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TAKE THE LEAD



1 Teacher's Guide

4 STARTER

Introducing myself
Vocabulary: Alphabet
Grammar: Verb to be

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?

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

EXTRA ACTIVITY Set aside some time to allow students to leaf through the book. There are several elements in the book you might want to explore with them, such as the Contents, the Language guide, the Audio script, and the Lists of regular and irregular verbs.

OPENING


1 VOCABULARY Refer students to the pictures on page 4. Depending on the level of the class, you may find it useful to pre-teach the vocabulary in the pictures before looking at them. Write the words on the board and check understanding as a class. Then get students into pairs for them to match the pictures to the phrases. Have pairs share their answers with the class.

Answers:

1E 2C 3A 4B 5F 6D

EXTRA ACTIVITY To support your visual learners, you may use the flashcard *Classroom Language* from the Student's and Teacher's Digital Components. Show the pictures and model the language. Then have a class practice by asking volunteers to act out the phrases on the flashcard.

STARTER

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

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and explain or elicit what *previous knowledge* is. Give examples using their native language. Ask them about their first names, last names, etc. Elicit formal and informal ways to greet in their native language and in English.

Answers:

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

AUDIO SCRIPT

Jorge: Good morning, Miss Sánchez. May I come in? I'm a student in this class.

Miss Sánchez: Yes. Come in. You are a new student, right? What's your name?

Jorge: I'm Jorge Custardoi.

Miss Sánchez: OK. First name... Jorge. How do you spell your last name?

Jorge: C-u-s-t-a-r-d-o-i.

Miss Sánchez: Sorry. Can you repeat that, please?


Jorge: C-u-s-t-a-r-d-o-i.

Miss Sánchez: Thank you. Sit down, Jorge.

Jorge: Hi.

Estela: Hello, Jorge. My name's Estela and he is Lucas.


Miss Sánchez: OK, everyone. Open your books and turn to page 6...

3 VOCABULARY  Play the audio. Ask students how vowels are pronounced in English. Play the audio again and have them repeat all the letters. Then get them into pairs to spell their names.

AUDIO SCRIPT

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

STARTER 5

2 LISTENING  Listen to the conversation and in pairs, answer the questions in your notebook.

- Does the teacher know Jorge?
- Does Jorge have a common last name?
- There are three greetings in the conversation. What are they?
- Which greeting is the most formal?
- When do you use informal greetings?
- 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?

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

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.

- The correct form of the verb *to be* after *I* is *am* / *are*.
- The correct form of the verb *to be* after *you* is *are* / *is*.
- 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.

DEVELOPMENT

4 GRAMMAR Draw students' attention to the sentences from the conversation. Have them read the options and choose the correct one. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:

1 am 2 are 3 is

LANGUAGE Draw students' attention to the Language box and have a volunteer read it out loud. Ask them to circle the contractions in the examples from Activity 4.

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

Answers:

1 am 2 are 3 is 4 is

6 STARTER

CLOSURE

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	<input type="text"/>
I learned	<input type="text"/>
I want to learn more about	<input type="text"/>

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.



CLOSURE

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

GENERIC COMPETENCY

Before starting Activity 6, draw students' attention to the competency box and ask them to think of ways they can improve their learning in the long term. Remind them that

making lists of new vocabulary words can help them remember the words in the long term.

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

SELF-AWARENESS



Direct students' attention to the socio-emotional skills activity and elicit or teach what the skill refers to. Explain the importance of self-awareness and the ability to know oneself. Have students answer the activity individually. Get them into pairs. Have them share their answers to the last question.

For additional practice, refer students to the Workout on page 7. You can find the answers to this section on page 84.

FOLLOW UP Ask students to go to the Language Guide on page 80 and answer the activities for Lesson 1 as homework.

BLOCK 1

THIS IS ME

GENERAL OUTCOME

By the end of this block, students will be able to ask and answer questions about general information, personality traits, skills, and physical characteristics about themselves and the people in their lives.

SPECIFIC OUTCOMES

- Students will write a conversation asking for and giving personal information, and upload it to an online blog.
- Students will write questions using the verb *to be* to get information from other people.
- Students will design a survey to find out information about other people and determine the most popular occupation for the future in their class.
- Students will express orally and in written form their own and others' routines, and their frequency.
- Students will create a family tree with information and activities of their family members.

LANGUAGE CONTENTS

Vocabulary: Numbers, *good at*, *not good at*, countries, nationalities, occupations, days of the week, months, family members, descriptions

Grammar: Verb *to be* (affirmative, negative, and interrogative), possessive adjectives, *Wh-* questions, articles, simple present (affirmative, negative, and interrogative), frequency adverbs

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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 ALSO 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. 

COMPETENCIES

GENERIC

4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. Lessons 1, 2, 4, and 5
8. The student participates and collaborates effectively in groups. Lesson 3
7. The student has initiative and interest to learn throughout his / her life. Lesson 3
10. The student respects cultural diversity, beliefs, values, ideas, and social practices. Lesson 5

SKILLS

LISTENING

- Listening for specific information

SPEAKING

- Asking for and giving personal information about oneself and others
- Talking about routine activities
- Asking and answering questions about families

OTHER LEARNING AREAS

Cross-curricular contents

Use skills in information and communication technologies to create an electronic résumé that can be prepared for electronically storing, tracking, and searching. This project involves developing the professional skill Communicating and Influencing: Written communication.

ADDITIONAL RESOURCES

Student's digital component:

SE Skills (Self-awareness) Block 1: Four worksheets for the key concept *Identity*
 Grammar Drills Block 1: Possessive adjectives, verb to be, *Wh*- questions, simple present, and simple present questions and negatives
 Flashcards Block 1: Questions and answers, Where are you from?, Occupations, and Physical descriptions
 Video 1: Student International Club and Video Activities page
 Class audios 4–7

DISCIPLINARY

11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. Lesson 1, 3, 4, and 5
4. The student produces texts based on the normative use of the language, considering intention and communicative situation. Lesson 1
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. Lesson 2

READING

- Using cognates to understand a text
- Scanning
- Predicting information using visual support

WRITING

- Writing a conversation
- Writing questions and answers about personal information
- Writing a questionnaire about routine activities
- Writing about a relative's routines

Socio-emotional skills contents

This Self-awareness block develops the key concept *Identity* to help students know and value themselves.

Teacher's digital component:

Enhanced Student's Book Block 1 with answers
 Test Generator Block 1
 Grammar Posters Block 1: Possessive adjectives, Verb *to be*, *Wh*- questions, and Simple present
 SE Skills (Self-awareness) Block 1: Teaching notes for students' *Identity* worksheets
 Students' Grammar Drills Block 1 with answers
 Students' Flashcards Block 1
 Video 1: Student International Club and Video Activities page with answers
 Class audios 4–7

LESSON 1

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity. Use the Prep activity to foster bonding among students. Have students play once or twice the game, if necessary.

OPENING

1 VOCABULARY



Refer students to the numbers in the exercise. Depending on the level of the class, invite pairs to say the names of the numbers. Play the audio for them to confirm their answers. Give students time to write the answers. Ask random students to write the numbers correctly on the board, and check spelling together. You may want to have students write other numbers in their notebooks.

Answers:

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

AUDIO SCRIPT

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

2 LISTENING



Draw students' attention to the application form. Play the audio as many times as necessary. Get them into groups to check their answers.

GENERIC COMPETENCY

Before starting Activity 2, draw students' attention to the competency box and elicit their previous knowledge about what a visa is.

Sharing personal information
Vocabulary: Numbers
Grammar: Possessive adjectives

LESSON 1

9

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

GENERIC COMPETENCY

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

You can explain that it is a requirement to enter the United States and other countries.

Answers:

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

AUDIO SCRIPT

Consulate Officer: Good morning.

What's your name?

Sonia: My name's Sonia Guzmán Tello.

Consulate Officer: How old are you?

Sonia: I'm seventeen.

Consulate Officer: Where are you from?

Sonia: Mexico City.

Consulate Officer: What's your address?

Sonia: 47 Palomares, Coapa, Tlalpan, 14360.

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

Sonia: 5 5 4 9 6 8 1 4.

Consulate Officer: Can you repeat that?

Sonia: 5 5 4 9 6 8 1 4.

Consulate Officer: And what's your email address?

Sonia: It's sgt36@onemail.com

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

10 LESSON 1

DEVELOPMENT

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	<i>our</i>
(3) He		(7) You	
(4) She		(8) They	<i>their</i>

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.

CLOSURE

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.

DEVELOPMENT

3 GRAMMAR Draw students' attention to the examples from the conversation and ask them to underline the possessive adjectives. Have them read the options, and choose the correct one. Have them check their answers as a class. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:
1 b 2 a

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

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

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

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

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

CLOSURE

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

DISCIPLINARY COMPETENCY

Before starting Activity 6, draw students' attention to the competency box and elicit possible questions they can use to get personal information from their partners.

7 WRITING

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

DISCIPLINARY COMPETENCY

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

IT

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

8 SELF-ASSESSMENT

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

SELF-AWARENESS

Draw students' attention to the four incomplete sentences. Invite them to complete them with their essential information. Then invite them to share with the class some of their answers or other pieces of information that they consider relevant. Remember to foster a respectful and supportive environment in the classroom.

7 WRITING

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

Blank writing area for students to write their conversation.

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.

For additional practice, refer students to the Workout on page 12. You can find the answers to this section on page 84.

FOLLOW UP

Ask students to go to the Language Guide on page 80 and answer the activities for Lesson 2 as homework.

Date:	Student's name:	Group:
Block 1, Lesson 1	Lesson outcome: Students will understand and use numbers and possessive adjectives to exchange personal information.	

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

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

Notes:

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

OPENING

1 READING Have students read the text and find cognates and other familiar words. Let students share their answers with the class.

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

DISCIPLINARY COMPETENCY

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

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

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

Answers:

1 a 2 b 3 a 4 b 5 a

Asking for and giving information about others
Vocabulary: Good at, not good at
Grammar: Verb to be (interrogative, negative)

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. |

14 **LESSON 2**

DEVELOPMENT

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?

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

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

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

5 SPEAKING Elicit the information they can get from a person and write it on the board. Get students into pairs. You can model the activity with a pair of students using the speech bubbles on page 15, before they do it by themselves. Monitor the activity walking around the classroom and providing help. If time allows, have students report their findings.

GENERIC COMPETENCY

Before starting Activity 5, draw students' attention to the competency box. Tell them that in order to communicate accurately, it is advisable to use appropriate expressions and the structures they have studied so far.

DEVELOPMENT

3 GRAMMAR Draw students' attention to the examples. Have them read the options and choose the correct one. Have students check their answers as a class. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:
1 before 2 after

4 Remind students that they can go back to the Language Guide on page 80 in case they need to review the topic. Monitor the activity walking around the classroom and providing help. Then get students into pairs for them to check and correct their answers.

Answers:

1 Are you a student? 2 Is he from Hermosillo? 3 Is she talented?
4 are, Are we bad at speaking? 5 are, Are you seventeen? 6 are, Are they American?

CLOSURE

6 WRITING



Before starting Activity 6, draw students' attention to the questions / words written on the board previously and elicit the questions they used to get information from their partners. Invite them to work with their partners and write the questions they asked each other as well as their answers. You can use this activity as evidence of learning to build up your students' portfolio.

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

7 SELF-ASSESSMENT


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

SELF-AWARENESS



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

LESSON 2 15



What's the name of the person?

Her name's Maité.

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.

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

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

My ambition is to play baseball in the Veracruz team.

share what they write on the table. Then get students into small groups and ask them to answer the last question. Encourage them to use the structure in the example, and to be respectful of the different dreams and ambitions they share.

For additional practice, refer students to the Workout on page 16. You can find the answers to this section on page 84.

FOLLOW UP

Ask students to go to the Language Guide on page 80 and answer the activities for Lesson 3 as homework.

Date:	Student's name:	Group:
Block 1, Lesson 2	Lesson outcome: Students will use appropriate vocabulary and structures to exchange qualities and information about others.	

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

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

Notes: _____

LESSON 3

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity by writing your own name and what you are good at on a piece of paper. Invite some students to guess the student who wrote each paper. It might be good to remind them to be respectful.

OPENING

1 VOCABULARY Review the instructions and provide an example for each category. Monitor the activity walking around the classroom and providing help. Get students into small groups to check their answers. It is advisable to model the pronunciation of all the words. Refer students to the Visual Glossary on page 87 for more vocabulary related to this topic.

Answers:

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

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

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

2 LISTENING Play the audio as many times as necessary. Have them check their answers as a class.

GENERIC COMPETENCY

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

Answers:

Pete: New Zealand / New Zealander, sports teacher

Asking and answering questions

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

LESSON 3

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

Country / Nationality: Occupation:

GENERIC COMPETENCY
8. The student participates and collaborates effectively in groups.

C Name: BORA

Country / Nationality: Occupation:

D Name: SO-YI

Country / Nationality: Occupation:

Randy: The United States / American, lawyer

Bora: Korea / Korean, IT specialist

So-Yi: Korea / Korean, surgeon

AUDIO SCRIPT

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

Pete: I am. I'm Pete.

Presenter: Hello. Where are you from, Pete?

Pete: I'm from New Zealand.

Presenter: Are you all New Zealanders?

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

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

Pete: I'm a sports teacher.

Presenter: And Randy? What's his occupation?

Pete: He's a lawyer.

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

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

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

Pete: She is twenty-six.

Presenter: Wow! Well, thanks. And congratulations!

18 LESSON 3

DEVELOPMENT

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.

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

LANGUAGE

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

Go to the LANGUAGE GUIDE on page 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.

DEVELOPMENT

3 GRAMMAR Draw students' attention to the questions and answers and have them underline the *Wh-* words. Then have them read the options and match the information. Have them check their answers as a class. Refer students to the Language Guide on page 80 for further explanation and practice.

Answers:
 1 c 2 b 3 d 4 a

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

Answers:
 1 What 2 Where 3 Who 4 How old

5 Draw students' attention to the instructions and ask them to paraphrase them. Monitor the activity walking around the classroom and providing help. Have them check their

answers as a class. Refer students to the Language Guide on page 81 for further explanation and practice.

LANGUAGE Before starting Activity 5, draw students' attention to the Language box. It might be helpful to say several nouns out loud and elicit from students if they have to use *a* or *an*. Support students further by providing examples of countries that are preceded by *the*.

Answers:
 1 an 2 a 3 the 4 blank space 5 an

EXTRA ACTIVITY Set aside some time to get students into small groups. Ask them to take turns spelling the occupations mentioned in Activities 3, 4, and 5 without looking at their books. A variation of this activity is to get them into large groups and organize a spelling bee competition with the vocabulary from the lesson.

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

GENERIC COMPETENCY

Before starting Activity 6, draw students' attention to the competency box and tell them they will use knowledge from other areas of their lives for this activity.

LANGUAGE Before starting Activity 6, draw students' attention to the Language box. Elicit some examples of *Wh-* questions and some examples of questions using only auxiliaries. You can discuss which type of question is more useful for the activity.

CLOSURE

7 WRITING



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

DISCIPLINARY COMPETENCY

Before starting Activity 7, draw students' attention to the competency box and explain or elicit the questions they might ask when meeting a person. Give examples.

Answers:

1 What's your name? 2 Where are you from? 3 What do you do?

4 What do you do in your free time?

5 Suggested answer: How old are you?

8 Read the instructions. Have a student paraphrase them. Encourage students to share the answers they gathered in Activity 7 as a class. You can create a chart with the results on the board, or make a class poster.

9 SELF-ASSESSMENT

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

SELF-AWARENESS



This is a good opportunity for students to write about themselves and their future. It is a good idea to

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.

- Question to know the name of a person:

- Question to know the place a person is from:

- Question to know the occupation of a person:

- Question to know about what a person does in his / her free time:

- 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.



have them share with the class the information they feel comfortable with.

For additional practice, refer students to the Workout on page 20. You can find the answers to this section on page 84.

FOLLOW UP

Remind students to bring their dictionaries for the following class.

Date:	Student's name:	Group:
Block 1, Lesson 3	Lesson outcome: Students will formulate adequate questions to enquire about age, occupation, and nationality.	

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

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

Notes:

LESSON 4

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with a volunteer. You can brainstorm different occupations they have studied before. Get students into small groups. Monitor the activity walking around the classroom and providing help.

OPENING

1 VOCABULARY



Before completing Activity 1, get students into pairs to predict the answers. Play the audio as many times as necessary. Have students check their answers as a class. Write the answers on the board.

Answers:

1 Monday 2 Tuesday
3 Wednesday 4 Thursday
5 Friday 6 Saturday 7 Sunday

AUDIO SCRIPT

Toby is a guide at a museum. On Monday, the museum closes. On Tuesday, Toby works all day. On Wednesday, children visit the museum. Toby also works on Thursday, Friday, Saturday, and Sunday.

EXTRA ACTIVITY Set aside some time to get students into pairs. Ask them to challenge each other to spell the days of the week.

2 READING Invite students to read the questions first and then scan the text to underline evidence of the possible answers. Monitor the activity walking around the classroom and providing help. It is important that students confirm their own answers in a second, careful reading. Have students check answers as a class.

Asking and answering questions about routines
Vocabulary: Days of the week, months
Grammar: Simple present, frequency adverbs

LESSON 4

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)	(2)	(3)	(4)	(5)	(6)	(7)
Monday The museum closes.	Work day	Children visit the museum.	Work day	Work day	Work day	Work day

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.

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*.

GENERIC COMPETENCY

Before answering Activity 2, draw students' attention to the competency box. It is advisable to ask them to talk about the picture and encourage them by telling them that they will get the main ideas using a simple reading technique.

SKILLS Draw students' attention to the Skills box. It is a great opportunity for students to practice scanning. Remind them that for the first part of the activity, they should look in the text for key words from the questions to try to find the answers, before reading more carefully.

If time allows, discuss with them how this technique can help them find information in any text.

Answers:

1 He's a guide. 2 He works in the local national history museum. 3 He starts work at 10 o'clock. 4 He tells children about dinosaurs. 5 They like the dinosaurs best. 6 He has his free day on Monday.

22 LESSON 4

DEVELOPMENT

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.

- Do the verbs you circled describe something that happens once or routinely? _____
- 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.

- Susana _____ (go) to Juárez Junior High.
- She sometimes _____ (visit) the natural history museum.
- They never _____ (see) dinosaur movies.
- She and her mom always _____ (eat) something in the museum cafeteria.
- 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*).

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



DEVELOPMENT

3 GRAMMAR Draw students' attention to the sentences from the reading. It is advisable to have students discuss the questions in pairs. Monitor the activity walking around the classroom and providing help. Have them check their answers as a class. Refer students to the Language Guide on page 81 for further explanation and practice.

LANGUAGE It is advisable that students circle the verbs in the example sentences to identify which verbs have an *-s* or *-es*. You can ask them to circle the verbs in Activity 2 as well.

Answers:
1 routinely 2 because you add *-s* only for the third person

4 Have students do the activity individually. Monitor the activity walking around the classroom and providing help. Have students check answers as a class.

LANGUAGE Draw students' attention to the Language box. Have a volunteer read the box out loud. Ask them to underline the frequency words in the sentences from Activity 4 and invite them to analyze these words and infer their meaning, or look them up in a dictionary.

Answers:
1 goes 2 visits 3 see 4 eat
5 serves

5 VOCABULARY Have students do the first part of the activity individually. If necessary, ask them to use their dictionaries. Once they have finished, have them exchange books and have random students write the answers on the board. Then get them into pairs to ask and answer the questions.

Answers:
Table: 1 February 2 March 3 May
4 July 5 October 6 December
Questions: Students' own answers.

LANGUAGE Draw students' attention to the Language box. Have a volunteer read the box out loud. It is advisable to get students into small groups to make a list of ordinal numbers. Have students check the lists as a group. A good way to practice can be to elicit the dates of important national festivities.

CLOSURE

6 Have students read the dates from the box. Ask them to think of the activities they do on those dates, so they can write about them individually. Monitor the activity walking around the classroom and providing help. It is advisable to remind them of the correct spelling of verbs, the use of capital letters, and the use of ordinal numbers.

7 SPEAKING Draw students' attention to the speech bubbles and ask two volunteers to read the conversation out loud. Get them into pairs to ask and answer questions about their routine activities. Monitor the activity walking around the classroom and providing help. It is advisable to tell students that the names of certain Mexican dishes are the same in English. If time allows, have students walk around the classroom asking and answering questions with different partners.

8 WRITING Have students do the activity individually. Monitor the activity walking around the classroom and providing help. Get students into pairs to ask and answer the questions they wrote. Have students report their findings. You can use this activity as evidence of learning to build up your students' portfolio.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box and explain or elicit that they can ask questions about routine activities in different contexts, especially when meeting new people.

9 SELF-ASSESSMENT Remind students that self-assessment activities are opportunities to think about their

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.

What do you usually do on December 24th?

We always eat *romentos*.



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.

- I can talk about my routines easily / well / with difficulty / only if I practice more.
- 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.

performance and improve during the semester. Have them read the options and choose the one that best describes them. You can get them into small groups to exchange feedback.

SELF-AWARENESS

Draw students' attention to the instructions. Have them do the activity individually. Then get them into pairs to share their answers to the last question. Remind them that these activities help them become aware of who they are.

For additional practice, refer students to the Workout on page 24. You can find the answers to this section on page 84.

FOLLOW UP You can ask students to review words for family members they already know.

Date:	Student's name:	Group:
Block 1, Lesson 4	Lesson outcome: Students will use the correct structures and vocabulary to talk about routine activities that they and others do.	

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

Aspect	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can scan a text to get specific information.	The student cannot find specific information by scanning a text.	The student needs some help to find specific information by scanning a text.	The student is beginning to scan a text to get specific information on his / her own.	The student scans a text quickly to get specific information.
The student can use the simple present to describe something that happens routinely.	The student still needs practice to be able to use verbs in the correct form in simple present.	The student makes some mistakes when using third person singular in simple present.	The student makes some mistakes when using third person singular but is able to correct him / herself.	The student describes routines using the correct form of the verb in simple present.
The student can write sentences about routine activities using specific dates.	The student struggles with structure, time expressions, and ordinal numbers to write sentences about routine activities.	The student makes some mistakes when writing sentences to talk about routine activities and needs help to correct them.	The student usually writes accurate sentences using time expressions and ordinal numbers.	The student writes accurate sentences using the appropriate form of the verb, time expressions, and ordinal numbers.
The student can ask and answer questions to find out about other people's routine activities.	The student does not produce accurate questions and answers to find out about other people's routine activities.	The student needs some help to produce appropriate questions, as well as to answer those questions.	The student asks and answers questions about other people's routine activities with the help of his / her notes.	The student asks and answers questions to find out about other people's routine activities fluently.

Notes: _____

LESSON 5

PREP Draw students' attention to the instructions and ask them to paraphrase them. Model the activity with two volunteers. Monitor the activity walking around the classroom and providing help. This is a good opportunity for students to share with the class what they learned about their classmates.

OPENING

1 VOCABULARY Refer students to the family tree on page 25. Invite them to mention who are in it. Then have students do the activity individually. Once they have finished, have them exchange books and have random students share their answers. You could wrap up this activity by eliciting from students other names of family members they might already know.

Answers:

1 brother **2** uncle **3** cousin
4 grandmother

2 READING Draw students' attention to the pictures in Activity 2. Encourage them to use the words from Activity 1 to make their guesses. Monitor the activity walking around the classroom and providing help as students confirm their predictions.

GENERIC COMPETENCY

Before starting Activity 2, draw students' attention to the competency box. Remind them that working on the following activity will help them learn and practice how to describe families.

SKILLS Draw students' attention to the Skills box. Encourage them to apply this reading strategy in every text they deal with in the future.

LESSON 5

Talking about my family

Vocabulary: Family members, descriptions
Grammar: Simple present (interrogative, negative)

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.



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

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.

Answers:

A step-father **B** half-brother
C half-sister **D** mother **E** uncle
F Juanita **G** grandmother

EXTRA ACTIVITY Set aside some time to get students into pairs. Each student has to draw an imaginary family. Then have students exchange drawings and describe the family members for his / her partner to write who each person is. It is advisable to use the text in Activity 2 as a model.

26 **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. I have short curly hair. She has one half-brother. 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.

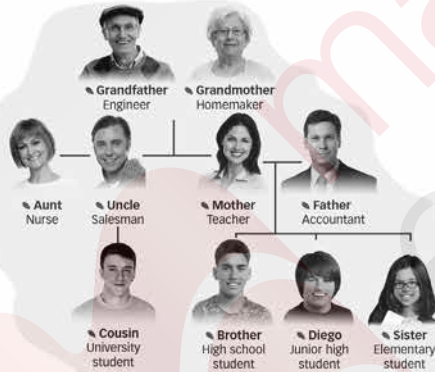
Affirmative	(1) I _____ straight hair.
	(2) My sister _____ curly hair.
Negative	(3) My grandmother _____ white hair. It's brown.
	(4) My sisters _____ green eyes. They have blue eyes.
Yes / no questions	(5) Do you _____ blue eyes? No, I don't.
	(6) Does your mother _____ dark hair? Yes, she does.

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.



3 VOCABULARY Have students do the activity individually. Monitor the activity walking around the classroom and providing help. Once they have finished, get them into small groups to check their answers. A good additional practice could be to elicit from students who has a stepfamily or the names of family members they like the most.

Answers:

- 1 step-mother 2 step-father
3 grandmother 4 grandfather
5 half-sister

DEVELOPMENT

4 GRAMMAR Draw students' attention to the examples. Have them read the question and answer it by analyzing the sentences. Then have them check the answer as a class.

Answer:

1 has

5 Have students do the activity individually. Once they have finished, get them into small groups to check their answers. Refer students to the Language Guide on page 82 for further explanation and practice.

LANGUAGE Before starting Activity 5, draw students' attention to the Language box. It is a good idea to give them examples of how to make questions using the auxiliary *do* before they complete the table.

Answers:

- 1 have 2 has 3 doesn't have
4 don't have 5 have 6 have

EXTRA ACTIVITY You can set aside some time to explain to students the difference between a step-brother or step-sister and a half-brother or half-sister. The first ones are the children of a step-parent with another person, whereas the second ones are the children of a step-parent with your mother or father. You can also explain that we can call our grandmother *grandma* and our grandfather, *grandpa*. Other terms of endearment are *mom*, *dad*, *bro*, and *sis*.

6 Refer students to the family tree. Model some sentences as support for students to carry out the activity. Get them into small groups. Monitor the activity walking around the classroom and providing help as the students take turns to make sentences. Encourage them to use vocabulary from the previous activities.

Suggested answers: Diego has a grandfather. He's an engineer. Diego's grandmother is a homemaker. Diego has a mother. She's a teacher. She has black hair.

CLOSURE

7 SPEAKING

Give students enough time to draw their family tree. Then get them into small groups to ask and answer questions related to their family trees. Refer students to the speech bubble to help them think of questions they can ask. You can use this activity as evidence of learning to build up your students' portfolio.

GENERIC COMPETENCY

Draw students' attention to the competency box. Explain that it is important to listen to their partners in order to know more about each other and to know more about other people's lives. Encourage them to respect different families and broaden their understanding of this concept.

LANGUAGE Draw students' attention to the Language box. Remind students to use the correct form of the verb (for example, without an -s) when making questions.

8 WRITING

Have students do the activity individually. Once they have finished, it is a good opportunity for them to exchange notebooks with a partner so he / she can help them improve their texts. Monitor the activity walking around the classroom and providing help. You can use this activity as evidence of learning to build up your students' portfolio.

DISCIPLINARY COMPETENCY

Draw students' attention to the competency box. Explain that they have all the necessary vocabulary and structures to have a conversation and write about their families.

9 SELF-ASSESSMENT

Remind students that self-assessment activities are opportunities to think about their performance and improve during the

LESSON 5 27

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?

CLOSURE

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.

- 1 I can talk about my family and what they look like very well / well / sometimes / with more practice.
- 2 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.

1 Who is he / she?	4 What does he / she do?
2 How old is he / she?	5 Why do you admire him / her?
3 What does he / she look like?	

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.

semester. Have them do the activity individually. Have them share their answers in pairs and mention what they consider they have to improve.

SELF-AWARENESS

Get students into pairs. Monitor the activity walking around the classroom and providing help as they take turns to speak and listen respectfully. If time allows, it is a good idea that students also talk about someone else they admire.

For additional practice, refer students to the Workout on page 28. You can find the answers to this section on page 84.

FOLLOW UP Ask students to bring information about a job they want to have in the future, for the Cross-curricular project.

Date:	Student's name:	Group:
Block 1, Lesson 5	Lesson outcome: Students will use the simple present tense appropriately to talk about their families.	

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

Aspects	Needs improvement	Good performance	Very good performance	Outstanding performance
The student can read, write, and use family-related vocabulary.	The student confuses family-related vocabulary and is unable to read, write, and / or use it properly.	The student makes mistakes when reading, writing, and using family-related vocabulary, but is able to correct him / herself.	The student frequently reads, writes, and uses family-related vocabulary without significant mistakes.	The student reads, writes, and uses family-related vocabulary accurately and fluently.
The student can predict information from a text based on visual support.	The student is unable to predict information based on visual support.	The student struggles to predict information based on visual support on his / her own.	The student is able to predict information from a text based on visual support with some help.	The student successfully predicts information from a text based on visual support.
The student can use the correct form of the verb <i>to have</i> to describe people.	The student does not produce appropriate sentences and / or questions using the correct form of the verb <i>to have</i> to describe people.	The student sometimes confuses the different forms of the verb <i>to have</i> (affirmative, negative, and interrogative).	The student produces, but not fluently, accurate sentences and questions with the correct form of the verb <i>to have</i> to describe people.	The student uses the verb <i>to have</i> accurately and fluently to describe people both orally and in written form.
The student can ask and answer questions orally in order to find out information about someone's family.	The student does not produce appropriate questions to find out information about someone's family.	The student struggles to make questions to find out information about someone's family.	The student produces, very slowly, accurate sentences and questions to find out information about someone's family.	The student is able to have a mostly-accurate and fluent conversation to find out information about someone's family.

Notes: _____

CROSS-CURRICULAR PROJECT

INFORMATION AND COMMUNICATION TECHNOLOGIES

CROSS-CURRICULAR PROJECT

INFORMATION AND COMMUNICATION TECHNOLOGIES

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

- 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?
- 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.**
- 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.**

Jorge López Salesperson
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- **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.



- 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.**
- 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 text).
 - Avoid graphics or artwork.
 - Run the spelling / grammar check tool and use a dictionary to correct your mistakes, if necessary.
- 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.educics.mx/IW2> or <https://www.educics.mx/IWu>**

As this might be the first time they make an electronic résumé, elicit what a résumé is. Explain that now some companies ask for electronic résumés that are pre-scanned by computers for a first selection of candidates for a job. Have students do Activity 1 and Activity 2 individually. If possible, get Internet access for the class, or ask students to bring information about the job they want to have in the future.

Ask them if they have seen a résumé like the one showed in Activity 3. Get them into small groups to analyze the information. Elicit or explain what a draft is. Invite them to select useful information to complete their draft. Model Activity 4 on the board as reference so they know the information they need to include.

Read the instructions for Activity 5 and ask students to paraphrase them. Draw students' attention to the information on the post-it. If there is access to a computer, review the information with them. Have students design their own Word document. Monitor the activity walking around the classroom and providing help.

For Activity 6, explain to students that in order for them to convert the file, they have to follow the instructions. Invite students to test their résumé online as stated. You can assign this as homework. Then draw students' attention to the checklist in Activity 7. Explain or elicit the meaning of each sentence. Get them into small groups. Monitor the activity walking around the classroom and providing

CROSS-CURRICULAR PROJECT

INFORMATION AND COMMUNICATION TECHNOLOGIES

- 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

- 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.

- 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: _____

help as students exchange résumés and provide respectful feedback to each other.

SELF-ASSESSMENT RUBRIC

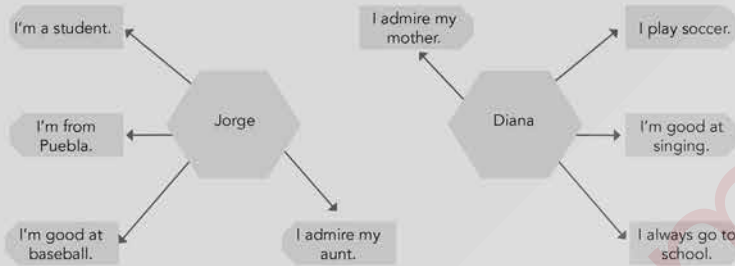
Explain that they will reflect on their performance. Invite them to analyze the descriptions in the table and grade themselves. Then have them complete the phrases in Activity 9 individually. Get them into small groups to discuss how to improve their performance.



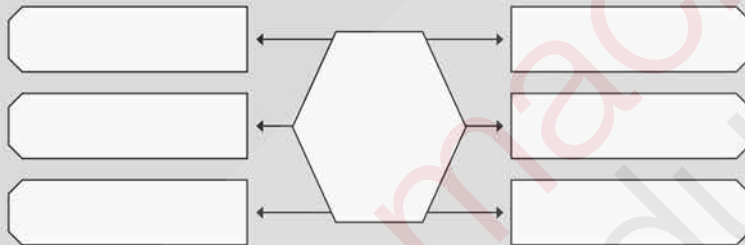
1 Complete the table with phrases and words to give your information. Share the table in pairs.

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?

4 Get students into small groups to share their identity maps. Invite them to exchange their books to find similarities with their partners. Monitor the activity walking around the classroom and providing help. It is advisable to have a student per group report their findings.

5 Once they have shared their findings, invite them to reflect on how similar or different they are from each other as a class. Have students reflect on their different habits, routines, likes, etc. Reflect on the importance of recognizing and valuing our uniqueness. It is important that students understand that knowing ourselves is a tool for a better life.

1 It is advisable to draw the table on the board to model the activity. Get students into small groups. Monitor the activity walking around the classroom and providing help as students complete the table.

2 Draw students' attention to the identity maps in the activity. Invite them to review the information in the two maps and compare themselves to each of them so as to find who they are more similar to. Get them into pairs to share their findings.

3 Ask students to complete their own identity map. Monitor the activity walking around the classroom and providing help as they complete their identity maps individually. Suggest that students use some of the information they wrote in Activity 1. They can also use drawings or cutouts if you consider it helpful.

FOR YOUR LIFE

Before starting Activity 4, draw students' attention to the For your life box. Elicit what identity means. Explain that it is what defines people as individuals.