

Student's Book

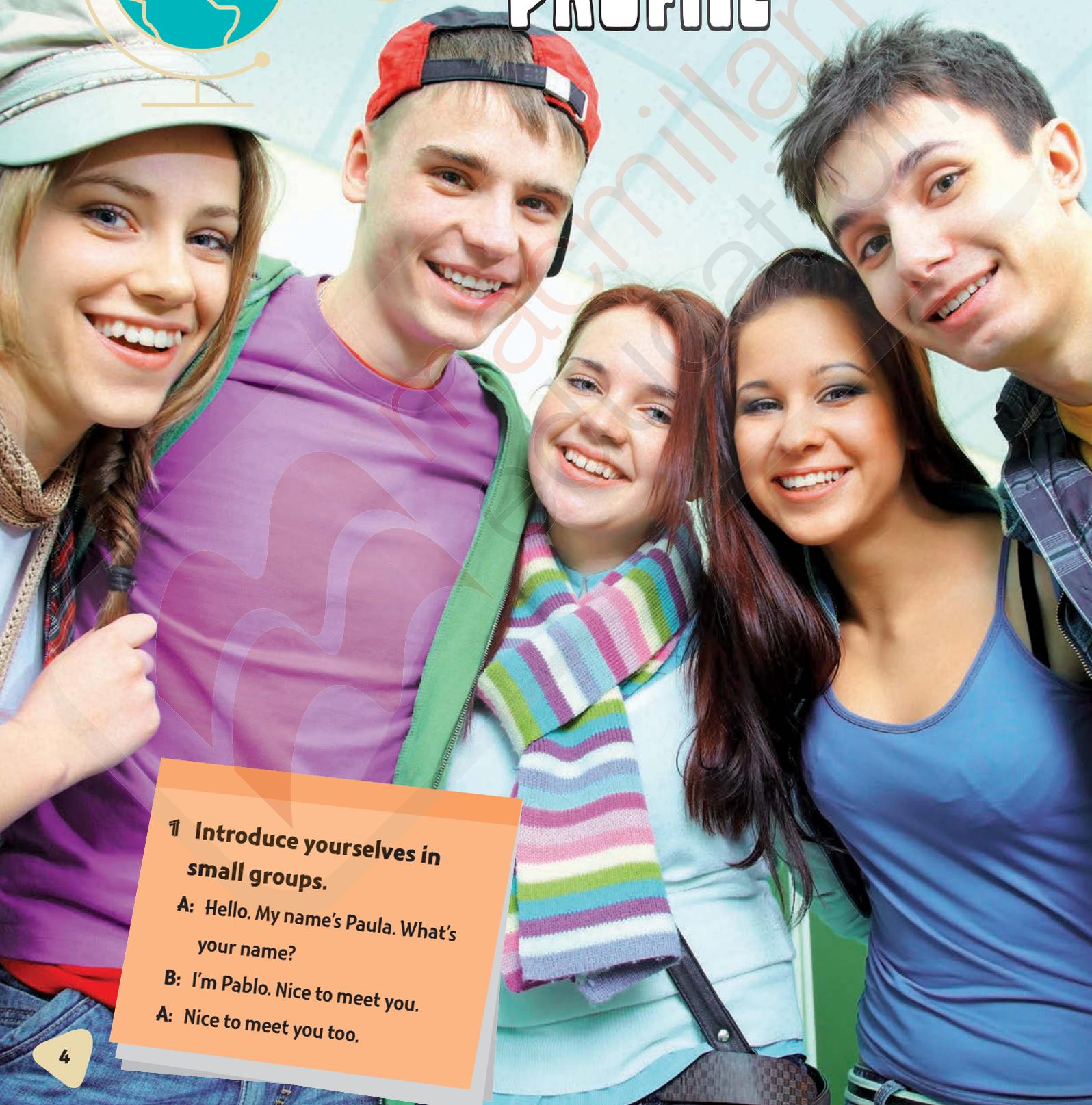
1

Adriana Dopazo
Lorena Peimbert

SETUP



PERSONAL PROFILE



1 Introduce yourselves in small groups.

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

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

A: Nice to meet you too.



LISTENING RECOGNIZING FORMAL AND INFORMAL LANGUAGE

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



Conversation 1



Conversation 2

- a Hi there!
- b Pleased to meet you.
- c What's up!

- d Good morning.
- e Hi!
- f Nice to meet you.

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

VOCABULARY THE ALPHABET

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



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

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



GRAMMAR VERB TO BE: AFFIRMATIVE FORM

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

GO TO PAGE 76

- What's your name? My name's Eikou.
 - I'm from Tokyo.
 - You're American.
 - They're my friends. He's Tom and she's Claire.
 - We're really excited to meet you, Eikou!
- a To say your name you can use *My name is* or *I am* + name. _____
- b For *he, she, and it*, the correct form of the verb *to be* is *are*. _____
- c For *you, we, and they*, the correct form of the verb *to be* is *are*. _____
- d *I* is the only person that uses the form *am*. _____

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

4 Complete the conversation and practice it with a partner.

Ava: Hello. I (a) _____ Ava. (b) _____ your name?

Hiro: My name's Hiro.

Ava: Hiro...I like your name. How do you spell it?

Hiro: H-I-R-O.

Ava: Where are (c) _____ from?

Hiro: (d) _____'m from Tokyo. I'm Japanese. And you?

Ava: I'm from Chicago.

Hiro: So (e) _____'re American.

Ava: Yes. And these are my friends. (f) _____'s Rose and (g) _____'s Robert.

Hiro: Hi!

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

VOCABULARY NATIONALITIES

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

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

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

SPEAKING INTRODUCTIONS

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

A: Hello. I'm Fernando. I'm from Sonora.

B: Hi. This is Mayra. She's Mexican.

C: Nice to meet you. My name is Sara.

LIFE SKILLS INTRODUCING MYSELF

7 Who are you? Complete with your information.

a My name is _____

b I'm _____

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





Extra Practice

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

Canadian Japanese English
Brazilian American

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

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

a Lisa / Australian

b Caetano / Brazil

c Lucy and Peter / English

d You and Carol / American

e Ana and I / Mexico

3 Complete the conversation.

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

(a) _____?

Corinne: (b) _____ Corinne.

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

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

Bruno: (d) _____?

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

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



a _____

b *She is 17 years old.*

c _____

d _____

5 Find and correct the mistake in each sentence.

a Charles is from Mexican.

b They's Jenny and Tim.

c What do you spell it?

d Where is you from?

e She are my friend.





Far from School

LISTENING LISTENING FOR SPECIFIC INFORMATION

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

1



First name: Paola
Last name: Cassani
Country: (a) _____
City: (b) _____
Age: (c) _____
Phone number: (d) _____
Email address: paola02@flashmail.com
Address: 25 (e) _____ Street

2



First name: (a) _____
Last name: Hernández
Country: (b) _____
City: (c) _____
Age: (d) _____
Phone number: (e) _____
Email address: victorh@wowmail.com
Address: 48 (f) _____ Street

VOCABULARY NUMBERS (1-50)

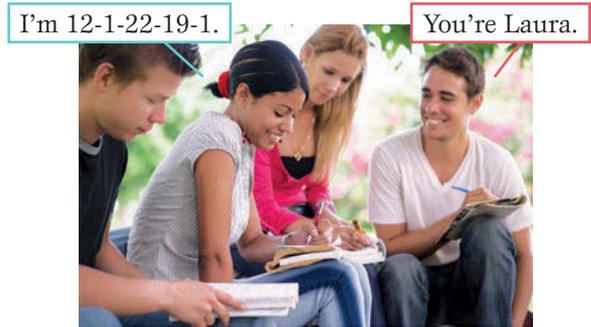
2 **05** Listen and write the missing numbers or names of the numbers.

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

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

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

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9
J 10	K 11	L 12	M 13	N 14	Ñ 15	O 16	P 17	Q 18
R 19	S 20	T 21	U 22	V 23	W 24	X 25	Y 26	Z 27





GRAMMAR VERB TO BE: AFFIRMATIVE AND NEGATIVE FORMS

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

- I'm not from Rome. I'm from Milan.
- I'm from Mérida. I'm Mexican. We are the same age.
- 212 556 3210 isn't a home phone. It's a cell phone.
- We aren't far apart.

- a For the negative form of the verb *to be*, we use *am*, *is*, *are* and **not / no**.
- b *Isn't* and *aren't* are the **contracted / long** forms of the negative verb *to be*.

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

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

Affirmative	Negative
(a) I _____ a student.	I _____ English.
(b) You / We / They _____ Mexican.	You / We / They aren't 18.
(c) He / She / It _____ American.	He / She / It _____ from Veracruz.

6 Complete the conversation with questions from the box.

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

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

(a) _____

Erika: I'm Erika. (b) _____

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

Erika: I'm from Germany.

(c) _____

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

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

(d) _____

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

Erika: And (e) _____

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

(f) _____

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

SPEAKING EXCHANGING PERSONAL INFORMATION

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

Name: _____

Age: _____

Country: _____

Phone number: _____

Email address: _____

Address: _____

LIFE SKILLS PERSONAL INFORMATION

8 Complete with your personal information.

a I'm _____

b I'm (age) _____

c I'm from _____

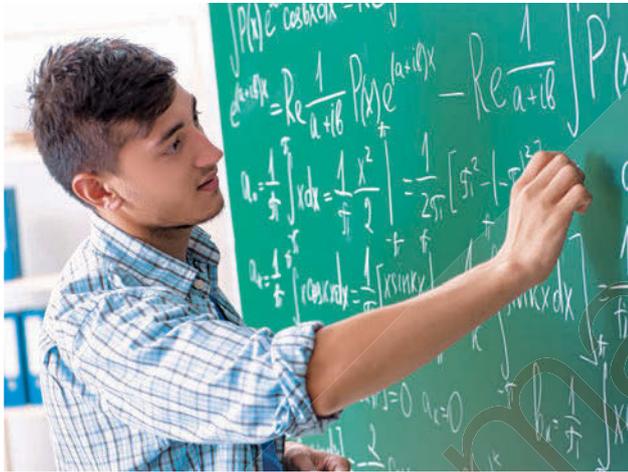
d I live at _____

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



1 Complete the calculations and write the result with words.

- a six × six = _____
- b nineteen + twenty-one = _____
- c thirty-six ÷ two = _____
- d forty-seven – sixteen = _____
- e nine × three = _____



2 Change the sentences to negative form.

- a I'm American.

- b They are friends.

- c This exercise is difficult.

- d He is a new student.

- e We are in a history class.

3 Write questions for the answers.

- a A: _____
B: My name's Amy Roberts.

- b A: _____
B: I'm 16 years old.
- c A: _____
B: I'm from Sydney, Australia.
- d A: _____
B: It's 72 Weston Avenue.
- e A: _____
B: It's 555 190 2576.

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

- a _____
- b *I'm 17 years old.*
- c _____
- d _____
- e _____

5 Find and correct the mistake in each sentence.

- a She aren't Canadian.

- b How's your email address?

- c You isn't a teacher.

- d Twenty-eight + four = thirty-five.

- e I'am at school now.





READING USING BACKGROUND KNOWLEDGE

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

Eric: Hi, Mateo! What's that?

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

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

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

Eric: Is he your dad?

Mateo: No, he isn't. He's my uncle Andrés. This one is my father. His name is Luis.

Max: Are they your grandparents?

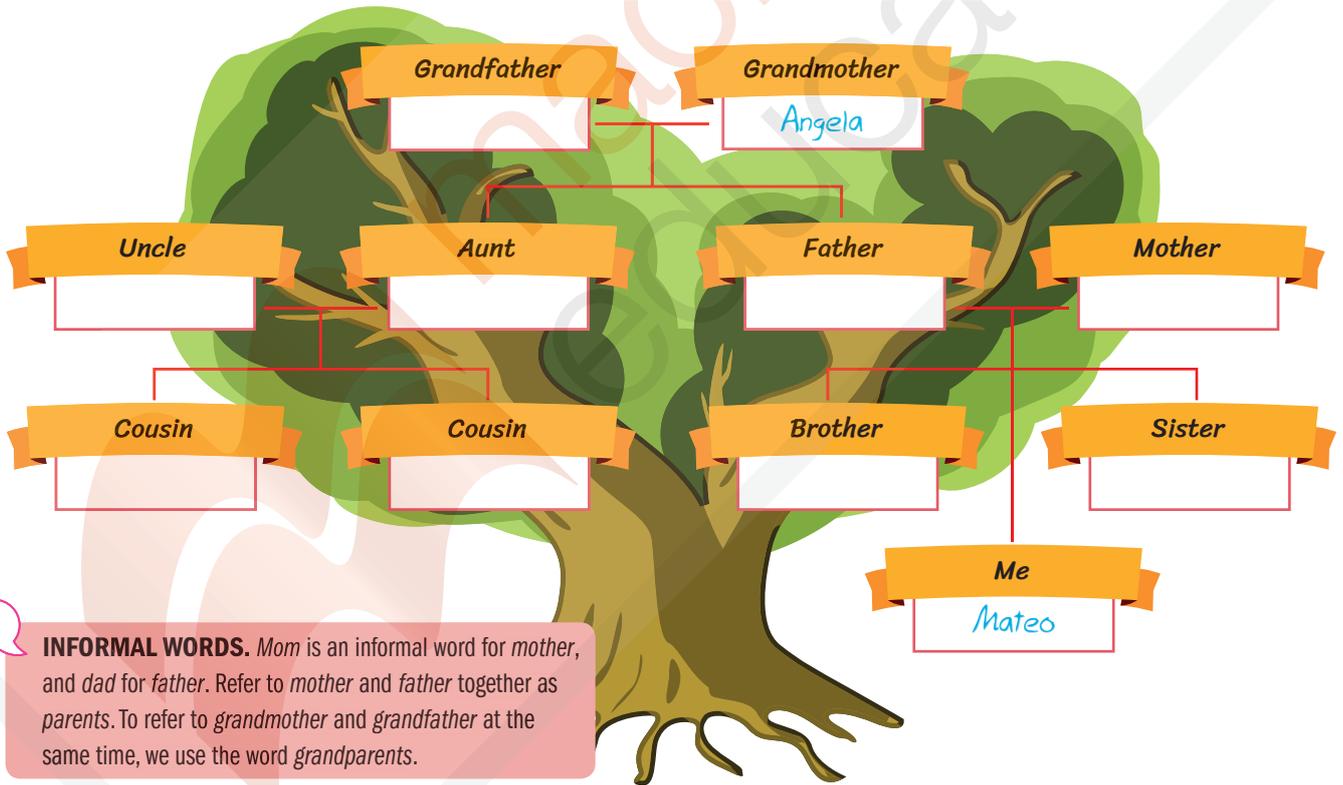
Mateo: Yes, they are. Their names are Angela and Roberto. She is my aunt, Natalia. Her husband is Andrés. Their daughter is Malena and their son is Joaquín.

Eric: They are your cousins.

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

Eric: What a nice family!

Mateo: Yes, we are!



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

VOCABULARY FAMILY MEMBERS

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

a Female: _____

b Male: _____

GRAMMAR VERB TO BE: INTERROGATIVE FORM, POSSESSIVE ADJECTIVES

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

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

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

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

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

- A: Is this (a) **my** / your family?
- B: Yes, it is. This is (b) **my** / his sister Julia.
- A: (c) _____ he your brother?
- B: No, (d) _____. He's my cousin.
- This is (e) **my** / your brother Samuel.

- A: Are they your parents?
- B: No, (f) _____. They are my aunt and uncle. (g) **Their** / **Our** names are Susana and Pedro.
- A: (h) _____ she your mom?
- B: Yes, (i) _____. (j) **His** / **Her** name is Natalia. And this is my dad. (k) **His** / **Her** name is Jorge.
- A: Are they your grandparents?
- B: Yes, (l) _____. (m) **Our** / **Their** names are Carlota and Guillermo.

SPEAKING TALKING ABOUT FAMILY

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

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

LIFE SKILLS EMPATHY

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

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



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

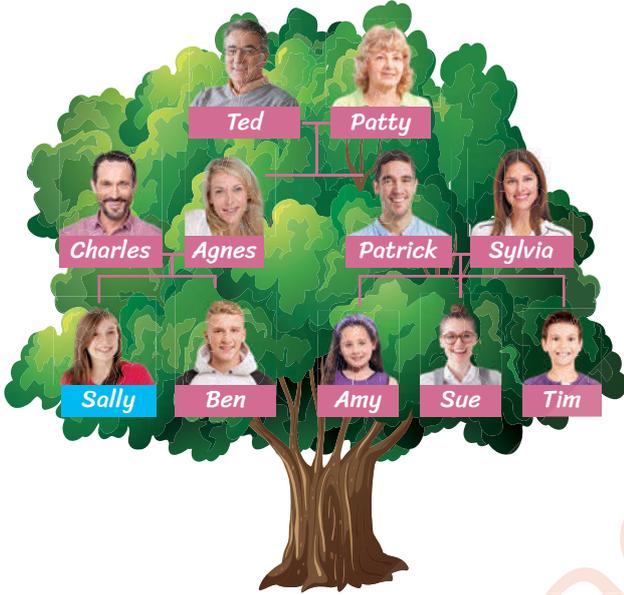
8 Share as a class what qualities you admire in people.



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



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



- a Ted and Patty are her grandparents.
- b Agnes _____
- c Amy, Sue, and Tim _____
- d Charles _____
- e Sylvia _____
- f Ben _____
- g Patrick _____

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

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

3 Change the sentences to questions.

- a He is your favorite cousin.

- b They are her parents.

- c Minnie is their cat.

- d You are in my English class.

- e I am a good student.

4 Write the answer for each of the questions.

- a A: Are you French?
B: No, _____
- b A: Is Juan at school?
B: Yes, _____
- c A: Is Laura your cousin?
B: No, _____
- d A: Is English difficult?
B: Yes, _____
- e A: Are your parents at home?
B: No, _____

5 Find and correct the mistake in each sentence.

- a His name is Anna.

- b Is she your friend? No, she is.

- c Are your classmates at recess? No, they isn't.

- d Are Paul your brother? Yes, he is.



LISTENING UNDERSTANDING SPECIFIC INFORMATION

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

Emma Pablo Leo Ana

- a sweater _____
- b tennis shoes _____
- c T-shirt _____
- d sunglasses _____

- e jacket _____
- f jeans _____
- g hairbrush _____
- h headphones _____

VOCABULARY PERSONAL BELONGINGS

2 Match the pictures to the personal belongings below.

1



2



3



4



5



6



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



GRAMMAR DEMONSTRATIVE PRONOUNS AND POSSESSIVE -'S

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

Is **this** your sweater?

These are Leo's sunglasses.



Is **that** your T-shirt?

Those are Leo's headphones.



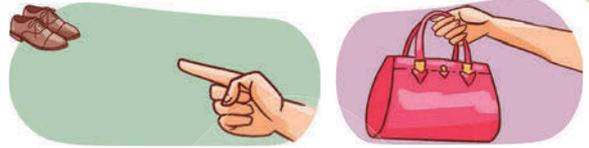
- a We use *this* to refer to one specific object near us. For plural objects near us, we use _____
- b We use _____ to refer to one specific object far from us. For plural objects far from us, we use *those*.

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

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



- a Is _____ your cap?
- b Are _____ his pants?



- c Are _____ your shoes?
- d Is _____ her bag?

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

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

SPEAKING TALKING ABOUT PERSONAL BELONGINGS

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

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

LIFE SKILLS MY IMPORTANT BELONGINGS

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



1 Complete the puzzle with the names of the objects.

Down

a

b

c

Across

d

e

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

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

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

Mariana: No, they aren't.

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

Mariana: Yes, it is. And

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

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



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

a Joana has three pencils. These are _____

b Pepe has a cap. That is _____

c Sandra has a notebook. This is _____

d José has many pencils. Those are _____

e Julia has a cell phone. That is _____

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

Is that Marta's book?

a this / these Bruno cap

b that / those Talía suitcase

c these / this Susi cell phone

d that / these Marta sunglasses

e those / this Franco notebooks

5 Find and correct the mistake in each sentence.

a These is Mario's pants.

b That is María bag.

c This are my pencils.

d Those are Cindy shoes.

e Those is my backpack.



READING MAKING INFERENCES

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

Tuesday, September 3rd

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

Thursday, September 5th

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

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

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

VOCABULARY DATES

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

Friday Saturday Wednesday Monday Tuesday Thursday

SEPTEMBER

(a)	(b)	(c)	(d)	(e)	(f)	Sunday
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
8 th	9 th	10 th	11 th	12 th	13 th	14 th
15 th	16 th	17 th	18 th	19 th	20 th	21 st
22 nd	23 rd	24 th	25 th	26 th	27 th	28 th
29 th	30 th					

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

- | | |
|--------------------------|-------------------|
| a _____ March | g _____ September |
| b _____ December | h _____ April |
| c _____ July | i _____ February |
| d _____ June | j _____ October |
| e _____ August | k _____ November |
| f <u>1</u> _____ January | l _____ May |

4 Write the ordinal numbers next to their written form.

1 st	2 nd	3 rd	4 th	21 st
22 nd	23 rd	25 th	30 th	31 st

- | | |
|----------------------|-----------------------|
| a _____ twenty-third | f _____ thirty-first |
| b _____ thirtieth | g _____ second |
| c _____ first | h _____ fourth |
| d _____ third | i _____ twenty-fifth |
| e _____ twenty-first | j _____ twenty-second |

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

5 Match the examples to their explanations.

GO TO PAGE 76

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

To express our preferences, we can say:

- I like + name of activity: _____
- I like to + verb in simple form: _____

To express our skills, we can say:

- I'm good at + name of activity: _____
- I'm good at + verb with *-ing* ending: _____

6 Underline the correct option to complete the sentences.

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



WRITING PERSONAL PROFILE

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

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

LIFE SKILLS SHARING MY FAVORITE THINGS

8 Who are you? Complete the sentences with your favorite things.

- My favorite day of the week is _____
- My favorite month of the year is _____
- I like (activities) _____

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



Extra Practice

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

April August May Saturday
Thursday Tuesday

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

2 Write the following dates in complete form.

- a 8 / 16 August sixteenth
- b 12 / 3 _____
- c 1 / 11 _____
- d 2 / 22 _____
- e 10 / 31 _____

3 Complete the conversation with the words from the box.

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

- A: (a) _____ your birthday, Alice?
- B: It's on (b) _____ 17th.
- A: What do you like to do on your birthday?
- B: I like (c) _____ to music, and I like (d) _____ movies. I also like to hang out with friends. What about you?
- A: I like (e) _____ soccer and I like (f) _____ to my grandma's house.
- I like to (g) _____ delicious food too.

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



Blank green writing area for creating sentences based on the profile information.

5 Find and correct the mistake in each sentence.

- a It's December 21th.

- b I like go to parties.

- c I like play basketball.

- d Tuesday comes after Thursday.

- e What's your birthday? It's on July 15th.



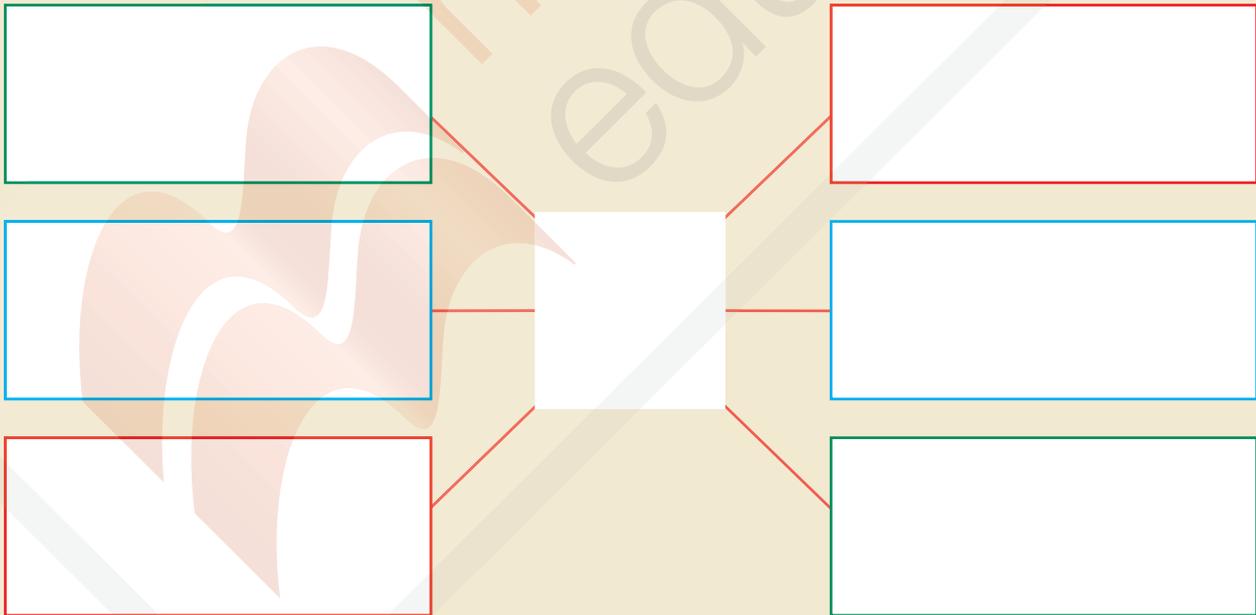
1 Complete the table with phrases and words to give your information. Share your tables in pairs.

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

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



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



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

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

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



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

LESSON 1 (pages 5-6) Introducing yourself

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

a _____

d _____

b _____

e _____

c _____

LESSON 2 (pages 8-9) Exchanging personal information

- 2 Complete the conversation with information about yourself.

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

You: _____

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

You: _____

Luc: Are you from Monterrey?

You: _____

Luc: How old are you?

You: _____

Luc: I'm 17.

LESSON 3 (pages 11-12) Possessive adjectives

- 3 Complete sentences about your family as in the example.

He is my father. His name is Hector.

a He _____

c She _____

b They _____

d We _____

LESSON 4 (pages 14-15) Personal belongings

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

Personal belongings

Favorite clothes

LESSON 5 (pages 17-18) Preferences and skills

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

a _____

d _____

b _____

e _____

c _____

