introducing them. Monitor the activity paying attention to the correct use of the personal pronouns and the pronunciation of phrases such as *Nice to meet you*. Make notes on common mistakes to correct them later.



To support students in learning nationalities, you can use the flashcard *Nationalities*, available in both the Student's and the Teacher's Digital Components.

## LIFE SKILLS

The aim of this activity is for students to start recognizing elements that make up their identities and provide important information about themselves. You can consider teaching different alternatives to complete the second sentence, such as personality adjectives (*funny, nice, smart*), or use phrases given in the book (*from Sonora, Mexican*), according to the level of the class. Always remind students to listen to each other's interventions respectfully. During the class discussion, you may guide students to realize that exchanging their basic information is a first step towards knowing themselves and appreciating others' unique identities as well.



## UNIT 1 LESSON 1

## GRAMMAR VERB TO BE: AFFIRMATIVE FORM

## 3 Read the examples and write T (True) or F (False).

GO TO PAGE 76

- What's your name? My name's Eikou.
  - I'm from Tokyo.
  - You're American.
  - They're my friends. He's Tom and she's Claire.
  - We're really excited to meet you, Eikou!
- a To say your name you can use *My name is* or *I am + name*. T
- b For *he, she, and it*, the correct form of the verb *to be* is *are*. F
- c For *you, we, and they*, the correct form of the verb *to be* is *are*. T
- d *I* is the only person that uses the form *am*. T

**PERSONAL PRONOUNS.** *We* is the plural form of *I*. *They* is the plural for third person (*he, she, it*). Notice these short forms or contractions: *I'm* (I am), *he's* (he is), *she's* (she is), *we're* (we are), *you're* (you are), and *they're* (they are).

## 4 Complete the conversation and practice it with a partner.

- Ava: Hello. I (a) am Ava. (b) What's your name?  
 Hiro: My name's Hiro.  
 Ava: Hiro... I like your name. How do you spell it?  
 Hiro: H-I-R-O.  
 Ava: Where are (c) you from?  
 Hiro: (d) I 'm from Tokyo. I'm Japanese. And you?  
 Ava: I'm from Chicago.  
 Hiro: So (e) you 're American.  
 Ava: Yes. And these are my friends. (f) She 's Rose and (g) He 's Robert.

## 6 SOCIAL

Hiro: Hi!

Ava: We (h) are excited to meet you!

## VOCABULARY NATIONALITIES

## 5 In pairs, match the countries to the nationalities. Then share other nationalities you know.

- |                     |             |
|---------------------|-------------|
| a Mexico            | 1 Japanese  |
| b The United States | 2 Brazilian |
| c Brazil            | 3 Mexican   |
| d England           | 4 French    |
| e France            | 5 American  |
| f Japan             | 6 English   |

**NATIONALITIES.** To express your origin you can use *am, is, are + from + name of country or city* (*I'm from Japan, I'm from Oaxaca*), or use a nationality adjective (*I'm Japanese, American, Mexican, etc.*).

## SPEAKING INTRODUCTIONS

## 6 In small groups, introduce yourself to your partners. Then get into different groups and take turns introducing some of your partners.

- A: Hello. I'm Fernando. I'm from Sonora.  
 B: Hi. This is Mayra. She's Mexican.  
 C: Nice to meet you. My name is Sara.

## LIFE SKILLS INTRODUCING MYSELF

## 7 Who are you? Complete with your information.

- a My name is Students' own answers.  
 b I'm Students' own answers.

## 8 What information is important to get to know a person? Discuss as a class.

Suggested answers: name, age, occupation, likes, dislikes.

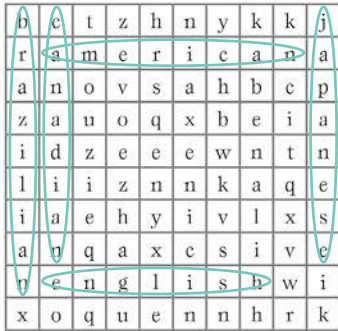






1 Find and circle the nationalities from the box in the puzzle.

Canadian Japanese English  
Brazilian American



2 Write sentences with the verb to be and the words provided.

- a Lisa / Australian  
Lisa is Australian.
- b Caetano / Brazil  
Caetano is from Brazil.
- c Lucy and Peter / English  
Lucy and Peter are English.
- d You and Carol / American  
You and Carol are American.
- e Ana and I / Mexico  
Ana and I are from Mexico.

3 Complete the conversation.

Bruno: Hello. I'm Bruno. What's

(a) your name?

Corinne: (b) I'm / My name's Corinne.

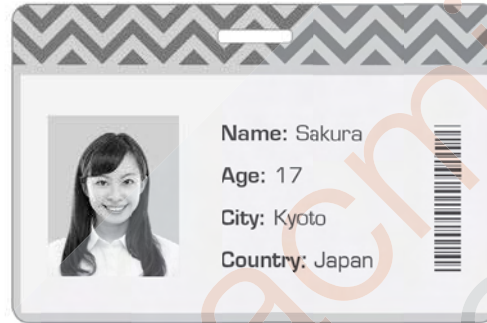
Bruno: Nice! (c) How do you spell it?

Corinne: C-o-r-i-n-n-e.

Bruno: (d) Where are you from?

Corinne: I'm from Paris. I'm (e) French.

4 Look at the ID card and write sentences about Sakura.



- a She is Sakura.
- b She is 17 years old.
- c She is from Kyoto.
- d She is from Japan. / She is Japanese.

5 Find and correct the mistake in each sentence.

- a Charles is from Mexican.  
Charles is Mexican. / Charles is from Mexico.
- b They's Jenny and Tim.  
They're Jenny and Tim.
- c What do you spell it?  
How do you spell it?
- d Where is you from?  
Where are you from?
- e She are my friend.  
She is my friend.



### EXTRA PRACTICE

If you want to provide more vocabulary related to nationalities, write the names of several countries on the board and elicit their corresponding nationalities from students. Have them come to the board to write them. It is useful that they notice patterns, such as nationalities that end in *-ian* (Brazilian, Italian), *-ean* (Korean, Chilean), *-an* (American, Mexican), *-ese* (Chinese, Vietnamese), *-ish* (English, Irish), etc. You could also organize a game or a pair activity in which students take turns mentioning a country for their partner to say, spell, or write the corresponding nationality.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 1, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





LISTENING

Remind students of the importance of key words that will help them to identify specific information in an oral text. Before they listen to the conversation, ask them to look at the incomplete ID cards to find out what details they need to complete them. If necessary, play the audio more than once so students can write all the information they need. You can ask them to compare answers with a classmate before playing the audio again, so they feel more confident in their answers. Help them notice the importance of expressing and identifying numbers when exchanging personal information, which is the purpose of the following activities.



To support students in getting the tools they need to exchange personal information, you can use the flashcard *Introducing Yourself*, available in both the Student's and the Teacher's Digital Components. Allow them to practice using some of the phrases provided to give their own personal information. You can also use the poster *Verb to Be*, available in the Teacher's Digital Component to help students self-correct.



LISTENING LISTENING FOR SPECIFIC INFORMATION

1 04 Listen to two students from different countries exchanging personal information. Complete their registration forms.

1



First name: Paola  
 Last name: Cassani  
 Country: (a) Italy  
 City: (b) Milan  
 Age: (c) 16  
 Phone number: (d) 212 556 3210  
 Email address: paola02@flashmail.com  
 Address: 25 (e) King Street

2



First name: (a) Victor  
 Last name: Hernández  
 Country: (b) Mexico  
 City: (c) Mérida  
 Age: (d) 16  
 Phone number: (e) 212 734 8805  
 Email address: victorh@wowmail.com  
 Address: 48 (f) King Street

VOCABULARY NUMBERS (1-50)

2 05 Listen and write the missing numbers or names of the numbers.

- |         |         |                      |                          |                         |
|---------|---------|----------------------|--------------------------|-------------------------|
| 1 one   | 6 six   | a 10 <u>ten</u>      | f 18 <u>eighteen</u>     | k <u>36</u> thirty-six  |
| 2 two   | 7 seven | b 11 <u>eleven</u>   | g <u>20</u> twenty       | l <u>40</u> forty       |
| 3 three | 8 eight | c <u>12</u> twelve   | h 22 <u>twenty-two</u>   | m <u>41</u> forty-one   |
| 4 four  | 9 nine  | d <u>13</u> thirteen | i 27 <u>twenty-seven</u> | n 48 <u>forty-eight</u> |
| 5 five  |         | e <u>15</u> fifteen  | j 30 <u>thirty</u>       | o <u>50</u> fifty       |



EMAIL. We read @ as "at" and .com as "dot com" in an email address.

3 In small groups, use the key to write your name. Take turns saying your name in numbers for the others to guess.

Students' own answers.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9
J 10	K 11	L 12	M 13	N 14	O 15	P 16	Q 17	R 18
S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26	

I'm 12-1-22-19-1.

You're Laura.





**GRAMMAR VERB TO BE: AFFIRMATIVE AND NEGATIVE FORMS**

4 Read the examples and underline the correct option. GO TO PAGE 76

- I'm not from Rome. I'm from Milan.
  - I'm from Mérida. I'm Mexican. We are the same age.
  - 212 556 3210 isn't a home phone. It's a cell phone.
  - We aren't far apart.
- a For the negative form of the verb *to be*, we use *am*, *is*, *are* and **not** / **no**.
- b *Isn't* and *aren't* are the **contracted** / **long** forms of the negative verb *to be*.

**CONTRACTIONS.** *Am* is the only form of the verb *to be* that has no contraction in negative form.

5 Complete the table with the affirmative and negative forms of the verb *to be*.

Affirmative	Negative
(a) I 'm a student.	I <u>am not</u> English.
(b) You / We / They 're Mexican.	You / We / They aren't 18.
(c) He / She / It 's American.	He / She / It <u>isn't</u> from Veracruz.

6 Complete the conversation with questions from the box.

What's your email address? Where are you from? What's your name?  
What's your phone number? What's your address? How old are you?

Ivan: Hello! I'm Ivan. I'm a new student.

(a) What's your name?

Erika: I'm Erika. (b) Where are you from?

Ivan: I'm from Moscow, Russia. And you?

Erika: I'm from Germany.

(c) How old are you?

Ivan: I'm 16. Are you 16 too?

Erika: No, I'm not. I'm 17. We can stay in touch.

(d) What's your phone number?

Ivan: It's 554 812 9957. It's a cell phone.

Erika: And (e) What's your email address?

Ivan: It's ivan11@wowmail.com. I live at 45 Parkway Avenue. It's near the school.

(f) What's your address?

Erika: It's 23 South Street. It's far from school!

**SPEAKING EXCHANGING PERSONAL INFORMATION**

7 DISCIPLINARY COMPETENCY 11 In pairs, act out a conversation like the one in Activity 6, but with different names and information. Complete the registration form with the information that your partner gives you.

Name: Students' own answers.

Age: Students' own answers.

Country: Students' own answers.

Phone number: Students' own answers.

Email address: Students' own answers.

Address: Students' own answers.

**LIFE SKILLS PERSONAL INFORMATION**

8 Complete with your personal information.

- a I'm Students' own answers.
- b I'm (age) Students' own answers.
- c I'm from Students' own answers.
- d I live at Students' own answers.

9 What other important information about you can you give? Discuss it with the class.

Students now have the grammar tools and expressions to exchange personal information. In order to make it more varied and fun, tell them to pretend to have different ages, nationalities, or email addresses. Before doing the activity, you can model one or two example questions and have students repeat them either chorally or individually to make sure their intonation is correct. While they exchange information, monitor the activity paying attention to the correct use of grammar structures, pronunciation, and intonation. Make notes on aspects to work on in future lessons.

**DISCIPLINARY COMPETENCY 11**

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

By exchanging information in the speaking activity above, students will communicate in an effective way to give and ask for personal details. Despite grammar or pronunciation errors, they should be able to give and receive basic information in a logical way. Focus on this when assessing their performance.

**LIFE SKILLS**

This activity is a follow-up to the one students completed in Lesson 1. Now, they will review what they wrote and add more details. Invite them to share other information they consider important to get to know them. Explain they should mention facts that help define them. Write students' ideas on the board, or help translate to English. Remind them that everyone has personal choices and is free to share with others the information they want to, in order to define their identity.





## EXTRA PRACTICE

For further practice asking for and giving personal details, you could invite them to create a class phonebook. Get them into small groups and ask them to ask and answer questions about their phone numbers and /or email addresses. Tell them to write them down. Then, students can change groups and share the information they got from their classmates. Monitor the activity making sure students are exchanging the correct information. This activity practices all four skills. Remind students that personal information can be a delicate issue, and that they should use it only for its intended purpose, that is, to keep informed about school matters.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 2, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



## Extra Practice

1 Complete the calculations and write the result with words.

- a  $6 \times 6 =$  thirty-six
- b  $19 + 21 =$  forty
- c  $36 \div 2 =$  eighteen
- d  $47 - 16 =$  thirty-one
- e  $9 \times 3 =$  twenty-seven



2 Change the sentences to negative form.

- a I'm American.  
I'm not American.
- b They are friends.  
They aren't friends.
- c This exercise is difficult.  
This exercise isn't difficult.
- d He is a new student.  
He isn't a new student.
- e We are in a history class.  
We aren't in a history class.

3 Write questions for the answers.

- a A: What's your name?  
B: My name's Amy Roberts.

- b A: How old are you?  
B: I'm 16 years old.
- c A: Where are you from?  
B: I'm from Sydney, Australia.
- d A: What's your address?  
B: It's 72 Weston Avenue.
- e A: What's your phone number?  
B: It's 555 190 2576.

4 Answer the questions from Activity 3 with your own information.

- a Students' own answers.
- b I'm 17 years old.
- c Students' own answers.
- d Students' own answers.
- e Students' own answers.

5 Find and correct the mistake in each sentence.

- a She aren't Canadian.  
She isn't Canadian.
- b How's your email address?  
What's your email address?
- c You isn't a teacher.  
You aren't a teacher.
- d  $28 + 4 =$  thirty-five.  
 $28 + 4 =$  thirty-two.
- e I'am at school now.  
I'm at school now.



**READING USING BACKGROUND KNOWLEDGE**

**1 DISCIPLINARY COMPETENCY 2** In small groups, name as many family members as you know. Read the conversation and complete the family tree with the people's names. Check your answers with the group.

**Eric:** Hi, Mateo! What's that?

**Mateo:** Look, it's a photo of my birthday party last week.

**Eric:** Cool! All your family together! Is she your mother?

**Mateo:** Yes, she is. Her name is Isabel.

**Eric:** Is he your dad?

**Mateo:** No, he isn't. He's my uncle Andrés.

This one is my father. His name is Luis.

**Max:** Are they your grandparents?

**Mateo:** Yes, they are. Their names are Angela and Roberto. She is my aunt, Natalia.

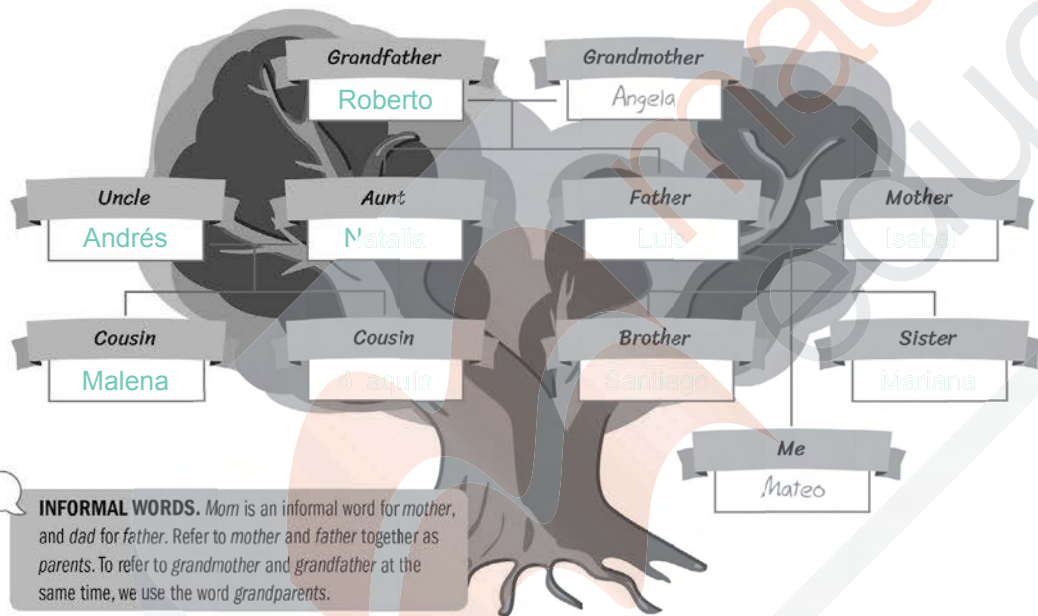
Her husband is Andrés. Their daughter is Malena and their son is Joaquín.

**Eric:** They are your cousins.

**Mateo:** Yes. And this is my sister Mariana and my brother Santiago. And, of course, here is our dog. Its name is Black.

**Eric:** What a nice family!

**Mateo:** Yes, we are!



**INFORMAL WORDS.** Mom is an informal word for mother, and dad for father. Refer to mother and father together as parents. To refer to grandmother and grandfather at the same time, we use the word grandparents.

**VOCABULARY FAMILY MEMBERS**

**2** In pairs, read the conversation again and complete a list of female and male family members. If you know more family members, add them to your list.

- a Female: grandmother, aunt, mother, cousin, sister
- b Male: grandfather, uncle, father, cousin, brother

Activating prior knowledge is a key strategy for reading comprehension, and it helps create independent readers. Remind students that our prior knowledge about a topic helps us understand a text. By making connections to their own experience, students' comprehension will improve. Have them look at the family tree and make connections to what they already know about family structure and family relationships before they read the text. This way, they will relate their own family structures to the words in English.

**DISCIPLINARY COMPETENCY 2**

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

In the activities on this page, students should use their own families as previous knowledge. They will get a chance to compare with their partners' families and share their knowledge about the topic. Once students have read the text, ask them to think of their own family structure and compare it to Mateo's in terms of size, members, and relationships.

To support your students in learning vocabulary about family members, you can use the flashcard *Family Members*, available in both the Student's and the Teacher's Digital Components. You can organize several exchanges so students can express the differences between their families and the family tree on the flashcard. You can also use the poster *Possessive Adjectives*, available in the Teacher's Digital Component.





## SPEAKING

This activity gives students the chance to practice family-related vocabulary and grammar points, such as possessive adjectives and the verb *to be* in the interrogative form. Monitor the activity paying attention to short answers, as students sometimes get confused with the form of the verb *to be* they should use in each case (*is, are, am*) and they also tend to forget to use the negative form of the verb when answering with a *no*; for example, a common mistake is *No, she is*. Once the fluency part of the activity is finished, take some time to correct these mistakes and provide further practice if necessary. Create a positive learning environment that promotes tolerance and respect when students describe their own families.

## GENERIC COMPETENCY 4.2

*The student applies different communication strategies according to his / her peers, the context in which he / she is located, and the objectives he / she is pursuing.*

You can point out that asking questions is a communication strategy that shows we are engaged with the topic and paying attention to a conversation.

## LIFE SKILLS

This activity makes students think of the qualities they admire in a person, the personality traits they like and appreciate. It shows the values that are important to each student. Elicit positive personality traits from students and write them on the board. Have them notice that even though they may recognize them all to be positive aspects, the importance given to each one depends on our own values.



## GRAMMAR VERB TO BE: INTERROGATIVE FORM, POSSESSIVE ADJECTIVES

3 Read the examples and underline the correct option. GO TO PAGE 76

- Is he your dad? No, he isn't.
  - Are they your grandparents? Yes, they are.
  - She is **my** aunt, Natalia. **Her** husband is Andrés.
  - **Their** daughter is Malena.
  - Here is **our** dog.
- a To ask questions, we put *am, is, or are* before / after the subject.
- b To give **short / long** answers, we use *yes* or *no* + subject + *am, is, or are* in affirmative or negative form.
- c *My, your, her, his, our, and their* indicate actions / possession.

4 Match the subjects to the possessive adjectives. Review the conversation in Activity 1, if necessary.

- |        |         |
|--------|---------|
| a I    | 1 her   |
| b you  | 2 their |
| c he   | 3 its   |
| d it   | 4 our   |
| e she  | 5 my    |
| f we   | 6 his   |
| g they | 7 your  |

5 Read the conversation, underline the correct option, and complete with the correct form of the verb *to be*.

- A: Is this (a) **my** / **your** family?  
 B: Yes, it is. This is (b) **my** / **his** sister Julia.
- A: (c) **Is** \_\_\_\_\_ he your brother?  
 B: No, (d) **he isn't** \_\_\_\_\_. He's my cousin.
- This is (e) **my** / **your** brother Samuel.

- A: Are they your parents?  
 B: No, (f) **they aren't** \_\_\_\_\_. They are my aunt and uncle. (g) **Their** / **Our** names are Susana and Pedro.

- A: (h) **Is** \_\_\_\_\_ she your mom?  
 B: Yes, (i) **she is** \_\_\_\_\_. (j) **His** / **Her** name is Natalia. And this is my dad. (k) **His** / **Her** name is Jorge.
- A: Are they your grandparents?  
 B: Yes, (l) **they are** \_\_\_\_\_. (m) **Our** / **Their** names are Carlota and Guillermo.

## SPEAKING TALKING ABOUT FAMILY

6 GENERIC COMPETENCY 4.2 Write the names of your family members on a piece of paper. Then in pairs, take turns asking and answering questions about your families.

Students' own answers.

- A: Is Andrea your sister?  
 B: No, she isn't. She's my cousin.

## LIFE SKILLS EMPATHY

7 In pairs, talk about a family member you admire with the help of the questions below. Show interest for your partner's ideas.

Students' own answers.

- a Who is he / she?  
 b What is his / her name?  
 c Why do you admire him / her?



My brother is twenty. His name is Paco. I admire him because he is funny and he is a good student.

8 Share as a class what qualities you admire in people.

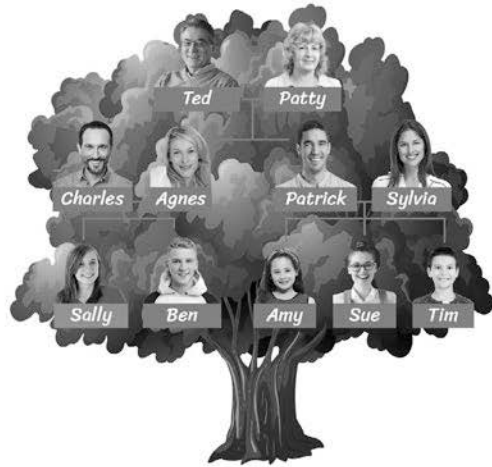


**EMPATHY.** Try to understand how others feel. Your thoughts and feelings are important but so are the thoughts and feelings of others. Listen attentively to understand each person and connect with his / her ideas and feelings.





1 Look at Sally's family tree and complete the sentences about her family below.



- a Ted and Patty are her grandparents.
- b Agnes is her mother.
- c Amy, Sue, and Tim are her cousins.
- d Charles is her father.
- e Sylvia is her aunt.
- f Ben is her brother.
- g Patrick is her uncle.

2 Complete the sentences with a subject or a possessive adjective.

Bruce and Vanessa are (a) my friends. (b) They live next door.  
 (c) His parents are Max and Jill.  
 Bruce is (d) my classmate.  
 (e) We are the same age.  
 (f) Our teacher is Ms. Douglas.  
 Vanessa is 14 years old. (g) She is in middle school.

3 Change the sentences to questions.

- a He is your favorite cousin.  
Is he your favorite cousin?
- b They are her parents.  
Are they her parents?
- c Minnie is their cat.  
Is Minnie their cat?
- d You are in my English class.  
Are you in my English class?
- e I am a good student.  
Am I a good student?

4 Write the answer for each of the questions.

- a A: Are you French?  
B: No, I'm not.
- b A: Is Juan at school?  
B: Yes, he is.
- c A: Is Laura your cousin?  
B: No, she isn't.
- d A: Is English difficult?  
B: Yes, it is.
- e A: Are your parents at home?  
B: No, they aren't.

5 Find and correct the mistake in each sentence.

- a His name is Anna.  
Her name is Anna.
- b Is she your friend? No, she is.  
No, she isn't.
- c Are your classmates at recess? No, they isn't.  
No, they aren't.
- d Are Paul your brother? Yes, he is.  
Is Paul your brother?

### EXTRA PRACTICE

To practice questions and answers with the verb *to be* in simple present and vocabulary related to family members, you can divide the class into pairs. One will be student A, and the other will be student B. Model the activity for the class. Invite a student A to write the names of three family members on the board. Then, a student from team B should guess who they are by asking questions, for example, *Is Ana your mom?* If student A answers in the affirmative, student B gets a point. Once student B has asked three questions, it will be student A's turn to ask. Have students play in pairs and get them into different pairs so they can continue playing. At the end of the game the student with the most points wins.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 3, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





## LISTENING

Draw students' attention to the names in the box and the personal belongings listed below. Explain they will listen to the conversation to identify who owns what. This is another opportunity for them to practice listening for specific information. Explain that in this case, people's names and specific objects are the key words to work out the answers. Model the pronunciation of the personal belongings so they know what to listen for. You can even decide to do the vocabulary activity first so they are familiar with the new words. If necessary, play the audio more than once to allow enough time for students to complete the task.



## LISTENING UNDERSTANDING SPECIFIC INFORMATION

1 **06** Listen to the conversation. Write the names from the box next to the object that belongs to each person.

Emma Pablo Leo Ana

- |                            |                         |
|----------------------------|-------------------------|
| a sweater <u>Leo</u>       | e jacket <u>Pablo</u>   |
| b tennis shoes <u>Emma</u> | f jeans <u>Ana</u>      |
| c T-shirt <u>Pablo</u>     | g hairbrush <u>Emma</u> |
| d sunglasses <u>Leo</u>    | h headphones <u>Leo</u> |

## VOCABULARY PERSONAL BELONGINGS

2 Match the pictures to the personal belongings below.

1



2



3



b

c

f

4



5



6



a

e

d

- |              |              |            |
|--------------|--------------|------------|
| a T-shirt    | c headphones | e suitcase |
| b sunglasses | d hairbrush  | f jacket   |



**GRAMMAR DEMONSTRATIVE PRONOUNS AND POSSESSIVE -'S**

3 Look at the pictures and complete the statements below. GO TO PAGE 76

Is this your sweater?

These are Leo's sunglasses.



Is that your T-shirt?

Those are Leo's headphones.



- a We use *this* to refer to one specific object near us. For plural objects near us, we use these.
- b We use that to refer to one specific object far from us. For plural objects far from us, we use *those*.

**POSSESSIVE -'S.** We add -'s to express that something belongs to someone. For example: *This is John's bag.*

4 Complete with *this*, *that*, *these*, or *those*.



- a Is that your cap?
- b Are these his pants?



- c Are those your shoes?
- d Is this her bag?

5 Look at your answers in Activity 1 and complete the sentences to say who the items belong to. Use -'s.

- a Is this your sweater? No, it isn't. It's Leo's.
- b These tennis shoes are Emma's.
- c These are Leo's sunglasses.
- d This is Pablo's jacket.
- e These are Anna's jeans.
- f That hairbrush is Emma's.
- g Those headphones are Leo's.

**SPEAKING TALKING ABOUT PERSONAL BELONGINGS**

6 **GENERIC COMPETENCY 4.4** In small groups, place some of your school supplies or personal belongings on your desks, some near you and some far from you. Take turns saying who they belong to. Score a point for each correct sentence.

- A: These are Carla's pencils.
- B: That is Juan's cell phone.

**LIFE SKILLS MY IMPORTANT BELONGINGS**

- 7 In your notebook, write a list of your favorite personal belongings. *Students' own answers.*
- 8 In pairs, share your favorite personal belongings. Tell each other why those objects are important to you. Show respect for your partner's ideas.

This activity allows students to practice both demonstrative pronouns and possessive -'s. Make sure to provide a model pronunciation of the demonstrative pronouns *this* /ðɪs/, shorter vowel sound, and *these* /ði:z/, which has a longer vowel sound, so students are aware of the difference. Monitor the activity paying attention to the use and pronunciation of demonstrative pronouns. Another common mistake they might make is omitting the possessive -'s, for example, *These are Carla pencils*. Remember to correct these mistakes at the end of the activity and, if necessary, get students into different groups so they can practice again and correct their mistakes.

**GENERIC COMPETENCY 4.4**

*The student communicates in a second language in everyday situations.*

By doing Activity 6 students will have the opportunity to practice the language in a common situation where they look for the owners of different objects. You can elicit various situations in which it is useful to do this.

**LIFE SKILLS**

Point out that some objects are important because of what they represent. They can remind us of a person, event or situation, or they can be treasured because of the person who gave them to us, etc. We attach an emotional value to some objects, regardless of their material value. Remind students that we should respect each other's choices and feelings as part of our unique identities.





## EXTRA PRACTICE

To practice vocabulary related to school items, clothes, and other personal belongings you can play *Picture Dictionary* in large groups. A student starts drawing one object and the rest have to find out what it is. The first person to guess correctly gets a point for his / her team. You can also point at near and distant objects in the classroom while calling their names, for example, *blue jacket*, for students to say *That / This is a blue jacket*. This can help them to practice demonstrative pronouns.



For further practice, students can complete the Grammar Drill for Unit 1, Lesson 4, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



## Extra Practice

1 Complete the puzzle with the names of the objects.

Down

Across

- b Pepe has a cap. That is Pepe's cap.
- c Sandra has a notebook. This is Sandra's notebook.
- d José has many pencils. Those are his pencils.
- e Julia has a cell phone. That is her cell phone.

4 Write questions with the words provided, the correct pronouns, and possessive -'s.

Is that *Marta's* book?

- a this / these Bruno cap  
This is Bruno's cap.
- b that / those Talía suitcase  
That is Talía's suitcase.
- c these / this Susi cell phone  
This is Susi's cell phone.
- d that / these Marta sunglasses  
These are Marta's sunglasses.
- e those / this Franco notebooks  
Those are Franco's notebooks.

5 Find and correct the mistake in each sentence.

- a These is Mario's pants.  
These are Mario's pants.
- b That is María bag.  
That is María's bag.
- c This are my pencils.  
These are my pencils.
- d Those are Cindy shoes.  
Those are Cindy's shoes.
- e Those is my backpack.  
That is my backpack.

2 Complete the conversation with *this*, *that*, *these*, or *those* according to the indications in parentheses.

Mariana: Is (a) this your backpack?  
(Mariana has the backpack on her shoulder.)

Bruno: Yes, it is. Are (b) these  
your notebooks? (The  
notebooks are far from Bruno.)

Mariana: No, they aren't.

Bruno: And is (c) that  
your pencil case? (The  
pencil case is far  
from Bruno.)

Mariana: Yes, it is. And

(d) these are  
your books. (Mariana  
has the books in  
her hand.)

Bruno: No, they aren't.  
I think they are Stephanie's.



3 Complete the sentences with possessive -'s and objects.

- a Joana has three pencils. These are  
Joana's pencils.



READING MAKING INFERENCES

1 **GENERIC COMPETENCY 10.3** In pairs, read the posts from a school blog and discuss whether you think Karim and Claudia can be friends. Then check (✓) the reason(s) for your answer.



**Tuesday, September 3<sup>rd</sup>**

My name's Karim. I'm from Cairo. I'm Egyptian. I'm 16 years old, almost 17. My birthday is on October 3<sup>rd</sup>. I like sports very much. I'm good at swimming, tennis, and athletics. I like to play video games and I also like to surf the Internet. I like to watch movies too, especially action movies. I want to make new friends. When's your birthday? What do you like to do? Reply below!

---



**Thursday, September 5<sup>th</sup>**

Hi Karim! I'm Claudia. I'm Mexican. I'm from Veracruz. I'm 17 years old. My birthday is on June 9<sup>th</sup>. I like to listen to music and to go to concerts. I love rock and sports. I'm good at volleyball. I like to interact on social media too. I also like to hang out with friends and go to parties. Tell me more about you!

- a They like similar things.
- b They like sports.
- c Karim likes individual activities.
- d Claudia likes group activities.
- e Claudia likes social activities.

**DATES.** Notice that to express dates we use ordinal numbers (third, fifth, twenty-first, etc.), and we place the ending above the number to express it with numerals (3<sup>rd</sup>, 5<sup>th</sup>, 21<sup>st</sup>). The order is usually month + day + ordinal number + year (January 1<sup>st</sup>, 2021).

VOCABULARY DATES

2 Complete the calendar with the days of the week from the box. Then circle in the calendar the dates of the posts in Activity 1.

Friday Saturday Wednesday Monday Tuesday Thursday

SEPTEMBER						
(a) Monday	(b) Tuesday	(c) Wednesday	(d) Thursday	(e) Friday	(f) Saturday	Sunday
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>
15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>
29 <sup>th</sup>	30 <sup>th</sup>					

Explain to students that in order to make inferences when reading, we use facts mentioned in the text and our previous knowledge to make a guess about what is not explicitly said in the text. This technique fosters critical reading and better understanding of a text. You can introduce this strategy using pictures. Cover part of one picture and elicit from students what they think the covered part shows, what product is being advertised, etc. This can give them an idea of what is expected of them when reading the text.

**10.3**  
*The student acknowledges that respecting differences is a key for integration and coexistence in local, national, and international contexts. The text in Activity 1 shows two people from different cultures and with different likes exchanging information and establishing contact. This provides an example of how cultural differences and tastes should be respected and valued. Point out the importance of keeping an open mind to accept and welcome differences, as a way of being tolerant and unprejudiced.*



## WRITING

To prepare for this activity, ask students to write a list of activities they like. Then have them read the blog posts in Activity 1 again and use them as a model to write their own posts. After that, get students into pairs to exchange their texts and make corrections. Write a checklist on the board of aspects to revise, including grammar, spelling, punctuation, and capitalization. Help them focus on having included correctly what they learned in the lesson. You can also invite them to write their corrected profiles on a large sheet of paper, paste pictures, and display them on the classroom walls.

## DISCIPLINARY COMPETENCY 4

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

The communicative situation should be clear for students: they are introducing themselves and talking about their likes and dislikes for a public forum, such as a blog or a social network. Therefore, the information they share should be appropriate for the intention of getting to know people. This exercise will also help students to reflect on their identity.

## LIFE SKILLS

This is the last reflection on students' preferences before they gather all the information from the unit and proudly acknowledge who they are. Encourage them to state the reasons why a certain day or month is their favorite. Help them with the vocabulary they need. Promote a respectful environment by telling students it is important to acknowledge different preferences without judging.



## UNIT 1 LESSON 5

3 In small groups, number the months of the year in the correct order.

- a 3 March                      g 9 September  
 b 12 December                h 4 April  
 c 7 July                          i 2 February  
 d 6 June                         j 10 October  
 e 8 August                      k 11 November  
 f 1 January                    l 5 May

4 Write the ordinal numbers next to their written form.

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	21 <sup>st</sup>
22 <sup>nd</sup>	23 <sup>rd</sup>	25 <sup>th</sup>	30 <sup>th</sup>	31 <sup>st</sup>

- a 23<sup>rd</sup> twenty-third            f 31<sup>st</sup> thirty-first  
 b 30<sup>th</sup> thirtieth                 g 2<sup>nd</sup> second  
 c 1<sup>st</sup> first                         h 4<sup>th</sup> fourth  
 d 3<sup>rd</sup> third                        i 25<sup>th</sup> twenty-fifth  
 e 21<sup>st</sup> twenty-first              j 22<sup>nd</sup> twenty-second

## GRAMMAR PREFERENCES (LIKE) AND SKILLS (BE GOOD AT)

5 Match the examples to their explanations.

GO TO PAGE 76

- a I like to listen to music.  
 b I like sports very much.  
 c I'm good at swimming.  
 d I'm good at volleyball.

To express our preferences, we can say:

1 I like + name of activity: b

2 I like to + verb in simple form: a

To express our skills, we can say:

3 I'm good at + name of activity: d

4 I'm good at + verb with *-ing* ending: c

6 Underline the correct option to complete the sentences.

- a I like to **celebrate** / **celebration** my birthday.  
 b I like to **go** / **go out** with my friends.  
 c I like to **soccer** / **soccer too**.  
 d My brother and I are good at **karate** / **to karate**.  
 e I'm good at to **swim** / **swimming**.



## WRITING PERSONAL PROFILE

7 DISCIPLINARY COMPETENCY 4 Write in your notebook a blog post similar to the ones in Activity 1. Mention your favorite activities, your birthday, and include the date. **Students' own answers.**



**BLOG.** Start a class blog online to upload the profiles from Activity 7 and any other work you decide to share. If you need help to create a blog, visit: <https://www.edutics.mx/iAd>

## LIFE SKILLS SHARING MY FAVORITE THINGS

8 Who are you? Complete the sentences with your favorite things. **Students' own answers.**

a My favorite day of the week is \_\_\_\_\_

b My favorite month of the year is \_\_\_\_\_

c I like (activities) \_\_\_\_\_

9 Think of new activities you want to do or learn. Share them with a partner.





1 Find and circle the words from the box in the puzzle.

April August May Saturday  
Thursday Tuesday

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

2 Write the following dates in complete form.

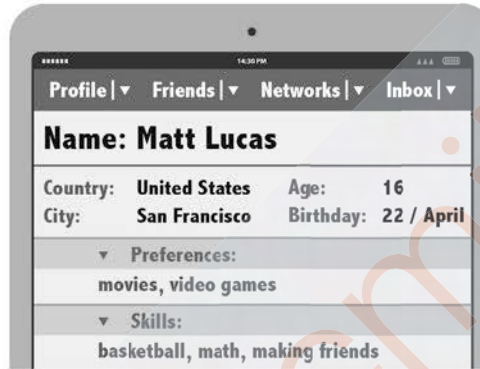
- a 8 / 16 August sixteenth
- b 12 / 3 March twelfth
- c 1 / 11 November first
- d 2 / 22 February twenty-second
- e 10 / 31 October thirty-first

3 Complete the conversation with the words from the box.

to watch March eat to listen  
When's to go to play

- A: (a) When's your birthday, Alice?  
 B: It's on (b) March 17<sup>th</sup>.  
 A: What do you like to do on your birthday?  
 B: I like (c) to listen to music, and I like  
 (d) to watch movies. I also like to hang out  
 with friends. What about you?  
 A: I like (e) to play soccer and I like  
 (f) to go to my grandma's house.  
 I like to (g) eat delicious food too.

4 Write sentences for a profile using the information below. Use *like* and *good at*.



Profile | Friends | Networks | Inbox

**Name: Matt Lucas**

Country: **United States** Age: **16**  
 City: **San Francisco** Birthday: **22 / April**

▼ Preferences:  
 movies, video games

▼ Skills:  
 basketball, math, making friends

Suggested answers:

Matt likes movies.

Matt likes video games. / Matt likes to play video games.

He's good at basketball.

He's good at math.

He's good at making friends.

5 Find and correct the mistake in each sentence.

- a It's December 21<sup>th</sup>.  
It's December 21<sup>st</sup>
- b I like go to parties.  
I like to go to parties.
- c I like play basketball.  
I like to play basketball.
- d Tuesday comes after Thursday.  
Tuesday comes after Monday. / Friday comes after Thursday.
- e What's your birthday? It's on July 15<sup>th</sup>.  
When's your birthday?

### EXTRA PRACTICE

For additional practice with dates and preferences, ask them to write on a piece of paper some sentences about themselves, stating their birthdays, and two or three things they like to do. Write an example on the board: *My birthday is on February 9<sup>th</sup>. I like to do yoga. I like to watch movies and I like to go to parties.* Explain that they should not include their name. Ask them to fold the papers and place them on your desk. Mix them up and invite a student to come to the front, pick one, read the sentences out loud, and guess who it belongs to. If the student guesses correctly, he / she should hand the paper to its owner; otherwise he / she should leave it on your desk. Continue inviting students to come up to the front until all the papers have been handed out.




For further practice, students can complete the Grammar Drill for Unit 1, Lesson 5, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





**KEY CONCEPT:  
IDENTITY**

On this page, students will consolidate their reflections from the Life Skills activities in this unit. They will define themselves by expressing not only their personal details, but also their preferences, and the people they admire. Encourage them to include as much information about themselves as possible in their identity maps. Once in groups, it is important that students recognize themselves as individuals different from others, realizing each human being is unique. At the same time, they should identify common traits and characteristics that connect them with others. Have students reflect on the fact that focusing on the similarities rather than on the differences among people helps create bonds and build relationships. The first step to building healthy relationships is then, a strong sense of self-awareness.

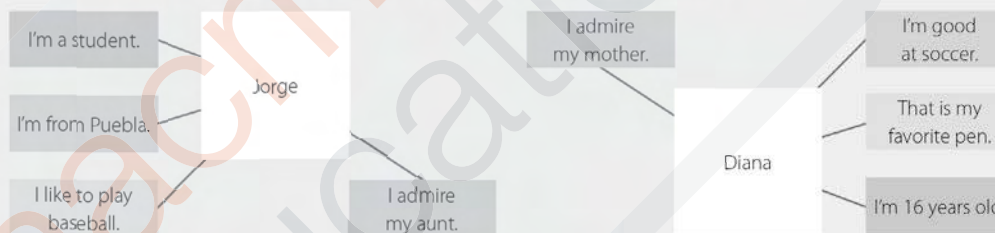
 For further practice, students can complete the Life Skills worksheets for Unit 1 in the Student's Digital Component. You can find teaching notes for the student's worksheets in the Teacher's Digital Component.



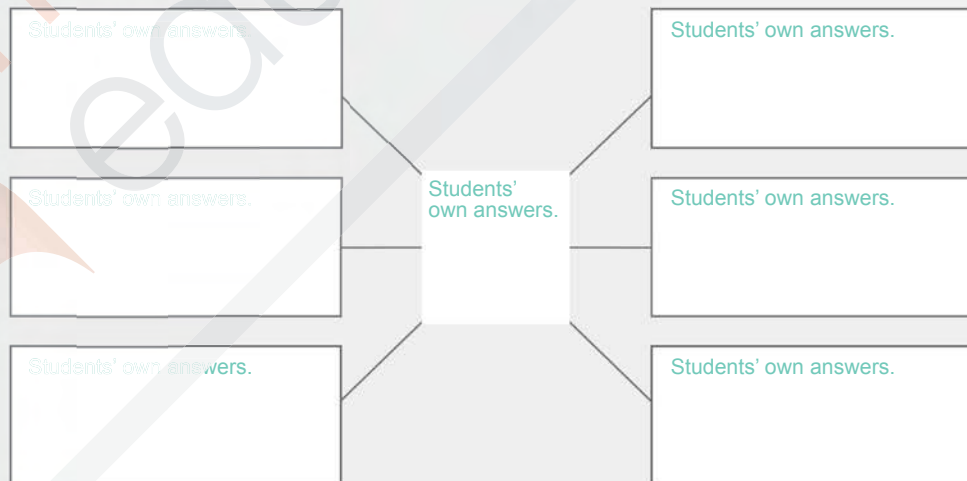
**1 Complete the table with phrases and words to give your information. Share your tables in pairs.**

I am...	I admire...	My favorite...	I like / I'm good at...
Students' own answers.	Students' own answers.	These are my favorite shoes.	Students' own answers.

**2 Look at the identity maps. Discuss with your partner who is more similar to you.**



**3 Draw your own identity map. Use your information from the whole unit.**



**IDENTITY.** The personality traits in the identity map make you different from others. They form your *identity*. Exploring and knowing who you are can help you understand yourself and your decisions.

**4 In groups, share your identity map and find similarities.**

**5 As a class, reflect: How similar or different are you and your classmates?**



Complete the activities and go back to the lessons if you need to review any topic.

### LESSON 1 (pages 5-6) Introducing yourself

1 Write three sentences with information about you: your name, nationality, and your city or town. Add two sentences with information about your best friend.

- a Students' own answers.
- b Students' own answers.
- c Students' own answers.
- d Students' own answers.
- e Students' own answers.

### LESSON 2 (pages 8-9) Exchanging personal information

2 Complete the conversation with information about yourself.

Luc: Hello! I'm Luc. I'm a new student.  
What's your name?

You: Students' own answers.

Luc: I'm from Paris, France. And you?

You: Students' own answers.

Luc: Are you from Monterrey?

You: Students' own answers.

Luc: How old are you?

You: Students' own answers.

Luc: I'm 17.

### LESSON 3 (pages 11-12) Possessive adjectives

3 Complete sentences about your family as in the example.

*He is my father. His name is Hector.*

- a He Students' own answers.
- b They Students' own answers.
- c She Students' own answers.
- d We Students' own answers.

### LESSON 4 (pages 14-15) Personal belongings

4 Write the names of personal belongings you have in your schoolbag and your favorite clothes.

Personal belongings

Students' own answers.

Favorite clothes

Students' own answers.

### LESSON 5 (pages 17-18) Preferences and skills

5 Write five sentences saying the things and activities you like or that you are good at.

- a Students' own answers.
- b Students' own answers.
- c Students' own answers.
- d Students' own answers.
- e Students' own answers.

## PROGRESS CHECK

This self-assessment section will help students realize what they have learned throughout the unit, review contents, and become aware of what they need to practice more. It would be helpful to create a supporting environment for students to share their areas of opportunity as a class. Be prepared to give recommendations and tips they can use to improve. Peer assessment is a tool that gives students feedback on the quality of their work. It can improve their confidence and also their learning process. Students learn by giving constructive feedback to their peers and by receiving corrections from someone who does not necessarily intimidate them. Another advantage of this form of assessment is that students are able to compare their own work with their peers', so it encourages reflective comparison as students think more critically about their own work. They also learn to communicate feedback in a constructive and positive way, and to accept feedback from others.

In order to be able to evaluate their peers, students need clear guidelines, scoring criteria, and a rubric. You can choose writing activities for them to exchange and evaluate each other's work. Then they should reflect on the feedback received and revise their own work.



For a formal final assessment of this unit, you can create your own test in the Test Generator tool provided in the Teacher's Digital Component.







Student's name: \_\_\_\_\_

Date: \_\_\_\_\_ Group: \_\_\_\_\_

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

	Outcome	Needs improvement	Good performance	Very good performance	Outstanding performance
Lesson 1	The student introduces him / herself to his / her classmates.	The student is not able to introduce him / herself to his / her classmates.	The student needs to go back to previous activities and notes to introduce him / herself.	The student makes some mistakes when introducing him / herself, but is able to correct him / herself.	The student introduces him / herself accurately and fluently.
Lesson 2	The student exchanges personal information.	The student is not able to exchange personal information.	The student needs to go back to previous activities and notes to exchange personal information.	The student makes some mistakes when exchanging personal information, but is able to correct him / herself.	The student exchanges personal information accurately and fluently.
Lesson 3	The student asks and answers questions about family members.	The student is not able to ask and / or answer questions about family members.	The student needs to go back to previous activities and notes to ask and answer questions about family members.	The student makes some mistakes when asking and answering questions about family members, but is able to correct him / herself.	The student asks and answers questions about family members accurately and fluently.
Lesson 4	The student identifies his / her personal belongings and those of others' using demonstrative pronouns and the possessive -'s.	The student is not able to use demonstrative pronouns and the possessive -'s to identify his / her personal belongings or those of others'.	The student needs to go back to previous activities and notes to identify his / her personal belongings or those of others' using demonstrative pronouns and the possessive -'s.	The student makes some mistakes when identifying his / her personal belongings or those of others' using demonstrative pronouns and the possessive -'s, but is able to correct him / herself.	The student identifies his / her personal belongings or those of others' using demonstrative pronouns and the possessive -'s accurately and fluently.
Lesson 5	The student writes a personal profile including activities he / she likes.	The student is not able to write a personal profile including activities he / she likes.	The student needs to go back to previous activities and notes to write a personal profile including activities he / she likes.	The student makes some mistakes when writing a personal profile including activities he / she likes, but is able to identify some of his / her mistakes.	The student writes a personal profile including activities he / she likes accurately and fluently.