

# ENGLISH

Angela Llanas  
Libby Williams  
Annette Flavel

Student's Book 1

Q

U

A

D

**INITIAL INTERACTION IN ENGLISH**

# Unit 1

What's your name?

Hello!

**Exchange personal information about herself / himself and others**



Hi!

## **In Unit 1A you will introduce yourself by:**

- activating previous knowledge.
- sharing personal information.
- asking for and giving information about others.
- asking and answering questions.

## **By the end of this unit you will:**

- create an electronic résumé in English.

## **In Unit 1B you will exchange information by:**

- asking and answering questions about routines.
- writing about your routine activities.
- talking about your family.
- describing weekend activities.

## **By the end of this unit you will:**

- make a schedule for a field trip with your friends.



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

# Unit 1A

## Lesson 1

## Introducing myself

**Vocabulary:** Alphabet

**Grammar:** Verb to be

### KICK OFF

#### A Follow the instructions and play *Catch and Say!*

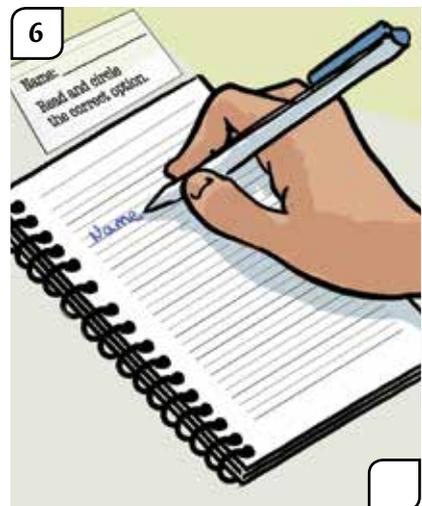
- All the class stands up in a circle. Say your names out loud in turns.
- Throw a ball to someone, and say the name of that classmate. The classmate catches the ball, throws it to another classmate, and says his / her name.
- If the name is incorrect, the class shouts *You're out*, and the student sits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

I'm Rigo.



### VOCABULARY

#### B Match the pictures to the phrases below.



- a Open your book.
- b Close your book.
- c Turn to page 24.
- d Work in pairs.
- e Copy the words.
- f How do you spell that?



**LISTENING**

**Listen to the conversation and answer the questions in your notebook.**

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

**Disciplinary Competency 2**

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



**VOCABULARY**

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



**PRONUNCIATION**

**Listen and practice the conversation. Then have your own conversation with a partner.**

**A:** What's your last name?

**B:** It's Rodríguez.

**A:** How do you spell Rodríguez?

**B:** It's R-O-D-R-I-G-U-E-Z, Rodríguez.



**GRAMMAR**

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

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

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

**LANGUAGE**

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

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

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

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

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

# Unit 1A

## Lesson 1



### TEAM UP

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

### Generic Competency 7

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



### SELF-ASSESSMENT

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

English phrases I knew before →

I learned →

I want to learn more about →

### SOCIO-EMOTIONAL SKILLS



**I** Who are you? Complete with your information.

1 My name's \_\_\_\_\_

2 I'm \_\_\_\_\_



**J** Can you give more information about yourself? Share.

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



# Tryout

**A Match the actions to the correct ending.**

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

**B Put the words in order to make sentences.**

- 1 spell / do / your name / How / you / ?  
\_\_\_\_\_
- 2 repeat / you / that / Can / ?  
\_\_\_\_\_
- 3 your notebook / words / Copy / in / the / .  
\_\_\_\_\_
- 4 to / Open / your books / page / 9 / .  
\_\_\_\_\_
- 5 Close / books / your / .  
\_\_\_\_\_

**C Rewrite the sentences using contractions.**

- 1 My name is Dylan. \_\_\_\_\_
- 2 It is spelled D-y-l-a-n. \_\_\_\_\_
- 3 I am at school. \_\_\_\_\_
- 4 We are best friends. \_\_\_\_\_
- 5 You are a new student. \_\_\_\_\_

**D Complete the questions with one word.**

- 1 \_\_\_\_\_ I come in?
- 2 \_\_\_\_\_ is your first name?
- 3 \_\_\_\_\_ is your last name?

Hi. What's your name?



My name's María.

- 4 \_\_\_\_\_ do you spell your name?
- 5 \_\_\_\_\_ you repeat that, please?

**E Number the sentences in the correct order to make a conversation.**

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

**F Answer the questions about you.**

1 What's your first name?  
\_\_\_\_\_  
\_\_\_\_\_

2 What's your last name?  
\_\_\_\_\_  
\_\_\_\_\_

3 Do you have a common name?  
\_\_\_\_\_  
\_\_\_\_\_

4 How do you spell your last name?  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 2

## Sharing personal Information

**Vocabulary:** Numbers

**Grammar:** Possessive adjectives

### KICK OFF

**A Follow the instructions and play Say My Name.**

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

He's Daniel.



**B**  **VOCABULARY**

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

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

### PRONUNCIATION

**Listen to part 1 and repeat the numbers.**

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

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



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

### Generic Competency 4

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

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) _____

GRAMMAR

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

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

- 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 42.

**E** Complete the table with the correct possessive adjectives.

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

**F** Complete the conversation with words from the box.

you your my I'm number address

**Officer:** Hello. What's (1) \_\_\_\_\_ name?

**Sonia:** (2) \_\_\_\_\_ Sonia Martínez.

**Officer:** How old are (3) \_\_\_\_\_?

**Sonia:** I'm sixteen.

**Officer:** What's your (4) \_\_\_\_\_?

**Sonia:** Juárez 49.

**Officer:** And what's your phone (5) \_\_\_\_\_?

**Sonia:** It's 43 67 84 32 and (6) \_\_\_\_\_ email address is sonimtz@twomail.com.

**Officer:** Thank you.



Is your name Sonia?

Yes, I'm Sonia. Sonia Martínez.



SPEAKING

**G** 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.

# Unit 1A

## Lesson 2

### WRITING

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Disciplinary Competency 4

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



### TEAM UP

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

### IT

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

### SELF-ASSESSMENT

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

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

### SOCIO-EMOTIONAL SKILLS



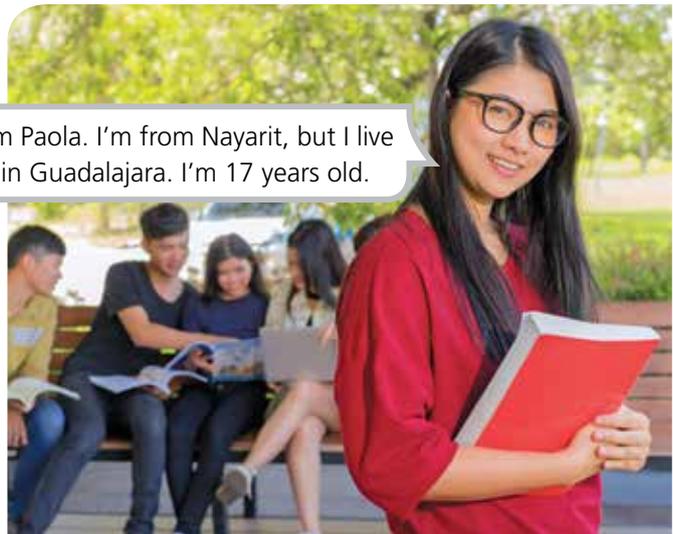
**K** Who are you? Complete with your information.

- I'm \_\_\_\_\_
- I'm from \_\_\_\_\_
- I live in \_\_\_\_\_
- I'm (age) \_\_\_\_\_



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

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



# Tryout

**A Find and circle ten numbers in the puzzle.**

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

**B Do the math. Write the name of the number.**

- 23 + 15 = thirty-eight
- 18 + 14 = \_\_\_\_\_
- 32 + 13 = \_\_\_\_\_
- 14 + 12 = \_\_\_\_\_
- 26 + 21 = \_\_\_\_\_

**C Underline the correct option.**

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

**D Put the words in order to make questions.**

- name / your / What's / ?  
\_\_\_\_\_
- number / your / phone / What's / ?  
\_\_\_\_\_
- you / old / How / are / ?  
\_\_\_\_\_



4 from / Where / you / are / ?

\_\_\_\_\_

5 that / you / Can / repeat / ?

\_\_\_\_\_

**E Complete the interview with the correct questions.**

Alma: Hi. My name's Alma.

(1) \_\_\_\_\_

Ximena: Ximena.

Alma: (2) \_\_\_\_\_

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

Alma: (3) \_\_\_\_\_

Ximena: I'm 17.

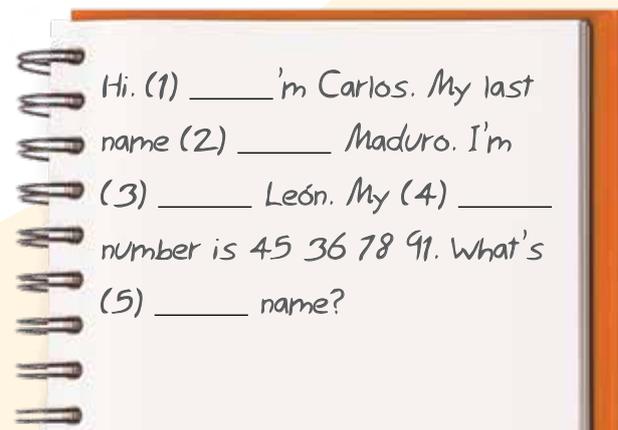
Alma: (4) \_\_\_\_\_

Ximena: It's ximm27@newmail.com

Alma: (5) \_\_\_\_\_

Ximena: I'm from Puebla.

**F Complete the conversation with one word for each gap.**



# Lesson 3

## Asking for and giving information about others

**Vocabulary:** Good at, not good at

**Grammar:** Verb to be (interrogative, negative)

### KICK OFF

**A Follow the instructions and play My Mirror Name.**

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

Is your name Mariana?



### READING

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

## TEEN NEWS

### TWO MEXICAN STUDENTS WIN INTERNATIONAL SCHOLARSHIP

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



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



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

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

### SKILLS

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

### Disciplinary Competency 1

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

**C Read the article again and circle the correct option.**

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

GRAMMAR

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

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

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

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

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

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



SPEAKING

**F** 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.

Generic Competency 4

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

**A** www.makefriends.net

**Maite Pérez**

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

**B** www.makefriends.net

**Miguel Guzmán**

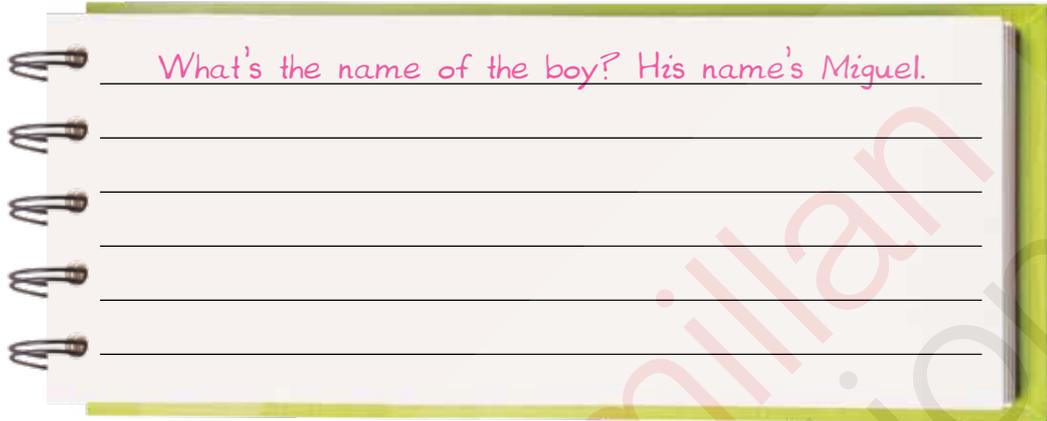
Miguel Guzmán is sixteen years old. He's from Jalapa, Veracruz. He's a prepa student, but he's not very good at academic subjects. He loves playing soccer and his ambition is to play for the Veracruz team when he's older.

# Unit 1A

## Lesson 3

### WRITING

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



### TEAM UP

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

### SELF-ASSESSMENT

**I** Complete the sentences about your own experience during this lesson.

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



### SOCIO-EMOTIONAL SKILLS



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

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



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

My ambition is to play baseball for Veracruz.

# Tryout

## A Find and circle six cognates from the lesson.

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

## B Complete the sentences with words from the box.

ambition area good course

- 1 His \_\_\_\_\_ is to be a pilot.
- 2 He works in the \_\_\_\_\_ of computer science.
- 3 Do you like your English \_\_\_\_\_ ?
- 4 She's very \_\_\_\_\_ at English.

## C Complete the conversations.

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

## D Put the words in order to make questions.

- 1 Patricio / Is / Mexico / from / ?  
**A:** \_\_\_\_\_  
**B:** No, he isn't.



- 2 fifteen / Are / the / boys / ?

**A:** \_\_\_\_\_

**B:** Yes, they are.

- 3 interested / in / Is / Maite / science / ?

**A:** \_\_\_\_\_

**B:** Yes, she is.

- 4 good / at / they / Are / spelling / ?

**A:** \_\_\_\_\_

**B:** No, they aren't.

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

## F Underline the correct option.

**A:** Do you know Simón López?

**B:** No. Who is he?

**A:** He's the new student.

**B:** (1) Is / Are he from Mexico City?

**A:** No, he isn't. He's from (2) Veracruz / Mexico City.

His (3) ambition / interested is to become an expert on the Maya civilization. And he's very good at soccer.

**B:** Fantastic! Is (4) she / he interested in joining our team?

**A:** Yes! Come and meet him at my party tonight!

# Lesson 4

## Asking and answering questions

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

### KICK OFF

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

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

Who is it? I'm good at sports, but I'm not good at math.



### VOCABULARY

#### B Complete the table below with words from the box.

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

### PRONUNCIATION

**Say the nationalities of the countries. Then listen and check.**

Ecuador, Haiti, the United States, New Zealand, Great Britain



Country	Nationality	Occupation

### C LISTENING

Listen to the conversation and complete the profiles.

### Generic Competency 8

The student participates and collaborates effectively in groups.

**Name**  
PETE

Country / Nationality: Occupation:

**Name**  
RANDY

Country / Nationality: Occupation:

**Name**  
BORA

Country / Nationality: Occupation:

**Name**  
SO-YI

Country / Nationality: Occupation:

**GRAMMAR**

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

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

- |                             |             |
|-----------------------------|-------------|
| 1 <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 43.

**E** Complete the questions with words from Activity D.

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

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

- He's \_\_\_\_\_ accountant.
- She's \_\_\_\_\_ mechanic.
- He's from \_\_\_\_\_ United Kingdom.
- We're from \_\_\_\_\_ Mexico.
- He's \_\_\_\_\_ aerobics teacher.

**LANGUAGE**

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

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

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

# Unit 1A

## Lesson 4

### WRITING

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

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

### Disciplinary Competency 11

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



### TEAM UP

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

### SELF-ASSESSMENT

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

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

### SOCIO-EMOTIONAL SKILLS



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



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

# Tryout

**A Read the descriptions and write the occupations.**

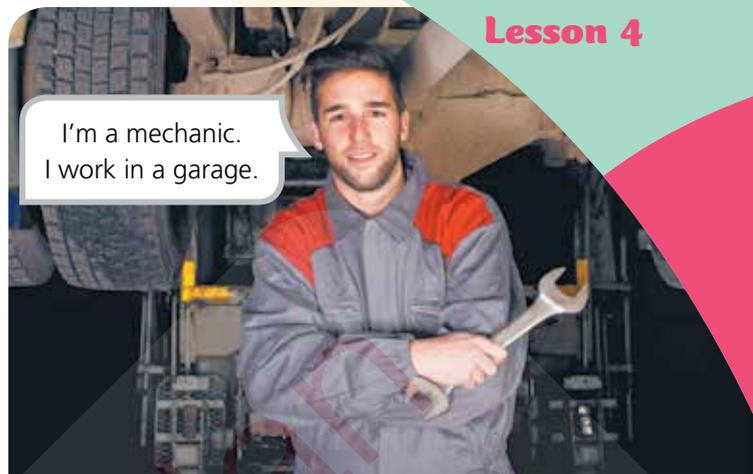
- 1 I work in a school and help people learn.  
\_\_\_\_\_
- 2 I work in the area of information technology.  
\_\_\_\_\_
- 3 I operate on people in hospitals or clinics.  
\_\_\_\_\_
- 4 I act for clients in legal matters.  
\_\_\_\_\_

**B Complete the table.**

Country	Nationality
Portugal	(1)
(2)	Ecuadorian
South Korea	(3)
New Zealand	(4)
(5)	American
(6)	Haitian
Great Britain	(7)

**C Complete the questions. Use the answers as a guide.**

- 1 **A:** \_\_\_\_\_ do you do?  
**B:** I'm a doctor.
- 2 **A:** \_\_\_\_\_ is Shakira from?  
**B:** She's from Colombia.
- 3 **A:** \_\_\_\_\_ is your father's occupation?  
**B:** He's a mechanic.
- 4 **A:** \_\_\_\_\_ is Lionel Messi?  
**B:** He's an Argentinian soccer player.



- 5 **A:** \_\_\_\_\_ is the leader of the expedition?  
**B:** He's thirty two.

**D Put the words in order to make questions.**

- 1 Ellie and John / What / do / do / ?  
\_\_\_\_\_
- 2 your / What's / occupation / ?  
\_\_\_\_\_
- 3 is / Elena / Where / from / ?  
\_\_\_\_\_
- 4 Martha / is / Who / ?  
\_\_\_\_\_
- 5 does / do / What / she / ?  
\_\_\_\_\_

**E Underline the correct option.**

- A:** Hi. What (1) 's / are your names?  
**B:** I'm Anita and he is Jorge.  
**A:** What (2) do / does you do, Anita?  
**B:** I'm (3) a / an vet. I take care of animals.  
**A:** And what (4) do / does Jorge do?  
**B:** He's (5) a / an acupuncturist.  
**A:** Interesting! (6) Where / What are you from?  
**B:** (7) They're / We're both from Peru.  
**A:** (8) Thank you! / Please!

# Project

## Electronic résumé

### Communicating and influencing

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

- A** To gather information for your résumé, answer the questions on a piece of paper.
- B** 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.
- C** 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.
- D** 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.
- E** Make a Word document with your information with the following characteristics.

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



<b>Jorge López</b>	<b>Skills</b>	<b>Salesperson</b>
	I'm good at math. I'm good at talking to people. I speak English.	
Juárez 206, Col. Independencia 33-51-52-53-54 jorge06@workmail.com	<b>Work Experience</b>	I work with my mother at her store.
	<b>Education</b>	Lázaro Cárdenas High School Subjects: Math, English, Science

- Only use these fonts: Arial, Cambria, Times New Roman or Tahoma.
- Don't use special characters or bullets (only hyphens or asterisks).
- Align to the left (don't center or justify texts).
- Avoid graphics or artwork.

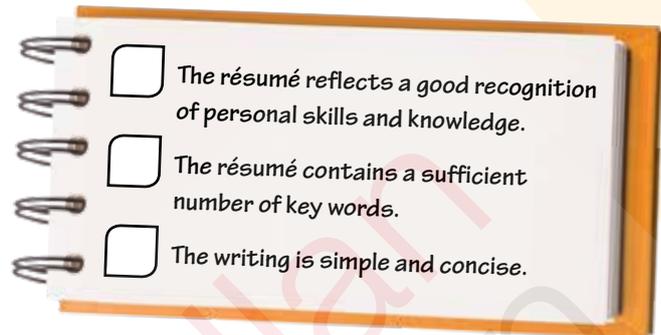


**F** Use software to check the spelling and grammar in your résumé. You can also use another software program to convert your text into code if you need to upload it to your blog.

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

**IT**

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



**SELF-ASSESSMENT RUBRIC**

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

Project aspect	Needs improvement	OK	Good	Outstanding
<b>Did you understand what to do and how to do it?</b>	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.
<b>Was your résumé effective?</b>	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.
<b>How was your spelling and punctuation?</b>	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.
<b>What did you learn from your partners?</b>	My partners suggested changes but I didn't understand them.	My partners suggested improvements and I knew how to apply them.	My partners liked most parts of my project and suggested very few changes.	My partners gave me only positive comments.

**I** Complete with your ideas on how to improve.

1 Something to improve your attitude:  
\_\_\_\_\_

2 Something to improve your performance:  
\_\_\_\_\_

3 Someone who can help you improve:  
\_\_\_\_\_

**WRITTEN COMMUNICATION**

**Expressing oneself clearly in writing by**

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