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TAKE THE LEAD



Student's Book

PREP 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.

OPENING

1 VOCABULARY In pairs, match the pictures to the phrases below.




- 1 Open your book.
- 2 Close your book.
- 3 Turn to page 4.
- 4 Work in pairs.
- 5 Copy the words.
- 6 How do you spell that?

2 LISTENING  Listen to the conversation and in pairs, 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?

DISCIPLINARY COMPETENCY

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

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

How do you spell your first name?



L-u-p-i-t-a

4 GRAMMAR Read the sentences from the conversation. Then underline the correct option.

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 80.

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

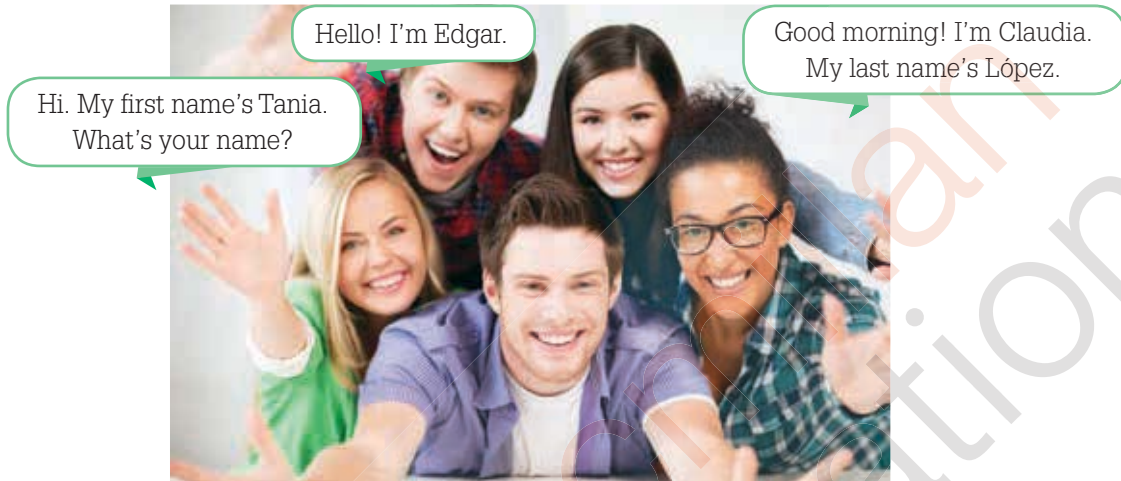
| Subject | Verb to be | Complement |
|---------|------------|---------------|
| (1) I | | a student. |
| (2) You | | Miss Sánchez. |
| (3) He | | Jorge. |
| (4) She | | Tere. |

| Subject | Verb to be | Complement |
|---------|------------|-------------------|
| You | are | students. |
| We | are | Lupita and Jorge. |
| They | are | Mexican. |

6 SPEAKING 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.



7 SELF-ASSESSMENT Complete the graphic organizer about what you studied during this lesson.

English phrases I knew before →

I learned →

I want to learn more about →

SELF-AWARENESS

Who are you? Complete with your information.

My name's Francisco. I'm a student in high school.

1 My name's _____

2 I'm _____

Can you give more information about yourself? Share it with a classmate.



1 Match the actions to the correct ending.

- | | |
|---------|---------------------------|
| 1 Open | a in pairs. |
| 2 Turn | b the words. |
| 3 Copy | c your books. |
| 4 Work | d to page 15. |
| 5 Spell | e the word <i>Hello</i> . |



2 Put the words in order to make sentences.

1 spell / do / your name / How / you / ?

2 repeat / you / that / Can / ?

3 your notebook / words / Copy / in / the / .

4 to / Open / your books / page / 9 / .

5 Close / books / your / .

3 Rewrite the sentences using contractions.

- My name is Dylan. _____
- It is spelled D-y-l-a-n. _____
- I am at school. _____
- We are best friends. _____
- You are a new student. _____

4 Complete the questions with one word.

- _____ I come in?
- _____ is your first name?
- _____ is your last name?
- _____ do you spell your name?
- _____ you repeat that, please?

5 Number the sentences in the correct order to make a conversation.

- _____ Hello, Jorge.
- _____ Yes. Sit down with Estela.
- 1 Good morning, Miss Sánchez.
- _____ Hi, Estela.
- _____ May I come in?

6 Answer the questions about you.

1 What's your first name?

2 What's your last name?

3 Do you have a common name?



BLOCK 1

THIS IS ME



IN THIS BLOCK YOU WILL...

- listen for personal information.
- ask for and give personal information.
- write a conversation and upload it to a blog.
- use cognates to understand a text.
- ask for and give information about others.
- listen for specific information in an interview.
- write questions to ask for personal information.
- read a text quickly to get information.
- talk about routine activities.
- write a questionnaire about routine activities.
- predict information using images.
- ask and answer questions about families.
- write about a member of your family.

YOU WILL LEARN TO USE...

- the verb *to be*.
- subject pronouns.
- possessive adjectives.
- *Yes / No* questions.
- *Wh-* questions.
- verbs in simple present.

YOU WILL ALSO GET TO...

- create an electronic résumé in English in a cross-curricular project.
- create an identity map with your information to promote self-awareness.

For further practice, go to the Student's Digital Component.






PREP 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.

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

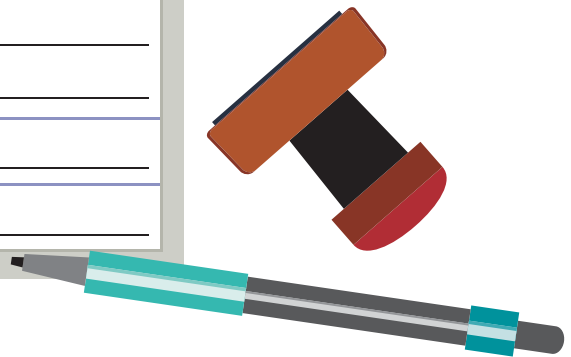
| | | |
|--------------|--------------------|----------------------|
| 1 <u>one</u> | 9 _____ | 17 _____ |
| 2 <u>two</u> | 10 _____ | 18 _____ |
| 3 _____ | 11 _____ | 19 _____ |
| 4 _____ | 12 <u>twelve</u> | 20 _____ |
| 5 _____ | 13 <u>thirteen</u> | 21 <u>twenty-one</u> |
| 6 _____ | 14 _____ |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

2 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 | | | |
|  Registration number: 280102  | Name: | (1) _____ | |
| | 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.



3 GRAMMAR Read the examples and circle the correct option to complete each sentence.

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

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

Go to the **LANGUAGE GUIDE** on page 80.

4 Complete the table with the correct possessive adjectives.

| Subject pronouns | Possessive adjectives | Subject pronouns | Possessive adjectives |
|------------------|-----------------------|------------------|-----------------------|
| (1) I | | (5) It | |
| (2) You | | (6) We | our |
| (3) He | | (7) You | |
| (4) She | | (8) They | their |

Is your name Sonia?



5 Complete the conversation with words from the box.

you your my I'm number address

Luisa: Hello. What's (1) _____ name?

Gerardo: (2) _____ Gerardo Blanco.

Luisa: How old are (3) _____?

Gerardo: I'm sixteen.

Luisa: What's your (4) _____?

Gerardo: Juárez 49.

Luisa: And what's your phone (5) _____?

Gerardo: It's 43 67 84 32 and (6) _____ email address is geroblanco@twomail.com.

Luisa: Thank you.

6 SPEAKING In pairs, interview each other to get your personal information.

1 Name: _____

2 Age: _____ 3 Phone number: _____

4 Address: _____

5 Email address: _____

DISCIPLINARY COMPETENCY

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

7 WRITING



Use the information from Activity 6 to write the conversation you had with your partner. Upload it to a blog.

Handwriting practice area with 12 horizontal lines on a yellow background.

DISCIPLINARY COMPETENCY

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

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/iAd>

8 SELF-ASSESSMENT 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. | | | | |

SELF-AWARENESS



Who are you? Complete your introduction.

- I'm _____
- I'm from _____
- I live in _____
- I'm (age) _____



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

1 Find and circle ten numbers in the puzzle.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| n | i | n | e | t | e | e | n |
| f | i | v | e | f | o | u | r |
| e | t | w | e | n | t | y | t |
| i | b | n | m | o | n | e | w |
| g | e | l | e | v | e | n | o |
| h | x | z | i | w | e | e | n |
| t | t | h | i | r | t | y | x |
| v | f | i | f | t | y | x | z |

2 Do the math. Write the name of the number.

- $23 + 15 =$ thirty-eight
- $18 + 14 =$ _____
- $32 + 13 =$ _____
- $14 + 12 =$ _____
- $26 + 21 =$ _____

3 Underline the correct option.

- Hello, my name 's / are Jacobo.
- Hi, Susan. What's your / you address?
- How old are / is you?
- My / I phone number is 53 21 98 62.
- I 'm / is a student.

4 Put the words in order to make questions.

- name / your / What's / ?

- number / your / phone / What's / ?

- you / old / How / are / ?

4 from / Where / you / are / ?

5 that / you / Can / repeat / ?

5 Complete the interview with the correct questions.

Alma: Hi. My name's Alma.

(1) _____

Ximena: Ximena.

Alma: (2) _____

Ximena: X-i-m-e-n-a

Alma: (3) _____

Ximena: I'm 17.

Alma: (4) _____

Ximena: It's ximm27@newmail.com

Alma: (5) _____

Ximena: I'm from Puebla.



6 Complete the conversation with one word for each gap.

Hi. (1) _____ 'm Carlos. My last name

(2) _____ Maduro. I'm (3) _____

León. My (4) _____ number is 45 36

78 91. What's (5) _____ name?

PREP 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.

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

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.

OPENING

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).

2 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. |

3 GRAMMAR Read the examples and underline the correct option.

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

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

Go to the **LANGUAGE GUIDE** on page 80.

4 Read the examples from Activity 3 again and complete the table.

| Affirmative | Negative | Question |
|-------------------------------|----------------------------|------------------|
| I'm good at it. | I'm not good at it. | Am I good at it? |
| (1) 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 _____ bad at speaking. | We're not bad at speaking. | |
| (5) You _____ seventeen. | You're not seventeen. | |
| (6) They _____ American. | They're not American. | |

5 SPEAKING Work in pairs. 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 www.makefriends.net

Maite Pérez



Maite Pérez is fifteen. 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 www.makefriends.net

Miguel Guzmán



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

Miguel Guzmán is seventeen 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.



What's the name of the person?

Her name's Maite.

6 WRITING



Write the questions your partner asked you in Activity 5 and the answers you gave.

What's the name of the person? His name's Miguel.

CLOSURE

7 SELF-ASSESSMENT 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: _____

SELF-AWARENESS



Who are you? Complete the table with your characteristics.

| I'm good at | I'm not good at |
|------------------------------|--|
| <i>I'm good at robotics.</i> | <i>I'm not good at speaking in public.</i> |

What is your ambition for the future? Share it in small groups.

My ambition is to play baseball in the Veracruz team.

1 Find and circle six cognates from the lesson.

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

2 Complete the sentences with words from the box.

international ambition area good course

- 1 His _____ is to be a pilot.
- 2 He works in the _____ of computer science.
- 3 Do you like your English _____?
- 4 Leipzig, Germany gives scholarships for _____ students.
- 5 She's very _____ at English.

3 Complete the conversations.

- 1 A: _____ Melanie nineteen?
B: Yes, she is.
- 2 A: _____ Pedro and Francisco from Guadalajara?
B: Yes, they are.
- 3 A: Are _____ twenty?
B: No, I'm not.
- 4 A: _____ Penelope a local student?
B: No, she's an international student.
- 5 A: Is she a talented singer?
B: Yes, she _____
- 6 A: Are _____ dedicated students?
B: No, they aren't.



4 Put the words in order to make questions.

- 1 Patricio / Is / Mexico / from / ?
A: _____
B: No, he isn't.
- 2 fifteen / Are / the / boys / ?
A: _____
B: Yes, they are.
- 3 interested / in / Is / Maite / science / ?
A: _____
B: Yes, she is.
- 4 good / at / they / Are / spelling / ?
A: _____
B: No, they aren't.
- 5 are / Who / they / ?
A: _____
B: They're my classmates.

5 In your notebook, write five questions you can ask someone to find information about him / her.

6 Underline the correct option.

- A: Do you know Simón López?
B: No. Who is he?
A: He's the new student.
B: (1) Is / Are he from Mexico City?
A: No, he isn't. He's from (2) Veracruz / Mexico City. His (3) ambition / interested is to become an expert on the Maya civilization. And he's very good at soccer.
B: Fantastic! Is (4) she / he interested in joining our team?
A: Yes! Come and meet him at my party tonight!

Asking and answering questions

Vocabulary: Countries, nationalities, occupations

Grammar: *Wh-* questions, articles

LESSON 3

17

PREP 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.


1 VOCABULARY Complete the table with words from the box.

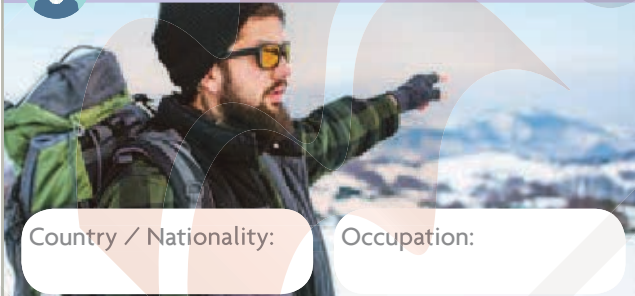
IT specialist Ecuadorian Portugal surgeon mechanic New Zealand Portuguese
American Haiti The United States accountant South Korea New Zealander Ecuador
The United Kingdom Korean teacher lawyer Haitian life guard British

| Country | Nationality | Occupation |
|---------|-------------|------------|
| | | |

For vocabulary about nationalities and occupations, go to the **VISUAL GLOSSARY** on page 87.

2 LISTENING In small groups, listen to the conversation and complete the profiles.

A  Name **PETE**




Country / Nationality: Occupation:

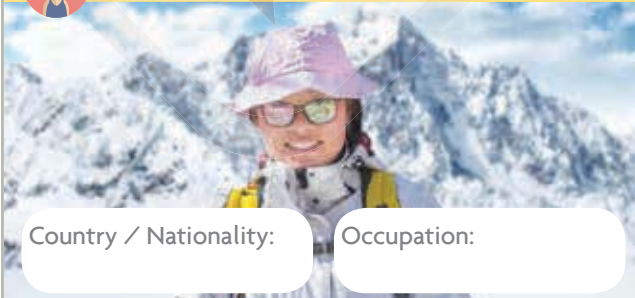
B  Name **RANDY** **GENERIC COMPETENCY**

8. The student participates and collaborates effectively in groups.




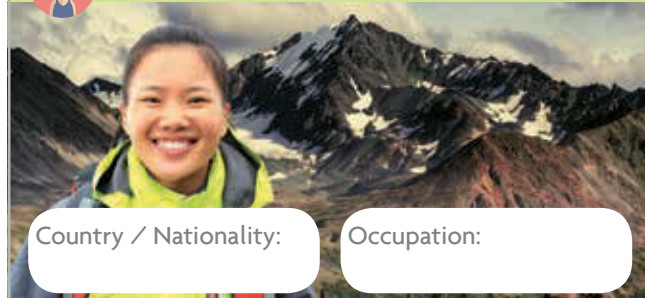
Country / Nationality: Occupation:

C  Name **BORA**



Country / Nationality: Occupation:

D  Name **SO-YI**



Country / Nationality: Occupation:

3 GRAMMAR Read the list of questions and answers. Then match the columns to complete the definitions.

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 <i>What</i> asks about | a age. |
| 2 <i>Where</i> asks about | b a place. |
| 3 <i>Who</i> asks about | c a thing. |
| 4 <i>How old</i> asks about | d a person. |

Go to the **LANGUAGE GUIDE** on page 80.

4 Complete the questions with words from Activity 3.

- | | |
|--|---|
| 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. |

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

- He's _____ accountant.
- She's _____ mechanic.
- He's from _____ United Kingdom.
- We're from _____ Mexico.
- 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 81.

6 SPEAKING In small groups, think about a famous person and take turns asking questions to guess the name of the person.

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 a *no* for an answer. Use *Wh-* questions to learn more specific information.

7 WRITING



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.

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

9 SELF-ASSESSMENT Complete the table with what you learned during this lesson.

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

SELF-AWARENESS



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



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

WORKOUT

1 Read the descriptions and write the occupations.

1 I work in a school and help people learn.

2 I work in the area of information technology.

3 I operate on people in hospitals or clinics.

4 I act for clients in legal matters.

2 Complete the table.

| Country | Nationality |
|------------------------|-------------|
| (1) Portugal | |
| (2) | Ecuadorian |
| (3) South Korea | |
| (4) New Zealand | |
| (5) | American |
| (6) | Haitian |
| (7) The United Kingdom | |
| (8) Mexico | |

3 Complete the questions. Use the answers as a guide.

1 A: _____ do you do?

B: I'm a doctor.

2 A: _____ is Shakira from?

B: She's from Colombia.

3 A: _____ is your father's occupation?

B: He's a mechanic.

4 A: _____ is Lionel Messi?

B: He's an Argentinian soccer player.

5 A: _____ is the leader of the expedition?

B: He's thirty two.

4 Put the words in order to make questions.

1 Ellie and John / What / do / do / ?

2 your / What's / occupation / ?

3 is / Elena / Where / from / ?

4 Martha / is / Who / ?

5 does / do / What / she / ?

5 Underline the correct option.

A: Hi. What (1) 's / are your names?

B: I'm Anita and he is Jorge.

A: What (2) do / does you do, Anita?

B: I'm (3) a / an vet. I take care of animals.

A: And what (4) do / does Jorge do?

B: He's (5) a / an acupuncturist.

A: Interesting! (6) Where / What are you from?

B: (7) They're / We're both from Peru.

A: (8) Thank you! / Please!



PREP Play *What's My Job?*

- Get into small groups. In turns, mime a job.
- Ask questions to the student who is miming the job to get information. Try to guess the job.
- The winner is the student with more correct guesses.

1 VOCABULARY



Listen to Toby's activities and complete the days of the week. Use a dictionary to check your spelling.

| | | | | | | |
|--------------------|-----------|----------------------------|-----------|-----------|-----------|-----------|
| (1) <u>Monday</u> | (2) _____ | (3) _____ | (4) _____ | (5) _____ | (6) _____ | (7) _____ |
| The museum closes. | Work day | Children visit the museum. | Work day | Work day | Work day | Work day |

OPENING

2 READING Read the text below quickly to find the answers to the questions. Then read more carefully to confirm your answers, and write them in your notebook.

- 1 What's Toby's job?
- 2 Where does he work?
- 3 What time does he start work?
- 4 What does he do on Wednesdays?
- 5 Which exhibit do school children like best?
- 6 When does Toby have his free day?

GENERIC COMPETENCY

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

www.nathmus/meetourteam

Toby's day

Toby works in the local natural history museum. He's a guide. He goes to work on the bus. He starts work when the museum opens at 10 o'clock. Toby shows people around. He talks about the exhibits and answers questions. Every Wednesday groups of school children visit the museum. Toby usually tells them about the dinosaurs. Children always like the dinosaurs best. Toby sometimes shows them dinosaur movies in the museum theater at lunch time. The movies are very popular. Toby never gets bored with his job, but the museum closes on Mondays. That's when Toby gets bored. He never knows what to do on his free day.

▶ 1:12 / 8:23
🔊 ⚙️ 🗨️

SKILLS

When you want to look for specific information quickly, don't read every word in the text. Look for specific words related to the information you need. This technique is called *scanning*.

3 GRAMMAR Read the sentences and circle the verbs. Then answer the questions.

Toby works in the local natural history museum.
He goes to work on the bus.
School children visit the museum on Wednesdays.
Children always like the dinosaurs best.

- 1 Do the verbs you circled describe something that happens once or routinely? _____
- 2 Why do some of the verbs end with an *-s* and some don't? _____

LANGUAGE

For the third person (he, she, it), some verbs need to add *-es* and not just an *-s*. Some examples are *go (goes)*, *watch (watches)*, and *do (does)*.

Go to the **LANGUAGE GUIDE** on page 81.

4 Complete the sentences with the correct form of the verb in parentheses.

- 1 Susana _____ (go) to Juárez Junior High.
- 2 She sometimes _____ (visit) the natural history museum.
- 3 They never _____ (see) dinosaur movies.
- 4 She and her mom always _____ (eat) something in the museum cafeteria.
- 5 The cafeteria always _____ (serve) great sandwiches.

LANGUAGE

Adverbs like *always*, *usually*, *sometimes*, and *never* express the frequency of an action. They answer the question *How often...*?

5 VOCABULARY In pairs, complete the list of months with the help of a dictionary. Then read the Language box and ask each other the questions below.

| | | | |
|--------------|---------|----------|-----------|
| Year planner | January | (1) | (2) |
| | April | (3) | June |
| | (4) | August | September |
| | (5) | November | (6) |
| | | | |

LANGUAGE

You need ordinal numbers in dates. To form them, add *-th* to the name of the number (*fourth*). The exceptions are: One (*first*), two (*second*), three (*third*), five (*fifth*), eight (*eighth*), nine (*ninth*), and twelve (*twelfth*). In compounds, make the last number an ordinal: twenty-one (*twenty first*).

- 1 When's your birthday?
- 2 What does your family do for your birthday?
- 3 When's your best friend's birthday?
- 4 What do you usually say to your best friend on his / her birthday?
- 5 What is your favorite day in the year?

When's your birthday?

It's on October 31st.



6 In your notebook, write sentences about routine activities you and / or your family do on the days from the box.

on December 24th every Wednesday on summer vacation most Saturdays on September 16th

7 SPEAKING Work in pairs. Ask each other questions about the routine activities from Activity 6. Include frequency adverbs.



8 WRITING In your notebook, write a questionnaire with ten questions about routine activities. Use your questionnaire to interview a classmate.

1 What do you usually do on Sundays?

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

9 SELF-ASSESSMENT Read the statements and underline the option that best describes you.

- 1 I can talk about my routines easily / well / with difficulty / only if I practice more.
- 2 I can ask about someone else's routines easily / well / with difficulty / only if I practice more.

SELF-AWARENESS



Who are you? Complete with information about your favorite things.



| My favorite... | |
|-----------------------------------|--|
| day | |
| month | |
| routine activities | |
| things I do with friends / family | |

What is one thing that you never do but you want to do? Share it with a classmate.

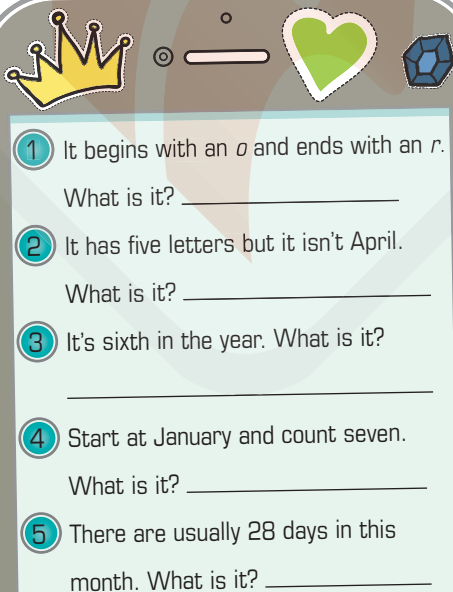
1 Complete with the next day of the week.

- Friday → Saturday → Sunday
→ _____
- Sunday → Monday → Tuesday
→ _____
- Tuesday → Wednesday → Thursday
→ _____
- Wednesday → Thursday → Friday
→ _____
- Saturday → Sunday → Monday
→ _____

2 Complete the sentences with ordinal numbers.

- Wednesday is the _____ day of the week.
- December is the _____ month of the year.
- P is the _____ letter in the word *April*.
- I'm my parents' _____ child.
- My birthday is on _____.

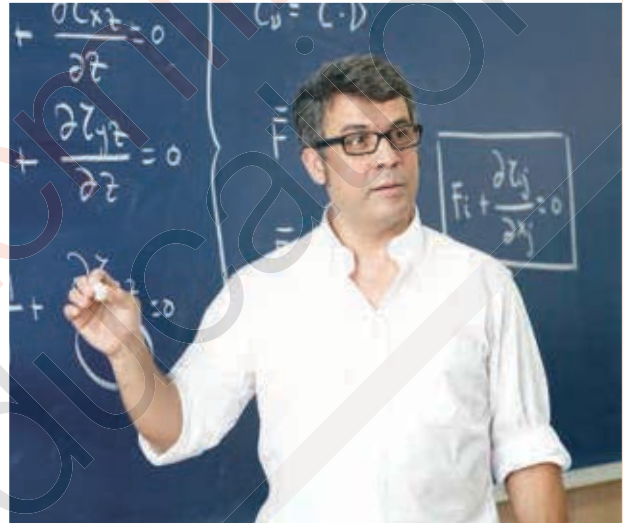
3 Solve the quiz! Guess the months and write the answers.

- 
- It begins with an *o* and ends with an *r*.
What is it? _____
 - It has five letters but it isn't April.
What is it? _____
 - It's sixth in the year. What is it?

 - Start at January and count seven.
What is it? _____
 - There are usually 28 days in this month. What is it? _____

4 Complete the sentences with one word.

- _____ is Mr. Frank's job?
- He's _____ teacher.
- Where _____ he work?
- He _____ at the local high school.
- What does he _____?
- He _____ math.



5 Put the letters in order to make frequency adverbs.

- ysulaul _____
- lyawsa _____
- eiesmotms _____
- enrev _____

6 Write true sentences about you and a friend. Use the words from Activity 5.

- I usually _____
- I _____
- My friend _____
- My friend _____

Talking about my family

Vocabulary: Family members, descriptions

Grammar: Simple present (interrogative, negative)

LESSON 5

25

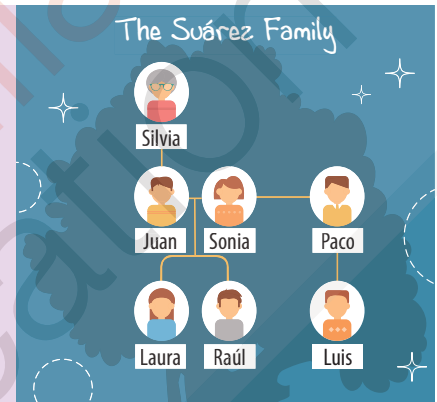
PREP Play Non-stop Talk.

- Stand back to back in pairs. Turn around when the teacher tells you to.
- One of you talks non-stop about your family for 30 seconds.
- When the teacher shouts *change*, it's the other student's turn.
- The winner is the student who says more things.

My mom's an architect. Her name's Laura. She works...

1 VOCABULARY Underline the correct options to complete the paragraph. If necessary, use a dictionary.

Juan and Sonia have a daughter. Her name is Laura. Laura has a (1) brother / sister. His name is Raúl. Sonia has a brother, and his name is Paco. Paco is Laura's favorite (2) aunt / uncle. Paco has a son. His name is Luis. Luis is Laura's favorite (3) cousin / father. The Suárez family always visits Juan's mother, Silvia, on Sundays. Silvia is Raúl's favorite (4) grandmother / grandfather.



OPENING

2 READING In pairs, look at Juanita's family pictures and share what family members you think they are. Then read the text to check your predictions.

www.oblogs.mx/family

BLOG START CONTACT

January Meet Juanita's Family

Juanita has curly hair, like her mother. Juanita's parents are divorced. The man in the picture is not her father. He is her step-father, but they have a nice family. The little girl with long, straight, blond hair is Juanita's half-sister: her mom and step-father's daughter. Juanita has a half-brother, too. He has red hair and green eyes, like his father. The other boy in the picture is Juanita's uncle, although he is the same age as she is. He is her mother's younger brother. His name is Carlos. Juanita doesn't have more uncles. The lady with short, white hair is Juanita's grandmother.

GENERIC COMPETENCY

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

SKILLS

When there are pictures or graphic elements in a text, look at them to predict the information it contains. This can help you understand the text better.

I think this is Juanita.

I guess he's her father.

LESSON 5

3 VOCABULARY Write the word for the family member described.

- 1 A woman who is married to your father, but is not your mother: step-mother
- 2 A man who is married to your mother, but is not your father: _____
- 3 The mother of one of your parents: _____
- 4 The father of one of your parents: _____
- 5 The female child of one of your parents and his / her new partner: _____

DEVELOPMENT

4 GRAMMAR Read the examples and answer the question.

He has red hair and green eyes. She has one half-brother.
I have short curly hair. They have a nice family.

1 What is the form of the verb *have* in the third person singular (*he, she, and it*)?

5 Complete the table with the correct form of the verb *to have*.

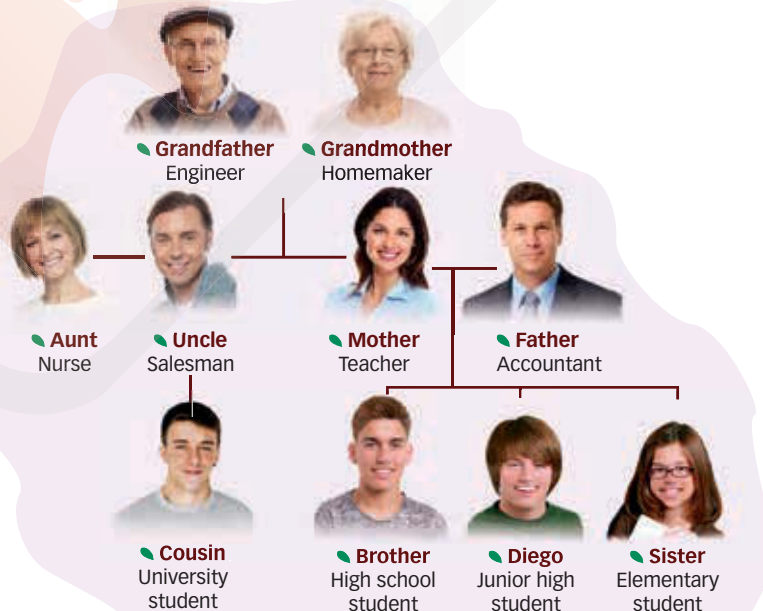
| | |
|--------------------|---|
| Affirmative | (1) I _____ straight hair. |
| | (2) My sister _____ curly hair. |
| Negative | (3) My grandmother _____ white hair. It's brown. |
| | (4) My sisters _____ green eyes. They have blue eyes. |
| Yes / no questions | (5) Do you _____ blue eyes? No, I don't |
| | (6) Does your mother _____ dark hair? Yes, she does. |

LANGUAGE

Don't forget that in third person singular negative and interrogative forms, we add *-es* to the auxiliary (*do-does*) and the main verb stays in simple form (*have*).

Go to the **LANGUAGE GUIDE** on page 82.

6 In small groups, look at Diego's family tree and make sentences to talk about his family.



7 SPEAKING



Draw your own family tree. Then share your work in small groups and ask each other questions about your families. Remember to show respect for the differences in your families.

Do all your family members live together?
Is she your sister? How old is she?
What does she do? What does she look like?

GENERIC COMPETENCY

10. The student respects cultural diversity, beliefs, values, ideas, and social practices.

LANGUAGE

Remember that when you want to ask about the appearance of a person you can ask: *What does he / she look like?*

8 WRITING



Choose two members of your family. Write sentences about them in your notebook.

DISCIPLINARY COMPETENCY

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

9 SELF-ASSESSMENT Underline the option that best describes your performance.

- I can talk about my family and what they look like **very well** / well / sometimes / with more practice.
- I can talk about what my family members do **very well** / well / sometimes / with more practice.

SELF-AWARENESS



Who do you admire? Think about a family member you admire. Tell a classmate about him / her.

- Who is he / she?
- How old is he / she?
- What does he / she look like?
- What does he / she do?
- Why do you admire him / her?

My brother's twenty.
He's a university student.
I admire him because
he works hard.

Who else do you admire? Share with the class.

WORKOUT

1 Read the groups of words and circle the odd one out.

- 1 daughter teacher mother step-father
- 2 curly tall blond straight
- 3 teacher sister salesman accountant
- 4 accountant uncle aunt cousin
- 5 hair family eyes mouth

2 Match the words and phrases to their definitions.

- | | |
|---------------------|---|
| 1 step-sister | a the opposite to straight |
| 2 curly | b the mother of one of your grandparents |
| 3 family tree | c you have only one parent in common |
| 4 great grandmother | d the daughter of your mother or father's new partner |
| 5 half-brother | e a graphic showing your family members |

3 Underline the correct option.

- 1 My sister have / has blond hair.
- 2 Do / Does your father have green eyes?
- 3 I have / has curly hair.
- 4 He don't / doesn't have a big family.
- 5 Do they have a step-father? No, they don't / doesn't.

4 Put the words in order to make sentences.

- 1 does / like / look / What / father / your / ?

- 2 and / He / black hair / eyes / has / green / .

- 3 him / I / like / look / .

- 4 work / Does / mother / your / ?

- 5 an / Yes, / is / she / accountant / .

5 Write five sentences about a member of your family and what he / she does.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Complete the paragraph with appropriate words.

My grandmother (1) _____ white hair and blue eyes. We are different. I (2) _____ look like her. She (3) _____ live with my grandfather. They're divorced! I really (4) _____ her. Why? She's 65 and she still (5) _____ literature at the local university! Her students love her!



You will create an electronic *résumé* in English that can be prepared for electronically storing, tracking, and searching.



Professional Skill: Communicating and Influencing

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.

1 To gather information for your *résumé*, answer the questions on a piece of paper.

- What's your name?
- Where do you live?
- What are you good at?
- What do you study?
- What languages do you speak?

2 Decide on the kind of job you can apply for according to your knowledge, skills, and personality. Research the skills needed for the job you decided on.

3 Select the information that is relevant to the job you are applying for. Add necessary information and make a draft *résumé*. Remember to use simple key words that will be picked up by a program.

4 Make changes to your information so that you have lists of names of skills, job positions, and study areas, rather than long explanations or descriptions. Eliminate unnecessary adjectives and focus on key words.

5 Make a Word document with your information with the following characteristics.

- Only use these fonts: Arial, Cambria, Times New Roman or Tahoma.
- Don't use special characters or bullets (only hyphens or asterisks).
- Align to the left (don't center or justify texts).
- Avoid graphics or artwork.
- Run the spelling / grammar check tool and use a dictionary to correct your mistakes, if necessary.

Jorge López

Salesperson

Juárez 206, Col. Independencia | 33-51-52-53-54 | jorge06@workmail.com

• Skills •

- I'm good at math.
- I'm good at talking to people.
- I speak English.
- I'm a good student.

• Work Experience •

- I work with my mother at her store.

• Education •

- Lázaro Cárdenas Highschool
- Subjects: Math, English, Science



6 Convert to ASCII format by saving as plain text, and then encode by accepting in the menu the option US-ASCII. Verify all characters were converted correctly and save again as .txt. Test your *résumé* in an online free scanner such as: <https://www.edutics.mx/iW2> or <https://www.edutics.mx/iWu>

CROSS-CURRICULAR PROJECT

INFORMATION AND COMMUNICATION TECHNOLOGIES

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

- The résumé reflects a good recognition of personal skills and knowledge.
- The résumé includes enough and precise key words.
- The writing is simple and concise.

SELF-ASSESSMENT RUBRIC

- 8 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 know how to apply them. | My partners liked most parts of my project and suggested very few changes. | My partners gave me only positive comments. |

- 9 Complete with your ideas on how to improve.**

- 1 Something to improve your attitude: _____
- 2 Something to improve your performance: _____
- 3 Someone who can help you improve: _____



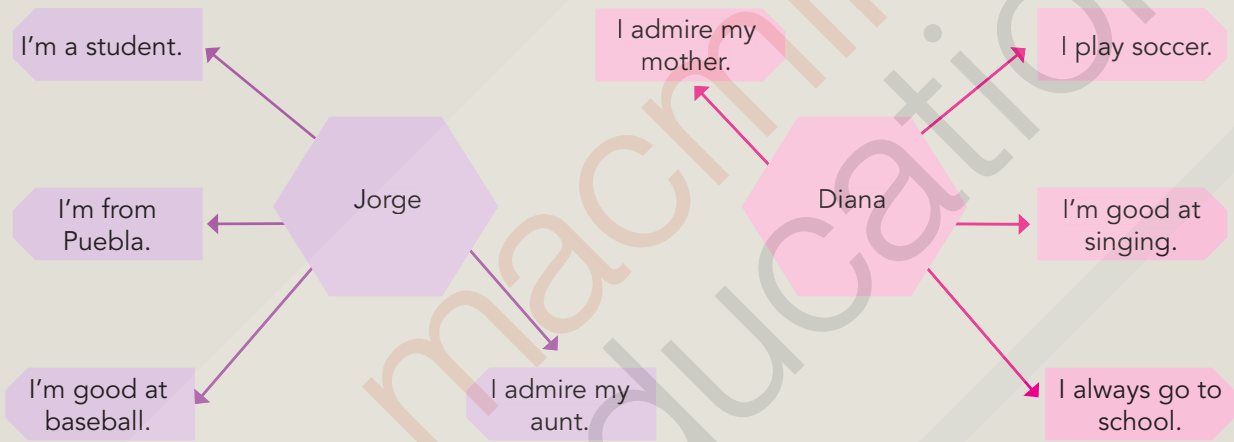
SELF-AWARENESS

Key concept: IDENTITY

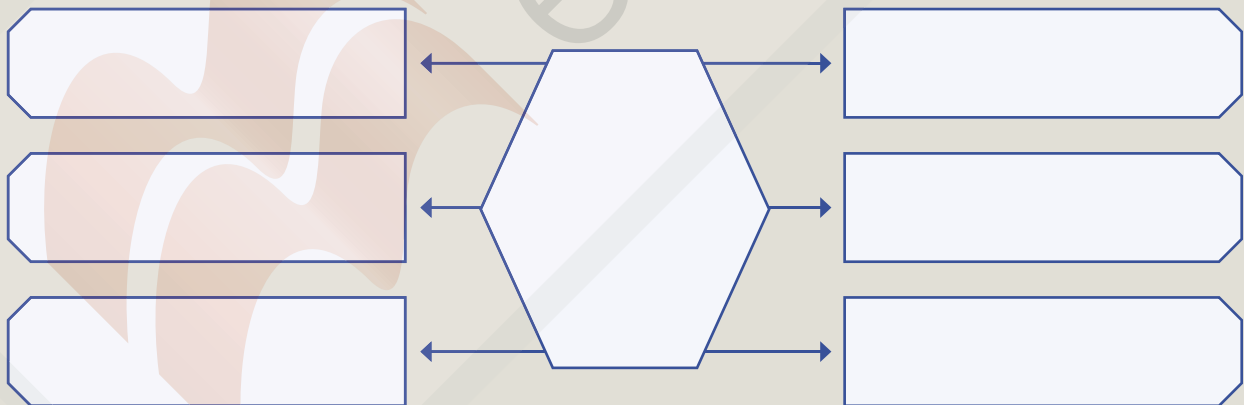
1 Complete the table with phrases and words to give your information. Share the table in pairs.

| I am... | I... | I'm good at... | I admire... |
|---------|----------------|----------------|-------------|
| | I play soccer. | | |

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



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



FOR YOUR LIFE

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

4 Share your identity map in groups. Find similarities.

5 Reflect as a class: How similar or different are you and your classmates?